

Malden Parochial CofE Primary School

Address: The Manor Drive, Worcester Park, Surrey, KT4 7LW

Unique reference number (URN): 102587

Inspection report: 7 July 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.

Strong standard ●

Attendance and behaviour

Strong standard ●

Pupils attend school regularly and are eager to learn. Pupils feel that they belong to the school community. Overall attendance is above the national average, including for those who are disadvantaged. Pupils' persistent absence is well below the national average. Leaders work with families to help overcome any barriers to attendance and take swift action if overall attendance dips. They offer a range of support to make sure it improves.

The school's approach to behaviour is underpinned by the school's values of love, joy, wisdom and peace. Leaders and staff ensure that strategies to support any pupil who needs extra help with behaviour, including those with special educational needs and/or disabilities, are highly effective. Staff deal with any rare issues of poor behaviour swiftly. Discrimination of any type and bullying are not tolerated. Pupils love learning. Consequently, lessons are calm and purposeful. Pupils act with maturity and independence. This begins in the early years where children take turns and concentrate during independent activities. They show high levels of respect for each other and share their views confidently.

Personal development and wellbeing

Strong standard ●

Leaders and staff know their pupils very well and provide them with many opportunities for enrichment and character development. Leaders have a clear vision to provide pupils with experiences that broaden their horizons and develop their characters. This is woven through the curriculum and supplemented by workshops, educational visits and extra-curricular clubs. Leaders track participation in activities to ensure that all groups benefit equally. Staff make adjustments where necessary, so that all pupils, including those with special educational needs and/or disabilities, fully take part.

The impact of this work is significant and is reflected in pupils' behaviour and attitudes towards others. Pupils throughout the school are confident, responsible and respectful. From the early years, children are encouraged to be independent and play happily together. Through the personal, social and health education curriculum, pupils develop a sophisticated knowledge and understanding of many topics, including how to keep themselves safe online, healthy relationships and financial education.

Leaders have developed a range of facilities and provisions in school to further enhance pupils' experiences. Pupils learn about nature and teamwork, for example, at the on-site forest school. Staff ensure that pupils are very well prepared for life in modern Britain. Pupils have a secure knowledge of fundamental British values. For example, they learn about democracy through participating in elections for the school council. Pupils speak confidently about respecting people from different faiths, cultures and backgrounds. They have a deep understanding of the need for equality and talk about this with maturity. Pupils are clear that any form of discrimination is unacceptable. Pupils also take part in citizenship activities, such as fundraising for charity. They talk enthusiastically about how they have contributed to improving the lives of others.

Expected standard

Achievement

Expected standard 

Pupils are well prepared for the next stage of their education. They typically achieve very well in national assessments in reading and mathematics at the end of key stage 2. In other year groups, the school's sustained focus on phonics and mathematical fluency helps pupils to secure the important knowledge they need. Leaders' work to develop writing across the school is having a positive impact. This can be seen in current pupils' work and the increasing accuracy of their writing and letter formation.

Over time, pupils typically develop secure knowledge across the curriculum. They know interesting facts in a range of subjects. However, in the wider curriculum, sometimes pupils do not develop a deep understanding of the specific knowledge and skills in each subject.

Curriculum and teaching

Expected standard 

Leaders have constructed a broad and balanced curriculum. They consider the content that pupils need to learn and sequence this logically. Pupils talk about their learning enthusiastically in subjects such as personal, social and health education, history and science.

All pupils are taught to read through a systematic synthetic phonics programme, which is delivered consistently well. In mathematics, staff teach a well-planned curriculum that builds firm foundations for future learning. Staff know pupils well and carefully consider how to meet their needs. This includes pupils who are disadvantaged and those with special educational needs and/or disabilities. Teachers identify adjustments needed for some pupils and typically apply them effectively.

Leaders accurately understand the quality of curriculum and teaching across the school and take effective actions for improvement. For example, they have made changes to the writing curriculum to improve the quality of writing, as well as handwriting, across the school. Leaders ensure that teachers have the necessary expertise required for the subjects and age of pupils they teach. Training for staff has rightly focused on further developing high-quality teaching, so that pupils learn equally well across the curriculum. However, this is not consistently embedded across all subjects, particularly in the wider curriculum. Leaders recognise that, at times, opportunities are missed to move pupils' learning on.

