

Statutory Inspection of Anglican and Methodist Schools (SIAMS) Report

Moreton Church of England VA Primary School	
Address	Church Road, Moreton, Ongar, CM5 0JD
School vision	
<p>Matthew 12:33 “Make a tree good and its fruit will be good...for a tree is recognised by its fruit.” Colossians 1:10 – 11 “So that you may live a life worthy of the Lord and please him in every way: bearing fruit in every work, growing in the knowledge of God, being strengthened with all power according to glorious might so that you may have great endurance and patience.” Growing Together in Faith, Knowledge and Love.</p>	
School strengths	
<ul style="list-style-type: none"> • The vision for all to grow and 'bear good fruit' underpins all aspects of school life. Pupils and staff confidently articulate how it is lived out and the positive impact it has upon them. • Collective worship is important and valued, bringing adults and pupils together to flourish as a community. Times of quiet reflection, prayer and enthusiastic singing contribute to the spiritual life of the school. • The curriculum is carefully shaped by the vision. With a focus on removing barriers, pupils become successful learners, prepared for the future. • Religious education (RE) is well-led and managed. Taught in creative ways, pupils enjoy learning and make good progress as a result, • Pupil voice is authentic. Members of the pupil parliament and ambassadors model the vision to 'look after others and the world' by acting as courageous advocates for positive change. 	
Areas for development	
<ul style="list-style-type: none"> • Continue to widen pupils experiences of difference and diversity. This to develop their understanding of contrasting cultures within the United Kingdom and beyond. • Further embed opportunities for spiritual development across all curriculum subjects. This to support the spiritual development of pupils and adults. 	
Inspection findings	
<p>The school’s Christian vision to provide ‘good ground’ in which all can grow and ‘be recognised by [their] good fruit’ is closely linked to its context. Set in a rural location, it was carefully chosen and crafted to reflect the farming community around it. Leaders, including governors, are committed to living out the vision. They act so that the school can be ‘good ground’, providing opportunities which enable all to ‘bear fruit’ and flourish. Staff model the vision and are proud to be associated with school. They value the strong and compassionate leadership of the headteacher. Nurtured on their career pathways, they see this as an outworking of the vision. Well thought of by parents and the wider community, families choose to send their children to Moreton. For many, this comes from an appreciation of the Christian vision and associated values that the school lives by. The statement to</p>	



'look after yourself, others and the world' gives pupils a blueprint for living, regardless of their beliefs. The influence of the school goes beyond the time spent there. Parents attribute the behaviour and success of their older children to the 'grounding' they received at Moreton. They appreciate the 'love and care' given by staff that nurtures pupils to be the best they can be.

The curriculum is designed so pupils can be successful learners. High aspirations are set for all, with an emphasis on removing barriers so that they can be achieved. Staff find creative and effective ways to support learning. Provision for pupils with special educational needs and/ or disabilities (SEND) or who are vulnerable is personalised to their needs, ensuring that they flourish. Pupils and staff are encouraged to 'look after themselves' as well as others. Strategies for good mental health are promoted so that they are able to do this effectively.

Importance is placed on preparing pupils for their future in a diverse world. As a result, an understanding of difference and diversity is woven through lessons. To further support this, connections with contrasting areas and cultures are being developed, following a halt during the pandemic. Links with a school in Kenya provide pupils with a significant and 'real' insight into the lives of others. This develops empathy and understanding.

Pupil voice is strong. Members of the pupil parliament and subject ambassadors know that their opinions matter by seeing their suggestions implemented. As advocates for positive change, they see their roles as 'pushing the school to be a better, happier place for everyone'. Fun activities, such as wearing odd socks for an anti-bullying day, raise awareness of important issues. Pupils articulate that this shows everyone is allowed to be different in their own way. They show an understanding of equality and equity explaining 'that everyone is equal but sometimes you need a boost.' This supports the development of a positive culture which is tolerant and kind. Pupils 'look after others' and have a positive impact on the wider world through raising money for charity. These are often causes chosen because of personal connections. Pupils are motivated to make a difference, and challenge inequality, as a consequence.

Taking care of God's world is inherent in school practice, with sustainability at the forefront of decision making. Governors are mindful of the carbon footprint left behind and have invested in hydro-mixers to increase the efficiency of the boiler. The eco-council remind others of their responsibilities towards the planet. They independently set up litter picks to ensure the site is well maintained. A garden area grows vegetables used by the kitchen, emphasising food self-sufficiency. Watching the vegetables grow is also a visual reminder of the vision. In preparing good ground and planting seeds, they see them come to fruition, bearing good fruit for the benefit of all.

Intentionally timed so that all members of staff on site can attend, collective worship brings the school together to 'grow in faith'. This includes faith in oneself and in other people, fostering pupils' self-confidence. Based on Anglican traditions, the gathering words signal that this is a special time. Pupils place a cross and candle on the worship table, reminding everyone of their significance to Christians. Staff feel free to worship as they wish, joining in with the songs and responses. Regardless of their personal beliefs, and together with pupils, they take away important messages that support them in their personal and professional lives. Pupils enthusiastically worship through singing, exploring their own beliefs and thoughts through the words of the songs. Each week, collective worship focusses on a different school value, linked to a Bible story and world events. In quiet times of reflection, adults and pupils explore how it relates to their own lives. Also, how they can apply it to the benefit of others, fostering the development of their own world views. Pupils spontaneously pray for the needs of others, showing an understanding of what prayer means. Reflection books for each class are used to record their thoughts on the value at the end of each week. Clergy lead worship weekly, enhancing the link between church and school. Special services held at the church are valued by parents who enjoy worshipping with their children.

Opportunities for spiritual development are created across the curriculum. Particularly linked to forest schools, pupils encounter awe and wonder in the natural world around them. The peace garden and reflection areas in classrooms provide calm spaces for thought and prayer during the busy school day. Ambitious to further strengthen the spiritual life of the school, leaders have created a document detailing the school's shared understanding for staff to reference. Current practice is included to enable experiences to be further developed and deepened.

The RE is well-led and managed. The curriculum is effectively sequenced and relevant to the school's context. It is built around prior learning and taught creatively through the three strands of theology, philosophy and human science. Pupils experience ways of reflecting on their own beliefs and those of others as a result. The RE lead accesses training through the valued relationship with the Diocese of Chelmsford. This is then cascaded to staff, ensuring that their skills and knowledge are current. Through thorough assessment procedures and systematic monitoring, pupils misconceptions and misunderstandings are quickly identified. They make good progress as a result. Pupils articulate a sound knowledge of major world religions, particularly Christianity, and some worldviews. They respectfully compare and contrast beliefs, confidently noting that there are more similarities than differences.

The inspection findings indicate that Moreton Church of England VA Primary School is living up to its foundation as a Church school, and is enabling pupils and adults to flourish.

Information			
Inspection date	13 November 2023	URN	115118
VC/VA/Academy	Voluntary aided	Pupils on roll	181
Diocese	Chelmsford		
MAT/Federation			
Headteacher	Nikki Batt		
Chair	Daniel Green		
Inspector	Rachel Beeson	No.	952