

Ealdham Primary School

Address: Ealdham Square, Eltham, London, SE9 6BP

Unique reference number (URN): 100120

Inspection report: 14 April 2026

Exceptional	
Strong standard	
Expected standard	
Needs attention	
Urgent improvement	

Safeguarding standards met

The safeguarding standards are met. This means that leaders and/or those responsible for governance and oversight fulfil their specific responsibilities and have established an open culture in which safeguarding is everyone's responsibility and concerns are actively identified, acted upon and managed. As a result, pupils are made safer and feel safe.

How we evaluate safeguarding

When we inspect schools for safeguarding, they can have the following outcomes:

- **Met:** The school has an open and positive culture of safeguarding. All legal requirements are met.
- **Not met:** The school has not created an open and positive culture of safeguarding. Not all legal requirements are met.

Expected standard

Achievement

Expected standard 

The school achieves successful academic outcomes. Mathematics and reading are particular strengths. Staff ensure that they remove any barriers to learning for pupils with special educational needs and/or disabilities and disadvantaged pupils. These pupils do well and achieve better than disadvantaged pupils nationally at the end of key stage 2. In mathematics, pupils complete work accurately, and teachers use checks on learning well to spot gaps and provide extra help. Pupils read books that closely match their reading ability, which builds pupils' confidence and understanding. As pupils move through the school, they develop confidence and stamina in writing. The school celebrates success through assemblies, which helps pupils feel proud of their achievements. Pupils speak positively about their learning across many subjects. However, some pupils are less confident about important knowledge that they have learned in a small number of subjects. Overall, pupils are well prepared for secondary school, supported by consistent care and guidance throughout their time at primary school.

Curriculum and teaching

Expected standard 

The school's curriculum is ambitious and broad. Leaders ensure that pupils receive a well-planned curriculum that reflects the school's increasingly diverse community. Pupils learn about a wide range of important people, authors and artists from different cultures. This helps them see themselves and others positively in what they learn. For example, Year 2 pupils spoke confidently about artists and their work. Pupils enjoy solving mathematical challenges, using their prior knowledge and understanding successfully. Teachers have the knowledge they need to teach all subjects well. Teaching usually meets pupils' needs, including developing pupils' writing. Sometimes, teaching does not adapt or check pupils' understanding closely. As a result, some pupils do not build on their previous learning as well as they should.

Reading has a high profile across the school. Teachers read daily to pupils and use expressive storytelling to promote enjoyment and a love of books. Activities such as book swaps and reading ambassadors encourage pupils to read more widely. Pupils who find reading difficult receive effective catch-up support. In the early years, children use phonics confidently to read and write simple words and sentences. Books are well matched to pupils' abilities, helping them read with confidence and fluency.

Early years

Expected standard 

Leaders are ambitious for children in the early years and want them to have a secure and positive start to school life. Children benefit from a well-planned indoor and outdoor environment that encourages exploration, curiosity and independence. They are happy and confident, and build warm, trusting relationships with adults and other children. Where practice is strongest, adults talk thoughtfully with children and introduce new words to deepen their learning. Teaching is well organised, with a clear daily focus on phonics, routines and personal development. Children build important early skills, including movement, balance and fine hand control. Staff teach phonics consistently, helping children

to develop their early reading skills effectively. Through play, such as role-play cooking activities, children learn to take turns, listen to others and make healthy choices. As a result, most children achieve well and are ready for the move into Year 1. Staff know children well and are quick to notice any emerging needs. They work closely with parents and other professionals to make sure support is provided early, including for children with additional needs. Leaders also work closely with families from the start to promote good attendance habits.

Inclusion

Expected standard 

The school shows a strong commitment to making sure every child feels welcome, included and able to take part. Parents and carers speak positively about the school's caring and inclusive approach. Staff know pupils extremely well and provide a supportive environment where children feel safe and understood. When needed, pupils start the day with calm sensory activities. This helps them settle quickly and be ready to learn. Staff communicate well with the inclusion team. They identify pupils' needs early and put the right support in place without delay. Staff work closely together to support pupils with special educational needs and those who face additional challenges. Pupils who need quieter spaces, sensory breaks or extra help with reading receive this promptly. Staff usually review this support in a timely way so that leaders understand what is working and can make changes where needed. Targeted help, including daily reading catch-up, helps pupils build confidence and make progress. Leaders use additional funding carefully to improve teaching, raise achievement and provide wider opportunities, such as trips and clubs. Relationships across the school are strong. However, sometimes the support for pupils' learning in lessons is not as precise as it should be. This is particularly the case when work for pupils is not adapted carefully, which limits some pupils' readiness for learning.

