



LEEDS
CITY COUNCIL

Background report for

Scrutiny Board (Children's Services)

**Inquiry into educational standards- entering the education
system**

**Early Years Service
Education Leeds**

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Scrutiny Board (Children's Services)

Inquiry into educational standards- entering the education system

Background

In 1997 the new Labour Government undertook a cross cutting review of services for children and young people following concerns that current services appeared to fail those in greatest need (Glass 1999)¹. Major policy areas developing from this included:

- The reduction of child poverty by 2010;
- Further improving educational standards;
- Every Child Matters- improving the effectiveness of services for children in light of the Victoria Climbié Inquiry (2003)².

Emerging developments for early education and childcare have included; the development of the Early Excellence Centres programme in 1999 to develop models of good early education and child care; In Leeds the Early Excellence Centre was established across three sites in Seacroft. Building on this early success has led to the development of 46 Children's Centres in communities, increasing to 59 by 2010. In 2000 Sure Start Local Programmes were funded to investigate innovative new approaches to working with families with young children in areas of deprivation; Leeds secured funding for 8 Sure Start Local programmes focussing services in areas of deprivation across the city. In 2006 the budget for this work came into the local authority. This has resulted in the successful commissioning of a wide range of additional support services for families that contribute to the innovative "7 day response" menu of services. These services include:

- Intensive family support;
- counselling for families;
- debt advice and support;
- advocacy support;
- training and advice around domestic violence;
- home safety equipment.

Government policy around early education and child care has been based on

¹ Glass, N., (1999) Children & Society Vol 13 copyright John Wiley & Sons Ltd. Reproduced with permission NESS 2005

² Laming, L., (2003), Victoria Climbié Inquiry Presented to Parliament by the Secretary of State for Health and the Secretary of State for the Home Department by Command of Her Majesty January 2003

significant longitudinal research programmes around early education and child care and the characteristics of underachieving groups, according to government contexts around poverty and educational attainment. Research and investment has culminated in an educational and child care entitlement built into statute (Children Act 2004³) that identifies an individual entitlement for early education from 3 years of age. Leeds is also piloting a free education and family support offer for vulnerable 2 year olds. This pilot will target support to a specific number (around 250) of young children identified to be living in greatest poverty through the Income Deprivation Affecting Children Index⁴.

Entitlement around child care is not established in statute. However the Local Authority, through the Early Years Service, has a duty to “manage” the child care market (Children Act 2004) with places available for parents where required. This requires the local authority to ensure sufficient child care place for parents wishing to work. The Early Years Service has an annual audit of the sufficiency of places across the city. This child care entitlement is based in a market led system, where the Local Authority is “provider of last resort” providing regulated child care at business rate cost. In Leeds there are around 96 private child care providers, 110 voluntary sector organisations, 1000 child minders. This provision is regulated by Ofsted, but requiring the Local Authority to advise support and challenge provision around quality and to support and advise about the registration process. Recent Ofsted report identifies⁵ an overall decrease (-2.8% in providers and an overall increase (8.0%) in place, this is above the national average. The quality of childcare and nursery education judged through Ofsted inspection show Leeds to be in line with national figures around quality gradings.

Leeds Children’s Centre programme

Leeds has an intention for 59 Children’s Centres to be open by 2010. The “core offer” for Leeds Children’s Centres is described in some detail in the Sure Start Children’s Centre- Practice Guidance (2006)⁶. Strong themes emerge around knowing the local community through data collection and monitoring, maintaining a core purpose of improving outcomes for children and finding creative ways to work with the families who are unlikely to visit a centre. The core offer for service delivery includes:

- 15 hours of free early education and care,
- Information and access to childcare in the locality,
- Information and support for parenting for mothers and fathers,

³ HM Government: Children Act (2004)

⁴ I DACI is the **I**ncome **D**eprivation **A**ffecting **C**hildren Index, provided by the Office of the Deputy Prime Minister. It measures the proportion of children under the age of 16 in an area living in low income households. It is a supplementary index to the Indices of Multiple Deprivation and is given at super output area level. Further information is available from <http://www.odpm.gov.uk> Indicators ranges from 0.00 to 1.00 with 0.14 being around average.)

⁵ Local Authority Early Years profile Leeds 383, 2008, Ofsted.

⁶ Department for Education and Science 2006, Sure Start Children’s Centre Guidance.

- Health support and services including ante and post natal support,
- Information about employment,
- Education and training and information at transition points for children.

Targeted support is provided for families and children at risk of underachievement. A solution focused joint assessment with the family, lead professional and other professionals (Common Assessment Framework) is undertaken where there are multiple risks within a family situation. Our Children's Centres are particularly focussed on supporting groups that may experience particular difficulty resulting in a higher risk of poor outcomes for their children. These groups are based on analysis of school attainment data at Key Curriculum Stages and trends drawn from research including the EPPE project (Sylva et al, 2003), Gutman et al (2007) and Plewis (2004)⁷.

These families include teenage parents; lone parents; families living in poverty; workless households; families living in temporary accommodation; parents with mental health, drug or alcohol problems; families with a parent in prison or known to be engaged in criminal activity; families from ethnic minority communities; families of asylum seekers; parents with disabled children; and disabled parents as parents. Although these groups are not necessarily at risk they may have a higher statistical potential of risk.

In terms of children's achievement realised in Children's centres we are able to present this year for the first time a full analysis of exit data for children as they left Children's Centre in July to September this year.

Children's Centre Exit Attainment Data Analysis.

The following information provides a summary of key points highlighted by an analysis of the attainment data returned by Leeds Children's Centres (managed by Leeds Early Years Service) for the cohort of children who transferred from those Children's Centres to school reception classes in September 2008.

