



Good Level of Development 2024 EYFSP

HEALTH AND WELLBEING BOARD
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— The Importance of Achieving a Good Level of Development

High-quality early education benefits all children, both during their early childhood and later in their schooling. It is particularly beneficial for children from disadvantaged backgrounds and for children with SEND, and these benefits continue into secondary school.

'Best Start in Life Part 1 – Ofsted updated Oct 2024'



It is also an indicator for the future.

What is the Early Years Profile and Good Level of Development?

- Children coming to the end of their reception year will be assessed against 17 Early Learning Goals.
- Some of these goals are used to calculate Good Level of Development known as GLD.
- The Early Years Profile should be used to inform practice in the next Key Stage.

More details of how this is done on the next slide – for reading.



What is the Early Years and Foundation Stage Profile? (EYFSP)

Every year children who are in their last term of Reception undergo the EYFSP. This is a statutory assessment carried out by the qualified teacher in Reception. Where families exercise their right to defer their child's take up of reception places, the profile will be completed by the child's Early Years Key Person – unless the child will continue to defer and start in reception a chronological year late. Deferment for children with SEND is on the rise. In Bury there are very few 'true' deferments purely based on a child not being statutory school age. Availability of placements in specialist schools or Resourced Provision is impacting on the rates of deferring children.

All children are assessed across all areas of learning and development: These are called The Early Learning Goals (ELGs) of which there are 17. These are split into 2 sections known as Prime Areas and Specific Areas.

Prime Areas of Learning

- Communication and Language (COM)
- Physical Development (PHY)
- Personal, Social and Emotional Development (PSE)

Specific Areas

- Literacy (LIT)
- Mathematics (MAT)
- Understanding the World (UTW)
- Expressive Arts and Design (EXP)

Each of these are then broken down into 2 or 3 strands of which the children are measured against making up the 17 ELGs. It is widely regarded that continued success in the Prime Areas will support achievement in the Specific Areas.

A short, solid blue horizontal line.

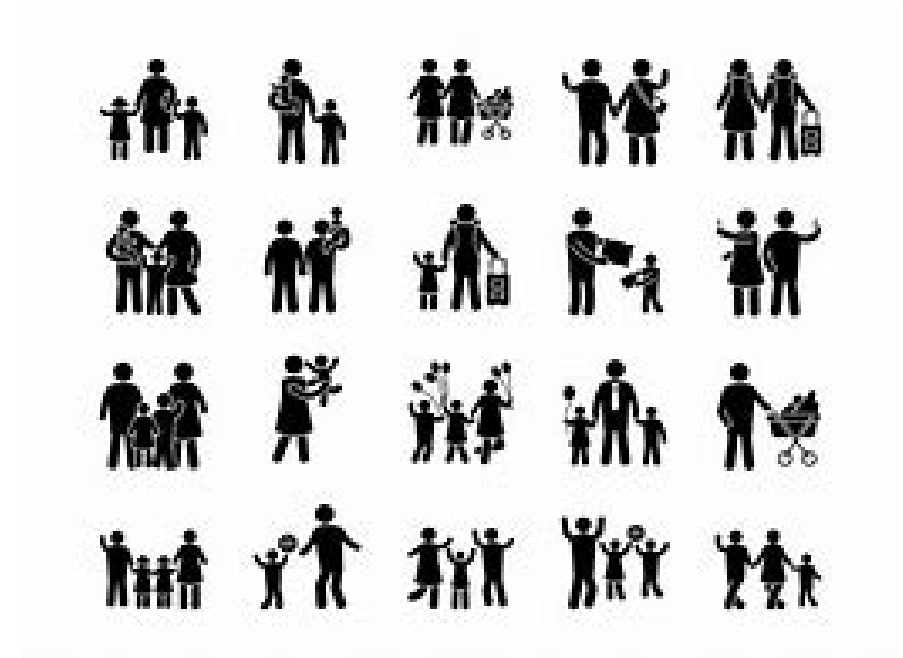
Bury Professionals must have a **commitment to every individual child**. Lower GLD results are most prevalent where disadvantage, EAL and SEND are a factor. Poor GLD results are **magnified in neighbourhoods where there are multiple factors of Inequality**.

