

## A sample of our most popular reports

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If you have any questions about the analysis section on the EYFS Tracker or any other aspect of the system then please contact us at [support@mimeconsulting.co.uk](mailto:support@mimeconsulting.co.uk) and our support team will be happy to help.



## Sample Report 1 (P4)

### Progress analysis against Ofsted age-related expectation

Quickly demonstrate the progress that each of your children have made, identifying if they are making expected, above expected or below expected levels of progress, using Ofsted definitions.

### EYFS Progress Analysis vs Age-Related Expectations - St Tests Nursery Setting From On Entry Nursery 2012-13 To Summer 2012-13

This report shows the progress made between two points in time for each assessment scale by each child. The text for the termly assessment is shown in green if the child is above expectation, black if at expectation, and red if below expectation, based on their age in months (but not taking account of the H/M/L assessment). The arrow then shows the progress made by the child between the two assessments, as follows:

		End Term vs Expectation		
		Below	At	Above
Start Term vs Expectation	Below	▶	▲	▲
	At	▼	▶	▲
	Above	▼	▼	▶

▲ - Above Expected progress  
 ▶ - Expected progress  
 ▼ - Below Expected progress

The ages shown in the table are calculated as at the following dates in the appropriate year:  
 On Entry: 30th September; Autumn: 31st December; Spring: 10th April; Summer: 31st July  
 Practitioners are encouraged to form their own judgements on a child's progress, informed by the analysis shown, but incorporating their additional knowledge of the child.

		Personal, Social and Emotional Development									Comments	
Age (mths)		MR			SCSA			MFB				
Name	12-13 On Entry	12-13 Summer	12-13 On Entry	12-13 Summer	12-13 On Entry	12-13 Summer	12-13 On Entry	12-13 Summer	12-13 On Entry	12-13 Summer		
Aaron M	42	52	22-36 M	40-60 L	▲	30-50 L	40-60 L	▶	22-36 H	40-60 L	▲	
Fariha R	41	51	22-36 H	30-50 H	▶	30-50 L	30-50 H	▼	22-36 H	30-50 H	▶	Practitioner happy with progress (SEN Child)
Isaac P	40	50	30-50 L	40-60 H	▶	30-50 M	40-60 H	▶	30-50 M	ELG L	▲	
Jacob S	38	48	22-36 H	40-60 M	▲	22-36 H	40-60 H	▲	30-50 M	40-60 L	▶	
Luke Z	38	48	16-26 M			16-26 L			16-26 H			
Nina T	35	45	16-26 H	40-60 M	▲	16-26 M	40-60 M	▲	16-26 M	30-50 M	▲	Great progress made due to planned support
Sam M	39	49	30-50 H	40-60 H	▶	22-36 M	40-60 L	▲	30-50 M	30-50 H	▶	

The green arrow shows that Sam moved from below expectation on entry, to the expected level in the summer, hence making above expected progress over the year.

## Sample Report 2 (P3)

Cohort snapshot of names against current age stage for each Aspect

A simple summary of your cohort or a particular teaching group to easily see the range of abilities in each area of learning.



Useful for  
all  
providers

### Child Name Age Stage Grids: St Tests Nursery Setting, Cohort: Nursery in 2012-13, On Entry

#### Personal, Social and Emotional Development

Child Stage		Making relationships	Self-confidence and self-awareness	Managing feelings and behaviour
Birth-11 months	Low Band			
	Medium Band			
	High Band			
8-20 months	Low Band			
	Medium Band			
	High Band			
16-26 months	Low Band		Luke Z	
	Medium Band	Luke Z	Nina T	Nina T
	High Band	Nina T		Luke Z
22-36 months	Low Band			
	Medium Band	Aaron M	Stanislas M	
	High Band	Jacob S, Fariha R	Jacob S	Fariha R, Aaron M
30-50 months	Low Band	Hassan A, Isabelle P, Holly A	Aaron M, Fariha R	
	Medium Band		Isabelle P	Isabelle P, Jacob S, Stanislas M
	High Band	Stanislas M		
40-60 months	Low Band			
	Medium Band			
	High Band			
EL Goals	Low Band			
	Medium Band			
	High Band			
Exceeding EL Goals	Low Band			
	Medium Band			
	High Band			

We can quickly see that Luke Z seems to be at a lower stage than the other children his age.

