

# Benjamin Adlard Primary School

**Address:** Sandsfield Lane, Gainsborough, Lincolnshire, DN21 1DB

**Unique reference number (URN):** 138063

## Inspection report: 3 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.

## Strong standard ●

### Attendance and behaviour

Strong standard ●

Leaders successfully prioritise attendance. Their strategy is informed by their deep understanding of the barriers many pupils face. Leaders have developed trusting partnerships with families, and their communication is second to none. Everyone is completely aware of the importance of being in school. Staff are absolutely relentless in their mission to ensure that all pupils attend, are safe and are learning. They are more than tenacious in their successful work with families to remove the significant barriers they face that may prevent their child from attending. The work is highly successful. Overall attendance is in line with national averages. Disadvantaged pupils' attendance is significantly better than the national average.

Staff manage pupils' behaviour with the precision of a well-oiled machine. The school culture blends nurture with ambition. Bullying never goes unchallenged. Staff insist on the highest standards for every pupil. Clear behaviour rules and routines reflect these expectations, and pupils understand and follow them consistently. Staff bring deep expertise to their work. They put numerous adaptations in place so all pupils, especially those with special educational needs and/or disabilities, can settle, learn and succeed. As a result, pupils love learning at 'Benjies'.

### Curriculum and teaching

Strong standard ●

Leaders provide a broad and balanced curriculum. It is carefully designed to meet pupils' needs, including those who are disadvantaged, those who face barriers to learning and those with special educational needs and/or disabilities (SEND). Leaders leave nothing to chance. Their meticulous planning ensures that pupils learn well across every subject. Leaders refine and review the curriculum routinely so pupils can remember and apply their learning and gain the knowledge and skills they need for their next steps.

Teachers are subject experts who communicate their knowledge extremely well. Many share their expertise by training colleagues across the trust. In every class, teachers give precise explanations and model expectations clearly so pupils know exactly what to do. They check learning carefully, identify gaps or misconceptions and address them quickly and effectively.

Staff remove barriers to learning with skill and precision. Pupils who need help to catch up receive the support they need to thrive. Staff adapt the curriculum thoughtfully so pupils with SEND learn the same ambitious content as their peers. Expectations of what pupils can achieve remain high. Disadvantaged pupils, pupils with SEND and vulnerable pupils progress extremely well through the curriculum.

### Early years

Strong standard ●

Children receive a superb start to their education in the early years. Many children in the provision are disadvantaged, have special educational needs and/or disabilities (SEND) or face barriers to learning and/or their wellbeing. Many have speech and language needs. As soon as they enter the early years in the Nursery provision, expert staff address these

needs. They support children and their families skilfully to ensure that children learn and thrive. No child is left behind. Children, particularly those who have attended the Nursery, progress extremely well through the curriculum and are very well prepared for key stage 1.

Leaders are extremely knowledgeable. They make astute decisions to ensure that they meet children's needs fully. The curriculum is meticulously designed. Staff consistently ensure that children are involved in high-quality interactions. Children are often transfixed by the exciting activities in which they are involved. The provision is an extremely well-organised, calm and effective environment in which all children learn.

The teaching of early reading is expert. Children learn in a text-rich environment. They love stories and rhymes. They are well prepared to move into Year 1. Typically all children, including children facing barriers and those with SEND, achieve the appropriate standard in the phonic screening check by the end of Year 1.

Families are extremely appreciative of the provision. They describe the support that they and their child receive as 'life changing'.

## **Inclusion**

**Strong standard** ●

Inclusion is at the heart of this school. Leaders hold high ambitions for pupils, most of whom are disadvantaged, who face barriers to their learning and/or wellbeing or who have special educational needs and/or disabilities (SEND). Leaders maintain a laser-sharp focus to ensure that the school's vision of 'every child, every day, making a difference' is realised.

Staff swiftly identify the needs of pupils with SEND. Leaders work closely with families and a vast array of external professionals. They ensure that pupils with SEND receive the help they need. They tailor support precisely and review it rigorously to make sure it has the intended impact. Parents and carers express gratitude for the expert support their children receive and the significant difference it makes.

Staff are extremely well trained and experienced. They adapt learning systematically and skilfully to remove the barriers many pupils face. Provisions such as the 'launch pad', 'pause pod' and 'zen den' support pupils' wellbeing and provide targeted, effective learning.

Leaders allocate additional funding for disadvantaged pupils with great strategic care. They monitor spending closely to ensure that it improves outcomes and broadens pupils' experiences so they can develop the intended traits of aspiration, independence and resilience.

## **Leadership and governance**

**Strong standard** ●

Leaders are driven by a clear purpose to raise the aspirations of pupils so that they can succeed. They make decisions that benefit the wider community. The out-of-school-hours sport provision, for example, is open to all. Leaders have built strong and trusting relationships. Families are unanimous in their praise for the school's work.

