



**EPPING
ST JOHN'S**

Church of England School





At ESJ we Strive to be **ACE!**

ACE stands for...

- Be Aspirational
- Be Courageous
- Be Exceptional!

“To belong to ESJ is an honour. We strive to be **ASPIRATIONAL, COURAGEOUS and to reach a potential which is not limited but gives us wings to be **EXCEPTIONAL** with a shared sense of purpose with Christian values at the heart of all that we do.”**

WELCOME

to Epping St. John's Church of England School of England School

Epping St. John's Church of England School is a mixed 11-18 comprehensive school. We strive to be a centre of excellence at the very heart of Epping; the town that we are so proud to serve. As Head of School, I am delighted and honoured that you are considering our school for your child.

ESJ strives for the exceptional at all times and at all levels. We provide the platform for all students to enjoy school and be successful. With a rich extra-curricular diet, we aim to develop your child's interests in a wide variety of areas alongside ensuring progress in the classroom at all times. As well as our now legendary productions (we have put on 'Grease', 'School of Rock' & 'High School Musical' (to name just a few) to packed houses in the past three years), we have an endless list of clubs including our successful sports teams, Art Club, Astronomy Club, Coding Club, Reading Clubs, Dance Club... the list is endless. We want all new students to enrol to at least one club as it's the best way to ensure students meet new people, settle quickly and make the very most of the opportunities on offer here at ESJ.

There is only one secondary school in Epping and as such it is important that ESJ is the wonderful school that Epping deserves. We want Epping to be proud of its school and the school to be an integral part of the local community. In this past year, we have forged strong links with several local established businesses, charities and sports clubs. You may have even seen our budding Business entrepreneurs in their regular slot at Epping Market each Monday! This is just the start of our vision and we will be developing our community links further over the coming years. We want our students to be an integral part of this. Serving one's community is one of the most important lessons that can be taught, and our students are benefiting from the relationships we have built. Community Leaders have regularly praised the way that our students represent themselves and their school and we hope your child will take advantage of these wonderful opportunities too.



WELCOME (Continued)

For my staff and I, outstanding learning is at the top of our priorities at Epping St. John's. Students must use every moment of every lesson to learn something new and leave the school each day excited by this learning and curious for more. I want students to aspire to excellence and outstanding academic progress so that they, as an individual, can achieve the very best outcomes that they can.

Epping St John's is proud of its state of the art, brand new building and facilities. But ESJ is so much more than that. It is a place where students exceed expectations, feel safe and forge new life-long bonds with friends. It is a place where staff work tirelessly for their students and where everyone is given the platform to smash through barriers.

We are honoured that you are considering entrusting us with your child's education. We are aware that all parents/carers have a choice and it is a responsibility we do not take lightly. We promise to maintain high standards and expectations, to develop students academically as well as socially and spiritually.

Please feel free to ask any member of our ESJ Family, staff or students, any question you may have and I hope you will choose our exceptional school for your child.

**Mike Yerosimou,
Head of School**



The ESJ VISION

The ESJ vision is centred on the proud history of our school and our Church of England & BMAT ethos. Our vision is...

“To belong to the Christian family of ESJ is to strive for the exceptional. ESJ is a place where all are freed to succeed within an environment of hope, dignity, respect and the very highest expectations.”



“ESJ strives to be the heartbeat of our local community where students are not only given the opportunity to succeed but also the courage to develop into exceptional members of society; equipped with the tools that they need to smash through any barriers and fulfil their life-long potential.”

Church of England

ETHOS

Epping St. John's Church of England School has five main drivers that inform everything that we do for our students, parents/carers, staff and community. These are all centred on our Church of England ethos.

These are:

- Living well together
- Dignity & respect
- Develop wisdom in all
- Courageous education with character
- Highest hopes and aspirations

Living well together - Students actively use Christian values that nurtures an inclusive, caring community where everyone lives well together and celebrates individuality.

Dignity & respect - A safe respectful environment where everyone can be themselves and thrive in all areas: academically, socially, emotionally and spiritually.

Develop wisdom in all - An exceptional teaching and learning centre for the community where everyone develops a thirst for knowledge and everyone is prepared for future success/life-long learning – students, staff, leaders, parents/carers & governors.

Courageous education with character - ESJ has a broad, varied and balanced curriculum future focused that promotes hope, aspiration, resilience and courageous advocacy. This will give students the freedom to think and act more powerfully in their lives.

