



**Enabling Early Years Settings
to understand and use the
Early Years Foundation Stage
Profile data 2016**

**Reviewing the outcomes in each
Gloucestershire Locality**



Who is this document for?

This document has been produced for the following early years settings in Gloucestershire: pre-schools, day care and childminder settings.

Who has produced this document?

This document has been produced by the Early Years Team. The team website can be accessed here <http://www.gloucestershire.gov.uk/earlyyearsteam>. The vision of the team is “Only the best is good enough for Gloucestershire’s children and families. We work in partnership with others to empower practitioners to enable each child to be happy and fulfilled”.

What is this document about?

This document has been produced to give you an overview of the outcome of the Early Years Foundation Stage Profile assessment completed in your locality for 2016.

What is the Early Years Foundation Stage Profile?

The Early Years Foundation Stage Profile (EYFSP) is a teacher assessment, based on the statutory Early Learning Goals, that records a child’s development at the end of their first year in school. The EYFSP provides information to the next class teacher so that they can plan appropriately for the child as they move into the next year group. The EYFSP is also designed to give parents or carers information about their child’s development against the Early Learning Goals.

Why is this information relevant to you in your preschool?

We hope that by presenting this information to you in an easily accessible format it will enable you to reflect on children’s performance in your locality in general. This information could be used to help you to consider where to target effort when trying to raise children’s attainment. It may also be useful when considering how to spend your Early Years Pupil Premium.

How is the report set out?

The report is divided into six Gloucestershire Localities. If you are unsure which locality your setting falls in to ie Cotswolds or Tewkesbury you can find this information on the Early Years website under the download called ‘Daycare Provider and Early Years Locality Adviser’ - <http://www.gloucestershire.gov.uk/extra/article/109550/Who-are-the-Early-Years-Team-and-what-do-they-do>. For the purposes of this report Gloucester South and North have been reported as ‘Gloucester’. Childminders will have been notified of their locality in their ‘Welcome Pack’. Once you have found the section that applies to your setting you can consider what the findings tell you.

Background information

About the assessment

There are 7 areas of learning that are assessed and within the 7 areas of learning there are 17 Early Learning Goals (ELGs).

Communication and Language

1: Listening and attention
2: Understanding
3: Speaking

Physical Development

4: Moving and handling
5: Health and self-care

Personal, Social and Emotional
Development

6: Self-confidence and self-awareness
7: Managing feelings and behaviour
8: Making relationships

Literacy

9: Reading
10: Writing

Mathematics

11: Numbers
12: Shape, space and measures

Understanding the World

13: People and communities
14: The World
15: Technology

Expressive arts and design

16: Exploring and using media and materials
17: Being imaginative

How is the Early Years Foundation Stage Profile scored?

The Early Learning Goals outline what most children are expected to achieve by the end of the Foundation Stage. Teachers assess children as being either at the expected level, below the level; referred to as emerging or above the level; referred to as exceeding.

A child is scored 1 for emerging, 2 for expected, and 3 for exceeded. Therefore the minimum score is 17 points and the maximum possible score is 51 points.

What does the definition “a Good Level of Development” actually mean?

Children achieving a good level of development are those who have achieved the expected or exceeding level within the following areas of learning: Communication and Language; Physical Development; Personal, Social and Emotional development; Literacy; and Mathematics. This equates to 12 out of the 17 Early Learning Goals

The Early Years Foundation Stage Profile outcomes in Cheltenham



Where has the data come from?

The schools that are reflected in the Cheltenham section of the report are listed below. The data referred to in this section is the data from these schools combined.




We are not permitted to share the data from individual schools, however if you liaise with the schools that you send children to it should be possible to see specific school data. Sharing data is good practice and all schools are encouraged to share their data in this way.

Cheltenham Schools




Airthrie School and Hillfield Dyslexia Trust
Battledown Centre for Children & Families
Benhall Infant School
Berkhampstead School
Bettridge School
Charlton Kings Infant School
Cheltenham College Junior School (Kingfishers)
Christ Church C of E Primary School (Cheltenham)
Dean Close Preparatory School
Dunalley Primary School
Gardners Lane Primary School
Glenfall Community Primary School
Gloucester Road Primary School
Greatfield Park Primary School
Hesters Way Primary School
Hesters Way Primary School
Holy Apostles C of E Primary School
Holy Trinity C of E Primary School
Lakeside Primary School
Leckhampton C of E Primary School
Naunton Park Primary School
Oakwood Primary School
Prestbury St Marys C of E Infant School
Rowanfield Infant School
Shurdington C of E Primary School
Springbank Primary Academy
St Edwards School
St James C of E Primary School (Cheltenham)
St Johns C of E Primary School (Cheltenham)
St Thomas More Catholic Primary School
Swindon Village Primary School
The Catholic School of St Gregory the Great
The Richard Pate School
Warden Hill Primary School





What percentage of children achieved a Good Level of Development (GLD) in Cheltenham?

