

**SFR 44/2005****13 October 2005****Coverage: England****Theme: Education and  
Training**

**Issued by**  
Department for Education  
and Skills  
Sanctuary Buildings  
Great Smith Street  
London SW1P 3BT

**Telephone:**  
**Press Office**  
020 7925 6789  
**Public Enquiries**  
0870 000 2288

**Statistician**  
Annie Sorbie  
020 7925 7482

**Email**  
[info@dfes.gsi.gov.uk](mailto:info@dfes.gsi.gov.uk)

**Internet**  
[http://www.dfes.gov.uk/  
rsgateway/DB/SFR/](http://www.dfes.gov.uk/rsgateway/DB/SFR/)



INVESTOR IN PEOPLE

## FOUNDATION STAGE PROFILE 2005: NATIONAL RESULTS (PROVISIONAL)

### INTRODUCTION

The Statistical First Release contains figures on the national results of the Foundation Stage Profile (FSP) assessments for 2005. The Foundation Stage curriculum is a statutory stage of the national curriculum for England, with Key Stages 1-4. This is the second National Statistics Release for FSP following the publication of final 2004 statistics in March 2005.

### KEY POINTS

- The assessment areas where most children are **working towards (scale score 1-3)** the early learning goals were:

- Communication, language and literacy: Linking sounds and letters – **16%**
- Communication, language and literacy: Writing – **15%**

These assessment areas are the same as those identified in 2004. The equivalent percentages for 2004 were **16% and 14%**, respectively.

- In all assessments, there were more boys **working towards (scale score 1-3)** the early learning goals, and more girls **achieving all of or working beyond (scale score 8-9)** the early learning goals.

- The majority of children continue to **work securely** within the early learning goals (**scale score 6 or more**) for all assessments.

- The assessment areas where most children are **achieving all of, or working beyond (scale score 8-9)** the Early Learning Goals were:

- Physical development – **60 %**. The figure in 2004 was 64%.
- Personal, social and emotional development: Dispositions and attitudes - **59%**. The figure in 2004 was 62%;

## NOTES TO EDITORS

### National Statistics

1. For the second year, the figures on the national results of the FSP assessments for 2005 are published as National Statistics. The improvements made in 2004 in the training of teachers to assess children's performance, the moderation of assessments and data quality have been maintained and continued. The national figures for 2003 were published as experimental statistics as it was the first year such results were reported.

### Data Quality

2. In 2004/05, Schools and providers have been more accurate in their assessment of attainment within individual aspects. This change in reporting, particularly of those children *achieving all of, or working beyond* the Early Learning Goals (scale score 8-9), is borne out by the findings of the Foundation Stage (FS) team within the Primary National Strategy, in the course of their work with Local Authorities. The FS team expected that ongoing improvements to the assessment process, specifically the roll out of a national training programme for teachers, the increased moderation within Local Authorities and the employment of dedicated FS personnel within the National Assessment Authority, would add further accuracy and rigour to the process of observationally assessing children's attainment against the Early Learning Goals.
3. The first round of the 2005 Foundation Stage Profile data collection is complete. All Local Authorities (LAs) have submitted to the Department the data they have obtained from their schools. A number of LAs were unable to obtain results from every school or provider before the submission cut-off date and for some schools or providers there are children whose results are missing. These shortfalls will not affect the national figures, significantly.
4. The Department is planning to publish the **final** results for the Foundation Stage Profile results in February 2006 in a Statistical First Release. These results are not expected to change significantly from the provisional results.

### Background

5. Through observing children at work, and by making notes when necessary about what has been achieved, practitioners can make professional judgements about children's achievements and decide on the next steps in learning. They can also provide information for parents and carers about how children are progressing.
6. The assessments are made on the basis of the practitioner's accumulating observations and knowledge of the whole child. By the end of the Foundation Stage, the Profile provides a way of summing up that knowledge. Whether or not the Profile is used throughout the year, assessments against the scales should be finalised in the summer term, summarising each child's development at that point.

## The Areas of Learning

7. The curriculum covers six areas of learning covering children's physical, intellectual, emotional and social development;
  - Personal, social and emotional development (3 assessment scales),
  - Communication, language and literacy (4 assessment scales),
  - Mathematical development (3 assessment scales),
  - Knowledge and understanding of the world (1 assessment scale),
  - Physical development (1 assessment scale), and
  - Creative development (1 assessment scale).

## The Assessment Scales

8. FSP captures the Early Learning Goals as a set of thirteen assessment scales, each of which has nine points:
  - a. The **first three points (1-3)**, the 'stepping stones', describe a child who is still progressing towards the achievements described in the Early Learning Goals, and are based mainly on the 'stepping stones' in the curriculum guidance. Most children will achieve all of these three points before they achieve any of the Early Learning Goals, but there may be some exceptions to this pattern. A child who fails to score on any of these stepping stones is suffering from profound and complex problems. Teachers will be using the assessments recommended by the health professionals with whom they liaise closely, and will be using these specialist assessments to discuss progress with the families of these children.
  - b. The **next five points (4-8)** are drawn from the Early Learning Goals themselves. These are presented in approximate order of difficulty, according to evidence from trials. However, the points are not necessarily hierarchical and a child may achieve a later point without having achieved some or all of the earlier points.
  - c. The **final point (9)** in each scale describes a child who has achieved all the points from 1-8 on that scale, has developed further both in breadth and depth, and is *working consistently beyond* the level of the Early Learning Goals.
  - d. Children who achieve a scale score of **six points or more** may be classified as *working securely* within the Early Learning Goals. They are deemed to have achieved a good level of development by the end of the foundation

stage.

