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# Chiddingly Primary School

Muddles Green, Chiddingly, Lewes, BN8 6HN

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**Release information:** Provisional 2022 Phonics, Provisional 2022 KS1, Provisional 2022 KS2

**Release date:** 19 October 2022

URN 114391  
LAESTAB 8452056  
Local authority East Sussex  
Phase of education Primary  
Type of education Community School

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### Important information

The IDSR can contain sensitive information regarding schools and colleges. It is your responsibility to ensure that the IDSR is stored and shared appropriately. Please see our guidance (linked to below) for our IDSR conditions of use and storage statement.

Online guidance can be found [here](#).

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## 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*).

**!Warning 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. For 2022, the IDSR quintiles have been removed.

Guidance

There is additional [guidance](#) which provides the criteria used to determine the sentences. You can also access the full list of possible [sentences](#) in the sentence masterlist and there are [tables](#) that provide supporting data, such as quintile boundaries.

## Reading

### Progress at key stage 2 - 2022

- *There is nothing to highlight for key stage 2 progress in reading in 2022.*

Progress at key stage 2 â 2019 to 2017 (not directly comparable to 2022)

- *There is nothing to highlight for key stage 2 progress in reading in 2019.*

Guidance

Sentences for 2022 will be triggered if the progress score for all pupils is in the highest or lowest quintile and the score is significantly different to the national score. They will identify consistently high or low performance for 2022 only.

Sentences for 2019 to 2017 will be triggered if the progress score for all pupils is in the highest or lowest quintile and the score is significantly different to the national score. They will identify consistently high or low performance for up to 3 years. Small cohorts of 10 or fewer in the latest year will not have a sentence triggered. Sometimes sentences will appear where we have identified that progress has improved or declined from one year to the next, as also shown in the progress three-year trend chart.

The Department for Education supplies the source pupil level data for this section.

There is additional [guidance](#) which provides the criteria used to determine the sentences.

### Attainment at key stage 2 - 2022

- *There is nothing to highlight for key stage 2 attainment of the expected standard (100+) and high standard (110+) in reading in 2022.*

Attainment at key stage 2 â 2019 to 2017 (not directly comparable to 2022)

- *There is nothing to highlight for key stage 2 attainment of the expected standard (100+) and high standard (110+) in reading in 2019.*
- *There is nothing to highlight for the key stage 2 three-year average reading attainment score in 2019.*

### Attainment at key stage 1 - 2022

- *There is nothing to highlight for key stage 1 attainment of the expected standard and greater depth in reading in 2022.*

Attainment at key stage 1 â 2019 to 2017 (not directly comparable to 2022)

- *There is nothing to highlight for key stage 1 attainment of the expected standard and greater depth in reading in 2019.*

## Attainment in phonics - 2022

- *There is nothing to highlight for pupils meeting the phonics expected standard (32+) in Year 1 in 2022.*

Attainment in phonics â 2019 to 2017 (not directly comparable to 2022)

- *There is nothing to highlight for pupils meeting the phonics expected standard (32+) in Year 1 in 2019.*
- There were 1 pupil(s) that were screened in Year 2 in 2019; 1 of those met the expected standard.

### Guidance

Sentences for 2022 will be triggered if attainment for all pupils is in the highest or lowest quintile and, where possible, the data is significantly different to the national score. They will identify consistently high or low performance for 2022 only. Small cohorts of 10 or fewer in the latest year will not have a sentence triggered.

Sentences for 2019 to 2017 will be triggered if attainment for all pupils is in the highest or lowest quintile and, where possible, the data is significantly different to the national score. They will identify consistently high or low performance for up to 3 years. Small cohorts of 10 or fewer in the latest year will not have a sentence triggered.

For some schools a sentence will appear if the school had missing results in their provisional data.

The Department for Education supplies the source pupil level data for this section.

There is additional [guidance](#) which provides the criteria used to determine the sentences.

