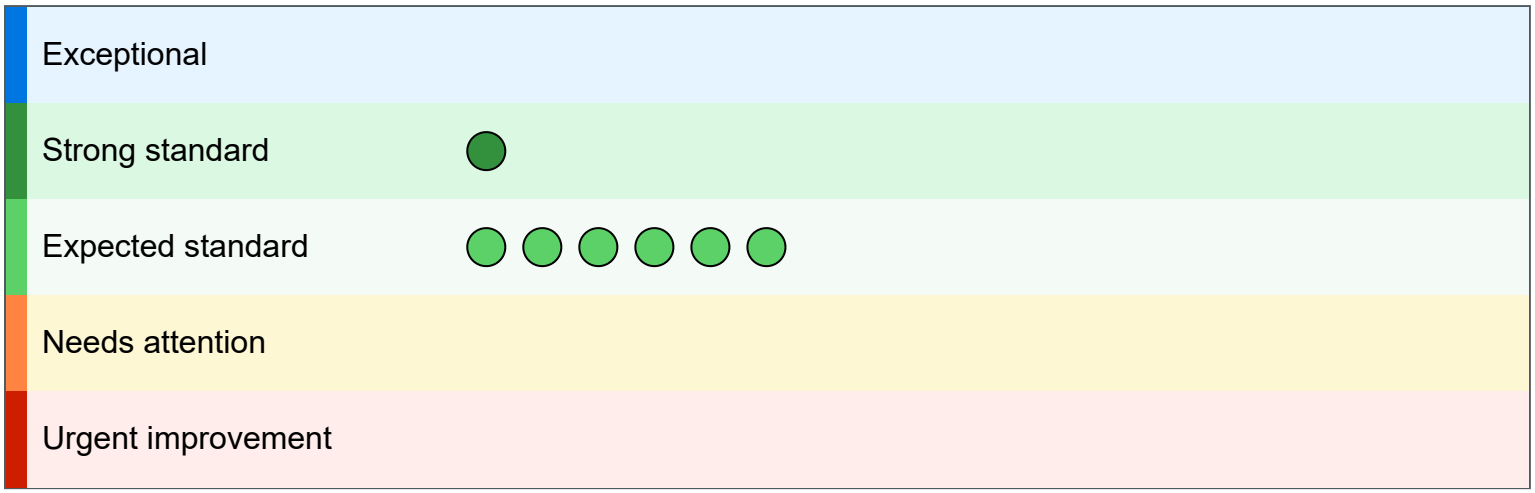
Upham Church of England Aided Primary School

Address: Upham Street, Upham, Southampton, Hampshire, SO32 1JD

Unique reference number (URN): 116372

Inspection report: 23 June 2026



Safeguarding standards met

The safeguarding standards are met. This means that leaders and/or those responsible for governance and oversight fulfil their specific responsibilities and have established an open culture in which safeguarding is everyone's responsibility and concerns are actively identified, acted upon and managed. As a result, pupils are made safer and feel safe.

How we evaluate safeguarding

When we inspect schools for safeguarding, they can have the following outcomes:

- Met: The school has an open and positive culture of safeguarding. All legal requirements are met.
- Not met: The school has not created an open and positive culture of safeguarding. Not all legal requirements are met.

Strong standard

Inclusion

Strong standard

This is a highly inclusive school where every pupil is welcomed and valued. Parents and carers appreciate the care, guidance and support that the school provides. Leaders have established an ambitious vision for inclusion. They help pupils develop independence and overcome barriers to learning and wellbeing. Staff share this vision and apply it across the school effectively.

Leaders identify needs quickly and use assessment information effectively. They maintain a detailed understanding of pupils, including those with special educational needs and/or disabilities (SEND), disadvantaged pupils and those facing additional challenges. This enables staff to provide timely support and respond swiftly when needs change.
Teachers know their pupils well. They adapt learning carefully so that pupils can access the curriculum and learn alongside their peers. Staff respond calmly and sensitively when pupils need additional support.

Support is carefully planned and increased when required. Leaders provide high-quality training and make effective use of specialist advice to enhance staff expertise. Most pupils with SEND learn the same curriculum and enjoy the same opportunities as their peers. Where needed, targeted support helps pupils make good progress from their starting points. Leaders monitor pupils' progress and wellbeing closely. Pupil premium funding is used thoughtfully to remove barriers and widen participation. As a result, pupils access learning successfully, take part fully in school life and achieve well.

