

HAMPSHIRE COUNTY COUNCIL**Report**

Committee/Panel:	Education Advisory Panel
Date:	19 December 2012
Title:	Early Years Foundation Stage Performance Report
Reference:	4546
Report From:	Director of Children's Services

Contact name: Tracey Sanders, Head of Services for Young Children

Tel: 01962 847123

Email: Tracey.sanders@hants.gov.uk

1. Summary

- 1.1. This report aims to brief the Educational Advisory Panel members about the progress of children within the Early Years Foundation Stage (EYFS), to highlight the actions being undertaken in 2012-2013.
- 1.2. The provisional Early Years Foundation Stage Profile (EYFSP) data from all schools in Hampshire in 2012 indicated that:
 - The threshold score has increased by 6% to 64% of children attaining 78 points plus 6 in Communication Language and Literacy (CLL) and 6 in Personal Social and Emotional Development (PSED). This now brings Hampshire in line with the national level.
 - Scores across all areas of learning within the profile have generally increased, with the percentage of children gaining 78 points (a good level) across the curriculum increasing by 4% to 85% when compared to 2011 data: the greatest increase of 6% in linking letters and sounds, and the smallest increase of 1% in dispositions and attitudes to learning, and using numbers as labels and for counting. However, these two aspects of learning are the highest scoring aspects across the profile, at 94% and 93% of all children attaining 6 points, respectively. Whilst writing has increased by 5% it remains the weakest area of attainment within the profile, with 72% of children attaining 6 points.
 - All districts have improved threshold scores in 2012 with Fareham, Havant and Rushmoor making the most significant gains of between 8-10%. Seven districts now have threshold scores above the national average.
 - The equalities score shows a 2.3% reduction in the gap between the median score for all children and the mean of the bottom 20% to 26.7%. This is greater than the reduction of 0.7% in 2011. This is significantly below the national average of 30.1% and Hampshire has made a

greater reduction this year than any of its statistical neighbours. Nine of the 11 districts have reduced the gap; the most significant reductions being in Fareham, with Eastleigh and Winchester showing slight increases.

- Children living in Lower Super Output Area's (LSOA's) achieving 6 points in PSED increased by 5%, and the gain in CLL was 10% in 2012 compared to a 6% and 5% gain respectively the previous year. The gain in CLL is likely to reflect the impact of targeted 'Keep on Talking' programmes in areas where children's language development was of concern (see **Appendix 5**).
- All schools had children reaching the threshold in 2012 compared to one school that did not have any children reaching the threshold in 2010 and 2011, two schools in 2009, eight schools in 2008 and 17 schools in 2007.

This progress has been supported by the implementation of a range of targeted initiatives in Hampshire. In particular, the Services for Young Children (SfYC) advisory teacher team have utilised data more carefully to deliver bespoke evidence based interventions and to challenge practice, where necessary, with local groups of providers. Some initiatives have been delivered in liaison with HIAS (Hampshire Inspection and Advisory Service) colleagues and, where appropriate, have formed part of a 0–16 approach (see **Appendix 6** for an example).

Outcomes this year also reflect the impact of children's centres, as children finishing year R will have been one of the first cohorts of families receiving children's centre support in all phases of children's centre development across the county.

The EYFS is a relatively new curriculum phase, with the framework being launched in September 2008, and a revised EYFS will be implemented in September 2012.

2. Contextual information

2.1. The Early Years Foundation Stage (EYFS) is a statutory framework guiding the provision for the learning and development, and the welfare, of all children aged 0-5. The framework is implemented in over 1,000 preschools, day nurseries and year R classes, and by 2,400 childminders in Hampshire, and outcomes for children are measured using the EYFS profile at the end of year R in independent and mainstream schools. The profile is based on 117 judgements across a 9 point scale for 6 areas of learning and development:

- Communication Language and Literacy – CLL
- Personal Social Economical and Developmental – PSED
- Problem Solving, Reasoning and Numeracy – PSRN
- Physical Development – PD
- Creative Development – CD

