

Liphook Church of England Controlled Junior School

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

Unique reference number (URN): 116330

Inspection report: 27 January 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 are extremely well prepared for their next steps in education. The school's clear focus on core skills provides a secure foundation for pupils' high achievement across the curriculum. Pupils apply these skills with confidence. For example, they use the handwriting skills they learn to produce well-presented and accurate writing in every subject. Pupils retain important knowledge over time. For example, older pupils explain how techniques such as layering and creating texture, first taught in Year 3, support the development of their current artwork.

The high standards seen across the curriculum are reflected in pupils' excellent performance in national tests. Over time, pupils consistently perform significantly above national averages. The purposeful and well-targeted support disadvantaged pupils receive has a highly positive impact on their outcomes. For example, in the 2025 national tests, the attainment of these pupils exceeded that of non-disadvantaged pupils nationally in the end of Year 6 assessments for mathematics and writing.

Attendance and behaviour

Strong standard ●

Attendance is consistently above national averages and has returned to pre-pandemic levels. The number of pupils who are absent more often continues to decrease over time. Leaders monitor attendance and punctuality closely, and they respond swiftly when concerns emerge. They build trusting relationships with families so that together they can understand and address barriers to pupils' attendance. This partnership approach makes the school's support more effective. Leaders' actions have led to significant improvements in the attendance of some pupils who were previously frequently absent.

In lessons, pupils show real interest in their work. They collaborate well with others. Pupils use their well-developed communication skills to contribute thoughtfully and effectively to discussions. The school's approach to behaviour teaches pupils how to manage their emotions and make positive choices. Staff use clear routines and consistent strategies, which support the calm and positive conduct seen throughout the day. Serious incidents, such as bullying or discrimination, are rare. Leaders deal with them quickly and decisively. Relationships between pupils are warm and supportive. Year 6 pupils are enthusiastic about offering guidance to their younger buddies in Year 3 through the buddy system. Pupils who need extra help receive caring and individualised support from staff.

Curriculum and teaching

Strong standard ●

Teachers deliver the curriculum with expertise. Their secure subject knowledge and skilled teaching approaches result in consistency across subjects. Leaders know the curriculum well because they check it closely. They use what they learn to make timely improvements, if necessary. Staff make carefully considered adaptations to the curriculum and teaching that meet pupils' individual needs. As a result, all pupils, including those with special educational needs and/or disabilities, access the full curriculum and learn successfully alongside their peers.

The curriculum is ambitious, coherent and securely embedded. It is designed so that pupils build knowledge in a logical sequence from Year 3 to Year 6. There is a clear focus on core skills. Well-structured spelling and handwriting programmes give pupils secure foundations, and staff support those at an earlier stage of reading so that they catch up quickly. Leaders also prioritise pupils' language skills, and there is a consistent approach to teaching these. This means that pupils explain, challenge and refine ideas with increasing confidence.

Innovative approaches enhance the curriculum. Teachers manage pupils' use of technology with skill and purpose. This promotes pupils' independence and deepens their knowledge. For example, in Year 6, science pupils create their own learning pathways to understand complex ideas linked to adaptation and evolution.

Inclusion

Strong standard ●

Leaders have a clear and ambitious vision that places inclusion at the heart of the school's work. Leaders are determined that every pupil will flourish. They take thoughtful, proactive steps to remove any barriers to learning or wellbeing. When sensitive matters arise, leaders respond with care. The school invests highly in resources and specialist services so that pupils receive precise and timely support.

Leaders have robust systems to identify needs early, including for pupils with special educational needs and/or disabilities (SEND). Well-planned training ensures staff have the skills to support and meet pupils' needs successfully. Rigorous monitoring of pupils' progress and the support they receive help leaders to recognise the exact adjustments required. These thoughtful and appropriate adaptations enable pupils with SEND to engage confidently in lessons and other aspects of school life.

Leaders' strategy for spending additional funding, such as the pupil premium grant for disadvantaged pupils, is implemented and evaluated carefully. Support is purposeful and contributes to the positive attainment of pupils eligible for this funding. Pupils known, or previously known, to social care benefit from compassionate pastoral support. When alternative provision is used, leaders work closely with providers to check on pupils' welfare and learning. They use this as an opportunity to bring effective ways of meeting pupils' needs back into school.

Leadership and governance

Strong standard ●

Leaders are highly focused on improvement. They continually review their work to identify refinements that will strengthen provision further. They maintain a clear focus on vulnerable pupils and consider their needs in all aspects of decision-making. Leaders' decision to host the local foodbank on the school site shows their commitment to supporting families and the wider community.

Ambition and outward-looking practice shape leaders' work. They contribute to wider improvement by sharing their strengths with other schools. This includes providing support for developing pupils' communication and language and for teaching emotional regulation strategies.

