

The impact of the partners' strategy in raising attainment at the foundation level and in primary schools.

What is the quality of relationships between early years and school improvement services and schools and settings?

A strategic and aligned approach to raising standards by the end of Foundation Stage, which includes agreed targets and outcomes, is being developed more effectively between EYCS and Education Bradford. Addressing the need to maintain good relations based on support and challenge with a range of stakeholders, including schools and Private, Voluntary and Independent (PVI) settings, to ensure effective implementation of the national agenda and to ensure sound relations between schools and PVI settings, especially around transition is part of this approach.

- A closer working relationships between Heads of Service and senior staff of EB and EYCS has resulted in improved strategic planning, sharing of data and operational delivery leading to more focused targeting of resources.
- Continuing and increased engagement of PVI settings in national and local priorities (planning for Childcare Act duties/workforce development/EYFS etc)
- Support provided jointly by EYCS and EB through improved self-evaluation, Hands On Self Evaluation and Early Childhood Environmental Rating Scheme (ECERS), has improved PVI settings and school-based provision. During 2006-2007 Ofsted inspections of primary schools (84) found that Foundation Stage provision was good or better in more schools than nationally (Bradford 77%; national 71%). OFSTED LA Profile demonstrates fewer inadequate gradings for nursery education across PVI settings. Support provided jointly by EYCS and EB for FSP assessment and moderation processes has ensured data is now more robust and schools have a more accurate view of children's attainment at the beginning of KS1.
- High level of involvement of headteachers and managers in PVI settings in joint EYCS/EB briefings for EYFS has meant that schools and settings are well-prepared for the implementation of EYFS.
- Improved joint analysis of data relating to children's progress across PVI and schools sectors enables shared and stronger evaluation of the quality of provision and its impact on the quality of outcomes for children.

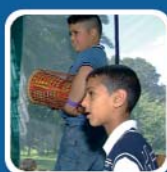


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How well-focussed are support and interventions for the early years, foundation stage and schools?

A range of schools receive a breadth of targeted support. The number of schools below floor target at the end of Key Stage (KS) 2 remains high and there are a relatively high number of schools in Ofsted categories (8% as compared with national figure of 5%) There continue to be marked differences in FSP, KSI and KS2 outcomes for children from vulnerable groups (e.g. Pakistani, Bangladeshi children, white working class boys) and the rest of the cohort.

- Children who have attended high-quality PVI settings, which have received focused support attain higher scores at the end of Foundation Stage Profile (FSP) than other groups. Children who have not attended any early learning setting prior to entering Reception obtain the poorest FSP outcomes.
- Analysis of FSP, demographic and settings data by EB and EYCS has allowed the identification of schools and PVI settings attended by children with low FSP outcomes. This information is now being used to target support to specific settings or groups of children in relation to identified areas of learning.
- Early Childhood Environmental Rating Scheme (ECERS) is used across all NEF settings to identify specific aspects of the learning environment which require improvement and targeted support is then provided to individual settings.
- The Foundation Stage programme, "Making a Big Difference" (MaBD) is being targeted to schools which have had the greatest number of children in the lowest 20% of the cohort for the past three years. This programme was implemented in September 2007. EYCS is mirroring the MaBD programme in identified nursery classes and non-maintained settings that feed into MaBD schools.
- Schools which received targeted support through Partnership Working (53 schools) made greater progress at Key Stage 2 than those which did not receive this support (English: targeted schools +2%- non targeted schools +1%; mathematics targeted schools +9% - non-targeted schools +1%). The number of schools below floor target at the end of KS2 fell in 2007 (En from 43 in 2006 to 34 in 2007; Maths from 60 in 2006 to 37 in 2007)
- High levels of intervention in twenty-six schools which had previously been vulnerable to adverse inspection outcomes meant that they were judged to be satisfactory. Of the schools in Ofsted categories in 2006 -07, one was removed from special measures and three were removed from NTI.

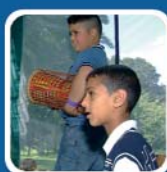


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What is the range and quality of support available to early years settings and primary schools, including support for leadership and management?

The introduction of School Improvements Partnerships (SIPs) in September 2007 has led to a review of patterns of work for school improvement services and the brokering of support. Alignment of all school improvement services, including Early Years and Childcare Service (EYCS) and collaborative working across schools, is being further developed. Support to the large numbers of individuals and settings e.g. childminders, primary school settings and the Private, Voluntary and Independent (PVI) sector is delivered by EYCS and EB. Growth in crèche provision requires re-focus of support to ensure quality in a sector that meets needs of more disadvantaged families.

