



**Enabling Early Years Settings  
to understand and use the  
Early Years Foundation Stage  
Profile data 2017**

**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 2017.

## **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
<b>All Children</b> 	71%	68%	69%
	↑ 2% from 69% in 2016	↑ 1% from 67% in 2016	↑ 2% from 71% in 2016
<b>Girls</b> 	78%	75%	77%
	↑ 1% from 77% in 2016	↑ 1% from 74% in 2016	↑ 1% from 78% in 2016
<b>Boys</b> 	64%	62%	61%
	↑ 2% from 62% in 2016	↑ 2% from 60% in 2016	↓ 3% from 64% in 2016

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

	National	Gloucestershire	Cheltenham
<b>Communication and Language</b>			
	82% all 87% girls 77% boys	83% all 88% girls 79% boys	84% all 90% girls 78% boys
<b>Physical Development</b>			
	88% all 92% girls 83% boys	89% all 94% girls 84% boys	91% all 95% girls 86% boys
<b>Personal, Social and Emotional Development</b>			
	85% all 90% girls 80% boys	86% all 91% girls 80% boys	85% all 91% girls 80% boys

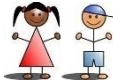


	National	Gloucestershire	Cheltenham
	<b>Literacy</b>		
	73% all 79% girls 67% boys	71% all 78% girls 65% boys	72% all 80% girls 64% boys
	<b>Mathematics</b>		
	78% all 82% girls 74% boys	77% all 81% girls 74% boys	78% all 83% girls 73% boys
	<b>Understanding the World</b>		
	84% all 88% girls 80% boys	85% all 89% girls 82% boys	85% all 90% girls 80% boys
	<b>Expressive Arts and Design</b>		
	87% all 93% girls 81% boys	89% all 95% girls 84% boys	91% all 96% girls 85% boys

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

	National	Gloucestershire	Cheltenham
All Children 	76.9% Technology	74.0% Making Relationships	75.8% Technology
Girls 	79.7% Technology	74.8% The World	79.0% Technology
Boys 	74.1% Technology	74.9% Making Relationships	79.0% Making Relationships



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

	National	Gloucestershire	Cheltenham
All Children 	58.4%	57.0%	55.9%
	Reading	Reading	Reading
Girls 	61.3%	59.9%	58.0%
	Reading	Reading	Reading
Boys 	55.6%	54.3%	53.8%
	Reading	Reading	Reading

### 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	2017	Direction
National	16%	17%	16%	15%	14%	↓
Gloucestershire	16%	15%	16%	14%	13%	↓
Cheltenham	15%	18%	16%	15%	16%	↑

### Lowest 20% - Gap

	2013	2014	2015	2016	2017	Direction
National	36.6%	33.9%	32.1%	31.4%	31.7%	↑
Gloucestershire	33.7%	32.5%	30.6%	30.9%	30.4%	↓
Cheltenham	33.0%	31.8 %	32.9%	29.6%	27.0%	↓

### Free School Meals (FSM) GLD Gap

	2013	2014	2015	2016	2017	Direction
National	19%	19%	18%	18%	17%	↓
Gloucestershire	25%	26%	22%	24%	21%	↓
Cheltenham	22%	29%	20%	28%	25%	↓

## Special Educational Needs (SEN) GLD Gap

	2013	2014	2015	Direction
<b>National</b>	42%	47%	50%	↑
<b>Gloucestershire</b>	47%	52%	61%	↑
<b>Cheltenham</b>	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	2017	Direction
<b>National</b>	50%	53%	53%	↔
<b>Gloucestershire</b>	57%	58%	59%	↑
<b>Cheltenham</b>	62%	66%	57%	↓

Above is based on 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 pre reading activities?
3. Are you aware of the most appropriate early pre reading activities?
4. Do you liaise closely with your local school/s early in the year about children causing concern?
5. How can you liaise with your local school /s to see if this broad Cheltenham picture is specifically represented in the school/s you feed into?
6. 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
<b>All Children</b> 	71% ↑ 2% from 69% in 2016	68% ↑ 1% from 67% in 2016	73% ↑ 2% from 71% in 2016
<b>Girls</b> 	78% ↑ 1% from 77% in 2016	75% ↑ 1% from 74% in 2016	79% ↑ 2% from 77% in 2016
<b>Boys</b> 	64% ↑ 2% from 62% in 2016	62% ↑ 2% from 60% in 2016	68% ↑ 3% from 65% in 2016

