

Early Years Team

Only the best is good enough for Gloucestershire’s children and families. We work in partnership with others to empower practitioners to enable each child to be happy and fulfilled.

Early Years Foundation Stage Profile Results Headlines 2015-2016, National and Gloucestershire

	National		Gloucestershire
69%	The proportion of children achieving a good level of development. This is up 3% from 66% last year.	67%	The proportion of children achieving a good level of development. This is up 3% from 64% last year.
34.5	The average EYFPS point score for 2016. An increase of 0.2 points from 34.3 points in 2015.	35.2	The average EYFPS point score for 2016. An decrease of 0.1 points from 35.3 points in 2015.
67.3	The proportion of children achieving at least the expected level in all 17 early learning goals.	64.9	The proportion of children achieving at least the expected level in all 17 early learning goals.
15	The gender gap between the percentage of girls and boys achieving a good level of development - 77% of girls achieved a good level of development compared to 62% of boys.	14	The gender gap between the percentage of girls and boys achieving a good level of development - 74% of girls achieved a good level of development compared to 60% of boys.
31.4	The percentage gap between lowest 20% and the rest. A decrease of 0.7% from 32.1 in 2016.	30.9	The percentage gap between lowest 20% and the rest. An increase of 0.2% from 30.7 in 2015.

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What does this report cover?

This report contains the latest information at both national and local authority (LA) level on the achievement of outcomes at the end of the Early Years Foundation Stage (EYFS) in 2015/16, together with figures for 2014/15.

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 took place in summer 2013. 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 led to a break in the time series as the results were not comparable between 2011/12 and 2012/13.

About the assessment

There are 7 areas of learning covering 17 early learning goals (ELGs). A child is scored 1 for emerging, 2 for expected, and 3 for exceeded. Therefore the minimum score is 17 points and the maximum possible score is 51 points.

Communication and Language

1: Listening and attention
2: Understanding
3: Speaking

Physical Development

4: Moving and handling
5: Health and self-care

Personal, Social and Emotional
Development

6: Self-confidence and self-awareness
7: Managing feelings and behaviour
8: Making relationships

Literacy

9: Reading
10: Writing

Mathematics

11: Numbers
12: Shape, space and measures

Understanding the World

13: People and communities
14: The World
15: Technology

Expressive arts and design

16: Exploring and using media and materials
17: Being imaginative

Number achieving a 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; and personal, social and emotional development; literacy; and mathematics.

	National	Gloucestershire
Percentage achieving a good level of development has increased	<p>At a national level 69% of children achieved a good level of development. This is an increase of 3% compared with the 2015 figure of 66%.</p> <p>77% of girls achieved a good level of development, a rise of 3% compared to 74% in 2015.</p> <p>The proportion of boys achieving a good level of development also increased in 2016 to 62%, up 3% from 59% in 2015.</p>	<p>In Gloucestershire 67% of children achieved a good level of development. This is an increase of 3% compared with the 2015 figure of 64%.</p> <p>74% of girls achieved a good level of development, a rise of 1% compared to 73% in 2015.</p> <p>The proportion of boys achieving a good level of development also increased in 2016 to 60%, up 4% points from 56% in 2015.</p>

Total points scored across all the early learning goals

	National	Gloucestershire
The average score achieved has increased	<p>In 2016, the average score for all children was 34.5, a rise of 0.2 points since 2015 when the average score was 34.3.</p> <p>Nationally in 2016, the average score for girls was 35.7, the same as in 2015.</p> <p>Nationally in 2016, the average score for boys was 33.2, a rise of 0.1 points from 33.1 in 2015.</p>	<p>In 2016, the average score for all children was 35.2, a decrease of 0.1% since 2015 when the average score was 35.3.</p> <p>In Gloucestershire in 2016, the average score for girls was 36.5, a decrease of 0.1% from 36.6 in 2014.</p> <p>In Gloucestershire in 2016, the average score for boys was 33.9, a decrease of 0.1% from 34.0 in 2015.</p>

Numbers achieving at least the expected level in all early learning goals within an area of learning

	National	Gloucestershire
Percentage of children achieving at least the expected level in all areas of learning increases	Figure 1a below compares 2015/2016 to 2014/2015, 2013/14 and 2012/13 and shows there has been an increase in the percentage of children achieving at least the expected level in most of the 7 areas of learning.	Figure 1b below compares 2015/2016 to 2014/2015, 2013/14 and 2012/13 and shows there has either been an increase or the figures have remained static in the percentage of children achieving at least the expected level in the 7 areas of learning.
The highest proportion of children achieving at least the expected level is in ...	82% of ALL children achieved at least the expected level in all early learning goals within the Communication and Language area of learning. This is an increase of 2% from 2015.	There are only 2 areas of learning, Personal, Social and Emotional and Literacy, whereby the % of ALL children achieving at least the expected level in all early learning goals has increased, both by 1%, from 2015.
The areas of learning with the lowest proportion achieving at least the expected level is ...	In 2015/16, the proportion of children that achieved at least the expected level in the Literacy (69%) and Mathematics (77%) areas of learning were the lowest across the whole Profile. These two areas were also the lowest in 2014/2015, Literacy (70%) and Mathematics (76%).	In 2015/16, the proportion of children that achieved at least the expected level in the Literacy (71%) and Mathematics (76%) areas of learning were the lowest across the whole Profile. These two areas were also the lowest in 2014/2015, Literacy (70%) and Mathematics (76%).
Girls are more likely to achieve the expected level than boys	In each of the 7 Areas of Learning, a higher proportion of girls than boys are achieving at least the expected level. The largest gender gaps are in the Literacy and Expressive Arts and Design areas of learning at 15% and 12%.	In each of the 7 Areas of Learning, a higher proportion of girls than boys are achieving at least the expected level. The largest gender gaps are in the Literacy and Expressive Arts and Design areas of learning, both at 13%.
...however the gender gaps are closing in most areas of learning	Since 2014/15, the gender gap has narrowed in Personal, Social and Emotional and Expressive Arts and Design. It has remained the same in Communication and Language, Physical Development, Literacy, Mathematics and Understanding the World.	Since 2014/15, the gender gap has narrowed in Literacy and Mathematics. It has remained the same in Understanding the World and Expressive Arts and Design. It has however increased in Communication and Language, Physical Development, and Personal, Social and Emotional.

