



**Fairfields**  
School

**How well is your child doing?**

A summary of pupil progress



# How we assess you child in Key Stage 1 and Key Stage 2.

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.



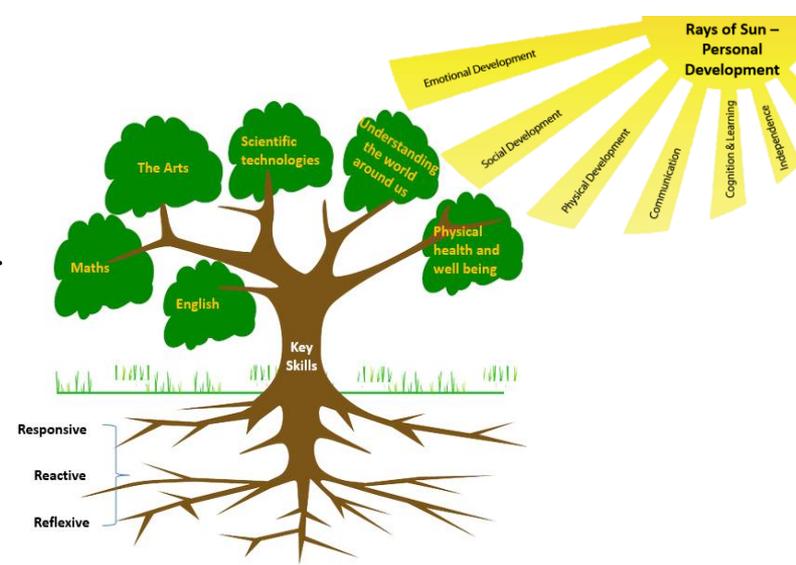
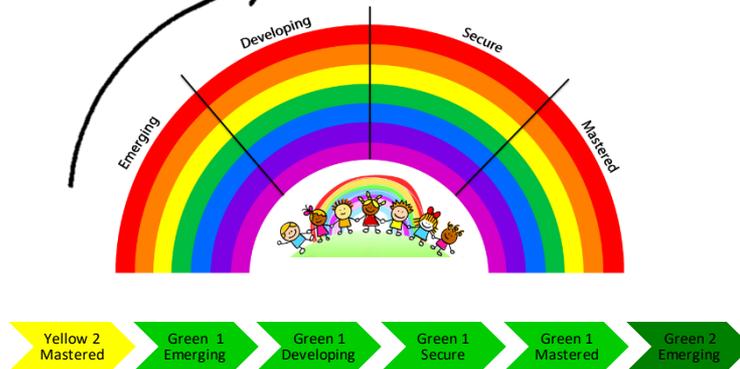
We assess children to see what they have learnt and to know where they need to go next.

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.

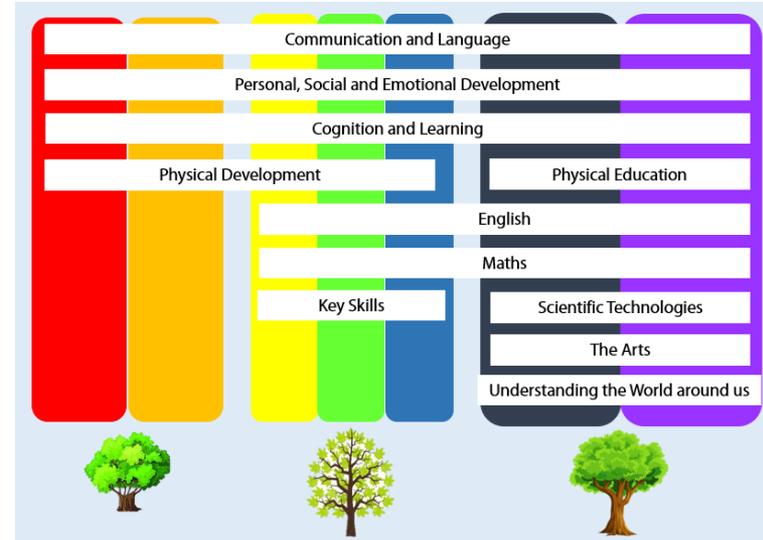
Our Assessment for All is based on a rainbow and shows the developmental steps children make in their learning.

