

Inspection of Tilery Primary School

St Ann's Terrace, Portrack, Stockton-on-Tees TS18 2HU

Inspection dates:	19 and 20 November 2024
The quality of education	Good
Behaviour and attitudes	Good
Personal development	Good
Leadership and management	Good
Early years provision	Good
Previous inspection grade	Good

What is it like to attend this school?

Pupils enjoy attending this caring, inclusive school. They appreciate the experiences the school provides such as residential visits and opportunities to take on leadership roles. Pupils treat each other with respect and are accepting of difference. Pupils feel safe in school and are happy and confident.

The school builds strong relationships with pupils and their families. This is helping to improve pupils' attendance. The school offers a wide range of support to families. For example, it runs a community pantry, provides opportunities for parents and carers to purchase 'meal bags' and gives parents access to support from external agencies.

Lessons are calm and orderly. Pupils are attentive and keen to learn. The school is ambitious for all pupils. An increasing number of pupils are meeting the school's high expectations and achieving well.

Through the school's vision of 'inspiration for aspiration', pupils are encouraged to think about potential future careers. Teachers make links between what pupils are learning and related jobs. There are opportunities for pupils to develop their talents and interests through extra-curricular music, art and sports clubs. The regular 'Tilery's Got Talent' show supports pupils in developing their confidence and communication skills.

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

Since the last inspection, the school has reviewed the curriculum. It has thought carefully about the teaching in the mixed-age classes and has implemented a two-year rolling programme. The school has considered pupils' starting points and the local context in its curriculum design. All subjects are coherently sequenced to ensure pupils' knowledge builds over time. However, the school does not currently check effectively whether this is happening. Pupils can talk confidently about their learning in some subjects but not others. The school has recently introduced a new system that identifies gaps in pupils' knowledge, but not all staff use this consistently well.

The school provides training for staff to enable them to fulfil their role effectively. Some subject leaders are relatively new to their roles. However, they are clear about the next steps for their subject. Subject leaders check that teachers are delivering the planned curriculum.

The school prioritises the teaching of reading. Many pupils soon become competent readers. All staff are trained in how to teach phonics. The school tracks pupils closely to check they are keeping up with the phonics programme. Those who are at risk of falling behind get the support they need to catch up. Pupils show increasing enthusiasm for reading. They read books that match the sounds they know. They can talk about their favourite books and authors. The school is working to improve parental engagement with reading. For example, parents of younger pupils are invited to school on a weekly basis to help their child choose a book to take home.

The curriculum in the early years has been very carefully designed. The school is clear about the precise knowledge and vocabulary children should learn at each stage, from the two-year-old provision through to the end of Reception. This is helping to prepare children well for key stage 1. Routines and expectations are embedded. Even the youngest children line up sensibly and tidy equipment away when they have finished using it. These positive behaviours continue through school. Children settle quickly and are excited to learn. Children in Nursery talk enthusiastically about seeing ice outside and can explain that this is frozen water.

Children with potential special educational needs and/or disabilities (SEND) in the early years are identified quickly. The school takes a proactive approach to identification. As they move through the school, most pupils get the support they need. However, sometimes teaching is not effectively adapted to meet pupils' individual learning needs. Consequently, some pupils with SEND do not achieve as well as they could.

Leaders are determined to prepare pupils for life beyond the school. Pupils talk confidently about how to keep themselves safe, both online and in the community. They learn about different faiths and religious celebrations in assemblies. This is helping pupils develop their understanding and tolerance of others, which will serve them well in their increasingly diverse community.

The governing body is dedicated and enthusiastic. Governors understand their role and offer appropriate support and challenge to leaders. Staff are committed to the school. They appreciate the opportunities they get to access training, as well as the consideration shown for their workload and well-being.

Safeguarding

The arrangements for safeguarding are effective.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- Sometimes, teaching is not adapted effectively to meet the individual learning needs of pupils with SEND. As a result, some pupils with SEND do not achieve as well as they could. The school should ensure teachers adapt their teaching to enable pupils with SEND to achieve the best possible outcomes.
- Assessment is not used effectively across all subjects to identify and address gaps in pupils' knowledge. This means that, particularly in some of the foundation subjects, pupils' knowledge is not building sequentially over time. The school should work to embed the new approach to assessment so pupils do not move on to new learning before they have the required prior knowledge.

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	111660
Local authority	Stockton-on-Tees
Inspection number	10346281
Type of school	Primary
School category	Community
Age range of pupils	2 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	321
Appropriate authority	The governing body
Chair of governing body	Laura Provett
Headteacher	Judith Stanyard
Website	www.tilery.stockton.sch.uk
Dates of previous inspection	16 and 17 October 2019, under section 8 of the Education Act 2005.

Information about this school

- Since the last inspection, the governing body has appointed a new headteacher.
- The school has a Nursery which admits children from the age of two.
- The school does not use any alternative provision.
- A breakfast club operates every morning. This is run by school staff and managed by the governing body.

Information about this inspection

The inspectors 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. Inspectors discussed the impact of the pandemic with the school and have taken that into account in their evaluation of the school.
- Inspectors met with the headteacher, the chair of governors and other members of the governing body and a representative from the local authority.
- Inspectors carried out deep dives in these subjects: early reading, mathematics, history, geography and computing. For each deep dive, inspectors 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.
- Pupils' behaviour was observed in lessons, at the breakfast club and at breaktimes and lunchtimes.
- An inspector observed some pupils reading to a familiar adult.
- The school's offer for pupils' personal development was considered.
- Inspectors reviewed the responses to Ofsted's online survey for parents, Ofsted Parent View. This included any free-text comments. They also considered the responses to the staff and pupil surveys.

Inspection team

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