Norfolk County Council
at your service

Children's Services Committee

Date: **Thursday 20 November 2014**

Time: **2 pm**

Venue: **Edwards Room, County Hall, Norwich**

SUPPLEMENTARY
A g e n d a   1

7   **Staff Wellbeing**   (Page B2)
      Hay Group survey Analysis omitted from the original report.

9   **Progress report on Early Years Strategy – Appendix 1**   (Page B47)
      Report by the Interim Director of Children's Services

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Children's Services
An analysis of employee perception

September 2014 | CONFIDENTIAL

Norfolk County Council

NCC Employee Survey

Unison Social Care Survey

Social Care 'HealthCheck Survey'

Department for Education Strategic Review Survey

B2

The objective of this report

"To provide an objective assessment of employee feedback collected from 4 different surveys within Children's Services"

Specifically, this report endeavours to:

- Assess the extent to which progress is being made within Children's Services
- Identify the key areas of focus for Children's Services in relation to its continuous improvement process

NCC Employee Survey

Social Care 'Health-Check survey'

Unison Social Care Survey

Dept Education Strategic Review survey

An objective assessment of employee feedback to assess progress and understand where to prioritise energy and investment moving forwards

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Contents

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1

Background to the surveys

Background to the surveys
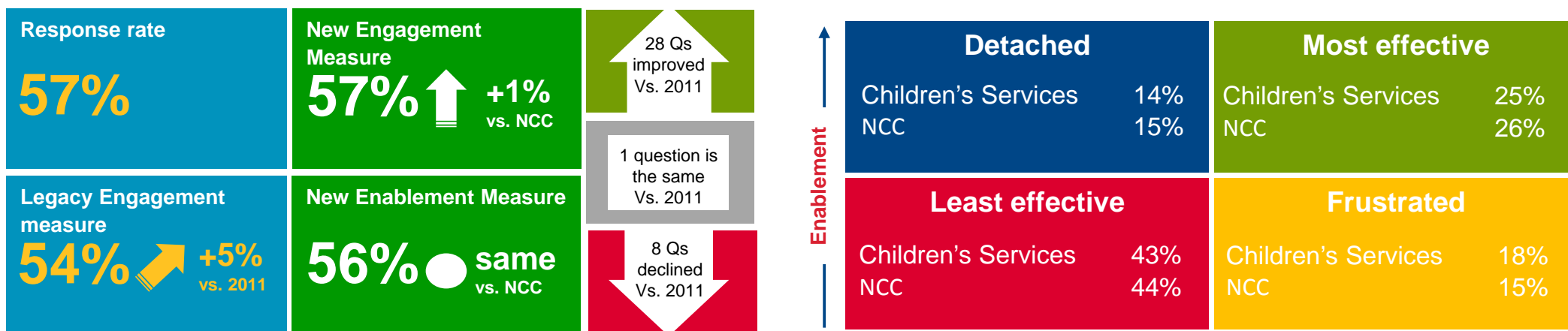
1	**NCC Employee Survey**	June 2014	• 1,135 responses (57% response rate) • We have introduced a new survey framework of engagement and enablement. • We have maintained the Legacy Engagement measure to track trend against 2011 • Comparisons to UK and High Performing norms have been introduced to provide stretching benchmark data.
2	**Unison Social Care Survey**	November 2013	• 264 responses • 17 questions focussing on the work environment and barriers to performance
3	**Department for Education Strategic Review survey**	February 2014	• 196 responses to the survey • 24 questions relating to people's perception of progress with Children's Services and key workplace topics
4	**Social Care 'HealthCheck survey'**	May 2014	• 158 responses from Social Care employees • 29 questions focussing on wellbeing, the work environment, learning and development and supervision of work • Open comments were also collected

*Please note although similar themes are covered within the surveys, question wording is not consistent. Therefore we can't 'track' progress on hard measures, but we can build a picture of emerging themes.
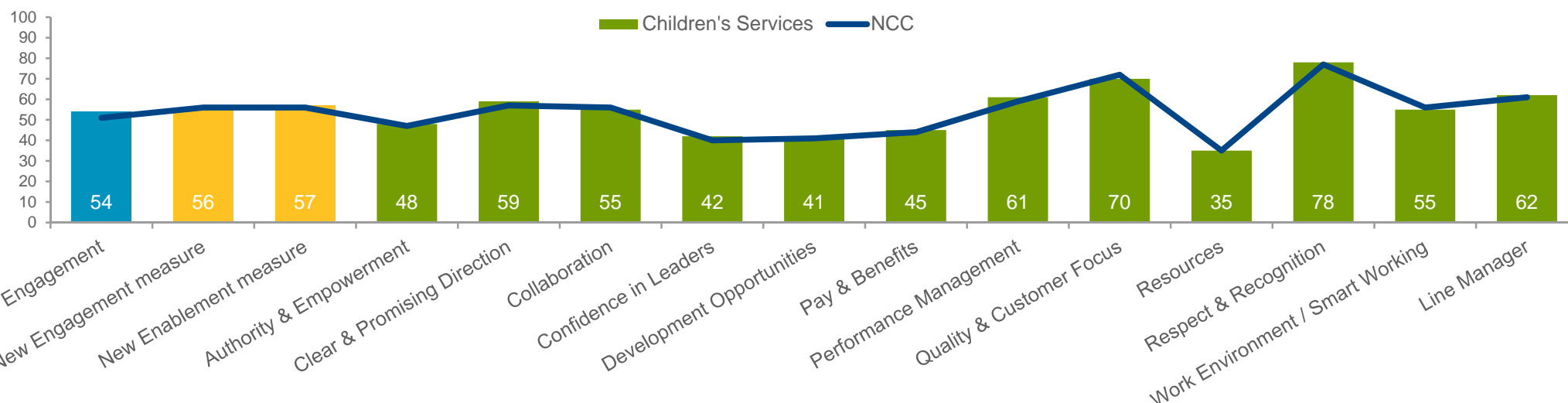
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2014 Employee Survey Dashboard

Employee Survey 2014 Dashboard

Response rate

57%

New Engagement Measure

57% ↑ **+1%** vs. NCC

28 Qs improved Vs. 2011

1 question is the same Vs. 2011

Legacy Engagement measure

54% ↗ **+5%** vs. 2011

New Enablement Measure

56% ○ **same** vs. NCC

8 Qs declined Vs. 2011

Enablement

Detached		Most effective	
Children's Services	14%	Children's Services	25%
NCC	15%	NCC	26%
Least effective		Frustrated	
Children's Services	43%	Children's Services	18%
NCC	44%	NCC	15%

Engagement

Legend: ■ Children's Services — NCC

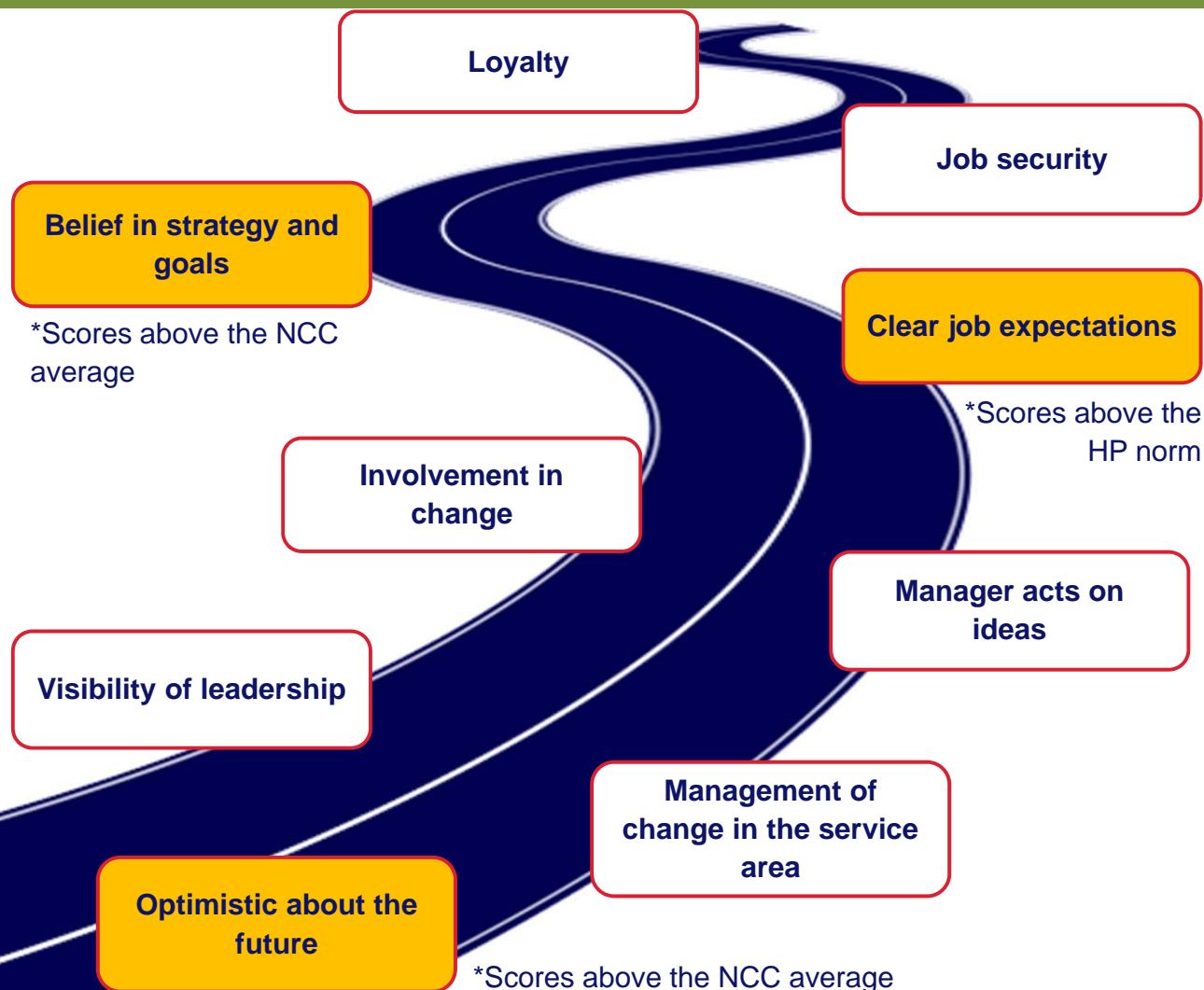| Category	Value
Legacy Engagement	54
New Engagement measure	56
New Enablement measure	57
Authority & Empowerment	48
Clear & Promising Direction	59
Collaboration	55
Confidence in Leaders	42
Development Opportunities	41
Pay & Benefits	45
Performance Management	61
Quality & Customer Focus	70
Resources	35
Respect & Recognition	78
Work Environment / Smart Working	55
Line Manager	62

