

Statutory Inspection of Anglican and Methodist Schools (SIAMS) Report

Malden Parochial CE Primary School

The Manor Drive, Worcester Park, Surrey, KT4 7LW.

Current SIAMS inspection grade	Outstanding
Diocese	Southwark
Previous SIAS inspection grade	Outstanding
Local authority	Kingston-upon-Thames
Date of inspection	27 September 2017
Date of last inspection	October 2012
Type of school and unique reference number	Voluntary Aided 102587
Headteacher	Susan Pavlis
Inspector's name and number	John Viner NS144

School context

Malden Parochial Primary School is located in Worcester Park and serves the parish of St John the Baptist. Its 294 pupils are drawn from the immediate area. Around half of pupils are of white British heritage and there is a slightly higher than average proportion of those who speak English as an additional language. There are lower than national proportions of pupils with special educational needs and those for whom the school receives additional government funding. Around a third of pupils attend church. Standards at the end of Key Stage 2 are much higher than national expectations.

The distinctiveness and effectiveness of Malden Parochial as a Church of England school are outstanding

- The headteacher, key staff and governors share and articulate an ambitious Christian vision that is leading the school forward as a place of Christian excellence.
- The Christian values which the school promotes underpin every aspect of its work and inspire the warm, caring relationships between and among adults and pupils.
- Staff know their pupils well, care for them and ensure that all achieve standards that are higher than national expectations.
- The quality of religious education is exceptional so that pupils leave the school confident in understanding faith and well-prepared for a diverse world.
- Collective worship is regarded as an important and essential part of each day.

Areas to improve

- Deepen pupils' experience of prayer so that it becomes embedded with the ethos and culture of the school, making it a praying community as well as a caring one.
- Through increased pupil participation and a stronger focus on the Christian values the school promotes, ensure that worship remains inspirational and engaging to all pupils as they move through the school.
- Strengthen the partnership of leaders and governors with the parish ministry team at a strategic level so that all stakeholders play a role in the school's continuing mission.

The school, through its distinctive Christian character, is outstanding at meeting the needs of all learners

The school's motto, 'Live, Love, Learn', is rooted in its Christian foundation and expressed through the specific values of Love, Forgiveness, Compassion, Perseverance, Honesty and Respect. Pupils know and articulate these values while their parents agree that they define what makes this school different. The school lives out these values through attention to high levels of personal development and wellbeing as well as a focus on academic excellence. As a result, all pupils achieve well, make good progress and achieve high standards. The school's Christian character is seen in the excellent, warm relationships between and among adults and learners. Pupils say that this is a school where people are kind, helpful and compassionate and that their teachers are 'strict but kind'. Therefore, they know that they are safe, valued and special. They are keen to come to school and attend regularly; they work hard and behave very well so that this is a harmonious learning community.

There is a good and sometimes excellent sense of shared spirituality. This means that, as they mature, and regardless of their faith or belief, pupils become aware of the spiritual dimension to their life. They have many excellent opportunities to think deeply, ask profound questions and develop a confidence with the language of faith. This is supported through the pupils' Faith Team, which raises the profile of faith and belief among all members of the school community. This ensures that pupils are able express their views and make their own contribution to the school's distinctive Christian character. For example, in securing the provision of crosses in each classroom and the hall. Because of the school's excellent promotion of pupils' spiritual, moral, social and cultural development, they acquire an understanding of and respect for diversity. Irrespective of their own faith or belief, pupils are excited by religious education, which plays a key role in affirming the school's Christian character. They have a keen understanding that Christianity is a world faith in a multicultural context and appreciate that all faiths regard values as important.

The impact of collective worship on the school community is good

Collective worship occupies a key place in the life of the school. It anchors each day in the school's Christian character and affirms all who attend, irrespective of their faith and belief. Pupils know that this is an important occasion while adults refer to the spiritual enrichment that it offers. Worship is always Biblical and focused on the person of Jesus. The lighting of a candle to open worship reminds all that Christians regard Jesus as the Light of the World. Worship is carefully planned around themes that reinforce the school's values and set them in a Christian context. There are also good opportunities to visit the parish church for worship, both for seasonal services and the regular celebration of Eucharist. This ensures that pupils experience Christian and Anglican tradition and practice. Pupils learn the value of scripture and prayer and come to understand that Christians regard God as Father, Son and Holy Spirit.

A rich range of leaders, including senior staff, teachers and members of the parish ministry team ensure that worship is fresh and interesting. Pupils say how much they enjoy the regular acts of worship led by the incumbent, and the termly visits from a representative of local churches. The majority of pupils say that they enjoy worship and, regardless of their own faith or belief, that they feel close to God when they sing and pray. A minority of pupils are less enthusiastic and, although they behave well and sit quietly, their attention is variable. Although some pupils say how much they enjoy singing, others, especially older pupils and particularly boys, say that they become less willing to sing as they move through the school. This is not the case with the weekly hymn practice that most pupils say they enjoy. Nevertheless, all who attend worship are affirmed by it, regardless of their own faith and those pupils who have the deepest sense of spirituality say that this is a time when they can be quiet and reflect on their own faith.

