

Statutory Inspection of Anglican and Methodist Schools (SIAMS) Report

Morland Church of England Primary School

Vision

“Through God all things are possible.” Matthew 19:26

Our vision encourages everyone to have high aspirations, to believe in themselves as a child of God and to have hope in the future. We want children to know that God is always with them and at work in their lives, in every situation, and that for him nothing is impossible. We aim to nurture and equip our children to overcome any challenges they may experience on the journey of life and for them to realise deeply they are never alone. God has a plan for our life, and we can trust him to do what is best for us.

Morland Church of England Primary School is living up to its foundation as a Church school and is enabling pupils and adults to flourish. It has the following notable strengths.

Strengths

- Morland Church of England Primary School is an inclusive and caring community that lovingly works together to live out its vision. Leaders ensure the Christian vision of ‘through God all things are possible’ permeates the life of the school.
- Adults apply the vision consistently and work diligently to remove barriers to learning and raise expectations. As a result, pupils with special educational needs and/or disabilities (SEND) participate fully in school life and flourish.
- Pupils and their families feel valued and known because care is taken to meet their needs. Compassionate adults nurture pupils, including those considered disadvantaged and vulnerable. Consequently, the aspirational vision is lived out in a way that enables them to overcome challenges and thrive.
- **Robust partnerships with the Diocese of St Edmundsbury and Ipswich Multi Academy Trust (MAT) strengthen the work of this Church school.** Collaboration with leaders, including local governors and the diocese, supports wise decision making, including during challenging times.

Development Points

- Extend the way opportunities for spiritual development are planned within the curriculum and how this is guided by a shared understanding of spirituality. This is to enhance moments for pupils and adults’ spiritual growth and provide a language to express its impact on them.
- Enhance the impact of leaders’ monitoring, evaluation and assessment of religious education (RE). This is to enable pupils to clearly understand the next steps they need to take to extend their progress.



Inspection Findings

The Christian vision of Morland Church of England Primary School is clearly and powerfully reflected in school life, driving the actions of leaders. They demonstrate a determination and commitment to enhance the wellbeing of staff, pupils and families. Staff work to raise aspiration, believing there are no boundaries to what might be achieved. This is embedded in pupils who know they are not alone when facing the challenges of life. Christian values, selected by the school community, help fulfil their vision. Together, they create a strong sense of cohesion and a purpose for the work of the school. A supportive relationship with the MAT and local governing body enables some fruitful monitoring and evaluation to take place. This leads to improvement and change, for example the strong provision for pupils with SEND. Through this effective partnership the school has successfully bid for funding to develop a special needs base. This strengthens the way the school lives out its vision to instil aspiration and hope.

Shaped by the vision, the curriculum is developed to match pupils' needs. The Christian vision of the MAT seamlessly aligns with that of the school in seeking to raise opportunity and confidence. As a result, pupils are encouraged through their learning experiences to develop a good work ethic. Leaders act to overcome barriers to learning for pupils, including those with SEND and those considered vulnerable. This creates a sense of hope and aspiration. School leaders have begun to identify opportunities to enhance spiritual growth across curriculum areas. However, an understanding of spirituality and the impact of the curriculum on adults and pupils' spiritual development are at an early stage. Daily extra-curricular activities are popular with pupils and families. Leaders ensure day trips and residential visits are fully accessible, including participation in specialist local sports events for pupils with SEND. These valued occasions contribute to pupils' widening opportunities and self-confidence. A warmth of welcome is extended to parents and carers building a positive relationship with school. Well-attended 'parent shares' across the curriculum create a partnership between school and home, jointly helping to raise aspiration.

