



Fleet Primary School

Fleet Road Hampstead London NW3 2QT

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Headteacher: Don McGibbon



Attainment and Progress Data Overview of outcomes—2017-18

We are proud of the hard work that the children and teachers do here at Fleet. Many of our children come in well below age expected levels in terms of their development and by the time they leave us they've made good progress and in general are in line with national expectations. Our data trend over the last 3 years shows this in most areas.

Our most recent key stage results are shown below. To see more detail on these follow the data dashboard links below, however these can sometime take time to be updated by the DfE so check which academic year it is showing.

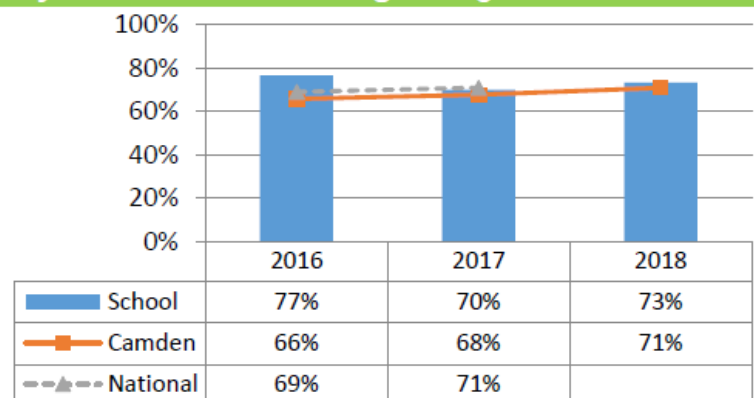
This data presented below is our most recent, although this data is currently unvalidated, meaning any children who the DfE would take out (such as children arriving in the country new to English in year 5 or 6) are still included.

EYFS

- The percentage of children achieving a good level of development remained above the national figure (72%) and the Camden average (71%) at 73%. This was up on our figure last year of 70%.

- What was especially pleasing with the EYFS data was the strength of the individual learning goals in the Prime and Specific areas. 13 of the 17 areas were over 90% and significantly above national, London and Camden in Communication and Language; Physical Development; Personal, Social and Emotional Development; Understanding the World and Expressive arts, designing and making. This highlights the strength of the learning experience our children receive in our Early Years setting through the provision on offer.
- Literacy we were exactly in line with national at 73%. Maths was the only area to see us scoring below national – we were effectively one child down on the national percentage. Given that the percentage of SEND in this class was 10% which while roughly in line with the national average of 8% does not tell the story of the level of the SEND present – all of these 10% of the class (3 children) now have EHC provision which was being applied for while in reception – the national average for this age is 1%. 40% of this cohort were disadvantaged compared with only 24% nationally (2017 figure; 2018 not yet known). To be above National in so many areas of learning is a huge success.
- There was a gap seen between boys and girls which was in line with that seen nationally, namely a higher percentage of girls reaching a good level of development than boys. In many of the individual areas there was no gap, however, in some areas (Reading, Writing and Maths) the presence of a gap meant overall for GLD the gap was there. It is worth noting that from this cohort.
- This gap was also seen in Disadvantaged children, again as it is nationally. As with gender in some individual areas there was no gap (in fact in some areas such as Listening and Attention, Moving and Handling, Health and social care for example) disadvantaged pupils outperformed non-disadvantaged. Again the main difference to GLD was down to the difference between these groups in attainment in reading, writing and maths with the non-disadvantaged children performing better. These were the only areas our disadvantaged and non-disadvantaged pupils did not outperform national averages.
- 100% of our autumn born children made a good level of development and 89% of the Spring born children did too. Only 30% of the summer born children made good level of development. This group was overrepresented in the disadvantaged group with 60% of the summer born considered disadvantaged compared to less than 20% of the Autumn born children.

Early Year Foundation Stage - % good level of devt.





