



Farrington Gurney
C of E Primary School

PROSPECTUS 2021/22

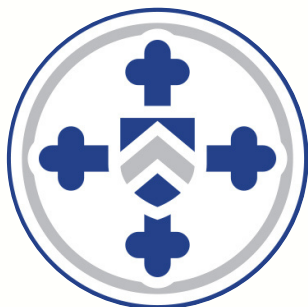


Midsomer Norton
Schools Partnership

www.farringtongurneyschool.co.uk
office@farringtongurneyschool.co.uk



Farrington Gurney Church of England Primary School
Inspiring Learning Together
Executive Headteacher: Dan Turull
Head of School: Andrew Dix



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September 2021

Dear Reader,

Thank you for taking the time to read our prospectus. We hope you find it helpful and informative in introducing our school to you. We would encourage you to come and visit us during a normal working day when you will find the children and staff friendly, welcoming and keen to show you around and talk to you about what we do. You can also see much more of our school at www.farringtongurneyschool.co.uk.

Our school has served Farrington Gurney and the surrounding community for 160 years, consistently producing high standards of education. Our supportive and intimate environment allows children of all ages and abilities to flourish and succeed.

We are able to achieve this because we offer excellent teaching by an experienced and enthusiastic staff team and because we carefully monitor each child's academic and social progress.

"...a caring and happy environment where pupils feel secure."

"...the school's curriculum captures pupils' interest."

(Ofsted 2020)

In addition to this, we have been awarded the Director of Public Health Award and School Games Mark Gold Award, demonstrating our commitment to physical education and healthy lifestyles.

To achieve our successes it is essential to work closely with parents, to build on and extend the foundations that have been put in place at home. Together, we form a powerful alliance in ensuring that all of the children achieve their best, as well as enjoying their time at school.

Dan Turull
Executive Headteacher

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OUR VALUES

At Farrington Gurney Primary School we believe that:

- The first purpose of the school is to promote **learning**.
- The atmosphere which best supports children as learners is **happy, secure** and **caring**.
- Children are entitled to the **support** and **encouragement** which will enable them to **develop throughout their childhood**.
- **Open and trusting relationships** between children, teachers and parents provide a secure framework within which **children feel happy and successful**.
- **Teamwork** and **cooperation** between **governors, parents and staff** is a necessary precondition of providing the curriculum and ethos to which we believe children are entitled.
- **Parents have a crucial role to play in the education of their children** and can contribute in a number of ways to ensure that their child's time in school is a purposeful, happy and successful experience.
- **Praise and reward** are most effective in ensuring **good behaviour**.
- We place a high value on the basic moral standards of **honesty, respect and consideration for others**.
- **Children should learn to take responsibility for their actions**.
- **All children**, whatever their capabilities, **are of equal worth**.
- **Close links with our local church**, St. John's, help to celebrate our church school status.

ABOUT THE SCHOOL

We are proud of our long history and of our position at the heart of the village community of Farrington Gurney. We have served the village since 1852 when the original schoolroom accommodated the whole school. The main building, which was extended in 1894, retains many original and historically interesting features such as a large fireplace and numerous inscriptions, most of which remain as valid today as in the 19th century! As a small village school, the our school roll is usually around 90 children between the ages of 4 and 11. Our Published Admission Number for Reception is 15.

The school enjoys an attractive setting in the village overlooking the playing fields and pleasant surrounding countryside. The premises comprise of two principal classroom blocks. The first of these houses the Reception children in one classroom with the Year 1 and 2 in the other, as well as a lunch servery. This building was rebuilt just over 15 years ago. The Key Stage 2 classes are situated in the original Victorian building, which was fully refurbished in 2013 creating bigger teaching spaces for our larger classes. All children are taught using the latest interactive whiteboards. We are extremely well stocked with technology, having 64 chromebooks for children's use in lessons. In addition to the main classrooms, we have a separate teaching room for either year group or small intervention use.

Governors, pupils and staff, parents, grandparents and others in the community, have contributed time and expertise to transform the playground into an attractive and interesting area. We have recently redeveloped our raised pond and there are planting and seating areas for the children. We are also fortunate to have a plot of land donated for us to use as our class allotments just over the road.



