

Beechwood Primary School and Nursery

Address: Meredith Street, Crewe, Cheshire, CW1 2PH

Unique reference number (URN): 111211

Inspection report: 27 January 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 ●

Attendance and behaviour

Strong standard ●

Leaders work hard to make sure pupils come to school every day. Attendance has risen over the last three years. When a pupil's attendance drops, leaders act fast. They phone families and visit homes when needed. They make simple plans, such as breakfast club places or 'meet and greet' check ins. These steps help pupils feel welcomed and ready to start the day. Because of this, persistent absence has fallen and is better than the national average. Attendance for pupils who are disadvantaged, or who have special educational needs and/or disabilities, is also stronger than the national average. These improvements show that leaders respond quickly and that their work makes a real difference.

Pupils behave well and move calmly around school. Classrooms are safe and friendly. Pupils say teachers 'help you fix mistakes' so learning can carry on. Pupils enjoy lessons and join in activities like outdoor learning, choir and special curriculum days, which help them feel proud of their school. Leaders do not tolerate bullying. Pupils say adults listen, act quickly and sort problems fairly. Staff know pupils very well and follow behaviour routines with kindness and consistency. This means the school feels respectful and welcoming for everyone, and pupils can learn without worry.

Curriculum and teaching

Strong standard ●

Leaders at Beechwood know what highly effective teaching looks like. They visit lessons, look at pupils' work and talk to teachers to see what is going well and what needs improving. This helps them make effective decisions about the curriculum. The curriculum is broad and ambitious, and it gives pupils the knowledge they need for their next steps. Leaders make sure subjects are taught in a clear order. For example, pupils learn simple map skills in geography before using grid references in Year 6. In science, pupils explore magnets before learning about forces.

Reading, writing and mathematics are taught every day. Most pupils develop the skills they need in these subjects. However, a small number do not have the transcription skills they need, such as handwriting. This makes it harder for them to show what they know when they write. Pupils who need extra help get support quickly. Some read with an adult each morning. Others use number beads or sentence frames to build confidence.

Leaders and staff know pupils' needs well. They adapt teaching for disadvantaged pupils, those with special educational needs and/or disabilities, and pupils who are learning English. Tools such as digital devices, coloured overlays or calm corners help remove barriers so all pupils can succeed.

Inclusion

Strong standard ●

Leaders at Beechwood make sure each pupil gets the help that they need. Staff identify needs swiftly, including for disadvantaged pupils and those with special educational needs and/or disabilities. Staff use simple checks, such as short reading tasks, quizzes and conversations with pupils, to see what each child finds hard. They then design support that

works. Some pupils use technology to help with writing, some read with an adult each morning and others join small 'catch up groups' to build confidence.

Leaders remove barriers through clear and fair adjustments. Pupils who feel overwhelmed can use quiet spaces. Those who struggle to focus have movement breaks. Visual timetables help pupils understand the day. Staff use technology well to help everyone access the curriculum and succeed. Leaders check these strategies often by looking at work, tracking progress and talking to pupils.

Staff receive regular training so that they know how to identify pupils facing difficulties and adapt lessons. Leaders work closely with families and professionals such as speech therapists and social workers. Together, they decide on the best next steps for each child. Additional funding is used well. It supports reading teachers, breakfast club places and emotional support for pupils.

Personal development and wellbeing

Strong standard ●

Leaders at Beechwood teach pupils how to understand themselves and others. Pupils learn to think about their own beliefs and listen to different opinions. In lessons, they talk about real-life questions, such as fairness, kindness and right and wrong. They learn to respect people who have different families, cultures or religions. Pupils also build their social skills. They work together on team challenges, learn how to sort out small disagreements and take part in school events that celebrate fundamental British values. For example, pupils vote in elections to choose members of the Future Leaders council. They help care for the school grounds as eco counsellors and play leaders. Junior translators help their peers to be understood when they are learning English as an additional language. The school's personal development programme is wide and exciting. On Enrichment Mondays, pupils try activities they may not experience at home, such as quilling, photography, drama, cooking and art. Outdoor learning helps them grow confidence, solve problems and enjoy nature. These experiences support disadvantaged pupils especially well, giving them chances to shine and discover new interests.

