

Nun Monkton Primary Foundation School

Address: The Green, Nun Monkton, York, North Yorkshire, YO26 8ER

Unique reference number (URN): 121721

Inspection report: 6 May 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.

Expected standard

Achievement

Expected standard 

As pupils progress through the school they learn the important knowledge they need to communicate, read, write and calculate with number. Pupils achieve particularly well in phonics. Pupils read well. Across the wider curriculum, pupils show age-appropriate understanding and use subject-specific vocabulary well.

Pupils achieve well in national tests. Outcomes at the end of key stage 2 are often above national averages in most measures. Disadvantaged pupils and those with special educational needs and/or disabilities progress well from their starting points. Consequently, pupils are well prepared for secondary school.

Leaders are appropriately ambitious to further strengthen pupils' knowledge of spelling, handwriting and multiplication so that they gain the skills and fluency they need to achieve strongly in these areas.

Attendance and behaviour

Expected standard 

Leaders have an accurate understanding of attendance. They engage very well with parents and carers, providing purposeful support for pupils and their families when necessary. Consequently, attendance is above the national average, and persistent absence is significantly below that seen nationally year on year. This is because support for pupils and families is timely and well targeted.

Staff model positive behaviour traits and ensure that pupils learn to meet leaders' high expectations for behaviour. They build trusting relationships with pupils to help pupils develop respectful behaviour. Pupils learn to describe how they are feeling. They enjoy being part of a school where kindness and respect are valued. Pupils follow the school's 'ready, respectful and safe' rules and routines consistently well. Consequently, prompts and reminders for appropriate behaviour are rare.

Staff have high expectations for pupils' behaviour and do not tolerate any form of poor behaviour, including discrimination. This supports pupils to show respect towards their peers. Bullying is very rare and not tolerated.

Pupils settle quickly into lessons and usually focus on learning without distraction. As pupils progress through the school, they develop positive attitudes to learning. Behaviour in lessons is calm and purposeful, enabling pupils to concentrate.

Curriculum and teaching

Expected standard 

Leaders have adapted and refined the curriculum, making appropriate decisions about the essential knowledge that pupils need at each stage. The curriculum is well structured and sequenced so that pupils build knowledge and skills securely over time.

Reading is prioritised. There is an emphasis on developing pupils' love of reading. This year, leaders have successfully implemented a new phonics programme to ensure staff have the resources to support more pupils to achieve highly. As a result, pupils achieve early success in reading.

Leaders have an accurate overview of how well the curriculum is taught. Their monitoring enables them to identify where teaching needs refinement and where further guidance for teachers is required. Teachers generally present ideas clearly. They check what pupils understand and address any gaps in their knowledge effectively. Teachers adapt tasks so that pupils with special educational needs and/or disabilities can access learning alongside their peers. Many staff use information from assessments to design tasks that move pupils' learning on.

Leaders have recently introduced a new system for assessment to help teachers to identify precisely what pupils know. Sometimes pupils move on to new learning before they are ready, or they do not move on quickly enough. Consequently, some pupils do not learn as well as they could.

Early years

Expected standard 

Children in the early years benefit from a happy and caring environment. Staff greet children warmly and help them to settle so that learning begins promptly. Leaders identify any additional needs early. Staff use assessment well to enable children to learn progressively from their individual starting points. This helps children get off to a secure start. Children with special educational needs and/or disabilities are fully included. They are helped to overcome barriers through carefully planned adjustments.

Staff benefit from shared expertise through collaboration with local schools and ongoing professional development. This helps them to develop their practice in playing alongside children and developing strategies to extend their ideas.

Staff introduce and revisit the vocabulary that children need to learn to be able to explain their learning. Tasks are deliberately planned to help children practise important knowledge and skills. Routines and expectations are well understood and clear. Staff typically judge when to step in and offer support, promoting children's personal, social and emotional development well. Leaders recognise that maximising the consistency of high-quality interactions by staff would strengthen provision further.

Staff show expertise in teaching the school's new phonics programme. Reading is prioritised, and staff ensure that children practise reading in school and at home. Children develop the essential knowledge they need for early writing. By the end of Reception, children are well prepared for future learning.

