
STARTING WELL: IMPROVING SCHOOL READINESS IN TAMESIDE

Richard Hancock, Director of Children's
Services

Tim Bowman, Asst Director of Education

Debbie Watson, Asst Director of Population
Health

All children in GM are school ready

*The proportion of children with a ‘**good level of development**’ at the end of reception will be at least the national average across all of Greater Manchester within the next five years*

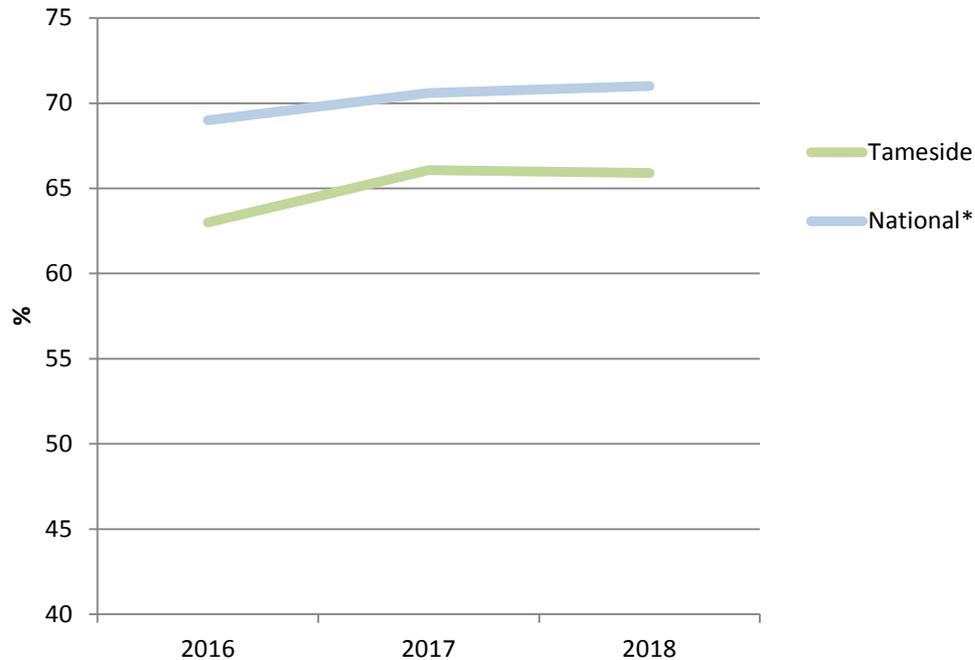
Early Years Foundation Stage – Good Level of Development

Since 2013, children will be defined as having reached a Good Level of Development at the end of the EYFS if they achieve at least the expected level in:

- the early learning goals in the prime areas of learning (personal, social and emotional development; physical development; and communication and language) and;
- the early learning goals in the specific areas of mathematics and literacy.

Tameside 2018 unvalidated data – data subject to change

EYFS - % pupils achieving GLD



66% of pupils achieved a good level of development (GLD) in 2018 – the same as 2017. This is the first year since the revised EYFS profile was first assessed in 2013 that the percentage of pupils achieving a GLD has not increased in the borough.

The national average in 2018 has provisionally remained the same as 2017 – 71%.

How do we compare to other LAs?

% achieving a 'Good level of development'

LA No.	Local Authority	2013	2014	2015	2016	2017	2018	+ / -
889	Blackburn with Darwen	40	47	56	63	66	67	1 ↑
890	Blackpool	52	54	61	65	67	68	1 ↑
350	Bolton	48	54	61	65	66	67	1 ↑
351	Bury	51	56	66	69	69	71	2 ↑
895	Cheshire East	56	62	68	71	72	73	1 ↑
896	Cheshire West and Chester	52	61	69	71	71	72	1 ↑
909	Cumbria	50	59	63	65	69	70	2 ↑
876	Halton	37	46	55	62	61	64	4 ↑
340	Knowsley	55	60	60	66	67	68	1 ↑
888	Lancashire	59	63	68	69	69	69	0 →
341	Liverpool	51	54	57	60	62	66	4 ↑
352	Manchester	47	53	61	64	66	67	1 →
353	Oldham	41	52	57	61	64	64	0 →
354	Rochdale	42	50	57	63	64	66	2 ↑
355	Salford	53	57	61	65	68	67	0 →
343	Sefton	51	58	66	70	70	71	1 →
342	St. Helens	57	62	64	66	67	69	2 ↑
356	Stockport	54	62	68	70	72	70	-2 ↓
357	Tameside	42	52	58	63	66	66	0 →
358	Trafford	61	69	73	74	73	75	2 ↑
877	Warrington	45	60	68	72	71	73	2 ↑
359	Wigan	38	55	64	67	69	69	-1 →
344	Wirral	47	63	70	70	69	70	1 ↑
England		52	60	66	69	71	71	1 →
North West		50	58	64	67	68	69	1 →

Tameside is 19th in the North West alongside Liverpool and Rochdale. The borough was 18th in 2017.

