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INVESTOR IN PEOPLE

**FOUNDATION STAGE PROFILE 2006:
NATIONAL RESULTS (FINAL)****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. Local authority level tables are provided on the DfES internet site.

KEY POINTS

The results 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. 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%;
- Personal, social and emotional development:
Dispositions and attitudes - 51%.

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%
- Communication, language and literacy: Writing – 17%.

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 is estimated to be 44% in 2006.

For children in the most disadvantaged areas in England the equivalent figure is estimated to be between 32.5% and 33.9% and for other areas between 49.3% and 50.4%. The figures are subject to sampling error.

TABLES

Table 1: Percentage of children by number of points achieved in the 13 assessment scales of the Foundation Stage Profile in England: January 2006

The table includes new information on the mean points score for each of the 13 scale assessments. The mean points score is calculated by aggregating the number of points achieved by children within each scale and dividing these by the relevant child cohort.

Table 2: Percentage of children grouped by number of points achieved in the 13 assessment scales of the Foundation Stage Profile in England: January 2005-2006

Table 3: Percentage of children working securely within the early learning goals by area of learning on the Foundation Stage Profile in England: January 2005-2006

For the first time, the table shows the difference in attainment between children in the most disadvantaged areas in the country and the rest of England. Confidence intervals are supplied to show the impact of sampling error on the estimates.

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 improvement in assessment and moderation. 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 2006 Foundation Stage Profile data collection is complete. All local authorities have submitted the data they have obtained from their schools. A number of Local authorities 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.

3. The differences between the provisional results published in October and the final results are marginal in terms of achievement levels and the number of cases included. However, the provisional 2006 figures published in Table 3 of the October SFR included children in private, voluntary and independent (PVI) providers that were not included in the 2005 figures. Figures in Table 3 in this final SFR exclude children in PVIs in both 2005 and 2006.

Interpretation of results

4. The FS curriculum and its assessment are not yet universally well established. The Department expected further improvements to the assessment process, following the roll out of a national training programme for teachers and the more widespread application of moderation within local authorities and regions. Evidence provided by the National Assessment Agency suggests that these changes have resulted in improved assessment and moderation practices. This, and the variability of recent results suggest that on-going improvements in assessment and moderation have contributed to the general downward shift in scores seen in 2006. 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.

5. Initial analysis carried out has shown that the downward shift is apparent across most local authorities to varying degrees. Further analysis has shown that scores in 2 out of 3 local authorities have shown decreases to some extent for 2004-2005 and 2005-06. Within this, some local authorities showed more substantial decreases between 2004 and 2005, others showed higher decreases between 2005 and 2006. Other Local authorities show various combinations of change in the two periods. There is no clear pattern to the changes that might help in assessing the extent that moderation improvements have affected the outcomes.

6. 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 Local authorities.

Background

7. Through observing children at work, and by making notes when necessary about what has been achieved, practitioners can make professional judgements about childrens' achievements and decide on the next steps in learning. They can also provide information for parents and carers about how children are progressing.

8. The assessments are made on the basis of practitioners' accumulating observations and knowledge of the whole child. By the end of the Foundation Stage, the profile provides a way of summing up of 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

9. The curriculum covers six areas of learning covering childrens' 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

10. FSP captures the Early Learning Goals as a set of thirteen assessment scales, each of which has nine points:

- 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.
- 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.
- 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.
- 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.
- 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.

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

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

12. 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 Local authorities. DfES data needs are met by asking Local authorities to provide:

- LA summary data, aggregated to provide the figures on the national results in this publication;
- Sure Start Local Programme Area (SSLPA) summary data;
- summary data for Super Output areas (SO) that are the most disadvantaged and are located within their LA area;
- a 10% representative sample of data on individual children.

Background to Public Service Agreement (PSA) targets

13. The Spending Review White Paper published on 12 July 2004 announced the PSA04 target for 2005-08, defined as follows:

Improve childrens' 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 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%.

14. The measure of deprivation used is the Index of Multiple Deprivation (IMD) 2004 constructed by the Social Disadvantage Research Centre at the University of Oxford. The Index is constructed using measurements of the Income, Employment, Health, Education and Skills, Housing, Crime and Living Environment characteristics of a given area. The disadvantaged areas are defined as the 30 per cent most deprived Super Output Areas which is broadly equivalent to the population size of the 20 per cent most deprived wards as defined by the Index of Multiple Deprivation for 2000. Super Output Areas are small areas with mean populations of 1500 and are designed to be more or less equal in size.