Figure 1a: Percentage of children achieving at least the expected level rises - National

	2012/2013			
	Girls	Boys	All	Gap
Communication and Language	79	66	72	13
Physical Development	89	77	83	12
Personal, Social and Emotional	83	70	76	13
Literacy	69	53	61	16
Mathematics	70	63	66	7
Understanding the World	79	72	75	7
Expressive Arts and Design	87	70	78	17

	2013/2014				Gender gap change
	Girls	Boys	All	Gap	
Communication and Language	83	71	77	12	-1
Physical Development	91	80	86	11	-1
Personal, Social and Emotional	87	75	81	12	-1
Literacy	74	59	66	15	-1
Mathematics	77	68	72	9	2
Understanding the World	84	76	80	8	1
Expressive Arts and Design	90	76	83	14	-3

	2014/2015				Gender gap change
	Girls	Boys	All	Gap	
Communication and Language	86	75	80	11	-1
Physical Development	92	82	87	10	-1
Personal, Social and Emotional	89	78	84	11	-1
Literacy	78	63	70	15	0
Mathematics	80	72	76	8	-1
Understanding the World	86	78	82	8	0
Expressive Arts and Design	92	79	85	13	-1

	2015/2016				Gender gap change
	Girls	Boys	All	Gap	
Communication and Language	87	76	82	11	0
Physical Development	93	83	88	10	0
Personal, Social and Emotional	90	80	85	10	-1
Literacy	76	61	69	15	0
Mathematics	82	73	77	8	0
Understanding the World	87	79	83	8	0
Expressive Arts and Design	93	81	86	12	-1

Figure 1b: Percentage of children achieving at least the expected level rises - Gloucestershire

	2012/2013			
	Girls	Boys	All	Gap
Communication and Language	79	67	73	12
Physical Development	90	78	84	12
Personal, Social and Emotional	83	71	77	12
Literacy	72	57	64	15
Mathematics	71	65	68	6
Understanding the World	81	74	77	7
Expressive Arts and Design	90	74	81	16

	2013/2014				Gender gap change
	Girls	Boys	All	Gap	
	82	71	77	11	-1
	91	81	86	10	-2
	86	73	80	13	1
	72	58	65	14	-1
	73	67	70	6	0
	84	77	81	7	0
	92	78	85	14	-2

	2014/2015				Gender gap change
	Girls	Boys	All	Gap	
Communication and Language	86	75	81	11	0
Physical Development	93	84	89	9	-1
Personal, Social and Emotional	89	78	83	11	-2
Literacy	79	62	70	17	3
Mathematics	80	71	76	9	3
Understanding the World	88	79	84	9	2
Expressive Arts and Design	94	81	88	13	-1

	2015/2016				Gender gap change
	Girls	Boys	All	Gap	
	87	76	81	12	1
	93	83	88	10	1
	90	79	84	12	1
	78	65	71	13	-4
	80	73	76	7	-2
	88	79	84	9	0
	94	81	88	13	0

Number achieving each assessment rating within the learning goals

	National	Gloucestershire
Proportionally more children are exceeding in the early learning goals	<p>The percentage of children assessed as exceeding across all 17 early learning goals has varied since last year.</p> <p>In 2016, the goals in which most children were assessed as exceeding were Listening and Attention and Understanding, both 23% and Health and Self-Care, 20.0%.</p> <p>The goal with the lowest proportion exceeding is Writing at 11.7%.</p>	<p>The percentage of children assessed as exceeding across most 17 early learning goals has varied since last year.</p> <p>In 2016, the goals in which most children were assessed as exceeding were Understanding, 27.1% and Listening and Attention, 26.0%.</p> <p>The goal with the lowest proportion exceeding is Writing at 12.5%.</p>
...and proportionally more children are assessed as at least the expected level	<p>In 2016, the proportion of children being assessed as at least the expected level has again has varied in the 17 early learning goals.</p> <p>92.4% of children achieved at least the expected levels in Technology and 91.5% in Health and Self-Care.</p>	<p>In 2016, the proportion of children being assessed as at least the expected level has again has varied in the 17 early learning goals.</p> <p>94.8% of children achieved at least the expected levels in Technology and 92.7% in Health and Self-Care.</p>
The learning areas with the lowest proportion of children achieving at least the expected level are ...	<p>As in 2016, the four literacy and mathematics early learning goals had the lowest proportion of children achieving at least the expected level. More specifically, the lowest proportion achieving at least the expected level was in Writing, 72.6%.</p>	<p>As in 2016, the four literacy and mathematics early learning goals had the lowest proportion of children achieving at least the expected level. More specifically, the lowest proportion achieving at least the expected level was in Writing, 71.8%.</p>
Girls continue to outperform boys in all early learning goals at achieving at least the expected level	<p>As in 2016, girls outperformed boys in all of the early learning goals.</p> <p>Girls performed best in the Health and Self-Care, 94.7%, Moving and Handling, 94.4% and Exploring and Using Media and materials, 94.2% goals.</p> <p>Boys performed the best in Technology, 91.2% and Health and Self-Care, 88.5%.</p>	<p>As in 2016, girls outperformed boys in all of the early learning goals.</p> <p>Girls performed best in the Technology, 95.9% and Exploring and Using Media, 95.7% goals.</p> <p>Boys performed the best in Technology, 93.8% and Health and Self-Care, 90.1%.</p>

Figure 2a: The percentage achieving emerging level in each of the 17 early learning goals National

