



Statutory Inspection of Anglican and Methodist Schools (SIAMS) Report

Buckland Church of England Primary School	
Address	Buckland, Faringdon, SN7 8RB
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	Excellent
The impact of collective worship	Good

School's vision
<p>Small school, big hearts.</p> <p>Wise, responsible and kind like the Good Samaritan. (Luke 10: 25-37)</p>
Key findings
<ul style="list-style-type: none"> • Buckland is an excellent Church school because of the strength, endurance and widespread impact of its Christian foundations. The Christian vision and values guide the pupils and adults at Buckland, and indeed at other schools, to be wise, kind and responsible citizens. • Exceptionally high aspirations and outstanding nurture transform lives so that all pupils, including those who are more vulnerable, thrive in academic and personal growth. Pupils and adults embody the example of the actions of the Good Samaritan. • Spiritual flourishing abounds. The school community shares a clear understanding of spirituality that is extensive and life-lasting, often resonating beyond the school into the community and multi-academy trust. • Religious education (RE) makes a significant contribution to flourishing. The subject promotes pupils' understanding of themselves and others in our diverse and multi-cultural world. • Collective worship binds the school community together. Relevant and engaging themes inspire pupils to reflect on their own views. The strategic vision for the school does not currently refer to the ongoing development of provision for worship.
Areas for development
<ul style="list-style-type: none"> • Strengthen the strategic vision for the school to reference the development of worship so that its impact continues to enrich lives.

Inspection findings

Buckland is a small Church school that has a far-reaching impact. It is an excellent Church school because of its connections and impact in the Faringdon Learning Trust (FLT). This extends beyond that to other partner (alliance) schools, including non-Church schools. The headteacher also serves as director of education for FLT. In this way, Buckland enhances the leadership, curriculum and wider spiritual development of many schools, including a Secondary neighbour. This exemplifies Christian-based servant leadership. At Buckland, kindness knows no bounds. The secure Christian foundations are expressed through the example of service to others, seen in the parable of the Good Samaritan. This deeply held vision pervades every aspect of the school. The language of being wise, kind and responsible is constantly applied across the day. There are few rules as behaviour is consistently focused on being kind and responsible. Pupils, adults, parents and governors talk with ease of the theology behind the short vision statement. Many examples from the Bible are well-known and support understanding of what it is to have a big heart. Pupils are aware that applying knowledge with skill is the way to becoming wise. This is a profound reflection of the Christian vision.

A culture of aspiration accompanies outstanding nurture. The curriculum is shaped by the vision for all to seek wisdom. The extended space in Early Years provides additional room for creative expression which is so integral to childhood development. Extensive extra-curricular opportunities enhance the impact of the taught curriculum. Pupils help determine which extra-curricular activities are offered and staff seek pupils' views to ensure that pupil interests are pursued. In this way, a lively dance club energises the pupils who attend. As a result of the vision-driven curriculum, all pupils are extremely well supported and thrive, including those with a special educational need and/or disability. They grow in wisdom and assume responsibility for their learning.

Taking responsibility extends to pupils acting on their feelings of compassion. School councillors and other classmates initiate social action. For example, pupils instigated project to support issues resulting from the conflict in Ukraine. Pupils make chutney from the abundant pear trees in the grounds and raise funds for charity. In these ways, confident to speak up against injustice, pupils develop their leadership skills and effect positive change in the lives of others.

Leaders make bold strategic decisions to ensure that pupils' individual needs are identified and met. 'The Burrow' nurture provision is an effective safe space for pupils with emotional and social needs. Music provision is partly funded by the school to make it accessible to all. Staff meet increasingly complex needs with patience and love. Such work extends across schools in the trust so that Buckland both supports other schools and benefits from good practice elsewhere. This reciprocity of grace is based on the Good Samaritan who was himself enriched by his giving. Such kindness and connectedness is evidence of the many ways that Buckland lives out its Christian vision.

Pupils and adults are clear in their understanding of what spirituality means to them. Even younger pupils are confident to talk of understanding themselves, others, the world around them and the possibility of something 'bigger than us.' There is a palpable spiritual dimension in the school. In classrooms 'Fruit of the Spirit' awards celebrate when pupils demonstrate patience, gentleness or self-control. These awards are prized as much as the house points for effort and academic achievement. A culture of reflection is an ever-present feature. The school makes good use of the 'Space Makers' resources to develop such skills. Parents also cite examples of how at home their children reflect on the vision and 'Fruit' and apply them in their lives outside of school. Important life skills are the legacy of time at Buckland. Termly



'prayer walks' and a prayer space outdoors contribute to the spiritual flourishing of all ages.

Staff also thrive at Buckland. Leaders support individual career development and exploit links across the trust so staff extend their experience and skills. Staff affirm how the vision motivates and guides them as individuals as well as professionals.

Religious education (RE) makes an important contribution to how pupils grow and learn together. The curriculum is carefully planned to give pupils a good balance of experiences. Pupils have a secure knowledge of the Christian topics explored, confirmed by assessments. Their studies of Judaism, Islam, Hinduism, and Sikhism mean they have a breadth of knowledge of world faiths. Pupils enjoy RE and take pride in explaining what they have learned. They are also eager to explain how the subject helps them to understand their place in our diverse world. RE is given prominence in strategic thinking as exemplified in the considered work with diocesan advisers to develop the curriculum.

There is a deep connectivity between the school, parish and local community. Governors and volunteers from the church play a pivotal role in the school living out its Christian vision. Support from governors is both strategic and practical. The vicar works closely with school leaders and other governors to provide expert guidance on Christianity and worship. In this way, the spiritual life of the school is enriched. Kindness is shared and leads to greater wisdom. The connectedness extends to the positive relationship with the diocese. Innovative systems for the diocesan adviser to work with the Trust board ensure that Christian foundations of Buckland are monitored and remain secure.

Collective worship enriches lives at Buckland. The time to be together in the hall, class space or outdoors has a unifying and nourishing effect. Acts of worship are structured to reflect Anglican teaching and traditions. Local volunteers from the parish church, 'Open the Book,' enhance the exploration of Bible teaching. A rhythm of worship over the week enables pupils to think beyond themselves, for example on 'Rights Respecting' themes. Prayer is woven into the school day. Pupils are welcome to offer their own prayers and to share ones read or said by others. In this way prayer allows all to take part, as each pupil or adult wishes. Themes for worship develop in response to local, national and global events and so are relevant and engaging. Worship provides moments of deep reflection, sharing and joy. A pupil commented how, 'worship helps me notice. I leave my worries behind.' Singing is tuneful and enthusiastic and adds to the positive experience of all. The school has a long-term vision for its development. These plans do not include how the worship life of the school might be further developed.

Care, connectedness and community characterise Buckland. This excellent Church school is a Good Samaritan to others and a living testament to its Christian foundations.



Information			
School	Buckland Church of England Primary School	Inspection date	15 May 2023
URN	140278	VC/VA/Academy	Academy
Diocese/District	Oxford	Pupils on roll	117
MAT/Federation	Faringdon Learning Trust		
Headteacher	Louise Warren		
Chair of Governors	Samantha Brady		
Inspector	Allyson Taylor	No.	768