



**Foundation
Stage Profile
Officer Pack
2007**

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FOUNDATION STAGE PROFILE 2007 SCHOOL GRAPH PACK

Background

This report provides an overview of the school level Foundation Stage Profile assessment data.

The Foundation Stage Profile Graph Pack includes the following content:

- Summary tables of the cumulative percentage of pupils attaining each level and average scores for boys, girls and all pupils
- Further summary tables of the cumulative percentage of pupils attaining each level and average scores for each gender and all pupils by term of birth and ethnicity
- Line graphs showing the average scores for boys, girls and all pupils across the six main areas 2003 to 2007
- Radar graphs displaying the relative strengths of School and LA average scores for each of the main areas of learning for all pupils and by gender with further analysis by term of birth
- Stacked column diagrams showing a breakdown of the number and percentage of pupils in the school within the bottom and top 20% assessed pupils in the Local Authority for each main area and overall FSP by context

Technical details

1. Foundation Stage Profile assessment data is collected from schools/PVIs by the LA on behalf of the DCSF. All the School and LA data is derived from this data set. Leicestershire figures include eligible children in private early years settings. Low flier children are not included in the term of birth analysis.
2. There are six main areas of learning within the assessment containing 13 assessment scales, each with a scale of up to nine points:
 - PSED - Personal Social and Emotional Development (3 assessment scales)
 - CLL - Communication, Language and Literacy (4)
 - MAT - Mathematical Development (3)
 - KUW - Knowledge and Understanding of the World (1)
 - PD - Physical Development (1)
 - CD - Creative Development (1)
3. Children who achieve a scale score of six points or more across all scales are working securely within the early learning goals and are deemed to have reached a good level of development. Good scores in PSED and CLL are vital to children's further development beyond age 5.
4. For this report, components with a score of 0 (SEN, undergoing an alternative assessment) and N (not possible to make an assessment) are not shown in the analysis.

Enquiries

Please contact the following people listed below if you wish to make any comments regarding this report or if you have any queries regarding the analysis.

As this analysis is very much developmental we would welcome any comments so that the product can improve and evolve.

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Headline Commentary:

The overall average total Foundation Stage Profile score assessment for Leicestershire has risen since 2006. This is reflected in the scores for both girls and boys. This is a reversal in the trend between 2005 and 2006 when the average FSP total score declined. The average total FSP score rose from 85.3 in 2006 to 86.4 in 2007. Boys' overall assessments have risen from 83.1 to 83.6, and girls' overall assessments have risen from 87.7 to 89.4.

In 2007 Girls performed better than boys in all areas of learning. Despite boys' performance improving since last year the gender gap for average total FSP score has increased from 4.6 to 5.8 points. Between 2006 and 2007 there is no area of learning in which boys narrowed the assessment gap with girls at average points level. The bottom 20% performing pupils in Leicestershire is comprised of 64% boys and 36% girls.

Summer Term born children scored significantly lower overall than pupils born in other terms, with 58% of the lowest 20% attaining pupils in Leicestershire (those scoring 74 or less) being Summer born. Conversely 21% of both Autumn Term and Spring Term born children were assessed as being in the bottom 20% in Leicestershire. Autumn Term born pupils contributed 50% of the 20% highest assessed pupils in Leicester (those scoring 101 or more), with Summer Term born pupils supplying 26% and Spring Term pupils 24%.

Area of Learning Commentary:

Personal, Social and Emotional Development

The PSED average score for all pupils improved from 20.4 in 2006 to 20.6 in 2007. Boys' assessments are up from 19.7 to 19.9 and girls' assessments up from 21.0 to 21.4.

The Disposition and Attitudes component had the joint highest percentage of pupils assessed at 6+ or above in 2007 with 89% of pupils scoring at or above the threshold. Within the PSED area, learning Disposition and Attitudes was also the component with the smallest gender gap for pupils assessed at a level 6 or above, with 85% of boys and 92% of girls being assessed at 6+ or above.

Communication, Language and Literacy

The overall average score for the CLL area rose by 0.5 average points for all pupils from 2006 to 2007; this was the largest year on year gain of all the main areas of learning. Girls' assessments in this area are considerably higher than that of boys with boys gaining an average score of 24 and girls a score of 26.3. The CLL area of learning overall experienced the largest gender gap of all the main areas, with the gap widening by a further 0.3 points since 2006.

As per last year, writing has the lowest average score and percentage of pupils being assessed at a level 6 or above. The average score is 5.8 with 60% of pupils assessed at level 6 or above. Writing is also the component with the largest gender gap, with 19% more girls scoring a 6+ (70% against 51%) and a difference of 0.9 in average scores (6.3 against 5.4). The gender gap in writing has increased by a further 0.2 points on average since 2006.

Writing is the component in which the gap between the average for all children and those born in the Summer Term is the widest, with 10% fewer Summer Term children assessed at six points or above (50% against 60%).

Mathematical Development

The average score for the Maths main area of learning rose by 0.4 points in 2007, from 20.1 points in 2006 to 20.3 for this year's assessment. The score for boys remained static at 20.0 points, whilst the average score for girls rose by 0.4 from last year. Maths is the area of learning that experienced the largest widening of the year-on-year gender gap, growing by 0.4 points since last year.

The gender gaps for the individual Mathematical components are smaller overall than for components in all other areas except for Knowledge and Understanding of the World. Girls' performance exceeds boys' by 3% in the Numbers as Labels for Counting component with a gender gap of 6% for both Space, Shapes and Measures and Calculating.

