DERBYSHIRE County Council

Improving life for local people

READY FOR SCHOOL IN DERBYSHIRE

September 2015

DRAFT

Journey to Excellence

NHS

DERBYSHIRE PARTNERSHIP FOR LEARNING

Success through Collaboration

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1. Introduction

The term ‘School Ready’ is used extensively by politicians and in the media to mean many different things for many different purposes. There is no clear national definition of what being ready for school actually means. In Derbyshire we felt that we needed to create a definition with those who live and work with 0-5 year olds. **We felt that having a definition of being Ready for School would help parents and professionals to feel confident about developing the right skills and attitudes in young children to set them off on a happy and successful path of learning.** We agreed to define this at the start of the Reception year, when children have their Fifth birthday.

The Derbyshire Early Years Strategic group commissioned the Ready for School survey in March 2015 to be conducted in June and July of that year. The survey was available on line for anyone interested in responding and in paper copy for targeted schools and settings and all Children’s Centres in the County. Participation was encouraged through an extensive media campaign. The survey was developed by Health and Education colleagues working together with a wider steering group of professionals acknowledged at the end of this report. It was trialled with a small number of schools, settings and parents prior to full release.

We were delighted by the strength of response to the Ready for School survey, with over 1,800 forms completed by parents and professionals all over Derbyshire. We would like to thank everybody that took the time to fill in the questionnaire for their time and for the clarity with which so many of them presented their views.

The purpose of this report is to analyse the results of the survey and present them in a way that is accessible to everybody. **The report will be used by all of us who coordinate services for young children and their families to support planning and development work so that Health, Education and Children’s Centres work together with parents and carers to make sure more children than ever arrive in Reception classes happy and ready to learn.**

What was really heartening was that very clear priorities emerged as we analysed the survey responses. We have synthesised these into what we have called **‘The 10 keys to unlocking school readiness.’**

We have used the very rich data gathered through the survey into three parts of this report so it can be accessed in varying degrees of depth according to level of interest.

1. The 10 keys to unlocking school readiness
2. Summary report and recommendations
3. Full report

2.

READY FOR SCHOOL IN DERBYSHIRE

The 10 keys to unlocking school readiness*

- I can settle happily without my parent/carer
- I can tell friends and grown-ups what I need
- I can take turns and share when I am playing
- I can go to the toilet on my own and wash my hands
- I can put on my own coat and shoes and feed myself
- I can tell a grown up if I am happy, sad or cross
- I know that what I do and say can make others happy or unhappy
- I am curious and want to learn and play
- I can stop what I am doing, listen and follow simple instructions
- I enjoy sharing books with grown ups

***If a child is developing typically for their age**

3. Executive Summary and Recommendations

Respondents

- 1,840 people responded to the Ready for School survey in June and July 2015.
- Responses were fairly equally split between parents and professionals, across Health (Health Visitors, School Nurses, Community Nursery Nurses, Speech and Language Therapists), Education (schools, settings and childminders) and Children's Centres. There were strong similarities between the views of all groups of respondents.
- Responses came from all localities in Derbyshire, but the largest response was from the High Peak and Derbyshire Dales.
- Respondents were all asked to rank four sets of questions from very important to not important. They were also asked to give five top priorities for school readiness and given the opportunity to make further comments.

Summary of findings

1. The survey responses confirmed that all respondents recognise that personal, social and emotional development (being able to share and relate to others and feeling confident) and self-help skills (being able to go to the toilet, dress and feed yourself) are key to being ready to learn and play in school. Communication and language skills also ranked highly in responses, recognising how important it is that children can listen and respond to adults and make their needs and feelings known. These aspects form the majority of the **10 keys to unlocking school readiness** identified in this report.
2. Early literacy and mathematics questions in the survey did not attract quite such high rankings. This does not mean that knowing letters and numbers and being able to write are not good things for children to be able to do at the start of Reception class. However these academic skills alone, will not equip a child adequately to be happy and learn well in the school environment; the personal social and emotional, self-help and communication and language skills being securely in place.
3. The importance of curiosity and a desire to learn emerged through the comments and priorities section of the survey. This is of course fundamentally important to being a successful learner at all stages in life.
4. A proportion of respondents felt that the current national single point of admission to Reception in September each year was not flexible enough to meet all children's needs as some children have only just reached the age of 4 years in the month before they start Reception. Some also expressed a desire for a more phased start to school with part time days leading up to full days and weeks.
5. Compulsory school age was seen by many respondents as being too young in this country. For example, one respondent commented "I feel that children go to school at too young an age in this country. I feel that at 4/5 children's emotional

security and well-being are more important than rushing them into academic learning if they're not ready".

6. Responses reflected the importance of Early Years education not becoming too formal too soon. Basic skills of reading and writing and mathematics do need to be taught, but in an appropriately fun way that recognises children's interests and their need for active playful learning throughout the Early Years Foundation Stage (0-5 years) and into Key Stage 1 (5-7 years).

Recommendations:

The following recommendations all have equal importance and will now be built into Derbyshire strategic planning for Health, Education and Children's Centre services:

- **All services will work together to ensure there is a consistent approach to school readiness and that it is a top priority for service development .**
- **Parents will be supported to develop a secure attachment to their infants and young children and to respond appropriately to their needs to promote development.**
- **Families and Early Years settings will be supported through the 'Every Child a Talker' programme so that typically developing children start school in Derbyshire with age appropriate language skills.**
- **Professionals need to agree appropriate shared milestones for toilet training and then parents must be helped to develop toilet training and other self-help skills at an appropriate time for their child.**
- **All schools will work in partnership with Early Years settings to implement best practice transition approaches.**
- **Schools will be supported to operate flexible admissions practice that best meets the needs of every child and family.**
- **All Derbyshire schools and Early Years settings will strive to deliver 0-5 education that is of the highest quality and child-centred so that children are ready for school. Schools will be ready to make learning exciting and developmentally appropriate for young children.**

READY FOR SCHOOL IN DERBYSHIRE

4. Full Report

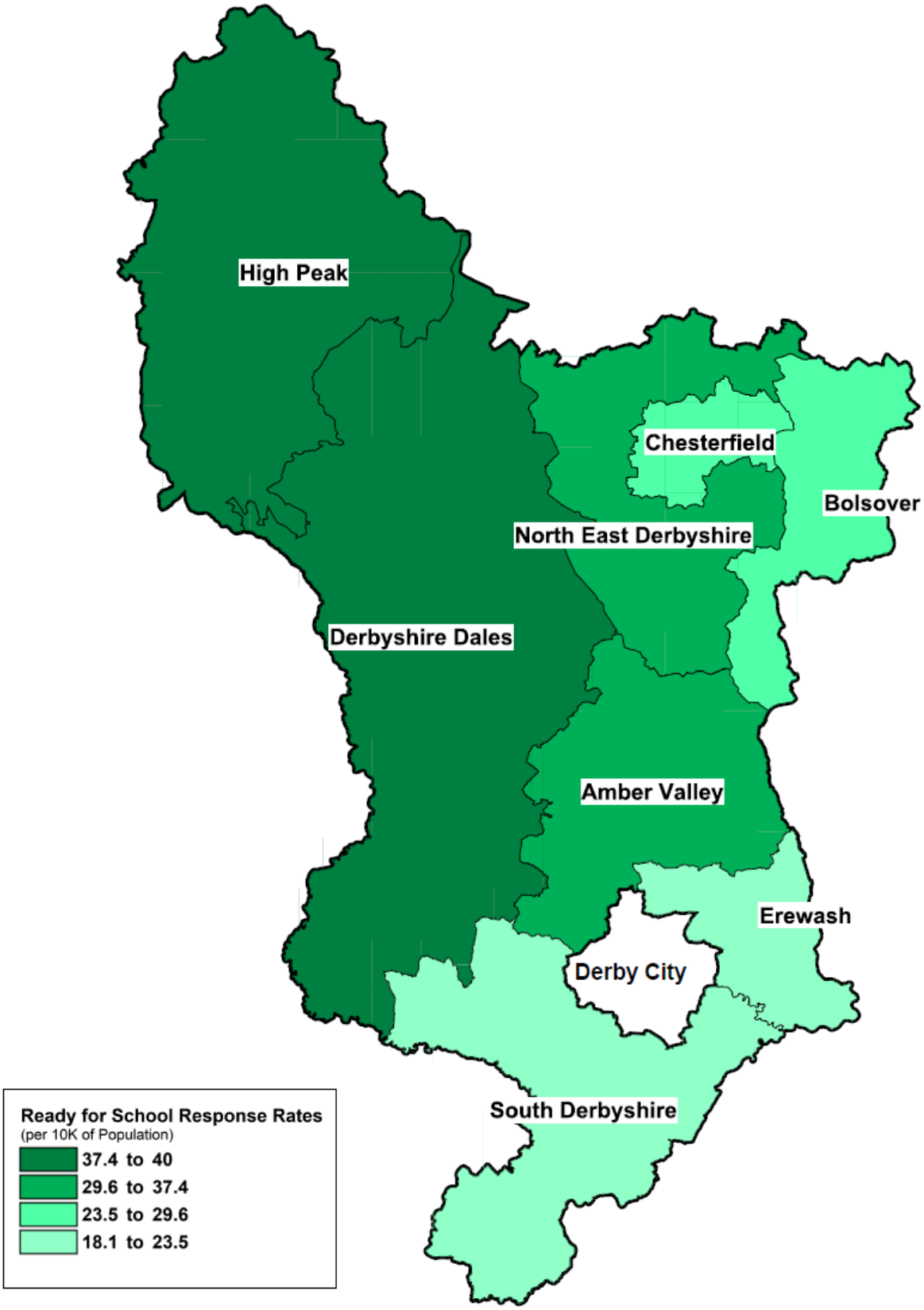
A) Analysis of Respondents

1. 1840 people responded to the Ready for School survey, either online or as a paper questionnaire. Of these submissions, 79.4% (1461) of them were complete, with valuable data still being available in the remaining questionnaires, even if the full survey was not completed.

2. More data on who completed the questionnaire can be found in Appendix 2 but some key points are:

   - 54.4% of responses came from parents/carers and grandparents.
   - 37.7% of responses came from professionals who work with children and families.
   - 85.9% of respondents were female, 10.3% male, and the remainder refused to identify their gender.
   - 74.5% of respondents were aged between 31 and 64.
   - 6% (111) of parents were aged between 18 and 25.
   - 92.1% of respondents indicated that they were White.
   - 2.1% of respondents (37 people) identified themselves as disabled.
   - Based on the postcodes that we were able to match to Derbyshire Districts, the greatest response (40 per 10,000 of the working age population was in Derbyshire Dales. The lowest response per 10,000 of the working age population was in South Derbyshire (18.1 per 10,000 of the working age population).
   - Response rates per 10,000 of the working population are displayed in more detail in figure 1 (the darker the shade of green the higher the response rate).

Figure 1 : Response Rates to the Ready for School Survey by District: Rates per 10,000 of the Working Age (16-64) Population.

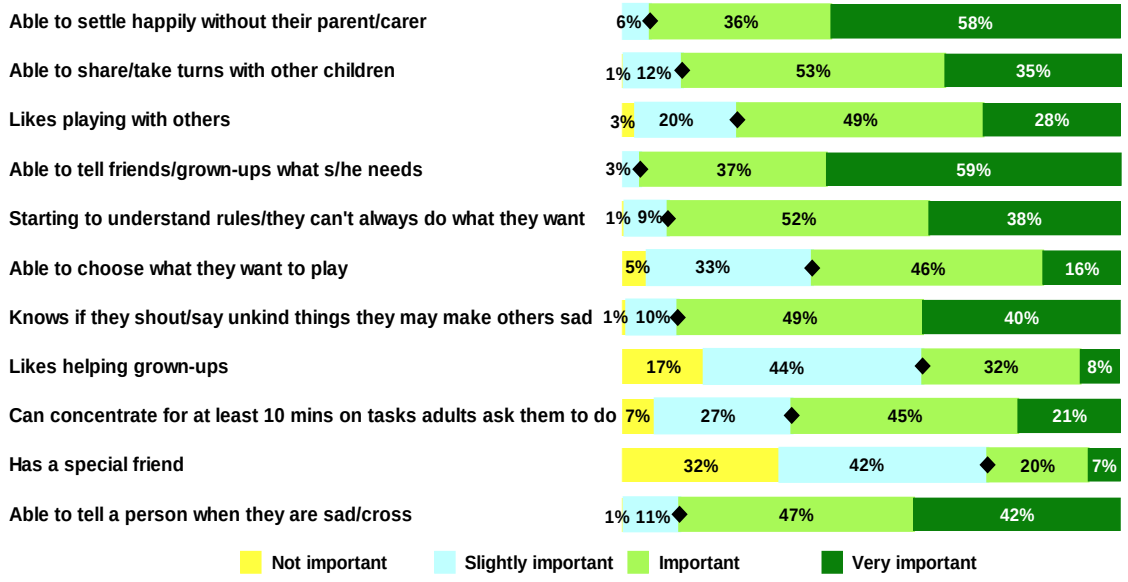


B) Analysis of Personal, Social and Emotional Development

1. All Respondents

- This group of questions was answered by an average of 1827 respondents.
- The top three abilities/skills identified by all respondents as **very important or important** were: “able to tell friends/grown-ups what he s/he needs” (96.4%), “able to settle happily without their parent/carer” (94.3%), and “starting to understand rules/knows they can’t always do what they want” (90.7%).

Figure 2: Personal, Social and Emotional Development - All Respondents



Notes: Percentages are rounded to the nearest whole percentage point. Categories after the ⌖ symbol are skills/abilities rated as Important or Very Important.

2. Differences between different groups who responded to the Ready for School Survey

- Although this section looks at differences between different groups of respondents, it is important for readers to realise that the survey shows a broad level of agreement in terms of abilities/skills highlighted by the different groups. For example, high percentages of respondents for almost all groups identified “able to tell friends/grown-up what she/he needs” or “able to settle happily without parent/carer” as abilities/skills that were very important or important.
- More detail on the answers for different groups that responded to the Ready for School survey can be found in Appendix 3 but key information is included below.

3. Abilities/Skills identified as very Important or important (Table 2)

- For most groups of respondents, the ability/skill with the highest percentage of respondents identifying it as either very important or important was “able to tell friends/grown-up what she/he needs” (between 94.4% and 100.4%). The exceptions to this were Childminders who identified “knows if they shout/say unkind things they might make others sad/worried” (100%), and Children’s Centre workers, who chose “able to settle happily without their parent/carer” (93.1%).
- For the second highest percentage, “able to settle happily without parent/carer” was chosen by most groups (between 92.8% and 95.1%). The exceptions to this were Childminders (87.7%) and Children’s Centre workers (89.3%) who identified “able to tell friends/grown-ups what she/he needs”.
- For the third highest percentage, the response from different groups was more variable. Parents/Carers/Grandparents (92.5%) and school staff/governors (86.6%), identified “starting to understand rules/knows they can't always do what they want” as very important/important. Day Nursery/Preschool Practitioners (94.2%) and Health Visitors/Community Nurses (94.7%) identified “Knows if they shout/say unkind things they might make others sad/worried” as very important/important. Childminders (97.4%) focused on “able to settle happily without their parent/carer”, whilst Children’s Centre Workers (75.9%) focused on “able to share/take turns with other children”.

Table 2: Abilities/Skills Identified as Very Important or Important by Different Groups of Respondents

Group of Respondents	No of Respondents	Highest %		2nd Highest %		3rd or Joint 2nd highest %	
Parents/Carers/ Grandparents	995	Able to tell friends/grown-ups what she/he needs	97.2%	Able to settle happily without their parent/carer	95.1%	Beginning to understand rules/knows they can't always do what they want	92.5%
Childminders	77	Knows if they shout/say unkind things they might make others sad/worried	100.0%	Able to tell friends/grown-ups what she/he needs	98.7%	Able to settle happily without their parent/carer	97.4%
Day Nursery/Preschool Practitioners	138	Able to tell friends/grown-ups what she/he needs	96.4%	Able to settle happily without their parent/carer	94.9%	Knows if they shout/say unkind things they might make others sad/worried	94.2%
EYFS School Staff, Governors, Headteachers and Deputy Headteachers	320	Able to tell friends/grown-ups what she/he needs	96.6%	Able to settle happily without their parent/carer	92.8%	Beginning to understand rules/knows they can't always do what they want	86.6%
Health Visitors/Community Nurses	19	Able to tell friends/grown-ups what she/he needs	100.0%	Able to settle happily without their parent/carer	94.7%	Knows if they shout/say unkind things they might make others sad/worried	94.7%
Children's Centre Workers	29	Able to settle happily without their parent/carer	93.1%	Able to tell friends/grown-ups what s/he needs	89.3%	Able to share/take turns with other children	75.9%
All Respondents	1827	Able to tell friends/grown-ups what she/he needs	96.4%	Able to settle happily without their parent/carer	94.3%	Beginning to understand rules/knows they can't always do what they want	90.7%

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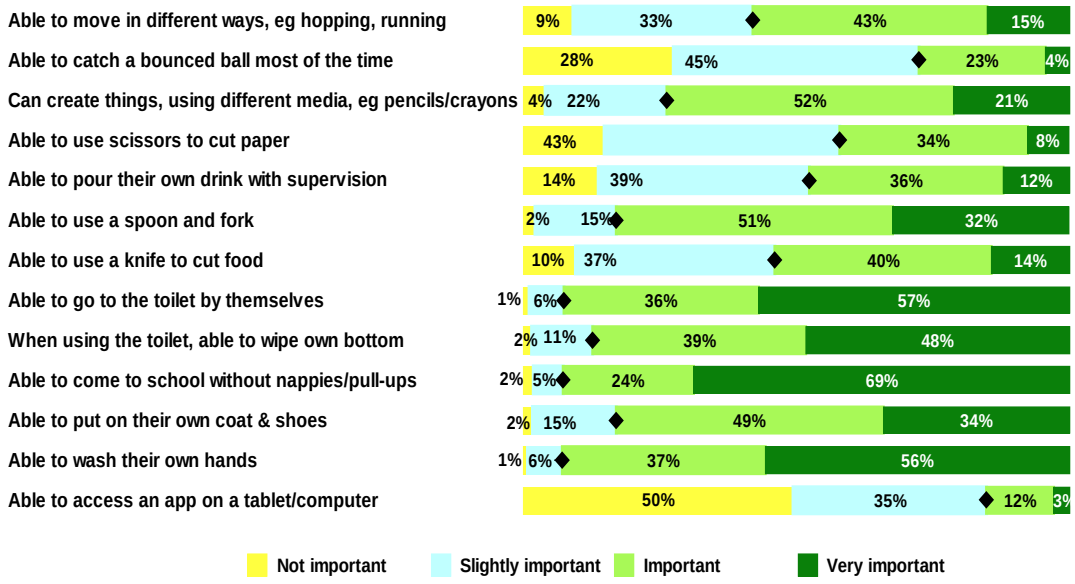
C) Analysis of Ready for School Survey – Physical Development

1. <u>All Respondents</u>

- This group of questions was answered by an average of 1828 respondents.
- A large number of physical abilities/skills had relatively high percentages (between 82.9% and 92.9%) judged to be either **very important** or **important**. The top six abilities/skills identified by respondents in these categories were:

  a) "able to wash their own hands" (92.9%);
  b) "able to come to school without pull-ups/nappies" (92.7%);
  c) "able to go the toilet by themselves" (92.5%);
  d) "when using the toilet able to wipe own bottom" (87.2%);
  e) "able to put on their own coat/shoes" (83%);
  f) "able to pour own drink with supervision"(82.9%).

Figure 3: Physical Development - All Respondents



Notes: Percentages are rounded to the nearest whole percentage point. Categories after the ⌖ symbol are skills/abilities rated as important or very important.

2. <u>Differences between different groups that responded to the Ready for School Survey</u>

- Although this section looks at differences between different groups of respondents. However, there is a broad level of agreement in terms of abilities/skills highlighted by the different groups. For example, high percentages of respondents for almost all groups identified "able to come to school without

nappies/pull-ups", "able to wash their own hands" and "able to go to the toilet by themselves" as abilities/skills that were very important or important.

- More detail on the answers for different groups that responded to the Ready for School survey can be found in Appendix 4 but key information is included below.

3. <u>Abilities/Skills identified as very important or important (Tables 3 and 4)</u>

- The top three highest percentages for the majority of respondents groups are either "able to wash their own hands" (between 91.2% and 94.7%), able to come to school without nappies/pull-ups" (between 86.2% and 97.7%) or "able to go to the toilet by themselves (between 91.9% and 93.1%).
- Exceptions to this for the second highest percentage were Day Nursery/Preschool Practitioners (91.3%) who focused on "able to use a spoon and fork", and Children's Centre workers (89.7%) who focused on "able to put on their own coat and shoes". For the third highest percentage, Health Visitors/Community Nurses (89.5% each) jointly focused on "able to put on their own coat and shoes" and "able to go to the toilet by themselves".
- Table 4 shows that the next three highest percentages amongst respondent groups were either "when using the toilet able to wipe bottom" (between 82.8% and 92.5%), "able to put on their own coat and shoes" (between 82.6% and 89.7%) and "able to use a spoon and fork" (between 65.5% and 83.1%).
- Exceptions to this were for the fourth highest percentage, Health Visitors/Community Nurses, who focused jointly on "can make/draw things using different media, e.g. pencils/crayons" (84.2% each).
- For the fifth highest percentage, exceptions were Day Nursery/Preschool Practitioners (85.3%) who focused on "able to come to school without nappies/pull-ups" and Children's Centre workers (72.4%) who focused on "can make/draw things using different media, e.g. pencils/crayons".
- For the sixth highest percentage, exceptions were Childminders who focused on "can make/draw things using different media, e.g. pencils/crayons" (84.4%) and Health Visitors/Community Nurses (73.7%) who focused on "able to use a knife to cut food".

Table 3: Abilities/Skills Identified as Very Important or Important by Different Groups of Respondents – Top 3 highest Percentages

Group of Respondents	No of Respondents	Highest %		2nd Highest/Joint 1st %		3rd highest %	
Parents/Carers/ Grandparents	995	Able to wash their own hands	93.1%	Able to come to school without nappies/pull-ups	93.1%	Able to go to the toilet by themselves	91.9%
Childminders	78	Able to come to school without nappies/pull-ups	98.7%	Able to go to the toilet by themselves	98.7%	Able to wash their own hands	97.4%
Day Nursery/Preschool Practitioners	137	Able to go to the toilet by themselves	93.1%	Able to use a spoon and fork	91.3%	Able to wash their own hands	91.2%
EYFS School Staff, Governors, Headteachers and Deputy Headteachers	320	Able to come to school without nappies/pull-ups	93.8%	Able to go to the toilet by themselves	93.5%	Able to wash their own hands	92.8%
Health Visitors/Community Nurses	19	Able to wash their own hands	94.7%	Able to come to school without nappies/pull-ups	94.4%	Able to go to the toilet by themselves	89.5%
Children's Centre Workers	29	Able to go to the toilet by themselves	93.1%	Able to put on their own coat & shoes	89.7%	Able to come to school without nappies/pull-ups	86.2%
All Respondents	1828	Able to wash their own hands	92.9%	Able to come to school without nappies/pull-ups	92.7%	Able to go to the toilet by themselves	92.2%

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Table 4: Abilities/Skills Identified as Very Important or Important by Different Groups of Respondents – 4th - 6th Highest Percentages

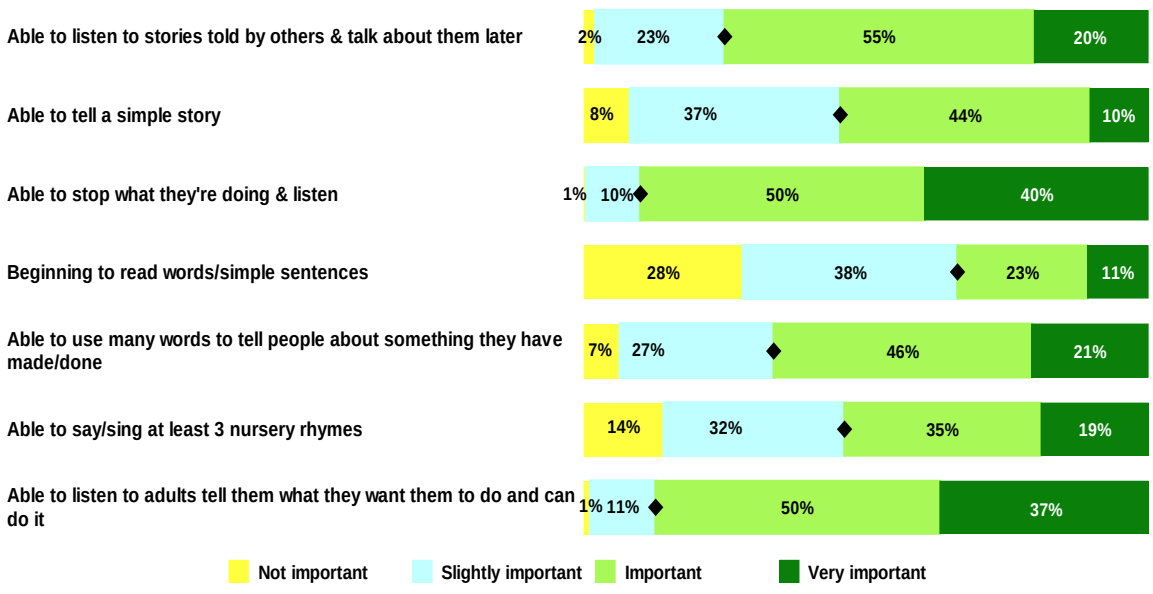
Group of Respondents	No of Respo-ndents	4th Highest %		5th Highest %		6th Highest %	
Parents/Carers/ Grandparents	995	When using the toilet, able to wipe own bottom	85.4%	Able to use a spoon and fork	83.1%	Able to put on their own coat & shoes	81.7%
Childminders	78	Able to use a spoon and fork,and when using the toilet, able to wipe own bottom	91% each	Able to put on their own coat & shoes	89.7%	Can make/draw things, using different media, eg pencils/crayons	84.4%
Day Nursery/Preschool Practitioners	137	When using the toilet, able to wipe own bottom	87.7%	Able to come to school without nappies/pull-ups	85.3%	Able to put on their own coat & shoes	84.8%
EYFS School Staff, Governors, Headteachers and Deputy Headteachers	320	When using the toilet, able to wipe own bottom	92.5%	Able to put on their own coat & shoes	82.6%	Able to use a spoon and fork	79.4%
Health Visitors/Community Nurses	19	Can make/draw things, using different media, eg pencils/crayons, and when using the toilet, able to wipe own bottom	84.2% each	Able to use a spoon and fork	78.9%	Able to use a knife to cut food	73.7%
Children's Centre Workers	29	When using the toilet, able to wipe own bottom, and Able to wash their own hands	82.8%	Can make/draw things, using different media, eg pencils/crayons	72.4%	Able to use a spoon and fork	65.5%
All Respondents	1828	When using the toilet able to wipe own bottom	87.2%	Able put on own coat/shoes	83.0%	Able to use a spoon and fork	82.9%

D) Analysis of Communication and Language

1. All Respondents

- This group of questions was answered by an average of 1825 respondents.
- The top three abilities/skills identified by all respondents as **very important** or **important** were: “able to stop what they're doing and listen” (89.9%), “able to listen to adults tell them what they want them to do and can do it” (87.2%), and “able to listen to stories told by others and talk about them later” (74.9%).

