

Statutory Inspection of Anglican and Methodist Schools (SIAMS) Report

Earley St Peter's Church of England Primary School

Vision

Building Strong Foundations for the Future.

The right foundations allow our school community to flourish and achieve their full potential. We hear the parable of the wise man and the foolish man. Better to build your house on a rock than on the sand. (Matthew 7:24-27).

With Jesus as a role model, we strive to develop the Christian values of Kindness, Respect, Honesty, Forgiveness, Service.

Earley St Peter's 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.

Strengths

- Inspirational leaders are routinely driven by the school's vision to ensure that its community is equipped with strong foundations to flourish.
- There is an exceptionally strong sense of inclusion throughout the school. Consequently, pupils and adults feel valued and capable of reaching their full potential.
- Leaders have shaped a curriculum through which academic and spiritual development builds confidence and resilience, curiosity and creativity.
- Collective worship is thought provoking and engaging. Moments of reflection are used to maximise spiritual growth.
- Pupils' confident understanding of differences and diversity is expressed particularly well through a highly effective religious education (RE) programme.

Development Points

- Develop the RE curriculum by providing more opportunities to learn about Christianity as a global faith. This is so that pupils' strong foundations are even more secure for life in today's world.



Inspection Findings

There is an exceptionally strong sense of inclusion within the diverse community of Earley St Peter's Primary School. This ethos has been created by aspirational leaders who are steadfast advocates for those in their care. Inspired by the vision, they have created an environment built on a strong foundation that celebrates diversity. The school is part of The Keys Academy Trust which provides them with robust support. Trustees and governors routinely review policies and practice to ensure that the vision is maintained and remains dynamic. Professional development for all is a high priority. Diocesan training supports aspects of church school education such as collective worship, spirituality and RE. This increases teachers' knowledge and understanding and gives them confidence to be creative in their teaching.

The vision inspires breadth and depth within the curriculum. An emphasis on experiencing rich spoken language is enabling pupils to outwardly express their thoughts, feelings and interests. This effectively boosts their academic growth alongside social and emotional skills. Additionally, key facts and language, needed to succeed within a unit of work, are kept in pupils' knowledge organisers. Therefore, pupils successfully build on their learning. Teachers incorporate a holistic approach to academic and spiritual development. Consequently, excellent opportunities exist for pupils to explore, and express, spirituality across all subjects. Professional caring relationships, built on the vision, ensure pupils have confidence in the adults who teach them. They recognise that mistakes and effort are both paths to success. They work hard and enjoy learning in a calm and purposeful environment. This ethos allows them to pursue their God-given potential and consequently they flourish. Learning is augmented by a wealth of exciting wider opportunities such as onsite swimming, residential trips and extra-curricular clubs. Rigorous monitoring and evaluation of the curriculum ensures the vision remains at the heart of school improvement.

Collective worship is central to the school community. It strikes a successful balance between achieving inclusion and maintaining Christian distinctiveness. It respects other faiths and worldviews whilst remaining confident of its own position. This creates a sense of community and belonging, without compromising personal beliefs. The pattern of collective worship means pupils attend church weekly. Worship is enhanced by the dedicated help of local clergy who regularly lead, and support others in leading. Knowledgeable staff skilfully ensure opportunities to celebrate the school's vision is at its heart. Parents are welcomed at all festivals held in the church. Being together creates a spiritual warmth that emphasises the schools' sense of community. At appropriate times, worship focuses on national or international events, or disasters. This enables pupils to understand how faith sustains people in times of crisis and inspires them to help others. Pupils aptly use their language of spirituality to convey what they discern as spiritual moments within worship. For example, they express how they reflect on life, wonder about the unexplained, and respond through action or belief. Within the school day moments of quiet and stillness are used for reflection or prayer. Thus, pupils' spiritual growth is flourishing. The impact of collective worship is evaluated regularly through interviews with pupils and staff and is acted on appropriately.

Staff flourish because they know leaders care deeply about their wellbeing. They rightly express a great sense of joy and fulfilment through their work at school. They care for each other and respect and value differences. Motivated by the vision, they consciously and consistently prepare pupils for life, now and in the future. This can be seen through the formation of groups such as an eco-council, and a worship and school council. These channels of communication mean pupils feedback to staff who listen to their views, experiences and ideas and act appropriately. This improves pupil engagement and consequently impacts their well-being and learning. Thus staffs' efforts are a clear reflection of the school's vision to develop a strong foundation for learning and life. Parents appreciate the sense of community that makes this school a warm and very special place to be part of.



They correctly recognise that it is a commitment to, and celebration of, diversity that brings them together. This results in harmonious living where people champion each other as equals. A highly proficient and well-established pastoral care and wellbeing team have a clear focus on nurture. The school promotes the belief that everyone is unique. It celebrates the individual, encourages respect, and promotes inclusivity. For example, the nurture cabins, 'enchanted garden' and a learning bus, are welcoming environments for those experiencing challenges. Here, an ethos of patient endeavour cultivates pupils' personal, spiritual, and academic development. Staff work exceptionally well to help pupils self-regulate their feelings, energy, and sensory needs. Their care shapes positive learning behaviour so that pupils are included in the full life and rhythm of the school.

Pupils articulate clearly and naturally how the vision and associated values link to acts of kindness and service. They express an exceptional and intuitive knowledge that this applies to all areas of life. Therefore, they take active steps to support others. For example, they organise fundraising activities for a wide range of local and national charities. Their choices include The Royal Berkshire Hospital Charity and Christian Aid. Additionally, they take practical action such as litter picking within the locality. The school has capitalised on wider partnerships to maximise its practice and service to others. Examples include active involvement with local education groups and Earley town council. The school is effectively utilised for initial teacher training. In addition, a strong and successful partnership within the parish enables purposeful and deep links between the school, church, and the local community.

Adept leaders and well-trained staff plan an effective and ambitious RE curriculum. Its delivery is skilfully adapted to embrace the school's vision and values. It is supplemented by extra-curricular activities delivered by local church members. Work on a range of religions promotes respect and a recognition that every individual is of value. It extends pupils' understanding of variance within and between cultures, and particularly reflects the diversity of local religions. Pupils' subject knowledge is successfully built on from one year to the next. For example, leaders have created a rolling programme to enable greater insight into worldviews. However, pupils' understanding of Christianity as a world faith is less robust. This limits their comprehension of the diverse and global nature of Christianity. Pupils are very enthusiastic about their learning and its importance. In line with the school's spirituality statement, they are given opportunities to look back and reflect on their experiences. Assessment is rigorous and learning gaps are addressed quickly. Governors and trustees ensure that standards are high through accurate monitoring systems that lead to improvements. Leaders, including governors and trustees, understand what pupils learn in RE and how well they progress. This enables further insightful and ambitious curriculum plans. Consequently, all pupils, including those with SEND and the more able, make clear progress. RE effectively contributes to pupils' flourishing.

Information

Address	Earley St Peter's Church of England Primary School, Church Road, Earley, Reading, RG6 1EY		
Date	21 November 2024	URN	144571
Type of school	Academy	No. of pupils	483
Diocese/District	Oxford		
MAT/Federation	The Keys Academy Trust		
Head of School	Tom Smith		
Executive headteacher	Hester Wooller		
Chair of Governors	Oliver Parr		
Inspector	Delia Sheppard		