

Submission of evidence to

Scrutiny Board (Children's Services)

**Inquiry into education standards –
entering the education system**

**Session 2
5th March 2009**

This report has been set out under the following headings, each section is sub divided into the following sub-headings;

- Lead
- Partnerships / Links
- Current Position
- Areas for Development

In order to support members understanding some sections contain a case study of 'EVIDENCE IN PRACTICE'.

PART A

Further information requested as a result of Session One – 11th December 2008;

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1.	National Summary data for Foundation Stage Profile.	3
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PART B

Information requested for Session Two – 5th March 2009;

“To consider background information from Education Leeds and Early Years on the way in which the transition from informal, non-statutory provision to formal, statutory education is managed, with focus on the following areas:

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Sections 7 and 8 are addressed together.

PART A

1. “National summary data for the Foundation Stage Profile (EYFSP).”

1.1 Lead

Education Leeds

1.2 Partnerships / Links

Early Years Service

1.3 Current Position

The Local Authority has agreed targets with DCFS arising from Statutory Guidance within the Early Years Outcomes Duty, which sets out a framework to improve outcomes for all children and narrowing the gap in outcomes. The collation of EYFSP data is still at an early stage both locally and nationally. Assessments are made by schools at the end of the reception year and collated by Education Leeds.

Nationally there is no guidance on assessment throughout the Foundation Stage i.e. from birth to 5, although it is expected shortly. In the interim Leeds has provided very clear guidance, with which many schools are beginning to make good use. However, it is essential that both practitioners and those leading and managing the Early Years have a good understanding of how to use data to both develop best practice in supporting and improving high quality outcomes and identifying those children and families where intervention is needed in order to narrow the gap.

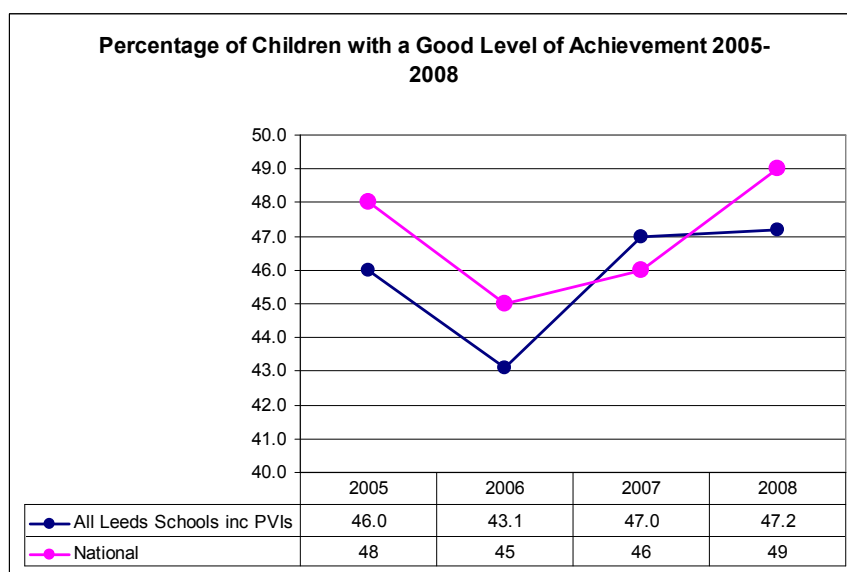
The Draft Early Years Outcomes Duty Plan, shortly to be completed, sets out how we will ensure that we will make progress in achieving our Targets. (Copies of this plan are available on request.)

Foundation Stage Outcomes- how are we doing?

Target 1

To increase the percentage of pupils with a good level of overall achievement (GLA) at the end of the Foundation Stage.

	2005		2006		2007		2008	
Good level of Achievement (GLA) Indicator	<i>Leeds</i>	<i>Nat'l</i>	<i>Leeds</i>	<i>Nat'l</i>	<i>Leeds</i>	<i>Nat'l</i>	<i>Leeds</i>	<i>Nat'l</i>
% of pupils with 78+ points including 6+ in all PSED and CLLD strands	46	48	43	45	47	46	47	49



There are approximately 8,000 children in each cohort (year group) in Leeds. The number of children achieving a good level of achievement by Ethnicity is as show in the following table.

Table 11: Outcomes by Ethnicity

Percentage of Children with a Good Level of Achievement	2007	2008	2008 Cohort - no.s
ASIAN or ASIAN BRITISH			
Bangladeshi	18.0	33.6	110
Indian	54.1	52.7	165
Kashmiri Other	25.0	18.8	16
Kashmiri Pakistani	35.4	35.6	180
Other Pakistani	34.2	31.5	302
Other Asian background	42.9	37.3	83
BLACK OR BLACK BRITISH			
Black African	34.2	33.3	234
Black Caribbean	31.1	48.3	60
Other Black Background	26.2	29.8	47
MIXED			
Mixed Asian and White	52.6	48.6	74
Mixed Black African and White	40.6	45.9	37
Mixed Black Caribbean and White	41.5	41.6	101
Other Mixed Background	50.0	51.4	
CHINESE OR OTHER			
Chinese	44.8	41.2	34
Other Ethnic group	31.2	24.5	102
WHITE			
White British	49.9	50.1	5746
White Irish	55.6	56.5	23
Traveller Irish Heritage	0.0	14.3	7
Gypsy/Roma	12.5	0.0	22
White Eastern European		13.9	36
White Western European		52.6	19

