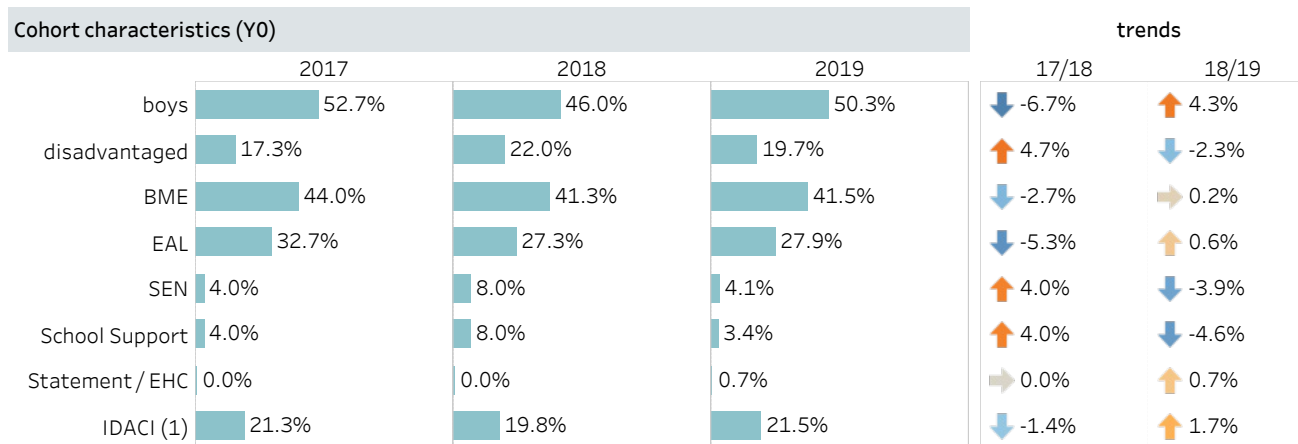
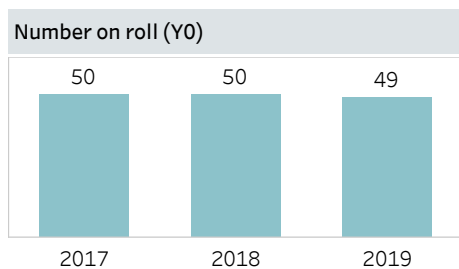


Moorfoot Primary Academy - 2019 Early Years Foundation Stage report

October 02, 2019

Teaching, learning & assessment
 Early years (if applicable)
 Development, behaviour & welfare



National data for BME pupils is for Y0-Y6

Notes

(1) IDACI is school's average score on the Income Deprivation Affecting Children Index. This is a measure of the proportion of children in a local area living in low income households.

What this report shows...

This report shows strengths and areas for investigation.

Attainment is highlighted as a strength if:

- The school's result is better than the national comparator by 3 or more pupils OR
- For disadvantaged pupils only, the school's result is close to (within 1 pupil) or above the national average for other pupils

Attainment is highlighted as an area for investigation if:

- The school's result is below the national comparator by 3 or more pupils

If a yellow mark is shown then the result is in line with expectations. If there is no mark then there is no data available for that pupil group and measure.

Key ■ Area to investigate ■ In line with expectations ■ Strength

all indicators relate to % at the expected level

	All	Disadvantage		Gender		EAL		SEN			
		all pupils	disadvantaged	other	boys	girls	EAL	not EAL	SEN	School Support	Statement/ EHC
GLD	✓	■	✓	■	✓	■	✓	■	■	■	■
communication & language	listening & attention	✓	✓	✓	■	✓	✓	■	■	■	✓
	speaking	✓	✓	✓	■	✓	✓	■	■	■	✓
	understanding	✓	✓	✓	■	✓	✓	■	■	■	✓
physical development	health & self-care	✓	✓	✓	■	■	■	■	■	■	■
	moving & handling	✓	✓	✓	■	■	■	■	■	■	✓
personal, social & emotional development	making relationships	✓	✓	✓	■	■	✓	✓	■	■	■
	managing feelings & beha..	✓	✓	✓	■	■	✓	✓	■	■	✓
	self-confidence & self awa..	✓	✓	■	■	■	✓	■	■	■	■
literacy	reading	■	■	✓	■	■	!	✓	■	■	■
	writing	✓	■	✓	■	■	■	✓	■	■	■
maths	numbers	■	■	✓	■	■	■	■	■	■	■
	shape, space & measures	✓	✓	✓	■	✓	■	■	■	■	■
understanding the world	people & communities	✓	✓	✓	■	■	✓	✓	■	■	■
	technology	■	✓	■	■	■	✓	■	■	■	■
	the world	✓	✓	✓	■	✓	✓	■	■	■	■
expressive arts, designing & mak..	being imaginative	✓	✓	■	■	■	✓	■	■	■	■
	exploring & using media & ..	✓	✓	✓	■	■	✓	■	■	■	■

