

Wingham Primary School

Address: School Lane, Wingham, Canterbury, Canterbury, Kent, CT3 1BD

Unique reference number (URN): 118403

Inspection report: 6 January 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 ●

Pupils feel valued and welcome at school. The school communicates effectively with families so they understand the value of regular attendance. Leaders work in partnership with families and external agencies to reduce the barriers that stop some pupils from coming to school regularly. The school does not shy away from having challenging conversations with families to improve pupils' attendance.

The school has a positive approach to behaviour. Policies and procedures to manage behaviour are applied consistently. Pupils learn the school values. Well-embedded routines and high expectations start right from Reception. Staff are excellent role models of professional conduct and kindness, which everyone understands. Pupils respect staff and strive to live up to their high aspirations. As a result, pupils consistently show extremely positive attitudes towards their work. Throughout the school, the atmosphere is calm as pupils focus on their learning.

Bullying and incidents of poor behaviour are uncommon. On the rare occasions they do arise, staff address them quickly and effectively. The school provides tailored support for any pupils who struggle with their emotions and behaviour. They learn strategies to manage their feelings and feel calm, such as breathing techniques and reflection.

Early years

Strong standard ●

Children get off to an excellent start in Reception. The environment supports children's learning effectively. Children are confident to explore and try out new experiences independently. Well-chosen equipment and activities help children to develop the strength and dexterity they need to master pencil grip, use scissors and manipulate resources. Children are rightly proud of their achievements as they capture their ideas for characters and stories.

The school works in partnership with parents and carers, who help staff understand children's needs. Leaders carefully design the curriculum and make precise adaptations for any children who have barriers to learning. Staff know children well and help them learn the curriculum through their individual interests. Staff are knowledgeable about early childhood development and know precisely what children must learn.

Staff expertly incorporate children's learning into their discussions with them. Staff use every opportunity to teach children new vocabulary and practise their use of language. The school prioritises reading. Children in Reception quickly become confident with phonics, alongside forming letters correctly. Children are surrounded by interesting books, which they love to read independently as they relax in classroom book corners. Children are very well prepared for key stage 1.

Inclusion

Strong standard 

The school is recognised locally for the positive impact it has on its most vulnerable pupils. Leaders and staff demonstrate a deep understanding of the challenges pupils may face. Leaders have established effective systems to identify and meet pupils' needs. Staff are highly skilled in designing targeted strategies that enable pupils to overcome barriers. Leaders regularly monitor how well additional support benefits pupils and adapt it accordingly. This tailored approach is particularly effective for pupils who are disadvantaged and those with education, health and care plans. Pupils are encouraged to develop resilience and independence. They develop both of these skills as they get older, so they are ready for the transition to secondary school.

Leaders monitor pupils' progress with precision. When any pupil has trouble with learning or behaviour, staff adapt their approach swiftly to ensure that pupils receive the support they need to succeed. Pupils develop a deep sense of belonging and take pride in their achievements. Pupil premium funding is used purposefully to remove barriers to pupils' achievement and wellbeing across all aspects of school life. The school works productively with external professionals to ensure that pupils and their families access the right support.

Expected standard

Achievement

Expected standard 

Children get a great start to their education at this school. In Reception, they quickly become confident to learn and explore independently, choosing the materials and equipment they need. Children develop secure knowledge and skills in English and mathematics and are ready for their transition to Year 1. Staff support children to keep up with the curriculum. Any children who have gaps in their learning are helped to overcome them and progress through the curriculum well from their starting points.

Any pupils joining the school at untypical times during the year are given expert support to close any gaps in their learning. They are helped to settle into established school routines well and respond to everyone's high expectations. These pupils catch up with their peers rapidly.

Typically, pupils' attainment is above national averages in the Year 1 phonics check and in national tests in reading and mathematics at the end of Year 6. Pupils, especially disadvantaged and vulnerable pupils, are ready for their next stage of education.

