

Liphook Infant School

Avenue Close, The Avenue, Liphook, Hampshire GU30 7QE

Inspection dates 6–7 November 2014

Overall effectiveness	Previous inspection:	Good	2
	This inspection:	Good	2
Leadership and management		Good	2
Behaviour and safety of pupils		Good	2
Quality of teaching		Good	2
Achievement of pupils		Good	2
Early years provision		Good	2

Summary of key findings for parents and pupils

This is a good school.

- The executive headteacher and head of school provide strong leadership. Their determination to ensure the best for all pupils, regardless of background or ability, is shared by all staff. The school's capacity to secure further improvements is strong.
- Consistently good teaching ensures pupils make good progress. As a result, pupils achieve well in reading, writing and mathematics.
- By the end of Year 2, pupils are very well prepared with the skills, knowledge and attitudes needed for the next stage of their education.
- Pupils' overall attainment is consistently higher than the national average. Attainment has improved every year for the past three years.
- Teachers have high expectations of themselves, as well as their pupils. They are committed to improving their practice even further and to learning from existing excellent practice in the school.
- Staff morale is high. Staff work very well together and appreciate the part they play in driving improvements.
- Relationships are strong. Adults provide excellent role models for pupils. Pupils know that their views are valued and are proud of their school.
- Governors play an enthusiastic and effective role in the school's development. They are justifiably proud of the school's work.
- Children in Early Years Foundation Stage thoroughly enjoy school and make good progress.
- Liphook is a friendly, inclusive school. Pupils behave well and feel extremely safe. Attendance is higher than the national average.
- Parents are strongly supportive of the school. All those parents who responded to the online questionnaire (Parent View) would recommend the school to another parent.

It is not yet an outstanding school because

- Teaching is not outstanding and pupils do not reach the highest levels of achievement.
- There are small variations in the progress pupils make in different classes.
- Current assessment procedures do not yet reflect the higher expectations of the new curriculum.

Information about this inspection

- Inspectors observed 15 lessons or part-lessons. They also observed small groups of pupils working with an adult other than their teacher.
- Discussions were held with the executive headteacher, head of school, senior leaders, teachers, members of staff, parents and pupils. A meeting was also held with a group of governors, including the Chair of Governors.
- Inspectors took account of 88 responses to the online questionnaire (Parent View) as well as a number of letters and messages. In addition, they considered the views expressed by parents informally at the start of the school day. Inspectors also took account of 17 staff questionnaire responses.
- Inspectors observed the school's work and considered a range of policies and documents. These included the school's improvement plan, information about pupils' progress, attendance records and safeguarding policies and procedures.
- Inspectors looked at a sample of pupils' work provided by the school, as well as looking at pupils' work in lessons. They also listened to pupils from Year 1 and 2 read.

Inspection team

Julie Sackett, Lead inspector

Additional inspector

Stephanie Matthews

Additional inspector

Una Stevens

Additional inspector

Full report

Information about this school

- Liphook is an average-sized school.
- The proportion of pupils supported by the pupil premium is below average. This is additional government funding to support those pupils known to be eligible for free school meals and those in the care of the local authority.
- Most pupils are from White British backgrounds.
- The proportion of disabled pupils and those who have special educational needs is below average.
- Children in the early years are taught in three Reception classes. The school provides full-time early years provision.
- In May 2011, Liphook Infant School federated with Liphook Junior School. The schools share one executive headteacher and one governing body. The executive headteacher oversees the leadership of both schools, dividing her time equally between the two.
- The head of school works closely with the executive headteacher and is central to the day-to-day running of the school.

What does the school need to do to improve further?

- Raise the quality of teaching even further so that it is consistently outstanding.
- Develop systems for assessing and checking pupils' progress which reflect the increased expectations of the new curriculum.

