

Eileen Wade Primary School

URN: 109443 | Inspected: 02 December 2025

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.

Achievement

Expected standard

Pupils generally achieve in line with the national averages at the end of Year 6. They demonstrate secure knowledge in reading and writing through their English and mathematics work. Pupils' achievement in the Year 4 multiplication check is above average and reflects teachers' clear delivery of the mathematics curriculum. This enables pupils to do well. Most pupils pass the phonics check at the end of Year 1. Disadvantaged pupils progress well. Staff identify the gaps in their learning and provide highly targeted support to help them fill these. Pupils do not use their well-developed writing skills as effectively in some subjects as they do in English. Therefore, they are more likely to miss capital letters and punctuation in the wider curriculum. Pupils also do not consistently use their phonics knowledge when attempting to spell unfamiliar words. As a result, some pupils do not write as accurately in other subjects as they should.

Curriculum and teaching

Expected standard

Leaders have ensured that an ambitious and comprehensive curriculum is in place. Most classes are mixed-age and leaders have designed the curriculum so that pupils build their learning in a clear sequence over time. They have trained staff well, particularly in the delivery of core areas such as English and mathematics. For example, leaders ensure that staff skilfully use images and models to help pupils understand number. Vocabulary is taught in a clear and simple way. Teachers explain new words and remind pupils about them so that pupils remember and use them. Leaders make sure that pupils develop secure early writing skills. In English lessons, this includes how to form letters and how to write simple sentences. Teachers break this learning into small, manageable steps so that pupils can remember it and build on it over time. Leaders prioritise early reading and make sure that pupils start learning to read as soon as they join the school. They provide a wide range of books for pupils, including texts that reflect life in modern Britain and beyond. Leaders ensure that pupils with special educational needs and or disabilities (SEND) have the right support and resources they need to access the same curriculum as their peers. This includes things like visual aids, reminders and step-by-step guidance. Additional support from staff helps pupils with SEND keep up with reading, writing and mathematics.

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Early years

Expected standard

From the start of the Reception Year, there is a high emphasis on speaking, communication and ensuring that children use the correct vocabulary. Staff model spoken language well through the various activities and group tasks. Leaders ensure that reading is taught right from the start. Children love sharing books with the staff. They take part in a wide range of activities that help them develop fine and large motor skills in preparation for writing. Most children can write clearly and at length by the end of the Reception Year. The school works closely with parents and carers to support children's development. Leaders use assessment at the start of the Reception Year to identify any children with special educational needs and/or disabilities. The school accesses external training where needed to support children with the right help. They use this information to put the right support in place early, helping children to get off to a positive start in their learning. By the end of the Reception Year, most children, including those who are disadvantaged, are well prepared for the learning in Year 1.

Inclusion

Expected standard

Leaders and staff get to know pupils really well, including those with special educational needs and/or disabilities (SEND) and those who are disadvantaged. Leaders rapidly identify any needs as soon as pupils start at the school. They seek external advice when required and provide effective training for staff. Pupils with SEND receive carefully planned adaptations so they can access the same learning as their peers. As a result of this targeted support, pupils with SEND progress well. All disadvantaged pupils take part in the same high-quality activities as others. Leaders can clearly explain the positive impact this has on pupils' success because they know each individual well. Leaders ensure that quality pastoral support is available. They put this in place promptly as and when it is needed. They base this support on their secure knowledge of individual families, including those previously known to social care. Leaders foster strong aspirations for their pupils, finding what pupils are passionate about and supporting them to follow this. The school does not use any alternative provision.

Leadership and governance

Expected standard

Leaders know their school well. They understand its strengths as well as the areas that need further improvement. Their priorities for improvement are correctly focused on improving pupils' use of early writing skills across the curriculum. They have ensured that staff are well trained, particularly in the delivery of the core subjects of English and mathematics. This supports continual improvement. The school has made sure that there is leadership time dedicated for pupils with special educational needs and/or disabilities. This means staff receive the right guidance, training and support to meet pupils' individual needs. Leaders also make sure that disadvantaged pupils are able to benefit from the same opportunities as everyone else. Governors ensure that they hold leaders appropriately to account. They provide appropriate support and challenge, which helps to

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promote ongoing improvement across the school. They maintain a clear focus on ensuring that resources are used appropriately to meet the needs of pupils. Governors also carry out their statutory duties, such as checking on safeguarding practice. Staff enjoy working at the school and feel that their wellbeing is supported by leaders. This helps to create a positive and supportive environment, which helps pupils to achieve well.

