Statutory Inspection of Anglican & Methodist Schools

Statutory Inspection of Anglican and Methodist Schools (SIAMS) Report

Morley Church of England Primary Academy

Vision

Through 1 Peter 4:10 'As each has received a gift, use it to serve one another as good stewards of God's varied grace' our Federation recognises the importance of diversity and individuality - we all have gifts and talents which are different but complement one another.

At Morley Primary Academy, we use the gifts we have received to grow together.

'I am the vine; you are the branches. If you remain in me and I in you, you will bear much fruit; apart from me you can do nothing.' John 15:5 'No branch can bear fruit by itself; it must remain in the vine.' John 15:4

Work together, learn together, grow together

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

Notable Strengths

- The school's distinctive Christian vision is thoughtfully and intentionally crafted to meet the needs of pupils and adults. As a result, it is a lived reality, motivating staff and uniting the community, guiding and directing action and policy. Support from governors, and the trust, enables leaders to systematically evaluate the impact of the vision on the school. This strengthens its Christian foundation.
- Leaders build, and wholeheartedly promote, a highly inclusive culture with the needs of pupils at its core. The vision's aim of working, learning and growing together permeates and inspires. Consequently, people thrive here, flourishing holistically.
- Through carefully planned opportunities, pupils are enabled to explore spirituality and faith across the curriculum. As a result, they are open, curious and reflective, often keen to question and wonder.
- The curriculum for religious education (RE) is effective, accurate and well balanced. Leaders ensure that it is carefully planned and well sequenced, utilising a range of approaches for pupils to explore the subject.

Development Points

- Enhance assessment systems in RE. This is to ensure that teaching is more responsive to pupils' needs and supports deeper challenge as they learn.
- Broaden the way in which the Christian vision shapes worship and times of reflection. This is so that the spiritual development of pupils and adults is further enhanced.

Inspection Findings

Vision and Leadership

Leaders have carefully developed the distinctive Christian vision for the school based on its context and needs. Mindful that pupils come from a geographically wide area, they promote togetherness. Consequently, a deep sense of acceptance, connection and community is fostered. The vision, expressed through Christian values, motivates leaders and permeates throughout school life. The needs of pupils are at the very heart of all that leaders do. They work tirelessly to ensure that individuals are given every opportunity to grow. Recognising that 'no one size fits all,' they adapt to nurture different strengths. As a result, pupils thrive. The trust ensures that a robust and targeted programme of monitoring and evaluation, specifically focused on Church school effectiveness, enhances the vision's impact. They offer bespoke and targeted support as well as professional development opportunities for staff. In this way, staff, as well as pupils 'bear fruit' as they learn and develop. Guided by the vision, they are strengthened, supported and challenged to nurture their complementary gifts and talents.

Vision and Curriculum

The school's curriculum reflects the Christian vision. Leaders carefully choose approaches that are consistent with helping pupils learn more and remember more. Subsequently, this helps them to develop their unique gifts and abilities. This is particularly evident in the way in which adaptations are made for pupils who have special educational needs and/or disabilities (SEND). For example, staff learn different methods of communication to enable pupils to engage. This creates a sense of belonging where pupils, including those with SEND, feel part of the 'vine', the learning community. The school's approach to spiritual development is well established, it is based on a creative, reflective approach. Woven into the curriculum, are opportunities to ask searching and profound questions such as, 'What response do you get when you look at a piece of art?'. Pupils have a reflection journal, which is deeply personal, and are given dedicated time to consider themes, ideas and questions. Consequently, they are thoughtful and eager to explore concepts. In this way, the curriculum enables pupils to flourish holistically, spiritually as well as academically.

Worship and Spirituality

Collective worship is meticulously planned and sequenced. Supportive partnerships with the diocese and local church contribute to its effectiveness. Focusing on Christian values, worship follows the Anglican calendar, incorporating feast days and special events. It is rich and varied, delivered in an engaging and creative style. Pupils experience worship in a variety of ways, including drama, Bible stories, song, reflection and church liturgy. For example, pupils are helped to understand the elements of good relationships by building a bridge and a wall from construction bricks. This helps them to consider those words and phrases that are constructive to friendship and those which build barriers. Staff and pupils value worship as a time to be together, to reset and to consider themes and ideas. Prayer is an important part of collective worship, with pupils happily volunteering to pray their own prayers in front of the school. Leaders give pupils responsibility to prepare the hall, which they relish. They see it as a chance to serve others. Through service and opportunities for reflective responses, collective worship enables spiritual flourishing. Governors regularly monitor and evaluate worship helping leaders to understand its impact. Guided by the vision's aim, pupils are ambitious to further enrich their spiritual development by being more involved in shaping and contributing to worship.