- e. The **point (0)** in each scale describes a child for whom it has not been possible to record an assessment. Whilst the foundation stage profile has been developed to be as inclusive as possible so that as many children can be assessed against the scales it contains, there may be some items in the scales that some children are unable to achieve because of the nature of their individual needs. For example, there may be items within the personal, social and emotional development scales (such as those involving interactions with others) that cannot be achieved, at this stage of their development. Similarly, there may be items within the scale for physical development that cannot be achieved by some children.

9. Further information can be found on the QCA web-site, including the FSP Handbook:

<http://www.qca.org.uk/5824.html>

and a scale booklet for compiling the FSP:

<http://www.qca.org.uk/5848.html>

### Sources of information

10. Schools and early years settings are under a statutory obligation to send data for individual children in respect of the 13 summary scales to their LAs. DfES data needs are met by asking LAs to provide:

- **LA summary data**, which has been aggregated to provide the figures on the national results in this publication.

As well as LA summary data, LAs provide:

- Sure Start Local Programme Area (SSLPA) summary data; and
- **Summary data for Super Output areas (SO)** that are the most disadvantaged and are located within their LA area;
- a representative **sample of data on individual children** for evaluation purposes, which will be used internally as part of the National Pupil Database, and may be made available for research purposes at a later date.

11. It is important to note that these datasets do not provide us with the full picture, even at the level of individual children. For example, although we can say that a child has achieved 6 points on the creative development scale, we do not know which of the nine points these are. The child could have gained points 1, 2, 3, 5, 6 and 8. Additionally, using the LA, SSLPA and SO summary data we cannot say how many children gain a certain combination of results. For example, we can say

that 24 per cent of children gained 6 points or more on one scale and 25 per cent of children gained 6 points on another scale, but we cannot say what percentage gained 6 points or more on both of these scales.

### **Public Service Agreement target**

12. A key theme of the *Sure Start SR2004 Public Service Agreement (PSA1)* was a desire to improve children's communication, language and literacy (CLL) and personal, social and emotional development (PSE) so that by 2008 a target percentage of young children had attained at least a good level of development in all of these scales by the end of the Foundation Stage. The number of young children attaining a *good level of development* would be defined by those children who achieve at least 6 or more points in all of the 7 scales. The target level will be calculated by the Department's Officials after a thorough review of the 2005 figures. The PSA target also establishes the principle that there should be a reduction in inequalities between the level of development achieved by children in the 20% most disadvantaged areas and the rest of England.

### **Queries and Feedback**

Comments on the statistics in this publication should be addressed to:

David Collinge  
Department for Education and Skills  
Mowden Hall  
Staindrop Road  
Darlington  
DL3 9BG  
Telephone number: 01325 392443

Press enquiries should be made to the Department's Press Office at:

News Desk  
Department for Education and Skills  
Sanctuary Buildings  
Great Smith Street  
London  
SW1P 3BT  
Telephone number: 020 7925 6789

### **A National Statistics Publication**

National Statistics are produced to high professional standards set out in the National Statistics Code of Practice. They undergo regular quality assurance reviews to ensure that they meet customer needs. They are produced free from any political interference.

For general enquiries about National Statistics, contact National Statistics.

Telephone: 0845 601 3034

Minicom: 01633 812399

E-mail: [info@statistics.gov.uk](mailto:info@statistics.gov.uk)

Fax: 01633 652747

Letters:

Customer Contact Centre,  
Room 1.015,  
Office for National Statistics,  
Cardiff Road,  
Newport.  
NP10 8XG.

You can also find National Statistics on the internet at [www.statistics.gov.uk](http://www.statistics.gov.uk).

**TABLE 1:** Percentage of children achieving each point on the 13 assessment scales of the Foundation Stage Profile in England<sup>1</sup>, 2005

