

Stoke Goldington CofE First School

High Street, Stoke Goldington, Newport Pagnell, MK16 8NP

Inspection dates 4-5 March 2014

Overall effectiveness	Previous inspection:	Good	2
	This inspection:	Outstanding	1
Achievement of pupils		Outstanding	1
Quality of teaching		Outstanding	1
Behaviour and safety of pupils		Outstanding	1
Leadership and management		Outstanding	1

Summary of key findings for parents and pupils

This is an outstanding school.

- All pupils make outstanding progress from their starting points and most reach standards above those of pupils nationally in reading, writing and mathematics.
- Teaching is outstanding. Teachers' exceptional attention to checking what pupils already know means that they set very high and appropriate levels of challenge, so that every pupil makes good progress, and most make outstanding progress.
- Teaching assistants make an excellent contribution to pupils' learning.
- Teachers know their pupils exceptionally well. Their high quality feedback to all pupils helps them to know how to improve their work.
- Pupils are extremely proud of their school. They work very hard and are very enthusiastic about the exciting projects they study within a very rich and exciting range of subjects.
- Pupils' behaviour and attitudes are outstanding and help them to concentrate fully on their learning. They work well on their own or in groups, solving problems and supporting each other.
- Pupils say that they feel safe in school and know how to stay safe outside school, including with new technologies. They understand the different forms that bullying can take, but say that this does not happen in school.
- The school is very small. There is an outstanding level of care and high expectations for every pupil, and there are excellent relationships at all levels.
- Leaders and governors are unrelenting in their quest for excellence for every pupil, and have been very successful in improving all aspects of the school since the last inspection.
- Parents, pupils and staff express high levels of satisfaction with the work of the school.

Information about this inspection

- The inspector observed eight lessons. Three of these were joint observations with the headteacher.
- The inspector held meetings with the headteacher, pupils, parents, staff, members of the governing body and a representative of the local authority.
- School documents were examined including: the school's own evaluation of how well it is doing, its plans for improvement, records of pupils' assessments, minutes of governors' meetings, and records of behaviour and safeguarding.
- The inspector examined pupils' work and listened to pupils read.
- 21 responses to the online Parent View survey were considered along with eight responses to the staff questionnaire.

Inspection team

Lynne Bradbury, Lead inspector

Additional Inspector

Full report

Information about this school

- The school is very small, and significantly smaller than the average sized first school.
- Most pupils are from white British backgrounds.
- There are no pupils with disabilities and special educational needs supported at school action. The proportion of pupils supported at school action plus or with a statement of special educational needs is broadly average.
- There are no pupils eligible for support from the pupil premium (this is additional funding provided by the government for pupils known to be eligible for free school meals and those cared for by the local authority).

What does the school need to do to improve further?

- Ensure that plans are in place to develop the new National Curriculum from September 2014 without compromising current levels of achievement.
- Work with local pre-school settings to improve pupils' levels of attainment on entry to school.
- Make sure that each pupil's work is collected into a single record so that parents can see the wide range of projects and the high level of challenge for all pupils.

Inspection judgements

The achievement of pupils is outstanding

- Pupils make outstanding progress throughout the school because they have interesting and exciting work, using their basic skills to solve problems and to explore real world events.
- Children enter the Reception class with skills and abilities which are generally in line with those typical for their age in many aspects. However, there are examples of children's skills in some aspects which are below these. The school has developed good relationships with local pre-school settings and they are working together to try to address these areas.
- All children, including the most able, make good progress, and some make outstanding progress, so that they attain levels above those nationally by the time they enter Year 1. They apply their learning through a wide range of high quality activities both outdoors and indoors.
- The outcomes of the phonics (letters and the sounds they make) screening test for pupils in Year 1 in 2013 were above those nationally. During the inspection, there was very high quality learning by pupils during phonics lessons in all year groups, and this knowledge was applied throughout their work.
- By the end of Year 2, pupils make outstanding progress and reach levels which are well above those nationally in reading, writing and mathematics.
- The school's checks on pupils' progress and achievement for those currently in school show that they are on track to continue this outstanding progress.
- Pupils learn to read at very early stages and they read fluently and with high levels of understanding. They say that they love to read and they speak with great enthusiasm about their favourite books by authors such as Julia Donaldson, Tony Robinson, Michael Morpurgo and Roald Dahl.
- As there are so few pupils in each year group, it is not appropriate to compare the achievement of pupils with disabilities or special educational needs with those nationally. There are no pupils eligible for the pupil premium funding.
- The extra funding for physical education is providing valuable opportunities to access equipment, facilities and specialist coaching. Pupils are very enthusiastic about their afternoon sports sessions in the village hall, high level football and tennis coaching, and cycling lessons. These experiences are used in the classroom and through displays to encourage pupils to develop healthy lifestyles.
- Work produced by pupils is collected into very impressive project displays and folders, and this means that work in their exercise books does not always reflect the very high standards achieved and can be misleading for parents.

