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**Internet**[http://www.dcsf.gov.uk/  
rsgateway/DB/SFR/](http://www.dcsf.gov.uk/rsgateway/DB/SFR/)**FOUNDATION STAGE PROFILE 2006/2007:  
NATIONAL RESULTS****INTRODUCTION**

The SFR provides information at both National and Local Authority level on achievement outcomes at the end of the Foundation Stage in 2007. The SFR also provides figures that help to assess progress towards the achievement of Public Service Agreement targets. The Foundation Stage curriculum is a statutory stage of the national curriculum for England, with Key Stages 1-4. This is the fourth National Statistics Release for the Foundation Stage Profile.

**KEY POINTS****Table 1**

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 *working securely within* the Early Learning Goals were:

- Physical development - **88 per cent**
- Mathematical development - *Numbers as labels for counting* – **87 per cent**
- Personal, Social and Emotional development: *Dispositions and attitudes* - **87 per cent**

The assessment areas with the highest percentage of children *working towards* (1-3 points) the Early Learning Goals were:

- Communication, Language and Literacy: Writing – **15 per cent**
- Communication, Language and Literacy: Linking sounds and letters – **14 per cent**

*Gender gap*

- Girls continue to achieve at a higher level than boys. For each assessment area more girls than boys *work securely within* (6 points or more) the Early Learning Goals.
- The largest gap in achievement is in Communication, Language and literacy: *writing*.

## Table 2

### *Children working securely within the Early Learning Goals*

Compared to the equivalent final figures for 2006, the percentage of children working securely (6 points or more) represents:-

- a rise of 4 percentage points in Communication, Language and Literacy: *linking, sounds and letters*;
- a rise of 1 percentage point in 3 other scales, Communication, Language and Literacy: *writing, and reading* and Mathematical Development: *calculating*;
- a fall of 1 percentage point in 2 scales, Personal, Social and Emotional Development: *Dispositions and Attitudes* and *Emotional Development*; and
- For the 7 other assessment scales, the 2007 figures represent no change.

### *Children working towards the Early Learning Goals*

Since 2006, the percentage of children working towards the Early Learning Goals in each scale (achieving a score of 1 to 3 in each scale) has decreased in 4 scales and remained unchanged in the other 9 scales. The percentage point decreases are seen in the Communication, Language and Literacy area of learning: *linking sounds and letters* and *writing* and the Mathematical Development area of learning: *numbers as labels for counting* and *calculating*.

### *Children working beyond the Early Learning Goals*

In 11 of the 13 assessment scales, there has been a decrease in the percentage of children working beyond (9 points or more) the Early Learning Goals. These decreases would appear to reflect improvements in the way assessment and moderation have been applied (see notes to editors).

## Table 3a

The percentage of children in maintained schools achieving a 'good level of development' (6 or more points) across all of the scales relating to the Personal, Social and Emotional development and Communication, Language and Literacy areas of learning was 45 per cent in 2007.

For children in the most disadvantaged areas in England the equivalent figure is 35 per cent and for other areas 51 per cent. The gap in achievement is 17 per cent. The equivalent figures including Private, Voluntary and Independent Providers are shown in **Table 3b**.

## TABLES

### National

**Table 1:** Percentage of children by number of points achieved in each of the 13 assessment scales of the Foundation Stage Profile in England: 2007

**Table 2:** Percentage of children grouped by number of points achieved in each of the 13 assessment scales of the Foundation Stage Profile in England: 2005-2007

**Table 3a:** Percentage of children working securely in each area of learning in maintained schools on the Foundation Stage Profile in England: 2005-2007

**Table 3b:** Percentage of children working securely in each area of learning in maintained schools and private, voluntary and independent providers on the Foundation Stage Profile in England: 2005 -2007

*Table 3b is a new table that shows the impact on the percentage of children achieving a 'good level of development' when the results of independent schools and private and voluntary providers are included. Children who score 6 or more in all of the 7 assessment scales relating to the Personal, Social and Emotional development and Communication Language and Literacy areas of learning achieve a good level of development.*

### **Further information**

Supplementary tables containing figures at Local Authority and Government Office Region level are available on the DCSF statistics website: <http://www/dcsf.gov.uk/rsgateway/DB/SFR>

**Table A:** Percentage of children achieving by points band in each assessment scale on the Foundation Stage Profile by Local Authority area in England: 2007

**Table B:** Percentage of children by gender who are working securely in each assessment scale on the Foundation Stage Profile by Local Authority area in England: 2007.

