



Department
for Education

Statistical First Release



SFR43/2013

24 October 2013

Coverage: England

Theme: Children,
Education and Skills

Issued by

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EARLY YEARS FOUNDATION STAGE PROFILE RESULTS IN ENGLAND, 2012/13

MAIN POINTS:

- In 2013, 52% of children achieved a Good Level of Development.
- More girls achieved a Good Level of Development than boys, 60% girls compared with 44% boys.
- The average score achieved on the EYFSP is 32.8 points. 34 points is the equivalent of children achieving the expected level across all early learning goals.
- In each of the 17 early learning goals, a higher proportion of girls than boys achieved at least the expected level.

INTRODUCTION

This annual Statistical First Release (SFR) contains the latest information at both national and local authority (LA) level on achievement outcomes at the end of the Early Years Foundation Stage (EYFS) in 2013.

The Early Years Foundation Stage Profile (EYFSP) is a teacher assessment of children's development at the end of the EYFS (the end of the academic year in which the child turns five). It should support a smooth transition to Key Stage 1 (KS1) by informing the professional dialogue between EYFS and KS1 teachers. This information should help Year 1 teachers plan an effective, responsive and appropriate curriculum that will meet the needs of all children. The Profile is also designed to inform parents or carers about their child's development against the early learning goals.

Following an independent review of the EYFS by Dame Clare Tickell, a new Profile was published for implementation for the 2012/13 school year. The new Profile and revised EYFS have a stronger emphasis on the three prime areas which are most essential for children's healthy development: communication and language; physical; and personal, social and emotional development. The new Profile made changes to the way in which children are assessed at the end of the EYFS and requires practitioners to make a best-fit assessment of whether children are emerging, expected or exceeding against each of the new 17 early learning goals..

The new Profile was introduced in September 2012 and the first assessments have taken place this summer. The new Profile's 'emerging', 'expected' and 'exceeding' scale are very different to the previous Profile's 117 point scale and the number of early learning goals has been reduced. This will lead to a break in the time series as the results will not be comparable between 2012 and 2013.

During summer 2012, the department carried out a pilot of the new profile alongside the old profile. The intention of the pilot was to inform the development of the new Good Level of Development indicator. The pilot was also used to finalise the new guidance, exemplification materials and moderation arrangements. It was not designed to be a baseline for the new profile and the results from it should be treated with caution.

See technical notes for further information on the new profile and comparability issues with the old profile and the pilot.

Main Points

To note:

The main counts provided in this publication are:

1 – The number and proportion of children **achieving each assessment rating within the Early Learning Goals**. This is a count of children assessed as emerging, expected, and exceeding across the 17 early learning goals.

2 – The number and proportion of children **achieving at least the expected level in an Area of Learning**. This is a count of children who were assessed as either expected or exceeding in all the early learning goals within an Area of Learning.

3 – **Good Level of Development** - The number and proportion of children **achieving at least the expected level within the three prime areas of learning: communication and language, physical development and personal, social and emotional development** and the early learning goals within the **literacy** and **mathematics** areas of learning.

4 – **The total points score across all the early learning goals**. In addition to the Good Level of Development indicator, the Department has introduced a supporting measure which will measure the total number of points achieved on the EYFSP. A child is assigned one point for an emerging early learning goal, two points for an expected early learning goal and three points for an exceeding early learning goal. The national measure is the average of every child's total point score.

5 – The **achievement gap** between the **lowest attaining 20% of children** and the mean.

6 - Percentage of children **achieving at least the expected level in the Areas of Learning by national deprivation status of child residency**.