Children achieving a good level of development are those who achieved the expected or exceeding level within the following areas of learning: Communication and Language; Physical Development; and Personal, Social and Emotional development; Literacy; and Mathematics.




	National	Gloucestershire	Cheltenham
All Children 	69% ↑ 3% from 66% in 2015	67% ↑ 3% from 64% in 2015	71% ↑ 5% from 66% in 2015
Girls 	77% ↑ 3% from 74% in 2015	74% ↑ 1% from 73% in 2015	78% ↑ 4% from 74% in 2015
Boys 	62% ↑ 3% from 59% in 2015	60% ↑ 4% from 56% in 2015	64% ↑ 6% from 58% in 2015

What percentage of Cheltenham children achieved the expected or exceeding level in all early learning goals within an area of learning?

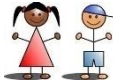


	National	Gloucestershire	Cheltenham
Communication and Language			
	82% all 87% girls 76% boys	81% all 87% girls 76% boys	82% all 89% girls 76% boys
Physical Development			
	88% all 93% girls 83% boys	88% all 93% girls 83% boys	89% all 93% girls 84% boys
Personal, Social and Emotional Development			
	85% all 90% girls 80% boys	84% all 90% girls 79% boys	85% all 91% girls 80% boys

	National	Gloucestershire	Cheltenham
	Literacy		
	69% all 76% girls 61% boys	71% all 78% girls 65% boys	75% all 81% girls 68% boys
	Mathematics		
	77% all 82% girls 73% boys	76% all 80% girls 73% boys	79% all 83% girls 75% boys
	Understanding the World		
	83% all 87% girls 79% boys	84% all 88% girls 79% boys	85% all 90% girls 80% boys
	Expressive Arts and Design		
	86% all 93% girls 81% boys	88% all 94% girls 81% boys	90% all 96% girls 84% boys

Which were the Areas of Learning in which Cheltenham children had most success?

	National	Gloucestershire	Cheltenham
All Children 	92% Technology	95% Technology	96% Technology
Girls 	95% Health and Self-Care	96% Technology	97% Exploring and Using Media and Materials
Boys 	91% Technology	94% Technology	95% Technology

Which were the Areas of Learning which Cheltenham children found most challenging?

	National	Gloucestershire	Cheltenham
All Children 	73% Writing	72% Writing	75% Writing
Girls 	80% Writing	78% Writing	82% Writing
Boys 	66% Writing	65% Writing	68% Writing

Mind the Gap!

In Gloucestershire we are always keen to look at the gaps between those who do well and those who do less well. We also explore the difference between the achievement of girls and boys.

The figures below will allow you to reflect on these differences. The 'Lowest 20%' gap looks at the difference between the points scored by the top achievers and the bottom.

Gender GLD Gap

	2013	2014	2015	2016	Direction
National	16%	17%	16%	15%	↓
Gloucestershire	16%	15%	16%	14%	↓
Cheltenham	15%	18%	16%	15%	↓

Lowest 20% - Gap

	2013	2014	2015	2016	Direction
National	36.6%	33.9%	32.1%	31.4%	↓
Gloucestershire	33.7%	32.5%	30.6%	30.9%	↑
Cheltenham	33.0%	31.8 %	32.9%	29.6%	↓

Free School Meals (FSM) GLD Gap

	2013	2014	2015	2016	Direction
National	19%	19%	18%	17.3%	↓
Gloucestershire	25%	26%	22%	25.4%	↑
Cheltenham	22%	29%	20%	28.2%	↑

Special Educational Needs (SEN) GLD Gap

	2013	2014	2015	Direction
National	42%	47%	50%	↑
Gloucestershire	47%	52%	61%	↑
Cheltenham	46%	55%	66%	↑

Please note that the SEN criteria has changed for 2015. This analysis has been based on the old criteria to enable us to do a year on year comparison.

	2015	2016	Direction
National	50%	51%	↓
Gloucestershire	57%	59%	↑
Cheltenham	62%	66%	↑

Above is the new criteria.

So What?

Now that you know these figures it would be beneficial to discuss this data in relation to the provision in your setting:

1. Do you provide rich opportunities for the area of learning that has proven most challenging?
2. How can you enrich the opportunities you provide for early mark making?
3. Are you aware of the most appropriate early mark making activities?
4. How can you liaise with your local school to see if this broad Cheltenham picture is specifically represented in the schools you feed into?
5. Who can you liaise with to discuss and address gaps in achievement? Schools, Early Years Locality Advisers, Early Help Advisers.

The Early Years Foundation Stage Profile outcomes in Cotswolds



Where has the data come from?

The schools that are reflected in the Cotswolds section of the report are listed below. The data referred to in this section is the data from these schools combined.




We are not permitted to share the data from individual schools, however if you liaise with the schools that you send children to it should be possible to see specific school data. Sharing data is good practice and all schools are encouraged to share their data in this way.