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

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.



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.



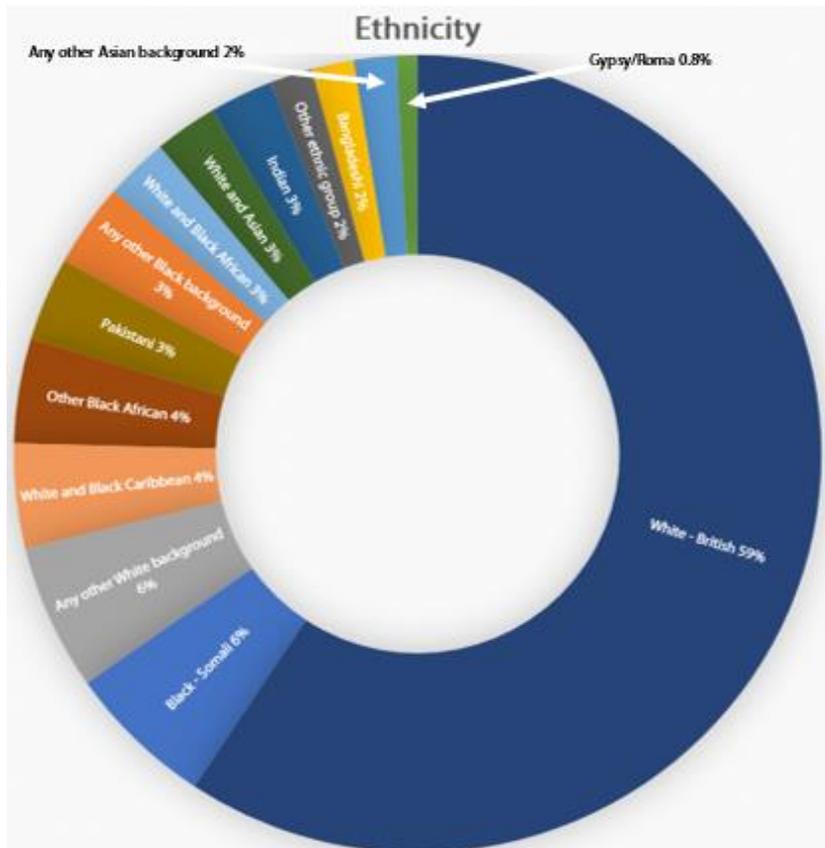


# Fairfields School

Our School Context:  
June 2019

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		
118	83:35	36	2	2	91.70%	17/118 – 14%

	EYFS		Key Stage 1		Key Stage 2			
	Nursery	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Year Group Total		16	16	19	20	13	16	18
Boys: Girls		13:3	10:6	15:4	14:6	9:4	10:6	12:6
Phase Total	16		35		67			



### Types of SEND across provision

- 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 ✓

### Summary Comment

Latest Self Evaluation (June 2019)

- Overall Effectiveness – Outstanding
- Effectiveness of Leadership and Management - Outstanding
- Quality of Teaching, Learning and Assessment - Outstanding
- Personal Development, Behaviour and Welfare - Outstanding
- Outcomes for Children and Pupils – Outstanding

