

Statutory Inspection of Anglican and Methodist Schools (SIAMS) Report

Peppard Church of England Primary School

Vision

'Encourage one another and build each other up.' 1 Thessalonians 5:11

Our vision is that every child will have the best opportunities and learning experiences as they progress through Peppard C of E Primary School. Our school provides an environment where our children are nurtured and in turn encouraged to nurture each other so that they can achieve fully in a safe and caring environment.

Peppard Church of England 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

- Implementation of the school's vision means pupils develop high levels of confidence and strong communication skills. Consequently, they build healthy personal relationships.
- Through engagement with the school's vision, leaders promote an inclusive, nurturing and caring culture.
- An emphasis on learning outdoors extends pupils' knowledge and spiritual experiences and promotes good mental health.
- Through various roles and responsibilities created by the school, pupils recognise that they can have an impact on their community and beyond.
- Relationships across the school are warm and trusting because the vision is a lived reality. This means attitudes are positive and behaviour is good.

Development Points

- Embed and monitor the new religious education (RE) curriculum, ensuring it addresses a range of worldviews, including Christianity as a global faith. This is so that it is well-sequenced and well-balanced and reflects its place on Peppard's curriculum as a Church school.
- Extend and strengthen the provision of collective worship for pupils and adults, including time and space set aside for reflection or prayer. This is to build up the worship life of the school community.
- Develop the school's approach to spirituality. This is to secure opportunities for spiritual development across the curriculum.



Inspection Findings

Peppard is a small rural primary school where life is guided by its Christian vision and values. It is a place where adults and pupils commit to 'encourage one another and build each other up'. This ethos develops high levels of confidence, strong communication skills, and positive personal relationships. The school community works effectively with partners such as the diocese and parish church. An example of note is the generosity of governors to allow time for the headteacher to support another school within the diocese. Local clergy provide a constant connection between the school and the parish church. For example, the school has benefitted from lunchtime supervision offered by church members when needed. Governors know the school well. They are aware of staffs' additional workload created by the many leadership roles in a small school. They are good friends of the school. They care about the wellbeing of staff and offer individual support where needed. However, their evaluation of the impact the vision has on RE, collective worship and spirituality is limited. Peppard is a nurturing place that staff describe as a 'home from home'. They frequently go beyond their teaching roles in their availability to listen to and act on the needs of their community. Parents recognise this and appreciate the genuine care their children experience. Working in partnership, adults help create positive attitudes in pupils resulting in good behaviour and therefore they flourish

Learning opportunities at Peppard provide an abundance of contexts for pupils to reflect on and explore the natural world. The school is blessed to be situated next to the large village common. Open access to the common creates a sense of responsibility and freedom amongst pupils. It develops independence whilst building on the vision's ideal to 'encourage and nurture each other'. Parents rightly explain that this means their children are 'nurtured but not babied'. With an additional forest camp and local wild walks, pupils engage in exploration and investigation. These activities promote their curiosity, love of learning and appreciation of the natural world. Additionally, it supports good mental health and creates spiritual opportunities. Leaders have created a whole school approach to spirituality. However, a clear understanding of its intent and implementation is only at an early stage. Consequently, while opportunities for spiritual development clearly exist, many opportunities to maximise pupils' spirituality are overlooked. Staff are accomplished at identifying pupils who need extra support. They skilfully deploy interventions to where they are needed. A range of strategies ensure individuals achieve their targets. Pupils' learning is complemented by a wealth of enrichment experiences including cookery and music lessons, and a running club.

Collective worship themes are relevant and relate to the school's vision. They incorporate pupils' experiences, and suitable news items that challenge their thinking. Pupils are invited, but not compelled, to engage in prayer and reflection, and singing. Local clergy lead collective worship weekly. They retell Bible stories connected to a school value. For example, the story of Joseph and his brothers is used to illustrate the power of forgiveness. Friday's 'stars assembly' celebrates pupils' personal achievements and demonstrations of the vision and values. These occasions are celebrated by the whole school community. However, regular opportunities for pupils and adults to experience spirituality through reflection or prayer are less evident. There is a fruitful partnership with the local church. For example, pupils and parents participate in church services for festivals such as Harvest and Easter, and for end of term celebrations. Parents appreciate the warmth of welcome they receive and recognise these occasions as special times. As a consequence, the church has started a monthly worship service that families from the school attend. This is a powerful demonstration of how school and church partnership enhances the spiritual life of the community. At times, governors attend collective worship and talk with pupils about their experiences. Feedback is shared with leaders. However, the evaluation of the impact of collective worship is sporadic.



Consequently, the school cannot be sure that it offers adults and pupils opportunity to explore the spiritual dimension of their lives.

Leaders make certain the curriculum addresses global and ethical issues such as climate change. It offers opportunities to learn about renowned advocates of social change. These areas of learning are complemented by various roles and responsibilities available to pupils, including school councillors and eco team leaders. Pupils take their commitments seriously. Consequently, they organise fundraising activities and are proud of their achievements. Additionally, ideas to support charitable events, raised by individual pupils, are readily supported by staff. Through engagement with such projects, pupils understand that they can effect change within their community and beyond. Their concerns and actions agree well with the school's vision to 'encourage one another and build each other up'.

RE promotes respect and a recognition that every individual is of value. In this way it reflects the school's vision. Pupils especially enjoy RE when they are engaged in practical and creative ways, such as art and drama. They remember these lessons well and subsequently talk confidently about what they have learnt. Some pupils express that not all RE lessons enthuse them. Additionally, their knowledge of non-religious worldviews and Christianity as a global faith is limited. However, with diocesan support, the school is making positive progress to move the subject forward. A new comprehensive and exciting curriculum has been created. Furthermore, the RE leader engages with training delivered by the diocese and shares this with staff. Trips to the local church reinforce pupils' understanding of the impact that Christianity has on Britain's cultural heritage

Relationships across the school are warm and trusting because the vision and values are a lived reality. Staff work with diligence to ensure their pupils are 'encouraged and built up'. This creates an inclusive, nurturing and caring community. Pupils' learning and progress, mental health and wellbeing, are all equally valued. Consequently, staff equip pupils with strong personal skills that promote mental resilience. Parents whose children benefit from additional help speak highly, and with justification, of the opportunities that their children receive.

Information

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| Address | Church Lane, Peppard Common, Henley-on Thames, Oxfordshire, RG9 5JU | | |
| Date | 14 January 2025 | URN | 123135 |
| Type of school | Voluntary Controlled | No. of pupils | 78 |
| Diocese/District | Oxford | | |
| MAT/Federation | N/A | | |
| Headteacher | Nick Steele | | |
| Chair of Governors | Shenan Swanwick | | |
| Inspector | Delia Sheppard | | |