



Lilliput Church of England Voluntary Controlled First School

Inspection Report

Unique Reference Number 113783
LEA Poole
Inspection number 279247
Inspection dates 10 May 2006 to 11 May 2006
Reporting inspector David Curtis AI

This inspection was carried out under section 5 of the Education Act 2005.

Type of school	First	School address	Lilliput Road
School category	Voluntary controlled		Poole
Age range of pupils	4 to 8		Dorset BH14 8JX
Gender of pupils	Mixed	Telephone number	01202 709013
Number on roll	239	Fax number	01202 701309
Appropriate authority	The governing body	Chair of governors	Revd Inglis Mayo
Date of previous inspection	10 May 2000	Headteacher	Mrs Julie Jeans

Age group	Inspection dates	Inspection number
4 to 8	10 May 2006 - 11 May 2006	279247

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Introduction

The inspection was carried out by two Additional Inspectors.

Description of the school

Lilliput First School is a school of average size in the primary sector. Pupils transfer to middle school at the end of Year 3. The school is popular and oversubscribed. Most pupils are of White British heritage. The proportion of pupils with learning difficulties and disabilities is below average. Very few pupils are entitled to free school meals. Children start school with standards that are above average for four-year-olds.

Key for inspection grades

Grade 1	Outstanding
Grade 2	Good
Grade 3	Satisfactory
Grade 4	Inadequate

Overall effectiveness of the school

Grade: 1

This is an outstanding school that gives outstanding value for money. The school has been rather too modest in judging its own effectiveness as 'good with outstanding features.' The school has so judged its effectiveness as it feels it still has some things to improve.

The quality of provision and standards achieved in the Foundation Stage are good. Whilst children make good progress in Reception, there are occasions when they could be more challenged in their learning. Progress from Year 1 onwards is outstanding. By the end of Year 3, standards significantly exceed expectations for eight-year-olds.

Pupils love school. They really enjoy lessons. Behaviour is exemplary. Relationships are excellent with pupils showing great respect and care for each other. Attendance is very good.

Teaching and learning are outstanding. In Reception, teaching does not always provide sufficient challenge for children. In Years 1 to 3, teachers' subject knowledge is very good. They make lessons interesting and enjoyable so that real learning takes place. The curriculum is rich and stimulating, with strengths in opportunities for pupils to use key skills in all subjects. Extra-curricular provision is excellent. There is a waiting list for the science club! Pupils are exceptionally well cared for and supported. Pupils with learning difficulties and disabilities write their own individual education plans in conjunction with their teachers, which is a good example of the school's total commitment to 'Every Child Matters.' Leadership and management are outstanding. The headteacher successfully leads a team of staff, governors, parents and pupils who are totally dedicated to continuous improvement. The school has very good capacity for further improvement.

Parents are very supportive of the school. As one wrote, 'We feel that Lilliput School provides a fantastic learning environment for our children.'

What the school should do to improve further

- Provide a more consistent level of challenge for children's learning in the Foundation Stage.

Achievement and standards

Grade: 1

Pupils make outstanding progress. By the time they leave at the end of Year 3, pupils achieve standards which are significantly higher than expected for eight-year-olds. By the end of Reception, most reach the goals they are expected to achieve, with a good number exceeding these. Results of the Year 2 national tests in reading, writing and mathematics are exceptionally high. Pupils meet their challenging targets. Pupils' use and application of key skills in other subjects is of a high standard. In Year 2,

pupils' use of reference books and the Internet to research Florence Nightingale is exceptional.

Pupils achieve high standards in other subjects. In information and communication technology (ICT), pupils in Year 2 show impressive ability in discussing features of what makes a good website. In Year 1, pupils' models of 'designer homes' show they achieve very good standards in design and technology. In Year 3, pupils' investigative and experimental work in science is particularly strong. They love the challenge to achieve 'Silver' and 'Gold' awards for their work.

Pupils with learning difficulties and disabilities make the same outstanding progress as their peers. These pupils receive high-quality support from teachers and dedicated teaching assistants in lessons and in one-to-one sessions with specialist teachers.

Personal development and well-being

Grade: 1

Pupils' personal development and well-being are outstanding. Pupils' enjoyment of school and their eagerness to succeed show in their happy, smiling faces. Forests of hands shoot up to answer questions in lessons and assemblies. Behaviour is exemplary. Relationships are excellent, especially so in the way pupils support their peers who have learning disabilities. 'All lessons are enjoyable' and 'We have kind teachers' are typical of pupils' comments. Their attendance is very good.

