Statutory Inspection of Anglican & Methodist Schools

Statutory Inspection of Anglican and Methodist Schools (SIAMS) Report

Farmborough Church Primary School

Vision

Working together, valuing everyone, learning for life.
Rooted in a God who promises, and flourishing from the actions and teachings of Jesus, our vision guides us in all that we hope to be, enabling every part of our community to grow and develop.
'I am with you…I will strengthen you and help you.' Isaiah 41:10

Farmborough Church 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

- Pupils and adults at Farmborough Church Primary School live well together. The Christian vision and associated values are woven effortlessly throughout the school day, enabling pupils and adults to flourish.
- Compelled by the vision, inclusivity is at the heart of the school community. This means that pupils, their families and staff thrive, knowing they are valued and supported.
- Wellbeing, including positive mental health, is a priority for the trust and school leaders. As a result, this is 'enabling every part of the community to grow and develop' into the best version of themselves.
- Pupils are proud to belong to their school. 'Working together' they thrive on the responsibilities with which they are entrusted to lead and support their peers. This significantly contributes to the outworking of the vision.
- Inspired by the vision, 'Rooted in a God who promises…I am with you', leaders intentionally enrich the curriculum to broaden pupils' horizons. This has a significant impact on pupils' learning experience, increasing resilience and bringing personal fulfilment.

Development Points

- Establish a more cohesive, whole school approach to spirituality. This is to ensure that opportunities provided by collective worship and the curriculum enrich the spiritual lives of pupils and adults.
- Refine the revised religious education (RE) curriculum. This is to extend and deepen pupils' understanding of the diversity of religions and worldviews, including Christianity.

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Inspection Findings

Vision and Leadership

Farmborough Church Primary School's Christian vision and associated values are firmly embedded into school life. These inspire pupils and adults to live well and authentically with one another. Consequently, a gentleness pervades the school and is apparent in the way members of the school community relate to each other. Bible stories underpin the vision adding spiritual depth and ensuring that it is understood. One example is the Parable of the Lost Sheep. This helps pupils to recognise that each one of them is immensely valued and equally loved. Shaping each aspect of the school day, the vision is moulding the characters of pupils and adults alike. This is transformational, enabling them to flourish. The school benefits from their relationship with The Partnership Trust (TPT). Their oversight enhances strategic planning and provides leadership support. Governors know the school well, participating in 'immersive days', as classroom volunteers. This insight enables them to make informed decisions, for example, in conversations concerning staff workload. Motivated by the vision, they, along with other leaders, determinedly align decision-making with the vision. This is illustrated by their relentless advocacy for those with poor attendance and for the wellbeing of vulnerable pupils. As a result, pupils with special educational needs and/or disabilities (SEND) have the support they need to thrive.

Vision and Curriculum

Leaders are ambitious for their pupils, providing a curriculum intentionally enriched by frequent memorable experiences called 'magic moments'. These include visiting theatre productions, space themed activity days and opportunities in gardening for pupils to marvel at how potatoes multiply. The vision of 'working together, valuing everyone, learning for life' is lived out in this way. Consequently, pupils flourish as they explore their potential, achieving in ways they presumed were beyond them. Staff recognise the importance of 'capturing the moment'. This may be in the beauty of forest school or in a pupil understanding that they do not face challenges alone. In addition, extraordinary lengths are taken to ensure inclusivity. For example, Physical Education specialists are welcomed into school to coach staff in the skills required to teach those with disabilities. Leaders understand that opportunities to support spiritual flourishing within the curriculum are essential and have begun to address this. However, as rich as the curriculum undoubtedly is, its holistic impact is limited whilst a cohesive, whole school approach to spirituality becomes fully embedded.

Worship and Spirituality

Collective worship is valued by pupils and adults. They appreciate it as a time of calm which contributes to a sense of belonging. It is carefully planned to provide invitational opportunities for celebration, reflection and prayer. Underpinned by the vision, worship affords the space to explore how shared Christian values are lived out. The characters of Bella and Barney and the everyday scenarios they illustrate, help pupils to navigate complex experiences for themselves. Staff value the common reference point which worship offers to reinforce these values and priorities within the classroom. Prayer is important to pupils. The school's overflowing prayer box is testament to this. Pupils regard it as a privilege to be worship leaders and lead school prayers. Their experience of worship is further enriched by the school's relationship with All Saints, the village church. Attending worship there, along with the rector's visits to school, enhances pupils' understanding of Christian worship, traditions and festivals. However, while it is clear that worship is having a positive impact upon participants, spiritual development is limited. As with the curriculum, whilst a whole school approach is established, opportunities are being missed for pupils to reflect and look beyond themselves.

Vision and School Culture

Compelled by the vision, 'valuing everyone', leaders prioritise wellbeing and positive mental health. Staff also benefit from confidential, comprehensive support provided by the trust. They are happy, fulfilled and proud to work at Farmborough. There are opportunities for them to develop professionally, and they know that they are genuinely cared for. Consequently, staffing is very stable. In authentically modelling the care they themselves receive, adults show similar thoughtfulness and kindness to their pupils. A school devised initiative provides pupils with the tools to help themselves, building inner resilience and confidence. Leaders are passionately proactive supporting those who need extra help, including those with SEND. Parents know that their child is

valued for who they are and treated as a unique individual. This truth, an outworking of the vision, is building trusting relationships and contributing significantly to a culture of dignity.
Vision, Justice and Responsibility Pupils are proud to be members of this school community. They relish any opportunity given to them to take on responsibility. These include being a peer elected member of the school council or part of the equality team, driving inclusivity. The school's race equality pledge is rooted in the vision and reflects the school's heart for 'valuing everyone'. Exploring the value of justice provides a focus for thoughtful conversations around what is just and fair. The restorative justice approach to everyday issues gives pupils a model through which they can experience and promote justice. Pupils know that their voice is heard. They routinely stand up for themselves and each other. This is apparent on the playground, as well as in less obvious ways like standing alongside those who share similar personal challenges. Pupils are inspired to make a difference to the lives of others. This is worked out in many practical ways. Examples include serving at the church's community 'Tuesday Teas' and being moved to support the children of refugees. In this way the influence of the vision is felt beyond the school walls.
Religious Education Leaders understand the importance of religious education (RE). Opportunities for pupils to explore religions and worldviews with sufficient breadth and depth have been limited. However, leaders have invested in a revised curriculum which is being implemented to address this. Consequently, pupils' understanding is moving away from stereotypical ideas of faith. They know that RE helps them to understand the impact of faith on the believer. They recognise that this awareness equips them for relationships with those who have different beliefs to their own. The curriculum is further enriched by carefully selected school visits and conversations with visitors from a range of religions and worldviews. The curriculum promotes four principles of RE, to be confident, curious, fair and respectful. These give pupils a framework in which to explore their own ideas and beliefs, whilst mindful of others. In this way, pupils are shaped by attitudes and skills which underpin the school's vision of 'learning for life'.

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National Society for Education
Church of England & Church in Wales

Methodist Schools

Information

Address	The Street, Farmborough, Bath BA2 0FY		
Date	23 September 2026	URN	145070
Type of school	Academy	No. of pupils	138
Diocese	Bath and Wells		
MAT	The Partnership Trust		
MAT Chair	Alison Reevey		
Headteacher	Darren Roberts		
Chair of Governors	Louise Maggs		
Inspector	Dorothy Robinson		

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