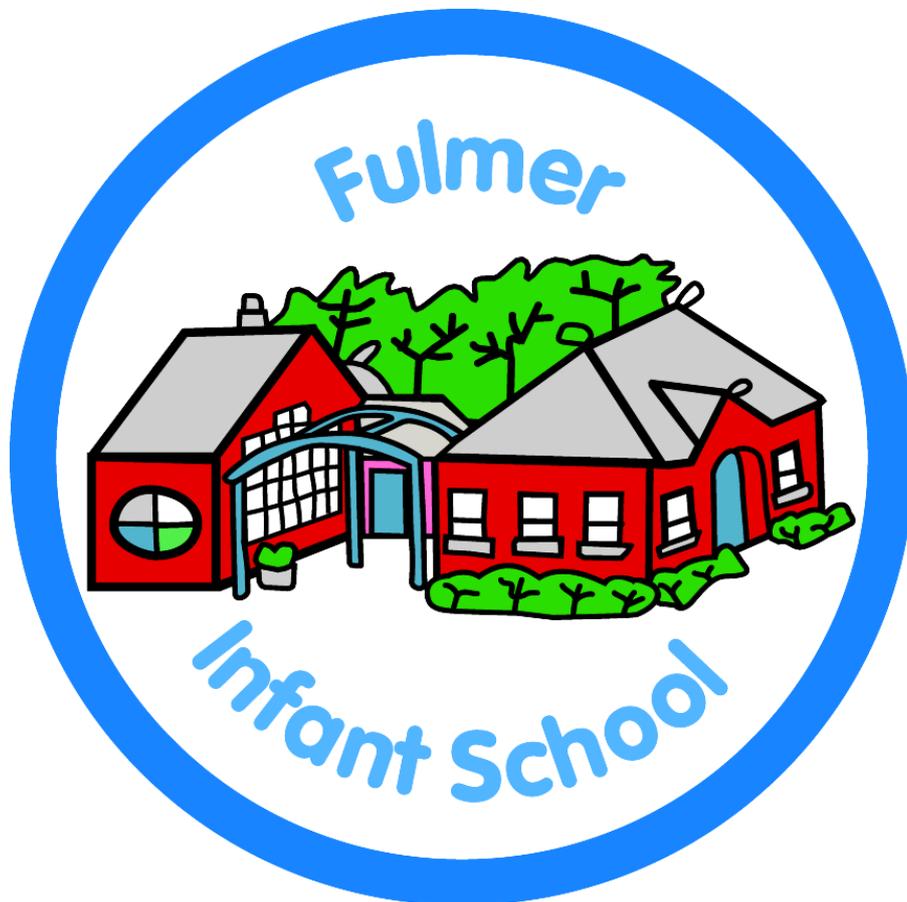


PROSPECTUS

2022/2023



Alderbourne Lane
FULMER
Buckinghamshire
SL3 6JB
Tel: 01753-662654
e.mail: office@fulmer.bucks.sch.uk
website: www.fulmer.bucks.sch.uk

Welcome

Fulmer Infant School is an “Outstanding School” Ofsted 2014. With only 3 classes the school feels like a family with a nurturing ethos. It has modern resources, excellent staff number levels and its results are consistently well above national averages.

Ofsted 2014 quotes

“Outstanding teaching across the school inspires the pupils to want to learn and do well”

“Pupils’ achievement is outstanding ...”

“Pupils’ behaviour is impeccable....”

“Pupils feel extremely safe at school because members of staff provide a high standard of care”

“Parents are extremely positive about the school and typically make comments such as “I’m delighted with the school””.

Our four values which the children chose underpin everything we do at the school, Be Kind, Be Honest, Respect and Achieve.

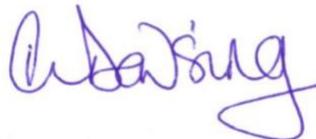
“School of Character” Kitemark award, November 2021 *“The two pupils who showed me around the school were confident and well-informed regarding the values which the school reinforces at every turn. It is also very clear that learning experiences at the school afford them the ability to grow and develop in a nurturing environment, which does not shy away from providing both challenge and personal care in equal measure.”*

We are all very proud of our OUTSTANDING school and hope you agree with us that it provides the very best start for every child. As a child in Year 1 said “Fulmer Infant School is better than Disneyland!”

We look forward to meeting you and your family.