Provision (age range): 3-11years

EHC Plans: 100%

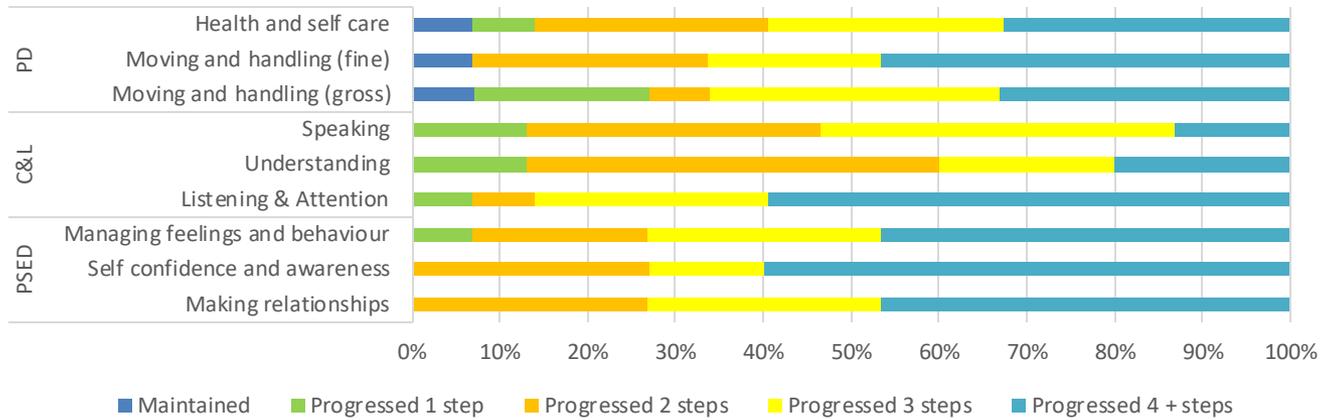
Specialist Provision: Teaching School, Conductive Education

## Summary of pupil progress

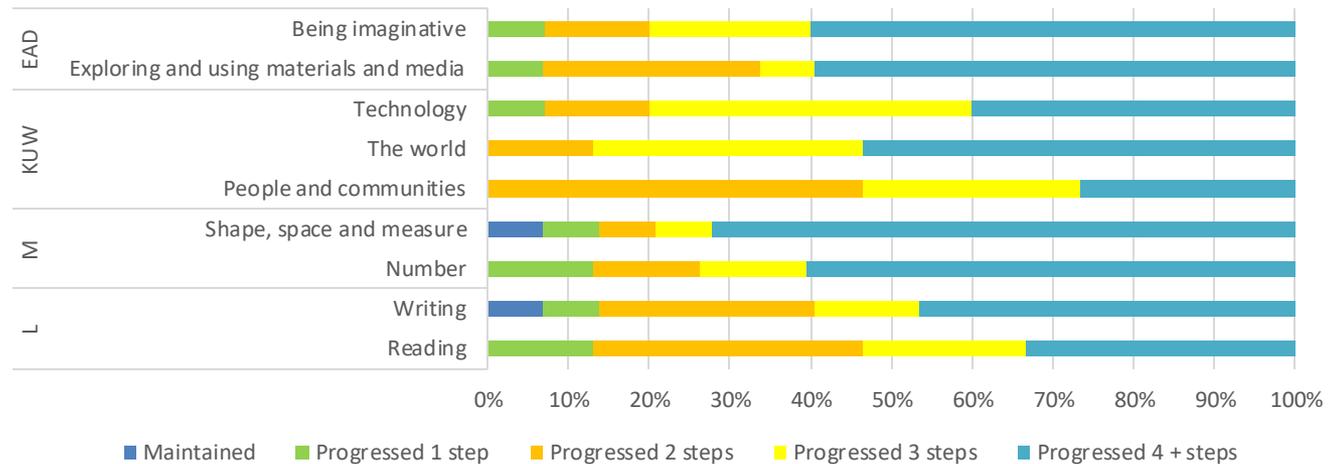
- The vast majority of pupils made substantial progress across the year, building on their previous successes. This progress includes personal development and academic achievement.
- Professional judgement shows that all children made excellent progress across the year.
- Pupils are remembering more and learning more and have many opportunities to use their knowledge and skills in a range of contexts. This helps prepare them for the next phase of their education.
- All our pupils consistently achieve highly and exceptionally well because our curriculum intent and implementation are embedded securely and consistently across the school.



