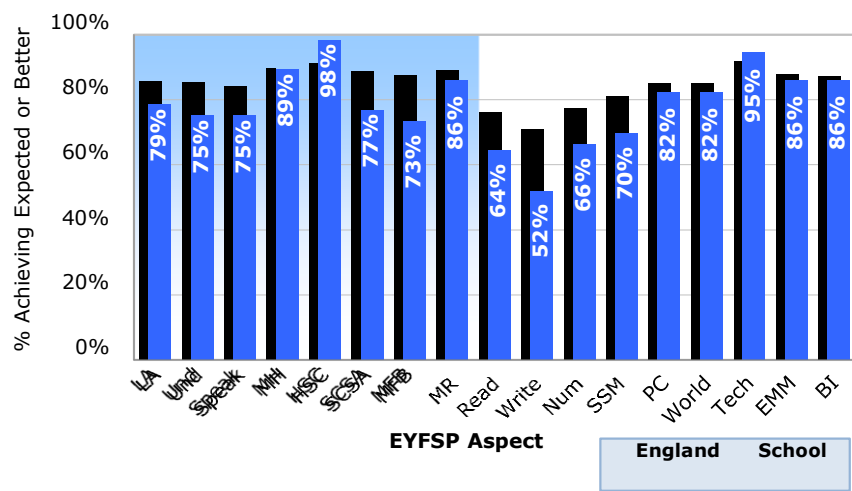


# Section 1a) Attainment Section 1b) Early Years Foundation Stage Profile (2015) - Keyworth Primary School

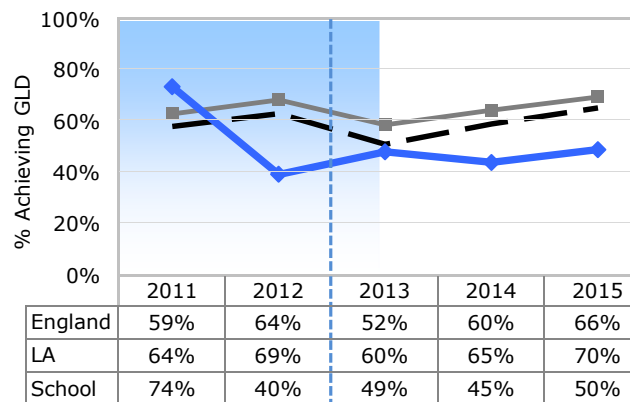
## i) % Achieving Expected Level or Better in Each Aspect

Good Level of Development	Aspect	Code	Expected or Better						Exceeding		
			School		LA		England		School	LA	England
			2015 (56 Pupils)	2014	2015	2014	2015	2014	2015 (56 Pupils)	2015	2015
CLL	Listening and attention	LA	<b>79%</b>	88%	85%	83%	86%	84%	<b>5%</b>	21%	-
	Understanding	Und	<b>75%</b>	77%	85%	83%	85%	84%	<b>21%</b>	23%	-
	Speaking	Speak	<b>75%</b>	77%	84%	81%	84%	82%	<b>21%</b>	21%	-
PD	Moving and handling	MH	<b>89%</b>	95%	90%	90%	90%	89%	<b>5%</b>	18%	-
	Health and self-care	HSC	<b>98%</b>	92%	92%	90%	91%	90%	<b>2%</b>	17%	-
PSED	Self-confidence and self-awareness	SCSA	<b>77%</b>	88%	88%	88%	89%	87%	<b>2%</b>	19%	-
	Managing feelings and behaviour	MFB	<b>73%</b>	83%	87%	86%	87%	86%	<b>7%</b>	17%	-
	Making relationships	MR	<b>86%</b>	83%	89%	88%	89%	87%	<b>4%</b>	17%	-
Lit	Reading	Read	<b>64%</b>	53%	76%	74%	76%	74%	<b>18%</b>	20%	-
	Writing	Write	<b>52%</b>	47%	73%	70%	71%	67%	<b>13%</b>	14%	-
Math	Numbers	Num	<b>66%</b>	65%	80%	76%	77%	74%	<b>14%</b>	18%	-
	Shape, space and measures	SSM	<b>70%</b>	68%	80%	79%	81%	79%	<b>11%</b>	16%	-
UTW	People and communities	PC	<b>82%</b>	85%	85%	83%	85%	84%	<b>2%</b>	16%	-
	The world	World	<b>82%</b>	87%	85%	84%	85%	83%	<b>5%</b>	15%	-
	Technology	Tech	<b>95%</b>	95%	91%	90%	92%	90%	<b>0%</b>	12%	-
EAD	Exploring and using media and materials	EMM	<b>86%</b>	92%	89%	87%	88%	86%	<b>9%</b>	17%	-
	Being imaginative	BI	<b>86%</b>	90%	88%	87%	87%	85%	<b>5%</b>	15%	-

