

Liphook Infants School

Inspection report

Unique Reference Number	116056
Local Authority	Hampshire
Inspection number	338715
Inspection dates	21–22 January 2010
Reporting inspector	Keith Sadler

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	244
Appropriate authority	The governing body
Chair	Karen Feeney
Headteacher	Liz Cole
Date of previous school inspection	7 February 2007
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Introduction

This inspection was carried out by three additional inspectors. They observed teaching by 10 teachers and spent over a third of the school days observing learning, visiting 17 lessons. The inspectors held meetings with governors, staff, and groups of pupils. Inspectors observed the school's work, and looked at a wide range of documentation, which included the school's analysis of pupils' progress, teachers' lesson plans, the school's improvement plan and also pupils' work. In addition, the 92 responses of parents' and carers' questionnaires were analysed and their comments taken into account.

The inspectors reviewed many aspects of the school's work. They looked in detail at the following:

- how well pupils are progressing in mathematics
- the quality of teachers' marking
- the strength of the care, guidance and support provided for pupils
- how well staff with responsibilities contribute to the school's monitoring and evaluation processes.

Information about the school

Liphook is an average-sized infant school. It serves the village and an increasing number of pupils attend from the surrounding area. It shares a site with the partner junior school. Almost all the pupils are of White British heritage. The proportion of pupils known to be entitled to free school meals is low. The proportion of pupils who have special educational needs and/or disabilities is average. The school has a number of new members of teaching staff and there have been significant periods of staff sick leave or maternity leave since the last inspection. The school has gained several awards including the Healthy School and Artsmark (Silver).

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

2

Main findings

The school provides a good standard of education. It has some significant strengths and has improved well since the previous inspection. Achievement is good and care and personal development are outstanding. Pupils, staff and governors are proud of their school. Parents are overwhelmingly supportive, with one parent summing up the views of many in writing, 'The school is a loving, caring and nurturing place where our son is safe to learn and grow. The children are constantly encouraged to improve and our son has progressed enormously. He can't wait for the weekend to be over!'

Parents are quite right to be pleased to have chosen the school. Children get off to a good start in the Early Years Foundation Stage and progress well in all areas of learning. Provision in the three Reception classes is of good quality and the staff work together well as a team. However, outdoor learning is hampered because part of the area outside the classrooms cannot be used when it is damp as the decking is too slippery and presents a safety hazard for staff and pupils. The good quality provision in Years 1 and 2 ensures that pupils continue to make rapid progress, particularly in reading and writing. Attainment is not as high in mathematics even though pupils are good with numbers and calculation. This is because they are not as adept at using and applying the knowledge that they have; the curriculum, though it has many strengths, does not give close enough attention to developing these skills. This weaker area reduces their achievement in mathematics to satisfactory.

Teaching is good and some lessons are outstanding. Teachers plan lessons well and ensure that all groups of pupils achieve well and make good progress. Relationships are excellent and teachers manage pupils exceptionally well. All classrooms are characterised by happy pupils who thoroughly enjoy learning together with their classmates. Throughout the school there is a strong and positive atmosphere in which the pupils thrive in their personal development. Behaviour is outstanding; pupils have highly positive attitudes and they relish the many opportunities that their teachers provide for them to work in groups and pairs. Pupils particularly enjoy the excellent range of enrichment activities and after-school clubs.

All these things do not happen by chance! The headteacher continues to provide outstanding leadership and drive and this is the key to the school's strengths. She is supported well by the staff, who make a strong contribution to the school's outstanding monitoring of teaching and learning. This enables the headteacher, staff and governors to have a very accurate view of how well it is doing and what it needs to do to keep improving. Excellent systems are in place to secure improvement, and aspirations are high, but despite able replacements the pace of developments since the last inspection has been unavoidably slowed by absence of key staff. However, despite this, the good

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improvement since the previous inspection demonstrates the school's good capacity for further improvement.

What does the school need to do to improve further?

- Strengthen the pupils' ability to use and apply mathematical knowledge in practical situations by planning more structured opportunities for developing these skills.
- By September 2010, ensure that the flooring of the area outside the Reception classes is such that the space can be used whatever the weather.

