

Beaupre Community Primary School

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

Unique reference number (URN): 110643

Inspection report: 10 March 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

Attendance and behaviour

Expected standard 

Leaders have taken appropriate steps to improve attendance and reduce persistent absence. They recognise that this contributes to gaps in pupils' knowledge and understanding. Actions to reduce persistent absence have resulted in this now being close to the national averages. The attendance of disadvantaged pupils is close to the national average. Attendance for all pupils remains a focus of leaders' work. Leaders follow up reasons for absence, identify patterns and provide appropriate support and challenge.

Older pupils act as role models for younger pupils. Pupils and staff build relationships based on mutual respect. Pupils enjoy playtimes and mix well across age groups. Pupil play leaders set up games and activities for their peers. Pupils love exploring the developing outdoor spaces, including a mud kitchen, large and small apparatus, bikes and den building. Pupils learn about bullying and its impact. They learn to consider the impact their actions may have on others, reflect on mistakes and learn from them. They learn about diversity and discrimination. They learn to see the world from different perspectives. Classroom routines are well established. Staff follow the school's agreed approach to behaviour. Pupils live up to staff's high expectations. They demonstrate positive attitudes to school and to their learning.

Curriculum and teaching

Expected standard 

The curriculum is well designed, coherent and ambitious. Leaders make sure staff receive effective training and teachers have the right subject knowledge to teach the curriculum. The work in pupils' books demonstrates the range and depth of their learning across the curriculum. Leaders are aware of pupils who have not secured the necessary core knowledge in reading, writing and mathematics. They provide appropriate support to help pupils catch up. Pupils at the early stages of reading and pupils with special educational needs and/or disabilities have continued targeted support and adaptations. This ensures they can access the curriculum.

Sometimes, pupils' misconceptions are not picked up as quickly as they could be. Leaders have identified the need to further develop pupils' writing. The impact of their work is evident in pupils' books. Targeted work to improve writing in Year 2 is helping pupils develop their writing fluency. Pupils enjoy discussing the subjects they learn and using the key vocabulary. They are confident and proud to recall their knowledge.

Early years

Expected standard 

Reception children currently learn alongside the pupils in Year 1, making transition seamless. The school builds strong links with the local pre-school on the same site. Staff get to know children and their parents and carers before children start school. The curriculum is well considered. It takes into account all areas of learning and prepares pupils well for learning in Year 1. There are opportunities for pupils to explore their interests. As a result, most children are ready for their next steps.

Children start learning to read as soon as they start school. All staff receive training to deliver the chosen phonics programme. There is a focus on developing language and communication. Support staff are well trained. Through their interactions, they model and support children's communication. However, there is some inconsistency in how quickly staff spot gaps in children's knowledge and understanding.

Children in the early years are safe, secure and happy. They love exploring the well-designed outdoor learning spaces. Staff work closely with parents and carers. This helps establish routines and develop positive attitudes to school and learning.

Inclusion

Expected standard 

Staff get to know pupils well. They work closely with families to identify when pupils may need extra support. Leaders seek advice from a range of professionals and specialist services across the region. They implement advice and review the impact of support. They carefully track the progress of all pupils, noting strengths, possible barriers and emerging needs. The school has agreed a range of support and provision that all teachers make available in their classes. These adaptations ensure that pupils with special educational needs and/or disabilities learn alongside their peers and are fully included in all aspects of school life.

The school uses its funding, including pupil premium funding, to provide targeted support. This helps close gaps in pupils' knowledge and leaders ensure that staff receive training to meet pupils' needs. Older pupils build their own individualised toolkits to help support their learning. These include their targets, helpful reminders and the resources and tools they need to help them learn independently. The school provides a range of pastoral support and time for pupils to talk about their wellbeing. Leaders work with the local authority and other providers when needed. This ensures pupils receive the right support outside the classroom.

Leadership and governance

Expected standard 

Leaders and governors know the school's strengths and where it can improve. Governors are well informed and knowledgeable. They hold leaders fully to account and ensure they have the support they need. Leaders take advantage of external support and advice. This helps them understand the school's priorities for improvement and take appropriate action. They have considered the school's context and its importance at the heart of the village community. This includes co-opting local community governors and developing links with the parish council.

