

National Society Statutory Inspection of Anglican Schools Report

Liphook Church of England Voluntary Controlled Junior School,

Avenue Close,
Liphook,
GU30 7QE

Diocese:

Portsmouth

LA:

Hampshire

Dates of inspection:

1st February, 2007

School's Unique reference number:

116330

Name of Headteacher:

Mr Richard Blackmore

Inspector's name:

The Rev'd. Richard Peers (NS 125)

School context

Liphook Voluntary Controlled Junior School is the only Junior School in the large village of Liphook, Hampshire. It is next door to the Community Infant School and most pupils move from the Infant to the Junior School. There are 366 pupils on roll. The vast majority of students are from White British backgrounds and free school meals are well below the national average.

The distinctiveness and effectiveness of Liphook Voluntary Controlled Junior School as a Church of England school are outstanding

This is an extremely happy school in which children feel safe, valued and well cared for. Christian values inform the decision making process and give children a rich cultural experience. The school is at the heart of its community and links with local churches are very good.

Established strengths

- The happiness of all members of the school community.
- The leadership of the Headteacher in valuing each member of the community.
- An inclusive approach to world faiths.
- The rich provision of lunchtime and after school clubs and activities.

Focus for development

- To develop the use of symbol and ritual to enrich spiritual development.
- To enhance children's knowledge of the Christian tradition, prayers and the wider church.
- To raise the level of governor involvement in the monitoring of collective worship

The school, through its distinctive Christian character, is outstanding at meeting the needs of all learners **Grade 1**

- Learners describe 'happiness' as one of the best things about the school.
- Learners feel safe, secure and 'at home'; they feel it is their school and they belong there.
- Staff speak quietly, with respect and kindness to each other and to children.
- There is an extremely strong ethos of gentleness and caring commented on by learners, parents, governors and staff.
- The school makes excellent provision in examining other faith systems and this is reflected in high quality displays such as one on Sikhism and in a mantra used at the start of the day in one class.
- Students know that their own needs and the needs of others can be prayed for. There is an excellent display of a tree containing 'Wishes for the World.'
- Learners have very good self-esteem which comes from their sense of being valued as individuals.
- Student voice and leadership is well developed through school council and Wing Captains. An outstanding School Council meeting was excellently chaired by a Year 6 pupil and enabled by the Deputy Headteacher and the P.S.H.E. Co-coordinator.

- The TLC (Talking/Listening/Communication Club), 'befrienders', 'lonely bench' and others systems reinforce communication and listening as a core value embedded in the life of the school.
- There is a high level of courtesy with children rushing to open doors and initiating conversation in a polite and interested way.

The impact of collective worship on the school community is good

Grade 2

- Learners enjoy Collective Worship and the opportunity to sing and worship together.
- Learners know about prayer and are comfortable with it. They can recognise prayers of the Christian tradition although only children who go to church know any prayers by heart.
- There is a well worked out pattern of themes in a two year cycle. This takes note of the main parts of the church year. Learners know about the church's year and recognise how it reflects the life of Jesus.
- Learners could describe worship that had particularly engaged them and spoke especially of the 'toy box animals' as helping them understand what was being said.
- Worship provides good opportunities to celebrate events and individuals, learners value the opportunity for parents and other adults to attend.
- Learners respond well to worship and enjoy the chance to participate, however staff are not always present for worship and there is not always the opportunity to sing.
- Worship in classes on days when they do not attend assembly is inconsistent but one child spoke positively of her class writing prayers and using them as the 'prayer for the week'.
- Learners know what is meant by the word 'symbol' in a religious context but could only identify symbols from other religious traditions.

The effectiveness of the leadership and management of the school as a church school is outstanding

Grade 1

- The Headteacher is outstanding as a model of spiritual depth and warmth. Parents and children commented on his memory not only of names but of anything they had told him.
- There are very good links with the local churches and good use is made of the church buildings despite their not being close to the school.
- Fundraising for others is very much part of the life of the school and children recognise the importance of serving others.
- Work with Canadian War Veterans is an outstanding example of links with the wider world and community that allows children to recognise what they described as the 'sacrifice of others'. They valued taking part and reading prayers at this event.
- Fundraising for a school in Sri Lanka and links with Eastern Europe also extend learners' awareness of the world. Learners described these as giving them a chance to show that they 'care'.
- Staff feel valued and the Investors in People feedback described the school's motto 'Shaping lives for the future' as applying to all members of the community.
- Governors work hard and give of their time sacrificially. They know the school well and are clear about the needs for the future.
- Governors do not formally monitor Collective Worship but information is gained through their own contributions to it.
- Governors recognise that they operate the school as a service to the community in the widest sense of the word. Though not principally driven by the Christian tradition their decision making is informed by it.
- Governors valued diocesan input on the recent re-structuring but the position of the school a long way from the Cathedral makes closer links difficult.