White Other	52.9	35.9	78
UNKNOWN			
Information Not Obtained	61.5	42.9	14
Information Refused	47.8	32.4	37
No Categorisation	44.1	30.5	59

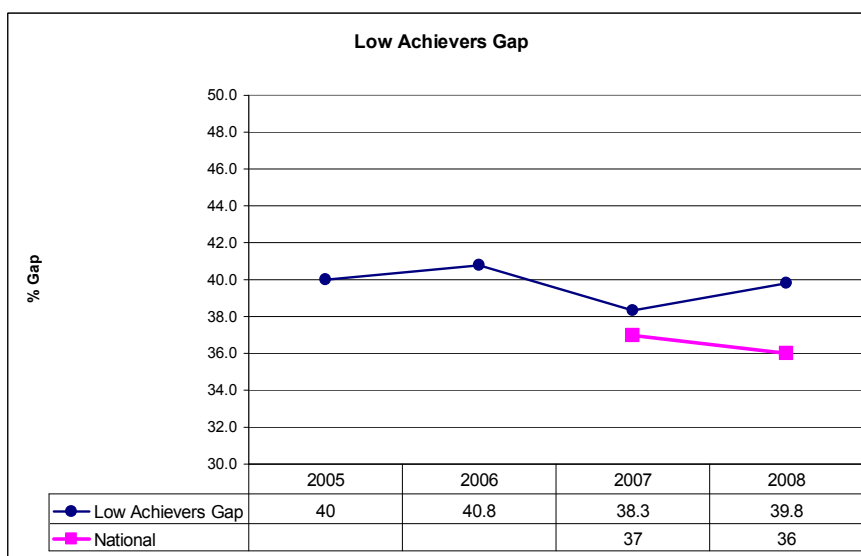
Data Source: KEYPAS - FSP assessment returns from Leeds schools)

The LA target for this indicator in 2008 was 50% and the target for 2009 is 53%, Leeds score for 2008 was 47.2% and therefore did not meet its target. It is however, interesting to note that that in 2008 there were 642 children in Leeds maintained schools who missed out on reaching a “good level of achievement” by just one point in one of the Personal, Social, Emotional Development (PSED/Communication, Language and Literacy CLLD) strands. (Further analysis of this data is available on request).

Target 2

To reduce the gap between outcomes for the lowest achievers and the average for all pupils.

	2006	2007	2008
Low Achievers Gap (Difference between Median score of full cohort and Mean Score of lowest achieving 20%, expressed as a percentage of the Median score of the full cohort)			
Leeds	40.8	38.3	39.8
National		37	36



The “Gap” indicator is derived by calculating the difference between the Median score of the full cohort and the Mean (average) score of the lowest achieving 20% percent of the cohort. The challenge to LAs is to improve outcomes for the lowest achieving children at a faster rate than the “average” child. However, some of the improvement seen in 2007 has been lost this year, although the gap is still smaller than that seen in 2006.

The 2008 LA target of 33% was missed by over 6 %pts, and the 2009 target of 30% presents an even greater challenge for next year. It should be noted however, that if the total FSP score of every child in the bottom 20% had been 3 points higher (than the total of 78), we would have met the 2008 target, and if their scores had been improved by 5 points we would have met the 2009 target.

On average, our comparator LAs have seen improvements in line with the national change, and outcomes in these areas continue to be higher than in Leeds. These figures provide further challenge to the levels of achievement currently observed in Leeds.

The LA is under a duty to monitor and target areas of high deprivation, as defined by National Census measures. The table below shows the differential outcomes for children living in the 30% most deprived Super Output Areas (SOAs). It corroborates the evidence of differential improvement shown in the Families of Schools analysis.

Outcomes for Pupils in Deprived Areas

	2006 Actual Attainment		2007 Actual Attainment		2008 Actual Attainment	
	Pupils in 30% most deprived SOAs	Pupils not in 30% most deprived SOAs	Pupils in 30% most deprived SOAs	Pupils not in 30% most deprived SOAs	Pupils in 30% most deprived SOAs	Pupils not in 30% most deprived SOAs
(a) % scoring 6 or more in all PSED scales	59.0	76.6	58.0	77.7	53.6	73.7
(b) % scoring 6 or more in all CLL scales	35.8	56.2	39.8	62.9	39.1	60.3
% achieving both (a) and (b)	32.5	52.4	35.5	58.2	34.5	55.7

Local Authorities are asked to prioritise the outcomes of children living in more deprived areas (as defined by the 30% of Super Output Areas with the highest scores on the Index of Multiple Deprivation). The above table shows that, as in previous years, there is a considerable gap between the percentage of pupils achieving the benchmark level of performance in these “deprived” areas and the levels achieved in the more “affluent” areas. In line with, the overall trend, there has been a decrease in outcomes in both the “deprived” and “affluent” areas, but the decrease is more marked in the “affluent” areas, resulting a slightly smaller gap than in previous years.