The wellbeing of families and pupils is central to the vision and the work of leaders, with accessible staff being readily available. Leaders and staff are driven to create an environment that nurtures mental health and supports positive behaviours. The creation of an inclusive culture is transformational for pupils, their families and staff. Pupils understand they are never alone to manage their feelings and their emotions are valued. Leaders actively ensure pupils have access to a safe place where dedicated practitioners provide care and help for those who benefit from it. Staff enthusiastically share training they have received. This further develops colleagues' skills to successfully nurture positive pupil behaviours. Compassion and forgiveness are cornerstones of the vision and shape the school's behaviour plan. As a result, the school ensures pupils who make wrong choices can find reconciliation and forgiveness. Trained staff work with family groups to support wellbeing within the home. These build and enhance parent and carer resilience, adding to confidence and trust in the school. Constructive home-school relationships contribute to pupil attendance being higher than national averages. The school's vision and associated values ensure staff wellbeing is recognised and sustained by leaders and the MAT. Approachable senior leaders, combined with relationships underpinned by mutual trust and respect, create a strong, equitable Church school culture.

Inspired by the Christian vision the curriculum nurtures pupil understanding of justice and fairness. This is enriched through the carefully selected range of reading material. These provide pupils with opportunities to consider important issues such as inequality and racism. Each pupil in Year 5 and Year 6 assumes a role of responsibility,



linked to a school value. These roles cover an array of school life thereby growing aspiration, improving resilience and developing a sense of community. In keeping with the inclusive school ethos, leaders carefully provide individual pupils with bespoke roles. This ensures a personal commitment, creating a culture where pupils expect to challenge injustice, becoming responsible for others within the school community. The school ambassador group supports charitable works involving poverty-related issues. Through gardening clubs, litter picking and the 'safety squad' pupils actively contribute to improving their environment.

In keeping with its vision, RE has a strong profile within the school curriculum. A well-planned, carefully balanced and diverse RE curriculum is delivered to pupils from nursery age upwards. Meaningful engagement with the diocese gives valued advice with planning. The RE leader enhances staff confidence in the subject through training, advice and providing resources. Use of images and resources help to reinforce pupils' understanding of the global nature of Christianity. Cultural links with home are strengthened when some pupils choose to share their RE learning with families. Parents appreciate the way the school 'teaches our children about a variety of religions and beliefs' so contributing to a culture of acceptance.

Through high quality RE teaching, pupils are provided with opportunities to enquire, engage and explore big questions. Pupils with SEND are well supported with careful adaptations where necessary. These ensure they can participate in debate and their voice is heard. Through the curriculum, pupils acquire a knowledge and understanding of a range of religions and worldviews and have respect for the views of others. Pupils from a range of worldviews, including those from Christian, Muslim and Hindu faith backgrounds, actively contribute to this learning. This adds to pupils' knowledge and understanding of the diverse ways people live out their beliefs. Teachers assess pupils' knowledge at the end of each unit through a variety of methods. However pupils' do not always have sufficient opportunity to evaluate their learning. This inhibits their ability to draw their own conclusions and build on their understanding and knowledge. Teacher feedback to enable the identification of pupils' next steps in learning is inconsistent.

The school's vision and associated values are richly expressed in daily worship and invitational prayer. Leaders provide opportunities for families to share and reflect on worship themes through their inclusion in newsletters. The interests and achievements of pupils are thoughtfully celebrated in worship. As a result, they develop confidence and self-esteem through such recognition. Worship gives meaningful time for pupils and adults to think, sing, pray and wonder, enabling spiritual development. It is an occasion to come together and recognise their lives matter to God. Parents from a range of worldviews and traditions value their children having this opportunity. Inclusive, invitational prayers take place during the school day, allowing pupils an opportunity to consider their individual spiritual needs. Governor monitoring of spirituality has led to pupils establishing worship leaders who develop, plan, organise and manage an outside reflection space. Enriching partnerships with local clergy enhance worship. These include opportunities to explore Anglican traditions within the seasons of the Church year. A sense of togetherness between home and school is evident with shared opportunities for families, pupils and staff to worship together at the parish church. Families value being invited to key festivals at the church.

Information

Address	Morland Road, Ipswich, IP3 0LH		
Date	25 June 2025	URN	145851
Type of school	Academy	No. of pupils	352
Diocese	St Edmundsbury and Ipswich		
MAT/Federation	St Edmundsbury and Ipswich Multi Academy Trust		
Headteacher	John Crane		
Chair of Trust	Andrew Blit		
Chair of Governors	Acting chairs Wing Ho Yu and Louise Bardwell		
Inspector	Teresa Osborne		