We offer a range of outdoor games and other recreational activities using our playground and also taking full advantage of the village play-park, playing fields, the Memorial Hall and tennis court, all conveniently situated directly opposite the school, which provide invaluable P.E. and Arts facilities for the children. All the children take part in outdoor learning activities on a regular basis, whether this is in the school grounds or around the nearby countryside.



The school is voluntarily controlled by the Church of England and we enjoy very close links with the Parish Church. We joined the Midsomer Norton Schools' Partnership in 2017, a multi-academy trust serving the children in the local area. This brings a wealth of opportunities for our pupils, as well as support from many other local schools.

We also have good, strong links with parents and they give us excellent support - we regard education as a partnership. We have a thriving PTA – the Friends of Farrington Gurney School - and parents are welcomed into school to help children learn and assist in other ways. Standards are high and we have high expectations of behaviour. We have excellent attendance rates, significantly above the national averages. We promote self-esteem – everyone is valued. We reward success and are rewarded in turn by our pupils' positive attitudes to learning and school life. We also welcome and celebrate innovation, initiative and creativity.

Any publication of this type can only aim to provide a flavour of the school or, more importantly, of its children and staff, who are the life and blood of the school. We would, therefore, urge and welcome you to visit us to see at first-hand what we have to offer.

School Organisation

The school is organised in four classes:

- Class 1 - Reception (four and five year olds)
- Class 2 - Years 1 and 2 (five to seven year olds)
- Class 3 - Years 3 and 4 (seven to nine year olds)
- Class 4 - Years 5 and 6 (nine to eleven year olds)

Each class comprises mixed ability children and the class sizes are normally small in comparison to most other primary schools, averaging mid-20s, with a smaller Reception class.

MEMBERS OF STAFF

Executive Headteacher: Dan Turull
Head of School: Andrew Dix

Class Teachers:

Andrew Dix
Kat Glover
Paul Marvin
Heather Mason
Suzanne Shutter

Teaching Assistants:

Sarah Davis
Cathy Gray
Rosie Gunter
Carol Haskins (Higher Level Teaching Assistant)
Rachel Williams (Higher Level Teaching Assistant)

Secretary:

Michelle Hazard

School Meals Supervisory Assistants:

Kirsty Coles
Sarah Davis
Kelly Sheppard

General Kitchen Assistants:

Sue Cooper
Cath Carver
Tracy Eyres

Cleaner:

Kelly Sheppard

Breakfast Club Leader:

Kirsty Coles

THE GOVERNING BODY

Director Appointed: Lena Lovell (Chair)
Emily Horman
Laura Tyrrell (Clerk)
Foundation: Kevin Burnett
Rev Adam Pitt

Community: Sophie Fazzi
Nicky Morton
Parent: Adele Ross
Rachel Gould
Headteacher: Dan Turull
Staff: Carol Haskins

THE CURRICULUM

We offer an exciting, stimulating and challenging curriculum, matched to children's individual needs. Our Schemes of Work cover all the Early Years Foundation Stage areas and National Curriculum subjects and we aim to teach these in a way that is both clear and relevant to the children, bringing traditional subject areas alive and providing an interesting context in which to practise and develop the basic skills. The curriculum is carefully planned to ensure progression and to avoid unnecessary repetition.

The teaching methods we employ vary from whole class to group and individual work. In this way we can choose the most suitable approach for any given teaching aim or activity.

English

We place a very high value on the ability to read, write, listen and speak. Whilst understanding that these are skills which continue to develop way past the primary years, we expect that, by the time they leave us, our pupils should be fluent and committed readers and writers, well able to cope with the demands of secondary education.

During their time with us, we aim to introduce children to a wide range of good quality literature, ensure that they can communicate clearly in written language and feel confident in their capabilities as speakers and listeners. Great emphasis and encouragement is given to reading development at school and we value parental support at home through a shared reading scheme. As with other aspects of children's development, we see this very much as a partnership between home and school.

Each class has a timetabled daily English session through which the curriculum is taught. This usually involves the whole class working on a shared text, grammar and phonic work, followed by guided and independent activities.

Mathematics

We aim for high levels of achievement, with every child numerate, and also to help our children create an understanding of the mathematical world in which they live. We promote a positive attitude and encourage an ability to use problem solving and reasoning skills confidently.