EYFS, % achieving a good level of development			trends		pupil difference (1)			cohort			national							
		2017	2018	2019	17/18	18/19	2017	2018	2019	2017	2018	2019	2017	2018	2019			
All	all pupils	78.0%	78.7%	78.9%	↑ 1%	→ 0%	4	4	3	50	50	49	All	all pupils	71	71	72	
	disadvantaged	66.7%	66.7%	63.3%	→ 0%	↓ -3%	0	-1	-1	9	11	10	Disadvantage	disadvantaged	73 (56)	74 (57)	74 (57)	
	other	80.5%	82.1%	82.9%	↑ 2%	↑ 1%	4	4	4	41	39	39			other	73	74	74
Gender	boys	74.4%	75.4%	70.7%	↑ 1%	↓ -5%	3	2	1	26	23	25	Gender	boys	64	66	66	
	girls	81.9%	81.5%	87.5%	→ 0%	↑ 6%	1	1	3	24	27	24			girls	78	79	79
EAL	EAL	77.6%	68.3%	61.0%	↓ -9%	↓ -7%	7	1	-2	49	41	41	EAL	EAL	65	66	67	
	not EAL	77.5%	82.4%	86.7%	↑ 5%	↑ 4%	2	3	5	34	36	35			not EAL	73	73	74
Ethnicity	BME	72.7%	71.4%	68.3%	↓ -1%	↓ -3%		1		22	21	20	Ethnicity	BME		69		
	White British	82.1%	82.8%	86.2%	↑ 1%	↑ 3%	3	3	4	28	29	29			White British	73	73	74
SEN	SEN	83.3%	50.0%	33.3%	↓ -33%	↓ -17%	2	2	1	3	4	3	SEN	SEN	23	24	24	
	School Support	83.3%	50.0%	33.3%	↓ -33%	↓ -17%	2	1	1	3	4	3			School Support	27	28	29
	Statement / EHC			0.0%					0			1			Statement / EHC			5
	no SEN	77.8%	81.2%	80.9%	↑ 3%	→ 0%	1	2	2	48	46	47			no SEN	76	77	77

■ School
 ■ National (all pupils)
 ■ National (disadvantaged)
 ■ National (other)

Notes (1) Pupil difference is the number of pupils + or - achieving the result that would place the school result within 1 pupil of the national average.

EYFS, % of pupils in the local authority lowest 20%			trends		cohort				
		2017	2018	2019	17/18	18/19	2017	2018	2019
All	all pupils	15.3%	6.7%	10.9%	↓ -9%	↑ 4%	50	50	49
	disadvantaged	22.2%	9.1%	16.7%	↓ -13%	↑ 8%	9	11	10
Disadvantage	other	13.8%	6.0%	9.4%	↓ -8%	↑ 3%	41	39	39
	boys	19.2%	7.2%	17.3%	↓ -12%	↑ 10%	26	23	25
Gender	girls	11.1%	6.2%	4.2%	↓ -5%	↓ -2%	24	27	24
	EAL	18.4%	14.6%	19.5%	↓ -4%	↑ 5%	49	41	41
EAL	not EAL	13.7%	3.7%	7.6%	↓ -10%	↑ 4%	34	36	35
	BME	18.2%	14.3%	15.0%	↓ -4%	↑ 1%	22	21	20
Ethnicity	White British	13.1%	1.1%	8.0%	↓ -12%	↑ 7%	28	29	29
	SEN	0.0%	33.3%	50.0%	↑ 33%	↑ 17%	3	4	3
SEN	School Support	0.0%	33.3%	33.3%	↑ 33%	→ 0%	3	4	3
	Statement / EHC			100.0%					1
	no SEN	16.0%	4.3%	9.2%	↓ -12%	↑ 5%	48	46	47

What this report shows...

This report shows the % of children from each group who have a total points score at the end of Foundation Stage that would place them within the lowest 20% of scores in Sheffield. A result below 20% means that the school has fewer children in the low attaining group than expected and a result above 20% means that the school has more children in the lower attaining group than expected.

What this report shows...