Reminder: The arrows compare your school to the local authority and England averages for the current year



## ii) % Achieving Good Level of Development (Time Series)

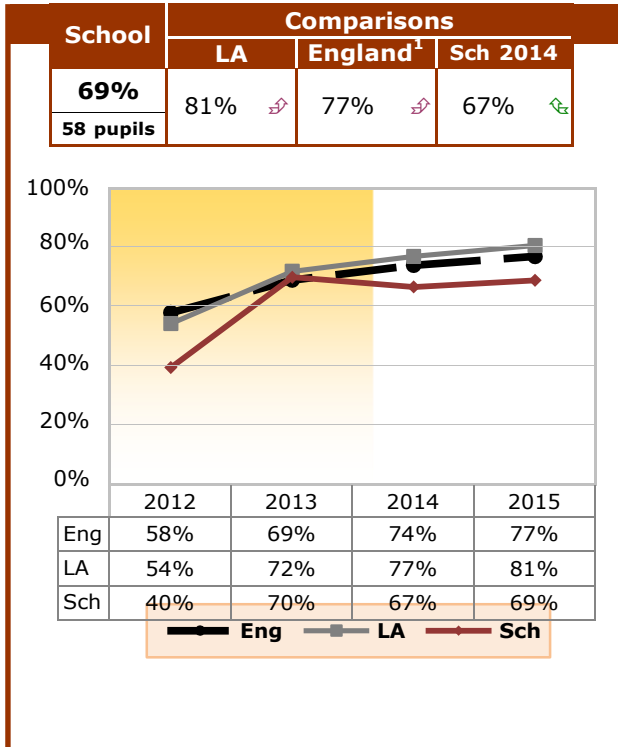


**IMPORTANT NOTE -** From 2013 **Good Level of Development (GLD)** is defined as a pupil achieving the expected level or better in the first 12 aspects of the EYFSP (see table above). Note that this is not directly comparable with the GLD from 2012 and earlier, which uses a different framework.

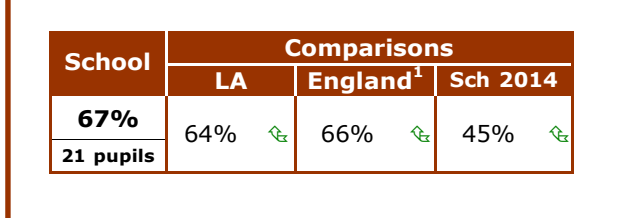
NB. Local Authority data excludes pupils at PVIIs.

