

First Release

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INVESTOR IN PEOPLE

**FOUNDATION STAGE PROFILE 2006:
NATIONAL RESULTS (PROVISIONAL)****INTRODUCTION**

The Statistical First Release contains figures on the national results of the Foundation Stage Profile (FSP) assessments for 2006. The Foundation Stage curriculum is a statutory stage of the national curriculum for England, with Key Stages 1-4. This is the third National Statistics Release for FSP.

KEY POINTS

The results for 2006 appear to have been affected by improvements in the way assessment and moderation has been applied. The effect shows mainly as decreases in the numbers of children achieving at the higher end of the scales (8 or 9 points) but it feeds through to other points on the scale. These effects need to be considered carefully when making year on year comparisons. Further analysis is needed to explore the extent to which improvements to assessments and moderation have affected the figures. See notes to editors for further details.

Tables 1 and 2

The majority of children continue to *work securely within* (6 points or more) the early learning goals for all assessment areas.

The assessment areas with the highest percentage of children *achieving all of, or working beyond* (8 or 9 points) the early learning goals were:

- Physical development – 52 %, compared to 60% in 2005;
- Personal, social and emotional development:
Dispositions and attitudes - 51%, compared to 59% in 2005.

(Note that the comparisons above are at the higher end of the scales which is where the assessment and moderation effects are most clearly seen.)

The assessment areas with the highest percentage of children *working towards* (1-3 points) the early learning goals were:

- Communication, language and literacy: Linking sounds and letters – 17%, compared with 16% in 2005;
- Communication, language and literacy: Writing – 17%, compared with 15% in 2005.

Girls continue to achieve at a higher level than boys, for each assessment area more girls than boys *work securely within* the early learning goals.

Table 3

The percentage of children achieving a good level of development (6 or more points) across all of the scales relating to the Personal, Social and emotional development (PSE) and Communication, Language and Literacy (CLL) areas of learning was 44.6% in 2006, compared to 47.8% in 2005.

NOTES TO EDITORS

National Statistics

1. For the third year, the figures on the national results of the FSP assessments for 2006 are published as National Statistics. It is likely that the 2006 results have again been affected by changes in the way assessment and moderation has been undertaken. The data quality section below explains this further and is intended to help users assess the quality of the data for their purposes.

Data Quality

2. The first round of the 2006 Foundation Stage Profile data collection is complete. All local authorities (LAs) have submitted 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 are likely to have only a marginal effect on the figures.

3. There is evidence to suggest that improvements in the way assessment and moderation have been carried out has been a key factor in the general downward movement in scores since 2004. Improvements to the assessment process, specifically the roll out of a national training programme for teachers, increased moderation within local authorities and the employment of dedicated FS personnel within the National Assessment Authority, were expected to add further accuracy and rigour to the process of observationally assessing children's attainment against the early learning goals. The effect appears as a reduction in the percentage of children achieving at the higher end of the scales, but feeds through the scales and for example affects the percentage achieving 6 or more points.

4. Whilst many local authorities may now have settled in respect of assessment, it is possible that there will be further impacts in years to come. However, the effects on the results are likely to reduce over time as the profile becomes more embedded across all LAs. Further analysis of the impact of the improvements to assessment and moderation is being carried out.

5. Depending on progress of data cleaning, the Department is planning to publish the final results for the Foundation Stage Profile in December, along with LA level analysis and aggregate super output area analysis. The national results are not expected to change significantly.

Background

6. 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.

7. 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

8. 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

9. 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.

10. Further information can be found on the QCA web-site:

<http://www.qca.org.uk/163.html>

11. 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.
- 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.

Background to Public Service Agreement (PSA) targets

12. The Spending Review White Paper published on 12 July 2004 announced a robust target for 2005-08. The PSA04 target was defined as follows:

Improve children's communication, social and emotional development so that by 2008 53 per cent of children reach a good level of development at the end of the Foundation Stage and reduce inequalities between the level of development, achieved by children in the 20 per cent most disadvantaged areas and the rest of England. (Sure Start Unit target, joint with the Department for Work and Pensions).

The target for reducing the inequality gap has been set at 4 percentage points – from 16% to 12%.

13. The measures of 'good development' (Table 3) are derived from the 10 per cent pupil level sample. For the first time, the 2006 LA summary record also holds this information but further quality assurance is required before the results can be released. It is hoped that the summary results will be released before the end of the year.

