

Hove Park School and Sixth Form Centre

Address: Nevill Road, Hove, East Sussex, BN3 7BN

Unique reference number (URN): 114607

Inspection report: 27 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.

Strong standard

Inclusion

Strong standard 

Inclusion is at the heart of the school's work. The school knows its pupils very well. Staff identify pupils' needs quickly through detailed assessments when they join the school. They also identify pupils' barriers to learning through a range of innovative approaches. This helps leaders to identify precisely the pupils who need extra support. They communicate this information clearly to teachers. Teachers know these pupils well and understand how they can best help them. The school meets pupils' needs very effectively. The different levels of support are clear and staff understand them well. This helps all staff to support pupils with accuracy and confidence. The high-quality training staff receive helps them to deliver this support consistently.

Leaders work tirelessly to remove barriers to learning and wellbeing. The school uses additional funding effectively to support pupils who are eligible for pupil premium. Leaders have a detailed understanding of these pupils. They identify challenges through regular checks on pupils' learning and development. The school has designed highly effective provision for pupils with the most complex needs. As a result, these pupils achieve well. The school uses alternative provision carefully and only when it is in pupils' best interests. Leaders check the quality of this provision closely and make sure that external partners understand how to meet pupils' needs well.

Post 16 provision

Strong standard 

Leaders have designed a bespoke provision that meets the complex needs of a very small group of students very effectively. The curriculum is highly personalised. Each student has an individual programme that gives them a broad range of experiences and practical skills. This prepares them well for their next steps. It helps them build confidence and adapt to new expectations and routines. Leaders track this curriculum carefully. This gives them a detailed understanding of its quality. They use this information to make sure external providers who work with students know how to meet their needs well.

Students achieve very well as a result of this provision. Many arrive with gaps in their learning. The school helps students fill these gaps quickly. They also work towards a range of appropriate qualifications that prepare them for their futures. For example, all students achieve a 'Preparation for the Workplace' qualification. The school's precise work on transition has clear impact. All students move on to more advanced study, including some who progress to university. They are successful in their next steps. Students explain confidently how their studies help them feel ready for the future.

Expected standard

Achievement

Expected standard 

Pupils typically learn the skills and knowledge they need. They build on their prior learning and apply this effectively in their work. For example, pupils use their understanding of writing techniques to improve a piece of writing. There is little variation for pupils with barriers to learning. They make the same steady progress through the curriculum. Many pupils arrive with gaps in the essential knowledge they rely on for later work. The school works hard to support these pupils and to help them fill these gaps. This improves over time, and these pupils access the wider curriculum with increasing confidence.

Generally, pupils are ready for their next stages. This is also reflected in their achievement in national tests. Pupils achieve in line with national averages, and disadvantaged pupils achieve similarly. However, results in several areas were below national averages in 2025. This reflected significant changes to the cohort. The school has responded to this effectively.

Curriculum and teaching

Expected standard 

Leaders know the school well. They carry out regular checks on teaching. This helps them build a detailed understanding of the quality of the curriculum throughout the school. They use this knowledge to guide the support they offer to individual staff and subject areas. The curriculum is broad and ambitious. Pupils work towards challenging end points and a range of suitable qualifications. Teachers identify clearly the skills and knowledge they want pupils to learn. These develop in complexity over time. When leaders notice changes in pupils' needs, they adapt the curriculum effectively.

Typically, the curriculum is taught well. Teachers explain learning clearly. They design activities that help pupils build on and apply what they already know. Teachers match these activities carefully to pupils' needs. They know their subjects well and model accurate use of subject-specific language. Teachers make regular checks on learning. These include formal assessments and skilful questioning in lessons. In most cases, these checks are appropriate and teachers can quickly identify and address misconceptions. However, some checks are not precise enough. As a result, the guidance teachers give does not always help pupils deepen their understanding.

Leadership and governance

Expected standard 

Leaders have a detailed understanding of the school and its changing context. They have developed tools that help them understand pupils' needs and identify the challenges they may face. This enables leaders to prioritise strategies that address these challenges. The school has a well-designed plan for further improvement.

