

early years

THE FIELDS EARLY YEARS CENTRE PROFILE REPORT 2017/18



Nursery Profile Introduction & Aims

This annual report provides a breakdown of your nursery cohort. It also includes analysis of the Early Years Foundation Stage Profile results of the children at local primary schools who had attended your nursery the previous year, this is the cohort that left you in the Summer 2017.

We want to ensure that all nursery schools are aware of the achievement of different groups of children who have attended their school, in order to inform their own areas of development as well as to support their own work with Ofsted and School Improvement. If you require further analysis or support, would like some help with its interpretation or simply have feedback about the design or clarity of this report, then please do not hesitate to get in touch.

You will notice that the number of children on roll and the reported data may not match, this is because of a number of reasons including, children may move out of the County and children may attend Independent schools.

Contents

1. Nursery Trends - Contextual Information and Pupil groups
 - 1.1 EYFS profile results - GLD
 - 1.2 Nursery Roll Breakdown
 - Children on Roll and Age breakdown 5 year Trend
 - 1.3 Children Contextual Groups Breakdown
2. Early Years Foundation Stage Profile Performance Data of children who attended your nursery
 - 2.1 Attainment across each Early Learning Goal
 - 2.2 Early Years Foundation Stage Radar Chart
 - 2.3 EYFSP Attainment measure and attainment by Contextual Groups of all 17 ELG

Section 1. Nursery Trends - Contextual Information and Pupil Groups

1.1 EYFS profile results for children that achieve Good Level of Development (GLD)

The Fields Early Years Centre	Year of results				
	2013-14	2014-15	2015-16	2016-17	2017-18
England	60.4%	66.3%	69.3%	70.7%	71.5%
Cambridgeshire	61.2%	65.9%	69.7%	70.7%	71.2%
Nursery All	52.1%	63.3%	73.6%	73.3%	41.4%
Nursery Female	48.0%	64.0%	75.9%	80.0%	52.0%
Nursery Male	48.0%	63.0%	70.8%	70.0%	33.3%

1.2 Nursery Roll Breakdown (as at January 2018 school census)

Pupil groups on roll	The Fields Early Years Centre				
	2013-14	2014-15	2015-16	2016-17	2017-18
All pupils	97	84	91	83	84
Age 1					
Age 2					
Age 3	69	61	68	57	62
Age 4	28	23	23	26	22
Age 5					

1.3 Pupil Contextual Groups Breakdown (as at January 2018 school census)

Pupil Contextual Groups		The Fields Early Years Centre - number of pupils					National (Nursery & primary Schools)
		2013-14	2014-15	2015-16	2016-17	2017-18	2017-18
Gender	All pupils	97	84	91	83	84	652,349
	Boys	40	45	57	42	42	334,079
		41.2%	53.6%	62.6%	50.6%	50.0%	51.2%
	Girls	57	39	34	41	42	318,270
		58.8%	46.4%	37.4%	49.4%	50.0%	48.8%
IDACI (Income Deprivation affecting Children index) Band	0-20% (Most Deprived)	90	19	x	19	17	168,030
		92.8%	22.6%	x	22.9%	20.2%	25.8%
	20-40%	x	42	76	45	42	144,419
		x	50.0%	83.5%	54.2%	50.0%	22.1%
	40-100%	x	23	x	19	25	338,407
		x	27.4%	x	22.9%	29.8%	51.9%
Term of Birth	Autumn	38	38	46	47	43	226,558
		39.2%	45.2%	50.5%	56.6%	51.2%	34.7%
	Spring	18	16	13	12	16	207,144
		18.6%	19.0%	14.3%	14.5%	19.0%	31.8%
	Summer	41	30	32	24	25	218,647
		42.3%	35.7%	35.2%	28.9%	29.8%	33.5%
SEN	All SEN	31	15	27	29	32	60,662
		32.0%	17.9%	29.7%	34.9%	38.1%	9.3%
	SEN Support	x	x	x	x	x	50,957
		x	x	x	x	x	7.8%
	EHCP Plan	x	x	x	x	x	9,705
		x	x	x	x	x	1.5%
No SEN	66	69	64	54	52	579,279	
	68.0%	82.1%	70.3%	65.1%	61.9%	88.8%	
EAL	Yes	16	13	19	22	22	128,130
		16.5%	15.5%	20.9%	26.5%	26.2%	19.6%
	No	81	71	72	61	62	511,092
		83.5%	84.5%	79.1%	73.5%	73.8%	78.3%
FSM	Yes	27	18	8	x	x	87,190
		27.8%	21.4%	8.8%	x	x	13.4%
	No	70	66	83	x	x	565,159
		72.2%	78.6%	91.2%	x	x	86.6%

