

Stillington Primary School

Weekly bulletin

Friday 18th September 2026



Good morning everyone,

We have had a busy week at Stillington this week! EYFS have been exploring their environment and making the most of the nice weather where as KS1 have begun their learning of symbols that represent them in RE. KS2 have explored what values they hold and we all worked together to celebrate our pupils sharing our school values across the week. Well done everyone!

Reception Baseline Assessment

Over the next coming weeks, we will be conducting the Statutory Reception baseline assessment which is required to be completed within the first 6 weeks of a child starting reception. This will be completed in school individually with your child's class teacher. For more information, please find below the DfE guidance for parents.



Reception baseline assessment: information for parents

The RBA is a short, interactive and practical assessment of your child's early literacy, communication, language and mathematics skills when they begin school.

The main purpose is to create a starting point to measure the progress schools make with their pupils. It is not about judging or labelling your child or putting them under any pressure. Your child cannot 'pass' or 'fail' the assessment.

The RBA gives your child valuable one to one time with their teacher at an early stage, helping them to understand your child better. It provides a helpful snapshot of your child's skills and abilities when they enter reception, allowing teachers to support your child in the most appropriate way.

When your child reaches year 6, the end of key stage 2, you will be able to see how well the school has supported your child's year group during their time at primary school, compared to other schools nationally. The progress of individual pupils will not be reported.

Reception baseline assessment

Do you have a child starting reception class?

If so, your child will participate in the reception baseline assessment (RBA) within the first 6 weeks of starting reception. The purpose of the assessment is to provide the starting point for a progress measure that will help parents understand how well schools support their pupils to progress between reception and year 6.

What is the RBA?

The RBA is a short, interactive and practical assessment of your child's early literacy, communication, language and mathematics skills when they begin school.

What does participating in the RBA mean for my child?

The main purpose is to create a starting point to measure the progress schools make with their pupils. It is not about judging or labelling your child or putting them under any pressure. Your child cannot 'pass' or 'fail' the assessment.

The RBA gives your child valuable one to one time with their teacher at an early stage, helping them to understand your child better. It provides a helpful snapshot of your child's skills and abilities when they enter reception, allowing teachers to support your child in the most appropriate way.

How will the RBA benefit me as a parent?

When your child reaches year 6, the end of key stage 2, you will be able to see how well the school has supported your child's year group during their time at primary school, compared to other schools nationally. The progress of individual pupils will not be reported.

How do I prepare my child for the assessment?

You do not need to do anything to prepare your child for the assessment. Your child is unlikely to even know that they are taking part in an assessment when they are completing the tasks.

What if my child cannot access the assessment?

Your child will complete the assessment by:

- using a touchscreen device
- answering questions verbally with the teacher
- working with materials given to them by the school

The assessment has been designed to be inclusive and accessible for as many children as possible. This includes those with special educational needs and disabilities (SEND).

To support your child's assessment, teachers can:

- pause the assessment at any time if your child needs a break
- make adaptations based on your child's needs
- follow guidance to support children with specific needs, including those with visual and hearing impairments
- choose the most appropriate format based on your child's needs

There may be some circumstances in which it will not be appropriate for a pupil to take the assessment. If you have any concerns about your child accessing the assessment, you should discuss this with your child's school.

How will the data be used?

The Department for Education uses the assessment data when your child has reached the end of year 6, as a baseline to measure the progress of your child's year group from reception to year 6. The data from the assessment, including numerical scores, is not shared with you, pupils, teachers, schools or other external bodies. There will also be no published scores at pupil, school or national level.

You can find more information about the personal data we collect, process and store for the RBA in our [privacy notice](#).

1. www.gov.uk/government/publications/reception-baseline-assessment-privacy-notice

Will I receive feedback on my child's assessment?

Your child's teacher will receive a set of statements, which provide a narrative description of how your child performed in the assessment. Schools can choose whether to share these with parents as standard, but they must provide them to you on your request.

For more information

Your child's teacher will be able to answer any questions about the RBA. For more details, you can also visit www.gov.uk/STA.

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Reception baseline assessment: information for parents
Electronic version product code: STA00000010 ISBN: 978-1-78857-546-8
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Have a wonderful weekend everyone!

Thanks,
Miss Tordoff
Head of School



Wow Class work

EYFS & Y1 & 2 – Mr Starr

Reception have been continuing with their focus on building towers this week, using a range of materials. We have also spent some time thinking about families and have done some drawings as well as using natural materials to build family portraits. Receptions book is the Gruffalo and the children acted out the story as we read it to them.