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

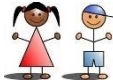


	National	Gloucestershire	Cotswolds
<b>Communication and Language</b>			
	82% all 87% girls 77% boys	83% all 88% girls 79% boys	87% all 92% girls 83% boys
<b>Physical Development</b>			
	88% all 92% girls 83% boys	89% all 94% girls 84% boys	91% all 95% girls 87% boys
<b>Personal, Social and Emotional Development</b>			
	85% all 90% girls 80% boys	86% all 91% girls 80% boys	88% all 94% girls 83% boys

	National	Gloucestershire	Cotswolds
	<b>Literacy</b>		
	73% all 79% girls 67% boys	71% all 78% girls 65% boys	76% all 81% girls 71% boys
	<b>Mathematics</b>		
	78% all 82% girls 74% boys	77% all 81% girls 74% boys	81% all 84% girls 78% boys
	<b>Understanding the World</b>		
	84% all 88% girls 80% boys	85% all 89% girls 82% boys	88% all 90% girls 85% boys
	<b>Expressive Arts and Design</b>		
	87% all 93% girls 81% boys	89% all 95% girls 84% boys	91% all 95% girls 87% boys

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

	National	Gloucestershire	Cotswolds
All Children 	76.9% Technology	74.0% Making Relationships	76.2% People and Communities
Girls 	79.7% Technology	74.8% The World	78.4% People and Communities
Boys 	74.1% Technology	74.9% Making Relationships	77.7% Being Imaginative

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

	National	Gloucestershire	Cotswolds
All Children 	58.4%	57.0%	56.2%
	Reading	Reading	Reading
Girls 	61.3%	59.9%	57.6%
	Reading	Reading	Reading
Boys 	55.6%	54.3%	54.8%
	Reading	Reading	Reading

### 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	2017	Direction
National	16%	17%	16%	15%	14%	↓
Gloucestershire	16%	15%	16%	14%	13%	↓
Cotswolds	14%	12%	11%	12%	11%	↓

### Lowest 20% - Gap

	2013	2014	2015	2016	2017	Direction
National	36.6%	33.9%	32.1%	31.4%	31.7%	↑
Gloucestershire	33.7%	32.5%	30.6%	30.9%	30.4%	↓
Cotswolds	32.0%	27.7 %	27.5%	27.0%	23.7%	↓

### Free School Meals (FSM) GLD Gap

	2013	2014	2015	2016	2017	Direction
National	19%	19%	18%	18%	17%	↓
Gloucestershire	25%	26%	22%	24%	21%	↓
Cotswolds	28%	32%	15%	33%	24%	↓

## 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	2017	Direction
National	50%	53%	53%	↔
Gloucestershire	57%	58%	59%	↑
Cotswolds	56%	65%	70%	↑

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 pre reading?
3. Are you aware of the most appropriate early pre reading activities?
4. How can you liaise with your local school/s to see if this broad Cotswolds picture is specifically represented in the school/s you feed into?
5. Do you liaise closely with your local school/s early in the year about children causing concern?
6. 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
<b>All Children</b> 	71% ↑ 2% from 69% in 2016	68% ↑ 1% from 67% in 2016	68% ↑ 4% from 64% in 2016
<b>Girls</b> 	78% ↑ 1% from 77% in 2016	75% ↑ 1% from 74% in 2016	75% ↑ 3% from 72% in 2016
<b>Boys</b> 	64% ↑ 2% from 62% in 2016	62% ↑ 2% from 60% in 2016	60% ↑ 5% from 55% in 2016

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




	National	Gloucestershire	Forest
<b>Communication and Language</b>			
	82% all 87% girls 77% boys	83% all 88% girls 79% boys	84% all 91% girls 78% boys
<b>Physical Development</b>			
	88% all 92% girls 83% boys	89% all 94% girls 84% boys	89% all 95% girls 84% boys
<b>Personal, Social and Emotional Development</b>			
	85% all 90% girls 80% boys	86% all 91% girls 80% boys	87% all 92% girls 81% boys

	National	Gloucestershire	Forest
	<b>Literacy</b>		
	73% all 79% girls 67% boys	71% all 78% girls 65% boys	72% all 81% girls 64% boys
	<b>Mathematics</b>		
	78% all 82% girls 74% boys	77% all 81% girls 74% boys	79% all 83% girls 74% boys
	<b>Understanding the World</b>		
	84% all 88% girls 80% boys	85% all 89% girls 82% boys	88% all 93% girls 84% boys
	<b>Expressive Arts and Design</b>		
	87% all 93% girls 81% boys	89% all 95% girls 84% boys	90% all 96% girls 85% boys