The exit data shows children's attainment across the six areas of learning identified within the Foundation Stage Curriculum Guidance (2000):

1. Personal, Social and Emotional Development (PSED)

3 Assessment Foci – Dispositions and Attitudes (D & A), Social Development (SD), Emotional Development (ED)

2. Communication, Language and Literacy (CLL)

⁷ Sylva, (2003), The Effective Provision of Pre-School education(EPPE) Project: Findings from the pre-school period, Institute for Education.

Gutman, L., M., and Feinstein, L., (2007), Parenting Behaviours and Children's Development for Infancy to early Childhood: Changes, Continuities and Contributions. Centre for research on the Wider Benefits of learning, Report 22.

Plewis, I.,(2004), Millennium Cohort Study First Survey: Technical report on Sampling (3rd edition) London: Centre for Longitudinal Studies Institute of Education, University of London

3 Assessment Foci – Communication & Thinking (C & T), Linking Sounds & Letters (LS & L), Reading, Writing

3. Mathematical Development (MD)

3 Assessment Foci – Numbers as Labels & for Counting (NLC), Calculating (Calc), Shape, Space & Measures (SSM)

4. Knowledge and Understanding of the World (KUW) (1 Assessment Focus)

5. Physical Development (PD) (1 Assessment Focus)

6. Creative Development (CD) (1 Assessment Focus)

Attainment is recorded for each child against the ‘stepping stones’ described in the Foundation Stage Curriculum Guidance. A child is said to be working within a given stepping stone band if they are demonstrating sound competency at 50% or more of the statements within that band.

Summary judgements were made using children’s profiles, observations and knowledge from the key person and children’s parents/carers. Teachers and practitioners worked together to moderate the judgements for their Centre. Children’s Centre teachers met with other teachers in their wedge to moderate judgements. All judgements were shared with parents and the child’s new school prior to them leaving their Centre and were supported by in-depth, personal reports.

Attainment data for 709 children was submitted to the Early Years Service Monitoring Team. The data was submitted in a form which enabled interrogation by percentage attainment for each curriculum aspect and by gender. On-entry data is not currently collated.

No national data on attainment on entry to reception are available for comparison. There is no ‘national average’ for 3 and 4 year olds.

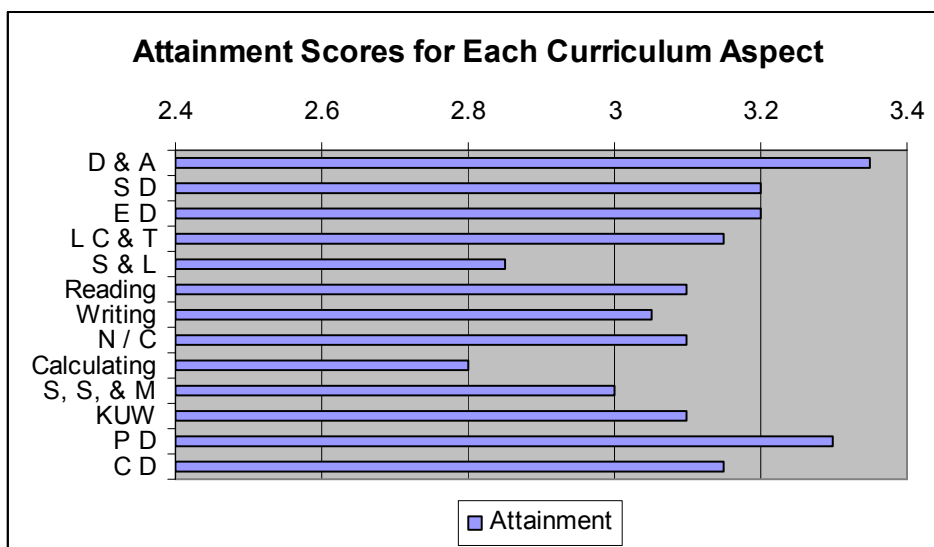
Overall Results

Attainment Scores for Each Aspect

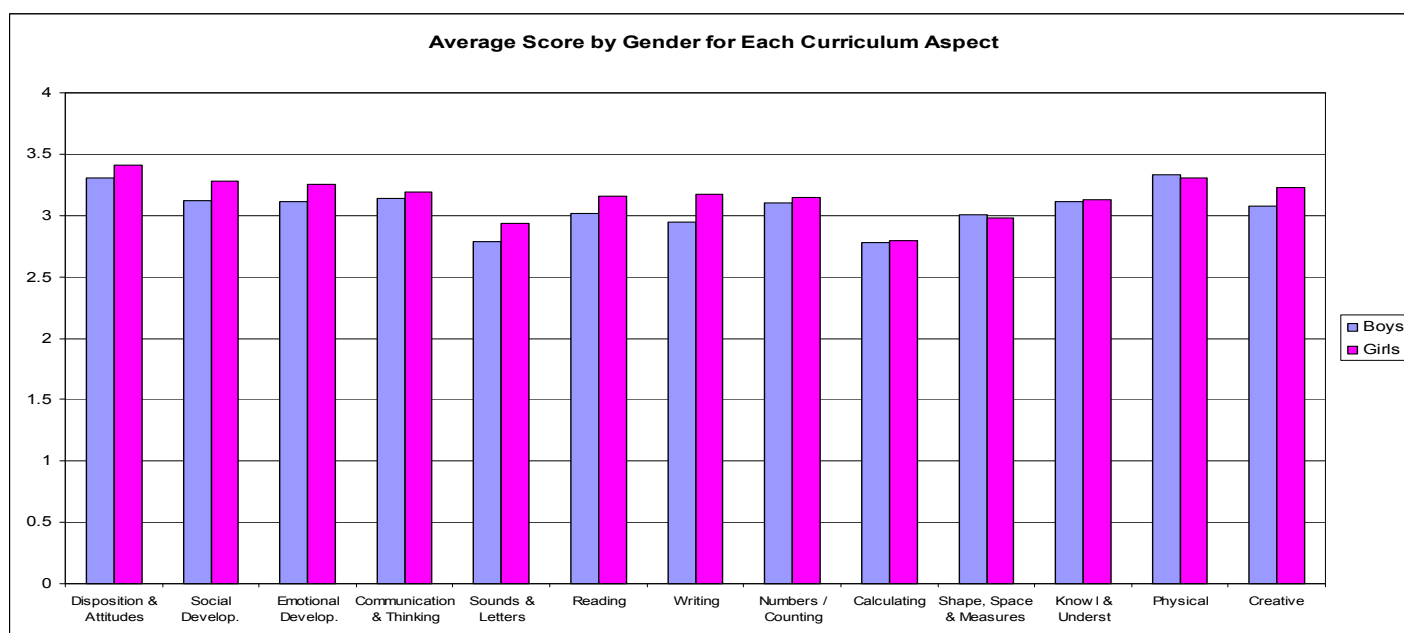
The returns from the Children's Centres were aggregated to produce overall attainment scores for each curriculum aspect. The tables below summarise average attainment within the stepping stones, represented in numerical form where:

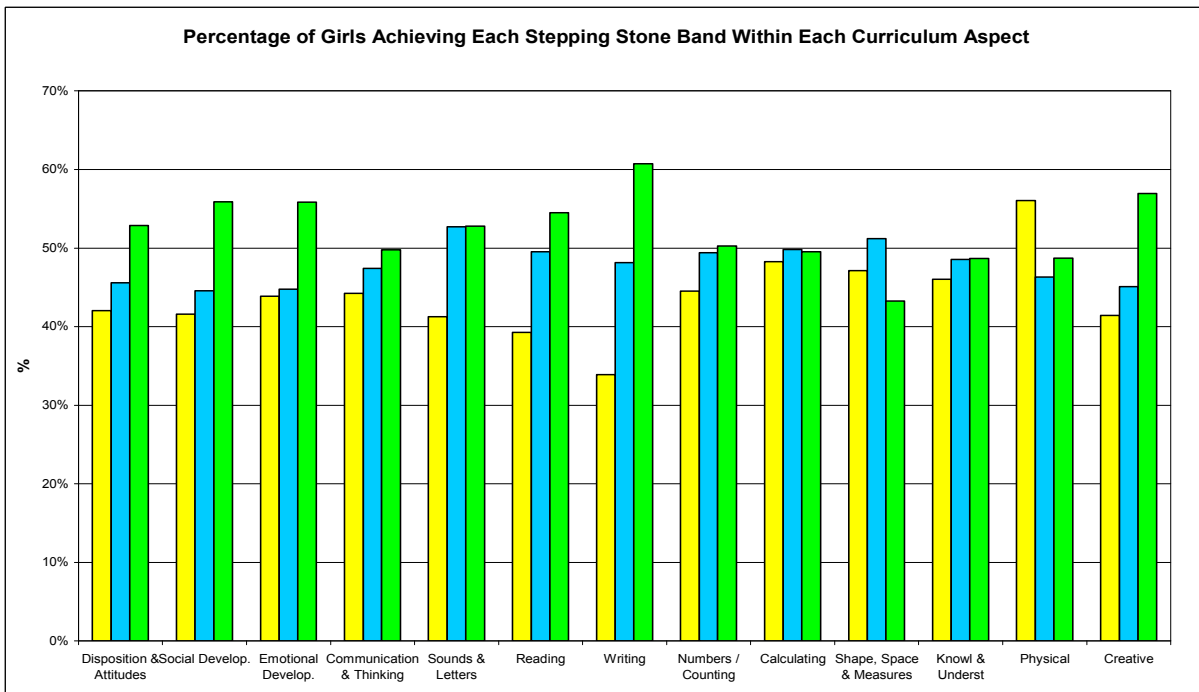
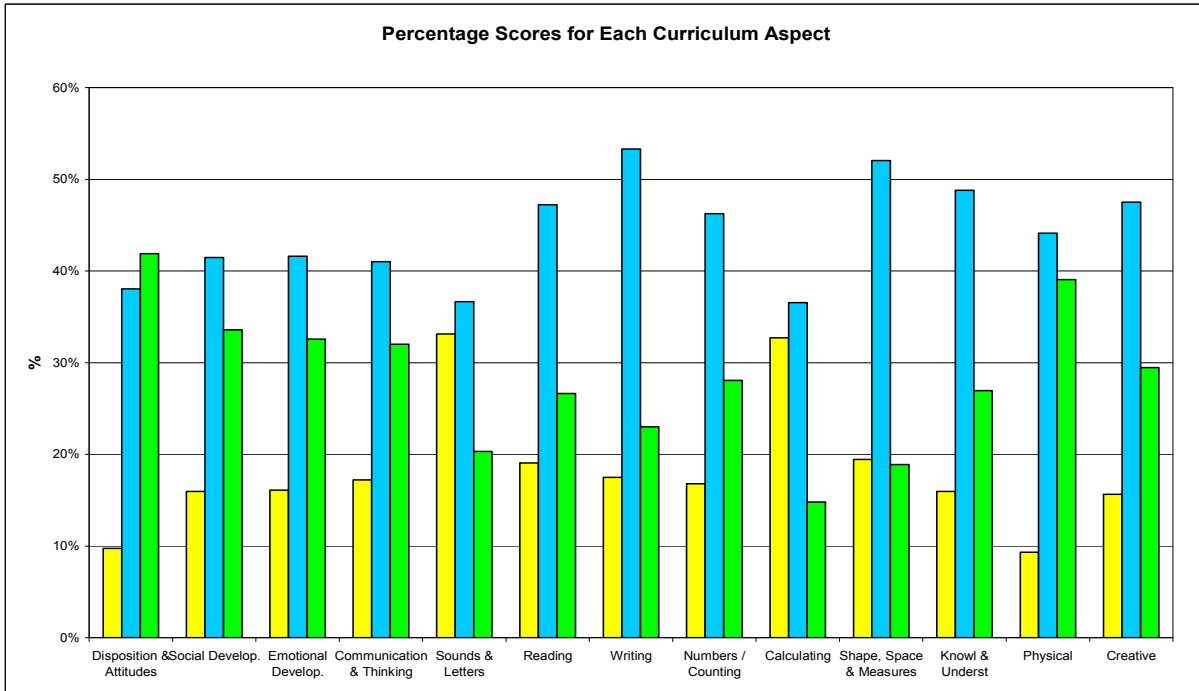
1	=	pre-yellow
2	=	working within yellow stepping stones
3	=	working within blue stepping stones
4	=	working within green stepping stones
5	=	working within the early learning goals