Knowledge and Understanding of the World

This year the average points for KUW remained the same as per 2006 at 6.6, although the percentage of children assessed at a score of six or above has increased by 2%.

KUW is the area in which the smallest gender gap exists. Boys were assessed at 6.6 and girls at 6.7. For the percentage of pupils assessed at a six plus level, the gender gap between girls and boys has increased since 2006, with 2% more girls attaining a level six or above (81% against 79%). Last year the percentage of pupils attaining a six or above was equal for both boys and girls at 78%.

Physical Development

The average score for Physical Development has stayed consistent between 2003 and 2007, and the gender gap has also remained consistent between 0.4 and 0.5 points in favour of girls' assessments. The average score for boys in 2007 was 6.9 while girls were assessed at 7.3. The overall average point score was 7.1. The average point score has not changed since 2006 for girls, boys and overall, although the percentage of girls attaining a six or above has increased by 2% since last year.

Creative Development

The average score for Creative Development for boys and girls combined in 2007 shows little variation from 2006 with no significant change overall and a small rise of 0.1 in the girls average points. There is a considerable gap in assessments between genders with 15% more girls than boys assessed at six points or above (90% girls against 75% boys). This is a widening of the gender gap between 2006 and 2007 of 2.4% in favour of girls.

Moderation

Moderation 2006-7

1. Moderation of the Foundation Stage profile (FSP) in 2006-7 took two forms:
 - 25% settings/schools received a visit from a moderator
 - 75% were required to attend a local moderation meeting
2. A small number of schools were unable to attend and these will be followed up in the next round of moderation.
3. The focuses for both these processes were PSED and KUW. In both circumstances some 'tricky points' materials were used. These have been developed through the Midlands Assessment Adviser Association as training/moderation materials and have been shared extensively throughout the Midlands region. They further exemplify standards in areas which are difficult to judge and to find evidence for. These materials were made available on the LA website (EIS). Teachers in both the moderation visits and meetings were asked to consider the issues around assessing cultural development and understanding.
 - Moderation visits. These usually consisted of a half day visit (longer where there was more than one group of pupils). The moderator spent time with the teacher, discussing records and processes, observed a sample of children and then had further discussion with the teacher. Headteachers were encouraged to join the final feedback session. Teachers were asked to set up the session so that children could be observed in self initiated, independent learning.
 - Moderation meetings. These were held in local cluster groups. Teachers who had already had a visit from a moderator were also welcome to attend. Teachers were asked to bring some of their own observations to discuss with colleagues in addition to discussion around the 'tricky points' (see above).
4. There were no circumstances where agreement was not reached between the moderator and school.
5. The following issues and areas for development were picked up in a number of schools.
 - The use of the eprofile (recommended by the LA) is variable and was an area of development for a number of schools.
 - Schools that were using the eprofile were clearly able to focus on strengths and weaknesses of groups/ individual pupils and to make adjustments to planning and provision.
 - Some schools were using the Essex Target tracker for assessing, recording progress and setting targets.
 - Transition into Year 1 is quite variable. A number of reception teachers (who are also Year 1 teachers) feel that there is a need for Year 1 teachers to access training and support in making links between the Early Years curriculum and the National Curriculum, especially in terms of recording attainment and measuring progress numerically.
 - Provision for independent learning is improving. There is a developing understanding of the notion that 80% of assessment in the Foundation Stage should be based on observations and only 20% on more formal assessment opportunities. However, a number of schools still had the need to plan for more focussed observations as an area for development.
 - Assessment of the 'cultural development and understanding' areas is still problematic in some schools.
 - Many schools spoke positively of the impact of training in Early Reading.
 - Teachers welcomed the opportunity to attend the moderation meetings. The observations they had brought along were useful for promoting discussion.

Moderation 2007/8

1. A review of the LA moderation practices has been undertaken in order to ensure that moderation is seen as part of the wider support that is offered to schools and an integral part of the process of making ongoing assessments to plan next steps in learning. Moderation is part of the process of information gathering undertaken to ensure high quality provision. We need to support schools with the process of building up accurate judgements overtime. In order to achieve this we will be embarking on a more varied programme of moderation.
 - Schools who are receiving additional support will be moderated as part of this work.
 - Some school will be visited in both the spring and summer terms.
 - Schools will be moderated as part of the CLLD collaborative work they are undertaking
 - The remaining 50% of schools will attend two cluster meetings. One in the autumn and one in the summer terms

855 Leicestershire Foundation Stage Profile Summary Sheet - 2007

Boys	Total Pupils	Cumulative percentage achieving each level									Average Score	% Scoring 6+
		1	2	3	4	5	6	7	8	9		
PSED AS1	3349	100%	100%	99%	98%	95%	85%	68%	41%	9%	7.0	85%
PSED AS2	3349	100%	99%	99%	95%	89%	75%	50%	30%	7%	6.5	75%
PSED AS3	3349	100%	99%	96%	93%	86%	73%	56%	35%	6%	6.5	73%
PSED AOL	-	-	-	-	-	-	-	-	-	-	19.9	-
CLL AS1	3349	100%	99%	97%	94%	88%	76%	53%	31%	8%	6.4	76%
CLL AS2	3349	100%	98%	95%	86%	77%	64%	48%	25%	8%	6.0	64%
CLL AS3	3349	100%	99%	95%	91%	81%	65%	46%	27%	7%	6.1	65%
CLL AS4	3349	99%	97%	92%	81%	69%	51%	33%	16%	3%	5.4	51%
CLL AOL	-	-	-	-	-	-	-	-	-	-	24.0	-
MD AS1	3349	100%	99%	98%	96%	92%	88%	80%	44%	16%	7.1	87%
MD AS2	3349	99%	98%	94%	89%	83%	71%	54%	27%	6%	6.2	71%
MD AS3	3349	99%	98%	96%	94%	90%	82%	65%	31%	7%	6.6	82%
MD AOL	-	-	-	-	-	-	-	-	-	-	20.0	-
KUW	3349	100%	99%	98%	95%	90%	79%	60%	36%	3%	6.6	79%
PD	3349	100%	99%	98%	96%	93%	84%	69%	43%	5%	6.9	84%
CD	3349	100%	99%	98%	96%	90%	75%	47%	19%	2%	6.3	75%
FSP Total	-	-	-	-	-	-	-	-	-	-	83.6	-