Neighbourhoods with less experience of these factors, are less equipped to meet individual children's needs despite overall result being good.

Neighbourhoods who have a deep understanding of these factors are better equipped to meet the needs of their communities.

This is a **whole service approach** including Family Hubs, Early Years Settings, Schools, Live Well Centres and Health Professionals to tackle some of the inequality.

Everybody's Business to ensure families can access services therefore wrapping around the families and their children.



What Factors Feed into Early Years Foundation Stage Profile?

- **Ante-natal support for both parents.**
- **Parent and Carer bond with baby/child**
- **Connectivity to Community and Services**
- **Access to the Healthy Child Programme to ensure early identification and intervention.**
- **Accessing quality Early Years Provision**
- **Children accessing the right 'type' of provision for them. Some children thrive in a large nursery environment whilst others do better with childminders. Sufficiency of a range of types of provision ensuring choice is available impacts on GLD . The cost-of-living crisis, recruitment and retention in the sector and post-Covid experience continue to impact on the sustainability of the sector. This is a concern as narrowing the availability of types of provision impacts on children's development.**
- **Accessing quality universal, targeted and specialist support**
- **Taking up 2-year-old funded places**
- **Accessing quality Reception classes in schools where senior leaders understand the age range and schools understand the communities they serve**

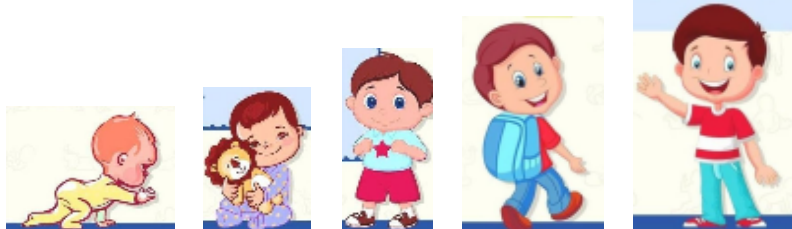


What does successful Early Years Provision go on to affect beyond the Education System?

- Improved life chances meaning less draw on Local Services.
- Connected citizens who contribute more than they draw on resources.
- Connected families who feel well equipped to support their child's learning and development in the home and community. Which continues beyond the phase.

2023/24 Cohort of Children Assessed with EYFSP – curtesy of GMCA

- “These statistics report on teacher assessments of children’s development at the end of the early years foundation stage (EYFS), specifically the end of the academic year in which a child turns 5”²
- Children included in the 2023/24 data were born between September 1st, 2018, and August 31st, 2019. The youngest of them would, therefore, have been **around 6 months old when Covid arrived, the oldest 1.5 years old.**
- These children turned **2 years old** between September 1st, 2020, and August 31st, 2021. Therefore, they may have been impacted by 2020/21 restrictions on EY provision and, if eligible, may have only had a reduced 2yr FEEE offer.
- Likewise, any mandatory health checks for this cohort might have been disrupted due to the pandemic. This means that children in this cohort might have missed their 9 month or 2-2.5 health check, or been offered a phone call instead of an in-person visit.



	9-month-old visit		2-Year-old FEEE	Funded childcare	Reception
Date of Birth	Aged 0-1	Aged 1-2	Aged 2-3	Aged 3-4	Aged 4-5
1 Sept 2012 - 31 August 2013					GLD 17/18
1 Sept 2013 - 31 August 2014					GLD 18/19
1 Sept 2014 - 31 August 2015				17/19	GLD 19/20
1 Sept 2015 - 31 August 2016			17/19	18/20	GLD 20/21
1 Sept 2016 - 31 August 2017		17/19	18/20	19/21	GLD 21/22
1 Sept 2017 - 31 August 2018	17/19	18/20	19/21	20/22	GLD 22/23
1 Sept 2018 - 31 August 2019	18/20	19/21	20/22	21/23	GLD 23/24
1 Sept 2019 - 31 August 2020	19/21	20/22	21/23	22/24	GLD 24/25
1 Sept 2020 - 31 August 2021	20/22	21/23	22/24		
1 Sept 2021 - 31 August 2022	21/23	22/24			
1 Sept 2022 - 31 August 2023	22/24	23/25			

