

Areas to investigate

Absence and exclusions

- The proportion of total fixed term exclusions was at or above national for three years (2013/14 to 2015/16). The proportion of repeat exclusions was at or above national for three years (2013/14 to 2015/16).

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.

Phase of education: Primary
Headteacher: James Procter
Pupils: 87
Gender: Mixed
Special needs provision:

Local authority: East Sussex
Admissions policy: Not applicable
Ages: 4-11
Denomination: Church of England

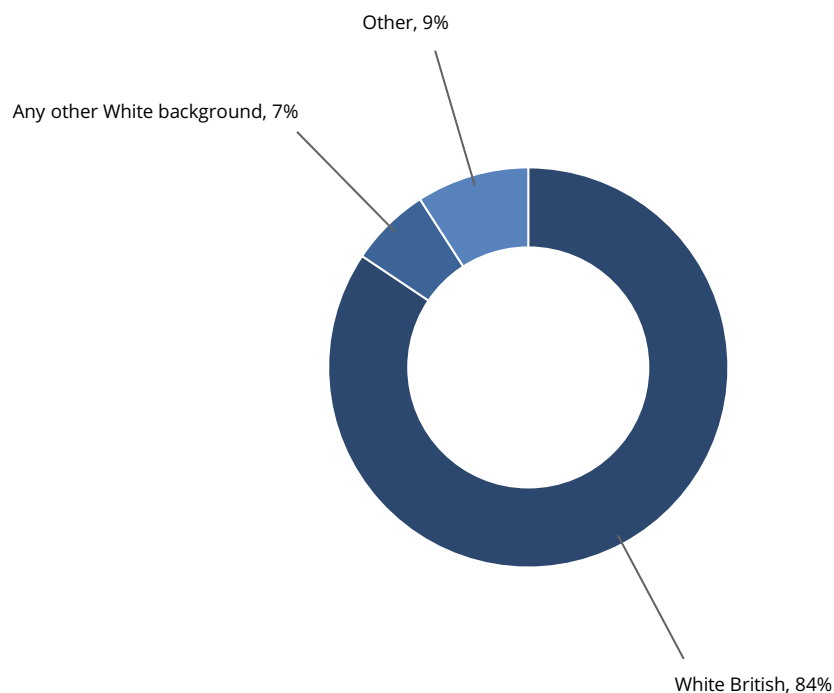
School level trends

| | 2015 | 2016 | 2017 | 2017 Quintile | | | | | |
|--|------|------|------|---------------|----|----|----|----------------|--|
| | | | | Lowest 20% Q5 | Q4 | Q3 | Q2 | Highest 20% Q1 | |
| % girls | | | | | | | | | |
| School | 55 | 59 | 56 | █ | █ | █ | █ | █ | |
| National | 49 | 49 | 49 | | | | | | |
| % eligible for FSM at any time during the past 6 years | | | | | | | | | |
| School | 3 | 6 | 8 | █ | █ | █ | █ | █ | |
| National | 26 | 25 | 24 | | | | | | |
| % of pupils first language not/believed not to be English | | | | | | | | | |
| School | 1 | 1 | 4 | █ | █ | █ | █ | █ | |
| National | 19 | 20 | 21 | | | | | | |
| % of pupils with SEN support | | | | | | | | | |
| School | 12.6 | 10.2 | 9.2 | █ | █ | █ | █ | █ | |
| National | 13.0 | 12.1 | 12.2 | | | | | | |
| % of pupils with a SEN statement or EHC plan | | | | | | | | | |
| School | 0.0 | 0.0 | 0.0 | █ | █ | █ | █ | █ | |
| National | 1.4 | 1.3 | 1.3 | | | | | | |
| School deprivation indicator | | | | | | | | | |
| School | 0.1 | 0.1 | 0.1 | █ | █ | █ | █ | █ | |
| National | 0.2 | 0.2 | 0.2 | | | | | | |
| Number on roll | | | | | | | | | |
| School | 95 | 88 | 87 | █ | █ | █ | █ | █ | |
| National | 269 | 275 | 279 | | | | | | |

Schools details as of 3 January 2018

Ethnicity

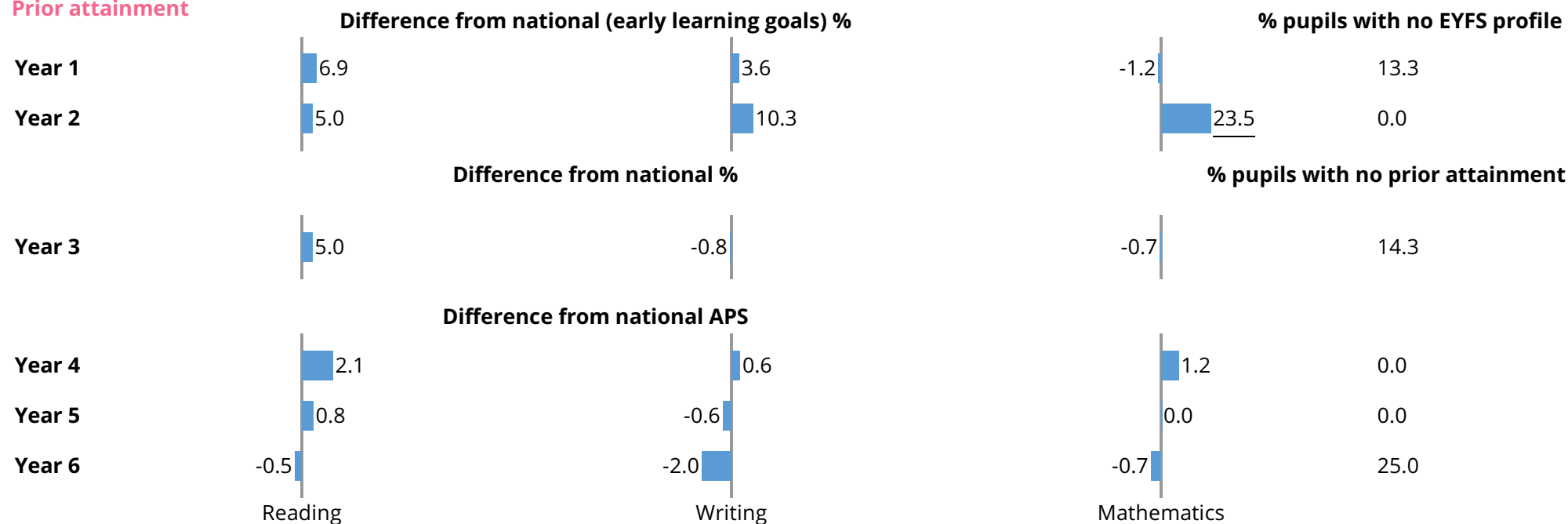
This school has 6 of the 17 ethnic groups. Those with 5% or more are shown in the pie chart below.



Year group data

| | Number on roll | % girls | Nat | % FSM | Nat | % EAL | Nat | % SEN | Nat | Number of CLA |
|--------|----------------|---------|-----|-------|-----|-------|-----|-------|-----|---------------|
| Year 1 | 15 | 47 | 49 | 13 | 19 | 0 | 21 | 13 | 12 | 0 |
| Year 2 | 13 | 46 | 49 | 15 | 22 | 0 | 21 | 0 | 14 | 0 |
| Year 3 | 14 | 64 | 49 | 0 | 26 | 14 | 21 | 0 | 15 | 0 |
| Year 4 | 11 | 73 | 49 | 18 | 28 | 0 | 21 | 18 | 16 | 0 |
| Year 5 | 12 | 50 | 49 | 0 | 30 | 0 | 20 | 8 | 16 | 0 |
| Year 6 | 12 | 67 | 49 | 0 | 31 | 8 | 20 | 25 | 17 | 0 |

Prior attainment



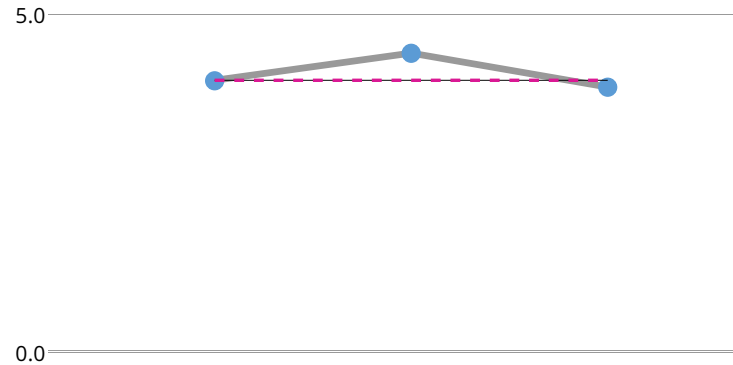
Underlined once: more than one standard deviation from national

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

Absence

% of sessions missed



2015 2016 2017

| | | | |
|-----------------|------------|------------|------------|
| School % | 4.0 | 4.4 | 3.9 |
| Nat % | 4.0 | 4.0 | 4.0 |
| Cohort | 83 | 78 | 88 |

Persistent Absence

% of pupils who missed 10% or more sessions



2016 2017

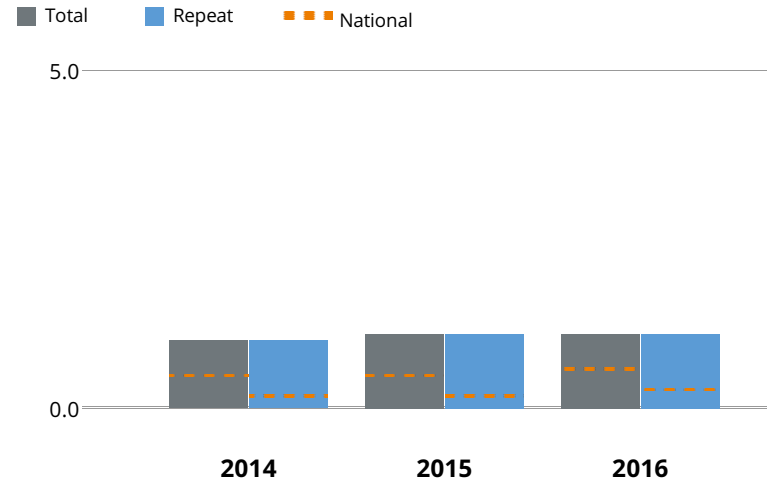
| | | |
|-----------------|------------|------------|
| School % | 7.7 | 8.0 |
| Nat % | 8.2 | 8.3 |
| Cohort | 78 | 88 |

■ 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.