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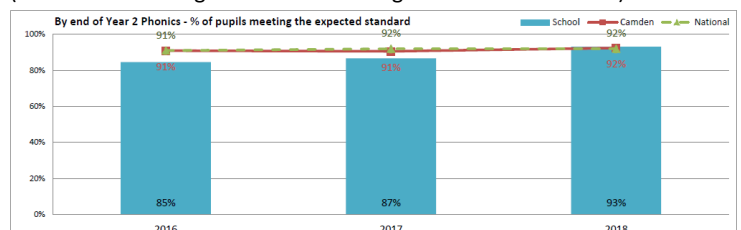
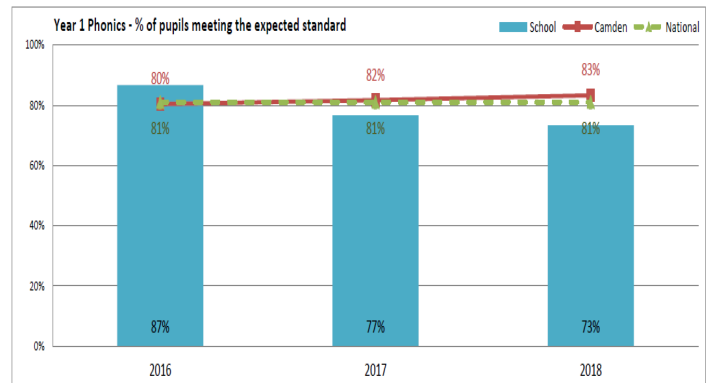
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Phonics

- Our Year 1 Phonics screening results were down on last year at and below national (81%) at 73%. This shows a 3 year slightly downwards trend. The cohort who achieved 86% in 2016 was a year 1 class with a smaller amount of SEND (7% compared to 13%), disadvantaged pupils (30% compared to 37%) and mobility (0% compared to 7%) than the 2018 class.
- Girls did better than boys with 83% of girls reaching the expected standard and only 58% of boys. This was in line with the level of SEND present in this cohort being predominantly boys. 1 of these children has since been given an EHC.
- Of the 8 children who did not reach the expected phonics standard, 5 are SEND. 4 of them have quite complex needs and were already working with external agencies, such as educational psychology and speech and language therapists, to support learning as they were significantly developmentally behind. It may be that moving forward this group do not use the phonic approach to reading and instead will be taught a more whole word approach. This will be evaluated in year 2 as they further develop and a judgement is made as to if phonics is appropriate for these individual children. Pass % when you take out the SEND children is 85%.
- Of the 3 who are not classed as SEND and did not pass. 1 is a child with high levels of Social services input and a history of poor attendance – less than 90% in both Reception and Year 1 (their 2 older siblings both have learning needs of an EHC level).
- 7 year 2 children retook the test in Year 2 and 5 of them passed. This brought year 2 up to 93% - in line with Camden and National (92%) and showing a 3 year upward trend.





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End of KS1

Attainment overall:

- The percentage of children reaching at least the Expected standard in Reading and Writing were both higher than last year (77%→80% and 57%→73% respectively) and higher than the National standard in both (75% and 70%). This is the first time in the last 3 years we have achieved writing above national for KS1. Our results in Maths were the same as last year at 77% and slightly above national of 76%.
- More children achieved Greater Depth in Reading and Maths this year than last, both roughly in line with national (reading: 27%→30% compared with 25% nationally; Maths: 10%→20% compared with 22% nationally). Writing the same number as last year achieved this feat but we are below national for this figure (7% compared to 16%)

