

St Peter's Church of England Aided Junior School

Church Avenue, Farnborough, Hampshire GU14 7AP

Inspection dates

24 to 25 April 2019

Overall effectiveness	Requires improvement
Effectiveness of leadership and management	Requires improvement
Quality of teaching, learning and assessment	Requires improvement
Personal development, behaviour and welfare	Requires improvement
Outcomes for pupils	Requires improvement
Overall effectiveness at previous inspection	Requires improvement

Summary of key findings for parents and pupils

This is a school that requires improvement

- Leaders and governors have not improved the quality of teaching sufficiently since the previous inspection to ensure that all groups of pupils achieve consistently well.
- Numerous staff changes have hampered the pace of development in the school during the past two years.
- While the quality of teaching and learning is better than at the time of the previous inspection, weaknesses remain.
- While some pupils achieve well, others make less progress than they should.
- Gaps in pupils' knowledge and understanding are significant barriers to their learning.
- Disadvantaged pupils make slower progress than other pupils nationally.
- Some pupils lack the skills needed to maintain concentration during lessons and to persevere when activities are demanding.
- Adults' expectations of pupils' behaviour during playtimes are not sufficiently high.
- Pupils' behaviour in the playground varies. While most behave well, a small minority give too little thought to the effects of their behaviour on others.
- Leaders do not use recently established monitoring procedures rigorously enough to check that developments in teaching are fully sustained.

The school has the following strengths

- The headteacher has developed a knowledgeable and committed team of leaders. She is ably supported by the deputy head teacher and by an increasingly effective group of subject leaders.
- Leaders work well together as a team. They support and challenge each other effectively and are clear about their accountability for the school's performance.
- Leaders have established a consistent system for assessing pupils' progress.
- Improvements in subject leadership and governance since the previous inspection have ensured that the school is well placed to secure the further improvements needed.
- Leaders have developed and extended the curriculum well during the past two years. As a result, the teaching of English and mathematics builds more securely on pupils' knowledge and understanding than before.
- Pupils feel safe and valued in school. They are friendly, polite and welcoming.

Full report

What does the school need to do to improve further?

- Make sure that improvements in the quality of teaching are fully established in all year groups so that all pupils, including disadvantaged pupils, make consistently strong progress.
- Improve pupils' behaviour by making sure that:
 - adults have consistently high expectations of pupils' behaviour during playtimes and address pockets of unruly behaviour promptly
 - pupils develop the personal skills and positive attitudes needed to enable them to persevere and apply themselves when they find the work in lessons difficult.
- Make sure that leaders make better use of improved monitoring procedures to check that developments in teaching are fully established in all year groups.

Inspection judgements

Effectiveness of leadership and management

Requires improvement

- Leaders and governors have not secured consistently effective teaching in all year groups. As a result, pupils' rates of progress are uneven across the school. Some do not achieve as well as they should.
- Improvements in the use of pupil premium since the previous inspection have not been sufficient to ensure that disadvantaged pupils make strong progress. Disadvantaged pupils achieve less well than other pupils nationally with similar starting points.
- Senior leaders have eradicated a number of significant weaknesses in teaching since the previous inspection. As a result, teaching is better than it was two years ago. However, developments in teaching have been hampered by numerous changes in staffing and are not fully established in all year groups.
- Leaders and governors have introduced suitable procedures for checking the school's performance and for reviewing improvements in teaching and learning. However, they are not using these mechanisms well enough to ensure that improvements in teaching are consistently in place in all year groups.
- Leaders responded promptly and seriously to the findings of a pupil premium review, which was completed shortly after the previous inspection. For example, they made sure that extra support for pupils was timetabled appropriately to ensure that pupils no longer missed important learning in the classroom while receiving help. More recently, leaders have introduced opportunities for parents and teachers to discuss disadvantaged pupils' needs in greater depth. As a result, teachers are clear about some of the barriers to pupils' achievement and are more able to support pupils' learning. However, inconsistencies in the quality of teaching mean that these improvements have not made the considerable difference needed to ensure that disadvantaged pupils achieve as well as they should across the curriculum.
- The school is now benefiting from a more settled phase. Strengthened communication, developments in leadership and improvements in teaching mean that parental confidence in the school is returning. A number of parents who completed Ofsted's online questionnaire, Parent View, commented on improvements in the school's work since the previous inspection. One parent summed up the views of many when she commented, 'I've seen the school at its best and at its worst. The school is now showing very positive signs of improvement'.
- The headteacher and deputy headteacher have an accurate view of the school's performance. While they are understandably pleased with recent developments in the school's work, they are also acutely aware of the need to maintain the pace of improvement. They are rightly focused on making sure that developments in teaching are fully established across the school.
- Subject leaders are committed to playing their part in the school's ongoing development. They are knowledgeable about teaching and clear about the need for further improvements. One commented perceptively, 'We've come a long way – but we know that there's more to be done.'

