



Fleet Primary School

Fleet Road Hampstead London NW3 2QT

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Headteacher: Don McGibbon



Attainment and Progress Data Overview of outcomes—2018-19

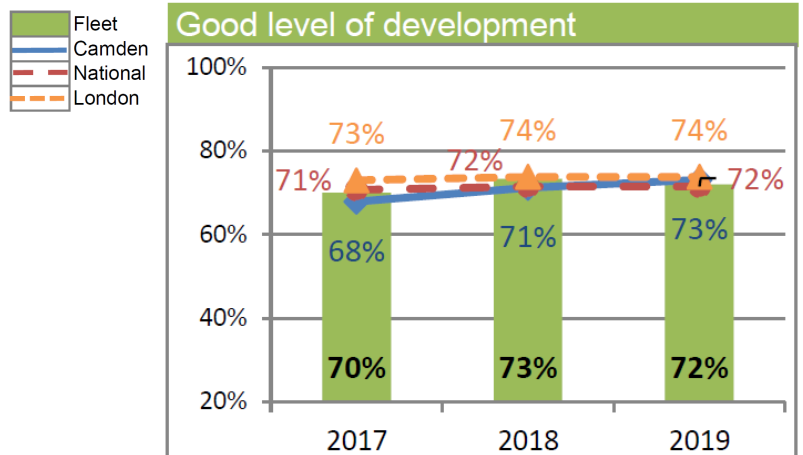
We are proud of the hard work that the children and teachers do here at Fleet. Many of our children come in well below age expected levels in terms of their development and by the time they leave us they've made good progress and in general are in line with national expectations.

Our most recent key stage results are shown below. To see more detail on these follow the data dashboard link on the Attainment page of the website, 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 roughly inline with the National, London and Camden averages as can be seen in the graph to the right. Our percentage of GLD has also remained fairly constant over the last three years.
- What was especially pleasing with the EYFS data was the strength of the individual learning goals in the Prime and Specific areas. 15 of the 17 areas were at 96% and significantly above national, London and Camden. This meant only a single child in the cohort (who had significant SEND and was in receipt of EHC support) missed the age expected level for these areas. This highlights the strength of the learning experience our children receive in our Early Years setting through the provision on offer.
- The only areas not at this level, and why GLD was not higher, were in the Literacy objectives—Reading was 84% (above national by 7% and Camden by 6%).
- Of the children who did not make the objectives in Literacy (and therefore GLD) boys were slightly more represented than girls. However, the boys were also overrepresented in summer born and those with SEND. A similar trend was seen in disadvantaged being slightly more represented in the group failing to make GLD—but again there were often multiple factors.
- This was a relatively small cohort (25 children) and so making judgements based on small sample sizes is difficult.





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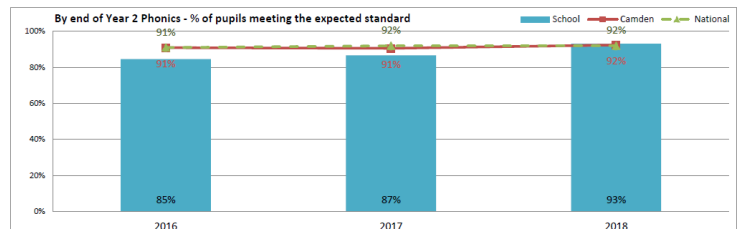
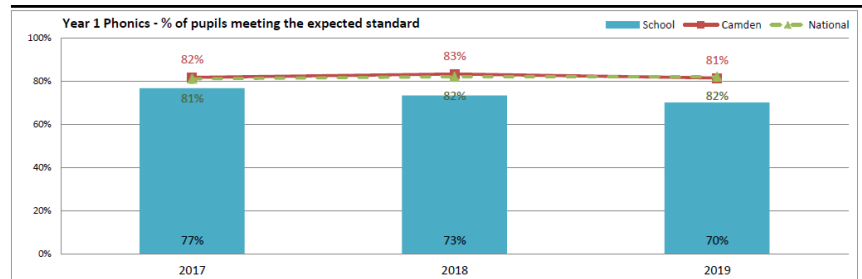
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Phonics

