



Statutory Inspection of Anglican and Methodist Schools (SIAMS) Report

Earley St Peter's C of E VA Primary School	Church Road Earley Reading RG6 1EY
Current SIAMS inspection grade	Outstanding
Diocese/Methodist District	Oxford
Previous SIAMS inspection grade:	Good
Local authority	Wokingham
Date/s of inspection	28 September 2016
Date of last inspection	5 December 2011
School's unique reference number	110009
Headteacher	Hester Wooller
Inspector's name and number	Angela Wheatcroft 872

School context

Earley St Peter's is a larger than average multi-cultural primary school on the outskirts of Reading. There are 533 pupils currently on roll with 29% having English as an additional language. The proportion of pupils with special educational needs is in line with national figures, however the proportion of pupils with statements or an Education, Health and Care Plan is above the national average. Since the previous inspection the school has undergone significant changes in leadership with 4 new members of the leadership team, including the headteacher and deputy headteacher.

The distinctiveness and effectiveness of Earley St Peter's as a Church of England school are outstanding

- The excellent relationships with the wider multi-faith and diverse community enable all learners to observe and understand the Christian values of respect, kindness, honesty and forgiveness.
- The Christian values of the school are deeply embedded in all areas of the school life. All members of the school community, regardless of their own personal faith, are able to express these distinct Christian values and say how they impact upon their own lives.
- The leadership and management of the school, including the governors, is highly effective. The way in which the Christian values are consistently and confidently applied has led to improved outcomes for all learners.
- Standards and achievement in Religious Education (RE) are high due to the well-planned, enriching and engaging curriculum. This makes an important contribution to all learners' understanding of Christian values and Christianity.

Areas to improve

- Provide frequent opportunities for all learners to plan and lead collective worship so that they fully engage with collective worship and understand the importance that worship has on their own spiritual journey.
- Ensure that all learners understand the importance of prayer and are able to articulate the impact that this has on their own personal faith.

The school, through its distinctive Christian character, is outstanding at meeting the needs of all learners

At the heart of the school are the four Christian values of respect, kindness, honesty and forgiveness. These values contribute substantially to every aspect of the life in this multi-cultural school. As a result, all stakeholders can clearly articulate how the values relate to the Bible and the teachings of Jesus. The strong and inspirational leadership of the senior leaders and governors is clearly shaped by the Christian ethos of servant leadership and this ensures that relationships between all members of the community are exemplary. These relationships are highly inclusive and this means that parents recognise the substantial improvements that have recently been made. One parent said 'this school now makes me feel safe.' The Christian values are modelled by all staff and this ensures that the behaviour of learners is of the highest standard. The engaging, reflective and practical curriculum means that children are excited about learning and this has a significant impact on the spiritual, moral, social and cultural (SMSC) development of all learners. One child said 'the best bit about my school is that learning is fun.' Learners have access to a wide variety of extracurricular clubs including backgammon, Zumba and choir. One girl said 'I come to choir as I like singing and my dream is to be a singer'. Learners speak with pride about their dream folders and how each year they look back on what they had written the previous year and then add to it. One child said 'we talk about how we are going to get there, the challenges we face and what we are going to do if we get knocked back.' The highly inclusive and compassionate ethos enables all learners to confidently express their views on their own faith and their own spirituality. Religious education makes a significant contribution to the distinctive character of the school. Older learners talk openly about their own personal faith and the impact this has on their lives. Mutual respect is seen amongst the learners and this has led to significant improvements in academic attainment, behaviour and attendance. Learners make good progress across the school in English and maths. Learners who have special educational needs and disadvantaged learners, achieve highly. The school has made significant progress since the last inspection. Strong links have been made with Anna, a missionary, working in Peru. The learners talk enthusiastically about the work that Anna does and as a result they have a much greater understanding of Christianity as a worldwide faith.

