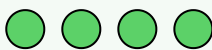


Wood Ley Community Primary School

Address: Lowry Way, Stowmarket, Suffolk, IP14 1UF

Unique reference number (URN): 124680

Inspection report: 10 February 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 have secured notable improvements to attendance. They monitor patterns closely and act quickly when concerns arise. They use clear systems that help them understand what supports pupils to attend well. Leaders intervene early with pupils and families. This work is highly effective. Attendance for pupils with special educational needs and/or disabilities and disadvantaged pupils has also improved over time.

Pupils behave very well across the school. Leaders have created a calm and orderly environment where expectations are clear and understood. Pupils arrive positively and settle quickly because routines are consistent. Staff greet pupils warmly, which builds trust and strengthens relationships. Pupils respond politely to adults. They understand the school's behaviour expectations thoroughly. For example, pupils talk confidently about how these link directly to the school's 6 core values.

Pupils show positive attitudes to learning and are enthusiastic about sharing their knowledge. Older pupils who hold leadership roles model the high expectations of behaviour. Leaders ensure that any harmful behaviour is dealt with swiftly and effectively. Pupils report feeling safe. Staff understand the behaviour policy and apply it consistently. Leaders assess pupils' individual needs well. They make appropriate adaptations for pupils in need of additional support. This helps them to behave well and join in successfully.

Inclusion

Strong standard ●

Leaders ensure that all pupils feel welcome and valued. Staff recognise swiftly when a pupil has a barrier to learning. This helps leaders identify the needs of disadvantaged pupils, pupils with special educational needs and/or disabilities and pupils who are known or previously known to children's social care. Staff use assessments, such as speech and language and dyslexia screening, to help build a clear understanding of each pupil's needs. Leaders work with parents and external professionals so that support is appropriate.

Leaders reduce barriers to learning through planned actions and clear adaptations. They identify targets and specific support to help pupils consistently engage in lessons and beyond. Teachers use this information to skilfully make adjustments so pupils can take part fully in lessons. Leaders then regularly review these with parents. If a pupil has gaps in their learning, staff provide targeted help. This helps them to catch up.

Leaders use additional funding for disadvantaged pupils very carefully. Disadvantaged pupils and those known to social care receive tailored support and equal access to wider opportunities. Work with the virtual school helps looked-after pupils succeed. Overall, improvements in outcomes and experiences are sustained for all pupils.

Personal development and wellbeing

Strong standard ●

The personal development programme is broad and well planned. Leaders link all aspects of this, including personal, social and health education, so learning is coherent. Pupils learn

about migration and refugees. They talk positively about being a 'School of Sanctuary' and how it helps them welcome others. Visitors, including Windrush elders, help pupils understand lived experiences. Trips support cultural and physical development. For example, pupils visit a farm and a church and attend historical themed days. Older pupils attend residential trips that build resilience, confidence and teamwork.

Pupils reflect on their own beliefs and listen to the experiences of others. Pupils speak confidently about fundamental British values, such as democracy and respect. They understand that families differ in culture, background and beliefs. Pupils explain that families may follow different rules, live in different countries or have different levels of income. They also think about moral issues. For example, older pupils can explain and challenge views they feel are unfair.

The relationships and health education programme helps pupils learn about relationships and staying safe in and out of school. Pupils learn how to stay safe online and know not to share personal information. Staff support pupil 'digital leaders' in advising other pupils about unsafe websites.

Pupils explore talents through art, music and photography projects led by professional musicians and artists. Clubs such as parkour, LEGO, crochet and singing support their interests and wellbeing. Leaders track the programme closely and adapt it when needed. Disadvantaged pupils take part regularly. Pupils with special educational needs and/or disabilities access the full offer because tasks and resources are adjusted very effectively.

Pastoral staff, including play therapy practitioners, provide targeted support. For example, this is very effective in supporting pupils to develop their social and emotional skills. Pupils feel cared for and are very well prepared for life beyond school.

Expected standard ●

Achievement

Expected standard ●

Pupils progress steadily as they move through the school. Pupils develop the basic skills they need in reading, writing and mathematics. Pupils leaving at the end of Year 6 achieve broadly in line with the national averages. Staff typically address errors in handwriting and spelling appropriately. This helps pupils to know what to improve. Interventions help pupils strengthen essential knowledge. Staff use clear prompts and questions that support pupils' understanding. These sessions give pupils more time with staff and help them catch up.

