

## **Foundation Stage Attainment (Characteristics of effective learning)**

### **Introduction**

The primary aim of the early years is defined as: 'promoting a child's physical, emotional, cognitive and social development so that all children have a fair chance to succeed at school and later in life'. (NICE)

The better start a child has in life, the less likely they are to become involved in harmful risk taking later in life

Bedford Borough and its partners are striving to work together to give Bedford's children the best start and remove the achievement gap at the end of the Foundation Stage of education.

### **Review of Recommendations from last year's Starting Well JSNA Chapter**

Over the past year, significant progress has been made to begin to achieve some of the recommendations from the last 2015 Starting Well chapter, although there are still some areas that continue to be improved.

It was identified last year that integrated working between practitioners in health, children centres and early years needed to be strengthened together with delivering a new framework for Children's Centre services. 2016 saw the awarding of the Bedford Borough Children's Centre contract to the Early Childhood Partnership. The Partnership is a consortium of local providers who will be focusing services around:

- Child Development and School readiness
- Parenting Aspirations, Self Esteem and Parenting Skills
- Family and Child Health and Wellbeing
- 

The move from 4 networks to 1 Network led and managed by the ECP will hopefully lead to greater coherence of service and consistent practice of the highest quality.

During 2016 the percentage of families with a Two Year Olds taking up their entitlement of an Early Years place increased to 76%. At the same time the number of Early Years providers judged good or better providing early years places for two year olds has sustained at over 95% which is a significant achievement given the challenges that local early years providers are facing particularly in sustaining a high quality workforce.

Integrating the Early Years Strategy within the Early Help and Intervention Strategy has been very successful and has led to evidence based practice being established. The Parents As First Teachers programme has continued to flourish providing an evidence based parenting offer to over 30 parents with a child under 3. The Triple P parenting programme has also been universally rolled out and a full programme of Triple P Seminars and Parenting groups is run each term covering all areas of Bedford Borough.

The ITTERS and ECCERS quality assurance system has been implemented across the early years sector which has contributed hugely to the 95% of settings judged Good or Outstanding by Ofsted. The small number of settings who need rapid improvement are supported by skilled practitioners from the Early Years Team and/or the Peter Pan Teaching School Alliance.

In the continuous drive for quality in the early years we saw 6 practitioners commence their degree course with the University of Bedfordshire. The partnership between Bedford Borough Early Help and Intervention Service and Bedfordshire University is set to continue into 2017 as further students from Bedford Borough settings are recruited to undertake their early years degree.

## **Facts, Figures, Trends**

### **Population**

#### **Number of Children under the age of 5**

Bedford Borough's 0-4 population increased at a higher rate than the total population between 2001 and 2013, with a rise of 15% from 9,300 in 2001 to 10,000 in 2013 and 11,069 in 2015 (Office for National Statistics' estimates).

#### **Forecast of Births to 2021**

Births are forecast to average between 2,100 and 2,200 each year between 2013 and 2021, continuing the higher level of births which the Borough has experienced since 2008. As a result, the 0-4 population of the Borough is expected to stabilise or increase only slowly over the next five years in the range of 10,700 – 11,000.

#### **Ethnicity of 0 – 4**

The BME level is much higher among the Borough's 0-4 population( 41.3%) and has increased considerably since 2001 (24.9%)

A majority (50.95%) of children aged 0-4 in Bedford and Kempston are non-White British compared to 20.4% in the rural areas. Queens Park(84%), Cauldwell (67%) and Castle (59%) wards had the highest levels of non-White British children aged 0 – 4.

Almost a third of births in 2012 were to mothers born outside the UK, including 11% to mothers born in the new EU Accession countries, and 12% to mothers born in Asia

#### **Child poverty**

A child is living in poverty if they live in a family in receipt of out of work benefits, or in families where their gross income is less than 60% of the national median income. Four Lower Super Output Areas (LSOAs) in Bedford Town (parts of Castle, Cauldwell and Harpur wards) are among the 0-10% most deprived areas in England, and a further 7 LSOAs are among the 10 – 20% most deprived nationally

Approximately 20% of children in Bedford Borough are raised in income deprived households (IDACI measure), but some areas have far higher rates with Kingsbrook and Goldington wards having average

rates of 37.7% and 35.5%, rising to more than 50% in the most deprived parts of Castle, Goldington and Kingsbrook wards.

Two-thirds of children living in poverty are in lone parent families, and 45% are in families with three or more children

### **Children in Need**

Analysis of local Social Care data in Bedford Borough highlights the following themes and trends;

- Young children in our most disadvantaged wards (e.g. Cauldwell and Kingsbrook) are significantly more likely to require intervention from local social care services
- Bedford Borough has 46 children under the age of five who have “Looked After” status.

### **Early Years Foundation Stage**

#### **Analysis of local early years foundation profile scores:**

The EYFS Profile summarises and describes children’s attainment at the end of the EYFS. It is based on ongoing observation and assessment in the three prime and four specific areas of learning, and the three characteristics of effective learning.

The overall progress of children in a locality can be measured using scores taken from the Early Years Foundation Stage Profile (EYFSP) in the reception year. The profile is a universal process implemented by all schools.

Children are defined as having reached a ‘Good Level of Development’ at the end of the Early Years Foundation Stage if they achieve at **least** the expected level in:

- The **early learning goals in the prime areas of learning** (personal, social and emotional development: physical development; and communication and language)

and;

- **The early learning goals in the specific areas of mathematics and literacy.**

Supporting measure for the Good Level of Development is the average point score across all Early Learning Goals;

- This measures the total number of points achieved on the Early Years Foundation Stage Profile
- The national measure would be the average of every child’s total point score
- The scores are as follows;
- Emerging 1
- Expected 2
- Exceeding 3



