

Chyngton School

Address: Millberg Road, Seaford, East Sussex, BN25 3ST

Unique reference number (URN): 149252

Inspection report: 3 February 2026

Exceptional	
Strong standard	● ●
Expected standard	● ● ● ● ●
Needs attention	
Urgent improvement	

✓ Safeguarding standards met

The safeguarding standards are met. This means that leaders and/or those responsible for governance and oversight fulfil their specific responsibilities and have established an open culture in which safeguarding is everyone's responsibility and concerns are actively identified, acted upon and managed. As a result, pupils are made safer and feel safe.

How we evaluate safeguarding

When we inspect schools for safeguarding, they can have the following outcomes:

- **Met:** The school has an open and positive culture of safeguarding. All legal requirements are met.
- **Not met:** The school has not created an open and positive culture of safeguarding. Not all legal requirements are met.

Strong standard ●

Inclusion

Strong standard ●

The school has high expectations that all pupils will become independent learners with aspiration to achieve well. Leaders have a highly inclusive vision and systematically put pupils' needs first. The staff team works well together to ensure that every element of the curriculum, teaching and the environment enables pupils to overcome barriers to learning and that nothing is left to chance. Staff quickly identify pupils' needs, including those who are disadvantaged and those with special educational needs and/or disabilities. The school works effectively with external agencies, such as speech and language therapists, to develop effective support packages for pupils. Staff are well trained in using the best strategies to help pupils succeed. Leaders monitor additional support provided for pupils and use their findings to adapt pupils' provision. Leaders keep a close eye on pupils' small steps of progress to ensure that they meet the school's ambitious targets for them. The school uses additional funding, such as the pupil premium grant, to remove any barriers to pupils achieving, belonging and thriving. There are no barriers to pupils attending extra-curricular opportunities or having tailored help. Pupils achieve well by the end of key stage 2.

Personal development and wellbeing

Strong standard ●

The school plays an important role in developing pupils' character and personal qualities. The personal development programme is broad, ambitious and tailored for pupils. The school develops pupils' understanding of different faiths and beliefs, which are frequently revisited throughout the curriculum. Pupils are knowledgeable about fundamental British values. They understand that some people are treated unfairly because of their characteristics and that this is never right or fair. Pupils have many opportunities to contribute to the school community democratically. For example, as eco leaders, they keep the playground litter free, and, as play leaders, they make sure the school rules for sharing equipment at social times are followed. Pupils are knowledgeable about how to keep themselves safe, including when using the internet. Older pupils have an age-appropriate understanding of healthy relationships and the concept of consent.

The school provides a range of opportunities for pupils to learn about themselves and develop their emotional resilience. For example, they are taught practical ways of overcoming negative feelings, so these barriers don't hold them back. Staff build pupils' confidence by reminding them to 'press pause and try again' if they make mistakes. Pupils know how to keep themselves physically healthy through exercise and a balanced diet.

The school has a well developed offer for pupils to develop their interests. For example, pupils look forward with anticipation to outdoor play opportunities at social times, such as shelter building and playing in the mud kitchen and on tree swings. They relish playing board games, drawing and reading in the school's well-equipped yurt. All pupils benefit from a choice of activities beyond the curriculum, such as breakfast and after-school clubs. The school links pupils' talents to possible future career paths through trips to local places of interest, such as the zoo and the opera. Pupils are well prepared for the next stage of their education and life in modern Britain.

Expected standard

Achievement

Expected standard 

Pupils progress well through the curriculum from their starting points. In early years, children are deliberately taught how to be both cooperative and independent learners. They choose the activities, equipment and materials they need to learn the curriculum. Pupils continue to develop important knowledge and skills as they progress through the school. Pupils who join the school partway through the year settle quickly into the school's well-established routines and make secure progress. Any pupils who have gaps in their learning are given the support they need to catch up and keep up with the curriculum. Typically, pupils' attainment is above national averages in the Year 1 phonics check. Leaders recognise that pupils' results in the Year 4 multiplication tables check are below average and know that further work is needed. By the end of Year 6, pupils achieve in line with national standards and are ready for their next stage of education.

Attendance and behaviour

Expected standard 

Leaders systematically promote attendance. They understand pupils' barriers to attendance and work effectively with external agencies to support families so that pupils' attendance improves. The school's strong relationships and detailed work with families results in notable improvements in pupils' attendance over time. The proportion of pupils who are persistently absent is reducing. Leaders know that they must continue to focus on this area so that improvements in pupils' attendance are sustained.

