

The Marton Academy

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

Unique reference number (URN): 144912

Inspection report: 3 February 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.

Strong standard ●

Achievement

Strong standard ●

All pupils, including those with special educational needs and/or disabilities, achieve well from their starting points. This is a small school. Despite this, published outcomes in national tests are above national averages over time. Pupils leave well prepared for secondary school.

The school has many pupils who join or leave at different points in the year. These pupils make secure progress from their starting points because leaders ensure that they catch up quickly. Gaps in essential knowledge, such as reading, writing and mathematics, are identified when they join. Teachers provide targeted support and adapt teaching so that pupils quickly secure the knowledge they have missed.

Pupils develop detailed knowledge across the whole curriculum. This is evident across every year group. Their books show a real pride in their work. This high-quality work is seen across all subjects and applies equally to disadvantaged pupils.

Attendance and behaviour

Strong standard ●

Pupils attend well because they are happy and excited to come to school. They value their teachers and friendships. Lessons feel fun and unmissable. Leaders analyse attendance data closely. They use their knowledge of each family to remove barriers to attendance when needed. Expectations are high, clearly communicated and well understood. New pupils who join the school also attend well because they quickly feel part of the school community. As a result, pupils are rarely absent.

Behaviour at the school is highly positive. Leaders analyse behaviour patterns to identify pupils who may need support. They act before issues arise. Leaders have worked with the school community to develop a shared approach to behaviour that everyone understands. Pupils follow it, and staff apply it consistently. On very rare occasions where pupil disagreements occur, they are resolved quickly. As a result, bullying and harassment do not happen here. Pupils speak confidently about how much they enjoy learning. Classrooms are calm and purposeful because staff set high expectations of behaviour. All pupils, including those who have recently joined, meet these expectations. They behave well. The school is a place where all pupils learn well and thrive.

Curriculum and teaching

Strong standard ●

Leaders have carefully designed a curriculum that reflects the high aspirations that they have for all pupils. The curriculum begins in the early years. Pupils build detailed knowledge over time as they move from one stage to the next. Leaders ensure that pupils develop the key skills they need in reading, writing, mathematics, language and communication.

Teaching is consistently high quality. Teachers explain with precision. They recap key knowledge. Staff check learning systematically. They know precisely what pupils know and

remember and can do. They use this knowledge to adapt the curriculum to the needs of the pupils in their class. They are experts in addressing misconceptions and gaps in knowledge.

The curriculum is well established. Leaders use their forensic understanding of pupils' achievement to identify where it can be further improved. For example, leaders have recently refined the personal, social and health education curriculum so that it more precisely reflects the needs of pupils in this rural school. Teachers have been well supported to implement the changes so that pupils build securely on what they know and can do. Pupils are well prepared for the next stage of their education.

Early years

Strong standard ●

Leaders are ambitious for every child in the early years. They design the curriculum precisely across all areas of learning. They prioritise communication and language as well as reading. Reception children quickly learn letter sounds and begin to read with increasing accuracy. Children are taught how to hold a pencil correctly, which supports their early writing skills. In Nursery, staff focus on developing children's early skills so they have a secure start to their learning.

Teachers make sure that every child accesses deliberate learning opportunities. Staff know all children well. Teachers assess learning carefully and adapt activities effectively for all children, including those with special educational needs and/or disabilities and disadvantaged children. Adults model rich vocabulary and encourage high-quality talk. This supports children's communication skills and deepens their understanding.

The well-organised classrooms and familiar routines help children to become independent. Children select equipment confidently and use it with purpose. Movement around the setting is calm and behaviour is consistently positive because staff teach expectations clearly. Children show kindness and can manage their feelings well because of this secure and nurturing start.

Staff work in effective partnership with parents and carers. Leaders design transition carefully so that children both start and leave the setting fully prepared for their next stage of learning.

Inclusion

Strong standard ●

Inclusion drives the school's work and shapes leaders' moral purpose. Staff make sure they know every child. They keep a sharp focus on the most vulnerable pupils. Parents and carers value the support their child receives. They feel listened to.

