

# **Southwark Diocesan Board of Education**

*Supporting Church of England Education*



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

# **School Self-Evaluation Summary Document**

**Name of School: Eltham Church of England Primary School**

**Executive Headteacher: Matthew Bulpitt**

**Head of School: Charlie Rhodes (Mrs)**

**Address: Roper Street, Eltham, London, SE9 1TR**

**Unique Reference Number: 100167**

**Local Authority: Greenwich**



In September 2011 the Ofsted SEF was withdrawn and the way in which schools express their self-evaluation is now left to the professional judgement of the school's leaders. Between 2005 and 2012 the National Society Toolkit has been the document in which church schools have expressed their distinctive Christian character. The new SIAMS Evaluation Schedule has now made the Toolkit redundant and there is strong evidence to suggest that church schools are looking for less bureaucratic and more meaningful ways of describing their evaluations.

Self-evaluation of a church school's distinctiveness remains as important as ever and schools are encouraged to be creative as they seek to demonstrate the impact of their Christian character on the daily life of the school. The completion of a self-evaluation document can be helpful to teachers, governors and, of course, school inspectors.

Schools are becoming increasingly creative in their use of self-evaluation using, for example, photographs, mind maps and Christian values, in addition to more traditional forms of evaluation, to assess the impact of their school's character. This document seeks to allow that creativity to flourish by not being over-prescriptive; leaving much to the professionalism of the headteacher and staff.

The main focus of a successful evaluation should always be on the impact. Whilst schools are rightly proud of the things they have provided for their children it is the difference which is made by this provision which really matters.

Church school inspectors will not expect this document to tell the whole story of a school and schools should not feel under pressure to do so. The inspector will gather a range of on-site self-evaluation evidence which may include annotated collections of photos; mind maps; class reflection books etc. This, together with discussions, observations and other documentation will enable inspectors to assess the accuracy of the school's own evaluations.

Schools are at liberty to devise their own ways of summarising the evaluation of the school's distinctiveness. This document is offered by the Southwark Diocesan Board of Education as a model which may be used in conjunction with the Inspection Evaluation Schedule (November 2012).

## Information about the School

### Mission Statement:

The school builds Christian values into its ethos and teaching in order to provide an excellent academic, social and spiritual education, preparing children for a responsive and contributive role in society.

The school's motto was developed during our recent re-build in 2016/17 and summarises the school's values of Love, Forgiveness, Resilience, Understanding, Enthusiasm and Respect. It is the reply in Micah Chapter 6 when asked "What does the Lord require of you?"

### To Act Justly, Love Mercy and Walk Humbly with your God

We do this by:

- Promoting and modelling Christian values within the school thereby encouraging personal integrity, consideration for others and understanding different viewpoints
- Offering an exciting curriculum, planned appropriately to be accessible to all, which enables all children to develop a positive self-image, achieve well and develop a love of learning
- Celebrating and valuing our school as a multi-cultural community
- Promoting effective problem-solving, communication and thinking skills
- Creating strong links between school, home, our parish church and the local community

### Characteristics/Context:

**Area served: Eltham Parish and community**

**Size: 380 pupils + Nursery**

**Attendance – 96.5% (Sept17 to June18).**

**Persistent Absentee – 3.5% (Nat8.8%)**

**SEN including EHC 1.3% (Nat 1.3%)**

**Proportion of EAL: 21% (Nat 21%)**

**Proportion of SEN: 11%**

**Free School Meals: 20% (Nat 24%)**

**Awards: Basic Skills Mark (2015&2018), Dyslexia Friendly School (2016) Historic England School (2018)**

### Any significant factors:

Eltham Church of England Primary School is an average sized primary school with 380 pupils on roll. It is situated within the parish of St John the Baptist Eltham, within the Woolwich Area of the Diocese of Southwark, but serves a wide and varied intake of pupils in terms of ethnic heritage, church background and distance travelled to school. About one third of pupils are from Christian backgrounds, with an increase in the number of children from evangelical and Pentecostal churches.

