

The Butterwick Pinchbeck's Endowed CofE Primary School

Address: School Lane, Butterwick, Boston, Lincolnshire, PE22 0HU

Unique reference number (URN): 120683

Inspection report: 2 June 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 swift in their response when pupils do not attend well. They ensure that pupils, staff, parents and carers understand the high expectations of attending regularly. They work closely with families and provide support. For example, they greet pupils with well-chosen activities to prepare them for the school day. Bespoke strategies lead to demonstrable improvement for some pupils. Typically, attendance is in line with national averages, however, some disadvantaged pupils continue to miss too much of their schooling.

Leaders have high expectations of behaviour. The school's behaviour policy is implemented consistently, for example, by celebrating success through house points. Pupils enjoy celebrating these achievements. Staff provide highly effective pastoral support to help pupils to manage their behaviour. Leaders ensure that staff receive appropriate training from specialist providers to meet the complex needs of pupils. Pupils behave very well. They can learn without disruption. Some pupils demonstrate independence and a commitment to their learning, but this is not consistent. Some pupils demonstrate pride in their work. Pupils work and play well with others during social times. Pupils are confident that bullying is not tolerated in school. Leaders have created a culture where staff support and protect pupils from all aspects of discrimination or abuse.

Early years

Expected standard

Leaders have a clear understanding of the context and starting points of children when they join the school. Leaders work closely with parents and carers and nurseries to ensure that all children make a positive start in the Reception class. Children know what is expected of them and follow routines without any fuss. They behave very well. They are happy, and want to learn.

The curriculum identifies what children need to know and remember and responds to the changing cohorts of children. For example, leaders have ensured that they have put in place a more practical approach to develop fine motor skills for writing.

The school ensures that children develop the basic skills of reading, writing and mathematics that they need to be good learners. Children secure their knowledge of phonics to be able to read and write. They practise through play what they have learned in early mathematics. Teachers check children's understanding of new learning. They make the necessary changes needed to support children, helping them to progress well and be ready for their next steps. Some adult interactions with children are of high quality and develop language and communication skills very well.

Leaders identify the needs of children with special educational needs and/or disabilities and put appropriate support in place.

Inclusion

Expected standard 

Leaders have high expectations of most pupils, including those with special educational needs and/or disabilities (SEND), pupils who are disadvantaged and those who are known to social care. They promote an inclusive culture, where pupils are able to take part in all aspects of school life. Leaders use additional funding, including the pupil premium, appropriately to reduce barriers for disadvantaged pupils.

Leaders ensure that the needs of pupils are identified swiftly. Staff know the pupils well and quickly share concerns as they arise. Leaders and staff work with parents and carers and external agencies to gather and share information. They use this information to put suitable support in place.

Staff benefit from focused training to meet the needs of pupils. As a result, support for pupils with complex needs and those with barriers to their wellbeing is highly effective. Additional adults provide appropriate support in some lessons, for example in phonics lessons, where learning is adapted and pupils are given the support to learn with peers. However, this is not the case across all curriculum subjects. Sometimes, teachers do not use the information they have to routinely support pupils with SEND in class. When this happens, pupils struggle to access their learning and do not achieve as well as they should.

Leadership and governance

Expected standard 

Leaders know the school, the community and pupils well. They identify the right priorities for improvement. They take timely and well-managed actions because they want to achieve the best possible outcomes and experiences for pupils. They act in pupils' best interests.

Those responsible for governance have a clear understanding of their roles and responsibilities. They support and challenge school leaders effectively. They are fully aware of the impact of the school's work, including the drive to improve attendance for disadvantaged pupils.

Leaders acknowledge the changing demographics of the school. They have responded appropriately to these changes through the creation of a specialised nurture provision for pupils with complex needs.

Leaders prioritise professional learning. Staff access appropriate training. The impact of this training is evident, for example, in supporting pupils with complex needs.

Staff appreciate that leaders are mindful of their wellbeing. Leaders ensure that staff's workload is manageable.

Parents and carers are overwhelmingly positive about the school, including the warm relationships with staff, the breadth of enrichment activities and the 'family' feel. These positive relationships are used well to provide support and guidance for pupils, especially those who are disadvantaged, those known to social care or those with special educational needs and/or disabilities.

Leaders work with other schools in the local area. School leaders are given the opportunity

to network and work with leaders from other schools to further develop their practice. They work closely with the feeder secondary school to support successful transition and when supporting transition for vulnerable pupils.

