



**STATUTORY
INSPECTION OF ANGLICAN
AND METHODIST
SCHOOLS**



Eltham Church of England Primary School

Roper Street
Eltham, London
SE9 1TR

Diocese: Southwark

Local authority: Royal Borough of Greenwich

Dates of inspection: 24th June 2013

Date of last inspection: July 2008

School's unique reference number: 100167

Headteacher: Matthew Bulpitt

Inspector's name and number: Pamela Draycott 142

School context

Eltham CE school is an average sized primary school of 310 pupils. Around 50% of the pupils are from church families. It is linked to the parish church of Saint John the Baptist, Eltham and takes learners from the Deanery of Eltham and Mottingham which covers a large area. The number of learners from evangelical and Pentecostal backgrounds is increasing. The school is ethnically mixed. The school has an increasing number of learners with Special Education Needs, English and an Additional Language and Pupil Premium pupils but the percentage of these compared with nationally remains relatively low. There has been a significant amount of change at senior leadership level recently with the current Headteacher having been in post since April 2013.

The distinctiveness and effectiveness of Eltham Church of England Primary School as a Church of England school are good

The school has a rich history of serving its community and is celebrating its bi-centennial during 2013-14. It has effectively managed the recent period of change which could have led to potential instability. Governors and senior leaders are working well in partnership and have a well founded enthusiasm and determination to succeed under the effective leadership of the new Headteacher. The school's ethos and explicit Christian values are known by staff and learners and underpin very good relationships and support learners in striving to do their best.

Established strengths

- Overall learners achieve well with their progress and attainment being underpinned by the school's explicit Christian values and by very good behaviour and strong relationships.
- The strong partnership between Governors and senior leaders that guides and enhances the Christian ethos of the school as exemplified by the Faith Group in driving developments in relation to the school's Christian ethos.

Focus for development

- To build on the school's Christian values by linking them explicitly with key Biblical and church teachings.
- To review all school policies and practice, including the school's self evaluation tools, in the light of the revision and renewal of its Christian ethos and values.
- To ensure that the "I can" statements, linked to attainment levels, are used effectively and accurately and are embedded into planning and assessment practice in Religious Education (RE).

The school, through its distinctive Christian character, is good at meeting the needs of all learners

Children, staff and governors are able to speak about and affirm the Christian values that have been reviewed recently and which are beginning to be embedded throughout the school's work. These values are evident in classrooms, and appropriate reference is made to them in lessons and through the worship programme.

Learners make good progress and academic standards are high. Pupils consistently achieve above national expectations. Stakeholders are clear that being a church school rooted in Christian values and reflected in the school motto "Be all you can" underpins this success. Positive relationships, based on Christian values, permeate school life. These values, explicitly developed in RE lessons and across the curriculum, support the spiritual, moral, social and cultural development of learners well. Learners are effectively encouraged to reflect on significant issues and their opinions and responses are valued. This supports them in making good progress and in developing their self-esteem and thus contributes to their good achievement. Learners are encouraged to take increasing responsibility for themselves and others through for example the monitor system. They are given opportunities to show concern and compassion for those less fortunate through various forms of charitable giving. For example, the school has recently raised a significant amount of money for the National Society for the Prevention of Cruelty to Children. This contributes well to the school living out its Christian values.

The school environment reflects its Christian ethos with prayer stations central in each classroom and with good quality display work in evidence which includes learners' work of all ability levels and thus affirms them as individuals.

