

Liphook CofE Junior School

Inspection report

Unique Reference Number	116330
Local Authority	Hampshire
Inspection number	338795
Inspection dates	8–9 October 2009
Reporting inspector	David Carrington

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

Type of school	Primary
School category	Voluntary controlled
Age range of pupils	7–11
Gender of pupils	Mixed
Number of pupils on the school roll	344
Appropriate authority	The governing body
Chair	Steve Saycell
Headteacher	Clare Williams
Date of previous school inspection	9 October 2006
School address	Avenue Close Liphook Hampshire GU30 7QE
Telephone number	01428 722490
Fax number	01428 723544
Email address	office@liphook-jun.hants.sch.uk

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It rates council children's services, and inspects services for looked after children, safeguarding and child protection.

Further copies of this report are obtainable from the school. Under the Education Act 2005, the school must provide a copy of this report free of charge to certain categories of people. A charge not exceeding the full cost of reproduction may be made for any other copies supplied.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 08456 404045, or email enquiries@ofsted.gov.uk.

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the documentation in any way.

Royal Exchange Buildings
St Ann's Square
Manchester M2 7LA

T: 08456 404045

Textphone: 0161 618 8524

E: enquiries@ofsted.gov.uk

W: www.ofsted.gov.uk

© Crown copyright 2009

Introduction

This inspection was carried out by three additional inspectors. The inspectors visited 21 lessons, and held meetings with governors, members of staff and groups of pupils. They observed the school's work, and looked at curricular planning, information from the monitoring of the school's work, a sample of books from the previous school year, assessment data and school improvement planning. There were one hundred and thirty-five parental questionnaires evaluated.

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

- improvements to pupils' progress in Years 3 and 4
- attainment and progress in science, especially the challenge provided for the more able pupils
- the promotion of community cohesion, particularly at the national and global level
- the effectiveness of the use of assessment to support learning.

Information about the school

Liphook CofE Junior School is larger than most schools for pupils aged seven to 11. Most pupils are from White British families and few speak English as an additional language. The proportion of pupils with special educational needs and/or disabilities is average.

The school has been awarded Enhanced Healthy Schools, Basic Skills, Investors in People and Eco Schools status. It also holds the Active Mark.

Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate

Please turn to the glossary for a description of the grades and inspection terms

Inspection judgements

Overall effectiveness: how good is the school?

2

The school's capacity for sustained improvement

1

Main findings

Liphook Junior is a good school. It has improved considerably since its previous inspection and pupils' achievement is rising steadily. The drive for continual improvement is outstanding and involves leaders at all levels, including the governors. Collectively, they have a very realistic understanding of the school's strengths and weaknesses which is founded on robust systems to check and evaluate the quality of provision and pupils' progress. School priorities for improvement are entirely appropriate and are pursued with determination and success.

Standards are above average and rising. This trend is evident in science as well as English and mathematics. The work in pupils' books shows that all ability groups, including the more able, make good progress through the year. Lesson observations showed that progress is sustained at brisk rates for most of the time. The pupils say they enjoy their work immensely because staff make it fun and 'hands-on.' Because pupils work hard, they accomplish a lot in lessons.

Behaviour is good. The pupils work and play well together. The occasional instance of bullying is dealt with firmly and fairly, which the pupils recognise. Pupils enjoy good relationships with staff and each other. They are proud of their school, are mature learners, and their attendance has risen quickly from the below average levels found four years ago to an above average level.

Teaching has been improved well, including in Years 3 and 4. It is of good quality, as is shown in lesson observations and by studying pupils' books in depth. A brisk pace, effective questioning techniques and ample opportunities for pupils to take responsibility for their own learning are amongst the merits of teaching. Just occasionally, teachers spend too long talking about the work, but in most lessons there is a good blend of teacher-directed and pupil-led work.

The curriculum is rich and relevant and has been well planned to develop essential skills in literacy, numeracy and information and communication technology across different subjects. The programme of out-of-school activities and visits, visitors and special themes is a considerable strength that contributes to pupils' good progress. Care, guidance and support are of outstanding quality.

Leadership and management are in very capable hands. There has been good improvement of the school's work to promote community cohesion, particularly with the local and international communities, resulting in effective provision. The school's work to safeguard all children is good and is rooted in well-established systems that are audited and updated regularly.

The school is getting stronger term by term. Its leaders and governors have an

Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate

Please turn to the glossary for a description of the grades and inspection terms

impressive track record in their work to build good quality provision. At present there are two areas where further work is necessary to help the school move from good to outstanding. The track record so far shows there is an outstanding capacity to make these and other improvements.

