

EYFS PERFORMANCE INFORMATION 2017-18

NURSERY

Development Matters age-bands (These are best fit figures and do not mean children are achieving within the age band in all areas)	On Entry (Sept 2016)	On Exit (July 2017)	On Entry (Sept 2017)	On Exit (July 2018)
Percentage of pupils at 16-26 months	5%	-	4%	-
Percentage of pupils at 22-36 months	55%	2%	38%	4%
Percentage of pupils at 30-50 months	38%	14%	58%	28%
Percentage of pupils at 40-60+ months	2%	84%	-	68%

COMMENTARY ON ACHIEVEMENT AND PROGRESS

On entry to Nursery in September 2017 a high percentage were securing areas in 22-36m and over half were working securely in 30-50m. As the children leave Nursery 96% are securing 30-50m or entering 40-60m. Taking into account age and time in school the children have made a good level of progress.

RECEPTION

On Entry	Sept 2017
Number of pupils in cohort	45
Percentage of children at or above National Expectation (pupils achieving in the 40-60 age band in the 12 KAOL)	30%
Percentage of pupils working above the good level of development (children who have exceeded in one or more of the key 12 areas of learning)	25%
Percentage of pupils working above (exceeding) the good level of development in all 12 KAOL	0%

On Exit	July 2018
Number of pupils in cohort	45
School percentage of pupils achieving a good level of development (achieved a 2 in the 12 key KAOL)	87%
National (2017) percentage of pupils achieving a good level of development (achieved a 2 in the 12 key KAOL)	67%
Percentage of pupils working above the good level of development (children who have exceeded in one or more of the key 12 areas of learning)	47%
Percentage of pupils working above (exceeding) the good level of development in all 12 KAOL	16%
Cohort supporting measure average (max 51)	35
Cohort score range	17-51

Year	2016
No in Cohort	44/44

Year	2017
No in Cohort	44/45

Year	2018
No in Cohort	45/45

	Entry % at ARE (in 30-50a OR 40-60 band)	Exit % at ARE	Exit % at ELG or ELG+ (working above ARE)
PSED	54%	90%	56% (34%)
CL	56%	90%	55% (35%)
PD	79%	98%	75% (23%)

	Entry % at ARE (in 40-60 band)	Exit % at ARE	Exit % at ELG or ELG+ (working above ARE)
	60%	96%	76%(21%)
	60%	91%	69%(22%)
	66%	98%	76%(21%)

	Entry % at ARE (in 40-60 band)	Exit % at ARE	Exit % at ELG or ELG+ (working above ARE)
	73%	93%	77%(16%)
	76%	89%	60%(29%)
	82%	95%	73%(22%)

LIT	40%	87%	50% (37%)*
NUM	59%	93%	61% (32%)*
UW	47%	100%	55% (45%)*
EAD	46%	100%	64% (36%)*

	44%	89%	69%(20%)*
	63%	91%	60%(31%)*
	52%	96%	70%(26%)*
	48%	100%	77%(23%)*

	71%	89%	76%(13%)*
	78%	89%	69%(20%)*
	74%	89%	62%(27%)*
	91%	93%	64%(29%)*

*% working at ELG+ towards 1.1 or above

COMMENTARY ON ACHIEVEMENT AND PROGRESS

We continued to use the NFER Baseline in September 2017 and it provided us with useful feedback reports for parents. The data enabled Reception staff to group the children for Literacy and Maths activities and to ensure additional support was put in place for targeted pupils.

The percentage of pupils achieving a good level of development (87%) is significantly above the national average (67%) and Oxfordshire average (70%).

The Percentage of pupils (16%) working above the good level of development (children who have exceeded in one or more of the key 12 areas of learning) is high.

Learning and development across all seven areas of the curriculum is consistently good. No aspect gives rise for concern which highlights the well planned and balanced curriculum.

SIGNIFICANT DEVELOPMENTS DURING 2017-18

We developed the use of vocabulary expansion interventions and worked with identified pupils. Targeted children received 'Talk Boost' support and pupils in Nursery receive 'Spirals' sessions.

KEY POINTS TO TAKE FORWARD FOR 2017-18

We have run Forest School for Reception children throughout the year and this has helped to develop vocabulary and confidence. We have invested in additional adults to help support pupils in Reception with reading, handwriting and phonics.