

Easebourne CofE Primary School

Address: Wheelbarrow Castle, Easebourne, Midhurst, Midhurst, West Sussex, GU29 9AG

Unique reference number (URN): 126003

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

Early years

Expected standard 

Children get off to a great start in the early years and achieve well. Staff provide high-quality interactions that develop children's language and vocabulary effectively. They model rich language, extend conversations and introduce new vocabulary with precision.

The curriculum is well planned and clearly sequenced. It supports children's progress across all areas of learning, with communication and language at its core. Detailed progression ensures that children build the foundational knowledge and skills needed for Year 1, including physical development, such as the pencil control needed for early writing.

Reading is prioritised. Phonics teaching is systematic and follows established routines. Staff quickly identify children who need extra help. Daily catch-up sessions ensure that children keep up, and most secure the phonics knowledge they need by the end of Reception.

Provision is continually reviewed and adapted in response to children's needs. Staff track progress closely and refine learning environments to maximise children's engagement. Transition arrangements into and out of early years are thorough and carefully planned. As a result, children move into Reception and on to Year 1 with confidence. Staff engage effectively with parents and carers, who speak highly of the support provided.

Personal development and wellbeing

Expected standard 

The school provides a well-structured and thoughtful programme that effectively promotes pupils' personal development and wellbeing. Opportunities for pupils to reflect, understand right and wrong, and engage with ethical issues are embedded. Leaders have planned these strands carefully across the curriculum and a programme of assemblies. Key messages are reinforced through a wide range of leadership roles and initiatives such as the pupil parliament and mental health ambassadors. These encourage responsible participation and leaders ensure disadvantaged pupils are deliberately included.

The personal, social and health education curriculum is well established and responsive to pupils' emerging needs. This is well supplemented with additional programmes to help pupils understand healthy friendships, personal safety and peer group behaviours. The curriculum is well sequenced across all year groups. Teachers adapt it carefully to meet their specific class needs. Wider safety education, including road safety, local initiatives and safe cycling, further strengthens pupils' understanding of online and offline risks.

A planned programme of visits to museums, galleries and theatres ensures every pupil gains wider cultural experiences. These visits support character development and provide links to learning for pupils. Leaders' effective use of additional funding helps ensure pupils can all benefit. A wide range of clubs is available. Leaders monitor attendance at these carefully to promote high levels of participation.

Pastoral support is a strength. Staff know pupils well and provide timely, sensitive support throughout the school day. Pupils understand the importance of rules and can relate these to wider democratic processes. They speak positively about enriching experiences,

including educational visits and residential opportunities, and how these link to their learning in class. Older pupils articulate clearly how the curriculum supports their decision-making, friendships and online safety. Overall, the school's personal development offer is coherent, inclusive and increasingly impactful for pupils.

Needs attention

Achievement

Needs attention 

Not enough pupils are fluent readers and writers by the end of key stage 1, despite the effective start they receive in the early years. Some pupils' gaps in knowledge and skills are not resolved quickly enough, resulting in some pupils entering key stage 2 without the fluency to achieve as well as they should.

Pupils' achievement in statutory tests at the end of Year 6 needs to improve. While reading and writing outcomes are broadly in line with national averages, mathematics outcomes are below. Leaders rightly prioritise support for pupils who begin key stage 2 without secure reading and writing skills, but historical gaps continue to affect their progress.

Leaders' work is improving outcomes for current pupils. Work in books, particularly in upper key stage 2, shows pupils progress well in reading, writing and mathematics, including those who are disadvantaged. Improvements to the wider curriculum are strengthening pupils' subject knowledge.

Attendance and behaviour

Needs attention 

Leaders' close oversight of attendance is securing improvement overall. However, attendance for disadvantaged pupils remains too low. Leaders' work has not resulted in sustained improvement for this group. While there are clear successes for individual pupils, these have not translated into higher attendance for disadvantaged pupils overall.

Pupils' behaviour is a notable asset of this school. Pupils conduct themselves with maturity and contribute effectively to the calm, orderly and highly respectful environment. Routines are well embedded, and pupils settle quickly to learning, demonstrating positive attitudes and a clear understanding of the high expectations set for them.

Relationships between adults and pupils are warm, trusting and supportive. This ensures pupils feel safe and confident that any worries will be listened to and acted upon. Bullying is rare, and when concerns do arise, leaders respond promptly, consistently and effectively. Pupils understand the difference between bullying and friendship disagreements. They say that staff help them resolve issues fairly.