Leaders absolutely know their school. They have an astute overview. They reflect carefully on their work, use the most up-to-date research and actively seek the views of others to

inform their self-evaluation. Leaders make absolutely sure the school is as effective as it can possibly be.

Leaders work effectively with external organisations and professionals. For example, they liaise closely with the virtual school, the local authority, parents and carers, and very many other organisations when adapting pupils' educational offer. This ensures that pupils receive provision that absolutely meets their needs.

Governance from the trust and community council members is ambitious. These leaders provide appropriate support and challenge and fulfil their statutory duties effectively.

Staff show great commitment and dedication. They feel extremely well supported by leaders, including in relation to their workload and wellbeing. The high-quality training they receive helps to make them experts in their field and effective in their roles. Staff are extremely proud to work at this school.

## **Personal development and wellbeing**

**Strong standard** ●

The personal, social and health education and relationships curriculums meet pupils' needs extraordinarily well. The school's context is significant, as most pupils are disadvantaged and many face barriers to their learning and wellbeing or are known to social care. Leaders know the barriers pupils face and have an excellent understanding of what pupils need to thrive, despite the challenges they face. Leaders carefully craft and review the curriculum to make absolutely sure that pupils gain the knowledge and skills needed to be safe and happy, particularly when they are online. Pupils are confident, show great compassion and understanding towards each other and are incredibly resilient learners.

In an age-appropriate way, pupils learn about equality, aspects of identity that are protected by law such as gender and race, and fundamental British values such as respect and the rule of law. Pupils understand these concepts and take them extremely seriously. They are knowledgeable about different cultures and describe their school as diverse and happy.

Leaders provide a vast range of clubs, trips and events that extend pupils' learning beyond the classroom. All pupils receive opportunities to broaden their experiences and develop new talents. 'Roots school', for example, significantly enhances pupils' social, emotional and physical development, and it contributes meaningfully to their confidence, independence and sense of responsibility. Many pupils express great pride in their roles as ambassadors, prefects and champions. They make a real and positive difference in the school community.

Leaders have a deep understanding of the pupils in their care. Pupils receive fantastic support for their social and emotional mental health needs. A range of high-quality, bespoke pastoral provision ensures that pupils feel safe, happy and ready to learn.

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## Expected standard ●

### Achievement

### Expected standard ●

The proportion of disadvantaged pupils, pupils with special educational needs and/or disabilities and pupils who face barriers to their learning and/or wellbeing is much greater than the national average. The school's determined actions ensure that pupils make secure and sustained progress through the curriculum. They achieve in line with national averages in national tests and are well prepared for their next steps in learning.

At the heart of all learning, as soon as children enter the school, is the aim to ensure that pupils build secure foundations in key knowledge, such as reading, handwriting, spelling and mathematics. Impressively, all pupils achieve significantly above national averages in phonics, for example.

Rightly, leaders' current priority is to continue the successful work to improve pupils' fluency in aspects of their learning and to ensure that even more pupils achieve above-average outcomes in national tests.

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

This is a wonderful gem of a school that pupils feel incredibly happy and proud to attend. Most pupils are disadvantaged, have special educational needs and/or disabilities or are known to social care. They absolutely thrive and achieve because of the expert care and high-quality education they receive. Pupils, including pupils who face barriers, attend well. They arrive at school with a smile.

Pupils describe their school as a 'wonderful place of learning'. Staff recognise and address any barriers to learning that pupils may face. Classrooms fizz with pupils' enthusiasm and thirst for knowledge. Pupils are prepared well for their next steps in learning.

Pupils and children in the early years behave impeccably. They have marvellous manners. Pupils know that staff have exceedingly high expectations of them. They are absolutely clear about the rules and routines to follow. Specialist support and care are on hand if they need a little more help to manage their feelings and to behave well. Children in the early years rapidly develop the independence they need. Classrooms are calm and magnificent places of learning.

Pupils do not fear bullying or harassment. They have trusted staff to turn to who give immediate and skilful help. Pupil anti-bullying ambassadors act as excellent role models for their peers. Pupils learn about equality and fundamental British values, which helps them understand the importance of mutual respect. Pupils in the role of 'Captain Kindness' help to reward their peers for their unselfish acts in supporting others. Social times are happy and safe.

Disadvantage is not viewed as a barrier to success. Pupils' aspirations are raised. All pupils experience broader opportunities that widen their experience and talents. They are excited

and ambitious for their futures. They are an absolute credit to the community.

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## Next steps

- Leaders should continue the highly effective work to ensure that pupils make the progress through the curriculum needed to achieve consistently well and typically achieve above-average outcomes in national tests and examinations over time.
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## About this inspection

This school is part of Anthem Schools Trust, which means other people in the trust also have responsibility for running the school. The trust is run by the chief executive officer (CEO), David Hatchett, and overseen by a board of trustees, chaired by Jay Bhutani.

