

# 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
<b>Communication and language</b>				
Listening and attention	0	92	8	100
Understanding	0	96	4	100
Speaking	0	100	0	100
<b>Physical development</b>				
Moving and handling	0	96	4	100
Health and self-care	0	100	0	100
<b>Personal, social and emotional development</b>				
Self-confidence and self-awareness	0	100	0	100
Managing feelings and behaviour	0	100	0	100
Making relationships	0	100	0	100
<b>Literacy</b>				
Reading	4	80	16	96
Writing	16	80	4	84
<b>Mathematics</b>				
Numbers	4	88	8	96
Shape, space and measures	4	88	8	96
<b>Understanding the World</b>				
People and communities	0	100	0	100
The World	0	88	12	100
Technology	0	100	0	100
<b>Expressive arts, designing and making</b>				
Exploring using media and materials	0	96	4	100
Being imaginative	0	100	0	100

Percentage of pupils 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.

## Percentage of boys at each level for each Early Learning Goal

	Emerging	Expected	Exceeding	At least expected
<b>Communication and language</b>				
Listening and attention	0	80	20	100
Understanding	0	100	0	100
Speaking	0	100	0	100
<b>Physical development</b>				
Moving and handling	0	100	0	100
Health and self-care	0	100	0	100
<b>Personal, social and emotional development</b>				
Self-confidence and self-awareness	0	100	0	100
Managing feelings and behaviour	0	100	0	100
Making relationships	0	100	0	100
<b>Literacy</b>				
Reading	0	80	20	100
Writing	40	60	0	60
<b>Mathematics</b>				
Numbers	0	60	40	100
Shape, space and measures	0	60	40	100
<b>Understanding the World</b>				
People and communities	0	100	0	100
The World	0	80	20	100
Technology	0	100	0	100
<b>Expressive arts, designing and making</b>				
Exploring using media and materials	0	100	0	100
Being imaginative	0	100	0	100

Percentage of boys 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.

## Percentage of girls at each level for each Early Learning Goal

	Emerging	Expected	Exceeding	At least expected
<b>Communication and language</b>				
Listening and attention	0	95	5	100
Understanding	0	95	5	100
Speaking	0	100	0	100
<b>Physical development</b>				
Moving and handling	0	95	5	100
Health and self-care	0	100	0	100
<b>Personal, social and emotional development</b>				
Self-confidence and self-awareness	0	100	0	100
Managing feelings and behaviour	0	100	0	100
Making relationships	0	100	0	100
<b>Literacy</b>				
Reading	5	80	15	95
Writing	10	85	5	90
<b>Mathematics</b>				
Numbers	5	95	0	95
Shape, space and measures	5	95	0	95
<b>Understanding the World</b>				
People and communities	0	100	0	100
The World	0	90	10	100
Technology	0	100	0	100
<b>Expressive arts, designing and making</b>				
Exploring using media and materials	0	95	5	100
Being imaginative	0	100	0	100

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.