

Ofsted Big Conversation East Midlands



Unknown children – destined for disadvantage? Through the lens of inspection- disadvantaged children

David Carter
Senior Her Majesty's Inspector

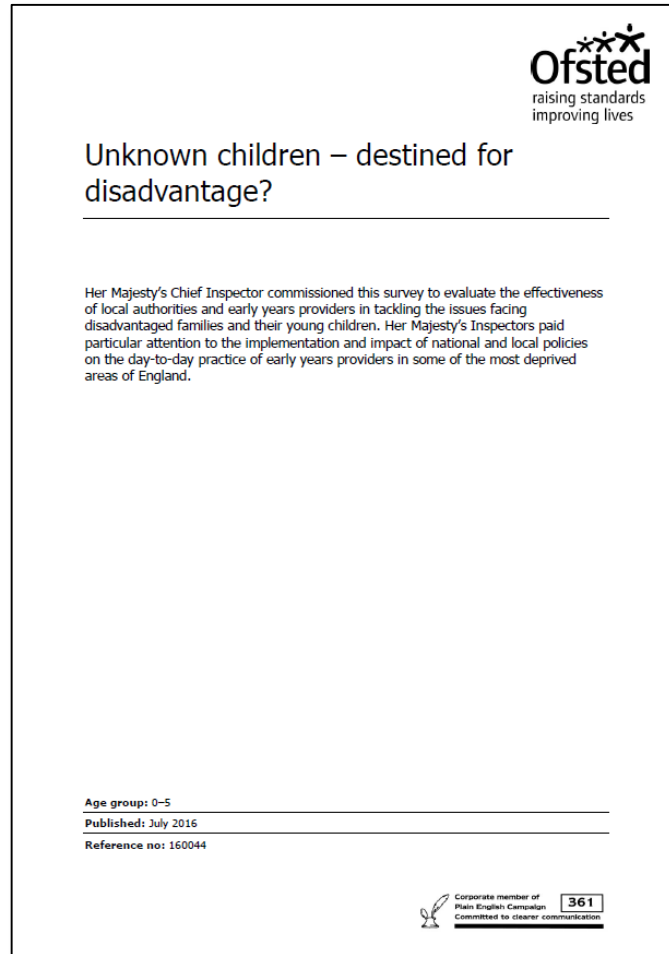
January 2017



Objectives

- To share the findings from Ofsted's recent thematic survey, 'Unknown children – destined for disadvantage?'
- To reflect on your own approaches to tackling the issues faced by disadvantaged children and their families.
- To discuss the use of additional government funding and the outcomes for disadvantaged children and pupils, including the most able disadvantaged.

