

## Post Scrutiny - Executive Response

**In Respect of:** Scrutiny Review of School Readiness in Tameside

**Date:** 30 September 2014

**Cabinet Deputies:** Councillor Allison Gwynne (Children and Families)  
Councillor Ged Cooney (Learning, Skills and Economic Growth)

**Coordinating Officers:** Jane Forrest, Head of Strategy and Early Intervention  
Bob Berry, Head of School Performance and Standards

Recommendations	Accepted/ Rejected	Executive Response	Officer Responsible	Action By (Date)
1. That the Council carry out further examination in relation to the degree of variation of school readiness outcomes for 2013; and work is undertaken with all primary schools to ensure a consistent approach is being adopted across the borough for the assessment of school readiness.	Accepted	There currently is a wide variation between wards in terms of the % of children who are ready for school. The GLD ward breakdown is as follows for 2014. Stalybridge, Mossley, Dukinfield and Hyde are either above or in line with Tameside outcome of 52% of children achieving GLD. The rest are below. There is also within ward variation and schools with similar socio-economic or ethnic contexts are reporting very different GLD. The between school variation lay between 80% and 9% of children achieving GLD. It is essential that this key recommendation is accepted and that through the continuing moderation support work of the Early Years Best Practice Team consistency of application is greatly improved. This will require significant resource as the team are all serving practitioners. ( see below)	Garry White	December 2014

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		<table border="1" data-bbox="1108 231 1576 751"> <thead> <tr> <th data-bbox="1108 231 1377 343">Cluster Averages</th> <th data-bbox="1377 231 1576 343">Good Level of Development %</th> </tr> </thead> <tbody> <tr> <td data-bbox="1108 343 1377 379">Ashton</td> <td data-bbox="1377 343 1576 379">48.2</td> </tr> <tr> <td data-bbox="1108 379 1377 416">Audenshaw</td> <td data-bbox="1377 379 1576 416">55.6</td> </tr> <tr> <td data-bbox="1108 416 1377 453">Denton</td> <td data-bbox="1377 416 1576 453">48.9</td> </tr> <tr> <td data-bbox="1108 453 1377 489">Droylsden</td> <td data-bbox="1377 453 1576 489">49.7</td> </tr> <tr> <td data-bbox="1108 489 1377 526">Dukinfield</td> <td data-bbox="1377 489 1576 526">57.8</td> </tr> <tr> <td data-bbox="1108 526 1377 563">Hattersley</td> <td data-bbox="1377 526 1576 563">37.4</td> </tr> <tr> <td data-bbox="1108 563 1377 600">Hyde</td> <td data-bbox="1377 563 1576 600">51.6</td> </tr> <tr> <td data-bbox="1108 600 1377 636">Longdendale</td> <td data-bbox="1377 600 1576 636">61.1</td> </tr> <tr> <td data-bbox="1108 636 1377 673">Mossley</td> <td data-bbox="1377 636 1576 673">58.1</td> </tr> <tr> <td data-bbox="1108 673 1377 710">Special</td> <td data-bbox="1377 673 1576 710">0.0</td> </tr> <tr> <td data-bbox="1108 710 1377 746">Stalybridge</td> <td data-bbox="1377 710 1576 746">63.9</td> </tr> </tbody> </table> <p data-bbox="1108 790 1760 986">The Council will be making a joint bid with Everyone Learning Teaching Alliance from a £5 million pot to raise the quality of early years provision; and to narrow the attainment gaps by developing capacity and capability of teaching schools to facilitate improvement in their area.</p>	Cluster Averages	Good Level of Development %	Ashton	48.2	Audenshaw	55.6	Denton	48.9	Droylsden	49.7	Dukinfield	57.8	Hattersley	37.4	Hyde	51.6	Longdendale	61.1	Mossley	58.1	Special	0.0	Stalybridge	63.9		
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<p>2. That work is undertaken with primary schools to highlight the importance of school readiness and to support any training needs where required.</p>	<p>Accepted</p>	<p>As above.</p> <p>This very much needs to start with Head Teachers and upskilling them in understanding both the framework for assessment and best practice provision in schools. This has been highlighted with changes to the OFSTED framework in September 2014 where HT's are now expected to grade the Early Years Provision against a given set of criteria and understand what support and training may be required in order to further improve.</p> <p>There is also a significant gap between the achievement of boys and girls with 36% of boys achieving GLD compared to 62% girls.</p> <p>There is clearly a need to consider the EYFS provision for boys. To help HT's the SPSU unit has commissioned some training in December for HT's around the assessment framework. The best practice network are available to support training needs where required. The SPSU training programme will further develop training opportunities for Early Years Practitioners particularly those new to reception classes.</p>	<p>Garry White</p>	<p>Key Action 1 December 2014</p> <p>Key Action 2 April 2014</p> <p>Key Action 3 ongoing July 2014</p>

