



# Liphook Infant School

## Inspection Report

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**Unique Reference Number** 116056  
**Local Authority** Hampshire  
**Inspection number** 290409  
**Inspection dates** 7–8 February 2007  
**Reporting inspector** Bernice Magson

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

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<b>Type of school</b>	Infant	<b>School address</b>	Avenue Close
<b>School category</b>	Community		The Avenue
<b>Age range of pupils</b>	4–7		Liphook GU30 7QE
<b>Gender of pupils</b>	Mixed	<b>Telephone number</b>	01428722036
<b>Number on roll (school)</b>	248	<b>Fax number</b>	01428722036
<b>Appropriate authority</b>	The governing body	<b>Chair</b>	Mrs Philippa Clark
		<b>Headteacher</b>	Mrs Elizabeth Cole
<b>Date of previous school inspection</b>	22 October 2001		

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## **Introduction**

The inspection was carried out by two Additional Inspectors.

## **Description of the school**

This infant school admits pupils from the village of Liphook and surrounding areas. Almost all pupils are from White British backgrounds. There are above average numbers of pupils with learning difficulties and disabilities. Very few pupils speak English as additional language. The proportion of pupils joining or leaving the school each year is above average. The headteacher and her deputy have been recently appointed.

## **Key for inspection grades**

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

## Overall effectiveness of the school

### Grade: 2

Liphook Infant School is a good school that provides pupils with a good quality of education. Under the leadership of an excellent headteacher the quality of education and standards is improving rapidly. Central to the school's success is the rigorous assessment of pupils' performance and the introduction of effective actions to address any perceived weaknesses. Staff and governors are seeking to improve the school further by building on early developments, especially as some changes are new and not yet fully effective. One governor explained, 'We are a green shoot school, but with a strong root', and other staff and governors agreed.

Pupils achieve well, because the teaching is good. Across the school lessons are exciting, yet purposeful. Drama is used well to stimulate discussion and practical activities extend pupils' knowledge and skills well. Whether stepping into an African plain through a magic mirror or joining a search for a dinosaur egg, pupils are enthralled by their learning and, consequently work hard. All are making good progress because there is a purpose to every activity. The current Year 2 pupils are predicted to attain above average standards in reading and mathematics, and average standards in writing by the time they leave the school. This represents a good improvement in standards. The school has identified that, to raise standards further, there is a need for pupils to practise writing more often in other subjects. Additionally the presentation of pupils' work is sometimes untidy, allowing mistakes to occur.

The curriculum has good breadth and balance and is enriched through a good range of extra activities. Policies and schemes of work are now all in place, although, in Years 1 and 2, not enough attention is given to encouraging pupils to present their work neatly. In the Foundation Stage there is a good balance between direct teaching and independent exploration, enabling pupils to make good progress. Across the school there are good opportunities for pupils to develop their personal and social skills and also their spiritual, moral, social and cultural understanding. Pupils show very good understanding and sensitivity towards others; they are anxious that members of the school community are happy, safe and secure. The school council is effective in expressing the views of others and their ideas are valued by staff. The good care and support for pupils of differing needs are appreciated by parents. A good range of strategies supports pupils with learning difficulties and disabilities. Staff provide pupils with good guidance overall about how to improve their work, although there are some inconsistencies in how effectively teachers mark pupils' written work.

Leadership and management are good. All pupils are fully included in the life of the school and are central to its vision. The headteacher and her deputy are strengthening systems of monitoring to include all staff and governors in order to achieve a greater consistency in the application of policies and procedures. The school has an excellent capacity to improve further.

### What the school should do to improve further

- Increase opportunities for pupils to write in all subjects

- Improve the rigour with which leaders and managers monitor their subjects in order to achieve a greater consistency in the marking and presentation of pupils' work

## **Achievement and standards**

### **Grade: 2**

Achievement and standards are good. When they start school most children have already reached expected goals, although standards are below average in early writing skills. Reception children make good progress because teaching is good and learning is exciting. In some lessons children of a similar ability are grouped together so that activities are targeted to extend their learning more rapidly, such as in mathematics. By the end of the reception year almost all pupils have achieved well compared with all the early learning goals for children of their age. In Years 1 and 2 the good rates of progress are maintained, including for pupils with learning difficulties and disabilities and the few speaking English as an additional language. The school has purchased extra resources to extend pupils' learning and there is good evidence of improved performance. For example, there is evidence to suggest that almost half of all the current Year 2 will attain the higher Level 3 in reading following the purchase of additional reading books. Based on careful assessments by teachers, the school expects that almost all pupils will attain national standards in reading, writing and mathematics and a significant number will attain the higher Level 3 in reading and mathematics. However, the school has recognised that there is a need for pupils to improve the presentation of their work so that unnecessary mistakes are eliminated.

## **Personal development and well-being**

### **Grade: 2**

Personal development and well-being are good. Pupils behave very well and are confident learners. They feel safe and secure. Pupils enjoy lessons very much because they have very good relationships with others. Even on a snowy day pupils are eager to attend lessons, because they want to be part of the school community. Pupils care well for one another and, as a result, bullying is rare. They enjoy taking responsibilities as monitors and they take good care to use safe practices. A 'Buddy System' is strong and very effective in helping less confident members of the school. The spiritual, moral, social and cultural understanding of pupils is good and they have a good awareness of healthy living. Sports activities are popular. Younger pupils recognise the importance of recycling as they are responsible for the collection of fruit peelings for composting. As part of the school council, pupils represent the views of others, proud that their ideas are taken seriously. They are developing their understanding of citizenship by making contributions to the local community, such as in planting bulbs as part of a 'Liphook in Bloom' initiative.