Leaders' strengthened behaviour systems are applied with increasing consistency by staff, supported by appropriate training. Thoughtful adaptations ensure that pupils with special educational needs and/or disabilities receive effective, individualised social support that helps them to engage successfully in school life.

Curriculum and teaching

Needs attention 

Teachers do not consistently provide pupils, including those who are disadvantaged, with sufficient opportunities to practise and secure early reading, writing and number knowledge. The school's checks on pupils' learning have been strengthened to support staff in identifying historical gaps and next steps. However, efforts to address these gaps, including in phonics, are not consistently effective.

Leaders have prioritised curriculum design and recently strengthened curriculum content. Phonics is emphasised from the start in the early years. This work has improved coherence and progression from the early years to Year 6. The result is a broad, balanced and suitably ambitious curriculum with clear expectations for the knowledge pupils should learn, including key vocabulary. However, the school's approach to early letter formation is not embedded consistently. This means some pupils do not develop the fluency needed to apply their writing confidently across subjects.

Leaders have also focused on staff training, which has improved the delivery of the curriculum. In most classes, teachers use clear explanations and questioning to check understanding and support pupils to apply their learning, including in mathematics. Provision for pupils with special educational needs and/or disabilities is increasingly effective, with well-considered adaptations helping pupils work towards their individual targets.

Inclusion

Needs attention 

The school's approach to inclusion is not fully developed. While plans for pupils with special educational needs and/or disabilities (SEND) are effective, this is not the case for all pupils with additional needs. Leaders are taking purposeful steps to strengthen the school's inclusive culture, but this work is not fully embedded. The recently expanded inclusion team is beginning to improve the consistency of provision, but leaders acknowledge that greater coherence across the school is still needed. Leaders' monitoring of provision has strengthened, particularly for disadvantaged pupils. However, the support provided is not sharply focused on addressing pupils' academic barriers alongside their pastoral needs.

Increased scrutiny and guidance for teachers have raised staff's awareness of their responsibilities for vulnerable pupils. Individual plans for pupils with SEND clearly set out the help pupils need to succeed. These plans help staff understand needs more accurately and provide support matched to pupils' targets. This consistent application ensures pupils with SEND receive the support they need.

Leaders work appropriately with external agencies, and this engagement is beginning to shape provision more effectively. Alternative provision is used with care, and the school's systems for reintegrating pupils who have attended alternative provision show some positive impact. Additional funding, such as the pupil premium grant, is suitably targeted. This has strengthened pastoral and wellbeing support for disadvantaged pupils.

More time is needed for the impact of leaders' work to address weaknesses in the school to be seen. A recent improvement to self-evaluation has ensured the pace of improvement is accelerating. Leaders and governors have an accurate understanding of the school's strengths and the areas that require further improvement. After a period of change, the governing body is stable and appropriately skilled. Governors fulfil their statutory duties and provide suitable challenge, including around pupils' achievement and attendance, although this challenge has not yet secured the intended impact.

Leaders' work to strengthen teaching has not yet had the desired effect on the school's published outcomes. Curriculum development has rightly been a key focus and the sequencing of subject content, and expectations for delivery, have been refined. These improvements are beginning to deepen pupils' knowledge, particularly across the wider curriculum. However, curriculum implementation remains inconsistent. As a result, gaps in some pupils' knowledge and skills do not close rapidly enough.

Systems for evaluating the impact of leaders' actions are not fully embedded. Leaders have taken purposeful steps to build leadership capacity at all levels, which is contributing to improving provision. For example, the recently established inclusion team has provided clearer structures for supporting pupils with additional needs. This positive development is beginning to enhance the support disadvantaged pupils receive in class.

Leaders act in pupils' best interests. However, they are mindful of the impact of their decisions on staff workload and wellbeing. Staff value the training and coaching that have helped them develop their classroom practice.

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

Easebourne Church of England Primary School provides a welcoming and nurturing environment in which pupils feel safe and happy. The school's strong sense of family is evident in the way pupils care for and support one another. Pastoral provision is effective. Positive, respectful relationships between pupils and staff contribute to the school's cohesive community. Staff know pupils well. They create an atmosphere where pupils develop confidence and feel comfortable being themselves.

Pupils are keen to learn and engage enthusiastically in lessons. They listen carefully and show respect for their teachers. However, not all pupils achieve as well as they should across the curriculum. This is because lesson activities and support do not consistently address gaps in pupils' prior knowledge. For some pupils, barriers to learning are not identified or acted on quickly enough. This affects their progress and is reflected in the school's published outcomes.

