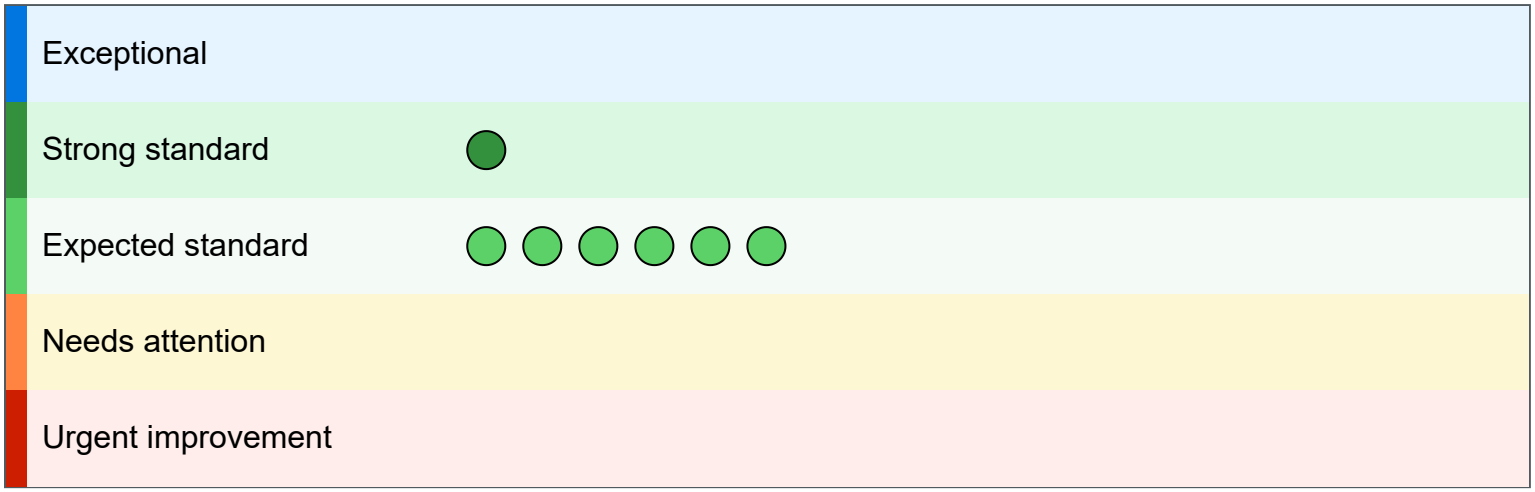
Brington CofE Primary School

Address: Church Lane, Brington, Cambridgeshire, PE28 5AE

Unique reference number (URN): 110827

Inspection report: 29 September 2026



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.

Strong standard

Attendance and behaviour

Strong standard

Leaders place a high priority on attendance. They monitor individual pupils carefully, enabling support to be put in place quickly where attendance becomes a concern. This approach has led to significant improvements for a number of pupils who have previously faced barriers to regular attendance. Initiatives such as the 'Under the Weather' form help families feel confident that their child's wellbeing will be carefully monitored. Practical support, including transport arrangements and breakfast provision, helps pupils attend school daily. Attendance is not viewed in isolation but as part of the wider support offered to pupils and their families.

Pupils' behaviour reflects the values that sit at the heart of the school. They are courteous, respectful and take responsibility for one another. Older pupils regularly support younger pupils, organising activities, helping them join games and ensuring that nobody feels left out. Pupils show care and consideration in their day-to-day interactions and contribute positively to the welcoming atmosphere around the school. They focus well in lessons and approach learning with enthusiasm. Pupils understand the difference between falling out and bullying and are confident that adults will listen and deal with concerns quickly. Staff respond thoughtfully when pupils need additional support with behaviour or emotional regulation. This creates a calm, inclusive and purposeful environment where pupils feel safe and enjoy learning.

Expected standard

Achievement

Expected standard

Pupils achieve well across a broad range of subjects and develop the knowledge, skills and understanding needed for the next stage of their education. They speak confidently about their learning and can explain what they have learned in different subjects, often making connections between current learning and previous topics.