Eltham is a high attaining school with standards at end of key stage 2 significantly above national averages. SEN and EAL pupils are broadly in line with national averages, although attainment on

entry at reception is generally in line with national expectations. Achievement and pupil progress through the school is therefore outstanding.

Eltham has worked in partnership with St Alfege with St Peter's Church of England Primary School, also in the Diocese of Southwark and Royal Borough of Greenwich since September 2016. This has been a highly successful partnership with pupil achievement and curriculum design including the development of the 2017 SDEB curriculum developed in both schools. This is through the Executive Leadership across both schools, shared leadership opportunities for Senior and Subject Leaders as well as training and shared moderation.

The partnership has also facilitated a leadership restructure (Jan 2018) where new Assistant Headteachers and Phase Leaders have been internally appointed as a result of effective distributive leadership and shared vision for school leadership over the past 5 years.

The school is judged Outstanding by Ofsted and externally validated by School Improvement Partners (2016) including the SDBE Primary Advisor (Claire Boag - 2016) as continuing to be an Outstanding school

**Broad Performance trends over three years:**      **Attainment** – Outstanding (EYFS, KS1 & KS2)

**Progress** – Outstanding (EYFS, KS1 & KS2)

**Attendance** – Outstanding (97%)

**Mobility** – Average

## SUMMARY

In about 50 words please summarise the distinctiveness and effectiveness of your school as a church school.

Eltham is a proudly and explicitly distinct Church of England school. It's reliance on prayer and the teaching of Jesus underpins the relationships and children's understanding about 'who they are' as God's children. Teaching and learning is outstanding and therefore effective in establishing high standards of achievement across the curriculum, including RE. Collective Worship and Prayer are key elements of the school's life.

## PROGRESS IN ADDRESSING THE FOCUS FOR DEVELOPMENT IN THE PREVIOUS INSPECTION

Schools may wish to add further points if required

### ***Focus for development 1:***

**To build on the school's Christian values by linking them explicitly with key Biblical and church teachings.**

(Relates to core question 1 2 3 4)

| Action taken   | Impact  |
|--|---|
| <p>All of the school's Christian values are tied up in the school's vision to "Act Justly, Love Mercy, Walk Humbly with your God".</p> <p>All values and biblical contexts are displayed in both the school entrance and the school hall and corridor</p> <p>The school values are intrinsically linked to the school's times of collective worship</p>  | <p>Children are able to articulate the school's values and they are a key feature of collective worship and discussions with pupils show that they are aware that they are biblically based.</p> <p>Values have biblical passages assigned to them, and children are beginning to be able to recall them.</p> <p>Collective Worship is excellently planned for and bible teaching is clearly linked to the values that are being taught that half term. Our values are referred to and articulated within class RE lessons, and displayed prominently across the school and in every classroom.</p> <p>Through discussions with the children, it can be seen that they can articulate the school values and explain how they apply to their lives.</p> <p><b>EVIDENCE</b></p> <ul style="list-style-type: none"> <li>• Displays in corridors</li> <li>• Hall display of values and Micah 6</li> <li>• Collective Worship display</li> <li>• Collective Worship Plan 2017/18 – Bible verses linked to values and clearly planned</li> <li>• Biblical quotes in the classrooms</li> <li>• Pupil Voice and discussion</li> </ul> |
| <p><b>Focus for development 2:</b><br/> <b>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.</b></p> <p><i>(Relates to core question 2 3 4)</i></p>  |   |
| Action taken   | Impact  |
| <p>Policies are reviewed in conjunction with the SDBE with key personnel policies following the SDBE guidance to ensure the distinct Christian character of our school.</p> <p>Furthermore, the school's values are evident throughout the key local policies such as Behaviour for learning, SMSC, Appraisal, Pay, Safeguarding therefore there is a cohesion with our distinct Christian nature policies namely; Collective Worship, RE, and Behaviour for Learning.</p> | <p>The school's distinctiveness is enhanced and clearly evident as demonstrated by the comments of staff, parents, visitors and guests to the school.</p> <p>The school's policies are clearly linked to this distinctiveness</p> <p>Restorative Justice and forgiveness underpin the Behaviour for Learning policy</p>   |