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

Pupils are very happy at this school and many do well. They feel safe because adults know them individually and look after them. Pupils show a keen interest in their learning. They talk confidently about what they have learned. For example, they can explain how the lives of children in other countries differ from their own. Pupils experience effective teaching and, as a result, generally achieve in line with national outcomes by the end of Year 6. This begins in early years, where children develop positive attitudes to learning. Pupils are supported by adults who know them extremely well. Pupils with special educational needs and/or disabilities have their needs understood. They receive support that is appropriately targeted. At Eileen Wade, pupils feel part of a close and friendly community where everybody knows one another. The older pupils look out for the younger ones. Pupils in Years 5 and 6 organise games at playtimes and run after-school clubs. Playtimes offer a lot of choice. Pupils enjoy taking part in races on wheeled toys, building forts and playing team games. Pupils also benefit from a wide range of activities that enhance their learning. They play steel drums and the flute. Pupils meet a variety of visitors, including local farmers. This helps them to understand their community. Pupils feel encouraged, as school leaders help them develop their individual talents, including in areas such as writing and football. Pupils behave well. They understand the clear expectations and confidently follow these. If pupils find this hard, which is rare, they receive caring support to help them learn how to manage their emotions and actions. Bullying is also rare, but dealt with promptly and appropriately. Pupils feel well prepared for secondary school. They enjoy joining activities with the federated school, which helps them feel part of a wider community.

Next steps

- Leaders should ensure that pupils consistently apply basic writing skills, such as punctuation and capital letters, across the wider curriculum beyond English.
- Leaders should embed new approaches to teaching spelling so that pupils continue to use phonics beyond the early years and Year 1.

Attendance and behaviour

Strong standard

Leaders have a comprehensive understanding of pupils' backgrounds and needs. They use this knowledge well to ensure that pupils receive highly effective support. This includes pastoral support that is put in place rapidly when needed. Leaders work closely with families to remove barriers to attendance. As a result of these actions, pupils' attendance is above the national average. Pupils are motivated to work well. Staff all have the same high expectations for them. Poor behaviour is extremely rare. Older pupils act as positive role models for younger ones and see this as an important responsibility. They organise clubs and events, such as table tennis

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tournaments, for younger pupils. The school reinforces positive behaviour, for example by rewarding pupils who show good table manners or who help younger pupils in the dining hall. If there is a need to adapt provision, such as for pupils with special educational needs and/or disabilities, or pupils who present with challenging behaviour, this is done in a positive and caring way. When required, the school seeks expert advice to ensure these pupils are well supported. Personal development and well-being Strong standard The school encourages pupils to regularly reflect on issues that affect life beyond their school. Pupils are reflective and are taught to ask well-considered questions. Through assemblies, pupils develop their moral and spiritual understanding. Pupils are clear that everyone is welcome in their school. They can give examples of how they have made friends with pupils who have joined the school from other countries. The school actively promotes British values. Pupils learn about democracy, fairness, respect for the rule of law and individual liberty through everyday school life. These experiences help pupils develop strong character traits such as responsibility, resilience and respect. Pupils are polite, respectful and welcoming. They show enthusiasm for all aspects of school life. This demonstrates how well prepared they are for life beyond primary school. The personal, social and health education is well planned and taught effectively. Pupils remember key concepts and speak confidently about what they have learned. Staff know individual pupils exceptionally well. This enables them to identify promptly when anyone needs extra pastoral support. Pupils speak positively about how supportive and caring this is. Pupils are taught to keep themselves safe, both online and offline, and are clearly able to explain how to do this. All pupils take part in the wide range of opportunities beyond the core curriculum, including those pupils who have special educational needs and/or disabilities or who are disadvantaged. Despite the small size of the school, pupils benefit from a broad range of cultural experiences that enrich their learning and support their personal growth. These opportunities are progressive over time. They include outdoor learning and community action that lead to formal awards that increase in challenge each year. These activities help to increase pupils' self-esteem and confidence.

Expected standard

For detailed performance data including disadvantage gap analysis, historical trends, and comparison tables, visit the school's profile on WhatSchool:

<https://whatschool.ai/en/school/eileen-wade-primary-school-huntingdon>