

Early Years Foundation Stage Profile 2015

School Report

For each Early Learning Goal, these tables show the percentage of pupils in the school at each level in 2015.

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

	Emerging	Expected	Exceeding	At least expected
Communication and language				
Listening and attention	39	51	7	58
Understanding	43	46	8	55
Speaking	45	39	13	52
Physical development				
Moving and handling	29	51	18	69
Health and self-care	40	45	12	57
Personal, social and emotional development				
Self-confidence and self-awareness	39	48	11	58
Managing feelings and behaviour	40	49	8	57
Making relationships	31	61	6	67
Literacy				
Reading	48	44	6	50
Writing	56	37	5	42
Mathematics				
Numbers	51	42	5	46
Shape, space and measures	52	40	5	45
Understanding the World				
People and communities	38	54	6	60
The World	40	51	6	57
Technology	24	68	6	74
Expressive arts, designing and making				
Exploring using media and materials	32	60	6	65
Being imaginative	35	61	2	63

Percentage of pupils not assessed: 2

1. Calculations of percentages are based upon the number of results, not the number of pupils in the group.
2. Percentages may not add up to 100 due to rounding.
3. The 'At Least Expected' column is based upon 'Expected' and 'Exceeding' grades.

Percentage of boys at each level for each Early Learning Goal

	Emerging	Expected	Exceeding	At least expected
Communication and language				
Listening and attention	49	35	12	47
Understanding	44	37	14	51
Speaking	53	28	14	42
Physical development				
Moving and handling	35	47	14	60
Health and self-care	47	35	14	49
Personal, social and emotional development				
Self-confidence and self-awareness	44	37	14	51
Managing feelings and behaviour	47	40	9	49
Making relationships	40	51	5	56
Literacy				
Reading	56	30	9	40
Writing	65	28	2	30
Mathematics				
Numbers	58	28	9	37
Shape, space and measures	56	30	9	40
Understanding the World				
People and communities	44	42	9	51
The World	42	44	9	53
Technology	16	70	9	79
Expressive arts, designing and making				
Exploring using media and materials	42	51	2	53
Being imaginative	40	51	5	56

Percentage of boys not assessed: 5

1. Calculations of percentages are based upon the number of results, not the number of pupils in the group.
2. Percentages may not add up to 100 due to rounding.
3. The 'At Least Expected' column is based upon 'Expected' and 'Exceeding' grades.

Percentage of girls at each level for each Early Learning Goal

	Emerging	Expected	Exceeding	At least expected
Communication and language				
Listening and attention	29	68	2	71
Understanding	41	56	2	59
Speaking	37	51	12	63
Physical development				
Moving and handling	22	56	22	78
Health and self-care	34	56	10	66
Personal, social and emotional development				
Self-confidence and self-awareness	34	59	7	66
Managing feelings and behaviour	34	59	7	66
Making relationships	22	71	7	78
Literacy				
Reading	39	59	2	61
Writing	46	46	7	54
Mathematics				
Numbers	44	56	0	56
Shape, space and measures	49	51	0	51
Understanding the World				
People and communities	32	66	2	68
The World	39	59	2	61
Technology	32	66	2	68
Expressive arts, designing and making				
Exploring using media and materials	22	68	10	78
Being imaginative	29	71	0	71

Percentage of girls not assessed: 0

1. Calculations of percentages are based upon the number of results, not the number of pupils in the group.
2. Percentages may not add up to 100 due to rounding.
3. The 'At Least Expected' column is based upon 'Expected' and 'Exceeding' grades.