



Report of: Kim Porter and Jayne Ford

Report to: Inner West Community Committee

Date: November 2015

For Information

Subject: Early Years Outcomes Update 2015

Summary of main issues

1. How well children fare in relation to reaching the national expected levels of development, and their dispositions and attitudes to learning, at the end of the foundation years is both a local and city wide issue.
2. Good level of development (GLD) is improving in Leeds, rising from 51 to 62% from 2013 to 2015. Although we compare favourably to core cities (61%) we are still below national GLD which was 66% in 2015.
3. Leeds was ranked 152 out of 152 local authorities for the 'inequality gap' measure at the end of the Early Years Foundation Stage (EYFS) in 2013. The attainment gap has narrowed over the last two years and is now 35.7 (now ranked 116/152). The national gap indicator is 32.1. We have closed the gap faster than nationally.
4. It is important to acknowledge the large size of the local authority, which is the second largest in the country, and also the wide demographic range within the city, with areas of great disadvantage but also great affluence. In addition there were an extra 800 pupils in YR classes in 2015 as our city continues to expand, with an increasingly complex cohort evident.

Recommendations

- Continue to target specific groups of schools across city and locally – those with lower GLD or low Average total point scores (ATPS) or large gaps for consultant input. Continue to use all available opportunities to support and challenge schools to improve their own outcomes, eg: through Headteacher (HT) briefings, EYFS briefings, School Improvement Adviser/Associate School Improvement Adviser visits, Continuous Professional Development (CPD events).
- Moderation meetings and moderation visits will be key elements to support and challenge schools data. Ensure this continues to be a robust process, quality assured at strategic level.

- Bespoke networks to be established, led by Early Years Consultants, once termly to focus on identified areas for improvement. More cross –sector working to improve transitions and avoid gaps in learning.
- Accountability structures (categorisation, Early Years Review Group (EYRG), 0-5 Board, Learning Skills and Universal Service, Education) become embedded. These will focus on achieving Good or better settings and schools and on demonstrating good progress of children from whatever their starting points.
- Partners including teaching schools (Early Years bid) encouraged to offer their support in areas of identified need, eg Bramley.

1 Purpose of this report

- 1.1 This report provides a brief overview of the statutory assessment outcomes at the end of the foundation stage at a national, city wide and local level.
- 1.2 It presents information on the composition of early years providers and local outcomes within the area and makes recommendations for further improvements.

2 Background information

- 2.1 A good start in the early years has a major impact on a child's future life chances. It is crucial for their future success that children's early experiences build a secure foundation for learning throughout school and beyond. High quality early years experiences lead to improved early learning outcomes and ensure that children make good, or rapid, progress in their learning from their starting points.
- 2.2 Evidence shows that where children attend an Ofsted judged good or better early education setting, greater progress is made between years 2 and 6 in English and Maths (EPPE Research 2012).
- 2.3 The EYFS framework requires all schools to complete a teacher based, best fit assessment for children reaching the end of the foundation stage, generally the Reception year in primary school. This assessment is commonly known as the Early Years Foundation Stage Profile (EYFSP).
- 2.4 There are two headline indicators when measuring performance in the early years: the percentage of children achieving a good level of development (GLD) and the Department for Education term the 'inequality gap in achievement' indicator.
- 2.5 The good level of development measure is the percentage of children who achieve at least the expected level in the prime areas of learning and in the specific areas of literacy and mathematics. The prime areas of learning are: communication and language; physical development; and personal, social and emotional development.
- 2.6 The 'inequality gap in achievement' indicator is measured as the percentage gap in achievement between the lowest 20 per cent of achieving children in a local authority (mean score), and the score of the median across 17 early learning goals. This is measured using points (ATPS). The lowest point score is 17 points, the maximum is 51 points.
- 2.7 The Leeds and national context 2015

Table1: Comparison of Leeds and national EYFS results

Measure	2013			2014			2015		
	Leeds	National	difference	Leeds	National	Difference	Leeds	National	Difference
GLD %	51	52	-1%	58	60	-2 % points	62	66	-4 % points
Ave total points	31.5	32.8	-1.3	33	33.8	-0.8 points	33.6	34.3	-0.7 points

Data source: Keypas

The GLD and the ATPS have both increased in Leeds this year. However, when compared to national data, Leeds remains below the national rates for both the good level of development (GLD) indicator and average total points (ATPS). The GLD indicator has improved from 51 per cent in 2013 to 62 per cent this year, although the gap by which Leeds is below the national GLD rate has widened. There has been an increase in the Leeds ATPs from 2013 to 2015, with the LA closing the gap on national.