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## Writing

### Progress at key stage 2 - 2022

- *There is nothing to highlight for key stage 2 progress in writing in 2022.*

Progress at key stage 2 â 2019 to 2017 (not directly comparable to 2022)

- *There is nothing to highlight for key stage 2 progress in writing in 2019.*
- Writing progress **declined** between 2018 and 2019.

### Guidance

Sentences for 2022 will be triggered if the progress score for all pupils is in the highest or lowest quintile and the score is significantly different to the national score. They will identify consistently high or low performance for 2022 only.

Sentences for 2019 to 2017 will be triggered if the progress score for all pupils is in the highest or lowest quintile and the score is significantly different to the national score. They will identify consistently high or low performance for up to 3 years. Small cohorts of 10 or fewer in the latest year will not have a sentence triggered. Sometimes sentences will appear where we have identified that progress has improved or declined from one year to the next, as also shown in the progress three-year trend chart.

The Department for Education supplies the source pupil level data for this section.

There is additional [guidance](#) which provides the criteria used to determine the sentences.

## Attainment at key stage 2 - 2022

- *There is nothing to highlight for key stage 2 attainment of the expected standard and greater depth in writing in 2022.*

Attainment at key stage 2 â 2019 to 2017 (not directly comparable to 2022)

- *There is nothing to highlight for key stage 2 attainment of the expected standard and greater depth in writing in 2019.*

## Attainment at key stage 1 - 2022

- Key stage 1 attainment of the expected standard in writing (86%) was significantly **above** national and in the **highest** 20% in 2022. *There is nothing to highlight for attainment of greater depth in writing in 2022.*

Attainment at key stage 1 â 2019 to 2017 (not directly comparable to 2022)

- *There is nothing to highlight for key stage 1 attainment of the expected standard and greater depth in writing in 2019.*

### Guidance

Sentences for 2022 will be triggered if attainment for all pupils is in the highest or lowest quintile and, where possible, the data is significantly different to the national score. They will identify consistently high or low performance for 2022 only. Small cohorts of 10 or fewer in the latest year will not have a sentence triggered.

Sentences for 2019 to 2017 will be triggered if attainment for all pupils is in the highest or lowest quintile and, where possible, the data is significantly different to the national score. They will identify consistently high or low performance for up to 3 years. Small cohorts of 10 or fewer in the latest year will not have a sentence triggered.

For some schools a sentence will appear if the school had missing results in their provisional data.

The Department for Education supplies the source pupil level data for this section.

There is additional [guidance](#) which provides the criteria used to determine the sentences.

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## Mathematics

### Progress at key stage 2 - 2022

- *There is nothing to highlight for key stage 2 progress in mathematics in 2022.*

Progress at key stage 2 â 2019 to 2017 (not directly comparable to 2022)

- *There is nothing to highlight for key stage 2 progress in mathematics in 2019.*
- Mathematics progress **declined** between 2018 and 2019.

### Guidance

Sentences for 2022 will be triggered if the progress score for all pupils is in the highest or lowest quintile and the score is significantly different to the national score. They will identify consistently high or low performance for 2022 only.

Sentences for 2019 to 2017 will be triggered if the progress score for all pupils is in the highest or lowest quintile and the score is significantly different to the national score. They will identify consistently high or low performance for up to 3 years. Small cohorts of 10 or fewer in the latest year will not have a sentence triggered. Sometimes sentences will appear where we have identified that progress has improved or declined from one year to the next, as also shown in the progress three-year trend chart.

The Department for Education supplies the source pupil level data for this section.

There is additional [guidance](#) which provides the criteria used to determine the sentences.

