



**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.

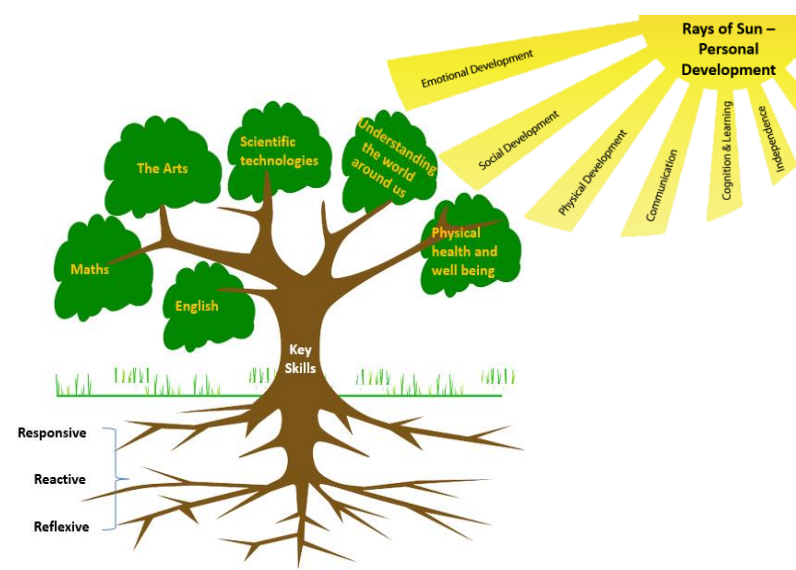
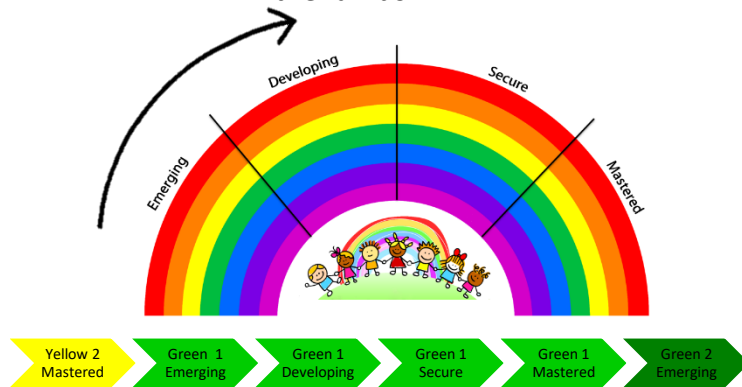
We assess in different ways in the classroom and collate evidence using the evidence for learning app and in a learning journal or in workbooks.

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

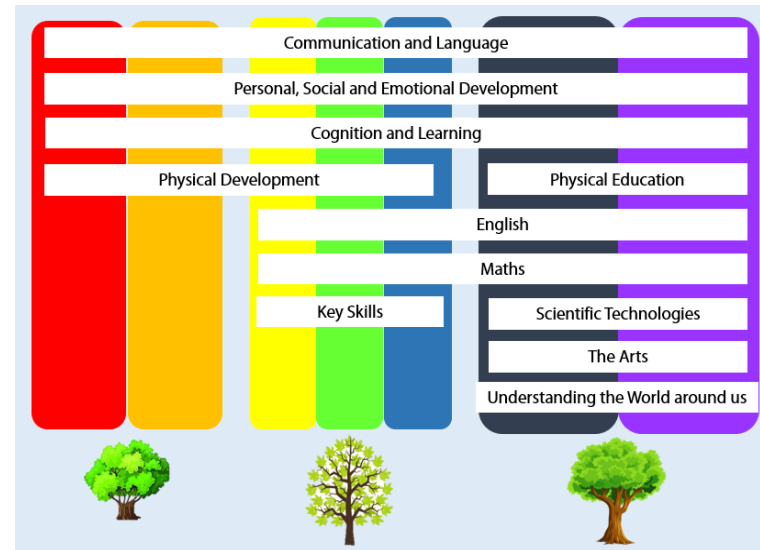
Each colour is broken down into two stages e.g. red 1 and red 2, Some children will move through the colour stages. These go from red to violet.



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 journey.





# Fairfields School

## Our School Context: July 2023

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	74:45	42	2	2	84.99%	42

2 pupils joined the school Term 5 2023, 1 of these pupils is a guest pupil on an assessment place.