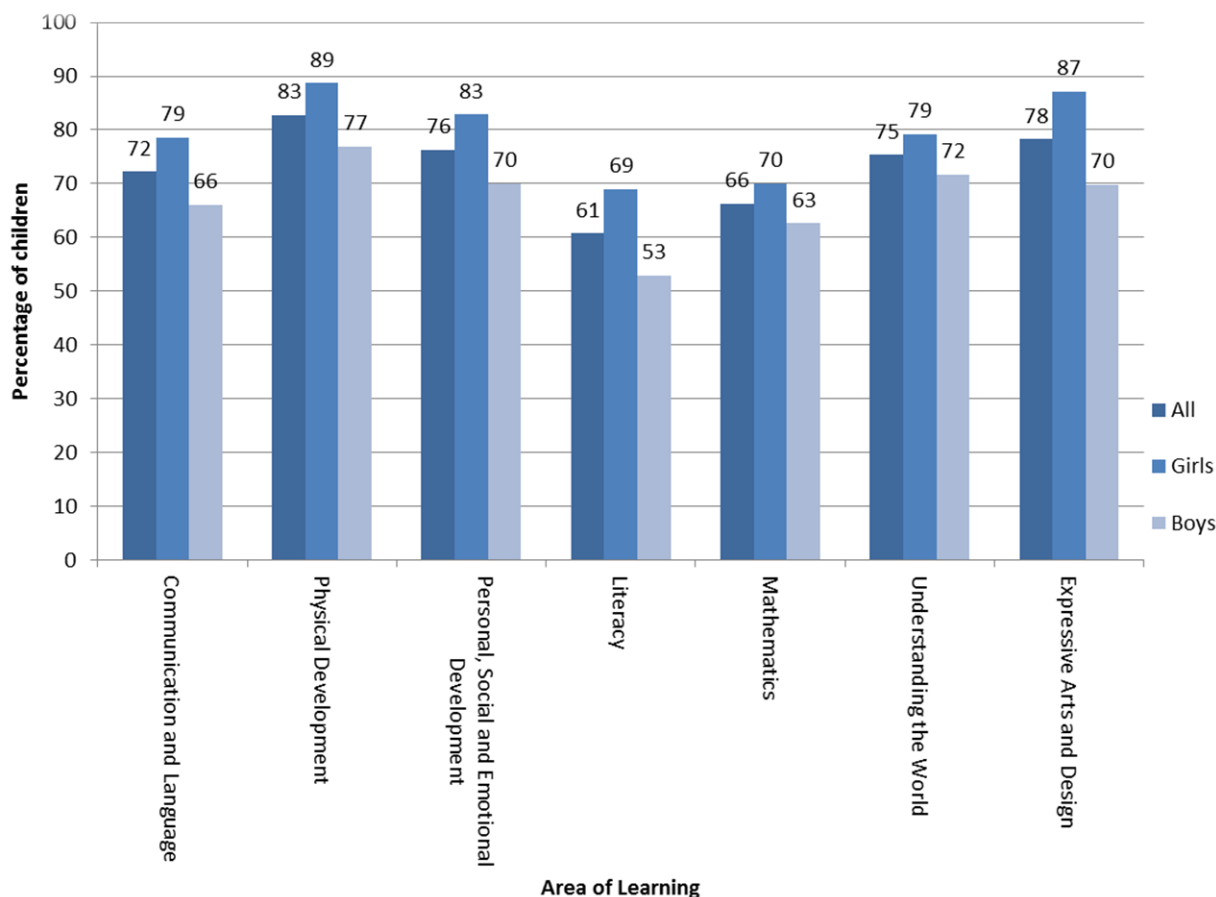
1 Number achieving at least the expected level in all early learning goals within an Area of Learning

1.1 All children

Figure 1 shows the proportion of children achieving at least the expected level in all early learning goals within an Area of Learning.

The lowest proportion of children achieved at least the expected level in the *literacy* and *mathematics* Areas of Learning. 61% of children achieved at least the expected level in all early learning goals in *literacy* and 66% in *mathematics*. In comparison 83% of children achieved at least the expected level in all the early learning goals within the *physical development* Area of Learning.

Figure 1: the proportion of children achieving at least the expected level in all early learning goals within an Area of Learning.



1.2 Gender

Girls performed best in the *physical development* and *the expressive arts and design* Areas of Learning, where 89% and 87% respectively achieved at least the expected level in all the early learning goals within those Areas of Learning. Boys performed the best in *physical development* with 77% achieving at least the expected level. Girls and boys performed the lowest in *literacy* with 69% and 53% achieving.

Girls outperformed boys in all Areas of Learning. Figure 1.1 shows the percentage point difference in achievement between girls and boys.

