



## National Society Statutory Inspection of Anglican Schools Report

**St Peter's Church of England Voluntary Aided Junior School,**  
Stilwell Close  
Yateley  
Hampshire  
GU46 6XH  
**Diocese: Winchester**  
**Local authority:** Hampshire  
**Date of inspection:** 23/02/2010  
**Date of last inspection:** 02/11/2006  
**School's unique reference number:** 116492  
**Headteacher:** Mrs Janet Southern  
**Inspector's name and number:** Mrs Mary Hillman (NSI No. 297)

### School context

St Peter's CofE Aided Junior school serves the parish of St Peter's where most pupils are White British. The proportion of pupils who have special educational needs and/or disabilities is double the national average. Many of these pupils have emotional or behavioural difficulties. The school accommodation includes a privately run pre-school which is separately managed and inspected. The school has gained the Enhanced Healthy School and Financial Management Standard in School awards. There have been a number of changes in headship since the previous inspection. The current headteacher has been in post since Easter 2008 and is an interim headteacher because the school is to be closed with effect from the end of the summer term 2010. The school will then amalgamate with Yateley Infant School to form a new Church of England voluntary controlled primary school on the infant school site.

### **The distinctiveness and effectiveness of St Peter's Church of England (VA) Junior School as a Church of England school are good.**

Led by the outstanding headteacher the school has continued to put pupil learning and development first, maintaining and improving standards during a difficult time of transition.

### Established strengths

- The effectiveness of care, guidance and support is outstanding, fostering an atmosphere of collaboration and mutual respect.
- All pupils are treated as special and unique individuals in the sight of God.
- The school works as a harmonious community and these positive relationships foster learning and this has impacted in a sharp rise in standards
- The school is closely allied to the church and serves its community well

### Focus for development

- Given the school's current context with its closure on 31<sup>st</sup> August 2010 – the main priority for development is to ensure that leadership and management strategies are in place to support staff positively through a time of uncertainty and change.
- Review Religious Education to ensure that within the faiths studied opportunities are given to compare and contrast.

**The school, through its distinctive Christian character, is outstanding in meeting the needs of all learners.**

Relationships within the school are exemplary. Staff know pupils well and share information, enabling early intervention and support as required. The care and support provided is excellent all pupils feel valued and special and part of a large family. The positive behaviour policy ensures fairness and consistency allowing the school to operate calmly and effectively. The Emotional Literacy Support Assistant provides extra support for children who are facing challenging circumstances at home or at school enabling these pupils to achieve and demonstrate good behaviour. All achievement is celebrated – from good behaviour, sports, academic and social - both in and outside school. This together with a wide range of extra curricular activities fosters self esteem, celebrates difference and enables pupils to become confident, healthy and active citizens who have a sense of respect and recognise their responsibilities towards each other. Pupils are given excellent opportunities to take responsibility i.e. School Buddies, house captains and 'Helping Hands' system, and through the School Council are given a voice to influence the school development enabling them to show Christian tolerance, care for others and practice peer mediation. The pupils are encouraged to develop an awareness of and concern for the plight of others in the wider world and are motivated to make a difference. A culture where risk taking is encouraged enables pupils to try with enthusiasm, with the knowledge that they will be supported should they need it. For example residential visits develop independence and opportunities for self expression within challenging yet safe environments. When asked what pupils liked about the school one pupil said 'Pretty much everything!' and others agreed. One parent said 'I hope that when the schools are amalgamated that we will keep the same caring and happy environment that we have now'.

**The impact of collective worship on the school community is good.**

Worship occupies a place of central importance in the life of the school. It underpins its distinctive character providing good opportunities for spiritual growth, reinforcing Christian teaching and values. During worship common values and ideals are shared and a sense of community and belonging fostered. The calm daily routine, centred on a dedicated display area and candle, helps to provide a reflective environment. Pupils enter and leave with calm and respect. The worship is well planned, evaluated and developed. It includes themes from the liturgical year and curriculum topics enabling pupils to be more informed and take a more meaningful and active part, including singing, acting, leading worship in classes and houses and writing their own prayers. As a result they are given good opportunities to experience many elements of Anglican tradition and have a good understanding of the main events in the Christian calendar. Pupils are invited to pray and to reflect on the theme of worship in the context of their own faith making worship inclusive. Increased opportunities for quiet personal reflection and prayer allow pupils to consider their own emotional and spiritual response. The school makes good use of the resources of the church, especially the contribution of the clergy. Staff, local clergy from different denominations and visitors lead worship allowing pupils to encounter a variety of styles which reflect the diverse traditions of the Christian faith. (Anglican Vicar, Baptist Pastor and Free Church Lay Worker) The clergy set high expectations for pupil's moral, social and spiritual development and include items from real life thereby making it memorable. In the worship observed pupils were encouraged to think of a spiritual health check related to Lent. The school meets the statutory requirements for collective worship and areas for development in the last inspection report have been addressed.

