



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.

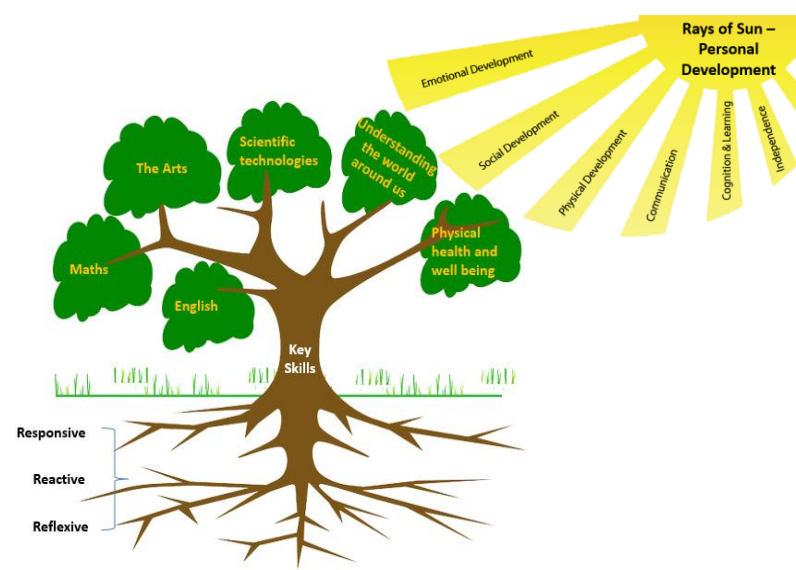
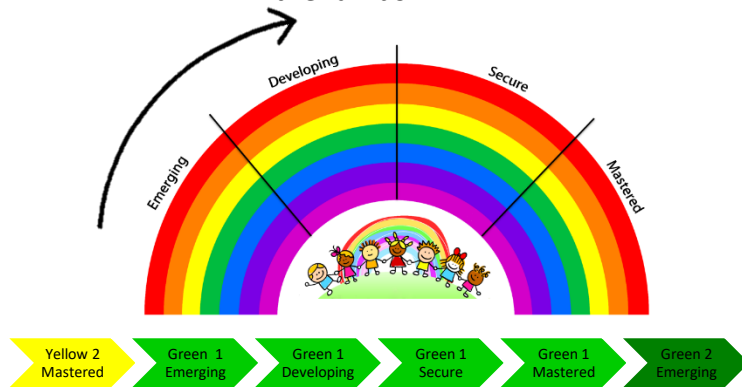
We assess in different ways in the classroom and collate evidence using the evidence for learning app and in a learning journal or in workbooks.

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

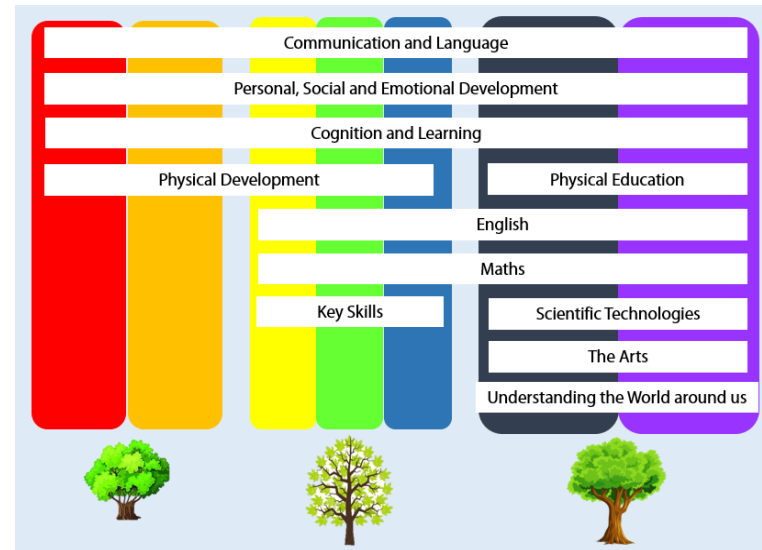
Each colour is broken down into two stages e.g. red 1 and red 2, Some children will move through the colour stages. These go from red to violet.



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.