As with English, we teach a daily mathematics lesson using the White Rose mastery approach. The emphasis is on teaching mental strategies and class lessons are very focused, concentrating on teaching basic numeracy skills well.



Science

Children are encouraged to recognise the scientific concepts they have already acquired from their day-to-day experiences. They are helped to extend or modify their scientific understanding through a range of explorations, investigations or discussions.

In the course of their work, children will develop appropriate scientific skills, vocabulary and attitudes, which will enable them to address scientific problems with confidence.



Computing

Throughout the school we progressively develop children's computer skills through a structured scheme addressing the given areas of the National Curriculum.

From Reception class upwards, the children use a variety of computer software, making use of our Chromebooks to access the internet to enhance research and communication.



Religious Education

Religious Education is taught in accordance with the syllabus agreed by the Diocese of Bath and Wells. As a church school we value our links with our village Church, St. John's.

We seek to give the children an understanding of our Christian tradition and empathy for the other cultures and faiths that exist beyond our local community. We welcome and promote links which enable us to do this.



Design and Technology

Design and Technology is an integral part of work in each class and children are encouraged to investigate familiar situations as starting points for design and to use a variety of media in creating them. This subject incorporates the development of skills and understanding through a variety of hands-on activities including cooking, clay, textiles, modelling and construction kits such as Lego and Duplo. Through this area of the curriculum, children grow in self-confidence and develop a sense of achievement through the practical realisation of their own ideas.



Geography

We help children to develop their geographical skills through fieldwork and classroom based activities, usually by way of projects in which they are given opportunities to study places and geographical themes. For many children the area in which they are brought up will be the most significant to them for the rest of their lives, therefore its study is one of our key starting points.

We also encourage them to experience the wider world by planning appropriate visits. The children are taught how to acquire information and are helped to develop skills that enable them to interpret the knowledge gained.

History

We help the children develop a sense of identity through learning about the development of Britain, Europe and the world, and introduce them to what is involved in understanding and interpreting the past. Through many sources, such as local records, objects, photographs, adults talking about their own past, museums, paintings, films, buildings etc. We hope to arouse the children's interest, and help them to understand the present in the light of the past.



Art

We develop pupils' confidence and pleasure in art, craft and design, stimulating their imagination and inventiveness through a range of activities. They develop ideas from a variety of starting points, working with a wide range of materials.

Music

Each class has a music lesson timetabled weekly, where they listen, perform and compose. Various musical events are held throughout the year, most notably concerts and music festivals, where every child is given the opportunity to take part. We believe that music is an enjoyable and worthwhile activity for all children.



Physical Education

Physical education is of huge importance to each and every child at our school. All classes have a balance of Dance, Games, Gymnastics and Athletics sessions, with the children taking part in physical activity every day.

We use the Memorial Hall for indoor PE lessons, and the playground, recreational fields and tennis court for outdoor sessions.

Children in both Key Stages 1 and 2 also take part in swimming lessons, with top-up lessons available for any child who is unable to swim 25 metres by the end of Year 6.

We enter a wide range of local sporting tournaments and festivals, always being competitive as one of the top small schools.



Personal, Social and Health Education (PSHE)

We actively promote:

- Personal, Social and Health Education, including Sex and Relationships and Drug Education
- Healthy eating
- Physical activity
- Emotional health and well-being

We have built on this strong foundation by utilising, in line with other primaries in the MAT, the Jigsaw Education scheme.

Each class has timetabled, structured PSHE sessions, allowing time for pupils to discuss and share ideas on issues that affect them as they grow up.

The Relationships and Sex Education (RSE) Policy is revised annually by the governing body, and delivery is a statutory obligation. We hope to prepare children for changes in their development at various stages of their Primary school life.

Our RSE curriculum is taught through Jigsaw, and where necessary we compliment this through use of professional such as our School Nurse and PCSO. We update parents annually on our RSE offer, especially the Sex Education element.



