
Early Years Foundation Stage Outcomes 2015

For consideration by: Children, Young People and
Schools Scrutiny Commission

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Lead director: Frances Craven

Useful information

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- Report version number plus Code No from Report Tracking Database: 859

1. Purpose of report

The purpose of the report is to inform the commission about the Early Years Foundation Stage (EYFS) outcomes for 2015 and give a summary of key activities to secure improvements.

2. Summary

EYFS outcomes across Leicester City continue to improve since 2013 but are still below national averages across most measures.

3. Recommendations

3.1 The commission are asked to note the information in the report.

4. Report/Supporting information including options considered:

4.1 Early Years Foundation Stage (EYFS) profile results 2015

This report is based on the statistical first release (SFR), published by DfE on 13th Oct 2015, containing national and local authority level results for the early years foundation stage profile (EYFSP) assessments in England for 2015.

How Foundation Stage outcomes are measured:

'Good Level of Development' (GLD) is used as the key measure to judge outcomes for children at the end of the foundation stage. Children are 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.

In the final term of the EYFS, practitioners review information from all sources to make a judgement for each child for 17 Early Learning Goals (ELG) across 7 areas of learning (see appendices 2 and 3). Teachers observe the child and make a "best fit" judgement of either:

- Emerging (not yet at the level of development expected at the end of EYFS)
- Expected (at the level of development expected at the end of EYFS)

- Exceeding (beyond the level of development expected at the end of EYFS)

Communication and Language and Literacy must be assessed in English (this covers 5 ELGs). Other areas of learning may be assessed using a child's home language. This is a change from the previous EYFSP which was in place until 2012.

This assessment is carried out in all maintained schools, private and voluntary sector Foundation Stage providers who have children who turn five during the academic year.

The levels attained by children at the end of the EYFS are allocated a number as follows: Emerging = 1, Expected = 2 and Exceeding = 3. For each of the 17 Early Learning Goals a child is recorded as having achieved a 1, 2 or 3. It is then possible to give children an overall 'score'. Schools can calculate a cohort average and this can be compared with the LA average. The DfE calculate the average score of the national cohort which gives the 'Supporting Good Level of Development' score.

Leicester Summary

- Results for Leicester have continued to improve with 2015 results being better than 2014 results.
- Results have also improved across the country and Leicester remains at or near the bottom in many measures.
- Girls continue to achieve better than boys.
- The gaps in achievement between girls and boys are smaller than that found nationally, but absolute achievement levels remain very low.
- Achievement for all children and the lowest performing 20% has increased but the gap between them has increased, contrary to regional and national trends.

		Local Authority	National	Difference to national	
		% expected & exceeding		2015	2014
Good level of development (all prime areas plus literacy and mathematics)	All	50.7	66.3	-15.6	-19
	Boys	43.7	58.6	-14.9	-18
	Girls	57.5	74.3	-16.8	-20
Average Score	All	30.9	34.3	-3.4	-4.1
	Boys	29.6	33.1	-3.5	-4.2
	Girls	32.1	35.7	-3.6	-4.1
Median for all pupils	All	33	34	-1	-3
Average score for the bottom 20%	All	19.3	23.1	-3.8	-3.9
% gap between lowest performing 20% and rest of the cohort	All	41.6	32.1	9.5	6.1

Leicester values (column 3) are shown in amber if they are worse than national. The difference to 2015 national figures (column 5) is shown green if they have improved over 2014 to 2015 and amber if they have worsened.

Good Level of Development

- Nationally the percentage of children achieving at least the expected level in the prime areas of learning and in the specific areas of literacy and mathematics rose from 60% in 2014 to 66.3% in 2015.
- In Leicester, the level rose from 41% to 50.7%, closing the gap against the national level but remaining substantially below it.
- Leicester's ranking remained at 152 of 152 English authorities, 4.7% behind Halton ranked at 151.
- The best authority (excluding the Isles of Scilly) was Lewisham (77.5%), with the best statistical neighbour being Southampton (66.1%).

Average Points Score

- Nationally the average total points score across all the Early Learning Goals rose from 33.8 in 2014 to 34.3 in 2015.
- In Leicester, the level rose from 29.7 to 30.9, closing the gap against the national level but remaining well below it.
- Leicester's ranking remained at 152 of 152 English authorities, 0.3 behind Halton ranked at 151.
- The best authority was Rutland (37.1), with the best statistical neighbour being Southampton (34.6).

