

Hadleigh Community Primary School

Address: Station Road, Hadleigh, Hadleigh, Suffolk, IP7 5HQ

Unique reference number (URN): 124559

Inspection report: 13 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 ●

Leaders' work to achieve high attendance is a real strength. Leaders monitor attendance closely and act quickly when concerns arise. Staff have built positive relationships with many pupils' families. This helps to ensure parents understand why regular attendance matters. Due to this work, more pupils now attend school regularly. For example, pupils with special educational needs and/or disabilities (SEND) or those who are disadvantaged attend school particularly well.

Pupils behave well. Leaders have created a calm and orderly environment where routines are clear and understood. Staff apply behaviour policies consistently. They use praise and simple conversations to reinforce expectations. Relationships between staff and pupils are positive and caring. Pupils feel safe and know that bullying is not tolerated. Pupils show respect for each other and for adults. They settle quickly to learning and maintain focus in lessons. For example, pupils in science lessons work safely and calmly using electrical equipment.

Playtimes are calm and well supervised by adults. For example, support for pupils with SEND is strong. When needed, staff provide tailored strategies, such as sensory provision, to help pupils regulate their emotions and behaviour. This inclusive approach ensures pupils thrive in a positive and respectful way.

Expected standard ●

Achievement

Expected standard ●

Pupils progress steadily as they move through the school. Teachers follow a well-sequenced and ambitious curriculum that helps pupils build knowledge securely over time. Published outcomes show that pupils achieve well in phonics, reading, writing and mathematics. Pupils with special educational needs and/or disabilities and disadvantaged pupils also achieve well. Gaps between groups of pupils continue to close as pupils move into key stage 2.

Pupils develop the knowledge and skills they need for the next stage of learning. Teachers identify gaps in learning quickly. They give targeted support that successfully helps pupils to catch up.

Leaders also ensure that pupils are prepared well for their transition to secondary school. Pupils grow in confidence and develop important personal qualities, such as honesty and kindness. These qualities, alongside their academic achievement, help them succeed in the present and prepare them for future learning.

Curriculum and teaching

Expected standard ●

Leaders have an accurate understanding of curriculum quality and teaching across the school. They use this insight to deploy staff effectively, allocate resources and take timely

action when improvements are needed. The curriculum is broad, ambitious and generally well sequenced across subjects and phases. Clear end points have been identified. Leaders are refining the curriculum further to strengthen consistency across the school.

There is a continual drive for pupils to secure core knowledge in reading, writing and mathematics. Every lesson begins with activities that help pupils to remember prior learning. This helps pupils to know and remember more. Leaders ensure pupils at the early stages of reading follow a systematic synthetic phonics programme. This is implemented consistently and effectively. Teachers use evidence-informed approaches and adapt lessons to meet pupils' needs, including those who are disadvantaged or have special educational needs and/or disabilities.

Leaders have provided some opportunities for staff to develop their subject knowledge. Training and support enable teachers to deliver the curriculum effectively. Further curriculum training would continue to benefit all staff.

Teaching approaches in subjects such as physical education (PE), music, and design and technology include enrichment opportunities for pupils. For example, chefs and structural engineers have visited. These opportunities help inspire pupils and bring the learning to life.

Early years

Expected standard 

The school ensures statutory requirements are met within the early years. The curriculum is ambitious and carefully sequenced to build knowledge and skills across all areas of learning. Staff plan purposeful activities that reflect children's interests and next steps, supporting positive progress from starting points. Speech and communication are prioritised in both the Nursery and the Reception Years. For example, 'Snack Chat' encourages children to talk about a theme during snack time. Adults model language effectively. They extend children's thinking through high-quality questioning and play.

Outdoor learning is a key focus for staff in the early years. For example, all Nursery children participate in weekly outdoor learning sessions across the school's forest area. The weather is not a barrier to learning here. These opportunities help children to develop their social and teamwork skills.

Robust transition arrangements ensure teachers know what each child can do and where support is needed. Staff work closely with parents and carers, sharing progress and strategies to support learning at home. The environment is safe, well organised and promotes exploration and independence. Positive relationships and routines help children feel secure and ready to learn. Consequently, children are ready for Year 1.

Inclusion

Expected standard 

Leaders have created an inclusive culture where every pupil is valued. They have a clear overview of pupils with special educational needs and/or disabilities, those who are disadvantaged and those known or previously known to social care. Staff identify pupils' needs quickly and accurately, in discussion with leaders and parents when appropriate. This ensures that pupils' barriers to learning and wellbeing are quickly addressed.

Leaders have high expectations for all pupils. Support is carefully tailored to individual needs and informed by professional advice where necessary. Staff receive training to support pupils' specific needs. This enables pupils to access learning confidently and successfully. Leaders monitor progress closely and provide targeted interventions that help pupils to catch up when required.

Pupil premium funding is used effectively to reduce pupils' barriers to learning. For example, younger pupils benefit from specialist speech and language intervention. This support helps pupils to hear and say sounds more precisely. Leaders also provide targeted emotional support for some pupils. This helps them to better understand how they are feeling.

Leaders work closely with families, professionals and external agencies to shape pupils' support and to raise aspirations. This collaborative approach ensures that pupils are well supported and prepared for future success.

Leadership and governance

Expected standard 

The leadership team has experienced a period of change. However, leaders have an accurate understanding of what is working well and what needs further improvement. Leaders are reflective. They have identified specific priorities for improvement that are underpinned by a clear rationale. Positive changes are not rushed. Leaders focus on embedding these changes before moving on to the next task.

Staff are positive about working in the school. They value the support they get to manage workload. The school has a collaborative and supportive culture. This approach helps to increase staff morale and wellbeing. Leaders give staff regular professional learning opportunities. These are purposeful and make a positive difference. But more needs to be done to ensure that all staff receive the right training at the right time. Staff, including early career teachers, feel trusted. They feel confident to try new ideas and approaches to help pupils learn.

Leaders and governors put pupils first. They focus on disadvantaged pupils, those with special educational needs and/or disabilities and those who may face other barriers to learning and their wellbeing. Leaders also work effectively with the local authority and other professionals. This ensures that they make decisions in the best interests of pupils.

Governors play an active role in shaping the school's vision, ethos and strategic direction. They, along with leaders, ensure this reflects the school's community. Governors bring a wide range of experience to the role. They ensure the school is meeting its statutory duties. They regularly support and challenge leaders. To strengthen this further, governors should be more robust when checking on leaders' actions to improve the school's curriculum.

Personal development and wellbeing

Expected standard 

Leaders place a high focus on the school's personal development and wellbeing programme. They build pupils' spiritual, moral, social and cultural understanding through lessons, assemblies and wider experiences. Pupils learn to respect others and understand right from wrong. They talk confidently about fairness and equality. For example, Year 6 pupils explain why discrimination is wrong and why stereotypes should be challenged.

Diversity is celebrated. Pupils reflect on stories such as 'The Boy at the Back of the Class' and learn about refugees and kindness. Assemblies teach British values such as democracy and respect. Pupils know these values and can explain them.

The school helps pupils develop social skills and confidence. Leadership roles such as school councillors, eco-warriors and sports leaders teach responsibility and teamwork. Pupils enjoy helping younger children and caring for the school environment. Clubs and enrichment activities give pupils opportunities to explore interests in music and sport. All pupils take part in annual performances and talent shows. These activities help to improve pupils' self-esteem.

Pastoral support meets pupils' needs effectively. Pupils feel safe asking for help. Relationships and health education is age-appropriate. Pupils learn about healthy relationships, online safety and healthy lifestyles. Year 1 pupils talk well about healthy eating. Year 6 pupils understand trust in relationships.

Trips and experiences, such as Viking Day and residential camps, build cultural knowledge and confidence. Leaders know these experiences are broad but want to plan them more systematically. They ensure that all pupils can and do take part in clubs and events. The school promotes respect, responsibility and resilience so pupils are ready for life beyond the school.

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

Pupils aspire to 'be the best they can be'. They typically achieve well throughout their time at the school. Pupils enjoy learning through a carefully designed curriculum that builds knowledge and skills over time. For example, in music, every pupil learns a range of instruments and performs regularly for the school community. Pupils show curiosity and enthusiasm in lessons. They use strategies such as the 5Bs (Brain, Book, Board, Buddy, Boss) to overcome challenges. This helps them to develop their resilience and perseverance.

Staff remove barriers to learning effectively. They provide tailored support for disadvantaged pupils and those pupils with special educational needs and/or disabilities. Staff work closely with families and external agencies to ensure pupils known to social care or facing additional challenges are fully included and supported. Staff continue to receive training and support to teach the curriculum well. Further training would strengthen curriculum delivery.

