

Statutory Inspection of Anglican and Methodist Schools (SIAMS) Report

Bucklebury Church of England Primary School	
Address	Blacklands Road, Upper Bucklebury, Reading, RG7 6QP
How effective is the school's distinctive Christian vision, established and promoted by leadership at all levels, in enabling pupils and adults to flourish?	
Overall grade	Good
The impact of collective worship	Good

School's vision
<p>Love is tangible every day. Values of love, faith and hope create an inclusive culture where all flourish. The school knows every child, enabling personalised provision that is exceptionally delivered. Children are capable, confident, and curious. Balanced in mind, body, and spirit, they leave ready to lead themselves and others.</p> <p>1 Corinthians 13: And now these three remain: faith, hope and love. But the greatest of these is love.</p> <p>John 13:34 A new command I give you: Love one another. As I have loved you, so you must love one another.</p>
Key findings
<ul style="list-style-type: none"> • The school's Christian vision of 'tangible love' is lived out daily by all members of its community. Good decisions are made that move the school forward. Governors actively support the school but are not sufficiently involved in monitoring and evaluating the impact of the school's Christian vision. • The school has designed a curriculum to 'grow the whole child, in every child', and encompass all learners. However, it does not have a global dimension and this limits pupils' opportunities to benefit from global partnerships. • There is a shared understanding of spirituality with opportunities for spiritual development within the curriculum. However, these are not explicitly planned and opportunities for spirituality are not always realised. • Collective worship is planned to inspire enquiring minds. Pupils enjoy participating and making positive contributions. This enables them to live out the vision, both in school and home. • Religious education (RE) is very well led. Lessons are engaging and relevant. Pupils reflect deeply on various world religions and explore Christianity as a worldwide faith.
Areas for development
<ul style="list-style-type: none"> • Create robust monitoring systems to evaluate the impact of the school's christian vision so that it can drive continuous Church school improvement. • Help pupils to think globally so that their understanding of inequality and injustice in the wider world is deepened. • Ensure that the school's shared understanding of spirituality is reflected in the curriculum so that pupils' spiritual growth is maximised.



Inspection findings

Bucklebury Church of England Primary School has built its vision on Christ's command to 'love one another'. This is deeply embedded within its calm and welcoming school community. Here everyone is treated with dignity and respect. Staff morale is high. They work together with warmth and passion and are well supported through hard times. Their cohesive and professional relationships readily exemplify the vision. This cultivates a harmonious place for pupils and adults to live and learn well together. Pupils enjoy coming to school and speak with enthusiasm about opportunities to learn, reflect and pray. They cite RE lessons, their Bucklebury reflection books and their experience of collective worship as examples of this. The vision's intention to grow 'the whole child, in every child', is reflected in the daily management of the school. In addition, the headteacher is active in supporting other Church schools. This creates an opportunity for Bucklebury to serve others, with Christ-like love. Governors, keen to support the management of the school, have recently received training from the diocese. However, their monitoring and evaluation of the vision's impact is not clearly established, in areas such as collective worship. This limits the ability to ensure the school's continued improvement as a Church school.

Pupils behave very well. If things go wrong, they discuss with adults what happened, who has been affected, and what needs to happen now. Engagement with this process allows pupils to experience forgiveness and reconciliation. Pupils are confident in the knowledge that if they make mistakes, they can try again. This is a direct result of the Christ-like love they receive from adults around them, nurtured through the vision. It means that all pupils, whatever their background or ability, can flourish because they are treated with dignity and respect. The vision promotes an environment where everyone feels happy, safe, and secure.

To 'grow the whole child, in every child', a curriculum has been designed to encompass all learners. This is an ongoing project developed to ensure enhanced challenge for every pupil. Those who need additional help with learning are supported by effective teaching assistants. In collaboration with teachers, they enhance pupils' experiences and meet individual needs. Pupils learning and progress, mental health, and wellbeing are all equally valued. This encapsulates the school vision that the 'whole child, in every child' should be nurtured in body, mind, and spirit. Consequently, staff are equipping their pupils with strong personal skills that promote mental resilience. They promote the belief that everyone is unique and valued and should experience life in all its fullness. The curriculum explores differences and similarities between people living in local settings, the wider context, and beyond pupils' experiences. Pupils clearly articulate ways in which the curriculum supports their understanding of difference, diversity, and respect. However, they do not have opportunities to benefit from global partnerships. The school has a shared understanding of spirituality and there are spontaneous opportunities for spiritual development throughout the school day. Pupils' reflection books are designed to record these encounters. Nonetheless, spiritual development within the planned curriculum is not explicitly addressed. Therefore opportunities for spiritual growth are not maximised.

RE is co-led by the headteacher and subject leader, who also teaches the subject across the school. RE curriculum planning is clear and effective with a good balance between learning about religion and how religion impacts upon believers. It offers pupils stimulating opportunities to reflect deeply on various world viewpoints. They explore Christianity as a worldwide faith alongside other major global religions. RE gives pupils time to think, talk, and write about their own thoughts. It offers a safe space to share and discuss ideas and disagree well. This approach means pupils have a growing understanding of their own uniqueness and that of others. The headteacher attends diocesan subject training and cascades

information to staff. The RE leader ensures that standards are consistent and that every pupil can make progress. This is evidenced, across all year groups through a robust evaluation procedure.

Through supporting local and national charities, pupils are encouraged to think about the needs of others. Each term they choose and help organise different charitable events and are proud of their achievements. Additionally, they take practical action, for example, litter picking within the locality. In line with the school's vision, they are learning to show love to the school community and have age-related concern for the wider world. They are beginning to recognise that they can be agents for social change.

Collective worship is held in high esteem. The well-balanced, inclusive, and invitational programme is accessible to all. As a result, worship is attended and enjoyed by adults and pupils of all faiths and viewpoints. Worship conscientiously addresses the needs of pupils and inspires inquiring minds. An enthusiastic team of pupils lead or support collective worship. Times of prayer and reflection are used within worship to support spiritual development. The school takes part in an annual pilgrimage from church to school. Worship during this event is an expression of the warmth and joy the community shares. Currently, the parish does not have a vicar. Despite this the school is maintaining an ongoing and helpful relationship with the church. For example, when possible, the associate priest visits to lead worship. This allows pupils an encounter with Anglican traditions, although this is limited. Spaces where pupils can experience moments of stillness, prayer and reflection are created within classrooms and around the school. Pupils and staff appreciate the value of these. One of the youngest pupils explained that when they are praying no one is allowed to disturb them 'because it's important'. Older pupils explain how the vision supports their regular prayer life. By taking their reflection books home, pupils engage in prayer and reflection out of school.

Love is central to the way the school treats those in its community and how it engages with the wider world. Together, adults and pupils have created a community that routinely and tangibly experiences and expresses Christ-like love. Their adherence to Bucklebury's vision allows everyone to experience life in all its fullness. It is a place where individuals flourish.

Information			
School	Bucklebury Church of England Primary School	Inspection date	28 April 2023
URN	109955	VC/VA/Academy	Voluntary controlled
Diocese/District	Oxford	Pupils on roll	121
Headteacher	Andy Higgs		
Chair of Governors	Laurence Littlechild		
Inspector	Delia Sheppard	No.	942