



Fairfields
School

How well is your child doing?

A summary of pupil progress

The vision of *Fairfields Curriculum for All* is for all pupils to develop the skills, knowledge and understanding that will help them to be successful lifelong learners. We believe that all children at Fairfields achieve; they all make progress. Our bespoke assessment framework helps to measure your child's progress in a variety of ways. The purpose of reporting is to share information about your child's learning, progress, and achievement towards our vision in ways that support further learning.



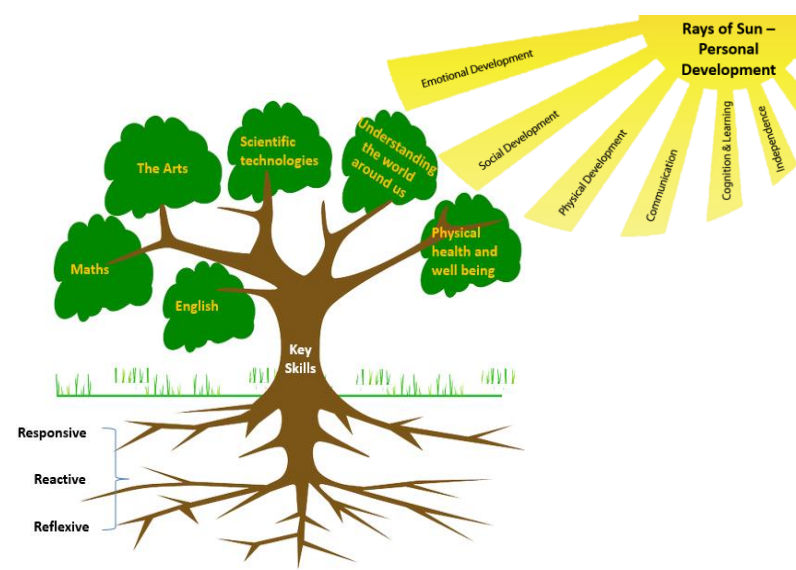
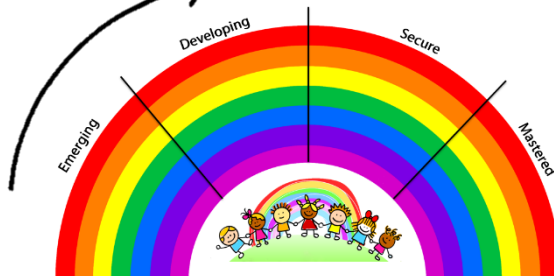
We assess children to see what they have learnt and to know where they need to go next.

We assess in different ways in the classroom and collate evidence using the evidence for learning app and in a learning journal or in work books.

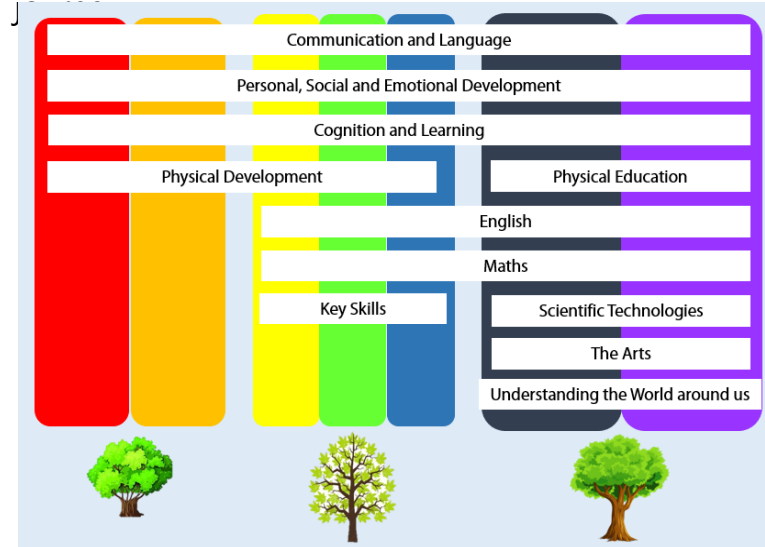
Our Assessment for All is based on a rainbow and shows the developmental steps children make in their learning.

Each colour is broken down into two stages e.g. red 1 and red 2, Some children will move through the colour stages. These go from red to violet.

The small steps of progress pupils make are really important. To show this we assess pupils going over the rainbow.



