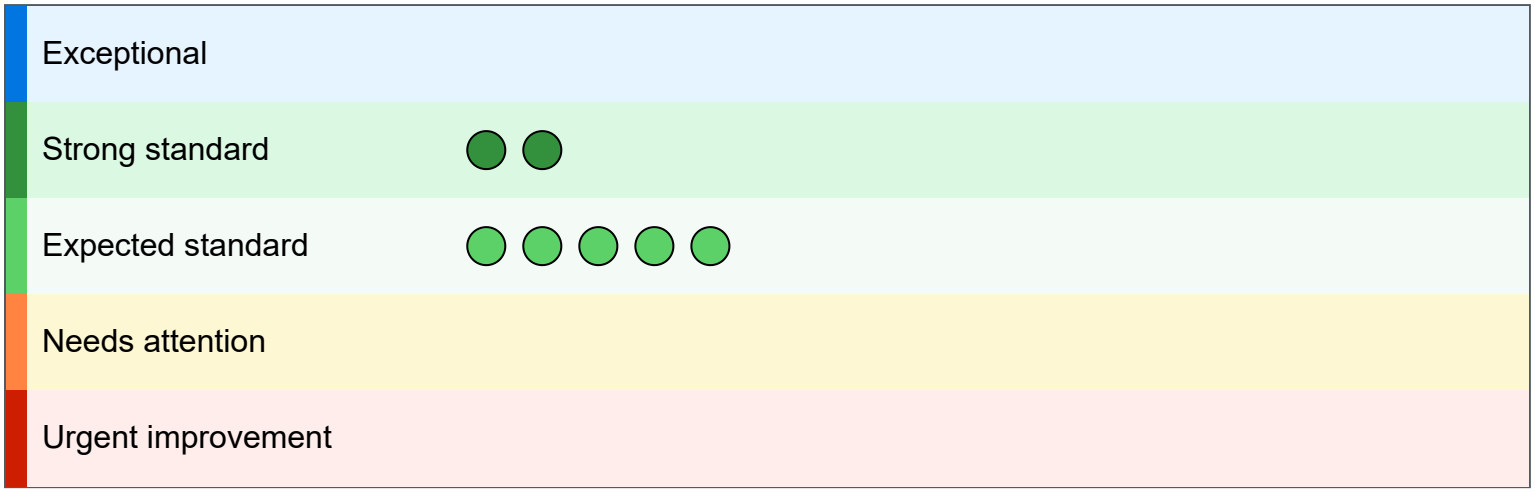
Morton Primary Academy

Address: Main Road, Morton, Alfreton, Derbyshire, DE55 6HH

Unique reference number (URN): 149588

Inspection report: 14 July 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.

Strong standard

Attendance and behaviour

Strong standard

Pupils attend school regularly. They enjoy being part of the school community. Pupils' attendance is above the national average and persistent absence remains low. Staff build positive relationships with pupils and their families. They work collaboratively and intelligently to understand the reasons why pupils may be absent and provide support that quickly helps pupils attend school regularly.

Pupils behave well throughout the school day. Classrooms are calm and purposeful, allowing pupils to concentrate on their learning without disruption. Pupils understand the school's expectations and show kindness, respect and consideration towards one another. For example, the school's Morton CARDS values help pupils understand how their behaviour affects others and contribute to the positive culture across the school. Pupils develop their maturity and independence.

Pupils who need additional help to manage their behaviour receive high-quality support that reflects their individual needs. They learn successfully alongside their peers and continue to be part of school life. Social times are welcoming and purposeful. Pupils enjoy a wide range of activities through the school's play programme, helping them build friendships, play cooperatively and resolve minor disagreements positively. Pupils trust adults to listen to them and deal with concerns fairly. They feel safe and valued and enjoy coming to school.

Early years

Strong standard

Children get off to an excellent start in the early years. They settle quickly and staff build warm, trusting relationships with them and their families before they start at school. Children who need additional support receive it promptly, enabling them to learn confidently alongside their peers from the outset.

High-quality interactions are a particular strength. Adults consistently make the most of everyday activities, play and routines to introduce new vocabulary, encourage conversation and extend children's thinking. As a result, children become confident communicators who are curious, eager to learn and well prepared for future learning. Staff begin to teach children how to read and write as soon as they start at school. Children learn phonics through a well-sequenced programme and develop accurate letter formation and early writing skills through regular practice.

Children learn through a wide range of practical experiences. They use new vocabulary, explore their ideas and apply what they have learned during play and adult-led activities. They cooperate well with one another, concentrate on their learning and develop increasing independence.

Children move confidently into Year 1 because staff work closely with families and colleagues to ensure support continues from the first day. Staff know children well and identify their needs quickly, helping every child make a positive start to school and continue to thrive.

Expected standard

Achievement

Expected standard

Pupils, including those with special educational needs and/or disabilities, achieve well from their starting points and are prepared for the next stage of their education. They develop secure reading, writing and mathematical knowledge and apply their learning with growing confidence. Pupils develop accurate spelling and legible handwriting, supporting them to write successfully. These successes are reflected in pupils' attainment in national tests which are typically in line with their peers across the country. Any gaps in pupils' phonics knowledge are swiftly addressed and they become fluent readers. The school's improvements and successful work in this area have not been reflected in recent external tests.

