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Mrs Elizabeth Moorsom  
Headteacher  
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Brassington  
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Derbyshire  
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Dear Mrs Moorsom

### **Short inspection of Brassington Primary School**

Following my visit to the school on 20 March 2018, I write on behalf of Her Majesty's Chief Inspector of Education, Children's Services and Skills to report the inspection findings. The visit was the first short inspection carried out since the school was judged to be good in June 2014.

#### **This school continues to be good.**

The leadership team has maintained the good quality of education in the school since the last inspection.

Brassington Primary School's aims for pupils to be adventurous, curious and courageous, as well as striving for high academic standards, are fully reflected in the education that pupils receive. As headteacher, you have consistently high standards and ensure that the quality of teaching is always effective. As a result, pupils' progress is strong and their attainment is high. The proportions of pupils in single year groups are too small to report on their achievement without the risk of pupils being identified. However, published data shows that all pupils who left the school at the end of Year 6 in the past two years have attained the standards expected for their age. In addition, the proportions who attained a greater depth of understanding were higher than the national averages. Pupils have therefore left the school very well prepared for the next stage of their education.

You and the governing body have a clear understanding of the school's many strengths and any areas that leaders need to improve further. Subject leaders produce detailed reports for senior leaders that governors use, together with other information, to hold you to account. You are aware that a small number of current pupils in key stage 2 did not receive teaching that was consistently good enough over time. As a result, some of these pupils do not have a secure enough understanding of, for example, fractions, or know how to improve their writing. You agree that leaders need to ensure that the progress of these pupils becomes rapid so that they catch up with other pupils nationally.

Leaders have ensured that staff have attended well to all areas for improvement identified at the last inspection. Pupils' exercise books confirm that teachers in all classes plan so that mathematics lessons include plenty of problem-solving and mathematical reasoning. Pupils showed me how teachers also give them good guidance in their work so that they know what they need to improve next.

Pupils' attitudes and behaviour are excellent. Pupils are very polite to others and work hard in class. They happily work and play alongside each other. Pupils respect and listen to staff, follow instructions and are keen to show visitors what they are doing. Classrooms are lively, positive spaces where pupils learn well and are very keen to succeed. Pupils also greatly enjoy coming to school to learn. Attendance has been above the national average for at least the last four years.

Parents and staff express very positive views of the school. All members of staff who responded to Ofsted's questionnaire said that they felt proud to be part of the team and that they enjoyed their work. They confirmed that they and their colleagues strongly encourage all pupils to make good progress, and that the school is an aspirational one. Parents describe the school as 'like one big family' and consistently say that their children learn well there. As one parent explained, 'learning is brought to life through imaginative and engaging teaching'. Another described it as 'a fantastic, close-knit school'. Parents are particularly happy about the broad range of education that their children receive and told me how this is not narrowed for pupils in Year 6 as the national tests approach. Pupils in this year group continue to receive interesting lessons in all subjects.

### **Safeguarding is effective.**

You have ensured that all safeguarding arrangements are fit for purpose. Staff have been appropriately trained in safeguarding. They were able to accurately describe to me the many and often subtle warning signs that could indicate that someone might be harming a pupil. They fully understand their responsibilities to report this to leaders without delay. Communication between staff is of a high quality. Your records of safeguarding indicate that you do not hesitate to take brisk action to protect a vulnerable pupil, alerting a range of external agencies where appropriate.

Pupils explained to me that, while they and their peers can say or do something that is unkind, this happens only very rarely. When it does happen, staff deal with it immediately and fairly so that everyone becomes friends again. They were insistent that there was no bullying in the school and that they felt extremely safe. Staff also teach pupils how to stay safe from a wide range of risks. Pupils learn about, for example, the danger of electricity, strangers and roads. They learn to ride bicycles safely and to swim. They were able to talk to me about what to do if they ever encounter cyber bullying or if they see something online that makes them worried.