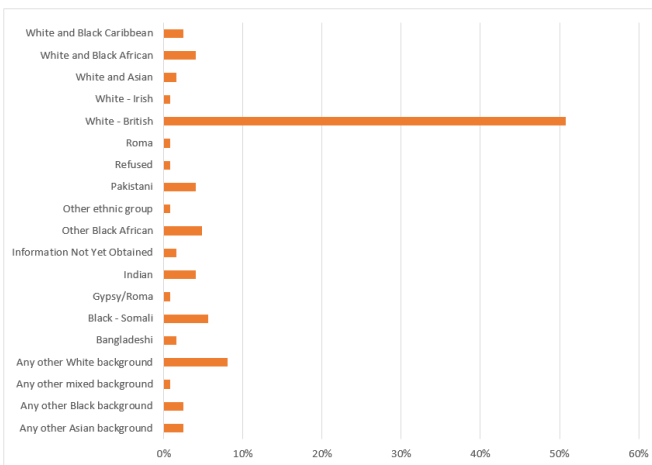
Year Group Total	EYFS		Key Stage 1		Key Stage 2			
	Nursery	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Boys: Girls		10:8	11:7	9:10	12:4	15:4	10:8	13:4
Phase Total	18		37		70			

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

### Latest Self Evaluation (July 2023)

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

Ethnicity	Percentage
Any other Asian background	2%
Any other Black background	2%
Any other mixed background	1%
Any other White background	8%
Bangladeshi	2%
Black - Somali	6%
Gypsy/Roma	1%
Indian	4%
Information Not Yet Obtained	2%
Other Black African	5%
Other ethnic group	1%
Pakistani	4%
Refused	1%
Roma	1%
White - British	51%
White - Irish	1%
White and Asian	2%
White and Black African	4%
White and Black Caribbean	2%



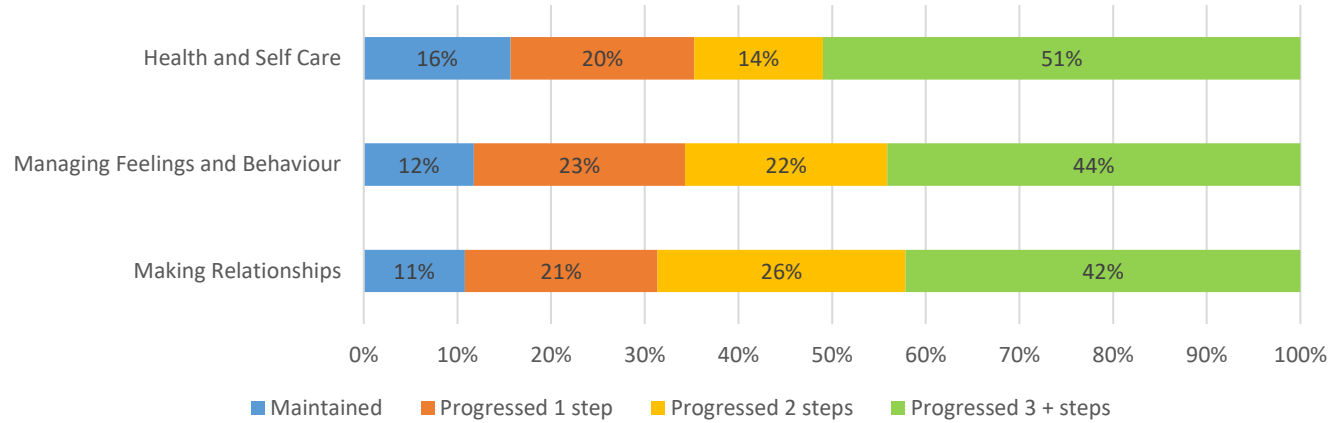
# Summary

- 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.

