

# Whaddon CofE School

**Address:** Stock Lane, Whaddon, Milton Keynes, Buckinghamshire, MK17 0LS

**Unique reference number (URN):** 110415

## Inspection report: 21 April 2026

Exceptional	
Strong standard	●
Expected standard	● ● ● ● ●
Needs attention	
Urgent improvement	

### ✔ **Safeguarding standards met**

The safeguarding standards are met. This means that leaders and/or those responsible for governance and oversight fulfil their specific responsibilities and have established an open culture in which safeguarding is everyone's responsibility and concerns are actively identified, acted upon and managed. As a result, pupils are made safer and feel safe.

#### **How we evaluate safeguarding**

When we inspect schools for safeguarding, they can have the following outcomes:

- **Met:** The school has an open and positive culture of safeguarding. All legal requirements are met.
- **Not met:** The school has not created an open and positive culture of safeguarding. Not all legal requirements are met.

## Strong standard ●

### Attendance and behaviour

Strong standard ●

The importance of high attendance is consistently promoted so that most pupils attend school regularly. Leaders analyse attendance carefully and take action promptly when concerns emerge. Pupils who have not attended well at other schools are welcomed and supported effectively to attend. Careful support sees their attendance improve and strengthen. This has a tangible effect on pupils' success and happiness. Leaders work effectively with families where pupils' attendance begins to fall. The support often aligns with pupils' specific needs, and any adaptations to the school day are well considered.

The school's expectations of behaviour are high and consistently applied by leaders and staff. Pupils know what is expected of them every day. Classrooms are calm and pupils behave with integrity. The youngest children are quick to learn the rules. They look up to the older pupils, who are excellent role models. Relationships are strong because of the work the school does to promote kindness and respect. Lunchtimes are particularly happy occasions where pupils sit and talk in mixed-year groups with their friends across the school. They are clear that bullying is not tolerated here. Comprehensive plans support pupils who may struggle with their behaviour. As a result, incidents are minimal and pupils are successful in the classroom.

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## Expected standard ●

### Achievement

Expected standard ●

Pupils typically achieve well and make secure progress from their starting points. Their attainment at the end of key stage 2 is broadly in line with national averages. This means that pupils learn the necessary skills in reading, writing and mathematics to be successful and ready for the next stages of their education.

Younger children make a positive start in their basic skills, including learning to read. Well-trained staff deliver the phonics programme with accuracy. Pupils' attainment in the multiplication check is a strength.

Leaders ensure that pupils with special educational needs and/or disabilities, or those that face other barriers to learning, achieve broadly in line with their peers. Where this is not the case, pupils do make secure progress from their individual starting points. Some pupils' recall of the wider curriculum is varied, however. For example, in history, pupils can recall at depth information on life in ancient Greece or about Anne Frank's experiences in the Second World War. Conversely, in some subjects, pupils' recall of the important knowledge that they have been taught is not secure enough.

## Curriculum and teaching

Expected standard 

Leaders ensure that pupils study a broad and ambitious curriculum. The curriculum maps out clearly the important knowledge, vocabulary and skills that pupils need to know in each subject and year group. It is well ordered and builds logically from the early years to the end of Year 6, taking into consideration the needs of the mixed year groups. Since the last inspection, leaders have established the curriculum well in the school.

Leaders understand clearly the quality of both the curriculum and teaching at the school. They know what they need to further develop so that pupils' learning of the curriculum is strengthened further. Typically, teachers are knowledgeable about the subjects they teach. Overall, they teach the curriculum well. Sometimes, however, teachers do not use their checks of pupils' learning as effectively as they could. This means that teachers do not always adapt teaching in response to pupils' needs.

Staff teach the school's reading programme well. They consider carefully how to teach the content of the school's phonics programme. They match reading books to pupils' knowledge. Staff develop pupils' deep love of reading.

Pupils with special educational needs and/or disabilities and those who are disadvantaged access the curriculum alongside their peers. Targeted support helps pupils to overcome barriers to learning successfully.

## Inclusion

Expected standard 

Leaders are ambitious for all pupils to achieve highly. They ensure that pupils' needs are accurately identified and quickly met. Leaders do all they can to reduce any barriers to learning that pupils may face. They keep a close check on pupils' learning and progress. Leaders work effectively to make adjustments to the work of staff to support pupils when required.

Leaders ensure any professional learning that staff receive is well considered and beneficial to pupils. As a result, staff skilfully check and make sure that pupils with special educational needs and/or disabilities have the support they need to access the curriculum. For example, a range of well-considered learning resources and adaptations to teaching support these pupils very well. Leaders also work well to make sure that the school's work with external partners is purposeful.

