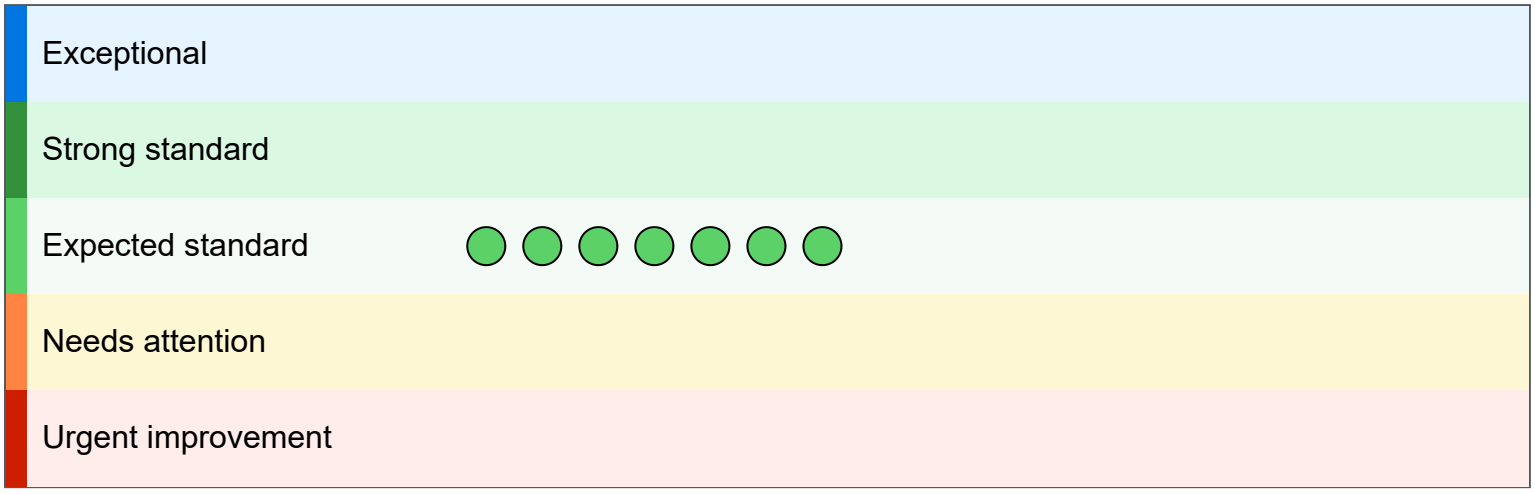
Bourne Abbey Church of England Primary Academy

Address: Abbey Road, Bourne , Lincolnshire, PE10 9EP

Unique reference number (URN): 136354

Inspection report: 28 April 2026



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

Achievement

Expected standard

Pupils' responses in lessons and work in books shows that they learn the curriculum well. Pupils' outcomes in national tests are typically in line with or better than national averages. This includes pupils who are disadvantaged and those with special educational needs and/or disabilities. However, in some of the wider curriculum subjects, pupils do not remember some of the key knowledge they need for future learning. Pupils, including children in the early years, are well prepared for their next steps in education. When they leave at the end of Year 6, pupils are ready for their studies in secondary education.

Pupils learn the key knowledge they need for future learning in reading, writing and mathematics. However, some pupils who are the early stages of learning speech, language and communication occasionally do not learn as well as they could. This is because, occasionally, staff do not provide support specifically matched to these pupils' needs.

Attendance and behaviour

Expected standard

Leaders have successfully promoted the importance of regular school attendance. Pupils know that attending school is important. They enjoy school, so they attend regularly.

Leaders pay close attention to any trends in attendance. When pupils find coming to school difficult, leaders work well with parents and carers to find solutions. As a result, these pupils overcome challenges and maintain regular attendance.

Leaders and staff have established clear classroom routines. Pupils typically focus on their learning. Children in the early years learn how to sustain concentration and listen attentively during class discussions. Older pupils work hard in lessons. When they find learning difficult, they show determination and learn from their mistakes.