The attainment gap is measured using ATPS rather than the good level of development in early years.

3 Main issues

3.1 The Inner West Context

Many of the children in this area enter school below age related expectations in terms of the areas of learning. Many make good progress, but because of the large amount of ground to make up, do not reach the expected level after the 10 months in reception.

Overall the data in the inner west reflects the city wide picture. There have been steady increases year on year in terms of the GLD, although this is not improving as fast as the national data. The numbers of children achieving only 17 points, and those in the bottom 20% has decreased over the last three years in this area.

Schools and their Good Level of Development 2013 – 2015 – Kirkstall			
Name of school	% GLD 2013	% GLD 2014	% GLD 2015
Beecroft	65	70.5	70.2
Burley St Mathias	51.9	44.8	53.3
Hawthornthwaite Wood	74.2	78.1	80
Kirkstall St Stephen's	73.3	63.3	71
Kirkstall Valley	66.7	70	66.7
Sacred Heart	36.7	50	56.7
Kirkstall ward average	61.3	62.7	66.3
Schools and their Good Level of Development 2013 – 2015 – Armley and B&S			
Name of school	% GLD 2013	% GLD 2014	% GLD 2015
Stanningley	43.3	64.5	63.3
Summerfield	39.3	46.7	50
Bramley	41.2	52.5	50.9
Bramley St Peter's	36.1	45.8	50.8
Hollybush	39.3	45.8	49.1
Whitecote	33.9	53.3	60
Christ the King	50	69	70
Raynville	9.3	33.3	45
Armley	38	60.7	39.3
Castleton	41	29	48.1
Christchurch	50	44.4	53.6
Five Lanes	47	60	63.3
St Bartholemews	25	31.5	35.3
Whingate	30	37.3	30
Holy Family	41	46.7	63.3
Area average	37.6	48	51.5

School EYFSP data re: 17 points and bottom 20% 2014-15 – Armley and Bramley & Stanningley				
Name of school	% children scoring only 17 points 2014	% children scoring only 17 points 2015	% children in bottom 20% - less than 26 points 2014	% children in bottom 20% - less than 27 points 2015
Stanningley	3.2	0	9.7	16.7
Summerfield	3.3	0	33.3	43.3
Bramley	0	0	27.5	22.6
Bramley St Peter's	3.4	1.7	22	23.7
Hollybush	13.6	8.8	45	26.3
Whitecote	0	3	26.7	7
Christ the King	0	0	20.7	5
Raynville	8.3	0	53.3	19.7
Armley	3,6	0	17.2	17.9
Castleton	0	10.3	51.6	44.8
Christchurch	0	3.6	37	25
Five lanes	1.7	0	21.7	25
St Bartholemews	11.2	10.6	47.2	48.2
Whingate	1.7	5	32.2	25
Holy Family	0	0	23.3	23.3
Area average	3.33	2.86	31.2	24.9

School EYFSP data re: 17 points and bottom 20% 2014-15 - Kirkstall				
Name of school	17 points 2014	17 points 2015	Lowest 20% 2014	Lowest 20% 2015
Burley St Matthias	17.2%	10%	34.5%	26.7%
Sacred Heart	0	0	10.7%	13.3%
Kirkstall St Stephens	0	0	10%	9.7%
Beecroft	4.5%	0	13.6%	8.5%
Kirkstall Valley	6.7%	0	20%	22.3%
Hawksworth Wood	0	0	6.3%	12%
Kirkstall ward average	4.7%	1.67%	15.85%	15.4%

3.2 Both schools and settings are judged under the Ofsted framework.

Schools above have been judged currently as follows:

Primary schools:

21 Schools, the percentage of those judged to be Good or better is 81%, this is below the LA average of 91%

Outstanding 2/21

Good 15/21

Requires Improvement 4/21

Ofsted data for private, voluntary and independent settings in these areas:

13 settings in total

10 have been inspected - percentage good or better 90%

Good 9/10

RI 1/10

3 others awaiting first inspection.

65 childminders

57 have been inspected – percentage good or better 81%

Good 46/57

RI 9/57

Inadequate – 1/57

8 others awaiting first inspection

These figures are close to the LA figures.

