

Bewick Bridge Community Primary School

Address: Fulbourn Old Drift, Cherry Hinton, Cambridge, Cambridgeshire, CB1 9ND

Unique reference number (URN): 110746

Inspection report: 14 April 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 ●

Achievement

Strong standard ●

Pupils achieve highly at this school. Published outcomes show that, by the end of key stage 2, pupils attain significantly above national averages in reading, writing and mathematics before moving on to secondary school.

The school ensures that pupils acquire the key foundational knowledge they need in the early years and key stage 1, such as number, phonics and word recognition. This strong start enables pupils to develop fluency and confidence in their learning. As pupils progress through the school, they build securely on this knowledge, producing high-quality work and speaking confidently about what they have learned. While disadvantaged pupils also achieve well and above national averages, leaders rightly continue to work relentlessly to improve their achievement further.

Where pupils face significant barriers to achievement, including special educational needs and/or disabilities, teachers cater for these well and ensure pupils make positive progress from their different starting points.

Attendance and behaviour

Strong standard ●

Bewick Bridge Community Primary School is a happy school where pupils want to attend. High attendance figures over time reflect this. This includes pupils from vulnerable groups. Equally, the proportion of pupils who are persistently absent is very low. The school communicates clear expectations that pupils should attend whenever possible and ensures parents and carers understand these expectations. Supported by rigorous monitoring, leaders celebrate good attendance and challenge any decline swiftly. This highly effective approach ensures pupils attend school regularly and are ready to learn.

Leaders have established a clear and well-defined approach to behaviour management, underpinned by consistent training and support for staff. Both staff and pupils understand this approach well. Pupils behave politely and respectfully and get along well with one another. They show tolerance and respect in their interactions and social relationships. These high expectations begin in the early years, where staff establish them from the outset and develop strong learning behaviours. As a result, disruption to learning is rare. Pupils behave equally well during less structured times, such as playtimes. They understand clearly what bullying is and are confident that, if it ever occurs, leaders will deal with it promptly and effectively.

Curriculum and teaching

Strong standard ●

The school has implemented a well sequenced and ambitious curriculum across all subjects. This begins in the early years and builds progressively as pupils move through the school. Teachers make careful links across subject areas, which helps pupils deepen and secure their understanding as they engage with the thoughtfully designed curriculum.

Staff prioritise early reading, writing and mathematics to ensure pupils develop these essential skills quickly. Teachers set clear expectations and maintain a strong focus on fluency, particularly in reading. Well-trained adults teach phonics with high levels of skill and consistency. Staff identify any pupil at risk of falling behind swiftly and provide timely, effective support to help them keep pace with their peers.

Teaching across the curriculum is consistently strong. The school's 'pathway' approach means subject specialists teach many areas of the curriculum. These teachers demonstrate strong subject knowledge and communicate learning clearly and confidently. More experienced staff use skilful questioning to check pupils' understanding and set challenging tasks that promote independence and ambition. Leaders support teachers at earlier stages of their careers effectively, enabling them to refine their practice and meet leaders' high expectations over time.

Teaching across the school is highly inclusive. Staff adapt learning thoughtfully for pupils who face barriers to learning, allowing them to learn alongside their peers. Teachers make suitable adjustments so that learning remains accessible, engaging and ambitious for all pupils.

Early years

Strong standard 

Leaders demonstrate strong knowledge of early years education and ensure that the early years curriculum remains ambitious for all children. Leaders give careful consideration to how the curriculum supports children to secure the knowledge and skills they need for Year 1 and beyond. Staff work successfully in partnership with parents and carers, enabling them to get to know children quickly and respond effectively to their needs.

Highly supportive relationships are evident across the early years setting. Staff consistently reinforce positive learning behaviours and strong social skills. Children are happy, settled and thrive in the nurturing environment. Staff teach children to be independent and resilient, which is evident in children's ability to sustain concentration during learning and play. Adults interact purposefully with children to deepen learning, especially during activities children choose independently. Staff balance skilled questioning with effective modelling of language to extend vocabulary and build confidence.

Staff place a sharp focus on developing children's communication and language skills. Children quickly develop the ability to communicate clearly and confidently. Reading and phonics are prioritised from the very start. Teachers demonstrate strong expertise in teaching early reading, enabling children to secure phonics knowledge rapidly. Children learn to segment and blend words with increasing confidence and accuracy.

As a result, children are very well prepared for the next stage of their education.

Inclusion

Strong standard 

Leaders demonstrate a strong commitment to inclusion. It sits at the forefront of the school's work. The school works actively with parents, carers and external agencies to break down barriers to learning for pupils who need additional support.

