Our Strategy

CHESSWOOD
JUNIOR SCHOOL

Dream - Aspire
Achieve

Our Chesswood Values

- Children & Community First
- Be the best we can be
- I am because we are
- Positivity
- Empathy and Compassion
- Equity
- Truthfulness
- Respect
- Courage
- Responsibility

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1. Introduction

1.1. Context

Outcomes for age related expectations were in line or above the national average in all subjects. Outcomes for greater depth were less strong particularly in writing in national tests. Achievement for disadvantaged children across all subjects is significantly lower.

Support across the school community for the work of the school is strongly positive and sustained, indicating the core strength of the school values, ethos, culture and organisation are a strength.

School organisation, falling roll, reducing revenue, school amalgamation and potential academisation are dominant challenges at the present time.

The proportion of SEND registered children and particularly severe and complex need is presenting significant challenges to capacity, provision, meeting wider and lesser need.

1.2. Strategic Objectives

Overall

- Maintaining RWM at or above national outcomes
- Securing again RWM at or above national outcomes

1.3. Strategic Foci

The overall strategic objectives are expected to be secured with a priority focus on the core foci below.

Quality of Education

- Tackling accumulated disadvantage – conscious, deliberate and explicit
- Embed securing effective learning model
- Writing achievement and provision
- Maths Higher Standard
- Foundation subject – valid and reliable assessment
- Intervention support and inclusion

Behaviour and Attitudes

- Behaviour expectations and routines
- Maximising attendance

Personal Development

- Privileging Disadvantage and SEND

Leadership and management

- Sustainable Provision and Improvement
- School Organisation

1.4. Strategy

School leaders and governors maintain a relentless focus on identifying, responding and optimising priority aspects of children's school experience that directly or indirectly influence school achievement particularly for SEND and the most disadvantaged. Leaders ensure conscious, deliberate and explicit response to priority risks and challenges that would undermine achievement and a positive school experience.

Quality of Education

- Sustain a conscious, explicit and deliberate focus on understanding the educational experience

and engagement in learning for disadvantaged children and their families. This includes engagement with home learning.

  - *The Education Act 1998 defines educational disadvantage as "the impediments to education arising from social or economic disadvantage which prevent students from deriving appropriate benefit from education in schools"*

- Embed the securing effective learning model at the heart of the education process at Chesswood.
- Prioritise writing provision, consistently embedding existing expectations and practice consistently throughout Chesswood.
- Maths, seek opportunities for improved outcome at the higher standard, whilst maintaining strong outcomes at the expected level.
- Develop valid and reliable assessment across foundation areas, particularly reference and standardisation material enhancing teachers and leaders confidence and use of data to support future improvements in engagement, content and achievement.
- Fine tune intervention support and inclusion.

Behaviour and attitudes

- Re-embed behaviour expectations and routines to maximise happy children in school, minimising risks to achievement from reduced resilience or disruption within or beyond the classroom.
- Maintain proactive partnership work, mitigation and encouragement to support children and families secure and sustain good attendance and punctuality.

Personal Development

- Within a period of significant change maintain the extensive breadth of opportunities available for children, particularly for SEND and disadvantaged children.

Leadership and management

- School Future – actively engage in the design and development of the school future to secure a long term coherent plan for primary education in East Worthing
- Finance – sustain long term financial planning to minimise risks associated with reducing rolls, finance, staffing reduction, provision, inclusion (SEND and Disadvantaged) and achievement.
- Secure sustainable provision and improvement with decreasing capacity addressing and balancing demand on individuals and teams effectively.
- Increase collection and connection of first-hand evidence, to positively influence improvement through coaching using evidenced based practice, reducing reliance on data to release capacity.

2. Core Focus

2.1.   Core School Objectives

There were significant gains between school outcomes and national outcomes in 2022 particularly at the age-related expectation thresholds. Performance at the higher standard was mixed and weaker than alignment pre COVID. The strategy detailed below is focussed on securing specific improved achievement outcomes.

1. **Maintain RWM at or above national outcomes for age related expectations, particularly focussed on disadvantaged outcomes[1]**
   a. Primarily this will be secured with improved writing achievement
2. **Secure again RWM at or above national outcome for greater depth expectations, particularly focussed on disadvantaged outcomes**
   a. Primarily this will be secured with improved writing achievement at the higher standard
   b. Additionally, gains in maths at the higher standard will be required

Evidence indicates, the provision across the school is overwhelmingly good and outstanding in some areas. However, we remain focussed on it being the best it can be particularly for children's academic achievement and broad positive school experience . On that basis, this strategy is focussed on identifying the incremental gains to that end.

There are four strategic strands aligned to the Ofsted inspection framework. Leaders determine the strategy based school evaluation and the next stage of school development in each broad area.