## Quality of provision

### Teaching and learning

#### Grade: 2

The quality of teaching is good overall and outstanding in some lessons. All teachers have very good relationships with pupils. In lessons teachers create a good ethos for learning, engendering enthusiasm among pupils, who show very good attitudes to learning, concentrate well and work confidently. As one parent commented, 'My child goes into school with a smile, eager to learn and comes home proud of her achievements.' Teachers plan lessons well with a good emphasis on making activities interesting and purposeful. In the reception class, for example, pupils improved their knowledge of dinosaurs as they participated in a dinosaur adventure, studied fossils and played in the Dinosaur Museum. However, there is no agreed procedure for the presentation of pupils' work with the result that there are inconsistencies in teachers' expectations of neatness. In Years 1 and 2, there are also inconsistencies in how teachers mark pupils' work. Across the school information and communication technology (ICT) is used well and is integral to lessons, offering pupils learning experiences through a different medium. Younger pupils can be seen playing games on a screen to help with recognition of coins and older pupils are challenged to use floor robots to measure distance. In all lessons teaching assistants provide valuable support, especially for pupils with learning difficulties and disabilities.

### Curriculum and other activities

#### Grade: 2

Curriculum provision is good and all statutory requirements are met. The school provides a vibrant learning environment and resources are good in all subjects. Some good links are planned to consolidate learning across the curriculum, although there are too few opportunities for pupils to practise writing in other subjects. ICT enhances learning well because there are good facilities. Visitors and day visits make a good contribution to the curriculum and a very good range of activities take place outside the school day. Special events are used effectively to provide learning in more depth. For example a Victorian assembly helped pupils recognise differences between their own life and Victorian England. In all classes there is good attention to the development of basic skills in literacy and numeracy. There is a good programme of personal, emotional and social education and also health education. The school takes good care to provide a good range of activities for physical exercise.

### Care, guidance and support

#### Grade: 2

Care, guidance and support are good overall. The school works very hard to ensure that the needs of every child matter. Risk assessments, health and safety and child protection procedures are securely in place. Adults take effective action to encourage attendance, with almost all children arriving at school regularly and punctually. Pupils

are cared for well and benefit from good adult supervision. In consequence pupils behave very well in lessons and at break and lunch times. Academic guidance is excellent, because pupils' progress is tracked very well and good support is given, though there are inconsistencies in teachers' marking. Personal development is monitored less well. The provision for pupils with learning difficulties and disabilities is good. Individual education plans ensure that the needs of individuals are met. Good levels of support are given to both pupils and staff by a well-informed coordinator. Specialist help is sought, when necessary. The very few pupils speaking English as an additional language achieve as well as their peers because of good provision appropriate to their needs.

## **Leadership and management**

### **Grade: 2**

The leadership and management of the headteacher are outstanding. Since her appointment in September 2005 she has provided the school with a very clear direction and developed an effective team of staff and governors, who value her expertise and describe her leadership as inspirational. Under the headteacher's direction, standards are improving rapidly because of the rigorous measurement of pupils' performance and introduction of effective strategies to provide pupils with additional support. Currently the school is working to improve standards in writing. The headteacher and her deputy have an excellent understanding of strengths and weaknesses in the school's performance. Self-evaluation is being used well to make improvements and the professional development of staff is given a high priority. The needs of all pupils are now addressed, although some procedures are recent and their impact is not yet fully effective. Subject managers are developing their roles but their monitoring has not yet achieved consistency in teachers' practice.

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## Inspection judgements

Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate	<b>School Overall</b>
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### Overall effectiveness

<b>How effective, efficient and inclusive is the provision of education, integrated care and any extended services in meeting the needs of learners?</b>	2
How well does the school work in partnership with others to promote learners' well-being?	2
The quality and standards in the Foundation Stage	2
The effectiveness of the school's self-evaluation	2
The capacity to make any necessary improvements	1
Effective steps have been taken to promote improvement since the last inspection	Yes

### Achievement and standards

<b>How well do learners achieve?</b>	2
The standards <sup>1</sup> 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

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

### The quality of provision

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

<sup>1</sup> 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

<b>How effective are leadership and management in raising achievement and supporting all learners?</b>	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	2
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**

Thank you for making the inspectors so welcome when we visited your school. We enjoyed finding out about all the interesting things you are doing. Wasn't it exciting on the day when the snow came? Inspectors think that you have a good school.

What we really liked about your school is:

- you enjoy school and behave very well at all times
- you do good work and achieve good standards in reading and number
- your lessons are fun
- adults are very good at finding out how well you are doing and helping you to improve
- you are making a good contribution to your school through your school council.

To make your school even better we have asked your headteacher, staff and governors to provide more activities for you to practise your writing. Also we think that your work could be neater. The adults have made lots of changes in your school recently and now they need to make sure that the new systems are used by everyone.

I hope that you continue to enjoy your time at Liphook infant School

Yours truly,

Bernice Magson

Lead inspector