



Learning Skills and Universal Services

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Question: The attainment gap in Leeds

1. Do we have any information by ward/SOA or Cluster which highlights where the biggest gaps are in the city?
2. Has any research been done in these localities to identify what the biggest barriers to learning are?
3. And any resulting work from this research?
If no research has been done are there any plans?

Levels of quality versus achieved standards

There is little continuity between the percent of early years settings rated good or excellent and the outcomes of children's development in primary schools.

In Leeds, 65% of childminders and 73% childcare settings are rated good or excellent, while only 63% of children achieve a good level of development at age 5.

This pattern is exhibited across the country, whereby almost all good or excellent settings are not reflected in the percent of children achieving good development for the same area.

EYFS Profile outcomes 2012

	2010			2011			2012		
	Leeds	Nat	Stat Neigh*	Leeds	Nat	Stat Neigh*	Leeds	Nat	Stat Neigh*
% Good Level of Development*	53	56	57	58	59	60	63	64	63
Low Achievers gap**	35.7	32.7	33.2	35.0	31.4	32.7	33.6	30.1	31.9

Percentage of Leeds pupils achieving 6+ points at the Foundation Stage 2010 to 2012

	2010		2011		2012	
	Leeds	Nat'l	Leeds	Nat'l	Leeds	Nat'l
Personal and Social Development (PSED):						
Dispositions and Attitudes	85	91	87	91	89	92
Social Development	80	86	82	87	85	88
Emotional Development	76	81	79	83	81	85
Communication, language and literacy (CLL):						
Language for communication and thinking	79	84	81	86	84	87
Linking sounds and letters	75	77	76	79	80	83
Reading	71	74	74	76	76	79
Writing	62	65	65	67	69	71
Problem Solving, Reasoning & Numeracy (PSRN)						
Numbers as labels for Counting	86	89	86	90	89	91
Calculating	70	76	72	78	76	80
Shape, space and measures	79	84	81	85	83	86
Knowledge & understanding of the world (KUW)	77	83	80	84	82	86
Physical development (PD)	87	91	88	91	90	92
Creative Development (CD)	78	82	79	83	81	85

1. Do we have any information by ward/SOA or Cluster which highlights where the biggest gaps are in the city?

How is the gap calculated?

The gap indicator is calculated by looking at the difference between Median score of full cohort and Mean score of lowest achieving 20%.

This is expressed as a percentage of the Median score of the full cohort.

A challenge

Narrowing the gap indicator doesn't work at cluster levels and is best understood at a city level... however, the Children's Performance Service have replicated the following at a cluster level showing **how many** pupils fall into the bottom 20% cohort.

However, schools have access to detailed gap data at an individual school level through their data disk.

1823 children in Leeds were in the bottom 20% of the cohort in 2011/12. Of these, 17 were in SILCs and are not included in the table analyses.

What do we know ? GLD by cluster

- 12/27 clusters have a good level of development (GLD) lower than the Leeds average 64%
- **C.H.E.S.S** lowest GLD at 45.7% (169 pupils)
- **EPOS – Boston Spa and Villages** highest GLD at 79.2% (156 pupils)

What do we know ? CLL by cluster

- 65% of pupils in Leeds are working securely in Communication and Language strand
- 9/27 clusters have pupils working towards a secure CLL score
- **C.H.E.S.S** lowest secure CLL score at 48.4% (179 pupils)
- **EPOS – Boston Spa and Villages** highest secure CLL score at 80.2% (158 pupils)

What do we know ? PSED by cluster

- 77% of pupils in Leeds are working securely in Personal Social and Emotional strand
- 9/27 clusters have pupils working towards a secure PSED score
- **J.E.S.S** lowest secure PSED score at 58.0% (328 pupils)
- **Aireborough** highest secure PSED score at 89.6% (361 pupils)

