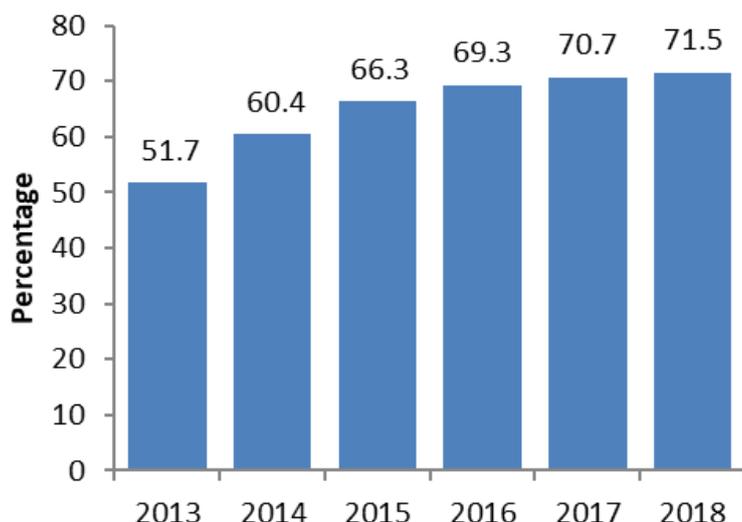




18 October 2018

The percentage achieving a good level of development continues to increase

Figure A: Percentage of children achieving a good level of development
England, 2013 to 2018



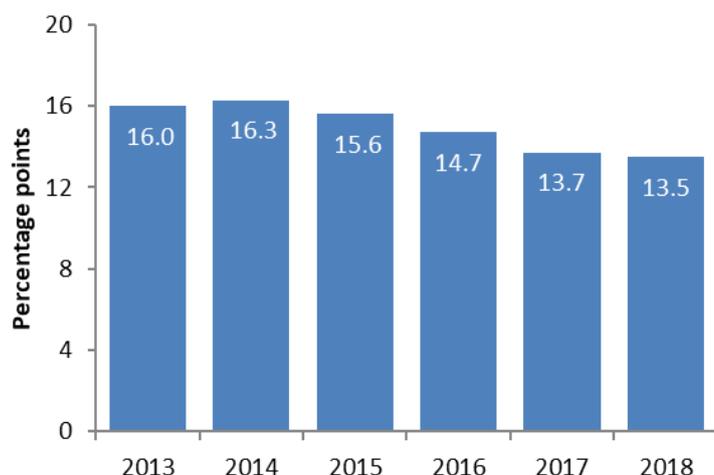
At national level the percentage of children achieving a good level of development has improved in each year since 2013. 71.5% of children achieved a good level of development in 2018, an increase of 0.8 percentage points (ppts) on 2017.

A similar trend was seen in the percentage of children achieving at least the expected level across all early learning goals. This has increased to 70.2%, up by 1.2ppts compared to last year.

The average total point score has also increased to 34.6, up from 34.5 in 2017.

Girls continue to do better than boys, but the gender gap has decreased for the percentage achieving a good level of development and other key measures

Figure B: Gender gap (girls minus boys - ppts) for children achieving a good level of development
England, 2013 to 2018



The gender gap for the percentage of children achieving a good level of development has reduced in each year since 2014 and fell from 13.7 ppts in 2017 to 13.5 ppts in 2018.

Similarly, the gap for the percentage of children achieving at least the expected level in all early learning goals decreased from 14.7ppts in 2017 to 14.3 ppts in 2018.

The gap in the average total point score has decreased from 2.4 in 2017 to 2.3 points this year.

Both girls and boys have improved for the three key measures¹ since 2017, but boys have done so at a faster rate, which means the gender gap has decreased.

¹ The three key measures are: (1) percentage of children achieving a good level of development, (2) percentage of children achieving at least the expected level across all early learning goals and (3) the average point score.

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About this release

This statistics publication contains the latest information at both national and local authority level on the achievement of outcomes at the end of the early years foundation stage profile (EYFSP) from 2013 to 2018.

The EYFSP is a teacher assessment of children's development at the end of the early years foundation stage (the end of the academic year in which the child turns five).

All providers of state-funded early years education, including: academies, free schools, and private, voluntary and independent (PVI) providers in England are within the scope of the EYFSP teacher assessments.

In this publication

The following tables are included in the statistics publication:

- Main tables (Excel .xls)
- Additional Characteristics tables (Excel .xls) (available from 29th November 2018)
- Underlying data (open format .csv and metadata .txt)

The accompanying technical document provides information on the data sources, their coverage and quality and explains the methodology used in producing the figures.

