Areas to investigate

KS2 progress trend

- Writing progress was in the top 20% for at least two years for all pupils, middle prior attainers.

KS2 progress in 2017

- Progress in writing was significantly* above average and in the highest 10%.

KS2 attainment

- In 2017, writing and mathematics attainment of the expected standard was at or above national for the middle prior attainment group.

KS1 attainment

- In 2017, attainment in writing was above average and in the highest 10%.

Phonics in 2017

- A very large majority of pupils (93%) met the phonics expected standard in year 1.

*statistical significance based on a 95% confidence interval

The areas to investigate indicate meaningful trends and issues from the data. These are based upon cohorts of more than ten pupils. Progress trend sentences are based on at least six pupils in each year. Progress and attainment figures based upon ten or fewer pupils will be displayed in grey throughout the report. Please note some areas to investigate are based on data not contained in this report. The DfE announced in January, that a methodology change to the way key stage 2 progress is calculated for 2018 results will be made to better account for extreme scores, or 'outliers', and that this will change the progress scores of approximately 1% of pupils nationally (https://www.gov.uk/government/publications/primary-school-accountability). In the meantime, Ofsted has carried out initial modelling, and indicated where extreme scores occur based on the 2017 data. This has been indicated in the IDSR areas to investigate.

For further information on areas to investigate methodology see: https://www.gov.uk/government/publications/using-ofsteds-inspection-dashboard-early-years-foundation-stage-profile-to-key-stage-4.

Inspection Data Summary Report, unamended (Phonics,KS1), amended (KS2), final (EYFS) 2017, 10 August 2018   **Page 1**

Chiddingly Primary School

URN: 114391   **LAESTAB:** 8452056

Phase of education: Primary
Headteacher: James Procter
Pupils: 99
Gender: Mixed
Special needs provision:

Local authority: East Sussex
Admissions policy: Not applicable
Ages: 5-11
Denomination: Does not apply

Schools details as of 3 January 2018

Ethnicity

This school has 3 of the 17 ethnic groups. Those with 5% or more are shown in the pie chart below.

Other, 2%

White Gypsy/Roma, 10%

White British, 88%

School level trends

2017 Quintile

Lowest 20% ... Highest 20%

	2015	2016	2017	Q5	Q4	Q3	Q2	Q1
% girls								
School	52	49	49			■		
National	49	49	49					
% eligible for FSM at any time during the past 6 years								
School	34	37	33				■	
National	26	25	24					
% of pupils first language not/believed not to be English								
School	0	0	0	■				
National	19	20	21					
% of pupils with SEN support								
School	16.4	13.8	16.2				■	
National	13.0	12.1	12.2					
% of pupils with a SEN statement or EHC plan								
School	2.7	2.3	1.0			■		
National	1.4	1.3	1.3					
School deprivation indicator								
School	0.1	0.1	0.2			■		
National	0.2	0.2	0.2					
Number on roll								
School	73	87	99	■				
National	269	275	279					

Chiddingly Primary School

Year group data

	Number on roll	% girls	Nat	% FSM	Nat	% EAL	Nat	% SEN	Nat	Number of CLA
Year 1	15	40	49	27	19	0	21	13	12	0
Year 2	15	40	49	20	22	0	21	20	14	0
Year 3	16	56	49	31	26	0	21	19	15	1
Year 4	13	46	49	46	28	0	21	23	16	0
Year 5	13	69	49	39	30	0	20	31	16	0
Year 6	12	50	49	58	31	0	20	17	17	0

Prior attainment

Difference from national (early learning goals) %

% pupils with no EYFS profile

	Reading	Writing		Mathematics
Year 1	15.6	20.0	15.2	0.0
Year 2	15.5	20.8	15.8	0.0

Difference from national %

% pupils with no prior attainment

	Reading	Writing	Mathematics	
Year 3	1.5	16.2	-3.4	0.0

Difference from national APS

	Reading	Writing	Mathematics	
Year 4	0.6	1.1	1.3	7.7
Year 5	-1.9	-0.2	-1.3	0.0
Year 6	-1.1	-1.0	-1.3	0.0

Reading   Writing   Mathematics

Underlined once: more than one standard deviation from national
Underlined twice: more than two standard deviations from national
This is historic data for pupils at January, for example current year 6 pupils will have been year 5 in 2017

Chiddingly Primary School

Absence
% of sessions missed

Persistent Absence
% of pupils who missed 10% or more sessions
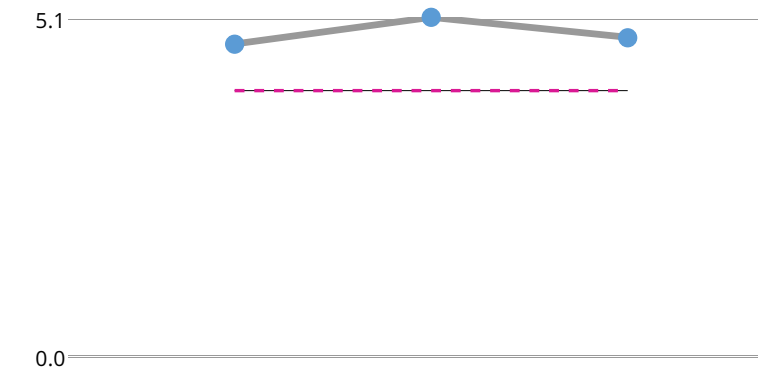
	2015	2016	2017
School %	4.7	5.1	4.8
Nat %	4.0	4.0	4.0
Cohort	61	82	89
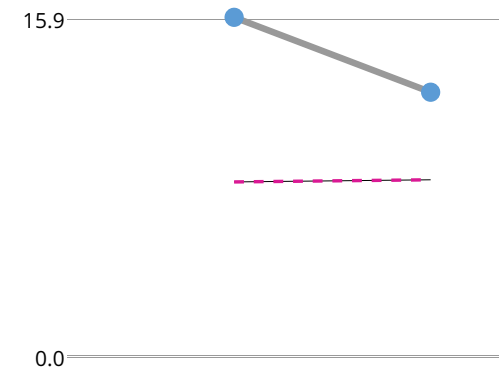
	2016	2017
School %	15.9	12.4
Nat %	8.2	8.3
Cohort	82	89

■ School   ▪▪▪ National

All absence indicators are based on three terms of data for mainstream and special schools. Nationals are displayed as per the school phase of education. Special schools have been compared with the national for secondary schools. For boarding schools only day pupils are included.

Ofsted

Fixed term exclusions

% of pupils excluded

■ Total   ■ Repeat   ▪▪▪ National

Permanent exclusions

👤 = 1 pupil

Nat

2016 **(0)**   No permanent exclusions

2015 **(0)**   No permanent exclusions
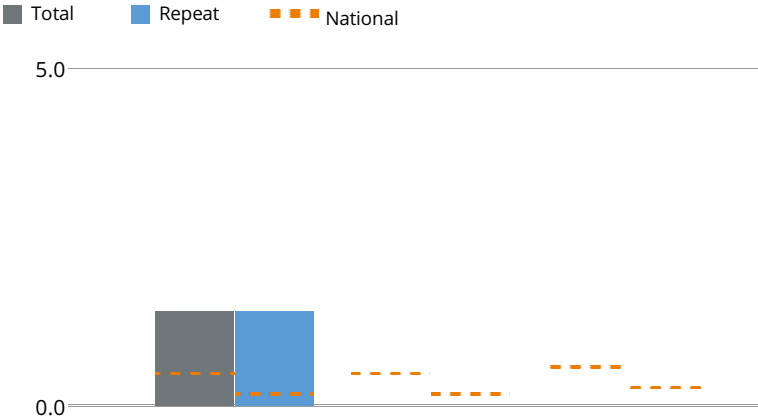
	2014		2015		2016	
School %	1.4	1.4	0.0	0.0	0.0	0.0
National %	0.5	0.2	0.5	0.2	0.6	0.3
Number	1	1	0	0	0	0

The national for fixed term exclusions is based on phase of education, such as primary or secondary.

The national average number of pupils (Nat) permanently excluded shown in orange is based on phase of education.

