

## TRAFFORD COUNCIL

**Report to:** Children and Young People's Scrutiny Committee  
**Date:** January 2020  
**Report for:** Information  
**Report of:** Karen Samples

### Report Title: School Readiness

### Summary

#### Performance Information

Percentage of Private, Voluntary and Independent (PVI) settings judged good or outstanding	98%
Percentage of childminders judged good or outstanding	97%
Percentage of 2 year old places funded in good or outstanding settings	98%
Percentage of 3 or 4 year old places funded in good or outstanding settings	96%

#### Attainment outcomes: The percentage of pupils who are school ready (Appendix 1)

Trend data for Trafford demonstrates continued high performance in the overall outcomes at the end of the Early Years Foundation Stage, with attainment above both the national and North West comparative data.

% GLD 2019	Boys	Girls	FSM	PP	SEND All	SEND Support	EAL
Trafford	69 (=)	82 (=)	55 (+5pp)	56 (+5pp)	25 (+7pp)	30 (+10pp)	69 (-4pp)
England	66	78	56	57	25	29	67
North West	62	76	54	54	21	25	61

The performance of groups of pupils shows some significant improvements this year in Trafford, particularly for those at Special Educational Needs support and disadvantaged children. Those groups are now in-line with the national comparative data and above the regional performance.

#### The Strengths of Trafford Early Years Education:

- There is a comprehensive learning and development programme for early years providers based on evidence from provider audits, Ofsted themes, data and key priorities identified through multi-agency consultation.
- All funded PVI providers continue to receive annual quality assurance visits which focus on the key aspects of the Ofsted framework. Intensive support is implemented in settings judged as requiring improvement and a joint action plan is agreed in partnership with the setting immediately after inspection. Additional support visits are scheduled based on level of need and training opportunities are identified.

- A well-resourced Family Information Service with outreach team support families in the community to ensure eligibility is checked and applications made where appropriate.
- Partnership working between education, health and early help hubs support eligible families into a funded place.
- There is a high level of graduate leaders in the PVI sector alongside a high percentage of good and outstanding settings and schools in disadvantaged areas
- Long term, well-established relationships between the LA and providers and settings exist, enabling strong local intelligence and sought after support from the LA.

### **Workforce Development Highlights**

Trafford remains committed to ensuring a comprehensive package of training and professional development for all its providers and practitioners, utilising Trafford teaching schools as well as Early Years officers to maintain and sustain high performance. This includes:

1. Development of Giving Voice Award: A comprehensive speech, language and communication pathway with competency levels with a focus on embedding the learning
2. Targeted locality work linked to identified needs
3. Graduate Network led by teaching school: A new network with a focus on improving teaching and learning, early years mathematics and SSTEW scales (Quality tool to support practitioner/child interactions linked to sustained shared thinking, extending language and emotional well-being).
4. Early Years Leads network: Key themes for Trafford as defined by the LA and in conjunction with Trafford Teaching School Alliance
5. Special Educational Needs Co-ordinator Forum –A partnership with Educational Psychologists and the SEN advisory service is focusing on the implementation of the Early Years Graduated Response and the pathways of support.

### **0-5 Strategic Board: Priorities for 2019-22 (Appendix 2)**

This multi-agency board has determined its new priorities for the next 3 years as indicated in Appendix 2 and summarised below:

- ✓ **1001 Critical Days**
  - ❖ Mapped 1001 critical days (from Universal through to targeted and specialist support services)
  - ❖ Funding secured for key Early Attachment Service posts
  - ❖ Developing an integrated Parent & Infant Mental Health Pathway that is grounded in the THRIVE model
- ✓ Universal roll out of **WellComm/Big Book of Ideas** to all early years settings with nearly all foundation stage and group PVI settings trained
- ✓ **Giving Voice accreditation** scheme developed and identified as good practice model

- ✓ Intensive offer developed in localities with high level of need. **Bespoke Speech, Language & Communication improvement plans** in place for all group settings in priority areas
- ✓ **Multiagency locality groups** established to implement locality based plans to improve the attainment of children in areas of highest disadvantage
- ✓ **GM Pathways to Talking**
- ✓ Commission and implement **learning and development offer for early years SENCOs**
- ✓ Build on the success via supporting practice linked to Early Years Graduated Approach to supporting SEND and **roll out of Level 3 SENCo qualification**

### **Recommendation(s)**

Members are asked to note the information outlined in this report.

Contact person for access to background papers and further information:

Name: Karen Samples

Extension: