

# Liphook Church of England Controlled Junior School

Avenue Close, Liphook, Hampshire, GU30 7QE

## Inspection dates

6–7 November 2014

|                                |                      |             |          |
|--------------------------------|----------------------|-------------|----------|
| <b>Overall effectiveness</b>   | Previous inspection: | Good        | 2        |
|                                | This inspection:     | <b>Good</b> | <b>2</b> |
| Leadership and management      |                      | Good        | 2        |
| Behaviour and safety of pupils |                      | Good        | 2        |
| Quality of teaching            |                      | Good        | 2        |
| Achievement of pupils          |                      | Good        | 2        |

## Summary of key findings for parents and pupils

### This is a good school.

- The executive headteacher, head of school and governors have worked well together to ensure that standards continue to improve.
- Leaders are effective in monitoring progress and the quality of teaching. They have high expectations and clear vision for the continued improvement of the school.
- Standards have been steadily rising every year. From above-average starting points, pupils make good progress and typically achieve significantly above the national average by the end of Key Stage 2.
- Those who are more able achieve above the national average in reading, writing and mathematics.
- Disabled pupils and those with special educational needs make good progress.
- Pupils' spiritual, moral social and cultural development is good. Pupils have numerous opportunities to make a positive contribution to school life.
- Pupils feel very safe at the school and parents are very supportive of the care offered to their children. Pupils behave well. Attendance is above average.
- Teachers plan interesting lessons which are well matched to the needs and abilities of pupils. Marking and feedback clearly show pupils how they can improve their work.
- Teaching assistants make a positive contribution to learning.

### It is not yet an outstanding school because

- There are still some gaps between the attainment of disadvantaged pupils and their peers, particularly in Years 5 and 6.
- The existing system for keeping a check on pupils' progress is not appropriate for the new National Curriculum.

## Information about this inspection

- Inspectors observed pupils' learning in 22 lessons and part lessons. Five were observed jointly with senior leaders. In addition, the inspectors heard pupils reading in Year 6.
- Books in every year group were examined.
- Meetings were held with a group of pupils, the Chair and other members of the Governing Body and school staff. A discussion was held with a representative from the local authority.
- Inspectors took account of 80 responses to the online questionnaire, Parent View.
- Inspectors observed the school's work and analysed a large range of documents and policies, including the school's own data on pupils' current progress and its planning and monitoring documents. They also examined records relating to behaviour, attendance, risk analysis and safeguarding.
- The views of staff were analysed through the 23 responses to the staff questionnaire.

## Inspection team

|                           |                      |
|---------------------------|----------------------|
| Liz Bowes, Lead inspector | Additional inspector |
| George Long               | Additional inspector |
| Roger Fenwick             | Additional inspector |

## Full report

### Information about this school

- Liphook Church of England Controlled Junior School is larger than the average-sized primary school. It federated with Liphook Infant School in 2011. The leadership team consists of an executive headteacher, who is in charge of both schools, and a head of school. There is a joint governing body responsible for both the infant and junior school.
- The proportion of pupils known to be eligible for support through pupil premium is 13%. This is lower than the national average. Pupil premium is additional funding provided by the government for disadvantaged pupils.
- The proportion of pupils who have a disability or special educational needs is about average.
- The majority of pupils are of White British heritage.
- One pupil attends an alternative provision for two days a week.
- In 2013 the school met the government floor standards, which are the minimum expectations for pupils' attainment and progress.
- The executive headteacher provides support to schools in Hampshire and the Isle of Wight.

### What does the school need to do to improve further?

- Ensure that disadvantaged pupils, particularly in Year 5 and 6, attain in line with their peers and that gaps with all pupils nationally continue to close.
- Ensure that the system to check on pupils' progress is suitable for the increased expectations of the new National Curriculum.

