

# Farrington Gurney Church of England Primary School

## Inspection report

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<b>Unique Reference Number</b>	109192
<b>Local Authority</b>	Bath and North East Somerset
<b>Inspection number</b>	356497
<b>Inspection dates</b>	25–26 May 2011
<b>Reporting inspector</b>	Daniel Towl HMI

This inspection was carried out under section 8 of the Education Act 2005 under pilot arrangements; it was also deemed a section 5 inspection under the same Act.

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<b>Type of school</b>	Primary
<b>School category</b>	Voluntary controlled
<b>Age range of pupils</b>	4–11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	89
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Mr L Thompson
<b>Headteacher</b>	Mrs S Jones
<b>Date of previous school inspection</b>	13 May 2008
<b>School address</b>	Church Lane Farrington Gurney Bristol BS39 6TY
<b>Telephone number</b>	01761 452419
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<b>Email address</b>	farringtongurney_pri@bathnes.gov.uk

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<b>Age group</b>	Error! Reference source not found.
<b>Inspection date(s)</b>	25–26 May 2011
<b>Inspection number</b>	356497

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## Introduction

This pilot inspection was carried out by one of Her Majesty's Inspectors and an additional inspector. Inspectors observed 11 lessons led by five teachers. Discussions were held with pupils, parents and carers, staff and representatives of the governing body. Inspectors observed the school's work, and looked at policy documents, pupils' assessment records, and scrutinised pupils' work. Forty-two parental questionnaires were analysed.

## Information about the school

This is a small rural primary school. Since the last inspection it has become part of a collaboration initiative with another local primary school. The headteacher of Farrington Gurney is now the executive headteacher of both schools. Nearly all pupils are of White British heritage. The proportion of pupils known to be eligible for free schools meals is well below average. There is a lower than average proportion of pupils with special educational needs and/or disabilities. The school has met government targets for 11 year olds for the last three years. The school achieved the Inclusion Quality Mark in 2009 and Healthy School status for the second time in 2010.

**Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate**

Please turn to the glossary for a description of the grades and inspection terms

## Inspection judgements

<b>Overall effectiveness</b>	<b>2</b>
<b>Achievement</b>	<b>2</b>
<b>Teaching</b>	<b>2</b>
<b>Leadership and management</b>	<b>2</b>
<b>Behaviour and safety</b>	<b>1</b>
Does the school adequately promote the pupils' well-being?	Yes
Does the school adequately promote community cohesion?	Yes
Does the school provide value for money?	Yes

### Key findings

- This is a good and improving school where pupils learn effectively and make good progress especially in the key skills of English and mathematics.
- The quality of pupils' writing is improving because it has been an area of whole-school development, though they are not always careful with their spelling.
- There is a strong community ethos. Pupils are very well behaved and are very considerate towards each other, staff and visitors. Older pupils are mature young people able to express their views and ideas articulately.
- Pupils feel completely safe. They are looked after and supervised well. Pupils conduct themselves around the school site with extreme care.
- Teaching is good and pupils learn effectively because lessons are interesting and they have high levels of engagement. Not all lessons establish an effective balance of teacher-led activities and individual and group work and this can slow the pace of learning.
- Support for pupils with special educational needs and/or disabilities is well organised and effective in helping them make good progress. All pupils are able to make the most of the opportunities offered by the school.
- School leaders have a clear view about the strengths and weaknesses of the school and have managed the collaboration with their partner school effectively.
- The curriculum very successfully supports pupils' personal and academic development. They learn about different faiths and cultures in their lessons and through various projects but have limited opportunities to meet and work alongside pupils from different faiths and backgrounds.

### What does the school need to do to improve further?

By September 2011 ensure that all lessons establish an effective balance of teacher-led and individual and group activity.

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Please turn to the glossary for a description of the grades and inspection terms

- By December 2011 establish whole-school strategies to improve and check the accuracy of pupils' spelling when completing writing tasks across the curriculum.
- By June 2012 increase the number of opportunities for pupils to work alongside and exchange views and ideas with those from different backgrounds and faiths.

## Main report

Pupils entering the Reception class make a strong start with their learning because good teaching and support ensure that they make good progress, especially in the key areas of literacy and numeracy. Pupils develop a good understanding of letter sounds which helps them to read and write. From an early age they develop good social skills and positive attitudes to learning. These good attitudes are maintained and are evident throughout the school because of the consistently high expectations of all staff.

Throughout their time at the school pupils make good progress in reading, speaking and listening and mathematics. Pupils are confident readers and develop the skills they need to tackle difficult words, comprehend what they are reading and use expression for effect. Skills are above average at the start of Year 2 and Year 6. Pupils are well placed for their next steps in education.

School leaders identified that pupils' writing skills were not as good as they should be and this has been an area for whole-school improvement. Pupils now successfully write more widely for a range of purposes and are rightly proud of what they achieve. Teachers make good use of opportunities to write in different curriculum areas, for example accounts of events in history, recording science investigations and in activities related to the school's 'health week'. In one lesson Year 6 pupils were deciding on the key messages they needed to put in a brochure to promote a healthy lifestyle. While the content of their writing is improving pupils are not always careful enough with spelling and presentation and this is not systematically corrected by teachers.

