

Statutory Inspection of Anglican and Methodist Schools (SIAMS) Report

St James and St John Church of England Primary School

Vision

"Unite and Prosper"

Our vision: We unite together to enable all to prosper in every aspect of their life.

"For I know the plans I have for you," declares the Lord. "Plans to prosper you and not to harm you, plans to give you hope and a future." Jeremiah 29:11

Our friendly, nurturing school achieves the vision through creative, stimulating and challenging learning opportunities.

St James and St John 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 long established and highly relevant Christian vision is firmly embedded. Leaders and governors use it as an anchor to hold themselves to account when making strategic decisions and evaluating the school's work.
- Leaders ensure flourishing for pupils and adults has the highest priority. Personal development and mental health are prioritised. Strategic decisions have been made to support the wellbeing of the whole school community.
- Collective worship is central to each school day. Pupils and adults value the time to come together. They understand the importance of prayer, which is inclusive and invitational.
- The formal curriculum and wider opportunities are carefully constructed to enable pupils to flourish. Throughout the school, pupils prosper because they are supported to develop their talents beyond the classroom.
- Religious education (RE) is a core part of pupils' learning. Leaders have created a well-resourced curriculum, ensuring pupils learn about a range of faiths and worldviews. Training for staff is prioritised, ensuring high quality provision.

Development Points

- Develop pupils' understanding of justice beyond their immediate community. This is to enable them to see themselves as change makers in the wider world.
- Support younger pupils to reflect more deeply within collective worship. This is to extend their spiritual development.



Inspection Findings

Vision and Leadership

St James and St John Primary School emanates joy and offers a warm welcome. Although the school is split over two sites in two separate villages, staff work hard to ensure equality of opportunity for their pupils. At both sites, pupils are confident, keen to learn and delight in one another's company. The school's vision has been in place for a number of years and some families enjoy a long connection with the school. This is because the school's vision has had a lasting effect on them. Leaders regularly revisit their vision to ensure it remains relevant to their village communities. Leaders have been innovative in the ways they enable all pupils to be together at particular times of the year. These opportunities create lasting memories for pupils. Leaders have identified core values which are taught and modelled throughout the school. Pupils replicate these values naturally, showing respect and kindness to all. They serve them well in their current school and stand them in good stead when they move on. Governors monitor and evaluate different aspects of the school's work against their vision. In this way, they make courageous decisions for the benefit of their pupils and staff.

Vision and Curriculum

Leaders have used the vision to develop their academic curriculum carefully, as well as the extra-curricular activities on offer. Pupils on both sites have equal access to high quality learning. The wide range of additional opportunities enables pupils to flourish in a variety of ways. They talk enthusiastically about trying new sports and using their talents to create unique pieces of art for public display. Individual pupils with significant talents are encouraged to use these for the benefit of others. Recently, leaders have made courageous financial decisions in order to prioritise wellbeing for pupils, parents and staff. Although this is still being embedded, pupils have a secure knowledge of how to support their own and others' wellbeing. Teachers adapt learning tasks carefully. This ensures that pupils who have special educational needs and disabilities (SEND) are able to prosper alongside their peers. Across the curriculum, pupils have opportunities to reflect on their learning, how it is relevant to themselves and the wider world. This develops their spirituality within the context of the taught curriculum. They enjoy asking 'big questions' and think deeply, often relating their learning to their rural context. For example, pupils talk passionately about the effects of climate change and their collective responsibility to care for the earth.

Worship and Spirituality

Collective worship is central to each school day. Pupils and adults value the time to gather together and reflect on the theme. Topics for collective worship are well-planned and deploy a range of styles. This helps pupils to engage with the teachings of Jesus and consider their relevance today. Pupils know a variety of Bible stories and are keen to share their interpretations. They enjoy the variety of worship on offer and sing with obvious enjoyment. Older pupils confidently lead different aspects of worship which enhances their spiritual awareness. Pupils understand prayer as talking to God and know that it is invitational. Those who do not wish to pray are respectful of those who do. Worship is inclusive, with discrete support offered to those who need it. Opportunities for spiritual growth are provided, through moments of stillness, personal reflection and prayer. However, spiritual growth is limited, particularly for younger members of the school. This is because their personal reflections are currently underdeveloped.

Vision and School Culture

Pupils at St James and St John have a well-developed sense of fairness. The very youngest pupils talk about what is right and what is wrong. Their values of kindness and friendship are central to all their interactions. Consequently, relationships between pupils and between pupils and adults are overwhelmingly positive. In keeping with their vision, leaders ensure pupils make positive transitions. As a result, pupils move from one site to the other with confidence and are ready to continue their learning journey. The inclusive culture of the school ensures that pupils understand themselves as unique individuals. They respect one another's learning needs,



offering support when required. Parents are able to rely on the school to support them in times of need. Sensitive situations are managed with compassion and care and this enables parents to feel confident their child is supported well. Opportunities for professional development are provided for staff and leaders habitually look to develop talent. Governors prioritise staff wellbeing, especially in times of great challenge. This ensures staff are able flourish.

Vision, Justice and Responsibility

Throughout the school, pupils have a well-developed sense of right and wrong. Because their values are so securely embedded, pupils know they have responsibilities, both for themselves and each other. They understand that taking responsibility is not always easy and sometimes requires difficult decisions, such as reporting issues outside of school. Older pupils are proud to take on roles around the school and younger ones know they will take their turn in time. Pupils understand that sometimes things can go wrong in school. They are confident to ask staff for help and know they can rely on their support. As a result, pupils are able to reflect on their actions and take responsibility when things go wrong. Pupils reflect on injustice in wider society. They understand that some people lead less fortunate lives and enjoy fundraising opportunities to address this. However, these activities are generally led by adults. This limits pupils' abilities to make a difference beyond the school gates or on issues about which they are passionate.

Religious Education

RE has a high status within the life of this school. Leaders have utilised advice to develop the school's RE curriculum. It meets the requirements for teaching RE in a church school and has the status of a core subject. Training opportunities for staff are prioritised based on leaders' evaluation of development needs. As they move through the school, pupils have the opportunity to revisit and build on their previous learning. This is due to the carefully constructed curriculum planning. It ensures pupils have a secure grounding in Christianity alongside other faiths and worldviews. Leaders have identified suitable resources to supplement the curriculum provided by the diocese, including those which show Christianity as a global faith. Pupils enjoy their RE lessons, talking positively about learning to understand other people's beliefs.

Information

Address	Church Hill, Akeley, Buckingham, MK18 5HP Main Street, Chackmore, Buckingham, MK18 5JE		
Date	12 March 2026	URN	110410
Type of school	Voluntary controlled	No. of pupils	145
Diocese	Oxford		
Headteacher	Louise Woods		
Chair of Governors	Jo Coxall		
Inspector	Victoria Burgess		