

2.8 Outcomes for infants

The approach in Barking and Dagenham to early years is underpinned by the Early Years Foundation Stage guidance, and draws together a focus on understanding that child development in the early years (0-5) of a child's life is based not only on the accepted developmental milestones that all children go through, but also a child's personal social and emotional development, their wellbeing and attachment. We use the foundation stage profile and outcomes at 5 years to evaluate the progress of children.

For the first time in 2014, our children reached national levels for a 'good level of development' at age 5. While this is good news, overall we have a lower proportion of children achieving above expected levels of development particularly in the key areas of communication and language.

2.8.1 Personal, social and emotional development

These three aspects are the building blocks of future success in life. The three areas are closely linked and are seen as one developmental area. Personal development focuses on how young children come to understand who they are, what they can do, and how they look after themselves. Social development focuses on how children understand themselves in relation to others, how they make friends, how they begin to understand the rules of society, and how they behave towards others. Emotional development focuses on how children begin to understand their own and others feelings and helps children develop a sense of 'empathy' with their peers and family.

Successful personal, social and emotional development is essential for young children as it will help them:

- relate well to other children and adults;
- make friends and get on with others;
- feel valued and secure;
- explore and learn confidently;
- begin to understand risk;
- feel good about themselves.

Early personal, social, and emotional development has a huge impact on later wellbeing, learning, achievement and economic circumstances. Consequently the Childcare Act 2006 places a duty on local authorities, with their partners in health to "improve the well-being of young children in their area and reduce the inequalities between them"¹.

When babies are born into families which nurture and support their development through sound attachment, bonding, playing, talking, comforting, setting age

¹ <http://www.legislation.gov.uk/ukpga/2006/21/contents> (accessed 21 October 2014)

appropriate boundaries, and celebrating their achievements, children will make great strides in their personal, social, and emotional development.

It is normally parents who give children the confidence to keep learning, and support children to stretch the boundaries of their understanding; however, there is a range of factors that can adversely affect a child's personal, social, and emotional development. These can include:

- prematurity and low birth weight
- poor health
- poverty
- poor housing
- lack of warmth and affection
- parental drug or substance misuse
- abuse
- social, racial or cultural discrimination
- poor relationships with professionals.

In Barking and Dagenham, the focus has been on supporting parents through the children's centres and early years settings to counter some of the above factors. All 3 and 4 year old children in Barking and Dagenham can access 15 hours of free early education in a school, early years setting or with a childminder. This experience is essential for supporting young children's learning and development. Many 2 year old children whose parents meet the income criteria set by Government can also access 15 hours of free early education per week. In Barking and Dagenham, we have a target of 2055 disadvantaged 2 year olds who are eligible for 15 hours per week of early education. We particularly want to target children known to social care, health services and those children with Special Educational Needs and Disabilities. We are doing this by meeting with social care teams and the Portage team on a regular basis.

Case studies show that referrers, parents, and practitioners working with the children saw marked improvements in children's personal, social and emotional development. Improvements were also seen in children's learning, particularly around their play skills.

Parents also commented that they felt more able to manage their children's behaviour and understand the types of activities they could do with their child in the home. One parent said "I actually love being with my child now and our relationship is so much better."

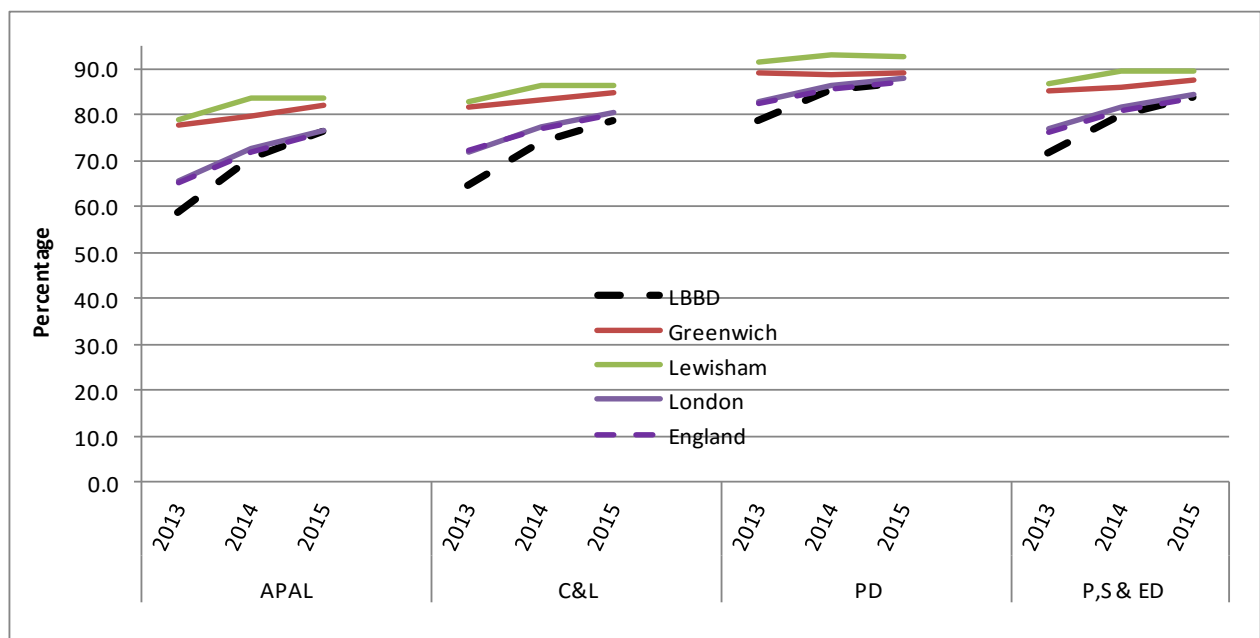
Uptake of provision at 3 and 4 years is significantly below national and London levels for take up of this entitlement. It is essential that all partners work together to promote this offer and ensure improved take up.

