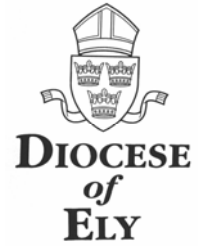




Statutory Inspection of Anglican Schools Report



Name and address of school :Buckden Cof E Voluntary Controlled Primary School
Type of school: Primary
Status: Voluntary Controlled
Diocese: Ely
LEA:Cambridgeshire
Date of inspection: 13 March 2006
Date of last inspection: 10 April 2000
School's Unique reference number: 8733063
Name of Headteacher: Mrs Margaret Leverett
Inspector's name with National Society inspector's number: Mrs Jan Munt

Context

Buckden Primary School is in a pleasant village just off the busy A1. The village has an affluent centre with several very old buildings including a Roman Catholic monastery. Pupils have a wide range of abilities and needs.

Summary Judgement

Buckden Primary School is a good Church of England School. The school's self-evaluation is secure.

Established strengths

The Headteacher and the Chair of Governors give the direction, encouragement and support to realise a distinctive Christian vision for the school. Links with the church are good because of the involvement of the vicar in the life of the school.

Focus for development

While there has been much progress in the provision of collective worship since the last inspection, the school has rightly recognised that it needs to ensure that every act of collective worship has a spiritual element and involves the pupils.

How well does the school, through its distinctive Christian character, meet the needs of all learners?

The school, through its distinctive Christian character, makes good provision to meet the needs of all its learners, from the most gifted to the least able.

Learners from all groups feel valued and special. Their voice is heard on the school council and on class councils and their achievements are celebrated both in the classroom and in collective worship. Relationships within the school community are characterised by Christian concern and care for others.

The school is a most attractive, stimulating environment, but the school has recognised that its open plan design can limit opportunities for reflection and is considering ways to address this. The displays are of a very high standard but few have a spiritual or reflective element.

What is the impact of collective worship on the school community?

The impact of collective worship on the school community is satisfactory.

Many improvements have been made to the provision of collective worship since the last inspection, including a review of the policy to reflect the specifically Christian character of worship in school and regular planning and monitoring meetings. As a result, collective worship now occupies a secure place in the life of the school.

Worship is consistently and recognisably Christian and draws on the links with the local church, especially through the contribution of the vicar, who has introduced the use of Anglican responses and artefacts and has become an important presence in the school community.

Pupils' attitudes to collective worship were not wholly positive, however, and their criticisms of a lack of opportunities for involvement and a lack of variety of themes were supported by the inspector's observations.

Class assemblies, when topic-based, occasionally lack a spiritual dimension.

How effective are the leadership and management of the school as a church school?

The quality of leadership and management of the school as a church school is good.

The school's Christian purpose is clearly expressed in its Mission Statement and has, since the last inspection, become significantly more evident in the life of the school. This is due to the involvement of the vicar in school and the increased links with the church as well as to the excellent direction and encouragement of the Headteacher and the Chair of Governors through collaborative reviews of policy and practice and increased training opportunities.

Teaching and non-teaching staff feel involved and appreciated and relationships between all members of the school community are good. The open plan nature of the school both enhances and reflects this sense of mutual support and interaction.

The efforts made to involve learners and parents in evaluating the school's progress through questionnaires and meetings contribute greatly to the sense of

a shared purpose and the overall success of the school.

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