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 met with the headteacher and other senior leaders. They met with a director of education for the trust, who acted as the nominee during the inspection, and other trust representatives. The lead inspector met with the CEO of the trust and the chair of the board of trustees. She met with members of the academy community council, including the chair.

The inspectors confirmed the following information about the school:

The school uses no alternative provision.

Headteacher: Luke Lovelidge

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### Lead inspector:

Jayne Ashman, His Majesty's Inspector

### Team inspectors:

Anita Denman, Ofsted Inspector

Sally Wicken, 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 3 March 2026

## School and pupil context

### Total pupils

**232**

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

**255**

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)

**72.46%**

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

**7.76%**

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**

**29.74%**

Well above 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.

<b>Year</b>	<b>This school</b>	<b>National average</b>	<b>Compared with national average</b>
<b>Latest 3 year average</b>	59%	61%	Close to average
<b>2024/25 (revised)</b>	52%	62%	Below
<b>2023/24 (final)</b>	76%	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>	71%	74%	Close to average
<b>2024/25 (revised)</b>	63%	75%	Below
<b>2023/24 (final)</b>	79%	74%	Close to average
<b>2022/23 (final)</b>	70%	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>	71%	72%	Close to average
<b>2024/25 (revised)</b>	70%	72%	Close to average
<b>2023/24 (final)</b>	79%	72%	Above
<b>2022/23 (final)</b>	63%	71%	Below

### **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>	69%	73%	Close to average
<b>2024/25 (revised)</b>	59%	74%	Below
<b>2023/24 (final)</b>	79%	73%	Close to average
<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>	55%	46%	Above
<b>2024/25 (revised)</b>	48%	47%	Close to average
<b>2023/24 (final)</b>	68%	46%	Above
<b>2022/23 (final)</b>	50%	44%	Close to average

### **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>	65%	62%	Close to average

<b>Year</b>	<b>This school</b>	<b>National average</b>	<b>Compared with national average</b>
<b>2024/25 (revised)</b>	57%	63%	Close to average
<b>2023/24 (final)</b>	73%	62%	Close to average
<b>2022/23 (final)</b>	64%	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.

<b>Year</b>	<b>This school</b>	<b>National average</b>	<b>Compared with national average</b>
<b>Latest 3 year average</b>	66%	59%	Close to average
<b>2024/25 (revised)</b>	67%	59%	Close to average
<b>2023/24 (final)</b>	73%	58%	Above
<b>2022/23 (final)</b>	59%	58%	Close to average

### **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>	66%	60%	Close to average
<b>2024/25 (revised)</b>	52%	61%	Close to average
<b>2023/24 (final)</b>	73%	59%	Above
<b>2022/23 (final)</b>	73%	59%	Above

### **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.

<b>Year</b>	<b>This school</b>	<b>National non-disadvantaged score</b>	<b>School disadvantage gap</b>
<b>Latest 3 year average</b>	55%	68%	-12 pp
<b>2024/25 (revised)</b>	48%	69%	-22 pp
<b>2023/24 (final)</b>	68%	67%	1 pp
<b>2022/23 (final)</b>	50%	66%	-16 pp

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

The percentage of disadvantaged pupils meeting the expected standard in reading 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>	65%	80%	-15 pp
<b>2024/25 (revised)</b>	57%	81%	-24 pp
<b>2023/24 (final)</b>	73%	80%	-7 pp
<b>2022/23 (final)</b>	64%	78%	-15 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.

<b>Year</b>	<b>This school</b>	<b>National non-disadvantaged score</b>	<b>School disadvantage gap</b>
<b>Latest 3 year average</b>	66%	78%	-12 pp
<b>2024/25 (revised)</b>	67%	78%	-12 pp
<b>2023/24 (final)</b>	73%	78%	-5 pp
<b>2022/23 (final)</b>	59%	77%	-18 pp

### **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>	66%	80%	-14 pp
<b>2024/25 (revised)</b>	52%	81%	-28 pp
<b>2023/24 (final)</b>	73%	79%	-7 pp
<b>2022/23 (final)</b>	73%	79%	-6 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.

<b>Year</b>	<b>This school</b>	<b>National average</b>	<b>Compared with national average</b>
<b>2024/25 (2 term)</b>	5.6%	5.2%	Close to average
<b>2023/24 (3 term)</b>	5.7%	5.5%	Close to average
<b>2022/23 (3 term)</b>	6.7%	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)	16.8%	13.3%	Above
2023/24 (3 term)	16.1%	14.6%	Close to average
2022/23 (3 term)	17.9%	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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