

**Brockley Primary School
Newsletter**

Issue 17

Friday 30th January 2026



***The Brockley Way –
‘Only my best is good
enough’***

ATTENDANCE MATTERS!

Our Responsibilities as a Community

- What YOU must do:
- Telephone the school before 8.30am each day of your child's absence.
- Tell the school in advance, of any medical appointments and bring in appointment cards/letters.
- If you are not sure whether your child is well enough to attend school, send them in anyway as they often perk up on arrival.
- If you and your child are experiencing difficulties with school attendance then talk to us as a first step so we can help!

What WE will do:

- Check your child's attendance every day.
- Phone home to discuss your child's attendance with you.
- Invite you into school for attendance meetings if we are concerned.
- If we cannot establish a reason for absence, then we may make a welfare home visit.

The national attendance target is 96%

Our school attendance this week is 90.02%

Attendance Band	Class Performance
Zebra	96.37%
Monkey	93.79%
Giraffe	94.48%
Elephant	78%
Lion	87.5%

School Contact Information

Click the link

Report Absences or Ask
Questions: 01246-
823344

Headteacher:

[headteacher@brockley.
derbyshire.sch.uk](mailto:headteacher@brockley.derbyshire.sch.uk)

Website:

[http://www.brockley.derb
yshire.sch.uk](http://www.brockley.derbyshire.sch.uk)

Safeguarding:

[safeguarding@brockley.
derbyshire.sch.uk](mailto:safeguarding@brockley.derbyshire.sch.uk)

General Enquiries:

[info@brockley.derbyshir
e.sch.uk](mailto:info@brockley.derbyshire.sch.uk)

School Facebook Page:

[Facebook](#)

School Website:

[www.brockley.derbyshir
e.sch.uk](http://www.brockley.derbyshire.sch.uk)

Safeguarding Info:

[https://www.ddscp.org.u
k](https://www.ddscp.org.uk)

School Calendar:

[Calendar - Brockley
Primary School](#)



Being Kind, Fair and United as a School Community

At Brockley Primary school, we believe every child deserves to feel safe, included and valued. Kindness and fairness are not just words, we talk about in assemblies they are foundations of how we learn, play and grow together each day.

Every Child Has Rights

Children have the right to learn, to be respected, and to be treated with dignity. These rights apply to every pupil, regardless of background, need or circumstance. As adults and as a school community, it is our shared responsibility to uphold these rights in every interaction.

Kindness Matters - Gossip and Unkindness Are Never OK

We know that children learn not only from the curriculum, but also from the behaviour they see around them. Gossip, unkind comments and assumptions can spread harm quickly. Taking a moment to think, choose kindness and show understanding can make a world of difference. We encourage families to model these values and help children understand the impact their words can have.

SEND, Equality and the Importance of Understanding

Our school celebrates diversity in all its forms. Children with SEND may have different needs, strategies or routines to help them learn successfully but they have the same rights to safety, respect and inclusion as every other child. Our families also come in many shapes and sizes, each with unique strengths and challenges. Instead of judging, we can ask ourselves and one another: *“How can we better support each other as a community and society?”*

By choosing empathy over assumptions, we build a school environment where every child and adult feels seen and supported.

Our Commitment: Fair, Appropriate and Proportionate

As a school, we have clear processes we must follow to

ensure that decisions about behaviour, safeguarding and support are always handled with fairness and proportionality. Sometimes this means that actions we take may not be immediately visible to everyone, because we must also protect confidentiality and the dignity of the children involved. Please trust that every step we take is guided by what is appropriate, safe and in the best interests of our pupils.

Working Together

We are proud of the strong partnerships we hold with our families, and we know that when we work together listening, supporting and understanding our children thrive. Thank you for helping us to build a school community shaped by kindness, fairness and respect for all.



Why Good Sleep Matters (Ages 3–11)

A good night's sleep is one of the most important foundations for children's physical health, emotional wellbeing, and learning. NHS guidance highlights that quality sleep supports memory, behaviour, attention, mood, and overall development in children.

As a school, we are committed to working with families to promote healthy routines that help every child thrive. How Much Sleep Do Children Need?

The NHS recommends the following sleep durations for children:

- **Ages 3–5:** 10–13 hours including naps for some children
- **Ages 6–12:** 9–12 hours (usually without naps)

Getting enough sleep helps children regulate emotions, concentrate in class, and maintain good physical and mental health.

Why Routines Matter

Consistent bedtime routines are crucial. NHS guidance emphasises the benefits of a calming, predictable routine that happens at the same time every night, including the same sequence of quiet activities.

Useful routine ideas from NHS sources:

- Begin “wind-down time” 30 minutes before bed.
- Keep routines consistent, even on weekends.
- Include steps such as brushing teeth, putting on pyjamas, reading a story, and dimming lights.

Routine helps support the child's internal body clock and makes settling easier.

Screen Time and Sleep

NHS guidance is clear that **screens should be switched off at least 30–60 minutes before bedtime**, as the blue

light delays the brain's release of melatonin, making it harder to fall asleep.

- Avoid long or late naps for older children.

Screen activities such as TV, tablets, games consoles, and phones should also be avoided in bedrooms, especially as children settle to sleep.