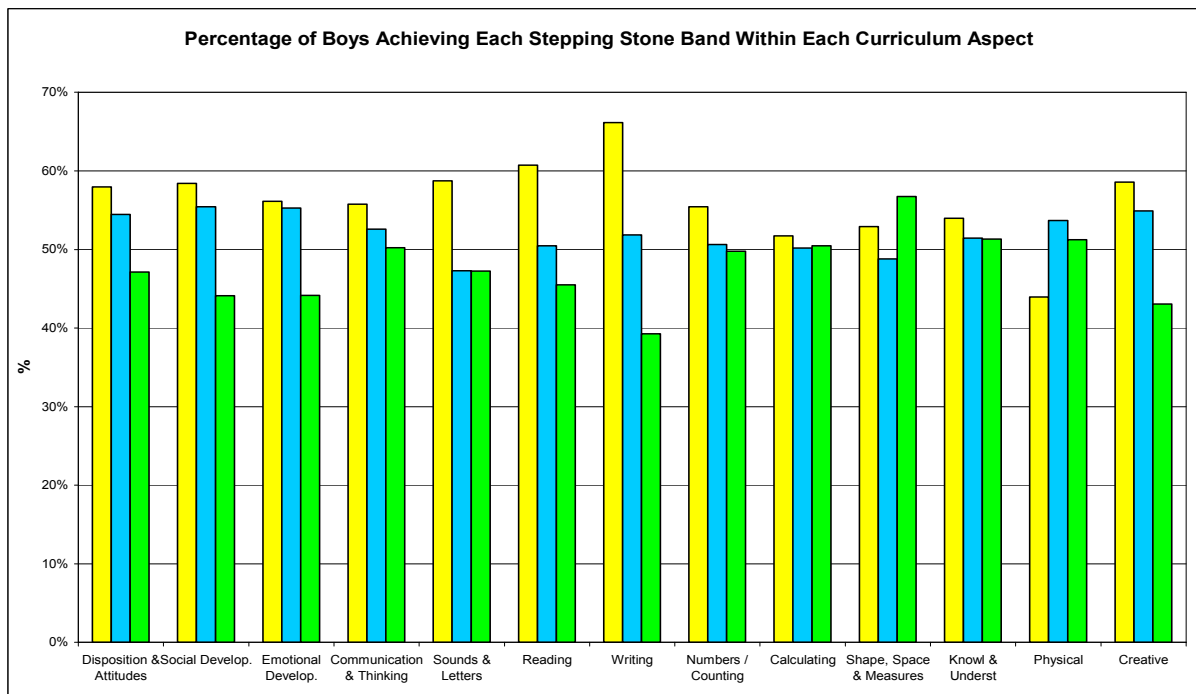
The average score for a curriculum aspect is 3.1. This equates to an average exit attainment of working within the blue stepping stone band. This is generally considered to be an appropriate level of attainment for children from the most deprived SOAs. (Ofsted 2008)



The following tables summarise the percentage of children achieving each of the stepping stones within each curriculum aspect.







Summary

- The average score for a curriculum aspect is 3.1. This equates to an average exit attainment of working within the blue stepping stone band. This is generally considered to be an appropriate level of attainment for children from the most deprived SOAs. (Ofsted 2008)
- Scores for all aspects of Personal, Social and Emotional Development are good. The exit data recorded 90% (D &A), 70% (SD) and 74% (ED) of children working within the blue and green stepping stones. This reflects the focus of the Early Years Service on the development of children's well-being in the Centres, the development of the Key Person role and a structured programme of PSED training for Centre staff.
- Scores for Physical Development are also high and this reflects the Early Years Service's commitment to outdoor play and the Developmental Movement Play programme throughout the Centres.
- The lower scores for the curriculum aspects Linking Sounds and Letters and Calculating reflect the local and national trend of Foundation Stage Profile (FSP) scores.
- In line with local and national FSP trends, boys' attainment is not as high as girls of this age.

Recommendations

- Teachers in Children's Centres to work closely with schools in their reach area to identify through the foundation Stage profile data areas of improving provision, practice and attainment.
- Every Children's Centre teacher has Performance Management targets intended to raise attainment in the Linking Sounds and Letters and Calculating aspects.
- City-wide training in the Linking Sounds and Letters and Calculating aspects has been planned for all teachers and practitioners employed in Children's Centres.
- A training programme on raising boys' attainment is planned for all Children's Centres.

Future Monitoring of and Analysis of Children's Attainment in Children's Centres

As a result of the introduction of the EYFS, consideration has been given to what is the best way forward for monitoring children's progress and collecting reliable data to support the analysis of children's progress through and on exit from our children's centres

From September 2008, entry and exit data will be collated for each child attending a Children's Centre. Summative judgements of Children's attainment will also be recorded annually on a child's birthday.

