

CHILDREN'S SERVICES SCRUTINY REVIEW OF EARLY YEARS ATTAINMENT – ACTION PLAN

SUMMARY OF PROGRESS MAY 2015

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<p>Home learning & Children's Centres</p>		
<p>R1 Children's Centres fulfil a number of roles. However, they should focus their work to improve children's early development and educational attainment by:</p> <ul style="list-style-type: none"> a) Conducting outreach work in order to know all the families in their area and to identify their needs early (children's centres KPI 9 & 10). b) Co-ordinating work to support families to ensure school readiness and language development needs are being met (children's centres KPI 1 & 5). c) Making child development progress and language development checkers available to all parents/carers. d) Providing parenting courses for parents/carers and examine ways of involving parents/carers in their children's learning to improve home learning environments (children's centres KPI 4). <p>Working with Health providers to review the child development advice and guidance given to parents/carers from pre- birth through to age 2 in the light of the withdrawal of free universal antenatal classes.</p>	<p>Children's Centres offer a range of services that encourage and support children's development and activities are planned that address key areas of early learning. Centres identify those children who are at a higher risk of achieving poor outcomes and monitor their take up of services.</p> <p>Centres acknowledge that many families may find it difficult to access services in the designated building and do therefore take services out into communities, an example being a Come and Play session that is offered at Jarvis Brook, an area of need near Crowborough, which focuses on encouraging language development and offers a range of home learning suggestion for parents to take away.</p> <p>The focus on early communication has resulted in the development of an Early Communication Pathway in partnership with the SLES early years improvement team and the NHS. The pathway aims to identify children whose language development is delayed or at risk of delay. The use of language checkers, a key element of the pathway, is extending and these materials are now available on CZONE for early years setting to access. It is not planned to make language checkers available for parents to use independently as if any developmental delay is identified professionals need to be on hand to offer advice and</p>	

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support.

Those families who have more complex needs are offered support at home by the Children's Centre keywork service. The keyworker will agree a plan with a family which addresses a range of issues which impact on a child's development and readiness for school.

The keywork service also offers parenting courses across the County in partnership with the NHS. Courses are scheduled in every Children's Centre Cluster. The courses offered are evidence based and cover a range of issues that impact on children's readiness to learn.

Children's Centres work closely with the health visiting service who, through the recent "Call to Action" and resulting expansion of the service, are now offering a number of universal contacts at significant points in a child's early years. Health Visitors are able to identify children who are at risk of developmental delay and signpost them to group based activity or refer them to the Team Around the Family (which includes the Children's Centre keywork service) where support needs can be discussed and a support plan developed. It would be inappropriate to duplicate these universal contacts at a time when resources are decreasing.

We have discussed with colleagues in the NHS the recent replacement of universal antenatal preparation classes with on line support. Antenatal education is not included in new

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		<p>national payment arrangements for midwifery. CCG colleagues and colleagues in East Sussex Health Care Trust appreciate our concern about opportunities for expectant parents to meet each other, and the need for additional support for the most vulnerable families. Very vulnerable pregnant women will receive support through the keywork service. In addition, however, we have developed plans with midwifery, health visiting and Family Nurse Partnership colleagues to deliver new group based support to young parents in Hastings. The provision is due to start in early October. If the model is successful it may be extended to vulnerable parents in other areas.</p>	
R2	<p>Following the withdrawal of early years teachers from Children's Centres, examine the feasibility and benefits of bringing Children's Centres and the Early Years Improvement Team under the same management to strengthen the early years education role of Children's Centres.</p>	<p>Although currently sitting in different divisions within the department Children's Centres and the early years improvement team work closely together to ensure services are consistent and avoid duplication. The two services jointly facilitate network meetings for early years settings and have worked together to develop and implement the early communication pathway.</p> <p>Children's Centres also work closely with social care colleagues in the delivery of early help to families with complex needs. With the forthcoming transfer of commissioning responsibility for Health Visiting and the Family Nurse Partnership to the Local Authority in October 2015, a review of the structural relationship between the different elements of early years provision will be appropriate.</p>	

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Summary of Progress

- Children's Centres and the Early Years Improvement Team have looked to see how they can best enhance opportunities for the development of Early Years provision across the county. E.g. De-designated Children's Centres have been used to enable nursery provision at Silverdale Primary School and Polegate Primary School.
- The Standards and Learning Effectiveness Service and Children's Centres are also working very closely together to implement the new Integrated Progress Review for two year olds. This new review brings together the education progress check for all children aged two to three years, which is a statutory EYFS requirement, and the Two Year Olds Health Visitor Developmental Check. Four pilot areas have been identified and an evaluation and proposal for integrating the two checks will be presented in summer 2015.

Information for parents and carers

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<p>R3 Children attending high quality early years provision have higher levels of attainment. It is important for parents and carers to have good information so they can access high quality early years provision and understand the benefits for their children. The review board recommends that:</p> <p>a) Information for parents/carers on the quality of pre-school providers should be improved to make it easier for them to identify high quality provision in their area and those settings who are working with the Council to improve attainment.</p> <p>b) Information for parents/carers on the East Sussex County Council (ESCC) web site must be easier to find, be up to date and show the Ofsted rating for the setting together with the qualification level of the staff (e.g. an A-Z list of settings assessed as 'good' or 'outstanding' together with qualification levels of lead and support staff).</p> <p>c) The ESCC website should contain advice for parents/carers highlighting the benefits of choosing 'good' or 'outstanding' settings for children's education.</p>	<p>The SLES Early Years team has been exploring ways of improving communication with parents and carers so that information is more accessible and recognises the importance of ensuring that parents and carers receive clear information about the location and quality of Early Years settings in their area.</p> <p>Actions:</p> <ul style="list-style-type: none"> • Work with Children's Centres and other agencies to provide a wider network of communication links, so that parents and carers have a clear understanding of how to access appropriate Early Years provision /support for their children. • Improve the quality of information provided on the website. 	<p>March 2015</p> <p>November 2014</p>

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<p>R3 Summary of Progress</p> <ul style="list-style-type: none"> • We have improved the information provided on ESCIS (community information directory), as it now includes direct links to all OFSTED reports and ratings • There is a programme of Website updating in the Children's Services Department and the timetable for this has delayed updating. Workshops for the needs of Early Years providers and parents are planned alongside all other Children Services pages – and Early Years information will be updated for publication by September 2015. • All families accessing two year olds funding are sent an up to date list of 'Good' or 'Outstanding' settings. Since September 2014 this list has also been available to view on the ESCC Website with the links updated to make easier searches. • As a result of improved marketing and successfully creating a significant number of new places through capital investment, the East Sussex take up of places is significantly above the national average and the response from schools to extend their age range has also been higher than expected. 		
<p>Transitions, assessment and the quality of early years teaching practice</p>		
<p>R4 Attainment can be improved if pre-school early years providers work closely with primary schools and one another to improve transitions and school readiness, the quality of their assessment of children's progress, and their teaching practice. The review board recommends that:</p> <p>a) The Early Years 'Village' and quality across the foundation stage (QUAFS) projects are extended to all primary schools by September 2016.</p> <p>b) Early years hubs are developed to promote good practice through clusters of providers and consideration be given to creating foundation stage leaders/area co-ordinators for early years settings (a strategy is currently being introduced by the</p>	<p>It is pleasing that the Scrutiny Review Panel has acknowledged the role played by the Early Years Village Project in improving the quality of education for children in East Sussex and also endorses the planned strategy to establish Early Years Hubs to promote good practice across the county.</p> <p>Actions:</p> <ul style="list-style-type: none"> • Expand the successful Village Project approach to strengthen the transition between Early Years Providers and Primary Schools, by identifying schools and settings in each Education Improvement Partnership to develop at least one Village Project per area. • Work with a group of identified headteachers to develop 	<p>October 2014</p> <p>October 2014</p>

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<p>Early Years Team).</p> <p>c) Pre-school providers should be included in primary school alliances to facilitate the spreading of best practice across all settings.</p> <p>d) ESCC should take opportunities to promote pre-school provision co-located with primary schools, which could be private, voluntary or maintained provision.</p>	<p>strategically placed Early Years Hubs across the county</p> <ul style="list-style-type: none"> Monitor the impact of the model to strengthen Early Years and KS1 outcomes by collecting progress data and feedback. Work with Capital Project colleagues to ensure that all new building projects related to expansion of places include pre-school provision. <p>Outcome measures:</p> <ul style="list-style-type: none"> Number of schools and settings engaged in Village Project increased by 50%. In Year progress data and end of Key Stage data shows at least a 5% increase from previous year. 	<p>January and April 2015 data collection points and end of Key Stage outcomes July 2015</p> <p>As opportunities arise</p> <p>September 2016</p> <p>July 2014</p>
<p>R4 Summary of Progress</p> <ul style="list-style-type: none"> A third phase of the Village Project is running this academic year (2014/15) and this has increased the number of participating schools with pre-schools attached to 40. A further phase, 4, is to be developed in the Autumn Term 2015. This extension will ensure that there are Village Projects within each Education Improvement Partnership across the county. An EYFS lead headteachers group was established in October 2014 in order to create Early Years Hubs across the county. Terms of Reference have been agreed with the 10 Early Years Excellence Hubs now leading on local improvement activity for EYFS with schools, pre-schools and childminders. E.g. in Newhaven the Hub has focused on communication, the impact of which is that every school and pre-school within the Hub has been provided with Communicating Ink resources to provide a consistent approach across the entire area for supporting language development. EYFS Profile outcomes from Village projects in 2014 showed: <ul style="list-style-type: none"> GLD Village schools average 30.2% improvement 		

