

Queen's Park Primary School

Address: Park Street, Brighton, East Sussex, BN2 0BN

Unique reference number (URN): 114478

Inspection report: 14 July 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

Achievement

Expected standard 

Pupils generally achieve well. However, this is not consistently reflected in published outcomes. Although these continue to remain below national averages overall, pupils are learning the intended curriculum securely. Current achievement is improving across year groups. The most recent writing outcomes for pupils at the end of key stage 2 particularly reflect this. Leaders' firm focus on disadvantaged pupils has positively impacted the achievement for these individuals. Similarly, pupils with special educational needs and/or disabilities achieve well across the curriculum and make good progress from their individual starting points.

Leaders have prioritised supporting pupils to secure the important foundational knowledge they need for future learning. As a result, pupils achieve well in the phonics screening check as well as the multiplication tables check. Pupils recall key information from their learning and reflect their understanding in the work they produce. They are able to articulate what they know. This helps them to build links between new and old learning.

Attendance and behaviour

Expected standard 

Leaders have established effective attendance systems that have resulted in clear improvements in attendance. Although attendance remains below the national average, leaders work effectively to raise attendance and reduce persistent absence. They analyse attendance information closely and provide targeted support for pupils who face barriers to regular attendance. The positive relationships staff build with parents and carers are key to this work. As a result, attendance has improved for pupils, including for those with special educational needs and/or disabilities (SEND) and disadvantaged pupils. Persistent absence rates have also fallen significantly.

Pupils generally behave well. Staff and pupils understand and uphold the school's approach. Pupils and parents are generally positive about behaviour and report that bullying is rare. Pupils are clear that staff will address any instances of bullying quickly and effectively. Discrimination, harassment and any form of abuse or violence, including online, are not tolerated. The school only uses suspensions in exceptional circumstances. Pupils demonstrate positive attitudes to learning, and disruption to lessons is rare. Relationships and routines reflect the school values, leading to a safe and harmonious school culture and environment. The school's high-quality pastoral care provides effective support for pupils, including pupils with SEND, helping them to manage their emotions and engage successfully in school life.

Curriculum and teaching

Expected standard 

Leaders have designed a broad and balanced curriculum with clear endpoints. This details the knowledge and skills pupils need to know in order to be ready for their next stage of learning. Subjects are well sequenced so that pupils are able to make links between prior learning. Leaders ensure that teachers are well trained and have the appropriate subject knowledge to implement the curriculum successfully.

Pupils typically develop the foundational skills they need in reading, writing and communication to access learning across the curriculum. Staff teach phonics effectively, helping pupils learn to read with increasing confidence and skill. Leaders have prioritised improving the curriculum to raise standards. For example, many younger pupils can now read fluently. Teachers place appropriate emphasis on developing pupils' spoken language and writing across the curriculum. However, published outcomes indicate that some older pupils are still catching up from weaker achievement in previous years. Despite this, disadvantaged pupils at the end of key stage 2 achieve in line with national averages. Published outcomes for other pupils are also starting to show clear improvement.

Leaders and staff have a robust understanding of pupils' needs. Teachers adapt learning appropriately for disadvantaged pupils and those with special educational needs and/or disabilities. As a result, these pupils and those facing barriers such as lower attendance or emotional needs progress well from their starting points.

Early years

Expected standard 

Children in Reception Year get off to a flying start. Interactions between staff and children are purposeful. Staff model language carefully and encourage children to use full sentences in discussion and play. As a result, children become confident speakers and listeners. Staff provide care that helps children feel safe and ready to learn.

The curriculum is carefully planned across the 7 areas of learning. Children build their knowledge and skills securely over time. Staff support children's personal, social, emotional and physical development well. Children learn how to keep themselves safe and develop confidence through activities and opportunities to explore. For example, they can explain why they need to wear a helmet when using the trikes.

Reading is a priority. Leaders ensure that staff are well trained to teach phonics effectively. Children are keen to learn new sounds and blend these as they begin to read. As a result, they develop secure foundations in reading and writing. The strong start children receive helps them to achieve well. An above-average proportion achieve a good level of development by the end of Reception Year.

Leaders identify any additional needs early and ensure appropriate support is in place. This helps children, including those with special educational needs and/or disabilities, to learn successfully alongside their friends and prepares them well for Year 1.