Highest hopes & aspirations - ESJ is a place of high expectations & exceptional opportunities for all. Students strive to do better. Staff strive to create the leaders of the future.





LIVING WELL together...

This is what our students, parents/carer and governors say what it means by **“living well together at ESJ”**.

- Encouraging each other to do well
- Listening to other people's opinions
- Supporting one another
- Respecting other people cultures/ lifestyles
- Make others feel welcome/ not intimidated
- Accepting other peoples strengths and faults
- Don't be judgemental towards anyone (students, staff or members of our community)
- Respect other peoples opinion even if you don't agree with them
- Don't judge people based on their religion, race, gender or beliefs
- Treat people how you want to be treated
- Don't tell other people personal information about someone else unless there is a safeguarding need.



Dignity & RESPECT...

This is what our students, parents/carers and governors say what it means to have “**dignity & respect at ESJ**”.

- Have pride in yourself and your school
- Knowing right from wrong and do the right thing
- Accepting when you need help
- Be able to take constructive criticism
- Be a good listener
- Being polite to all teachers/members of staff
- Accepting people for who they are
- Have self-belief
- Remaining humble even when you are succeeding
- Respecting the school building/equipment
- Understand how your behaviour can influence others
- Have exceptional manners; open doors for others, say good morning/good afternoon to others, welcome people to our school etc...

To develop WISDOM...

This is what our students, parents/carers and governors say what it means to **“develop wisdom in all at ESJ”**.

- To know and value the importance of education
- Be willing to learn new things
- To understand the importance of good grades to help your future
- To be respectful of teachers/members of staff's decisions
- To be non-judgemental when dealing with situations involving others
- Be willing to improve yourself to reach our desired targets
- Be able to work independently to reach your goals
- Be willing to read widely to gain new knowledge
- Aspire to reach your full potential
- Be able to reflect upon your actions
- Be willing to make a positive change by learning new things each and everyday



To have COURAGE...

This is what our students, parents/carers and governors say what it means to have **“courage at ESJ”**.

- Not being afraid to try new things
- Do what you think is right in the situation that you are in
- Be ambitious to achieve good grades
- Admitting when you need help
- Challenge the boundaries in the right way to be exceptional
- Challenge injustice and inequality
- Students who adapt behaviour by learning from mistakes
- Not afraid of getting something wrong
- Not being afraid to ask questions
- Believing in yourself
- Talking to people you wouldn't normally talk to – we are one family!
- Wanting to be your own person and having confidence in yourself





To have the highest hopes & **ASPIRATIONS...**

This is what our students, parents/carers and governors say what it means to have **“the highest hopes & aspirations at ESJ”**.

- Believe in yourself and your own abilities
- Have high expectations and aim to achieve them
- Have confidence in yourself and maintain a positive mind-set
- Believe in others as well as yourself
- Forgetting about the negatives and be able to move on
- Believe in others by supporting them when they are struggling
- Have a growth mind-set by being resilient
- Standing up for what you believe in
- Having hopes and dreams for the future
- Make sure you remain determined and passionate
- Perseverance in the face of adversity



100% attendance IS VITAL...

This is what our students, parents/carers and governors say what it means to have **“exceptional attendance at ESJ”**.

- Turn up on time each day
- Turn up to every lesson on time
- If you miss a lesson make sure you catch up with the work you missed
- Commit to after school clubs – aspiration clubs, sporting clubs and enrichment clubs
- Take part in the lesson
- Prepare yourself the day before so that you are on top of everything
- Handing in homework on time and to an exceptional quality
- Challenge yourself to come to school when you don't feel 100%
- Attending extra revision/aspiration sessions in your weaker subjects
- For sixth form revise when you have a free/academic lesson so you don't fall behind
- Make sure you feel safe at school so you want to come in everyday – talk to your form tutor or a member of staff if you have any concerns. We are there for you – one family!

Message from the ESJ student LEADERSHIP TEAM

We are delighted to introduce ourselves as the new Head Girl and Head Boy at Epping St John's alongside a student leadership team that spans every year group in this school.

Together, we are excited to leave a legacy at this school as it progresses on its journey towards exceptional. We are truly honoured and privileged to hold this position for the next year.

This coming year, we believe we have a strong student leadership team that is completely committed to their roles, with each member focused on a broad range of positions to support the school community. For the first time at ESJ, we are pleased to be able to work with all year groups on the team in order to get a student voice that reflects all ESJ students.

