



FOUNDATION STAGE – GOOD LEVEL OF DEVELOPMENT

(national figures in brackets)

		2016	2017	2018
All	81	41% (69%)	51% (71%)	52% (72%)
Girls	35	41% (77%)	61% (78%)	57% (79%)
Boys	46	40% (62%)	41% (64%)	48% (65%)
Disadvantaged	27	41% (54%)	50% (56%)	48% (57%)
'Other'	54	41% (72%)	51% (73%)	54% (74%)
SEN	22	13% (23%)	9% (23%)	41% (24%)

* Pupil numbers are for 2018. Group sizes smaller than 5 are suppressed

Evaluation	<ul style="list-style-type: none"> The proportion of children achieving a Good Level of Development (GLD) has improved in each of the last 5 years. 2018 is the first year that more than half of the year group have achieved GLD and this year's figure of 52% is more than twice as high as the result achieved in 2013. However, despite these improvements, attainment at the end of the foundation stage remains very low compared to the national figure. Levels of development in Reading and Writing are particularly low, but many of the children also did not achieve the expected standards in other learning goals, such as those for 'Personal, Social & Emotional Development'. Over a quarter of the children in the 2018 reception cohort had SEN. Boys and Disadvantaged children have lower attainment than girls and 'Other' children, but the differences between the groups are generally not as big as the differences seen nationally. Nationally, the 'Other' group will contain many children who come from affluent backgrounds; which is not the case for this school.
Key Questions	<ul style="list-style-type: none"> Does the school's own data indicate that children have made good progress from low starting-points? What are the main barriers to children's learning when they enter school? What more can parents do to ensure that their children are 'school-ready' when they start Reception?
What we are doing	<ul style="list-style-type: none"> Tracking data for the 2018 reception cohort indicates that about 80% of children entered Reception with below age-related levels of development, but that many made accelerated progress, with over half of the cohort achieving GLD by the end of Reception. The main barriers to children's learning are: Communication and language (speech and language difficulties); many children are new to the country (with English as an additional language); low levels of independence (children's ability to engage in play in areas of continuous and enhanced provision without the support of an adult); poor development of personal, social and emotional skills. Parents can help to ensure that their children are 'school-ready' by: playing 'listening and turn-taking games' with their child; encouraging independence in health and self-care e.g. toileting, putting coat on; completing name recognition activities; reading to their child (including stories about starting school). <p>In response to 2017-18 data, the following strategies have been implemented:</p> <ul style="list-style-type: none"> 'Personal, social and emotional nurture group' established to work on social stories, turn taking games and 'speaking and listening' activities. Same day interventions focusing on phonics, name recognition and number. Small group work on phonics – children working significantly below Age Related Expectations.



	<ul style="list-style-type: none">• PP have additional reading.• Speaking and listening interventions established.• All adults made aware of target children in order to provide additional support in areas of provision.• Support children in 'school-readiness.'• Develop resilience through personal, social and emotional activities.• Transition days – Nursery children visiting Reception; Reception children visiting Nursery to share their work.• Transition Week in the Summer Term.• Parent workshops and evening sessions on areas of learning, such as phonics.• Open Day for new parents.• Providing parents with leaflets and information on how to help their child become 'School Ready'.• Leaflets and information available on supporting children with their health and self-care.• Home challenges – Can you zip up your own coat? Can you find your own peg in the morning? Can you use a knife and fork? Etc.
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