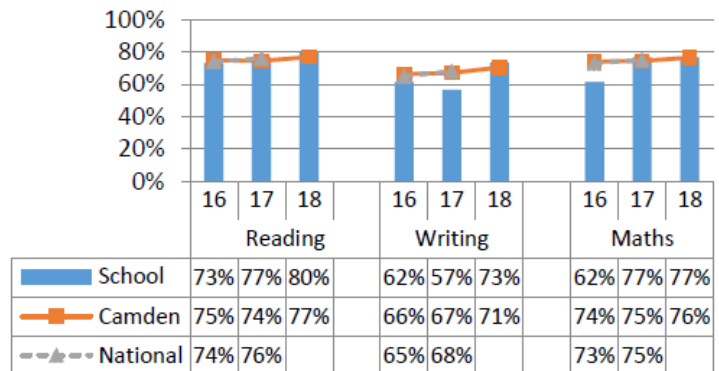
Prior Attainment

- Children leaving reception as 'emerging' made more than expected progress in reading & writing at a rate above National to reach 'expected' at the end of KS1.
 - 50% of these children (3 out of 6) went from 'emerging' in reading at the end of EYFS to 'expected' at the end of KS1 compared to only 34% nationally.
 - 43% of these children (3 out of 7) went from 'emerging' in writing at the end of EYFS to 'expected' at the end of KS1 compared to only 28% nationally.
 - In maths none of the 4 children assessed as 'emerging' at the end of EYFS made accelerated progress to 'expected' at the end of KS1.
 - The percentage of children assessed as 'expected' at the end of EYFS in reading and writing who converted to 'expected or above' at the end of KS1 was slightly down on national—equivalent to two children (Reading 81% compared to 87%; 78% compared to 84%). These children are ones who, since EYFS, have been identified as having some kind of SEND. This barrier has become more pronounced as the children have developed and expectations to reach end of year expectations are higher. In maths it was roughly at national (85% compared to 87%).

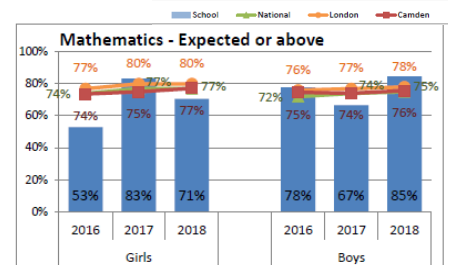
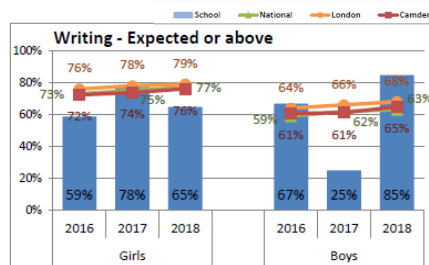
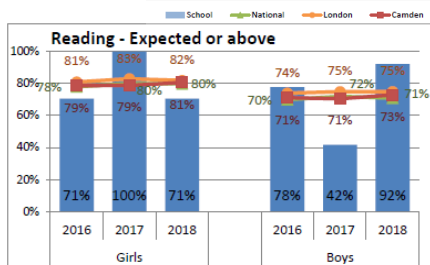
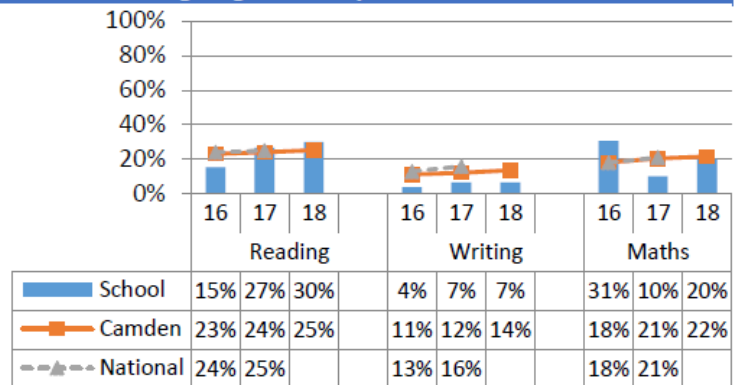
Gender

- Across all subjects Boys outperformed Girls. This was a girl heavy cohort (17:13). This was the opposite picture seen nationally in terms of the boy/girl gap. Our boys outperformed nationally while our girls underperformed nationally.
 - One point to note that with this cohort relates to the level of English as an additional language (EAL). The school has a large proportion of EAL children—well above national (56% last year in the whole school—60% of this year 2 cohort, compared to only 21% nationally). While for many of the children classed as EAL in school there is still a rich and varied English speaking experience out of school that supports learning. This particular cohort has more children for whom EAL is of a nature that impacts on their learning more (parents with limited skills in English). This is particularly the case for the EAL girls in the class.