Figure 4: Communication and Language - All Respondents



Notes: Percentages are rounded to the nearest whole percentage point. Categories after the ⌖ symbol are skills/abilities rated as Important or Very Important.

2. Differences between different groups that Responded to the Ready for School Survey

- Although this section looks at differences between different groups of respondents it is important for readers to realise that the survey shows a broad level of agreement in terms of abilities/skills highlighted by the different groups. For example, high percentages of respondents for almost all groups identified “able to stop what they’re doing and listen”, “able to listen to adults tell them what they want them to do and can do it” and “able to use many words to talk about something they have made/done” as abilities/skills that were very important or important.
- More detail on the answers for different groups that responded to the Ready for School survey can be found in Appendix 5 but key information is included below.

3. Abilities/Skills identified as very important or important (Table 5)

- For all groups of respondents, “able to stop what they’re doing and listen” was the ability/skill with the highest percentage of respondents identifying it as either very important or important with rates between 82.8% and 98.7%).
- The second highest percentage of skills/abilities identified as very important/ important by all groups was “able to listen to adults tell them what they want them to do and can do it”, with percentages between 80.5% and 97.4%.
- The skill/ability with the third highest percentage identified as very important/ important by all groups, was “able to listen to stories told by others and talk about them later” with percentages between 65.5% and 87.2%.

Table 5: Abilities/Skills Identified as Very Important or Important by Different Groups of Respondents

Group of Respondents	No of Respondents	Highest %		2nd Highest/Joint 1st %		3rd highest %	
Parents/Carers/ Grandparents	994	Able to stop what they're doing and listen	90.3%	Able to listen to adults tell them what they want them to do and can do it	88.8%	Able to listen to stories told by others and talk about them later	76.5%
Childminders	78	Able to stop what they're doing and listen	98.7%	Able to listen to adults tell them what they want them to do and can do it	97.4%	Able to listen to stories told by others and talk about them later	87.2%
Day Nursery/Preschool Practitioners	137	Able to stop what they're doing and listen	94.9%	Able to listen to adults tell them what they want them to do and can do it	89.1%	Able to listen to stories told by others and talk about them later	71.7%
EYFS School Staff, Governors, Headteachers and Deputy Headteachers	318	Able to stop what they're doing and listen	85.4%	Able to listen to adults tell them what they want them to do and can do it	80.5%	Able to listen to stories told by others and talk about them later	71.5%
Health Visitors/Community Nurses	19	Able to stop what they're doing and listen	94.7%	Able to listen to adults tell them what they want them to do and can do it	82.2%	Able to listen to stories told by others and talk about them later	78.9%
Children's Centre Workers	29	Able to stop what they're doing and listen	82.8%	Able to listen to adults tell them what they want them to do and can do it	82.8%	Able to listen to stories told by others and talk about them later	65.5%
All Respondents	1825	Able to stop what they're doing and listen	89.9%	Able to listen to adults tell them what they want them to do and can do it	87.2%	Able to listen to stories told by others and talk about them later	74.9%

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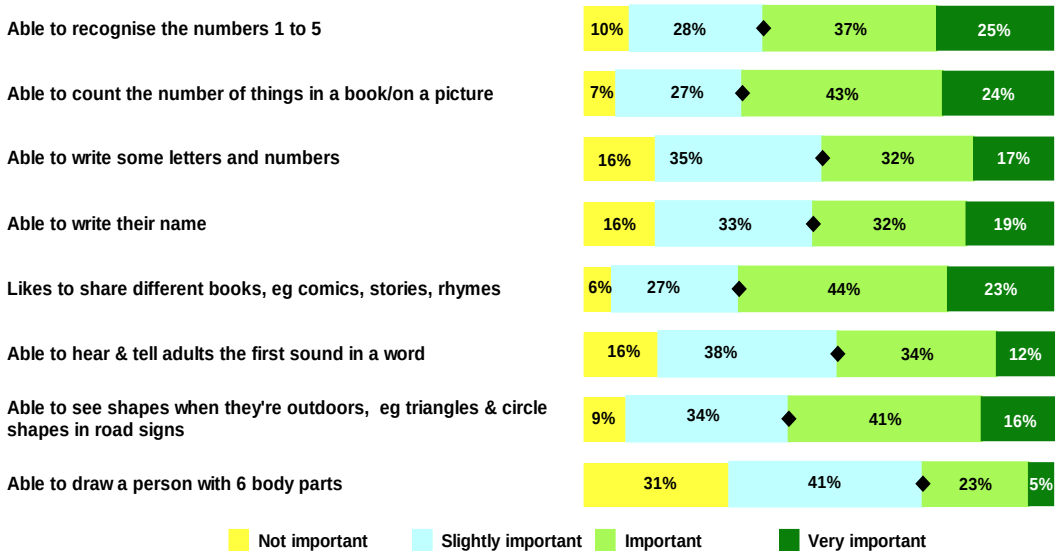
E) Analysis of Early Literacy and Mathematics

1, All Respondents

- This group of questions was answered by an average of 1823 respondents.
- The top three abilities/skills identified by all respondents as very important or important were: “likes to share different books, e.g. comics, stories, rhymes” (66.8%), “able to count the number of things in a book/on a picture” (66.1%), and “able to recognise the numbers one to five” (61.6%).

Figure 5: Early Literacy and Mathematics - All Respondents



Notes: Percentages are rounded to the nearest whole percentage point. Categories after the ⌖ symbol are skills/abilities rated as Important or Very Important.

2. Differences between different groups that responded to the Ready for School Survey

- Although this section looks at differences between different groups of respondents it is important for readers to realise that the survey shows a broad level of agreement in terms of abilities/skills highlighted by the different groups. For example, high percentages of respondents for almost all groups identified “able to recognise the numbers one to five”, “likes to share different books, e.g. comics, etc.” and “able to count the number of things in a book or picture” as abilities/skills that were very important or important.
- More detail on the answers for different groups that responded to the Ready for School survey can be found in Appendix 6 but key information is included below.

3. Abilities/Skills identified as very important or important (Table 6)

- The ability/skill chosen by the highest percentage of respondents as important or very important was highly variable between different groups. Parents/carers/ grandparents (71.8%) and childminders (77.9%) focused on “able to count the number of things in a book or picture”. Day nursery/preschool practitioners (65.9%), school staff/governors (73.4%), Children’s Centre workers (72.4%) and the average of all respondents (66.8%, focused on “likes to share different books”. Health Visitors/Community Nurses (63.2%) focused on “able to draw a person with six body parts”.
- A similar patter occurred for the ability/skill with the second highest percentage. Parents/carers/grandparents (67.6%) and childminders (71.8%) focused on “able to recognised the numbers one to five”. Day school/preschool practitioners (60.3%), school staff/governors (57.2%), Children’s Centre workers (51.7%), and the average for all respondents focused on “able to count the number of things in book or picture”. Health visitors/community nurses (57.9%) focused on “likes to share different books”.
- For the skill/ability with the third highest percentage identified as important/very important there was more consistency between different groups. Day school/preschool practitioners (68.4%), school staff/governors (50.8%), Children’s Centre workers (48.3%) and the average for all respondents (61.6%) focused on “able to recognise the numbers one to five”. Parents/carers/ grandparents (65.2%) focused on “likes to share different books”, childminders (68.4%) focused on “able to see shapes outdoors”, whilst health visitors/community nurses (47.4%) focused on a number of abilities/skills including “able to recognise the numbers one to five”, and “able to write numbers or letters”.

Table 6: Abilities/Skills Identified as Very Important or Important by Different Groups of Respondents

Group of Respondents	No of Respondents	Highest %		2nd Highest/Joint 1st %		3rd highest %	
Parents/Carers/ Grandparents	993	Able to count the number of things in a book/on a picture	71.8%	Able to recognise the numbers 1 to 5	67.6%	Likes to share different books, eg comics, stories, rhymes	65.2%
Childminders	77	Able to count the number of things in a book/on a picture	77.9%	Able to recognise the numbers 1 to 5	71.8%	Able to see shapes when they're outdoors, eg triangles & circle shapes in road signs	68.4%
Day Nursery/Preschool Practitioners	137	Likes to share different books, eg comics, stories, rhymes	65.9%	Able to count the number of things in a book/on a picture	60.3%	Able to recognise the numbers 1 to 5	52.9%
EYFS School Staff, Governors, Headteachers and Deputy Headteachers	320	Likes to share different books, eg comics, stories, rhymes	73.4%	Able to count the number of things in a book/on a picture	57.2%	Able to recognise the numbers 1 to 5	50.8%
Health Visitors/Community Nurses	19	Able to draw a person with 6 body parts	63.2%	Likes to share different books, eg comics, stories, rhymes	57.9%	Able to recognise the numbers 1 to 5/Able to write numbers or letters/Able to hear and tell first sound in a word to adults/Able to see shapes when outdoors	47.4%
Children's Centre Workers	29	Likes to share different books, eg comics, stories, rhymes	72.4%	Able to count the number of things in a book/on a picture	51.7%	Able to recognise the numbers 1 to 5	48.3%
All Respondents	1823	Likes to share different books, eg comics, stories, rhymes	66.8%	Able to count the number of things in a book/on a picture	66.1%	Able to recognise the numbers 1 to 5	61.6%

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F. Analysis of Top Five Priorities for School Readiness

1. a) Priority One - All Respondents

- 1670 respondents provided a valid response for this question. Table 7 shows a broad categorisation of these survey responses.
- The top three abilities/skills were:

  - "Toilet trained/hygiene awareness" (23.4%).
  - "Able to settle without parent/carer" (21.8%).
  - "Communicates needs/feelings/ideas/issues" (11%).

b) Comparisons between different groups of Respondents for Priority One

- In general, there is broad agreement between the various groups of respondents with the top three highest percentages focused on "able to settle without parent/carer", "Toilet trained/hygiene awareness", "Comfortable/happy in school environment", and "Communicates needs/feelings/ideas/issues" for most groups.
- Although the highest percentage for all respondents focused on "Toilet trained/hygiene awareness" (23.4%), many individual groups highlighted "Able to settle without parent/carer" (between 21.5% and 41.4%). Community Nurse/ Health Visitors focused on "Communicates needs/feelings/ideas/issues" (36.8%).
- Although the second highest percentage was "Able to settle without parents/carers" for all respondents (21.8%), a large number of groups focused on "Toilet trained/hygiene awareness" (between 17.2% and 21.1%). Day Nursery staff/preschool practitioners focused on "Comfortable/happy to be in school environment" (14%).
- The third highest percentage for all respondents was "Communicates needs/feelings/ideas/issues" (11%). However, parents/carers and grandparents (11.2%), and Children's Centre workers (10.3%), focused on "Comfortable/happy in the school environment" whilst childminders focused on Social/play/sharing skills (7.8%) and Community nurses/health visitors focused jointly on "Emotionally Ready" and "Flexible school approach to child" (10.5% each).
- More information on the results for different groups of respondents is contained in Appendix 7.

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Table 7: Broad Categories of Response for Priority One – All Respondents

Broad Categories for Priority 1	Total	%
Toilet trained/hygiene awareness	390	23.4%
Able to settle without parent/carer	364	21.8%
Communicates needs/feelings/ideas/issues	184	11.0%
Comfortable/happy in school environment	160	9.6%
Social/play/sharing skills	103	6.2%
Listens/follows instructions/able to focus	80	4.8%
Basic literacy	52	3.1%
Self confidence	52	3.1%
Excited by/open to learning/curious	39	2.3%
Emotionally ready	39	2.3%
Rules/boundaries/behaviour/respect for others	32	1.9%
Able to dress selves	24	1.4%
Basic numeracy	21	1.3%
Independence Skills	21	1.3%
Other	16	1.0%
Appropriate admissions systems	15	0.9%
Social awareness/empathy/self aware	14	0.8%
Good general health	10	0.6%
Interested in books/stories	9	0.5%
Able to feed self/use cutlery	8	0.5%
Physically ready for school	8	0.5%
Self-care skills	8	0.5%
Flexible school approach to child	6	0.4%
Basic numeracy and literacy	5	0.3%
Moral Issues	4	0.2%
Basic safety awareness	3	0.2%
Manipulate creative tools	2	0.1%
Visual/artistic skills	1	0.1%
Totals	**1670**	**100.0%**

Table 8: The top three abilities/skills for Priority One by different groups of Respondents

Group of Respondents	No of Respond-ents	Highest %		2nd Highest %		3rd highest %	
Parents/Carers/ Grandparents	885	Able to settle without parent/carer	21.5%	Toilet trained/hygiene awareness	18.9%	Comfortable/happy in school environment	11.2%
Childminders	77	Able to settle without parent/carer	32.5%	Toilet trained/hygiene awareness	20.8%	Social/Play/Sharing Skills	7.8%
Day Nursery/ Preschool Practitioners	129	Able to settle without parent/carer	29.5%	Comfortable/ happy in School Environment	14.0%	Toilet trained/hygiene awareness	12.4%
School Staff/Governors	303	Toilet trained/hygiene awareness	38.0%	Able to settle without parent/carer	16.5%	Communicates needs/feelings/ideas/issues	13.5%
Health Visitors/Community Nurses	19	Communicates needs/feelings/ideas/ issues	36.8%	Toilet trained/hygiene awareness	21.1%	Emotionally ready/Flexible school approach to child	10.5% each
Children's Centre Workers	29	Able to settle without parent/carer	41.4%	Toilet trained/hygiene awareness	17.2%	Comfortable/happy in school environment	10.3%
All Respondents	1670	Toilet trained/hygiene awareness	23.4%	Able to settle without parent/carer	21.8%	Communicates needs/feelings/ideas/issues	11.0%

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2. a) Priority Two - All Respondents

- 1648 respondents provided a valid response for this question. Table 9 shows a broad categorisation of these responses.
- The top three abilities/skills were: “Toilet trained/hygiene awareness” (17.3%), “Communicates needs/feelings/ideas/issues” (16.3%), and “Listens/follows instructions/able to focus” (12.4%).

Table 9: Broad Categories of Response for Priority Two – All Respondents

Broad Categories for Priority 2	Total	%
Toilet trained/hygiene awareness	285	17.3%
Communicates needs/feelings/ideas/issues	268	16.3%
Listens/follows instructions/able to focus	205	12.4%
Social/play/sharing skills	196	11.9%
Able to settle away from parent/carer	84	5.1%
Able to dress self	75	4.6%
Basic literacy	73	4.4%
Self confidence	67	4.1%
Comfortable/happy in school environment	59	3.6%
Rules/boundaries/behaviour/respect for others	56	3.4%
Excited by/open to learning/curious	42	2.5%
Able to feed self/use cutlery	37	2.2%
Basic numeracy	36	2.2%
Other	19	1.2%
Basic numeracy and literacy	28	1.7%
Social awareness/empathy/self aware	26	1.6%
Manipulate creative tools	15	0.9%
Physically ready for school	13	0.8%
Independence skills	12	0.7%
Flexible school approach to child	11	0.7%
Emotionally ready	10	0.6%
Interested in books/stories	8	0.5%
Appropriate admissions systems	5	0.3%
Moral awareness	5	0.3%
Learning approaches/education theory	4	0.2%
Self-care skills	3	0.2%
Basic safety awareness	2	0.1%
Good general health	2	0.1%
Visual/artistic skills	2	0.1%
Totals	**1648**	**100.0%**

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b). Comparisons between different groups of Respondents for Priority Two

- In general, there is broad agreement between the various groups of respondents with the top three highest percentages focused on “Toilet trained/hygiene awareness”, “Communicates needs/feelings/ideas/issues”, “Social/play/sharing skills” and “Listens/follows instructions/able to focus” for most groups.
- Although the highest percentage for all respondents focused on “Toilet trained/hygiene awareness” (17.3%), School Staff/Governors (20.3%) and Health Visitors/Community Nurses (36.8%) focused on “Communicates needs/feelings/ideas/issues”.
- The second highest percentage for all respondents was “Communicates needs/feelings/ideas/issues” (16.3%). Childminders (16.9%) and Health Visitors/Community Nurses (31.6%) focused on “Listens/follows instructions/able to focus”. School staff/governors focused on “Toilet trained/hygiene awareness” (19.6%), and Children’s Centre workers focused on “Able to dress selves”, “Able to settle away from parent/carer”, and “Self-confidence” (10.3% each).
- The third highest percentage for all respondents was “Listens/follows instructions/able to focus” (12.4 %). Parents/carers and grandparents (12%), Childminders (11.7%), and Day Nursery staff/preschool practitioners (12.6%) focused on Social/play/sharing skills”, whilst Health Visitors/Community Nurses (15.8%) focused on “Toilet trained/hygiene awareness”.
- More information on the results for different groups of respondents is contained in Appendix 8.

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Table 10: The top three abilities/skills for Priority Two by different groups of Respondents
Priority Three

Group of Respondents	No of Respondents	Highest %		2nd Highest %		3rd highest %	
Parents/Carers/ Grandparents	873	Toilet trained/hygiene awareness	16.3%	Communicates needs/feelings/ideas/ issues	14.9%	Social/play/sharing skills	12.0%
Childminders	77	Toilet trained/hygiene awareness	22.1%	Listens/follows instructions/able to focus	16.9%	Social/play/sharing skills	11.7%
Day Nursery/Preschool Practitioners	127	Toilet trained/hygiene awareness	21.3%	Communicates needs/feelings/ideas/ issues	16.5%	Social/play/sharing skills	12.6%
School Staff/Governors	301	Communicates needs/feelings/ideas/ issues	20.3%	Toilet trained/hygiene awareness	19.6%	Listens/follows instructions/able to focus	11.0%
Health Visitors/Community Nurses	19	Communicates needs/feelings/ideas/ issues	36.8%	Listens/follows instructions/able to focus	31.6%	Toilet trained/hygiene awareness	15.8%
Children's Centre Workers	29	Communicates needs/feelings/ideas/issues and Social/play/sharing skills	20.7% each	Able to dress selves, Able to settle away from parent/carer and Self confidence	10.3% each	Listens/follows instructions/able to focus and Toilet trained/hygiene awareness	6.9% each
All Respondents	1648	Toilet trained/hygiene awareness	17.3%	Communicates needs/feelings/ideas/ issues	16.3%	Listens/follows instructions/able to focus	12.4%

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3. a) Priority Three - All Respondents;

- 1609 respondents provided a valid response for this question. Table 11 shows a broad categorisation of these survey responses.
- The top three/four abilities/skills were:

  a) "Toilet trained/hygiene awareness" (13.7%).
  b) "Listens/follows instructions/able to focus" and Social/play/sharing skills (13.5% each).
  c) "Communicates needs/feelings/ideas/issues" (10.9%).

Table 11: Broad Categories of Response for Priority Three – All Respondents

Broad Categories for Priority 3	Total	%
Toilet trained/hygiene awareness	220	13.7%
Listens/follows instructions/able to focus	218	13.5%
Social/play/sharing skills	217	13.5%
Communicates needs/feelings/ideas/issues	176	10.9%
Basic literacy	78	4.8%
Able to dress self	71	4.4%
Comfortable/happy in school environment	71	4.4%
Able to feed self/use cutlery	69	4.3%
Rules/boundaries/behaviour/respect for others	69	4.3%
Able to settle away from parent/carer	50	3.1%
Excited by/open to learning/curious	50	3.1%
Self confidence	48	3.0%
Basic numeracy	43	2.7%
Social awareness/empathy/self-aware	38	2.4%
Basic numeracy and literacy	32	2.0%
Physically Ready for school	29	1.8%
Manipulate creative tools	25	1.6%
Other	19	1.2%
Interested in books/stories	19	1.2%
Visual/artistic skills	16	1.0%
Flexible school approach to child	11	0.7%
Self-care skills	9	0.6%
Moral awareness	8	0.5%
Independence skills	5	0.3%
Basic safety awareness	5	0.3%
Good general health	5	0.3%
Learning approaches	4	0.2%
Appropriate admissions systems	2	0.1%
Emotionally ready	2	0.1%
Totals	**1609**	**100.0%**

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b) Comparisons between different groups of Respondents for Priority Three

- As with previous priorities there is still a lot of agreement between groups on key priorities to be ready for school. For most groups, the top three highest percentages are one of the following: “Toilet trained/hygiene awareness”, “Listens/follows instructions/able to focus” “Communicates needs/feelings/ideas/ issues”, and “Social/play/sharing skills”. However, the general level of percentages is much lower than for previous priorities and there are more priorities with equal percentage for several abilities/skills.
- For the third priority, the highest percentage for all respondents was still “Toilet trained/hygiene awareness” (13.9%), However, Childminders (14.5%) focused on “Communicates needs/feelings/ideas/issues”, Day Nursery staff/Preschool Practitioners (16.8%) focused on “Social/play/sharing skills”, and School staff/Governors“ focused on “Listens/follows instructions/able to focus”.
- For all respondents, the second highest percentage for the third priority was “Listens/follows instructions/able to focus” and “Social/play/sharing skills” (13.5% each). Parents/carers and Grandparents, School staff/Governors, Health Visitors/Community Nurses and Children’s Centre workers focused solely on “Social/play/sharing skills”. Day Nursery staff/Preschool Practitioners (16%) focused on “Listens/follows instructions/able to focus”, whilst Childminders focused equally on “Social/play/sharing skills” and “Toilet trained/hygiene awareness” (13.2% each).
- For all respondents, the third highest percentage was “Communicates needs/ feelings/ideas/issues” (10.9%). Parents/Carers and Grandparents (12.5%) and Childminders (10.5%) focused on “Listens/follows instructions/able to focus”. Day Nursery staff/Preschool Practitioners focused on “Toilet trained/hygiene awareness” (15.2%). Health Visitors/Community Nurses focused on “Basic numeracy and literacy” and “Physically ready for school”. Children’s Centre workers focused on a number of abilities/skills including ““Communicates needs/ feelings/ideas/issues”, “Excited by/open to learning/curious”, “Interested in books/stories” and “Listens/follows instructions/able to focus” (6.9% each).
- More information on the results for different groups of respondents is contained in Appendix 9.

Table 12: The top three abilities/skills for Priority Three by different groups of Respondents

Group of Respondents	No of Respondents	Highest %		2nd Highest %		3rd highest %	
Parents/Carers/ Grandparents	843	Toilet trained/hygiene awareness	13.9%	Social/play/sharing skills	13.3%	Listens/follows instructions/able to focus	12.5%
Childminders	76	Communicates needs/feelings/ideas / issues	14.5%	Social/play/sharing skills and Toilet trained/hygiene awareness	13.2% each	Listens/follows instructions/able to focus	10.5%
Day Nursery/Preschool Practitioners	125	Social/play/sharing skills	16.8%	Listens/follows instructions/able to focus	16.0%	Toilet trained/hygiene awareness	15.2%
School staff/governors	299	Listens/follows instructions/able to focus	16.1%	Social/play/sharing skills	15.4%	Communicates needs/feelings/ideas/ issues	14.4%
Health Visitors/Community Nurses	19	Toilet trained/hygiene awareness	31.6%	Social/play/sharing skills	15.8%	Basic numeracy and literacy and Physically ready for school	10.5 each %
Children's Centre Workers	29	Toilet trained/hygiene awareness	31.0%	Social/play/sharing skills	17.9%	Communicates needs/feelings/ideas/ issues, Excited by/open to learning/curious, Interested in books/stories and Listens/follows instructions/ able to focus	6.9%
All Respondents	1609	Toilet trained/hygiene awareness	13.9%	Listens/follows instructions/able to focus and Social/play/ sharing skills	13.5% each	Communicates needs/feelings/ideas/ issues	10.9%

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4. a) Priority Four - All Respondents

- 1542 respondents provided a valid response for this question. Table 13 shows a broad categorisation of these survey responses.
- The top six abilities/skills were:

a) "Social/play/sharing skills" (13.6%)
b) "Listens/follows instructions/able to focus"(12.8%)
c) "Toilet trained/hygiene awareness" (9.5%).
d) "Communicates needs/feelings/ideas/issues" (9%).
e) "Able to feed self/use cutlery" (6%)
f) "Basic literacy" (6%)

b) Comparisons between different groups of Respondents for Priority Four

- For the fourth priority, the highest percentage for all respondents (13.6%) was "Social/play/sharing skills", In contrast, Day School Staff/Preschool Practitioners (12.4%), School Staff and Governors (13.1%), Health Visitors/Community Nurses (21.1%) and Children's Centre workers (23.1%) focused on "Listens/follows instructions/able to focus".
- The second highest percentage for the fourth priority was "Listens/follows instructions/able to focus", for all respondents (12.8%) and Parents/Carers/Grandparents (11.6%). School Staff/Governors (13.1%) and Health Visitors/Community Nurses (21.1%) focused on "Social/play/sharing skills", whilst Childminders (13.2%) focused on "Toilet trained/hygiene awareness", and Children's Centre workers focused on "Able to dress self" and "Social/play/sharing skills" (15.4% each).
- The third highest percentage for the fourth priority was "Toilet trained/hygiene awareness" for all respondents (9.5%), Parents/Carers/Grandparents (9.9%), and Children's Centre workers (11.5%). Childminders (10.5%) and School Staff/Governors (7.9%) focused on "Communicates needs/feelings/ideas/issues". Day Nursery Staff/Preschool focused jointly on "Social/play/sharing skills" and "Toilet trained/hygiene awareness" (7.9% each). Health Visitors/Community Nurses focused equally on "Able to feed self/use cutlery", "Communicates needs/feelings/ideas/issues", and "Toilet trained/hygiene awareness" (10.5% each).

