

Statutory Inspection of Anglican and Methodist Schools (SIAMS) Report

Parsons Heath Church of England VC Primary School

Vision

Our vision is embedded in the imagery of God/Jesus as the Good Shepherd. We view school as the shepherd, guiding all members through daily life. We follow the example that Jesus gave us using our Christian Values of Belonging, Kindness and Resilience. As the Good Shepherd tends his sheep, so we nurture our school community in a safe, secure environment to ensure that they thrive and fulfil their potential as good shepherds of the future.

‘My sheep hear my voice, and I know them, and they follow me.’ John 10:27

Parsons Heath Church of England VC 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.

Notable Strengths

- The Christian vision, rooted in the Good Shepherd theology, is deeply embedded across the school. It is consistently understood by leaders, staff, pupils, parents and governors, strongly shaping relationships, inclusion, behaviour and strategic decision-making.
- The curriculum and wider provision, rooted in the school’s values, ensures strong support for learners deemed to be vulnerable. It also provides rich opportunities for personal development.
- Collective worship is well structured, inclusive and firmly embedded in the school’s vision. Strong church partnerships and a developing understanding of spirituality, inspire pupils to reflect and take action to improve the lives of others.
- The school has a deep culture of care and respect, where pupils and adults feel valued and supported.
- A well-developed ethos of justice and responsibility enables pupils to act as agents of change. Moving beyond charity to advocacy, pupils are engaging in a wide range of activities to support others and world needs.

Development Points

- Embed a shared understanding of spirituality and strengthen systems to monitor its impact. This is so that approaches are used consistently and progression can be clearly evidenced over time.
- Develop the way pupils explore big questions in religious education (RE) by giving them more time to talk and share ideas. This is to enable pupils to think more deeply and develop their own worldview.



Inspection Findings

Vision and Leadership

The Christian vision is central to leadership and governance at Parsons Heath. It has a clear impact on the life of the school creating an inclusive and compassionate culture. This enables pupils and adults to feel valued. They flourish through the values of belonging, kindness and resilience. The vision is well understood and consistently embedded across the school community. It influences how people treat each other and how individuals are included. In addition, it shapes how behaviour is supported, with a strong focus on caring interactions and an understanding of pupils' needs. As a result, relationships are strong and respectful. Pupils speak confidently about what belonging means, recognising that they are known and supported. This is exemplified in pupil mentoring and transition programmes that ensure pupils feel confident prior to secondary school. Leaders ensure the vision drives decision making. Governors have a clear understanding of the vision's impact and use it to guide strategic priorities. Partnerships with the local church enhance provision. Clergy contribute to collective worship and RE enriching pupils' understanding of Christian teaching.

Vision and Curriculum

The curriculum is intentionally designed to nurture pupils' academic and emotional development. This is achieved through carefully planned learning experiences. The school's values are explicitly taught and modelled in daily practice. This inspires pupils to be resilient in their learning and eager to embrace new ideas within the subject themes. Teaching is engaging, enabling pupils to build knowledge and deepen understanding. Planned opportunities for spiritual development are evident across the curriculum through regular opportunities for reflection. However, monitoring and evaluations of spiritual development are inconsistent. Therefore, leaders do not have clear evidence of how pupils' spirituality is being deepened over time. There are a wide range of enrichment openings, including extra-curricular activities, such as sports, choir, arts and crafts, visits and visitors. These enhance learning and broaden pupils' experiences. Achievements are celebrated, reinforcing pupils' sense of worth and belonging. There is a wide range of provision for pupils deemed to be vulnerable. In this way they are supported to access learning, cared for and thrive. This is exemplified in the spaces provided in the 'Shepherd's Hut' and 'Rainforest Room' where pupils receive personalised support.

