

Statutory Inspection of Anglican and Methodist Schools (SIAMS) Report

Uppingham Church of England Primary School

Address	Belgrave Road, Uppingham, Oakham, Leicestershire, LE15 9RT		
Date of inspection	02 April 2019	Status of school	Academy inspected as voluntary controlled Rutland Learning Trust
Diocese	Peterborough	URN	146428

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

School context

Uppingham Church of England Primary School is a primary school with 167 pupil on roll. The majority of pupils are of White British heritage. 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 above national averages. The school has recently become an academy with the Rutland Learning Trust. The head teacher has been in post for 3 years.

The school's Christian vision

Our vision is to inspire a love of learning and discover how to make a difference in our world. 'With God, all things are possible'. Matthew 19v26.

Key findings

- The strong and passionate leadership of the head teacher and governors, supported by the multi academy trust (MAT) and the diocese, has created a vibrant, inclusive Christian community in which everyone flourishes.
- The clear and uncompromising vision reflecting the local community, motivates and inspires everyone in the school family. This has a profound impact on pupil's wellbeing.
- Pupils are passionate about religious education (RE). The subject is instrumental in helping pupils to live well together and inspires a sense of self belief.
- Collective worship is joyful and uplifting. Pupils are involved with many aspects of worship but further development of their role in planning, leading and evaluating would enhance this.

Areas for development

- Enable pupils to have a more active role in the planning, leading and evaluation of collective worship, enhancing their spiritual development.
- Develop a more rigorous approach to governors' monitoring of the school's vision and so ensure that impact can be clearly demonstrated across all aspects of school life.
- Develop pupil's understanding of the impact of Christianity on people's lives globally.

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

The inspiring Christian vision, together with the head teacher's passionate aspiration for every individual, has created a harmonious school community. Pupils and staff work together in an atmosphere of mutual support which develops a strong sense of self belief. The Christian vision guides the school development plan and is shaping policy. The vision clearly supports everyone in school. This includes the staff who have been given focused opportunities to develop their own practice recently. They speak about how this has directly impacted their teaching, wellbeing and increased aspirations for pupils. Recently there have been opportunities for staff to gain understanding of church school leadership. Relationships with the local church are strong and mutually supportive. Local clergy lead worship on a weekly basis. Governors know the school very well and make regular monitoring visits. They were closely involved in developing the vision. Further development is needed to ensure that monitoring becomes deeply robust and exceptionally rigorous. Parents speak about how the school sees each child as an individual. This supports inspection evidence of the school's inclusive nature and its vision to develop each child.

The school has a curriculum designed around its vision to 'inspire a love of learning' so that 'with God all things are possible'. The school seeks out activities and experiences that enrich learning, such as a visit from a stone mason or a re-creation of a Passover meal. These have a very positive impact. The school has a higher proportion of pupils with additional needs than other schools locally. Therefore a bold decision to employ an emotional literacy support assistant was made, illustrating their commitment to ensuring all pupils fulfil their potential. High expectations have resulted in pupils achieving well.

Spiritual development is given a high priority. Pupils welcome the opportunities to think deeply about a range of issues, especially in activities such as a reflectiveness day. Afterwards one parent said, 'Thank you for enriching our children's conscience and values, beautiful'. Each class has an area set aside for spiritual reflection. The school's Christian vision statement is always displayed here alongside Bibles, enabling pupils to make connections between the school's vision, biblical teaching and their own lives. Parents speak about how the school sees each child as an individual. This supports inspection evidence of the school's inclusive nature, supporting each child and helping them to flourish.

The school's Christian vision is key in developing pupil's aspirations. The school strives to make a difference through a variety of engaging experiences. The vision also supports the school community to engage in social action. They recognise how they can make a difference to their community. The school has a very strong link with a local residential care home. Children visit the care home and spend time with the elderly residents playing games, singing songs and sharing books. Parents support these visits recognising the impact they have on their children. The school is very supportive of a local food bank helping pupils to recognise the little things they can do to make a difference. Last Christmas one child organised a 'reverse advent calendar' where items of food were donated each day. Relationships are good across the whole community. Pupils behave exceptionally well and are able to link their behaviour to the school's vision 'to be the best you can be'. This view is supported by parents, 'Pupils know how to support each other and how to make a difference' was one comment. Mental health, wellbeing and academic attainment are equally valued. Children are aware of environmental issues and how they can make a difference. For example all classes are working hard to be eco-friendly. The school also has 'Osprey ambassadors' who attend regular meetings at Rutland Water and report back about this key conservation project.

All in this school are treated with dignity and respect. Staff are imaginative and creative in their delivery of lessons to support this. Parents describe the school as a very inclusive place where positive attitudes are expected of the children and demonstrated by all staff. Inspection findings support this. For example, 'We are all special and God blesses us in many ways' said one pupil. In lessons everyone is listened to with respect when discussing challenging questions that give pupils opportunities to reflect on positive life choices.

Collective worship is inspiring. Pupil's attitudes are extremely positive because they feel involved. Themes are clearly based on the school's vision and values and linked to seasons of the church year. Pupils give examples of how Bible stories told in worship have inspired them. For example 'You can still go on to do great things even if you have made a mistake'. A wide range of approaches such as drama, pupil responses and times for reflection ensure that all are engaged. Pupils have frequent opportunities to lead aspects of worship. The recently introduced role of 'faith leaders', children who are taking a more substantial role in the planning and evaluation of collective worship, is still developing. The school is ably supported in its development of worship by the clergy. This has resulted in elements of Anglican

worship being embedded. A number of visitors lead worship and this gives the pupils a wide experience of different styles of worship. Pupils have a good understanding of the Christian belief in the trinitarian nature of God.

Pupils are inspired by RE. They speak confidently about how RE helps them to learn about a range of views and religions. It also gives them opportunities to explore their own ideas and give a range of viewpoints. Pupils are able to link RE lessons with the school's vision. For example one pupil describing lessons as fun 'making us want to learn', another saying how RE had been 'transformational' to her attitude to school. Whilst the pupils' understanding of the impact of Christianity on British cultural heritage is strong, their understanding of the impact of Christianity on people's lives globally is less developed. Pupils learn about a wide range of religions and world views and are able to talk about them confidently. The RE subject leader is new to the role. She already has a good understanding of the strengths of the subject and a clear plan for its development. She is well supported by the headteacher and a leading teacher of RE through the MAT.

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Inspector's name and number	Annette Ray 888