1.4 Areas for Development

1.4.1 Integrated working

If the LA is to seriously pursue meeting these targets, the challenge will be to co-ordinate a range of strategies particularly in the narrowing the gap target. Improvements will not be achieved through work with children alone – the role of Children’s Centres is crucial to develop a wider range of initiatives which will support young children and their families.

The task is to embrace data and use it to;

- a) ensure we promote the very best practice for our youngest children through support and challenge from both the Early Years Service and Education Leeds. Both are working in close partnership to ensure consistent messages and share expertise.

- b) ensure that families are provided with the support they need through swift referrals through Children's Centre services. Whilst this strategy is at an early stage, again the Early Years Service and Education Leeds are working in close partnership to further develop this work.

1.4.2 Moderation of assessment

Roughly equal numbers of schools saw an increase/decrease in their annual outcomes. A quarter of schools saw an improvement of 10% or more, while another quarter of schools experienced a decline of 10% or more. Individual school results will always fluctuate from year to year due to the differences in successive cohorts; however, the year-on-year variation results is again far more extreme than at other Key Stages; providing further evidence of continuing issues around consistency, accuracy and moderation of assessments. The Local Authority has a 'Moderation Plan' which has been judged to be 'Good' by National Strategies; we are well placed to further improve moderation across the Local Authority.

1.4.3 Targeting of support

The excellent data analysis by the PMIT team and the excellent advice being provided by Education Leeds and the Early Years Service needs to be built upon further to;

- a) Support the very best practice within schools
- b) Ensure we target those schools most in need of support.
- c) Ensure that the most vulnerable individuals and groups of children are provided with appropriate intervention strategies.

2. Information on the governance of Children's Centres.

EVIDENCE IN PRACTICE

Farnley Extended Services

The Headteachers and other partners within the Farnley cluster had been meeting regularly as an extended services steering group. The cluster encompasses a significant portion of the Farnley and Wortley Ward and is characterised by severe and long term pockets of multiple deprivation, including two Super Output Areas (SOAs) which feature in the worst 10% nationally. The cluster also contains a further five areas which feature in the worst 20%. The cluster partnership was established to facilitate access to education, family support and childcare services and establish the cluster schools at the heart of the community.

In 2006, Lawns Park Primary School was identified as the site for the Phase 2 children's centre for the area. The governors at the school were keen that the children's centre was a true joint undertaking involving all schools and services within the cluster; models of governance were therefore discussed which gave other schools and services equal input with regards to decisions relating to the children's centre and extended services. An event took place on September 11 2007, facilitated by the Governor Support Service, the Head of Children's Centre Services for the area, and the Extended Services Adviser for the area, to which the governors of all the schools were invited. As a result of the event, a draft constitution and terms of reference for a collaborative committee were drawn up. These were presented to, and approved by, all the governing bodies in the cluster.

The members of collaborative committee include the Headteachers and nominated governor of the collaborating schools and the SILC and a representative from the PCT.

The following principles and priorities have been agreed;

- A seamless provision for 0 - 19 year olds.
- A wide range of quality services tailored to need.
- Cohesion between all schools and the community.
- Collaboration, to provide quicker and easier referral to appropriate services.

The purposes of the different groups within the cluster were discussed and their remits identified as follows:

The committee

To set the vision and general direction of the children's centre and extended services

To be the accountable body

To ensure that the children's centre services and extended services were dovetailed.

The Advisory Board

To offer support and challenge

To give steer to the type of services provided.

To link to the committee

To work as an operational group

To monitor, assess and review the Delivery Plan

To consist of approximately 18 members, these to include:

6 parents, PCT, Social Care, Job Centre Plus, 2 Headteachers, Youth service

Stakeholders' Forum

To include wider services and members of the community

To be a consultative body

To ensure effective partnership working

To enable partnerships to add value

To be brought together for a specific purpose

To understand the priorities of other services

To be used for training for practitioners

2. Information on the governance of Children's Centres.

2.1 Lead

Early Years Service

2.2 Partnerships / Links

Education Leeds Governing Support Service

2.3 Current Position

National Guidance promotes a range of governance arrangements for Children's Centres, whilst this allows flexibility which can respond to local need; it also creates many challenges as there is no clear model.

The Early Years Service has jointly funded a post within Education Leeds Governing Support Service to support the development of Governance arrangements for Children's Centres in conjunction with other extended services. In relation to extended schools and children's centres, the role of governance is to put in place effective systems and processes for ensuring the overall direction, effectiveness, supervision and accountability of a diversity of services, which may or may not be located on a single site.

The Early Years Service have had the lead role in planning the location and development of centres to meet children's centre targets in consultation with parents and other key partners. Within schools, the governing body has ultimate responsibility for deciding whether the school should offer additional activities and services and what form these should take.

