



CHURCH OF ENGLAND  
ARCHBISHOPS' COUNCIL  
EDUCATION DIVISION



The **Methodist Church** 

## National Society Statutory Inspection of Anglican and Methodist Schools Report

### Farrington Gurney Church of England Primary School

Church Lane  
Farrington Gurney  
Bristol  
BS39 6TY

**Previous SIAMS grade:** Outstanding

**Current inspection grade:** Good

**Diocese:** Bath and Wells

Local authority: Bath and North East Somerset

Dates of inspection: 22 June 2016

Date of last inspection: 11 July 2008

School's unique reference number: 109192

Headteacher: Daniel Turull

Inspector's name and number: Muriel Griffiths NS268

#### School context

Farrington Gurney School has 95 pupils on roll who come from the local area. The proportion of children with learning difficulties and/or physical disabilities is below the national average and so is the proportion of pupils who are eligible for additional government funding known as pupil premium. The majority of the pupils are white British. Since the previous inspection, the school has had a period of significant change. The school is no longer in collaboration with another local school and a new headteacher has been in post for just over a year.

#### The distinctiveness and effectiveness of Farrington Gurney as a Church of England school are good

- An explicit set of core values is rooted in Christian teaching and becoming increasingly central to the life of the whole school community and results in a learning community entirely focused on the well-being of all.
- Matters of faith and belief are an important aspect of the life of the school and through an atmosphere of trust and respect children are confident to express their views and opinions.
- Exceptionally close relationships between school and church give the whole community opportunities to come together and provide mutual support for each other.

#### Areas to improve

- Ensure that the skills of leaders develop so that they have the capacity so effectively monitor and evaluate and build on the impact of the school's Christian distinctiveness.
- Use the school's Christian values to promote pupils' spiritual development so they develop a greater ability to reflect on their learning and personal development.
- Provide greater opportunities for the whole school community to be involved in monitoring and evaluating the daily act of worship in order to discover its impact on the school and so identify future improvement to enhance this impact.

## **The school, through its distinctive Christian character, is good at meeting the needs of all learners**

The impact of the school's distinctive Christian ethos is good because the core Christian values make a difference to significant aspects of the life of the school. They are becoming increasingly integral to the children's learning. For example, children explain that 'endurance is the value that helps us to work hard in school'. Values are explored in depth from a Christian perspective through collective worship and as an integral part of the curriculum. They are reinforced by the example set by adults in school. These values have a strong impact on pupils' academic achievement, personal development and well-being, ensuring that their progress is good. Rigorous monitoring of achievement enables early intervention to ensure that all needs are met, so demonstrating love and care for each individual child in school. Pupils say that the Christian values 'are special to Christians' and come from the Bible. Pupils learn in a safe and secure environment where they learn to reflect on their own attitudes and conduct. The school has recently introduced a shared policy on behaviour management which is understood by the whole school community. Children talk about the importance of the values of respect and consideration and how they help their behaviour to improve. On the day of the inspection, behaviour in classes and around the school was seen to be good. Most parents feel that behaviour has improved as a result of the new approach. Children feel valued and special as a result of the school's strong emphasis on the Christian values that underpin its daily life. The chosen core Christian values, three of which are peace, hope and compassion, are well known to the children and adults in school. They are used as an everyday part of the language of the school and inform approaches to learning and dealing with relationships. The school's vision, 'coming together in God's love: to learn, to work, to love and grow' means that children interpret these values to help them in their daily lives. Children's understanding of the core values contributes to the positive school environment in which children feel confident to share their views and opinions. This was evident on the day of the inspection in a religious education (RE) lesson when children read Bible stories relating the miracles of Jesus. Lively discussion in groups followed, giving children opportunities to share their thoughts and beliefs. The school's Christian ethos has a clear message of kindness, support and encouragement to pupils. As a result, pupils clearly enjoy coming to school and this is reflected in their very good attendance. They are proud of their school and enjoy talking about what they are learning and the many activities that are provided for them. The wide range of activities means that pupils grow spiritually, morally, socially and culturally. The school does not specifically plan for children's spiritual development across the curriculum. Reflective areas have been established around the school but a clear understanding of how they can be used to promote spiritual development has not yet been fully realised. Pupils come to an understanding that Christianity is a multi-cultural faith through the weekly act of worship called 'Newsround'. This provides opportunities for children to consider stories from around the world. The school provides many opportunities to help children's awareness of those in need. As a result, pupils are active in charitable activities which demonstrate that they want to help to make the world a better place. Pupils gain a wide knowledge of different cultures through learning about major world faiths in RE lessons.