Girls	Percentage achieving													Number in '000's	Six or more <sup>6</sup>
	0 <sup>2</sup>	1	2	3	4	5	6	7	8	9	1-3 <sup>3</sup>	4-7 <sup>4</sup>	8-9 <sup>5</sup>		
PSE: DA	0	0	0	1	1	5	9	18	39	26	1	34	65	262.4	92
PSE: SD	0	0	0	2	3	7	20	15	28	25	2	45	53	262.4	88
PSE: ED	0	1	1	2	4	7	10	17	36	23	4	37	59	262.4	86
CLL: LCT	0	1	2	2	4	7	15	18	31	21	4	43	52	262.3	85
CLL: LSL	0	2	3	8	9	10	12	19	17	21	13	49	38	262.3	68
CLL: R	0	1	2	3	6	11	15	22	25	15	5	55	40	262.3	77
CLL: W	0	2	3	5	8	12	17	18	24	11	10	55	35	262.2	70
MAT: NLC	0	0	1	1	3	5	6	30	29	25	3	43	54	262.3	89
MAT: C	1	1	3	4	6	9	13	23	28	11	9	51	39	262.2	75
MAT: SSM	0	1	1	2	3	6	12	29	29	17	4	50	45	262.3	86
KUW	0	1	1	3	5	8	13	21	39	9	5	47	48	262.3	82
PD	0	0	0	1	2	3	7	21	45	21	2	32	66	262.3	93
CD	0	0	1	1	3	8	13	22	38	14	2	46	51	262.3	87
Boys	Percentage achieving													Number in '000's	Six or more <sup>6</sup>
	0 <sup>2</sup>	1	2	3	4	5	6	7	8	9	1-3 <sup>3</sup>	4-7 <sup>4</sup>	8-9 <sup>5</sup>		
PSE: DA	0	0	1	1	3	8	12	22	33	19	2	45	52	274.4	87
PSE: SD	0	0	1	4	5	10	22	15	24	18	5	53	42	274.4	79
PSE: ED	0	2	2	4	7	10	12	17	30	16	8	46	46	274.5	76
CLL: LCT	0	1	3	3	6	9	17	19	26	15	7	51	42	274.4	77
CLL: LSL	1	3	5	12	11	11	12	17	14	14	20	51	28	274.2	57
CLL: R	0	1	3	4	9	14	16	19	22	10	9	58	32	274.4	67
CLL: W	1	4	6	10	12	15	16	15	16	6	20	57	22	274.2	53
MAT: NLC	1	1	2	2	4	6	7	29	27	22	4	46	50	274.4	85
MAT: C	1	2	5	6	7	10	13	21	25	12	12	51	36	274.1	70
MAT: SSM	1	1	2	3	5	7	13	27	26	15	6	52	41	274.3	81
KUW	0	1	2	4	5	9	13	20	39	8	7	46	47	274.4	79
PD	0	1	1	2	3	6	10	22	40	14	4	41	54	274.4	87
CD	1	1	1	3	6	13	19	22	28	7	5	59	35	274.4	76
All children	Percentage achieving													Number in '000's	Six or more <sup>6</sup>
	0 <sup>2</sup>	1	2	3	4	5	6	7	8	9	1-3 <sup>3</sup>	4-7 <sup>4</sup>	8-9 <sup>5</sup>		
PSE: DA	0	0	0	1	2	7	11	20	36	23	2	40	59	536.8	90
PSE: SD	0	0	1	3	4	9	21	15	26	21	4	49	47	536.8	83
PSE: ED	0	1	2	3	5	8	11	17	33	19	6	42	52	536.8	80
CLL: LCT	0	1	2	3	5	8	16	19	29	18	6	47	47	536.7	81
CLL: LSL	1	2	4	10	10	11	12	18	16	17	16	50	33	536.5	62
CLL: R	0	1	3	4	8	13	15	20	24	12	7	56	36	536.7	72
CLL: W	1	3	5	8	10	14	16	16	20	9	15	56	28	536.5	61
MAT: NLC	0	1	1	2	4	5	6	29	28	24	3	44	52	536.7	87
MAT: C	1	2	4	5	7	9	13	22	26	11	10	51	37	536.3	72
MAT: SSM	1	1	2	3	4	7	13	28	27	16	5	51	43	536.5	84
KUW	0	1	2	3	5	8	13	20	39	8	6	47	47	536.7	81
PD	0	0	1	2	2	4	9	21	43	17	3	37	60	536.7	90
CD	0	1	1	2	4	10	16	22	33	11	3	53	43	536.7	81

Source: FSP aggregate dataset

1. Aggregation of LEA level results
2. A scale score of 0 indicates where it has not been possible to record an assessment.
3. A scale score of 1-3 indicates working towards the Early Learning Goals
4. A scale score of 4-7 indicates working within the Early Learning Goals
5. A scale score of 8-9 indicates achieving all of, or working beyond the Early Learning Goals
6. A scale score of 6 or more indicates working securely within the Early Learning Goals.

**KEY:**

PSE: DA	Personal, social and emotional development: Dispositions and attitudes
PSE: SD	Personal, social and emotional development: Social development
PSE: ED	Personal, social and emotional development: Emotional development
CLL: LCT	Communication, language and literacy: Language for communication and thinking
CLL: LSL	Communication, language and literacy: Linking sounds and letters
CLL: R	Communication, language and literacy: Reading
CLL: W	Communication, language and literacy: Writing
MAT: NLC	Mathematical development: Numbers as labels for counting
MAT: C	Mathematical development: Calculating
MAT: SSM	Mathematical development: Shape, space and measures
KUW	Knowledge and understanding of the world
PD	Physical development
CD	Creative development