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|  | <p><b>EVIDENCE</b></p> <ul style="list-style-type: none"> <li>• Policies are distinct and published on school's website</li> <li>• The school uses Restorative Approaches in solving issues – Behaviour logs and reflection sheets</li> </ul> |
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**Focus for development 3:**

**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).**

(Relates to core question 1 2 3 4)

| Action taken   | Impact  |
|--|---|
| <p>At the end of every topic and half term children and teachers assess their understanding against the 'I Can' statements</p> <p>Achievement in RE is tracked using Target Tracker in line with all core subject areas</p> <p>Groups in classes are redefined on pupils RE understanding and assessments, and not solely on literacy skills.</p> <p>RE attainment is reported to parents in end of year reports</p> | <p>Focussed planning and clear assessment criteria mean that the children have a secure ownership of their learning and their next steps in their progress.</p> <p>Teachers make accurate and evidence informed assessments on the achievement of pupils every term</p> <p>Moderation of pupil outcomes are moderated across year groups, phase groups and whole school – led by the subject leader to ensure consistency and rigour.</p> <p>As a result of talking through the I Can statements at the beginning of a series/unit of work, children aware better prepared for the learning and reflection.</p> <p>Book monitoring and pupil conferences show that the children are excellent in articulating their learning to their personal experiences.</p> |

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|  | <b>EVIDENCE</b> |
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- **Pupil books**
- **Teacher planning and assessments**
- **Pupil Tracking and data**
- **Pupil Conferencing**
- **Monitoring reports led by the subject leader**
- **Faith Group meetings**

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| <b>Core Question 1</b>   | <b>How does the school, through its distinctive Christian character, meet the needs of all learners?</b> |
| <b>Grade at last inspection:</b>   | Good   |
| <b>Current grade:</b>  | <b>Outstanding</b>   |
| <p><b>Key Strengths:</b></p> <p>Distinctive Christian values are explicit, determine and underpin the school’s ethos, relationship and professionalism of the school staff thus ensuring the school’s Christian character. This is demonstrated by the high quality relationships between all of the school’s members, the children’s behaviour, their attitudes towards each other and their community as well as the rich curriculum delivered by outstanding practitioners. Pupil’s learning and standards of achievement are high as a result of the expectations set by the school and the spiritual, social, moral and cultural development of all learners. Pupils are excited and talk confidently and passionately about their religious education.</p>   |  |
| <p><b>School evidence based on pupil outcomes, taking into account:</b></p> <ul style="list-style-type: none"> <li>(i) Pupils’ achievement.</li> <li>(ii) Christian Values.</li> <li>(iii) Spiritual, Moral, Social and cultural Development.</li> <li>(iv) Relationships.</li> <li>(v) Understanding of and respect for diverse communities.</li> <li>(vi) Religious Education.</li> </ul>  |  |
| <p><b>Evidence to support current judgement:</b></p> <p>The children attending Eltham Church of England Primary School achieve significantly higher than pupils nationally, and make good or better progress in all subjects. This is clearly demonstrated in the school’s Inspection Data Summary Report, and evaluation reports written by external validators.</p> <p>This is as a result of the school’s unwavering foundations of its values. The staff’s determination to serve ‘All God’s Children’ ensure that clear planning, tracking and intervention across the curriculum for all pupils in all year groups is Outstanding.</p> <p>Monitoring of teaching and learning shows differentiation for children of different abilities, with specific thought given to those children with SEND, including gifted and talented children. Children’s achievements are tracked rigorously and tracking of progress is robust to monitor children’s progress. Children who are not making the expected progress also have focused teaching groups for English and Mathematics; some of which are run during the school day and others both before and after school – This reflects the school’s value of <b>Resilience and Understanding</b></p> <p>Similarly, because of our value of <b>Respect and Love</b> The Christian Character and values of the school contribute to the children’s success in their learning because of the established Christian ethos of safety and self esteem through their understanding of God’s love. Similarly there is an atmosphere of trust and respect within the school community which allows children to take risks and openly share thoughts, ideas, dreams and plans.</p> <p>Achievement assemblies held during times of collective worship each week in both key stages celebrate academic, sporting and behavioural successes making sure that children take pride in</p> |  |



