



# Supporting governors to challenge to improve outcomes in the Early Years Foundation Stage

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Paula Healey - Schools and Learning Settings  
Performance Adviser

Sheila Garara - Early Years Link Governor  
Lyndhurst Primary School



**Oldham**  
Council

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# Supporting governors to challenge to improve outcomes in the Early Years Foundation Stage

## **Aim**

- To enhance governor skills and knowledge of EYFS practice and EYFS data, enabling you to feel more confident to challenge senior leaders

## **Objectives**

- What is good teaching and learning in the EYFS?
- To inform governors about the new Reception Baseline assessment
- Using and analysing data to challenge senior leaders to secure improvements

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# Teaching and play in the early years – a balancing act

- Early years is a key stage in its own right
- Leaders did not think of teaching and play as separate endeavours.
- We found no one way of approaching teaching and play
- Teaching incorporates all of the ways that adults help young children to learn

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# Organisation of the day and week in Reception classes

- Produced by teachers for teachers
- Balance of adult lead and child initiated

# Reception Baselines - Accountability Transitional Arrangements

Academic Year	New Reception Baseline Assessment	EYFS Profile
Autumn 2015	Autumn Term 15 - Optional use of baseline assessments	Statutory requirement
2015-16	Autumn term 16: Baseline assessments used as part of future accountability arrangements.	Statutory requirement – based on the outcomes of the pilot
2016-17	Will be the only measure used to assess progress for children*	Continues to be statutory
2017-18		Continues to be statutory

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## What do the baselines assess?

- Each pupil is scored against the knowledge and understanding typical for children at the start of reception year
- The baseline is linked to the learning and development requirements of the EYFS and to the KS1 national curriculum in English and mathematics
- Three core components: **mathematics, literacy, and communication and language**
- All the providers also assess Personal, social and emotional development to a greater or lesser degree

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## Key questions:

- Which system are you using in reception to support you to establish the reception baseline?
- What does it tell you?
- Have you submitted your data to the LA?

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# EYFS Assessment and Outcomes – Some questions for governors to ask

- About the assessment process
- About the moderation process
- About the final data outcomes and how this influences practice and provision



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## Discuss briefly

- How have you offered challenge and support within the early years in your school?
- If so, what form did it take?
- What were the barriers?

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## About the assessment process – discuss

- How are parents involved in the assessment process? At baseline, on-going and EYFSP?
- How are children involved in their own learning?
- How is on-going tracking used to focus teaching to enable as many children as possible to achieve the ‘Good level of development’ and to score well on the average points score?

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# The moderation process

- Who will attend the LA moderation meetings?
- How are we moderating within school?
- Do we moderate informally with other local schools?
- How do we quality assure the data before it is submitted to the LA and the DfE

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# The moderation process

- In school
- Inter-school
- Agreement trialling
- Moderation visits
- Quality assurance of data
  - School level
  - Authority level

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# About the final outcomes and how this influences practice and provision

