

MEETING:	CHILDREN'S SERVICES SCRUTINY COMMITTEE
DATE:	22 OCTOBER 2010
TITLE OF REPORT:	STANDARDS IN THE EARLY YEARS FOUNDATION STAGE
OFFICER:	HEAD OF IMPROVEMENT AND EARLY YEARS IMPROVEMENT ADVISER

CLASSIFICATION: Open

Purpose

To provide the Scrutiny Committee with an overview of the standards in the Early Years Foundation Stage (EYFS) in Herefordshire in 2010.

Recommendation

THAT the Committee notes the content of this standards report and reflects on the actions to improve standards in the Early Years Foundation Stage

Key Points Summary

- The Early Years Foundation Stage is a framework for education and care for children from birth to the end of the reception year in primary schools. It is the first phase of education for children and must be delivered by schools, private, voluntary and independent settings, and those involved in home-based childcare.
- Teacher assessments are carried out at the end of the Early Years Foundation Stage to provide a profile of each child which is then used to plan appropriate provision for the cohort as they move through the school.
- In Herefordshire 96.3% of 3-5 year olds attend pre-school education. The quality of Herefordshire EYFS provision has improved in 2010.
- 100% of network childminders are judged as outstanding by Ofsted.
- 83% of private, voluntary and independent settings are judged by Ofsted to provide good/outstanding provision. There are no inadequate early years settings in Herefordshire.
- 75% of the early years provision in primary schools is judged as good/outstanding. There is no inadequate early years provision in Primary Schools in Herefordshire.
- The Effective Provision of Pre-School Education (EPPE) project was the first major European longitudinal study of a national sample of young children's development (intellectual and

Further information on the subject of this report is available from
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social/behavioural) between the ages of three and seven years. The EPPE research has shown that children who attend high quality preschool education will achieve higher standards in school.

- In Summer 2010, 44.6% of children in Herefordshire were reported by schools as having attained a 'good level of development' by the end of the foundation stage. This was 46% in 2009. The DFE target for Herefordshire was 53%. Investigations have shown that 2010 early years profile data does not reflect the quality of early years provision in Herefordshire.
- Quality assurance of the early years data highlighted misunderstandings in some schools and settings and confusion about what constitutes a 'good level of development' in early years. Analysis of the early years data for a number of schools has revealed a pattern of low data that is currently being investigated. In July 2010, 40% primary schools reported errors in the data submitted to the Local Authority. Further investigation highlighted that the systems for submission of the early years data were inadequate.

Alternative Options

- 1 No alternative options presented

Reasons for Recommendations

- 2 The report is presented as an overview of current standards and future actions for comment