Feedback

We are changing how our releases look and welcome feedback on any aspect of this document at EarlyYears.STATISTICS@education.gov.uk

1. Key measures (Tables 1 & 2)

Results for all three key measures have continued to rise, although the rate of improvement has slowed in recent years.

Figure C: EYFSP key measures

England, 2013 to 2018

| | % achieving good level of development | % achieving at least expected in all 17 early learning goals | Average total point score |
|------|---------------------------------------|--|---------------------------|
| 2013 | 51.7 | 48.9 | 32.8 |
| 2014 | 60.4 | 58.0 | 33.8 |
| 2015 | 66.3 | 64.1 | 34.3 |
| 2016 | 69.3 | 67.3 | 34.5 |
| 2017 | 70.7 | 69.0 | 34.5 |
| 2018 | 71.5 | 70.2 | 34.6 |

Definitions:

Good level of development

Children achieving a good level of development are those achieving at least the expected level within the following areas of learning: communication and language; physical development; personal, social and emotional development; literacy and mathematics. These are the early learning goals 1–12 in Figures D and E below.

Achieving at least the expected level across all early learning goals

Children achieving at least the expected level across all early learning goals (ELGs) are those achieving 'expected' or 'exceeded' in all 17 ELGs.

Average total point score

This is a supporting measure taking into account performance across all 17 ELGs, 1 point for emerging, 2 for expected and 3 for exceeding. The sum is then taken for all children and the mean given.

2. Early learning goals (Tables 3a, 3b, 3c, 5a & 5b)

The percentage of children achieving at least the expected level within each of the 17 early learning goals improved year on year between 2013 and 2016.

2017 was the first year where a decrease in performance was seen in some of the early learning goals. There was an increase in the percentage of children achieving at least the expected level in 8 of the early learning goals compared to 2016. In 6 goals there was a decrease in performance and for the remaining 3, the percentage achieving remained the same.

In 2018, there was an increase in the percentage of children achieving at least the expected level in 11 of the early learning goals compared to 2017. In 4 goals there was a decrease in performance and for the remaining 2, the percentage achieving remained the same (See Figures D and E below).

Although performance still varies between each early learning goal, this variation has reduced compared to 2013. Reading, writing and numbers continue to be the 3 goals with the lowest percentage of children achieving at the expected level or above. The largest improvements from 2013 were for writing and numbers.

Figure D: Percentage achieving at least expected level by early learning goal in the prime areas of learning England, 2013 to 2018

