

Wickham Church of England Primary School

Address: Buddens Road, Wickham, Fareham, Hampshire, PO17 5HU

Unique reference number (URN): 116325

Inspection report: 10 March 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 ●

Attendance and behaviour

Strong standard ●

Attendance is broadly in line with the national average, with persistent absence consistently declining year upon year. This reflects leaders' determined and well-established approach to promoting regular attendance. They analyse attendance information meticulously. They identify patterns quickly and act swiftly to address any concerns. Leaders' positive relationships with families enable them to tackle barriers effectively, including for disadvantaged pupils and those with special educational needs and/or disabilities. Bespoke support, such as the well-attended 'bus club', has secured notably improved attendance and punctuality for pupils who live outside the school's catchment area or too far to walk to school. These consistent and responsive actions ensure that pupils are in school, ready to learn.

Behaviour across the school is calm, respectful and purposeful. Leaders have established high expectations, and staff model these consistently. Pupils show self-discipline and resilience. They develop a secure sense of themselves as learners. They know how to manage their emotions, including those who need adapted support through nurture and co-regulation approaches. Bullying is rare, and when concerns do arise, staff respond quickly and effectively. From the early years onwards, staff establish clear routines and expectations. This creates an environment that highly supports pupils' learning.

Curriculum and teaching

Strong standard ●

Leaders have constructed a curriculum that is ambitious and appropriate for the school's context. They have prioritised the knowledge pupils need. They have thought carefully about the needs of disadvantaged pupils and those with special educational needs and/or disabilities when designing and refining it. The curriculum is for all, and leaders are clear about the progression of knowledge that pupils should secure over time.

Teachers understand the curriculum well. They plan logical sequences of lessons that identify essential knowledge. In lessons, there are regular opportunities for pupils to revisit previous content. This helps pupils make connections and secure their learning. Leaders ensure staff have the subject knowledge they need, including in early reading. Teachers follow the phonics programme with fidelity. In early reading, timely support helps pupils practise the sounds they know. They develop increasing accuracy and fluency.

Regular and rigorous assessments, which leaders review, ensure that pupils keep up with the curriculum. Any gaps in pupils' knowledge are swiftly addressed. Recent refinements to the mathematics curriculum have strengthened pupils' fluency in the 4 operations and improved their accuracy when reasoning. Across subjects, staff make appropriate adaptations for pupils who need additional help. This means those pupils can access the curriculum confidently.

Early years

Strong standard 

Children in the early years get off to a positive start. The environment is carefully organised to promote purposeful play, language development and growing independence. Adults interact skilfully with children, extending vocabulary, modelling talk and sensitively guiding learning. Staff work closely with parents to share information about children's interests and development. The curriculum is coherently mapped across all areas of learning, with a strong focus on communication and language. Clear progression supports children's successful transition into Year 1.

Leaders prioritise reading from the outset. Stories shape learning and spark curiosity. Staff deliver phonics with precision. Children practise using decodable books that closely match the sounds they know. Staff check learning often and address any gaps quickly. Staff teach early mathematics with the same rigour. Children develop secure number knowledge, fluency in counting and increasing confidence in using mathematical language.

Daily routines build children's responsibility, cooperation and independence. Children maintain focus in their play. Staff model the safe use of resources, including potentially hazardous tools such as saws and hammers. Staff explicitly teach these expectations, enabling children to use the tools safely.

Staff use assessment effectively to identify needs early. Disadvantaged children and those with special educational needs and/or disabilities benefit from timely, targeted support. Staff proactively seek out children who are less willingly engaged in some activities. Through supportive interactions, staff ensure that every child accesses the full curriculum.

Inclusion

Strong standard 

Leaders identify pupils' needs precisely, accurately and at the earliest opportunity. This allows leaders and staff to put in place tailored support rapidly. Pupils who need extra help to succeed receive effective help. Staff consistently enhance the experiences of disadvantaged pupils and pupils with special educational needs and/or disabilities.

Leaders maintain rigorous oversight of the support pupils receive. They ensure staff are suitably trained so they can reduce barriers to learning and wellbeing. Pupils benefit from approaches such as targeted nurture provision and speech and language support. Leaders monitor the effectiveness of interventions closely. Through pupil progress discussions, case sampling and ongoing reviews of the 'Grasshoppers' provision, leaders track pupils' progress and development. Leaders act quickly when they identify the need for change.

Leaders work effectively with a wide range of external professionals. They use specialist advice to shape provision. Positive relationships with families, developed through opportunities like workshops and coffee mornings as well as regular communication, ensure that parents and carers are actively involved in decisions about their children's needs.

Leaders use additional funding, including the pupil premium grant, wisely. Staff understand how this funding supports pupils' learning and wellbeing. Leaders analyse academic outcomes carefully. They check that disadvantaged pupils and those with additional needs benefit from targeted strategies. Examples include pastoral support, attendance initiatives

and focused academic interventions. These approaches help pupils make effective progress from their starting points.

