

Beaupré Community Primary School

Church Drove, Outwell, Wisbech, PE14 8RH

Inspection dates 1–2 July 2014

Overall effectiveness	Previous inspection:	Requires improvement	3
	This inspection:	Good	2
Achievement of pupils		Good	2
Quality of teaching		Good	2
Behaviour and safety of pupils		Outstanding	1
Leadership and management		Good	2

Summary of key findings for parents and pupils

This is a good school.

- Leaders have been particularly successful in improving the quality of teaching since the last inspection. Achievement has improved as a result, and continues to get better.
- Governors provide a good balance of support and challenge to the school.
- All groups of pupils make good progress, regardless of their background or ability. Progress is particularly good in mathematics and writing.
- Pupils greatly enjoy school and feel very safe there.
- Teachers have greatly improved the accuracy and frequency of their checks on pupils' progress. As a result, the school quickly and successfully provides help to any who start to fall behind.
- Teachers provide pupils with exciting activities that fire their imagination and develop extremely positive attitudes to learning.
- Pupils behave extremely well, have exceptionally positive relationships with each other and with staff, and work hard.

It is not yet an outstanding school because

- Occasionally, teachers give pupils work that is too easy or too difficult for them.
- In some lessons, teachers do not keep a close enough check on the progress of all the pupils, so are not able to give each group timely help or challenge them to do better.
- Marking does not always help pupils to improve their work.
- Progress in reading is not as rapid as in writing and mathematics. Pupils' comprehension, while improving, is not yet as strong as their other reading skills.

Information about this inspection

- Inspectors observed 17 lessons, including three that were seen jointly with the headteacher.
- Formal discussions were held with pupils from Years 3, 4 and 6. Inspectors also chatted informally to pupils throughout the school, and observed them at break-times and in assembly. Several pupils were heard reading in Years 1 and 6.
- Inspectors held discussions with staff and governors, and spoke to a representative of the local authority by telephone.
- The team checked a variety of documentation, particularly that related to safeguarding, the quality of teaching and data about pupils' progress. Examples of pupils' work, in their books and on display, were examined.
- The inspectors took note of the 18 replies to the online questionnaire (Parent View) as well as considering 72 replies to the school's own questionnaire from earlier in the year. The team also looked at 15 replies to a questionnaire for staff.

Inspection team

Steven Hill, Lead inspector

Additional Inspector

Rosemary Litawski

Additional Inspector

Full report

Information about this school

- The school is smaller than the average primary school.
- Most pupils are White British.
- The proportion of pupils supported by the pupil premium is average. This is extra government funding provided to support the education of pupils who are known to be eligible for free school meals, and those who are looked after by the local authority.
- The proportion of disabled pupils and those who have special educational needs who are supported by school action is a little above average. The proportion of pupils who are supported by school action plus or by a statement of special educational needs is average.
- The school meets the government's current floor standards, which are minimum expectations set for pupils' attainment and progress by the end of Year 6.
- There is a pre-school on the school site. It is not managed by the school, and is inspected and reported upon separately.

What does the school need to do to improve further?

- Improve teaching, and so raise achievement, by:
 - ensuring that the tasks given to pupils are always at the right level of difficulty, so they are neither too easy nor too hard for them
 - carefully checking pupils' progress during lessons, so that any misconceptions are addressed quickly and all groups are helped to improve the quality of their work
 - improving marking, so that pupils know how to improve their work and respond to the advice they are given
 - extending and consolidating the work done to help pupils develop their comprehension skills.

Inspection judgements

The achievement of pupils is good

- Children generally start in the school with skills and understanding that are broadly typical for their age, although this varies from year to year. This year many of the children began the Reception class with weak skills, but they have made good progress, particularly during the first term as they settled into the routines of school. The overall standards in the class are currently higher than the local authority average for last year.
- At the time of the previous inspection, progress across the school was too variable between classes. More consistently good teaching means this has improved and pupils are now making good progress in all year groups.
- Standards have risen and are above average at the end of each key stage. Attainment was significantly above average at the end of Year 6 last year. Provisional results show that the current pupils in Year 6 have achieved similarly high standards, despite starting Key Stage 2 from much lower levels.
- Progress has been particularly strong in mathematics and in writing. Progress in reading, while good, has not been as quick. The school has analysed the reasons for this and identified that pupils are not making as much progress in comprehension as in other aspects of reading. A good start has been made on addressing this, but the recent changes have not yet made a full impact on pupils' skills.
- Disabled pupils and those who have special educational needs make similarly good progress to their classmates, because the school ensures that work is adapted to their particular requirements, and that staff provide the right mix of support and challenge to help them achieve well.
- Pupils who are eligible for support from the pupil premium make good progress. Gaps between their attainment and that of others are largely eliminated as they progress through the school. At the end of Year 6 last year, there were too few pupils receiving pupil premium support to comment on their attainment without risking identifying individuals.
- The most able pupils do well. An increasing proportion are reaching the higher Level 5 in national assessments by the end of Year 6, and a few are reaching the very high standard represented by Level 6 in mathematics and writing.
- In the past, boys had tended to do better than girls in mathematics, with girls doing better in reading and writing. These gaps are closing and all now make good progress. For example, boys have done better than girls in Year 6 this year, closing a previous gap in their progress so their standards are similar.
- Pupils develop their information and communication technology (ICT) skills well. By Year 6 they are competent and confident in using many different programs to support them in their learning.