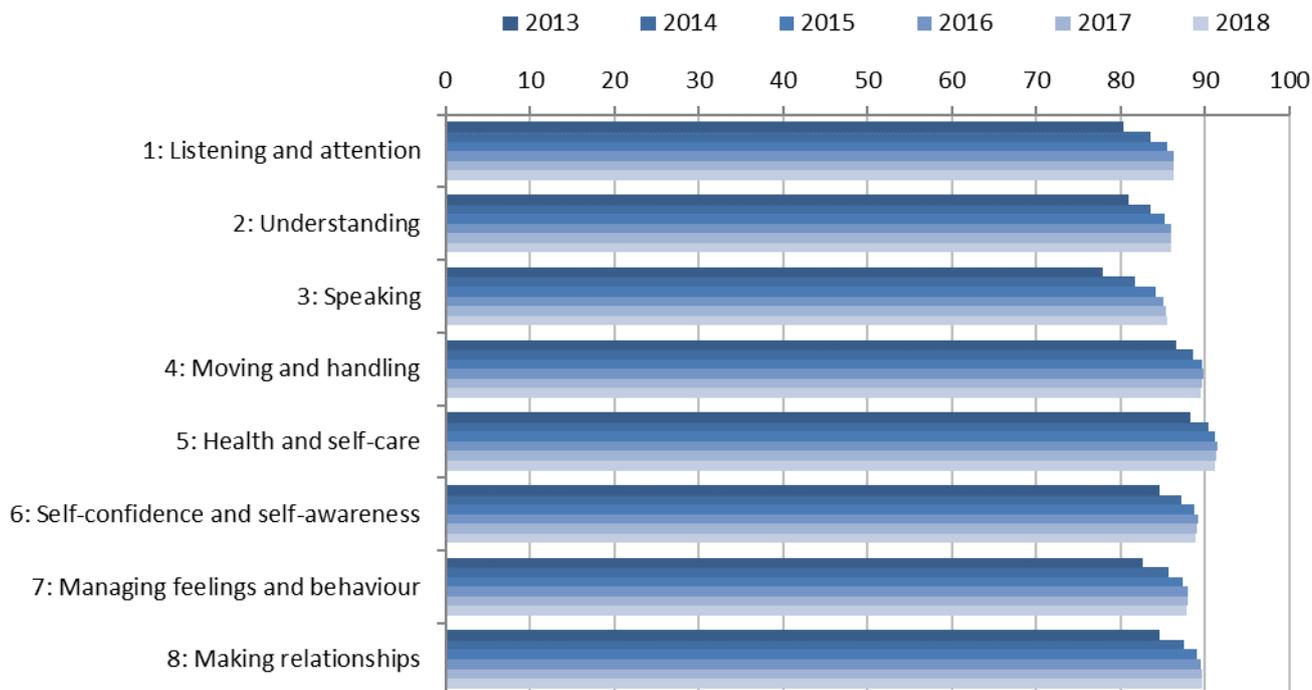
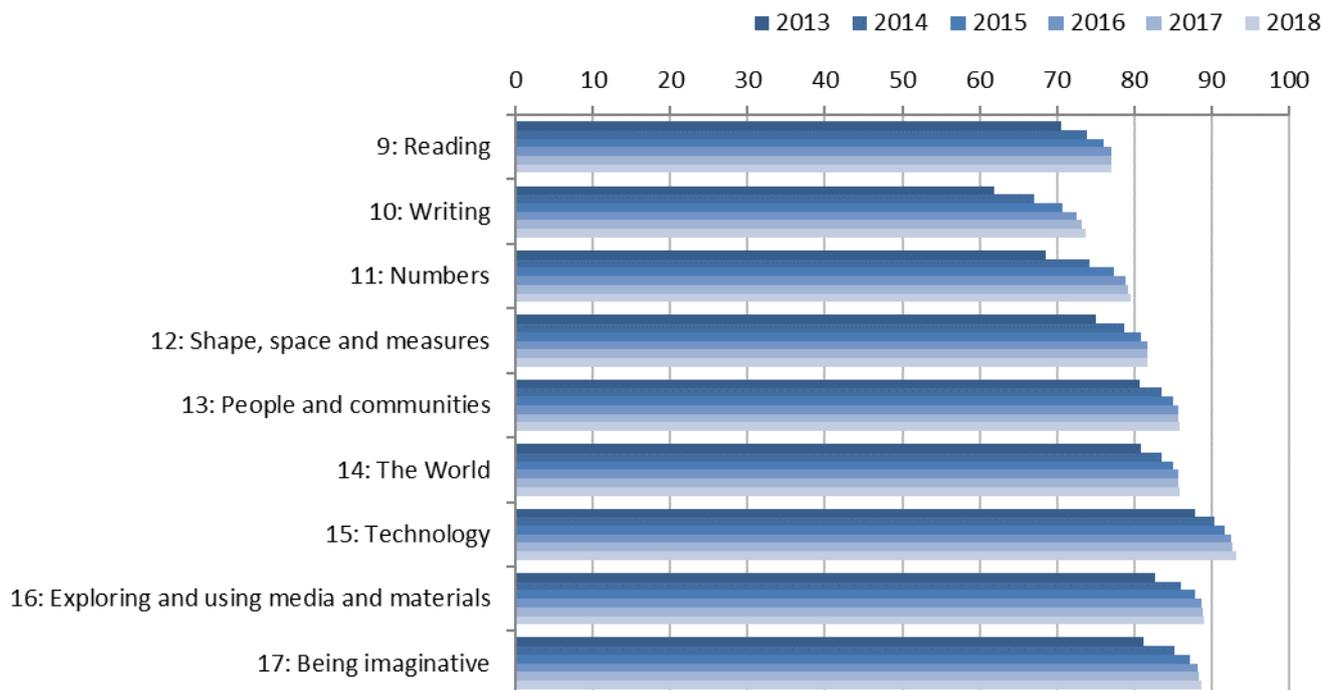


Figure E: Percentage achieving at least expected level by early learning goal in the specific areas of learning England, 2013 to 2018



Definition: Prime and specific areas of learning

The three prime areas of learning are communication and language, physical development and personal, social and emotional development. The profile and EYFS have a stronger emphasis on the three prime areas, which are most essential for children’s healthy development and are the basis for successful learning in the other four specific areas. The specific areas of learning are literacy; mathematics; understanding the world and expressive arts and design.

For the first time this publication includes tables showing the percentage of children achieving at least the expected level of learning across all the early learning goals within the Communication & Language and Literacy areas of learning, at both national and local authority level.

These areas of learning include the following early learning goals: listening and attention; understanding; speaking; reading, and writing. These tables have been added to this publication due to a particular focus on this combination of the areas of learning and learning goals in the public debate.

