

Statutory Inspection of Anglican and Methodist Schools (SIAMS) Report

Frant Church of England Primary School

Vision

With God's love-we grow in body, heart and mind.

Train up a child in the way they should go and when they are old they will not depart from it. Prov XXII v.6

Guiding values – Respect, Compassion and Perseverance

Frant 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

- A strong and cohesive Christian vision is carefully matched to the school's history and context. It is well known across the school community and consistently lived out. The understanding of 'training', as happens with a plant, is used effectively to maximise growth and flourishing.
- An unswerving focus on inclusion flows through the school. It is encapsulated in the federation vision of developing adults and pupils in 'body, heart and mind'. This means that there is a commitment day by day to no-one being left out and no-one being left behind.
- Exceptionally strong relationships support adults to lead confidently and to inspire their colleagues in school and across the federation. They are also seen in loving nurture for families, engagement with the local community and effective governance.
- Collective worship has evolved creatively alongside the school's shared approach to spiritual development. Pupils and adults are open to reflection and silence which enhances their spiritual growth. This is very well supported through their partnership with the local church.
- The well-led RE curriculum gives adults and pupils the space to discuss their ideas and opinions freely. Pupils are encouraged to explore a range of religious and non-religious ideas, in order to help them to find their place in the world.

Development Points

- Extend pupils' understanding of how they can challenge injustice in the wider world. This is so that they can fully engage with the shared spiritual approach to making a difference for others.



Inspection Findings

Vision and Leadership

A careful consideration of the school's history inspires a Christian vision which has been guiding education for many generations. This can be seen in the Bible verse from Proverbs carved into the building itself well over a hundred years ago. The image of a plant being trained to grow and flourish, through care and nurture, directs school leaders in their actions and decisions. This is a vision, dedicated to finding ways of flourishing for pupils and adults 'even when they are old'. It is rooted in an unremitting commitment to inclusion, so that individuals grow in the ways that are best for them. Partnerships with the Weald Federation and the Diocese of Chichester support the federation vision in growing bodies, minds and hearts. This vision binds its four schools together, whilst requiring that individual vision statements, fit for context, are working well. Strong federation governance ensures that resources are used wisely and equitably. The governor ethos group, in particular, is effective in keeping the Christian vision front and centre of governor monitoring and evaluation. This means that pupils and adults are enabled to flourish as individuals and as a whole community.

Vision and Curriculum

The introduction of a shared approach to spiritual development has resulted in an increasingly cohesive and creative curriculum. This is enriched through a rich extracurricular offer. Pupils see the importance of their relationship to self, others, the world and God. This is because there are intentional opportunities to do so across the whole curriculum. The governors rightly attribute this to the fact that 'nothing in the curriculum happens by accident'. The adoption of visual prompts for spirituality around the school keeps the approach fresh, lively and referenced regularly. The school's deep discussions with the diocese and the local church ensure that its approach to spirituality fit its context effectively. The use of the local church's resources in enriching the curriculum is creative and fruitful. The churchyard is used for 'love your burial ground' visits and for nature trails. Funds raised from concerts in church are used to enable the pupils to engage with professional musicians. Such initiatives are relational, building spiritual understanding, as the school community grows together in body, heart and mind.

Worship and Spirituality

In line with its shared approach to spirituality, the school has embedded consistency across daily collective worship. By doing so, this time in the day has become a valued space for thought, reflection and prayer. Adults and pupils agree that respect is shown for other's beliefs and ideas. There is a clear invitation to say or write prayers, for example, and that pupils understand that 'it is ok not be a Christian'. The exploration and application of the school's guiding principles of compassion, respect and perseverance, is woven through worship. Pupils can explain how these, and other Christian values, guide them now and stay with them after leaving this school. Their parents see the benefits of their children's desire to apply these principles. The pupil group lead celebration worship each week and contribute their own prayers. Themes from the wider curriculum, such as a focus on the environment, are taken up in worship. This helps pupils and adults to focus on their relationship with self, others, the world and God. It grounds the daily time given over to reflection within their own lived experiences. Celebrations of the Church year are times of mutual growth and flourishing for the church and school communities.

Vision and School Culture

The guiding principles of compassion, respect and perseverance, which root the vision, form the basis of inclusion in school. Mutual respect underpins very strong relationships, which are at the heart of the growth and flourishing within the school vision. Parents benefit from lived Christian values, experienced through relationships with the adults in school, so that they and their children thrive. In behaving compassionately, pupils and adults serve each other, recognising the diversity in the people around them. By engaging in the 'amazing me' project, school leaders have transformed how differences are perceived. A range of stakeholders believe



that uniqueness is celebrated even more than previously, as they now see the ‘superpowers’ in each person. Adults are supported, both personally and professionally, saying that ‘we never feel on our own’. School leaders find practical ways to ensure that they provide direction and prioritisation so that staff are enabled within their roles. This includes using the skills found across the federation to support and empower others. As a result, this is a school community where individuals are valued, nurtured and included.

Vision, Justice and Responsibility

Growth in pupils is encouraged as they take responsibility for themselves and for others in their school and their local community. There is a wide range of roles for older pupils, including representing their peers on the school council and acting as worship leaders. They are confident that ‘our voice is heard by adults’ and that they make a difference to their school. Other responsibilities include acting as house captains, buddies, sports captains, play leaders, and library and digital monitors. This means that pupils influence many areas of school life, giving them a sense of pride in helping others. A focus week on the environment has enthused staff and pupils to renew their commitment to caring for their world. They have found new ways to contribute positively to affect climate change and pollution. There is some understanding of why they support educational opportunities in Uganda. In terms of seeking justice for others, understanding is limited to showing kindness and respect and resolving differences. This means that pupils do not fully appreciate their potential to make a difference where injustice and inequity are holding people back.

Religious Education

There is a challenging and relevant RE curriculum in place. School leaders ensure that effective planning supports the curriculum across its schools, driven by the federation subject leader. Training from the diocese has also strengthened and affirmed provision. Ongoing improvement comes from close monitoring and evaluation, including by governors, especially through conversation with the pupils. The recent addition of regular knowledge and vocabulary retrieval has made the ‘spiral’ curriculum even more effective. It also ensures that it is well sequenced and cohesive. There is an appropriate focus on personal development through reflection on ‘big’ questions and on pupils’ own religious and non-religious worldviews. They understand that the curriculum gives them permission ‘to share or not to share’ these ideas. One pupil explained, ‘I talk about my beliefs which are a mixture of Christian and Humanist ideas’. Use of dialogue through activities, such as ranking different opinions or beliefs, helps to develop RE thinking. This feeds into balanced and informed discussions.

Information

Address	Church Lane, Royal Tunbridge Wells TN3 9DX		
Date	24 June 2026	URN	114505
Type of school	Voluntary controlled	No. of pupils	91
Diocese	Chichester		
Federation	The Weald Federation		
Federation Chair	Robert French		
Headteacher	Joanna Challis (executive headteacher) Lauren Beach (head of school)		
Inspector	Virginia Corbyn		