Mrs Cathy Hunt
Co-Headteacher

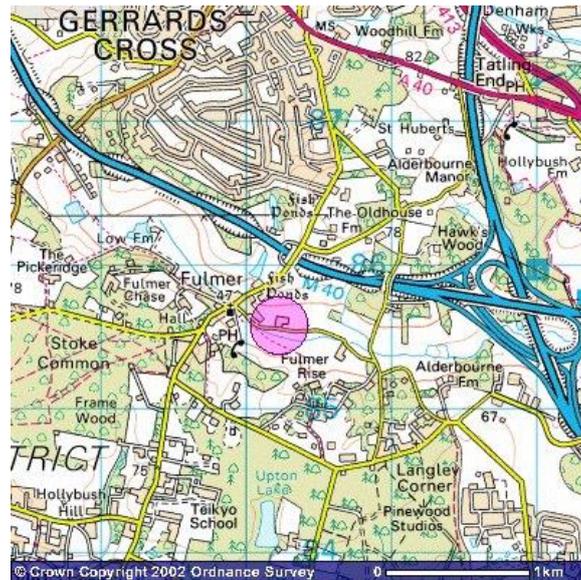


Mrs Tracey Dowsing
Co-Headteacher





Map of school and surroundings



Children attend Fulmer Infant School from a wide area



“The curriculum is rich and varied and provides valuable and meaningful experiences for the pupils, preparing them well for life in modern Britain”

Ofsted 2014

“Nurturing and Inspiring Success in Every Child”

At Fulmer Infant School staff, pupils, parents and governors work together to provide an outstanding education for all children.

Every pupil is given the best possible opportunity and encouragement to develop both academically and socially.

The staff consistently set and expect high standards of work and behaviour from pupils. This principle of high expectations underscores the aims and objectives of the school, which are:

- Fulmer Infant School is an inclusive school where all children, irrespective of gender, ethnicity, creed, sexual orientation or disability, are given an equal opportunity to achieve
- All pupils are helped to work to the best of their ability and to achieve high standards
- Teaching is of a consistently high standard
- Pupils are expected to behave well, to respect others' views and beliefs and to treat each other with kindness and fairness at all times
- The school promotes strong links with the local community in order to enrich children's experience of the curriculum and integrate the school into the life and activities of Fulmer village
- The school has a link with a school and orphanage in Pakistan and, consequently, children have an excellent knowledge of what life is like beyond Fulmer
- The school has a link with a local residential care home for the elderly and our Year 2 pupils write letters to the residents

Above all, the school aims to work closely with parents to prepare each child for his or her future life as a contributing member of society

Key Points

- small, friendly and happy
- outstanding teaching
- excellent standard of care
- “impeccable behaviour” (Ofsted 2014)
- excellent partnership between parents, pupils, staff and governors
- excellent resources

Admission into the School

There is one academic intake for pupils into the Reception class, in the Autumn Term.

Parents should apply for a place at the school, through Buckinghamshire Council's Admission Procedure, in the Autumn term prior to the academic year that their child turns five years old.

If the school receives more applications than it has places available, BC use admission rules to decide, in a fair and consistent way, which children they should offer the places to.

These are as follows:

Once any child who has an EHCP (Education, Health Care Plan) is admitted then the following rules are used:

1. Looked after children and previously looked after children
2. Children who have exceptional medical or social needs, which can only be met at that school, supported by written evidence from an appropriate professional person
3. Children of staff where either: the member of staff has been employed at the school for two or more years at the time at which the application for admission to the school is made or the member of staff is recruited to fill a vacant post for which there is a demonstrable skill shortage
4. Children attending a primary school linked to the school named in the list of 'linked primary' schools at the time the allocations are made (March 2022). This rule does not apply to those starting school in Reception
5. Children living within the catchment area of the school
6. For the main point of entry: siblings of children who are attending the school or a 'linked primary' school in Year R to Year 2 at the time the allocations are made (March 2022), and are expected to be on the school roll or linked school roll at the time of the proposed admission, or who have already been offered a place to start

in the current academic year at the school or a 'linked primary' school

7. For immediate in year admission after the normal point of entry: Siblings of children who are in Year R to Year 2 at the time of admission to the school
8. Once the above rules have been applied, then any further places will be offered in distance order; using the distance between the family's Normal Home Address and the school's nearest gate offering the closest first. We use straight line distance
9. Where a school can take some, but not all, of the children who qualify under one of these rules, we will give priority to children by taking account of the next rule (or rules) in the numbered list to decide who has priority for places. For example, places are offered to catchment siblings (Rule 5 & 6) before children living in the catchment area with siblings (Rule 5). In each case, distance is used to prioritise which children should be offered places
10. If it is still not possible to decide between two applicants who are equidistant then an independently scrutinised random allocation will be made to allocate the final place

We invite all new Reception children to spend some time with us in the Summer Term before they start at the school.

Organisation of the School

Children are taught in single age classes. There are three classrooms, as well as a library area and school hall.

The length of the taught week is twenty-two hours and thirty minutes, which does not include registrations or collective worship.