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<ul style="list-style-type: none"> ○ GLD East Sussex average of 22.5% improvement. This significantly exceeds the 2014 target of 5% increase from the previous year. The impact of sustainable improvements into KS1 will be assessed from 2015 attainment data. However, the Term 4 progress data returns for 2015 (Phase 1 Village schools) show 73% are above target for KS1 outcomes. • An OfSTED Outstanding judgement for the Early Years Foundation Stage has been given to a Hastings 'Village School' – Christchurch CE Primary – one of the Phase 1 projects (2012). • The longer term impact of the Village Project can now be seen in the way Village Project schools from Phase 1 are extending the model across schools and preschools within their alliances/Education Improvement Partnerships. The success of 'The Village' approach has also inspired headteachers and governors to take over the management of preschools on their sites and this has already brought about noticeable differences in the quality of provision and relationships between preschool providers and schools. Headteachers have become increasingly attuned to the impact their engagement with Early Years education can have on outcomes in all key stages. The Village approach is seen as a sustainable model of improved provision, which will ultimately have an impact on children's future education opportunities. • We also continue to work with our academy chains to promote and sustain 'The Village' approach and this has been well received. The EYFS lead for Oakwood, one of the first Village Projects, now oversees all the EYFS Villages within the Aurora Academy Chain, of which Oakwood is a member. In addition, the County Council's policy to increase maintained nursery provision is being enacted through new builds and extensions, such as the Hailsham New School and Newhaven New School (Lilac Sky Academy chain) and Ringmer Primary School (ESCC maintained). • The capital funding available for the expansion of places for two year olds has enabled a significant investment in Early Years (Pre-school) provision on school sites. £2,290,849 has been spent (or committed to spend) to create 668 new places for 2 year olds. These places are all in areas where there are pressures for places for children eligible for Free School Meals and for families on low incomes. Where possible projects have been developed to create completely new nursery provision such as at All Saints CE Primary School, Bexhill; St Paul's CE Primary School, St Leonards-On-Sea; Silverdale Primary and Polegate Primary School. This has been supported by the Cabinet approval to de-designate Silverdale and Polegate Children's Centre buildings. 		
<p>Quality of Early Years Provision</p>		
<p>R5 Evidence suggests that attending good quality early years provision leads to higher levels of attainment. However, not all provision in</p>	<p>The CSD recognises the significance of high quality early years provision in securing the best outcomes for children</p>	

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<p>East Sussex is 'good' or 'outstanding' and levels of attainment are below national averages. The review board recommends that:</p> <p>a) ESCC continues to work with early years settings in the Ofsted categories of 'requires improvement/satisfactory' and 'inadequate', so that at least 85% of settings are in Ofsted categories of 'good' or 'outstanding' by September 2015 and at least 90% by September 2016 to ensure all parents/carers have access to a good quality setting in their area.</p> <p>b) The Early Years Improvement Team continue to develop programmes to tackle early years foundation stage (EYFS) profile weaknesses in literacy development, communication & language development and mathematics development.</p> <p>c) Primary schools consider including an early years specialist as part of the school leadership team, and governing bodies should appoint a governor with specific responsibility for the early years foundation stage (EYFS).</p> <p>d) ESCC should develop enhanced quality assurance measures and target those settings whose attainment results are not in line with their Ofsted rating.</p>	<p>and shares the aspirations of the Scrutiny Review to raise the percentage of early years settings that are in OfSTED categories of good or outstanding.</p> <p>Actions: Review the Service's processes for support and challenge to Early Years settings, especially those that are inadequate' or 'requires improvement', to ensure that they provide appropriately robust measures for improvement.</p> <p>Outcome measure:</p> <ul style="list-style-type: none"> • New enhanced and intensive support protocols agreed and communicated to settings. • Increase in the number of settings improving OfSTED grading on re-inspection. <p>Training for headteachers during 2013-2014 raised their awareness of the importance of their engagement with the Early Years Foundation Stage, so that they are able to support and challenge their practitioners regarding the quality of the curriculum and assessment in their schools. This has had a significant impact on East Sussex 2014 outcomes at the end of the Early Years Foundation Stage and has enabled headteachers to highlight to governors, the need to appoint highly qualified staff and allocate sufficient resources for further development of good quality provision at this key stage.</p> <p>The changes to the OfSTED framework so that the Early</p>	<p>October 2014 Termly review - December 14 - March 2015 - July 2015</p>

