

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

High Beech Church of England VC Primary School	
Address	Mott Street, Loughton, Essex IG10 4AP
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	Good

School's vision
All things are possible for one who believes (Mark 9:23)
Key findings
<ul style="list-style-type: none"> <li>• High Beech's strong Christian vision guides and inspires leaders' policy and practice in this small, rural community, so all can flourish.</li> <li>• 'All things are possible for one who believes' underpins the school's approach to the curriculum. Good pastoral care nurtures all, including the most vulnerable, resulting in pupils achieving well academically. Both pupils and adults are enabled to flourish spiritually.</li> <li>• The school embraces character development, with pupil-led projects focused on courageous advocacy. However, social action on a global dimension is at an early stage of development.</li> <li>• The High Beech community, including parents and adults, enjoys collective worship, where clergy have a high level of involvement. However, regular training for all leaders of worship, integral to ongoing development and improving practice, is less well-established.</li> <li>• Staff are well-supported to teach religious education (RE) effectively, so that pupils flourish in their learning. Curriculum development in RE is positive, and is growing in its global outlook. However, pupils' knowledge of Christianity as a living world faith is currently limited.</li> </ul>
Areas for development
<ul style="list-style-type: none"> <li>• Strengthen diocesan links, enriching training for all worship leaders, and nourishing spiritual flourishing for all.</li> <li>• Extend the global dimension of Christianity within the RE curriculum, so that pupils appreciate Christianity as a living world faith.</li> <li>• Ensure hope and aspiration for global social action enables pupils to deepen their roles as advocates for change.</li> </ul>

### Inspection findings

'All things are possible for one who believes' is embraced by adults and pupils in this small, vibrant Church school. This vision nurtures a community where relationships are rich and affirming. The potential of each pupil as a child of God is recognised. Leadership from the Epping Forest Schools Partnership Trust (EFSPT) demonstrates a deep commitment to supporting its Church schools, promoting their Christian distinctiveness. Diocesan support is welcomed and valued. Monitoring by the trust and the local governing body is robust, supporting leaders in sustaining and improving the school. Governors and leaders are passionate and dedicated to ensuring both adults and pupils flourish. Pupils are proud of their school. They refer to the school's vision and values freely, and confidently express how they draw upon them in daily life. Pupils understand and explain good behaviour in relation to the school's values of respect, perseverance and thankfulness. They have high expectations of themselves and are cooperative. In such a small school, pupils' social circles are potentially limited. However, this leads to mixed age friendships and support for newcomers, recognised positively by parents and evident in the playground. This is a community where adults and pupils live and work harmoniously together.

Pupils thrive at High Beech because leaders plan support well to meet their educational, emotional and social needs. Wide-ranging pastoral care includes mental health support and art therapy for pupils. Bespoke support for vulnerable pupils is driven by leaders' commitment to the Christian vision. The services of a family support worker and counsellor extend to parents as well as pupils. A minority of pupils have persistently low attendance. Leaders are working with families to enable these pupils to engage with learning and so flourish. Similarly, the school embraces a trauma-perceptive practice (TPP) approach to behaviour and wellbeing. This restorative approach promotes the Christian values of forgiveness and reconciliation. Pupils learn to respect each other's differences and viewpoints, so building understanding and friendship. The school's vision aligns closely with a growth mindset approach so pupils 'believe they can achieve if they persevere'. Staff support pupils in recognising their emotional responses to situations, guiding them to make good choices. Pupils learn to solve problems for themselves which then helps maintain their focus on learning. Parents affirm that pupils enjoy the broad and rich curriculum, impacting positively on their achievement in core subjects. For example, one pupil told their parent, 'I love maths because it challenges my brain and it's exciting.' Pupils with special educational needs participate with their peers, and receive targeted specialist support within class. This results in a happy and inclusive learning environment where all flourish.

