

Liphook Infant School

Address: Avenue Close, Liphook Infant School, Liphook, Hampshire, GU30 7QE

Unique reference number (URN): 116056

Inspection report: 12 May 2026

Exceptional	
Strong standard	
Expected standard	
Needs attention	
Urgent improvement	

Safeguarding standards met

The safeguarding standards are met. This means that leaders and/or those responsible for governance and oversight fulfil their specific responsibilities and have established an open culture in which safeguarding is everyone's responsibility and concerns are actively identified, acted upon and managed. As a result, pupils are made safer and feel safe.

How we evaluate safeguarding

When we inspect schools for safeguarding, they can have the following outcomes:

- **Met:** The school has an open and positive culture of safeguarding. All legal requirements are met.
- **Not met:** The school has not created an open and positive culture of safeguarding. Not all legal requirements are met.

Strong standard ●

Achievement

Strong standard ●

Pupils excel in their learning. The quality of pupils' written work and their ability to articulate their learning across the curriculum reflects this. They develop detailed knowledge across the whole curriculum which enables them to apply their learning in different contexts. Pupils with special educational needs and/or disabilities, as well as pupils who face other barriers to learning, build securely on what they already know. They progress well through the curriculum from their starting points.

Pupils secure strong foundations in reading, writing and mathematics. This is evident from the early years and develops through the school. Pupils' attainment in the Year 1 phonics screening check is consistently above national averages. For the few pupils where this is not the case, leaders take swift action so that any gaps close quickly. Disadvantaged pupils also achieve well. Across the school, pupils develop confidence, resilience and independence because of the opportunities available to them and the support they are given. They are very well prepared for the next stage in their education.

Attendance and behaviour

Strong standard ●

The school understands the importance of excellent attendance. Leaders know that pupils must be in school in order to benefit from the high-quality teaching and curriculum. Leaders are meticulous in their analysis of attendance data. They swiftly identify pupils who struggle to attend well. The school has excellent relationships with families. Leaders use this early identification and the positive relationships to apply bespoke support for pupils and families. Pupils enjoy coming to school. As a result, attendance at the school is high. It is above national averages for most pupils.

Pupils' behaviour in lessons and at social times is excellent. This is due to the unwavering expectations and consistent application of the school's behaviour policy. Adults are superb role models of this. Pupils are polite and respectful to each other and the adults in school. Pupils are engaged in their learning and demonstrate pride in the work they produce. Their positive attitudes to learning shine through in all they do. Older pupils inspire the younger pupils as they live out the school's values and work hard to meet the school's high expectations. Any form of bullying or discrimination is not tolerated. The school rarely uses suspensions, but if needed these are used appropriately and proportionately.

Curriculum and teaching

Strong standard ●

Leaders have designed a well-sequenced and considered curriculum. Pupils' needs are central to decisions made about what will be taught and when it will be delivered. Appropriate refinements are made to ensure that the curriculum addresses any gaps in learning. Leaders think carefully about the curriculum for pupils and regularly make refinements to adjust what pupils will learn. Learning is precisely linked across subjects. As a result, pupils deepen their understanding and make connections in their learning.

Leaders ensure that pupils secure strong foundations for learning. Staff teach early reading and phonics consistently well. This means that pupils learn to read quickly and with increasing fluency. This prepares them for future learning. Pupils are confident communicators. Pupils speak clearly, listen carefully and express their ideas thoughtfully. This is evident at social times as well as when they are discussing their learning.

Leaders are ambitious for all pupils to access the same curriculum and benefit from clear, engaging and well-planned lessons. They ensure that staff have the necessary skills to deliver the curriculum well. Staff check pupils' understanding routinely and address any misconceptions. Where pupils have errors or misunderstandings in their learning, targeted teaching addresses these so that gaps in knowledge close quickly. Staff make appropriate adjustments and adaptations so that all pupils work towards the same end points. This helps pupils to keep up rather than catch up.

Early years

Strong standard 

The early years curriculum is precisely planned to enable children to progress well. Staff bring learning to life through carefully chosen texts which link directly to topics. Leaders prioritise number, reading and vocabulary development. They understand the importance of securing this important foundational knowledge.

The precise routines for phonics teaching are well understood and implemented by staff. Carefully planned learning activities develop children's knowledge. For example, children in the outside learning area struggled to contain their excitement when building a bird hide connected to their trip to a local bird park. Interactions between children and adults are extremely positive. These demonstrate warm, positive relationships as well as a secure understanding of how children learn.

Children play with each other with care and respect. Routines are very well embedded. These begin from the start and are enhanced by the robust relationships with parents and carers. Staff actively seek ways to enhance children's learning beyond school.

Leaders quickly identify children who may have special educational needs and/or disabilities. They diligently check on their progress. Effective support from school leaders and work with outside agencies ensure that children can access the curriculum alongside their peers.