2.2.   Quality of Education

In response to significant curriculum, teaching and learning and assessment development leaders will overwhelmingly prioritise embedding existing expectations ensuring their inclusion in consistent routine practice. Leaders will continually prioritise routine collection and connection of first-hand evidence, particularly for disadvantaged children and triangulate with clarity of expectation, ensuring relevant staff are able to access and add to reference material to support best practice. For individual children considered to be disadvantaged **leaders will seek improved impact on opportunities, experience, engagement and particularly attainment. They will seek to reverse accumulated disadvantage, they will privilege disadvantaged in all areas of learning in a sustained conscious, deliberate and explicit manner.**

Specific priority areas for future development are:

- Tackling accumulated disadvantage – conscious, deliberate and explicit
- Embedding securing effective learning model effective challenge – cognition, metacognition, explicit instruction
- Optimising writing provision for all, building on significant success of Grammar, punctuation and spelling outcomes and hard won parity with national outcomes in 2022.
- Optimising maths provision at the higher standard whilst maintaining hard won achievement at the expected standard
- Securing valid and reliable assessment within all foundation subject areas and science supported by standardisation and exemplification.
- Optimising interventions led by need, prioritising disadvantage and maintaining coherent broad curriculum experience. Ensuring selected children are appropriately prioritised, included, attend and are engaged.

2.3.   Behaviour and Attitudes

In response to disadvantaged and SEND groups being disproportionately affected by Covid disruption; in addition to longer term adverse contextual trends (attendance, homework submission, behaviour,

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[1] KS1 anomalies have a direct impact on effective evaluation particularly middle attainment group and disadvantaged – see charts. Near miss data is available to confirm substantial group almost securing therefore fine tuning required

friendships, safeguarding and RWM estimates) school leaders will fine tune and relentlessly prioritise this group:

Behaviour expectations and routines

- Routine targeted collection and connection of first-hand evidence at different times and places – informed by trends and patterns in school data.
- Re-embed consistent routines and expectations for all children particularly important disadvantaged and SEND registered children
- Targeted team and individual coaching to re-embed specific principles from the behaviour policy, for
  - Proactive intervention
  - Resolution focus
  - Relational approach – intervention, reflection, restoration

Maximising Attendance

- Maximise attendance through proactive information sharing with families; sustained analysis and response to absence through identification of barriers to attendance and action to address issues.

2.4.   Personal Development

Privileging Disadvantage and SEND

In response to disadvantaged and SEND groups being disproportionately affected by Covid disruption; in addition to longer term adverse contextual trends (attendance, homework submission, behaviour, friendships, safeguarding and RWM estimates) school leaders will relentlessly prioritise this group:

- For inclusion and sustained participation in school opportunities and experiences through
  - the extra-curricular programme.
  - Junior governance
  - Pupil leadership
  - Bespoke individual ambition
  - Dream Aspire Achieve Academy

2.5.   Leadership and management

Sustainable Provision and Improvement

We recognise the risk that exceeding capacity places on sustainability for staff and therefore achievement of children. School leaders recognise demands placed on staff through existing expectations and change programmes could and should improve. This aspect of the strategy is therefore concerned with effective selection of priorities at all levels:

- Managing sustainable workload and working practices – reduce remove & realign
  - Consolidate expectations to ensure they are sustainable for all
  - Securing clarity of expectation for all (not reliance on custom and practice)
  - Securing coherent change management that respects cognitive, professional and personal capacity of individuals and teams
- Identifying and using best practice evidence to support professional development
- Prioritizing the collection and connection of first-hand evidence:
  - accounting more effectively and inclusively for school practice
  - As a basis for instructional coaching development reducing high stakes judgements

School Organisation

There are very significant challenges in this current period of transition with a reducing roll, additional salary increases, school amalgamation and changing designation (junior to primary) and potential academisation. Sustaining coherent provision and inclusion will be a core priority. Leaders and governors

acknowledge the significant risks particularly to the most vulnerable throughout this period.

3. Contextual Data

For more information regarding underlying context, read annual context report: https://www.chesswood.w-sussex.sch.uk/page/?title=School+Context&pid=1466

Risk Colour Guide				
Outstanding	Good	Concern	Significant Concern	Serious and significant Concern
A benefit to school	Broadly in line with expectations, no concerns	This aspect should be kept under review and may require action	This aspect requires sustained close attention and action	This aspect requires relentless attention and significant mitigating action to reduce the serious negative impact

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Contextual Data – Top 10 - 2022

