

West Blatchington Primary and Nursery School

Address: Hangleton Way, Hove, East Sussex, BN3 8BN

Unique reference number (URN): 149963

Inspection report: 15 September 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

Early years

Strong standard 

In early years, the leaders, trustees, governors and staff understand children's needs accurately. They have a clear vision that secures high-quality provision across Nursery and Reception. Leaders continually adapt provision in response to the needs of children. As a result, children engage in meaningful learning from the start, settle quickly and make rapid gains, particularly in communication and language.

Leaders have designed an ambitious and well-sequenced curriculum that builds knowledge, language and independence effectively. The curriculum provides secure foundations for future learning and prepares children well for the next stage of education. Staff use every part of the day purposefully and create rich opportunities for speaking, listening and collaborating. High-quality interactions extend children's thinking, develop vocabulary and raise aspirations. Staff use assessment accurately to identify next steps and target support. Inclusion is a notable strength. Leaders ensure that children with special educational needs and/or disabilities access learning successfully through visual supports, clear routines and carefully adapted activities.

Children achieve well from their starting points. Leaders place children's wellbeing and welfare at the heart of provision. Staff establish calm routines and nurturing relationships that help children to feel safe, secure and ready to learn. Children demonstrate positive attitudes, remain engaged in learning and participate enthusiastically in activities. As a result, all children benefit from a highly inclusive environment where they thrive and achieve well.

Inclusion

Strong standard 

The school places inclusion at the heart of its work and has established a highly effective and cohesive approach to meeting the needs of disadvantaged pupils and those pupils with special educational needs and/or disabilities (SEND). Leaders identify needs early and work proactively with families and external agencies to secure timely and appropriate support. Parents and carers value the school's open communication, supportive approach and commitment to understanding their children's individual needs.

Leaders ensure that carefully planned interventions are matched precisely to what pupils need. Support for pupils with SEND has a demonstrable impact on their academic, social and emotional development. Leaders, governors and trustees share the same inclusive vision. Pupil premium funding is used highly effectively to help disadvantaged pupils to engage with help and flourish. This means that the most vulnerable pupils feel safe and happy and can achieve well from their individual starting points.

Staff adapt learning effectively through highly inclusive practice. Teachers and support staff use their knowledge of pupils' strengths and barriers to learning to make appropriate adaptations that enable everyone to access the curriculum, participate fully in school life and experience success. This effective approach is embedded across every classroom and the specialist provision, known as The Perch. This is a calm, purposeful and well-structured

environment where pupils with autism engage successfully in learning and develop increasing independence.

Personal development and wellbeing

Strong standard 

Leaders ensure an extensive personal development and wellbeing offer that prepares pupils impressively for the modern world. The school's highly inclusive approach constantly promotes pupils' personal development, wellbeing and sense of belonging. Leaders have embedded opportunities for pupils to develop social responsibility and active citizenship through initiatives such as a sustainability project, alongside meaningful leadership roles, including the eco committee and mental health champions. These opportunities enable pupils to contribute positively to their community and develop an understanding of global issues.

Leaders are ambitious for all pupils to participate in enrichment, including those with additional needs. The extracurricular offer is well targeted to raise aspirations and ambitions. For example, pupils with autism are actively included in opportunities such as choir performances at the Brighton Dome. Pupils also benefit from encounters with inspiring role models, including a science club led by a postdoctoral researcher and participation in Brighton and Hove Albion in the Community education events. This actively encourages girls' engagement in science and technology. The wealth of trips, clubs and ways to promote talents and interests is highly inclusive. Leaders ensure adaptations to maximise participation of pupils with special educational needs and/or disabilities and those who are disadvantaged. As a result, the most vulnerable pupils overcome a range of barriers to fully benefit from enhancement to their wellbeing, character development, life skills and preparation for modern Britain and the wider world.

Leaders ensure that relationships education supports pupils to develop a strong understanding of diversity and inclusion, particularly in relation to different family structures. The curriculum supports their confidence, character development and understanding of the world around them. They demonstrate positive attitudes towards diversity, community contribution and personal wellbeing. Pupils recall rich knowledge about equality, multiculturalism, world faiths and belief systems, and how to stay safe online, on road and in water.

Expected standard

Achievement

Expected standard 

Pupils typically achieve well across the curriculum. In national assessments, attainment is improving but remains slightly lower than national averages. However, this highly inclusive school helps pupils with significant needs, including profound autism, to make impressive progress from their starting points. Pupils with special educational needs and/or disabilities (SEND) access tasks successfully and thrive as a result of excellent support in class and in The Perch specialist provision.