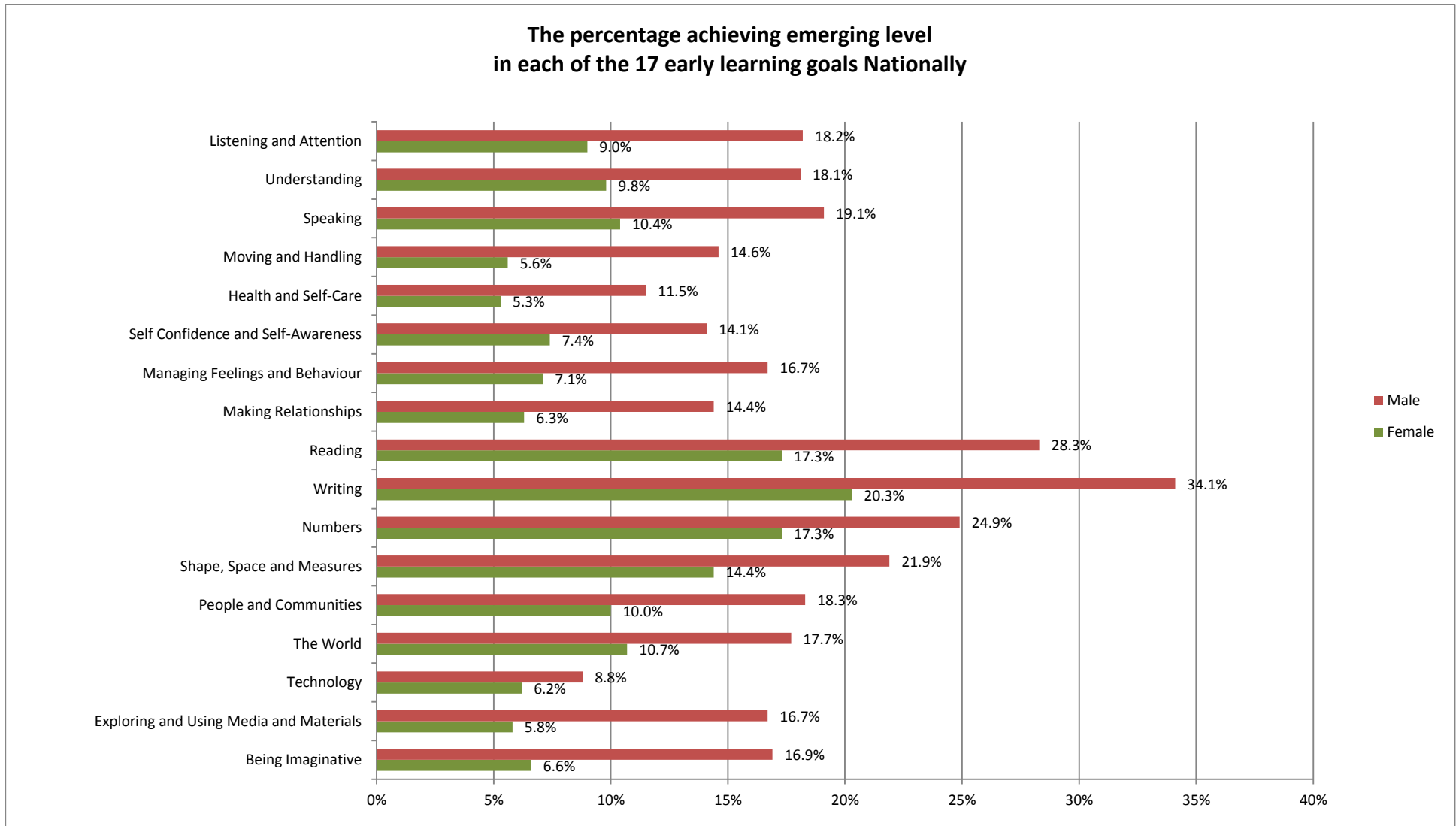


Figure 2b: The percentage achieving emerging level in each of the 17 early learning goals in Gloucestershire