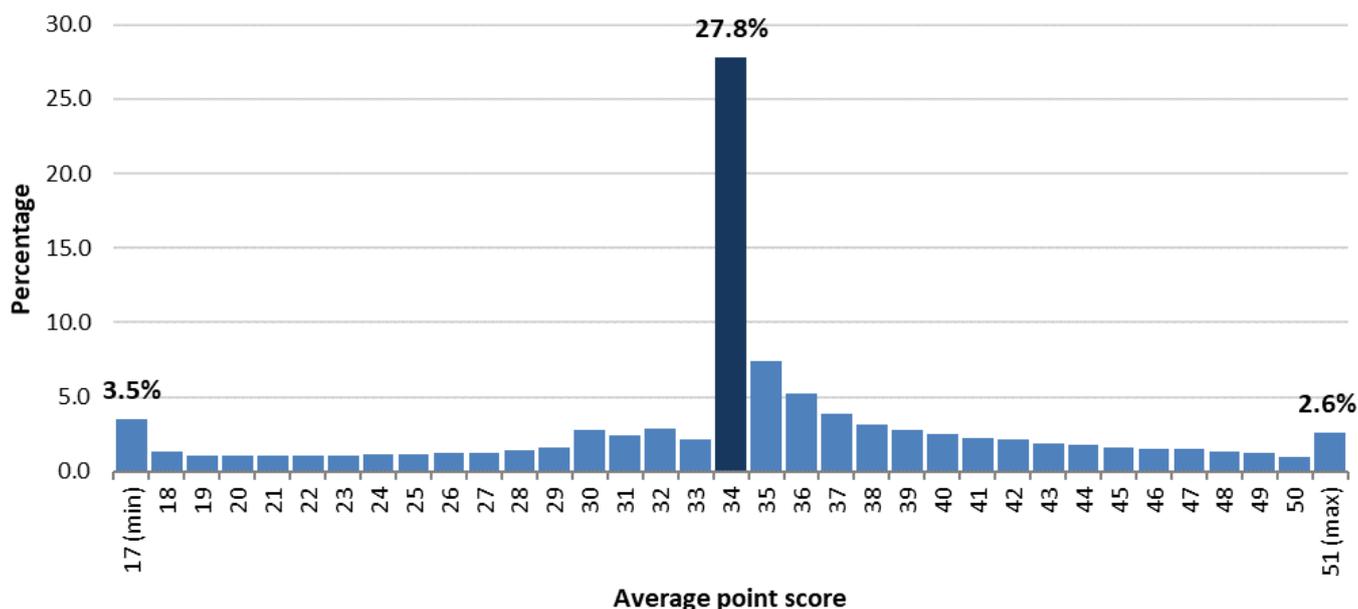
In 2018, 72.4% of children achieved at least the expected level of development across all the early learning goals within the Communication & Language and Literacy areas of learning, up from 71.8% in 2017 and 56.9% in 2013. Girls continue to outperform boys, however the gender gap has narrowed in each year since 2013 and is currently 13.3 percentage points.

Figure F shows the distribution of total points scored. This shows that 34 points is clearly the most common outcome with 27.8% of children achieving this score. This is the same as in 2017 and up from 18.7% in 2013. An outcome of 34 points is the equivalent of a child achieving the expected level in each and every early learning goal.

43.8% of all children achieved a total point score of more than 34 (i.e. they achieved exceeded in at least one ELG). This is up from 35.6% in 2013 and 42.8% in 2017.

28.4% of all children achieved a total point score of less than 34 (i.e. they achieved emerging in at least one ELG). This is down from 45.7% in 2013 and 29.4% in 2017.

Figure F: Total points score distribution in the EYFSP for all children
England, 2018