While prayer is a central aspect of collective worship, and prayers are said at the end of each day, there are limited opportunities for pupils to make their own private and personal contributions. Pupils are given the chance to write their own prayers for acts of worship and for Eucharist, while the classroom reflection areas encourage quiet thought. However, mechanisms that encourage private prayer are variable and pupils say, 'there is not really much chance to pray privately but, if we asked the teacher they'd probably let us'.

There are highly effective systems for the evaluation of worship. Pupils regularly make their own written evaluations, which, being shared with leaders and governors, gives them a voice in further development and helps to inform the work of the governors' Foundation Committee.

The effectiveness of the religious education is outstanding

Religious education is outstanding. Pupils are excited and engaged by it and many say it is their favourite subject. Because they are both interested and well taught, they make excellent progress from starting points and attain high standards. As they move through the school, pupils are engaged at an ever deeper level so that they develop confidence in discussion, learn to think deeply and ask profound questions. They take increasing care in their work so that, by the time they reach the top of the school, their RE work is presented as carefully as their English writing. Pupils express themselves thoughtfully and sometimes their work demonstrates a maturity beyond their years. These excellent outcomes are the result of consistently good and outstanding teaching. Confident teachers are prepared to take risks in lessons, for example, by using a mixture of discussion, written work and role play. This helps to make RE exciting and stimulating. At its best, teachers' questioning and feedback is skilled, provocative and leads to pupils of all ages who think deeply about their learning. This is excellent promotion of pupils' spirituality. Some teachers use a method of creative and imaginative approaches to Christian nurture, which helps all pupils, especially those in the younger years, to engage with learning about faith.

Since the last inspection, the school has introduced both a new diocesan programme of study for RE and a carefully planned system of assessment that supports it. There is an excellent balance of faiths taught so that, by the time they leave the school, pupils understand the nature of faith and belief through their deep knowledge of Christianity and in-depth appreciation of other world faiths, their differences and similarities. It is complemented by the school's excellent promotion of pupils' spiritual, moral, social and cultural development that sets RE in the context of the wider curriculum. Pupils therefore acquire a balanced and sensitive world view that helps them to acquire positive values for life. Great care has been taken to ensure that teachers have the confidence to teach the new curriculum and focus on the development of pupils' skills of reflection, enquiry and analysis. Through the detailed Skills and Knowledge Grids, teachers have a secure and accurate understanding of the progress their pupils are making. This helps them to plan lessons that are progressive and developmental. RE is skilfully led by an experienced and knowledgeable subject leader. Through rigorous monitoring and careful planning, she is building on the expert work of her accomplished predecessor. Careful attention was given to ensure that the hand-over secured a seamless transition of subject leadership. Under this excellent guidance, RE continues to be a significant strength of the school.

The effectiveness of the leadership and management of the school as a church school is outstanding

The headteacher, key staff and governors share and articulate an ambitious Christian vision for the school based on the declaration that God loves each person, desires the best for them and longs for them to develop their potential as human beings. As a result, the focus on academic excellence is accompanied by a commitment to the highest levels of personal development and wellbeing. There are strong systems for self-evaluation, in consequence of which leaders and governors know their school well, have a clear understanding of areas to improve and establish effective plans to address them. A result of this effective self-review has been the establishment of a Foundation Committee, through which foundation governors keep under review the school's Christian distinctiveness and effectiveness. This body is active in monitoring the school's work in religious education and the effectiveness of its collective worship. The outcomes of these evaluations are reported to the full governing body and so have a direct impact on the school's ongoing strategic development. Governors are all actively involved in the life of the school and even liaise with hirers to ensure that the moral and social expectations of the school are never compromised. Parents are uncompromising in their support of the school. They say that the promotion and reinforcement of Christian values leads to a respectful and safe environment of which they and their children are proud.

While there is a good, productive, working relationship with the parish church, its ministry team has little involvement at a strategic level and this lessens the effectiveness of the partnership. The school has developed partnerships with local and national charities, which pupils use their own initiative to support. There is also a new and developing link with a community in Malawi, which is engaging pupils with life and education in a very different setting. Because of the clear leadership of the headteacher and the active, committed support of governors and key staff, the personal development of all pupils is excellent, regardless of faith. As the school has become more diverse, great care has been taken to ensure that pupils of all faiths are nurtured and supported in their own faith and in their academic development. As a result, pupils' spiritual, moral, social and cultural development is promoted at an outstanding level. The strong, directional leadership of headteacher and governors has secured effective management of collective worship and religious education and, with the support of the Diocese, ensured that staff at all levels are trained and supported. Middle leaders in particular have benefited from diocesan training and are being effectively prepared for leadership roles in this school and in the wider church school family. Through its strong leadership, high quality RE, excellent promotion of pupils' development and the impact of the school's Christian distinctiveness, Malden Parochial is a beacon of Christian witness to the community it serves.