

Statutory Inspection of Anglican and Methodist Schools (SIAMS) Report

Frampton Cotterell Church of England Primary School

Vision

‘Becoming the best we can.’

To enable all members of our school community to become the best we can, by being an inclusive, vibrant, aspirational school. Our school is a place where all individuals are accepted, nurtured, encouraged and celebrated. Our vision is rooted in James Martin’s theology that life is about becoming our best selves, through an ongoing process of transformation. As a community we strive to love, learn and grow together, through our school values of thankfulness, hope, honesty, forgiveness, service and justice. We endeavour to ‘think about each other and help each other to show love and do good deeds.’ (Hebrews 10:24)

Frampton Cotterell 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.

Strengths

- Leaders have a clear, strategic plan that prioritises spiritual growth in addition to academic excellence. This ensures that pupils, including those considered vulnerable, are able to thrive.
- The deeply rooted Christian vision drives leaders’ work to ensure the school community lives well together. Through this compassionate and outward-looking culture, pupils and adults flourish in an inclusive environment where they feel free to be themselves.
- The wider curriculum offer is strong and supports the spiritual development of pupils. A shared language of spirituality is widely used and understood. This ensures they can express the impact of opportunities for spiritual development upon them.
- Collective worship is inclusive, vibrant and joyful. Consequently, pupils are engaged and calm, valuing the safe space for reflection and contemplation that is created.
- Religious education (RE) lessons are well-sequenced and varied, motivating pupils to think about their own beliefs and those of others. For this reason, RE makes a significant contribution to their spiritual development, deepening their understanding of a range of worldviews and faiths.

Development Points

- Enhance the impact of governor monitoring of the Christian vision. This is to extend the way it drives the development of this as a Church school.
- Embed pupils’ understanding of restorative justice and how to challenge injustice. This is to enhance the way they actively use their sense of personal responsibility to resolve conflicts with growing confidence and independence.



Inspection Findings

Frampton Cotterell Church of England Primary School has a deeply embedded, loving culture where kindness is central to all they do. This is born out in the actions of leaders and staff who model the vision to pupils with consistent devotion and care. Consequently, the Christian vision is a lived reality for adults and pupils. Leaders monitor the impact of the vision effectively and have a clear roadmap for improvement. It underpins developments in the curriculum and is communicated well to pupils and families. Guided by the vision, thoughtfully considered priorities drive leaders' actions, enabling pupils and adults to flourish. However, the impact of governor monitoring of the effectiveness of the Christian vision is less developed. Careful, bespoke support is planned and implemented sensitively by a cohesive and committed staff. A relatively new senior leadership team has quickly established strong relationships with pupils, staff and school families. Strategic improvements in key areas of the curriculum ensure that the offer to pupils continues to be evaluated and extended. This includes developing the 'Frampton Way' to ensure high-quality teaching is consistent across all Key Stages.

The Frampton Way encompasses both a pursuit of academic excellence and a model of spirituality which is inclusive and understood by pupils and adults. As a result of this, pupils enjoy their learning and can speak confidently about it. Pupils with special educational needs and/or disabilities (SEND) integrate well with the wider school community. Enhanced school provision, known as 'The Nest', provides a nurturing environment for those with specific needs. This ensures they benefit from times with their peers as well as developmental playtimes together. Provision is well-tailored to needs and uses multi-sensory approaches to adapt learning for each individual. Consequently, ambitious and inclusive learning experiences enable pupils to thrive. Leaders strive to ensure the vision provides pupils with a solid foundation to live with integrity and compassion. Pupils demonstrate a mature, respectful approach to views and opinions different to their own. The wider curriculum offer is strong and enriching.