Leaders know pupils well. They ensure pupils have the necessary adaptations and support to make progress from their starting points, including pupils with special educational needs and/or disabilities. Staff are unanimous in their support for leaders and their actions. They appreciate the impact of training and the support for their wellbeing and professional learning. Staff and pupils speak highly of the school's caring culture. A few parents and carers are not as assured as staff and pupils of the improvements at the school. Leaders are continuing to improve relationships between the school and parents. Leaders always put

pupils' interests at the forefront of their decision-making. They do not shy away from having difficult conversations when needed.

Personal development and wellbeing

Expected standard 

Through the curriculum and wider opportunities, leaders have developed an appropriate programme of personal development. They have considered the skills and knowledge pupils will need for their future and the context of the school and local risks. Due to the proximity to water, all children start learning to swim as soon as they start school. The curriculum enhances and broadens pupils' knowledge of the world beyond Outwell. Pupils know what to do if they feel unsafe. They can explain how to stay safe online and know who to talk to if they are worried. Older pupils discuss the five steps to wellbeing. They highlight the importance of physical and mental health. The curriculum is well designed and sequenced. The school makes use of training to ensure staff remain up to date. They also seek support from experts and consult with parents when introducing changes to the relationships and health education curriculum.

There are many opportunities throughout the year to enhance learning across the curriculum. These help make the curriculum memorable. Pupils have plenty of opportunities to take on roles and responsibilities. This helps them learn the importance of contributing to the community they live in. Older pupils are ready for their transition to high school. They look forward to moving on because leaders and staff prepare them well.

Character education is embedded in daily practice. Pupils explain qualities such as perseverance and being a role model. They demonstrate positive social skills, cooperation and respect for others. They welcome new children warmly. Curriculum experiences promote cultural diversity and broaden pupils' understanding of different cultures and faiths, and why British values are essential. They learn to reflect on their own views and develop respect for those of others. All pupils, including disadvantaged pupils, receive pastoral support when needed. Pupils speak positively about learning and take pride in their achievements.

Needs attention

Achievement

Needs attention 

Results in national assessments at the end of key stage 2 declined in 2025 after an improvement in 2024. Too many pupils did not meet the national expectations. However, pupils made progress from their various starting points. The gap between the attainment of disadvantaged pupils and all pupils is closing and is close to the national picture. Leaders have identified how pupils' achievement can be further improved. They have implemented support to address transcription and handwriting and improve pupils' writing. They have taken appropriate steps to address these areas. The work in most pupils' books demonstrates the impact of this renewed focus. However, this is not yet reflected in national assessment outcomes.

Pupils' books demonstrate the progress they make in a range of subjects. The number of pupils meeting the expected standard in phonics is higher than the national figure.

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

This is a friendly, welcoming and happy village school that sits at the heart of its community. Pupils are proud of their school. They talk positively about the recent changes, including those to playtime and a new behaviour policy. Pupils learn to think about and reflect on their behaviour and the impact it has on others. Pupils understand what bullying is but say that it rarely happens. They know the staff in school well and trust them to help resolve any difficulties they cannot solve for themselves. Pupils learn how to stay safe online and in the community.

Pupils enjoy an ambitious curriculum. They enjoy exploring the content of the curriculum and using the new vocabulary they learn. They are able to talk about their learning across the curriculum. Pupils with special educational needs and/or disabilities and disadvantaged pupils have the support and adjustments they need to progress from their starting points. They learn alongside their peers. Most pupils secure the necessary accuracy and fluency in reading, spelling and handwriting. They take pride in the presentation of their work. Children in the early years get off to a positive start. They enjoy learning to read and write as soon as they start school. Their transition to Year 1 is seamless as they share a classroom with the Year 1 pupils.