Pupils who are disadvantaged are equally well supported in all other learning and wider school experiences. Leaders use extra funding effectively to support the academic and emotional development of disadvantaged pupils. For instance, the school supports parents to improve pupils' attendance before it becomes a barrier to successful learning. Leaders review the impact of their work in this area very well.

## Leadership and governance

Expected standard 

Leaders make decisions in the best interests of pupils. Leaders have a precise understanding of the school's strengths and what needs to improve further. They have

worked very well to improve the school since the previous inspection. The curriculum is of a secure standard, and leaders take thoughtful actions to refine the school's work further. They plan and evaluate carefully the impact of their decisions.

Leaders provide well-considered professional learning for all staff that supports them in their roles. Staff feel they have the knowledge to help all pupils to thrive and to be successful. They speak positively about being a member of the school community and value the work of leaders to reduce staff workload and prioritise their wellbeing.

Governors meet their statutory duties effectively and provide effective levels of support and challenge for school leaders. They know the school well and understand its context and challenges.

The majority of parents and carers are positive about many aspects of the school's work, including the quality of care provided and the opportunities leaders offer to all pupils. In addition, leaders are outward-facing and ensure they work with a range of external agencies, other schools and networks that are available to them.

## **Personal development and wellbeing**

**Expected standard** 

Leaders are ambitious in their pursuit to provide a broad curriculum for personal, social and health education (PSHE). They ensure that it builds pupils' future aspirations and interests. The school's PSHE curriculum includes age-appropriate relationships and sex education and health education. This equips pupils with valuable knowledge and skills to support them in the future.

Pupils understand the meaning of respect and live this through their interactions with others. As a result, they are welcoming and friendly and treat their peers with kindness. Warm relationships are seen across the school between pupils who work and play together well. This is a happy school built on mutual respect and tolerance.

Pupils typically can recall fundamental British values. This helps them to understand and speak confidently about key themes, such as respect and democracy. Pupils often link their knowledge of these themes to other curriculum areas such as history. Pupils say that everyone is welcome at their school 'no matter their individual differences'.

Leaders make sure that pupils know how to keep safe when online and have a good understanding of healthy diets and lifestyles. Pupils learn that exercise helps them to keep fit. Staff take every opportunity to promote pupils' appreciation of a positive healthy mindset and how to manage themselves well when faced with a new or difficult challenge.

Pupils' spiritual and moral development is a key element of the school's curriculum. Pupils, including those who are disadvantaged, have valuable opportunities to voice their views and ideas, such as through 'justice and responsibility' meetings. Leaders ensure pupils with barriers to their social and emotional understanding are given equal opportunity to hold carefully considered roles and responsibilities.

The school also extends the curriculum through a range of well-planned experiences. Pupils are enthusiastic about the clubs, such as singing, sewing or gardening. Leaders ensure all

pupils can attend, and they often offer clubs through lunchtimes to reduce any potential barriers so that pupils can take part.

## **What it's like to be a pupil at this school**

Pupils arrive each morning full of enthusiasm for the day ahead. Warm and caring relationships between staff and pupils are seen in abundance across the school. Because of this, pupils say they feel happy and safe. Older pupils look after the younger children, and they play together happily at social times. Pupils socialise well in mixed year groups.

Pupils engage positively with their learning. They build their knowledge and skills successfully across the curriculum. Pupils read well and develop a confident use of vocabulary, including subject-specific words, which they use well to discuss their ideas. Those pupils who encounter difficulties, including pupils with special educational needs and/or disabilities, receive targeted support. As a result, pupils reach standards close to the national average at the end of Year 6 and are well prepared for secondary school. The youngest children also make a highly successful start to their educational journey. They are supported by well-trained staff to be independent, confident and knowledgeable.

Pupils understand the school's values extremely well. They make sure that they show them in their own behaviours and attitudes. The school's vision, 'so we can all shine', is lived and known by pupils and staff. Pupils recognise the importance of fairness and treating each other with respect. They are clear that bullying is not something they worry about, and if they have a concern, adults will help them quickly.

Classrooms are calm, focused spaces where pupils listen carefully and show interest in their work. Around the school, pupils are polite and well mannered, eager to talk to visitors and welcome them to their school. Pupils describe their lessons as fun and enjoyable. They take great pride in their work, and their attendance is high.

A range of experiences, such as the school's outdoor learning offer, enhance pupils' learning well. Pupils are enthusiastic about the clubs they can take part in, such as sewing, gardening or singing.