Leaders have been proactive in their response to the school's changing population. Leaders work well with outside agencies to secure precise support for pupils. Staff receive clear guidance to adapt learning. They use their detailed knowledge of each child to remove barriers. This means all pupils feel they belong. As a result, pupils make secure progress and flourish. Leaders support staff to quickly and accurately identify and assess needs. New pupils make a positive start. Teachers address any gaps in learning so pupils can catch up.

Leaders use the pupil premium funding effectively through well-considered strategies that

address pupils' barriers. Disadvantaged pupils consistently benefit from high-quality teaching. They achieve well from their starting points. Funding promotes equality of provision so no child misses out because of disadvantage. All pupils can access the academic and pastoral support they need. This includes the before-school breakfast club, and after-school provision and clubs. The school's approach ensures that disadvantaged pupils thrive alongside their peers.

Leadership and governance

Strong standard ●

Leaders act with a moral purpose and work with commitment to improve the lives of every pupil. Leaders use their deep understanding of the school community to ensure that their areas of focus are always rooted in what is best for pupils. They look for the small improvements that will make the most difference. They always consider all groups of pupils. This includes disadvantaged pupils, those with special educational needs and/or disabilities, those who are known (or previously known) to children's social care, and those who may face other barriers to their learning and/or wellbeing. Leaders reflect on their actions and check their impact to ensure their decisions are effective.

Staff speak highly of working at the school and show complete confidence in leaders. They feel well supported and are proud to be part of the school. The professional learning programme strengthens teaching. Teachers value the opportunities they have to learn. This helps staff to develop their expertise in meeting the needs of all pupils. Leaders consider staff's workload and wellbeing carefully. As a result, staff feel valued.

Trust leaders know the school well. They work together to shape the vision and ethos of the school. They provide appropriate challenge and support. They check progress by speaking to pupils, staff and parents. They value the positive relationships leaders have built in the community.

Parents are unanimously positive about the school. They know it is a special place where their children are well educated, well cared for and able to thrive.

Personal development and wellbeing

Strong standard ●

Leaders have prioritised improving their already well-established personal development and wellbeing offer. They have adapted and refined the curriculum after reviewing it with parents and pupils. They use their knowledge of pupils and the local community to ensure that the school's work to promote pupils' personal development meets the needs of all pupils. This means that pupils develop the detailed knowledge and skills they need to be active, responsible members of the school community. This work begins in the early years with a clear focus on children's personal, social and emotional development. It continues to build into Year 6 so that pupils are ready for the next stage of their education.

The school teaches children how to stay mentally and physically healthy and how to build positive relationships. It teaches healthy relationships and promotes pupils' spiritual, social and cultural development. Pupils discuss and debate moral issues. These include topics such as the use of artificial intelligence. They can explain about how their choices and actions have consequences. They develop secure knowledge of the fundamental British values and know about different religions and cultures. They speak confidently about

disability and understand cultural diversity. They can explain why all people should be treated equally. They recognise that discrimination exists in other countries and express clear views about this.

Leaders have created a wide range of clubs and activities. These broaden pupils' experiences and help them to develop new talents. They bring in outside experts to strengthen this offer further.

Older pupils enjoy taking responsibility. They vote for the head boy and head girl, and school councillors play an active role in improving the school. Pupil wellbeing ambassadors support other pupils. Librarians and school environment leaders help keep the school orderly and tidy. Younger pupils learn responsibility through having classroom jobs. These opportunities mean that children develop care and a sense of pride in their school.

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

This is a school where staff know, value and support every child. Pupils love coming to school because staff help them to feel happy, safe and cared for. As a result, pupils attend well because they are eager to come to school and learn.

Pupils demonstrate consistently positive behaviour. Staff act as positive role models and set high expectations for all pupils. Pupils take responsibility for their behaviour from an early age. They show good manners, hold doors open for adults and wait their turn sensibly. They help each other without needing adult prompts. Although fallouts occasionally happen, teachers resolve issues quickly, so bullying does not take hold. During the visit, building works meant that some classroom spaces were unavailable. Pupils showed independence and positive attitudes, simply getting on with their learning without fuss.

Pupils enjoy lessons because teachers make them fun and engaging. Teachers design learning precisely for classes, groups and individuals to maximise every opportunity. They ensure that no time is wasted. They expect pupils to work hard and produce high-quality work. Their high expectations and expert teaching enable pupils to produce work of a consistently high standard across all subjects and year groups. Pupils speak confidently about their learning because teachers equip them with the knowledge and vocabulary to explain their thinking clearly.

