

Statutory Inspection of Anglican and Methodist Schools (SIAMS) Report

Brackley Church of England Junior School

Vision

'Life in all its fullness' (John 10:10) – education is about nurturing the whole child: academically, socially, emotionally, spiritually, culturally, pastorally, and morally.

Brackley Church of England Junior 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

- Strong leadership, inspired by the Christian vision, enables adults and pupils to flourish through a culture of care and high expectations.
- Pupils are empowered to challenge injustice through the opportunities leaders provide for them. Through this they show commitment to social causes and environmental sustainability, confidently driving purposeful change.
- An effective religious education (RE) curriculum enables pupils to develop secure knowledge and an understanding of a range of worldviews and faiths.
- Leaders prioritise wellbeing. As a result, adults and pupils, including those with special educational needs and/or disabilities (SEND), feel valued and supported.
- Strong partnerships with the local church enhance collective worship and provide meaningful opportunities for pupils and adults to flourish. These experiences help them to develop a strong sense of belonging within the school community.

Development Points

- Broaden opportunities for spiritual development across the taught curriculum. This is to deepen pupils' sense of wonder, awareness and connection and help them to reflect on these experiences.
- Strengthen the rigour of governor monitoring and evaluation. This is to enhance the way that they evaluate the impact of the Christian vision on their actions and decisions.



Inspection Findings

Vision and Leadership

Inspired by the Christian vision, Brackley is a school community where pupils and adults experience life in all its fullness. Six carefully selected Christian values underpin the vision and guide daily practice. The recently updated vision provides a clear sense of purpose and informs leadership decision making. This is evident in strategic actions, such as appointing a pastoral lead to strengthen support for families, particularly during school holidays. Leaders prioritise positive relationships with parents and carers. Opportunities for families to engage with the school have increased. As a result, they feel welcomed, involved and valued within this nurturing community. Consequently, relationships between home and school are strong. Guided by the Christian vision, leaders create a culture of care and inclusion. Alongside governors, they allocate resources effectively to meet pupils' diverse needs and promote meaningful learning. Therefore, pupils and adults thrive within a caring environment shaped by the vision. Although governors are deeply committed to the school, they do not consistently evaluate how the Christian vision shapes decision making.

Vision and Curriculum

The curriculum is guided by the school's Christian vision, rooted in the words and example of Jesus. Effective opportunities for discussion, reflection and personal development enable pupils and adults to experience a fullness of life. Pupils understand that not all questions have fixed answers. They listen to others and express their views with confidence, growing as thoughtful and respectful individuals. A range of extracurricular opportunities enrich learning and contribute positively to pupils' personal development. For example, pupils speak with pride about restoring the bee garden as a calm place for reflection. They take responsibility for shared environments, recognising how spaces support wellbeing and a sense of peace. Pupils are known and valued as individuals, including those with SEND or those considered vulnerable. Careful adaptations enable them to participate fully and thrive. Leaders have started to develop a shared understanding of spirituality as part of the school's ongoing journey. However, spirituality is not woven across the curriculum. This limits opportunities for pupils to experience wonder, awareness and connection outside of RE and worship.

Worship and Spirituality

Collective worship is carefully planned and evaluated. It reflects the school's Christian vision and encourages meaningful engagement for pupils and adults. Daily worship takes place in a calm, inclusive setting where participation is supported while respecting individual choice and belief. This creates an environment for thoughtful participation, where individuals feel comfortable to reflect and respond authentically. Biblical teaching underpins worship and the themes explored link clearly to the school's values. As a result, pupils develop a deeper understanding of themselves and others. Opportunities for reflection support pupils' spiritual development by enriching their sense of awareness and connection. Collaborative planning, leading and evaluation strengthen worship's impact, broadening chances for prayer and reflection. Strong partnerships with the local church enrich worship. As a consequence, pupils engage more confidently with the wider church community beyond school. Worship provides meaningful moments for reflection, enriching pupils and adults spiritually.

Vision and School Culture

The Christian vision shapes the school's culture and practice. Leaders support staff, pupils and families by creating a caring and inclusive environment. Regular training strengthens staff development. As a result, staff nurture positive relationships with pupils and families. Pupils feel secure and the wider community value the care and guidance they receive. Leaders actively promote a culture of wellbeing for pupils and staff. Consequently, staff feel listened to and respected. Leaders are visible and approachable, fostering openness and trust across the school community. This creates a strong sense of belonging for pupils and adults. The vision shapes school policies and guides expectations for behaviour and relationships. This is reflected in the effective



use of restorative justice and pupils' understanding of forgiveness in healing relationships. Pupils value this approach and increasingly resolve minor conflicts independently, developing responsibility for their actions. The vision is lived out through relationships and mutual respect, supporting a positive and inclusive school community.

Vision, Justice and Responsibility

Through the example of Jesus, the Christian vision inspires pupils to serve others. A wide range of leadership opportunities enable them to take responsibility within the school community. Pupils value the support provided by sports leaders and play leaders. Their work helps others to feel included and enhances enjoyment of playtimes. Older pupils recognise their responsibility as positive role models. Pupils understand justice as taking responsibility for actions and identify discrimination as injustice. As a consequence, they challenge unfairness and value inclusion. They are beginning to understand issues beyond the school and speak knowledgeably about causes that they support. For example, pupils understand a great deal about a local charity linked to bereavement and mental health. They understand that their actions can contribute to change and are beginning to recognise their role in making a positive difference. A strong sense of empathy underpins pupils' attitudes and actions. Partnerships with the local church provide meaningful opportunities for service and responsibility. The school maintains a supportive relationship with the diocese, contributing to its development as a Church school. As a result, pupils grow as active citizens who recognise their capacity to influence positive change.

Religious Education

RE is well led and reflects the school's Christian vision. Leaders have moulded a curriculum that matches the school's context. They recognise that pupils join in Year 3 with a variety of different learning experiences. A well-sequenced curriculum enables them to develop secure understanding of different faiths and worldviews beyond their own experiences. Governors receive regular information about RE. However, the impact of their evaluation of RE is less developed. RE is valued within the curriculum and receives appropriate dedicated time each week. Through their effective evaluation of RE, school leaders have introduced a new programme and high-quality training. This strengthens staff confidence in curriculum delivery. Consequently, they actively refine the way that the curriculum responds to the needs of pupils, ensuring its relevance. Pupils speak thoughtfully about their learning, make meaningful comparisons between beliefs and show respect for different viewpoints. As a result of the RE curriculum, pupils develop secure knowledge and approach differences with respect and confidence.

Information

Address	Manor Rd, Brackley NN13 6EE		
Date	30 April 2026	URN	121961
Type of school	Voluntary controlled	No. of pupils	231
Diocese	Peterborough		
Headteacher	Beth Akers		
Chair of Governors	Colin Harber		
Inspector	Kaye Healy		