A high proportion of children achieve a good level of development at the end of Reception Year. This means that children are very well prepared for Year 1.

Inclusion

Strong standard 

Leaders have high aspirations for pupils who face barriers to their learning. There is a sharp focus on embedding effective practice across the school. Staff benefit from purposeful training that increases their understanding of the specific needs of pupils and the barriers they may face. This strengthens the consistency of provision across the school. Due to their robust understanding, staff swiftly identify and assess pupils' needs. This includes pupils who have previously been known to social care. When pupils find learning challenging, they benefit from high-quality, inclusive teaching. Precise targets, highly effective teaching and

adapted resources help pupils with special educational needs and/or disabilities (SEND) achieve well and learn alongside their peers.

Across all groups, leaders check pupils' progress rigorously. They assess the impact of interventions and support strategies. Where needed, approaches are adapted to ensure pupils' gaps are closing rapidly. Leaders work effectively with external specialists and secure additional expertise when required. Leaders also work closely with parents and carers. Pupils develop independence and have the skills and knowledge to achieve well. This considered, proactive approach helps pupils with SEND flourish.

Leaders use pupil premium funding strategically. Research informs the way the funding is spent. It supports pupils' academic progress as well as aiding their emotional, social and communication development.

Leadership and governance

Strong standard ●

Leaders act in the best interests of children. This drives the school's work. There is a clear culture of high expectations for all staff and pupils. Leaders are ambitious for all pupils, academically and socially.

The school is outward facing. It works closely with others to learn from and share good practice and expertise. There is a highly effective culture of professional learning across the school. Staff value the training that they receive and the development opportunities on offer in the federation. Leaders prioritise staff wellbeing and workload. Staff like working here: they know that they are valued.

There is a sharp focus on meeting the needs of pupils with special educational needs and/or disabilities and other barriers to their learning. There is a whole-school commitment to training and development. This embeds inclusive practice across school. It has a positive impact on pupils' achievement and sense of belonging. As a result, pupils are flourishing at Liphook Infant School.

Those responsible for governance have a clear understanding of their roles and statutory duties. They are highly skilled and knowledgeable and provide support and challenge to leaders. There are clear structures in place that help the effective checking, challenge, allocation of resources and sharing of expertise. Governors understand the recent change in context of the school. They have been quick to respond to this. Other local schools value this school's contribution to the professional development of their school leaders.

The school builds constructive relationships with the wider community and parents.

Personal development and wellbeing

Strong standard ●

The school provides extensive opportunities that enrich pupils' personal development. Ensuring everyone has the chance to participate in these is a priority. Leadership roles such as digital ambassadors and young governors are open to all pupils. The school's focus on speaking and listening is particularly effective in developing pupils' confidence, resilience and independence. This supports pupils' transition and helps prepare them for the next stage of their learning. The 'federation promise' details a list of inventive activities that pupils

will access. For example, Year 2 pupils get the chance to work with a conservationist as part of their topic on endangered animals.

From the early years and across the school, pupils learn the personal, social and emotional skills they need to succeed. The curriculum helps pupils to deeply understand more about the world they live in. Pupils understand cultural diversity, democracy and tolerance in an age-appropriate way. They consider the needs of others. For example, the 'charity team' choose which charity to raise money for and eagerly plan events. Older pupils are proud to act as positive role models and take this responsibility seriously.

Pupils understand safeguarding risks they can come across, both online and offline. Leaders skilfully adapt the curriculum so that pupils with special educational needs and/or disabilities (SEND) also learn about risks they may face. Pupils learn how to stay healthy. They know it is important to work hard and that relaxing is important for their mental health. Pupils develop a secure understanding of healthy friendships in line with the school's relationships education.

Leaders ensure that all pupils, including disadvantaged pupils and those with SEND, have full access to trips and enrichment opportunities. A variety of clubs helps pupils to develop new talents and interests. Leaders are alert to the barriers that may prevent pupils from accessing enrichment opportunities. They carefully consider ways of overcoming these.

What it's like to be a pupil at this school

Staff value, respect and know pupils well at Liphook Infant School. As a result of the care and consideration which is woven through interactions, pupils have a deep sense of belonging. This begins when the youngest children start in early years. Here, staff take time to form strong relationships with children to ensure a smooth transition into school.

Pupils thrive due to the welcoming culture which is underpinned by the school's values. They live out these values of 'loving-kindness, respect and aspiration' in all they do. Oracy lies at the heart of learning and helps pupils develop confidence and resilience. Pupils show high levels of respect and care for one another.

Pupils benefit from well-considered enrichment activities, including clubs, trips and wider opportunities. These broaden their horizons. They talk eagerly about the 'federation promise' which entitles them to memorable moments while at school. These include coaching by a professional sportsperson or enjoying an experience which develops their cultural awareness. Leaders ensure that all pupils, particularly those who may otherwise miss out, can fully take part in these activities.