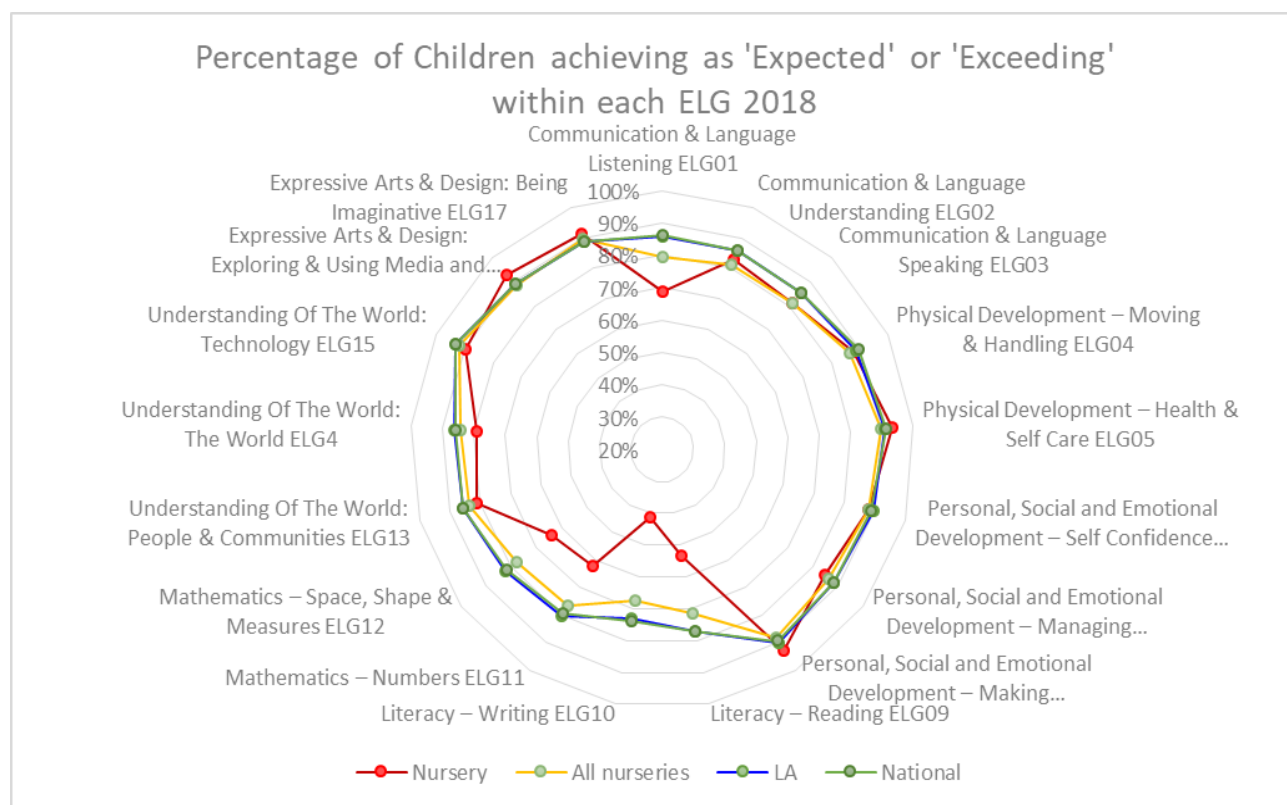
Section 2. Early Years Foundation Stage Profile Performance Data

2.1 Attainment across each Early Learning Goal

This chart is showing the cohort that left the nursery school in year 2017 and how they did at the end of reception in 2018.