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Emerging strengths

Following a turbulent period and significant change, there are signs of **renewed energy, optimism and determination** amongst staff.
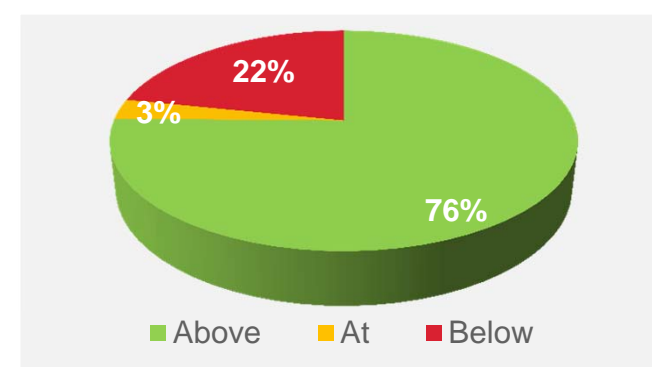
This is reflected by:
- more clarity
- more optimism
- more visibility of leaders
- more people intending to stay
- and more motivation

Progress on improvement journey: the majority of questions are progressing

HayGroup®

Loyalty

Job security

Belief in strategy and goals

*Scores above the NCC average

Clear job expectations

*Scores above the HP norm

Involvement in change

Manager acts on ideas

Visibility of leadership

Management of change in the service area

Optimistic about the future

*Scores above the NCC average

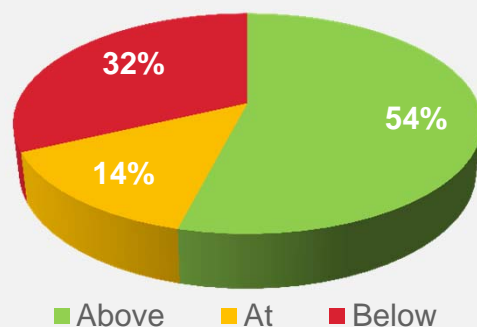## % of questions above, at and below trend

22%

3%

76%

■ Above ■ At ■ Below

37 questions comparable to 2011 survey.

This is a faster rate of improvement than seen across NCC overall, where 62% questions have improved.

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Making progress

% of questions above, at and below NCC overall

- Above
- At
- Below

Based on 81 questions.

OFFICER MEMBER RELATIONSHIPS (+9)
BELIEF IN STRATEGY AND GOALS(+8)
VISIBILITY OF SENIOR LEADERSHIP (+7)
MOTIVATION (+7)

The help we are able to give children and families has improved in the last year

66% TWO THIRDS EITHER AGREE OR STRONGLY AGREE

Why do you think the help we are able to give children and families has improved in the last year?

1. CHANGES TO CARE FIRST
2. IMPROVED LEADERSHIP
3. GOOD TEAMWORK

Reflecting on the last 12 months, how much do you feel things have improved?

61% IMPROVED A LITTLE OR A LOT

Norfolk is an authority which is on the path to recovery, it is an authority that understands that it has made past mistakes; however it is not looking back it, it's looking up and has become an authority that has ambition not only for all Norfolk's children and young people but for it's staff.

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B12

People's passion for their job has never wavered…

Passion for the job

My job provides me the opportunity to do challenging and interesting work

| 86% | +10 vs. HP |

I feel motivated by what I do

| 76% | +7 vs. NCC |

I get a sense of personal fulfilment from my job

| 76% | +5 vs. NCC |

> *I enjoy the direct work which I get to do* with children and families to develop skills

> *I admire the commitment my team has towards delivering the best for the children we work for.* This has kept me motivated.

> I *enjoy working in partnership with schools and families.* I'm pleased to continue to provide a service schools value and want.

> *I love working with the families and young people and feel like we can make some really good differences*

> *helping children have a better life*

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B14

Following a turbulent period significant change, there are signs of **renewed energy optimism, and determination** amongst staff.

This is reflected by:
- more clarity
- more optimism
- more visibility of leaders
- more people intending to stay
- and more motivation

People's passion for their job has never wavered…

Renewed energy + optimism + passion
= a clear opportunity

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Consolidate and build

A line manager conundrum is on display.

On one hand, line manager and employee relationships are strong and there are healthy relationships between managers and staff.

On the other hand, these relationships do not lead to improved performance.

Line managers creating a supportive environment is a consistent strength across Children's Services

	Line manager treats me fairly	Line manager acts on my ideas and suggestions	Receive recognition when I do a good job	Line manager is supportive of my health and well-being	Manager encourages flexible / agile working and trusts me to deliver my objectives with minimal supervision	I am treated with respect as an individual	My team is encouraged to deliver better services for our customers
Children's Services	**85**	**76**	**78**	**83**	**86**	**81**	**87**
Area 1	84	67	70	84	84	76	84
Area 2	**100**	**100**	**67**	90	91	73	91
Area 3	86	82	79	83	85	82	89
Area 4	82	73	76	77	85	82	82
Area 5	86	76	81	85	88	81	89
Area 6	**95**	82	73	86	95	**95**	95

■ = 10% or more <u>higher</u> than Children's Services overall   ■ = 10% or more <u>lower</u> than Children's Services overall
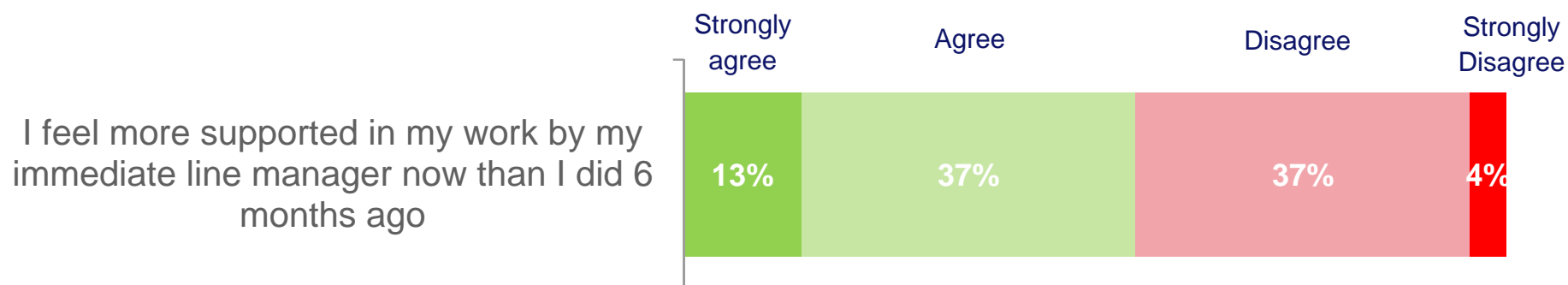
B18

Variation at a team level on performance management – what is working well in some areas?

	Opportunities to achieve your personal career objectives at NCC	Opportunities for learning and development to handle present job well	NCC has a fair system for evaluating an employee's performance	Performance review, as well as other feedback I receive during the year, helps me improve my performance.	I have a good idea of the possible career paths available to me	Line manager coaches me in my development	Poor performance is not tolerated at NCC	Line manager encourages feedback on their own management style	Have you had a formal appraisal with your line manager in the last 12 months?
Children's Services	**34**	**45**	**44**	**55**	**39**	**60**	**45**	**43**	**82**
Area 1	30	38	41	54	34	51	44	**33**	85
Area 2	**45**	**64**	36	45	36	**70**	**27**	40	**70**
Area 3	40	49	44	61	**53**	**71**	46	**55**	81
Area 4	33	41	43	45	**27**	51	45	37	78
Area 5	31	45	46	56	37	59	43	43	86
Area 6	**19**	**27**	37	**45**	**26**	62	**23**	36	80

= 10% or more <u>higher</u> than Children's Services overall   = 10% or more <u>lower</u> than Children's Services overall

B19

Department for Education Strategic Review

	Strongly agree	Agree	Disagree	Strongly Disagree
I feel more supported in my work by my immediate line manager now than I did 6 months ago	13%	37%	37%	4%

In February 2014, there were mixed perceptions of whether people were receiving more support from their immediate line managers. However, in total 50% felt there had been some improvement. Comments reveal that people feel managers had more time to dedicate to supporting their development and keeping them informed.