- Knowledge and Understanding of the World – KUW.
- 2.2. A good level of attainment is judged to be 78 points plus 6 points in CLL and 6 points in PSED. This measure is referred to as the Local Authority threshold score and is judged to be a sound indication of children's readiness to access the KS1 curriculum. The local authority is also required to measure the achievement gap between the median score of all the children in Hampshire and the mean of the bottom 20% (the equalities score). There have been targets set by central government against the threshold and gap scores but these have not been continued beyond 2010-2011. Additionally, the EYFS has been under review and a new framework will commence in September 2012.
 - 2.3. Outcomes for children within the EYFS are strongly linked with the quality of early years provision "The Effective Provision of Pre-School Education (EPPE)" (2006) Sylva, K et al. All EYFS providers (like schools) are inspected by Ofsted on a three yearly basis and awarded a grading of Outstanding/Good/satisfactory/Inadequate. Provision in Hampshire has a long history of being judged by Ofsted as good and outstanding, with 81% of childcare on non domestic premises (pre school) being judged as good to outstanding by Ofsted in June 2012. This is 3% above the national average.
 - 2.4. The EPPE research also demonstrates that outcomes for children are significantly linked to the qualification levels of staff. The qualification profile of the workforce in Hampshire is becoming more professional. Between April 2011 and March 2012, 733 staff were awarded bursaries in Hampshire of which 217 completed foundation degree courses, compared to 78 in 2004; and 31 members of the workforce attained the early years professional status, joining the 58 existing EYP's in 2010 and 6 EYP's in August 2008.
 - 2.5. Children's Centres are now having a wider impact upon outcomes for children across Hampshire as the cohorts of children from all phases of children's centres are now completing year R. Currently, there are 81 Children's Centres now operating across Hampshire within clusters, delivering a range of services, including support to parents in enhancing children's learning and development. Support is specifically targeted to help children and families in areas of significant deprivation. The management structure of children's centres has been reviewed and changes are in place to maximise the best use of resources.

3. Overall Standards in 2011

- 3.1. A 6% increase in the EYFS threshold measure represents a significant improvement upon the 2011 increase of 4.2% (see **Appendix 1**). It follows a continuing rising trend in the threshold score. Prior to 2008 the Foundation Stage Profile (FSP) results were volatile, reflecting the relatively early stage of the assessment process, and the developing practitioner knowledge and understanding of delivering the EYFS. Moderation of EYFSP judgements in schools has greatly improved the evidence base for, and shared understanding of, EYFS judgements following generous assessments in 2005.

- 3.2. All districts demonstrated improvements in the threshold score for children in year R in 2012. Significant gains were made in Fareham (8.1%), Havant (10.2%) and Rushmoor (8.6%). These gains are particularly notable in Havant, where the trend had been static until 2011, and the New Forest maintains a reversal of the previously declining trend.
- 3.3. The gap between the median of all children's scores and the mean of the bottom 20% reduced by 2.2% to 26.7% in 2012.
- 3.4. Most districts reduced the gap, with Fareham making a significant reduction of 7.3%. Only two districts (Eastleigh and Winchester) show small increases in the gap this year compared to three in 2011. Work is underway with the local leadership teams to prioritise projects in areas where gap levels are of concern.
- 3.5. When considering the threshold data in more depth, it is possible to identify groups of children who are under performing and therefore enable support to be effectively targeted.
- 3.6. Boys continue to do less well when compared to girls' threshold scores, with 56% of boys reaching the threshold compared to 73% of girls (see **Appendix 4**). However, both boys and girls have increased their threshold scores by 8.6% and 5% respectively, with the gap now beginning to close. Within the district areas, there have been some significant reductions in the gender gap. The gender gap is smallest in Hart and Basingstoke and Deane (where Eastleigh and Hart has made a significant reduction in the gender gap) but particularly apparent in East Hampshire and Winchester. The gap between the performance of girls and boys in dispositions and attitudes towards learning remains areas with the greatest disparity.
- 3.7. Ethnic minority group data indicates that mixed background, Asian and Chinese children attained threshold scores above the county average. However, other minority groups scored below the county average including Gypsy Roma children (where 30% achieved the threshold, which is more than the 26.7% in 2010) and Traveller of Irish Heritage (where 50% achieved the threshold, which is greater than the 25% in 2011).
- 3.8. Children receiving free school meals are not achieving as well as their peers, with 41% attaining the threshold level. However, this is an improvement upon 36% of these children in 2011. 42% of children in care attained the threshold level in 2012: this is significantly greater than the 20% who attained the threshold score in 2011. Nevertheless, the attainment of this group of children remains an area of continued focus.
- 3.9. EYFSP 2012 data linked to children's centres is revealing encouraging results. Children from 57% of the merged children's centres attained threshold scores above the county average: 5% more than 2009. 45 of the 54 merged centres are now showing an improving trend in the threshold scores for children in their catchment area.