### **Inspection findings**

- I investigated the progress made by pupils currently in the school, including in subjects other than English and mathematics. I examined how staff are designing

and delivering the curriculum so that pupils' long-term knowledge and skills increase. I explored how leaders are ensuring the physical and emotional well-being of pupils.

- School data shows that the overall proportions of pupils currently in the school who are attaining the expectations for their age, and those attaining a greater depth of understanding, are at least broadly in line with the national averages. Pupils' workbooks from all year groups confirm that they are making at least the progress they should in subjects across the curriculum. Disadvantaged pupils are making strong progress from their starting points.
- School data shows that a small number of pupils in key stage 2 have some gaps in their learning. You have ensured that teaching in all classes is now good and teachers know precisely which things each pupil does not yet know. Although almost all these pupils are making strong progress, they have not fully caught up with their peers so that they attain the overall expectations for their age.
- Leaders are clear that the aim of the school's curriculum is to encourage in pupils a deep love of learning, and to give them the widest possible experiences in order to nurture their talents. Teachers plan their lessons so that pupils can build on the knowledge they have learned previously. For example, pupils in Year 5 were keen to demonstrate their quick recall of multiplication tables and explained to me how this was helping them to complete their current work on cubed numbers.
- Teachers also ensure that pupils make good links in their learning, and are able to see its use in the world of adult work. For instance, pupils in Year 4 explained to me confidently about the water cycle, and told me how this knowledge would help a scientist to predict which land would flood if there was a downpour of heavy rain.
- You and staff are aware that the small size of the school and its rural location mean that pupils sometimes do not have extensive opportunities to see other cultures and faiths at first hand. Staff therefore take pupils to, for example, a mosque and the multicultural centre in Derby so that pupils will be able to experience these things for themselves.
- Pupils greatly enjoy the many opportunities leaders provide for them to take part in a range of physical and sporting activities. These include pupils in Years 5 and 6 visiting a local reservoir in order to learn to sail. Many pupils attain their first and even second certificates in proficiency from the Royal Yachting Association. The school has a Silver Sports Mark for its sporting emphasis and leaders are working to achieve a further award. Staff ensure that the curriculum teaches pupils how to eat healthily and to ensure that they receive enough sleep.
- The curriculum for personal, social and health education encourages pupils to share any concerns they have. As a result, pupils learn to understand that others often have the same worries as themselves and that pupils can support each other to address them. Staff teach pupils through, for example, the assembly 'Mistake of the Week' time how errors can be a natural part of learning. This helps pupils reflect on them, and how they can use their experiences to help them do better next time.
- Many pupils I spoke to told me how much they enjoy attending the school's

'mindfulness club'. Staff teach pupils, for example, how to breathe calmly when under pressure and show them how this technique and other approaches can help them reflect and relax. Pupils say that this assists them when they do feel under pressure or if they are becoming cross or frustrated.

### **Next steps for the school**

Leaders and those responsible for governance should ensure that:

- the small minority of pupils who have remaining gaps in their English and mathematical knowledge receive support so that they catch up rapidly.

I am copying this letter to the chair of the governing body, the regional schools commissioner and the director of children's services for Derbyshire. This letter will be published on the Ofsted website.

Yours sincerely

Roary Pownall  
**Her Majesty's Inspector**

### **Information about the inspection**

During the inspection, I met with you and shared my lines of enquiry. I also met with representatives of the governing body, and the head of the early years. I considered the responses of parents to Ofsted's online survey, Parent View, and all free-text comments. I met with parents at the start of the school day, and examined the responses from leaders' most recent questionnaire to them. I studied the results of Ofsted's staff questionnaire. Together we visited all classes across the school. I looked at samples of pupils' work from different year groups and abilities. I observed pupils' behaviour in lessons and met with a large group of them at breaktime. I viewed a range of documents, including leaders' evaluation of the school's current performance and plans for further improvement. I considered a number of policy documents, including those for safeguarding. I examined the school's website to check that it meets the requirements on the publication of specified information.