Inspection judgements

The leadership and management are good

- The executive head and head of school have been instrumental in raising expectations for all pupils and securing improvements in the quality of teaching. Teachers and other members of staff share senior leaders' ambitions for the school and are eager to play their part in future developments.
- The school is committed to securing equal opportunities for all pupils. The school is determined to do 'whatever it takes' to ensure all pupils achieve well, regardless of ability or background. Leaders ensure that additional funding is used to support the needs of disadvantaged pupils so that they make the same good progress as their classmates.
- Leaders and teachers make frequent checks on pupils' individual progress. Any pupils who are falling behind are quickly identified and extra help provided. However, procedures for assessing pupils' progress have not yet been updated in the light of the increased expectations of the new National Curriculum. This is slowing the school's drive to secure outstanding teaching and achievement. Leaders have included this aspect of the school's work as an area for development in the school's improvement plan.
- Procedures for setting individual and whole-school targets for all staff are well established. Targets set clear expectations for teachers' work. Professional development opportunities for staff are linked appropriately to school improvement and newly qualified teachers are well supported. Systems for supporting and rewarding teaching are effective. As a result, the quality of teaching has improved.
- Subject leaders' roles have developed well. They are dedicated and enthusiastic and play an effective role in the drive to secure the highest levels of achievement for all pupils. They have an accurate view of their subject areas and about what needs to be done to secure further improvements.
- The school teaches a wide range of subjects in a lively and interesting way so that pupils are enthused about learning. Leaders have made a good start in developing a new curriculum in the light of national developments. The school's library provides a well-organised and appealing place where pupils can read and choose books.
- Primary sports funding is used well. For example, the subject leader for physical education has attended training and is sharing good practice within the school. This is increasing teachers' confidence and competency in the teaching of the subject.
- Partnerships with agencies, schools and other providers are a particular strength of the school. The school works closely with its federated partner, Liphook Junior School. For example, the two schools have worked together, as well as with parents and pupils, to identify the key values and attitudes they aim to promote and develop. The result is the federation's 'gingerbread child', a character made up of the schools' key values and attitudes, which provides a framework for the work of the school.
- The school promotes pupils' spiritual, moral, social and cultural development well and pupils are well prepared for life in modern Britain. Pupils demonstrate good levels of respect and tolerance for others. Discrimination is not tolerated.
- The school receives good support from the local authority. For example, the local authority has worked alongside the school to successfully improve the planning and teaching of phonics.
- The school ensures that safeguarding procedures are robust and that all safeguarding requirements are met in full.

■ The governance of the school:

- The governing body works closely with school leaders and provides good levels of support and challenge. Governors are confident about the school's successes and know how well pupils are achieving in relation to their peers nationally. However, there is no sense of complacency and governors share senior leaders' determination to secure further improvements. The governing body routinely considers a range of information about pupils' achievement and the quality of teaching. For example, they are regularly involved in meetings with the local authority to agree targets for pupils' achievement.
- Governors know how additional funds are used. The use of additional funds is a regular agenda item for governors' meetings. They regularly discuss the difference the use of funds is making to pupils' attitudes and learning. The executive headteacher provides regular updates about pupils' progress and the quality of teaching. Governors are well informed about how performance management is used to support and reward effective teaching.
- Governors participate in the school's mentoring system for individual pupils and hold meetings with pupils to explore their views of the school. This helps them to gauge the quality of the school's work. The governing body ensures that safeguarding procedures are up to date and that the school site is secure. For example, the governing body regularly completes an audit of safeguarding procedures,

including identification of aspects which need reviewing or improving.

The behaviour and safety of pupils are good

Behaviour

- The behaviour of pupils is good. The school's three key values – excellence, friendship and respect – underpin and promote the school's positive and inclusive atmosphere very well.
- Pupils' behaviour during break times and when moving around the school is exemplary. Their behaviour in assemblies is outstanding because the content is engaging and thought provoking. Almost all parents who responded to the online survey (Parent View) feel that pupils are well behaved in school.
- Pupils show very positive attitudes to learning in lessons. Pupils are respectful and courteous towards adults and cooperate well with their classmates. Just occasionally, a few pupils become restless during lessons and lose concentration and their progress slows. Pupils take pride in their work, which is neat and well presented.
- The school manages behaviour well and policies are regularly reviewed. Pupils are clear about how they are expected to behave and respond quickly to adults' instructions. The school carefully monitors any incidents of poor behaviour and takes prompt action wherever necessary.
- Pupils take various roles of responsibility very seriously. For example, some are elected by their classmates to be 'Young Governors'. They carry out their duties with maturity.
- Pupils' enjoyment of school is reflected in above-average attendance rates. Pupils attend regularly and arrive at school on time.

