

London Borough of Bromley

PART 1 - PUBLIC

**Briefing for Education Policy Development and Scrutiny Committee
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LITERACY IN THE EARLY YEARS – INFORMATION ITEM

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1. Summary

- 1.1 This information paper is submitted in line with the rolling work programme of the Education PDS as an update on two reports presented at the September 2012 PDS, one relating to Early Years Foundation Stage Profile (EYFSP) data and one concerning literacy in the early years. 1.2 Members requested a comparison of data for end of year Early Years results. However, when the previous EYFSP report was produced, it was the end of the EYFSP assessment in that current format.
- 1.2 From 2013, a new EYFSP framework was launched with new assessment and grading criteria moving from 9 levels to 3 levels. Therefore, efforts to match performance proved to be meaningless under this new framework.
- 1.3 In addition, a previous exercise drew no significant conclusions as only a handful of children in the vast majority of settings could be matched due to the mobility of children in this age range.
- 1.4 Phonics, although screened in KS1, are not subject to screening in the early years.
- 1.5 This paper therefore outlines the results of the revised EYFSP profile, with comparison to national figures, and comments on the phonics screening results in KS1, again with comparison to national data.

2. THE BRIEFING

- 2.1 In September 2012 a revised EYFS and new EYFS Profile were implemented, both are statutory documents. The areas of learning changed, many of the expectations within the Early Learning Goals (ELGs) were raised, particularly in speaking, writing and mathematics. The new EYFS Profile looked very different to previous years with a 'best fit' strategy being implemented. The Government also introduced a new, more robust 'Good Level of Development' (GLD).

Training and support were provided to schools, and the data gathered was rigorously tested during the statutory moderation process, with anomalies being questioned and re-checked accordingly. In the spring term the results of the summer 2012 EYFS Profile pilot were published which indicated a decrease in the percentage of children meeting the ELGs and only 41% of children attaining a GLD. As a result of these changes, and considering the results of the pilot, the Bromley Early Years Team also expected Bromley's EYFS profile data to be significantly lower than 2012.

- 2.2 From April 2013 support to schools was re – categorised with support packages being provided to those schools considered to be vulnerable. EYFS support was targeted in this way.
- 2.3 Much work and training was carried out with the schools in Bromley and all schools took part in agreement trialling and moderation to ensure judgements were in line with national exemplification and were accurate and robust.
- 2.4 The teams supporting the delivery of Early Years provision, whether in schools or in the PVI sector have continued to work closely together and, from May 2013, one strategic Head of Service was appointed with overall responsibility for both schools and early years, which has further supported this relationship.
- 2.5 An EYFS forum was introduced to gather together colleagues from schools, day nurseries and other stakeholders to ensure cohesion in the delivery of services and education to children within the EYFS.
- 2.6 Because of the changed assessment process, it is not possible to make a direct comparison with previous year's data as the measures are now different. The areas of learning have changed and expectations for the end of the EYFS have been raised, therefore any comparison with previous year's data would be inaccurate.
- 2.7 Bromley schools have achieved an overall Good Level of Development of 61%, in comparison to National figure of 52%. Those achieving at least expected level in Communication and Language was 77% in Bromley compared to a national figure of 72% and in Literacy 69% compared to a national figure of 61%.(Appendix 1)
- 2.8 KS1 phonics screening results show that all pupils are exceeding the National Average (Page 1, Appendix 2). This is a significant increase from the 2012 results (Page 2, Appendix 2). However, it should be noted that girls are still outperforming boys and, within defined groups of pupils e.g. SEN, EAL, FSM, improvement is still required, although generally these results are still better than nationally (Page 4, Appendix 2).