Fixed term exclusions

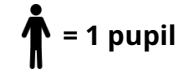
% of pupils excluded



| | 2014 | | 2015 | | 2016 | |
|-------------------|------|-----|------|-----|------|-----|
| School % | 1.0 | 1.0 | 1.1 | 1.1 | 1.1 | 1.1 |
| National % | 0.5 | 0.2 | 0.5 | 0.2 | 0.6 | 0.3 |
| Number | 1 | 1 | 1 | 1 | 1 | 1 |

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

Permanent exclusions



Nat

2016 (0) No permanent exclusions

2015 (0) No permanent exclusions

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

Trends over time

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

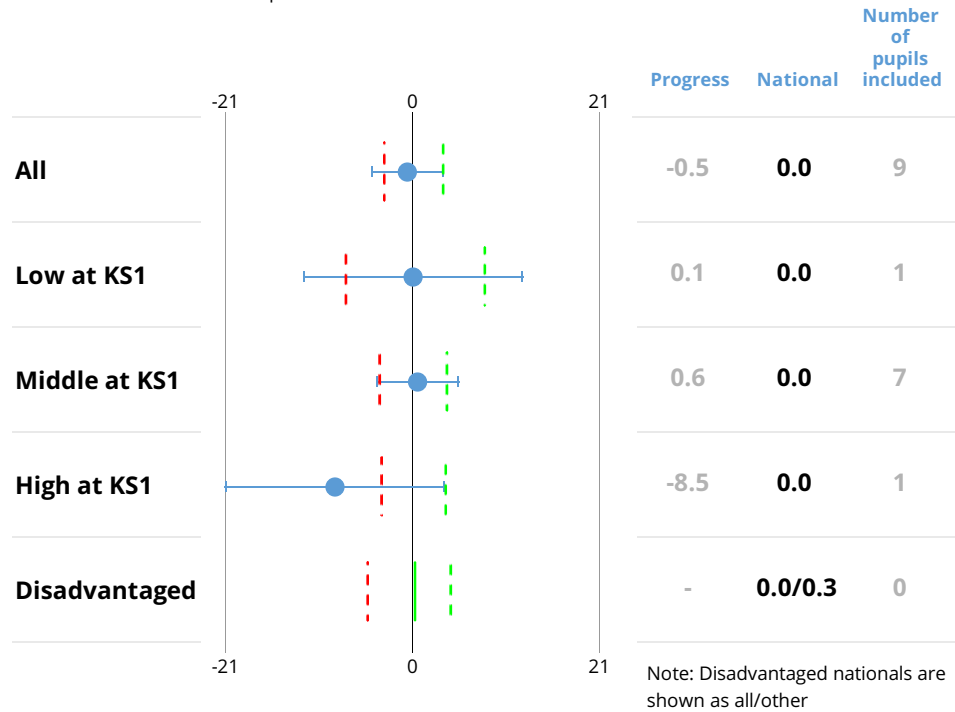
| | | Reading | | | | | Writing | | | | | Mathematics | | | | | | |
|---------------|-----------|------------|----|----|---------|----|------------|----|----|---------|----|-------------|-----------|----|---------|----|--|----|
| | | Bottom 20% | | | Top 20% | | Bottom 20% | | | Top 20% | | Bottom 20% | | | Top 20% | | | |
| | | Q5 | Q4 | Q3 | Q2 | Q1 | Q5 | Q4 | Q3 | Q2 | Q1 | Q5 | Q4 | Q3 | Q2 | Q1 | | |
| All | 2015 (14) | | | | 30 | | 2015 (14) | | | | 26 | | 2015 (14) | | | 52 | | |
| | 2016 (8) | | | | 37 | | 2016 (8) | 93 | | | | | 2016 (8) | | 78 | | | |
| | 2017 (9) | | 61 | | | | 2017 (9) | | | 49 | | | 2017 (9) | 87 | | | | |
| Low at KS1 | 2015 (1) | | | 48 | | | 2015 (1) | | | | | 9 | 2015 (1) | | 74 | | | |
| | 2016 (1) | | | | 25 | | 2016 (1) | 92 | | | | | 2016 (1) | 82 | | | | |
| | 2017 (1) | | | 50 | | | 2017 (1) | | | | 31 | | 2017 (1) | | | 51 | | |
| Middle at KS1 | 2015 (13) | | | | 28 | | 2015 (13) | | | | 28 | | 2015 (13) | | | 50 | | |
| | 2016 (6) | | | 42 | | | 2016 (6) | 88 | | | | | 2016 (6) | | 67 | | | |
| | 2017 (7) | | | 44 | | | 2017 (7) | | | 44 | | | 2017 (7) | 85 | | | | |
| High at KS1 | 2015 (-) | | | | | | 2015 (-) | | | | | | 2015 (-) | | | | | |
| | 2016 (1) | | | 54 | | | 2016 (1) | 88 | | | | | 2016 (1) | 91 | | | | |
| | 2017 (1) | 100 | | | | | 2017 (1) | 94 | | | | | 2017 (1) | 98 | | | | |
| Disadvantaged | 2015 (2) | | | | | 6 | 2015 (2) | | | | | 6 | 2015 (2) | 87 | | | | |
| | 2016 (1) | 85 | | | | | 2016 (1) | | 68 | | | | 2016 (1) | | | | | 12 |
| | 2017 (-) | | | | | | 2017 (-) | | | | | | 2017 (-) | | | | | |