The school has introduced a mentoring scheme. Adult mentors provide a regular point of contact for pupils, so that they can share their news, views and feelings. This has been highly successful in improving the confidence and self-esteem of those pupils involved.

Safety

- The school's work to keep pupils safe and secure is outstanding. Pupils receive regular reminders about how to stay safe, including when using the internet. As a result, they are extremely well informed about the steps they can take to help to keep themselves safe. Pupils speak confidently about fire safety and understand the potential risks of using the internet.
- Pupils know why bullying is wrong and some of the different types of bullying. They say that bullying rarely happens but that, if it does occur, teachers sort it out very quickly. This view is supported by the school's records. There have been no racist incidents since the last inspection and no exclusions.
- Pupils say that they feel very safe and almost all parents who completed the online survey agree with this view. Pupils know what to do if they have a concern. They are confident that adults will look after them and take their views seriously.
- Pupils who attend the breakfast club behave well and enjoy their time in the club.

The quality of teaching is good

- Good-quality teaching enables pupils to make good progress and achieve well. Teaching is characterised by high expectations and engaging lessons.
- Literacy skills are taught very effectively across the school. Pupils make good progress in the development of reading and writing because teachers are knowledgeable and confident in their teaching. Lessons are characterised by high expectations and pacy teaching.
- The teaching of phonics (the sounds letters make) has improved and is well established across the school. Children in the Reception classes rapidly develop the basic skills needed to read and write. Teaching in Year 1 and 2 builds very well on this good start.
- Reading is given a high priority. Regular reading sessions support pupils' reading habits very well and teachers provide good role models. For example, teachers regularly read from good-quality texts with feeling and expression, so that pupils are motivated to read the books for themselves.
- The teaching of mathematics has improved over the past three years. For example, there is now a greater focus on developing pupils' ability to recall and use their knowledge of basic number to solve mathematical problems. Pupils learn a range of different strategies and tackle mathematical tasks with increasing confidence.
- Pupils' work is regularly marked. Teachers' suggestions and advice about how pupils can improve their work are successfully followed up by pupils. Teachers and learning support assistants provide good

models of handwriting when they mark pupils' work. This has a positive effect on the quality of pupils' handwriting because they are keen to emulate their teachers.

- Homework is regularly set and contributes well to pupils' learning. For example, mathematical tasks completed at home enable pupils to practise what they have learnt in the classroom.
- Teachers and learning support assistants work together closely and successfully. The recent involvement of learning support assistants in meetings about pupils' progress ensures that there is a shared and clear understanding of pupils' needs. As a result, pupils who work with learning support assistants, including disabled pupils and those with special educational needs, make the same good progress as their classmates.
- Some small differences in the quality of teaching between different classes means teaching overall is not outstanding. Pupils make most rapid progress where teaching is consistently strong.

The achievement of pupils is good

- All groups of pupils make good progress in reading. Pupils' overall attainment has steadily increased since the executive headteacher and head of school were appointed in 2012 because the quality of teaching has improved.
- Pupils' achievement in reading is particularly strong. Pupils regularly read to an adult, both in school and at home. The school ensures that those pupils who read less frequently at home are given extra practise in school so that they are not disadvantaged. Attainment in reading was well above average at all levels in 2014.
- The emphasis given to the teaching of phonics across the school successfully supports pupils' good progress in reading and writing. The results of the Year 1 phonics check increased in 2014 to above-average levels. Pupils supported through additional funding were equally successful, with three quarters achieving average levels, a similar proportion to their classmates.
- Pupils are given regular opportunities to write for a variety of purposes from the early years through to Year 2. This means that writing tasks are meaningful and that pupils learn to use their writing skills in different contexts.
- Improvements in the quality of mathematics teaching have accelerated pupils' progress and raised attainment. The school worked closely with the local authority to develop the teaching of mathematics. As a result, the teaching of mathematics builds well on pupils' needs. It helps them to learn the mathematical skills they need to tackle increasingly complex tasks successfully. Increased use of practical equipment is strengthening pupils' understanding of number. Attainment in mathematics has been above average for the past two years.
- Increased expectations mean that the most able pupils achieve well. They are given appropriately challenging tasks which require them to think hard about their work. Pupils relish the challenge provided and are excited about their learning.
- The small numbers of pupils supported through additional funding make good progress. In 2014, their overall attainment was about eight months behind their peers nationally and a year behind their classmates in school. This was due to a higher number of pupils with additional needs in the group than in the previous year.
- Strong leadership means that disabled pupils and those with special educational needs are identified early. Increased liaison between the Reception teachers and pre-school settings means that children's needs are being identified earlier than before. Consequently the school is increasingly able to plan support for individual children in advance of them starting school. Across the school, pupils with special needs have individual targets which are regularly reviewed and updated. This means that their good progress is sustained over time.
- There are small variations in the progress pupils make in different classes. Pupils make very rapid progress in classes where teaching is very high quality. However, there is not yet enough outstanding teaching to secure the highest levels of achievement across the school.