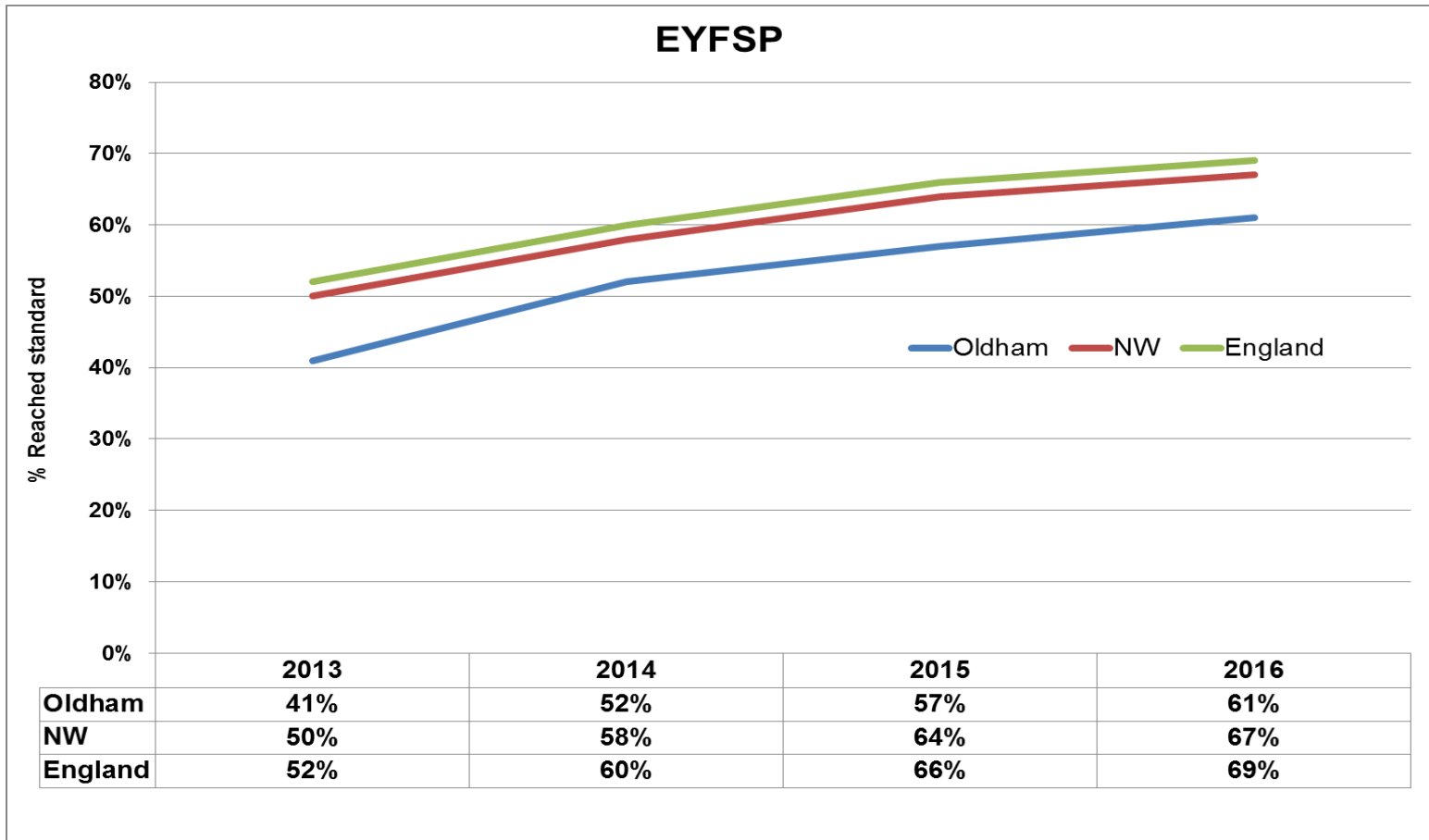
- Oldham data
- School data activity

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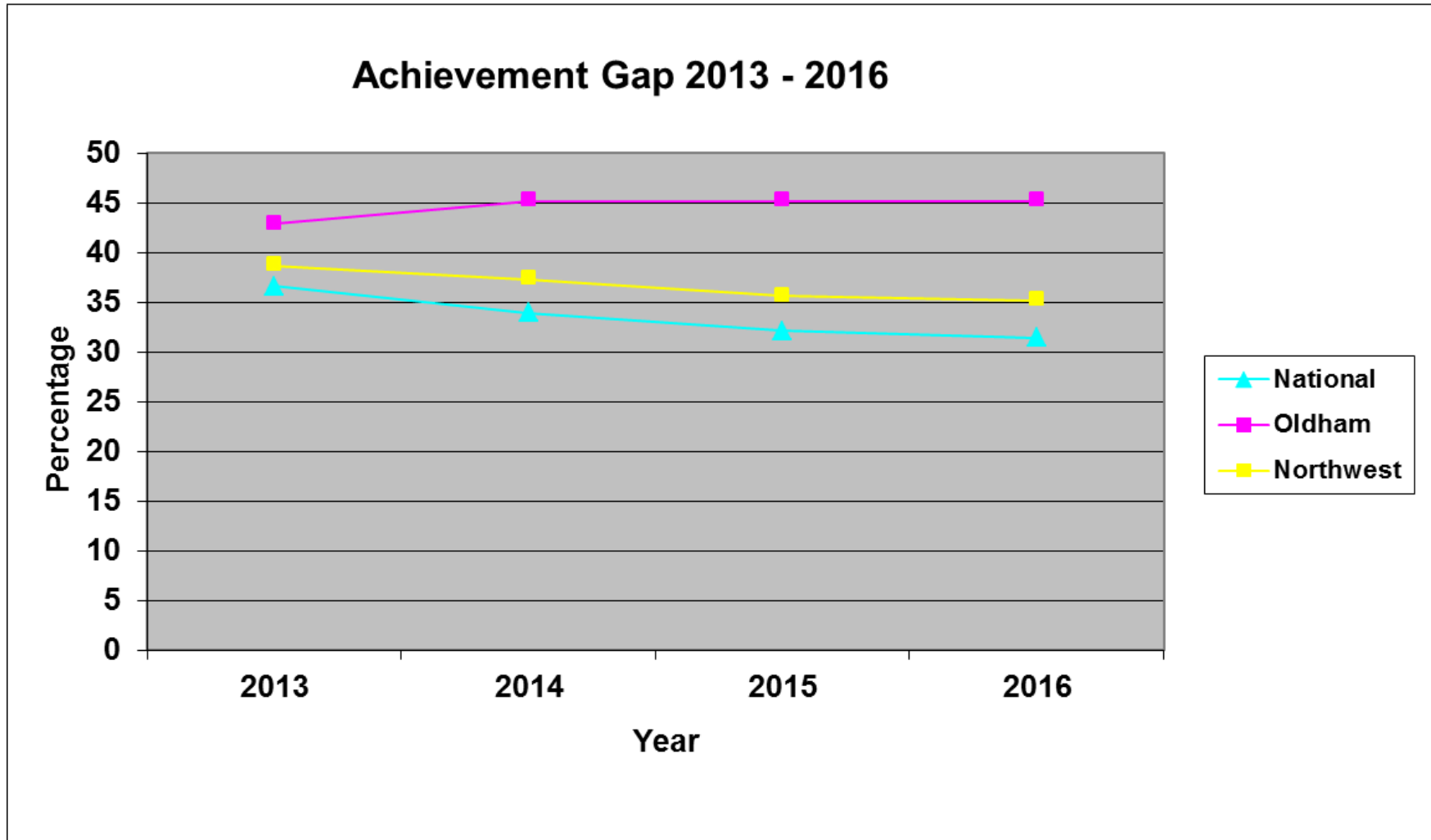
## 2015 Reception Class Cohort – 3495 children of which:

- 41.7% (1444) children were from black and minority ethnic communities (BME)
- 39% (1349) were children who have English as an additional language (EAL)
- 18% (626) of children were eligible for Early Years Pupil Premium (EYPP)
- 18% (638) were of Pakistani heritage
- 11% (377) were of Bangladeshi heritage
- 11% (387) children had special educational needs (SEN)
- 4% (151) children were from black backgrounds
- 32% (1,149) of children were summer born

# M648 Percentage of children reaching the GLD measure.



# EYFS Achievement Gap 2013-2016





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# Percentage of vulnerable children reaching the GLD measure 2015-2016

EAL	Oldham 2015	National 2015	Oldham 2016	National 2016
All	57%	66%	61%	
English	64%	68%	68%	
Non-English	46%	60%	48%	
EAL gap	-18ppts	-18%	-20ppts	

FSM	Oldham 2015	National 2015	Oldham 2016	National 2016
All	57%	66%	61%	
Not eligible for FSM	60%	69%	64%	
Eligible for FSM	45%	51%	50%	
FSM gap	-15ppts	-18%	-14ppts	

# Percentage of vulnerable children reaching the GLD measure 2015-2016

Gender	Oldham 2015	National 2015	Oldham 2016	National 2016
All	57%	66.3%	61%	
Girls	64.8%	74.3%	68.5%	
Boys	49.6%	58.6%	52.7%	
Gender gap	15.2ppts	15.7ppts	15.8 ppts	

SEN	2015	2016
All	57%	61%
No identified SEN	63%	67%
All SEN	14%	16%
Gap	-49ppts	-51ppts

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<b>Ethnicity</b>	<b>Oldham 2015</b>	<b>Oldham 2016</b>	
<b>All</b>	57%	61%	
<b>White British</b>	66%	69%	3ppts
<b>White other</b>	32%	38%	6ppts
<b>Bangladeshi</b>	46%	47%	1ppts
<b>Pakistani</b>	49%	53%	4ppts

## Average Total Point Score

	Oldham (all children)	National (all children)	Oldham Gap to National (all children)	Oldham (lowest 20% attaining children)	National (lowest 20% attaining children)	Oldham Gap to National (lowest 20% attaining children)
2013	30.4	32.8	-2.4	18.3	21.6	-3.3
2014	30.9	33.8	-2.9	18.1	22.5	-4.4
2015	31.7	34.3	-2.5	18.6	23.1	-4.5
2016	31.7	34.5	-2.8	18.6	23.3	-4.7

## Proportions of children attaining 'at least the expected level' in each aspects included in the 'Good level of development' by gender

	Listening and Attention	Understanding	Speaking	Moving and Handling	Health and Self-care	Self-confidence and self-esteem	Managing feelings and behaviour	Making relationships	Reading	Writing	Numbers	Shape, space and measures
All	76.1	76.2	75.5	80.6	83.3	79.7	78.9	79.7	65.3	63.0	68.2	70.5
Girls	82.4	82.0	81.8	87.3	87.9	84.9	85.5	85.5	72.8	70.9	73.8	75.6
Boys	70.0	70.6	69.4	74.0	78.9	74.8	72.6	74.3	58.2	55.4	63.0	65.7
Gender gap	12.4	11.4	12.4	13.3	9.0	10.1	11.2	11.2	14.6	15.5	10.8	9.9

