

Statutory Inspection of Anglican and Methodist Schools (SIAMS) Report

Christ Church New Malden Church of England Primary School

Vision

At school we believe in BECOMING THE PEOPLE GOD MADE US TO BE:

- Creating community
- Embracing diversity
- Achieving widely

We see Peter, who was called by Jesus, and became the rock on which Christ built the church.

‘For we are God’s workmanship, created in Christ Jesus to do good works, which God prepared in advance for us to do.’ Ephesians 2:10

Christ Church New Malden Church of England Primary School is living up to its foundation as a Church school and is enabling pupils and adults to flourish. It has the following notable strengths.

Notable Strengths

- A secure Christian identity that is shaped by the Christian vision. This, in turn, is balanced with a commitment to inclusion within a culture of acceptance and respect. This helps pupils grow in their understanding of what it means to ‘become the people that God intended us to be’.
- Leadership, across the school, is clear in intent, embracing in scope and compassionate in action. It provides cohesion of purpose and a challenging aspiration for the school as a Church school.
- The journey of spirituality has been embraced in planning and provision. This has involved creating a shared understanding of meaning, consideration of approaches, and ways of reflection. Through a range of activities, not least the worship, the school actively promotes spiritual development and flourishing.
- Because religious education (RE) is ably led, there is palpable enthusiasm and a growing momentum concerning the implementation of the school’s new curriculum. This has successfully built expertise and challenge, fuelled through a strong diocesan partnership.
- Underpinning these strengths is a culture of care and compassion where pupils and adults are respected and respectful. Through the work of the school’s inclusion team, pupils with additional needs, and those who are vulnerable or disadvantaged, are under a scrutiny of nurturing care.

Development Points

- Promote a more comprehensive understanding of justice as a way of fostering a culture of responsibility. This is so that pupils develop an appreciation of how their choices and actions can promote the rights of others when meeting injustice.
- Increase the amount of stillness and quietness in the pattern of collective worship. This is to provide both pupils and adults with greater opportunity for personal contemplation and consequent spiritual growth.
- Consider how assessment in RE can offer more feedback to pupils. This is to help pupils better understand how to respond to the challenges they face, using their own thinking to achieve improvements for themselves.



Inspection Findings

Vision and Leadership

Christ Church New Malden's identity as a Church school is strong. This can be attributed to the widely communicated Christian vision, clearly rooted in biblical theology. Consequently, pupils and adults grow in their understanding of the meaning of 'becoming the people that God made us to be'. This is accomplished both as a school community and personally. More recently, and sensibly so, the vision has been underpinned by well-chosen statements, appropriately highlighting community, diversity and breadth of achievement. These also act effectively as drivers for action. Leadership, at complementary levels, is assured, focused and productive for the work of school. Senior leadership is clear in intent, embracing in scope and compassionate in encounter. This was accurately described by one governor as 'servant leadership' in action. The distribution of leadership successfully meets the demands of a 'split site' school, infant and junior. It accordingly provides cohesion of purpose and aspiration for the school as a Church school. Governors, alongside school leaders, are active in finding out how well the school is performing. This is exemplified in RE, through reporting to the ethos committee. This enables them to consider and understand, as 'critical friends', the impact of the vision on the life and endeavours of the school.

Vision and Curriculum

The vision aspires for every child to flourish, as a result this is supported through the school's curriculum offer. For example, the focus on 'achieving widely', has led to a drive to enrich oracy within the curriculum, so helping to empower pupils who are vulnerable or disadvantaged. In RE, this helps pupils to negotiate with respect, discovering themselves as learners. Access and inclusion is prioritised within the rich and varied programme of extra-curricular activities, including drama, dance and chess. Sensible steps are taken to facilitate the inclusion of pupils deemed disadvantaged in these clubs and activities. Residential visits aim for full participation through these commendable and levelling strategies. The school has successfully begun the journey of embedding a programme for spiritual development across the curriculum. While correctly recognising that there is more to be done, the school has successfully moved in the direction of a shared approach and understanding. Curriculum opportunities are being identified within subjects. However, this does not extend to addressing how to deepen and broaden pupils' understanding as they get older.

