

The Lincoln Bishop King Church of England Primary School

Address: Kingsway, Lincoln, Lincolnshire, LN5 8EU

Unique reference number (URN): 120630

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.

Expected standard

Attendance and behaviour

Expected standard 

Leaders have appropriate systems and processes in place to support pupils to attend school regularly. Leaders work closely with pupils' families and offer tailored support to pupils who do not attend as often as they should. In some cases, this is having a demonstrable impact. Leaders ensure that parents and carers, staff and pupils are clear about their expectations of attendance. The attendance of pupils with special educational needs and/or disabilities and of disadvantaged pupils is in line with national averages. Pupils attend school regularly.

Leaders have high expectations of pupils' behaviour. These expectations are clearly communicated to parents, staff and pupils. In the main, pupils behave well. They are typically able to learn without disruption. Most pupils demonstrate positive attitudes to their learning, and some take real pride in their work. Staff have received appropriate training to ensure that they take a consistent approach to managing pupils' behaviour. Staff ensure that pupils who need support to improve their behaviour get the help that they need. Pupils are confident that bullying and discrimination are not tolerated in school. Leaders have created a culture where staff support and protect pupils.

Inclusion

Expected standard 

Leaders accurately identify any additional needs that pupils may have. Leaders work collaboratively with parents and carers and external agencies to support pupils effectively. Staff benefit from training to help them to understand the barriers that some pupils face, including some disadvantaged pupils, pupils who are new to speaking English and those with special educational needs and/or disabilities. Staff know and understand the needs of individual pupils well.

Leaders ensure that staff receive useful information about how to meet pupils' needs. Staff support pupils to learn alongside their peers. Leaders monitor pupils' progress carefully to ensure that interventions and supportive strategies are making a difference. That said, on occasion, there is some variability in how consistently staff use strategies to reduce barriers to pupils' learning in the classroom.

Leaders have given careful thought to how they use additional funding, including pupil premium funding, to ensure that pupils overcome barriers to their learning and engage with enrichment opportunities. Pupils with any barriers to their learning or wellbeing are fully included in the life of the school.

Leadership and governance

Expected standard 

Leaders, including those responsible for governance, know the school, the community and pupils well. Leaders are mindful of the varied range of needs in the school. They want pupils, including those who are disadvantaged and who speak English as an additional language, to have high aspirations. This is embodied in leaders' vision of 'dream big'.

Recently, leaders have identified weaknesses in the school's provision. They demonstrate an astute understanding of the school's priorities and have taken appropriate action to make improvements. Leaders have taken a measured approach to ensure that staff have the time to understand and embed changes to their practice so that these are sustainable over time. Leaders closely monitor the impact of their actions to ensure they are having the intended effect.

Staff benefit from a range of appropriate professional learning opportunities. This training has had a positive impact in some areas, for example on staff's understanding of how to better support pupils who struggle to manage their behaviour. Nevertheless, leaders' work to ensure that teaching is consistently high quality is at an earlier stage.

Leaders promote positive and respectful relationships across the school community. Parents and carers are overwhelmingly positive about the school and the care given to their children.

Governors provide appropriate support and challenge to school leaders. They have an accurate understanding of the quality of teaching and suitable oversight of the impact of leaders' actions to improve.

Leaders ensure that staff's workload is manageable. Staff appreciate that leaders are mindful of their wellbeing. They feel part of a supportive team.

Personal development and wellbeing

Expected standard 

Pupils feel valued, respected and that they belong in the school. They know that staff will support them if they need it. Pupils enjoy supporting one another through different leadership roles. For example, 'mini police' walk around the playground and offer their help and support. Pupils take pride in their responsibilities and develop their confidence.

Leaders ensure that pupils access the pastoral support that they need. For example, pupils can visit the sensory room. This support helps pupils feel ready and able to learn in the classroom with their peers.

The curriculum for personal, social and health education is logically ordered. Pupils revisit important knowledge over time, which helps them to remember their learning. The curriculum has been designed and adapted to reflect the school's context. Pupils learn how to keep themselves safe, including when online and when out in the community. They learn about how to look after their physical and mental health. Relationships and health education is age-appropriate. For instance, pupils know that healthy relationships are built on trust and respect. Most pupils demonstrate an age-appropriate understanding of consent. In the main, they are well prepared for life beyond primary school.

Pupils typically demonstrate an appropriate understanding of world faiths. They reflect on the diversity of their own school community and how they can support one another. Pupils know about fundamental British values. For example, they talk about tolerance and respect with confidence. Pupils appreciate the need to treat all people fairly and to celebrate differences.

