



Department  
for Education

# **Early years foundation stage results in England: 2013/14**

**Methodology document**

**October 2014**

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# 1. Data Summary

The source of data for this publication is the Early Years Foundation Stage profile (EYFS Profile) collection, an annual statutory child-level collection from all local authorities in England, which runs from June to the end of August.

All English providers of state-funded early years education, including: Academies; Free Schools; and private, voluntary and independent (PVI) providers are within the scope of the EYFSP data collection.

Local Authorities (LAs) are required to collect and report to the Department for Education (DfE), the summary results for:

- all children at the end of the EYFS in their state-funded schools and nurseries;
- children in PVIs where the child is still in receipt of government funding at the end of the EYFS (the funding for a child in a PVI provider ceases in the term following the child's 5th birthday).

Data for children in the PVI sector no longer in receipt of funding who were included in the return submitted by the LA to DfE will not be included in the figures. For the purpose of the 2014 exercise, the children still eligible for funding in the PVI sector are those born between 1st April 2009 and 31st August 2009.

The Statistical First Release therefore covers all types of schools or early education providers that deliver the EYFS to children in receipt of a government funded place.

## 2. Background

The EYFS Profile 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 (ELGs).

Following an independent review of the EYFS by Dame Clare Tickell, a new Profile was published in March 2012. The new Profile and revised EYFS have a stronger emphasis on the three prime areas which are most essential for children's healthy development. These three areas are: 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. The new Profile requires practitioners to make a best-fit assessment of whether children are emerging, expected or exceeding against each of the new 17 ELGs. The new Profile was introduced in September 2012 and the first assessments using the new Profile took place in summer 2013.

Further information on the EYFS Profile assessment and reporting arrangements, alongside other EYFS resources, can be found on the [early learning and childcare](#) web page.

### 2.1 Areas of learning

The EYFS framework contains seven areas of learning covering children's physical, intellectual, emotional and social development;

- Communication and language (3 early learning goals)
- Physical development (2 early learning goals)
- Personal, social and emotional development (3 early learning goals)
- Literacy (2 early learning goals)
- Mathematics (2 early learning goals)
- Understanding the world (3 early learning goals)
- Expressive arts and design (2 early learning goals)

## 2.2 The assessment scales

The EYFS Profile captures the areas of learning as a set of early learning goals. Children are assessed against the seventeen early learning goals.

Assessment rating

**1** – Indicates a child who is at the emerging level at the end of the EYFS

**2** - Indicates a child who is at the expected level at the end of the EYFS.

**3** –indicates a child who is at the exceeding level at the end of the EYFS

**A** – Indicates a child who has not been assessed due to long periods of absence, for instance a prolonged illness, and arrives too late in the summer term for teacher assessment to be carried out, or for an exemption.

For more detailed information on the assessment scales see the [EYFSP handbook](#).

## 3. Data collection methodology

Schools and early years providers submit data to their LA. LAs then load the data into the DfE bespoke data collection system; COLLECT (Collections On-Line for Learning, Education, Children and Teachers).

The system is stored securely on DfE servers and is accessed by LAs via the internet, with each LA given secure log in details.

### 3.1 Data cleaning

COLLECT has built-in validation rules which flag up data which is invalid or the quality is questionable. This allows LAs to identify errors and clean the data before they submit it to DfE. Validation rules can either be errors (data is invalid) or queries (data quality is questionable but could be accurate in certain circumstances).

LAs are encouraged to clean all errors and double-check data where queries are flagged. LAs can add notes to their return if there is a genuine reason for “unusual” data.

Guidance notes and specifications (including validation rules) for this collection can be accessed at the [early years foundation stage profile return](#) web page.

## 4. Production of Statistical First Release

Note: Further clarification on the definitions used in the tables is given in section 5.

### 4.1 Interpretation of results - all tables

Tables include results for those children who were in receipt of a government funded early education place at the end of the EYFS **only**. Children who are not in receipt of a funded place at the end of the EYFS are not in the scope of the Department's EYFS Profile data collection and therefore not included in the results.

The results are for funded children who were assessed at the end of the 2013/2014 academic year. Children who have been held back will be included in the results cohort for the year in which they are assessed and so these tables may include results from some children outside of the usual EYFS age range.

Ordinarily the EYFS Profile must be completed in the final term of the academic year in which the child reaches the age of five, the only exceptions being:

- Where an exemption from all or part of the EYFS assessment arrangements has been granted for the setting by the Secretary of State for Education; or
- Where a child is continuing in EYFS provision beyond the year in which they turn five.

Children with any A (exemption) or missing scores in any area of their EYFS Profile **are excluded** from all summary scale tables.

### 4.2 Interpretation of national level tables

**Table A - The number and percentage of children achieving each assessment rating within the early learning goals, by gender**

#### Calculating percentages

This table provides, for each of the early learning goals, the number and percentage of all eligible children achieving an assessment rating of emerging, expected, exceeded and at least expected. The output is then split by gender.

**Table B - The number and percentage of children achieving at least the expected level in the areas of learning, by gender**

#### Calculating percentages

This table provides, for each Area of Learning, the number and percentage of all eligible children achieving at least the expected level. The output is again split by gender.