Chiddingly Primary School

Trends over time
Progress quintiles displaying percentile rank (1-100 where 1 is the top percentile)

Reading

	Bottom 20%				Top 20%
	Q5	Q4	Q3	Q2	Q1

All
- 2015 (6): Q3 = 51
- 2016 (10): Q2 = 16
- 2017 (10): Q3 = 28

Low at KS1
- 2015 (1): Q5 = 87
- 2016 (4): Q3 = 37
- 2017 (-)

Middle at KS1
- 2015 (5): Q3 = 29
- 2016 (6): Q2 = 12
- 2017 (10): Q3 = 30

High at KS1
- 2015 (-)
- 2016 (-)
- 2017 (-)

Disadvantaged
- 2015 (4): Q3 = 41
- 2016 (5): Q3 = 46
- 2017 (6): Q3 = 53

Writing

	Bottom 20%				Top 20%
	Q5	Q4	Q3	Q2	Q1

All
- 2015 (6): Q1 = 13
- 2016 (10): Q1 = 3 (significantly above national)
- 2017 (12): Q1 = 6 (significantly above national)

Low at KS1
- 2015 (1): Q4 = 79
- 2016 (4): Q1 = 6 (significantly above national)
- 2017 (-)

Middle at KS1
- 2015 (5): Q1 = 2 (significantly above national)
- 2016 (6): Q1 = 18
- 2017 (12): Q1 = 6 (significantly above national)

High at KS1
- 2015 (-)
- 2016 (-)
- 2017 (-)

Disadvantaged
- 2015 (4): Q1 = 4 (significantly above national)
- 2016 (5): Q1 = 3
- 2017 (7): Q1 = 21

Mathematics

	Bottom 20%				Top 20%
	Q5	Q4	Q3	Q2	Q1

All
- 2015 (6): Q4 = 64
- 2016 (10): Q2 = 26
- 2017 (12): Q1 = 12

Low at KS1
- 2015 (1): Q3 = 51
- 2016 (4): Q1 = 17
- 2017 (-)

Middle at KS1
- 2015 (5): Q4 = 75
- 2016 (6): Q2 = 56
- 2017 (12): Q1 = 14

High at KS1
- 2015 (-)
- 2016 (-)
- 2017 (-)

Disadvantaged
- 2015 (4): Q3 = 43
- 2016 (5): Q1 = 19
- 2017 (7): Q1 = 17

Note: 2015 quintiles and percentiles are based on value added measures; 2016 and 2017 quintiles are based on progress measures. Rank for the disadvantaged section is based on all schools' disadvantaged pupil groups, except for 2016 where it is based on RAISEonline methodology, which measured the group against all pupils. For quintile boundaries, see guidance documents on https://www.gov.uk/government/collections/using-ofsteds-inspection-dashboard. Statistical significance for disadvantaged pupils is against the national for other pupils.

() Cohort   Significantly below national   Significantly above national   Change in methodology or calculations - - - - - - - - - - - - -

Reading progress in 2017

- - - Bottom 10%   - - - Top 10%   —— Other national
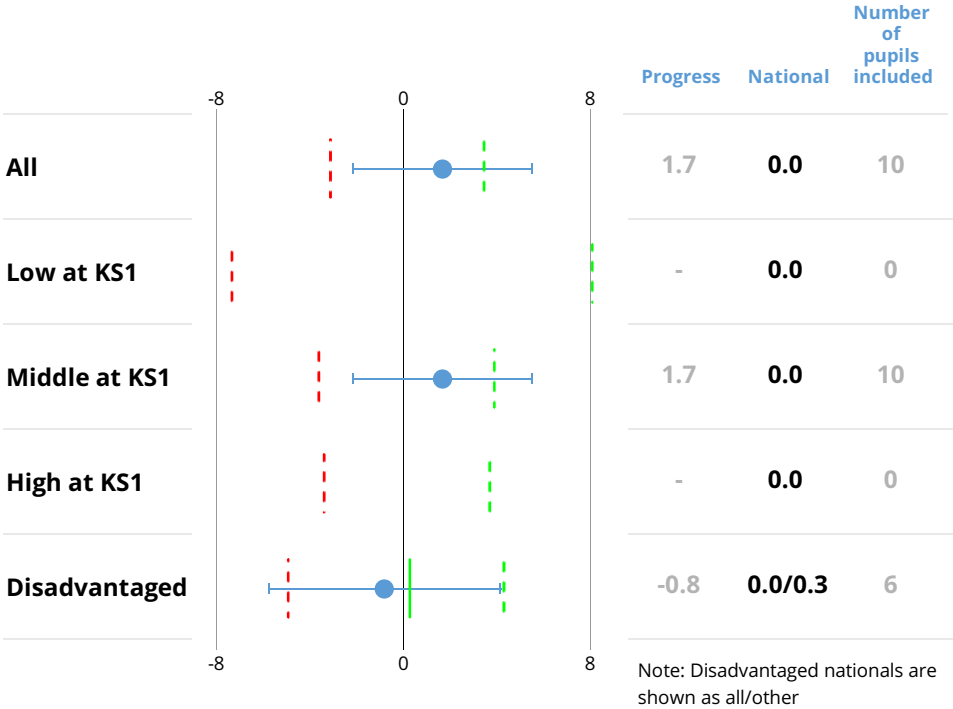
	Progress	National	Number of pupils included
All	1.7	**0.0**	10
Low at KS1	-	**0.0**	0
Middle at KS1	1.7	**0.0**	10
High at KS1	-	**0.0**	0
Disadvantaged	-0.8	**0.0/0.3**	6

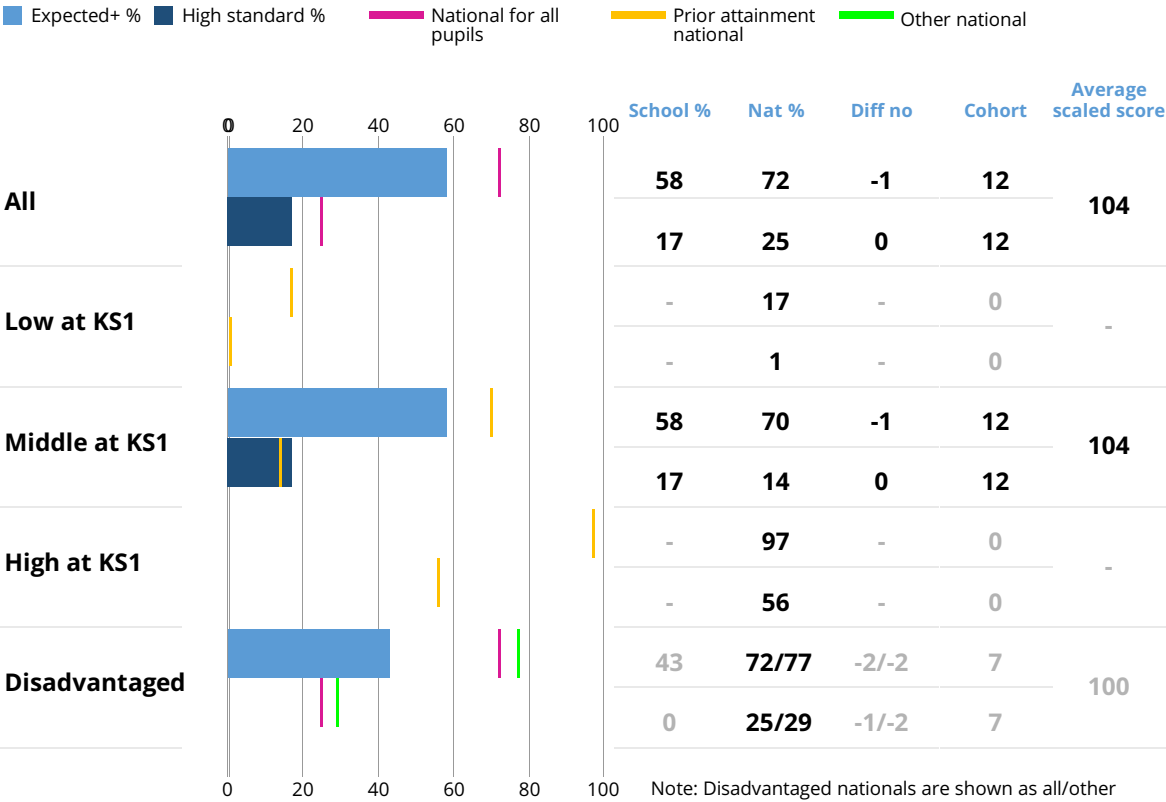Note: Disadvantaged nationals are shown as all/other

Significantly below national and in bottom 10%

Significantly above national and in top 10%

Shading based on statistical significance and top/bottom 10% will not be shown for special schools.