Leadership and governance

Expected standard 

The governing body brings a wide range of experiences. They understand the school's strengths well. Governors play an active role in setting priorities and making decisions that benefit all pupils. They carefully oversee how extra funding is used to make sure it improves opportunities for disadvantaged pupils. Governors also provide the right balance of support and challenge, for example by closely checking the school's work to improve pupils' attendance. Leaders at all levels are ambitious for pupils and want every child to have the best possible start. They value academic success alongside building pupils' wellbeing, confidence and self-esteem. Leaders support pupils to feel safe, valued and proud of who they are. They make sure all legal duties are met, including safeguarding.

Leaders invest in staff training and development. Staff receive support in key areas, such as phonics, and value the training provided. However, some staff are not fully clear about whole-school teaching priorities. This leads to some inconsistency in how teaching is adapted and how consistently pupils' learning is checked. Leaders are mindful of staff workload and show care for staff wellbeing. They are highly visible at the start and end of the day, greeting pupils and families by name. This creates a calm and welcoming atmosphere. Parents describe staff as approachable, responsive and willing to listen.

Leaders have put a clear and well-planned approach in place to support pupils' personal development. They focus on developing pupils' understanding about positive mental health and wellbeing. Pupils learn different ways to manage their feelings, such as staying calm and bouncing back from challenges. Staff teach pupils how to use the right language to describe how they feel. This shows in pupils' calm behaviour and how well they manage emotions, especially at playtimes and when moving between activities. The personal development programme runs from Nursery to Year 6 and includes relationships and sex education. Leaders make sure it is taught consistently and meets national requirements. In the early years, children learn about emotions through carefully chosen activities, such as self-portraits and stories. This builds children's self-awareness and supports positive relationships from a young age.

Relationships between staff, pupils and parents are polite and respectful. Pupils describe the school as caring and supportive. They play well together, show kindness across age groups and understand the difference between right and wrong. Pupils with special educational needs and/or disabilities receive effective support to manage their emotions and take part confidently in school life. The school offers a wide range of experiences, including trips, safety education and sports activities. Leaders use additional funding carefully to make sure disadvantaged pupils can take part fully. Pupils also have opportunities to share their views and take on responsibility, such as through the school council. Staff ensure that pupils understand the importance of respect and tolerance.

Needs attention

Attendance and behaviour

Needs attention 

Attendance is a key focus for the school, which is shared by leaders, staff and those responsible for governance. Attendance remains a challenge, especially for pupils who miss school regularly. Leaders have recently put clearer systems in place to spot concerns early and offer better support to families. Leaders understand the reasons why some pupils struggle to attend regularly. Although systems and tracking of pupils' attendance are improving, these changes have not had their full impact.

Leaders have strengthened the school's approach to behaviour. Expectations are clear, consistent and based on the school's values of kindness and resilience. Staff manage behaviour well through positive relationships and clear routines. A structured approach helps staff intervene early and speak with families promptly. As a result, serious behaviour issues are rare and suspensions have reduced significantly. Behaviour around the school is calm and orderly. Pupils understand what good behaviour looks like and increasingly take responsibility for their actions. Staff model calm behaviour, and established routines help pupils stay focused. In the playground, pupils act fairly and show respect. Staff deal quickly and effectively with any incidents, including those involving bullying.

What it's like to be a pupil at this school

Pupils experience a caring and inclusive environment where they feel supported and ready to learn. They enjoy learning across the curriculum and engage positively in lessons. Pupils speak enthusiastically about what they are learning and show curiosity and interest in their work. Staff help pupils effectively to reduce barriers to learning. As a result, pupils achieve well, particularly in reading and mathematics. Disadvantaged pupils achieve consistently strong outcomes by the end of key stage 2.

Pupils arrive at school confidently and enjoy warm, familiar welcomes from staff. They value the personal greetings they receive each morning and settle quickly into established routines. This supports smooth transitions throughout the day and helps create a calm, orderly and purposeful atmosphere. Pupils benefit from strong, trusting relationships with adults who know them well. They feel recognised, valued and secure. Parents and carers also feel welcomed and listened to, strengthening pupils' sense of belonging and safety. Any concerns are dealt with swiftly and effectively.

Pupils value the wide range of experiences that support their personal development, including educational visits, clubs and special events. Through roles such as school councillors, house captains, reading ambassadors and play leaders, pupils build confidence, contribute positively to school life and develop an understanding of democracy.

Pupils behave consistently well. They listen attentively, work productively and understand what good behaviour looks like. Pupils say expectations are fair and that adults help them make positive choices and show kindness to others. Suspensions are used sensitively as part of a wider support approach and have reduced significantly. While attendance remains a challenge for some pupils, systems and support are improving. Pupils show tolerance, kindness and respect for difference, and demonstrate a growing understanding of equality and fairness. As a result, pupils are well prepared for the next stage of education and life in modern Britain.