**Table C:** Percentage of children working securely in each area of learning on the Foundation Stage Profile by Local Authority area in England: 2007

**Table D:** Percentage of children achieving a good level of overall achievement by the national deprivation status of child residency on the Foundation Stage Profile by Local Authority area in England: 2007

**Table E:** The standard child score and percentage inequality gap in achievement across all 13 assessment scales on the Foundation Stage Profile by Local Authority area in England: 2007

## **NOTES TO EDITORS**

### **National Statistics**

1. For the fourth year, the results for the Foundation Stage Profile assessments for 2007 are published as National Statistics. It is likely that the 2007 results have again been affected improvement in assessment and moderation.

### **Data quality**

2. The 2007 Foundation Stage Profile data collection is complete. All Local Authorities have submitted the data they have been able to obtain from their maintained schools and independent, private and voluntary providers. 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.

### **Interpretation of results**

3. In 2005 and 2006, improvements in the way assessment and moderation have been conducted

have contributed to the historic downturn in the percentage of children achieving at the highest end of the scales (9 points). A further reduction in 2007 in the percentage of these high achievers suggests that the reporting system is still becoming embedded and this should be taken into account when making year on year comparisons. Early indications from investigations by the National Assessment Authority suggest that Local Authorities' moderation processes are more reliable than ever, but recognise that further work needs to be done. The National Assessment Authority has an action plan for taking that work forward, which includes assigning support officers to the Local Authorities with less well developed moderation processes. These actions to ensure consistent assessment and moderation will continue to exert downward pressure on results in some areas for 2008, however the effects are likely to reduce over time as the profile becomes more embedded across all Local Authorities.

## Background

4. Through observing children at play, 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.

5. 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 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

6. 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

7. FSP captures the Early Learning Goals as a set of 13 assessment scales, each of which has nine points:

### *Outcomes for individual scales*

- 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 significant developmental delay.

- 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** are 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. 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.

### *Measuring achievement across scales*

8. A child who achieves a **good level of development** is scoring 6 or more in each of the 7 scales in the Personal, Social and Emotional development (PSE) and Communication, Language and Literacy areas of learning (CLL). This particular measure is used to assess the progress made nationally in improving outcomes.

9. Children who achieve a score of 78 points or more across the 13 assessment scales score an average of 6 points per scale. When a child who achieves this overall score also achieves a score of 6 or more in each of the PSE and CLL scales, that child is deemed to be reaching a **good level of overall achievement**. This measure is used to assess the progress made by Local Authorities in improving outcomes, a duty placed on Local Authorities by the Childcare Act of 2006.

### **Data Collection arrangements**

10. This is the first year that schools and early years' settings have been under a statutory obligation to send **full data for every individual child** in respect of the 13 summary scales to their Local Authorities. DCSF data needs are met by asking Local Authorities to provide this full complement of data once it has been checked. In previous years, Local Authorities have submitted a random 10 per cent sample of their individual child level records from the Foundation Stage Profile or an aggregate level dataset covering all children.

11. Further information on the data collection exercise can be found on the QCA web-site:  
<http://www.qca.org.uk/163.html>

## Background to Public Service Agreement (PSA) targets

### SR04 PSA1 national target

12. The Spending Review White Paper published on 12 July 2004 announced the SR04 PSA1 target for 2005-08, and was initially defined as:

*Improve children's Communication, Social and Emotional development so that by 2008 50 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 20% disadvantaged areas and the rest of England.*

13. In 2006, the improvement target was increased to 53% in 2006 and the narrowing gap target was set at 12%. The figures were based on the 2005 data which was set as the baseline. The recent evidence from the National Assessment Authority suggest that the survey was still not fully embedded at this time and improvements in assessment and moderation have contributed to the general downward shift in scores and, hence, have increased the degree of difficulty in meeting these new targets.