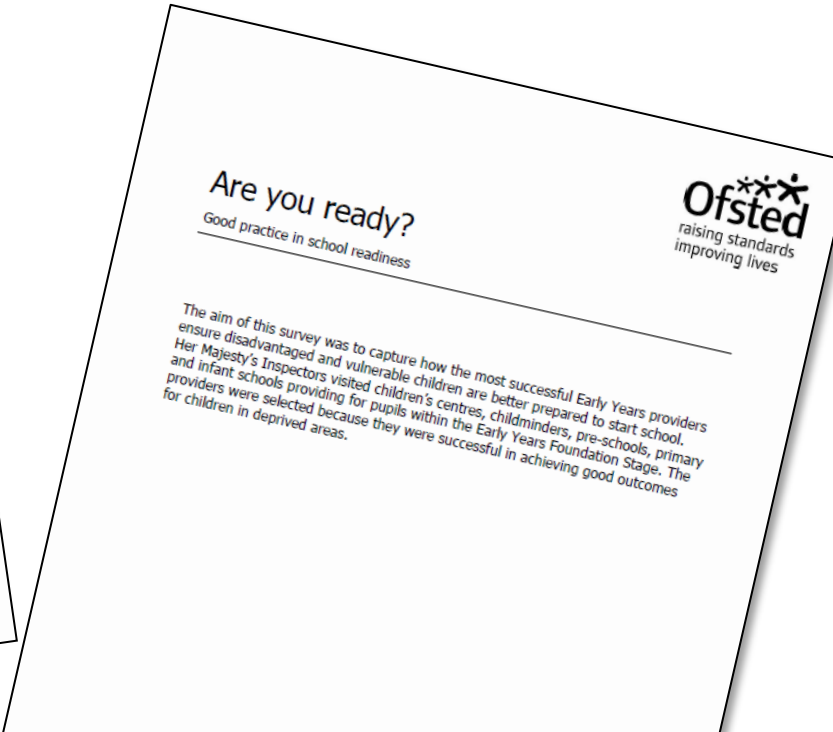
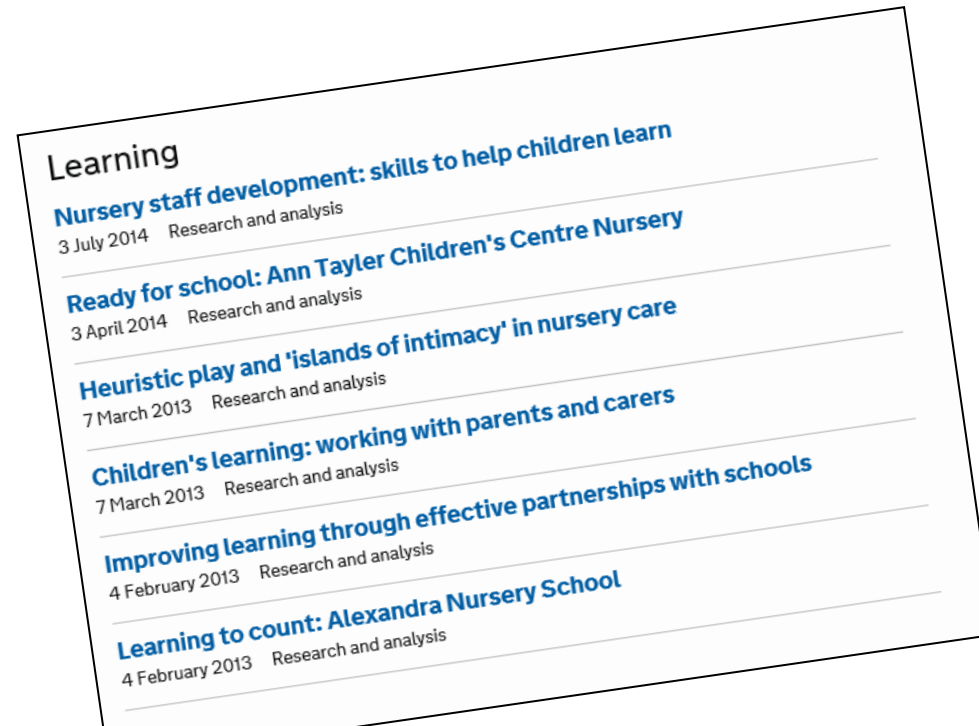
'Unknown children' – July 2015



Her Majesty's Chief Inspector commissioned this survey to shine a spotlight on the effectiveness of local authorities and early years providers in tackling the issues facing disadvantaged children and families.

'Are you ready?' – the materials

In April 2014, we published a suite of materials around 'school readiness' and the need for this important transition in a child's life to be 'RIGHT from the start.'



RIGHT from the start early years good practice films: a
 10,993 views · 2 years ago



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'Teaching and play' – the materials

In July 2015, we published a suite of materials around 'teaching and play' to challenge the recurring myth that teaching had no place within the early years.



raising standards
improving lives

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

A good practice survey to explore perceptions of teaching and play in the early years

Her Majesty's Chief Inspector commissioned this good practice survey to gather evidence to address the recurring myth that teaching and play are separate, disconnected endeavours in the early years. Her Majesty's Inspectors visited a sample of the most successful early years providers to observe the interplay between teaching and play and evaluate the difference chosen approaches were making to the learning and development of disadvantaged children, especially funded two-year-olds. All providers, which included maintained schools, pre-schools, children's centres and childminders, were selected because they were successful in achieving good or better outcomes for children in some of the most deprived areas of the country.