Pupils remember and use important knowledge across the curriculum. In many subjects, they recall previous learning and apply it to new learning. Pupils who need additional support achieve alongside their peers because barriers to learning are identified and addressed promptly.

Pupils' achievement varies between subjects. Leaders have improved the ambition of the wider curriculum. Pupils do not currently develop the same depth of knowledge in subjects across the curriculum as they do in mathematics and English.

Curriculum and teaching

Expected standard

Leaders have put in place a thoughtfully designed curriculum which sets out how learning opportunities are connected over time. They have recently refined this curriculum to ensure that it is broad and ambitious in each subject. This helps pupils to build secure knowledge and skills. Leaders have prioritised reading, writing and mathematics and pupils develop the foundations they need for future learning. Pupils become confident readers through a well-sequenced phonics programme. They read books that are well matched to their reading ability, helping them develop fluency and confidence.

Teachers present learning clearly and help pupils make links with earlier learning. Pupils revisit important knowledge, before applying it independently. This helps them remember what they have learned and apply it with increasing confidence. Pupils develop their language and vocabulary by discussing their ideas and using subject-specific language. They have positive attitudes to learning and are keen to do their best. Pupils who need additional support learn successfully alongside their peers because teaching is adapted to meet their needs.

The curriculum is typically taught well. In subjects such as mathematics and English, pupils secure important knowledge quickly and build successfully on prior learning. However, this is not consistently the case in each subject. At times, pupils do not benefit from meaningful opportunities to practise, secure and deepen their understanding.

Inclusion

Expected standard

Pupils who need additional help are included successfully in school life. Staff know pupils well and understand the different barriers they may face. They adapt learning thoughtfully so that pupils can learn alongside their peers, wherever possible. As a result, pupils with special educational needs and/or disabilities (SEND) and other potentially vulnerable pupils develop confidence, participate fully in school life and make progress from their individual starting points.

When pupils' needs change, staff respond quickly. They work closely with families and seek advice from other professionals when needed, so that pupils continue to receive the support that is right for them. Parents value this partnership and appreciate the care and understanding shown by staff. This helps pupils feel safe, included and ready to learn.

Staff develop their expertise through ongoing professional learning. This helps them understand pupils' needs and provide support that reflects individual circumstances rather than a one-size-fits-all approach. Leaders use additional funding for disadvantaged pupils to successfully remove barriers to learning and wider school life. They regularly consider the difference this support makes. On occasion, the measures that the school uses to evaluate pupils' success and progress are not matched as closely as they could be to pupils' needs. This means that some of leaders' evaluations are not as precise as they could be.

Leadership and governance

Expected standard

Leaders have established a positive culture where staff and pupils are encouraged to keep learning and improving. Working closely with the trust, leaders have improved teaching, developed the curriculum and increased leadership expertise. As a result, pupils benefit from a school that continues to improve and where leaders remain focused on providing the best possible education and experiences for every child.

Staff value the support they receive and are committed to developing their expertise. Staff develop their knowledge and skills, including through professional learning, opportunities to work with colleagues from other schools and sharing effective practice. Staff describe the school as a supportive place to work where leaders are approachable and care about their wellbeing. This positive culture contributes to the consistent experiences pupils receive each day.

Governors know the school well and understand both its strengths and priorities for improvement. They carefully review the information that they receive about the school and gather first-hand evidence that they use to provide appropriate support and challenge to leaders. Working alongside trust leaders, they help ensure that decisions remain focused on improving pupils' education and wider experiences.

Leaders have built positive relationships with parents and carers and the wider community. Families value the welcoming atmosphere, the care shown towards pupils and the support provided when children need additional help. Pupils develop a strong sense of belonging within the school community: they are motivated to take part in community events and wider opportunities.

Personal development and wellbeing **Expected standard**

Pupils benefit from a wide range of experiences that help them become responsible, respectful and confident young people. They learn how to build positive relationships, understand healthy lifestyles and look after their physical and mental health. Pupils understand the opportunities and risks of using the internet as well as how to keep themselves safe when online. They know who to speak to if they are worried and are confident that adults will listen, support them and help them find solutions.

Pupils develop an understanding of different beliefs, cultures and ways of life. They learn about different religions, democracy and fairness, helping them appreciate that people may have different experiences and viewpoints. Leaders have developed links with the local community and places beyond the village that broaden pupils' understanding of the wider world and help them make meaningful connections with their learning. Pupils develop an understanding of the difference between right and wrong and important concepts such as the rule of law. While many pupils talk confidently about these areas, some do not explain their understanding in detail.

The school's play programme is highly successful. Playtimes are active, purposeful and inclusive. Pupils build friendships, cooperate with their peers and develop confidence and resilience through a wide range of play opportunities. They learn to negotiate, resolve minor disagreements and include others, contributing to the positive relationships across the school.

