

Morpeth All Saints Church of England First School

Address: Pinewood Drive, Lancaster Park, Morpeth, Northumberland, NE61 3RD

Unique reference number (URN): 149716

Inspection report: 6 May 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

Achievement

Expected standard 

Pupils achieve well at this school. They make secure progress through the curriculum from their different starting points. Pupils successfully develop foundational knowledge in reading and spelling. The standards that they reach in writing and their use of vocabulary are impressive. Pupils are confident and articulate. Their oracy is advanced for their age. Phonics assessments in Year 1 show the school is performing above other schools nationally.

Pupils also do well in mathematics. Pupils develop their understanding effectively, supported by strategies such as 'story it' and 'represent it'. Pupils can articulate their mathematical understanding to a high level. Pupils' understanding in other subjects is secure, although less advanced than in reading, writing and mathematics. Work is underway to ensure that their knowledge in design technology and art, for example, is as advanced.

Pupils with special educational needs and/or disabilities make expected progress through the curriculum.

Attendance and behaviour

Expected standard 

Behaviour is a significant strength at school. Pupils flourish here. Pupils are thankful, honest and full of hope. Other school values, such as love and joy, thread through the way in which pupils and adults interact. Leaders ask pupils to be respectful, responsible and ready for learning. Pupils rise to this challenge admirably. Sanctions are rarely needed. Unkind words are rare, and staff help pupils to work through any friendship issues. Leaders help those pupils who struggle to follow expectations effectively. Pupils accept difference. No discrimination is present. School is a happy and friendly place. In class, pupils focus well and are committed to their learning. In early years, children are inquisitive, friendly and interested in the world around them.

Pupils enjoy coming to school. Leaders are successful in promoting the importance of attendance. Monitoring systems are well established, and communication with parents and carers is effective. Overall, attendance is in line with national figures. This includes the proportion of pupils who miss school too often. Leaders work effectively with individuals who find coming to school difficult. The attendance of disadvantaged pupils and those who have special educational needs and/or disabilities is also in line with national figures.

Curriculum and teaching

Expected standard 

The curriculum is ambitious across all subjects. The writing curriculum stands out as being particularly effective. Leaders have thought about the content that pupils need to know in different subjects. This builds in complexity over time and builds on prior learning step by step. Leaders had identified that more focus was needed in subjects other than reading, writing and mathematics. These curriculums are newer but are being taught well. This includes subjects such as history and geography.

Typically, teaching is purposeful. Teachers connect new learning with what has been learned previously. They explain concepts clearly and give examples. Pupils then attempt a new task, apply their learning and challenge themselves. Teachers generally check pupils' understanding in lessons effectively, although at times this is inconsistent. A striking feature of lessons at Morpeth All Saints is the focus on vocabulary development. This drives much of the work in classrooms and is highly effective. The teaching of handwriting is highly effective at school.

Staff have secure subject knowledge. They adapt their teaching to meet the needs of pupils with special educational needs and/or disabilities. They check what these pupils understand and address any gaps in their knowledge. This includes spelling, punctuation and grammar.

Inclusion

Expected standard 

Inclusion is at the centre of all decisions made by leaders at the school. The principle that all pupils deserve the very best, no matter what their backgrounds, is well established. Clear policies and processes are in place to support all staff in their work to provide the best for the more vulnerable pupils in their care.

Pivotal to leaders' work is the vulnerable learners list. Members of staff consider all pupils who may need additional support on a weekly basis. Extra support is then offered to pupils and families who may need it. Staff are highly attuned to those pupils who may be more vulnerable. This includes pupils who are known (or have been known) to social services.

Pupil profiles are in place so that staff know how to support pupils with special educational needs and/or disabilities. Pupils' needs are accurately and quickly diagnosed, and they are effectively supported in class. This work starts in the early years as children transition into school.

Additional funding, including the pupil premium grant to support disadvantaged pupils, is used wisely. It helps to ensure that pupils from disadvantaged backgrounds thrive and achieve. This helps break down barriers to academic or personal development.

Personal development and wellbeing

Expected standard 

Pupils are proud to attend Morpeth All Saints. They are polite and friendly. They demonstrate respect, tolerance and care towards one another and to adults. As they spend time at school, they develop confidence and social skills. By the time they leave they are ready for middle school.

The school has built a coherent and ambitious programme for pupils' personal development. Leaders' work to help pupils understand themselves and others begins in the early years. Pupils learn about relationships, health and safety, and the wider world in ways that are age-appropriate and inclusive. Given the school's location, work on water safety has a high priority. Pupils understand how to maintain their physical and mental wellbeing. They recognise the importance of sleep and exercise. They understand what makes a good friend and how to stay safe while using the internet.

The school's enrichment offer is wide and inclusive. Spanish, martial arts, running club and rock band are examples of the breadth of offer. Leaders think carefully about cost, accessibility and pupils' interests when designing the programme.

Pupils develop a secure understanding of equality and fundamental British values. They speak positively about fairness and being kind to everyone, no matter their background. Pupils are fully involved in the school community. There are many opportunities for pupils to develop their leadership skills. Digital leaders, school council, worship leaders and play leaders are just a few examples of these. One area of focus for pupils' work with the wider community is the commitment to sustainability.