YEAR 11 STUDENT LEADERSHIP TEAM 2019/20:

Deputy Head Boys and Girls:

Patrick Machin, Jay Warner, Amber Cox, Freya Henshall

Aspiration Ambassadors:

Meg O'Neil and Kikki Bowles

Teaching and Learning:

Rory Fenwick and Thomas Worrall

Community and Extracurricular:

Ben Roberts and Francesca Vann

Personal Development and Welfare:

Isobel Kimber and Marley Chick

Year 13 Student Council:

Emily Oliver and Alfred Asa –Year 13

Year 10 Student Council:

Rebecca Gardiner and Lois Dolan

Year 9 Student Council:

Max Adams and Oliver Worrall

Year 8 Student Council:

Sawyer Jacobs-Roth & Rosemary Kelly

Our vision is to create a school where students embody the Christian values of ESJ and represent not only our school but also the community we live in. In the coming year, we will strive to ensure that students achieve their full potential with the help and guidance of their teachers.

As a team, we have interesting ideas that we are looking forward to introducing. One idea is a new reward programme for all students that encourages everyone to 'Be Aspirational, Be Courageous and Be Exceptional - ACE'.

A big part of our aims is to promote our school in the best light; we intend on encouraging students across the school into partaking in extracurricular activities such as: sports, productions and clubs so that each student that goes to our school takes advantage of all that is on offer here at ESJ.

We look forward to working with and meeting as many of you as possible over the coming year.

**Alex Kyriacou-Drummond & Zoe Warner
Head Boy and Girl, Year 11**

The House system

AT ESJ...

The Student Leadership Team have reached a decision in May 2019 to bring back the house system to our school. During a vote, the Student Leadership Team made a choice to reinstate the four previously existing houses (named after War Veterans of Epping) and to create two entirely new ones – Hurley and Joyce.

The House System is an integral part of the history and heritage of our school. It adds to the sense of belonging that ESJ students already feel and also creates healthy positive competition between the House groups.

A message from Rory Fenwick and Thomas Worrall Student Directors of Teaching and Learning

As we reintroduce the House System, we felt it fitting to provide an explanation as to why these ESJ Houses are named after certain local people and why we believe it is important to commemorate what these people have done and remember our history.

Victor Adams – World War 1

Victor enlisted into the Royal Engineers in London in March 1915 as a Shoeing Smith and was posted to Ireland. He went to France on the 5th October 1915 to enter World War 1. Later that year he died of pneumonia in April 1916.

Horace Barker – World War 1

Horace enlisted in the Mercantile Marine at the start of World War 1. He became an apprentice deck boy on the SS Windsor Hall, an armed merchantman ship. On 17th January 1918 the Windsor Hall was torpedoed and sunk in the Mediterranean Sea. The ship's Captain was taken prisoner, but Horace Barker was one of 27 crew members who lost their lives. He was presumed to have been drowned. At just 15 years of age he was the youngest of Epping's war dead.

Joan Hurley – World War 2

Joan Hurley joined the Women's Auxiliary Police during the Second World War and helped keep the town safe in absence of the regular police force. She fought hard against the mistreatment of children and paved the way for other women constables in the area.

Joyce Raggett – World War 2

Joyce lived in Epping Forest for 56 years; she helped greatly during the war effort over a period of 6 years by carving and designing what were rumoured to be the best and fastest planes that the British had in their arsenal. Without her work, many planes would have been unable to fly and fight – her work was invaluable, and likely saved numerous lives.

Georgie Sparks – Afghanistan

Georgie came from Epping, joined the Royal Marines in June 2006, passing out from training in July 2007 and joining 42 Commando a few days later. During his time at 42 Commando he qualified as a sniper. In the course of his time in Afghanistan, he was wounded badly in an attack, and died soon after.

Walter Wright – World War 2

Walter Wright was born in Theydon Bois and later moved to Epping, joining the army four days before world war two was declared. Evacuated from Dunkirk in 1940, he returned to France soon after D-Day in charge of RASC workshop units, following the fighting through France, Belgium and Holland.

As part of this, all form groups will be asked to deliver assemblies on their own House, what it means to belong to that House and their House name. We will also be running House charities, competitions and House events.

We firmly believe the reintroduction of the House System will further enrich the school in our journey towards exceptional. We are proud of our history and we will remember and celebrate all that they have stood and fought for. This is what it means to be an ESJ'er!

