

Statutory Inspection of Anglican and Methodist Schools (SIAMS) DRAFT

Little Houghton Church of England Primary	
Address	Lodge Close, Lodge Road, Little Houghton, NN7 1AF

School vision

Learning for Life through:
 Growth – realising our potential
 Community – sharing and contributing
 Spirituality – reflecting and thinking deeply
 Environment – appreciating local and global environments
 – so that each child can flourish like a flower of the field – Psalm 103:15
 Mission Statement.

We aspire to attain high academic and personal development in all pupils and support their emotional and spiritual development based on the values of the Christian faith.

Through this we strive to:

- Create a welcoming, secure, and inclusive environment.
- Stress the value God places on each individual.

Promote high standards of and personal responsibility for behaviour through good citizenship, a caring approach for others based on the teachings of Jesus Christ

Enable all pupils to reach their full potential, pursue their interests and develop a lifelong and purposeful love of learning.

Threading through this are the school’s Christian Values of Community, Generosity, Dignity, Truthfulness, Justice, and Courage. These are central to the school’s mission and purpose and permeate the school.

School strengths

- Supported by governors, inspiring leaders drive forward a deeply rooted Christian vision which motivates ‘Learning for Life’ in others. As a result, the vision and values impact positively on the lives of pupils, their families, and staff.
- As a result of the clear definition of spirituality, pupils and staff understand it well. They take advantage of the rich opportunities for spiritual development that the curriculum and wider school life offer.
- Shaped by the vision and values, collective worship is creatively planned and delivered. It is invitational, inclusive, and inspiring, providing time for pupils and adults to grow spiritually through a range of experiences.
- There is exceptionally inclusive support throughout high quality learning opportunities. This ensures that pupils, including those with special educational needs and disabilities (SEND) develop academically and personally.
- Pupils have positive outcomes in religious education (RE) because it is well planned and assessed.

Areas for development

- Ensure that strategies are in place to develop and sustain high-quality provision in RE.

Inspection findings

The Christian vision and values at Little Houghton are clear and deeply rooted. Inspiring leaders use them to drive school development in innovative ways. The idea that pupils can flourish like ‘flowers in the field’ is a theme woven into school life. It is visible in displays, articulated by pupils, sung about, and there is a flower on the school emblem. Therefore, pupils know this well. The vision and values are implemented through rigorous monitoring by governors. The additional learning needs of vulnerable pupils and those with SEND are carefully considered. Pupils are enabled to develop academically and personally. Collective worship gives adults and pupils time to think deeply and reflect on the themes. As a result, it has a positive impact on their spiritual development. Diocesan assistance with strategic planning is valued, particularly when supporting the continued professional development (CPD) of leaders, staff, and governors. Leaders are aware of the need for succession planning in the development of the RE curriculum. Parents recognise the importance of the vision and values in their children’s education. This enables them to become confident, well-rounded young people.

Collective worship is imaginatively planned and presented, making it inspirational. It promotes the vision and values so that pupils and adults can see how they can be lived out. It is held in the afternoon to have a greater impact, because it facilitates time to reflect on the day. Singing plays an important part in worship. Pupils love to sing the school song that reinforces the vision. The Lord’s Prayer is sung enthusiastically making prayer stimulating and uplifting. It enhances spiritual flourishing, as pupils feel that they ‘shine as they sing.’ Pupils enjoy the variety of worship experiences offered. They like sitting in small circles of mixed ages for ‘Picture News’ worship. In these groups, they discuss a topical issue based on a picture. Through this innovative way of addressing topics, those who are less confident are often motivated to contribute. The theme is then linked to a Bible story or verse. Consequently, pupils consider how the teachings of Jesus are relevant today. They then reflect on how the issues impact on their own lives. Conversations are often continued in class, allowing more time for reflection, which can lead to discussion at home.