Personal development and wellbeing

Expected standard 

Leaders have ensured that the personal development curriculum reflects the school's context. It is well sequenced and ensures that pupils revisit learning to embed their knowledge. Effective teaching of this curriculum ensures that pupils learn how to be safe in the community. They know how to be safe when working online.

Pupils learn how to look after their physical and mental health. They know that they should, 'take time for yourself'. They learn about different faiths and cultures.

Pupils demonstrate the school's value of friendship. They value being part of a team and show kindness to one another, supporting the younger children well. They demonstrate a deep understanding of respect, but their knowledge of the fundamental British values is not as strong. Pupils are not clear about how these values link with the school's values.

Pupils value their leadership roles. They take them seriously. Members of the school council know that their suggestions, for example, for new equipment are taken seriously and acted on by school leaders. This gives them a sense of purpose and belonging.

The pastoral offer is tailored to meet pupils' needs. Leaders ensure that pupils can access the pastoral support that they require. Many pupils attend the sensory circuit session at the start of the school day to prepare them for the day ahead.

The school offers a range of extra-curricular activities. Leaders make sure that all groups of pupils are included, for example, by including lunchtime clubs for those who cannot stay at the end of the school day. Leaders provide opportunities to develop pupils' talents and interests. These include sports clubs, arts and the choir.

Leaders ensure that trips and residential activities provide memorable experiences for all pupils. When necessary, leaders ensure that pupils have the additional support needed so that they can participate.

Needs attention

Achievement

Needs attention 

Teachers do not consistently highlight areas, where pupils need to improve in their writing, for example with letter formation and spelling. Consequently, these gaps are not closing. Teachers do not have consistently high expectations of how pupils should present their work in mathematics. As a result, pupils do not present their calculations well. This contributes to pupils making errors. Some pupils talk about their learning confidently and progress through the whole curriculum. However, some do not progress as well as they should.

Most pupils are ready for the next stage in their learning. Pupils typically achieve well in national tests at the end of key stage 2. Disadvantaged pupils achieve above national averages in some subjects. Pupils' outcomes in phonics are typically in line with national averages. The dip in outcomes in 2025 is reflective of the context of the year group. Teachers identify gaps in pupils' knowledge in reading and provide appropriate support to help them to catch up.

Curriculum and teaching

Needs attention 

Leaders are in the process of reviewing the curriculum. They acknowledge that, in some subjects, information about what pupils should learn over time is not precise enough to support teachers in their planning. While leaders' actions are appropriate, they are in the early stages. In some subjects, the school's curriculum identifies what pupils will learn. Where this is the case, the curriculum is well sequenced and builds on what pupils have learned before.

On occasion, the curriculum is tailored to the needs of pupils with special educational needs and/or disabilities. However, this is not consistent. Teachers are not routinely adapting teaching and learning in response to what pupils know and can do. This limits the progress that pupils could make.

During some lessons, teachers routinely check on how well pupils are doing. However, some pupils make mistakes in their written work and in mathematics and teachers do not identify these mistakes.

Leaders understand the quality of the curriculum and teaching. They have secured improvements in the teaching of reading and mathematics. Leaders have accurately identified the areas where teaching needs to improve. For example, they have introduced a new approach to writing. This is impacting positively on developing composition. However, teachers do not have consistently high expectations of letter formation and handwriting.

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

Pupils are well known, cared for and valued at Butterwick. They say that they are happy to be part of the school community. Many pupils shared comments, such as 'You feel part of a team,' and 'We all work well together.' They have a sense of belonging. At the start of each school day, pupils are welcomed into a calm, inclusive and friendly environment, where they feel safe. Pupils rise to the high expectations of behaviour. They behave well. Pupils are friendly and well mannered.

Staff build supportive, trusting relationships with pupils and their families. This creates a culture of respect, where pupils are confident that they can share any worries they may have with staff. They know that staff care for them and will listen to them. Pupils show collaboration and work well together. They value what their peers have to say. Pupils enjoy learning and say that their teachers help them. Pupils work with focus and follow teacher instructions well. In some subjects, such as in art, pupils talk about their learning confidently.

The older pupils support the younger ones through their leadership roles. For example, the mental health warriors say that they feel proud to help other pupils when they are sad. Pupils report that incidents of bullying are rare.

Pupils live out the values of love, hope and forgiveness. Pupils enjoy enrichment activities, including after-school clubs, trips and residential visits. Pupils understand the importance of attending regularly. Most pupils attend well, or their attendance is improving.