Achievement is reflected not only in published outcomes but also in the quality of the discussions pupils have about their learning. Progress they make from their starting points further supports this. Recent improvements in phonics show leaders' commitment to ensuring that pupils develop secure foundations for future learning.

Pupils with special educational needs and/or disabilities, disadvantaged pupils and those who need additional support are helped to overcome barriers that may affect their learning. Most pupils learn the curriculum that leaders intend and develop the knowledge and skills expected for their age.

By the time pupils leave, many have developed the knowledge, confidence and independence needed for future success.

Curriculum and teaching

Expected standard

Leaders have designed a broad curriculum that identifies the knowledge, skills and vocabulary pupils should learn from the Reception Year through to Year 6. The curriculum reflects the school's ambition for pupils. It has been adapted thoughtfully to meet the needs of mixed-age classes. Learning is planned so that pupils revisit important knowledge and build on previous learning over time.

Reading sits at the heart of the curriculum. Pupils develop confidence and fluency through a well-established approach to phonics and early reading. Staff identify pupils who need additional phonics support and provide help that enables them to keep up with their peers. Pupils enjoy reading and talk enthusiastically about books, authors and stories.

Pupils learn across a wide range of subjects and can recall important knowledge. They explain their learning with increasing confidence and understand how different subjects help them prepare for the next stage of education. Recent work to strengthen areas such as handwriting, spelling and the wider curriculum shows leaders' commitment to continual improvement.

In the most effective lessons, teachers use their knowledge of pupils well, provide appropriate challenge and make adaptations that help pupils access learning successfully. However, leaders recognise that this practice is not yet equally consistent across all subjects and year groups.

Early years

Expected standard

Children make a positive start. They quickly settle into routines, form trusting relationships with adults and feel safe, happy and ready to learn. Staff work closely with families from the outset, helping children build confidence and develop a sense of belonging. The 'STAR' values are introduced early and become part of daily life. Children enjoy taking the 'STAR' mascot home, which helps them understand these values and strengthens the connection between home and school.

Leaders have worked hard to improve the provision. Speaking, listening and reading are important priorities, helping children develop the language and communication skills they need for future learning. Adults encourage children to ask questions, share ideas and talk about what they are doing.

Children enjoy learning and approach activities with curiosity and enthusiasm. They learn to work and play with others, make choices for themselves and develop increasing independence. Older pupils play an important role. For example, Year 6 pupils lead activities such as multi-sports clubs, giving younger children opportunities to develop their confidence, communication skills and friendships.

Staff provide additional help when children need it, ensuring that all children can access the opportunities available to them. By the end of the Reception Year, children are ready for Year 1.

Inclusion

Expected standard

Inclusion is an important part of daily life. Staff notice quickly when pupils need additional support and work closely with families to understand what will help them succeed. Leaders have introduced clear systems for raising concerns and identifying need. This helps to ensure that pupils receive support before barriers become more difficult to overcome.

Pupils with special educational needs and/or disabilities are included in all aspects of school life. Staff make appropriate adjustments to help pupils access learning and develop their independence. Support may include sensory resources, additional adult guidance, personalised approaches to learning or help to manage attendance and wellbeing. Leaders seek outside specialist advice when needed to ensure pupils receive the right support.

Additional funding is used carefully so that disadvantaged pupils can take part in the same opportunities as their peers. This includes educational visits, clubs, music, wider curriculum experiences and pastoral support where needed.

Families appreciate the care shown by staff and the way concerns are listened to and addressed. Support is adapted as pupils' needs change, helping pupils remain engaged in learning and school life. This helps pupils develop confidence, maintain positive relationships and experience success alongside their peers.

No pupils access alternative provision.

Leadership and governance

Expected standard

Leaders have a clear understanding of the needs of pupils and the community they serve. They have focused their efforts on improving key areas of the school's work, including attendance, the curriculum and support for pupils who may face additional challenges. This has helped create a school where pupils are supported well and where improvement remains a shared priority.

Leaders regularly review information about pupils' learning, attendance and wellbeing and use this to inform school improvement work. Staff understand the school's priorities and contribute positively to the changes that are being made.