Most recent Ofsted inspection: March 2024:

Overall Judgements remains **Outstanding**



| 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 | 82:43 | 45 | 3 | 4 | 85.29% | 37 |

Our School Context:
July 2024

| | EYFS | | Key Stage 1 | | Key Stage 2 | | | |
|------------------|---------|-----------|-------------|--------|-------------|--------|--------|--------|
| | Nursery | Reception | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 | Year 6 |
| Year Group Total | 0 | 16 | 21 | 18 | 19 | 16 | 18 | 17 |
| Boys: Girls | 0 | 11:5 | 13:8 | 12:6 | 9:10 | 12:4 | 15:3 | 10:7 |
| Phase Total | 16 | | 39 | | 71 | | | |

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

Latest Self Evaluation (July 2024)

- Overall Effectiveness – Outstanding

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

Cultural Backgrounds:

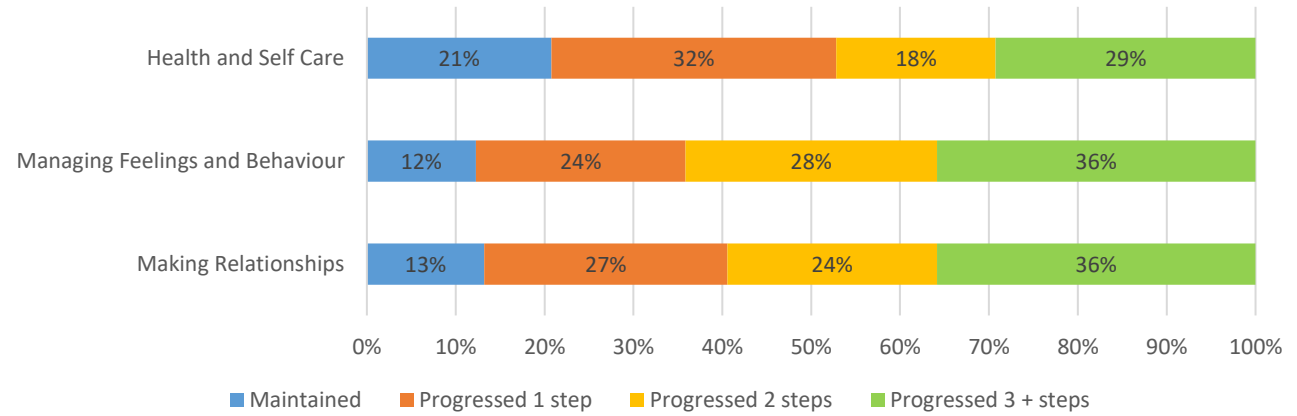
| Ethnicity | % | Ethnicity | % | Ethnicity | % |
|----------------------------|----|------------------------------|----|---------------------------|-----|
| Any other Asian background | 2% | Indian | 4% | Roma | 1% |
| Any other Black background | 1% | Other Black African | 4% | White and Black Caribbean | 2% |
| Any other mixed background | 1% | Other ethnic group | 1% | White - Irish | 1% |
| Any other White background | 9% | Pakistani | 5% | White and Asian | 2% |
| Bangladeshi | 1% | Refused | 1% | White and Black African | 4% |
| Black - Somali | 7% | Information Not Yet Obtained | 2% | White - British | 53% |
| Gypsy/Roma | 1% | | | | |

Summary

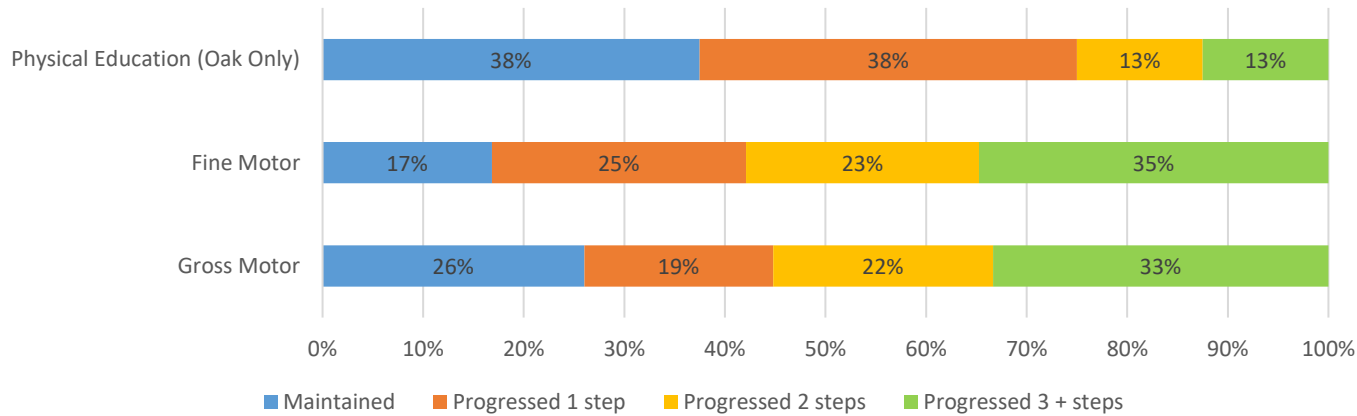
- Vast majority of pupils made one step of progress or more across the essential, core and foundation areas of the curriculum.
- Progress analysis provides supporting evidence that children have developed the knowledge and skills across the seven areas of learning (personal development and academic progress) 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

