

Statutory Inspection of Anglican and Methodist Schools (SIAMS) Report

Morland Area Church of England Primary School	
Address	Morland, CA10 3AT
How effective is the school's distinctive Christian vision, established and promoted by leadership at all levels, in enabling pupils and adults to flourish?	
Overall grade	Good
The impact of collective worship	Good
The effectiveness of religious education (RE)	Good

School's vision
A small school for all, making a big difference. Set children off on the way they should go, and even when they are old, they will not turn from it –Proverbs 22:6. Our core values are honesty, togetherness, compassion, reverence and wisdom.
Key findings
<ul style="list-style-type: none"> • The embedded Christian vision celebrates the school as a big family. It is the driving force that enables pupils and adults to feel valued and flourish in a loving and nurturing school community. • Dedicated, compassionate leadership, exemplified by the head teacher, includes and empowers the whole school team. Following recent changes, processes for leaders at all levels to monitor and evaluate the effectiveness of the school as a Church school are emerging. • Rich experiences, including opportunities for reflection and questioning, enable pupils to develop spiritually. A consistent understanding of spirituality across the school is not in place. • Collective worship unites and inspires the school community, reinforcing its vision and values. It is enriched by varied partnerships and meaningful opportunities for pupil leadership. It significantly influences the lives of pupils and staff, enabling all to flourish. • The distinctive, vision-led curriculum is delivered with passion. A consistent whole school approach to the teaching of religious education (RE) gives pupils a good understanding of Christianity. It is less effective in supporting their knowledge of diverse religions and beliefs.
Areas for development
<ul style="list-style-type: none"> • Ensure rigour in the systematic monitoring and evaluation of the school as a church school. This is to enable leaders, including governors, to measure the impact of the vision over time. • Review and deepen learning opportunities in religious education. This is to help pupils develop their knowledge of faiths and worldviews and the diversity within them. • Establish a school wide understanding of what is meant by spirituality. This is so that opportunities for spiritual development in the curriculum are fully recognised and taken.



Inspection findings

Morland Area's vision of a 'small school making a big difference' shines through all that the school does. Deeply rooted in its rural community, the vision and Bible verse from Proverbs, motivates a school wide aspiration for every pupil and adult to grow and flourish. The core Christian values of honesty, togetherness, compassion, reverence and wisdom are 'worn like a kitbag on the back'. They enhance the vision and are understood by all. Through a relentless commitment to the equal value of everyone, pupils and staff are enabled to make a difference for themselves and each other.

The vision is vividly seen in action through the enthusiasm that pupils and parents have for their school. They describe it as 'a big family'. Pupils are supported to live well together. They are kind and welcoming and say they feel safe in school. When rare problems occur, pupils and parents are clear that adults will help them resolve matters. From the youngest to the oldest, pupils treat each other with respect. A buddy system, including on the school bus, gives older pupils a sense of responsibility and helps integrate younger children quickly into the school family. This highly inclusive provision, with a sustained focus on individual needs, is enabling all members of the school community to flourish.

The headteacher works relentlessly to ensure that high standards in every element of school life are maintained. She exemplifies the vision through developing wise leadership of staff and supporting individual professional needs. Staff are 'loved and supported every step of the way', enabling them to flourish professionally. The school has supportive links with the diocese, local church and wider community. These relationships are mutually beneficial. Pupils regularly benefit from visits to the church for special services such as Remembrance Day and Harvest. These enhance and give relevance to their understanding of reverence and how Christians worship and practise their faith. The school staff live out the vision in Christ-like service to others. Consequently, each individual feels an important part of God's family within the school.

The Christian vision of the school inspires an aspirational curriculum that nurtures self-belief, so that all can achieve. Staff meet pupils' needs with rigour and compassion and have high expectations for the children in their care. Every pupil is known and understood by staff and no pupil is left behind. This is because swift interventions are put in place to address gaps in learning. Passionate and diligent leadership of provision for those with special educational needs and disabilities (SEND) ensures that everyone thrives. Every pupil is encouraged to be curious and resilient and 'given the space to be unique'. Consequently, they make good progress. The curriculum prioritises varied experiences, including opportunities to widen horizons beyond the locality of the school. Activities to motivate and broaden pupils' aspirations are routinely built-in, such as sailing qualifications and horseriding lessons. Varied approaches to learning over time encourage all to develop their God-given talents and try new things. This is raising pupils' aspirations to become life-long learners and citizens who will make a difference to their communities.

Governors care passionately about the school. They model aspiration in their desire to see everyone within the school community and wider local area flourish. This is evident in the vision-led, sacrificial decision to allow senior staff to support another school when it was in need. Following recent changes in the makeup of the governing body, systems to monitor the impact of the school's distinctively Christian vision are not yet fully developed.


Pupils behave very well. Their safe and secure learning environment, where all are listened to and respected, enables them to ask the big questions of life. Staff are role models for Christian love, taking time to listen and respond appropriately to pupils and each other. The

atmosphere in school during lessons is purposeful. Academic subjects are integrated with physical, social, health, cultural and spiritual development and all learning is valued. Many unplanned opportunities for spiritual development are taken. Opportunities for spiritual development as part of a school wide approach, are not sufficiently identified or planned at present.

The school's vision, values and context are explicitly reflected within acts of collective worship. Pupils are inspired to be courageous advocates for their school, community and wider world. This includes supporting a range of charities and challenging issues of fairness and justice. Older pupils see these experiences as Christian service and are proud to help. Pupils enjoy worship and sing with exuberance. They have an age-appropriate understanding of the Christian belief in God as Father, Son and Holy Spirit. Pupils and staff develop their spirituality through prayer, stillness, worship and Bible teaching. Positive relationships with the parish, pioneer ministers and the much-anticipated visits of Fajita the puppet, offer different experiences of worship and prayer. Pupils respond positively to opportunities to plan and lead significant parts of worship. Governors monitor worship. However, regular, robust evaluation is not always followed through to inform improvements.

The teaching of RE is effective in equipping pupils with a good knowledge and understanding of Christianity. Wise leadership decisions have led to recent developments in the teaching of Christianity. These have enhanced skills of enquiry and engagement with big questions. Though views are variable, most pupils recognise RE lessons as a safe and sometimes challenging place to explore and compare ideas, beliefs and practices. Pupils' knowledge of faiths and beliefs other than Christianity and of diversity within faiths is much less developed.

The shared vision makes Morland Area a thriving community. It lives out its biblical underpinning from the book of Proverbs. Pupils are lovingly 'set off on the way they should go'. As the legacy wall attests, they flourish within and beyond their time at the school.

	The effectiveness of RE is	Good	
	<p>Recent changes within the RE curriculum have improved the quality of teaching about Christianity. As a result, staff and pupil engagement is good. Pupils of all abilities make progress because lessons encourage them to be curious and ask questions. However, some tasks do not always have a clear purpose or build on prior learning. Opportunities to develop a deeper knowledge of non-Christian religions and worldviews and diversity within them, are not as well developed.</p>		
Information			
School	Morland Area Church of England Primary School	Inspection date	8 November 2022
URN	112324	VC/VA/Academy	
Diocese/District	Carlisle	Pupils on roll	110
Headteacher	Louise Donnelly-Stott		
Chair of Governors	Joyce Berry		
Inspector	Simone Bennett	No.	949