Inclusion

Expected standard 

Leaders have a clear strategy to ensure that the school is inclusive. They have a secure understanding of individual pupils. Leaders and staff identify any barriers to pupils' learning and wellbeing, including for pupils who are known (or previously known) to social care, disadvantaged pupils and those with special educational needs and/or disabilities (SEND). When necessary, staff put in place suitable adaptations so that pupils can learn the curriculum alongside their peers. For pupils with SEND, staff specifically tailor learning so pupils can achieve their individual targets and progress well from their individual starting points.

Staff receive appropriate training. They make effective use of advice from external agencies to help shape the support they provide for pupils. Staff use interventions successfully to help pupils who are at risk of falling behind. This helps these pupils to keep up. Leaders use alternative provision effectively to meet the needs of a small number of pupils. They work closely with providers to monitor pupils' progress and wellbeing and ensure they are safe. Checks carried out by leaders ensure that pupils remain engaged with learning and help them to achieve positive outcomes.

Leaders check carefully the impact of the school's work to meet the needs of pupils. Pupil premium funding is used appropriately to help disadvantaged pupils access the support, experiences and opportunities they need to succeed. As a result, disadvantaged pupils engage well with learning and benefit from the school's work.

Leadership and governance

Expected standard 

Leaders and governors are ambitious for the school. They put pupils first and understand the school's context and challenges well. Working purposefully with the local community, they raise aspirations and ensure that pupils have opportunities to achieve well. Staff know pupils and their families well and work closely with them to understand and respond to their needs. Leaders make decisions in the best interests of pupils, particularly those with special educational needs and/or disabilities, disadvantaged pupils and those who face other barriers to learning. As a result, these pupils receive the support they need to succeed.

Leaders have a secure understanding of the school's strengths and priorities for improvement. They have taken appropriate action to ensure that pupils learn increasingly effectively. Governors fulfil their statutory duties and have a clear understanding of the school's context. They provide effective support and constructive challenge to leaders, ensuring that the school prepares pupils well for the future.

Leaders prioritise staff workload and wellbeing, helping staff to feel valued and supported. There is an open culture in which staff are empowered to share their views and contribute to school improvement. Staff benefit from a well-structured professional development programme that is informed by research and aligned with the school's strategic priorities. Leaders also engage positively with external partners and make effective use of professional networks to support school improvement.

Personal development and wellbeing

Expected standard 

Leaders have established a clear and effective approach to pupils' personal development. As a result of the school's targeted pastoral support, pupils feel secure in school and are able to engage positively with learning. They demonstrate confidence and resilience.

The personal, social and health education curriculum is well sequenced and adapted to meet pupils' needs. Pupils with special educational needs and/or disabilities access this curriculum successfully through appropriate support. The school's relationships and health education programme meets statutory requirements and helps pupils understand how to stay safe, including online. Pupils can explain how to maintain healthy relationships, support their own wellbeing and recognise potential risks in different contexts. Pupils articulate the importance of democracy, individual liberty and mutual respect and apply these principles

effectively in school life. They link these to the school's values of kindness, integrity, excellence and collaboration. Through the curriculum and wider experiences, pupils develop socially, morally, spiritually and culturally.

Participation in a broad range of clubs and activities enables pupils to develop new interests, skills and talents beyond the classroom. Leaders ensure that disadvantaged pupils and those who have barriers to their learning or wellbeing that are likely to hinder participation are included. Pupils develop responsibility, leadership skills and a strong sense of belonging through the school's enrichment offer. They are proud representatives of their school and keen to be house captains, equalities leaders and school councillors.

Pupils develop independence through a range of opportunities, including educational visits and residential experiences. They are thoughtful and reflective, show respect for others and value difference. Pupils are well prepared to contribute positively to their community and to move successfully to the next stage of their education.

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

Pupils enjoy coming to Queen's Park Primary School. Each morning, friendly staff welcome pupils to the school. Pupils are proud of their school and say it is a safe and happy place. Pupils joyfully play together at breaktimes and support one another, showing high levels of care and consideration. They generally behave well because they have a secure understanding of the importance of being responsible and setting a good example for others. Pupils know there are adults they can talk to if something worries them. Staff take concerns, including bullying, seriously. Pupils show kindness and respect to one another.

Across the school, staff create calm and positive learning environments that help pupils to thrive. Pupils understand the importance of working hard and doing their best. Children in the early years settle quickly into school life, enjoy their learning and achieve well from their starting points. Pupils, including those with special educational needs and/or disabilities and those from other vulnerable groups, are generally suitably prepared for the next stage of their education. Following a period of weaker results, published outcomes for pupils are also starting to show improvement.