The quality of teaching is outstanding

- Teaching is outstanding. This was evident in almost all teaching observed during the inspection, in the work produced by pupils across a wide range of subjects, and in the progress made by pupils.
- Teachers know their pupils extremely well. They use their extensive records of what pupils already know to plan work that is challenging for all pupils, including the most able. There is a very high degree of learning built on each pupil's needs, with high expectations for progress.
- Teachers make sure that each pupil knows what is expected during the lesson, and there are 'steps to success' to guide the process of learning. Pupils are asked to think about what they have achieved, and what they need to do next.
- Teachers use excellent questioning skills so that they can change the pace or level of learning throughout the lesson for each pupil when necessary and ensure they make maximum progress.
- The classrooms and the equipment in school are managed and used exceptionally well. In the Reception class, children have many opportunities to follow up their own learning and interests,

but the activities offered make sure that the focus of learning can be explored in many different ways. For example, a child decided to use twigs to build the log cabin for the Gruffalo, while another child used a programmable toy (a beebot) to explore the Gruffalo's forest.

- There is an emphasis upon real-life experiences in learning, and teachers make sure that pupils have appropriate levels of work within exciting projects across a wide range of subjects.
- In mathematics, Year 2 worked on solving money problems. Some pupils worked in pairs, but each pupil had tasks with high level challenge to move them forward from their previous learning.
- Pupils know how to improve their work and how to judge the success of their own work during lessons. Each pupil has individual feedback which they use to improve their next piece of work. Teachers and support staff remind them of these areas as necessary throughout the lesson and this helps them to make very rapid progress.
- Teaching assistants make an outstanding contribution to pupils' progress and enthusiasm in every lesson. They observe pupils and record their progress during whole class time. They work with groups of pupils, asking probing questions and adjusting the pace of learning when necessary.
- Staff build excellent relationships with pupils. They use a great deal of praise and encouragement. There is a great deal of courtesy and respect among all members of the school community.

The behaviour and safety of pupils are outstanding

- Pupils' behaviour is outstanding and their positive attitudes make an exceptional contribution to their learning. They are very proud of their school and their work, and they talk with great enthusiasm about all aspects of their learning.
- Relationships at all levels show high expectations of everyone. The school's values direct everyone's actions and the way they help and support each other. The calm and purposeful atmosphere in every lesson makes sure that every pupil is able to concentrate and focus fully on learning
- It is clear that the behaviour and attitudes observed during the inspection are those normally found in school. While record books are kept for bullying or behaviour incidents, there are no entries. Pupils confirm that these things do not happen and that everyone works very hard.
- While there is extensive use of praise, sanctions are not required because the work is so interesting and at the correct level of challenge for every pupil.
- Pupils and most parents agree that behaviour in school is always outstanding and they express great pride in every aspect of school life. Every parent who responded to the Parent View survey said that they would recommend the school to others. Those parents interviewed by the inspector greatly valued the intimate and friendly nature of the school which they saw as being in the heart of the community.
- The school's work to keep pupils safe and secure is outstanding. Pupils understand the different kinds of bullying and know how to keep themselves safe in many different kinds of situation, including with new technologies. They say that they feel safe in school and would know who to ask if they needed help. The site is secure and very well maintained.
- Attendance is above average and pupils of all ages say that they love coming to school.
- Pupils talk with great enthusiasm about the range of topics and subjects studied, including the aerobics session at the start of every day when they are excited and exuberant, but are very sensible while they have great fun.