**The effectiveness of Religious Education is good.**

Throughout the school achievement and attainment in relation to the learners' background is good and standards are at least comparable with those of the core subjects. Attainment is broadly in line with the national average and children in vulnerable groups achieve as well as other children. All teaching is at least satisfactory with a high proportion good. Throughout the school pupils make good progress and many leave with above age expected levels. Individual and group progress is tracked appropriately using attainment level descriptors appropriate to the Key Stage. Children's attainment is monitored through robust tracking systems ensuring that all children make expected progress. Lessons are well planned, varied and child-centred with opportunities to ask questions, form opinions and discuss in groups. In an observed lesson pupils were encouraged to empathise and explain their feelings in situations that involved 'a change of heart'. There are good cross curricular links that maintain a focus on the RE lesson objective. Pupils show excellent knowledge and understanding of the Christian faith however their knowledge of other faiths is less secure. There is excellent coverage of Christianity, but little comparison to other faiths. The work covered does not always enable the pupils to reach the higher levels in learning from religion (AT2), as they lack confidence to draw comparisons between religions. Learners are able to enquire into religious and non religious ideas and evaluate concepts to consider and make informed responses about religious beliefs and practices i.e. in an observed lesson pupils were using different biblical texts to look for evidence and then had to deal with open questions as the chosen texts did not contain detailed information. The school's RE Syllabus 'Living Difference' complies with the Diocesan guidelines.

The school meets the statutory requirement for religious education.

**The effectiveness of the leadership and management of the school as a church school is outstanding.**

The Christian foundation is central to everything at St Peter's, providing a strong cohesive link throughout the school community, placing God at the centre of school life. This vision initiated and led by the outstanding headteacher is strongly supported by all staff and governors, thereby setting an example of how faith can be lived out in practice. The school is now closely allied to the Church and serves the community well. Pastoral care is a strength. The close link of the Church School Liaison Officer, who is also a foundation governor, is an important feature that allows staff, pupils and families to be supported - a necessary element during this transition time to maintain the excellent relationship between school and church. Teamwork with distributed leadership is fundamental, creating ownership and giving opportunities to develop leadership potential along with enthusiasm, innovation and collaboration. Professional development is strongly encouraged and supported, enabling staff skills and confidence to be developed and improved. Regular parental contact and consultations ensures excellent communication, allowing opportunities for parents to fully support their children. The friendly open door policy extends beyond the school and into the community with strong local networks including using the extensive building to host Portage and a local playgroup and hiring a meeting room for training events, enabling further support and outreach into the community. The school works well in partnership with other schools and in particular the infant school and local secondary schools. This allows staff to meet to share and develop ideas and expertise. Excellent induction and transition procedures mean pupils settle quickly in new environments. The Parent Teacher Association has further developed links by inviting Y2 pupils and parents to join in with fundraising events so pupils are happy mixing with older pupils making amalgamation easier.



## Judgement Recording Form (NSJRF)

*This form is to be attached to the main SIAS report and returned to the diocese in which the school is situated and to the National Society.*

St Peter's CofE Junior School  
 Stilwell Close  
 Yateley  
 Hampshire  
 GU46 6XH

School URN: 116492

Date of inspection: 23 /02/2010

NS Inspector's Number: 297

Type of Church school: Voluntary Aided

Number of pupils: 72

Phase of education: Junior

**Has Diocesan Quality Assurance been obtained for this report? Yes**

Rating 1-4

<b>How distinctive and effective is the school as a Church school?</b>	<b>2</b>
<b>How well does the school, through its distinctive Christian character, meet the needs of all learners?</b>	<b>1</b>
<b>What is the impact of collective worship on the school community?</b>	<b>2</b>
<b>*How effective is the religious education?</b>	<b>2</b>
<b>How effective are the leadership and management of the school a church school?</b>	<b>1</b>
<b>The school meets the statutory requirement for collective acts of worship</b>	<b>Yes</b>
<b>*The school meets the statutory requirement for religious education</b>	<b>Yes</b>

\* *Voluntary Aided*

**Portsmouth/ Winchester JRF  
St Peter's (Aided) Junior School, Yateley**

The school meets the statutory requirements for Collective Worship	Yes
The school meets the statutory requirements for Religious Education	Yes

How well does the school, through its distinctive Christian character, meet the needs of all learners?

How well do the school's Christian values have an impact on all learners and enable them to flourish as individuals?	1
How well does the Christian character support the spiritual, moral, social and cultural (SMSC) development of all learners whether they are Christian, of other faiths, or of none?	1
How well does the Christian character of the school prepare learners to become responsible citizens?	1
How well do key Christian values motivate the relationships between all members of the school community?	1
How well is the spiritual development of learners enhanced by the school environment?	1

**What is the impact of Collective Worship on the School?**

How positive are learners' attitudes to collective worship?	2
To what extent do learners and staff derive inspiration, spiritual growth and affirmation from worship?	2
How well does collective worship develop learners' understanding of Anglican traditions and practice?	2
How effectively is the importance of worship demonstrated in the life of the school?	2

**\*How effective is the Religious Education provided by the school?**

How high are the standards and how well do all learners achieve in RE?	2
How effective are learning and teaching in RE?	2
To what extent do learners of all faiths and of none demonstrate a positive attitude towards RE?	2
How well does RE contribute to the spiritual and moral development of all learners?	1
To what extent does RE promote the distinctive Christian character of the school?	2
To what extent does RE promote community cohesion through an understanding of and respect for diverse faith communities?	2
How effectively is the importance of RE demonstrated in the life of the school?	2

**How effective are the leadership and management of the school as a church school?**

How well has the school leadership (including governors) engaged with distinctive Christian values in developing their vision for the school?	1
How well is this vision understood by all stakeholders?	1
How well do leaders and governors ensure that this vision is put into practice by all members of the school community?	1
How well are leaders and governors preparing for the future leadership of church schools?	2
How effective is the partnership between the school, the church and the wider community, including the parents?	1

*\* Voluntary Aided*