

Earley St Peter's Church of England Primary School

Address: Church Road, RG6 1EY

Unique reference number (URN): 144571

Inspection report: 9 December 2025

Exceptional	
Strong standard	
Expected standard	
Needs attention	
Urgent improvement	

Safeguarding standards met

The safeguarding standards are met. This means that leaders and/or those responsible for governance and oversight fulfil their specific responsibilities and have established an open culture in which safeguarding is everyone's responsibility and concerns are actively identified, acted upon and managed. As a result, pupils are made safer and feel safe.

How we evaluate safeguarding

When we inspect schools for safeguarding, they can have the following outcomes:

- **Met:** The school has an open and positive culture of safeguarding. All legal requirements are met.
- **Not met:** The school has not created an open and positive culture of safeguarding. Not all legal requirements are met.

Strong standard ●

Early years

Strong standard ●

Children make a flying start to their educational journey at this school. Leaders and staff articulate high ambition for children in the early years. This is evident through the well-designed curriculum and the skilful staff interactions that guide learning and develop children's natural curiosity. Staff ensure that children rapidly become independent learners who focus well on activities and the tasks at hand. Children are happy and well cared for by staff who provide a positive and nurturing environment. Positive partnerships with parents and carers help children to settle quickly into learning each morning.

Leaders ensure that the early years classrooms focus on vocabulary and language development. Staff continually model important vocabulary through the activities that children take part in. They are skilful at extending vocabulary, for example by asking children to add descriptions to their sentences. Additional support is in place for children who need extra help. For example, when appropriate, children with special educational needs and/or disabilities receive the support that they need to focus and to articulate their ideas clearly. Language and communication are also promoted through daily songs, rhymes and stories. Phonics is taught well by well-trained staff.

Children leave the Reception Year having developed the skills and knowledge they need to be successful in Year 1. They thrive and achieve well across the curriculum.

Inclusion

Strong standard ●

Leaders have established a culture of high ambition that permeates all areas of the school's work. They are steadfast in their determination to ensure that all pupils, irrespective of their individual needs and starting points, receive the support they need to learn well and achieve success.

Leaders and staff swiftly identify barriers to learning and implement very well-considered support strategies. This consistently enhances the experiences, education and wellbeing of pupils with special educational needs and/or disabilities and any pupils who need additional support. As a result, pupils gain confidence and independence in their learning and achieve well. Parents and carers are highly appreciative of the support their children receive in helping them to overcome barriers.

The school works effectively with external agencies and with experts across the trust to train staff in the best ways to support pupils who face challenges or barriers to learning. As a result, staff have a clear understanding of pupils' needs and know the best ways to support them.

Leaders monitor, evaluate and routinely review pupils' progress. They do this with precision, ensuring that the school's work is consistently effective.

Pupil premium funding is used carefully to enhance access and outcomes for disadvantaged pupils, thus ensuring that the most vulnerable pupils flourish.

Personal development and wellbeing

Strong standard 

Leaders' work to promote pupils' character and wider opportunities in school is highly effective. Pupils have secure knowledge of the curriculum in these areas. They know the importance of treating everyone equally and that any form of discrimination is never acceptable. Older pupils demonstrate a secure understanding of fundamental British values. For example, they know precisely how values such as democracy apply in school and how the rule of law keeps everyone safe. Pupils take on leadership roles, such as representing others and contributing to decision-making in school. Pupils' pastoral care is highly considered.

Pupils talk confidently about the school's values, such as honesty and respect. They can explain why these are important in making the school a fair and welcoming place. Pupils show that they understand how to look after their mental health and their own wellbeing.

The personal, social and health education curriculum enables pupils to develop a deep understanding of how to keep safe when online and in the community. Pupils show a mature understanding of consent, healthy lifestyles and the risks of alcohol and drugs. They use subject-specific vocabulary when explaining these concepts. They also learn about life in modern Britain and welcome everyone, regardless of where they come from.

Leaders ensure that pupils broaden their lived experiences through carefully planned and considered enrichment activities. This includes engaging in music, art, drama and sports. A range of clubs and activities, such as Judo and sewing, raise pupils' aspirations and help them to develop new skills and work collaboratively with others. Trips have a purpose and enhance pupils' knowledge of the curriculum, such as understanding life in Victorian times. Participation is carefully and purposefully tracked by leaders to ensure every pupil benefits. This includes ensuring that disadvantaged pupils are supported to access the full range of opportunities.