KS1 - % working at the expected standard or above



KS1 - % Working at greater depth





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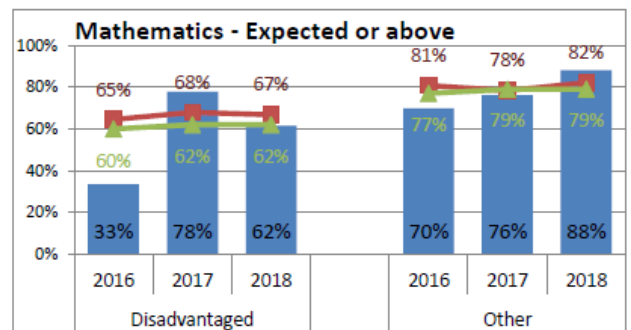
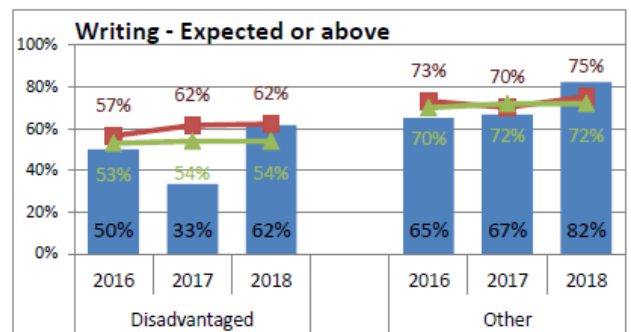
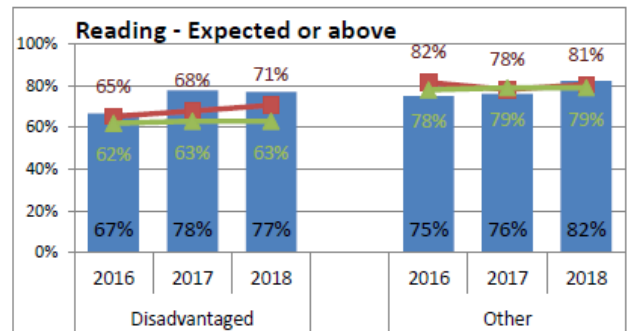


Attainment and Progress Data Overview of outcomes—2017-18

End of KS1 (continued):

Disadvantaged—children in receipt of the Pupil Premium

- Context—54% of this group are also EAL and 39% have been identified as having a SEND.
- Twice the national average of children in year 2 were considered 'disadvantaged' - 48%. The national overall figure for primary school from 2017 was 24% (2018 figure not yet available). This is our highest figure in year 2 in the last 3 years (23% in 2016; 30% in 2017)
- In reading there was a small in school difference between 'disadvantaged' and 'other' (77% compared to 82%). Both above their national counterparts and with a closing of the gap compared to national gap for reading (5% difference compared to 16% nationally).
- We saw the same situation in writing and our increase on the previous year for 'disadvantaged' children was an almost doubling of the percentage of 'disadvantaged' children meeting 'expected' standard (from 33% to 62%). We had more 'disadvantaged' children in this cohort than last year (13 compared to 9). So in real term this means 3 of the 9 children made 'expected or above' in writing last year compared to 8 of 13 this year. Although they outperformed their national counterparts the gap with 'other' in school was slightly bigger than that seen nationally. (20% compared to 18% nationally).
- In maths our figure of 62% was the same as national for 'disadvantaged' children and again the 'other' children outperformed them. Our 'other' being above national (88% compared to 79%). This means the in school gap was slightly larger than nationally (26% compared to 17%). For a class this size and context it reflects roughly one child less compared to national.
- At greater depth there was also a difference between 'disadvantaged' and 'other' seen in reading and maths—more 'other' children achieving this standard than 'disadvantaged'. In writing at this standard there was no difference between 'disadvantaged' and 'other'.