Expected standard

Achievement

Expected standard

Overall, pupils achieve well. Outcomes at the end of key stage 2 in reading, writing and mathematics are typically in line with national averages. Disadvantaged pupils do especially well and achieve above national figures. Pupils with special educational needs and/or disabilities receive well-planned support that helps them make secure progress from their starting points.

Across the school, pupils build knowledge and skills effectively as they move through the curriculum. They take pride in their work, which shows sustained improvement over time. Pupils speak positively about their learning, particularly in writing, which is a strength of the school.

Leaders monitor pupils' progress closely and provide timely support where needed. This enables pupils to catch up quickly and be well prepared for the next stage of education. Leaders have responded appropriately to a gradual decline in mathematics attainment; however, outcomes remain close to national averages. This work is strengthening mathematics teaching but its full impact is not yet reflected in published outcomes.

Attendance and behaviour

Expected standard

Leaders have an accurate understanding of attendance and absence across the school. They analyse information carefully and implement a highly personalised approach. Leaders have reframed discussions around attendance to focus on absence, helping parents understand the impact of missed learning. Regular communication, including personalised messages from the headteacher, supports families to improve attendance. Leaders work closely with parents and carers to identify barriers and provide tailored support, such as access to breakfast club or strategies to address anxiety-related concerns. Attendance is broadly in line with national averages. Where concerns arise, leaders act promptly, securing effective support and improvement.

Pupils behave very well across the school. Clear routines and expectations help create a calm, respectful environment where pupils feel safe and valued. Pupils show kindness and respect towards each other and contribute positively to school life. They settle quickly in lessons, engage well in learning and demonstrate positive attitudes. Staff manage behaviour consistently and address concerns promptly. Pupils understand what bullying is and say it happens rarely. They trust adults to deal with any issues effectively. Leaders know pupils well and provide individual support when needed. As a result, pupils feel supported and the school is a safe place to learn.

Curriculum and teaching

Expected standard

Leaders have a clear and accurate understanding of the quality of education across the school. They have designed a broad, engaging and ambitious curriculum that enables pupils to build knowledge and skills over time. Leaders recognise the importance of securing strong basic skills and continue to strengthen pupils' handwriting, spelling and mathematical fluency so that standards improve.

Leaders have introduced a more effective approach to the teaching of mathematics. This ensures that pupils in mixed-age classes access learning that is closely matched to their age and stage of development. As a result, pupils build their mathematical understanding more securely. Leaders continue to refine this approach to ensure greater consistency across the school and help pupils develop confidence, fluency and accuracy in mathematics.

High-quality teaching is a priority. Teachers demonstrate secure subject knowledge, present new learning clearly and use effective modelling to support understanding. They assess learning carefully, identify pupils' starting points and address misconceptions promptly. As a result, pupils engage positively in lessons and enjoy their learning.

Staff teach phonics consistently and provide timely support for pupils who need extra help. They identify gaps in learning quickly and ensure pupils catch up effectively. Additional adults provide valuable support, helping pupils with special educational needs and/or disabilities, and other vulnerable pupils, to access the curriculum successfully and generally achieve well.

Early years

Expected standard

Children are happy, safe and well cared for in the early years. Staff create a welcoming environment and build strong relationships, helping children feel secure, confident and ready to learn. As a result, children are sociable, cooperative and enthusiastic learners.

Leaders prioritise the early years and have designed a well-sequenced curriculum that enables children to build knowledge and skills progressively from their starting points. There is a strong focus on communication, language and early reading. Staff know children well, identify barriers to learning and provide effective support to help them succeed. Although interactions are positive, the quality of staff interactions varies. For example, staff ask sensible questions but at times miss opportunities to extend vocabulary, model conversations and deepen children's thinking. Leaders recognise this and the need for further training to support staff.

Reading is a particular strength. Children benefit from an ambitious and well-structured phonics programme, with teaching and resources carefully matched to their needs. This enables them to apply their phonics knowledge confidently in reading and writing. Children develop knowledge and skills effectively across the curriculum. They strengthen their mathematical understanding through number, shape and comparison, while creative activities encourage self-expression and the development of fine motor skills.

Partnerships with parents and carers contribute positively to children's wellbeing and progress. Effective transition arrangements support children's move into Year 1.

Leadership and governance

Expected standard

Leaders know the school, its community and its pupils extremely well. They have high expectations and an unwavering commitment to providing the best possible education and care for every child. Leaders have an accurate understanding of the school's strengths and the areas that require further development. They use this knowledge effectively to identify the right priorities and take decisive action to improve pupils' experiences and outcomes across the school.