Age group: 0-5
Published: July 2015
Reference no: 150085



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Good practice examples

The case studies that we publish highlight specific examples of practice that providers of education, learning and children's services have used to achieve successful outcomes.



- A balancing act - teaching and play, no one way - overview**
by Ofstednews
3,745 views • 2 months ago
- A balancing act – a family-focused approach to teaching two**
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- A balancing act – continuity of learning in an integrated setting**
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Teaching and play

- Collaborating to support early years teaching and learning**
13 July 2015 Research and analysis
- Improving boys' literacy skills**
13 July 2015 Research and analysis
- Integrating provision for two-year-olds in school**
13 July 2015 Research and analysis
- Learning together through play in the early years**
13 July 2015 Research and analysis
- Parents as partners in teaching**
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- Supporting children's learning through teaching and play**
13 July 2015 Research and analysis
- Teaching young children to develop their communication skills**
13 July 2015 Research and analysis
- Using the physical environment as a tool for teaching**
13 July 2015 Research and analysis

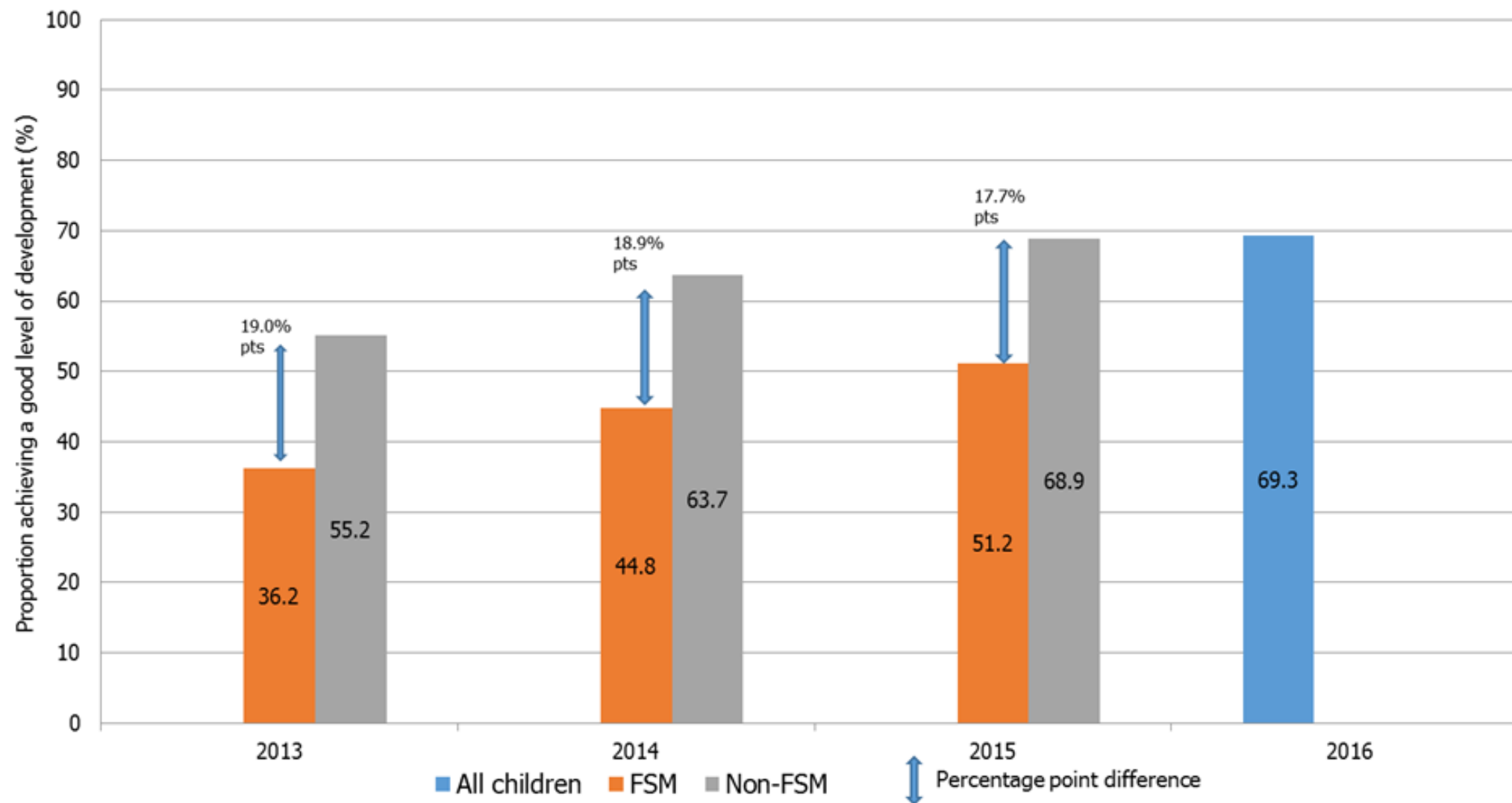
How did we gather our evidence?