The school identifies the needs of pupils with special educational needs and/or disabilities (SEND) accurately. Leaders have made bold and well-judged decisions to ensure these pupils receive the support they need. As a result of high-quality staff training, pupils with SEND access the same ambitious curriculum as their peers, with teachers making effective adaptations to learning tasks. Where pupils need more individualised provision, the school responds swiftly and thoughtfully. This targeted approach meets pupils' individual needs highly effectively.

Pupils from disadvantaged backgrounds receive strong support through the school's pupil premium funding. Leaders target this funding skilfully to remove barriers to learning. For example, the use of immersive virtual reality technology enables disadvantaged pupils to access experiences they may not otherwise encounter outside school.

The school also supports its high proportion of pupils who speak English as an additional language (EAL) very effectively. Staff assess pupils' language skills on arrival and put clear, structured support in place to help them develop their language quickly. As a result, pupils with EAL integrate confidently into classroom learning and wider school life.

Pupils from a wide range of backgrounds make strong progress from their different starting points.

Leadership and governance

Strong standard ●

Leaders are ambitious and determined to make the school the very best it can be. They are reflective and evaluative, which enables them to understand clearly what is working well and recognise the school's many strengths. Equally, leaders, including governors, remain highly ambitious about what comes next. Decisions are made in the very best interest of pupils.

The school has undertaken a significant improvement journey over time. Leaders have worked relentlessly to implement the changes needed to improve the school, and their work is having a clear impact. For example, the strengthened curriculum now supports pupils to achieve highly, and high attendance levels reflect the warm, welcoming and inclusive environment the school provides. However, leaders recognise that improvement is an ongoing process and have accurately identified priorities that will make the school even stronger.

Parents and carers express highly positive views about the environment the school provides for their children. They value the caring and supportive ethos and the wide range of opportunities available. Parents and carers also have confidence that leaders listen to concerns and address them promptly and effectively.

Staff feel valued and listened to by leaders. They appreciate the thoughtful consideration given to workload and wellbeing when leaders make decisions. Staff also value the high-quality training and professional development they receive, including the support provided to early career teachers.

Governors are knowledgeable, experienced and fulfil their statutory duties effectively. They hold a detailed understanding of the school and its improvement journey. Governors provide

appropriate challenge and support, using their expertise to hold leaders to account and contribute positively to further improvement.

Personal development and wellbeing

Strong standard 

Leaders demonstrate clear commitment to pupils' personal development. They have designed an effective programme that responds directly to the needs of pupils and the school's context.

The school takes great pride in celebrating its diverse and multicultural community. Leaders describe this diversity as a 'superpower' and actively harness the strengths of their context. The school maintains links with partner schools across the world and communicates with them regularly, exposing pupils to global perspectives. Closer to home, the school engages families through community events where families share food and traditions from different cultures. Young interpreters play an important role in bringing together the many cultures and languages represented within the school. This work has a strong and positive impact. Pupils demonstrate high levels of respect, tolerance and understanding of difference.

The school's personal, social, health and economic curriculum is comprehensive and meets all statutory requirements. It covers key areas, including how pupils keep themselves safe, both online and in the wider world. Older pupils engage enthusiastically in a financial education project, which teaches them about budgeting, earning and managing money in preparation for future careers. The school works closely with local businesses, schools and universities to raise pupils' aspirations and enhance the range of opportunities available to them.

Leaders also prioritise pupils' wellbeing highly effectively. The school's 'Nest' provision offers bespoke support for pupils who need additional help with their social and emotional development. In class 'brain breaks' reinforce the importance of mindfulness and wellbeing, supporting pupils to concentrate and learn successfully.

Leaders' work to develop pupils' character is a further strength. Pupils take pride in a wide range of leadership roles, which help them become active citizens who contribute meaningfully to school life. Pupils experience a strong sense of belonging in both the school and the wider community. For example, members of the school parish council are currently involved in an ambitious project aimed at reducing incidents of antisocial behaviour in the local community.

The rich and impressive range of experiences pupils receive prepares them extremely well for life in modern Britain.

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

Warm relationships run throughout this inclusive school. Pupils and staff form kind, caring connections. These help pupils feel a genuine sense of belonging. Pupils attend school very well.

Pupils thrive academically and achieve well, including pupils from disadvantaged backgrounds. Published assessment outcomes, which sit significantly above national averages, reflect this success. Pupils show excellent attitudes to learning and a strong thirst for knowledge. They gain the knowledge and skills they need to be well prepared for the next stage of their education.