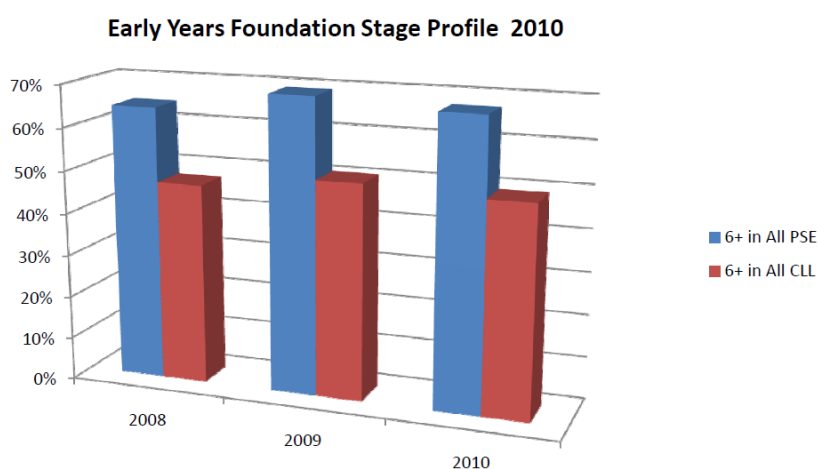
Introduction and Background

- 3 The first statutory assessment of children's progress comes at the end of the Reception year at school when children are 5 years old. It is measured and reported under the Early Years Foundation Stage profile.
- 4 The Local Authority uses the information from teacher assessment and Ofsted inspections of the Early Years Foundation Stage to inform planning and to measure effectiveness. A key role is to pinpoint where additional support is needed using the Early years Quality Improvement Programme and to identify the good practice to be shared.
- 5 The Department for Education has set ambitious targets for all those working in the Early Years Foundation Stage in Herefordshire (National Indicator 92 and 72). The Early Years Outcomes Duty sets out the annual targets, and a plan of how the Local Authority will raise standards and narrow the gap for vulnerable children under five.
- 6 Teacher assessments are subject to the statutory moderation process, administered locally and supported by the Qualifications and Curriculum Development Agency (QCDA). This moderation process helps to achieve consistency in the judgements made by teachers in different schools. In 2009/10 a Regional Advisor from QCDA has provided additional monitoring and support in Herefordshire to implement a new, more robust moderation process in Herefordshire schools in 2009/10. The moderation plan is evaluated locally and monitored annually by the QCDA.
- 7 A new moderation manager and a moderation team were appointed in January 2010. Two members of the team gained accreditation with the Qualifications and Curriculum Authority and trained the team to implement a new more robust moderation process which was put in place for the Summer Term. The Early Years Consultants are all trained in early years data collection and analysis.
- 8 High quality preschool provision will impact on standards in the Early Years Foundation Stage,

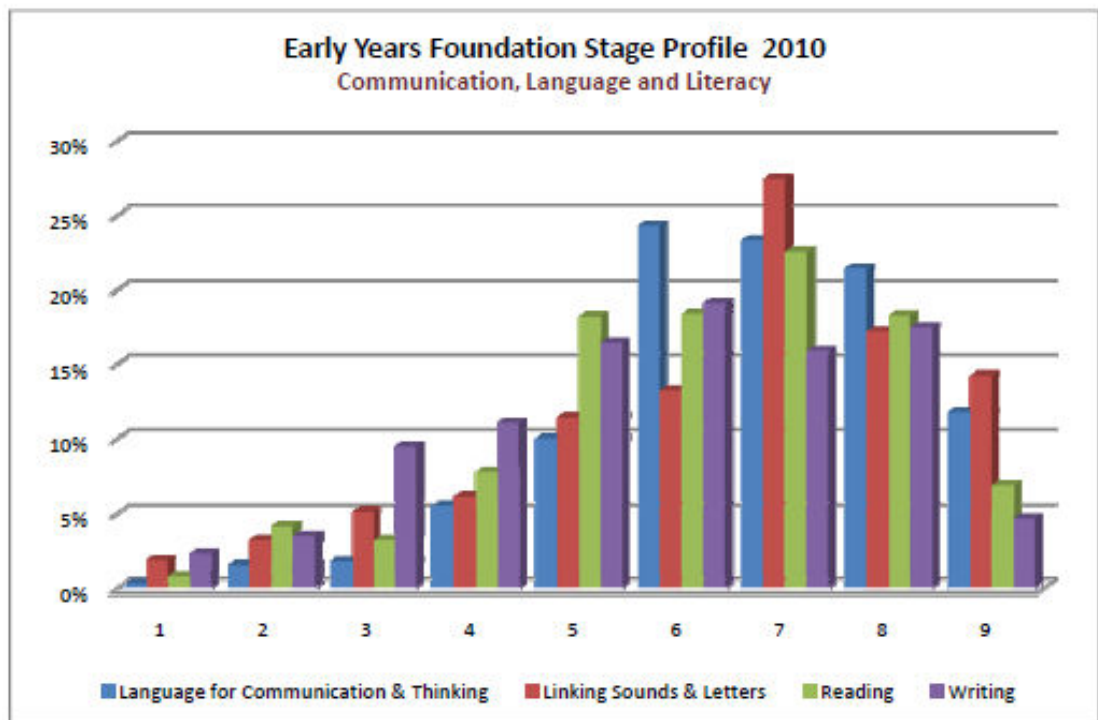
Key Stage 1 and Key Stage 2. In Herefordshire, 83% of private, voluntary and independent early years settings are judged by Ofsted to deliver good/outstanding provision. The quality of provision and practice in early years education in Herefordshire has improved since September 2008 and the county has a national reputation for delivering high quality services. (e.g. Open University, Bercow Report, Sightlines, The National Strategies, Aspect Conference)

