

**St Peter's VA Church of England Junior School**

Stilwell Crescent  
Yateley  
Hampshire  
GU46 6XH]

**Diocese: Winchester**

Local authority: Hampshire  
Dates of inspection: 01-02/11/2006  
Date of last inspection: 12-14/02/2001  
School's unique reference number: 116492  
Headteacher: Mr Keith Brentnall

Inspector's name and number: Marian Fulkes (18)

**School context**

St Peter's CE Junior School is smaller than average with 101 pupils in premises built for larger numbers. There are seven acres of grounds surrounded by housing estates and an independent school. The majority of pupils are white British, with a minority from ethnic backgrounds including Gypsy/Roma and Travellers of Irish heritage. An above average proportion has learning difficulties or a statement of special educational need.

**The distinctiveness and effectiveness of St Peters as a Church of England school are good**

The school continues to develop as a Church School. Christian values of love, care and respect underpin the life of the school. The ethos is one of valuing the individual and celebrating achievement. Each child is viewed as being special and encouraged to grow in respect and responsibility, surrounded by love. It has a happy, family atmosphere. Parents are kept informed and made welcome.

**Established strengths**

- The Head Teacher enthusiastically leads his staff in demonstrating Christian care for the children.
- There is a strong Christian commitment among the leadership and this has a positive impact on the development of each child. In a calm atmosphere, children and staff build confidence in their work and in their relationships with each other.
- The Traveller children have made particularly good progress through being valued members of the school.

### **Focus for development**

- Provide opportunities to deepen a sense of spirituality among all in the school community.
- The Incumbent to assist in developing the school's relationship with the church and to support the governors in monitoring and evaluating the collective worship and RE.
- Each class to display a cross and/or board with children's prayers for use over the day, and the mission statement to be displayed in the entrance hall.

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

There is a wide range of abilities within some classes and the recent tracking of progress enables work to be tailored for each individual. This individual care and focus has raised standards and confidence within the school. Achievements both in and out of school are celebrated within the context of worship and praise. Behaviour is generally good; children speak politely to each other and welcome visitors. They are enthusiastic about extracurricular activities such as the garden club. Children demonstrate pleasure at others' success. Parents feel welcomed and are supportive of the school's aims.

### **The impact of collective worship on the school community is satisfactory**

Worship is gaining in importance to the school. All the children know the school prayer and some know the Lord's prayer. A variety of people lead the collective worship which is enjoyed by almost all of the children. Harvest Festival (in the church) allowed some thoughtful work to be presented to friends and families.

The children value reflection time both in Collective Worship and at the end of the day. They need more guidance and practice at writing and creating their own prayers.

Details of planning and evaluation need to be collated as evidence and for future use. A sacred table with more than just a candle would help the children focus their attention and transform the hall into a special space for worship.

### **The effectiveness of the religious education is satisfactory**

Recent changes have made positive differences to the presentation and emphasis in RE lessons. Staff are keen to embrace the changes and are working hard to implement the new Hampshire syllabus. Teachers are keen to move the children on, but there was too much content for the time available in the lessons observed. While there was some good discussion at the start, key parts of the lessons were rushed. Time for consolidation, reflection and understanding was brief or held over till next time. Work in the books shows good understanding of the issues discussed but the quality of writing needs to be brought up to that of the core subjects. Improved monitoring will ensure rising standards are maintained across the school.

### **The effectiveness of the leadership and management of the school as a church school is good**

The enthusiasm of the Senior Management Team and the involvement of the Chair of Governors has been very important in driving up standards and encouraging the staff and the children. Pupils are now tracked in their progress in the core subjects with special focus on the more able and the Traveller and statemented children.

The new RE Governor needs to be made aware of how RE is approached in the school and what schemes of work and monitoring systems are in place. He/she also should take part in that process and report regularly to the Governing Body.

Completion of the Diocesan Toolkit should provide understanding for all the Governors and staff as to where the school currently stands and to indicate the way forward.

More contact with the new vicar is to be greatly encouraged, so that the already good relationship between the church and the school can improve further.