

Inspection Data Summary Report

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Chiddingly Primary School

Muddles Green, Chiddingly, Lewes, BN8 6HN

Release information: Final 2022 Phonics, Final 2022 KS1, Revised 2022 KS2

Release date: 08 February 2023

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

[▶ 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

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 – 2019 to 2017 \(not directly comparable to 2022\)](#)

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 – 2019 to 2017 \(not directly comparable to 2022\)](#)

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 – 2019 to 2017 \(not directly comparable to 2022\)](#)

Attainment in phonics - 2022

- *There is nothing to highlight for pupils meeting the phonics expected standard (32+) in Year 1 in 2022. Of the 15 pupils, 2 did not meet the expected standard.*

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

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 – 2019 to 2017 \(not directly comparable to 2022\)](#)

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 – 2019 to 2017 \(not directly comparable to 2022\)](#)

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 – 2019 to 2017 \(not directly comparable to 2022\)](#)

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 – 2019 to 2017 \(not directly comparable to 2022\)](#)

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 – 2019 to 2017 \(not directly comparable to 2022\)](#)

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 – 2019 to 2017 \(not directly comparable to 2022\)](#)

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 – 2019 to 2017 \(not directly comparable to 2022\)](#)

Absence

Absence for 2021/22

- *There is nothing to highlight for overall absence in 2021/22 compared to all schools. The rate of overall absence (7.1%) in 2021/22 was in the **highest** 20% of schools with a similar level of deprivation.*
- *Persistent absence (28.2%) was in the **highest** 20% of all schools in 2021/22. It was also in the **highest** 20% of schools with a similar level of deprivation.*

▶ [Absence for summer 2021 and earlier](#)

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.
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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

- *No sentences about absence have been generated for pupil groups.*

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
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	Close to average 82

Local authority information

As of February 2023:

- this school is maintained by East Sussex local authority which maintains 103 primary schools, 8 secondary schools, 4 special schools, no alternative providers, no pupil referral units and no nursery schools.
- the latest overall effectiveness grade for this school is good. As of 1 Feb 2023, the LA grade profile was:
 - outstanding - 12
 - good - 97
 - requires improvement - 5
 - inadequate - 1
 - not yet inspected - 0

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 the percentage of 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.

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.

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.

Finance

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

Ethnicity whole school

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

- 93%: White - British

Year group context

Characteristics

	Number on roll	% FSM	% EAL
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

Prior attainment

	Reading	Writing	Mathematics
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

SEND characteristics

Type of resourced provision: No resourced provision

Number of pupils with SEND who are also disadvantaged: 11

SEND support (19)

SEND primary need	Y1	Y2	Y3	Y4	Y5	Y6	Total
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
Year group totals	3	2	5	2	2	5	19

EHC plan (1)

SEND primary need	Y1	Y2	Y3	Y4	Y5	Y6	Total
Autistic Spectrum Disorder	0	0	0	1	0	0	1
Year group totals	0	0	0	1	0	0	1

Progress and attainment charts

Reading, writing and mathematics - 2022

	KS2 Progress	KS2 Attainment	KS1 Attainment	Phonics Attainment
Reading				
Significance	In line with national (15 pupils)	In line with national (15 pupils)	In line with national (14 pupils)	In line with national (15 pupils)
Highest/lowest 20%	–	–	Highest 20%	Highest 20%
Writing				
Significance	In line with national (15 pupils)	In line with national (15 pupils)	Sig above national (14 pupils)	N/A
Highest/lowest 20%	–	Highest 20%	Highest 20%	N/A
Mathematics				
Significance	In line with national (15 pupils)	In line with national (15 pupils)	In line with national (14 pupils)	N/A
Highest/lowest 20%	Highest 20%	Highest 20%	Highest 20%	N/A

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

Other attainment measures - 2022

	KS2 EGPS	KS2 combined RWM
Significance	In line with national (15 pupils)	In line with national (15 pupils)
Highest/lowest 20%	–	Highest 20%

► [Other attainment measures three-year trend – 2019 to 2017 \(not directly comparable to 2022\)](#)

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