

Aldingbourne Primary School

Address: Westergate Street, Westergate, Chichester, West Sussex, PO20 3QR

Unique reference number (URN): 125816

Inspection report: 30 June 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 

At the end of Year 6, outcomes in reading, writing and mathematics are consistently above national averages. Many pupils reach the higher standard in each subject, though fewer do so across all three subjects combined. Disadvantaged pupils generally achieve very well, particularly in reading and writing. As a result, pupils are well prepared for the academic demands of secondary school.

Younger pupils typically do very well in the Year 1 phonics screening check. Pupils' results in the Year 4 times tables check are also extremely positive. This is a result of the school's clear focus on pupils' acquisition of key foundational knowledge and skills in reading, writing and mathematics. Across the curriculum, pupils recall what they have learned and apply it to new learning. Occasionally, some pupils have gaps in their knowledge, particularly in subjects other than English and mathematics.

Attendance and behaviour

Expected standard 

Attendance for all groups is broadly in line with national comparators. Leaders are aware of pupils whose attendance should be higher. They, and all staff, provide the support that families need to improve pupils' attendance. This is effective because staff know pupils' needs and vulnerabilities well. Leaders focus on providing appropriate support and challenge for families who need it. However, some pupils' attendance is not improving quickly enough.

Pupils behave extremely well. This is a result of leaders' very high expectations for behaviour in the school. Pupils' attitudes to learning are positive. They are eager to learn. Pupils show high levels of respect to each other, as well as to adults. Lessons are calm and there is very little disruption to learning. Discrimination or harassment is almost unheard of. Older pupils act as excellent role models for younger pupils. They take this responsibility seriously and feel proud of the supportive culture that it promotes. This includes outside on the playground and within the wider school grounds. These areas have been carefully crafted to provide pupils with a range of excellent facilities and they and make for highly conducive social times. Pupils show immense respect for their school site.

Curriculum and teaching

Expected standard 

Leaders have a secure understanding of the quality of curriculum and teaching in the school. Since the last inspection, leaders have reviewed the curriculum. It has appropriate breadth and ambition. However, the precise key knowledge, skills and vocabulary that pupils need to learn in each subject is not clear. The depth of pupils' learning is negatively affected by the amount they have to learn.

Staff are trained well to teach subjects across the curriculum. Pupils develop secure skills in early reading, writing and mathematics because they are taught well. This gives them the essential knowledge and skills they need in reading, writing and mathematics. Teachers have appropriate subject knowledge. Their checks on pupils' learning are accurate, but

occasionally they are not used with enough aspiration to take pupils' learning on further. As a result, some pupils could be learning more. Teachers make appropriate adaptations to the curriculum and their teaching to meet the needs of pupils with special educational needs and/or disabilities. Pupils receive appropriate support which reflects their learning and wellbeing targets in their education and health care plans. Occasionally, teachers' choice of activities within lessons do not allow all pupils to be successful without adult support.

Early years

Expected standard 

Children in the early years settle quickly and feel secure. They arrive calmly and engage readily with activities. Relationships between staff and children are warm and supportive. Staff know children well and respond sensitively to their needs. Consequently, children are curious and inquisitive learners who are prepared for the curriculum in Year 1.

Staff talk with children throughout the day and encourage them well to complete tasks, and praise the work they do. Songs, rhymes and stories bring language and early reading, writing and mathematics to life. Daily phonics lessons help children learn to read and write words and simple sentences accurately. Leaders are keen to increase the effectiveness of communication with the children to support their routines and learning. While adult interactions with children encourage them to complete a task, opportunities are not always maximised to develop children's vocabulary or deepen their learning.

Staff identify any special educational needs and/or disabilities that children have at the earliest opportunity. They work closely with a range of professionals to secure the support that children need to learn well. Support is put in place so that every child can learn alongside their peers. Staff promote children's communication and language development, as well as developing their independence, effectively.