*I feel that my line manager has had **more of a focus of supporting staff and leadership rather than needing to be at meetings and out of the office**. I also feel that I have **been able to raise the issues within the team with my line manager which she has actioned on.***

***More frequent contact time** to discuss cases and strategies of working with our families*

*Being **informed of changes as they occur***

B20

Leadership styles at NCC and Children's Services

Comfortable for managers ← → Less natural / instinctive for managers

Affiliative

+ Managers are creating a "nice" environment where people feel respected, supported and recognised for good performance.
- Issues with poor performance may not be being addressed

> There is **not the support from managers/senior managers to challenge poor practice**. There is **no support within my team to manage work pressure/stress**. Senior social workers nor the principle social worker offer any advice/support/guidance.

Coaching

+ Managers have some feedback discussions.
- Coaching skills could be strengthened and people are not aware of training and career progression opportunities.

Directive

+ Clear understanding of expectations and feeling that NCC expects a high level of performance
- Poor performance in some areas may not be being managed effectively and people are not being held to account for their performance.

Participative

+ Line managers act on ideas and suggestions
- But NCC could do more to involve people in decisions or change initiatives

Pacesetting

+ NCC expects high performance.
- People not always accountable for results or encouraged to take risk. Decision making is slow and poor performance is not managed effectively.

Visionary

+ Good understanding of service area strategy
- Lack of clarity and connection with NCC overall strategy. People do feel motivated by NCC as an organisation.

B21

Perceptions of leadership shows signs of improvement with more visibility of leaders and more believability around strategic direction.

However people want more…. There is scope to built trust and inspire people

Perceptions of leadership is improving

The majority feel confident in the direction being taken by the Children's Services Leadership Team, however they could do more to help identify and manage risks to children and young people.
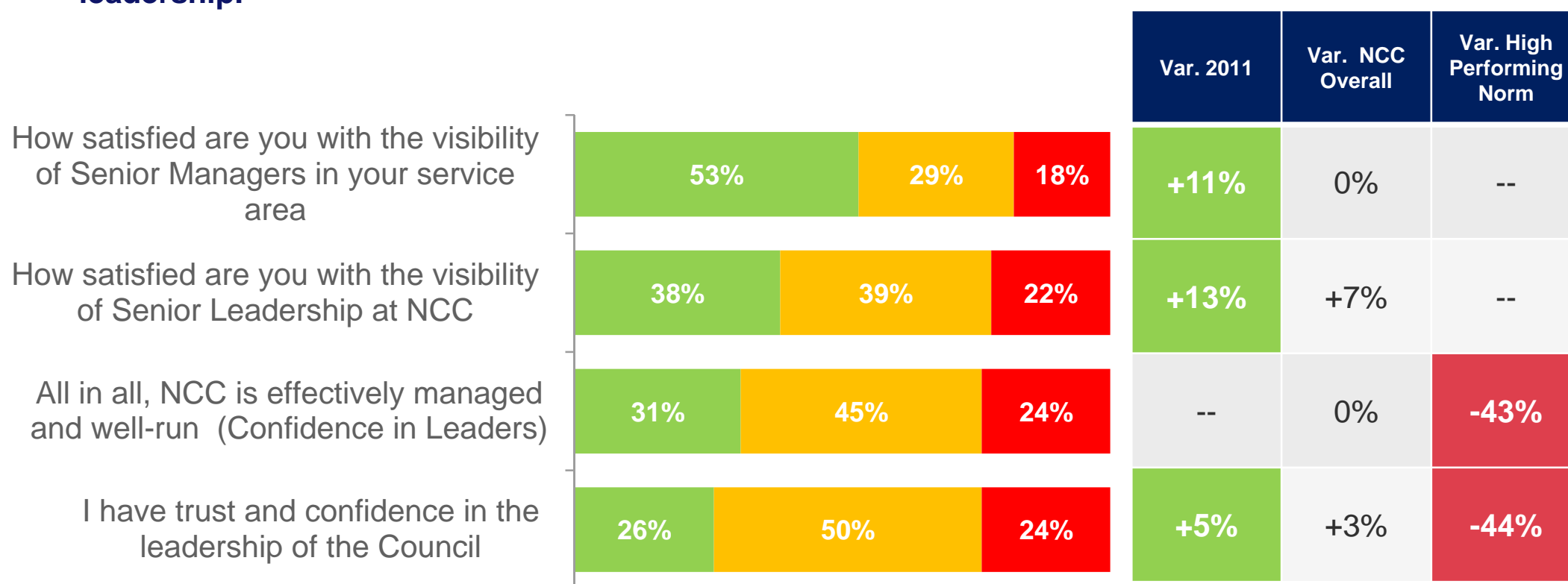
	Strongly agree	Agree	Disagree	Strongly disagree	Don't know
I feel confident in the direction being taken by the Children's Services Leadership Team *Strategic Review	17%	59%	12%	3%	9%
*I understand my service's objectives and strategy (Clear & Promising Direction) *2014 Employee Survey	18%	64%	4%	1%	12% (Neither Agree nor Disagree)

*By providing us with **considerably more clarity regarding our priorities**. By refocussing our attention on the need to ensure that we are listening carefully to the voice of the child, and by providing us with a much more **streamlined Care First system** that enables us to complete assessments that are of a higher quality. Also by being **much more visible and accessible** to those of us on the front line.*

*I feel that the Leadership Team has **enabled a more balanced approach for my work**; I feel that this is due to placing emphasis upon **enabling workers to have space to complete training** and to reflect upon this which has enabled me to input the training into my practice. The Leadership Team has also enabled a **clearer understanding of what is expected from me** as a front line worker.*

B23

Confidence in leaders

There have been improvements in visibility of and trust and confidence in leaders since 2011. However scores are notably below the HP norm and people are largely on the fence regarding leadership.

	Var. 2011	Var. NCC Overall	Var. High Performing Norm
How satisfied are you with the visibility of Senior Managers in your service area — 53% / 29% / 18%	+11%	0%	--
How satisfied are you with the visibility of Senior Leadership at NCC — 38% / 39% / 22%	+13%	+7%	--
All in all, NCC is effectively managed and well-run (Confidence in Leaders) — 31% / 45% / 24%	--	0%	-43%
I have trust and confidence in the leadership of the Council — 26% / 50% / 24%	+5%	+3%	-44%

23

B24

Many comments express a desire for strong, directive leadership, with a clear direction for NCC

What one thing would you change to enable you to do a better job?

Strong, directive leadership

*I think there **needs to be strong leadership,** more driven management and more ownership and accountability of projects.*

***Strong, modern, business-like leadership from the top** of the organisation is the first step.*

*More **motivational speaking from senior leadership team about our direction***

*The **lack of direction and leadership from the very top of the authority has resulted in confusion and stagnation**. I feel that we need a much clearer idea of where the authority is going and how this will impact on my team and in turn my role. Everyone needs a sense of certainty about their future and this is lacking from NCC.*

Communication

*In recent months things seem to be changing although slowly and **we are able to have time with management and are encouraged to express our views. This I hope will continue to be worked on and improve** in time.*

Better communication between senior team leaders and teams in both directions.

***Improve communication with front line staff on almost every subject**. It would be nice to know what is going on. The need for change for financial saving is not a problem, but it would be good if someone could explain how the changes are going to work.*

B25

Line manager and employee relationships are strong and there are healthy relationships between managers and staff. However these relationships do not necessarily lead to improved performance.

Perceptions of leadership shows signs of improvement with more visibility of leaders and more believability around strategic direction. However people want more…. There is scope to convert the 'unconvinced'

Strong, aligned leadership at all levels of management is required to promote the direction, create trust and manage performance.
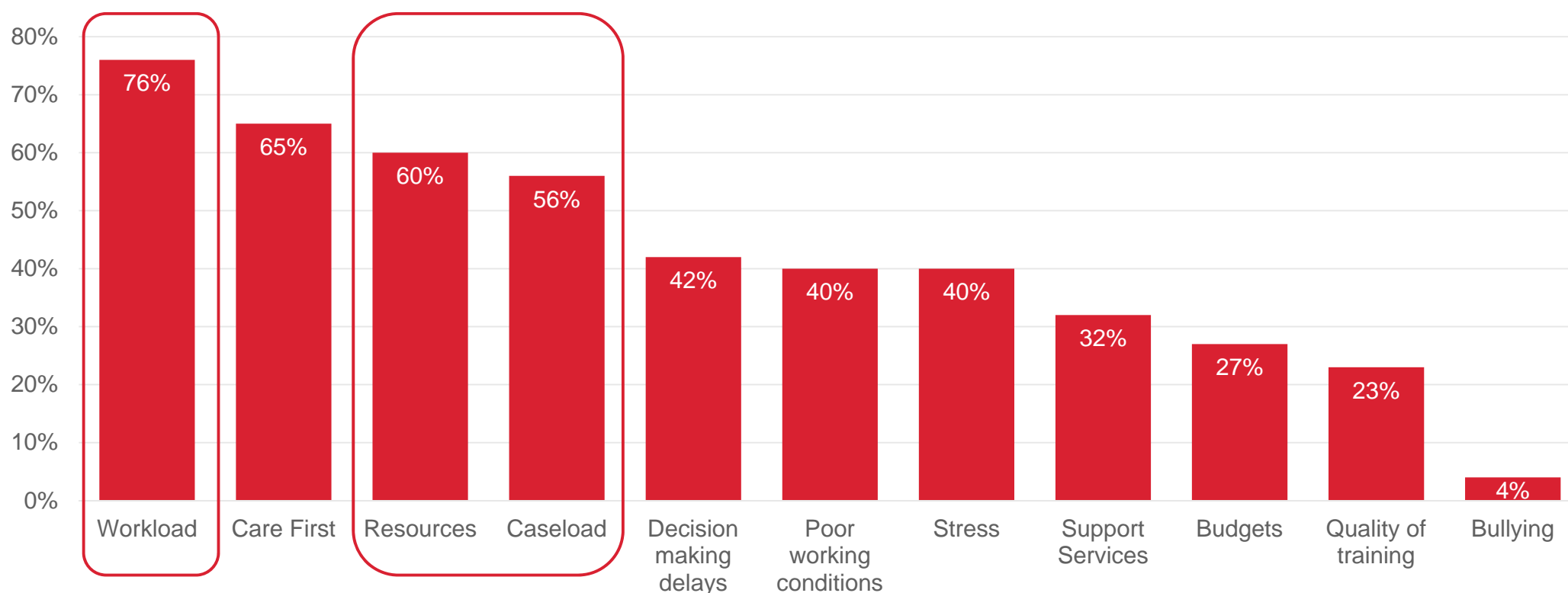
B26

5

Clear and immediate priorities

Workload is high and impacting on people's ability
to perform and develop:

- People are working long hours and not always
  being paid for it
- There is a culture in which people are allowed to
  work long hours
- People feel there are a lack of resources
- If anything, workload is increasing (people can't
  see an end to the problem)

UNISON National survey of Social Workers

Which of the following prevents you from carrying out your role effectively?

