

Holton St Peter Community Primary School

Address: Bungay Road, Holton, Halesworth, Suffolk, IP19 8PL

Unique reference number (URN): 144442

Inspection report: 27 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.

Expected standard

Achievement

Expected standard 

Pupils generally progress well through the school's curriculum. They can typically recall key knowledge they have previously learned. For example, in science, pupils can speak confidently about classification and microorganisms. They can also explain the role of bacteria in the natural world. In geography, pupils confidently discuss mountain ranges across continents. Pupils typically achieve well in statutory assessments. However, in writing and mathematics, some pupils do not attain as well as they could at the higher standard.

Pupils typically develop core skills in reading, communication, writing and mathematics. This starts in the early years. Pupils successfully learn phonics and early reading skills, which prepares them well for the next stage of their learning journey. Core knowledge in writing is less secure for some pupils. For example, the quality of some pupils' handwriting and presentation is inconsistent. Leaders have begun to address this.

Attendance and behaviour

Expected standard 

Leaders check attendance diligently. They understand patterns of absence for individual pupils and for pupil groups. Leaders recognise the importance of being supportive and offering early help to families when they can. For example, access to breakfast club has helped some pupils attend school regularly each day. Pupils are punctual. They know they need to arrive at school on time. The school offers a soft start to the day, with a 15-minute arrival window. This helps pupils arrive at school on time. Overall, pupils' attendance is similar to other pupils nationally and is improving steadily over time.

Behaviour across the school is generally positive. Leaders have established calm and consistent routines, which pupils follow well. Staff greet pupils each morning and create a caring start to the day. Pupils respond politely and settle quickly. Classrooms are orderly, and pupils understand the school rules. They say the rules help them focus because they are clear and simple. Bullying incidents are rare. Pupils understand what bullying is and trust adults to act quickly should any incidents occur. Leaders respond promptly to any concerns. They provide adaptations when pupils need additional support to behave well. This contributes to a respectful and safe school culture.

Curriculum and teaching

Expected standard 

Leaders have a typically accurate understanding of curriculum quality and teaching. They use this insight to deploy staff effectively. Leaders take timely action when improvements are needed. For example, they have recently reviewed the curriculum to meet the learning needs of pupils in mixed-age classes. Staff adapt teaching carefully so that pupils with special educational needs and/or disabilities and those who are disadvantaged can access their learning successfully. They provide targeted help so that pupils typically catch up quickly when needed.

The curriculum has clear end points and a logical order that helps pupils build knowledge over time. Teachers check what pupils know and can remember. They provide opportunities

for pupils to recap previous learning. This helps pupils connect what they have learned in the past with their current learning. However, at times, teachers do not provide some pupils with sufficient opportunities to deepen their knowledge. For example, sometimes, in mathematics, tasks are repetitive and lack sufficient depth. When this happens, pupils do not achieve as well as they could.

Leaders provide training that helps teachers develop subject expertise. This generally results in appropriate delivery of curriculum content. Leaders' work to improve how well the writing curriculum is taught is at an earlier stage. This means that there is some unevenness in how well some pupils learn to write.

Early years

Expected standard 

Staff in the early years typically build positive relationships with children. Well-established routines help children to settle quickly. Staff create a calm and nurturing environment. They interact skilfully with children. Staff model language clearly and use questioning to extend children's curiosity. This helps children develop appropriate communication and language skills from age 2 onwards. Staff identify gaps in children's knowledge and skills early. They adapt provision so that children, including those with special educational needs and/or disabilities or those who are disadvantaged, progress appropriately from their starting points.

The early years curriculum is well structured and sequenced. It supports children's development across all areas of learning. Teaching starts in the nursery provision and builds systematically in the Reception Year. For example, in the Nursery Year, children as young as 2 enjoy hearing stories and joining in with rhyming activities together. Children in the Reception Year use their phonics knowledge to read simple words. They are beginning to read more complex words with increasing fluency. This prepares children well for their learning in Year 1.

Children show growing independence and positive behaviour. They learn to share, take turns and manage their own feelings. Online communication systems are used effectively to keep parents and carers informed about their children's progress.

Inclusion

Expected standard 

Leaders promote an inclusive culture. Staff identify pupils' additional needs quickly and accurately. Leaders, parents and carers work together to make sure pupils receive appropriate support. Where needed, personalised support plans are used well. These plans include the views of staff, pupils and parents. Leaders review the plans in a timely way to ensure they remain appropriate.

