Statutory Inspection of Anglican & Methodist Schools

# Statutory Inspection of Anglican and Methodist Schools (SIAMS) Report

## The Rackham Church of England Primary School

## Vision

"Therefore, encourage one another and build each other up." (1 Thessalonians 5:11)
Working together to be the best we can possibly be.

The Rackham Church of England Primary School provides pupils and staff with opportunities to explore the significance of the Christian faith and values in relation to their own lives and those facing people locally, nationally and globally. We are committed to ensuring that the learning, social and personal needs of all our pupils are met by our curriculum and extracurricular activities.

The Rackham Church of England 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

- A deeply embedded Christian vision drives decision making. It is intentionally acted upon, so that pupils feel encouraged and supported to be the best versions of themselves.
- Care and nurture are grounded in the inclusive ethos and the high priority given to wellbeing. People feel included, valued and that they belong to a deeply kind and welcoming school.
- Pupils are offered many opportunities through the curriculum and collective worship to develop a sense of self and grow spiritually. Positions of responsibility enhance the culture of teamwork, enabling pupils to recognise their personal strengths.
- Collective worship is central to school life, highly valued and creatively developed. Each day begins with a clear message or biblical story rooted in the vision, enriching participants' spiritual thinking.
- Effective leadership of religious education (RE) ensures the subject is highly prioritised and valued. This inspires enthusiastic pupils who engage with the creative approaches to their learning, confidently sharing their ideas and thinking.

## Development Points

- Broaden pupils' understanding of world religions and worldviews through rich learning opportunities that reflect the established approach to Christianity. This is to deepen pupils' religious literacy and understanding of diverse lived religious and non-religious worldviews.

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## Inspection Findings

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| Vision and Leadership<br>Rooted in a deliberately chosen biblical passage, the school's vision guides the daily life of this welcoming school. It shapes an ethos where inclusive relationships are prioritised, underpinned by a guiding principle inspired directly from the passage. Leaders and governors are relentlessly focused on building a confident and coherent community that works together and supports one another. Leaders know their community deeply and respond with a commitment to service and collaboration. As a result, the school brings its vision to life, enabling pupils and adults to flourish as their best selves. Strong partnerships with the diocese and local parishes enrich the school and deepen the outworking of the vision. For example, staff benefit from diocesan training that strengthens the school's work to ensure its vision reflects its community. Consequently, the vision provides a clear strategic direction, empowering school leaders to make decisions that benefit pupils and staff. |
| Vision and Curriculum<br>The curriculum is shaped by the Christian vision, offering challenge and creativity. Shared values are woven through topics and themes, enabling pupils to recognise links between their learning and the school ethos. Leaders, driven by the vision, are passionate about inclusive learning opportunities, shaping bespoke experiences adapted to pupils' individual needs. This enables pupils, including those who are vulnerable or who have special educational needs and/or disabilities, to fully participate in school life. Consequently, pupils learn well because they receive the help and support needed for them to flourish academically. Parents highly value the support available for their children, noting the positive impact it has. Pupil's interests and achievements are nurtured and celebrated through a wide range of learning experiences. Participation in forest school, trips and clubs, deepen their sense of self, inviting them to explore the world around them. These activities supplement the many opportunities for spiritual development, blending deliberately planned moments of awe with ordinary activities. |
| Worship and Spirituality<br>Collective worship offers a daily moment of calm contemplation and community togetherness. Purposefully timed to start each day with a message rooted in the vision, it is highly valued and deeply reflective. Pupils enthusiastically engage with setting out the cross, candle and Bible, ensuring they recognise this time as worship and reflection. One child commented, 'they make it a special time together, so it feels really prayerful.' Careful planning invites pupils to encounter examples of the values in action through biblical stories and learning about inspirational people. Pupils volunteer personal achievements to celebrate each week, drawing on their school and home life. Partnerships with the local church community have been actively maintained during the process of recruiting a priest. For example, clergy from a neighbouring parish have supported leaders in enriching worship, enhancing opportunities for spiritual growth. Well-used reflection areas, such as the 'big question board', offer interactive experiences for deeper thoughts. The use of four hearts to visualise spirituality gives adults and pupils a shared language to recognise their spiritual development. Consequently, they increasingly articulate their own spiritual growth with confidence. |
| Vision and School Culture<br>Influenced by the vision, leaders have created a culture where people are treated exceptionally well. Caring relationships that foster respect are prioritised, encouraging members of the school community to see the best in each other. Adults bring the vision to life by recognising the value and achievements of each person, enabling people to feel valued. This starts when pupils join in the pre-school and continues as children journey through each year group. Pupils encourage one another to be kind and considerate of others, including them in play and resolving difficulties quickly. As a result, there is a deep sense of care and responsibility. An impressive range of support provides a holistic approach to wellbeing and good mental health, helping pupils and adults to flourish. Combined with play therapy, lunch clubs and safe spaces, the school's emotional literacy support assistant offers personalised guidance for pupils. For example, weekly forest school sessions provide targeted opportunities for pupils who benefit from additional pastoral provision. This provides them with a chance to be themselves, connect with others and build their self-esteem in a nurturing environment. Staff |

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| are a closely knit team and enable each other to give their best through an open atmosphere of support. Consequently, people flourish in this nurturing and supportive school ethos. |
| Vision, Justice and Responsibility<br>Encouraged by a deep understanding of the vision, pupils act with responsibility towards others. Leaders promote positive relationships that balance rights with responsibilities, offering pupils meaningful roles across the school. For example, the school council worked with leaders to improve how food waste is collected at lunch times. Resources and learning materials used in lessons carefully reflect the diversity of the school community. Staff appointments, such as a young carers champion, are deliberately made to ensure pupils feel known and heard. Consequently, there are high levels of trust between families, staff and pupils, opening out access to effective support. Pupils learn to understand injustice, take responsibility and influence change in their communities and beyond. For example, participation in the 'Bishop's Lent Challenge' provide opportunities to consider local and global issues of poverty. The school community shows compassion through chances to raise money or collect for charities, such as the local foodbank. As a result, pupils are empowered to act on and respond to concerns that are important to them. |
| Religious Education<br>As a result of expert leadership, RE has a high profile and is both valued and enjoyed by pupils. Diocesan support is used effectively to enable subject leaders to precisely tailor the RE curriculum to the school's context. Consequently, it is well sequenced, offering pupils challenging and relevant content. Lessons encourage pupils to respond to questions through discussion and learn through a range of resources. Increasingly creative responses using drama, artwork, and writing further enhance pupil's enjoyment of RE. Leaders, including governors, monitor and evaluate RE to ensure it meets pupils' needs and school expectations. This informs the strategic direction and identifies priorities for the subject's ongoing development. The depth and quality of learning evident in Christianity are not reflected in the curriculum for world religions and worldviews. As a result, pupils are not as confident in their understanding beyond Christianity. Leaders have identified this as a priority and are reviewing the curriculum to broaden and deepen pupils' religious literacy. |

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National Society for Education
Church of England & Church in Wales

Methodist Schools

## Information

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| Address | Main Street, Witchford, Ely, Cambridgeshire, CB6 2HQ | | |
| Date | 28 September 2026 | URN | 110807 |
| Type of school | Voluntary controlled | No. of pupils | 292 |
| Diocese | Ely | | |
| Headteacher | Georgina Turner | | |
| Chair of Governors | Brian Zielinski-Smith | | |
| Inspector | Philip Asher | | |

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