4. Specific strategies and programmes implemented in 2011 – 2012 and future developments

- 4.1. The gains in the threshold outcomes, and reduction in the gap, reflect the impact of a number of targeted initiatives:

4.2. Hart and Rushmoor

- Work has been undertaken to partner providers across the districts, to share best practice and develop relationships between schools and settings. Schools and outcome data confirmed that communication language and literacy (especially writing) was an area that needed strengthening. Consequently a “Keep On Talking” (KOT) programme is being implemented this year involving 18 settings and schools, and four children’s centres, working with parents to deliver speech and language groups. Moderation work with schools in 2011-12 also identified observation assessment and planning as a concern, and training was specifically designed and implemented to strengthen this aspect of work, taking into account schools’ preferred methods of accessing training. Over 30 schools attended training. Children’s Centres have focused upon parenting skills and transition.
- The focus for 2012-2013 will be to continue the KOT programme, introduce the pre-school PATHS (Promoting Alternative Thinking Strategies) programme, deliver training in child development and support families with English as an additional language.

4.3. East Hants

- Links with the LCP have strengthened in this district and work has been undertaken to develop provider and school support networks. A particular emphasis of the networks has been to develop use of data to plan for learning and development and moderation of assessment.
- During 2012-2013 there will be a specific focus upon developing children’s speech and language skills through the KOT programme. There will be an early writing skills programme, and support with developing practice for 0-3 year olds in 2012 / 2013 as part of the roll out of the free early years education to vulnerable two year olds. This area will also be the second pilot area for the pre-school PATHS scheme which aims to trial methods of developing children’s self regulation.

4.4. Havant

- An early learning partnership has been developed in this district between the PVI (Private, Voluntary and Independent) sector, schools and children’s centres. During 2011- 2012 the main focus of work has been for the providers to audit practice in communication, language and literature, and engage in initiatives to develop areas of weakness. The interventions have included KOT, developing the home learning environment and the implementation of ‘ready, steady, write’. These initiatives are evidence based and demonstrate significant improvements in practice, for example there was a marked improvement in the role of the adult and learning environment using the ECERS (Early Childhood Environment Rating Scale). There was also an 8% increase in children’s ability to link letters to sounds in participating schools.
- Work in 2012-2013 will continue to consolidate progress and specifically focus upon developing aspirations for children’s outcomes.

4.5. Fareham and Gosport

- Work has taken place to develop speech and language skills through the KOT programme involving 39 preschools and schools, and over 1,800 children. By the summer 2012, 234 children (13%) were ahead of expectations in social communication skills and 1294 children (71%) had reached expected levels in comprehension. Links with LCPs (Local Children's Partnership) and HIAS colleagues are strong in this area and the language focus has been part of an overall 0-19 approach. A tracking progress project has been implemented, showing an increase of 54% of managers tracking children's progress. A particularly innovative 'speed dating' approach to sharing information about children between pre-schools and schools at the point of transition was trialled in Fareham and Gosport in the summer 2012. The impact is currently being assessed.
- Work in 2012-2013 will focus upon tracking progress and leadership and management.

4.6. Test Valley

- The key focus in this area during 2011-2012 was assessment planning and moderation. Ofsted data suggested settings had a particular need for support in planning next steps for learning. Children's centres have also focused on practitioners' assessment methodology. A transitions project, led by HIAS, has been delivered to help schools plan transitions between year R and year 1.
- The 2012 – 2013 focus will be upon leadership and management, birth to three child development and implementation of the two year old checks.

4.7. Winchester and Eastleigh

- Work in 2011-2012 focused upon differentiation of provision to meet individual needs, and for schools engaging in support 11.4% increased the threshold school and reduced their gap by 4%. Engaging with provision in the Winchester area remains an area for development but moderation support is well accessed. A KOT programme has been implemented in Eastleigh showing significant increases in children's speech and language skills. Over 640 children participated in the programme, with 116 children (18%) developing speaking skills ahead of expectation and 454 children (70%) developing expected levels of comprehension.
- During 2012-2013 more work will take place to secure engagement of schools in CLL initiatives and strengthen service for two year olds. In particular, work needs to focus upon children at risk of poor outcomes as the gap continues to widen in these districts.