The Fields Early Years Centre		The Fields Children's Centre					National				Difference between Nursery 2018 and National %
		2015	2016	2017	2018	Change from 2017	2015	2016	2017	2018	
Number of Pupils who left in year				72	66						
Number of Pupils in Matched Cohort		79	61	60	58						
% Achieving FYFSP Good Level of Development (GLD)		63.3%	73.6%	73.3%	41.4%	-31.9%	66.3%	69.3%	70.7%	71.5%	-30.1%
Communication & Language Listening ELG01	Expected or Exceeding	78.5%	84.9%	85.0%	69.0%	-16.0%	85.6%	86.3%	86.2%	86.3%	-17.3%
Communication & Language Understanding ELG	Expected or Exceeding	82.3%	81.1%	81.7%	82.8%	1.1%	85.3%	85.9%	85.9%	86.0%	-3.2%
Communication & Language Speaking ELG03	Expected or Exceeding	79.8%	84.9%	85.0%	81.0%	-4.0%	84.1%	85.1%	85.4%	85.6%	-4.6%
Total achieving at least the expected level in all CL ELGs		73.4%	81.1%	78.3%	67.2%	-11.1%	80.3%	81.6%	82.1%	82.4%	-15.2%
Physical Development – Moving & Handling ELG04	Expected or Exceeding	88.1%	84.9%	86.7%	87.9%	1.3%	89.7%	89.8%	89.6%	89.5%	-1.6%
Physical Development – Health & Self Care ELG05	Expected or Exceeding	91.3%	90.6%	93.3%	93.1%	-0.2%	91.2%	91.5%	91.3%	91.2%	1.9%
Total achieving at least the expected level in all PD ELGs		87.3%	84.9%	85.0%	87.9%	2.9%	87.2%	87.5%	87.5%	87.4%	0.5%
Personal, Social and Emotional Development – Self Confidence & Self-Awareness ELG06	Expected or Exceeding	91.1%	94.3%	98.3%	87.9%	-10.4%	88.7%	89.2%	89.1%	88.9%	-1.0%
Personal, Social and Emotional Development – Managing Feelings and Behaviour ELG07	Expected or Exceeding	83.6%	92.5%	88.3%	84.5%	-3.9%	87.4%	87.9%	88.0%	87.9%	-3.4%
Personal, Social and Emotional Development – Making Relationships ELG08	Expected or Exceeding	83.6%	90.6%	91.7%	93.1%	1.4%	89.0%	89.5%	89.7%	89.7%	3.4%
Total achieving at least the expected level in all PSED ELGs		79.7%	90.6%	86.7%	81.0%	-5.6%	83.7%	84.8%	85.2%	85.2%	-4.2%
Literacy – Reading ELG09	Expected or Exceeding	69.6%	75.5%	76.7%	53.4%	-23.2%	76.1%	77.0%	77.0%	77.0%	-23.6%
Literacy – Writing ELG10	Expected or Exceeding	63.3%	73.6%	76.7%	41.4%	-35.3%	70.8%	72.6%	73.3%	73.7%	-32.3%
Total achieving at least the expected level in all Literacy ELGs		63.3%	73.6%	75.0%	41.4%	-33.6%	70.1%	72.1%	72.8%	73.3%	-31.9%
Mathematics – Numbers ELG11	Expected or Exceeding	69.7%	73.5%	78.3%	62.1%	-16.3%	77.4%	78.8%	79.2%	79.6%	-17.5%
Mathematics – Space, Shape & Measures ELG12	Expected or Exceeding	78.3%	79.3%	83.3%	63.8%	-19.5%	80.8%	81.7%	81.6%	81.7%	-17.9%
Total achieving at least the expected level in all Maths ELGs		69.6%	73.5%	78.3%	56.9%	-21.4%	75.8%	77.4%	77.9%	78.3%	-21.4%
Understanding Of The World: People & Communities ELG13	Expected or Exceeding	91.2%	88.7%	85.0%	81.0%	-4.0%	85.0%	85.8%	85.7%	85.9%	-4.9%
Understanding Of The World: The World ELG4	Expected or Exceeding	86.0%	90.6%	85.0%	79.3%	-5.7%	85.0%	85.7%	85.7%	85.8%	-6.5%
Understanding Of The World: Technology ELG15	Expected or Exceeding	91.1%	92.5%	88.3%	89.7%	1.3%	91.7%	92.4%	92.7%	93.1%	-3.4%
Total achieving at least the expected level in all UOTW ELGs		82.3%	88.7%	78.3%	74.1%	-4.2%	82.1%	83.2%	83.6%	84.0%	-9.9%
Expressive Arts & Design: Exploring & Using Media and Materials ELG16	Expected or Exceeding	92.4%	94.3%	88.3%	93.1%	4.8%	87.8%	86.4%	88.8%	89.0%	4.1%
Expressive Arts & Design: Being Imaginative ELG17	Expected or Exceeding	88.6%	94.3%	86.7%	91.4%	4.7%	87.2%	88.6%	88.4%	88.7%	2.7%
Total achieving at least the expected level in all EAD ELGs		87.3%	94.3%	86.7%	89.7%	3.0%	85.3%	86.4%	86.7%	87.2%	2.5%