The school's vision for inclusion is clear and understood by staff. Leaders place pupils' needs at the heart of decision-making and work hard to remove barriers to learning and participation. As a result, pupils with special educational needs and/or disabilities, disadvantaged pupils and those facing additional challenges benefit from tailored support and full access to all aspects of school life.

Leaders have successfully begun strengthening important areas of provision, including the curriculum, mathematics and early years. They monitor the impact of improvement work carefully and draw on the expertise of external partners when appropriate. Staff benefit from a well-planned programme of professional development, including training, coaching and opportunities to work alongside specialists. This supports continual improvement in teaching and leadership.

Governors know the school well and share leaders' ambition for its future. Through visits, reports and professional dialogue, they provide both support and effective challenge. They

understand the school's context and hold leaders to account for improving outcomes for all pupils.

Staff wellbeing is a priority. Leaders consider workload carefully and create a positive culture where staff feel valued and supported. Leaders and governors also build constructive relationships with parents and carers. Families speak highly of the school's inclusive approach and appreciate the care provided for their children.

Personal development and wellbeing

Expected standard

The school provides a well-planned personal development programme that meets the needs of its pupils and community. Leaders build opportunities for personal growth into daily school life. Pupils benefit from experiences that support their spiritual, moral, social and cultural development. Pupils understand the school's vision and values and these help pupils make positive choices about their behaviour, relationships and responsibilities.

Pupils reflect on their own experiences and learn to respect the views and beliefs of others. Through assemblies, collective worship, discussion and curriculum activities, pupils learn about fairness, responsibility and making good choices.

Pupils develop social skills well. They work and play together happily and show kindness, cooperation and respect. Positive relationships help create the school's warm, family atmosphere. Pupils take an active part in school life and are beginning to develop their understanding of British values through opportunities such as the school council and selecting charities to support. For some pupils, however, their understanding of British values and protected characteristics is still developing.

Trips, visitors and visits to places of worship help pupils learn about different faiths, cultures and traditions. Parents, carers and visitors also share their experiences and backgrounds with pupils. These opportunities broaden pupils' cultural understanding of the wider world.

The relationships, sex and health education programme is coherent and age-appropriate. Pupils learn about healthy relationships, friendship, respect and personal safety. They talk confidently about staying safe online and understand the importance of seeking help from trusted adults. Effective pastoral support underpins pupils' wellbeing. Pupils value initiatives such as the listening box and know that adults will help them when concerns arise.

Leaders ensure that all pupils can take part in wider opportunities. They use pupil premium funding thoughtfully to remove barriers to participation in clubs, trips and enrichment activities. As a result, pupils develop confidence, resilience and positive character traits. They are prepared well for the next stage of their education.

What it's like to be a pupil at this school

Pupils are greeted warmly each day as they arrive at this welcoming school. They feel safe, happy and valued. Staff know pupils well and build positive relationships with them. Pupils

trust adults and know that any worries will be listened to and addressed. Many pupils describe the school as being like a family.

Behaviour is calm and positive. Pupils understand leaders' expectations and meet them well. They treat one another with kindness and respect. Playtimes are happy and purposeful, with pupils enjoying time with friends and taking part in a range of activities. Adults supervise pupils carefully and provide positive support.

Pupils have a clear understanding of bullying. They know the difference between bullying and occasional unkind behaviour. Pupils are confident that staff will deal with concerns quickly and effectively. This helps pupils feel secure.

Pupils enjoy learning and take pride in their work. They work hard in lessons and respond positively to feedback. Younger pupils are curious, confident and eager to share their ideas. Overall, pupils achieve well.

The school supports pupils with special educational needs and/or disabilities effectively. Staff understand individual needs and adapt learning appropriately. Leaders work closely with families to ensure that pupils receive the support they need. As a result, pupils participate fully in school life and learn successfully alongside their peers.

Pupils benefit from a wide range of opportunities beyond the classroom, including clubs, trips, residential visits and leadership roles. Older pupils value serving as buddies for younger children and speak thoughtfully about the responsibility this brings. Leaders work hard to ensure that all pupils can take part. These experiences develop confidence, independence and wider personal skills. Pupils enjoy school, feel well cared for and are well prepared for the next stage of their education.

Next steps

- Leaders should continue to ensure that curriculum and teaching improvements are fully embedded and implemented consistently, so that all pupils can make secure progress across the curriculum.
- Leaders should improve attainment in mathematics at the end of key stage 2, so that pupils’ attainment in published outcomes is consistently high.
- Leaders should ensure that interactions between children and adults in the early years are of a consistently high quality and focus on further developing children's language and communication skills.

