



St Peter's C of E Junior School

Inspection report

Unique Reference Number 116492
 LEA Hampshire LEA
 Inspection number 290552
 Inspection dates 27 - 28 September 2006
 Reporting inspector Mr Alan Jarvis

This inspection of the school was carried out under section 5 of the Education Act 2005.

Type of School	junior	School address	Stilwell Close, Yateley
School category	voluntary aided		GU46 6XH
Age range of pupils	7 - 11		
Gender of pupils	Mixed	Telephone number	01252870536
Number on roll	101	Fax number	01252878427
Appropriate authority	The governing body	Chair of Governors	Mr John Divall
		Headteacher	Mr Keith Brentnall
Date of previous school inspection	12 February 2001		

Age group	Inspection Date(s)	Inspection No.
7 - 11	27 - 28 September 2006	290552

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Introduction

The inspection was carried out by one Additional Inspector.

Description of the school

St Peter's is smaller than average. Numbers on roll have fallen but have now stabilised. Most pupils are of a White British background. Others come from a range of other minority ethnic backgrounds, including Gypsy/Roma and Travellers of Irish heritage. Few pupils are at an early stage of learning English. An above average proportion has learning difficulties or a statement of special educational need. Attainment on entry for the older pupils is a little below average.

Key for inspection grades

Grade 1	Outstanding
Grade 2	Good
Grade 3	Satisfactory
Grade 4	Inadequate

Overall effectiveness of the school

Grade: 3

St Peter's is a satisfactory and improving school. The headteacher took over the school when it was in a fragile state. Pupils' behaviour was unsatisfactory, there were significant pockets of underachievement, some teaching was ineffective and systems were not in place to drive standards higher. This has been put right. Parents say that, 'The school has got its act together and it has a fabulous headteacher'. They are correct. Staff are working as a team and significant strides forward have been made in five terms he has been in post.

Because pupils are cared for well they enjoy school and say 'we feel safe, like our teachers, and everyday has surprises'. Behaviour is no longer an issue. It is mostly good in lessons and pupils show keenness in their learning. Rare instances of unkind behaviour are nipped in the bud. For their age pupils speak assuredly of how to keep fit and healthy. Pupils grow in confidence and maturity. They value the way they are consulted and are increasingly helping the school to improve. Pupils from Gypsy/Roma and Traveller backgrounds and those with learning difficulties are included well in all activities. Pupils have developed a good understanding of their rights and responsibilities and a secure understanding of other people's lives and beliefs.

Progress has quickened because of improved teaching. It is much less erratic than it was. Underachievement, rather than being in quite large pockets is now confined to a few more able and middle ability pupils, often girls. This is because intensive staff training, more structured planning and a change to single aged classes have combined to eradicate any unsatisfactory teaching. Achievement is satisfactory overall. However, quicker gains are made in Years 3 and 6 where the use of assessment information enhances learning. Staff and teaching assistants are appropriately intervening to support pupils whose learning needs a boost. Currently, standards are close to average. Standards in science are improving. Reading is the strongest element of English. Standards in writing, although improved, are not yet high enough.

The headteacher has put in place good systems to monitor and evaluate how well the school is doing. Systems to track pupil's progress are especially robust. Although improvements have been made more needs to be done to develop writing across subjects and ensure teaching and learning in Years 4 and 5 are as strong as in other years. Good steps are being taken to improve attendance by discouraging parents from taking holidays in term time. Governors are now more involved in moving the school forward. Until the new headteacher arrived progress on the areas identified for improvement in the last inspection was slow. However the track record since then shows that the school has a sound capacity to improve. Most subject leaders are managing their areas satisfactorily but assessment and monitoring information is used inconsistently to help drive up standards.

What the school should do to improve further

- Raise standards in writing by providing more opportunities to develop writing across the curriculum.
- Ensure teachers and subject leaders consistently use assessment information well to improve progress, particularly in Years 4 and 5.

Achievement and standards

Grade: 3

Pupils are now reaching the standards expected of them because of satisfactory teaching and a sound curriculum. Standards by the end of Year 6 are close to average in English and mathematics, and average in science. An increasing proportion of pupils attain higher standards. Standards in reading are average but they are below average in writing.