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

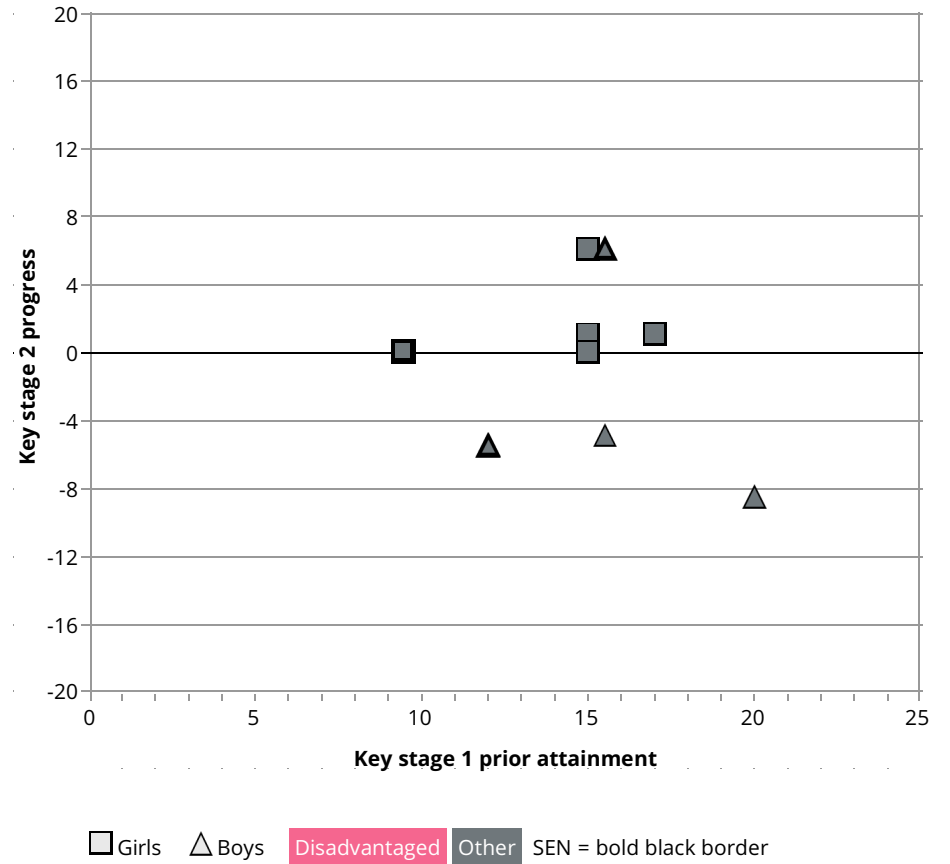


Significantly below national and in bottom 10%

Significantly above national and in top 10%

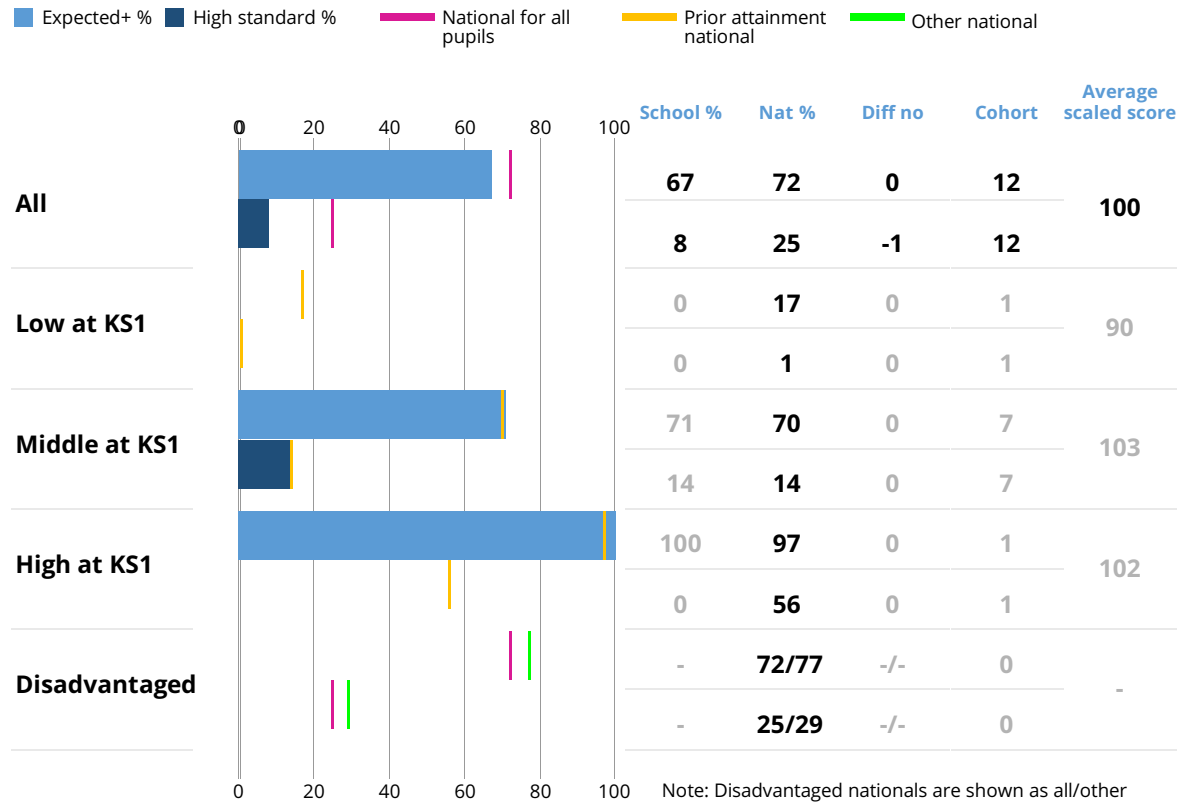
Shading based on statistical significance and top/bottom 10% will not be shown for special schools.

Reading progress scatterplot

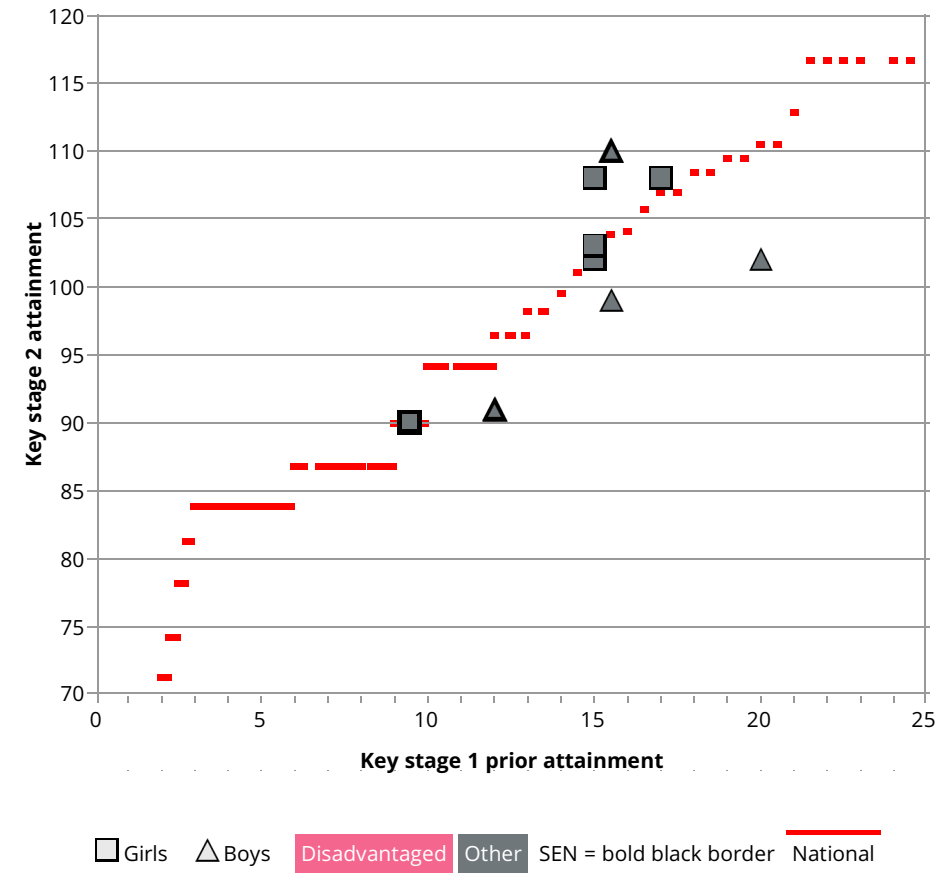


Top and bottom 10% values can be found in the percentile boundary spreadsheet alongside the guidance documents located here: <https://www.gov.uk/government/publications/using-ofsteds-inspection-dashboard-early-years-foundational-stage-profile-to-key-stage-4>. The values displayed above are rounded to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

Reading attainment in 2017



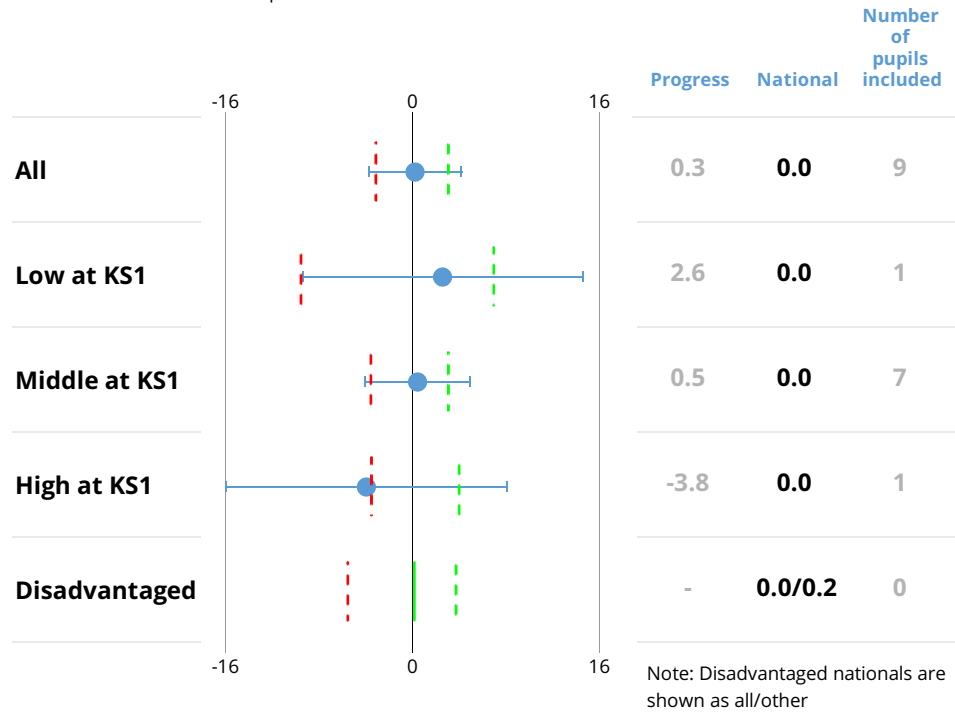
Reading attainment scatterplot



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.