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		<p>Years Foundation Stage in school receives a separate judgement, emphasises even more, the need for schools to be able to access good quality training and support.</p> <p>Actions:</p> <ul style="list-style-type: none"> • commissioning of specialist training in Early Years speech, language and communication to accelerate improvement in targeted schools and settings; • Provision of EYFS CPD training programme to increase the focus on writing in Reception and early mathematics; • Identifying schools and pre-schools where improved outcomes are required; • Provision of ELKLAN training to identified schools and pre-schools. • Ensuring that all schools report in-year 'progress towards targets' attainment data for writing and mathematics. • Ensuring that schools participating in targeted programmes provide entry and exit data, as well as ongoing data throughout the programme. <p>Outcome measures</p> <p>Increased levels of attainment across all aspects of language and communication and mathematics evident in end of year assessment, which are above national averages.</p>	<p>Termly September 2014 Term 2 2014 and Term 4 2015</p> <p>Term 1 2014 to Term 4 2015 (according to programme)</p>
R5	<p>Summary of Progress</p> <ul style="list-style-type: none"> • The success of the first ELKLAN training project for 2013/14 has led to further targetted delivery in 2014/15. Schools were targetted 		

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based upon their EYFSP data and then to include their feeder pre-schools. The impact data so far indicates that this is a very successful training and has therefore been the preferred specialist training in speech, language and communication. This has also been commissioned through school alliances.

EYFSP Percentage points increase 2013-14.

	GLD	C&L	Literacy
ELKLAN	36.12	27.39	29.13
East Sussex	22.9	13.7	15.9

- The Early Years Speech Language and Communication Group (made up of Health (Children's Integrated Therapy Service), Children's Centres, ISEND and SLES staff) is now developing a 'Communication Friendly' audit for the EYFS to enable assessment of impact in addition to the data assessment.
- Writing in Reception and an Early Mathematics course were delivered. The in year Term 2 progress data for EYFS shows a forecast average increase from the 2014 outcome of 66% GLD to a forecast outcome of 76% GLD. This has been further updated by Term 4 data showing a revised forecast of 73.2% GLD. The improved outcomes for both writing and early maths have contributed to this increase.
- The 2014 EYFSP outcomes across all aspects of language and communication and mathematics were above the national averages:

	C&L	Literacy	Maths
National	77%	66%	72%
East Sussex	83%	69%	77%
- OfSTED inspection outcomes for EYFS in schools are providing clear evidence of improved standards of provision in our schools. Of the 28 schools with EYFS inspected since the introduction of an EYFS judgement in September 2014, 7% were judged outstanding, 78.5% Good and 14% Requires Improvement.

Qualifications and Training

R6 Evidence highlights the role that highly qualified early years

The CSD endorses this view and welcomes the

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<p>practitioners have in improving attainment. The review board believe that ESCC should take action to improve the qualification levels and practice of early years leaders and staff in East Sussex. It recommends that:</p> <p>a) ESSC adopt a policy that all child minders and pre-school early years staff should hold or be working towards at least a Level 3 qualification by September 2016. Any prospective child minders should be required to obtain a Level 3 qualification.</p> <p>b) ESSC provide a list of preferred training providers for Level 3 early educator training courses and higher level training, to increase the number of early years staff and practitioners with higher level qualifications.</p> <p>c) The Early Years Improvement Team provide training for managers of early years settings in staff mentoring/supervision, appraisal and staff development to support the development of best practice within settings (i.e. Level 5 minimum qualification standards for lead practitioners).</p>	<p>recommendation that practitioners in East Sussex should have access to, and be encouraged to acquire, higher levels of qualifications. Although a wide range of training is offered to all settings, the opportunity to improve qualifications is limited, due to financial constraints and lack of access to appropriate courses.</p> <p>Actions:</p> <ul style="list-style-type: none"> • Commission leadership and management support/training for voluntary management committees and owners in Early Years settings; • Commission induction/training for new early years leaders, managers and owners; • Investigate the possibility of part funding the costs of additional accredited training for EYFS staff. <p>Outcome measures:</p> <ul style="list-style-type: none"> • Increased number of EYFS settings with highly qualified staff. • More staff accessing courses for higher level qualifications. 	<p>Autumn 2014 Spring 2015</p>
<p>R6 Summary of Progress</p> <ul style="list-style-type: none"> • Planning to Succeed! Effective Leadership – was delivered in the Autumn term 2014/15 and has been referred to in a recent OfSTED 'Good' judgement of a pre-school (Bodiam Jan. 2015) • OfSTED delivered in the Spring Term 2015 a seminar on 'Getting to Good' to all owners, management committees of pre-schools judged as 'Requires Improvement'. • A 2-day programme is being delivered by Tribal for schools to enhance the monitoring and evaluation skills of Early Years Leaders 		