Governors are professional and thoughtful. They take their responsibilities seriously. They bring a range of skills that enable them to offer appropriate challenge and support to leaders. Governors keep themselves well informed through regular visits and focused conversations with pupils and staff. This helps them understand the school's priorities and work with leaders to meet them. They share leaders' ambition for the school. Governors

understand their statutory duties, such as oversight of any additional funding to support disadvantaged pupils and carry these out diligently.

The school has an ambitious programme of professional learning. This is well planned and informed by appropriate research. The programme balances whole-school priorities with subject and individual needs. The school's outward-facing approach allows it to draw on best practice from other schools and colleges. Leaders know pupils well, which helps them make decisions that support learning, behaviour and personal development. They model high expectations for staff. The committed staff team works with leaders in the best interests of pupils. Staff feel well supported. They engage positively with the range of training on offer and value the efforts that leaders make to support their workload and wellbeing.

Personal development and wellbeing

Expected standard 

The school has designed an ambitious programme that extends beyond the classroom. Leaders have considered pupils' needs carefully. They have planned a range of engaging activities to build pupils' confidence and resilience. Staff enhance this through well-designed trips that deepen pupils' learning. Pupils are positive about these experiences and explain how they help them learn well. Leaders have thought carefully about how all pupils can access this wider offer. They have broken down activities into clear 'Every Child Should' categories. Leaders track pupils' engagement over time. This helps teachers identify pupils who may need extra help to take part. The school ensures there are no barriers to pupils' participation.

Pupils are confident to share their own cultural identity and beliefs with their friends, which they say helps make the school an inclusive place. Pupils have opportunities to share their ideas and consider different viewpoints in tutor sessions. The school has a well-designed and coherent programme for personal, social and health education. Staff identify the skills and knowledge pupils need with care. This is typically delivered well. It helps pupils build the understanding they need to be active members of the community. Pupils know how to keep themselves safe and how to maintain positive and healthy relationships. They generally recall their learning well and can explain important concepts such as respect or democracy clearly.

The school has an appropriate and effective careers programme. Careers learning begins with well-planned activities and develops in depth as pupils move through the school. Leaders ensure that pupils get useful information about careers and have chances to hear directly from employers, helping them make informed decisions about their next steps.

Needs attention

Attendance and behaviour

Needs attention 

Attendance is beginning to improve. However, it remains below national averages and persistent absence is still high. This affects disadvantaged pupils and those with special educational needs and/or disabilities most of all. As a result, too many vulnerable pupils miss important time in school. Leaders work hard to improve attendance. They track pupils'

attendance carefully and use this information to offer support to pupils and their families. This includes timely referrals to the local authority. When this does not have the intended impact, leaders consider different ways to encourage regular attendance. These actions are starting to make a difference.

Pupils behave very well. They are polite and courteous and show high levels of respect to their peers and adults. Pupils have positive attitudes to learning. They concentrate well and listen carefully to teachers. This creates a calm and purposeful environment in lessons. It helps pupils take part in learning and contribute positively. Leaders understand that bullying can happen in different ways and make sure that bullying, harassment and discriminatory language are not accepted within the school. Staff build supportive relationships with pupils. These are shown in the warm greetings pupils share with staff each day. These relationships help pupils feel valued and cared for. Pupils who need extra help receive a range of support to help them return to learning and manage their emotions.

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

Pupils play an important and active role in this inclusive school community. They know staff listen to them and value their contributions. Pupils feel confident celebrating their own culture and the cultures of others, for example through the popular school food festivals. They build trusting relationships with staff. This helps staff identify pupils who may need extra help quickly and helps pupils feel happy and safe.

Pupils are polite and courteous. They chat with friends at breaktimes or organise competitive but friendly games of table tennis. As a result, breaks are calm and positive. Pupils enjoy learning, which is evident in the calm and purposeful atmosphere throughout the school.