## **Attainment at key stage 2 - 2022**

- *There is nothing to highlight for key stage 2 attainment of the expected standard (100+) and high standard (110+) in mathematics in 2022.*

Attainment at key stage 2 â 2019 to 2017 (not directly comparable to 2022)

- *There is nothing to highlight for key stage 2 attainment of the expected standard (100+) and high standard (110+) in mathematics in 2019.*
- *There is nothing to highlight for the key stage 2 three-year average mathematics attainment score in 2019.*

## **Attainment at key stage 1 - 2022**

- *There is nothing to highlight for key stage 1 attainment of the expected standard and greater depth in mathematics in 2022.*

Attainment at key stage 1 â 2019 to 2017 (not directly comparable to 2022)

- *There is nothing to highlight for key stage 1 attainment of the expected standard and greater depth in mathematics in 2019.*

### **Guidance**

Sentences for 2022 will be triggered if attainment for all pupils is in the highest or lowest quintile and, where possible, the data is significantly different to the national score. They will identify consistently high or low performance for 2022 only. Small cohorts of 10 or fewer in the latest year will not have a sentence triggered.

Sentences for 2019 to 2017 will be triggered if attainment for all pupils is in the highest or lowest quintile and, where possible, the data is significantly different to the national score. They will identify consistently high or low performance for up to 3 years. Small cohorts of 10 or fewer in the latest year will not have a sentence triggered.

For some schools a sentence will appear if the school had missing results in their provisional data.

The Department for Education supplies the source pupil level data for this section.

There is additional [guidance](#) which provides the criteria used to determine the sentences.

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## **Other attainment measures**

### **Attainment at key stage 2 - 2022**

- *There is nothing to highlight for reading, writing and mathematics achieving the key stage 2 expected standard and high standard in 2022.*

- *There is nothing to highlight for the key stage 2 English grammar, punctuation and spelling test achievement of the expected standard (100+) and high standard (110+) in 2022.*
- *There is nothing to highlight for key stage 2 attainment of the expected standard in science in 2022.*

Attainment at key stage 2 â 2019 to 2017 (not directly comparable to 2022)

- *There is nothing to highlight for reading, writing and mathematics achieving the key stage 2 expected standard and high standard in 2019.*
- *There is nothing 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.*
- *There is nothing to highlight for key stage 2 attainment of the expected standard in science in 2019.*

## Guidance

Sentences for 2022 will be triggered if attainment for all pupils is in the highest or lowest quintile and, where possible, the data is significantly different to the national score. They will identify consistently high or low performance for 2022 only. Small cohorts of 10 or fewer in the latest year will not have a sentence triggered.

Sentences for 2019 to 2017 will be triggered if attainment for all pupils is in the highest or lowest quintile and, where possible, the data is significantly different to the national score. They will identify consistently high or low performance for up to 3 years. Small cohorts of 10 or fewer in the latest year will not have a sentence triggered.

For some schools a sentence will appear if the school had missing results in their provisional data.

The Department for Education supplies the source pupil level data for this section.

There is additional [guidance](#) which provides the criteria used to determine the sentences.

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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

Summer 2021 and autumn 2020 absence data is based on the Department for Education census collection. This is different to the daily attendance collection that schools have submitted throughout the pandemic, which is not used in the IDSR. If a pupil tested positive for COVID-19 then this absence is treated as an

illness and included within the data. However other COVID-19 related absences, such as pupils being sent home to isolate, did not count as absences within the data.

There is additional [guidance](#) which provides more information about the absence data.

## 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.

### Guidance

Absence data is based on 3 terms for 2018/19, 2017/18 and 2016/17. Sentences will appear when the rate of overall or persistent absence in the latest year was in the highest or lowest 20% for all schools or for similar schools. Similar means the same phase of education and with a similar level of deprivation (in the same income deprivation affecting children index quintile).

The information is based on Department for Education pupil level absence data collected via the School Census.

There is additional [guidance](#) which provides the criteria used to determine the sentences.

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## Suspensions & permanent exclusions

### Whole school

- For the whole school, the rate of total suspensions (1.1%) was in the **highest** 20% in 2020/21 as well as in 2019/20.
- For the whole school, the rate of repeat suspensions (1.1%) was in the **highest** 20% in 2020/21 as well as in 2019/20 and 2018/19.
- The 1 pupil in the whole school with at least one suspension in 2020/21 was suspended on more than one occasion but fewer than 10.
- Of the 2 total suspensions in the whole school in 2020/21, both were for **verbal abuse/threatening behaviour against a pupil**.
- 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.