Next steps

- Leaders should continue to work closely with families to improve attendance, particularly for pupils who are persistently absent, so that pupils benefit fully from school.
- Leaders and those responsible for governance should continue to develop staff expertise so that the curriculum is implemented consistently across the school, with greater rigour and precision in adapting teaching and checking pupils' understanding.

About this inspection

The chairs of the board of governors in this school is David Waxler.

The inspectors carried out this full inspection under section 5 of the Education Act 2005.

Following our renewed inspection framework, all inspections are now led by His Majesty's Inspectors (HMI) or by Ofsted Inspectors (OIs) who have previously served as HMIs.

The inspectors spoke with a representative of the local authority, the chair and members of the governing body, the headteacher, senior leaders and a range of staff during the inspection. They spoke with pupils to consider their experiences of school.

The inspectors confirmed the following information about the school:

The school does not make use of alternative provision.

The school's email address is: sao@ealdham.greenwich.sch.uk

Headteacher: Christian York

Lead inspector:

Lascelles Haughton, His Majesty's Inspector

Team inspectors:

Graham Chisnell, Ofsted Inspector

Paul Jackson, Ofsted Inspector

Kate Fallan, His Majesty's Inspector

Facts and figures used on inspection

The data was used by the inspector(s) during the inspection. More recent data may have been published since the inspection took place.

 This data is from 14 April 2026

School and pupil context

Total pupils

437

Well above average

What does this mean?

The total number of pupils currently at this school and how this compares to other schools of this phase in England.

National average: 272

School capacity

520

Well above average

What does this mean?

The total number of pupils who can attend the school and how this compares to other schools of this phase in England.

National average: 300

Pupils eligible for free school meals (FSM)

45.52%

Well above average

What does this mean?

The proportion of pupils eligible for free school meals at any point in the last six years.

National average: 26.3%

Pupils with an education, health and care (EHC) plan

2.06%

Close to average

What does this mean?

The proportion of pupils with an education, health and care plan. This covers pupils with more support than is available through special educational needs support.

National average: 3.5%

Pupils with special educational needs (SEN) support

14.65%

Close to average

What does this mean?

The proportion of pupils with reported special educational support needs at the school.

National average: 15%

Location deprivation

Above average

What does this mean?

Based on the English Indices of Deprivation (2019) and the school's location, we have calculated whether the school is located in a more or less deprived area.

Resourced Provision or SEND Unit (if applicable)

No resourced provision

What does this mean?

Whether school has Resourced Provision or SEND unit (if applicable).

All pupils' performance

Pupils reaching the expected standard in reading, writing and mathematics

The percentage of pupils meeting the expected standards in a combined reading, writing and mathematics measure.

Year	This school	National average	Compared with national average
Latest 3 year average	74%	61%	Above
2024/25 (revised)	77%	62%	Above
2023/24 (final)	72%	61%	Above
2022/23 (final)	72%	60%	Above

Pupils reaching the expected standard in reading

The percentage of pupils meeting the expected standard in reading.

Year	This school	National average	Compared with national average
Latest 3 year average	84%	74%	Above
2024/25 (revised)	91%	75%	Above
2023/24 (final)	81%	74%	Above
2022/23 (final)	80%	73%	Above

Pupils reaching the expected standard in teacher-assessed writing

The percentage of pupils meeting the expected standard in teacher-assessed writing.

Year	This school	National average	Compared with national average
Latest 3 year average	77%	72%	Close to average
2024/25 (revised)	77%	72%	Close to average
2023/24 (final)	78%	72%	Close to average
2022/23 (final)	77%	71%	Close to average

Pupils reaching the expected standard in mathematics

The percentage of pupils meeting the expected standard in mathematics.

Year	This school	National average	Compared with national average
Latest 3 year average	80%	73%	Above
2024/25 (revised)	86%	74%	Above
2023/24 (final)	74%	73%	Close to average
2022/23 (final)	80%	73%	Close to average

Disadvantaged pupils' performance

Disadvantaged pupils are those who have been eligible for free school meals at any point in the last six years and children looked after.

Disadvantaged pupils reaching the expected standard in reading, writing and mathematics

The percentage of disadvantaged pupils meeting the expected standard in reading, writing and mathematics.

Year	This school	National average	Compared with national average
Latest 3 year average	63%	46%	Above
2024/25 (revised)	71%	47%	Above
2023/24 (final)	59%	46%	Above
2022/23 (final)	59%	44%	Above

Disadvantaged pupils reaching the expected standard in reading

The percentage of disadvantaged pupils meeting the expected standard in reading.

