

## Achievement Foundation Stage 2013 - 14

### Data Summary

Last academic year saw good results. Below is a summary of the data, including Early Years Foundation Stage, Year 1 Phonics, End of Key Stage 1 and End of Key Stage 2 test and teacher assessment results.

#### **2013/14 Yr R cohort:**

In 2013/14 there were 24 pupils.

**Distribution of scores at a 'Good Level of Development'** (achieving the Expected or Exceeding grade in all Prime and all Literacy and Mathematics early learning goals)

75% of pupils achieved a good level of development compared to 68.6% in the LA and 60% NA. There was a close match of achievement in a 'Good level of Development as in the Prime and Specific Learning goals. In all this was a significant improvement on 2013.

Number of pupils in cohort	24	1 pupil =	4.2%
----------------------------	----	-----------	------

**Figures in brackets are LA average**

<b>Specific Learning Goals</b>			
<b>Literacy</b>			
	% Exp or exc		% Exp or exc
Reading	83.3 (81.4)	Writing	79.2 (75.4)
<b>Mathematics</b>			
Number	87.5 (81.6)	Shape Space and measure	91.7 (86)
<b>Understanding the World</b>			
People and communities	91.7 (89.9)	The World	91.7 (90.4)
Technology	100 (93.8)		
<b>Expressive arts and design (% exp or exc)</b>			
Exploring media and materials	91.7 (92.2)	Being imaginative	91.7 (91.5)

### **2014 EYFS scores:**

- Standards for all aspects are higher than National (2013)
- Standards for many aspects are higher than County (2014) but all aspects of Communication and Language, Moving and Handling, Managing feelings and behaviour and Making relationships lower
- A higher proportion of children achieved the Specific Learning Goal than in the LA so this will probably be higher than national 2014
- Standards for all aspects are higher than 2013 except for Physical Development
- Widest positive differentials are in Reading and Writing and Maths
- These standards are particularly commendable as there was a higher percentage of children eligible for FSM, and with SEN than in 2013

### **Gender**

- Girls outperformed boys as in the LA and National data but the differentials were wider than that seen nationally
- Widest differentials were in the Communication and Language and the Specific Learning Goals

### **Term of Birth**

- Autumn and Spring born children achieved similar standards in all areas of learning
- Summer born children achieved much lower standards than older children
- Widest differentials were in Communication and Language, PSE total, and Reading and Writing

### **Trends (over 2 years due to changes in curriculum in September 2012)**

Standards have improved in all areas except Physical Development