Girls	Total Pupils	Cumulative percentage achieving each level									Average Score	% Scoring 6+
		1	2	3	4	5	6	7	8	9		
PSED AS1	3191	100%	100%	100%	99%	98%	92%	79%	54%	14%	7.4	92%
PSED AS2	3191	100%	100%	100%	98%	95%	87%	64%	41%	12%	7.0	87%
PSED AS3	3191	100%	99%	99%	97%	94%	85%	71%	47%	12%	7.0	85%
PSED AOL	-	-	-	-	-	-	-	-	-	-	21.4	-
CLL AS1	3191	100%	99%	98%	97%	94%	85%	64%	41%	12%	6.9	85%
CLL AS2	3191	100%	99%	98%	92%	85%	76%	61%	35%	14%	6.6	76%
CLL AS3	3191	100%	100%	97%	96%	90%	76%	57%	32%	10%	6.6	76%
CLL AS4	3191	100%	99%	96%	91%	84%	70%	52%	29%	7%	6.3	70%
CLL AOL	-	-	-	-	-	-	-	-	-	-	26.3	-
MD AS1	3191	100%	100%	99%	98%	96%	91%	86%	47%	18%	7.3	91%
MD AS2	3191	100%	99%	97%	93%	88%	77%	57%	28%	5%	6.4	77%
MD AS3	3191	100%	99%	98%	97%	94%	88%	72%	34%	8%	6.9	88%
MD AOL	-	-	-	-	-	-	-	-	-	-	20.7	-
KUW	3191	100%	100%	99%	97%	91%	81%	63%	36%	3%	6.7	81%
PD	3191	100%	100%	99%	99%	97%	93%	83%	56%	9%	7.3	93%
CD	3191	100%	100%	99%	99%	97%	90%	69%	38%	6%	7.0	90%
FSP Total	-	-	-	-	-	-	-	-	-	-	89.4	-

All Pupils	Total Pupils	Cumulative percentage achieving each level									Average Score	% Scoring 6+
		1	2	3	4	5	6	7	8	9		
PSED AS1	6540	100%	100%	99%	99%	97%	89%	74%	48%	11%	7.2	89%
PSED AS2	6540	100%	100%	99%	97%	92%	81%	56%	35%	10%	6.7	81%
PSED AS3	6540	100%	99%	97%	95%	90%	79%	63%	41%	9%	6.7	79%
PSED AOL	-	-	-	-	-	-	-	-	-	-	20.6	-
CLL AS1	6540	100%	99%	97%	95%	91%	80%	58%	36%	10%	6.7	80%
CLL AS2	6540	100%	99%	96%	89%	81%	70%	54%	30%	11%	6.3	69%
CLL AS3	6540	100%	99%	96%	93%	85%	71%	52%	29%	8%	6.3	70%
CLL AS4	6540	100%	98%	94%	86%	76%	60%	42%	22%	5%	5.8	60%
CLL AOL	-	-	-	-	-	-	-	-	-	-	25.1	-
MD AS1	6540	100%	99%	98%	97%	94%	89%	83%	45%	17%	7.2	89%
MD AS2	6540	99%	99%	95%	91%	85%	74%	55%	27%	6%	6.3	74%
MD AS3	6540	99%	99%	97%	96%	92%	85%	68%	32%	8%	6.8	85%
MD AOL	-	-	-	-	-	-	-	-	-	-	20.3	-
KUW	6540	100%	99%	98%	96%	90%	80%	62%	36%	3%	6.6	80%
PD	6540	100%	99%	99%	97%	95%	89%	76%	49%	7%	7.1	88%
CD	6540	100%	99%	98%	97%	93%	82%	58%	28%	4%	6.6	82%
FSP Total	-	-	-	-	-	-	-	-	-	-	86.4	-

855 Leicestershire Foundation Stage Profile 2007 - Autumn Born

Boys	Total Pupils	Cumulative percentage achieving each level									Average Score	% Scoring 6+
		1	2	3	4	5	6	7	8	9		
PSED AS1	1113	100%	100%	99%	99%	97%	90%	77%	51%	12%	7.3	90%
PSED AS2	1113	100%	100%	99%	96%	92%	80%	57%	37%	9%	6.7	80%
PSED AS3	1113	100%	99%	97%	95%	90%	78%	64%	43%	8%	6.7	78%
PSED AOL	-	-	-	-	-	-	-	-	-	-	20.7	-
CLL AS1	1113	100%	99%	97%	95%	90%	82%	63%	41%	12%	6.8	82%
CLL AS2	1113	100%	99%	97%	91%	84%	73%	60%	35%	13%	6.5	73%
CLL AS3	1113	100%	99%	96%	94%	87%	74%	57%	36%	11%	6.5	74%
CLL AS4	1113	100%	98%	95%	89%	79%	63%	46%	23%	5%	6.0	63%
CLL AOL	-	-	-	-	-	-	-	-	-	-	25.8	-
MD AS1	1113	100%	99%	98%	98%	96%	94%	88%	56%	25%	7.5	94%
MD AS2	1113	99%	99%	97%	93%	89%	81%	65%	37%	11%	6.7	81%
MD AS3	1113	100%	99%	97%	96%	94%	88%	74%	42%	11%	7.0	88%
MD AOL	-	-	-	-	-	-	-	-	-	-	21.3	-
KUW	1113	100%	99%	98%	97%	93%	85%	70%	44%	4%	6.9	85%
PD	1113	100%	100%	99%	98%	94%	89%	78%	53%	8%	7.2	89%
CD	1113	100%	99%	99%	97%	94%	81%	55%	25%	3%	6.5	80%
FSP Total	-	-	-	-	-	-	-	-	-	-	88.5	-

