

Glade Academy

Address: Knappers Way, Brandon, Suffolk, IP27 0DA

Unique reference number (URN): 145476

Inspection report: 15 September 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 and staff welcome pupils in a warm and friendly way at the start of the school day. This sets the tone for a positive day and reinforces the school's positive atmosphere.

Leaders have worked on 'making school too good to miss'. This helps pupils and their families understand the importance of regular attendance. Leaders monitor the attendance of pupils closely. They understand the barriers that prevent some pupils from attending school regularly. This allows leaders to identify early signs of increasing absence. Leaders work collaboratively with families to improve pupils' attendance. Pupils also contribute to this process through the school's embedded 'wishes and feelings' work.

Leaders have created a culture of high expectations for pupils and their behaviour. Consequently, pupils understand staff's expectations and how they should treat others. They are able to articulate why it is important to model the school's core values. Pupils show self-discipline and dedication towards their learning. Older pupils act as role models in the younger years by helping them at breaktimes and lunchtimes. This creates a positive atmosphere for learning in which pupils feel comfortable asking each other for support.

Early years

Strong standard ●

Children settle into life in the early years quickly. Leaders have carefully considered the curriculum so that it prepares children well for the next stage in their learning. It has been developed to allow children to gain core knowledge in reading, writing and mathematics. Leaders and staff in the early years make strategic decisions about the placement and timing of activities. This helps children become familiar with activities. Leaders have redeveloped the curriculum for phonics. Consequently, children are more confident in applying their phonics knowledge to their learning. Meaningful interactions help to develop children's spoken language and refine their vocabulary.

Children learn routines that set stable foundations for their journey at school. They know the routines and are introduced to the school's core values. Children enjoy playing on the slide or pretending to go to work. Skilled practitioners use these activities to reinforce children's learning.

Staff in the early years provide effective support for children joining the school and preparing to move into key stage 1. Leaders oversee this process so that children with special educational needs and/or disabilities and those from disadvantaged backgrounds receive appropriate support.

Inclusion

Strong standard ●

Leaders have fostered a caring culture of inclusion at Glade Academy. They have achieved this through their detailed knowledge of the school's pupils. This equips staff to support pupils in overcoming barriers to their learning. Leaders have developed systems that allow

pupils to express their wishes and feelings. Consequently, pupils feel consulted and are equipped to become resilient and independent learners.

Leaders support staff to adapt lessons precisely through the use of pupil passports and individual support plans. Through regular review meetings, leaders monitor and evaluate the individual support provided to pupils. This allows leaders to track pupils' progress and systematically adjust their approach. The school works well with external agencies to support pupils and their families where necessary.

Leaders' effective use of pupil premium funding helps pupils from disadvantaged and other vulnerable backgrounds receive targeted support. They receive bespoke support and guidance. As a result, they participate fully in all opportunities offered by the school.

Leaders have developed a comprehensive programme of training and professional development. Consequently, staff adapt their practice and intervene precisely to support pupils. This helps staff provide effective support so that pupils from disadvantaged backgrounds achieve well.

Leadership and governance

Strong standard ●

Leaders are clear about the school's role in the local community. They have created a cohesive, inclusive and supportive environment. Leaders have established effective systems to maintain oversight of the school's strengths and areas for development. They also understand the needs of the community the school serves. This allows them to be responsive to its emerging needs and tailor their approaches accordingly. The trust and those responsible for governance systematically review leaders' decisions. This approach means that the school is outward-looking. Decisions are professionally challenged in the best interests of its pupils and community.

The trust and those responsible for governance remain close to the work of the school and its community. Consequently, they have local knowledge and can use this when implementing change.

Leaders are committed to developing staff through a robust learning programme. Staff also participate in opportunities led by the trust. This promotes cohesive working and the sharing of good practice. This approach means that pupils benefit from well-trained and reflective staff.

Staff feel well supported in their work and are supportive of leaders and their aims. They feel valued in a culture of mutual respect and professional development.