Pupils develop skills and knowledge that extend beyond the classroom. All pupils benefit from the well-planned programme of trips, educational visits and after-school clubs. They are keen to earn 'stars' for taking part in these activities. One pupil explained that these opportunities help them 'step outside their comfort zone', a view shared by many. Pupils become increasingly confident and resilient during their time in school. Challenging experiences, such as the 'Big Camp' or Duke of Edinburgh's Award expeditions, help them develop important skills for their next steps.

Most pupils attend well and attendance is improving. Despite this, persistent absence remains too high, which means some pupils miss important time in school. Overall, pupils achieve well. Teachers have high expectations and pupils work hard to meet them. Their work shows that they learn the skills and knowledge they need and can apply them. Pupils generally achieve well in national tests and make steady progress from their starting points.

Next steps

- Leaders should continue to strengthen and embed their attendance strategies so that persistent absence reduces for disadvantaged pupils and those with SEND, ensuring these pupils attend school more regularly and do not miss important learning time.
 - Leaders need to ensure that staff carry out precise checks on pupils' learning in all subjects, so that pupils' next steps in learning are clearly identified and build securely on what they already know.
-

About this inspection

The co-chairs of the board of governors in this school are Paul Williams and Gwenny Whelan-Burch.

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

Following our updated inspection framework, all inspectors are now led by His Majesty's Inspectors (HMI) or by Ofsted Inspectors (OIs) who have previously served as HMIs.

The inspectors met with the headteacher and other leaders during the inspection. The lead inspector also met with a group of governors including the chair. They also spoke with a representative of the local authority. The inspection team also spoke to indicative groups of staff and pupils during the inspection.

The school meets the requirements of the provider access legislation, which requires schools to provide pupils in Years 8 to 13 with information and engagement about approved technical education, qualifications and apprenticeships.

The inspectors confirmed the following information about the school:

The school makes use of 13 alternative provisions, of which 9 are unregistered.

Jim Roberts: Headteacher

Lead inspector:

Gavin Thomas, His Majesty's Inspector

Team inspectors:

Peter Fry, Ofsted Inspector

Ann Fearon, Ofsted Inspector

Shaun Jarvis, Ofsted Inspector

Michelle Lawson, 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 27 January 2026

School and pupil context

Total pupils

948

Close to 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: 1,067

School capacity

1,664

Well 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: 1,153

Pupils eligible for free school meals (FSM)

36.52%

Above average

What does this mean?

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

National average: 28.9%

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

8.54%

Well above 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: 3.09%

Pupils with special educational needs (SEN) support

21.41%

Well above average

What does this mean?

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

National average: 13.4%

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)

Resourced provision

What does this mean?

Whether school has Resourced Provision or SEND unit (if applicable).

Type of specialist provision (if applicable)

SpLD - Specific Learning Difficulty, ASD - Autistic Spectrum Disorder

What does this mean?

The type of Special Educational Needs provision provided at the school (if applicable).

All pupils' performance

English and maths GCSE

Percentage of pupils who achieved grade 5 or above in English and maths GCSE.

Year	This school	National average	Compared with national average
2024/25 (provisional)	34.7%	45.2%	Below
2023/24 (final)	41.0%	45.9%	Close to average
2022/23 (final)	46.0%	45.3%	Close to average

Attainment 8

A measure of pupils' point scores across 8 subjects including maths (double weighted), English (double weighted if both language and literature are taken), 3 EBacc measures and 3 GCSE or technical measures.

Year	This school	National average	Compared with national average
2024/25 (provisional)	41.0	45.9	Below
2023/24 (final)	43.3	45.9	Close to average
2022/23 (final)	46.8	46.3	Close to average

Progress 8

How much progress pupils made between the end of primary school (key stage 2) and the end of secondary school (key stage 4), compared to pupils across England who got similar results at the end of key stage 2.

Year	This school	National average	Compared with national average
2023/24 (final)	-0.13	-0.03	Close to average
2022/23 (final)	-0.12	-0.03	Close to average

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' English and maths GCSE grade 5 or above

Percentage of disadvantaged pupils achieving grade 5 or above in English and maths GCSE.