Governors are skilled and knowledgeable. They understand their strategic role and use a wide range of evidence, including reports from leaders, pupil voice, staff feedback and external reviews to inform themselves about the school. Governors' robust monitoring helps them give rigorous challenge to leaders and make sure that resources are used where they will have the most impact. Governors keep a clear focus on support for vulnerable pupils. Like leaders, they are determined that all pupils have equitable access to enrichment opportunities.

Leaders invest significantly in professional development that strengthens teachers' subject knowledge and teaching skills. School improvement priorities are introduced in a thoughtful way, with careful attention given to staff workload and wellbeing. As a result, staff feel respected and treated fairly, which contributes to very high levels of satisfaction and confidence in the school's leadership. The stability of the workforce means that the investment in staff expertise is sustained and continues to benefit pupils.

Personal development and wellbeing

Strong standard ●

The school provides a well-designed and aspirational personal development programme that enables pupils to thrive. Leaders review the offer regularly, so it remains closely aligned to pupils' interests and needs and the local context. Technology is used with clear purpose and supports pupils to become confident, capable digital learners. Online safety is a priority and taught in depth. Pupils show an excellent understanding of potential risks and describe practical steps to protect themselves, such as not sharing personal information. Teaching about keeping safe extends beyond technology, with pupils developing a secure awareness of different risks in the home and community and how to manage them.

The personal, social and health education (PSHE) curriculum is well structured and delivered with precision. It builds on what pupils have learned previously. As a result, pupils develop detailed knowledge across a wide range of important topics. For example, older pupils discuss puberty, healthy relationships and personal changes with maturity. They recognise that families vary and express respect for these differences.

Pupils show thoughtful respect for diversity. They speak with assurance about valuing people of all faiths and those with none. They understand the importance of respecting people from a wide range of cultures and abilities. Fundamental British values, such as tolerance and democracy, are taught consistently through PSHE and assemblies. Pupils understand the importance of these and share considered examples.

Leaders promote ambition, confidence and emotional wellbeing highly effectively. As a result, pupils, including those with special educational needs and/or disabilities and disadvantaged pupils, learn to flourish personally and socially. Pupils talk openly about their feelings and know how to seek help. They trust staff to listen and support them. Pupils value additional provisions to support their wellbeing. Examples of this are the enhanced school nurse provision and emotional literacy support sessions.

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

Pupils know their school's core values of 'loving-kindness, respect and aspiration' very well. They talk about these often. For example, in assembly, pupils explain what respect means and how they can show it. Pupils behave well at the school, and instances of unkind behaviour are extremely rare. Pupils' well-developed communication and language skills help them communicate effectively. They listen carefully to others because they know that everyone's voice matters.

All pupils benefit from a carefully planned programme of wider development, including memorable experiences beyond the school through the 'federation promise'. These opportunities ensure that pupils enjoy a broad range of enriching experiences that prepare them well for life after Liphook. For example, each year, Year 4 pupils visit the Bramshott Commonwealth war graves. They choose a soldier to learn about in depth. At the end of the project, they lead a memorial service for the local community and visiting dignitaries. Years later, older pupils recall the sense of gratitude this project created in them.

Leadership roles are numerous and valued. Some pupils model safe behaviours to their peers through roles such as digital ambassadors and junior road safety officers. Other pupils appreciate hearing safety messages from peers as well as adults. Pupils feel safe at school and are confident about keeping themselves safe in the community. Pupils work beyond their school, for example when members of the 'green team' take part in a virtual climate summit with other schools across the county.

Leaders know their pupils well. They use this knowledge to remove barriers to learning and support pupils' wellbeing. Pupils achieve highly because they engage positively in lessons and benefit from high-quality teaching across the school. Attendance is high, meaning pupils are in school to make the most of the opportunities available to them.

Next steps

- Leaders and those responsible for governance should develop exceptionally high standards across the curriculum so that there is a transformational impact on pupils' outcomes, particularly for disadvantaged pupils.

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.

Inspection activities:

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

The inspectors confirmed the following information about the school:

This school is registered as having a Church of England religious character. The last section 48 inspection was carried out in September 2019.

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

The school uses one unregistered alternative provision.

Executive headteacher: Jacqueline Taylor

Lead inspector:

Katie Hancock, His Majesty's Inspector

Team inspectors:

Rebecca Greenhalgh, Ofsted Inspector

Jonathan Hills, 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 27 January 2026

School and pupil context

Total pupils

364

Above 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

360

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)

16.21%

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

2.20%

Close to 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

16.48%

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).

All pupils' performance

Pupils reaching the expected standard in reading, writing and mathematics

The percentage of pupils meeting the expected standards in a combined reading, writing and mathematics measure.

Year	This school	National average	Compared with national average
Latest 3 year average	86%	61%	Above
2024/25 (revised)	82%	62%	Above
2023/24 (final)	88%	61%	Above
2022/23 (final)	87%	60%	Above

Pupils reaching the expected standard in reading

The percentage of pupils meeting the expected standard in reading.