Lowest 20% of Achievers

- Nationally the median standard score across all the Early Learning Goals remained constant at 34 in 2014 and 2015.
- In Leicester, the level rose from 31 to 33, closing the gap to only 1% point difference to the national level.
- Leicester's ranking was 152 of 152 English authorities with median score of 33, although 123 local authorities had a median score of 34.
- Nationally the mean standard score for the lowest 20% of achievers across all the Early Learning Goals rose from 22.5 in 2014 to 23.1 in 2015.
- In Leicester, the level rose from 18.6 to 19.3, increasing in line with the national level but remaining below it.
- Leicester's ranking was 149 of 152 English authorities, 0.7 better than Oldham, 0.3 better than Stoke-on-Trent and 0.2 better than Middlesbrough.
- The best authority (excluding the Isles of Scilly) was Richmond upon Thames (27.8), with the best statistical neighbour being Southampton (24.0).
- Nationally the gap between the mean standard score for the whole cohort and the lowest 20% of achievers across all the Early Learning Goals narrowed from 33.9 in 2014 to 32.1 2015.
- In Leicester, the gap has again grown from 40 in 2014 to 41.6 in 2015.
- Leicester's ranking was 146 of 152 English authorities, a fall from 132 in 2014.
- The authority (excluding the Isles of Scilly) with the smallest gap was Richmond

upon Thames (22.7), (which is greater gap than the smallest gap in 2014) with the best statistical neighbour being Southampton (29.3).

Differences due to Gender

- Percentages of girls, boys and all genders achieving a good level of development have increased significantly over 2013 levels.
- The percentage points gap between girls and boys is 14, slightly lower than the national gap of 16.
- The local gender gap has narrowed from 15.5 in 2014 to 13.8 in 2015, but is still wider than 2013 (10.4). The national gap has remained constant at 16.

				Percentage point gender gap (Girls-Boys)
	Girls	Boys	All genders	Total
Leicester return	58	44	51	14
Change since 2014	+9	+10	+10	+4
Leicester national Rank	152	152	152	25
England	74	59	66	15
Statistical Neighbour (Southampton)	74	59	66	15
East Midlands	72	56	64	16
Best LA	85 (City of London)	72 (Lewisham)	78 (Lewisham)	11 (Hillingdon)

Strands and Areas of Learning

- Overall outcomes by strand and area of learning are shown in Appendix 1.
- Leicester has narrowed the gap to national levels across all strands and areas of learning but remains bottom or near bottom for each when compared to other authorities, with no ranking higher than 148 of 152 authorities.
- Leicester's best strand was Physical Development (77).
- Good level of development was highest in the Technology area of learning (85) within the Understanding the World strand. This is the same as in 2014.
- The worst strands were Literacy (53) and Mathematics (60).
- Writing (54) and Reading (60) were the lowest areas of learning.

4.2 Work to support EYFS improvement

1: A 0-5 strategy for Leicester has been developed with the Children's Trust Board overseeing delivery and scrutinising performance via agreed governance routes. This strategy brings together the work of the council and our partners that support young children and their families and contribute to delivering identified objectives that aim to improve children's outcomes. Seven key performance indicators have been

agreed, two of which sit under the Learning and Development strategic aim and relate to Early Years: 'School Readiness as measured at the end of EYFS'; and, 'The gap between the lowest achieving 20% and the rest at EYFS'.

2: The Knowledge Transfer Centre (KTC) work is a continuing professional development (CPD) programme that focuses on improving the quality of teaching, and outcomes, in reading, and specifically phonics. The programme involves intensive training and support to teachers. Lead schools are developed that disseminate practice to other schools in the programme. There are currently 15 lead ('core') schools and 27 universal schools involved. There is clear evidence that shows it is having a significant impact on early years reading, and some impact on writing. Schools that have been involved in the programme the longest show the greatest improvements.

2: The local authority Early Years consultants are now working with a greater proportion of time allocated to schools with the lowest outcomes.

3: This year there is explicit and deliberate use of identified practitioners with high quality practice, and outcomes, working with schools through local authority brokered support and in KTCs.

4: A schools and Local Authority joint Assessment and Moderation group has been set up and has a particular strand to look at EYFS. EYFS outcomes are a key priority in Development Groups (headteacher working groups based in similar geographic locations around the City) with each one having a nominated moderator in attendance.

5: Moderation processes have been reviewed and improved to support early years practitioners to make more accurate judgements.

6: The Assessment and Moderation Group agreed that data should be collected from schools that undertake the local authority agreed baseline assessment to enable them to identify starting points for each child and more easily identify progress priorities. Although this was voluntary for schools only five schools chose not to use this baseline this year so far. This baseline assessment is also now collected and collated for all two year olds.

8: There is a large volume of work supporting families with children's early learning, delivered in Children's, Young People and Families centres across the City (PEEP groups). In addition each cluster area of the city has identified additional targets and activities depending on needs in the area, for example boys learning or Roma engagement. These groups are delivered in a range of venues dependent on where it is felt attendance would be highest. Transition support is also delivered, mainly in the summer term, in a variety of settings and venues.