Reading progress scatterplot

☐ Girls   △ Boys   Disadvantaged   Other   SEN = bold black border

Top and bottom 10% values can be found in the percentile boundary spreadsheet alongside the guidance documents located here: https://www.gov.uk/government/publications/using-ofsteds-inspection-dashboard-early-years-foundation-stage-profile-to-key-stage-4.The values displayed above are rounded to one decimal place however all underlying calculations are based on unrounded data. Prior attainment is based on overall KS1 attainment.

Reading attainment in 2017

- Expected+ %
- High standard %
- National for all pupils
- Prior attainment national
- Other national

	School %	Nat %	Diff no	Cohort	Average scaled score
All	58	72	-1	12	104
	17	25	0	12	
Low at KS1	-	17	-	0	-
	-	1	-	0	
Middle at KS1	58	70	-1	12	104
	17	14	0	12	
High at KS1	-	97	-	0	-
	-	56	-	0	
Disadvantaged	43	72/77	-2/-2	7	100
	0	25/29	-1/-2	7	

Note: Disadvantaged nationals are shown as all/other

Reading attainment scatterplot

Key stage 2 attainment

Key stage 1 prior attainment

- Girls
- Boys
- Disadvantaged
- Other
- SEN = bold black border
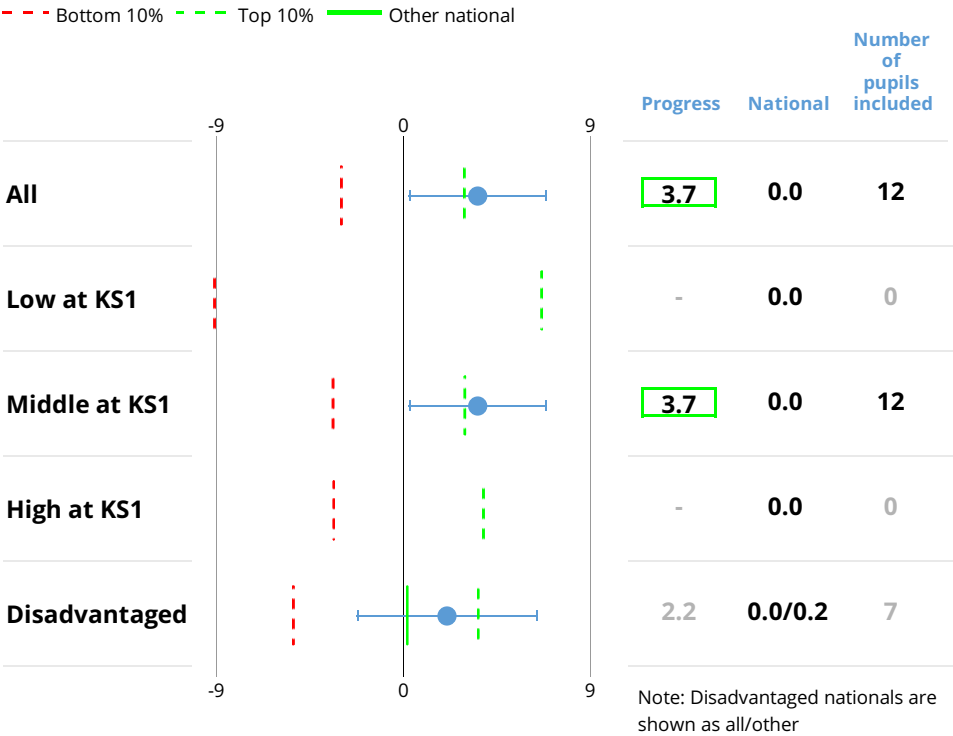- National

The values displayed above are rounded to one decimal place however all underlying calculations are based on unrounded data. The 'Diff no' value shows the number of pupils that the difference between school and national represents, and is always rounded down to a whole number. Prior attainment is based on overall KS1 attainment.

Chiddingly Primary School

Writing (teacher assessment) progress in 2017

- - - Bottom 10%   - - - Top 10%   —— Other national

	Progress	National	Number of pupils included
All	3.7	0.0	12
Low at KS1	-	0.0	0
Middle at KS1	3.7	0.0	12
High at KS1	-	0.0	0
Disadvantaged	2.2	0.0/0.2	7

Note: Disadvantaged nationals are shown as all/other

Significantly below national and in bottom 10%   Significantly above national and in top 10%

Shading based on statistical significance and top/bottom 10% will not be shown for special schools.

Writing data is based on teacher assessments. Users should be cautious when using this data.

Writing (teacher assessment) progress scatterplot
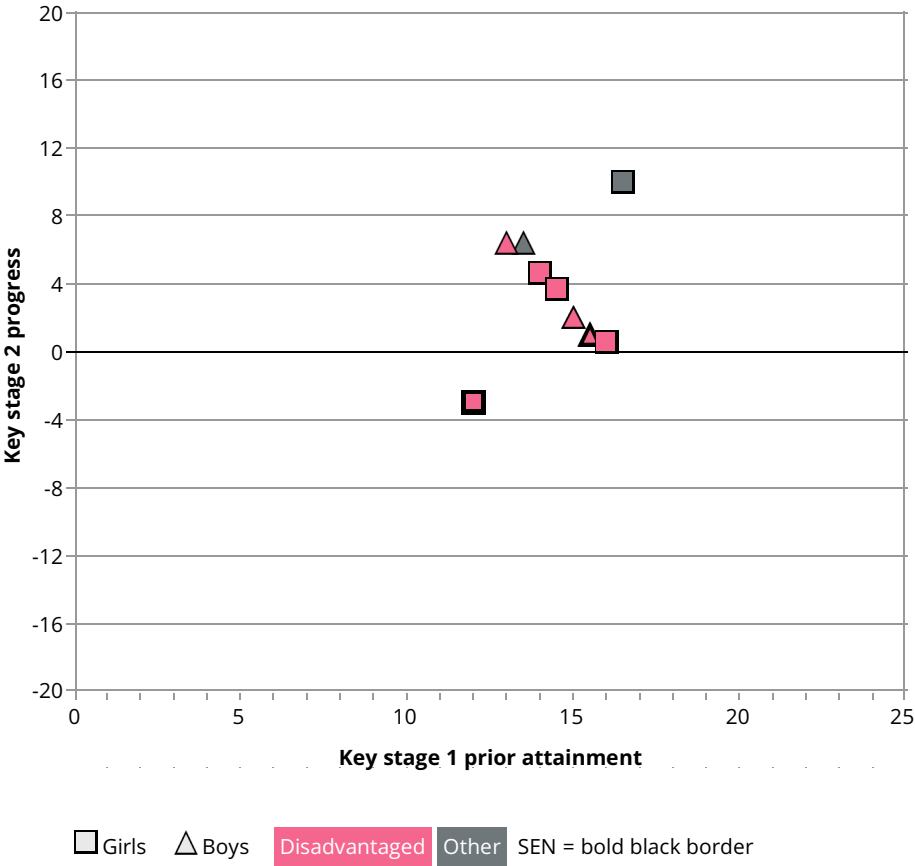
☐ Girls   △ Boys   Disadvantaged   Other   SEN = bold black border

Top and bottom 10% values can be found in the percentile boundary spreadsheet alongside the guidance documents located here: https://www.gov.uk/government/publications/using-ofsteds-inspection-dashboard-early-years-foundation-stage-profile-to-key-stage-4.The values displayed above are rounded to one decimal place however all underlying calculations are based on unrounded data. Prior attainment is based on overall KS1 attainment.