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. The 30 per cent most disadvantaged areas for the 2007 exercise are identified by postcodes collected via the Foundation Stage Profile.

15. **Tables 3a** and **3b** provide the proportions of children gaining 6 or more points in various scales, including key figures associated with the PSA target, i.e. those achieving 6 or more across all 7 PSE and CLL scales and a deprivation measure (achievement of 6 or more points split by the 30% deprived super output areas and other areas).

16. In 2007, full child level data was collected which allowed more precise measurement of achievement across scales than could be derived from the sample file. It is difficult to make any firm judgements about progress in cross scale measures since 2006 because of sampling error.

### Childcare Act 2006: Statutory Early Years Local authority targets

17. The Childcare Act imposed a requirement on all Local Authorities to improve outcomes for all young children and to narrow the gap in achievement between the lowest achievers and their peers. To reflect the new Local authority duty, the targets combine 2 elements:-

- a. To raise the percentage of children achieving a **good level of overall achievement** on the Foundation Stage Profile; and
- b. To narrow the **percentage inequality gap in achievement** by raising the results for the poorest performing 20 per cent of children faster than the rest.

#### *Overall achievement in a Local Authority*

18. The figures shown in the final column of **Table D** reflect the percentage of children who achieve a good level of overall achievement. These are children who achieve a total score of 78 points or more

across the 13 assessment scales and a minimum score of 6 points or more in all the assessment scales relating to Personal, Social and Emotional development (PSE) and Communication, Language and Literacy (CLL). The additional requirement for cross scale achievement in the PSE and CLL areas of learning establishes a link with the national SR07 PSA4 target.

19. **Table D** also shows the achievement of those children in a Local Authority who also reside in the 30 per cent most deprived Super Output areas in England. (This cohort of children is that identified for the SR04 PSA1 national target). The number of children who reside in these deprived Super Output areas will vary considerably between Local Authorities. Two of the smaller Authorities, Isles of Scilly and Rutland do not have any children resident in these areas.

#### *Percentage inequality gap in achievement in a Local Authority*

20. The **percentage inequality gap in achievement** is shown in the final column of **Table E** and is measured by relating the mean score for the lowest 20 per cent of achieving children to the score of the median child in the authority. The median score represents the middle value when all children are listed in score order – there will be an equal number of children with a score higher and lower. The percentage inequality gap in achievement is expressed as follows:-

Percentage inequality gap in achievement =
--

(Median score – Mean score for lowest 20 per cent of performers) / Median score *100
--

#### *Calculation example:*

In England, the median score is 89 and the mean score for the lowest 20 per cent of performers is 55.8. The absolute gap in achievement is 33.2 points which expressed as a percentage of the median score (89 points) is 37.3 per cent.

The overall mean score for the authority is shown for comparison.

21. Both measures exclude children where it has not been possible to make any type of assessment (N). A score of N may be obtained where there is insufficient evidence to make an assessment of a child, for example where a child has recently arrived from abroad. These children are different to those children who obtain a score of 0 who come under an alternative assessment, i.e. some children with special educational needs for whom the profile may not be appropriate. Further information is contained about '0' scores in paragraph 7e.

### **Technical definitions**

#### Statistical sampling error

22. In previous years, 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 3a and 3b were 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 are 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 trend 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 3a and 3b for the 2005 and 2006 figures.

#### Rounding conventions

23. In most tables, the figures are presented as whole numbers. The rounding convention is as follows: any fractions of 0.5 and above will be rounded up, anything less than 0.5 will be rounded down. Where percentage point changes between years are described in key points (**Table 2**), these will be based on rounded figures and progress will be measured by integer steps.

