

St Peter's Church of England Junior School

Inspection report

Unique Reference Number	116492
Local Authority	Hampshire
Inspection number	338830
Inspection dates	30 November–1 December 2009
Reporting inspector	Keith Sadler

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

Type of school	Junior
School category	Voluntary aided
Age range of pupils	7–11
Gender of pupils	Mixed
Number of pupils on the school roll	72
Appropriate authority	The governing body
Chair	John Divall
Headteacher	Janet Southern
Date of previous school inspection	27–28 September 2006
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Introduction

This inspection was carried out by two additional inspectors. The inspectors visited eight lessons and held meetings with governors, staff, and groups of pupils. They observed the school's work and looked at a wide range of documentation which included the school's analysis of pupils' progress, teachers' lesson plans, the school's improvement plan and also pupils' work. In addition, the responses of 30 parents' questionnaires were analysed and their comments taken into account.

The inspection team reviewed many aspects of the school's work. It looked in detail at the following:

- the progress of pupils in Key Stage 2 and whether Year 6 pupils are on track to meet their targets
- what the key improvements in teaching are that have led to the high results achieved in 2009
- how well the curriculum is tailored to meet the needs of groups of pupils, particularly those who have learning difficulties and gifted and talented pupils
- the key improvements in leadership and management that have led to a boosting of progress.

Information about the school

The school serves the parish of St Peter's and almost all the pupils transfer from Yateley Infant School. A few pupils come from the surrounding area. Most pupils are White British and there are a small number from a range of other ethnic backgrounds. None of the pupils is at an early stage of learning English. The proportion of pupils that are eligible for free school meals is average. 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.

Inspection judgements

Overall effectiveness: how good is the school?

2

The school's capacity for sustained improvement

2

Main findings

St Peter's Junior is a good school. It is a happy and effective school in which pupils achieve well and feel safe. It has made across-the-board improvements since the previous inspection and this has been driven by the new headteacher who provides outstanding leadership. She has garnered the support and skills of the teaching staff and has improved provision, raised attainment, and morale throughout the whole staff is high. Attainment is now significantly above average and this marks a sharp rise in standards. Current Year 6 pupils are on course to sustain the high standards of the 2009 leavers. Pupils thoroughly enjoy school and learning and their personal development is good. This is because the care and support provided for pupils is excellent and there is an inclusive and supportive atmosphere that pervades all classes.

Teaching is much stronger than at the time of the previous inspection. Teachers motivate pupils well so they are keen to learn. Almost all teaching is of good quality and because there has been a marked improvement in the use of data to track pupils' progress, teachers are now able to ensure that work set provides a good challenge for all groups of pupils. This is one of the strengths of the teaching throughout the whole school. There has been a strong focus on developing learning, and lessons are characterised by teachers being clear about what is to be learnt and also what the pupils need to do to meet lesson objectives. However, although marking is thorough and supportive, teachers do not mark work against lesson objectives and hence some pupils are unclear about what they have to do to improve their work.

The headteacher has drawn effectively on local authority and national initiatives as part of the successful drive to raise standards. In particular, this has helped to improve the quality of learning in English and mathematics. In addition, the close monitoring of pupils' progress means that any pupils in danger of slipping behind are quickly identified and targeted support is given. As a result, those who find learning hard make good progress towards their individual targets.

It is not only the leadership of the headteacher that has improved. Working in close partnership with the deputy headteacher, an extended programme of professional development has benefited all groups of staff. Support staff, for example, are trained well and provide good guidance, particularly for vulnerable pupils. Extensive training for the teaching staff has enabled them to be clear about their roles and responsibilities for the areas in which they lead. However, even though there has been an improvement in subject leadership, these teachers are not yet sufficiently involved in the monitoring of provision and standards in their areas. Nonetheless, the monitoring of provision and attainment is good overall. Close checking on progress

and teaching has enabled senior leaders and governors to identify and tackle weaknesses, enabling them to improve provision, for example, in English and mathematics. Their success in tackling the issues from the previous inspection, in improving teaching and learning, and in the sharp and sustained rise in attainment and rates of progress show the school's good capacity for further improvement.

What does the school need to do to improve further?

- Improve the quality of marking by ensuring that teachers focus more closely on the extent to which pupils meet lesson success criteria.
- Strengthen the role of subject managers in the monitoring of teaching and learning.