EAL

- 60% of the year 2 cohort had English as an additional language—representing 14 different languages.
- 83% of our children with English as an Additional Language achieved at least Expected in Reading – this was higher than the non-EAL figure of 75% and above national for this group (73%).
- Writing for EAL children was 78%, again above the non-EAL figure (67%) and national (69%).
- Maths too followed the same pattern, 78%, although the difference with non-EAL was less (75%) as was the gap with national (75%) – but still above.

Ethnicity

- There were 9 different Ethnicity categories represented. There was little variation between the various ethnic groups in this class other than could be explained by sample size differences or co-morbidity from other factors ('disadvantaged' or SEND).

SEND

- This is a class with 20% SEND. None of the children have an EHC. Girls are more represented in this class (24% compared to 15%) and of the SEND group 67% are girls. As mentioned in other sections these children were overrepresented in the groups that did not make expected levels as one would expect given the level of difficulty they have in cognition and learning. They did make progress over the year but in many cases not enough to be considered to be 'at expected' by the end of the year.
- 2 of the 6 SEND children achieved expected in reading; none of them achieved the standard in writing; 3 of them achieved it maths.



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Attainment and Progress Data Overview of outcomes—2017-18

End of KS2:

Class context:

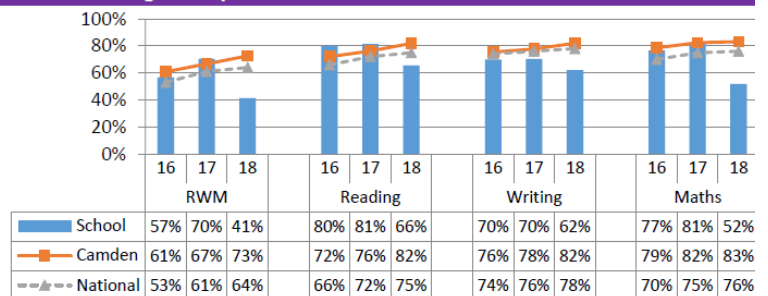
This was a class with a very high level of SEND. We had 13% of the class with Education Health Care Plans (EHCs). This compares with a national figure at year 6 of 1.9%. There were a further 2 children with a high level of need requiring input from Educational Psychology Services as well as other support services and 2 other children with milder SEND. Altogether this class had an overall 27% SEND (national average for year 6 is 17%). There was also a child who arrived in the class in year 6 from overseas with no English. This brought the total for whom there were significant developmental barriers to learning up to 30%. As well as developmental barriers this cohort had some children for whom there was a social-emotional barrier also, this often led to attendance issues—both from the main school day and from attendance at after school support sessions (overall 3 children = 10% of the class).

There was a 3:2 ratio of girls to boys in the class of 30. 50% of the class were EAL (national 21%). 37% of the class were classed as disadvantaged (24% nationally in 2017). 63% were non-white British (33% nationally). This class had 30% mobility since year 1.

Attainment overall:

- Our results in Reading, Writing and Maths decreased from last year (81%→66%; 70%→62% and 81%→52% respectively) All of these results were below the National figure for each subject.
- This year the percentage of children achieving the Expected standard in Reading, Maths and Writing combined was lower than last year (70%→41%) and below than the National figure of 64%.
- The percentage of children achieving Greater Depth also dropped from last year in all three subjects (R:17%; W:7%; M:7%; Combined: 3%)
- The average scaled scores were down from last year across all three tested subjects but all above the scaled score of 100 (R: 104.0; SPAG:103.2; M:101.1). National is R:105; SPAG:106; M:104.
- 3 of the 4 children with EHC's were disapplied—therefore they do not count towards this average. However, 1 EHC, the child new to English and the 2 child with very complex SEND do. If they are removed as well the average for the class is—R:105.1; SPAG 104.2; 101.8. So reading in line with national but SPAG and Maths still below.