Curriculum and teaching

Expected standard 

Leaders keep a close eye on how well the curriculum and teaching help pupils to achieve. Leaders use their analysis to prioritise the actions that benefit pupils most. For example, leaders have recently introduced initiatives to further develop pupils' writing stamina, spelling and number fluency. Some pupils were not as fluent in the recall of multiplication facts as

they could be. The recent improvements are already resulting in an increased proportion of pupils achieving well over time.

The school's curriculum is broad and ambitious. Pupils connect ideas from across the curriculum as they learn about thought-provoking and relevant topics. Leaders have identified the most important knowledge that pupils need to understand and remember. As soon as children start in Reception, they learn the knowledge they need in reading, writing and mathematics for future learning. Staff place a clear emphasis on children mastering communication and language skills. Children learn to read securely. Staff pick up on any children who are at risk of falling behind and make sure they have the support they need to catch up and keep up.

Teachers have secure subject knowledge and teach the curriculum consistently well. Staff regularly check pupils' understanding and use this to adapt their teaching and resources. The school teaches pupils that their mistakes are opportunities for learning. This builds pupils' resilience so they can explore new ideas with confidence.

Leadership and governance

Expected standard 

Leaders have a clear vision that every pupil will become an independent, lifelong learner and overcome any barriers to their education. This vision is shared across the school and reflected through the school policies, curriculum and day-to-day practice. The provision for disadvantaged pupils and those with special educational needs and/or disabilities is very well tailored to their needs.

Leaders and staff consistently promote high expectations and are positive role models. There are well-embedded systems to ensure that standards are consistent across the school. Leaders have an accurate view of the school and the priorities for action. Their analysis leads them to make informed decisions about the curriculum and pupil support. Leaders provide professional development for staff, which is underpinned by research and focused on priority areas for improvement.

The views of parents, carers and staff are considered carefully by leaders. Everyone feels valued and knows that their voices are heard. Staff are unanimous in their support for the school. Leaders consider staff wellbeing and workload when developing policy or planning change.

Governors understand their statutory duties. They provide high levels of expertise, support and challenge for the school.

Personal development and wellbeing

Expected standard 

The school has recently introduced a more ambitious personal development programme. It is thoughtfully designed to address the pupils' needs. Pupils benefit considerably from the programme. They learn how to recognise the features of healthy relationships in an age-appropriate way. The school teaches them about the changes their bodies will undergo at a level they can understand and engage with. Pupils learn to value themselves, build positive relationships and maintain healthy lifestyles. The school teaches pupils how to eat and

exercise to stay healthy. Pupils learn about their emotions and how to manage them through sport, relaxation and breathing techniques.

Leaders ensure that pupils develop an understanding of different faiths and beliefs through the curriculum. They understand that treating everyone equally is important and have a clear sense of social justice. Pupils learn to respect the views and backgrounds of others. They learn about democracy through their election to roles such as house captains. However, pupils sometimes struggle to recall what they have learned, for example about British values and different faiths.

Pupils are taught how to recognise bullying. They understand about online risks and where to get support if they are concerned about anything.

The school encourages pupils to develop their interests and talents through a wide range of clubs and wider curriculum experiences. Leaders track pupils' involvement and make sure pupils access a wide range of opportunities. Special focus weeks emphasise themes such as enterprise. Pupils are encouraged to think more widely about how they could contribute to society. Pupils enjoy their contributions to the school community through many opportunities for leadership. They enthusiastically contribute to the community through fundraising events for local charities. Pupils are well prepared for the next stage of their education and for life in modern Britain.

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

Pupils achieve well in this school's nurturing and highly supportive environment. Staff welcome pupils each morning. Well-established routines help pupils to feel safe, secure and ready to learn. Pupils are enthusiastic about completing the interesting curriculum challenges that staff plan for them. Pupils understand the value of being lifelong learners. They take pride in their work and are proud to be part of their school.

The school has developed an effective curriculum, which is taught typically well. As soon as children start in the Reception Year, staff build positive relationships with them and their families. Children build a secure understanding of reading, writing and mathematics right from the start. As a result, pupils, including those who are disadvantaged, those with education, health and care plans and those who join the school during the school year, typically achieve well from their starting points. However, pupils do not master multiplication facts as well as they should. This sometimes hinders their fluency in calculation.