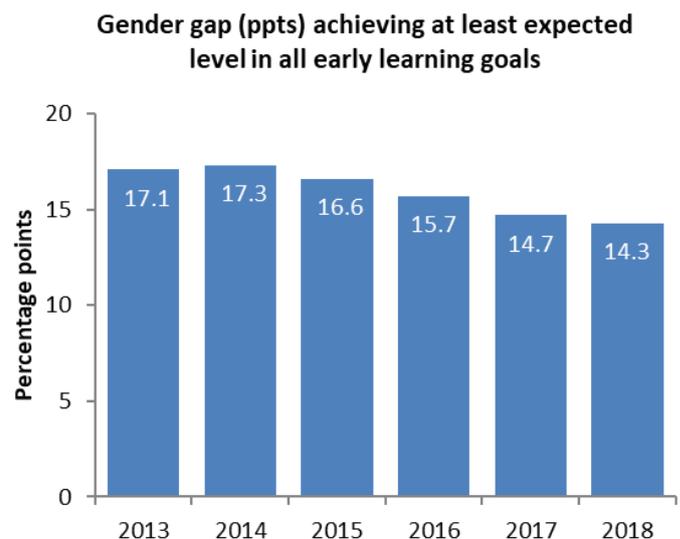
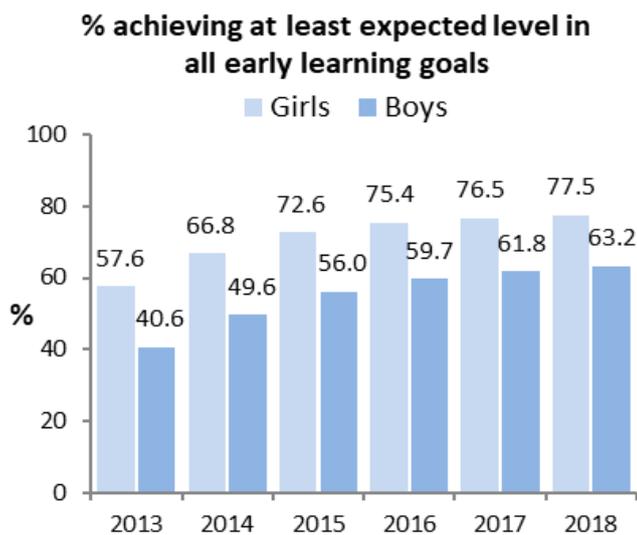
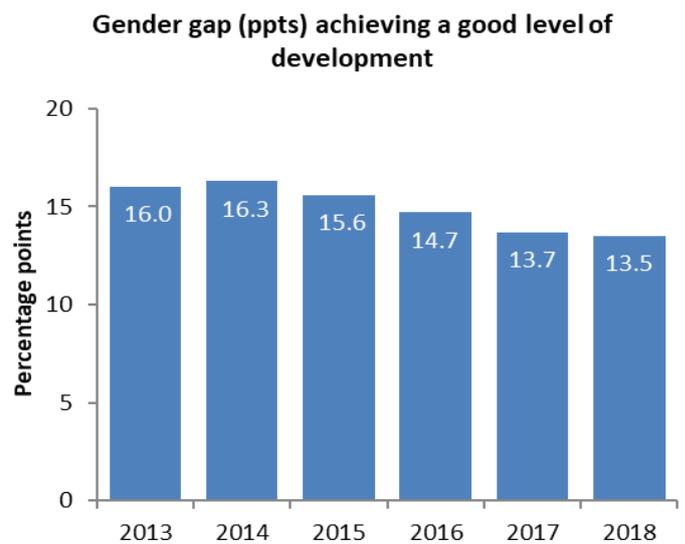
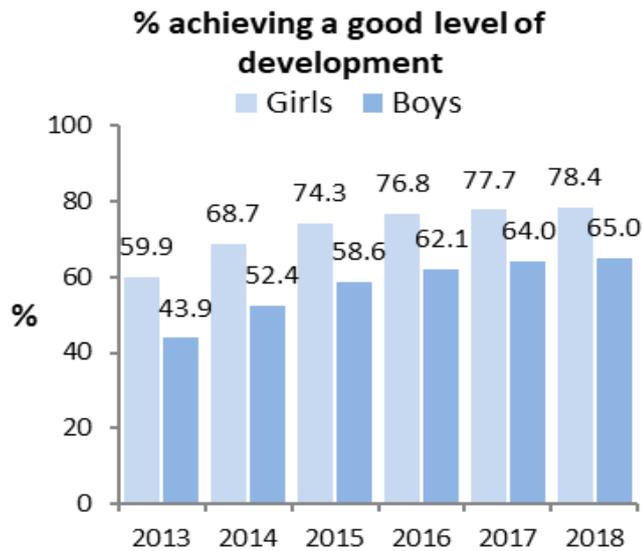


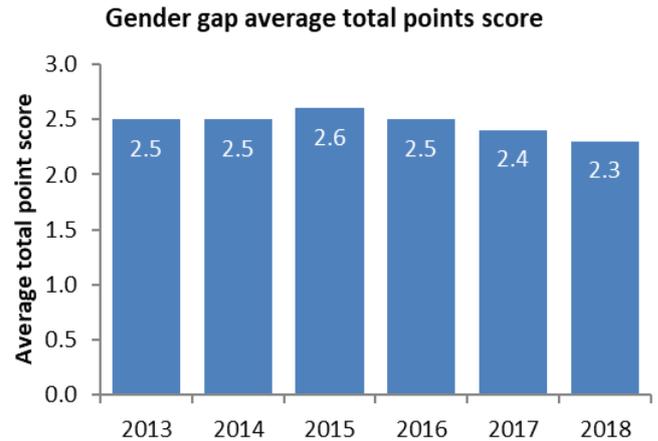
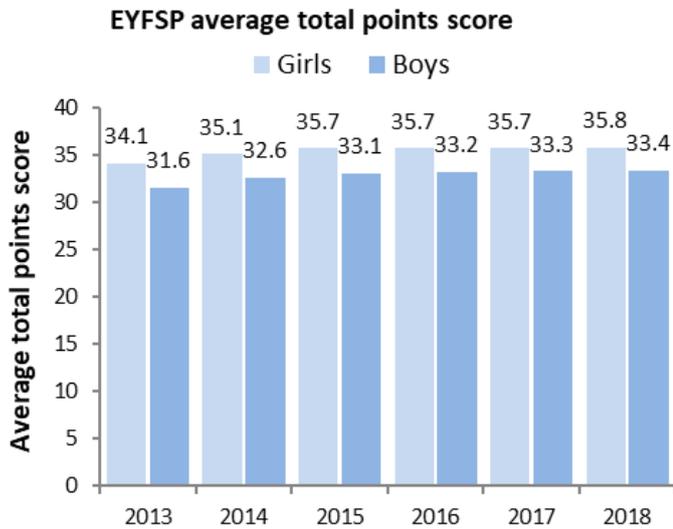
3. Key measures by gender (Table 1)

