

## Statutory Inspection of Anglican and Methodist Schools (SIAMS) Report

<b>Ubley Church of England Primary School</b>			
<b>Address</b>	The Street, Ubley, Bristol. BS40 6PJ		
<b>Date of inspection</b>	18 June 2019	<b>Status of school</b>	Academy inspected as VC. Lighthouse Trust
<b>Diocese</b>	Bath and Wells	<b>URN</b>	146689

<b>Overall Judgement</b>	<b>How effective is the school's distinctive Christian vision, established and promoted by leadership at all levels, in enabling pupils and adults to flourish?</b>	<b>Grade</b>	<b>Good</b>
<b>Additional Judgements</b>	<b>The impact of collective worship</b>	<b>Grade</b>	<b>Good</b>

### School context

Ubley is a primary school with 80 pupils on roll. The majority of pupils are of White British heritage. There are no pupils who 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 became part of the Lighthouse Partnership Multi-Academy Trust in January 2019. There are close links with East Harptree school with whom they share their new headteacher who has been in post since September 2018.

### The school's Christian vision

Our vision is for all of us to be 'Caring, Capable and Confident' in order to celebrate 'Life in all its Fullness'.

### Key findings

- Strong partnerships have been established, particularly with the Multi-Academy Trust and East Harptree, which have led to ongoing improvements and the sharing of good practice and thus raising the impact of the school's Christian distinctiveness.
- Pupils have a well-developed understanding of diversity and show tolerance and respect for one another. However, their understanding of deprivation and global communities is limited.
- Pupils enjoy and are engaged in religious education (RE) particularly the challenges of responding to big questions which they find helpful for their thinking.
- Leaders have made astute ongoing evaluations in collective worship which have led to significant improvements. However, pupils have limited opportunities to plan and lead worship.

### Areas for development

- Review the curriculum in the light of the vision to ensure that there are progressive opportunities to develop pupils' understanding of global communities, deprivation and disadvantage.
- Extend opportunities for pupils to plan, lead and evaluate worship so they develop their skills and understanding and develop greater ownership in this area.
- In planning, identify progressive experiences which deepen pupils' understanding of spirituality so that they are confident to express their thinking in creative ways.

## **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**

Leaders recently reviewed the distinctive Christian vision recognising its importance and ensuring it is relevant to school life. Increasingly, the new vision shapes the strategic direction of the school and influences daily life. The vision reflects the local context and the desire for all to have life in all its fullness. The village is a caring community where everyone is valued. Leaders are confident to articulate biblical principles underpinning the vision. They talk about everyone being treated with dignity as they are all made in the image of God. Leaders point to Jesus' example and how he treated others. Pupils have a growing understanding of the vision. Each class writes the vision in child friendly language so they understand what this looks like. Pupils are influenced by the vision and they nominate a peer when they have shown the vision in action. This reinforces the importance of the vision in daily life. An influential partnership with the MAT has enabled leaders to make ongoing improvements, raising the quality of teaching and learning and supporting vulnerable pupils. Collaborating with East Harptree has led to joint planning and sharing expertise. This led to Understanding Christianity resources being effectively introduced and raising staff subject knowledge in RE. Diocesan training and advisory support effectively supports the RE subject leader. Local church ministers lead worship and play a significant role on the governors' ethos team. The new leadership team have brought fresh enthusiasm and focus to the work of being a church school. A new staff team work well together, model the values and share the importance of the vision. Governors are knowledgeable, adding to leaders' astute evaluations. They played a major role in deciding which MAT to join which would enhance the school's Christian distinctiveness. The ethos team receive regular reports and conference with pupils informing the development plan.

The vision empowers staff to raise pupils' self-esteem and belief in their own ability through individual discussions and well-focused target setting. Pupils and staff use the established language of being the best you can be and having aspirational aims. There is a strong culture of learning from errors as these are opportunities to make progress. More pupils are making links between their good attitudes to learning and the vision and values. Pupils give examples where these have nurtured them to persevere. The additional clubs and responsibilities pupils are given have enhanced their confidence, so they flourish. By the end of Key Stage 2 pupils' attainment is generally in-line with national averages. The results in Key Stage 1 are at least good. Vulnerable pupils are well supported with a diverse range of interventions, enabling the majority to make good progress. A greater focus on spirituality has led to the use of big questions and mindfulness approaches which provide opportunities for reflection. However, opportunities for reflection are ad hoc, nor are they progressive and do not allow pupils to respond in creative ways.

A number of significant improvements have raised the impact of RE. The introduction of questions of meaning and purpose, either philosophical or theological, have really engaged pupils. Pupils enjoy this enquiry approach, justifying their ideas, listening to others and refining their opinions. They recognise the relevance of these ideas to their thinking. The introduction of Understanding Christianity resources has led to more detailed planning, enabling pupils to study Christianity at a deeper level. Pupils' understanding of key Christian concepts such as incarnation are growing rapidly. Using art to explore these extends pupils' understanding. Other world faiths are explored well, enhanced by visits to places of worship. Pupils of other faiths talk about their worship which deepens tolerance and respect. The new subject leader's enthusiasm has led to in depth reviews of pupils' work, nurturing new initiatives and sharing good practice. This has led to more detailed feedback to pupils.

The vision and Christian values are reflected in the quality of relationships. Older pupils see themselves as role models and act as buddies for younger peers. Pupils have a growing awareness that their good behaviour and choices are influenced by the vision and values. There is a strong sense of being a family, pupils talk of everyone being special, so they are treated with dignity and respect. Pupils understand the importance of forgiveness and moving on. New strategies have been put in place to enhance pupils' mental health. One example is linked to workshops pupils explored at the cathedral which helps them be calm. Staff feel they are well supported to flourish.

A pupils' equality team is active in enabling everyone to have life in all its fullness, fulfilling the vision. They challenge peers and leaders where they feel there is injustice in school. This has brought additional forest school sessions for everyone. More pupils are inspired to become advocates for change, for example, raising awareness of the homeless. Pupils have a well-developed understanding of diversity by exploring big questions and other world

faiths. Some pupils have led a presentation on autism helping them to understand difference and showing tolerance and empathy. A Korean club teaches pupils the language and customs, extending pupils' thinking. Clergy presentations arising from a visit to Zambia made pupils aware of deprivation and disadvantage. However, these are not planned experiences which deepen pupils' understanding. As yet, the curriculum has not yet been reviewed to provide pupils with ongoing experiences for global awareness.

The vision has led to planning for worship being focused on Christian values. Values are progressively developed enabling pupils to see what the vision looks like. Themes are strongly linked to Bible stories which brings out their Christian distinctiveness, allowing pupils to talk about Jesus' life and teaching. A variety of leaders bring different interactive approaches to worship which are valued. The main Christian festivals are celebrated in church and pupils talk about these, aware of their significance for Christians. Pupils have a good understanding of prayer using different types to share ideas with God. A number of pupils recognise the contribution prayer can have for their daily lives, when angry or sad. The ethos team recognised there were no opportunities for prayer outside of worship, so class reflection spaces have been created. Pupils were not involved in designing these and at present they have limited use. Only the very oldest pupils have opportunities to plan and lead worship. A collective worship team acts out biblical dramas, but their role is not fully developed. Most pupils, including those of no religious belief, articulate that worship is valuable for them. They feel it is important to come together and that the values influence their actions. Leaders' monitoring identified that pupils' knowledge of the Trinitarian nature of God was unclear. A new module has seen pupils' understanding develop, so they can talk about this.

Headteacher	Jane Bailey
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