Worship and Spirituality

Collective worship is central to school life and is firmly rooted in the theology of the Good Shepherd. This is through carefully planned themes, biblical teaching and inclusive practice which emphasise the vision of care, guidance and belonging. As a result, pupils understand how they can support and care for others in their daily lives. Worship is invitational and accessible to those of all faiths and worldviews, enabling pupils and adults to participate in ways that are meaningful to them. This fosters an environment where pupils listen respectfully to others, showing an understanding of different viewpoints. Biblical teaching is used to reinforce the school's values. It encourages pupils to consider how they can show kindness and care for others. This inspires pupils to take practical action, such as supporting the local food bank. Spiritual development is supported through planned opportunities for reflection within worship. Pupils use 'ows, wows and nows', as well as 'windows, mirrors and doors' to express their thoughts and feelings. This is beginning to support deeper thinking about themselves, others and the wider world, thus developing some understanding of their own spirituality. A group of pupil 'reflectioneers' guide others in reflective thinking, enabling them to be calm and show empathy towards their peers.

Vision and School Culture

The Christian vision is rooted in the Good Shepherd's example of care and guidance. This shapes a culture where individuals are treated with dignity and kindness. As a result, a strong sense of belonging is evident across the school. The biblical narrative of the Good Shepherd shapes the life of the school by promoting care, guidance and responsibility. Consequently, pupils understand themselves as valued members of a 'flock', where each is



known, supported and able to flourish. Leaders prioritise the wellbeing of pupils, staff and families. This creates a nurturing environment in which individuals feel cared for. Staff workload is thoughtfully managed. This has a positive impact on staff morale and their capacity to support pupils effectively. Inspired by the vision, strong and trusting relationships are established with parents. This ensures that they feel welcomed and valued as part of the school community. A supportive, nurturing approach to behaviour enables pupils to feel secure and understand expectations. Consequently, behaviour is positive and pupils demonstrate respect and empathy in their relationships. Through the curriculum and daily school life pupils are encouraged to show care for others and make responsible choices. Teachers consistently model and reinforce the values of belonging, kindness and resilience in daily interactions. As a result, pupils demonstrate positive attitudes to learning and to one another. They flourish as individuals who are guided to become 'good shepherds'.

Vision, Justice and Responsibility

The Christian vision actively shapes pupils' understanding of justice and advocacy. A planned culture of justice and responsibility provides meaningful opportunities for pupils to engage with world issues. Initiatives such as '50 things to do before you leave Parsons Heath' and 'Parsons Heath Pioneers for Change,' enable pupils to take practical action. This includes fundraising, campaigning and community involvement, such as saving trees from being cut down and reducing water wastage. As a result, pupils speak confidently about the impact of their actions demonstrating belonging, kindness and resilience in their approach. They show a growing awareness of equality, diversity and individual rights. Pupils demonstrate increasing ownership of a range of initiatives, reflecting the Good Shepherd's call to guide and support others. This is evident in pupil-led fundraising, environmental action and charitable work linked to personal experiences. Strong pupil voice, through opportunities such as the 'Learning Council', leads to tangible changes within the school environment. This includes a pond on the field and play boxes on the playground. Consequently, pupils develop confidence and responsibility. They have a clear understanding of how they can contribute to a more just and compassionate society.

Religious Education

Religious education is given a high priority within the curriculum and is effectively led and monitored. A well-sequenced curriculum enables pupils to build on prior learning. They develop an understanding of a range of religions and worldviews. As a result, pupils' religious literacy is increasing and they engage with learning in a thoughtful and respectful way. Teaching approaches are effectively adapted to meet the needs of pupils. The use of visual, practical and creative strategies, including poetry and varied resources, supports engagement and makes learning accessible. This inclusive approach enables pupils, including those who may find written work challenging, to contribute confidently. The curriculum successfully develops theological and human or social understanding. However, despite learning being framed through big questions, opportunities for deeper philosophical enquiry are less well developed. Pupils do not consistently engage in sustained discussion that enables them to explore different viewpoints or reconsider their own ideas.

Information

Address	Templewood Road, Colchester, CO4 3EZ		
Date	18 March 2026	URN	115088
Type of school	Voluntary controlled	No. of pupils	201
Diocese	Chelmsford		
Headteacher	Claire Newson		
Chair of Governors	Gary Sanford		
Inspector	Beverley Derrett		