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

	National	Gloucestershire	Forest
All Children 	76.9% Technology	74.0% Making Relationships	77.4% Being Imaginative
Girls 	79.7% Technology	74.8% The World	80.0% People and Communities & The World
Boys 	74.1% Technology	74.9% Making Relationships	78.1% Being Imaginative

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

	National	Gloucestershire	Forest
All Children 	58.4%	57.0%	58.8%
Reading	Reading	Reading	Reading
Girls 	61.3%	59.9%	60.5%
Reading	Reading	Listening and Attention	
Boys 	55.6%	54.3%	56.6%
Reading	Reading	Reading	

### 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	2017	Direction
National	16%	17%	16%	15%	14%	↓
Gloucestershire	16%	15%	16%	14%	13%	↓
Forest of Dean	13%	13%	19%	18%	15%	↓

### Lowest 20% - Gap

	2013	2014	2015	2016	2017	Direction
National	36.6%	33.9%	32.1%	31.4%	31.7%	↑
Gloucestershire	33.7%	32.5%	30.6%	30.9%	30.4%	↓
Forest of Dean	34.8%	34.3 %	31.4%	30.4%	27.6%	↓

### Free School Meals (FSM) GLD Gap

	2013	2014	2015	2016	2017	Direction
National	19%	19%	18%	18%	17%	↓
Gloucestershire	25%	26%	22%	24%	21%	↓
Forest of Dean	24%	28%	25%	20%	23%	↑

## Special Educational Needs (SEN) GLD Gap

	2013	2014	2015	Direction
<b>National</b>	42%	47%	50%	↑
<b>Gloucestershire</b>	47%	52%	61%	↑
<b>Forest of Dean</b>	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	2017	Direction
<b>National</b>	50%	53%	53%	↔
<b>Gloucestershire</b>	57%	58%	59%	↑
<b>Forest of Dean</b>	54%	55%	53%	↓

Above is based on 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 pre reading?
3. Are you aware of the most appropriate early pre reading activities?
4. Do you focus on the development of listening and attention?
5. Do you liaise closely with your local school/ss early in the year about children causing concern?
6. How can you liaise with your local school/s to see if this broad Forest picture is specifically represented in the school/s 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
<b>All Children</b> 	71% ↑ 2% from 69% in 2016	68% ↑ 1% from 67% in 2016	65% ↑ 3% from 62% in 2016
<b>Girls</b> 	78% ↑ 1% from 77% in 2016	75% ↑ 1% from 74% in 2016	71% ↑ 3% from 68% in 2016
<b>Boys</b> 	64% ↑ 2% from 62% in 2016	62% ↑ 2% from 60% in 2016	58% ↑ 3% from 55% in 2016

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

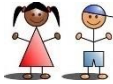


	National	Gloucestershire	Gloucester
<b>Communication and Language</b>			
	82% all 87% girls 77% boys	83% all 88% girls 79% boys	78% all 83% girls 73% boys
<b>Physical Development</b>			
	88% all 92% girls 83% boys	89% all 94% girls 84% boys	85% all 91% girls 78% boys
<b>Personal, Social and Emotional Development</b>			
	85% all 90% girls 80% boys	86% all 91% girls 80% boys	82% all 88% girls 76% boys

	National	Gloucestershire	Gloucester
	<b>Literacy</b>		
	73% all 79% girls 67% boys	71% all 78% girls 65% boys	67% all 74% girls 61% boys
	<b>Mathematics</b>		
	78% all 82% girls 74% boys	77% all 81% girls 74% boys	73% all 77% girls 69% boys
	<b>Understanding the World</b>		
	84% all 88% girls 80% boys	85% all 89% girls 82% boys	80% all 84% girls 77% boys
	<b>Expressive Arts and Design</b>		
	87% all 93% girls 81% boys	89% all 95% girls 84% boys	84% all 92% girls 77% boys

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

	National	Gloucestershire	Gloucester
All Children 	76.9% Technology	74.0% Making Relationships	71.6% Making Relationships
Girls 	79.7% Technology	74.8% The World	76.5% Technology
Boys 	74.1% Technology	74.9% Making Relationships	70.9% Being Imaginative

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

	National	Gloucestershire	Gloucester
All Children 	58.4%	57.0%	55.8%
	Reading	Reading	Reading
Girls 	61.3%	59.9%	60.4%
	Reading	Reading	Reading
Boys 	55.6%	54.3%	51.3%
	Reading	Reading	Reading

### 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	2017	Direction
<b>National</b>	16%	17%	16%	15%	14%	↓
<b>Gloucestershire</b>	16%	15%	16%	14%	13%	↓
<b>Gloucester</b>	18%	16%	17%	13%	13%	↔