More information on the results for different groups of respondents is contained in Appendix 10.

Table 13: Broad Categories of Response for Priority Four – All Respondents

Broad Categories for Priority 4	Total	%
Social/play/sharing skills	209	13.6%
Listens/follows instructions/able to focus	197	12.8%
Toilet trained/hygiene awareness	146	9.5%
Communicates needs/feelings/ideas/issues	139	9.0%
Able to feed self/use cutlery	92	6.0%
Basic literacy	92	6.0%
Rules/boundaries/behaviour/respect for others	83	5.4%
Able to dress self	74	4.8%
Excited by/open to learning/curious	54	3.5%
Other	43	2.8%
Social awareness/empathy/self-aware	47	3.0%
Self confidence	46	3.0%
Interested in books/stories	45	2.9%
Physically ready for school	44	2.9%
Comfortable/happy in school environment	43	2.8%
Basic numeracy	37	2.4%
Basic numeracy and literacy	36	2.3%
Able to settle away from parent/carer	33	2.1%
Manipulate creative tools	25	1.6%
Visual/artistic skills	14	0.9%
Independence skills	11	0.7%
Flexible school approach to child	10	0.6%
Moral awareness	8	0.5%
Basic safety awareness	5	0.3%
Appropriate admissions systems	2	0.1%
Good general health	2	0.1%
Self-care skills	2	0.1%
Special needs provision	2	0.1%
Emotionally ready	1	0.1%
Totals	**1542**	**100.0%**

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Table 14: The top three abilities/skills for Priority Four by different groups of Respondents

Group of Respondents	No of Respondents	Highest %		2nd Highest %		3rd highest %	
Parents/Carers/ Grandparents	800	Social/play/sharing skills	13.8%	Listens/follows instructions/able to focus	11.6%	Toilet trained/hygiene awareness	9.9%
Childminders	76	Social/play/sharing skills	18.4%	Toilet trained/hygiene awareness	13.2%	Communicates needs/feelings/ideas/ issues	10.5%
Day Nursery/ Preschool Practitioners	121	Listens/follows instructions/able to focus	12.4%	Communicates needs/feelings/ideas/ issues	11.6%	Social/play/sharing skills and Toilet trained/hygiene awareness	9.9% each
School Staff and Governors	290	Listens/follows instructions/able to focus	13.1%	Social/play/sharing skills	12.4%	Communicates needs/feelings/ideas/ issues	7.9%
Health Visitors/Community Nurses	19	Listens/follows instructions/able to focus	21.1%	Social/play/sharing skills	18.8%	Able to feed self/use cutlery, Communicates needs/feelings/ideas/ issues and Toilet trained/hygiene awareness	10.5% each
Children's Centre Workers	26	Listens/follows instructions/able to focus	23.1%	Able to dress selves and Social/play/sharing skills	15.4% each	Toilet trained/hygiene awareness	11.5%
All Respondents	1542	Social/play/sharing skills	13.6%	Listens/follows instructions/able to focus	12.8%	Toilet trained/hygiene awareness	9.5%

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5. a) Priority Five - All Respondents

- 1455 respondents provided a valid response for this question. Table 15 shows a broad categorisation of these survey responses.
- The top six abilities/skills were:

a) "Listens/follows instructions/able to focus" (12.2%)
b) "Social/play/sharing skills" (12.2%)
c) "Communicates needs/feelings/ideas/issues" (10.1%).
d) "Toilet trained/hygiene awareness" (7.3%).
e) "Excited by/open to learning/curious (5.9%)
f) "Rules/boundaries/behaviour/respect for others" (5.2%)

b) Comparisons between different groups of Respondents for Priority Five

- For the fifth priority, the highest percentage for all respondents (12.2%) was "Listens/follows instructions/able to focus", also the highest figure for School Staff/Governors (15.6%) and Children's Centre workers (32%). In contrast, Childminders (14.7%), Parents/Carers/Grandparents (12.4%), and Health Visitors/Community Nurses (21.4%) focused on "Social/play/sharing skills", whilst Day School Staff/Preschool Practitioners (13.8%), focused on "Communicates needs/feelings/ideas/issues".
- The second highest percentage for the fifth priority was "Communicates needs/feelings/ideas/issues", for all respondents (10.1%), School Staff./Governors (12%) and Children's Centre workers (28%). Parents/Carers/Grandparents (11.9%) focused on "Listens/follows instructions/able to focus", Day Nursery/Preschool Practitioners (8.6%) focused on "Basic literacy", Health Visitors/Community Nurses focused on "Able settle without parent/carer" and "Comfortable/happy in school environment (14.3% each), and Childminders focused on "Listens/follows instructions/able to focus" and "Toilet trained/hygiene awareness" (13.3% each).
- The third highest percentage for the fifth priority was "Toilet trained/hygiene awareness" for all respondents (7.3%). Parents/Carers/Grandparents (8.4%), and Childminders (8%) focused on "Communicates needs/feelings/ideas/issues". Day Nursery/Preschool Practitioners (7.8%) focused on "Listens/follows instructions/able to focus", School Staff/Governors (11.6%) focused on "Social/play/sharing skills", Health Visitors focused on a wide variety of abilities/skills (7.1% each), and Children's Centre workers focused on "Social/play/sharing skills" and "Toilet trained/hygiene awareness" (8% each).
- More information on the results for different groups of respondents is contained in Appendix 11.

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Table 15: Broad Categories of Response for Priority Five – All Respondents

Broad Categories for Priority 5	No	%
Listens/follows instructions/able to focus	178	12.2%
Social/play/sharing skills	177	12.2%
Communicates needs/feelings/ideas/issues	147	10.1%
Toilet trained/hygiene awareness	106	7.3%
Excited by/open to learning/curious	86	5.9%
Rules/boundaries/behaviour/respect for others	75	5.2%
Able to dress self	65	4.5%
Basic literacy	64	4.4%
Comfortable/happy in school environment	62	4.3%
Able to feed self/use cutlery	61	4.2%
Able to settle without parent/carer	52	3.6%
Basic numeracy and literacy	45	3.1%
Self confidence	44	3.0%
Other	35	2.4%
Physically ready for school	39	2.7%
Basic numeracy	36	2.5%
Social awareness/empathy/self-aware	35	2.4%
Able to manipulate creative tools, e.g. pens and paint brushes	33	2.3%
Interested in books/stories	32	2.2%
Visual/artistic skills	25	1.7%
Moral awareness	12	0.8%
Basic safety awareness	9	0.6%
Good general health	9	0.6%
Flexible school approach to child	8	0.5%
Emotionally ready	7	0.5%
Independence skills	6	0.4%
Self-care skills	3	0.2%
Appropriate Admissions Systems	2	0.1%
Basic IT skills	1	0.1%
Special needs provision	1	0.1%
Totals	**1455**	**100.0%**

Table 16: The top three abilities/skills for Priority Five by different groups of Respondents

Group of Respondents	No of Respondents	Highest %		2nd Highest %		3rd highest %	
Parents/Carers/ Grandparents	747	Social/play/sharing skills	12.4%	Listens/follows instructions/able to focus	11.9%	Communicates needs/feelings/ideas/ issues	8.4%
Childminders	75	Social/play/sharing skills	14.7%	Listens/follows instructions/able to focus and Toilet trained/hygiene awareness	13.3% each	Communicates needs/feelings/ideas/ issues	8.0%
Day Nursery/Preschool Practitioners	116	Communicates needs/feelings/ideas/ issues	13.8%	Basic literacy	8.6%	Listens/follows instructions/able to focus	7.8%
School Staff and Governors	275	Listens/follows instructions/able to focus	15.6%	Communicates needs/feelings/ideas/issues	12.0%	Social/play/sharing skills	11.6%
Health Visitors/Community Nurses	14	Social/play/sharing skills	21.4%	Able to settle without parent/carer and Comfortable/happy in school environment	14.3% each	Various abilities/skills	7.1%
Children's Centre Workers	25	Listens/follows instructions/able to focus	32.0%	Communicates needs/feelings/ideas/issues	28.0%	Social/play/sharing skills and Toilet trained/hygiene awareness	8% each
All Respondents	1455	Listens/follows instructions/able to focus and Social/play/sharing skills	12.2% each	Communicates needs/feelings/ideas/issues	10.1%	Toilet trained/hygiene awareness	7.3%

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G. Analysis of General Comments - All Respondents

- 354 respondents provided a valid response for this question.
- General comments have been categorised in terms of whether there were one (Table 19a) or multiple themes (Table 19b) reflected in the text.
- For single themes the top four themes (excluding responses categorised as 'other') were:

  a) "Appropriate Admissions systems" (16.1%).
  b) "Flexible school approach to child" (13.6%)
  c) "Too much emphasis/pressure on formal learning" (4.8%)
  d) "Rules/boundaries/behaviour/respect for others" (4%)

Table 19a: Broad Themes based on Analysis of Further Comments made by all Respondents (Single Themes)

Broad Category	No	%
Single Theme		
Appropriate admissions systems	57	16.1%
Flexible school approach to child	48	13.6%
Other	20	5.6%
Too much emphasis/pressure on formal learning	17	4.8%
Rules/boundaries/behaviour/respect for others	14	4.0%
Comfortable/happy in school environment	13	3.7%
Communicates needs/feelings/ideas/issues	11	3.1%
Learning skills/approaches	11	3.1%
Better education for parents of what ready for school means	10	2.8%
Special needs provision	9	2.5%
Comments on survey design	8	2.3%
Self confidence	8	2.3%
Emotionally ready	7	2.0%
Social/play/sharing skills	7	2.0%
Able to settle away from parent/carer	6	1.7%
Excited by/open to learning/curious	6	1.7%
Focus equally on parenting skills/interaction with between parents and children	6	1.7%
Self-care skills	6	1.7%
Need supporting school/council Services, e.g. Children's Centres	4	1.1%
Better links between schools and pre-school providers/more joined up approach	3	0.8%
Not essential but useful for children to have skills/abilities before transfer to school	3	0.8%
Basic literacy	2	0.6%
Listens/follows instructions/able to focus	2	0.6%
Social awareness/empathy/self-aware	2	0.6%
Total for Single Themes	**280**	**79.1%**

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Table 19b: Broad Themes based on Analysis of Further Comments made by all Respondents (Multiple Themes)

Broad Category	No	%
Multiple Themes		
Settles away from parents, communicates well, self-care skills	10	2.8%
Social, personal, emotional skills, self-care skills	9	2.5%
Social skills, rules/boundaries, self-care skills	7	2.0%
Personal, and social skills/communication/self-care skills	6	1.7%
Basic literacy and numeracy, listening, social skills	5	1.4%
Happy, healthy, confident, interested in learning	5	1.4%
Basic numeracy and literacy	4	1.1%
Social/physical skills	4	1.1%
Social skills/communication	4	1.1%
Social, personal, emotional skills	4	1.1%
Confidence/social skills/keen to learn	3	0.8%
Communication, self-care skills, follow rules/instructions	2	0.6%
Personal, social, emotional, communication, self-care skills	2	0.6%
Social skills, rules/boundaries, emotional development and keen to learn	2	0.6%
Basic mathematics, understanding of shapes and able to use pencil	1	0.3%
Personal, social, emotional skills, basic literacy and numeracy	1	0.3%
Rules/boundaries, social awareness	1	0.3%
Self-care, confident, interested in world around them	1	0.3%
Self-care. communication skills	1	0.3%
Social skills, rules/boundaries, keen to learn	1	0.3%
Social, physical, communication	1	0.3%
Total for Multiple Themes	**74**	**20.9%**
Grand Total	**354**	**100.0%**

b) Comparisons between different groups of Respondents for Priority One

- In general, there is much agreement between the various groups of respondents with the top three highest percentages focused on the themes “Appropriate admissions systems”, “Flexible school approach to child”, and “Too much emphasis/pressure on formal learning”. In addition many comments featuring multiple themes focused on “Social skills” combined with various other abilities/skills.
- The highest percentage for all respondents focused on “Appropriate admissions systems” (16.1%), along Parents/Carers/Grandparents (22.9%) and Day Nursery/Preschool Practitioners (22.2%. School staff/Governors (10.9%) highlighted “Flexible school approach to child”, Children’s Centre workers focused on “Social skills/Communication skills (28.6%). Childminders focused on

multiple skills which were split evenly between the highest, second and third highest percentages, whilst all Health Visitors/Community Nurses highlighted “Rules/boundaries/ behaviour/respect for others”.

- For general comments the second highest percentage was ““Flexible school approach to child” for all respondents (13.6%), Parents/Carers/Grandparents (16.1%) and Day Nursery Staff/Preschool Practitioners (14.8%). School Staff/Governors highlighted “Rules/boundaries/ behaviour/respect for others” (7.3%), Children’s Centre workers highlighted “Appropriate Admissions Systems”, “Flexible school approach to child”, “Self-confidence”, “Emotionally Ready”, “Social, Personal, Emotional skills, and Self-care skills”, with percentages that were joint second and third highest (14.3% each).
- The third highest percentage for general comments was “Too much emphasis/pressure on formal learning” for all respondents (4.8%) and Parents/Carers/Grandparents (6.3%). School staff/Governors focused on “Special needs provision (5.5%), whilst Day Nursery/Preschool Practitioners focused on “Rules/boundaries/ behaviour/respect for others” and “Too much emphasis/pressure on formal learning” (7.4% each).
- More information on the results for different groups of respondents is contained in Appendix 12.

Table 20: The top three abilities/skills for Priority Five by different groups of Respondents

Group of Respondents	No of Respond-ents	Highest %		2nd Highest %		3rd or Joint 2nd highest %	
Parents/Carers/ Grandparents	192	Appropriate Admissions Systems	22.9%	Flexible school approach to child	16.1%	Too much emphasis/pressure on formal learning	6.3%
Childminders	11	A number of skills/abilities/issues equally (8) highlighted as important					
Day Nursery/Preschool Practitioners	27	Appropriate Admissions Systems	22.2%	Flexible school approach to child	14.8%	Rules/boundaries/behaviour/ respect for others and Too much emphasis/pressure on formal learning	7.4% each
EYFS School Staff, Governors, Headteachers and Deputy Headteachers	55	Flexible school approach to child	10.9%	Rules/boundaries/behaviour/respect for others	7.3%	Special Needs Provision	5.5%
Health Visitors/Community Nurses	1	Rules/boundaries/behaviour/respect for others					100.0%
Children's Centre Workers	7	Social Skills/communication	28.6%	Appropriate Admissions Systems/Flexible school approach to child/Self Confidence/Emotionally Ready/Social, Personal, Emotional Skills, Self-care Skills Combined			14.3% each
All Respondents	354	Appropriate Admissions Systems	16.1%	Flexible school approach to child	13.6%	Too much emphasis/pressure on formal learning	4.8%

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H. Summary Analysis of the Five Priorities and General Comments - All Respondents

The Five Priorities

- Based on the analysis of priorities for all respondents, the following issues consistently appear in the top ten issues as priorities for respondents in the survey:

No	Priority
1	Toilet trained/hygiene awareness
2	Able to settle without Parent/Carer
3	Communicates needs/feelings/ideas/issues
4	Social/play/sharing skills
5	Listens/follows instructions/able to focus
6	Comfortable/happy in school environment
7	Basic literacy
8	Able to feed self/use cutlery
9	Excited by/open to learning/curious
10	Rules/boundaries/behaviour/respect for others

- Examples comments for these ten priorities are as follows:

  - Toilet trained/hygiene awareness - “Able to come to school without nappies”, “Able to go to the toilet and wash hands” and “Managing personal hygiene”.
  - Able to settle without parent/carer - “Is confident enough to be left in the care of others”, “To be able to happily spend time without their parents” and “Able to be confident being left”.
  - Communicates needs/feelings/ideas/issues - “Being able to express themselves and their needs”, “to be able to say when they need/want something” and “To be able to communicate feelings with others”.
  - Social/play/sharing skills – “Able to share and take turns”, “Being able to make a friend” and “To be able to sociable with other children and adults”.
  - Listen/follows instructions/able to focus - “Must be able to listen to instructions”, “Able to concentrate on an activity”, and “Follow simple instructions”.
  - Comfortable/happy in school environment - “Happy to go to school and feel safe”, “That my child had become familiar with the staff” and “Want him to be able to tell me he is happy at school”.
  - Basic literacy – “Children can write their own name”, “Know the alphabet” and “Be able to recognise short words and start writing”.
  - Able to feed self/use cutlery – “Eat properly by herself using fork and possibly knife” and “Be able to feed themselves”.
  - Excited by/open to learning/curious - “Able to engross themselves in activities that interest them” and “Skills to learn/want to learn”.
  - Rules/boundaries/behaviour/respect for others - “Able to understand that rules are there to govern behaviour”, “Know what they can do and what they can’t do”, and “Able to understand rules”.

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General Comments

1. Analysing the general comments the top five issues raised by respondents were:

No	General Comments
1	Appropriate admissions systems
2	Flexible school approach to child
3	Social Skills (usually included with other skill sets)
4	Too much emphasis/pressure on formal learning
5	Rules/boundaries/behaviour/respect for others

2. "Appropriate admissions systems" refers to comments about Derbyshire's admissions policy for primary/infant schools. Key concerns were:

   - That the current admissions system for Reception is based on one intake point in the Autumn term with comments such as "As a parent I feel the January intake helped a lot more children be ready for starting school. My child will start school with children that are 10 months older than her: that makes a big difference to a child's development."
   - Compulsory school age was seen by many respondents as being too young in this country. For example, one respondent commented "I feel that children go to school at too young an age in this country. I feel that at 4/5 children's emotional security and well-being are more important than rushing them into academic learning if they're not ready".
   - Respondents felt that there was a need for a more gradual approach to a full school day than is currently happening in Derbyshire. For example, one respondent commented "Think they should start little and often. Five full days are too much when they are young".
   - There were also more general comments around making enough school places available in either local or popular primary/infant schools. Parent's also requested clearer information on their rights and choices with regard to admissions.

3. "Flexible school approach" refers to comments about Derbyshire's admissions policy for primary/infant schools. Some example are:

   - "They should be able to explore academic learning at their own pace".
   - "It is vital not to generalise what children of a certain age can do, and be person centred in your care of children".
   - "Topics are age appropriate with good interaction to retain concentration".

4. "Too much emphasis/pressure on formal learning" refers to a perception amongst some respondents that academic schooling and the pressure on children to learn begins too early. Examples of comments include:

- “I think less pressure should be put on the 4-6 age group. All children develop at different times and this current pressure placed on them can hinder their development.”
- “Too much emphasis on academic issues.....needs more emphasis on personal and social issues”.

5. The other two most common comments were similar to those expressed in the previous five priorities for children to be ready for school.

6. For multiple themes the top four themes (excluding responses categorised as other) were:

- “Settles away from parents, communicates well, self-care skills” (2.8%).
- “Social, personal, emotional skills, self-care skills” (2.5 %)
- “Social skills, rules/boundaries, self-care skills” (2%)

7. These multiple themes were generally similar to those expressed in the previous five priorities. It is not always clear what “Self-care skills” refers to, but is has been interpreted as a combination of children being toilet trained, able to dress themselves, and able to feed themselves.

Appendix One – A Copy of the Questionnaire

For questions 1-4 please select the category that best describes what you feel children should be able to do when they start school in reception class.

Q1 Personal, social, and emotional development

	Not important	Slightly important	Important	Very important
Able to settle happily without their parent/carer	☐	☐	☐	☐
Able to share and take turns with other children	☐	☐	☐	☐
Likes playing with others	☐	☐	☐	☐
Able to tell friends and grown-ups what s/he needs	☐	☐	☐	☐
Is beginning to understand rules and knows sometimes they can't always do the things they want to do	☐	☐	☐	☐
Able to choose what they want to play	☐	☐	☐	☐
Knows that if they shout or say unkind things they might make others sad or worried	☐	☐	☐	☐
Likes helping grown-ups	☐	☐	☐	☐
Able to concentrate for at least 10 minutes on something an adult has asked them to do	☐	☐	☐	☐
Has a special friend	☐	☐	☐	☐
Able to tell a person when they are sad or cross	☐	☐	☐	☐

Q2 Physical development

	Not important	Slightly important	Important	Very important
Able to move in different ways such as hopping, running, jumping and rolling	☐	☐	☐	☐
Able to catch a bounced ball most of the time	☐	☐	☐	☐
Able to use different things like pencils, crayons and paint brushes to make and draw things	☐	☐	☐	☐
Able to use scissors to cut paper	☐	☐	☐	☐
Able to pour their own drink with supervision	☐	☐	☐	☐
Able to use a spoon and fork	☐	☐	☐	☐
Able to use a knife to cut food	☐	☐	☐	☐
Able to go to the toilet by themselves	☐	☐	☐	☐
When using the toilet, able to wipe their own bottom	☐	☐	☐	☐
Able to come to school without nappies or pull-ups	☐	☐	☐	☐
Able to put on their own coat and shoes	☐	☐	☐	☐
Able to wash their own hands	☐	☐	☐	☐
Able to access an app on a tablet or computer	☐	☐	☐	☐

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Q3 **Communication and language**

	Not important	Slightly important	Important	Very important
Able to listen to stories told by others and can talk about them later	☐	☐	☐	☐
Able to tell a simple story	☐	☐	☐	☐
Able to stop what they're doing and listen when they hear people talk to them	☐	☐	☐	☐
Is beginning to read words and simple sentences	☐	☐	☐	☐
Able to use lots of words to tell another person about something they have made or something they have done	☐	☐	☐	☐
Able to say or sing at least three nursery rhymes	☐	☐	☐	☐
Able to listen to adults tell them what they want them to do and then they can do it	☐	☐	☐	☐

Q4 **Early literacy and maths**

	Not important	Slightly important	Important	Very important
Able to recognise the numbers 1 to 5	☐	☐	☐	☐
Able to count the number of things in a book or on a picture	☐	☐	☐	☐
Able to write some letters and numbers	☐	☐	☐	☐
Able to write their name	☐	☐	☐	☐
Likes to share different books like comics, stories, rhymes, and magazines	☐	☐	☐	☐
Able to hear and tell adults the first sound in a word	☐	☐	☐	☐
Able to see shapes when they're outdoors like square windows and triangles and circle shapes in road signs	☐	☐	☐	☐
Able to draw a person with 6 body parts	☐	☐	☐	☐

Q5 **What are your top 5 priorities for school readiness?** *(You may use either the statements above or your own ideas.)*

Priority 1	
Priority 2	
Priority 3	
Priority 4	
Priority 5	

Please include any further comments you have below:

About You

The following questions are about you and will help us understand the views of different demographic groups and of people living in different areas of Derbyshire.