# Section 1c) Year 1 Phonics (2015) - Keyworth Primary School

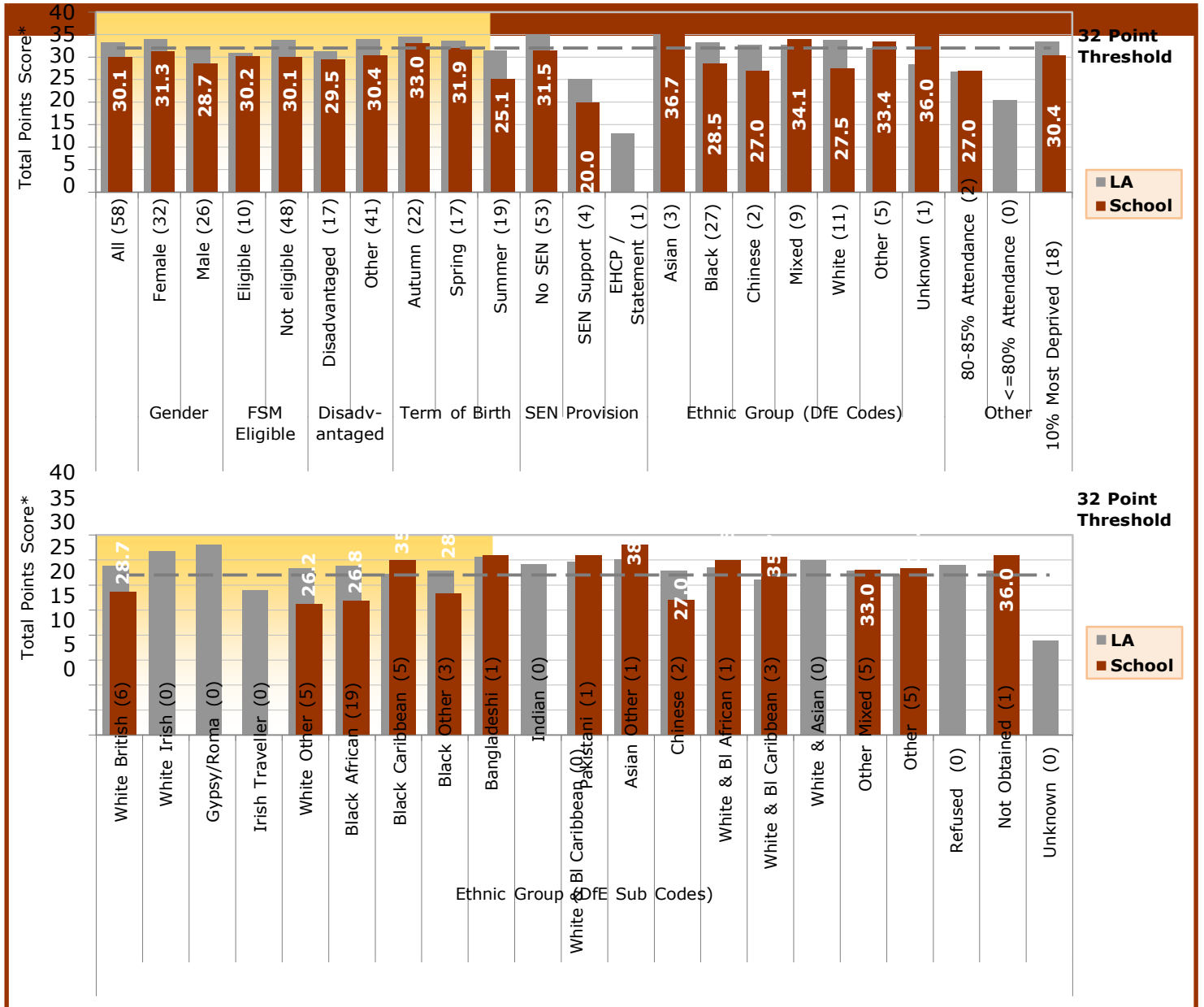
## i) % Achieving Threshold (Year 1)



## ii) % Achieving Threshold (Year 2)



## iii) Year 1 Vulnerable Groups Analysis - Total Points Score

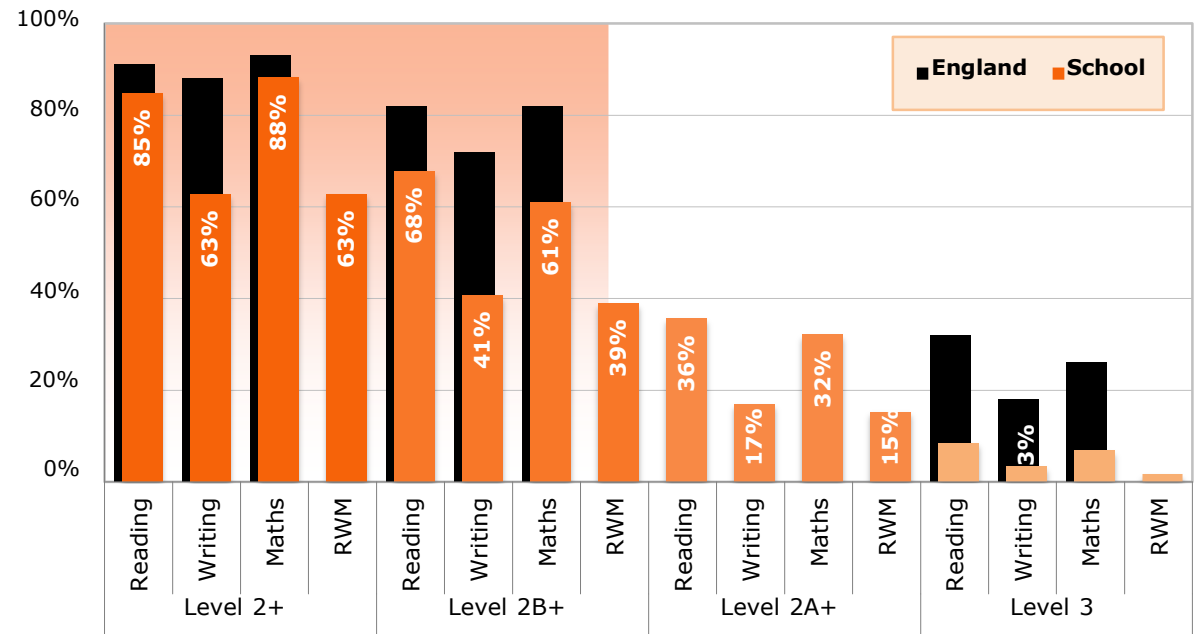


\*Disapplied pupils are given a score of 0  
<sup>1</sup>England data is provisional