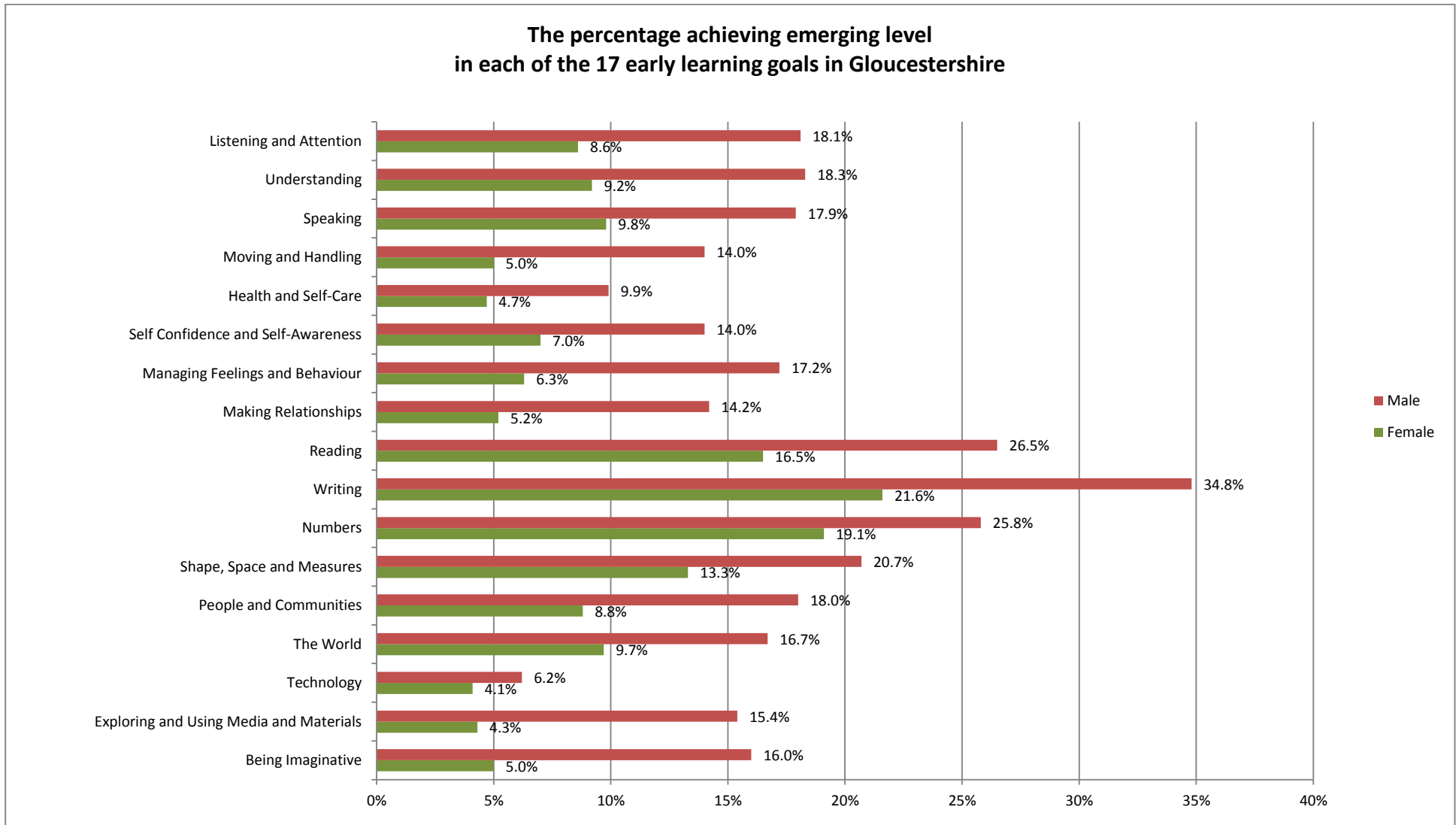


Figure 2c: The percentage achieving expected level in each of the 17 early learning goals National

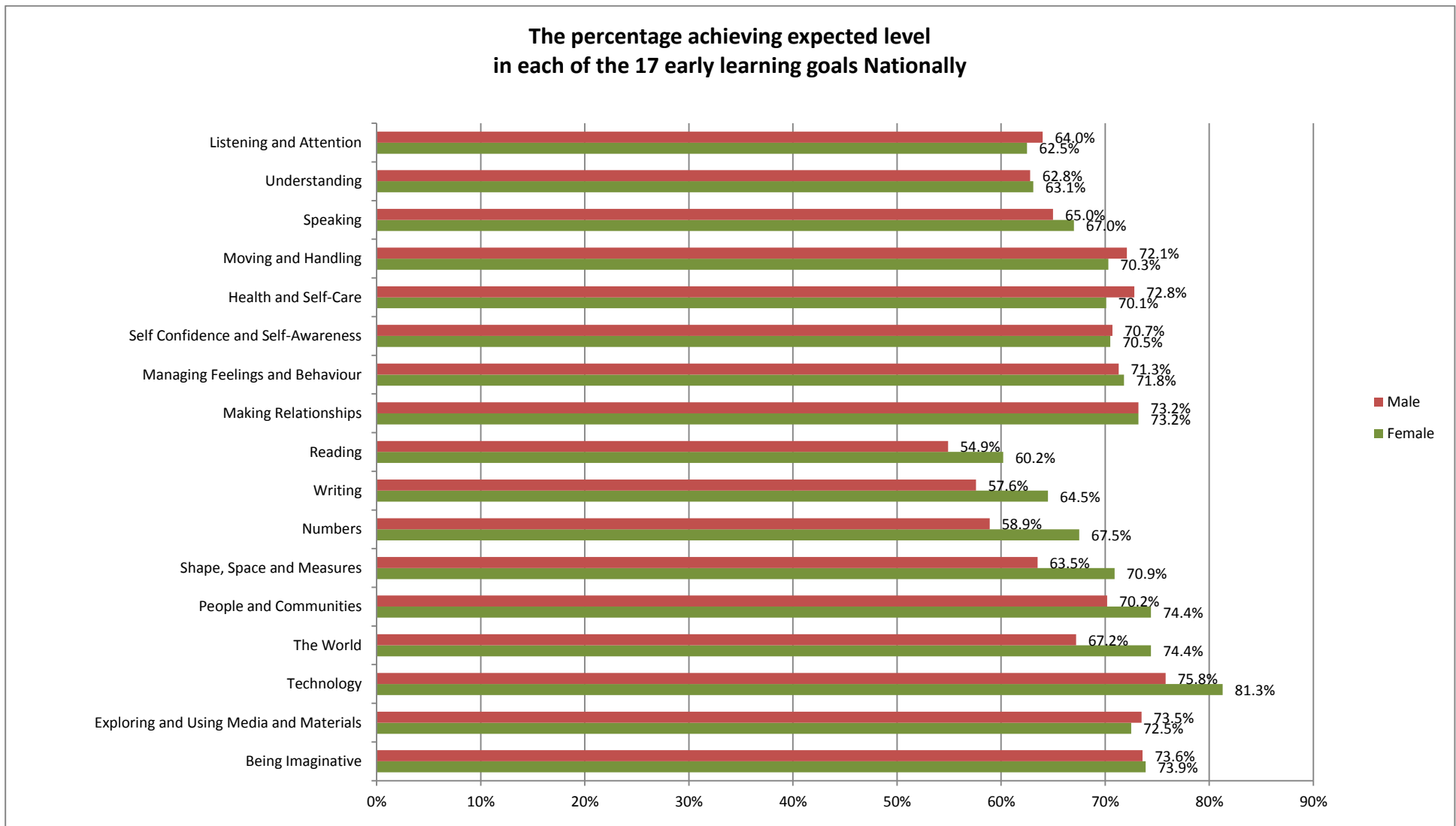


Figure 2d: The percentage achieving expected level in each of the 17 early learning goals in Gloucestershire