Pupils show kindness towards staff and each other. They socialise well together during lunch, eating with good manners and enjoying each other's company. On the playground, pupils have fun together and take care of each other. Pupils are well equipped to find solutions when disagreements arise. When pupils' friendships become strained or in the rare incidents of bullying, staff ensure that positive relationships are restored. Staff support pupils who find managing emotions and behaviour difficult. These pupils are fully included in the life of the school and maintain positive behaviour.

Curriculum and teaching

Expected standard

Leaders have designed an ambitious curriculum that aligns well with the national curriculum. Starting in the early years, leaders have organised the curriculum so that pupils learn in logical steps. This helps pupils to build their knowledge over time.

Overall, staff teach the curriculum well. Leaders have ensured that staff have the subject knowledge they need to teach the intended curriculum. Teachers access training in the

school's agreed teaching approaches. This ensures that some elements of the curriculum are taught to a consistently high standard.

Staff teach pupils, including children in the early years, reading, writing and mathematics effectively. Staff provide generally effective support for pupils who are at the early stages of learning speech, language and communication. Occasionally, however, staff do not have sufficient focus on these pupils' exact needs. When this happens, these pupils do not learn as well as they could. For some subjects in the wider curriculum, staff do not routinely enable pupils to revisit previous learning with sufficient rigour.

Staff provide effective support for pupils who are disadvantaged and those with special educational needs and/or disabilities because of the training and guidance they receive from leaders.

Early years

Expected standard

Leaders have built an effective early years provision that caters well for the needs of children in Nursery and in the Reception Year. The early years curriculum is well designed. Staff are well trained in the developmental needs of the different age groups in the early years, including children with special educational needs and/or disabilities. Overall, staff teach the curriculum well. They arrange learning opportunities that meet children's interests and needs. Children enjoy exploring the stimulating learning activities that staff provide. Children meet leaders' high expectations and are well prepared for their next steps in education.

Children learn the school's values. They demonstrate kindness and play well together. They learn how to share and take turns. Children develop the ability to speak about their feelings. They express their needs clearly and listen to others patiently.

Children are safe in the early years. Leaders and staff have all expected welfare requirements in place.

Leaders routinely check the quality of the early years provision. They build positive partnerships with parents and carers and welcome their feedback. When something is not working well enough, leaders act swiftly and make any necessary improvements.

Inclusion

Expected standard

Leaders have recently developed their approach to identifying the needs of pupils with special educational needs and/or disabilities (SEND). As a result, leaders identify and support more pupils with SEND than was previously the case. Leaders ensure that, on arrival, staff identify pupils' barriers to learning. Leaders work well with parents, carers and external specialists to design support for these pupils. Leaders ensure that staff receive useful guidance about pupils' particular needs and how best to support them. Staff are developing their expertise in providing suitable learning opportunities for pupils with SEND, though further training is needed. This is particularly noticeable for pupils who have difficulties with speech, language and communication.

Leaders ensure that staff provide pupils who are disadvantaged with the support that they need to learn the curriculum well. They achieve at least in line with national averages. Leaders work with families of pupils who are disadvantaged to encourage them to develop interests and talents by attending extra-curricular activities.

Leaders work effectively with external agencies, including the headteacher of the virtual school, to provide support for children in care. Leaders invest in social and emotional support, when necessary, along with providing bespoke academic help.

Leadership and governance

Expected standard

Recently, leaders have successfully guided the school through some turbulent times. Staff's morale is very high. They value leaders' high expectations and the collaborative team ethos leaders have created. Staff appreciate the support they receive to maintain a manageable workload.

Leaders have recently introduced a professional learning programme for staff. This has been a positive change. Staff share leaders' commitment to professional learning and the drive to make their teaching even better. Staff appreciate the opportunities they have to develop their teaching and take on leadership roles.