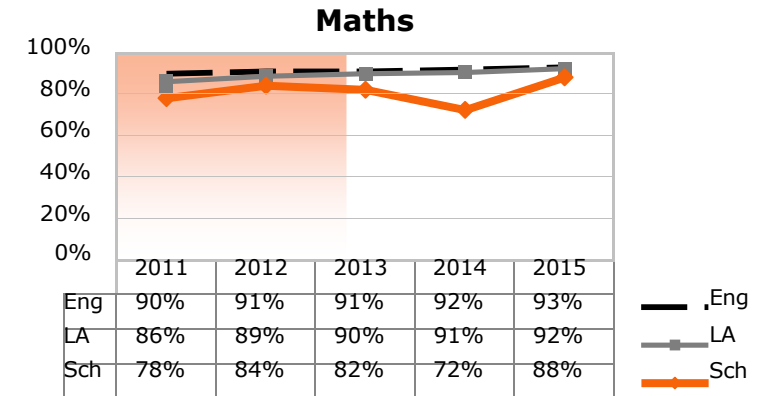
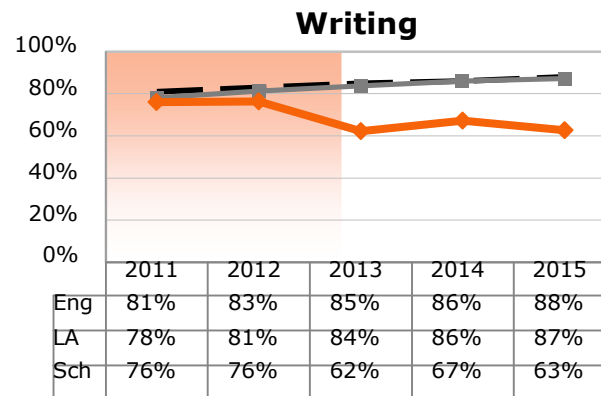
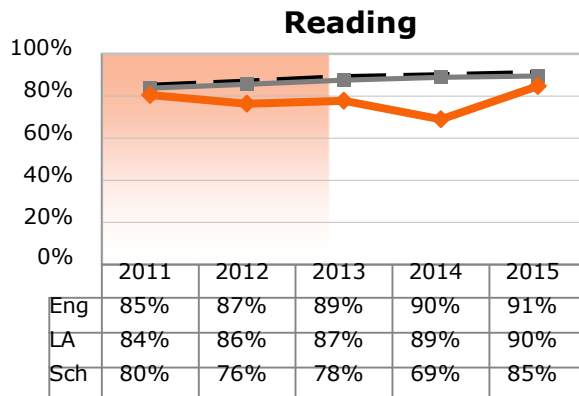
# Section 1d) Key Stage 1 (2015) - Keyworth Primary School

## i) % Achieving Level 2+, 2B+, 2A+ and 3+

Indicator		School (59 Pupils)	Comparisons	
			LA	England
% Level 2+	Reading	<b>85%</b>	90% ↗	91% ↗
	Writing	<b>63%</b>	87% ↗	88% ↗
	Maths	<b>88%</b>	92% ↗	93% ↗
	RWM	<b>63%</b>	86% ↗	-
% Level 2B+	Reading	<b>68%</b>	81% ↗	82% ↗
	Writing	<b>41%</b>	72% ↗	72% ↗
	Maths	<b>61%</b>	80% ↗	82% ↗
	RWM	<b>39%</b>	69% ↗	-
% Level 2A+	Reading	<b>36%</b>	55% ↗	-
	Writing	<b>17%</b>	39% ↗	-
	Maths	<b>32%</b>	50% ↗	-
	RWM	<b>15%</b>	34% ↗	-
% Level 3+	Reading	<b>8%</b>	27% ↗	32% ↗
	Writing	<b>3%</b>	16% ↗	18% ↗
	Maths	<b>7%</b>	24% ↗	26% ↗
	RWM	<b>2%</b>	12% ↗	-



