

EYFS HEADLINE PERFORMANCE INFORMATION 2018-19

NURSERY

Development Matters age-bands (These are best fit figures and do not mean children are achieving within the age band in all areas)	2017-18		2018-19	
	On Entry (Sept 2017)	On Exit (July 2018)	On Entry (Sept 2018)	On Exit (July 2019)
Percentage of pupils at 16-26 months	4%	0%	0%	0%
Percentage of pupils at 22-36 months	38%	4%	33%	0%
Percentage of pupils at 30-50 months	58%	24%	67%	35%
Percentage of pupils at 40-60+ months	0%	68%	0%	65%

COMMENTARY ON ACHIEVEMENT AND PROGRESS

On entry to Nursery in September 2018 a third of children were securing areas within 22-36m and approximately two thirds were entering or working securely within 30-50m. As the children leave Nursery 100% are securing 30-50m or working in 40-60m. Considering age and time in school the children have made good levels of progress.

RECEPTION

On Entry	Sept 2018
Number of pupils in cohort	36
Percentage of children at or above National Expectation (pupils achieving in the 40-60 age band in the 12 KAOL)	72%
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)	61%
Percentage of pupils working above (exceeding the good level of development in all 12 KAOL)	0%

On Exit	July 2019
Number of pupils in cohort	38
School percentage of pupils achieving a good level of development (achieved a 2 in the 12 key KAOL)	90%*
National (2018) percentage of pupils achieving a good level of development (achieved a 2 in the 12 key KAOL)	72%
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)	13%
Cohort supporting measure average (max 51)	37
Cohort score range	17-51

*Six children did not meet the GLD, this included a child who started in Jan 2019; a child with an EHCP for autism; two children with EAL; and another with SEN.

Year	2017
NOR	44/45

Year	2018
NOR	45/45

Year	2019
NOR	38/45

	Entry % at ARE (in 30-50a OR 40-60 band)	Exit % at ARE	Exit % at ELG or ELG+ (working above ARE)
PSED	60%	96%	76% (21%)
CL	60%	91%	69% (22%)
PD	66%	98%	76% (21%)

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

	Entry % at ARE (in 40-60 band)	Exit % at ARE	Exit % at ELG or ELG+ (working above ARE)
PSED	89%	95%	79 (16%)
CL	81%	92%	60 (32%)
PD	94%	95%	77% (18%)

	Entry % at ARE	Exit % at ARE	Exit % at ELG or ELG+ (working above ARE)
LIT	44%	89%	69% (20%)*
NUM	63%	91%	60% (31%)*
UW	52%	96%	70% (26%)*
EAD	48%	100%	77% (23%)*

	Entry % at ARE	Exit % at ARE	Exit % at ELG or ELG+ (working above ARE)
LIT	71%	89%	76% (13%)*
NUM	78%	89%	69% (20%)*
UW	74%	89%	62% (27%)*
EAD	91%	93%	64% (29%)*

	Entry % at ARE	Exit % at ARE	Exit % at ELG or ELG+ (working above ARE)
LIT	72%	92%	74% (18%)*
NUM	64%	92%	71% (21%)*
UW	94%	95%	71% (24%)*
EAD	94%	95%	74% (21%)*

*% working at ELG+ towards 1.1 or above.

COMMENTARY ON ACHIEVEMENT AND PROGRESS

We continued to use the NFER Baseline in September 2018 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, including Early Talk Boost, a speaking and listening intervention.

The percentage of pupils achieving a good level of development (89%) is significantly above the national average (72%) and Oxfordshire average (74%).

The percentage of pupils (47%) 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 2018-19

We developed the use of vocabulary expansion interventions and worked with identified pupils. Targeted children continued to receive 'Talk Boost' support and pupils in Nursery receive 'Spirals' sessions. In addition, we have introduced twice-weekly 'Helicopter Storytelling' sessions in Reception to encourage CL and Writing skills and daily 'Dough Disco', alongside 'Funky Fingers' table top activities to promote fine motor control and to aid pencil grip and letter formation.

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

KEY POINTS TO TAKE FORWARD FOR 2018-19

We would like to extend our enhanced provision in Reception during child-initiated play. We are happy with our continuous provision but feel we could extend children's learning further by creating mini-challenges each week. Some new resources will be needed.

Next year we have a higher proportion of children with EAL. Jennie Meller recently attended training which will enable her to enhance the Reception environment for it to become more EAL friendly. A specific EAL Intervention will also be introduced.

During 2019-20, we will be a pilot school for the new NFER Baseline and will be moving our assessment system over to a digital format in-line with that used by Nursery.

Our RAP Target to encourage greater involvement of parents in the teaching and learning process, will also, we believe, enhance EYFS provision.