

Statutory Inspection of Anglican and Methodist Schools (SIAMS) Report

Upton-upon-Severn Church of England VC Primary School	
Address	School Lane, Upton upon Severn, WR8 OLD
School vision	
“Anything is possible we can all succeed.” Providing inspiration for aspiration 'I can do all things through Christ who strengthens me.' Philipians 4:11	
School strengths	
• This is a school where the vision is driven by a strong and passionate leadership. This is ably guided, and supported by the diocese. Pupils in this supportive school community, know that they are part of a loving team. High aspirations for all encourages everyone to believe that they can achieve. • Strong partnerships between school, church, and diocese, result in a vision whose reach is beyond the classroom. They influence the local community and the wider world. The deeply-embedded, Christian vision and ethos are known and lived by leaders at every level, and this drives the strategic direction of the school. • Engaging, inclusive collective worship successfully supports the spiritual development of pupils and adults alike. Worship is invitational and sensitively adapted for the needs of all pupils, including those with special educational needs/ disabilities (SEND). • The vision is modelled daily by a united staff team, resulting in a culture of respect and responsibility. Each person seeks to play their part for the good of the whole.	
Areas for development	
• Refine the religious education (RE) curriculum so that it builds key vocabulary over time. This is so pupils will be able to articulate key understanding with confidence. • To further embed the use of the model ' head for knowledge, heart for our values, hands to the skills' across the curriculum. This is so that pupils' experiences of the curriculum enable them to grow spiritually more deeply.	
Inspection findings	
The school's Christian vision is deeply embedded in the daily life of this vibrant and supportive community. The reimagining of the wider curriculum by the senior leadership team is developing a rich tapestry of learning. As a result, spiritual development is increasingly interwoven into all the work of the school. The school goose ethos , where geese fly 71% further when they work together, is something that all pupils can enthusiastically explain. The school, very clearly and consistently, identify and articulate their 'flight path' or learning journey, in spiritual terms. There is a recognition of the priority for mental health, wellbeing, and nurture to be consistently at the centre of school life. This is applied both corporately and for the needs of pupils and staff individually. Pupils and adults flourish in this school because they are understood and cared for authentically.	

Staff go to great lengths to remove barriers to learning for the pupils in their care. They are committed to ensuring that individual learning needs are sensitively and imaginatively met in line with the vision. Teddy, the school therapy dog, and the regular use of a digital mental health resource for pupils, are two successful examples. Careful monitoring and evaluation of the provision for all pupils, including the most vulnerable, is an ongoing weekly priority for leaders. This results in a nurturing environment where individual needs are understood and met. Families benefit from an open-door policy and know how to access support and advice from teachers and school leaders. The school team works closely with local church leaders, who play an active and pastoral role within the school community. Pupils and families value these church school links, and the very active role the school has in the wider Upton upon Severn community. Regular services at the local parish church held throughout the school calendar are well attended by families. The school actively participates in local festivals and celebrations. Pupils have taken part in activities including the World Day of Prayer. Year six pupils advocated for the needs of children in the majority world. They had been impacted greatly by learning about life for girls in Taiwan. They presented their knowledge passionately to the local Baptist church congregation.

Collective worship is a fundamental element of school life and enjoyed greatly by pupils and adults. Careful thought has been given to the themes and Bible teaching that will aid spiritual development and understanding. The children articulate the impact of visits from the 'Open the Book' team and local clergy. Worship is purposeful, calm, and reflective, and pupils and adults value both the spoken prayers and sung worship. The pupil CREW team lead collective worship fortnightly and also have input into mini CREW sessions in individual class worship. Staff also continue the weekly themes with further reflection and discussions in class. Reflection areas in each class are well-used and established. Prayer is part of the daily rhythm of school life. Pupils value opportunities to pray individually, as a class, and to lead the collective school prayers. Children apply to become part of the CREW teams and explain thoughtfully why they count this a privilege and source of strength.

Pupils in this school seek ways to support and serve each other, the local community, and the wider world. The school has been recognised for its influential work in support of the local Air Ambulance. This year, they were honoured with the 'Sky Champs' award. This work was pupil-led and borne out of gratitude for the help of the charity for an individual member of the school community. The school's passion has become the catalyst for thirty other local schools to become involved. Pupils of all ages articulate the importance of working for change in the lives of others. This servant-hearted response extends to an active and reciprocal partnership with a school in Tanzania. The headteacher of the school in Tanzania visited Upton upon Severn in 2023 and this brought a greater relevance to the partnership. It has helped pupils to see Christianity as a living world faith. It has also given them understanding that their school vision and sense of team can have a global reach. Pupils understand the impact of giving generously into the lives of others.

There a generous desire to help and encourage one another to achieve and succeed. Older pupils genuinely enjoy opportunities to support and 'buddy' with younger pupils. Pupils nominate their peers for the weekly Goose Awards. These recognise and celebrate the ways in which the values and vision of the school are lived out day by day. School rewards or 'team points' are closely linked to the school's six values. These values have been intentionally chosen to support pupils pastorally throughout the school year. Pupils are inspired to develop their understanding of each value in their personal lives. They can articulate times and occasions when the chosen value has helped them to succeed and grow.

The RE curriculum has been well-sequenced and planned, so that pupils can build upon prior knowledge and develop understanding, and skills. Pupils value the RE curriculum as a tool to help them understand the world and reflect upon their own beliefs. Pupils demonstrate clear knowledge

and use of a range of religious vocabulary linked to artefacts and places of worship. However, they are less clear in their ability to articulate key beliefs and concepts for major world views, including Christianity. This can mean that learning is not as sustained when linking ideas together.

School improvement is intrinsically linked to the vision at every level. This extends from the programme of improvements within the physical environment, to the championing of a teaching approach that highlights spirituality. Much work has been done to make the links between the vision and the wider curriculum explicit. It is evident in classrooms that this approach is deepening the spiritual development of children. There is a palpable passion and energy within school, and the governing body, to continue to develop this priority. To this end, the 'head for knowledge, heart for our values and hands to the skills' pedagogy is a focus of the current development plan. It is a very practical and intentional way to bring these priorities alive for pupils across the curriculum. Further embedding this priority will enhance the outworking of the vision and provide even deeper spiritual understanding for pupils.

The inspection findings indicate that Upton upon Severn C of E Primary School is living up to its foundation as a Church school.

Information			
Inspection date	21 May 2024	URN	116853
VC/VA/Academy	Voluntary controlled	Pupils on roll	174
Diocese	Worcester		
MAT/Federation			
Headteacher	Julie Wills		
Chair	Andrew Walker		
Inspector	Ruth Williams	No.	2215