

# 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	4	50	46	96
Understanding	4	62	34	96
Speaking	6	72	22	94
<b>Physical development</b>				
Moving and handling	6	64	30	94
Health and self-care	0	76	24	100
<b>Personal, social and emotional development</b>				
Self-confidence and self-awareness	2	76	22	98
Managing feelings and behaviour	4	68	28	96
Making relationships	2	78	20	98
<b>Literacy</b>				
Reading	8	62	30	92
Writing	8	70	22	92
<b>Mathematics</b>				
Numbers	10	66	24	90
Shape, space and measures	10	66	24	90
<b>Understanding the World</b>				
People and communities	2	66	32	98
The World	2	62	36	98
Technology	0	80	20	100
<b>Expressive arts, designing and making</b>				
Exploring using media and materials	0	62	38	100
Being imaginative	0	64	36	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	8	58	35	92
Understanding	8	73	19	92
Speaking	12	77	12	88
<b>Physical development</b>				
Moving and handling	12	65	23	88
Health and self-care	0	85	15	100
<b>Personal, social and emotional development</b>				
Self-confidence and self-awareness	4	88	8	96
Managing feelings and behaviour	8	77	15	92
Making relationships	4	81	15	96
<b>Literacy</b>				
Reading	15	65	19	85
Writing	15	77	8	85
<b>Mathematics</b>				
Numbers	15	73	12	85
Shape, space and measures	15	73	12	85
<b>Understanding the World</b>				
People and communities	4	73	23	96
The World	4	65	31	96
Technology	0	73	27	100
<b>Expressive arts, designing and making</b>				
Exploring using media and materials	0	88	12	100
Being imaginative	0	85	15	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	42	58	100
Understanding	0	50	50	100
Speaking	0	67	33	100
<b>Physical development</b>				
Moving and handling	0	63	38	100
Health and self-care	0	67	33	100
<b>Personal, social and emotional development</b>				
Self-confidence and self-awareness	0	63	38	100
Managing feelings and behaviour	0	58	42	100
Making relationships	0	75	25	100
<b>Literacy</b>				
Reading	0	58	42	100
Writing	0	63	38	100
<b>Mathematics</b>				
Numbers	4	58	38	96
Shape, space and measures	4	58	38	96
<b>Understanding the World</b>				
People and communities	0	58	42	100
The World	0	58	42	100
Technology	0	88	13	100
<b>Expressive arts, designing and making</b>				
Exploring using media and materials	0	33	67	100
Being imaginative	0	42	58	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.