

Aspect	Emerging No. (%)	Expected No. (%)	Exceeding No. (%)	Expected or Exceeding No. (%)
Averages:	4.1 (6.9%)	43.6 (74.0%)	11.3 (19.1%)	54.9 (93.1%)
Listening and attention	4 (6.8%)	44 (74.6%)	11 (18.6%)	55 (93.2%)
Understanding	4 (6.8%)	46 (78.0%)	9 (15.3%)	55 (93.2%)
Speaking	7 (11.9%)	42 (71.2%)	10 (16.9%)	52 (88.1%)
Moving and handling	4 (6.8%)	45 (76.3%)	10 (16.9%)	55 (93.2%)
Health and self-care	4 (6.8%)	39 (66.1%)	16 (27.1%)	55 (93.2%)
Self-confidence and self-awareness	5 (8.5%)	39 (66.1%)	15 (25.4%)	54 (91.5%)
Managing feelings and behaviour	3 (5.1%)	44 (74.6%)	12 (20.3%)	56 (94.9%)
Making relationships	5 (8.5%)	45 (76.3%)	9 (15.3%)	54 (91.5%)
Reading	9 (15.3%)	35 (59.3%)	15 (25.4%)	50 (84.7%)
Writing	5 (8.5%)	39 (66.1%)	15 (25.4%)	54 (91.5%)
Numbers	2 (3.4%)	43 (72.9%)	14 (23.7%)	57 (96.6%)
Shape, space and measures	3 (5.1%)	43 (72.9%)	13 (22.0%)	56 (94.9%)
People and communities	7 (11.9%)	43 (72.9%)	9 (15.3%)	52 (88.1%)
The world	1 (1.7%)	47 (79.7%)	11 (18.6%)	58 (98.3%)
Technology	1 (1.7%)	52 (88.1%)	6 (10.2%)	58 (98.3%)
Exploring and using media and materials	2 (3.4%)	49 (83.1%)	8 (13.6%)	57 (96.6%)
Being imaginative	3 (5.1%)	47 (79.7%)	9 (15.3%)	56 (94.9%)

Key:

Aspect

Prime
Specific

EYFS 2016– PROVISIONAL

The provisional EYFS results have improved this year, with an improvement in the percentage of pupils achieving a Good Level of Development (GLD), with an increase from 70.4% in 2015 to **72.2% in 2016**.

Good Level of Development includes the children meeting or exceeding the Early Learning Goals in the following areas – communication & language; literacy; mathematics; personal, social & emotional development and physical development.

A breakdown of the results of these subject areas from 2013 to 2016 is included in the table below.

Early Years Foundation Stage	2013 % achieving at least the expected level	2014 % achieving at least the expected level	2015 % achieving at least the expected level	PROVISIONAL 2016 % achieving at least the expected level	2015 National % achieving at least the expected level	Avanti 2016
Communication and language	64.9%	74.1%	80.8%	81.9%	80.3%	91.5%
Physical development	79.8%	85.4%	89.2%	89.2%	87.2%	93.2%
Personal, social and emotional development	71.6%	80.7%	86.1%	86.3%	83.7%	92.6%
Literacy	56.6%	68.6%	74.6%	75.8%	%	88.1%
Mathematics	60.2%	72.4%	77.8%	79.8%	%	95.8%
Understanding the world	69.9%	77.4%	82.2%	83.9%	%	94.9%
Expressive arts and design	70.6%	80.5%	87.7%	89.1%	%	95.5%
Achieving a good level of development	44.7%	61.3%	70.4%	72.2%	66.3%	

NB The 2016 results are provisional and the 2013, 2014 and 2015 years are final

Please note that Harrow's EYFS results remain PROVISIONAL until the DfE publishes the 2016 EYFS results at local authority and national level in October 2016.

