

# Scrutiny Board 2



## Early Years Thursday 28 November 2019

**Kirston Nelson – Director of Education and Skills**

## *School Readiness*

- *Confident, Articulate*
- *Empowered, Independent*
- *Resourceful, Ambitious*
- *Inspired, Tenacious*
- *Flexible, Caring*
- *Excited, Creative*
- *Responsive, Active*
- *Happy*



School readiness is measured by a child's achievement of the 'Good Level of Development' at the end of the reception year of statutory schooling.

This measure determines how prepared a child is to succeed in Key Stage 1 cognitively, physically, emotionally and socially.

It is assessed through the Early Years Foundation Stage Framework (EYFSF) which considers children's development against 17 Early Learning Goals (ELGs).

Children achieve a 'Good Level of Development' if they reach at least the 'expected level' for each goal within the areas of:

***Communication and Language; Physical Development; Personal, Social and Emotional Development; Literacy and Mathematics.***

# What works?

- Addressing multiple causes of educational underperformance for disadvantaged children
- Supporting both parent and child and help parents to better engage with children's development
- Provide stimulating and high-quality Early Childhood Education combined with delivery by **well-qualified individuals**
- Active screening and monitoring of children's progress can improve long-term outcomes for disadvantaged children

**Early Intervention Foundation Teaching**, pedagogy and practice in early years childcare: an evidence review August 2018

# What works?

- The quality of preschool is critical for longer-term beneficial effects – ideal systems combine quality, affordability and accessibility
- The home learning environment can have an even greater impact on child development, but it is harder to influence.
- The best outcomes are when the home learning environment and high quality early childhood education and care are all supportive of the child's development
- The impact of early childhood education and care on improved wellbeing
- In addition:
  - Language rich learning at home
  - Leadership that focuses on closing the gap
  - Family engagement and aspiration
  - Qualification base of practitioners

# Barriers in Coventry

- Coventry is in the most deprived fifth of all local authorities in England, some wards among most deprived in the country
- Low starting points on entry with language deprivation
- 100 languages are spoken in Coventry, 9% of households do not have a single person within the home who speaks English as a first language
- Workforce development and quality practice/staff turnover
- Uptake of places for eligible two year olds in 2019 ranges from 57% - 85%
- The numbers of practitioners with the expected level of qualification is in decline nationally
- Improved qualifications is critical to the quality of early years education. Many are not undertaking further training:

***Percentage of 2, 3 and 4 yr olds in funded early education at providers with staff with graduate status in 2019***

Coventry	SN	West Mids	National
38%	50.5%	50%	52%

# Next steps

- Workforce development
- School readiness work with Public Health
- Transition Project with Coventry schools
- Early Years redesign with a focus on educational outcomes
- 50 things to do before you're 5 – an approach to family engagement in learning

**Thank you**

**Any Questions?**