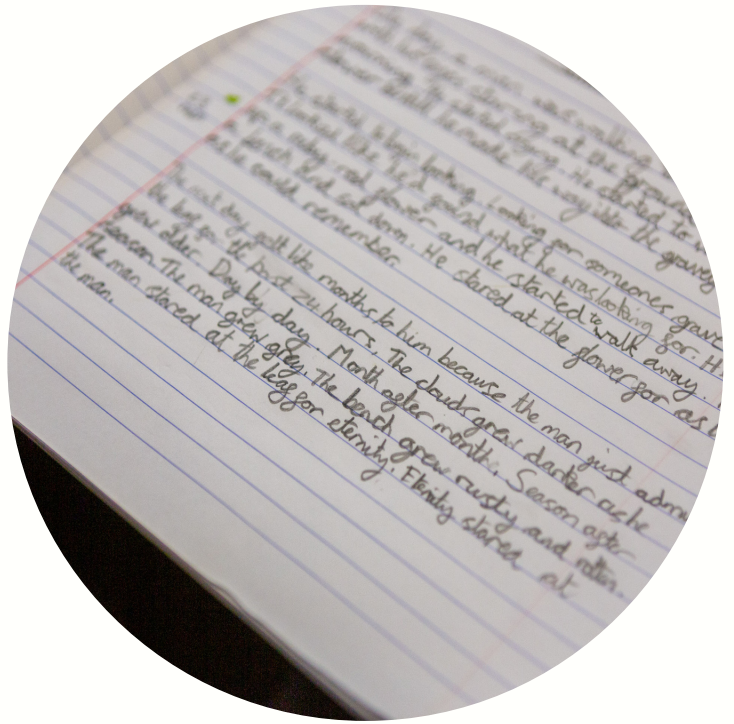
Collective Worship

We hold a daily assembly which is broadly Christian in character and comprises a song or hymn, a prayer or a period of contemplation, and a Bible (or other relevant) story, or some other focus which serves to illustrate a facet of the values we are trying to promote. These may be conducted by the SLT, Reverend Pitt, a member of staff or a visiting speaker. We have regular whole school assemblies in the village Memorial Hall, to share and celebrate as a whole school community. Parents and friends have an open invitation to join us for this, and see their children show their work.

While we intend that our approach should be inclusive, parents who wish to withdraw children should discuss the matter with the Executive Headteacher.

Homework

We hope children will be motivated to choose to continue work from school at home, developing what they have learnt in their lessons. Parents are encouraged to support us in this, and help their children to learn, as a strong and positive partnership between home and school provides the most secure basis for each child's educational development.



Pupil Assessment and Reports to Parents

Teachers make regular assessments about how children are progressing in relation to National Curriculum targets. These assessments help to identify children's strengths and weaknesses and in deciding what a pupil's next steps in learning are.

There are opportunities for parents to discuss their children's progress once a term, while classrooms are open once a week for parents to come and look at their child's work.

At the end of the Summer term, all parents receive an annual written report which outlines their children's achievements in all subject areas. Parents of Year 2 and Year 6 children will also receive the results of statutory assessments (SATs). In addition, we keep all work throughout the year as evidence for each child, levelled and annotated, open to children and their parents.

Extra-Curricular Activities

Extra-curricular activities are important and we believe a great deal of learning takes place beyond the classroom. All of our teachers engage in out-of-hours learning for our pupils and, throughout the year, we run a wide variety of after school activities. These change according to the interests and enthusiasms of children and staff. Examples of these are: allotment, art, athletics, choir, cookery, cross-country, drama, football, Lego, multi-sports, walking, rugby and cricket.

There is an outdoor activity residential visit planned for Year 6 every year. We use PGL as our provider this year, with the children attending their Little Canada.

Special Educational Needs & Disability

We ensure that all children receive a broad and balanced education and that pupils with Special Educational Needs and Disabilities (SEND) have access to the Early Years Foundation Stage and National Curriculum, adapted to suit their needs.

Special needs are identified in a number of different ways, including the use of Early Years Foundation Stage data, Statutory Assessment Test results and professional judgement, in conjunction with the specific criteria laid down in the SEND Code of Practice. It is sometimes the case that a child might experience difficulties in one or more areas of the curriculum during their school life. If this happens the child will be put onto the SEND Register. Each child identified with SEND will have their own Single Support Plan to help them overcome their difficulties in a structured way. In some instances, the school will apply for extra funding through an Education Health Care Plan.

Parents of children who are receiving this help will be kept fully informed through regular meetings with the teacher to review progress and set targets. We access the support of a team of external agencies, including Health and Social Services, Educational Psychologists, Speech and Language Therapists and Specialist Behaviour Support, all of whom are available to advise us on any specific problems. We also have excellent links with the local secondary schools to make school transfer easier.