Everybody is welcome at this school. Staff know pupils well and use their expertise to identify any barriers to learning or gaps in understanding. Leaders have embedded highly effective strategies to recognise pupils' needs and address them swiftly. The school environment is deliberately designed to support pupils' learning and wellbeing. The school's breadth of wider opportunities prepares pupils well for life in modern Britain and the next stage of their education.

Pupils' excellent behaviour is highly conducive to learning. Their positive attitude to learning is instilled from Reception and deeply embedded throughout the school. Staff are role models for the school's values of kindness and respect. Bullying is extremely rare. On the

few occasions when concerns arise, staff act swiftly and effectively to resolve issues. Pupils are rightly confident that adults will listen and help.

Next steps

- Leaders should ensure that teaching enables pupils to develop even greater fluency in their use of number.
 - Leaders should ensure that staff have greater expertise to teach the content in the personal development programme, so they can deepen pupils' understanding of topics such as fundamental British values, different faiths and beliefs.
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About this inspection

The chair of the board of governors in this school is Edward O'Connor.

The school is part of the federation called Preston and Wingham.

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.

Inspection activities:

Inspectors spoke with the executive headteacher, the head of school, members of the governing body and a representative from the local authority during the inspection.

The inspectors confirmed the following information about the school:

The school does not use alternative provision.

Executive Headteacher: Helen Clements

Lead inspector:

Jo Brinkley, His Majesty's Inspector

Team inspectors:

Kate Owbridge, Ofsted Inspector

Owen McColgan, 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 6 January 2026

School and pupil context

Total pupils

202

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)

18.81%

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

4.46%

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

10.40%

Below average

What does this mean?

The proportion of pupils with reported special educational support needs 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	72%	61%	Above
2024/25 (revised)	77%	62%	Above
2023/24 (final)	73%	61%	Above
2022/23 (final)	66%	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	80%	74%	Above
2024/25 (revised)	81%	75%	Close to average
2023/24 (final)	83%	74%	Above
2022/23 (final)	76%	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	76%	72%	Close to average
2024/25 (revised)	81%	72%	Above
2023/24 (final)	73%	72%	Close to average
2022/23 (final)	72%	71%	Close to average

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	80%	73%	Above
2024/25 (revised)	84%	74%	Above
2023/24 (final)	80%	73%	Close to average
2022/23 (final)	76%	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	47%	46%	Close to average
2024/25 (revised)	43%	47%	Close to average
2023/24 (final)	S	46%	S
2022/23 (final)	43%	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	58%	62%	Close to average

Year	This school	National average	Compared with national average
2024/25 (revised)	57%	63%	Close to average
2023/24 (final)	S	62%	S
2022/23 (final)	57%	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	53%	59%	Close to average
2024/25 (revised)	43%	59%	Below
2023/24 (final)	S	58%	S
2022/23 (final)	57%	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	53%	60%	Close to average
2024/25 (revised)	43%	61%	Below
2023/24 (final)	S	59%	S
2022/23 (final)	57%	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	47%	68%	-20 pp
2024/25 (revised)	43%	69%	-26 pp
2023/24 (final)	S	67%	S
2022/23 (final)	43%	66%	-23 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	58%	80%	-22 pp
2024/25 (revised)	57%	81%	-24 pp
2023/24 (final)	S	80%	S
2022/23 (final)	57%	78%	-21 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	53%	78%	-25 pp
2024/25 (revised)	43%	78%	-35 pp
2023/24 (final)	S	78%	S
2022/23 (final)	57%	77%	-20 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	53%	80%	-27 pp
2024/25 (revised)	43%	81%	-38 pp
2023/24 (final)	S	79%	S
2022/23 (final)	57%	79%	-22 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 (2 term)	4.9%	5.2%	Close to average
2023/24 (3 term)	5.4%	5.5%	Close to average
2022/23 (3 term)	4.5%	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 (2 term)	14.5%	13.3%	Close to average
2023/24 (3 term)	14.9%	14.6%	Close to average
2022/23 (3 term)	11.6%	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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