

Statutory Inspection of Anglican and Methodist Schools (SIAMS) Report

Fringford Church of England Primary School

Vision

Roots to grow, wings to fly.

Fringford school vision is based on the parable of the mustard seed. 'Jesus told them another parable: the kingdom of heaven is like a mustard seed, which a man took and planted in a field. Though it is the smallest of seeds, yet when it grows, it is the largest of garden plants and becomes a tree, so that the birds come and perch in its branches.' Matthew 13:31-32

Fringford 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 deeply embedded Christian vision, accurately reflecting the school's context, is understood and lived out by staff, governors and pupils. Consequently, pupils and adults flourish because they are welcomed, known and valued as individuals.
- Caring leadership drives a strong culture of nurturing which is grounded in the school's Christian vision. This fosters high aspirations across the school community, with a strong emphasis on mental health and wellbeing support, empowering pupils to thrive.
- A strong sense of responsibility to one another and to the environment permeates through this small rural school. This flows from the Christian vision creating a school community who live well together, sharing in each other's successes and challenges.

Development Points

- Enhance the way the religious education (RE) curriculum is sequenced and how leaders' evaluation impacts on this. This is to enable pupils to deepen their knowledge and understanding of diversity within worldviews and faiths, including Christianity.
- Extend ways of encountering spirituality, ensuring focused systems are in place to review its development. This is to enhance the impact of spiritual opportunities within the curriculum on pupils and adults.



Inspection Findings

Vision and Leadership

In this small rural school, the Christian vision unites staff and pupils to be the best they can be. Leaders and staff build strong relationships with families, sharing with them in the highs and lows of everyday life. Motivated by the vision, leaders cultivate a culture where pupils feel accepted, welcomed, and included in the school community. As a result, pupils, including those considered vulnerable, thrive. The Christian vision guides staff in their personal development, with leaders actively harnessing their skills and interests through training. Inspired by the vision, the staff team collaborate to encourage and support one another. Strong partnerships with the diocese provide training and development for staff. This subsequently creates valuable opportunities to connect with other Church schools and share effective practice. Leaders including governors, effectively review and evaluate the impact of the vision. This ensures actions are rooted in the vision, enhancing the effectiveness of Fringford as a Church school.

Vision and Curriculum

The school's Christian vision, rooted in the parable of the mustard seed, actively shapes both the curriculum and its enrichment offer. Leaders have designed the curriculum with careful attention to the school's unique context. As a result, opportunities that broaden pupils' experiences and prepare them for life beyond Fringford are woven throughout the years. Teachers and school staff provide highly inclusive support for pupils with special educational needs and disabilities (SEND), as well as those who are vulnerable. Consequently, pupils settle well into the school community, building the self-assurance needed to embrace opportunities in their new school. Popular forest school sessions encourage pupils to appreciate moments to 'sit, spot, feel and sense'. These support their spiritual development although opportunities to reflect in other curriculum subjects are less well developed. The developing understanding of spirituality is beginning to help pupils and staff express their own spiritual growth. However, leaders' evaluation of the impact of recent curriculum developments on pupils is still at an early stage of development.

Worship and Spirituality

The school's daily collective worship provides valued opportunities to think, pause and reflect as a community. Staff and pupils embrace these moments of stillness amid the busyness of the day to support their spiritual development. Partnerships with the local church and community members introduce pupils and staff to a breadth of styles of worship. An example is the open the book team, who engage pupils in worship through bringing the Bible to life with drama. As a result, pupils and adults have the opportunity to reflect and connect with something much bigger than the things immediately before them. The school successfully cultivates an inclusive ethos in collective worship. This provides enriching experiences that broaden global awareness and are beginning to foster personal reflection. The monitoring and evaluation of the impact of collective worship on pupils and adults' spiritual expression is still in its infancy.

Religious Education

Leaders' recent revision of the RE curriculum enables pupils to encounter a broader and more diverse range of religions and worldviews. The impact of this in terms of their understanding of religions beyond Christianity is still at an early stage. As well as learning about faiths, RE provides pupils with the opportunity to discuss their personal views. This supports the sense of equality and respect for each other, which is evident throughout the school. Pupils enjoy the opportunity to explore RE in creative ways, for example, through art. Reflections on big questions are now helping them to better understand how a range of beliefs affect daily life. However, their understanding of diversity within religions and the varied ways people live out their views is still being developed. Leaders are ambitious to develop RE and have a clear plan in place. The partnership with the diocese, together with the support from the RE leader, is enabling staff confidence in the curriculum content to develop.



Vision and School Culture

A strong culture of building effective relationships with staff and pupils is firmly embedded across the school. This reflects the commitment and vision of its leadership team to see people as individuals, nurturing their skills and talents. As a result, pupils thrive because staff actively reduce barriers to learning. Leaders ensure longer periods of transition to support pupils as they move into school and between classes. These efforts lay the foundation for secure relationships and help pupils reach their full potential. The school nurtures the wellbeing and mental health of pupils such as through specialist support staff. As a result, pupils show resilience to face challenges. Leaders are mindful of the workload of staff, working together as a team to share responsibilities. Leaders enable staff to flourish by strategically investing in training and skill development. Parents value the welcoming presence of staff at drop-off and pick-up times, which encourages informal and supportive conversations.

Vision, Justice and Responsibility

The school upholds and actively promotes a culture of justice and responsibility. Pupils live out the Christian vision by collaborating on meaningful projects such as to reduce energy use in the classrooms. Staff implement the new behaviour policy with its restorative approach, helping pupils learn how to address and overcome injustices within the school. Pupils welcome and support new members of their community with friendship. As a result, they are able to live out the school vision in a practical way for the benefit of the whole community. Through the curriculum, pupils encounter people who have stood up to injustice, and this helps them to challenge injustices in their own lives. Together, they care for their environment, tending to the school pets with curiosity and responsibility. Participation in the school council, eco committee and wellbeing groups help pupils grow in confidence, develop leadership skills and work together to support the school community. These opportunities enable them to recognise the positive difference they can make to others.

Information

Address	The Green, Fringford, Oxfordshire OX27 8DY		
Date	22 September 2025	URN	123102
Type of school	Voluntary controlled	No. of pupils	86
Diocese	Oxford		
Headteacher	Franco Pastore		
Chair of Governors	Meryll Daniell		
Inspector	Rachel Chamberlain		