- We sent out a questionnaire to every local authority and received 90 responses.
- We visited 15 local authorities, at least one from every Ofsted region.
- In ten of these local authorities we also visited childminders, pre-school providers and schools.
- We also spoke to external organisations (Youth Sport Trust) and visited an early implementer of the government's 30 hour offer (York LA).

A child's earliest years are crucial

- The opportunity for every child to succeed in life remains far from equal – postcode and parenting play a significant role in determining a child's path through life.
- When the learning, development and care we receive during our earliest years of life all help to shape the people we become, getting the first five years right, for both children and parents, needs to take top priority.

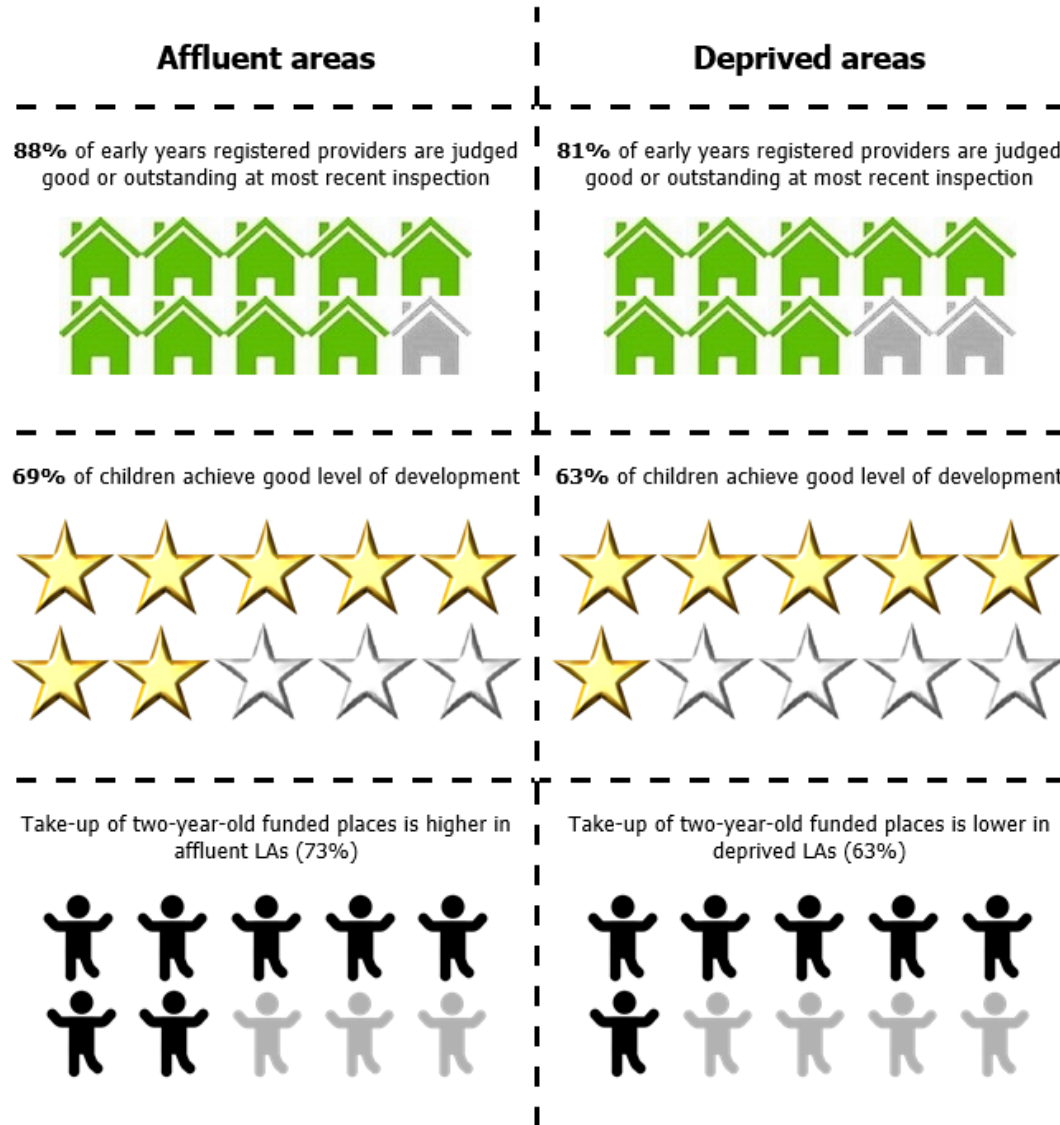
Proportion of children achieving a good level of development by FSM eligibility, 2013 to 2016