Q6 **Are you answering this questionnaire as a....**

- ☐ Childminder
- ☐ Children's Centre Worker
- ☐ Community Nursery Nurse
- ☐ Day Nursery/Preschool Practitioner
- ☐ Governor
- ☐ Grandparent
- ☐ Head/Deputy Head Teacher
- ☐ Health Visitor/Student Health Visitor
- ☐ LA employee in Schools and Learning
- ☐ Member of School EYFS staff (Teacher, Teaching Assistant, etc)
- ☐ Nursery/Preschool Practitioner
- ☐ Parent/Carer
- ☐ Representative from a Voluntary Sector Organisation
- ☐ School Nurse
- ☐ Speech and Language Therapist
- ☐ Other

If 'Other' please specify

Q7 **Are you:** ☐ Male ☐ Female

Q8 **What was your age at your last birthday?**

Q9 **Please provide a home postcode if you are a parent/carer, or a work postcode if you work with 0-5 year olds.**

Q10 **A disabled person is someone who has a physical or mental impairment which has a substantial and long term adverse effect on their ability to carry out normal day-to-day activities. Do you consider yourself disabled?**

☐ Yes ☐ No

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Q11 **If you do consider yourself disabled, what type of disability do you have?**
(Please select all that apply)

- ☐ Disability affecting mobility
- ☐ Disability affecting hearing
- ☐ Disability affecting vision
- ☐ A learning disability
- ☐ Other

If Other, please specify:

Q12 **What is your ethnic group?**

- ☐ White
- ☐ Mixed
- ☐ Asian/Asian British
- ☐ Black/Black British
- ☐ Chinese
- ☐ Other

If other, please specify

Thank you for taking part in this survey

Please do not photocopy this form. If you run out of copies of the form please complete online at www.derbyshire.gov.uk/readyforschool

Appendix Two – Information on who responded to the Survey

Table 1: Different Types of Respondents

Are you answering this questionnaire as a....	Numbers	%
No reply	66	3.6%
Childminder	78	4.2%
Children's Centre Worker	29	1.6%
Community Nursery Nurse	6	0.3%
Day Nursery/Preschool Practitioner	138	7.5%
Governor	21	1.1%
Grandparent	55	3.0%
Head/Deputy Headteacher	140	7.6%
Health Visitor/Student Health Visitor	13	0.7%
LA employee in Schools and Learning	94	5.1%
Member of School EYFS staff (Teacher, Teaching Assistant, etc.)	161	8.8%
Parent/Carer	945	51.4%
Representative from a Voluntary Sector Organisation	3	0.2%
School Nurse	7	0.4%
Speech and Language Therapist	4	0.2%
Other	80	4.3%
Total	**1840**	**100.0%**

Table 2: Age and Gender Split

Age Range	Male	Female	No Gender Given	Total
13-18	20.0%	80.0%	0.0%	5
19-24	7.5%	91.3%	1.3%	80
25-30	5.6%	92.8%	1.6%	250
31-45	9.7%	87.2%	3.1%	946
46-64	13.0%	84.4%	2.6%	424
65+	25.0%	71.4%	3.6%	28
No age given	5.6%	64.5%	29.9%	107
Total	**9.8%**	**85.9%**	**4.2%**	**1840**

Table 3: Analysis of the Ethnicity of Respondents

What is your ethnic group?	Nos	%
White	1695	92.1%
Mixed	12	0.7%
Asian/Asian British	8	0.4%
Black/Black British	5	0.3%
Chinese	2	0.1%
Other	26	1.4%
No reply	92	5.0%
Totals	**1840**	**100.0%**

Table 4: Analysis of the Respondents of whether they were disabled

Do you consider yourself disabled?	No	%
Yes	37	2.1%
No	1742	97.9%
Total	**1779**	**100.0%**

Table 5: Analysis of Disability for those who were disabled

If you do consider yourself disabled, what type of disability do you have?	No
Disability affecting mobility	13
Disability affecting hearing	6
Disability affecting vision	4
A learning disability	3
Other	12
No of people*	**29**

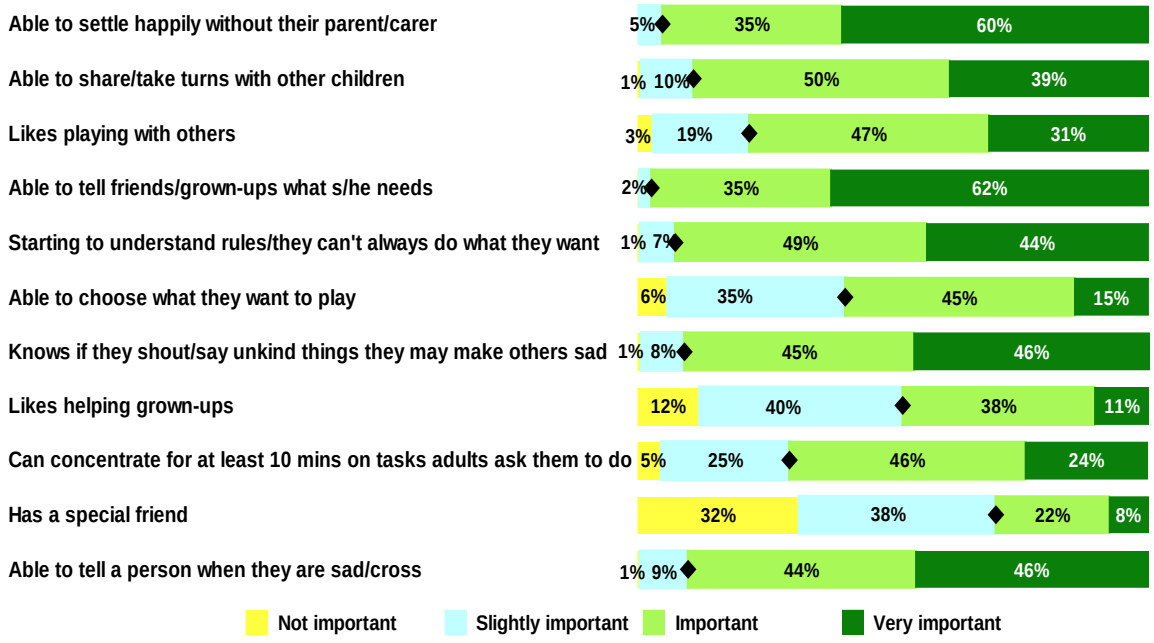
*Note some respondents had multiple disabilities

Appendix Three – Detailed Analysis of Responses to Personal, Social and Emotional Development by Different Respondent Groups

1. Parents/Carers and Grandparents

- This group of questions was answered by an average of 995 parents/carers/grandparents
- The top three qualities/skills identified by parents/carers/grandparents as either **very important** or **important** were: “able to tell friends/grown-ups what he s/he needs” (97.2%), “able to settle happily without their Parent/Carer” (95.1%), and “starting to understand rules/knows they can’t always do what they want” (92.5%).

Figure 1: Personal, Social and Emotional Development - Parents/Carers/Grandparents

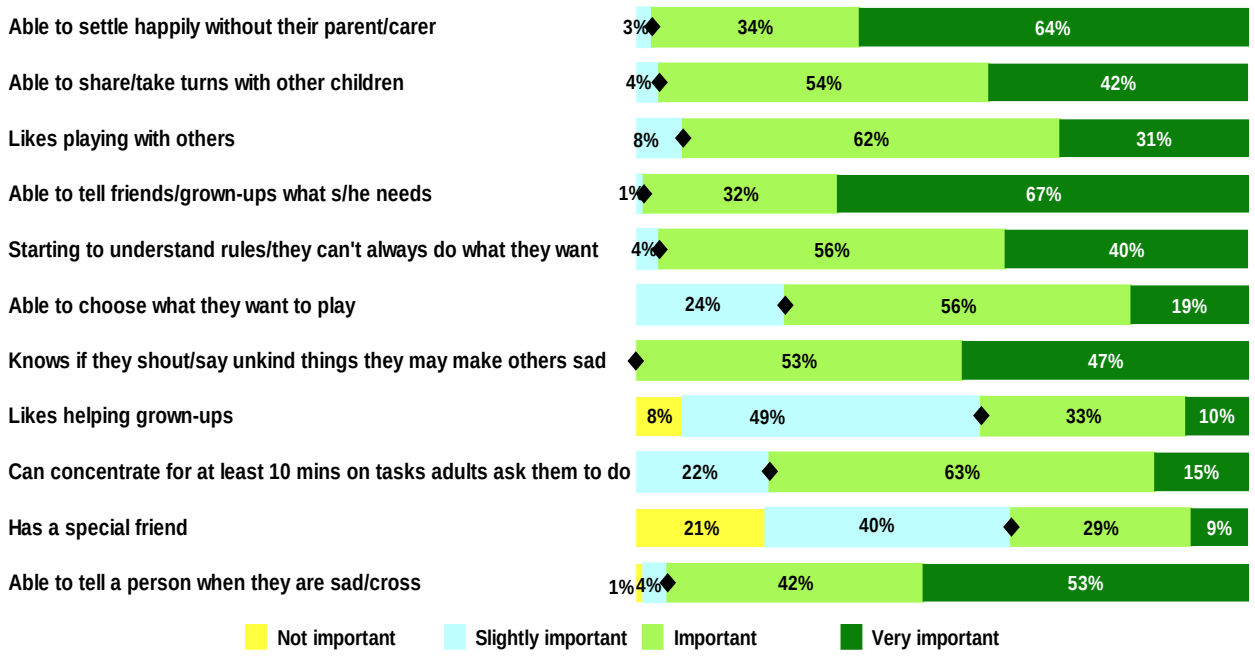


Notes: Percentages are rounded to the nearest whole percentage point. Categories after the ⌖ symbol are skills/abilities rated as Important or Very Important.

2. Childminders

- This group of questions was answered by an average of 77 Childminders
- The top three qualities/skills identified by Childminders as either **very important** or **important** were: “knows that if they shout/say unkind things they might make others sad/worried” (100%), “able to tell friends/grown-ups what he s/he needs” (98.7%), and “able to settle happily without their Parent/Carer” (97.4%).

Figure 2: Personal, Social and Emotional Development - Childminders

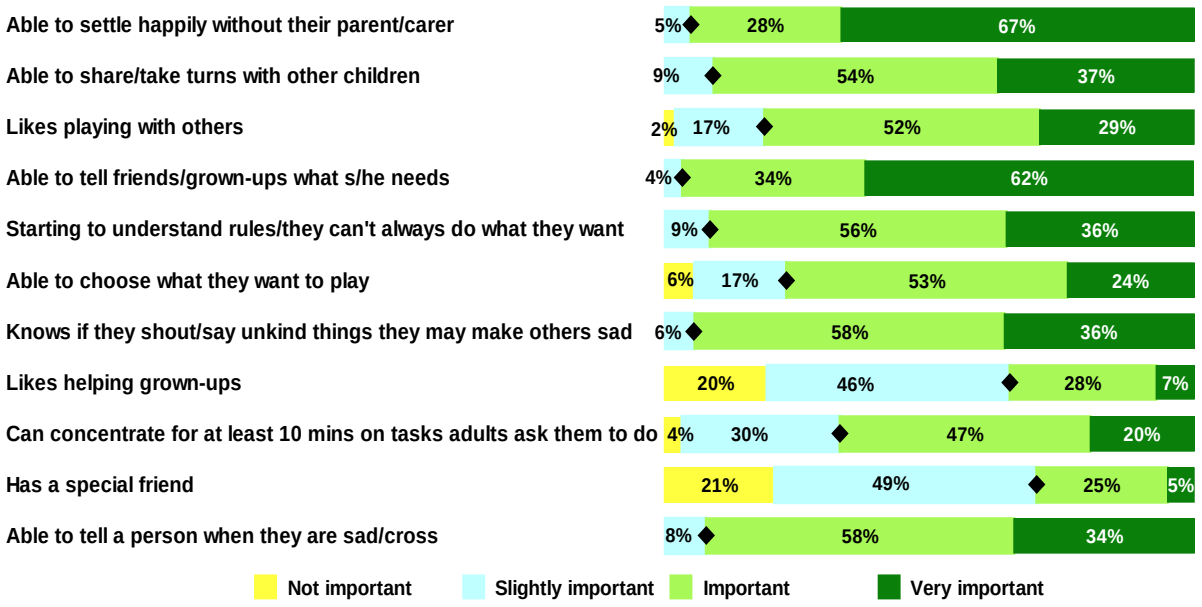


Notes: Percentages are rounded to the nearest whole percentage point. Categories after the ⌖ symbol are skills/abilities rated as Important or Very Important.

- Day Nursery/Pre-School Practitioners

- This group of questions was answered by an average of 138 Day Nursery/Pre-School Practitioners.
- The top three qualities/skills identified by Nursery/Pre-School Practitioners as either **very important** or **important** were: “able to tell friends/grown-ups what he s/he needs” (94.4%), “able to settle happily without their parent/carer” (94.9%), and “knows that if they shout/say unkind things they might make others sad/worried” (94.2%).

Figure 3: Personal, Social and Emotional Development - Day Nursery Staff/Preschool Practitioners

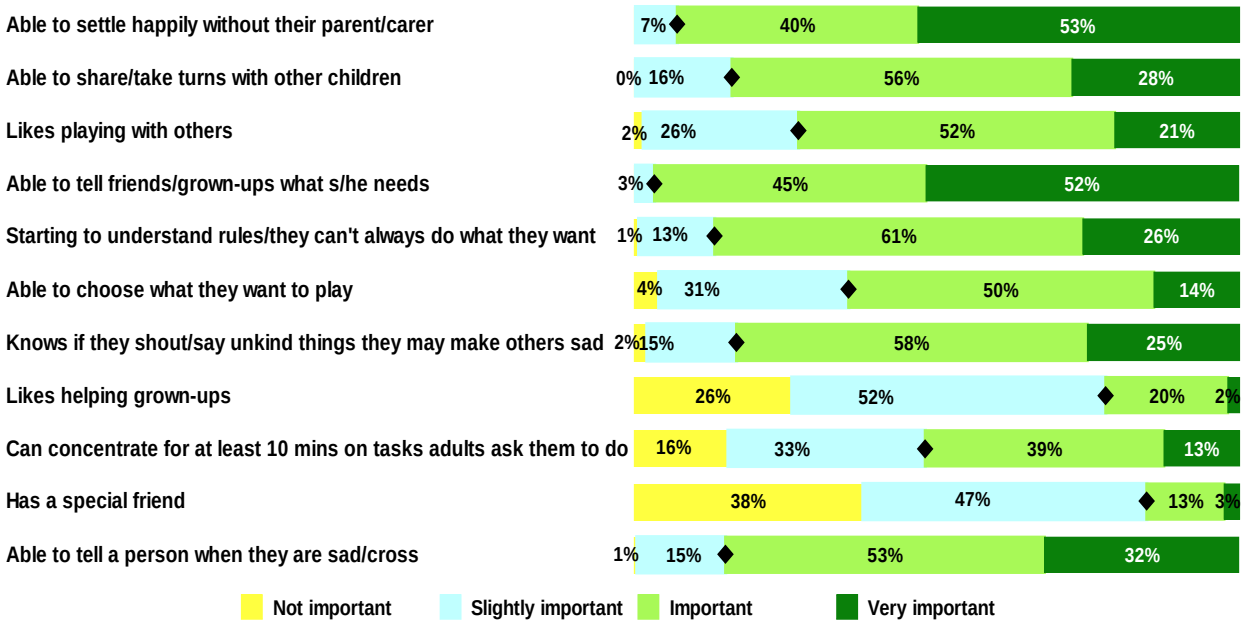


Notes: Percentages are rounded to the nearest whole percentage point. Categories after the ◆ symbol are skills/abilities rated as Important or Very Important.

- <u>EYFS School Staff, Governors, Headteachers and Deputy Headteachers</u>

- This group of questions was answered by an average of 320 EYFS School staff, Governors, Headteachers and Deputy Headteachers.
- The top three qualities/skills identified by EYFS School staff, Governors, Headteachers and Deputy Headteachers as either **very important** or **important** were: “able to tell friends/grown-ups what he s/he needs” (96.6%), “able to settle happily without their parent/carer” (92.8%), and “starting to understand rules/knows they can’t always do what they want” (86.6%).

Figure 4: Personal, Social and Emotional Development - School Staff/Governors

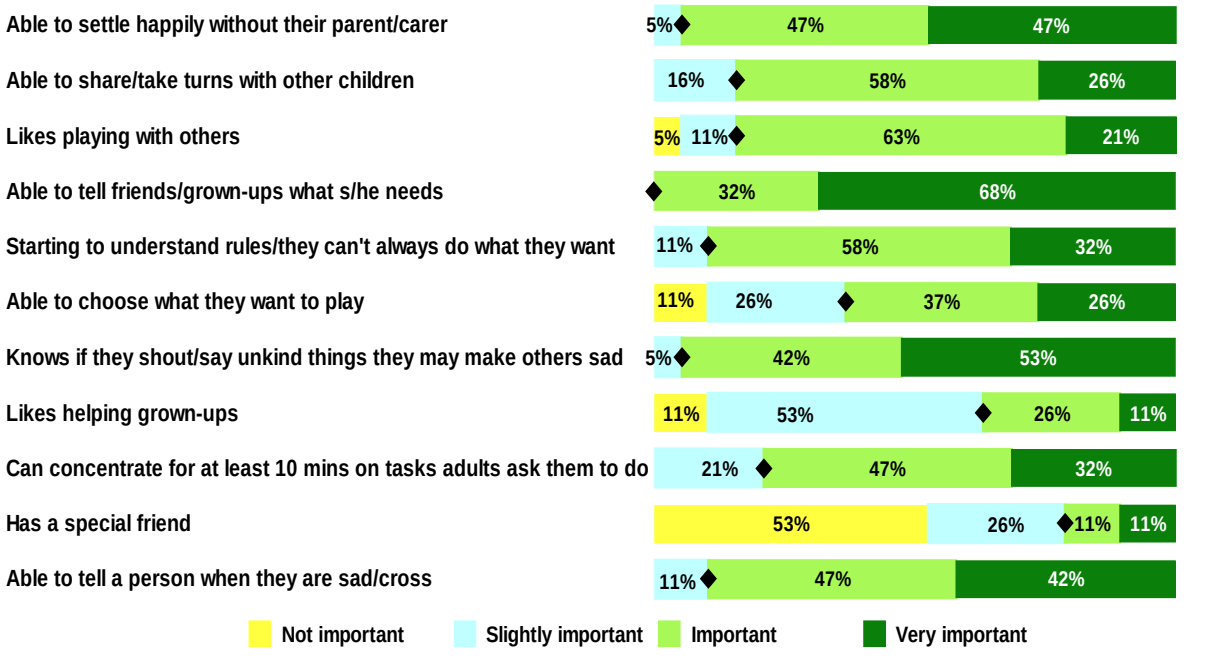


Notes: Percentages are rounded to the nearest whole percentage point. Categories after the ⌖ symbol are skills/abilities rated as Important or Very Important.

- <u>Health Visitors/Community Nurses</u>

- This group of questions was answered by an average of 19 Health Visitors/Community Nurses.
- The top three qualities/skills identified Health Visitors/Community Nurses as **very important** or **important** were: “able to tell friends/grown-ups what he s/he needs” (100%), “able to settle happily without their Parent/Carer” (94.7%), and “knows that if they shout/say unkind things they might make others sad/worried” (94.7%).

Figure 5: Personal, Social and Emotional Development - Health Visitors/Community Nurses

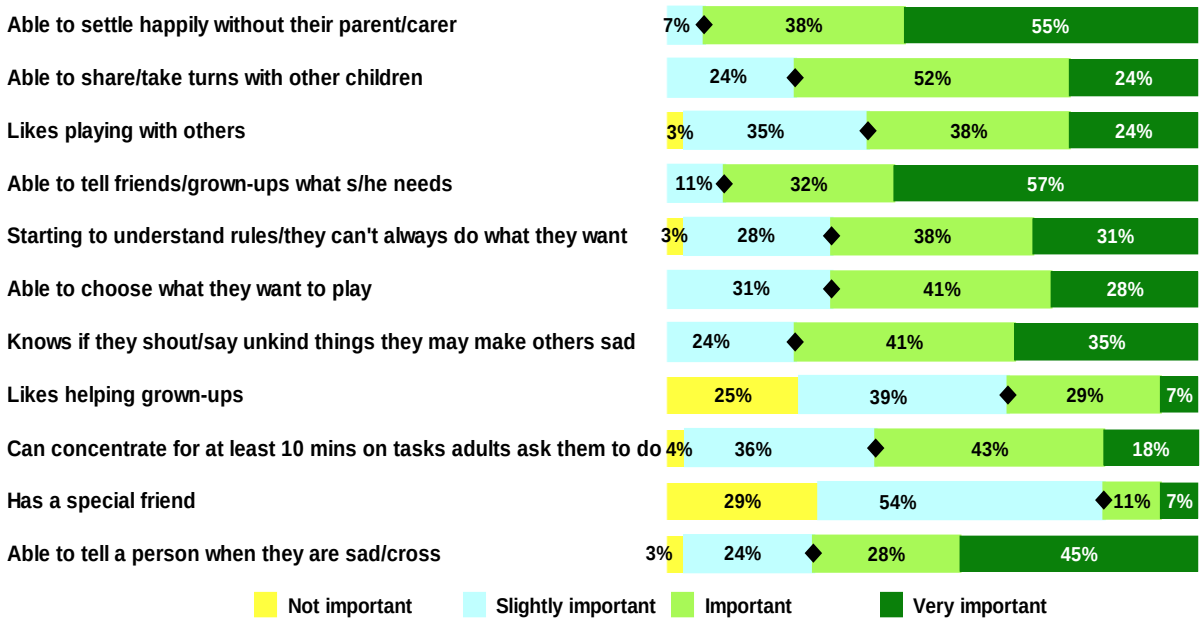


Notes: Percentages are rounded to the nearest whole percentage point. Categories after the ⌖ symbol are skills/abilities rated as Important or Very Important.

- <u>Children’s Centre Workers</u>

- This group of questions was answered by an average of 29 Children's Centre Workers.
- The top three qualities/skills identified Children's Centre Workers as either **very important** or **important** were: "able to settle happily without their Parent/Carer" (93.1%), "able to tell friends/grown-ups what he s/he needs" (89.3%), and "able to share/take turns with other children" (75.9%).

Figure 6: Personal, Social and Emotional Development - Children's Centre Workers



Notes: Percentages are rounded to the nearest whole percentage point. Categories after the ⌖ symbol are skills/abilities rated as Important or Very Important..

Appendix Four – Detailed Analysis of Responses to Physical Development by Different Respondent Groups

1. <u>Parents/Carers and Grandparents</u>

- This group of questions was answered by an average of 995 Parents/Carers/Grandparents.
- The top six abilities/skills identified by Parents/Carers/Grandparents as either **very important** or **important** were:

  a) "able to wash their own hands" and "able to come to school without pull-ups/nappies" (93.1% each).
  b) "able to go the toilet by themselves" (91.9%).
  c) "when using the toilet able to wipe their own bottom" (85.4%)
  d) "able to use a spoon and fork" (83.1%).
  e) "able to put on their own coat and shoes" (81.7%).

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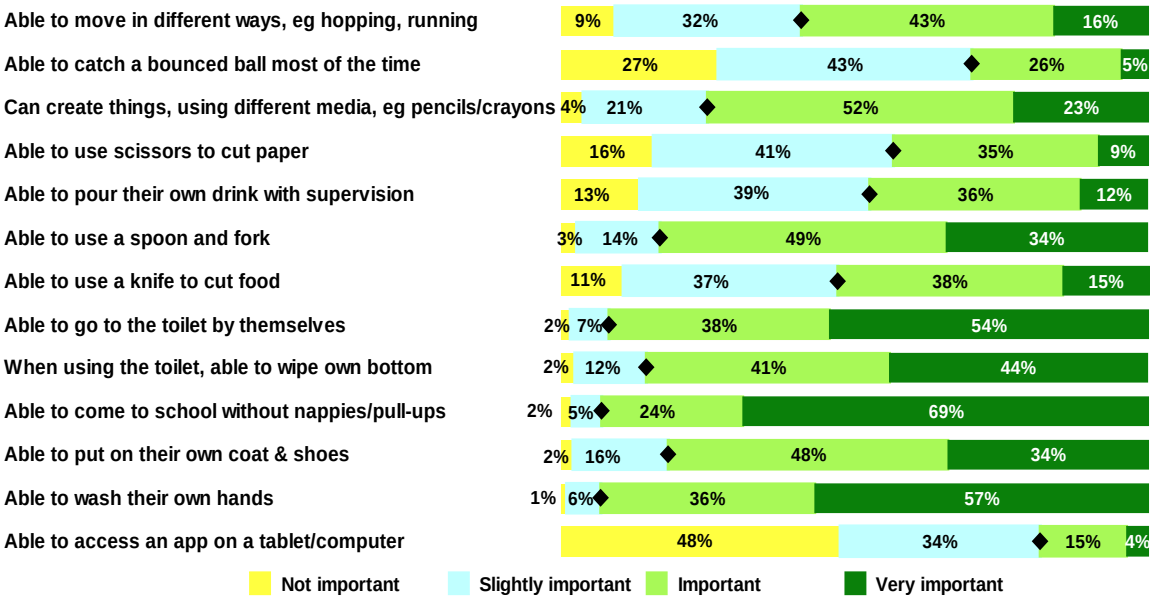
Figure 1: Physical Development - Parents/Carers/Grandparents



Notes: Percentages are rounded to the nearest whole percentage point. Categories after the ◆ symbol are skills/abilities rated as Important or Very Important.

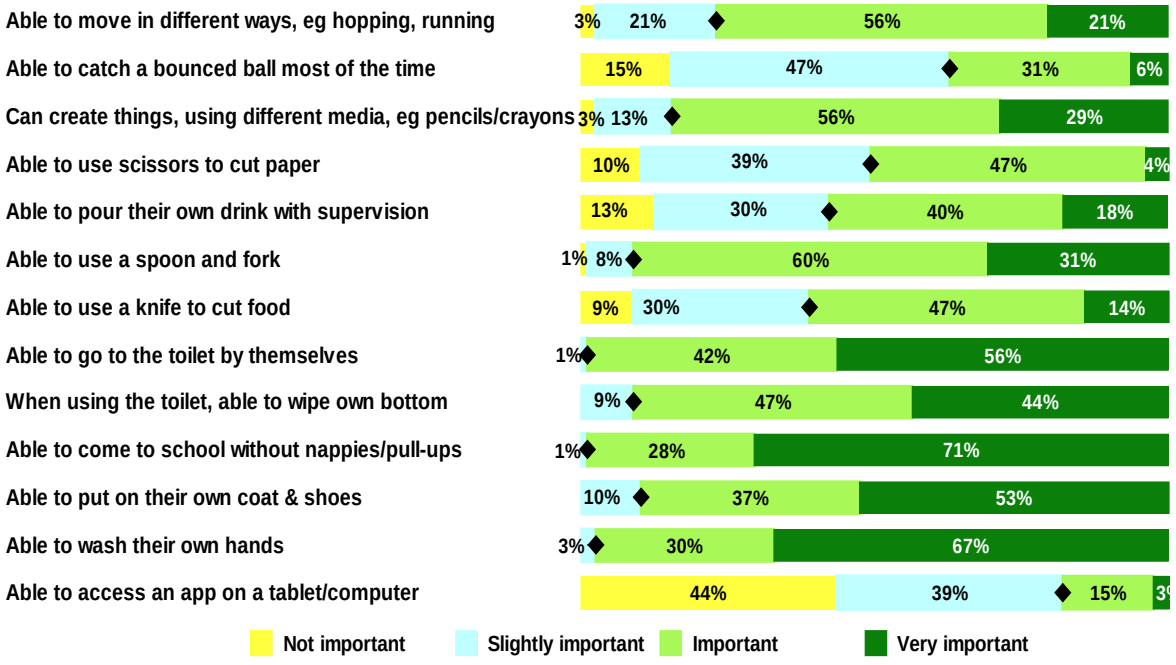
2. <u>Childminders</u>

- This group of questions was answered by an average of 77 Childminders

- The top six abilities/skills identified by Childminders as either **very important** or **important** were:

  a) “able to go the toilet by themselves” and “able to come to school without pull-ups/nappies” (98.7% each).
  b) “able to wash their own hands” (97.4%).
  c) “able to use a spoon and fork” and “when using the toilet able to wipe own bottom” (91% each).
  d) “able to put on their own coat and shoes” (89.7%).