their work and strive to achieve, and acknowledge God's blessing on His children. The school promotes outstanding attendance through an award given weekly in all key stages and there have been no permanent or fixed term exclusions for the last four years. Lesson observations show no learning time is lost to low level disruption and good relationships are a features of all lessons. This is demonstrated through our values of **Enthusiasm and Respect**.

The underpinning ethos of the school permeates all areas of the curriculum. The school's values and mission statement embodies the school's approach to the development of the whole child. Children have the opportunity to pray, reflect and think of others. They are asked to reflect on their own behaviours and to find ways to show the impact that the teachings of Jesus have on them. Stories from other major world religions are used to illustrate the common values religions share. Eltham has established links through a number of projects and fundraising activities. Children are keen to raise money for people in need and the Pupil Voice Committee as well as the Worship Committee lead on projects to help those they hear about on the news, in assemblies and through charity links such as those with the Nathan Timothy Foundation, Mary's Meals, Grenfell disaster and Foodbank, Manna Society and Children in Need. As set in our values of **Understanding and Love**

There is an 'open door' policy for parents and children with all staff where they can come and discuss issues that arise confidently, share concerns or celebrate achievements.

The care and responsibility shown by all pupils demonstrate the Christian character of service and love. Children organise activities on the playground and Year 6 children look after the youngest children at school fairs and accompany them when going to church. Children are aware that they have responsibilities beyond the school gates and that through their actions they can make a difference in our community. Eltham's behaviour policy is consistent and fair. Teachers meet with parents to highlight and address difficulties. Children who may find maintaining appropriate behaviour difficult are supported by regularly reporting to a member of senior management where there is a discussion about which value needs to be seen more in their actions. There are mechanisms for pupil voice and issues are acted upon. This is underpinned by our values of **Love and Forgiveness**

Relationships are extremely strong, and lifelong friendships are established because of the Christian character of love, compassion, trust and care. This was poignantly demonstrated during our bicentennial celebrations in 2014 where hundreds of ex-pupils and members of the community came and visited the school, and studied the school's Headteacher log books, registers and punishment book! This is just a small example of the sense of belonging at the school born out of belonging to the wider Christian family.

The school helps meet the needs of disadvantaged pupils so that they achieve at least in line with national 'non'-disadvantaged pupils. Furthermore we meet the needs of our most vulnerable children through funding club attendance, residential trips, music teaching, phonics tuition, providing school uniform and employing a family support worker to signpost to other social service providers such as CAMHS.

## **EVIDENCE**

- **School Achievement Data**
- **School Tracking System**
- **Class RE reflection books**
- **Core Curriculum books (Maths, Literacy, RE, Science)**

- **Discussions with children, staff and parents**
- **Lesson Observations**

**Please refer to key developments since previous inspection development point 1**

**Next steps to secure improvement (with time scales):**

- To maintain the school's achievements in all key stages – Ongoing
- To ensure that the children eligible for pupil premium continue to make better than expected progress – July 2018 and ongoing
- Interventions are clearly planned for by the inclusion team to ensure that vulnerable children are supported, but similarly to ensure that the self-esteem of this group of children is valued and nurtured. – Ongoing
- To maintain the corporate understanding and dedication of the whole school community in ensuring that all pupils achieve and are valued. – Ongoing
- Developing the whole child through the creative curriculum and a drive for a broad enriching curriculum that develops children's spirituality – Brand New links and development of our creative curriculum July 2019
- To celebrate our achievements more explicitly with the school's community, particularly the development of the school's creative curriculum. July 2019

**Core Question 2**

**What is the impact of Collective Worship on the school community?**

**Grade at last inspection:**

Good

**Current grade:**

**Outstanding**

**Key Strengths:**

Worship across the school is valued by all children, staff and parents. Children are able to articulate the importance of worship and prayer. Worship is inclusive and is clearly mapped to biblical principles and teaching. Children are expected to take responsibility for their own conduct and understand the importance of prayer. Children are increasingly being responsible for key elements of the collective and personal worship.