- Improving provision in Foundation Stage was a key focus for school improvement work in 2006/07. Foundation Stage provision reviewed in the Autumn Term, training for SIOs and briefing for heads provided in the Spring Term; provision monitored in the Summer Term. Reflected in increasing proportion of Foundation Stage provision judged by Ofsted to be good or better (Bradford 77%; national 71%)
- EYCS has actively pursued investment in high quality leadership in the PVI sector through the Transformation Fund, preparing for Graduate Leaders' training and promoting Early Years Practitioner training. Strong relationship between EYCS training and higher quality provision. e.g. childminders, sessional and Out of School settings.
- Communication Literacy Language and Development materials implemented through joint training provided by EYCS and EB and the impact of this is reflected in improvements in the percentage of children scoring 6+ in all strands of CLL (2.2% overall and 4.8% in the 70% least deprived areas).
- Implementation of Children's Centre SEF is improving the quality of self-review.
- Extensive support programme for new heads, established heads and for deputies, particularly through the Deputies' Forum. Percentage of leadership and management judged by Ofsted to be good or better has risen since 2005 to almost the national figure in 2006-07.
- Wide range of support available to settings and primary schools e.g. EYCS advisers; Primary Strategy consultants; Science Consultant; MFL consultant, assessment consultant and curriculum development through the REACH project. Quality reflected in improved standards at KS2 and high number of schools judged by Ofsted to be good or outstanding.



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How well are children prepared for starting school? What is the role of Children's Centres and the Extended Schools strategy in supporting raising attainment?

Levels of disadvantage and the diversity of population leads to children starting school at different developmental stages and with different previous learning experiences. Transition issues e.g. from home to settings, between settings and between settings and schools, need further development, aligned to increasing further parental involvement. This engagement of parents whose children have the lowest outcomes and whose families face the greatest barriers are key to ensuring that they take up the learning offer for children prior to Reception. Greater clarity of working across all settings, schools and providers to support transition to locality-based working will be part of the Council's Children and Young People's Services arrangements.

- Department for Children, Schools and Families (DCSF) Parents as Partners in Early Learning project has provided training from Pen Green Training and Research Centre for 80 practitioners from 40 settings in disadvantaged areas to engage parents in the learning of their 2 & 3 year olds. Settings now piloting approach and sharing good practice in their localities. Case studies underway and external evaluation to be completed by March 2008.
- Extended service provision is developing across the District and at least 48% of schools have demonstrated their delivery of the core offer.
- Children's Centres and other settings have participated in the DCSF, Two-Years- Old Pilot, offering free places to two- year-olds. National research on impact on social and cognitive development expected early 2008.
- EYCS involved in new DCSF pilot to increase take up of childcare across BME families: includes focus on raising take up and awareness of the value of early learning provision. Local & national evaluation to be completed by March 2008.
- On track to meet target for designation of 33 Children's Centres, with delivery of the full core offer, across the District's most disadvantaged areas.
- The direct management of teachers in Children's Centres by EYCS Advisory Team supports a clear focus on raising standards.
- New database of Children's Centre activity linked to EB database will demonstrate the impact of interventions more rigorously.
- New Children's Centres Self Evaluation Form process and contractual agreements between LA and Children's Centres facilitate monitoring, review and challenge of the Children's Centre's role in raising attainment



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How well do settings, schools and services identify underachievement or potential underachievement sufficiently early and intervene successfully, particularly in relation to the increasing incidence of SEN amongst the under-5s. How well is the transition from pre-school to school managed?

Bradford has significantly higher levels of childhood disability than average across the UK, with specific conditions more prevalent amongst children of Asian background. A co-ordinated approach to addressing underachievement and personalised learning is being developed across directorates within EB and with other partners. Transition across settings and phases needs to be further developed.

- The Children's Centre programme, through the core offer, is developing a consistent approach to addressing barriers to achievement for children pre-5.
- Early Years and Childcare Service (EYCS) multi-disciplinary Area Special Education Needs Coordinator (SENCO) team support children pre 5 in the non-maintained sector and train Private, Voluntary and Independent (PVI) settings in inclusive practice. They work closely with EB - one team member is seconded to EB as Portage Co-ordinator. Bradford Early Years Inclusion Quality Standard has been developed and 10 settings and 120 practitioners have received training.
- 6 Children's Centres across the district are additionally resourced and designated as Children's Centre Plus, offering up to 9 full-time equivalent places in each.
- Bradford has exceeded its ICAN Early Talk pilot targets. From January 2008, this will be extended to 35 primary schools who will take part in the ICAN Primary Talk pilot.
- Intervention programmes are having an increasing impact in primary schools. Compared with other LAs, Bradford reduced the number of children below Level 1 in reading and in mathematics markedly in 2007.
- Vulnerable groups identified as boys, Pakistani and Bangladeshi are making greater progress than other groups in some areas and there is a closing of the gap, particularly for Pakistani pupils at Key Stage 2 in 2007.
- Training on the National Strategy's waves of intervention and mapping of provision has increased the confidence of heads in managing and evaluating interventions. At School Action, pupils in 78.3% of schools achieve a Contextual Value Added (CVA) score in line with national expectations and at School Action Plus/ Statemented, pupils in 80.8% of schools make expected progress.
- EYCS and EB have established the Early Years Inclusion Panel which has streamlined the processes to allocate and review additional resources and the allocation of children to Children's Centres Plus.
- Learning Support Services promote the early identification and assessment of children with LDD, leading to the allocation of appropriate provision and the implementation of early intervention strategies.