Girls	Total Pupils	Cumulative percentage achieving each level									Average Score	% Scoring 6+
		1	2	3	4	5	6	7	8	9		
PSED AS1	1057	100%	100%	100%	100%	99%	96%	88%	64%	21%	7.7	96%
PSED AS2	1057	100%	100%	100%	99%	97%	90%	71%	49%	17%	7.2	90%
PSED AS3	1057	100%	100%	99%	98%	96%	90%	77%	54%	17%	7.3	90%
PSED AOL	-	-	-	-	-	-	-	-	-	-	22.2	-
CLL AS1	1057	100%	100%	99%	98%	96%	91%	73%	52%	18%	7.3	91%
CLL AS2	1057	100%	99%	99%	95%	90%	84%	72%	47%	23%	7.1	84%
CLL AS3	1057	100%	100%	99%	98%	94%	85%	70%	44%	17%	7.1	85%
CLL AS4	1057	100%	99%	98%	95%	91%	80%	65%	42%	12%	6.8	80%
CLL AOL	-	-	-	-	-	-	-	-	-	-	28.2	-
MD AS1	1057	100%	100%	99%	99%	98%	96%	92%	59%	28%	7.7	96%
MD AS2	1057	100%	99%	98%	97%	93%	86%	69%	38%	9%	6.9	86%
MD AS3	1057	100%	100%	99%	99%	97%	93%	82%	44%	12%	7.2	93%
MD AOL	-	-	-	-	-	-	-	-	-	-	21.9	-
KUW	1057	100%	100%	99%	98%	95%	87%	73%	45%	5%	7.0	87%
PD	1057	100%	100%	99%	99%	98%	96%	89%	66%	13%	7.6	96%
CD	1057	100%	100%	99%	99%	98%	93%	77%	47%	9%	7.2	93%
FSP Total	-	-	-	-	-	-	-	-	-	-	94.1	-

All Pupils	Total Pupils	Cumulative percentage achieving each level									Average Score	% Scoring 6+
		1	2	3	4	5	6	7	8	9		
PSED AS1	2170	100%	100%	99%	99%	98%	93%	82%	57%	16%	7.5	93%
PSED AS2	2170	100%	100%	100%	98%	94%	85%	64%	43%	13%	7.0	85%
PSED AS3	2170	100%	99%	98%	97%	93%	84%	70%	49%	12%	7.0	84%
PSED AOL	-	-	-	-	-	-	-	-	-	-	21.4	-
CLL AS1	2170	100%	99%	98%	97%	93%	86%	68%	46%	15%	7.0	86%
CLL AS2	2170	100%	99%	98%	93%	87%	78%	66%	41%	18%	6.8	78%
CLL AS3	2170	100%	100%	98%	96%	90%	79%	64%	40%	13%	6.8	79%
CLL AS4	2170	100%	99%	96%	92%	85%	71%	55%	32%	8%	6.4	71%
CLL AOL	-	-	-	-	-	-	-	-	-	-	27.0	-
MD AS1	2170	100%	100%	99%	98%	97%	95%	90%	57%	26%	7.6	95%
MD AS2	2170	100%	99%	98%	95%	91%	83%	67%	37%	10%	6.8	83%
MD AS3	2170	100%	99%	98%	97%	95%	91%	78%	43%	11%	7.1	90%
MD AOL	-	-	-	-	-	-	-	-	-	-	21.6	-
KUW	2170	100%	99%	99%	98%	94%	86%	71%	44%	4%	7.0	86%
PD	2170	100%	100%	99%	98%	96%	92%	83%	59%	11%	7.4	92%
CD	2170	100%	100%	99%	98%	96%	87%	66%	36%	6%	6.9	87%
FSP Total	-	-	-	-	-	-	-	-	-	-	91.2	-

