

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

### Eltham Church of England Primary School

Roper Street, Eltham, London, SE9 1TR	
<b>Current SIAMS inspection grade</b>	<b>Outstanding</b>
<b>Diocese</b>	<b>Southwark</b>
Previous SIAS inspection grade	Good
Name of multi-academy trust / federation	NA
Local authority	Royal Borough of Greenwich
Date of inspection	27 June 2018
Date of last inspection	June 2013
Type of school and unique reference number	Voluntary Aided 100167
Executive Headteacher	Matthew Bulpitt
Inspector's name and number	Shaun Burns 808

#### School context

Eltham Church of England School is an average-sized voluntary aided primary school situated in the Royal Borough of Greenwich. The school has pupils aged 4 – 11 years and a nursery. The pupil profile is broadly in line with national averages, although there is a slightly lower number of pupils eligible for free school meals. Pupils have various ethnic heritages. Approximately one third are Christian with a growing number from Evangelical and Pentecostal churches. There are some pupils of other faiths. The school underwent a rebuild last year. It is currently part of a partnership with St Alfege with St Peter's Church of England Primary School, Greenwich.

#### The distinctiveness and effectiveness of Eltham as a Church of England school are outstanding

- Distinctively Christian values firmly underpin the school and are constantly lived out by all members of the school community. Everyone is able to express this bedrock for the school and the significant impact on the lives of each other.
- Prayer is given great prominence throughout the school. Its value is recognised by all members of the school community influencing individual and collective profoundly spiritual journeys.
- Pupils show exceptional creativity and originality in their learning in religious education (RE). Consistently high-quality work shows strong teaching that has led to deep learning.
- Leaders and managers give a very high priority to the leadership of RE and collective worship, understanding the unique contributions that these areas make to the distinctiveness of the school as a church school. As a result this realises highly impactful practice in both areas.
- A wide range of mutually beneficial partnerships operate between the school, parents, the local church, the diocese and the wider community, firmly helping Eltham be a church school truly knowing and serving its community.

#### Areas to improve

- Weave the deeply Christian character of the school more explicitly into all school documentation and website to ensure both fully reflect the school's mission statement and its highly transformational outworking.
- Develop an end of year summative assessment system in RE, distinguishing between different strands in RE learning so that it can more closely inform teaching in RE along with further strategic development of the subject.

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

Eltham Church of England Primary School is a highly effective school successfully educating all pupils. The school centres on six distinctively Christian values. These are displayed physically and creatively around the school in words with illustrative examples of how these are lived out. This helps them have a deep embodiment in the day to day life of the school and clearly influences how the school operates. All stakeholders are aware of the Biblical roots of these values; a focus for development from the SIAS inspection. Stakeholders passionately express how the values positively and significantly make a difference to what the school does. This leads to a heartfelt care and enthusiasm for the school, which assuredly knows what it stands for. A relentless understanding of the school's core purpose and belief in the potential of all pupils as 'God's children' drives the school. All make good or better academic progress in all areas. This compares very favourably nationally. The school precisely identifies any vulnerable pupils and caters for their particular needs accordingly. Attention on wellbeing ensures all pupils thrive at the school. 'They all deserve the best opportunities that we can provide for them' and 'we have a care which follows love for them,' says the school. This highlights all the school does for each pupil stems from its love for each one. Attendance is very high whilst pupil exclusion is non-existent. Like all school policies, these are informed by the school's Christian vision. This was another focus for development at the last inspection which has been addressed. Behaviour of pupils is very good with relationships between members of the school community built upon principles of living well together. These are underpinned by the distinctively Christian values, not least inclusion of all, love and forgiveness. People are able to attribute their actions and those of others to the living out of biblical teaching as practised by the school. The pupil voice and worship committees lead projects to help those who are disadvantaged, for example, those affected by the Grenfell Tower disaster. This shows pupils acting in a way the school has encouraged them to, showing compassion, informed by the Christian faith. The school understands and fulfils its responsibility to develop the whole child. A relevant varied curriculum, informed by a central Christian vision, provides many opportunities for learning in a Christian perspective. For example, the history curriculum looks at stories of immigration and considers the Christian moral dimension on this issue. The school has a clear understanding of spirituality in its Christian context. Regular imaginative opportunities for developing and displaying the pupils' spiritual development abound. These lead to pupils, from the very youngest, thinking deeply and their responses are at a profound level. During the recent rebuilding of the school a spiritual garden was developed, at the instigation of the pupils. By selling their Easter artwork, pupils raised money to fund this idea. Their prayer garden is treasured by the whole school community. One pupil said, 'It is a quiet, reflective place where we can communicate to God.'

Through the diversity of Christianity present amongst the community, alongside curriculum and worship activities, pupils are clearly aware of its multi-culturalism. An example of this was when the school was introducing a new uniform. The old one was donated to a South African school with which links have been established for mutual learning. Similarly the school draws upon diversity within the local community to build understanding towards different faiths. RE is unequivocally visible everywhere around the school. It clearly makes a significant contribution to the upholding and development of the school's distinctive Christian character. There is great enthusiasm and enjoyment of the subject; a valuable springboard deepening pupils' spiritual, moral, social and cultural development, (SMSC.)

### **The impact of collective worship on the school community is outstanding**

Great worth is placed upon collective worship by the whole school community. A pupil said, 'It gives me time to tranquilize and I like to pray to God...because it is very harmonious.'