**School evidence based on pupil outcomes, taking into account:**

- (i) The central attributes of collective worship.
- (ii) The theological basis of collective worship.
- (iii) The key elements of an act of worship.
- (iv) The leadership and management of worship.
- (v) The centrality of prayer.

**Evidence to support current judgement:**

All members of the school community are involved in engaging and leading inspirational and engaging collective worship and therefore the school considers the collective worship of the school to be outstanding.

Worship is distinctively Christian, with the person of Jesus Christ central to the teaching and reflection during worship. Furthermore, children of other faiths or no faith all willingly participate in collective worship. Discussions with children show that God the Father is understood, and we are developing the children's understanding of how the Holy Spirit completes the Trinity through our times of collective worship, particularly when sharing The Grace with one-another.

Worship is set in the distinct Christian values, supported by the school's agreed values and explicitly explored and reflected upon in our corporate and personal times of reflection.

Children celebrate the main Christian festivals with understanding. Set services are held at St John the Baptist Church every year, but the school goes further in ensuring an outstanding relationship between the school and church including Welcome services for reception parents, Harvest/Christmas/ Easter services, as well as year 6 leaver service. It is important to note that these are church services, using the Church of England Common Worship. They are hosted by St John's and led with support from the school children thus demonstrating their commitment and understanding of collective worship at Eltham CofE Primary School.

The school's Worship Committee led by the subject leader is instrumental in our times of worship – readings, leading prayers and singing as part of the choir. Furthermore, the school staff and children are part of Eltham Parish Church's Sunday worship, attending festival services including harvest festival, Easter and Christmas and the church's patronal festival.

Phase, year group and class times of worship are structured across the school and themes such as Diversity, Culture, Relationships and Pilgrimage have been explored by the children and led by parents and other members of the wider school community.

The school now has fixed services for children and staff to share Eucharist, and Fr Jim has led the children in a whole school community Eucharist – this year during a service to consecrate the school's new altar, we held a whole school community Eucharist led by Bishop Karowei with Arch-Deacon Alistair in attendance (May 2018).

KS1 attend the church frequently where Fr Jim explains the Anglican traditions such as baptism and the role of the local church and parents have commented enthusiastically about the closer links forged with St John's.

Pupils actively respond through Anglican liturgical response and all worship is opened with The Greeting and closed with The Grace being shared. Prayer and time for reflection is part of daily worship including the Lord's Prayer, and cloths for the alter in liturgical colours mark seasons and festivals in the Anglican church calendar. Their responses during collective worship and their understanding of Biblical references, symbolism, the use of silence during acts of worship are well embedded.

All classrooms have prompts/areas for personal prayer for individuals' worship. This was recently observed by a class teacher when a pupil was quietly reading others prayers and praying whilst others went out to play at lunchtime. These areas are vibrant, well designed and established with high status in the school environment. Led by the subject leader and developed by each class teacher in conjunction with the children to ensure it is a key area of the school's ethos.

The centrality of prayer therefore mean that the children understand the nature and purpose of prayer, how this looks in everyday life and within the whole community.

This has been enhanced with the recent creation of our prayer garden for individual worship during playtimes, and class worship during lesson times. This was designed and led by members of the school's worship committee, SLT and faith committee.