Leaders recognise the benefits of working beyond the school to strengthen provision. They make effective use of support from the local authority, external advisers and professional networks to help refine practice and maintain a clear focus on improvement. This collaborative approach has supported developments in areas such as attendance, phonics, curriculum development and inclusion.

Governors know the school and its community well. Through visits, discussions with leaders and pupils, and regular review of school information, they provide both effective support and challenge. Governors understand the school's priorities and remain focused on ensuring that pupils receive a high-quality education.

Leaders recognise the importance of building leadership capacity for the future and have already begun to strengthen leadership across the school. This includes making effective

use of support from the local authority and governors. There is a shared commitment among leaders, governors and staff to continual improvement and to ensuring that pupils are well prepared for the next stage of their education.

Personal development and wellbeing

Expected standard

Leaders have developed a curriculum that helps pupils understand themselves, their relationships with others and the wider world. Pupils learn about healthy relationships, equality, diversity, physical and mental health, online safety and how to keep themselves safe. They talk confidently about these topics and understand how the choices they make can affect their wellbeing and that of others. Through the curriculum and wider opportunities, they learn about different faiths, cultures and backgrounds, helping them appreciate the diversity of modern Britain. They understand the importance of fairness, democracy and individual liberty and can explain how these principles apply in everyday life.

Learning about safety is given suitable importance. Pupils understand how to keep themselves safe both online and offline. They discuss online risks confidently, including the responsible use of technology, the opportunities and challenges presented by artificial intelligence and the importance of thinking critically about information they encounter online. Pupils know where to seek help if they have concerns about their own safety or the safety of others.

The curriculum reflects the needs and context of the community. Swimming is a valued part of school life and helps pupils develop an important life skill. Regular access to the school's swimming pool enables pupils to develop water confidence and swimming skills throughout their time at school, contributing positively to their safety, health and wellbeing.

Various opportunities encourage pupils to look beyond their own experiences and consider the lives of others. Through this work, pupils develop empathy, social responsibility and an understanding of how they can contribute positively to their community and the wider world. Pupils know which adults they can turn to when they need support and are confident that concerns will be taken seriously.

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

Pupils are proud to be part of a school where the 'STAR' values of self-belief, teamwork, ambition and respect shape daily life. These values are not simply displayed around the school. They are reflected in the way pupils learn, behave and support one another.

Learning is important to pupils. They enjoy lessons, talk confidently about what they know and remember, and understand how their learning prepares them for the next stage of education. Reading is valued, and pupils speak enthusiastically about books and stories. Children in the early years make a positive start, quickly becoming confident, curious and independent learners. Pupils who need additional support are included in all aspects of school life and receive help to overcome barriers to attendance, learning and wellbeing.

A genuine sense of community runs through the school. Older pupils regularly help younger pupils at playtimes and social times, ensuring that everyone feels included. They organise activities, run clubs and take responsibility for supporting others. Relationships are respectful and welcoming. They help pupils, staff and families feel that they belong.

Beyond the classroom, pupils take part in a wide range of experiences, including sport, music and leadership opportunities. Pupils learn about the lives and experiences of people beyond their local community and develop an understanding of fairness, justice and responsibility. They also understand that small actions can make a positive difference to the lives of others, and this helps them to understand more about communities that are different to their own. These experiences broaden pupils' horizons and help them appreciate the positive contribution they can make to society.

Pupils feel safe and know who to speak to if they have concerns. They behave well in lessons and around the school, helping to create a calm environment where learning can flourish. Attendance is valued by pupils and families, supported by staff who work closely with them when challenges arise.

Next steps

- Leaders should strengthen the consistency of curriculum delivery across subjects and year groups so that all pupils, particularly those who require adaptations and those capable of achieving more, build securely on their prior learning.
- Leaders should continue to develop leadership capacity so that school improvement work is evaluated rigorously and improvements are embedded consistently across all areas of the school's work.

About this inspection

The chair of the board of governors in this school is Debra Beachus-Wells.

Inspectors carried out this full inspection under section 5 of the Education Act 2005.