Vision and School Culture

Inclusion is at the heart of the culture at Morley. Leaders make strenuous efforts to give pupils equal opportunities to flourish and bear fruit. Leaders are resolute and insistent that the needs of pupils are paramount. They carefully and creatively adapt provision ensuring that pupils have learning environments that foster a sense of belonging. The trust provides constructive and helpful support to the school. They approach problems with openness, honesty and compassion providing expertise on the ground to guide and advise. This

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contributes significantly to staff wellbeing. Following policy adaptations, there is now consistency in the way in which rewards and sanctions for behaviour are in place. This helps to build an inclusive and equitable culture. The staff are a tightly knit team with a strong sense of mutual support. They are well attuned to pupils' mental health needs with the impact of their careful, considered, child-centred approach being transformative for some. For example, pupils who had struggled with self-confidence are now imbued with a sense of self-belief. Guided by the school's Christian values, staff actively provide support for families. This is appreciated by parents and carers who highlight the positive impact this has on them including during difficult times. In this way, the vision's objective to enable growth through serving one another is met and leads to relationships that are built on compassion.

Vision, Justice and Responsibility

Pupils have a strong sense of fairness and responsibility. They not only fulfil roles that serve others but also enjoy the opportunity to enrich people's lives through acts of care. The buddy system, which pairs older and younger pupils, successfully builds a sense of community and genuine friendships across age groups. Consequently, the vision's aim for 'unity in the vine' enables a culture of care and concern. Individual pupils are given the opportunity to pursue causes close to their hearts. This is particularly evident in their care for the environment. For example, the pupil led initiative to restore the school pond area. In this way, they use their sense of responsibility to do good. As part of the curriculum, the 'kindness' enterprise challenge enables pupils to support, and gain an understanding of, their chosen charities and projects. Through this, they are made aware of wider issues concerning global events and concerns. Leaders ensure that pupils have the space to ask questions and reflect on their responses to wider issues. As a result, they are very aware of their mutual responsibility for others in line with the Christian vision. They feel inspired to take action to challenge injustice in an age-appropriate way.

Religious Education

The broad and balanced curriculum for RE is effective. Covering a range of worldviews and faiths, including Christianity, it enables pupils to understand the diverse ways that people live out their beliefs. Opportunities to learn about beliefs, the impact of faith on life and big questions are woven through topics. This encourages pupils to think broadly. The sequential nature of the curriculum enables them to build knowledge as they progress through the school. RE is well resourced and given both a high profile and priority by leaders. Project days are timetabled within the curriculum to enable in-depth learning in specific areas. School leaders ensure that staff have access to high quality training including diocesan and trust led professional development. The monitoring of RE is a priority for governors and regular book looks, lesson observations and pupil perception interviews take place. This informs leaders as they evaluate the impact of the curriculum.

Effective teaching inspires the way that pupils engage positively with RE and make progress. Teachers use a variety of methods to assess pupil understanding including opportunities to retrieve knowledge at the beginning of lessons. Recent developments in feedback enable pupils to drill deeper into an idea. However, the way that assessment provides challenge, extending pupils and inspiring them to engage in a deeply reflective way, is more limited. Pupils particularly enjoy the creative and active styles of learning. They appreciate active debate and learn to listen to the points of view of others. Teachers have high expectations. They are quick to address misconceptions and provide support by modelling expectations. Pupils talk about their work with understanding, with some able to explain complex concepts such as the Trinity. The youngest pupils are able to compare and contrast religions whereas older pupils are challenged to consider the impact of faith on action. Consequently, teaching and learning in RE enables pupils to work, learn and grow together.

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National Society for Education
Church of England & Church in Wales

Methodist Schools

Information

Address	Deopham Road, Morley St Boltoph, Wymondham, Norfolk NR18 9TS		
Date	23 June 2026	URN	148996
Type of school	Academy	No. of pupils	122
Diocese	Norwich		
MAT/Federation	The Diocese of Norwich St Benet's Multi-Academy Trust Tacolneston and Morley Federation		
MAT Chair	Sam Nixon		
Headteacher	Andrew Phoenix		
Chair of Governors	Garry Easter		
Inspector	Jane Trampnow		