Staff consistently model the high standards of conduct the school expects. Pupils are frequently taught about the school's values of 'be safe, be kind, be ready for learning'. They follow well-embedded routines, such as 'legendary lining up' and 'wonderful walking'. They develop confidence and independence by agreeing their own rules for play at social times. The school's approaches to behaviour are adapted to meet individual pupils' needs. Any pupils who struggle with their behaviour are expertly supported to understand and manage their emotions. As a result, the school is a calm environment where pupils can focus on learning.

Bullying is rare. If it does happen, it is dealt with quickly. Pupils know how to identify bullying and are confident to report it. Staff are trained in how to support both the perpetrator and the victim, so everyone feels safe and confident in school.

Curriculum and teaching

Expected standard 

Leaders have an accurate understanding of the quality of the curriculum and teaching. They know what must be done to further develop practice. Leaders place pupils' needs at the heart of their decisions. For example, the school has recently introduced strategies to further develop pupils' writing stamina, spelling and mathematical fluency. These improvements are already having a positive effect, with an increased number of pupils achieving well over time.

The school's curriculum is broad, well organised and ambitious across all year groups. This prepares pupils well for their next steps in education. As soon as pupils start in Reception Year, they learn the essential knowledge they need in reading, writing and mathematics. Reading is taught well. Pupils enjoy reading a wide range of high-quality books in classrooms, the library or the school's welcoming yurt. Staff quickly identify any pupils who are at risk of falling behind and make sure they have tailored support to catch up. Pupils practise the communication and language skills they need to work independently, with talk partners and in groups.

Staff have secure subject knowledge. They understand pupils' needs and adapt teaching appropriately. Leaders support staff well to develop their expertise to deliver the curriculum effectively. They are further refining how staff teach the curriculum so that it is delivered with even greater consistency throughout the school.

Early years

Expected standard 

Leaders have built very positive relationships with parents and carers. As a result, children make a smooth start when they join the Reception Year. The curriculum is thoughtfully structured so that children secure the key knowledge and skills they require. The school's well-equipped environment enables children to deepen their understanding across all areas of learning. They select resources independently and remain absorbed in purposeful activity. Staff build a clear picture of each child and recognise the support that best promotes their development. Staff spot any obstacles to progress quickly and provide highly effective help. Children who are at risk of slipping behind rapidly regain ground.

The school places communication and language at the heart of the curriculum. Staff teach early reading confidently and consistently through the school's phonics programme. Children develop a love of books and practise their phonics skills both indoors and outside. They grasp the knowledge needed for early reading and writing at pace. Staff introduce ambitious subject vocabulary and help children to use and remember it when talking about their learning. Typically, children achieve well from their starting points and reach a good level of development by the end of the Reception Year. Disadvantaged pupils and those with special educational needs and/or disabilities receive the right support and are well prepared for the move into Year 1.

Leadership and governance

Expected standard 

Leaders and governors work closely together to create a positive, professional culture where expectations are high for all. They share a deep commitment to providing an equitable education for all pupils. Governors understand their roles and fulfil their statutory duties. They provide leaders with knowledgeable challenge and support. Leaders and governors understand the school's strengths and areas for development. They make effective strategic decisions in the best interests of pupils, including those who are disadvantaged, those with special educational needs and/or disabilities and those with other barriers to learning. Leaders focus the school's resources effectively on the areas that will have the most positive impact for pupils.

Leaders put pupils' needs at the centre of staff development. Staff receive evidence-informed training, which helps them adapt the environment, resources and

activities. This ensures that all pupils can access the curriculum. Leaders listen to any staff concerns when making changes so that staff workload and wellbeing are protected. Staff are unanimous in their support of the school and proud to be part of the team.

Leaders are outward looking and work closely with other schools. For example, they take part in an inclusion project and a neurodiversity partnership, which both provide valuable training for staff. Leaders engage proactively with parents and carers

What it's like to be a pupil at this school

Everybody feels welcome at this school. Pupils arrive to a warm welcome every morning and start their learning enthusiastically. Staff carry out daily wellbeing checks, which help them understand pupils well and provide the right support to reduce any barriers to learning or wellbeing. Pupils do not hesitate to share any worries or concerns with staff, who listen to pupils and are expertly trained to help them. As a result, pupils feel well-supported and secure. They develop confidence and thrive both academically and in their personal development. Pupils enjoy a rich variety of opportunities that broaden their experiences and help them develop a sense of community and responsibility.