Disadvantage is a complex issue

- It can affect children from birth and, left unchecked and unchallenged, can impact negatively on every aspect of a child's life.
- Too many disadvantaged children and families are simply unknown to the range of local authority services that are there to support them.

Figure 5: Differences between affluent and deprived areas in educational outcomes for young children

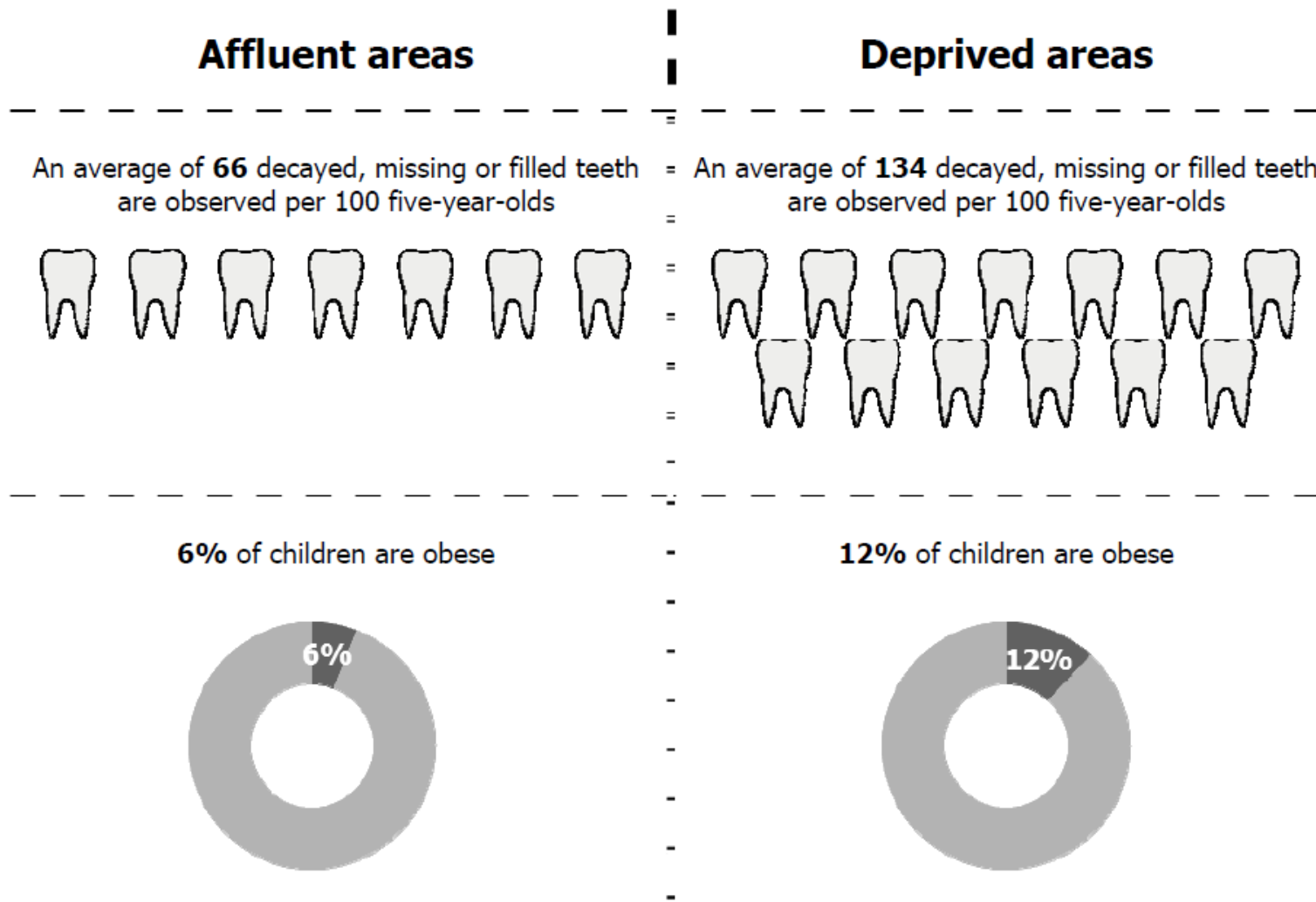


Sources: Ofsted and Department for Education

Children and families living in our most deprived areas:

- have access to fewer good or better providers
- achieve less well at the age of five, and
- do not readily take-up their offer of free, early education from the age of two.

Figure 6: Differences between affluent and deprived areas in health outcomes for young children



The issues facing disadvantaged children and families go beyond those associated with the quality of education.

How were LAs tackling these issues?

- Too many of the local authorities we visited did not take a coordinated, strategic approach to tackling the issues faced by disadvantaged children and their families.
- Weak oversight and inaction was frequently found in over half of the local authorities we visited preventing a more effective strategy to improve the life chances of the most disadvantaged.

Recognising the issues early

- Nearly all of the leaders, managers and staff who spoke to inspectors shared a common view about the most pressing needs of disadvantaged children and their families.
- Early assessment and identification of disadvantaged children and families is crucial if local authorities are to have maximum impact on improving the life chances of those in their community.

Working together

- All the leaders spoken to were concerned that a lack of clarity around what success looked like nationally, and the limited data available about the early years, hindered their ability to be more focused in their improvements.
- Providing a joined-up service is crucial in tackling disadvantage. **Nine** of the local authorities visited did not have a coordinated, strategic approach to tackling the issues faced by disadvantaged children and their families.

Additional funding

- Where additional government funding had been used successfully, leaders and managers had a clear rationale for their spending based on an acute understanding of the needs of eligible children.
- The most successful schools and settings were clear about the need to ensure that disadvantaged children received the experiences of the immediate and wider world that other children took for granted.

Good use of public money

- In just under half of all the schools and settings visited, inspectors determined that the early years pupil premium wasn't having as significant an impact as it could.
- One in every three schools visited found it difficult to account for the use of the school pupil premium in their Reception classes.