## Progress in Prime Areas of Learning



## Progress in Specific Areas of Learning

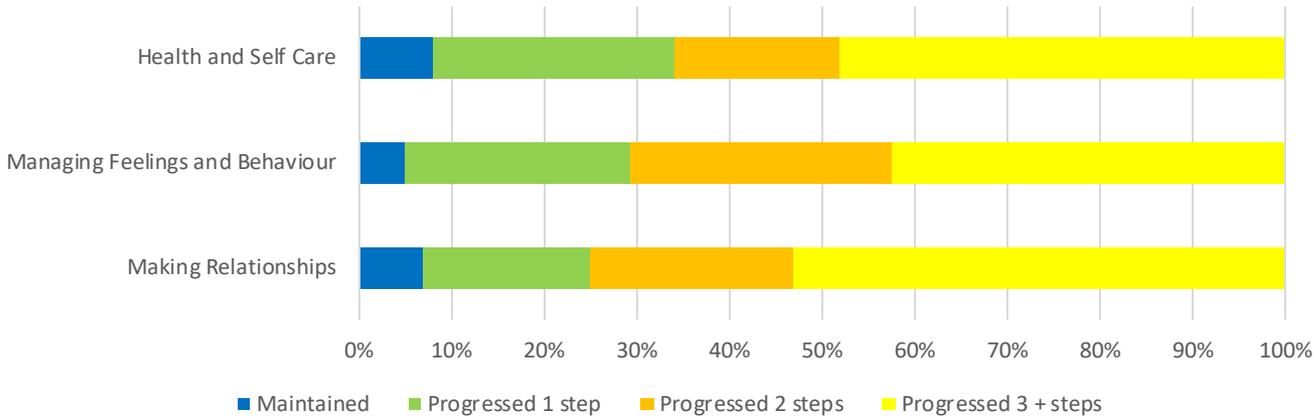


Pupil Outcomes 18/19  
Early Years

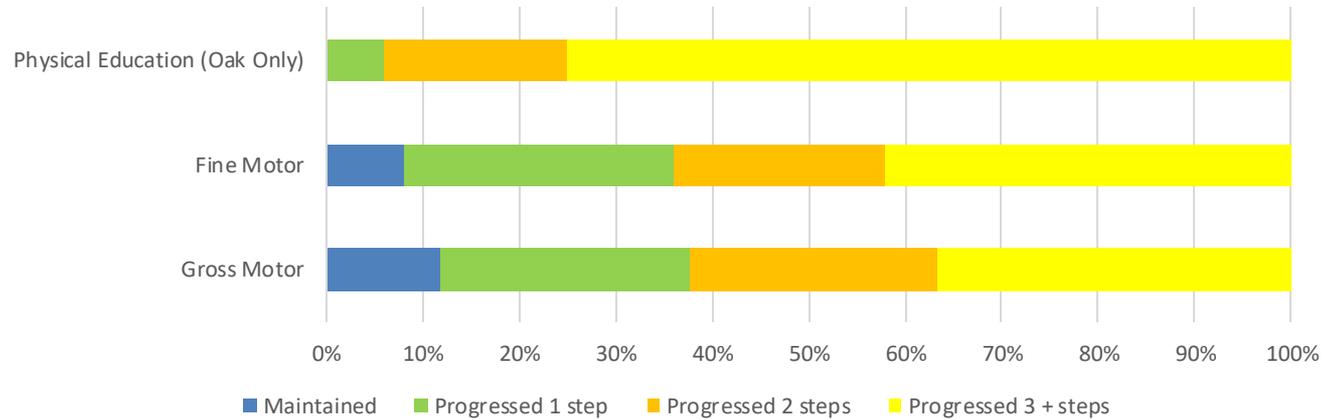


# Essential Learning Areas

## Progress in Personal, Social and Emotional Development



## Progress in Physical Development

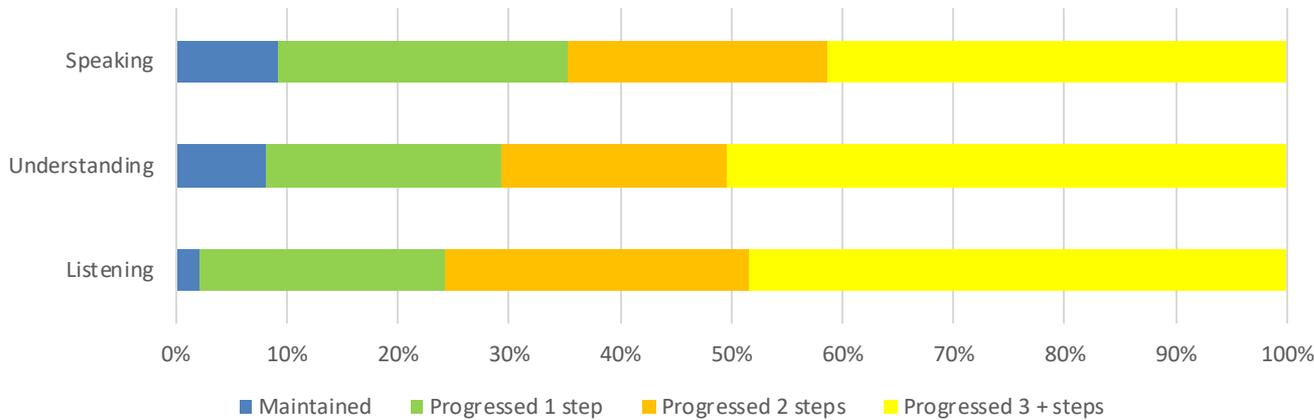


Pupil Outcomes 18/19  
Key Stage 1 and Key Stage 2

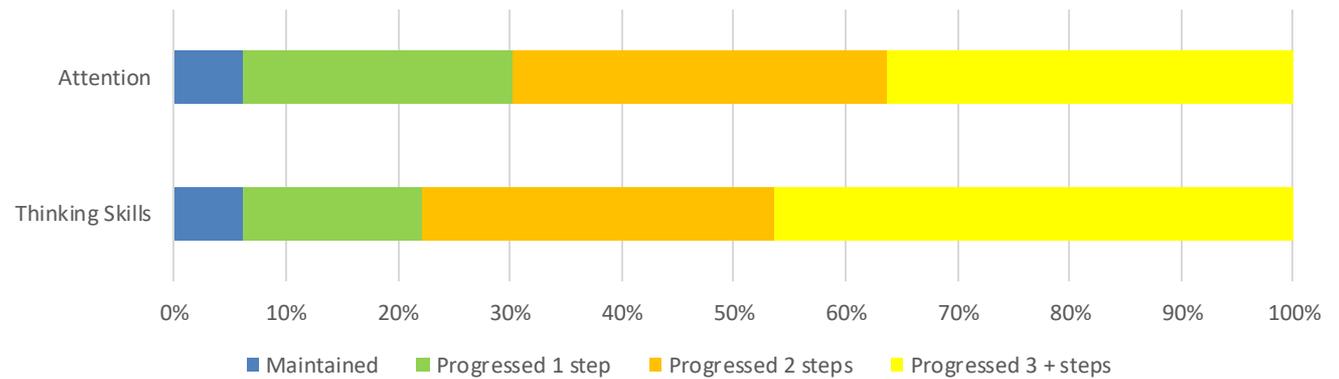


