

# Inspection of Eastbrook Primary Academy

Manor Hall Road, Southwick, Brighton, West Sussex BN42 4NF

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Inspection dates:	13 and 14 May 2025
The quality of education	<b>Requires improvement</b>
Behaviour and attitudes	<b>Good</b>
Personal development	<b>Good</b>
Leadership and management	<b>Good</b>
Early years provision	<b>Good</b>
Previous inspection grade	Outstanding

Until November 2020, the school was exempt from routine inspection because it was judged as outstanding for overall effectiveness at its previous inspection under section 5 of the Education Act 2005. The school has not been inspected under section 5 of the Act since July 2015. Since September 2024, schools have not been awarded an overall effectiveness grade.

The headteacher of this school is Matthew Clark. This school is part of the Reach2 Academy Trust, which means other people in the trust also have responsibility for running the school. The trust is run by the chief executive officer (CEO), Cathie Paine, and overseen by a board of trustees, chaired by Gavin Robert.

## **What is it like to attend this school?**

Eastbrook Primary Academy is an inclusive and vibrant school community. The school's motto of 'everyone matters and every day counts' is evident across all aspects of school life. Pupils enjoy attending this caring school. From the youngest children onwards, pupils feel supported and listened to by staff.

The school is determined for pupils to achieve well. Children in Reception are helped to thrive. In the rest of the school, teaching is less consistent, and pupils do not learn as well as they should. Pupils display positive attitudes to learning and they typically behave well. Some pupils are given effective extra support to help them reach the school's high behaviour expectations.

Pupils benefit from many opportunities that broaden their understanding of the world. This helps them to develop an appreciation of differences in their community. Pupils are proud of their roles as pupil leaders and know they make a positive difference to the school environment. They enjoy the interesting range of clubs and opportunities to explore and develop talents and interests. For example, pupils relish the chance to show their creativity and talents at the Brighton Fringe Festival.

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

Children get off to a strong start in the early years. The curriculum in the Reception Year is well designed and sequenced. Staff focus strongly on promoting communication and language skills. They broaden children's vocabulary very effectively. Staff follow curriculum planning closely, adapt it to individual needs and carefully check children's understanding. Children are motivated and are well prepared for their next stage of learning in Year 1.

In 2024, pupils achieved highly in the end-of-Year-6 tests. However, currently there are inconsistencies in the application of the curriculum. In most subjects, there is a clearly sequenced curriculum. However, in a few subjects, including mathematics, the curriculum is not as consistently implemented. Sometimes, teaching is effective in supporting pupils to learn well, but this is inconsistent. In a few subjects, the tasks that pupils complete are not focused on the most important content that pupils should learn. The school does not consistently check pupils' understanding accurately. This means that pupils develop gaps in learning across the curriculum, and misconceptions are not addressed.

The school swiftly identifies pupils with (SEND). Staff provide effective help to pupils who struggle to manage their emotions. However, the support for these pupils to help them with their learning is not consistently effective. For example, some pupils are given carefully structured learning tasks that help them to understand key content, but this is not consistently in place for all pupils who need it. This means pupils do not achieve as well as they should.

Reading is a priority. In 2024, Year 6 pupils achieved highly in the national tests. Older pupils follow a structured reading programme and enjoy a wide range of books to read.

The teaching of reading for younger pupils is being developed but phonics teaching is not as consistent as it should be. This means that pupils who fall behind with their reading are not supported to develop into confident, fluent readers.

The school has introduced a new approach to managing pupils' behaviour. Pupils are clear about the expectations staff have to manage behaviour consistently. This has resulted in behaviour being calmer and more orderly in lessons and around school. Pupils play together inclusively and show great care for others. This helps pupils to feel safe. They are confident that staff address issues effectively across the school. The school's support for mental health is coherent. Its work to track attendance and provide support is meticulous. As a result, pupils' attendance is rapidly improving.

The provision for pupils' personal development is a strength of the school. There is a broad and inclusive approach, ensuring equal access to all opportunities. The school's values help pupils understand their own actions and feeling. Pupils' understanding and acceptance contribute to the school's inclusive ethos. Pupils enjoy a wide range of trips and experiences that support their learning. This prepares pupils for life in modern Britain and the next stage of their education. Pupils develop a strong understanding of relationships, and how to look after their physical and mental health.