**2015/2016 Analysis**

|                        | Average Total Point Score (ATPS) |             |             |            | % Achieving at least the expected level in all 17 ELGs |             |             |             | % Achieving a good level of development (GLD) |             |             |             |
|------------------------|----------------------------------|-------------|-------------|------------|--------------------------------------------------------|-------------|-------------|-------------|-----------------------------------------------|-------------|-------------|-------------|
|                        | ALL                              | Girls       | Boys        | Gap        | ALL                                                    | Girls       | Boys        | Gap         | ALL                                           | Girls       | Boys        | Gap         |
| <b>Bedford Borough</b> | <b>33.3</b>                      | <b>34.3</b> | <b>32.2</b> | <b>2.1</b> | <b>60.3</b>                                            | <b>68.6</b> | <b>52.3</b> | <b>16.3</b> | <b>63.5</b>                                   | <b>71.5</b> | <b>55.9</b> | <b>15.5</b> |
| England                | 34.5                             | 35.7        | 33.2        | 2.5        | 67.3                                                   | 75.4        | 59.7        | 15.7        | 69.3                                          | 76.8        | 62.1        | 14.7        |
| SN Average             | 34.8                             | 36.1        | 33.6        | 2.6        | 68.1                                                   | 76.2        | 60.6        | 15.5        | 69.9                                          | 77.4        | 62.8        | 14.6        |
| SN Rank                | 11                               | 11          | 11          | 1          | 10                                                     | 10          | 10          | 8           | 10                                            | 10          | 10          | 8           |

Source: Figures taken from SFR Early years foundation stage profile results: 2015 to 2016 – Published 20.10.2016 Table 1

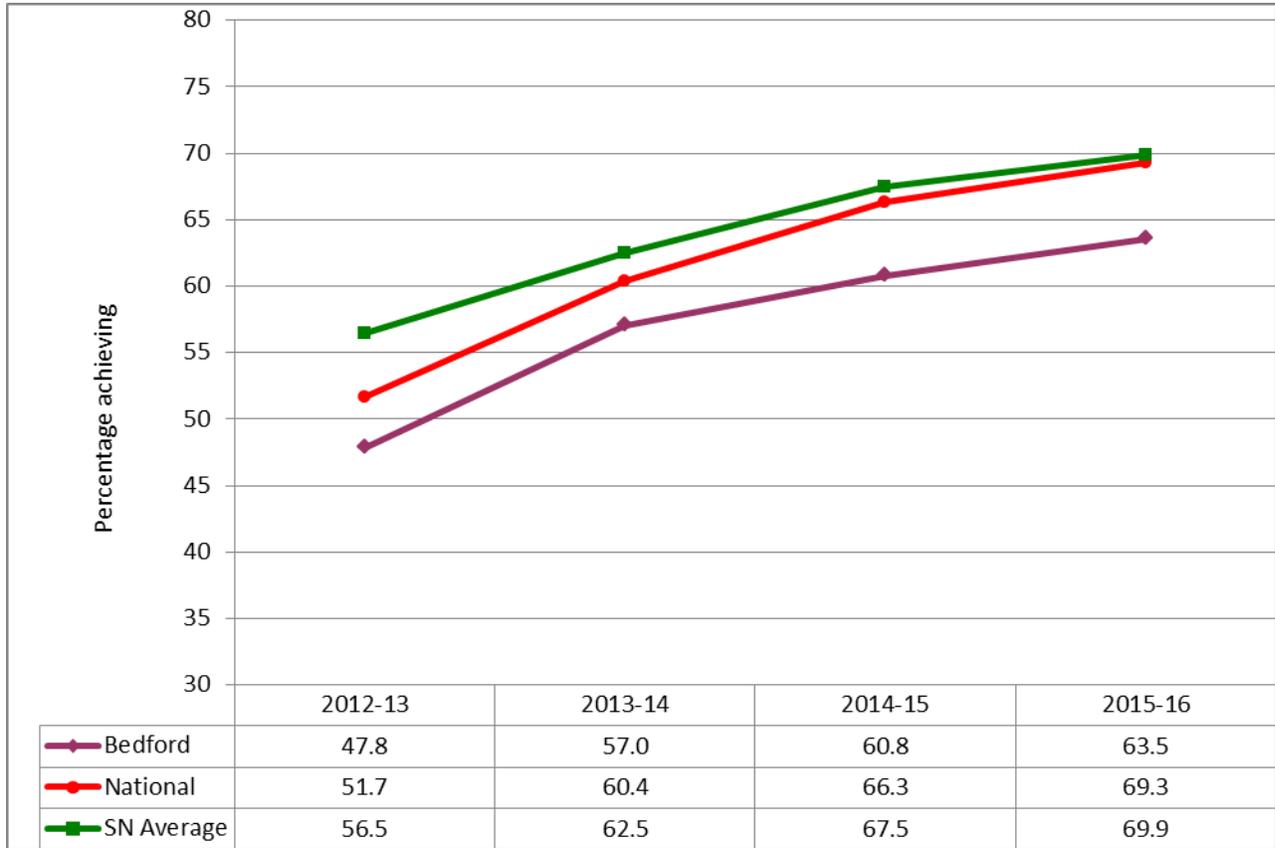
In Bedford Borough there has been an increase in pupils achieving a GLD by 2.7% from 2015 and the percentage achieving at least the expected level across all ELGs (has increased by 2.3% from 2015. In addition the ATPS for Bedford Borough also increased from 33.0 to 33.3.

In comparison to our 10 statistical neighbours Bedford Borough is ranked 10th in the percentage achieving a GLD and in the percentage achieving at least the expected level across all ELGs, but ranked 11th for ATPS (a slight decline on 2015 when Bedford Borough was ranked 10th in all three key measures).



### Percentage of Pupils achieving a Good Level of Development (GLD)\*: Results and trend 2013-2016

\* A pupil achieving at least the expected level in the Early Learning Goals within the three prime areas of learning and within literacy and numeracy is classed as having "a good level of development" (GLD).