Outcomes for individuals and groups of pupils**1**

Pupils' attainment is often significantly above average by the end of Year 2, and this demonstrates good progress from the pupils' skills on entry, which are broadly as expected. The school has successfully tackled the weakness in providing opportunities for writing in all subjects that was identified in the last inspection, and writing is now a strength. Work seen during the inspection was also of a high standard in reading, art and French. There is no significant difference in the progress made by different groups of pupils. Those with learning difficulties and/or disabilities make good progress because the provision for them is well planned. The school's successes in the arts, recognised by gaining the Artsmark award, are underpinned by a commitment to ensuring that pupils enjoy a wide range of arts activities. This was seen during the inspection when the pupils achieved very well during the dance sessions, taught by outside specialists, that took place as part of an arts fortnight.

Pupils thoroughly enjoy lessons and their excellent behaviour and attitudes play a large part in helping them to achieve well. They concentrate very well and show excellent listening skills. They show respect for each other's opinions when they work together. They know what they are aiming for in lessons and are keen to hear if they have been successful. Pupils have an excellent understanding of healthy living, as shown in their enthusiasm for the after-school sports clubs that the school offers. They say that they feel very safe and free from any bullying or harassment. Pupils contribute exceptionally well to the school and the locality, for example by planting many bulbs in the village.

These are the grades for pupils' outcomes

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

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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	1
Pupils' behaviour	1
The extent to which pupils adopt healthy lifestyles	1
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
The extent of pupils' spiritual, moral, social and cultural development	1

How effective is the provision?

The school's provision is underpinned by the excellent care, guidance and support that is provided for pupils. This creates a highly positive atmosphere throughout, in which pupils thrive in their learning. Teachers know their pupils well and there are excellent systems to check how well they are doing. Pupils say they feel exceptionally well cared for in school and are confident that staff will help them to deal with any issues or concerns they may have. The needs of vulnerable pupils are assessed and met exceptionally well, enabling them to take a full part in school life.

Lesson plans show clearly what the pupils are to learn based on good quality assessments of previous learning. Tasks are organised well to ensure that work is closely tailored to meet the different pupils' needs. The good quality support provided by teaching assistants means that all pupils get the help and challenge that they need to progress well. The numerous new members of the teaching staff have settled well and contribute well to the good quality teaching. In the last inspection, there were weaknesses in the quality and consistency of marking. This is not now the case. A new marking policy is used well by staff and results in pupils having a clear idea of how well they have met the success criteria for lessons. Teachers' marking constantly refers to these and pupils are reminded of them frequently by having them pasted into their books. However, as yet, pupils' own assessment of their work is limited ' they do not assess for themselves whether success criteria are met.

Pupils speak enthusiastically about the special events that are provided for them, such as the arts fortnight. Pupils' personal, social and health education skills are promoted extremely well. There has been a significant improvement in the outdoor learning

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environment since the previous inspection. Sensory areas have been developed, a school pond dug and built, and there are many outdoor musical instruments, all of which are used to enhance learning. Recent innovations such as the development of the mathematics 'toolbox' to support practical mathematics and the emphasis placed on first-hand learning are yet to fully bed down throughout the school.

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 highly effective systems to check the school's performance are based on a rigorous analysis of outcomes for pupils and the quality of teaching and learning. In particular, there are excellent systems in place to track pupils' progress, and these are used exceptionally well to ensure that any slower progress by individuals or groups is quickly addressed. Each individual pupil's needs are known. This together with the close teamwork between the three classes in each year group, including the combined planning of work, ensures outstanding equality of opportunity for pupils. There is great ambition for the future and there is a shared vision across all the staff about how the aspirations can be achieved. All staff are encouraged to contribute to the school's improvement and staff morale is high. Teachers with responsibilities make use of a wide range of well-conceived evidence to contribute to the school's development plan.

Governors provide good strategic direction, though there are a number of new governors who, as yet, are not as fully involved as they could become. There are excellent systems in place for protecting pupils and to assure both their well-being and health and safety. The school itself is a very cohesive community and there has been a close analysis and action plan to support community cohesion further. The school is important to the local village. There are links with a school in Brent that serves a very different community, and also with schools in both the USA and Uganda.