While leaders have an accurate view of the strengths and weaknesses of the school, trustees are less certain. Trustees have ensured that safeguarding policies and practices are working as they should. However, they are less secure about how well certain areas of the curriculum are working. With the support of the Diocese, trustees have recently redirected their attention to the quality of the school's provision. When they are aware of areas that need to improve, trustees hold leaders to account well and ensure that the necessary changes are made.

Parents and carers are positive about the school. Many comment with pride about how the school has served the community successfully over generations. They value the welcoming and inclusive ethos at the school.

Personal development and wellbeing

Expected standard

Leaders are ambitious for pupils' personal development, including developing pupils into capable activists who improve the world. Pupils speak passionately about the United Nations Rights of the Child and the many activities pupils lead to promote these. Pupils learn the importance of caring for the most vulnerable in society. They develop creative and impactful charity fundraising events.

Pupils learn about the diverse beliefs and lifestyles in modern society, alongside learning the school's Christian values. Pupils maturely reflect on the spiritual side of life. They understand the importance of valuing others' differences and are well prepared to live in a multicultural society. Pupils have a generally accurate understanding about how British democracy works. They learn and practise democratic processes, including electing local officials through activities such as student council elections.

Pupils learn how to maintain healthy lifestyles, right from the early years. For example, children in the early years learn about the importance of brushing teeth. Older pupils understand the importance of healthy eating and regular exercise. Pupils reflect on their feelings and know the importance of seeking help when emotions start to become overwhelming.

Children in the early years learn how to take calculated risks. Older pupils know the risks they face at home, in the community and when online. They know the features of positive relationships and indicators of unhealthy relationships. Pupils know what to do if concerns arise. Pupils value the way staff support them when they face challenging circumstances at school and home.

Pupils enjoy and benefit from the school's well-planned enrichment and extra-curricular programme. They appreciate the educational visits and visiting speakers that enable them to dig deeper into the curriculum. Leaders ensure that pupils who are disadvantaged and those with special educational needs and/or disabilities are well supported to participate in these opportunities.

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

Pupils understand and live up to the school's expectation that they become 'agents of change' by making positive contributions to the world around them. Children in the early years learn how to be helpful. For example, they tidy up willingly together. At school, older pupils look after younger pupils on the playground and serve as 'well-being warriors'. In the community, they complete service projects, such as picking litter and leading worship at a local care home. Pupils also demonstrate the school's values in lessons. For example, children in the early years learn how to listen politely to the views of others during class discussions. In lessons, pupils focus on their learning and support each other when facing tricky tasks. They show determination and are proud of their achievements.

Pupils access a well-designed curriculum that builds their knowledge over time. Because they are taught well, pupils and children in the early years learn and achieve well. They are well prepared for their next steps in education. They learn to read through a structured phonics programme. Those who need support with their reading are given the help that they need. Pupils who are disadvantaged and those with special educational needs and/or disabilities receive the support they need to overcome barriers to learning.

Within the positive ethos of the school, pupils feel safe. They enjoy coming to school, so they attend regularly. Pupils play and learn happily together. Older pupils are positive role models for their younger peers. Pupils also appreciate the way staff care for them. Bullying is very rare. When it does occur, staff deal with it effectively so that it stops and does not reoccur.

Next steps

- Leaders should ensure that teachers routinely support pupils to revisit prior learning in the wider curriculum so that pupils remember key knowledge over time.
- Leaders should continue to provide training for staff so that pupils who are at the early stages of speech, language and communication development are given the precise support that they need so they can access the curriculum and achieve well.
- Trustees should continue to improve the way that they gather information about the quality of provision at the school and hold leaders to account when improvements are needed.

About this inspection

This school is part of Abbey Academies Trust, which means other people in the trust also have responsibility for running the school. The trust is run by the interim chief executive officer (CEO), Megan Shears, and overseen by a board of trustees, chaired by Christopher Bates.

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 chair of the trust, the CEO, trustees, the head of school, senior leaders, subject leaders, teachers, support staff and pupils during the inspection.

The inspectors confirmed the following information about the school:

This school is registered as having a Church of England religious character. It is in the Diocese of Lincoln. The last section 48 inspection was on 19 May 2023.

