

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

### Uley Church of England Primary School

#### Vision

Our school vision is rooted in a Christian understanding of God: Creator – Redeemer – Sustainer in whom we live, learn and flourish,

Live – Learn – Flourish

They are like trees that grow beside a stream that bear fruit at the right time and whose leaves do not dry up. They succeed in all they do. Psalm 1:3.

Uley Church of England Primary School is living up to its foundation as a Church school and is enabling pupils and adults to flourish. It has the following notable strengths.

#### Notable Strengths

- A clearly articulated vision, rooted in the Christian story, is well known by pupils and adults. As a result, leaders at all levels ensure that strategic discussions, and decisions, reflect the vision, leading to flourishing.
- A culture of justice pervades through the school. As a result, pupils and adults recognise one another's needs and support each other to grow holistically.
- Collective worship is a valued part of the school day. It enables pupils and adults to reflect on the good, and the challenges of life, leading to spiritual growth.
- Extra-curricular activities, underpinned by the vision, are well planned, taking pupils' interests into account. As a result, pupils have the opportunity to engage with a range of experiences in school and beyond.
- Pupils, including those who are vulnerable, and adults are known and valued as individuals. This is because leaders ensure that, through the vision, they prioritise personal development. As a result, pupils and adults are enabled to be the best they can be.

#### Development Points

- Deepen pupils' understanding of spirituality through the curriculum. This is so that pupils can recognise spirituality in their learning, enabling them to deepen their spiritual growth.
- Extend the opportunities for pupils to encounter different ways of learning in religious education (RE). This is so that they develop a deeper understanding of the impact of religious and non-religious worldviews on individuals.



## Inspection Findings

### Vision and Leadership

A clear, well-articulated vision is known and breathed by each member of this community. The vision, rooted in Psalm 3, creates a nurturing, safe community where each person is supported to be the best they can be. Decisions are carefully made through the lens of the vision. This is evident in discussions around adaptations of school behaviour systems and new curriculum plans. As a result, adults and pupils, including the most vulnerable, are enabled to prosper. The supportive governing body know the vision well. They monitor the impact of the vision and offer challenge and support to school leaders. Leaders at all levels recognise the journey that the school is on and ensure the vision is front and centre of future developments. For example, through discussions around extending the age range to include nursery provision. As a result, leaders' deep understanding of their vision, provides opportunities for flourishing to extend further into the community.

### Worship and Spirituality

Worship is a valued part of the school day for both pupils and adults. Its inclusive nature means that members of the school community can be present with integrity. Through worship, pupils reflect on their values, leading to a deep understanding of how they should behave within school. A carefully planned program, exploring a variety of themes, enables pupils to experience a range of voices in worship. Specific foci on the stories of the Old Testament, for example, enables pupils to have a good understanding of the Bible. Adults also find value in the intimacy of collective worship. Spirituality is readily understood as being the 'ow's, wow's, and now's' in life. During worship, pupils reflect carefully about things that may have been a 'ow' and how they might improve on this. As a result, they readily discuss what spirituality means to them through reflection. Reflection areas in classrooms enable pupils to have a moment of quiet in their busy day. This ensures that worship continues beyond the times when the school community is gathered together. As a result, pupils with faith, and those with none, grow spiritually.

### Vision and Curriculum

The vision underpins the school's curricular and extra-curricular provision. Pupils, including those with special educational needs and/or disabilities (SEND), are enabled to live, learn and flourish. This is because their individual needs are known and taken into account. This is particularly evident through decisions around the breadth of extra-curricular activities. As a result, pupils grow holistically through new and challenging opportunities. Furthermore, conscious decisions within the curriculum enable pupils to develop an understanding about the world beyond themselves. For example, carefully chosen texts in English enable pupils to gain an understanding of diversity. In addition, themes within history about slavery, support pupils' understanding of the challenges that people may face. Opportunities are carefully planned throughout the curriculum for pupils to grow spiritually. They readily reflect on their 'ow's, wow's, and now's' during RE lessons, enabling spiritual development. However, pupils' understanding of these spiritual moments in the wider curriculum is less well developed. As a result, pupils' spiritual growth through the wider curriculum is in its infancy.

### Vision and School Culture

Driven by the vision, positive mental health and wellbeing are a priority in this school. Through challenging times, leaders, including governors, have ensured that staff have a positive work-life balance. There is an active culture where staff are known and valued by leaders. Staff appreciate the opportunities for professional development that are provided. As a result, staff grow in their roles both professionally and personally. Furthermore, leaders ensure that staff know that they are appreciated. This is evident in leaders taking time to say thank you to staff at the end of each day. This leads to a deep culture where each person is treated well. Pupils behave well within school. Adaptations to behaviours systems ensure that pupils, including those with SEND, are treated with dignity and respect. As a result, pupils have mature discussions regarding their



behaviour. They reflect effectively on behaviours that have been less than positive, and how they would do things differently. Through this reflection, pupils readily use language around forgiveness and reconciliation to make amends to one another.

#### Religious Education

The RE curriculum provides opportunities for pupils to gain an understanding of religious and non-religious worldviews. Changes to the curriculum are supporting pupils' experiences of religious and non-religious concepts. To ensure staff are not overburdened, leaders have made effective decisions regarding the implementation of these changes. In addition, prioritising dedicated training time, has ensured that RE remains a high priority within the school. Furthermore, support from the diocese, and training provided by the subject leader, have given teachers confidence in the areas of RE that they teach. This is evident through the use of a coaching model to support teachers in their understanding of curriculum plans. Effective questions and key experiences, such as visits to places of worship, support pupils' learning. However, the opportunities to develop an understanding of how culture, time, and place, impacts on people's worldviews are less well developed. As a result, pupils understanding of how religious and non-religious concepts have an impact on how an individual lives is not secure.

#### Vision, Justice and Responsibility

There is a remarkable culture of justice that pervades throughout this school. The way that pupils and adults care for one another is remarkable. This is because, leaders are relentless in ensuring that, through the vision, each person is recognised as an individual. Furthermore, pupils recognise that some parts of the community need more support than others in order to flourish. This in turn deepens an equitable culture that exists within the school. Through the curriculum and collective worship, pupils gain an understanding of some aspects of injustice in the world around them and how to tackle them. For example, pupils have worked with the local church in supporting a school in Africa with getting clean water. The school's culture of justice is also recognised and experienced by parents. They openly comment on how new pupils are embraced by a school where they have found a home. As a result, pupils, including those with SEND, are thriving in a school where previously they had not. This exemplifies leaders' drive, through the vision, to create a nurturing and inspiring community where individuals grow.

## Information

Address	Woodstock Terrace, Uley, Gloucestershire, GL11 5SW		
Date	08 May 2026	URN	115657
Type of school	Voluntary controlled	No. of pupils	93
Diocese	Gloucester		
Headteacher	Zoe Mandeville		
Chair of Governors	Graham Wilkes		
Inspector	Duncan Hutchison		