

Chiddingly Primary School

Muddles Green, Chiddingly, Lewes, BN8 6HN

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Release information: Final 2019 EYFS, Provisional 2019 Phonics, Provisional 2019 KS1, Revised 2019 KS2

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URN	114391
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Local authority	East Sussex
Phase of education	Primary
Type of education	Community School

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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*). For the criteria used to determine the sentences, see the guidance link underneath each section.

Guidance

Reading

Progress at key stage 2

- *There is nothing significant or exceptional to highlight for key stage 2 progress in reading in 2019, therefore no conclusions can be drawn from this data.*

Guidance

Attainment at key stage 2

- *There is nothing significant or exceptional to highlight for key stage 2 attainment of the expected standard (100+) and high standard (110+) in reading in 2019, therefore no conclusions can be drawn from this data.*
- *There is nothing significant or exceptional to highlight for the key stage 2 three-year average reading attainment score in 2019, therefore no conclusions can be drawn from this data.*

Attainment at key stage 1

- *There is nothing significant or exceptional to highlight for key stage 1 attainment of the expected standard and greater depth in reading in 2019, therefore no conclusions can be drawn from this data.*

Attainment in phonics

- *There is nothing significant or exceptional to highlight for pupils meeting the phonics expected standard (32+) in Year 1 in 2019, therefore no conclusions can be drawn from this data. There were 1 pupil(s) that were screened in Year 2 in 2019; 1 of those met the expected standard.*

Attainment at early years foundation stage

- *There is nothing significant or exceptional to highlight for the early years foundation stage attainment of the expected standard reading early learning goal in 2019, therefore no conclusions can be drawn from this data.*

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Writing

Progress at key stage 2

- *There is nothing significant or exceptional to highlight for key stage 2 progress in writing in 2019, therefore no conclusions can be drawn from this data.*
- Writing progress has **declined** between 2018 and 2019.

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Attainment at key stage 2

- *There is nothing significant or exceptional to highlight for key stage 2 attainment of the expected standard (100+) and greater depth in writing in 2019, therefore no conclusions can be drawn from this data.*

Attainment at key stage 1

- *There is nothing significant or exceptional to highlight for key stage 1 attainment of the expected standard and greater depth in writing in 2019, therefore no conclusions can be drawn from this data.*

Attainment at early years foundation stage

- *There is nothing significant or exceptional to highlight for the early years foundation stage attainment of the expected standard writing early learning goal in 2019, therefore no conclusions can be drawn from this data.*

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Mathematics

Progress at key stage 2

- *There is nothing significant or exceptional to highlight for key stage 2 progress in mathematics in 2019, therefore no conclusions can be drawn from this data.*
- Mathematics progress has **declined** between 2018 and 2019.

Guidance

Attainment at key stage 2

- *There is nothing significant or exceptional to highlight for key stage 2 attainment of the expected standard (100+) and high standard (110+) in mathematics in 2019, therefore no conclusions can be drawn from this data.*
- *There is nothing significant or exceptional to highlight for the key stage 2 three-year average mathematics attainment score in 2019, therefore no conclusions can be drawn from this data.*

Attainment at key stage 1

- *There is nothing significant or exceptional to highlight for key stage 1 attainment of the expected standard and greater depth in mathematics in 2019, therefore no conclusions can be drawn from this data.*

Attainment at early years foundation stage

- *There is nothing significant or exceptional to highlight for the early years foundation stage attainment of the expected standard mathematics early learning goals in 2019, therefore no conclusions can be drawn from this data.*

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Other attainment measures

Attainment at key stage 2

- *There is nothing significant or exceptional to highlight for reading, writing and mathematics achieving the key stage 2 expected standard and high standard in 2019, therefore no conclusions can be drawn from this data.*
- *There is nothing significant or exceptional to highlight for the key stage 2 English grammar, punctuation and spelling test achievement of the expected standard (100+) and high standard (110+) in 2019, therefore no conclusions can be drawn from this data.*
- *There is nothing significant or exceptional to highlight for key stage 2 attainment of the expected standard in science in 2019, therefore no conclusions can be drawn from this data.*

Attainment at early years foundation stage

- *There is nothing significant or exceptional to highlight for the percentage achieving a good level of development in the early years foundation stage in 2019, therefore no conclusions can be drawn from this data.*

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Absence

Summer 2021 and autumn 2020 absence

This data relates to absences during the coronavirus (COVID-19) pandemic and should not be compared directly to previous years. There were 632 sessions missed by pupils not attending in circumstances related to coronavirus (COVID-19) in

summer 2021 - these did not count as absence within the data. There were 328 sessions missed by pupils not attending in circumstances related to coronavirus (COVID-19) in autumn 2020 - these did not count as absence within the data.

