

Statutory Inspection of Anglican and Methodist Schools (SIAMS) Report

Morgan's Vale and Woodfalls Church of England Primary School

Vision

"Love your neighbour as you love yourself." (Luke 10:27) shapes all we do at Morgan's Vale & Woodfalls Church of England Primary School. Rooted in our Christian foundation, we nurture a community where every child is known, valued, and able to flourish. Through our values of Love, Aspiration and Respect, we help pupils grow in character, confidence, and compassion so they can live life in all its fullness and make a positive difference in the world.

Morgan's Vale and Woodfalls 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.

Notable Strengths

- Love, in the form of kindness, is at the core of the vision of the school. It is shown and grown by daily interactions and, as a result, pupils and staff are enabled to thrive.
- Pupils are encouraged to 'dream big' and aspire not to have more, but to be more. Consequently, they grow in confidence and enjoy school.
- Collective worship is a valued moment in each school day. It, alongside optional prayers of thanks at lunchtime, enables pupils to consider the gifts they have and the ways in which they can be used.
- The parish church and the school work closely together. The weekly 'hangouts', organised and run by members of the church, enrich the spiritual life of the school community.
- Leaders, both in school and from the Magna Learning Partnership (MAT), monitor and evaluate the impact of the vision carefully. This enables those responsible for governance to take well-informed strategic decisions.

Development Points

- Strengthen the religious education (RE) curriculum and ensure that staff are well trained to teach it. This is to ensure that pupils build secure knowledge of a range of faiths and worldviews over time.
- Extend the understanding of the school framework for spirituality. This is so that pupils can make the most of opportunities for spiritual growth throughout the curriculum.



Inspection Findings

Vision and Leadership

Leaders have designed a vision that resonates within this community. They have carefully chosen the Bible verse that underpins the vision. They made sure that they selected a translation that used the words ‘as you love yourself’. This is to emphasise positive self-esteem alongside actions for others. So good mental health and the wellbeing of staff and pupils are at the heart of the school’s understanding of flourishing. Leaders across the school and MAT regularly review the impact of the vision. They make sure that those responsible for governance have a clear understanding of what is working. As a result, trustees and governors make well-informed strategic decisions about what needs to change. Pupils know and understand the school values very well. They reference them in their work and play. They talk about them at home and try hard to show them in their daily lives. Adults encourage pupils to ‘dream big’ as they aspire to be the best person that they can be. They have a clear concept that this is not about owning or getting more ‘stuff’. It is about being kind and caring to others and the world around them. Adults model this in their conversations and relationships with pupils. As a result, the values are a vibrant force within the school community.

Vision and Curriculum

The value of aspiration drives the design of the curriculum. Recent changes mean that pupils now enjoy encountering a range of books with lead characters that reflect life in modern Britain. These books challenge stereotypes. They encourage pupils to consider how different people have shown determination to overcome adversity. The curriculum extends far beyond the lessons in classrooms. Pupils enjoy taking part in the clubs that staff run every day. Leaders make sure that pupils who are vulnerable or who have special educational needs and/or disabilities (SEND) are well supported to take part. MAT-wide events complement the extracurricular opportunities of the school and enable pupils to discover new interests. Leaders have thought carefully about the shared understanding of spiritual development. They have established a framework that adults understand well and use to plan interesting opportunities within lessons and other class time. However, although pupils recognise the symbols and know the words, many do not really understand what they mean. As a result, pupils do not benefit as much as they could from the opportunities.

Worship and Spirituality

Leaders weave collective worship through the school day. This enhances the spiritual life of pupils and adults. Gathering each morning, pupils enjoy singing together and taking time to reflect on the values of the school. Regular visits from members of the community, who act out Bible stories, are particularly memorable for pupils. They make links between the life of Jesus and the values that they seek to live out. Pupils and staff use times of prayer or quiet reflection effectively. These help pupils to consider the gifts that they could easily take for granted. Pupils and staff delight in their close relationship with the local parish church. Pupils are keen to be chosen to have ‘lunch with the vicar’. These shared meals with prayers result in lively conversations about some of the big issues of life. These then feed into collective worship, so that it remains relevant to the lives of the pupils. The close bonds are further developed in the weekly ‘hangout’ after school in the church. Parents and pupils benefit from crafts that tell the stories of Jesus, alongside coffee and a chance to chat. The school and church community know that they are stronger together as they seek to be loving neighbours in and to the village.

Religious Education

RE meets the expectation of a Church school. Leaders make sure that there is a suitable curriculum. Pupils develop deep knowledge of Christianity and the way that some Christians live out their beliefs. Pupils encounter learning about a range of faiths and some non-religious worldviews. However, these experiences are not revisited or sequenced effectively. This means that, although the topics have been taught, the information has not always been learnt. Since joining the Magna Learning Trust the school has benefitted from networks of



support for staff. The rigorous programme of monitoring and evaluation means that leaders in school have started to take steps to address the curriculum design.

Pupils enjoy learning in RE. They show respect for each other as they consider some of the big questions of life. They take pride in their written work. This reflects a growing maturity as they move through the school. Those in the Reception Year understand the Christmas story whereas older pupils wrangle with whether it is possible to be a Christian and a scientist. Pupils engage with a range of religious texts and use them to build an understanding of some of the rituals of the faiths that they study. Teachers use assessment to work out next steps in learning. However, pupils have gaps in their knowledge and understanding of faiths other than Christianity. These have built up over time. With the support of the Magna Learning Partnership, teachers are developing the skills to tackle common misconceptions and confidently deliver the new curriculum. Leaders now check that the curriculum is being implemented in sufficient depth.

Vision, Justice and Responsibility

Pupils learn about justice and injustice through the curriculum and, as a result, they develop a secure understanding over their time at the school. The concept of being a 'neighbour' who is treated as they would like to be treated is key to this. It results in pupils working together to organise fundraising events for a local children's hospice and taking part in collections for the local foodbank. Pupils in the older years recognise that there is a difference between equality and equity. As a result, they understand that some people need a little more support than others. Pupils read a range of carefully selected books alongside their peers. These spark lively discussions about what is fair. They consider how people can live together in a respectful and loving way, even if they have very different views. Pupils are keen to take responsibility in school. They learn how to express their opinions in an appropriate way and speak up for what is important to them.

Vision and School Culture

Kindness is the hallmark of this small school. Pupils and adults have a clear understanding of the school value of 'love'. They know that it is not about romance, but rather care and trying hard to show this in all circumstances. As a result, pupils look out for each other, especially when playing at social times. The school has a well-established system for linking pupils in the Reception Year and Year 6. These 'best of buddies' (BOBs) build strong and caring relationships. Leaders have also carefully considered the way that pupils learn about the value of respect. Through bespoke teaching and a shared approach to behaviour, adults set high expectations and model respectful words and actions. When things go wrong, pupils call upon this learning to help them mend relationships and move forward. Leaders take time to listen to staff and parents and work with them effectively. As a result, relationships are respectful.

Information

Address	Morgans Vale Road, Redlynch, Salisbury, Wiltshire, SP5 2HU		
Date	20 May 2026	URN	140112
Type of school	Academy	No. of pupils	105
Diocese	Salisbury		
MAT	Magna Learning Partnership		
MAT Chair	Mark Allinson		
Headteacher	Polly Bailey		
Chair of Governors	Gareth Shaw		
Inspector	Lizzie Jeanes		