Form group system **AT ESJ**...

We believe that the form tutor is a vital role within the School and will be your first point of contact to discuss your child. This will ensure that students are supported both pastorally and academically and can be more effectively mentored by the year group team. Students are in form groups linked with their year:

There is also a year leader for each year group in the school. They work closely with the tutors to monitor academic progress, personal development and to ensure that students are happy and successful as they progress through the school. Each year leader is overseen by a member of the Senior Leadership Team. They, with the year leader have responsibility for both the pastoral and academic aspects of the year group and all matters related to discipline and behaviour. Each form will also belong to a house that is linked to a form in other year groups. There will be house assemblies once a half term.

Form time in the morning is 30 minutes long from 8.30am to 9.00am. Each morning students will have a daily act of worship following our Church of England ethos where they will have the opportunity to reflect and discuss an issue linked with Christianity. Then over a different day of the week forms will complete one of the following activities:

Numeracy project

Safeguarding programme

Literacy/Reading project

Quiz of the week

Year assembly – once a week

The form tutor is the first point of contact for parents/carers.



CURRICULUM...

We follow the BMAT curriculum. This is a rich and varied curriculum that will stretch and support all students in their learning journey towards graduation from Epping St. John's Church of England School. The BMAT graduate is a student who has successfully completed their studies at one of our schools.

THE BMAT GRADUATE IS CONFIDENT

BMAT graduates know where they want to go in life, why they want to go there and how to make it happen. They know they are in control of their own journey but also how to live and work with the rest of us, each on our own journey. They are successful because they know where they have come from and have a respect for where everyone else has come from, and why. We all have a place in a world shared with each other and with nature. BMAT graduates understand the responsibility this brings.

This knowledge, understanding and self-enlightenment comes from studying the various subjects in the BMAT curriculum, including well-being and future careers, curated as an interlinked study programme within the school's curriculum. Exploring each subject fosters curiosity and gives a rich knowledge based on the best that humans have thought and said, discovered and created. So, each new BMAT student is freed to begin exploring their own creativity and talents but with the best of human knowledge as their starting point. Ready to graduate, shape and develop our world, taking humans even further.

The BMAT curriculum has been designed on principles established by educational research and from what we know works in outstanding schools.

Key stage 3 is a broad two year learning phase for Years 7 and 8 which builds on primary learning and completes the essential knowledge in the main subject areas. Key stage 3 study programmes are timetabled as five lessons of

60 minutes per day, covering all national curriculum subjects. The majority of students study French and/or Spanish for their foreign language and cultural experience.

Key stage 4 is a personalised three year learning phase for Years 9, 10 and 11. This gives students time to understand and explore core and option subjects in greater depth and to communicate this with greater skill. Core GCSE courses in English, maths and science continue throughout key stage 4, as well as foundation courses (citizenship, computing and PE) and statutory (RE and RSE) courses. Students also select GCSE option courses from a range of choices. Year 9 is a transition year where students choose two GCSE options, alongside a humanities course in most cases, followed by another option choice in Year 10. We have learned that students find this choice to be an exciting phase of their learning, leading to increased motivation and improved results.

To complement the knowledge gained in a broad range of key subjects, key stage 3 and 4 study programmes include learning about the essential components that go into our graduates, such as careers and well-being. The careers curriculum is delivered in lessons, tutorial and enrichment time. All students have discrete PSHE lessons to support their personal, social and health development.

All students study religious education from year 7 to 11 as a core entitlement.

For parents & carers who are interested in further information about the BMAT curriculum, please see the curriculum area of the trust website.

Setting appropriate targets and monitoring progress regularly enhances students' learning. Additional tuition beyond the normal school day is also provided here at Epping St. John's Church of England School. There is a very strong emphasis on high quality student support – we offer aspiration sessions after school and Saturday and Holiday School. We also offer daily homework club from 3pm to 4pm, as well as 1 to 1 reading and maths support.

ENRICHMENT...

BE 'COURAGEOUS' ENRICHMENT PROGRAMME.

All students are offered the opportunity to get involved in extended curriculum activities that develop their wider educational skills and understanding.