We are always pleased to meet and talk to prospective parents with their children and to arrange for them to be shown around the school. The school holds open mornings for prospective parents in the Autumn Term. Please contact Mrs Hamilton, School Secretary, to request attendance at the open mornings.

Progress Reports

As a small school, we are able to keep in close contact with parents throughout the year, both formally and informally. Parents' evenings are held in the Autumn and Spring term to discuss

individual progress. Every child has a written report in the Summer term. In addition, the teachers discuss individual progress with every child and agree realistic personal targets for them to achieve.

Parents are invited to information evenings with presentations about how to help your child learn Phonics, Maths and English. Supporting information is also available on the school's website.

We have an "open door" policy, however appointments can be made to see the class teacher or Co-Headteachers if a more formal meeting is required.

The School Curriculum

"The curriculum is rich and varied and provides valuable and meaningful experiences for the pupils, preparing them well for life in modern Britain" Ofsted 2014

At Fulmer Infant School we aim to prepare each individual for his or her future life as a member of our society.

We encourage all children to enjoy learning and to take pride in their work.

We place great emphasis on the core subjects of English, Mathematics and Science. Other subjects are taught through themes using a variety of styles, contexts and approaches.

At Key Stage 1, we teach English for approximately five hours a week, Mathematics for approximately five hours a week and Science for approximately two hours a week. PE is taught for approximately two hours a week.

Special interest days and weeks are frequently introduced. Recent examples include:

- Black History Week
- Sports' Day
- World Book Day
- Eco Day
- Well Being Wednesday

Children have the opportunity to perform in our Christmas production and our end of year production in July.

At times we have speakers to enrich the curriculum. In the past these have included talks from the School Nurse, a Nigerian Oil Company, a Vet, Hearing Dogs for the Deaf, a fire fighter, a doctor and the trustee of our link school in Pakistan, Al Jannat.

The curriculum is also enhanced by school trips, recent examples include

- Iver Environmental Centre
- Pizza Express
- Windsor Castle
- River & Rowing Museum

In addition, the children benefit from workshops with visiting specialists such as storytelling, music & dance, science and drumming.

We are an Eco-school and encourage all pupils to think about saving energy and recycling. We were also the first school in Buckinghamshire to be awarded Fair Trade School status.

We regularly support charities. Examples of recent charities we have supported include Jeans for Genes, Children in Need, Red Nose/Comic Relief, McMillan Cancer Research, Starlight Children's Foundation and Al Jannat, our link school in Pakistan.

All the children are encouraged to consider positive values when discussing school behaviour. We have a positive reward system which includes certificates awarded every week for good achievements in every aspect of school life. We also celebrate achievements outside school.

Early Years Foundation Stage

In the Reception group, children are taught according to the EYFS guidelines.

Children are taught through practical hands-on activities, which are tailored to their individual needs. There is great emphasis on learning through play.

All children are encouraged to investigate the world around them and to ask questions to find out more, to talk about their beliefs and opinions and to listen to and respect those of others.

We aim to encourage an understanding of our multicultural society and foster a love of life and learning that will extend beyond the confines of our school.

"Children make excellent progress in Early Years Foundation Stage. When pupils join Year 1 the majority are working beyond the levels expected for their age" Ofsted 2014



The staff

“Teaching is highly effective in all year groups. Teachers and teaching assistants motivate the pupils to want to learn and achieve. Teachers are excellent role models for considerate behaviour and have high expectations. As a result pupils behave impeccably and support each other very well in their learning”. Ofsted 2014

Key Stage 1

English

Children at our school become confident, interested and competent users of language within a literature rich environment.

Reading

At Fulmer Infant School we place great emphasis on reading.

A daily phonic programme is in place for all year groups.

Children are regularly heard reading from their reading books so that individual needs and interests can be catered for.

Little Wandle is the reading scheme used in the school, the books provide a starting point for reading. Poetry, fiction and non-fiction books are introduced, to provide a variety of text from an early age. We expect all parents/carers to hear their children read every night.

The school library is well stocked and the children, under guidance, are encouraged to find books to support their studies in other subjects.

Children have a weekly library session. They borrow (and return) a book each week which may be taken home.



Regular reading in the library

“Pupils read frequently and with clear expression and enjoyment. They are pleased to talk about what they have read and know what to do if they come across an unfamiliar word. They use their knowledge of phonics along with a love of books to help them excel in reading. Pupils gain confidence in speaking and listening because they are given very good role models and excellent support”. Ofsted 2014

Speaking & Listening

Spoken language is essential in communicating effectively.

Children express their ideas clearly and learn to listen to the views of their peers in all areas of the curriculum.