Writing (teacher assessment) progress in 2017

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



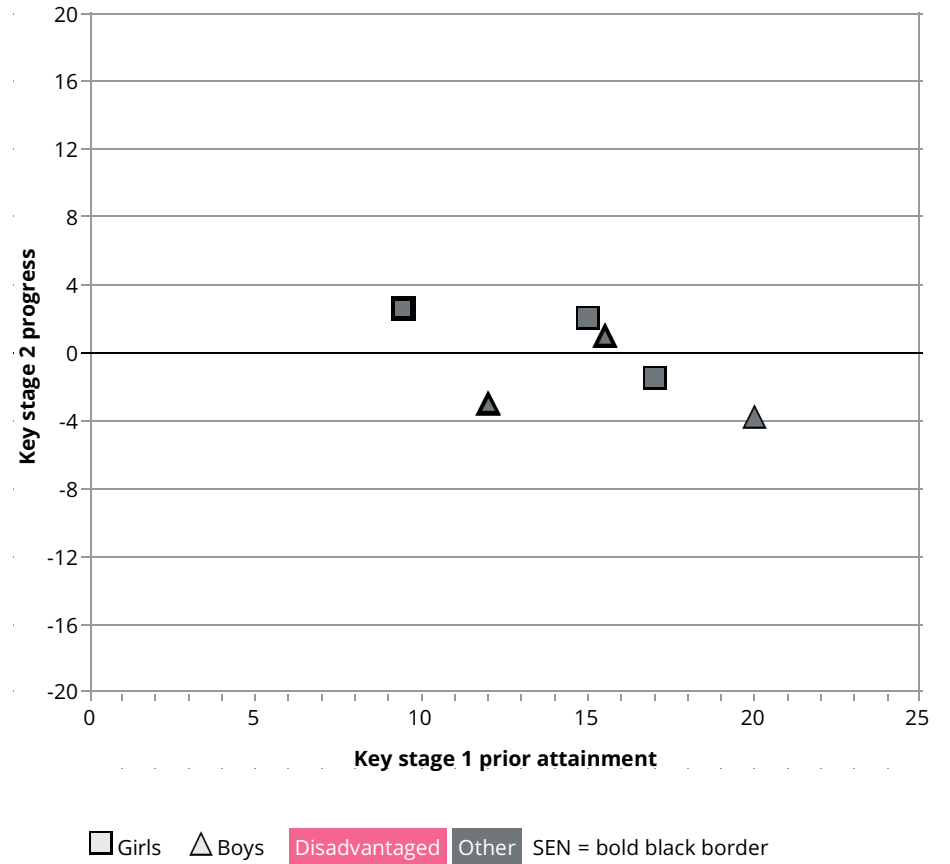
Significantly below national and in bottom 10%

Significantly above national and in top 10%

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

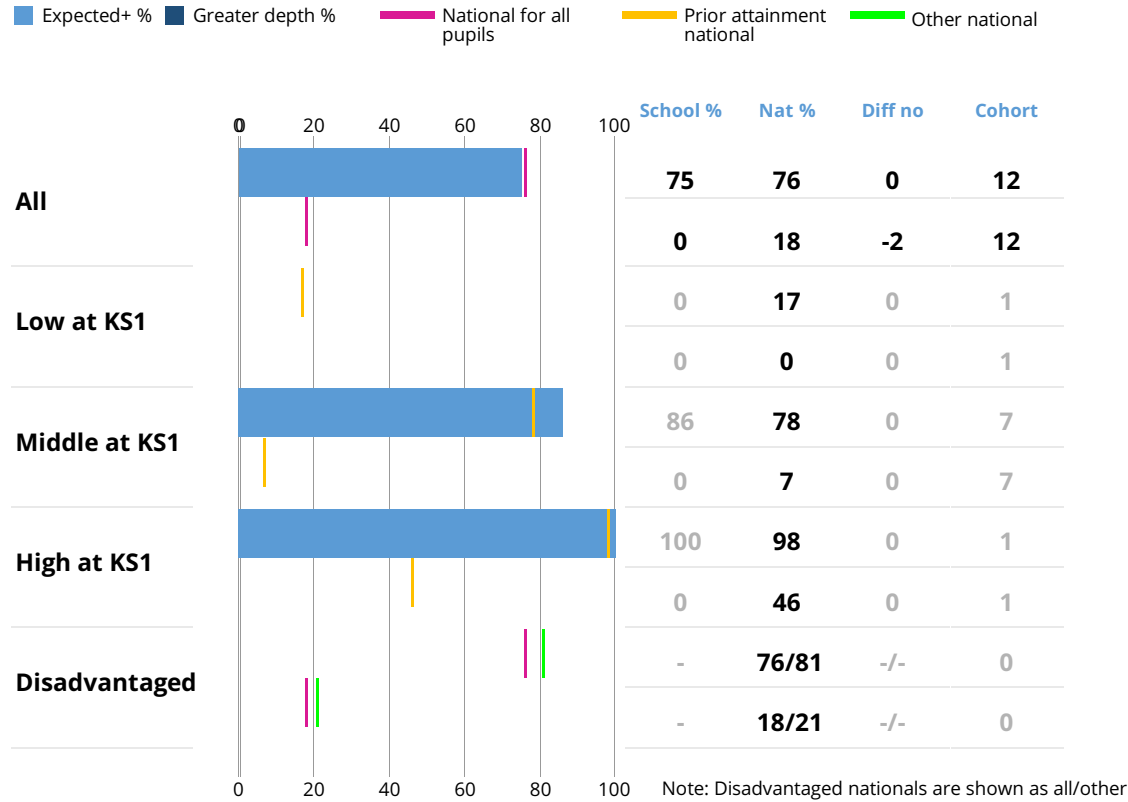
Writing data is based on teacher assessments. Users should be cautious when using this data.

Writing (teacher assessment) progress scatterplot



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-foundational-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.

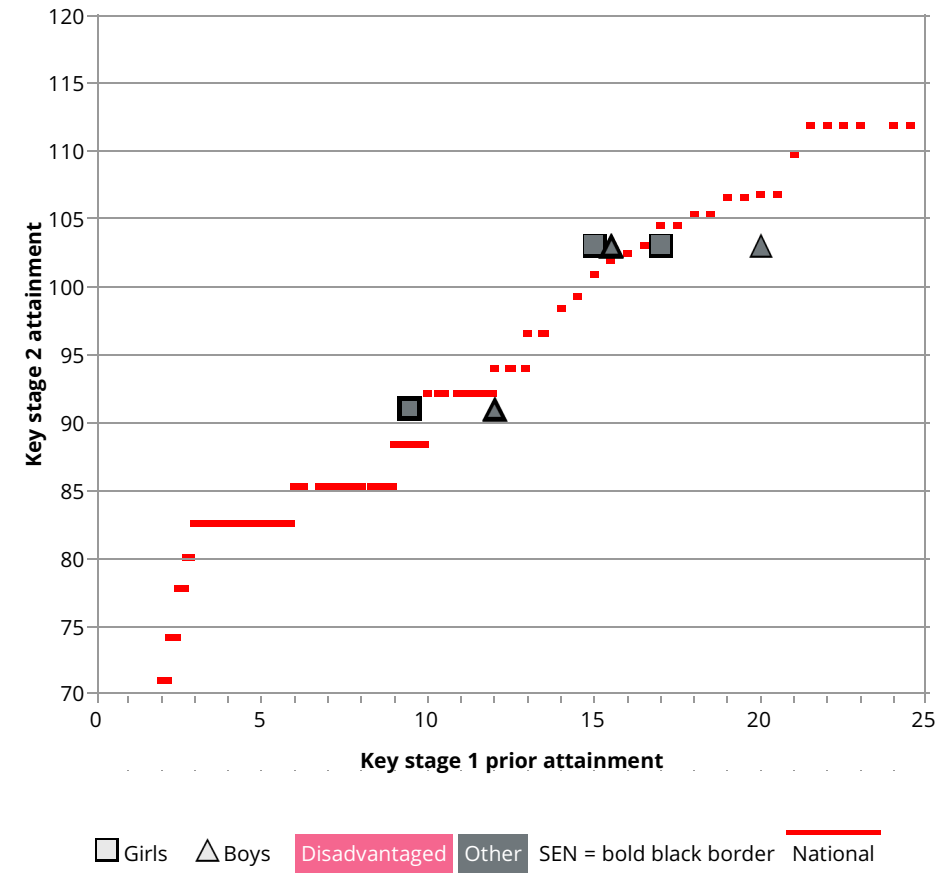
Writing (teacher assessment) attainment in 2017



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

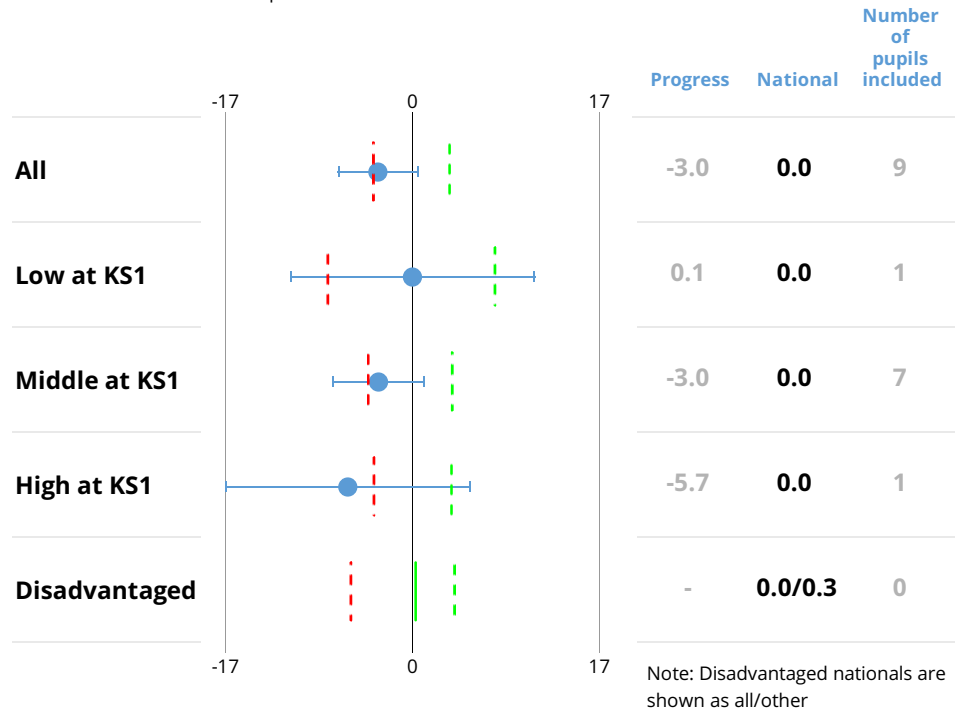
The values displayed above are rounded to one decimal place however all underlying calculations are based on unrounded data. The 'Diff no' value shows the number of pupils that the difference between school and national represents, and is always rounded down to a whole number. Prior attainment is based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