## Sample Report 3 (S5)

### Vulnerable groups progress report for each group for each Aspect

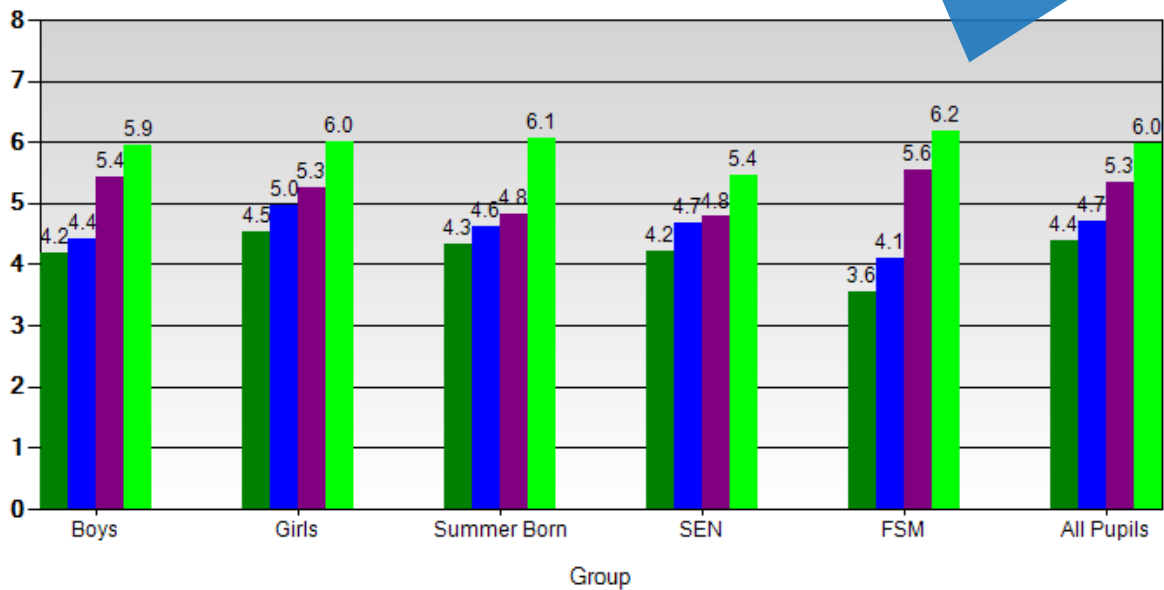
Highlight different rates of progress for different pupil groups, including gender, term of birth, SEN and FSM.

#### Average Stage within Aspect: Making relationships

#### School: St Tests Nursery Setting, Cohort: All Year Groups in 2012-13

This report averages the development stage of each child within each specific group. Note that, as it is not possible to strictly "average" age stages (e.g. 30-50 months and 40-60 months), the scores above each bar are used as indicative development scores where 0 = Start of Birth-11 Months and 8 = High in Beyond Early Learning Goals.

Excellent progress was made with FSM children as they were notably below average on entry.



On Entry Term	0 to 1: Birth-11 Months	Vertical Axis Key
Autumn Term	1 to 2: 8-20 Months	
Spring Term	2 to 3: 16-26 Months	
Summer Term	3 to 4: 22-36 Months	
	4 to 5: 30-50 Months	
	5 to 6: 40-60 Months	
	6 to 7: EL Goals	
	7 to 8: Beyond EL Goals	

## Sample Report 4 (S4)

### Cohort level analysis of percentages at each Age Stage

Quickly see what proportion of your cohort is at each stage of development for each aspect. This report can also be run with high, medium and low breakdowns.