Leaders provide a number of enrichment opportunities to nurture pupils' talents and interests. Pupils enjoy attending after-school clubs. They value trips and residential visits.

Leaders ensure that any pupils with barriers to their learning or wellbeing, including pupils with special educational needs and/or disabilities and some disadvantaged pupils, have the support they need to access the enrichment offer.

Needs attention

Achievement

Needs attention 

Over time, pupils have not achieved well in national tests at the end of key stage 2. This variability is reflected in pupils' current learning, particularly in writing. Starting in early years, gaps in pupils' knowledge of spelling and letter formation are not addressed. As a result, pupils do not learn to write as fluently and effectively as they should. Even so, leaders' actions to improve reading and mathematics are beginning to have an impact. Pupils make suitable progress through the curriculum in these subjects. Leaders ensure that pupils who fall behind receive support that helps them to catch up.

In subjects other than English and mathematics, there is variability in how securely pupils learn. In some subjects, pupils talk about their learning confidently. However, this is not always the case. As a result, pupils and children in early years are not consistently well prepared for the next steps in their learning

Curriculum and teaching

Needs attention 

Leaders have not ensured that staff consistently use the information from checks of pupils' understanding to inform their teaching. Therefore, at times, staff do not design learning activities that match pupils' starting points. Sometimes, pupils work through an activity without understanding the main learning. As a result, some pupils, including some with barriers to their learning, do not learn the intended curriculum as securely as they should.

Leaders demonstrate an accurate understanding of how well teachers deliver the curriculum. Leaders have taken suitable action to secure improvements in some areas, for example the teaching of reading and mathematics, which is typically effective. However, leaders' work to improve the teaching of writing is in its infancy. Staff do not consistently identify and address gaps in pupils' writing knowledge, including in spelling and letter formation.

In the main, the curriculum is logically ordered to build on what pupils have learned before. Staff give clear instructions and have secure subject knowledge. They introduce ambitious vocabulary. Most staff regularly revisit prior learning to help pupils connect new content to what they already know.

In some classes, teaching meets the varied needs of pupils with special educational needs and/or disabilities (SEND) very well. When this is effective, pupils learn successfully. However, there is some variability in how well pupils with SEND are supported to access the curriculum.

Children in the Nursery and Reception Years do not benefit from consistently high-quality learning opportunities. For example, there is variability in the quality of staff interactions with children. At times, these interactions do not help children to develop language and communication skills as well as they should. In addition, although children have opportunities to practise their early reading, writing and number skills, staff do not routinely identify and address errors in children's writing. For instance, some inaccuracies in children's letter formation persist over time.

Leaders have ensured that the curriculum identifies the important knowledge that children need to learn. In some areas, such as understanding of number and early reading, staff support children to develop their understanding successfully. Reading is prioritised. Phonics is taught well, and children typically develop the knowledge that they need in readiness for reading.

Staff are alert to any barriers to learning or wellbeing that children may have, including any special educational needs and/or disabilities. Such needs are identified swiftly, and suitable support is put into place.

Children in the Nursery and Reception Years are happy learners. The setting is a safe and positive place. Staff show high levels of care and work closely with parents and carers to ensure that children feel settled. However, children are not prepared consistently well for their next stages of learning.

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

Pupils feel a positive sense of belonging at this school. They are happy and proud to attend. Pupils feel part of a diverse, nurturing and inclusive community. They know that they are valued and cared for.

Pupils are confident that they can share any worries they may have with staff, who will listen and help them. Pupils have positive, trusting relationships with staff, and they know that staff want the best for them. Pupils say incidents of bullying are rare. They rightly trust that staff will deal with any incidents that may arise.

Leaders and staff have high expectations of pupils' behaviour. Right from early years, children know and understand these expectations, and pupils behave accordingly. Pupils represent the school well. They are polite and greet visitors with a warm welcome.

Pupils appreciate and respect difference. They talk openly about the different religions represented in school and say that everybody has the right to be who they want to be. Pupils show kindness to each other. Older pupils are positive role models for younger ones, for example when leading prayers. Pupils enjoy participating in extra-curricular clubs, including choir, basketball and football. They value trips that enhance their learning.

Pupils with any barriers to their learning or wellbeing, including some disadvantaged pupils, those who speak English as an additional language, those known to social care and those

who have special educational needs and/or disabilities, get the pastoral support they need to be in the classroom alongside their peers.

