

Inspection of a good school: Brassington Primary School

Brassington, Matlock, Derbyshire DE4 4HB

Inspection date:

4 May 2023

Outcome

Brassington Primary School continues to be a good school.

What is it like to attend this school?

Brassington Primary School is a happy and caring school. Leaders have high expectations of all pupils, including pupils with special educational needs and/or disabilities (SEND). Pupils enjoy school. They say that everyone is kind. Parents have positive views of the school. A typical comment from parents is that the school is a 'fantastic school'. They appreciate how well staff know and support their children.

Pupils behave well in lessons and at social times. There are positive relationships between staff and pupils. Pupils feel safe in school. At playtime and lunchtime, they enjoy using the well-equipped outdoor play areas. Pupils say that they ensure that 'no one is left out' and that 'everyone has a friend'. For example, Year 6 pupils are 'buddies' to younger pupils and support them at lunchtime.

Pupils have lots of opportunities to develop their talents and interests. Many pupils take part in after-school clubs. These include football, netball, craft club, tai chi and a building-block club. Pupils look forward to the residential trips that the school provides for them. Older pupils have sailing lessons. Every pupil takes part in forest school. Pupils also enjoy being playground leaders and being on the school council.

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

Leaders have designed a well-thought-out and ambitious curriculum for all pupils. Curriculum plans are well sequenced and detail the knowledge and skills that leaders want pupils to learn. The curriculum for children in Reception Year is equally well planned. In some subjects, the key knowledge that pupils should learn is not precisely defined. This means that in some lessons teachers are not clear about what subject knowledge and skills pupils should remember. As a result, in some subjects, some pupils do not remember this key knowledge long term.

Teachers have good subject knowledge. In most lessons they present information well. Teachers regularly assess what pupils have learned. They use this information well to

address any gaps in learning and to deepen pupils' understanding. They use questioning to check pupils' understanding and to address any misconceptions. For example, in mathematics, teachers use well-thought-out questions to develop pupils' reasoning and problem-solving skills. Pupils achieve well.

Pupils with SEND have their needs identified well. Leaders ensure that the interventions that pupils with SEND get have the intended impact. Teachers get clear information about how to meet the needs of these pupils. They use this information well. This means that pupils with SEND follow the same curriculum as other pupils, and achieve well.

Leaders have prioritised reading. Teachers read to pupils daily. All staff have received training in the teaching of phonics and reading. The teaching of phonics starts when children begin Reception. Leaders have ensured that the books pupils read match the sounds they know. This helps to build pupils' confidence and fluency in reading. Staff are quick to identify pupils who need extra support with their phonics knowledge. These pupils receive regular interventions and read to an adult every day. As a result, most pupils become fluent readers.

There is a clear strategy to develop a love of reading for all pupils. The 'reading tree' challenge encourages pupils to read a range of texts throughout the year. Pupils say this challenge has helped them to enjoy reading even more.

Children in Reception enjoy learning in a well-resourced environment. They are well cared for. The activities that staff plan for the children are well matched to the curriculum. Staff talk and use questions to develop the children's vocabulary. They prepare children well for the next stage of their education.

Pupils learn in calm and orderly classrooms. Staff are quick to address any off-task behaviour. They do this fairly and consistently. Children in Reception understand and follow clear routines.

Leaders have planned well for pupils' wider development. Pupils learn about different faiths and cultures. They have a good understanding of fundamental British values. They learn about different relationships in an age-appropriate way. They understand that others may be different from them and that they should treat everyone equally. Pupils experience a range of trips and visits that enhance the curriculum. For example, they have trips to the theatre and visit local historical sites.

The school is well led. Staff appreciate the support from leaders. They say that leaders are considerate of their workload and well-being. Staff are proud to work at the school. Governors provide effective oversight. They know the school well. Being part of 'The Village Federation' has given the school extra capacity to make further improvements to many areas of the school.

Safeguarding

The arrangements for safeguarding are effective.

Leaders have ensured that there is a culture of safeguarding in the school. Staff are well trained. They know their pupils and families well. They are vigilant and know to report any concerns they may have, however small. Leaders keep detailed safeguarding records. The actions they take are timely. They ensure that pupils and their families get the right support when needed. Leaders work well with external agencies. The single central record is well managed.

Pupils learn how to keep themselves safe, including online. They know who they can speak to if they have any concerns.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- In some subjects, the key knowledge that leaders want pupils to remember is not clearly defined. This means that sometimes teachers are not clear about what knowledge and skills pupils should remember. As a result, in some subjects, pupils do not learn as well as they could, as they do not always remember this knowledge. Leaders should ensure that the key knowledge they want pupils to remember is precisely identified and that teachers use this information to help pupils remember long term what they have learned.

Background

When we have judged a school to be good, we will then normally go into the school about once every four years to confirm that the school remains good. This is called an ungraded inspection, and it is carried out under section 8 of the Education Act 2005. We do not give graded judgements on an ungraded inspection. However, if we find evidence that a school would now receive a higher or lower grade, then the next inspection will be a graded inspection, which is carried out under section 5 of the Act. Usually this is within one to two years of the date of the ungraded inspection. If we have serious concerns about safeguarding, behaviour or the quality of education, we will deem the ungraded inspection a graded inspection immediately.

This is the second ungraded inspection since we judged the school to be good in June 2014.

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](#)' refers to those pupils who attract government pupil premium funding: pupils claiming free school meals at any point in the last six years and pupils in care or who left care through adoption or another formal route.

School details

Unique reference number	112515
Local authority	Derbyshire
Inspection number	10286987
Type of school	Primary
School category	Community
Age range of pupils	4 to 11
Gender of pupils	Mixed
Gender of pupils in sixth-form provision	Mixed
Number of pupils on the school roll	47
Appropriate authority	The governing body
Chair of governing body	Angie Woolley
Headteacher	Peter Johnston
Website	www.brassington.derbyshire.sch.uk
Date of previous inspection	20 March 2018, under section 8 of the Education Act 2005

Information about this school

- The school joined The Village Federation in September 2022.
- A head of school was appointed in September 2021.
- The school does not use any alternative provision.

Information about this inspection

- This was the first routine inspection the school received since the COVID-19 pandemic began. Inspectors discussed the impact of the pandemic with leaders and have taken that into account in their evaluation of the school.
- Inspectors met with the executive headteacher, head of school and subject leaders.
- The lead inspector met with governors and spoke with a representative of the local authority on the telephone.
- Inspectors observed pupils at playtime and lunchtime.

- Inspectors spoke with groups of pupils and staff. The lead inspector considered responses to Ofsted Parent View and Ofsted's staff and pupil survey. The lead inspector spoke with some parents at the school gate.
- Inspectors carried out deep dives in these subjects: reading, mathematics and history. For each deep dive, inspectors met with subject leaders, visited a sample of lessons, spoke to teachers, spoke to groups of pupils about their learning and looked at samples of pupils' work. An inspector listened to pupils in Years 1, 2 and 3 read to a member of staff.
- Inspectors visited other lessons, story time and assembly.
- The lead inspector evaluated the effectiveness of safeguarding by meeting with the designated safeguarding lead and reviewing a range of documents, including the school's single central record.

Inspection team

Paul Halcro, lead inspector

His Majesty's Inspector

Kate Mann

Ofsted Inspector

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