## **Queries and feedback**

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**TABLE 1: Percentage of children by number of points achieved in each of the 13 assessment scales  
Foundation Stage Profile: England 2007**

Girls	Number of points achieved (percentage) <sup>1</sup>													Total eligible children (thousands)	Six or more <sup>6</sup>	Mean points score
	0 <sup>2</sup>	1	2	3	4	5	6	7	8	9 <sup>3</sup>	1-3 <sup>4</sup>	4-8 <sup>5</sup>				
PSE: DA	0	0	0	1	2	6	13	23	38	17	1	81	260.6	91	7.4	
PSE: SD	0	0	0	2	3	9	26	20	25	15	2	83	260.6	85	6.9	
PSE: ED	0	1	1	2	5	9	14	20	34	15	4	81	260.6	82	7.0	
CLL: LCT	0	1	2	2	4	9	20	22	28	13	4	82	260.5	83	6.8	
CLL: LSL	0	1	3	7	8	10	14	23	18	16	11	73	260.5	70	6.4	
CLL: R	0	1	2	3	7	13	18	24	22	10	6	84	260.6	74	6.5	
CLL: W	0	2	3	6	8	13	19	19	21	8	10	81	260.5	67	6.2	
MAT: NLC	0	0	1	1	3	5	7	38	25	19	2	79	260.5	89	7.2	
MAT: C	1	1	3	4	7	11	16	28	22	7	9	84	260.4	73	6.3	
MAT: SSM	0	1	1	2	4	8	16	34	23	10	4	85	260.5	83	6.8	
KUW	0	1	1	3	6	10	18	25	32	4	5	91	260.6	79	6.6	
PD	0	0	0	1	2	4	10	26	44	12	2	86	260.6	92	7.3	
CD	0	0	1	1	3	10	19	28	30	7	2	90	260.6	85	6.9	

  

Boys	Number of points achieved (percentage) <sup>1</sup>													Total eligible children (thousands)	Six or more <sup>6</sup>	Mean points score
	0 <sup>2</sup>	1	2	3	4	5	6	7	8	9 <sup>3</sup>	1-3 <sup>4</sup>	4-8 <sup>5</sup>				
PSE: DA	0	0	1	1	3	10	16	26	31	12	2	85	274.6	84	7.0	
PSE: SD	0	0	1	4	6	13	27	18	19	10	5	84	274.6	75	6.4	
PSE: ED	0	2	3	4	9	13	16	19	27	9	8	83	274.6	71	6.4	
CLL: LCT	0	1	3	4	7	12	21	20	22	9	8	82	274.6	74	6.4	
CLL: LSL	1	2	4	11	11	12	14	20	15	10	18	71	274.4	59	5.8	
CLL: R	0	1	4	4	10	16	18	19	19	7	9	83	274.6	64	6.0	
CLL: W	1	4	6	11	13	16	17	15	13	4	20	75	274.5	50	5.3	
MAT: NLC	1	1	2	2	4	6	8	36	24	17	4	78	274.6	85	7.0	
MAT: C	1	2	5	6	8	11	15	25	20	8	12	79	274.3	68	6.1	
MAT: SSM	1	1	2	3	5	9	17	31	21	9	7	83	274.5	78	6.5	
KUW	0	1	2	4	7	11	16	23	32	4	7	89	274.6	76	6.5	
PD	0	1	1	2	4	7	14	26	37	8	4	88	274.6	84	6.9	
CD	1	1	1	3	7	16	25	24	19	4	5	91	274.6	71	6.2	

  