The school creates a sense of belonging. Pupils and families are welcomed daily into a nurturing environment where positive relationships flourish. Inclusion is central to school life. Every pupil accesses learning and takes part in assemblies, performances and enrichment activities. Opportunities beyond the academic curriculum, such as outdoor learning, and school events like the Hadleigh H Factor, develop pupils' confidence and broaden their experiences.

Pupils thrive in a safe and respectful environment. Behaviour is consistently strong. Pupils follow the school's three core values: honesty, kindness and respect. Staff celebrate these values in weekly 'wonder' assemblies. Pupils feel safe and know that trusted adults address

concerns quickly. Attendance is strong and reflects pupils' enjoyment of school. The curriculum and wider experiences prepare pupils well for life in modern Britain. Pupils learn respect, tolerance and responsibility.

Next steps

- Leaders should ensure that staff receive the training they need to continue to teach the curriculum consistently well.
 - Governors should further develop a consistent and robust approach to check the impact of leaders' work to improve the curriculum.
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About this inspection

The chair of the board of governors in this school is Mandy Gowers.

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, school leaders, representatives of the governing body, local authority, staff and pupils.

The school uses no alternative provision.

Headteacher: Joanne Deaves

Lead inspector:

Benjamin Axon, His Majesty's Inspector

Team inspectors:

John Crane, Ofsted Inspector

Nicola Shadbolt, Ofsted Inspector

Stephanie Wilcox, Ofsted Inspector

Rebecca McCutcheon, 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 13 January 2026

School and pupil context

Total pupils

516

Well above 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

546

Well above 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)

19.19%

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

1.16%

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: 3.5%

Pupils with special educational needs (SEN) support

10.85%

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	72%	61%	Above
2024/25 (revised)	70%	62%	Close to average
2023/24 (final)	70%	61%	Above
2022/23 (final)	77%	60%	Above

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)	72%	75%	Close to average
2023/24 (final)	81%	74%	Close to average
2022/23 (final)	86%	73%	Above

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)	79%	72%	Close to average
2023/24 (final)	75%	72%	Close to average
2022/23 (final)	82%	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	82%	73%	Above
2024/25 (revised)	80%	74%	Close to average
2023/24 (final)	77%	73%	Close to average
2022/23 (final)	90%	73%	Above

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	60%	46%	Above
2024/25 (revised)	53%	47%	Close to average
2023/24 (final)	67%	46%	Above
2022/23 (final)	64%	44%	Above

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	70%	62%	Above

Year	This school	National average	Compared with national average
2024/25 (revised)	53%	63%	Close to average
2023/24 (final)	83%	62%	Above
2022/23 (final)	79%	60%	Above

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	63%	59%	Close to average
2024/25 (revised)	53%	59%	Close to average
2023/24 (final)	75%	58%	Above
2022/23 (final)	64%	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	70%	60%	Above
2024/25 (revised)	59%	61%	Close to average
2023/24 (final)	75%	59%	Above
2022/23 (final)	79%	59%	Above

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	60%	68%	-7 pp
2024/25 (revised)	53%	69%	-16 pp
2023/24 (final)	67%	67%	-1 pp
2022/23 (final)	64%	66%	-2 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	70%	80%	-10 pp
2024/25 (revised)	53%	81%	-28 pp
2023/24 (final)	83%	80%	4 pp
2022/23 (final)	79%	78%	0 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	63%	78%	-15 pp
2024/25 (revised)	53%	78%	-25 pp
2023/24 (final)	75%	78%	-3 pp
2022/23 (final)	64%	77%	-13 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	70%	80%	-10 pp
2024/25 (revised)	59%	81%	-22 pp
2023/24 (final)	75%	79%	-4 pp
2022/23 (final)	79%	79%	-1 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)	4.5%	5.2%	Close to average
2023/24 (3 term)	4.7%	5.5%	Below
2022/23 (3 term)	4.7%	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)	10.1%	13.3%	Close to average
2023/24 (3 term)	8.8%	14.6%	Below
2022/23 (3 term)	9.9%	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.

The Office for Standards in Education, Children's Services and Skills (Ofsted) inspects services providing education and skills for children and learners of all ages, and inspects and regulates services that care for children and young people.

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