Achievement is satisfactory. Year 6 pupils meet the realistic targets set for them. Pupils make sound progress in Years 4 and 5. Stronger progress is made in other years because teaching is more challenging. The learning needs of girls have not always been identified well enough in the past. The few who are currently underachieving are now being carefully targeted and supported. Progress in writing has improved but needs to be brisker. The few pupils Gypsy/Roma and Travellers of Irish heritage and those with learning difficulties achieve at least satisfactorily because of suitably tailored support.

Personal development and well-being

Grade: 3

Pupils' personal development and well-being are satisfactory. There are some good features. Pupils cooperate well with each other, are helpful and are keen to take on responsibility. Pupils' spiritual, moral, social and cultural development is satisfactory. Lively assemblies are strengthening pupils' spiritual development and giving time for reflection. Pupils show interest in visits made to local Traveller fairs and can talk sensibly about other faiths. For their age pupils talk confidently about the many ways they keep safe including, 'Don't talk to strangers or play with fire and brush your teeth!' Behaviour in the playground can be over boisterous. Steps are in place to address this.

Playground buddies work hard to ensure that pupils are not left out of games at playtimes. Skipping is very popular, helping pupils to exercise regularly. Pupils report that any problems are dealt with swiftly. The active school council is more influential than it was. Recently it helped to provide benches for the picnic area. Links with the community are developing. The many ways pupils are encouraged to work in teams and co-operate in lessons is helping to prepare them for their future life although writing needs further development.

Quality of provision

Teaching and learning

Grade: 3

Teaching and learning are satisfactory and promote sound achievement. Characteristically, teachers start each lesson by highlighting, 'What we are learning today'. Consequently, pupils keep on task. Relationships are mostly good. As a result, the climate for learning is positive. In most lessons pupils of roughly equal ability are grouped on different tables.

Teachers use their sound knowledge of each group's standards and progress to ensure that the work which is set enables pupils to work productively. Regular handwriting practice and a good reading programme are helping quicken progress in these areas.

Further improvements are needed in the teaching of writing, in particular in improving grammar, vocabulary and using writing more across subjects. The best teaching is in Years 3 and 6. This is because assessment information is incisively used in planning to set precise goals for each lesson and ensures learning effectively challenges individual pupils.

Curriculum and other activities

Grade: 3

A satisfactory curriculum meets the needs of pupils. All subjects are appropriately covered but there are too few opportunities for pupils to write creatively across subjects. Distinctively, regular time is spent using the school grounds as a learning resource. Three girls said, 'The girls don't like spiders but we learnt the proper name for creepy crawlies is invertebrates'. A growing number of visits and visitors complement the popular extra-curricular activities on offer. Improving partnerships with other schools and community organisations are beginning to strengthen the curriculum and pupils' personal development. A structured scheme for pupils' personal, social and health education enriches pupils' understanding of how to keep safe, healthy and know right and wrong.

Care, guidance and support

Grade: 3

Care, guidance and support are satisfactory. Good care contributes to a happy school where pupils feel that there is always an adult they can turn to. Robust health and safety routines, risk assessments and child protection procedures ensure pupils' safety. Effective links have been established with external agencies such as the Traveller support service.

Satisfactory guidance contributes to the sound progress. Teachers' marking of pupils' work, including that in writing, often provides clear pointers to help pupils improve. Targets are set in English and are being strengthened this year in mathematics. The tracking of each pupil's progress is comprehensive. This is used effectively in Years 3 and 6 but not well enough elsewhere which leads to uneven progress. Pupils with learning difficulties receive satisfactory guidance on how to improve.