Cotswolds Schools




Ampney Crucis C of E Primary School	St Lawrence C of E Primary School
Andoversford Primary School	St Marys C of E Primary School (Tetbury)
Ann Edwards Primary School	Stow-on-the-Wold Primary School
Avening Primary School	Stratton C of E Primary School
Bibury C of E Primary School	Swell C of E Primary School
Bledington School	The Rissington School
Blockley C of E Primary School	Watermoor C of E Primary School
Bourton-on-the-Water Primary Academy	Westonbirt Prep School
Chesterton County Primary School	Willersey C of E Primary School
Cirencester Primary School	Withington C of E Primary School
Cold Aston C of E Primary School	
Dormer House School	
Down Ampney C of E Primary School	
Fairford C of E Primary School	
Hatherop C of E Primary School	
Hatherop Castle Preparatory School	
Kemble Primary School	
Kempsford C of E Primary School	
Leighterton Primary School	
Longborough C of E Primary School	
Meysey Hampton C of E Primary School	
Mickleton Primary School	
North Cerney C of E Primary School	
Northleach C of E Primary School	
Paternoster School	
Powell's C of E Primary School	
Rendcomb College	
Rodmarton School	
Sapperton C of E Primary School	
Sherborne C of E Primary School	
Siddington C of E Primary School	
Southrop C of E Primary School	
St Andrews C of E Primary School, Chedworth	
St Catharines Catholic Primary School	
St Davids C of E Primary School	
St James and Ebrington C of E Primary School Federated)	





What percentage of children achieved a Good Level of Development (GLD) in the Cotswolds?

Children achieving a good level of development are those who achieved the expected or exceeding level within the following areas of learning: Communication and Language; Physical Development; and Personal, Social and Emotional development; Literacy; and Mathematics.




	National	Gloucestershire	Cotswolds
All Children 	69% ↑ 3% from 66% in 2015	67% ↑ 3% from 64% in 2015	71% ↑ 2% from 69% in 2015
Girls 	77% ↑ 3% from 74% in 2015	74% ↑ 1% from 73% in 2015	77% ↑ 2% from 75% in 2015
Boys 	62% ↑ 3% from 59% in 2015	60% ↑ 4% from 56% in 2015	65% ↑ 1% from 64% in 2015

What percentage of Cotswolds children achieved the expected or exceeding level in all early learning goals within an area of learning?

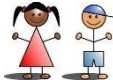


	National	Gloucestershire	Cotswolds
Communication and Language			
	82% all 87% girls 76% boys	81% all 87% girls 76% boys	85% all 91% girls 78% boys
Physical Development			
	88% all 93% girls 83% boys	88% all 93% girls 83% boys	90% all 95% girls 85% boys
Personal, Social and Emotional Development			
	85% all 90% girls 80% boys	84% all 90% girls 79% boys	86% all 92% girls 79% boys

	National	Gloucestershire	Cotswolds
	Literacy		
	69% all 76% girls 61% boys	71% all 78% girls 65% boys	76% all 82% girls 69% boys
	Mathematics		
	77% all 82% girls 73% boys	76% all 80% girls 73% boys	79% all 84% girls 74% boys
	Understanding the World		
	83% all 87% girls 79% boys	84% all 88% girls 79% boys	88% all 92% girls 83% boys
	Expressive Arts and Design		
	86% all 93% girls 81% boys	88% all 94% girls 81% boys	90% all 96% girls 83% boys

Which were the Areas of Learning in which Cotswolds children had most success?

	National	Gloucestershire	Cotswolds
All Children 	92% Technology	95% Technology	95% Technology
Girls 	95% Health and Self-Care	96% Technology	98% Being Imaginative
Boys 	91% Technology	94% Technology	94% Technology

Which were the Areas of Learning which Cotswolds children found most challenging?

	National	Gloucestershire	Cotswolds
All Children 	73%	72%	77%
	Writing	Writing	Writing
Girls 	80%	78%	83%
	Writing	Writing	Writing
Boys 	66%	65%	70%
	Writing	Writing	Writing

Mind the Gap!

In Gloucestershire we are always keen to look at the gaps between those who do well and those who do less well. We also explore the difference between the achievement of girls and boys.

The figures below will allow you to reflect on these differences. The 'Lowest 20%' gap looks at the difference between the points scored by the top achievers and the bottom.