Figure 1.1

Percentage of children achieving at least the expected level in all early learning goals within an Area of Learning			
Area of Learning	Girls	Boys	Gender Gap ¹
Communication and Language	79	66	13
Physical Development	89	77	12
Personal, Social and Emotional Development	83	70	13
Literacy	69	53	16
Mathematics	70	63	7
Understanding the World	79	72	8
Expressive Arts and Design	87	70	17

¹ Rounded to nearest whole number

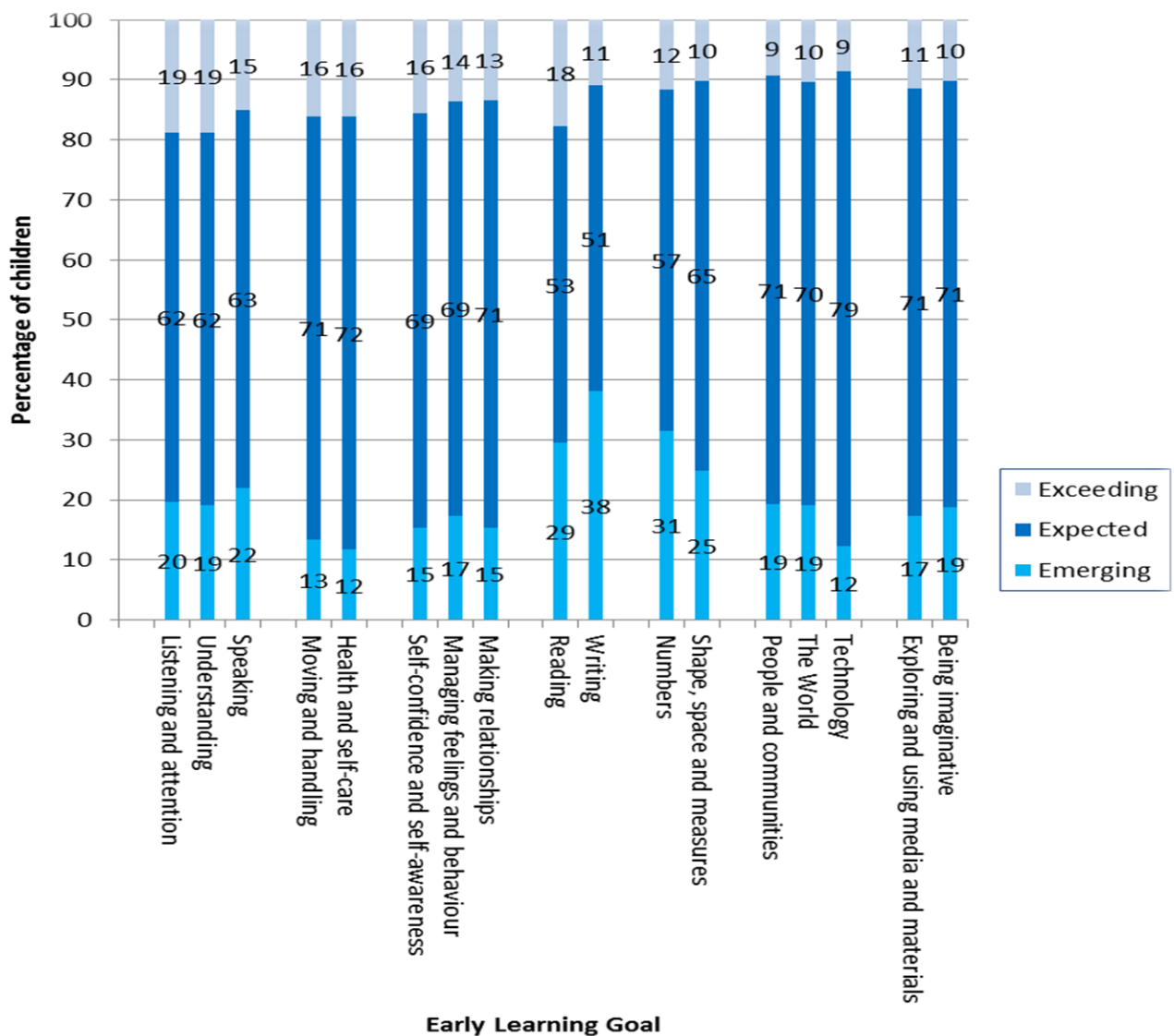
2. Number achieving each assessment rating within the early learning goals