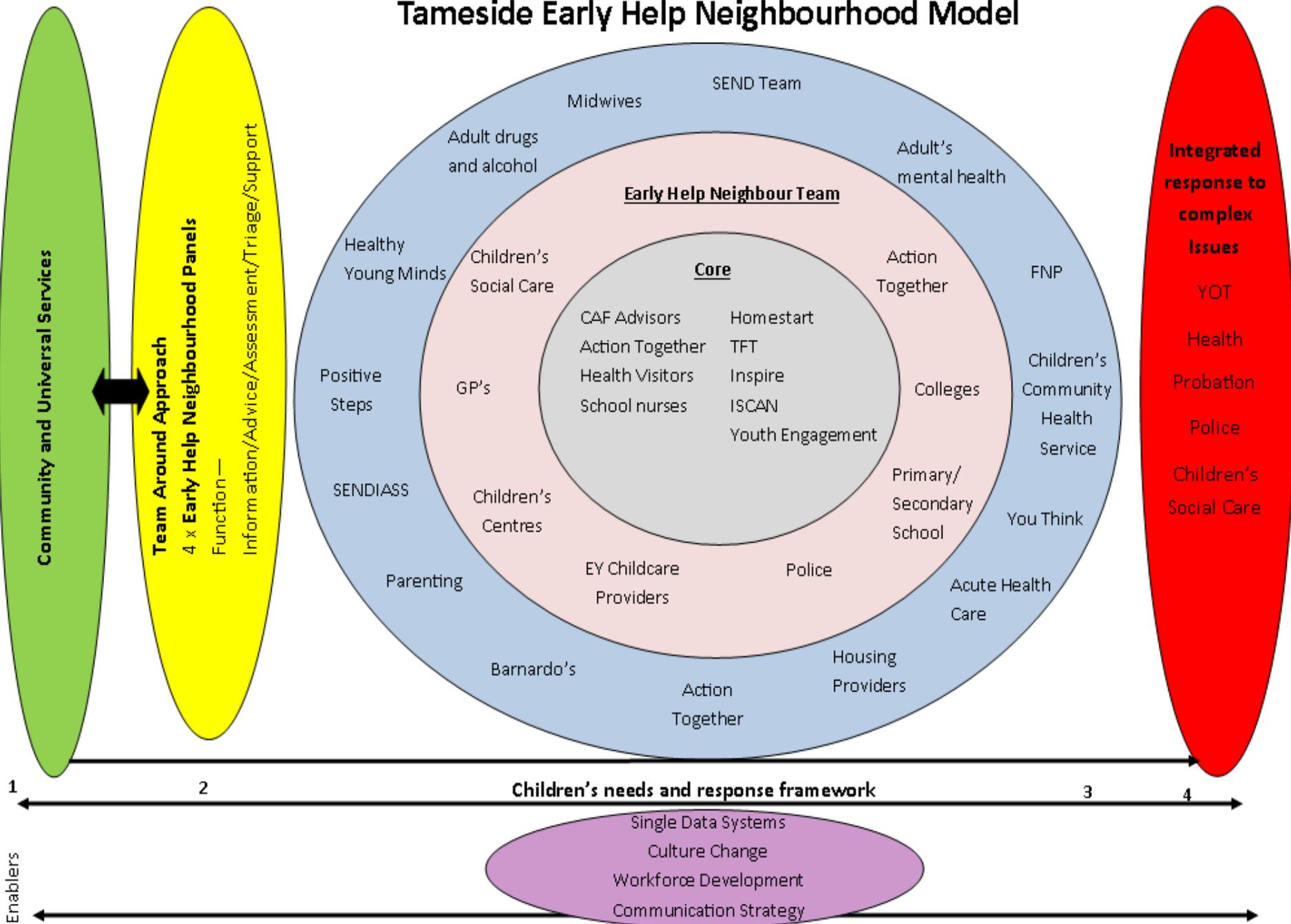
Only Oldham and Halton have a lower percentage of pupils achieving a GLD in the NW.

