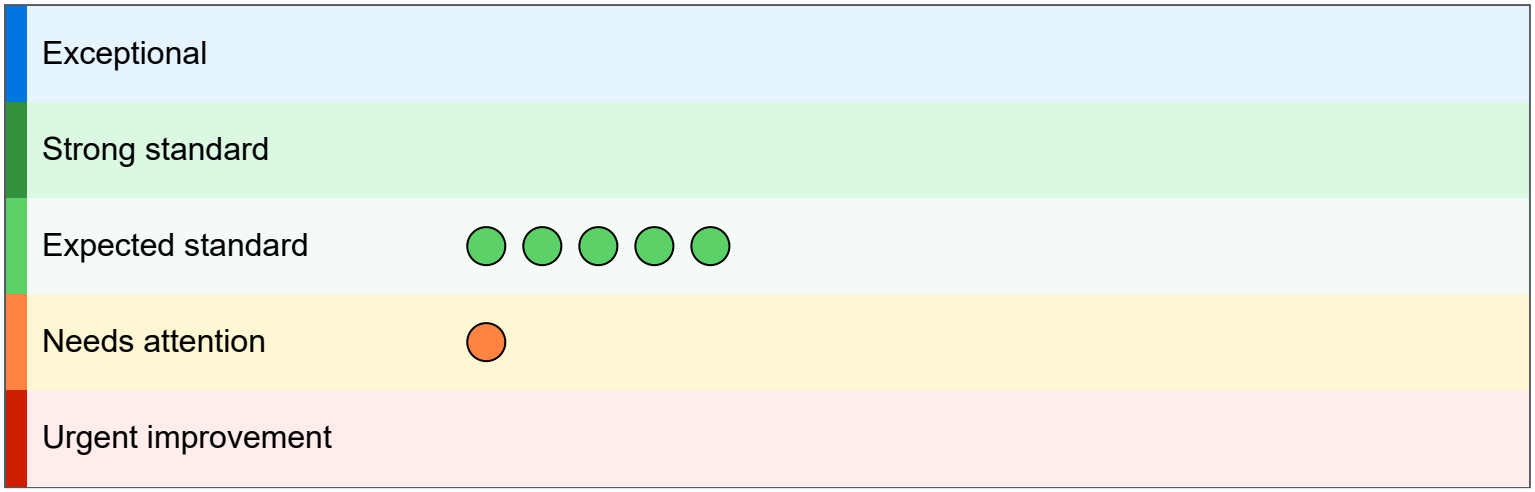
# Stedham Primary School

**Address:** School Lane, Stedham, Midhurst, West Sussex, GU29 0NY

**Unique reference number (URN):** 125854

# Inspection report: 29 September 2026




## 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

## Attendance and behaviour

**Expected standard**

Leaders have established a culture in which pupils value attending school and understand the importance of regular attendance. Attendance is consistently close to national figures for all pupils, including disadvantaged pupils and pupils with special educational needs and/or disabilities. Leaders analyse attendance information carefully and identify patterns of absence promptly. They work closely with families to understand barriers to attendance and provide appropriate support. Positive relationships with families, alongside well-considered systems, help to improve attendance for many pupils. Leaders continue to refine their strategies to ensure that more pupils attend school regularly.

Pupils behave well in lessons and around the school. Staff consistently model and apply well-established routines and high expectations. Classrooms are calm, orderly and purposeful. Pupils are not distracted from their learning. They are polite and respectful to others. They form positive relationships with staff and peers. Pupils say that bullying is uncommon and is not tolerated. They know who to speak to if they have concerns. Leaders and staff promote positive behaviour and celebrate pupils' acts of kindness. Leaders' actions ensure that staff are effective in providing additional support for pupils who need help to manage their behaviour.

## Curriculum and teaching

**Expected standard**

Leaders have a clear and accurate understanding of the quality of education across the school. They use this knowledge effectively to drive improvement. Careful consideration has been given to the school's context, including the challenges and opportunities presented by mixed-age classes. The curriculum is broad and logically sequenced. It identifies the important knowledge that pupils should learn and remember over time.

Leaders provide staff with appropriate training and support to deliver the curriculum effectively. Teachers typically benefit from secure subject knowledge and present new learning clearly. They use questioning and assessment appropriately to check pupils' understanding and address misconceptions. Leaders are continuing to strengthen assessment in the wider curriculum so that gaps in pupils' knowledge are identified and addressed more precisely.

Reading, writing and mathematics are prioritised effectively. Reading is taught from the start of the early years through a structured phonics programme. High-quality interactions support the development of pupils' language and vocabulary. Pupils who need additional support receive timely help to develop their accuracy, fluency and confidence as readers. Leaders are continuing to develop outdoor learning in the early years to enhance these opportunities further.

Teachers typically make suitable adaptations for pupils with special educational needs and/or disabilities and other pupils who may face barriers to learning. Consequently, most pupils learn successfully alongside their peers.

## Inclusion

**Expected standard**

Leaders have established effective systems to identify pupils' needs accurately and at an early stage from the early years onwards. They work closely with families and external agencies to build a secure understanding of pupils' needs and ensure that appropriate support is put in place. As a result, pupils with special educational needs and/or disabilities are included fully in school life and access the same curriculum as their peers.

Staff implement the graduated approach consistently. Individual targets are reviewed regularly, and provision is adapted in response to pupils' changing needs. Reasonable adjustments help pupils to participate successfully in lessons and wider school activities. In most lessons, adaptations support pupils to learn successfully and make progress through the curriculum. Leaders are developing this further in the wider curriculum.

Leaders and staff work effectively to reduce barriers to learning and wellbeing. Targeted interventions and classroom adaptations typically help pupils to make progress from their starting points. Transition arrangements, both when joining in the early years and when leaving for secondary school, are carefully planned and support pupils well. Pupil premium funding is used appropriately to support pupils' learning and wellbeing. Leaders monitor progress regularly, provide appropriate training and foster a caring inclusive culture where pupils succeed.

## Leadership and governance

**Expected standard**

Leaders have a clear understanding of the school's context, strengths and areas for development. Although the leadership team is relatively new, leaders have identified appropriate priorities and are taking effective action to improve the quality of education and pupils' wider experiences. Their actions are having a positive impact on the provision. Documented plans for school improvement could be more precise, enabling leaders to evaluate the impact of their actions more effectively.

Leaders have established a clear vision for the school and make decisions that place pupils' needs at the centre of their work. They are committed to ensuring that all pupils, including disadvantaged pupils, pupils with special educational needs and/or disabilities and those who face other barriers, are supported to succeed. Staff are deployed thoughtfully, and leaders have responded effectively to the challenges and opportunities arising from class restructuring. A culture of professionalism and high expectations is evident across the school.

Professional development is prioritised. Staff benefit from a range of training opportunities, including collaboration with local schools and support from the local authority. Staff value the support they receive and report that leaders are considerate of workload and wellbeing, particularly during a period of significant change. Leaders recognise the importance of effective partnerships with parents and carers and the wider community.

Governors fulfil their statutory responsibilities effectively. They bring a broad range of skills and have a clear understanding of the school's priorities. Governors provide appropriate

support and challenge, monitor actions and hold leaders to account. They have oversight of additional funding and check that resources are used appropriately to support pupils' needs.

### Personal development and wellbeing

**Expected standard**

Leaders have developed a broad and well-planned programme for pupils' personal development that reflects the school's context and values. The curriculum, alongside a range of wider experiences, supports pupils' personal, social and cultural development effectively. Staff are suitably trained to deliver the programme effectively, and leaders ensure that statutory requirements are met. As a result, pupils learn how to keep themselves safe, including online, and develop an age-appropriate understanding of healthy and respectful relationships.

Pupils demonstrate a clear understanding of right and wrong and apply this in their day-to-day interactions. They treat others with kindness and respect and value the differences between people. Pupils are encouraged to reflect on their own beliefs and experiences while learning about those of others. Although some pupils struggle to recall key knowledge about different religions, they show respect for people from a range of backgrounds and cultures.

