



Name and address of school	Farnley Tyas
Type of school (Infant, Primary, Middle, Secondary etc.)	First
Status (VA, VC or Foundation, CTC or Academy)	Voluntary Controlled
Diocese	Wakefield
LEA	Kirklees
Dates of inspection	13 <sup>th</sup> October 2006
Date of last inspection	
School's Unique reference number	107722
Name of Headteacher	Alison Hughes
Inspector's name with National Society inspector's number	Alan Thornsby NSIN 137

### School context

The school is a very small rural school serving the village of Farnley Tyas. Most pupils are white British, although there are a very small number of ethnic minority pupils.

### The distinctiveness and effectiveness of Farnley Tyas as a Church of England school is good

Farnley Tyas successfully provides good academic and personal opportunities for all of its pupils. This is because of the personal commitment of the headteacher, staff and vicar who provide examples of Christian care for others to follow, in creating a learning environment underpinned by Christian values and principles.

### Established strengths

- The caring family ethos that promotes Christian values
- The vision and commitment of the headteacher and staff
- The links between school and church

### Focus for development

- To ensure the distinctive character of the schools is made more overt and reinforced through displays and documentation.

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

All learners are made to feel valued because of the welcoming family like atmosphere of this small school. The Christian ethos of care and respect are well established in the daily routines and underpin school policies. This atmosphere is a result of respect, open dialogue and valuing of all members of the school community. There is a vibrant, lively learning environment that pupils enjoy. Although they speak positively of lessons being fun they also respect staff who 'can be strict when they have to be'. Staff have high expectations for pupils' academic and personal development. They are committed to giving pupils the support and guidance needed for success. This encourages pupils to be welcoming, confident and articulate. Achievement is recognised by praise, the use of stickers and a half termly showing assembly that gives every child in school an opportunity to have their efforts recognised.

There is a weekly celebration of Star Reader and Star Writer of the week to reinforce school initiatives in these areas. Good manners and behaviour are rewarded with an invitation to join the headteacher for lunch at the Friday table. Pupils have a good self awareness that results from cross curricular opportunities for spiritual, moral, social and cultural development that involves creative weeks, use of the school garden and grounds and joint residential visits with other local small schools. Pupils talk about their learning from Bible stories and events in school as helping them to know about right and wrong. Although there are pupils from other cultures in school, a planned curriculum, and visitors to school are effectively used to develop cultural awareness. Good relationships in school are based on the role models provided by adults in school. Pupils know that they are treated fairly and there is a commitment to forgiveness and a new start. The regular presence of the vicar, the small size of the school and the commitment of Christian values in action result in a climate of improvement and support. There are few signs and symbols relating to the Christian character although some displays in school, such as 'The Kindness Tree' and 'first day at school' do reflect a spiritual content.

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

Worship is central in reaffirming the school ethos and values. It gives opportunities for reflection and dialogue through prayer. The range of leaders ensures a freshness to worship and class worship gives opportunities for further exploration and reflection at a more appropriate level. There is informal evaluation of worship that informs future planning. Pupils enjoy worship and respond well. They listen attentively and sing well especially when using actions to engage younger pupils. These actions also include signing, which develops pupils' knowledge and understanding of other people in society. They can explain the personal value of worship as being 'a time to think about your actions and talk to God to say sorry or thank you.' The presence of the vicar in school is a great benefit to the whole community in leading worship and forging links between parents and the church. There are good links between school and church, which has been used for festival services and the Christmas production. Work produced in school has been displayed in church to further the understanding of the church community of how important the church is to the school.

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

This is because of the commitment of the headteacher to a vision of developing the potential of each individual in a welcoming, secure and inclusive forward thinking Christian environment. This is clearly communicated to all of the school community through documentation and in the daily routines of this small school. There is a great commitment to the school by the staff who 'put in more than they are paid for'. The small size of the school results in mutual support. The vicar and the headteacher are very effective in providing support for staff and each other. Foundation governors are active in promoting the ethos of the school, and are aware of the procedures for the appointment of staff sympathetic to that ethos. The headteacher and foundation governors attended diocesan training that was then shared with the whole governing body. Although the whole community is aware of the distinctive nature of the school, most have difficulty in articulating this in terms of Christian values. Parents and pupils are listened to by questionnaires, formal and informal discussions and by the school council. The church is used for Festival services and before Harvest and Mothering Sunday there is a church based project which involves many pupils from school. The results from these, such as the symbolic 'sea collage' are shared in church and school to further develop spirituality. The presence of the vicar in school is an important link between parents and church. These links are strengthened further by their involvement in the village improvement initiative and the desire to unite and develop a small community.

SIAS report [October 2006] [Farnley Tyas VC School] [HD4 6TZ]