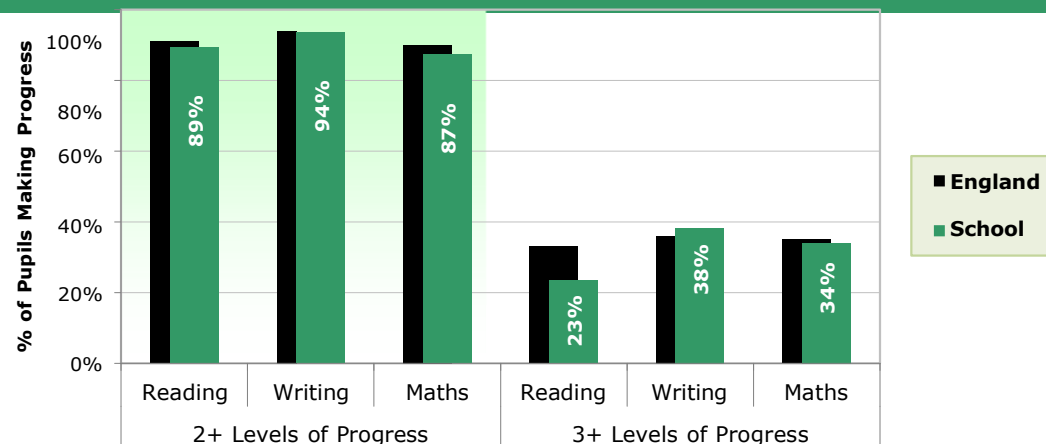
## ii) % Achieving Level 2+ (Time Series)



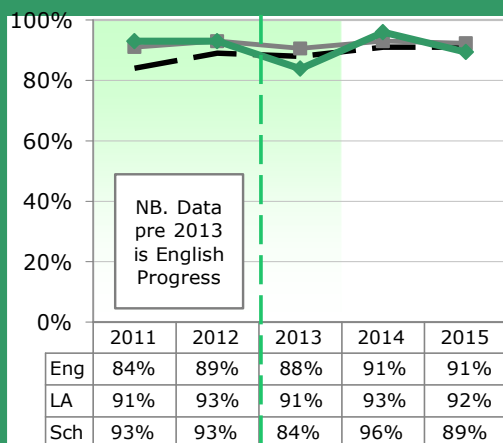
# Section 1e) Key Stage 2 (2015) - Keyworth Primary School

## vi) % Making 2+ and 3+ Levels of Progress from KS1 to KS2

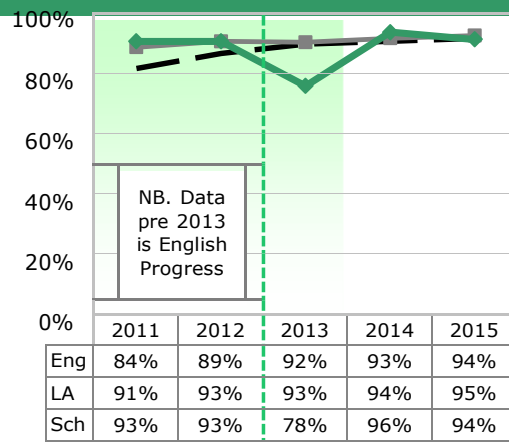
Indicator	Subject	School		Comparisons	
		Pupils	%	LA	England
2+ Levels of Progress	Reading	47	89%	92% ↗	91% ↗
	Writing	47	94%	95% ↗	94%
	Maths	47	87%	93% ↗	90% ↗
3+ Levels of Progress	Reading	47	23%	40% ↗	33% ↗
	Writing	47	38%	48% ↗	36% ↗
	Maths	47	34%	42% ↗	35% ↗



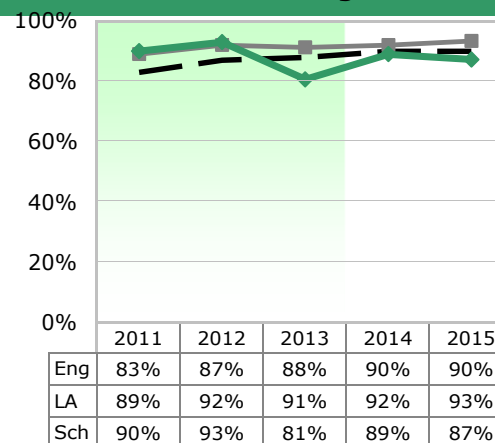
### Reading Progress



### Writing Progress



### Maths Progress



NB. Data for 2015 in this September version of the profile is based on early, unvalidated data which may differ to final published DfE figures. Also note that the methodology for calculating 2 levels of progress has changed a number of times during the period shown, therefore take care when making year on year comparisons