Pupils also enjoy a wide range of experiences that extend their learning beyond the academic curriculum. This helps them understand family, relationships and their role within the community.

Parents recognise the high quality of care and education their children receive. They value the trusting relationships that staff build with pupils and families. They consistently express how fortunate they feel that their children can attend this school. Leaders ensure the school is the best it can be for every pupil.

Next steps

- Leaders and those responsible for governance should sustain the effectiveness of their work, and that of their staff, in all areas. They should maintain their focus on continued improvement to the school's high-quality educational provision, including its personal development offer and oversight of pupils' wellbeing, so as to drive a transformational impact for all pupils.
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About this inspection

This school is part of The Forge 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) Jamie Macintyre, and overseen by a board of trustees, chaired by Sue Trentini.

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 (HMs) or by Ofsted Inspectors (OIs) who have previously served as HMs.

Inspection activities:

Inspectors spoke with the principal, other school leaders and a range of teaching and non-teaching staff. They spoke with parents and a wide range of pupils throughout the school during the inspection. Inspectors also gathered parents' and carers' views through considering responses to Ofsted Parent View.

The lead inspector also spoke with members of the Forge Trust, including trustees, the chair of trustees and the CEO.

The inspectors confirmed the following information about the school:

The school currently uses no alternative provision.

The school has undergone a significant change since the last inspection:

At the time of the inspection, the school was undergoing significant building works to increase the available space.

The current principal was not in post at the time of the previous inspection.

Principal: Mr. Simon Green

Lead inspector:

Mark Westmoreland, His Majesty's Inspector

Team inspector:

Matthew Clark, 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 February 2026

School and pupil context

Total pupils

94

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

120

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)

11.90%

Below 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

0.00%

Well 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

13.83%

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

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	74%	61%	Above
2024/25 (revised)	78%	62%	Above
2023/24 (final)	85%	61%	Above
2022/23 (final)	63%	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	87%	74%	Above
2024/25 (revised)	89%	75%	Above
2023/24 (final)	92%	74%	Above
2022/23 (final)	81%	73%	Above

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	89%	72%	Above
2024/25 (revised)	78%	72%	Close to average
2023/24 (final)	92%	72%	Above
2022/23 (final)	94%	71%	Above

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 (revised)	78%	74%	Close to average
2023/24 (final)	92%	73%	Above
2022/23 (final)	69%	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	67%	46%	Above
2024/25 (revised)	S	47%	S

Year	This school	National average	Compared with national average
2023/24 (final)	S	46%	S
2022/23 (final)	S	44%	S

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	83%	62%	Above
2024/25 (revised)	S	63%	S
2023/24 (final)	S	62%	S
2022/23 (final)	S	60%	S

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	83%	59%	Above
2024/25 (revised)	S	59%	S
2023/24 (final)	S	58%	S
2022/23 (final)	S	58%	S

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	67%	60%	Close to average
2024/25 (revised)	S	61%	S
2023/24 (final)	S	59%	S
2022/23 (final)	S	59%	S

‘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	67%	68%	-1 pp
2024/25 (revised)	S	69%	S
2023/24 (final)	S	67%	S
2022/23 (final)	S	66%	S

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	83%	80%	4 pp
2024/25 (revised)	S	81%	S
2023/24 (final)	S	80%	S
2022/23 (final)	S	78%	S

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	83%	78%	6 pp
2024/25 (revised)	S	78%	S
2023/24 (final)	S	78%	S
2022/23 (final)	S	77%	S

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	67%	80%	-13 pp
2024/25 (revised)	S	81%	S
2023/24 (final)	S	79%	S

Year	This school	National non-disadvantaged score	School disadvantage gap
2022/23 (final)	S	79%	S

‘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 (2 term)	3.1%	5.2%	Below
2023/24 (3 term)	5.0%	5.5%	Close to average
2022/23 (3 term)	3.7%	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 (2 term)	0.0%	13.3%	Below
2023/24 (3 term)	15.1%	14.6%	Close to average
2022/23 (3 term)	9.6%	16.2%	Below

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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