Girls continue to perform better than boys in all three key measures. For instance, in 2018, 77.5% of girls achieved at least the expected level in all early learning goals compared to 63.2% of boys.

The performance of both boys and girls has improved in all key measures since 2013, however boys are improving at a faster rate than girls. This means the gender gap has decreased in all key measures, for instance: the gap for the percentage of children achieving at least the expected level in all early learning goals decreased from 14.7ppts in 2017 to 14.3ppts in 2018.

Figures G1-G6: Key measures by gender and the gender gap (girls minus boys)
England, 2013 to 2018



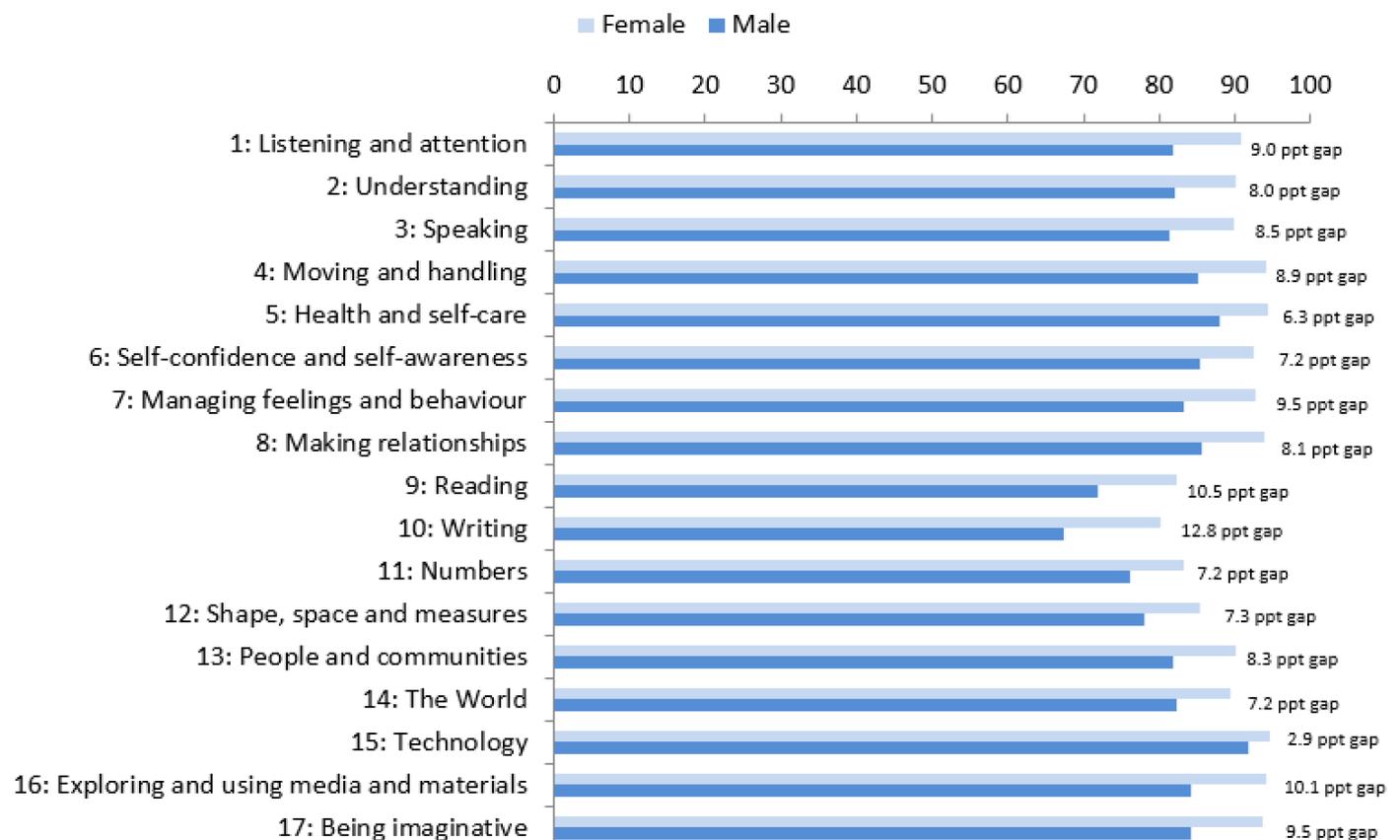


4. Early learning goals by gender (Tables 3b & 3c)

Girls continue to perform better than boys in all of the early learning goals. The gender gap for the percentage achieving at least the expected level is largest in writing (12.8ppt), reading (10.5ppt) and exploring and using media and materials (10.1ppt). The gap is the smallest for technology (2.9ppt).

Figure H: Percentage of children achieving at least the expected level in each of the early learning goals by gender

England, 2018



The gender gap has increased since 2013 for the following five early learning goals: self-confidence and self-awareness; numbers; shape, space and measures; the world and technology but has decreased for all the other goals.

5. Gap for lowest attaining children (Table 4)

This section looks at the total average point score gap between all children and the lowest 20% of attaining children to determine if the gap is narrowing.

How the percentage inequality gap is calculated

The gap is calculated as the percentage difference between the mean average of the lowest 20% and the median average for all children.