The SEND budget is not separated out from the main school's budget, except where children have an Education Health Care Plan, when they currently receive extra funding from the Local Authority to provide them with extra support. We have many resources to support the children with SEND but our main resource is the staff, all of whom are committed to helping and supporting all children, enabling them to realise their full potential.

It is worth noting that the school site is split-level and, as such, would be unsuited to children with certain physical disabilities. Please contact the school for further advice.

PARENTS AND THE SCHOOL

Admissions

The majority of children start primary school in the September after their fourth birthday. Admissions are undertaken through Bath and North East Somerset council, although in-year transfers are dealt with directly by the school as part of the academy trust.

To ensure a smooth transition from home to school we arrange a meeting and a series of afternoon visits for new Reception children and their parents in the summer term prior to entry.

In September, children begin school on a part time basis for the first few weeks. We normally expect children to be attending on a full time basis by the third week of school, but it is occasionally more appropriate for pupils to continue part time.

There are often spaces in other year groups for children who move to the area or who wish to change school. An appointment should be made to visit the school in the first instance and then an application can be made as above.

Behaviour in School

We expect a very high standard of behaviour in school. We believe that praise and reward, not punishment and criticism, are more effective in encouraging good behaviour, and we are keen to promote a positive and happy community atmosphere. We use a set of six Golden Rules to support us in this:

We are gentle; we do not hurt others
We are kind and helpful; we don't hurt anybody's feelings
We listen; we don't interrupt
We are honest; we don't cover up the truth
We work hard; we don't waste time
We look after property; we don't damage things

Children who choose not to behave will be subject to simple, clearly understood sanctions.

Parents are called in to meet with their child's class teacher if there are concerns. The Midsomer Norton Schools' Partnership operates an exclusion system for serious or persistent offenders but we have always been able to overcome difficulties through working with parents to achieve a resolution.

Safeguarding Procedures

The Children Act 1989 provided a new framework for the care and protection of children where all children have the right to grow up unharmed, to have the opportunity to develop fully and to have their basic needs met. The school staff have the day-to-day contact and knowledge of children in their care and therefore have an important role to play in recognising and taking the appropriate action in safeguarding children's welfare. All are aware of our Child Protection procedures which have been developed and agreed by all local agencies. Child abuse is a particularly sensitive issue for everyone involved and draws on strong feelings and emotions.

However members of school staff are required to report, in line with procedure, any situation where abuse is suspected.

It is hoped that by including Child Protection in our curriculum we will be able to develop in children the confidence to voice their feelings or fears and the ability to deal with a range of situations.

Parents may seek advice and guidance from the Trust Education Welfare Officer, or contact the Social Services Department directly if they feel it necessary.

Friends of Farrington Gurney School

Farrington Gurney has a lively and active association called the Friends of Farrington Gurney School. All parents are automatically members and at the Annual General Meeting a committee is elected to organise events both of a social and fund raising nature. Events like the Easter Egg Hunt, Christmas Fair and Quiz Night provide funds to purchase items for use by all children at school.

In recent years the "Friends" funds have contributed to the refurbishment of the pond, the construction of an outdoor classroom, provision of playground equipment, enhancing the school's reading scheme and contributing towards the costs of school trips.



School Uniform

Either a white shirt, a white blouse or a white polo shirt with or without the school logo on can be worn. If you prefer your child to wear a dark blue polo shirt then they may do so.

Navy blue school jumper or cardigan with the school logo on.

Grey or black trousers, skirt or shorts, black shoes with black, grey or white school socks, or black or grey tights. Blue gingham summer dresses can also be worn.

For P.E. every child should wear a t-shirt with the school logo in house colours. Hoodies are optional; children can wear a school jumper or other plain hoodie for P.E. lessons if not. Trainers are preferable to daps.

All our uniform can be purchased through Norton Sports and Camping, 77 High Street, Midsomer Norton. Tel: 01761 418972.

Jewellery should not be worn to school. If children have pierced ears they are only to wear studs, for safety reasons.

Welly Boots: As children frequently go to the field, they will need a named pair of wellies in school.



