

Early Years Foundation Stage Profile 2015

National Report

For each Early Learning Goal, these tables show the percentage of pupils at each level in 2014 nationally.

Percentage of all pupils at each level for each Early Learning Goal

	Emerging	Expected	Exceeding	At least expected
Communication and language				
Listening and attention	16	62	21	84
Understanding	16	62	22	84
Speaking	18	64	18	82
Physical development				
Moving and handling	11	71	18	89
Health and self-care	10	71	19	90
Personal, social and emotional development				
Self-confidence and self-awareness	13	70	18	87
Managing feelings and behaviour	14	70	16	86
Making relationships	13	72	15	87
Literacy				
Reading	26	54	20	74
Writing	33	55	12	67
Mathematics				
Numbers	26	60	14	74
Shape, space and measures	21	66	13	79
Understanding the World				
People and communities	16	72	12	84
The World	17	70	13	83
Technology	10	79	11	90
Expressive arts, designing and making				
Exploring using media and materials	14	72	14	86
Being imaginative	15	72	13	85

1. National outcomes are drawn from all English providers of state-funded early years education (including academies and free schools), private, voluntary and independent (PVI) sectors that are within the scope of the EYFSP data collection.
2. Calculations of percentages are based upon the number of results, not the number of pupils in the group.
3. Percentages may not add up to 100 due to rounding.
4. The 'At Least Expected' column is based upon 'Emerging' or 'Exceeding' grades.
5. Please note that unlike the School Report, pupils who have an 'A' grade or missing result are not included in the percentage calculations.

Percentage of boys at each level for each Early Learning Goal

	Emerging	Expected	Exceeding	At least expected
Communication and language				
Listening and attention	21	62	16	79
Understanding	21	61	18	79
Speaking	23	62	15	77
Physical development				
Moving and handling	16	71	13	84
Health and self-care	13	72	15	87
Personal, social and emotional development				
Self-confidence and self-awareness	16	69	14	84
Managing feelings and behaviour	20	69	11	80
Making relationships	17	71	12	83
Literacy				
Reading	32	52	17	68
Writing	41	51	9	59
Mathematics				
Numbers	29	56	15	71
Shape, space and measures	25	62	13	75
Understanding the World				
People and communities	21	69	10	79
The World	20	67	13	80
Technology	11	77	13	89
Expressive arts, designing and making				
Exploring using media and materials	20	71	8	80
Being imaginative	21	71	8	79

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Percentage of girls at each level for each Early Learning Goal

	Emerging	Expected	Exceeding	At least expected
Communication and language				
Listening and attention	11	62	27	89
Understanding	12	62	26	88
Speaking	13	66	21	87
Physical development				
Moving and handling	7	70	23	93
Health and self-care	6	71	23	94
Personal, social and emotional development				
Self-confidence and self-awareness	9	70	21	91
Managing feelings and behaviour	9	71	20	91
Making relationships	8	73	19	92
Literacy				
Reading	20	57	23	80
Writing	25	59	16	75
Mathematics				
Numbers	22	64	14	78
Shape, space and measures	18	69	13	82
Understanding the World				
People and communities	12	74	14	88
The World	13	74	13	87
Technology	9	82	10	91
Expressive arts, designing and making				
Exploring using media and materials	7	73	20	93
Being imaginative	9	74	18	91

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Year 1 Phonics Screening Check 2015

SCHOOL RESULTS

National Results

The following table compares the percentages by phonics result for the school in 2015 with the national results for 2014.

		Wa	Wt	A	D
All Pupils	National	74	24	0	2
	School	86	14	0	0
Boys	National	70	27	0	2
	School	86	14	0	0
Girls	National	78	21	0	1
	School	88	13	0	0

Figures may not add up to 100 because of rounding and because percentages for L and Q marks and missing marks are not included.

Assessment Grades

Grade	Description
Wa	Took the phonics screening check and met the required standard
Wt	Took the phonics screening check and did not meet the required standard
A	Absent
D	Did not take the phonics screening check
L	Left the school
Q	Maladministration

COMPARATIVE REPORT

This table shows a summary of the National Curriculum assessment results of pupils in the school (2015) and nationally (2014) at the end of Key Stage 1, as a percentage of those eligible for assessment.