Pupils with special educational needs and/or disabilities make good progress because the provision for them is well organised and managed carefully to meet their specific needs. The school has worked very effectively to help individuals overcome particular academic and sometimes emotional needs, enabling all pupils to participate in the full range of activities offered. Senior leaders pay good attention to developing the skills that the staff require to meet the needs of their most vulnerable pupils. This coupled with good support is helping to minimise any gaps between what pupils are achieving and what is expected of them nationally. Teaching assistants work effectively alongside teachers to give additional support to those pupils who need it. Senior leaders have undertaken a review of the effectiveness and efficiency of the special needs provision in order to ensure that it provides value for money.

Teachers have high expectations of their pupils, who respond by taking part actively

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and willingly in the tasks that they are given. This means that they make good progress. Pupils say they like their teachers and appreciate the help they receive from them. Participation and learning in lessons are enhanced by teachers asking good questions or providing challenging tasks which require pupils to give ideas and share explanations. This helps pupils to clarify their thinking; for example, in Years 1 and 2 pupils thought about differences between living and non-living things and older pupils in a mathematics lesson worked in small groups to find different totals by using brackets in calculations. Lessons are not always successful in enabling pupils to learn in a more active way because there is an imbalance of activities, for example between a whole-class, teacher-led activity and individual or group work.

Pupils' work is regularly marked and in the best examples clear next steps are identified and pupils have responded to the comments made. Pupils say that they have enough information about how well they are doing. Teachers have detailed assessment information about pupils' work, especially writing. This information is used effectively not only to check progress but also to identify any gaps in learning and next steps. The overall analysis of assessment information provides senior leaders with an indication of the progress pupils are making over time though it lacks clarity in its current presentation. The information helpfully informs the meetings senior leaders have with teachers to discuss pupils' progress.

Pupils are very well-behaved and this contributes very positively to their learning and progress and to the strong social and moral ethos of the school. Pupils like school and attendance is high. They very willingly participate in the tasks that they are given and are very supportive of each other when working in small groups. It is not uncommon to see pupils helping each other with checking some work, helping to understand an instruction and sharing ideas. A few parents, carers and pupils raised concerns about behaviour in their questionnaires, though when inspectors discussed this with pupils and a small group of parents and carers both groups believed behaviour to be good, and this was confirmed during the inspection. When senior leaders have had any concerns about behaviour they have successfully acted through the school's personal and social education or altered teaching styles to address any issues. There have been very few incidents of bullying recorded in recent years. Pupils know who to turn to if they are concerned about behaviour and said that they try to resolve disagreements between themselves when possible.

School leaders have managed the collaboration between the schools very effectively. The partnership has increased the capacity of the leadership of both schools to the point where it is good because expertise has been widened and there are chances for staff to share professional ideas and views. Pupils too benefit because they have additional opportunities for activities with their peers who attend the partner school. There are good links with parents and carers though a few would like better communication with the school.

Senior leaders effectively monitor the quality of lessons and learning and ensure that there is appropriate mentoring and professional development to help improve teachers' skills. The governing body is increasingly knowledgeable about the school

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and its performance, not only through written reports to the governing body but also through visiting and observing the school's work first-hand. All requirements for safeguarding and risk assessments are met and all the parents and carers who returned questionnaires believe the school cares very well for their children. Pupils are very well supervised at all times.

The broad curriculum provides a very interesting range of experiences for pupils. It promotes not only the good development of academic key skills but also ensures that pupils' personal development is supported very effectively and all enjoy equal opportunities to succeed. In this way pupils learn to appreciate others' views, understand the importance of getting on with others and successfully develop their self-esteem. Pupils are proud of what they achieve. Pupils learn about different faiths and cultures but have not had any significant opportunities to meet and exchange ideas and views directly with pupils from a wider range of cultures and faiths. There is a strong emphasis on 'community' in much of the school's work. Pupils enjoy whole-school events such as the weekly whole-school 'golden mile' event to increase their fitness. Wider afield they take part in regional festivals, contribute to village events and make the most of links with the church.

### Responses from parents and carers to Ofsted’s questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Farrington Gurney Church of England Primary School to complete a questionnaire about their views of the school.

In the questionnaire, parents and carers were asked to record how strongly they agreed with 13 statements about the school.

The inspection team received 42 completed questionnaires by the end of the on-site inspection. In total, there are 89 pupils registered at the school.

