

Statutory Inspection of Anglican and Methodist Schools (SIAMS) Report

Radwinter Church of England Voluntary Aided Primary School

Vision

Growing and learning together to embrace life in all its fullness based on the words of Jesus 'I came to give life – life in all its fullness' (John 10 verse 10)

Radwinter Church of England Voluntary Aided 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 Christian vision is understood and communicated effectively through the school values. Staff and pupils eagerly put them into practice as part of everyday life at Radwinter. The vision drives key decisions made by leaders, enabling pupils and adults to flourish spiritually.
- Staff ensure that pupils are cared for exceptionally well. Families appreciate the school's inclusive approach. The special educational needs and disabilities (SEND) team carefully craft learning experiences for pupils who need extra support educationally or emotionally. This results in pupils throughout the school experiencing 'life in all its fullness'.
- Collective worship is a central focus of the school day, bringing everyone together in a joyful atmosphere. Leaders plan it meticulously, drawing upon Christian teaching for inspiration. Pupils and adults see worship as a time to reflect on their lives. They think about how they can make a difference to others and the world around them.
- Leaders have developed a bespoke curriculum that encompasses a spiritual approach to learning. Pupils have a strong sense of awe and wonder through wide-ranging opportunities in the classroom and outdoors. Consequently, pupils are motivated to learn and make the most of their time at the school.

Development Points

- Construct a deeper religious education (RE) curriculum to include a critical exploration of sacred texts and beliefs. This is to equip staff with resources to provide challenging and well-balanced teaching sequences.
- Expand pupils' learning about individual religions and worldviews. This is to enable pupils to progress well in their understanding of RE and for them to be able to develop their religious literacy.



Inspection Findings

Vision and Leadership

'Growing and learning together' is embraced by leaders, staff and pupils. The vision is demonstrated through the school's values of fairness, kindness, respect, service and forgiveness. The long-lasting impact of the vision is evident in the positive relationships and vibrant connections that exist within the school community. The active governing body and school leaders know families well and make key decisions to enhance the Christian character. They prioritise staff wellbeing and broaden pupils' learning experiences by deploying staff effectively and investing in the curriculum. As a result, the enhanced environment includes a learning hub, forest area, working garden and reflective spaces to enable pupils to appreciate God's creation first-hand. Leaders ensure a whole child approach to learning, considering academic, physical and emotional development. Parents and carers choose to send their children to Radwinter because of its welcoming atmosphere and 'community feel'. The school's values clearly have an impact on how their children exemplify positive 'behaviours for life'. As a result, pupils are engaged in lessons, behave well and flourish spiritually during their time at the school.

Worship and Spirituality

Strong relationships with the local parish and various churches in the area enrich spirituality at Radwinter. Key Christian festivals are celebrated by visiting the local church. Younger pupils, together with pre-schoolers, benefit from special termly services, where parents and carers are warmly invited. Consequently, pupils and staff experience a variety of worship expressions. Collective worship brings the school together, creating a reflective time each day. Staff members take turns leading worship and view it as a time to learn and develop spiritually. Members of the pupil worship council contribute by lighting the candle, leading greetings, saying prayers and acting out biblical stories. Discussions during worship help pupils engage actively. Reflective moments are thoughtful and invitational. Singing is full of gusto and enthusiasm. Friday worship celebrates those who have been noticed displaying the school values, both pupils and adults. This provides a joyous time of celebration. Worship links Bible teachings clearly to everyday life. The language of 'nows, ows, wows and vows' is used to describe spiritual responses to various scenarios. For instance, pupils question why Jesus was angry with the money traders in the temple. They reflect on the wrongdoing of the traders with an 'ow' and the fact that Jesus stood up for what was right with a 'wow'. Applying this to their own experiences, they 'vow' to make good choices in life. This language encourages pupils and adults to develop spiritually.

