



SIAMS SELF-EVALUATION SUMMARY SHEET

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| School | Malvern Parish CofE Primary School | Date | July 2023 |
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Theologically-rooted Vision (Max 100 Words)

“Learning Together for an exciting Future”

At Malvern Parish our vision is for all children and adults to become aware of their God given gifts so they can flourish as individuals, achieve academically and build firm foundations for the future.

This vision is deeply rooted in strong Christian tradition and based upon:

“I have come that they may have life and have it to the full”. John 10.10.

“For I know the plans I have for you,” declares the LORD, “plans to prosper you and not to harm you, plans to give you hope and a future.” Jeremiah 29.11

We seek to develop our vision through our Christian values of Friendship Respect, Trust, Peace, Truthfulness and Forgiveness and live out these values in every part of school life.

Who are we?

We are a popular school with a higher than national percentage of children on the special needs register. We have a dedicated Thrive practitioner who works with children daily and who also runs a Flourish lunchtime club. We have a dedicated SEND lead who works at the school 3 days a week. We look at our adaptations carefully to ensure every child is flourishing. We have a number of vulnerable children and families who are supported by our Supporting Children and Families offer and from outside agencies.

We are a predominantly white British demographic. For this reason, we encourage staff and children to promote worldviews. We strive to ensure that we build a cultural capital for each child: engaging trips, after school clubs, residential, resources and knowledge that promotes tolerance and respect towards each other and others. We have an extensive calendar that fulfils learning in all aspects of life. We have an experienced leader in position who monitors personal development across the school.

We have worked hard to develop a rich curriculum that meets the needs of all our learners and endeavour to develop a lasting love of learning in all our pupils. We encourage the children to live by our Christian vision and values, to build good relationships, and to be resilient, reflective, and resourceful in order to be responsible citizens now and in the future.

Our staff are extremely dedicated, caring and talented and work in partnership with parents and governors to ensure all our children reach their potential. We ensure that all children, including those who are vulnerable have full access to the curriculum.

SEND 14% (EHCP 4.7%)

FSM 15%

Pupil Premium 16%

LAC 0.4%

PLAC 1.9% = 4 children

What are we doing here?

We are striving for best outcomes for each child by having the highest expectations and ensuring the best care and guidance. We tackle injustice. Our most disadvantaged have all opportunities and more. We always feel we can do better – welfare and the work life balance of all staff is considered in all leadership decisions. Everyone is a leader at Malvern Parish. Teachers and support staff lead on different areas of the school. This allows everyone to feel that their voice is heard.



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| Key strengths and areas for development | Strengths | Areas for Development |
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| | <ul style="list-style-type: none"> • Vision that is embedded across the curriculum and used to support the school community and learning • Curriculum that is well sequenced, with high levels of engagement • Behaviour and attitudes to learning – care from staff and children across the school • Pupil voice - enthusiasm for learning – children flourish • Collective worship highly planned, varied, involves children and theologically based • Fulfilling curriculum across the whole school • Pupil and staff leadership across the school – Junior leadership team • Governor involvement in monitoring and supporting links with the church • Involvement of the local community • Mental health and social and emotional support – Thrive and adaptations • Team spirit – staff eat lunch together • SEND support – dedicated pro active SENDCo who supports other SEND leads in the DoWMAT • Support for others – 4 teaching and learning partners who support others in the DoWMAT | <ul style="list-style-type: none"> • British Values - develop understanding • Courageous Advocacy opportunities to be extended • Outcomes in writing to be strengthened |
| Progress made by the school on areas for development identified in the last SIAMS inspection | Key issue | Progress made |
| | <ul style="list-style-type: none"> • Ensure that the school's core values are explicitly Christian and linked more closely to biblical texts so that all pupils understand their basis and can articulate them confidently • Further develop the monitoring and evaluation of the impact of collective worship and spiritual development provision so that pupils can link worship themes and the distinctively Christian values to their behaviour, relationships and learning • Develop a greater depth of learning in religious education (RE) to ensure all pupils are challenged and develop higher order thinking skills to enhance their understanding of key concepts and their exploration of big questions | <ul style="list-style-type: none"> • Pupils are able to articulate our core values very well and link them to the teachings of Jesus and the Bible. Much work has been carried out here and OTB and Celebration in CW has supported this. I wonder questions at the end of CW supports children's evaluation and impact of theology on their work and lives. • A rigorous Monitoring schedule is in place and this is carried out by SLT, RE Lead, Governors and involves pupils as well as the JLT. • The RE curriculum Worcester Agreed Syllabus and Understanding Christianity coupled with the dedicated time allows for more thoughtful and purposeful teaching and learning where children can think, reflect, debate and explore the big questions. Various opportunities for CPD have been carried out (Vision, Governor training, SIAMS, RE network). |



