



Liphook Church of England Controlled Junior School

Inspection Report

Unique Reference Number 116330
Local Authority Hampshire
Inspection number 279793
Inspection date 19 October 2006
Reporting inspector Michael Pye

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

Type of school	Junior	School address	Avenue Close
School category	Voluntary controlled		Liphook
Age range of pupils	7-11		GU30 7QE
Gender of pupils	Mixed	Telephone number	01428722490
Number on roll (school)	366	Fax number	01428723544
Appropriate authority	The governing body	Chair	Mr Nick Hancock
		Headteacher	Mr Richard Blackmore
Date of previous school inspection	8 May 2000		

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Introduction

The inspection was carried out by one Additional Inspector.

Description of the school

This is a larger than average junior school drawing pupils from the local village and surrounding areas. Predominantly White British, there are very few pupils from minority ethnic groups or for whom English is not their first language. The number of pupils with learning difficulties or disabilities is above average. Similarly there are above average numbers of pupils with a statement of special educational need.

Key for inspection grades

Grade 1	Outstanding
Grade 2	Good
Grade 3	Satisfactory
Grade 4	Inadequate

Overall effectiveness of the school

Grade: 2

Liphook is a good school. Governors and staff successfully promote the combining of good academic achievement with a very strong emphasis on pupils' personal development, well-being and care. Pupils enjoy their education, feeling that they are respected and that their views are listened to, and acted upon. Effective management by the headteacher and staff has established an outstanding standard of spiritual, moral, social and cultural education. Pupils benefit from many opportunities to learn about how to live together, to help each other and to discuss any concerns they may have. Parents are very supportive of the school, with one parent writing, 'one gets a sense of purpose, activity and friendliness'.

Careful monitoring has contributed well to the maintenance of good levels of teaching and learning. On occasions opportunities are missed to encourage pupil self-evaluation, to identify what they have found difficult, and then to use such information to inform future planning.

Pupils enter the school with average standards. Over the past four years pupils have consistently achieved well, and in 2005 standards were significantly above the national average. Assessment data and work seen during the inspection confirm pupils' good achievement. In the most recent tests for eleven year olds the standards were broadly average in a year group that had an above average numbers of pupils with learning difficulties. Pupils achieved particularly well in mathematics and science at the higher levels. Boys found mathematical language and problem solving difficult. The school has immediately made changes to the good curriculum to address these issues. Interactive whiteboards and new books have been introduced to raise pupils' motivation.

The co-ordinator has established good procedures for assessment. The school now collects a wide range of information that enables pupils' progress to be well tracked. Those pupils requiring additional support can now be identified at an early stage. Good intervention procedures are introduced and pupils, including those with learning difficulties and disabilities, make good progress.

Staff are committed to the clear vision promoted by the headteacher and the new deputy head. Teamwork has been effectively developed; for example, new subject leaders have been recently appointed. A wide range of people are effectively involved in school development and the school has a good capacity to improve.

What the school should do to improve further

- To improve standards in writing and mathematics for all pupils, particularly boys, through developing more problem-solving exercises across the school.
- Ensure pupils are consistently encouraged to identify what they have found difficult in lessons, and that teachers use the information for future lesson planning.

Achievement and standards

Grade: 2

Pupils enter the school with average standards. Over the past four years there has been a pattern of good achievement and above average standards. Work and assessment data seen during the inspection confirm this picture.

Tests for eleven year old pupils in 2006 showed a different pattern with pupils achieving satisfactorily and attaining average standards in English, mathematics and science. The number of pupils in this year group with learning difficulties and disabilities (LDD) was higher than, for example, the current Year 6. Whilst high attaining pupils in mathematics and science achieved well there was evidence of boys being outperformed by girls particularly in writing and mathematics. The school also identified that some just below average pupils require more support if they are to achieve well and obtain higher standards. Consequently more intervention strategies have been introduced.

Personal development and well-being

Grade: 2

The personal development and well-being of pupils is good. There are a number of additional strengths, particularly the outstanding spiritual, moral, social and cultural education of pupils. They behave well and recognise the importance of positive relationships. When they place poppies on the war graves of Canadian soldiers, and then fed and entertained veterans they demonstrated a well developed sensitivity to the specific needs of others.

Further strengths are their outstanding attention to, and knowledge of healthy lifestyles and their many contributions to the community. Pupils are very active on behalf of charities, and contribute in many good ways to local village life. They are extremely eager to use the 'huff and puff' equipment at lunchtimes, and are very active in the playground. The 'wing captains' reflect pupils' views and help arrange activities on behalf of others. 'Befrienders' help ensure pupils have company during breaks.

Pupils enjoy their education and have a good awareness of how to stay safe. Their information and communication technology (ICT) skills help prepare them well for later life. After a period of relative decline, attendance is now satisfactory.

Quality of provision

Teaching and learning

Grade: 2

Consistent monitoring helps contribute to good overall teaching and learning. Observations reveal very positive relationships; this results in pupils being willing to get involved. They say that teachers welcome and value their views. Teachers have a secure subject knowledge and questioning is often good. There are however, some occasions when they could use questioning to challenge pupils further. Good attention

is given to pupils' different learning styles, and the new interactive whiteboards are being consistently used to motivate pupils, particularly boys. Teachers make good use of data to track pupils and help identify those in need of additional help. A slight inconsistency exists in the use by teachers of on-going assessment during, and particularly at the end of lessons.

Curriculum and other activities

Grade: 2

The good curriculum has recently been reviewed and is increasingly meeting the needs of all pupils. More use is being made of ICT to boost motivation, and a wider range of new texts have been introduced in literacy. These appeal more to boys. The effective personal, social and health education programme enables pupils to learn about healthy life styles and relationships. Visitors such as the police and nurse successfully promote 'how to stay safe'.

