

The Gainsborough Parish Church Primary School

Address: Acland Street, Gainsborough, Lincolnshire, DN21 2LN

Unique reference number (URN): 138640

Inspection report: 24 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 are rigorous in their response when pupils do not attend well. They ensure that pupils, staff and parents and carers understand the high expectations of attending regularly. Leaders understand the barriers to attending that some pupils face, and they work hard to remove them. They provide effective advice and support to pupils and their families. As a result, the proportion of pupils, including disadvantaged pupils, who are persistently absent from school has reduced. However, some pupils with special educational needs and/or disabilities (SEND) do not attend school as well as they should.

Leaders have high expectations of behaviour. They have a secure understanding of pupils' needs. Staff benefit from appropriate training to support a consistent approach to behaviour management. Pupils respond well to this because they are clear about what staff expect of them. Staff make appropriate adjustments to support pupils with SEND. All pupils have the opportunity to access pastoral support to help them to manage their behaviour responsibly. As a result, pupils are ready to learn. Pupils' behaviour across the school is positive. Many pupils have positive attitudes to their learning.

Leaders have created a culture where staff support and protect pupils from all aspects of discrimination or abuse. Relationships between staff and pupils demonstrate empathy, kindness and respect.

Curriculum and teaching

Expected standard 

Leaders demonstrate a comprehensive and accurate knowledge of the quality of the curriculum, teaching and learning across the school. Since the last inspection, they have written and implemented a new curriculum. The curriculum is ambitious. It is carefully sequenced and identifies precisely what pupils will learn.

Extending pupils' language and vocabulary underpins the curriculum. As a result, pupils develop their communication skills. They are articulate and keen to talk about their learning.

Leaders have accurately identified the areas where teaching needs to improve. They have rightly prioritised, and brought about improvements to, the teaching of reading, writing and mathematics. The approach to teaching these subjects is consistently embedded. Teachers regularly check what pupils have learned. Any gaps in learning are identified and addressed quickly and effectively. As a result, pupils develop fluency, confidence and enjoyment in these areas.

Teachers have the subject knowledge they need to teach the curriculum well. They provide clear instructions and take the time to revisit what pupils have learned before. In most classes, pupils make secure progress because of this. However, this is not consistent across the wider curriculum. In some subjects, teaching is not as effective.

Early years

Expected standard 

Children make a positive start in the early years. Leaders work with parents and carers and nursery settings effectively to ensure a smooth transition when children start school. They know the children and their families well.

Leaders have embedded a new curriculum since the last inspection. They have ensured that the curriculum identifies the important knowledge that children will need to know and remember. This supports learning and progress and ensures that children are ready for Year 1. The school ensures that children develop the basic skills in reading, writing and mathematics that they need to be confident learners. Reading is prioritised, and children in Reception quickly secure the phonics knowledge they need to read and write. Children practise what they have learned in these areas when accessing independent play.

Adult interactions with children are of high quality and develop language and communication well. As a result, children are keen to talk and to share their thoughts and ideas.

Staff regularly check how well children understand new ideas and concepts. Staff identify the needs of disadvantaged children and those with special educational needs and/or disabilities swiftly and effectively. They make the necessary adaptations to activities so that all children can learn. This helps children to achieve well.

Parents are highly positive about the relationship they have with the school. They benefit from the support they receive and workshops, for example on sleep routines.

Inclusion

Expected standard 

Leaders and staff know pupils well. They understand the range of barriers pupils face, including those who are disadvantaged, those with special educational needs and/or disabilities and those known to social care. Leaders are relentless in their drive to ensure that barriers are overcome. They have high aspirations for pupils, and work closely with parents and carers and external agencies to support pupils to achieve well.

Leaders identify and check the needs of pupils effectively. They ensure that staff have appropriate training to meet pupils' needs. Staff provide effective support to ensure that pupils are well prepared and ready to learn. Teachers provide appropriate additional resources to support pupils' learning, for instance when solving number problems. Pupils are encouraged to 'build it, draw it, write it'. This supports pupils to deepen their learning. Leaders check pupils' progress. When necessary, pupils receive the support they need to catch up and keep up with their peers. This additional support is also carefully checked to make sure that pupils achieve well.

Leaders use pupil premium funding effectively to ensure that disadvantaged pupils access the school's enrichment offer. These pupils are fully included in the life of the school. For example, they join in with clubs, trips and residential trips.

Leadership and governance

Expected standard 

Leaders have made rapid progress since the last inspection. They identify the right priorities for improvement. Leaders take swift action because they want to achieve the best possible outcomes and experiences for pupils. They act in pupils' best interests.

Leaders, governors and trust leaders know the school, the community and pupils well. They have an unwavering focus on vulnerable groups to give them the best possible chance in life. A rigorous process ensures that the needs of all vulnerable groups are swiftly identified and addressed. Leaders check the progress of vulnerable pupils closely. They use this information to allocate appropriate support and resources effectively.

