

Statutory Inspection of Anglican and Methodist Schools (SIAMS) Report

St George's Church of England Primary School

Vision

'I can do all things through Christ who strengthens me' (Philippians 4:13)

We aim to grow and nurture inquisitive, enthusiastic and courageous learners by using a rich, stimulating and inclusive curriculum. This engages and prepares our children for lifelong learning. We do this through the lens of our Christian values:

Sustainability: We are a community that cares for God's creation.

Transformation: We are continually growing as individuals.

Generosity: We are generous in our love and care for each other.

Perseverance: We always strive to do our best.

Stewardship: We care for our gifts and resources.

St George's 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

- The heartfelt Christian vision is passionately lived out across the school community. It is well understood by staff, pupils and families and gives clarity of purpose and direction.
- Relationships in the school are marked by generosity, care and mutual respect. As a result, there is a profound sense of community that embodies something of the 'kingdom of God'.
- The rich and inclusive curriculum has a transformative impact on pupils. It enables them to grow and nourish their gifts and talents, whatever their starting points. This is especially true for pupils who are deemed to be vulnerable and/or disadvantaged and those with special educational needs and/or disabilities (SEND).
- High quality religious education (RE) encourages and empowers pupils to think deeply about issues of faith and belief. Thoughtful and committed subject leadership shapes an exciting and relevant curriculum.
- Vibrant, diverse and welcoming collective worship is at the heart of the community. It breathes life into the school's vision and associated values so that they are lived out in the actions of pupils and adults.

Development Points

- Build upon the school's shared understanding of spirituality and spiritual development. This is to enable pupils and adults to use this even more deeply to express their journey of spiritual growth.
- Extend the opportunities for reflection within the curriculum and across the school day. This is to enrich the spiritual flourishing of pupils and adults.



Inspection Findings

Vision and Leadership

The school's Christian vision is intentionally and whole-heartedly lived out with integrity across the community. Rooted thoughtfully in Scripture and the historic purposes of the school, it speaks resonantly to its context. Leaders ensure that the vision shapes strategic decisions, daily practice and relationships. Governors are an active presence in the school, enabling them to effectively monitor and evaluate the impact of the vision. As a result, the school is a deeply inclusive community, described by one pupil as 'a family with open arms'. Pupils and adults are welcomed, valued and supported to thrive. The vision is expressed in caring relationships and in high aspirations for pupils and adults. Leaders show a clear determination that all leave school believing in themselves. This shared understanding of the vision gives the school confidence, coherence and a strong sense of purpose. The service at Southwark Cathedral to celebrate the school's 200th anniversary powerfully embodied the many ways the vision leads to flourishing. Leaders are careful stewards of the school's Christian heritage, enriching its strong foundations as a Church school.

Vision and Curriculum

Shaped by the vision, the ambitious and inclusive curriculum enables pupils to flourish. The school's commitment to stewardship means that individual gifts are recognised and nurtured. This is particularly true for pupils deemed to be vulnerable or disadvantaged, and those with SEND. Staff take care to understand the specific needs of pupils and adapt provision accordingly. Parents and carers feel that the school prepares pupils well for the next stages in their life, giving them confidence and a positive attitude to learning. Leaders are unwavering in their determination to secure the best opportunities and outcomes for them. For example, they ensure that pupils can access the exciting programme of enrichment and extra-curricular activities, from fencing to residential trips. These opportunities broaden pupils' experiences and aspirations. Partnerships, such as the long-established link with Trinity College, Cambridge, play a key role in this expanding of horizons. Drawing on diocesan support, the school has developed a thoughtful shared understanding of spiritual development. This equips pupils to reflect on their sense of identity and their relationships with each other and the wider world. Whilst this focussed reflective practice is well embedded in RE, it is less evident across the breadth of the taught curriculum.