Guidance for developing Governance arrangements in Leeds

Interim guidance has been written by Leeds to support implementation. Partners are encouraged to set up a steering group prior to any decisions being made about either the children's centre or other extended services. This is to ensure that the needs of the parents and children within the community are at the forefront of planning. The steering group would preferably consist of a majority of parents and should also include other community stakeholders, including representation from local schools and where possible young people. The steering group would have no legal standing; however it would need to make some early decisions about the extended services /children's centre. For the children's centre this would include the mission statement and vision for the centre which would dictate more practical matters such as the site of the centre and the services to be provided. With regards to children's centres this decision would be made in conjunction with the Early Years Service. Particular attention would need to be paid to the group's views on how to ensure that services provided would be accessible and culturally appropriate for the communities they serve. The steering group could also take on the function of consultation with the community, school staff and parents.

The Education Act 2002 puts a statutory duty on governing bodies to consult widely before providing extended services. As a result of these decisions, the local authority could then plan with other agencies through children's trust arrangements which services would best be provided from the children's centre as part of effective multi-agency partnership working. This should include where necessary reaching agreement on reshaping current provision to deliver integrated services through the children's centre.

2.4 Areas for Development

Joint Governance arrangements

As a range of models evolve it is important to ensure that as good practice develops it informs wider working. This good practice may emerge through setting up independent advisory boards or using Governing Bodies. However it is crucial that the expertise and commitment of Governing Bodies, including parent and community governors, is fully utilised in ensuring schools are fully involved in the Children's Centre initiative.

3. Evidence of how services are being 'joined up' - including links with Health and Social Care.

EVIDENCE IN PRACTICE

Joint working with the Health Service/ NHS Leeds and the Ethnic Minority Achievement Team (EMA) in Education Leeds and the Early Years Service.

The Speech and Language Therapy Service (SLTT) do joint training every term with the EMA team for all Early Years settings to improve practitioners' knowledge about the acquisition of a second language. This training has had a real and positive impact and has reduced the number of requests for support to the Speech and Language Team as practitioners become aware of the issues and that a delay in second language acquisition may not be a speech and language issue. Joint advice and guidance documentation has been produced by the 3 teams on supporting pupils who have English as an additional language (EAL). The guidance along with many resources is available for schools to download from Leeds Learning Net.

3.1 Lead

Children Leeds

3.2 Partnerships / Links

Primary Care Trust

3.3 Current Position

'Joined up services' are being developed at all levels within the Local Authority and across other agencies. In the early years this is a core activity of the Children's Centre initiative, which is led by the Early Years Service. Education Leeds is promoting links between schools, Children's Centres and other agencies and services through the extended services cluster partnerships in each locality. Each cluster partnership is represented within the local wedge based arrangements of the Children's Trust alongside the Locality Enabler and local strategic leaders for Health, Social Care and Early Years.

3.3.1 Social Care

a) Strategic level

At a strategic level there are two key posts – A Service Manager has been trained as an extended services remodelling consultant and is championing extended services within Leeds Children's Social Care. Another Service Manager represents Social Care on a multi-agency working group looking at the development of Quality Improvement for cluster partnership working

b) Wedge level

Senior Managers from Social Care are represented on wedge partnerships and are actively engaged in developing better understanding between social care and all partners including Early Years, Headteachers and Extended Services within schools.

c) Cluster level

In some localities a Social Care team leader has been assigned to work with the cluster steering group to inform thinking around early intervention and to support partnership working where appropriate e.g. targeted mental health work, Multi-agency

partnership work around the Common Assessment Framework and integrated processes

3.3.2 Health Services

The Early Years Service and health visitors have a service level agreement identifying a named health visitor for 50 Children's Centres with agreed roles and responsibilities for each partner. Agreements about sharing information about individual families are under discussion. Examples of practice include running weekly Baby Group at Hunslet Children's Centre, Midwife clinics at Little London Children's Centres. All health visitors give information to new mothers about their nearest Children's Centre and support health promotion across the area through leaflets, drop in sessions, information.

3.3.3 Joint working between the Early Years Service and Extended Services (Education Leeds)

Each wedge Extended Services Adviser works closely with their Head of Children's Centre Services (HOCCS) and both are members of the wedge Leadership Team. Working arrangements at a cluster level are still being developed but all Children's Centre Managers are core members of their cluster steering group alongside Headteachers.

3.4 Areas for Development

As with the Inclusion agenda, the challenge is to pursue integration whilst retaining specialist knowledge. At a strategic level structures are in place however evidence on the ground is that its impact is still varied. In terms of early years then integrated training opportunities are essential in terms of supporting partnership working further. A number of conferences are being planned for Head teachers / Heads of Children's Centres / Leaders and managers in other settings in order to share good practice and identify the effective feature of successful 'joined up' working on the ground.

4. Evidence of any work which is being done to ease the cultural differences between Early Years and Primary providers - in particular different attitudes towards measuring attainment”.

EVIDENCE IN PRACTICE

In order to build on the commitment and existing work between Education Leeds and the Early Years service a jointly funded post has recently been appointed, line managed through Education Leeds. The post holder works closely with both the Early Years Development Team within the Early Years Service and the School Improvement Team. This post is the lead for the Early Years Outcomes Duty Plan (EYOD).