Staff take time to get to know pupils to ensure they understand their individual needs. They actively reduce any barriers to learning and help pupils overcome difficulties when these arise. The school's engaging curriculum means pupils enjoy learning new things. This supports regular attendance. As a result of the school's robust focus on this, attendance is improving, and persistent absence rates are swiftly falling.

Pupils grow in confidence and are keen to undertake positions of responsibility, such as house captains, equalities leaders and school councillors. Through these opportunities, pupils develop leadership skills and become ambassadors for the school. This helps them to contribute towards the school community.

Next steps

- Leaders should continue to embed high expectations for what pupils can achieve. They should ensure that teaching is of a consistently high quality in all year groups and subjects.
 - Leaders should further improve whole-school attendance so more pupils attend school as regularly as possible and persistent absence reduces further for vulnerable pupils.
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About this inspection

The co-chairs of the board of governors in this school are Claire Cornthwaite and Naomi Gosling.

Inspectors carried out this full inspection under section 5 of the Education Act 2005.

This inspection took place on 14 and 15 July 2026.

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 met with the headteacher, deputy headteacher, assistant headteacher, the special educational needs coordinator and a range of school staff throughout the inspection. They spoke with representatives from the local authority and to members of the governing body. Inspectors also considered the views of staff, pupils and parents and carers.

The inspectors confirmed the following information about the school:

The current headteacher was in post at the last inspection.

The school makes use of 2 alternative provisions, both of which are unregistered.

Headteacher: Emma Gale

Lead inspector:

Ulric Neblett-Leigh, His Majesty's Inspector

Team inspectors:

Linda Appleby, Ofsted Inspector

Chris Parker, His Majesty's 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 14 July 2026

School and pupil context

Total pupils

315

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

420

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)

48.25%

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: 26.3%

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

3.17%

Close to 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

21.27%

Well above average

What does this mean?

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

National average: 15%

Location deprivation

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)

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	41%	61%	Below
2024/25 (final)	30%	62%	Below
2023/24 (final)	50%	61%	Below
2022/23 (final)	37%	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	60%	74%	Below
2024/25 (final)	57%	75%	Below
2023/24 (final)	65%	74%	Below
2022/23 (final)	56%	73%	Below

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	57%	72%	Below
2024/25 (final)	67%	72%	Close to average
2023/24 (final)	56%	72%	Below
2022/23 (final)	51%	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	55%	73%	Below
2024/25 (final)	47%	74%	Below
2023/24 (final)	63%	73%	Below
2022/23 (final)	51%	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	28%	46%	Below
2024/25 (final)	41%	47%	Close to average
2023/24 (final)	27%	46%	Below
2022/23 (final)	20%	44%	Below

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	49%	62%	Below

Year	This school	National average	Compared with national average
2024/25 (final)	71%	63%	Close to average
2023/24 (final)	43%	62%	Below
2022/23 (final)	40%	60%	Below

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	43%	59%	Below
2024/25 (final)	76%	59%	Above
2023/24 (final)	33%	58%	Below
2022/23 (final)	30%	58%	Below

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	45%	60%	Below
2024/25 (final)	59%	61%	Close to average
2023/24 (final)	40%	59%	Below
2022/23 (final)	40%	59%	Below

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	28%	68%	-39 pp
2024/25 (final)	41%	69%	-28 pp
2023/24 (final)	27%	67%	-41 pp
2022/23 (final)	20%	66%	-46 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	49%	80%	-30 pp
2024/25 (final)	71%	81%	-10 pp
2023/24 (final)	43%	80%	-36 pp
2022/23 (final)	40%	78%	-38 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	43%	78%	-34 pp
2024/25 (final)	76%	78%	-2 pp
2023/24 (final)	33%	78%	-44 pp
2022/23 (final)	30%	77%	-47 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	45%	80%	-35 pp
2024/25 (final)	59%	81%	-22 pp
2023/24 (final)	40%	79%	-39 pp
2022/23 (final)	40%	79%	-39 pp

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)	9.1%	5.2%	Above
2023/24 (3 term)	7.7%	5.5%	Above
2022/23 (3 term)	8.6%	5.9%	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)	33.0%	13.0%	Above
2023/24 (3 term)	23.9%	14.6%	Above
2022/23 (3 term)	29.6%	16.2%	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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Piccadilly Gate
Store Street
Manchester
M1 2WD

T: 0300 123 1231

Textphone: 0161 618 8524

E: enquiries@ofsted.gov.uk

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