Outcomes for individuals and groups of pupils

2

Pupils' attainment and progress have improved considerably since the last inspection. Standards are now significantly above average and, in the case of English, exceptionally high. Progress measures from pupils' starting points which in 2007 were very low. They have shot up so that in the 2009 national tests the Year 6 pupils showed outstanding progress. The work seen in lessons and from pupils' books shows that progress is good for both girls and boys and is especially so for the many pupils who have special educational needs and/or disabilities. The reason for such an improvement is because teaching is more focused and work set is challenging for all groups. For example, in a good Year 6 literacy lesson when the pupils were identifying the key characteristics of narrative fiction, the teacher challenged pupils to identify aspects of each other's books that they were currently reading. This captured the pupils' interest and made the learning real for them. The proportion of pupils gaining the highest Level 5 in the Year 6 national tests rose in 2009 and is now average. This is the result of teaching that has ensured that the higher-attaining pupils are now consistently challenged to do their best. This marks good progress from below average starting points for the higher-ability pupils.

Parents are overwhelmingly supportive of the school. One parent's comment summarised many when she wrote, 'Every person working at the school strives to develop the pupils into good rounded citizens. The school has a very friendly and welcoming atmosphere and the children are always polite and helpful'. Inspectors agree. Because the care and support for the pupils is good and staff have good relationships with pupils, they behave well and have positive attitudes to learning. Although some parents voice concerns about behaviour, behaviour is consistently good. The school does have some pupils who have particular emotional and behavioural difficulties and these pupils are supported particularly well and their behaviour rarely impacts on others. Pupils feel safe at school and they have a good understanding of how to keep safe. They enjoy the many opportunities that they have to take on responsibility, and current school councillors are proud of the role that they are looking forward to playing in making the school better.

As a consequence of the school's work to attain the national award, pupils show a strong understanding of the need for regular exercise and a healthy diet. They

thoroughly enjoy the 'Activate' – the short sessions that start each morning and afternoon. 'This helps my brain to get ready', said a Year 5 girl. Others point out the many opportunities that are available for them to play sports and games.

These are the grades for pupils' outcomes

Pupils' achievement and the extent to which they enjoy their learning	2
Taking into account:	
Pupils' attainment ¹	2
The quality of pupils' learning and their progress	2
The quality of learning for pupils with special educational needs and/or disabilities and their progress	2
The extent to which pupils feel safe	2
Pupils' behaviour	2
The extent to which pupils adopt healthy lifestyles	2
The extent to which pupils contribute to the school and wider community	2
The extent to which pupils develop workplace and other skills that will contribute to their future economic well-being	2
Taking into account:	
Pupils' attendance ¹	2
The extent of pupils' spiritual, moral, social and cultural development	2

How effective is the provision?

Almost all teaching is of good quality. Teachers manage the pupils well and this helps the pupils to be attentive and engaged. Pupils are keen to answer questions and all teachers provide many opportunities for all to answer by frequently giving the pupils the opportunity to respond to their partner. Teachers provide interesting and enjoyable activities that are generally matched well to the pupils' learning needs, particularly in English and mathematics. Improvements in the tracking of pupils' progress ensure that teachers group pupils effectively so that all learn at their own level. This has been a key factor in accelerating progress since the last inspection. Teachers invariably ensure that pupils understand what is being learned; not only in each lesson, but also in how each lesson builds on previous progress. However, their marking, although thorough and supportive, does not focus sufficiently well on the success criteria that have been identified.

There have been considerable improvements in the curriculum. Teachers' planning successfully links literacy tasks across the whole curriculum and this enables learning to be more meaningful. Senior staff rightly recognise that there is now a need to ensure that teachers consistently plan for the basic skills of numeracy and information and communication technology (ICT) as well as literacy in topic work. There has been a marked improvement in ICT resources since the previous inspection and this, too, enables pupils to practise skills in many subjects. There is an exceptionally wide range of extra-curricular activities for the pupils to enjoy and

¹ The grades for attainment and attendance are: 1 is high; 2 is above average; 3 is broadly average; and 4 is low

some, such as the homework club, are particularly popular. The curriculum is enlivened by a number of themed weeks such as the annual grounds week and also science and 'Countries of the World'. Pupils proudly show their work of Japan and say how much they enjoyed this event.

The school caters extremely well for its many vulnerable pupils. This includes very effective specialist support for helping those pupils who have emotional difficulties and also for quiet children. One parent wrote, 'Over the last two years I have seen my daughter's confidence grow far more than my husband and I could imagine'. Another, who stated that her son has special educational needs wrote, 'I have always felt he is well supported. All staff show compassion and understanding towards my child's needs'. These comments characterise the school's very caring approach. Very close links are firmly established with other agencies to ensure that the pupils' well-being is well maintained. Specialist support for the above average number of pupils who have statements of special educational needs enables them to progress well because there is very well-tailored care and support for them.