Writing (teacher assessment) attainment in 2017

- Expected+ %
- Greater depth %
- National for all pupils
- Prior attainment national
- Other national

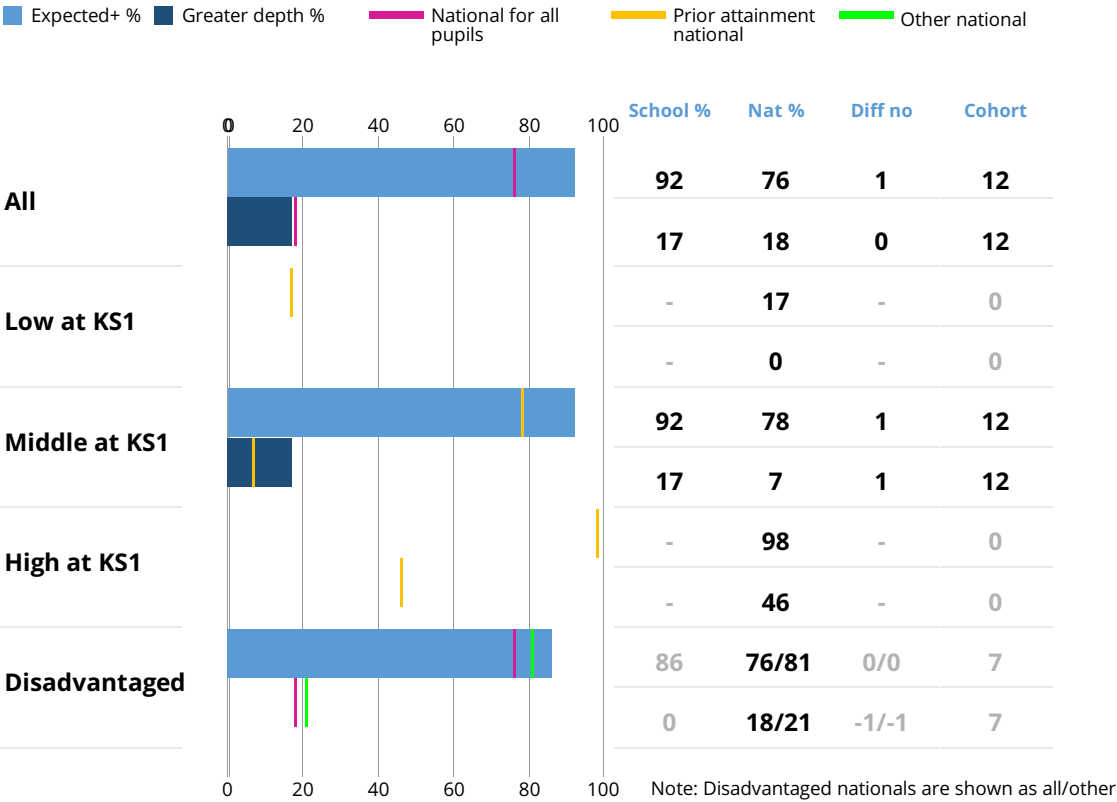|	School %	Nat %	Diff no	Cohort
All	92	76	1	12
	17	18	0	12
Low at KS1	-	17	-	0
	-	0	-	0
Middle at KS1	92	78	1	12
	17	7	1	12
High at KS1	-	98	-	0
	-	46	-	0
Disadvantaged	86	76/81	0/0	7
	0	18/21	-1/-1	7

Note: Disadvantaged nationals are shown as all/other

Writing data is based on teacher assessments. Users should be cautious when using this data.
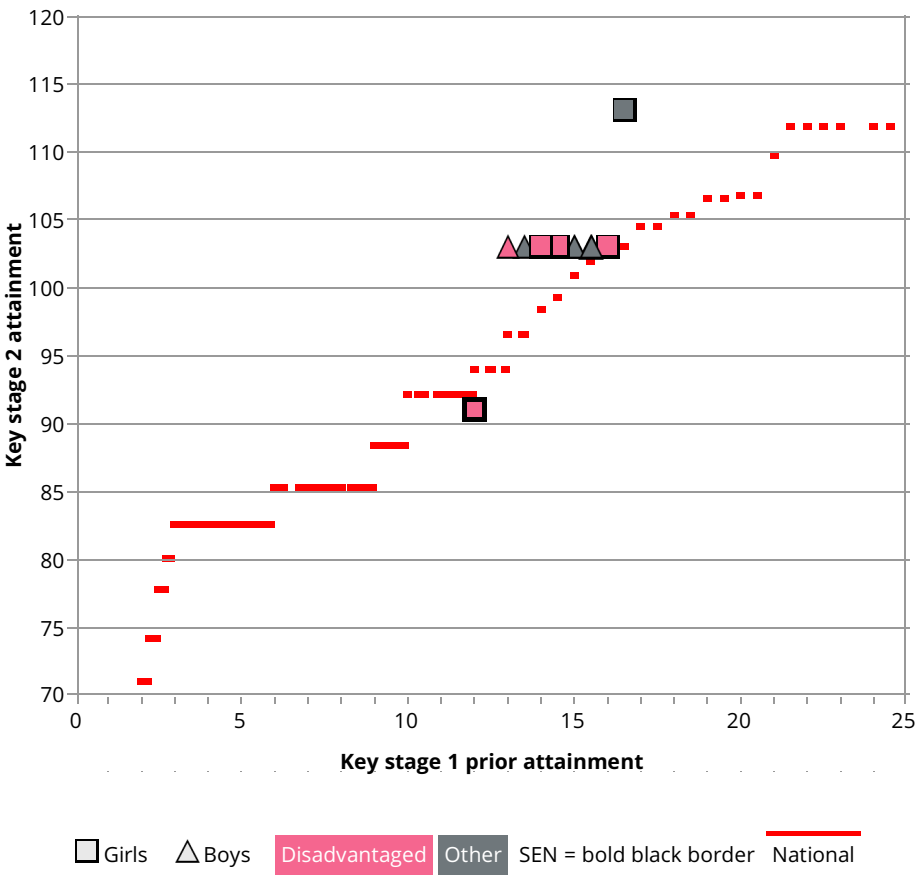
Writing (teacher assessment) attainment scatterplot

Girls Boys Disadvantaged Other SEN = bold black border National

The values displayed above are rounded to one decimal place however all underlying calculations are based on unrounded data. The 'Diff no' value shows the number of pupils that the difference between school and national represents, and is always rounded down to a whole number. Prior attainment is based on overall KS1 attainment.

Mathematics progress in 2017
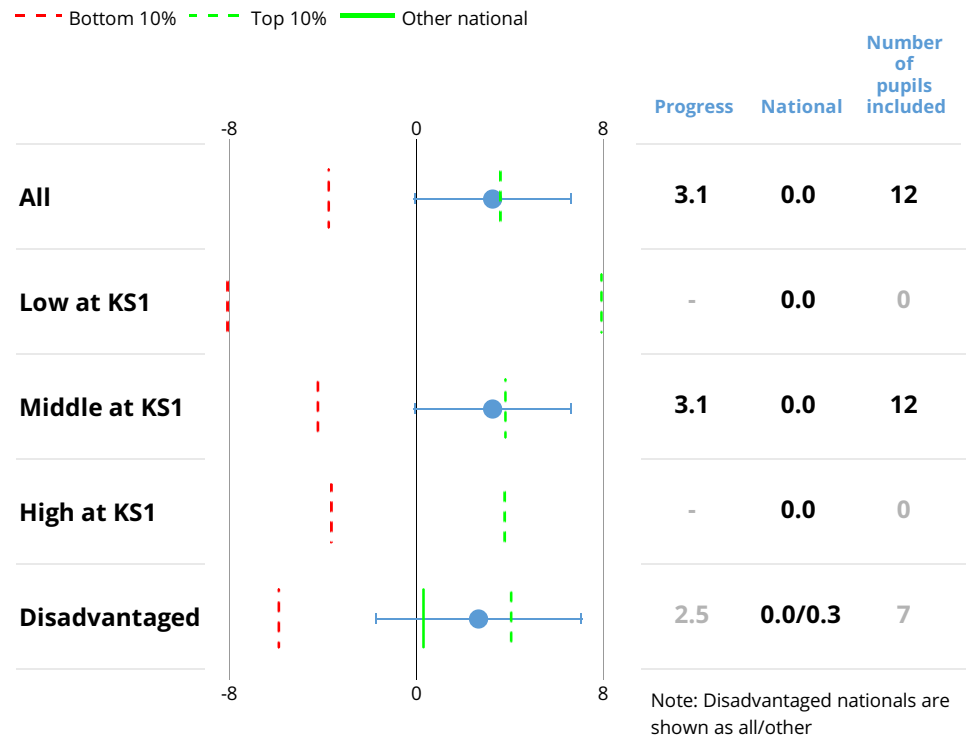
- - - Bottom 10%   - - - Top 10%   —— Other national

	Progress	National	Number of pupils included
All	3.1	0.0	12
Low at KS1	-	0.0	0
Middle at KS1	3.1	0.0	12
High at KS1	-	0.0	0
Disadvantaged	2.5	0.0/0.3	7

Note: Disadvantaged nationals are shown as all/other

Significantly below national and in bottom 10%   Significantly above national and in top 10%

Shading based on statistical significance and top/bottom 10% will not be shown for special schools.

