

Statutory Inspection of Anglican and Methodist Schools (SIAMS) Report

Alder Grove Church of England Primary School

Vision

Our vision is for each child to be like a tree ‘planted along the riverbank, bearing fruit each season’ (Psalm 1:3). We are committed to providing an environment that nurtures the growth of every child - academically, spiritually, emotionally, and socially - so they can flourish and reach their full potential.

Alder Grove 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

- Committed and skilled leaders keep the Christian vision at the heart of their work. It is relevant and highly effective. It serves the needs of the community well and drives decision-making. As a result, the Christian vision feeds, supports and enhances the lives of pupils and adults.
- Collective worship, religious education (RE) and the wider curriculum reflect the diversity of the school’s context. Rich opportunities lead to a highly inclusive culture, where pupils and adults from a range of backgrounds enjoy a deep sense of belonging and community.
- Adults flourish personally and professionally through strong relationships and highly appropriate training. The resulting expertise within the staff team directly benefits pupils. It also enhances collaboration with other schools in The Keys Academy Trust (TKAT).
- There are many opportunities for pupils to respond to local needs and issues. As a result, pupils develop a secure understanding of justice and a desire to make a positive difference at a local level.
- The Christian vision inspires staff in a range of roles to respond to the needs of pupils and their families. Staff know families well and come alongside them to provide highly appropriate support. This makes a significant contribution to pupils’ growth and flourishing.

Development Points

- Enhance occasions within the curriculum for spiritual flourishing. This is to increase the opportunities for pupils to deepen and express their spiritual growth.
- Extend opportunities for pupils to learn about issues and causes beyond their locality. This is to broaden their sense of justice and responsibility.



Inspection Findings

Vision and Leadership

Alder Grove's highly effective vision is cherished and held with care by staff, governors and TKAT. It serves the school well on its journey of growth as a new school within the community. The energy and wisdom of leaders is enabling the vision to grow deep roots. As a result, pupils and adults flourish through strong systems, effective strategies and rich provision. Leadership is enhanced by governors who know the school well. They use this knowledge to effectively evaluate the vision's impact. Leaders are generous in sharing their expertise with other schools. The school makes highly valued contributions to the trust's work through collaboration and sharing of expertise. There is a tangible sense of belonging and welcome at Alder Grove. This is because staff celebrate and value the diversity of their families. The vision weaves the school together into a community. People feel proud to be part of this inclusive Church school. Staff and pupils are inspired to live out the vision in their daily work and lives. This is evident in many ways, for example, through strong relationships and in the variety of lunchtime activities provided. Leaders' commitment to keeping the vision at the heart of the school's work is enabling adults and pupils to flourish.

Vision and Curriculum

Skilled leaders are inspired by the school's vision and context when planning the curriculum. There are frequent opportunities for pupils to respond to the vision through enrichment projects and collaborative artwork. Well-chosen resources reflect the diversity of the school community. Careful adaptations successfully support pupils who have special educational needs and/or disabilities (SEND). The breadth of provision means that pupils develop a strong sense of belonging and self-worth. Opportunities for pupils to celebrate their individual identity contribute to their personal and spiritual development. Parents and carers contribute to curriculum events with enthusiasm, including during culture and diversity week and black history month. These learning opportunities enhance the culture of mutual respect between pupils. Staff encourage pupils to use a wide range of helpful language when exploring spiritual learning. However, there is a lack of consistency and refinement in the language used. This limits the impact of planned and incidental spiritual moments.

Worship and Spirituality

Collective worship is valued by staff and pupils as a special and protected time. Carefully planned, it reflects the breadth of the Christian story and the church calendar. The strong partnership with local churches enhances the worship life of the school. There is a shared commitment to the Christian vision. As a result, worship enables pupils to express the vision and deepen their understanding of how to live out the Christian values. For example, younger pupils explain that the parable of the Good Samaritan teaches them how to be kind. Older pupils reflect on how the story of Zacchaeus challenges them to forgive others. The strong link between biblical teaching and the school vision and values contributes to the spiritual flourishing of pupils and adults. Leaders ensure that pupils and adults of all faiths and none can engage meaningfully in worship and understand the Christian message. Staff are particularly thoughtful about how to include pupils who have additional needs. They are committed to enabling these pupils to flourish spiritually through worship. Pupils are given a wide range of opportunities to reflect on themes presented in worship. This contributes to their spiritual development.



Vision and School Culture

The vision inspires staff to build strong relationships with pupils and their families. This commitment grows deep roots of trust. As a result, barriers to flourishing are identified early and prompt action is taken. Staff are proud to be part of a team where 'nurture does not stop at the child.' Parents and carers are grateful for the pastoral care they receive. This culture strengthens the sense of community. It means that pupils considered vulnerable are well supported. Leaders prioritise and facilitate staff training and development. This leads to collective expertise that directly impacts on pupils' wellbeing and enables staff to flourish professionally. This commitment by leaders has been transformational for some staff. Leaders, including governors and TKAT, are honest and accurate in their self-evaluation of the school's work. This has led to the introduction of a highly effective approach to teaching and supporting pupil behaviour. It is rooted in the school's Christian values. Skilled leadership of this initiative equips staff to meet pupils' needs in the moment. This preserves pupils' sense of belonging and self-worth. The explicit link between Christian values and behaviour positively impacts pupils' social relationships. It provides them with a language to talk about how to treat each other well. They use this to help them when resolving conflict or navigating friendship challenges.

Vision, Justice and Responsibility

Guided by the vision, leaders have worked relentlessly to establish the school as a source of hope and positivity for this community. They enable pupils to respond in highly relevant ways to various needs within the local area. Pupils are trusted to take the lead when identifying and responding to local issues. Consequently, they become advocates for local causes. Their deep sense of responsibility to others is enabling this community to flourish. Leaders also prioritise pupils' understanding of racial and cultural equity. Staff challenge them to 'spot the injustice' when reflecting on these opportunities. This ensures that pupils develop their sense of justice. They recognise that part of responding to injustice is to remove barriers that can trap people. Pupils are less aware of injustice in wider contexts. Therefore, they are less equipped to explore and take action for issues and causes beyond their local area.

Religious Education

RE is given a high profile at Alder Grove. It is well-led and has a clear sense of direction. This is because leaders engage well with the high-quality training offered by the diocese and TKAT. It is also due to reflective leaders who have made an accurate evaluation of the RE curriculum. This has prompted swift action to broaden the curriculum content, ensuring that non-religious worldviews are now represented. It has also led to staff being well-supported with their subject knowledge. The RE curriculum is enhanced by the diverse context of the school. Visitors from the parent and church community are welcomed into RE lessons. Collectively, they represent a variety of faith backgrounds. This enriches the curriculum. As a result, pupils learn how different people live out and express their faith. It contributes to pupils' understanding of diversity within religions, as well as commonalities across religions.

Information

Address	Alder Grove, Shinfield, Reading, Berkshire, RG2 9RA		
Date	12 June 2026	URN	147862
Type of school	Free School	No. of pupils	406
Diocese	Oxford		
MAT	The Keys Academy Trust		
MAT Chair	David Horrocks		
Headteacher	Philip Theobald		
Chair of Governors	Lisa Bull		
Inspector	Hannah Inglis		