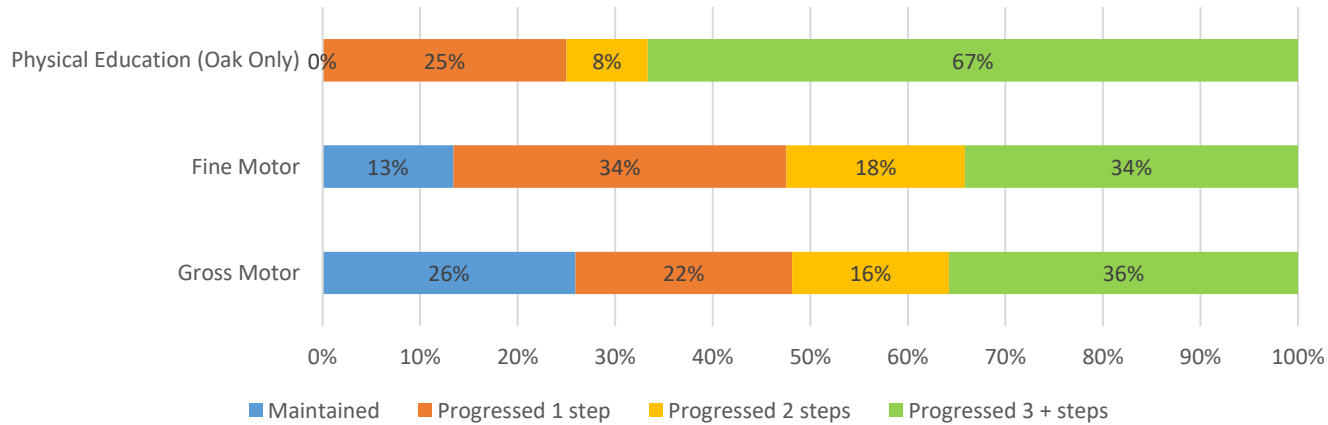


# Essential Learning Areas

## Whole School Progress – Personal, Social and Emotional Development



## Whole School Progress – Personal Development

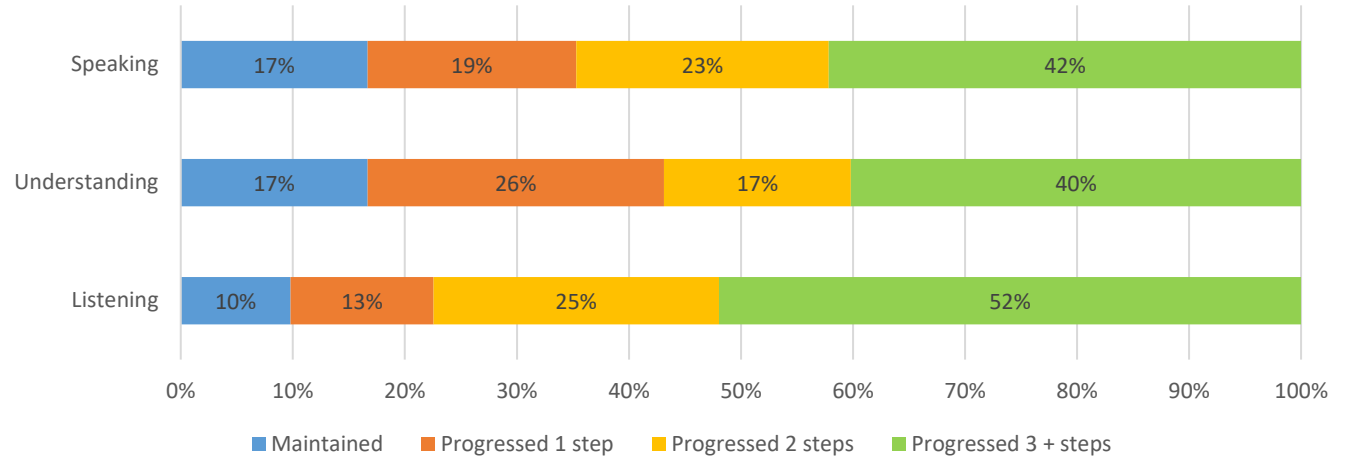


**Pupil Outcomes 22/23**  
**Key Stage 1 and Key Stage 2**

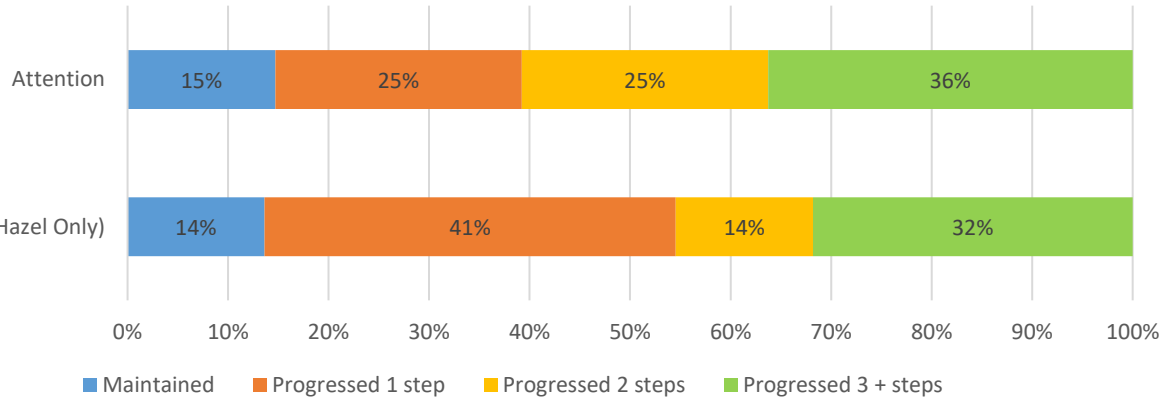


# Essential Learning Areas

## Whole School Progress – Communication & Language



## Whole School Progress – Cognition & Learning

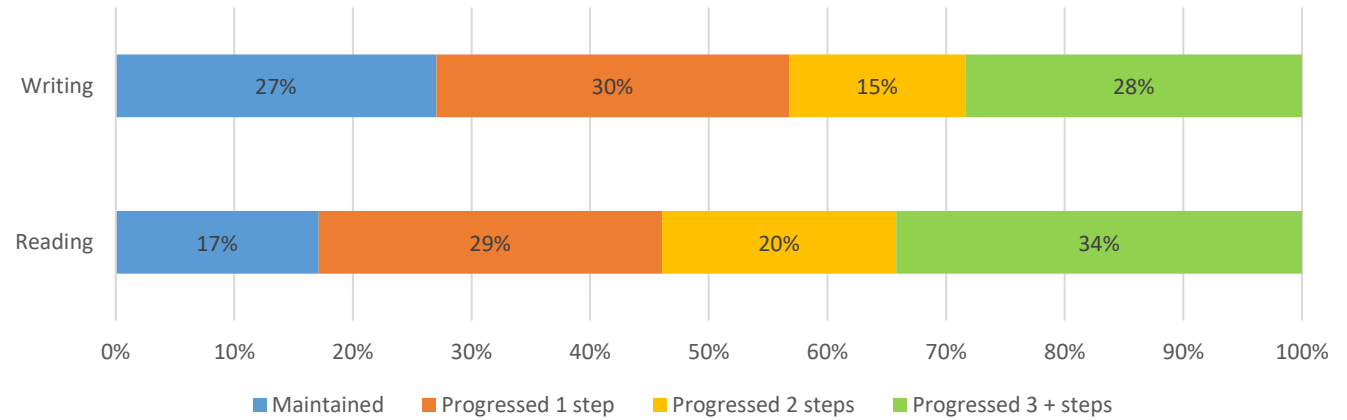