Category	Percentage
Workload	76%
Care First	65%
Resources	60%
Caseload	56%
Decision making delays	42%
Poor working conditions	40%
Stress	40%
Support Services	32%
Budgets	27%
Quality of training	23%
Bullying	4%

B29

My manager does not pressure me into working extra hours but the reality is I have to if I am to keep up with the demands of the job. When I do work extra hours I am encouraged to take the time back but this isn't always possible because then I will just fall behind with my work again. Caseloads within my team are too high and it has been recognised that we need more staff but this hasn't happened yet so I have been holding a caseload with some of my cases not actively being worked at all because I haven't had the capacity to do so.

Whilst I am not expected to work over contractual hours, work needs to be completed and often this cannot be achieved within the given time. I do not have an issue with this and will work to achieve high standards as necessary. It is not always possible to take this time back. I feel that we are seeing improvement following the arrival of the senior leadership team and feel that this has been a positive experience for Children's Services, receiving clear direction.
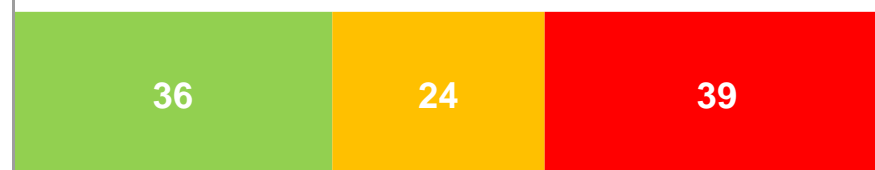
The workload and stress is seriously impacting on my health but I feel unable to take time off sick as the work will just be there and more when I return.

There are no appropriate plans for when workloads get too high, staff are expected to cope. There is no limit to the amount of cases you can have…. I do feel some things have improved over the last year however there is also extra pressure to increase output, meet time limits, write longer IA's.

B30

Workload: Employer Health Check Survey

I feel that my workload allows me sufficient time for supervision and CPD activities	36	24	39
I feel that my department has adequate plans to handle situations where workload exceeds my capacity	23	23	54

In May 2014 29% reported they were expected to work beyond their contractual hours all the time.

The majority that worked beyond their contractual hours would only be able to take time off at a later stage 'sometimes'.

	Not at all	Sometimes	Often	All the time
How often are you expected to work beyond your contractual hours?	3%	40%	28%	29%
If you work beyond your contractual hours, are you able to take that time off at a later stage?	6%	63%	20%	13%

B31

Support with work life balance

53% feel NCC supports them in achieving a reasonable work life balance.

■ % Favourable   ■ % Neutral   ■ % Unfavourable

NCC supports me in achieving a reasonable balance between my work life and my personal life

| 53 | 25 | 22 |

	Var. 2011	Var. NCC Overall	Var. High Performing Norm
	--	-6%	-11%

	0	20	40	60	80	100
Area 1					63	
Area 2				56		
Area 3				52		
Area 4			42			
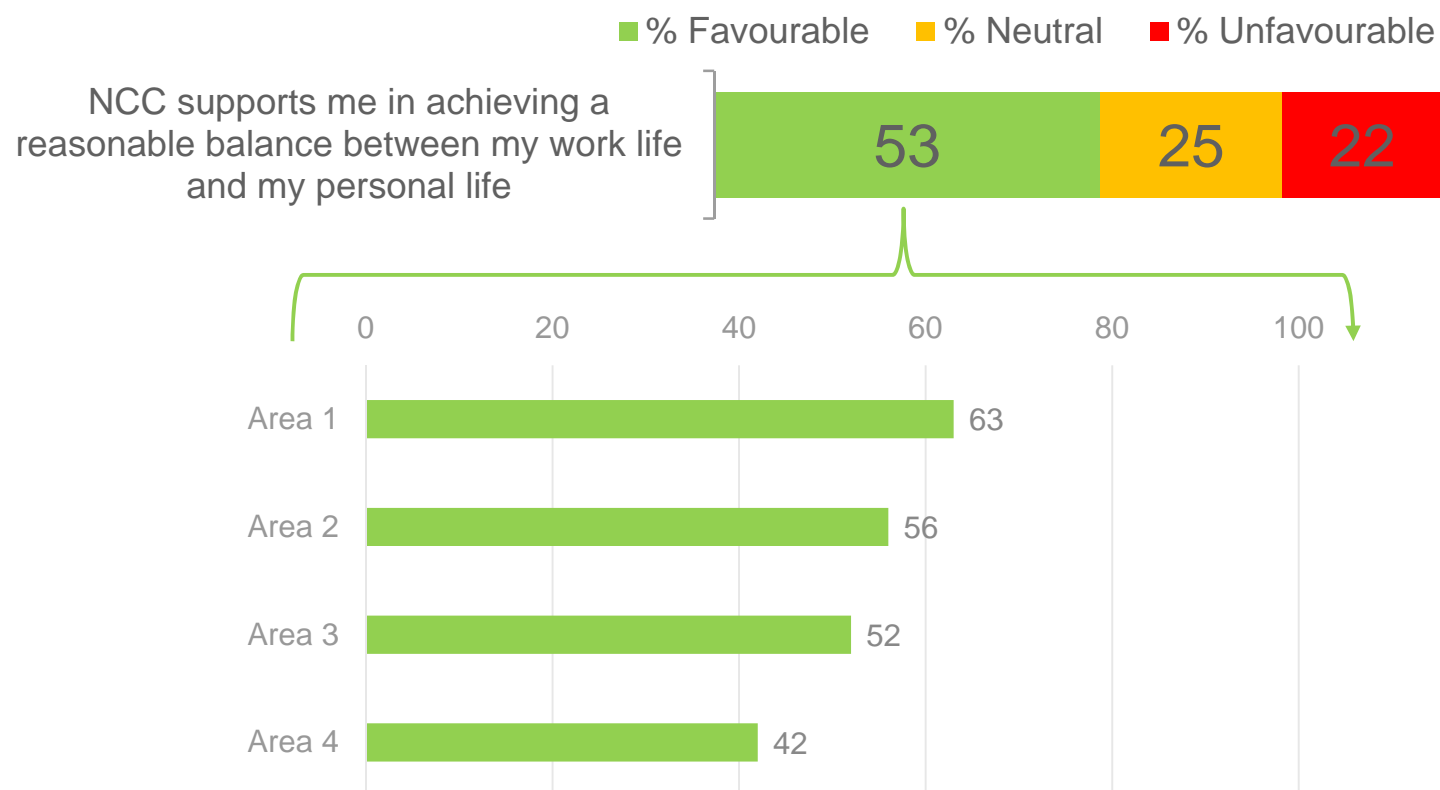
★ This question is a driver of engagement and enablement in Children's Services

B32

Amount of work expected

51% feel the amount of work expected of them is reasonable.