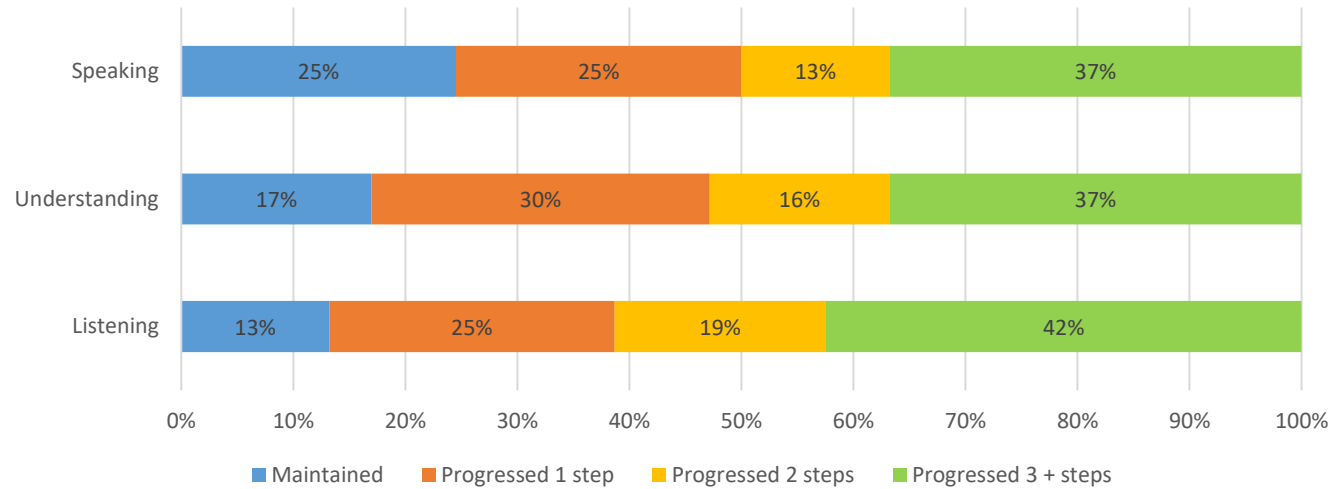


Whole School Progress – Physical Development

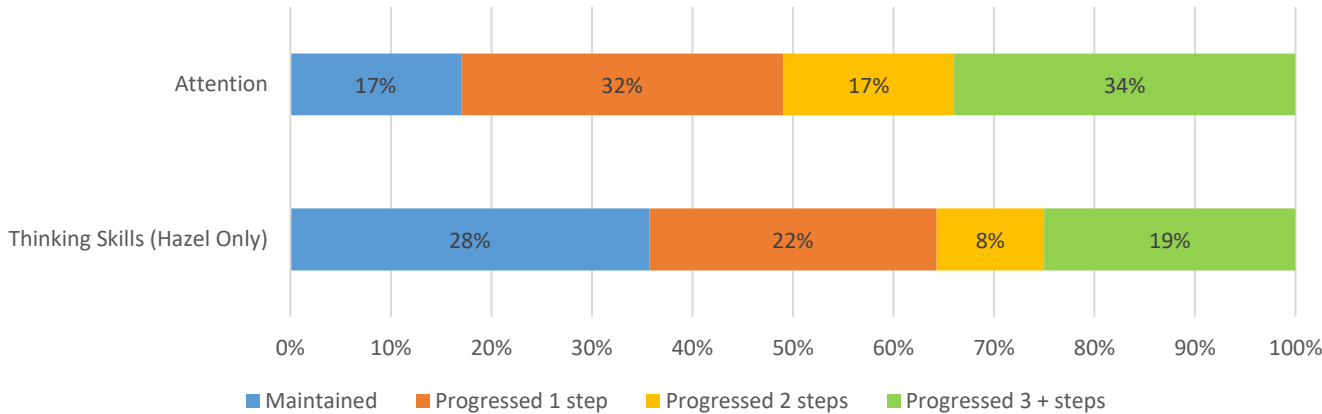


Essential Learning Areas

Whole School Progress – Communication and Language Development

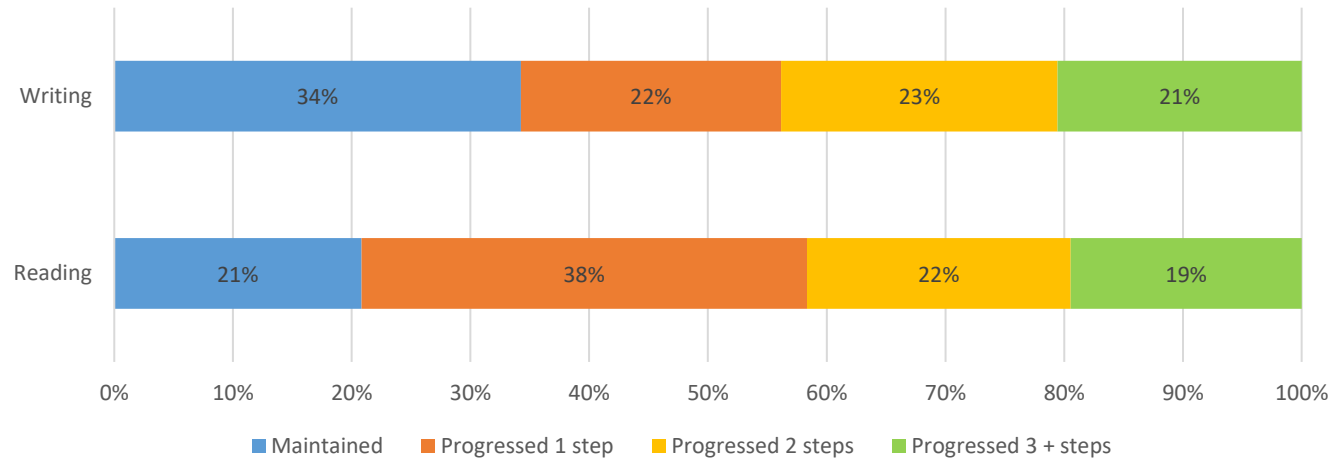


Whole School Progress - Cognition & Learning

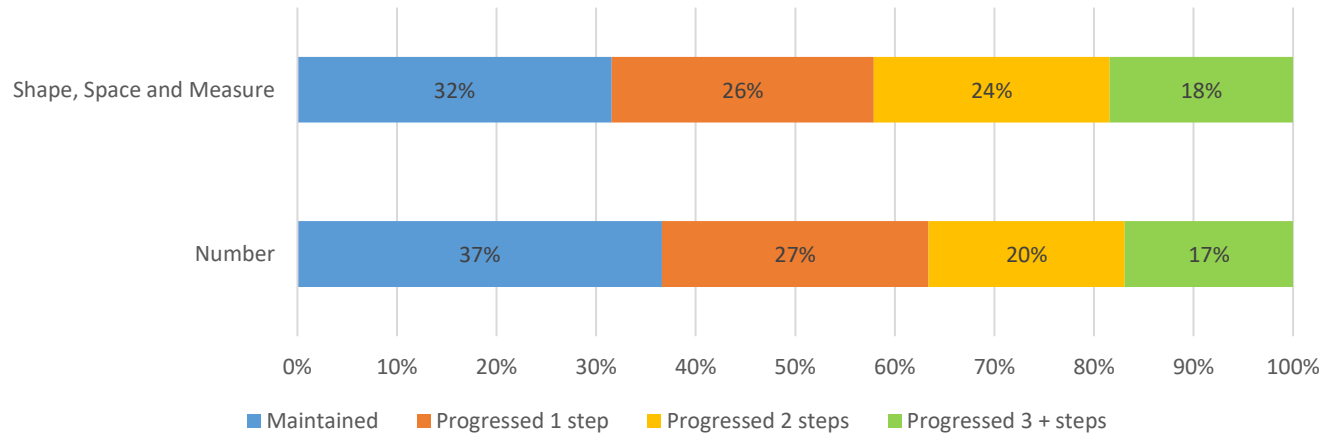


Core Learning Areas: Maple learners

Maple Learners Progress - English



Maple Learners Progress - Maths



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 |
