

# Beaulieu Village Primary School

Address: High Street, Beaulieu, Brockenhurst, Hampshire, SO42 7YD

Unique reference number (URN): 115861

## 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 ●

The importance of high attendance is consistently promoted so that the majority of pupils attend school very well. Leaders take a meticulous and proactive approach to analysing attendance patterns and respond quickly when concerns emerge. Open and constructive relationships with parents enable leaders to understand pupils' personal circumstances and adapt support appropriately, including for pupils with specific needs.

Leaders work tenaciously with families where attendance barriers are more challenging. Support is aligned to pupils' interests and strengthens their sense of belonging and self-confidence. Tailored support helps pupils feel welcome as valued members of the community. This carefully targeted work is reducing barriers to attendance and is having a clear, positive impact on pupil wellbeing and attendance.

Behaviour expectations are high and consistently applied. Classrooms are calm, and pupils behave with integrity. They are attentive and take pride in their work. Staff use clear routines and positive relationships to prevent low-level disruption. When concerns arise, leaders keep comprehensive records and intervene effectively. Pupils' involvement in decisions that affect their learning and wellbeing, assemblies and personal, social and health education reinforce respectful conduct and the school's values. These values are embodied by pupils throughout the school. Older pupils set a clear example and model maturity. Pupils understand that bullying and discriminatory behaviour are not tolerated and know what to do if they have a worry.

### Curriculum and teaching

Strong standard ●

The curriculum is broad, ambitious and coherently sequenced from the early years to Year 6. Subject leaders identify the knowledge pupils need and how this builds over time. They have mapped the intended learning with care so that pupils revisit and deepen their understanding as they progress through the curriculum. Teachers use purposeful tasks to help pupils recall their prior learning. Leaders prioritise the development of pupils' reading and spoken language. Teachers skilfully deliver the school's phonics programme. They select rich, diverse texts that evoke discussion and extend pupils' vocabulary. Across subjects, pupils confidently apply their reading and writing knowledge. Teachers give pupils meaningful time to reflect and develop the sophistication of their understanding.

Leaders closely review how well the curriculum is taught. They provide well-focused coaching and professional learning so that teaching is consistently high quality. This includes ensuring that teachers make appropriate adaptations for pupils with special educational needs and/or disabilities. In lessons, teachers identify misconceptions swiftly. They adjust their teaching so that they address gaps in pupils' knowledge immediately. Staff give pupils helpful feedback and provide regular opportunities for them to discuss and refine their work. Leaders have ensured that teachers intelligently provide pupils in mixed-age classes with work that is matched to their ages and stages of learning.

## Early years

Strong standard 

Children in the early years get off to a great start. An engaging, well-organised environment promotes purposeful play, language development and independence. Staff interact skilfully with children to extend their vocabulary and promote communication skills. They share stories to drive learning and spark curiosity. The curriculum is carefully mapped across all areas with a sharp focus on communication and language. Leaders have ensured that the transition into Year 1 is seamless.

Leaders prioritise reading from the start. Staff teach phonics well. Children regularly practise reading using books that closely match the sounds they know. This develops fluency in reading and builds confidence. Staff check learning carefully and intervene swiftly when gaps appear. Staff teach early mathematics with equal precision. Children develop secure number knowledge, fluency in counting and spatial reasoning through well-sequenced activities.

Staff use routines to promote responsibility and cooperation. Children take turns, solve small problems and manage increasing independence well. Staff check children's understanding closely to identify need early and to shape targeted support, including for children with special educational needs and/or disabilities.

Children care for their environment and show kindness in how they play and learn together. They confidently explore the well-designed provision, sustain their attention and make purposeful choices. This enables staff to focus expertly with individuals or groups, further extending children's language and deepening their learning.