The additional pastoral support that some pupils need is effective. Staff are supportive and caring at school. They are careful to ensure that all pupils, including those with special educational needs and/or disabilities, benefit from the personal development programme.

Needs attention

Early years

Needs attention 

The curriculum in early years is very new. Leaders are beginning to implement ambitious plans to enhance the setting and ensure that teaching is consistently effective. Relationships between adults and children are warm. The teaching of phonics is secure. Teaching is purposeful and effective when children are working in small groups on the carpet. However, too often opportunities are missed to question children and develop their understanding during independent learning times.

Children are typically confident and friendly. They talk at ease with adults. Children clearly love being at school. Adults care for them, and children feel safe and secure.

Relationships with families are positive. Transitions are highly effective. Adults work with parents and carers and also with other nursery settings to ensure that children settle in when they arrive at Morpeth All Saints. Any extra needs that they have are swiftly identified, and individual support is then given.

Children leave Reception Year ready for Year 1. Their vocabulary is particularly well developed. The standards that they reach in reading are also noteworthy. Staff make sure that Year 1 teachers are well informed about any specific needs that children have.

Leadership and governance

Needs attention 

There has been turbulence in leadership. There have been changes at many levels within the school. Those on the ground have ensured that pupils remain happy and safe. They have ensured that pupils have continued to make progress through the curriculum. However, some improvements have been slow as a result. Specifically, developments in early years have been slow, as have improvements to the curriculum in some foundation subjects such as history and geography.

Leaders have an accurate view of the school. They have already identified these areas as needing focus. The rate of improvement has picked up pace.

In other areas, leaders have had a very positive impact for some time. For example, the reading, writing and mathematics curriculums are highly effective. Staff have received quality and research-based professional learning linked to these. More longstanding work on ensuring that the most vulnerable pupils in the school receive the support that they need is bearing fruit.

Those responsible for governance are passionate about the school. They know that some areas of the school have improved too slowly. Trustees are now ensuring that resources are funnelled to the right areas. Members of the local governing board have championed inclusion, music and physical education, as examples. Here, their impact is clear.

Some parents have expressed frustration at the turbulence at school. Nevertheless, they are grateful for the efforts of staff to stabilise the school so that pupils are generally well served and safe.

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

Morpeth All Saints is a happy and friendly school. Pupils are thankful, honest and full of hope. School values are alive and well; love and joy are present throughout the school.

Pupils are respectful, responsible and ready for learning. Pupils behave well. Unkind words are rare and dealt with effectively by members of staff. Pupils move around school sensibly. They are welcoming to visitors. Pupils accept each other no matter their background. Pupils attend school regularly and often.

Pupils achieve well at school. They do particularly well in reading, writing and mathematics by the time they leave school. Pupils' use of vocabulary is especially advanced. Staff support pupils with special educational needs and/or disabilities effectively. They know their particular needs and help them overcome any difficulties.

Leaders and those responsible for governance have done their best to shield pupils from turbulence and changes in leadership. Improvements are underway to ensure that the early years is the best it can be. Typically across the school teaching is purposeful. The curriculum is ambitious. Pupils develop their writing skills well. Their handwriting is impressive.

Lots of clubs, such as Spanish and rock band, are available to pupils. Leaders make sure that everyone can participate. Pupils grasp the opportunities to give back to the school community. They can act as digital leaders, worship leaders or become part of the school council. Pupils are particularly interested in sustainability and help the local community to know the importance of protecting the environment.

Pupils develop well academically and socially at school. As such, they are well prepared for middle school at the end of their time at Morpeth All Saints.

Next steps

- Those responsible for governance should ensure that leaders are able to improve weaker areas of provision in a timely fashion, including the development of provision in foundation subjects.
 - Leaders should embed the new curriculum in the early years and strengthen opportunities to engage children in high-quality interactions during independent learning times.
 - Leaders should ensure that checks on pupils' learning are used to consistent effect to identify gaps in pupils' understanding and to inform subsequent teaching.
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About this inspection

This school is part of Cheviot Learning 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), Alice Witherow, and overseen by a board of trustees, chaired by Ben Cole and Steven Duckworth.

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 CEO, trust leaders and school leaders during the inspection. An inspector spoke with trustees and members of the local governing board.

The inspectors confirmed the following information about the school:

This school is registered as having an Anglican religious character. It is in the Diocese of Newcastle. Its last section 48 inspection was in May 2025.

The school currently uses no alternative provision.

Headteacher: Danielle Brett

Lead inspector:

Michael Wardle, His Majesty's Inspector

Team inspectors:

Simon Ward, Ofsted Inspector

Catherine Lee, 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 6 May 2026

School and pupil context

Total pupils

237

Close to 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

277

Close to 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)

6.03%

Well 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

2.11%

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

12.66%

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 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).

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)	3.9%	5.2%	Below
2023/24 (3 term)	5.2%	5.5%	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 (3 term)	7.9%	13.0%	Below
2023/24 (3 term)	9.8%	14.6%	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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