This inspection took place on 29 and 30 September 2026.

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 staff, parents and carers, pupils, governors and local authority and Diocese of Ely representatives during the inspection.

This school is registered as having a Church of England, Voluntary Controlled religious character. Its last section 48 inspection was on 10 October 2024.

The school does not use alternative provision.

Since the previous inspection, a new headteacher has been appointed.

Headteacher: Kirsty Baish

Lead inspector:
Sarah Stevens, His Majesty's Inspector

Team inspector:
Rob Morley-Smith, Ofsted Inspector

Facts and figures used on inspection

This was the data available at the time of the full inspection, taken from different sources. More recent data may have been published since the full inspection took place.

The inspector(s) used this data during the full inspection on 29 September 2026

School and pupil context

Total pupils

94
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: 268

School capacity

119
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)

12.77%
Below average

What does this mean?

The proportion of pupils eligible for free school meals at any point in the last 6 years.

National average: 26.5%

Pupils with an education, health and care (EHC) plan

4.26%
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: 4.1%

Pupils with special educational needs (SEN) support

12.77%
Close to average

What does this mean?

The proportion of pupils with reported special educational needs support 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	R	R	R
2025/26 (provisional)	R	R	R
2024/25 (final)	67%	62%	Close to average
2023/24 (final)	83%	61%	Above

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	R	R	R
2025/26 (provisional)	R	R	R
2024/25 (final)	100%	75%	Above

Year	This school	National average	Compared with national average
2023/24 (final)	94%	74%	Above

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	R	R	R
2025/26 (provisional)	R	R	R
2024/25 (final)	78%	72%	Close to average
2023/24 (final)	94%	72%	Above

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	R	R	R
2025/26 (provisional)	R	R	R
2024/25 (final)	78%	74%	Close to average
2023/24 (final)	83%	73%	Above

The Key Stage 2 data we used for this inspection has not yet been published; therefore, we have not provided it alongside this school's report card. ‘R’ in the table indicates that the data is not yet available. We will update the table when the Department for Education publishes the data for the latest academic year.

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	R	R	R
2025/26 (provisional)	R	R	R
2024/25 (final)	S	47%	S
2023/24 (final)	S	46%	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	R	R	R
2025/26 (provisional)	R	R	R
2024/25 (final)	S	63%	S
2023/24 (final)	S	62%	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	R	R	R
2025/26 (provisional)	R	R	R
2024/25 (final)	S	59%	S
2023/24 (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	R	R	R
2025/26 (provisional)	R	R	R
2024/25 (final)	S	61%	S
2023/24 (final)	S	59%	S

The Key Stage 2 data we used for this inspection has not yet been published; therefore, we have not provided it alongside this school's report card. ‘R’ in the table indicates that the data is not yet available. We will update the table when the Department for Education publishes the data for the latest academic year.

‘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	R	R	R
2025/26 (provisional)	R	R	R
2024/25 (final)	S	69%	S
2023/24 (final)	S	67%	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	R	R	R
2025/26 (provisional)	R	R	R
2024/25 (final)	S	81%	S
2023/24 (final)	S	80%	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	R	R	R
2025/26 (provisional)	R	R	R
2024/25 (final)	S	78%	S
2023/24 (final)	S	78%	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	R	R	R
2025/26 (provisional)	R	R	R
2024/25 (final)	S	81%	S
2023/24 (final)	S	79%	S

The Key Stage 2 data we used for this inspection has not yet been published; therefore, we have not provided it alongside this school's report card. ‘R’ in the table indicates that the data is not yet available. We will update the table when the Department for Education publishes the data for the latest academic year.

‘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
2025/26 (1 term)	3.9%	5.1%	Below
2024/25 (3 term)	4.1%	5.2%	Below
2023/24 (3 term)	3.6%	5.5%	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
2025/26 (1 term)	8.4%	14.4%	Below
2024/25 (3 term)	8.1%	13.0%	Below
2023/24 (3 term)	5.6%	14.6%	Below

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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Piccadilly Gate
Store Street
Manchester
M1 2WD

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Textphone: 0161 618 8524
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