

Inspection of Liphook Infant School

Avenue Close, Liphook, Hampshire GU30 7QE

Inspection dates: 22 and 23 June 2022

Overall effectiveness

Outstanding

The quality of education

Outstanding

Behaviour and attitudes

Outstanding

Personal development

Outstanding

Leadership and management

Outstanding

Early years provision

Outstanding

Previous inspection grade

Inadequate

What is it like to attend this school?

Pure joy sums up Liphook Infants. Pupils are universally happy. There is an atmosphere like no other. Outside, there is a year-round summer feeling. Pupils dance to upbeat music; they play on the 'beach'; they navigate the trim trails and purpose-built climbing wall; and they race on the running track. There is something for everyone.

At the heart of this school is friendship. Kindness flows through pupils. They make sure nobody feels left out. Bullying is very rare indeed here. Adults look out for all children. They put right any unintentional fallouts. Everywhere pupils go, they feel safe.

Leaders set the bar high. Pupils exceed this bar at every opportunity. They work incredibly hard in lessons. They have a thirst for knowledge. Pupils behave perfectly. Four-year-olds model excellent qualities, while the oldest pupils are standout Liphook ambassadors.

Pupils learn to do right in this world. The federation's 'Gingerbread Child' representation teaches pupils these values. Pupils raise money for numerous charities. Inspirational people come into school to teach pupils about diversity. Pupils aspire to be leaders at a young age, whether that be protecting the planet, young governor, digital leader or well-being champion. Year 2 pupils strive for the young citizens award.

What does the school do well and what does it need to do better?

The executive headteacher leads with integrity. All decisions are based on what is best for children. Leaders develop every teacher to teach the curriculum strongly. Leaders give staff the time to hone their craft with training based on the latest educational research. Because of this, staff thrive and they get the best out of pupils.

Pupils receive an exceptional education. They often exceed standards expected for their age. It starts with a curriculum that is limitless in ambition. Children are absorbed in learning from their first day at school. Each subject is well thought out. Pupils accumulate more and more knowledge. There is the perfect balance between pupils learning about something and then putting it into practice.

Teachers are experts. They explain concepts simply and effectively. Pupils fully participate in lessons and have plenty of opportunities to practise what they are taught. For example, choral responses and 'talk partner' discussions keep pupils thinking and focused. Teachers astutely pick up if pupils have misunderstood a concept. They go over it again and question carefully to secure pupils' understanding.

Pupils are immersed in hands-on experiences. In Reception, the outdoor environment is stunning. All activities connect to the planned curriculum. Staff know not to overload children's memory. When children are initiating their play, staff have clear oversight. They know exactly what children need to master. Adults interject skilfully and promote first-class conversations. Vocabulary is always prioritised. Staff teach children as many words as possible before they leave Reception.

Children get off to a flying start in reading. Leaders seamlessly moved to a new phonics programme after the last inspection. This has paid off, particularly for the weakest readers. Daily 'keep up' sessions happen for pupils who need extra reading practice. Staff are well trained to teach reading proficiently. Pupils read books that closely match the sounds they know.

Once pupils read accurately, teachers develop their fluency very well. Pupils access a wealth of books. By the time pupils leave Year 2, they read novels independently. Pupils love nothing more than to embark on the school's stationary double-decker reading bus. Here, their imagination flies as they avidly read their next book.

Leaders put everything in place to support pupils with special educational needs and/or disabilities (SEND). Identification is swift. It starts before children arrive in Reception. Leaders work in tandem with parents. Teachers are highly proficient in meeting the needs of these pupils. No child misses out on the curriculum. Pupils with SEND attain exceptionally well.

Pupils' personal development is on a par with their academic education. They discuss how to make the school safe and accessible for those with disabilities. Pupils speak about having 'kind hands, kind feet and kind words'. They possess a strong moral compass. They celebrate everyone's achievements and strive to make a difference. Pupils love building structures and exploring nature in the vast forest school.