### Guidance

Suspensions were previously referred to as fixed term exclusions. â Totalâ relates to the number of pupils who had 1 or more suspensions during the academic year. â Repeatâ relates to the number of pupils who had 2 or more suspensions.

The suspensions and permanent exclusions data is one year behind and therefore may not relate to the same cohort as other IDSR data.

The whole school measure includes all year groups in the school.

Due to the distribution of the data, primary schools will not get an IDACI comparison in this section.



The Department for Education provides the source data for this section.

There is additional [guidance](#) which provides the criteria used to determine the sentences.

There is no cohort threshold applied to the reason sentences in this section.

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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 school 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.

### Guidance

Sentences related to the performance of pupil groups will only appear for the pupil groups disadvantaged and low/middle/high prior attainers\*. Absence sentences are generated for FSM, SEND and EAL. They will be displayed where the group differs to that of the whole school. Exclusions and phonics pupil groups will not appear in this section.

If performance does not differ from that of the school, no sentences will appear, unless the pupil group had trend information that the overall school did not.

In 2022 it was not possible to calculate prior attainment groups for KS1 pupils due to this cohort not having EYFS data due to COVID.

The disadvantaged group for 2022 has not been calculated due to the lag in receiving CLA data. This group will be added in a subsequent release.

There is additional [guidance](#) which provides the criteria used to determine the sentences.

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## School and local context

### School characteristics

	2020	2021	2022
School number on roll	Well below average 96	Well below average 92	Well below average 94



	2020		2021		2022	
School % FSM	Close to average	22	Close to average	22	Above average	27
School % SEND support	Above average	15	Well above average	20	Well above average	26
School % EHC plan	Well above average	3.1	Above average	2.2	Below average	1.1
School % EAL	Well below average	0	Well below average	0	Well below average	0
School % stability	Close to average	83	Above average	86	N/A	-

## Guidance

The chart shows school-level information for 2020, 2021 and 2022.

Blue boxes will indicate if a figure is in the highest 20% compared to all schools. Orange boxes will indicate if a figure is in lowest 20% compared to all schools. If the text says 'Above average' this means the figure puts the school in the 21%-40% of schools category. If it says 'Below average' the figure puts the school in the 61%-80% of schools category.

Average in this chart refers to median.

FSM in this chart refers to the percentage of pupils in receipt of FSM at the time of the January census; these pupils are those who are or have been eligible for FSM and have claimed them some time in the last 6 years.

Stability is a measure of the percentage of students who were admitted to the school at the standard time of admission. The stability percentage is calculated by dividing the number of pupils who meet the stability criteria by the number of all eligible pupils (pupils in Years 1 to 11 with a single or main dual registration at the school at the time of the January school census).

The data is based on three January census returns from The Department for Education.

There is additional [guidance](#) about this section.

## Trust/LA level information

As at October 2022:

- this school is maintained by East Sussex local authority which maintains 104 primary schools, 8 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 Oct 2022, the LA grade profile was:
  - outstanding - 12
  - good - 99
  - requires improvement - 5
  - inadequate - 0
  - not yet inspected - 0

## Guidance

This section provides information about the trust or local authority that the school is part of. It is important to note that the latest inspection grades may include grades of the school before joining the trust.

The latest overall effectiveness grade for the school is that of the latest full section 5 inspection.

The information in this section comes from Ofsted sources (overall effectiveness) and the Department for

Education Get Information About Schools data source.

There is additional [guidance](#) about this section.

## Staff absence

During 2020/21:

- *There is no data for teachers with at least one period of sickness absence in 2020/21 for this school. There is nothing to highlight for % teachers with at least one period of sickness absence (57%) in 2018/19.*
- *There is nothing to highlight for days lost to teacher absence (2 days) in 2020/21.*

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

### Guidance

Sickness absence data collected in the November 2021 census relating to the 2020/21 year is affected by the COVID-19 pandemic.