## **The impact of collective worship on the school community is good**

Collective worship is central to daily life at Farrington Gurney Church of England Primary School. This is because it is effective in promoting the school's Christian values. It is important to the school community because as a child explained 'it brings everyone together to worship God'. The school does not have a hall so arrangements for worship have had to be flexible and include use of a large classroom and the village memorial hall. Children understand that worship enables them to learn about Bible stories as well as the school's core Christian values. They say that these values are relevant to them as they can make connections between them and their daily lives. At the time of the inspection, the headteacher and the curate led worship exploring the value of trust through three verses from the Bible. Each verse gave a promise from God, such as 'Do not fear for I am with you'. Children had opportunities to match everyday scenarios with the verses which clearly helped their understanding of the promises and putting their trust

in God. A piece of paper with the words of one of the Bible verses was presented to everyone leaving. This provided a very appropriate ending to collective worship and so gave everyone attending, something to think about further. Anglican practice is promoted well. This is apparent in the lighting of the candle and the responses between the children and the person leading. There is a worship table with a cloth of the liturgical colour for the season in the Church year and three candles, representing the Trinity. Children can explain that the colour of the cloth changes during the church year. Children are developing a good understanding of God, as Father, Son and Holy Spirit following the recent Pentecost workshop. The use of appropriate liturgy at the beginning of worship, when the three candles are lit provides children with regular reminders of this time in the church year. Children engage well during different aspects of worship and so begin to feel for themselves something of what it means to worship God. The Pentecost 'Godly Play' (an approach to nurturing children's spirituality) in church, organised by the curate, provided exciting art opportunities which furthered children's understanding about the gift of the Holy Spirit. Regular services are held in church, when parents are invited to join their children for worship. This year, the school has introduced services for Epiphany and Lent, which has extended children's understanding of the Christian calendar. Evaluations of worship are at an early stage with older children but the whole school community has not yet been involved in this process. There are regular opportunities for children to lead and plan worship. This helps them to understand the different elements of worship. Children know that praying is a 'time when you can talk to God' and they regularly write their own prayers. At Easter, one child wrote, 'Thank you, Jesus, for sacrificing yourself for us.'

### **The effectiveness of the leadership and management of the school as a church school is good**

Christian values are well integrated into the school's daily life. They shape not just what is taught but how and why. Leaders are committed to the development of the school's Christian distinctiveness. The school's Christian values are consistently promoted exceptionally well throughout the school, across the curriculum and with the whole school community. Parents speak highly of how the school's Christian values have an increasing impact on the lives of pupils. All areas for development from the previous inspection have been addressed. Governors are fully supportive of the school's Christian character and are now working on action plans that support the school's development as a church school. Although the self-evaluation of the school as a church school is accurate the system on which it relies is not as rigorous as it should be because it does not involve all leaders. Foundation governors have carried out monitoring and evaluation of RE. This helps them understand its impact on pupils, its contribution to the school's Christian character and how best to support it. Partnerships with parents, the church and the local community contribute to equipping pupils to live happily and successfully in today's world. The school's relationship with the nearby parish church forms a strong bond that makes a considerable impact on the life of the school. Members of the local church are actively supportive to the school in many ways, such as by helping on school visits. A number of church members helped with the recent Pentecost workshop, giving children opportunities to get to know local Christians. Effective use of diocesan training has equipped staff for future leadership of church schools. Statutory requirements for RE and collective worship are met and all areas for improvement in the previous inspection have been addressed. The enthusiastic RE leader, who is new to the role of subject leader, is well supported by the leadership. He has attended Diocesan training and as a result has up to date understanding of latest developments in the subject. Consequently, this is making RE the vibrant subject that it is. The school's effectiveness can be clearly seen through the growing impact on children's understanding of the Christian values and their impact on their individual lives.

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