

Brede Primary School

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

Unique reference number (URN): 114389

Inspection report: 24 March 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

Attendance and behaviour

Strong standard 

The leadership of attendance is strategic and precise. Leaders' work has had a clear impact. Attendance is above national averages overall and, for those pupils whose rates of attendance are lower, this has improved rapidly. This is particularly the case for vulnerable pupils. Pupils with special educational needs and/or disabilities attend more regularly than their peers nationally and very few are persistently absent. Where attendance dips, leaders act fast to remove barriers. They work closely with families. Staff provide robust pastoral and emotional support so pupils feel ready for school. This approach has restored clear expectations for attendance that reflect the school's pre-pandemic culture.

Behaviour across the school is calm, orderly and respectful. Pupils follow routines willingly because they understand their purpose. This is reflected in their highly positive behaviour during lessons and at social times. Pupils play a key role in shaping behaviour by helping to design the rules. For example, pupils co-created the rules to manage football at playtime and they now self-regulate successfully. Leaders celebrate positive behaviour. Staff adapt approaches to make reasonable adjustments for pupils when needed. This ensures all pupils can succeed.

Leaders have created a positive environment, where pupils feel safe and valued. Pupils are exceedingly respectful towards others. Incidents of bullying are rare and resolved swiftly when they occur.

Expected standard

Achievement

Expected standard 

By the end of Year 6, pupils achieve above what is typical nationally in reading, writing and mathematics. This includes disadvantaged pupils. In previous years, pupils have achieved less well in the Year 4 multiplication check. Leaders have identified this issue and put a clear improvement plan in place. However, this work is recent and has not had time to show impact. Nevertheless, in the main, pupils of all ages secure strong foundations in reading, writing and mathematics. Older pupils are helped to catch up quickly if gaps appear in their understanding.

Pupils learn well across the school. They typically produce high-quality work in all areas of the curriculum that reflects their secure knowledge and skills in each subject. Leaders' precise oversight of how well pupils learn enables them to provide timely support when needed. Pupils with barriers to their learning, including pupils with special educational needs and/or disabilities, typically progress through the curriculum successfully from their starting points.

Curriculum and teaching

Expected standard 

Leaders have an accurate understanding of the quality of the curriculum and teaching. They use this knowledge to make improvements where needed.

As a result, pupils benefit from an ambitious, broad and balanced curriculum. This has been carefully designed to cater for mixed-age classes and fully meets the requirements of the national curriculum. The curriculum has been logically ordered to support pupils to build their understanding over time in all subjects. This helps pupils to develop the knowledge and skills they need for their next steps in their education.

Leaders ensure that staff have the subject knowledge they require to teach the curriculum well. A thorough programme of professional learning helps to ensure that teaching is consistently effective across subjects and phases. Staff regularly check pupils' understanding. However, at times, staff do not use what they learn from this to inform their teaching so that future learning builds securely on what pupils already know.

Leaders and staff know pupils well and understand their individual needs. Typically, staff adapt teaching appropriately for pupils who face additional barriers to their learning or wellbeing.

Reading is a clear priority and is taught well, so that pupils develop their fluency and accuracy. In addition, leaders ensure that pupils develop strong foundations in writing and mathematics from the Reception class onwards. Most pupils are supported to catch up quickly if they fall behind.

Early years

Expected standard 

Children in the Reception class make a positive start to their education, supported by warm and purposeful relationships with staff. Staff provide frequent opportunities to develop children's communication and language skills. Staff talk clearly and listen carefully. They usually model language well and extend children's thinking through play and routines. Consequently, most children develop language and vocabulary quickly.

The curriculum is carefully designed to build children's learning over time. Activities are typically well defined and help children to learn the knowledge identified in the curriculum. Children have opportunities to practise the skills they have learned, both indoors and outdoors. The setting is inclusive. Staff adapt tasks so all children feel successful, whatever their stage of development. This supports children's confidence and participation.

Reading is a clear priority. Children enjoy books and stories. Staff teach phonics from the start of the Reception Year. Children have regular opportunities to practise reading which help them to build accuracy. Staff also provide regular chances for children to practise emerging writing and early mathematics. Most children successfully develop this important foundational knowledge.

Staff focus carefully on children's readiness for Year 1. They develop children's language and their ability to take turns and interact positively with others. Staff work closely with

parents and carers to support children to achieve well. A detailed and personal handover between staff smooths children's transition to Year 1.