Figure 2: Physical Development - Childminders



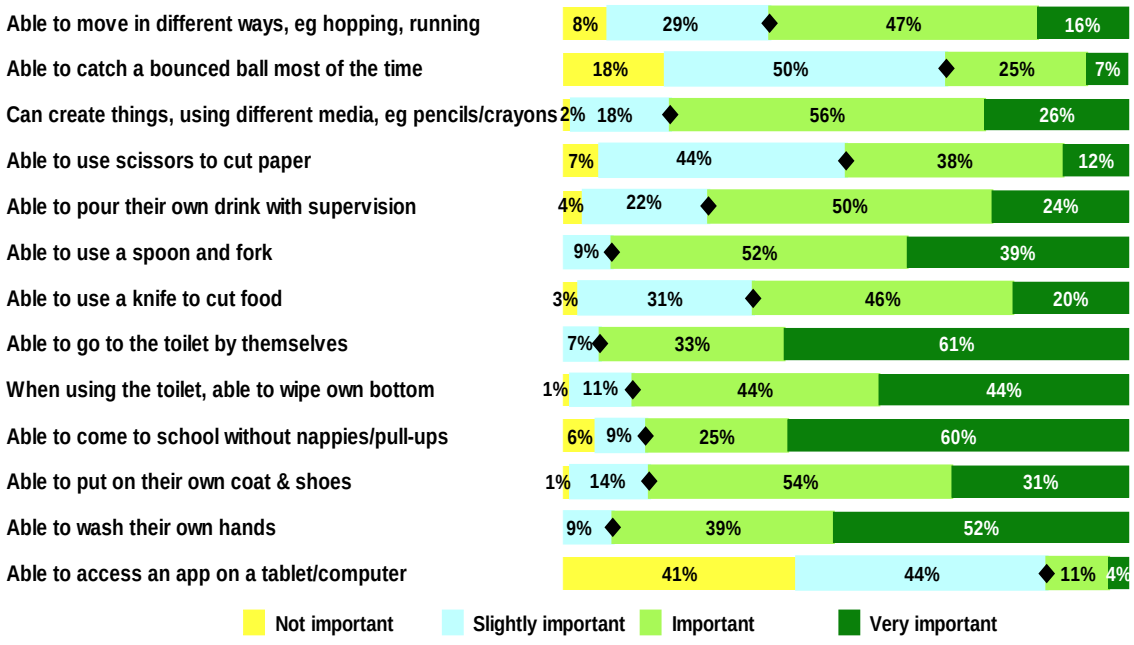
Notes: Percentages are rounded to the nearest whole percentage point. Categories after the ⌖ symbol are skills/abilities rated as Important or Very Important.

3. <u>Day Nursery/Pre-School Practitioners</u>

- This group of questions was answered by an average of 137 Day Nursery/Pre-School Practitioners
- The top six qualities/skills identified by Nursery/Pre-School Practitioners as either **very important** or **important** were:

  a) “able to go the toilet by themselves” (93.5%),
  b) “able to use a spoon and fork” (91.3%).
  c) “able to wash their own hands” (91.2%).
  d) “When using the toilet, able to wipe own bottom” (87.7%).
  e) “able to come to school without nappies/pull-ups” (85.3%).
  f) “able to put on their own coat and shoes” (84.8%).

Figure 3: Physical Development - Day Nursery Staff/Preschool Practitioners



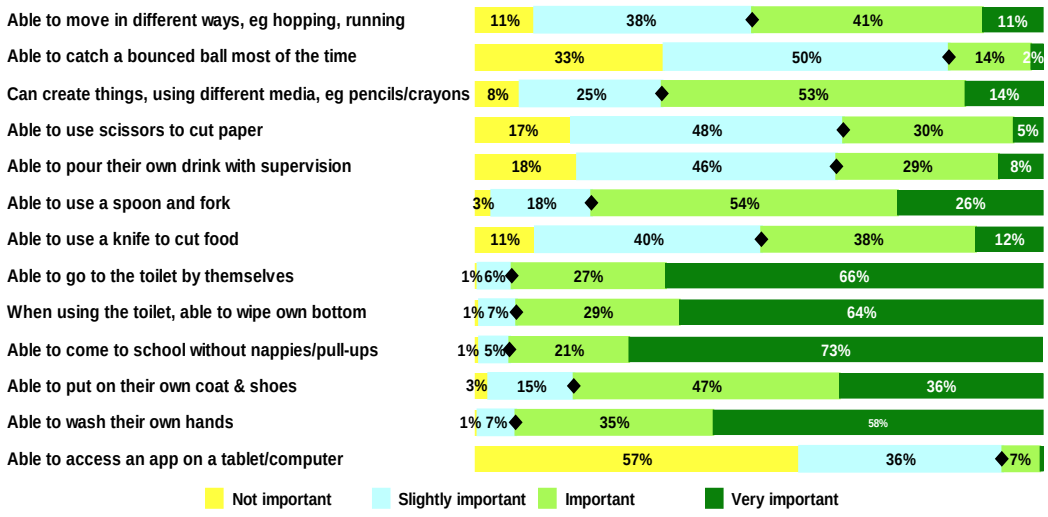
Notes: Percentages are rounded to the nearest whole percentage point. Categories after the ◆ symbol are skills/abilities rated as Important or Very Important.

4. <u>EYFS School Staff, Governors, Headteachers and Deputy Headteachers</u>

- This group of questions was answered by an average of 320 EYFS School Staff, Governors, Headteachers and Deputy Headteachers.
- The top six qualities/skills identified by EYFS School Staff, Governors, Headteachers and Deputy Headteachers as either **very important** or **important** were:

  a) "able to come to school without pull-ups/nappies" (93.8%)
  b) "able to go the toilet by themselves" (93.5%).
  c) "able to wash their own hands" (92.8%).
  d) "when using the toilet able to wipe own bottom" (92.5%)
  e) "able to put on own coat/shoes" (82.6%).
  f) "able to use a spoon and fork" (79.4%).

Figure 4: Physical Development - School Staff/Governors



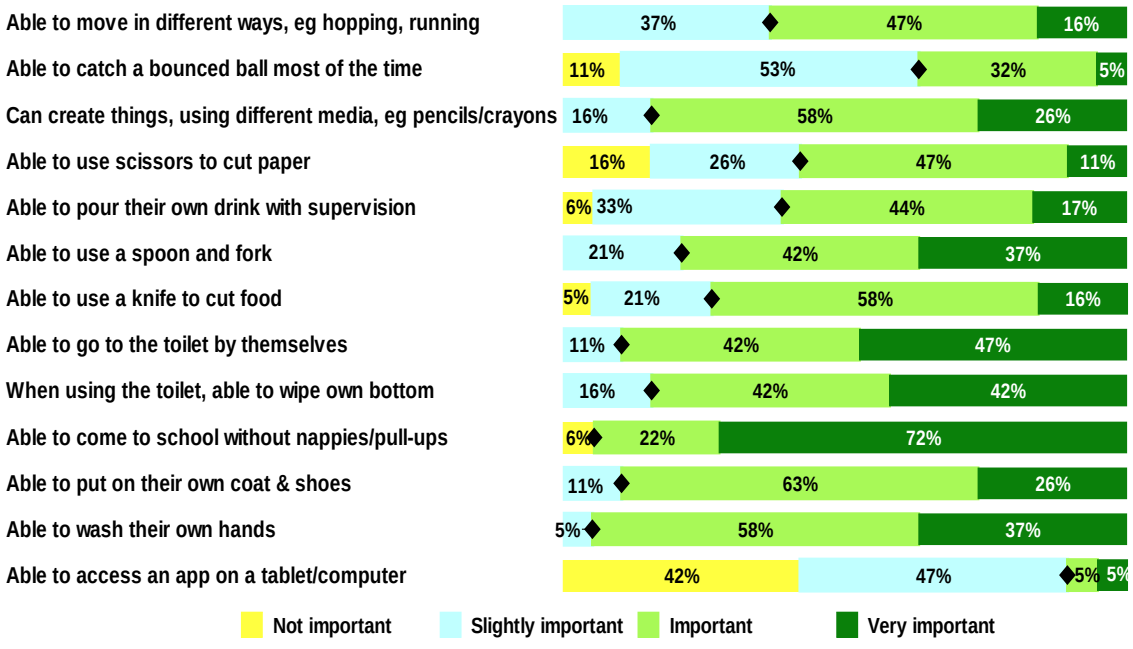
Notes: Percentages are rounded to the nearest whole percentage point. Categories after the ⌖ symbol are skills/abilities rated as Important or Very Important.

5. <u>Health Visitors/Community Nurses</u>

- This group of questions was answered by an average of 19 Health Visitors/Community Nurses.
- The top seven abilities/skills identified by Health Visitors/Community Nurses as either **very important** or **important** were:

  a) “able to wash own hands” (94.7%),
  b) “able to come to school without nappies/pull-ups” (94.4%).
  c) “able to go to the toilet by themselves” and “able to put on own coat/shoes” (89.5% each).
  d) “can make/draw things using different media, e.g. pencils/crayons” and “when using the toilet, able to wipe own bottom” (84.2% each).
  e) “able to use a spoon and fork” (78.9%).

Figure 5: Physical Development - Health Visitors/Community Nurses

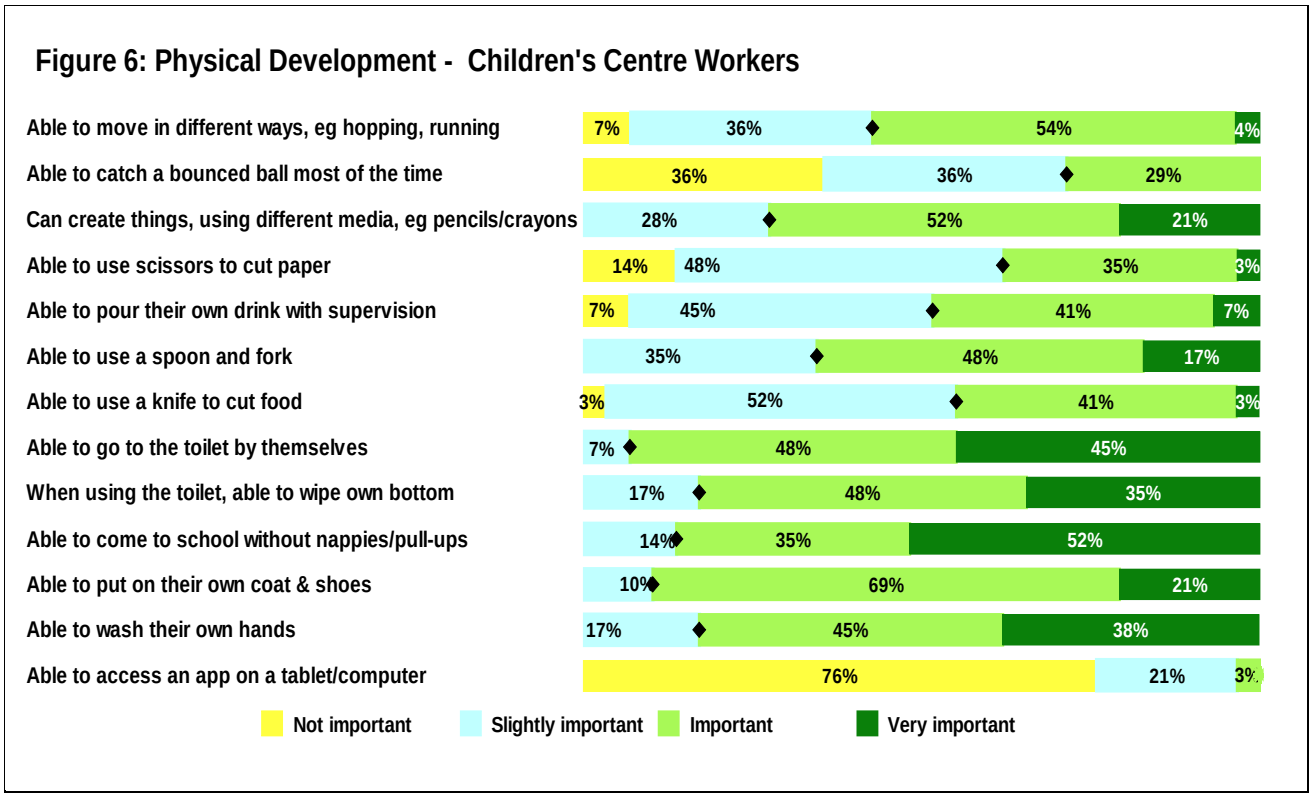


Notes: Percentages are rounded to the nearest whole percentage point. Categories after the ⌖ symbol are skills/abilities rated as Important or Very Important.

6. Children’s Centre Workers

- This group of questions was answered by an average of 29 Children's Centre Workers.
- The top six qualities/skills identified Children's Centre Workers as **very important** or **important** were:

  a) "able to go to the toilet by themselves" (93.1%).
  b) "able to put on their own coat and shoes" (89.7%).
  c) "able to come to school without nappies/pull-ups" (86.2%).
  d) "when using the toilet, able to wipe own bottom" and "able to wash own hands"(82.8% each).
  e) "can make/draw things using different media, e.g. pencils/crayons"(72.4%).



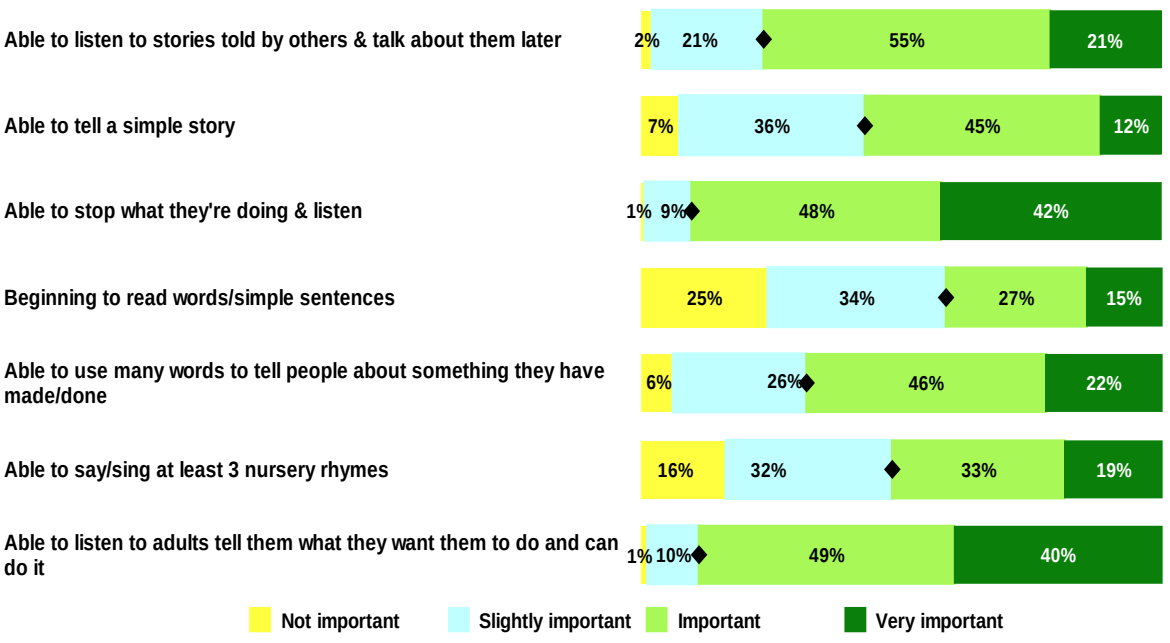
Notes: Percentages are rounded to the nearest whole percentage point. Categories after the ⌖ symbol are skills/abilities rated as Important or Very Important.

Appendix Five– Detailed Analysis of Responses for Communication and Language by Different Respondent Groups

1. Parents/Carers and Grandparents

- This group of questions was answered by an average of 994 Parents/Carers/Grand-parents.
- The top three qualities/skills identified by Parents/Carers/Grandparents as **very important** or **important** were: “able to stop what they're doing and listen” (90.3%), “able to listen to adults tell them what they want them to do and can do it” (88.8%), and “able to listen to stories told by others and talk about them later” (76.5%).

Figure 1: Communication and Language - Parents/Carers/Grandparents

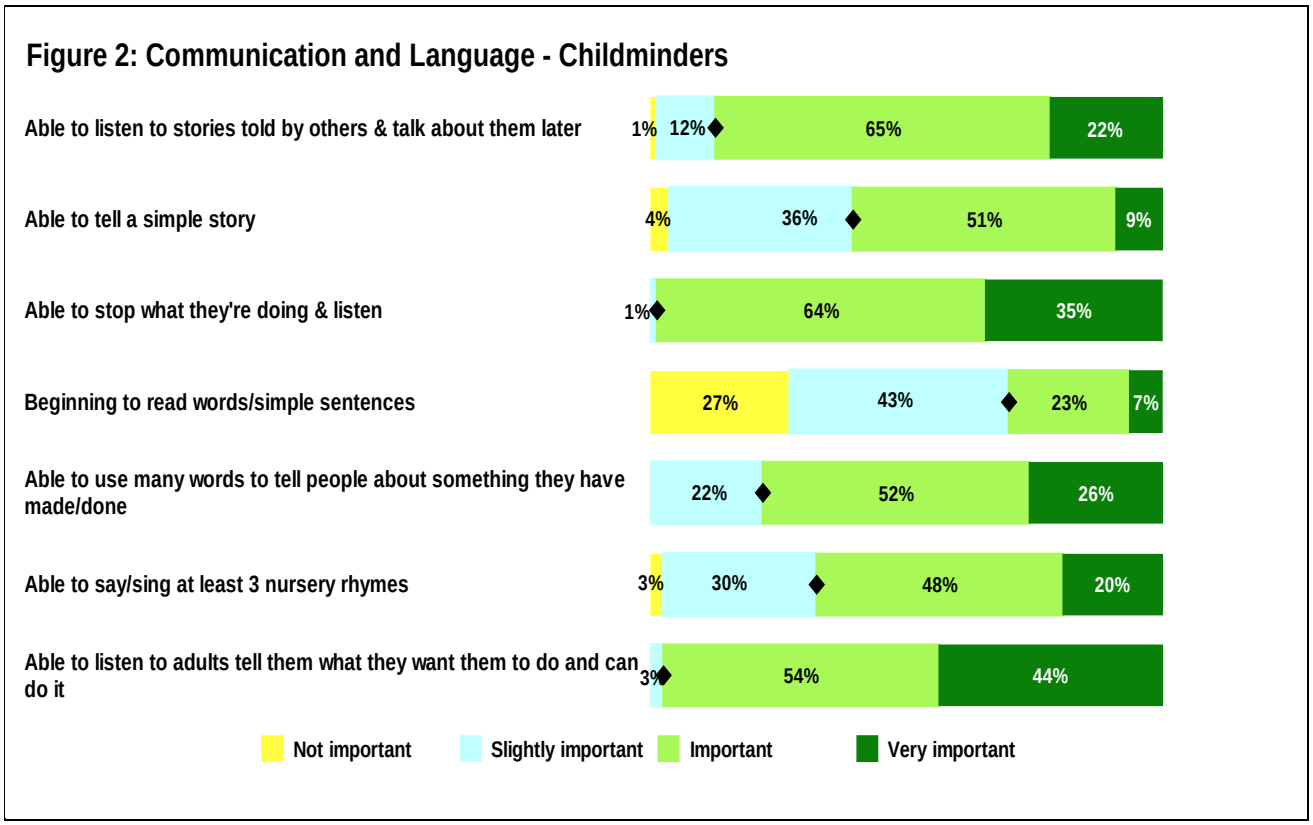


Notes: Percentages are rounded to the nearest whole percentage point. Categories after the ◆ symbol are skills/abilities rated as Important or Very Important.

2. Childminders

- This group of questions was answered by an average of 78 Childminders.

- The top three qualities/skills identified by childminders as either **very important** or **important** were: “able to stop what they’re doing and listen” (98.7%), “able to listen to adults tell them what they want them to do and can do it” (97.4%), and ““able to listen to stories told by others and talk about them later” (87.2%).

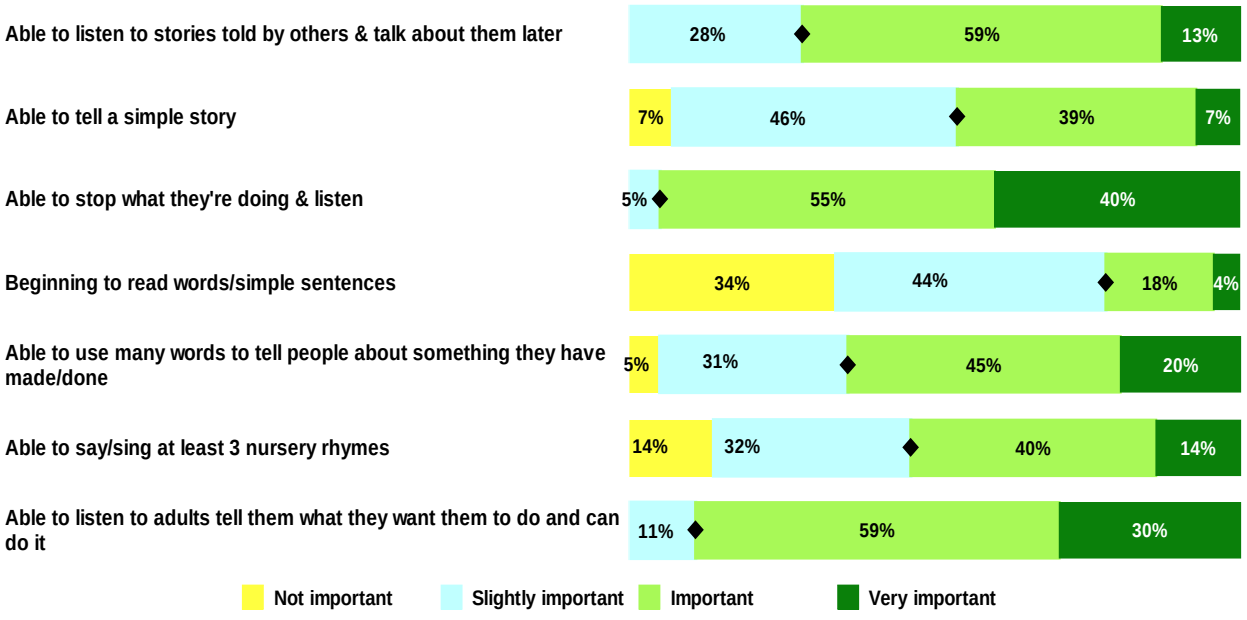


Notes: Percentages are rounded to the nearest whole percentage point. Categories after the ⌖ symbol are skills/abilities rated as Important or Very Important.

3. <u>Day Nursery/Pre-School Practitioners</u>

- This group of questions was answered by an average of 138 Day Nursery/Pre-School Practitioners.
- The top three qualities/skills identified by Nursery/Pre-School Practitioners as either **very important** or **important** were: “able to stop what they’re doing and listen“ (94.9%), “able to listen to adults tell them what they want them to do and can do it” (89.1%) and “able to listen to stories told by others and talk about them later” (71.7%).

Figure 3: Communication and Language - Day Nursery Staff/Preschool Practitioners

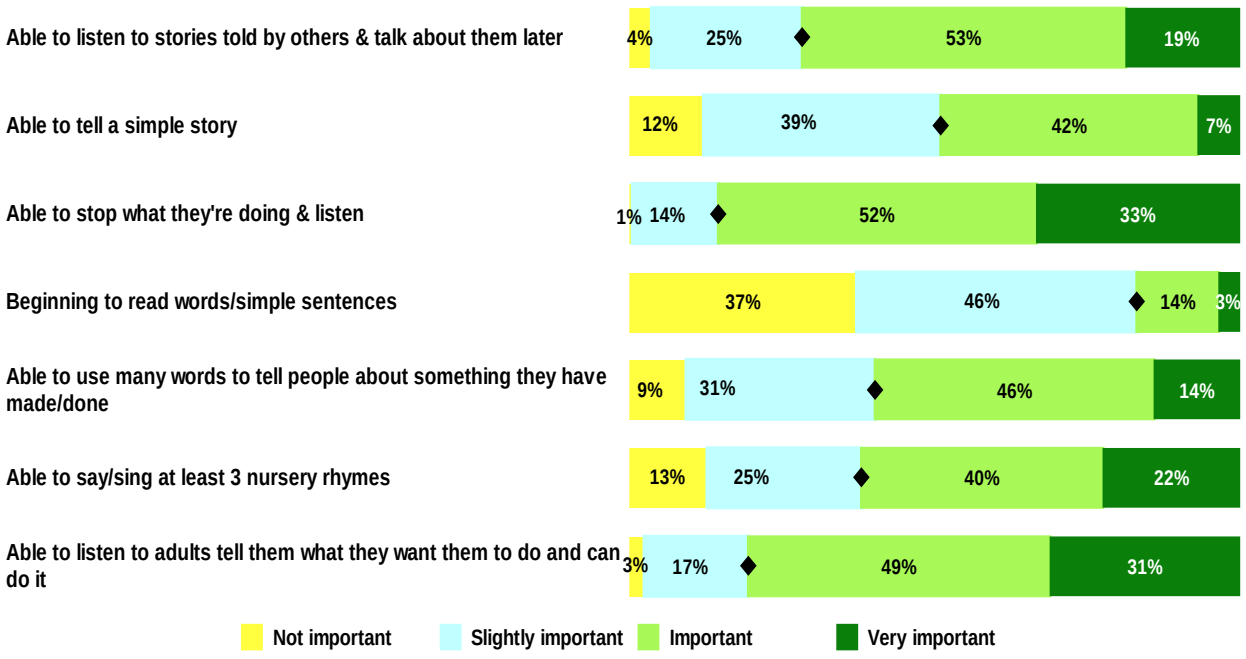


Notes: Percentages are rounded to the nearest whole percentage point. Categories after the ⌖ symbol are skills/abilities rated as Important or Very Important.

4. <u>EYFS School Staff, Governors, Headteachers and Deputy Headteachers</u>

- This group of questions was answered by an average of 321 EYFS School staff, Governors, Headteachers and Deputy Headteachers.
- The top three qualities/skills identified by EYFS School staff, Governors, Headteachers and Deputy Headteachers as either **very important** or **important** were: “able to stop what they’re doing and listen” (85.4%), “able to listen to adults tell them what they want them to do and can do it” (80.5%), and “able to listen to stories told by others and talk about them later” (71.7%).

