

Statutory Inspection of Anglican and Methodist Schools (SIAMS) Report

Uffington Church of England Primary School.

Vision

Preparing for the future; living life in all its fullness.

We are a family-orientated school where everyone is welcome, a place where we strive to provide the best possible education in a caring Christian environment; an education that allows everyone to flourish and have the confidence to make a positive contribution. We seek to develop the individual strengths of everyone within our school community, where each unique personality can be recognised and valued.

Our Christian values underpin everything we do: Thankfulness, Kindness, Forgiveness, Fairness, Friendship, Trust, Hope and Inclusion are key priorities for all pupils and adults in our school.

Uffington 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

- The aspirational Christian vision is filled with hope. Exceptionally strong links with the church help it to be lived out daily, empowering both pupils and adults to thrive.
- Inspired by the vision, there is a strong and evident culture of kindness and inclusivity. Individuals are known and valued, whilst their unique gifts and talents are thoughtfully nurtured.
- The curriculum is an outworking of the vision and carefully designed to broaden horizons. Pupils enjoy learning together and are successfully prepared for the future.
- Extensive enrichment opportunities, including leadership development, support pupils to understand responsibility and fairness. Consequently, they have the confidence to make a positive contribution to the world around them.
- Collective worship, which is rich and varied, fosters a sense of belonging. It encourages individuals to reflect on their own behaviour and supports spiritual growth.

Development Points

- Broaden opportunities to explore diversity within religions and worldviews. This is to deepen pupils' understanding of differences in how beliefs are lived out.
- Create further time and space to explore the shared understanding and language of spirituality across the curriculum. This is to support pupils' spiritual growth outside of collective worship and religious education (RE).



Inspection Findings

Vision and Leadership

The Christian vision reflects the context of the school and drives strategic decision making. It is lived out daily and inspires leaders to make bold choices to help pupils receive the best possible education. This enables the school community to flourish. Carefully selected associated values, each with their own image, are deeply embedded. Consequently, pupils have a deep, progressive, appreciation of how the vision impacts their lives. The youngest articulate what 'living life in all its fullness' looks like in school. The oldest extend their understanding to global citizenship. Supportive relationships with the church and diocese enable the vision to permeate out into the wider community. Events, such as frequent coffee mornings and uniform swaps, lead to the church being seen as an extension of school. Leaders, including governors, carry out a robust programme of monitoring and evaluation that leads to positive change. This supports the school in its continual drive for high standards. Staff and governors appreciate opportunities for professional development, helping them to thrive in their roles.

Vision and Curriculum

The curriculum is crafted to meet the needs of current Uffington pupils. It is intentionally designed to nurture all aspects of development. Underpinned by the vision, inclusivity is at its core. Consequently, pupils, including those with special educational needs and/or disabilities (SEND) enjoy learning. Diverse texts support pupils to understand and celebrate differences. This helps them understand their place in the world. A thoughtfully agreed approach to, and shared language of, spirituality is based on the concept of connectedness. This supports the planning of opportunities for spiritual growth across the curriculum. Pupils thoroughly enjoy welly days which facilitate regular outdoor learning. They have a profound awareness of their spiritual growth within collective worship and RE. However, this is less secure across the wider curriculum. An extensive enrichment offer, including residential visits, choir and coding club, extends learning beyond the classroom. This provides chances to learn new skills and step outside comfort zones in a supportive environment. As a result, pupils are well prepared for the future.

Worship and Spirituality

Collective worship is rooted in the Christian vision and reflects the school's Anglican foundation. Purposefully scheduled at the end of the day to encourage reflection, it fosters a strong sense of belonging. The school benefits from close relations with the church. Members of the parish regularly help pupils explore Bible stories through 'open the book' sessions. Celebration worship, which parents and carers are welcomed into, is held in the church on a weekly basis. This extends opportunities for spiritual flourishing to the wider school community. Worship is intentionally offered in a range of forms. This enables pupils and adults to engage with, and experience it, in various styles, thus supporting their spiritual growth. Class based worship enables topical issues to be explored through a Christian lens. This encourages the sharing of thoughts and feelings which aids spiritual development. Pupils are invited to write prayers that are shared with their peers. Moments of stillness and reflection allow individuals to think about their actions. Pupils appreciate opportunities to give their feedback. This informs future planning, such as having more outdoor worship.

Vision and School Culture

The vision inspires an environment where pupils and adults live well together. A culture of kindness, forgiveness and inclusivity allows individuals to blossom. Pupils are proud to receive Uffington Way Awards for living out the vision and values that create this caring community. The support given during difficult times is consistently rooted in love and tailored to meet bespoke needs. Consequently, pupils feel safe and like coming to school, which is demonstrated in high attendance rates. Individuals are well known and valued. Their unique gifts and talents are cherished, giving them confidence and hope for the future. This nurturing approach begins with stay and play sessions before the children start in Reception. Emerging needs are quickly identified. Bespoke



interventions, including arts and feelings sessions, are put in place and facilitate flourishing. Wellbeing is a priority. Staff appreciate their 'golden tickets' which allow time for self-care. 'Five ways to wellbeing' help pupils develop resilience and look after their emotional health. Extended families are an integral part of the school. They regularly attend collective worship and open classroom events. The highly active parent teacher association organises activities such as bonkers bingo and raises funds to support school developments. This contributes to a sense of community.

Vision, Justice and Responsibility

Leaders set high expectations for pupils to grow in confidence and make a positive contribution. Extensive leadership opportunities develop a deep sense of responsibility that extends into the wider community. The popular Year 6 takeover allows pupils to run the school and reading buddies support their peers. Pupils explain how their visits positively impact care home residents and highlight the importance of supporting the foodbank. The guiding lights team lead projects that show compassion for others. This goes beyond simply raising money. They actively contribute to making a meaningful impact, for example through designing and writing cards. Consequently, pupils know how they can make a positive difference in the world. Mutually beneficial partnerships broaden horizons. Pupils benefit from learning musical instruments and participating in sporting activities. This nurtures individual talents and affirms self-worth. As a result, the desire to be 'a small school with big opportunities' is a reality. A sense of justice is developed through the exploration of fairness. This is enriched by visits to the Houses of Parliament and the work of the school council.

Religious Education

RE is a valued part of the curriculum. The passionate, highly skilled, subject leader benefits from diocesan training which leads to developments in school. The curriculum is balanced and provides a safe space for asking questions and reflecting on personal beliefs and worldviews. It has been tailored to meet the needs of the school. As a result, pupils respect, and understand the importance of, learning RE. Pupils, including those with SEND, develop a thorough knowledge and understanding of different religions and worldviews. They are proud of their impressive floor books. The strategic decision to roll out the revised curriculum in stages allows for effective and detailed monitoring and evaluation. This supports leaders in their desire to make the provision of the highest possible standard. Pupils in Key Stage 1 enjoy learning about lived experiences but this is not embedded within Key Stage 2. This limits pupils' understanding of diversity within different faiths. RE is enriched by events such as a walk between two local churches which develops an understanding of pilgrimage. This brings learning to life.

Information

Address	School Lane, Uffington, Stamford, PE9 4SU		
Date	18 June 2026	URN	120541
Type of school	Voluntary controlled	No. of pupils	89
Diocese	Lincoln		
Headteacher	Andrew Evans		
Chair of Governors	Allison Morrell		
Inspector	Kelly Wall		