855 Leicestershire Foundation Stage Profile 2007 - Spring Born

Boys	Total Pupils	Cumulative percentage achieving each level									Average Score	% Scoring 6+
		1	2	3	4	5	6	7	8	9		
PSED AS1	804	100%	99%	99%	98%	96%	88%	70%	42%	9%	7.0	87%
PSED AS2	804	100%	100%	99%	96%	90%	77%	49%	29%	8%	6.5	77%
PSED AS3	804	100%	99%	97%	94%	88%	74%	56%	34%	7%	6.5	74%
PSED AOL	-	-	-	-	-	-	-	-	-	-	20.0	-
CLL AS1	804	100%	99%	97%	96%	90%	79%	54%	31%	7%	6.5	79%
CLL AS2	804	99%	99%	95%	89%	79%	66%	51%	25%	7%	6.1	66%
CLL AS3	804	100%	99%	95%	93%	83%	68%	48%	28%	6%	6.2	67%
CLL AS4	804	100%	98%	93%	85%	73%	53%	34%	16%	2%	5.5	53%
CLL AOL	-	-	-	-	-	-	-	-	-	-	24.4	-
MD AS1	804	100%	99%	98%	97%	93%	89%	81%	44%	15%	7.2	88%
MD AS2	804	99%	99%	95%	91%	87%	74%	55%	28%	5%	6.3	73%
MD AS3	804	99%	99%	98%	96%	92%	84%	66%	30%	7%	6.7	83%
MD AOL	-	-	-	-	-	-	-	-	-	-	20.2	-
KUW	804	100%	99%	98%	96%	91%	81%	61%	37%	3%	6.7	81%
PD	804	100%	99%	99%	98%	95%	87%	72%	45%	5%	7.0	86%
CD	804	100%	99%	98%	97%	91%	77%	48%	21%	2%	6.3	76%
FSP Total	-	-	-	-	-	-	-	-	-	-	84.5	-

Girls	Total Pupils	Cumulative percentage achieving each level									Average Score	% Scoring 6+
		1	2	3	4	5	6	7	8	9		
PSED AS1	773	100%	100%	100%	99%	98%	94%	81%	55%	14%	7.4	94%
PSED AS2	773	100%	100%	100%	99%	96%	88%	66%	43%	11%	7.0	88%
PSED AS3	773	100%	100%	99%	98%	95%	86%	72%	47%	12%	7.1	86%
PSED AOL	-	-	-	-	-	-	-	-	-	-	21.5	-
CLL AS1	773	100%	100%	98%	98%	95%	85%	66%	39%	10%	6.9	85%
CLL AS2	773	100%	100%	98%	94%	89%	80%	64%	36%	13%	6.7	80%
CLL AS3	773	100%	100%	98%	97%	91%	80%	60%	30%	10%	6.6	80%
CLL AS4	773	100%	99%	97%	94%	86%	74%	54%	29%	6%	6.4	74%
CLL AOL	-	-	-	-	-	-	-	-	-	-	26.7	-
MD AS1	773	100%	100%	99%	98%	96%	93%	87%	46%	19%	7.4	93%
MD AS2	773	100%	99%	97%	95%	90%	77%	57%	28%	5%	6.5	77%
MD AS3	773	100%	99%	99%	97%	95%	90%	73%	36%	8%	7.0	90%
MD AOL	-	-	-	-	-	-	-	-	-	-	20.8	-
KUW	773	100%	100%	99%	97%	93%	83%	63%	37%	3%	6.7	83%
PD	773	100%	100%	99%	98%	98%	94%	84%	58%	8%	7.4	94%
CD	773	100%	100%	100%	99%	98%	92%	71%	37%	7%	7.0	92%
FSP Total	-	-	-	-	-	-	-	-	-	-	90.2	-

All Pupils	Total Pupils	Cumulative percentage achieving each level									Average Score	% Scoring 6+
		1	2	3	4	5	6	7	8	9		
PSED AS1	1577	100%	100%	99%	99%	97%	91%	75%	48%	11%	7.2	91%
PSED AS2	1577	100%	100%	99%	97%	93%	82%	58%	36%	10%	6.7	82%
PSED AS3	1577	100%	99%	98%	96%	91%	80%	64%	41%	9%	6.8	80%
PSED AOL	-	-	-	-	-	-	-	-	-	-	20.7	-
CLL AS1	1577	100%	99%	98%	97%	92%	82%	60%	35%	8%	6.7	82%
CLL AS2	1577	100%	99%	97%	91%	84%	73%	57%	30%	10%	6.4	73%
CLL AS3	1577	100%	99%	97%	95%	87%	74%	54%	29%	8%	6.4	74%
CLL AS4	1577	100%	99%	95%	89%	79%	63%	44%	22%	4%	5.9	63%
CLL AOL	-	-	-	-	-	-	-	-	-	-	25.5	-
MD AS1	1577	100%	100%	99%	97%	95%	91%	84%	45%	17%	7.3	91%
MD AS2	1577	99%	99%	96%	93%	88%	75%	56%	28%	5%	6.4	75%
MD AS3	1577	99%	99%	98%	97%	93%	87%	70%	33%	8%	6.8	87%
MD AOL	-	-	-	-	-	-	-	-	-	-	20.5	-
KUW	1577	100%	99%	99%	96%	92%	82%	62%	37%	3%	6.7	82%
PD	1577	100%	99%	99%	98%	96%	90%	78%	51%	6%	7.2	90%
CD	1577	100%	100%	99%	98%	94%	84%	59%	29%	4%	6.7	84%
FSP Total	-	-	-	-	-	-	-	-	-	-	87.3	-