Year	This school	National average	Compared with national average
2024/25 (provisional)	25.8%	25.6%	Close to average
2023/24 (final)	26.4%	25.8%	Close to average
2022/23 (final)	21.9%	25.2%	Close to average

Disadvantaged pupils' Attainment 8

A measure of disadvantaged pupils' point scores across 8 subjects including maths (double weighted), English (double weighted if both language and literature are taken), 3 EBacc measures and 3 GCSE or technical measures.

Year	This school	National average	Compared with national average
2024/25 (provisional)	32.4	34.9	Close to average
2023/24 (final)	34.5	34.6	Close to average
2022/23 (final)	32.9	35.0	Close to average

Disadvantaged pupils' Progress 8

How much progress disadvantaged pupils made between the end of primary school (key stage 2) and the end of secondary school (key stage 4), compared to pupils across England who got similar results at the end of key stage 2.

Year	This school	National average	Compared with national average
2023/24 (final)	-0.49	-0.57	Close to average
2022/23 (final)	-0.69	-0.57	Close to average

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' English and maths GCSE grade 5 or above

Percentage of disadvantaged pupils who achieved grade 5 or above in English and maths GCSE.

Year	This school	National non-disadvantaged score	School disadvantage gap
2024/25 (provisional)	25.8%	52.8%	-27.0 pp
2023/24 (final)	26.4%	53.1%	-26.7 pp
2022/23 (final)	21.9%	52.4%	-30.6 pp

Disadvantaged pupils' Attainment 8

A measure of disadvantaged pupils' point scores across 8 subjects including maths (double weighted), English (double weighted if both language and literature are taken), 3 EBacc measures and 3 GCSE or technical measures.

Year	This school	National non-disadvantaged score	School disadvantage gap
2024/25 (provisional)	32.4	50.3	-17.9

Year	This school	National non-disadvantaged score	School disadvantage gap
2023/24 (final)	34.5	50.0	-15.6
2022/23 (final)	32.9	50.3	-17.4

Disadvantaged pupils' Progress 8

How much progress disadvantaged pupils made between the end of primary school (key stage 2) and the end of secondary school (key stage 4), compared to pupils across England who got similar results at the end of key stage 2.

Year	This school	National non-disadvantaged score	School disadvantage gap
2023/24 (final)	-0.49	0.16	-0.66
2022/23 (final)	-0.69	0.17	-0.85

Destinations after 16

Destinations after 16

Percentage of pupils staying in education or employment for at least 2 terms after the end of secondary school (key stage 4).

Year	This school	National average	Compared with national average
2023 leavers (provisional)	92%	91%	Average
2022 leavers (revised)	97%	93%	Above
2021 leavers (revised)	92%	94%	Average

16 to 18 performance

A-level average point score

The average points that students achieved per A-level entry.

Year	This school	National average	Compared with national average
2024/25 (revised)	S	34.99	S
2023/24 (final)	15.56	34.38	Below
2022/23 (final)	16.94	34.16	Below

A-level value added

A score showing students' progress between the end of key stage 4 and the end of their academic qualification studies.

Year	This school	National average	Compared with national average
2023/24 (revised)	-0.3	0.0	Below

'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
2024/25 (2 term)	12.9%	8.1%	Above
2023/24 (3 term)	12.3%	8.9%	Above
2022/23 (3 term)	12.0%	9.0%	Above

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)	34.8%	21.9%	Above
2023/24 (3 term)	36.4%	25.6%	Above
2022/23 (3 term)	37.2%	26.5%	Above

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.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email enquiries@ofsted.gov.uk.

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit www.nationalarchives.gov.uk/doc/open-government-licence, write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: psi@nationalarchives.gsi.gov.uk.

This publication is available at <https://reports.ofsted.gov.uk>.

Interested in our work? You can subscribe to our monthly newsletter for more information and updates: <http://eepurl.com/iTrDn>.

Piccadilly Gate
Store Street
Manchester
M1 2WD

T: 0300 123 1231
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.gov.uk/ofsted
© Crown copyright 2026



© Crown copyright