Early years

Expected standard 

Leaders prioritise early learning and ensure that children get off to a positive start to school life. Staff work closely with parents and carers to gain a thorough understanding of each child. Consequently, they plan effectively to meet children's individual needs. Leaders ensure that care practices are robust. Children are safe and well cared for.

The early years curriculum is well planned to develop the essential knowledge and skills that children need for key stage 1. It has a clear emphasis on communication and language, mathematics, early reading and writing. Leaders ensure that children develop phonics

knowledge and vocabulary effectively. By the end of Reception, children use the sounds they have learned effectively. Children demonstrate independence when playing together. They concentrate well on the different learning activities that staff carefully plan.

The curriculum is generally well taught in both Nursery and Reception. Staff help children, including those with identified barriers to their learning, to make suitable progress. As a result, most children are well prepared for Year 1. Leaders recognise that while staff interactions with children are positive and encouraging, sometimes there are missed opportunities to move children's learning forward in the moment.

Inclusion

Expected standard 

Leaders know their families and pupils well. They place inclusion at the centre of the school's ongoing development. Leaders quickly identify any needs or barriers that pupils may face, including for those who are disadvantaged, known or previously known to social care and pupils with special educational needs and/or disabilities (SEND). Leaders have high expectations for all pupils. They collaborate with parents and carers to make sure that the right help is put in place at the right time.

Staff receive training so that they have the expertise to support pupils effectively. In lessons, teachers typically provide adaptations so that pupils with SEND and other barriers to learning access the curriculum alongside their peers. Staff work with external professionals to make sure suitable adaptations are provided to pupils. Leaders and staff regularly check the progress of pupils. They use this to identify any learning adjustments that are needed and help pupils who may need to catch up.

The pupil premium strategy is used appropriately to support disadvantaged pupils to access the curriculum and learn well. Leaders regularly review this to check that it has the planned impact for pupils.

Leadership and governance

Expected standard 

Leaders know the school's strengths and areas for development well. They identify the correct areas for improvement and put clear plans in place to bring these about. The needs and wellbeing of pupils are always at the centre of decision-making. Leaders have high expectations for pupils, including those who are disadvantaged and those with special educational needs and/or disabilities. Leaders ensure that staff receive suitable training to develop their expertise. Staff recognise the positive impact this training has on their teaching.

Staff appreciate the support they receive from school leaders, including ensuring that workload is manageable. They know that leaders are considerate of their wellbeing. Staff understand the reasons for any changes that leaders make and work hard to implement them.

Parents and carers speak positively about their child's experiences at the school. They appreciate in particular the caring and nurturing ethos of the school.

Governors are knowledgeable and carry out their responsibilities well. They work with leaders on strategies to bring about improvements in the school. Governors make sure that they receive the information they need to evaluate the impact of leaders' decisions. They play an important part in developing the school's vision and take an active role in implementing it. Governors hold leaders effectively to account, providing the appropriate challenge and feedback.

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

The school's Christian ethos and motto of 'enriching and transforming lives' underpins everything that happens here. Pupils benefit from a supportive environment where they have extensive opportunities to develop their skills both inside and outside the classroom.

Pupils feel safe at school and know that staff will support them. They speak warmly about school life. Bullying is not tolerated. Pupils behave well at all times of the school day and work well in lessons. They show tolerance and respect to each other and the wider world. Older pupils help younger pupils to behave well and resolve issues, for example through the 'buddy system'.

Pupils achieve well, and they are very positive about their learning. In reading, writing and mathematics, nearly all pupils reach the expected standard in national tests by the time they leave the school, and some exceed it. Disadvantaged pupils and those with special educational needs and/or disabilities achieve well alongside their peers.

Pupils benefit from a wide enrichment offer. Through the use of facilities such as forest school, the school library and the brand new dance studio, pupils are encouraged to explore their interests. They also participate in workshops and attend trips and visits to enhance their learning. For example, pupils participated in a dance opportunity with the Royal Ballet School. Pupils develop their character and sense of responsibility by taking on leadership roles, such as school councillors, digital leaders and heads of houses. Pupils enjoy school and attend school regularly. They arrive punctually each day and settle quickly to their work.

Pupils value their education and are proud to be part of the school community. They understand the importance of respect and actively contribute to school initiatives, such as fundraising for Christian Aid.