The impact of collective worship on the school community is good

Worship is distinctively Christian and central to school life. It is well planned around the school's eleven key values which form the basic theme for acts of worship for a month respectively across the academic year. Biblical material is used to explain these Christian values which also have a direct link to the class prayer areas where pupils actively reflect on the relevance of lessons learned in their daily life. This approach effectively raises the profile of the school's values amongst the school community. Planning also ensures that pupils develop a secure understanding of the seasons of the Church year and Anglican tradition, including pupils knowing the Lord's Prayer and the Grace as well as saying prayers before lunch and at the end of the school day. Through worship, an appropriate emphasis is given to exploring ideas about God as Trinity although the school has rightly identified that there needs to be more emphasis on this and especially on God, the Holy Spirit. There are strong and further evolving links with the parish church which supports the school's worshipping life well. For example, the incumbent leads acts of worship in school every Friday and pupils visit the church for worship at Christmas and Easter and at other points (Reception welcoming service and Leavers service). Worship, both in school and at church, is treated with reverence by staff and learners alike. Acts of worship are inclusive whilst recognising the Christian and specifically Anglican foundation of the school. Learners of all ages join in well. Formal monitoring and feedback from staff and learners is embryonic but firm plans are in place to improve worship further drawing on such monitoring and comments.

The key issue with regards to worship has been addressed appropriately since the previous inspection with pupils taking a more active role in worship through for example, singing, joining in "the Grace" and answering questions.

The effectiveness of the religious education is good

The achievement of learners is good. A review of assessment processes, begun since the previous inspection, has enabled staff to begin to provide more accurate judgements of attainment and progress. This has involved using the whole school policy for marking ("Green for good" and "Pink for think"). There is a lack of clarity about whether "Pink for think" focuses on correcting or extending work. "I can" statements and levels of attainment are beginning to be used but this is not as yet embedded into planning and assessment practice.

The subject leader took responsibility for RE recently and has worked effectively to improve policy and practice. Staff are committed to improving RE further and see its importance in

supporting the school's Christian ethos. RE curriculum content places an appropriate emphasis on Christianity. Learners are engaged and show enjoyment in lessons. For example, in a good Reception lesson learners were able to recall previous RE work and talk with understanding about things that people might want to thank God for. A range of appropriate learning approaches are used. For example in a good Year 1-2 lesson learners wrote words to a hymn and created music to go with it. They were able to talk appropriately about how and why people worship God. Lessons are well planned and effectively support and challenge learners. For example, in an outstanding Year 6 lesson learners responded very positively to challenging teacher-led questioning. They engaged very well displaying interest, knowledge and understanding. They had previously created their own class "call to RE" based on the way in which Muslims are called to pray. This reflection on the Muslim "call to prayer" provided insight into its relevance for Muslims and equally the importance of RE.

The effectiveness of the leadership and management of the school as a church school is good

The school has recently gone through a period of significant change which has been dealt with well. The Headteacher has been in post since April 2013. He has built well on initiatives begun by the interim Headteacher. Colleagues are responding well to his distributive style of leadership and management. The Faith Group, made up of governors and teachers, has had a significant impact on reviewing the school's Christian values. This review has included taking appropriate account of other's views, including learners and their parents/carers. Learners and adults can talk appropriately about the importance of these Christian values in underpinning the school's daily life. There is a clear and explicit vision for the school as a church school.

The school has just begun to review its policies and procedures in the light of its re-focused Christian values. The school's denominational self-evaluation documentation accurately judges where it is and how it needs to develop. Strategic planning is appropriately taking into account the school's Christian ethos. Monitoring of this is currently limited due to the short amount of time the Headteacher has been in post. There is a well-founded optimism for continued improvement in the future.

Governors are working well in partnership with the school. There is a strong and developing partnership with the parish church. Prayers are said for the school regularly in church and mutual references are made in newsletters, supporting well this relationship.

Staff are increasingly aware of the need to reflect the school's Christian character and values across the curriculum and not only in RE. The bi-centennial celebrations, planned for the academic year 2013-14, is providing an opportunity to review the curriculum and explicitly link it to the impact of the church in Eltham when learners are studying history, geography, art and design and technology topics. It is appropriate that this opportunity is taken to celebrate their long-standing links with the local church community.

Arrangements for RE and worship meet statutory requirements. The school has drawn appropriately on support provided by the Diocesan Board of Education to help them in their developmental journey.

SIAMS report, June 2013, Eltham Church of England Primary School, Roper Street, Eltham, London, SE9 1TR