The number of eligible children is: 30 Figures may not total 100 per cent because of rounding.

RESULTS OF TEACHER ASSESSMENT											
Percentage at each level											
			W	1	2C	2B	2A	3	4	Disapplied Children	Absent Children
Speaking & Listening	Boys	School	0	14	-	57	-	29	0	0	0
		National	2	11	-	67	-	20	0	0	0
	Girls	School	0	0	-	56	-	44	0	0	0
		National	1	6	-	64	-	28	0	0	0
	All	School	0	7	-	57	-	37	0	0	0
		National	2	9	-	66	-	24	0	0	0
Reading	Boys	School	0	7	0	36	29	29	0	0	0
		National	3	10	10	25	26	26	0	0	0
	Girls	School	0	0	0	0	56	44	0	0	0
		National	1	6	8	21	28	35	0	0	0
	All	School	0	3	0	17	43	37	0	0	0
		National	2	8	9	23	27	30	0	0	0
Writing	Boys	School	0	7	7	36	43	7	0	0	0
		National	3	15	20	31	20	11	0	0	0
	Girls	School	0	0	0	31	38	31	0	0	0
		National	2	8	13	29	27	21	0	0	0
	All	School	0	3	3	33	40	20	0	0	0
		National	2	11	16	30	23	16	0	0	0
Mathematics	Boys	School	0	7	7	21	29	36	0	0	0
		National	2	7	12	25	27	26	0	0	0
	Girls	School	0	6	0	25	31	38	0	0	0
		National	1	5	12	28	31	22	0	0	0
	All	School	0	7	3	23	30	37	0	0	0
		National	1	6	12	27	29	24	0	0	0
Science	Boys	School	0	7	-	64	-	29	0	0	-
		National	2	9	-	66	-	23	0	0	-
	Girls	School	0	0	-	56	-	44	0	0	-
		National	1	7	-	71	-	21	0	0	-
	All	School	0	3	-	60	-	37	0	0	-
		National	2	8	-	68	-	22	0	0	-

1. Includes all schools with pupils eligible for assessment at Key Stage 1. Participation by independent schools is voluntary, therefore only includes results from those independent schools which chose to make a return and which met the statutory standards for assessment and moderation.
2. Speaking and Listening and Science subjects do not report level 2A, 2B and 2C, only level 2. These are shown in the 2B column for the purposes of this table.
4. Absent and Disapplied are not reported in science main level but are reported as U (unable). These are shown in the disapplied column for the purposes of this table.
5. '-' represents 'Not Applicable'.
6. 'x' indicates a figure not shown in order to protect confidentiality.

COMPARATIVE REPORT

These tables show the percentage of Year 6 pupils achieving each level in 2015, compared to national end of Key Stage 2 Teacher Assessment Levels and Test Results for 2014.

The number of eligible children is: 37

Figures may not total 100 per cent because of rounding.

TEACHER ASSESSMENTS										
		Percentage at each level							D	A
		W	1	2	3	4	5	6		
English	School	0	0	0	5	30	65	0	0	0
	National	1	1	2	9	47	39	2	0	0
Mathematics	School	0	0	0	11	49	35	5	0	0
	National	1	0	2	9	44	36	8	0	0
Science	School	0	0	0	8	30	62	0	0	0
	National	1	0	2	9	49	38	0	0	0

TEST RESULTS									
		Percentage at each level					T	A	
		B	3	4	5	6			
Grammar Punctuation & Spelling*	School	0	19	14	57	11	0	0	
	National	3	18	24	49	4	3	0	
Reading	School	0	3	35	62	0	0	0	
	National	3	6	39	49	0	2	0	
Mathematics	School	0	8	46	38	8	0	0	
	National	3	10	44	33	9	1	0	

- A represents pupils who were absent.
- B represents pupils who were working below the level of the test.
- D represents pupils who have been disapplied from the national curriculum.
- T represents pupils working at the level of the assessment but unable to access the test.
- W represents pupils who were working towards but have not yet achieved the standards needed for level 1.