2.8.2 Foundation stage outcomes

Currently children are assessed at the end of their reception year in two main areas; 'Prime areas' of learning (including communication and language, physical development and personal social and emotional development) and 'Specific areas' of learning (including literacy, mathematics, understanding the world and expressive art and design).

Figure 2.8.1 (with the source data in Table 2.8.1) illustrates the early years foundation stage profile (EYFSP) attainment by each early learning goal in all prime areas of learning and by three subjects (including communication and language, physical development and personal social and emotional development) in LBBB, Greenwich, Lewisham, London and England from 2013 to 2015.

Figure 2.8.1 EYFSP attainment by each early learning goal in all prime areas of learning and 3 subjects, LBBB, Greenwich, Lewisham, London and England, 2013 - 2015



Source: Department of Education²

APAL = All Prime area of Learning
 C&L = Communication and Language
 PD = Physical Development
 P, S & ED = Personal, social and emotional development

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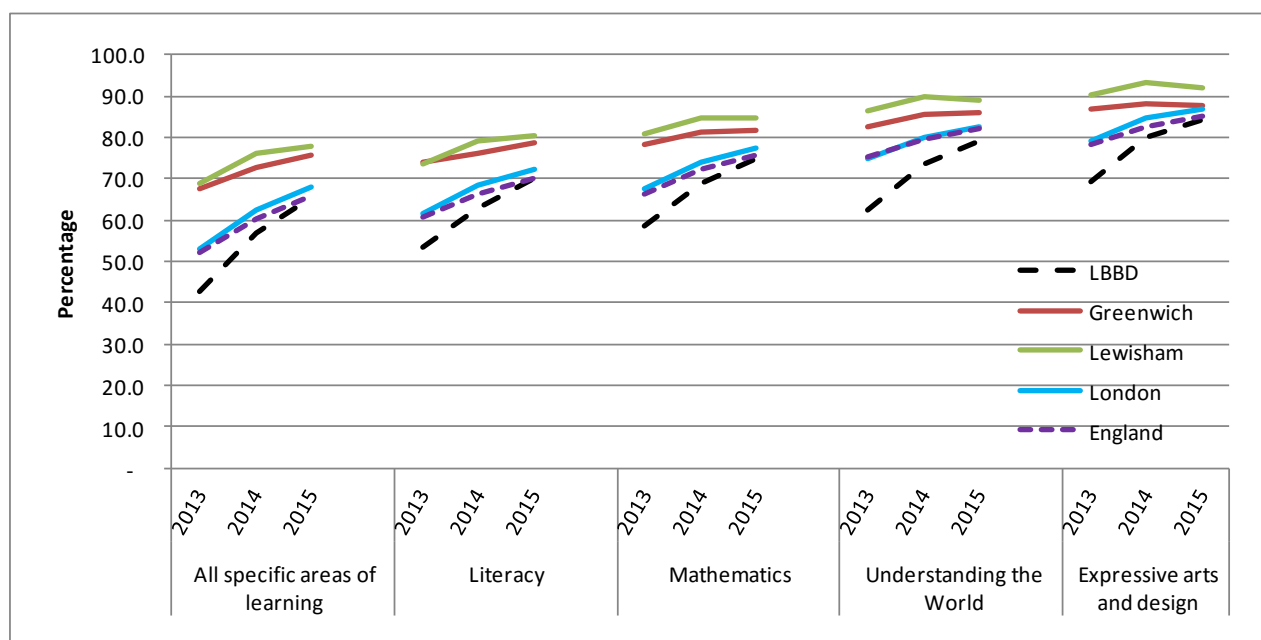
² Department of Education 2015, 'Early years foundation stage profile (EYFSP) results: 2015' [Online] available from: <https://www.gov.uk/government/collections/statistics-early-years-foundation-stage-profile> [last accessed: 20 April 2016]

Area	All prime areas of learning			Communication and Language			Physical Development			Personal, Social and Emotional Development		
	2013	2014	2015	2013	2014	2015	2013	2014	2015	2013	2014	2015
LBB	58.8	70.7	76.6	64.8	74.2	79.0	79.0	85.3	86.9	71.8	79.9	84.1
Greenwich	78.0	79.9	82.2	81.7	83.5	84.7	89.1	88.9	89.2	85.2	86.2	87.5
Lewisham	79.0	83.9	83.8	82.9	86.4	86.4	91.6	93.2	92.7	87.0	89.7	89.5
London	65.5	72.7	76.8	72.1	77.6	80.7	83.1	86.3	88.0	77.0	81.9	84.4
England	65.4	72.0	76.3	72.2	77.1	80.3	82.7	85.7	87.2	76.3	81	83.7

