

Inspection of Upper Beeding Primary School

School Road, Upper Beeding, Steyning, West Sussex BN44 3HY

Inspection dates:	11 and 12 February, and 4 March 2025
The quality of education	Good
Behaviour and attitudes	Good
Personal development	Good
Leadership and management	Good
Early years provision	Outstanding
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.

What is it like to attend this school?

Upper Beeding Primary is a welcoming school. The warm and nurturing relationships between staff and pupils shine through the school. They reflect the school's values of teamwork, kindness, curiosity, and creativity. As a result, pupils are happy and safe. They are proud of their school and attend regularly.

The school has high expectations for all pupils. In most subjects, the school has identified the key knowledge it wants pupils to learn and remember. Pupils are keen to learn and most achieve well.

Pupils learn the behaviour expected of them quickly. The school's high expectations start in the early years where staff teach children the importance of how to care for each other and learn the value of friendship. Pupils learn in a calm and purposeful environment. They behave well during lessons and social times. Staff respond calmly and sensitively if pupils need help to manage their emotions. This enables pupils to get back to their learning quickly.

Pupils appreciate and enjoy the wider experiences the school provides, which include sporting activities, visits and residential trips. Pupils are proud to represent their school. For example, when performing in London with other schools from across the country, or when participating in sports. These activities develop pupils' interests and talents successfully.

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

The school has designed an ambitious curriculum. In most subjects it identifies coherently the key knowledge and vocabulary pupils will learn. This content is delivered effectively so that pupils build their knowledge well over time. For example, in history pupils speak with knowledge about the importance the Egyptians placed on mummification and how that compares with burials today. However, the school is aware that this is not the case in some subjects. In those subjects where the important knowledge is not as clearly identified, the curriculum is not delivered as effectively. As a result, pupils do not build or deepen their knowledge as well.

The school was quick to respond to the lower published outcomes in mathematics in 2024. The school took decisive action that has had a positive impact on pupils' learning. For example, through a focus on developing pupils' number fluency, current pupils learn mathematical subject content effectively. Pupils in upper key stage 2 are confident in using a range of calculation strategies, including with decimal numbers.

The school has the aspiration that all pupils will learn to read fluently. Children are taught phonics from the beginning of the Reception Year. Staff are skilled in the teaching of phonics and early reading. They carefully select books that precisely match pupils' phonic knowledge. Those pupils at risk of falling behind, are supported well to quickly gain the knowledge and skills they need to become confident, fluent readers. Beyond phonics,

pupils read regularly. A deliberately diverse curriculum of progressively challenging books helps pupils grow a love of reading.

The school has robust and clear processes for identifying pupils with special educational needs and/or disabilities (SEND). The school checks carefully that support for pupils with SEND is meeting pupils' needs. Other agencies, such as speech and language therapists, are utilised well to make sure pupils with SEND receive appropriate support. This ensures equal opportunity for all pupils to develop a broad body of knowledge.

Early years provision is exceptional. The school prioritises children's personal, social and emotional development. Staff show children how to solve problems and collaborate. Children start to build their early reading, writing and mathematical knowledge extremely well and understand how these skills link to other areas of learning. For example, children are able to read and follow a recipe to make pancakes with confidence.

Pupils benefit from a variety of experiences and activities that contribute positively to their personal development. They enjoy debating important topics. Pupils show respect for diverse cultures, views and lifestyles that are different from their own. They have a secure understanding of the importance of healthy relationships. The school ensures that no one misses out on opportunities. Many pupils choose to learn to play a musical instrument such as the guitar and keyboard. Pupils welcome the experiences and opportunities that help them to develop their confidence, resilience and leadership skills.

Staff are proud to work at the school. They value and appreciate the support of leaders. Governors provide effective support and challenge. Parents and carers are delighted with the close-knit family feel across the school community.

Safeguarding

The arrangements for safeguarding are effective.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- In some subjects, the school has not identified clearly enough the knowledge and skills it wants pupils to know and remember. In these subjects, pupils do not learn the depth of content needed to build their knowledge securely over time. The school should ensure that the curriculum in all subjects, identifies the important content clearly and is delivered effectively, to build and deepen pupils' knowledge and skills over time.

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

Unique reference number	125857
Local authority	West Sussex
Inspection number	10341603
Type of school	Primary
School category	Community
Age range of pupils	5 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	302
Appropriate authority	The governing body
Chair of governing body	Vivien Stevens
Headteacher	Matthew Andrews
Website	www.upperbeeding.w-sussex.sch.uk
Date of previous inspection	1 July 2015, under section 5 of the Education Act 2005

Information about this school

- The school does not use alternative provision.

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 early years. 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 started on 11 February 2025. Inspectors returned on 4 March 2025 to gather additional evidence in line with [Ofsted inspections and visits: Deferring, pausing and gathering additional evidence policy](#).
- Inspectors met and spoke with school leaders, staff, pupils, parents, governors and representatives from the local authority.
- The inspection team conducted deep dives in these subjects: early reading, mathematics, art and history. For each deep dive, inspectors held discussions about the curriculum, visited a sample of lessons, spoke to teachers, spoke to some pupils about their learning and looked at samples of pupils' work. Inspectors also met with leaders to discuss music and writing.
- 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.
- Inspectors considered information about pupils' attendance, behaviour and wider learning. They also met with the school's special educational needs and disabilities coordinator.
- Inspectors considered the responses to the Ofsted Parent View questionnaire. They also considered the responses to the confidential Ofsted staff survey and the views of pupils gathered throughout the inspection.

Inspection team

Jen Southall, lead inspector	His Majesty's Inspector
Noeman Anwar	His Majesty's Inspector
James Stuart	His Majesty's Inspector
Gillian Lovatt-Young	Ofsted Inspector
Linda Appleby	Ofsted Inspector

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