

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

### Copford Church of England Primary School

#### Vision

I will grow for tomorrow's challenges - growing in God's love.

Copford 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

- Copford Church of England Primary School's deeply embedded Christian vision drives decision-making, curriculum design, and inclusion. It ensures pupils, including those with complex special educational needs and/or disabilities (SEND) and refugee backgrounds, can grow in God's love and thrive.
- The enquiry-based curriculum nurtures curiosity, reflection, and deep thinking. It allows pupils to explore big questions about faith, justice, and the world. This fosters spiritual, moral, and intellectual growth.
- The school's Christian vision inspires a strong culture of compassionate inclusion. This ensures pupils, staff, and families feel valued and supported. The school provides mental health provision and nurture groups. There is a firm commitment to welcoming people, regardless of background or need.
- Pupils are agents of change. They lead initiatives such as fundraising, environmental action, and community outreach to display God's love. They demonstrate a deep understanding of justice, stewardship, and social responsibility.
- The ambitious and inclusive religious education (RE) curriculum enables pupils to engage in deep theological discussions and revisit prior learning. They explore diverse faiths and views, fostering respect, confidence, and understanding.

#### Development Points

- Further strengthen the Christian focus of worship, ensuring pupils and adults can recognise the difference it makes to their lives.



## Inspection Findings

Copford Church of England Primary School is a thriving community where learning and spiritual growth develop together. It nurtures pupils to grow in God's love and prepares them for tomorrow's challenges. The Christian vision drives decision-making and is evident across school life. Leaders are committed to ensuring all pupils, regardless of background or need, grow in confidence, character, and faith. Governors make bold financial decisions to sustain high-quality provision, prioritising funding for SEND support, nurture groups, and mental health initiatives. The school actively supports its most vulnerable pupils, including those from refugee backgrounds, by providing bespoke support that fosters well-being and integration. Staff development is a priority, with regular training opportunities ensuring all team members are equipped to support pupils effectively. Training includes sign language, enabling staff to communicate with pupils with profound needs, ensuring that every pupil has a voice. Leaders also encourage professional growth, with many staff progressing into leadership roles within the school and the wider educational community. Collaboration with other schools and educational networks allows leaders to refine their approach, ensuring that the vision continues to uplift and inspire the entire school community.

Spiritual development is embedded across the curriculum, encouraging curiosity, deep thinking, and reflection. This helps pupils to 'prepare for tomorrow's challenges.' The enquiry-based curriculum challenges pupils to ask profound questions about faith, morality, and justice. The school makes use of its outdoor learning environment, including its forest school, to nurture awe and wonder. Teachers create opportunities for pupils to explore spirituality through discussion and engagement with big ideas. Class discussions link key concepts in subjects such as history and science to ethical and moral considerations. This encourages pupils to think critically and with empathy. Pupils from a variety of backgrounds, including those with additional needs, engage meaningfully, demonstrating a strong awareness of themselves, others, and the world. Spirituality is also explored through creative writing, drama, and music, allowing pupils to express their thoughts and emotions in different ways. In art, they reflect on themes such as creation, faith, and identity, producing work that conveys their understanding of deeper spiritual concepts. Opportunities for reflection are built into daily routines, from moments of quiet contemplation to structured discussions where pupils consider how their learning connects to their beliefs and values. This approach ensures that spirituality is not confined to one area but is a rich and continuous thread woven throughout the school day. Teachers model reflective thinking, encouraging pupils to consider how their actions and attitudes align with the school's Christian vision. Through these varied experiences, pupils develop a well-rounded understanding of spirituality, which deepens their personal sense of faith, responsibility, and purpose.

Collective worship is at the heart of school life, providing an inclusive space for prayer, reflection, and theological exploration. Worship follows the liturgical calendar, reinforcing Christian values and key theological themes. Music, storytelling, and interactive elements encourage participation, creating a welcoming atmosphere. Adjustments are made to ensure pupils, including those with SEND, can participate fully. However, while worship is well-structured and appreciated by pupils, its impact on daily life is not always clear. This is true of pupils and staff. Coverage of other religious and non-religious festivals within worship is causing some confusion around what is worship and what is RE. Currently, monitoring of collective worship is more incidental. It is focused on enjoyment rather than what has been learnt and makes a difference to the lives of pupils and staff.

Inspired by the vision, a culture of inclusion, care, and mutual respect is fostered. This ensures pupils feel valued and supported. Strong relationships between staff and pupils create a nurturing environment where pupils are known and cared for. Staff go above and beyond to support pupils facing challenges, providing mentoring, pastoral care, and



targeted interventions. Pupils are encouraged to take responsibility for one another, with older pupils supporting younger ones in daily routines and at break times. The school actively promotes wellbeing, offering mental health initiatives, counselling services, and dedicated quiet spaces for reflection. The behaviour policy reflects the Christian vision, focusing on restorative justice, reconciliation, and personal growth. Pupils are taught to consider the impact of their actions and are supported in making amends where needed. Staff wellbeing is a priority, with leaders ensuring a manageable workload and strong support systems. Regular meetings and a strong sense of teamwork contribute to a positive working environment.

Pupils are passionate about social justice, advocacy, and caring for God's world. They engage in a wide range of initiatives, living out the values embedded within the Christian vision. The school's eco shop is a key part of its commitment to environmental responsibility. It encourages pupils to make sustainable choices and reduce waste. Pupils take ownership of projects such as fundraising for charities, including support for a local hospice that provided care for a school family. The school council empowers pupils to lead and shape these efforts, reinforcing the importance of responsibility and collective action. Lessons on global issues, including climate change and poverty, provide pupils with the knowledge and motivation to make a difference. Through these experiences, pupils develop leadership skills, empathy, and a strong sense of justice. They leave the school with a deep understanding of their role in creating a fairer, more compassionate world.

The religious education curriculum is ambitious, rigorous, and inclusive, providing pupils with a strong foundation in theology, philosophy, and world faiths. Christianity is taught as a living, global faith, with pupils exploring its historical and spiritual impact worldwide. They learn about diverse Christian traditions, worship practices, and how faith influences communities. Pupils engage in deep discussions, exploring ethical questions, theological concepts, and different religious traditions. The curriculum ensures prior learning is revisited, helping pupils build a strong understanding of complex ideas over time. Lessons are designed to be accessible to all, with adapted approaches ensuring pupils of differing abilities, including those with SEND, can participate fully. Teachers receive high-quality training, supported by diocesan resources and local faith leaders. Pupils explore a broad range of religious perspectives, fostering respect and understanding. They are encouraged to reflect on their own beliefs and how religious teachings influence communities.

## Information

Address	School Road, Copford, Colchester CO6 1BX		
Date	6 February 2025	URN	115074
Type of school	Voluntary controlled	No. of pupils	206
Diocese	Chelmsford		
Headteacher	David Bome		
Chair of Governors	Katie Hanson		
Inspector	David Huntingford		