The early years provision is good

- Children's knowledge and skills when they start school in the Reception classes vary from year to year. They make good progress from their different starting points because teaching is effective. By the end of Reception year, children are well equipped with the attitudes and skills they need for learning in Year 1.
- There is a particularly strong focus on the development of literacy skills. Adults plan activities with care to

ensure that children have plenty of opportunities to practise reading and writing skills. This enables children to make good progress in literacy. Attainment in reading and writing is above average by the end of Reception year.

- Children are enthused and enthralled by the good-quality activities provided. For example, during the inspection a group of boys worked together very successfully to build a tower from blocks, fir cones and other materials. They chatted to each other with great excitement, sharing ideas and trying out ideas to improve the structure as they worked. As a result, they made excellent progress in the development of language and social skills and enjoyed a real sense of achievement when they had finished.
- Warm relationships and clear expectations mean that children feel secure. Adults skilfully identify when to provide help for children and when to give them the space to make decisions. This means that children quickly grow in confidence and independence.
- Children very much enjoy playing and learning with their friends and they behave well. Their willingness and ability to welcome children into their activities is a credit to them and to the adults, who have successfully imbued these values and qualities at such an early stage in their schooling.
- Adults work very effectively as a team. They are knowledgeable and enthusiastic and enjoy working with the children. As in the rest of the school, an element of outstanding teaching provides a strong lead for teachers and learning support assistants.
- The Reception classrooms are carefully organised so that children can move freely and safely between activities. Adults are alert to children's needs and procedures to keep children safe are given an appropriately high priority. Improvements to the outdoor area since the last inspection, including resurfacing the area, mean that children are able to use the space safely and more frequently.
- Provision for the early years is well led and managed effectively. The team works closely with senior leaders to regularly review the quality of provision. They constantly look for ways they can improve practice even further, including visiting schools to learn from strong practice elsewhere.
- Last year, the school made significant changes to the way children are taught. Adults plan activities which build on children's interests and there are more opportunities than previously for children to make choices. As a result, they enjoy school very much, rapidly grow in confidence and behave extremely well.
- Leaders have strengthened liaison with pre-schools over the past year. This means that they have an increasingly accurate view of children's needs when they enter Reception year and no time is lost in children's learning.

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

Unique reference number	116056
Local authority	Hampshire
Inspection number	448174

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

Type of school	Infant
School category	Community
Age range of pupils	4–7
Gender of pupils	Mixed
Number of pupils on the school roll	271
Appropriate authority	The governing body
Chair	Steve Saycell
Headteacher	Michele Frost
Date of previous school inspection	21–22 January 2010
Telephone number	01428 722036
Fax number	01428 722036
Email address	m.frost@liphook-inf.hants.sch.uk

Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'raising concerns and making complaints about Ofsted', 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 0300 123 4234, or email enquiries@ofsted.gov.uk.



You can use Parent View to give Ofsted your opinion on your child's school. Ofsted will use the information parents and carers provide when deciding which schools to inspect and when and as part of the inspection.

You can also use Parent View to find out what other parents and carers think about schools in England. You can visit www.parentview.ofsted.gov.uk, or look for the link on the main Ofsted website: www.ofsted.gov.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 and 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 assesses 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 0300 123 4234, 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 information in any way.

To receive regular email alerts about new publications, including survey reports and school inspection reports, please visit our website and go to 'Subscribe'.

[Piccadilly Gate](#)
[Store St](#)
[Manchester](#)
[M1 2WD](#)

T: 0300 123 4234
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.ofsted.gov.uk

© Crown copyright 2014