Pupils behave well and enjoy coming to school, and most attend regularly. They understand the school rules and rise to leaders' high expectations for conduct. Bullying is rare. In lessons and at playtimes, pupils cooperate well and show consideration for others. They speak positively about their friendships and most demonstrate a strong awareness of the

needs of their peers. Older pupils fulfil their buddy roles responsibly. They help younger pupils to settle quickly into routines. Children in the early years make a positive start. They rapidly learn to work and play alongside others, share resources and follow routines with increasing independence.

All pupils are included in the wide range of opportunities beyond the taught curriculum. They take part in numerous clubs and benefit from visits to museums, historical sites, galleries and theatres. These broaden pupils' experiences and prepare them well for life beyond Easebourne. Pupils appreciate the leadership roles available to them, such as those of mental health ambassadors and play leaders. These roles help pupils develop confidence, responsibility and the skills to support others.

Next steps

- Leaders should enhance their strategic oversight of inclusion so that disadvantaged pupils receive sharply targeted academic support that effectively addresses gaps in their learning.
 - Leaders should support teachers to design tasks that enable pupils to practise and secure foundational knowledge across the curriculum, including in transcription and early writing.
 - Leaders should continue to support improved attendance for all pupils, with a particular focus on reducing persistent absence among disadvantaged pupils.
 - Leaders should continue to embed their systems and processes for overseeing areas of the school's work, so that the improvements they seek are rapid and sustained.
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About this inspection

The chair of the board of governors in this school is Richard Frost.

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 senior leaders during the inspection. They also met with members of the governing body and representatives of the local authority and the Diocese of Chichester.

The inspectors confirmed the following information about the school:

The school currently uses 2 unregistered alternative provisions.

Headteacher : Simon Trahern

Lead inspector:

Laura James, His Majesty's Inspector

Team inspectors:

Andy Yeoman, Ofsted Inspector

Vickie Farrow, 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

205

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: 272

School capacity

210

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)

9.76%

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

1.46%

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

14.15%

Close to average

What does this mean?

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

National average: 15%

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)

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	49%	61%	Below
2024/25 (revised)	38%	62%	Below
2023/24 (final)	57%	61%	Close to average
2022/23 (final)	42%	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	71%	74%	Close to average
2024/25 (revised)	69%	75%	Close to average
2023/24 (final)	74%	74%	Close to average
2022/23 (final)	68%	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	58%	72%	Below
2024/25 (revised)	65%	72%	Close to average
2023/24 (final)	60%	72%	Below
2022/23 (final)	48%	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	62%	73%	Below
2024/25 (revised)	42%	74%	Below
2023/24 (final)	72%	73%	Close to average
2022/23 (final)	58%	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	35%	46%	Below
2024/25 (revised)	S	47%	S

Year	This school	National average	Compared with national average
2023/24 (final)	29%	46%	Below
2022/23 (final)	38%	44%	Close to average

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	53%	62%	Below
2024/25 (revised)	S	63%	S
2023/24 (final)	29%	62%	Below
2022/23 (final)	75%	60%	Above

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	41%	59%	Below
2024/25 (revised)	S	59%	S
2023/24 (final)	29%	58%	Below
2022/23 (final)	50%	58%	Close to average

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	53%	60%	Close to average
2024/25 (revised)	S	61%	S
2023/24 (final)	43%	59%	Below
2022/23 (final)	63%	59%	Close to average

‘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	35%	68%	-32 pp
2024/25 (revised)	S	69%	S
2023/24 (final)	29%	67%	-39 pp
2022/23 (final)	38%	66%	-29 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	53%	80%	-27 pp
2024/25 (revised)	S	81%	S
2023/24 (final)	29%	80%	-51 pp
2022/23 (final)	75%	78%	-3 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	41%	78%	-37 pp
2024/25 (revised)	S	78%	S
2023/24 (final)	29%	78%	-49 pp
2022/23 (final)	50%	77%	-27 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	53%	80%	-27 pp
2024/25 (revised)	S	81%	S
2023/24 (final)	43%	79%	-37 pp

Year	This school	National non-disadvantaged score	School disadvantage gap
2022/23 (final)	63%	79%	-17 pp

‘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)	4.5%	5.2%	Close to average
2023/24 (3 term)	5.7%	5.5%	Close to average
2022/23 (3 term)	5.7%	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)	7.8%	13.3%	Below
2023/24 (3 term)	11.8%	14.6%	Close to average
2022/23 (3 term)	14.9%	16.2%	Close to average

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.

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