Source: Figures taken from SFR Early years foundation stage profile results: 2015 to 2016 – Published 20.10.2016 Table 1

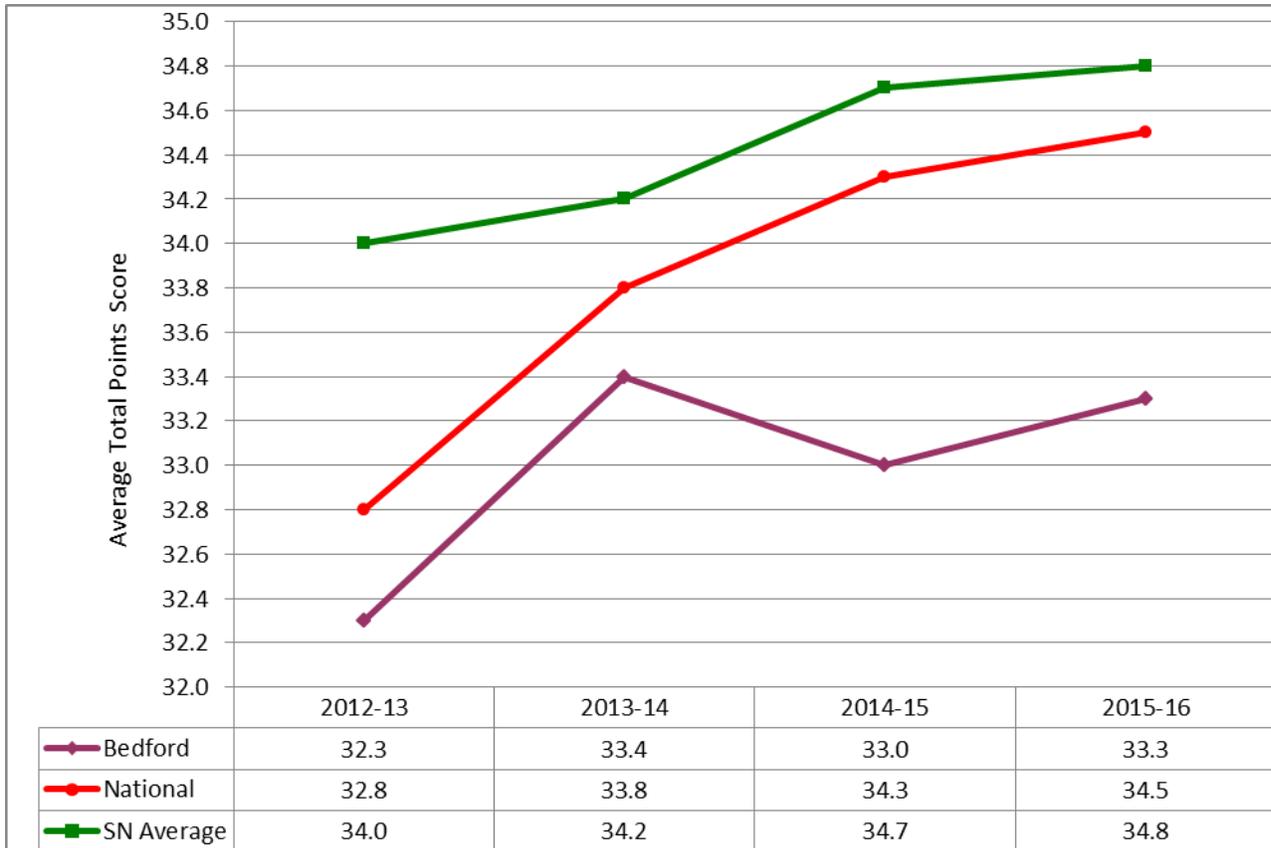
**Notes:**

The 2012-13 Statistical Neighbour Average is based on our Statistical Neighbours prior to October 2014. Results for later years are based on our new Statistical Neighbours.



**Average Total Point Score\*: Results and trend 2013-2016**

\* Average total point score across all the Early Learning Goals. This is a supporting measure taking into account performance across all 17 ELGs, 1 point for emerging, 2 for expected and 3 for exceeding.



Source: Figures taken from SFR Early years foundation stage profile results: 2015 to 2016 – Published 20.10.2016