	% Favourable	% Neutral	% Unfavourable

The amount of work expected of me is reasonable: **51** | **20** | **29**

Var. 2011	Var. NCC Overall	Var. High Performing Norm
+9%	-3%	-17%

Area	Value
Area 1	60
Area 2	52
Area 3	48
Area 4	43
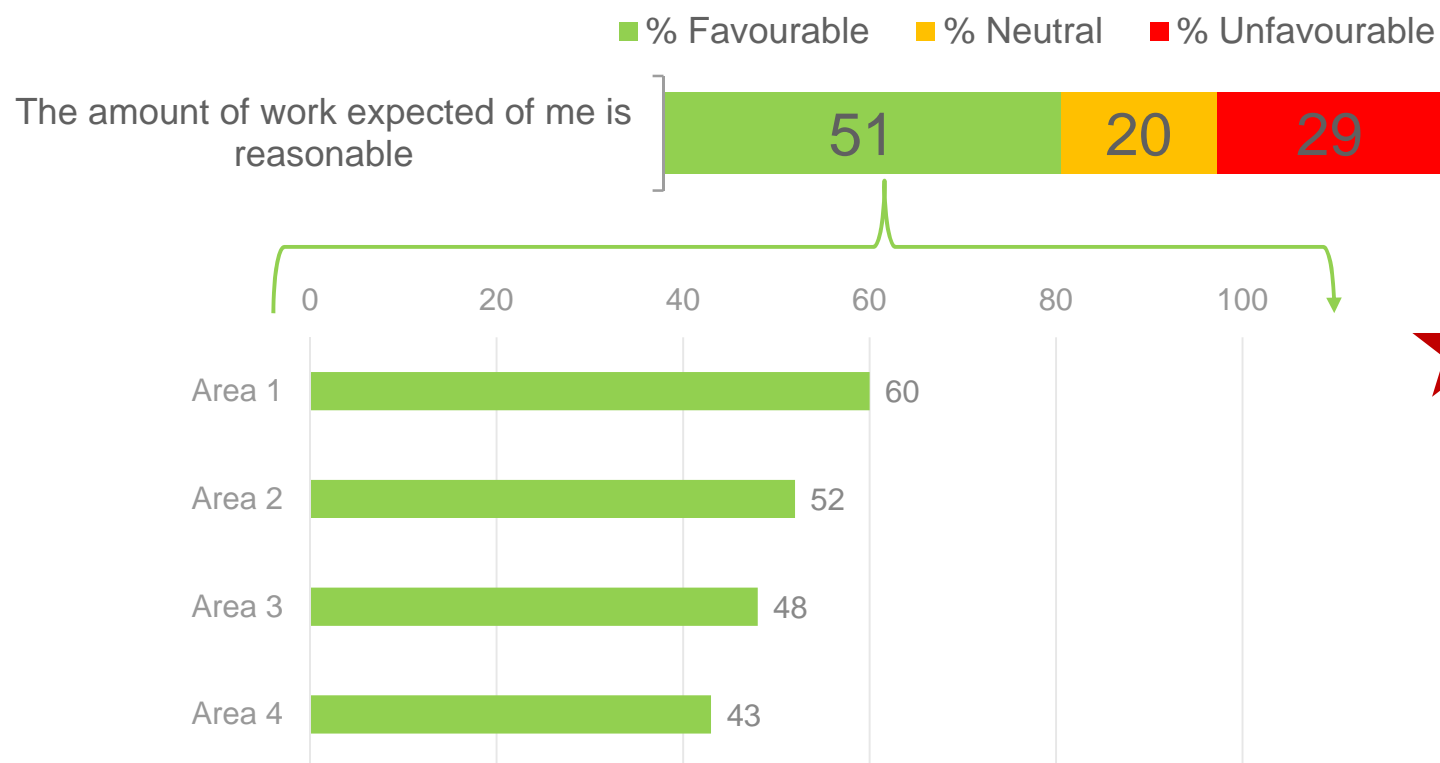
★ Workload in a normal working week is seen to have increased compared to a year ago for over half – less than one in ten believe it has reduced.

B33

Open comments: Workload

What one thing would you change to enable you to do a better job?

Reduce caseloads

I would limit the amount of cases a worker would have to enable them to have more time to complete assessments and be thorough gathering information from the family and other professionals.

Recruit more social workers in order for caseloads to remain at a workable level.

The team has been criticised for not achieving and yet had high case loads and no staff.

Flexible working

More flexibility around working hours, such as earlier/later starts to meet demands of the service.

I would also like *more flexibility in my working hours to enable me to complete work around my personal commitments.*

More flexibility e.g. opportunity to work from home.

B34

In addition to high workload, enablement is a big issue, there are a range of barriers preventing people from being effective:

- Supportive work environment and IT systems
- Decision making and empowerment
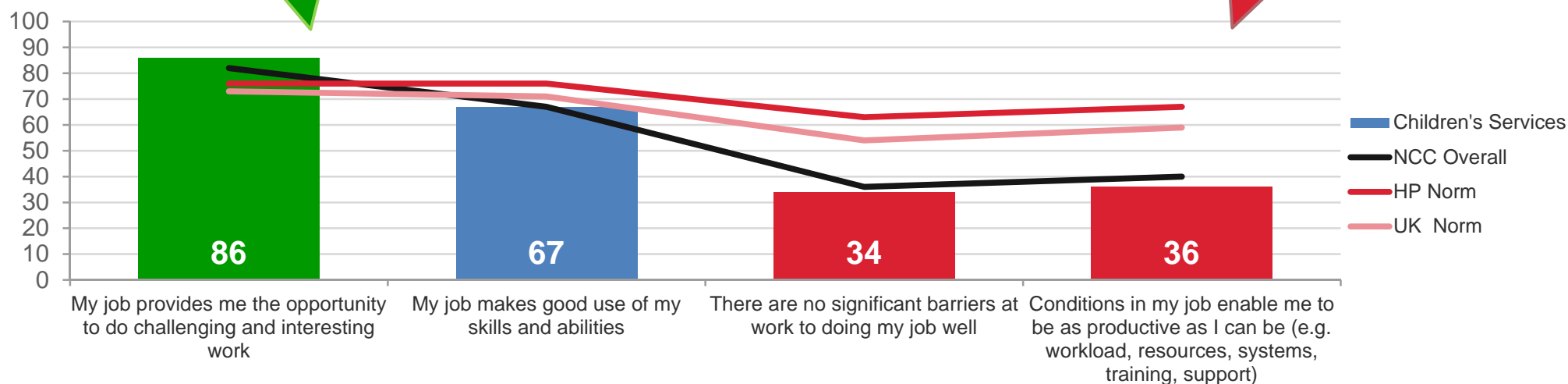- Structure and processes

JOB OPTIMISATION

High scores in relation to people's jobs being interesting, challenging

DISABLING WORK ENVIRONMENT

However scores in relation to barriers and productive work conditions are low

Children's Services	Var. NCC Enablement Index	Var. High Performing Norm	Var. UK Norm
56%	0%	-15%	-8%

Legend:
- Children's Services
- NCC Overall
- HP Norm
- UK Norm

Chart values:
- My job provides me the opportunity to do challenging and interesting work: 86
- My job makes good use of my skills and abilities: 67
- There are no significant barriers at work to doing my job well: 34
- Conditions in my job enable me to be as productive as I can be (e.g. workload, resources, systems, training, support): 36

B36

Key messages: Enablement

IT systems and equipment

Employer Health Check Survey
- **IT systems may be creating barriers to effective working** - in the Employer Health Check Survey only half agreed their department provided access to suitable IT systems.

2014 survey
- **Less than half have the resources (information and equipment) they need to do their job effectively** and there are multiple comments concerning issues with IT equipment.

Work environment

Employer Health Check Survey
- **Views suggest that the work environment does not support productivity –** in the Employer Health Check Survey around a third agreed their department provides them with a suitable work environment (e.g. desk, chair and access to a quiet place)

2014 survey
- Perceptions of current physical working conditions have declined since 2011 and a quarter are actively dissatisfied
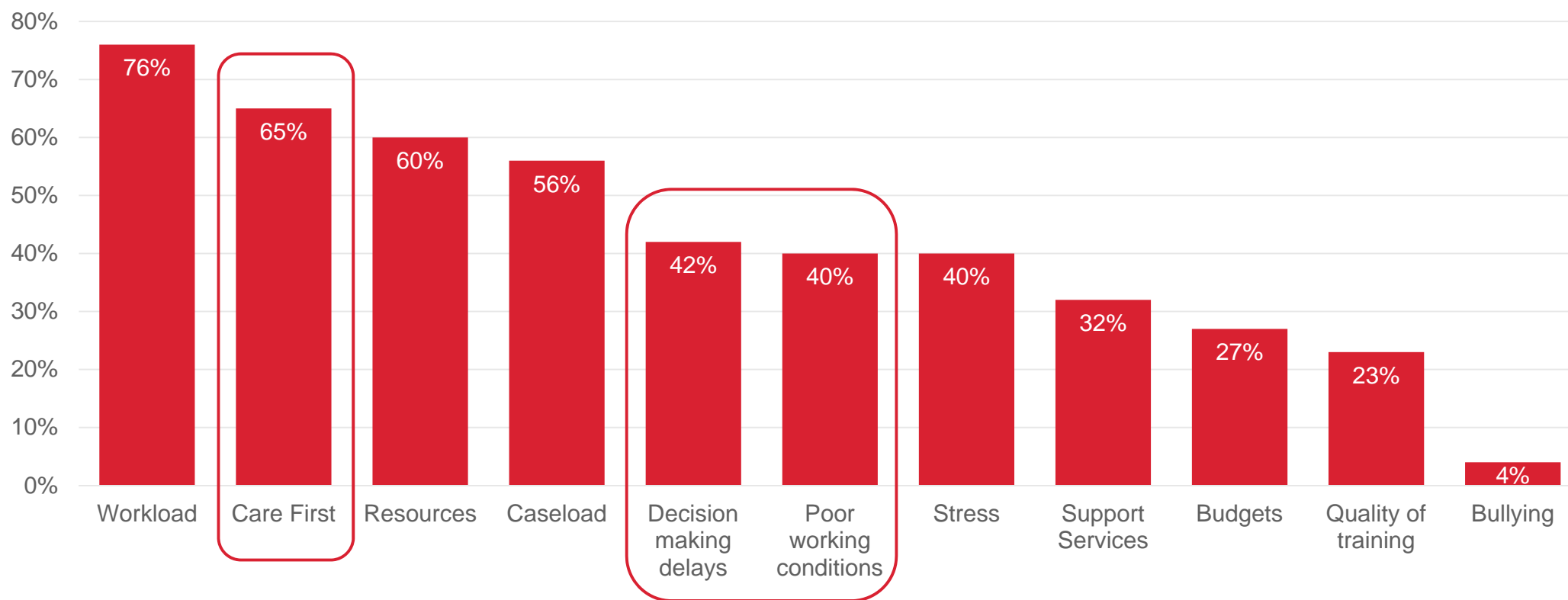
Decision making

2014 survey
- **Another potential barrier to effective working is not having authority to make decisions;** around half agree that decisions are made at the right level and a quarter agree they are made without undue delay

Effectively organised and structured

2014 survey
- **Only a quarter believe NCC is effectively organised and structured**

B37

UNISON National survey of Social Workers

Which of the following prevents you from carrying out your role effectively?