Inclusion

Expected standard 

Leaders have created an inclusive culture, where pupils feel supported and valued. Staff identify pupils' individual needs in a timely way. This includes any special educational needs and/or disabilities and any barriers to learning or wellbeing that disadvantaged pupils may have. Leaders work closely with families, professionals and external agencies. This helps leaders to understand the barriers that pupils may face and to shape support accordingly.

Staff use appropriate systems to assess pupils' learning, behaviour and wellbeing. Leaders reduce barriers to learning and wellbeing by focusing support carefully, in classrooms and across all aspects of the school. They ensure that staff have suitable training to support pupils effectively. When needed, staff adapt teaching, resources and routines. In the main, this support is effective in ensuring that pupils take part fully in learning, playtimes and extra-curricular activities.

Leaders check pupils' progress to evaluate the impact of interventions and support strategies and make changes when needed. This helps to ensure that pupils typically make positive progress from their starting points. Staff provide thoughtful, pastoral support, which has a positive impact on pupils' welfare, attendance and happiness.

Leaders make appropriate use of additional funding to meet the needs of disadvantaged pupils. This supports pupils to learn successfully. Leaders ensure that disadvantaged pupils benefit from the wider opportunities that are on offer.

Leadership and governance

Expected standard 

Leaders place pupils at the centre of all their decisions. Leaders build warm and purposeful relationships with the local community. This builds trust and supports pupils' learning and wellbeing. Parents and carers have high levels of confidence in the school and its leaders. Parents appreciate that leaders communicate clearly and respond quickly to any concerns that they might have.

Leaders have a thorough and accurate understanding of the school's strengths and areas for development. They use this effectively to continue to improve the school. Leaders focus carefully on pupils with special educational needs and/or disabilities and those who are disadvantaged. Leaders ensure that these pupils receive timely and appropriate support.

Staff share a clear sense of purpose. They work collaboratively, which helps to ensure that their workload is manageable. Leaders prioritise staff's professional learning. This improves staff's confidence and classroom practice.

Leaders work closely with the local authority to both offer and receive support. This strengthens leaders' practice and capacity. Leaders and governors also work closely together. Governors benefit from training to sharpen their skills. They are beginning to refine some of their existing mechanisms to gather information about the school, to ensure that they are not burdensome for staff. That said, governors do not have sufficient oversight of

the impact of leaders' actions in some areas. On occasion, this hinders how effectively they hold school leaders to account.

Personal development and wellbeing

Expected standard 

Pupils benefit from a culture of nurture and high expectation. Leaders make purposeful choices that extend beyond the school's rural context. These choices develop pupils' understanding of the wider world. Typically, leaders take suitable actions to reduce any barriers to pupils' participation in the school's personal development programme.

Pupils develop a clear respect for spirituality, difference and kindness. They learn about different faiths and cultures. Pupils reflect on their own beliefs and respect the views of others. Pupils understand right and wrong and discuss ethical issues with confidence and care. Leaders place a clear and consistent emphasis on fundamental British values. Pupils learn about democracy, the rule of law and individual liberty. Many pupils explain how they apply these values in school and beyond. Leaders provide meaningful opportunities for democratic practice. For example, pupils vote on community initiatives, such as 'Green Explorers Fridays'. This builds pupils' sense of accountability and pride. Leaders cultivate links with local government and the police to deepen pupils' understanding of civic duty and process. Pupils know how to contribute to the school community in a positive way and do so willingly.

The personal development programme is broad and appropriate. The personal, social and health education curriculum is suitable. Pupils are taught effectively and sensitively about positive relationships and health education. Pupils understand how to manage risks to their wellbeing when online and offline. They learn about the similarities and differences between people and the importance of mutual respect. In the main, pupils develop a secure and age-appropriate understanding of these important topics.

Leaders give careful attention to developing pupils' character traits. Pupils show kindness, cooperation and respect. Leaders also focus on broadening pupils' cultural awareness and raising their aspirations. For instance, pupils engage with a local opera festival. Leaders' actions support pupils' personal development and wellbeing effectively.

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

Pupils achieve well. They enjoy learning and show curiosity in lessons. Pupils build secure knowledge and skills throughout the curriculum because of effective teaching. They talk confidently about what they know and remember about their learning over time. Pupils develop an understanding of both the local, rural context and the wider world. For example, they learn about coding and algorithms, as well as the differences between arable and dairy farming. This breadth of learning prepares pupils well for life beyond school.