The system of using assessment to support learning is well thought out and there are some strong points in the way pupils are shown how well they have done and what must come next. However, the setting of targets for learning is sometimes focused on what was learned in the past, rather than what is expected for the future. Also, in some classes there are not enough opportunities for pupils to respond to teachers' suggestions in marked work or to talk with others about their progress.

Whilst the quality of the school's work is good, some aspects of provision are not yet fully consolidated and some inconsistency in practice remains. Leaders know that there must be greater consistency in the development of good learning skills and in pupils' understanding of communities elsewhere in Britain.

What does the school need to do to improve further?

- Strengthen the use of assessment to help pupils make even greater progress by:
 - sharpening the tracking of pupils' progress so it focuses on the targets for the end of the school year and the end of the junior phase
 - ensuring the displayed targets for learning are used to help pupils understand what they have achieved and what remains for completion
 - giving pupils greater opportunities in lessons to talk with each other and their teachers about the quality of their work and the progress they are making
 - developing the system of marking to include more opportunities for pupils to respond in writing to teachers' comments
 - making pupils' written evaluation of their own work more frequent.
- Iron out the remaining inconsistencies in teaching to ensure that the outstanding features already evident are the model for the future by:
 - ensuring all lessons are equally effective in promoting good learning skills by featuring a well-judged balance of teacher talk and 'hands-on' learning that builds pupils' independence and initiative
 - working to make pupils' understanding of the richness of communities elsewhere in Britain as outstanding as it is for local and international communities.

Outcomes for individuals and groups of pupils

2

The lessons observed during the inspection confirmed the picture of good progress for all groups of pupils, regardless of their background or ability, suggested by the school's own data. This was especially the case where no time was lost in getting the pupils thinking, talking, researching, acting and enthusing over the theme of the lesson.

Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate

Please turn to the glossary for a description of the grades and inspection terms

Progress was not as brisk when the pupils had to sit too long listening to explanation and instruction.

Good progress is also evident in pupils' books. The collection of writing commemorating Canadian soldiers who died at the end of the First World War is the pinnacle of this achievement. The writing in this anthology is evocative, personal and wistful. The pupils clearly identified with the soldiers as people and showed this in their writing. Two examples were read by the pupils to Her Majesty The Queen at a very moving ceremony at Canada House.

Results in national tests have been improving year on year and have been considerably above average in English and mathematics and marginally above average in science during the last two years. In parallel, over the last four years, the profile of pupils' skills when they started in Year 3 has declined. Currently, the start level is just a little above average, rather than the significantly above average entry skills found at the last inspection.

The pupils are enthusiasts for their school and are very proud of their achievements. For example, the huge choir sang with gusto as it prepared for a concert in London.. Pupils have a real sense of the school community and support each other fully in work and play. Their spiritual development is a very strong element of their growth as friendly, happy and well-behaved children.

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	1
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

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

Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate

Please turn to the glossary for a description of the grades and inspection terms

The extent of pupils' spiritual, moral, social and cultural development	1
--	----------

How effective is the provision?

Pupils say that most lessons are fun. Inspectors saw a number of outstanding lessons which demonstrated how teachers capitalised on pupils' enthusiasms and interests, used humour, set clear expectations of work and behaviour and used questions to help pupils of all abilities consolidate and extend their knowledge and understanding at a snappy pace. The pupils' work in books that emerged from these lessons was of high quality. At present, about four in every five lessons are either good or are of outstanding quality. Those that are merely satisfactory are more teacher-dominated and pupils respond to instructions more than they show the initiative and independence in learning seen in the outstanding lessons.

Work to develop the use of assessment to support learning is ongoing. There is some very good practice in lessons and in marking but this varies in a few classes and occasionally, pupils' thoughts on their learning go unheard.

Teaching assistants give good support in lessons, especially for pupils with special educational needs and/or disabilities. Inspectors observed that these pupils learn as successfully as the other pupils because their tasks were motivating and well planned to build the necessary small steps. Teaching assistants' work makes a very strong contribution to the exemplary care, guidance and support given to all, including vulnerable pupils.

Within the good curriculum, music provision stands out as a singular strength. Every pupil in Year 3 has opportunities to learn three instruments and the enthusiasm for music created then is maintained into later years. Currently, the school is working to build pupils' learning skills through a more substantial cross-curricular approach. Good improvement is already evident, although it is also clear that more work is necessary to ensure that the approach is consistent from class to class and subject to subject.

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 is unwavering in the quest for ever-better provision and outcomes. Senior leaders and other staff follow her example and set high expectations. Governors adopt a critical stance to their work that both supports and challenges the work of staff.

Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate

Please turn to the glossary for a description of the grades and inspection terms

This is all conducted in good humour and with high morale. Recent improvement has been rapid, as seen in attendance rates, standards of pupils' writing, the honing of international partnerships and the strengthening of teaching.

A good partnership with parents is successful in helping the pupils do their best. Equality of opportunity is at the heart of staff efforts to improve pupils' progress. Discrepancies between the progress of different groups are being eroded quickly. The more able pupils are now making greater progress than in the past, and the proportion of pupils reaching higher levels in their work is rising well and is above average.

The general system of regular review, evaluation and updating of policies and procedures serves the school well in areas such as safeguarding and the promotion of community cohesion. In the latter, the school is working to extend the exemplary work done with the local and international communities to links at the national level, so that pupils have an improved understanding of the richness of life in different communities within Britain. Such work is good already and the school has every capacity to make it equally outstanding.

These are the grades for leadership and management

The effectiveness of leadership and management in embedding ambition and driving improvement	1
Taking into account: The leadership and management of teaching and learning	1
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	1
The effectiveness of safeguarding procedures	2
The effectiveness with which the school promotes community cohesion	2
The effectiveness with which the school deploys resources to achieve value for money	2

Views of parents and carers

In general, parents hold very positive views of the school. They believe it keeps their children safe and healthy, and prepares them well for the future. Nearly everyone says their children enjoy school and that teaching is good. All but a few say they are pleased with their experience of the school and that it is led and managed well. Inspectors agree with these positive views.

Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate

Please turn to the glossary for a description of the grades and inspection terms

Behaviour is an area of concern for about one parent in eight. In their written comments, there were a couple of concerns about bullying. However, inspectors can assure parents that behaviour is good around the school and in lessons, and that the school deals with any poor behaviour and bullying successfully. Similarly, inspectors judge that pupils' individual needs are met well and that the school listens to, reflects upon and takes due account of parents' concerns and suggestions. These were the other two areas that worried a very few parents.

Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Liphook CofE 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 12 statements about the school.

The inspection team received 135 completed questionnaires by the end of the on-site inspection. In total, there are 344 pupils registered at the school.

Statements	Strongly Agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	70	52	60	44	4	3	0	0
The school keeps my child safe	78	58	54	40	1	1	0	0
The school informs me about my child's progress	49	36	74	55	5	4	2	1
My child is making enough progress at this school	50	37	72	53	5	4	1	1
The teaching is good at this school	66	49	64	47	2	1	0	0
The school helps me to support my child's learning	42	31	78	58	6	4	0	0
The school helps my child to have a healthy lifestyle	45	33	81	60	4	3	1	1
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)	49	36	75	56	2	1	0	0
The school meets my child's particular needs	45	33	73	54	9	7	2	1
The school deals effectively with unacceptable behaviour	48	36	64	47	14	10	3	2
The school takes account of my suggestions and concerns	47	35	67	50	9	7	1	1
The school is led and managed effectively	57	42	66	49	5	4	2	1
Overall, I am happy with my child's experience at this school	63	47	62	46	6	4	1	1

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 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 pupil's 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.

This letter is provided for the school, parents and carers to share with their children. It describes Ofsted's main findings from the inspection of their school.



12 October 2009

Dear Pupils

Inspection of Liphook CofE Junior School, Liphook GU30 7QE

Thank you for the warm welcome you gave us when we visited school recently. You were very helpful and well behaved and shared your thoughts about the school enthusiastically.

In our full report, your parents and carers will see that we think you go to a good school. In it we have written about the key strengths of your school.

- You make good progress and reach above average standards, especially in writing.
- You are friendly, polite and caring and get on well with your teachers and other pupils.
- You have fun in lessons and learn new skills and knowledge quite quickly. This is because you are well taught.
- The staff look after you very carefully.
- Your headteacher and other staff expect you to do your best and they work hard to make sure your education improves.
- The staff and governors know how well things work in school and are successful in helping you to do well.

Your school is keen to be even better, and to help make it outstanding we have asked your teachers to make the following improvements.

- Make sure that you have plenty of chances to think, talk and write about how well you are reaching your targets.
- Check that the quality of your learning is always good, no matter what you are learning about or which class you are in.
- Give you more opportunities to learn about the wide range of lifestyles and faiths in other parts of Britain.

We know you will help make these improvements. To start, you can explain to your parents and carers, and then your teachers, how well you think you are learning.

We are sure you have a bright future.

Yours faithfully

David Carrington

Lead inspector

Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'Complaining about inspections', which is available from Ofsted's website: www.ofsted.gov.uk. If you would like Ofsted to send you a copy of the guidance, please telephone 08456 404045, or email enquiries@ofsted.gov.uk.