Writing

The children learn handwriting in EYFS and in Year 1 they develop their handwriting with an instroke and outstroke which helps cursive writing and spelling. Please see the attached copy of our handwriting formation. The children learn to write freely and creatively through careful teaching and an exposure to a variety of writing styles. By the end of Year 2, we expect their work to demonstrate knowledge of sentence construction and punctuation. The children use dictionaries and thesauruses in Years 1 and 2 and start to use joined script for all written work from Reception. Children also use computing to plan, write and modify their work.

Mathematics

Children learn mathematical skills and apply them confidently to everyday situations.

The language of mathematics is taught building on the individual needs of each child. Children have practical experience in concepts, which include using and applying mathematics, number, algebra, shape, space and measuring and handling data.

Mental maths is part of the Mathematics session and there is a strong emphasis on the times tables.

Mathematics is taught in whole class and groups as well as individually.

Published schemes and other resources, including computing, are used to provide reinforcement.

We provide a practical approach that relates to everyday experiences and an increasing amount of investigational work.

Computing

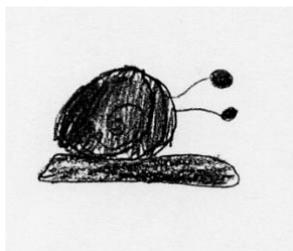
Computing is a very important part of our curriculum. As well as the designated lessons, there are many opportunities to develop these taught skills in all other curriculum areas.

Science

Children develop knowledge and understanding of our world and the curriculum is weighted heavily on biology as dictated by the National Curriculum. In Early Years understanding of the world develops as children take notice of everything around them including places and everything within them, such as trees in the natural environment and roads and traffic in the built environment.

We encourage the development of an investigative approach to the learning of science.

Children take an active part in their own learning.



Practical work is in groups or undertaken individually under supervision. Children are encouraged to learn how science relates to everyday life.

Health education, physical fitness and a nutritious healthy diet is included in science and although there is no formal sex education, we answer any questions as and when they occur.

History

Through history, the children will learn about important people from both Britain's and the world's past. They learn about significant people, events and changes which have shaped our lives. They are encouraged to handle artefacts and use various other resources, including oral evidence from visitors, to find out more about our past.

Geography

Through geography, the children are encouraged to look at the world around them and ask questions. They think about how our world can be improved for the future, and how we can take care of it. They look at how their

locality is linked to other places both in Britain and throughout the world.



Quotes from Year 2 pupils:

"Our teachers educate us to be smart and have big brains."

"Our school has one main rule and that is everyone is happy."

"What I like about Fulmer is that the work is really fun"

Religious Education

At our school we feel it is important to develop sound, moral values and to realise our interdependence with other individuals, groups and nations through stories, festivals, family ceremonies and celebrations.

We seek to develop an understanding of, and respect for, our multi-cultural society. There are regular assemblies led by parents, staff and outside religious leaders celebrating their faiths to encourage children to respect others' beliefs.

RE lessons follow the Buckinghamshire Agreed Syllabus.

Parents have the right to withdraw their children from religious education by written parental request.

Relationships and Health Education

This is taught through all curriculum subjects and discretely using the "Jigsaw" scheme of work. Through it we aim to foster an understanding of each other and to encourage good citizenship for the future. We encourage the children to talk about their thoughts and feelings in a safe and open environment during circle time, and children have the opportunity to express their thoughts and ideas about all aspects of the school environment through the School Council. Every child is a member of the school council although three children from Year 2 are elected as chair, secretary and bursar who lead these whole school assemblies.

Design and Technology

Young children are excited by the world around them. They approach it with creative minds which are revealed in the wondrous ideas they have and the objects they design and make. The prime aim for design and technology is to maintain and develop the confidence and ability of all children to solve technological problems.

Art and Design

In our school the children develop their creativity and imagination by exploring the visual, tactile and sensory qualities of materials and processes. They learn about the role of art, craft and design in their environment. They begin to understand colour, shape, space, pattern, and textures, and use them to represent their ideas and feelings.

Music

Music has an important place in the curriculum at our school.

Children enjoy taking part in music through singing, percussion playing and composing. We have several music events throughout the year including Harvest Festival, Nativity Production, Mother's Day Concert, Class Assemblies and a Summer Production when all children sing with absolute joy.

Physical Education

The children are taught that physical fitness is not only important to their health but also fun to do. They are encouraged to improve their skills and sportsmanship to the best of their ability. They work as individuals, in pairs, in small groups and as teams. In the summer we hold a sports' day in which they are encouraged to participate. Our school is part of a partnership scheme and takes part in sports activities with other schools. The children also have a day in the summer term with seven other small schools participating in country dancing.