Worship and Spirituality

Collective worship brings the school's vision and values vividly to life. It is inclusive, invitational and meaningful, providing relevant and accessible ways to engage in worship. For pupils with complex needs, the school is creative and flexible in enabling them to participate fully. This is usually with the whole school but when a smaller group context is appropriate, this is led with the same passion and commitment to spiritual flourishing. Thoughtful and responsive planning, enriched by strong partnerships with the local church and diocese, ensures that worship is rooted in the school's context and values. Weekly class-based worship provides further valuable opportunities for pupil leadership, through the nominated 'faith group'. Pupils have a strong sense of engagement and involvement in worship. As a result, it has clear impact on their lives and spiritual development. Pupils speak of prayer giving them courage and a sense of safety. Others refer to the ways that biblical teaching challenges them and calls them to action. For example, exploring the parable of the talents encourages them to recognise and use their gifts in the service of others. Pupils and adults are offered time and space to reflect during worship and during other times in the school day. However, the ways that these are widely utilised and embraced to further enrich pupils and adults' spiritual development is still developing.

Vision and School Culture

Relationships in the school are infused with a generous and loving spirit. There is a passionate commitment to the dignity and worth of every individual. As a result, pupils and adults feel a sense of belonging. Relationships are also characterised by a respect for diversity and difference that is deliberately fostered through the



curriculum and collective worship. For example, the comprehensive annual neurodiversity week has a powerful effect in fostering understanding, enhancing the culture of acceptance. The school works closely with a range of partners, such as the local authority to ensure that sustained specialist support is available. For example, pupils, parents and carers praise the quality and impact of the emotional literacy support in equipping pupils to cope with challenges. Staff build trusting relationships with parents and carers. For some families with children who have SEND this has had a profoundly transformative impact. Pupils treat each other well, in class and in social times. Reflective and restorative conversations enable them to learn from difficult situations. School leaders are attentive to the wellbeing and professional growth of staff. This equips and empowers staff in their different roles. This is true also for governors, who model the school's values of stewardship and transformation in their strategic responsibilities.

Vision, Justice and Responsibility

A strong sense of active responsibility towards others runs through the school. This flows from a vision that empowers pupils to believe that they can have an impact on the world around them. The values of sustainability, stewardship and generosity are lived out in meaningful ways. For example, the active pupil eco-warrior team and the bee garden project reflect a sustained commitment to caring for God's creation. Partnership with the local church helps to translate this vision into practical help for those experiencing disadvantage. For example, Jesus' teachings inspire their active support of the church's food bank and work to meet the needs of the wider community. The curriculum further deepens this sense of responsibility by engaging pupils in thoughtful exploration of issues of justice. For example, pupils consider questions about the experience of migration, and the impact of the ways that people challenge injustice. The naming of each class after an influential 'change-maker', chosen by pupils, reinforces the expectation that all pupils persevere and can make a difference. The school's generosity is also shown in its outward-facing and beneficial partnerships with other schools, the diocese and various community groups.

Religious Education

RE has a high profile within the school. Its priority is clearly understood and actively championed by leaders and governors alike. The curriculum is challenging, well-sequenced and diverse, asking resonant questions that engage pupils with big questions of beliefs and views. This enhances pupils' understanding of the diverse ways that people live out their personal worldviews and faith. The school partners closely with the diocese to ensure the effective planning, adaptation and delivery of the curriculum. Carefully planned professional development training for staff has a positive impact. Through this, teachers are well equipped and empowered to deliver RE with confidence and creativity. Governors understand their monitoring role and exercise it with rigour and are ambitious for pupils and staff. Collaboration with partner schools further sharpens the quality of the curriculum, enabling ongoing reflection and refinement.

Confident and skilful teaching in RE drives strong progress in pupils' knowledge and understanding of the subject. Assessment is varied and purposeful, precisely informing planning and ensuring teaching is well matched to need. The quality of work is high, with progression clearly evident over time. Extended writing opportunities allow pupils to engage thoughtfully with more complex theological and ethical questions. Pupils enjoy RE and demonstrate growing religious literacy alongside openness and curiosity about diverse religious and non-religious worldviews. They understand why RE matters, articulating its significance in preparing them for life in a diverse society. RE lives out the school's vision. As a result, it nurtures inquisitive, courageous learners who are strengthened and transformed by their encounter with the subject.

Information

Address	Coleman Road, Camberwell, London SE5 7TF		
Date	20 May 2026	URN	100827
Type of school	Voluntary aided	No. of pupils	142
Diocese	Southwark		
Headteacher	Andrew Rojas (Head of Partnership) Alexandra Hales (Head of School)		
Chair of Governors	Selina Boshorin		
Inspector	Tim Wright		