The impact of collective worship on the school community is good

Collective worship is distinctly Christian, is inclusive and affirming and as a result holds a place of central importance in the school. Worship is planned in collaboration with the clergy team and a clear pattern for worship, where the Christian values are integral, has been established. A wide range of people lead worship and the nine key elements of worship are agreed and understood by all. This means that worship always follows a regular pattern, includes biblical material and links to the school's four Christian values. Learners have an understanding of different Christian traditions in worship. One of the nine elements, understood by all learners, is the lighting of the candle to represent Jesus being the light of the world. The senior leadership team ensures that all staff members are well equipped for leading worship and provide appropriate training and support. The learners effectively monitor collective worship, against the nine key elements, and their feedback leads to improvements being made. The senior leadership team and collective worship co-ordinator, supported by the governors, have a clear direction and vision for improvements in collective worship. They have rightly identified that they need to provide more opportunities for learners to plan and deliver worship. However, this is not yet embedded, hence not all learners are fully engaged in acts of worship and can be easily distracted. This is why collective worship is not yet outstanding. Parents speak positively about collective worship. They willingly participate and see the benefits that this has on all learners regardless of whether they are from the Christian faith, a different faith or of no faith. Prayer is an integral part of the life of the school. There are prayer trees around the school and learners willingly participate in praying during worship. During the inspection learners wrote sorry prayers in trays of sand. These were then wiped away to demonstrate God's forgiveness. However, learners are not yet able to articulate the value of personal prayer in their own lives and the impact this has. Learners have an understanding of the place that Jesus holds in collective worship and an understanding of why worship is important. One child said 'yesterday we focussed on kindness and I had to think how I could put that into my actions.' They have an age appropriate understanding of the Holy Trinity and are able to express this by their joyful singing of 'Father we Adore You.'

The effectiveness of the religious education is outstanding

Religious Education (RE) is a core part of the school curriculum and is considered by all staff and learners to be as important as English and maths. Parents enthuse about the RE Inspired programme and talk about how this helps their children to understand more about Christianity. They recognise the importance that RE has on their children's SMSC development and say 'How can you be sure of your own faith if you don't know about the faith of others? RE helps to prepare our children for the wider world.' Standards in RE are in line with those in English and progress is rapid in developing an understanding of all faiths. Lessons are exciting, engaging and challenging. There is a clear plan in place for visits to other places of worship and this shows that progress has been made since the previous inspection. Learners engage fully with lessons and as a result have developed higher level skills of enquiry, reflection and analysis. This was seen in a Year 6 lesson where children were hotly debating the question of 'why Muslims fast?' Teaching is consistently good and often outstanding. This means that learners are inspired to learn, and understand the importance of RE and can apply what they have learnt to their own lives. One child said 'I want to learn about different religions so that if my friend has different beliefs to me, then I wouldn't be disrespectful to them.' The school has made progress since the last inspection because planning is clear and effective. The RE co-ordinator and senior leadership team have been rigorous and effective in their monitoring which has brought about improvements. As a result, the work that the learners produce is always of a high standard and the learners know what they have to do next to improve. One child said 'the next steps help me to reflect on what I have been learning and helps the teacher to know if I have taken it in or not.' The RE co-ordinator is fully supported by the senior leadership team, has an excellent understanding of progress in RE and rigorously monitors the subject which results in a clear plan to bring about further improvements. Likewise, the governors have a thorough understanding of the high quality teaching and learning that takes place in RE and have arranged appropriate training to equip themselves for their role.

The effectiveness of the leadership and management of the school as a church school is outstanding

The senior leadership team and governors consistently and confidently articulate the Christian values of the school. They demonstrate the values of respect, kindness, honesty and forgiveness through facilitating and supporting a variety of activities which benefit the whole community and as such are exemplary role models to the whole school. Governors effectively monitor and evaluate church school distinctiveness which enables them to validate the school's self-evaluation and ensures that the Christian values remain central to the life of the school. They are committed in their version of servant leadership and are passionate about Earley St Peter's being a school which serves the rich and diverse community. The strong links with the parish church means that the church is accessible to all learners and parents speak about the church being the children's 'second home'. The learners and parents talk positively about being involved in the process which led to the appointment of the new incumbents. Parents speak highly of the leadership team and recognise the impact that the Christian values have had particularly on teaching and learning and behaviour. There are engaging and strong relationships between members of the wider community. These have a significant impact on all learners as they talk about themselves as being a member of the wider community and not just a member of the school community. As a result of these relationships the spiritual, moral, social and cultural development of learners is enriched. They recognise the importance of serving others and are proud of their fundraising achievements for local and national charities. Senior leaders have been rigorous and effective in their desire to bring about improvements for all learners by creating an engaging, practical and inspiring curriculum. As a result, the curriculum has impacted on SMSC development of all learners by enabling them to learn about themselves, learn about others and learn about the world in which they live. Progress has been made since the previous inspection as governors and senior leaders have ensured that staff recruitment and staff development are vital to sustaining the future of the school as a church school. The statutory requirements for RE and collective worship are being met.