Writing (teacher assessment) attainment scatterplot



Mathematics progress in 2017

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

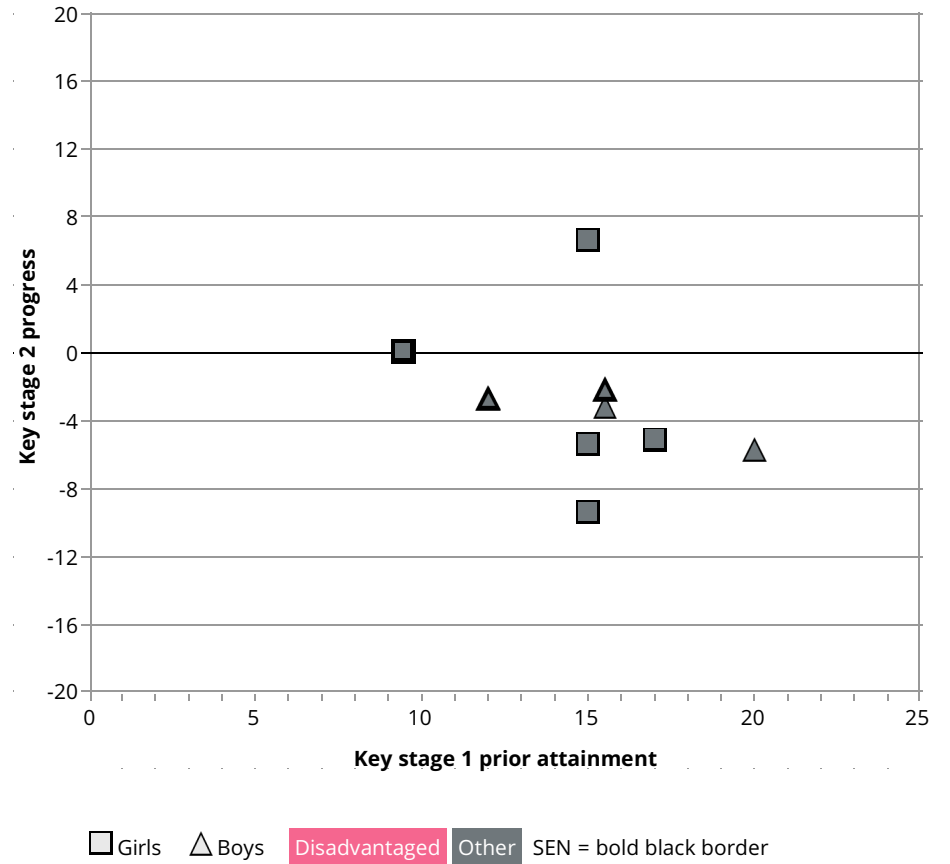


Significantly below national and in bottom 10%

Significantly above national and in top 10%

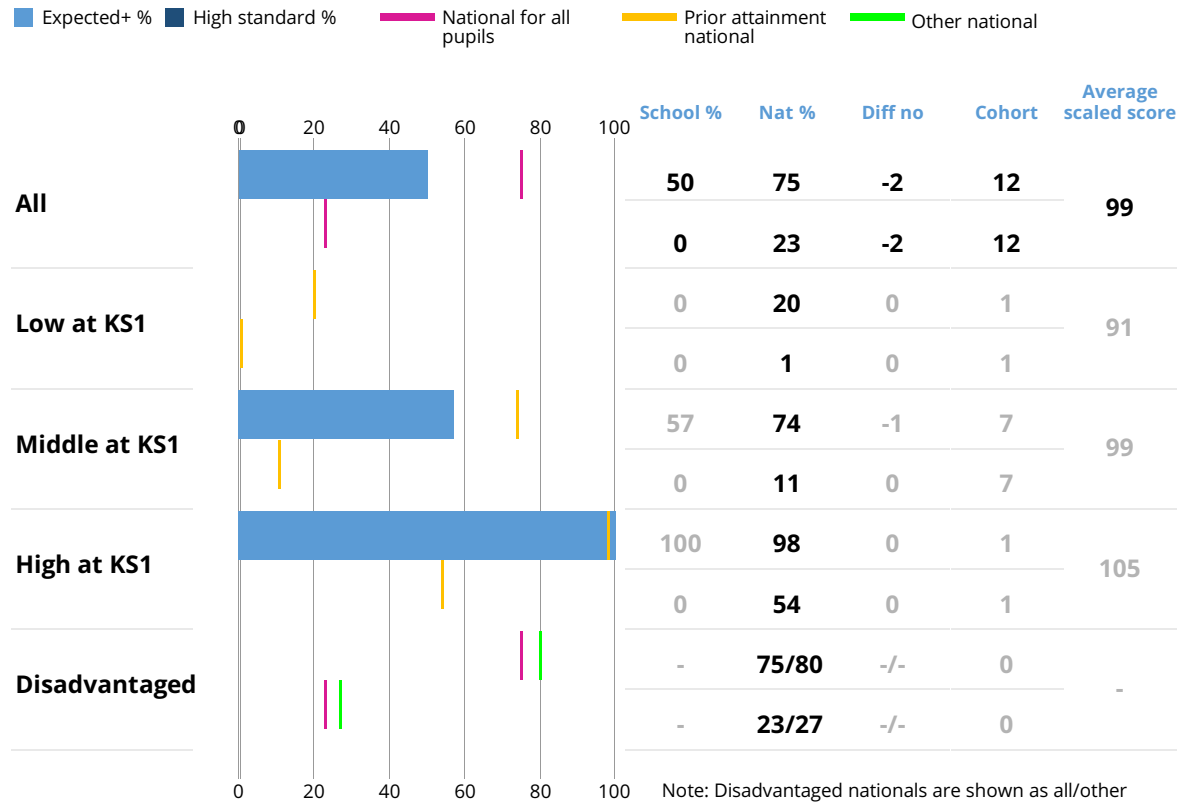
Shading based on statistical significance and top/bottom 10% will not be shown for special schools.

Mathematics progress scatterplot

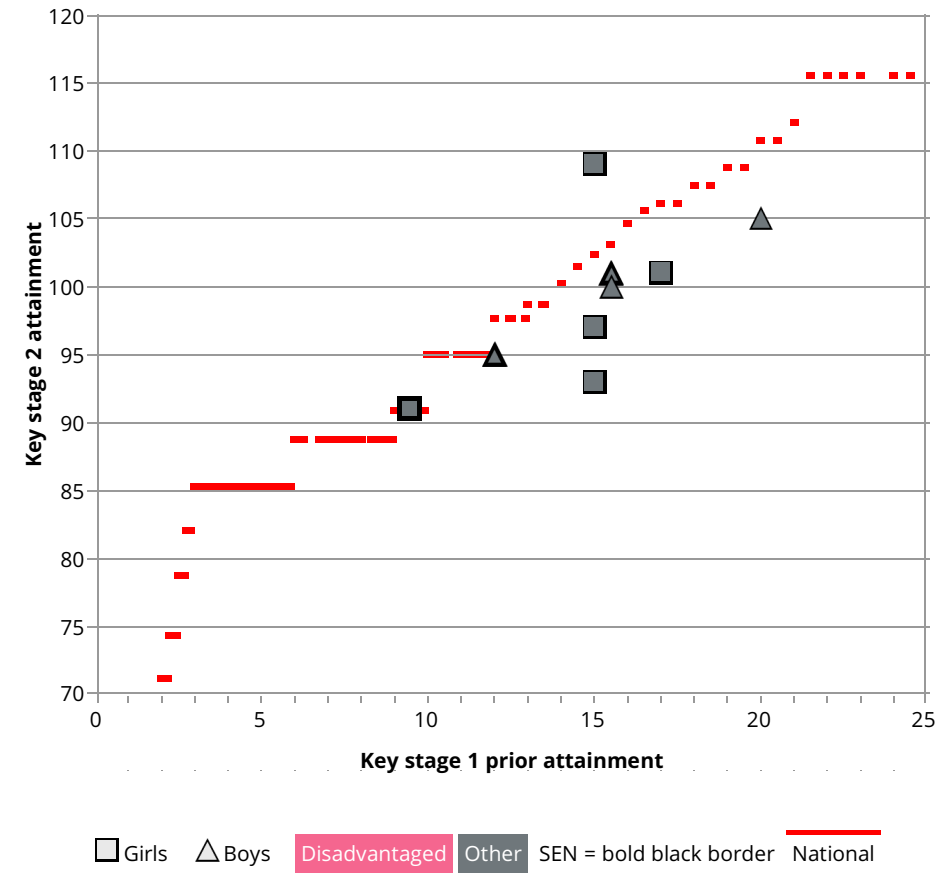


Top and bottom 10% values can be found in the percentile boundary spreadsheet alongside the guidance documents located here: <https://www.gov.uk/government/publications/using-ofsteds-inspection-dashboard-early-years-foundation-stage-profile-to-key-stage-4>. The values displayed above are rounded to one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