The school values of 'be safe, be kind, be ready for learning' are deeply embedded throughout all of the school's daily routines and policies. Pupils know the values and take pride in living up to them. Pupils and staff treat each other with high levels of respect. Pupils' behaviour in lessons and in outdoor play at social times is consistently calm. The school does not tolerate bullying. In the rare instances when incidents occur, leaders deal with them quickly, and they are not repeated. As a result, pupils feel safe and look forward to the interesting lessons that staff provide for them.

Pupils enjoy learning. They benefit from an effective curriculum and engaging teaching. Pupils achieve well and are well prepared for the next stage of education. This particularly applies to pupils with special educational needs and/or disabilities and disadvantaged pupils, who achieve well from their starting points. Pupils' attendance is continuing to improve.

Next steps

- Leaders should further refine pedagogical practice so that the curriculum is delivered with even more consistency.
 - Leaders should continue to work in partnership with external agencies and families so that pupils' attendance continues to improve over time.
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About this inspection

The school is part of the Seaford Learning Trust, which means that other people in the trust also have responsibility for running the school. The trust is run by the chief executive officer, Bob Ellis, and overseen by a board of trustees, chaired by Jon Dilley.

Inspectors carried out this full inspection under section 5 of the Education Act 2005.

Following our renewed inspection framework, all inspections are now led by His Majesty's Inspectors (HMIs) or by Ofsted Inspectors (OIs) who have previously served as HMIs.

Inspection activities:

Inspectors spoke with the headteacher, the deputy headteacher, the assistant headteacher, the inclusion and special educational needs co-ordinator and members of the trust board and local governing body.

The school makes use of one alternative provision, which is unregistered.

Headteacher: Amy Clarke

Lead inspector:

Jo Brinkley, His Majesty's Inspector

Team inspectors:

Lesley Fisher-Pink, Ofsted Inspector

Vanessa Mason, His Majesty's Inspector

Facts and figures used on inspection

The data was used by the inspector(s) during the inspection. More recent data may have been published since the inspection took place.

 This data is from 3 February 2026

School and pupil context

Total pupils

354

Above average

What does this mean?

The total number of pupils currently at this school and how this compares to other schools of this phase in England.

National average: 272

School capacity

420

Above average

What does this mean?

The total number of pupils who can attend the school and how this compares to other schools of this phase in England.

National average: 300

Pupils eligible for free school meals (FSM)

29.10%

Close to average

What does this mean?

The proportion of pupils eligible for free school meals at any point in the last six years.

National average: 26.3%

Pupils with an education, health and care (EHC) plan

3.11%

Close to average

What does this mean?

The proportion of pupils with an education, health and care plan. This covers pupils with more support than is available through special educational needs support.

National average: 3.5%

Pupils with special educational needs (SEN) support

19.77%

Above average

What does this mean?

The proportion of pupils with reported special educational support needs at the school.

National average: 15%

Location deprivation

Close to average

What does this mean?

Based on the English Indices of Deprivation (2019) and the school's location, we have calculated whether the school is located in a more or less deprived area.

Resourced Provision or SEND Unit (if applicable)

No resourced provision

What does this mean?

Whether school has Resourced Provision or SEND unit (if applicable).

All pupils' performance

Pupils reaching the expected standard in reading, writing and mathematics

The percentage of pupils meeting the expected standards in a combined reading, writing and mathematics measure.

Year	This school	National average	Compared with national average
Latest 3 year average		61%	
2024/25 (revised)	65%	62%	Close to average
2023/24 (final)	45%	61%	Below
2022/23		60%	

Pupils reaching the expected standard in reading

The percentage of pupils meeting the expected standard in reading.

Year	This school	National average	Compared with national average
Latest 3 year average		74%	
2024/25 (revised)	80%	75%	Close to average
2023/24 (final)	66%	74%	Below
2022/23		73%	

Pupils reaching the expected standard in teacher-assessed writing

The percentage of pupils meeting the expected standard in teacher-assessed writing.

Year	This school	National average	Compared with national average
Latest 3 year average		72%	
2024/25 (revised)	69%	72%	Close to average
2023/24 (final)	65%	72%	Below
2022/23		71%	

Pupils reaching the expected standard in mathematics

The percentage of pupils meeting the expected standard in mathematics.

Year	This school	National average	Compared with national average
Latest 3 year average		73%	
2024/25 (revised)	71%	74%	Close to average
2023/24 (final)	60%	73%	Below
2022/23		73%	

Disadvantaged pupils' performance

Disadvantaged pupils are those who have been eligible for free school meals at any point in the last six years and children looked after.