In order to further develop a shared strategy and communication between all those supporting and challenging practice in the Early Years, working groups have now been established for each Objective in the EYOD plan. Each working group has membership from all key partners and will report back to the EYOD Board, chaired by the Director of School Improvement and attended by the Head of Early Years.

4.1 Lead

Early Years Service

4.2 Partnerships / Links

Education Leeds

4.3 Current Position

The Early Years Service takes a lead role in providing training and support for the all Early Years providers including the maintained sector. However advice and support for the maintained sector also comes through School Improvement Partners / Advisers and National Strategies.

4.3.1 ‘The Seven Stage Process’

‘The Seven Stage Process’ is a guide for assessment in the Early Years written by an Early Years Consultant from the Early Years Service and the Assessment Advisor from Education Leeds and is currently being promoted across all settings through specific training and 1:1 support (copies of this document are available on request). It is important to note that there is no National Guidance on assessment; however Leeds has produced this guidance in an attempt to promote continuity in assessment across all sectors and ensure that all providers are able to monitor progress. National Guidance is due in the spring of 2009 and Leeds will review its present guidance at that time. The key challenge is not different attitudes to measuring attainment but rather to ensure all those working with young children are knowledgeable about child development, are skilled in their observation and assessment and have a good understanding of meeting the needs of all children.

4.3.2 Statutory EYFS Profile Assessment

The EYFS Profile is the summative assessment completed at the end of the EYFS. The majority of these assessments will be undertaken by reception teachers in schools. It summarises children’s progress towards the Early Learning Goals. It is also meant to be

formative information for practitioners in Year 1, guiding planning in order to support and extend children's learning as they move from the EYFS into Key Stage 1.

The LA has a duty to monitor and moderate 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 2008/09 and allocated the Local Authorities a 'secure' data rating.

The team of moderators consists of Early Years Consultants plus experienced teachers from Children's Centres and schools. This partnership promotes a culture of respect between practitioners from different sectors and supports professional development.

4.3.4 Training & Professional Development

Training delivered is universally offered across all sectors. This is a key strategy in bringing all partners together to ensure that key messages are shared. Where appropriate courses are developed and offered with key partners working across the early year's sector e.g. National Day Nurseries Association, National Childminding Association and Education Leeds.

Funding streams from the 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)
- Buddying Programme.

These programmes are not sector specific so allow practitioners from across schools and settings to share and develop good practice together. Area Childcare Planning Network Meetings and Extended Clusters encourage leaders from across sectors to meet regularly and develop integrated approach to working together to secure the best outcomes for children and their families.

4.4 Areas for Development

4.4.1 Written Guidance

Whilst there is a range of excellent guidance available through courses and 1:1 support, plans are in place to publish written documentation on the Early Years Foundation Stage which will address key Leadership and Management issues across all sectors. The review of the 'Seven Stage Process' will form an integral part of this.

4.4.2 Communication

A key action in the Early Years Outcomes Duty plan relates to further developing effective and consistent communication streams across the early years sector.

4.4.3 Support and challenge for all settings

Implementation of an Early Years Quality Improvement Programme (EY QISP) for the non-maintained sector is currently being planned to 'mirror' the School Improvement Partner role currently in place for schools.

5. How children at risk of underachievement are identified.

EVIDENCE IN PRACTICE

Whingate Primary School.

Brief History – Why Tracking?

Children's attainment by the end of Year 6 has been in line with National average. However, KS1 results had been declining since 2002. Our Foundation Stage Profile indicated that we were below the Leeds average. We knew our children came into Whingate Nursery well below age related expectations; we needed evidence to prove this. What we gained from tracking children's progress was much more than we anticipated. (See impact below)

Here's how we did it.

As a team we decided to track children's progress using the Early Years 'Stepping into the Early Years Foundation Stage Profile Grids'. We adapted these grids to suit our setting so they would be a working document for staff. This led to Senior Management Team conducting pupil progress interviews with staff looking at characteristics of the cohort in terms of boys, girls, term of birth, possible SEN, EAL and attendance, successes, barriers, next steps and looking at children who have made less than expected progress, reasons why and planned actions.

Group Intervention

10 boys were identified as having very low stage of development for Disposition and Attitudes. The boys stage of development on entry to Nursery was 16-26 months and a few at 22-36 months. The staff in FS1 enhanced the curriculum to cater for the needs of these boys, for example, the staff planned a pirate topic, that was initiated from the children. A great deal of emphasis was placed on speech, language and team work. The boys' stage of development was reviewed again 6 months later and all the boys had made progress on average the boys are now within the 30-50 month band.

Working with families

Several children have been identified as being below the stage of development in PSED due to family circumstances. These children have received nurture provision in our Pupil Development Centre. The parents of these children have also been targeted to attend stay and play sessions and workshops on a weekly basis with the Assistant Headteacher and the Learning mentor. These children have made progress but more importantly the parents of these children now feel that school is a secure environment for them to come and share their worries and concerns.

Impact of tracking children's stage of development on the whole setting.