Vision and Curriculum

Leaders reshaped the curriculum in consultation with staff, pupils and families. Planning is shaped by the school's focus on 'meet, visit, experience, create, do'. Therefore, pupils have exciting learning opportunities in different subject areas. A spiritual dimension is integrated throughout the curriculum, enabling pupils to encounter awe, wonder and curiosity. All year groups take part in Forest school, led by highly skilled staff. These sessions are a particular highlight of pupils' learning. A special therapeutic forest school session is provided for smaller groups of pupils. Carefully devised activities help pupils develop a sense of appreciation and fulfilment. As a result of these outdoor opportunities, pupils feel valued and embrace 'life in all its fullness'. A wide range of clubs, including music and sports activities, is available at lunchtime and after school. Pupils suggest and organise clubs, as with the new chess club, showing that their opinions matter. Residential for key stage two pupils encourage resilience and independence, giving them a chance to take risks. It is a memorable experience for them. As a result, the curriculum effectively brings the vision of 'growing and learning together' to life.

Religious Education

Pupils value RE lessons and discuss a wide range of world viewpoints by listening to each other respectfully. They discuss how beliefs influence people's lives and compare religious practices. However, their knowledge of belief structures is not fully developed. Visitors from a variety of religions and visits to places of worship enhance RE learning. A Sikhism Day immersed pupils in this religion, supported by a local Sikh who shared their faith journey.



Local Christian leaders visit school regularly to augment RE lessons. Furthermore, pupils feel confident asking big questions about worldviews and beliefs. Visits to places of worship, such as Chelmsford Cathedral and the local mosque, broaden pupils' perspectives.

Leaders monitor RE but have not evaluated pupils' learning rigorously enough, resulting in an imbalance in the curriculum and the delivery of lessons. Teachers are enthusiastic about teaching RE and have received some training from the Diocese. However, their emphasis on the philosophical elements of the subject minimises the impact of pupils' religious knowledge. Learning about individual religions and worldviews is not developed in sufficient depth or built systematically from year to year. This means that pupils are not confident in their understanding of key beliefs and articulating important religious vocabulary.

Vision and School Culture

Kindness and respect are the threads that run through the culture at Radwinter. These values permeate the attitudes and actions of leaders and staff. This positive culture is evident throughout the school. Pupils are recognised by staff as created in the image of God. They are valued and cared for as unique individuals. Staff willingly make both small or large adjustments to meet pupils' needs. The SEND team works with staff to support pupils' learning and emotional needs. Communication between staff and families is timely, with a collaborative approach to resolving concerns. Pupils behave well and look out for others, including adults. The restorative approach to behaviour encourages pupils to explore forgiveness when resolving any problems. Staff serve families by running a variety of workshops. Leaders help staff flourish through training and by providing wider opportunities for career progression. Governors check in with staff regularly to ensure wellbeing is a priority. The community atmosphere at Radwinter extends beyond the school day. For instance, the parent association organised a 'Camp Out', where families camped overnight in the school grounds. This enriches community relationships, creating a deeper sense of belonging.

Vision, Justice and Responsibility

The school's vision inspires pupils to foster caring relationships with each other and the adults around them. Older peers act as buddies demonstrating kindness and friendship to others. This creates a harmonious atmosphere as pupils help one another throughout the day, in lessons and at playtime. They exhibit a sound sense of justice, particularly for the environment locally and globally. Members of the pupil Eco Committee take their responsibilities very seriously. Examples include creating a refill hub in school for families, recycling materials for art projects, such as their egg-box Christmas tree. Pupils tend and grow fruit and vegetables to use in school cooking projects. The spiritual language used in school motivates pupils to consider how to respond to issues of justice. They choose to 'vow' to make a difference in the world around them and serve others. Teaching in collective worship inspires pupils to act upon their reflections. They stand up for what is right and challenge injustice. For example, pupils wrote to a local councillor about the effect of cutting down trees to produce housing. They remind their families how to look after God's world more responsibly. The values of service and fairness are seen and lived out by pupils at school and at home.

Information

Address	Water Lane, Radwinter, Essex, CB10 2TX		
Date	18 June 2026	URN	115191
Type of school	Voluntary Aided	No. of pupils	150
Diocese	Chelmsford		
Headteacher	Emily Bartram		
Chair of Governors	Paul Allington		
Inspector	Claire Coulson		