## Inspection judgements

### The leadership and management are good

- Since her arrival, the executive headteacher has fostered ever closer links with the federated infant school. This has resulted in many benefits, such as the smooth transition for pupils between the infant and junior school. One of the reasons pupils make good progress in developing their skills in reading, writing and mathematics is due to the consistent teaching approaches adopted by the two schools.
- All governors and senior leaders demonstrate an ambitious commitment to continue to make improvements. They have an accurate understanding of the school's strengths and areas for development.
- Key to achieving good standards has been the regular monitoring of pupils' progress. However, the present tracking system for monitoring pupils' progress is not suitable for the increased expectations of the new National Curriculum. The school has identified that this will need to be developed.
- Middle leadership is well developed and those concerned carry out their duties effectively. They have a positive impact on improving the quality of teaching because they regularly observe lessons. The special educational needs leader makes sure that the progress of those pupils under her care is carefully tracked.
- There are effective systems in place for monitoring staff performance. There is clear alignment between salary progression and pupils' achievement, and the link is clearly understood by all staff.
- There are strong partnerships with parents, who are very supportive of the school. Many like the fact that there are so many similarities between the two schools. For example, one parent said, 'I really like the learning hearts that both the infant and junior school use to encourage good learning behaviours.' Parents praised the mentoring system, where parent volunteers and governors help individual pupils with reading and mathematical skills.
- The school fosters good relations with the local community and support agencies. It is committed to equality of opportunity and works hard to ensure that no pupil is discriminated against. The school encourages pupils to take responsibility. In many aspects of school life, pupils are encouraged to contribute their ideas and skills, for example as young governors and ambassadors.
- An understanding of British values, tolerance and respect for all faiths are central to the school's ethos. Pupils are well prepared for life in modern Britain. They are given a good understanding of how their education will progress after junior school.
- Leaders rigorously monitor the progress, behaviour and attendance of the pupil who attends an alternative provision.
- The range of subjects that the school teaches is broad and interesting. Two foreign languages are taught, French and Mandarin. Pupils report that they enjoy learning through exciting events such as Egyptian day. They said they liked making their own pyramids and listening to a real archaeologist about the digs she had been on in Egypt. Opportunities such as these develop pupils' spiritual, moral, social and cultural development.
- Additional funding to promote sports and physical education is well spent. The two schools have pooled their funds towards creating a multi-purpose sports pitch that can be used all year round. Pupils have helped raise funds for this facility by holding a sponsored bike ride.
- The local authority provides a light-touch level of support to the school.
- Child protection procedures are effective. The school's arrangements for safeguarding pupils meet statutory requirements.
- **The governance of the school:**
  - Governors are effective and they provide support and challenge to leaders. They have a clear understanding of how well the school is doing, including of the school's data. They regularly visit classes and attend events.
  - They have a thorough understanding of the quality of teaching and ensure that salary progression is closely linked to pupils' performance.
  - Finances are carefully managed so that resources, including sports funding, are used effectively. They are aware that the pupil premium is used more effectively in Years 3 and 4.
  - Governors fulfil their statutory duties.

### The behaviour and safety of pupils are good

#### Behaviour

- The behaviour of pupils is good.
- The majority of parents who responded to the questionnaire consider that behaviour is good. Pupils think that behaviour is good. As one said, 'We are all a happy family here and don't want to upset anyone by

being nasty.’

- Records show behaviour over time is good and there are few incidents of inappropriate behaviour. There have been no permanent exclusions. Effective additional help and support is available for pupils who find managing their own behaviour more challenging. This enables these pupils to make progress in all aspects of their development.
- In lessons, pupils carefully listen to and act on the teachers’ instructions. They are polite with staff and each other. Pupils are keen to please staff and usually try their best in lessons. These positive relationships contribute well to their learning. Behaviour is not outstanding because sometimes a few pupils occasionally lose concentration and disturb the learning of others.
- Pupils become confident individuals because their views are respected by staff. There are numerous opportunities for pupils to develop their spiritual, moral, social and cultural skills. These include residential trips and performances at the O2 arena. Pupils are encouraged to think about the world and their role in it. For example, in Year 5, pupils investigated recycling and the impact on the world if more materials are not recycled.
- Attendance is above the national average.

### Safety

- The school’s work to keep pupils safe and secure is good.
- Pupils are given the skills to become more independent and manage everyday tasks for themselves. They understand how to stay safe on the internet. Pupils also have a good awareness of road safety and the dangers of playing near fires.

Parents did not consider that there were any issues with bullying at the school. Pupils said that they felt safe at school and that bullying was not an issue. Pupils were well aware of the different forms of bullying, including cyber- and homophobic bullying.

## The quality of teaching is good

- Teaching is typically good. Teachers in all year groups carefully assess what pupils already know and carefully plan new learning at the right level of difficulty. However, teaching for disadvantaged pupils is not always ensuring that they make good progress so they keep up with others in the school.
- Teachers encourage pupils to have a real love of reading. For example, when asked about a favourite piece they had read, one pupil had written, ‘I was not the sort of boy who could train a dragon with the mere lifting of an eyebrow.’ The pupil explained that they had chosen this quote because it conveyed mystery and adventure in one short sentence.
- Teaching challenges most pupils appropriately. Marking and teachers’ guidance clearly help pupils to understand how well they are doing and what next step they need to make in order to improve.
- Learning support assistants make an effective contribution to pupils’ learning both in and out of the classroom.
- Wall displays depict the large range of experiences provided by the school. Other classroom displays help pupils with key facts about the subjects they are studying.
- Homework contributes well to moving pupils on in their learning. Many pupils said that they really enjoyed researching topics. One pupil said, ‘If I look on the internet about a subject I can really find out some amazing facts.’

