

Statutory Inspection of Anglican and Methodist Schools (SIAMS) Report

Temple Ewell Church of England Primary School

Vision

In our school family, everyone is given the opportunity to flourish in God's love; to grow with dignity, hope and kindness. We accept, value and celebrate our achievements. We are inspired to be the very best that God trusts us to be and to treasure all that He created.

Faith in God, ourselves and each other

Good Samaritan Luke 10: 25-37

Temple Ewell 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

- This is a nurturing and inclusive community built on a vision of kindness, compassion and mutual trust. Consequently, pupils and adults are treated well and flourish.
- The biblically rooted Christian vision is deeply embedded across the school. It impacts positively on the carefully crafted curriculum and wider learning opportunities. As a result, pupils are empowered to succeed and show a determination to excel.
- A deeply embedded and mutually enriching partnership exists between the school and its local church. There are frequent opportunities to share and worship together. Consequently, pupils and adults are supported in their understanding of what it means to 'flourish in God's love' through both communities.
- Through learning about 'faith in God, ourselves and each other', spiritual understanding has developed. Adults and pupils recognise and appreciate spiritual moments. This contributes to their spiritual flourishing.
- Leaders effectively ensure a carefully planned and sequenced religious education (RE) curriculum provides diverse learning opportunities. This successfully builds pupils' knowledge of a range of religions and worldviews.

Development Points

- Ensure there is a clear language for pupils to articulate injustice and so strengthen their sense of responsibility towards others.
- Strengthen governance systems for monitoring and evaluating the effectiveness of the RE curriculum. This is so that governors deepen their understanding of its impact on pupils, supporting future curriculum developments.



Inspection Findings

IQ1: Vision and Leadership

The Christian vision, expressed through the biblical story of the Good Samaritan, is deeply embedded in Temple Ewell school. Through providing support and care for the pupils, families and staff, the school reflects the messages of their chosen parable. A deeply nurturing and supportive environment has been established so that the aspiration to grow with dignity, hope and kindness is promoted. By accepting and treasuring each other, adults and pupils live out the vision and its associated values. Together, they are on a journey offering support to one another. Consequently, pupils and adults flourish. Through regularly revisiting the vision, leaders ensure that it continues to be relevant to the needs of the school community. Governors use it as a lens to guide their decision making. For example, they identified how the vision is reflected in the support given to vulnerable pupils. Consequently, by revising approaches to the school's work in this area, attendance has improved for this group. Strong relationships built with both the diocese and the trust provide effective challenge and support. This enables the school to live out its vision in partnership.

IQ2: Vision and Curriculum

The carefully crafted curriculum, shaped by the vision, inspires pupils. They talk of trusting in themselves because God believes in them. Its inclusivity ensures that, whatever their starting points, they thrive. Carefully planned adaptations and targeted support are in place for those with special educational needs and/or disabilities (SEND). This means that they access the curriculum alongside their peers. Pupils enjoy school, show a strong sense of purpose and a visible love of learning. Big questions encourage them to think deeply about different aspects of life and to reflect on their own learning. Enrichment opportunities are prioritised. Visits to London, swimming lessons or playing a musical instrument contribute to pupils' flourishing. Leaders have introduced a school-wide approach to cultivating spirituality. Opportunities to support pupils' spiritual development are woven throughout the curriculum. An established approach to spirituality means that they feel centred and peaceful. They describe it as a 'shoot of hope' that inspires them to keep going. In this way they have a sense of there being a wider dimension to their lives.

IQ3: Worship and Spirituality

The vision shapes collective worship. It is a special time of calm and hope, where adults and pupils come together to 'flourish in God's love'. Leaders expertly weave examples of what it means to live out the messages of Bible stories into worship. As a result, pupils and staff understand that the biblical teachings chosen are relevant to their lives. This opens opportunities for spiritual moments, with pupils describing 'feeling in the moment'. Time is given to thoughtful discussion, paired talk and personal reflection. This leads to curiosity and wonder, further contributing to their spiritual development. Parents and carers appreciate how their children share these 'wow' moments with them. Leaders are deeply respectful of pupils' thoughts and ideas. Therefore, they feel listened to and value worship as a time for everyone. Careful consideration has been given to those who find worship overwhelming. Alternative opportunities are made available, such as visiting the spiritual garden. This ensures that these pupils flourish spiritually and are part of the worshipping community. Partnerships between the school and the local church are mutually enriching. This fosters a profound sense of togetherness where pupils and adults view the church and school communities as one.

IQ4: Church School Ethos and Culture

A rich tradition of kindness and caring flows from the Christian vision, enabling pupils and adults to live well together. Pupils celebrate their uniqueness, recognising that everyone has something that makes them special. Leaders and staff share a wholehearted commitment to meeting the specific needs of those with SEND. A nurture room designed by pupils provides a place of calm to support their wellbeing. The inclusion and pastoral team work proactively to support families. Parents and carers appreciate the assistance both they and their children receive. An open-door approach builds trust between staff and families. Therefore, pupils, parents and



carers are valued and concerns are addressed quickly. Staff workload and professional growth are prioritised by leaders. This ensures that they are appreciated and retain a keen sense of purpose and fulfilment in their roles.

IQ5: Justice and Responsibility

Inspired by the parable of the Good Samaritan, pupils undertake a range of leadership and pastoral responsibilities. These include the school council, house captains and the spiritual team. They value these roles and have a strong sense of responsibility towards others. The vision guides pupils and staff to support those in need. For example, they undertook a sponsored walk raising money for charity. Pupils serve the local community through visiting local residential homes to sing, play board games and share stories. This develops their sense of responsibility and intergenerational connection. Pupils are united by a desire to tackle environmental issues. For instance, developing bug hotels in the church grounds and litter picking within the locality. As a result, they are beginning to understand how they can influence positive change. However, their understanding of the broader concept of justice is variable. This is because opportunities for them to consider and address issues of inequality are at an early stage of development.

IQ6: Religious Education

Leaders ensure that RE has a high profile across the school. They are committed to developing subject leadership and are well supported by diocesan, trust and church partnerships. RE networks within the trust enable leaders to share good practice and develop their role. This strengthens curriculum design and staff confidence. Monitoring and evaluating the impact of the RE curriculum is carried out by school staff and clear development points emerge. However, processes employed by governors for this purpose are less robust. Working closely with the diocese, mixed age group planning has been developed. This effectively supports changes to groupings across year groups. Pupils explore their own views whilst learning about and respecting those of others. The curriculum provides opportunities for pupils to learn about a diverse range of worldviews, including Christianity. This empowers them to talk confidently about ways people might express their religious beliefs.

Information

Address	3-4 Brookside, Temple Ewell, Kent CT16 3DT		
Date	16 June 2026	URN	139436
Type of school	Academy	No. of pupils	152
Diocese	Canterbury		
MAT	Aquila The Diocese of Canterbury Academies Trust		
MAT Chair	Sue Butterworth		
Headteacher	Angela Matthews		
Chair of Governors	Adam Tomaszewski		
Inspector	Sara Williamson		