Mathematics attainment in 2017

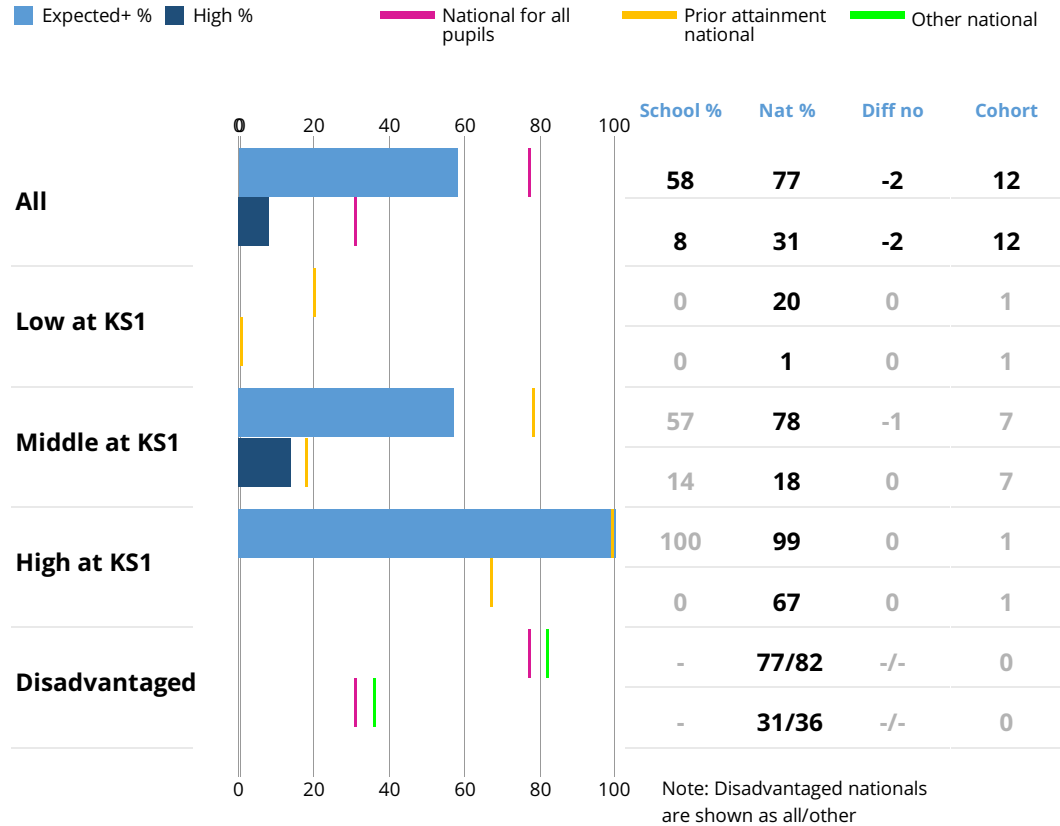


Mathematics attainment scatterplot

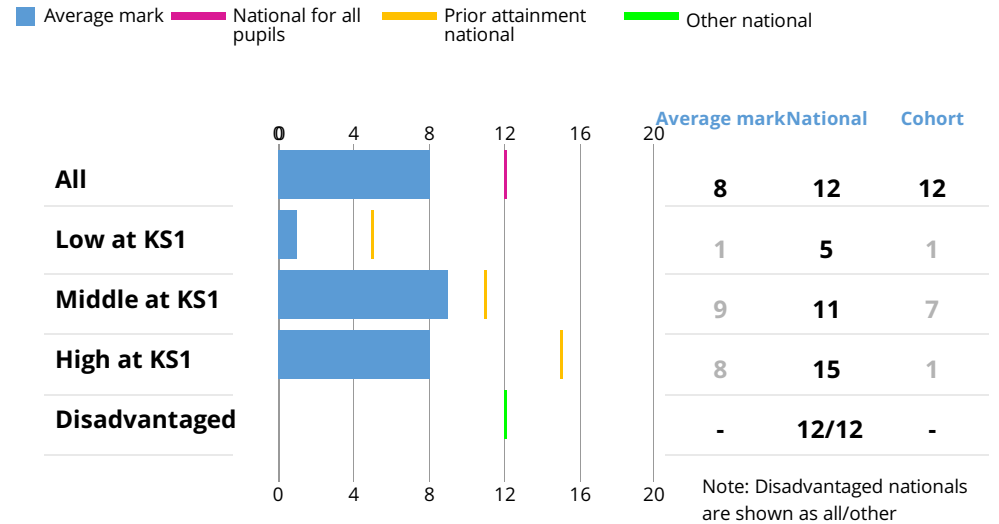


The values displayed above are rounded to one decimal place however all underlying calculations are based on unrounded data. The 'Diff no' value shows the number of pupils that the difference between school and national represents, and is always rounded down to a whole number. Prior attainment is based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

English grammar, punctuation and spelling (EGPS) in 2017

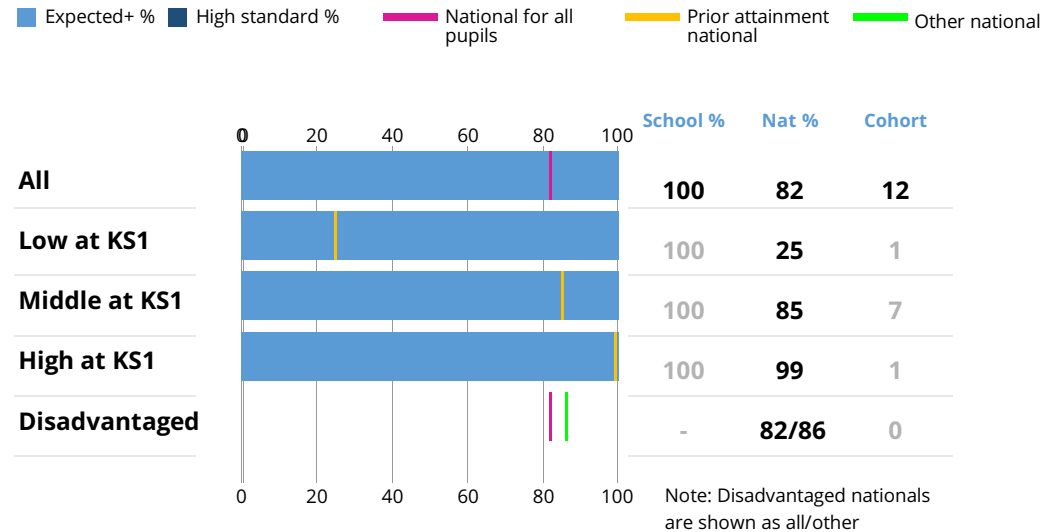


Spelling



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

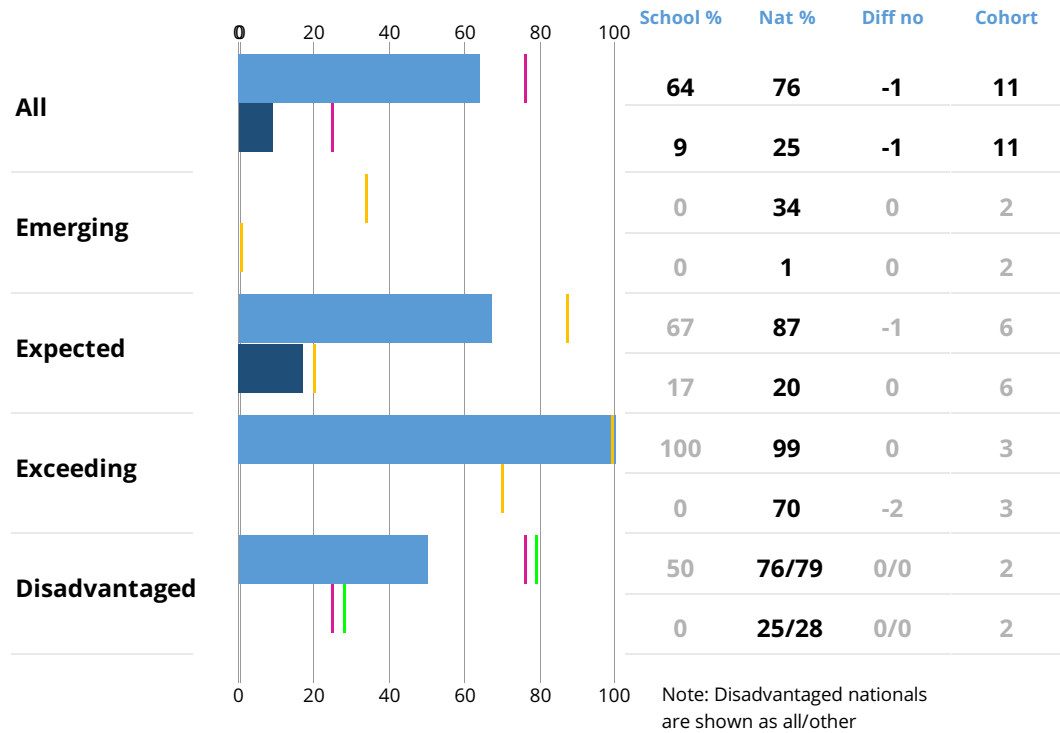


Science data is based on teacher assessments. Users should be cautious when using this data.

