

Inspection of a good school: Radwinter Church of England Voluntary Aided Primary School

Water Lane, Radwinter, Saffron Walden, Essex CB10 2TX

Inspection dates:

26 April 2023

Outcome

Radwinter Church of England Voluntary Aided Primary School continues to be a good school. There is enough evidence of improved performance to suggest that the school could be judged outstanding if we were to carry out a graded (section 5) inspection now. The school's next inspection will be a graded inspection.

What is it like to attend this school?

Pupils fully embrace all aspects of this 'family feel' school. Pupils respond well to adults' high expectations. Pupils, including those with special educational needs and/or disabilities (SEND), achieve exceptionally well.

Pupils are safe and bullying is rare. If there are any incidents of unkindness, pupils know that adults will sort it out quickly. A typical view is this is a place where 'everyone is fair and kind and a great place to make friends'. If pupils have any worries, they can talk in 'bubble time' or use their 'talking books' to share concerns.

From the early years and beyond, pupils take part in a wealth of opportunities to enhance the curriculum. All pupils take part in sporting competitions, theatre and orchestra visits alongside a host of clubs that includes coding, film and quidditch.

Taking on responsibilities is a key part of school life. Roles such as 'special friends' in the Reception Year and worship and eco leaders further up the school enable pupils to make a positive difference. Within the community, children raise money for charities, holding events such as cake sales and coffee mornings. Pupils are proud of their school and their achievements.

What does the school do well and what does it need to do better?

Leaders have designed a curriculum from Reception to Year 6 that ensures pupils have opportunities to build on what they already know. All staff are clear about the key knowledge and vocabulary they want pupils to learn and remember. Skilled staff deliver the curriculum consistently well. They model new concepts and knowledge to pupils. Staff

check that pupils have understood the learning before they move them on to new learning. Pupils learn from their 'marvellous mistakes'. Staff know pupils' needs and abilities in detail. Pre- and post-learning opportunities are well matched to ensure that all pupils achieve well. Children in the Reception Year learn specific vocabulary and skills to ensure they are well prepared for key stage 1.

Leaders have developed a reading curriculum that focuses on all pupils having a love of reading. Pupils can read fluently due to all staff knowing how to teach pupils to read consistently well. Daily reading sessions focus on key skills pupils need to learn, such as how to read with expression. Children in the Reception Year can use the sounds they have learned to read and write. Where there are a few pupils who need extra practice, this is planned on an individual or small group basis. Leaders check the outcomes of all pupils regularly so that pupils do not fall behind. To widen their experiences through reading, pupils access books of various genres that depict different people and places.

Pupils with SEND are able to access the same ambitious curriculum as their peers. This is due to staff paying particular attention to the smallest of needs. Pupils use strategies to help them remember the order of their learning. Staff are skilled in knowing when pupils may need a 'mindful' activity to be able to fully focus on their learning. The equal weighting of academic and pastoral support ensures that many pupils with SEND achieve highly from their starting points. However, a small number of pupils with SEND do not attend school as regularly as they should, meaning they could be achieving even better.

Pupils behave exceptionally well. Leaders have provided training for staff so they can ensure that all pupils are ready and able to learn. Minor interruptions to pupils' learning are very rare. If this does happen, pupils are quick to adapt their behaviours and do the right thing. Pupils burst with pride when they are praised. The positive attitudes and strength of character shown by pupils in lessons are key factors in pupils' success.

Leaders have woven the wider curricular opportunities throughout the curriculum to ensure that all pupils benefit. Pupils can learn a brass instrument, perform in concerts and 'Radfest'. They take part in themed weeks, such as science, book and friendship weeks. There are also special days that focus on number, diversity, skipping and safety.

Staff and parents speak extremely highly of the school leadership and ethos. Staff recognise that leaders are considerate of their workload and well-being. They are proud to work at the school. Parents who shared their views would unanimously recommend the school.

Governors have a detailed knowledge of the school regarding the curriculum and wider outcomes. They provide support and challenge in equal measure to ensure that the ambitious expectations for all pupils continue to be achieved.

Safeguarding

The arrangements for safeguarding are effective.

Leaders ensure that all staff have regular training on how to identify if pupils are at risk of harm. Staff are diligent in recording any concerns and communicating these with leaders, however small. Leaders make prompt referrals to external agencies when necessary. Staff additionally support pupils and families pastorally.

