

Dear Headteacher

Please find below our analysis of the EYFSP results for 2009-10. You will also receive the first communication from us with regard to this year's moderation process. I am pleased that Melanie Widnall has been able to take over Jude Patton's role during the time of her secondment to Pembury House Children's Centre. If you have any queries about the programme please contact Melanie directly on 0208 489 5072.

With best wishes

**Ros Cooke
Head of EYFS Standards**

Analysis of Haringey's Early Years Foundation Stage Profile (EYFSP) data 2010

The LA is required to set 2 targets (the achievement target and the equality target) to meet the statutory Early Years Outcome Duty. These targets are important in raising standards for all children.

The achievement target looks at scores of 6+ for all scales in Personal, Social and Emotional Development and Communication, Language and Literacy. We have steadily improved from 35% in 2006 to 43% in 2009, unfortunately, we have a drop in results to 42% this year.

The equality target looks at narrowing the gap between the lowest 20% and the rest of the cohort. Again we have steadily improved by reducing the figure from 43.3% in 2006 to 35.1% last year. We are disappointed that this year the gap has now widened by 1.1% to 36.2%.

Analysis of the results shows that;

- The percentage of children scoring 6 or more in all Personal, Social and Emotional Development (PSED) is down 1.6% from 65.8 to 64.2

- The percentage of children scoring 6 or more in Communication, Language and Literacy (CLL) is down 3.2% from 49.3 to 46.1
- The percentage of children with a total of 78 points or more is down 4.5% from 66.8 to 62.3
- Looking at the distribution of scores across the EYFSP there was a slight fall in scores in all areas except numbers as labels for counting, which remained the same at 85.5%. The largest drops were of 4% in writing and in Knowledge and Understanding of the World.
- The areas where most children attained 6+ scale points were physical development, numbers as labels for counting and dispositions and attitudes.
- The areas where fewest children scored 6+ were reading and writing.
- The median EYFSP score is down from 84 to 82

Targets and assessments are only meaningful when they are accurate. Increasingly our EYFSP assessments and scores are becoming more accurate through improved moderation activities and where there is a consistent staff group who know and understand the EYFS and the EYFSP.

From this year's moderation and our analysis of data we believe that teachers have made more assessments of individual children's progress. In previous years we have seen patterns in the EYFSP data that looked as though all children in a class were being assessed at the same time and often coming out at the same level. However alongside this we think that teachers are being cautious in their assessments and sometimes not awarding a level when they could/should have done so. Some of the examples we have seen are scale points which some people find hard to evidence or have not provided well enough within classrooms to give children opportunities to achieve in.

These scale points are:

sc p6 in Emotional Development – has a developing respect for own culture and beliefs and those of other people

sc p5 Reading – shows understanding of elements of stories, such as main character, sequence of events and openings

sc p6 Reading – reads a range of familiar and common words and simple sentences independently

Sc p 6 Knowledge and Understanding – finds out about past and present events in own life, and in those of family members and other people. Begins to know about own culture and beliefs and those of other people he/she knows.

Girls continue to achieve higher scores than boys across the majority of schools. 15% of all girls were in the lowest achieving 20% compared to 25% of all boys being in that group.

Summer born children have lower scores than the rest.

Ethnicity analysis shows that a higher percentage of Turkish, Kurdish, Traveller and Gypsy Roma children are represented in the lowest achieving 20% group than should be expected.

The difference in attainment between the West Network and the South and North remains wide. Only 9% of children in the West Network score in the

lowest 20% group while 26% and 27% in the South and North Networks are in that group.

Analysis by those who access free school meals shows that 17% of those not on FSM and 28% of those who are fall into the lowest 20% group.

We are pleased to see that the continued push on the development of the curriculum in the outdoors does seem to be paying off. This would seem to be the case both from our visits to schools where we are observing greater use of the outdoors and the continued high scores for physical development. However the importance of the outdoor curriculum for boys learning and as the underpinning for writing remains.

Data shows that those schools who took part in the ECAT programme showed improvement in CLL with some examples of big increases in the numbers of children achieving at the expected levels of 6+. This programme, although no longer funded nationally will be continued and will also include elements of the successful Buddying programme.

Our training and support programme will include sessions on those areas where teachers seem to find it difficult to award scale points.

Messages for schools

- Headteachers and Governing Bodies are responsible for the progress children make across the EYFS and the accuracy of the data returned to the LA
- The expectation for all children is that the majority will attain 6 or more scale points in all areas across the EYFSP. If they have been in your school for up to 2 years accessing high quality education, then this should be the case
- Develop an appropriate and rich learning environment inside and out that supports all children's learning giving them plenty of opportunities for active play and to engage in 'real' experiences
- Ensure that all staff in the EYFS know about and are skilled in working within the EYFS and understand child development
- Keep staff in the EYFS for long enough to provide consistency and to allow them to build their skills and knowledge - recognising that the EYFS is a specialist area
- Consider whether the timetable for the day and across the week supports children becoming deeply involved in their play for sustained periods of time
- Ensure that assessments are realistic and accurate and reflect children's progress across their time in the EYFS
- Involve Year 1 teachers, the Assessment Co-ordinator and Headteacher in moderation processes and ensure all teachers in the school understand the EYFS
- Ensure that staff are given enough time to moderate effectively
- Ensure that the EYFS Co-ordinator is on the school's SMT.