Behaviour around school is calm and orderly. Pupils enter classrooms ready to learn and settle quickly. These high expectations begin in the early years, where staff establish routines and expectations straight away. Lessons across the school proceed without disruption. In the playground, pupils socialise happily and cohesively, enjoying active games together with smiles on their faces. Bullying rarely occurs and staff address it swiftly and effectively when it does.

Pupils feel safe and well cared for. Well-trained adults provide additional support for pupils who need help to feel ready to learn. Pupils know who to speak to if they ever feel worried or upset.

Pupils take an active and meaningful role in school and community life. A wide range of leadership roles and responsibilities gives pupils a strong voice in school life. Pupils also develop their wider talents and interests through an extensive range of clubs covering sport, the arts and music. The school enriches the curriculum further by offering opportunities such as rowing and cycling, giving pupils an authentic 'Cambridge' experience. This broad and thoughtfully designed curriculum helps pupils develop into well-rounded, confident citizens.

Next steps

- Leaders should continue to provide bespoke and focused support for teachers at the earlier stages of their careers, so they develop their practice and even further strengthen the quality of teaching across the school.
 - Leaders should continue to support pupils from disadvantaged backgrounds to achieve even more highly, enabling them to close the remaining attainment gap with their non disadvantaged peers.
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About this inspection

The chair of the board of governors in this school is Anthea Kenna.

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 (HMI) or by Ofsted Inspectors (OIs) who have previously served as HMI.

Inspectors spoke with the headteacher, other school leaders, a group of governors including the chair of governors and a representatives from the local authority during the inspection. The views of pupils, parents and carers and staff were also sought as part of the inspection.

The school currently uses no alternative provision.

Headteacher: Thomas Sapsford

Lead inspector:

Jonny Wallace, His Majesty's Inspector

Team inspectors:

Duncan Ramsey, Ofsted Inspector

Lesley Stevens, 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 14 April 2026

School and pupil context

Total pupils

218

Close to 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

240

Close to 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)

15.26%

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: 26.3%

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

3.67%

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: 3.5%

Pupils with special educational needs (SEN) support

6.42%

Well below average

What does this mean?

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

National average: 15%

Location deprivation

Close to 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	82%	61%	Above
2024/25 (revised)	90%	62%	Above
2023/24 (final)	83%	61%	Above
2022/23 (final)	76%	60%	Above

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	86%	74%	Above
2024/25 (revised)	90%	75%	Above
2023/24 (final)	83%	74%	Above
2022/23 (final)	86%	73%	Above

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	85%	72%	Above
2024/25 (revised)	90%	72%	Above
2023/24 (final)	86%	72%	Above
2022/23 (final)	79%	71%	Above

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	87%	73%	Above
2024/25 (revised)	90%	74%	Above
2023/24 (final)	86%	73%	Above
2022/23 (final)	86%	73%	Above

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	60%	46%	Above
2024/25 (revised)	S	47%	S

Year	This school	National average	Compared with national average
2023/24 (final)	S	46%	S
2022/23 (final)	43%	44%	Close to average

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	73%	62%	Above
2024/25 (revised)	S	63%	S
2023/24 (final)	S	62%	S
2022/23 (final)	71%	60%	Close to average

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	60%	59%	Close to average
2024/25 (revised)	S	59%	S
2023/24 (final)	S	58%	S
2022/23 (final)	43%	58%	Below

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	67%	60%	Close to average
2024/25 (revised)	S	61%	S
2023/24 (final)	S	59%	S
2022/23 (final)	57%	59%	Close to average

‘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	60%	68%	-8 pp
2024/25 (revised)	S	69%	S
2023/24 (final)	S	67%	S
2022/23 (final)	43%	66%	-23 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	73%	80%	-6 pp
2024/25 (revised)	S	81%	S
2023/24 (final)	S	80%	S
2022/23 (final)	71%	78%	-7 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	60%	78%	-18 pp
2024/25 (revised)	S	78%	S
2023/24 (final)	S	78%	S
2022/23 (final)	43%	77%	-35 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	67%	80%	-13 pp
2024/25 (revised)	S	81%	S
2023/24 (final)	S	79%	S

Year	This school	National non-disadvantaged score	School disadvantage gap
2022/23 (final)	57%	79%	-22 pp

‘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 (2 term)	3.5%	5.2%	Below
2023/24 (3 term)	3.8%	5.5%	Below
2022/23 (3 term)	4.7%	5.9%	Below

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)	7.0%	13.3%	Below
2023/24 (3 term)	5.7%	14.6%	Below
2022/23 (3 term)	8.8%	16.2%	Below

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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