About this inspection

The chair of the board of governors in this school is Richard Shuker.

Inspectors carried out this full inspection under section 5 of the Education Act 2005.

Following our renewed inspection framework, all inspections are now led by His Majesty's Inspectors (HMIs) or by Ofsted Inspectors (OIs) who have previously served as HMIs.

Inspectors spoke with the headteacher, who is also the special educational needs coordinator, the deputy headteacher and several other staff during the inspection. The lead inspector also spoke with members of the governing body, including the chair of governors. He also spoke with a representative of the local authority and the Diocese of Portsmouth.

Inspectors considered the responses to Ofsted Parent View, including the free-text comments. Inspectors also considered the responses to Ofsted's surveys for staff during the inspection.

The inspectors confirmed the following information about the school:

The school is registered as having a Church of England religious character. The most recent section 48 Statutory Inspection of Anglican and Methodist Schools took place in January 2019.

The school does not use any alternative provision.

Headteacher: David Woolley

Lead inspector:
Gareth Flemington, His Majesty's Inspector

Team inspector:
Emma Clark, Ofsted Inspector

Facts and figures used on inspection

This was the data available at the time of the full inspection, taken from different sources. More recent data may have been published since the full inspection took place.

ⓘ The inspector(s) used this data during the full inspection on 23 June 2026

School and pupil context

Total pupils

100
Well below average

What does this mean?

The total number of pupils currently at this school and how this compares to other schools of this phase in England.

National average: 272

School capacity

105
Well below average

What does this mean?

The total number of pupils who can attend the school and how this compares to other schools of this phase in England.

National average: 300

Pupils eligible for free school meals (FSM)

11.00%
Below average

What does this mean?

The proportion of pupils eligible for free school meals at any point in the last 6 years.

National average: 26.3%

Pupils with an education, health and care (EHC) plan

2.00%
Below average

What does this mean?

The proportion of pupils with an education, health and care plan. This covers pupils with more support than is available through special educational needs support.

National average: 3.5%

Pupils with special educational needs (SEN) support

6.00%
Well below average

What does this mean?

The proportion of pupils with reported special educational needs support at the school.

National average: 15%

Location deprivation

Below average

What does this mean?

Based on the English indices of deprivation (2019) and the school's location, we have calculated whether the school is located in a more or less deprived area.

Resourced provision or SEND Unit (if applicable)

No resourced provision

What does this mean?

Whether school has Resourced provision or SEND unit (if applicable).

All pupils' performance

Pupils reaching the expected standard in reading, writing and mathematics

The percentage of pupils meeting the expected standards in a combined reading, writing and mathematics measure.

Year	This school	National average	Compared with national average
Latest 3 year average	62%	61%	Close to average
2024/25 (final)	57%	62%	Close to average
2023/24 (final)	57%	61%	Close to average
2022/23 (final)	71%	60%	Above

Pupils reaching the expected standard in reading

The percentage of pupils meeting the expected standard in reading.

Year	This school	National average	Compared with national average
Latest 3 year average	74%	74%	Close to average
2024/25 (final)	71%	75%	Close to average
2023/24 (final)	71%	74%	Close to average
2022/23 (final)	79%	73%	Close to average

Pupils reaching the expected standard in teacher-assessed writing

The percentage of pupils meeting the expected standard in teacher-assessed writing.

Year	This school	National average	Compared with national average
Latest 3 year average	81%	72%	Above
2024/25 (final)	86%	72%	Above
2023/24 (final)	79%	72%	Close to average
2022/23 (final)	79%	71%	Above

Pupils reaching the expected standard in mathematics

The percentage of pupils meeting the expected standard in mathematics.

Year	This school	National average	Compared with national average
Latest 3 year average	79%	73%	Close to average
2024/25 (final)	64%	74%	Below
2023/24 (final)	71%	73%	Close to average
2022/23 (final)	100%	73%	Above

Disadvantaged pupils' performance

Disadvantaged pupils are those who have been eligible for free school meals at any point in the last six years and children looked after.

Disadvantaged pupils reaching the expected standard in reading, writing and mathematics

The percentage of disadvantaged pupils meeting the expected standard in reading, writing and mathematics.

Year	This school	National average	Compared with national average
Latest 3 year average	70%	46%	Above
2024/25 (final)	S	47%	S
2023/24 (final)	S	46%	S
2022/23 (final)	S	44%	S

Disadvantaged pupils reaching the expected standard in reading

The percentage of disadvantaged pupils meeting the expected standard in reading.