### Lowest 20% - Gap

	2013	2014	2015	2016	2017	Direction
<b>National</b>	36.6%	33.9%	32.1%	31.4%	31.7%	↑
<b>Gloucestershire</b>	33.7%	32.5%	30.6%	30.9%	30.4%	↓
<b>Gloucester</b>	38.2%	36.4%	32.0%	29.2%	34.7%	↑

### Free School Meals (FSM) GLD Gap

	2013	2014	2015	2016	2017	Direction
<b>National</b>	19%	19%	18%	18%	17%	↓
<b>Gloucestershire</b>	25%	26%	22%	24%	21%	↓
<b>Gloucester</b>	17%	12%	14%	15%	12%	↓

## Special Educational Needs (SEN) GLD Gap

	2013	2014	2015	Direction
<b>National</b>	42%	47%	50%	↑
<b>Gloucestershire</b>	47%	52%	61%	↑
<b>Gloucester</b>	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	2017	Direction
<b>National</b>	50%	53%	53%	↔
<b>Gloucestershire</b>	57%	58%	59%	↑
<b>Gloucester</b>	54%	57%	60%	↑

Above is based on 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 pre reading activities?
3. Are you aware of the most appropriate early pre reading activities ?
4. How can you liaise with your local school/s to see if this broad Gloucester picture is specifically represented in the schools you feed into?
5. Do you liaise closely with your local school/s early in the year about children causing concern?
6. 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
<b>All Children</b> 	71% ↑ 2% from 69% in 2016	68% ↑ 1% from 67% in 2016	70% ↑ 2% from 68% in 2016
<b>Girls</b> 	78% ↑ 1% from 77% in 2016	75% ↑ 1% from 74% in 2016	76% ↑ 2% from 74% in 2016
<b>Boys</b> 	64% ↑ 2% from 62% in 2016	62% ↑ 2% from 60% in 2016	64% ↑ 2% from 62% in 2016

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

	National	Gloucestershire	Stroud
<b>Communication and Language</b>			
	82% all 87% girls 77% boys	83% all 88% girls 79% boys	84% all 88% girls 81% boys
<b>Physical Development</b>			
	88% all 92% girls 83% boys	89% all 94% girls 84% boys	89% all 94% girls 84% boys
<b>Personal, Social and Emotional Development</b>			
	85% all 90% girls 80% boys	86% all 91% girls 80% boys	86% all 90% girls 83% boys

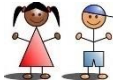


	National	Gloucestershire	Stroud
	<b>Literacy</b>		
	73% all 79% girls 67% boys	71% all 78% girls 65% boys	73% all 78% girls 67% boys
	<b>Mathematics</b>		
	78% all 82% girls 74% boys	77% all 81% girls 74% boys	78% all 81% girls 76% boys
	<b>Understanding the World</b>		
	84% all 88% girls 80% boys	85% all 89% girls 82% boys	87% all 90% girls 85% boys
	<b>Expressive Arts and Design</b>		
	87% all 93% girls 81% boys	89% all 95% girls 84% boys	91% all 96% girls 85% boys

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

	National	Gloucestershire	Stroud
All Children 	76.9% Technology	74.0% Making Relationships	78.5% Making Relationships
Girls 	79.7% Technology	74.8% The World	77.4% The World
Boys 	74.1% Technology	74.9% Making Relationships	80.4% Making Relationships



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

	National	Gloucestershire	Stroud
All Children 	58.4%	57.0%	58.6%
	Reading	Reading	Reading
Girls 	61.3%	59.9%	62.3%
	Reading	Reading	Reading
Boys 	55.6%	54.3%	55.3%
	Reading	Reading	Reading

### 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	2017	Direction
National	16%	17%	16%	15%	14%	↓
Gloucestershire	16%	15%	16%	14%	13%	↓
Stroud	19%	18%	20%	12%	12%	↔

### Lowest 20% - Gap

	2013	2014	2015	2016	2017	Direction
National	36.6%	33.9%	32.1%	31.4%	31.7%	↑
Gloucestershire	33.7%	32.5%	30.6%	30.9%	30.4%	↓
Stroud	28.4%	30.7%	25.9%	28.4%	28.5%	↑

### Free School Meals (FSM) GLD Gap

	2013	2014	2015	2016	2017	Direction
National	19%	19%	18%	18%	17%	↓
Gloucestershire	25%	26%	22%	24%	21%	↓
Stroud	22%	26%	18%	14%	16%	↑