Pupils with special educational needs and/or disabilities and disadvantaged pupils generally achieve well. Staff identify gaps quickly and provide targeted support. This helps pupils catch up with their peers over time. Older pupils talk about previous learning with developing clarity. Pupils are typically well prepared for the next stage of education. They show confidence and positive attitudes that help them to be successful in their learning.

Curriculum and teaching

Expected standard 

Leaders typically have an accurate understanding of curriculum quality and teaching. They use this insight to deploy staff well and take timely action when improvements are needed. The curriculum is broad, balanced and planned across subjects and year groups. Leaders ensure it includes clear endpoints. Teachers have secure knowledge to deliver the curriculum effectively. They sequence learning so pupils build their knowledge over time. Pupils with special educational needs and/or disabilities (SEND) and those who are disadvantaged access a curriculum suited to their various starting points.

Leaders and staff understand pupils' needs very well. Support across the school is consistent and is a strength. Teachers make simple and effective adaptations in lessons. For example, they use visual prompts, familiar resources and small changes to tasks to provide support. Teachers' adaptations help pupils with SEND and those who are disadvantaged take part in learning successfully. Newer teaching approaches, such as pupils recapping previous learning more frequently, are beginning to have a positive impact on pupil achievement. However, these approaches are not yet having a consistent impact across all year groups and subjects.

Reading is a school priority. Staff teach early reading through the chosen phonics programme. Staff identify pupils who have gaps in essential knowledge, such as reading, writing or mathematics. They provide targeted support, so pupils can catch up quickly.

Early years

Expected standard 

Children are warmly welcomed each day. They build trusting relationships with staff quickly. Adults know children well and create a nurturing and safe environment. Routines are clear. This helps children to know what is expected of them. Staff interact purposefully with children. They model clear language and ask questions that build vocabulary. They create frequent opportunities for children to talk, listen and share ideas.

Leaders have designed an ambitious and sequenced curriculum. Staff plan activities that match children's interests and next steps. Teaching covers all areas of children's physical, social and emotional development. Staff identify gaps early and provide timely support, including for speech and language. Children, including those with special educational needs and/or disabilities, access a broad range of activities. Children typically progress well because learning builds over time.

Reading is a daily priority. Staff teach phonics well. This helps most children secure the early reading skills they need to become fluent readers. Staff promote independence, resilience and positive behaviour. Children typically leave the Reception Year ready for Year 1. Partnerships with parents and carers are positive. Staff share information regularly. This helps families support learning at home.

Leadership and governance

Expected standard 

Leaders show a secure understanding of the school's context, strengths and areas for development. They know what is working and are proud of their achievements. When an

area needs to be improved, this process is not rushed. Leaders provide clear guidance and support in a timely manner. This helps to develop consistency across the school. For example, leaders are currently developing teaching approaches around pupils recalling what they have learned.

Leaders act in the best interests of all pupils. They carefully consider the needs of disadvantaged pupils and pupils with special educational needs and/or disabilities. Their decisions show a commitment to inclusion and equality. Staff describe leaders as supportive, organised and approachable. They feel involved in decision-making and understand school priorities. Leaders support staff wellbeing through clear communication, teamwork and regular check-ins.

Governors play an active role. They understand statutory duties, including in relation to safeguarding and equality. Governors work closely with leaders and know the school well. They recognise financial pressures and support leaders in meeting pupils' needs. Governors collaborate with leaders in monitoring changes, such as how leaders reduce staff workload. They also challenge leaders appropriately when needed.

Leaders provide high-quality professional development. Training is informed by evidence and planned to build staff expertise. For example, support staff have developed specialist pastoral skills, such as emotional literacy work and play therapy. This has had a positive impact on pupils' wellbeing. Leaders and governors maintain positive partnerships with families and the community. These relationships help pupils feel included and supported.

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

Pupils at Wood Ley Primary School enjoy their learning. They talk confidently about what they know and remember. For example, they can eagerly explain key facts about the Second World War and the Egyptians. Pupils value the feedback teachers give them. This helps them to understand what they know and how to improve. They particularly like the 'early bird' morning sessions. Pupils who need extra help catch up through targeted support. This includes disadvantaged pupils and those with special educational needs and/or disabilities.