2.1 All children

Figure 2 shows the proportion of children assessed as emerging, expected and exceeding across the 17 early learning goals. The lowest proportion of children achieved at least the expected level in the four **literacy** and **mathematics** early learning goals. More specifically, the lowest proportion of children achieved at least the expected level in *writing* (62%) and *numbers* (69%). In comparison, 88% of children achieved at least the expected level in *health and self-care* and *technology*, and 87% achieved the expected level in *moving and handling*.

The early learning goals in which most children were assessed as exceeding were *listening and attention* and *understanding*, both 19%. In comparison, 9% of children were recorded as exceeding in the *people and communities* and *technology* early learning goals.

Figure 2: The percentage of children emerging, expected and exceeding in the 17 early learning goals

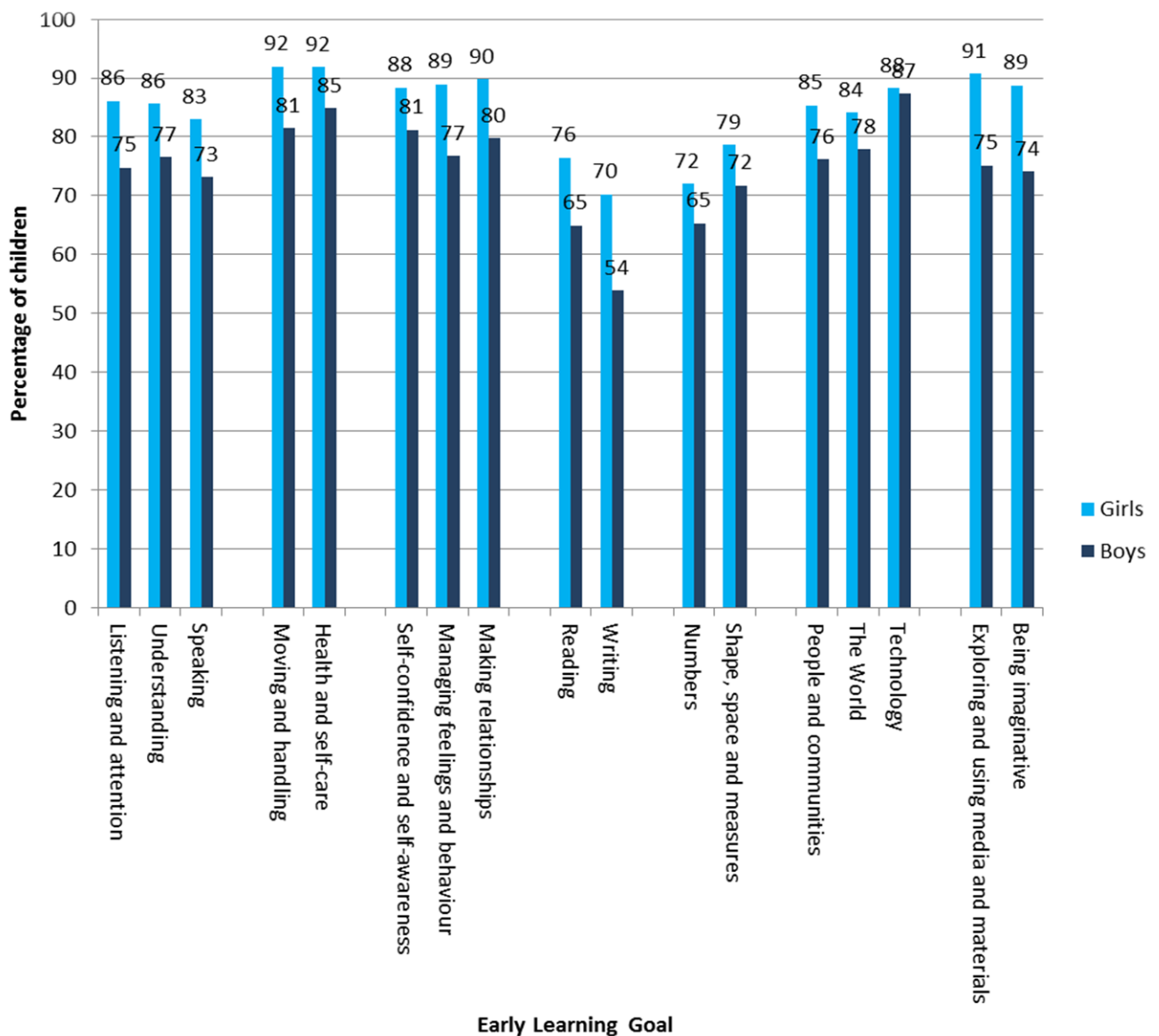


2.2 Gender

Figure 3 shows the proportion of children that achieved at least the expected level in each of the 17 early learning goals by gender. Girls performed best in the *moving and handling* and *health and self-care* early learning goals, whilst boys performed the best in the *technology* early learning goal. Girls' performance was noticeably lower in *writing* and *numbers*, whilst boys' performance was the lowest in *writing*. Girls did however, outperform boys in all early learning goals.

