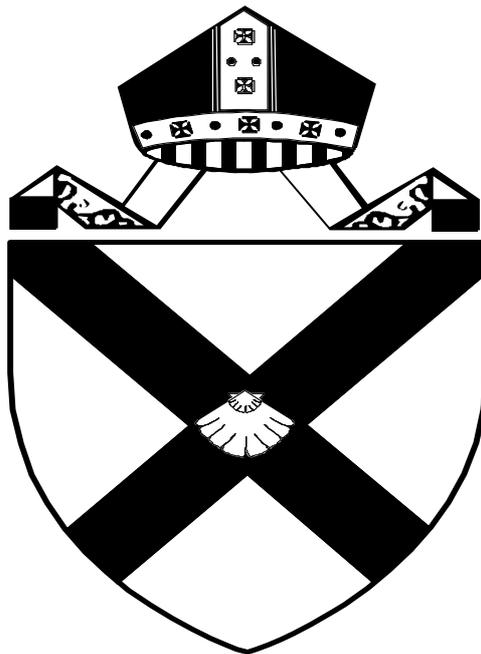


STATUTORY INSPECTION of ANGLICAN SCHOOLS

ROCHESTER DIOCESE

2010



**West Malling
Church of England Primary School
& McGinty Speech & Language Centre
Voluntary Controlled**

Old Cricket Ground, Norman Road

West Malling, Kent ME19 6RL

Unique Reference No: 118633

Kent LA

Head Teacher: Darren Webb

Chair of Governors: Robert Veitch

Incumbent: Rev. Canon Brian Stevenson

Inspector: John Viner (NS no. 144)

Inspection: 23rd February 2010

SUMMARY JUDGEMENT

How distinctive and effective is the school as a Church of England school?

West Malling Church of England Primary School is a good Church school.

GRADE 2: GOOD

SCHOOL CONTEXT

West Malling Church of England Primary School is located in attractive modern buildings adjacent to the village cricket ground. It has an attached language unit for 20 pupils that serves a wide area. Most of the remaining 130 pupils are drawn from the immediate vicinity. The majority are of white British heritage although a small proportion of pupils are from minority ethnic backgrounds and some are in the early stages of English acquisition. A significant percentage of pupils have special educational needs or disabilities. Very few pupils come from church attending families. Ofsted recognised that pupils make good progress, with average attainment in the main school. The headteacher has been in post since September 2009.

ESTABLISHED STRENGTHS

- The Christian values of service, wisdom, endurance and trust underpin the school and are evident in all aspects of its work.
- The good relationships between and among adults and learners promote the school's inclusive Christian ethos.
- Creative worship is central to the life of the school.
- Religious Education (RE) makes a good contribution to pupils' spiritual and moral development.

FOCUS FOR DEVELOPMENT

- Improve pupils' opportunities for personal reflection and prayer.
- Ensure that collective worship in classrooms is as well monitored and evaluated as other acts of worship.
- Further improve RE by helping teachers to have a better knowledge of how well their pupils are doing.

How well does the school, through its distinctive Christian character, meet the needs of all learners? GRADE 1: OUTSTANDING

The school has identified the specific Christian values of service, wisdom, endurance and trust to form the basis of its mission statement. These are evident in all aspects of the school's life, especially in the excellent, mutually supportive relationships between and among adults and learners. This is a school where pupils feel safe, valued and special and where Christian love is seen in the way they care for each other. Pupils in the language unit are as much a part of the school as all other pupils. Parents recognise that the school's Christian distinctiveness gives a sense of purpose which affirms both adults and pupils, whether Christian or not. Since the last inspection, the school has moved robustly to address weaknesses in Religious Education so that it now makes a particularly good contribution to pupils' moral and spiritual development. Good use is made of the school environment to promote pupils' spiritual development through bright and varied displays, reflecting the work done in RE and the current worship themes. The school's positive Christian values give pupils a concern for others, for example in their recent request to raise money to help the victims of the Haitian earthquake. Through their involvement with the parish and a school in Malawi, pupils understand that they are part of a local and global community. The school's Christian character gives pupils a good foundation for their lives.

What is the impact of collective worship on the school community?

GRADE 2: GOOD

Collective worship is central to the life of the school. It takes place, in one form or another, every day and pupils know that it is a special time. There is a new determination to raise the importance of worship. For example, care is now taken to ensure that occasions such as the weekly celebration of achievements include a specific act of worship. Its importance is underlined by the attendance of all classroom staff. It can be very sensitive and thought-provoking, affirming both adults and pupils, regardless of faith or belief. Pupils respond well to worship, they sing enthusiastically and tunefully, behave well and act reverently. Worship is carefully and efficiently planned around themes drawn from the Church's year and underpinned by explicit Christian values. There are many good features of worship that give pupils experience of a range of Anglican traditions and practices, including the signed greeting of 'The Lord be with you'. The Vicar leads worship every three weeks. There are good opportunities for pupils to engage in corporate prayer: they know the new school prayer and the Lord's Prayer, which are regularly used in worship. Sometimes pupils have the chance to write their own prayers for collective worship or for use in the classroom at lunchtime or the end of the day. However they say that they do not get much opportunity for quiet personal prayer and reflection. Worship is very well evaluated and monitored so that the outcomes lead to planned improvements. The exception to this is the weekly worship that takes place in classrooms for which no evaluation system exists. Since the last inspection the number of services held in the parish church has doubled from three to six times a year. These occasions are popular with parents and are well attended.

How effective are the leadership and management of the school as a Church school? GRADE 2: GOOD

The headteacher has led the engagement of all stakeholders in a thorough review of the school's Christian distinctiveness. This has resulted in the new mission statement that is displayed around the school together with its scriptural foundation. Pupils are learning to articulate the vision and parents say that the improvements flowing from this review have made the school more explicitly Christian and Anglican and enrich their children's experience. Foundation governors are proactive, have a good understanding of the school's strengths and weaknesses and, with the RE leader, play a key role in monitoring RE and worship. They share the headteacher's Christian vision and promote the values that underpin the school. They are taking a lead in the governing body's increased involvement in the school's self-evaluation as a church school. Leaders and governors have made good use of diocesan officers in their implementation of plans to improve the school's Christian identity. They have a very good understanding of the school's future leadership needs and are taking steps to meet them. The good relationship with the parish church is leading to greater numbers of parents attending Sunday services. The headteacher sets an excellent example through his own attendance at family worship services once a month. The actions taken by the school's leadership in response to the last inspection have brought about significant and lasting improvement and strengthened West Malling as a Church School.