**Pupil Outcomes 22/23**  
**Key Stage 1 and Key Stage 2**

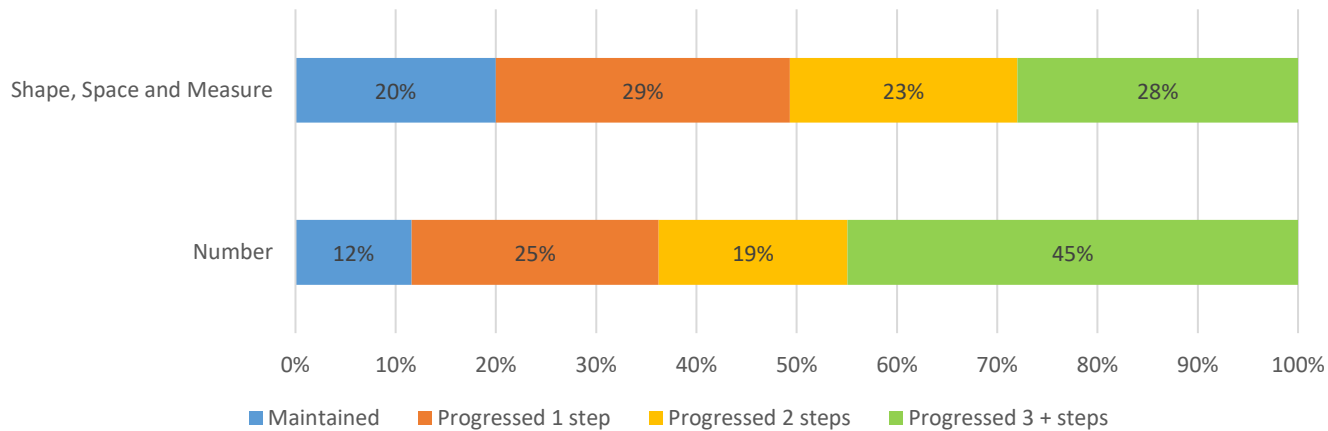


# Core Learning Areas: Maple learners

## Maple Learners Progress - English



## Maple Learners Progress - Maths



**Pupil Outcomes 22/23**  
**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
				1		1	3	2

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
		1				1	2	1	1	3		2	3	1	3	3