Figure 4: Communication and Language - School Staff/Governors

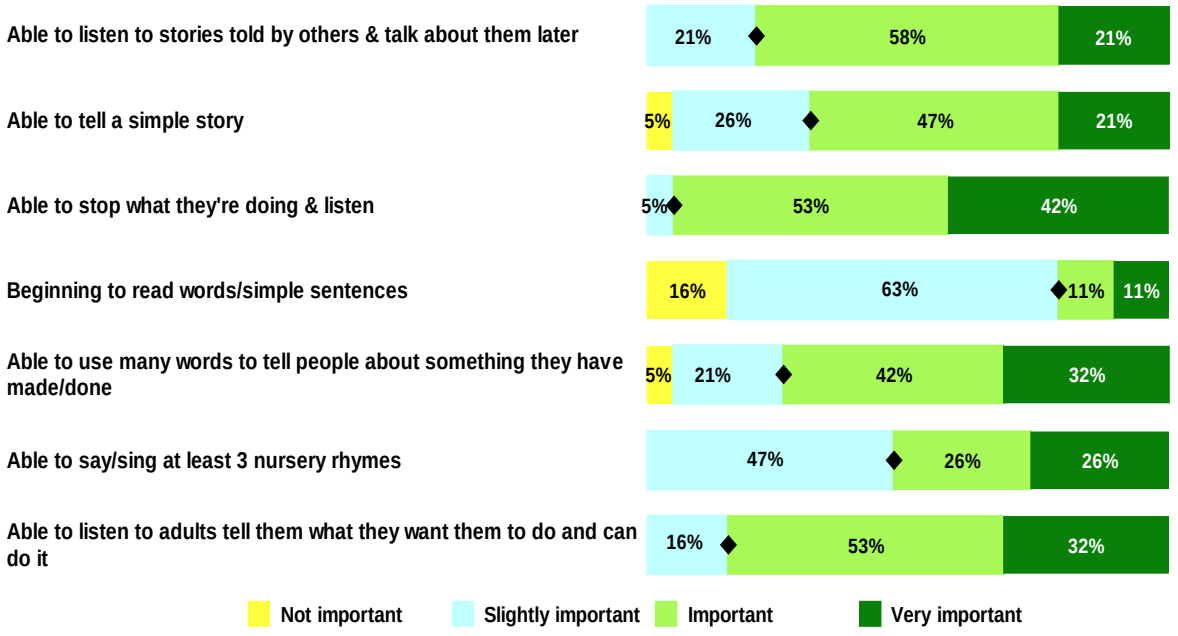


Notes: Percentages are rounded to the nearest whole percentage point. Categories after the ⌖ symbol are skills/abilities rated as Important or Very Important.

5. <u>Health Visitors/Community Nurses</u>

- This group of questions was answered by an average of 19 Health Visitors/Community Nurses.
- The top three qualities/skills identified Health Visitors/Community Nurses as **very important** or **important** were: “able to stop what they’re doing and listen” (94.7%), “able to listen to adults tell them what they want them to do and can do it” (84.2%), and “able to listen to stories told by others and talk about them later” (78.9%).

Figure 5: Communication and Language - Health Visitors/Community Nurses

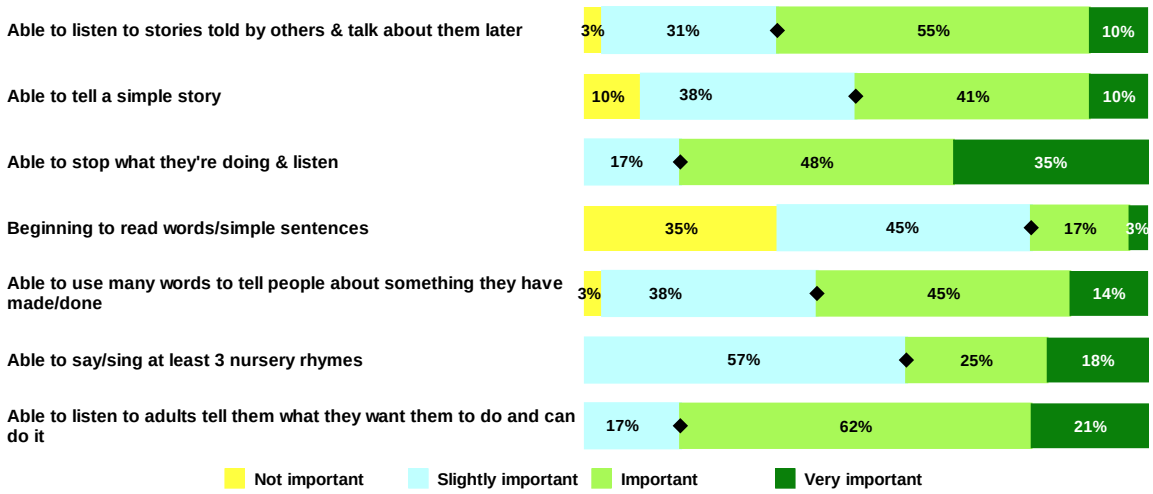


Notes: Percentages are rounded to the nearest whole percentage point. Categories after the ⌖ symbol are skills/abilities rated as Important or Very Important.

6. <u>Children’s Centre Workers</u>

- This group of questions was answered by an average of 29 Children's Centre Workers.
- The top three qualities/skills identified Children's Centre Workers as **very important** or **important** were: "able to stop what they're doing and listen" (82.8%), "able to listen to adults tell them what they want them to do and can do it" (82.8%), and "able to listen to stories told by others and talk about them later" (65.5%).

Figure 6: Communication and Language - Children's Centre Workers



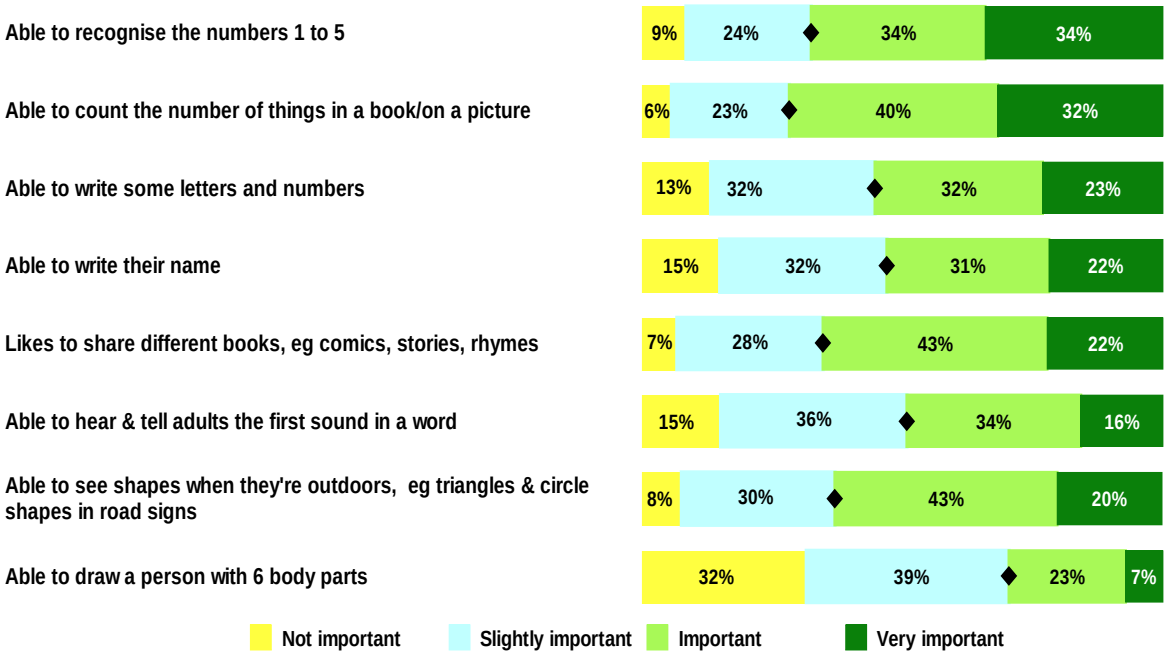
Notes: Percentages are rounded to the nearest whole percentage point. Categories after the ◆ symbol are skills/abilities rated as Important or Very Important.

Appendix Six – Detailed Analysis of Responses for Early Literacy and Maths by Different Respondent Groups

1. Parents/Carers and Grandparents

- This group of questions was answered by an average of 993 Parents/Carers/Grand-parents.
- The top three qualities/skills identified by Parents/Carers/Grandparents as either **important** or **very important** were: “able to count the number of things in a book or picture” (71.8%), “able to recognise the numbers one to five” (67.6%), and “likes to share different books, e.g. comics, stories and rhymes” (65.2%).

Figure 1: Early Literacy and Mathematics - Parents/Carers/Grandparents



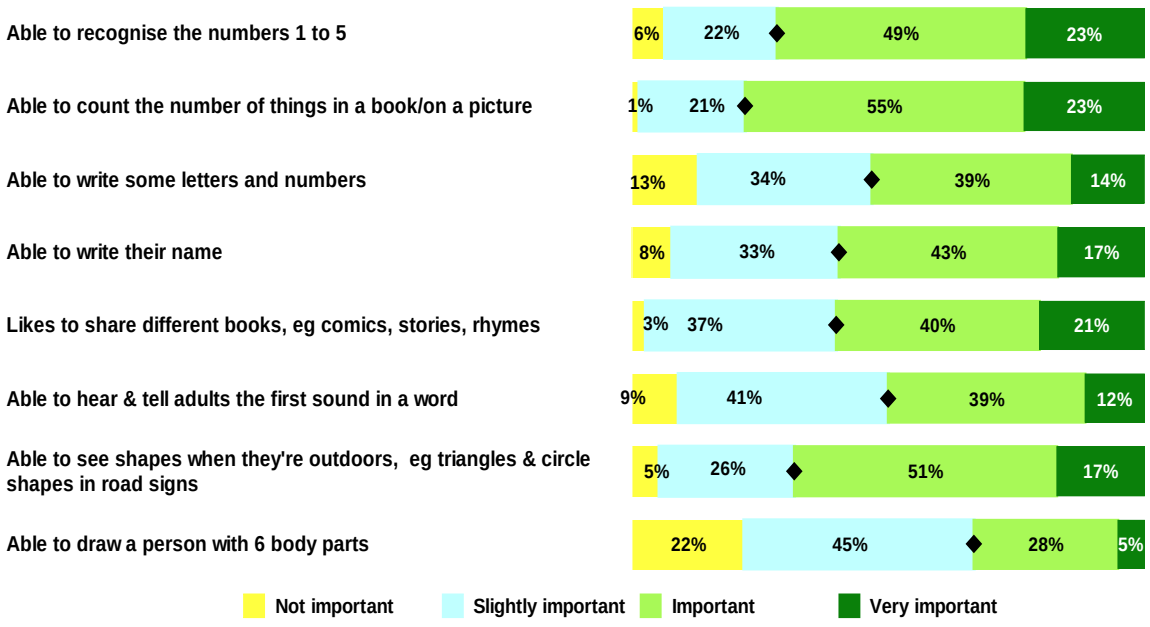
Notes: Percentages are rounded to the nearest whole percentage point. Categories after the ⌖ symbol are skills/abilities rated as Important or Very Important.

2. Childminders

- This group of questions was answered by an average of 77 childminders.

- The top three qualities/skills identified by childminders as either **very important** or **important** were: “able to count the number of things in a book or picture” (77.9%), “able to recognise the numbers one to five” (71.8%), and ““able to see shapes when they’re outdoors, e.g. triangles” (68.4%).

Figure 2: Early Literacy and Mathematics - Childminders

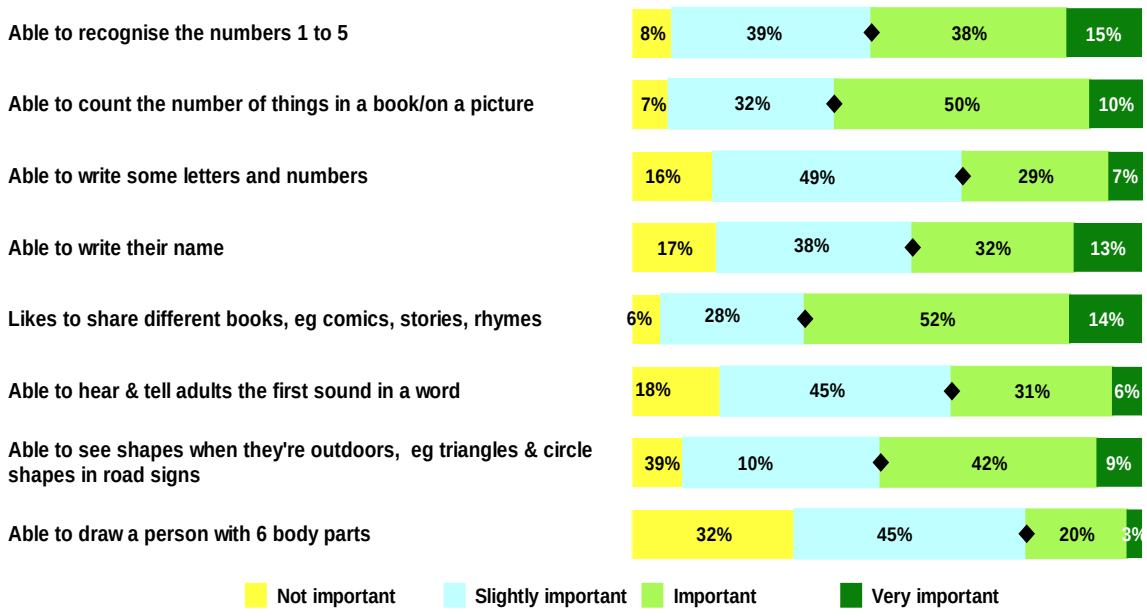


Notes: Percentages are rounded to the nearest whole percentage point. Categories after the ⌖ symbol are skills/abilities rated as Important or Very Important.

3. <u>Day Nursery/Pre-School Practitioners</u>

- This group of questions was answered by an average of 136 Day Nursery/Pre-School Practitioners.
- The top three qualities/skills identified by Nursery/Pre-School Practitioners as either **very important** or **important** were: “likes to share different books, e.g. comics, stories and rhymes” (65.9%), “able to count the number of things in a book or picture” (60.3%), and “able to recognise the numbers one to five” (52.9%).

Figure 3: Early Literacy and Mathematics - Day Nursery Staff/Preschool Practitioners

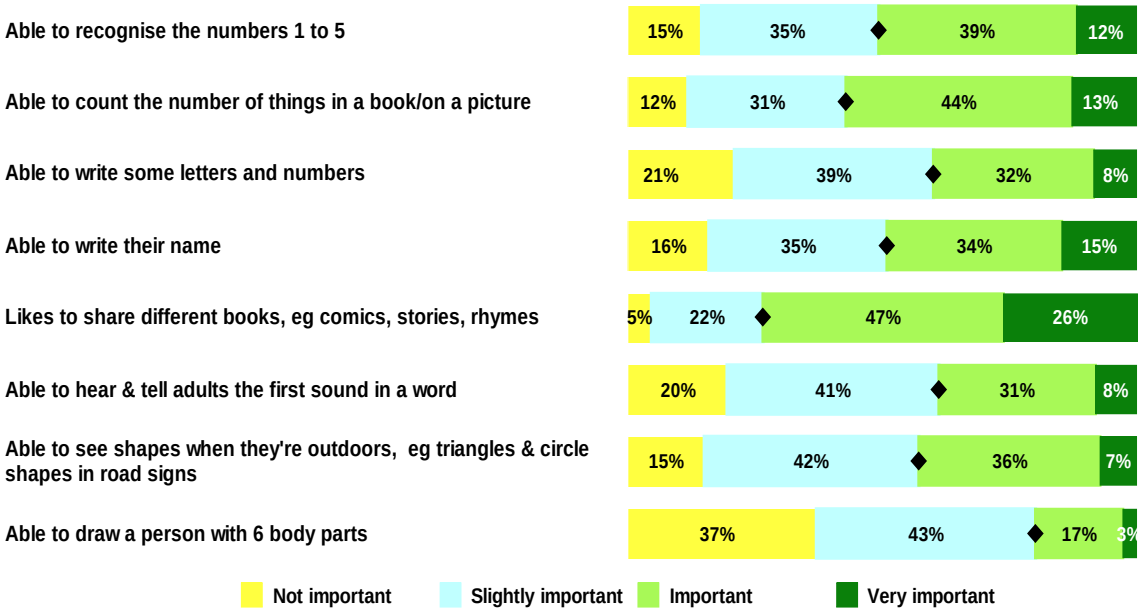


Notes: Percentages are rounded to the nearest whole percentage point. Categories after the ⌖ symbol are skills/abilities rated as Important or Very Important.

4. <u>EYFS School Staff, Governors, Headteachers and Deputy Headteachers</u>

- This group of questions was answered by an average of 320 EYFS School staff, Governors, Headteachers and Deputy Headteachers.
- The top three qualities/skills identified by EYFS School Staff, Governors, Headteachers and Deputy Headteachers as either **very important** or **important** were: “likes to share different books, e.g. comics, stories and rhymes” (73.4%), “able to count the number of things in a book or a picture” (57.2%), and “able to recognise the numbers one to five” (50.8%).

Figure 4: Early Literacy and Mathematics - School Staff/Governors



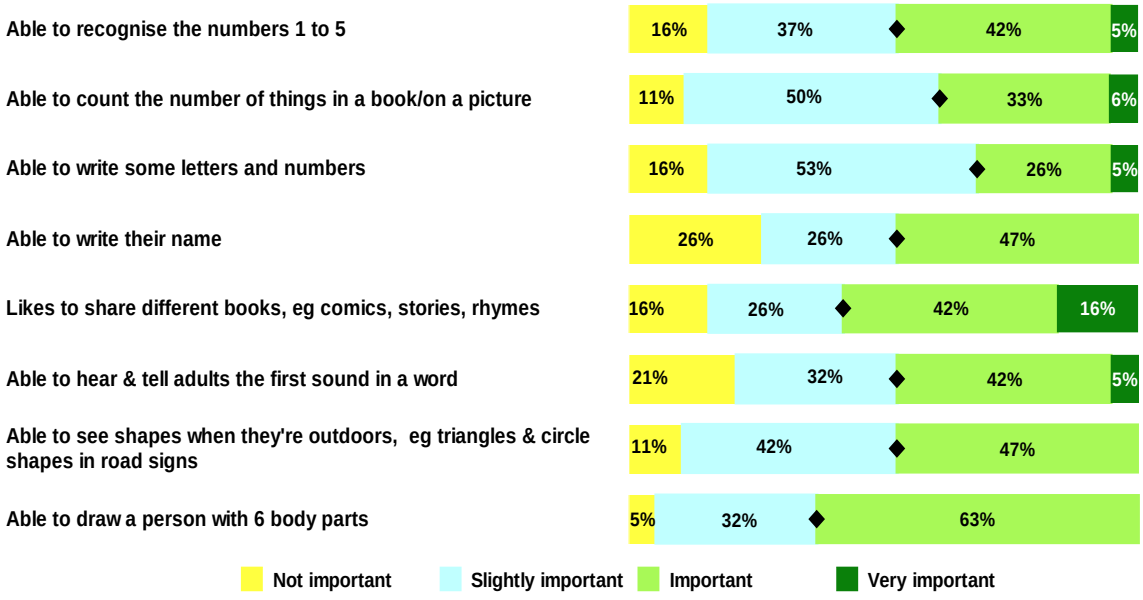
Notes: Percentages are rounded to the nearest whole percentage point. Categories after the ⌖ symbol are skills/abilities rated as Important or Very Important.

5. <u>Health Visitors/Community Nurses</u>

- This group of questions was answered by an average of 19 Health Visitors/Community Nurses.
- The top three qualities/skills identified Health Visitors/Community Nurses as very important or important were:

  a) “able to draw a person with six body parts” (63.2%).
  b) “likes to share different books, e.g. comics, stories and rhymes” (57.9%).
  c) “able to recognise the numbers one to five”, “able to write their own name”, “able to tell the first sound in a word” and “able to see shapes when they’re outdoors” (47.4% each).

Figure 5: Early Literacy and Mathematics - Health Visitors/Community Nurses

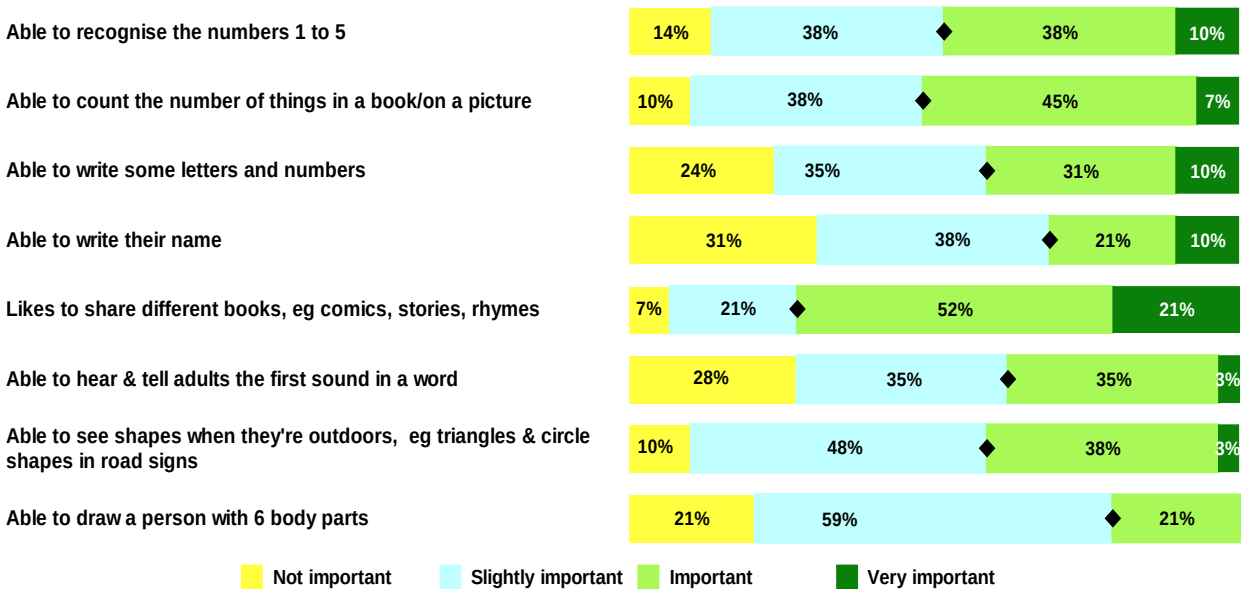


Notes: Percentages are rounded to the nearest whole percentage point. Categories after the ◆ symbol are skills/abilities rated as Important or Very Important.

6. <u>Children’s Centre Workers</u>

- This group of questions was answered by an average of 29 Children's Centre Workers.
- The top three qualities/skills identified Children's Centre Workers as either **very important** or **important** were: "likes to share different books, e.g. comics, stories and rhymes" (72.4%), "able to count the number of things in a book or picture" (51.7%), and "able to recognise the numbers one to five" (48.3%).

Figure 6: Early Literacy and Mathematics - Children's Centre Workers



Notes: Percentages are rounded to the nearest whole percentage point. Categories after the ◆ symbol are skills/abilities rated as Important or Very Important.

Appendix Seven - Detailed Analysis of Responses for Priority 1 by Different Respondent Groups

1. Parents/Carers/Grandparents

- 885 Parents, Carers and Grandparents provided a valid response for this question. Table 1 shows a broad categorisation of these responses.
- The top three abilities/skills were: “Able to settle without parent/carer” (21.5%), “Toilet trained/hygiene awareness” (18.9%) and “Comfortable/happy in school environment” (11.2%).

Table 1: Broad Categories of Response for Priority One – Parents/Carers/Grandparents

Broad Categories for Priority 1	**Total**	**%**
Able to settle without parent/carer	190	21.5%
Toilet trained/hygiene awareness	167	18.9%
Comfortable/happy in school environment	99	11.2%
Communicates needs/feelings/ideas/issues	94	10.6%
Social/play/sharing skills	51	5.8%
Listens/follows instructions/able to focus	49	5.5%
Basic literacy	42	4.7%
Self confidence	30	3.4%
Emotionally ready	24	2.7%
Excited by/open to learning/curious	21	2.4%
Rules/boundaries/behaviour/respect for others	21	2.4%
Basic numeracy	18	2.0%
Other	8	0.9%
Able to dress self	12	1.4%
Appropriate admissions systems	9	1.0%
Independence skills	9	1.0%
Interested in books/stories	7	0.8%
Social awareness/empathy/self aware	7	0.8%
Good general health	6	0.7%
Able to feed self/use cutlery	5	0.6%
Basic numeracy and literacy	4	0.5%
Physically ready for school	4	0.5%
Moral awareness	3	0.3%
Basic safety awareness	1	0.1%
Flexible school approach to child	1	0.1%
Manipulate creative tools	1	0.1%
Self-care skills	1	0.1%
Visual/artistic skills	1	0.1%
Totals	**885**	**100.0%**

2. Childminders

- 77 childminders provided a valid response for this question. Table 2 shows a broad categorisation of these survey responses.
- The top three abilities/skills were: “Able to settle without parent/carer” (32.5%), “Toilet trained/hygiene awareness” (20.8%), and “Social/play/sharing skills” (7.8%).

Table 12: Broad Categories of Response for Priority One – Childminders

Broad Categories for Priority 1	**Total**	**%**
Able to settle without parent/carer	25	32.5%
Toilet trained/hygiene awareness	16	20.8%
Social/play/sharing skills	6	7.8%
Communicates needs/feelings/ideas/issues	5	6.5%
Able to dress self	4	5.2%
Comfortable/happy in school environment	3	3.9%
Excited by/open to learning/curious	3	3.9%
Listens/follows instructions/able to focus	3	3.9%
Independence skills	3	3.9%
Physically ready for school	2	2.6%
Social awareness/empathy/self-aware	2	2.6%
Basic literacy	1	1.3%
Basic numeracy	1	1.3%
Emotionally ready	1	1.3%
Rules/boundaries/behaviour/respect for others	1	1.3%
Self confidence	1	1.3%
Totals	**77**	**100.0%**

3. Day Nursery Staff/Preschool Practitioners

- 129 day nursery staff/preschool practitioners provided a valid response for this question. Table 3 shows a broad categorisation of these responses.
- The top three abilities/skills were: “Able to settle without parent/Ccarer” (29.5%), “Comfortable/happy in school environment” (14%), and “Toilet trained/hygiene awareness” (12.4%).