855 Leicestershire Foundation Stage Profile 2007 - Summer Born

Boys	Total Pupils	Cumulative percentage achieving each level									Average Score	% Scoring 6+
		1	2	3	4	5	6	7	8	9		
PSED AS1	1427	100%	99%	99%	97%	94%	80%	61%	33%	6%	6.7	80%
PSED AS2	1427	100%	99%	99%	94%	87%	71%	44%	24%	5%	6.2	71%
PSED AS3	1427	100%	98%	96%	92%	83%	69%	50%	29%	4%	6.2	69%
PSED AOL	-	-	-	-	-	-	-	-	-	-	19.2	-
CLL AS1	1427	100%	99%	96%	92%	85%	70%	44%	23%	5%	6.1	70%
CLL AS2	1427	100%	97%	94%	82%	70%	55%	37%	17%	6%	5.6	55%
CLL AS3	1427	100%	98%	93%	88%	76%	57%	37%	19%	4%	5.7	56%
CLL AS4	1427	99%	96%	88%	74%	59%	40%	23%	10%	1%	4.9	40%
CLL AOL	-	-	-	-	-	-	-	-	-	-	22.4	-
MD AS1	1427	100%	99%	96%	94%	89%	82%	73%	35%	9%	6.8	82%
MD AS2	1427	99%	98%	92%	85%	77%	63%	44%	19%	4%	5.8	63%
MD AS3	1427	99%	98%	95%	92%	86%	77%	57%	23%	5%	6.3	77%
MD AOL	-	-	-	-	-	-	-	-	-	-	18.9	-
KUW	1427	100%	99%	97%	93%	87%	74%	53%	28%	2%	6.3	74%
PD	1427	100%	99%	97%	95%	90%	79%	61%	36%	3%	6.6	79%
CD	1427	99%	98%	97%	95%	87%	70%	39%	15%	1%	6.0	70%
FSP Total	-	-	-	-	-	-	-	-	-	-	79.5	-

Girls	Total Pupils	Cumulative percentage achieving each level									Average Score	% Scoring 6+
		1	2	3	4	5	6	7	8	9		
PSED AS1	1358	100%	100%	100%	99%	98%	89%	72%	47%	9%	7.1	89%
PSED AS2	1358	100%	100%	99%	98%	94%	83%	56%	34%	9%	6.7	83%
PSED AS3	1358	100%	99%	98%	97%	92%	81%	65%	41%	8%	6.8	81%
PSED AOL	-	-	-	-	-	-	-	-	-	-	20.7	-
CLL AS1	1358	100%	99%	98%	96%	92%	80%	55%	33%	7%	6.6	80%
CLL AS2	1358	99%	99%	97%	89%	78%	67%	50%	25%	8%	6.1	67%
CLL AS3	1358	100%	99%	96%	93%	85%	68%	47%	23%	5%	6.2	68%
CLL AS4	1358	100%	99%	94%	86%	77%	60%	40%	19%	3%	5.8	60%
CLL AOL	-	-	-	-	-	-	-	-	-	-	24.7	-
MD AS1	1358	100%	99%	99%	97%	94%	87%	80%	37%	10%	7.0	87%
MD AS2	1358	99%	99%	95%	90%	82%	69%	46%	20%	2%	6.0	69%
MD AS3	1358	99%	99%	97%	96%	92%	83%	64%	26%	5%	6.6	83%
MD AOL	-	-	-	-	-	-	-	-	-	-	19.7	-
KUW	1358	100%	99%	98%	95%	88%	75%	55%	29%	1%	6.4	75%
PD	1358	100%	99%	99%	98%	96%	91%	78%	47%	7%	7.1	91%
CD	1358	100%	99%	99%	99%	96%	86%	62%	31%	4%	6.8	86%
FSP Total	-	-	-	-	-	-	-	-	-	-	85.3	-

All Pupils	Total Pupils	Cumulative percentage achieving each level									Average Score	% Scoring 6+
		1	2	3	4	5	6	7	8	9		
PSED AS1	2785	100%	100%	99%	98%	96%	84%	66%	40%	7%	6.9	84%
PSED AS2	2785	100%	99%	99%	96%	90%	77%	50%	29%	7%	6.5	77%
PSED AS3	2785	100%	99%	97%	94%	88%	75%	58%	35%	6%	6.5	75%
PSED AOL	-	-	-	-	-	-	-	-	-	-	19.9	-
CLL AS1	2785	100%	99%	97%	94%	88%	75%	50%	28%	6%	6.4	75%
CLL AS2	2785	99%	98%	95%	85%	74%	61%	43%	21%	7%	5.9	61%
CLL AS3	2785	100%	99%	94%	91%	81%	62%	41%	21%	5%	5.9	62%
CLL AS4	2785	99%	97%	91%	80%	68%	50%	31%	14%	2%	5.3	50%
CLL AOL	-	-	-	-	-	-	-	-	-	-	23.5	-
MD AS1	2785	100%	99%	97%	96%	91%	85%	76%	36%	10%	6.9	85%
MD AS2	2785	99%	98%	93%	88%	79%	66%	45%	19%	3%	5.9	66%
MD AS3	2785	99%	98%	96%	94%	89%	80%	60%	24%	5%	6.5	79%
MD AOL	-	-	-	-	-	-	-	-	-	-	19.3	-
KUW	2785	100%	99%	97%	94%	87%	75%	54%	29%	2%	6.4	75%
PD	2785	100%	99%	98%	96%	93%	85%	69%	41%	5%	6.9	85%
CD	2785	99%	99%	98%	97%	91%	78%	51%	23%	3%	6.4	78%
FSP Total	-	-	-	-	-	-	-	-	-	-	82.3	-