From September 2009, it will be possible to interrogate the data in much more detail than is currently possible e.g. percentage attainment for each curriculum aspect by same-age cohort, gender, ethnicity, EAL, SEN, full-time/sessional children,

Participation with families and parents

Working with families to help to raise awareness and understanding of the impact of the home learning environment on children's outcomes and to involve parents in the educational experiences of their child is particularly important in the early years. The impact of parental involvement and support on children's education has been widely acknowledged since Brofenbrenner's (1994) evaluation of the US Headstart programme in the 1970's. Bird (2003) recent review of research, confirms the view that parental involvement in schools and early years settings, and above all the educational environment in the home, have a positive effect on children's achievement, even after other factors such as social class and parents own education have been taken into account.

Longitudinal studies of early intervention (Hohmann and Weikhart 2002) demonstrated that the gains from quality pre school provision with standardised parent support programmes identified not only academic gains but also served to

improve social inclusion and cohesion. Significantly the High Scope programmes identify the requirement for parents to actively engage in children's learning through intensive parenting programmes for most effective improvement in children's attainment.

The impact of the involvement of parents in children's learning is evidenced in the broad literature review undertaken by Desforges and Abouchaar (2003) It is suggested that the impact of parental involvement in primary education has more effect than variations in the quality of school. Evidence of how, or if, levels of parental involvement can be increased is not so secure, although the research concludes that although evaluation of interventions are technically weak "the achievement of working class pupils could be significantly enhanced if we systematically apply all that is known about parental involvement."

The Parents as Partners in Early Learning Project funded by the DCFS in 2007-2008 enabled us to establish and evaluate a number of systems of working with families Annexe 1.. This identified some early successes, particularly in Children's centres using Parental Involvement in Children's Learning, the NCB peal training materials, and most successful with parents an approach developed in Leeds Children's Centre –Developmental Movement and Play.

Purpose and Aims of the new Early Years Foundation Stage

The overarching aim of the EYFS is to help young children achieve the five Every Child Matters outcomes of staying safe, being healthy, enjoying and achieving, making a positive contribution, and achieving economic well-being by:

- setting the standards for the learning, development and care young children should experience when they are attending a setting outside their family home, ensuring that every child makes progress and that no child gets left behind;
- providing for equality of opportunity and anti-discriminatory practice and ensuring that every child is included and not disadvantaged because of ethnicity, culture or religion, home language, family background, learning difficulties or disabilities, gender or ability;
- creating the framework for partnership working between parents and professionals, and between all the settings that the child attends;
- improving quality and consistency in the early years sector through a universal set of standards which apply to all settings, ending the distinction between care and learning in the existing frameworks, and providing the basis for the inspection and regulation regime;

- laying a secure foundation for future learning through learning and development that is planned around the individual needs and interests of the child, and informed by the use of ongoing observational assessment.

Context and Legal responsibilities

The EYFS is a central part of the ten year childcare strategy Choice for parents, the best start for children and the landmark Childcare Act 2006. The Act provides the context for the delivery of the EYFS and taken together with the other elements of the strategy, the EYFS will be central to the delivery of the new duties on improving outcomes and reducing inequalities.

Recent years have seen significant developments in early years practice and standards. The EYFS builds on these and practitioners will recognise continuity with the principles, pedagogy and approach of the Curriculum Guidance for the Foundation Stage, the Birth to Three Matters framework, and the National Standards for Under 8s Daycare and Childminding. These three frameworks are replaced by the EYFS and will be repealed.

The EYFS is given legal force through an Order and Regulations made under the Act. From September 2008 it will be mandatory for all schools and early years providers in Ofsted registered settings attended by young children – that is children from birth to the end of the academic year in which a child has their fifth birthday.

The term 'early years provider' includes:

- maintained schools;
- non-maintained schools;
- independent schools;
- and childcare registered by Ofsted on the Early Years Register (to be introduced in September 2008), all of which are required to meet the EYFS requirements.

From September 2008 it is the legal responsibility of these providers to ensure that their provision meets the learning and development requirements, and complies with the welfare regulations, as required by Section 40 of the Act.

Statutory Framework for the Early Years Foundation Stage

This document contains the statutory framework for the EYFS. It sets out the legal requirements relating to learning and development (the early learning goals; the educational programmes; and the assessment arrangements) in Section 2 and the legal requirements relating to welfare (safeguarding and promoting children's welfare; suitable people; suitable premises, environment and equipment; organisation; and documentation) in Section 3.

The learning and development requirements are given legal force by the Early Years Foundation Stage (Learning and Development Requirements) Order 2007 made under Section 39 (1) (a) of the Childcare Act 2006. The welfare requirements are given legal force by Regulations made under Section 39 (1) (b) of the Childcare Act 2006. Together, the Order, the Regulations and the Statutory Framework document make up the legal basis of the EYFS. The requirements in this document have statutory force by virtue of Section 44 (1) of the Childcare Act 2006.

Providers have a duty to ensure that their early years provision complies with the learning and development requirements, and the welfare requirements. In addition, this document contains statutory guidance. All providers must have regard to this guidance, which means they must take it into account and, if they decide to depart from it, they must have clear reasons for doing so and be able to demonstrate that their alternative approach achieves the ends described in this guidance. Ofsted will take account of any failure to have regard to this guidance when exercising its functions, including any proceedings which are brought under the Act.

Annexe 2 for more detailed description of EYFS and linked documents.

Local Authority EYFS Training Programme - Background

The national introduction of the Early Years Foundation Stage (EYFS) Framework, in September 2008, offered Leeds Early Years Service the opportunity to work with partner organisations to plan an ambitious three-phase training programme for early years settings and practitioners. It is estimated that there are approximately five thousand practitioners working across all sectors in early years in the city and this reflects Leeds' position as the second largest metropolitan authority in the country.