In the weekly ‘achiever’s assembly,’ pupils are proud to receive awards which show that they are ‘Learning for Life’. This encourages them to talk about what it means to be a pupil at Little Houghton. Parents of recipients are invited to attend and be part of the school community. Pupils receive a flower to add to the ‘flowers in the field’ display. This display is a visual celebration of their understanding of the vision and values. Clergy regularly lead worship in school and in St Mary’s Church. Parents and members of the local community are invited to attend church services, strengthening links between them. The church also hosts the Year 6 leaver’s assembly. Pupils like visiting St Mary’s and see it as an integral part of their collective worship. This reinforces the church’s support for them as they embark on the next stage of their educational journey.

Using the Christian values, staff create an environment that promotes good mental health and inspires pupils to do their best. Pupils understand that the value of justice is about being fair, which includes how you treat others. They know that they need to ‘Be safe, Be Kind, Be Ready’ and because of this behaviour is good. It is praised by parents and staff. Anti-bullying ambassadors in Years 5 and 6 are trained to support pupils on the playground. They know their roles and can explain the difference between falling out and bullying. Under their watchful eye, the buddy bench is available with soft toys to cuddle should anyone feel lonely or upset. The anti-bullying ambassadors demonstrate positive role models and leadership. Pupils they say that feel happy in the playground because of this peer support. Key Stage 2 pupils also participate in the ‘Making Me’ emotional wellbeing programme. This initiative enables them to feel more confident to discuss their feelings. Staff encourage the pupils to ‘fail safely.’ By having these opportunities pupils can develop

resilience. The prayer space group activities are sessions that enable pupils to think deeply and reflect on a variety of topics. They enjoy these times, as they like being able to talk ‘freely’ about their thoughts. The prayer space and peace garden are available for pupils who want time for personal reflections. Every class has a reflection space where pupils may write their prayers if they ‘want to talk to God.’ These sensitively planned spaces provide opportunities for spiritual development.

‘Learning for Life’ is the foundation on which the curriculum is planned. The school quickly identifies when pupils and their families need extra assistance. They know the barriers that affect learning so provide effective solutions. Carefully crafted additional support enables vulnerable and SEND pupils to have positive learning experiences. Staff use the language of the vision and values in their interactions with pupils to reinforce their significance. They appreciate leaders allowing them to be creative in their approach to teaching. It makes them feel valued as teachers. Extracurricular activities are planned so that everyone has the opportunity to participate. Parents value that their children flourish in this learning environment. They are confident that the school’s approach enables their children to leave well prepared for next stage of their education.

The vision promotes the importance of community and the environment. To show their commitment to this, pupils are provided with opportunities to demonstrate how they can be agents for change. For example, they are proud to raise money for charities at national and locally, because they want to make a difference. A recent prayer space activity on climate change resulted in pupils organising a local litter pick. To support reducing food waste, the partnership with ‘Rethink Food’ encourages pupils to consider what they eat. Acting on this, they are growing fruit and vegetables in class and in the gardening club to eat in school. Therefore, pupils show a growing awareness that global issues can impact them at a local level.

The RE curriculum is rich and engaging, encapsulating the vision. Leaders carefully consider planning so that the quality of provision is maintained, and high outcomes are sustained. The curriculum is balanced, including a range of faiths and world views as well as Christianity. Throughout the curriculum, pupils celebrate the similarities between faiths, also appreciating that Christianity is a global faith. As a result, they develop an understanding of and respect for the beliefs of others. Staff receive regular CPD ensuring that it is taught well across the school. Monitoring and assessment are thorough and inform teaching and learning. Pupils are provided with opportunities to demonstrate their knowledge, using it to link concepts at a deeper level. As a result, pupils progress well in RE.

The inspection findings indicate that Little Houghton Church of England Primary School is living up to its foundation as a Church school.

Information			
Inspection date	2 May 2024	URN	122025
VC/VA/Academy	Voluntary aided	Pupils on roll	83
Diocese	Peterborough		
MAT/Federation			
Headteacher	Carolyn Fairbrother		
Chair	Linda Browett		
Inspector	Sarah Conant	No.	2220

