

Statutory Inspection of Anglican and Methodist Schools (SIAMS) Report

Farway Church of England Primary School

Vision

“Jesus is the rock in which we build our lives on.” (Matthew 7:24-29)

In our school community, we create an environment where aspiration, inspiration and motivation flourish. Rooted in our Christian values, we aspire for every child to reach their fullest potential. We inspire our children to explore their unique talents and passions, instilling a lifelong love of learning. We motivate our children through a rich and varied curriculum, to cultivate confident, compassionate, and resilient individuals who are prepared to make a positive impact on the world.

Farway Church of England 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.

Strengths

- The Christian vision, deeply rooted in biblical teaching, is a living reality. It underpins all that the school does to meet the needs of its community. This enables adults and pupils to flourish.
- Throughout the school, pupils and adults demonstrate loving and caring relationships with each other. The ethos of the ‘Farway Family’ is talked about with pride. Parents and carers recognise the wholesome feel to the school.
- The school has cultivated a series of effective partnerships, including with the Link Academy Trust, which has created a sense of togetherness. The decisive, strategic changes made in the last six months have had a significant impact on how the school community flourishes.
- Effective leadership, which is delivered in a manner reflective of the school’s Christian vision and values, has created a welcoming and inclusive environment. Those considered to be vulnerable are thoughtfully nurtured, ensuring that they flourish.
- Pupils and adults are deeply valued as individuals and feel trusted and loved. Farway is a happy school where everyone is respected, and wellbeing is prioritised.

Development Points

- Embed the strategic, organisational changes introduced this academic year in order for them to have a long-lasting impact on the aspirations of the school community.
- Expand the links with the local and wider community to provide opportunities for pupils to be agents of change and address any injustice they see.



Inspection Findings

The well-considered Christian vision effectively steers the direction of this warm and welcoming Church of England school. The Christian values of love, respect, resilience, compassion and trust are lived out across the school community. Recently, leaders, in close partnership with the Link Academy Trust, have made several strategic changes. These include a new vision, a modified leadership structure and a more rigorous evaluation cycle. For example, the formation of a governors' school ethos group provides a planned cycle of regular monitoring, support and challenge. Consequently, the school's Christian foundation is prioritised by leaders in all development plans. The school now has a strong foundation which enables pupils and staff to flourish. As the changes become embedded, they are having a positive impact on the aspirations of the school community. This aligns well with the trust's vision of 'Flourishing schools for all in the heart of our communities'.

Through an unwavering commitment to the school's Christian vision, pupils and adults are treated well at Farway. People are respected as valued individuals. Relationships across the school community are firmly rooted in the school's vision and values, especially love and trust. Pupils and adults are proud to belong to Farway School. Parents praise how staff focus on the specific needs of each pupil. Targeted support addresses educational, social and emotional needs in an inclusive environment. Consequently, pupils demonstrate a caring and empathetic understanding of their peers' needs. They view themselves as a united team. At playtimes, and in collective worship, pupils and staff come together to play or pray as one body. This ethos of unity permeates school life, providing a pillar of support when needed. The wellbeing of adults and pupils is thoughtfully considered by leaders. Staff particularly appreciate the Give Back a Day initiative. This allows them to take a day a year to focus on their own mental and emotional health. Pupils value the investment which has been made in their playground equipment because it provides a more stimulating breaktime experience.

The curriculum is rich and varied to meet the expectations set out in the school's Christian vision. It provides the firm foundations required by pupils to reach their potential. It has been developed in partnership with other schools in the trust. Through the increased sharing of expertise and resources, the learning experience for pupils is enhanced. This is having a positive impact on pupil outcomes as well as staff workload. The learning for pupils with SEND, or who are vulnerable, is adapted so that the lessons are inclusive. There are high expectations around oracy and the modelling of this by staff. This is providing pupils with a key skill required to be confident individuals. The pupils have a mature understanding of the concept of reconciliation. Learning about the International Cross of Nails project has resulted in pupils being able to naturally offer the hand of friendship to others. Within the curriculum there are planned spiritual development opportunities, such as during yoga or story time. These provide the pupils with purposeful moments of stillness and calm. Extra-curricular activities support pupils to develop their own love of learning. Opportunities such as guitar lessons, tag-rugby festivals and residential visits inspire pupils to explore their unique talents and develop resilience. This means they are well-prepared for the next stage of their education.

Collective worship expresses the school's vision and is engaging and inclusive. The schedule of collective worship forms an important cornerstone of each school day. Values are explored in depth each half-term, ensuring school-wide understanding. Worship is thoughtfully planned. Opportunities are given to reflect on big questions such as, 'What would a world full of compassion look like?' The local clergy and church members play an active role in school life. The Open the Book worships led by local volunteers are enthusiastically received and are having a positive impact. For example, pupils demonstrate an impressive knowledge of Bible stories which have been



shared. They can relate the actions of Jesus to the behaviours they display towards others. Pupils, staff and parents enjoy attending and contributing to services at St Michael and All Angels Church. These services, held to celebrate the major Christian festivals, are viewed as 'special moments' by the pupils. There is a recently introduced shared understanding of spiritual development which is fostered through collective worship. Pupils and staff use the mirrors, windows, doors framework to describe their feelings, thoughts and actions with confidence. The older pupils expertly support the younger pupils to articulate their thoughts during shared reflection times. Adults are proud of the pupils for their willingness to think deeply about themselves and others. They describe it as providing them with 'faith for the future'.

Religious education (RE) is given a high priority, and the curriculum is effective. It has recently been reviewed, and leaders have outlined a clear progression of what is to be taught and when. For example, pupils learn about different faiths and can compare them with each other. They then look at what it means to belong to a faith community. Monitoring by the RE leader is effective. The headteacher, RE leader and foundation governor regularly attend diocesan training. The trust has a church school leader who delivers training and holds termly hub meetings. This support is enabling the RE leader to flourish through providing professional development to other staff members. Consequently, teaching staff are being equipped to deliver the newly revised RE curriculum with greater confidence. However, the use of physical artefacts and resources within lessons is currently limited.

Pupils take pride in their RE work. They can explain the key learning from their lessons and enjoy discovering about a variety of religions and worldviews. Pupils are able to recall key facts as an impact of the introduction of knowledge organisers. There is a school wide focus on precise vocabulary development which helps pupils to know more and remember more over time. The new assessment system is supporting teachers and the subject leader to identify gaps in the pupils' learning. Future lesson planning is adapted accordingly. As a result, teachers are being better equipped to support pupils' progress.

The school's Christian vision actively encourages pupils to 'make a positive impact on the world'. There is a culture where pupils are empowered to look outwards from their own place of security. The democratically elected pupil ethos group is beginning to take a lead in this. Each week pupils discuss a global news story and relate it to the school's values. Following pupil research into loneliness amongst older people, the school partnered with the charity Silver Stories. Some pupils now speak weekly with, and read to, an elderly person, on the phone. This teaches pupils that charity can be provided through the giving of time. The school's carefully considered reading spine enables the pupils and adults to have a deeper understanding of diversity and cultural ethnicity. The school supports families who are vulnerable. For example, through providing food parcels or referrals to Early Help for financial assistance. Through inspiration, aspiration and motivation, Farway School is enabling its pupils and adults to flourish.

Information

Address	Farway, Colyton, Devon, EX24 6EQ		
Date	06 March 2025	URN	151003
Type of school	Voluntary Aided	No. of pupils	38
Diocese	Exeter		
MAT	Link Academy Trust		
Headteacher	Sam Butler		
Chair of Governors	Corrinna Tigg		
Inspector	Nigel Helm		