

Dr Radcliffe's Church of England Primary School

Vision

Create a community where every individual can live 'Life in all its fullness' (John 10:10)

Dr Radcliffe's 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

- Dr Radcliffe's inclusive Christian vision and values are deeply embedded. They are evident throughout the curriculum, the wide range of extra-curricular activities offered and the opportunities provided for pupils to develop leadership skills. Together these help pupils to live life in all its fullness.
- The religious education (RE) curriculum has been carefully designed and is very well led. This has resulted in a deep interest in religious beliefs and practices among pupils and impressive levels of achievement. Pupils' written work shows strong subject knowledge and clear understanding.
- Leaders' commitment to the wellbeing of pupils and staff is a high priority. Positive relationships and personalised support create a culture that promotes human flourishing for the school community.
- The links between the school and the local parish church and clergy are very strong. This provides regular opportunities for pupils and staff to experience worship in church as well as in school. This helps to strengthen their understanding of Christianity and contributes significantly to their spiritual development.

Development Points

- Develop impactful opportunities for pupils' spiritual development across the whole curriculum. This is to enable pupils to explore and reflect on their own beliefs and viewpoints and those of others.
- Sharpen pupils' understanding of justice through the curriculum and day-to-day life of the school. This is so that they gain a greater understanding of how to make a positive difference in the world.



Inspection Findings

Vision and Leadership

The school's inclusive Christian vision and the values of respect, truth and kindness are deeply embedded. Governors, staff, pupils, parents and carers know them, can articulate what they mean and seek to live them out. Pupils flourish in many ways through the curriculum, extra-curricular activities, collective worship and the school's supportive culture. As a result, the school community is happy and harmonious, built on mutual respect and kindness. Pupils are friendly, confident and articulate. Parents and carers value the positive impact that the school is having on their children's academic, personal and spiritual development. Leaders are approachable, listening to and acting upon feedback. The Oxford Diocesan Schools Trust's (ODST) commitment to inclusivity, abundant living and human flourishing is closely aligned to that of the school. Along with governors and the diocese, they monitor and evaluate the school regularly, providing strong support and clear guidance.

Vision and Curriculum

The school has developed a curriculum that reflects its aspirational vision and that pupils can relate to. It broadens pupils' horizons and helps them become active and socially responsible citizens. The curriculum has been reviewed and updated to ensure that it is inclusive and enables pupils to achieve their best. Learning is further enhanced by educational trips and visits. The wide range of extra-curricular activities provided, and pupils' success in a number of these, is particularly impressive. Teaching staff have begun to consider how to provide clearer opportunities for pupils' spiritual development across the full curriculum. This includes reflections on pupils' beliefs and opinions, and those of others, about a range of topics and issues. However, this has not been fully embedded.

Worship and Spirituality

Daily collective worship is both distinctively Christian and inclusive. Pupils with special educational needs and/or disabilities (SEND) are helped to actively participate. Supported by Bible stories and texts, along with songs, prayers and time for reflection, worship reinforces the school's vision and values. A highlight is the very impressive musical performances by pupils at the beginning and end of whole-school worship. These contribute to the reflective atmosphere as well as celebrating God-given talent. Pupils also contribute to the leading of both class-based and whole-school worship. This is a responsibility that they take seriously and which helps them to reflect more deeply on the worship theme. Links with the local parish church are very strong. Members of clergy, and a team of volunteers from the church, lead worship regularly. This includes an opportunity for pupils to act out Bible stories, which they find particularly enjoyable and engaging. These experiences improve their biblical literacy and contribute to their spiritual development by increasing their understanding of the Christian faith. Local church leaders also facilitate opportunities for small groups of pupils to engage in discussion and guided reflection. This enhances pupils' emotional and mental health as well as their spiritual development. The local church hosts services for the school community each half term to celebrate important events in the Christian calendar. It also hosts school concerts and special events. These valuable connections with the church help to highlight the encouragement and hope that comes from being part of a Christian community. The diocese provides helpful support and guidance for the school regarding collective worship. Governors evaluate the impact of worship through their regular school visits and conversations with pupils and staff.