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.

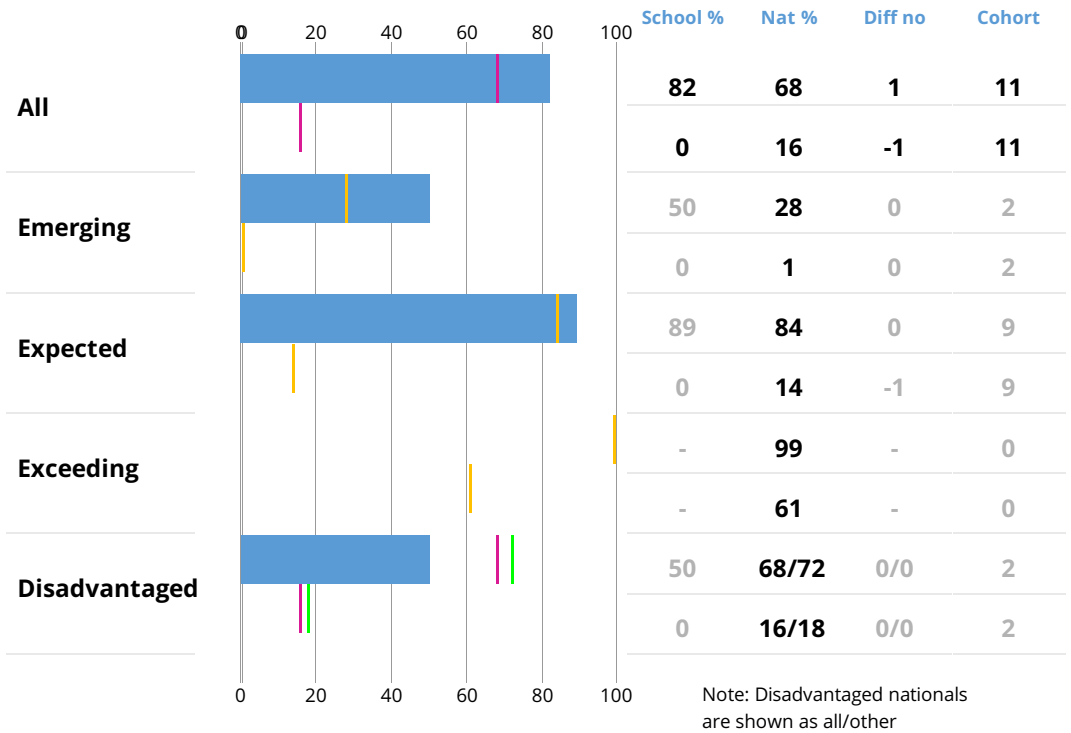
Reading in 2017

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



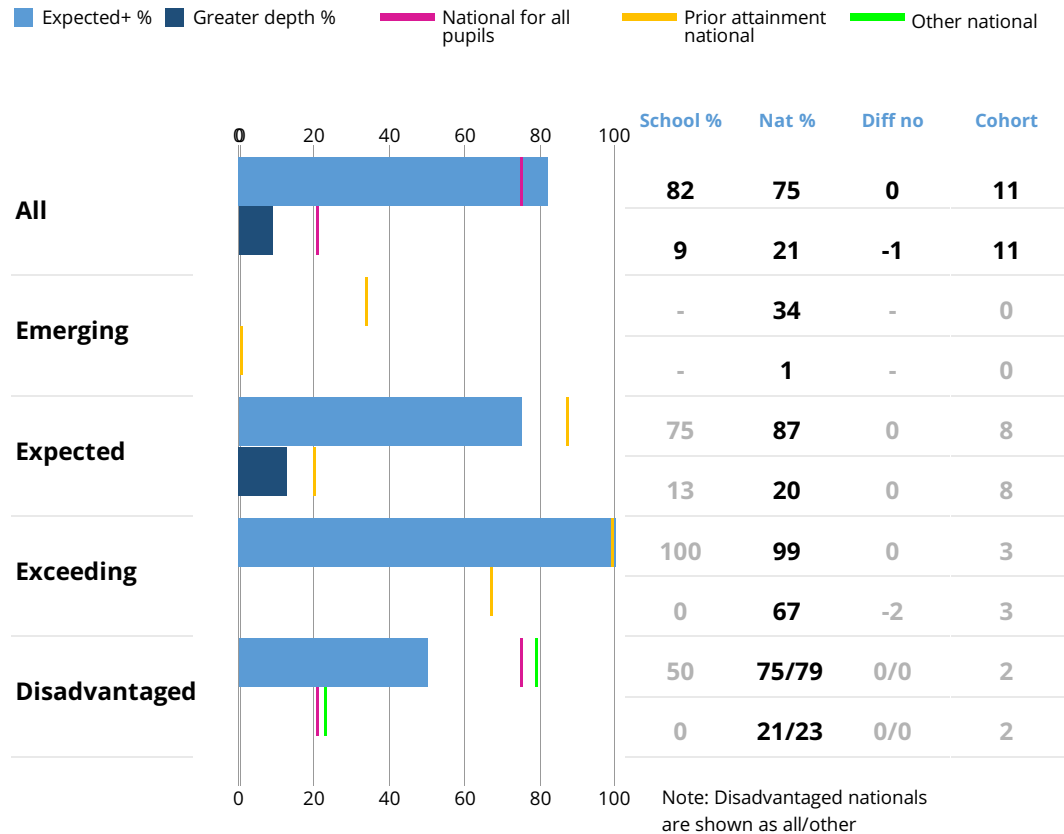
Writing in 2017

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

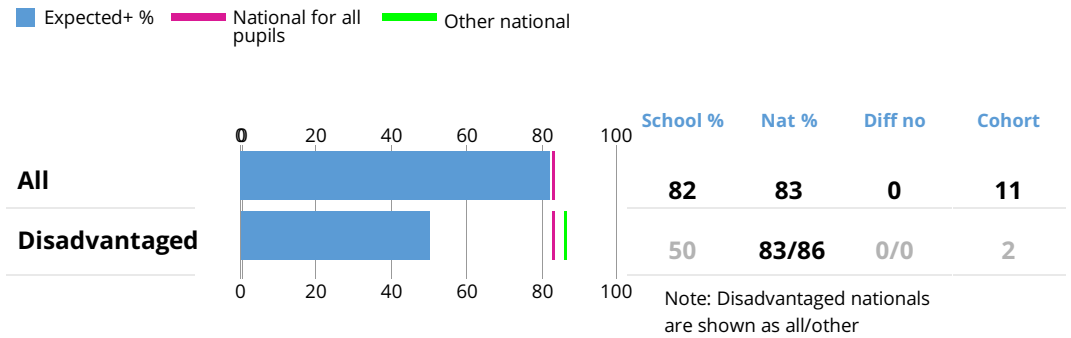


The values displayed above are rounded to one decimal place however all underlying calculations are based on unrounded data. Key stage 1 prior attainment is based on the EYFS subject specific outcome. The 'Diff no' value shows the number of pupils that the difference between school and national represents,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

Mathematics in 2017



Science in 2017

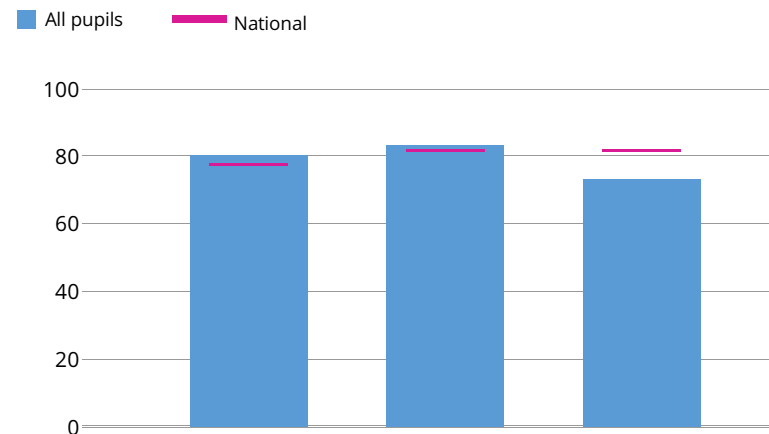


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Phonics in 2017

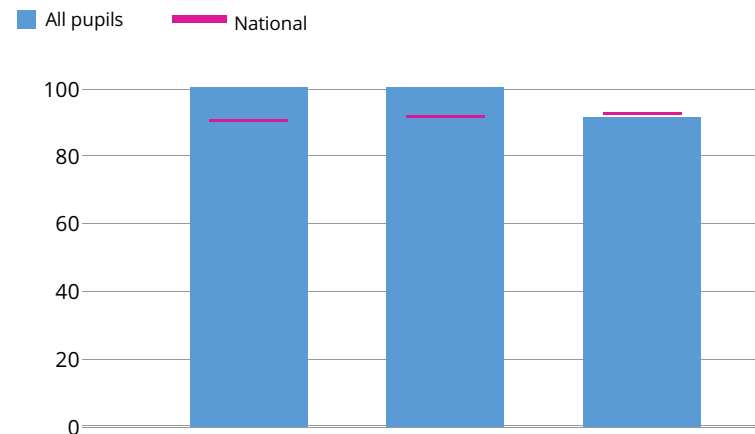
Proportion meeting the expected standard