Our Curriculum for All enables teachers to plan learning that is developmentally appropriate, progressive; helping pupils to learn well. Our Assessment for All framework helps teachers to measure and report what we value. This means we measure different aspects of learning which are relevant and meaningful for each child's learning





Fairfields School

Our School Context: July 2022

Number on Role	Boys: Girls	Eligibility for Pupil Premium			Overall Attendance	No of pupils with below 85% attendance
		FSM Ever 6	Looked after children	Children who have ceased to be looked after by the local authority		
125	83:42	38	1	2	88.63%	31

2 pupils joined the school Term 5 2022

Year Group Total	EYFS		Key Stage 1		Key Stage 2			
	Nursery	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Year Group Total		18	18	13	19	19	17	21
Boys: Girls		11:7	8:10	11:2	15:4	10:9	13:4	15:6
Phase Total	18		31		76			

Types of SEND across provision	Degree of Learning difficulties across Provision	Categories of need catered for across Provision
<ul style="list-style-type: none"> Cognition and Learning Communication and Interaction SEM/HD Development Needs Sensory/Physical 	PMLD ✓ SLD ✓	SLCN ✓ ASD ✓ HI ✓ VI ✓ MS1 ✓ PD ✓
Provision (age range): 3-11years	EHC Plans: 100%	Specialist Provision: Teaching School, Conductive Education

Ethnicity	Percentage
White - British	52%
Any other White background	8%
Black - Somali	6%
Other Black African	5%
Pakistani	5%
White and Black African	4%
Indian	3%
Any other Black background	2%
Bangladeshi	2%
Information Not Yet Obtained	2%
White and Asian	2%
White and Black Caribbean	2%
Any other Asian background	2%
Any other mixed background	1%
Gypsy/Roma	1%
Other ethnic group	1%
Refused	1%
White - Irish	1%



Latest Self Evaluation (July 2022)

- Overall Effectiveness – Outstanding
 - Quality of Education - Outstanding
 - Personal Development - Outstanding
 - Behaviour and Attitudes – Outstanding
 - Leadership and Management – Outstanding

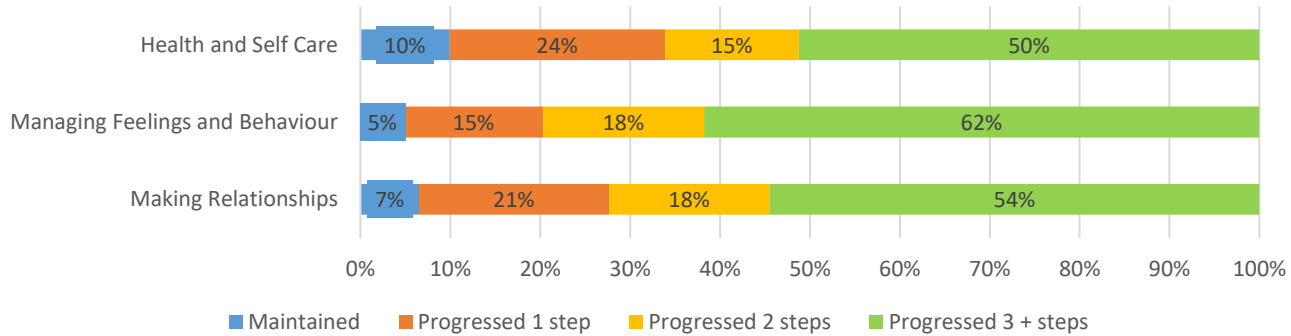
Summary

- Vast majority of pupils made one step of progress or more across the essential, core and foundation areas of the curriculum.
- Progress analysis provides supporting evidence that children have developed the knowledge and skills across the seven areas of learning (personal development and academic progress) and are ready for the next phase of their education.
- Through monitoring the learning journals and evidence on the iPad it was evident that pupils were making progress over time across the curriculum. Skills were taught in a range of contexts ensuring they were mastered before moving on.
- Summative assessment judgements are made through the capturing of evidence in learning journals and using Evidence for Learning, providing supporting evidence that pupils work across the curriculum is of a high quality.
- Pupils are remembering more and learning more as they move through the small steps, going over the rainbow.