## Inclusion

Strong standard 

Leaders have established a clear, strategic approach to inclusion. Staff promptly identify the needs of pupils with special educational needs and/or disabilities. They consistently use strategies that remove barriers to pupils' learning. These strategies are personalised to individual pupils and carefully reviewed so they can be adapted, when necessary. Leaders check the impact of their work carefully. When pupils need specialist input, leaders secure timely support from external professionals and work closely with families.

Teachers adapt their practice effectively so that all pupils can learn the school's ambitious curriculum. Leaders deploy pupil premium funding thoughtfully across teaching, targeted support and wider strategies. As a result, disadvantaged pupils typically achieve highly, attend well and participate fully in school life. When a pupil's needs cannot be met on site, leaders ensure that they select the most appropriate alternative provision and maintain close oversight of pupils' attendance, safety and learning.

Staff understand that inclusion is everyone's responsibility. They benefit from regular training so that they can identify and meet pupils' needs precisely. Bespoke pastoral support, such as nurture provision and structured social and emotional work, helps pupils settle and feel comfortable.

## Leadership and governance

Strong standard 

Leaders and governors clearly understand the school's strengths and priorities. They evaluate provision accurately. Leaders identify the right improvement actions and carefully check that these have the intended impact. They provide staff with professional learning that aligns with whole-school priorities and enables staff to develop their expertise and interests. For example, leaders have used coaching to improve teaching and build a collaborative culture. Leaders are mindful of workload and wellbeing when making decisions. They have streamlined systems and schedule meetings to protect staff's work-life balance. Staff understand leaders' strategic direction. They contribute to improvement, reflecting a culture of collective responsibility.

Governors bring experience and provide meaningful oversight. They provide well-judged support and challenge. Through structured visits and committee work, governors test leaders' evaluations and maintain a clear understanding of pupils' experiences, including for disadvantaged pupils and those with special educational needs and/or disabilities.

Leaders' actions have improved the quality of the curriculum and teaching as well as the provision to support pupils' behaviour, attendance and personal development. When leaders identify variability, they take action to bring about rapid improvement. Recent examples include improvements to the extra support for some pupils and successful strategies to close gaps in a small number of pupils' prior knowledge. Leaders engage proactively with parents, local organisations and partner schools. They draw on external evidence and collaboration to refine practice further. Their ambition for every pupil is evident in the broad curriculum and the personalised support for those who face barriers to learning and/or wellbeing.

## Personal development and wellbeing

Strong standard 

The personal development programme is deliberately planned and responsive to the school's context. It helps pupils reflect on their beliefs and choices. They understand right and wrong and consider ethical issues. Pupils understand that people have different experiences and backgrounds. They respect those differences, and this contributes to an inclusive school culture. Pupils develop social skills through responsibilities such as school librarian, playground monitor and planet protector. They learn about democracy and community through active participation in school life and links with local organisations. The school ensures that pupils make the most of their unique context by taking part in community events throughout the year.

The curriculum for relationships and sex education and health education is age appropriate and sequenced well. Staff teach pupils how to keep themselves safe, including online, and how to look after their mental health. Staff use structured wellbeing routines. Strategies, including journaling, help pupils learn to manage their emotions and build resilience.

Leaders have thoughtfully designed a programme to develop pupils' character and wider knowledge of the world. Pupils engage in music, drama, art and sport-related activities. They benefit from outdoor learning and from the rich local heritage through visits and community events. Competitive sport and inclusive activities are well promoted through the sport premium strategy. Leaders track participation carefully so that disadvantaged pupils

and those with special educational needs and/or disabilities access the full offer. The school's values, and frequent opportunities to practise them, mean pupils show kindness, courage and a readiness to contribute. Parents and pupils talk positively about belonging to the school and the village community. Pupils are very well prepared for life beyond school.

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## Expected standard

### Achievement

### Expected standard

Most pupils achieve at least in line with national expectations by the end of key stage 2, with disadvantaged pupils typically doing particularly well. Pupils progress securely through the taught curriculum. They produce work that demonstrates a secure understanding of subject-specific vocabulary. Pupils develop the knowledge of reading, writing and mathematics that they need to be successful in their future learning. This is reflected in the very successful outcomes in the Year 1 phonics screening check and Year 4 multiplication tables check.