There are many opportunities for pupils to contribute to their school. This includes play leaders, innovation champions and librarians. Pupils enjoy taking responsibility. Older pupils look after younger children. Trips, visitors and close links with the village and local community enrich the curriculum. This helps pupils understand the importance of citizenship. They know and understand the importance of fundamental British values. Every pupil has opportunities to represent the school and showcase their talents and skills beyond what they learn in class. Most pupils attend school regularly. The school works closely with parents and carers to support and understand the reasons for non-attendance.

Next steps

- Leaders should continue to support staff in the early years to identify swiftly any gaps in children's knowledge and understanding so that mistakes and misconceptions are identified and addressed quickly.
 - Leaders should continue to forge constructive relationships with parents, carers and local community to secure support and engagement for the school's work.
 - Leaders should continue to improve attendance and reduce persistent absence so that all pupils attend school regularly and do not have gaps in the learning as a result of missed minutes and days.
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About this inspection

The co-chairs of the board of governors in this school are Timothy Gibb and Thomas Fairbrother.

Inspectors carried out this full inspection under section 5 of the Education Act 2005.

Following our updated inspection framework, all inspections are now carried out by His Majesty's Inspectors (HMI) or by Ofsted Inspectors (OIs) who have previously served as HMIs.

Inspectors spoke to leaders, governors, pupils, staff and parents and carers during the inspection.

Inspectors met with the school improvement adviser.

The inspectors confirmed the following information about the school:

The school uses no alternative provision

Headteacher: Michelle Munday

Lead inspector:

Oriana Dalton, His Majesty's Inspector

Team inspectors:

Lesley Stevens, Ofsted Inspector

Sonia Innes, 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 10 March 2026

School and pupil context

Total pupils

153

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

210

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)

38.56%

Above 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

5.88%

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: 3.5%

Pupils with special educational needs (SEN) support

18.30%

Above 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	48%	61%	Below
2024/25 (revised)	46%	62%	Below
2023/24 (final)	54%	61%	Close to average
2022/23 (final)	43%	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	65%	74%	Below
2024/25 (revised)	65%	75%	Below
2023/24 (final)	72%	74%	Close to average
2022/23 (final)	58%	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 (revised)	58%	72%	Below
2023/24 (final)	64%	72%	Below
2022/23 (final)	60%	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	64%	73%	Below
2024/25 (revised)	58%	74%	Below
2023/24 (final)	66%	73%	Below
2022/23 (final)	68%	73%	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 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	39%	46%	Close to average
2024/25 (revised)	42%	47%	Close to average
2023/24 (final)	55%	46%	Close to average
2022/23 (final)	23%	44%	Below

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	58%	62%	Close to average
2024/25 (revised)	67%	63%	Close to average
2023/24 (final)	67%	62%	Close to average
2022/23 (final)	43%	60%	Below

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	56%	59%	Close to average
2024/25 (revised)	58%	59%	Close to average
2023/24 (final)	64%	58%	Close to average
2022/23 (final)	46%	58%	Close to average

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	45%	60%	Below
2024/25 (revised)	50%	61%	Close to average
2023/24 (final)	50%	59%	Close to average
2022/23 (final)	36%	59%	Below

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	39%	68%	-29 pp
2024/25 (revised)	42%	69%	-28 pp
2023/24 (final)	55%	67%	-13 pp
2022/23 (final)	23%	66%	-43 pp

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	58%	80%	-22 pp
2024/25 (revised)	67%	81%	-14 pp
2023/24 (final)	67%	80%	-13 pp
2022/23 (final)	43%	78%	-35 pp

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	56%	78%	-22 pp
2024/25 (revised)	58%	78%	-20 pp
2023/24 (final)	64%	78%	-14 pp

Year	This school	National non-disadvantaged score	School disadvantage gap
2022/23 (final)	46%	77%	-31 pp

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	45%	80%	-35 pp
2024/25 (revised)	50%	81%	-31 pp
2023/24 (final)	50%	79%	-29 pp
2022/23 (final)	36%	79%	-43 pp

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)	6.1%	5.2%	Above
2023/24 (3 term)	7.5%	5.5%	Above
2022/23 (3 term)	7.2%	5.9%	Above

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)	14.7%	13.3%	Close to average
2023/24 (3 term)	23.5%	14.6%	Above
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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