## **EVIDENCE**

- **Discussions with parents and children including the school's Worship Committee**
- **Collective Worship photos evidence**
- **Collective Worship monitoring by Subject Leader and children**

**Next steps to secure improvement (with time scales):**

- Continue to develop the impact of the school's Worship Committee on everyday collective worship – Ongoing
- Develop the school's singing as a part of collective worship (including the choir) through investigating purchasing new CD based musical accompaniment , – From September 2018
- Continue to use and involve children in leading times of whole school worship – ongoing (to be reviewed July 2019)

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| <b>Core Question 3</b>  | <b>How effective is Religious Education?</b> |
| <b>Grade at last inspection:</b>  | Good   |
| <b>Current grade:</b>   | <b>Outstanding</b>                           |
| <p><b>Key Strengths:</b></p> <p>RE lessons are outstanding as demonstrated by children's outcomes in books, discussions and reflections. The school's rigorous monitoring system includes governor visits. Pupil outcomes are of the highest quality and sessions are reflective, enjoyable and set firmly within the SDBE scheme of work.</p> <p>Assessment and marking is used effectively to provide clear next steps in pupil's development. Links between the curriculum and SMSC are clear and well monitored.</p>  |  |
| <p><b>School evidence based on pupil outcomes, taking into account:</b></p> <ul style="list-style-type: none"> <li>(i) Progress and standards in RE based upon the school's performance data.</li> <li>(ii) Quality of teaching and learning in RE.</li> <li>(iii) Quality of the curriculum in RE.</li> <li>(iv) Effectiveness of leadership and management in RE.</li> </ul>  |  |
| <p>Evidence to support current judgement:</p> <p>As a result of outstanding teaching and never less than good, RE lessons and tracking of teacher assessment of pupil standards in Religious Education is outstanding and pupil achievement is never less than in line with national expectations, and often higher. This is in line with the school's data in all core subjects over a significant period of time.</p> <p>In Reception pupils are encouraged to talk about their own experiences and they know that God loves them and how they show love towards each other. Children confidently talk about God, His love for His children, and our responsibility to share God's love through the way we treat others and the world. This is in keeping with our values of <b>Love and Understanding</b></p> <p>Monitoring of pupil outcomes, and triangulating this with displays and records of pupil discussion show that KS1 pupils' work reflects a sound understanding of Christianity and other religions. They creatively record this in a variety of ways to express their ideas. This includes the use of class books to record drama, discussion, experiences and prayer offered by children as well as individual pieces of work in their learning books. <b>Understanding, Enthusiasm and Respect</b></p> <p>In KS2 the vast majority of pupils are working above average attainment. Where pupils' achievement is above expectations pupils demonstrate a deeper spiritual understanding and can talk about how it affects their choices. RE lessons have a distinct and reflective atmosphere which enable children to explore, evaluate and consider their personal faith and transfer that understanding to their work.</p> <p>Medium term planning is structured to ensure that the coverage of the Southwark 2017 scheme of work is achieved, and is understood by all staff. Monitoring of pupil books, establishing the centrality of prayer and reviewing the RE and collective worship policy are all well embedded in the school's evaluation system.</p> <p>Pupil outcomes are rich and varied, and pupil use creative and innovative methods of recording, exploring learning, for example creating pictures, poetry, drama, role play, music, group discussion</p> |  |

and debate. Furthermore the use of trips, visitors and parents to enhance the curriculum is seen throughout the school. **Understanding and Enthusiasm**

RE is taught by class teachers each week and led by the subject leader to ensure that the children receive their statement of entitlement as set out by the National Society.

Exemplary monitoring and leadership means that the quality of teaching, learning and assessment leads to outstanding performance by all learners.

#### **EVIDENCE**

- **Governor visit notes**
- **Pupil books, Class books and displays**
- **Pupil Discussion**
- **Moderation and leadership by Subject Leader**
- **Planning and Work scrutiny by all phase leaders and led by Subject leader**

**Please also refer to key developments since last inspection development point 3**

#### **Next steps to secure improvement (with time scales):**

- Ensure that children's RE sessions are contextual, biblically based and pupil outcomes reflect this – Ongoing with review Sept 19
- To explore Understanding Christianity to supplement the curriculum review 2018/19 – Review July 2019
- To continue to develop varied and creative opportunities for children to record their outcomes, such as – Sept 19
  - Painting
  - Dance
  - Drama
  - Reflections