In early years, children develop language and communications skills with rapid success. As they move through the school, pupils generally flourish in reading and mathematics. Pupils, including those with SEND and those who are disadvantaged, learn and remember content well in the most highly developed subjects such as science and personal, social, health and economic education. However, pupils need more help with their foundational skills in writing to be better prepared for their next steps.

Attendance and behaviour

Expected standard 

Leaders have secured significant and sustained improvements in attendance through a strategic and consistent approach. Robust oversight, clear processes and unwavering expectations ensure that attendance is a whole-school priority. Attendance is promoted positively through a range of motivating initiatives, including rewards and special events. As a result, pupils are motivated to attend, parents understand the school's expectations, and attendance continues to improve. Previously, too many disadvantaged pupils and those with special educational needs and/or disabilities were persistently absent from school. These groups of pupils now attend school regularly and benefit highly from the school's provision. This ensures a sense of belonging for all.

Behaviour is positive from the classroom to the playground. Pupils are not concerned about bullying because they know that leaders address any rare occurrences swiftly. Pupils are proud to be part of a multicultural community that embraces difference. They learn that any form of discrimination must not be tolerated. As a result, the school is safe, happy and inclusive for all. Pupils are enthusiastic about learning, trying their best in lessons and fulfilling the consistently high expectations of staff. Leaders ensure that adaptations help to support pupils with their emotions, helping them to overcome barriers to their wellbeing and behaviour.

Curriculum and teaching

Expected standard 

The school has developed an ambitious and well-sequenced curriculum that enables pupils to build knowledge and skills progressively over time. Leaders have ensured that the curriculum meets the needs of pupils effectively, with a clear focus on inclusion. Across the school, teaching is purposeful and is supported by a range of effective resources that help pupils to access learning and develop understanding. In mathematics, for example, staff make very effective use of practical equipment and visual representations to support pupils to understand and explain their thinking.

Leadership has maintained positive standards in teaching despite recent staffing changes. Pupils are settled, benefit from strong pastoral support and engage well in lessons. Science is a particular strength, with pupils demonstrating secure knowledge and understanding over time. However, some inconsistency remains across the curriculum. Writing is less well developed, particularly in relation to handwriting and spelling. Some pupils have not secured essential foundational skills securely enough, but the school is taking appropriate action to address this. At times, teachers' explanations are too lengthy, reducing opportunities for pupils to practise, apply and embed their learning independently. Leaders have accurately

identified these areas for improvement and are well placed to strengthen the consistency of curriculum implementation and teaching further.

Leadership and governance

Expected standard 

Leaders demonstrate a clear and accurate understanding of the school's strengths and areas for development. They evaluate provision carefully and prioritise actions that serve pupils' best interests. Leaders place pupils' wellbeing, learning and achievement at the centre of every decision. As a result, this highly inclusive school provides strong support for pupils with special educational needs and/or disabilities. From specialist provision in The Perch to Nursery, Reception, classrooms and outdoor learning areas, disadvantaged pupils flourish because staff provide effective and targeted support. Leaders have established a positive culture for behaviour and ensure that pupils understand and meet the school's high expectations. They have also secured impressive improvements in attendance.

Trustees and governors fulfil their statutory duties diligently and effectively. Together with knowledgeable and proactive governors, trustees provide an effective balance of support and challenge that strengthens school improvement. Leaders invest in high-quality professional learning that continually develops staff expertise. Teachers strengthen their knowledge and practice through well-planned training and support. Early career teachers particularly benefit from this provision and thrive professionally. Leaders manage workload effectively and promote staff wellbeing successfully. As a result, morale remains high across this happy and caring school community.

Leaders engage positively with parents, professionals and the wider community. Parents speak highly of the accessible, caring and dedicated leaders and staff. They describe the school as a welcoming multicultural community where everyone can shine. Leaders, governors and trustees share a strong commitment to continuous improvement and equality of opportunity. Consequently, they create the conditions that enable all pupils, regardless of their starting points, to blossom and thrive.

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

This is a joyful and caring school where pupils are proud to shine. The school finds the best in everyone, unlocking aspirations through highly inclusive practice across the age ranges. Children make an excellent start in Nursery and Reception, where interactions between staff and children help to develop language, vocabulary and high ambitions from the start. Relationships are warm and nurturing across the school. Staff and pupils treat other with compassion and mutual respect. Pupils behave well and have no worries about bullying. Attendance has improved impressively as a result of diligent and effective work by leaders and staff.