"Pupils are keen to take part in physical education lessons and play energetically at playtimes. They know that "exercise helps our muscles and makes us flexible".

Ofsted 2014

Homework

Children are given homework to consolidate activities taught during the school week.

In Years 1 and 2 children receive weekly spellings to learn for a spelling test at the end of the week. English and Mathematics activities that relate to work taught during the week are also given. Other subjects are given as and when but proportionate to the age of the children.

All children across the school are expected to read aloud to an adult for approximately 10 minutes every evening.

Extra-Curricular Activities

We currently offer clubs for Crafty Club, Gymnastics, Multi Skills and Football.

Community Cohesion

As a school we seek to appreciate and value diversity of background and circumstance. We aim to develop a sense of belonging by all in our community. We have positive relationships with the wider community and participate in local, national and international partnerships including having a link school and orphanage Al Jannat in Pakistan.

Charging and Remission Policy

We ask the Parents/Carers to fund the cost of admission and transport for educational visits or special curriculum events in school. However, no child will be prevented from going on a visit or participating in an event in school but, if insufficient contributions are made, the visit or event may have to be cancelled.

Special Educational Needs

All children are special, but a few, at some time in their lives, need extra help to achieve their full potential. The nature of this help is decided in consultation with parents.

We aim to enable pupils:

- To work in a happy, sensitive and secure environment which will promote independence and self esteem
- To experience a partnership in the learning process between themselves, their teachers and their parents
- To benefit from more individual/small learning group situations where teaching styles and strategies are designed to focus more closely on individual needs

Each child with Special Educational Needs has a support plan with targets and strategies which are reviewed termly with the children, staff and their parents.

Differently Abled Children

The School is committed to provide any additional facilities that may be required to meet the specific needs of any disabled child admitted to the school. There are ramps to the outside doors which allow wheelchair access so users can be independent when coming in to school and the playground. All of the floors of the building are on one level. There is a disabled toilet in the hall. The School has an accessibility plan.

Looked After Children

The school is committed to making the best provision for every child. There is a named member of staff who will champion the needs of looked after children and monitor their progress.

Absences

When your child is absent from school, **we ask you to contact the school by telephone or email before 9.30am** on the first day of absence.

On your child's return, we legally require a written, dated note explaining the reason for absence, this may be an e-mail.

It is strongly recommended that your child does not miss school for any other reason than illness. Any request for holiday during term time will be recorded as unauthorised unless there are exceptional, compassionate or religious reasons.

All requests for leave of absence for term time holidays must be made on the appropriate form available from the office at least one

month before the absence. Requests will be considered and you will be informed of the decision as soon as possible. The educational welfare officer may be informed when pupils have unauthorised absences as well as when pupils are repeatedly late and fines may be issued. County monitor absences monthly and may contact families whose attendance is a cause for concern.

Behaviour

Good behaviour contributes to "Nurturing and Inspiring Success in Every Child". Each class has our "Golden Rules" displayed. In addition each class devises their own rules each Autumn term. We promote good behaviour by awarding praise, stickers, certificates and other forms of recognition.

We work closely with parents so that any behavioural concerns can be dealt with promptly and effectively with sensitivity.

Home School Agreement

We have a Home School Agreement which we ask parents to discuss with their children and sign when their child first starts school. This document sets out:

- The school's aims and values
- The school's responsibilities towards its pupils
- The responsibilities of the parents
- What the school expects of its pupils

This agreement provides a framework for the development of a partnership between school, parents and pupils.

"Parents are very positive about the school and are especially pleased with the way their children are nurtured". Ofsted 2014

Suggestions and Complaints

Parents who have any suggestions or have reason to feel unhappy about their child's education should talk to their child's class teacher. The Co-Headteachers are also available for further discussions. In this way most situations can be resolved. If, however, you are still dissatisfied, parents may approach the Chair of Governors, contact details are in the school's office, or the Education Officer for the area at Chiltern and Wycombe Area Office, Easton Street, High Wycombe (contact details can be obtained from the school office).

Uniform

All clothing and book bags must be named clearly

The colours of our school uniform are blue, grey and white.

Our uniform supplier is SportCrest. Parents are able to place orders on-line and visit their shop in High Wycombe which is open 7 days a week.

Boys:

Grey trousers
Polo Shirt with school logo (SportCrest)
Grey shorts (summer)
Grey or black socks
Blue school jumper or cardigan with school logo (SportCrest)
Sensible sturdy, black shoes
(preferably with Velcro fastening)

Girls:

Grey skirt or grey trousers or grey tunic
Polo Shirt with school logo (SportCrest)
Blue /white checked school dress(summer)
Grey or blue tights or white socks
Blue school jumper or cardigan with school logo (SportCrest)
Sensible low heeled shoes (no flashing lights in soles or heels).
(preferably with Velcro/buckle fastening)
Blue hair ribbons and bands to tie back hair.

