Guide to Interpreting EYFSP Data in Schools

1. Does the school's Early Years Foundation Stage Profile (EYFSP) data reflect your knowledge/expectations of the cohort?
2. What percentages of children were seen to be emerging, expected and exceeding?
3. What percentage of children achieved a 'Good Level of Development' (GLD)?
4. What was the average points score for the cohort (supporting measure)
5. What are the strengths / weaknesses in this year’s cohort?
6. From the data, what aspects of breadth/depth of EYFS provision need further development in the school?
7. Are there any significant differences in outcomes for boys and girls?
8. Are there any significant differences in outcomes for your identified vulnerable learners?
9. How have the needs of individual children been addressed e.g. children with SEND or those who are Gifted and Talented, children with EAL, pupil premium or on Free School Meals?
10. Are there any correlations emerging between different AOL?
11. Do children with Expected and Exceeding levels of attainment also have strengths in their Characteristics of Effective Learning?
12. Is there a difference in the EYFSP data where there is a two/three form entry?
13. Are there any patterns within the cohort of specific ELG's either being achieved or not achieved?
14. How are you planning to support your Year 1 staff using the EYFSP data as the starting point for curriculum planning?
15. How are staff internally moderating and how effective is the process?
16. How are staff using the EYFS to inform planning for children who have yet to achieve the Early Learning Goals?
17. How does your school currently use information from EYFSP to identify priorities for school improvement?