Pupils, from the start of the early years, learn how to manage their emotions and understand the importance of maintaining their physical and mental health. They are confident in expressing their views and know that their opinions are valued. Pupils have an appropriate understanding of fundamental British values and protected characteristics. Leaders have recently strengthened the personal development curriculum to build pupils' knowledge and understanding in these areas.

A range of clubs, leadership roles and enrichment activities helps pupils to develop their talents and interests. Leaders track participation closely, supporting disadvantaged pupils to take part. This includes many sporting competitions and the brass band local performances. Pupils value opportunities to contribute to the community, including charity events. Educational visits, such as trips to London and camping, extend pupils' learning and broaden their experiences.

Pastoral support is a strength of the school. Leaders identify pupils who may need additional support promptly and work effectively with families and external agencies to promote pupils' wellbeing and help them succeed.

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## Needs attention

### Achievement

**Needs attention**

In the wider curriculum, some pupils do not recall previous learning securely and have gaps in important knowledge. Leaders recognise this needs strengthening to support pupils' achievement. Most pupils achieve well in reading, writing and mathematics by the end of Year 6. They secure the essential knowledge and skills needed and are prepared appropriately for the next stage of their education. Outcomes in national tests at the end of key stage 2 are broadly in line with national averages and compare favourably with those of

similar schools. Most pupils make positive progress from their starting points in the early years and key stage 1.

Leaders maintain a clear focus on the knowledge and skills that pupils need to learn. They have strengthened key aspects of the curriculum, including reading, spelling and number. In most subjects, particularly in the core curriculum, pupils produce work that reflects the intended curriculum. As a result, most pupils, including disadvantaged pupils and pupils with special educational needs and/or disabilities, make secure progress from their starting points.

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

Pupils are happy, and enjoy attending this small, inclusive school. They value being part of a community where everyone is known and cared for. The school's vision of 'small classes, wide horizons' is reflected in pupils' daily experiences. Pupils, including those who face barriers to their learning or wellbeing, feel included and valued. They benefit from positive relationships with staff who know them and their families well. As a result, pupils are confident to share worries and trust adults to help them. Pupils learn how to keep themselves safe, including online and in the local community. Families appreciate the support that the school provides.

Pupils behave well and show respect and consideration towards others. They follow established routines, helping to create a calm and orderly environment for learning. Pupils say that bullying is rare and are confident that any concerns are dealt with quickly and effectively. At social times, pupils play cooperatively across year groups, and older pupils act as positive role models. Most pupils attend regularly, and leaders are continuing to strengthen their work to help those pupils who find regular attendance more challenging.

Pupils access a broad and engaging curriculum. They generally achieve well and are prepared appropriately for the next stage of their education. Pupils who need additional support, including pupils with special educational needs and/or disabilities, receive effective help to access learning and make progress from their starting points. Across some areas of the wider curriculum, pupils do not recall important knowledge as securely as they do in the core subjects.

Pupils benefit from a range of clubs, educational visits, residential experiences and community activities. Leadership roles, such as house captains, help pupils develop responsibility and contribute positively to school life. These experiences broaden pupils' horizons and support their understanding of life beyond school.

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## Next steps

- Leaders should address pupils' gaps in understanding in the wider curriculum so that pupils can build knowledge securely in these subjects.

- Leaders should ensure that the outdoor provision continues to be developed so that it is more purposeful and maximises learning opportunities.
- Leaders should continue to build on their strategies to reduce absence so that more pupils benefit from attending school regularly.

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## About this inspection

This school is part of Weald and Downland Schools Federation.

The chair of the board of governors in this school is Jeff Ace.

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 (HMI) or by Ofsted Inspectors (OIs) who have previously served as HMIs.

Inspectors spoke with the headteacher and other senior leaders during the inspection. They also met with members of the governing body and representatives of the local authority.

Inspectors spoke with several pupils, staff, parents and carers. They considered the responses to Ofsted's surveys.

The inspectors confirmed the following information about the school:

The school does not use alternative provision.

The school has undergone significant change since the previous inspection. There has been changes to the school leadership team with a recently appointed headteacher and senior teacher as well as a restructuring of classes.