Pupils learn how to keep themselves and others safe, including online through the curriculum, and assemblies. They have opportunities to share concerns in class verbally.

Governors ensure that all necessary checks are in place for adults working in school.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- A small number of pupils with SEND do not attend school regularly. The fact they are not in school impacts on the progress they make. Leaders and those responsible for governance should continue actions to ensure that these pupils regularly attend school.

Background

When we have judged a school to be good, we will then normally go into the school about once every four years to confirm that the school remains good. This is called an ungraded inspection, and it is carried out under section 8 of the Education Act 2005. We do not give graded judgements on an ungraded inspection. However, if we find evidence that a school would now receive a higher or lower grade, then the next inspection will be a graded inspection, which is carried out under section 5 of the Act. Usually this is within one to two years of the date of the ungraded inspection. If we have serious concerns about safeguarding, behaviour or the quality of education, we will deem the ungraded inspection a graded inspection immediately.

This is the second ungraded inspection since we judged the school to be good in October 2013.

How can I feed back my views?

You can use [Ofsted Parent View](#) to give Ofsted your opinion on your child's school, or to find out what other parents and carers think. We use information from Ofsted Parent View when deciding which schools to inspect, when to inspect them and as part of their inspection.

The Department for Education has further [guidance](#) on how to complain about a school.

Further information

You can search for [published performance information](#) about the school.

In the report, '[disadvantaged pupils](#)' refers to those pupils who attract government pupil premium funding: pupils claiming free school meals at any point in the last six years and pupils in care or who left care through adoption or another formal route.

School details

Unique reference number	115191
Local authority	Essex
Inspection number	10286246
Type of school	Primary
School category	Voluntary aided
Age range of pupils	4 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	121
Appropriate authority	The governing body
Co-Chairs of governing body	John Reynolds and Helen O'Brien
Headteacher	Emily Bartram
Website	www.radwinter.essex.sch.uk
Date of previous inspection	25 January 2018, under section 8 of the Education Act 2005

Information about this school

- The current headteacher joined the school in September 2021.
- Radwinter Church of England (VA) Primary School has a Christian character. The religious aspects of the school's provision were last inspected in April 2018 under section 48 of the Education Act, 2005. The school's next section 48 inspection will be within eight school years.
- There is a breakfast and after-school club for pupils who attend the school. It is run by school staff and managed by school leaders.
- Leaders do not use any alternative providers.

Information about this inspection

- This was the first routine inspection the school received since the COVID-19 pandemic began. Inspectors discussed the impact of the pandemic with leaders and have taken that into account in their evaluation of the school.
- The lead inspector met with the headteacher, who is also the designated safeguarding leader, the inclusion lead and the key stage one and two leader. The inspector also spoke with a school improvement partner from the local authority.

- The inspectors carried out deep dives in three subjects: early reading, mathematics and history. For each deep dive, the inspector spoke to leaders, visited lessons, spoke to staff, spoke to pupils and viewed pupils' work. The lead inspector also listened to a sample of pupils read to a familiar adult.
- The inspectors viewed a range of documents, including governor meeting minutes and safeguarding records.
- The lead inspector met with the co-chairs and representatives of the local governing body.
- The inspectors spoke to parents before and during the school day. They also considered the 71 responses made by parents to Parent View, Ofsted's online questionnaire, including 71 responses to Ofsted's free-text facility.
- The inspectors took account of the 21 responses to Ofsted's online staff survey. The inspectors spoke to a range of pupils throughout the inspection and took account of the 93 responses to Ofsted's online pupil survey.

Inspection team

Isabel Davis, lead inspector

His Majesty's Inspector

Chris Stainsby

His Majesty's Inspector

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory and Support Service (Cafcass), schools, colleges, initial teacher training, further education and skills, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for children looked after, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email enquiries@ofsted.gov.uk.

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit www.nationalarchives.gov.uk/doc/open-government-licence/, write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: psi@nationalarchives.gsi.gov.uk.

This publication is available at <http://reports.ofsted.gov.uk/>.

Interested in our work? You can subscribe to our monthly newsletter for more information and updates: <http://eepurl.com/iTrDn>.

Piccadilly Gate
Store Street
Manchester
M1 2WD

T: 0300 123 1231
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.gov.uk/ofsted

© Crown copyright 2023