Statutory Inspection of Anglican & Methodist Schools

Statutory Inspection of Anglican and Methodist Schools (SIAMS) Report

Froxfield Church of England Primary and Pre-School

We build a learning community where our children will realise their individual potential. They will develop the value of **love**, having **respect** for themselves, others and God's Earth. Our children will have the **courage** to stand up for what is right and challenge injustice, preparing them as compassionate global citizens of the future.

Froxfield Church Of England Primary and Pre-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 rooted, Christian vision drives leaders' decision making across the school and creates a culture that enables adults and pupils to flourish. It is transforming the lives of pupils.
- Carefully planned worship helps people to feel welcomed, included and inspired, enabling pupils and adults to engage in meaningful and purposeful reflection.
- Leaders actively develop supportive partnerships with pupils and staff, resulting in a caring and inclusive school culture. Pupils and adults are known and feel loved and cherished as individuals.
- Pupils take pride in their roles and responsibilities across the school and show love and respect for one another and their environment.
- Religious education (RE) is highly valued and prioritised. Through enquiry, pupils build respect and understanding of their own and others' beliefs and worldviews.

Development Points

- Strengthen opportunities for pupils to develop a deeper understanding of injustice and inequality, enabling them to respond thoughtfully and compassionately beyond their school community.
- Within RE, extend pupils' understanding of Christianity as a global and culturally diverse faith. This is so that they recognise and value how Christian belief and practice are expressed across different cultures and traditions.

Inspection Findings

Vision and Leadership

The school's Christian vision, rooted in biblical teaching, results in positive and respectful relationships between pupils and adults. This small, rural and close-knit school community is embraced and enhanced through the well-chosen values of love, respect and courage. Leaders make wise and courageous decisions with care. For example, they approached the recent staff restructuring with compassion, dignity and respect for individuals. This is a nurturing community where leaders recognise each person as unique and valued. Pupils are expertly supported by using the school's values to guide their decision making and daily interactions with one another. Inspired by love and respect for each other, new pupils are warmly welcomed, giving them a true sense of belonging. Lives are transformed because leaders are committed to doing what is right for all members of the school community. Governors demonstrate a deep sense of responsibility to their roles and to the school's relationship with the local church. They regularly monitor and evaluate the impact of their work. As a result, the school's vision is lived out consistently, enabling adults and pupils to flourish.

Vision and Curriculum

Leaders are driven by the vision to shape a curriculum that aims to meet the needs of all learners. Older pupils support younger children with reading, creating strong relationships and enhancing emotional and spiritual development. Pupils respond enthusiastically to the well-planned curriculum. Staff are deeply committed to ensuring that pupils realise their individual potential. Pupils who have additional needs are enabled to succeed through carefully adapted provision. Opportunities to debate, reflect and explore personal viewpoints are embedded across school life. This allows pupils to learn how to respect the viewpoints of others, even when they are different from their own. Staff share a strong understanding of spirituality and intentionally planned opportunities for spiritual development are woven throughout the curriculum. During these times, pupils confidently share and record their reflections and responses. Increasingly, spontaneous opportunities for spiritual growth are embraced by adults, which deepens pupils' understanding of themselves, others and the wider world.

Worship and Spirituality

Daily collective worship is the heartbeat of the school. Pupils and staff value worshipping in the church regularly, finding it a place of comfort and familiarity. Pupil worship monitors maturely and skillfully help during this time and add to the welcome that is offered. Leaders plan themes thoroughly, based on key seasons and festivals of the Church year. They use other sources to explore global issues, for example, the plight of refugees. This allows pupils and staff to reflect on significant Christian teachings and their relevance to modern life. Pupils enjoy and value the teaching from clergy, which deepens their spiritual development and reflections. As a result, the close bond is strengthened between the school and the church community. Pupils who have additional needs are sensitively supported during collective worship so that they are included and respond alongside their peers. A range of worship experiences enrich the school's spiritual life, including the regular welcoming of parents. Pupils are invited to contribute their own prayers during these times, encouraging personal reflection. The school's recent 150-year service, attended by the bishop, united the whole school and church community in celebration. The occasion deepened connections and reinforced the school's place at the heart of community life.

