



Statutory Inspection of Anglican and Methodist Schools (SIAMS) Report

Farlow Church of England Primary School	
Address	Farlow, Kidderminster, DY14 0RQ
How effective is the school's distinctive Christian vision, established and promoted by leadership at all levels, in enabling pupils and adults to flourish?	
Overall grade	Good
The impact of collective worship	Excellent

School's vision
<p>Love to learn: learn to love.</p> <p>Planting seeds of happiness and achievement, growing and learning together.</p> <p>(Based on the parable of the mustard seed: Matthew 13: 31-32)</p>
Key findings
<ul style="list-style-type: none"> • School leaders have a clear Christian vision which is systematically monitored and evaluated effectively. This drives all areas of school improvement and promotes a clear enthusiasm for learning in pupils. Existing mutually supportive formal partnerships have yet to be fully developed. • Farlow school has a strong ethos of care and love linked to the vision. For this reason, it is highly nurturing of all pupils, including those that are vulnerable. Consequently, all pupils thrive. • Pupils have many rich, vibrant learning experiences which extend their learning beyond the constraints of a small rural school significantly. Pupils are enthusiastic learners and flourish. However, understanding of worldwide cultural diversity is less evident. • Pupils are engaged in a rich and effectively led religious education (RE). They have a good knowledge of a range of faiths as well as Christianity. Teachers improve their RE knowledge through accessing professional development, but there are limited opportunities for moderation and assessment. • Collective worship is highly inspirational. The outworking of the Christian vision is shared in extremely engaging and creative ways. Pupils and adults are significantly and meaningfully transformed through both participation and leading of worship.
Areas for development
<ul style="list-style-type: none"> • Ensure formal partnerships are supported and sustained so promoting and embedding the school's Christian vision further. • Develop further curriculum opportunities to enable pupils to expand their understanding of cultural diversity in the wider world. • Further develop and embed moderation and assessment opportunities for RE to ensure that teaching and learning of RE is of a high standard.

Inspection findings

The well-developed Christian vision is enthusiastically upheld by all school staff, so successfully creating a calm, harmonious setting for learning. Pupils at Farlow experience a powerfully supportive environment which enables them to thrive. There is a culture of inclusivity and pupils are highly valued and celebrated as unique individuals. The vision to plant and nurture seeds of learning and love is tangible through the way all individual's needs are known. Bespoke provision is extended well beyond those who are identified as vulnerable. Each pupil is treated with dignity and worth and staff are aspirational in their provision and expectation for all. Pupils talk about not being afraid of making mistakes and persevering to achieve their best. Consequently, pupils recognise how what they learn now affects their futures and are keen to do well. Inspired by the vision, all school staff work exceptionally closely together to ensure that learning supports all pupils to flourish. There is a palpable sense that pupils love to learn. Pupils achieve well, including the those that are identified as having a special educational need.

Governors play an active role in the life of this school. They accurately evaluate the effectiveness of this Church school through regular strategic monitoring of the Christian vision. School leaders are single-minded in their commitment to extend the vision throughout daily life. Governors make bold strategic decisions to ensure its prominence in policies and school actions. However, opportunities to improve current practice through working with established partners are not yet fully developed. Inspired by the vision, the leaders have skilfully fashioned a broad, exciting curriculum. They carefully consider the school's small size and rural context. They ensure that pupils' encounter stimulating and wide-ranging experiences and so develop knowledge and understanding beyond the school's immediate locality. The extensive residential and day trips ably support pupils' learning about other areas of the country. As a result, pupils are well-informed individuals, with respect for others. Exploration of a wider range of cultures globally is yet to be developed.

Overarching awareness of an 'otherness beyond ourselves' shapes spiritual development throughout the school community. Leaders skilfully provide numerous high quality outdoor learning experiences to encourage contemplation. Insightful opportunities for prayer and reflection are planned throughout the curriculum. In addition, staff are attentive to every opportunity to pause and ask thought-provoking questions. They encourage thought-provoking discussions, fostering reflective moments. Staff make excellent use of the school's location in providing many varied occasions to interact with nature. The vision consequently inspires pupils to develop respect for the environment and the world around them. They revel in the opportunities they get to care for God's world through growing plants. They relate this to the parable of the mustard seed growing into a large tree. Pupils articulate a well-developed sense of awe and wonder.

The whole community appreciates the inspiring collective worship as a profound experience. It is highly invitational and inclusive, supported well by the use of sign language. Staff and pupils' remarkable talents, in playing musical instruments and singing, heighten the atmosphere of worship. Meticulous planning deepens pupils' understanding of the vision through exploring Christian values. Pupils talk about how collective worship inspires them to action, especially how it shapes their thinking and actions. Local partnerships with both Methodist and Anglican churches have a highly valued role in the leading of worship. They enrich pupils' experiences through drama and storytelling, sharing the relevance of Bible stories. Local clergy cherish the pupils' role in sharing with the local church, through leading worship. Pupils confidently talk about their understanding of the Trinity and the significance of bread and wine in Jesus' Last Supper. Pupils plan and lead thoughtful worship, from a



young age, frequently and confidently. Together with prayer opportunities throughout the school, this provides further meaningful opportunities for spiritual development.

The school's vision to plant seeds of happiness extends throughout the local community. It is a natural overflowing of the school's care and compassion for others. Pupils' distribution of thought-provoking prayers and poems throughout the locality was especially impactful in demonstrating concern for others. Inspired by the Christian vision, staff and pupils act admirably, beyond what would be expected. This is exemplified through their commitment in making significant adjustments to school life in order to integrate new pupils. Members of the school council are involved in making decisions about their school. As a direct result of this, pupils feel they have a voice which makes them feel valued. They are confident in looking for solutions when they see an issue that raises concern. They have a prominent role in steering improvements in the school environment. The pupils' ability to articulate their understanding about the challenges faced by others is inspiring. They explain their desire to live out the Christian value of service through commitment to numerous fundraising projects. This encapsulates the school's Christian vision to spread seeds of happiness.

Farlow is justly proud of being a small school that achieves big things, through living out its vision. Parents express appreciation that it is 'so much more than a school'. They recognise the abundant ways pupils are given space to grow into well-rounded people. Staff thoughtfully nurture the wellbeing of pupils. Pupils say that everyone has a part to play and that they learn from each other. This is abundantly evident in the way they show respect and support for each other. Staff are also extremely positive about the way governors are attentive to their wellbeing. Consequently, this is truly a community that lives well together. Parents and governors describe their visits to the school as life-enhancing.

Through effectively planned and well-resourced RE, pupils have a good understanding of various living world faiths, including Christianity. Pupils learning is enriched by visits to various places of worship and discussions with faith leaders. This allows pupils to explore their own beliefs and look beyond their locality into the wider world. Pupils have a good understanding of Christianity as a world-wide faith. through established active links with a school in Tanzania. The curriculum encourages pupils to compare and contrast the teachings of different faiths. As a result, pupils confidently express their own opinions. They embrace the opportunity to ask questions and have a well-developed respect for the opinions of others. Through accessing professional development regularly, staff ensure good curriculum knowledge. Leaders have wisely identified the need for greater assessment and moderation opportunities to ensure that the quality of learning is consistently good.

Information			
School	Farlow Church of England Primary School	Inspection date	6 March 2023
URN	123475	VC/VA/Academy	Voluntary controlled
Diocese/District	Hereford	Pupils on roll	41
Headteacher	Alison Davies		
Chair of Governors	Philip Engleheart		
Inspector	Jan Potter	No.	939