Most pupils attend school regularly. They enjoy their learning and typically try hard. However, teaching is not consistently effective, including in early years. As a result, pupils' progress through the curriculum is uneven. This is reflected in pupils' attainment in national tests at the end of key stage 2, which has been inconsistent over time. Pupils, including children in early years, are not prepared as well as they should be for their next steps in education.

Next steps

- Leaders should ensure that teachers use information from checks of pupils' learning to inform their teaching so that learning activities match pupils' starting points and enable them to make steady progress through the curriculum in every subject.
 - Leaders should ensure that staff have sufficient expertise to reduce barriers to learning for pupils who are disadvantaged, speak English as an additional language or have special educational needs and/or disabilities so that these pupils access the curriculum successfully.
 - Leaders should ensure that teachers use assessment well to identify and address gaps in pupils' writing knowledge so that pupils develop the skills and knowledge that they need to communicate effectively in writing.
 - Leaders should continue to strengthen the curriculum and teaching in reading, writing and mathematics so that pupils' attainment in national tests improves further.
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About this inspection

The chair of the board of governors in this school is Anthony Stevens.

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, deputy headteacher, senior leaders, the chair of governors and a range of teaching and non-teaching staff. Inspectors also spoke to a wide range of pupils 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 school's last section 48 inspection, for schools of a religious character, took place in April 2024.

The school does not make use of alternative provision.

The school provides before-school provision for pupils.

There has been a change of headteacher since the school's last inspection. The current headteacher was appointed in September 2025.

Headteacher: Alison Simmons

Lead inspector:

Donna Chambers, His Majesty's Inspector

Team inspectors:


Joanna Hall, Ofsted Inspector

Nicola Davies, Ofsted Inspector

Liz Ellis, 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

451

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

472

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)

27.34%

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

3.33%

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

15.30%

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)

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	42%	61%	Below
2024/25 (revised)	45%	62%	Below
2023/24 (final)	39%	61%	Below
2022/23 (final)	44%	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	59%	74%	Below
2024/25 (revised)	57%	75%	Below
2023/24 (final)	63%	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	59%	72%	Below
2024/25 (revised)	63%	72%	Below
2023/24 (final)	54%	72%	Below
2022/23 (final)	58%	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	58%	73%	Below
2024/25 (revised)	53%	74%	Below
2023/24 (final)	68%	73%	Close to average
2022/23 (final)	53%	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	46%	46%	Close to average
2024/25 (revised)	46%	47%	Close to average
2023/24 (final)	42%	46%	Close to average
2022/23 (final)	50%	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	65%	62%	Close to average
2024/25 (revised)	54%	63%	Close to average
2023/24 (final)	75%	62%	Above
2022/23 (final)	72%	60%	Above

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	57%	59%	Close to average
2024/25 (revised)	58%	59%	Close to average
2023/24 (final)	67%	58%	Close to average
2022/23 (final)	50%	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	52%	60%	Close to average
2024/25 (revised)	46%	61%	Below
2023/24 (final)	50%	59%	Close to average
2022/23 (final)	61%	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	46%	68%	-21 pp
2024/25 (revised)	46%	69%	-23 pp
2023/24 (final)	42%	67%	-26 pp
2022/23 (final)	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.

Year	This school	National non-disadvantaged score	School disadvantage gap
Latest 3 year average	65%	80%	-15 pp
2024/25 (revised)	54%	81%	-27 pp
2023/24 (final)	75%	80%	-5 pp
2022/23 (final)	72%	78%	-6 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	57%	78%	-20 pp
2024/25 (revised)	58%	78%	-20 pp
2023/24 (final)	67%	78%	-11 pp
2022/23 (final)	50%	77%	-27 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	52%	80%	-28 pp
2024/25 (revised)	46%	81%	-35 pp
2023/24 (final)	50%	79%	-29 pp

Year	This school	National non-disadvantaged score	School disadvantage gap
2022/23 (final)	61%	79%	-18 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)	4.3%	5.2%	Below
2023/24 (3 term)	4.8%	5.5%	Close to average
2022/23 (3 term)	6.4%	5.9%	Close to average

Persistent absence

The percentage of pupils missing 10% or more of their possible mornings and afternoons.

Year	This school	National average	Compared with national average
2024/25 (2 term)	10.6%	13.3%	Close to average
2023/24 (3 term)	12.6%	14.6%	Close to average
2022/23 (3 term)	19.6%	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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