



Review of Attainment and Progress Fishbourne Church of England Primary School 2022/2023

*Children do not learn in a linear way...
their minds flip and switch, weave, retread, dip and soar across a year!*

At Fishbourne, we are passionate about supporting every child on their unique journey through school. We seek to personalise children's journey of learning during their time with us to ensure that they make the best possible progress and we do this by getting to know them as well as possible as learners. As a learning community, we have reflected carefully on what we want to know about our children's learning and how we will use this knowledge to help us to make a difference to the education we provide within school. Ultimately, we want to know where the challenges are, how our children develop over time, where to focus our efforts and whether or not these actions have been effective.

This is the first year since 2019 when national curriculum assessment has returned to the usual pattern and we are in a position to report our outcomes in Early Years, phonics, key stage one, multiplication checks and key stage two. This gives us an opportunity to reflect on our priorities for supporting children's learning and celebrate the progress that they have made during a time of huge academic and social disruption.

Key Stage 2 Attainment and Progress:

% of children in Key Stage 2 meeting Age Related Expectations					
Key Stage 2	Reading	Writing	Maths	GPS	Combined (RWM)
School	87%	76%	74%	76%	70%
Local Authority	72%	66%	70%	69%	54%
National	73%	71%	73%	72%	59%
% of children in Key Stage 2 at Greater Depth					
Key Stage 2	Reading	Writing	Maths	GPS	Combined (RWM)
School	27%	23%	20%	27%	13%
Local Authority	29%	9%	20%	25%	5%
National	29%	13%	24%	30%	8%

Scaled Scores			
Key Stage 2	Reading	Maths	GPS
School	106.1	103.9	104.6
Local Authority	105.1	103.5	104.1
National	105.1	104.2	104.9

Progress between Key Stage 1 and Key Stage 2			
Key Stage 2	Reading	Writing	Maths
School	+1.2	+1.1	-0.1
Local Authority	*	*	*
National	*	*	*

**This data has not been published yet and will be added during the autumn term 2023.*

Year 4 Times Table Check:

The Multiplication Tables Check (MTC) is a key stage 2 assessment to be taken by pupils at the end of year 4. The MTC's purpose is to ensure the times tables knowledge is at the expected level. The Multiplication Times Tables Check is an online test where the children are asked 25 questions on times tables 2 to 12. For every question, the children have 6 seconds to answer, and in between the questions, there is a 3-second rest. Questions about the 6, 7, 8, 9, and 12 times table come up more often. The questions are generated randomly based on the rules of the MTC.

In 2023, the average raw score was 23.6 out of a possible 25 marks. 57% of children at Fishbourne Primary scored full marks.

Key Stage 1 Attainment:

% of children in Key Stage 1 meeting Age Related Expectations			
Key Stage 2	Reading	Writing	Maths
School	46%	46%	53%
Local Authority	67%	56%	68%
National	68%	60%	71%

% of children in Key Stage 1 at Greater Depth			
Key Stage 2	Reading	Writing	Maths
School	3%	3%	0%
Local Authority	14%	5%	11%
National	19%	8%	16%

Year1 Phonics:

The Phonics Screening Check is a test for children in Year 1. Children take it during June in a one-to-one setting with a teacher. Whilst children learn phonics to help them with both word reading and spelling, the Phonics Screening Check only tests their skills at word reading.

School	90%
Local Authority	77.7%
National	78%

Early Years:

Children are defined as having reached a Good Level of Development (GLD) at the end of the EYFS if they have achieved at least the expected level for the ELGs in the prime areas of learning and the specific areas of mathematics and literacy.

School	80%
Local Authority	67%
National	67%

Reflections:

The senior leadership team support the teaching team to reflect at the end of the academic year as our internal and external data is collected – looking for trends and areas of strength or improvement. These reflections then feed into the EXPLORE stage of our school development plan as we look for ways to develop our practice throughout school. On the whole, we were very pleased with our results at the end of KS2, in our multiplication check, phonics screening and outcomes in Early Years where our children have consistently achieved higher than both National and Local Authority trends.

We are very aware that our Year 2 cohort need additional support in place to enable them to close the gaps that have emerged as a result of the pandemic. Our focus on being ready to learn and high expectations are key for this cohort of children and we will continue our focus on personalizing children's learning to ensure that they make rapid progress from their own starting points.