Mathematics progress scatterplot

□ Girls   △ Boys   Disadvantaged   Other   SEN = bold black border

Top and bottom 10% values can be found in the percentile boundary spreadsheet alongside the guidance documents located here: https://www.gov.uk/government/publications/using-ofsteds-inspection-dashboard-early-years-foundation-stage-profile-to-key-stage-4.The values displayed above are rounded to one decimal place however all underlying calculations are based on unrounded data. Prior attainment is based on overall KS1 attainment.

Chiddingly Primary School

Mathematics attainment in 2017

Legend:
- Expected+ %
- High standard %
- National for all pupils
- Prior attainment national
- Other national

	School %	Nat %	Diff no	Cohort	Average scaled score
All	83	75	1	12	105
	17	23	0	12	
Low at KS1	-	20	-	0	-
	-	1	-	0	
Middle at KS1	83	74	1	12	105
	17	11	0	12	
High at KS1	-	98	-	0	-
	-	54	-	0	
Disadvantaged	71	75/80	0/0	7	104
	14	23/27	0/0	7	

Note: Disadvantaged nationals are shown as all/other

Mathematics attainment scatterplot

Key stage 2 attainment (y-axis) vs Key stage 1 prior attainment (x-axis)

Legend: Girls (□), Boys (△), Disadvantaged, Other, SEN = bold black border, National

The values displayed above are rounded to one decimal place however all underlying calculations are based on unrounded data. The 'Diff no' value shows the number of pupils that the difference between school and national represents, and is always rounded down to a whole number. Prior attainment is based on overall KS1 attainment.

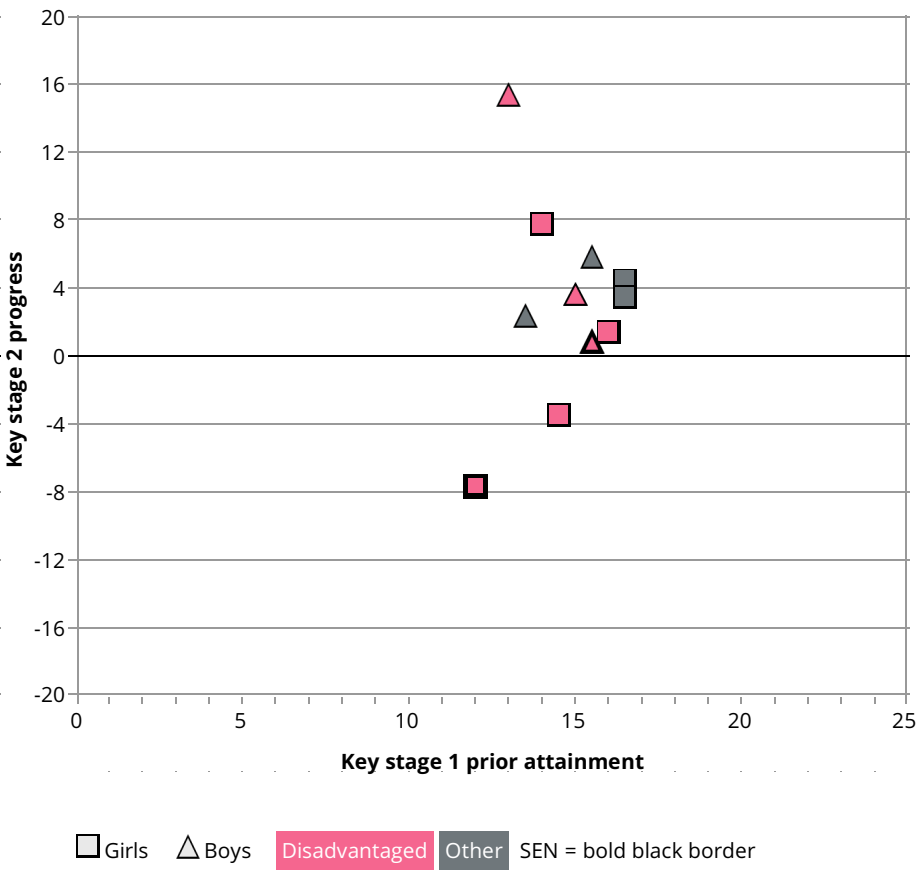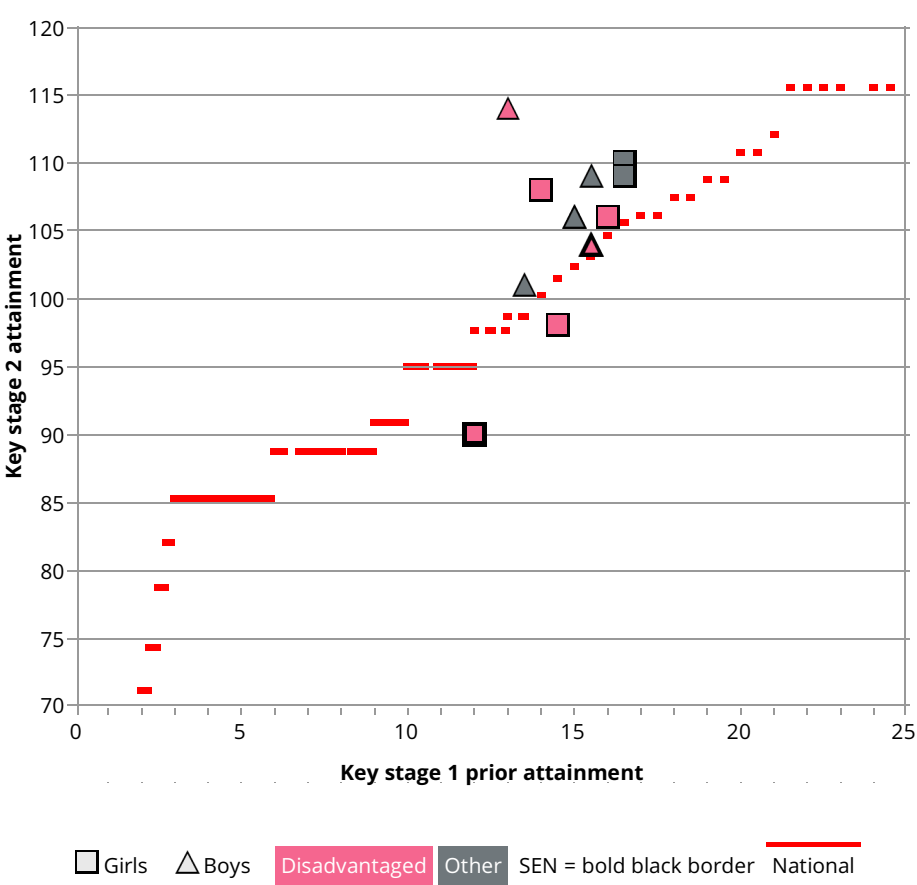## English grammar, punctuation and spelling (EGPS) in 2017

- Expected+ %
- High %
- National for all pupils
- Prior attainment national
- Other national

	School %	Nat %	Diff no	Cohort
All	67	77	-1	12
	25	31	0	12
Low at KS1	-	20	-	0
	-	1	-	0
Middle at KS1	67	78	-1	12
	25	18	0	12
High at KS1	-	99	-	0
	-	67	-	0
Disadvantaged	57	77/82	-1/-1	7
	14	31/36	-1/-1	7

Note: Disadvantaged nationals are shown as all/other

Spelling

- Average mark
- National for all pupils
- Prior attainment national
- Other national

	Average mark	National	Cohort
All	11	12	12
Low at KS1	-	5	-
Middle at KS1	11	11	12
High at KS1	-	15	-
Disadvantaged	10	12/12	7