²Description of the Early years foundation stage profile: [Early years foundation stage profile results, Academic year 2021/22 – Explore education statistics – GOV.UK \(explore-education-statistics.service.gov.uk\)](https://www.gov.uk/explore-education-statistics/service/gov-uk)

The Picture in Bury Education

Bury Early Years Providers Ofsted measured 100% at good or above in October 2024. This is an improvement on 2023 where the figure was 97.4% in November 2023

Bury Primary Schools Ofsted measured at good or above – 89.3% December 2024, however Ofsted are now ceasing to give one word inspection results. This is a decline since 2023 where the figure was 91.7%,. Ofsted's score card contains an area for Early Years.

Bury has 1 specialist school, providing EYFS Education. This was the case at the 2024 EYFSP Data submission.

There are no private specialist schools in Bury providing EYFS Education. This was the case at the 2024 EYFSP Data Submission.

Some Bury Primaries have Resourced Provision. For the academic year 2023/2024 there were 14 Resourced Provision places allocated to reception children. 6 (42.8%) were in Whitefield, 4 (28.5%) in East, 3 (21.4%%) in North, 1 (7.1%) in West and none in Prestwich.



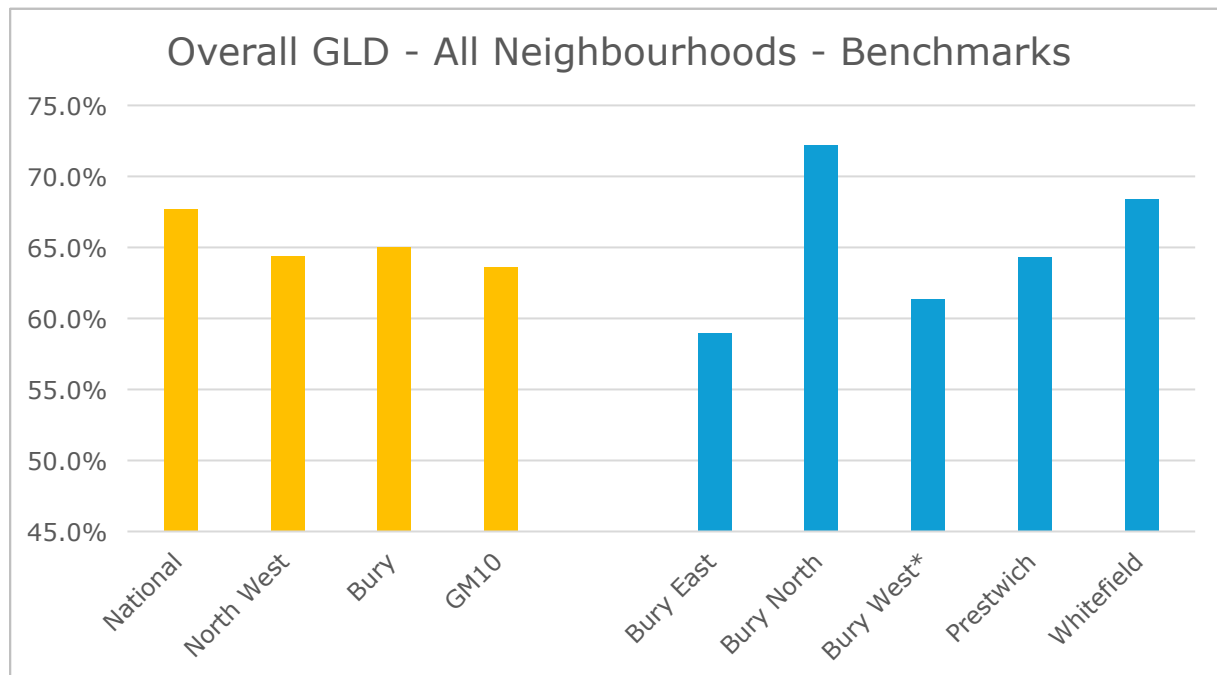
Borough Wide Data and Comparisons

7. All Bury Neighbourhoods with National & Regional Results

A-Z Neighbourhood	
Area	Overall GLD
National	67.7%
North West	64.4%
Bury	65.0%
GM10	63.60%
Bury East	59.0%
Bury North	72.2%
Bury West*	61.4%
Prestwich	64.3%
Whitefield	68.4%

