

Inspection of Little Hadham Primary School

Stortford Road, Little Hadham, Ware, Hertfordshire SG11 2DX

Inspection dates:	20 and 21 May 2025
The quality of education	Outstanding
Behaviour and attitudes	Outstanding
Personal development	Outstanding
Leadership and management	Outstanding
Early years provision	Outstanding
Previous inspection grade	Good

What is it like to attend this school?

This is a school where pupils flourish. They arrive eager and happy to learn in an inclusive and supportive environment. Pupils' learning is rich and purposeful across the curriculum. From the moment that they start school children build strong foundations in early number and literacy. High-quality texts and an engaging curriculum nurture a love of reading. These foundations give all pupils a strong start and support long-term success in literacy and mathematics.

Pupils show enthusiasm in their learning. This is typified in subjects such as history. They consider different perspectives and make meaningful connections across time. Pupils articulate their understanding with maturity. They are able to link historical events to present-day issues, showing empathy and thoughtful reflection.

Staff have high expectations and pupils meet them. Pupils listen respectfully, celebrate differences and show kindness. Relationships are strong. Pupils trust adults to support them and keep them safe. Behaviour is calm and respectful throughout the school.

Pupils feel heard, valued, and inspired to make a difference. They learn to lead through the school council, which launched the school's project to support food poverty. They engage in international projects that build cultural and global awareness. The 'green team' promotes sustainability through hands-on initiatives. Through these experiences, pupils build character and grow as confident, empathetic and responsible citizens.

What does the school do well and what does it need to do better?

The school provides a well-sequenced and highly ambitious curriculum from the early years onwards. Children in the early years gain the important knowledge and attitudes that they need to succeed. Across the school, staff use their strong subject knowledge to plan lessons that build pupils' knowledge over time. Pupils' misconceptions are identified and addressed quickly. Staff skilfully use questioning to check understanding and deepen pupils' thinking. Pupils enjoy their learning. They enthusiastically recall important knowledge confidently across the curriculum. Pupils learn to use subject-specific vocabulary with accuracy. As a result, pupils gain a deep understanding of different subjects. This enables them to use important knowledge to make connections across a wide range of subjects.

Staff are ambitious for all pupils, including those with special educational needs and/or disabilities (SEND). The needs of pupils with SEND are identified early, and support is put in place promptly. Staff are well trained and adapt teaching effectively so that all pupils can access the curriculum. The school works closely with parents and carers to ensure a shared understanding of pupils' needs. As a result, all pupils, including those with SEND, achieve exceptionally well across the curriculum.

Children begin learning to read as soon as they start school. Staff foster a love of reading from the earliest stages, using high-quality texts that capture children's interests. This continues throughout the school, supported by a library offering books from many genres, backgrounds and cultures. Phonics is taught systematically by skilled staff, enabling pupils

to read as soon as they can. Those who need additional help receive timely, targeted support. The school works closely with parents to reinforce phonics learning at home. As a result, pupils become confident, fluent readers.

Children in the early years quickly settle into well-established routines and expectations. Staff plan engaging activities that promote independence and early learning across all areas. Phonics and early language are prioritised and reinforced through high-quality interactions as pupils learn through play. Assessment is used effectively to adapt teaching and identify needs early, including for pupils with SEND. Children are well prepared for Year 1.

Pupils across the school enjoy their learning and feel supported to succeed. Leaders build strong, trusting relationships with families. This is driving improved attendance, especially for the most vulnerable pupils.

Personal development is central to the school's ethos. Pupils take part in activities that build empathy, promote rights and celebrate diversity. They speak confidently about fairness and understand discrimination linked to race, gender, religion and class. These themes are woven into the curriculum. Pupils explore poverty and privilege in Victorian Britain. They discuss religion and belief in the context of Darwin's theory. They also learn about racism through Rosa Parks, Nelson Mandela and the Windrush generation. As a result, pupils grow into well-rounded, empathetic individuals.

Pupils visit museums and galleries and enjoy theatre visits in school. Through growing and selling produce locally, they develop teamwork, responsibility and an understanding of sustainability. All pupils, including the most vulnerable, join a wide range of clubs. These rich experiences build confidence, belonging and ambition. Pupils are respectful, inclusive and well prepared for life in modern Britain.

Governors have a clear understanding of their responsibilities and provide strong support and challenge. Parents are overwhelmingly positive about the school and value its work. Staff feel exceptionally well supported by leaders and proud to be part of the school.

Safeguarding

The arrangements for safeguarding are effective.

How can I feed back my views?

You can use [Ofsted Parent View](#) to give Ofsted your opinion on your child's school, or to find out what other parents and carers think. We use information from Ofsted Parent View when deciding which schools to inspect, when to inspect them and as part of their inspection.

The Department for Education has further [guidance](#) on how to complain about a school.

Further information

You can search for [published performance information](#) about the school.

In the report, '[disadvantaged pupils](#)' is used to mean pupils with special educational needs and/or disabilities (SEND); pupils who meet the [definition of children in need of help and protection](#); pupils receiving statutory local authority support from a social worker; and pupils who otherwise meet the criteria used for deciding the school's [pupil premium funding](#) (this includes pupils claiming free school meals at any point in the last six years, looked after children (children in local authority care) and/or children who left care through adoption or another formal route).

School details

Unique reference number	117126
Local authority	Hertfordshire
Inspection number	10345167
Type of school	Primary
School category	Community
Age range of pupils	3 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	144
Appropriate authority	The governing body
Chair of governing body	Keith Hutt
Headteacher	Sinead Connolly
Website	www.littlehadham.herts.sch.uk
Date of previous inspection	13 December 2023, under section 8 of the Education Act 2005

Information about this school

- The school does not make use of any alternative providers.
- The school runs its own before- and after-school provision.

Information about this inspection

The inspectors carried out this graded inspection under section 5 of the Education Act 2005. During a graded inspection, we grade the school for each of our key judgements (quality of education; behaviour and attitudes; personal development; and leadership and management) and for any relevant provision judgement (early years and/or sixth form provision). Schools receiving a graded inspection from September 2024 will not be given an overall effectiveness grade.

- Inspections are a point-in-time evaluation about the quality of a school's education provision.
- Inspectors discussed any continued impact of the pandemic with the school and have taken that into account in their evaluation of the school.

- Inspectors met with the headteacher and other senior leaders. The lead inspector met with members of the governing body.
- The lead inspector held telephone conversations with the school's improvement partner.
- Inspectors carried out deep dives in these subjects: early reading, English, mathematics and history. For each deep dive, inspectors held discussions about the curriculum, visited a sample of lessons, spoke to teachers, spoke to some pupils about their learning and looked at samples of pupils' work. The inspectors also discussed the curriculum in some other subjects.
- To evaluate the effectiveness of safeguarding, the inspectors: reviewed the single central record; took account of the views of leaders, staff and pupils; and considered the extent to which the school has created an open and positive culture around safeguarding that puts pupils' interests first.
- The inspectors considered the views of parents through the responses to Ofsted Parent View.
- The inspectors considered the views of staff and pupils through meetings and informal discussions. Inspectors also considered the views of staff through their responses to Ofsted's online survey.

Inspection team

Cindy Impey, lead inspector

Ofsted Inspector

Laura Hewer

Ofsted Inspector

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Piccadilly Gate
Store Street
Manchester
M1 2WD

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