



**WINCHEAP
FOUNDATION
PRIMARY
SCHOOL**

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Friday 4th September 2026

Dear Parents and Carers,

I am writing to share with you the outcome of our recent Ofsted inspection, which took place on 16 June 2026. I want to celebrate the many strengths identified by inspectors, acknowledge the areas where we need to improve, and thank you for your continued support of our school community.

As you may know, Ofsted has replaced single-word overall school judgements with a colour-coded report card to show what's working well in individual areas of a school's work (such as attendance and behaviour or personal development and well-being) and where the next steps for improvement are. It's important to understand that new grades can't be compared to the old ones as it's a different approach to inspection and a new way of reporting to parents. The expected standard in each individual area is a high standard and means that a school is doing everything it should to make sure children are receiving everything they need. 'Needs attention' is an indication that there is work to be done to reach the 'expected standard.' It's not a 'fail' but it highlights where issues can be addressed before they become bigger problems that need 'urgent improvement'. Ofsted has a helpful You Tube video to explain the changes. You can find it here:

[New Ofsted report cards and grades: a guide for parents](#)

The inspection highlighted many aspects of our school that we can be truly proud of:

Safeguarding and Pastoral Care

Our safeguarding standards were met, with inspectors recognising that we have established an open culture in which safeguarding is everyone's responsibility and concerns are actively identified, acted upon and managed. Our pastoral support is carefully tailored to each pupil's needs and supports pupils and their families effectively.

Early Years Excellence

Inspectors found that we have carefully designed an ambitious early years curriculum, placing communication and language at the centre of children's daily experiences. Children are safe, secure and happy, with warm and nurturing relationships. Most children achieve well from their starting points.

Reading Progress

Staff prioritise learning to read from the start, with children learning the sounds they need to read words accurately and fluently. Children who require additional support receive timely guidance so that they can keep up with the phonics programme.

Personal Development

Inspectors recognised our well-considered and broad personal development programme, which takes into account our school's context and pupils' individual needs. Pupils develop a secure understanding of relationships, learn about different faiths and cultures, and develop tolerant and respectful attitudes to difference. Pupils access clubs and activities including languages, sports, music, dance and choir, and they enjoy learning through the outdoor curriculum in our school grounds.

School Culture

Inspectors noted that pupils receive a warm welcome at the start of each day because staff genuinely care about pupils. Leaders have created a school where everyone is valued, and pupils describe a sense of belonging, respect and kindness. Pupils behave well and support each other's differences, creating a positive environment. There is a culture of mutual respect between pupils and adults.

Leadership and Governance

Inspectors found that we know our school well and have a detailed understanding of the community that we serve. We place high importance on staff's professional learning and wellbeing, and we build positive relationships with parents, carers and the wider community.

Ofsted also identified important areas where we need to strengthen our practice. We welcome this feedback and are committed to making the necessary improvements:

Attendance

Many pupils do not attend school as often as they should, with attendance remaining low and persistent absence for some groups still high. Our persistent absence rate of 17.6% is above the national average of 13.0%. We recognise that when children miss school, they miss out on learning and the exciting opportunities we offer.

Achievement for Disadvantaged Pupils

Disadvantaged pupils do not achieve as well as they should in national tests. We need to develop our systems and approaches further to identify and address the specific barriers these pupils face.

Curriculum and Teaching Consistency

We recognise that we need to develop our assessment systems and teaching approaches to ensure greater consistency across the school. This will help us to check pupils' understanding better and ensure that all pupils, including those who are

disadvantaged, develop the skills they need to write and spell fluently. We need to strengthen how we support pupils to build knowledge from their starting points so that gaps in learning are addressed more quickly.

Inclusion and SEND Support

We need to refine our systems for adapting learning to ensure that the support pupils receive in lessons consistently matches their needs. This will help all pupils, particularly those with special educational needs, to overcome gaps in their learning and achieve as well as they can.

We are fully committed to addressing these areas, and inspectors have provided us with clear next steps:

1. **Improving Attendance** - We will ensure our attendance improvement work reaches all groups of pupils so that they do not miss out on important learning. We have already strengthened our systems for monitoring attendance and are targeting our work more successfully to reduce absence.
2. **Supporting All Learners** - We will develop staff expertise to adapt their teaching, so that pupils with barriers to learning benefit from high-quality, inclusive provision which precisely meets their learning needs and supports them to progress well. This will include focused professional development and collaborative working across our team.
3. **Strengthening Assessment** - We will ensure that staff use assessment to adapt the curriculum and teaching methods consistently so that they meet pupils' needs and build effectively on what pupils already know and can do. We are investing in training and developing our assessment systems to support this.
4. **Closing the Disadvantage Gap** - We will ensure that pupils, especially those who are disadvantaged, have the key component knowledge to be able to build learning over time. This includes reviewing our curriculum planning and intervention strategies.

We will provide regular updates on our progress through newsletters, parent meetings, and our website. Our improvement work is already underway, with focused staff training and curriculum review taking place this term.

Your support makes such a difference to our school community. Inspectors noted that we have built positive relationships with parents and carers, and that parents appreciate the care and support staff provide for their children. We are grateful for your partnership and trust.

How You Can Help:

- **Attendance** - Please ensure your child attends school every day unless they are genuinely unwell. Every day of learning counts.
- **Communication** - Please keep talking to us about your child's needs and any barriers they face to learning.
- **Home Learning** - Continue to support your child's reading at home and engage with homework activities.

If you have any questions about the Ofsted report or our improvement plans, please do not hesitate to contact me via the school office on 01227 464134 or by emailing headteacher@wincheap.kent.sch.uk. I am always happy to discuss any aspect of our work with you.

A full copy of the Ofsted report will soon be available on our school website and on the Ofsted website at <https://reports.ofsted.gov.uk>.

Together, we will continue to make Wincheap Foundation Primary School a place where every child can thrive.

Yours sincerely,

Nicola Dawson
Headteacher