Pupils learn about healthy relationships and safety in an age-appropriate way. They learn how to stay safe online, how to ask for help when they are worried and how to build positive friendships. Staff also teach pupils about other risks. These include unsafe situations, peer pressure, and managing emotions. Pupils who need extra help, such as those with special educational needs and/or disabilities or those facing tough times, get additional support. This support comes from the school counsellor, nurture groups and trusted adults who know them well. Together, these experiences help pupils grow into confident, thoughtful and responsible young people.

Expected standard ●

Achievement

Expected standard ●

Pupils at Beechwood make steady progress as they move through the school. Most pupils start with skills below those typical for their age, especially in reading and vocabulary. Over

time, they learn well because the curriculum is clear and builds learning step by step. In 2025, national test results in reading dropped because the Year 6 pupils had many changes of teachers in key stage 2. This instability slowed learning, but it did not reflect the strength of the school. Work from current Year 5 and 6 pupils shows they are on track and achieving well.

Important groups, like disadvantaged pupils, pupils with special educational needs and/or disabilities and pupils known to social care, also make positive progress. Leaders check gaps often and give extra help, such as daily reading practice or small mathematics groups. Because of this, pupils grow in confidence and are typically well prepared for their next steps in school and beyond.

Early years

Expected standard 

Children in the early years settle quickly because routines are calm, clear and friendly. Adults talk with children all day, using rich words like predict, discover and describe. They model sentences and ask questions such as 'How did you know that?' to help children explain their ideas. This builds strong language and listening skills.

The curriculum helps children learn step by step through stories, talk and play. Reading is a top priority. In Reception, phonics starts right away. Children practise sounds daily and read books that match the sounds they know. This helps them feel proud and enjoy reading. Most children learn these skills well, but a small number need more time and support to be ready to write. Adults give these children extra fine motor activities, such as tweezers, threading and tracing simple shapes, so they gain strength and confidence.

Children explore outdoors often, building resilience as they balance on logs, dig and work with their friends. Staff work closely with parents and carers, meeting them regularly and sharing simple activities to try at home. Children with special educational needs and/or disabilities, and disadvantaged children get swift help from adults and outside agencies when needed. By the end of Reception, an increasing number of children are ready for the routines and learning in Year 1.

Leadership and governance

Expected standard 

Leaders know the school's strengths well and they understand what needs to improve further. They are clear about their priorities, such as strengthening writing, improving phonics and keeping attendance high. They check these areas often by visiting lessons, talking to pupils and looking at work. Their decisions always put pupils first, especially pupils who are disadvantaged, have special educational needs and/or disabilities (SEND), or who have had support from children's social care.

Governors meet regularly with leaders and ask direct questions about pupils' progress, spending and safety. They check that money, including additional funding, is used wisely. For example, they review how reading groups and nurture support help pupils catch up. Governors challenge leaders when needed, but also give support so that improvements continue.

Leaders make sure staff have training that builds strong skills. Early career teachers get coaching and watch good practice. All staff take part in training on phonics, behaviour and SEND so they can meet pupils' needs. Leaders also think carefully about workload. For example, they use simple planning formats and protect time for marking and preparation. Because of this careful leadership, staff feel supported, and pupils benefit from a school that keeps getting better.

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

Pupils at Beechwood Primary School feel included, valued and listened to. Positive and respectful relationships between pupils and staff are evident each day. These relationships help pupils feel safe, secure and confident. Pupils take on many meaningful responsibilities, including leadership and support roles. These responsibilities strengthen their sense of belonging and contribution.

Leaders prioritise pupils' voices, including disadvantaged pupils' views. Pupils see themselves as active contributors to school improvement. Pupils say staff help them succeed, feel happy and included. Clubs and enrichment activities involve pupils from all backgrounds. These experiences build teamwork, communication and pride in the school.

Pupils enjoy learning and approach work with positive attitudes. Teachers create a nurturing and ambitious learning environment. The curriculum is broad, well designed and built on high expectations. Staff build pupils' knowledge and skills securely over time. This helps pupils make impressive progress from their starting points. They achieve well. Targeted support helps pupils overcome barriers to learning and wellbeing. Leaders provide enriching opportunities, including outdoor learning and Enrichment Mondays. These opportunities broaden pupils' horizons beyond the classroom. Pupils are well prepared for the next stage of their education.