# Essential Learning Areas

## Progress in Communication and Language Development



## Progress in Cognition and Learning

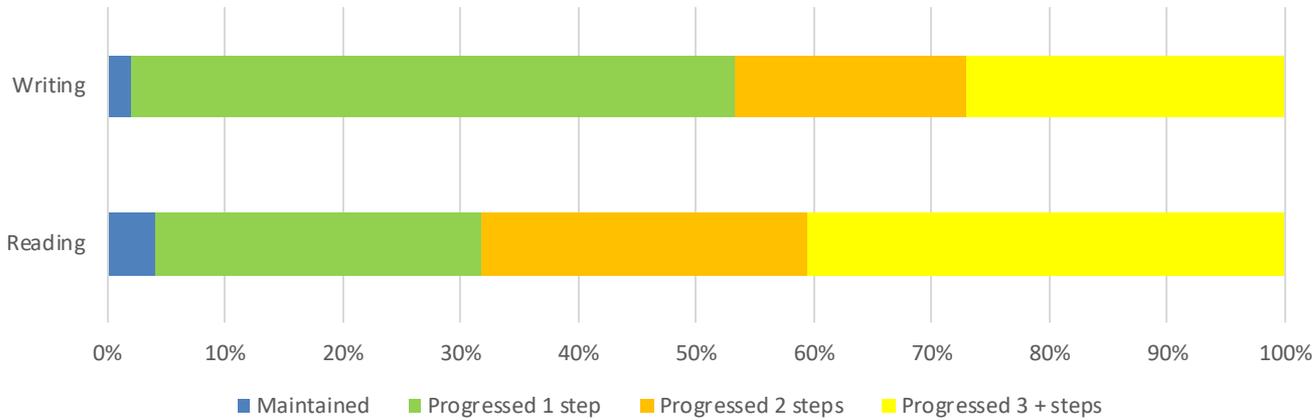


**Pupil Outcomes 18/19**  
**Key Stage 1 and Key Stage 2**

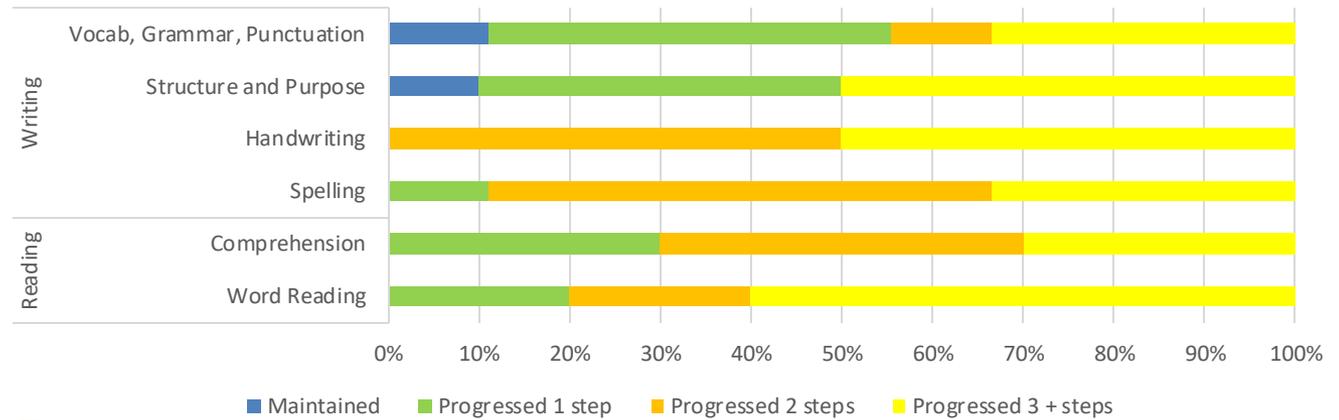


# Core Learning Areas: English

## Progress in English (Maple Learners)



## Progress in English (Oak Learners)

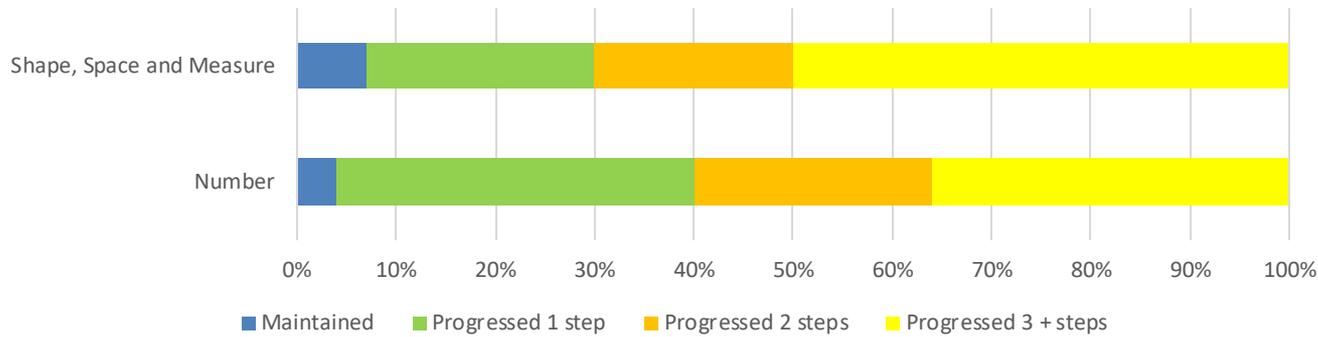


**Pupil Outcomes 18/19**  
**Key Stage 1 and Key Stage 2**

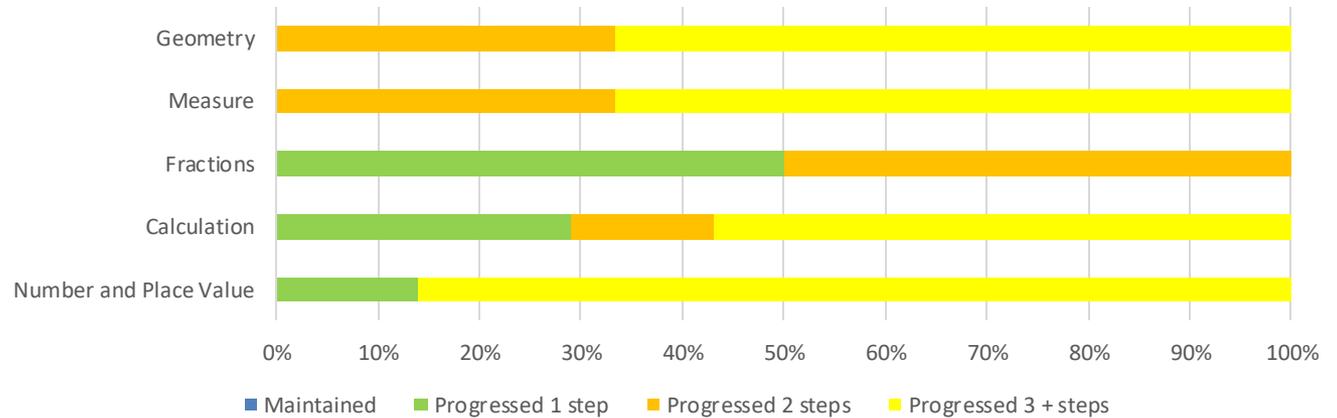