Year	This school	National average	Compared with national average
Latest 3 year average	77%	62%	Above
2024/25 (revised)	87%	63%	Above
2023/24 (final)	67%	62%	Close to average
2022/23 (final)	75%	60%	Above

Disadvantaged pupils reaching the expected standard in teacher-assessed writing

The percentage of disadvantaged pupils meeting the expected standard in teacher-assessed writing.

Year	This school	National average	Compared with national average
Latest 3 year average	68%	59%	Above
2024/25 (revised)	71%	59%	Close to average
2023/24 (final)	67%	58%	Close to average
2022/23 (final)	66%	58%	Close to average

Disadvantaged pupils reaching the expected standard in mathematics

The percentage of disadvantaged pupils meeting the expected standard in mathematics.

Year	This school	National average	Compared with national average
Latest 3 year average	70%	60%	Above
2024/25 (revised)	81%	61%	Above
2023/24 (final)	59%	59%	Close to average
2022/23 (final)	69%	59%	Close to average

Disadvantaged pupils' performance gap

Disadvantaged pupils are those who have been eligible for free school meals at any point in the last six years and children looked after. The school disadvantage gap is the difference between the performance of the school's disadvantaged pupils compared to the performance of all non-disadvantaged pupils nationally.

Disadvantaged pupils reaching the expected standard in reading, writing and mathematics

The percentage of disadvantaged pupils meeting the expected standard in reading, writing and mathematics, including the disadvantaged gap.

Year	This school	National non-disadvantaged score	School disadvantage gap
Latest 3 year average	63%	68%	-4 pp
2024/25 (revised)	71%	69%	2 pp
2023/24 (final)	59%	67%	-8 pp
2022/23 (final)	59%	66%	-7 pp

Disadvantaged pupils reaching the expected standard in reading

The percentage of disadvantaged pupils meeting the expected standard in reading and the disadvantaged gap.

Year	This school	National non-disadvantaged score	School disadvantage gap
Latest 3 year average	77%	80%	-3 pp
2024/25 (revised)	87%	81%	6 pp
2023/24 (final)	67%	80%	-13 pp
2022/23 (final)	75%	78%	-3 pp

Disadvantaged pupils reaching the expected standard in teacher-assessed writing

The percentage of disadvantaged pupils meeting the expected standard in teacher-assessed writing and the disadvantaged gap.

Year	This school	National non-disadvantaged score	School disadvantage gap
Latest 3 year average	68%	78%	-10 pp
2024/25 (revised)	71%	78%	-7 pp
2023/24 (final)	67%	78%	-11 pp

Year	This school	National non-disadvantaged score	School disadvantage gap
2022/23 (final)	66%	77%	-12 pp

Disadvantaged pupils reaching the expected standard in mathematics

The percentage of disadvantaged pupils meeting the expected standard in mathematics and the disadvantaged gap.

Year	This school	National non-disadvantaged score	School disadvantage gap
Latest 3 year average	70%	80%	-10 pp
2024/25 (revised)	81%	81%	0 pp
2023/24 (final)	59%	79%	-20 pp
2022/23 (final)	69%	79%	-10 pp

Absence

Overall absence

The percentage of all possible mornings and afternoons missed due to absence from school (for whatever reason, whether authorised or unauthorised) across all pupils.

Year	This school	National average	Compared with national average
2024/25 (2 term)	6.7%	5.2%	Above
2023/24 (3 term)	7.3%	5.5%	Above
2022/23 (3 term)	7.3%	5.9%	Above

Persistent absence

The percentage of pupils missing 10% or more of their possible mornings and afternoons.

Year	This school	National average	Compared with national average
2024/25 (2 term)	19.1%	13.3%	Above
2023/24 (3 term)	21.4%	14.6%	Above
2022/23 (3 term)	24.5%	16.2%	Above

Our grades explained

Exceptional

Practice is exceptional: of the highest standard nationally. Other schools can learn from it.

Strong standard

The school reaches a strong standard. Leaders are working above the standard expected of them.

Expected standard

The school is fulfilling the expected standard of education and/or care. This means they are following the standard set out in statutory and non-statutory legislation and the professional standards expected of them.

Needs attention

The expected standards are not met but leaders are likely able to make the necessary improvements.

Urgent improvement

The school needs to make urgent improvements to provide the expected standard of education and/or care.

The Office for Standards in Education, Children's Services and Skills (Ofsted) inspects services providing education and skills for children and learners of all ages, and inspects and regulates services that care for children and young people.

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