

Statutory Inspection of Anglican and Methodist Schools (SIAMS) Report

Lawford Church of England Primary School

Vision

Our children know they are blessed and a blessing. We strive to be ambitious for ourselves and each other, have integrity and nurture all.

Lawford 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

- The Christian vision of being ‘blessed and a blessing’ is evident in daily school life. Leadership roles, enrichment opportunities and community activities enable pupils to recognise their value and act as a blessing to others.
- Collective worship is central to school life and shapes pupils’ attitudes and choices. Carefully planned biblical teaching enables them to reflect deeply and apply Christian teaching to local and global issues.
- Pupils are treated with dignity and respect because the Christian vision shapes daily relationships. Those deemed vulnerable are supported quickly and sensitively, enabling them to feel safe, valued and ready to learn.
- Justice and responsibility are embedded across the curriculum and wider school life. Pupils respond to injustice with informed action, including environmental campaigning and ethical decision-making.
- Religious education (RE) is well led and carefully sequenced. Pupils develop secure knowledge across religions and worldviews and show thoughtful understanding when exploring belief and difference.

Development Points

- Embed a shared and clearly understood approach to spiritual development across the curriculum. This is so that pupils consistently experience planned opportunities for stillness, reflection and deeper thinking beyond collective worship and RE.
- Strengthen how governors use the Christian vision to guide strategic decision-making, including the use of pupil voice. This is to ensure that the vision’s influence on pupils’ lived experience is clear and consistent.



Inspection Findings

Vision and Leadership

The Christian vision of being 'blessed and a blessing' is securely embedded in school life. Leaders shaped this vision with a commitment to empathy, responsibility and service. It influences relationships, behaviour and expectations across daily school routines. Pupils understand that they are valued and can use their gifts for others. Leadership roles, enrichment and community engagement enable the pupils to serve and contribute beyond the classroom. A wheelchair awareness day strengthened understanding of difference and deepened compassion. Regular opportunities for responsibility build confidence, integrity and a sense of purpose. Pupils show compassion in practice and treat one another with respect each day. Partnership with the local church strengthens this shared understanding through worship and practical action. Support from the diocese reinforces this work and provides guidance for ongoing development. Governors articulate and promote the Christian vision confidently within school life. However, its influence on strategic decision-making is not consistently demonstrated, including through systematic use of pupil voice.

Vision and Curriculum

The curriculum reflects the Christian vision and promotes ambition for pupils. It benefits them by balancing academic challenge with nurture and encouragement. Leaders design learning to challenge pupils to think critically, work collaboratively and support one another. Opportunities for teamwork and shared problem solving develop confidence and mutual respect. Pupils question, debate and justify their thinking across subjects. Enrichment activities and a wide extracurricular offer extend learning and broaden experience. Such opportunities include clubs that promote wellbeing, numerous sporting opportunities and chance to be involved in decision making across the school. Leaders prioritise the pupils deemed vulnerable for participation in these opportunities. Adaptations within lessons ensure that pupils who have special educational needs and/or disabilities (SEND) can access the full curriculum. Technology is used purposefully to enhance collaboration and remove barriers to learning. 'Lawford families' provide structured opportunities for older and younger pupils to work together and serve one another. These sessions create meaningful moments of shared reflection along with moments of awe and wonder. Whilst spiritual reflection is evident within religious education, collective worship and 'Lawford families', it is not consistently embedded across the wider curriculum. This limits opportunities for reflection and deeper thinking.

Worship and Spirituality

Collective worship is central to school life and clearly rooted in biblical teaching. A recent focus on the story of Daniel enabled pupils to reflect on courage, integrity and standing firm in belief. Pupils apply this learning when discussing fairness and moral choices. Worship is carefully planned and inclusive, enabling participation across all age groups. Provision in the Early Years Foundation Stage introduces reflection in age appropriate ways. Forest Church strengthens spiritual awareness through time outdoors and shared prayer. Partnership with the local church enriches worship through regular leadership and shared celebration. Diocesan training has supported and strengthened collective worship through training those who lead. Pupils engage respectfully and show thoughtful responses during worship. They understand how worship connects to daily attitudes and behaviour. However, governor evaluation is not sufficiently strong and does not consider pupil voice. This means the impact of worship on pupils' attitudes and choices is consistently evidenced.