Expected standard

Achievement

Expected standard 

Typically, most pupils achieve well, and in some instances, they attain above national averages by the end of Year 6. This is notable in reading and writing. Staff ensure that pupils secure essential knowledge across the year groups and subjects. Pupils' contributions to class discussion typically show a firm grasp of subject content. Sometimes, however, there are gaps in pupils' acquired knowledge or understanding. This is because the ways in which teachers check for understanding are sometimes inconsistent.

Staff have detailed knowledge of the starting points of vulnerable pupils. They use this insight to support pupils to achieve well. In particular, pupils who are at the early stages of

learning English as an additional language make notable strides in their attainment and progress. Younger pupils get off to a positive start when learning to read. Although there was a slight dip in phonics screening results last year, this is not consistent with the overall picture over time. Leaders have acted swiftly to ensure that pupils receive support to catch up in all areas.

Overall, pupils leave the school well prepared for secondary school.

Attendance and behaviour

Expected standard 

Current attendance is broadly in line with the national average. The school has a clear policy on attendance. It sets out precise expectations and the school's approach to managing and promoting positive school attendance. Leaders take the necessary action to ensure that all pupils attend regularly. Their work to continue to improve attendance is having a positive impact, with an overall improving trend over time.

Pupils behave well. They come into school eagerly, happy to greet their friends and teachers. Lessons are hives of activity, where pupils focus intently and demonstrate their enjoyment of learning. Relationships between staff and pupils are warm and nurturing. Well-considered pastoral support ensures that pupils' emotional wellbeing is a priority. This helps pupils to manage their feelings so that they belong and thrive. At social times, pupils typically behave well. Older pupils look out for and support their younger peers. Bullying happens rarely, and pupils are fully confident that any issues are sorted out well by staff. Leaders are focused on providing more opportunity at social times for pupils to play and have fun in a structured way. Pupils appreciate the difference that this is making. As a result, there are a range of games and activities that pupils can take part in, through which they learn skills such as sharing and collaboration.

Curriculum and teaching

Expected standard 

Leaders have planned an ambitious curriculum that promotes pupils' enthusiasm for learning new knowledge. It is broad and well sequenced in all subjects. Leaders have focused on developing the skills pupils need, such as key vocabulary and essential knowledge, to become successful learners. Leaders are working well to enhance the teaching of early writing skills, including handwriting, spelling and sentence construction. However, this work is not fully consistent across the school, which means that some pupils do not develop confidence and fluency in writing as quickly as they should.

Pupils look forward to reading. They explore texts with enthusiasm and learn a rich range of vocabulary as a result. Leaders ensure there is a consistent approach to helping younger pupils to learn to read. This is seen in a precisely implemented phonics scheme and a well-considered approach to teaching reading fluency. Pupils who speak English as an additional language receive support in class to develop their literacy skills and become confident readers.

Staff have a clear understanding of pupils' individual needs and know which pupils require additional support. As a result, pupils overcome barriers to learning and are able to fully access the curriculum.

Typically, staff use checks on pupils' learning effectively. However, some pupils do not receive support quickly enough to help them fully secure their learning. Consequently, there remain occasional gaps in pupils' knowledge and understanding.

Leadership and governance

Expected standard 

Leaders and the trust have a clear vision for the school. They understand the school's strengths and areas for development. They take action if any aspect of the school's work falls short of their expectations. At all levels of leadership, there is a determination that all pupils will succeed, particularly those who are disadvantaged or pupils with special educational needs and/or disabilities. Leaders and the trust are astute in their evaluations of the school and its performance. It is clear that they know their school well.

Staff report high levels of support and consideration of their wellbeing from leaders. They know that their work is valued and that they are supported by a well-designed training offer. Networks of expertise are shared across the trust, so staff get the support and guidance that they need to do their jobs effectively.

The trust and governors understand and fulfil their responsibilities diligently. They each know their delegated duties well. Leaders build effective relationships with parents and carers, who speak highly about the work the school does to support their children.

Governors and trustees provide strategic direction and use evidence to challenge leaders, for example in relation to attendance.

What it's like to be a pupil at this school

Pupils are happy and proud to belong to this welcoming community. Staff know pupils very well and forge positive, trusting relationships with them. The school's values of 'respect, honesty, kindness, forgiveness and service' are lived out in everyday school life. Pupils are supportive of each other and readily help out in school, including through their leadership roles and responsibilities.

Younger pupils, including children in the Nursery, quickly learn and follow the school's routines thoughtfully. They are curious and enthusiastic learners. For instance, they enjoy taking care of the chickens and are equally eager to toast marshmallows over a fire. Across the school, most pupils behave well, attend school regularly and enjoy learning. Leaders ensure that the school prioritises pupils' health and wellbeing. As a result, the environment is calm.