Rank	Item	Brief Guide
1	Securing KS2 outcomes in line or above national outcomes	Based on the 2019 outcomes Chesswood was in line with national outcomes for meeting the expected standard and achieving Greater Depth. Given the disruption through Covid, impacting all schools, leadership strategy and action has been and is being taken to optimise children's recovery. A key benchmark for that recovery is the national test outcomes. Whilst we must remain cognisant of the significant increases in deprivation and SEN (including severe and complex need) we should continue to intervene with multiple actions to accelerate progress for individuals by addressing those barriers to learning. The target estimates and the extent to which these are secured, identifying and prioritising individuals is fundamental to early intervention by leaders and school staff.
2	KS1 Progress and prior attainment data.	Focussed on the proportion reported to meet age related expectations. Based on the consistency of test outcomes from KS1 to KS2 and the relative difference to the teacher assessment outcomes. This has been a sustained issue nationally and locally. Whilst it will be addressed with the baseline moving to Reception in the coming years. The Inspection data summary report focusses on Y2 data baseline as the foundation for inspection. The mean base difference between TA and Test nationally is typically 6-7%; reported KS1 data is sustained at 20% with the test outcomes always below TA outcomes. The middle prior attainment group is of greatest concern (see appendices) as it includes typically 30%+ of children that did not secure 100 on the scaled test. Whilst a near miss be accepted 97-99 there are a notable proportions that are, significantly or exceptionally low – 2018-2022 cohort 29 children below 13 notably+ lower in reading. There are similar proportions in maths 28/13. It is likely that this will be a key line of enquiry in the next Ofsted inspection with concerns about attainment and progress of middle attaining children. 2018 and 2019 Disadvantaged children placed in the middle attainment group with <100 are a significant concern.
3	The financial impact of reducing school roll and the impact of multiples of 30 on the opportunity cost within the school budget.	As pupil numbers and school revenues fall, the level of need is increasing. Critically, a small minority high need pupils at this time account for the majority of expenditure. This undermines support for children with lower, yet substantial need and reduces expenditure in other areas of the school e.g. professional development, resource and capital expenditure. This is leading to an unsustainable 87% of the school budget apportioned to staffing costs. Pupil numbers currently 600 falling by @90 in the next 4 years. £384K planned savings have been made in future budgets between 2022 – 2025. the TA support team initially will be reduced by a disproportionate number @180 hours by September 2023 (20%). Multiples of 30 are not met – opportunity costs highest now -£450,000 reducing to £240K. Given the additional capacity across Worthing Schools we are admitting numbers of children that fall below multiples of 30, as we must fund the class teacher and other fixed costs, we then do not benefit as classes are below 30 i.e. every child below 30 = £5500 revenue; a class of 27 = £16,500 less = a 27:30 class teaching assistant. Replicated across

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Rank	Item	Brief Guide
		classes and year groups this presents a significant challenge.
4	The proportion of SEN on school roll, particularly the proportion and cost of severe and complex need requiring an EHCP.	Strategically this is one of the highest priority areas and is inextricably linked with finance, personnel (staff structure) and school effectiveness. SEN expenditure exceeds revenue, yet remains insufficient.
		There are now 180 children registered with SEN. 29%. this is a 4% increase from recent years
		There are 18 EHCPs and a further 5 currently being assessed and 15 currently planned. In total 6% of the school if all are secured. This is significantly above national levels.
		These 38 children (20%) account for 100%+ of TA expenditure.
		TA hours are planned to reduce initially by 64 hours in September 2022; then by a further 100+ by September 23.
5	The disproportionate impact of contextual issues for children registered as pupil premium	The proportion of current FSM is 20% (121). There are currently 133 pupil premium children (increased by 9 from last year) and a further 14 children in receipt of pupil premium plus – 147 overall – our largest number ever.
		It is important to recognise when PP is notably higher in individual classes the context and associated risks of PP present notably greater challenges to be mitigated primarily by the teacher.
		Once registered on the PP registration the following risks increase comparing on and off roll
		• Attendance – Persistent absence three times as likely **Consistent Trend**
		• Homework – @3x as likely to submit homework less than 'Mostly' a an increase from last year. **Consistent Trend**
		• Behaviour – Pupil premium children present more than 4X the risk with 'extremely high risk' being almost entirely pupil premium. Moderate + risk 7x. **Consistent Trend**
		• Play supervision 3x proportion of non PP. Both PP and NON PP have increased use of play supervision however proportions continue to be significantly different – **increasing trend**
		• Friendships – more than 3X as likely to have minor+ friendship issues. @ five times more likely to have significant+ issues. **Consistent Trend**
		• Medical and first aid – There is a broad increase for children on roll. However, pupil premium are more likely to visit frequently+. At "Very Frequently" there is a clear increase for PP @2x. **Increasing trend**
		• SEN registration has increased for all children. The proportion of PP children is almost twice that of non PP. EHCP almost 3x PP. Securing essential progress given the likely secondary issues is then exceptionally challenging. **Consistent Trend**
		• Pastoral Team Support 3x PP. There is a significant increase in children supported – this may be a recording issue from historical data. **Reducing trend**
		• Safeguarding - @5 times more likely to require some form of external safeguarding. Non PP safeguarding has fallen significantly as a