Next steps

- Leaders should embed high-quality teaching so that pupils consistently achieve well and develop in-depth knowledge across the curriculum.
 - Leaders should ensure that staff interactions with pupils in the early years are used highly effectively to support learning.
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About this inspection

The chair of the board of governors in this school is Peter Wickenden.

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 (HMIs) or by Ofsted Inspectors (OIs) who have previously served as HMIs.

Inspection activities:

Inspectors spoke with the headteacher, the deputy headteacher, members of the governing body, staff and pupils.

The lead inspector also spoke to a representative from the local authority and the diocese during the inspection.

This inspection took place on 7 and 8 July 2026.

The inspectors confirmed the following information about the school:

This school is registered as having a Church of England religious character. It is in the Diocese of Southwark. Its last section 48 inspection was carried out in September 2025.

The school currently uses no alternative provision.

Headteacher: Lucy McMullan

Lead inspector:

Lisa Farrow, His Majesty's Inspector

Team inspectors:

Rekha Bhakoo, Ofsted Inspector

Alison Colenso, Ofsted Inspector

Facts and figures used on inspection

This was the data available at the time of the full inspection, taken from [different sources](#). More recent data may have been published since the full inspection took place.

 The inspector(s) used this data during the full inspection on 7 July 2026

School and pupil context

Total pupils

228

Close to 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

236

Close to 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)

5.24%

Well below average

What does this mean?

The proportion of pupils eligible for free school meals at any point in the last 6 years.

National average: 26.3%

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

3.07%

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

7.89%

Well below average

What does this mean?

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

National average: 15%

Location deprivation

Below 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	72%	61%	Above
2024/25 (final)	80%	62%	Above
2023/24 (final)	64%	61%	Close to average

Year	This school	National average	Compared with national average
2022/23 (final)	70%	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	85%	74%	Above
2024/25 (final)	93%	75%	Above
2023/24 (final)	79%	74%	Close to average
2022/23 (final)	83%	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	81%	72%	Above
2024/25 (final)	80%	72%	Above
2023/24 (final)	75%	72%	Close to average
2022/23 (final)	87%	71%	Above

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	88%	73%	Above
2024/25 (final)	97%	74%	Above
2023/24 (final)	75%	73%	Close to average
2022/23 (final)	90%	73%	Above

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	10%	46%	Below
2024/25 (final)	S	47%	S
2023/24 (final)	S	46%	S
2022/23 (final)	S	44%	S

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	70%	62%	Above
2024/25 (final)	S	63%	S

Year	This school	National average	Compared with national average
2023/24 (final)	S	62%	S
2022/23 (final)	S	60%	S

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	40%	59%	Below
2024/25 (final)	S	59%	S
2023/24 (final)	S	58%	S
2022/23 (final)	S	58%	S

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	50%	60%	Below
2024/25 (final)	S	61%	S
2023/24 (final)	S	59%	S
2022/23 (final)	S	59%	S

‘S’ in the table above indicates the data has been suppressed, which is usually due to small cohorts. The suppression rules applied by the DfE when publishing the data have been mirrored and applied in the report card.

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	10%	68%	-58 pp
2024/25 (final)	S	69%	S
2023/24 (final)	S	67%	S
2022/23 (final)	S	66%	S

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	70%	80%	-10 pp
2024/25 (final)	S	81%	S
2023/24 (final)	S	80%	S
2022/23 (final)	S	78%	S

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	40%	78%	-38 pp
2024/25 (final)	S	78%	S
2023/24 (final)	S	78%	S
2022/23 (final)	S	77%	S

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	50%	80%	-30 pp
2024/25 (final)	S	81%	S
2023/24 (final)	S	79%	S
2022/23 (final)	S	79%	S

‘S’ in the table above indicates the data has been suppressed, which is usually due to small cohorts. The suppression rules applied by the DfE when publishing the data have been mirrored and applied in the report card.

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 (3 term)	4.3%	5.2%	Below
2023/24 (3 term)	5.2%	5.5%	Close to average
2022/23 (3 term)	4.8%	5.9%	Below

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 (3 term)	8.1%	13.0%	Below
2023/24 (3 term)	10.7%	14.6%	Below
2022/23 (3 term)	8.8%	16.2%	Below

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.

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