Gender GLD Gap

	2013	2014	2015	2016	Direction
National	16%	17%	16%	15%	↓
Gloucestershire	16%	15%	16%	14%	↓
Cotswolds	14%	12%	11%	12%	↑

Lowest 20% - Gap

	2013	2014	2015	2016	Direction
National	36.6%	33.9%	32.1%	31.4%	↓
Gloucestershire	33.7%	32.5%	30.6%	30.9%	↑
Cotswolds	32.0%	27.7 %	27.5%	27.0%	↓

Free School Meals (FSM) GLD Gap

	2013	2014	2015	2016	Direction
National	19%	19%	18%	17.3%	↓
Gloucestershire	25%	26%	22%	25.4%	↑
Cotswolds	28%	32%	15%	32.8%	↑

Special Educational Needs (SEN) GLD Gap

	2013	2014	2015	Direction
National	42%	47%	50%	↑
Gloucestershire	47%	52%	61%	↑
Cotswolds	46%	55%	66%	↑

Please note that the SEN criteria has changed for 2015. This analysis has been based on the old criteria to enable us to do a year on year comparison.

	2015	2016	Direction
National	50%	51%	↓
Gloucestershire	57%	59%	↑
Cotswolds	56%	65%	↑

Above is the new criteria.

So What?

Now that you know these figures it would be beneficial to discuss this data in relation to the provision in your setting:

1. Do you provide rich opportunities for the area of learning that has proven most challenging?
2. How can you enrich the opportunities you provide for early mark making?
3. Are you aware of the most appropriate early mark making activities?
4. How can you liaise with your local school to see if this broad Cotswolds picture is specifically represented in the schools you feed into?
5. Who can you liaise with to discuss and address gaps in achievement? Schools, Early Years Locality Advisers, Early Help Advisers.

The Early Years Foundation Stage Profile outcomes in Forest of Dean



Where has the data come from?

The schools that are reflected in the Forest of Dean section of the report are listed below. The data referred to in this section is the data from these schools combined.




We are not permitted to share the data from individual schools, however if you liaise with the schools that you send children to it should be possible to see specific school data. Sharing data is good practice and all schools are encouraged to share their data in this way.

Forest of Dean Schools




Ann Cam C of E Primary School	Soudley Primary School
Ashleworth C of E Primary School	St Anthonys School
Aylburton C of E Primary School	St Briavels Parochial C of E Primary School
Berry Hill Primary School	St Johns-on-the-Hill
Blakeney Primary School	St Whites School
Bream C of E Primary School	Staunton & Corse C of E Academy
Bromesberrow St Marys C of E Primary School	Steam Mills Primary School
Churcham Primary School	Tibberton Community Primary School
Clearwell C of E Primary School	Tutshill C of E Primary School
Coalway Community Infant School	Walmore Hill Primary School
Drybrook Primary School	Westbury-on-Severn C of E Primary School
Ellwood Primary School	Woodside Primary School
English Bicknor C of E Primary School	Woolaston Primary School
Forest View Primary School	Yorkley Primary School
Glebe Infant School	
Hartpury C of E Primary School	
Heart of the Forest Community Special School	
Highnam C of E Primary Academy	
Hope Brook C of E Primary School	
Huntley C of E Primary School	
Littledean C of E Primary School	
Lydbrook Primary School	
Lydney C of E Community Primary School	
Minsterworth C of E Primary School	
Mitcheldean Endowed Primary School	
Newnham St Peters C of E Primary School	
Offas Mead Academy	
Parkend Primary School	
Pauntley C of E Primary School	
Pillowell Community Primary School	
Primrose Hill C of E Primary School	
Redbrook C of E Primary School	
Redmarley C of E Primary Academy	
Ruardean C of E Primary School	
Severnbanks Primary School	





What percentage of children achieved a Good Level of Development (GLD) in the Forest?

Children achieving a good level of development are those who achieved the expected or exceeding level within the following areas of learning: Communication and Language; Physical Development; and Personal, Social and Emotional development; Literacy; and Mathematics.




	National	Gloucestershire	Forest
All Children 	69% ↑ 3% from 66% in 2015	67% ↑ 3% from 64% in 2015	64% ↑ 2% from 62% in 2015
Girls 	77% ↑ 3% from 74% in 2015	74% ↑ 1% from 73% in 2015	72% ↑ 1% from 71% in 2015
Boys 	62% ↑ 3% from 59% in 2015	60% ↑ 4% from 56% in 2015	55% ↑ 3% from 52% in 2015

What percentage of Forest children achieved the expected or exceeding level in all early learning goals within an area of learning?

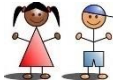


	National	Gloucestershire	Forest
Communication and Language			
	82% all 87% girls 76% boys	81% all 87% girls 76% boys	82% all 88% girls 77% boys
Physical Development			
	88% all 93% girls 83% boys	88% all 93% girls 83% boys	87% all 93% girls 81% boys
Personal, Social and Emotional Development			
	85% all 90% girls 80% boys	84% all 90% girls 79% boys	84% all 90% girls 78% boys

	National	Gloucestershire	Forest
	Literacy		
	69% all 76% girls 61% boys	71% all 78% girls 65% boys	68% all 77% girls 60% boys
	Mathematics		
	77% all 82% girls 73% boys	76% all 80% girls 73% boys	73% all 78% girls 67% boys
	Understanding the World		
	83% all 87% girls 79% boys	84% all 88% girls 79% boys	85% all 90% girls 81% boys
	Expressive Arts and Design		
	86% all 93% girls 81% boys	88% all 94% girls 81% boys	86% all 94% girls 78% boys

Which were the Areas of Learning in which Forest children had most success?