- Subject leaders have successfully reviewed and revised the teaching of English, mathematics and science in the past two years. They provide good-quality training to support teachers in developing their practice and say that teachers and senior leaders value their ideas and views.
- Teachers have higher expectations of pupils' learning than was the case previously. As a result, teaching provides pupils of all abilities with more opportunities to master the knowledge and skills needed to achieve well.
- Developments in the curriculum during the past two years have ensured that pupils learn a broad, balanced and engaging range of subjects. Numerous opportunities for pupils to participate in events, clubs and visits have strengthened pupils' learning, as well as their enjoyment of school.
- The curriculum contributes well to the development of pupils' spiritual, moral, social and cultural development. Pupils learn about a number of world religions and speak respectfully about different beliefs. Opportunities to participate in assemblies and services, as well as trips to places of worship, contribute well to pupils' understanding of the significance of religion in the everyday lives of many people in Britain and around the world.
- The curriculum prepares pupils well for life in modern Britain. British values are promoted consistently and effectively alongside the school's own religious values. The older pupils talk enthusiastically and maturely about their participation in a range of activities, such as opportunities to captain sports teams, interview the church rectors or help to show new pupils around the school.
- Leaders use additional funding for special educational needs to support well those pupils with special educational needs and/or disabilities (SEND). The headteacher makes sure that teachers and teaching assistants are aware of pupils' needs and liaises well with parents about their children's progress.
- The local authority has invested a wide range of valuable support for the school's development since the previous inspection. For example, local authority advisers have worked constructively with the headteacher, deputy headteacher, subject leaders and teachers to improve aspects of teaching, particularly in English and mathematics.

Governance of the school

- The quality of governance has improved since the previous inspection. However, it is too early for improvements in governors' monitoring roles to have impacted fully on the school's development.
- Improvements in governors' roles mean that they are much clearer about what to look for when visiting the school or when meeting leaders. For example, one governor said, 'We're much better at asking questions of leaders during meetings – and we always ask about the difference that developments have made to pupils' learning.'
- Governors are ambitious for the school and work constructively with school leaders. They share leaders' frustration that improvements in the school's work have taken longer to secure than anticipated. However, they also recognise considerable developments and say that the school is 'a different place now'.

Safeguarding

- The arrangements for safeguarding are effective.
- Leaders have established a shared understanding of safeguarding responsibilities throughout the school community. Adults keep a watchful eye on pupils' safety and are quick to report any concerns.
- Leaders take prompt action when any queries are raised about pupils' welfare. They work effectively with a range of agencies, such as children's services, to share information and expertise.
- Leaders make sure that the school is a tidy, well-organised and safe learning environment. Well-established routines, such as walking on the left-hand side on the staircases, are followed by pupils and staff alike, so that there is no fuss when moving between classrooms. As a result, the school operates smoothly, calmly and efficiently.
- Regular training ensures that the designated safeguarding leads, governors and all members of staff are well qualified in safety matters and knowledgeable about safeguarding procedures. As a result, safeguarding procedures are understood and followed consistently. Staff recruitment checks are completed promptly and maintained effectively.

Quality of teaching, learning and assessment

Requires improvement

- Teaching is not strong enough to ensure that all groups of pupils achieve as well as they should, including those who are disadvantaged. Inconsistencies in the quality of teaching mean that some pupils make better progress than others.
- Historical weaknesses in teaching have caused significant gaps in some pupils' knowledge and learning. Teaching is not strong enough to address and rectify these weaknesses quickly or fully enough.
- Teachers' expectations of pupils' behaviour during playtimes are not high enough. They do not always address the unruly behaviour of a small number of pupils during playtimes sufficiently well.
- Parents' mixed views of teaching reflect differences in children's individual experiences of school. Many parents speak very positively about the quality of teaching. However, others describe concerns about weaknesses in teaching and the negative impact this is having on their children's learning.
- Teachers are keen to improve their practice and are working hard to implement developments introduced since the previous inspection. As a result, the quality of teaching and learning has improved considerably during the past two years.
- Ongoing improvements in teaching are ensuring that pupils develop an increasingly secure knowledge and understanding across a range of subjects, and particularly in English, mathematics and science.
- Teachers' expectations of pupils' learning are higher than previously. Teaching deepens and extends pupils' understanding with increasing success, particularly for the most able pupils.
- Improvements in procedures for assessing and monitoring pupils' progress have

ensured that teachers are clear about pupils' starting points and needs, including for disadvantaged pupils, the most able pupils, and for those pupils with SEND.

- The teaching of mathematics is improving. For example, changes in the design of the curriculum mean that pupils of all abilities have opportunities to tackle demanding mathematical problems and they are making better progress as a result.
- Effective training has strengthened teachers' understanding of how to teach specific reading and writing skills. High-quality texts are used to good effect to develop pupils' understanding of different genre and to stimulate consideration of character, plot and vocabulary. One pupil said, 'We used to spend a shorter time on each book and move on quickly. Now we spend more time studying each class book and so we get a more in-depth understanding'.
- The school's well-stocked library, including a range of challenging books for most-able readers, contributes well to pupils' enjoyment of reading.
- Pupils have noticed the difference that improvements in teaching are having on their learning. For example, one pupil said, 'We used to get a really quick explanation of what we needed to do and then we were expected to get on with it. Now we get proper explanations so we understand what we need to do and why.'

