

Aldrington CofE Primary School

Address: Eridge Road, Hove, East Sussex, BN3 7QD

Unique reference number (URN): 114555

Inspection report: 13 January 2026

Exceptional	
Strong standard	
Expected standard	
Needs attention	
Urgent improvement	

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.

Expected standard

Achievement

Expected standard 

Pupils typically achieve well. Most pupils make secure progress through the curriculum from their different starting points. Leaders make sure that pupils acquire the knowledge and basic skills needed to learn successfully. For example, the school's phonics programme ensures that younger pupils learn to read confidently. This is reflected in improvements in the results of the Year 1 phonics check, which have been close to the national average for the past two years.

Leaders have taken successful action to improve pupils' achievement in the past 3 years. As a result, published outcomes in the national tests are typically close to the national average in reading, writing and mathematics, and sometimes above. Pupils from disadvantaged backgrounds achieve in line with their peers nationally by the end of Year 6. Leaders know, however, that there is more to do to ensure that pupils produce high-quality work that reflects the breadth and depth of their learning across the curriculum.

Attendance and behaviour

Expected standard 

Pupils attend well. Overall, attendance is consistently higher than the national average. Current attendance rates indicate that this continues to be the case. Persistent absenteeism is lower than the national average and has declined over the past two years.

Leaders pay close attention to pupils' attendance. They have established clear procedures for checking and monitoring pupils' attendance and work closely with parents and carers to ensure that all pupils attend regularly. Specific actions taken to support individual pupils' attendance have made a notable difference.

Leaders have established a calm and purposeful atmosphere throughout the school. Clear routines and expectations provide a firm framework for pupils' behaviour. Staff apply the school's behaviour management policies effectively. This means that, overall, pupils behave well and demonstrate positive attitudes to learning. Classrooms are typically quiet and studious places for pupils to learn.

Staff know pupils well. As a result, pupils feel valued and cared for. They lose no time in joining their classmates in the morning and are soon busily at work. Leaders take swift and appropriate action where any concerns about bullying or discrimination arise. They take suitable steps to support those pupils who need extra help to manage their behaviour.

Curriculum and teaching

Expected standard 

The school's broad, balanced and ambitious curriculum provides a well-sequenced programme of learning from the early years to the end of Year 6. Leaders ensure that the curriculum equips pupils with the key knowledge and skills they need to achieve well in reading, writing and mathematics. For instance, pupils benefit from the school's well-established approach to teaching handwriting, which makes an important contribution to pupils' ability to write fluently.

Leaders have a clear understanding of the quality of both the curriculum and teaching. They use this well to strengthen and further refine the learning that pupils' receive. For instance, they have made sure that the school's phonics programme, which has been introduced since the last inspection, is securely embedded. This is now taught particularly well. As a result, pupils acquire reliable early reading skills. Pupils who struggle to read benefit from carefully targeted support.

Teachers are knowledgeable about the subjects they teach. On the whole, they teach the school's curriculum well. For instance, they explain learning clearly and use resources effectively to support pupils' understanding. Staff typically check pupils' understanding during lessons. However, there is some variability in how well these checks are used to adapt teaching in response to pupils' emerging needs.

Early years

Expected standard 

The school's early years provision ensures that children benefit from a positive start to school life. Smooth transitions into the school are given a high priority. The school's approach includes successful work with families and nursery provisions to ensure that children get off to a positive start. Strong relationships and effective care ensure that children settle into school well. They become increasingly confident learners. Children with special educational needs and/or disabilities are quickly identified and appropriate support is put in place.

Staff use outdoor learning successfully to support children's learning and their social and emotional development. Staff's warm and professional relationships help children to feel secure. Classrooms are happy and exciting places to be. Children behave very well. They move between activities sensibly. Leaders carefully plan steps in learning for each child and make the appropriate adjustments to support learning. For instance, children develop a correct pencil grip to support their early writing skills. Staff prioritise developing children's vocabulary and communication skills through modelling language and encouraging conversation. This contributes well to children's social development. The teaching of reading is a priority as soon as children join the school. Staff make sure that children learn about the connection between letters and sounds. Carefully chosen texts successfully capture children's interest in reading and help them to develop knowledge of story structure. Children are well prepared for their future learning in key stage 1.

Inclusion

Expected standard 

Leaders are ambitious for all pupils. An inclusive ethos lies at the heart of the school's work. This ensures that pupils can play a full and valued part in school life. Well-established procedures ensure that pupils' needs are identified promptly and accurately. Effective partnership work with parents and carers and external agencies ensures that the school has a full picture of pupils' needs.