Leadership and governance

Strong standard ●

Leaders have a precise and well-evidenced understanding of the school's strengths and priorities. They evaluate provision rigorously. They identify the right improvement actions and systematically check that these have the intended impact across all evaluation areas. Leaders act in the best interests of pupils, including disadvantaged pupils, those with special educational needs and/or disabilities (SEND), and those known to children's social care. They effectively reduce barriers to learning and wellbeing swiftly and effectively. They make decisions rooted in the school's context and maintain high expectations of pupils and staff.

Professional development is well-planned, sustained and aligned closely to whole-school priorities. Coaching and collaborative work across teams strengthen classroom practice and build collective expertise. Work with outside agencies is timely and effective. Leaders are mindful of staff workload and wellbeing. They take deliberate steps to protect both when implementing change.

Governance is effective. Governors meet their statutory duties. They provide well-judged challenge and support that tests leaders' evaluations. They maintain a clear line of sight to pupils' experiences, including for disadvantaged pupils and those with SEND. Safeguarding oversight is robust. There is effective scrutiny and monitoring in school and of alternative provision.

Leaders' work with the community is commendable. Thoughtful engagement with families, local organisations and external agencies has contributed to significantly improved and sustained attendance for all groups. Leaders are tenacious in reaching their ambitions that pupils should attend school regularly. When pupils require adaptations to support their attendance or behaviour, leaders review and increase these strategically over time.

Personal development and wellbeing

Strong standard ●

Personal development and wellbeing are deeply embedded in the school's culture. Staff are well trained to deliver the personal, social and health education curriculum effectively. Leaders have strengthened this further through the introduction of an additional mental health and wellbeing scheme. This programme supports pupils' understanding of themselves and others. Staff introduced this reflective programme in response to growing social and emotional needs across the school. It helps pupils develop emotional literacy, resilience and a secure sense of belonging.

Leaders ensure that the wider personal development offer is carefully planned. Staff tailor it to the community's needs. Pupils benefit from a wide range of experiences that broaden their horizons and nurture their talents. Opportunities to take on roles such as 'eco-councillors' help pupils learn about responsibility, citizenship and service. Pupils from service families benefit from attending the school's 'forces club'. Pupils' attendance at important events, such as the local Remembrance event, reflect leaders' thoughtful approach to cultural and community engagement.

Staff teach pupils clearly about healthy relationships. Pupils know how to keep themselves safe online and offline. They show age-appropriate understanding across all year groups. Pupils are able to discuss right and wrong with increasing understanding. As they progress through the school, pupils can explain the difference between equality and equity, for example. Staff weave important British values through the school's Christian ethos and wider curriculum. These values shape pupils' character and integrity. Pupils appreciate the importance of democracy and the school promotes meaningful opportunities for pupils to vote.

Leaders provide skilled and responsive pastoral support in a number of ways. Examples include effective nurture provision, check-ins and targeted emotional help. Disadvantaged pupils and pupils with special educational needs and/or disabilities participate fully in school life. They benefit from personalised support that reduces barriers to their wellbeing and wider development.

Expected standard

Achievement

Expected standard 

Pupils typically make secure progress through the curriculum. Work in books and discussions with pupils show that they recall important knowledge. They can explain how their understanding has developed over time. Leaders' focus on strengthening early reading, writing, mathematics fluency and communication is evident. Tracking and monitoring of pupils' work show that pupils are gaining in confidence in phonics and mathematics.

Although published outcomes at the end of key stage 2 have varied in recent years, progress from starting points have been consistently high for pupils. Leaders' tracking and work in pupils' books clearly demonstrates the progress that they make. Leaders drive ambitious outcomes for pupils. Pupils' work in books shows that this area is strengthening. Pupils with special educational needs and/or disabilities generally make suitable progress. Most pupils develop the knowledge and skills they need to move confidently to the next stage of their education.

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

Pupils are part of a warm and nurturing community where they feel safe, valued and well supported. From early years and throughout the school, the start of the school day is calm and purposeful. Many pupils benefit from breakfast club and 'bus club', which help them arrive settled, fed and ready to learn. Pupils say they trust adults in school and know who to go to if they have concerns. They talk confidently about the positive relationships that underpin their sense of belonging.

Pupils behave respectfully and understand the school's values of 'love, courage and respect'. They explain that behaviour is usually calm. Pupils say that bullying is rare and that

adults deal with any incidences swiftly and effectively. Playtimes are sociable and safe. Pupils of all ages enjoy a range of games and activities. Pupils appreciate the welcoming environment. They describe how everyone is welcome and treated fairly. They are proud of the inclusive culture.