Note: Disadvantaged nationals are shown as all/other
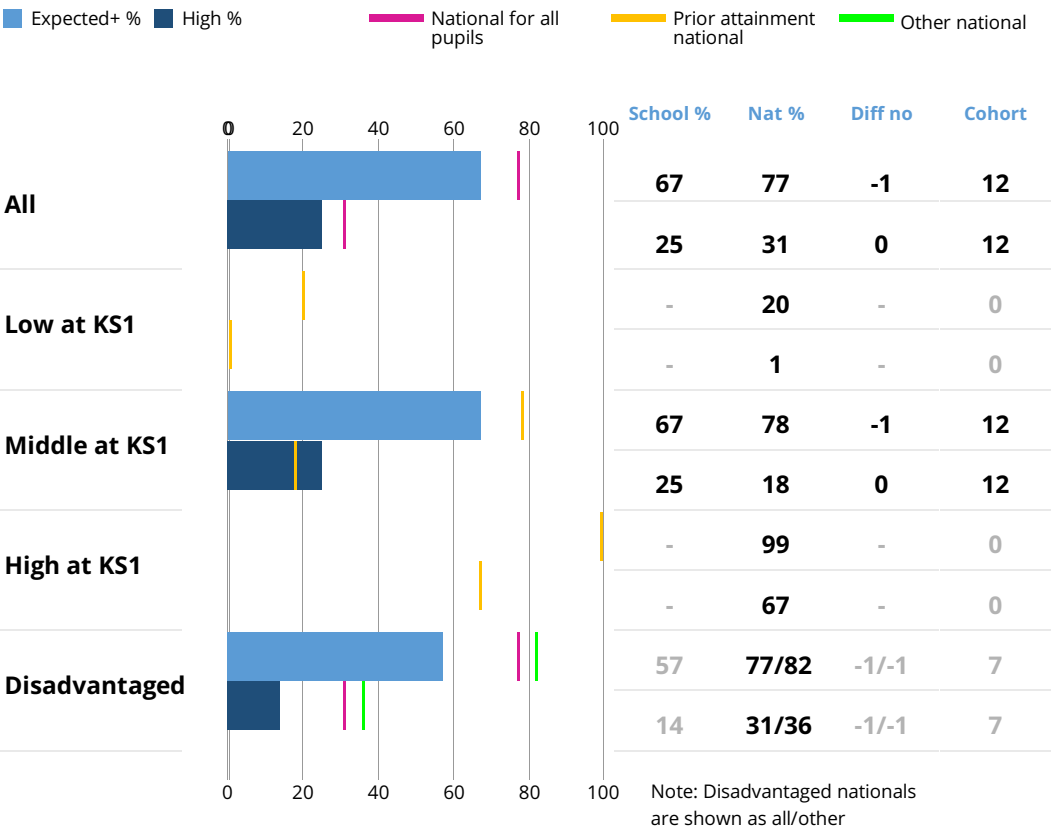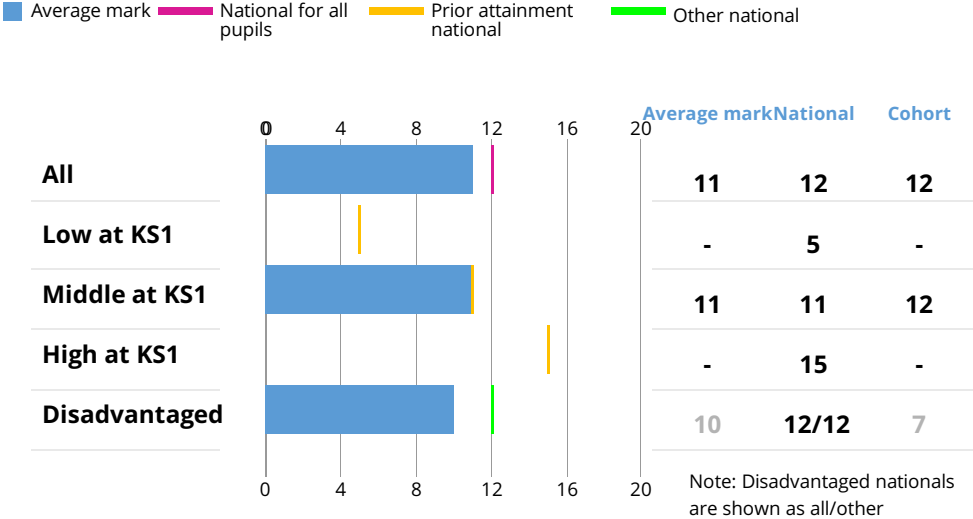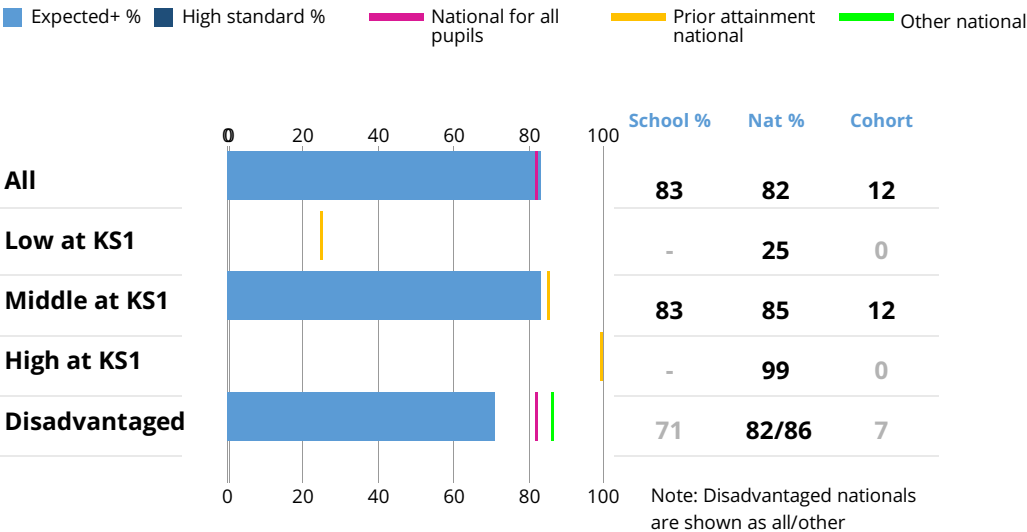
The values displayed above are rounded to one decimal place however all underlying calculations are based on unrounded data. The 'Diff no' value shows the number of pupils that the difference between school and national represents, and is always rounded down to a whole number. Prior attainment is based on overall KS1 attainment.

Science attainment in 2017

■ Expected+ %   ■ High standard %   ▬ National for all pupils   ▬ Prior attainment national   ▬ Other national

	School %	Nat %	Cohort
All	83	82	12
Low at KS1	-	25	0
Middle at KS1	83	85	12
High at KS1	-	99	0
Disadvantaged	71	82/86	7

