



Review of Attainment and Progress
 Fishbourne Primary School 2017/18
 Website Summary

At Fishbourne Primary School, we have developed a 'Key Indicators of Progress' document which gives us a shared language through which to describe the progress children make during their time at our school. This takes into account not only of data, but also a range of other indicators including: lesson study and learning walks, book looks, closing the gap meetings and pupil conferencing. We have developed this document because **we believe that the progress children make over a year or key stage in school cannot easily be captured through a brief snapshot on a given day.** This document can be found on our website under 'About Us' and 'Assessment'.

These pages summarise our End of Year assessment results for 2017/18:

Early Years

Schools are judged on how many children have achieved a Good Level of Development (GLD). 71% of children in Early Years achieved a GLD at Fishbourne Primary this year. The difference in achievement between boys and girls has reduced this year. Progress in reading through EYFS was strong with 60% of children making rapid progress and 33.4% of children making typical progress. In writing, 53% of children made typical progress and 30% rapid. In maths, 43% made rapid progress and 50.4% typical.

Year 1 - Phonics Screening

83% of the current Year 1 class passed the phonics screening. 83% of the current Y1 cohort passed the phonics screening, this compares to 77% in 2017, 83% in 2016, and 77% in 2015 (national average was 81%). 100% of those children who re-took the phonics screening in Year 2 passed.

Year 2 - Teacher Assessments

The school has significantly increased attainment in R, W and M since 2016 and the children are attaining significantly above national average in both reading and writing: a 36.7% increase in reading, 56.7% increase in writing and 23.4% increase in mathematics. The number of children achieving greater depth in writing has also significantly increased over the last 3 years: 0% in 2016, 10% in 2017 and 16.7% in 2018. Provision of opportunities for our higher attainers to achieve GDS is a key priority on the School Development Plan 2018-19.

	P-levels	Working towards	Met or better	Greater depth	National met	County met
Maths	3%	20%	77%	10%	76%	74%
Writing	3%	17%	80%	17%	70%	66%
Reading	3%	14%	83%	17%	75%	75%

Year 6 -

Attainment in reading, writing and maths is broadly in line with national average although just below for combined.

Attainment in the GPS test is below that of writing, this is a pattern identified throughout the school and therefore forms one of our core priorities in the School Development Plan - increasing attainment and progress in GPS by - securing teacher subject knowledge and teaching grammar through modelled writing.

Attainment of ARE in reading and writing at the end of KS2 does not show any significant trends over the last three years, while attainment in mathematics has shown a steady increase of 5.4% since 2016. However, progress scores in maths have fallen over the last three years. During this time, we have introduced White Rose maths materials and have had a focus on conceptual teaching of mathematics and use of visuals and manipulatives. This academic year, we are working to develop base lining and 'intelligent practice' throughout school- this forms a key development in the spring term of our School Development Plan.

In writing, there has been an increase of 6.4% of writers achieving GDS since 2016. However, based on their Prior Attainment Groupings, a higher proportion of children should have achieved GDS and this is reflected in 2018/19 school development planning.

Progress scores in 2018, broke the improving trend seen in reading and writing progress scores in 2017. In order to achieve positive progress scores, over 50% of the class needed to achieve GDS in writing. In the coming year, there will be an uncompromised focus on supporting our more able learners to make the accelerated progress they need to achieve GDS.

Teacher Assessments

	Pre-key stage	Working towards	Met or more	Greater depth
Maths	3%	27%	70%	
Reading	3%	3%	93%	
Writing	3%	17%	77%	13%

Year 6 Test Results

	% who have met + ARE at Fishbourne	% working at greater depth at Fishbourne	2018 National		2018 County	
			ARE	Greater depth	ARE	Greater depth
Maths	73%	17%	76%	24%	73%	20%
Reading	77%	30%	75%	28%	76%	28%
GPS	70%	33%	78%	34%	75%	30%
Writing (teacher assessment)	77%	13%	78%	20%	75%	13%
Combined	60%	3.3%	64%	10%	61%	7%

Average Scaled Scores

Additionally, this year schools are measured by looking at scaled scores. These measure the average of each child's standardised scores in each subject. Scaled scores run from 80-120 with 100 being the expected standard.

	Fishbourne	National (2018)
Maths	102	104
Reading	106	105
GPS	104	106

Progress measures

	2016	2017	2018
Maths	-0.4	-1.34	-3.1
Reading	+1.6	+1.84	-0.4
Writing	-2.5	-1.23	-3