Leaders and staff have high expectations and want the best for every pupil. They do all that they can to help pupils overcome any barriers to learning so that every pupil is successful. Across the school, pupils achieve well, both academically and personally. During lessons, they quickly settle into learning and are keen to do their best. They leave the school well prepared for the next steps in their education.

Pupils benefit from a wide range of extra activities, such as visits to places of interest, clubs and enrichment activities. These experiences contribute to pupils' enjoyment of school and open up exciting opportunities to learn new skills, such as archery and music. The choir joyfully performs songs that get pupils on their feet dancing.

Staff know straight away if something is amiss or if any pupils need extra support. As a result, pupils feel safe and well supported through the care of staff at the school.

Next steps

- Leaders should embed and strengthen the teaching of transcription skills across key stages 1 and 2 so that pupils develop confidence, accuracy and fluency in writing.
 - Leaders should strengthen staff expertise in identifying and addressing gaps in pupils' knowledge and understanding across the wider curriculum.
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About this inspection

This school is part of The Keys Academy Trust, which means other people in the trust also have responsibility for running the school. The trust is run by the chief executive officer, Hester Wooller, and overseen by a board of trustees, chaired by David Horrocks.

Inspectors carried out this full inspection under section 5 of the Education Act 2005.

Inspection activities:

Inspectors spoke with the headteacher, other senior leaders, staff and pupils during the inspection. They also spoke with those responsible for governance.

The inspectors confirmed the following information about the school:

This school is registered as having a Christian religious character. Its last section 48 inspection took place in November 2024.

The school currently uses no alternative provision.

Head of School: Mr. Tom Smith

Lead inspector:

Simon Woodbridge, His Majesty's Inspector

Team inspectors:

Sue Cox, His Majesty's Inspector

Neil Pilsworth, His Majesty's Inspector

Maria Roberts, Ofsted Inspector

Facts and figures used on inspection

The data was used by the inspector(s) during the inspection. More recent data may have been published since the inspection took place.

 This data is from 9 December 2025

School and pupil context

Total pupils

474

Well above average

What does this mean?

The total number of pupils currently at this school and how this compares to other schools of this phase in England.

National average: 272

School capacity

542

Well above average

What does this mean?

The total number of pupils who can attend the school and how this compares to other schools of this phase in England.

National average: 300

Pupils eligible for free school meals (FSM)

9.48%

Well below average

What does this mean?

The proportion of pupils eligible for free school meals at any point in the last six years.

National average: 26.3%

Pupils with an education, health and care (EHC) plan

2.32%

Close to average

What does this mean?

The proportion of pupils with an education, health and care plan. This covers pupils with more support than is available through special educational needs support.

National average: 3.5%

Pupils with special educational needs (SEN) support

8.65%

Below average

What does this mean?

The proportion of pupils with reported special educational support needs at the school.

National average: 15%

Location deprivation

Below average

What does this mean?

Based on the English Indices of Deprivation (2019) and the school's location, we have calculated whether the school is located in a more or less deprived area.

Resourced Provision or SEND Unit (if applicable)

No resourced provision

What does this mean?

Whether school has Resourced Provision or SEND unit (if applicable).

All pupils' performance

Pupils reaching the expected standard in reading, writing and mathematics

The percentage of pupils meeting the expected standards in a combined reading, writing and mathematics measure.

Year	This school	National average	Compared with national average
Latest 3 year average	65%	61%	Close to average
2024/25	69%	62%	Close to average
2023/24	60%	61%	Close to average
2022/23	68%	60%	Close to average

Pupils reaching the expected standard in reading

The percentage of pupils meeting the expected standard in reading.

Year	This school	National average	Compared with national average
Latest 3 year average	80%	74%	Above
2024/25	86%	75%	Above
2023/24	73%	74%	Close to average
2022/23	82%	73%	Above

Pupils reaching the expected standard in teacher-assessed writing

The percentage of pupils meeting the expected standard in teacher-assessed writing.

Year	This school	National average	Compared with national average
Latest 3 year average	80%	72%	Above
2024/25	83%	72%	Above
2023/24	81%	72%	Above
2022/23	75%	71%	Close to average

Pupils reaching the expected standard in mathematics

The percentage of pupils meeting the expected standard in mathematics.

Year	This school	National average	Compared with national average
Latest 3 year average	76%	73%	Close to average
2024/25	74%	74%	Close to average
2023/24	77%	73%	Close to average
2022/23	78%	73%	Close to average

Disadvantaged pupils' performance

Disadvantaged pupils are those who have been eligible for free school meals at any point in the last six years and children looked after.