Rich learning experiences comprise bi-annual enrichment days, including a Harvest reflection day and a Prayer day, promoting spiritual growth. Extra-curricular activities, including archery, construction and cooking clubs, meet the creative, investigative and physical needs of children. The youngest pupils show utter delight creating Easter gardens in their forest area. A beautiful semi-wild garden offers another outdoor space for spiritual reflection and story-telling, which is well used. Pupils at High Beech benefit from many and varied occasions for personal development. They hold a range of positions of responsibility, including worship and sports councillors. They exercise leadership as head prefects, encouraging younger pupils to develop confidence in achieving change. Each class is justly proud of its own courageous advocacy project, with themes chosen by pupils. For example, Year 3 and Year 4 are fundraising for the recent earthquake disaster appeal for Syria and Turkey. Year 5 and Year 6 are organising recreation activities with a local care home, bringing joy to the residents. This nurtures their developing sense of responsibility and an appreciation that they can make a difference to others' lives. The school also makes good use of external resources available to support leadership development. Year 5 pupils undertake the Archbishop of York's Young Leaders' programme. Led by the clergy, this enhances pupils' understanding of being local agents for change and empowerment. Pupils have a limited understanding of global issues, such as inequality. Nonetheless, the impact of these projects is evident in pupils' interest in, and burgeoning commitment to, social action.

Invitational collective worship plays a central part in the daily life of the school. Everyone is welcomed and included so 'all can engage with integrity'. Christian values are proudly displayed around school, so the learning environment reinforces their importance to everyone. Worship

councillors play an active part in preparing the hall, assisting with and evaluating worship. The rolling programme covers the Christian Church year and consistently addresses the school's vision, values and planned themes. A variety of worship styles is offered to the community. Strengthening links with the diocese helps enable regular training for all worship leaders, nurturing spiritual flourishing. This leads to improving practice as part of the school's ongoing development. Pupils particularly enjoy singing worship and class-based worship. Collective worship was sustained during lockdown with daily online sessions and home activities. Building upon this practice, weekly class-based worship now commences with a video starter by the collective worship leader. Staff lead craft-based activities in class, inviting pupils to think deeply and develop their own spiritual responses and ideas. Pupils understand and highly value this creative focus as an inspiration for reflection or development of spiritual expression. Each class creates its own Prayer Experiences book, a reflective log used to help deepen pupils' prayer and spiritual life. A strong partnership with the local Church of the Holy Innocents is evident and pupils enjoy clergy-led worship greatly. Clergy are clear that pupils have a range of beliefs and worldviews and are invitational in their approach. The trust also has a positive impact on worship. For example, Year 3 pupils from all four schools unite to participate in the Easter story. Close proximity to Waltham Abbey enables pupils to experience Christian worship across a range of Anglican traditions.

RE is highly valued as a core subject and subject leadership is effective. Staff are confident in the teaching of RE and feel well-supported so that pupils flourish in their learning. For example, pupils' recall and understanding of Christianity is coherent, with their knowledge more secure as they move through the school. Pupils are enthusiastic in their enquiry of world faiths, respecting key beliefs and places of worship. They are growing in their knowledge of a range of religions and worldviews. However, pupils do not have a strong understanding of Christianity as a global faith. Considerable work is in progress as the school transitions to a new RE curriculum.

High Beech's distinctive Christian vision, supported by all, is the fundamental driver of school policy and action, so everyone flourishes.

Information			
School	High Beech VC Primary	Inspection date	23 March 2023
URN	145600	VC/VA/Academy	Voluntary Controlled
Diocese/District	Chelmsford	Pupils on roll	92
MAT/Federation	Epping Forest Schools Partnership Trust		
Headteacher	Jonathan Furness (Executive Headteacher) / Kate Mortimer (Head of School)		
Chair of Governors/ Trust Board	Peter Walker		
Inspector	Rachel Jones	No.	C.21/22
QA Assessor	Lizzie McWhirter	No.	244