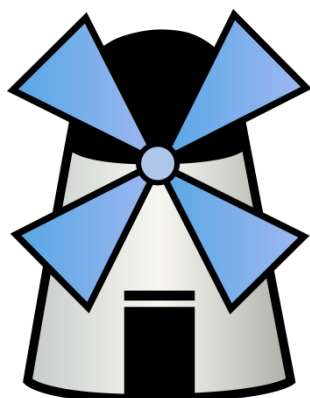


# FULWELL INFANT SCHOOL ACADEMY



## SCHOOL PERFORMANCE SUMMARY 2019



## OUTCOMES

It is clear that children's attainment across school continues to be at a high level. This is consistent across all year groups. Progress continues to be positive despite challenges presented by high prior attainment in Early Years Foundation Stage and the increased expectations for KS1 assessments in 2019.

The headline figures are:

### YEAR 2 ATTAINMENT

2019 YEAR 2 ATTAINMENT	FISA 2019		National 2018 (GD)	Difference - National 2018
	Expected +	Higher (GD)		
% of the year group attaining at least the expected level in <b>READING</b> (% attaining the HIGHER level)	88%	38%	75% (26%)	+13%
% of the year group attaining at least the expected level in <b>WRITING</b> (% attaining the HIGHER level)	85%	22%	70% (16%)	+15%
% of the year group attaining at least the expected level in <b>MATHS</b> (% attaining the HIGHER level)	91%	35%	76% (22%)	+15%
% attaining the expected level in reading, writing and maths	85%			

\*\* Results include 1 child with Education Health Care Plans (EHCP) WHO WAS DISAPPLIED from testing.

Prior attainment for this cohort in EYFSP 2017:

2017 RECEPTION CLASS ATTAINMENT	FISA 2017		
	Expected +	Higher (Exceeding)	Diff at exp+
% of the year group attaining at least the expected level in <b>READING</b> (% attaining the HIGHER level)	84%	22%	+4% in KS1
% of the year group attaining at least the expected level in <b>WRITING</b> (% attaining the HIGHER level)	82%	15%	+3% in KS1
% of the year group attaining at least the expected level in <b>MATHS</b> (% attaining the HIGHER level)	84%	19%	+7% in KS1

The EYFS attainment is a 'best fit' judgement.