| | 2 | 4 | 0 | 1 | 2 | 0 | 2 | 1 |

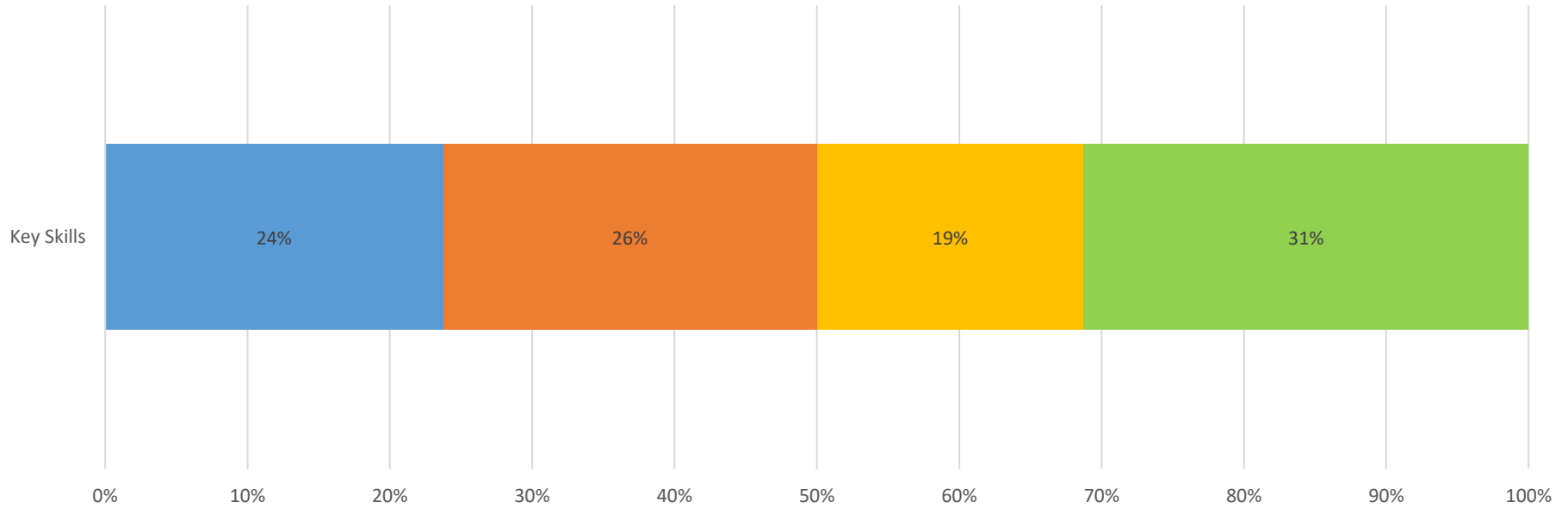
| English Writing – Oak (these learners are all in Key stage 2) | | | | | | | | | | | | | | | | |
|---|------------|---|-----|--------|-------------------|---|-----|--------|--------------------|---|-----|--------|---------------------|---|-----|--------|
| Whole School | Maintained | | | | Progressed 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 | 3 | 3 | 4 | 3 | 3 | 2 | 1 | 2 | 0 | 1 | 0 | 2 | 2 | 1 | 2 |

| 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 |
| | 3 | 2 | | 3 | 3 | | 1 | | | | | 1 | | | | 1 | 2 | 3 | | 2 |

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

Foundation Learning Areas

Maple Learners Progress - Key Skills



We had 6 pupils working at oak level across the Foundation subjects

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

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 | 28 |
| Agree | 7 |
| Strongly Disagree | 0 |
| Disagree | 3 |
| Don't know | 1 |



