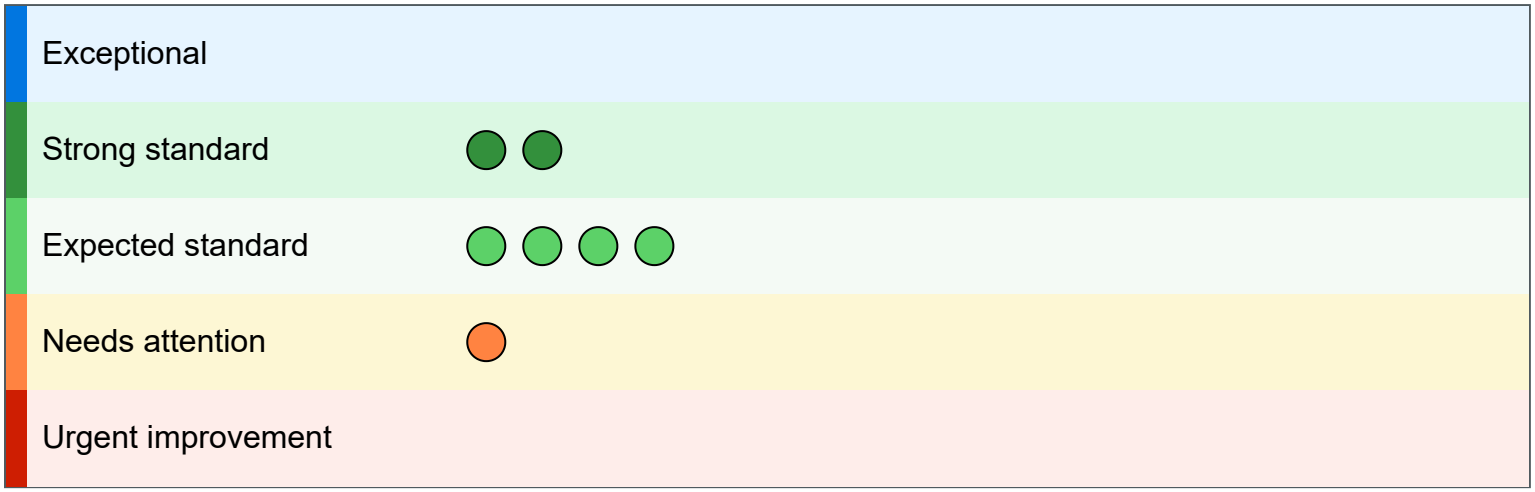
Farlingaye High School

Address: Ransom Road, Woodbridge, Suffolk, IP12 4JX

Unique reference number (URN): 136834

Inspection report: 12 May 2026



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

Personal development and wellbeing

Strong standard

The comprehensive personal development and wellbeing programme is central to life at Farlingaye. The school's ethos of 'opportunity everywhere' is a result of leaders' work to ensure that all pupils benefit from this offer. This has a significant impact on them. Pupils experience a kind and caring community. They speak enthusiastically about the positive relationships that they have with staff and their peers.

The personal, social and health education curriculum is carefully sequenced. Leaders ensure that resources are tailored to their pupils' emerging needs and context. This ensures that pupils develop the skills that they need for later in life. Pupils' views are taken into account and help to shape the curriculum so that it is relevant and engaging. The curriculum is also responsive to local priorities. Pupils hear from external speakers, including local organisations that focus on relationships, sexual health and online safety. Pupils learn about these important topics in a supportive environment.

Pupils' participation in the extra-curricular offer is rigorously tracked. Leaders ensure that all pupils have full access to trips, additional leadership opportunities and external speakers. These include the 'big school camp', a 'mini-fest' in the summer, the charity committee and the Duke of Edinburgh award. Pupils take part in a wide range of pupil and staff-led clubs. For example, they compete in reading competitions and attend the 'breakfast bites' morning reading club.

Careers advice is robust and woven through the subject curriculum. Pupils receive tailored advice to help them secure their chosen next steps. External speakers and partnerships with local employers give students an insight into the world of work. The 'endeavour' programme provides additional opportunities and mentoring for pupils on academic pathways. This allows them to make informed choices about further study and competitive fields of employment, such as medicine and law.

Post 16 provision

Strong standard

Students are proud to attend this popular sixth form. Leaders have ensured that this provision is inclusive and ambitious for their students. This includes a wide range of study programmes. Leaders continually evaluate the provision on offer to ensure that those with special educational needs and/or disabilities (SEND), children in care and those from disadvantaged backgrounds are included in all aspects of their work.