This report shows the % of pupils meeting the expected level of development across the early learning goals. The national result for the same pupil group is also shown as a vertical bar. The bars are shaded to highlight whether the school's result is above (green), below (blue) or similar (grey) to national. The highlighting is based on the difference between the school and national result in terms of number of pupils.

		All	Disadvantage		Gender		EAL		SEN			
		all pupils	disadvantaged	other	boys	girls	EAL	not EAL	no SEN	School Support	SEN	Statement / EHC
GLD		78.9%	63.3%	82.9%	70.7%	87.5%	61.0%	86.7%	80.9%	33.3%	33.3%	0.0%
communication & language	listening & attention	95.2%	90.0%	96.6%	90.7%	100.0%	95.1%	96.2%	97.2%	50.0%	50.0%	0.0%
	understanding	94.6%	90.0%	95.7%	89.3%	100.0%	92.7%	96.2%	96.5%	50.0%	50.0%	0.0%
	speaking	93.9%	86.7%	95.7%	88.0%	100.0%	90.2%	96.2%	95.7%	50.0%	50.0%	0.0%
physical development	moving & handling	97.3%	93.3%	98.3%	93.3%	101.4%	92.7%	100.0%	98.6%	66.7%	66.7%	0.0%
	health & self-care	98.0%	93.3%	99.1%	96.0%	100.0%	97.6%	99.0%	99.3%	66.7%	66.7%	0.0%
personal, social & emotional development	self-confidence & self awareness	95.2%	90.0%	96.6%	90.7%	100.0%	95.1%	96.2%	97.2%	50.0%	50.0%	0.0%
	managing feelings & behaviour	95.9%	90.0%	97.4%	90.7%	101.4%	92.7%	98.1%	97.9%	50.0%	50.0%	0.0%
	making relationships	97.3%	90.0%	99.1%	93.3%	101.4%	97.6%	98.1%	99.3%	50.0%	50.0%	0.0%
literacy	reading	81.0%	63.3%	85.5%	74.7%	87.5%	61.0%	89.5%	82.3%	50.0%	50.0%	0.0%
	writing	81.6%	66.7%	85.5%	76.0%	87.5%	63.4%	89.5%	83.0%	50.0%	50.0%	0.0%
maths	numbers	83.7%	70.0%	87.2%	78.7%	88.9%	70.7%	89.5%	84.4%	50.0%	66.7%	100.0%
	shape, space & measures	89.1%	80.0%	91.5%	82.7%	95.8%	78.0%	94.3%	90.1%	66.7%	66.7%	0.0%
understanding the world	people & communities	92.5%	86.7%	94.0%	85.3%	100.0%	85.4%	96.2%	94.3%	50.0%	50.0%	0.0%
	the world	92.5%	86.7%	94.0%	85.3%	100.0%	85.4%	96.2%	94.3%	50.0%	50.0%	0.0%
	technology	97.3%	93.3%	98.3%	94.7%	100.0%	97.6%	98.1%	98.6%	66.7%	66.7%	0.0%
expressive arts, designing & making	exploring & using media & materials	95.9%	90.0%	97.4%	90.7%	101.4%	97.6%	96.2%	97.2%	66.7%	66.7%	0.0%
	being imaginative	95.2%	93.3%	95.7%	90.7%	100.0%	97.6%	95.2%	96.5%	66.7%	66.7%	0.0%

What this report shows...

This report shows the % of pupils exceeding the expected level of development across the early learning goals. The national result for the same pupil group is also shown as a vertical bar. The bars are shaded to highlight whether the school's result is above (green), below (blue) or similar (grey) to national. The highlighting is based on the difference between the school and national result in terms of number of pupils.