Leadership and management

Grade: 3

The overall impact of leadership and management is satisfactory. The headteacher leads the school well and is effectively supported by his deputy. Rigorous monitoring of teaching and tracking of pupils' progress has enabled them to build up a clear and accurate understanding of the school's strengths and weaknesses. In conjunction, good development planning has been effective in reducing underachievement and improving aspects of pupils' personal

development. More work now needs to be done to strengthen writing and to root out remaining underachievement. Good support has enabled subject leaders to monitor, evaluate and plan developments satisfactorily. However, their use of assessment and monitoring information is inconsistent and results in uneven progress especially in Years 4 and 5. The views of parents are increasingly helping to shape developments. Governors have a realistic view of the challenges and opportunities facing the school. Their role in helping to shape and monitor developments is satisfactory, and improving. They are aware of some shortcomings in reporting all required information to parents and are taking appropriate steps to address this.

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Annex A to the inspection report

Inspection Judgements

Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate	School Overall
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Overall effectiveness

How effective, efficient and inclusive is the provision of education, integrated care and any extended services in meeting the needs of learners?	3
How well does the school work in partnership with others to promote learners' well-being?	3
The quality and standards in the Foundation Stage	NA
The effectiveness of the school's self-evaluation	3
The capacity to make any necessary improvements	3
Effective steps have been taken to promote improvement since the last inspection	Yes

Achievement and standards

How well do learners achieve?	3
The standards ¹ reached by learners	3
How well learners make progress, taking account of any significant variations between groups of learners	3
How well learners with learning difficulties and disabilities make progress	3

¹ Grade 1 - Exceptionally and consistently high; Grade 2 - Generally above average with none significantly below average; Grade 3 - Broadly average to below average; Grade 4 - Exceptionally low.

All white boxes must be completed. The grey boxes are used wherever the inspection team has sufficient evidence to come to a secure judgement.

Annex A to the inspection report

Personal development and well-being

How good is the overall personal development and well-being of the learners?	3
The extent of learners' spiritual, moral, social and cultural development	3
The behaviour of learners	3
The attendance of learners	3
How well learners enjoy their education	2
The extent to which learners adopt safe practices	2
The extent to which learners adopt healthy lifestyles	2
The extent to which learners make a positive contribution to the community	3
How well learners develop workplace and other skills that will contribute to their future economic well-being	3

The quality of provision

How effective are teaching and learning in meeting the full range of learners' needs?	3
How well do the curriculum and other activities meet the range of needs and interest of learners?	3
How well are learners cared for, guided and supported?	3

Annex A to the inspection report

Leadership and management

How effective are leadership and management in raising achievement and supporting all learners?	3
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	3
How effectively performance is monitored, evaluated and improved to meet challenging targets	3
How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can	3
How effectively and efficiently resources, including staff, are deployed to achieve value for money	3
The extent to which governors and other supervisory boards discharge their responsibilities	3
Do procedures for safeguarding learners meet current government requirements?	Yes
Does this school require special measures?	No
Does this school require a notice to improve?	No

Annex B to the inspection report

Letter to pupils explaining the findings of the inspection.

4 October 2006



Dear Pupils

St Peter's C of E Junior School
Stilwell Close
Yateley
GU46 6XH

Thank you for welcoming me to your school. I immediately noticed how happy, friendly and polite you are to each other and visitors. May I particularly thank the girls who know a spider is an invertebrate, the boys who showed me their gardening and the 'skippers'.

Your school is satisfactory and improving and this is what I thought was good about it.

- You like your teachers and enjoy school.
- You behave well in lessons and really know how to keep safe, fit and healthy.
- You have a good headteacher who is working hard to make your school even better.
- Adults take good care of you and help you if you are hurt or upset.
- Most of you are making much better progress in your lessons as the teaching gets better.
- Far more of you are reaching the standards you should.

Many schools have some things which they need to do to get even better. This is what I have asked your school to do now.

- Help you to improve your writing. You can help by taking care to write neatly all the time, and do more writing in all subjects to make it more varied and interesting.
- Use the information they have about how well you are doing to help you do even better. You can help by listening carefully at the start of each lesson to precisely what it is that you need to learn. Also take careful note and get more involved in the targets which are set for you. Think carefully, 'What do I need to do to get better?'

Thank you for welcoming me to your school. May I wish you the best of luck for the future.

Yours sincerely,

Dr. Alan Jarvis
Lead inspector