Pupils' spiritual, moral, social and cultural development is outstanding. They show real joy in singing and value the superb school grounds. Pupils have a strong sense of right and wrong. They work very effectively in pairs and groups. There is a strong sense of mutual respect and care. Pupils, through collective worship and the curriculum, develop a very good awareness of their own and other cultures.

Pupils' enthusiasm for sport and exercise is infectious. They talk most confidently about healthy eating and know 'We should eat five portions of fruit and vegetables each day.' Pupils willingly take responsibility for jobs around the school. The 'Huff and Puff' monitors are especially vigilant. Pupils enjoy taking part in many events in their local community. Exceptionally high skills in literacy, numeracy and ICT mean they are well equipped for their future lives.

Quality of provision

Teaching and learning

Grade: 1

Teaching and learning are outstanding. Teachers are very enthusiastic. They work exceptionally well together in teams to plan and evaluate their lessons so that work is always well matched to pupils' differing learning needs. This, coupled with pupils' very good attitudes to learning, enables them to achieve very well. Where teaching is very good or outstanding, subject knowledge is very good, lessons are challenging and teaching assistants are very well deployed. For example, in an excellent mathematics

lesson, the teacher and support staff fully challenged pupils as they tried to solve problems. There was a real buzz as pupils wholeheartedly applied themselves to their work. In such lessons, pupils are fully involved, keen to learn and highly motivated. Pupils work well together in all lessons. Teaching is not so strong in Reception because although there are some very good aspects to the provision, activities are not always challenging enough to meet the needs of all children.

Teachers mark pupils' work well and this helps them to improve. A very good aspect of this is children's own assessment of their learning. Pupils with learning difficulties are identified promptly and then are fully involved in setting targets for their learning. They get very good support for their learning from teachers and dedicated teaching assistants.

Curriculum and other activities

Grade: 1

The school has an excellent curriculum, which fully meets the needs of all pupils, enabling them to achieve high standards. Planning is detailed and regularly modified to ensure it is appropriate for each year group. Besides the very good provision for literacy, numeracy and ICT, there are strengths in music and physical education which ensure that pupils are very well prepared for the next stage of their education. Inclusion is very good as the school provides well for pupils with learning difficulties, those who are vulnerable and those who are gifted and talented.

Despite not always being challenged enough, children in the Foundation Stage benefit from some lively activities following from those they choose for themselves and those set by the teacher. However, at times there are too many to be effectively supported by adults.

There are very good opportunities for enrichment. Pupils enjoy a wide range of lunchtime and after-school clubs, such as football, French and science. Whole-school projects such as 'Arts Week' and the 'Healthy Schools' award support their personal development exceptionally well.

Care, guidance and support

Grade: 1

Care, guidance and support are outstanding. Relationships are excellent and the school gives high priority to the care of its pupils. A very good example of this is the arrangements to support children as they transfer from Reception to Year 1. Child protection procedures are fully in place, with all training recently updated. The school undertakes detailed risk assessments prior to school trips to ensure pupil safety. Very good attention is given to pupils' safety and welfare and the few instances of bullying are handled well by the school. Pupils with learning difficulties are very well cared for and, as a result of their involvement, totally understand the individual targets which are set. Very good links with outside agencies ensure that vulnerable pupils and those with learning difficulties and disabilities are well supported. Parents are delighted with the support their children receive.

The monitoring of academic performance is outstanding and is a major factor in ensuring that the challenging targets are met. The tracking procedures in place in order to monitor pupils' progress are excellent, identifying those needing additional help and ensuring it is well targeted at their specific needs. The school ensures that high-attaining pupils are given additional work to fully challenge them. A very good aspect of assessment is the way pupils are involved in assessing their own learning. Additionally, the school collects a good range of assessment information across the curriculum in order to monitor pupils' progress across all subjects.

Leadership and management

Grade: 1

Leadership and management are outstanding. The headteacher leads most effectively. She has created a strong team of staff and governors who are totally committed to continuous school improvement. The views of parents and pupils are sought regularly and their ideas make a strong contribution to the high-quality school improvement plan. The assistant headteacher and subject leaders play a significant role in supporting the headteacher.

Despite having no key issues from the last inspection, the school has made its own significant leaps forward since then. For example, the improvement in ICT is excellent and has a major impact on the high standards achieved. Through the results of rigorous and accurate self-evaluation, the school is currently showing great success in improving pupils' speaking and listening skills. The current initiative to make the curriculum more exciting for boys is an excellent example of how the school strives to better itself. The school has very good capacity for further improvement.