15. Table 3 provides the proportions of children gaining 6 or more points in various scales, including key figures associated with the PSA target ie those achieving 6 or more

across all 7 PSE and CLL scales and a deprivation measure (achievement of 6 or more points split by 30% deprived super output areas and other areas). The figures could be provided using either the 10% child level sample dataset or the aggregate dataset. The child level sample was used for two reasons. Firstly, the 2005 baseline figure associated with the PSA target was based on sample data excluding children in PVIs, and using the sample for 2006 is the only way that figures can be provided on a consistent basis. Secondly, there are some data quality issues relating to the derivation of Super Output area information on the aggregate dataset that tend to understate the number of children in deprived areas.

16. The use of the 10 per cent sample file for estimating both components of the target means that the results will be affected by sampling error as the technical note below explains. In 2007, full child level data will be collected which will allow more precise measurement than can be derived from the sample file.

17. The Super Output information on the 2006 sample dataset is based on postcodes collected via FSP. For 2005, information was based on postcodes that were matched across from the Pupil Level School Census. Further analysis of the two sources is planned and may lead to minor changes in Table 3.

Statistical sampling error

18. 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 populations' figure. The level of sampling error can be assessed by calculating confidence intervals around the estimate derived from the sample data. There is a probability of 0.95 that the 95% confidence interval contains the true value. The existence of sampling error does increase the difficulty in interpreting the gap between those obtaining a good level of development in disadvantaged areas, compared to other areas in England. The confidence intervals for the gap are presented for completeness in Table 3.

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Table 1: Percentage of children by number of points achieved in the 13 assessment scales
Foundation Stage Profile: England¹ 2006 (final)

Girls	Number of points achieved (percentage) ²													Number in '000's	Six or more ⁷	Mean points score
	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	39	19	1	41	58	262.6	91	7.4
PSE: SD	0	0	0	2	3	9	24	18	25	18	2	55	43	262.6	85	7.0
PSE: ED	0	1	1	2	5	9	12	19	34	17	4	45	51	262.6	82	7.0
CLL: LCT	0	1	2	2	4	9	18	20	29	15	5	51	44	262.6	82	6.9
CLL: LSL	0	2	3	8	9	11	13	20	17	16	13	54	33	262.5	67	6.2
CLL: R	0	1	2	3	8	13	17	23	22	11	6	61	33	262.6	73	6.5
CLL: W	0	2	4	6	9	13	18	18	22	8	11	58	30	262.5	66	6.1
MAT: NLC	0	0	1	1	3	5	7	36	26	19	3	51	46	262.5	89	7.2
MAT: C	1	1	3	5	7	11	15	26	23	7	9	59	31	262.4	72	6.3
MAT: SSM	0	1	1	2	4	8	15	32	25	11	4	59	36	262.5	83	6.8
KUW	0	1	1	3	6	10	16	23	34	5	5	56	39	262.6	79	6.6
PD	0	0	0	1	2	4	9	25	44	14	2	40	58	262.6	92	7.4
CD	0	0	1	1	3	10	17	26	33	9	2	56	41	262.6	84	6.9
Boys	Number of points achieved (percentage) ²													Number in '000's	Six or more ⁷	Mean points score
	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	275.3	84	7.0
PSE: SD	0	0	1	4	6	13	26	17	20	12	5	62	33	275.2	75	6.5
PSE: ED	0	2	3	4	8	12	14	18	28	11	8	53	39	275.3	71	6.4
CLL: LCT	0	1	3	4	7	11	20	19	23	11	8	57	34	275.2	74	6.4
CLL: LSL	1	3	5	12	11	12	13	18	14	11	20	55	25	275.0	56	5.7
CLL: R	0	1	4	5	11	16	17	19	19	8	10	63	27	275.2	63	6.0
CLL: W	1	4	6	11	13	16	16	14	14	5	21	59	19	275.1	49	5.3
MAT: NLC	1	1	2	2	4	6	8	34	25	18	4	53	42	275.2	85	7.0
MAT: C	1	2	5	6	8	11	15	23	21	8	13	57	29	274.9	67	6.1
MAT: SSM	1	1	2	3	6	9	16	29	22	11	7	59	33	275.1	78	6.5
KUW	0	1	2	4	7	10	15	22	34	5	7	54	39	275.2	76	6.5
PD	0	1	1	2	4	7	13	25	37	9	4	49	47	275.2	84	6.9
CD	1	1	2	3	7	16	22	23	22	5	5	68	26	275.2	71	6.3
All children	Number of points achieved (percentage) ²													Number in '000's	Six or more ⁷	Mean points score
	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	537.8	88	7.2
PSE: SD	0	0	1	3	5	11	25	17	23	15	4	58	38	537.8	80	6.7
PSE: ED	0	1	2	3	7	10	13	19	31	14	6	49	45	537.8	77	6.7
CLL: LCT	0	1	2	3	6	10	19	20	26	13	6	54	39	537.7	78	6.6
CLL: LSL	1	2	4	10	10	11	13	19	15	14	17	54	29	537.5	61	5.9
CLL: R	0	1	3	4	9	15	17	21	21	9	8	62	30	537.8	68	6.3
CLL: W	1	3	5	9	11	15	17	16	18	6	17	59	24	537.7	57	5.7
MAT: NLC	0	0	1	2	4	6	7	35	25	19	4	52	44	537.7	87	7.1
MAT: C	1	2	4	5	8	11	15	24	22	8	11	58	30	537.4	69	6.2
MAT: SSM	1	1	2	3	5	8	16	31	23	11	6	59	34	537.6	80	6.7
KUW	0	1	2	4	6	10	16	23	34	5	6	55	39	537.8	77	6.6
PD	0	0	1	2	3	6	11	25	41	12	3	44	52	537.8	88	7.2
CD	0	1	1	2	5	13	20	25	27	7	4	62	34	537.8	78	6.6