Inclusion

Expected standard 

This is an inclusive school where leaders prioritise pupils' sense of belonging. Leaders take appropriate steps to ensure that pupils' needs are identified swiftly. The support that follows generally helps to reduce barriers to learning so that pupils make progress from their individual starting points. In class, where adaptations are precise, pupils make progress and achieve well. However, individual adaptations are not always refined precisely enough. As a result, some pupils with special educational needs and/or disabilities do not build knowledge as securely as they could. Leaders are already working on ways to ensure more targeted support is provided. When appropriate, leaders make appropriate use of alternative provision for pupils who need additional support beyond the school.

Staff make sure that disadvantaged pupils benefit from the provision on offer. Pupil premium funding is allocated and reviewed with pupils' academic and emotional needs in mind. As a result, disadvantaged pupils often achieve well in their learning, particularly with their reading and writing. Leaders ensure disadvantaged and vulnerable pupils have full access to the wider experiences and support on offer. However, leaders do not always systematically and skilfully adjust their provision to ensure these pupils have exactly what they need at the right time.

Leadership and governance

Expected standard 

Governors share leaders' clear vision to give every pupil the best start in life. They are committed to the school and bring a range of expertise and experience to their role. They fulfil their statutory duties, including providing effective oversight of the school's safeguarding arrangements. Governors help to set the school's priorities for improvement. However, more rigor is needed from all leaders, including governors, around the clear identification of priorities and how they are measured. There needs to be greater clarity about and what actions will be implemented and monitored, and what success will look like when the actions have been completed successfully.

Staff are extremely happy to work at this school. Pupils' best interests are at the centre of the decisions they make. Training and development opportunities for all staff are carefully chosen. For example, developments in the teaching of writing this year has enabled pupils to strengthen their writing. Leaders keep a careful eye on the staff's wellbeing. This creates a highly unified team where staff want to achieve the best they can for the pupils.

Parents and carers are overwhelmingly supportive of the school and its leadership. They recognise how much their children enjoy attending the school, for its learning and the wider opportunities it offers the pupils. Most of all, parents acknowledge the ethos of the school set by the experienced leadership team that they feel oozes throughout the school community. Words such as 'thrive', 'above and beyond', 'dream come true' and 'genuine love and care' are typical phrases used by parents to describe their views of the school.

Personal development and wellbeing

Expected standard 

Leaders have designed a well-thought-out curriculum for pupils' personal, social, health education (PSHE). It provides pupils with the important knowledge that they need to keep safe and make sense of the world around them. PSHE lessons enable pupils to reflect thoughtfully on a range of issues that matter in their lives. For example, leaders are very conscious of the nearby railway track and how pupils must keep themselves safe. Pupils know the difference between right and wrong. They listen respectfully to the views of others. Pupils understand what fundamental British values mean. Pupils' learning prepares them well for life outside of school.

Performing arts is held in high esteem at the school. Leaders ensure that there are annual opportunities for all pupils to perform in high calibre shows. Pupils benefit from a wide range of wider experiences. These opportunities support pupils' personal development and wellbeing. They take part in clubs, visits and activities linked to the local and wider community. Residential trips are carefully considered to build on pupils' prior experiences. These activities help pupils to develop their confidence, resilience and a sense of responsibility. Leaders are working on ways to ensure that disadvantaged pupils benefit as much as possible from the school's wider curriculum offer.

Pupils know that everyone is unique. They have a robust understanding about the range of ways that people can be different. Alongside this understanding, pupils develop the attitudes that they need to respect and appreciate difference. There is an undeniable and highly palpable sense of care from all staff towards the pupils. As a result, pupils feel that support

is on hand in their moment of need. Leaders are looking to further develop the support they can provide for pupils with more significant social, emotional or mental health needs.

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

Pupils simply adore their school. From the moment they arrive to when they leave each day, pupils feel safe and valued. This is because staff create an environment where pupils learn, belong and thrive. The school's positive ethos exudes all elements of the school day. As a result, pupils behave very well. They make excellent use of the well-equipped and rich outdoor play environment. Pupils play with each other with care, enjoyment and, where appropriate, a competitive spirit. Should they need a helping hand, an adult or a fellow pupil is always on hand to support them. Issues between pupils are rare. There are very few incidents of unkindness and bullying is extremely rare. When anything untoward does happen, staff resolve the issue quickly and effectively.