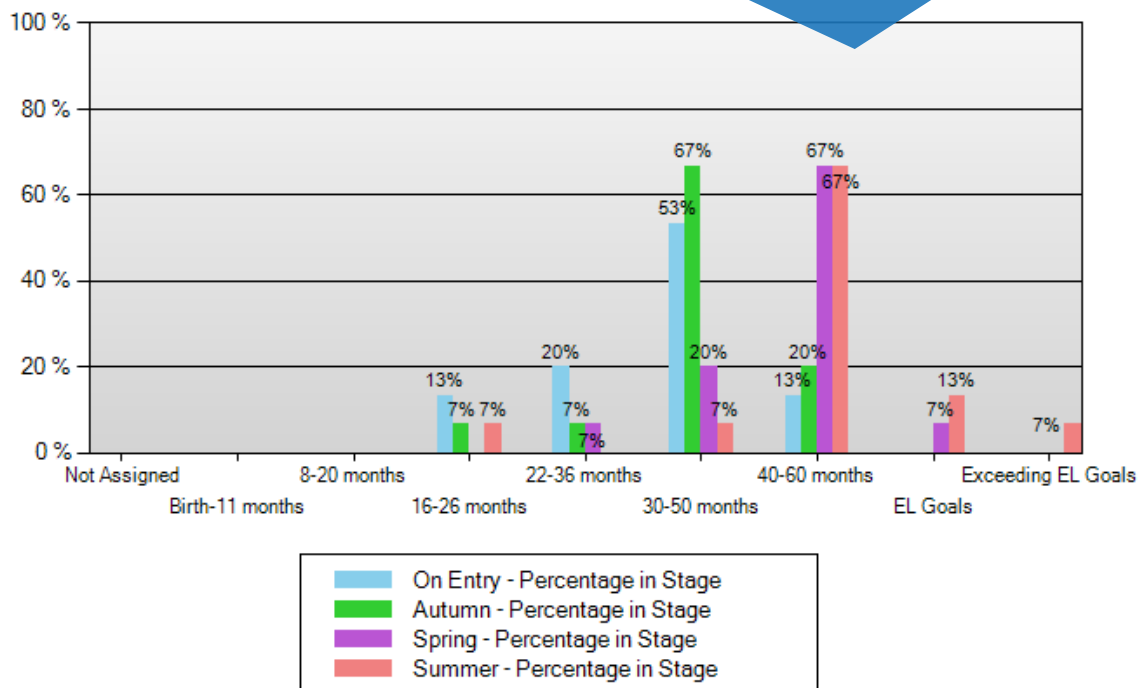
#### **Making relationships - Percentage of Children at Each Stage of Development**

**School: St Tests Nursery Setting**

Cohort: All Year Groups in 2012-13

15 Pupils

A much higher percentage of children were at 40-60 months by the summer term than on entry.





## Sample Report 5 (Learning Journey)

### Evidence on a child's development over a specified period of time

Run from the "Learning Journey" section, this report can be used to show all early years outcomes achieved between a range of dates, including any photos and notes you wish to include.

### Holly Adams - Learning Journey

#### Development Matters Achieved between 03/01/2012 and 03/01/2013

#### Aspect: Making relationships

#### Date Achieved

Interested in others' play and starting to join in.

06/11/2012

*Very interest in what is going on with peer groups at the Nursery, keen to get involved*

Seeks out others to share experiences.

07/11/2012

*Holly asked Robert and Maya to read with her*



When Holly was observed asking friends to read with her, a photo was taken from an iPad and automatically uploaded into her Learning Journey.

Shows affection and concern for people who are special to them.

22/11/2012

*Made a special effort to help nursery key worker today*

May form a special friendship with another child.

07/11/2012

*Very friendly with Robert and always keen to see what he is up to. Chooses to play in the same corner as him*

Can play in a group, extending and elaborating play ideas, e.g. building up a role-play activity with other children.

04/11/2012

Initiates play, offering cues to peers to join them.

05/10/2012

#### Aspect: Self-confidence and self-awareness

#### Date Achieved

Laughs and gurgles, e.g. shows pleasure at being tickled and other physical interactions.

30/01/2013

Uses voice, gesture, eye contact and facial expression to make contact with people and keep their attention.

30/01/2013

Enjoys finding own nose, eyes or tummy as part of naming games.

30/01/2013

Learns that own voice and actions have effects on others.

30/01/2013

## Sample Report 6 (P2)

### Age stage summary for individual child for each Aspect

Child level summary of progress for all the assessment points you have made, with all areas of learning on one page. This report can also be run with high, medium and low breakdowns.