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| Inspection Questions | | SUMMARY OF IMPACT AND EVIDENCE |
|----------------------|---------------------------------------|--|
| 1 | How the vision enables flourishing | Strengths / Next Steps |
| | | <ul style="list-style-type: none"> A leadership team who works in partnership has ensured the vision is embedded across the whole school community and curriculum – feedback is requested on a regular basis. Monitoring is a strength across the school. All teachers are leaders and evaluate and feedback on a regular basis. All support staff are leaders in school. This enables all staff to flourish alongside the children. Children’s leadership is a strength. Children actively lead across the school and give feedback about their flourishing as individuals on a regular basis – the voice of the child is considered key for school improvement. Improved outcomes for all pupils. Leaders engage with regular CPD with DoWMAT, the Diocese and beyond. Four members of staff are Academy Improvement Partners. Teachers regularly support colleagues from across the trust. This is enabling staff to increase their knowledge and skill set. There is high aspiration for all for all to succeed. |
| 2 | Vision driven curriculum | Strengths / Next Steps |
| | | <ul style="list-style-type: none"> A highly skilled SENDCo and pastoral team ensure all children flourish and are given opportunities to thrive. Our vision encourages high quality CPD. Our ongoing research into metacognition helps to give children resilience to cope during times of struggle and the perseverance to overcome barriers to their own learning. Ensuring a broad and balanced curriculum has helped children to realise their God given gifts through the enriched, carefully planned personal development programme and fulfilling learning calendar. Ensuring relationships are a strength across the school and community allows for everyone to prosper and live life to the fullest. A strong Junior Leadership Team works with school leaders to make decisions allowing for everyone to achieve academically, emotionally and physically. |
| 3 | Collective worship and spirituality | Strengths / Next Steps |
| | | <ul style="list-style-type: none"> Our vision encourages high quality CPD. Our ongoing research into metacognition helps to give children resilience to cope during times of struggle and the perseverance to overcome barriers to their own learning. Encouraging Courageous Advocacy across the school and local community - the voice of the child, parents, governors and staff is key. Activities support change locally and globally. Bringing the whole school community together is a strength. Ensuring the link with Mabawa remained strong even during the pandemic which has enabled the school values and British values to be lived out. Tolerance, respect for others, friendship, peace and respect to name just a few support the children in learning and play with our partner school. |
| 4 | Culture of being treated well | Strengths / Next Steps |
| | | <ul style="list-style-type: none"> Ensuring that everyone flourishes in their own health and wellbeing has led to two Thrive Practitioners being appointed within school, this is because our vision is clear about the holistic flourishing of all in our school. Ensuring that everyone flourishes in their own health and wellbeing has led to Senior mental health training taking place, this is because our vision is clear about the giving everyone firm foundations for the future. Regular questionnaires undertaken and analysis reviewed. This shows that the whole community believe children are safe, well behaved and enjoy coming to school. Where this is not the case support and additional intervention is put in place. Lead for Personal Development in place. |
| 5 | Culture of justice and responsibility | Strengths / Next Steps |
| | | <ul style="list-style-type: none"> Encouraging Courageous Advocacy across the school and local community - the voice of the child, parents, governors and staff is key. Activities support change locally and globally. Bringing the whole school community together is a strength. Ensuring the link with Mabawa remains strong which has enabled the school values and British values to be lived out. Tolerance, respect for others, friendship, peace and respect to name just a few support the children in learning and play with our partner school. Further embed protective characteristics and British values in the curriculum. |
| 6 | Effectiveness of Religious Education | Strengths / Next Steps |
| | | <ul style="list-style-type: none"> A clear intent for RE ensures that children have a good understanding of Christianity as a worldwide faith and talk confidently about how the teachings of Christianity impact on believers all over the world. Monitor the impact of Worcestershire Agreed Syllabus for the teaching of RE. Increase further Monitoring activities with Governors for the LAB not just Foundation members. |



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| | | Strengths / Next Steps |
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| 7 | Quality of Religious Education (VA Only) | <ul style="list-style-type: none">• RE is monitored regularly to ensure the highest outcomes through looking at outcomes, talking to children, learning walks to monitor engagement and regular assessment.• Pupil talk positively about their experience and knowledge of Christianity and other world faiths. |