

## Statutory Inspection of Anglican and Methodist Schools (SIAMS) Report

### Morpeth All Saints Church of England First School

#### Vision

'I have come that they may have life and have it in all its fullness...Together we flourish!' (John 10:10)

Morpeth All Saints Church of England First 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

- The school's Christian vision is central to the shaping of the curriculum. This is expressed through values of love, joy, honesty, hope and thankfulness. These underpin the strategic direction of the school and drive the learning experiences of pupils.
- The trust's vision resonates with the school's distinctive Christian vision. Combined, they create a strong foundation leading to the flourishing of children and adults.
- Collective worship is an uplifting opportunity. It helps pupils to grow spirituality in an atmosphere that is inclusive, invitational and inspirational.
- Outwardly looking partnerships are a powerful expression of the school's Christian vision. These have a meaningful and reciprocal impact on the lives of children and adults.
- School and trust leaders ensure that continuing professional development for staff positively impacts the religious education (RE) curriculum. This reflects the place and priority of RE as a core subject on the school's curriculum.

#### Development Points

- Establish and embed spiritual flourishing as an intrinsic part of the wider curriculum. This will allow it to reflect the school's theologically rooted Christian vision and helps to enhance pupils' spiritual thinking.
- Monitor and evaluate the use of assessment in RE to inform teaching and learning and maximise opportunities for progression. This is in order to support teachers in recognising when learning needs to be carefully adapted or concepts need to be revisited.



## Inspection Findings

Pupils, staff, parents and governors correctly recognise the positive impact of the school's vision. The image of Jesus as a 'good shepherd' translates this clearly for the school community. Pupils and leaders reflect upon the good shepherd caring for his sheep and how this informs their interactions with others. In hard times the shepherd guides them in and is a gatekeeper protecting them. Pupils describe how they can be different versions of the good shepherd themselves. This sense of caring, guidance and protection is underpinned by values of love, joy, honesty, hope and thankfulness. These values inspire leaders at all levels and drive the school's vision. They are reflected in daily school life and in ongoing policies and practices. Pupils recognise that, as part of the school community, they are special, safe and valued. The school is part of the Cheviot Learning Trust and the visions of both bodies correlate well. Together, these bodies enhance the work of the school and the interpretation of its Christian vision enabling pupils to thrive. School governors rightly highlight the stability that being part of the trust brings. The living reality of the school's vision is enhanced through collaboration and cooperation, leading to the flourishing of pupils and adults.

The bespoke curriculum at Morpeth All Saints offers stimulating learning experiences built upon the foundation of Christian values. Leaders monitor and evaluate their curriculum regularly to ensure that it is having the desired effect for pupils. It fosters a sense of belonging to a wider community. Individual and collaborative learning experiences and instilling a sense of responsibility beyond the classroom enhance this. Leaders work to prepare pupils for life in modern Britain as young global citizens. Key Stage 1 and 2 pupils confidently speak about their responsibility towards the environment, wildlife and others less fortunate than themselves. Wider extra-curricular and outdoor learning opportunities reflect the outworking of the school's vision and values. These enable pupils to learn well in an inspiring environment. A shared language for spiritual development centres around 'in, out and up' in relation to spontaneous and unplanned moments. Leaders recognise further work is needed to incorporate these moments more formally into the curriculum. Embedding spiritual flourishing as an intrinsic part of the curriculum is currently underdeveloped.

Collective worship is coherently and thoughtfully planned. It provides regular and impactful opportunities for prayer, reflection and spiritual growth. Joyful singing, moments of silent reflection, and pupil engagement demonstrate worship that is inclusive, invitational and inspirational. Regular opportunities to reflect on worship demonstrate the impact that it has on pupils through the 'Wows and Wonders' book. Class worships on whole school themes provide enriching opportunities for pupils to articulate the impact of worship on their lives. Partnerships with local churches, the diocesan joint educational team (JET) and a local charity enhance the worship life of the school for all. Parents welcome regular opportunities to attend collective worship. They recognise the positive impact that it has on pupils' lives.

Flourishing is enhanced by a culture where all are treated well. Building positive relationships, providing wellbeing for all, showing respect and giving support demonstrate the image of the good shepherd. Leaders exhibit resilience in maintaining this approach during times of challenge. Developments in emotional and mental health training and policy changes reflect a culture where wellbeing is prioritised and improved. For example, staff have access to a wellbeing app to monitor their welfare. The school has a mental health champion to further enhance and support pupils and staff. Teaching staff go above and beyond what might be expected. Pupils who have special educational needs and/or disabilities (SEND) are supported effectively through robust systems and ongoing training for staff. This demonstrates the school's vision being central to an inclusive and dignifying culture.



There is an ongoing and active culture of justice and responsibility at this school. Through collective worship and the wider curriculum pupils are exposed to these issues. The study of ecological threats, collaboration with a food bank and enterprise weeks reflect the vision of the flourishing of all. Pupils talk confidently about ethical issues important to them, from deforestation to the impact of local developments. Staff, pupils and parents participate in an annual cancer run. Pupils visit the cancer research centre to see how money raised is having a meaningful impact. Pupils have a keen sense of justice both in their immediate and wider school community and as young global citizens.

RE at Morpeth All Saints reflects its place as a core subject in a Church school. RE is given a high priority with leaders implementing a curriculum agreed by the diocese. This demonstrates a new approach focussed around enquiry questions. Pupils critically engage with scripture, develop knowledge of differing views and explore their impact on society and culture. Training and help from the diocese supports leaders and teachers. Every half-term staff undertake RE training further developing the quality of RE. The curriculum reflects depth, balance and has thoughtfully sequenced learning to meet the needs of mixed-age and non-mixed classes. Governors and leaders, including representatives from the trust, regularly monitor the impact of the RE curriculum.

The teaching quality of RE is good and reflects the priority that is placed on this core subject. The aims of lessons which are based around questions challenge pupils to understand impact, make connections and make sense of beliefs. Year 4 children explore how the gifts of the Holy Spirit helped the disciples and Christians today. Pupils reflect articulately on lessons and end of unit assessments to demonstrate new knowledge and understanding. Key Stage 1 and 2 pupils explain that they enjoy the challenge of RE. However, information gathered through assessments does not always feed into further teaching and learning.

## Information

Address	Pinewood Drive, Lancaster Park, Morpeth, Northumberland, NE61 3RD		
Date	22 <sup>nd</sup> May 2025	URN	149716
Type of school	Academy	No. of pupils	199
Diocese and Methodist District	Newcastle		
MAT/Federation	Cheviot Learning Trust		
Headteacher	Llyneth Ward (Acting)		
Chair of Governors	Sarah Alexander		
Inspector	Kevin Taggart		