#### Hassan Abdul - Development Stages Over Time

##### Area of Learning: Personal, Social and Emotional Development

Aspect	2011-12				2012-13			
	On Entry	Autumn	Spring	Summer	On Entry	Autumn	Spring	Summer
Making relationships	22-36 months	30-50 months	30-50 months	30-50 months	30-50 months	30-50 months	EL Goals	EL Goals
Self-confidence and self-awareness	22-36 months	22-36 months	30-50 months	30-50 months	30-50 months	30-50 months	40-60 months	40-60 months
Managing feelings and behaviour	30-50 months	30-50 months	30-50 months	40-60 months	40-60 months	40-60 months	40-60 months	40-60 months

##### Area of Learning: Physical Development

Aspect	2011-12			2012-13		
	On Entry	Spring	Summer	Autumn	Spring	Summer
Moving and handling	30-50 months	30-50 months	30-50 months	30-50 months	30-50 months	EL Goals
Health and self-care	22-36 months	30-50 months	30-50 months	30-50 months	30-50 months	30-50 months

##### Area of Learning: Communication and Language

Aspect	2011-12			2012-13		
	On Entry	Spring	Summer	Autumn	Spring	Summer
Listening and attention	30-50 months	30-50 months	30-50 months	30-50 months	30-50 months	30-50 months
Understanding	30-50 months	30-50 months	30-50 months	30-50 months	30-50 months	30-50 months
Speaking	30-50 months	30-50 months	30-50 months	30-50 months	30-50 months	30-50 months

##### Area of Learning: Literacy

Aspect	2011-12			2012-13		
	On Entry	Spring	Summer	Autumn	Spring	Summer
Reading	30-50 months	30-50 months	40-60 months	40-60 months	40-60 months	EL Goals
Writing	30-50 months	30-50 months	30-50 months	30-50 months	30-50 months	30-50 months

##### Area of Learning: Mathematics

Aspect	2011-12			2012-13		
	On Entry	Spring	Summer	Autumn	Spring	Summer
Numbers	30-50 months	30-50 months	30-50 months	30-50 months	30-50 months	30-50 months
Shape, space and measure	30-50 months	30-50 months	30-50 months	30-50 months	30-50 months	30-50 months

Hassan made good progress in *Personal, Social and Emotional Development* and *Physical Development*. However he struggled to move along with *Mathematics* during the two years with the setting. We can learn from this for future provision.



## Sample Report 7 (F1)

### FSP stage summary for individual child for each Aspect

One page per pupil summary of the emerging, expected or exceeding judgements you have made for your reception cohort in the summer term.

EYFSP 2013

## FSP Individual Profile

St Tests Nursery Setting

Florence's FSP is automatically generated for you to return to your Local Authority.

Name: **Florence Hunter**

Birthdate: **27/03/2008**

Gender: **Female**

	Emerging	Expected	Exceeding	Comments
<b>Personal, Social and Emotional Development</b>				
Making relationships		Expected		
Self-confidence and self-awareness			Exceeding	
Managing feelings and behaviour		Expected		
<b>Physical Development</b>				
Moving and handling	Emerging			
Health and self-care	Emerging			
<b>Communication and Language</b>				
Listening and attention		Expected		
Understanding		Expected		
Speaking		Expected		
<b>Literacy</b>				
Reading			Exceeding	
Writing		Expected		
<b>Mathematics</b>				
Numbers			Exceeding	
Shape, space and measure		Expected		
<b>Understanding the World</b>				
People and communities		Expected		
The world		Expected		
Technology	Emerging			
<b>Expressive Arts and Design</b>				
Exploring and using media and		Expected		
Being imaginative	Emerging			





## Sample Report 8 (F2)

### Cohort level analysis of percentages at FSP Stages

Analysis of the proportion of your cohort that is emerging, expected or exceeding for each FSP aspect. As with most of the reports in the EYFS Tracker this can be broken down by child characteristic or teaching group.

### FSP Summary By Aspect

EYFSP 2013

School: St Tests Nursery Setting

Pupils: 8

This FSP summary helps to highlight areas of strength for the setting such as building self-confidence. However improvement could be made in exploring and using media.