Note: Disadvantaged nationals are shown as all/other
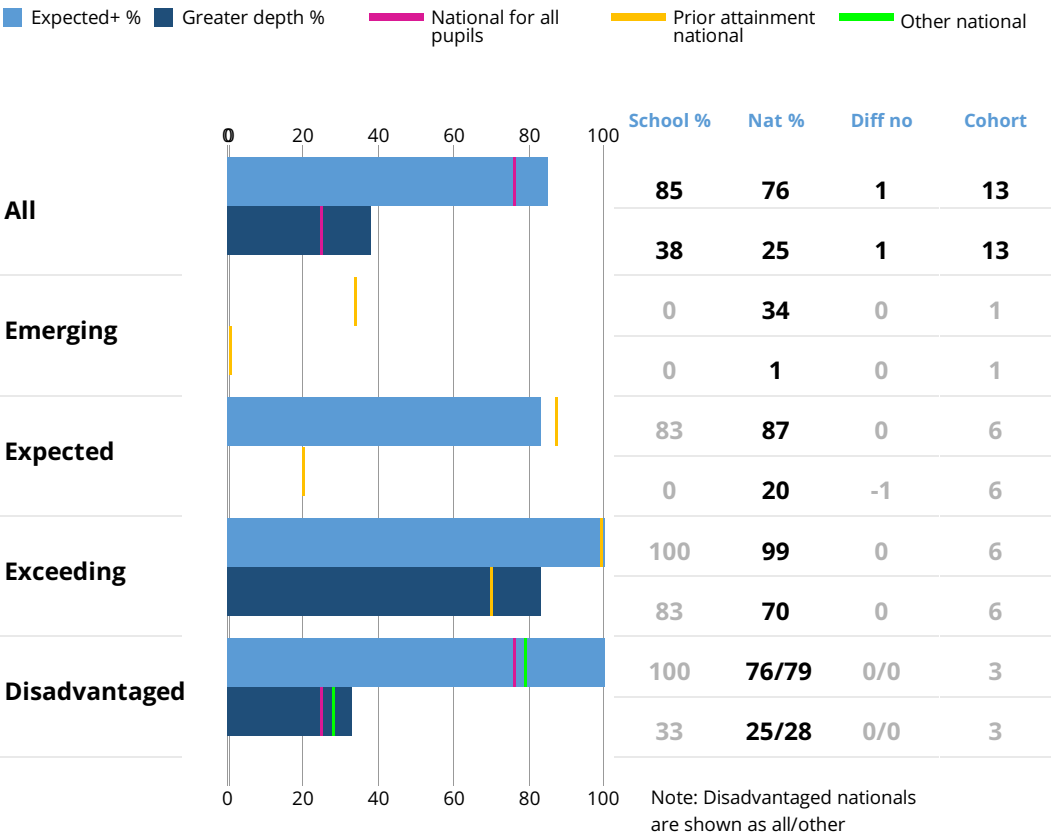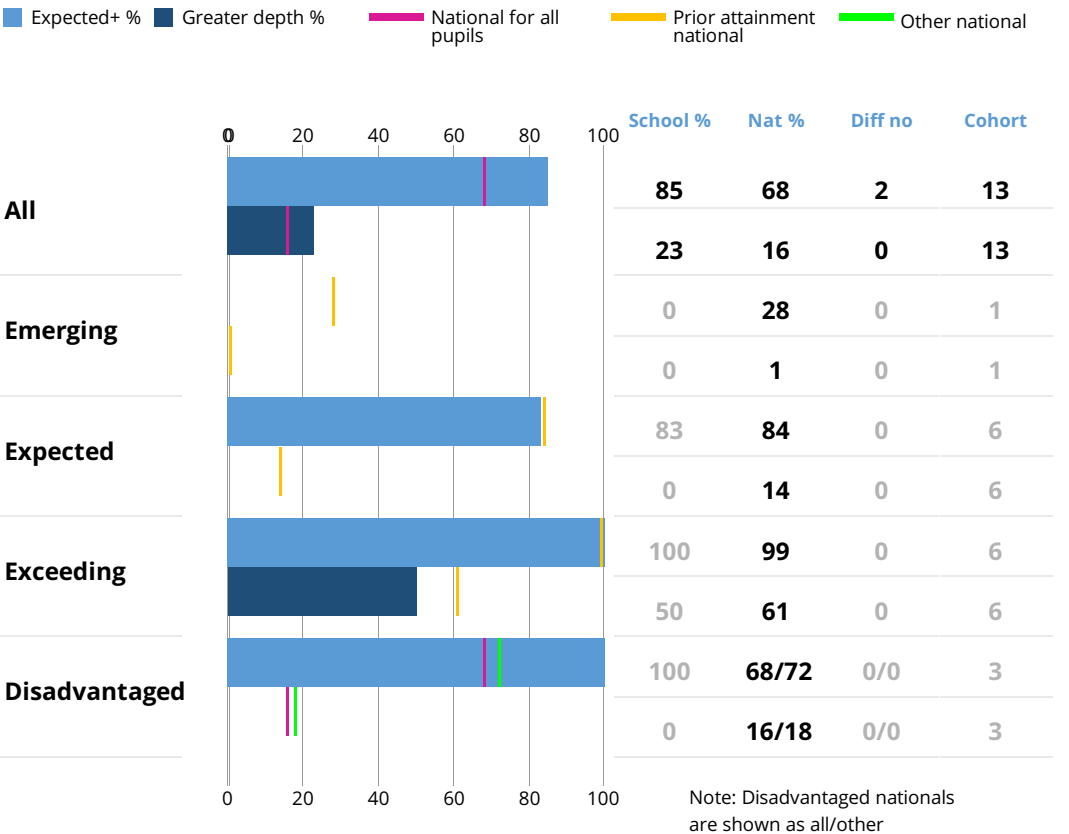
Science data is based on teacher assessments. Users should be cautious when using this data.

The values displayed above are rounded to one decimal place however all underlying calculations are based on unrounded data. Prior attainment is based on overall KS1 attainment.
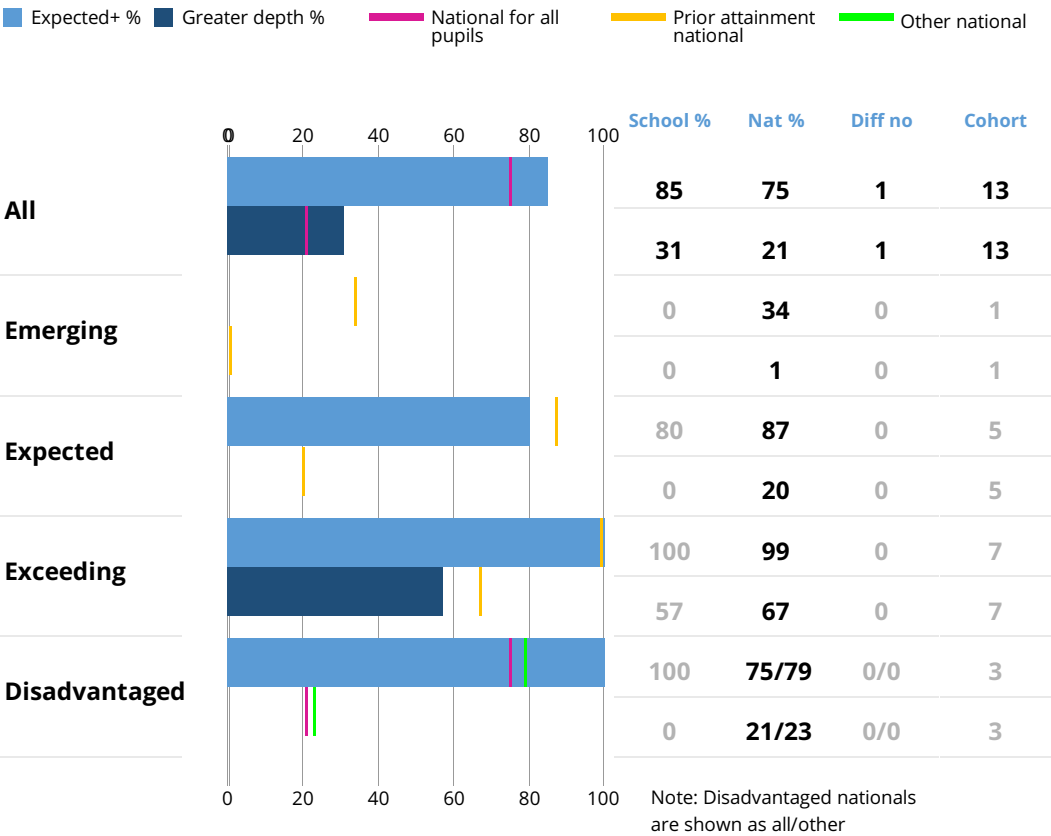
Reading in 2017

Legend: ■ Expected+ %   ■ Greater depth %   ▬ National for all pupils   ▬ Prior attainment national   ▬ Other national

	School %	Nat %	Diff no	Cohort
All	85	76	1	13
	38	25	1	13
Emerging	0	34	0	1
	0	1	0	1
Expected	83	87	0	6
	0	20	-1	6
Exceeding	100	99	0	6
	83	70	0	6
Disadvantaged	100	76/79	0/0	3
	33	25/28	0/0	3

Note: Disadvantaged nationals are shown as all/other

Writing in 2017

Legend: ■ Expected+ %   ■ Greater depth %   ▬ National for all pupils   ▬ Prior attainment national   ▬ Other national

	School %	Nat %	Diff no	Cohort
All	85	68	2	13
	23	16	0	13
Emerging	0	28	0	1
	0	1	0	1
Expected	83	84	0	6
	0	14	0	6
Exceeding	100	99	0	6
	50	61	0	6
Disadvantaged	100	68/72	0/0	3
	0	16/18	0/0	3

Note: Disadvantaged nationals are shown as all/other

The values displayed above are rounded to one decimal place however all underlying calculations are based on unrounded data. Key stage 1 prior attainment is based on the EYFS subject specific outcome. The 'Diff no' value shows the number of pupils that the difference between school and national represents, and is always rounded down to a whole number.