## The achievement of pupils is good

- Typically, pupils arrive from the infant school with starting points that are above national averages in reading, writing and mathematics. Pupils make good progress throughout their time at the school and often achieve significantly above the national average at the end of Key Stage 2.
- The results of those in the current Year 6 when they left the infant school at the end of Key Stage 1 were above average in reading but in line with the national average in mathematics and writing. These pupils have made good progress. Evidence in books and from the school’s own records shows that they are now attaining above the national average in English and mathematics.
- Those who are most able achieve well. Pupils typically attain significantly above national averages for Level 5 in reading and writing. Additionally, as a result of focused teaching, more pupils than the national average attain the highest Level 6 in mathematics.
- Literacy and numeracy skills are carefully developed across a range of subjects. This has a positive impact

on attainment and progress. For example, in history, pupils wrote extensively about their visit to Butser ancient farm.

- Pupils enjoy writing because the school helps them to understand the reasons why writing is so important. When Year 3 were investigating healthy living they learnt about using 'bossy' verbs. Pupils were keen to use these verbs in their own writing to express the importance of the message about healthy eating.
- In mathematics, parents and pupils reported how much they enjoy using the same resources at home as the ones that are used at school. Parents also liked the clear way that the school has explained how mathematics is taught in school.
- Those who have special educational needs and disabilities make good progress from their starting points. Their needs are well met because of the well-focused support that is offered to them. Plans for how the school will provide help in the future are clear and parents are fully involved in the process.
- In 2014, disadvantaged pupils in this school achieved in line with other pupils nationally in reading and mathematics, and were a term ahead of other pupils nationally in writing. When compared to their peers, disadvantaged pupils were three terms behind their peers in reading, two terms behind in writing and four terms behind in mathematics. While the gaps between disadvantaged pupils and their peers are closing, there are still some gaps in attainment, particularly in Year 5 and 6.
- One pupil has just started to attend an alternative provision and their achievement is in line with their peers'.
- Physical activity is well promoted through the additional funding for sports. For example, there has been more training for staff and pupils in several different types of sport. The impact of this training has been to increase pupils' participation in a range of sporting activities and to develop healthier lifestyles.

## What inspection judgements mean

| School | Grade   | Judgement            | Description  |
|--------|---------|----------------------|--|
|        | Grade 1 | Outstanding          | An outstanding school is highly effective in delivering outcomes that provide exceptionally well for all its pupils' needs. This ensures that pupils are very well equipped for the next stage of their education, training or employment.   |
|        | Grade 2 | Good                 | A good school is effective in delivering outcomes that provide well for all its pupils' needs. Pupils are well prepared for the next stage of their education, training or employment.   |
|        | Grade 3 | Requires improvement | A school that requires improvement is not yet a good school, but it is not inadequate. This school will receive a full inspection within 24 months from the date of this inspection.   |
|        | Grade 4 | Inadequate           | <p>A school that has serious weaknesses is inadequate overall and requires significant improvement but leadership and management are judged to be Grade 3 or better. This school will receive regular monitoring by Ofsted inspectors.</p> <p>A school that requires special measures is one where the school is failing to give its pupils an acceptable standard of education and the school's leaders, managers or governors have not demonstrated that they have the capacity to secure the necessary improvement in the school. This school will receive regular monitoring by Ofsted inspectors.</p> |

## School details

|                                |           |
|--------------------------------|-----------|
| <b>Unique reference number</b> | 116330    |
| <b>Local authority</b>         | Hampshire |
| <b>Inspection number</b>       | 448173    |

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

|  |                                 |
|--|---------------------------------|
| <b>Type of school</b>                      | Primary                         |
| <b>School category</b>                     | Voluntary controlled            |
| <b>Age range of pupils</b>                 | 7–11                            |
| <b>Gender of pupils</b>                    | Mixed                           |
| <b>Number of pupils on the school roll</b> | 361                             |
| <b>Appropriate authority</b>               | The governing body              |
| <b>Chair</b>                               | Steve Saycell                   |
| <b>Headteacher</b>                         | Michele Frost                   |
| <b>Date of previous school inspection</b>  | 8 October 2009                  |
| <b>Telephone number</b>                    | 01428 722490                    |
| <b>Fax number</b>                          | 01428 723544                    |
| <b>Email address</b>                       | office@liphook-jun.hants.sch.uk |



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