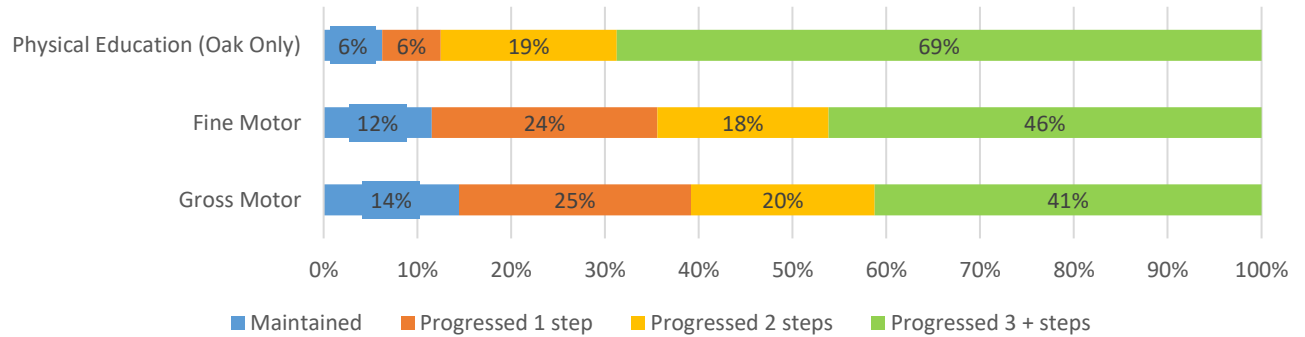


Essential Learning Areas

Whole School Progress Personal, Social and Emotional Development



Whole School Progress Physical Development

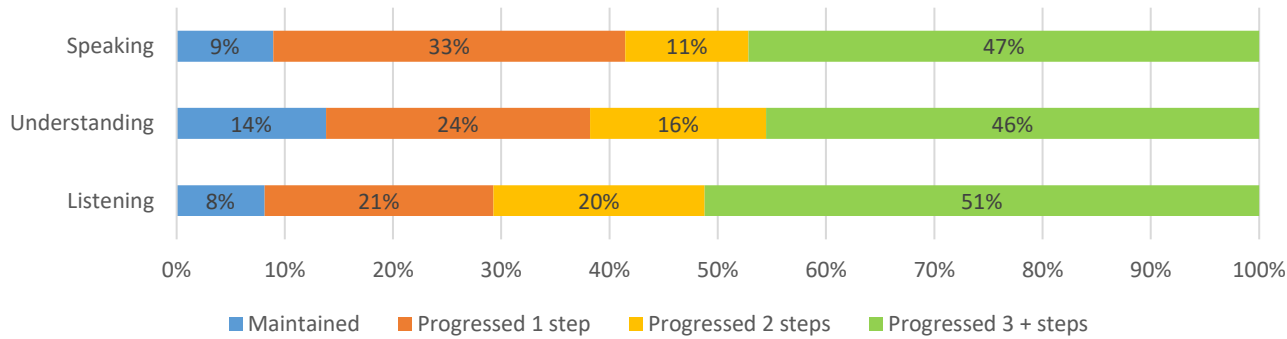


Pupil Outcomes 21/22
Key Stage 1 and Key Stage 2

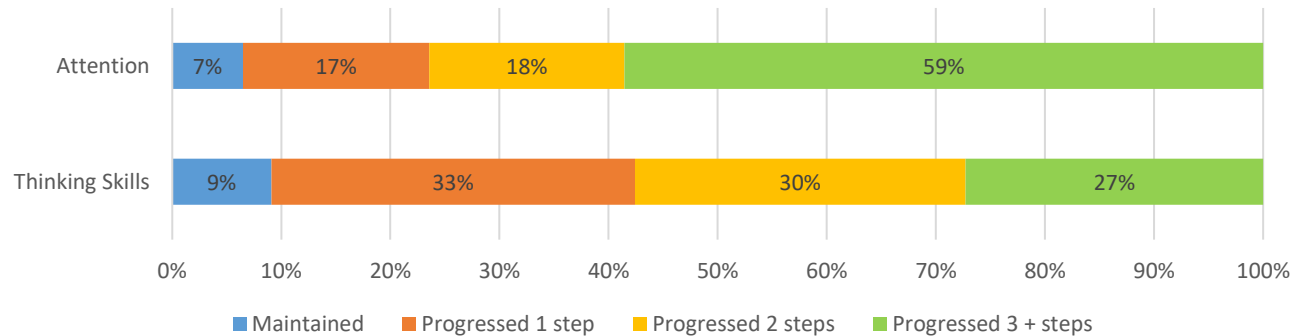


Essential Learning Areas

Whole School Progress Communication and Language Development



Whole School Progress Cognition and Learning

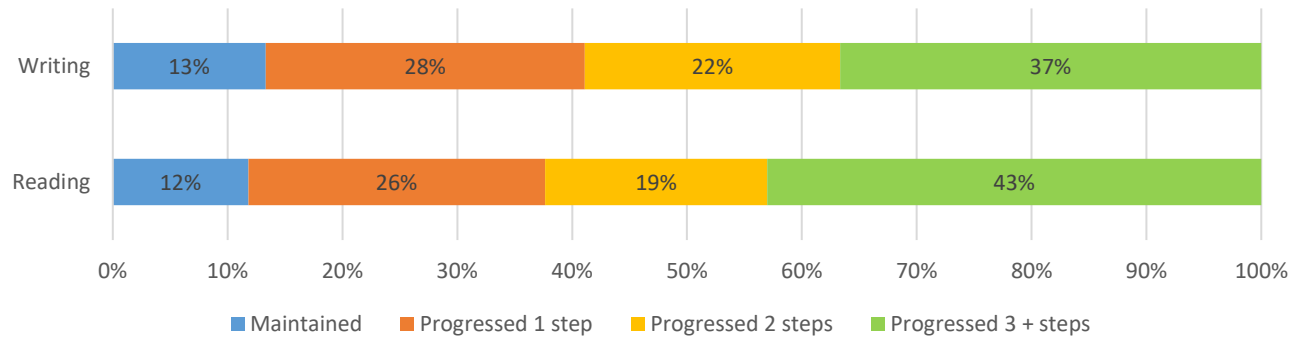


Pupil Outcomes 21/22
Key Stage 1 and Key Stage 2

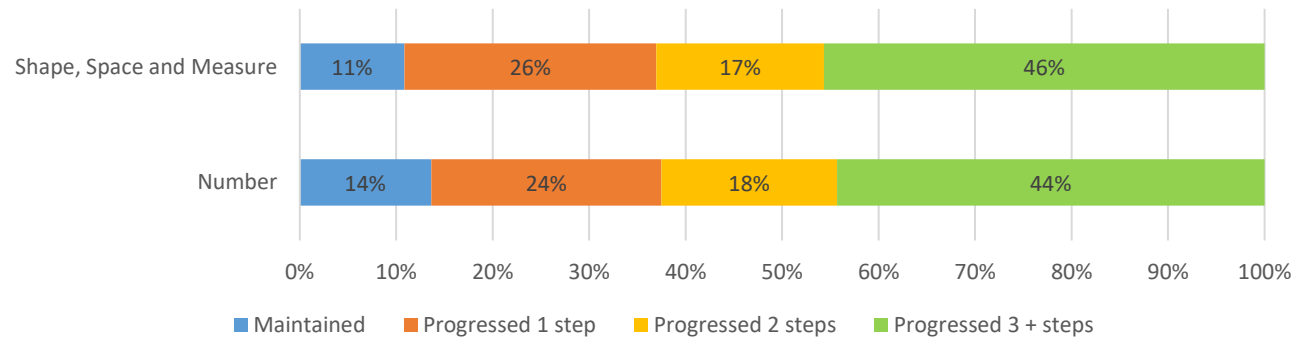


Core Learning Areas: Maple learners

Maple Learners Progress - English



Maple Learners Progress - Maths



Pupil Outcomes 21/22
Key Stage 1 and Key Stage 2



Core Learning Areas: Oak

English Reading – Oak (these learners are all in Key stage 2)

Whole School	Maintained		Progressed 1 step		Progressed 2 steps		Progressed 3+ steps	
	Word Reading	Comp	Word Reading	Comp	Word Reading	Comp	Word Reading	Comp
	0/5	0/6	1/5	2/6	1/5	0/6	3/5	4/6
	0%	0%	20%	33%	20%	0%	60%	67%

English Writing – Oak (these learners are all in Key stage 2)

Whole School	Maintained				Progressed 1 step				Progressed 2 steps				Progressed 3+ steps			
	S	H	S&P	V,G &P	S	H	S&P	V,G &P	S	H	S&P	V,G &P	S	H	S&P	V,G &P
	0/7	1/7	1/7	1/7	1/7	2/7	0/7	2/7	2/7	0/7	0/7	0/7	0/7	4/7	4/7	6/7
	0%	14%	14%	14%	14%	29%	0%	29%	29%	0%	0%	0%	57%	57%	86%	57%