Vision and School Culture

The Christian vision motivates leaders' actions and expectations, shaping a culture of pupils living and learning well together. This commitment influences daily relationships, where patience, forgiveness and respect are actively modelled. Pupils feel safe because adults respond consistently and thoughtfully to both success and challenge. When difficulties arise, restorative approaches rebuild relationships and strengthen accountability, reinforcing fairness and empathy. Provision for pupils deemed vulnerable is carefully coordinated and rooted in



understanding individual circumstances. Adaptations enable pupils who have SEND to participate confidently in learning and wider school life. Leaders extend this approach to families through an open-door policy and timely support during periods of challenge. As a result, parents feel listened to and reassured. Staff wellbeing is prioritised through clear communication and attention to workload, creating stability. They value opportunities to engage in training and professional dialogue, ensuring that the Christian vision is reflected in daily interactions. This secure culture enables pupils to flourish academically and socially within a community where dignity is actively upheld.

Vision, Justice and Responsibility

Justice and responsibility are embedded across school life and the curriculum. Pupils engage with themes of fairness, stewardship and moral choice through planned learning opportunities. These themes are reinforced in collective worship and applied within daily practice. Pupils respond to injustice with informed and practical action. One such example is pupils writing to the manufacturer of a chocolate bar to encourage them to use ethically sourced ingredients. Others lobby local politicians on local and global issues. Pupils also volunteer to undertake community litter picking in their own time, demonstrating care for the local environment and commitment to stewardship. They understand that protecting shared spaces reflects responsibility towards others. The buddy system enables Year 6 pupils to care for younger pupils with maturity and commitment. Older pupils take their leadership roles seriously and model service for others. All pupil responsibilities across the school are carried out with integrity and accountability. Opportunities to debate ethical issues develop moral reasoning and respectful disagreement. Worship provides a moral framework that strengthens this understanding of justice. As a result, pupils demonstrate responsibility within school and the wider community.

Religious Education

RE is led well with lessons carefully sequenced to build knowledge over time. Subject leadership provides clear direction and regular training that strengthens staff confidence. The curriculum offers breadth and depth across religions and worldviews. This ensures that the pupils develop secure understanding of similarities and differences between and within religions. Such teaching also ensures that pupils can recognise differences within Christianity across the United Kingdom. However, understanding of Christianity across global cultures is less developed. Pupils engage thoughtfully with questions of belief, identity and meaning. Lessons promote respectful dialogue and careful listening. A range of approaches, including drama, art, poetry and music enables the pupils to demonstrate learning in different ways. Pupils approach RE with seriousness and curiosity, reflecting the strength of provision across the school.

The quality of teaching and learning in RE is consistently strong. Lessons are well structured and expectations are clear. Assessment systems support teachers in identifying pupils' developing knowledge and understanding. Digital devices are also used effectively to record and showcase outcomes. Feedback guides pupils to refine their thinking and deepen responses. The work in books demonstrates progression over time, particularly for older pupils where individual books provide clear evidence. For younger pupils, recording is predominantly within shared floor books, where progression is captured collectively rather than individually. Teachers use questioning effectively to extend thinking and clarify misconceptions.

Information

Address	The Avenue, Lawford, Manningtree, CO11 2FR		
Date	12 February 2026	URN	115297
Type of school	Voluntary aided	No. of pupils	347
Diocese	Chelmsford		
Headteacher	Abigail Fairbairn		
Chair of Governors	Karen Livingston		
Inspector	David Huntingford		