Pupils behave well and show respect and courtesy towards others. This creates a calm and purposeful environment for learning. Pupils trust staff to act quickly on concerns, including bullying. Leaders promote pupils' physical and emotional wellbeing through effective pastoral support. Support includes help for vulnerable pupils and access to a school counsellor. Pupils also access creative, sporting and therapeutic activities. Positive relationships with families support positive attendance. A supportive culture encourages pupils to attend school regularly. Pupils learn to be responsible and active citizens through meaningful experiences. These experiences develop empathy, confidence and understanding of modern Britain.

Next steps

- Leaders should ensure that staff, including in the early years, provide focused, regular support to pupils so that they develop consistently secure key transcription skills.
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About this inspection

The chair of the board of governors in this school is John Cargill.

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.

Inspection activities:

Inspectors spoke with the headteacher and other senior leaders during the inspection. They also met with members of the governing board, as well as a representative of the local authority.

Inspectors spoke with several pupils, staff, parents and carers. They considered the responses to Ofsted's surveys.

The inspectors confirmed the following information about the school:

The school does not use any alternative provision.

Headteacher: Sara Harper

Lead inspector:

Helen Friend, His Majesty's Inspector

Team inspectors:

Deborah Bailey, Ofsted Inspector

Alison Lawson, Ofsted Inspector

Sue Mills, 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 27 January 2026

School and pupil context

Total pupils

490

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: 272

School capacity

315

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)

40.33%

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

3.88%

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

17.76%

Close to average

What does this mean?

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

National average: 15%

Location deprivation

Well 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	53%	61%	Below
2024/25 (revised)	44%	62%	Below
2023/24 (final)	59%	61%	Close to average
2022/23 (final)	57%	60%	Close to average

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	68%	74%	Below
2024/25 (revised)	56%	75%	Below
2023/24 (final)	75%	74%	Close to average
2022/23 (final)	74%	73%	Close to average

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	65%	72%	Below
2024/25 (revised)	60%	72%	Below
2023/24 (final)	68%	72%	Close to average
2022/23 (final)	67%	71%	Close to average

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	71%	73%	Close to average
2024/25 (revised)	67%	74%	Close to average
2023/24 (final)	82%	73%	Above
2022/23 (final)	67%	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	49%	46%	Close to average
2024/25 (revised)	39%	47%	Close to average
2023/24 (final)	53%	46%	Close to average
2022/23 (final)	57%	44%	Above

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	68%	62%	Close to average
2024/25 (revised)	55%	63%	Close to average
2023/24 (final)	80%	62%	Above
2022/23 (final)	75%	60%	Above

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	57%	59%	Close to average
2024/25 (revised)	45%	59%	Below
2023/24 (final)	53%	58%	Close to average
2022/23 (final)	71%	58%	Above

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	65%	60%	Close to average
2024/25 (revised)	58%	61%	Close to average
2023/24 (final)	80%	59%	Above
2022/23 (final)	64%	59%	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 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	49%	68%	-19 pp
2024/25 (revised)	39%	69%	-31 pp
2023/24 (final)	53%	67%	-14 pp
2022/23 (final)	57%	66%	-9 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	68%	80%	-12 pp
2024/25 (revised)	55%	81%	-26 pp
2023/24 (final)	80%	80%	0 pp
2022/23 (final)	75%	78%	-3 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	57%	78%	-21 pp
2024/25 (revised)	45%	78%	-33 pp
2023/24 (final)	53%	78%	-24 pp

Year	This school	National non-disadvantaged score	School disadvantage gap
2022/23 (final)	71%	77%	-6 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	65%	80%	-15 pp
2024/25 (revised)	58%	81%	-22 pp
2023/24 (final)	80%	79%	1 pp
2022/23 (final)	64%	79%	-15 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)	4.4%	5.2%	Close to average
2023/24 (3 term)	5.4%	5.5%	Close to average
2022/23 (3 term)	6.5%	5.9%	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 (2 term)	10.9%	13.3%	Close to average
2023/24 (3 term)	15.2%	14.6%	Close to average
2022/23 (3 term)	17.8%	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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