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		<p><b>Key Action 1</b> – to upskill all Head Teachers in understanding the EYFS Assessment Framework.</p> <p><b>Key Action 2</b> – to provide opportunities for teachers new to Reception classes to improve their understanding of the EYFS assessment framework.</p> <p><b>Key Action 3</b> – EYFS best practice network to provide support to identified schools identified as a result of SPSU officer visits to schools and requests from Head Teachers</p>		
<p>3. That the Council work with partners to explore new ways to provide information to parents about being a child’s first educator; and raise awareness of age related expectations (local media, radio, text message, doctors waiting rooms etc).</p>	Accepted	<p>We will work with Public Health Colleagues to develop a social marketing campaign in relation to school readiness and child development.</p> <p>We will develop materials for parents to support them in preparing their child for school and ensure this is widely available via different communication methods e.g. website, doctors surgeries, etc.</p>	Jane Forrest	March 2014
<p>4. That work is undertaken with Registered Social Landlords such as New Charter to raise awareness of early years provision to their residents and highlight proximity to Children’s Centres and community and voluntary organisations.</p>	Accepted	<p>We will work with all Registered Social Landlords to develop ways of raising the profile of Children’s Centres and other Community Groups in close proximity to their homes. This will include leaflets about services available that can be included in any mail sent out to residents. We will brief Neighbourhood Officers working for Social Landlords on the Early Years provision in Tameside so they can pass this onto residents as appropriate.</p>	Jane Forrest	December 2014

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5. That joint working relationships are explored between the Council's Early Years Development Team, Children's Centres and the School Performance and Standards Team, in relation to the services provided to children from birth to 3 years.	Accepted	<p>A whole system approach to early year's agenda and school readiness will be developed between early year's development team, children's centres and SP Standards. This will include full utilisation and sharing of relevant data e.g. quality of settings, needs assessment of children living in children centre cluster area, EYFS profile data broke down by specific learning areas. Meeting set up for Tuesday 30 September with all parties.</p> <p>This is essential in order to provide a joined up approach between those children in school and those children in other settings. The issue of two year olds in schools has growing momentum nationally and best practice is available for consideration.</p>	Jane Forrest / Garry White	To be in place by January 2015
6. That the Council work with partners such as Home-Start to seek advice and explore how the introduction of a volunteer peer support scheme can help encourage isolated and disengaged parents to access a range of universal services.	Accepted	The council will engage with all community and voluntary sector early year's providers to explore a volunteer peer support approach that is integrated with our wider early year's delivery model. The council will commission such provision from April 2015.	Jane Forrest	April 2015

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7. That the Council work with health partners to address the growing demand for speech and language therapy.	Accepted	<p>The council and Stockport Foundation NHS Trust will work together to fully understand demand for speech and language and ensure service capacity. A speech and language pathway will be developed as part of the new delivery model. A training programme for all staff involved in the delivery of early year's provision will be developed and delivered in partnership with Health Colleagues.</p> <p>Over a quarter of children did not reach the expected levels in speaking, understanding and listening and attention. This figure varies across the wards and individual schools where support for Speech and language therapy is high. It is essential that this recommendation is adopted if school readiness is to improve across the borough.</p>	Jane Forrest / Garry White	April 2015
8. That work is undertaken to engage parents at the start of the reception year by providing a hand-out/email about expected learning requirements and the range of complementary work that can be done at home to support this.	Accepted	<p>The vast majority of schools have very careful and well thought out procedures for the transition of children into school. They work closely with parents on complementary work that can be done at home.</p> <p><b>Key Action 1</b> – Best Practice network to establish the scale and nature of the support that schools are currently offering to parents identifying best practice across the borough.</p> <p><b>Key Action 2</b> – explore with key partners how this can be further supported with identified schools.</p>	Garry White	Key Action 1– January 2015
9. That schools are supported in their efforts to work more closely with parents before their children begin school.	Accepted	Currently there is an assumption that schools are doing this. The SPSU team will need to explore this further with schools as part of the termly visit.	Garry White	Ongoing / termly visits to school