These are the grades for the quality of provision

The quality of teaching	2
Taking into account:	
The use of assessment to support learning	2
The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships	2
The effectiveness of care, guidance and support	1

How effective are leadership and management?

The headteacher has transformed the school. Previously the school was satisfactory in almost all areas. It is now good in all areas and the care, guidance and support are outstanding. While, of course, the headteacher is unable to do this alone, it is her determination, drive and commitment that have captured the enthusiasm of all the staff to help to improve the school. Working in close partnership with the governors, she has added rigour and accountability to the school's staff which all have relished. This is because the staff have been given additional responsibilities and good training to meet their new roles. All groups of staff say that they recognise how this has made them more effective and brought about improvement in the school. Teamwork is strong despite the impending closure of the school. All the staff are determined to ensure that the school improves even further over the next two terms that it is open. Even though subject leaders monitor aspects of provision, such as teachers' planning, at present they recognise that their role in checking the quality of teaching and learning is underdeveloped. The school's improvement plan is focused on relevant priorities that include careful planning for the well-being of staff and pupils as the school draws towards closure. Partnerships are strong and the school benefits from being part of the Yateley cluster, such as from the good quality additional provision for the more able pupils that this brings, as well as from close working links with the local authority.

The school works as a harmonious community. Pupils value and take an interest in

the different backgrounds of their peers. Community cohesion is satisfactory overall. Closely allied to the church, the school serves its community well. There has been a good thrust towards developing cohesion with the infant school. However, the broader perspectives of the global dimension are less strongly developed. However, the school is not in a position to embark on longer-term development projects. A deep commitment ensures equal opportunity and this is reflected in the school's inclusive provision. In the past, higher-attaining pupils did not progress as well as others, but this is not now the case. The school is vigilant in ensuring that checks are made on the suitability of all adults working with pupils. All child protection arrangements are met in full and the health and safety of staff and pupils receive high priority.

Governance is good. Governors have a clear understanding of the strengths of the school and they meet their responsibilities well. They provide strategic direction in supporting the school's improvement as well as taking the bold and appropriate decision to merge with the partner infant school.

These are the grades for leadership and management

The effectiveness of leadership and management in embedding ambition and driving improvement	2
Taking into account: The leadership and management of teaching and learning	2
The effectiveness of the governing body in challenging and supporting the school so that weaknesses are tackled decisively and statutory responsibilities met	2
The effectiveness of the school's engagement with parents and carers	2
The effectiveness of partnerships in promoting learning and well-being	2
The effectiveness with which the school promotes equality of opportunity and tackles discrimination	2
The effectiveness of safeguarding procedures	2
The effectiveness with which the school promotes community cohesion	3
The effectiveness with which the school deploys resources to achieve value for money	2

Views of parents and carers

Almost half the families responded to the questionnaire. Responders were almost unanimous in saying that overall they are happy with their children's experiences at the school. They were unanimous in saying that teaching is good, that their children are kept safe, and that the school promotes a healthy lifestyle and prepares them well for the next stage in their education. Parents were also unanimous in saying that the school is well led and managed. Inspectors agree with the parents' comments.

Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at St Peter's C of E Junior School to complete a questionnaire about their views of the school.

In the questionnaire, parents and carers were asked to record how strongly they agreed with 13 statements about the school.

The inspection team received 30 completed questionnaires by the end of the on-site inspection. In total, there are 72 pupils registered at the school.

Statements	Strongly agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	21	70	8	27	1	3	0	0
The school keeps my child safe	21	70	9	30	0	0	0	0
The school informs me about my child's progress	12	40	17	57				
My child is making enough progress at this school	20	67	9	30	1	3	0	0
The teaching is good at this school	21	70	9	30	0	0	0	0
The school helps me to support my child's learning	16	53	13	43	1	3	0	0
The school helps my child to have a healthy lifestyle	21	70	9	30	0	0	0	0
The school makes sure that my child is well prepared for the future (for example changing year group, changing school, and for children who are finishing school, entering further or higher education, or entering employment)	22	73	7	23	0	0	0	0
The school meets my child's particular needs	20	67	8	27	2	7	0	0
The school deals effectively with unacceptable behaviour	13	43	11	37	4	13	2	7
The school takes account of my suggestions and concerns	15	50	12	40	1	3	2	7
The school is led and managed effectively	14	47	15	50	0	0	0	0
Overall, I am happy with my child's experience at this school	20	67	8	27	1	3	0	0

The table above summarises the responses that parents and carers made to each statement. The percentages indicate the proportion of parents and carers giving that response out of the total number of completed questionnaires. Where one or more parents and carers chose not to answer a particular question, the percentages will not add up to 100%.