- Our Year 1 Phonics screening results were down on last year and below national (82%) at 70%. This shows a 3 year slightly downwards trend. The class has a high level of disadvantaged pupils (40%) and high levels of EAL (63%) and high levels of SEND including 3 children with complex needs in receipt of extra support through Education and Healthcare Plans and Exceptional Needs Grants.
- Girls did better than boys with 79% of girls reaching the expected standard and only 63% of boys. This was in line with the levels of SEND present in this cohort being more prevalent in the boys than girls.
- This year also experienced a considerable amount of mobility through the year—four children are new into this class during year 1. The four children who left were all expected or greater depth and would have passed the phonics check. Two of the children came in well below expected levels across the curriculum.
- Of the 9 children who did not reach the expected phonics standard: 4 were not put forward for the check—they have complex SEND and are in receipt of additional support. Of the remaining 5 children who did sit the check but did not achieve, 1 was new to English having entered the country and joined the school mid year. The remaining 4 have various barriers to learning from emotional//social issues to identified learning/developmental needs and are working with support both from within the school and from external agencies, such as educational psychology and speech and language therapists, to support learning. 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.
- The 1 child who is not classed as SEND and did not pass 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.
- 9 year 2 children retook the test in Year 2 and 4 of them passed. This brought year 2 up to 83% - below National (92%). Of the year 2 children taking the retake we were really pleased with the improvement shown by all. Only one child failed to significantly improve and he is a child with an EHC who joined us from another school in January. Four of the children improved from single figures (and in one case a score of 0) to solid passes. The others showed significant improvement, however it is clear that phonics is not going to be an effective way for these children to learn to read and they are already doing a whole word approach.





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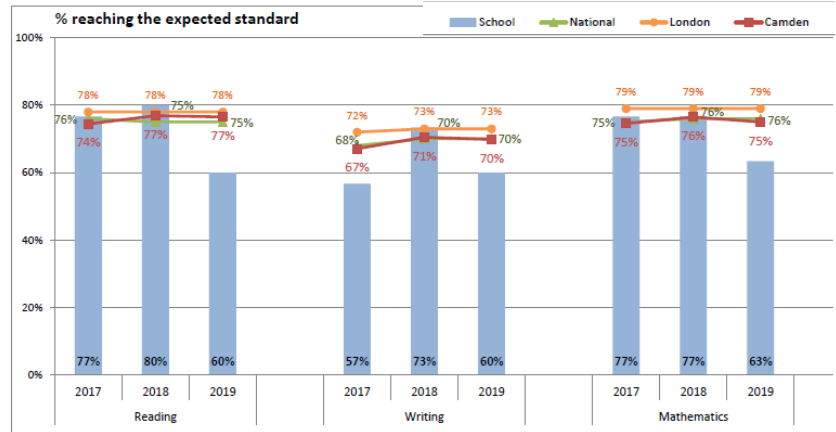


Attainment and Progress Data Overview of outcomes—2018-19

End of KS1

Attainment overall:

- The percentage of children reaching at least the Expected standard in all three subjects was down compared to last year and below national.
- This class had 70% GLD at the end of reception and so these results show a 10% dip from the Early Years measure. However, there has been significant mobility in this class and over the course of year 2, 3 children (10%) left who were children either at or above age expected levels and the children who came in to take those places all came in during year 2 below age expected levels (one of whom came in with an EHC).
- For the children who remained from EYFS expected progress was made and all who had GLD achieved the standards in reading, writing and maths. Some below at EYFS made accelerated progress but not enough to reach age expected levels by the end of year 2.



Prior Attainment

- Based on the children's EYFS scores—some of which were not from Fleet but from previously attended settings:
 - ◆ 33% of these children (3 out of 9) went from 'emerging' in reading at the end of EYFS to 'expected' at the end of KS1. 30% of these children (3 out of 10) went from 'emerging' in writing at the end of EYFS to 'expected' at the end of KS1. These figures are generally in line with the Camden figures for the same measure—reading just under, writing just above (less than a child in terms of our percentages). We were one child away from national in writing.
 - ◆ In maths only 1 of the 7 children assessed as 'emerging' at the end of EYFS made accelerated progress to 'expected' at the end of KS1. We would have needed 1 more child to be at the Camden average for this.
 - ◆ 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 down on national—63% in reading, 71% in writing and 73% in maths. The children missing out were ones who, since EYFS, have been identified as having some kind of SEND and includes the children who joined Fleet during year 2. This barrier has become more pronounced as the children have developed and expectations to reach end of year expectations are higher.
 - ◆ All children judged to be 'exceeding' at the end of EYFS converted to at least expected in reading, writing and 88% in maths.