	National	Gloucestershire	Forest
All Children 	92% Technology	95% Technology	96% Technology
Girls 	95% Health and Self-Care	96% Technology	96% Technology
Boys 	91% Technology	94% Technology	95% Technology

Which were the Areas of Learning which Forest children found most challenging?

	National	Gloucestershire	Forest
All Children 	73%	72%	69%
	Writing	Writing	Writing
Girls 	80%	78%	77%
	Writing	Writing	Numbers
Boys 	66%	65%	61%
	Writing	Writing	Writing

Mind the Gap!

In Gloucestershire we are always keen to look at the gaps between those who do well and those who do less well. We also explore the difference between the achievement of girls and boys.

The figures below will allow you to reflect on these differences. The 'Lowest 20%' gap looks at the difference between the points scored by the top achievers and the bottom.

Gender GLD Gap

	2013	2014	2015	2016	Direction
National	16%	17%	16%	15%	↓
Gloucestershire	16%	15%	16%	14%	↓
Forest of Dean	13%	13%	19%	18%	↓

Lowest 20% - Gap

	2013	2014	2015	2016	Direction
National	36.6%	33.9%	32.1%	31.4%	↓
Gloucestershire	33.7%	32.5%	30.6%	30.9%	↑
Forest of Dean	34.8%	34.3%	31.4%	30.4%	↓

Free School Meals (FSM) GLD Gap

	2013	2014	2015	2016	Direction
National	19%	19%	18%	17.3%	↓
Gloucestershire	25%	26%	22%	25.4%	↑
Forest of Dean	24%	28%	25%	19.8%	↓

Special Educational Needs (SEN) GLD Gap

	2013	2014	2015	Direction
National	42%	47%	50%	↑
Gloucestershire	47%	52%	61%	↑
Forest of Dean	46%	55%	66%	↑

Please note that the SEN criteria has changed for 2015. This analysis has been based on the old criteria to enable us to do a year on year comparison.

	2015	2016	Direction
National	50%	51%	↓
Gloucestershire	57%	59%	↑
Forest of Dean	54%	55%	↑

Above is the new criteria.

So What?

Now that you know these figures it would be beneficial to discuss this data in relation to the provision in your setting:

1. Do you provide rich opportunities for the area of learning that has proven most challenging?
2. How can you enrich the opportunities you provide for early mark making?
3. Are you aware of the most appropriate early mark making activities?
4. Do you have sufficient resources for the development of early mathematical skills?
5. Are you aware of the most appropriate early mathematical activities?
6. How can you liaise with your local school to see if this broad Forest picture is specifically represented in the schools you feed into?
7. Who can you liaise with to discuss and address gaps in achievement? Schools, Early Years Locality Advisers, Early Help Advisers.

The Early Years Foundation Stage Profile outcomes in Gloucester



Where has the data come from?

The schools that are reflected in the Gloucester section of the report are listed below. The data referred to in this section is the data from these schools combined.




We are not permitted to share the data from individual schools, however if you liaise with the schools that you send children to it should be possible to see specific school data. Sharing data is good practice and all schools are encouraged to share their data in this way.

Gloucester Schools




Abbeymead Primary School
Al-Ashraf Primary School
Barnwood C of E Primary School
Beech Green Primary School
Calton Primary School
Coney Hill Primary School
Dinglewell Infant School
Elmbridge Infant School
Field Court C of E Infant School
Finlay Community School
Grange Primary School
Hardwicke Parochial Primary School
Haresfield C of E Primary School
Harewood Infant School
Hatherley Infant School
Hempsted C of E Primary School
Heron Primary School
Hillview Primary School
Hunts Grove Primary Academy
Kingsholm C of E Primary School
Kingsway Primary School
Linden Primary School
Longlevens Infant School
Longney C of E Primary School
Moat Primary School
Robinswood Primary School
St Pauls C of E Primary School
St Peters Catholic Primary School
The Kings Junior School (Wardle House)
The Milestone School
Tredworth Infant School
Tuffley Primary School
Waterwells Primary Academy
Widden Primary School





What percentage of children achieved a Good Level of Development (GLD) in Gloucester?

Children achieving a good level of development are those who achieved the expected or exceeding level within the following areas of learning: Communication and Language; Physical Development; and Personal, Social and Emotional development; Literacy; and Mathematics.




	National	Gloucestershire	Gloucester
All Children 	69%	67%	62%
	↑ 3% from 66% in 2015	↑ 3% from 64% in 2015	↑ 2% from 60% in 2015
Girls 	77%	74%	68%
	↑ 3% from 74% in 2015	↑ 1% from 73% in 2015	↔ from 68% in 2015
Boys 	62%	60%	55%
	↑ 3% from 59% in 2015	↑ 4% from 56% in 2015	↑ 4% from 51% in 2015

What percentage of Gloucester children achieved the expected or exceeding level in all early learning goals within an area of learning?

