



Statutory Inspection of Anglican and Methodist Schools (SIAMS) Report

Upton Heath Church of England Primary School	
Address	Upton Lane, Upton-by-Chester, Chester, CH2 1ED
School vision	
<p>Our vision is to empower our children to become responsible, courageous and compassionate global citizens who are equipped with the knowledge, skills and attitudes necessary to succeed in the 21st century. At Upton Heath C of E Primary School, we strive to enrich lives by providing a supportive and nurturing learning environment where every child is encouraged to reach their full potential and to 'be the change they wish to see in the world'.</p>	
School strengths	
<ul style="list-style-type: none"> • The school's Christian vision is clearly articulated and understood by parents, staff, leaders and pupils. It is the driving force that enables pupils and adults to flourish in a supportive school community. • Wellbeing is a high priority for the school. Consequently, an extremely caring culture has been created where pupils and adults are treated well. • The curriculum is designed to allow pupils to deepen their understanding of themes through innovative, cross-curricular learning opportunities. • The strong partnership with the trust supports the school in 'reaching out' into the community and forging secure links with its members. • Pupils are provided with the opportunity to reflect throughout the school day. This enables them to grow spiritually. 	
Areas for development	
<ul style="list-style-type: none"> • Establish a shared understanding of spirituality so that opportunities for spiritual development are fully recognised, embraced and articulated by all. • Leaders engage in robust monitoring and evaluation of collective worship. This is to ensure that all pupils attend collective worship, deepening their spiritual development. • Ensure all staff understand the distinction between religious education (RE) and collective worship. This is to strengthen the spiritual impact of worship for all and enable all pupils to access a discrete RE curriculum. This will enable pupils to acquire a richer knowledge and understanding of world religions and worldviews. • Empower pupils to be effective agents for change in order that they make a difference beyond the local area. 	
Inspection findings	
<p>The school's clear Christian vision is underpinned by the values of compassion, courage and responsibility. Leaders ensure that the vision shapes and drives all school priorities. Governors understand their strategic role well and are a visible and supportive presence. The vision is rooted in the parable of the good Samaritan. This parable helps pupils and adults to recognise the importance</p>	



of taking responsibility for the choices that they make in life. Pupils understand the actions of the good Samaritan and through this discover the value of caring for one another. As a result, pupils welcome everyone and care for one another deeply. The Samara Trust works closely with the school. The close links with the trust help to ensure that high expectations in learning for pupils are promoted. Their vision to 'reach up and reach out' resonates closely with the school's vision. It also encourages the staff and pupils to reach out and serve their community through practical support. Consequently, pupils at Upton Heath delight in making a difference through local charities. Staff, governors and trust members take advantage of diocesan training and therefore understand their roles in leading a Church school. Monitoring is undertaken. However, leaders are not clear about the impact of the vision on all aspects of Church school life, in particular collective worship.

The school's vision seeks to secure a relevant curriculum that equips pupils to have the skills and knowledge necessary to succeed. Younger pupils are able to access the school's mini woods which provides a variety of learning experiences. It fosters curiosity and captures moments of awe and wonder as the children explore the natural environment. This further enhances opportunities for pupils to flourish and aids spiritual growth. Learning is organised into 'quests' whereby pupils are immersed into intensive subject blocks. This enables pupils to reflect and ask questions daily which deepens their learning experience. Pupils with special educational needs and /or disabilities (SEND) are well supported by staff, enabling all to engage well in learning. Leaders monitor and evaluate learning through a range of activities, including end of quest presentations for parents. This enables leaders to realise the impact of learning and depth of understanding for pupils.

Inclusive collective worship takes places daily. Adults and pupils welcome the time to come together as a community. There is a genuine respect for all religions represented and the community are sensitively invited to participate in a range of activities. Themes are developed through whole school worship and explored further in class groups. Within this pupils and adults utilize moments of reflection to think about how they can improve themselves. This allows meaningful opportunities for spiritual growth. A wealth of partnerships, including local clergy and visitors enhance collective worship. Pupils particularly enjoy visits by the 'Open the Book' team. However, not all pupils experience daily worship which results in some pupils missing opportunities to grow spiritually. The reflection areas in the classroom are utilized by many pupils. They appreciate the opportunity to pray and ask for help when they are struggling. The school also has a wealth of outdoor space which can support outdoor reflection. For example, the 'hive' is a quiet area on the playground designated for reflection. Pupils reflect that these areas help them to feel closer to God. A shared language for spirituality is not developed which results in the school community being unable to express this clearly.

The school's vision drives leaders to provide a supportive and nurturing learning environment. The wellbeing of every member of the school community is a high priority and enables adults and pupils to flourish. Leaders understand the challenges to mental health and the impact that this can have on pupil progress. Trauma informed behaviour strategies are used by adults to support those who are vulnerable. As a result, pupils are able to express the importance of valuing themselves and others. They treat each other with respect and demonstrate resilience when faced with challenges. Parents appreciate the way that staff nurture their children. Staff value being part of a supportive team.

The Christian vision is realised as pupils show compassion in practical ways within the local area. These links are strong and the school proactively supports people who are vulnerable within their community. These partnerships help pupils to engage with local social action projects which inspire them to be champions for change. Pupils, influenced by the good Samaritan, are passionate in advocating the needs of others. They actively engage in projects to assist in facilitating action. This work includes litter picking and financially supporting a number of carefully chosen charities. Across the school, pupils regularly discuss current issues of inequality and injustice. This helps them to

understand the need for change. However, pupils do not effectively engage in projects that allow them to be active agents for change beyond their local area.

Religious education is taught through termly quests. Leaders ensure that all pupils experience an inspiring, relevant curriculum. The themed based approach enables pupils to express their learning through art, poetry and personal reflection. Pupils reflect upon big questions and engage in mature class discussions. Pupils benefit from learning about Christianity as a global faith and this is reinforced through discussion in other subject quests. All world faiths are taught, and pupils' understanding is strengthened by trips to places of worship alongside visitors to school. Pupils enjoy RE quests and provision is intuitive for those with SEND. This ensures that all are engaged in learning. At times, some staff do not distinguish RE and collective worship clearly and do not discern one from the other. This reduces the spiritual impact of worship.

The inspection findings indicate that Upton Heath Church of England Primary School is living up to its foundation as a Church school.

Information			
Inspection date	1 May 2024	URN	145074
VC/VA/Academy	Academy	Pupils on roll	388
Diocese	Chester		
MAT/Federation	SAMARA		
Principal	Stuart Roberts		
Chair	Hayley Wiper		
Inspector	Anna Brooksbank	No.	974