I am happy with the progress my child is making

| | |
|-------------------|----|
| Strongly Agree | 29 |
| Agree | 6 |
| Strongly Disagree | 2 |
| Disagree | 1 |
| Don't know | 1 |



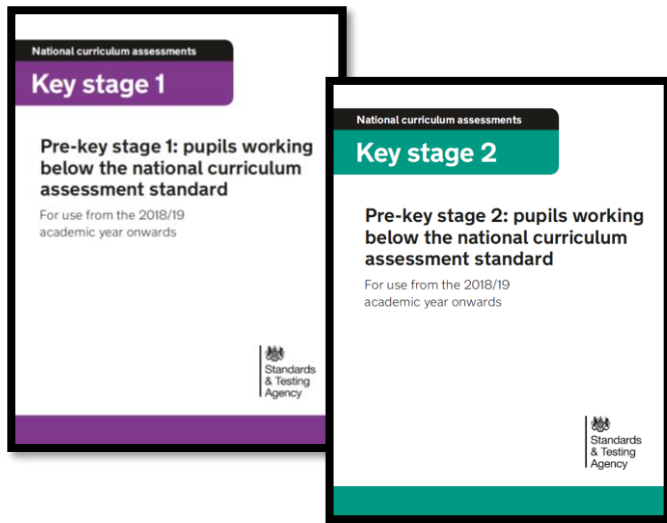
Friendly, welcoming & approachable staff. As a parent it's very inclusive and offers plenty of opportunities to be involved with your child's progress and learning. Best thing is the children have fun and are happy to be there.

That it is an environment my daughter is eager to attend on a daily basis full of excitement and joy. She is progressing well and we witness this in her development at home.

Great communication and feedback from staff about my daughter and how she is learning, and how she is doing



Parent Views



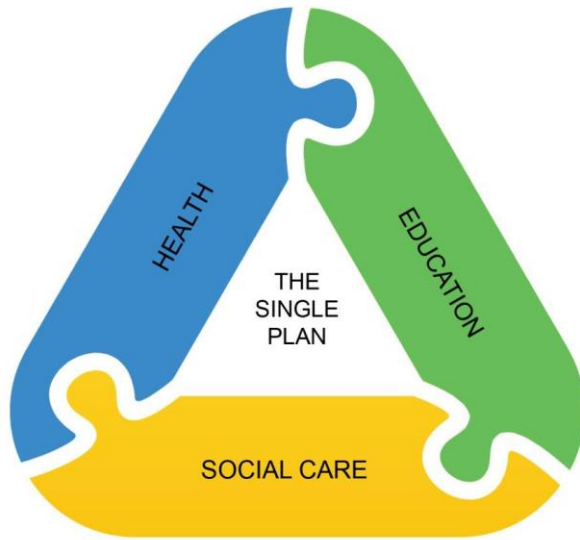
The Pre-Key Stage Standards are for pupils who are working below the overall standard of national curriculum assessments, but who are engaged in subject-specific study. These were made statutory for reporting end of key stage assessment judgement in academic year 2018/2019. Judgements are reported in 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 | 3 | 15 |
| | Writing | 5 | 13 |
| | Mathematics | 1 | 17 |
| End of KS2 | Reading | 9 | 6 |
| | Writing | 9 | 6 |
| | Mathematics | 9 | 6 |

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.



With prompts, # helps us dress him in the morning now.

now has better self-regulation and her moods are more stable.

uses his finger and eye movements to point at what he wants



is now taking independent steps on his own, with only his AFO's for support.

Progress against EHCP Outcomes

What are we working on next...

- For maths and the enabling environment, particularly outside learning, to include thinking skills and problem solving, which will improve progress within the cognition and learning strand. Teachers need to provide opportunities within their planning for maths for ore, ponder and curiosity.
- To embed practice within teaching, learning and assessment across teachers and support staff, ensuring there is a consistent approach across the school for teachers at an early career stage and new staff to school.
- Evolve the curriculum and assessment frameworks to capture EYFS, and for the teaching and learning framework to be updated to reflect our current approaches.
- To review the knowledge maps to ensure the objectives clearly link to the assessment framework.
- Set up external moderation for assessment for all, through the new network, and if available attend LA external pre key stage standards moderation and pupil progress discussions for those children working at the Engagement level
- For learning teams to take a more active role in using the data to triangulate the evidence when evaluating their subjects, using this inform next steps in their action plans.