High to Low	
Area	Overall GLD
Bury North	72.2%
Whitefield	68.4%
National	67.7%
Bury	65.0%
North West	64.4%
Prestwich	64.3%
GM10	63.6%
Bury West*	61.4%
Bury East	59.0%

*inc. Millwood



Commentary

- Bury's overall GLD results are -2.7% behind National. this gap has widened against the 2023 gap which was – +1.5%.
- Bury North and Whitefield have overperformed against National by +3.6% and +0.7% respectively. This is a change from 2023 where North overperformed by +4.1% and Whitefield underperformed.
- Bury as a whole underperformed when compared to National. However, overperformed when compared to North West England and the GM10.

Note: We are aware there can be discrepancies, for example high performing schools can mask lower performing schools when analysed at neighbourhood level. These details can be found in the full report.

Narrative - Overall GLD

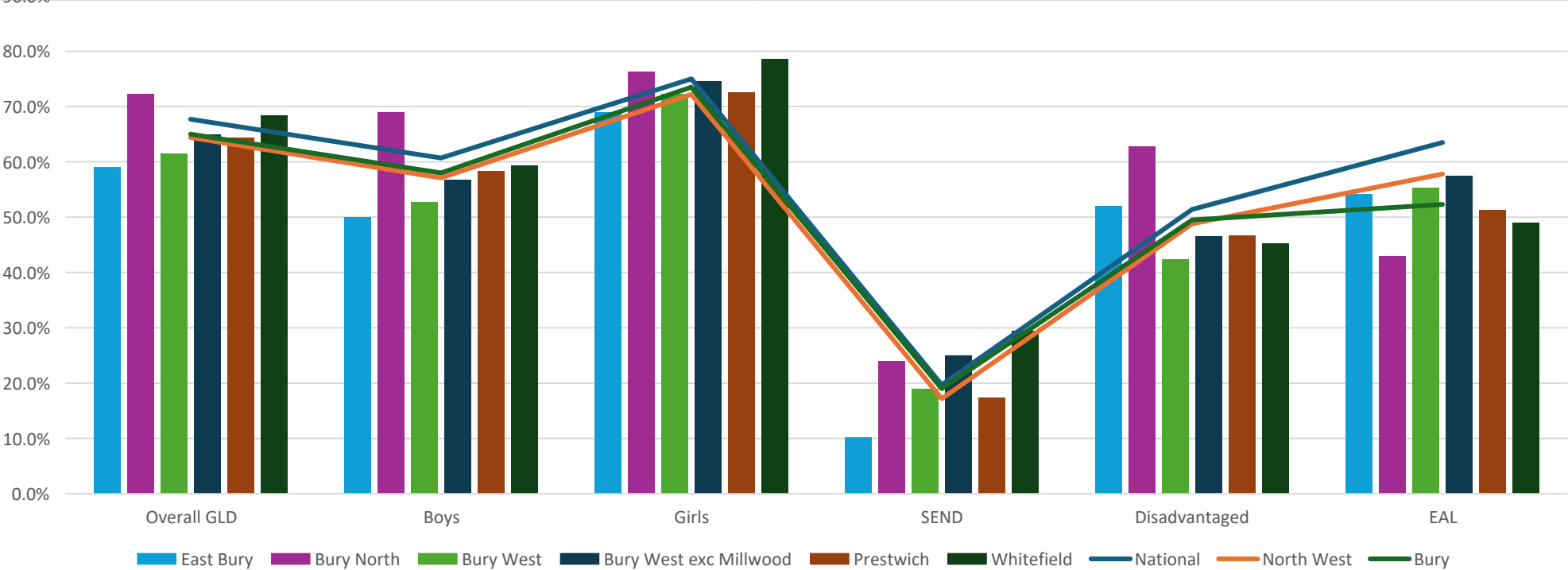
The full report can be
made available on
request.