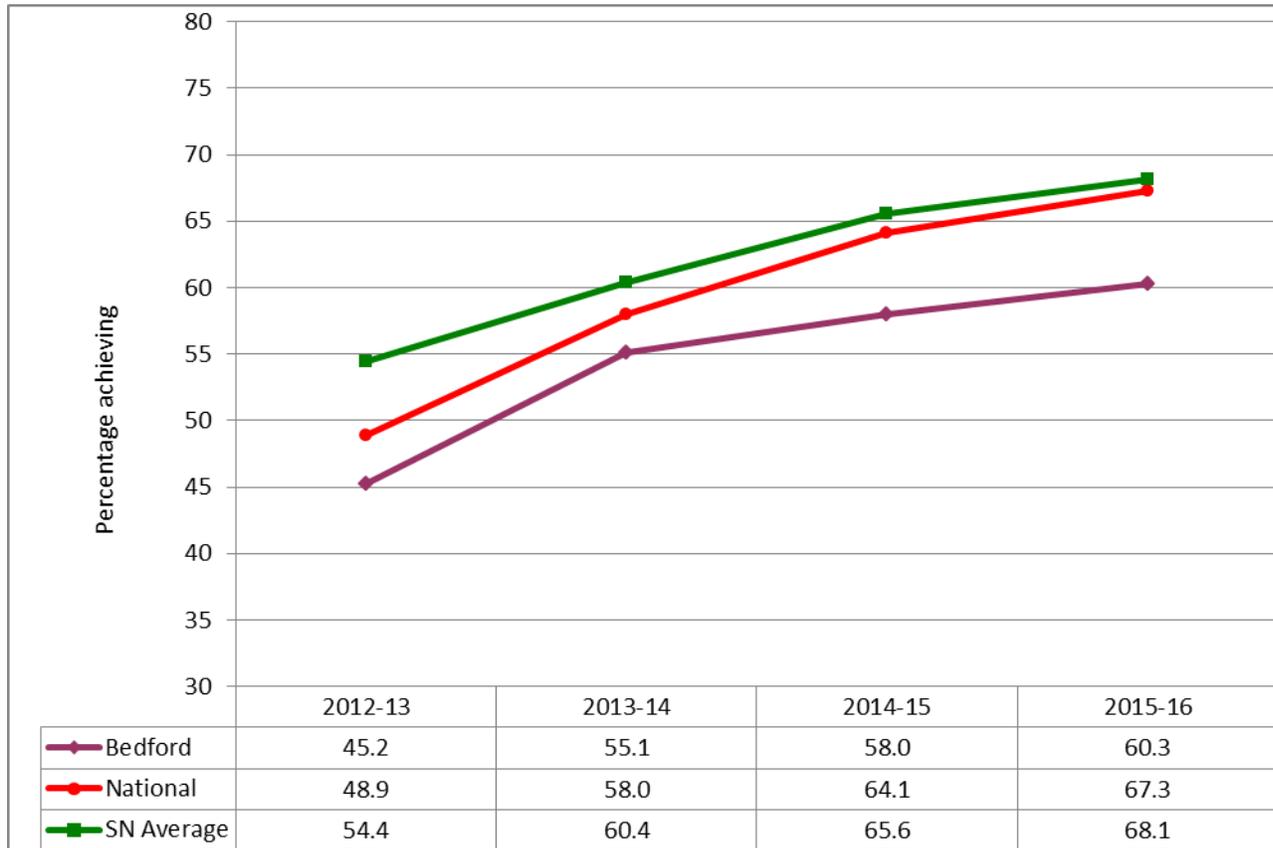
**Notes:**

The 2012-13 Statistical Neighbour Average is based on our Statistical Neighbours prior to October 2014. Results for later years are based on our new Statistical Neighbours. See page 5 for a list of each.



**Percentage of Pupils achieving at least the expected in ALL Early Learning Goals (ELGs)\*: Results and trend 2013- 2016**

\* Achieved at least the expected standard across all early learning goals (ELG) means they achieved 'expected' or 'exceeded' in all 17 ELGs.



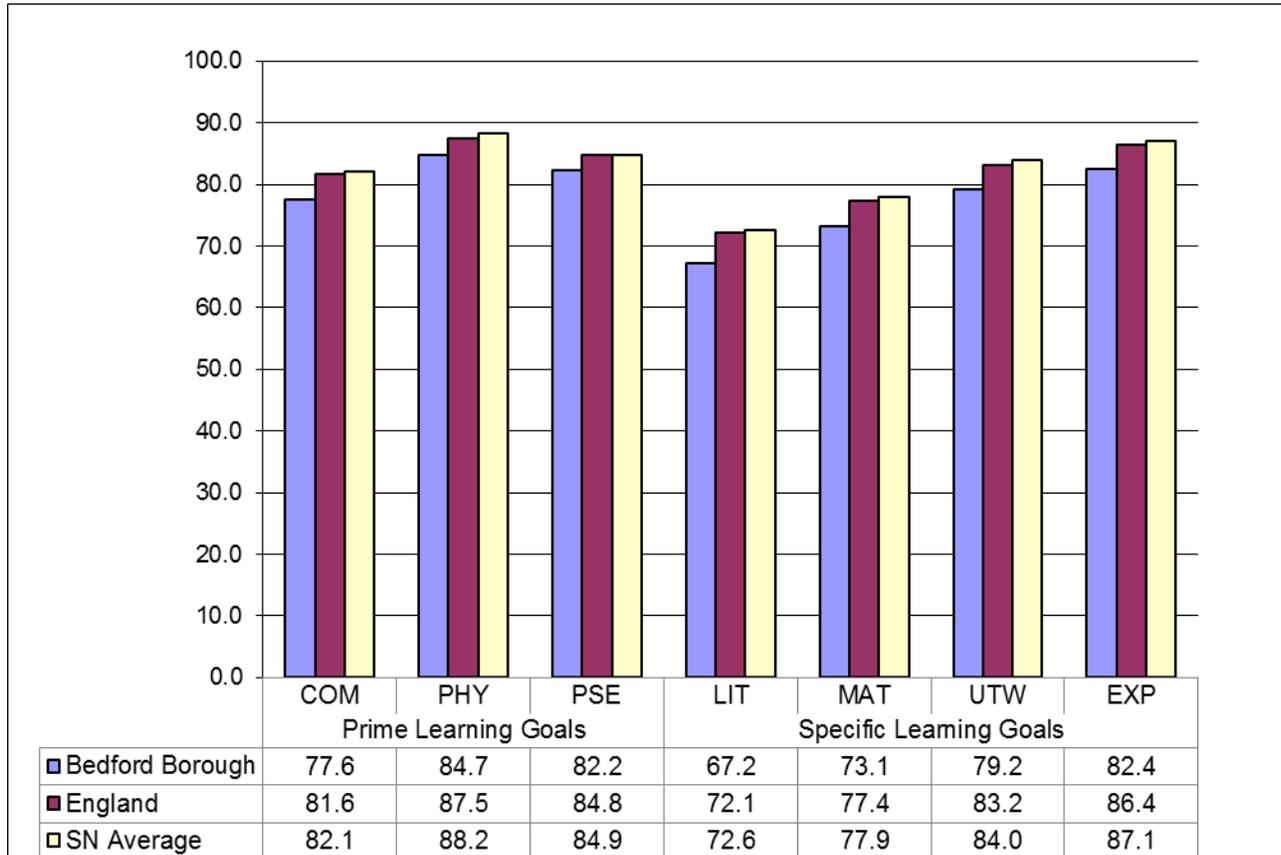
Source: Figures taken from SFR Early years foundation stage profile results: 2015 to 2016 – Published 20.10.2016

**Notes:**

The 2012-13 Statistical Neighbour Average is based on our Statistical Neighbours prior to October 2014. Results for later years are based on our new Statistical Neighbours. See page 5 for a list of each.



**The percentage of children achieving at least the expected level in the 7 Areas of Learning in 2016<sup>4</sup> for Bedford Borough<sup>5,6</sup>, England<sup>5,6</sup> and Statistical Neighbours**



Source: Figures taken from SFR Early years foundation stage profile results: 2015 to 2016 – Published 20.10.2016

**Key:**

- COM - Communication and Language
- PHY - Physical Development
- PSE - Personal, Social and Emotional Development
- LIT - Literacy
- MAT - Mathematics
- UTW - Understanding the World
- EXP - Expressive arts, designing and making
- SN - Statistical Neighbours Average

GLD - A pupil achieving at least the expected level in the ELGs within the three prime areas of learning and within literacy and numeracy is classed as having "a good level of development".