What do we know? Bottom 20% by cluster

- **1823** children in Leeds were in the bottom 20% of the cohort in 2011/12
- The cluster with the highest number of pupils in the bottom 20% is **C.H.E.S.S** with 42.7% (158 pupils) followed by
 - **JESS** 39.6% 224 pupils
 - **Inner East** 33.9% 217 pupils
 - **Bramley** 29.0% 112 pupils
- **EPOS – Villages West and Wetherby** have the lowest number of pupils in the Leeds bottom 20% = 7.6% (20 pupils)

2. Has any research been done in these localities to identify what the biggest barriers to learning are?

3. And any resulting work from this research? If no research has been done are there any plans?

- Not formally, as the statistical release has been published within the last month.
- Cluster level analysis will be added to the EYFS Profile 2012 summary of statistical release report published on 17 October 2012.
- This will be distributed to the clusters through the School Improvement team and shared with early years providers through their cross sector meetings.
- The report is tabled for the January meeting of the 0-11 Partnership Board, after which actions will be identified.

Possible barriers to learning?

- Consider the **assessment process** – teacher led, staff retention and skills and though assessments are moderated by the local authority, this is over a four year cycle as required by the Standards and Testing Agency
- The percentage of children receiving their free early education entitlement in **high quality settings**.
- **Delayed** PSED and communication and language skills on entry to school.
- Increased numbers of children entering formal education with **limited experience of early learning** (e.g. from other countries).
- Lack of a national 'tracking' tool from birth to the end of the EYFS that all providers can use consistently.

What are we doing now?

- Widened the **'Every Child a Talker'** programme to a cluster approach (2nd year for this model).
- Bringing together preschool and school settings in **local clusters** to moderate children's assessments.
- Introducing an **integrated review** for children aged 2 between health and education.
- Bringing providers together for training on the three prime areas of learning.
- Stronger focus on 'closing the gap' across **Children's Centre reach areas**.
- Introducing a **categorisation process** for early years settings delivering poor outcomes for children.
- Effective **tracking of children's learning** in our Children's Centres.
- Plus...

Revised Ofsted inspection framework

...stronger emphasis on children's progress and the quality of teaching and learning.

Evaluation schedule for inspections of registered early years provision

Guidance and grade descriptors for inspecting registered early years provision from September 2012

The evaluation schedule provides outline guidance and grade descriptors for the judgements that inspectors will report on when inspecting registered early years providers who deliver the Early Years Foundation Stage.

Age group: 0-5

Published: July 2012

Reference no: 120086

0-11 learning improvement focus...

Finalising **early years improvement strategy** (for group settings in the first instance)

- Role of Quality Improvement Partner
- Levels of categorisation
- Team around the Setting
- Teaching and Learning focus

DRAFT - CONFIDENTIAL

VERSION 1

**The Leeds Approach –
Strategy for Early Years Improvement
for registered early years providers delivering the Early
Years Foundation Stage**

September 2012

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Local guidance for **monitoring children's progress** for all providers

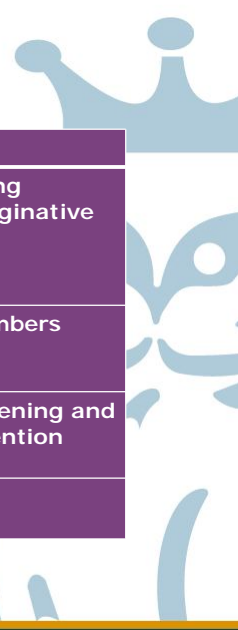


Journey through the revised

Early Years Foundation Stage



The New EYFS Profile



17 early learning goals			
Reading	Writing	Exploring and using media and materials	Being imaginative
People and communities	The world	Technology	Numbers
Shapes, space and measures	Moving and handling	Health and self care	Listening and attention
Understanding	Speaking		

Levels of development

- Practitioners must review their knowledge of each child from all sources, and make a judgement for each ELG as to whether the child's learning and development is best described by:
 - The description of the level of development **expected** at the end of EYFS
 - Below this level (**emerging**)
 - Beyond this level (**exceeding**)

Responsibility

- High quality
- Ensuring that all children making the progress to which they are entitled to make
- Engaging all parents
- Keeping up to date and informed especially on child development
- To make that difference - to impact on the outcomes for children and families