2.2 Early Years Foundation Stage Radar Chart



The Fields Early Years Centre	Nursery	All nurseries	LA	National
Communication & Language Listening ELG01	69.0%	79.7%	85.9%	86.3%
Communication & Language Understanding ELG02	82.8%	81.1%	86.1%	86.0%
Communication & Language Speaking ELG03	81.0%	81.1%	85.6%	85.6%
Physical Development – Moving & Handling ELG04	87.9%	86.4%	88.9%	89.5%
Physical Development – Health & Self Care ELG05	93.1%	89.6%	91.0%	91.2%
Personal, Social and Emotional Development – Self Confidence & Self-Awareness ELG06	87.9%	87.9%	89.5%	88.9%
Personal, Social and Emotional Development – Managing Feelings and Behaviour ELG07	84.5%	86.0%	87.9%	87.9%
Personal, Social and Emotional Development – Making Relationships ELG08	93.1%	88.3%	90.0%	89.7%
Literacy – Reading ELG09	53.4%	71.4%	76.9%	77.0%
Literacy – Writing ELG10	41.4%	67.6%	73.1%	73.7%
Mathematics – Numbers ELG11	62.1%	76.7%	80.5%	79.6%
Mathematics – Space, Shape & Measures ELG12	63.8%	78.0%	82.3%	81.7%
Understanding Of The World: People & Communities ELG13	81.0%	83.7%	85.9%	85.9%
Understanding Of The World: The World ELG4	79.3%	84.1%	86.2%	85.8%
Understanding Of The World: Technology ELG15	89.7%	91.7%	93.3%	93.1%
Expressive Arts & Design: Exploring & Using Media and Materials ELG16	93.1%	88.6%	89.3%	89.0%
Expressive Arts & Design: Being Imaginative ELG17	91.4%	89.8%	88.8%	88.7%

2.3 EYFSP Achievement measure and attainment by Contextual Groups ELG 01 – ELG 17

The table below shows your Nursery's EYFSP results for the key achievement measure the average points score and those achieving or exceeding the expected level of performance across Early Learning Goals 1 to 17 broken down by pupil groups. The corresponding national figures will be sent out at a later date.