Table 3: Broad Categories of Response for Priority One – Day Nursery Staff/Preschool Practitioners

Broad Categories for Priority 1	**Total**	**%**
Able to settle without parent/carer	38	29.5%
Comfortable/happy in school environment	18	14.0%
Toilet trained/hygiene awareness	16	12.4%
Self confidence	10	7.8%
Communicates needs/feelings/ideas/issues	9	7.0%
Social/play/sharing skills	8	6.2%
Basic literacy	4	3.1%
Listens/follows instructions/able to focus	4	3.1%
Excited by/open to learning/curious	3	2.3%
Rules/boundaries/behaviour/respect for others	3	2.3%
Independence skills	3	2.3%
Able to dress self	2	1.6%
Appropriate admissions systems	2	1.6%
Flexible school approach to child	2	1.6%
Emotionally ready	2	1.6%
Social awareness/empathy/self aware	2	1.6%
Other	1	0.8%
Able to feed self/use cutlery	1	0.8%
Self-care skills	1	0.8%
Totals	**129**	**100.0%**

4. School Staff and Governors

- 303 school staff/governors provided a valid response for this question. Table 4 shows a broad categorisation of these responses.
- The top three abilities/skills were: “Toilet trained/hygiene awareness” (38%), “Able to settle without parent/carer” (29.5%), “Comfortable/happy in school environment” (16.5%), and “Communicates needs/feelings/ideas/issues” (13.5%).

Table 4: Broad Categories of Response for Priority One – School Staff and Governors

Broad Categories for Priority 1	Total	%
Toilet trained/hygiene awareness	115	38.0%
Able to settle without parent/carer	50	16.5%
Communicates needs/feelings/ideas/issues	41	13.5%
Comfortable/happy in school environment	22	7.3%
Social/play/sharing skills	18	5.9%
Listens/follows instructions/able to focus	10	3.3%
Excited by/open to learning/curious	8	2.6%
Self confidence	6	2.0%
Self-care skills	5	1.7%
Independence skills	4	1.3%
Able to dress self	4	1.3%
Good general health	4	1.3%
Rules/boundaries/behaviour/respect for others	4	1.3%
Other	3	1.0%
Emotionally ready	2	0.7%
Physically ready for school	2	0.7%
Able to feed self/use cutlery	1	0.3%
Appropriate admissions systems	1	0.3%
Basic literacy	1	0.3%
Basic safety awareness	1	0.3%
Manipulate creative tools	1	0.3%
Totals	**303**	**100.0%**

5. Health Visitors and Community Nursery Nurses

- 19 health visitors/community nursery nurses provided a valid response for this question. Table 5 shows a broad categorisation of these responses.
- The top three abilities/skills were: “Communicates needs/feelings/ideas/issues” (36.8%), “Toilet trained/hygiene awareness” (21.1%), and jointly “Flexible school approach to child” and “Emotionally ready" (10.5% each).
- Examples of comments for “Flexible school approach to child” were “That the child is treated as an individual” and “For a child to be given the opportunity to develop at their own rate”. Examples of comments for “Emotionally ready” are “Children are emotionally secure” and “emotional maturity to cope”.

Table 5: Broad Categories of Response for Priority One – Community Nursery Nurses and Health Visitors

Broad Categories for Priority 1	**No**	**%**
Communicates needs/feelings/ideas/issues	7	36.8%
Toilet trained/hygiene awareness	4	21.1%
Flexible school approach to child	2	10.5%
Emotionally ready	2	10.5%
Able to settle without parent/carer	1	5.3%
Comfortable/happy in school environment	1	5.3%
Listens/follows instructions/able to focus	1	5.3%
Social/play/sharing skills	1	5.3%
Totals	**19**	**100.0%**

6. Children’s Centre Workers

- 29 Children's Centre workers provided a valid response for this question. Table 6 shows a broad categorisation of these responses.
- The top three abilities/skills were: "Able to settle without parent/carer" (41.4%), "Communicates needs/feelings/ideas/issues" (36.8%), "Toilet trained/hygiene awareness" (17.2%), and "Comfortable/happy in school environment" (10.3%).

Table 6: Broad Categories of Response for Priority One – Children's Centre Workers

Broad Categories for Priority 1	**No**	**%**
Able to settle without parent/carer	12	41.4%
Toilet trained/hygiene awareness	5	17.2%
Comfortable/happy in school environment	3	10.3%
Communicates needs/feelings/ideas/issues	2	6.9%
Social/play/sharing skills	2	6.9%
Emotionally ready	1	3.4%
Self confidence	1	3.4%
Able to dress self	1	3.4%
Rules/boundaries/behaviour/respect for others	1	3.4%
Basic Literacy	1	3.4%
Totals	**29**	**100.0%**

Appendix Eight - Detailed Analysis of Responses for Priority 2 by Different Respondent Groups

1. All Parents/Carers and Grandparents

- 873 parents/carers and grandparents provided a valid response for this question. Table 1 shows a broad categorisation of these responses.
- The top three abilities/skills were: “Toilet trained/hygiene awareness” (16.3%), “Communicates needs/feelings/ideas/issues” (14.9%), and “Social/play/sharing skills” (12%).

Table 1: Broad Categories of Response for Priority Two – Parents/Carers/ Grandparents

Broad Categories for Priority 2	Total	%
Toilet trained/hygiene awareness	142	16.3%
Communicates needs/feelings/ideas/issues	130	14.9%
Social/play/sharing skills	105	12.0%
Listens/follows instructions/able to focus	102	11.7%
Basic literacy	53	6.1%
Able to settle away from parent/carer	37	4.2%
Rules/boundaries/behaviour/respect for others	37	4.2%
Self confidence	34	3.9%
Basic numeracy	31	3.6%
Comfortable/happy in school environment	30	3.4%
Excited by/open to learning/curious	27	3.1%
Able to feed self/use cutlery	25	2.9%
Basic numeracy and literacy	25	2.9%
Able to dress self	23	2.6%
Other	9	1.0%
Social awareness/empathy/self aware	14	1.6%
Independence skills	7	0.8%
Emotionally ready	6	0.7%
Interested in books/stories	6	0.7%
Manipulate creative tools	6	0.7%
Physically ready for school	6	0.7%
Moral awareness	5	0.6%
Appropriate admissions systems	4	0.5%
Flexible school approach to child	4	0.5%
Learning approaches/education theory	2	0.2%
Good general health	1	0.1%
Self-care skills	1	0.1%
Visual/artistic skills	1	0.1%
Totals	**873**	**100.0%**

2. Childminders

- 77 childminders provided a valid response for this question. Table 2 shows a broad categorisation of these responses.
- The top three abilities/skills were: “Toilet trained/hygiene awareness” (22.1%), “Listens/follows instructions/able to focus” (16.9%), and “Social/play/sharing skills” (11.7%).

Table 2: Broad Categories of Response for Priority Two – Childminders

Broad Categories for Priority 2	**No**	**%**
Toilet trained/hygiene awareness	17	22.1%
Listens/follows instructions/able to focus	13	16.9%
Social/play/sharing skills	9	11.7%
Able to dress self	8	10.4%
Communicates needs/feelings/ideas/issues	7	9.1%
Self confidence	5	6.5%
Able to settle away from parent/carer	3	3.9%
Comfortable/happy in school environment	3	3.9%
Able to feed self/use cutlery	2	2.6%
Basic literacy	2	2.6%
Excited by/open to learning/curious	2	2.6%
Manipulate creative tools	2	2.6%
Basic numeracy	1	1.3%
Basic numeracy and literacy	1	1.3%
Rules/boundaries/behaviour/respect for others	1	1.3%
Social awareness/empathy/self-aware	1	1.3%
Totals	**77**	**100.0%**

3. Day Nursery Staff/Preschool Practitioners

- 127 day nursery staff/preschool practitioners provided a valid response for this question. Table 3 shows a broad categorisation of these responses.
- The top three abilities/skills were: “Toilet trained/hygiene awareness” (21.3%), “Communicates needs/feelings/ideas/issues (16.5%) and “Social/play/sharing skills” (12.6%).

Table 3: Broad Categories of Response for Priority Two – Day Nursery Staff/Preschool Practitioners

Broad Categories for Priority 2	**Total**	**%**
Toilet trained/hygiene awareness	27	21.3%
Communicates needs/feelings/ideas/issues	21	16.5%
Social/play/sharing skills	16	12.6%
Listens/follows instructions/able to focus	11	8.7%
Able to settle away from parent/carer	8	6.3%
Comfortable/happy in school environment	7	5.5%
Self confidence	7	5.5%
Flexible school approach to child	6	4.7%
Basic literacy	5	3.9%
Able to dress self	4	3.1%
Excited by/open to learning/curious	4	3.1%
Able to feed self/use cutlery	3	2.4%
Basic numeracy	2	1.6%
Independence skills	2	1.6%
Other	1	0.8%
Basic safety awareness	1	0.8%
Good general health	1	0.8%
Social awareness/empathy/self-aware	1	0.8%
Totals	**127**	**100.0%**

4. School Staff and Governors

a) 301 school staff and governors provided a valid response for this question. Table 4 shows a broad categorisation of these responses.
b) The top three abilities/skills were: “Communicates needs/feelings/ideas/issues (20.3%) “Toilet trained/hygiene awareness” (19.6%), and “Listens/follows instructions/able to focus” (11%)

Table 4: Broad Categories of Response for Priority Two – School Staff/Governors

Broad Categories for Priority 2	Total	%
Communicates needs/feelings/ideas/issues	61	20.3%
Toilet trained/hygiene awareness	59	19.6%
Listens/follows instructions/able to focus	33	11.0%
Social/play/sharing skills	28	9.3%
Able to settle away from parent/carer	22	7.3%
Able to dress self	21	7.0%
Rules/boundaries/behaviour/respect for others	12	4.0%
Comfortable/happy in school environment	10	3.3%
Self confidence	9	3.0%
Other	6	2.0%
Social awareness/empathy/self aware	8	2.7%
Basic literacy	7	2.3%
Able to feed self/use cutlery	5	1.7%
Excited by/open to learning/curious	4	1.3%
Physically ready for school	4	1.3%
Manipulate creative tools	3	1.0%
Independence skills	2	0.7%
Basic numeracy and literacy	2	0.7%
Emotionally ready	2	0.7%
Interested in books/stories	2	0.7%
Flexible school approach to child	1	0.3%
Totals	**301**	**100.0%**

5. Health Visitors and Community Nursery Nurses

a) 19 health visitors/community nurses provided a valid response for this question. Table 5 shows a broad categorisation of these responses.
b) The top three abilities/skills were: “Communicates needs/feelings/ideas/issues (36.8%), “Listens/follows instructions/able to focus” (31.6%), and “Toilet trained/hygiene awareness” (15.8%).

Table 5: Broad Categories of Response for Priority Two – Health Visitors and Community Nursery Nurses

Broad Categories for Priority 2	No	%
Communicates needs/feelings/ideas/issues	7	36.8%
Listens/follows instructions/able to focus	6	31.6%
Toilet trained/hygiene awareness	3	15.8%
Comfortable/happy in school environment	2	10.5%
Physically ready for school	1	5.3%
Totals	**19**	**100.0%**

6. Children’s Centre Workers

- 29 Children’s Centre workers provided a valid response for this question. Table 6 shows a broad categorisation of these responses.
- The top three abilities/skills were: “Communicates needs/feelings/ideas/issues and “Social/play/sharing skills” (20.7% each), and “Able to dress selves”, “Able to settle away from parent/carer”, and “Self-confidence“ (10.3% each).
- Examples of comments for self-confidence include “Children feeling secure in themselves and ready to learn”, and “Good self- esteem”.

Table 6: Broad Categories of Response for Priority Two – Children’s Centre Workers

Broad Categories for Priority 2	No	%
Communicates needs/feelings/ideas/issues	6	20.7%
Social/play/sharing skills	6	20.7%
Able to dress self	3	10.3%
Able to settle away from parent/carer	3	10.3%
Self confidence	3	10.3%
Listens/follows instructions/able to focus	2	6.9%
Toilet trained/hygiene awareness	2	6.9%
Basic literacy	1	3.4%
Emotionally ready	1	3.4%
Manipulate creative tools	1	3.4%
Rules/boundaries/behaviour/respect for others	1	3.4%
Totals	**29**	**100.0%**

Appendix Nine - Detailed Analysis of Responses for Priority 3 by Different Respondent Groups

1. Parents/Carers/Grandparents

- 843 parents, carers and grandparents provided a valid response for this question. Table 1 shows a broad categorisation of these responses.
- The top three abilities/skills were:
  a) "Toilet trained/hygiene awareness" (13.9%).
  b) "Social/play/sharing skills (13.3%).
  c) "Listens/follows instructions/able to focus" and Social/play/sharing skills (12.5%).

Table 1: Broad Categories of Response for Priority Three – Parents/Carers/Grandparents

Broad Categories for Priority 3	**Total**	**%**
Toilet trained/hygiene awareness	117	13.9%
Social/play/sharing skills	112	13.3%
Listens/follows instructions/able to focus	105	12.5%
Communicates needs/feelings/ideas/issues	76	9.0%
Basic literacy	59	7.0%
Comfortable/happy in school environment	47	5.6%
Rules/boundaries/behaviour/respect for others	43	5.1%
Able to dress self	35	4.2%
Able to feed self/use cutlery	33	3.9%
Basic numeracy	28	3.3%
Self confidence	24	2.8%
Excited by/open to learning/curious	23	2.7%
Able to settle away from parent/carer	21	2.5%
Basic numeracy and literacy	19	2.3%
Social awareness/empathy/self-aware	16	1.9%
Physically ready for school	14	1.7%
Other	13	1.5%
Manipulate creative tools	12	1.4%
Interested in books/stories	10	1.2%
Visual/artistic skills	10	1.2%
Flexible school approach to child	7	0.8%
Moral awareness	6	0.7%
Independence skills	2	0.2%
Appropriate admissions systems	2	0.2%
Basic safety awareness	2	0.2%
Good general health	2	0.2%
Learning approaches	2	0.2%
Self-care skills	2	0.2%
Emotionally ready	1	0.1%
Totals	**843**	**100.0%**

2. Childminders

- 76 Childminders provided a valid response for this question. Table 2 shows a broad categorisation of these survey responses.
- The top four abilities/skills were:

  a) "Communicates needs/feelings/ideas/issues" (14.5%).
  b) "Social/play/sharing skills (13.2%)
  c) "Toilet trained/hygiene awareness" (13.2%).
  d) "Listens/follows instructions/able to focus" (12.5%).

Table 2: Broad Categories of Response for Priority Three – Childminders

Broad Categories for Priority 3	**No**	**%**
Communicates needs/feelings/ideas/issues	11	14.5%
Social/play/sharing skills	10	13.2%
Toilet trained/hygiene awareness	10	13.2%
Listens/follows instructions/able to focus	8	10.5%
Able to dress self	6	7.9%
Able to feed self/use cutlery	4	5.3%
Able to settle away from parent/carer	4	5.3%
Basic literacy	4	5.3%
Basic numeracy	2	2.6%
Basic numeracy and literacy	2	2.6%
Comfortable/happy in school environment	2	2.6%
Other	2	2.6%
Rules/boundaries/behaviour/respect for others	2	2.6%
Self-care skills	2	2.6%
Self confidence	2	2.6%
Basic safety awareness	1	1.3%
Excited by/open to learning/curious	1	1.3%
Manipulate creative tools	1	1.3%
Moral awareness	1	1.3%
Social awareness/empathy/self-aware	1	1.3%
Totals	**76**	**100.0%**

3. Day Nursery Staff/Preschool Practitioners

- 125 Day Nursery staff/Preschool Practitioners provided a valid response for this question. Table 3 shows a broad categorisation of these survey responses.
- The top four abilities/skills were:

  a) “Social/play/sharing skills (16.8%).
  b) “Listens/follows instructions/able to focus” (16%).
  c) “Toilet trained/hygiene awareness” (15.2%).
  d) “Communicates needs/feelings/ideas/issues” (10.4%).

Table 3: Broad Categories of Response for Priority Three – Day Nursery Staff/Preschool Practitioners

Broad Categories for Priority 3	**No**	**%**
Social/play/sharing skills	21	16.8%
Listens/follows instructions/able to focus	20	16.0%
Toilet trained/hygiene awareness	19	15.2%
Communicates needs/feelings/ideas/issues	13	10.4%
Able to dress self	9	7.2%
Able to feed self/use cutlery	6	4.8%
Comfortable/happy in school environment	5	4.0%
Self confidence	5	4.0%
Social awareness/empathy/self aware	5	4.0%
Able to settle away from parent/carer	4	3.2%
Flexible school approach to child	4	3.2%
Basic literacy	2	1.6%
Basic numeracy	2	1.6%
Excited by/open to learning/curious	2	1.6%
Interested in books/stories	2	1.6%
Rules/boundaries/behaviour/respect for others	2	1.6%
Manipulate creative tools	1	0.8%
Emotionally ready	1	0.8%
Other	1	0.8%
Physically ready for school	1	0.8%
Totals	**125**	**100.0%**

4. School Staff and Governors

1) 299 school staff and governors provided a valid response for this question. Table 4 shows a broad categorisation of these survey responses.
2) The top four abilities/skills were:

   a) “Listens/follows instructions/able to focus” (16.1%).
   b) “Social/play/sharing skills” (15.4%).
   c) “Communicates needs/feelings/ideas/issues” (14.4%).
   d) “Toilet trained/hygiene awareness” (10.7%).

Table 4: Broad Categories of Response for Priority Three – School Staff/Governors

Broad Categories for Priority 3	**Total**	**%**
Listens/follows instructions/able to focus	48	16.1%
Social/play/sharing skills	46	15.4%
Communicates needs/feelings/ideas/issues	43	14.4%
Toilet trained/hygiene awareness	32	10.7%
Able to dress self	17	5.7%
Able to feed self/use cutlery	16	5.4%
Rules/boundaries/behaviour/respect for others	13	4.3%
Excited by/open to learning/curious	12	4.0%
Able to settle away from parent/carer	10	3.3%
Comfortable/happy in school environment	7	2.3%
Manipulate creative tools	7	2.3%
Self confidence	7	2.3%
Basic literacy	6	2.0%
Social awareness/empathy/self-aware	6	2.0%
Basic numeracy	5	1.7%
Interested in books/stories	4	1.3%
Basic numeracy and literacy	3	1.0%
Physically ready for school	3	1.0%
Other	2	0.7%
Basic safety awareness	2	0.7%
Learning approaches	2	0.7%
Self-care skills	2	0.7%
Visual/artistic skills	2	0.7%
Independence skills	2	0.7%
Good general health	1	0.3%
Moral awareness	1	0.3%
Totals	**299**	**100.0%**

5. Health Visitors and Community Nurses

1) 19 Health Visitors and Community Nurses provided a valid response for this question. Table 5 shows a broad categorisation of these survey responses.
2) The top four abilities/skills were:

   a) “Toilet trained/hygiene awareness” (31.6%).
   b) “Social/play/sharing skills (15.8%).
   c) “Basic numeracy and literacy” (10.5%).
   d) “Physically ready for school” (10.5%).

3) Examples of comments for “Physically ready for school include “Physical Skills” and “Develop hand to eye coordination”.

Table 30: Broad Categories of Response for Priority Three – Health Visitors/Community Nurses

Broad Categories for Priority 3	**No**	**%**
Toilet trained/hygiene awareness	6	31.6%
Social/play/sharing skills	3	15.8%
Basic numeracy and literacy	2	10.5%
Physically ready for school	2	10.5%
Able to dress self	1	5.3%
Comfortable/happy in school environment	1	5.3%
Communicates needs/feelings/ideas/issues	1	5.3%
Good general health	1	5.3%
Listens/follows instructions/able to focus	1	5.3%
Self confidence	1	5.3%
Totals	**19**	**100.0%**

6 Children’s Centre Workers

1) 29 Children's Centre workers provided a valid response for this question. Table 6 shows a broad categorisation of these survey responses.
2) The top four abilities/skills were:

   a) "Toilet trained/hygiene awareness" (31%).
   b) "Social/play/sharing skills" (17.2%).
   c) "Communicates needs/feelings/ideas/issues" (6.9%).
   d) "Excited by/open to learning/curious" (6.9%).
   e) "Interested in books/stories" (6.9%).
   f) "Listens/follows instructions/able to focus" (6.9%).

3) Examples of comments for "Interested in books/stories" include "Know how to use books and look at them" and "Enjoys books".

Table 6: Broad Categories of Response for Priority Three – Children's Centre Workers

Broad Categories for Priority 3	No	%
Toilet trained/hygiene awareness	9	31.0%
Social/play/sharing skills	5	17.2%
Communicates needs/feelings/ideas/issues	2	6.9%
Excited by/open to learning/curious	2	6.9%
Interested in books/stories	2	6.9%
Listens/follows instructions/able to focus	2	6.9%
Able to dress self	1	3.4%
Able to feed self/use cutlery	1	3.4%
Able to settle away from parent/carer	1	3.4%
Basic literacy	1	3.4%
Comfortable/happy in school environment	1	3.4%
Physically ready for school	1	3.4%
Self-care skills	1	3.4%
Totals	**29**	**100.0%**

Appendix Ten - Detailed Analysis of Responses for Priority 4 by Different Respondent Groups

1. Parents/Carers/Grandparents

1) 800 Parents/Carers/Grandparents provided a valid response for this question. Table 1 shows a broad categorisation of these responses.

2) The top five abilities/skills were:
   a) “Social/play/sharing skills” (13.8 %).
   b) “Listens/follows instructions/able to focus” (11.6%).
   c) “Toilet trained/hygiene awareness” (9.9%).
   d) “Communicates needs/feelings/ideas/issues” (9.4%).
   e) “Basic literacy” (7.1%).

Table 1: Broad Categories of Response for Priority Four – Parents/Carers/Grandparents

Broad Categories for Priority 4	**Total**	**%**

Social/play/sharing skills	110	13.8%
Listens/follows instructions/able to focus	93	11.6%
Toilet trained/hygiene awareness	79	9.9%
Communicates needs/feelings/ideas/issues	75	9.4%
Basic literacy	57	7.1%
Rules/boundaries/behaviour/respect for others	42	5.3%
Able to dress self	41	5.1%
Able to feed self/use cutlery	41	5.1%
Other	24	3.0%
Social awareness/empathy/self-aware	27	3.4%
Comfortable/happy in school environment	26	3.3%
Excited by/open to learning/curious	26	3.3%
Basic numeracy	25	3.1%
Basic numeracy and literacy	25	3.1%
Self confidence	21	2.6%
Physically ready for school	20	2.5%
Interested in books/stories	15	1.9%
Able to settle away from parent/carer	13	1.6%
Visual/artistic skills	9	1.1%
Manipulate creative tools	7	0.9%
Independence skills	7	0.9%
Moral awareness	5	0.6%
Flexible school approach to child	4	0.5%
Basic safety awareness	3	0.4%
Appropriate admissions systems	2	0.3%
Good general health	1	0.1%
Self-care skills	1	0.1%
Special needs provision	1	0.1%
Totals	**800**	**100.0%**

2. Childminders

- 76 Childminders provided a valid response for this question. Table 2 shows a broad categorisation of these survey responses.
- The top six abilities/skills were:

  a) “Social/play/sharing skills” (18.4%).
  b) “Toilet trained/hygiene awareness” (13.2%).
  c) “Communicates needs/feelings/ideas/issues” (10.5%).
  d) “Able to feed self/use cutlery” (7.9%).
  e) “Listens/follows instructions/able to focus” (7.9%).
  f) “Rules/boundaries/behaviour/respect for others” (7.9%).

Table 2: Broad Categories of Response for Priority Four – Childminders

Broad Categories for Priority 4	**No**	**%**
Social/play/sharing skills	14	18.4%
Toilet trained/hygiene awareness	10	13.2%
Communicates needs/feelings/ideas/issues	8	10.5%
Able to feed self/use cutlery	6	7.9%
Listens/follows instructions/able to focus	6	7.9%
Rules/boundaries/behaviour/respect for others	6	7.9%
Social awareness/empathy/self - aware	4	5.3%
Self confidence	3	3.9%
Able to dress self	2	2.6%
Able to settle away from parent/carer	2	2.6%
Basic numeracy	2	2.6%
Comfortable/happy in school environment	2	2.6%
Excited by/open to learning/curious	2	2.6%
Manipulate creative tools	2	2.6%
Other	2	2.6%
Basic literacy	1	1.3%
Basic numeracy and literacy	1	1.3%
Interested in books/stories	1	1.3%
Physically ready for school	1	1.3%
Visual/artistic skills	1	1.3%
Totals	**76**	**100.0%**

3. Day Nursery Staff/Preschool Practitioners

- 121 Day Nursery Staff/Preschool Practitioners provided a valid response for this question. Table 3 shows a broad categorisation of these survey responses.
- The top six abilities/skills were:
  a) "Listens/follows instructions/able to focus" (12.4%).
  b) "Communicates needs/feelings/ideas/issues" (11.6%).
  c) "Social/play/sharing skills" (9.9%).
  d) "Toilet trained/hygiene awareness" (9.9%).
  e) "Able to feed self/use cutlery" (7.4%).
  f) "Rules/boundaries/behaviour/respect for others" (5.8%).

Table 3: Broad Categories of Response for Priority Four – Day Nursery/Preschool Practitioners

Broad Categories for Priority 4	**Total**	**%**
Listens/follows instructions/able to focus	15	12.4%
Communicates needs/feelings/ideas/issues	14	11.6%
Social/play/sharing skills	12	9.9%
Toilet trained/hygiene awareness	12	9.9%
Able to feed self/use cutlery	9	7.4%
Rules/boundaries/behaviour/respect for others	7	5.8%
Physically ready for school	6	5.0%
Able to dress self	5	4.1%
Basic literacy	5	4.1%
Excited by/open to learning/curious	5	4.1%
Self confidence	5	4.1%
Comfortable/happy in school environment	4	3.3%
Flexible school approach to child	4	3.3%
Manipulate creative tools	4	3.3%
Social awareness/empathy/self-aware	3	2.5%
Other	2	1.7%
Able to settle away from parent/carer	2	1.7%
Basic numeracy and literacy	2	1.7%
Independence skills	1	0.8%
Basic numeracy	1	0.8%
Emotionally ready	1	0.8%
Self-care skills	1	0.8%
Visual/artistic skills	1	0.8%
Appropriate admissions systems	0	0.0%
Basic safety awareness	0	0.0%
Good general health	0	0.0%
Interested in books/stories	0	0.0%
Moral awareness	0	0.0%
Special needs provision	0	0.0%
Totals	**121**	**100.0%**

4. School Staff/Governors

1) 290 School Staff/Governors provided a valid response for this question. Table 4 shows a broad categorisation of these survey responses.
2) The top seven abilities/skills were:

   a) “Listens/follows instructions/able to focus” (13.1%).
   b) “Social/play/sharing skills” (12.4%).
   c) “Communicates needs/feelings/ideas/issues” (7.9%).
   d) “Basic Literacy” (7.2%).
   e) “Rules/boundaries/behaviour/respect for others” (7.2%).
   f) “Able to feed self/use cutlery” (6.6%).
   g) “Interested in books/stories (6.6%).

