

Statutory Inspection of Anglican and Methodist Schools (SIAMS) Report

Lilliput Church of England Infant School			
Address	Lilliput Road, Parkstone, Poole, Dorset BH14 8JX		
Date of inspection	14 March 2019	Status of school	Infant Academy
Diocese	Salisbury	URN	142970

Overall Judgement	How effective is the school's distinctive Christian vision, established and promoted by leadership at all levels, in enabling pupils and adults to flourish?	Grade	Excellent
Additional Judgements	The impact of collective worship	Grade	Good

School context

Lilliput is an Infant school with 358 pupils on roll. The majority of pupils come from a White British heritage. The proportion of pupils who speak English as an additional language is in line with national averages. The proportion of pupils who are considered to be disadvantaged is below national averages. The proportion of pupils who have special educational needs and/or disabilities is below national averages. The school became part of the Harbourside Learning Partnership Multi-Academy Trust in July 2016.

The school's Christian vision

Loving one another, respecting one another, serving one another.

'Love one another warmly as Christians, and be eager to show respect for one another'. Romans 12:10
This is based upon the way Jesus showed how we should live together, enabling all to have life in all its fullness.

Key findings

- Pupils' attitudes to learning have been transformed, inspired by the vision to achieve their God given potential and exceptionally high academic standards.
- There is an inspirational culture of innovation supported by outstanding partnerships which empower staff to research and develop highly creative approaches to teaching and learning.
- The vision shapes and enthuses the life of the school where all are recognised as being special, helping to create deep relationships within a rich warm community.
- Leaders at all levels are passionate and dedicated to the vision of a church school, relentless in finding highly creative approaches to meet pupils' needs.
- The pupils' school council takes an active role in planning themes for worship, however, there are insufficient opportunities for them to plan and lead worship.

Areas for development

- Enrich pupils' ownership of worship by providing further opportunities to plan, lead and evaluate so they develop their skills and confidence.
- Identify progressive experiences which nurture pupils' spiritual development enabling them to express their deep thinking in creative ways.

How effective is the school's distinctive Christian vision, established and promoted by leadership at all levels, in enabling pupils and adults to flourish?

Inspection findings

The vision makes a transformational difference to daily life, inspiring the school's strategic direction. Pupils and staff show a deep understanding of the vision. This reflects the local context where leaders astutely recognised that respect for others had declined. In addition, pupils expected rewards for their actions rather than appreciate that service is the right thing to do. Leaders thoughtfully articulate biblical principles underpinning the vision. They see their mission as spreading the 'goodness' of Jesus' message. They show God's love and care for each individual who is wonderfully made, modelling Jesus' example. This has reinforced the outstanding culture of aspiration that is tangibly evident, transforming pupils' attitudes to learning and their belief in their own ability. This is further enhanced by rich staff relationships and their high expectations. Leaders have established an inspirational climate of innovation. Staff bid to undertake research projects which enable pupils to flourish. An outstanding example led to pupils developing mastery in maths, recognised as innovative by a maths consultant advisor. Another led to innovative approaches to animation and literacy. The impact of all these initiatives is readily evident in the number of pupils attaining the higher levels where exceptional standards have been recorded for more than ten years. Vulnerable pupils are given excellent support and make similar progress to their peers. The quality of teaching and learning is consistently outstanding. The language of the vision and associated values are creatively woven into learning experiences so pupils perceive their importance. Staff are empowered to identify any barriers to pupils' learning and create innovative changes creating highly personalised support. An impressive example of this would be the progressive support for pupils on the dyslexic spectrum. The school is recognised as a centre of excellence with the Multi-Academy Trust (MAT), other schools being frequent visitors. In recent years three staff have become senior leaders in other church schools, reflecting the outstanding mentoring given. Leaders proactively identified the rise in pupils who speak English as an Additional Language (EAL) and, as a result, visited a London school where excellent practice was recognised. New strategies are in place enabling these pupils to make similar progress to their peers. There is a relentless, passionate drive by leaders to provide the best education so pupils have life in all its fullness.

