

Inspection of a school judged good for overall effectiveness before September 2024: The Morton Church of England (Controlled) Primary School

Station Road, Morton, Bourne, Lincolnshire PE10 0NN

Inspection dates:

4 and 5 February 2025

Outcome

Evidence gathered during this ungraded (section 8) inspection suggests that the school's work may have improved significantly across all areas since the previous inspection. The school's next inspection will be a graded inspection.

The executive headteacher of this school is George Trafford. This school is part of Lincoln Anglican Academy 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), Jackie Waters-Dewhurst, and overseen by a board of trustees, chaired by Jerry Woolner. The executive headteacher is responsible for this school and two others.

What is it like to attend this school?

Pupils at this school thrive. The school has high aspirations for all pupils to do their very best. Staff understand what pupils need to succeed, both academically and pastorally. They create a climate for learning that enables all pupils to feel safe and take risks. One pupil, who shares the views of many, explained, 'teachers get our activities just right. We get to think hard, but not too hard.' Lessons are tailored to meet the needs of all pupils, and activities stimulate pupils' curiosity. As a result, pupils achieve exceptionally well.

The school's values of 'Respect, Achieve, Enjoy and Believe' are demonstrated in all aspects of school life. Pupils have positive relationships with each other and the staff. Pupils have very strong attitudes to learning and their behaviour is impeccable. The school offers an extensive range of opportunities to develop pupils' talents and interests. Participation in events and experiences within the local community and across the multi-academy trust enables pupils to consider their own aspirations.

Pupils enjoy their opportunities to become leaders, and they take these responsibilities seriously. The school council enjoys working on projects such as promoting 'acts of kindness' to complete the silver Blue Peter badge.

What does the school do well and what does it need to do better?

The school's curriculum is highly ambitious. Subjects are carefully organised so that pupils build their knowledge of key concepts in a logical and systematic way. Pupils make strong connections between themes. For example, in history, pupils connect ideas about Anglo-Saxon burials with prior knowledge of ancient Egyptian pharaoh's burials.

Lessons are well constructed so that pupils learn new knowledge effectively. Carefully considered demonstrations and activity choices help pupils to practise their learning before they work independently. Precise checks are made throughout lessons so that activities can be adjusted for pupils if needed. Pupils work collaboratively and enjoy opportunities to work practically. This helps pupils to demonstrate their skills in a variety of subjects. For example, they know how to work scientifically to plan investigations in science and how to evaluate sources of evidence in history. Vocabulary teaching is prioritised so that pupils can evaluate and debate a range of ideas.

Reading is prioritised across the school. An extensive reading spine supports the wider curriculum and enhances pupils' opportunities to learn about a range of cultures. The phonics programme is taught systematically, and pupils learn to read quickly. Highly knowledgeable staff teach with precision. Regular checks on pupils' reading highlight any misconceptions. These are addressed thoroughly with effective interventions.

Pupils with special educational needs and/or disabilities (SEND) receive exemplary support. The school uses a forensic approach to identify SEND quickly. Additional screeners help to plan appropriate adaptations to the curriculum. As a result, pupils with SEND achieve very well.

Children in the early years have an exceptional start to their school life. Routines and expectations are quickly established. Children, including those in the nursery, learn effectively from the vast range of high-quality activities available. The environment enables children to be fully immersed in early number and early language opportunities. Staff are highly knowledgeable about how to support children in their play. As a result, children develop their curiosity and deepen their thinking. This supports children's readiness for key stage one.

The school places paramount importance on attendance. The school provides bespoke support for the small number of pupils and their families who do not attend as regularly. This work helps to bring about swift and sustained improvements in pupils' attendance.

The school's personal development programme prepares pupils very well for life in modern Britain. Pupils understand a range of ways to keep themselves safe, both physically and mentally. The recent work on 'broadening horizons' has supported pupils to have an extensive understanding of a range of faiths and cultures. Pupils learn how to challenge stereotypes and treat each other with respect. Pupils understand and demonstrate the fundamental British values across the school.

Leaders at all levels have a clear vision. They are tenacious in their drive for continuous improvement. Effective actions strengthen the school's provision, ensuring that all pupils receive an exceptional school experience. There are close partnerships with the multi-academy trust. Governors and trustees fulfil their statutory duties and actively engage in school life. Many aspects of the school's work are shared as examples of best practice across the trust. Staff know that leaders are considerate of their well-being and workload. Staff and pupils are proud to be a part of this school. Parents are overwhelmingly positive about the impact this school has on their children.