Developing the Neighbourhood Model

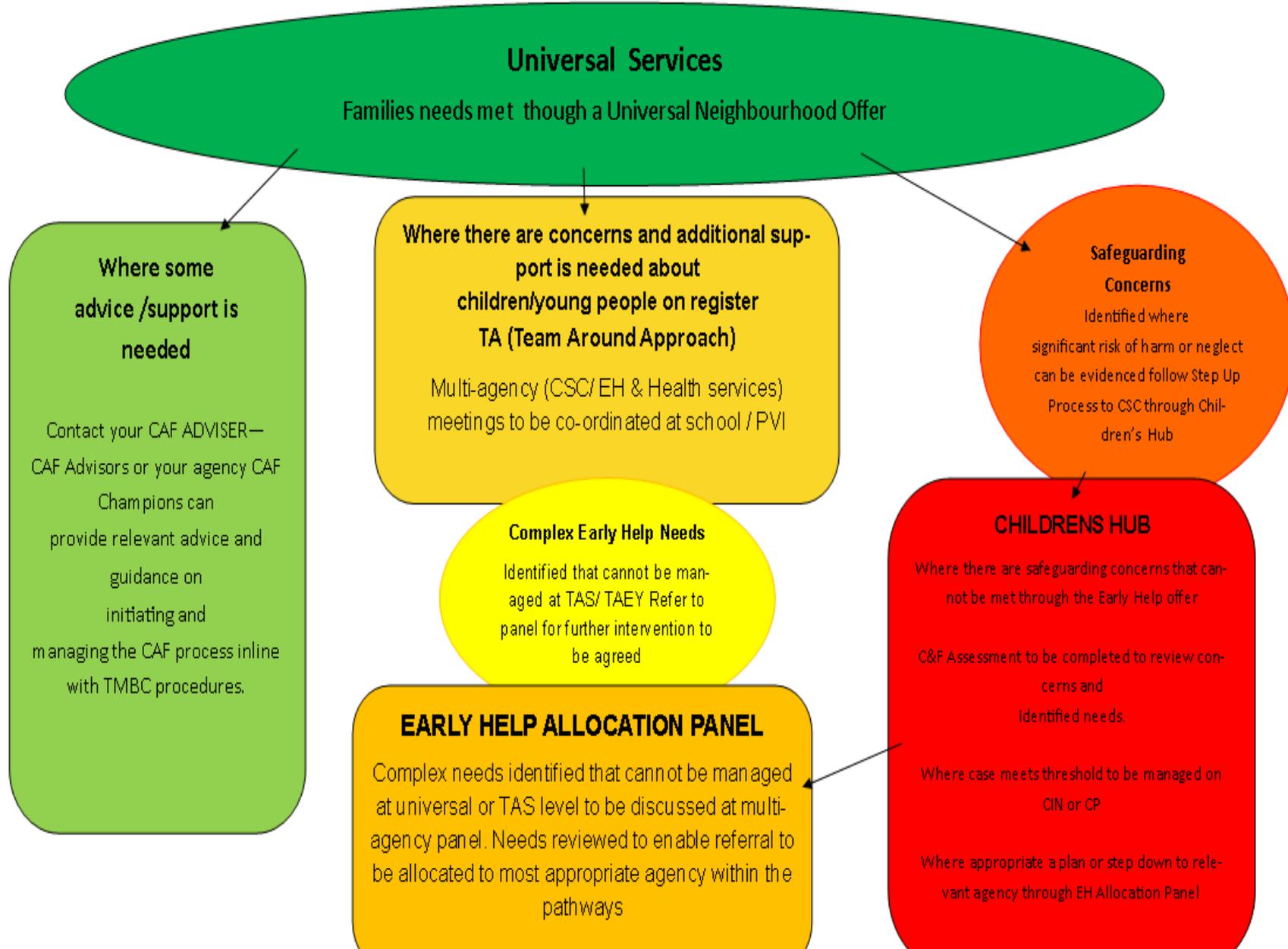
Tameside Early Help Strategy 2017 - 2020



Tameside Early Help Neighbourhood Model



Early Help Neighbourhood Offer



What does not achieving a GLD tell us?

Pupils that do not achieve a GLD – future indications

Pupils who do not achieve a GLD, particularly those who do not achieve expected in literacy and numeracy, are at risk of not being at the expected standard in reading, writing and maths at the end of key stage 1.