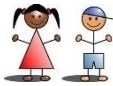


	National	Gloucestershire	Gloucester
Communication and Language			
	82% all 87% girls 76% boys	81% all 87% girls 76% boys	77% all 83% girls 71% boys
Physical Development			
	88% all 93% girls 83% boys	88% all 93% girls 83% boys	86% all 91% girls 80% boys
Personal, Social and Emotional Development			
	85% all 90% girls 80% boys	84% all 90% girls 79% boys	82% all 88% girls 76% boys

	National	Gloucestershire	Gloucester
	Literacy		
	69% all 76% girls 61% boys	71% all 78% girls 65% boys	66% all 72% girls 60% boys
	Mathematics		
	77% all 82% girls 73% boys	76% all 80% girls 73% boys	73% all 76% girls 71% boys
	Understanding the World		
	83% all 87% girls 79% boys	84% all 88% girls 79% boys	79% all 84% girls 75% boys
	Expressive Arts and Design		
	86% all 93% girls 81% boys	88% all 94% girls 81% boys	84% all 92% girls 76% boys

Which were the Areas of Learning in which Gloucester children had most success?

	National	Gloucestershire	Gloucester
All Children 	92% Technology	95% Technology	94% Technology
Girls 	95% Health and Self-Care	96% Technology	95% Technology and Exploring and Using Media and Materials
Boys 	91% Technology	94% Technology	93% Technology

Which were the Areas of Learning which Gloucester children found most challenging?

	National	Gloucestershire	Gloucester
All Children 	73%	72%	67%
	Writing	Writing	Writing
Girls 	80%	78%	74%
	Writing	Writing	Writing
Boys 	66%	65%	61%
	Writing	Writing	Writing

Mind the Gap!

In Gloucestershire we are always keen to look at the gaps between those who do well and those who do less well. We also explore the difference between the achievement of girls and boys.

The figures below will allow you to reflect on these differences. The 'Lowest 20%' gap looks at the difference between the points scored by the top achievers and the bottom.

Gender GLD Gap

	2013	2014	2015	2016	Direction
National	16%	17%	16%	15%	↓
Gloucestershire	16%	15%	16%	14%	↓
Gloucester	18%	16%	17%	13%	↓

Lowest 20% - Gap

	2013	2014	2015	2016	Direction
National	36.6%	33.9%	32.1%	31.4%	↓
Gloucestershire	33.7%	32.5%	30.6%	30.9%	↑
Gloucester	38.2%	36.4 %	32.0%	29.2%	↓

Free School Meals (FSM) GLD Gap

	2013	2014	2015	2016	Direction
National	19%	19%	18%	17.3%	↓
Gloucestershire	25%	26%	22%	25.4%	↑
Gloucester	17%	12%	14%	14.7%	↑

Special Educational Needs (SEN) GLD Gap

	2013	2014	2015	Direction
National	42%	47%	50%	↑
Gloucestershire	47%	52%	61%	↑
Gloucester	46%	55%	66%	↑

Please note that the SEN criteria has changed for 2015. This analysis has been based on the old criteria to enable us to do a year on year comparison.

	2015	2016	Direction
National	50%	51%	↓
Gloucestershire	57%	59%	↑
Gloucester	54%	57%	↑

Above is the new criteria.

So What?

Now that you know these figures it would be beneficial to discuss this data in relation to the provision in your setting:

1. Do you provide rich opportunities for the area of learning that has proven most challenging?
2. How can you enrich the opportunities you provide for early mark making?
3. Are you aware of the most appropriate early mark making activities?
4. How can you liaise with your local school to see if this broad Gloucester picture is specifically represented in the schools you feed into?
5. Who can you liaise with to discuss and address gaps in achievement? Schools, Early Years Locality Advisers, Early Help Advisers.

The Early Years Foundation Stage Profile outcomes in Stroud



Where has the data come from?

The schools that are reflected in the Stroud section of the report are listed below. The data referred to in this section is the data from these schools combined.




We are not permitted to share the data from individual schools, however if you liaise with the schools that you send children to it should be possible to see specific school data. Sharing data is good practice and all schools are encouraged to share their data in this way.

