

Statutory Inspection of Anglican and Methodist Schools (SIAMS) Report

Malvern Wyche Church of England Primary

Address	Lower Wyche Road, Malvern, Worcestershire. WR14 3ET		
Date of inspection	27/06/2019	Status of school	Voluntary Controlled.
Diocese	Worcester	URN	116830

Overall Judgement	Grade	Good
How effective is the school's distinctive Christian vision, established and promoted by leadership at all levels, in enabling pupils and adults to flourish?		
Additional Judgement		
The impact of collective worship	Grade	Good

School context

Malvern Wyche C of E Primary is a smaller than average primary school with 140 pupils on roll. The school has a low level of religious and cultural diversity and very few pupils speak English as an additional language. The proportion of pupils who are considered to be disadvantaged is below the national average. The proportion of pupils who have special educational needs and/or disabilities is below the national average.

The school's Christian vision

The Wyche provides all pupils with the opportunity to "flourish" through a curriculum that celebrates every child's area of strength and the unique contribution they make to school life. This is played out, in a deeply caring community where staff and pupils promote and demonstrate God's desire that we "love one another"

Key findings

- Strong Christian leadership from the headteacher, effectively supported by leaders and all staff, is ensuring that the school's vision impacts positively on the school community and beyond.
- The Christian vision underpins relationships at all levels. Leaders consider staff and pupils' wellbeing to be fundamental, therefore, all are enabled to flourish.
- The school provides an impressive curriculum programme, with a wide range of extra-curricular activities. These explore and develop each pupil's gifts and skills, contributing positively to their spiritual, moral and cultural development.
- There is a proactive commitment to the wider community, to the work of charities and to social action, particularly internationally. The vision is fully achieved in this respect because pupils are very mindful of their responsibilities to others and to their stewardship of God's world.
- Collective worship and religious education (RE) offer pupils a secure space for thinking and reflection to ask and answer the big questions of life and to make the most of their God-given talents.

Areas for development

- Increase opportunities for pupils of all ages to independently plan, lead and evaluate acts of collective worship and so strengthen their spiritual development.
- Extend the pupils' experience of diversity and difference, by enabling them to meet people from a range of faiths more frequently.

How effective is the school's distinctive Christian vision, established and promoted by leadership at all levels, in enabling pupils and adults to flourish?

Inspection findings

Malvern Wyche is a caring and inclusive Christian community, with a clear biblically linked vision of 'loving one another'. This is highlighted by the headteacher's and staff's commitment to demonstrate key Christian values by 'modelling high quality relationships throughout the school, enabling all to flourish'. The vision has a measurable impact on all stakeholders and is championed by the whole community. As a result, positive relationships with clear evidence of love and care are evident throughout the school. The headteacher, staff and governors have worked as a cohesive team to ensure that the school has addressed the areas for development from the previous inspection report. This has been achieved through careful planning and effective stakeholder training. Consequently, there is a clear feeling of value throughout the staff, whatever their role. The governors express their support for the way the school is promoting its Christian ethos, which has helped shape the development. Together with school leaders, they have accurately self-evaluated the school's strengths and clearly identified areas to improve, to ensure that all staff and learners' needs are fully met. Strong links with local churches ensure that the school is at the heart of the community. The vicar sees the school as an important part of his ministry, as he helps to 'open the door' to further enrich educational opportunities. He also continues the tradition of welcoming the school, who attend Christian festivals and other services. The school has a very effective partnership with parents who describe the school as having a clear Christian vision that embraces all. The result is that they feel that they contribute to the life of the school, which positively benefits the whole community. The school effectively meets the statutory requirements for RE and collective worship.