DfE Guidance: Why Sleep Matters in Education

The Department for Education's statutory guidance on Physical Health and Mental Wellbeing (part of the Health Education curriculum) emphasises that pupils must learn the characteristics of good physical health, including how routines, rest, and self-regulation contribute to wellbeing.

Simple strategies:

- Create a "no screens before bed" family rule.
- Encourage quiet activities like reading, colouring, or building with Lego.

This includes learning about:

- The link between good sleep and mental wellbeing,
- Recognising when health habits (like sleep patterns) may need support,
- Knowing where to seek help if difficulties arise.

Sleep Environment

According to NHS guidance, children sleep best in a calm, dark, quiet, and cool bedroom. A night-light may help younger children feel more secure. Avoid stimulating activities before bed (active games, intense play, or digital media).

Healthy Habits That Support Sleep

Based on NHS advice:

- Encourage daytime exercise, just not too close to bedtime.
- Keep meals light in the hour before bed; avoid heavy meals late evening.

At Brockley, we support this through PSHE, assemblies, and classroom routines that emphasise healthy lifestyle habits.

If Your Child Struggles with Sleep

NHS guidance suggests:

- Keep your response as calm and boring as possible if your child wakes up during the night.
- Consistently return them to bed without lengthy conversations.

Speak to your GP or health visitor if sleep difficulties persist, the NHS recommends seeking help early when sleep is affecting wellbeing.

School can also make a referral to the Bolsover School Nursing Team. Please speak with Mrs Rodgers for further information.

 **Helpful Links**

- **NHS: Sleep and Young Children**
<https://www.nhs.uk/baby/health/sleep-and-young-children/>
- **NHS: Sleep Routines for Ages 1–11**
<https://www.bedslutonchildrenshealth.nhs.uk/sleep/healthy-sleep-routines/sleep-routines-for-toddlers-and-children/>

- **DfE: Physical & Mental Wellbeing (Statutory Guidance)**
<https://www.gov.uk/government/publications/relationships-education-relationships-and-sex-education-rse-and-health-education/physical-health-and-mental-wellbeing-primary-and-secondary>



Working Together for the Best Outcomes




Understanding Ofsted's New Framework and Our Collective Role

From November 2025, Ofsted implemented a renewed Education Inspection Framework (EIF), marking a significant shift in how schools are evaluated and how the voice and experience of children and families shape inspection outcomes. The new framework supports consistency across early years, schools, and wider education settings, while emphasising a child-centred approach grounded in legislation and best practice.

What's Changed in the Ofsted Framework?

The updated framework rolled into full operation in January 2026 and introduces a number of reforms that reflect a more holistic understanding of children's needs and school effectiveness. Key changes include:

- A move away from single-word judgements to a 5-point grading scale and a more detailed "report card" that highlights strengths and areas for development.
- A greater focus on evaluation areas, such as achievement, attendance, behaviour, personal development, wellbeing,

- 
- leadership, governance, and inclusion.
- Continued emphasis on safeguarding as a core expectation, graded as 'met' or 'not met'.
 - Inspections carried out under clear principles and statutory responsibilities, ensuring that all learners' rights and experiences are central.

This represents the biggest inspection reform in a decade and is designed to better capture the quality of provision, the lived experience of pupils, especially the most vulnerable and the effectiveness of leadership, including partnership with families.

Why Families Matter More Than Ever

The Department for Education continues to emphasise that children thrive when schools and families work together. The DfE's commitment to giving every child "the best start in life" includes strengthening family support, enhancing multi-agency safeguarding, and ensuring that children's rights are upheld in every educational context.

Children's rights, such as the right to an education, the right to be safe, and the right to reach their potential are deeply embedded in this new framework. Schools are expected to demonstrate not only strong curriculum and teaching practices but also how they support children's wellbeing, sense of belonging, and equality of opportunity.

Families play an essential part in this. When parents ensure that children arrive every day, on time, and ready to learn, they not only support their own child's success but contribute to the overall effectiveness and ethos of the school. Good attendance and punctuality are explicitly recognised by Ofsted as indicators of positive attitudes and strong home-school partnership.

Our Collective Responsibility

As these changes come into effect, our school's commitment remains clear: to provide a nurturing, ambitious, and inclusive environment where every child is valued and able to succeed. But achieving this and having it recognised by visitors and inspectors depends on all of us:



As a School, We Will:

- Deliver a high-quality, inclusive curriculum.
- Prioritise children's wellbeing and personal development.
- Use evidence-based approaches to teaching and assessment.
- Continue strong safeguarding practices.
- Work closely with families and external partners to support every child.

As Families, You Can Help By:

- Ensuring children attend regularly and arrive ready to learn.
- Supporting school routines, expectations, and values.
- Engaging with communication from school and attending key events.

- Collaborating with us if challenges arise big or small.

Together, these actions create a positive, respectful, and purposeful environment that visitors, including Ofsted inspectors will see reflected in every classroom, corridor, and conversation.

Looking Ahead

The updated Ofsted framework gives schools the opportunity to showcase what they do well across a wide range of areas, with a particular emphasis on inclusion, safeguarding, and the experiences of all learners including disadvantaged and vulnerable pupils. It also reinforces the central role of families and the wider community in shaping children's lives.

By working together, school staff, parents, carers, and pupils we not only ensure that our children receive the high-quality education and care they deserve, but we also demonstrate to anyone visiting that our school is a thriving, caring, and ambitious community.