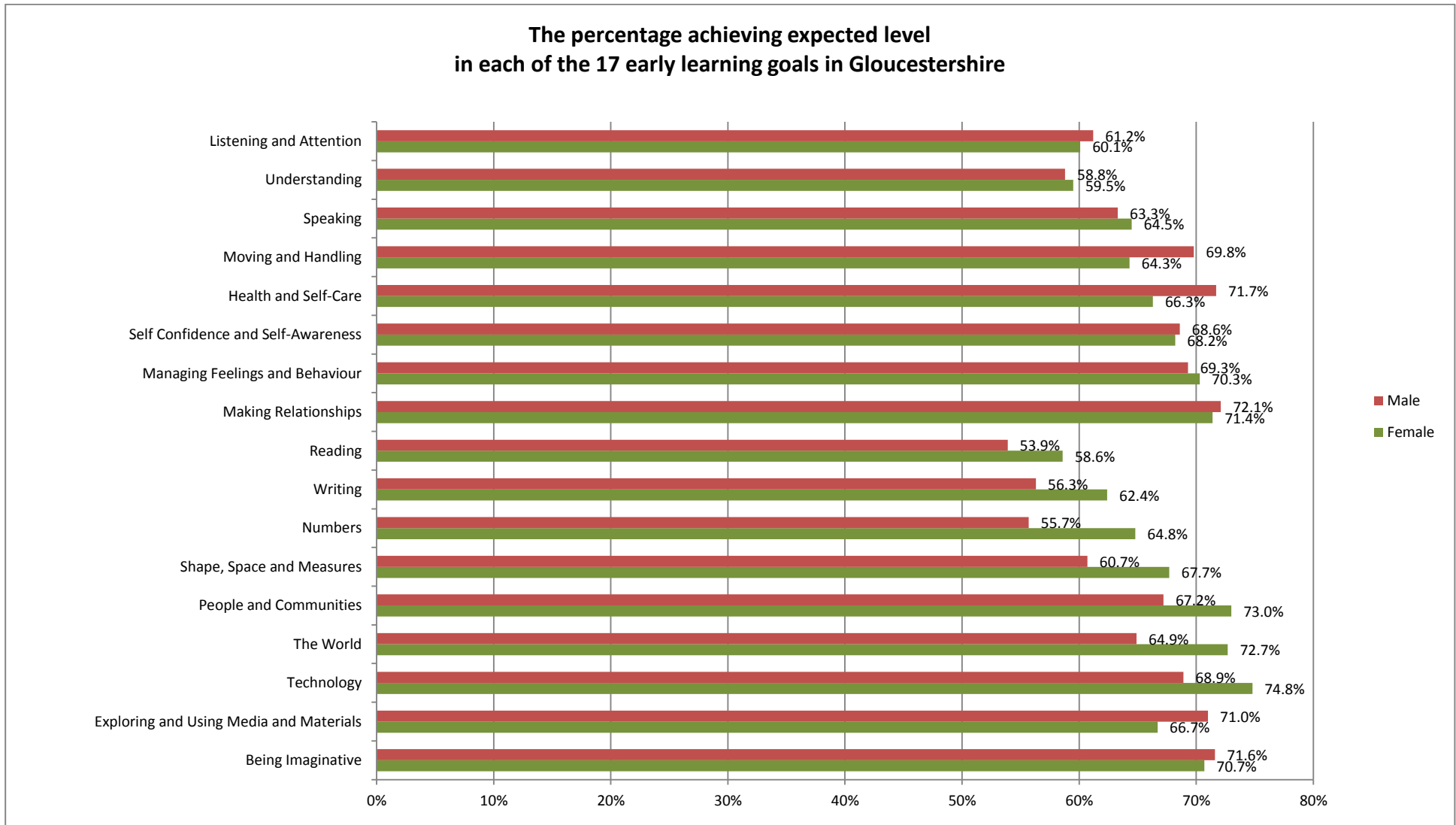


Figure 2e: The percentage achieving exceeding level in each of the 17 early learning goals National

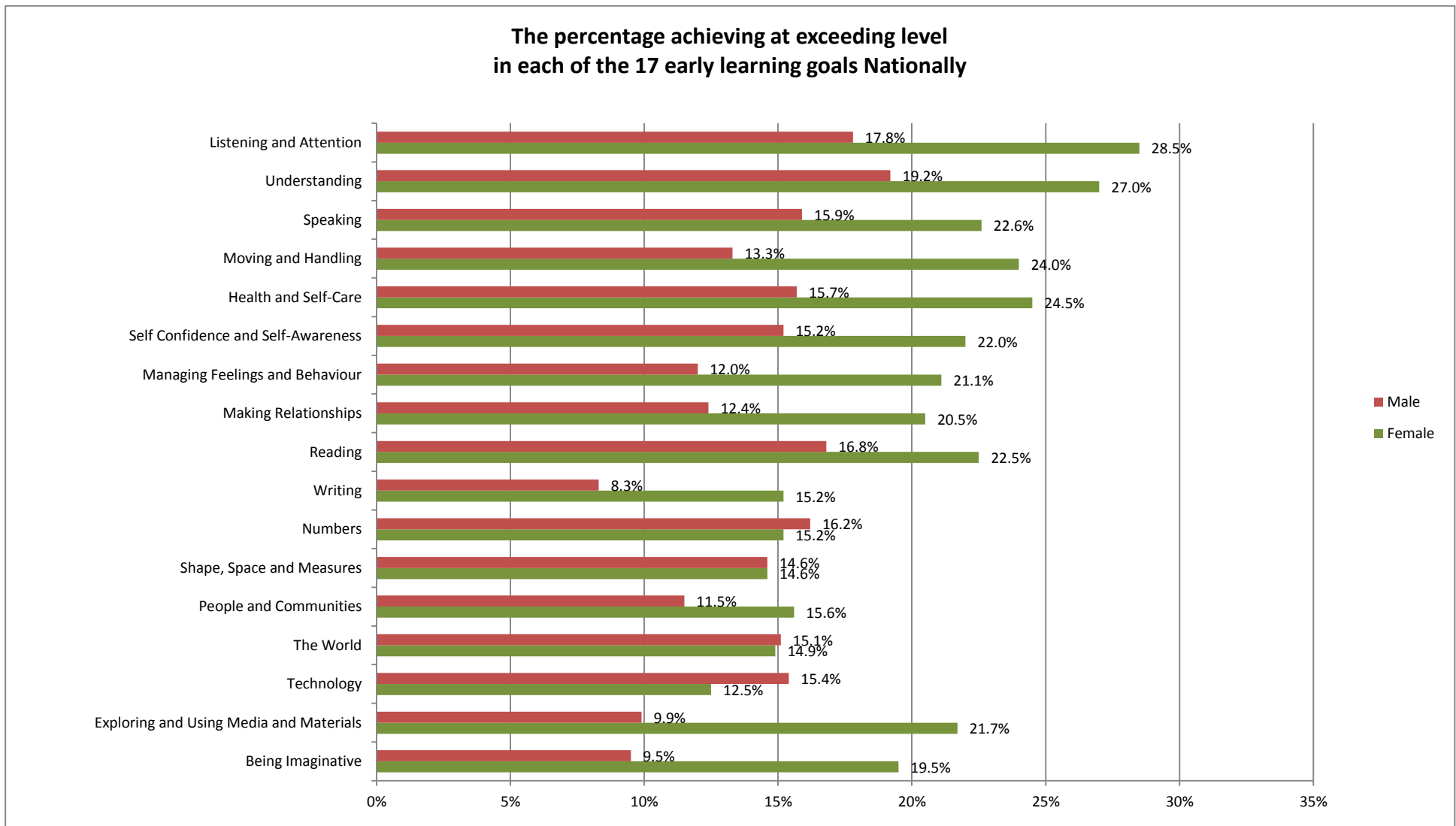


Figure 2f: The percentage achieving exceeding level in each of the 17 early learning goals in Gloucestershire