For a small minority of pupils, gaps in their previous knowledge prevented them from achieving as well as they could. Leaders have identified this and taken swift and impactful action, including the introduction of more rigorous checks on pupils' understanding. The work pupils produce and their ability to explain their understanding shows they have the knowledge they need for their next steps.

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

Pupils feel safe, are well known by staff and feel a sense of belonging to the school community. Pupils are happy and grow in confidence. Families receive a warm welcome at the start of the day, which helps pupils settle well. Pupils develop trusting relationships with staff and their peers. Pupils know to share any concerns with staff and that they will be supported, when necessary. Pupils learn in calm, orderly classrooms and behave with courtesy towards adults and one another. Bullying is uncommon, and, when issues arise, staff act quickly and effectively.

Pupils enjoy a carefully sequenced curriculum that builds their knowledge over time. Children in the early years settle quickly, feel safe and build secure foundations of knowledge in language and number. Well-chosen books and regular opportunities to recall and practise what has been taught help pupils throughout the school remember important learning. Those who need extra help, including pupils with special educational needs and/or disabilities and disadvantaged pupils, get timely, personalised support. This reduces barriers to learning effectively. Pupils are well prepared for their next steps in education.

Pupils' barriers to attendance are removed through early, personalised support, and, when necessary, leaders work with external agencies and alternative provision to provide extra help. Disadvantaged pupils attend well because leaders' targeted work removes barriers swiftly and effectively.

Pupils speak with pride about their roles in school. These include road safety officers, librarians and playground monitors. Pupils appreciate contributing to village life in events such as the pancake race or carol singing. They benefit from a broad range of wider experiences, including competitive sport, outdoor learning and local cultural heritage. Opportunities such as these sit alongside a personal development programme that helps pupils to understand themselves and others. Pupils understand the school values and why these matter, respecting individuality and kindness.

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## Next steps

- Leaders should ensure that the work they have undertaken to address gaps in pupils' prior knowledge is embedded so that all pupils achieve as well as they can.
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## About this inspection

The chair of the board of governors in this school is Mrs Andrea Oram.

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.

Inspectors spoke with the headteacher and phase leaders during the inspection. They also met with the special educational needs and/or disabilities co-ordinator, staff members, a local authority representative, governors and pupils during the inspection.

The inspectors confirmed the following information about this school:

The school makes use of 2 alternative provisions, including 2 that are unregistered.

Headteacher: Mrs Michelle Hale

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### Lead inspector:

Ian Howie, His Majesty's Inspector

### Team inspector:

Judith O'Hare, 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

**121**

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

**105**

Well 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)

**12.40%**

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

**7.44%**

Well 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**

**7.44%**

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**

**Below 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.

<b>Year</b>	<b>This school</b>	<b>National average</b>	<b>Compared with national average</b>
<b>Latest 3 year average</b>	65%	61%	Close to average
<b>2024/25 (revised)</b>	63%	62%	Close to average
<b>2023/24 (final)</b>	78%	61%	Above
<b>2022/23 (final)</b>	50%	60%	Below

### **Pupils reaching the expected standard in reading**

The percentage of pupils meeting the expected standard in reading.

<b>Year</b>	<b>This school</b>	<b>National average</b>	<b>Compared with national average</b>
<b>Latest 3 year average</b>	80%	74%	Above
<b>2024/25 (revised)</b>	81%	75%	Close to average
<b>2023/24 (final)</b>	89%	74%	Above
<b>2022/23 (final)</b>	67%	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.

<b>Year</b>	<b>This school</b>	<b>National average</b>	<b>Compared with national average</b>
<b>Latest 3 year average</b>	78%	72%	Above
<b>2024/25 (revised)</b>	75%	72%	Close to average
<b>2023/24 (final)</b>	78%	72%	Close to average
<b>2022/23 (final)</b>	83%	71%	Above

### **Pupils reaching the expected standard in mathematics**

The percentage of pupils meeting the expected standard in mathematics.

