



Windmill Hill Primary School

Early Years Foundation Stage Results 2017

There are seven areas of learning and development that must shape educational programmes in 'Early Years Settings'.

All areas of learning and development are important and inter-connected.

Three areas are particularly crucial for igniting children's curiosity and enthusiasm for learning; for building their capacity to learn; form relationships and thrive.

These three areas (the prime areas) are:

- **Communication and Language**
- **Physical Development**
- **Personal, Social and Emotional Development**

School must also support children in four specific areas; through which the three prime areas are strengthened and applied.

The specific areas are:

- **Literacy**
- **Mathematics**
- **Understanding the World**
- **Expressive Arts and Design.**

Children are defined as having reached a **good level of development** (GLD) at the end of the EYFS if they achieve at least the expected level in:

1. Early learning goals in the prime areas of learning - personal, social and emotional development; physical development and communication and language.
2. Early learning goals in the specific areas of mathematics and literacy.

Figure 1: EYFSP Summary Scores (22 in the cohort – 3 children are in year 1 and repeated the EYFS curriculum in 2016-17)

	Emerging	Expected	Exceeding	At least expected
Prime Learning Goals				
Communication and language				
Listening and attention	59.1	36.4	4.5	40.9
Understanding	59.1	36.4	4.5	40.9
Speaking	59.1	36.4	4.5	40.9
Physical development				
Moving and handling	40.9	59.1	0	59.1
Health and self-care	40.9	59.1	0	59.1
Personal, social and emotional development				
Self-confidence and self-awareness	63.6	36.4	0	36.4
Managing feelings and behaviour	59.1	40.9	0	40.9
Making relationships	59.1	40.9	0	40.9
Specific Learning Goals				
Literacy				
Reading	68.2	27.3	4.5	31.8
Writing	68.2	31.8	0	31.8
Mathematics				
Numbers	63.6	36.4	0	36.4
Shape, space and measures	63.6	36.4	0	36.4
Understanding the World				
People and communities	63.6	36.4	0	36.4
The World	63.6	31.8	4.55	36.4
Technology	50.0	50.0	0	50.0
Expressive arts, designing and making				
Exploring using media and materials	63.6	36.3	0	36.4
Being imaginative	63.6	36.3	0	36.4

Figure 2: A Comparison % Achieving 'Expected Level' (By Area of Learning) between school and Halton Data.

Area of Learning	% Achieving Expected Level or Above (School)	% Achieving Expected Level or Above (LA)
Personal, Social and Emotional Development	36.4	79.4



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Physical Development	59.1	82.7
Communication and Language	40.9	76.4
Prime Learning Goals (overall)	36.4	72.0
Literacy	27.3	61.8
Mathematics	36.4	69.5
Understanding of the World	36.4	76.0
Expressive Arts and Design	31.8	79.4
Specific Learning Goals (overall)	27.3	59.1
All Learning Goals (overall)	27.3	58.7
Good Level of Development (GLD)	27.3	60.9

- 3 of the 22 (13.6%) children repeated the EYFS curriculum. If these children are excluded from data averages, 31.5 % of the children achieved GLD.
- 2 children have English as an additional language
- 40.9% of the cohort have Special Educational Needs
- 2 children are dual placed at a Speech and Language Unit.