Pupils enjoy their learning. When they find any aspect of school difficult, staff respond quickly and sensitively. Pupils talk about how adults help them understand new ideas. Older pupils talk positively and passionately about increasing challenge, particularly in mathematics. Pupils throughout the school enjoy weekly wellbeing sessions which help them manage their feelings and understand others.

Pupils take pleasure in contributing to school life. They talk enthusiastically about roles such as 'young governors' and 'junior road safety officers'. They can explain how these responsibilities help them support others and influence the school community. They talk proudly about organising events to promote safety and raising money for others in or outside their community.

Most pupils attend well. Many understand how important it is to attend every day. Those who need extra help benefit from thoughtful support, such as with transport arrangements. Pupils have a deep sense of belonging at Wickham Church of England Primary School. They are proud to be a part of this community.

Next steps

- Leaders should continue to embed strategies to help all pupils achieve their best possible outcomes, raising the proportion of pupils achieving higher standards.

About this inspection

The chair of the board of governors in this school is Mrs Sarah Merewood.

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 and deputy headteacher during the inspection. They also met with the special educational needs coordinator, phase leaders, staff, pupils and parents during the inspection. The lead inspector also met with governors and a representative of the local authority and a representative from the diocese.

The inspectors confirmed the following information about the school:

This school is registered as having a Church of England religious character. The school's next section 48 Statutory Inspection of Anglican and Methodist Schools is due in the next 2 years. The last inspection of this type took place in July 2023.

The school makes use of one alternative provision, including one that is unregistered.

Headteacher: Mr Graham Cutter

Lead inspector:

Ian Howie, His Majesty's Inspector

Team inspectors:

James Everett, Ofsted Inspector

Sarah Hilditch, Ofsted Inspector

Facts and figures used on inspection

The data was used by the inspector(s) during the inspection. More recent data may have been published since the inspection took place.

 This data is from 10 March 2026

School and pupil context

Total pupils

289

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

315

Close to 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)

21.80%

Close to average

What does this mean?

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

National average: 26.3%

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

7.27%

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: 3.5%

Pupils with special educational needs (SEN) support

10.73%

Below average

What does this mean?

The proportion of pupils with reported special educational support needs 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	54%	61%	Close to average
2024/25 (revised)	43%	62%	Below
2023/24 (final)	54%	61%	Close to average
2022/23 (final)	64%	60%	Close to average

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	67%	74%	Below
2024/25 (revised)	61%	75%	Below
2023/24 (final)	62%	74%	Below
2022/23 (final)	75%	73%	Close to average

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	79%	72%	Above
2024/25 (revised)	71%	72%	Close to average
2023/24 (final)	82%	72%	Above
2022/23 (final)	83%	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	70%	73%	Close to average
2024/25 (revised)	57%	74%	Below
2023/24 (final)	76%	73%	Close to average
2022/23 (final)	75%	73%	Close to average

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	39%	46%	Close to average
2024/25 (revised)	33%	47%	Below

Year	This school	National average	Compared with national average
2023/24 (final)	38%	46%	Close to average
2022/23 (final)	46%	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	55%	62%	Below
2024/25 (revised)	58%	63%	Close to average
2023/24 (final)	38%	62%	Below
2022/23 (final)	62%	60%	Close to average

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	70%	59%	Above
2024/25 (revised)	67%	59%	Close to average
2023/24 (final)	75%	58%	Above
2022/23 (final)	69%	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	61%	60%	Close to average
2024/25 (revised)	58%	61%	Close to average
2023/24 (final)	75%	59%	Above
2022/23 (final)	54%	59%	Close to average

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	39%	68%	-28 pp
2024/25 (revised)	33%	69%	-36 pp
2023/24 (final)	38%	67%	-30 pp
2022/23 (final)	46%	66%	-20 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	55%	80%	-25 pp
2024/25 (revised)	58%	81%	-22 pp
2023/24 (final)	38%	80%	-42 pp
2022/23 (final)	62%	78%	-17 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	70%	78%	-8 pp
2024/25 (revised)	67%	78%	-12 pp
2023/24 (final)	75%	78%	-3 pp
2022/23 (final)	69%	77%	-8 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	61%	80%	-19 pp
2024/25 (revised)	58%	81%	-22 pp
2023/24 (final)	75%	79%	-4 pp

Year	This school	National non-disadvantaged score	School disadvantage gap
2022/23 (final)	54%	79%	-25 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 (2 term)	5.8%	5.2%	Close to average
2023/24 (3 term)	5.7%	5.5%	Close to average
2022/23 (3 term)	6.2%	5.9%	Close to average

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 (2 term)	13.0%	13.3%	Close to average
2023/24 (3 term)	15.1%	14.6%	Close to average
2022/23 (3 term)	17.3%	16.2%	Close to average

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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