Key Considerations

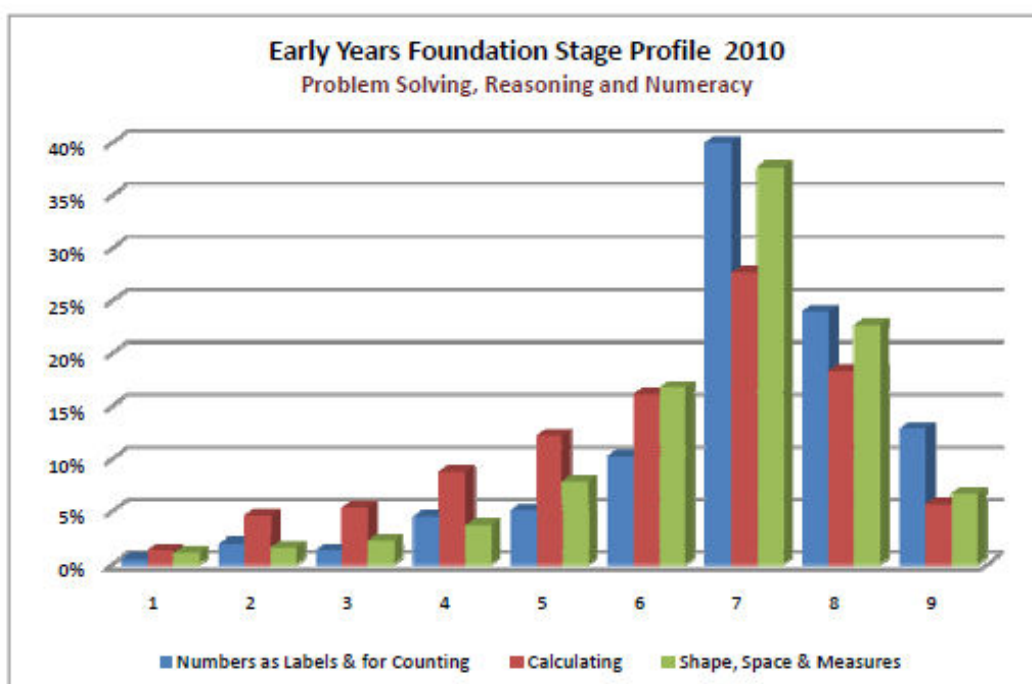
- 9 In 2010 44.6% of children in the Early Years Foundation Stage attained a 'good level of development'. (A total of at least 78 points across all 13 scales of the profile with 6+ in all Communication, Language and Literacy Development (CLLD) and Personal, Social and Emotional Development (PSED) scales) This is a decrease of 1.4% from 2009 data and 8.4% below the 2010 target.
- 10 In 2010 the unvalidated data indicates that the gap between the lowest 20% of children and the median is 33.4% and this remains the same as in 2009.
- 11 Analysis of the data indicates some anomalies which indicate that it is not accurate. The attainment in PSED and CLLD would be expected to correlate and be of approximately the same value. If a child is emotionally/socially literate they would have equivalent skills in communication, language and literacy. Herefordshire data does not show this correlation and this highlights the need to improve the accuracy of judgements.



- 12 Further analysis of CLLD data indicates that writing is an area for further development in early years. A correlation would be expected between writing and physical development as the two processes are closely linked in young children. Children in Herefordshire have very good opportunities to develop physically but clearly, further work is needed to adapt these physical skills, encourage boys to develop their fine motor skills and write.



- 13 The chart shows the percentage of children assessed as attaining each profile point across the four CLLD scales. Point 1 being the lowest attainment, and point 9 the highest (for a gifted and talented child). Point 6 is the considered to be a good level of attainment.
- 14 Problem solving, reasoning and numeracy in early years provides the foundations for learning mathematics skills. The 2010 data shows that further work is needed to develop calculation skills. Some work has already been carried out by the EY team with reception and year 1 teachers in July 2010 to launch 'Numbers and Patterns' and provide schools with 'Numicon' resources to support teaching and learning. The impact should be shown in next years data.