855 Leicestershire Foundation Stage Profile 2007 - Ethnicity

White	Total Pupils	Cumulative percentage achieving each level									Average Score	% Scoring 6+
		1	2	3	4	5	6	7	8	9		
PSED AS1	5709	100%	100%	99%	99%	97%	89%	74%	48%	11%	7.2	89%
PSED AS2	5709	100%	100%	100%	97%	92%	81%	57%	35%	10%	6.7	81%
PSED AS3	5709	100%	99%	98%	96%	91%	80%	64%	41%	9%	6.8	80%
PSED AOL	-	-	-	-	-	-	-	-	-	-	20.6	-
CLL AS1	5709	100%	99%	98%	96%	91%	81%	59%	37%	10%	6.7	81%
CLL AS2	5709	100%	99%	97%	90%	81%	70%	54%	29%	11%	6.3	70%
CLL AS3	5709	100%	99%	96%	94%	86%	71%	52%	30%	8%	6.4	71%
CLL AS4	5709	100%	98%	94%	86%	76%	61%	42%	22%	5%	5.8	61%
CLL AOL	-	-	-	-	-	-	-	-	-	-	25.2	-
MD AS1	5709	100%	100%	98%	97%	94%	89%	83%	45%	16%	7.2	89%
MD AS2	5709	100%	99%	95%	92%	86%	75%	55%	27%	6%	6.3	75%
MD AS3	5709	100%	99%	98%	96%	93%	86%	69%	33%	8%	6.8	86%
MD AOL	-	-	-	-	-	-	-	-	-	-	20.4	-
KUW	5709	100%	99%	98%	96%	91%	81%	62%	37%	3%	6.7	81%
PD	5709	100%	100%	99%	97%	95%	89%	76%	50%	7%	7.1	89%
CD	5709	100%	99%	99%	98%	94%	83%	58%	29%	5%	6.6	83%
FSP Total	-	-	-	-	-	-	-	-	-	-	86.7	-

Asian	Total Pupils	Cumulative percentage achieving each level									Average Score	% Scoring 6+
		1	2	3	4	5	6	7	8	9		
PSED AS1	401	100%	100%	100%	100%	98%	87%	70%	43%	7%	7.0	87%
PSED AS2	401	100%	100%	100%	98%	93%	80%	53%	30%	6%	6.6	80%
PSED AS3	401	100%	99%	98%	96%	88%	70%	55%	33%	4%	6.4	70%
PSED AOL	-	-	-	-	-	-	-	-	-	-	20.1	-
CLL AS1	401	100%	100%	97%	93%	85%	72%	48%	22%	4%	6.2	72%
CLL AS2	401	100%	99%	97%	89%	79%	67%	52%	28%	10%	6.2	67%
CLL AS3	401	100%	99%	97%	93%	83%	63%	45%	20%	7%	6.1	63%
CLL AS4	401	100%	100%	96%	89%	73%	55%	38%	17%	2%	5.7	55%
CLL AOL	-	-	-	-	-	-	-	-	-	-	24.2	-
MD AS1	401	100%	100%	99%	97%	95%	91%	84%	40%	19%	7.2	91%
MD AS2	401	100%	99%	96%	89%	80%	68%	50%	19%	4%	6.0	68%
MD AS3	401	100%	99%	96%	93%	86%	75%	57%	23%	3%	6.3	75%
MD AOL	-	-	-	-	-	-	-	-	-	-	19.6	-
KUW	401	100%	99%	98%	92%	84%	70%	47%	20%	1%	6.1	70%
PD	401	100%	100%	100%	100%	96%	89%	71%	34%	3%	6.9	89%
CD	401	100%	100%	99%	97%	93%	76%	47%	16%	1%	6.3	76%
FSP Total	-	-	-	-	-	-	-	-	-	-	83.2	-

Black	Total Pupils	Cumulative percentage achieving each level									Average Score	% Scoring 6+
		1	2	3	4	5	6	7	8	9		
PSED AS1	28	100%	100%	100%	100%	100%	89%	57%	39%	4%	6.9	89%
PSED AS2	28	100%	100%	100%	93%	82%	75%	36%	21%	4%	6.1	75%
PSED AS3	28	100%	96%	86%	82%	75%	64%	46%	21%	4%	5.8	64%
PSED AOL	-	-	-	-	-	-	-	-	-	-	18.8	-
CLL AS1	28	100%	100%	96%	89%	75%	57%	32%	18%	7%	5.8	57%
CLL AS2	28	96%	96%	89%	75%	68%	50%	36%	18%	7%	5.6	52%
CLL AS3	28	100%	100%	89%	86%	82%	71%	32%	11%	7%	5.8	71%
CLL AS4	28	100%	96%	86%	79%	68%	43%	21%	7%	4%	5.0	43%
CLL AOL	-	-	-	-	-	-	-	-	-	-	21.9	-
MD AS1	28	100%	100%	100%	100%	96%	82%	75%	32%	18%	7.0	82%
MD AS2	28	100%	96%	86%	79%	68%	64%	32%	7%	4%	5.4	64%
MD AS3	28	100%	96%	89%	86%	79%	68%	54%	14%	0%	5.9	68%
MD AOL	-	-	-	-	-	-	-	-	-	-	18.3	-
KUW	28	100%	100%	96%	93%	86%	68%	50%	21%	0%	6.1	68%
PD	28	100%	100%	100%	100%	100%	93%	75%	46%	0%	7.1	93%
CD	28	100%	100%	100%	100%	93%	71%	50%	21%	4%	6.4	71%
FSP Total	-	-	-	-	-	-	-	-	-	-	78.6	-