- *There is nothing significant or exceptional to highlight for overall absence in summer 2021 or autumn 2020 when compared with all schools, therefore no conclusions can be drawn from this data.*
- *There is nothing significant or exceptional to highlight for overall absence compared to schools with a similar level of deprivation in summer 2021 or autumn 2020, therefore no conclusions can be drawn from this data.*
- *There is nothing significant or exceptional to highlight for persistent absence in summer 2021 or autumn 2020 when compared with all schools, therefore no conclusions can be drawn from this data.*
- *There is nothing significant or exceptional to highlight for persistent absence compared to schools with a similar level of deprivation in summer 2021 or autumn 2020, therefore no conclusions can be drawn from this data.*

Guidance

Absence for 2018/19 and earlier

- *There is nothing significant or exceptional to highlight for overall absence in 2019, therefore no conclusions can be drawn from this data.*
- *There is nothing significant or exceptional to highlight for persistent absence in 2019, therefore no conclusions can be drawn from this data.*
- The rates of overall absence (4.3%) and persistent absence (10.5%) in 2018/19 were in the **highest** 20% of schools with a similar level of deprivation.

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Suspensions & permanent exclusions

Whole school

- For the whole school, the rate of total suspensions (2.1%) was in the **highest** 20% in 2019/20.
- For the whole school, the rate of repeat suspensions (2.1%) was in the **highest** 20% in 2019/20 as well as in 2018/19.
- Of the 2 pupils in the whole school with at least one suspension in 2019/20, both were suspended on more than one occasion but fewer than 10.
- Of the 8 total suspensions in the whole school in 2019/20, the following reasons each accounted for more than 10%: **physical assault against an adult** (6), verbal abuse/threatening behaviour against an adult (2).
- There were no permanent exclusions in the whole school in 2019/20. 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 2

- *No sentences about key stage 2 performance data have been generated for pupil groups.*

Key stage 1

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

Absence

- Persistent absence for pupils in receipt of free school meals (25.0%) was in the **highest** 20% of all schools in 2018/19.
- Persistent absence in autumn 2020 for pupils in receipt of free schools meals (25.0%) was in the **highest** 20% of all schools.

- Overall absence in summer 2021 for pupils with special educational needs (2.6%) was in the **lowest** 20% of all schools.

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School and local context

School characteristics

	2019	2020
School number on roll	Well below average 99	Well below average 9
School % FSM	Above average 27	Close to average 2
School % SEND support	Above average 15	Above average 4
School % EHC plan	Well above average 3	Well above average 3
School % EAL	Well below average 0	Well below average 0
School % Stability	Well below average 0	Close to average 0

2019

2020

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Guidance

Trust/LA level information

As at February 2022:

- this school is maintained by East Sussex local authority which maintains 107 primary schools, 9 secondary schools, 4 special schools, no pupil referral units and no nursery schools.
- the latest overall effectiveness grade for this school is good. As at 1 Feb 2022, the LA grade profile was:
 - outstanding - 12
 - good - 102
 - requires improvement - 5
 - inadequate - 1
 - not yet inspected - 0

Guidance

School workforce

- At the time of the November 2020 census, there were no full-time vacant teacher posts in the school.
- *There is nothing significant or exceptional to highlight for staff turnover in 2019/20.*

Guidance

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 3 (average deprivation) of all schools in terms of deprivation.

Guidance

Finance

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

Guidance

Ethnicity whole school

- This school has 4 out of 17 possible ethnic groups. Those with 5% or more are:
 - 95%: White - British

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Year group context

Characteristics 2019

	Number on roll	% FSM
Year 1	16	Below other years
Year 2	12	
Year 3	16	
Year 4	14	Below other years
Year 5	12	
Year 6	14	Above other years

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Characteristics 2021

	Number on roll	% FSM
Year 1	13	
Year 2	13	
Year 3	14	Below other years
Year 4	10	Above other years
Year 5	15	
Year 6	13	Below other years

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Prior attainment 2019

	Reading	Writing
Year 1	Above national	Above national
Year 2	Above national	Above national
Year 3	Above national	Above national

	Reading	Writing
Year 4	Close to national	Close to national
Year 5	Close to national	Close to national
Year 6	Close to national	Close to national