Statistical sampling error

14. Local authorities have submitted a random 10 per cent sample of their individual child level records from the Foundation Stage Profile. The figures for Table 3 are derived from this sample and checked for consistency with the aggregate return data to ensure the sample data are representative of the total population. Estimates from the sample data will be subject to a margin of statistical sampling error. It is important to know the extent of the sampling error when interpreting the figures, so as to be able to assess how accurately the estimate from the sample reflects the true population's figure. The level of sampling error can be assessed by calculating confidence intervals around the estimate derived from the sample data. It is estimated that 44.6% of children achieved a good level of development. At the 95% confidence level we can confirm a sampling error of approximately ± 0.4 percentage points. We can be 95% confident that the 'true' estimate of the proportion of children achieving a good level of development is between 44.2% and 45.0%.

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TABLE 1

Percentage of children achieving each scale score in the 13 assessment scales of the Foundation Stage Profile in England¹, 2006 (provisional)

Girls	Number of points achieved (percentage) ²												Number in '000's	Six or more ⁷	
	0 ³	1	2	3	4	5	6	7	8	9	1-3 ⁴	4-7 ⁵			8-9 ⁶
PSE: DA	0	0	0	1	2	6	12	21	38	19	1	41	58	261.6	91
PSE: SD	0	0	0	2	3	9	24	18	25	18	2	54	43	261.6	85
PSE: ED	0	1	1	2	5	9	12	19	34	17	4	45	51	261.6	82
CLL: LCT	0	1	2	2	4	9	18	20	29	15	5	51	44	261.6	82
CLL: LSL	0	2	3	8	9	11	13	20	17	16	13	53	33	261.5	66
CLL: R	0	1	2	3	8	13	17	23	22	11	6	61	33	261.6	73
CLL: W	0	2	4	6	9	13	18	18	21	8	11	58	30	261.5	66
MAT: NLC	0	0	1	1	3	5	7	36	26	19	3	51	46	261.5	89
MAT: C	1	1	3	5	7	11	15	26	23	7	9	59	31	261.4	72
MAT: SSM	0	1	1	2	4	8	15	32	25	11	4	59	36	261.5	83
KUW	0	1	1	3	6	10	16	23	34	5	5	56	39	261.6	79
PD	0	0	0	1	2	4	9	25	44	14	2	40	58	261.6	92
CD	0	0	1	1	3	10	17	26	33	9	2	56	41	261.6	84
Boys	Number of points achieved (percentage) ²												Number in '000's	Six or more ⁷	
	0 ³	1	2	3	4	5	6	7	8	9	1-3 ⁴	4-7 ⁵			8-9 ⁶
PSE: DA	0	0	1	1	3	10	15	24	31	14	2	52	45	274.2	84
PSE: SD	0	0	1	4	6	13	26	17	20	12	5	61	33	274.1	75
PSE: ED	0	2	3	4	8	12	14	18	28	11	8	53	39	274.2	71
CLL: LCT	0	1	3	4	7	11	20	19	23	11	8	57	34	274.1	74
CLL: LSL	1	3	5	12	11	12	13	18	14	11	20	55	25	273.9	56
CLL: R	0	1	4	5	11	16	17	19	19	8	10	63	27	274.1	63
CLL: W	1	4	6	11	13	16	16	14	14	5	21	59	19	274.0	49
MAT: NLC	1	1	2	2	4	6	8	34	25	18	4	53	42	274.1	85
MAT: C	1	2	5	6	8	11	15	23	21	8	13	57	29	273.8	67
MAT: SSM	1	1	2	3	6	9	16	29	22	11	7	59	33	274.0	78
KUW	0	1	2	4	6	10	15	22	34	5	7	54	39	274.2	76
PD	0	1	1	2	4	7	13	25	37	9	4	49	47	274.2	84
CD	1	1	2	3	7	16	22	23	22	5	5	68	26	274.1	71
All children	Number of points achieved (percentage) ²												Number in '000's	Six or more ⁷	
	0 ³	1	2	3	4	5	6	7	8	9	1-3 ⁴	4-7 ⁵			8-9 ⁶
PSE: DA	0	0	0	1	2	8	13	23	35	17	2	47	51	535.8	88
PSE: SD	0	0	1	3	5	11	25	17	23	15	4	58	38	535.7	80
PSE: ED	0	1	2	3	7	10	13	19	31	14	6	49	45	535.7	77
CLL: LCT	0	1	2	3	6	10	19	20	26	13	6	54	39	535.6	78
CLL: LSL	1	2	4	10	10	11	13	19	15	14	17	54	29	535.4	61
CLL: R	0	1	3	4	9	15	17	21	21	9	8	62	30	535.7	68
CLL: W	1	3	5	9	11	15	17	16	18	6	17	59	24	535.6	57
MAT: NLC	0	1	1	2	4	6	7	35	25	19	4	52	44	535.6	86
MAT: C	1	2	4	5	8	11	15	24	22	8	11	58	30	535.2	69
MAT: SSM	1	1	2	3	5	8	16	30	23	11	6	59	34	535.5	80
KUW	0	1	2	4	6	10	16	22	34	5	6	55	39	535.7	77
PD	0	1	1	2	3	6	11	25	41	12	3	44	52	535.7	88
CD	0	1	1	2	5	13	20	24	27	7	4	62	34	535.7	78