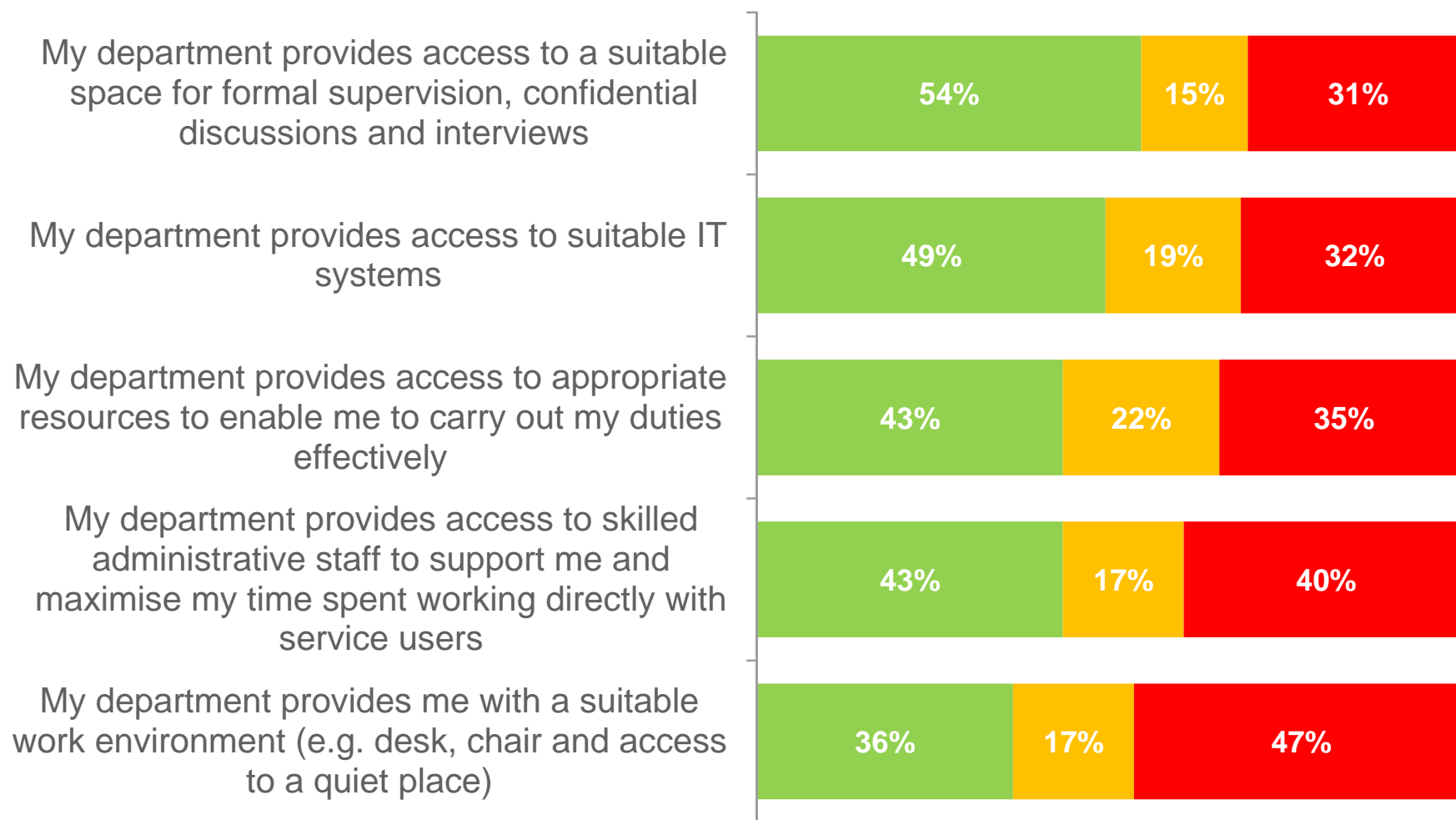| Category	Percentage
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Poor working conditions	40%
Stress	40%
Support Services	32%
Budgets	27%
Quality of training	23%
Bullying	4%

B38

Hot desking is a serious problem with frequent problems of no desk availability and having to carry equipment about which wastes time and greatly increases stress. *No access to quiet spaces*. *Administrative services need to be located within the teams* so that they can offer knowledgeable support, at present they are trying but not able to offer a good enough service resulting in Social Workers taking on some of these tasks to ensure they are done in a timely way

Due to the limited hot desks, there are times when there are no desks available in our office area. While this is not essential, as a part-time worker it is important for me to spend the limited time in the office with co-workers, to enable peer supervision and advice, which is not always possible.

UNISON CONCLUSION: It is regrettable but not surprising that poor working conditions are mentioned by over 39% of respondent's. The **reality of "hot-desking" and unsuitable offices mean that some staff have very poor working conditions**. This compounded with overcrow**ded car parks** all have a significant impact upon productivity and well-being. Hot-desking might not be suitable for social work teams, where staff need to develop, to take difficult decisions and rely on peer support. It isn't helpful working in a call centre environment, with people around them typing away in between calls and where **breach of confidentiality is always a risk**. Working at home can be helpful at times but not if it can mean that staff become isolated and away from the support they need.

B39

Enablement: Employer Health Check Survey

Statement	Green	Yellow	Red
My department provides access to a suitable space for formal supervision, confidential discussions and interviews	54%	15%	31%
My department provides access to suitable IT systems	49%	19%	32%
My department provides access to appropriate resources to enable me to carry out my duties effectively	43%	22%	35%
My department provides access to skilled administrative staff to support me and maximise my time spent working directly with service users	43%	17%	40%
My department provides me with a suitable work environment (e.g. desk, chair and access to a quiet place)	36%	17%	47%

B40

Open comments: Barriers

What one thing would you change to enable you to do a better job?

Tools & Equipment	Working Environment	Decision Making & Empowerment

Tools & Equipment

The need for more up to date IT equipment, servers, and systems is way over due and has us lagging behind private business's and this has a detrimental effect on how we can perform our jobs.

As much of my work has to occur remotely, I would like a phone that allowed me to access my emails and a laptop that does not crash, or freeze as I work.

Working Environment

Have space to work where I can feel comfortable (Not hot desking or in a noisy overcrowded office where it is difficult to focus on the specialist work we deliver).

Having adequate office space whereby *all workers have their own desk and storage facilities* for files and resources.

Decision Making & Empowerment

To be treated as an adult who can make decisions

Ability to make own decisions with support from manager.

Ability to use my initiative more

B41

Workload is high and impacting on people's ability to perform and develop:

- People are working long hours and not always being paid for it
- There is a culture in which people are expected to work long hours
- People feel there are a lack of resources
- If anything, workload is increasing (people can't see an end to the problem)

In addition to high workload, enablement is a big issue, there are a range of barriers preventing people from being effective:

- Supportive work environment and IT systems
- Decision making and empowerment
- Structure and processes

HayGroup®

Workload: A disconnect (lower engagement) with NCC, a lack of training and development being taken up, a perception that people are unable to deliver the best possible services.

Enablement: Frustrated employees turn to ineffective employees, things take longer and adds to workload, frustration is aimed at NCC (fuels disengagement), services suffer.

6

Conclusions and recommendations

Strengths and opportunities

Strengths

1	There are clear signs of optimism and improvement within Children's Services: • Stronger, visible leadership • More clarity • People are seeing evidence of improvement (e.g. Care-First) • A fresh sense of purpose and optimism is coming through the data
2	Employee passion and commitment is the bedrock of Children's Services. People are challenged by their job and committed to the people they serve. They are determined and passionate.

Opportunities

1	Building on the positive momentum is a clear opportunity. Continued communication and clarification around Children's Service's strategy and priorities will be important. Leaders are at all levels need to focus on performance conversations to go from 'adequate to good' or 'good to great'.
2	Workload is big issue for people and it's affecting their service delivery and their engagement. The issue of workload can potentially derail the renewed optimism that has been rekindled within Children's Services.
3	A supportive working environment offers a number of specific opportunities relating to the physical work environment, team structures and decision making.

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Recommendations

1	Celebrate your progress and clarify the journey ahead. Ensure management at all levels understand and agree to future priorities. Clarify how the priorities feed through to your performance management processes.
2	Create a common understanding and agreement amongst all levels of management and staff regarding workload and the frustrations relating to physical working conditions. Take time to communicate and acknowledge the feedback of 4 different surveys.
3	Identify the key areas for improvement and work out at what level a priority item should be 'owned'. Consider quick wins, what's realistic to improve and what can be devolved to local managers. Empower people to make change.
4	Differentiate between a change in process and a change in mind-set. Shifting mind-sets take time and requires strong, unified leadership at every level of the Service Area.
5	At all times try and involve staff and use the employee voice when coming up with new approach. Consider small task forces or enablement workshops to involve people in interventions.
6	Remember to communicate, communicate communicate!

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Time for discussion

Do you agree?
What's surprising?
How do we move forward together?