Rank	Item	Brief Guide
		proportion. **Increasing trend**
		• Contextual Risk in excess of 80% of pupil premium children have a high+ contextual risk. This compares with 13% for non PP. **Consistent Trend**
		• Academic risk (High+) has increased for all pupils. PP children (52%) is more than non PP (32%) **Consistent Trend**
		• RWM estimates have reduced post covid for all children. PP estimates are notably lower than Non PP with 52% BELOW compared to 33%. **Consistent Trend**
6	The current staffing cost required to meet the needs of SEN, EAL and Pupil Premium children. The increased proportion of children with additional need	Revenue from all sources for SEN, Disad and EAL is £884K; expenditure is currently £250K in excess of that revenue (22%) £1,139,000. On that basis, directly as a result of inclusive practice, the amount available for those with less need is notably less than would be the case in an average school (Chesswood IDSR reference). Comparing off roll with on roll, there is evidence of a notable increase in exceptionally high context challenges. They are almost three times greater proportion. High+ context is now almost 50% larger when compared to children off roll. Correspondingly there are a lower proportion exceptionally low and very low context risk. Put simply that means there is greater resistance to achievement, therefore sustained additional academic and pastoral support are critical to mitigate the contextual risks.
7	Submission rates for homework	Submission of homework judgements between children off roll (Cohort 2015+) and those currently on roll continues to reduce despite significant changes to the homework system. 4% never submit homework; 17% submitted rarely or never. A quarter (23%), sometimes submit their homework. Approximately half currently submit homework 'mostly+' Of particular note, is the proportion of NON PP submission is 6X worse than those off roll. 40% of PP children submit homework mostly+ compared to 65% non PP.
8	The proportion of children requiring medical and first aid attention	There are currently 38 health care plans and 2 have been closed. Approximately 27% of the school population visit the medical team frequently or very frequently this is a @156 children (an increase from off roll when it was @13%) Maintaining school administration hours given the underlying increase in medical frequency and safeguarding is a core strategic intent of head teacher. It also off sets the significant reduction in TA time.
9	The correlation of friendship data for less able and more vulnerable children.	Friendships between children are overwhelmingly stable and positive within school @80% a reduction of 4%. There are a small minority of children @6% (36 children) where there are significant or exceptional issues. Pupil Premium children are more than 5x as likely to have difficulties in their friendships (3% v 15%). There is a stark and consistent relationship between friendship quality and academic target. The lower the academic target the lower the quality of friendship is noted.
10	School stability has reduced	Although there is little that school leaders can do to address this issue as local population becomes more transient, we do need to be conscious of the

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Rank	Item	Brief Guide
	and in Year Admissions and transitions are now broadly net negative.	high levels of pupil change. Particularly, the level of administration, the changing circumstances and context for cohorts and classes.
		Of the 124 children removed from cohorts 2017 to 2022, the influence school could have over the decisions taken for children to move away from Chesswood is minimal
		The current Y6 cohort has changed by 36% - 36 leavers and 24 joiners (divisible by current cohort size). The previous cohort change rate was exceptionally high at 47%. It appears we can expect 35-40% change in year groups as a sustained trend.
		Cumulatively, across the school, pupil exchange is 200+ i.e. the number of leavers and admissions outside Y3 D1 across 4 year groups – in excess of 50 per year.

In addition to the contextual challenges, the local authority is formally consulting on school amalgamation. The process of form reduction commenced in Autumn 2021. In addition to this school amalgamation consultation the formal process to academize has commenced, Spring 2022. Both processes have dominated significant governor and senior leadership time throughout 2022 and into 2023.

3.1.   Achievement Outcomes

National Year 6 Data Age Related Expectations

	School 2022	Diff Sch 22 to Nat 22	2022 Nat	Diff School 22-19	Diff Nat 22 - 19	School 2019	Diff School 19 to Nat 19	2019 Nat
Reading	75	+1	74	-3	+1	77	+4	73
Writing	69 (moderated)	=	69	-3	-9	72	-6	78
GPS	78	+6	72	+7	-6	71	-7	78
Maths	75	+4	71	-4	-8	79	=	79
RWM	63	+4	59	-2	-6	65	=	65
Science	81	+2	79	+4	-4	77	-6	83

Outcomes for age related expectations were in line or above the national average in all subjects. This represents strong performance based on COVID strategy.

Performance in writing was the weakest area and was moderated in this year, moderation was stringent.

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National Year 6 Data Greater Depth

	School 22 Greater Depth	Diff Sch 22 to Nat 22	2022 Nat	Diff Sch 22-19 diff	Diff Nat 22-19 diff	School 19 Greater Depth	School 19 to Nat 19 Diff	National 19 Greater Depth
Reading	31	+3	28	+3	+1	28	+1	27
Writing	2	-11	13	-15	-7	17	-3	20
GPS	42	+14	28	+4	-8	38	+2	36
Maths	21	-2	23	-6	-4	27	=	27
RWM	1	-6	7	-9	-4	10	-1	11
Science	No higher standard in Science							

Outcomes for greater depth were less strong particularly in writing. Stringent moderation for the higher standard is likely to have had some impact, however this must remain the central focus for improvement. Maths remains broadly in line. There were 84 children at SS 107-109 representing significant number of near misses and therefore confidence that achievement improvements could be secured to exceed national outcomes.