Governors are knowledgeable about their statutory duties and carry them out effectively. They know that the curriculum is now fit for purpose and that it is not yet consistently well taught. They support and challenge school leaders to bring about the necessary improvements.

Leaders provide staff with a comprehensive professional learning programme. This has improved considerably since joining the trust. The impact of this is evident in improvements in curriculum delivery, consistency of behaviour management and responding to the voice of pupils. Leaders work with other schools within the trust effectively. They also benefit from work with schools in the locality and those with similar demographics. Staff appreciate that leaders are mindful of their wellbeing. Leaders ensure that staff's workload is manageable.

Leaders promote positive and respectful relationships across the school community. They enjoy warm and positive relationships with parents and carers, who comment positively about the way in which 'staff go above and beyond to support not only the children but families as well'.

Personal development and wellbeing

Expected standard 

Leaders have ensured that the personal development programme reflects the context of the school. Pupils learn to keep themselves safe when working online and when out in the community. They learn how to look after their physical health and to recognise their emotions. They learn about healthy relationships. Pupils are beginning to develop their understanding of the characteristics that are protected by law, such as race. They understand the need to treat all people with respect.

Pupils know the school's core values of 'community, dignity, hope and wisdom'. They value being part of a community and understand what this means. Despite this, some pupils are not as confident when talking about the other core values. They do not demonstrate a deep understanding of the fundamental British values. Pupils know they have a role to play within and beyond the school and have a developing understanding of what they need to thrive in later life. They are prepared for life in modern Britain.

Leaders ensure that pupils can access the pastoral support that they need. The pastoral offer is effective and tailored to meet the needs of pupils. Leaders provide a 'universal' offer so all pupils can 'drop in' to nurture, where they can have a snack or simply chat with an adult.

Leaders ensure that pupils have access to opportunities to enhance their time in school through clubs, trips and residential visits. They provide opportunities to develop pupils' talents and interests. This includes the introduction of a running club and choir. Pupils enjoy attending the different activities, which help to develop their character. Leaders ensure that all groups of pupils benefit from this. When necessary, leaders ensure that pupils have the additional support needed so that they can participate.

Pupils value the responsibilities they have. They know that they must 'promote' themselves in order to receive a leadership role. These roles provide pupils with opportunities to develop confidence, responsibility and social skills.

Needs attention

Achievement

Needs attention 

Leaders are taking action to improve the achievement of pupils. However, the impact of this is not evident in some subjects. Over time, pupils do not achieve well in reading, writing or mathematics by the end of key stage 2. Despite this, leaders ensure that disadvantaged pupils get the support they need, which enables them to achieve in line with national averages.

Leaders have taken action to improve reading. Teachers identify gaps in pupils' knowledge and provide appropriate support to help them to catch up. The proportion of pupils passing the phonics screening check has increased.

Leaders have prioritised improvements in reading, writing and mathematics. However, pupils do not consistently have the knowledge and skills needed across the wider curriculum. While pupils talk enthusiastically about their learning, particularly in history, in other subjects their knowledge is not as secure. As a result, not all pupils are ready for the next stage in their learning.

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

Pupils are welcomed, included and cared for at Parish Church Primary School. At the start of each school day, staff greet pupils with warm smiles. Pupils enter a calm, nurturing and friendly environment, where they feel that they belong and are safe. They love their school and understand why it is important to attend regularly. Most pupils' attendance is improving.

Disadvantaged pupils, those known to social care and those who have special educational needs and/or disabilities learn successfully alongside their peers. Pupils enjoy their learning and generally try hard in lessons. However, their achievement in reading, writing and mathematics has been inconsistent over time. In some areas, such as early reading, there has been evident progress. However, this is not consistent and there is further work to do to improve outcomes at the end of key stage 2.

Parents and carers are overwhelmingly positive about the school. Staff build effective, trusting relationships with pupils and their families. This creates a culture of mutual respect and understanding. Pupils are confident that they can share any worries they may have with trusted adults who will listen and help them.

Staff have high expectations of behaviour. Pupils respond well to the consistent approach. They are friendly and polite. Pupils consider incidents of bullying to be rare. When it does happen, teachers help them. Children settle quickly into school routines when they join the early years. They support each other, for example when reading, and talk about their learning. Pupils play and socialise well together during social times across the different year groups. They enjoy taking risks with the climbing equipment, waiting their turn and supporting one another. Pupils participate in extra-curricular clubs, including rugby, choir and construction. They are proud of their school and value being part of the school community.

Next steps

- Leaders should ensure that the well-designed curriculum is taught consistently well in all subjects and year groups, so that pupils secure the knowledge and skills they need for their next steps.
 - Leaders should continue their work to improve pupils' achievement, across all areas of learning, and build on the improvements already made, so that pupils build the depth of knowledge they need.
 - Leaders should further strengthen their work to improve attendance, with a particular focus on disadvantaged pupils, to ensure that all pupils come to school as often as possible.
 - Leaders should ensure that pupils develop a deeper and more detailed knowledge of the school's values and fundamental British values.
-

About this inspection

This school is part of Lincoln Anglican Academy Trust, which means that other people in the trust also have responsibility for running the school. The trust is run by the chief executive officer, Jackie Waters-Dewhurst, and overseen by a board of trustees, chaired by Jerry Woolner.

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 held meetings with the headteacher, senior and middle leaders, trustees and governors, including the chairs of the trust and local governing body. They also spoke to a range of teaching and non-teaching staff and a wide range of pupils.

The inspectors confirmed the following information about the school:

The school does make use of alternative provision.

The school is registered as having a Church of England religious character. The latest section 48 inspection took place in July 2019.

The school has undergone 2 significant changes since the last inspection. The headteacher was appointed in January 2025. The school joined the Lincoln Anglican Academy Trust in November 2023.

Headteacher: Theresa Peacock

Lead inspector:

Donna Chambers, His Majesty's Inspector

Team inspectors:

George Huthart, Ofsted Inspector

Justine Roberts, 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 24 March 2026

School and pupil context

Total pupils

282

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

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)

50.00%

Well 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

3.90%

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

16.31%

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)

SEN unit

What does this mean?

Whether school has Resourced Provision or SEND unit (if applicable).

Type of specialist provision (if applicable)

SpLD - Specific Learning Difficulty, SLCN - Speech, language and Communication, ASD - Autistic Spectrum Disorder, MLD - Moderate Learning Difficulty

What does this mean?

The type of Special Educational Needs provision provided at the school (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	46%	61%	Below
2024/25 (revised)	49%	62%	Below
2023/24 (final)	45%	61%	Below
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	62%	74%	Below
2024/25 (revised)	67%	75%	Below
2023/24 (final)	61%	74%	Below
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	60%	72%	Below
2024/25 (revised)	62%	72%	Below
2023/24 (final)	57%	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	52%	73%	Below
2024/25 (revised)	58%	74%	Below
2023/24 (final)	48%	73%	Below
2022/23 (final)	50%	73%	Below

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	44%	46%	Close to average
2024/25 (revised)	38%	47%	Close to average
2023/24 (final)	54%	46%	Close to average
2022/23 (final)	44%	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	58%	62%	Close to average
2024/25 (revised)	67%	63%	Close to average
2023/24 (final)	54%	62%	Close to average
2022/23 (final)	52%	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	54%	59%	Close to average
2024/25 (revised)	52%	59%	Close to average
2023/24 (final)	62%	58%	Close to average
2022/23 (final)	52%	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	53%	60%	Close to average
2024/25 (revised)	52%	61%	Close to average
2023/24 (final)	54%	59%	Close to average
2022/23 (final)	52%	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	44%	68%	-24 pp
2024/25 (revised)	38%	69%	-31 pp
2023/24 (final)	54%	67%	-14 pp
2022/23 (final)	44%	66%	-22 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)	54%	80%	-26 pp
2022/23 (final)	52%	78%	-26 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	54%	78%	-24 pp
2024/25 (revised)	52%	78%	-26 pp
2023/24 (final)	62%	78%	-16 pp

Year	This school	National non-disadvantaged score	School disadvantage gap
2022/23 (final)	52%	77%	-25 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	53%	80%	-27 pp
2024/25 (revised)	52%	81%	-28 pp
2023/24 (final)	54%	79%	-26 pp
2022/23 (final)	52%	79%	-27 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)	6.6%	5.2%	Above
2023/24 (3 term)	7.3%	5.5%	Above
2022/23 (3 term)	7.1%	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)	21.1%	13.3%	Above
2023/24 (3 term)	20.8%	14.6%	Above
2022/23 (3 term)	24.5%	16.2%	Above

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.

The Office for Standards in Education, Children's Services and Skills (Ofsted) inspects services providing education and skills for children and learners of all ages, and inspects and regulates services that care for children and young people.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email enquiries@ofsted.gov.uk.

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit www.nationalarchives.gov.uk/doc/open-government-licence, write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: psi@nationalarchives.gsi.gov.uk.

This publication is available at <https://reports.ofsted.gov.uk>.

Interested in our work? You can subscribe to our monthly newsletter for more information and updates: <http://eepurl.com/iTrDn>.

Piccadilly Gate
Store Street
Manchester
M1 2WD

T: 0300 123 1231

Textphone: 0161 618 8524

E: enquiries@ofsted.gov.uk

W: www.gov.uk/ofsted

© Crown copyright 2026



© Crown copyright