All Children	Number of points achieved (percentage) <sup>1</sup>													Total eligible children (thousands)	Six or more <sup>6</sup>	Mean points score
	0 <sup>2</sup>	1	2	3	4	5	6	7	8	9 <sup>3</sup>	1-3 <sup>4</sup>	4-8 <sup>5</sup>				
PSE: DA	0	0	0	1	2	8	14	24	34	15	2	84	535.2	87	7.2	
PSE: SD	0	0	1	3	5	11	26	19	22	13	4	83	535.2	80	6.7	
PSE: ED	0	1	2	3	7	11	15	19	31	12	6	82	535.2	76	6.7	
CLL: LCT	0	1	2	3	5	10	21	21	25	11	6	82	535.1	78	6.6	
CLL: LSL	1	2	3	9	9	11	14	21	16	13	14	72	534.9	65	6.1	
CLL: R	0	1	3	4	9	15	18	22	20	9	8	84	535.1	69	6.3	
CLL: W	0	3	4	8	11	15	18	17	17	6	15	78	535.0	58	5.7	
MAT: NLC	0	0	1	2	4	5	7	37	25	18	3	78	535.1	87	7.1	
MAT: C	1	1	4	5	7	11	16	26	21	7	10	82	534.7	70	6.2	
MAT: SSM	0	1	2	3	5	9	16	32	22	10	6	84	535.0	80	6.6	
KUW	0	1	2	3	6	10	17	24	32	4	6	90	535.2	77	6.6	
PD	0	0	1	2	3	6	12	26	40	10	3	87	535.2	88	7.1	
CD	0	1	1	2	5	13	22	26	24	5	4	91	535.2	78	6.5	

Source: FSP full child collection<sup>7</sup>

1. The number of points achieved does not necessarily represent a straight progression through the scale. For example, 14% 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.
2. A scale score of 0 indicates where it has not been possible to record an assessment.
3. A scale score of 9 indicates working beyond the early learning goals.
4. A scale score of 1-3 indicates working towards the early learning goals.
5. A scale score of 4-8 indicates working within the early learning goals.
6. A scale score of 6 or more indicates working securely within the early learning goals.
7. In 2005 and 2006 the data was reported by local authorities in aggregate form.

**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 each of the 13 assessment scales  
Foundation Stage Profile: England 2005-2007**

		Number of points achieved (percentage)												
		2005				2006				2007				
		1-3 <sup>1</sup>	4-8 <sup>2</sup>	9 <sup>3</sup>	6 or more <sup>4</sup>	1-3 <sup>1</sup>	4-8 <sup>2</sup>	9 <sup>3</sup>	6 or more <sup>4</sup>	1-3 <sup>1</sup>	4-8 <sup>2</sup>	9 <sup>3</sup>	6 or more <sup>4</sup>	
<b>Girls</b>		PSE: DA	1	72	26	93	1	79	19	91	1	81	17	91
		PSE: SD	2	73	25	88	2	80	18	85	2	83	15	85
		PSE: ED	4	74	23	86	4	79	17	82	4	81	15	82
		CLL: LCT	4	75	21	85	5	80	15	82	4	82	13	83
		CLL: LSL	13	67	21	68	13	70	16	67	11	73	16	70
		CLL: R	5	79	15	77	6	83	11	73	6	84	10	74
		CLL: W	10	79	11	70	11	80	8	66	10	81	8	67
		MAT: NLC	3	73	25	89	3	78	19	89	2	79	19	89
		MAT: C	9	79	11	75	9	83	7	72	9	84	7	73
		MAT: SSM	4	79	17	86	4	84	11	83	4	85	10	83
		KUW	5	86	9	82	5	89	5	79	5	91	4	79
		PD	2	78	21	93	2	84	14	92	2	86	12	92
		CD	2	84	14	87	2	89	9	84	2	90	7	85
<b>Boys</b>		PSE: DA	2	78	19	87	2	84	14	84	2	85	12	84
		PSE: SD	5	76	18	79	5	82	12	75	5	84	10	75
		PSE: ED	7	76	16	76	8	81	11	71	8	83	9	71
		CLL: LCT	7	77	15	77	8	80	11	74	8	82	9	74
		CLL: LSL	20	65	14	57	20	68	11	56	18	71	10	59
		CLL: R	9	80	10	67	10	82	8	63	9	83	7	64
		CLL: W	20	74	6	53	21	73	5	49	20	75	4	50
		MAT: NLC	4	73	23	85	4	77	18	85	4	78	17	85
		MAT: C	12	76	12	70	13	78	8	67	12	79	8	68
		MAT: SSM	6	78	15	81	7	82	11	78	7	83	9	78
		KUW	6	86	8	79	7	87	5	76	7	89	4	76
		PD	4	81	14	87	4	86	9	84	4	88	8	84
		CD	5	88	8	76	5	90	5	71	5	91	4	71
<b>All Children</b>		PSE: DA	2	76	23	90	2	81	17	88	2	84	15	87
		PSE: SD	4	75	21	83	4	81	15	80	4	83	13	80
		PSE: ED	6	74	19	81	6	80	14	77	6	82	12	76
		CLL: LCT	6	77	18	81	6	80	13	78	6	82	11	78
		CLL: LSL	16	67	17	63	17	69	14	61	14	72	13	65
		CLL: R	7	80	12	72	8	83	9	68	8	84	9	69
		CLL: W	15	76	9	61	17	77	6	57	15	78	6	58
		MAT: NLC	3	72	24	87	4	78	19	87	3	78	18	87
		MAT: C	10	77	11	73	11	80	8	69	10	82	7	70
		MAT: SSM	5	79	16	84	6	83	11	80	6	84	10	80
		KUW	6	85	8	81	6	88	5	77	6	90	4	77
		PD	3	79	18	90	3	85	12	88	3	87	10	88
		CD	3	85	11	81	4	89	7	78	4	91	5	78