Leaders maintain a clear focus on making sure that pupils who experience barriers to their learning or wellbeing are well supported. This includes those pupils with special educational needs and/or disabilities. A carefully planned programme of training ensures that staff are knowledgeable about how to support pupils to overcome their individual difficulties. The school has introduced 'The Nest' to provide further individualised support where needed.

Additional funding is used effectively to support pupils who are disadvantaged. This helps to support these pupils to progress well, both personally and academically. Leaders keep a close check on pupils' learning and progress, adjusting the support in place as required. They ensure that any use of alternative provision is suitable and safe. Decisions are made in pupils' best interests.

Leadership and governance

Expected standard 

Leaders and governors are united in their commitment to ensuring the best outcomes for all pupils. They have developed robust systems, which provide an accurate oversight of the school's work. Leaders work constructively with external agencies, including the local authority and diocese, to review the school's performance and to identify areas for development. Pupils' interests are at the centre of the decisions they make. For example, developments in the teaching of phonics and in the quality of early years provision have led to improved outcomes, ensuring that pupils are increasingly well prepared for future learning.

Leaders have developed a carefully considered programme of professional development for staff, including early career teachers. The programme is designed to support school improvement priorities as well as developing staff knowledge in specific areas, such as those relating to barriers to learning that pupils may face. Staff feel well supported by leaders and describe the school as 'a family who look after each other'. Morale is high. Staff are proud to work at the school.

Governors ensure that their statutory duties are met. They provide effective levels of support and challenge for school leaders. Governors use a range of activities, such as discussions with subject leaders and visits to the school, to support them in their roles. This ensures that they are knowledgeable about the school's work. Parents and carers are positive about many aspects of the school's work, including the quality of care provided and the progress that their children make during their time at the school.

Personal development and wellbeing

Expected standard 

The school's personal, social and health education curriculum includes age-appropriate relationships, sex and health education. This equips pupils with valuable knowledge and skills to support them in the future. A clear emphasis on the importance of positive relationships makes a significant contribution to the school's inclusive and welcoming ethos. Pupils get on well together, treating each other with kindness and respect. They speak warmly of their enjoyment of learning and of playing alongside their friends.

The promotion of fundamental British values is embedded in school life. This helps pupils to speak confidently and knowledgeably about concepts, such as democracy, respect and tolerance. Pupils know why rules are important to ensure that everyone can play and learn safely. They know the steps they can take to keep themselves safe, including when online. Pupils understand some of the things they can do to keep healthy, such as regular exercise and eating a balanced diet.

Pupils' spiritual and moral development is a key element of the curriculum. Pupils, including those who are disadvantaged, have opportunities to voice their views and ideas through

discussions on a range of topics. They speak proudly of their positions on the eco-council, equality group and faith council. The school promotes the importance of equality and fairness throughout the curriculum and school life.

Leaders extend pupils' horizons through a wide range of well-planned experiences. Pupils relish special events, such as 'Saxon day', 'astronaut day' and annual residential trips, which help to bring learning to life. Leaders also provide an extensive range of clubs and activities for pupils, such as choir, drumming and football. Leaders monitor pupils' participation in clubs and events. They make sure that all pupils have the opportunity to participate.

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

The school's friendly and welcoming atmosphere ensures that everyone feels valued and included. Pupils arrive each morning with happy smiles. They are excited to see their friends and teachers. Pupils are warmly welcomed by caring staff. This provides pupils with a sense of belonging and helps them to feel safe.

Pupils enjoy their learning. They develop their knowledge and skills across the curriculum. Those pupils who face barriers to their learning, including pupils with special educational needs and/or disabilities, are supported effectively. Typically, pupils achieve close to national expectations by the end of Year 6. They are well prepared for the next stage in their education.

School life is underpinned by its religious ethos. Pupils know the school's values and understand how these relate to their own experiences. For instance, they appreciate the importance of treating everyone equally. Pupils enjoy rewards for demonstrating the school's code of conduct by being 'ready, respectful and safe'. Pupils know that bullying is wrong and this is not something that they are concerned about. Pupils are confident about speaking to an adult if they have any worries and trust that adults will help when needed.

Pupils enjoy school and attend regularly. They behave well. Classrooms are calm and purposeful places. Pupils are interested in learning and listen well in lessons. They are polite, cheerful and courteous to each other. Breaktimes and lunchtimes are sociable occasions with a range of activities for pupils to enjoy.

The school provides pupils with a wide range of activities, events and experiences that enrich learning well. Pupils develop an understanding of the part that they can play in school and the contribution they can make to the wider community. For instance, they have opportunities to raise funds for charities, make donations to a local food bank and sing in the local community.

Next steps

- Leaders should continue their work to ensure that pupils are equipped to produce consistently high-quality work that reflects the breadth and depth of their learning across the curriculum.
 - Leaders should ensure that teachers use ongoing checks on pupils' progress in lessons to systematically identify and respond to pupils' emerging needs.
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About this inspection

The chair of the board of governors in this school is Susannah Kendrick.

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

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.

Inspection activities:

Inspectors spoke with the headteacher and other members of staff. They also spoke with the school's improvement partner from the local authority, a representative from the diocese and a member of staff from an alternative provider used by the school. The lead inspector met with members of the board of governors, including the chair.

The inspectors confirmed the following information about the school:

The school is registered as having a Church of England religious character. The most recent section 48 Statutory Inspection of Anglican and Methodist Schools took place in June 2025.

The school makes use of 3 registered and one unregistered alternative provisions.

Headteacher: Verity Coates

Lead inspector:

Julie Sackett, His Majesty's Inspector

Team inspectors:

Deborah Perkins, Ofsted Inspector

Chris Toye, Ofsted Inspector

Natalie Broad, Ofsted Inspector

Facts and figures used on inspection

The data was used by the inspector(s) during the inspection. More recent data may have been published since the inspection took place.

 This data is from 13 January 2026

School and pupil context

Total pupils

408

Above 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: 272

School capacity

436

Above 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)

17.65%

Below average

What does this mean?

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

National average: 26.3%

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

3.43%

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: 3.5%

Pupils with special educational needs (SEN) support

18.87%

Above average

What does this mean?

The proportion of pupils with reported special educational support needs at the school.

National average: 15%

Location deprivation

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	60%	61%	Close to average
2024/25 (revised)	63%	62%	Close to average
2023/24 (final)	71%	61%	Above
2022/23 (final)	48%	60%	Below

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	82%	74%	Above
2024/25 (revised)	78%	75%	Close to average
2023/24 (final)	88%	74%	Above
2022/23 (final)	81%	73%	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	69%	72%	Close to average
2024/25 (revised)	69%	72%	Close to average
2023/24 (final)	76%	72%	Close to average
2022/23 (final)	63%	71%	Below

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	72%	73%	Close to average
2024/25 (revised)	70%	74%	Close to average
2023/24 (final)	86%	73%	Above
2022/23 (final)	59%	73%	Below

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	41%	46%	Close to average
2024/25 (revised)	53%	47%	Close to average
2023/24 (final)	42%	46%	Close to average
2022/23 (final)	13%	44%	Below

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	59%	62%	Close to average

Year	This school	National average	Compared with national average
2024/25 (revised)	59%	63%	Close to average
2023/24 (final)	58%	62%	Close to average
2022/23 (final)	63%	60%	Close to average

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	49%	59%	Below
2024/25 (revised)	53%	59%	Close to average
2023/24 (final)	50%	58%	Close to average
2022/23 (final)	38%	58%	Below

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	59%	60%	Close to average
2024/25 (revised)	65%	61%	Close to average
2023/24 (final)	67%	59%	Close to average
2022/23 (final)	38%	59%	Below

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	41%	68%	-27 pp
2024/25 (revised)	53%	69%	-16 pp
2023/24 (final)	42%	67%	-26 pp
2022/23 (final)	13%	66%	-54 pp

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	59%	80%	-20 pp
2024/25 (revised)	59%	81%	-22 pp
2023/24 (final)	58%	80%	-21 pp
2022/23 (final)	63%	78%	-16 pp

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	49%	78%	-29 pp
2024/25 (revised)	53%	78%	-25 pp
2023/24 (final)	50%	78%	-28 pp
2022/23 (final)	38%	77%	-40 pp

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	59%	80%	-20 pp
2024/25 (revised)	65%	81%	-16 pp
2023/24 (final)	67%	79%	-13 pp
2022/23 (final)	38%	79%	-42 pp

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
2024/25 (2 term)	4.2%	5.2%	Below
2023/24 (3 term)	4.3%	5.5%	Below
2022/23 (3 term)	4.0%	5.9%	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
2024/25 (2 term)	6.1%	13.3%	Below
2023/24 (3 term)	8.5%	14.6%	Below
2022/23 (3 term)	5.2%	16.2%	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.

The Office for Standards in Education, Children's Services and Skills (Ofsted) inspects services providing education and skills for children and learners of all ages, and inspects and regulates services that care for children and young people.

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