		All	Disadvantage		Gender		EAL			SEN		
		all pupils	disadvantaged	other	boys	girls	EAL	not EAL	no SEN	School Support	SEN	Statement/ EHC
communication & language	listening & attention	26.5%	13.3%	29.9%	17.3%	36.1%	7.3%	34.3%	27.7%	0.0%	0.0%	0.0%
	understanding	28.6%	16.7%	31.6%	25.3%	31.9%	17.1%	33.3%	29.8%	0.0%	0.0%	0.0%
	speaking	24.5%	16.7%	26.5%	21.3%	27.8%	12.2%	29.5%	25.5%	0.0%	0.0%	0.0%
physical development	moving & handling	29.3%	20.0%	31.6%	17.3%	41.7%	12.2%	36.2%	30.5%	0.0%	0.0%	0.0%
	health & self-care	23.1%	23.3%	23.1%	18.7%	27.8%	12.2%	27.6%	24.1%	0.0%	0.0%	0.0%
personal, social & emotional development	self-confidence & self awareness	19.0%	16.7%	19.7%	18.7%	19.4%	7.3%	23.8%	19.9%	0.0%	0.0%	0.0%
	managing feelings & behaviour	15.6%	10.0%	17.1%	12.0%	19.4%	4.9%	20.0%	16.3%	0.0%	0.0%	0.0%
	making relationships	17.7%	10.0%	19.7%	14.7%	20.8%	9.8%	21.0%	18.4%	0.0%	0.0%	0.0%
literacy	reading	20.4%	0.0%	25.6%	21.3%	19.4%	2.4%	27.6%	21.3%	0.0%	0.0%	0.0%
	writing	10.9%	6.7%	12.0%	10.7%	11.1%	4.9%	13.3%	11.3%	0.0%	0.0%	0.0%
maths	numbers	15.0%	6.7%	17.1%	17.3%	12.5%	7.3%	18.1%	15.6%	0.0%	0.0%	0.0%
	shape, space & measures	25.2%	13.3%	28.2%	29.3%	20.8%	12.2%	30.5%	26.2%	0.0%	0.0%	0.0%
understanding the world	people & communities	26.5%	30.0%	25.6%	20.0%	33.3%	14.6%	31.4%	27.7%	0.0%	0.0%	0.0%
	the world	21.8%	16.7%	23.1%	25.3%	18.1%	14.6%	24.8%	22.7%	0.0%	0.0%	0.0%
	technology	27.2%	20.0%	29.1%	36.0%	18.1%	26.8%	27.6%	27.7%	16.7%	16.7%	0.0%
expressive arts, designing & making	exploring & using media & materials	35.4%	40.0%	34.2%	21.3%	50.0%	29.3%	38.1%	36.9%	0.0%	0.0%	0.0%
	being imaginative	31.3%	40.0%	29.1%	20.0%	43.1%	29.3%	32.4%	32.6%	0.0%	0.0%	0.0%

■ National (all pupils)
 ■ National (disadvantaged)
 ■ National (other)

EYFS, % at the expected standard in reading					trends			pupil difference (1)			cohort				national						
		2016	2017	2018	2019	16/17	17/18	18/19	2017	2018	2019	2016	2017	2018	2019	2016 2017 2018 2019					
All	all pupils	78.9%	78.0%	84.7%	81.0%	7%	4%		1	4	2	49	50	47	50	All	all pupils	77	77	77	77
	disadvantaged		66.7%	69.7%	63.3%	3%	6%		-1	-1	-1		12	10		Disadvantage	disadvantaged	79	63	79	62
Disadvantage	other		80.5%	88.9%	85.5%	8%	3%		1	4	3		38	38		Disadvantage	other	79	79	79	
	boys	72.8%	74.4%	85.5%	74.7%	1%	1%		1	3	0	25	29	26	26	Gender	boys	72	72	72	72
Gender	girls	86.4%	81.9%	84.0%	87.5%	2%	4%		0	0	2	24	21	21	24	Gender	girls	83	82	82	82
	EAL	57.5%	77.6%	70.7%	61.0%	7%	10%		4	0	-4	45	26	20	24	EAL	EAL	71	71	72	71
EAL	not EAL	88.6%	77.5%	89.8%	89.5%	12%	0%		0	4	4	34	33	34	34	EAL	not EAL	79	79	79	78
	BME	66.7%	72.7%	74.6%	68.3%	2%	6%					22	23	19	22	Ethnicity	BME			75	
Ethnicity	White British	89.3%	82.1%	90.8%	89.7%	9%	1%		1	4	4	39	27	28	28		White British	79	79	79	79
	SEN	SEN	44.4%	83.3%	58.3%	50.0%	25%	8%		1	1	0	5	5	4	3	SEN	SEN	36	35	35
School Support		44.4%	83.3%	58.3%	50.0%	25%	8%		1	1	0	5	5	3	3	SEN	School Support	40	39	39	39
Statement / EHC		0.0%			0.0%						0		1	1		SEN	Statement / EHC	13			12
no SEN		85.7%	77.8%	87.0%	82.3%	9%	5%		-2	3	0	44	45	43	46	SEN	no SEN	82	82	82	82

■ National (all pupils) ■ National (disadvantaged) ■ National (other)

Notes (1) Pupil difference is the number of pupils + or - achieving the result that would place the school result within 1 pupil of the national average.