The widest gender gaps were in the *writing* and *exploring and using media and materials*, where the gaps were 16 percentage points and *being imaginative* where the gap was 15 percentage points. The narrowest gender gaps were in the *technology* and *the world* early learning goals, where the gaps were 1 and 6 percentage points, respectively.

Figure 3: The proportion that achieved each of the 17 early learning goals by gender



Analysis of the headline indicators

3. Number achieving a Good Level of Development

3.1 All children

At a National Level, 52% of children achieved a Good Level of Development (those achieving at least the expected level within the three prime areas of learning: *communication and language, physical development and personal, social and emotional development* and in the early learning goals within the *literacy and mathematics areas of learning*).

At Local Authority level, the proportion achieving a Good Level of Development ranges from 28% in Leicester to 69% in Greenwich. Isles of Scilly have 100% achieving a Good Level of Development but may be viewed as an outlier due to their very small numbers of children included.

3.2 Gender

At a National level 60% of girls achieved a Good Level of Development compared with 44% of boys.

At Local Authority level excluding the Isles of Scilly, the proportion of girls achieving ranges from 33% in Leicester to 81% in the City of London and 76% in Greenwich and South Gloucestershire respectively. The proportion of boys, who achieve a Good Level of Development, ranges from 23% in Leicester to 62% in Greenwich (see table 3).

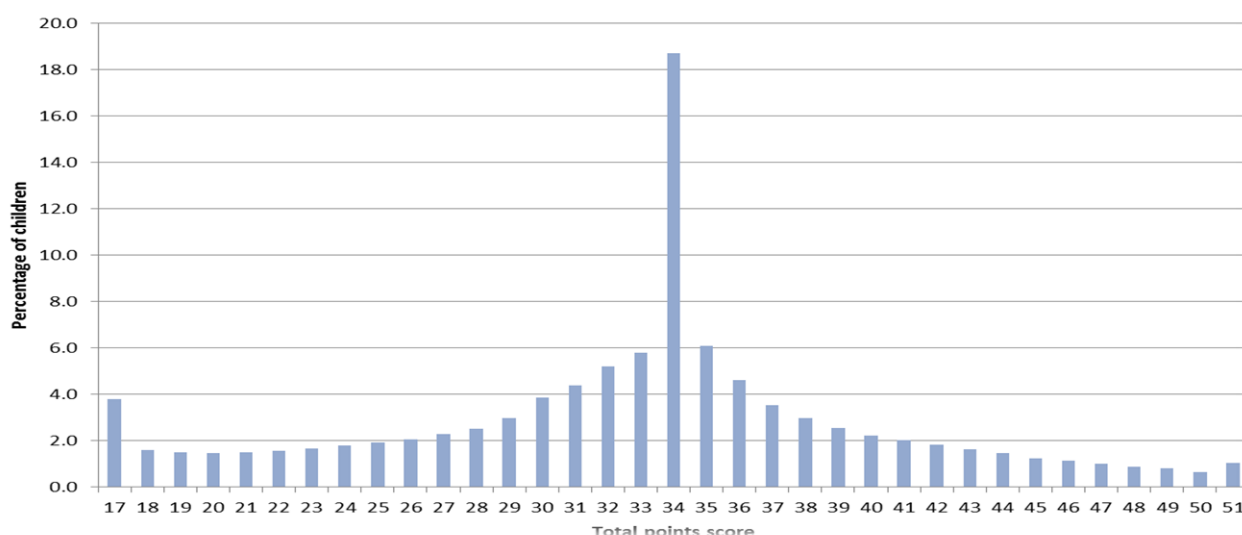
4. The total points score across all the early learning goals

