

# Early Years Foundation Stage Profile 2016

## School Report

For each Early Learning Goal, these tables show the percentage of pupils in the school at each level in 2016.

### 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	64	36	100
Understanding	0	71	29	100
Speaking	0	93	7	100
<b>Physical development</b>				
Moving and handling	0	93	7	100
Health and self-care	0	100	0	100
<b>Personal, social and emotional development</b>				
Self-confidence and self-awareness	0	86	14	100
Managing feelings and behaviour	0	100	0	100
Making relationships	0	93	7	100
<b>Literacy</b>				
Reading	29	50	21	71
Writing	29	64	7	71
<b>Mathematics</b>				
Numbers	7	86	7	93
Shape, space and measures	0	100	0	100
<b>Understanding the World</b>				
People and communities	0	100	0	100
The World	0	100	0	100
Technology	0	100	0	100
<b>Expressive arts, designing and making</b>				
Exploring using media and materials	0	93	7	100
Being imaginative	7	86	7	93

Percentage of pupils not assessed: 0

- Calculations of percentages are based upon the number of results, not the number of pupils in the group.
- Percentages may not add up to 100 due to rounding.
- 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	50	50	100
Understanding	0	67	33	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	83	17	100
Managing feelings and behaviour	0	100	0	100
Making relationships	0	83	17	100
<b>Literacy</b>				
Reading	17	50	33	83
Writing	17	67	17	83
<b>Mathematics</b>				
Numbers	0	83	17	100
Shape, space and measures	0	100	0	100
<b>Understanding the World</b>				
People and communities	0	100	0	100
The World	0	100	0	100
Technology	0	100	0	100
<b>Expressive arts, designing and making</b>				
Exploring using media and materials	0	100	0	100
Being imaginative	17	83	0	83

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	75	25	100
Understanding	0	75	25	100
Speaking	0	88	13	100
<b>Physical development</b>				
Moving and handling	0	88	13	100
Health and self-care	0	100	0	100
<b>Personal, social and emotional development</b>				
Self-confidence and self-awareness	0	88	13	100
Managing feelings and behaviour	0	100	0	100
Making relationships	0	100	0	100
<b>Literacy</b>				
Reading	38	50	13	63
Writing	38	63	0	63
<b>Mathematics</b>				
Numbers	13	88	0	88
Shape, space and measures	0	100	0	100
<b>Understanding the World</b>				
People and communities	0	100	0	100
The World	0	100	0	100
Technology	0	100	0	100
<b>Expressive arts, designing and making</b>				
Exploring using media and materials	0	88	13	100
Being imaginative	0	88	13	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.