



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

Coopersale and Theydon Garnon Church of England Primary School	
Address	Brickfield Road, Coopersale, Epping, CM16 7QX

School vision
Making choices every day to support well-being for everyone
School strengths
<ul style="list-style-type: none"> <li>• The vision shapes and directs all aspects of the school’s work. It has a significant impact, inspiring all to make daily choices to enhance one another’s well-being.</li> <li>• Religious education (RE) is ably planned and thoughtfully led. It contributes significantly to pupils’ understanding of religion and belief in the world.</li> <li>• Collective worship is valued by pupils, staff and parents. It unites the community in their shared endeavour to love self, others and the environment.</li> <li>• A culture of love is expressed through regular charitable work. Pupils are developing their understanding of how impactful their voices and actions can be in the local community.</li> </ul>
Areas for development
<ul style="list-style-type: none"> <li>• Ensure governors hold the school rigorously to account over the vision’s impact across all aspects of its work.</li> <li>• Create a regular and effective evaluation programme for collective worship. This will help leaders comprehensively know its impact and ways to improve practice.</li> <li>• Continue embedding the vision so all leaders are clear how its Christian basis shapes and enriches school life.</li> </ul>
Inspection findings
<p>Leaders at Coopersale and Theydon Garnon have established a vision which informs every aspect of school life. This shared purpose binds all together in a culture of love where everyone is embraced and known. Here, well-being is seen as the spring from which flourishing flows. Adults and pupils are therefore unswerving in their commitment to make good decisions daily for each other. This has led to a palpable drive to act with and for others. The vision was recently established in consultation with staff, pupils, parents and governors. It is rooted in Jesus’ teaching and the Christian belief of all being preciously made in God’s image. Exactly how it is rooted in the bible needs further clarity and consensus. This is required to inform and focus the school’s future work. Leaders have a clear understanding of strengths and areas of development. However, governor accountability does not focus stringently enough on the school’s vision-driven work and its impact.</p> <p>Staff have used the vision to craft a curriculum full of opportunity. Rich learning journeys, that classes shape based on their own interests and questions, provide exciting experiences. Pupils learn well because staff are deeply committed to ensuring that all, including the vulnerable, flourish academically. Following recent training, teachers are starting to use the language of ‘wows’, ‘ows’</p>

and 'nows' when referring to spirituality. This has helped staff to begin recognising, and further build upon, opportunities for its development across subjects. For instance, pupils have time to wonder in awe at the natural world in science. Their learning is deepened by an impressive range of trips, workshops and extra-curricular activities. The proactive parents-teacher association has been significant in funding such experiences. Additionally, pupils have been able to encounter, understand as well as celebrate diversity and difference through books funded by this group.

The vision is a lived reality at the school; all thrive as everyone feels valued for who they are. Staff love working here. They choose to take on responsibilities for their own professional growth and to serve the community. Leaders and governors recognise challenges on workload and have made impactful decisions to enhance their colleagues' well-being. Staff have real pride in what they provide for pupils. As they know their classes well, they tailor support for learning and mental health. This care, arising from the vision, is reciprocal. Pupils value staff, demonstrating this movingly through a performance and written messages on World Teacher Day.

The 'harmony and safety rules' provide a shared foundation for all living well together. Pupils are proud of their 'kind school'. In rare instances that disagreements happen, restorative conversations are used to good effect to move forward positively. A close partnership with the charity MIND equips pupils with practical strategies to look after their mental health. They speak highly of 'Zones of Regulation', which help them to recognise and manage their emotions. When peers are struggling, they do what they can to help.

Collective responsibility for a just and more hopeful future binds a community who look outwards in love. Inspired by the vision to see all flourish, charitable giving is commonplace. Across lessons and worship, pupils frequently learn about current issues and individuals who act for a better world. They are empowered to share their views on injustices in society. Pupils are also inspired to make choices to help the planet and other people thrive. Many choose to use their voice on the Childrens' Committee and/or Eco Warriors. Pupils have demonstrated their heart for the earth through establishing bee hotels and using compost bins for food waste. Some are animated by the vision to support those in need locally and further afield. This has seen pupils' undertaking their own fundraising and calling for high levels of care for those with dementia. However, sometimes opportunities for classes to consider the root causes behind injustice and inequalities are missed.

Collective worship holds a special place in school life. It is carefully planned with the local church in ways that are inclusive, invitational and inspirational. Worship is valued as a time to share peace, joy and love together. The Bible is imaginatively explored in ways that constantly refer to the vision. This allows the community to reflect upon choices they can make for the flourishing of themselves, others and the world. For instance, recent thinking about Antarctica led pupils to assert the responsibility of all in looking after the planet. With clergy support, classes often take the lead in shaping and leading worship. This is impactful, helping the community contemplate virtuous living in fresh ways. They talk about their reflections regularly at home, sharing stories and their thoughts on topical issues. Although provision has strengths, there is no formal monitoring or evaluation of collective worship. Consequently, leaders are not clear on the impact of its offer or what pupils think would improve it. A strong partnership with the local church enhances the lived experience of both school and the community. Termly Eucharists and festivals celebrated at the church contribute significantly to spiritual flourishing at Coopersale and Theydon Garnon. Pupils enrich the worship life of the community through singing at seasonal services.

RE is impressive. The subject is expertly led. Leaders have ably introduced a new syllabus, giving staff support and resources to teach the subject well. Pupils are delighted to talk about their RE learning and the ways it helps them to think deeply. For example, Year 5 have considered different views on 'Is believing in God reasonable?'. Pupils value the opportunities to think about their own



beliefs and offer their own questions. With the new syllabus, a new approach to assessment is being trialled. A variety of learning-rich approaches mean that classes are developing a secure understanding of religion and belief in the world. Diocesan training has enriched teaching and learning. Staff have identified the need to broaden pupils' understanding of Christianity as a diverse faith. Pupils benefit from visits to the local church to learn more about Christian beliefs and practice. They enjoy their RE lessons and frequently talk about their learning at home.

The inspection findings indicate that Coopersale and Theydon Garnon Church of England Primary School is living up to its foundation as a Church school.

Information			
Inspection date	6 December 2023	URN	115095
VC/VA/Academy	Voluntary controlled	Pupils on roll	189
Diocese	Chelmsford		
MAT/Federation			
Headteacher	Dale Bateman		
Chair	Jonathan Goldsworthy		
Inspector	Ryan Parker	No.	982