### **Gender Analysis:-**

In Bedford Borough as per the national figures - girls continue to do better than boys and the gender gap has also decreased for all three key measures. The gender gap for percentage achieving a GLD has decreased by 1% from 16.5% in 2015 to 15.5% in 2016. The gap for the percentage achieving at least the expected level in all ELGs also decreased from 17.8% in 2015 to 16.3% in 2016. Bedford Borough has the lowest gender gap in terms of ATPS in comparison to our statistical neighbours decreasing from 2.7 in 2015 to 2.1 points in 2016. It has also improved its gender gap ranking slightly for the other two key measures (the lower the gap the better) – moving from 9th to 8th in both cases. As with the national figures - girls and boys have improved in two of the three key measures - the percentage achieving a GLD and the percentage achieving at least the expected level across all ELGs, although boys have improved at a faster rate in these 2 key measures. In addition, and reflecting the national trend again, for ATPS girls continue to significantly outscore the boys (34.3 compared to 32.2) but boys improved their ATPS in 2016 (by 0.5 points) whereas in Bedford Borough the girls ATPS decreased by 0.1 points compared to 34.4 in 2015. In comparison to our statistical neighbours Bedford Borough girls and boys are now both ranked 11th in ATPS, and 10th in the other 2 key measures. For Bedford Borough girls this is a slight decline on 2015 when Bedford Borough girls were ranked 10th in all of the key measures whereas for boys this is a slight improvement on 2015 when they were ranked 10th for those achieving a GLD and 11th for the other 2 key measures.

### **Ethnicity Analysis:**

For Bedford Borough every ethnic group apart from Chinese improved in all key areas.

The rankings in comparison to our statistical neighbours improved or stayed the same for all ethnic groups apart from Chinese & White.

The Mixed group in Bedford Borough saw the biggest improvement (10%) in those achieving at least the expected standard in all ELGs and those achieving a good level of development in comparison to 2015. The Black group were the next highest with improvements of 8% and 9% in those achieving at least the expected standard in all ELGs and those achieving a good level of development in comparison to 2015.

Nationally and for our statistical neighbours the percentages of improvement were between 2% and 5%. Nationally the group which saw the biggest improvement were the Asian group who had a 5% improvement in those achieving at least the expected standard in all ELGs.

For our statistical neighbours the group which saw the biggest improvement were the Chinese group who had a 5% improvement in those achieving a good level of development.

### **Language Analysis:**

Non EAL pupils continue to outperform the EAL pupils at all levels (LA, Statistical Neighbours and National) in all 3 key areas.

Since 2015 the gap between the non EAL pupils and EAL pupils for all key areas has reduced or stayed the same at Statistical Neighbours and National Level.

For Bedford Borough the gap increased by 2% for those achieving at least the expected standard in all ELGs

In 2016 figures improved in the 3 key areas for both groups (the EAL pupils and non EAL) at every level (LA, National and Statistical Neighbour).

Nationally the biggest improvement was for EAL pupils achieving at least the expected standard across all ELGs (an increase of 5%). However for Bedford Borough this was the lowest improvement in comparison to 2015 (1%), all other areas improved by 3%.

### **Current Activity and Services**

#### **Local childcare market and early years provision:**

The local Childcare and Early Years market incorporates a mix of providers from the maintained, private, voluntary and independent sectors. This includes;

- 124 Childminders
- 31 Day Nurseries
- 46 Pre-Schools
- 22 Maintained schools with nursery age children
- 4 academies with nursery age children
- 3 Maintained Nursery Schools

Overall, recent changes in the market have tended to be driven by expansion by schools into delivery of early education for three and four year olds and the private and voluntary sector in the delivery of early care and education for vulnerable two year olds.

In addition, there are also other key statutory and non-statutory services that support children and families in the Foundation Years, including;

- 15 children's centres
- Maternity and midwifery services
- Community Health Provision – Including Health Visitors
- Voluntary and Independent Sector Led Provision – Such as Toddler Groups and family support services
- Early Help and Intervention Services

**What is this telling us?**
**What are the key inequalities?**
**Addressing Inequality – The gap between lowest scoring 20% and all children:**

In 2016, the gap between the lowest achieving 20% in the Early Years Foundation Stage Profile and all children in Bedford increased in terms of the average total point score distribution. In 2016 there remains a 39.1% gap in Bedford Borough compared to a 31.4% gap nationally (this compared to a gap in Bedford Borough of 33.8% in 2013 and 35.3% in 2014 and 39.1% in 2015)

**Narrowing the gap: EYFSP Average total point score distribution**

|                 | Number of children | Median (50th Percentile) | Average (All Children) | Average (Lowest 20% attaining children) | Percent attainment gap between all children and bottom 20% |
|-----------------|--------------------|--------------------------|------------------------|-----------------------------------------|------------------------------------------------------------|
| Bedford Borough | 2,287              | 34                       | 33.3                   | 22.2                                    | 39.1                                                       |
| National        | 669,151            | 34                       | 34.5                   | 23.3                                    | 31.4                                                       |

Source: Figures taken from SFR Early years foundation stage profile results: 2015 to 2016 – Table 3 -Published 20.10.2016

**Table A: Achievement in Early Years Foundation Stage Profile teacher assessments by free school meal eligibility 2016.**

| Percentage achieving a good level of development | Pupils known to be eligible for free school meals | All Other Pupils | All pupils |
|--------------------------------------------------|---------------------------------------------------|------------------|------------|
| Bedford Borough                                  | 49                                                | 66               | 64         |
| National                                         | 54                                                | 72               | 69         |

Source: SFR - EYFSP attainment by pupil characteristics: 2016 – Additional Tables - Published 24.11.2016

**Free School Meal Analysis:**

Other pupils continue to outperform the FSM pupils at all levels (LA, Statistical Neighbours and National) in all 3 key areas.

The gaps in Bedford Borough are lower than Statistical Neighbours and National figures (low is good).



Nationally since 2015 the gap between the Other Pupils and FSM pupils in all 3 key areas has either reduced or stayed the same.

In Bedford Borough the gap between the Other Pupils and FSM pupils has increased in all 3 key areas.

Nationally there has been a 3% improvement in all areas for both the FSM pupils and the Other pupils group. For Bedford Borough the biggest area of improvement (4%) was for the Other pupils group in the Percentage achieving a good level of development.