The quality of teaching is good

- Teachers have extremely positive relationships with pupils and have high expectations of behaviour and effort. As a result, pupils work extremely hard, try their best, are keen to learn and take a pride in their success.

- Teachers explain things clearly to pupils, and often enhance this using ICT. A range of interesting tasks and lots of opportunities for active involvement, through practical work or discussion with classmates, enhance pupils' learning and support good progress, as well as high levels of engagement.
- Teaching is good in the Reception class. Good use is made of the outside area. The adults are particularly skilled in intervening or joining in children's play, to develop their understanding and encouraging them to think carefully about things. Progress is carefully monitored and teaching modified to meet children's particular needs.
- A good start is made in Reception on teaching phonics (how the letters in words represent different sounds). Teachers build on this well in older classes to speed pupils' progress in both reading and writing.
- Teachers routinely ensure good progress by using the data they have about pupils' standards to provide different work for different groups. This challenges the most able, and ensures that those who tend to struggle are not confused. Occasionally this is not done accurately enough, so a few pupils make slow progress when the work is too hard for them, or others coast because the tasks are undemanding.
- In most lessons, teachers keep a careful check on how well pupils are getting on, quickly stepping in to address any misconceptions, and challenging those who are successful to think about and refine their work. This promotes good progress. At other times, some groups are left too long to work on their own and, although they always get on conscientiously, are not pushed to excel themselves, so their progress can be pedestrian.
- Teachers mark pupils' work systematically, showing them what they did well, and what was not as good. They often tell pupils clearly how to improve their work, give them extra examples to try to consolidate their learning, or ask questions to extend their thinking. When pupils respond to these comments, the improvement in their understanding is often clear. However, teachers do not routinely check to make sure pupils respond to advice and learn from their mistakes.

The behaviour and safety of pupils are outstanding

- The behaviour of pupils is outstanding. They are very polite and helpful, follow routines conscientiously and always try to do their best. They show respect for adults and each other, and contribute greatly to making the school a purposeful and cheerful learning environment. In religious education lessons, for example, they develop high levels of respect for other people's customs and beliefs.
- Pupils have outstandingly positive attitudes to their education. They take a delight in learning and persevere, even when work is difficult. They work extremely well together, challenging and supporting each other to do well, and enjoying their own and their classmates' success.
- Pupils' exceptional collaborative skills were shown in a mathematics lesson in Year 6, when they made outstanding progress in solving equations. As individual pupils explained their working, other challenged them about the details, asked for clarification and questioned their logic. This resulted in major improvements in skills and understanding for all concerned.
- Older pupils, in discussion, agreed that the best thing about the school was the education from their 'brilliant' teachers. They say that lessons are fun and that they learn a lot. They greatly

appreciate the many opportunities they have to try practical activities, but enjoy rigorous academic work as well. One said that the recent work on algebra was some of the most enjoyable of the year.

- Pupils take on responsibilities willingly and do them conscientiously, from helping clear up in Reception to caring for and helping younger pupils when they reach the older classes.
- The school's work to keep pupils safe and secure is outstanding. Pupils, parents and staff are overwhelmingly consistent in saying that pupils are safe in school. Pupils have great confidence that the adults and their friends will help keep them safe, one saying, 'You're never alone.'
- Pupils have learned about different kinds of bullying and how to deal with it. They say it is very rare, and a group of pupils from Year 3 could only think of one instance, which had been dealt with very quickly by the adults.
- Pupils know how to keep themselves safe, understanding the most sensible behaviour in case of fire, for example. Older pupils have learned how to cycle safely, and have contributed to a booklet on e-safety.