We know that our students will best flourish if they lead a rich and varied life. The 'Be Courageous' enrichment curriculum at Epping St. John's Church of England School is varied and exciting. Many students regularly stay for up to 2 hours longer at the end of the school day to use the school library or to take advantage of the different enrichment opportunities. Popular examples include:

Some of the examples of our 'Be Courageous' enrichment activities are below. These run at lunchtime and/or after school (and some on weekends):

- Art Club
- Handwriting Club
- Drama Club
- Food Club
- Homework Club
- ICT
- KS4 Revision Club
- Language Students
- Multi Skills Sports Club
- School Band
- School Newspaper
- Science/Astronomy Club
- Choir club
- British sign language club
- Chess club
- Dance club
- Breakfast club

There are also daily PE Clubs which include football, trampolining, table tennis, netball, basketball, rugby and other clubs.

DUKE OF EDINBURGH

We offer bronze to gold awards from year 9 to 13 for all students interested in achieving this award.

Our "Be Courageous" enrichment programme also includes trips, visits and guest speakers. We pride ourselves in the different opportunities we offer students at ESJ. These include:

- Visiting a local orphanage in Corfu, Greece – new for 2020!
- Ski trips
- Local visits such as to Epping Forest
- PSHE trips including Jump Street, and Kidsmania
- Guest speakers including authors, motivational speakers and careers speakers
- University trips
- Curriculum related trips such as UK Maths Challenge, Cambridge University Science trips and many more!
- Danish exchange
- West End musicals
- Community days
- Reward trips to Rollerworld, Winter Wonderland and more!
- Work experience for all year 10 and 12 students.

There really is something for everyone here at ESJ.

LEARN IN a state of the art facility

All of our equipment and facilities are high specification to support all learners to make great progress inside and outside the classroom.

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Break out computer zones

MUGA – Multi Use Games Area

Exceptional sporting facilities

Sixth form area for dedicated learning

Chaplaincy – a place for quiet reflection for all students and staff

The Hive – a place where students can receive specialist support with teaching assistants for learning or pastoral reasons

ASTRO – All Weather pitch





**“ Schools,
teachers and
pupils freed
to succeed.”**

These few words sum up what BMAT is about. We are a growing multi-academy trust supporting primary and secondary schools across Essex and East London.

We started as a team of educationalists who succeeded in turning around the fortunes of Burnt Mill Academy in Harlow between 2010 - 2012. Since that time, we have built up a regional schools trust that is committed to the following:

‘No limits’ attitude towards children

We believe that no child should be limited by where they’ve come from; that every child within the BMAT family deserves the chance to move on from where they are now to somewhere better. This belief – this attitude – is a non-negotiable for us here at BMAT.

Letting our teachers truly teach

We believe in letting our teachers do what they’re best at – teach. Our experience is that a strict scheme of work and carbon copy approach doesn’t work. Why? Because, ultimately, instinctive teaching is the kind of teaching that will inspire a child to see and discover new possibilities.

Local schools with local personalities

We are not in the business of making every school in our network look like each other. In fact, we celebrate the personality and character of each school that joins our network. Local schools by nature have local personalities – and we aren’t afraid of that.

Helena Mills CBE - CEO

Here at BMAT, we want so much more than just fantastic outcomes for our pupils. In our schools, pupils enjoy many opportunities to grow and develop into confident and responsible young people. They leave us; knowing a lot, self-assured, kind and ready to fulfil their dreams and aspirations

Each of our schools is unique but we do share certain core values. We have high expectations and make no apologies for that.

We believe whatever bar you set, a child will reach for it, so we set the bar high. As an inclusive group of schools it is important to us that these high expectations are for every single child. We see the positive impact this has on individuals on a daily basis. Our pupils really want to learn and do well. Our pupils grow into very confident and moral young people. This is because we encourage our pupils and our staff to do the right thing, everyday, even when that might not be popular. Being courageous is very important to us.

When you walk our schools and meet both staff and pupils you will find them warm and caring places. Our staff are humble people and enjoy knowing that they make the difference to the pupils they serve. They give generously of their time. They are the reason why our pupils thrive.

Dan Kolinsky QC - Chair

In BMAT, our approach is to make sure that everything we do is for the benefit of the students. We want our teachers to succeed. We want to capture best practice. We want our local governing boards to help drive the best possible educational outcomes.

As a Board, we aim to be governance partners facilitating success not prescribing how to do things. With the right culture of high expectations, high support and high challenge; the talent throughout this organisation can direct their amazing energy and commitment into delivering the best outcomes for our young people. If we get this right, we thrive as a community of schools.

We are united in our commitment to delivering great education and maximising the opportunities for our students.

bmat-trust.org