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| <b>Core Question 4</b>   | <b>How effective are the leadership and management of the school as a Church school?</b> |
| <b>Grade at last inspection:</b>   | Good   |
| <b>Current grade:</b>  | <b>Outstanding</b>   |
| <p><b>Key Strengths:</b></p> <p>The distinctive nature and character of the school has flourished and developed over the last five years. This is as a result of the distributive leadership founded on Christian principles of servant leadership, care, compassion and respect.</p> <p>The distributive leadership is demonstrated by the whole school's commitment and drive towards ensuring the school's values and the academic achievements of the children are the highest possible. This is evident in the relationship between the school and its governing body.</p>  |  |
| <p><b>School evidence based on pupil outcomes, taking into account:</b></p> <ul style="list-style-type: none"> <li>(i) Christian vision.</li> <li>(ii) Evaluation and strategic planning.</li> <li>(iii) Future leadership of Church schools.</li> <li>(iv) Partnership with key stakeholders.</li> <li>(v) Foundation Governance.</li> </ul>  |  |
| <p><b>Evidence to support current judgement:</b></p> <p>The explicit Christian vision is clearly articulated and shared with, similarly the role of the Faith Group in the school means that RE has a significant impact in the strategic vision of the school. School leaders have a thorough understanding of the school's performance and clear self-evaluation is a key feature of the school's reflective and outstanding leadership.</p> <p>Distributive leadership is established at Eltham Church of England Primary School. The commitment to a shared ownership and strategic planning in conjunction with the faith group is characterised through the clearly established values and ethos evident throughout the school. Similarly the high pupil achievement as well as the vibrant and reflective school environment is a clear impact of the shared vision of the school's distributive leaders.</p> <p>The effective support, and development of linking St John the Baptist Church Eltham with the school led by Fr Jim, the Headteacher and with the support of the governing body and Diocese has meant that the distinctive Christian character of the school amongst parents is outstanding – as evidenced by the increased number of parents attending school church services. Furthermore, during new parent meetings the Christian character was a feature of why parents chose the school.</p> <p>The school's curriculum is clearly defined and monitored. Subject leaders are increasingly aware of how the school's Christian character needs to be reflected across the curriculum, its strengths and the areas to develop. This is evidenced by the school's SIAMS governor evaluation, and the SMSC evaluation completed by senior leaders and governors.</p> <p>The school's partnership with St Alfege with St Peter's Greenwich over the past 24 months has meant that the leadership of RE has been developed as both schools and their subject leaders in particular have worked together to establish the SDBE scheme of work, develop assessment procedures and tracking of pupil achievement.</p> <p>School governance is strong with the foundation governors ensuring that the Distinctive Christian Character is upheld through strong representation and monitoring. Furthermore, the school governors are currently registered to complete the Bishop's certificate in governance in 2018/19.</p> |  |

The school leadership plays a significant role in leading and working with the other Church of England Primary schools in Greenwich. The Executive Headteacher works closely with the SDBE, attending annual conferences and training and in particular the Outstanding Schools Forum. Similarly the subject leader attends SDBE training and works closely within the schools partnership with St Alfege.

The school is regularly used by SDBE and Royal Borough of Greenwich as a model of outstanding practice – welcoming visitors from local and Diocesan schools, including recently a team from schools in Guernsey.

The school has regular external validation of the outstanding performance of the school through Improvement

## **EVIDENCE**

- **Faith Group Minutes**
- **Worship Committee Minutes**
- **RE Leader Action Plans**
- **Evidence of RE in School Improvement Plans**
- **Discussions with RE Leader, SLT & all staff, Parish Priest and Faith Committee**
- **Parent questionnaire results**
- **Improvement Partner Visit notes**
- **School Improvement Plan**

## **Next steps to secure improvement (with time scales):**

- Extend the distributive leadership of the school to develop continuity through 'shadow' leadership to support RE Leader – Review July 2019
- Similarly to embed the input and impact of pupil voice and parents in the self-evaluation of the school – July 2019
- Further develop the links between leadership at all levels between Eltham and St Alfege - ongoing



**Any additional information:**