Religious Education

RE is given a high priority within the curriculum and staff take pride in providing a range of creative opportunities to develop pupils' understanding. Pupils enjoy their lessons. For example, they take pride in creating Easter gardens, using them effectively to retell the Easter story. Knowledge about Hinduism is strengthened for younger pupils when they make Diwali lamps from clay. Passionate leadership has ensured that the curriculum is balanced, appropriately challenging and carefully matched to the needs of mixed-age classes. It is designed to ensure that pupils, including those who have additional needs, participate successfully and demonstrate their

The National Society Church of England and Church in Wales) for the Promotion of Education is a registered charity (313070) in England and Wales

understanding confidently. Creative tasks, such as making a Seder plate from images during lessons about Judaism, help pupils to explore and understand religious ideas effectively. The diocese provides staff with valued support for curriculum planning, enhancing their knowledge. A strong emphasis is placed on the teaching of Christianity and, as a result, pupils demonstrate a secure understanding of concepts. However, pupils' knowledge of the rich diversity of Christian belief and practice in Britain and around the world is less well developed. This is because the curriculum does not give sufficient focus to this aspect. Pupils broaden and enrich their understanding of a range of world faiths and non-religious worldviews through visits and visitors. These include memorable experiences of a Hindu temple and a mosque, which brings learning to life. Pupils reflect thoughtfully on the similarities and differences between beliefs and understand the importance of showing respect for people from a range of faiths and viewpoints.

Vision, Justice and Responsibility

Leaders prepare pupils to have the courage to stand up for what is right and challenge injustice. As a result, pupils demonstrate a strong sense of fairness within the school community. They encourage one another to resolve disagreements respectfully, ensuring that their voices are heard and valued. Guided by the school's vision, pupils actively promote an inclusive culture in which discrimination is not tolerated. They take responsibility for caring for the environment through initiatives such as litter picking, building bird houses and planting trees to support the local habitat. Pupils benefit from a range of opportunities to make a difference beyond their school. While they are keen to take action, their awareness of the root causes of injustice is less well developed. Therefore, pupils are not fully aware of how they can act to challenge injustices that they see in the wider world.

Vision and School Culture

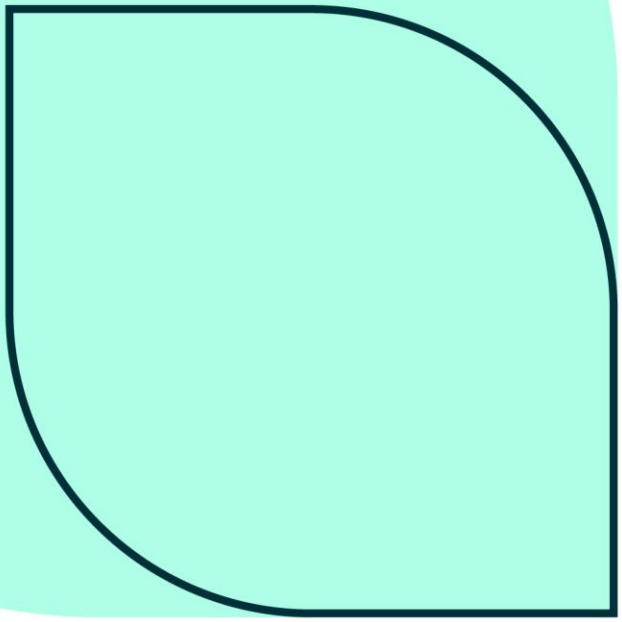
The vision inspires leaders to create a culture where highly positive and trusting relationships between adults and pupils result in exemplary behaviour. Staff consistently model the school's values in their interactions, which embeds the culture of respect and love. Pupils explain that 'no one is unkind because people look for the special qualities in each other'. This is reflected clearly in the way that pupils and adults speak and work together. Relationships between pupils are strengthened through engaging outdoor learning opportunities and collaborative play. Pupils of all ages are encouraged to work together creatively, using a wide range of resources to explore, build and problem-solve. As a result, they develop strong friendships and communication skills, alongside increased confidence, resilience and a willingness to embrace new challenges. Leaders prioritise staff wellbeing and workload effectively through regular professional dialogue, praise of each other and listening carefully to concerns. Thus, the staff form a close and committed team, working collaboratively to support one another and continually strengthening the life of the school.

The National Society Church of England and Church in Wales) for the Promotion of Education is a registered charity (313070) in England and Wales

Statutory Inspection of Anglican & Methodist Schools

National Society for Education
Church of England & Church in Wales

Methodist Schools

Information

Address	High Cross, Froxfield, Petersfield, Hampshire, GU32 1EG		
Date	21 May 2026	URN	116289
Type of school	Voluntary controlled	No. of pupils	107
Diocese	Portsmouth		
Headteacher	Vickie Farrow		
Chair of Governors	Gilly Hollis		
Inspector	Sarah Dunning