Inclusion

Expected standard 

Leaders have maintained an inclusive culture in which pupils' needs are identified swiftly and accurately. Leaders assess pupils' starting points precisely, including pupils who are new to the school. They ensure that those with special educational needs and/or disabilities (SEND) receive timely and appropriate support. When additional expertise is needed,

leaders work effectively with external agencies. Adaptations to learning are well-informed and purposeful.

Pupils with SEND receive support that helps them overcome barriers to learning. Leaders check the impact of this support. They make further adjustments where necessary. This year leaders have introduced plans to ensure provision is more personalised to individuals' needs. This has strengthened how well staff track and respond to the progress that pupils are making.

Staff training is thoughtfully prioritised. Leaders successfully overcome the challenges of operating within a small school team by sourcing specialist guidance to enhance staff understanding.

Pupil premium funding is used appropriately. Leaders take action to understand and address barriers that disadvantaged pupils may face. Leaders make thoughtful financial decisions so that resources are directed where they make the most difference. As a result, pupils access the full curriculum and wider offer of opportunities.

Leadership and governance

Expected standard 

Leaders ensure that all pupils at the school thrive. The school's small size creates a close-knit community where pupils are known well as individuals. Staff take on multiple roles and they do this with flexibility, resourcefulness and skill. Leaders consider staff's well being and workload when they make decisions. Consequently, staff feel valued and enjoy working at the school.

Governors ensure that leaders meet their statutory duties. They visit the school often and consider carefully how well leaders are working towards improving the school. They provide leaders with appropriate support and challenge.

Leaders know the strengths of the school well. They identify clear priorities for development across different areas of the school. Leaders use these insights to secure meaningful improvement. For example, they have sharpened how staff identify pupils' special educational needs and/or disabilities, so this is now completed in a timelier way. Sometimes, leaders and governors are less precise about the intended impact of school improvement priorities. This makes it hard for leaders to measure the success of their work to improve the school.

Leaders work well with staff to provide them with effective professional learning and development. Staff appreciate this training, which helps them to provide the right support to pupils.

Parents value the tailored support that helps pupils to grow in confidence and make secure academic progress. They also value the school's rich experiences, from performances to residentials, which encourage pupils to try new things. Many parents say they would not choose anywhere else.

Leaders place appropriate emphasis on pupils' personal development and wellbeing. The carefully tailored programme for pupils' personal, social and health education is delivered well. Pupils know where to get help if they are worried about their safety. They speak knowledgeably about how to stay safe when online. Pupils develop an age-appropriate understanding of healthy relationships. They show a secure understanding of emotions, including empathy, and develop an age-appropriate understanding of consent. Staff also teach pupils important life lessons, such as safety around open water and railways.

Leaders have recently improved the pastoral support offer, introducing a programme to help pupils to prepare for life beyond the school. Pupils understand the importance of good mental health. They know how to explain how they are feeling and learn strategies to manage their emotions.

From an early age, pupils learn to cooperate with one another and resolve differences. Pupils learn about fundamental British values in enjoyable ways, such as visiting the Houses of Parliament to learn about democracy. Leaders ensure that pupils have many opportunities to develop as responsible citizens. For example, pupils see themselves as part of the wider community by serving members of the community on 'feast day'. Pupils further develop their understanding of different families, cultures and beliefs through books and visitors.

Leaders plan experiences to ensure that pupils' time at primary school is memorable. Pupils in key stage 2 benefit from residential visits. Leaders use additional funding to ensure that disadvantaged pupils do not miss out on any experiences, such as taking part in performance events at York Minster, learning to play musical instruments and participating in a range of sports. Leaders use resources well, collaborating with other small schools to ensure opportunities are accessible for all pupils.

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

This is a warm and nurturing school where pupils feel happy and safe because adults know them well and care for them as individuals. Pupils new to the school settle quickly, supported by a welcoming community and positive relationships with others. Older pupils look after their younger pupils, which helps pupils to grow in confidence. Staff greet pupils and their families warmly at the gate at the start of each day. This contributes to pupils' sense of belonging.