Influential partnerships, notably with the MAT, enrich school life. The expertise of the headteacher in special educational needs has transformed learning for pupils across the MAT. Her book and ongoing workshops for staff have led to innovative approaches being adopted effectively raising pupils' attainment and self-esteem. The contribution of the local church is excellent. The vicar leads and monitors collective worship and directs a large school choir. The church organises workshops which provide interactive experiences for pupils to explore Christian festivals and themes. Pupils talk excitedly about how these have deepened their understanding. The church's link with Katete in Zambia enables pupils to explore a global community in depth. These experiences transform pupils' understanding of disadvantage and deprivation inspiring them to respond. Other pupils initiated the collection of spectacles for pupils in Ghana so they could access learning. Pupils articulate strong links between the vision and service way beyond expectations for their age.

Staff model an exceptionally high degree of respect for each pupil. They explain how the vision inspires this, giving examples of how Jesus treated others. Pupils talk how loving one another was what they wanted in their vision, showing how they shaped it. Strong trusting relationships stand out with pupils celebrating one another's success. Pupils explain the importance of forgiveness linking this to how God forgave people for killing Jesus. Older pupils are excellent role models nurturing younger peers. The 'Children of the World' club celebrates the importance of each as an individual and the different countries they come from. Specific creative activities allow them to deepen their relationship with peers, so they feel valued. These pupils make presentations about their country which significantly deepens their understanding of diversity.

The vision enthuses staff in their commitment to enable each individual to excel. It shapes the strategic direction and planning. This has led to extensive work to establish a range of forest school experiences which enrich relationships. In addition, extending specialised support to meet pupils' social and emotional needs has been highly successful. The school's work with parents is another outstanding feature. Through visits, videos and literature parents understand how the school teaches a variety of skills. This leads to a high degree of parental involvement and raises pupils' aspirations to learning. Governance is highly effective and each year an exceptionally detailed monitoring plan comes from priorities identified. Governors and staff meet twice a term to evaluate progress and refine approaches, consistently leading to excellent improvements. Experiences to develop spirituality are imaginatively woven across all subjects. Pupils explain how these help them to be creative, deepening their

understanding of questions of meaning and purpose. At present there is no agreed progression of experiences which would deepen pupils' understanding enabling them to excel. However, pupils raise astute deep questions which staff explore spontaneously in class.

Local church leaders help pupils to understand the variety of worship. The church makes excellent contributions, leading Open the Book worship. Planning is supported by the vicar so it deepens pupils' understanding of the vision. Currently only school council members plan and lead worship and there are insufficient opportunities for them to develop their skills and confidence. Pupils use a variety of prayers to share ideas with God; some are confident to respond spontaneously to worship. However, there are insufficient opportunities outside of worship for pupils to be still, so they are unsure if prayer has an importance for them. Staff talk with pupils about what they like in worship and what they would change. The impact of this has been limited. Feedback from questionnaires has led to signing being introduced so worship is more inclusive and gives a greater emphasis to visual images. Pupils feel that worship gives them ideas that make them think.

Big questions in religious education (RE) challenge pupils' thinking of the way Christian concepts have a relevance for their lives. This deepens their understanding of the vision and provides examples of how they can live. Pupils use higher order thinking skills creatively, making informed links with previous learning. They articulate ideas showing a depth of knowledge of religious ideas far beyond expectations for their age group. Staff research identifies experiences which are making a transformational difference to pupils' thinking ensuring these are shared. Different faiths and beliefs are explored enabling pupils to make comparisons which extend their understanding. The subject leader's astute evaluations lead to continuous improvements, such as introducing Understanding Christianity resources to deepen pupils' understanding of key Christian concepts. Religious education has a very high profile in the life of the school.

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