Whingate has been tracking pupil progress and setting actions for the last two years. Our Foundation Stage Profile results were the best ever in 2008. 66% of our children achieved 78 Points + 6 in all areas of PSED and CLL. We believe this is a result of tracking progress, setting actions and improving the learning environment in relation to the nature of the cohort and the high child to adult ratio. Our staff are expecting the same amount of progress to be made this year.

5. How children at risk of underachievement are identified.

5.1 Lead

Education Leeds

5.2 Partnerships / Links

Early Years Service

Current Position

The identification of vulnerable groups is a key strategy within Education Leeds work with schools; this has to be carried out in conjunction with clear guidance on appropriate intervention. Children are at risk of underachievement as a result of a range of factors, however in the Education Leeds analysis of the bottom 20% of children at the end of the Foundation Stage it was interesting to note that all groups were represented; this included boys, summer born children, children from low income families, children from ethnic minorities and children learning English as a second language. The key strategy in combating underachievement must therefore include the close monitoring of all children's progress and a sound understanding of the range of intervention strategies which will 'make a difference'.

5.3.1 Children's Centres

The Children's Centre strategy is critical to ensure that a broader range of services and strategies are available to support the child and family. The Early Years Service employs 6 Head of Children's Centre Services (HOCCS) to ensure centres are providing the required services. All Children's Centres have produced an annual Self Assessment report and action plan (April 2009) identifying their achievements last year and targets for this year, particularly around services for more vulnerable groups. The HOCCS also work with schools and agencies in the areas to develop and improve partnerships for example the Integrated Processes Group in the North East wedge where all agencies working with children meet to identify gaps in services through looking at the needs of individual children.

Around 40% of all Common Assessments are undertaken with children 0-5; this is bringing together different agencies to focus on solutions for families with specific needs and risks. The lead professional also has access to a budget to buy goods or services that will enable the family to resolve difficulties

5.3.2 School Improvement Partners

Analysis of data means that School Improvement Partner's (SIP's) are aware of schools where there are concerns about achievement in the Early Years and in particular are able to challenge and support schools in identifying vulnerable groups. SIP's are able to support schools in signposting them to support as needed. Early Years has been a key section in both the autumn and Spring SIP visits.

5.3.4 Special Educational Needs

Referrals in the Early Years come through a range of agencies including Health Visitors, GPs, Child Development Unit, Early Years providers. The Early Years Support team identify those children with SEN who belong to other vulnerable groups such as Looked After Children etc, prioritise in terms of support, closely monitor their progress and communicate very closely with all other relevant agencies in a bid to give them the best start possible. The

children who are supported at Early Years Action Plus have more significant needs and they have multi agency teams supporting them.

Children with less significant needs but who may be vulnerable are identified and supported utilising the expertise of the staff in their early years setting. Their progress is monitored through the EYFS curriculum and they may have involvement/support from social care, health, or other agencies. Training is planned and delivered directly from this team and advertised via the EYs Training Directory.

The Early Years Support Team does not work with children in Reception classes in schools. This is the remit of the School Support Service, also based at Blenheim.

There is good partnership working between the Early Years Service and Education Leeds, both at a strategic and practitioner level.

5.3.5 Ethnic Minority Achievement (EMA)

Black and Ethnic Minority pupils have been identified nationally as a group vulnerable to underachievement. Education Leeds is required to monitor and report on their progress separately. An EMA Activity Plan, as part of the EYOD Plan, has been jointly written by the Ethnic Minority Inclusion Adviser in Education Leeds and the Early Years Foundation Stage Improvement Manager in the Early Years service. As with Special Educational Needs there are good links between the two services.

The EMA team has identified underachieving children by data analysis produced by the PMIT team. They also work closely with schools as regards support for international new arrivals pupils and their families. An additional appointment is being made at present within Education Leeds to lead on this area, and a consultant within Early Years also has lead responsibility.

There are a number of intervention programme to support raising standards for Black and Minority Ethnic pupils in the Early Years. Although there has been some improvement for Pakistani and Bangladeshi heritage pupils results in the foundation stage are still below average. A new network of the 14 schools with the largest numbers of these pupils has been formed in the RAISE programme. The schools are working with every service in school improvement to tackle this underachievement and to share and develop the good practice we have in many schools in the city.

The EMA team works closely with the Voluntary sector and specifically the Children's Society to support the integration of refugees and asylum seekers in the Early Years. The EMA team were part of the commissioning panel for this service and are developing close links to ensure joint working across services and to ensure work is not duplicated. This work has received national recognition at a presentation of good practice at the House of Lords and international recognition as it was nominated for the Carl Bertelsman Award.

The Stephen Lawrence Education Standard is an award given to schools and Early Years settings as recognition of their work to promote race equality and community cohesion. A number of Early Years settings have now achieved this and this represents a measure of the importance settings place on ensuring that minority ethnic pupils feel safe and valued.

5.3.6 Gypsy / Roma and Travellers of Irish Heritage

Since 2003 Gypsy/Roma and Travellers of Irish Heritage have been identified as two distinct ethnicity groups in school census data. However the Education Leeds Gypsy Roma Traveller

Achievement Service (GRTAS) know that this data is incomplete as many parents and children are reluctant to identify themselves for fear of bullying and prejudice.