Pupils enjoy coming to school and learning. Pupils show enjoyment in lessons. They generally engage positively in lessons and achieve well. Pupils who have been at the school the longest typically achieve highly. Pupils with special educational needs and/or disabilities (SEND) and those who are disadvantaged receive effective support and achieve well from their starting points.

Pupils form respectful relationships with each other and the adults who help them. They understand the school's rules and expectations and why they are important. Pupils feel safe

because poor behaviour, including bullying, is rare. They know that staff will help them to resolve any issues. There are many ways for pupils to report concerns, such as using the 'worry monster' system or talking to trusted adults.

Pupils attend regularly because they enjoy school. They benefit from the rich range of experiences on offer, such as residential visits, outdoor learning in the local wooded area and special visitors. Pupils value these. Pupils with SEND and disadvantaged pupils take part fully in school life. This helps pupils to feel well prepared for their next steps.

Next steps

- Leaders should continue to develop staff's expertise in using assessment, including in the early years, so that activities are well matched to pupils' starting points.
 - Leaders should continue their work to ensure that changes to the curriculum and teaching approaches for handwriting, spelling and multiplication tables facts are securely embedded in all year groups so that pupils' achievement is consistently high across all areas of learning.
 - Leaders and governors should continue to ensure that their priorities for future improvement set out precisely what they are seeking to strengthen so that they can always accurately evaluate the impact of their work.
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About this inspection

The chair of the board of governors in this school is Mary Shackleton.

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.

Inspectors spoke with the interim executive headteacher, the base leader and special educational needs coordinator and senior teacher from the 'Together Inspires Growth' federation during the inspection. The lead inspector also spoke to representatives of the board of governors, including the chair and vice-chair, and the school's local authority senior education adviser.

The inspectors confirmed the following information about the school:

The school currently uses no alternative provision.

The school has undergone significant changes since the last inspection. This academic year, the school has appointed an interim executive headteacher and collaborated with the 'Together Inspires Growth' federation of schools.

Lead inspector:

Kathryn McDonald, His Majesty's Inspector

Team inspector:

Zoe Westley, 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 6 May 2026

School and pupil context

Total pupils

38

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

45

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)

8.82%

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

2.63%

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

7.89%

Well below 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	76%	61%	Above
2024/25 (final)	67%	62%	Close to average
2023/24 (final)	86%	61%	Above
2022/23 (final)	S	60%	S

Pupils reaching the expected standard in reading

The percentage of pupils meeting the expected standard in reading.

Year	This school	National average	Compared with national average
Latest 3 year average	88%	74%	Above
2024/25 (final)	83%	75%	Above
2023/24 (final)	86%	74%	Above
2022/23 (final)	S	73%	S

Pupils reaching the expected standard in teacher-assessed writing

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

Year	This school	National average	Compared with national average
Latest 3 year average	88%	72%	Above
2024/25 (final)	100%	72%	Above
2023/24 (final)	86%	72%	Above
2022/23 (final)	S	71%	S

Pupils reaching the expected standard in mathematics

The percentage of pupils meeting the expected standard in mathematics.

Year	This school	National average	Compared with national average
Latest 3 year average	88%	73%	Above
2024/25 (final)	83%	74%	Above
2023/24 (final)	86%	73%	Above
2022/23 (final)	S	73%	S

‘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 (final)	S	44%	S

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 (final)	S	60%	S

Disadvantaged pupils reaching the expected standard in teacher-assessed writing

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

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

Disadvantaged pupils reaching the expected standard in mathematics

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

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

‘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 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.

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

Disadvantaged pupils reaching the expected standard in reading

The percentage of disadvantaged pupils meeting the expected standard in reading 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	80%	S
2022/23 (final)	S	78%	S

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.

Year	This school	National non-disadvantaged score	School disadvantage gap
Latest 3 year average		78%	
2024/25		78%	
2023/24 (final)	S	78%	S
2022/23 (final)	S	77%	S

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 (final)	S	79%	S

‘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.

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 (3 term)	4.8%	5.2%	Close to average
2023/24 (3 term)	3.9%	5.5%	Below
2022/23 (3 term)	4.4%	5.9%	Below

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 (3 term)	5.9%	13.0%	Below
2023/24 (3 term)	5.9%	14.6%	Below
2022/23 (3 term)	14.8%	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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