Personal development and wellbeing

Strong standard ●

Pupils benefit from a bespoke personal development and wellbeing programme. This programme is created alongside pupils to ensure that it is engaging and relevant. It enables pupils to become active citizens in the local community. Leaders have carefully considered their approach so that it meets the needs of the school and community. It is driven by the school's core values of respect, resilience and teamwork. Through it, pupils learn about tolerance and the importance of being a good citizen. As a result, pupils can speak

confidently about fundamental British values, life in modern Britain and the importance of acceptance. They demonstrate an understanding of different faiths and respect for diversity.

Leaders have worked closely with the local community to foster links with local churches, residents and care homes. Pupils talk positively about these links and the impact they have on them and their locality. They are actively engaged through fundraisers and the school council.

The school offers a variety of pupil leadership opportunities and clubs. These include leadership roles on the school council and as library monitors, alongside a range of sporting activities. As a result, pupils are actively engaged in shaping their school community. They understand the importance of everybody's voice being heard and of voting democratically. This results in a clear sense of cohesion, belonging and purpose.

Pastoral support is regularly monitored to ensure that it is having a positive impact on pupils and their wellbeing. As a result of the personal development and wellbeing curriculum, pupils have a clear understanding of healthy eating, relationships and online safety. This helps pupils develop independence and prepares them for the next stage of their education.

Additional opportunities allow pupils to experience life beyond the classroom. These opportunities include exploring nature, attending careers presentations and residential trips. Leaders monitor participation in these opportunities to ensure that all pupils benefit from them.

Expected standard

Achievement

Expected standard

Leaders are reflective about the impact that their work is having. They have prioritised the improvement of the phonics provision. Consequently, pupils' phonics outcomes have improved. Pupils use this skill across the curriculum to read more complex texts with confidence.

Pupils progress through the curriculum well. This is evident in the quality of the written work that they produce.

Disadvantaged pupils make effective progress from their starting points. However, leaders recognise that this is not yet the case for every pupil. They continue to strengthen the support provided and regularly check how well additional help is working. This helps leaders provide support that has a positive impact on pupils' learning and achievement.

Leaders use assessment effectively to monitor how well pupils have understood key aspects of their learning. This allows leaders to plan next steps based on pupils' emerging needs.

Leaders have designed an ambitious, broad and balanced curriculum. It is carefully matched to the needs of the school's pupils. This has a positive impact on pupils' progress through the curriculum. Teachers use their secure subject knowledge to model new concepts clearly. They ensure that pupils regularly recall and consolidate their learning. Interactive subject vocabulary displays in classrooms further support this. This helps pupils revisit and consolidate core knowledge. Teachers also use a blend of techniques, including partner talk and writing frames, to engage pupils actively in their learning.

Leaders carefully consider pupils with special educational needs and/or disabilities and those from vulnerable backgrounds when designing the curriculum. These pupils make effective progress from their starting points. Pupils speak positively about the curriculum and what they learn. This helps pupils engage in meaningful discussions about their learning.

Leaders have refined the school's phonics programme and regularly check that it is effective. Staff deliver it well. Pupils who need additional help with reading receive targeted support.

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

Leaders know their pupils well. Pupils talk confidently about how staff help them to flourish and develop as individuals. They benefit from a warm and welcoming environment. There is a culture of high expectations. Pupils' sense of belonging to the school community means that they interact in a supportive and kind manner. Leaders support pupils in a collaborative and consistent way. Consequently, pupils feel welcome and valued at school. Pupils benefit from well-structured outdoor areas. These include an outside book shed and multi-use games area. They enjoy these facilities while interacting with and supporting each other at breaktimes and lunchtimes.

The school's core values of respect, resilience and teamwork underpin leaders' decisions and actions. Pupils can articulate what these mean and why they are important. Together with familiar routines, these values help pupils develop confidence and independence. As a result, they are well prepared for the next stage in their education.

Pupils benefit from a well-planned programme of personal development and wellbeing. Through it, pupils become active, caring and respectful citizens in the local community and beyond. This fosters a sense of pride and belonging among pupils and their families, contributing to a happy and friendly atmosphere. Pupils are well prepared for life in modern Britain through a wide range of clubs and leadership opportunities. They also enjoy visits to local country parks, churches and lakes.