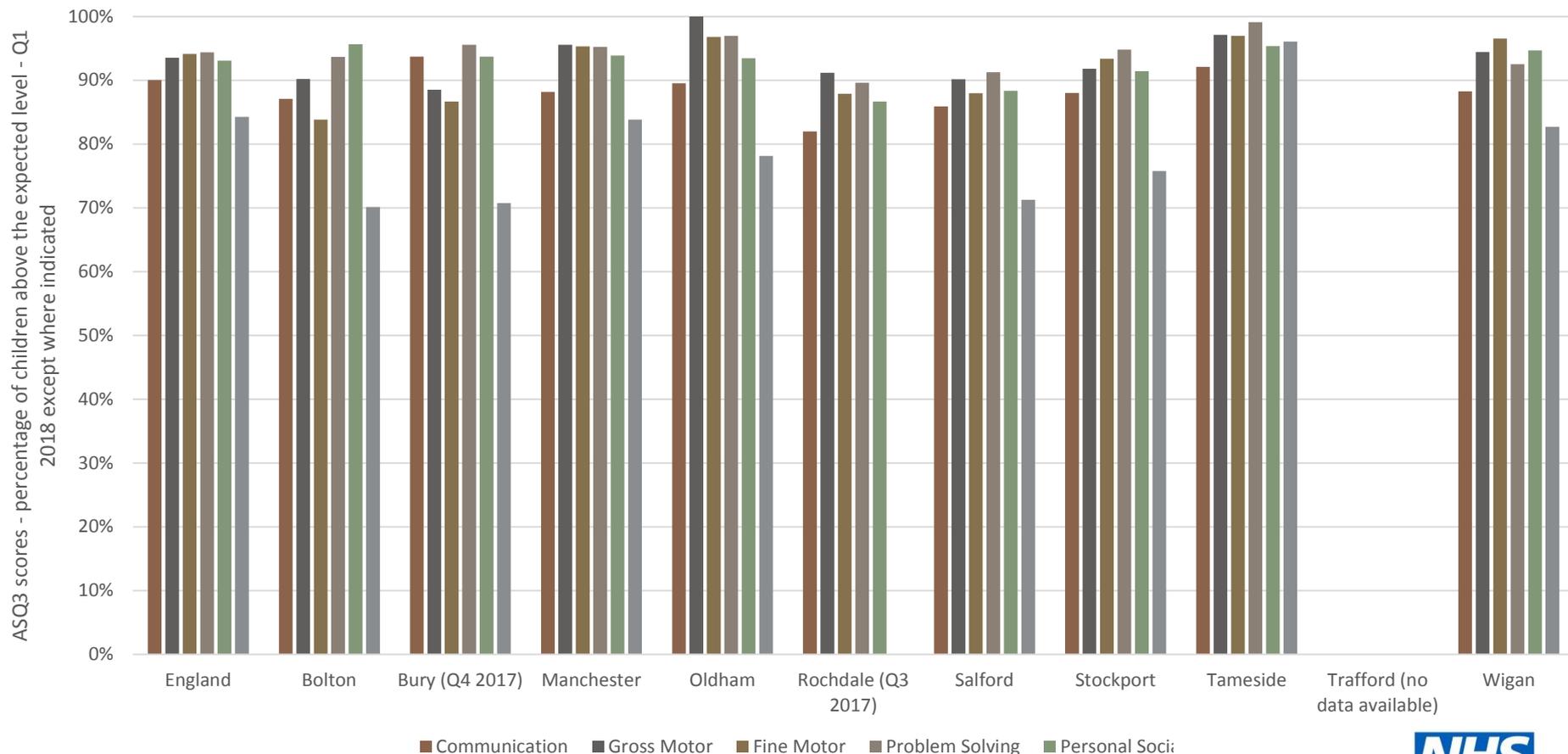
In addition, not achieving a GLD could potentially provide an indication of future cohorts of PRS pupils or pupils who may be at risk of exclusion. At present:

- Of the 14 pupils currently on roll (Summer Census) in the Tameside PRS who are primary school age, only 2 achieved a good level of development*
- Of the 19 pupils permanently excluded from a primary school this academic year, only 6 achieved a good level of development*