Prayer is encouraged at regular times during the day and through classroom interactive prayer corners. Parents have set up a Prayer Group which prays for the school visibly from the street each day. All this evokes prayerfulness across the school. Varied opportunities for reflection always feature, enabling pupils to make a deep personal response. Worship has a clearly understood structure using Anglican greetings and responses. This ensures consistent quality in all acts of worship and gives pupils familiarity with liturgy. Use of liturgical colours and celebrating the Eucharist enhance recognition of Anglican tradition. The Biblical based collective worship programme is planned by the collective worship co-ordinator and incumbent. It offers clear understanding of Jesus Christ in boldly Christian worship whilst being inclusive to all. This results in no withdrawals. The school's gospel values and the Church's year, along with topical issues, are explored through a Christian lens. Pupils talk of how worship has made them think about how they act in their lives. The Golden Book regularly records examples of how pupils have lived out the school's values. Adults are also clear role models as they live out the Christian values on a daily basis too. Parents regularly speak of how what their children explore in school worship is brought home to share with them. A pupil worship committee takes responsibility for aspects of worship including evaluation which leads to development. This is also informed through appraisal involving leaders. An example is when a Year 5 pupil led worship encouraging the school to join with the church's patronal festival. As a result the whole school now annually explores a linked theme and contributes to the church's own worship. This has set the context for the

school exploring the Holy Spirit through stained glass and scripture which, in turn, has brought about a creative and clear understanding across the school of the Christian concept of the Trinity. Key festivals and times in school life are marked with services in the parish church. These include a welcome service and leavers' service. This gives pupils the idea of God present at the beginning and the end, throughout life. Worship is led by all staff, the incumbent and a range of other Christian denomination leaders. This has broadened pupils' experience of worship and diversity within the church.

### **The effectiveness of the religious education is outstanding**

The school is a shining beacon of excellence in RE. A united care for the subject and deep understanding of its value ensures creativity and high quality in all work. Individual RE books, alongside class books, tell the story of an RE journey of excellence for each pupil. This is the result of teaching and learning, accurately evaluated as almost wholly outstanding and never less than good. Work is well-planned and matched to each pupil. As a result, all pupils make very good progress. Indeed standards are often higher than those in all other core subjects. The school regularly tracks pupil's progress, which it moderates to ensure accuracy. On a termly basis this is effective and is embedded into RE planning. This was a further focus for development. However, when collated summatively at the end of year, this does not distinguish between different strands in RE learning. Consequently the school does not have precise information about pupils' summative achievement in each strand of RE. The Diocesan Syllabus, taught by the school, ensures the teaching of Christianity is given priority and supports it being taught well. The RE syllabus also builds up an integral understanding of other world faiths. Religious artefacts and a wide range of experiences, including visits and visitors, bring faith to life. Many pupils recalled a parent sharing their experience of being on a pilgrimage. They remembered, 'It's not about the destination, but the journey and how we can connect with God.'

All pupils are motivated by the subject and approach it with excitement and a thirst to learn. 'It is fascinating learning about different religions,' a pupil enthused. There are no withdrawals. The school's eminence to developing pupils' SMSC is intrinsically nurtured here. They confidently learn a range of RE-specific skills which they are successfully able to apply to their own lives. This includes making links and celebrating differences between Christianity and the other main world faiths. Detailed interactive classroom-based and central RE displays encourage continuous learning by all. The RE subject leader ably and diligently leads the subject. She has a clear vision for its growth. Continuous professional development undertaken has enabled her to be highly successful in this. She is supported by leaders' and managers' shared and realised aspiration for the subject. Detailed monitoring and evaluation informs action plans which lead to the subject continually flourishing.

### **The effectiveness of the leadership and management of the school as a church school is outstanding**

All leaders and managers share a distinctively Christian mission statement for the school. The school effectively uses this as an influencing factor to inform all that it does. No pupil is left out; all are equally cherished. Similarly the school uses this mission to care for the wellbeing of all members of the school community. Leaders earnestly express the positive impact the explicit Christian values have on the lives of pupils and the whole school. However whilst often promoted, the school's deeply Christian nature is not integrally expressed throughout all the school's documentation nor website. Consequently these do not fully portray the deeply Christian distinctiveness of the school. Leaders have a clear understanding of the school's performance in achieving its mission statement, informed by thoughtful self-evaluation. This has drawn upon the views of all stakeholders. As a result it leads to well-focused ideas for further development. Foundation governors and Faith Group ensure the faith dimension of the school is always considered in strategic decisions made. Effective distributed leadership ensures the whole curriculum has a Christian foundation underpinning it. This shapes behaviour and plays a constructive part in building pupils' SMSC. The school is enriched by many partnerships with parents/carers, the parish church, the diocese and the local and wider communities. Opportunities are used well for broadening pupils' experiences, developing their understanding of different communities and for growing the school professionally. To commemorate the centenary of World War One, pupils worked with a parishioner and former archivist. They 'listed the War Memorial'; many were past pupils. This helped pupils learn about and honour their community's connections to history whilst reflecting on their responsibility for the future. The current partnership with St Alfege with St Peter's Church of England School, Greenwich has enabled both schools to develop church school practice. This has particularly been evident in developing staff and governors as leaders in church schools. The school meets the statutory requirements both for RE and collective worship. Leaders and managers give a high priority to both areas enabling excellent practice. These are clearly core contributors to the school's highly successful effectiveness as a church school.

The biblical question that the school's motto responds to is 'What does the Lord require of you?'

Eltham is certainly responding to this call through the outstanding way it provides a church school education. That education is transformational, serves its community and, not least, 'all God's children'.

SIAMS report June 2018 Eltham Church of England Primary School SE9 ITR