Figure 2.8.1 shows LBB had the highest level of improvement in all three subjects and overall prime areas of learning, comparing with other area from 2013-15. In terms of an increase across all attainment by early learning prime area goals LBB had an increase of around 18% between 2013 and 2015. LBB reached the average level of attainment in line with that for London and England, however LBB still lags behind its two statistical neighbours (Greenwich and Lewisham). It should be noted that we don't know what changes in the borough resulted in such an improvement, it could be the outcome of a better educational and development system or a better recording system compared to the previous years.

Figure 2.8.2 (with its source data in Table 2.8.2) shows the early years foundation stage profile (EYFSP) attainment by each early learning goal in specific areas of learning and by four subjects (including literacy, mathematics, understanding the world and expressive art and design) in LBB, Greenwich, Lewisham, London and England from 2013 to 2015.

Figure 2.8.2 EYFSP attainment by each early learning goal in all specific areas of learning and 4 subjects, LBB, Greenwich, Lewisham, London and England, 2013 – 2015



Source: Department of Education²

The data shows the gap between LBB and England in EYFSP attainment narrowed down during 2013 to 2015 and it is almost the same for all subjects apart from 'Understanding the world', which is 3% lower than England average.

Table 2.8.2: EYFSP attainment by each early learning goal in all specific areas of learning and 4 subjects, LBB, Greenwich, Lewisham, London and England, 2013 – 2015

Area	All specific areas of learning			Literacy			Mathematics			Understanding the World			Expressive arts and design		
	2013	2014	2015	2013	2014	2015	2013	2014	2015	2013	2014	2015	2013	2014	2015
LBB	42.7	56.7	65.6	53.5	63.1	70.0	58.8	68.8	75.0	62.4	73.8	79.1	69.4	80.1	84.5
Greenwich	67.8	72.8	75.8	73.9	76.4	78.7	78.4	81.3	81.8	82.7	85.6	86.1	86.7	88.2	87.6
Lewisham	68.7	76.4	77.7	73.5	79.0	80.4	81.0	84.8	84.6	86.4	89.9	88.9	90.5	93.2	92.1
London	53.2	62.6	67.9	61.8	68.3	72.3	67.5	74.2	77.5	74.9	80.1	82.5	79.2	84.6	86.7
England	52.4	60.5	65.7	60.7	66.2	70.1	66.2	72.4	75.8	75.3	79.7	82.1	78.2	82.8	85.3

Source: Department of Education²

Table 2.8.2 also shows the attainment level for all specific areas of learning in LBB has been improving faster than all other comparison areas during 2013 to 2015 and has reached the level of national average. However, in comparison with the two statistical neighbours presented in the graph, LBB still needs to improve attainment in these areas. The attainment level in Greenwich and Lewisham is almost 10% and 12% higher respectively than LBB.

Overall children are assessed for EYFSP key measures; average total point score across all the Early Learning Goals (ELGs). This is a supporting measure taking into account performance across all 17 ELGs, 1 point for emerging, 2 for expected and 3 for exceeding. Table 8.2.3 shows the EYFSP key measures by gender (girls and boys) and total in 2015 for LBB, two statistical neighbours, London and England. In 2015 almost 68% of children in Barking and Dagenham achieved a GLD which was, for the first time, above the national levels of achievement (by 1.5%). This also represented an 8% increase on 2014 results.

Table 8.2.3 EYFSP key measures by gender (girls and boys) and total for LBB, two statistical neighbours, London and England, 2015

Area	Number of Children			Average Total Point Score				% Achieving at least expected level across all ELGs				% Achieving a good level of development			
	All	Girls	Boys	All	Girls	Boys	Gap	All	Girls	Boys	Gap	All	Girls	Boys	Gap
LBB	3,619	1,734	1,885	33.1	34.4	32.0	2.5	64.9	73.7	56.8	16.9	67.8	76.0	60.3	15.7
Greenwich	3,655	1,806	1,849	35.5	36.9	34.1	2.8	75.0	81.8	68.3	13.6	77.0	83.2	71.0	12.2
Lewisham	3,876	1,855	2,021	33.3	34.1	32.7	1.4	76.5	82.5	71.0	11.6	77.5	83.5	72.0	11.4
LONDON	107,109	52,108	55,001	34.5	35.8	33.3	2.5	66.1	74.0	58.6	15.5	68.1	75.6	61.1	14.5
ENGLAND	655,016	319,286	335,730	34.3	35.7	33.1	2.6	64.1	72.6	56.0	16.6	66.3	74.3	58.6	15.6

Source: Department of Education²

Our average total point score at the end of foundation stage is 1.2 APS behind national levels. As in previous years, girls continue to out-perform boys (by 15.7%).