Children achieve well in the early years. They quickly become independent and articulate learners. They follow well-established routines and cooperate enthusiastically to learn new things.

Disadvantaged pupils and those with special educational needs and/or disabilities get the pastoral support that they need to learn successfully alongside peers.

Next steps

- Leaders should continue their work to review the curriculum to ensure that the knowledge and skills pupils should learn are clearly identified in all subjects to support pupils to achieve well across the curriculum.
 - Leaders should ensure that all staff implement consistently and effectively the new approaches to the teaching of writing, with a particular focus on developing handwriting and transcription skills.
 - Leaders should ensure that teachers use their knowledge of pupils' barriers to learning, including those of pupils with special educational needs and/or disabilities, and assessment information to assist them to adapt the curriculum and teaching appropriately, to enable all pupils to build successfully on what they know.
 - 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 understand how the school's values that they follow in their behaviour and conduct link with fundamental British values.
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About this inspection

The chair of the board of governors in this school is Dr Vivienne Tegg.

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, the deputy headteacher, the special educational needs coordinator, middle leaders, governors and a range of teaching and non-teaching staff. They also spoke with a wide range of pupils throughout the school during the inspection.

The inspectors confirmed the following information about the school:

The school is registered as having a Church of England religious character. The latest section 48 inspection took place in December 2024.

The school does not make use of alternative provision.

Headteacher: Sam Towers

Lead inspector:

Donna Chambers, His Majesty's Inspector

Team inspectors:

Tom Hawkins, Ofsted Inspector

Becky Lyon, 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 2 June 2026

School and pupil context

Total pupils

264

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)

25.38%

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

4.92%

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

10.61%

Below average

What does this mean?

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

National average: 15%

Location deprivation

Close to 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	65%	61%	Close to average
2024/25 (final)	69%	62%	Close to average
2023/24 (final)	61%	61%	Close to average
2022/23 (final)	66%	60%	Close to average

Pupils reaching the expected standard in reading

The percentage of pupils meeting the expected standard in reading.

Year	This school	National average	Compared with national average
Latest 3 year average	73%	74%	Close to average
2024/25 (final)	77%	75%	Close to average
2023/24 (final)	68%	74%	Close to average

Year	This school	National average	Compared with national average
2022/23 (final)	73%	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	78%	72%	Above
2024/25 (final)	77%	72%	Close to average
2023/24 (final)	79%	72%	Above
2022/23 (final)	77%	71%	Close to average

Pupils reaching the expected standard in mathematics

The percentage of pupils meeting the expected standard in mathematics.

Year	This school	National average	Compared with national average
Latest 3 year average	79%	73%	Close to average
2024/25 (final)	81%	74%	Close to average
2023/24 (final)	76%	73%	Close to average
2022/23 (final)	80%	73%	Close to average

Disadvantaged pupils' performance

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

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

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

Year	This school	National average	Compared with national average
Latest 3 year average	51%	46%	Close to average
2024/25 (final)	57%	47%	Close to average
2023/24 (final)	57%	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	59%	62%	Close to average
2024/25 (final)	64%	63%	Close to average
2023/24 (final)	57%	62%	Close to average
2022/23 (final)	56%	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	70%	59%	Above
2024/25 (final)	71%	59%	Above
2023/24 (final)	71%	58%	Above

Year	This school	National average	Compared with national average
2022/23 (final)	69%	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	70%	60%	Above
2024/25 (final)	79%	61%	Above
2023/24 (final)	71%	59%	Above
2022/23 (final)	63%	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	51%	68%	-16 pp
2024/25 (final)	57%	69%	-12 pp
2023/24 (final)	57%	67%	-10 pp
2022/23 (final)	44%	66%	-23 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	59%	80%	-20 pp
2024/25 (final)	64%	81%	-17 pp
2023/24 (final)	57%	80%	-23 pp
2022/23 (final)	56%	78%	-22 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	70%	78%	-7 pp
2024/25 (final)	71%	78%	-7 pp
2023/24 (final)	71%	78%	-6 pp
2022/23 (final)	69%	77%	-9 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	70%	80%	-9 pp
2024/25 (final)	79%	81%	-2 pp
2023/24 (final)	71%	79%	-8 pp
2022/23 (final)	63%	79%	-17 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)	5.3%	5.2%	Close to average
2023/24 (3 term)	5.3%	5.5%	Close to average
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)	16.5%	13.0%	Above
2023/24 (3 term)	14.0%	14.6%	Close to average
2022/23 (3 term)	12.3%	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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