The leadership and management are outstanding

- The headteachers and governors are passionate about the school's development and this is shared by all members of staff. Everyone focuses their efforts and determination towards continuous improvement so that the highest standards for pupils are maintained. All members of staff express great pride and confidence in the school.
- The school works in partnership, and shares staffing and leadership roles, with another school in the area, and this has brought many opportunities for developing and challenging staff. Verifying the checks they make on pupils' levels of achievement with staff across a wide range of schools has been particularly helpful in making sure that the challenges they plan for pupils' learning shows high expectations.
- Rigorous and extensive monitoring of all aspects of the school's work by the headteacher and governors is evaluated carefully against pupils' achievement so that appropriate areas are identified for improvement. Currently, they are working towards making sure that high levels of achievement continue when the new curriculum is in place in September 2014.
- Each teacher's work is measured against the progress made by pupils. Staff targets for their own improvement and pay are also linked to this progress, and training and development for staff focuses on continuously raising standards.
- Staff are overwhelmingly proud of every aspect of school life and committed to securing the very best for every pupil. The range of subjects and topics offered in the school is exceptional and focused upon the interests and learning needs of each individual child. Staff have high ambitions for each pupil and the school rightly is proud of its involvement with national projects like the display of work at the National Gallery.
- Pupils have a wide range of experiences beyond the classrooms so that their learning is based in real life events. This includes visiting places of worship for other faiths. However, they also have the opportunity to learn about the experience of children in very different parts of the world. They studied projects on France, China, India and what it means to be able to get water in a village in Gambia.
- Pupils have access to many other activities beyond the school day. The school works with the church and local community to offer a wide range of clubs which are greatly enjoyed by pupils of all ages. The values and beliefs of the school are evident in all relationships, and there are many opportunities for reflection throughout the school day, including in high quality collective workshop. All lessons and activities emphasise pupils' equality, and value and encourage working together.
- Parents work closely with the school and express high levels of satisfaction with its work.
- The local authority has great confidence in the work of the school and offers "light touch" support.
- **The governance of the school:**
 - Governors are rigorous in checking the work of the school and judging its success by the achievement of pupils. They use this to set improvement priorities; improvement aims for staff performance, pay scales, and the annual budget. They undertake a great deal of high quality training so that they can hold the headteacher to account by understanding the work of the school and its tracking of pupils' progress for themselves. They are closely involved in school life through visits and meetings with teachers so that all funding, including the extra pupil premium and physical education funding can be used for the very best outcomes. They fulfil their statutory duties, for example in finance and safeguarding.

What inspection judgements mean

School		
Grade	Judgement	Description
Grade 1	Outstanding	An outstanding school is highly effective in delivering outcomes that provide exceptionally well for all its pupils' needs. This ensures that pupils are very well equipped for the next stage of their education, training or employment.
Grade 2	Good	A good school is effective in delivering outcomes that provide well for all its pupils' needs. Pupils are well prepared for the next stage of their education, training or employment.
Grade 3	Requires improvement	A school that requires improvement is not yet a good school, but it is not inadequate. This school will receive a full inspection within 24 months from the date of this inspection.
Grade 4	Inadequate	<p>A school that has serious weaknesses is inadequate overall and requires significant improvement but leadership and management are judged to be Grade 3 or better. This school will receive regular monitoring by Ofsted inspectors.</p> <p>A school that requires special measures is one where the school is failing to give its pupils an acceptable standard of education and the school's leaders, managers or governors have not demonstrated that they have the capacity to secure the necessary improvement in the school. This school will receive regular monitoring by Ofsted inspectors.</p>

School details

Unique reference number	110408
Local authority	Milton Keynes
Inspection number	432083
Type of school	First
School category	Voluntary controlled
Age range of pupils	4-7
Gender of pupils	Mixed
Number of pupils on the school roll	26
Appropriate authority	The governing body
Chair	Christopher Letts
Headteacher	Kathryn Crompton
Date of previous school inspection	16 June 2009
Telephone number	01908 551253
Fax number	01908 551253
Email address	StokeGoldingtonSchool@milton-keynes.gov.uk

Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'raising concerns and making complaints about Ofsted', which is available from Ofsted's website: www.ofsted.gov.uk. If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.



You can use Parent View to give Ofsted your opinion on your child's school. Ofsted will use the information parents and carers provide when deciding which schools to inspect and when and as part of the inspection.

You can also use Parent View to find out what other parents and carers think about schools in England. You can visit www.parentview.ofsted.gov.uk, or look for the link on the main Ofsted website: www.ofsted.gov.uk

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

Further copies of this report are obtainable from the school. Under the Education Act 2005, the school must provide a copy of this report free of charge to certain categories of people. A charge not exceeding the full cost of reproduction may be made for any other copies supplied.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

To receive regular email alerts about new publications, including survey reports and school inspection reports, please visit our website and go to 'Subscribe'.

[Piccadilly Gate](#)
[Store St](#)
[Manchester](#)
[M1 2WD](#)

T: 0300 123 4234
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.ofsted.gov.uk

© Crown copyright 2013