4.1 All children

The average score for all children was 32.8 points.

Figure 4 illustrates the distribution of points across the whole profile; it shows that the greatest proportion of children (18.7%) achieved 34 points which is the equivalent to children achieving the expected level across all the early learning goals. Only 3.8% of children achieved 17 points (equivalent to emerging in each early learning goal) and only 1.0% of children achieved the maximum of 51 points.

Figure 4: points score distribution in the EYFS Profile



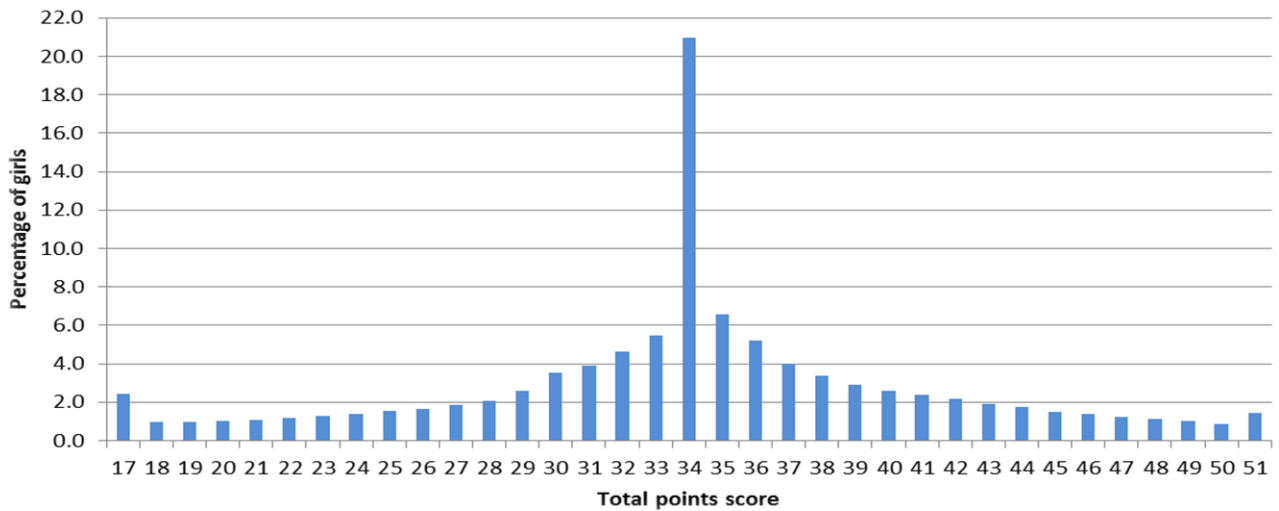
4.2 Gender

The average point score achieved by girls was 34.1 points compared with 31.6 points for boys.