Year	This school	National average	Compared with national average
Latest 3 year average	89%	74%	Above
2024/25 (revised)	87%	75%	Above
2023/24 (final)	90%	74%	Above
2022/23 (final)	90%	73%	Above

Pupils reaching the expected standard in teacher-assessed writing

The percentage of pupils meeting the expected standard in teacher-assessed writing.

Year	This school	National average	Compared with national average
Latest 3 year average	94%	72%	Above
2024/25 (revised)	91%	72%	Above
2023/24 (final)	98%	72%	Above
2022/23 (final)	93%	71%	Above

Pupils reaching the expected standard in mathematics

The percentage of pupils meeting the expected standard in mathematics.

Year	This school	National average	Compared with national average
Latest 3 year average	92%	73%	Above
2024/25 (revised)	92%	74%	Above
2023/24 (final)	91%	73%	Above
2022/23 (final)	93%	73%	Above

Disadvantaged pupils' performance

Disadvantaged pupils are those who have been eligible for free school meals at any point in the last six years and children looked after.

Disadvantaged pupils reaching the expected standard in reading, writing and mathematics

The percentage of disadvantaged pupils meeting the expected standard in reading, writing and mathematics.

Year	This school	National average	Compared with national average
Latest 3 year average	63%	46%	Above
2024/25 (revised)	56%	47%	Close to average
2023/24 (final)	71%	46%	Above
2022/23 (final)	62%	44%	Above

Disadvantaged pupils reaching the expected standard in reading

The percentage of disadvantaged pupils meeting the expected standard in reading.

Year	This school	National average	Compared with national average
Latest 3 year average	69%	62%	Close to average
2024/25 (revised)	67%	63%	Close to average
2023/24 (final)	76%	62%	Above
2022/23 (final)	62%	60%	Close to average

Disadvantaged pupils reaching the expected standard in teacher-assessed writing

The percentage of disadvantaged pupils meeting the expected standard in teacher-assessed writing.

Year	This school	National average	Compared with national average
Latest 3 year average	83%	59%	Above
2024/25 (revised)	83%	59%	Above
2023/24 (final)	88%	58%	Above
2022/23 (final)	77%	58%	Above

Disadvantaged pupils reaching the expected standard in mathematics

The percentage of disadvantaged pupils meeting the expected standard in mathematics.

Year	This school	National average	Compared with national average
Latest 3 year average	79%	60%	Above
2024/25 (revised)	83%	61%	Above
2023/24 (final)	71%	59%	Close to average
2022/23 (final)	85%	59%	Above

Disadvantaged pupils' performance gap

Disadvantaged pupils are those who have been eligible for free school meals at any point in the last six years and children looked after. The school disadvantage gap is the difference between the performance of the school's disadvantaged pupils compared to the performance of all non-disadvantaged pupils nationally.

Disadvantaged pupils reaching the expected standard in reading, writing and mathematics

The percentage of disadvantaged pupils meeting the expected standard in reading, writing and mathematics, including the disadvantaged gap.

Year	This school	National non-disadvantaged score	School disadvantage gap
Latest 3 year average	63%	68%	-5 pp
2024/25 (revised)	56%	69%	-14 pp
2023/24 (final)	71%	67%	3 pp
2022/23 (final)	62%	66%	-5 pp

Disadvantaged pupils reaching the expected standard in reading

The percentage of disadvantaged pupils meeting the expected standard in reading and the disadvantaged gap.

Year	This school	National non-disadvantaged score	School disadvantage gap
Latest 3 year average	69%	80%	-11 pp
2024/25 (revised)	67%	81%	-14 pp
2023/24 (final)	76%	80%	-3 pp
2022/23 (final)	62%	78%	-17 pp

Disadvantaged pupils reaching the expected standard in teacher-assessed writing

The percentage of disadvantaged pupils meeting the expected standard in teacher-assessed writing and the disadvantaged gap.

Year	This school	National non-disadvantaged score	School disadvantage gap
Latest 3 year average	83%	78%	6 pp
2024/25 (revised)	83%	78%	5 pp
2023/24 (final)	88%	78%	11 pp

Year	This school	National non-disadvantaged score	School disadvantage gap
2022/23 (final)	77%	77%	0 pp

Disadvantaged pupils reaching the expected standard in mathematics

The percentage of disadvantaged pupils meeting the expected standard in mathematics and the disadvantaged gap.

Year	This school	National non-disadvantaged score	School disadvantage gap
Latest 3 year average	79%	80%	-1 pp
2024/25 (revised)	83%	81%	3 pp
2023/24 (final)	71%	79%	-9 pp
2022/23 (final)	85%	79%	5 pp

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 (2 term)	3.7%	5.2%	Below
2023/24 (3 term)	4.2%	5.5%	Below
2022/23 (3 term)	4.4%	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 (2 term)	3.8%	13.3%	Below
2023/24 (3 term)	7.5%	14.6%	Below
2022/23 (3 term)	8.3%	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.

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