The Fields Early Years Centre	Gender			Term of Birth			FSM		EAL		SEND			IDACI		
	All	Boys	Girls	Autumn	Spring	Summer	Yes	No	Yes	No	SEN support	No SEN	EHC plan	0-20%	20-40%	40-100%
Matched EYFSP Cohort	58	33	25	23	12	23	x	x	19	39	x	34	x	13	34	11
EYFSP GLD	41.4%	33.3%	52.0%	47.8%	50.0%	30.4%	x	41.4%	52.6%	35.9%	16.7%	58.8%	x	53.8%	32.4%	54.5%
COM 1	69.0%	60.6%	80.0%	73.9%	66.7%	65.2%	x	69.0%	84.2%	61.5%	41.7%	88.2%	x	69.2%	64.7%	81.8%
COM 2	82.8%	81.8%	84.0%	87.0%	75.0%	82.6%	x	82.8%	89.5%	79.5%	66.7%	94.1%	x	84.6%	79.4%	90.9%
COM 3	81.0%	75.8%	88.0%	87.0%	66.7%	82.6%	x	81.0%	89.5%	76.9%	66.7%	91.2%	x	84.6%	76.5%	90.9%
COM Summary	67.2%	57.6%	80.0%	73.9%	66.7%	60.9%	x	67.2%	84.2%	59.0%	41.7%	85.3%	x	69.2%	61.8%	81.8%
PHY 4	87.9%	84.8%	92.0%	87.0%	83.3%	91.3%	x	87.9%	94.7%	84.6%	75.0%	97.1%	x	84.6%	88.2%	90.9%
PHY 5	93.1%	93.9%	92.0%	95.7%	91.7%	91.3%	x	93.1%	100.0%	89.7%	87.5%	97.1%	x	92.3%	94.1%	90.9%
PHYS Summary	87.9%	84.8%	92.0%	87.0%	83.3%	91.3%	x	87.9%	94.7%	84.6%	75.0%	97.1%	x	84.6%	88.2%	90.9%
PSE 6	87.9%	90.9%	84.0%	91.3%	91.7%	82.6%	x	87.9%	100.0%	82.1%	75.0%	97.1%	x	84.6%	91.2%	81.8%
PSE 7	84.5%	81.8%	88.0%	87.0%	83.3%	82.6%	x	84.5%	100.0%	76.9%	66.7%	97.1%	x	84.6%	88.2%	72.7%
PSE 8	93.1%	97.0%	88.0%	95.7%	91.7%	91.3%	x	93.1%	100.0%	89.7%	87.5%	97.1%	x	100.0%	94.1%	81.8%
PSE Summary	81.0%	78.8%	84.0%	82.6%	83.3%	78.3%	x	81.0%	100.0%	71.8%	58.3%	97.1%	x	76.9%	85.3%	72.7%
LIT 09	53.4%	51.5%	56.0%	56.5%	50.0%	52.2%	x	53.4%	63.2%	48.7%	29.2%	70.6%	x	53.8%	47.1%	72.7%
LIT 10	41.4%	33.3%	52.0%	47.8%	50.0%	30.4%	x	41.4%	52.6%	35.9%	16.7%	58.8%	x	53.8%	32.4%	54.5%
LIT Summary	41.4%	33.3%	52.0%	47.8%	50.0%	30.4%	x	41.4%	52.6%	35.9%	16.7%	58.8%	x	53.8%	32.4%	54.5%
MAT 11	62.1%	63.6%	60.0%	60.9%	75.0%	56.5%	x	62.1%	73.7%	56.4%	41.7%	76.5%	x	53.8%	61.8%	72.7%
MAT 12	63.8%	66.7%	60.0%	65.2%	75.0%	56.5%	x	63.8%	78.9%	56.4%	45.8%	76.5%	x	61.5%	58.8%	81.8%
MAT Summary	56.9%	57.6%	56.0%	56.5%	66.7%	52.2%	x	56.9%	68.4%	51.3%	37.5%	70.6%	x	53.8%	55.9%	63.6%
UTW 13	81.0%	75.8%	88.0%	78.3%	75.0%	87.0%	x	81.0%	89.5%	76.9%	62.5%	94.1%	x	84.6%	82.4%	72.7%
UTW 14	79.3%	72.7%	88.0%	73.9%	75.0%	87.0%	x	79.3%	94.7%	71.8%	58.3%	94.1%	x	84.6%	79.4%	72.7%
UTW 15	89.7%	84.8%	96.0%	82.6%	83.3%	100.0%	x	89.7%	89.5%	89.7%	91.7%	88.2%	x	84.6%	91.2%	90.9%
UTW Summary	74.1%	66.7%	84.0%	69.6%	66.7%	82.6%	x	74.1%	84.2%	69.2%	54.2%	88.2%	x	76.9%	73.5%	72.7%
EXP 16	93.1%	90.9%	96.0%	87.0%	91.7%	100.0%	x	93.1%	100.0%	89.7%	91.7%	94.1%	x	92.3%	94.1%	90.9%
EXP 17	91.4%	90.9%	92.0%	91.3%	83.3%	95.7%	x	91.4%	94.7%	89.7%	87.5%	94.1%	x	92.3%	91.2%	90.9%
EXP Summary	89.7%	87.9%	92.0%	87.0%	83.3%	95.7%	x	89.7%	94.7%	87.2%	87.5%	91.2%	x	92.3%	88.2%	90.9%

Note. Cohorts of less than 6 pupils have been suppressed in-line with DfE guidance and that care should be taken when drawing conclusions from the analysis of very small cohorts. Suppressed cohort results can be identified with an 'x'.

*IDACI is an index of deprivation and measures in a local area the proportion of children under the age of 16 that live in low income households. The 0-20% band represents the 20% most deprived areas nationally.

Source: Early Years Teacher Assessment return, DfE Statistical First Release