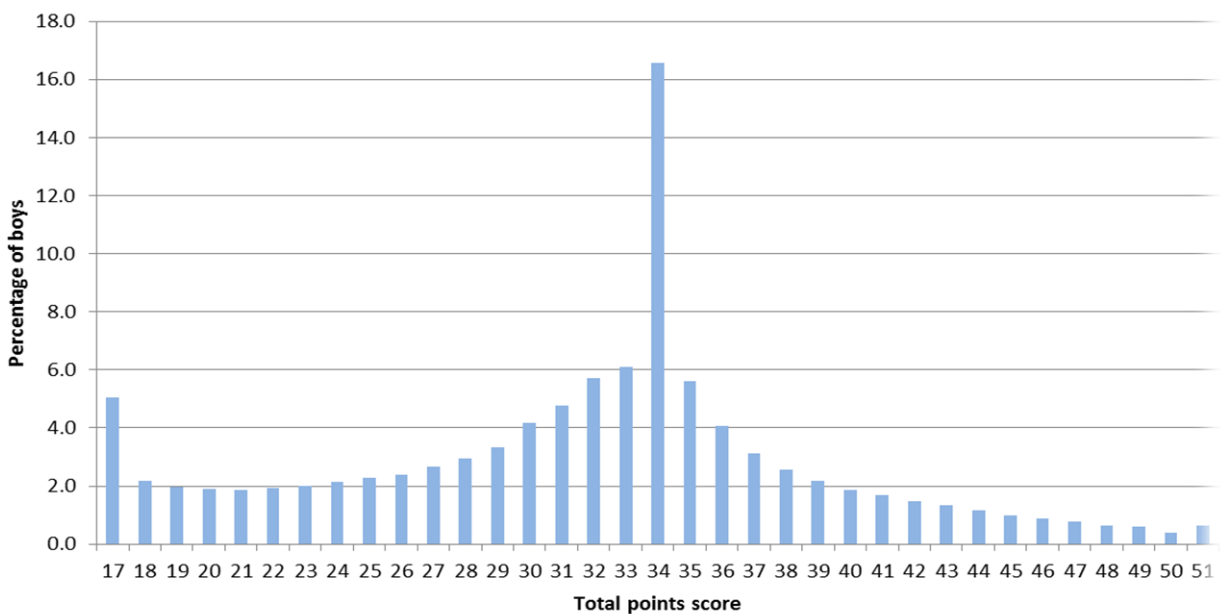
Figure 4.1 shows that the distribution for both girls and boys also peaks at 34 points. 21% of girls achieved 34 points compared with 16.6% of boys. Only 0.7% of boys achieved the maximum score of 51, compared with 1.4% of girls. In contrast, 5% of boys achieved the minimum score of 17 points, compared with only 2.5% of girls.

Figure 4.1: points score distribution by gender

Girls



Boys



5 Narrowing the Gap

5.1 The achievement gap between the lowest attaining 20% of children and the mean

At a National level, the achievement gap between the lowest attaining 20% of children and the mean is 36.6%. 91 Local Authorities have an achievement gap which is less than the national figure; the remaining 61 are above (Table 5).

5.2 The percentage of children who achieved at least the expected level in the Areas of Learning, by national deprivation status of child residency.

Of those children in the 30% most deprived Super Output areas² in England, 44% achieved a Good Level of Development. This compares with 56% of children resident in other areas and shows a gap of 12 percentage points (Table 6).

Full details of the background and methodology used in this calculation are published as a separate document on the publication page.

² Small areas with mean populations of 1500, designed to be more or less equal in size. The number of children who reside in these deprived areas will vary considerably between local authorities. Children resident in the 30 per cent most disadvantaged areas for the 2013 exercise are identified by their postcodes collected via the Early Years Foundation Stage Profile.

TABLES

Table	Title	Coverage	Year
A	The number and percentage of children achieving each assessment rating within the Early Learning Goals, by gender	England	2013
B	The number and percentage of children achieving at least the expected level in the Areas of Learning, by gender	England	2013
C	The number and percentage of children achieving at least the expected level in the prime areas of learning and in the specific areas of literacy and mathematics, and the average total points score across all the Early Learning Goals, by gender	England	2013
1	The number of children achieving each assessment rating within the Early Learning Goals, by gender and local authority	Local authority	2013
2	The number and percentage of children achieving at least the expected level in the Areas of Learning, by gender and local authority	Local authority	2013
3	The number and percentage of children achieving at least the expected level in the prime areas of learning and in the specific areas of literacy and mathematics, by gender and local authority	Local authority	2013
4	The average total points score (across all the Early Learning Goals), by gender and local authority	Local authority	2013
5	The standard score and percentage inequality gap in achievement across all the Early Learning Goals by local authority	Local authority	2013
6	Percentage of children achieving at least the expected level in the Areas of Learning by national deprivation status of child residency for each local authority	Local authority	2013

All of the tables above are available in Excel format on the publication webpage.