The curriculum is very well enhanced, for example, by theatre workshops, visits to local museums and the country park. Year 6 pupils talked excitedly about kayaking during their recent residential visit. Links with the local community and other schools benefit pupils by providing additional challenges for gifted and talented pupils and opportunities for all in foreign languages, sport and drama. Pupils link well with their local community through a geographical study and by participating in a good range of events.

Care, guidance and support

Grade: 2

Care, guidance and support are good overall. Pupils are correct in highlighting the very high standard of emotional and physical care that the school provides for them. One parent wrote, 'This is a school where I feel my child is safe, secure and inspired to learn'. The school has a good understanding of the pupils and makes effective use of a wide range of external agencies to support pupils and their families.

The commitment to care is well illustrated by the opportunities given to pupils to discuss matters of concern and by its provision for pupils with special needs. The 'Talk, Listen, Communicate' room is well used. Teaching assistants are assigned to individual pupils and use this personal knowledge to help pupils make good progress. Child-protection, health and safety procedures and risk assessments are secure.

Some good targets are provided for pupils. However, there are inconsistencies in the pupils' knowledge about how to improve their work as not all can recall their targets.

Leadership and management

Grade: 2

Leadership and management are good. The very effective headteacher has established a shared vision for the school based around both the academic and personal

development of each pupil. Effective long-term planning helps give focus to development work. The tracking of pupils' progress has been refined. More intervention procedures have been established to meet the needs of pupils with special needs, and those pupils attaining at just below average standards. There has been good improvement since the last inspection. In particular music has been improved, with visiting specialist teachers and a programme of work in place. The governors and school have drawn up plans to create a specialist area in order that further advances can be made.

To help identify areas requiring improvement the school has established good monitoring and evaluation procedures. Staff review their own improvement plans, and good attention is paid to linking this to performance management and professional development. New subject leaders have recently been appointed. Their specific areas of responsibility in relation to senior managers require further refinement.

A small number of parents felt that the school fails to take notice of their views and those of the pupils. Questionnaires clearly identify the views of parents, and those parents spoken to felt that there is easy access to the teachers. Parents expressed concern over traffic congestion and subsequently the school has drawn up plans to put in another footpath. The pupils state their views are listened to, and acted upon. The 'wing captains' have helped to establish the views of pupils on playground equipment, which was then purchased.

Governors have an excellent understanding of the school's strengths and where it needs further development. This very clear understanding comes from regular visits, attention to detail and staff regularly reporting to the governing body. This puts them in an extremely good position to hold the school to account: a function they rigorously carry out.

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Inspection judgements

Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate	School Overall
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Overall effectiveness

How effective, efficient and inclusive is the provision of education, integrated care and any extended services in meeting the needs of learners?	2
How well does the school work in partnership with others to promote learners' well-being?	2
The effectiveness of the school's self-evaluation	2
The capacity to make any necessary improvements	2
Effective steps have been taken to promote improvement since the last inspection	Yes

Achievement and standards

How well do learners achieve?	2
The standards ¹ reached by learners	2
How well learners make progress, taking account of any significant variations between groups of learners	2
How well learners with learning difficulties and disabilities make progress	2

Personal development and well-being

How good is the overall personal development and well-being of the learners?	2
The extent of learners' spiritual, moral, social and cultural development	1
The behaviour of learners	2
The attendance of learners	3
How well learners enjoy their education	2
The extent to which learners adopt safe practices	2
The extent to which learners adopt healthy lifestyles	1
The extent to which learners make a positive contribution to the community	1
How well learners develop workplace and other skills that will contribute to their future economic well-being	2

The quality of provision

How effective are teaching and learning in meeting the full range of the learners' needs?	2
How well do the curriculum and other activities meet the range of needs and interests of learners?	2
How well are learners cared for, guided and supported?	2

¹ Grade 1 - Exceptionally and consistently high; Grade 2 - Generally above average with none significantly below average; Grade 3 - Broadly average to below average; Grade 4 - Exceptionally low.

Leadership and management

How effective are leadership and management in raising achievement and supporting all learners?	2
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	2
How effectively performance is monitored, evaluated and improved to meet challenging targets	2
How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can	2
How effectively and efficiently resources, including staff, are deployed to achieve value for money	2
The extent to which governors and other supervisory boards discharge their responsibilities	1
Do procedures for safeguarding learners meet current government requirements?	Yes
Does this school require special measures?	No
Does this school require a notice to improve?	No

Text from letter to pupils explaining the findings of the inspection

You may remember my visit. I enjoyed meeting you and listened carefully to what you had to say. Thank you for your help.

I agree with you that you go to a good school. I particularly liked:

- That you are taught well and work hard
- Your good behaviour, and that you get along well together and care for each other
- That the school is well led and organised
- That you enjoy school and feel that your ideas are valued
- That the school cares so well for you and gives you good opportunities to talk and listen about issues that concern you
- That your work and photos around the school show how you enjoy yourselves.

Some of the things the school does is very well indeed:

- The way you are encouraged to think carefully about life and the world around you. You told me about your good charity work.
- Your understanding about how to stay healthy. You were certainly eager to play with the playground equipment and stay active during breaks
- The way the governing body helps support the school.

You could help your teachers to help you even more by telling them about the things you do not understand in lessons. I have also asked your school to provide you with more chances to 'play detective' and solve problems - for example in mathematics.

Thank you again for all your help. I wish you well for the future.

Michael Pye

Lead inspector