

EYFSP

Early Years Foundation Stage Profile outcomes 2014 (EYFSP)

		Percentage of pupils achieving at least expected in															
		Communication and language				Literacy				Mathematics							
		Listening and attention		Understanding		Speaking		Reading		Writing		Numbers		Shape, space and measures			
		Sch	Nat	Sch	Nat	Sch	Nat	Sch	Nat	Sch	Nat	Sch	Nat	Sch	Nat		
	Cohort	Percentage of pupils achieving a good level of development															
All Pupils	88	61	61	93	84	97	84	93	82	84	74	65	67	82	75	86	79
Gender																	
Male	45	49	53	87	79	93	80	89	78	80	69	51	60	78	71	80	76
Female	43	74	69	100	89	100	88	98	87	88	80	79	75	86	78	93	83
Free School Meals																	
FSM	5	0	45	80	74	100	74	80	72	20	58	0	51	20	60	40	65
Non FSM	83	65	64	94	86	96	86	94	84	88	78	69	71	86	78	89	82

		Percentage of pupils achieving at least expected in																			
		Physical development				Personal, social and emotional development				Understanding the world				Expressive arts and design							
		Moving and handling		Health and self-care		Self-confidence and self-awareness		Managing feelings and behaviour		Making relationships		People and communities		The world		Technology		Exploring and using media and materials		Being imaginative	
		Sch	Nat	Sch	Nat	Sch	Nat	Sch	Nat	Sch	Nat	Sch	Nat	Sch	Nat	Sch	Nat	Sch	Nat	Sch	Nat
	Cohort																				
All Pupils	88	95	89	99	91	94	87	95	86	94	88	98	84	98	84	99	91	99	86	99	85
Gender																					
Male	45	91	84	98	88	91	84	93	81	89	83	96	80	96	81	98	90	98	80	98	79
Female	43	100	94	100	94	98	91	98	92	100	92	100	88	100	87	100	92	100	93	100	92
Free School Meals																					
FSM	5	100	82	100	84	100	80	100	77	100	80	100	73	100	73	100	84	100	78	100	76
Non FSM	83	95	90	99	92	94	89	95	88	94	90	98	86	98	86	99	92	99	88	99	87

Is the value added very low for any pupils?

Attainment of groups

The percentage of pupils achieving a good level of development, and the level of learning and development expected in each early learning goal in the Early Years Foundation Stage Profile (at the front of the attainment section)

Phonics screening check attainment in Year 1 and by Year 2 (Tables 4.1.4 and 4.1.5)

Key Stage 1 average attainment overall and in each subject (Table 4.2.5)

Percentage attaining or surpassing Key Stage 2 Level 4 in each subject and in all of mathematics, reading and writing (Table 4.3.2) (4.1.2 in junior schools)

These tables allow governors to ask themselves, and follow up, essential questions such as:

Do enough children achieve a good level of development in the Early Years Foundation Stage Profile? In which early learning goals is achievement highest/lowest? How ready are children for Year 1 in terms of communication, language, literacy and mathematics? Is children's personal and physical development good enough?

Do enough pupils meet the expected standard in the phonics screening check in Year 1, or by the end of Year 2?

Which groups attain most highly and which have lowest attainment? How wide is the gap?

Does the overall percentage attaining at least Level 4 in all of mathematics, reading and writing meet the attainment part of the Key Stage 2 floor standard (65% in 2014 and 2015)? A school will be below the floor standard if it is below both the attainment and progress elements of the floor standard.

Inspection

Inspectors will meet with as many governors during an inspection as is possible. They will expect governors to be knowledgeable about the school's own information on the performance of its current pupils. They will also expect governors to be familiar with historic performance data, including the summaries that Ofsted's new Inspection Dashboard presents for their school, and know what the information in them shows about the performance of the school. Inspectors will consider how well those responsible for governance use information to evaluate the performance of the school and to ask challenging questions which help the school to sustain high performance or to improve for all pupils, including disadvantaged pupils. Inspectors will consider the impact of what a school is doing to narrow any gaps in progress and attainment between disadvantaged pupils in the school and other pupils nationally, as well as in the school. The School inspection handbook contains further information about how inspectors evaluate the effectiveness of governance. It also stipulates that inspectors should consider a wide range of data including information provided by the school.