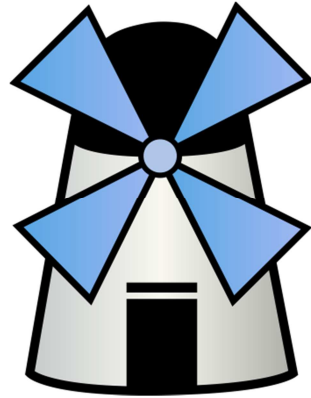


FULWELL INFANT SCHOOL ACADEMY



**SCHOOL PERFORMANCE  
SUMMARY 2017**



## 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 2017.

The headline figures are:

### YEAR 2 ATTAINMENT

2017 YEAR 2 ATTAINMENT	FULWELL INFANTS 2017		National 2016	Difference - National 2016
	Expected +	Higher (6D)		
% of the year group attaining at least the expected level in <b>READING</b> (% attaining the HIGHER level)	87%	40%	74%	+13%
% of the year group attaining at least the expected level in <b>WRITING</b> (% attaining the HIGHER level)	84%	29%	66%	+12%
% of the year group attaining at least the expected level in <b>MATHS</b> (% attaining the HIGHER level)	89%	34%	73%	+16%
% attaining the expected level in reading, writing and maths	82%		60%	+22%

*Prior attainment for this cohort in EYFSP 2015:*

2015 RECEPTION CLASS ATTAINMENT	FULWELL INFANTS 2015		2017 comparison	
	Expected +	Higher (Exceeding)	Difference 2015-2017	
			Expected +	Higher
% of the year group attaining at least the expected level in <b>READING</b> (% attaining the HIGHER level)	86%	26%	+1%	+14%
% of the year group attaining at least the expected level in <b>WRITING</b> (% attaining the HIGHER level)	84%	30%		-1%
% of the year group attaining at least the expected level in <b>MATHS</b> (% attaining the HIGHER level)	90%	27%	-1%	+7%

*The EYFS attainment is a 'best fit' judgement.*

In comparison to their prior attainment, the Year 2 children made good progress to improve their performance in reading whilst maintaining it in writing and almost maintaining it in maths. Gains made at the higher level were significant in reading and maths at +14% and +7%. In writing, the higher level dipped in KS1 by -1% the impact of children having to achieve ALL aspects, including handwriting, rather than a 'best fit' judgement used in early years.

### YEAR 1 PHONICS

The Year 1 cohort includes 4 children with EHCP's and a fifth child who requires one. This equates to 6% of the 91 children with complex SEN. The children attained 91.6% pass in the phonics screen with an average pass mark of 35.8 (32 being the official 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	SEN	PP	EAL	BOYS	GIRLS
	95 children	12 children	7 children	3 children	50 boys	45 girls
<b>Good Level of Development</b>	<b>81%</b>	<b>33%</b>	<b>86%</b>	<b>0%</b>	<b>76%</b>	<b>87%</b>

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.

2017 RECEPTION CLASS ATTAINMENT	% at EXPECTED +
% of the year group attaining at least the expected level in <b>READING</b>	84%
% of the year group attaining at least the expected level in <b>WRITING</b>	83%
% of the year group attaining at least the expected level in <b>MATHS</b>	84%

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. Our focus will be 'writing' and vulnerable groups - boys, EAL and SEN.