Source: FSP aggregate dataset (including PVLs)

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 grouped by number of points achieved in the 13 assessment scales
Foundation Stage Profile: England¹ 2005 and 2006 (final)**

		Number of points achieved (percentage)							
		2005				2006			
		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	55	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	54	33	67
	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	62	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	87
	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 (including PVIIs)

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 (final)

	2005	2006
<i>percentage of children achieving 6 or more in:</i>		
Personal Social and Emotional Development [PSE] (in all 3 scales)	75	71
<i>LCL</i> ²	75.1	70.5
<i>UCL</i> ³	75.8	71.3
Communication, Language and Literacy [CLL] (in all 4 scales)	51	47
<i>LCL</i> ²	50.3	46.9
<i>UCL</i> ³	51.1	47.8
PSE and CLL combined (in all 7 scales)⁴	48	44
<i>LCL</i> ²	47.4	43.6
<i>UCL</i> ³	48.3	44.5
Children in 30% most deprived areas	37	33
<i>LCL</i> ²	36.7	32.5
<i>UCL</i> ³	38.1	33.9
Children in other areas	54	50
<i>LCL</i> ²	53.1	49.3
<i>UCL</i> ³	54.2	50.4
Difference between deprived/other areas⁴		
<i>LCL</i> ²	15.4	15.8
<i>UCL</i> ³	17.2	17.6
Mathematical Development (in all 3 scales)	69	65
<i>LCL</i> ²	68.5	64.8
<i>UCL</i> ³	69.3	65.6
Knowledge and Understanding of the World (1 scale)	81	77
<i>LCL</i> ²	80.2	76.6
<i>UCL</i> ³	80.9	77.3
Physical Development (1 scale)	90	88
<i>LCL</i> ²	89.6	87.7
<i>UCL</i> ³	90.2	88.3
Creative development (1 scale)	81	78
<i>LCL</i> ²	80.9	77.2
<i>UCL</i> ³	81.6	77.9

Source: FSP 10% child level sample (excluding PVIs)⁵

1. Children who work securely within the early learning goals achieve 6 or more in a scale or combination of scales.
2. Lower 95% confidence limit.
3. Upper 95% confidence limit.
4. 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. The target states that 53% of children will achieve this level of development. The second component of the Sure Start SR2004 target specifies that the gap will be reduced to 12 percentage points by 2008.
5. See para 18 'Notes to Editors'