3.2.   Inspection Data Summary Report

School characteristics

	2020		2021		2022	
School number on roll	Well above average	642	Well above average	612	Well above average	599
School % FSM	Close to average	21	Close to average	21	Close to average	23
School % SEND support	Well above average	23	Well above average	22	Well above average	25
School % EHC plan	Above average	2.5	Well above average	3.1	Above average	3
School % EAL	Above average	20	Above average	21	Above average	20
School % stability	Above average	88	Above average	89	Well above average	92

Finance

- In 2020/21, the school had a revenue reserve of £188,922.
- In 2020/21, this school had a positive in-year balance (£171,089).
- In 2020/21, this school had a per pupil spend of £4,740.
- In 2020/21, this school received £2,952,308 in grant funding, £1,497,500 more than the national average.

Characteristics

	Number on roll		% FSM	% EAL
Year 3		149	23	19
Year 4	Below other years	142	22	19
Year 5	Below other years	142	25	21
Year 6	Above other years	166	21	22

SEND characteristics

Type of resourced provision: No resourced provision
Number of pupils with SEND who are also disadvantaged: 69

SEND primary need	SEND support (151)				
	Y3	Y4	Y5	Y6	Total
Specific Learning Difficulty	5	6	4	0	15
Moderate Learning Difficulty	0	0	1	1	2
Social, Emotional and Mental Health	14	4	12	3	33
Speech, Language and Communication Needs	9	6	6	8	29
Hearing Impairment	1	2	0	0	3
Physical Disability	1	0	3	0	4
Autistic Spectrum Disorder	0	3	2	2	7
School Support NSA	6	10	11	14	41
Other Difficulty/Disability	6	3	8	0	17
Year group totals	**42**	**34**	**47**	**28**	**151**

SEND primary need	EHC plan (18)				
	Y3	Y4	Y5	Y6	Total
Specific Learning Difficulty	0	0	1	0	1
Moderate Learning Difficulty	0	0	0	1	1
Social, Emotional and Mental Health	1	1	2	4	8
Speech, Language and Communication Needs	1	0	3	0	4
Autistic Spectrum Disorder	1	0	1	2	4
Year group totals	**3**	**1**	**7**	**7**	**18**

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Reading, writing and mathematics - 2022

	KS2 Progress	KS2 Attainment	KS1 Attainment	Phonics Attainment
Reading				
Significance	In line with national (165 pupils)	In line with national (168 pupils)	N/A	N/A
Highest/lowest 20%	-	-	N/A	N/A
Writing				
Significance	Small cohort (7 pupils)	Sig below national (168 pupils)	N/A	N/A
Highest/lowest 20%	Small cohort	Lowest 20%	N/A	N/A
Mathematics				
Significance	In line with national (161 pupils)	In line with national (167 pupils)	N/A	N/A
Highest/lowest 20%	-	-	N/A	N/A

IDSR Achievement Guide

Reading
There is nothing to highlight for key stage 2 progress in reading in 2019 -2022.
There is nothing to highlight for key stage 2 attainment of the expected standard (100+) and high standard (110+) in reading in 2019-2022.

Writing
Of the 168 pupils, 160 had missing writing teacher assessment data. This is likely to have had a large impact on results.
Email evidence to support concerted effort to retrieve data

Maths
There is nothing to highlight for key stage 2 progress in maths in 2019 -2022.
There is nothing to highlight for key stage 2 attainment of the expected standard (100+) and high standard (110+) in maths in 2019-2022.

Disadvantaged
For disadvantaged pupils, attainment of the expected standard (100+) in reading (56%) was significantly below national in 2022. Attainment of the expected standard (100+) in mathematics (42%) was significantly below national in 2022.

Other attainment measures - 2022

	KS2 EGPS	KS2 combined RWM
Significance	In line with national (167 pupils)	Sig below national (167 pupils)
Highest/lowest 20%	-	Lowest 20%

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Attendance

Nothing to highlight in any year or term

Disadvantaged Data

Expected Standard:

%	School Disadvantaged	Comparison to Nat. Dis.	National Disadvantaged	School All	National All
Reading	61	-1	62	75	75
Writing	51	-4	55	69	69
Maths	47	-9	56	75	71
GPS	70	+11	59	78	72
RWM	34	-9	43	63	58

Higher Standard:

%	School Disadvantaged	Comparison to Nat. Dis.	National Disadvantaged	School All	National All
Reading	24	+7	17	31	28
Writing	0	-6	6	2	13
Maths	8	-4	12	42	22
GPS	23	+6	17	21	28
RWM	0	-3	3	1	7

Attendance 2021/22:

	School	FFT National
All Pupils	94.3	92.8
Disadvantaged	89.7	90.5

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3.3.   Community Views

Support across all core members of the school experience is strongly positive indicating that the values, culture and ethos are highly positive. It is likely that this foundation is a significant factor supporting inclusion and achievement