Pupils enjoy learning. They are committed to working hard and they produce high-quality work with pride. Pupils who have special educational needs and/or disabilities learn successfully alongside their peers. They make suitable progress from their starting points. In the early years, children engage in activities that prepare them well for Year 1. Through the school, pupils build their knowledge and skills effectively. Pupils learn their times tables especially well. By the time they leave Year 6, almost all pupils have the required key knowledge in English and mathematics for secondary school. However, some pupils are capable of achieving even more.

Pupils benefit from some very well-considered wider curriculum opportunities. They value the school focus on water sports and performing arts. Each year, all pupils get the opportunity to develop both these sporting and performing skills. In addition, there are a range of other clubs, musical opportunities and well-chosen educational trips for all pupils to benefit from. This includes residential trips that build pupils' personal independence and experience of outdoor pursuits.

Next steps

- Governors should strengthen their evaluation of the school's strengths and areas for further development, and provide robust challenge to leaders as to their precise implementation and impact.
 - Leaders should continue to refine the curriculum to ensure that high-quality teaching is embedded across all subjects and year groups, enabling all pupils to make progress from their starting points.
 - Leaders should ensure that systems for monitoring and improving attendance are rigorous and effective, with timely challenge and support provided where attendance falls below expectations.
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About this inspection

The chair of the board of governors in this school is Jill Wilson.

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 met with the headteacher and other leaders within the school. The lead inspector also met with governors, including the chair of the governing board and a representative from the local authority.

The inspectors confirmed the following information about the school:

The school currently makes use of 2 unregistered alternative providers.

Headteacher: Liz Webster

Lead inspector:

Chris Parker, His Majesty's Inspector

Team inspectors:

Rebecca Greenhalgh, Ofsted Inspector

Debbie Allen, 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 30 June 2026

School and pupil context

Total pupils

213

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)

9.86%

Well below 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

2.35%

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

15.02%

Close to average

What does this mean?

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

National average: 15%

Location deprivation

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	73%	61%	Above
2024/25 (final)	63%	62%	Close to average
2023/24 (final)	84%	61%	Above
2022/23 (final)	71%	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	82%	74%	Above
2024/25 (final)	70%	75%	Close to average
2023/24 (final)	91%	74%	Above
2022/23 (final)	84%	73%	Above

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	83%	72%	Above
2024/25 (final)	73%	72%	Close to average
2023/24 (final)	91%	72%	Above
2022/23 (final)	84%	71%	Above

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	85%	73%	Above
2024/25 (final)	77%	74%	Close to average
2023/24 (final)	91%	73%	Above
2022/23 (final)	87%	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	43%	46%	Close to average
2024/25 (final)	S	47%	S
2023/24 (final)	S	46%	S
2022/23 (final)	50%	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	71%	62%	Above
2024/25 (final)	S	63%	S
2023/24 (final)	S	62%	S
2022/23 (final)	83%	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	71%	59%	Above
2024/25 (final)	S	59%	S
2023/24 (final)	S	58%	S
2022/23 (final)	67%	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	57%	60%	Close to average
2024/25 (final)	S	61%	S
2023/24 (final)	S	59%	S
2022/23 (final)	67%	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	43%	68%	-25 pp
2024/25 (final)	S	69%	S
2023/24 (final)	S	67%	S
2022/23 (final)	50%	66%	-16 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	71%	80%	-8 pp
2024/25 (final)	S	81%	S
2023/24 (final)	S	80%	S
2022/23 (final)	83%	78%	5 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	71%	78%	-6 pp
2024/25 (final)	S	78%	S
2023/24 (final)	S	78%	S

Year	This school	National non-disadvantaged score	School disadvantage gap
2022/23 (final)	67%	77%	-11 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	57%	80%	-23 pp
2024/25 (final)	S	81%	S
2023/24 (final)	S	79%	S
2022/23 (final)	67%	79%	-13 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 (3 term)	4.8%	5.2%	Close to average
2023/24 (3 term)	4.6%	5.5%	Below
2022/23 (3 term)	4.4%	5.9%	Below

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)	10.2%	13.0%	Close to average
2023/24 (3 term)	6.5%	14.6%	Below
2022/23 (3 term)	5.4%	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.

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