	Early Years Foundation Stage Early Learning Goals																		
	Pupils		Minimum Steps progress in Reception (all AoLs)			Communication (Max 9)		Physical (Max 6)		Personal (Max 9)		Combined Prime AoLs (Max 24)		Combined Specific AoLs (Max 27)		All Combined AoLs (Max 51)		% at 34+ inc 6+ in Com & PSE	% at Good Level of Development
	No.	%	% at 4+	% at 5+	% at 6+	% at 6+	Avg Score	% at 4+	Avg Score	% at 6+	Avg Score	% at 16+	Avg Score	% at 18+	Avg Score	% at 34+	Avg Score		
All Pupils	59	100.0	96.6	59.3	16.9	86.4	6.3	89.8	4.3	88.1	6.4	79.7	16.9	83.1	19.1	76.3	36.1	74.6	74.6
Males	26	44.1	96.2	53.8	15.4	80.8	6.0	84.6	4.2	76.9	6.2	69.2	16.3	80.8	18.5	69.2	34.8	69.2	69.2
Females	33	55.9	97.0	63.6	18.2	90.9	6.4	93.9	4.4	97.0	6.6	87.9	17.4	84.8	19.6	81.8	37.1	78.8	78.8
In Care	0	0.0	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
FSM	0	0.0	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Not FSM	59	100.0	96.6	59.3	16.9	86.4	6.3	89.8	4.3	88.1	6.4	79.7	16.9	83.1	19.1	76.3	36.1	74.6	74.6
Pupil Premium	0	0.0	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Not Pupil Premium	59	100.0	96.6	59.3	16.9	86.4	6.3	89.8	4.3	88.1	6.4	79.7	16.9	83.1	19.1	76.3	36.1	74.6	74.6
SEN Support	2	3.4	100.0	100.0	50.0	50.0	4.5	50.0	3.0	100.0	6.0	50.0	13.5	50.0	15.0	50.0	28.5	50.0	50.0
Education, health and care plan	0	0.0	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Not SEN	57	96.6	96.5	57.9	15.8	87.7	6.3	91.2	4.4	87.7	6.4	80.7	17.1	84.2	19.3	77.2	36.4	75.4	75.4
Academically More Able	0	0.0	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-

Steps progress in Reception measured from Reception Autumn 1. 6 Steps per month band.

The value used is the AoL with the minimum number of steps progress, not the average.

EYFS ELG points are attributed to final Reception assessments in each Aspect as follows:

Emerging = 1 Expected = 2 Exceeding = 3

Pupils set to Unable To Assess are ignored for average and % calculations

Good Level of Development (as defined by DfE) - children will be defined as having reached a GLD at the end of the EYFS if they achieve at least the expected level in: the early learning goals in the prime areas of learning (personal, social and emotional development; physical development; and communication and language); and the early learning goals in the specific areas of mathematics and literacy.

Y2 (59 pupils)	Teacher Assessment							Test Scaled Scores			
	Other	Below	Foundations	Towards	At	Greater	At or Greater	Other	<100	100+	Average
Reading		1 (1.7%)		5 (8.5%)	33 (55.9%)	20 (33.9%)	53 (89.8%)	59 (100%)*			-
Writing		1 (1.7%)		5 (8.5%)	38 (64.4%)	15 (25.4%)	53 (89.8%)	59 (100%)*			-
Mathematics		1 (1.7%)		4 (6.8%)	32 (54.2%)	22 (37.3%)	54 (91.5%)	59 (100%)*			-
Science	3 (5.1%)	1 (1.7%)			55 (93.2%)		55 (93.2%)				-

Below - Includes any P Scale assessments.

Other - Includes any assessment codes such as A (absent) and Has Not Met for Science.

* in Other indicates missing data or, for tests, that the scaled score conversion has not yet been released.

New key stage 1 assessments in 2016 - PROVISIONAL

The new national curriculum has been taught in all local authority maintained primary schools, and academies, in England since September 2014. Those pupils who are at the end of KS1 in May 2016 will be the first to be assessed against the new national curriculum.

Following the removal of teacher assessment levels, interim teacher assessment frameworks have been provided to support teachers in making robust and accurate judgements for pupils at the end of KS1 in 2016. The interim teacher assessment frameworks for key stage 1 are for 2015 to 2016 only. The DfE is evaluating options for future years. No National data is available at the moment

In Harrow 3,074 pupils were assessed. The table below shows the percentage of pupils achieving outcomes in Reading, Writing, Maths and Science

Harrow KS1 2016	BLW	PKF	WTS/HNM	Avanti House HNM WTS	EXS	Avanti House EXS	GDS	Avanti House GDS	>= EXS	Avanti House >=EXS
Reading	1.9%	4.1%	16.6%	8.5%	52.2%	55.9%	24.7%	33.9%	76.9%	89.9%
Writing	2.0%	4.1%	22.5%	8.5%	55.0%	64.4%	15.9%	25.4%	70.9%	89.8%
Maths	1.9%	2.9%	17.3%	6.8%	54.2%	54.4%	23.4%	37.3%	77.6%	91.5%
Science	-	-	14.6%	6.8%	85.0%	93.2%	-		85.0%	93.2%

BLW = Below the standard of the pre-key stage
PKF = Pre-key stage foundations for the expected standard
HNM = Has not met the expected standard
WTS = Working towards the expected standard
EXS = Working at the expected standard
GDS = Working at greater depth at the expected standard