Leaders have devised the 'Beyond Farlingaye' event and additional studies programme. This supports students to be well prepared for their next steps in education and later life through bespoke support and guidance. This programme also includes a comprehensive enrichment offer and opportunities for building skills for employment.

Disadvantaged students and those with SEND are offered support to address any gaps in their learning. Results in external examinations are broadly in line with national averages. However, students make rapid progress from their starting points, including those with

SEND and those from disadvantaged backgrounds. This is evident in the work that they produce and the outcomes that they achieve.

Students benefit from a well-planned personal development programme specifically tailored towards the post-16 provision. Students are positive about the 'adopt a teacher' programme. This allows them to assist a teacher in their work, develop organisational skills and give back to the school community.

Expected standard

Achievement

Expected standard

The school's outcomes are broadly in line with national averages. Despite a recent dip in disadvantaged pupils' outcomes, leaders have identified the right strategies so that pupils achieve well now. For example, bespoke support for pupils who need extra help with their mathematics and phonics is in place and effective. Pupils are supported to develop the essential knowledge and skills that they need through well-considered and timely support strategies. These strategies are regularly reviewed to ensure that they have the desired impact. In lessons, pupils are able to explain and reflect upon their learning and how it develops over time and in a logical sequence. Pupils with special educational needs and/or disabilities make progress from their starting points.

In the post-16 provision, students are well prepared for their next steps. They move on to prestigious universities, as well as employment or apprenticeships. Students produce detailed work that demonstrates rapid progress from their starting points.

Curriculum and teaching

Expected standard

Leaders have devised an ambitious curriculum, which is logically sequenced and provides pupils with opportunities to recall and apply important knowledge. They ensure that this curriculum is kept under review and is adapted, as necessary, to meet the needs of each cohort of pupils. Pupils are able to apply prior knowledge, when learning about new concepts. They benefit from opportunities to reflect deeply on their learning. Leaders have identified the key terms and language that pupils should use in each subject. Pupils develop their subject-specific vocabulary and use this accurately in their work. Pupils who need extra help with their reading, receive the support that they need to catch up with their peers.

Typically, teachers check pupils' understanding carefully. They provide pupils with helpful feedback about how to improve their work and develop their understanding. This helps most pupils to clearly explain their ideas and opinions about what they have learned. On occasion, teachers do not identify gaps or misconceptions in pupils' knowledge. When this is the case, pupils do not develop their knowledge as well as they could.

Teachers demonstrate secure subject knowledge. This is seen across all subject areas. Teachers use this knowledge and clear explanations to ensure that pupils can access

learning. They adapt their teaching, as necessary, so that pupils with special educational needs and/or disabilities build their knowledge.

Inclusion

Expected standard

The school provides an inclusive environment for all pupils. Leaders know their pupils and work with families to break down barriers to learning. Leaders monitor the progress of pupils with special educational needs and/or disabilities. This work includes receiving regular updates from classroom teachers on the progress of these pupils. This ensures that leaders have an oversight of pupil progress and provide the right support when necessary. Leaders check the impact of their work and update the teachers so that they have the latest information about pupils' needs. Teachers use this information well in order to help pupils to overcome barriers to their learning.

Leaders work appropriately with external professionals, including Virtual Schools. This ensures that appropriate information is gathered around the support that pupils require to make progress. Leaders ensure that any alternative provision that is commissioned is secure, safe and in the best interest of pupils. Leaders have recently revised their provision for pupils who are from disadvantaged backgrounds. They now have more precise oversight of pupils' achievement and this informs the strategies used to support disadvantaged pupils to achieve well. This includes the use of additional funding that leaders employ to the benefit of pupils.

Leadership and governance

Expected standard

Leaders and those responsible for governance have a deep knowledge and understanding of the school’s local area and context. They ensure that the school maintains a warm and friendly atmosphere. This has a positive impact on pupils' experiences. Leaders focus on pupils finding their passions and interests at an early stage. This means that they can develop them throughout their school journey.

Governors use their knowledge and expertise to provide impactful support to leaders. They check carefully the information that they receive and develop an understanding of assigned aspects of the school's provision. This enables them to fulfil their roles in holding leaders to account. They celebrate what is going well and work in pupils' interests. The trust works closely with the school and provides key drivers for improvement. Leaders, trustees and the local governing board use data well to make informed choices about staff wellbeing and the curriculum, as well as to further enhance the school's work in relation to pupils' future destinations.