KS2 - % reaching the expected standard or above



KS2—% reaching the expected standard or above minus the EHC children, other complex SEND children and a child new to English (based on remaining 23 children)

Subject	Reading	SPAG	Maths	Writing	Combined
School					
EXP+	78%	78%	61%	78%	52%
London	78%		80%	81%	69%
National	75%	78%	76%	78%	64%

Floor Standards and Coasting

For 2018 we were above the floor standard as we met the sufficient progress criteria. The floor standard is the minimum standard for pupil attainment and/or progress that the government expects schools to meet. For 2018, a school was above the floor if:

Floor standards	Definition	Result	CI	Above floor...	
				elements	overall
At least 65% meet expected standard in combined measure	> 65%	41%			
Sufficient progress in all three subjects	reading	> -5	-1.5	2.3	✓
	writing	> -7	-2.9	2.3	✓
	mathematics	> -5	-3.9	2.1	✓

- ◆ At least 65% of pupils meet the expected standard in reading, writing and maths
- ◆ The school achieves sufficient progress scores in all three subjects. At least -5 in reading, -5 in maths and -7 in writing.

We also do not meet the criteria to be considered 'coasting'. This definition is for schools where over time pupils do not fulfil their potential. Coasting would be where over 3 years, fewer than 85% of pupils achieve the expected standard at the end of primary school and average progress made by pupils is less than -2.5 in English reading, -2.5 in mathematics or -3.5 in English writing.

2018			Coasting over 3 years?
Definition	Result	Coasting?	
85%	41%	✗	NO
-2.5	-1.5		
-3.5	-2.9		
-2.5	-3.9	✗	



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End of KS2 (continued):

Combined Measure:

The combined measure was particularly low. Whereas, in the previous cohort, the intervention work to target children who were borderline, or weak in a single area was very successful, this year 7 children missed the combined measure in a single subject. This was disappointing.

- 1 missed just in reading—this was a surprise and we did not expect this child to miss it. On looking at his paper there was a number of questions missed in which it is clear the child 'skim' read both the question and the text to answer. Unfortunately for him one particular section he obviously picked up a negative instead of positive was related to more than one question and so he missed all the marks available in these 3 questions. He was a child who on teacher assessment was assessed 'At expected'. He received out of school tutoring—the 'skim' technique did not serve him well. This child was targeted to pass the test.
- 2 missed just on writing—1 was a child with an EHC. While he made huge amounts of progress in his writing he did not make it to age expected levels. The other child just missed age expected. He was a reluctant writer. He fell down on his grammar into his writing—especially punctuation, although he could do this in isolation and passed the SPAG test, it was not consistent enough in his writing. 1 of these children had been targeted to pass writing.
- 4 missed just in maths— 2 children missed with scores of 98 and 99. Both were part of intervention groups but on the day missed out in the test. They were insecure with using and applying. The other 2 children missed with scores of 95. Also, both given extra tuition which ultimately was unsuccessful in filling the gaps they had in number and using and applying. All 4 of these children had been targeted to pass maths.

Progress Scores

Progress scores for this cohort are calculated by looking at the National Curriculum level achieved at the end of KS1. An average scaled score at the end of KS2 is then calculated for all children who achieved the same NC level. So for example, they group all the children who achieved a 2B at the end of KS1 and work out the average scaled score for this group. If a child's individual scaled score is above the average their progress is positive. If it is below, their progress is negative. If they achieve the same scaled score as the average progress for their group of KS1 attainment then their progress score would be '0'. As the start point is the KS1 outcome the reliability of teacher assessment at KS1 is key. Also, mobility can then become a factor with children having a KS1 score from one school but their KS2 score from another.

- Our Progress Scores were down on last year and below national for all three subjects with writing and maths being 'significantly below' the national average (this means that the score and confidence interval is wholly below zero). Scores were Reading -1.5; Writing -2.9 and Maths -3.9.

Prior Attainment—this measure comes with a caveat in the way prior attainment is calculated. A child's prior attainment band is calculated using a formula which uses attainment points from reading, writing and maths—the band is then applied to all subjects individual. Then at the end of KS2 the prior attainment judgement based on 3 subjects is applied to each subject individually—so it is not, for example, a true 'maths' prior attainment compared to 'maths'. The way this is done means that a child can be considered 'high attaining' at KS1 while in one of those individual subjects they were not. Equally, a child can be considered 'middle attaining' but actually have missed the age expected level in one or more of the subjects at KS1.