**Table 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**

Calculating percentages

This table provides:

- a) 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. The output is then split by gender. Children who achieve at least this level will be defined as having reached a good level of development (GLD) at the end of the EYFS.
- b) the average total points score across all the early learning goals. The output is again split by gender. In addition to the GLD 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 ELG, two points for an expected ELG and three points for an exceeding ELG. The national measure is the average of every child's total point score.

**Table D - The number and percentage of children achieving the exceeded level in the areas of learning, by gender**

Calculating percentages

This table provides, for each Area of Learning, the number and percentage of all eligible children achieving the exceeded level. The output is again split by gender.

### **4.3 Interpretation of local authority level tables**

**Table 1 - The number of children achieving each assessment rating within the early learning goals, by gender and local authority**

Calculating percentages

This table provides, for each of the early learning goals, the number and percentage of all eligible children achieving an assessment rating of emerging, expected, exceeded and at least expected. The output is split by gender and is broken down by local authority area.

**Table 2 - The number and percentage of children achieving at least the expected level in the areas of learning, by gender and local authority**

Calculating percentages

This table provides, for each Area of Learning, the number and percentage of all eligible children achieving at least the expected level. The output is again split by gender and local authority Area.

**Table 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**

Calculating percentages

This table provides 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. Children who achieve at least this level will be defined as having reached a GLD at the end of the EYFS. The output is split by gender and local authority area. .

**Table 4 - The average total points score (across all the early learning goals), by gender and local authority**

Calculating percentages

This table provides the average total points score across all the early learning goals. In addition to the GLD 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 ELG, two points for an expected ELG and three points for an exceeding ELG. This output is again split by gender and local authority area.

**Table 5 - The standard score and percentage inequality gap in achievement across all the early learning goals by local authority**

Achievement gap calculation

This table provides the percentage inequality gap for each local authority area, between the lowest achieving 20% and all children.

The calculation of the achievement gap is carried out as follows:

$$\text{Percentage inequality gap in achievement} = \frac{(\text{National Median score} - \text{Mean score for lowest 20 per cent of performers})}{\text{National Median score}} * 100$$

For example, in England, the median score is 34 and the mean score for the lowest 20 per cent of performers is 22.5. The absolute gap in achievement is 11.5 points which expressed as a percentage of the median score (34 points) is 33.9 per cent.

(Example uses rounded data – 33.9% is based on unrounded data)

The lowest 20% of performers are selected by sorting all eligible child records in ascending order by total EYFS Profile score and then selecting children up to the 20th percentile i.e. the first fifth of children. The number of children in the first fifth should be calculated by taking the total number of children, dividing by five and then rounding down if the number returned is not a whole number. For example: (a) if a local authority had 500 children then the lowest 20% would be the first 100 children listed (b) if a local authority had 259 children, then the lowest 20% would be the first 51 children listed.

This approach should be taken even if the child ranked next in the list after the 20% cut off point has the same score as a child included in the lowest 20%. For example, if it was calculated that the first 100 children in an LA would be included in the lowest 20% but both the 100th and the 101st child in the list had a total EYFS Profile score of 30, this **would not change the cut-off point**. The 101st child would not be included in the lowest 20%.

### **Table 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**

#### Calculating percentages

This table provides:

- a) the percentage of all children achieving at least the expected level in the Area of Learning and the percentage of all children who achieved a Good Level of Development.
- b) the percentage of children who reside in the 30 per cent most deprived Super Output areas in England (see below for definition) who achieved at least the expected level in the Area of Learning and the percentage of these children who achieved a Good Level of Development.
- c) the percentage of the remaining children (70 per cent) who achieved at least the expected level in the Area of Learning and the percentage of these children who achieved a Good Level of Development.

#### **Measures of deprivation**

This table includes figures for children who reside in the 30 per cent most deprived Super Output areas in England. The number of children who reside in these deprived Super Output areas will vary considerably between local authorities; the Isles of Scilly and Rutland do not have any children resident in these areas.

The measure of deprivation used is the Index of Multiple Deprivation (IMD) 2010 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. Super Output Areas are small areas with mean populations of 1500 and are designed to be more or less equal in size. Children resident in the 30 per cent most disadvantaged areas for the 2014 exercise are identified by their postcodes collected via the Early Years Foundation Stage Profile.

**Table 7 - The number and percentage of children achieving at least the expected level across all 17 early learning goals by gender for each local authority,**

This table provides the number and percentage of all eligible children achieving at least the expected level across all of the early learning goals. The output is split by gender and local authority Area.

**Table 8 - The number and percentage of children achieving at least the expected level across the prime areas of learning by gender and local authority**

This table provides the number and percentage of all eligible children achieving at least the expected level across the prime areas of learning (communication and language, physical development and personal, social and emotional development). The output is split by gender and local authority Area.

**Table 9 - The number and percentage of children achieving at least the expected level across the specific areas of learning by gender and local authority**

This table provides the number and percentage of all eligible children achieving at least the expected level across the specific areas of learning (literacy, mathematics, understanding the world and expressive arts and design). The output is again split by gender and local authority Area.