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## **Next steps**

- Leaders should ensure that teachers adjust learning tasks so they consistently support pupils to build knowledge securely and develop a deep understanding across subjects.
  - Leaders should ensure staff maximise opportunities to check and address any gaps in understanding pupils may have so that they achieve well.
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## About this inspection

The chair of the board of governors in this school is Verity Threlfell.

Inspectors carried out this full inspection under section 5 of the Education Act 2005.

Following our renewed inspection framework, all inspections are now led by His Majesty's Inspectors (HMIs) or by Ofsted Inspectors (OIs) who have previously served as HMIs.

Inspection activities:

Inspectors spoke with the headteacher and other members of staff. They also spoke with the school's improvement partner from the local authority and a representative from the diocese. The lead inspector met with members of the board of governors, including the chair.

The inspectors confirmed the following information about the school:

The school is registered as having a Church of England religious character. The school's most recent section 48 Statutory Inspection of Anglican and Methodist Schools took place in July 2019.

The school currently does not use any alternative provision.

Headteacher: Sarah Prior

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### Lead inspector:


Simon Woodbridge, His Majesty's Inspector

### Team inspector:

Phil Sherwood, Ofsted Inspector

## Facts and figures used on inspection

The data was used by the inspector(s) during the inspection. More recent data may have been published since the inspection took place.

 This data is from 21 April 2026

## School and pupil context

### Total pupils

**45**

Well below average

### **What does this mean?**

The total number of pupils currently at this school and how this compares to other schools of this phase in England.

National average: 272

### **School capacity**

**80**

Well below average

### **What does this mean?**

The total number of pupils who can attend the school and how this compares to other schools of this phase in England.

National average: 300

### **Pupils eligible for free school meals (FSM)**

**6.67%**

Well below average

### **What does this mean?**

The proportion of pupils eligible for free school meals at any point in the last six years.

National average: 26.3%

### **Pupils with an education, health and care (EHC) plan**

**4.44%**

Close to average

### **What does this mean?**

The proportion of pupils with an education, health and care plan. This covers pupils with more support than is available through special educational needs support.

National average: 3.5%

### **Pupils with special educational needs (SEN) support**

**40.00%**

Well above average

### What does this mean?

The proportion of pupils with reported special educational support needs at the school.

National average: 15%

### Location deprivation

## Well below average

### What does this mean?

Based on the English Indices of Deprivation (2019) and the school's location, we have calculated whether the school is located in a more or less deprived area.

### Resourced Provision or SEND Unit (if applicable)

## No resourced provision

### What does this mean?

Whether school has Resourced Provision or SEND unit (if applicable).

## All pupils' performance

### Pupils reaching the expected standard in reading, writing and mathematics

The percentage of pupils meeting the expected standards in a combined reading, writing and mathematics measure.

Year	This school	National average	Compared with national average
Latest 3 year average		61%	
2024/25 (revised)	S	62%	S
2023/24 (final)	S	61%	S
2022/23		60%	

### Pupils reaching the expected standard in reading

The percentage of pupils meeting the expected standard in reading.

<b>Year</b>	<b>This school</b>	<b>National average</b>	<b>Compared with national average</b>
<b>Latest 3 year average</b>		74%	
<b>2024/25 (revised)</b>	S	75%	S
<b>2023/24 (final)</b>	S	74%	S
<b>2022/23</b>		73%	

### **Pupils reaching the expected standard in teacher-assessed writing**

The percentage of pupils meeting the expected standard in teacher-assessed writing.

<b>Year</b>	<b>This school</b>	<b>National average</b>	<b>Compared with national average</b>
<b>Latest 3 year average</b>		72%	
<b>2024/25 (revised)</b>	S	72%	S
<b>2023/24 (final)</b>	S	72%	S
<b>2022/23</b>		71%	

### **Pupils reaching the expected standard in mathematics**

The percentage of pupils meeting the expected standard in mathematics.

<b>Year</b>	<b>This school</b>	<b>National average</b>	<b>Compared with national average</b>
<b>Latest 3 year average</b>		73%	
<b>2024/25 (revised)</b>	S	74%	S
<b>2023/24 (final)</b>	S	73%	S
<b>2022/23</b>		73%	

'S' in the table above indicates the data has been suppressed, which is usually due to small cohorts. The suppression rules applied by the DfE when publishing the data have been mirrored and applied in the report card.

## Disadvantaged pupils' performance

Disadvantaged pupils are those who have been eligible for free school meals at any point in the last six years and children looked after.

### Disadvantaged pupils reaching the expected standard in reading, writing and mathematics

The percentage of disadvantaged pupils meeting the expected standard in reading, writing and mathematics.