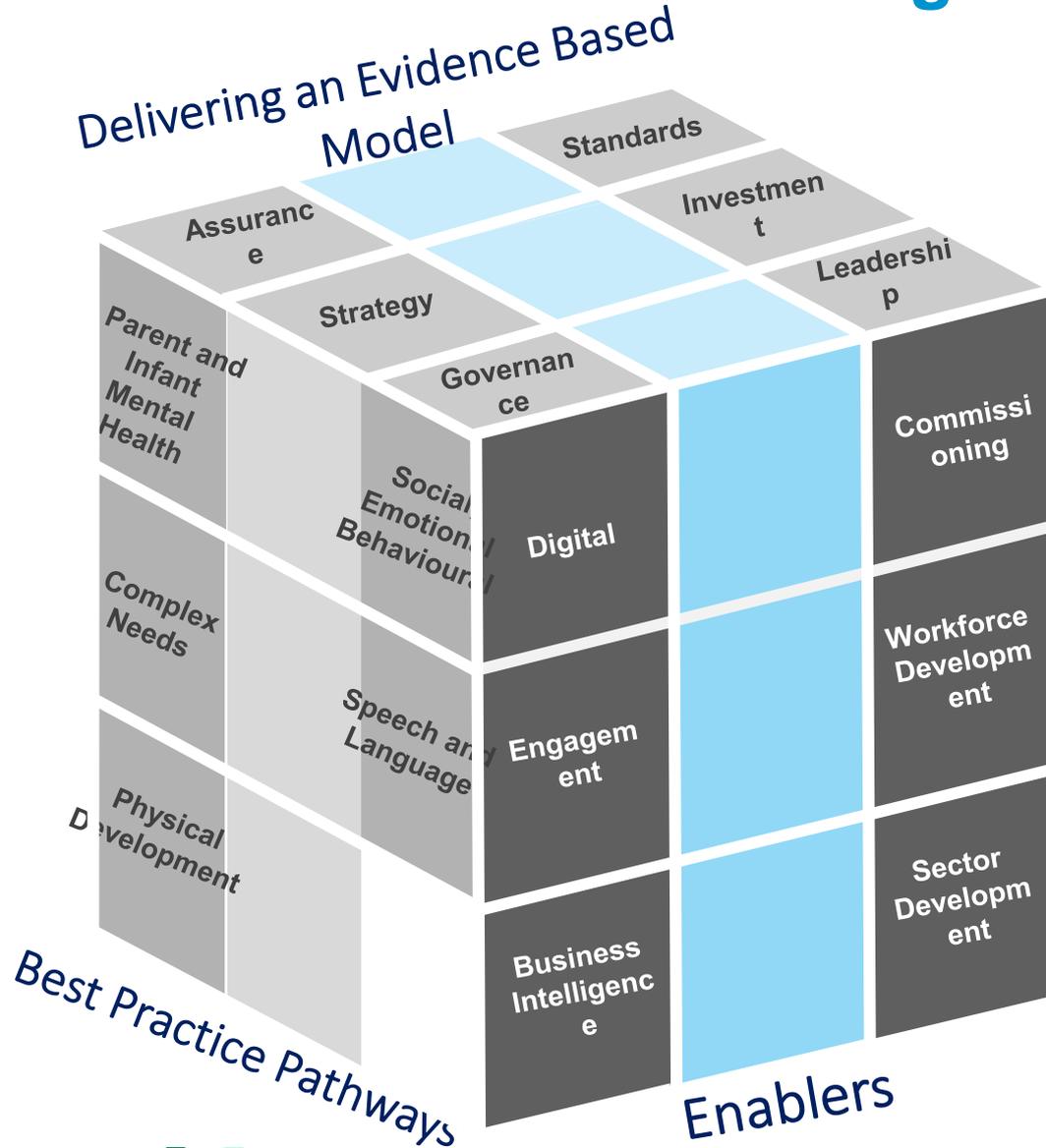
*
old and new profile

Performance on the 2-2.5 year old ASQ assessment is broadly in line with the national average

Percentage of children above expected level for each of 5 elements



GM Themes and Programmes



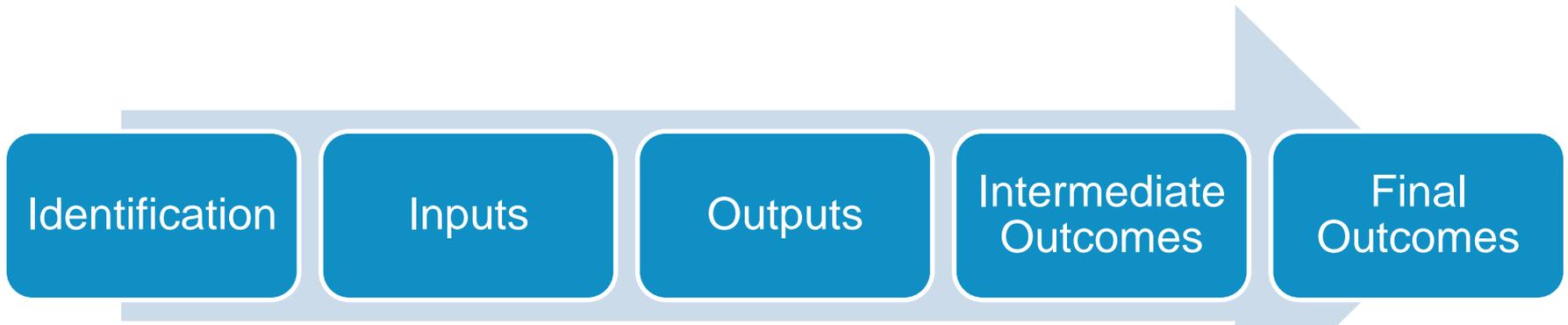
What else do we know?