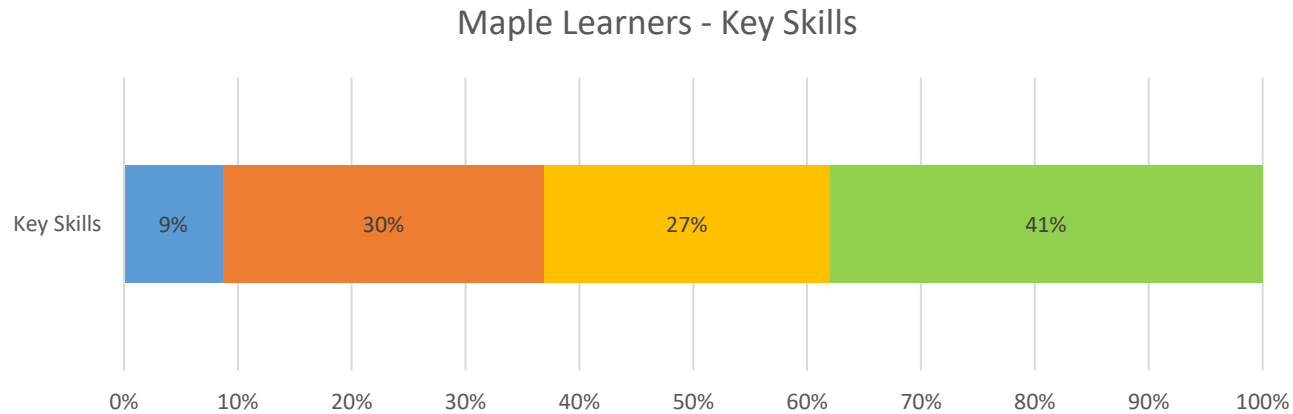
Maths - Oak

Whole School	Maintained					Progressed 1 step					Progressed 2 steps					Progressed 3+ steps				
	N & PV	C	F	M	G	N & PV	C	F	M	G	N & PV	C	F	M	G	N & PV	C	F	M	G
	1	1	2	0	0	3	3	0	1	2	0	1	0	0	2	4	3	1	4	2

Pupil Outcomes 21/22
Key Stage 1 and Key Stage 2



Foundation Learning Areas



We had 3 pupils working at oak level across the Foundation subjects

Pupil Outcomes 21/22
Key Stage 1 and Key Stage 2



Achievement of Vulnerable groups or other sub groups against whole school data

Group analysis included:

In care v not in care

Pupil premium v Non Pupil premium

Ethnic group v White British

Gender

Low attendance v peers

Matrix C10 v peers

Category of need



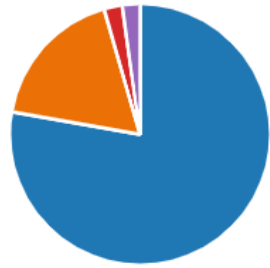
When analysing the various vulnerable groups we found little to no variation between different vulnerable groups of pupils.

Vulnerable Learners



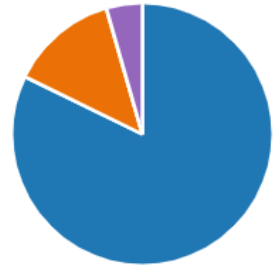
The school informs me about what my child is learning and how well they are progressing

