

Statutory Inspection of Anglican and Methodist Schools (SIAMS) Report

Farrington Gurney Church of England Voluntary Controlled Primary School	
Address	Church Lane, Bristol, BS39 6TY

School vision

A place where all can flourish, find fulfilment and live life in all its fullness. John 10:10

School strengths

- Leaders have reshaped the Christian vision enabling all to have a greater understanding of its significance whilst addressing local needs. As a consequence, pupils and staff are treated well.
- The Christian vision is effective in giving direction to improvements. This is particularly evident in developing pupils’ attitudes and behaviour and meeting differing social and emotional needs. It creates a warm, inclusive community.
- Leaders bring enthusiasm, raising the impact of this Church school. They work as a cohesive team, recognising and growing talent, resulting in flourishing for all.
- Collective worship plays a major role in deepening pupils’ understanding of the vision and what it looks like. The relationship with the church is a strength, adding variety to worship and enabling pupils’ understanding of Christian festivals.
- Religious education is well designed to provide a relevant, engaging curriculum. As a result, pupils enjoy their learning.

Areas for development

- Encourage and support pupils’ independent opportunities to be agents of change, broadening their understanding of justice and responsibility.
- Enhance opportunities for spiritual development across the curriculum so that it can be recognised in all aspects of learning.
- Embed and extend opportunities within the curriculum to understand Christianity as a diverse, global faith.

Inspection findings

The Christian vision of Farrington Gurney School has every pupil as its focus, leading to a warm, welcoming and inclusive school. The biblical text relating to 'life in in all its fullness', fosters opportunities for all pupils and adults to flourish. The wide range of educational experiences provided, including extra curricular clubs, build the foundation of a happy childhood. Leaders talk about each opportunity being like a drop of water that 'fills up their cup'. Pupils relish these enrichment opportunities, through sport, music and art. Consequently, they are pleased to be in school. Staff work alongside pupils to enable them to face challenges and difficulties. There are numerous examples of the transformational effect the school has had, but each is unique to the needs of that young person. Pupils leave this small primary school having grown in confidence. They talk about the Christian values that inspire them and equip for the challenges ahead.

Staff recognise that this is a place where they feel privileged to work as they are empowered, trusted and respected. The staff feel they all have a voice and find 'fulfilment'. They flourish, both personally and professionally, as a result of the outliving of the vision. They recognise the opportunities at Farrington Gurney have built their confidence and allowed them to be themselves. Staff spoke passionately about the care and compassion shown to them as individuals. Examples given include the recent floods as well as other circumstances.

'Justice', 'responsibility', 'compassion' and 'koinonia', meaning community, are school values that pupils are increasingly acting upon. Pupils are aware of issues within the world through collective worship. Consequently, some pupils showed initiative and raised awareness to the wider school, raising funds. Others have engaged in litter picks and written to the local MP about the speed of cars around the school area. This resulted in road safety measures being installed outside the school.

The school works closely with Midsomer Norton Partnership Trust, its associated schools, the diocese and the local church. These relationships provide professional development, spiritual and emotional support, as well as highly supportive connections to enhance learning. Church partnerships result in children experiencing different styles of worship and celebrate events in the Christian calendar. The termly café service for parents, led by the vicar and pupils, is well attended and highly valued by parents. Parents look forward to these times when the wider community can come together.

The governors work in collaboration with leaders, keeping the vision central to the strategic direction for the school. Some are also involved on a practical level on a weekly basis in collective worship. They ensure church school development is a vital part of the school progress, meeting regularly to support and challenge leaders. Their monitoring regime has resulted in changes to class worship tables as well as developing a shared understanding of spirituality. Governors were integral to the development of vision and values, resulting in the 'CARE' acronym which links Christian values to those of 'compassion', 'agility', 'responsibility', and 'engagement'. Clearly displayed throughout the school, the vision can be seen in a manner accessible to all. A tangible outworking of the vision can be seen in the behaviour policy, recently re-written to reflect their meaning for pupils, staff and parents. Parents can see the impact of these changes more widely as pupils talk about the values at home.

Parents are familiar with the vision as they were part of its recent development. They comment that it is woven into everything their children do and impacts positively on behaviour, at school and home. Parents value the weekly 'Thought of the week' on newsletters as it helps to keep the values alive, reinforcing the

vision. Relationships are seen as a priority of the school's ethos. Parents appreciate that staff are approachable and know families well, they talk of 'all looking after each other'. Parents rightly know their children are safe at Farrington Gurney School. The open and supportive culture of the school means that it has become the school of preference for many families. This is irrespective of whether they are seeking a Christian foundation. The growth of the individual in a caring Christian community, that seeks to bring fullness of life for all, is clearly evident and highly valued by parents.

Daily worship ensures that core Christian values are integral to the school day and promote 'life in all its fullness'. Through worship, adults and pupils are reminded that they are part of a larger community rooted in God's love. The inclusion of a welcome, lighting of candles, and prayers create a structured and meaningful experience. This structure enables pupils to worship in different places. The inclusive nature of worship allows pupils the time and space to think, reflect, and ask questions. One child said, 'It is a time to relax and connect with God.' Leaders regularly reflect on the impact of worship. They make necessary adjustments to plans ensuring that collective worship remains relevant and accessible to all pupils. As a result of pupil conferencing and monitoring by the vision and values team, class worship spaces have been developed. An example of this is the class worship tables where pupils are now beginning to share their reflections on the termly value. 'I persevered with swimming to get to the next group,' was one comment written by a pupil.

The curriculum, supported in its development by the trust, encourages pupils to flourish in their learning and use knowledge wisely. Although the curriculum encourages curiosity and ability to reflect, particularly in RE, other opportunities to develop spirituality are not yet fully developed. This limits deeper exploration of spirituality. Pupils talk about the experiences they have in the outdoors however they are not able to articulate these as spiritual moments. The RE curriculum is carefully planned so that pupils explore a range of religious worldviews, including Christianity. Pupils engage with non-religious worldviews as part of the RE curriculum. As a result, they are respectful of difference and diversity and talk about the importance of studying a variety of faiths and beliefs. Leaders ensure that RE is a priority in the curriculum through appropriate support and training for the RE lead. Consequently, pupils access resources and a curriculum that is regularly reviewed alongside a well-trained staff team. This support also empowers the RE lead to share good practice beyond the school in the wider trust.

The inspection findings indicate that Farrington Gurney Church of England Voluntary Controlled Primary School is living up to its foundation as a Church school.

Information			
Inspection date	28 February 2024	URN	144281
VA/VC/Academy	Voluntary Controlled	Pupils on roll	99
Diocese	Bath and Wells		
MAT/Federation	Midsomer Norton Schools Partnership CEO Alun Williams		
Executive Headteacher and Head of School	Dan Turull (Exec. Head) Andrew Dix (Head of School)		
Chair	Laura Tyrrell		
Inspector	Jane Gascoigne	No.	2226