855 Leicestershire Foundation Stage Profile 2007 - Ethnicity

<i>Mixed</i>	<i>Total Pupils</i>	<i>Cumulative percentage achieving each level</i>									<i>Average Score</i>	<i>% Scoring 6+</i>
		<i>1</i>	<i>2</i>	<i>3</i>	<i>4</i>	<i>5</i>	<i>6</i>	<i>7</i>	<i>8</i>	<i>9</i>		
PSED AS1	183	100%	100%	100%	99%	99%	90%	72%	50%	13%	7.2	90%
PSED AS2	183	100%	99%	99%	97%	93%	84%	56%	43%	9%	6.8	84%
PSED AS3	183	100%	98%	97%	96%	90%	80%	67%	44%	10%	6.8	80%
PSED AOL	-	-	-	-	-	-	-	-	-	-	20.8	-
CLL AS1	183	100%	99%	98%	96%	92%	80%	55%	33%	7%	6.6	80%
CLL AS2	183	100%	99%	98%	89%	77%	67%	52%	32%	14%	6.3	67%
CLL AS3	183	100%	100%	96%	95%	86%	69%	54%	32%	16%	6.5	69%
CLL AS4	183	100%	99%	95%	81%	73%	59%	42%	25%	7%	5.8	59%
CLL AOL	-	-	-	-	-	-	-	-	-	-	25.2	-
MD AS1	183	100%	100%	98%	98%	96%	91%	81%	48%	22%	7.3	91%
MD AS2	183	99%	99%	98%	95%	90%	73%	54%	30%	9%	6.5	73%
MD AS3	183	99%	99%	98%	97%	93%	89%	66%	30%	8%	6.8	89%
MD AOL	-	-	-	-	-	-	-	-	-	-	20.6	-
KUW	183	100%	99%	98%	97%	92%	81%	64%	36%	4%	6.7	81%
PD	183	100%	100%	98%	98%	95%	91%	79%	51%	8%	7.2	91%
CD	183	100%	99%	99%	98%	94%	85%	55%	28%	4%	6.6	85%
FSP Total	-	-	-	-	-	-	-	-	-	-	87.1	-

<i>Other</i>	<i>Total Pupils</i>	<i>Cumulative percentage achieving each level</i>									<i>Average Score</i>	<i>% Scoring 6+</i>
		<i>1</i>	<i>2</i>	<i>3</i>	<i>4</i>	<i>5</i>	<i>6</i>	<i>7</i>	<i>8</i>	<i>9</i>		
PSED AS1	52	100%	100%	100%	98%	96%	85%	71%	46%	8%	7.0	85%
PSED AS2	52	100%	100%	100%	98%	94%	90%	63%	44%	8%	7.0	90%
PSED AS3	52	100%	100%	100%	96%	90%	83%	65%	52%	10%	7.0	83%
PSED AOL	-	-	-	-	-	-	-	-	-	-	21.0	-
CLL AS1	52	100%	100%	98%	92%	85%	67%	44%	27%	6%	6.2	67%
CLL AS2	52	100%	100%	94%	83%	79%	65%	56%	27%	12%	6.2	65%
CLL AS3	52	100%	100%	94%	88%	77%	60%	35%	15%	6%	5.8	60%
CLL AS4	52	100%	100%	96%	83%	75%	60%	44%	23%	4%	5.8	60%
CLL AOL	-	-	-	-	-	-	-	-	-	-	23.9	-
MD AS1	52	100%	100%	98%	98%	94%	88%	85%	46%	17%	7.3	88%
MD AS2	52	100%	100%	94%	87%	81%	63%	52%	23%	6%	6.1	63%
MD AS3	52	100%	100%	96%	90%	83%	67%	46%	21%	6%	6.1	67%
MD AOL	-	-	-	-	-	-	-	-	-	-	19.4	-
KUW	52	100%	100%	100%	96%	81%	67%	58%	29%	2%	6.3	67%
PD	52	100%	100%	100%	98%	96%	92%	87%	56%	0%	7.3	92%
CD	52	100%	100%	100%	100%	98%	85%	54%	19%	0%	6.6	85%
FSP Total	-	-	-	-	-	-	-	-	-	-	84.5	-

<i>Refused and Not Obtained</i>	<i>Total Pupils</i>	<i>Cumulative percentage achieving each level</i>									<i>Average Score</i>	<i>% Scoring 6+</i>
		<i>1</i>	<i>2</i>	<i>3</i>	<i>4</i>	<i>5</i>	<i>6</i>	<i>7</i>	<i>8</i>	<i>9</i>		
PSED AS1	167	96%	92%	91%	90%	89%	82%	75%	55%	25%	7.0	82%
PSED AS2	167	95%	93%	91%	87%	84%	77%	65%	42%	26%	6.6	77%
PSED AS3	167	97%	93%	90%	88%	83%	76%	66%	48%	20%	6.6	76%
PSED AOL	-	-	-	-	-	-	-	-	-	-	20.2	-
CLL AS1	167	95%	92%	89%	86%	83%	76%	63%	42%	25%	6.5	76%
CLL AS2	167	93%	90%	87%	82%	78%	71%	63%	43%	23%	6.3	71%
CLL AS3	167	93%	92%	89%	86%	80%	75%	60%	42%	14%	6.3	75%
CLL AS4	167	93%	90%	87%	82%	77%	68%	53%	35%	8%	5.9	68%
CLL AOL	-	-	-	-	-	-	-	-	-	-	25.0	-
MD AS1	167	94%	92%	89%	87%	85%	83%	78%	57%	25%	6.9	83%
MD AS2	167	92%	90%	86%	83%	81%	71%	60%	41%	7%	6.1	71%
MD AS3	167	92%	92%	88%	87%	85%	82%	72%	44%	20%	6.6	82%
MD AOL	-	-	-	-	-	-	-	-	-	-	19.6	-
KUW	167	94%	91%	90%	87%	84%	78%	66%	46%	3%	6.4	78%
PD	167	96%	95%	91%	89%	87%	84%	78%	63%	26%	7.1	84%
CD	167	95%	92%	90%	89%	85%	81%	64%	37%	5%	6.4	81%
FSP Total	-	-	-	-	-	-	-	-	-	-	84.7	-

855 Leicestershire

Average Scores in the Six Main Areas