4.8. Basingstoke and Deane

- The focus of work during 2011-2012 has been to encourage children's centre providers and schools to jointly analyse data and engage in targeted support. Leadership and management has been a specific

area of intervention and a KOT programme has begun in this area, from the spring term, involving nine schools and eight pre-schools.

- The focus for 2012 – 2013 will be to link early years strategies with school improvement and the continuation of the KOT project.

4.9. New Forest

- The focus during 2011-2012 has been to enhance children's speech and language skills through the KOT programme, involving 41 settings and schools. Over 1300 children took part in the programme and, by the summer 2012, 213 children (16%) were ahead of expectations in social communications and 948 children (72%) had reached expected levels of development in listening and attention. Strong 'learning communities' have been formed and a small schools project focusing on boys outcomes has been undertaken which has included schools identified by HIAS as likely to benefit from support.
- Next year work will aim to consolidate the Communication, Language and Literature (CLL) interventions and a new focus will be upon Physical, Social and Emotion Development (PSED). The children's centre work has focused upon attachment and language development.

5. Finance

- 5.1. The proposed activities will be delivered within the County Council's 2012-2013 budget allocation. Services for Young Children is developing its offer of sold services work to other local authorities and schools/providers who have a 'good/outstanding' Ofsted judgement, which will supplement the SfYC budget.

6. Conclusion

- 6.1. The EYFS data confirms that 2011/2012 has been the most successful year, to date, in overall outcomes for children in year R. Improved joint working between HIAS and SfYC, better use of data to target support, increased knowledge and understanding of EYFS pedagogy amongst practitioners, a strengthening of leadership and management in the PVI sector, and the implementation of bespoke programmes such as KOT in areas of need has led to the improvement in outcomes. Whilst the gap data in attainment of children in the bottom 20% is reducing, there is more to be done in improving outcomes for vulnerable children.
- 6.2. The impact of Children's Centres continues to be demonstrated as their services become more established, and the implementation of evidence based CLL, PSED and parent support programmes in areas of deprivation has supported a reduction in the achievement gap. It will be important to consolidate these effective strategies and target support, where needed.
- 6.3. Work continues to be progressed in establishing effective links with LCPs, so that commissioning of support to enhance the quality of early years education and targeting of family support is part of an overall strategy to improve outcomes for children. This includes strengthening links between

the work of SfYC, Children's Services and the third sector so that support is streamlined and meets local priorities.

- 6.4. Finally, work is underway to identify relevant EYFS performance targets for 2013 and beyond, as the current EYFS measurements will change.

CORPORATE OR LEGAL INFORMATION:**Links to the Corporate Strategy**

Hampshire safer and more secure for all:	Yes
Corporate Improvement plan link number (if appropriate):	
Maximising well-being:	Yes
Corporate Improvement plan link number (if appropriate):	
Enhancing our quality of place:	Yes
Corporate Improvement plan link number (if appropriate):	

NB: If the 'Other significant links' section below is not applicable, please delete it.

Other Significant Links

Links to previous Member decisions:		
<u>Title</u>	<u>Reference</u>	<u>Date</u>
Direct links to specific legislation or Government Directives		
<u>Title</u>		<u>Date</u>
Childcare Act		2006

Section 100 D - Local Government Act 1972 - background documents

The following documents discuss facts or matters on which this report, or an important part of it, is based and have been relied upon to a material extent in the preparation of this report. (NB: the list excludes published works and any documents which disclose exempt or confidential information as defined in the Act.)

<u>Document</u>	<u>Location</u>
None	

IMPACT ASSESSMENTS:

1. Equalities Impact Assessment:

- 1.1. The actions proposed in this paper specifically aim to improve outcomes for vulnerable children and their families and have been included in the SfYC impact assessment.

2. Impact on Crime and Disorder:

- 2.1. The outcomes and activities described in this report are part of an approach to early intervention which could prevent later crime and disorder.

3. Climate Change:

- a) How does what is being proposed impact on our carbon footprint/energy consumption?

SfYC is adopting a more targeted approach to the delivery of services which should lead to less travelling.

- b) How does what is being proposed consider the need to adapt to climate change, and be resilient to its longer term impacts?

N/A