- 3 children considered 'Low Prior Attainers' did not accelerate to convert to 'Expected' in reading, writing or maths. Nationally 17% would usually convert. This group all went on to be identified as SEND either before or shortly after their KS1.
- 18 children were considered 'Middle Prior Attainers'. 72% converted to 'Expected' in reading (above national-70%), 67% in writing (below national-78%) and 44% in Maths (below national-74%)
- 7 children were considered 'High Prior Attainers'. 86% converted to at least 'Expected' and 43% to 'Greater Depth' in reading. Same in writing at the 'Expected' level but only 29% to 'Greater Depth'. In maths 71% converted to at least 'Expected' with 14% reaching 'Greater Depth'.
- Looking back at the KS1 data questions do need to be asked about historic assessment. The KS1 data for this class does seem to be quite high given our knowledge of these children and their learning journey through KS2. There was no external moderation of this classes data at the end of KS1. There was also a few children who arrived in KS2 whose KS1 results are not ours.



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End of KS2 (continued):

Gender

- Girls in the cohort outperformed boys in the combined measure and in writing—this followed the national trend although our levels at expected was lower than national. Our gender gap was also bigger. Combined Girls:Boys was 47%:33%, a gap of 14% compared to only 8% at national. In writing Girls:Boys was 71%:50%, a gap of 21% compared to 12% nationally.
- In reading the gender gap was much closer, this time with boys outperforming girls and closer to their national average while the girls were further below their national average (nationally girls did 8% better than boys). Girls: Boys was 65%:67% (boys nationally was 71% while girls were 79%).
- Girls made less progress than boys in reading and maths and attainment was lower for girls in these subjects than it was for boys. The pattern was reversed in writing. The combined figure for girls was higher than boys.

Disadvantaged

- The combined figure was roughly the same as last year for disadvantaged children but the 'other' showed a big drop from 80% →33%. This showed disadvantaged children outperformed the non-disadvantaged for this cohort in the combined measure.
- The difference in individual subjects followed that trend but gap was much closer.
- Our disadvantaged children outperformed national for combined and reading and were roughly in line for writing. Just below national for maths.

EAL

- EAL children did not perform as well as non-EAL in the combined measure non EAL was roughly in line with national but EAL was well below.
- One child was new to the country in year 6 and arrived with little or no English. In the space of a year in the class she achieved scaled score in Reading of 86, SPAG of 84 and 93 in maths. This was a huge success given the starting point on arrival halfway through the autumn term.
- Of the EAL children who did not make the combined measure 75% of them had additional barriers (SEND and/or attendance issues to school and/or additional support offered).

Ethnicity

- None of the Black African (5 chn) or Asian other (2 chn) children achieved the combined measure. None of the Black African and Black Somali children managed to reach expected level in writing.
- The Black African—specifically Black Somali needs to be looked at in greater detail as this is now 3 years where this group, although small, has underperformed. This years group included 1 child with an EHC (missed in 1 subject) and one who was SEND. Another child arrived in year 4 and 1 where out of school difficulties affected them in school. However, given that this group has underperformed over 3 years (even where a narrative exists to explain) could we do something at parent level to support—worth more investigation.
- Other Asian—1 child did not engage with the extra support on offer after school. Missed most of the sessions (also did not engage with the school re: residential trips in year 5 or 6). They reached expected for writing but missed out in maths (and SPAG) by 1 scaled point. Missed by slightly more reading. The other child missed in single subject (maths). The previous year there was no 'other Asian' children who missed and no evidence of a trend for this group.

SEND

- As mentioned in the context at the beginning of this section, the number of children with SEND and barriers to learning in this cohort was unusually high with 8 children considered to have SEND. For 6 of these the barrier was of a very complex and enduring nature, with 4 children having EHC plans and another 2 children having regular external support from EPS and other agencies over a number of years. There were also 3 children in the class, who while not currently identified as SEND did have significant social, emotional and behaviour difficulties but were being managed from within the resources of the school and not labelled as SEND.