# Core Learning Areas: Maths

## Progress in Mathematics (Maple Learners)



## Progress in Mathematics (Oak Learners)



**Pupil Outcomes 18/19**  
**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.

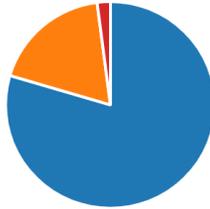
## Vulnerable Learners



#### 4. The school informs me about my child's progress

[More Details](#)

Strongly Agree	39
Agree	9
Strongly Disagree	0
Disagree	1
Don't know	0



#### 7. I am happy with the progress my child is making

[More Details](#)

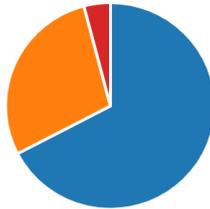
Strongly Agree	33
Agree	16
Strongly Disagree	0
Disagree	0
Don't know	0



#### 5. The school informs me about what my child is learning

[More Details](#)

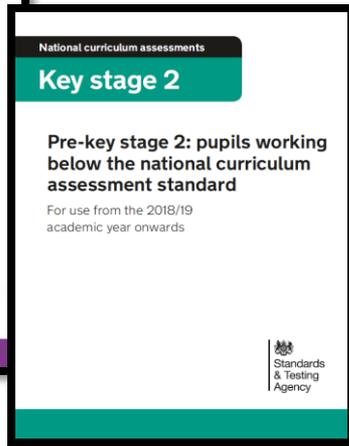
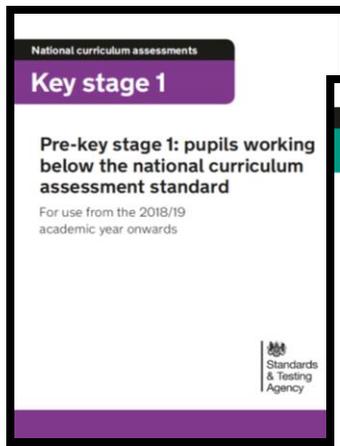
Strongly Agree	33
Agree	14
Strongly Disagree	0
Disagree	2
Don't know	0



I love that my child is so happy there and making so much progress.