- Bury's overall GLD was –2.7% behind National, **which has widened** since the 2023 figures where the gap was –1.5%.
- Bury is –2.1% behind its Statistical Neighbours
- Bury **outperformed the GM10 GLD** by +1.4%.
- Bury **outperformed the North West by +0.6%**.
- **2 out of the 5 Neighbourhoods outperformed** the National GLD which were Bury North and Whitefield.
- There is a **widening gender gap** trend.
- **English as an Additional Language is the greatest concern** with the widest gap between National peers of -11.2% across Bury. This affects all 5 of the neighbourhoods and takes the 4 top places on Borough Comparisons and Immediate Issues ranking. A further spot is taken by EAL totalling half of the top ten issues. **This has been a recommendation for the last 3 years.**
- The **greatest strengths come from improvements in Disadvantage and SEND**. Bury North continues to perform well for Boys and Areas of Learning taking half of the top ten Borough Comparisons for Immediate Strengths.

2. Different Groups – Bury and Neighbourhoods to National & Regional - Benchmarking

How do the EYFSP figures for different groups for Bury and Neighbourhoods compare to National & Regional?

	Diff Groups - EYFSP 2024 - Nat & Reg & Bury & Neighbourhoods					
	Overall GLD	Boys	Girls	SEND	Disadvantaged	EAL
National	67.7%	60.7%	75.0%	19.7%	51.4%	63.5%
North West	64.4%	57.1%	72.2%	17.2%	48.8%	57.8%
Bury	65.0%	58.0%	73.5%	19.0%	49.5%	52.3%
East Bury	59.0%	50.0%	68.9%	10.2%	52.0%	54.1%
Bury North	72.2%	68.9%	76.3%	24.0%	62.8%	42.9%
Bury West	61.4%	52.7%	72.2%	18.9%	42.3%	55.3%
Bury West exc Millwood	64.9%	56.8%	74.5%	25.0%	46.5%	57.5%
Prestwich	64.3%	58.3%	72.6%	17.3%	46.7%	51.3%
Whitefield	68.4%	59.3%	78.5%	29.4%	45.2%	49.0%



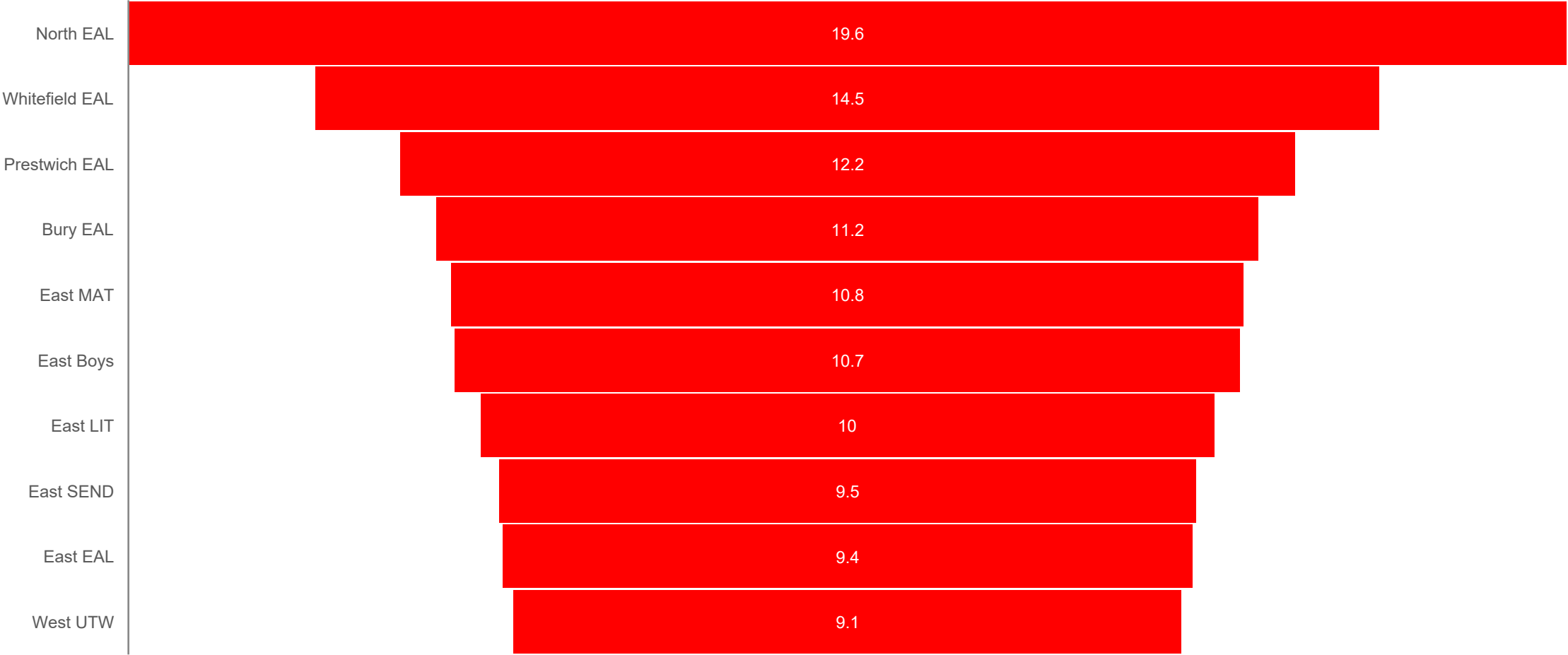
Year on Year Data at National, Northwest, GM10, Statistical Neighbours, Borough and Neighbourhood Level

