

Statutory Inspection of Anglican and Methodist Schools (SIAMS) Report

Eltham Church of England Primary School

Vision

'Act justly, love mercy, walk humbly with your God' Micah 6:8

At Eltham Church of England Primary School, we take God's direction to Micah as instructions to live by. As a school family we should live lives that reflect the love of God; acting with humility, justice and mercy. Much of this is twinned with our school values of love, resilience, understanding, respect, enthusiasm and forgiveness.

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.

Eltham Church of England 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

- As a result of the school's Christian vision, Eltham Church of England Primary School has an outward looking culture. Pupils have a deep understanding of the importance of acting justly and loving mercy. They are given regular opportunities to consider issues of justice and responsibility. As a result, they understand inequality. They discuss, reflect and where appropriate, take action.
- The school's curriculum enables the vision to be lived out in the learning. This contributes significantly to the well-rounded development of pupils, including those with additional needs.
- Distinctly Christian and engaging worship is thoughtfully designed to be accessible and meaningful for the whole school community. Through worship, people gain a sense of peace, belonging and connection that results in spiritual flourishing.
- As a reflection of the school's vision, there is a very effective partnership with the local church and diocese that benefits staff, pupils and their families. The committed and passionate support of local clergy enhances and enriches the collective worship and the wellbeing of pupils and adults. This enables a compassionate culture to prevail, and as a result people thrive.
- Effective subject leadership has introduced a new, relevant and challenging religious education (RE) curriculum that covers Christianity, a range of world faiths and non-religious worldviews. Leaders have ensured that staff are well trained and are supported to deliver this curriculum. This means teachers are confident and enthusiastic about the subject and pupils enjoy their learning.

Development Points

- Deepen the school's shared understanding of spirituality, further equipping staff to promote spiritual development. This is to enhance opportunities for staff and pupils to flourish spiritually.
- Embed the development of the new RE curriculum. This is to enrich pupils' comprehensive and balanced understanding of Christianity, world faiths and worldviews.



Inspection Findings

Vision and Leadership

There is a clear Christian vision at Eltham Church of England Primary School. This forms a strong foundation that is reflected in the school's Christian values. The vision and associated values are a lived reality, shaping the daily life and culture of the school. The vision is consistently expressed through the curriculum, worship and the relationships between people. It is deeply faithful to the Anglican tradition of the school. This vision is dynamic and practical. It is the foundation of the school's commitment to inclusion and service, enabling pupils and adults to flourish as children of God. The school's leaders, including governors, prioritise presence and accessibility. This is not merely symbolic but reflects their commitment to humility and service. Governors work effectively with leaders to ensure the vision is at the heart of the school's decision-making process. They provide empathetic and skilful support to the school staff and the pupils. They work hard to ensure that 'there is never a moment when we could do more'. This strong leadership ensures members of the school community feel valued and are heard.

Vision and Curriculum

The curriculum is effectively designed to reflect the Christian foundation and vision of the school. It is underpinned by the belief that each pupil is unique, and education should enable everyone to develop their gifts. It recognises that achievement comes in many forms. The curriculum is planned to ensure pupils are provided with many opportunities to reflect on the world about them. They respond with wonder and curiosity. This means that spirituality is an intrinsic part of the curriculum. Through this curriculum, pupils understand their responsibilities to each other and contribute positively to the school's culture. There are explicit links between the learning and the school's Christian values. As a result, pupils collaborate and interact exceptionally well. They listen carefully to each other and are able to share ideas with impressive maturity and consideration for others. Pupils with special educational needs and/or disabilities (SEND) benefit from this inclusive approach. The curriculum is beginning to support the spiritual flourishing of pupils and is enabling them to grow into confident and compassionate individuals.

Worship and Spirituality

Collective worship provides a daily act of formation, shaping hearts, minds and lives. It is a visible and vibrant expression of the school's Christian vision and a key driver for spiritual development. Worship is very well planned and delivered. It is accessible and inclusive, offering pupils and adults of all faiths and worldviews the opportunity to reflect and respond spiritually. Pupils are not passive observers during worship, but active participants. Through creativity and stillness in worship, pupils and adults develop a sense of meaning, belonging, peace and purpose. Music greatly enhances the worship and makes it a time of 'encouraging joy', lifting the spirits of the participants. The school provides opportunities for pupils and adults to stop and experience wonder and awe. While opportunities to support spiritual flourishing are in place, they are not always deeply embedded.

Vision, Justice and Responsibility

Pupils are very well informed about issues of justice and responsibility to others. Pupils use the words of the school's vision to evaluate their actions. This supports them to behave in a way that enables them to 'act justly and love mercy'. They are encouraged to ask 'how can I put this right' when encountering issues of injustice. As a result, they live well together and have a positive impact on the wider school community. Opportunities for pupil leadership are many and varied and the pupils take an active responsibility for others. Decision-making throughout the school is democratic and inclusive, and the voices of pupils are listened to carefully by adults. Changes initiated by the pupils have made the school more welcoming and accessible. Pupils bring about practical differences in the school environment and culture. The eco group campaigns for better use of the earth's resources, while the play ambassadors support younger children playing well together. A Harvest project



to support a local food bank has led to the youngest pupils questioning why some people have no food. The pupil voice team have introduced a 'buddy bench' and changes to the school catering service. This ensures pupils feel empowered to make a difference. Through prayer and action they know they can make a positive impact on their world.

Religious Education

The school has developed a strong, new curriculum for RE, based on diocesan recommendations. Effective subject leadership means that it has been introduced successfully and is being well taught. School leaders ensure that the RE curriculum is challenging and well-resourced, making it relevant to pupils' needs. A generously collaborative approach to planning the delivery of this new curriculum ensures that staff expertise is shared. Parents and carers value the way this helps their children make their own moral and religious choices. However, the new curriculum is still in the early stages of implementation and is not fully embedded.

RE makes a powerful contribution to the pupils' learning. It is helping them to develop a broad and deep understanding of different beliefs and worldviews. This allows them to ask big questions and make connections with their own beliefs and the views of other people. Pupils enjoy their learning in RE. They know that people of the same faith can worship in different ways, and this enhances their understanding of diversity. Pupils are deeply respectful of various views held by their peers and are confident to share their own precious beliefs with each other. The atmosphere of mutual respect is impressive. Pupils demonstrate a curiosity to understand each other's beliefs and worldviews better.

Vision and School Culture

This school is at the centre of its community and serves with a deeply Christian heart. It is faithful to its Anglican foundation and works for its diverse community with love and humility. Mutually beneficial partnerships with the local church and diocese enrich the school. These allow adults, pupils and their families to be well supported, when the need arises. Parents and carers value the way the school supports their children's moral and social development. Pupils can solve every-day social difficulties exceptionally well. The approach to behaviour issues focuses on repairing relationships and helping pupils understand the impact of their actions on others. This means that individuals are valued and listened to. Pupils are not the recipients of rules, but active contributors to the ethos and direction of the school. Adults are well supported both professionally and personally by school leaders. There is a notable warmth and generosity in the way adults work together in this school. Pupils know that adults care for them and believe in their potential.

Information

Address	Roper Street, London SE9 1TR		
Date	24 November 2025	URN	100167
Type of school	Voluntary aided	No. of pupils	413
Diocese	Southwark		
Headteacher	Maryanne Boon		
Chair of Governors	Celia Niven		
Inspector	Gill Jackson		