Children - 2020

2.13.   Chesswood Junior School is a great school.

Chesswood Junior School is a great school

	Year 3	Year 4	Year 5	Year 6
Strongly Agree	67%	72%	50%	43%
Agree	23%	22%	40%	40%
Disagree	5%	4%	8%	10%
Strongly Disagree	4%	2%	2%	8%

Parents 2022

14. I would recommend this school to another parent.

image-charts.com

97%   3%

Figures based on **150** responses up to 04-07-2022

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Question	National Primary Outcomes 22-23			Difference		School Data 2021-22								
	Strongly agree	Agree	Positive	Strongly Agree Diff	Positive Diff	Strongly agree	Agree	Disagree	Strongly disagree	Don't know	Total responses	Strongly agree	Agree	Positive
1. My child is happy at this school.	68	26	94	2	3	105	41	2	2	0	150	70	27	97
2. My child feels safe at this school.	71	23	94	9	2	120	24	3	0	3	150	80	16	96
3. The school makes sure its pupils are well behaved.	53	36	89	7	8	90	55	4	0	1	150	60	37	97
4. My child has been bullied and the school dealt with the bullying quickly and effectively.	8	9	16	30	68	17	21	7			45	38	47	84
5. The school makes me aware of what my child will learn during the year.	54	35	88	-8	4	69	69	8	1	3	150	46	46	92
6. When I have raised concerns with the school they have been dealt with properly.	38	20	58	30	36	78	29	3	3	1	114	68	25	94
7. My child has SEND, and the school gives them the support they need to succeed.	45	26	70	28	20	29	7	1	0	3	40	73	18	90
8. The school has high expectations for my child.	46	37	83	8	10	81	59	6	0	4	150	54	39	93
9. My child does well at this school.	57	33	91	6	5	95	49	5	0	1	150	63	33	96
10. The school lets me know how my child is doing.	49	38	87	12	10	92	53	3	1	1	150	61	35	97
11. There is a good range of subjects available to my child at this school.	55	36	91	2	4	86	56	6	0	2	150	57	37	95
12. My child can take part in clubs	57	33	90	29	9	129	20	1	0	0	150	86	13	99

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Question	National Primary Outcomes 22-23			Difference		School Data 2021-22								
	Strongly agree	Agree	Positive	Strongly Agree Diff	Positive Diff	Strongly agree	Agree	Disagree	Strongly disagree	Don't know	Total responses	Strongly agree	Agree	Positive
and activities at this school. 13. The school supports my child's wider personal development.	50	33	83	5	10	82	57	2	1	8	150	55	38	93
14. I would recommend this school to another parent.			88		9	146					150			97

Staff 2022

21. To what extent would you recommend Chesswood Junior School as a place to work

More Details

🔵 Strongly recommend	49	
🟠 Recommend	39	
🟢 Neither recommend or avoid - ...	2	
🔴 Avoid	0	
🟣 Strongly Avoid	0	
🟤 Prefer not to disclose	0	

3.4.   *Efficiency Metrics*

Top 30% schools and no Junior school identified has securing higher efficiency metric. Indeed the next ranked Junior school is in the lowest 20th centile.

Efficiency Metric: 2019

Results for **Chesswood Junior School** using **2018-2019** performance and finance data

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About the efficiency metric

How the efficiency metric is calculated
Tools to improve school's efficiency
Contact details of schools in the table

Benchmark these schools

3 **This school's efficiency metric rank is 3**
This means **20%** of similar schools get better pupil progress for a similar amount of money. See this school's rank

Due to Covid-19 the Government is not publishing the school educational performance data for 2020. This Efficiency Metric shows financial and school data relevant to the published 2019 performance data.

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Rank	School	Local authority	Ever6 FSM	SEN / EHCP	Expenditure per pupil	Key stage 2 progress
1	Wellington Primary School	Hounslow	18.9%	22.1%	£4,794	2.6
	John Stainer Community Primary School	Lewisham	19.8%	22.9%	£5,964	3.1
	Highworth Combined School and Nursery	Buckinghamshire	18.8%	21.1%	£5,523	3.2
	Shirehampton Primary School	Bristol, City of	21.6%	22.0%	£4,809	2.0
	Joseph Hood Primary School	Merton	19.0%	22.3%	£5,544	2.1
2	St Bartholomews's Church of England Primary School	Lewisham	19.8%	22.4%	£5,690	1.7
	Bewdley Primary School	Worcestershire	19.7%	22.3%	£4,793	1.5
	Bellefield Primary and Nursery School	Wiltshire	20.6%	22.2%	£5,012	1.6
	Cherry Tree Hill Primary School	Derby	19.0%	22.5%	£4,006	0.0
	Ox Close Primary School	County Durham	22.9%	21.2%	£4,921	1.4
3	Newdale Primary School & Nursery	Telford and Wrekin	22.5%	21.7%	£4,864	1.2
	Beecroft Primary School	Leeds	21.6%	21.0%	£5,532	2.2
	Chesswood Junior School	**West Sussex**	20.3%	21.7%	£3,798	-0.8