- National, North West, and GM10 GLD is increasing.
- Statistical neighbours plateaued for the last year. As Bury dropped, this gap has widened.
- Overall Bury dropped from 2023 and this was also seen in 3 of the 5 neighbourhoods.

2023		2022		Difference 23 - 22	
Area	Overall GLD	Area	Overall GLD	Area	Overall GLD
National	67.20%	National	65.00%	National	2.20%
North West	64.30%	North West	61.70%	North West	2.60%
GM10	63.30%	GM 10	60.70%	GM 10	2.60%
Stat Neighbours	67.10%	Stat Neighbours	65.80%	Stat Neighbours	1.30%
Bury	65.70%	Bury	63.30%	Bury	2.40%
East Bury	60.00%	East Bury	57.30%	East Bury	2.70%
Bury North	71.30%	Bury North	68.60%	Bury North	2.70%
Bury West	66.10%	Bury West	65.00%	Bury West	1.10%
Prestwich	68.30%	Prestwich	61.00%	Prestwich	7.30%
Whitefield	65.60%	Whitefield	67.40%	Whitefield	-1.80%
2024		2023		Difference 24 - 23	
Area	Overall GLD	Area	Overall GLD	Area	Overall GLD
National	67.70%	National	67.20%	National	0.50%
North West	64.40%	North West	64.30%	North West	0.10%
GM10	63.60%	GM10	63.30%	GM 10	0.30%
Stat Neighbours	67.10%	Stat Neighbours	67.10%	Stat Neighbours	0.00%
Bury	65.00%	Bury	65.70%	Bury	-0.70%
East Bury	59.00%	East Bury	60.00%	East Bury	-1.00%
Bury North	72.20%	Bury North	71.30%	Bury North	0.90%
Bury West	61.40%	Bury West	66.10%	Bury West	-4.70%
Prestwich	64.30%	Prestwich	68.30%	Prestwich	-4.00%
Whitefield	68.40%	Whitefield	65.60%	Whitefield	2.80%