Norfolk County Council
at your service

0 – 5 years
Needs Analysis
November 2014

Contents

1. Introduction

The purpose of this document is to provide an up to date analysis of young people's needs in relation to outcomes by the age of 5 years. The focus remains on analysis of the impact of outcomes as measured by the Early Years Foundation Stage Profile within Children's Centre areas and Districts, and to compare 2013 and 2014 results, to highlight the changes in outcomes over the last academic year.

1.1 National context - Early Years Foundation Stage results in England 2014

- The proportion of children achieving a good level of development in 2014 was 60%. This is up 8 percentage points from 52% last year.
- The average EYFSP point score for 2014 is 33.8, an increase of 1 point from 32.8 points in 2013.
- The proportion of children achieving at least the expected level in all 17 early learning goals is 58%.
- The gender gap between the percentage of girls and boys achieving a good level of development is 16% points, with 69% of girls achieving a good level of development compared with 52% of boys
- Mathematics and Literacy remain the areas of learning with the lowest proportion achieving at least the expected level. Girls are more likely to achieve the expected level than boys. However the gender gaps are closing in most areas of learning.

1.2 Local Context

- The proportion of children achieving a good level of development in 2014 was 58%. This is up 13 percentage points from 43% last year. The gap between Norfolk and national has closed significantly, but the Norfolk results were still 2% below the national GLD.
- The average EYFSP point score for 2014 was 32.9, an increase of 1 point from 31.9 in 2013. This is still 0.9 points below the national as Norfolk increased the average points score by the same amount as national.
- The proportion of children achieving at least the expected level in all 17 early learning goals is 58%.
- The gender gap between the percentage of girls and boys achieving a good level of development is 17% points, with 67% of girls achieving a good level of development compared with 50% of boys. This gender gap is 1% higher than the national and has grown by 2% from 15% in 2013. Gender difference is not always apparent in the overall school data. Some schools achieved a high percentage GLD, but the gender difference was very wide. This needs to be taken into account when risk assessing schools for EYFS.
- Mathematics, Literacy and Communication and Language remain the areas of learning with the lowest proportion achieving at least the expected level. However, the largest rise in attainment occurred in Mathematics with 11% more boys and 12% more girls achieving the expected level or better. Mathematics was a focus for statutory agreement trialling in 2014, along with

Communication and Language, which saw a 7% rise in attainment for boys and girls. Literacy attainment also rose, by 9% for boys and 7% for girls in 2014.

- Girls are more likely to achieve the expected level, or better, than boys. However, the gender gap is closing for most areas of learning, with the exception of Mathematics and Understanding the World, where the gap widened by 1%.
- There has been a reduction in the amount of children excluded from EYFSP data submission. The reduction is greater for girls than boys. This year 3 girls were excluded from the data, 14 less that 2013 and 6 boys were excluded, 9 less than 2013.

Compared to our statistical neighbours, Norfolk still has the lowest percentage of children gaining a good level of development.

EYFS % Good Level of Development (2014)
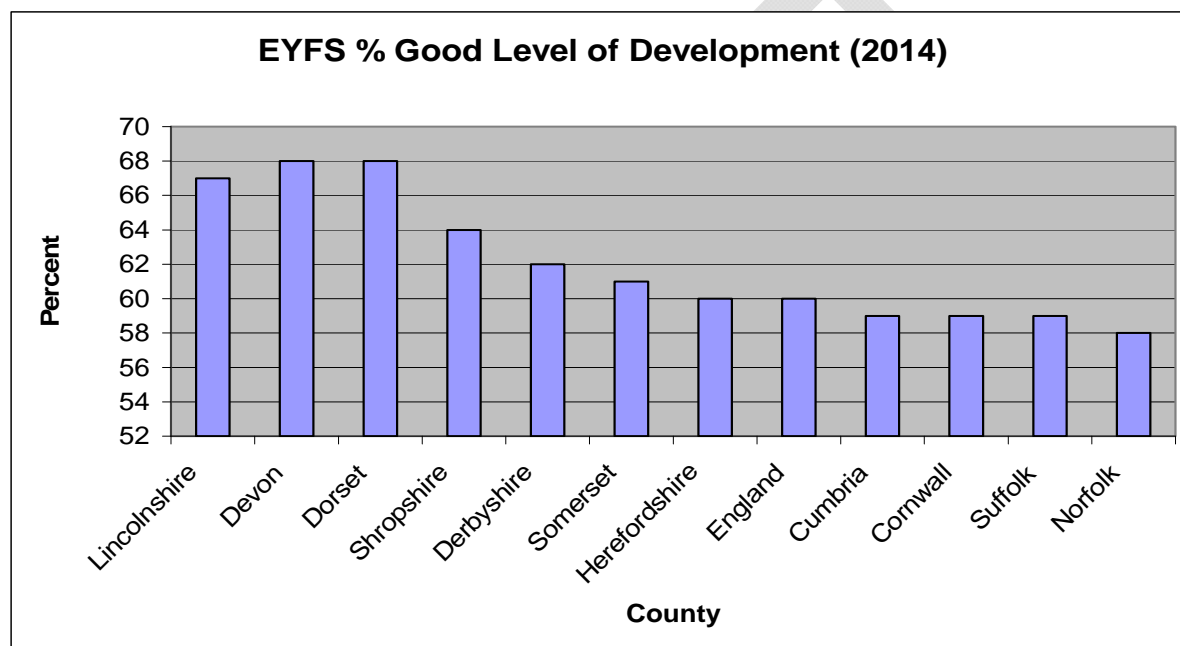
When compared with national results, the Norfolk point score in each area of learning is slightly below the national, except for mathematics. The biggest gaps between national data and that for Norfolk are in Personal, Social and Emotional development, as last year, and Expressive Arts and Design.

EYFSP Outcomes Norfolk v National 2014
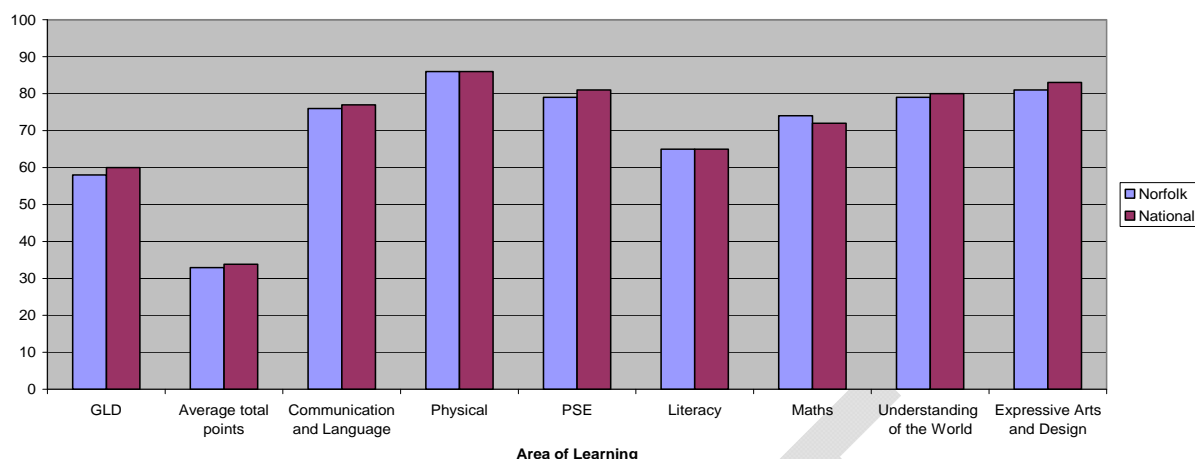
1.3 **District Analysis of EYFSP outcomes – related to Children's Centres in Norfolk**

There has been improvement in the percentage of children achieving a good level of development across all 7 district council areas. Kings Lynn and West is the highest performing district in 2014, with 61.4% of children achieving a good level of development. Second highest is Broadland.

Breckland had the highest percentage increase from 38% in 2013 to 58.2% in 2014. Great Yarmouth is the next district with an improvement from 40.1% in 2013 to 57% in 2014. The lowest percentage increase was in South Norfolk, with a 5.6% increase over the past year. However, South remains the third highest performing district overall.
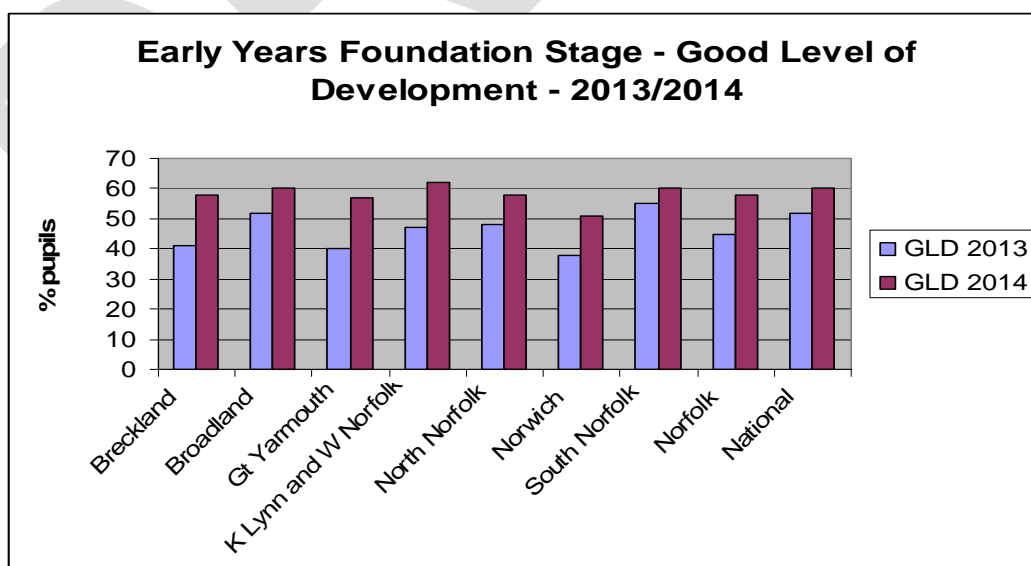
The following charts show data for EYFSP outcomes for the 53 Children's Centre areas. Outcomes by the end of the Early Years Foundation Stage, as measured by achieving a 'Good Level of Development' in the Early Years Foundation Stage Profile, remain variable across Children's Centre areas in

Norfolk with a 45% difference in outcomes between the highest and lowest performing areas. However the achievement gap between the highest and lowest performing Children's Centre is 3% narrower than last year.