Vision and School Culture

The commitment to pupils' and staff wellbeing is very strong. Pupils receive personalised educational and mental health support so that they can fully engage in school life. For some, the impact of this has been transformational. This is enhanced by bespoke training for staff and family workshops. Relationships at all levels contribute to the school's positive culture. Dr Radcliffe's has adopted a 'restorative justice' approach to behaviour management, reflecting the importance of forgiveness. This helps pupils to learn from their mistakes and seek reconciliation when relationships are damaged. Activities during break and lunchtimes have been



carefully planned to strengthen pupils' physical and mental health. They help build positive relationships and encourage self-regulation. As a result, pupils' interactions across the year groups are positive and edifying. The school also invests in the wellbeing and professional development of staff. Leaders and governors have created a culture that encourages staff to share feedback, concerns and suggestions openly. Flexible working opportunities are provided wherever possible. Staff are grateful for the support that ODS and governors provide for them. This positive working environment for staff, combined with their high levels of commitment, provides stability and strength for the school. ODS and the governors conduct regular staff satisfaction surveys and use the findings to make further improvements.

Vision, Justice and Responsibility

There are many opportunities for pupils to take responsibility in school and develop their leadership skills. These include house captains, mental health awareness ambassadors, reading leaders, play leaders and the eco club. Pupils take these roles seriously and recognise that they help to build their confidence and develop character. At each key stage, pupils are given the opportunity to engage in the Archbishop of York Young Leaders Award. This is a leadership and character education programme with a focus on community action. The school supports a range of charities, including a local hospice and food bank and Children in Need. This helps pupils develop empathy and put kindness into action. Topics related to equity and justice are included in the school curriculum and in collective worship. These opportunities enable pupils to discuss different viewpoints relating to current affairs and ethical issues. However, pupils do not have a consistently clear understanding of what justice means, particularly on a global scale.

Religious Education

RE is a high-profile subject within the school and pupils recognise its value. They show a deep interest in, and respect for, the religious beliefs and practices of their peers. The RE curriculum has been carefully designed and the subject is very well led and resourced. It is regularly reviewed to ensure that it reflects best practice in RE teaching. Pupils study Christianity as a global faith in depth, along with a range of religions and worldviews. Pupils' questions and discussion are valued in lessons. The curriculum is enhanced through input from visiting speakers representing a range of faiths, including some parents. Pupils found a visiting rabbi's talk particularly memorable and thought-provoking. They also visit a mosque and make regular visits to the local church from the reception year onwards. These talks and visits, and the discussions that they generate, help to deepen pupils' understanding of how faith impacts people's lives. The RE lead and the diocese provide helpful training for the class teachers who deliver RE lessons.

As a result of the well-sequenced curriculum, effective teaching and an inclusive approach to assessment, standards of achievement in RE are strong. The work in pupils' exercise books, and class reflection books, is typically of a high standard. Pupils' written work shows strong levels of subject knowledge and clear explanations. Internal assessment data and monitoring reports reflect this. Pupils talk enthusiastically about their work in RE, demonstrating a good understanding of religious concepts, beliefs and practices. Their knowledge of Christianity is enhanced by topics explored through collective worship. Governors are able to evaluate the impact of RE through a detailed annual report and their own observations and conversations with pupils.

Information

Address	Fir Lane, Steeple Aston, Bicester, Oxfordshire OX25 4SF		
Date	03 July 2026	URN	144186
Type of school	Academy (Former VA)	No. of pupils	195
Diocese	Oxford		
MAT	Oxford Diocesan Schools Trust		
MAT Chair	Kathy Winrow		
Headteacher	Lorraine Wood		
Chair of Governors	Lisa Boote		
Inspector	Andy Yarrow		