Ofsted (1999) “Raising the Attainment of Minority Ethnic Pupils”, reported that Gypsy Roma and Traveller pupils have the lowest results of any ethnic minority group and are the groups most at risk in the education system. This is still the case to date.

DfES (2008) “The Inclusion of Gypsy, Roma and Traveller Children and Young People”, states that raising the achievement of Gypsy, Roma and Traveller children is the responsibility of everyone within the education system and a significant measure of the effectiveness of policies to combat educational and social exclusion.

Data held by Education Leeds reflects that from the period Sept. 08 to Feb. 09 over one thousand Gypsy, Roma and Traveller Children and Young People (0–19yrs) have been living in Leeds. A comparison of figures nationally reflects that Education Leeds GRTAS has accessed above average numbers of children from these ethnic groups to educational provision. However the table below illustrates the need for settings to prioritise the raising of the levels of achievement for these children.

2008 Outcomes in Leeds	White British	Traveller of Irish Heritage	Gypsy / Roma
FSP Good Level of achievement	50%	14%	0%
Key Stage 1 Level 2+ (average core subjects)	84%	21%	22%
Key Stage 2 Level 4+ (average core subjects)	82%	34%	49%
Key Stage 4 5+A*-C	62%	17%	26%

5.4 Areas for development

Collation and analysis of data across all providers

Whilst schools have access to very good information and analysis of children’s achievement at the end of reception there is no systematic approach for all providers throughout the EYFS. This is due partly to the lack of National Guidance. There is appropriate concern at all levels in assessing young children and in particular the dangers associated with testing and categorising young children as failing and under achieving.

An important principle in assessment for young children is;

“Each child’s progress is individual to them and different children develop at different rates. A child does not suddenly move from one phase to another, and they do not make progress in all areas at the same time”.

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However the very best practice ensures that all young children’s progress is monitored and where children are at risk of ‘failure’ appropriate action is taken. As soon as National Guidance is available the Early Years Service and Education Leeds will review its existing guidance and explore the possibility of introducing a suggested uniform approach to monitoring young children’s progress; however this will have to be done in conjunction with a clear training strategy to support the very best practice across all settings.

6. How they and their families are assisted at each stage of childcare and education up to the age of 6 (and beyond).

EVIDENCE IN PRACTICE

Armley Moor Children's Centre

The Children's Centre has developed good working relations with the 0-16 service, who operate out of the centre. The Children's Centre supports parents who are attending parenting courses with childcare. The success rate of parents successfully completing the course has therefore risen successfully. Working in the same building has developed links with other agencies informally such as BARCA the drug support service.

Armley Moor Children's Centre is situated within the same building as a number of primary and secondary health care services. During the time that we have been situated within this building we have developed strong links with the health visiting team that operates within the centre, this has included smoother referrals, being involved in joint training and the health visiting team also are active members of the advisory board planning the delivery of services to families in the area.

6.1 Lead

Early Years Service / Education Leeds

6.2 Partnerships / Links

Health / Recreation / Social Care

6.3 Current Position

6.3.1 Early Years Service

The Early Years Service has specific responsibility for children in the early years this includes;

- Sufficiency of Childcare places
- Information through the Family Hub
- Children's Centres
- Support for providers
- Quality Assurance moving to Quality Improvement
- Training
- Support for Inclusion by One Point of Contact and funding
- Support for teen parents
- Free early education places for all 3/4 yr olds and some 2 yr olds

It also has a key role in promoting integrated working through the Children's Centre agenda.

6.3.2 Extended Services (Education Leeds)

The Extended Services team and The Health and Wellbeing Initiatives Team within Education Leeds lead on the wider needs of children in school, however all services work closely together at a strategic level.

Services to children and young people and their families are being promoted through the cluster steering groups these include:

- parenting support programmes,
- teenage pregnancy (intervention),

- drug and alcohol awareness raising programmes,
- access to a range of out of school learning experiences (including school holiday provision),
- signposting to specialist services,
- promoting a range of health initiatives

The Extended Services Cluster Partnerships are facilitating a shared approach to family support and parenting as well as developing systems for early identification of vulnerable children and families. The aim is to provide a continuum of support in each neighbourhood with agreed referral systems based around common assessment. Cluster partnerships are working to develop consistent messages to families particularly in terms of positive behaviour and school attendance as well as working to improve signposting and access to specialist support.

6.3.3 The Health and Wellbeing Initiatives Team within Education Leeds

The Health and Wellbeing Initiatives Team within Education Leeds promotes/provides the following:

- the take up of the Healthy School Standard and the Advanced Standard
- robust challenge to schools based on improvements made to our performance intelligence and in the timely provision of focused and extended partnership support
- work with children's services partners to provide strategic direction to the extended services offer, including engagement of the business, voluntary and faith sectors and the development of local children's services provision
- developing and implementing a new framework and policy for listening to and engaging with children and young people, including hard to reach and vulnerable children and young people.
- delivering the Physical Education and School Sport and Club Links Strategy actions for 2007 to 2008.
- Analysing how the views of children and young people influence decision-making in schools; develop and implement recommendations.