It is not possible to draw accurate comparisons with previous time periods due to factors including partially limited school openings, delivery of education via virtual means in some cases, and potential differences in the recording of sickness absence. The figures relate to sickness absence only and do not include non-attendance due to, for example, isolation and shielding.

For the percent of teachers with at least one period of sickness absence measure the IDSR displays data for the latest year and also 2018/19 (pre COVID-19) to help inspectors assess the impact the pandemic had on the school workforce.

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

Data on school workforce attendance during the pandemic has been collected via the Department for Education [education settings survey](#). There is additional [guidance](#) about this section.

## Staff retention

- At the time of the November 2021 census, there were no full-time vacant teacher posts in the school.
- The staff turnover (19%) was in the highest 20% in 2020/21.

### Guidance

Information on staff turnover as at the 2020 school workforce census is calculated using the number of Full time equivalent (FTE) turnover leavers and the total FTE staff at the school. A school will be highlighted as having high staff turnover if the turnover rate was in the highest 20% of schools for the previous 2 years. Low staff turnover is not highlighted. Special schools are compared to primaries.

It is worth noting that turnover and leavers at a school level can be very volatile year to year. Further, when looking at rates of leavers and turnover it is important to be conscious of school size as this has a big impact on rates, particularly for small schools.

The Department for Education published school [workforce](#) information provides data for the vacant post measures as at November 2021.

The Department for Education also supplies the staff turnover source data.

There is additional [guidance](#) about this section.

## 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 2 (less deprived) of all schools in terms of deprivation.

### Guidance

The local area section provides information about the level of deprivation in the local area in which the school resides, together with an aggregated pupil-derived deprivation indicator. Each deprivation indicator is based on the English indices of deprivation from 2019.

The Department for Education January 2022 census provides the data relating to the pupil base level of deprivation. You can read further information about the [data used for the local area deprivation](#).

This section also provides information about other schools and alternative provision providers that pupils in this school were dual registered at according to the January 2022 census. The number of pupils at the school is shown in brackets.

There is additional [guidance](#) about this section.

## Finance

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

### Guidance

For academies within MATs, central trust income and expenditure is also considered.

The source for the school finance information is the data underpinning the [Department of Education's school financial benchmarking tool](#). The data was captured on the 28 April 2022.

There is additional [guidance](#) about this section.

## Ethnicity whole school

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

- 93%: White - British

### Guidance

Ethnicity information comes from the January 2022 school census. The groups 'Any other ethnic group', 'Parent/pupil preferred not to say' and 'Ethnicity not known' are not included in the count of the total number of groups but may be listed in the top 5 largest groups.

The whole school measure includes all year groups in the school.

There is additional [guidance](#) about this section.

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## Year group context

### Characteristics

	<b>Number on roll</b>	<b>% FSM</b>	<b>% EAL</b>
Year 1	14	Below other years 14	0
Year 2	13	31	0
Year 3	15	33	0
Year 4	15	Below other years 20	0
Year 5	11	Above other years 55	0
Year 6	15	27	0

#### Guidance

The chart shows school-level year group characteristics for the following measures:

- number on roll
- the percentage of pupils in receipt of FSM at the time of the January census; these pupils are those who are or have been eligible for FSM and have claimed them some time in the last 6 years (Reception to Year 11)
- the percentage of pupils who speak English as an additional language

Shading on the chart indicates when the year group was different to other year groups in the school.

Blue boxes will indicate if a figure was above other year groups. Orange boxes will indicate when a figure was below other year groups.

Year groups are compared to others according to phase e.g. Year 1 would be compared to Years 2, 3, 4, 5, 6 for an all through school but not to Years 7, 8, 9, 10, 11. Years 12 and 13 have no box highlighting.

The Department for Education January 2022 census provides data for this table.

There is additional [guidance](#) about this section.