The behaviour of pupils is astounding. From the get-go, Reception children are taught how to behave. They then intrinsically follow the school's structures and routines. Across the school, pupils waste no time in lessons. They want to learn.

Governors are a tour de force. Collectively, they bring wisdom and skill. They clearly understand their roles and responsibilities. Governors robustly challenge leaders. They talk to pupils, staff and parents to test out the impact of leaders' actions.

Safeguarding

The arrangements for safeguarding are effective.

Leaders have sought support and brought about seismic changes in safeguarding processes since the last inspection. Stringent measures keep children safe. The culture is impressive. Everyone understands what to do. There is no waiting around to report concerns. Leaders act fast in making decisions. Their record keeping is

thorough and precise. Leaders follow up every action. They always act in the child's best interests. Leaders keep staff updated with timely safeguarding messages. Governors assiduously oversee procedures. They audit effectively.

Pupils learn how to keep themselves safe. They are knowledgeable from a young age about online and general safety. They know they can call upon an adult anytime.

How can I feed back my views?

You can use [Ofsted Parent View](#) to give Ofsted your opinion on your child's school, or to find out what other parents and carers think. We use information from Ofsted Parent View when deciding which schools to inspect, when to inspect them and as part of their inspection.

The Department for Education has further [guidance](#) on how to complain about a school.

If you are the school and you are not happy with the inspection or the report, you can [complain to Ofsted](#).

Further information

You can search for [published performance information](#) about the school.

In the report, '[disadvantaged pupils](#)' refers to those pupils who attract government pupil premium funding: pupils claiming free school meals at any point in the last six years and pupils in care or who left care through adoption or another formal route.

School details

Unique reference number	116056
Local authority	Hampshire
Inspection number	10232785
Type of school	Infant
School category	Community
Age range of pupils	4 to 7
Gender of pupils	Mixed
Number of pupils on the school roll	268
Appropriate authority	The governing body
Chair of governing body	Stephen Saycell
Headteacher	Michele Frost (executive headteacher) Greg Braham (headteacher)
Website	www.liphookfederation.co.uk
Date of previous inspection	8 and 9 December 2021, under section 5 of the Education Act 2005

Information about this school

- The school is federated with the junior school on the same site. The executive headteacher leads both schools.
- The school does not currently use any alternative provision.

Information about this inspection

The inspectors carried out this inspection under section 8 of the Education Act 2005. We deemed the inspection a section 5 inspection under the same Act.

In accordance with section 13(5) of the Education Act 2005, Her Majesty's Chief Inspector is of the opinion that the school no longer requires significant improvement.

- Inspectors discussed any continued impact of the pandemic with leaders and have taken that into account in their evaluation of the school.

- Inspectors met with the executive headteacher and other senior leaders, staff and pupils. The lead inspector met with representatives of the governing body, including the chair. He held a telephone conversation with a school improvement officer from the local authority
- The inspection team carried out deep dives into these subjects: early reading, mathematics, science and art. To do this, they met with subject leaders, looked at curriculum plans, had discussions with staff and pupils, visited lessons and looked at pupils' work. Inspectors also sampled planning and pupils' work from geography and history.
- Pupils across the school were observed reading to a familiar adult by the lead inspector.
- To evaluate the effectiveness of safeguarding, inspectors spoke with staff and pupils. The lead inspector met with the designated safeguarding leads to examine records and actions. This included sampling a range of safeguarding documentation. A team inspector reviewed checks on the safer recruitment of adults.
- Inspectors talked to pupils from different year groups about their learning and experiences at school.
- The views of staff, pupils and parents were gathered onsite.
- The inspection team scrutinised a range of documentation provided by the school. This included leaders' school improvement plan, the local authority's statement of action and external monitoring reports, leaders' self-evaluation, policies, curriculum documents and minutes of governors' meetings.

Inspection team

James Broadbridge, lead inspector	Her Majesty's Inspector
Sue Keeling	Her Majesty's Inspector
Catherine Hylands	Ofsted Inspector

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