Glossary

What inspection judgements mean

Grade	Judgement	Description
Grade 1	Outstanding	These features are highly effective. An outstanding school provides exceptionally well for all its pupils' needs.
Grade 2	Good	These are very positive features of a school. A school that is good is serving its pupils well.
Grade 3	Satisfactory	These features are of reasonable quality. A satisfactory school is providing adequately for its pupils.
Grade 4	Inadequate	These features are not of an acceptable standard. An inadequate school needs to make significant improvement in order to meet the needs of its pupils. Ofsted inspectors will make further visits until it improves.

Overall effectiveness of schools inspected between September 2007 and July 2008

Type of school	Overall effectiveness judgement (percentage of schools)			
	Outstanding	Good	Satisfactory	Inadequate
Nursery schools	39	58	3	0
Primary schools	13	50	33	4
Secondary schools	17	40	34	9
Sixth forms	18	43	37	2
Special schools	26	54	18	2
Pupil referral units	7	55	30	7
All schools	15	49	32	5

New school inspection arrangements were introduced on 1 September 2009. This means that inspectors now make some additional judgements that were not made previously.

The data in the table above were reported in The Annual Report of Her Majesty's Chief Inspector of Education, Children's Services and Skills 2007/08.

Percentages are rounded and do not always add exactly to 100. Secondary school figures include those that have sixth forms, and sixth form figures include only the data specifically for sixth form inspection judgements.

Common terminology used by inspectors

Achievement:	the progress and success of a pupil in their learning, development or training.
Attainment:	the standard of the pupils' work shown by test and examination results and in lessons.
Capacity to improve:	the proven ability of the school to continue improving. Inspectors base this judgement on what the school has accomplished so far and on the quality of its systems to maintain improvement.
Leadership and management:	the contribution of all the staff with responsibilities, not just the headteacher, to identifying priorities, directing and motivating staff and running the school.
Learning:	how well pupils acquire knowledge, develop their understanding, learn and practise skills and are developing their competence as learners.
Overall effectiveness:	<p>inspectors form a judgement on a school's overall effectiveness based on the findings from their inspection of the school. The following judgements, in particular, influence what the overall effectiveness judgement will be.</p> <ul style="list-style-type: none"> ■ The school's capacity for sustained improvement. ■ Outcomes for individuals and groups of pupils. ■ The quality of teaching. ■ The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships. ■ The effectiveness of care, guidance and support.
Progress:	the rate at which pupils are learning in lessons and over longer periods of time. It is often measured by comparing the pupils' attainment at the end of a key stage with their attainment when they started.

2 December 2009



Dear Pupils

Inspection of St Peter's CofE Junior School, Yateley, GU46 6XH

We really enjoyed meeting you and finding out about your school. We agree with you that yours is a good school. This means that it not only helps you to do your best, but that all the adults make sure you grow up as caring, sensible young people. I really enjoyed hearing about all the good things that your school councillors told me about your school. I know that you particularly enjoy the 'Activate' sessions and also the opportunity to visit the Isle of Wight for your residential. I know that those of you in Years 3, 4 and 5 are a little anxious about the school closing. This is understandable because you enjoy your school so much. However, you are going to a new school, not going back to the infants! This letter is to tell you what we found when we visited.

- I can understand why both you and your parents told us that you enjoy school because all the adults look after you exceptionally well and make sure that you are happy and safe and that you enjoy your time at school.
- Your headteacher is doing an excellent job and together with the staff she makes sure that your school runs smoothly and well.
- You work hard and behave well and your teachers help you make good progress by making lessons interesting. Teachers provide a good range of things for you to do both in lessons and in the many clubs that you enjoy.
- You have a good understanding of how to keep healthy. You told me about what you like to eat and the sports you like to play.

Even in such a good school as yours, there are things that could be improved. I have asked your teachers to make sure that when they mark your work that they make some comments about how well you have met the success criteria. I have also asked your teachers to check out how good your lessons are in the subjects for which they have responsibility so that they can see how well you are doing for themselves instead of relying on your headteacher to tell them.

I hope that you will all enjoy your remaining time at St Peter's and I know that all the adults in St Peter's will make sure that your move to the new school will be as pleasant as it can be for you.

Yours sincerely

Keith Sadler
Lead inspector

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