## Percentage of children 'exceeding' the Early Learning Goal in the Good Level of Development aspects

### Aspects

	Listening and Attention	Understanding	Speaking	Moving and Handling	Health and Self-care	Self-confidence and self-esteem	Managing feelings and behaviour	Making relationships	Reading	Writing	Numbers	Shape, space and measures
2015	19.5	19.2	15.2	15.6	15.9	14.9	13.3	13.1	15.2	9.7	11.5	10.3
2016	17.3	16.6	13.5	13.4	14.1	13	11.2	11.3	13.6	8.9	10.4	9
Gap +/-	-1.8	-2.6	-1.7	-2.2	-1.8	-1.9	-2.2	-2.2	-1.5	-0.8	-1.2	-1.4

National data is not available. Area of learning not yet available

<b>Attainment by ward</b>	<b>% GLD</b>	<b>Average Total Points Score</b>	<b>Number and (%) of children in the lowest 20% of the Borough</b>
Alexandra	48.5	28.2	71 (29%)
Chadderton Central	69	34.1	16 (11%)
Chadderton North	52.4	30.1	42 (25.3%)
Chadderton South	58.3	30.8	22 (15.8%)
Coldhurst	44.3	27.7	77 (35.2%)
Crompton	70.5	33.8	9 (8%)
Failsworth East	70.3	35.0	8 (7.9%)
Failsworth West	74.6	33.7	13 (10%)
Hollinwood	60.1	32.0	23 (12.2%)
Medlock Vale	52.5	30.3	38 (17.4%)
Royton North	67.0	34.5	6 (6.2%)
Royton South	70.1	34.1	12 (10.4%)
Saddleworth North	82.8	37.1	2 (2.2%)
Saddleworth South	88.3	39.5	0
Saddleworth West and Lees	75.4	36.3	8 (6.6%)
Shaw	74.8	33.5	12 (10.4%)
St. James'	58.9	31.5	37 (18.8%)
St Mary's	47.2	27.5	111 (36.4%)
Waterhead	58.2	30.9	34 (16.3%)
Werneth	55.5	30.0	51 (22.5%)

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# Data Activities

- Compare your school to Oldham and national
- Remember – Ofsted compare to national



Total cohort: 3477, Total eligible: 3470, Total excluded<sup>1</sup>: 7

Early Learning Goals		% Eme	% Exp	% Exc	% Exp or Exc	Avge Points
Good Level of Development <sup>2</sup>					57.3	2.24
PRIME LEARNING GOALS	<b>Communication and Language</b>					
	Listening and attention	23.9	56.6	19.5	75.1	1.96
	Understanding	25.1	55.6	19.2	74.9	1.94
	Speaking	26.3	58.6	15.2	73.7	1.89
	<b>Physical Development</b>					
	Moving and handling	18.8	65.6	15.6	81.2	1.97
	Health and self-care	17.2	66.9	15.9	82.8	1.99
	<b>Personal, Social and Emotional Development</b>					
	Self-confidence and self-awareness	21.0	64.1	14.9	79.0	1.94
	Managing feelings and behaviour	22.5	64.1	13.3	77.5	1.91
Making relationships	20.3	66.6	13.1	79.7	1.93	
SPECIFIC LEARNING GOALS	<b>Literacy</b>					
	Reading	34.6	50.1	15.2	65.4	1.81
	Writing	39.6	50.7	9.7	60.4	1.70
	<b>Mathematics</b>					
	Numbers	32.7	55.7	11.6	67.3	1.79
	Shape, space and measures	30.4	59.2	10.4	69.6	1.80
	<b>Understanding the world</b>					
	People and communities	28.5	62.8	8.8	71.5	1.80
	The world	29.3	61.0	9.8	70.7	1.81
	Technology	17.3	74.7	8.0	82.7	1.91
	<b>Expressive arts and design</b>					
	Exploring media and materials	26.7	64.1	9.3	73.3	1.83
	Being imaginative	27.4	63.6	9.0	72.6	1.82
AREAS OF LEARNING	Communication and language				69.8	1.93
	Physical development				77.5	1.98
	Personal, social and emotional development				73.1	1.92
	Literacy				60.0	1.75
	Mathematics				65.4	1.79
	Understanding the world				67.3	1.84
	Expressive arts and design				70.0	1.82
OVERALL	Prime learning goals				65.6	1.94
	Specific learning goals				53.3	1.81
	All learning goals				52.6	1.87
	<b>Average Total Points for Cohort</b>				<b>31.8</b>	

Good level of development

Expected or exceeding by aspect

Average total points score

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# Questions