Pupils feel that they belong here. Leaders and staff greet them warmly at the school gates each morning. Pupils respond politely and settle quickly into daily routines. They interact very well during social times and enjoy games such as tag and using the multi-sport arena. Pupils' behaviour is calm and positive. They understand the school values and follow them consistently. As a result, pupils feel safe. Pupils benefit from wider opportunities, including carefully planned leadership roles, clubs and additional activities. These help them grow in confidence and develop compassion for others.

Pupils have trusting relationships with staff. When they have a worry, they feel well supported by adults. For example, they say that adults listen and look after them well. Bullying is very rare. Leaders deal with any concerns quickly when they arise. Pupils' attendance has notably improved. Leaders work closely with families when pupils find attending school difficult.

Pupils understand and appreciate diversity. For example, families have different beliefs and values and come from a range of different cultures. Pupils speak positively about these differences. They gain a secure understanding of responsibility, community and respect. Pupils learn how their actions affect others. This prepares them well for secondary school and life in modern Britain.

Next steps

- Leaders should ensure that their chosen teaching approaches are fully embedded so that pupils build consistently on prior learning and deepen their understanding over time.
-

About this inspection

The chair of the board of governors in this school is Nick Wager.

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 and the local authority, staff and pupils.

The inspectors confirmed the following information about the school:

The school uses no alternative provision.

Headteacher: Mrs Sandra Renwick

Lead inspector:

Benjamin Axon, His Majesty's Inspector

Team inspectors:

Charlotte Martin, Ofsted Inspector

Mark Carter-Tufnell, His Majesty's 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 10 February 2026

School and pupil context

Total pupils

310

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

315

Close to 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)

16.45%

Below 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

2.58%

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

13.87%

Close to average

What does this mean?

The proportion of pupils with reported special educational support needs at the school.

National average: 15%

Location deprivation

Well 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	59%	61%	Close to average
2024/25 (revised)	49%	62%	Below
2023/24 (final)	64%	61%	Close to average
2022/23 (final)	62%	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	66%	74%	Below
2024/25 (revised)	60%	75%	Below
2023/24 (final)	71%	74%	Close to average
2022/23 (final)	67%	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)	76%	72%	Close to average
2023/24 (final)	78%	72%	Close to average
2022/23 (final)	76%	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	77%	73%	Close to average
2024/25 (revised)	76%	74%	Close to average
2023/24 (final)	76%	73%	Close to average
2022/23 (final)	80%	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	33%	46%	Below
2024/25 (revised)	13%	47%	Below
2023/24 (final)	S	46%	S
2022/23 (final)	44%	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	43%	62%	Below

Year	This school	National average	Compared with national average
2024/25 (revised)	38%	63%	Below
2023/24 (final)	S	62%	S
2022/23 (final)	44%	60%	Below

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	57%	59%	Close to average
2024/25 (revised)	50%	59%	Close to average
2023/24 (final)	S	58%	S
2022/23 (final)	67%	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	57%	60%	Close to average
2024/25 (revised)	50%	61%	Close to average
2023/24 (final)	S	59%	S
2022/23 (final)	67%	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	33%	68%	-34 pp
2024/25 (revised)	13%	69%	-57 pp
2023/24 (final)	S	67%	S
2022/23 (final)	44%	66%	-22 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	43%	80%	-37 pp
2024/25 (revised)	38%	81%	-43 pp
2023/24 (final)	S	80%	S
2022/23 (final)	44%	78%	-34 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	57%	78%	-21 pp
2024/25 (revised)	50%	78%	-28 pp
2023/24 (final)	S	78%	S
2022/23 (final)	67%	77%	-11 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	57%	80%	-23 pp
2024/25 (revised)	50%	81%	-31 pp
2023/24 (final)	S	79%	S
2022/23 (final)	67%	79%	-13 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)	5.0%	5.2%	Close to average
2023/24 (3 term)	5.1%	5.5%	Close to average
2022/23 (3 term)	5.1%	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)	12.7%	13.3%	Close to average
2023/24 (3 term)	11.0%	14.6%	Below
2022/23 (3 term)	11.1%	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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