- 15 A more detailed summary of the 2010 data for each school is available as a background paper.
16. The percentage of children in Herefordshire schools attaining a 'good' standard in early years varies from 0% (Broadlands and Dilwyn Primary Schools) to 100% (Llangrove Primary School).
- 17 The data suggests that despite the provision in early years being judged by Ofsted as being outstanding, less than 30% of children attain a 'good level of development' in early years in some rural schools (Ashperton, Shobdon and Stoke Prior)
- 18 The following schools have improved standards in early years: Marlbrook Primary, Lord Scudamore, Kingstone and Thruxton, Marden , Michaelchurch Escley, Whitbourne, Bridstow, St Paul's, Wellington, Eardisley, Little Dewchurch, Holmer and Eastnor.
- 19 In view of the 2010 data the priorities for 2010/11 early years quality improvement team have been identified as:
 - a. Introduction of new systems for the collection, analysis and submission of the early years foundation stage profile data in 2010. The new system is known as E-Profile and is used by most other Local Authorities.
 - b. Introduction of a training programme for Head Teachers, School Improvement Partners, Local Authority Advisors and Consultants to ensure consistent advice is given, and the profile data is used effectively to analyse and present standards in early years.
 - c. Ongoing support and challenge to ensure EYFS/Year 1 teachers are making accurate judgements, collecting information, using and applying the data to inform their provision and practice.
 - d. Extension of the pilot programme to track progress of children attending pre-school settings so that accurate information on children's learning and development is provided on entry into school.
 - e. Support for strengthened quality improvement arrangements in children's centres ensuring early identification and intervention for vulnerable groups.
 - f. Strengthening engagement of parents in children's early learning and development. A particular focus on the development of children's speech and language through the 'Every Child a Talker' DFE funded project in preschools and the Communication, language and literacy DFE funded programme in schools.
 - g. Improving the accuracy of observations and assessments in early years. Introduction of E-Profile, a new EYFS data collection and analysis tool, with associated training for Heads, Teachers and LA Advisory Teams.
 - h. Reorganisation of the Early Years team to raise standards and ensure early identification of vulnerable groups. The team will need to be flexible in order to meet changing needs in line with new guidance and funding arrangements from the DFE.

Community Impact

- 20 The profile data collected at the end of the reception stage is used to show impact of pre-school provision including children's centres. Accurate data is needed to evaluate progress and inform planning of services for under fives.
- 21 The profile data is used in schools by Heads, Assessment leads and Key Stage 1 teachers to plan future provision for the cohort of children as they move through the school. Accurate data is needed to identify pupils vulnerable to underachievement, pupils who need further

challenge and to identify gaps in existing provision and resources.

- 22 The profile data provides parents, practitioners, teachers and specialist services about the strengths and challenges for each child. It provides valuable information about the way the child learns and when early intervention may be needed. The profile data cannot be used as a baseline for future value added calculations and has never been intended for that purpose. It is not a linear measurement consistent with SATS type assessments and there is a need for all concerned to recognise this.
- 23 Effective early intervention can prevent speech and language difficulties, disaffection, mental health issues, obesity, challenging behaviours and low standards in later years. Accurate information and intervention in the early years will provide long term benefits to the child, the family and community.

Financial Implications

- 24 The E-Profile is a free online assessment tool created by Suffolk County Council and supported by the QCDA. There would be no cost to the school or the Local Authority to download and use the assessment tool.
- 25 The costs of the training programme will be covered by current training budgets from Sure Start Grant/Standards Fund until March 2011. Following initial support and training over six months, it is anticipated that the training costs would reduce as schools become more familiar with using the tool.
- 26 Training and support would be delivered by the existing team of Early Years Consultants.

Legal Implications

- 27 The proposals will ensure that the Local Authority and Heads are able to meet the legal requirements for EYFS assessment and reporting.

Risk Management

- 28 The actions identified for 2010/11 are not implemented the EYFS data is likely to continue to be inaccurate and this will impact on key stage 1 data and effective transitions.
- 29 Schools and Year 1 teachers are currently planning their provision for each cohort based on inaccurate data. This needs to be addressed if the LA is to raise standards in KS1 and KS2.

Consultees

- 30 This report incorporates the findings of the Early Years School Improvement Team following consultation with Primary Heads, Year 1, EYFS teachers and leaders and managers in private, voluntary and independent settings.

Appendices

None

Background Papers

Early Years Quality Improvement Programme

Herefordshire EYFSP Moderation Plan

Summary of EYFSP Data 2010.