#### Prior attainment

	<b>Reading</b>	<b>Writing</b>	<b>Mathematics</b>
Year 1	No data	No data	No data
Year 2	No data	No data	No data
Year 3	No data	No data	No data
Year 4	No data	No data	No data
Year 5	Close to national	Close to national	Above national
Year 6	Above national	Above national	Above national

#### Guidance

The prior attainment table presents how pupils in school performed at the previous key stage in relation to their year group.

We have based prior attainment on the following factors:

- for Years 1, 2, 3 and 4 we have not been able to calculate prior attainment due to the data file not being available

- for Years 5 and 6 we have based this on the percentage who achieved at least the expected standard at key stage 1
- for Years 7 and 8 there is no prior attainment data due to COVID-19
- for Years 9, 10 and 11 we have based this on those achieving the expected standard at key stage 2

Blue boxes will indicate if a figure was at least 1 standard deviation above the national. Orange boxes will indicate if a figure was at least 1 standard deviation below the national.

Small cohorts refer to those that are fewer than 11 or were too small to have a valid significance output.

The Department for Education January 2022 census provides data for this table (Years 1-6).

The Department for Education January 2022 census provides data for this table (Years 7-11).

There is additional [guidance](#) about this section.

## SEND characteristics

Type of resourced provision: No resourced provision

Number of pupils with SEND who are also disadvantaged: 11

SEND primary need	SEND support (19)						Total
	Y1	Y2	Y3	Y4	Y5	Y6	
Specific Learning Difficulty	1	0	2	0	1	1	5
Speech, Language and Communication Needs	2	1	2	2	0	2	9
Physical Disability	0	0	1	0	0	0	1
Autistic Spectrum Disorder	0	1	0	0	1	1	3
School Support NSA	0	0	0	0	0	1	1
<b>Year group totals</b>	<b>3</b>	<b>2</b>	<b>5</b>	<b>2</b>	<b>2</b>	<b>5</b>	<b>19</b>

SEND primary need	EHC Plan (1)						Total
	Y1	Y2	Y3	Y4	Y5	Y6	
Autistic Spectrum Disorder	0	0	0	1	0	0	1
<b>Year group totals</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>1</b>	<b>0</b>	<b>0</b>	<b>1</b>

### Guidance

The tables display the number of pupils in the school who have a SEND need and what the need category is. Separate tables for pupils who have SEND support and those with an EHC plan are presented if the school has any pupils within these categories.

No highlighting is applied to this table, figures are presented purely for information.

The Department for Education January 2022 census provides data for this table.

There is additional [guidance](#) about this section.

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## Progress and attainment charts

## Reading, writing and mathematics - 2022

		KS2 Progress	KS2 Attainment	KS1 Attainment	Phonics Attainment
Reading	2022	In line with national (15 pupils)	In line with national (15 pupils)	In line with national (14 pupils)	In line with national (15 pupils)
Writing	2022	In line with national (15 pupils)	In line with national (15 pupils)	Sig above national (14 pupils)	N/A
Mathematics	2022	In line with national (15 pupils)	In line with national (15 pupils)	In line with national (14 pupils)	N/A

Reading, writing and mathematics three-year trend  $\hat{a}$  2019 to 2017 (not directly comparable to 2022)

Significantly above national

Significantly below national

$\hat{a}_i$  Markedly higher than the previous year (progress only)

Not significant


X Small cohort

$\hat{a}_f$  Markedly lower than previous year (progress only)

Q1 Highest quintile

( ) Cohort

Q5 Lowest quintile

 Reading, Writing and Mathematics trend

Table

<b>Measure</b>	<b>Subject</b>	<b>Year</b>	<b>Cohort</b>	<b>Quintile</b>	<b>Significance</b>	<b>Trend</b>
KS2 Progress	Reading	2017	12	2	Small cohort	Small cohort
KS2 Progress	Reading	2018	14	3	Not significant	