## Special Educational Needs (SEN) GLD Gap

	2013	2014	2015	Direction
<b>National</b>	42%	47%	50%	↑
<b>Gloucestershire</b>	47%	52%	61%	↑
<b>Stroud</b>	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	2017	Direction
<b>National</b>	50%	53%	53%	↔
<b>Gloucestershire</b>	57%	58%	59%	↑
<b>Stroud</b>	58%	57%	67%	↑

Above is based on 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 pre reading?
3. Are you aware of the most appropriate early pre reading activities?
4. How can you liaise with your local school/s to see if this broad Stroud picture is specifically represented in the schools you feed into?
5. Do you liaise closely with your local school/s early in the year about children causing concern?
6. 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
<b>All Children</b> 	71% ↑ 2% from 69% in 2016	68% ↑ 1% from 67% in 2016	70% ↑ 3% from 67% in 2016
<b>Girls</b> 	78% ↑ 1% from 77% in 2016	75% ↑ 1% from 74% in 2016	75% ↓ 1% from 76% in 2016
<b>Boys</b> 	64% ↑ 2% from 62% in 2016	62% ↑ 2% from 60% in 2016	66% ↑ 6% from 60% in 2016

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

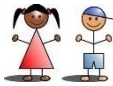


	National	Gloucestershire	Tewkesbury
<b>Communication and Language</b>			
	82% all 87% girls 77% boys	83% all 88% girls 79% boys	86% all 88% girls 84% boys
<b>Physical Development</b>			
	88% all 92% girls 83% boys	89% all 94% girls 84% boys	92% all 96% girls 88% boys
<b>Personal, Social and Emotional Development</b>			
	85% all 90% girls 80% boys	86% all 91% girls 80% boys	89% all 94% girls 85% boys

	National	Gloucestershire	Tewkesbury
	<b>Literacy</b>		
	73% all 79% girls 67% boys	71% all 78% girls 65% boys	74% all 78% girls 69% boys
	<b>Mathematics</b>		
	78% all 82% girls 74% boys	77% all 81% girls 74% boys	80% all 80% girls 81% boys
	<b>Understanding the World</b>		
	84% all 88% girls 80% boys	85% all 89% girls 82% boys	88% all 92% girls 85% boys
	<b>Expressive Arts and Design</b>		
	87% all 93% girls 81% boys	89% all 95% girls 84% boys	92% all 97% girls 88% boys

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

	National	Gloucestershire	Tewkesbury
All Children 	76.9% Technology	74.0% Making Relationships	75.4% Making Relationships
Girls 	79.7% Technology	74.8% The World	78.1% People and Communities
Boys 	74.1% Technology	74.9% Making Relationships	77.4% Making Relationships

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

	National	Gloucestershire	Tewkesbury
All Children 	58.4%	57.0%	57.9%
	Reading	Reading	Reading
Girls 	61.3%	59.9%	58.1%
	Reading	Reading	Understanding
Boys 	55.6%	54.3%	56.5%
	Reading	Reading	Reading

### 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	2017	Direction
<b>National</b>	16%	17%	16%	15%	14%	↓
<b>Gloucestershire</b>	16%	15%	16%	14%	13%	↓
<b>Tewkesbury</b>	17%	12%	13%	16%	9%	↓

### Lowest 20% - Gap

	2013	2014	2015	2016	2017	Direction
<b>National</b>	36.6%	33.9%	32.1%	31.4%	31.7%	↑
<b>Gloucestershire</b>	33.7%	32.5%	30.6%	30.9%	30.4%	↓
<b>Tewkesbury</b>	32.2%	29.3 %	30.1%	28.5%	25.5%	↓

### Free School Meals (FSM) GLD Gap

	2013	2014	2015	2016	2017	Direction
<b>National</b>	19%	19%	18%	18%	17%	↓
<b>Gloucestershire</b>	25%	26%	22%	24%	21%	↓
<b>Tewkesbury</b>	26%	30%	25%	32%	33%	↑

## Special Educational Needs (SEN) GLD Gap

	2013	2014	2015	Direction
<b>National</b>	42%	47%	50%	↑
<b>Gloucestershire</b>	47%	52%	61%	↑
<b>Tewkesbury</b>	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	2017	Direction
<b>National</b>	50%	53%	53%	↔
<b>Gloucestershire</b>	57%	58%	59%	↑
<b>Tewkesbury</b>	57%	55%	64%	↑

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 pre reading?
3. Are you aware of the most appropriate early pre reading activities?
4. Do you liaise closely with your local school/s early in the year about children causing concern?
5. How can you liaise with your local school/s to see if this broad Tewkesbury picture is specifically represented in the school/s you feed into?
6. Who can you liaise with to discuss and address gaps in achievement? Schools, Early Years Locality Advisers, Early Help Advisers.