Staff are well supported by leaders. They feel that their workload is well managed and their wellbeing prioritised. Leaders have developed a comprehensive and carefully considered staff training package. This helps staff to develop their practice, for example, in relation to the high-quality feedback and successful strategies to adapt their teaching. This means that pupils with special educational needs and/or disabilities and those from disadvantaged backgrounds are well catered for. This work also includes the use of a 'focus 5' to ensure that these pupils are prioritised as appropriate.

Needs attention

Attendance and behaviour

Needs attention

Pupils' attendance over time has been below the national average. This means that some groups of pupils have gaps in their learning. Pupils who show early signs of persistent absenteeism do not receive timely enough support to improve their attendance. This element of leaders' work is in its early stages. Leaders have identified some of the reasons that pupils do not attend as well as they could. They celebrate improvements in pupils' attendance, for example, through a rewards scheme. Attendance remains a priority for leaders.

Pupils behave with integrity and maturity around the school site. They are role models of exemplary behaviour in lessons and at social times. Pupils share positive views about the behaviour of their peers. They show a diligent approach to their learning. Pastoral support enables pupils to overcome barriers to their learning. Comprehensive systems are in place to monitor pupil behaviour closely. Staff provide pupils who need help to manage their behaviour with the right support. The rates of suspensions has decreased over time.

Pupils say that bullying is dealt with swiftly and effectively. Leaders are robust in their oversight and checking of this. This has resulted in a culture where pupils are confident to report issues.

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

Pupils are happy to attend this community centred school. They are polite, friendly and mature in their interactions with each other. Pupils talk confidently about the vast array of enrichment and academic opportunities that they are offered. These include guest speakers, musical festivals and opportunities with local employers. Pupils are appreciative of the array of opportunities that the school encourages them to take part in. This helps them to become well-rounded and self-confident individuals.

Pupils appreciate the innovative approach of leaders to help them develop academically. This is achieved by the use of the '50 at Farlingaye scheme'. This ensures that pupils develop a passion for reading before joining the school and continue throughout their journey. In addition to this, they also participate in various reading activities through the well-resourced and popular library.

Pupils behave with integrity and maturity in lessons and at transition times. They value the interactions with staff about their lessons, learning and interests.

Pupils progress through a well-considered programme of personal development. This means that pupils are equipped with the skills and knowledge to prepare them well for life beyond school. Pupils value the support that is offered to them by pastoral staff. This allows them to succeed in lessons and overcome barriers to learning. Pupils are keen to actively participate in school life. They are heard through the various student voice and leadership

opportunities on offer. This ensures that they feel valued as part of the school community and its future decision-making.

Pupils are clear around systems for reporting concerns. This means that they are confident that any bullying or discrimination will be dealt with quickly and effectively.

Next steps

- Leaders should ensure that they develop strategies that help pupils to improve their attendance, particularly those at risk of persistent absence and pupils from disadvantaged backgrounds.
- Leaders should ensure that teachers check pupils' understanding consistently well, in order to ensure that any gaps and misconceptions are addressed.

About this inspection

This school is part of the East Anglian Schools 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, Mr. Angelo Goduti, and overseen by a board of trustees, chaired by Stella Mackenzie.

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 CEO, trustees, the local governing body, the headteacher, senior leaders, staff and pupils during the inspection. Inspectors reviewed the findings of the parent, staff and pupil Ofsted online surveys.

The school meets the requirements of the provider access legislation, which requires schools to provide pupils in Years 8 to 13 with information and engagement about approved technical education qualifications and apprenticeships

The inspectors confirmed the following information about the school:

The headteacher took up their position in September 2023.

The school currently makes use of 7 unregistered alternative provisions.

Headteacher: Peter Smith

Lead inspector:
Ross Marks, His Majesty's Inspector

Team inspectors:
Rowena Simmons, Ofsted Inspector
Susan Sutton, Ofsted Inspector
Diana Fletcher, Ofsted Inspector
Robert James, Ofsted Inspector
Steven Hogan, 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 12 May 2026

School and pupil context

Total pupils

1,883
Well above 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: 1,067

School capacity

1,975
Well 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: 1,154

Pupils eligible for free school meals (FSM)

18.01%
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: 28.9%

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

2.87%
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: 3.09%

Pupils with special educational needs (SEN) support

11.52%
Close to average

What does this mean?

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

National average: 13.4%

Location deprivation

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

English and maths GCSE

Percentage of pupils who achieved grade 5 or above in English and maths GCSE.