Personal development, behaviour and welfare

Requires improvement

Personal development and welfare

- The school's work to promote pupils' personal development and welfare requires improvement.
- Pupils' attitudes to learning are not consistently strong enough. Some pupils find it difficult to maintain attention during lessons, particularly when challenging activities require them to think hard and persevere. Instead, some pupils fidget and fiddle during lessons, or chat to their classmates, when they should be concentrating on learning. As a result, teaching is interrupted.
- Many pupils are keen to learn and want to do well. They listen carefully to their teachers during lessons, work hard and take care with their work.
- Pupils feel safe and secure in school. They say that adults look after them and sort out any problems. One commented, 'Teachers are kind,' while another said, 'Everyone believes in each other and friends are always helpful.'
- Bullying is rarely a problem and quickly addressed by leaders if it arises. Pupils say that they have no concerns about bullying. Most parents who completed Ofsted's online questionnaire confirm this positive picture.
- Pupils enjoy school and attend well. Attendance was above the national average for primary schools in 2018.

Behaviour

- The behaviour of pupils requires improvement.
- A small minority of pupils find it difficult to moderate their own behaviour during playtimes. At times, their boisterous behaviour bothers and disturbs other pupils in the playground, and these pupils say that this behaviour spoils their enjoyment of playtime. Adults do not always respond fully enough during playtimes when this is the case.
- Leaders provide increasingly effective support for the small number of pupils who have significant personal and behavioural needs, particularly during lesson time.

Outcomes for pupils

Requires improvement

- Inconsistencies in teaching cause variations in the quality of pupils' learning and progress across the school. While developments in teaching during the past year have secured improvements in pupils' learning, the overall picture of pupils' progress remains uneven across the school.
- Historical weaknesses in teaching have left some pupils with significant gaps in their knowledge which hamper their progress, particularly in English and mathematics. For example, during the inspection some pupils struggled to complete work on fractions and shape because they did not know the names or properties of regular two-dimensional shapes.
- Disadvantaged pupils' outcomes have been slower to respond to improvements in teaching than other groups of pupils. Disadvantaged pupils make slower progress than their classmates and other pupils nationally in English and mathematics.
- In 2018, standards at the end of key stage 2 were higher than the national averages in reading, writing and mathematics. However, this positive picture at the end of Year 6 masks variations in pupils rates of progress across the school.
- Recent improvements in the quality of support for pupils who are at risk of falling behind are making a notable difference to pupils' learning and to their self-esteem, particularly in mathematics. One pupil told inspectors, 'There's more help now for those pupils who need extra support.' The work in pupils' books confirms this improving picture. However, it is too soon for these developments to have impacted fully on all pupils' outcomes across the school.
- The most able pupils make better progress than other groups and achieve well. By the end of Year 6, the proportion of pupils achieving the higher standards in reading, writing and mathematics in 2018 was above the national averages. One pupil said, 'I think learning has improved for all pupils, including the most able pupils, because pupils are aiming higher and they believe that they can go higher too.'
- Recent improvements in teaching have not gone unnoticed by pupils. They are pleased with the difference that changes in teaching have made to their learning. For example, one pupil said, 'Learning has improved because I'm doing harder work now and so my brain has to work more.'

School details

Unique reference number	116388
Local authority	Hampshire
Inspection number	10088130

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 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	209
Appropriate authority	The governing body
Chair	Janet Ruthven
Headteacher	Alison Good
Telephone number	01252 543 320
Website	www.stpeterscofejuniorschool.co.uk
Email address	adminoffice@st-peters-jun.hants.sch.uk
Date of previous inspection	21 to 22 March 2017

Information about this school

- The school is larger than the average-sized junior school.
- The proportion of pupils who are supported by the pupil premium is higher than the national average.
- The proportion of pupils with SEND is below the national average.
- Most pupils are White British. The proportion of pupils who speak English as an additional language is below the national average.
- The school has a breakfast club and an after-school club. Both clubs are operated by private providers and were not included in this inspection.
- The English, mathematics and science leaders have been appointed since the previous inspection.
- A section 48 inspection took place on 21 June 2017, when the school's religious provision was judged 'satisfactory'.

Information about this inspection

- The inspection team visited all classes with a senior leader.
- Inspectors held discussions with the headteacher, senior leaders, subject leaders and a local authority representative. Inspectors also met with two governors, including the chair of the governing body.
- The inspection team took account of 57 responses to Ofsted's online questionnaire, Parent View, including 40 free-text comments, as well as the views expressed by parents informally during the school day. Inspectors also considered 12 responses to the staff questionnaire and a number of letters from members of staff.
- Inspectors observed the school's work and considered a range of documents, including safeguarding policies, the school's self-evaluation document and information about pupils' progress and attendance.
- The inspection team looked at a sample of pupils' work provided by the school, as well as looking at pupils' work in lessons. Inspectors listened to pupils in Years 3 and 6 reading.

Inspection team

Julie Sackett, lead inspector

Ofsted Inspector

Clementina Aina

Ofsted Inspector

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