- ASQ data tells a different story
- Ofsted outcomes are good (Does this mean that learning is good?)
- Take up of FEL is good (is attendance good? Is engagement good?)
- Health outcomes – mirror these learning outcomes?
- Earliest identification of need is not good enough?
- And neither is the plan, do, review cycle quick enough...

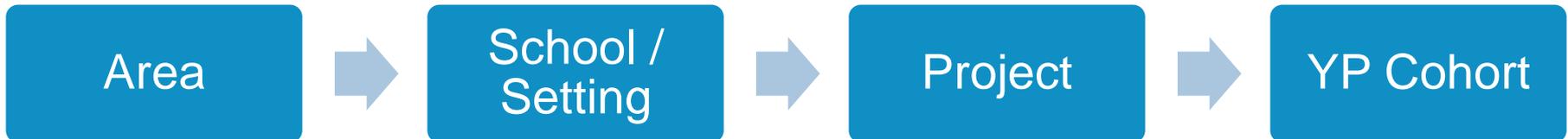
Some thoughts...

- School Readiness is critical BUT it is not final
- Home learning environment has a GREATER impact than deprivation on outcomes
- Speech, Language and Communication skills are the KEY to accessing the curriculum in Y1 (and on....)
- New workforce model is in place (very new)
- The GM role is “ill defined”

Theory of Change Model



Levels of Analytical Aggregation



The problem...

Too few four and five year olds reach the expected standard in the Early Years Foundation stage, communication and language skills although improved are still not good enough. Progression in to KS1 and beyond is not rapid and reading skills continue to lag behind their national peers throughout the primary phase.

Inputs

Outputs

Intermediate Outcomes

Improvements to at least national averages at the end of EYFS (GLD)

Improvements to at least national averages for KS1 Phonics

Targeted interventions are robustly monitored and are supporting young people who are not reaching age related expectations for reading to catch up

Improvements in KS2 Reading, Writing and Maths to at least national averages

Progression into KS3 is rapid. Young people have the reading skills required to learn

Defining, prioritising and implementing our response

What Change is required?

Better and more integrated data analysis

Priority focus on SLCN is influencing resource priority, commissioning and service design

Workforce better equipped to support good learning

Better assessment of need, higher quality planning and speedier access to targeted and specialist support

Deeper understanding of school readiness for all children (what does this mean in Tameside)

How will we do it?

Discussion Paper jointly produced by CLT is discussed and agreed with all partners. EY delivery team in place

EY “delivery team” in place with action plan agreed and resources in place to implement

Discreet targeted interventions to improve SLC outcomes in EYFS are commissioned

Single data view agreed, with neighbourhood, cohort, school/setting level analysis completed

Cohorts to be targeted for support at area, school, cohort and child level are agreed

Workforce and quality audit completed – will review qualification levels, CPD offer, practitioner confidence and quality of T&L

Reflections – From the GM evaluation and impact T&F group

If we are going to affect an improvement in this key measure (GLD) we need:

More Impatience

- Our targeting must be better
- Although we must aim for the best; good enough is good enough. Let's not wait for the perfect model or evidence base to get started

More Intelligence

- In our joint working
- In matching targets to interventions
- In longitudinal research

More Confidence

- To focus on excellent practice and trust that improved outcomes will follow
- To focus on the highest quality early years experiences
- In practitioners
- To move beyond a binary understanding of school readiness – the EYFSP GLD is not the only measure

Questions for discussion

- What does school readiness mean to you?
- How well (actually) are we doing?
- Do we know enough about the quality of practice?
- Are we supporting parents well enough?
- Do families understand how critical their influence is?
- Are we all trying to achieve the same outcomes?