Table 4: Broad Categories of Response for Priority Four – School Staff/Governors

Broad Categories for Priority 4	**Total**	**%**
Listens/follows instructions/able to focus	38	13.1%
Social/play/sharing skills	36	12.4%
Communicates needs/feelings/ideas/issues	23	7.9%
Basic literacy	21	7.2%
Rules/boundaries/behaviour/respect for others	21	7.2%
Able to feed self/use cutlery	19	6.6%
Interested in books/stories	19	6.6%
Toilet trained/hygiene awareness	17	5.9%
Able to dress self	14	4.8%
Excited by/open to learning/curious	11	3.8%
Other	10	3.4%
Self confidence	9	3.1%
Able to settle away from parent/carer	8	2.8%
Physically ready for school	8	2.8%
Basic numeracy	7	2.4%
Social awareness/empathy/self-aware	7	2.4%
Basic numeracy and literacy	6	2.1%
Manipulate creative tools	5	1.7%
Comfortable/happy in school environment	3	1.0%
Basic safety awareness	2	0.7%
Independence skills	1	0.3%
Flexible school approach to child	1	0.3%
Good general health	1	0.3%
Moral awareness	1	0.3%
Special needs provision	1	0.3%
Visual/artistic skills	1	0.3%
Totals	**290**	**100.0%**

5. Health Visitors/Community Nurses

1) 19 Health Visitors/Community Nurses provided a valid response for this question. Table 5 shows a broad categorisation of these survey responses.
2) The top were abilities/skills were:

    a) “Listens/follows instructions/able to focus” (21.1%).
    b) “Social/play/sharing skills” (15.8%).
    c) “Able to feed self/use cutlery” (10.5%).
    d) “Communicates needs/feelings/ideas/issues” (10.5%).
    e) “Toilet trained/hygiene awareness” (10.5%).

Table 5: Broad Categories of Response for Priority Four – Health Visitors/Community Nurses

Broad Categories for Priority 4	**No**	**%**
Listens/follows instructions/able to focus	4	21.1%
Social/play/sharing skills	3	15.8%
Able to feed self/use cutlery	2	10.5%
Communicates needs/feelings/ideas/issues	2	10.5%
Toilet trained/hygiene awareness	2	10.5%
Basic numeracy and literacy	1	5.3%
Comfortable/happy in school environment	1	5.3%
Manipulate creative tools	1	5.3%
Other	1	5.3%
Physically ready for school	1	5.3%
Social awareness/empathy/self aware	1	5.3%
Totals	**19**	**100.0%**

6. Children's Centre Workers

- 26 Children's Centre workers provided a valid response for this question. Table 6 shows a broad categorisation of these survey responses.
- The top were abilities/skills were:

a) "Listens/follows instructions/able to focus" (23.1%).
b) "Able to dress selves" (15.4%).
c) "Social/play/sharing skills" (15.4%).
d) "Toilet trained/hygiene awareness" (11.5%).
e) "Physically ready for school" (7.7%).
f) "Social awareness/empathy/self aware) (7.7%).

Table 6: Broad Categories of Response for Priority Four – Children's Centre Workers

Broad Categories for Priority 4	**No**	**%**
Listens/follows instructions/able to focus	6	23.1%
Able to dress self	4	15.4%
Social/play/sharing skills	4	15.4%
Toilet trained/hygiene awareness	3	11.5%
Physically ready for school	2	7.7%
Social awareness/empathy/self-aware	2	7.7%
Able to feed self/use cutlery	1	3.8%
Basic numeracy and literacy	1	3.8%
Communicates needs/feelings/ideas/issues	1	3.8%
Rules/boundaries/behaviour/respect for others	1	3.8%
Self confidence	1	3.8%
Totals	**26**	**100.0%**

Appendix 11 - Detailed Analysis of Responses for Priority 5 by Different Respondent Groups

1. Parents, Carers and Grandparents

- 747 respondents provided a valid response for this question. Table 1 shows a broad categorisation of these survey responses.
- The top five abilities/skills were:
  a) "Social/play/sharing skills" (12.4%).
  b) "Listens/follows instructions/able to focus" (11.9%).
  c) "Communicates needs/feelings/ideas/issues" (8.4%).
  d) "Toilet trained/hygiene awareness" (6.7%).
  e) "Rules/boundaries/behaviour/respect for others" (5.1%)

Table 1: Broad Categories of Response for Priority Five – Parents/Carers/Grandparents

Broad Categories for Priority 5	No	%
Social/play/sharing skills	93	12.4%
Listens/follows instructions/able to focus	89	11.9%
Communicates needs/feelings/ideas/issues	63	8.4%
Toilet trained/hygiene awareness	50	6.7%
Rules/boundaries/behaviour/respect for others	38	5.1%
Excited by/open to learning/curious	37	5.0%
Basic literacy	37	5.0%
Able to feed self/use cutlery	37	5.0%
Comfortable/happy in school environment	34	4.6%
Basic numeracy and literacy	30	4.0%
Able to dress self	26	3.5%
Able to settle without parent/carer	26	3.5%
Self confidence	23	3.1%
Social awareness/empathy/self-aware	23	3.1%
Basic numeracy	21	2.8%
Other	20	2.7%
Interested in books/stories	18	2.4%
Visual/artistic skills	18	2.4%
Physically ready for school	17	2.3%
Able to manipulate creative tools, e.g. pens and paint brushes	17	2.3%
Good general health	7	0.9%
Moral awareness	6	0.8%
Basic safety awareness	5	0.7%
Flexible school approach to child	4	0.5%
Independence skills	3	0.4%
Emotionally ready	3	0.4%
Self-care skills	1	0.1%
Basic IT skills	1	0.1%
Totals	**747**	**100.0%**

2. Childminders

- 75 respondents provided a valid response for this question. Table 2 shows a broad categorisation of these survey responses.
- The top five abilities/skills were:

  a) "Social/play/sharing skills" (14.7%).
  b) "Listens/follows instructions/able to focus" (13.3%).
  c) "Toilet trained/hygiene awareness" (13.3%).
  d) "Communicates needs/feelings/ideas/issues" (8%).
  e) "Self Confidence" (6.7%).

Table 2: Broad Categories of Response for Priority Five – Childminders

Broad Categories for Priority 5	**No**	**%**
Social/play/sharing skills	11	14.7%
Listens/follows instructions/able to focus	10	13.3%
Toilet trained/hygiene awareness	10	13.3%
Communicates needs/feelings/ideas/issues	6	8.0%
Self confidence	5	6.7%
Excited by/open to learning/curious	4	5.3%
Basic numeracy and literacy	4	5.3%
Able to feed self/use cutlery	3	4.0%
Able to dress self	3	4.0%
Able to settle without parent/carer	3	4.0%
Rules/boundaries/behaviour/respect for others	2	2.7%
Basic literacy	2	2.7%
Comfortable/happy in school environment	2	2.7%
Basic numeracy	2	2.7%
Physically ready for school	2	2.7%
Able to manipulate creative tools, e.g. pens and paint brushes	2	2.7%
Other	1	1.3%
Social awareness/empathy/self-aware	1	1.3%
Good general health	1	1.3%
Basic safety awareness	1	1.3%
Totals	**75**	**100.0%**

3. Day Nursery Staff/Preschool Practitioners

- 116 respondents provided a valid response for this question. Table 3 shows a broad categorisation of these survey responses.
- The top five abilities/skills were:

a) "Communicates needs/feelings/ideas/issues" (13.8%).
b) "Basic Literacy" (8.6%).
c) "Listens/follows instructions/able to focus" (7.8%).
d) "Social/play/sharing skills" (6.9%).
e) "Toilet trained/hygiene awareness" (6%).
f) "Excited by/open to learning/curious" (6%).
g) "Rules/boundaries/behaviour/respect for others" (6%).

Table 3: Broad Categories of Response for Priority Five – Day Nursery Staff/Preschool Practitioners

Broad Categories for Priority 5	**Total**	**%**
Communicates needs/feelings/ideas/issues	16	13.8%
Basic literacy	10	8.6%
Listens/follows instructions/able to focus	9	7.8%
Social/play/sharing skills	8	6.9%
Toilet trained/hygiene awareness	7	6.0%
Excited by/open to learning/curious	7	6.0%
Rules/boundaries/behaviour/respect for others	7	6.0%
Self confidence	6	5.2%
Able to dress self	5	4.3%
Able to settle without parent/carer	5	4.3%
Comfortable/happy in school environment	5	4.3%
Other	4	3.4%
Physically ready for school	4	3.4%
Social awareness/empathy/self-aware	4	3.4%
Able to feed self/use cutlery	3	2.6%
Able to manipulate creative tools, e.g. pens and paint brushes	3	2.6%
Basic numeracy and literacy	2	1.7%
Moral awareness	2	1.7%
Flexible school approach to child	2	1.7%
Emotionally ready	2	1.7%
Appropriate Admissions Systems	2	1.7%
Basic numeracy	1	0.9%
Interested in books/stories	1	0.9%
Independence skills	1	0.9%
Totals	**116**	**100.0%**

4. School Staff and Governors

- 275 respondents provided a valid response for this question. Table 4 shows a broad categorisation of these survey responses.
- The top six abilities/skills were:

  a) "Listens/follows instructions/able to focus" (15.6%).
  b) "Communicates needs/feelings/ideas/issues" (12%).
  c) "Social/play/sharing skills" (11.6%).
  d) "Excited by/open to learning/curious" (8%).
  e) "Toilet trained/hygiene awareness" (7.6%).
  f) "Able to dress selves" (6.2%).

Table 4: Broad Categories of Response for Priority Five – School Staff/Governors

Broad Categories for Priority 5	Total	%
Listens/follows instructions/able to focus	43	15.6%
Communicates needs/feelings/ideas/issues	33	12.0%
Social/play/sharing skills	32	11.6%
Excited by/open to learning/curious	22	8.0%
Toilet trained/hygiene awareness	21	7.6%
Able to dress self	17	6.2%
Rules/boundaries/behaviour/respect for others	12	4.4%
Able to settle without parent/carer	10	3.6%
Comfortable/happy in school environment	10	3.6%
Interested in books/stories	9	3.3%
Basic literacy	8	2.9%
Able to feed self/use cutlery	8	2.9%
Physically ready for school	7	2.5%
Basic numeracy	7	2.5%
Able to manipulate creative tools, e.g. pens and paint brushes	6	2.2%
Other	5	1.8%
Self confidence	5	1.8%
Social awareness/empathy/self-aware	5	1.8%
Basic numeracy and literacy	4	1.5%
Visual/artistic skills	3	1.1%
Moral awareness	2	0.7%
Basic safety awareness	2	0.7%
Emotionally ready	1	0.4%
Good general health	1	0.4%
Self-care skills	1	0.4%
Independence skills	1	0.4%
Totals	**275**	**100.0%**

5. Health Visitors/Community Nurses

1) 14 respondents provided a valid response for this question. Table 5 shows a broad categorisation of these survey responses.
2) The top ten abilities/skills were:

   a) “Social/play/sharing skills” (21.4%).
   b) “Able to settle without parent/carer” (14.3%).
   c) “Comfortable/happy in school environment” (14.3%).
   d) “Listens/follows instructions/able to focus” (7.1%).
   e) “Communicates needs/feelings/ideas/issues” (7.1%).
   f) “Excited by/open to learning/curious” (7.1%).
   g) “Able to dress selves” (7.1%).
   h) “Able to feed self/use cutlery” (7.1%).
   i) “Moral sense” (7.1%).
   j) “Self care skills” (7.1%).

Table 5: Broad Categories of Response for Priority Five – Health Visitors/Community Nurses

Broad Categories for Priority 5	**No**	**%**
Social/play/sharing skills	3	21.4%
Able to settle without parent/carer	2	14.3%
Comfortable/happy in school environment	2	14.3%
Listens/follows instructions/able to focus	1	7.1%
Communicates needs/feelings/ideas/issues	1	7.1%
Excited by/open to learning/curious	1	7.1%
Able to dress self	1	7.1%
Able to feed self/use cutlery	1	7.1%
Moral awareness	1	7.1%
Self-care skills	1	7.1%
Totals	**14**	**100.0%**

6. Children's Centre Workers

1) 25 respondents provided a valid response for this question. Table 47 shows a broad categorisation of these survey responses.
2) The top four abilities/skills were:

   a) "Listens/follows instructions/able to focus" (32%).
   b) "Communicates needs/feelings/ideas/issues" (28%).
   c) "Social/play/sharing skills" (8%).
   d) "Toilet trained/hygiene awareness (8%).

Table 6: Broad Categories of Response for Priority Five – Children's Centre Workers

Broad Categories for Priority 5	**No**	**%**
Listens/follows instructions/able to focus	8	32.0%
Communicates needs/feelings/ideas/issues	7	28.0%
Social/play/sharing skills	2	8.0%
Toilet trained/hygiene awareness	2	8.0%
Excited by/open to learning/curious	1	4.0%
Able to dress self	1	4.0%
Able to feed self/use cutlery	1	4.0%
Rules/boundaries/behaviour/respect for others	1	4.0%
Other	1	4.0%
Self confidence	1	4.0%
Totals	**25**	**100.0%**

Appendix 12 - Detailed Analysis of General Comments by Different Respondent Groups

1. Parents, Carers and Grandparents

- 192 respondents provided a valid response for this question.
- General comments have been categorised in terms of whether there were one (Table 1a) or multiple themes (Table 1b) reflected in the text.
- For single themes the top four themes (excluding responses categorised as other) were:

  a) "Appropriate Admissions systems" (22.9%).
  b) "Flexible school approach to child" (16.1%).
  c) "Too much emphasis/pressure on formal learning" (6.3%).
  d) "Comfortable/happy in school environment" (4.7%).

- For multiple themes the top four themes (excluding responses categorised as "other") were:

  a) "Personal, and Social Skills/communication/Self Care Skills" (1.6%).
  b) "Happy, healthy, confident, interested in learning" (1.6%).
  c) "Settles away from parents, communicates well, self-care skills" (1%).
  d) "Social, personal, emotional skills, self-care skills" (1%).
  e) "Basic literacy and numeracy, listening, social skills" (1%).
  f) "Confidence/social skills/keen to learn" (1%).

- These multiple themes were generally similar to those expressed in the previous five priorities. It is not always clear what "Self-care skills" refers to, but this has been interpreted as a combination of children being toilet trained, able to dress themselves, and able to feed themselves.

Table 1a: Broad Themes based on Analysis of Further Comments made by Parents/Carers/Grandparents (Single Themes)

Broad Category	No	%
Single Themes		
Appropriate admissions systems	44	22.9%
Flexible school approach to child	31	16.1%
Other	13	6.8%
Too much emphasis/pressure on formal learning	12	6.3%
Comfortable/happy in school environment	9	4.7%
Communicates needs/feelings/ideas/issues	6	3.1%
Learning skills/approaches	6	3.1%
Better education for parents of what ready for school means	6	3.1%
Special needs provision	6	3.1%
Self confidence	6	3.1%
Comments on survey design	5	2.6%
Able to settle away from parent/carer	5	2.6%
Rules/boundaries/behaviour/respect for others	4	2.1%
Social/play/sharing skills	3	1.6%
Self-care skills	3	1.6%
Emotionally ready	2	1.0%
Need supporting school/council Services , e.g. Children's Centres	2	1.0%
Better links between schools and pre-school providers/more joined up approach	2	1.0%
Social awareness/empathy/self-aware	2	1.0%
Excited by/open to learning/curious	1	0.5%
Focus equally on parenting skills/interaction with between parents and children	1	0.5%
Not essential but useful for children to have skills/abilities before transfer to school	1	0.5%
Basic literacy	1	0.5%
Listens/follows instructions/able to focus	0	0.0%
Total for Single Themes	**171**	**89.1%**

Table 1b: Broad Themes based on Analysis of Further Comments made by Parents/Carers/Grandparents (Multiple Themes)

Broad Category	No	%
Multiple Themes		
Personal, and social skills/communication/self-care skills	3	1.6%
Happy, healthy, confident, interested in learning	3	1.6%
Settles away from parents, communicates well, self-care skills	2	1.0%
Social, personal, emotional skills, self-care skills	2	1.0%
Basic literacy and numeracy, listening, social skills	2	1.0%
Confidence/social skills/keen to learn	2	1.0%
Social Skills, rules/boundaries, self-care skills	1	0.5%
Basic numeracy and literacy	1	0.5%
Social Skills/communication	1	0.5%
Social, personal, emotional skills	1	0.5%
Communication, self-care skills, follow rules/instructions	1	0.5%
Personal, social, emotional, communication, self-care skills	1	0.5%
Personal, social, emotional skills, basic literacy and numeracy	1	0.5%
Total for Multiple Themes	**21**	**10.9%**
Grand Total	**192**	**100.0%**

3. Childminders

- 11 respondents provided a valid response for this question.
- General comments have been categorised (Table 2) in terms of whether there were one or multiple themes reflected in the comment.
- For single themes the top seven themes (excluding responses categorised as “other”) were:

  a) “Communicates needs/feelings/ideas/issues” (9.1%).
  b) “Emotionally ready” (9.1%).
  c) “Excited by/open to learning/curious” (9.1%).
  d) “Learning skills/approaches” (9.1%).
  e) “Rules/boundaries/behaviour/respect for others” (9.1%).
  f) “Social/play/sharing skills” (9.1%).
  g) “Too much emphasis/pressure on formal learning” (6.3%).

- For multiple themes the top four themes (excluding responses categorised as other) were:

  a) “Happy, healthy, confident, interested in learning” (9.1%).
  b) “Personal, social, emotional, communication, self-care skills” (9.1%).
  c) “Rules/boundaries, social awareness” (9.1%).
  d) “Social, personal, emotional skills” (9.1%).

- These multiple themes were generally similar to those expressed in the previous five priorities. It is not always clear what “self-care skills” refers to, but is has been interpreted as a combination of children being toilet trained, able to dress themselves, and able to feed themselves.

Table 2: Broad Themes based on Analysis of Further Comments made by Childminders

Broad Category	No	%
Single Themes		
Communicates needs/feelings/ideas/issues	1	9.1%
Emotionally ready	1	9.1%
Excited by/open to learning/curious	1	9.1%
Learning skills/approaches	1	9.1%
Rules/boundaries/behaviour/respect for others	1	9.1%
Social/play/sharing skills	1	9.1%
Too much emphasis/pressure on formal learning	1	9.1%
Total for Single Themes	**7**	**63.6%**
Multiple Themes		
Happy, healthy, confident, interested in learning	1	9.1%
Personal, social, emotional, communication, self-care skills	1	9.1%
Rules/boundaries, social awareness	1	9.1%
Social, personal, emotional skills	1	9.1%
Total for Multiple Themes	**4**	**36.4%**
Grand Total	**11**	**100.0%**

3. Day Nursery Staff/Preschool Practitioners

- 27 respondents provided a valid response for this question.
- General comments have been categorised (Table 3) in terms of whether there were one or multiple themes reflected in the comment.
- For single themes the top three themes (excluding responses categorised as other) were:
  a) "Appropriate Admissions Systems" (22.2%).
  b) "Flexible school approach to child" (14.8%).
  c) "Rules/boundaries/behaviour/respect for others" (7.4%).

- For multiple themes the top four themes (excluding responses categorised as other) were:
  e) "Happy, healthy, confident, interested in learning" (3.7%).
  f) "Social skills, rules/boundaries, keen to learn" (3.7%).
  g) "Social Skills, rules/boundaries, self-care skills" (3.7%).
  h) "Social, physical, communication skills" (9.1%).

- These multiple themes were generally similar to those expressed in the previous five priorities. It is not always clear what "Self care skills" refers to, but is has been interpreted as a combination of children being Toilet trained, able to dress themselves, and able to feed themselves.

Table 3: Broad Themes based on Analysis of Further Comments made by Day Nursery Staff/Preschool Practitioners

Broad Category	No	%
Single Themes		
Appropriate admissions systems	6	22.2%
Flexible school approach to child	4	14.8%
Other	2	7.4%
Rules/boundaries/behaviour/respect for others	2	7.4%
Better education of parents of what ready for school means	1	3.7%
Communicates needs/feelings/ideas/issues	1	3.7%
Emotionally ready	1	3.7%
Excited by/open to learning/curious	1	3.7%
Focus equally on parenting skills/interaction with between parents and children	1	3.7%
Learning skills/approaches	1	3.7%
Self-care skills	1	3.7%
Social/play/sharing skills	1	3.7%
Too much emphasis/pressure on formal learning	1	3.7%
Total for Single Themes	**23**	**85.2%**
Multiple Themes		
Happy, healthy, confident, interested in learning	1	3.7%
Social skills, rules/boundaries, keen to learn	1	3.7%
Social Skills, rules/boundaries, self-care skills	1	3.7%
Social, physical, communication skills	1	3.7%
Total for Multiple Themes	**4**	**14.8%**
Grand Total	**27**	**100.0%**

4. School Staff/Governors

- 55 respondents provided a valid response for this question.
- General comments have been categorised (Tables 4a and 4b) in terms of whether there were one or multiple themes reflected in the comment.
- For single themes the top three themes (excluding responses categorised as other) were:

  a) “Flexible school approach to child” (10.9%).
  b) “Rules/boundaries/behaviour/respect for others” (7.3%).
  c) “Special needs provision” (5.5%).

- For multiple themes the top five themes (excluding responses categorised as other) were:

  a) “Basic literacy and numeracy, listening, social skills (5.5%)
  b) “Settles away from parents, communicates well, self-care skills” (5%)
  c) “Social skills, physical skills” (5.5%)
  d) “Social Skills, rules/boundaries, self-care skills” (5.5%)
  e) “Social, personal, emotional skills, self-care skills” (5.5%)

- These multiple themes were generally similar to those expressed in the previous five priorities. It is not always clear what “Self-care skills” refers to, but it has been interpreted as a combination of children being toilet trained, able to dress themselves, and able to feed themselves.

Table 4a: Broad Themes based on Analysis of Further Comments made by School Staff/Governors (Single Themes)

Broad Category	No	%
Single Themes		
Flexible school approach to child	6	10.9%
Rules/boundaries/behaviour/respect for others	4	7.3%
Special needs provision	3	5.5%
Better education for parents of what ready for school means	2	3.6%
Comfortable/happy in school environment	2	3.6%
Communicates needs/feelings/ideas/issues	2	3.6%
Emotionally ready	2	3.6%
Excited by/open to learning/curious	2	3.6%
Focus equally on parenting skills/interaction with between parents and children	2	3.6%
Appropriate admissions systems	1	1.8%
Basic literacy	1	1.8%
Better links between schools and pre-school providers/more joined up approach	1	1.8%
Learning skills/approaches	1	1.8%
Need supporting school/council Services , e.g.Children's Centres	1	1.8%
Other	1	1.8%
Self-care skills	1	1.8%
Self confidence	1	1.8%
Social/play/sharing skills	1	1.8%
Total for Single Themes	**34**	**61.8%**

Table 4b: Broad Themes based on Analysis of Further Comments made by School Staff/Governors (Multiple Themes)

Broad Category	No	%
Multiple Themes		
Basic literacy and numeracy, listening, social skills	3	5.5%
Settles away from parents, communicates well, self-care skills	3	5.5%
Social /physical skills	3	5.5%
Social Skills, rules/boundaries, self-care skills	3	5.5%
Social, personal, emotional skills, self-care skills	3	5.5%
Basic maths, understanding of shapes and able to use pencil	1	1.8%
Basic numeracy and literacy	1	1.8%
Confidence/social skills/keen to learn	1	1.8%
Personal, and Social Skills/communication/Self Care Skills	1	1.8%
Self-care, confident, interested in world around them	1	1.8%
Social, personal, emotional skills	1	1.8%
Total for Multiple Themes	**21**	**38.2%**
Grand Total	**55**	**100.0%**

5, Health Visitors/Community Nurses

- 1 respondent provided a valid response for this question.
- This person's comment was around the general theme of "Rules/boundaries/ behaviour/respect for others".

6. Children's Centre Workers

- 7 respondents provided a valid response for this question.
- General comments have been categorised (Table 6) in terms of whether there were one or multiple themes reflected in the comment.
- For single themes the top four themes (excluding responses categorised as other) were:
  a) "Appropriate Admissions Systems" (14.3%).
  b) "Emotionally Ready" (14.3%).
  c) "Flexible school approach to child" (14.3%).
  d) "Self confidence" (14.3%).

- Multiple themes picked out by respondents in this group were:
  a) "Social skills, communication skills" (28.6%)
  b) "Social, personal, emotional skills, self-care skills" (14.3%)

- These multiple themes were generally similar to those expressed in the previous five priorities. It is not always clear what "Self-care skills" refers to, but it has been interpreted as a combination of children being Toilet trained, able to dress themselves, and able to feed themselves.

Table 6: Broad Themes based on Analysis of Further Comments made by Children's Centre Workers

Broad Category	No	%
Single Themes		
Appropriate admissions systems	1	14.3%
Emotionally ready	1	14.3%
Flexible school approach to child	1	14.3%
Self confidence	1	14.3%
Total for Single Themes		
Multiple Themes	**4**	**57.1%**
Social Skills/communication Skills	2	28.6%
Social, personal, emotional skills, self-care skills	1	14.3%
Total for Multiple Themes	**3**	**42.9%**
Grand Total	**7**	**100.0%**

The Ready for School Steering group

The following people were involved in the design, promotion and analysis of the Derbyshire Ready for School survey.

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