Defining what success will look like

- The most successful local authorities, schools and pre-schools we visited focused on improving parenting skills as well as ensuring a high quality early education for children.
- They devised their own innovative ways to align national funding to ensure continuity of entitlement across a child's entire early education.

Our recommendations

Schools, settings and childminders should:

- ensure that key information, including early assessments, is shared promptly at points of transition so that the needs of the most disadvantaged children are known quickly
- review their use of the early years pupil premium to ensure that support is focused on improving the areas of development that will help a child to catch up.

**What can you do to help
make a difference?**



Through the lens of inspection

Before the inspection

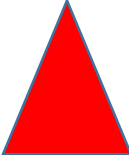
- At the point of a childminder or a group setting being notified inspectors should find out whether the setting provides funded places and /or receives early years pupil premium funding.

(paragraph 36 Early years inspection handbook)

Through the lens of inspection

During the inspection- gathering and recording evidence

- In group provision, the inspector must track the experience and development levels of a representative sample of children.
- The inspector must track at least two children.
- The inspector should discuss with the provider the relevant children's starting points, looking at any assessment evidence the setting provides and the children's progress.
- If any children are eligible for the early years pupil premium, at least one of them must be included in the sample of those tracked (paragraphs 53 and 54 of the Early years inspection handbook)

A solid red triangle pointing upwards is located on the left side of the slide.

Inspectors must spend most of the inspection time gathering first-hand evidence by observing the quality of the daily routines and activities of children and staff (para 64 Early years inspection handbook_

Through the lens of inspection

During the inspection- the tracking of a child in receipt of EYPP

- Through the tracking inspection activity, the evidence collected must refer to:
- The quality of the practitioner's assessment knowledge of each child
- The progress check for any children aged two
- The impact of any early years pupil premium funding on the children's progress
- The discussions held with each child's key person and information about progress
- Any records that the provision keeps that show how they have tracked the progress children make
- Whether children are developing skills in the primary areas that help them to be ready for the next stage of education, including school.

Through the lens of inspection

During the inspection

- As childminders have only a small number of children, inspectors are not able to track a sample of children in the same way.
- Nevertheless, the same principles apply in terms of collecting evidence and evaluating the childminder's practice and its impact on learning, development and well-being.

(paragraph 55 of the Early years inspection handbook)

Through the lens of inspection

At the end of the inspection- in reaching final judgements, inspectors will consider the following under the different aspects of the schedule

- **Leadership and management**; how effectively leaders use additional funding, including the early years pupil premium, and measure its impact in diminishing the differences in children's outcomes.
- **Quality of teaching, learning and assessment**; inspectors will make a judgement by evaluating the extent to which, teachers, practitioners and other staff have consistently high expectations of what each child can achieve, including the most able and the most disadvantaged
- **Outcomes for children**; whether children who are disadvantaged or under-performing are catching up quickly

Through the lens of inspection

At the end of the inspection- outstanding grade descriptors

- **Leadership and management;** highly effective monitoring identifies where children may be slow to develop key skills so that specific programmes of support are implemented to help them catch up. Gaps in achievement between different groups of children, especially those for whom the setting received additional funding, are negligible for closing. (bullet 4)
- **Quality of teaching, learning and assessment;** all practitioners have very high expectations of what each child can achieve, including the most able and the most disadvantaged. (bullet 1)
- **Outcomes for children;** almost all children in the provision, including, those who have special educational needs and those for whom the setting receives additional funding, are making substantial and sustained progress that leads to outstanding achievement. (bullet 2)

Through the lens of inspection

After the inspection; writing the report.

- The document, 'Reporting requirements for early years inspectors; key principles of report writing' sets out what must and /or should be included in an inspection report.
- **Inspectors must report on:**
- The impact of teaching on all children's outcomes, including those for different groups
- Any variations in the learning and outcomes of different groups of children
- The rigour with which leaders check and review the quality of provision and children's progress and use this information to set high expectations and drive improvement.

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