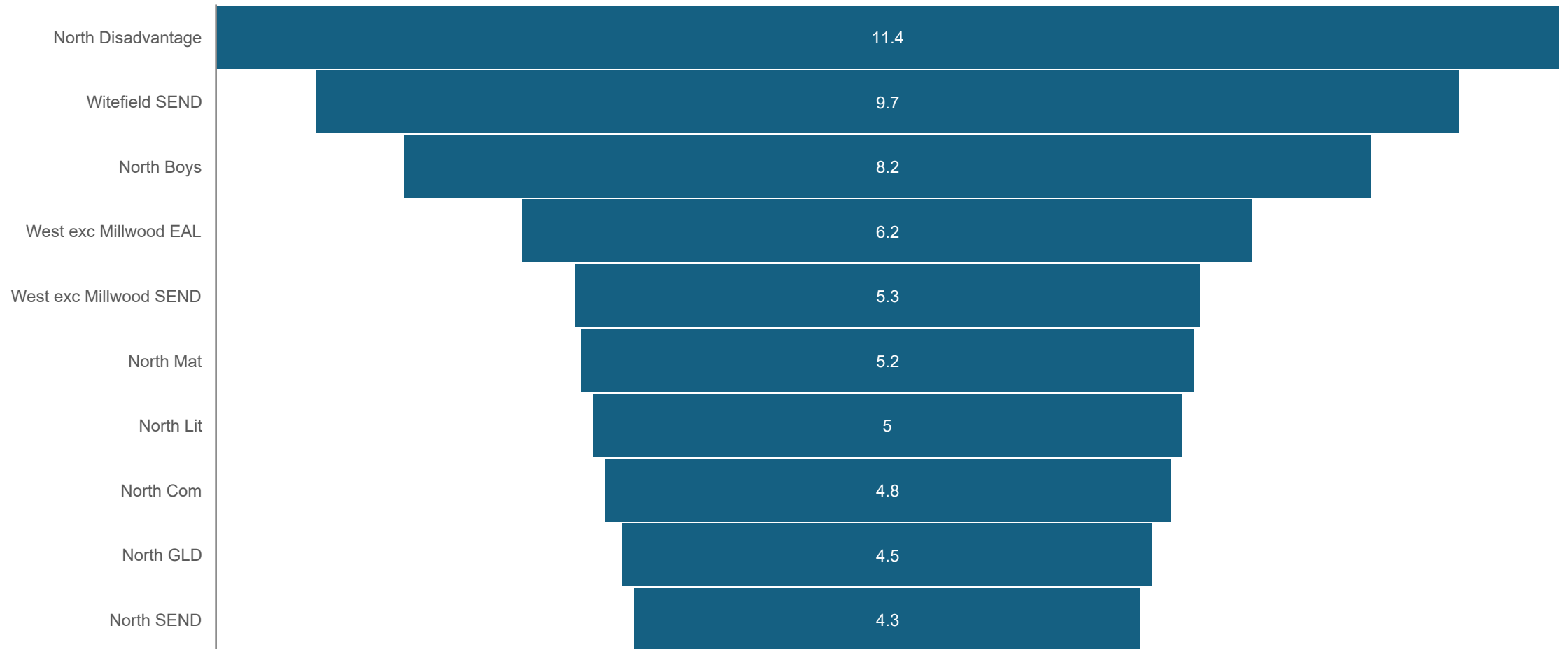
Borough Comparisons and Immediate Issues

Combined Priorities: How Bury has performed against national like for like



Borough Comparisons and Immediate Strengths – Ranked

Combined Priorities: How Bury has performed against national like for like



Headlines – Important to focus on groups rather than subjects

- In the red pyramid, 5 of the top 10 are English as an Additional Language and take the first 4 spots. Recommendations would be to strengthen at an educational level but also across the combined system considering families and community access to services.

**How embedded do these communities really feel?
How well represented are these communities across service staff?**

- In the blue pyramid, we see improvements in disadvantage, SEND and boys, particularly in neighbourhoods where these have been identified as concerns from previous EYFSP data sets. What can we learn from these improvements and how can they be replicated in other neighbourhoods? Where there is strong performance from a particular school, what is happening in the school itself and the community surrounding it?





So, what's next in The Early Years Team?

GMCA Level, Borough Wide and Place Based

- EAL/Multilingualism raised with GMCA to be considered alongside the Greater Manchester Strategy for Communication and Language.
- EAL/Multilingualism to be included within Inclusion Practice via EYSEN and Inclusion and Communication Champions Networks.
- EY Response being considered and written. The EYA Team are delivering Cultural Capital Training to EYFS providers steering away from tokenistic delivery.
- EAL/Multilingualism to be spotlighted in Transition Process – setting into school.
- Data Sets and recommendations have been shared with Early Years Colleagues operating in these neighbourhoods.

How can the wider system support this?

- If EAL/Multilingualism is our biggest challenge, how can the system support this?
- How can we connect these communities to wider services thus improving other areas of concern, such as Physical Development?
- How can we support our Educational Providers from Family Hubs to settings to schools with this?
- What will be the legacy in the future if we do not address this?





Any
questions?