Pupils generally achieve well, despite attainment being slightly lower than national averages in published tests. Pupils with special educational needs and/or disabilities are flourishing with excellent support. Pupils who attend the specialist provision at the school, The Perch, thrive with expert guidance to make impressive gains in their learning, wellbeing and wider

development. Across the school, skilful adaptations and help from staff enhance pupils' learning, helping them to overcome barriers and challenges to make effective progress.

Personal development is highly effective. Pupils are strongly prepared for modern Britain. They develop excellent understanding of protected characteristics, fundamental British values and mental health. Pastoral care is highly impactful. Pupils become mental health champions, helping others to enrich their emotional wellbeing. Leaders provide extensive opportunities to help pupils to harness their talents and grow in confidence and ambition. Pupils are thrilled to learn and perform music, represent the school in sports events and take on challenges during the residential activity trip. Leaders work tirelessly to ensure that nobody misses out. As a result, there is a rich sense of belonging in this diverse and caring school community.

Next steps

- Leaders should ensure that teachers identify and address gaps in spelling and handwriting to help all pupils to develop strong foundations in writing.
 - Leaders should ensure that lessons give pupils time to practise to help them learn and remember key knowledge securely across the curriculum.
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About this inspection

This school is part of The Pioneer Academy, which means other people in the trust also have responsibility for running the school. The trust is run by the chief executive officer (CEO), Lee Mason-Ellis OBE, and overseen by a board of trustees, chaired by Joanne Bouwens. The chair of the local governing body is Sara Bonavia.

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 the headteacher, the deputy headteacher, the special educational needs and disabilities coordinator, the welfare manager, leaders from the trust, teachers, support staff, governors, trustees and the CEO during the inspection.

The inspectors confirmed the following information about the school:

The school includes a specially resourced provision for pupils with autism. This provision currently caters for 18 pupils. All of the pupils have education, health and care plans.

The school currently uses no alternative provision.

Headteacher: Russell Brentnall

Lead inspector:

Scott Reece, His Majesty's Inspector

Team inspectors:

Sarah Hilditch, Ofsted Inspector

Chris Taylor, Ofsted Inspector

Facts and figures used on inspection

This was the data available at the time of the full inspection, taken from [different sources](#). More recent data may have been published since the full inspection took place.

 The inspector(s) used this data during the full inspection on 15 September 2026

School and pupil context**Total pupils**

216

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: 268

School capacity

445

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)

54.00%

Well above average

What does this mean?

The proportion of pupils eligible for free school meals at any point in the last 6 years.

National average: 26.5%

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

13.89%

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: 4.1%

Pupils with special educational needs (SEN) support

19.44%

Above average

What does this mean?

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

National average: 15%

Location deprivation

Well above 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)

SEN unit

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		61%	
2024/25 (final)	53%	62%	Below
2023/24 (final)	48%	61%	Below
2022/23		60%	

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		74%	
2024/25 (final)	62%	75%	Below
2023/24 (final)	58%	74%	Below
2022/23		73%	

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		72%	
2024/25 (final)	59%	72%	Below
2023/24 (final)	52%	72%	Below
2022/23		71%	

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		73%	
2024/25 (final)	65%	74%	Below
2023/24 (final)	55%	73%	Below
2022/23		73%	

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		46%	
2024/25 (final)	33%	47%	Below

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

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		62%	
2024/25 (final)	39%	63%	Below
2023/24 (final)	50%	62%	Below
2022/23		60%	

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		59%	
2024/25 (final)	44%	59%	Below
2023/24 (final)	38%	58%	Below
2022/23		58%	

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		60%	
2024/25 (final)	44%	61%	Below
2023/24 (final)	44%	59%	Below
2022/23		59%	

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		68%	
2024/25 (final)	33%	69%	-36 pp
2023/24 (final)	38%	67%	-30 pp
2022/23		66%	

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		80%	
2024/25 (final)	39%	81%	-42 pp
2023/24 (final)	50%	80%	-30 pp
2022/23		78%	

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		78%	
2024/25 (final)	44%	78%	-34 pp
2023/24 (final)	38%	78%	-40 pp
2022/23		77%	

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		80%	
2024/25 (final)	44%	81%	-36 pp
2023/24 (final)	44%	79%	-36 pp

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

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 (3 term)	7.5%	5.2%	Above
2023/24 (3 term)	6.9%	5.5%	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 (3 term)	18.5%	13.0%	Above
2023/24 (3 term)	21.1%	14.6%	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.

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