

# Inspection of Beaupre Community Primary School

Church Drove, Outwell, Wisbech, Cambridgeshire, PE14 8RH

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Inspection dates: 16 and 17 November 2021

**Overall effectiveness** **Good**

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The quality of education **Good**

Behaviour and attitudes **Good**

Personal development **Good**

Leadership and management **Good**

Early years provision **Good**

Previous inspection grade Requires improvement

## **What is it like to attend this school?**

Pupils enjoy attending school. They like the topics that they study. Pupils say that teachers make learning fun and interesting.

Pupils like to discover new information. They get along well as they work. Pupils talk knowledgeably about what they have studied. They find this easier to do about subjects where learning is clearly sequenced over time. Pupils also like to read and enjoy being read to. Adults make story time important.

Pupils' behaviour is good. They respond appropriately to adults' instructions and guidance. Pupils, including those in early years, act in a kind manner towards one another. Adults give the few pupils who need it, helpful support to make the right behaviour choices. Pupils mix happily at breaktimes and lunchtimes.

Pupils say that they have good friends in school. They know how to behave in a friendship. They also know what bullying is. Pupils say that there is not much behaviour like that at school. Pupils say adults take bullying seriously and sort out issues that crop up. Pupils commented that they are safe and feel safe.

Pupils like taking on respected leadership roles, such as being class ambassadors and peer mediators. They look forward to the school offering more clubs.

## **What does the school do well and what does it need to do better?**

Leaders are putting in place an ambitious, well-ordered curriculum, including in the early years. Their curriculum plans make plain what pupils should learn in many subjects. Teachers teach the curriculum well as they know how pupils learn best.

Teachers spot when pupils struggle in their work. Teachers make suitable adjustments to the curriculum when pupils need extra practise to grasp important facts. This was the case after national lockdowns, when some pupils were less certain in their recall of core facts. Teachers also introduce pupils to new knowledge in small steps. This helps pupils to take on new information and ways of working. Pupils make good progress in their learning in subjects, such as mathematics, personal, social and health education and reading.

In some subjects, leaders' plans do not give teachers clear guidance about what pupils should learn. Pupils enjoy studying these subjects because teachers choose interesting learning activities, such as role play. Pupils find these activities memorable. Yet, their recall of key knowledge over time is not strong. This is because there is not a clear sequence of learning over key stages 1 and 2 in these subjects. Subject leaders, who are knowledgeable and suitably trained, are putting this right.

Reading is highly valued by staff and pupils. Adults teach phonics and reading well and with enthusiasm. Children often practise the letters and sounds that they learn. Adults model good story telling. They read to children in early years several times a day.

Adults provide skilled support for pupils who find it hard to read. Adults' encouragement helps these pupils sustain their enthusiasm for reading. Pupils appreciate the reading corners and the library where they can pick up a book and read for pleasure. They like to be 'caught reading'. Many pupils become fluent readers.

Pupils with special educational needs and/or disabilities (SEND) achieve well. Adults provide pupils with SEND with suitable support. They have the same curriculum opportunities as their classmates. Pupils with SEND develop effective learning habits. They become more confident socially too.

Staff and pupils, including children in early years, understand leaders' expectations for behaviour. Staff reward pupils' positive behaviour. Pupils listen to what teachers and classmates have to say in lessons. For example, they take part in discussions about topical local issues.

Starting in the early years, pupils develop an appreciation of emotions and feelings. They learn how to manage them and become reflective in their behaviour. Pupils explained how they are taught to talk through any minor disagreements or friendship issues. Pupils respect their 'peer mediators' and understand how this role contributes towards making sure their school is a happy place in which to work and play.

Governors offer informed scrutiny of leaders' work as they continue to bring about improvements to the school. Leaders and governors have adjusted their priorities for school improvement in response to the pandemic. They have set out, and are working towards, appropriate timescales, so that the curriculum is strong in all subjects.

Many parents praised staff, including for their work across periods of national lockdown. Leaders added extra ways, such as class emails, for parents and pupils to keep in touch with the school. A few parents' responses on Parent View expressed unhappiness about the effectiveness of leaders' communication and some other aspects of the school's work.