During sunny weather all children will need a legionnaire cap. A cap with the school logo can be obtained from SportCrest or you may provide your own.

For cold weather a woolly hat is available with logo from SportCrest.

Children go outside in most weathers; coats with hoods are needed in school every day from September.

Fashion jewellery must not be worn at any time. If a child wears stud earrings these must be taped for PE. Children must not wear gel in their hair, tattoos or nail varnish.

PE Kit

For both boys and girls:
Blue shorts (purchase from SportCrest)
Blue school t-shirt with logo (SportCrest)
Navy blue tracksuit with logo (SportCrest)

Black slip on or Velcro plimsolls & Trainers

Children might like to personalise their book bag by attaching one small keyring, teddy or ribbon.

Medicines

Most medicines can be administered outside of school hours. The school cannot administer any medicines to children unless by specific written request, recorded on the appropriate form available from the school office. All medicines must be clearly labelled with your child's name and exact instructions. Parents are requested to come into school at the end of the day to collect all medicines. No child should ever be given pastilles, tablets or any other form of supplements to take unsupervised. Parents are requested to administer eye drops themselves, this will be by prior arrangement. Sun cream should be applied outside school hours and is the family's responsibility.

Illness at school

We ask parents to follow published guidelines. These state that if your child has been sick or has had diarrhoea please keep them away from school for 48 hours.

In cases where we suspect illness, parents will be contacted by telephone to collect their child; school is not the appropriate place for ill children and, unfortunately, there is no medical room for children to rest.

Parents are asked to sign a letter if a child has any bump to their head detailing what happened. A copy is kept in the school.

Lunches

Children eat lunches under the supervision of midday supervisors in the school hall. These are provided free of charge for each child. Specific dietary requirements are appropriately catered for. Children must bring a named water bottle. Water fountains are both inside the school and in the playground and are available all the time. Glass containers and cans of drink are not allowed. We are a nut free and healthy eating school.

Friends of Fulmer

All parents are members of the association which, as well as fund raising, holds social events. Communications from the Friends of Fulmer go out in the book bags or by e-mail.

Attendance and Punctuality

Attendance statistics are monitored and reported to the Department for Education. We seek to achieve the attendance target set by the local Education Authority. Please allow sufficient time to ensure that your child arrives punctually for the school day. When a child is late it causes disruption in the class and when he/she is collected late this can be distressing for the child.

Sex Education and Drug Awareness

It is not our policy to provide formal sex education at Fulmer Infant School. However, if, and when, it seems appropriate, school staff will answer questions from individual children, in a sensitive manner.

A child's physical and mental wellbeing also depend on an informed and sensible attitude towards drugs. We have not had, nor do we expect, any drug problems with any of our children, and it is not our policy to raise the matter at school. However, should the subject arise we shall treat it openly, teaching children about the legal aspects and the dangers of drug-taking. Should the matter concern an individual child, we shall involve the parent(s) in our response.

School Travel Plan

The school has gold status for our school Travel Plan which encourages families to walk to school or car-share to support the environment and a healthy life style. Children in Year 1 and 2 are taught to use our roads safely using the "Footsteps Training" scheme.

School Hours

A consultation is currently taking place regarding a review of school hours. Please see the details below:

Current

08:45-08:55 **Gate Open**

08:55-12:00 **Lessons**

12:00-13:00 **Lunch**

13:00-15:00 **Lessons**

New Proposed Times

08.30-08:45 **Gate Open**

08:45-12:00 **Lessons**

12:00-13:00 **Lunch**

13:00-15:15 **Lessons**

This includes a 15 minute break in the morning.

Safeguarding and Child Protection

At this school, the health, safety and well-being of every child is our paramount concern. We listen to our children and take seriously what they tell us. Our aim is that children will enjoy their time in this school. We want to work in partnership with you to help your child to achieve their full potential and make a positive contribution.

On rare occasions our concern about a child may mean that we have to consult other agencies even before we contact you. The procedures, which we follow, have been laid down by the Safeguarding Team, and the school has adopted a Child Protection Policy in line with this for the safety of all. If you want to know more about our procedures or the policy, please speak to the Co-Headteachers. All staff, governors and regular voluntary helpers in school are DBS (formerly known as CRB) checked. Both the Co-Headteachers are Designated Safe Guarding Leads and there is an additional Deputy Safe Guarding Lead.

Access to School Documents

Access to a range of documents relating to the school and its educational provision may be obtained by giving prior notice to the Co-Headteachers.

Extended Services

Fulmer Infant School currently provides a range of after school clubs to Years 1 and 2.