Disadvantaged pupils reaching the expected standard in reading, writing and mathematics

The percentage of disadvantaged pupils meeting the expected standard in reading, writing and mathematics.

Year	This school	National average	Compared with national average
Latest 3 year average		46%	
2024/25 (revised)	53%	47%	Close to average
2023/24 (final)	25%	46%	Below
2022/23		44%	

Disadvantaged pupils reaching the expected standard in reading

The percentage of disadvantaged pupils meeting the expected standard in reading.

Year	This school	National average	Compared with national average
Latest 3 year average		62%	
2024/25 (revised)	73%	63%	Close to average
2023/24 (final)	50%	62%	Below
2022/23		60%	

Disadvantaged pupils reaching the expected standard in teacher-assessed writing

The percentage of disadvantaged pupils meeting the expected standard in teacher-assessed writing.

Year	This school	National average	Compared with national average
Latest 3 year average		59%	
2024/25 (revised)	60%	59%	Close to average
2023/24 (final)	44%	58%	Below
2022/23		58%	

Disadvantaged pupils reaching the expected standard in mathematics

The percentage of disadvantaged pupils meeting the expected standard in mathematics.

Year	This school	National average	Compared with national average
Latest 3 year average		60%	
2024/25 (revised)	53%	61%	Close to average
2023/24 (final)	25%	59%	Below
2022/23		59%	

Disadvantaged pupils' performance gap

Disadvantaged pupils are those who have been eligible for free school meals at any point in the last six years and children looked after. The school disadvantage gap is the difference between the performance of the school's disadvantaged pupils compared to the performance of all non-disadvantaged pupils nationally.

Disadvantaged pupils reaching the expected standard in reading, writing and mathematics

The percentage of disadvantaged pupils meeting the expected standard in reading, writing and mathematics, including the disadvantaged gap.

Year	This school	National non-disadvantaged score	School disadvantage gap
Latest 3 year average		68%	
2024/25 (revised)	53%	69%	-16 pp
2023/24 (final)	25%	67%	-42 pp
2022/23		66%	

Disadvantaged pupils reaching the expected standard in reading

The percentage of disadvantaged pupils meeting the expected standard in reading and the disadvantaged gap.

Year	This school	National non-disadvantaged score	School disadvantage gap
Latest 3 year average		80%	
2024/25 (revised)	73%	81%	-7 pp
2023/24 (final)	50%	80%	-30 pp
2022/23		78%	

Disadvantaged pupils reaching the expected standard in teacher-assessed writing

The percentage of disadvantaged pupils meeting the expected standard in teacher-assessed writing and the disadvantaged gap.

Year	This school	National non-disadvantaged score	School disadvantage gap
Latest 3 year average		78%	
2024/25 (revised)	60%	78%	-18 pp
2023/24 (final)	44%	78%	-34 pp

Year	This school	National non-disadvantaged score	School disadvantage gap
2022/23		77%	

Disadvantaged pupils reaching the expected standard in mathematics

The percentage of disadvantaged pupils meeting the expected standard in mathematics and the disadvantaged gap.

Year	This school	National non-disadvantaged score	School disadvantage gap
Latest 3 year average		80%	
2024/25 (revised)	53%	81%	-27 pp
2023/24 (final)	25%	79%	-54 pp
2022/23		79%	

Absence

Overall absence

The percentage of all possible mornings and afternoons missed due to absence from school (for whatever reason, whether authorised or unauthorised) across all pupils.

Year	This school	National average	Compared with national average
2024/25 (2 term)	6.2%	5.2%	Above
2023/24 (3 term)	7.1%	5.5%	Above
2022/23 (3 term)	7.5%	5.9%	Above

Persistent absence

The percentage of pupils missing 10% or more of their possible mornings and afternoons.

Year	This school	National average	Compared with national average
2024/25 (2 term)	18.5%	13.3%	Above
2023/24 (3 term)	17.2%	14.6%	Close to average
2022/23 (3 term)	21.5%	16.2%	Above

Our grades explained

Exceptional

Practice is exceptional: of the highest standard nationally. Other schools can learn from it.

Strong standard

The school reaches a strong standard. Leaders are working above the standard expected of them.

Expected standard

The school is fulfilling the expected standard of education and/or care. This means they are following the standard set out in statutory and non-statutory legislation and the professional standards expected of them.

Needs attention

The expected standards are not met but leaders are likely able to make the necessary improvements.

Urgent improvement

The school needs to make urgent improvements to provide the expected standard of education and/or care.

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