<b>Year</b>	<b>This school</b>	<b>National average</b>	<b>Compared with national average</b>
<b>Latest 3 year average</b>	80%	73%	Above
<b>2024/25 (revised)</b>	81%	74%	Close to average
<b>2023/24 (final)</b>	89%	73%	Above
<b>2022/23 (final)</b>	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.

<b>Year</b>	<b>This school</b>	<b>National average</b>	<b>Compared with national average</b>
<b>Latest 3 year average</b>	80%	46%	Above
<b>2024/25 (revised)</b>	S	47%	S
<b>2023/24 (final)</b>	S	46%	S
<b>2022/23 (final)</b>	S	44%	S

### **Disadvantaged pupils reaching the expected standard in reading**

The percentage of disadvantaged pupils meeting the expected standard in reading.

<b>Year</b>	<b>This school</b>	<b>National average</b>	<b>Compared with national average</b>
<b>Latest 3 year average</b>	80%	62%	Above

<b>Year</b>	<b>This school</b>	<b>National average</b>	<b>Compared with national average</b>
<b>2024/25 (revised)</b>	S	63%	S
<b>2023/24 (final)</b>	S	62%	S
<b>2022/23 (final)</b>	S	60%	S

### **Disadvantaged pupils reaching the expected standard in teacher-assessed writing**

The percentage of disadvantaged pupils meeting the expected standard in teacher-assessed writing.

<b>Year</b>	<b>This school</b>	<b>National average</b>	<b>Compared with national average</b>
<b>Latest 3 year average</b>	100%	59%	Above
<b>2024/25 (revised)</b>	S	59%	S
<b>2023/24 (final)</b>	S	58%	S
<b>2022/23 (final)</b>	S	58%	S

### **Disadvantaged pupils reaching the expected standard in mathematics**

The percentage of disadvantaged pupils meeting the expected standard in mathematics.

<b>Year</b>	<b>This school</b>	<b>National average</b>	<b>Compared with national average</b>
<b>Latest 3 year average</b>	90%	60%	Above
<b>2024/25 (revised)</b>	S	61%	S
<b>2023/24 (final)</b>	S	59%	S
<b>2022/23 (final)</b>	S	59%	S

‘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	80%	68%	12 pp
2024/25 (revised)	S	69%	S
2023/24 (final)	S	67%	S
2022/23 (final)	S	66%	S

### 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	80%	80%	0 pp
2024/25 (revised)	S	81%	S
2023/24 (final)	S	80%	S
2022/23 (final)	S	78%	S

### 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.

<b>Year</b>	<b>This school</b>	<b>National non-disadvantaged score</b>	<b>School disadvantage gap</b>
<b>Latest 3 year average</b>	100%	78%	22 pp
<b>2024/25 (revised)</b>	S	78%	S
<b>2023/24 (final)</b>	S	78%	S
<b>2022/23 (final)</b>	S	77%	S

### **Disadvantaged pupils reaching the expected standard in mathematics**

The percentage of disadvantaged pupils meeting the expected standard in mathematics and the disadvantaged gap.

<b>Year</b>	<b>This school</b>	<b>National non-disadvantaged score</b>	<b>School disadvantage gap</b>
<b>Latest 3 year average</b>	90%	80%	10 pp
<b>2024/25 (revised)</b>	S	81%	S
<b>2023/24 (final)</b>	S	79%	S
<b>2022/23 (final)</b>	S	79%	S

‘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)	6.3%	5.2%	Above
2023/24 (3 term)	6.6%	5.5%	Above
2022/23 (3 term)	5.4%	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)	17.6%	13.3%	Above
2023/24 (3 term)	19.6%	14.6%	Above
2022/23 (3 term)	11.0%	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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