Maths - Oak																					
Whole School	Number of pupils	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
		6		1	1	1		1	1		2	2		2		1	1		2	3	

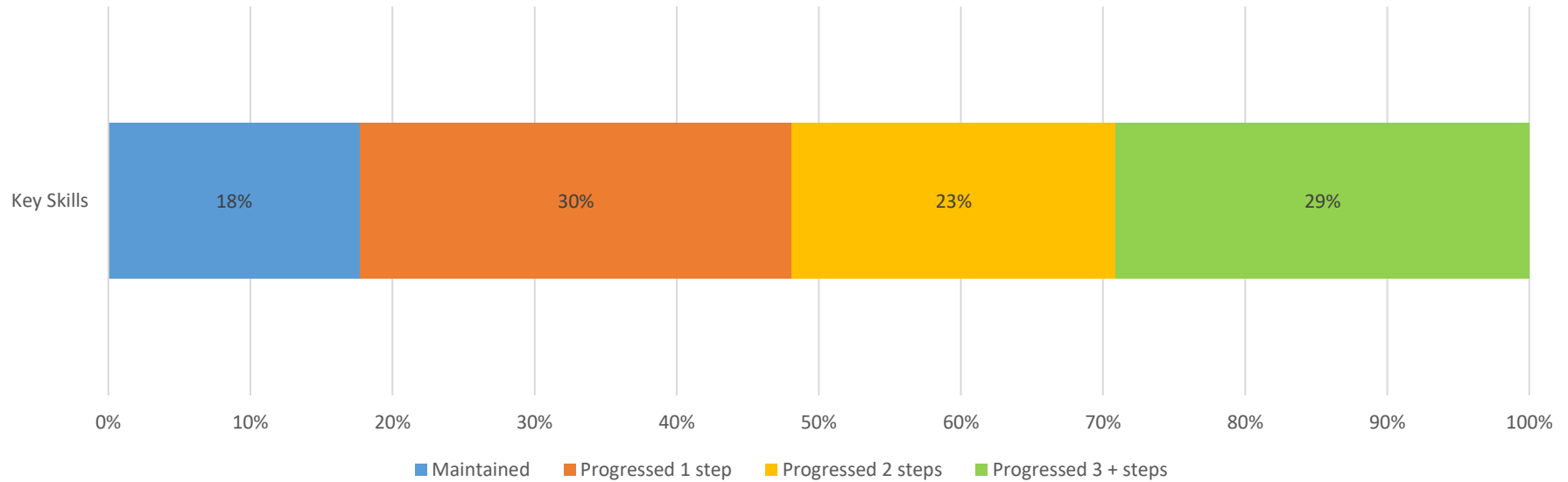
Pupil Outcomes 22/23  
Key Stage 1 and Key Stage 2





# Foundation Learning Areas

Maple Learners Progress - Key Skills



We had 4 pupils working at oak level across the Foundation subjects

Pupil Outcomes 22/23  
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

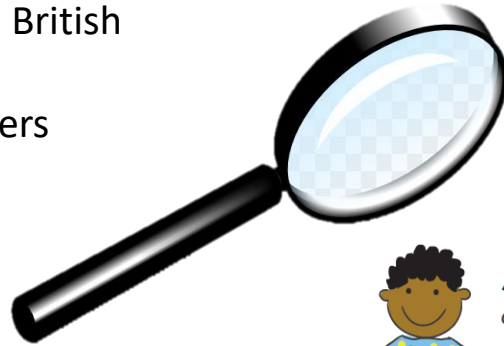
Ethnic group v White British

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



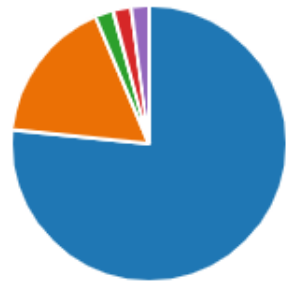
**The school informs me about what my child is learning and how well they are progressing**