This week in KS1 we have been jumping into our writing – making a great start reviewing some sounds in phonics from last year. We have started with our book Beegu, sequencing pictures from the story and writing some short sentences. In maths we have been doing some place value with year 2, learning how to partition two-digit numbers into tens and ones. In year 1 we have been looking at parts and wholes by splitting a group of objects, up to 10, into two smaller groups. The children have been working scientifically this week by identifying and sorting objects into which materials they are made from. We are doing geography for the first few weeks of term, and we are focusing on the UK and our capital city, London. This week the children learnt to identify the countries and their flags by completing a UK jigsaw. The children have started to learn “you’ve got a friend in me” in music and can describe if a sound is high or low pitch.

Class 1 Notices

Donations of clean cardboard for our junk modelling would be greatly appreciated

Y3 & 4 – Miss Faulkner

This week in class 2, we have been focusing on our writing within English, specifically at how we can write a story board. This has been a focus on ensuring we are using our chronological order to make the story make sense. The children have really enjoyed exploring Ride of Passage in this text type this week. Within maths, we have continued our focus on place value but looking more into number lines, with year 4s extending to 10,000 and year 3 looking at 1,000 and how we can partition these numbers.

Through our foundation subjects, the children have really enjoyed the following of their computing skills, looking into the importance of passwords and how this translates into different permissions into different apps. We have researched different apps and understanding how different apps have different permissions and for what reason that is. Within their PE the children have had a focus on football as well as their understanding of basketball, engaging in how they can further their skills in different ways.



Y5 & 6 – Miss Jackson

This week in KS2 the children have been writing and editing their story boards so we are ready to publish them next week. In Maths we have been looking at Number and Place Value, Y6 have been finishing their Place Value learning this week and they will move onto their new topic next week.

In French this week, we learnt how to greet people in French and began walking around the classroom greeting each other in a more interactive kind of lesson. The children were very successful in this lesson and can now all say; hello, hi, my name is, what is your name, goodbye, and you in French. In Science this week we have been looking at sorting objects based on their materials. The children had to separate 4 objects; soil, rice, paper clips and pins, without using their bare hands. They used tweezers and magnets, and a range of other resources from around school.

Reminder: Homework is due in school on a Wednesday and children will get their books back on a Thursday or Friday. If homework is not handed in on a Wednesday, children in Y5/6 will be completing a piece during their lunchtime.

Parent News

PSHE Curriculum review and Autumn term 1

We would like to say a huge thankyou to parents who have contributed towards our PSHE curriculum. We value your feedback and appreciate you sharing this with us.
Please find attached the finalised PSHE Curriculum.

Autumn term 1 learning

In EYFS, pupils are learning about: Recognising our environment. This unit focuses on following rules and respecting ourselves and others.

In KS1, pupils are learning about: Making friends: playing and learning together. This unit explores how to listen, share, work cooperatively, and when and how to ask for permission. Pupils learn about friendships, including falling out and how to recognise bullying.

In Year 3/4, pupils are learning about: Me, my friends and belonging. This unit explores themes of personal identity and friendship. Pupils learn ways to make others feel welcome and included.

In Year 5/6, pupils are learning about: Friendships, stereotypes and bullying This unit explores respectful relationships and what to do about bullying. Pupils learn how to recognise and challenge stereotypes and prejudiced or extreme views.

If parents would like to view any of the materials used, please speak to your child's class teacher.

Breakfast and After-School Club Bookings

While Arbor makes scheduling breakfast and after-school clubs straightforward, we kindly ask for your cooperation to ensure all places are appropriately managed. Could we ask that any late or last-minute bookings with less than a week's notice are also followed up with an email to the school office. Thank you for your continued support.



Safeguarding

Please see our safeguarding poster that is displayed around the school to remind children how they can report any worries or concerns that they may have.



Dates for the Diary

Harvest Festival	Wednesday 30 th September at 9:30am
Sports Enhancement Day	Friday 2 nd October
End of term – Last day of school	Thursday 22 nd October
Start of term – First day back	Monday 2 nd November

What should I do if I am worried about a child?

If you believe that a child is in immediate danger from significant harm, dial 999 to report it to the Police.

How do I make a referral?

Referrals can be made via the universal referral form or following an Early Help Assessment. Both can be located on North Yorkshire Safeguarding Children Partnership website:

<https://www.safeguardingchildren.co.uk/professionals/forms-and-tools/>

Urgent referrals can be made via telephone to the Customer Resolution Centre on 0300 131 2 131 or alternatively call the NSPCC Helpline: 0808 800 5000 or email: help@NSPCC.org.uk