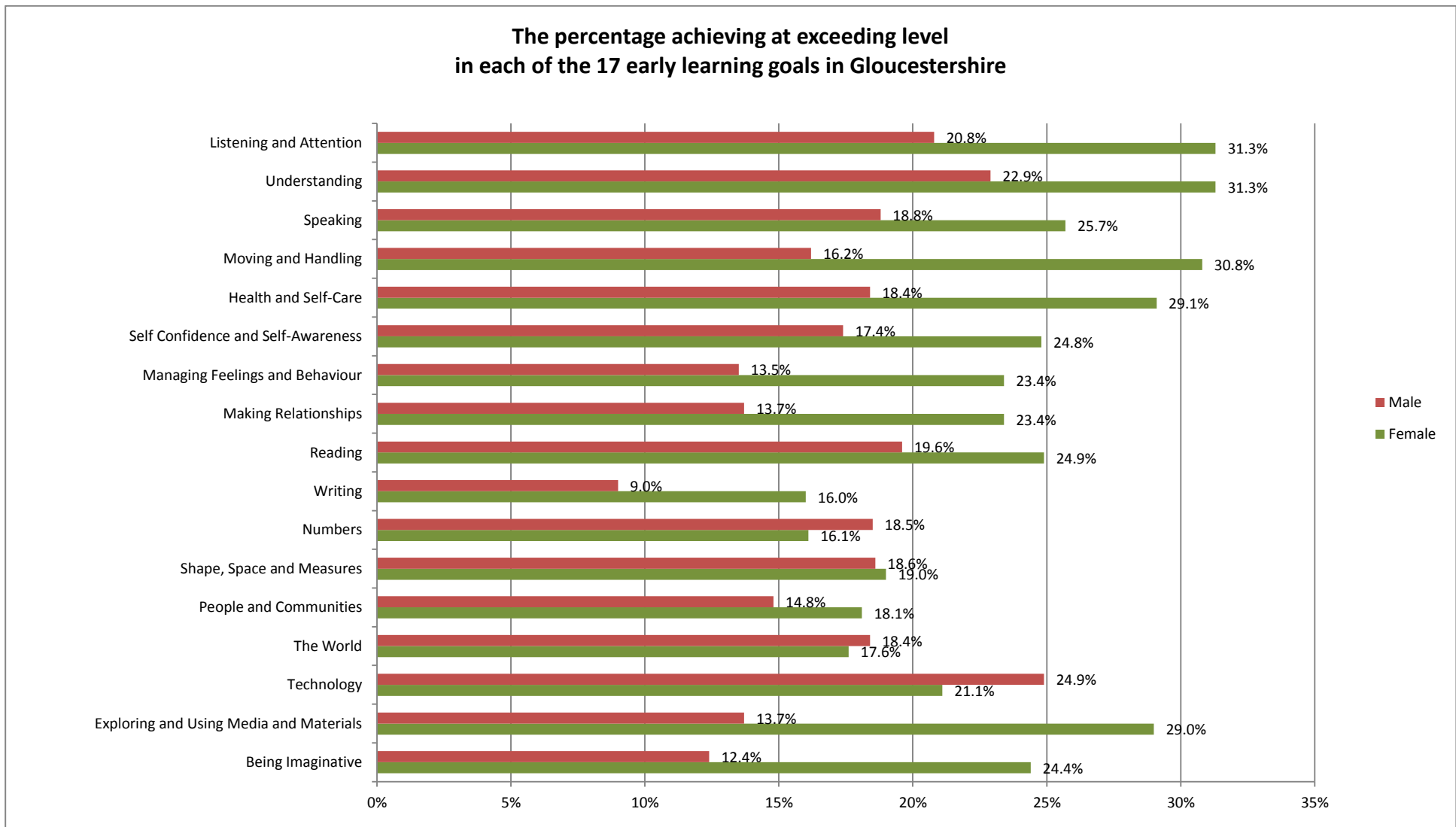


Figure 2g: The percentage achieving at least the expected level in each of the 17 early learning goals National