Measure	Subject	Year	Cohort	Quintile	Significance	Trend
KS2 Progress	Reading	2019	14	4	Not significant	
KS2 Progress	Writing	2017	12	1	Significantly above	
KS2 Progress	Writing	2018	14	1	Not significant	
KS2 Progress	Writing	2019	14	4	Not significant	Below previous year
KS2 Progress	Mathematics	2017	12	1	Not significant	
KS2 Progress	Mathematics	2018	14	2	Not significant	
KS2 Progress	Mathematics	2019	14	5	Not significant	Below previous year
KS2 Attainment	Reading	2017	12	5	Not significant	
KS2 Attainment	Reading	2018	14	4	Not significant	
KS2 Attainment	Reading	2019	14	2	Not significant	
KS2 Attainment	Writing	2017	12	1	Not significant	
KS2 Attainment	Writing	2018	14	2	Not significant	
KS2 Attainment	Writing	2019	14	2	Not significant	
KS2 Attainment	Mathematics	2017	12	2	Not significant	
KS2 Attainment	Mathematics	2018	14	3	Not significant	
KS2 Attainment	Mathematics	2019	14	2	Not significant	
KS1 Attainment	Reading	2017	13	2	Not significant	
KS1 Attainment	Reading	2018	16	1	Not significant	
KS1 Attainment	Reading	2019	12	2	Not significant	
KS1 Attainment	Writing	2017	13	1	Not significant	
KS1 Attainment	Writing	2018	16	1	Not significant	
KS1 Attainment	Writing	2019	12	2	Not significant	
KS1 Attainment	Mathematics	2017	13	1	Not significant	
KS1 Attainment	Mathematics	2018	16	2	Not significant	
KS1 Attainment	Mathematics	2019	12	1	Not significant	
Phonics Attainment	Reading	2017	15	1	Not significant	
Phonics Attainment	Reading	2018	14	1	Not significant	
Phonics Attainment	Reading	2019	15	1	Not significant	

## Guidance

This section shows the relative performance of the school on reading, writing and mathematics measures for 2022 and 2019 to 2017 in separate sections.

KS1 and KS2 attainment measures relate to those reaching the expected standard.

For 2022 no quintiles are displayed. Orange boxes will indicate when a figure was, statistically, significantly below the national average. Blue boxes will indicate when a figure was, statistically, significantly above the national average.

For 2019 to 2017 it indicates the quintile position, where each quintile represents 20% of schools. Red boxes will indicate when a figure was, statistically, significantly below the national average. Green boxes will indicate when a figure was, statistically, significantly above the national average. The arrows indicate an increase or decrease in progress score. These align with the progress trend sentences.

The Department for Education supplies the source pupil level data for this section.

There is additional [guidance](#) about this chart.

## Other attainment measures - 2022

**KS2 EGPS****KS2 combined RWM**

2022	In line with national (15 pupils)	In line with national (15 pupils)
------	--------------------------------------	--------------------------------------

Other attainment measures three-year trend â 2019 to 2017 (not directly comparable to 2022)

Significantly above national      Significantly below national Q1 Highest quintile ( ) Cohort  
 Not significant                      X Small cohort                                      Q5 Lowest quintile



Table

Measure	Year	Cohort	Quintile	Significance
KS2 EGPS	2017	12	5	Not significant
KS2 EGPS	2018	14	4	Not significant
KS2 EGPS	2019	14	5	Not significant
KS2 combined RWM	2017	12	4	Not significant
KS2 combined RWM	2018	14	3	Not significant
KS2 combined RWM	2019	14	2	Not significant

Guidance

This section shows the relative performance of the school on other attainment measures for 2022 and 2019 to 2017 in separate sections.

Both KS2 EGPS and KS2 combined RWM relate to those reaching the expected standard.

For 2022 no quintiles are displayed. Orange boxes will indicate when a figure was, statistically, significantly below the national average. Blue boxes will indicate when a figure was, statistically, significantly above the national average.

For 2019 to 2017 it indicates the quintile position, where each quintile represents 20% of schools. Red boxes will indicate when a figure was, statistically, significantly below the national average. Green boxes will indicate when a figure was, statistically, significantly above the national average.

The Department for Education supplies the source pupil level data for this section.

There is additional [guidance](#) about this chart.

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