

# Inspection of a good school: Brede Primary School

Udimore Road, Broad Oak, Brede, Rye, East Sussex TN31 6DG

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Inspection date: 24 February 2022

## Outcome

Brede Primary School continues to be a good school.

## What is it like to attend this school?

Pupils enjoy attending school. They feel safe and happy. Pupils talk positively about the support they receive from staff. They feel that staff will look after them if they are worried about something. One pupil said, 'Staff are always there for us.'

Teachers have high expectations of pupils, and as a result, pupils have high aspirations for themselves. Pupils know that teachers expect them to work hard. Pupils respond to this in their very positive attitudes to learning. They achieve well and apply their learning successfully.

Pupils behave well throughout the school day. They know the school rules. Pupils are polite, respectful and courteous. Staff support them to resolve any conflicts quickly and effectively that may arise, including bullying.

Pupils enjoy a wide range of activities that promote being active and that help their understanding of the local and global context of the school. For instance, pupils support the education of a child in India, which helps them understand the diversity of cultures in the world. Pupils value the range of clubs and broader opportunities at the school, including being a play leader, that enhance their development. Their learning is further enriched by trips to places of interest and visitors to the school.

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

Leaders have worked with teachers to design a broad and ambitious curriculum. Overall, leaders make sure that learning builds on what pupils have learned before. Most subject leaders have developed a comprehensive curriculum in the subjects for which they have responsibility. Teachers revisit what pupils already know to make sure that learning is understood. Teachers check and ensure that pupils make links between different subjects. As a result, pupils, including those with special educational needs and/or disabilities (SEND), remember what they have learned and apply their knowledge and skills confidently in most subjects. However, in a small minority of subjects, the knowledge that

leaders want pupils to learn is not specified well enough. This means that pupils do not achieve as well as they could.

Teachers have strong subject knowledge. They use this well to engage pupils and challenge their thinking. Staff check on pupils' understanding and then adapt lessons to help pupils learn well. Where pupils need support, staff provide them with extra help to catch up. Children in the Reception class benefit from activities that are varied and interesting. Teachers in early years choose activities that help children to explore their ideas and learn effectively.

Pupils achieve well in reading. This is because staff are skilled in the teaching of early reading. In Reception Year, the phonics curriculum enables children to learn and remember the sounds that they need to know. Consequently, pupils become confident and fluent readers. Staff provide timely, targeted and carefully planned support if it is required. This helps pupils who are struggling to catch up with other pupils. Pupils say that they enjoy reading. They are enthusiastic about the books they read at home and in school. Teachers promote a love of reading.

Pupils are kind and behave very well in lessons and as they move from one activity to another. They cooperate sensibly with each other in the classrooms and focus on their work in lessons. In Reception Year, children take turns to answer questions about their work. Pupils show positive attitudes across the range of subjects, which contributes to their successful learning. Pupils are considerate towards each other and staff.

Pupils with SEND are fully included in all activities and school life. Teachers and support staff are ambitious that they will do well. Staff make sure that pupils have the right help at the right time so that they can be successful. Staff work closely with other professionals to identify pupils' needs effectively. They plan appropriate adaptations to the curriculum, while also supporting the wider development of pupils with SEND.

Pupils' personal and social development is a strength of the school. Pupils are provided with a wide range of opportunities that include sports, music, the arts and community events. Pupils have opportunities to develop their leadership skills by being, for example, digital leaders. Pupils benefit positively from these experiences. Pupils are taught about respect and responsibility. They live out these qualities without being prompted. Pupils learn about diversity and how to care for the environment.

Leaders and governors consider the well-being of staff and are mindful of staff workload. They provide the staff with time to undertake important tasks and developmental activities. Staff value and appreciate this.

## **Safeguarding**

The arrangements for safeguarding are effective.

Safeguarding is a top priority. Leaders make sure that staff understand their responsibilities to keep pupils safe. Staff receive appropriate training. Leaders check that

staff understand what to do and whom they should tell if they have concerns about a pupil.

Leaders make sure that appropriate help, guidance and support are provided for pupils and their families when required. Families appreciate this help. Leaders work closely with external agencies and make sure that these agencies are involved at the right time.

Leaders make sure that staff who work with pupils are appropriately checked.

## **What does the school need to do to improve?**

### **(Information for the school and appropriate authority)**

- In some subjects, leaders have not specified the knowledge that they want pupils to learn and remember sufficiently clearly. This means that pupils do not learn as much as they could. Leaders should ensure that the curriculum is strengthened in these subjects and that teachers are clear about what they are teaching pupils, when and why.

## **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 a section 8 inspection of a good or outstanding school, because it is carried out under section 8 of the Education Act 2005. We do not give graded judgements on a section 8 inspection. However, if we find evidence that a school would now receive a higher or lower grade, then the next inspection will be a section 5 inspection. Usually this is within one to two years of the date of the section 8 inspection. If we have serious concerns about safeguarding, behaviour or the quality of education, we will deem the section 8 inspection a section 5 inspection immediately.

This is the second section 8 inspection since we judged the school to be good in December 2016.

## **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.

If you are the school and you are not happy with the inspection or the report, you can [complain to Ofsted](#).

## 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

<b>Unique reference number</b>	114389
<b>Local authority</b>	East Sussex
<b>Inspection number</b>	10211059
<b>Type of school</b>	Primary
<b>School category</b>	Maintained
<b>Age range of pupils</b>	4 to 11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	107
<b>Appropriate authority</b>	The governing body
<b>Chair of governing body</b>	Anne Hanney
<b>Headteacher</b>	Kate Elliott and Julie Knock (Acting Co-Headteachers)
<b>Website</b>	<a href="http://www.brede.e-sussex.sch.uk">www.brede.e-sussex.sch.uk</a>
<b>Date of previous inspection</b>	6 December 2016, under section 8 of the Education Act 2005

## Information about this school

- The substantive headteacher left the school in December 2021. The governors appointed two interim co-headteachers who started in their roles in January 2022.
- The school does not currently use any alternative provision.

## Information about this inspection

This was the first routine inspection the school had 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 co-headteachers, deputy headteacher, the special educational needs coordinator and five governors, including the chair of governors.
- The lead inspector held a telephone conversation with a local authority representative.
- Inspectors carried out deep dives in these subjects: reading, mathematics and art. For each deep dive, inspectors met with subject leaders, looked at curriculum design,

visited a sample of lessons, spoke to teachers, spoke to some pupils about their learning and looked at samples of pupils' work.

- Inspectors scrutinised records and safeguarding documentation, including the single central record.
- Inspectors took account of the 21 responses to Parent View, including the free-text comments. Inspectors also reviewed the 27 responses to the pupil survey and the 18 responses to the staff survey. Inspectors also considered the views of some parents and carers expressed in email messages.

### **Inspection team**

Richard Blackmore, lead inspector                      Ofsted Inspector

Graham Chisnell    Ofsted Inspector

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