Year 1



| | 2015 | 2016 | 2017 |
|-----------------|-----------|-----------|-----------|
| School % | 80 | 83 | 73 |
| Nat % | 77 | 81 | 81 |
| Cohort | 15 | 12 | 15 |

By end of year 2

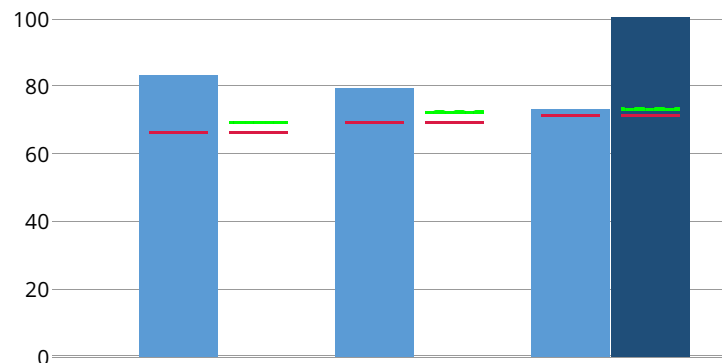


| | 2015 | 2016 | 2017 |
|-----------------|------------|------------|-----------|
| School % | 100 | 100 | 91 |
| Nat % | 90 | 91 | 92 |
| Cohort | 16 | 11 | 11 |

Early Years Foundation Stage Profile

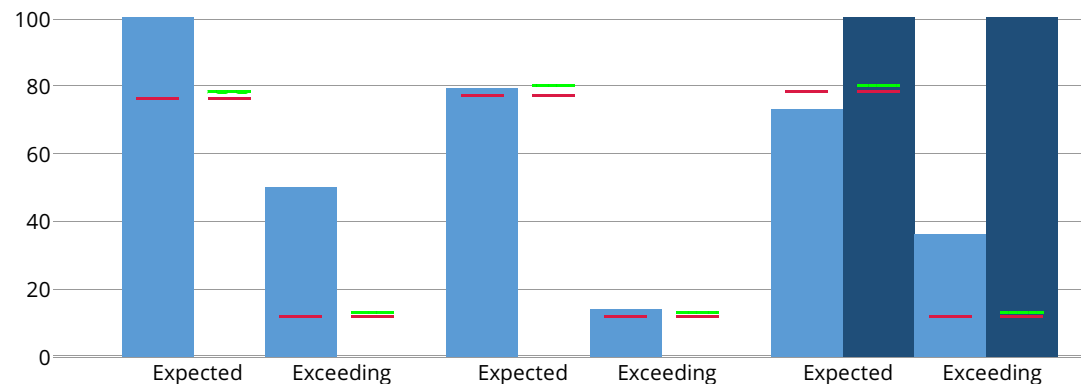
■ All pupils ■ FSM ■ National for all pupils ■ Other national

% good level of development



| | 2015 | | 2016 | | 2017 | |
|-------------|------|----|------|----|------|-----|
| School % | 83 | - | 79 | 0 | 73 | 100 |
| Nat all % | 66 | 66 | 69 | 69 | 71 | 71 |
| Nat other % | - | 69 | - | 72 | - | 73 |
| Cohort | 12 | 0 | 14 | 1 | 11 | 1 |

Mathematics early learning goals

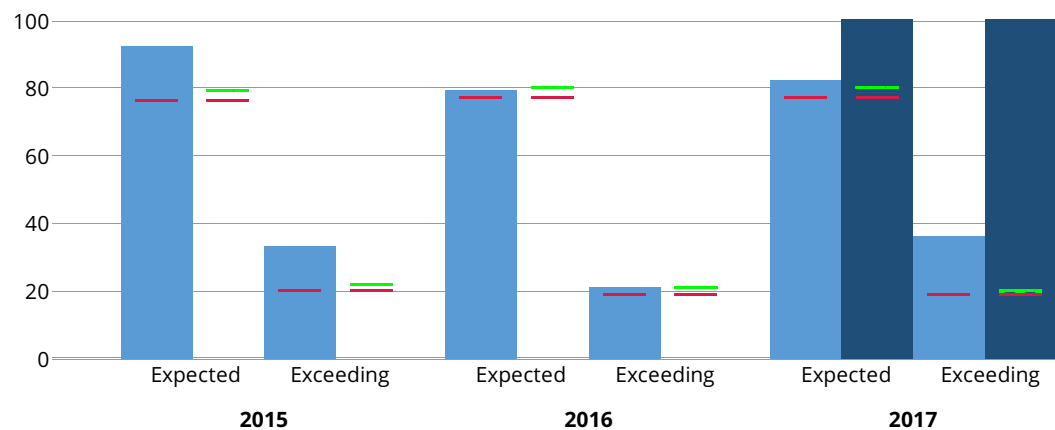


| | 2015 | | | | 2016 | | | | 2017 | | | |
|-------------|------|----|----|----|------|----|----|----|------|-----|----|-----|
| School % | 100 | - | 50 | - | 79 | 0 | 14 | 0 | 73 | 100 | 36 | 100 |
| Nat all % | 76 | 76 | 12 | 12 | 77 | 77 | 12 | 12 | 78 | 78 | 12 | 12 |
| Nat other % | - | 78 | - | 13 | - | 80 | - | 13 | - | 80 | - | 13 |
| Cohort | 12 | - | 12 | - | 14 | 1 | 14 | 1 | 11 | 1 | 11 | 1 |

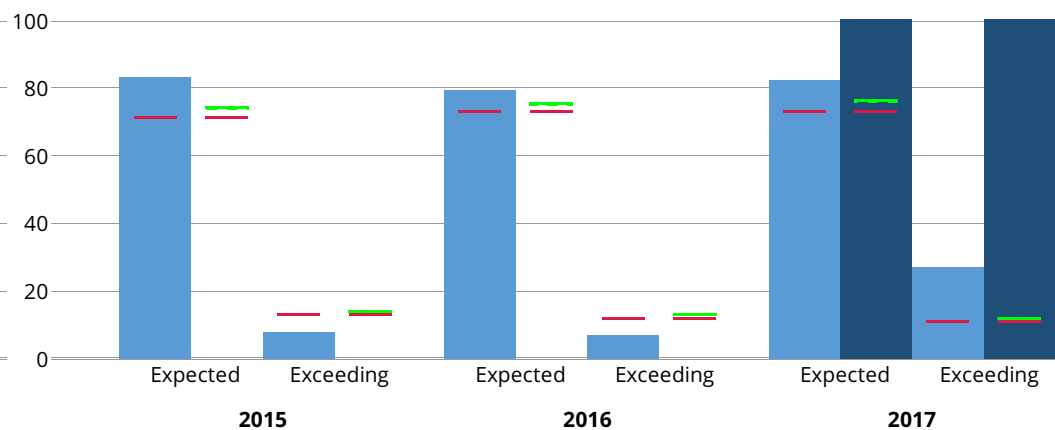
Early Years Foundation Stage Profile

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

Reading early learning goals



Writing early learning goals



| | | | | | | | | | | | | | | | | | | | | | | | | | |
|-------------|----|----|----|----|----|----|----|----|----|-----|----|-----|-------------|----|----|----|----|----|----|----|----|----|-----|----|-----|
| School % | 92 | - | 33 | - | 79 | 0 | 21 | 0 | 82 | 100 | 36 | 100 | School % | 83 | - | 8 | - | 79 | 0 | 7 | 0 | 82 | 100 | 27 | 100 |
| Nat all % | 76 | 76 | 20 | 20 | 77 | 77 | 19 | 19 | 77 | 77 | 19 | 19 | Nat all % | 71 | 71 | 13 | 13 | 73 | 73 | 12 | 12 | 73 | 73 | 11 | 11 |
| Nat other % | - | 79 | - | 22 | - | 80 | - | 21 | - | 80 | - | 20 | Nat other % | - | 74 | - | 14 | - | 75 | - | 13 | - | 76 | - | 12 |
| Cohort | 12 | - | 12 | - | 14 | 1 | 14 | 1 | 11 | 1 | 11 | 1 | Cohort | 12 | - | 12 | - | 14 | 1 | 14 | 1 | 11 | 1 | 11 | 1 |