Source: FSP full child collection<sup>5</sup>

1. A scale score of 1-3 indicates working towards the early learning goals.
2. A scale score of 4-8 indicates working within the early learning goals.
3. A scale score of 9 indicates working beyond the early learning goals.
4. A scale score of 6 or more indicates working securely within the early learning goals.
5. In 2005 and 2006 the data for all children was reported by local authorities in aggregate form.

**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 3A: Percentage of children working securely<sup>1,2</sup> in each area of learning in maintained schools  
Foundation Stage Profile: England 2005-2007**

	2005 <sup>3</sup>	2006 <sup>3</sup>	2007 <sup>4</sup>
<b>Personal Social and Emotional Development [PSE] (in all 3 scales)</b>	<b>75</b>	<b>71</b>	<b>71</b>
<i>LCL</i>	75.1	70.5	.
<i>UCL</i>	75.8	71.3	.
<b>Communication, Language and Literacy [CLL] (in all 4 scales)</b>	<b>51</b>	<b>47</b>	<b>49</b>
<i>LCL</i>	50.3	46.9	.
<i>UCL</i>	51.1	47.8	.
<b>PSE and CLL combined (in all 7 scales)<sup>5</sup></b>	<b>48</b>	<b>44</b>	<b>45</b>
<i>LCL</i>	47.4	43.6	.
<i>UCL</i>	48.3	44.5	.
<b>Children in 30% most deprived areas</b>	<b>37</b>	<b>33</b>	<b>35</b>
<i>LCL</i>	36.7	32.5	.
<i>UCL</i>	38.1	33.9	.
<b>Children in other areas</b>	<b>54</b>	<b>50</b>	<b>51</b>
<i>LCL</i>	53.1	49.3	.
<i>UCL</i>	54.2	50.4	.
<b>Difference between deprived/other areas<sup>6</sup></b>	<b>..</b>	<b>..</b>	<b>17</b>
<i>LCL</i>	15.4	15.8	.
<i>UCL</i>	17.2	17.6	.
<b>Mathematical Development (in all 3 scales)</b>	<b>69</b>	<b>65</b>	<b>66</b>
<i>LCL</i>	68.5	64.8	.
<i>UCL</i>	69.3	65.6	.
<b>Knowledge and Understanding of the World (1 scale)</b>	<b>81</b>	<b>77</b>	<b>77</b>
<i>LCL</i>	80.2	76.6	.
<i>UCL</i>	80.9	77.3	.
<b>Physical Development (1 scale)</b>	<b>90</b>	<b>88</b>	<b>88</b>
<i>LCL</i>	89.6	87.7	.
<i>UCL</i>	90.2	88.3	.
<b>Creative development (1 scale)</b>	<b>81</b>	<b>78</b>	<b>78</b>
<i>LCL</i>	80.9	77.2	.
<i>UCL</i>	81.6	77.9	.