Year	This school	National average	Compared with national average
Latest 3 year average	70%	62%	Above
2024/25 (final)	S	63%	S
2023/24 (final)	S	62%	S
2022/23 (final)	S	60%	S

Disadvantaged pupils reaching the expected standard in teacher-assessed writing

The percentage of disadvantaged pupils meeting the expected standard in teacher-assessed writing.

Year	This school	National average	Compared with national average
Latest 3 year average	70%	59%	Above
2024/25 (final)	S	59%	S
2023/24 (final)	S	58%	S
2022/23 (final)	S	58%	S

Disadvantaged pupils reaching the expected standard in mathematics

The percentage of disadvantaged pupils meeting the expected standard in mathematics.

Year	This school	National average	Compared with national average
Latest 3 year average	80%	60%	Above
2024/25 (final)	S	61%	S
2023/24 (final)	S	59%	S
2022/23 (final)	S	59%	S

‘S’ in the table above indicates the data has been suppressed, which is usually due to small cohorts. The suppression rules applied by the DfE when publishing the data have been mirrored and applied in the report card.

Disadvantaged pupils' performance gap

Disadvantaged pupils are those who have been eligible for free school meals at any point in the last six years and children looked after. The school disadvantage gap is the difference between the performance of the school's disadvantaged pupils compared to the performance of all non-disadvantaged pupils nationally.

Disadvantaged pupils reaching the expected standard in reading, writing and mathematics

The percentage of disadvantaged pupils meeting the expected standard in reading, writing and mathematics, including the disadvantaged gap.

Year	This school	National non-disadvantaged score	School disadvantage gap
Latest 3 year average	70%	68%	2 pp
2024/25 (final)	S	69%	S
2023/24 (final)	S	67%	S
2022/23 (final)	S	66%	S

Disadvantaged pupils reaching the expected standard in reading

The percentage of disadvantaged pupils meeting the expected standard in reading and the disadvantaged gap.

Year	This school	National non-disadvantaged score	School disadvantage gap
Latest 3 year average	70%	80%	-10 pp
2024/25 (final)	S	81%	S
2023/24 (final)	S	80%	S
2022/23 (final)	S	78%	S

Disadvantaged pupils reaching the expected standard in teacher-assessed writing

The percentage of disadvantaged pupils meeting the expected standard in teacher-assessed writing and the disadvantaged gap.

Year	This school	National non-disadvantaged score	School disadvantage gap
Latest 3 year average	70%	78%	-8 pp
2024/25 (final)	S	78%	S
2023/24 (final)	S	78%	S

Year	This school	National non-disadvantaged score	School disadvantage gap
2022/23 (final)	S	77%	S

Disadvantaged pupils reaching the expected standard in mathematics

The percentage of disadvantaged pupils meeting the expected standard in mathematics and the disadvantaged gap.

Year	This school	National non-disadvantaged score	School disadvantage gap
Latest 3 year average	80%	80%	0 pp
2024/25 (final)	S	81%	S
2023/24 (final)	S	79%	S
2022/23 (final)	S	79%	S

‘S’ in the table above indicates the data has been suppressed, which is usually due to small cohorts. The suppression rules applied by the DfE when publishing the data have been mirrored and applied in the report card.

Absence

Overall absence

The percentage of all possible mornings and afternoons missed due to absence from school (for whatever reason, whether authorised or unauthorised) across all pupils.

Year	This school	National average	Compared with national average
2024/25 (3 term)	5.2%	5.2%	Close to average
2023/24 (3 term)	5.1%	5.5%	Close to average
2022/23 (3 term)	4.0%	5.9%	Below

Persistent absence

The percentage of pupils missing 10% or more of their possible mornings and afternoons.

Year	This school	National average	Compared with national average
2024/25 (3 term)	12.8%	13.0%	Close to average
2023/24 (3 term)	12.1%	14.6%	Close to average
2022/23 (3 term)	7.9%	16.2%	Below

Our grades explained

Exceptional 🔵

Practice is exceptional: of the highest standard nationally. Other schools can learn from it.

Strong standard 🟢

The school reaches a strong standard. Leaders are working above the standard expected of them.

Expected standard 🟢

The school is fulfilling the expected standard of education and/or care. This means they are following the standard set out in statutory and non-statutory legislation and the professional standards expected of them.

Needs attention 🟠

The expected standards are not met but leaders are likely able to make the necessary improvements.

Urgent improvement 🔴

The school needs to make urgent improvements to provide the expected standard of education and/or care.

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