The mean average total point score for the lowest attaining 20% has remained at 23.2, the same as in 2017, however it is up from 21.6 in 2013. The percentage inequality gap has risen to 31.8% in 2018 compared to 31.7% last year, however it has reduced from 36.6% in 2013.

Figure I: Percentage inequality gap
England, 2013 to 2018

| | 2013 | 2014 | 2015 | 2016 | 2017 | 2018 |
|---|------|------|------|------|------|------|
| Median (all children) average total point score | 34 | 34 | 34 | 34 | 34 | 34 |
| Mean (all children) average total point score | 32.8 | 33.8 | 34.3 | 34.5 | 34.5 | 34.6 |
| Mean (lowest 20%) average total point score | 21.6 | 22.5 | 23.1 | 23.3 | 23.2 | 23.2 |
| Percentage inequality gap | 36.6 | 33.9 | 32.1 | 31.4 | 31.7 | 31.8 |

6. Local authority variation (Table 2)

The majority of local authorities improved on last year's performance in the three key measures. The variation between the highest and lowest performing local authority is reducing over time, however there continues to be significant variation between local authorities:

- The percentage achieving a good level of development² varies from 63.9% in Middlesbrough to 80.5% in Richmond upon Thames;
- The percentage achieving at least the expected level in all learning goals varies from 61.0% in Kingston upon Hull to 80.3% in Richmond upon Thames;
- The average point score varies from 32.3 points in Sandwell and Tameside to 38.4 points in Richmond upon Thames;
- The percentage attainment gap between all children and the lowest attaining 20% of children varies from 21.2% in Richmond upon Thames to 45.0% in Stoke-On-Trent.

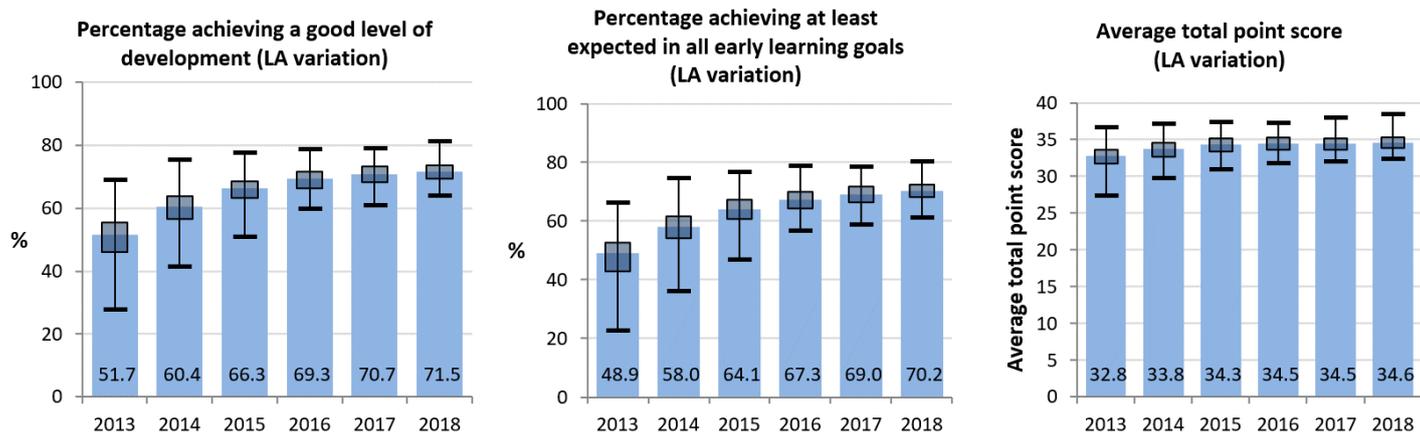
Figure J below shows the national averages for the key measures along with the minimum and maximum range of local authority performance. The box plots in figure J clearly demonstrate that variation in local authority performance has reduced since 2013, although the rate of change has slowed in recent years.