Staff receive suitable training. This helps them support pupils with special educational needs and/or disabilities (SEND) and those who are disadvantaged. Where needed, staff make appropriate adaptations to help pupils with SEND achieve the intended learning. Leaders also work closely with external professionals to remove barriers to learning. For example, speech and language therapists and play therapists give helpful advice. This ensures support for pupils is purposeful.

Leaders check pupils' progress carefully. They track the impact of additional support. Targeted help in reading and mathematics often helps pupils catch up. Leaders use academic and wider measures to check how well additional funding improves provision for eligible pupils. Disadvantaged pupils usually access enrichment because financial barriers are removed. However, at times, leaders' use of additional funding lacks clear focus. This means that some pupils do not benefit as well as they could from this funding.

Leadership and governance

Expected standard 

Leaders have an accurate overview of each area of the school's work. They know the school's strengths and set appropriate priorities. For example, a priority this year focuses on developing pupils' oracy skills. Leaders have provided staff with ongoing training and guidance so staff have the confidence and knowledge to support pupils' spoken language well.

Staff describe leaders as 'supportive', 'approachable' and 'professional'. Leaders place a high priority on effective communication. As a result, staff feel well informed and understand leaders' expectations.

Leaders and the trust recognise the importance of developing staff leadership skills and confidence. For example, this year the trust enabled teachers across its schools to work in pairs and learn from one another. This collaborative approach has strengthened professional relationships and further enhanced teaching practice.

Trust leaders and governors meet statutory duties and hold school leaders to account. The trust challenges and supports school leaders effectively. Key areas such as safeguarding, support for pupils with special educational needs and/or disabilities, curriculum and finance are regularly prioritised.

Leaders provide clear support for staff wellbeing. Staff report that they feel valued and cared for. Informal check-ins, opportunities to raise concerns and purposeful follow-up actions help to maintain staff morale. The trust also keeps staff wellbeing under review. For example, it undertakes regular staff surveys, reviews responses and implements positive changes where needed. Staff appreciate this level of support.

Personal development and wellbeing

Expected standard 

Leaders provide a broad and typically effective personal development programme. The school has strengthened pupils' spiritual, moral, social and cultural development through well-thought-out initiatives. Staff work closely with charities, such as UNICEF, to teach pupils about their rights. Pupils understand their responsibilities and the importance of having a voice. They can explain why the UN Rights Council matters and how it helps them support others. Pupils also know that some children in the world do not have their rights respected. This increases pupils' empathy and moral awareness.

Pupils develop an understanding of how to stay healthy. Activities, such as 'try it Tuesday', encourage pupils to taste new foods and make healthier choices. The school also teaches pupils how to stay safe online. Pupils can explain why they should not share personal information, accept unknown friend requests or open suspicious links.

The personal, social and health education and relationships curriculums are well structured and support pupils' wider wellbeing. Pupils reflect on friendships, emotions and personal challenges. Many can explain strategies that help them manage their own feelings. A targeted programme provides tailored support for some pupils. Leaders track this carefully and adapt support when required.

Pupils learn about different faiths and understand why respect for different beliefs matters. They take part in leadership opportunities, including the eco-council, which promotes responsibility for the environment. Cultural development is supported through curriculum experiences, such as food tasting events.

Leaders provide a range of clubs, including in art, sport, drama and mindfulness. They typically check who takes part and remove barriers for disadvantaged pupils and pupils with special educational needs and/or disabilities. This includes by providing financial support and additional adult support. As a result, pupils develop their interests, confidence and positive character traits.

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

Holton St Peter Primary sits at the heart of its village community. The school is proud of its strong local links. Pupils typically enjoy learning the school's carefully sequenced and interesting curriculum. They generally achieve well in national assessments and build the knowledge and skills they need for the next stage of their learning. For example, pupils learn to read with accuracy in the early years and develop increasing reading fluency as they move through the school.

Pupils with special educational needs and/or disabilities usually achieve well from their starting points. Staff identify any barriers to learning early and provide timely support. They adapt learning to help pupils access the curriculum alongside their peers.

