

Inspection of Newton Blossomville Church of England School

Newton Blossomville, Turvey, Bedford, Bedfordshire MK43 8AL

Inspection dates: 21 and 22 November 2023

Overall effectiveness	Outstanding
The quality of education	Outstanding
Behaviour and attitudes	Outstanding
Personal development	Outstanding
Leadership and management	Outstanding
Early years provision	Outstanding
Previous inspection grade	Outstanding

Until November 2020, the school was exempt from routine inspection because it was judged as outstanding at its previous inspection under section 5 of the Education Act 2005. The school has not been inspected under section 5 of the Act since October 2009.

What is it like to attend this school?

Pupils at Newton Blossomville Church of England School receive a remarkable start to their education. They quickly become inquisitive, independent thinkers with a palpable enthusiasm for learning. The school takes every opportunity to provide a wealth of rich experiences for every child. As a result, pupils love coming to school, and they enjoy being with their friends and contributing to engaging lessons. They are kind and respectful. One pupil commented, 'Everyone is welcome in our school.'

The school has very high expectations of pupils and what they can achieve. Because of this, pupils work hard in lessons and demonstrate exemplary behaviours in and around the school. Pupils show a determination to keep trying and display a high level of focus. As a result, they achieve exceptionally highly across the curriculum.

Pupils benefit from a rich set of experiences, which enables them to appreciate their community and the wider world. The school is at the heart of the community. Pupils participate in many local events, such as raising money for local charities, singing at the 'Cherry Fair', and running in the community pancake race. Pupils are inspired to explore the natural environment around them through forest school.

What does the school do well and what does it need to do better?

The school gets children off to an exceptional start in early years. Staff skilfully support children to develop excellent communication and language skills. Interactions are high quality and continuously extend children's learning and interests. Staff are swift to get to know the children, and this helps them to learn routines quickly, so they grow in confidence from the start. The school develops a comprehensive understanding of children's needs before they start school. The approach supports the early and accurate identification of children with special educational needs and/or disabilities (SEND).

The school is determined that all pupils will quickly become fluent readers and enjoy a range of books. Staff are exceptionally well trained so that the teaching of phonics is precise and accurate. Teachers act quickly to support any pupils who struggle with reading, enabling them to catch up swiftly. Pupils' books precisely match the sounds they are learning. They skilfully use their knowledge of phonics to develop fluency when reading to an adult. Pupils relish the books the teachers read to them. They recall with excitement the stories they have enjoyed.

The school has established a highly developed curriculum. It sets out the precise knowledge, skills and vocabulary pupils will learn. The school has considered carefully the key content that pupils need to revisit to help them build learning over time. Staff continually check what pupils have learned and use this information to inform future teaching. Pupils with SEND are well supported by skilled adults, which enables them to access and learn across the full curriculum. All pupils benefit from a well-crafted and resourced learning environment. Pupils' strong engagement in

lessons results in high-quality work, so they achieve exceptionally highly across the curriculum. They become confident and articulate learners. Staff ensure that there are no barriers to learning. Because of this, behaviour is exemplary. Pupils listen to adults and each other, demonstrating high levels of respect at all times.

Pupils' personal development is exceptional. Leaders ensure that there is a wealth of well-planned trips and visits that all pupils attend. Planned trips link to the curriculum, and pupils can explain how what they have learned connects to learning at school. Teachers make the most of the unique environment around them, often taking pupils on local history walks. Pupils love taking part in the many activities outside. They relish activities to develop their teamwork and can name a host of trees and identify dangerous plants. They know the importance of looking after the environment and protecting nature from harm. Recent trips to a solar farm have supported this learning. Staff ensure that pupils' character is developed through recognising talents and celebrating them together. Pupils gain confidence through sharing these talents with their peers.

Leaders have ambitious expectations for all and are constantly introducing enhancements to the school. They are, however, mindful of staff workload and create collaborative ways of working across the federation to support this. Staff recognise the support provided and the actions that leaders take to care for their well-being. As a result, they love working at the school. Governors understand their roles clearly. They are adept at challenging leaders while offering a strong level of support.

Safeguarding

The arrangements for safeguarding are effective.

How can I feed back my views?

You can use [Ofsted Parent View](#) to give Ofsted your opinion on your child's school, or to find out what other parents and carers think. We use information from Ofsted Parent View when deciding which schools to inspect, when to inspect them and as part of their inspection.

The Department for Education has further [guidance](#) on how to complain about a school.

Further information

You can search for [published performance information](#) about the school.

In the report, '[disadvantaged pupils](#)' is used to mean pupils with special educational needs and/or disabilities (SEND); pupils who meet the [definition of children in need of help and protection](#); pupils receiving statutory local authority support from a social worker; and pupils who otherwise meet the criteria used for deciding the school's [pupil premium funding](#) (this includes pupils claiming free school meals at any

point in the last six years, looked after children (children in local authority care) and/or children who left care through adoption or another formal route).

School details

Unique reference number	110405
Local authority	Milton Keynes
Inspection number	10256341
Type of school	Infant
School category	Voluntary controlled
Age range of pupils	4 to 7
Gender of pupils	Mixed
Number of pupils on the school roll	20
Appropriate authority	The governing body
Chair of governing body	Stuart Ayling
Executive Headteacher	Emma Wallace
Website	www.newtonblossomvilleschool.org.uk
Dates of previous inspection	12 and 13 October 2009

Information about this school

- This is a very small school with 20 pupils currently on roll. It is part of the Village Schools Federation. There are five other schools in the federation.
- The executive headteacher has responsibility for all the schools in the federation.
- Newtown Blossomville is a Church of England primary school in the diocese of Oxford. The school's most recent section 48 inspection took place in October 2019.
- The school currently uses no alternative provision.

Information about this inspection

The inspector carried out this graded inspection under section 5 of the Education Act 2005.

- Inspections are a point-in-time judgement about the quality of a school's education provision.

- This was the first routine inspection the school received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with the school and has taken that into account in their evaluation of the school.
- The inspector carried out deep dives in early reading, physical education and music. For each deep dive, the inspector held discussions about the curriculum, visited a sample of lessons, spoke to teachers, spoke to some pupils about their learning and looked at samples of pupils' work.
- The inspector met with the executive headteacher, lead teacher and the special educational needs coordinator.
- To evaluate the effectiveness of safeguarding, the inspector: reviewed the single central record; took account of the views of leaders, staff and pupils; and considered the extent to which the school has created an open and positive culture around safeguarding that puts pupils' interests first.
- The inspector looked at a wide range of documents provided by the school and observed pupils' behaviour around the school and in lessons.
- The inspector met with members of the governing body and a representative from the local authority.
- The inspector spoke with a representative from the Oxford diocese.
- The inspector considered the views of parents through Ofsted Parent View.
- The views of staff were gathered through surveys, interviews and discussions conducted throughout the inspection.
- The inspector gathered pupils' views throughout the inspection, including during classroom visits, as well as at playtimes and lunchtime.

Inspection team

Simon Woodbridge, lead inspector

His Majesty's Inspector

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