6.4 Areas for Development

- Use of Children's Centre Self Evaluation Forms as a baseline for cluster planning
- Development of individual case studies and tracking
- Improved consultation and participation of parents in designing services
- Better co-ordination of parent and family support in each neighbourhood
- The further development of a clear corporate Family Information Service through the Family Hub is essential if we are to ensure appropriate access which is accessible to all.

7. How primary schools work with the huge variety of providers of pre-school care and education.

EVIDENCE IN PRACTICE

Our setting is a Church of England Primary School in a relatively affluent area of Leeds, however the socio economic makeup of our intake is changing. It is a two form entry school with no nursery. We take a third of our children from a local privately run nursery, the other children come from a mixture of state nursery settings and private day care settings. We sometimes get a child who has not attended nursery at all. We also get children who have been solely with a childminder. We take our children from a range of 15 - 19 settings each year.

The information we get from these settings is often very good and we keep copies of the end of nursery reports and look at their profiles. Our problem is that all the information is different and uses different formats and some children come with nothing at all.

To promote shared practice between settings we:

- Joint EYFS training with some of our pre school settings.
- We share 'Good practice days' with the other schools in our Extended Services Cluster, some of whom send us children from their nurseries.
- The cluster reception teachers (7 schools) visit each others schools and meet in the reception classrooms on a rotating basis. We see each school about once each year. We talk about issues affecting the Foundation Stage and also share information about children who have moved settings for any reason.

To help us settling the children into our setting we:

- Visit each child in their pre school setting. This gives us strong links with the settings that send us children most years.
- Write a simple assessment of the child when we visit him/her using our observations and information from their key workers.
- Look carefully at the profiles with the child and parent if possible.
- Make sure the parents know we are visiting and know they can be present to make contact with a member of staff.
- Take a picture of the child with their key worker in their pre school setting to show them when they come to school.
- Hold meetings/visits for new parents and children
- Provide an extra visit for the children from our largest setting to come for a morning with all their key workers.
- Give any child who may have problems settling in or has special educational needs the opportunity to come to school with a carer for as many afternoons in the Summer term as is necessary.
- Invite our most popular setting, local childminders, and any other setting that wishes to come to our Christmas Nativity play.
- Our staff including the head teacher attends the local nursery's Nativity play.
- All settings are invited to visit their children at our school in the Autumn term. The key workers from our most popular setting always visit us. The children love this.
- All settings welcome us and are glad to see that their child is going to a school that cares enough to visit them and get to know them.
- Both my Special Needs Assistant came with their children from their pre school settings. One of them works with us in the mornings and at the nursery in the afternoons. This continues the excellent links we have made with this setting even though they may only send us one child each year.

7. How primary schools work with the huge variety of providers of pre-school care and education and

8. How the transition between pre-school provision and primary provision is managed to ensure that the best possible outcomes are achieved for all Children”.

7/8.1 Lead

Early Years Service

7/8.2 Partnerships / Links

Education Leeds, Pre-School Learning Alliance, National Day Nurseries Association, National Childminding Association

7/8.3 Current Position

7/8.3.1 Numbers of 3 and 4 year olds in each setting

The number of 3 and 4 year olds in Nursery Education funded settings is broken down as follows;

Summer Term 2008	
Status	No of Children
Childminder Network	16
Children’s Centres	1258
Independent School	426
LEA Maintained	7379
Private Provider	2581
Voluntary Provider	1000

5,281 children are in non-maintained settings. The figure for maintained provision does not include children in Reception. Therefore the total figure for children in maintained approximates to 12,660. It is the judgements made primarily by schools at the end of Reception that inform the results for the ‘Foundation Stage Profile’.

The Government strategy to fund a mixed economy of Nursery Education for 3 and 4 year olds creates many challenges both in ensuring the quality of provision in all sectors ranging from childminders to Nursery Classes in schools and ensuring the smooth transition of children from one setting to another.

7/8.3.2 Early Years Foundation Stage - Transition, Continuity and Progression

The EYFS Statutory Framework (applicable to all settings and schools delivering the EYFS) states

‘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. Settings are encouraged to communicate information at the point of a child's transition which will secure continuity of experience for the child between settings.

In order to support this, the Early Years Development Team 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 the transition record guidance, 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. The draft materials were piloted last summer and feedback was used to adapt the materials as appropriate.

7/8.4 Areas for Development

7/8.4.1 Written Guidance

Transition guidance referred to above is currently being finalised and will be ready for publishing and launch in the spring. This will include a clear vision for effective transitions, based on the principles of the Early Years Foundation Stage with expectations for all sectors involved.

7/8.4.2 Expectations

At present there is no legal requirement for all providers to use the proposed guidance on transitions. However, it will be a requirement for those providers in receipt of Nursery Education Grant (NEG) and the Local Authority is exploring ways in which it can encourage the schools (maintained funding) to sign up to this also.