The school's Christian vision of 'enabling all to flourish' and associated Christian values drive the planning of high quality learning opportunities. These engaging activities thoroughly captivate all stakeholders, and are further enhanced by a wide range of extra-curricular options. Pupils speak enthusiastically about work and the topics they undertake, with the school's radio station a highlight. The curriculum diet is designed to develop the pupils' spiritual, moral, social and cultural awareness. As a result, academic achievement and attendance figures have been consistently above national averages since the last inspection, particularly for those who are more vulnerable. The school has developed a shared understanding of spirituality and how spiritual development can be encouraged. Times for prayer and quiet thoughts are actively encouraged with a wide range of opportunities and facilities in and around school. Both pupils and staff understand the importance of living out Christian values in their lives. Links between these and biblical teaching are highlighted and underpin the successful learning and actions of all those linked to the school. As a result, there is clear evidence of respect and care in the way pupils behave towards their peers, described as 'the Wyche way'. The pupils are knowledgeable and make informed choices for themselves and for their school, such as when they are deciding upon charitable support initiatives. They can articulate their understanding of the challenges faced by others, both locally as well as around the world. The latter is particularly evident when stakeholders discuss their link school in Tanzania. Pupils explain the precise value of their donations in real terms, which support the lives of pupils at Gofu Juu School. This successful project also enhances pupils' understanding of Christianity as a multicultural faith.

Pupils' positive interactions with other members of their school community embody the school vision of 'loving one another'. The development of strong local links alongside the wide range of activities, festive celebrations and fundraising events are championed by all stakeholders. Parents describe ways in which the distinctive Christian character of the school is clearly expressed by staff. As a result this positive mentality displayed by all, specifically regarding staff wellbeing, creates a climate of support where all adults are able to flourish. The collective view that 'we are blessed to be a blessing to others' provides a clear moral purpose. Consequently, there is clear understanding of service, ensuring each pupil's life is fully enriched. The pupils display a clear understanding of and respect for difference and diversity. As a result, the school's inclusive nature ensures that all are welcomed, celebrated and enabled to flourish. There is a strong emphasis on building strong relationships and on caring for the whole child and, in particular, their mental health. Consequently, all pupils are confident, articulate and thoughtful across the full ability range.

Collective worship is an important and sacred part of the day, central to the vision and spiritual life of the school. Pupils demonstrate and can explain how they can apply key messages to their own lives. As a result, the key messages permeate all aspects of school life and are clearly visible throughout the school community. However, there are not sufficient opportunities for pupils to plan, lead and evaluate worship, to further enhance their spiritual development. Worship provides times of quiet and stillness in the school day, whilst also being highly

interactive with joyous singing. Governor monitoring has also led to the development of a rich and varied programme of themes, which foster a high level of engagement. There is a varied programme of adult collective worship leaders. There is a secure understanding of Christian festivals with pupil knowledge enhanced through the Christmas, Easter and Harvest events at church. These events were remarked upon by many parents as 'special times' where the school and local community can join as one. Pupils are also able to articulate their understanding of the Christian belief in the Trinity. Governor monitoring highlights that times of reflection and prayer are integral to worship, as well as the daily life at The Wyche, and they promote thought and contemplation. As a result, pupils say that they reflect and pray both at home and at school, often thinking back over the key messages of each day.

RE is a means for the school to live out the school's Christian vision of 'enabling all to flourish'. Lessons are planned to give particular recognition to the teaching of Christianity. There is an appropriate emphasis on the stories of Jesus and RE fulfils the Church of England Statement of Entitlement. The pupils' knowledge and understanding of Christianity is good, supported by the introduction of the 'Understanding Christianity' resource. Pupils speak with love, care and good knowledge, as they learn about and learn from religion. However, the school does not provide sufficient opportunity for pupils to experience other faiths, to fully appreciate the world's diversity. Pupils apply their skills in RE to provide responses to the 'Big Questions' about meaning and purpose, with strong links made to the school vision. Even the youngest pupils are adept at applying religious principles to moral and ethical dilemmas, engaging maturely in discussions and debates. Leaders' attendance at a variety of diocesan courses has ensured that they remain up to date with recent developments in the subject. However, links with other local schools are underdeveloped, with the school recognising their local RE Hub as an opportunity to enhance good practice. Effective marking and feedback procedures further raise standards of attainment, ensuring pupils enjoy RE lessons and recognise its importance in their lives.

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Inspector's name and number	David Scorer 841