A number of briefing sessions for childminders and group settings were held in Spring Term 2007. These were designed to introduce the new EYFS framework to providers; to inform them about the proposed training programme and to alert them to the arrangements for the launch of the EYFS packs.

Planning for the training programme took place in the Spring Term of 2007 and the steering group met between April and June 2007, to plan and organise the training. The group, led by the Early Years Development Team (Early Years Service) had representation from a cross sector of agencies including the Child Care Support Team (CST), Leeds Quality Assurance Team (LQA), Children's Centres Teachers, Partnership Advisory Teachers (PATs), Pre-School Learning Alliance (PSLA), National Day Nursery Association (NDNA), National Childminding Association (NCMA), the Early Years SEN Team as well as individuals from settings, such as a school, a private nursery and a childminder.

Training the Trainers took place over three sessions in the first week of July 2007 and the training was delivered to more than fifty participants drawn from all of the above groups as well as a group of local Further Education college tutors. Research materials available on the EYFS CD Rom (Birth to Three Matters literature review and

Early Years Foundation Stage Themes and Commitments Research Document) were printed and provided for each of the participants. The training resource materials and activities were trialled at these sessions and participants asked to evaluate them. These evaluations were used to inform the final design of the training presentation and resource pack.

See Annexe 3 for more detail.

Aims and objectives of the Leeds EYFS training programme

- The stated aims of the EYFS training were:
- To explore the principles and commitments underpinning the EYFS
- To gain awareness of the links between the EYFS and Every Child Matters (ECM) outcomes
- To consider how recent research informs the EYFS
- To provide opportunities to reflect on current practice

Together with these general aims, the training had a number of more specific objectives. These were concerned with participants' understanding of:

The similarities and differences between current documentation and the EYFS framework

- Young children's (birth to 5) personalised learning and development needs
- The importance of the Key Person role
- The observation, assessment for learning and planning cycle
- Partnership working in the wider context
- The need to develop an action plan to support the implementation of the EYFS in the setting.

As well as these aims and objectives, identified in the training itself, there were a number of aims directed at the processes involved in planning and organising the training and training trainers. These were as follows:

- To work together with a common aim with other teams within the Early Years Service and with partner organisations to build and develop links and relationships and enable networking
- To establish core values and principles as a basis for developing a shared understanding of the best early years practice and provision
- To establish a common and agreed approach to the EYFS framework, within the service, and with partner organisations
- To inform and update everyone involved about more recent research concerning young children's learning and development

Outcomes of the training

More than 3000 practitioners were trained in phase 1, between July 2007 and July 2008. In this phase, the Early Years Service delivered a full-day's initial training to groups of childminders and whole-staff teams across all sectors in the city. The training was designed to further develop knowledge and understanding of the EYFS, disseminate good practice, and provide opportunities for reflection on practice. Settings closed for the day in order to undertake training (funded by Transformation Funding) and the whole-staff team approach avoided the need to 'cascade' information – a system which had not worked effectively in the past.

Phase 2 concentrated on cross-sector groups of practitioners and offered the option of two half-day's or one full day's initial training and took place in the Summer Term 2008. Approximately 400 practitioners were trained in this phase.

Phase 3 of the initial training is ongoing from September 2008 and forms part of the early years service's general training programme.

The local authority's EYFS implementation plan and training package has been shared and celebrated nationally. Representatives from the LA, across a range of sectors, have been invited to deliver seminars at three national events. The EYFS Implementation Plan has been recognised by National Strategy Early Years Advisors as a strength of the LA (Summer Visit 2008).

The main outcome has been to raise practitioners' confidence with, and knowledge and understanding of, the EYFS framework. Following the initial training, 94% of participants reported raised levels of confidence in relation to the new framework and nearly a third of participants reported greater knowledge and understanding of the EYFS.

Through training evaluations and further quality assurance work, positive outcomes have been identified for children, parents/carers, the wider community, practitioners and the LA. These can be seen in more detail in Annexe 1.

Embedding the EYFS – Challenges for the LA

The task is now to ensure that all early years training and development further embeds the EYFS in setting practice thus leading to improved quality and outcomes for all children, as well as narrowing the achievement gap.

- All funding streams available for early years in the LA need to be strategically managed to most effectively support young children.
- A clear vision for early years, based on the principles of EYFS and which is clearly articulated and shared with all stakeholders, should underpin decisions based on detailed analysis of data and up to date knowledge about the strengths and weaknesses of settings.
- LA resources – both personnel and financial – need to be sufficient and well managed to ensure resources and support can effectively be directed.

- Effective leadership and management of settings is crucial to practitioners really knowing and understanding the principles and practice required in the EYFS and children receiving the very best quality care and education in every setting.
- Planning and development for the turnover in the sector
- There is a requirement for all training offered in the EYS Training directory to be linked to the EYFS Principles and ECM outcomes
- Training is offered both universally and targeted (identified by use of data and inspection outcomes)
- Recruitment of five full time, permanent Early Years Consultants to support and challenge settings
- Implementation of a Early Years Quality Improvement Programme (EY QISP)
- Recent appointment of a jointly funded Early Years Advisor between Education Leeds and Leeds Early Years Service

Funding streams from Children's Plan allocations have allowed the LA to engage in a number of programmes including:

- Social and Emotional Aspects of Development (SEAD),
- Every Child a Talker (ECaT)
- Free entitlement for 3 and 4 year olds
- Free entitlement for 3 year olds
- Buddying Programme (Focus: leadership and management, engaging parents in children's learning and communities of learning i.e. early years pedagogy)
- Graduate Leader Fund
- Disabled Children's Access to Childcare
- Developing the Early Years Professional (EYP) role and National Professional Qualification of Integrated Centre Leadership (NPQICL).

