

Statutory Inspection of Anglican and Methodist Schools (SIAMS) Report

James' Church of England Primary School

Vision

St. James' is a caring, nurturing, inclusive Christian family. With the examples and teaching of Jesus Christ, we aim to provide a safe and happy environment in which all our children, each unique and of equal value to God, can grow and achieve their very best potential. We encourage all our children to thrive, make the very best of their individual talents and *'Let Your Light Shine.'*

Matthew 5:16.

St James' 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

- Rooted in the vision, leaders have created a deeply nurturing and vibrant school. Consequently, pupils and adults flourish.
- As an embodiment of the vision, leaders ensure that the school is proactively outward facing. They cultivate relationships and partnerships which consequently enhance pupils' experiences and development.
- The vision shapes a culture of inclusion, and welcome. This means that pupils, particularly those who are vulnerable, grow in confidence and recognise their individual talents.
- Collective worship is a joyful and enriching experience. Calm contemplation offers opportunities for pupils and adults to develop their own thoughts and beliefs. As a result, they grow spiritually.
- The vision-inspired curriculum is shaped around the needs of the pupils. It offers a broad range of experiences that support pupils to achieve their very best potential.

Development Points

- Broaden the opportunities for pupils to challenge injustice. This is to enable them to strengthen their sense of responsibility towards others.



Inspection Findings

Vision and Leadership

Inspired by the community it serves, the carefully chosen Christian vision is deeply embedded at St James' school. The school character traits, which are clearly crafted around it, reinforce its message. Pupils and adults understand what the values of gratitude, grit, optimism, self-control, curiosity, social intelligence and zest mean. They use these tools to help guide them to be the best they can. Leaders use their vision to guide and inspire their work. They continually revisit and review the curriculum to ensure it meets the needs of pupils. As a result, pupils succeed. The rich diversity of the community is embraced and celebrated. Effective pastoral care, practical action and targeted assistance are a daily occurrence enabling pupils and adults to thrive. Governors support school leaders effectively, working together to sustain the vision's impact across the school. Through monitoring visits, governors evaluate the vision well, using it as a framework to shape their questioning. Leaders build strong partnerships with the local church and the diocese. These links create meaningful opportunities for shared projects and mutual support, enabling pupils and adults to collaborate and learn from one another.

Vision and Curriculum

Ambitious leaders have used the vision to design a curriculum shaped around the needs of the pupils. It offers a broad range of experiences that support pupils to achieve and gives a wider dimension to their lives. For example, going on carefully chosen field trips expands their thinking and understanding of the world around them. So that there is no barrier to learning, leaders and governors fund activities and visits. Thus, pupils thrive. Parents rightly appreciate the wide range of learning opportunities and extra-curricular activities. They justifiably recognise that their children are experiencing things they otherwise would not, helping them grow and develop their individual talents. Leaders have developed a whole-school approach to spiritual development. Pupils describe it as 'letting the light shine beyond ourselves and the world around us.' Reflection time is an intrinsic part of the curriculum. It naturally occurs throughout the day, providing openings for spiritual growth. Tailored support for those who have special educational needs and/or disabilities (SEND) ensures that the curriculum is adapted where needed. As a result, pupils, including those who are considered vulnerable, flourish.

Worship and Spirituality

Collective worship is the heartbeat of the school and is highly valued by pupils and adults. It offers space for personal reflection and meaningful spiritual connection. Leaders and local clergy work together planning Christian worship that is inspiring and relevant. The inclusivity of worship is appreciated by those who attend, whatever their faith. Pupils take back key messages from worship to improve their daily life. For example, they interact with each other kindly at break times. Adults discreetly support individual pupils so they can fully participate in worship. The junior faith committee comprising of pupils from each year group, lead prayers and readings. They meet regularly with the governors faith committee, consisting of leaders and governors, and together help to shape worship. Families take part in school services held in the parish church, such as those held at key festivals. This brings school and parish together as a community helping promote a deep sense of belonging. Leaders regularly evaluate the impact of worship, including through listening to pupils. Consequently, worship supports spiritual growth and strengthens the school's sense of purpose.

Vision and School Culture

The vision drives the school's culture of being caring and nurturing. This compassionate ethos shapes daily life in the school. Therefore, strong relationships are built within the school and the local community. Leaders prioritise staff wellbeing, making conscious decisions to balance workload and provide support when needed. Consequently, staff feel valued and cared for. In turn, staff provide emotional support and encouragement to pupils, families and each other. This builds a profound sense of community with each member knowing they are of equal value. Staff support pupils when they are experiencing difficulties. They actively listen and help them.



Staff consistently go out of their way to make time for parents and children. This builds pupils' trust and feeling of being cared for. As a result, they grow in self-belief and achieve.

Vision, Justice and Responsibility

Guided by the vision and the teachings of Jesus, leaders have crafted a behaviour policy that promotes positive relationships. It recognises that, if relationships are damaged, they can always be repaired through forgiveness and reconciliation. Pupils have a strong sense of justice and responsibility within the school, explaining that justice is about doing the right thing. They question others if they are being unkind by asking whether it is right? They then help them to understand where they went wrong. At harvest time, pupils bring in food for a local centre supporting the homeless and those in need. In addition, they contribute to the foodbank and assist other local charities. In this way they are impacting local people's lives. Through the curriculum, pupils learn about democracy and injustice, how it takes courage and conviction to speak out for others. However, opportunities to make a difference to others are limited to activities and fundraising organised by adults. Therefore, they do not fully appreciate how to act on issues that are important to them.

Religious Education

RE is given a high priority in the school. The curriculum is carefully designed to deepen pupils' understanding of a range of religions and worldviews. It provides pupils with opportunities to explore how people of different faiths think about and practise their beliefs. Through the curriculum being framed around big questions, pupils are encouraged to make meaningful connections between beliefs and everyday life. It includes valuable content about global faiths and worldviews. In this way it encourages pupils to broaden their understanding of others, challenges stereotypes and allows pupils to reflect on their own views. A close working partnership with the diocese ensures leaders are up to date with national developments. Leaders provide quality professional development by cascading knowledge and sharing expertise with staff.

The teaching of RE is effective and as a result pupils make progress. Pupils enjoy the subject and demonstrate a clear understanding of their learning. They can recall confidently what they have learned previously. Pupils with additional needs and those with SEND are well supported as they work through the RE curriculum. This allows full participation in lessons and enables them to progress well. Systems for monitoring and assessment recognize pupils' learning and identify any areas of weakness. This strengthens pupils' knowledge and understanding, resulting in them making sustained progress over time.

Information

Address	Old Jamaica Road, London, Greater London SE16 4SU		
Date	21 September 2026	URN	100829
Type of school	Voluntary aided	No. of pupils	360
Diocese	Southwark		
Headteacher	Michael Oliver		
Chair of Governors	Paul Raikes		
Inspector	Sara Williamson		