Stroud Schools




Amberley Parochial School	Randwick C of E Primary School
Beaudesert Park School	Rodborough Community Primary School
Berkeley Primary School	Severn View Primary Academy
Birdlip Primary School	Sharpness Primary School
Bisley Blue Coat C of E Primary School	Sheepscombe Primary School
Blue Coat C of E Primary School	Slimbridge Primary School
Brimscombe C of E Primary School	St Dominics Catholic Primary School
Bussage C of E Primary School	St Josephs Catholic Primary School
Callowell Primary School	St Matthews C of E Primary School
Cam Everlands Primary School	Stone with Woodford C of E Primary School
Cam Hopton C of E Primary School	Stonehouse Park Infant School
Cam Woodfield Infant School	Stroud Valley Community Primary School
Cashes Green Primary School	The British School
Chalford Hill Primary School	The Croft Primary School
Christ Church (Chalford) C of E Primary School	The Rosary Catholic Primary School
Coaley C of E Primary School	The Shrubberies School
Coberley C of E Primary School	Thrupp Primary School
Cranham C of E Primary School	Uley C of E Primary School
Dursley C of E Primary Academy	Uplands Community Primary School
Eastcombe Primary School	Whiteshill Primary School
Eastington Primary School	Whitminster Endowed C of E Primary School
Foxmoor Primary School	Woodchester Endowed C of E Primary School
Gastrells Community Primary School	Wycliffe Preparatory School
Hillesley C of E Primary School	
Hopelands School	
Horsley C of E Primary School	
Kings Stanley C of E Primary School	
Kingswood Primary School	
Lakefield C of E Primary School	
Leonard Stanley C of E Primary School	
Minchinhampton School	
Miserden C of E Primary School	
Nailsworth C of E Primary School	
North Nibley C of E Primary School	
Oakridge Parochial School	





What percentage of children achieved a Good Level of Development (GLD) in Stroud?

Children achieving a good level of development are those who achieved the expected or exceeding level within the following areas of learning: Communication and Language; Physical Development; and Personal, Social and Emotional development; Literacy; and Mathematics.




	National	Gloucestershire	Stroud
All Children 	69%	67%	68%
	↑ 3% from 66% in 2015	↑ 3% from 64% in 2015	↓ 1% from 69% in 2015
Girls 	77%	74%	74%
	↑ 3% from 74% in 2015	↑ 1% from 73% in 2015	↓ 5% from 79% in 2015
Boys 	62%	60%	62%
	↑ 3% from 59% in 2015	↑ 4% from 56% in 2015	↑ 3% from 59% in 2015

What percentage of Stroud children achieved the expected or exceeding level in all early learning goals within an area of learning?

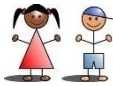


	National	Gloucestershire	Stroud
Communication and Language			
	82% all 87% girls 76% boys	81% all 87% girls 76% boys	82% all 86% girls 79% boys
Physical Development			
	88% all 93% girls 83% boys	88% all 93% girls 83% boys	88% all 92% girls 83% boys
Personal, Social and Emotional Development			
	85% all 90% girls 80% boys	84% all 90% girls 79% boys	84% all 88% girls 80% boys

	National	Gloucestershire	Stroud
	Literacy		
	69% all 76% girls 61% boys	71% all 78% girls 65% boys	73% all 78% girls 68% boys
	Mathematics		
	77% all 82% girls 73% boys	76% all 80% girls 73% boys	77% all 80% girls 74% boys
	Understanding the World		
	83% all 87% girls 79% boys	84% all 88% girls 79% boys	82% all 86% girls 78% boys
	Expressive Arts and Design		
	86% all 93% girls 81% boys	88% all 94% girls 81% boys	89% all 93% girls 85% boys

Which were the Areas of Learning in which Stroud children had most success?

	National	Gloucestershire	Stroud
All Children 	92% Technology	95% Technology	95% Technology
Girls 	95% Health and Self-Care	96% Technology	96% Technology
Boys 	91% Technology	94% Technology	94% Technology

Which were the Areas of Learning which Stroud children found most challenging?

	National	Gloucestershire	Stroud
All Children 	73%	72%	73%
	Writing	Writing	Writing
Girls 	80%	78%	79%
	Writing	Writing	Writing
Boys 	66%	65%	68%
	Writing	Writing	Writing

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The figures below will allow you to reflect on these differences. The 'Lowest 20%' gap looks at the difference between the points scored by the top achievers and the bottom.

Gender GLD Gap

	2013	2014	2015	2016	Direction
National	16%	17%	16%	15%	↓
Gloucestershire	16%	15%	16%	14%	↓
Stroud	19%	18%	20%	12%	↓

Lowest 20% - Gap

	2013	2014	2015	2016	Direction
National	36.6%	33.9%	32.1%	31.4%	↓
Gloucestershire	33.7%	32.5%	30.6%	30.9%	↑
Stroud	28.4%	30.7%	25.9%	28.4%	↑

Free School Meals (FSM) GLD Gap

	2013	2014	2015	2016	Direction
National	19%	19%	18%	17.3%	↓
Gloucestershire	25%	26%	22%	25.4%	↑
Stroud	22%	26%	18%	14.4%	↓

Special Educational Needs (SEN) GLD Gap

	2013	2014	2015	Direction
National	42%	47%	50%	↑
Gloucestershire	47%	52%	61%	↑
Stroud	46%	55%	66%	↑

Please note that the SEN criteria has changed for 2015. This analysis has been based on the old criteria to enable us to do a year on year comparison.