The leadership and management are good

- The headteacher's very clear educational direction has been communicated clearly to staff, governors and pupils. Staff have come together in a coherent team who are focused on ensuring that they know just how well pupils are doing, and making sure that all individuals succeed academically and socially.
- The headteacher has been highly effective in improving the tracking of pupils' progress, increasing its accuracy and frequency, and insisting that staff use the results to ensure achievement improves. In parallel, regular checking on the quality of teaching has enabled clear feedback to staff. Any weaknesses have been tackled through advice and support, and a carefully tailored programme of extra training. As a result, teaching is now consistently good across classes, and some is outstanding. This has improved achievement to good in each year group.
- All leaders, including senior staff, subject leaders and the leader of the Early Years Foundation Stage, contribute well to the school's increasing success. They monitor teaching and learning effectively in their areas of responsibility, and work with colleagues to make continual changes to refine what they do and to enhance pupils' achievement.
- The curriculum promotes pupils' learning and enjoyment very well. A clear focus on reading, writing and mathematics is complemented by exciting work in other subjects, and a wide range of trips, visitors and clubs. Staff have already begun to make careful plans to incorporate the new National Curriculum requirements into its planning, while maintaining the existing strengths. The promotion of pupils' spiritual, moral, social and cultural development is excellent, and underpins pupils' outstanding behaviour, relationships and attitudes.
- The local authority has provided good support to the school. This was particularly strong after the previous inspection, and helped the school to overcome its weaknesses and make major improvements. Support is now proportionately reduced, as the local authority has accurately identified that the management of the school is now good, and it is largely capable of driving improvements with little support.

- The pupil premium money is used well to promote pupils' academic success and to ensure that eligible pupils are fully involved in all aspects of school life. The impact is clear in the good progress that these pupils make.
- The school works well with parents, and they are overwhelmingly positive about the school and how it provides for their children. They particularly value that their children are safe and happy, and that good behaviour is maintained.
- The extra government funding to promote sport and physical education in primary schools has been used effectively to provide extra opportunities for pupils. All classes from Year 1 upwards enjoy a full afternoon of physical activities each week, taught by a specialist coach. These coaches also provide training for support staff so they can continue to help pupils in the future. The range of extra sports activities has been greatly increased, and now includes pupils from all classes, rather than just Years 5 and 6, as in the past.
- **The governance of the school:**
 - The governing body uses very good systems to keep it informed about the school's strengths and weaknesses. Governors have a clear understanding of performance data, and can compare the progress of groups of pupils with that of others in the school and nationally. They keep a careful track of the quality of teaching, fully understand the results from the monitoring of teaching, visit lessons regularly, and have a good knowledge of performance management. They make sure that good performance is rewarded, and any issues are tackled robustly. Governors have ensured that pupil premium money is spent effectively, and have carefully tracked its impact through a detailed analysis of the progress of each individual pupil. They have ensured that sports funding is spent sensibly, although they have not yet formally assessed its impact on pupils' health and physical well-being. They are fully involved in checking that everything possible is done to keep pupils safe, and have ensured, with staff, that procedures for safeguarding meet national requirements.

What inspection judgements mean

School		
Grade	Judgement	Description
Grade 1	Outstanding	An outstanding school is highly effective in delivering outcomes that provide exceptionally well for all its pupils' needs. This ensures that pupils are very well equipped for the next stage of their education, training or employment.
Grade 2	Good	A good school is effective in delivering outcomes that provide well for all its pupils' needs. Pupils are well prepared for the next stage of their education, training or employment.
Grade 3	Requires improvement	A school that requires improvement is not yet a good school, but it is not inadequate. This school will receive a full inspection within 24 months from the date of this inspection.
Grade 4	Inadequate	<p>A school that has serious weaknesses is inadequate overall and requires significant improvement but leadership and management are judged to be Grade 3 or better. This school will receive regular monitoring by Ofsted inspectors.</p> <p>A school that requires special measures is one where the school is failing to give its pupils an acceptable standard of education and the school's leaders, managers or governors have not demonstrated that they have the capacity to secure the necessary improvement in the school. This school will receive regular monitoring by Ofsted inspectors.</p>

School details

Unique reference number	110643
Local authority	Cambridgeshire
Inspection number	441976

This inspection of the school was carried out under section 5 of the Education Act 2005.

Type of school	Primary
School category	Community
Age range of pupils	4–11
Gender of pupils	Mixed
Number of pupils on the school roll	166
Appropriate authority	The governing body
Chair	Graham Mayer
Headteacher	Owen Rhodes
Date of previous school inspection	10 October 2012
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