Curiosity and wonder are integral to learning and living at Frampton Cotterell. Pupils have a broad understanding of spirituality. Collective worship is developed in response to pupil feedback. It includes an appreciation of different genres of music and works of art which widen the range of worship encountered. Opportunities to explore Christian traditions in different parts of the world broaden pupils' understanding of different ways to worship. Members of the local church are well-known visitors in school. These visits provide further opportunities for the spiritual development of both adults and pupils, enriching their spiritual growth. Pupils can confidently explain the vision and six associated values through shared Bible stories. Additionally, some pupils and adults recognise the value of prayer and reflection. The use of prayer spaces and the peace garden, support pupils' spiritual development. Through exploring one Christian value each term in worship, pupils make clear links between this and their own experiences. Opportunities to express and celebrate the values in action, bring them to life in ways pupils readily understand. Collective worship is at the heart of school life and is the foundation from which adults and pupils flourish.

Shaped by the vision, a loving and forgiving culture permeates throughout the school. This creates a sense that each day is a fresh opportunity for pupils to become the best they can. Shared areas in school are used effectively to focus on personal growth and celebrate those who demonstrate the values. Older and younger pupils actively share the outside environment, supporting each other well and demonstrating exceptional integration between year groups and key stages. Inspired by the value of service, pupils eagerly participate in reading buddies, peer mentoring and play leader responsibilities. Teamwork in school is strong, consequently, staff feel valued,



appreciating the opportunities to grow in their roles. There is honest and supportive dialogue with senior leaders and an open-door policy which contributes to staff wellbeing. An improving communication between governors and staff leads to a stronger sense of collaboration in developing the vision and values. A long established and growing partnership with local churches strengthens the school's Christian ethos. The pastoral care shown by clergy, and members of the church, provide meaningful encouragement when adults and pupils face challenging times. This is enhanced through the church's provision of pupil mentoring which extends the support that families benefit from. Staff are devoted to caring for the wider needs of pupils and adults. As a result, parents feel listened to and that their concerns are addressed promptly and thoroughly. Inspired by the vision, the school provides strong support in times of need or difficulty. Well-established pastoral structures within school are invaluable in helping pupils and families navigate such times. Parents deeply appreciate the nurture and attention of staff to their children's needs.

Pupils learn about a wide range of cultures and world communities. Staff model Christian values to pupils, enhancing their understanding of need and injustice. Older pupils grow in their confidence and ability to address matters of justice and equality. This is through a year-long opportunity to advocate on behalf of their chosen charity. Pupils make soup for the homeless at Harvest which is one of many loving ways they demonstrate the value of service. Carefully planned opportunities to broaden pupils' understanding of the wider world create a culture of acceptance. Pupils and adults demonstrate that the vision is a strong motivation for love and good deeds that reach beyond the school community. Growing awareness of their own responsibility to be peacemakers in their relationships strengthens pupils' ability to resolve conflicts. Playground and classroom initiatives are being developed and reviewed, enabling pupils and adults to live increasingly well together.

The RE curriculum is diverse and well-sequenced, with a clear progression of knowledge and skills. An effective partnership with the diocese provides valued training which leads to greater staff confidence in RE. The carefully planned curriculum enables the whole school to follow a theme or religion together. The whole-school faith day at the end of each long term expands pupils' knowledge and understanding further. Consequently, they are able to apply their learning through vibrant, shared experiences of a range of religions and worldviews. The broad and relevant curriculum provides pupils with opportunities to explore faith traditions in different parts of the world. This enhances pupils' understanding of Christianity as a living world faith. Pupils speak enthusiastically about their learning in RE and even younger pupils are able to explain theological concepts and vocabulary. Older pupils can compare and contrast beliefs, views and practices. They demonstrate understanding of diversity within religions and the way they are lived out in practice. The broad curriculum ensures pupils are able to express and debate their own developing beliefs in RE lessons with confidence and mutual respect.

Information

Address	Rectory Road, Frampton Cotterell Bristol, BS36 2BT		
Date	1 April 2025	URN	109160
Type of school	Voluntary controlled	No. of pupils	286
Diocese	Bristol		
Headteacher	Deborah Fisher		
Chair of Governors	Andrew Norman		
Inspector	Ruth Williams		