

Statutory Inspection of Anglican and Methodist Schools (SIAMS) Report

St Frideswide Church of England Primary School

Vision

Train up a child in the way they should go, and even when they are old they will not depart from it. Proverbs 22:6
At St Frideswide Primary School we believe that for children to succeed and achieve throughout their lives they need to have meaningful and exciting learning experiences. We meet children where they are on their learning journey. Nobody is left behind. At the heart of our school are the values of Joy, Courage and Justice. These are combined with our curriculum drivers of Cultural Capital, Collaboration and Curiosity to develop the whole child in their primary years.

St. Frideswide Church of England 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

- Inspired by the vision, dedicated leaders are committed to serving the needs of this diverse school community. This underpins strategy, drives school development and sustains bold decision making to provide equitable support for pupils and families.
- The vision shapes a highly inclusive curriculum that is designed to engage pupils from their starting points. Their commitment to 'nobody being left behind' drives leaders' decisions about the curriculum and guides planning for pupils including those with special educational needs and/or disabilities (SEND).
- Thoughtfully planned collective worship is inspired by the vision and values, gathering the community together. It provides values-rich opportunities for spiritual growth that complement those in the wider life of the school.
- Staff members create a powerful culture of acceptance and belonging built on positive relationships. Pupils and adults are valued, listened to and treated with dignity, enhancing the wellbeing of the school community.
- Justice is at the heart of the school's work on and off-site. It is modelled by adults and explored through collective worship and the curriculum. Pupils understand how to challenge injustice and use their sense of responsibility to help others.

Development Points

- Extend opportunities for pupils to apply their sequential learning in religious education (RE). This is so that they can confidently use their knowledge to articulate their understanding of religions and worldviews.
- Strengthen governor monitoring and evaluation of the impact of the school vision and the RE curriculum on pupil flourishing. This is so that governors know that school development strategies are having the intended impact.



Inspection Findings

Vision and Leadership

Leaders have a very clear and aspirational Christian vision that responds to the school's context. They put positive relationships at the heart of daily life, creating a loving culture of trust and respect. As a result, pupils and adults are valued and encouraged to develop as unique individuals. The highly committed staff team work together to make the vision a lived reality. Leaders model problem-solving resulting in an ongoing improvement cycle. They foster the professional development of staff members. This leads to improvements, such as enhanced provision to meet pupils' individual needs. Pupils learn about how to live out the vision in their daily lives. They do this by exploring how the school's Christian values can impact on the choices that they make. Leaders' living faith strengthens the valuable work staff members undertake to champion the needs of pupils and their families. Governors uphold leaders' commitment to fostering the individual development of pupils and adults. However, robust systems to monitor the impact of the Christian vision and the RE curriculum are not firmly established. This limits the impact of governors' evaluation of this as a Church school.

Vision and Curriculum

Leaders have devised an ambitious, outward-looking curriculum that prioritises access and opportunity for individuals. It is carefully planned to engage pupils from their starting points. Pupils benefit from a wide range of experiences that bring joy and inspire possibilities for hopeful futures. For example, they visit the House of Lords and Christchurch Cathedral, participate in opera and choir performances and learn lacrosse and boxing. Personal development is central to the design of the curriculum ensuring that pupils experience 'fullness of life'. There is a shared approach to lessons across the school which is enhanced by activities on and off-site. For instance, residential visits in Year 3 and Year 4, swimming lessons in Year 5 and a bespoke curriculum for Year 6 transition build up pupils' confidence. Leaders have taken bold decisions to develop an inclusive curriculum. Adults know pupils as wonderful individuals and skilfully support them in different ways. They design and implement carefully tailored flexible programmes to meet specific needs. As a result, pupils are affirmed in their uniqueness and thrive. Opportunities for reflection are embedded across the curriculum, at the beginning and end of each day, in class lessons and at forest school. Staff members encourage pupils to pause and think deeply, on occasions including the preparation of a 'thought for the day'. Consequently, pupils' spiritual development and reflective thinking are deepened.

