

Inspection of The Marton Academy

Stow Park Road, Marton, Gainsborough, Lincolnshire DN21 5AG

Inspection dates: 19 and 20 January 2022

Overall effectiveness

Good

The quality of education

Good

Behaviour and attitudes

Outstanding

Personal development

Good

Leadership and management

Good

Early years provision

Good

Previous inspection grade

Not previously inspected under section 5
of the Education Act 2005

What is it like to attend this school?

The Marton Academy is a happy school. Pupils enjoy their learning. They told inspectors, 'We really enjoy history because it's like unravelling the future.' Pupils work hard and care for each other. There is a family atmosphere about the place. Pupils said that they feel safe.

Staff have very high expectations of pupils. They promote pupils' personal, academic and spiritual development. The school's values are an integral part of the school. Pupils understand these values and make a significant contribution to the life of the school.

Pupils' behaviour is outstanding. They are polite and respectful. Incidents of poor behaviour are very rare. Pupils know what is expected of them. They know that bullying is not tolerated. One pupil told inspectors, 'If there was any bullying, we would tell the staff and they would sort it out. I have never heard anyone say anything negative about children's differences.'

Parents and carers are overwhelmingly positive about the school. One parent, typical of many, said, 'The school is so homely and welcoming. It is a central part of the community.' Parents appreciate the fact that staff are supportive and nurturing. They like that staff encourage such a love of learning.

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

Leaders are reviewing curriculum plans. They have developed a strong curriculum in many subjects. The curriculum has been organised to ensure that pupils build their knowledge and skills gradually. Leaders ensure that pupils' personal development is at the heart of the curriculum. However, some subjects, such as physical education (PE), computing and music, are at an early stage of development. Leaders have not identified precisely the key knowledge that pupils need to learn from Reception to the end of key stage 2 in these subjects. Sometimes, pupils are not clear about their learning. For example, some pupils can remember playing various games in PE, but cannot recall the knowledge and skills they have learned.

Leaders ensure that reading is a priority for pupils. There is a strong focus on vocabulary throughout the school. Pupils learn to read in a systematic way. The daily phonics sessions are highly structured. Pupils use their phonic knowledge to sound out unfamiliar words. If pupils fall behind, staff provide strong support. Books are matched to the letters and sounds pupils are learning. Leaders leave nothing to chance. They insist that pupils learn to read.

The mathematics curriculum is well organised. Leaders have planned mathematics so that pupils develop their knowledge and skills securely. Pupils explain their learning well using mathematical vocabulary. For example, pupils use 'x-axis', 'y-axis' and 'quadrant' when discussing coordinates. Staff regularly check pupils' learning.

They address misconceptions and are quick to provide support. Pupils appreciate this support, and understand why mathematics is important. One pupil told inspectors, 'I liked finding out about quadrants. I am looking forward to learning more because I want to be an architect.'

Children thrive in the early years. The curriculum sets out a strong focus on children's communication and language. Children enjoy weighing different objects and using mathematical vocabulary such as 'lighter' and 'heavier'. Relationships between staff and children are very positive. The learning environment is very engaging. Staff provide activities related to the children's learning. For example, children enjoy identifying polar bears and emperor penguins, and explaining whether they are found in the Arctic or Antarctica. Leaders are reviewing curriculum plans to ensure that learning in the early years connects with the learning which children will encounter as they move through the school.

Leaders ensure that pupils with special educational needs and/or disabilities (SEND) access the full curriculum. Staff provide strong support and ensure that resources are suited to pupils' needs. Leaders work very well with external agencies. Staff regularly check how successfully pupils access the curriculum. They are quick to provide support when pupils fall behind.

Leaders prioritise pupils' personal development. They create a respectful culture. A high proportion of pupils attend extra-curricular clubs. They know how to eat healthily and keep fit. Pupils like their responsibilities in school, such as head boy, head girl, playground leaders and academy councillors. However, some pupils' understanding of British values and different faiths is inconsistent.

Trustees and representatives of the multi-academy trust (MAT) know the school well. They understand the school's strengths and what needs to improve. Trustees fulfil their statutory responsibilities. Leaders have acted quickly to bring about improvements at the school. They engage very effectively with parents and the school community. Leaders work very well with staff. They provide regular training and consider staff well-being. Staff are very positive about leaders and the professional support from the MAT.

Safeguarding

The arrangements for safeguarding are effective.

There is a very strong culture of care at the school. Leaders provide support for vulnerable pupils. Leaders ensure that they provide regular training for staff. Staff pass on concerns promptly. They know how to spot pupils who are at risk. Record-keeping is comprehensive. Leaders work well with external agencies. Representatives of the MAT regularly check the school's safeguarding procedures.

Leaders ensure that the curriculum provides opportunities for pupils to learn how to stay safe. Pupils know how to stay safe, including when they are online. Pupils know who to go to if they have a concern.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- The key knowledge and content that pupils need to learn in some subjects, such as physical education (PE), music and computing, are not sufficiently well planned and sequenced. It is not yet fully clear what pupils should learn and by when, to build their knowledge over time. However, leaders have begun to review and plan the curriculum from Reception to the end of key stage 2 in these subjects. For this reason, the transitional arrangements have been applied. Leaders should ensure that curriculum plans for all subjects set out the knowledge that pupils should know and by when.

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.

If you are the school and you are not happy with the inspection or the report, you can [complain to Ofsted](#).

Further information

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

In the report, '[disadvantaged pupils](#)' refers to those pupils who attract government pupil premium funding: pupils claiming free school meals at any point in the last six years and pupils in care or who left care through adoption or another formal route.

School details

Unique reference number	144912
Local authority	Lincolnshire
Inspection number	10210922
Type of school	Nursery/Infant/Primary
School category	Academy converter
Age range of pupils	3 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	85
Appropriate authority	Board of trustees
Chair of trust	Sue Trentini
Principal	Reece Davy
Website	www.themartonacademy.co.uk
Date of previous inspection	Not previously inspected

Information about this school

- The principal was appointed in April 2021.

Information about this inspection

The inspectors carried out this inspection under section 5 of the Education Act 2005.

- This was the first routine inspection the school received since the COVID-19 pandemic began. Inspectors discussed the impact of the pandemic with leaders and have taken that into account in their evaluation of the school.
- Inspectors met with the principal, vice principal, curriculum leaders, the leader with responsibility for the provision for pupils with SEND, and a sample of teaching and support staff.
- The lead inspector met with representatives of the trustees and the chief executive officer of the trust.
- Inspectors carried out deep dives in reading, mathematics, PE and history. For each deep dive, inspectors met with subject leaders, looked at curriculum plans, visited a sample of lessons, spoke to teachers, spoke to some pupils about their learning and looked at a sample of pupils' work.

- Inspectors examined a range of school documents, including those related to self-evaluation, school improvement, attendance and behaviour.
- The lead inspector met with the designated safeguarding leader. Inspectors considered the safeguarding policy, training records and examples of safeguarding concerns.
- Inspectors considered responses to Ofsted’s online survey, Parent View, and the responses to Ofsted’s free-text service. Inspectors also considered the responses to the staff survey and the pupil survey.

Inspection team

Damien Turrell, lead inspector

Her Majesty’s Inspector

Jon Brown

Ofsted Inspector

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