## **Safeguarding**

The arrangements for safeguarding are effective.

There is a robust culture of safeguarding. Pupils are confident to report any worries that they have. They are taught age-appropriate strategies to help them to make safe choices, including when online.

Staff are alert to signs that a pupil may be at risk. Staff understand and stick to the school's reporting processes. They report any concerns about a pupil's well-being promptly. Leaders are quick to check out these concerns. They then get pupils the support that they need.

Governors are diligent in checking that leaders are fulfilling their safeguarding obligations.

## **What does the school need to do to improve?**

### **(Information for the school and appropriate authority)**

- The school's curriculum is not yet sufficiently well planned and sequenced in some subjects. Where this is the case, pupils do not build up a well-ordered bank of knowledge and they are not secure in their recall of important information over time. However, it is clear that leaders have already taken action to plan next year's curriculum and to train staff in how to deliver it. For this reason, the transitional arrangements have been applied.
- A small number of parents do not agree that the school communicates effectively or in a timely way with them. For example, they do not consider that they are well informed about their children's education or about some broader aspects of the school's work. Some parents do not think that leaders respond to queries in a timely way. Leaders should review and make suitable amendments to how they communicate with parents about what pupils learn, and to the school's processes for responding to parental enquiries in a timely way.

## **How can I feed back my views?**

You can use [Ofsted Parent View](#) to give Ofsted your opinion on your child's school, or to find out what other parents and carers think. We use information from Ofsted Parent View when deciding which schools to inspect, when to inspect them and as part of their inspection.

The Department for Education has further [guidance](#) on how to complain about a school.

If you are the school and you are not happy with the inspection or the report, you can [complain to Ofsted](#).

## **Further information**

You can search for [published performance information](#) about the school.

In the report, '[disadvantaged pupils](#)' refers to those pupils who attract government pupil premium funding: pupils claiming free school meals at any point in the last six years and pupils in care or who left care through adoption or another formal route.

## School details

<b>Unique reference number</b>	110643
<b>Local authority</b>	Cambridgeshire
<b>Inspection number</b>	10200502
<b>Type of school</b>	Primary
<b>School category</b>	Community
<b>Age range of pupils</b>	4 to 11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	195
<b>Appropriate authority</b>	The governing body
<b>Chair of governing body</b>	Jo Pallett
<b>Headteacher</b>	Michelle Munday
<b>Website</b>	<a href="http://www.beaupreprimary.co.uk/">www.beaupreprimary.co.uk/</a>
<b>Date of previous inspection</b>	7 – 8 November 2017, under section 8 of the Education Act 2005

## Information about this school

- Beaupre Community Primary School is an average-sized primary school.

## Information about this inspection

The inspectors carried out this inspection under section 5 of the Education Act 2005.

This was the first routine inspection the school received since the COVID-19 pandemic began. Inspectors discussed the impact of the pandemic with school leaders and have taken that into account in their evaluation.

- Inspectors spoke with the headteacher, deputy headteacher and special educational needs coordinator.
- Inspectors carried out deep dives in these subjects: History, mathematics, reading and religious education.
- For each deep dive, inspectors met with subject leaders, looked at curriculum plans, visited a sample of lessons, spoke with teachers, spoke with some pupils about their learning and looked at samples of pupils' work. An inspector also listened to several pupils read.

- Inspectors spoke with subject leaders and looked at curriculum plans and some pupils' work in a few other subjects.
- Inspectors looked at school documentation and spoke with leaders, teachers, support staff, governors, pupils, and parents to establish the effectiveness of the school's safeguarding procedures.
- The lead inspector met with six governors, including the chair of governors, and also met with a representative of the local authority.
- Inspectors also spent time observing and speaking with pupils at breaktimes and lunchtimes.
- Inspectors took account of the views of parents expressed in the 52 responses received on Ofsted's Parent View. Discussions were held with some parents at the start and end of the first day of the inspection, and at the start of the second day of the inspection.
- Inspectors considered the views in the 21 responses to the staff survey. Leaders' analysis of its own surveys of staff, parent and pupil opinions were also considered.

### **Inspection team**

John Lucas, lead inspector

Her Majesty's Inspector

Duncan Ramsey

Ofsted Inspector

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