## 5. Definitions

The full Guidance Notes relating to the EYFS Profile can be viewed at [early years foundation stage profile return](#)

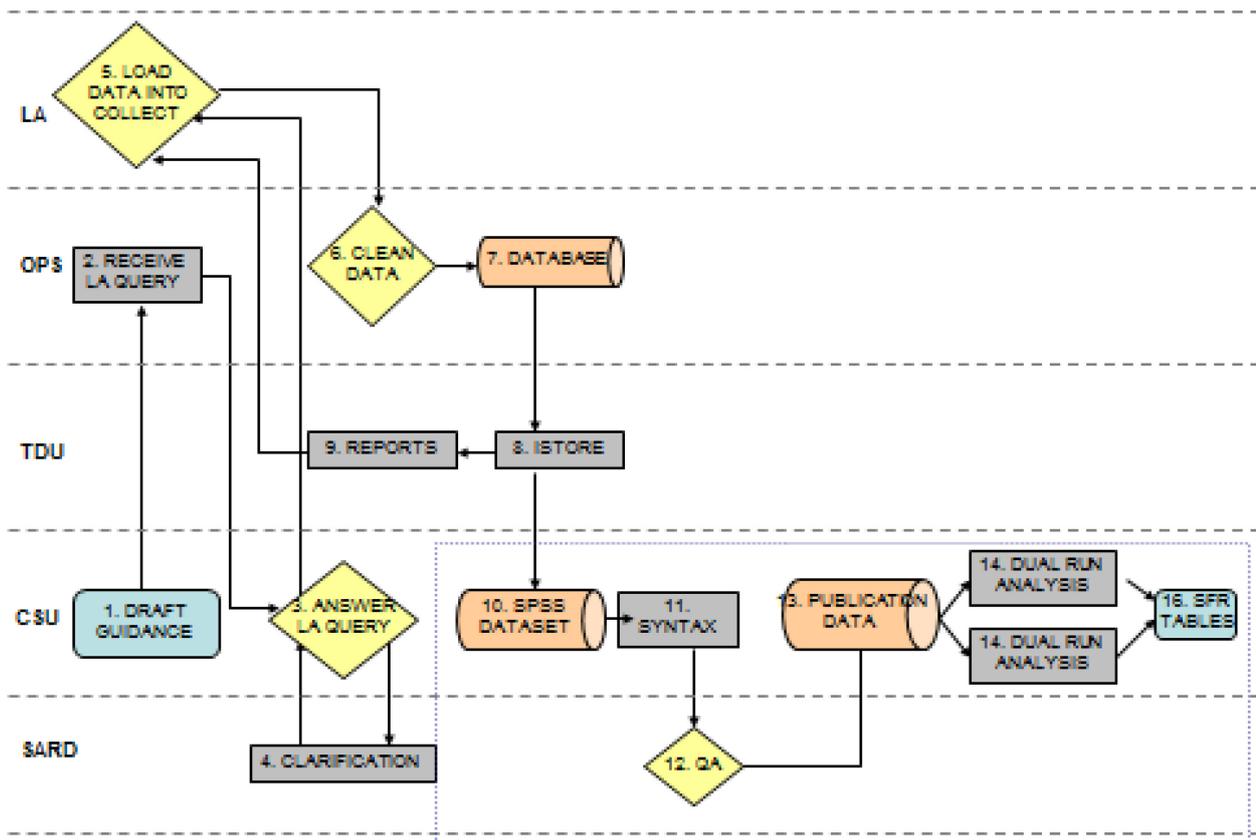
- a) **Area of Learning** – Refers to the grouping of children`s learning and development into seven areas. There are three prime areas which focus on the earliest experiences which are foundations for learning: Personal, social and emotional development, Communication and language and Physical development. There are four specific areas in which the prime skills are applied: Literacy, Mathematics, Expressive arts and design and Understanding the world.
- b) **Early learning goal (ELG)** – A collection of statements which sets out the expected level of attainment at the end of the EYFS. There are 17 ELGs drawn from seven areas of learning.
- c) **Emerging development** – Describes attainment at a level which has not reached that expressed by the ELGs
- d) **Expected development** – is the development expected by the end of the EYFS and is described by 17 ELGs drawn from seven areas of learning
- e) **Exceeding development** – describes attainment beyond that which is expected at the end of the EYFS.
- f) **Good level of development** – 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; the early learning goals in the specific areas of mathematics and literacy.

## 6. Process map

The process map shown in Figure 1 covers the end to end process of the Early Years Foundation Stage Profile return, from data collection through to publication of the SFR.

**Figure 1: Overview of end to end process of Early Years Foundation Stage Profile data collection and publication**

### EYFSP: Overview of end to end process



#### Definitions:

LA: Local Authority

OPS: Education Data Division, Operations

TDU: Education Data Division, Technical Development Unit

CSU: Children and early years Data Unit, Customer Services Unit

SARD: Schools Analysis and Research Division

QA: Quality Assurance

SFR: Statistical First Release



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