

# Inspection of Stillington Primary School

Main Street, Stillington, York, North Yorkshire YO61 1LA

---

Inspection dates: 5 to 6 March 2024

<b>Overall effectiveness</b>	<b>Good</b>
The quality of education	<b>Good</b>
Behaviour and attitudes	<b>Good</b>
Personal development	<b>Good</b>
Leadership and management	<b>Good</b>
Early years provision	<b>Good</b>
Previous inspection grade	Requires Improvement

## **What is it like to attend this school?**

Stillington Primary School is a small, welcoming school that has a strong sense of community. The school focuses on creativity, diversity, sustainability and community. They are an important part of the school's curriculum. Pupils like being part of a small school where all pupils are supportive of one another. Adults have positive relationships with the pupils. They have a good understanding of pupils' needs.

Pupils listen carefully to adults in lessons. They remain focused on their learning. Pupils do not have to worry about bullying. They know about different types of bullying and say that it is rare. Pupils know that if they have any concerns, no matter how small, they can talk to a trusted adult.

The school is ambitious for what pupils can achieve. Leaders provide a broad range of training for teachers and leaders. Staff benefit from working closely with colleagues from other schools in the federation. Pupils are well prepared for the next stage of their education.

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

The school has established an ambitious curriculum for pupils in key stages 1 and 2. Leaders have clearly identified the important knowledge they want pupils to know and remember in each subject. There is still work to do in the early years. The school has not completed its work to identify what children must know in all areas of the Nursery curriculum. This means that, sometimes, activities do not meet the needs of all children in the class.

The school carries out regular checks to find out what pupils have remembered in each area of the curriculum. They use this information to identify gaps in pupils' learning. Teachers use this well in most subjects. As a result, pupils can talk confidently about what they have learned. However, this is not as strong in reading comprehension. The school does not use assessment information well enough to address gaps in pupils' knowledge in this subject.

The school establishes strong relationships with parents as soon as children start school. Adults help children to develop language from an early age. Children develop their vocabulary through role play. Overall, children achieve well by the end of Reception. They are well prepared for life in Year 1.

The school ensures that learning to read is a priority. Staff have had training to help them teach reading well. Children start to learn to read as soon as they enter the Reception Year. Teachers check that pupils are keeping up. Pupils receive extra support if they start to fall behind. The school makes sure that children and pupils practise their reading using books that closely match the sounds they know.

In mathematics, pupils build logically on what they learn each year. Teachers ask questions that encourage pupils to think carefully and explain their reasoning. Pupils

have frequent opportunities to develop their problem-solving skills and apply their knowledge and skills. They remember important mathematical knowledge well.

There are accurate systems to identify pupils who have additional needs. Teachers make regular checks to see how well pupils with special educational needs and/or disabilities (SEND) are doing. The special educational needs coordinator provides staff with further advice where needed. Pupils with SEND have detailed plans that outline the support they should receive. Pupils with SEND receive well-planned and effective support.

The school promotes equal opportunities well and encourages pupils to raise their aspirations. Pupils are well prepared for life in modern Britain. Pupils learned about democracy and questioned a local MP during their parliament week. There are a range of opportunities for pupils to take part in after-school clubs. Pupils feel safe in school.

The school places a strong emphasis on the well-being of staff and pupils. Staff are proud to work at the school. They feel there is a supportive team ethos. Governors have a clear understanding of the school's priorities. They provide appropriate challenge and support to help improve the school. Governors are committed to ensuring that the quality of education continues to improve.

## **Safeguarding**

The arrangements for safeguarding are effective.

## **What does the school need to do to improve?**

### **(Information for the school and appropriate authority)**

- Teachers do not use assessment information well enough to inform what they teach pupils in reading comprehension. As a result, they do not address gaps in pupils' learning. The school should ensure that teachers use assessment information to help pupils address gaps in their learning.
- The school has not identified the important knowledge pupils need in some areas of the Nursery curriculum. Although the school has plans in place to complete this work, some activities do not meet the needs of all children in the class. The school should act quickly to ensure that teachers provide activities that closely match the needs of the different age groups within the class.

## **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

<b>Unique reference number</b>	121324
<b>Local authority</b>	North Yorkshire
<b>Inspection number</b>	10297308
<b>Type of school</b>	Primary
<b>School category</b>	Community
<b>Age range of pupils</b>	3 to 11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	32
<b>Appropriate authority</b>	The governing body
<b>Chair of governing body</b>	Corinne Cross
<b>Headteacher</b>	Sarah Moore (Executive Headteacher)
<b>Website</b>	<a href="http://www.stillington.n-yorks.sch.uk/">www.stillington.n-yorks.sch.uk/</a>
<b>Date of previous inspection</b>	15 and 16 June 2021, under section 5 of the Education Act 2006.

## Information about this school

- Stillington Primary School is part of a federation of three schools.
- The governing body provides a breakfast club and after-school club for pupils.
- The school is much smaller than the average-size primary school.
- The school is not using any alternative provision.

## Information about this inspection

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

- Inspectors discussed any continued impact of the pandemic with the school and have taken that into account in their evaluation of the school.
- The inspectors met with the executive headteacher, senior leaders, groups of staff, groups of pupils and representatives of North Yorkshire local authority.
- Inspectors carried out deep dives in these subjects: reading, mathematics and history. For each deep dive, inspectors discussed the curriculum with subject

leaders, visited a sample of lessons, spoke to teachers, looked at samples of pupils' work and spoke to pupils about their learning.

- The inspectors listened to some pupils reading to an adult.
- To evaluate the effectiveness of safeguarding, the inspectors 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 inspectors observed pupils' behaviour in lessons and around the school site.
- The inspectors considered the responses to Ofsted Parent View, as well as the responses to staff and pupil surveys.
- The inspectors reviewed a range of documentation, including safeguarding records and minutes of governing body meetings.

### **Inspection team**

Jaimie Holbrook, lead inspector

Ofsted Inspector

Alison Ashworth

Ofsted Inspector

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 and Support Service (Cafcass), schools, colleges, initial teacher training, further education and skills, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for children looked after, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit [www.nationalarchives.gov.uk/doc/open-government-licence/](http://www.nationalarchives.gov.uk/doc/open-government-licence/), write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: [psi@nationalarchives.gsi.gov.uk](mailto:psi@nationalarchives.gsi.gov.uk).

This publication is available at <http://reports.ofsted.gov.uk/>.

Interested in our work? You can subscribe to our monthly newsletter for more information and updates: <http://eepurl.com/iTrDn>.

Piccadilly Gate  
Store Street  
Manchester  
M1 2WD

T: 0300 123 1231  
Textphone: 0161 618 8524  
E: [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk)  
W: [www.gov.uk/ofsted](http://www.gov.uk/ofsted)

© Crown copyright 2024