Early Years Outcome Duty

The Early Years Outcomes provisions in sections 1-4 of the Childcare Act 2006 place a duty on LAs to improve the five ECM outcomes of all young children (0-5) in their area and reduce inequalities between them through integrated early childhood services.

Statutory guidance is presented in the document 'Raising Standards-Improving Outcomes'.⁸

There are two key targets which are set by the DCSF:

- **To improve young children's development by increasing to 53% the number of children who achieve a total of at least 78 points across all 13 scales of the EYFSP with at least 6 points in each of the PSED and CLL scales.**
- **To improve the mean average EYFSP score of the lowest 20% by 3% to narrow the gap between that average score and the median (middle score).**

The authority is required to manage this duty, as a shared responsibility this across Children's Services this duty is **hosted** by Education Leeds. An early Years strategic group has been formed as a multi-agency group to investigate and develop joint working arrangements to support the implementation of the new duty. This group reports to and is monitored by the Education Leeds early years outcomes Duty Board- chaired by Dorothy Smith.

To support the key targets an EYOD action plan has been written with 5 objectives:

1. To develop a strategic partnership with responsibility for the development, implementation and monitoring of the EYOD action plan in order to raise attainment and narrow the gap.
2. To develop the analysis and reporting of data across all sectors/services in order to ensure effective tracking systems to support the targeting of resources and intervention strategies for young children and their families in order to raise attainment and narrow the gap.
3. To ensure the development of continuous quality improvement systems across all settings/schools in order to raise attainment and narrow the gap.
4. To develop integrated working in order to support parents/settings/schools in identifying and accessing services in order to raise attainment and narrow the gap.
5. To develop and promote partnership working with parents in order to support young children's development in order to raise attainment and narrow the gap.

Transition, Continuity and Progression

A high quality early years experience provides a firm foundation on which to build future academic, social and emotional success. Key to this is ensuring continuity between all settings and that children's social, emotional and educational needs are addressed appropriately. Transition should be seen as a process, not an event, and should be planned for and discussed with children and parents.

⁸ Raising Standards-Improving Outcomes Statutory Guidance EYOD Childcare Act 2006 HM Government ref: 00080-2008DOM-EN

In order to support children's continuity of experience between settings and providers implementing the EYFS, the Early Years Service initiated a working group in Autumn 2007 to draw up, pilot and evaluate a LA policy for transitions and common transition record which could be used by any setting or provider.

The aims of the materials are explained more fully in Annexe 4 but a key outcome is to ensure all providers could use a common, instantly recognisable format that allowed the receiving setting to glean a 'picture' of the child's individual strengths and summary of EYFS stage of Learning and Development.

The working group had representation from a cross sector of agencies including Children's Centres Teachers, Partnership Advisory Teachers (PATs), Pre-School Learning Alliance (PSLA), National Day Nursery Association (NDNA), National Childminding Association (NCMA) as well as individuals from settings, such as schools, private nurseries and childminders.

Draft materials - Annexe 5, were used by colleagues this summer to support children's transitions. Evaluations and feedback from receiving settings was collated and used to adapt the materials as appropriate.

Transition guidance will be finalised in Spring 2009. At this point the materials can be printed, presented and distributed within the LA alongside a clear strategic vision for effective transitions, based on the principles of the EYFS.

At present there is no legal requirement for all providers to use the intended format.

Monitoring Children's Progress through the EYFS

The statutory early learning goals establish expectations for most children to reach by the end of the EYFS. They provide the basis for planning throughout the EYFS, so laying secure foundations from birth for future learning. By the end of the EYFS, some children will have exceeded the goals. Other children, depending on their individual needs, will be working towards some or all of the goals – particularly some younger children, some children with learning difficulties and disabilities and some learning English as an additional language.

Ongoing assessment is an integral part of the learning and development process. Providers must ensure that practitioners are observing children and responding appropriately to help them make progress from birth, through the Development Matters stages towards the early learning goals.

The LA have produced and published guidance⁹ to support settings in implementing appropriate systems to monitor and record the progress made by children throughout the EYFS. This guidance is currently being updated to reflect the EYFS.

⁹ Monitoring Children's Progress through the EYFS Leeds EYDT (maintained schools & CC)

Nationally there is a lack of guidance in this area. “Creating the Picture”¹⁰ is the only national guidance available. However, this does not give clear guidance on issues such as target setting, monitoring progress at key points in a child’s life or the use of EYFS Profile data in year 1 to support children’s continuity and progression.

Settings are not presently required to submit to LAs on entry or exit data for individual children against the EYFS. Due to the number and range of settings in the LA this is problematic. In addition there is no recommend system which could support this.

However, the LA are keen to explore if this is possible and have sought the advice of a National Strategy Regional Advisor to explore this issue further.

The only statutory requirement is for practitioners to complete an EYFS profile for each child at the end of the academic year in which they reach the age of five.

Assessment at the end of the EYFS – the Early Years Foundation Stage Profile

The EYFS Profile is the summative assessment completed by practitioners at the end of the EYFS. It summarises children’s progress towards the early learning goals. It can also be formative in that it informs and guides the medium- and long-term planning done by Year 1 teachers in order to support and extend children’s learning as they move into KS1.

Practitioners have the option of using the eProfile which is an electronic version of the EYFS Profile scales booklet.

Judgements about children’s achievements against the EYFS Profile is based on practitioners’ ongoing observation and assessments in all six areas of Learning and Development. Each child’s level of development must be recorded against the 117 assessment points derived from the early learning goals.

Regulations made under Section 99 of the Childcare Act 2006 require early years providers to provide information about the assessments they carry out to local authorities. Local authorities are under a duty to return this data to the DCSF.