Any barriers to pupils' learning and wellbeing are identified early. Staff support pupils with care and sensitivity. They adapt learning appropriately so that all pupils can succeed.

Pupils feel included in all aspects of school life. They participate fully in lessons and engage in the wider activities on offer. The school's values guide daily life. They help pupils to learn about the rights and responsibilities that everyone has. This equips them to treat one another fairly. Pupils value opportunities to take part in decision-making. For example, they created rules for playing football during breaktimes and help to shape the 'Friday Green Explorers' programme. These experiences extend pupils' learning beyond the classroom and help strengthen the school community.

Pupils are happy in school because staff create a strong sense of safety and kindness. Pupils feel welcome and cared for and this encourages their regular attendance at school. Pupils build positive relationships with each other and with staff. Pupils behave well and treat each other with respect. They know how and when to seek support. Pupils do not worry about bullying. They are confident that any issues that they might have will be resolved quickly by staff. Pupils are well prepared for the next stage of education.

Next steps

- Leaders should ensure that staff consistently use the information that they gather from checks on pupils' understanding to inform their teaching, so that future learning builds securely on what pupils already know.
 - Governors should continue to refine their approach to monitoring and supporting the work of leaders, so that they have a thorough understanding of the impact of leaders' actions, without compromising the workload and welfare of staff.
-

About this inspection

The chair of the board of governors in this school is Anne Hanney.

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.

Inspectors spoke with staff, governors, the local authority, school leaders and parents and carers during the inspection.

The inspectors confirmed the following information about the school:

The school uses no alternative provision.

Headteacher : Julie Knock

Lead inspector:

Toby Martlew, His Majesty's Inspector

Team inspector:

Sara Wakefield, 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 24 March 2026

School and pupil context

Total pupils

101

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: 272

School capacity

140

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)

7.92%

Well 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

0.99%

Below 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

9.90%

Below average

What does this mean?

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

National average: 15%

Location deprivation

Close to 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	82%	61%	Above
2024/25 (revised)	100%	62%	Above
2023/24 (final)	79%	61%	Above
2022/23 (final)	68%	60%	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	90%	74%	Above
2024/25 (revised)	100%	75%	Above
2023/24 (final)	93%	74%	Above
2022/23 (final)	79%	73%	Close to average

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	82%	72%	Above
2024/25 (revised)	100%	72%	Above
2023/24 (final)	79%	72%	Close to average
2022/23 (final)	68%	71%	Close to average

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	90%	73%	Above
2024/25 (revised)	100%	74%	Above
2023/24 (final)	86%	73%	Above
2022/23 (final)	84%	73%	Above

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	50%	46%	Close to average
2024/25 (revised)	S	47%	S

Year	This school	National average	Compared with national average
2023/24 (final)	S	46%	S
2022/23 (final)	S	44%	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	75%	62%	Above
2024/25 (revised)	S	63%	S
2023/24 (final)	S	62%	S
2022/23 (final)	S	60%	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	50%	59%	Below
2024/25 (revised)	S	59%	S
2023/24 (final)	S	58%	S
2022/23 (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	88%	60%	Above
2024/25 (revised)	S	61%	S
2023/24 (final)	S	59%	S
2022/23 (final)	S	59%	S

‘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	50%	68%	-18 pp
2024/25 (revised)	S	69%	S
2023/24 (final)	S	67%	S
2022/23 (final)	S	66%	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	75%	80%	-5 pp
2024/25 (revised)	S	81%	S
2023/24 (final)	S	80%	S
2022/23 (final)	S	78%	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	50%	78%	-28 pp
2024/25 (revised)	S	78%	S
2023/24 (final)	S	78%	S
2022/23 (final)	S	77%	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	88%	80%	8 pp
2024/25 (revised)	S	81%	S
2023/24 (final)	S	79%	S

Year	This school	National non-disadvantaged score	School disadvantage gap
2022/23 (final)	S	79%	S

‘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)	5.0%	5.2%	Close to average
2023/24 (3 term)	4.7%	5.5%	Below
2022/23 (3 term)	5.9%	5.9%	Close to average

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)	11.4%	13.3%	Close to average
2023/24 (3 term)	13.4%	14.6%	Close to average
2022/23 (3 term)	9.2%	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.

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



© Crown copyright