EYFSP Data Analysis: Key areas to consider and questions

- What are our key strengths and main areas for improvement?
- How is the data analysis used to inform school improvement planning in EYFS and Key Stage 1?
- How does the data analysis inform the deployment of resources?
- Is the percentage of Reception children reaching a good level of development (ie reaching or exceeding the expected level in each of the prime learning goals and the literacy and mathematics specific learning goals) above or below Ealing and National average?
- Has your comparison with the borough position improved or worsened this year, and why?
- What is in place in Year 1 for all pupils who did not attain a good level of development and therefore are not ready to access the national curriculum?
- Which groups of children appear to be falling behind their peers by the end of EYFS?
- What strategies are in place to narrow gaps between vulnerable groups of children and their peers?
- What strategies are in place to provide additional support to vulnerable groups of children during Key Stage 1 and beyond?
- Which vulnerable groups has the attainment gap narrowed for and increased for this year?
- What plans are in place to accelerate the progress of these groups in Year 1? What changes have been made to ensure the gap continues to reduce in EYFS for these pupil groups?
- How will you share the effectiveness of your provision where vulnerable groups attainment gap has narrowed and is in line with their peers?
- Are outcomes for children in the school above, in-line with or below Ealing and national averages?
- Where the school outcomes are particularly good, can you identify why, and how is the good practice shared with other schools in the LA?
- Where the school outcomes are not so good, what strategies are in place, or planned, in order to bring about improvement? How will the impact of these strategies be measured?