Disadvantaged pupils reaching the expected standard in reading, writing and mathematics

The percentage of disadvantaged pupils meeting the expected standard in reading, writing and mathematics.

Year	This school	National average	Compared with national average
Latest 3 year average	48%	46%	Close to average
2024/25	50%	47%	Close to average
2023/24	33%	46%	Close to average
2022/23	63%	44%	Above

Disadvantaged pupils reaching the expected standard in reading

The percentage of disadvantaged pupils meeting the expected standard in reading.

Year	This school	National average	Compared with national average
Latest 3 year average	70%	62%	Above
2024/25	90%	63%	Above
2023/24	44%	62%	Below
2022/23	75%	60%	Above

Disadvantaged pupils reaching the expected standard in teacher-assessed writing

The percentage of disadvantaged pupils meeting the expected standard in teacher-assessed writing.

Year	This school	National average	Compared with national average
Latest 3 year average	70%	59%	Above
2024/25	80%	59%	Above
2023/24	56%	58%	Close to average
2022/23	75%	58%	Above

Disadvantaged pupils reaching the expected standard in mathematics

The percentage of disadvantaged pupils meeting the expected standard in mathematics.

Year	This school	National average	Compared with national average
Latest 3 year average	63%	60%	Close to average
2024/25	60%	61%	Close to average
2023/24	67%	59%	Close to average
2022/23	63%	59%	Close to average

Disadvantaged pupils' performance gap

Disadvantaged pupils are those who have been eligible for free school meals at any point in the last six years and children looked after. The school disadvantage gap is the difference between the performance of the school's disadvantaged pupils compared to the performance of all non-disadvantaged pupils nationally.

Disadvantaged pupils reaching the expected standard in reading, writing and mathematics

The percentage of disadvantaged pupils meeting the expected standard in reading, writing and mathematics, including the disadvantaged gap.

Year	This school	National non-disadvantaged score	School disadvantage gap
Latest 3 year average	48%	68%	-19 pp
2024/25	50%	69%	-19 pp
2023/24	33%	67%	-34 pp
2022/23	63%	66%	-4 pp

Disadvantaged pupils reaching the expected standard in reading

The percentage of disadvantaged pupils meeting the expected standard in reading and the disadvantaged gap.

Year	This school	National non-disadvantaged score	School disadvantage gap
Latest 3 year average	70%	80%	-9 pp
2024/25	90%	81%	9 pp
2023/24	44%	80%	-35 pp
2022/23	75%	78%	-3 pp

Disadvantaged pupils reaching the expected standard in teacher-assessed writing

The percentage of disadvantaged pupils meeting the expected standard in teacher-assessed writing and the disadvantaged gap.

Year	This school	National non-disadvantaged score	School disadvantage gap
Latest 3 year average	70%	78%	-7 pp
2024/25	80%	78%	2 pp
2023/24	56%	78%	-22 pp

Year	This school	National non-disadvantaged score	School disadvantage gap
2022/23	75%	77%	-2 pp

Disadvantaged pupils reaching the expected standard in mathematics

The percentage of disadvantaged pupils meeting the expected standard in mathematics and the disadvantaged gap.

Year	This school	National non-disadvantaged score	School disadvantage gap
Latest 3 year average	63%	80%	-17 pp
2024/25	60%	81%	-21 pp
2023/24	67%	79%	-13 pp
2022/23	63%	79%	-17 pp

Absence

Overall absence

The percentage of all possible mornings and afternoons missed due to absence from school (for whatever reason, whether authorised or unauthorised) across all pupils.

Year	This school	National average	Compared with national average
2024/25 (2 terms)	4.7%	5.2%	Close to average
2023/24	6.1%	5.5%	Close to average
2022/23	6.4%	5.9%	Close to average

Persistent absence

The percentage of pupils missing 10% or more of their possible mornings and afternoons.

Year	This school	National average	Compared with national average
2024/25 (2 terms)	10.5%	13.3%	Close to average
2023/24	16.5%	14.6%	Close to average
2022/23	19.5%	16.2%	Close to average

Our grades explained

Exceptional

Practice is exceptional: of the highest standard nationally. Other schools can learn from it.

Strong standard

The school reaches a strong standard. Leaders are working above the standard expected of them.

Expected standard

The school is fulfilling the expected standard of education and/or care. This means they are following the standard set out in statutory and non-statutory legislation and the professional standards expected of them.

Needs attention

The expected standards are not met but leaders are likely able to make the necessary improvements.

Urgent improvement

The school needs to make urgent improvements to provide the expected standard of education and/or care.

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