Pupils feel safe and well cared for by staff. They trust staff to deal with issues, such as bullying, quickly. Positive relationships are well established. This begins as pupils arrive each morning and continues throughout the day. Leaders enhance the curriculum through broader experiences, such as visits to a mosque, opportunities to work with artists and the 'Holton 50'. A broad range of clubs allows pupils to develop their interests and talents.

Pupils typically behave well. They know they must be ready, respectful and safe. Pupils understand these expectations because staff teach routines clearly and reinforce these consistently. Attendance is generally positive. Pupils arrive on time each day. When concerns arise, leaders work effectively with families to remove barriers to attendance.

Leaders carefully consider pupils' wider development. Pupils know how to stay safe online and in the community. They learn about rights, responsibilities and citizenship. Pupils enjoy opportunities to put this learning into practice through leadership roles, such as acting as eco-councillors and members of the school's UN rights council. Pupils develop kindness, fairness and a strong sense of what it means to be an active citizen. This prepares them well for life in modern Britain.

Next steps

- Leaders should ensure teachers have the knowledge they need to teach the curriculum well so that pupils build a depth of knowledge and secure the knowledge and skills they need to write well.
 - Leaders should ensure that staff adapt learning activities with sufficient precision so that all pupils learn the school's ambitious curriculum.
 - Leaders should ensure that additional funding is used effectively and makes a positive difference to eligible pupils' achievement and the support they receive.
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About this inspection

This school is part of ASSET Education Trust, which means other people in the trust also have responsibility for running the school. The trust is run by the chief executive officer (CEO), Jacqueline Bircham, and overseen by a board of trustees, chaired by Simon Evans-Evans.

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.

Inspection activities:

Inspectors spoke with school leaders, including the acting headteacher, pupils and parents. They also spoke with the chair of governors, representatives of the trust, including the CEO, and trustees during the inspection.

The inspectors confirmed the following information about the school:

The school uses no alternative provision.

Acting Headteacher: Charlotte Hammond

Lead inspector:

Benjamin Axon, His Majesty's Inspector

Team inspector:

Julie Winyard, 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 27 January 2026

School and pupil context

Total pupils

130

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: 272

School capacity

116

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)

19.23%

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

0.77%

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

13.85%

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

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	52%	61%	Below
2024/25 (revised)	50%	62%	Below
2023/24 (final)	58%	61%	Close to average
2022/23 (final)	50%	60%	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	80%	74%	Above
2024/25 (revised)	75%	75%	Close to average
2023/24 (final)	83%	74%	Above
2022/23 (final)	81%	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	68%	72%	Close to average
2024/25 (revised)	63%	72%	Below
2023/24 (final)	75%	72%	Close to average
2022/23 (final)	69%	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	64%	73%	Below
2024/25 (revised)	69%	74%	Close to average
2023/24 (final)	67%	73%	Close to average
2022/23 (final)	56%	73%	Below

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	25%	46%	Below
2024/25 (revised)	S	47%	S
2023/24 (final)	S	46%	S
2022/23 (final)	S	44%	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	88%	62%	Above

Year	This school	National average	Compared with national average
2024/25 (revised)	S	63%	S
2023/24 (final)	S	62%	S
2022/23 (final)	S	60%	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	25%	59%	Below
2024/25 (revised)	S	59%	S
2023/24 (final)	S	58%	S
2022/23 (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	50%	60%	Below
2024/25 (revised)	S	61%	S
2023/24 (final)	S	59%	S
2022/23 (final)	S	59%	S

‘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	25%	68%	-43 pp
2024/25 (revised)	S	69%	S
2023/24 (final)	S	67%	S
2022/23 (final)	S	66%	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	88%	80%	8 pp
2024/25 (revised)	S	81%	S
2023/24 (final)	S	80%	S
2022/23 (final)	S	78%	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	25%	78%	-53 pp
2024/25 (revised)	S	78%	S
2023/24 (final)	S	78%	S
2022/23 (final)	S	77%	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	50%	80%	-30 pp
2024/25 (revised)	S	81%	S
2023/24 (final)	S	79%	S
2022/23 (final)	S	79%	S

‘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)	6.0%	5.2%	Above
2023/24 (3 term)	6.1%	5.5%	Close to average
2022/23 (3 term)	6.5%	5.9%	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
2024/25 (2 term)	14.3%	13.3%	Close to average
2023/24 (3 term)	14.1%	14.6%	Close to average
2022/23 (3 term)	20.6%	16.2%	Above

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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