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

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The effectiveness of the school's engagement with parents and carers	1
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	1
The effectiveness with which the school promotes community cohesion	1
The effectiveness with which the school deploys resources to achieve value for money	1

Early Years Foundation Stage

Children settle quickly and well in the Early Years Foundation Stage. This is the result of excellent induction processes which include staff making home visits and having close partnerships with local pre-school providers. Children are happy in school and thoroughly enjoy the activities the staff prepare for them. There is a good balance between activities that are led by staff and those that the children choose for themselves. As a result, they become increasingly independent and able to show responsibility in choosing sensibly, sharing with others and concentrating on tasks for extended periods. Each classroom is organised well and shared areas, both indoors and outdoors, are used well, with children from all classes mixing freely together. All the staff work closely together as a team and they take joint responsibility for noting down the children's achievements. These assessments are used well to ensure that future work is tailored appropriately to meet each child's needs.

There is a wide range of outdoor learning resources which are of good quality. They are used well to plan activities across all areas of learning. The new canopy outside the classrooms is particularly beneficial as, despite problems with the decking, it enables children to use some of the space in inclement weather. Children's welfare is at the heart of all that the staff do and they ensure that the children are safe, protected well and enjoy learning.

These are the grades for the Early Years Foundation Stage

Overall effectiveness of the Early Years Foundation Stage	2
Taking into account:	
Outcomes for children in the Early Years Foundation Stage	2
The quality of provision in the Early Years Foundation Stage	2
The effectiveness of leadership and management of the Early Years Foundation Stage	2

Views of parents and carers

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Parents and carers have overwhelmingly positive views of the school. They are unanimous in their support in a number of areas, including feeling that their children enjoy school and that the school is led and managed well. Inspection findings confirm these views.

Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Liphook Infant 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 13 statements about the school.

The inspection team received 92 completed questionnaires by the end of the on-site inspection. In total, there are 244 pupils registered at the school.

Statements	Strongly Agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	66	72	26	28	0	0	0	0
The school keeps my child safe	71	77	20	22	0	0	0	0
The school informs me about my child's progress	46	50	42	46	3	3	0	0
My child is making enough progress at this school	51	55	38	41	2	2	0	0
The teaching is good at this school	58	63	32	35	0	0	0	0
The school helps me to support my child's learning	50	54	39	42	2	2	0	0
The school helps my child to have a healthy lifestyle	59	64	32	35	1	1	0	0
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)	43	47	42	46	2	2	0	0
The school meets my child's particular needs	47	51	41	45	1	1	0	0
The school deals effectively with unacceptable behaviour	47	51	44	48	1	1	0	0
The school takes account of my suggestions and concerns	48	52	39	42	3	3	0	0
The school is led and managed effectively	63	68	26	28	0	0	0	0
Overall, I am happy with my child's experience at this school	72	78	18	20	1	1	0	0

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.



26 January 2009

Dear Pupils

Inspection of Liphook Infant School, Liphook, Hampshire GU30 7QE

Thank you for making us so welcome when we came to inspect your school. This letter is to tell you what we found.

We think that yours is a good school. The teachers work hard to make lessons interesting and they plan lots of exciting activities for you to do. This helps you to make good progress in your learning. The youngest children settle very quickly and well in the Reception classes and they also do well. Those of you who find learning hard are helped to make good progress because the teaching assistants support you well.

You told us that your school is a very happy place and that the adults look after you really well. We agree with you and so do your parents and carers. We were very impressed about how well you get on together. Your behaviour is excellent, you have an outstanding understanding about being healthy and also you feel very safe in school.

We think that your headteacher does an excellent job and she is greatly helped by all the staff. They are always checking on how well you are doing because they want you always to do as well as you can.

Even in a good school like yours there are things to improve. We have asked your headteacher and governors to make sure that the decking area outside the Reception classes is replaced because it is too slippery for you to use even when it is only a little damp. We have also asked your headteacher and teachers to make sure that you make as good progress in mathematics as you do in reading and writing by giving you lots of practical mathematics tasks to do. You can help by working hard at this.

We really enjoyed our time in your school. Thank you for taking time to talk to us. We hope that you continue to find your time in school enjoyable.

Yours sincerely

Keith Sadler

Lead inspector

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