Headteacher: Nick Tidey

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**Lead inspector:**
Stuart Bevan, His Majesty's Inspector

**Team inspector:**
Anna Webb, 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 29 September 2026

# School and pupil context

### Total pupils

**55**
Well below 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: 268

### School capacity

**105**
Well 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)

**29.09%**
Close to average

### What does this mean?

The proportion of pupils eligible for free school meals at any point in the last 6 years.

National average: 26.5%

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

**1.82%**
Below 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: 4.1%

**Pupils with special educational needs (SEN) support**

## 23.64%

Well above 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** | R | R | R |
| **2025/26 (provisional)** | R | R | R |
| **2024/25** | | 62% | |
| **2023/24 (final)** | 50% | 61% | Below |

### 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** | R | R | R |
| **2025/26 (provisional)** | R | R | R |
| **2024/25** | | 75% | |
| **2023/24 (final)** | 75% | 74% | 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** | R | R | R |
| **2025/26 (provisional)** | R | R | R |
| **2024/25** | | 72% | |
| **2023/24 (final)** | 50% | 72% | Below |

### 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** | R | R | R |
| **2025/26 (provisional)** | R | R | R |
| **2024/25** | | 74% | |
| **2023/24 (final)** | 75% | 73% | Close to average |

The Key Stage 2 data we used for this inspection has not yet been published; therefore, we have not provided it alongside this school's report card. ‘R’ in the table indicates that the data is not yet available. We will update the table when the Department for Education publishes the data for the latest academic year.

## 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** | R | R | R |
| **2025/26 (provisional)** | R | R | R |
| **2024/25** | | 47% | |
| **2023/24 (final)** | S | 46% | S |

### 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** | R | R | R |
| **2025/26 (provisional)** | R | R | R |
| **2024/25** | | 63% | |
| **2023/24 (final)** | S | 62% | S |

### 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** | R | R | R |
| **2025/26 (provisional)** | R | R | R |
| **2024/25** | | 59% | |
| **2023/24 (final)** | S | 58% | S |

### 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** | R | R | R |

| Year | This school | National average | Compared with national average |
|---|---|---|---|
| **2025/26 (provisional)** | R | R | R |
| **2024/25** | | 61% | |
| **2023/24 (final)** | S | 59% | S |

The Key Stage 2 data we used for this inspection has not yet been published; therefore, we have not provided it alongside this school's report card. ‘R’ in the table indicates that the data is not yet available. We will update the table when the Department for Education publishes the data for the latest academic year.

‘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** | R | R | R |
| **2025/26 (provisional)** | R | R | R |
| **2024/25** | | 69% | |
| **2023/24 (final)** | S | 67% | S |

### 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** | R | R | R |
| **2025/26 (provisional)** | R | R | R |
| **2024/25** | | 81% | |
| **2023/24 (final)** | S | 80% | S |

### 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** | R | R | R |
| **2025/26 (provisional)** | R | R | R |
| **2024/25** | | 78% | |
| **2023/24 (final)** | S | 78% | S |

### 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** | R | R | R |
| **2025/26 (provisional)** | R | R | R |
| **2024/25** | | 81% | |
| **2023/24 (final)** | S | 79% | S |

The Key Stage 2 data we used for this inspection has not yet been published; therefore, we have not provided it alongside this school's report card. ‘R’ in the table indicates that the data is not yet available. We will update the table when the Department for Education publishes the data for the latest academic year.

‘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 |
|---|---|---|---|
| **2025/26 (1 term)** | 6.1% | 5.1% | Above |
| **2024/25 (3 term)** | 5.0% | 5.2% | Close to average |
| **2023/24 (3 term)** | 5.2% | 5.5% | 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 |
|---|---|---|---|
| **2025/26 (1 term)** | 21.7% | 14.4% | Above |
| **2024/25 (3 term)** | 20.5% | 13.0% | Above |
| **2023/24 (3 term)** | 16.2% | 14.6% | 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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Piccadilly Gate
Store Street
Manchester
M1 2WD

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