Leaders at all levels are committed to the school's future. Governors and trustees are well informed and actively challenge and support the school. Staff feel well supported and consider that workload is appropriately managed. The school works well with most parents. The school and trust have worked closely to ensure that new leaders are supported to keep pupils at the centre of decision-making. They have taken some effective steps to begin to strengthen pupils' learning but recognise there is more to do. Together, they are focused on improving the education of all pupils.

## **Safeguarding**

The arrangements for safeguarding are effective.

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

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

- Phonics teaching is not as effective as it should be because some staff do not have expert subject knowledge. This means that pupils are not being supported sufficiently well to learn to read swiftly and accurately. The school should equip all staff with the skills and knowledge to teach phonics consistently well.
- The provision for some pupils with SEND is not as precise and targeted as it should be. This means that pupils are not routinely given the academic help they need to achieve the best possible outcomes. The school should ensure that all pupils with SEND receive consistent, high-quality support in a timely manner to help them achieve well across the curriculum.

- In the wider curriculum and mathematics, assessment is not sufficiently developed. This means that staff do not have a clear understanding of what pupils have learned and can remember and pupils are not supported to build secure knowledge over time. The school should ensure that information from ongoing assessments is used to adapt teaching and address gaps in pupils' understanding.

## 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.

## Further information

You can search for [published performance information](#) about the school.

In the report, 'disadvantaged pupils' is used to mean pupils with special educational needs and/or disabilities (SEND); pupils who meet the [definition of children in need of help and protection](#); pupils receiving statutory local authority support from a social worker; and pupils who otherwise meet the criteria used for deciding the school's [pupil premium funding](#) (this includes pupils claiming free school meals at any point in the last six years, looked after children (children in local authority care) and/or children who left care through adoption or another formal route).

## School details

<b>Unique reference number</b>	139674
<b>Local authority</b>	West Sussex
<b>Inspection number</b>	10341742
<b>Type of school</b>	Primary
<b>School category</b>	Academy sponsor-led
<b>Age range of pupils</b>	4 to 11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	407
<b>Appropriate authority</b>	Board of trustees
<b>Chair of trust</b>	Gavin Robert
<b>CEO of the trust</b>	Cathie Paine
<b>Headteacher</b>	Matthew Clark
<b>Website</b>	<a href="http://www.eastbrook.w-sussex.sch.uk">www.eastbrook.w-sussex.sch.uk</a>
<b>Date of previous inspection</b>	1 and 2 July 2015, under section 5 of the Education Act 2005

## Information about this school

- The school offers a breakfast- and after-school wraparound club.
- The headteacher has changed since the previous inspection.
- The school does not currently use any alternative provision.
- The school has been part of the Reach2 Academy Trust since September 2015.

## Information about this inspection

The inspectors carried out this graded inspection under section 5 of the Education Act 2005. During a graded inspection, we grade the school for each of our key judgements (quality of education; behaviour and attitudes; personal development; and leadership and management) and for any relevant provision judgement (early years and/or sixth form provision). Schools receiving a graded inspection from September 2024 will not be given an overall effectiveness grade.

- Inspections are a point-in-time evaluation about the quality of a school's education provision.
- This was the first routine inspection the school received since the COVID-19 pandemic began. Inspectors discussed the impact of the pandemic with the school and have taken that into account in their evaluation of the school.
- The inspection team met with the headteacher, senior leaders, teachers and pupils. The lead inspector met with the members of the governing body, including the chair of governors and representatives of the trust.
- Inspectors carried out deep dives in these subjects: early reading, mathematics, history, physical education and art and design. For each deep dive, inspectors held discussions about the curriculum, visited a sample of lessons, spoke with teachers, spoke with some pupils about their learning and looked at samples of pupils' work. Inspectors also reviewed pupils' work from a range of other subjects.
- To evaluate the effectiveness of safeguarding, the inspectors reviewed the single central record, took account of the views of leaders, staff and pupils, and considered the extent to which the school has created an open and positive culture around safeguarding that puts pupils' interests first.
- The inspection team observed behaviour in lessons and at breaktimes and lunchtimes.
- Inspectors spoke formally with groups of pupils as well as talking to pupils in lessons and around the school.
- Inspectors spoke with parents at the start of the school day. They considered the views expressed in Ofsted Parent View, including free-text comments.
- Inspectors spoke with groups of staff and considered the responses to Ofsted's staff survey.

## Inspection team

Toby Martlew, lead inspector

His Majesty's Inspector

Julia Roberts

Ofsted Inspector

Christopher Toyne

Ofsted Inspector

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