Year	This school	National average	Compared with national average
Latest 3 year average		46%	
2024/25		47%	
2023/24 (final)	S	46%	S
2022/23		44%	

### Disadvantaged pupils reaching the expected standard in reading

The percentage of disadvantaged pupils meeting the expected standard in reading.

Year	This school	National average	Compared with national average
Latest 3 year average		62%	
2024/25		63%	
2023/24 (final)	S	62%	S
2022/23		60%	

### Disadvantaged pupils reaching the expected standard in teacher-assessed writing

The percentage of disadvantaged pupils meeting the expected standard in teacher-assessed writing.

<b>Year</b>	<b>This school</b>	<b>National average</b>	<b>Compared with national average</b>
<b>Latest 3 year average</b>		59%	
<b>2024/25</b>		59%	
<b>2023/24 (final)</b>	S	58%	S
<b>2022/23</b>		58%	

### **Disadvantaged pupils reaching the expected standard in mathematics**

The percentage of disadvantaged pupils meeting the expected standard in mathematics.

<b>Year</b>	<b>This school</b>	<b>National average</b>	<b>Compared with national average</b>
<b>Latest 3 year average</b>		60%	
<b>2024/25</b>		61%	
<b>2023/24 (final)</b>	S	59%	S
<b>2022/23</b>		59%	

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### **Disadvantaged pupils' performance gap**

Disadvantaged pupils are those who have been eligible for free school meals at any point in the last six years and children looked after. The school disadvantage gap is the difference between the performance of the school's disadvantaged pupils compared to the performance of all non-disadvantaged pupils nationally.

### **Disadvantaged pupils reaching the expected standard in reading, writing and mathematics**

The percentage of disadvantaged pupils meeting the expected standard in reading, writing and mathematics, including the disadvantaged gap.

<b>Year</b>	<b>This school</b>	<b>National non-disadvantaged score</b>	<b>School disadvantage gap</b>
<b>Latest 3 year average</b>		68%	
<b>2024/25</b>		69%	
<b>2023/24 (final)</b>	S	67%	S
<b>2022/23</b>		66%	

### **Disadvantaged pupils reaching the expected standard in reading**

The percentage of disadvantaged pupils meeting the expected standard in reading and the disadvantaged gap.

<b>Year</b>	<b>This school</b>	<b>National non-disadvantaged score</b>	<b>School disadvantage gap</b>
<b>Latest 3 year average</b>		80%	
<b>2024/25</b>		81%	
<b>2023/24 (final)</b>	S	80%	S
<b>2022/23</b>		78%	

### **Disadvantaged pupils reaching the expected standard in teacher-assessed writing**

The percentage of disadvantaged pupils meeting the expected standard in teacher-assessed writing and the disadvantaged gap.

<b>Year</b>	<b>This school</b>	<b>National non-disadvantaged score</b>	<b>School disadvantage gap</b>
<b>Latest 3 year average</b>		78%	

Year	This school	National non-disadvantaged score	School disadvantage gap
2024/25		78%	
2023/24 (final)	S	78%	S
2022/23		77%	

### Disadvantaged pupils reaching the expected standard in mathematics

The percentage of disadvantaged pupils meeting the expected standard in mathematics and the disadvantaged gap.

Year	This school	National non-disadvantaged score	School disadvantage gap
Latest 3 year average		80%	
2024/25		81%	
2023/24 (final)	S	79%	S
2022/23		79%	

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## Absence

### Overall absence

The percentage of all possible mornings and afternoons missed due to absence from school (for whatever reason, whether authorised or unauthorised) across all pupils.

Year	This school	National average	Compared with national average
2024/25 (2 term)	5.0%	5.2%	Close to average
2023/24 (3 term)	6.9%	5.5%	Above

Year	This school	National average	Compared with national average
2022/23 (3 term)	7.5%	5.9%	Above

## Persistent absence

The percentage of pupils missing 10% or more of their possible mornings and afternoons.

Year	This school	National average	Compared with national average
2024/25 (2 term)	14.0%	13.3%	Close to average
2023/24 (3 term)	17.3%	14.6%	Close to average
2022/23 (3 term)	17.0%	16.2%	Close to average

## Our grades explained

### Exceptional

Practice is exceptional: of the highest standard nationally. Other schools can learn from it.

### Strong standard

The school reaches a strong standard. Leaders are working above the standard expected of them.

### Expected standard

The school is fulfilling the expected standard of education and/or care. This means they are following the standard set out in statutory and non-statutory legislation and the professional standards expected of them.

### Needs attention

The expected standards are not met but leaders are likely able to make the necessary improvements.

### Urgent improvement

The school needs to make urgent improvements to provide the expected standard of education and/or care.

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