Mathematics in 2017

Legend: ■ Expected+ % ■ Greater depth % ▬ National for all pupils ▬ Prior attainment national ▬ Other national

	School %	Nat %	Diff no	Cohort
All	85	75	1	13
	31	21	1	13
Emerging	0	34	0	1
	0	1	0	1
Expected	80	87	0	5
	0	20	0	5
Exceeding	100	99	0	7
	57	67	0	7
Disadvantaged	100	75/79	0/0	3
	0	21/23	0/0	3

Note: Disadvantaged nationals are shown as all/other

Science in 2017

Legend: ■ Expected+ % ▬ National for all pupils ▬ Other national

	School %	Nat %	Diff no	Cohort
All	92	83	1	13
Disadvantaged	100	83/86	0/0	3

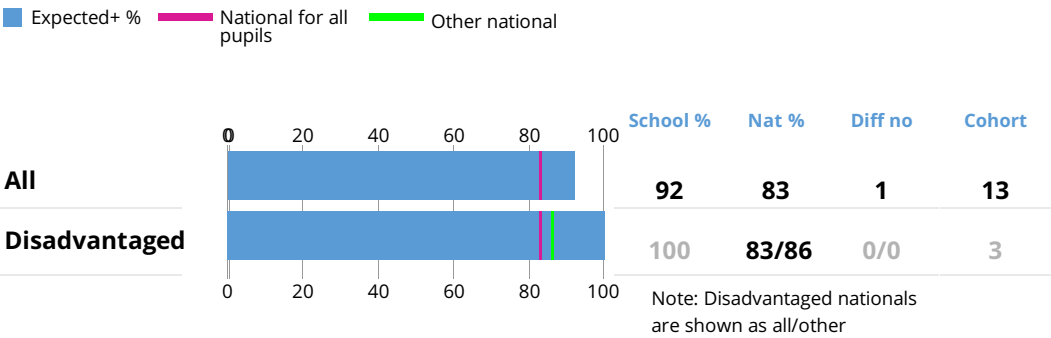Note: Disadvantaged nationals are shown as all/other

The values displayed above are rounded to one decimal place however all underlying calculations are based on unrounded data. Key stage 1 prior attainment is based on the EYFS subject specific outcome. The 'Diff no' value shows the number of pupils that the difference between school and national represents, and is always rounded down to a whole number.

Chiddingly Primary School

Phonics in 2017

Proportion meeting the expected standard

Year 1

■ All pupils   — National
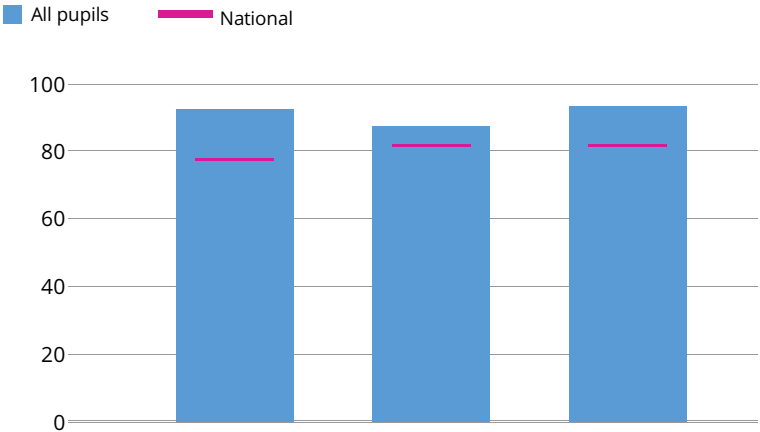
	2015	2016	2017
School %	92	87	93
Nat %	77	81	81
Cohort	13	15	15

By end of year 2

■ All pupils   — National
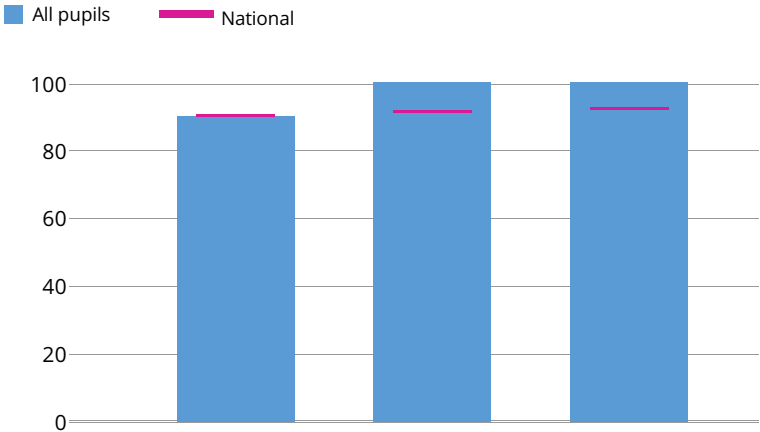
	2015	2016	2017
School %	90	100	100
Nat %	90	91	92
Cohort	10	16	13

Chiddingly Primary School

Early Years Foundation Stage Profile

■ All pupils   ■ FSM   ▬ National for all pupils   ▬ Other national

% good level of development
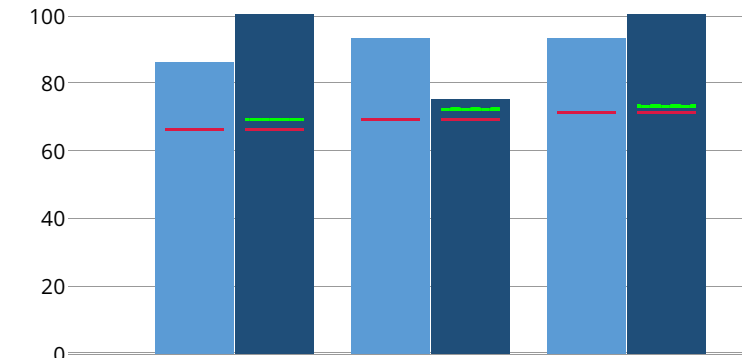
	2015		2016		2017	
School %	86	100	93	75	93	100
Nat all %	66	66	69	69	71	71
Nat other %	-	69	-	72	-	73
Cohort	14	2	15	4	15	3

Mathematics early learning goals
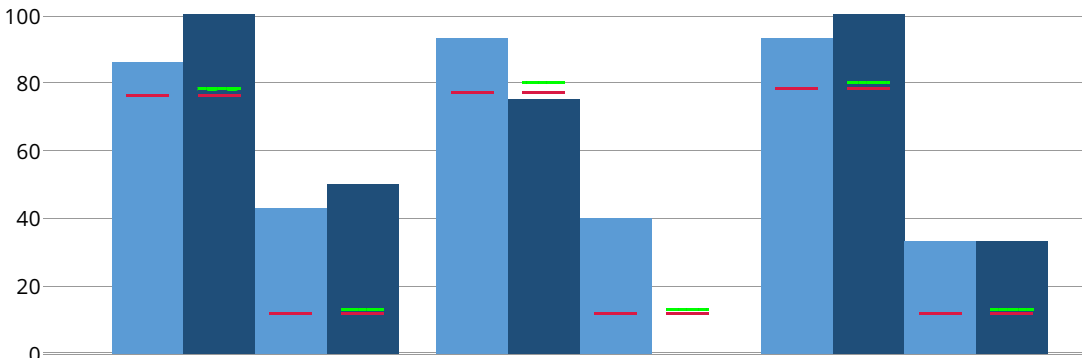
	2015				2016				2017			
	Expected		Exceeding		Expected		Exceeding		Expected		Exceeding	
School %	86	100	43	50	93	75	40	0	93	100	33	33
Nat all %	76	76	12	12	77	77	12	12	78	78	12	12
Nat other %	-	78	-	13	-	80	-	13	-	80	-	13
Cohort	14	2	14	2	15	4	15	4	15	3	15	3

Chiddingly Primary School

Early Years Foundation Stage Profile

■ All pupils   ■ FSM   ▬ National for all pupils   ▬ Other national

Reading early learning goals

	2015				**2016**				**2017**			
	Expected		Exceeding		Expected		Exceeding		Expected		Exceeding	
School %	86	100	50	50	93	75	47	0	93	100	33	33
Nat all %	76	76	20	20	77	77	19	19	77	77	19	19
Nat other %	-	79	-	22	-	80	-	21	-	80	-	20
Cohort	14	2	14	2	15	4	15	4	15	3	15	3

Writing early learning goals

	2015				**2016**				**2017**			
	Expected		Exceeding		Expected		Exceeding		Expected		Exceeding	
School %	86	100	43	50	93	75	33	0	93	100	7	0
Nat all %	71	71	13	13	73	73	12	12	73	73	11	11
Nat other %	-	74	-	14	-	75	-	13	-	76	-	12
Cohort	14	2	14	2	15	4	15	4	15	3	15	3