Governors are very supportive of the school and play a significant role in its success. They challenge the headteacher, especially through demanding performance-management targets. Their day-to-day monitoring of the school's work and their understanding of its significant strengths and areas for improvement are very good. They and the headteacher ensure there is no complacency in the school.

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Inspection judgements

<i>Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate</i>	School Overall	16-19
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Overall effectiveness

How effective, efficient and inclusive is the provision of education, integrated care and any extended services in meeting the needs of learners?	1	NA
How well does the school work in partnership with others to promote learners' well-being?	1	NA
The quality and standards in foundation stage	2	NA
The effectiveness of the school's self-evaluation	1	NA
The capacity to make any necessary improvements	Yes	NA
Effective steps have been taken to promote improvement since the last inspection	Yes	NA

Achievement and standards

How well do learners achieve?	1	NA
The standards ¹ reached by learners	1	NA
How well learners make progress, taking account of any significant variations between groups of learners	1	NA
How well learners with learning difficulties and disabilities make progress	1	NA

Personal development and well-being

How good is the overall personal development and well-being of the learners?	1	NA
The extent of learners' spiritual, moral, social and cultural development	1	NA
The behaviour of learners	1	NA
The attendance of learners	2	NA
How well learners enjoy their education	1	NA
The extent to which learners adopt safe practices	1	NA
The extent to which learners adopt healthy lifestyles	1	NA
The extent to which learners make a positive contribution to the community	1	NA
How well learners develop workplace and other skills that will contribute to their future economic well-being	1	NA

The quality of provision

How effective are teaching and learning in meeting the full range of the learners' needs?	1	NA
How well do the curriculum and other activities meet the range of needs and interests of learners?	1	NA
How well are learners cared for, guided and supported?	1	NA

¹ Grade 1 - Exceptionally and consistently high; Grade 2 - Generally above average with none significantly below average; Grade 3 - Broadly average; Grade 4 - Exceptionally low.

Leadership and management

How effective are leadership and management in raising achievement and supporting all learners?	1	NA
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	1	NA
How effectively performance is monitored, evaluated and improved to meet challenging targets, through quality assurance and self-review	1	NA
How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can	1	NA
How effectively and efficiently resources are deployed to achieve value for money	1	NA
The extent to which governors and other supervisory boards discharge their responsibilities	1	NA
The adequacy and suitability of staff to ensure that learners are protected	Yes	NA

The extent to which schools enable learners to be healthy	
Learners are encouraged and enabled to eat and drink healthily	Yes
Learners are encouraged and enabled to take regular exercise	Yes
Learners are discouraged from smoking and substance abuse	Yes
Learners are educated about sexual health	Yes
The extent to which providers ensure that learners stay safe	
Procedures for safeguarding learners meet current government requirements	Yes
Risk assessment procedures and related staff training are in place	Yes
Action is taken to reduce anti-social behaviour, such as bullying and racism	Yes
Learners are taught about key risks and how to deal with them	Yes
The extent to which learners make a positive contribution	
Learners are helped to develop stable, positive relationships	Yes
Learners, individually and collectively, participate in making decisions that affect them	Yes
Learners are encouraged to initiate, participate in and manage activities in school and the wider community	Yes
The extent to which schools enable learners to achieve economic well-being	
There is provision to promote learners' basic skills	Yes
Learners have opportunities to develop enterprise skills and work in teams	Yes
Careers education and guidance is provided to all learners in key stage 3 and 4 and the sixth form	NA
Education for all learners aged 14–19 provides an understanding of employment and the economy	NA

Text from letter to pupils explaining the findings of the inspection

Thank you so much for the warm and friendly welcome you gave us when we visited your school recently. A particular thank you must go to the school council for giving up part of their lunchtime to meet with us.

You are very lucky children to go to such an outstanding school. There were so many things that we liked about your school and we wish we could have stayed longer! We particularly liked the way in which many of you said 'Hello' and told us about the things you really enjoy in school. We really enjoyed coming into your lessons and seeing how well you learn. We were both very impressed with the amazing work you do and how well your teachers display it in your classrooms and in the corridors. You told us how much you like the many clubs in your school. Many of you love the challenge of gaining the 'Silver' and 'Gold' awards in the science club. Your singing in assembly on Thursday was absolutely brilliant. We know how much you like getting stickers as a reward for good work and your delight in telling us why you got them. You all deserve a star!

There is one thing that we think could be even better in your school. It is that in Reception some of you could be given even harder challenges to do.