As part of a Government drive for data transparency in official publications and to make data more accessible, supporting underlying data for this publication will be published at the same time as the publication and available on the publication webpage.

TECHNICAL NOTES

Background and Methodology

1. The **Good Level of Development** measure for the new Profile is different from previous years as the early learning goals have changed. In the new EYFSP, children will be defined as having reached a Good Level of Development at the end of the EYFS if they achieve at least the expected level in the early learning goals in the prime areas of learning (personal, social and emotional development; physical development; and communication and language) and in the specific areas of mathematics and literacy, which the Government believes are crucial for later success. The content is, therefore, slightly more stretching. As the content of the Good Level of Development measure has changed, it is not possible to compare results for the new Profile with previous years.

All areas of learning within the EYFS are important. To reflect this, the Good Level of Development measure is supported by a measure of the **average of the cohort's total point score across all the early learning goals**. This captures the attainment of all children across all the early learning goals.

During summer 2012, the department carried out a pilot of the new profile alongside the old profile. The intention of the pilot was to inform the development of the new Good Level of Development indicator. The pilot was also used to finalise the new guidance, exemplification materials and moderation arrangements. It was not designed to be a baseline for the new profile and the results from it should be treated with caution.

For the pilot, data was collected from a sample of schools. Results from the pilot showed that 41% of children achieved a Good Level of Development while the 2013 Good Level of Development figure is 52%. Users should refrain from making direct comparisons between the 2013 results and the 2012 pilot or assume there has been a real change. To try to understand the reason for the difference a number of LAs involved in the pilot were contacted. As expected with a pilot, these discussions highlighted some issues and provided some insight into why the pilot scores may have appeared lower than the 2013 figures:

1. **Teaching appropriate to new profile** - children in the pilot were being assessed against early learning goals which weren't yet in place. Therefore the teaching wasn't aligned with the new profile. An obvious example is in mathematics where children under the new profile need to be able to count to a higher level and also do things such as doubling and halving which weren't assessed under the old profile. Since these skills weren't assessed previously, the children weren't always taught them. Therefore under the pilot, they scored low. Teachers then had a year to adjust teaching against the new profile before being assessed against it for 2013.
2. **Moderation** – some pilot schools were not moderated at all. For those who were, the moderators felt they were not very well prepared and the moderation was overly strict.
3. **Training** – New training has been introduced on the early learning goals, how they should be taught and what 'expected' and 'exceeded' look like, allowing schools to make more accurate assessments.
4. **Guidance** – Lack of exemplification material at the time of the pilot made it difficult for proper assessment.
5. **Best fit** – this principle has taken a while to bed in and wasn't fully understood for the pilot. Now that it has, assessments are less strict with more children 'achieving' expected levels

Full details of the methodology used in this statistical first release are published as a separate document on the publication page.

Data Quality and Uses of the Data

2. A separate document has been published which details issues relating to the quality of the data from the Early Years Foundation Stage Profile return along with details of users and the known uses made of the data. This can be found as a separate document on the publication page.

Sources of data

3. The source for this publication is the Early Years Foundation Stage Profile collection. All schools and all Private, Voluntary and Independent providers receiving government funding are required to make (through their local authority) a child-level return to the Department for Education. The collection is on a statutory basis through legislation which results in complete and accurate information being returned.

4. Children not in receipt of government funding at the end of the Early Years Foundation Stage are not within the scope of the data collection.

Rounding conventions

5. In most tables, the figures are presented as whole numbers while some tables, percentages are displayed to 1 decimal point. 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.

National Statistics

6. This is 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.

Related Publications

7. Related publications can be found at:

<https://www.gov.uk/government/publications/early-years-foundation-stage-profile-results-in-england-academic-year-2011-to-2012>

<https://www.gov.uk/government/publications/eyfsp-attainment-by-pupil-characteristics-in-england-academic-year-2011-to-2012>

User Consultation

8. If you would like to be involved in any consultations on this publication or have any feedback, please contact the statistician for this publication (contact details can be found in the next section).

Queries

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