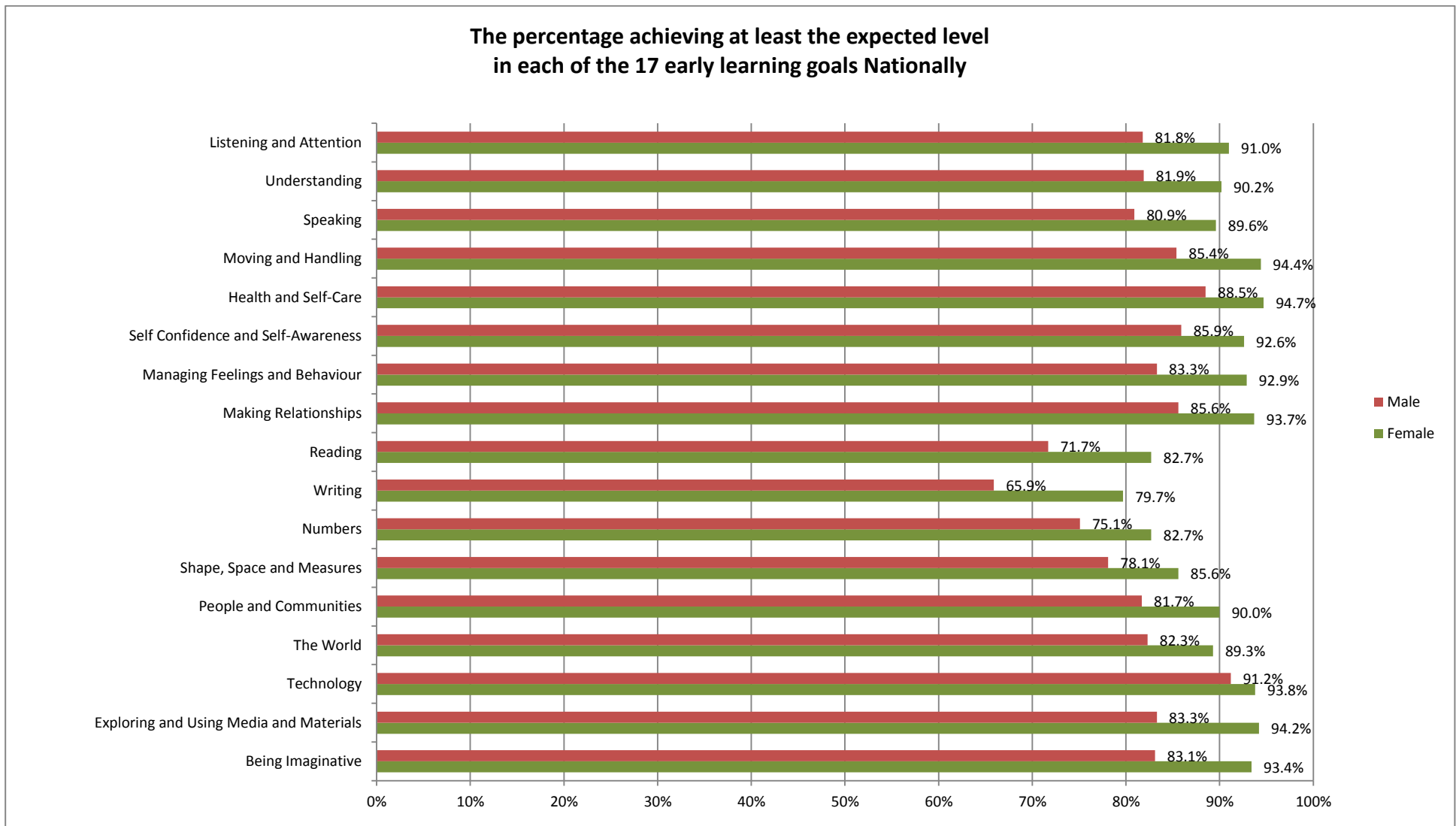


Figure 2h: The percentage achieving at least the expected level in each of the 17 early learning goals in Gloucestershire