Visits to the School

We welcome visits to school from prospective parents. Individual tours of the school can be arranged through the office and are usually conducted by Mr Turull or Mr Dix.

GENERAL INFORMATION

Access to Information

Parents are kept informed about school activities via newsletters, the website - www.farringtongurneyschool.co.uk or our twitter feed @FGprimary. Further information about the school and school policies are freely available from the school office.

Charging for School Activities

The school follows the provisions of the Education Reform Act 1988 in that no charges are made for activities that are directly related to the requirements of the National Curriculum. However, the school reserves the right to make a charge for certain optional activities such as musical instrumental tuition and certain residential or leisure activities. It may also ask for contributions from parents in support of any activity organised which incurs a cost such as cooking, school trips etc.

Complaints

As a school we welcome the opportunity to investigate and resolve any problems that people have. In this way we can demonstrate our commitment and determination to provide the best for all the children in our care. Parents who have a concern should initially discuss the matter informally with the class teacher, but if this cannot be resolved should make an appointment to see the Executive Headteacher. If you are not satisfied with the outcome of this discussion then details of the official Complaints Procedure can be obtained from the school office or on our school website.

Midsomer Norton Schools Partnership

On April 1st 2017 we joined the Midsomer Norton Schools Partnership. As such we work together with the other schools within the partnership to improve the outcomes for our children and to exchange expertise with professionals in both the primary and secondary sector.

Whilst being an integral part of the partnership, we also pride ourselves on the unique child-centred nature of our small school.

Registration and Absence from School

The attendance register has to be marked at the beginning of the morning and afternoon sessions. When children are not present at school we have to distinguish between authorised and unauthorised absence. We therefore need to know in advance, if possible, when children have dental and medical appointments. We also need a note of explanation, telephone or direct message when a child has been away sick.

Holidays in term time

As with all schools in the Trust, we are unable to authorise parents taking children on holiday during school term time unless there are exceptional circumstances. Research shows that there is a direct link between attendance and academic performance.

School Hours

The school day for children commences at 8:45am and ends at 12:00pm for the lunch break. Afternoon school is from 1:10pm until 3:15pm.

Breakfast Club

Breakfast Club runs every day from 8.00am-8.35am. Children enjoy a variety of breakfast foods and socialise with their friends before school.

£3.50 per session (£2.50 per additional sibling), payable in advance via ParentPay – an online payment site which is used across the Trust schools.

School Lunches

Lunches are currently supplied by the Midsomer Norton Schools' Partnership and cooked at Longvernal Primary School Kitchen. Children have a choice of main course (meat and vegetarian options – vegan on request) and pudding. KS1 and Foundation Stage meals are supplied for free. The cost for KS2 lunches is £2.60 per day - meals are ordered through ParentPay.

As a Healthy School, we encourage all children to eat healthily: packed lunches should include fruit and exclude fizzy drinks, sweets etc.

Free School Meals

Parents who are in receipt of Income Support or Job Seekers Allowance (Income Based) may be entitled to receive Free School Meals. If you wish to take up this entitlement please see the School Secretary in the office. It is important to the school that you take up your entitlement as there is a budget for Pupil Premium linked to this, equating to £1,320 per pupil, aimed at supporting their learning and well-being in other ways.

Term dates
Academic Year 2021/22

Term 1

Thursday 2nd September to Friday 22nd October 2021

(Inset Day 1 - Thursday 2nd September 2021)

(Inset Day 2 - Friday 3rd September 2021)

(Inset Day 3 - Friday 22nd October 2021)

Term 2

Monday 1st November to Friday 21st December 17th 2021

Term 3

Tuesday 4th January to Friday 18th February 2022

(Inset Day 4 - Tuesday 4th January 2022)

(Inset day 5 - Wednesday 5th January 2022)

Term 4

Monday 28th February to Friday 8th April 2022

Term 5

Monday 25th April to Friday 27th May 2022

Term 6

Monday 6th June to Thursday 21st July 2022

National Bank Holidays:

Monday 27th December 2021

Tuesday 28th December 2021

Monday 3rd January 2022

Friday 15th April 2022

Monday 18th April 2022

Monday 2nd May 2022

Thursday 2nd June 2022 (Moved from the original date)

Friday 3rd June 2022 (Moved from the original date)

Monday 29th August 2022

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