

**Title:** Quality and Uses of Data: Early Years Foundation Stage Profile Results in England, 2011/12

**Description:** This document outlines the use made of these statistics and the types of decisions they inform. It provides information on the data sources and the quality and reliability of these statistics overall, and in relation to the range of potential uses.

**Publication:** SFR 23/2012

## Users and Usage

### Department for Education

The purpose of this publication is to provide the latest information on achievement outcomes at the end of the Early Years Foundation Stage (EYFS). This includes:

- Information on the total number of scale points achieved for each summary scale
- Information on the percentage of children working securely (achieving a total of 6 points or more) in each area of learning.
- Information on the percentage of children achieving a total of 78 points or more
- Information on the percentage of children achieving the 'good level of development' indicator.
- Information on the percentage of children achieving each Individual Scale Point.

*For more information on the items included in this statistical release and how they are calculated, please refer to the accompanying methodology note which is available alongside the publication at:*

<http://www.education.gov.uk/rsgateway/DB/SFR/s001091/index.shtml>

The main use of these statistics is by the Department for Education to provide advice to Ministers for policy monitoring and setting future policies.

### Other users

The main known external users of these statistics are Local Authorities who use the information to compare with regional and national averages and to benchmark themselves against other authorities.

Other users include:

- Department of Health – use 'Good level of development' indicator within the Public Health Outcomes Framework.
- Office of Deputy Prime Minister – Use EYFSP within Social Mobility Strategy.
- Child Poverty Unit – Use 'Good level of development' indicator to inform policies.

- Other UK government departments for comparison purposes.

## **User consultation**

We will continue to engage with users to ensure that the publication best meets their needs and welcome feedback and suggestions from any new or previously unknown users which we will take on board.

If you would like to feed in your views please contact us through:  
<http://www.education.gov.uk/rsgateway/usercons.shtml>

## **Data sources and Data quality**

### **Data sources**

Early Years Foundation Stage profile data is based on teacher assessments. The data is collected from schools and early years' settings via Local Authorities. This is the sixth 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. The Department for Education's data needs are met by asking Local Authorities to provide this full complement of data relating to those children in receipt of funding at the end of the EYFS only. In previous years, Local Authorities have submitted a random 10 per cent sample of their individual child level records and an aggregate level dataset covering all children. Individual scale point data, showing the actual scale point that a child has received is only submitted by schools and early years settings on a voluntary basis.

Full guidance relating to the 2012 data collection can be found on the Department for Education website via the link below:

<http://www.education.gov.uk/schools/adminandfinance/schooladmin/ims/datacollection/EYFS/a00200473/early-years-foundation-stage-profile-eyfsp-return-2012>

The Standards and Testing Agency (an executive agency of the Department for Education) are responsible for the development and delivery of all statutory assessments from early years to the end of Key Stage 3, which includes Early Years Foundation Stage Profile. Their role includes monitoring local authority moderation processes, as outlined in the requirements booklet which is available here:

<http://www.education.gov.uk/schools/teachingandlearning/assessment/monitoring/a00200207/eyfs-moderation>

They also lead on the production of the document outlining the assessment requirements for EYFSP, the 'Assessment and Reporting Arrangements' (ARA), which is available here:

<http://www.education.gov.uk/schools/teachingandlearning/assessment/eyfs/a00200086/early-years-foundation-stage-profile-assessment-in-2012>

### **Data quality (summary scales)**

The data for 2012 is comparable with previous years and is of a good quality. Returns were received from 99.9% of expected schools and early years' settings, the same figure as in 2011. The total number of children in the cohort reported on in this SFR is 619,100. This is made up of 302,000 girls and 317,100 boys (figures rounded to the nearest hundred).

Analysis by the Standards and Testing Agency suggests that from 2006 to 2009 developments in the way assessment and moderation have been conducted have contributed to the historic downturn in the percentage of children achieving at the higher end of the scales (8 or 9 points). These decreases in the number of children have levelled off in 2010, 2011 and 2012 suggesting that the reporting system has now become embedded.

### **Data quality (individual scale points)**

Individual scale point data are currently submitted on a voluntary basis by Local Authorities (LAs). For 2012 data were submitted for 57% of children, this is the same as was submitted in 2011. There were 10 LAs providing complete data, but most (129 LAs) provided partial data and 13 none at all. While these data have been assessed as representative, they are still based on a sample with a relatively low response rate and so the results should be treated with caution.

Of the settings that return summary scale EYFSP data, 92% are maintained schools or academies, and 8% are private, voluntary or independent (PVI) settings. PVI settings tend to have fewer eligible children than maintained schools and academies. A far higher proportion of maintained schools and academies return individual scale point data than for the other settings. 49% of maintained schools and academies return complete data, 6% return data for some of their pupils and 45% return no data at all. For PVI settings, 12% return data for all pupils, and 88% return none at all.