Staff know pupils well and recognise when they need additional support. Any barriers to participation for disadvantaged pupils are swiftly removed. Families value the care pupils receive and pupils know where to go for help if they need it. While pupils take part in a range of experiences, they could be supported even more effectively to develop their individual talents and interests. Leaders have identified this as a priority.

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

Pupils enjoy coming to school and speak warmly about their experiences. They are proud of their school and describe it as a caring place where everyone is valued. Pupils appreciate that approachable and supportive staff take time to get to know and understand them. They know there is always an adult they can turn to if they are worried or need help and are confident that they will be listened to.

Pupils experience a welcoming atmosphere. They value positive relationships with staff and their peers and say that they do not experience bullying. Pupils feel safe and happy. They say that it is easy to make friends and that everyone is made to feel part of the school community. New pupils settle quickly because they are supported to become part of the school.

Pupils speak positively about learning and value the many opportunities available to them both in and beyond the classroom. They describe lessons as interesting and appreciate the wide range of resources that help them learn. Teachers want pupils to do well and help them

to achieve their best. They ensure that pupils who need additional help receive that help and can participate fully in their learning. Leaders arrange educational visits, visiting speakers and special events that bring learning to life and help pupils make meaningful links between what they learn in school and the wider world.

Pupils value the opportunities they have to contribute to school life and appreciate the encouragement they receive from staff. Their time at the school helps them grow in confidence and prepares them well for the next stage of their education.

Next steps

- Leaders should ensure the curriculum is implemented consistently well across all subjects so that all pupils develop secure knowledge and skills over time.

About this inspection

This school is part of Tapestry Learning Partnership, which means that other people in the trust also have responsibility for running the school. The trust is run by the chief executive officer (CEO), Mark Mallendar, and overseen by a board of trustees, chaired by Tim Slade.

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 held meetings with the headteacher, senior teacher, special educational needs coordinator, early years leader, the CEO, governors and members of the trust board. They also spoke to a range of teaching and non-teaching staff and a wide range of pupils.

The inspectors confirmed the following information about the school:

The school does not currently use any alternative provision.

Headteacher: Lianne Jackson

Lead inspector:
Stacey Carr, His Majesty's Inspector

Team inspector:
Andrew Lakatos, Ofsted Inspector

Facts and figures used on inspection

This was the data available at the time of the full inspection, taken from different sources. More recent data may have been published since the full inspection took place.

The inspector(s) used this data during the full inspection on 14 July 2026

School and pupil context

Total pupils

102
Well below 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

104
Well below 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)

25.49%
Close to average

What does this mean?

The proportion of pupils eligible for free school meals at any point in the last 6 years.

National average: 26.3%

Pupils with an education, health and care (EHC) plan

0.98%
Below 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

6.86%
Well below average

What does this mean?

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

National average: 15%

Location deprivation

Below 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		61%	
2024/25 (final)	67%	62%	Close to average
2023/24 (final)	88%	61%	Above
2022/23		60%	

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		74%	
2024/25 (final)	69%	75%	Close to average
2023/24 (final)	88%	74%	Above
2022/23		73%	

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		72%	
2024/25 (final)	73%	72%	Close to average
2023/24 (final)	88%	72%	Above
2022/23		71%	

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		73%	
2024/25 (final)	81%	74%	Close to average
2023/24 (final)	100%	73%	Above
2022/23		73%	

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%	
2024/25 (final)	71%	47%	Above
2023/24 (final)	S	46%	S
2022/23		44%	

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		62%	
2024/25 (final)	63%	63%	Close to average
2023/24 (final)	S	62%	S
2022/23		60%	

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		59%	
2024/25 (final)	86%	59%	Above
2023/24 (final)	S	58%	S
2022/23		58%	

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		60%	
2024/25 (final)	88%	61%	Above
2023/24 (final)	S	59%	S
2022/23		59%	

‘S’ in the table above indicates the data has been suppressed, which is usually due to small cohorts. The suppression rules applied by the DfE when publishing the data have been mirrored and applied in the report card.

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		68%	
2024/25 (final)	71%	69%	2 pp
2023/24 (final)	S	67%	S
2022/23		66%	

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		80%	
2024/25 (final)	63%	81%	-18 pp
2023/24 (final)	S	80%	S

Year	This school	National non-disadvantaged score	School disadvantage gap
2022/23		78%	

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		78%	
2024/25 (final)	86%	78%	7 pp
2023/24 (final)	S	78%	S
2022/23		77%	

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		80%	
2024/25 (final)	88%	81%	7 pp
2023/24 (final)	S	79%	S
2022/23		79%	

‘S’ in the table above indicates the data has been suppressed, which is usually due to small cohorts. The suppression rules applied by the DfE when publishing the data have been

mirrored and applied in the report card.

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)	3.5%	5.2%	Below
2023/24 (3 term)	4.4%	5.5%	Below
2022/23 (3 term)	4.5%	5.9%	Below

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)	8.8%	13.0%	Below
2023/24 (3 term)	7.8%	14.6%	Below
2022/23 (3 term)	14.1%	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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