**Achievement in Early years Foundation Stage Profile teacher assessments by SEN provision 2016**

Nb. For 2015, following SEND reforms, SEN pupils are categorised as 'SEN with a statement or Education, health and care (EHC) plan' and 'SEN support'. SEN support replaces school action and school action plus.

| <b>Percentage achieving a good level of development</b> | <b>Pupils with a statement of SEN or EHC Plan</b> | <b>SEN Support</b> | <b>No SEN</b> | <b>All Pupils</b> |
|---------------------------------------------------------|---------------------------------------------------|--------------------|---------------|-------------------|
| Bedford Borough                                         | x                                                 | 18                 | 68            | 64                |
| National                                                | 4                                                 | 26                 | 75            | 69                |

Source: SFR - EYFSP attainment by pupil characteristics: 2016 – Additional Tables - Published 24.11.2016

X: numbers too small. Figures are suppressed by DfE to protect confidentiality of pupils

**SEN Analysis:**

For Bedford Borough in 2016 there were improvements in every key area for all groups (although the EHCP group results were suppressed in two areas to ensure confidentiality as per 2015) Nationally the biggest improvement was for those achieving a GLD in the 'no identified SEN' group (a rise of 4%).

For Bedford Borough the biggest improvement was for those achieving at least the expected standard in all ELGs in the 'SEN Support' group (a rise of 5%).

**Percentage achieving GLD for the 8 most disadvantaged wards – 4 year trend 2013-2016**

Wards that contain our most disadvantaged areas (wards which have at least one LSOA among the 0-20% most deprived LSOAs in England on the Index of Multiple Deprivation (IMD) 2015).



**Brief analysis of the 8 most disadvantaged wards:**

- There has been a year on year improvement in the percentage achieving a GLD over the 3 years in 4 of the 8 wards (Harpur, Kempston North, Putnoe and Queens Park).
- Goldington improved 2013-2015 but declined in 2016.
- Castle and Cauldwell wards improved 2013 to 2014 - but showed a decline for 2015. However both then improved in 2016.
- Kingsbrook showed a decline 2013 to 2014 - but in 2015 showed a significant improvement - exceeding the percentage achieved in both the previous years. But in 2016 declined although still exceeding the levels in 2013 and 2014.
- Of the 4 that have improved - improvement was slowest in Kempston North 2013-2015 but in 2016 improvement was very similar across these 4 wards.
- As in 2015 - Cauldwell was the lowest achieving ward in 2016 but it's rate of improvement in 2016 was higher than all but one of the other wards (Castle).
- The two lowest achieving wards in 2015 Castle and Cauldwell had the biggest improvements in 2016.

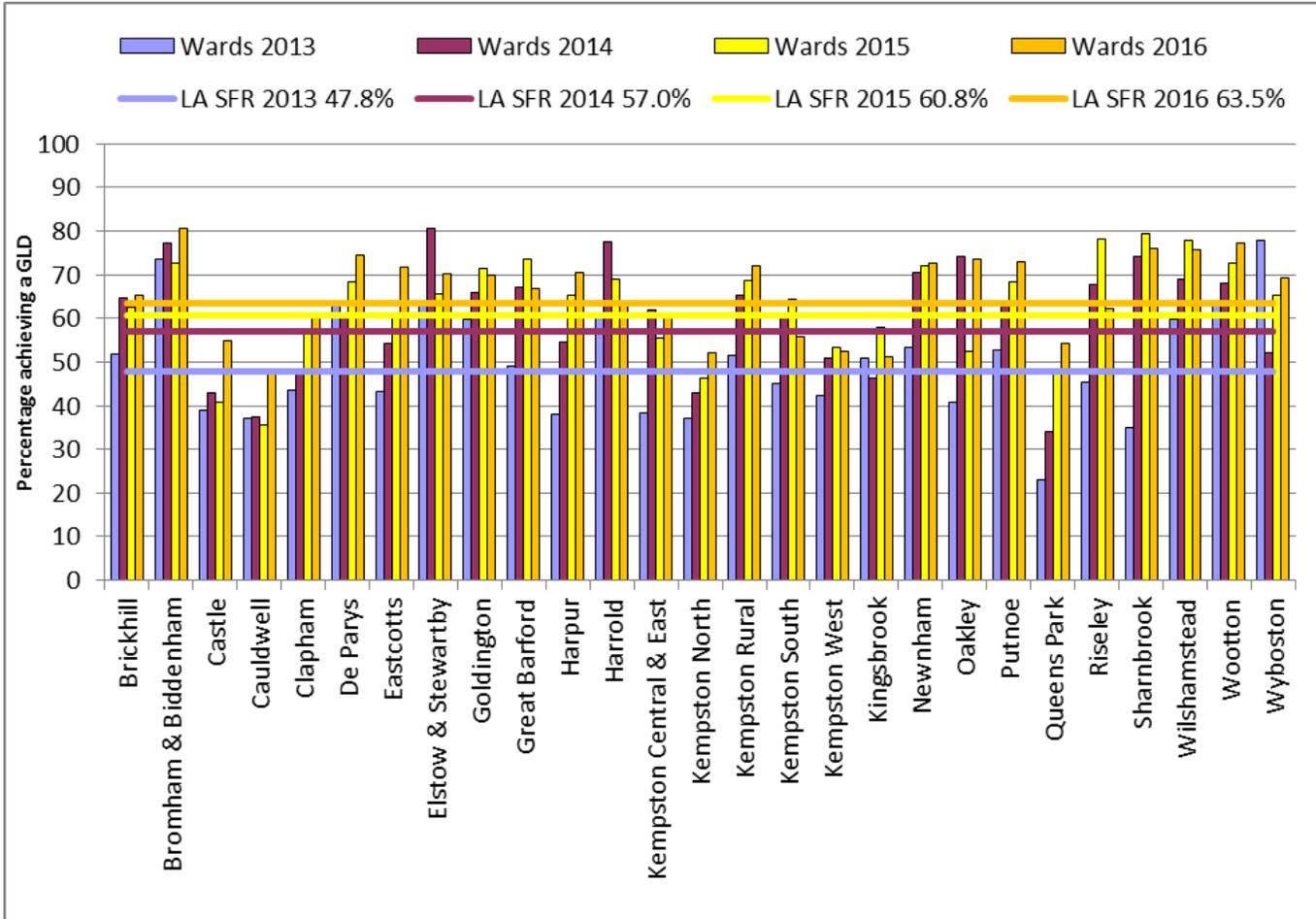


- Queens Park was the lowest achieving ward in both 2013 and 2014 but in 2015 and 2016 was ranked 5th out of the 8.
- Putnoe has been ranked 1st or 2nd every year since 2013 (1<sup>st</sup> in 2016).
- Goldington was ranked 1st every year 2013-2015 - but in 2016 was ranked 3rd.
- Harpur replaced Goldington in the top two for 2016 steadily climbing through the ranks since 2013 (5th in 2013, 3rd in 2014 and 2015)

