



## Statutory Inspection of Anglican and Methodist Schools (SIAMS) Report

Honington Church of England VC Primary School	
Address	Malting Row, Honington, IP31 1RE
School vision	
<p>At Honington CEVCP School we are committed to our ethos as a warm, welcoming, nurturing school where we recognise and develop the unique gifts and personal qualities of all. We offer a Christian approach to learning which is underpinned by our motto, 'Aspiration for All,' and, from the Bible, 'Live life in all its fullness.' (John 10:10).</p>	
School strengths	
<ul style="list-style-type: none"> <li>• Pupils, staff and governors live out the Christian vision in every aspect of school life. It is the universal motivating force behind everyone's shared commitment to high aspiration for themselves and for each other.</li> <li>• Pupils and adults treat each other well because they understand that they have responsibilities as well as rights. No pupil is hindered from accessing a broad and engaging curriculum because they support one another to do so.</li> <li>• A discernible love for worship and prayer is evident throughout the school. Staff, visitors and pupils inspire each other to grow spiritually by leading acts of worship that are welcoming to all.</li> <li>• This school has a high turnover of pupils because it serves many families from the nearby RAF station. The Christian vision prompts leaders to assess pupils' individual needs quickly so that they can enjoy fullness of life without delay.</li> <li>• The religious education (RE) curriculum engages pupils with precise knowledge and opportunities for reflection. As a result, pupils use religious vocabulary accurately, and question religious ideas deeply.</li> </ul>	
Areas for development	
<ul style="list-style-type: none"> <li>• Build on the success of collective worship to ensure that pupils have more opportunities to develop spiritually from the broader curriculum.</li> <li>• Ensure that all pupils respond to what they learn in school about justice to take action that challenges injustice. This is so that they can be empowered to improve their world.</li> </ul>	
Inspection findings	
<p>Leaders and governors are deeply reflective about why their Christian vision is right for the community they serve. They openly welcome pupils who have special educational needs and/or disabilities (SEND). The school has a high turnover of pupils because of the context of its local community. The Christian vision enables leaders to welcome all pupils regardless of how long they may spend in the school. Leaders understand how living 'life in all its fullness' incorporates life's challenges as well as its joys. They are relentless in their commitment to helping children and their families to aspire to navigate these challenges successfully. Inspired by the example of senior</p>	

leaders, staff act with urgency to identify pupils' individual needs quickly and act to address them. Governors explicitly manage the school budget to support the Christian vision. They ensure that pastoral support is available for pupils so that all are treated well. In addition, leaders ensure that everyone understands why some are given additional support. The local community is loyal to its school because leaders have communicated their vision clearly. Families trust staff to treat them and their children well, even during challenging times.

Fulness of life and aspiration for all are at the heart of the school's curriculum. Leaders carefully map the learning activities in each class. This is so that all pupils (including those who have SEND) have equal access to a rich breadth of learning. Leaders successfully promote high attendance at school so that no pupil unnecessarily misses out. Everyone understands the behaviour management policy. It is applied effectively because teachers think it works and because pupils think it is fair. As a result, learning behaviour in class is purposeful and calm. Each classroom has a reflection area where a pupil can choose to spend time away from other pupils if they need to. This minimises the amount of time that some pupils might be out of class, and often leads to them resuming their learning without delay. Leaders aspire to provide pupils with opportunities in the curriculum to develop spiritually, such as through outdoor learning. In much of the taught curriculum, however, leaders do not always consider how each subject area could explicitly promote pupils' spiritual growth.

Collective worship contributes significantly to the very strong relationships between adults and pupils. It is based on carefully chosen weekly themes that strengthen the bonds of mutual dependence and promote spiritual growth for all. For example, the theme of 'trust' builds on biblical teaching to encourage pupils to be wise in their own relationship choices. Because older pupils are secure in their relationships with school staff, they model this to younger pupils who, in turn, readily trust them. In one act of worship, younger children were supported by older pupils to help them to pray. Adults were visibly moved by this, demonstrating how they, too, grow spiritually through worship in school. Worship is regularly led by representatives of local churches from on and off the RAF station. This helps pupils to live life in all its fulness by feeling rooted in a local community. This is particularly valuable for those whose time in the school is limited. 'Bible journals' are an important extension of worship. In these books, pupils regularly record their personal response to acts of worship through words and pictures. This reflects leaders' clearly expressed understanding of spiritual development as an opportunity to slow down and have time to think. Prayer is used particularly effectively to reflect this expression of spirituality. All are invited to pray in this calm and thoughtful manner, although nobody is obliged to do so. Pupils feel secure to respond to worship honestly. This is because they know that people of all faiths and backgrounds are equally welcome in their inclusive school.

The biblical principle of patience is evident throughout the school. Leaders, staff and governors model patience through their relationships with pupils and their families, even when times are difficult. As a result, pupils are supported by specialist staff to be patient with each other. This means that they understand that difference need not be divisive. Newly arrived pupils or those whose friends have recently left the school sometimes need extra support. Staff are highly attuned to identify this need and are empowered to meet it. The gratitude that this inspires in parents leads to strong relationships with the school. This deepens their children's experience of the fulness of life because their parents are supportive of teachers and leaders.

The school's partnership with the local church clearly reflects the Christian vision. Pupils and their families express affection for church leaders because they make them feel secure and welcome in the local community. Each class learns about justice and injustice through different 'courageous advocates' from the past and present. One year group is studying environmental activism and works with a local group to plant trees. Because of the Christian vision, pupils explain how overturning injustice is an essential part of living a full life. Every class learns about issues of justice in the

curriculum, and worship gives pupils opportunities to reflect on moral questions. Not every pupil, however, has had an opportunity to take action to put what they have learned into practice.

The RE curriculum is carefully constructed to ensure that pupils learn accurate information about a range of religions including Christianity. Questions are embedded into the curriculum for each year group. As a consequence, pupils are challenged to extend their knowledge of religion. They also reflect on questions of morality arising from what they learn. For example, they are challenged to think about what kind of leader it is good to follow. Pupils use religious vocabulary accurately. They understand that incarnation is a key Christian theological concept, and can explain the importance of the Kaaba to Muslims. This means that they are confident and comfortable about some of the religions they may encounter in modern Britain. Leaders support teachers to develop their religious knowledge, and monitor pupils' work to ensure that the curriculum is covered effectively. The RE curriculum is enhanced by 'theme weeks' which focus on different aspects of religion. One such week is based on the Holy Trinity. As a result, pupils can explain this Christian belief thoughtfully and precisely.

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

Information			
Inspection date	8 February 2024	URN	124702
VC/VA/Academy	Voluntary controlled	Pupils on roll	164
Diocese	St Edmundsbury & Ipswich		
MAT/Federation			
Headteacher	Lauren Moore		
Chair	Karen Burton		
Inspector	Richard Hopkins	No.	2234