² Excludes Isles of Scilly and City of London due to small numbers of schools

Definition: Box plot

A box plot, sometimes called a box and whisker plot, is a type of graph used to display patterns of quantitative data. A box plot splits the data set into quartiles (a rank-ordered dataset divided into four equal parts). The body of the box plot consists of a "box" (hence, the name), which goes from the first quartile (Q1) to the third quartile (Q3). Two horizontal lines, called whiskers, extend from the bottom and the top of the box. The bottom whisker goes from Q1 to the lowest local authority performer and the top whisker goes from Q3 to the highest local authority performer.

Figures J1-J3: EYFSP local authority performance
England, 2013 to 2018



7. Accompanying tables

The following tables are available in Excel format on the department's [statistics website](#):

Tables

- | | |
|----|---|
| 1 | Time series of EYFSP attainment in key measures by gender |
| 2 | EYFSP attainment in key measures by gender and local authority |
| 3a | EYFSP attainment of all children in each early learning goal by area of learning and local authority |
| 3b | EYFSP attainment of girls in each early learning goal by area of learning and local authority |
| 3c | EYFSP attainment of boys in each early learning goal by area of learning and local authority |
| 4 | EYFSP average total point score distribution by local authority |
| 5a | EYFSP attainment in Communication & Language and Literacy areas of learning by gender |
| 5b | EYFSP attainment in Communication & Language and Literacy areas of learning by gender and local authority |

When looking at the tables, please note that:

| | |
|--|---|
| Only includes children with a valid result for every early learning goal | Some children may not have a full assessment for each early learning goal. This may include a child who has not been assessed due to long periods of absence, for instance a prolonged illness; a child who arrives too late in the summer term for teacher assessment to be carried out. For example, within 2 weeks of the data submission date, or a child who has an exemption. |
| Attainment gaps are calculated from unrounded percentages | Therefore, the gap may not always be the same as the difference between the two figures provided. |

8. Further information is available

| | |
|---|--|
| Previous EYFSP statistical publications including characteristic breakdowns | Statistics: early years foundation stage profile. Underlying data is also available at the main publication page . Additional tables providing characteristic breakdowns of EYFSP results will be available on the 29 th November 2018. |
| Early Years Foundation Stage Profile collection guide | Information for preparing and completing the annual Early Years Foundation Stage Profile, including the scope of the return, technical specifications and what data needs to be submitted to the Department for Education by local authorities. Documents and information for local authorities in relation to the EYFSP return |
| Early Years Foundation Stage Handbook | This handbook supports practitioners in making accurate judgements about each child's attainment. |

Early years foundation stage: assessment and reporting arrangements (ARA)

Statutory guidance for head teachers and local authority assessment coordinators assessing and reporting the early years foundation stage (EYFS) during the 2017 to 2018 academic year.

[Early years foundation stage: assessment and reporting arrangements \(ARA\)](#)

Early years foundation stage: the future

The [government response](#) to the Primary Assessment Consultation, published on 14 September 2017, set out the government's proposals to improve the EYFSP. This academic year, [twenty four schools across England are piloting revised Early Learning Goals and a revised approach to assessment and moderation](#). A full public consultation will follow the pilot and its evaluation before national implementation.

9. National Statistics

The United Kingdom Statistics Authority has designated these statistics as National Statistics, in accordance with the Statistics and Registration Service Act 2007 and signifying compliance with the Code of Practice for Official Statistics.

Designation can be broadly interpreted to mean that the statistics:

- meet identified user needs;
- are well explained and readily accessible;
- are produced according to sound methods, and
- are managed impartially and objectively in the public interest.

Once statistics have been designated as National Statistics it is a statutory requirement that the Code of Practice shall continue to be observed.

The Department has a set of [statistical policies](#) in line with the Code of Practice for Official Statistics.

10. Technical information

A technical document accompanies this statistical release. This provides further information on the data sources, their coverage and quality and explains the methodology used in producing the data, including how it is validated and processed.

11. Get in touch

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Department
for Education



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Reference: Early Years Foundation Stage Profile results in England: 2018



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