9: In 2014-15 Family learning worked with over 900 parents or carers in the city across 213 courses. Of these 24% of courses directly involved EYFS children. Every programme worked with parents to explore what and how their children are learning in the foundation stage, and worked on how they as parents can support this learning at home, including preparing their children for school. All families

received resources to use at home, packs to support early reading, early maths and being healthy. Family Learning tutors work closely with the library service; reading to and with children is always central to family learning programmes. 182 parents attended programmes to support reading. 215 parents attended courses in basic ESOL (speaking and listening), which was contextualised around their roles as parents and carers. 132 parents took part in English or maths classes in 2014/15.

Our aspiration is that in Leicester City we will at least match national outcomes and wish to reduce the variation between all EY providers.

4.3 Next steps:

All of the above workstreams need to be maintained and further developed including, specifically:

1: The importance of EYFS outcomes has been recognised by the LESP (Leicester Education Strategic Partnership) and 0-3 development is a focus area of the Operational Group where progress will be analysed in detail and additional strategic work will be commissioned to improve outcomes. This links into the 0-5 strategy.

2: More schools should be encouraged to be involved in KTC and the local authority needs to identify those most at need and have a strategy for engaging them with KTC as a discrete cohort.

3: The work of the Raising Achievement Team in Early Years needs reviewing with key stakeholders to ensure that it is having the maximum impact in improving outcomes and practice.

4: Excellent practice from out of the City will be identified and contribute to improvement strategies including moderation processes.

5: The impacts and learning from Development Groups will be pulled together into guidance or resources available to all.

6: Moderation processes need to include school leaders and make clear their roles and responsibilities.

7: The Assessment and Moderation Group will reconsider its advice to schools with regard to the use of the local authority Baseline in light of this year's experiences, as schools will now be using a range of other DfE approved baseline tests. Schools should have methods to ensure they accurately determine the learning needs of children as they enter and progress through the foundation stage in order to achieve the expected standard but it may not be appropriate to be advising one in particular.

8: The school readiness work is developing its systems of mapping the progress of children and families as a result of attending PEEP (Peer Early Education Partnership) and other programmes, and is increasing the proportion of targeted, rather than universal, family work.

5. Financial, legal and other implications

5.1 Financial implications

None, directly arising from this report. All workstreams and initiatives are delivered through the service's base budget, and family learning grant funding.

Martin Judson, Head of Finance, ext 374101

5.2 Legal implications

The Childcare Act 2006 (section 6) places duties on Local Authorities to secure sufficient childcare for working parents. Section 7 (as substituted by section 1 of the Education Act 2011), provides for that duty to secure early years childcare free of charge. Regulations set out the type and amount of free provision and the children who benefit from the free provision. All provision is inspected by Ofsted.

There are additional duties to provide guidance and training to childcare providers and, currently, to provide information to parents.

Government guidance states as an aim that children are able to take up their entitlement to funded early education in a high quality setting. Evidence shows that higher quality provision has greater developmental benefits for children, particularly for the most disadvantaged children. For this reason, the success of a provision is directly linked to the result of an Ofsted inspection.

This report details the steps taken by Leicester City Council in compliance with the above duties. It is for the Commission to determine if the Council's duties are met.

Caroline Woodhouse, Principal Solicitor (Employment and Education) 0116 4541429

5.3 Climate Change and Carbon Reduction implications

None

5.4 Equalities Implications

Our Public Sector Equality Duty requires us to understand the population we serve and how best to meet their needs in order to be able to fulfil the requirements for decision makers: that they understand the likely impact of their decisions on those affected by them; that they know the relevant protected characteristics of those affected by decisions; and that for adverse impacts, potential mitigating actions are identified. We know that for this age cohort, 0-5, what happens during these key stages of development will affect their life long opportunities. Inequalities of outcome,

particularly for the bottom 20% as set out in this report, will likely continue to be perpetuated over time but the report does not comment on why these inequalities occur or how they can be overcome. The report only focuses on gender as a protected characteristic. Over time Leicester's population has become more diverse and its destitution has remained (currently ranked 21st nationally). No trends based on other protected characteristics have been presented so that consideration can be given as to these potential influences, particularly for the bottom 20%, by readers of this report.

Irene Kszyk, Corporate Equalities Lead, ext 374147.

5.5 Other Implications

None

6. Background information and other papers:

None

7. Summary of appendices:

Appendix 1 – breakdown of 2015 EYFS outcomes by strand and areas of learning

Appendix 2 – Areas of learning and Early Learning Goals

Appendix 3 – DfE Guidance about EY outcomes

8. Is this a private report (If so, please indicated the reasons and state why it is not in the public interest to be dealt with publicly)?

No

9. Is this a “key decision”?

No

10. If a key decision please explain reason