Ofsted

The latest Ofsted Report (November 2014) can be found on the school website www.fulmer.bucks.sch.uk or the Ofsted website www.ofsted.gov.uk/reports

Who's Who – Staff

Co-Head Teachers	Mrs C Hunt Mrs T Dowsing
Teacher EYFS	Miss R Rudki
Teacher Yr 1	Mrs G Bhatti
Teacher Yr 2	Mrs C Mardell
Support Teacher	Mrs H Mackinder
School Secretary Finance Administrator	Mrs G Hamilton Mrs S Howells
Learning Support Assistants	Mrs J Walker Mrs L Parrett Mrs S Tawni Mrs A Moghul Miss L Barakat Mrs N Aslam
Lunchtime Supervisors	Mrs J Walker Mrs L Parrett Mrs S Tawni Mrs N Aslam
Caretaker	To be confirmed
Grounds Person	To be confirmed
Cleaner	Contract Cleaning Services

Who's Who – Voluntary helpers

Voluntary helpers	Mrs N Basra Mrs G Davey Mrs S Oldham Mrs S Kirby Mrs S Matthews Mrs M Sanders Mrs S Simkins
Footsteps Training	Mrs G Davey

Who's Who – Governors

Mrs N Basra	Parent Governor
Mrs S Kirby	Governor (Chair)
Mrs G Davey	Co-opted Governor
Mr J Gamble	Parent Governor
Mrs N Malik	Co-opted Governor
Mr A Simcock	Parent Governor
Mrs C Hunt	Co-Headteacher
Mrs T Dowsing	Co-Headteacher/Staff Governor

KEY STAGE 1 2022 SUMMARY RESULTS FOR FULMER INFANT SCHOOL

These tables show the percentage of eligible children achieving each outcome in the school (2022), compared to provisional Bucks end of key stage 1 teacher assessment levels.

The number eligible pupils is 23

Figures may not total 100% because of rounding

TEACHER ASSESSMENT

Percentage of pupils at each outcome

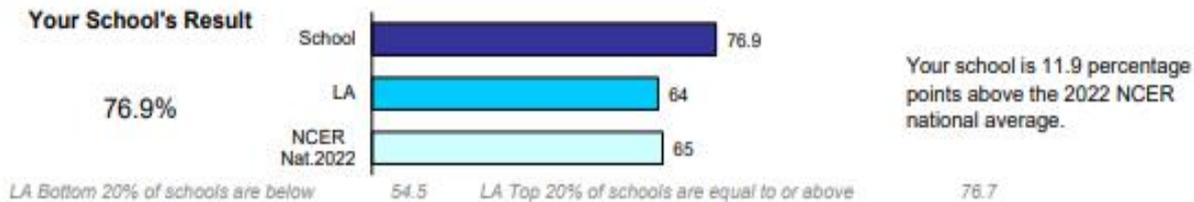
		Engagement model (below pre-key stage standard)	Pre Key Stage Standards				KS1 TA Framework			Absent
			PK1	PK2	PK3	PK4	WTS/HNM- Working towards expected standard (Rd, Wr & Ma)/ Has not met expected standard (Sci)	EXS – working at the expected standard	GDS – Working at greater depth within the expected standard	
WRITING	Boys	School	0	0	0	0	18	64	18	0
		Bucks	1	1	2	3	35	45	7	1
	Girls	School	0	0	0	0	0	83	17	0
		Bucks	1	1	1	2	31	51	11	0
	All	School	0	0	0	0	9	74	17	0
		Bucks	1	1	2	3	4	33	48	9
READING	Boys	School	0	0	0	0	9	64	27	0
		Bucks	1	1	2	3	4	23	46	20
	Girls	School	0	0	0	0	0	42	58	0
		Bucks	0	1	1	2	3	21	49	24
	All	School	0	0	0	0	4	52	43	0
		Bucks	1	1	1	2	3	22	47	22
MATHS	Boys	School	0	0	0	0	9	36	55	0
		Bucks	1	1	1	2	4	22	49	20
	Girls	School	0	0	0	0	8	75	17	0
		Bucks	1	0	0	1	3	27	54	13
	All	School	0	0	0	0	9	57	35	0
		Bucks	1	1	1	2	3	25	51	17
SCIENCE	Boys	School					0	100		0
		Bucks					23	77		1
	Girls	School					0	100		0
		Bucks					19	81		0
	All	School					0	100		0
		Bucks					21	79		0