Statements	Strongly agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
Q1 My child is happy at school	30	71	11	26	0	0	0	0
Q2 My child feels safe at school	30	71	11	26	0	0	1	2
Q3 The school helps my child to achieve as well as they can	19	45	20	48	1	2	1	2
Q4 The school meets my child’s particular needs	19	45	20	48	1	2	0	0
Q5 The school ensures my child is well looked after	24	57	17	40	0	0	0	0
Q6 Teaching at this school is good	22	52	17	40	0	0	1	2
Q7 There is a good standard of behaviour at this school	17	40	20	48	3	7	2	5
Q8 Lessons are not disrupted by bad behaviour	16	38	19	45	3	7	1	2
Q9 The school deals with any cases of bullying well	14	33	18	43	3	7	1	2
Q10 The school helps me to support my child’s learning	19	45	21	50	1	2	0	0
Q11 The school responds to my concerns and keeps me well informed	16	38	21	50	4	10	0	0
Q12 The school is well led and managed	22	52	16	38	1	2	1	2

The table above summarises the responses that parents and carers made to each statement. The percentages indicate the proportion of parents and carers giving that response out of the total number of completed questionnaires. Where one or more parents and carers chose not to answer a particular question, the percentages will not add up to 100%.



## Glossary

### What inspection judgements mean

Grade	Judgement	Description
Grade 1	Outstanding	These features are highly effective. An outstanding school provides exceptionally well for all its pupils' needs.
Grade 2	Good	These are very positive features of a school. A school that is good is serving its pupils well.
Grade 3	Satisfactory	These features are of reasonable quality. A satisfactory school is providing adequately for its pupils.
Grade 4	Inadequate	These features are not of an acceptable standard. An inadequate school needs to make significant improvement in order to meet the needs of its pupils. Ofsted inspectors will make further visits until it improves.

### Overall effectiveness of schools

Type of school	Overall effectiveness judgement (percentage of schools)			
	Outstanding	Good	Satisfactory	Inadequate
Nursery schools	46	48	6	0
Primary schools	6	47	40	7
Secondary schools	12	39	38	11
Sixth forms	13	42	41	3
Special schools	28	49	19	4
Pupil referral units	14	45	31	10
All schools	10	46	37	7

New school inspection arrangements were introduced on 1 September 2009. This means that inspectors now make some additional judgements that were not made previously.

The data in the table above are for the period 1 September 2010 to 31 December 2010 and are consistent with the latest published official statistics about maintained school inspection outcomes (see [www.ofsted.gov.uk](http://www.ofsted.gov.uk)).

The sample of schools inspected during 2010/11 was not representative of all schools nationally, as weaker schools are inspected more frequently than good or outstanding schools.

Percentages are rounded and do not always add exactly to 100.

Sixth form figures reflect the judgements made for the overall effectiveness of the sixth form in secondary schools, special schools and pupil referral units.

## Common terminology used by inspectors

Achievement:	the progress and success of a pupil in their learning, development or training.
Attainment:	the standard of the pupils' work shown by test and examination results and in lessons.
Capacity to improve:	the proven ability of the school to continue improving. Inspectors base this judgement on what the school has accomplished so far and on the quality of its systems to maintain improvement.
Leadership and management:	the contribution of all the staff with responsibilities, not just the headteacher, to identifying priorities, directing and motivating staff and running the school.
Learning:	how well pupils acquire knowledge, develop their understanding, learn and practise skills and are developing their competence as learners.
Overall effectiveness:	<p>inspectors form a judgement on a school's overall effectiveness based on the findings from their inspection of the school. The following judgements, in particular, influence what the overall effectiveness judgement will be:</p> <ul style="list-style-type: none"> <li>■ The achievement of all pupils.</li> <li>■ Behaviour and safety.</li> <li>■ The quality of teaching.</li> <li>■ The effectiveness of leadership and management.</li> </ul> <p>and taking into consideration</p> <ul style="list-style-type: none"> <li>■ how well the school promotes pupils' spiritual, moral, social and cultural development.</li> </ul>
Progress:	the rate at which pupils are learning in lessons and over longer periods of time. It is often measured by comparing the pupils' attainment at the end of a key stage with their attainment when they started.

**This letter is provided for the school, parents and carers to share with their children. It describes Ofsted's main findings from the inspection of their school.**



27 May 2011

Dear Pupils

**Inspection of Farrington Gurney Church of England Primary School,  
Farrington Gurney BS39 6TY**

Thank you for helping us when we recently inspected your school. We enjoyed talking with you and observing your interesting lessons.

We judged your school to be good. It is a friendly school where everyone gets on well. You behave very well and the staff care for you and keep you safe. We found that you make good progress especially in reading and mathematics. Teaching is good. We could see that you enjoy your lessons and that you work hard.

Your writing is improving because you are using descriptive words and making your sentences more interesting. We think you need to take more care with your spelling so that your writing is even better. We have asked your headteacher to work with your teachers to check your spellings more thoroughly. We have also asked teachers to ensure that you are involved as much as possible in lessons by making sure that there is a good balance of whole-class, individual and group tasks. We know that you are meeting the pupils at St Mary's for some activities but we would like you to have more chances to meet and work more often with children who follow different faiths and have different cultural backgrounds.

We liked all the things you do that help you to become sensible and mature young people and want you to carry on with all the good activities you do to keep healthy and fit.

Yours sincerely

Daniel Towl  
Her Majesty's Inspector

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