

Statutory Inspection of Anglican and Methodist Schools (SIAMS) Report

Upham Church of England Primary School			
Address	Upham Street, Upham, Southampton, Hampshire, SO32 1JD		
Date of inspection	16 January 2019	Status of school	VA primary
Diocese	Portsmouth	URN	116372

Overall Judgement	How effective is the school's distinctive Christian vision, established and promoted by leadership at all levels, in enabling pupils and adults to flourish?	Grade	Good
Additional Judgements	The impact of collective worship	Grade	Good
	The effectiveness of religious education (RE)	Grade	Good

School context

Upham is a primary school with 92 pupils on roll. The school has a low level of religious and cultural diversity and very few pupils speak English as an additional language. The proportion of pupils who are considered to be disadvantaged is below national averages. The proportion of pupils who have special educational needs and/or disabilities is below national averages.

The school's Christian vision

The Christian values of love and care for others in response to the needs of the world are part of the everyday ethos of our school.

(‘Love the Lord your God; love your neighbour as yourself.’ Matthew 22: 36-40)

Key findings

- The Christian vision is lived out in the strength of relationships between pupils and adults. The school is a family where everyone is valued. The successful buddy system is a prime example of this.
- There is a proactive commitment to the wider community, to the work of charities and to social action locally, nationally and internationally. The vision is fully achieved in this respect because pupils are very mindful of their responsibilities to others and to their stewardship of God's world.
- The Christian vision underpins all collective worship and children reflect on how each worship deepens their understanding of it. During worship pupils sit, learn and pray together in their mixed-age family groups. This enriches their appreciation of love and care for each other.
- Pupils have an informed and respectful understanding of Christianity and of a range of religions and worldviews. This is fully in line with the vision.

Areas for development

- To continue giving rigorous care to the implementation of focused, personalised strategies which enable all pupils to meet expectations in national assessments.
- To help all groups associated with the school to know the essence of the school's Christian vision without any ambiguity.

How effective is the school's distinctive Christian vision, established and promoted by leadership at all levels, in enabling pupils and adults to flourish?

Inspection findings

Love and care for self and others are at the heart of the school's work and ethos. Despite some ambiguity about the precise wording of the Christian vision, everyone is committed to these two Christian values. There are very positive relationships between pupils and adults as well as an effective partnership with the parish church. Pupils in the daffodil group, who work with the headteacher and clergy to review and extend opportunities for spiritual development, helped to design a visual representation of the vision in four segments. This has raised the profile of the vision and is used by pupils to review which segment of the vision has been the focus of each worship. This meets areas to improve given in the previous inspection. Governor strategic planning is focused on achieving the vision and their monitoring includes analysis of how effectively the vision is being lived out. Their decision to change the school's admissions arrangements to prioritise the admission of siblings was deliberately implemented due to a review of the school's commitment to love and care for families.

In keeping with its vision and mindful of its small size and rural location, a range of curriculum opportunities with other schools and organisations including the National Society for the Prevention of Cruelty to Children have been established. These include opportunity for staff development. Through these partnerships, Upham has established strong practice in supporting mental health. This has raised the importance of 'love of self' because, as the vicar emphasises, 'self-esteem is vital for good mental health'. 'Love of self' is one of the four vision segments.

Pupils have been highly successful in inter-school sports events. Raising aspiration in everyone as a learner is modelled through all staff learning instruments and taking part in sports. Pupils talk about 'lifelong learning' and how 'trying your best is what matters'. This said, school outcomes in national assessments are sometimes below average although vulnerable pupils generally make secure progress.

The vision is most powerfully lived out through the buddy and family group systems. Older pupils say how being a buddy or family group leader has 'helped me to be kinder' and 'has made me want to help others when I am older'. Pupils are passionate about engaging in social action. They design child-friendly games and posters to highlight causes which they promote at stands during playtimes. A current stand headlined 'Help us save the environment by picking up one piece of litter or more and bring it to us to collect your prize!' motivates pupils, as some said, to 'think about how we can make a difference'. Pupils select local and global charities and raise collections for them after any events involving parents or visitors 'because everyone is part of one body and should love and care for each other'. Pupils and adults say that they learned much from a recent initiative to raise awareness and money for disadvantaged youngsters in Eastern Europe, spearheaded by a pupil in Year 4.

The views of pupils are much valued. Leaders work with pupils when writing policies 'as they must work for children'. The library policy was considerably re-worded by pupils to develop the responsibility of librarians. Pupils know that 'our needs are loved and cared for'. This is also evident in the peer mentor programme, led by pupils, which resolve any occasional disagreements between pupils in the playground by focusing on forgiveness. Pupils feel 'safe' and 'happy' and overwhelmingly say that relationships are very positive. Staff and parents agree.

Pupils speak with significant maturity about diversity. They express varied personal opinions, for example about faith, but are totally at one in their belief that everyone has the right to their opinion and in the importance of respecting and welcoming all. Recently the headteacher and governors reviewed the school's work to promote and ensure equality. This led to slight changes in elements of practice including the wording on some signage. Everyone feels fully valued. One parent commented, 'The headteacher promised me that Upham school would value the dignity of my family and absolutely everything that the school does has kept to this promise. Thank you.' There are clear policies to address any incidents of bullying although no such incidents have been recorded. This commitment to dignity for all springs from the school vision and the absolute desire that everyone is equally cared for and loved.

Collective worship is a daily opportunity to better understand the Christian vision through exploring Bible stories and reflecting on local and world events. The vicar from The Church of the Blessed Mary has worked with the headteacher and pupils to create a comprehensive long-term plan for worship. Members of the clergy team lead

worship weekly in school. Members of staff, both teachers and teaching assistants, regularly lead worship. Pupils appreciate the variety of worship leaders and the 'different sorts of activities which we do in worship'. Pupils often work and pray in their family groups in worship. They enjoy this opportunity to listen to the hopes and prayers of different-aged school friends and value the fact that they have ownership of worship. This was an area to improve in the previous inspection. Pupil feedback, comprehensively captured over time by leaders, demonstrates the impact which worship has on their lives. Pupils say that, having learned more about love and care in worship, they have for example, 'emptied the dishwasher without being told', 'sent my aunty a mother's day card which she loved' and 'looked after my dad because he had toothache'.

Religious education (RE) fully expresses the vision as pupils speak with love, care and good knowledge about world faiths. They talk in depth about a range of Christian concepts, engaging maturely in discussions and debates about aspects of Christian practice. Pupils like the fact that 'we do writing, drama, art and other fun things in RE'. Pupils in Years 3 and 4 can confidently and enthusiastically explain the reasons behind the designs of their abstract clay models depicting the Trinity.



The effectiveness of RE is Good

Teaching and learning is securely good. This is demonstrated through regular monitoring by the headteacher and governors. This 'good' standard has resulted from effective leadership with tailored mentoring and coaching of all teachers. There is increased consistency in the high quality of teaching and learning across all classes.

There are secure systems for monitoring progress in RE which was an area to improve in the previous inspection. All interventions to support pupils' achievement are focused and inclusive. Pupil progress is good.

Headteacher	David Woolley
Inspector's name and number	Neil Revell 894