● Strongly Agree	35
● Agree	8
● Strongly Disagree	0
● Disagree	1
● Don't know	1



I am happy with the progress my child is making

● Strongly Agree	37
● Agree	6
● Strongly Disagree	0
● Disagree	0
● Don't know	2



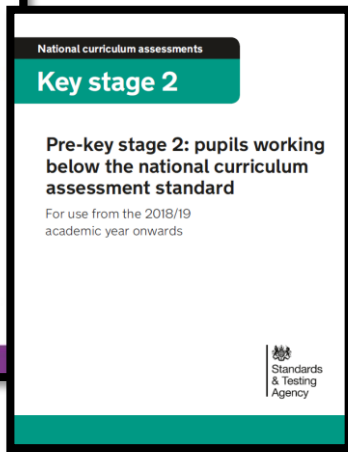
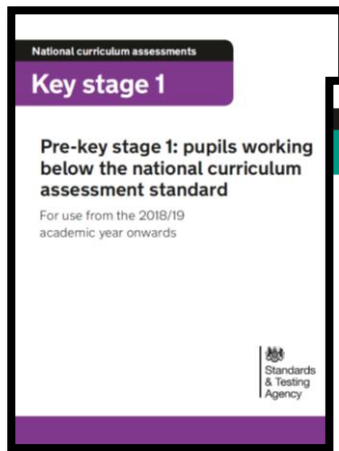
Everything! We couldn't have chosen a better school! Staff are approachable, caring and R adores absolutely everyone! Everything from her learning, her care and everything inbetween is an absolute priority! Everyone celebrates her achievements and are always there to help her when she is struggling!!

All of the staff are excellent at nurturing the children so they can progress to the best of their ability.



Parent Views





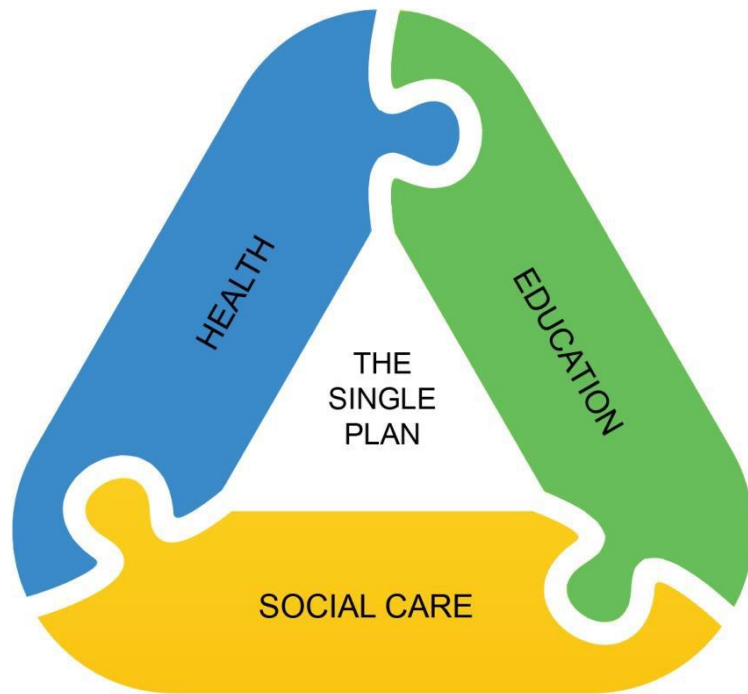
The Pre-Key Stage Standards are for pupils who are working below the overall standard of national curriculum assessments, but who are engaged in subject-specific study. These were made statutory for reporting end of key stage assessment judgement in academic year 2018/2019. Judgements are reported in Reading, Writing and Mathematics.

For pupils working at a non-subject specific level, it is required that they are assessed on the engagement model

		PKS	Engagement
End of KS1	Reading	4/13 – 29%	9/13 – 69%
	Writing	4/13 – 29%	9/13 – 69%
	Mathematics	4/13 – 29%	9/13 – 69%
End of KS2	Reading	6/21 – 28%	15/21 – 71%
	Writing	6/21 – 28%	15/21 – 71%
	Mathematics	6/21 – 28%	15/21 – 71%

Pre Key Stage Standards





Within each pupil's annual review cycle, it is clear that significant progress has been made by the majority of pupils, from their individual starting points. This has been evidenced in a range of ways, including assessment stickers, learning journals and Evidence 4 Learning, culminating the annual review report itself. Pupil progress against outcomes is shared with parents via termly ILP reports on Evidence 4 learning and in annual review reports. The vast majority of parents continue to be pleased with the progress that their child has made against their ILP and EHCP outcomes. This has been evidenced through parent views' forms prior to annual review meetings and through discussions within the meetings themselves.

Progress against EHCP Outcomes

What are we working on next...

- Teachers need to have professional discussions with class team, Key stage leaders and Deputy Head on evaluating learning, progress and barriers to learning.
- Teachers need to establish a consistent approach to moderating children's work and inform next steps.
- Teachers need to identify commonalities in children's work and what to look for to establish why that piece of work warrants the assessment stage given e.g. B2S.
- Parents to contribute to E4L consistently and evidence stickers for their child's journal so as it is a reciprocal approach in partnership.