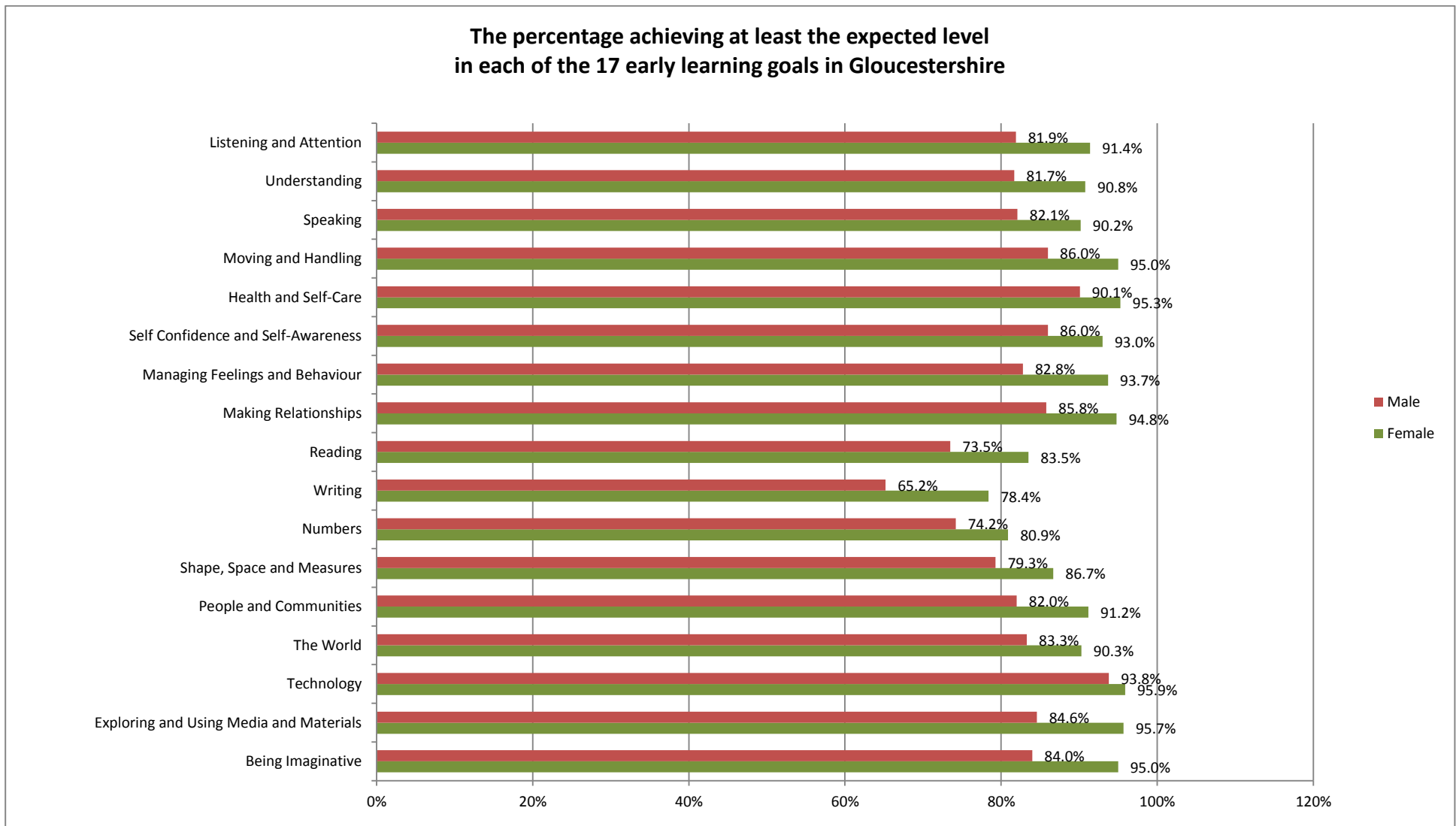
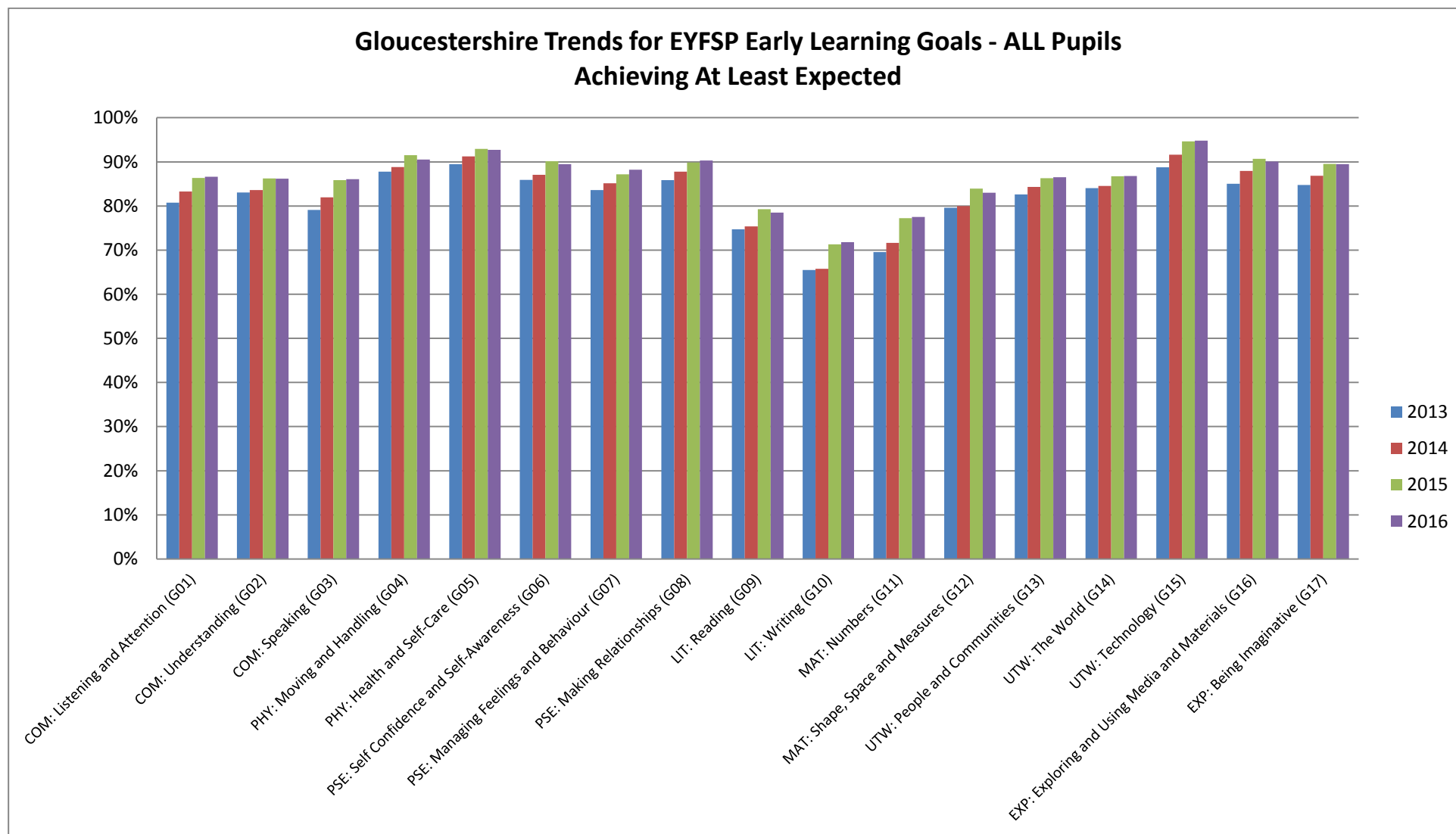


Figure 2i: Gloucestershire Trends for EYFSP Early Learning Goals - ALL Pupils Achieving At Least Expected



Number achieving at least the expected level in every one of the early learning goals

This measure counts the number of pupils who achieve at least the expected in each and every one of the 17 learning goals and therefore is different to figures mentioned in earlier sections.

	National	Gloucestershire
Children achieving at least the expected level across all 17 early learning goals.	<p>In 2016, 67% of children achieved at least the expected level across all 17 early learning goals.</p> <p>For girls, 75% achieved at least the expected level across all the goals in 2016.</p> <p>For boys, 60% achieved at least the expected level across all the goals in 2016.</p>	<p>In 2016, 65% of children achieved at least the expected level across all 17 early learning goals.</p> <p>For girls, 73% achieved at least the expected level across all the goals in 2016.</p> <p>For boys, 57% achieved at least the expected level across all the goals in 2016.</p>

Number achieving at least the expected level across the prime and specific areas of learning

Prime areas of learning are: communication and language; physical development; and personal, social and emotional development.

Specific areas of learning are: literacy; mathematics; understanding the world; and expressive arts and design.

	National	Gloucestershire
Within the prime areas of learning.	In 2016, 78% of children achieved at least the expected level across the prime areas of learning. The proportion of girls achieving the expected level was 85% compared to 72% for boys.	In 2016, 77% of children achieved at least the expected level across the prime areas of learning. The proportion of girls achieving the expected level was 84% compared to 70% for boys.
Number achieving within the specific areas of learning.	In 2016, the number of children achieving at least the expected level across the specific areas of learning was 69%. The proportion of girls achieving the expected level was 76% and for boys 61%.	In 2016, the number of children achieving at least the expected level across the specific areas of learning was 67%. The proportion of girls achieving the expected level was 74% and for boys 60%.

Narrowing the Gap

	National	Gloucestershire
The achievement gap between the lowest attaining 20% of children and the mean is narrowing	In 2016, the achievement gap between the lowest attaining 20% of children and the mean average was 31.4%. The achievement gap has narrowed by 0.7% from 32.1% in 2015.	In 2016, the achievement gap between the lowest attaining 20% of children and the mean average was 30.9%. The achievement gap has increased by 0.2% from 30.7% in 2015.