Year	This school	National average	Compared with national average
2024/25 (final)	39.8%	45.4%	Close to average
2023/24 (final)	43.9%	45.9%	Close to average
2022/23 (final)	43.2%	45.3%	Close to average

Attainment 8

A measure of pupils' point scores across 8 subjects including maths (double weighted), English (double weighted if both language and literature are taken), 3 EBacc measures and 3 GCSE or technical measures.

Year	This school	National average	Compared with national average
2024/25 (final)	43.8	46.1	Close to average
2023/24 (final)	45.5	45.9	Close to average
2022/23 (final)	48.1	46.3	Close to average

Progress 8

How much progress pupils made between the end of primary school (key stage 2) and the end of secondary school (key stage 4), compared to pupils across England who got similar results at the end of key stage 2.

Year	This school	National average	Compared with national average
2023/24 (final)	-0.15	-0.03	Close to average
2022/23 (final)	0.04	-0.03	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' English and maths GCSE grade 5 or above

Percentage of disadvantaged pupils achieving grade 5 or above in English and maths GCSE.

Year	This school	National average	Compared with national average
2024/25 (final)	12.1%	25.8%	Below
2023/24 (final)	17.3%	25.8%	Close to average
2022/23 (final)	24.1%	25.2%	Close to average

Disadvantaged pupils' Attainment 8

A measure of disadvantaged pupils' point scores across 8 subjects including maths (double weighted), English (double weighted if both language and literature are taken), 3 EBacc measures and 3 GCSE or technical measures.

Year	This school	National average	Compared with national average
2024/25 (final)	25.1	34.9	Below
2023/24 (final)	32.2	34.6	Close to average
2022/23 (final)	36.0	35.0	Close to average

Disadvantaged pupils' Progress 8

How much progress disadvantaged pupils made between the end of primary school (key stage 2) and the end of secondary school (key stage 4), compared to pupils across England who got similar results at the end of key stage 2.

Year	This school	National average	Compared with national average
2023/24 (final)	-0.90	-0.57	Below
2022/23 (final)	-0.48	-0.57	Close to average

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' English and maths GCSE grade 5 or above

Percentage of disadvantaged pupils who achieved grade 5 or above in English and maths GCSE.

Year	This school	National non-disadvantaged score	School disadvantage gap
2024/25 (final)	12.1%	53.1%	-41.1 pp
2023/24 (final)	17.3%	53.1%	-35.8 pp
2022/23 (final)	24.1%	52.4%	-28.4 pp

Disadvantaged pupils' Attainment 8

A measure of disadvantaged pupils' point scores across 8 subjects including maths (double weighted), English (double weighted if both language and literature are taken), 3 EBacc measures and 3 GCSE or technical measures.

Year	This school	National non-disadvantaged score	School disadvantage gap
2024/25 (final)	25.1	50.4	-25.3
2023/24 (final)	32.2	50.0	-17.9
2022/23 (final)	36.0	50.3	-14.3

Disadvantaged pupils' Progress 8

How much progress disadvantaged pupils made between the end of primary school (key stage 2) and the end of secondary school (key stage 4), compared to pupils across England who got similar results at the end of key stage 2.

Year	This school	National non-disadvantaged score	School disadvantage gap
2023/24 (final)	-0.90	0.16	-1.06
2022/23 (final)	-0.48	0.17	-0.64

Destinations after 16

Destinations after 16

Percentage of pupils staying in education or employment for at least 2 terms after the end of secondary school (key stage 4).

Year	This school	National average	Compared with national average
2023 leavers (revised)	97%	92%	Above
2022 leavers (revised)	96%	93%	Above
2021 leavers (revised)	96%	94%	Average

16 to 18 performance

A-level average point score

The average points that students achieved per A-level entry.

Year	This school	National average	Compared with national average
2024/25 (final)	34.92	35.00	Close to average
2023/24 (final)	34.20	34.38	Close to average
2022/23 (final)	36.21	34.16	Close to average

A-level value added

A score showing students' progress between the end of key stage 4 and the end of their academic qualification studies.

Year	This school	National average	Compared with national average
2024/25 (final)	0.2	0.0	Close to average
2023/24 (revised)	0.1	0.0	Close to average

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)	10.2%	8.4%	Above
2023/24 (3 term)	11.1%	8.9%	Above
2022/23 (3 term)	10.0%	9.0%	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)	29.0%	23.4%	Above
2023/24 (3 term)	32.7%	25.6%	Above
2022/23 (3 term)	31.7%	26.5%	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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