DREAM ASPIRE ACHIEVE

3.5. *Middle Attainment Group – Anomalies*

Groupings	Scaled Score
Near Miss	99-97
Notably Lower	96-94
Significantly Lower	93-91
Exceptionally Low	<=90

Reading

Count of UPN	Year 6 2016 Off Roll	Year 6 2017	Year 6 2018	Year 6 2019	Year 5 2020 On Roll	Year 4 2021	Year 3 2022
Middle - Low	34	20	29	22	51	26	9
Middle - Middle	36	52	57	30	27	19	47
Middle - High	2	6	4	11	4	7	11

DREAM ASPIRE ACHIEVE

Count of UPN

Reading TA v Test Middle prior attainment group

	Year 6 2016	Year 6 2017	Year 6 2018	Year 6 2019	Year 5 2020	Year 4 2021	Year 3 2022
	Off Roll				On Roll		
Middle - Low	47%	26%	32%	35%	62%	50%	13%
Middle - Middle	50%	67%	63%	48%	33%	37%	70%
Middle - High	3%	8%	4%	17%	5%	13%	16%

Roll ▾   Cohort ▾🔽   Year ▾🔽   + −

KS1 Reading TA Met ▾🔽

Count of UPN

Reading Middle Prior Atatinment - Test = Low Prior Attainment

	2016	2017	2018	2019	2020	2021	2022
	Off Roll				On Roll		
Exceptionally Low	5	1		1	8	1	
Significantly lower	7	2	4		19	6	
Notably lower	12	4	9	8	10	11	1
Near Miss	10	13	16	13	14	8	8

▾ ▾🔽 🔽 KS1 Reading... ▾🔽 Cur... ▾ Leg... ▾ F... ▾ SEN... ▾ P... ▾ Ye... ▾ Ye... ▾ Ye... ▾ Ye... ▾ Year 3... ▾ Year 4... ▾ Year 5... ▾ Year 6... ▾ Y6 SAT Reading... ▾ + −

DREAM ASPIRE ACHIEVE

Disadvantaged

Reading Middle Prior Atatinment - Test = Low Prior Attainment

	Not PP	PP/PP+2	Not PP	PP/PP+2	Not PP	PP/PP+2	Not PP	PP/PP+2	Not PP	PP/PP+2	Not PP	PP/PP+2	Not PP	PP/PP+2
	2016		2017		2018		2019		2020		2021		2022	
	Off Roll								On Roll					
Exceptionally Low	3	2	1					1	6	2	1			
Significantly lower	7		2		4				13	6	6			
Notably lower	9	3	3	1	5	4	5	3	8	2	9	2	1	
Near Miss	9	1	9	4	14	2	6	7	11	3	5	3	6	2

DREAM ASPIRE ACHIEVE

Writing

Count of UPN

Writing TA v Test Middle prior attainment group

	2016	2017	2018	2019	2020	2021
		Off Roll			On Roll	
■ Middle - Low	28	16	27	19	41	8
■ Middle - Middle	20	36	60	34	32	21
■ Middle - High	3	12	6	10	4	4

Roll ▾ Cohort ▾▼ Year ▾▼   + −

Count of UPN

Writing TA v Test Middle prior attainment group

	2016	2017	2018	2019	2020	Year 4 2021
		Off Roll			On Roll	
■ Middle - Low	55%	25%	29%	30%	53%	24%
■ Middle - Middle	39%	56%	65%	54%	42%	64%
■ Middle - High	6%	19%	6%	16%	5%	12%

Roll ▾ Cohort ▾▼ Year ▾▼   + −

DREAM ASPIRE ACHIEVE

KS1 Writing TA Met

Count of UPN

Writing Middle Prior Attainment - Test = Low Prior Attainment

	2016	2017	2018	2019	2020	2021
		Off Roll			On Roll	
Extremely Low	1	1		1	6	
Significantly Lower	7	2	3	4	8	
Notably Lower	8	4	9	8	12	2
Near Miss	12	9	15	6	15	6

Disadvantaged

KS1 Writing TA Met

Count of UPN

Writing Middle Prior Attainment - Test = Low Prior Attainment

	Not PP	PP/PP+2	Not PP	PP/PP+2	Not PP	PP/PP+2	Not PP	PP/PP+2	Not PP	PP/PP+2	Not PP	PP/PP+2
	2016		2017		2018		2019		2020		2021	
				Off Roll					On Roll			
Extremely Low		1	1					1	4	2		
Significantly Lower	7		1	1	1	2	1	3	4	4		
Notably Lower	8		4		8	1	5	3	11	1	2	
Near Miss	10	2	8	1	8	7	4	2	10	5	4	2

DREAM ASPIRE ACHIEVE

Maths

Count of UPN

Maths TA v Test Middle prior attainment group

	Year 6 2016	Year 6 2017	Year 6 2018	Year 6 2019	Year 5 2020	Year 4 2021	Year 3 2022
	Off Roll				On Roll		
Middle - Low	35	22	28	15	54	22	1
Middle - Middle	46	55	47	47	25	24	51
Middle - High		5	14	2	1	4	16