Pupils produce high-quality work as they progress through the well-considered and ambitious curriculum. It equips pupils, including those with special educational needs and/or disabilities and those from disadvantaged backgrounds, to develop core knowledge effectively. They are well informed about their next steps and how to achieve them.

Next steps

- Pupils produce high-quality work. However, this is not yet reflected in national tests and assessments at the end of key stage 2. Leaders should continue to focus on improving outcomes in this area.
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About this inspection

This school is part of the Eastern Multi Academy Trust (EMAT), which means other people in the trust also have responsibility for running the school. The trust is run by the chief executive officer (CEO), Paul Shanks, and overseen by a board of trustees, chaired by Graham Pearson. The chair of the local governing board is Maureen Eade.

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, chief executive officer (CEO), director of education, trustees and other school leaders during the inspection.

The inspectors confirmed the following information about the school:

At the time of the inspection, the school had 164 pupils on roll.

The school does not use any alternative provision.

Headteacher: Tracey McCarthy

Lead inspector:

Ross Marks, His Majesty's Inspector

Team inspectors:

Sarah Merritt, Ofsted Inspector

Michael Roughsedge, Ofsted Inspector

Facts and figures used on inspection

This was the data available at the time of the full inspection, taken from [different sources](#). More recent data may have been published since the full inspection took place.



The inspector(s) used this data during the full inspection on 15 September 2026

School and pupil context

Total pupils

180

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: 268

School capacity

420

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)

25.00%

Close to average

What does this mean?

The proportion of pupils eligible for free school meals at any point in the last 6 years.

National average: 26.5%

Pupils with an education, health and care (EHC) plan

6.11%

Above 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: 4.1%

Pupils with special educational needs (SEN) support

21.67%

Above average

What does this mean?

The proportion of pupils with reported special educational needs support 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	47%	61%	Below
2024/25 (final)	58%	62%	Close to average
2023/24 (final)	43%	61%	Below
2022/23 (final)	40%	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	63%	74%	Below
2024/25 (final)	67%	75%	Below
2023/24 (final)	60%	74%	Below
2022/23 (final)	64%	73%	Below

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	61%	72%	Below
2024/25 (final)	67%	72%	Close to average
2023/24 (final)	60%	72%	Below
2022/23 (final)	56%	71%	Below

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	61%	73%	Below
2024/25 (final)	67%	74%	Below
2023/24 (final)	65%	73%	Below
2022/23 (final)	48%	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	57%	46%	Above
2024/25 (final)	50%	47%	Close to average
2023/24 (final)	60%	46%	Above
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	63%	62%	Close to average

Year	This school	National average	Compared with national average
2024/25 (final)	67%	63%	Close to average
2023/24 (final)	60%	62%	Close to average
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	70%	59%	Above
2024/25 (final)	67%	59%	Close to average
2023/24 (final)	67%	58%	Close to average
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	80%	60%	Above
2024/25 (final)	67%	61%	Close to average
2023/24 (final)	93%	59%	Above
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	57%	68%	-11 pp
2024/25 (final)	50%	69%	-19 pp
2023/24 (final)	60%	67%	-7 pp
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	63%	80%	-16 pp
2024/25 (final)	67%	81%	-14 pp
2023/24 (final)	60%	80%	-20 pp
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	70%	78%	-8 pp
2024/25 (final)	67%	78%	-12 pp
2023/24 (final)	67%	78%	-11 pp
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	80%	80%	0 pp
2024/25 (final)	67%	81%	-14 pp
2023/24 (final)	93%	79%	14 pp
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 (3 term)	5.8%	5.2%	Close to average
2023/24 (3 term)	5.3%	5.5%	Close to average
2022/23 (3 term)	6.2%	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 (3 term)	12.6%	13.0%	Close to average
2023/24 (3 term)	15.5%	14.6%	Close to average
2022/23 (3 term)	17.5%	16.2%	Close to average

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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