Religious Education

RE is afforded core status within the school's curriculum. Recently, implementing the new curriculum has been uppermost, adapting the diocesan syllabus to local circumstance and priorities. The result is a well-sequenced curriculum, enabling pupils to study a range of religions, including Christianity, and non-religious worldviews. The vision's focus on diversity is built into the study of each religion and viewpoint. This creates challenge and opportunities for learners. Joint leadership of the subject, shared between two teachers, is a strength. It successfully builds expertise across the school, boosted through a strong diocesan partnership and collaboration with other local Church schools. Leaders consult the pupils' faith and spirituality group to better understand learners' challenges and ambitions. This, in turn, along with focused professional learning, makes a positive contribution to enhancing the staff's subject knowledge.

Pupils enjoy their learning in RE, and flourish. They say that it helps them to explore their own faith or perspectives, learning from and appreciating the position of others. The use of 'concept cartoons' has helped them to explore and negotiate competing worldviews in a 'safe space', showing respect towards others. Pupils recognise Christianity as a global faith and can discuss, in age-appropriate terms, the implications of this perspective. Success in implementing the new curriculum is evident in how pupils understand their learning through the 'lenses' of 'believing', 'thinking', and 'living' faiths. Overall, the quality of teaching ensures secure



and steady progression across the school. Teachers assess outcomes regularly. However, pupils are not sufficiently aware as to how they can improve their own work through the feedback that they receive.

Vision and School Culture

The inspiration of the vision and the promotion of the school's 'ways to be' has helped to establish a considerate and enabling culture. Here, people demonstrate kindness and respect to each other, and those in challenging circumstances are well supported. The inclusion team, of senior leaders, maintains a close eye on the requirements of those with additional needs. This helps to ensure appropriate provision and resources. Those who are vulnerable and/or disadvantaged are also under this close scrutiny of nurturing care. Wellbeing and the mental health of pupils and adults is uppermost in the work of the school. Where necessary, appropriate and timely intervention is offered from supportive external agencies or from within the school. This offer has been supported by targeted professional learning from the diocese, ensuring that staff are adequately equipped. Pupils' access to the extra-curricular provision, and the 'chums scheme', are central to the school's culture of care.

Vision, Justice and Responsibility

Driven by the vision's aspiration, there is an evident sense of compassion towards others. This extends well beyond the school. In consequence, there is a marked emphasis on supporting charities at a local, national and global level. Examples include the local foodbank and Tearfund. The activities to raise funds are devised by pupils in exercising their leadership role. They can powerfully express their views concerning the social issues of the moment. Moreover, they see and recognise injustice and express their views with passion. Some, for example, give strong opinions on climate change and about the 'need to do something about it'. This has led to actions such as writing to those exercising political power. In collective worship, pupils consider justice as relating to their responsibilities. However, pupils do not have sufficient curriculum opportunities to develop an age-appropriate and growing understanding of the deeper issues concerning justice. In particular, this concerns an understanding how actions can be performed to secure the rights of others when injustice is evident.

Worship and Spirituality

Collective worship is for everyone, being celebrated daily on the infant and junior sites. This means that participants, representative of a range of faiths and worldviews, feel comfortable, included, and able to flourish spiritually. During the inspection, parents who were invited to share their perspectives, affirmed this view. Planning for worship is detailed through the school's half-termly 'ishare' themes. This has a positive impact, ensuring that pupils receive clear biblical teaching. Worship is lively and informative, enabling pupils to grow in understanding of the Christian faith. Singing is enthusiastic and pupils are active in leading and evaluating, particularly through the faith and spirituality group. There are, however, fewer opportunities for quietness and extended reflection, thus limiting space to deepen personal spiritual expression and growth. Prayer frames the school day, with class prayers before lunch and at the end. Dedicated areas in classrooms and corridors helpfully support personal prayer and contemplation. Pupils know that they can go there for reflection, and do. Insightful class journals and the cross-age 'chums scheme' also play their part. A termly prayer meeting for staff, parents, governors and church members, further support the school. The link between school and church enables some productive and purposeful support. These are positive and appreciated contributions. For example, the vicar, and the youth and children's minister, regularly lead collective worship. Through lively drama, the 'open the book team' bring Bible stories to life. The school visits the church on special occasions, such as Harvest Festival and Christmas.

Information			
Address	Elm Road, New Malden KT3 3HN		
Date	14 October 2025	URN	102585
Type of school	Voluntary aided	No. of pupils	382
Diocese	Southwark		
Headteacher	Neil Meehan		
Chair of Governors	Robert Shrimpton		
Inspector	Trevor Walker		