Worship and Spirituality

Daily whole-school gatherings for collective worship are distinctly Christian and intentionally inclusive. Pupils and adults are encouraged to engage in different ways including leadership roles. This stimulates their spiritual growth. These special times to explore Christian values and Bible texts, sing and celebrate achievements nurture a sense of belonging. Collective worship fosters the spiritual development of pupils and adults through music, stories and quiet reflection. Pupils are invited to connect their experiences of worship to their daily lives. For example, they explore the Bible text Hebrews 13:5 and consider where they can find encouragement in difficult times. Visits to the church for special services strengthen the partnership with the school. As a result, pupils and their families develop a deeper understanding of Anglican traditions and the church year. A shared understanding of spirituality has been developed. It is explored and enriched in class where pupils think about and discuss ideas introduced in collective worship. This extends the impact of collective worship and nourishes the spiritual flourishing of both pupils and adults.

Vision and School Culture

Leaders and staff members share a strong sense of common purpose that is inspired by the Christian vision. This creates a culture that nourishes people's confidence and aspiration. Strategic decisions to maintain a balance of work and home life support wellbeing. Adults are valued and listened to so that their professional development is nurtured. They are compassionately supported, for example, by adoption of the trust's approach to appraisal



and flexible planning, preparation and assessment arrangements. The unwavering commitment of school staff to the common good of the community is exemplary. Staff members know pupils and families well and use this knowledge to nurture their personal development. They also provide vital practical help including clothing, footwear, access to the breakfast club and food bank. As a result, parents, carers and their children understand that they are cherished. Positive relationships at every level, highly skilled school practitioners and support from specialist services foster pupils' social and emotional wellbeing. This means that pupils, including those deemed vulnerable are ready to access learning. Pupils experience and practice restorative justice, they are encouraged to reflect on the impact of their actions on the feelings of others. Therefore, they live well together.

Vision, Justice and Responsibility

The school's Christian vision and values create a respectful culture of justice and responsibility. Pupils take on leadership roles in school, including as peace ambassadors, eco-warriors and worship leaders. They willingly 'buddy-up' with newly arrived peers and understand the importance of providing friendship and help at this time. Leaders are highly motivated to work for equity, ensuring fair access to support and provision for pupils and their families. For instance, they provide school transport, including a bike library and bus pick-up, supporting regular school attendance. Pupils explore their rights and responsibilities through the curriculum and collective worship. They learn about justice, including racism and global impacts of climate change. Pupils understand that if someone else receives something different, it is to meet an individual's specific needs at that time. Pupils use their sense of personal responsibility for the good of others. They speak out about injustice when they see it, for example, challenging the timing of a school event to ensure that it is accessible to all. These experiences strengthen their understanding of issues of justice and foster a commitment to making a difference in society.

Religious Education

Leaders ensure that RE has a high profile across the school. There is a clear plan for teaching about a diverse range of worldviews, including Christianity. The curriculum is well-sequenced. For example, lessons about the Trinity in Christianity build on prior learning about advent and incarnation. This enables pupils to increase their knowledge over time. It is designed to meet the needs of the school community and its enquiry-led approach nurtures pupils' personal growth. Lessons provide opportunities for pupils to explore their own views whilst learning about and respecting those of others.

Leaders monitor pupils' learning in RE to ensure that progress is tracked. Information gathered through assessment informs lesson planning. For example, newly arrived pupils benefit from catch-up tutoring whilst social stories support pupils deemed vulnerable. As a result, lessons are inclusive and pupils are engaged in their learning. Pupils enjoy RE and understand that learning about a range of faiths helps them in their personal relationships in school. However, strategies to enable pupils to apply their learning to secure and deepen understanding over time are less well established. Consequently, the retention and application of knowledge is not consistently evident.

Information

Address	Cricket Road, Oxford, OX4 3DJ		
Date	23 March 2026	URN	144584
Type of school	Academy	No. of pupils	346
Diocese	Oxford		
MAT	Oxford Diocesan Schools Trust		
MAT Chair	Kathryn Winrow		
Headteacher	Hannah Forder-Ball		
Chair of Governors	Clare Sykes		
Inspector	Gillian Scozzafava		