Local authorities have a duty to monitor and moderate the EYFS Profile judgements to ensure that providers are making assessments that are consistent across settings. Providers must take part in these arrangements. A moderation plan is completed annually and submitted to the National Assessment Agency (NAA).

The NAA reviewed the plan for 0809 and allocated the LA a ‘secure’ data rating. Further details about the moderation plan are in Annexe 3.

Schools should use the summative assessment of each child recorded in the Statutory EYFS Profile to support planning for learning in Year 1. Year 1 teachers

¹⁰ Creating the Picture Primary National Strategy

should be familiar with the EYFS and likewise EYFS teachers should be familiar with the KS1 curriculum.

Use of outcome data at EYFS

Annexe 6

National strategies have identified a lack of capacity across the authority to support attainment in early years, and therefore to meet the requirements of the EYOD. This is being addressed in a number of ways:

- The recent joint appointment of an Early Years school Improvement Advisor with responsibility for the EYOD;
- A number of new Early Years Consultants with a strong focus on improving the quality of learning and development through support, advice and challenge to all early years settings:
- A new “Every Child a Talker” – speech and language therapy trained consultant;
- Appointment of 2 new Leading EY teachers
- Appointment of 2 new Advanced Skills teachers
- Refocusing of the Early Years Service staff around new Quality Improvement Framework

In Summer 2009 the deadline for data submission has been brought forward three weeks earlier to 25th June 2009. This will allow the LA to check for any rogue data, allow for scrutiny and identify if any additional visits to schools or settings are required.

After collating the information, colleagues in PMIT prepare a comprehensive report regarding the data patterns and trends for the LA as a whole. The report addresses a number of aspects including measures of a good level of achievement, attainment patterns across the 13 assessment scales, gender patterns etc. This report is available to LA officers and the INFOBASE who use the information to inform support and service priorities. The report is shared with leaders and managers at various events in the Autumn term.

EYFS data for individual schools is collated onto the Autumn Term Primary Performance Analyses disc, along with KS1 and KS2 data. This disc contains all Leeds schools' data and is distributed to schools and LA officers.

A second version available later in the term contains national data to allow comparisons between individual school, local and a national level.

Colleagues from PMIT routinely deliver briefing sessions on the data to a wide range of audiences including head teachers, clusters of schools and LA officers. This year an early years head teachers conference was extremely well attended. The focus for School Improvement Partner visits this term is analysis and use of Foundation stage data.

The data identifies specific group for targeted work in the future including :

- Commissioning of the Gypsy Roma and Traveller project to enhance the work of the Education Leeds Gypsy Roma and Traveller Service,
- Actions planned with the head teacher for Looked After Children to improve attainment of LAC
- Review of support services, provision and identification systems for children with disabilities and implementation of Early Support

Transition into Year 1

Annexe 7

If children have not achieved the majority of the ELGs by the time they transfer into Year 1, the LA recommend that, in order to support continuity of learning, children should continue being assessed against the EYFS rather than P scales or national Curriculum levels for the first term in which they are in Year 1.

Research by the National Consortium for Examination Results (NCER) and Fischer Family Trust has found that correlations between overall FSP and Key Stage 1 outcomes are relatively low.¹¹ This has caused some difficulty for head teachers who wish to predict outcomes for very young children as the two assessment methods are quite different and are not comparable.

The NAA training document Continuing the Learning Journey¹², comprising of a DVD and explanatory printed materials, is designed to help settings give children a positive experience of the transition from the early years foundation stage (EYFS) to key stage 1 and show how to make effective use of information gathered through EYFS profiles.

Assessment in Y1 is based on rigorous accurate teacher assessment - teachers take FSP scores, and starting with this information, formulate 'next steps' in learning, so that children will progress. An average child will be expected to attain a level 1a by the end of Y1 and a level 2b by the end of Y2. For those children who, through tracking, are identified as vulnerable learners and at risk of being left behind, programmes such as CLL, ECAR will be put in place. Children are identified for 'catch up' by ongoing teacher assessment, and periodic assessment.

Those children identified as 'gifted and talented,' will be given access to a curriculum which will allow them to develop at a pace suited to their abilities. In Y2, children are assessed, once again, through ongoing teacher assessments, and periodic assessment judgments are made, at least termly, in order to build a curriculum which will support progression. Leeds use bespoke materials to support 'Assessing Pupil Progress,' and training around Assessment for Y2 teachers is

¹¹ NCER/FFT Discussion Paper Creating the Picture 2007 DCSF

¹² Continuing the Learning Journey NAA QCA/08/3904

delivered on a yearly basis by the Assessment team. In 2006/7, Moderation at end of KS1 was quality assured by NAA and no points of action were recorded.

Collection and use of information by other services

Children's Centres are required, by the new performance management framework, to analyse information from a range of other agencies and sources including Job Centre + and health. Centres draw on input from other expert colleagues from both within the centre and from other partner services as appropriate. Information around local and national PI's and Ofsted data are analysed alongside demographic data from the centres reach area. Information includes :

- % of teenage mothers and pregnant teenagers;
- % of lone parents
- % of children in workless households;
- % of children in Black and Minority Ethnic (BME) groups*;
- % of disabled children
- % of children of disabled parents;
- % of fathers
- Other groups which are priority vulnerable groups in the children's centre area accessing services from the centre

The Self Evaluation Cycle is in its first year- targets will be set for 09-10 in March 2009.

Extended Services and clusters are collecting a range of data through the PMIT team. This looks at demography of the local population, recent changes and an audit of services against this data. The clusters this year have moderated data collection against a framework of effective working practice based on the Integrated Quality framework. Judgements are made and agreed about the quality of the cluster arrangements based around :

- leadership and management;
- partnership working;
- planning;
- impact and evaluation;
- training development and communications;
- sustainability.