Fairfields strive to continue to help my son achieve everything he needs.



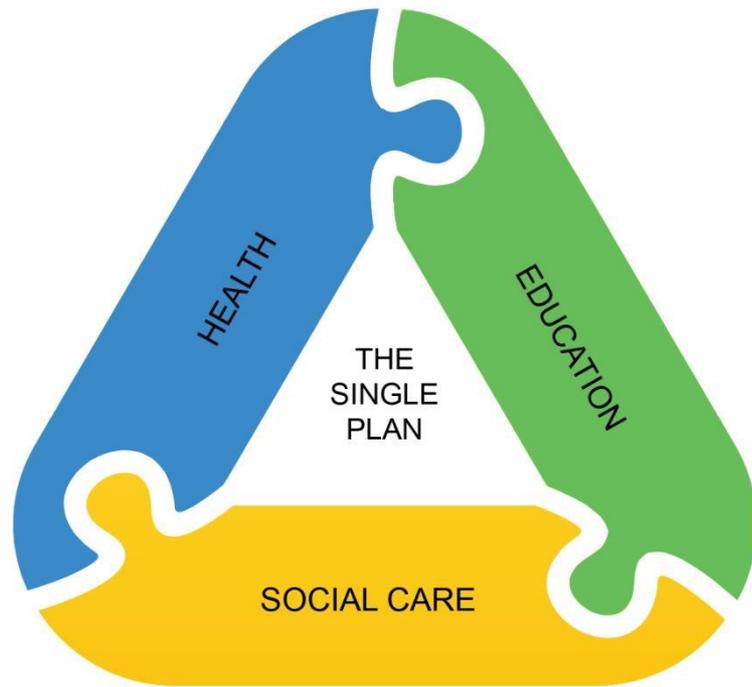


The Pre-Key Stage Standards are for pupils who are working below the overall standard of national curriculum assessments, but who are engaged in subject-specific study. These were made statutory for reporting end of key stage assessment judgement in academic year 2018/2019. Judgements are reported in Reading, Writing and Mathematics. For pupils working at a non-subject specific level, P scales were submitted. We have been piloting the Engagement Model materials. This has enabled us to give real value to the responses of pupils learning at the non-subject specific level.

		PKS	Non Subject Specific/ P Scale
End of KS1	Reading	8 / 19 – 42%	11 / 19 – 58%
	Writing	7 / 19 – 37%	12 / 19 – 63%
	Mathematics	6 / 19 – 32%	13 / 19 – 68%
End of KS2	Reading	7 / 18 – 39%	11 / 18 – 61%
	Writing	7 / 18 – 39%	11 / 18 – 61%
	Mathematics	8 / 18 – 44%	10 / 18 – 56%

# Pre Key Stage Standards





Within each pupil's annual review cycle over the year, it is clear that significant progress has been made by the majority of pupils, from their individual starting points. This has been evidenced by teaching staff through the monitoring of small step achievement towards ILP outcomes and other short steps detailed within pupils' EHCP's.

## Progress against EHCP Outcomes



# What are we working on next...

## EYFS

To ensure the needs of pupils working at Birth –20 months are clearly identified and assessed through the use of the Engagement model.

## Key Stage 1 & 2

To continue to ensure parents receive useful and clear information about how well their child is progressing

(Ofsted recommendation in the context of using the Assessment for All Framework).

To embed the engagement model as part the assessment practice for non-subject specific learners (Hazel) across the school, particular for pupils in Year 2 and Year 6 to inform statutory reporting.