<span style="color: blue;">●</span> Strongly Agree	33
<span style="color: orange;">●</span> Agree	13
<span style="color: green;">●</span> Strongly Disagree	1
<span style="color: red;">●</span> Disagree	0
<span style="color: purple;">●</span> Don't know	0



**I am happy with the progress my child is making**

<span style="color: blue;">●</span> Strongly Agree	36
<span style="color: orange;">●</span> Agree	8
<span style="color: green;">●</span> Strongly Disagree	1
<span style="color: red;">●</span> Disagree	1
<span style="color: purple;">●</span> Don't know	1



The caring staff who are doing everything to support my child in school not just her educational needs but her social and emotional needs too. She loves attending school so she must feel safe and happy in the positive environment. The celebration evenings were fantastic and an amazing opportunity to see their work and classroom environment. Covid rules hadn't allowed that opportunity previously.

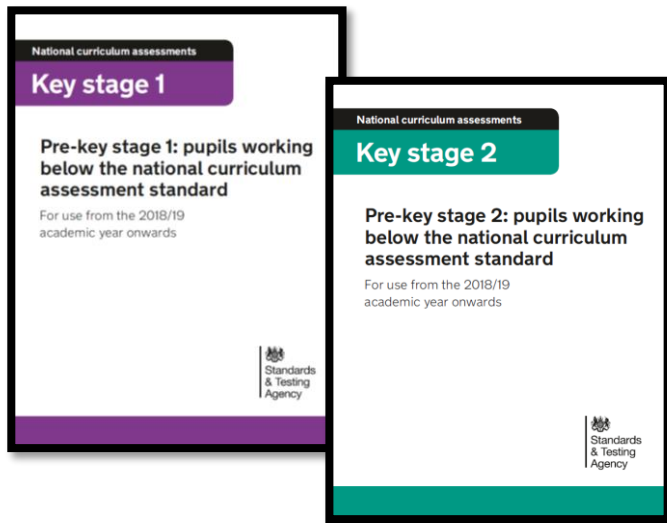
All Staff - everyone is amazing. Every child is treated as an individual and their needs/ education are met in a way that works for them. Great approachable SLT. Inspiring children.

My child is happy and making excellent progress.



**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.

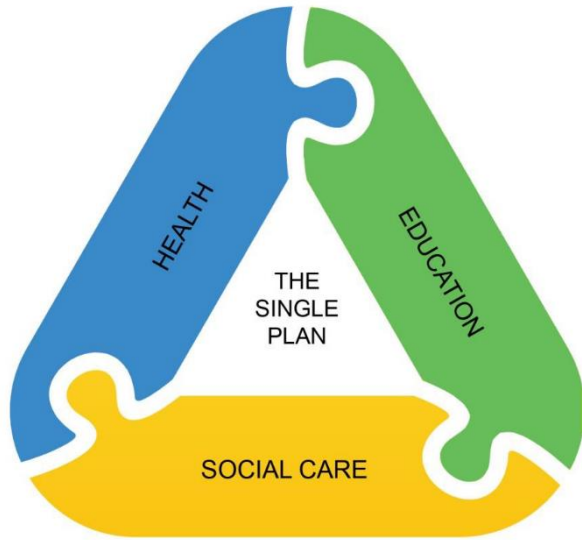
For pupils working at a non-subject specific level, it is required that they are assessed on the engagement model

		PKS	Engagement
End of KS1	Reading	6/19 - 32%	13/19 – 68%
	Writing	2/19 – 11%	17/19 – 89%
	Mathematics	7/19 – 37%	14/19 – 73%
End of KS2	Reading	13/17 – 76%	4/17 – 24%
	Writing	13/17 – 76%	4/17 – 24%
	Mathematics	14/17 – 82%	3/17 – 18%

## 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.



# now manages her emotions and behaviour much better; self-regulation has improved

# is applying good problem-solving skills to help him be more independent

We feel like #'s focus and attention have improved – he has a real thirst for knowledge, too.



# is becoming much clearer with his vocalisations and words

# Progress against EHCP Outcomes



## What are we working on next...

- Teachers and their teams need to embed practice to ensure we have a consistent approach.
- Update our curriculum and assessment frameworks to make sure it captures the changes to the EYFS curriculum and our knowledge maps.
- Teachers continue to develop a consistent approach to moderating children's work and inform next steps. This will be through lots of opportunities for professional discussion about children's learning.
- Pupil progress discussions will be refined to ensure we are sharing good practice as well as problem solving ways to help children access their learning at an individual level.