4.0 Consultation and Engagement

How we have supported schools to raise attainment in the early years this year?

4.1 EYFSP Moderation cluster meetings

These take place in each wedge of the city in the spring term. These meetings are statutory and support reception teachers to make accurate and consistent assessment judgements. There is a training element to the meetings to increase teacher knowledge and share good practice between schools. There is a keen focus on closing the gap with particular attention paid to reducing numbers of children achieving only 17 points and the percentage in the bottom 20%.

4.2 Early years locality network meetings

A learning improvement consultant supports these network meetings where schools and pre-school settings come together to have training, moderate assessments together and share good practice. Transition is a key focus for these meetings in the summer term to ensure smooth entry into school and effective sharing of information between settings. Key messages about closing the gap would be shared at these meetings.

4.3 Leadership Forums

These meetings are open to all EY practitioners in schools and settings on a termly basis. They offer local and national updates and a curriculum training focus which is informed by EYFSP assessment outcomes.

4.4 Supporting schools through bespoke work with learning improvement consultants.

Consultants have supported a number of schools in the EYFS in the area through their school SLA. This work has involved Hollybush, Bramley Primary, Whitecote and Raynville. This work has included work to develop quality 2 year old provision in schools, specific work using data analysis to close the attainment gap, work to develop the early years provision and practice.

4.5 Universal training offer

The universal training offer delivered by learning improvement consultants is informed by the EYFSP data and Ofsted recommendations. This offer is regularly reviewed and updated to meet the needs of schools and settings.

4.6 Targeted training and support

Schools with particularly high percentages of children scoring 17 points or high percentages in the bottom 20% were offered targeted advice, support and training through school visits and bespoke training sessions. The school improvement advisor also gives challenge and support around the EYFS. Governing bodies are encouraged to question EYFS data with the same rigour as KS1 and KS2.

4.7 Supporting Private Voluntary and Independent (PVI) settings and childminders to improve quality

Learning improvement consultants in the WNW wedge monitor the quality of all settings on an on-going basis. As part of the Early Years Quality Improvement Strategy settings receive visits, support, advice and training according to their need. The team's work is targeted with those settings who are not yet Good or Outstanding. Consultants work with providers to formulate an improvement plan and support the setting to address the priorities identified.

5.0 Equality and Diversity / Cohesion and Integration

Some of the data highlights equality and diversity issues that need to be addressed locally and city wide as part of Children's Services response to the readiness to learn agenda.

5.1 Council policies and City Priorities

A proportion of the information included in this report relates to the city priorities for children and young people and the outcomes contained in the CYPP.

5.2 Resources and value for money

There are no financial decisions arising from this report.

5.3 Legal implications, access to information and call in

This report is not eligible for call in, due to being a Council function.

5.4 Risk Management

There are no risk management implications in this report. The priorities in this report are monitored through Leeds City Council performance and, where appropriate, risk management processes.

6 Conclusions

- 6.1 Leeds city council is committed to ensuring that children get the best start in Leeds and work to improve outcomes at the end of EYFS is a key part of this. Best start, A2YO and EY pupil premium will start to impact on outcomes as more children take up good quality early education.
- 6.2 The bespoke and universal work to improve overall outcomes and narrow gaps has been successful and needs to continue. The rate of improvement needs to increase to close gaps on national. Locally the picture is similar. Specific targeted work has made a difference and should continue

7 Recommendations

- 7.1 Continue to target specific groups of schools across city and locally – those with lower GLD or low Average total point scores (ATPS) or large gaps for consultant input. Continue to use all available opportunities to support and challenge schools to improve their own outcomes, eg: through HT briefings, EYFs briefings, SIA/ASIA visits, CPD events
- 7.2 Moderation meetings and moderation visits will be key elements to support and challenge schools data. Ensure this continues to be a robust process, quality assured at strategic level.
- 7.3 Bespoke networks to be established, led by EYCs, once termly to focus on identified areas for improvement. More cross –sector working to improve transitions and avoid gaps in learning.
- 7.4 Accountability structures (categorisation, EYRG, 0-5 Board, LSUS Education) become embedded. These will focus on achieving Good or better settings and schools and on demonstrating good progress of children from whatever their starting points.
- 7.5 Partners including teaching schools (EY bid) encouraged to offer their support in areas of identified need, eg Bramley

8 Background documents

There are no background documents with this report .

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