Source: FSP full child collection (2007)  
FSP child level sample (2005 and 2006)

1. Children achieving 6 or more points in all scale(s) within an area of learning are working securely in that assessment area.
  2. The figures are based on children for whom it was possible to establish an area of residency.
  3. Derived from the child level sample.
  4. The figures are derived from full child level data reported by local authorities.
  5. The Sure Start SR2004 Public Service Agreement target specifies that a child achieving a 'good level of development' will score 6 or more points in all 7 PSE and CLL scales. The target is for 53 per cent of children to achieve this level.
  6. The Sure Start SR2004 Public Service Agreement target specifies a reduction in the achievement gap to 12 percentage points.
- . Not applicable. There is no margin of error caused by sampling as the 2007 results are based on full child level data. Confidence limits do not apply.
- .. Not available.

**TABLE 3B: Percentage of children working securely <sup>1,2</sup> in each area of learning in maintained schools and private, voluntary and independent providers by area of learning**  
**Foundation Stage Profile: England 2005-07**

	2005 <sup>3</sup>	2006 <sup>3</sup>	2007 <sup>4</sup>
<b>Personal Social and Emotional Development [PSE] (in all 3 scales)</b>	<b>75</b>	<b>71</b>	<b>71</b>
<i>LCL</i>	75.0	70.8	.
<i>UCL</i>	75.8	71.6	.
<b>Communication, Language and Literacy [CLL] (in all 4 scales)</b>	<b>51</b>	<b>48</b>	<b>49</b>
<i>LCL</i>	50.8	47.5	.
<i>UCL</i>	51.7	48.4	.
<b>PSE and CLL combined (in all 7 scales)</b>	<b>48</b>	<b>45</b>	<b>46</b>
<i>LCL</i>	47.8	44.2	.
<i>UCL</i>	48.7	45.1	.
<b>Children in 30% most deprived areas</b>	<b>..</b>	<b>33</b>	<b>35</b>
<i>LCL</i>	..	32.6	.
<i>UCL</i>	..	34.0	.
<b>Children in other areas</b>	<b>..</b>	<b>50</b>	<b>52</b>
<i>LCL</i>	..	49.8	.
<i>UCL</i>	..	50.9	.
<b>Difference between deprived/other areas</b>	<b>..</b>	<b>..</b>	<b>17</b>
<i>LCL</i>	..	16.2	.
<i>UCL</i>	..	17.9	.
<b>Mathematical Development (in all 3 scales)</b>	<b>69</b>	<b>66</b>	<b>67</b>
<i>LCL</i>	68.8	65.3	.
<i>UCL</i>	69.6	66.1	.
<b>Knowledge and Understanding of the World (1 scale)</b>	<b>81</b>	<b>77</b>	<b>77</b>
<i>LCL</i>	80.3	76.9	.
<i>UCL</i>	81.0	77.7	.
<b>Physical Development (1 scale)</b>	<b>90</b>	<b>88</b>	<b>88</b>
<i>LCL</i>	89.7	87.9	.
<i>UCL</i>	90.2	88.4	.
<b>Creative development (1 scale)</b>	<b>81</b>	<b>78</b>	<b>78</b>
<i>LCL</i>	81.1	77.5	.
<i>UCL</i>	81.8	78.2	.

Source: FSP full child collection (2007)  
FSP child level sample (2005 and 2006)

1. Children achieving 6 or more points in all scale(s) within an area of learning are working securely in that assessment area.
  2. The figures are based on children for whom it was possible to establish an area of residency.
  3. Derived from the child level sample.
  4. The figures are derived from full child level data reported by local authorities.
- . Not applicable. There is no margin of error caused by sampling as the 2007 results are based on full child level data. Confidence limits limits do not apply.
- .. Not available. It was not possible to establish the deprivation status of children in Private, Voluntary or Independent providers in 2005.