

Statutory Inspection of Anglican and Methodist Schools (SIAMS) Report

Farnley Tyas Church of England VC First School	
Address	Butts Road, Farnley Tyas, Huddersfield, HD4 6TZ
School vision	
<p>Working together to be the best we can be.</p> <p>‘And so the body is not made up of one part but many parts’ 1 Corinthians 12:14</p> <p>Farnley Tyas First School aims to help all members of the school community achieve their true potential within a welcoming, inclusive and forward thinking Christian environment.</p>	
School strengths	
<ul style="list-style-type: none"> • The Christian vision inspires pupils and adults to ‘be the best we can be’. School leaders have made bold decisions to ensure that, through working together across the federation, all are supported to flourish. • The vision is at the heart of collective worship where pupils and adults invite each other to share in spiritual reflection. Worship is enriched by trusting relationships. • The vision drives the curriculum which has been shaped to meet the needs of pupils. Those pupils who need additional support are well provided for and as a result all thrive. • Relationships within the school and across the federation are a strength. Through the vision, unique talents are valued and pupils are supported and nurtured to be their best. • Leaders ensure that the religious education (RE) curriculum is relevant for pupils in today’s world. It encourages creativity and is building pupils’ confidence in expressing their own ideas and opinions. 	
Areas for development	
<ul style="list-style-type: none"> • Refine systems for governor monitoring and evaluation ensuring that all aspect of being a church school are developed over time. • Continue to develop the shared language and understanding of spirituality. This is so that pupils have increasingly deeper opportunities to explore their own spiritual development across the curriculum. • Embed the RE curriculum so that pupils continue to build a deeper understanding of religious and non-religious world views. 	
Inspection findings	
<p>The Christian vision at Farnley Tyas reaches beyond the school. Rooted in biblical teaching, it underpins relationships and drives a shared commitment to ‘work together to be the best we can be’. As a result, pupils and adults alike are flourishing. Leaders, including governors, ensure that strategic decisions are rooted in the vision. The staff team value each other’s individual talents and work together in their determination to be their best. Pupils speak confidently about the vision and explain that the school values help them to live it out. They share examples of what this looks like in school. The federation governing body are dedicated to celebrating the uniqueness of the school.</p>	

They know Farnley Tyas well. Whilst involved in monitoring, evaluation is not systematically embedded to ensure the continued impact of the vision on flourishing over time.

Leaders have shaped and organised a curriculum, rooted in the vision, that meets the needs of pupils. Careful thought ensures that it reflects the context of the school. The school's focus on equality, diversity and inclusion has ensured that resources and curriculum content are purposefully chosen. As a result, pupils understand that we are all unique and different. A range of extra-curricular activities are provided within school and through wider partnerships. Recent decisions to strengthen curriculum development across the federation have been made with a focus on flourishing leaders. Opportunities for professional development and collaboration are valued and staff feel supported in their roles as subject leaders. They are invested in ensuring every pupil can be the best they can be. Individual needs are fully understood and provided for. Vulnerable pupils and those with Special Educational Needs and Disabilities (SEND) are placed at the heart of well-coordinated plans. Reflecting the vision, both pupil and family have a voice in shaping support.

Work to explore the school's understanding of spirituality has begun. Collective thinking around spiritual development has equipped staff to embrace spontaneous opportunities for reflection and contemplation. This is enabling staff to support pupils in thinking about things that are bigger than themselves. Pupils enjoy this time set aside to think deeply about big questions, to wonder and be curious. Whilst opportunities for spiritual development are present through the curriculum, these are not yet planned as explicit opportunities on which to pause and reflect.

Collective worship is valued by all as a special time for spiritual reflection; there is a palpable sense of joy in feeling connected to others. Pupil buddies invite the younger pupils to join them as all gather as a school family. Worship is an opportunity to explore the vision, alongside biblical teaching, and think about what it means in everyday life. Responding to pupil feedback, leaders have ensured that there is time to 'stop and think'. As a result, pupils support each other in reflecting and share thoughtful responses. Pupils see collective worship as a time to reflect and think more about what they believe. However, they also know that this is not just something for collective worship. As one pupil explained, 'you can have a spiritual moment at any time in the school day'. The impact of worship is also recognised by parents who find themselves discussing 'big questions' at home. They appreciate that worship is enabling their children to be 'thought full'. Collective worship is thoroughly planned, aligning worship themes with events in the church calendar. Great thought is given to the biblical stories and themes chosen. This is so that pupils develop 'biblical knowledge beyond the usual' and understand their relevance in the world today. Relationships with the church community are strong. Local clergy enhance the worship life of the school and regular opportunities to share worship in church are greatly valued.

Relationships are rooted in the vision. This has resulted in a culture where pupils and adults feel welcome and valued. School staff know families well. Parents and carers feel able to approach the school for support, knowing they will be treated with dignity and respect. Valued links with partner agencies strengthen the pastoral support offered to families. By working together with families, leaders have ensured that attendance levels are high. Pupils enjoy school, rarely fall out and behave exceptionally well. They speak about the values of trust, peace, compassion, friendship and forgiveness being part of 'trying our best'. The school's senior mental health leads champion the wellbeing of both adults and pupils. Driven by the vision, they rightly say this is intrinsic to the work of the school. Pupils are nurtured to understand their feelings and learn about different ways to manage them. Compassionate leadership is shown to staff through difficult times.

Pupils are offered a range of opportunities to consider life beyond themselves. They support local charities, understanding the difference this makes to others. For example, toys were donated and redistributed as part of the eco elves Christmas project. They speak with passion about funding a

year of education for a child in Kenya. These activities allow pupils to respond compassionately to issues and foster an understanding of justice. The pupil vision and values council is instrumental in leading pupils in making change happen. They model actions that can be taken to make the world a better place. For example, writing letters to the council about recycling. As a result, pupils are beginning to understand how to make ethical choices and become agents of change.

The recently revised RE curriculum is carefully planned so that pupils explore a range of religious and non-religious world faiths. Actions taken because of subject leader monitoring are enhancing provision. Pupils are encouraged to think deeply and enjoy exploring 'big philosophical questions'. As a result, they demonstrate a growing confidence in expressing their own ideas and opinions. Well-chosen resources allow pupils to respond in creative ways. They are developing their knowledge of a range of religions and know that RE is important 'so we can understand other people'. Leaders benefit from the partnership with the diocese who provide training and guidance. As the RE curriculum is not fully embedded, approaches to building on prior learning are not yet secure.

The inspection findings indicate that Farnley Tyas Church of England First School is living up to its foundation as a Church school.

Information			
Inspection date	30 January 2024	URN	107722
VC/VA/Academy	Voluntary controlled	Pupils on roll	57
Diocese	Leeds		
MAT/Federation	Green Hills First Federation		
Federation Headteacher	Lynsey Wagstaff		
Chair	Joanna Donaghey		
Inspector	Philippa Boulding	No.	965