

Inspection of Whipperley Infant Academy

Whipperley Ring, Farley Hill, Luton, Bedfordshire LU1 5QY

Inspection dates: 17 and 18 June 2025

The quality of education	Outstanding
Behaviour and attitudes	Outstanding
Personal development	Outstanding
Leadership and management	Outstanding
Early years provision	Outstanding
Previous inspection grade	Good

The headteacher of this school is Amelia Whitehouse. This school is part of Whipperley Academy Trust, which means other people in the trust also have responsibility for running the school. The trust is run by the chief executive officer (CEO), Amelia Whitehouse, and overseen by a board of trustees, chaired by Sue Spriggs.

What is it like to attend this school?

Whipperley Infant School provides a nurturing environment where pupils flourish. The school's only rule, 'being kind', sits at the heart of everything they do. From the start of children's time in the early years, the school helps them to develop confidence and independence. Staff are excellent role models. In return, pupils behave well and are respectful. They know the staff will keep them safe. As a result, relationships are strong across the school.

In this school, pupils develop a strong sense of character. They are thoughtful and reflective. Leaders have high expectations for all pupils. Pupils respond well to these and achieve well. Leaders have developed a curriculum that supports pupils to learn about other faiths and cultures. This highly inclusive school ensures pupils live by fundamental British values every day.

There are a range of extra-curricular opportunities for pupils to participate in. These help develop pupils' talents and skills. Clubs on offer include gardening, cookery, creativity, sports and music. The school makes sure these activities are available to everyone. From the early years onwards, educational visits considerably enhance the ambitious curriculum. Pupils take part in many whole-town initiatives.

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

The school has implemented a well-sequenced curriculum which builds on pupils' prior learning. The curriculum is well thought through and designed to develop children's knowledge in all areas of learning, preparing them well for key stage 1. Pupils acquire and apply an impressive body of knowledge, character traits and skills during their time at school.

The school has very high ambitions for all pupils, including those with special educational needs and/or disabilities and vulnerable pupils. The school's work to remove barriers to learning and access is exceptional. It works closely with families and quickly involves outside agencies to support pupils so they can get the most out of their time here.

The school has prioritised reading. It is determined that all pupils will learn to read well, regardless of needs and background. Staff are well trained to teach early reading, and pupils are taught using a consistent and effective approach. Books are well matched to pupils' phonics knowledge. They read with increasing confidence and fluency. Pupils read for enjoyment and love to listen to their teachers read to them.

Teachers have strong subject knowledge. They know the important knowledge that pupils need to learn and check in with pupils regularly to make sure they have remembered it. The school ensures that pupils who are new to the country and/or speak English as an additional language are provided with appropriate levels of support. This helps them to catch up with their peers quickly.

Pupils' behaviour is exemplary. Pupils are proud of their learning and share it

enthusiastically. There is a calm and purposeful atmosphere around the school. The school works well with families to improve their children's attendance. This has ensured that pupils attend well. The playground provides many activities to engage pupils at breaktimes. Pupils play happily alongside their peers.

The programme for pupils' enrichment is extensive. There are a wide range of experiences available to engage pupils. For example, pupils have recently worked with the English National Opera to compose and publish music, with one of its composers providing them with personal feedback. Pupils visit local shops, where they use real money to purchase the items from the shopping list they created. Pupils learn the importance of keeping healthy and caring for the environment.

Staff love working at this school. They appreciate the support leaders give them and the continued professional development they receive. Leaders ensure the workload is manageable. Staff work well as a team, knowing that everything they do is for the benefit of the pupils. Governors know the school well. They are aware of their statutory duties and carry them out effectively. They challenge leaders to improve the quality of provision continuously.

Relationships with parents and carers are incredibly strong. Parents enthusiastically attend the many school events they are invited to. These positive partnerships support pupils in the school.

Safeguarding

The arrangements for safeguarding are effective.

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.

Further information

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

In the report, '[disadvantaged pupils](#)' is used to mean pupils with special educational needs and/or disabilities (SEND); pupils who meet the [definition of children in need of help and protection](#); pupils receiving statutory local authority support from a social worker; and pupils who otherwise meet the criteria used for deciding the school's [pupil premium funding](#) (this includes pupils claiming free school meals at any point in the last six years, looked after children (children in local authority care) and/or children who left care through adoption or another formal route).

School details

Unique reference number	139219
Local authority	Luton
Inspection number	10378523
Type of school	Infant
School category	Academy converter
Age range of pupils	4 to 7
Gender of pupils	Mixed
Number of pupils on the school roll	269
Appropriate authority	Board of trustees
Chair of trust	Sue Spriggs
CEO of the trust	Amelia Whitehouse
Headteacher	Amelia Whitehouse
Website	www.whipperleyinfantacademy.co.uk
Dates of previous inspection	8 and 9 May 2024, under section 8 of the Education Act 2005.

Information about this school

- The school is part of Whipperley Academy Trust. The school joined the trust in January 2013 as its founding member. The other school in the trust is a junior school and shares the same headteacher.
- The school runs a breakfast club on site.
- The school does not use any alternative provision.

Information about this inspection

The inspectors carried out this graded inspection under section 5 of the Education Act 2005. During a graded inspection, we grade the school for each of our key judgements (quality of education; behaviour and attitudes; personal development; and leadership and management) and for any relevant provision judgement (early years and/or sixth form provision). Schools receiving a graded inspection from September 2024 will not be given an overall effectiveness grade.

- Inspections are a point-in-time evaluation about the quality of a school's education provision.
- Inspectors discussed any continued impact of the pandemic with the school and have taken that into account in their valuation of the school.
- The inspectors met with the headteacher, the deputy headteacher, the special educational needs coordinator, other leaders and teachers. They met with representatives from the board of trustees for the school, including the chair of trustees. They also spoke with representatives from the local authority.
- Inspectors carried out deep dives in these subjects: reading, mathematics, art and design and religious education. For each deep dive, inspectors held discussions about the curriculum, visited a sample of lessons, spoke to teachers, spoke to some pupils about their learning and looked at samples of pupils' work. Inspectors also discussed the curriculum in some other subjects.
- To evaluate the effectiveness of safeguarding, the inspectors reviewed the single central record; took into account the view of school leaders, staff and pupils; and considered the extent to which the school has created an open and positive culture around safeguarding that puts the pupils' interests first.
- Inspectors spoke with parents at the start of the day. They considered the responses gathered through Ofsted's online survey for parents, Ofsted Parent View, including free-text comments. Inspectors reviewed responses to Ofsted's staff survey and met with groups of staff. Inspectors met with several pupils from different year groups during the inspection.

Inspection team

Julie Winwood, lead inspector	Ofsted Inspector
Georgina Nutton	Ofsted Inspector
Lesley Stevens	Ofsted Inspector

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