(Ward analysis based on postcode match of pupils and their GLD results with latest ward postcode file as at Dec 2016. 93 pupils/4% of pupils were not matched. The GLD rate for these unknowns is 63.4%)

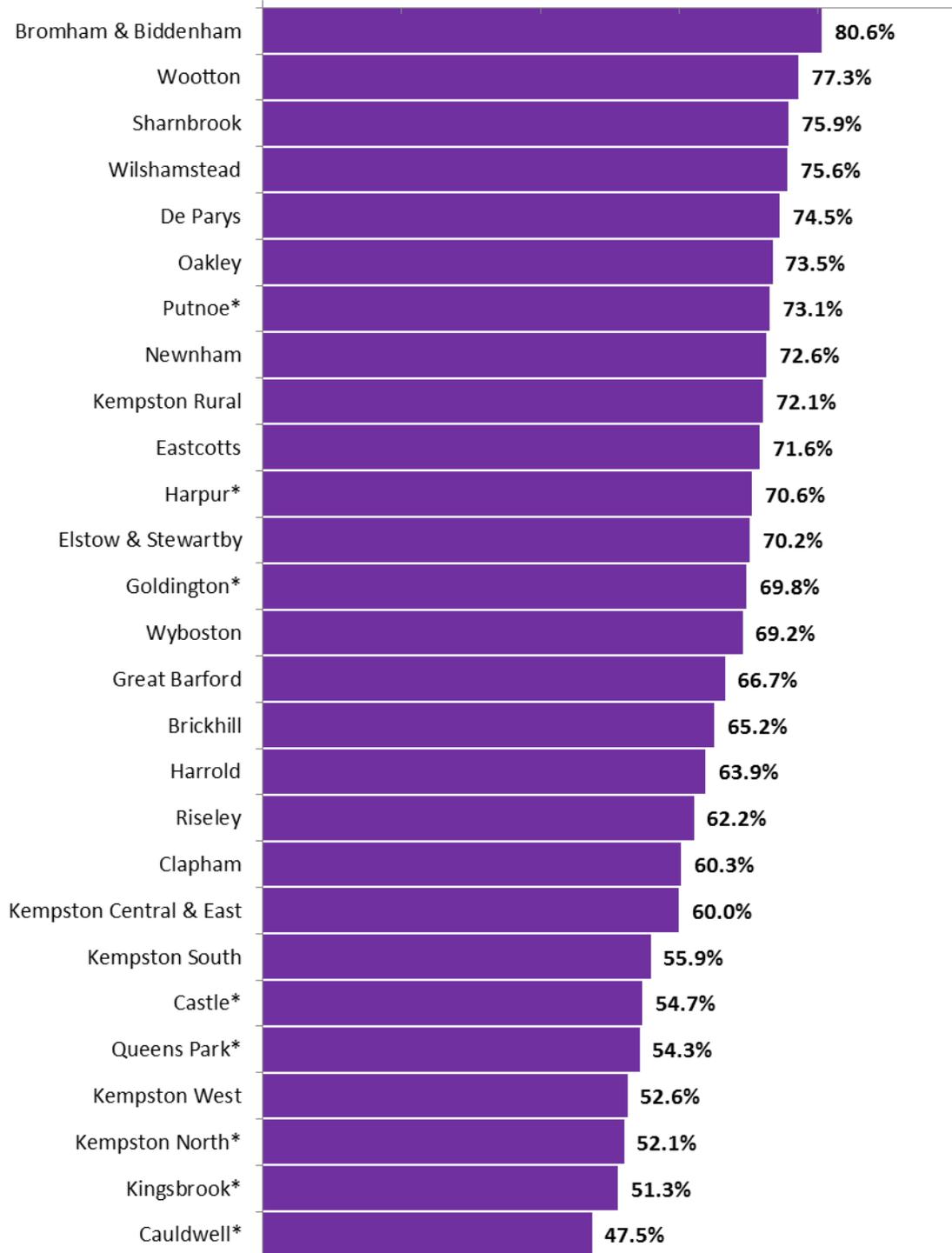


**Percentage achieving GLD for all wards – 4 year trend 2013-2016**





**Percentage achieving a GLD ranked by ward**



\*8 most disadvantaged wards - wards which have at least one LSOA among the 0-20% most deprived LSOAs in England on the IMD 2015

**What are the unmet needs/ service gaps?**

Analysis of data and local intelligence indicates that improving outcomes for our youngest children remains a priority. Underachievement in CLL and PSED and significant anecdotal feedback from the sector about children being ready to access learning at school (school readiness) means that there are a number of unmet needs and service gaps that we must continue to address including:

- Ensuring all early years providers are aware of the Early Help Assessment and can use it confidently to support families as early as possible
- Ensuring that all 2 year olds receive an Integrated Two Year Old Check.
- Ensuring parents are supported in their role as their child's first and most enduring educator
- Early Years pupil premium and available support is accessed and used to effect to narrow the gap for disadvantaged children
- Ensuring children in the early years in Bedford Borough continue to receive the best pedagogical early years practice and teaching.

## **National & Local Strategies (Current best practices)**

### **National policy drivers & research:**

There has been a strong commitment by the Government to ensure that children receive the best possible start to life. This has been highlighted in a number of national documents including *Healthy Lives, Brighter Futures: the Strategy for Children and Young People's Health (2009)* and the *Healthy Child Programme (2009)*

The importance of Early Years was further highlighted in Professor Sir Michael Marmot's review *Fair Society, Healthy Lives (2009)* where it is stated that achieving long-term reductions in inequalities require actions particularly in Early Years and that, although important, interventions later in life are less effective where good early foundations of interventions are lacking.