Source: FSP aggregate dataset

1. Aggregation of LA level results
2. The number of points achieved does not necessarily represent a straight progression through the scale. For example, 13% of all children achieved 6 points in PSE: DA. This does not mean that they have necessarily achieved all the points from 1-6 as it is possible they could have achieved, for example, point 7 but not point 4.
3. A scale score of 0 indicates where it has not been possible to record an assessment.
4. A scale score of 1-3 indicates working towards the early learning goals
5. A scale score of 4-7 indicates working within the early learning goals
6. A scale score of 8-9 indicates achieving all of, or working beyond the early learning goals
7. 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

TABLE 2

Percentage of children in each banding of the 13 assessment scales of the Foundation Stage Profile in England¹
2005-2006 (provisional)

		Number of points achieved (percentage)							
		2005				2006 (provisional)			
		1-3 ²	4-7 ³	8-9 ⁴	6 or more ⁵	1-3 ²	4-7 ³	8-9 ⁴	6 or more ⁵
Girls									
	PSE: DA	1	34	65	93	1	41	58	91
	PSE: SD	2	45	53	88	2	54	43	85
	PSE: ED	4	37	59	86	4	45	51	82
	CLL: LCT	4	43	52	85	5	51	44	82
	CLL: LSL	13	49	38	68	13	53	33	66
	CLL: R	5	55	40	77	6	61	33	73
	CLL: W	10	55	35	70	11	58	30	66
	MAT: NLC	3	43	54	89	3	51	46	89
	MAT: C	9	51	39	75	9	59	31	72
	MAT: SSM	4	50	45	86	4	59	36	83
	KUW	5	47	48	82	5	56	39	79
	PD	2	32	66	93	2	40	58	92
	CD	2	46	52	87	2	56	41	84
Boys									
	PSE: DA	2	45	52	87	2	52	45	84
	PSE: SD	5	53	42	79	5	61	33	75
	PSE: ED	7	46	46	76	8	53	39	71
	CLL: LCT	7	51	42	77	8	57	34	74
	CLL: LSL	20	51	28	57	20	55	25	56
	CLL: R	9	58	32	67	10	63	27	63
	CLL: W	20	57	23	53	21	59	19	49
	MAT: NLC	4	46	50	85	4	53	42	85
	MAT: C	12	50	36	70	13	57	29	67
	MAT: SSM	6	52	41	81	7	59	33	78
	KUW	6	46	47	79	7	54	39	76
	PD	4	41	54	87	4	49	47	84
	CD	5	59	35	76	5	68	26	71
All children									
	PSE: DA	2	39	59	90	2	47	51	88
	PSE: SD	4	49	47	83	4	58	38	80
	PSE: ED	6	42	52	81	6	49	45	77
	CLL: LCT	6	47	47	81	6	54	39	78
	CLL: LSL	16	50	33	63	17	54	29	61
	CLL: R	7	56	36	72	8	62	30	68
	CLL: W	15	56	29	61	17	59	24	57
	MAT: NLC	3	44	52	87	4	52	44	86
	MAT: C	10	51	38	73	11	58	30	69
	MAT: SSM	5	51	43	84	6	59	34	80
	KUW	6	47	47	81	6	55	39	77
	PD	3	37	60	90	3	44	52	88
	CD	3	53	43	81	4	62	34	78

Source: FSP aggregate dataset

1. Aggregation of LA level results
2. A scale score of 1-3 indicates working towards the early learning goals
3. A scale score of 4-7 indicates working within the early learning goals
4. A scale score of 8-9 indicates achieving all of, or working beyond the early learning goals
5. 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

Table 3: Percentage of children working securely¹ within the early learning goals by area of learning in England: 2005-2006 (provisional)

	2005	2006 (provisional)
<i>percentage of children achieving 6 or more in:</i>		
Personal Social and Emotional Development (in all 3 scales)	75.3	71.2
Communication, Language and Literacy (in all 4 scales)	50.6	47.9
PSE and CLL combined (in all 7 scales) ²	47.8	44.6
Mathematical Development (in all 3 scales)	68.7	65.7
Knowledge and Understanding of the World (1 scale)	80.3	77.3
Physical Development (1 scale)	89.8	88.1
Creative development(1 scale)	81.1	77.9

Source: FSP pupil level sample³

1. Children who work securely within the early learning goals achieve 6 or more in a scale or combination of scales.
2. The Sure Start SR2004 Public Service Agreement target specifies that a child achieving a 'good level of development' will score 6 points or more in all 7 PSE and CLL scales.
3. See para 14 'Notes to Editors'