

Inspection of Stoke Goldington Church of England School

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

Inspection dates:	28 and 29 January 2025
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 for overall effectiveness 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 March 2014. Since September 2024, schools have not been awarded an overall effectiveness grade.

What is it like to attend this school?

The school's vision, 'We strive to be the best we can be. Whatever we do, we work at it with all our heart', shines through every aspect of school life. The school is relentless in its mission to provide the very best of everything. Pupils, including those with special educational needs and/or disabilities (SEND), flourish academically and socially. Pupils' impressive success and achievements are rooted in the high-quality curriculum on offer.

Pupils demonstrate a genuine love of learning. This is because staff carefully nurture pupils' enthusiasm. They provide high levels of support for pupils to learn collaboratively. Staff also teach pupils to work independently, helping them become confident learners. Across the school, pupils' behaviour is exemplary. They are respectful, kind and polite. Everyone works and plays happily together.

The school builds optimism, confidence and love in its community. It teaches pupils to appreciate and celebrate each other. Pupils understand the small things that people can do to make a positive difference. The school provides a carefully planned and rich range of experiences for pupils. This ensures that pupils appreciate their local community and are excited to explore the wider world.

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

The school's broad and ambitious curriculum sets out the important knowledge and skills that pupils need to learn. The curriculum sequences learning so that pupils acquire new knowledge in a logical order, building on what they already know. This begins in the early years. Throughout the school, staff teach the curriculum expertly. They explain ideas thoughtfully. Staff pay meticulous attention to every detail of pupils' learning, checking what they know and remember carefully. In every activity, no stone is left unturned to ignite pupils' passion for learning.

Reading is prioritised. Staff have the knowledge and skills to deliver the phonics programme rigorously. This ensures that pupils acquire reading skills quickly. The books that pupils read are matched precisely to the sounds that they have learned. Staff check regularly that pupils are on track with their reading. Should any pupils fall behind, they receive the support they need to become fluent and confident readers. Staff use ambitious texts to help build pupils' extensive vocabulary. As a result, pupils talk about their reading with enthusiasm and confidence.

Pupils with SEND achieve exceptionally well. The school identifies pupils' needs promptly and staff make skilful adaptations to their teaching of the curriculum. This enables pupils with SEND to build their knowledge and skills rapidly. In some cases, pupils far exceed the expectations that have been set for them. The school actively encourages and supports disadvantaged pupils, including those with SEND, to participate in every aspect of school life, such as joining clubs and taking on leadership roles. Parents rightly appreciate how well the school prepares pupils for the next stage of their education.

Pupils have highly positive attitudes to their learning. They thoroughly enjoy becoming deeply absorbed in their work. This starts in the Reception class, where children concentrate hard on their tasks. Pupils speak about their work enthusiastically and help each other willingly. Pupils understand the importance of attending school regularly and punctually. The school's sensitive and effective work with parents and carers is promoting and securing even better attendance than the high standards achieved in the past.

The school's values are at the heart of pupils' education. They are used as a framework for pupils' wider personal development. The school provides pupils with a strong moral compass. It develops pupils' characters so that they understand the difference between right and wrong and become kind and responsible citizens. Pupils are knowledgeable about online safety and physical health.

Pupils' confidence and resilience are strengthened by a well-planned and enriching range of extra-curricular opportunities, such as visiting a local gymnastics centre to practise the skills learned in school. Pupils explore the curriculum more broadly through visits to places of interest, such as local and national art galleries. Pupils are taught about diversity. They understand the fundamental British values and their importance in modern Britain. They learn about different religions, building respect and acceptance of others' beliefs and views.

Leaders, including the school governors, are tenacious in their ambition to continuously improve the school. They ensure that the school contributes to and benefits from training across the federation schools. Workload and well-being are managed successfully to ensure that staff feel happy and proud to be part of the school community.

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	110408
Local authority	Milton Keynes
Inspection number	10341294
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	16
Appropriate authority	The governing body
Chair of governing body	Dr Victoria Morgan
Headteacher	Emma Wallace
Website	www.stokegoldington.milton-keynes.sch.uk
Dates of previous inspection	4 and 5 March 2014, under section 5 of the Education Act 2005

Information about this school

- The school has a very small number of pupils. It is part of the Village Schools Federation. There are five other schools in the federation.
- This is a Church of England primary school. The school's next section 48 Statutory Inspection of Anglican and Methodist Schools is due in 2027. The last inspection of this type took place in November 2019.
- The school does not currently use any alternative provision.

Information about this inspection

The inspector carried out this graded inspection under section 5 of the Education Act 2005. During a graded inspection, we grade the school for each of our key judgements (quality of education; behaviour and attitudes; personal development; and leadership and management) and for any relevant provision judgement (early years and/or sixth form provision). Schools receiving a graded inspection from September 2024 will not be given an overall effectiveness grade.

- Inspections are a point-in-time evaluation 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 met with the executive headteacher, the lead teacher, subject leaders and the special educational needs coordinator. The inspector also met with governors, including the chair of the governing body.
- The inspector spoke by telephone with a representative from the diocese and with a representative from the local authority.
- The inspector carried out deep dives in these subjects: early reading, mathematics and art. The inspector held discussions about the curriculum, visited lessons, spoke to teachers, spoke to pupils about their learning and looked at samples of pupils' work.
- The inspector also looked at curriculum information and pupils' work in other subjects, including writing, geography and science.
- The inspector spoke with staff to discuss the curriculum, safeguarding and their workload. The inspector met with pupils and spoke with them about their learning and their views on safety and behaviour.
- The inspector listened to a range of pupils read.
- 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 considered the responses to the staff survey and spoke to a range of staff about their views of the school.
- The inspector spoke to a range of parents and took account of the responses to the Ofsted Parent View questionnaire and the free-text responses.
- The inspector spoke with a range of pupils to learn their views about the school.

Inspection team

Clare Morgan, lead inspector

Ofsted Inspector

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