The Government set out its vision for the services that should be on offer for parents, children and families in the foundation years through its *Supporting Families in the Foundation Years* policy statement (DfE - 2012)

Key priorities and themes in the document include:

- Promoting the role of families as the most important influence in the foundation years
- Evidence based early intervention in the foundation years
- Ensuring a skilled and professional workforce
- New partnerships between care, education and health providers

The policy statement also makes reference to a number of pieces of supporting evidence that highlights the importance of the Foundation Years, including:

### ***The revised early years foundation stage (EYFS – 2014):***

The statutory framework that provides national standards for the development, learning and care of children from birth to five. The new framework replaces the former EFYS that was published in 2007

### **Code of Practice for Children and Young people with Special Educational Needs or Disabilities (SEND) aged 0-25 years (revised 2014)**

Statutory guidance which sets out the system for children and young people aged 0-25 years who have special educational needs and/or disabilities. The Code of Practice provides legislative duties, policies and procedures relating to Part 3 of the Children and Families Act 2014, including specific guidance for Education (including early years), Health and Social Care professionals, as well as guidance for LAs as to the role of Education, Health and Care (EHC) Plans and Personal Budgets.

***Evaluation of national two year old funding pilots:***

The key finding suggests that high quality support is crucial in delivering better educational, health and social outcomes for disadvantaged children (DfE - 2012)

***Effective Pre-School Education – Longitudinal Study:***

The quality of Pre-School has a significant impact on educational performance at Years R, 1 & 2 (Sylva, K et al, 2004)

It is also recognised that intervention in the foundation years provision should form the central element of approaches to early help. Identifying vulnerable children and families at the earliest opportunity and delivering the right interventions (e.g. childcare or parenting) can therefore help reduce demand for more costly statutory interventions. This position is reflected in the following research.

***Early Intervention – Next Steps (Cabinet Office - 2012)***

Offers an overview of evidence relating to the impact of child neglect in early years, implications for complications in later life and importance of emotional and social development;

***Conception to age 2 – the age of opportunity (Department for Education and Wave Trust, 2013)***

Offers a review of national and international evidence relating to the links between how we treat our youngest children (-9 months to age 2) and implications for emotional and social development.

***Are you ready? Good practice is school readiness***

An **Ofsted** survey report looking at how the most successful early years providers ensure that disadvantaged children are prepared to start school.

**National sources of best practice:**

***The Early Intervention Foundation:***

Assessment and validation of early intervention programmes, advice and guidance to local authorities and advocacy for the agenda

***Early Intervention – Next Steps:***

Offers and overview of evidence relating to the impact of child neglect in early years, implications for complications in later life and importance of emotional and social development;

***Conception to age 2 – The age of opportunity:***

Offers a review of national and international evidence relating to the links between how we treat our youngest children (-9 months to age 2) and implications for emotional and social development.

Also considers Social Return on Investment - A study of 9 early year's projects across the UK demonstrated an average return on investment of £3.65 for every £1 spent

**Ofsted:**

Offers examples of good practice taken from Early Years Inspection processes – Including Leadership and Management, involving children in decision making and partnerships with parents

**Recommendations for consideration by organisations i.e BCCG, General Practices, Local Authority, Public Health and other providers e.g. SEPT, Bedford hospital**

- To refresh the Bedford Borough Early Years Strategy, collaboratively with an emphasis on Achieving Continuous Excellence (ACE) and a robust self-improvement framework which maximises the potential of the Teaching School Alliance
- To strengthen integrated working between practitioners in health, children's centres and early years with a focus on providing coherent services, consistent practice of the highest quality
- Building the depth of engagement of partner agencies to support the delivery of the early years strategic priorities
- To use local evidence and data to ensure resources are targeted and used appropriately to raise standards and specifically for the most disadvantaged groups
- To further implement the findings from the commissioned research into the Bedford Borough Characteristics of Effective Practice which Support readiness for school.

**This section links to the following sections in the JSNA:**

Children in Need  
School Life

**Reference:**

Department for Education, *Supporting Families in the Foundation Years* (2012) Available at: <http://www.education.gov.uk/childrenandyoungpeople/earlylearningandchildcare/early/a00192398/supporting-families-in-the-foundation-years> (last accessed 31 July 2013)

<http://www.ofsted.gov.uk/inspection-reports/our-expert-knowledge/early-years>

<http://www.earlyinterventionfoundation.org.uk>

[http://www.bedford.gov.uk/council\\_and\\_democracy/statistics\\_and\\_census.aspx](http://www.bedford.gov.uk/council_and_democracy/statistics_and_census.aspx)

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Sylva, K., Melhuish, E.C., Sammons, P., Siraj-Blatchford, I. and Taggart, B. (2004). *The Effective Provision of Pre-School Education (EPPE) Project: Technical Paper 12 - The Final Report: Effective Pre-School Education*. London: DfES / Institute of Education, University of London. Available at: <http://www.ioe.ac.uk/research/66740.html> (accessed 04 August 2014)

Allen, G. *Early Intervention: The Next Steps, 2011*, Cabinet Office, available at: <http://www.dwp.gov.uk/docs/early-intervention-next-steps.pdf> (accessed 04 August 2014)

Wave Trust, *Conception to age 2– the age of opportunity* Addendum to the Government’s vision for the Foundation Years: ‘Supporting Families in the Foundation Years’, 2013. Available at: [http://www.wavetrust.org/sites/default/files/reports/conception\\_to\\_age\\_2\\_-\\_the\\_age\\_of\\_opportunity\\_-\\_web\\_optimised.pdf](http://www.wavetrust.org/sites/default/files/reports/conception_to_age_2_-_the_age_of_opportunity_-_web_optimised.pdf) (accessed 31 July 2013)

Bedford Borough Business Support Report for Children Services (June 2014)

Field, F. (2010) “The Foundation Years: preventing poor children becoming poor adults” DfE, The Stationary Office

Allen, G. (2011) “Early Intervention: the next steps” Department for Work and Pensions cabinet Office