	2015	2016	Direction
National	50%	51%	↓
Gloucestershire	57%	59%	↑
Stroud	58%	57%	↓

Above is the new criteria.

So What?

Now that you know these figures it would be beneficial to discuss this data in relation to the provision in your setting:

1. Do you provide rich opportunities for the area of learning that has proven most challenging?
2. How can you enrich the opportunities you provide for early mark making?
3. Are you aware of the most appropriate early mark making activities?
4. How can you liaise with your local school to see if this broad Stroud picture is specifically represented in the schools you feed into?
5. Who can you liaise with to discuss and address gaps in achievement? Schools, Early Years Locality Advisers, Early Help Advisers.

The Early Years Foundation Stage Profile outcomes in Tewkesbury



Where has the data come from?

The schools that are reflected in the Tewkesbury section of the report are listed below. The data referred to in this section is the data from these schools combined.




We are not permitted to share the data from individual schools, however if you liaise with the schools that you send children to it should be possible to see specific school data. Sharing data is good practice and all schools are encouraged to share their data in this way.

Tewkesbury Schools




Alderman Knight School
Ashchurch Primary School
Bishops Cleeve Academy
Brockworth Primary Academy
Castle Hill Primary School
Churchdown Parton Manor Infant School
Churchdown Village Infant School
Coopers Edge School
Deerhurst and Apperley C of E Primary School
Didbrook Primary School
Gotherington Primary School
Grangefield School
Gretton Primary School
Innsworth Infant School
Mitton Manor Primary School
Northway Infant School
Norton C of E Primary School
Oak Hill C of E School
Queen Margaret Primary School
St Marys Catholic Primary School (Churchdown)
Temple Guiting C of E School
Tewkesbury C of E Primary School
The John Moore Primary School
Tirlebrook Primary School
Tredington Community Primary School
Twynning School
Upton St Leonards C of E Primary School
Winchcombe Abbey C of E Primary School
Woodmancote School





What percentage of children achieved a Good Level of Development (GLD) in Tewkesbury?

Children achieving a good level of development are those who achieved the expected or exceeding level within the following areas of learning: Communication and Language; Physical Development; and Personal, Social and Emotional development; Literacy; and Mathematics.




	National	Gloucestershire	Tewkesbury
All Children 	69% ↑ 3% from 66% in 2015	67% ↑ 3% from 64% in 2015	67% ↑ 2% from 65% in 2015
Girls 	77% ↑ 3% from 74% in 2015	74% ↑ 1% from 73% in 2015	76% ↑ 4% from 72% in 2015
Boys 	62% ↑ 3% from 59% in 2015	60% ↑ 4% from 56% in 2015	60% ↑ 1% from 59% in 2015

What percentage of Tewkesbury children achieved the expected or exceeding level in all early learning goals within an area of learning?

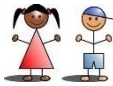


	National	Gloucestershire	Tewkesbury
Communication and Language			
	82% all 87% girls 76% boys	81% all 87% girls 76% boys	83% all 90% girls 77% boys
Physical Development			
	88% all 93% girls 83% boys	88% all 93% girls 83% boys	91% all 96% girls 88% boys
Personal, Social and Emotional Development			
	85% all 90% girls 80% boys	84% all 90% girls 79% boys	85% all 93% girls 79% boys

	National	Gloucestershire	Tewkesbury
	Literacy		
	69% all 76% girls 61% boys	71% all 78% girls 65% boys	72% all 80% girls 65% boys
	Mathematics		
	77% all 82% girls 73% boys	76% all 80% girls 73% boys	78% all 83% girls 74% boys
	Understanding the World		
	83% all 87% girls 79% boys	84% all 88% girls 79% boys	87% all 93% girls 82% boys
	Expressive Arts and Design		
	86% all 93% girls 81% boys	88% all 94% girls 81% boys	90% all 96% girls 84% boys

Which were the Areas of Learning in which Tewkesbury children had most success?

	National	Gloucestershire	Tewkesbury
All Children 	92% Technology	95% Technology	94% Technology
Girls 	95% Health and Self-Care	96% Technology	97% Moving and Handling, Health and Self-Care, Technology, Exploring and Using Media and Materials and Being Imaginative
Boys 	91% Technology	94% Technology	92% Technology

Which were the Areas of Learning which Tewkesbury children found most challenging?

	National	Gloucestershire	Tewkesbury
All Children 	73%	72%	72%
	Writing	Writing	Writing
Girls 	80%	78%	80%
	Writing	Writing	Writing
Boys 	66%	65%	65%
	Writing	Writing	Writing

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Free School Meals (FSM) GLD Gap

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Gloucestershire	57%	59%	↑
Tewkesbury	57%	55%	↓

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