Safeguarding

The arrangements for safeguarding are effective.

Background

Until September 2024, on a graded (section 5) inspection we gave schools an overall effectiveness grade, in addition to the key and provision judgements. Overall effectiveness grades given before September 2024 will continue to be visible on school inspection reports and on Ofsted's website. From September 2024, graded inspections will not include an overall effectiveness grade. This school was, before September 2024, judged to be good for its overall effectiveness.

We have now inspected the school to determine whether it has taken effective action to maintain the standards identified at that previous inspection. This is called an ungraded inspection, and it is carried out under section 8 of the Education Act 2005. We do not give graded judgements on an ungraded inspection. However, if we find evidence that a school's work has improved significantly or that it may not be as strong as it was at the last inspection, then the next inspection will be a graded inspection. A graded inspection is carried out under section 5 of the Act. Usually this is within one to two years of the date of the ungraded inspection. If we have serious concerns about safeguarding, behaviour or the quality of education, we will deem the ungraded inspection a graded inspection immediately.

This is the second ungraded inspection since we judged the predecessor school, The Morton Church of England (Controlled) Primary School, to be good for overall effectiveness in March 2013.

How can I feed back my views?

You can use [Ofsted Parent View](#) to give Ofsted your opinion on your child's school, or to find out what other parents and carers think. We use information from Ofsted Parent View when deciding which schools to inspect, when to inspect them and as part of their inspection.

The Department for Education has further [guidance](#) on how to complain about a school.

Further information

You can search for [published performance information](#) about the school.

In the report, 'disadvantaged pupils' is used to mean pupils with special educational needs and/or disabilities (SEND); pupils who meet the [definition of children in need of help and protection](#); pupils receiving statutory local authority support from a social worker; and pupils who otherwise meet the criteria used for deciding the school's [pupil premium funding](#) (this includes pupils claiming free school meals at any point in the last six years, looked after children (children in local authority care) and/or children who left care through adoption or another formal route).

School details

Unique reference number	143256
Local authority	Lincolnshire
Inspection number	10347633
Type of school	Primary
School category	Academy converter
Age range of pupils	2 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	215
Appropriate authority	Board of trustees
Chair of trust	Jerry Woolner
CEO of the trust	Jackie Waters-Dewhurst
Executive Headteacher	George Trafford
Website	www.morton.lincs.sch.uk
Date of previous inspection	5 March 2019, under section 8 of the Education Act 2005

Information about this school

- The school has been part of the Lincoln Anglican Academy Trust since September 2016.
- This school has provision for two-year-olds in the Little Owls nursery.
- The school does not use any alternative provision.
- The school has a religious character and is a Church of England school. The most recent SIAMS inspection was in February 2024.

Information about this inspection

- Inspections are a point-in-time evaluation about the quality of a school's education provision.
- This was the first routine inspection the school received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with leaders and has taken that into account in their evaluation of the school.
- The inspector met with the executive headteacher and with other leaders. The

inspector met with those responsible for governance, including the chair of the trustees from The Lincoln Anglican Academy Trust. The inspector also held a discussion with the chief executive officer, deputy chief executive officer and an education development adviser from the trust.

- The inspector visited a sample of lessons, spoke to teachers, spoke to some pupils about their learning and looked at samples of pupils' work. The inspector observed some pupils reading to a familiar member of staff. The inspector also discussed the curriculum and reviewed curriculum planning in some other subjects.
- The inspector observed behaviour in lessons and at other times around the school. The inspector met with those responsible for behaviour, attendance and personal development.
- The inspector visited the nursery setting, early years setting and forest school to evaluate the curriculum implementation and impact for the youngest pupils.
- To evaluate the effectiveness of safeguarding, the inspector reviewed the single central record; took account of the views of leaders, staff and pupils; and considered the extent to which the school has created an open and positive culture around safeguarding that puts pupils' interests first.
- The inspector reviewed a range of documents, including the school's self-evaluation and improvement plan and information about governance. The inspector also considered information about pupils' attendance and behaviour, as well as the wider curriculum.
- The inspector considered the responses to Ofsted's online questionnaire, Ofsted Parent View, and the results of Ofsted's staff survey.

Inspection team

Sarah Sadler, lead inspector

Ofsted Inspector

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