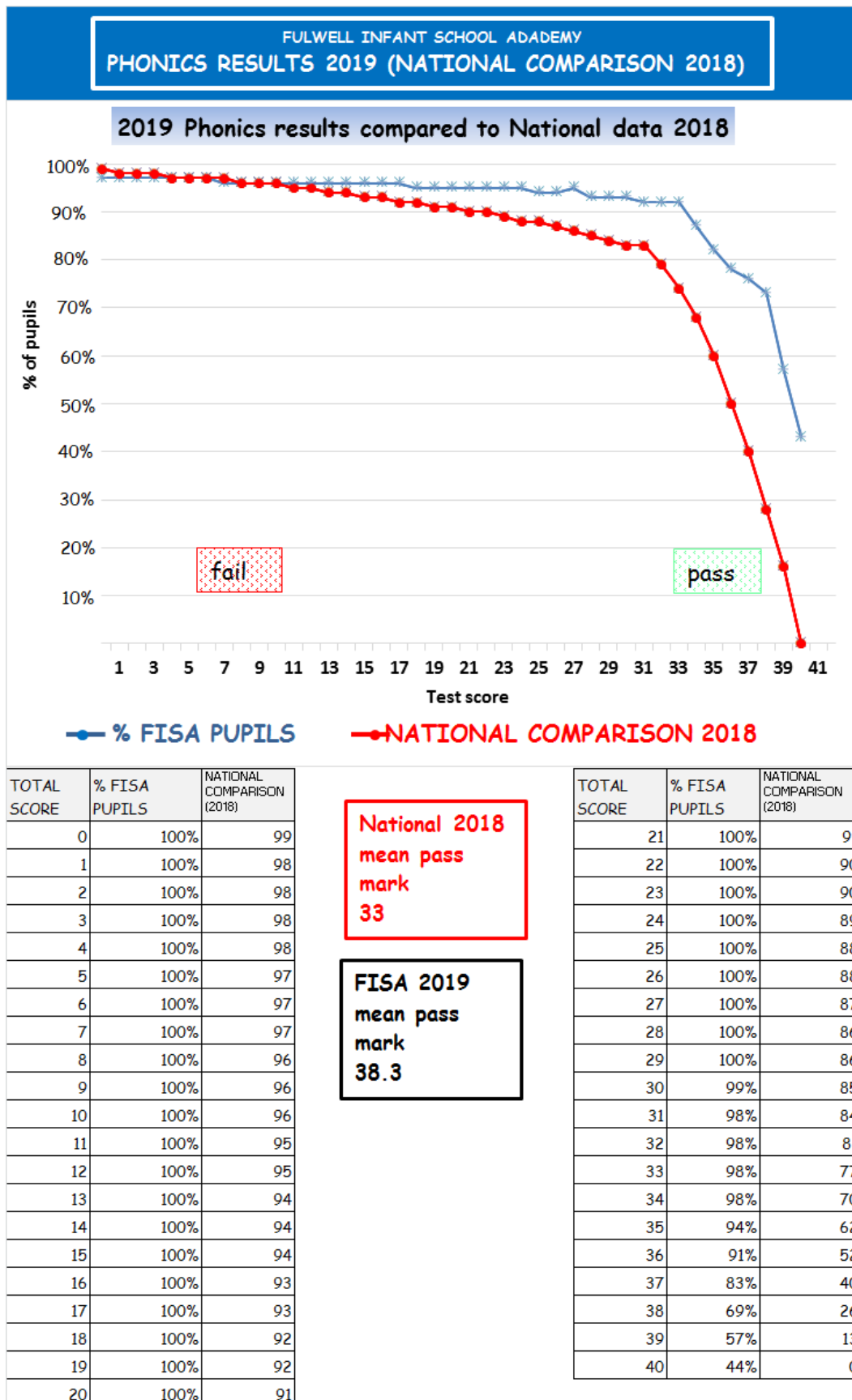
In comparison to their prior attainment, the Year 2 children performed above what we would have expected, making significant gains in their attainment. The impact of Inspire maths can be seen with 91% of the cohort achieving the expected standard. Reading remained equal to the results in 2018, but writing improved to 85% which was very pleasing. However, getting more children to the greater depth standard in writing will be a target for next year, alongside developing children's reading and reading comprehension through the introduction of class readers. We will continue to focus on the accuracy of spelling, punctuation and grammar within children's writing.

#### SCHOOL IMPROVEMENT TARGETS 2020

1. Introduce class reading to develop both fluency and comprehension, improving the % of children achieving Greater Depth.
2. In writing, develop further the accuracy in spelling, punctuation and grammar within a rich writing curriculum that evidences standards within foundation subjects.
3. Improve the % achieving GDS in writing.
4. In maths deepen greater depth challenges to sharpen children's ability to reason.
5. Develop fluency in rapid recall of number facts.

# YEAR 1 PHONICS

The Year 1 cohort includes 1 child with an EHCP. The children attained 98% pass in the phonics screen with an average passmark of 38.3 marks. In 2018 the average mark was 37 (35.8 in 2017). (32 being the pass mark). This is a commendable outcome.



## RECEPTION Good Level of Development (GLD)

This equates to meeting the expected standard in the first 12 Early Learning Goals, including reading, writing and number.	% of children					
	ALL 90 children	SEN 8 children	PP 4 children	EAL 2 children	BOYS 42 boys	GIRLS 48 girls
<b>Good Level of Development</b>	80.2%	37.5%	75%	100%	79%	83%

This year group made outstanding progress to reach these standards, fully supported by the evidence in their books. They are well prepared to enter year 1. The average point total is **37 points (National APS 2017 34.5 points)**.

2019 RECEPTION CLASS ATTAINMENT	% at expected +
% of the year group attaining at least the expected level in <b>READING</b>	81%
% of the year group attaining at least the expected level in <b>WRITING</b>	82%
% of the year group attaining at least the expected level in <b>MATHS</b>	85%

**The results above sit comfortably with our current Ofsted judgment and we will continue to support other schools, as a National Support School / Academy Sponsor in developing their practice to achieve similar standards to our own in the coming year.**

**Wendy Angus  
June 2019**