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using the Ofsted Inspection framework in Summer 2015 and Autumn 2015.

- In Spring 2015, through reprioritisation of the existing budget, resources were allocated to run a short qualifications bursary grant. We received 32 applications and have funded 30 of those to study either the Level 3 Early Years Educator or the Level 5 Early Years Foundation Degree. Eight were funded to study a level 3 and 22 were funded for a level 5.
- OfSTED outcomes in the EYFS sector are showing a strong trajectory of improvement across all providers, with 86.2% of settings judged good or better at April 2015, an increase of 9.3% since June 2014 and above the National Average of 82.9% in the December 2014 OfSTED Dataview. As at the end of April 2015, 90% of Nurseries and Preschools were judged Good or better, an increase of 10.2% since June 2014 and above the National Average of 85.6%.

Funding

R7

It is recognised that the Council's financial position may not allow additional resources to be invested in early years education. However, some re-allocation of resources should be considered to improve early years attainment as evidence suggests this will also improve attainment at Key Stage 1 & 2. The review board recommends that:

- a) ESCC review the allocation of funding for early years education through the Reconciling Policy, Performance and Resources (RPPR) process, and by agreement with the Schools Forum, to provide a 2 year transitional programme of resources for early years provision in 2015/16 and 2016/17 to fund:
- transformative measures to raise staff qualification levels in all settings;
 - training for early years educator level 3 qualifications;
 - delivery of more quality across the foundation stage and

The CSD share the view that, in spite of the Council's financial position, there is a need to investigate ways of allocating additional resources to the development of Early Years education.

Actions:

Prepare paper to present to Schools' Forum on projected costs involved in:

- facilitating training for early years practitioners to acquire higher qualifications;
- supporting expansion of the Village Project to all schools and settings in East Sussex;
- establishing peer to peer quality improvement networks;
- revising the funding formula for pre-school providers so that they are able to employ more qualified staff;
- adjusting the level of funding per child so that it more fairly reflects the needs of the children in East Sussex.

November 2014

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<p>early years village projects and;</p> <ul style="list-style-type: none"> • the establishment of peer to peer quality improvement networks so that all providers are included within a network of providers. <p>b) The East Sussex early years funding formula is changed to encourage and enable pre-school providers to employ well qualified staff through the use of an enhanced lump sum supplement for high quality providers.</p> <p>c) Officers investigate the mechanism for calculating the per child amount in the early years funding that ESCC receives from central government, to ensure it reflects fairly the needs of children in the County.</p>		
<p>R7 Summary of Progress</p> <ul style="list-style-type: none"> • Officers wrote to the DfE, on behalf of Schools Forum and Scrutiny to investigate the mechanism 'for calculating funding'. The DfE indicated that the basis was historical and acknowledged the inequity but noted there were no plans to address this prior to the election. • Papers were prepared for Schools Forum in November 2014 providing a detailed breakdown of the needs for further details on the proposals from the Scrutiny committee. Further papers were prepared for the January 2015 Schools Forum. This resulted in additional funding being provided through the Dedicated Schools Grant (DSG) to support payments to providers for our most vulnerable two year olds. However, a full financial assessment of the proposals indicated that the additional areas were too costly within current financial resources. As noted earlier, reprioritisation of current resources provided support for some of these activities in relation to training and qualifications. • It is clear that headteachers and governors across the county now have a much greater awareness of the need to invest sufficiently in Early Years education. The joint impact of the County Council's investment and the ability to use funding for 2 year olds for capital investment means that East Sussex now has significantly improved capacity to ensure that all children receive good or better education opportunities from an early age. Through work with the Early Years Excellence Hubs and EIPs we will continue to expand 		

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the influence of 'The Village' approach and ensure that the model is sustained and improved upon.

- During 2015/16 we will be particularly mindful of the impact of changes in assessment and the Early Years inspection framework and work to ensure that the improvement in East Sussex EYFS outcomes is not adversely affected.