

BETA

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Lilliput Church of England Infant School

Lilliput Road, Parkstone, Poole, BH14 8JX

Release information: Final 2022 Phonics, Final 2022 KS1

Release date: 7 June 2023

URN	142970
LAESTAB	8393154
Local authority	Bournemouth, Christchurch & Poole
Phase of education	Primary
Type of education	Academy Converter

► [Important information](#)

Areas of interest

The following sections draw attention to only those areas which are meaningful or where statistical testing shows there is something significant to note (where they are not, text will be displayed in *grey*).

 **Performance data for 2022 should not be directly compared with 2019 and earlier. Nor should comparisons be made between schools. This is because schools may have been affected differently by COVID-19.**

Historic performance data from 2019 and earlier indicates the school context prior to the pandemic.

Reading

Attainment at key stage 1 - 2022

- Key stage 1 attainment of the expected standard in reading (82%) and greater depth in reading (46%) was significantly **above** national and in the **highest** 20% in 2022.

▶ [Attainment at key stage 1 – 2019 to 2017 \(not directly comparable to 2022\)](#)

Attainment in phonics - 2022

- The proportion of pupils meeting the phonics expected standard (32+) in Year 1 (92%) was significantly **above** national and in the **highest** 20% of all schools in 2022. Of the 120 pupils, 10 did not meet the expected standard. There were 25 pupil(s) that were screened in Year 2 in 2022; 25 of those met the expected standard.

▶ [Attainment in phonics – 2019 to 2017 \(not directly comparable to 2022\)](#)

Writing

Attainment at key stage 1 - 2022

- Key stage 1 attainment of the expected standard in writing (77%) was significantly **above** national and in the **highest** 20% in 2022. Attainment of greater depth in writing (16%) was significantly **above** national in 2022.

- ▶ [Attainment at key stage 1 – 2019 to 2017 \(not directly comparable to 2022\)](#)

Mathematics

Attainment at key stage 1 - 2022

- Key stage 1 attainment of the expected standard in mathematics (87%) and greater depth in mathematics (35%) was significantly **above** national and in the **highest** 20% in 2022.

- ▶ [Attainment at key stage 1 – 2019 to 2017 \(not directly comparable to 2022\)](#)
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Absence

Absence for 2021/22

- *There is nothing to highlight for overall absence in 2021/22 compared to all schools or schools with a similar level of deprivation.*
- Persistent absence (7.0%) was in the **lowest** 20% of all schools in 2021/22. It was also in the **lowest** 20% of schools with a similar level of deprivation.

- ▶ [Absence for summer 2021 and earlier](#)
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Suspensions & permanent exclusions

Whole school

- *For the whole school, there is nothing significant or exceptional to highlight for total suspensions compared to all schools in 2020/21, therefore no conclusions can be drawn from this data.*
 - *For the whole school, there is nothing significant or exceptional to highlight for repeat suspensions compared to all schools in 2020/21, therefore no conclusions can be drawn from this data.*
 - Across the whole school, there were no suspensions in 2020/21.
 - There were no permanent exclusions in the whole school in 2020/21. The national average for this year was close to zero. There were no permanent exclusions in the previous two years either.
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Pupil groups

Key stage 1

- *No sentences about key stage 1 performance data have been generated for pupil groups.*

Absence

- *No sentences about absence have been generated for pupil groups.*
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School and local context

School characteristics

	2020	2021	2022
School number on roll	Above average 357	Above average 354	Above average 353
School % FSM	Well below average 2	Well below average 2	Well below average 2
School % SEND support	Well below average 4	Well below average 3	Well below average 3
School % EHC plan	Well below average 0.3	Well below average 0.6	Well below average 0.6
School % EAL	Above average 11	Above average 11	Above average 11
School % stability	Well above average 92	Well above average 93	Well above average 95

Trust information

As of May 2023:

- this school is part of COASTAL LEARNING PARTNERSHIP which contains 16 primary schools, no secondary schools, no special schools, no alternative providers and no pupil referral units.
- the latest overall effectiveness grade for this school's predecessor (113783) was outstanding. As of 1 May 2023, the MAT grade profile was:
 - outstanding graded - 0
 - good graded - 6
 - requires improvement graded - 1
 - inadequate graded - 0
 - not yet received graded or ungraded inspection - 2

- ungraded, school remains good - 7

Staff absence

During 2020/21:

- *There is nothing to highlight for the percentage of teachers with at least one period of sickness absence (42%) in 2020/21. There is nothing to highlight for the percentage of teachers with at least one period of sickness absence (35%) in 2018/19.*
- 8 days on average were lost to teacher sickness absence. This was in the highest 20% nationally.

To reduce burden during the pandemic, schools were not required to provide information on teacher absences for 2019/20.

Staff retention

- At the time of the November 2021 census, there were no full-time vacant teacher posts in the school.
- The staff turnover (12%) was in the highest 20% in 2020/21.

Finance

- In 2021/22, the academy trust had a revenue reserve of £2.0m.
- In 2021/22, this school had a positive in-year balance (£81k). This data sets out the position for this specific school, however many trusts pool budget across schools. As such, this may not give the full picture of the budgets and inspectors will want to ascertain the wider context when inspecting.
- In 2021/22, this school had a per pupil spend of £5.1k.
- In 2021/22, this school received £1.7m in grant funding, £140k more than the national average.

Local area and school links

- The school location deprivation indicator was in quintile 1 (least deprived) of all schools.
- The pupil base is in quintile 1 (least deprived) of all schools in terms of deprivation.
- According to the January 2022 census, pupils at this school were also registered at the following registered providers:
 - Special - Victoria Education Centre - URN 113954 (1)

Ethnicity whole school

This school has 10 out of 17 possible ethnic groups. Those with 5% or more are:

- 85%: White - British

- 5%: White - Any other White background

Year group context

Characteristics

	Number on roll	% FSM	% EAL
Year 1	120	2	10
Year 2	114	2	11

Prior attainment

There is no data in this section for this school or it was incomplete.

SEND characteristics

Type of resourced provision: No resourced provision

Number of pupils with SEND who are also disadvantaged: 0

SEND primary need	SEND support (7)		
	Y1	Y2	Total
Social, Emotional and Mental Health	0	1	1
Speech, Language and Communication Needs	2	3	5
Hearing Impairment	1	0	1
Year group totals	3	4	7

SEND primary need	EHC plan (1)		
	Y1	Y2	Total
Autistic Spectrum Disorder	0	1	1
Year group totals	0	1	1

Progress and attainment charts

Reading, writing and mathematics - 2022

	KS2 Progress	KS2 Attainment	KS1 Attainment	Phonics Attainment
Reading				
Significance	N/A	N/A	Sig above national (113 pupils)	Sig above national (120 pupils)
Highest/lowest 20%	N/A	N/A	Highest 20%	Highest 20%
Writing				
Significance	N/A	N/A	Sig above national (113 pupils)	N/A
Highest/lowest 20%	N/A	N/A	Highest 20%	N/A
Mathematics				
Significance	N/A	N/A	Sig above national (113 pupils)	N/A
Highest/lowest 20%	N/A	N/A	Highest 20%	N/A

► [Reading, writing and mathematics three-year trend – 2019 to 2017 \(not directly comparable to 2022\)](#)

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