Headline Performance Report 2022 Fulmer Infant School

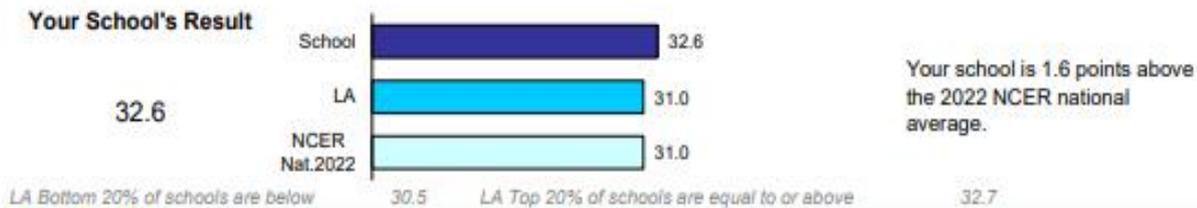
This report includes NCER 2022 "emerging National" results, and will be updated with official 2022 National results, and KS2 progress scores, when this data is available

Early Years Foundation Stage Results

Percentage of pupils achieving a Good Level of Development

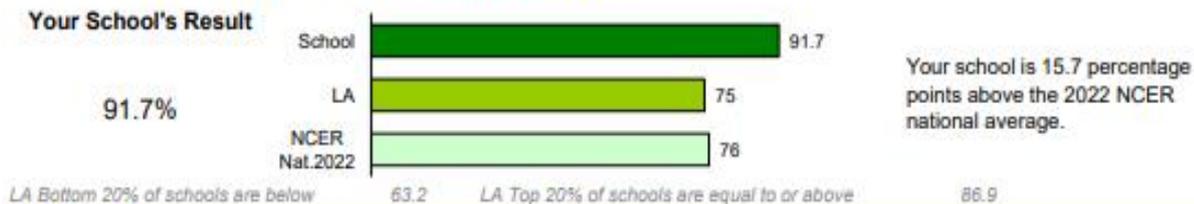


Average Total Point Score



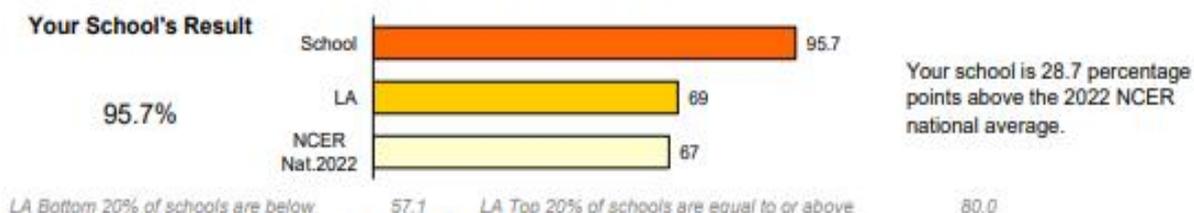
Phonics Check

Year 1 - Percentage of pupils achieving the expected standard

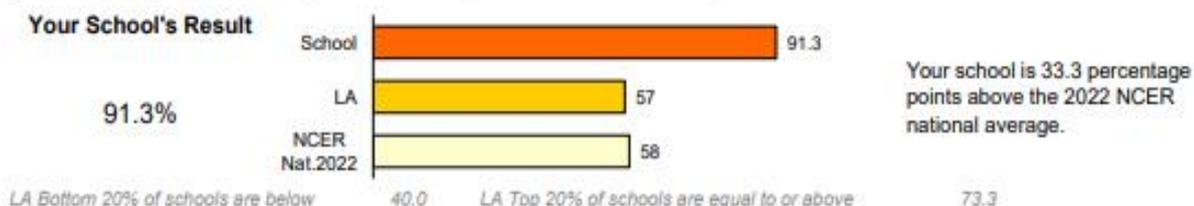


Key Stage 1

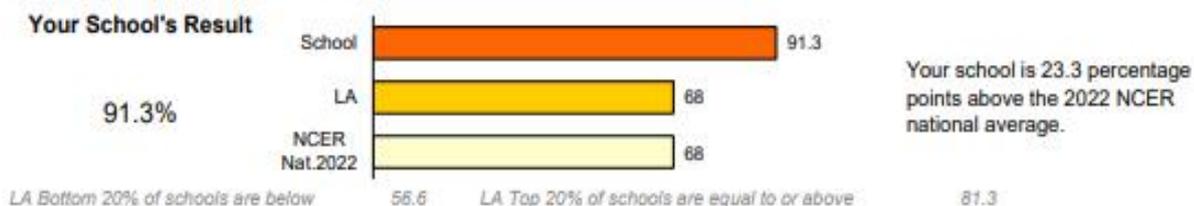
Percentage of pupils achieving at least the Expected standard in Reading



Percentage of pupils achieving at least the Expected standard in Writing



Percentage of pupils achieving at least the Expected standard in Maths



Handwriting Formation



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