Leaders and staff have consistently high expectations of behaviour. These are rigorously upheld. Consequently, pupils behave very well. Bullying is rare, but when concerns arise, staff act swiftly to provide the right support. As a result, pupils feel safe in school.

Pupils are immensely proud of their school as it is a fun, calm and enjoyable place where they learn, in their words, 'cool things'. There is a well-planned and ambitious curriculum. Pupils engage enthusiastically during lessons. The work pupils produce is of a high quality

and demonstrates their commitment to learning. As a result of the engaging learning atmosphere and positive relationships, most pupils attend very well. Staff swiftly identify barriers to learning for pupils and work to provide the best possible support for individuals. This means that pupils achieve very well, including disadvantaged pupils and pupils with special educational needs and/or disabilities. Pupils are very well prepared for the next stage of education.

Next steps

- Leaders and those responsible for governance should ensure that there is a continued focus on implementing their curriculum to achieve and sustain exceptional standards of teaching, to bring about a transformational impact on the achievement of all pupils.
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About this inspection

The chair of governors in this school is Steve Saycell.

Inspectors carried out this full inspection under section 5 of the Education Act 2005.

Following our renewed inspection framework, all inspections are now led by His Majesty's Inspectors (HMIs) or by Ofsted Inspectors (OIs) who have previously served as HMIs.

Inspectors spoke with the executive headteacher, head of school, other school leaders, school staff and members of the governing body during the inspection. Inspectors also spoke to parents and a representative of the local authority.

The inspectors confirmed the following information about the school:

The school is part of The Federation of Liphook Infant and Junior Schools. The school works closely with the nearby federated junior school. The executive headteacher leads both schools, and there is a shared governing body across the federation.

The school uses no alternative provision.

Executive Headteacher: Jacqueline Taylor

Lead inspector:

Ulric Neblett-Leigh, His Majesty's Inspector

Team inspectors:

Phil Garnham, His Majesty's Inspector

Katherine Russell, Ofsted Inspector

Facts and figures used on inspection

The data was used by the inspector(s) during the inspection. More recent data may have been published since the inspection took place.

 This data is from 12 May 2026

School and pupil context

Total pupils

268

Close to average

What does this mean?

The total number of pupils currently at this school and how this compares to other schools of this phase in England.

National average: 272

School capacity

270

Close to average

What does this mean?

The total number of pupils who can attend the school and how this compares to other schools of this phase in England.

National average: 300

Pupils eligible for free school meals (FSM)

14.18%

Below average

What does this mean?

The proportion of pupils eligible for free school meals at any point in the last six years.

National average: 26.3%

Pupils with an education, health and care (EHC) plan

1.87%

Below average

What does this mean?

The proportion of pupils with an education, health and care plan. This covers pupils with more support than is available through special educational needs support.

National average: 3.5%

Pupils with special educational needs (SEN) support

13.43%

Close to average

What does this mean?

The proportion of pupils with reported special educational support needs at the school.

National average: 15%

Location deprivation

Below average

What does this mean?

Based on the English Indices of Deprivation (2019) and the school's location, we have calculated whether the school is located in a more or less deprived area.

Resourced Provision or SEND Unit (if applicable)

No resourced provision

What does this mean?

Whether school has Resourced Provision or SEND unit (if applicable).

Absence

Overall absence

The percentage of all possible mornings and afternoons missed due to absence from school (for whatever reason, whether authorised or unauthorised) across all pupils.

Year	This school	National average	Compared with national average
2024/25 (3 term)	4.3%	5.2%	Below
2023/24 (3 term)	4.7%	5.5%	Below
2022/23 (3 term)	4.3%	5.9%	Below

Persistent absence

The percentage of pupils missing 10% or more of their possible mornings and afternoons.

Year	This school	National average	Compared with national average
2024/25 (3 term)	10.3%	13.0%	Close to average
2023/24 (3 term)	11.5%	14.6%	Close to average
2022/23 (3 term)	7.6%	16.2%	Below

Our grades explained

Exceptional

Practice is exceptional: of the highest standard nationally. Other schools can learn from it.

Strong standard

The school reaches a strong standard. Leaders are working above the standard expected of them.

Expected standard

The school is fulfilling the expected standard of education and/or care. This means they are following the standard set out in statutory and non-statutory legislation and the professional standards expected of them.

Needs attention

The expected standards are not met but leaders are likely able to make the necessary improvements.

Urgent improvement

The school needs to make urgent improvements to provide the expected standard of education and/or care.

The Office for Standards in Education, Children's Services and Skills (Ofsted) inspects services providing education and skills for children and learners of all ages, and inspects and regulates services that care for children and young people.

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