The school uses no alternative provision.

The school has undergone a significant change since the last inspection. The interim CEO and the head of school took up their posts in September 2026. Trustees have chosen to enter a voluntary merger with another trust.

Anna Petrie: Head of school

Lead inspector:
Al Mistrano, His Majesty's Inspector

Team inspectors:
George Huthart, Ofsted Inspector
Emma Tayler, Ofsted Inspector
Shaun Carter, 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 28 April 2026

School and pupil context

Total pupils

696
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

698
Well above 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)

27.70%
Close to 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

3.74%
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

5.32%
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

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	72%	61%	Above
2024/25 (final)	74%	62%	Above
2023/24 (final)	70%	61%	Above
2022/23 (final)	71%	60%	Above

Pupils reaching the expected standard in reading

The percentage of pupils meeting the expected standard in reading.

Year	This school	National average	Compared with national average
Latest 3 year average	77%	74%	Close to average
2024/25 (final)	79%	75%	Close to average
2023/24 (final)	75%	74%	Close to average
2022/23 (final)	79%	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	82%	72%	Above
2024/25 (final)	82%	72%	Above
2023/24 (final)	83%	72%	Above
2022/23 (final)	80%	71%	Above

Pupils reaching the expected standard in mathematics

The percentage of pupils meeting the expected standard in mathematics.

Year	This school	National average	Compared with national average
Latest 3 year average	87%	73%	Above
2024/25 (final)	86%	74%	Above
2023/24 (final)	89%	73%	Above
2022/23 (final)	87%	73%	Above

Disadvantaged pupils' performance

Disadvantaged pupils are those who have been eligible for free school meals at any point in the last six years and children looked after.

Disadvantaged pupils reaching the expected standard in reading, writing and mathematics

The percentage of disadvantaged pupils meeting the expected standard in reading, writing and mathematics.

Year	This school	National average	Compared with national average
Latest 3 year average	53%	46%	Close to average
2024/25 (final)	63%	47%	Above

Year	This school	National average	Compared with national average
2023/24 (final)	46%	46%	Close to average
2022/23 (final)	52%	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	63%	62%	Close to average
2024/25 (final)	68%	63%	Close to average
2023/24 (final)	54%	62%	Close to average
2022/23 (final)	68%	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	66%	59%	Close to average
2024/25 (final)	68%	59%	Close to average
2023/24 (final)	71%	58%	Above
2022/23 (final)	60%	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	74%	60%	Above
2024/25 (final)	74%	61%	Above
2023/24 (final)	71%	59%	Close to average
2022/23 (final)	76%	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.

Year	This school	National non-disadvantaged score	School disadvantage gap
Latest 3 year average	53%	68%	-15 pp
2024/25 (final)	63%	69%	-6 pp
2023/24 (final)	46%	67%	-22 pp
2022/23 (final)	52%	66%	-14 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	63%	80%	-16 pp
2024/25 (final)	68%	81%	-12 pp
2023/24 (final)	54%	80%	-26 pp
2022/23 (final)	68%	78%	-10 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	66%	78%	-12 pp
2024/25 (final)	68%	78%	-10 pp
2023/24 (final)	71%	78%	-7 pp
2022/23 (final)	60%	77%	-17 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	74%	80%	-6 pp
2024/25 (final)	74%	81%	-7 pp
2023/24 (final)	71%	79%	-9 pp

Year	This school	National non-disadvantaged score	School disadvantage gap
2022/23 (final)	76%	79%	-3 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 (3 term)	4.6%	5.2%	Close to average
2023/24 (3 term)	4.7%	5.5%	Below
2022/23 (3 term)	5.6%	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 (3 term)	11.8%	13.0%	Close to average
2023/24 (3 term)	12.7%	14.6%	Close to average
2022/23 (3 term)	17.5%	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.

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.

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Piccadilly Gate
Store Street
Manchester
M1 2WD

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Textphone: 0161 618 8524
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