Gender

- Across all subjects Boys did not perform as well as Girls. This was a girl heavy cohort (17:13) meaning each boy counted for 8% of their total whereas girls it was 6%. Boys were overrepresented in the SEND cohort too.
 - ◆ 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. 65% of the girls in this class are considered EAL compared to 54% of the boys.
 - ◆ In this class 24% of the girls are considered to have some kind of SEND (half of them are also EAL) compared to 15% of boys.



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End of KS1 (continued):

Disadvantaged—children in receipt of the Pupil Premium

- Context—37% of the class were considered 'disadvantaged'. Of this group 55% are also EAL and 27% have been identified as having a SEND.
- The class has well above the national average of children considered 'disadvantaged' - 37% compared with 23% nationally.
- In reading there was a small in school difference between 'disadvantaged' and 'other' (64% compared to 58%). This means our disadvantaged children slightly outperformed those nationally, while the 'other' children were significantly below their national counterparts. Disadvantaged outperforming other bucks the trend nationally. We saw the same situation in writing.
- In maths our figure of 64% was almost the same as national for 'disadvantaged' children and again this outperformed the 'other' children but the gap was negligible here—just 1%. Our 'other' again being below national.

EAL

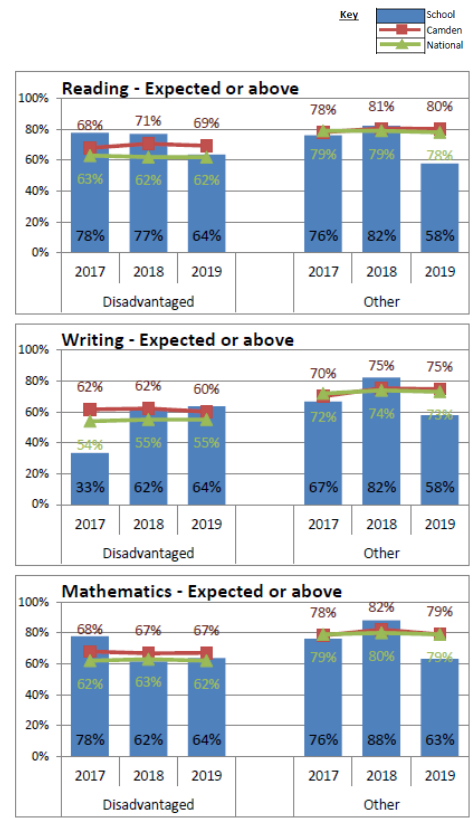
- 60% of the year 2 cohort had English as an additional language—representing 11 different languages.
- 56% of our children with English as an Additional Language achieved at least Expected in Reading – this was lower than the non-EAL figure of 67% and lower than national for this group (72%).
- Writing for EAL children was 56%, again lower than the non-EAL figure (67%) and national (68%).
- Maths was the opposite with 67% of the EAL children reaching the expected standard, above the non-EAL figure of 58%, but still below national (75%) for this group.

Ethnicity

- There were 8 different Ethnicity categories represented. Sample sizes here were very small with only Bengali, White British and White other having a group size of 5 or more. Any 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 23% SEND. Two of the children have EHCs. Girls are slightly underrepresented in this group compared to the class make-up (57% of class female; only 43% SEND children 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.
- None of the 7 SEND children achieved expected in reading or writing; One of them achieved it maths.





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Attainment and Progress Data Overview of outcomes—2018-19

End of KS2:

Class context:

This was a class with a very high level of SEND—42%. 1 of those 11 children had an Education Health Care Plan (EHC). Nationally SEND levels for a school sit at 14% which shows this particular cohort had significantly more children with barriers to learning than is usual.

Levels of EAL are also high in this class at 39% compared to 21% nationally.

