

Statutory Inspection of Anglican and Methodist Schools (SIAMS) Report

Buckingham Park Church of England Primary School, Aylesbury	
Address	Aylesbury, Buckinghamshire, HP19 9DZ
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
The effectiveness of religious education (RE)	Good

School's vision
<p>Excellence through God who strengthens us.</p> <p>We believe that by following our school values and collaborating within our three communities we achieve our vision-providing the highest quality education for all, in partnership with parents and achieving excellence, in all of our development, with the help of God who strengthens us.</p>
Key findings
<ul style="list-style-type: none"> • The Christian vision inspires leaders to serve their local community. The interpretation of Philippians 4 forms an inclusive culture of love where all are valued and nurtured to flourish. • As a result of the vision, there are strong relationships between the school and the community. There is a determined aspiration for excellence which enables pupils to thrive academically. • Worship is a valued time each day. Worship is inclusive and engaging, encouraging pupils and adults to experience prayer and learn about how the teachings of Jesus can shape their own lives. • Carefully planned religious education (RE) enables pupils to demonstrate high levels of respect for the rich variety of faiths they encounter. Pupils discuss how the school vision is important and relevant to their own beliefs. They are still developing a deeper knowledge of Christianity and other major world religions. • Opportunities for spiritual development are given careful thought within the curriculum. Pupils experience a rich variety of reflection activities but are yet to articulate the impact of these on their spiritual wellbeing.
Areas for development
<ul style="list-style-type: none"> • Develop richer opportunities within the curriculum for pupils to engage with spirituality so that they can articulate the impact of these on their lives. • Enable progress in RE by challenging pupils to form deeper responses demonstrating their knowledge and the impact of the thoughtful curriculum planning. • Ensure pupils engage with theological beliefs and world views so that they can form accurate knowledge and understanding.

Inspection findings

Buckingham Park Church of England Primary is a larger than average primary which sits geographically at the centre of its community. The Christian vision, an interpretation of St Paul's letter to the Philippians, promotes the aspiration for excellence supported by God's strength. The dedication of leaders is witnessed through their service to the pupils and their families. As a result, pupils are flourishing in their attainment and levels of personal confidence. Governors demonstrate a willingness to be led by the vision when finding solutions to challenging situations. Their focus on ensuring good mental health is valued by staff and parents. Parents particularly note the Christmas angels community project which provides gifts and food for vulnerable families. This demonstrates a dedication to enfolded all pupils and adults in love but with dignity and respect.

The vision encourages a well planned, supportive curriculum which enables pupils to be happy, confident learners. Pupils speak positively about the sport and wellbeing week acknowledging that this develops their resilience. The school values encourage all to live within a biblically rooted moral code, and pupils can articulate that these superhero values are an expression of the Christian vision. These remind them how to form strong relationships and flourish as learners. Pupils' interactions demonstrate that whether they have a faith or none, the values are relevant and strengthen their friendships, helping them to live well. The values permeate through the curriculum, enabling pupils to behave and thrive. Consequently, the academic outcomes for all ages are in line with or above national averages. There is a clear dedication to providing strategies when supporting pupils with a variety of needs. Parents appreciate that the support of the pastoral team ensures all pupils feel valued. The headteacher shares this vision through his support for behaviour management in other schools. Through specific visit days, governors monitor the impact of the Christian vision on pupil progress and pastoral care. Their visits feed into their strategic planning, deepening the Christian distinctiveness of the school.

Opportunities for spiritual development are threaded throughout the curriculum in the form of planned metaphorical doors and windows. Pupils of all faiths are encouraged to use reflection areas within classrooms or spaces available for Jumuah prayers. The strength of the vision is this inclusivity and respect for all beliefs so that pupils feel comfortable to express their faith. However, pupils are still learning how such spiritual encounters shape them personally. Leaders identify that further development within the outdoor areas of the school will provide spaces to encourage moments of stillness or personal reflection. Year 6 buddies take their responsibilities seriously when nurturing and supporting younger pupils. Their presence as role models at the school gate inspires excellence as well as building positive relationships. Support staff also contribute to the vision through their presence on the playground each morning with the information point. Parents value this welcome and ability to connect or seek specialist advice. Focused training enables staff to support pupils and families facing challenges. The wellbeing governor champions and nurtures staff through wellness groups. which they feel enables them to serve the community strengthened by God. The vision also empowers the flourishing of staff through their support for other schools or succession to become headteachers of other church schools.


Pupils relish opportunities to live out the vision and support the wellbeing of others. Their letters thanking key workers for their service in the pandemic radiates the vision of the school. Members of the pupil parliament and eco rangers enrich the community through their social action. Their leadership enables them to promote the value of caring for everyone. The link with Nyandiwa School, Kenya, encourages the pupils to share God's strength in practical ways, funding floors or exchanging letters. Although there are regular opportunities to



engage with local or global charities it is unclear whether pupils view themselves as advocates for change.

Prayer and personal reflection within worship is valued by adults and pupils because they provide a spiritual start to the day. Inspired by the vision, worship is engaging and uses inclusive language. Carefully planned worship has high importance throughout the week, providing times for the school community to listen to Bible readings or sing together. Consequently, pupils share that these are inclusive and teach them about the life of Jesus. For example, the inspirational sharing of Christ's crucifixion motivates all pupils to engage in a meaningful way, regardless of faith. Monitoring and training by the diocesan adviser, supports staff to provide reflective, inclusive class worship. Leaders encourage contributions from local clergy and pastoral teams to enrich the Christian distinctiveness of the school. Pupils also express their enjoyment of these visits because they experience a variety of styles of worship. A link with St Clare's Roman Catholic Church has enabled pupils to visit local churches broadening their understanding of Christianity. Class reflection times are embedded across the school, but pupils do not yet speak in depth about how these transform their lives. Friday worship celebrates how the vision underpins pupil flourishing. As a result, pupils can communicate the importance of aspiring to be the best that they can be. All pupils have opportunities to lead worship through contributions in class, but they do not yet have a significant role in shaping worship for larger gatherings based upon their own evaluations.

Dedicated leadership means RE is afforded a high priority within the school so that pupils have access to engaging teaching and resources. Carefully planned RE ensures that pupils experience links with other subjects and make progress. They value feedback from teachers and feel successful as learners. Parents and pupils are encouraged to contribute to RE lessons enabling pupils to appreciate the importance of beliefs. Therefore, some pupils have a better understanding of worship for Hindu families because of a presentation about the importance of puja. Class and individual pupil books detail creative activities which encourage the pupils to make personal responses and articulate how their learning in RE informs their own beliefs. Leaders are committed to providing high quality training for teachers, encouraging religious leaders such as the imam to make contributions. As a result, teachers' subject knowledge is improving. Governors demonstrate that they monitor RE but it is unclear how they contribute to improvements.

	The effectiveness of RE is		Good
	<p>The vision drives leaders to ensure that expectations are met in RE. Pupils clearly make progress in their learning because teachers plan engaging activities. The school uses a well thought out system of assessment in the form of key performance indicators. The subject leader shares her expertise within the diocese which in turn enables teachers to have access to the best training. Pupils are developing their knowledge of the variety of beliefs within worldviews.</p>		
Information			
School	Buckingham Park Church of England Primary School, Aylesbury	Inspection date	30 March 2023
URN	137570	VC/VA/Academy	Voluntary aided
Diocese/District	Oxford	Pupils on roll	448
Headteacher	Daniel Fell		
Chair of Governors	Andrew Hill		
Inspector	Helen Crolla	No.	918