Roll ▾ Cohort ▾▼ Year ▾▼ PP Eligible ▾   + −

Count of UPN

Maths TA v Test Middle prior attainment group

	Year 6 2016	Year 6 2017	Year 6 2018	Year 6 2019	Year 5 2020	Year 4 2021	Year 3 2022
	Off Roll				On Roll		
Middle - Low	43%	27%	31%	23%	68%	44%	1%
Middle - Middle	57%	67%	53%	73%	31%	48%	75%
Middle - High	0%	6%	16%	3%	1%	8%	24%

Roll ▾ Cohort ▾▼ Year ▾▼ PP Eligible ▾   + −

DREAM ASPIRE ACHIEVE

Maths Middle Prior Atatinment - Test = Low Prior Attainment

	2016	2017	2018	2019	2020	2021
	Off Roll				On Roll	
Extremely Low			1		15	3
Significantly Lower	1	1	5	1	12	1
Notably Lower	14	4	7	3	19	8
Near Miss	20	17	15	11	8	10

Disadvantaged

KS1 Maths TA Met

Count of UPN

Maths Middle Prior Attainment - Test = Low Prior Attainment

	Not PP	PP/PP+2	Not PP	PP/PP+2	Not PP	PP/PP+2	Not PP	PP/PP+2	Not PP	PP/PP+2	Not PP	PP/PP+2
	2016		2017		2018		2019		2020		2021	
	Off Roll								On Roll			
Extremely Low					1				8	7	2	1
Significantly Lower	1		1		4	1		1	9	3	1	
Notably Lower	13	1	3	1	6	1	2	1	14	5	7	1
Near Miss	16	4	15	2	11	4	6	5	8		9	1

3.6. Key Stage 2 Near Misses 2022

168 children	Expected Standard (99-97)			Great Depth (119-117)		
	NPP	PP	All	NPP	PP	ALL
Reading	7	4	11 (7%)	2	0	2 (1%)
Writing - GPS	10	4	14 (8%)	7	1	8 (5%)
Maths	12	8	20 (12%)	2	0	2 (1%)

3.6.1. Reading

Age Related Expectations

Roll	Cohort	Year	Y6 SAT Reading Scaled Score Statutory	READING LMH	F	T		Grand Total
Off Roll	2018	Year 6	99	High			1	1
				Middle	2	1		3
				Low	1			1
			99 Total		3	2		5
			98	Middle	3	2		5
			98 Total		3	2		5
			97	Middle	1			1
			97 Total		1			1
	2018 Total				7	4		11
Off Roll Total					7	4		11

Great Depth

Roll	Cohort	Year	Y6 SAT Reading Scaled Score Statutory	READING LMH	F		Grand Total
Off Roll	2018	Year 6	118		1		1
			117		1		1
	2018 Total				2		2
Off Roll Total					2		2

DREAM ASPIRE ACHIEVE

3.6.2.Writing (GPS)

Age Related Expectations

Roll	Cohort	Year	Y6 SAT GPS Scaled Score Statutory	Writing LMH	F	T	Grand Total
Off Roll	2018	Year 6	99	Middle		4	4
				Low	2		2
			99 Total		**2**	**4**	**6**
			98	Middle	2		2
				Low	1		1
			98 Total		**3**		**3**
			97	Middle	2		2
				Low	3		3
			97 Total		**5**		**5**
		2018 Total			**10**	**4**	**14**
Off Roll Total					**10**	**4**	**14**

Great Depth

Roll	Cohort	Year	Y6 SAT GPS Scaled Score Statutory	Writing LMH	F	T	Grand Total
Off Roll	2018	Year 6	119	High	1	1	2
				Middle	1		1
				No KS1 data	1		1
			119 Total		**3**	**1**	**4**
			118	High	1		1
			118 Total		**1**		**1**
			117	High	1		1
				Middle	2		2
			117 Total		**3**		**3**
		2018 Total			**7**	**1**	**8**
Off Roll Total					**7**	**1**	**8**

3.6.3.Maths

Age Related Expectations

Roll	Cohort	Year	Y6 SAT Maths Scaled Score Statutory	Maths LMH TA	F	T	Grand Total
Off Roll	2018	Year 6	99	Middle	6	6	12
				No KS1 data	1		1
			99 Total		**7**	**6**	**13**
			98	Low	1		1
			98 Total		**1**		**1**
			97	Middle	2	2	4
				Low	2		2
			97 Total		**4**	**2**	**6**
		2018 Total			**12**	**8**	**20**
Off Roll Total					**12**	**8**	**20**

Great Depth

Roll	Cohort	Year	Y6 SAT Maths Scaled Score Statutory	Maths LMH TA	F	Grand Total
Off Roll	2018	Year 6	117	High	2	2
			117 Total		**2**	**2**
		2018 Total			**2**	**2**
Off Roll Total					**2**	**2**