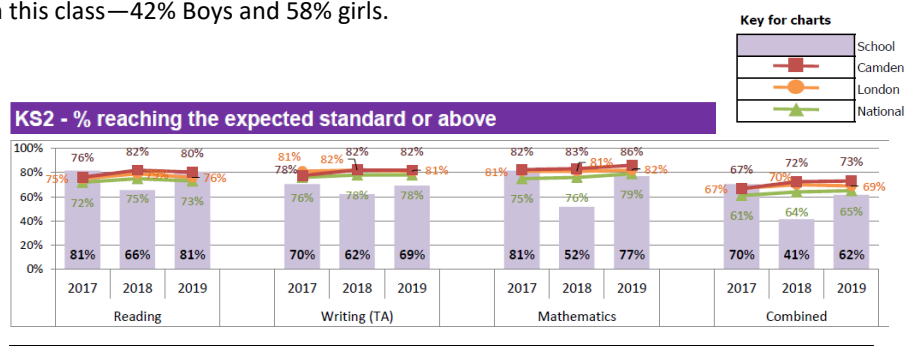
Children classed as 'disadvantaged' using the governments pupil premium measure was more than twice the national average—57% compared to 23% nationally.

There were slightly more girls than boys in this class—42% Boys and 58% girls.

This class had 21% mobility since year 1.

Attainment overall:

- Our results in Reading, Writing and Maths increased from last year (66% →81%; 62%→69% and 52%→77% respectively)
- Reading and maths were roughly in line with national (reading 1 child above) while writing was below (2 children down).
- This year the percentage of children achieving the Expected standard in Reading, Maths and Writing combined was higher than last year (41%→62%) and marginally below the National figure of 65% (statistically equates to no children different though).
- The percentage of children achieving Greater Depth also improved in every subject from last year (R:17%→38%; W:7%→15%; M:7%→27%; Combined: 3%→12%). These figures for greater depth equate to 2 children more in reading than found nationally; 1 child less in writing; the same number of children as nationally for maths and the combined measure.
- The average scaled scores were also improved from last year across all three tested subjects (significantly in maths) and all well above the scaled threshold score of 100 (R: 106.6; SPAG:104.9; M:105.3). National is R:104; SPAG:106; M:105 which means we were above national for reading and at national for maths.



Combined Measure:

The combined measure this year was 62%. While in terms of % was just below the national figure of 65%, statistically, this is the same as national in terms of number of children for the class. It was brought down by our writing figure.

- 4 children missed the combined measure by a single subject: 2 writing, 1 maths and 1 reading. The child who missed in reading was definitely reading at the expected standard from all the teacher assessment throughout the year. This child did not perform on the day of the test and this could not have been predicted. The other 3 children were all part of intervention groups and while they made significant progress over the course of the year, did not quite make enough to get to expected—either through teacher assessment or in the tests.



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End of KS2 (continued):

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.

Unfortunately, there are queries surrounding the KS1 assessment data for a number of the children in this cohort which makes the progress measure score suspect. This is particularly evident in the writing scores—and is compounded by the way they calculate scores as this is based on teacher assessments and not tests.

- Our Progress Score in reading was 2.14 (up from last year $-1.47 \rightarrow 2.14$)
- Our progress score in writing was -3.16 (down slightly on last year $-2.92 \rightarrow -3.16$)
- Our progress score in maths was 0.3 (up on last year $-3.86 \rightarrow 0.3$)
- For a number of the children who failed to make the expected standard and whose progress score was low, attendance and/or SEND was a contributing factor as well as suspicions of being over levelled at the end of KS1.

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 individually. 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.

- Of 2 children considered 'Low Prior Attainers' 1 accelerated to convert to 'Expected' in reading, but neither managed to accelerate to 'Expected' in writing or maths.
- 14 children were considered 'Middle Prior Attainers'. 79% converted to 'Expected' in reading (above national=70%), 57% in writing (below national-78%) and 71% in Maths (below national-77%)
- 10 children were considered 'High Prior Attainers'. 90% converted to at least 'Expected' and 60% to 'Greater Depth' in reading. In writing 100% made the 'Expected' level and 40% to 'Greater Depth'. In maths 100% converted to at least 'Expected' with 50% reaching 'Greater Depth'. For all three subjects these are in line with what is expected nationally from this group in terms of conversion to 'Expected' and '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 class' 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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Attainment and Progress Data Overview of outcomes—2017-18

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.