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Prior attainment 2021

	Reading	Writing
Year 1	No data	No data
Year 2	No data	No data
Year 3	No data	No data
Year 4	Small cohort	Small cohort
Year 5	Above national	Above national
Year 6	Close to national	Close to national

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SEND characteristics 2019

Type of resourced provision: No resourced provision

Number of pupils with SEND who are also disadvantaged: 8

	SEND primary need		
	Y1	Y2	Y3
Specific Learning Difficulty	0	0	1
Moderate Learning Difficulty	0	0	0
Social, Emotional and Mental Health	1	1	0
Speech, Language and Communication Needs	0	0	1
Autistic Spectrum Disorder	0	0	0
School Support NSA	1	0	1
Other Difficulty/Disability	0	0	0
Year group totals	2	1	3

	EHCP		
	Y1	Y2	Y3
Specific Learning Difficulty	0	0	0

SEND primary need	Y1	Y2	Y3
Social, Emotional and Mental Health	0	0	0
Autistic Spectrum Disorder	1	0	0
Year group totals	1	0	0

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SEND characteristics 2021

Type of resourced provision: No resourced provision

Number of pupils with SEND who are also disadvantaged: 4

SEND primary need	Y1	Y2	Y3
Specific Learning Difficulty	0	1	0
Social, Emotional and Mental Health	0	0	0
Speech, Language and Communication Needs	0	1	2
Physical Disability	0	1	0
Autistic Spectrum Disorder	1	0	0
School Support NSA	0	0	0
Year group totals	1	3	2

	EHC Plan			
SEND primary need	Y1	Y2	Y3	Y4
Specific Learning Difficulty	0	0	0	0
Autistic Spectrum Disorder	0	0	1	0
Year group totals	0	0	1	0

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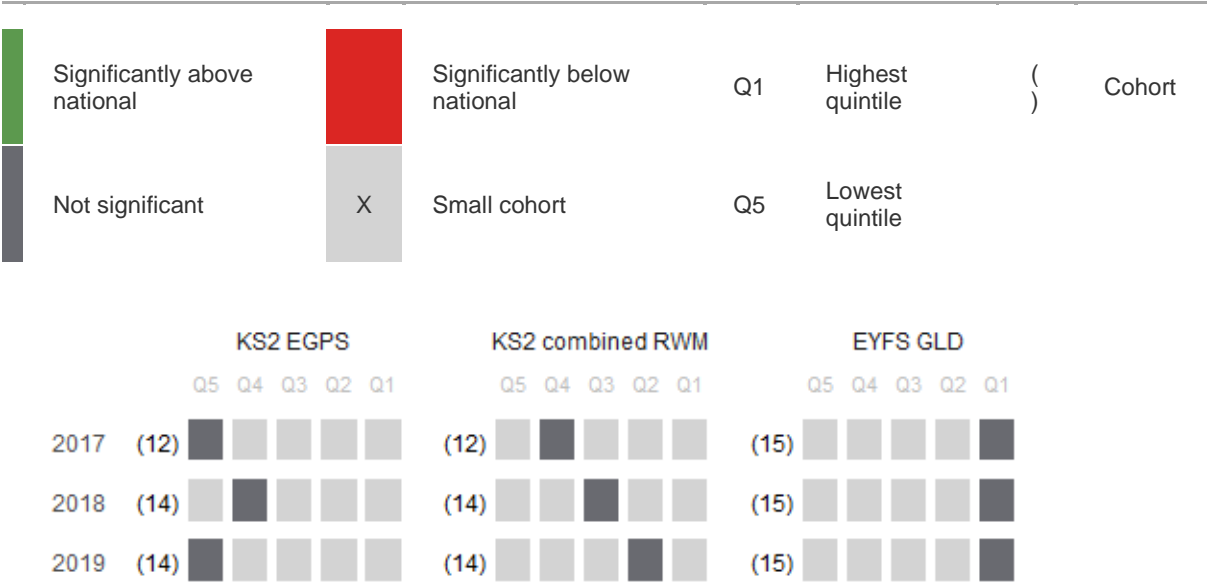
Progress and attainment trend

Reading, writing and mathematics three-year trend

	Significantly above national		Significantly below national	↑	Markedly higher than the previous year (progress only)
	Not significant		Small cohort	↓	Markedly lower than previous year (progress only)
Q1	Highest quintile	(Cohort		
Q5	Lowest quintile)			

Guidance

Other attainment measures



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