% change 2013 to 2014

Children's Centre	% change
Acle Area (Marshes) CC	7.95
Attleborough CC	16.13
Aylsham CC	6.55
Bowthorpe W. Earlham & Costessey Area CC	4.21
Broadland CC	3.05
Caister CC	0.94
CFM CC	12.77
City & Eaton CC	19.74
Corpusty & Holt Area CC	17.22
Cromer CC	15.42
Dereham Central CC	19.21
Dereham South CC	22.21
Diss CC	0.27
Downham Market CC	12.93
Drayton & Taverham CC	9.42
Dussindale CC	12.13
Earlham EY CC	14.77
East City & Framingham Earl Areas CC	30.34
Emneth CC	2.35
Fakenham Gateway CC	9.45
Gorleston & Hopton CC	14.13
Greenacre CC	20.21
Gt Yarmouth (Priory) CC	26.94
Harleston CC	9.11
Hellesdon CC	4.92
Hethersett CC	10.05
Hunstanton Area CC	12.37
Litcham CC	28.40
Loddon CC	20.29
Long Stratton CC	0.24
Methwold CC	5.08
Mundesley CC (Poppyland)	17.92
Nar CC	27.88
North City CC	8.86
North Walsham CC	5.37
Reepham CC	-12.96
Seagulls CC	23.54
Signpost CC	19.90
Spixworth & Sprowston CC	15.81
St Clement's CC	29.08
Stalham & Sutton CC	6.94
Stibbard CC	10.92
Swaffham CC	6.49
Thetford CC	22.49
Thetford Drake CC	26.77
Thorpe Hamlet & Heartsease CC	-9.44
Trinity CC	20.74
Vancouver CC	11.04
Village Green CC	17.76
Watton CC	5.10
Wells CC	1.22
West Walton CC	-2.00
Wymondham CC	-2.04

2014 F...   en's
Centre   ...est
Walton

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Percentage Good Level of Development 2014 and Change 2013 to 2014

Area	Good Level of Development 2014	Change 2013 to 2014
Acle Area (Marshes) CC	69.15	7.95
Attleborough CC	59.13	16.13
Aylsham CC	56.15	6.55
Bowthorpe W. Earlham & Costessey Area CC	45.11	4.21
Broadland CC	54.05	3.05
Caister CC	59.84	0.94
CFM CC	59.57	12.77
City & Eaton CC	59.54	19.74
Corpusty & Holt Area CC	57.72	17.22
Cromer CC	56.52	15.42
Dereham Central CC	53.61	19.21
Dereham South CC	71.01	22.21
Diss CC	65.27	0.27
Downham Market CC	70.83	12.93
Drayton & Taverham CC	69.32	9.42
Dussindale CC	67.63	12.13
Earlham EY CC	41.67	14.77
East City & Framingham Earl Areas CC	63.14	30.34
Emneth CC	62.35	2.35
Fakenham Gateway CC	53.85	9.45
Gorleston & Hopton CC	53.33	14.13
Greenacre CC	53.01	20.21
Gt Yarmouth (Priory) CC	48.54	26.94
Harleston CC	58.51	9.11
Hellesdon CC	68.52	4.92
Hethersett CC	65.55	10.05
Hunstanton Area CC	65.47	12.37
Litcham CC	55.00	28.40
Loddon CC	56.69	20.29
Long Stratton CC	55.84	0.24
Methwold CC	58.78	5.08
Mundesley CC (Poppyland)	61.02	17.92
Nar CC	61.38	27.88
North City CC	57.26	8.86
North Walsham CC	66.67	5.37
Reepham CC	56.64	-12.96
Seagulls CC	60.54	23.54
Signpost CC	58.30	19.90
Spixworth & Sprowston CC	48.41	15.81
St Clement's CC	77.38	29.08
Stalham & Sutton CC	54.84	6.94
Stibbard CC	60.32	10.92
Swaffham CC	45.99	6.49
Thetford CC	55.19	22.49
Thetford Drake CC	66.47	26.77
Thorpe Hamlet & Heartsease CC	32.86	
Trinity CC	67.74	20.74
Vancouver CC	58.04	11.04
Village Green CC	60.26	17.76
Watton CC	50.90	5.10
Wells CC	49.32	1.22
West Walton CC	55.00	-2.00
Wymondham CC	64.06	-2.04

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Good Level of Development 2014

Children's Centre	Value
St Clement's CC	77.38
Dereham South CC	71.01
Downham Market CC	70.83
Drayton & Taverham CC	69.32
Acle Area (Marshes) CC	69.15
Hellesdon CC	68.52
Trinity CC	67.74
Dussindale CC	67.63
North Walsham CC	66.67
Thetford Drake CC	66.47
Hethersett CC	65.55
Hunstanton Area CC	65.47
Diss CC	65.27
Wymondham CC	64.06
East City & Framingham Earl Areas CC	63.14
Emneth CC	62.35
Nar CC	61.38
Mundesley CC (Poppyland)	61.02
Seagulls CC	60.54
Stibbard CC	60.32
Village Green CC	60.26
Caister CC	59.84
CFM CC	59.57
City & Eaton CC	59.54
Attleborough CC	59.13
Methwold CC	58.78
Harleston CC	58.51
Signpost CC	58.30
Vancouver CC	58.04
Corpusty & Holt Area CC	57.72
North City CC	57.26
Loddon CC	56.69
Reepham CC	56.64
Cromer CC	56.52
Aylsham CC	56.15
Long Stratton CC	55.84
Thetford CC	55.19
West Walton CC	55.00
Litcham CC	55.00
Stalham & Sutton CC	54.84
Broadland CC	54.05
Fakenham Gateway CC	53.85
Dereham Central CC	53.61
Gorleston & Hopton CC	53.33
Greenacre CC	53.01
Watton CC	50.90
Wells CC	49.32
Gt Yarmouth (Priory) CC	46.54
Spixworth & Sprowston CC	46.40
Swaffham CC	46.43
Bowthorpe W. Earlham & Costessey Area CC	45.11
Kirkland CC	41.67
Thorpe Hamlet & Heartsease CC	32.86

Ranking the performance and dividing the 53 Children's Centres into quartiles (each Centre based in 1 of the 7 Norfolk district council areas) shows a changing picture of outcomes across the 7 districts. (2013 figures are in brackets).

	Breckland	Broadland	King's Lynn and West Norfolk	Great Yarmouth	North	Norwich	South
Top Quartile (highest	2 (0) (25%)	4(4) (50%)	3(3) (33%)	1(1) (14%)	1(1) (13%)	0(0)	2(4) (29%)

performing)							
Upper median Quartile	1 (1) (13%)	0(3)	3(3) (33%)	3(1) (43%)	2(3) (25%)	3(1) (50%)	1(1) (14%)
Lower median Quartile	2 (4) (25%)	2(0) (25%)	3(1) (33%)	0(1)	3(4) (37%)	1(3) (17%)	3(1) (43%)
Bottom Quartile (lowest performing)	3 (3) (37%)	2(1) (25%)	0(2)	3(3) (43%)	2(0) (25%)	2(2) (33%)	1(1) (14%)
Totals	8	8	9	7	8	6	7

In 2013 outcomes in Broadland were highest. In 2014 the district with the highest proportion of Centres in the top 2 quartiles is Kings Lynn and West, at 66%. Great Yarmouth is the next district with 57%, although this district also has the highest percentage of Children's Centres in the lowest quartile. The district with the highest proportion of Children's Centres in the lowest 2 quartiles in 2013 was Breckland, and this continues in 2014 along with North, with 62% of Children's Centres in the lowest 2 quartiles, followed by South.

Communication and Language includes listening and attention, understanding and speaking. Once again outcomes range across the Children's Centres and there is 37% difference between the highest and lowest performing areas. However the achievement gap between the highest and lowest performing Children's Centre is 6% narrower than last year.

Norwich has 2 Children's Centre Areas (Thorpe Hamlet and Earlham) that are the lowest performing areas. However a Children's Centre Area in South Norfolk (Bowthorpe) is also in the bottom 3. An Area of Kings Lynn and West Norfolk served by St Clements Children's Centre is the highest performing Area, followed by Village Green (Gt Yarmouth) and Hethersett (South).

Communication and Language - 2013/2014

Children's Centre (y-axis)

Categories from top to bottom:
St Clement's, Village Green, Hethersett, Dereham South, Fakenham Gateway, Downham Market, Dussindale, Hellesdon, Acle Area Marshes, Drayton & Taverham, Diss, City & Eaton, Thetford Drake, Long Stratton Area, Hunstanton Area, North Walsham, Hoveton & Broadland, Trinity, Aylsham Cluster, Dereham Central, Mundesley Poppyland, East City & Framingham Earl Area, Wymondham Area, Attleborough, Loddon, Corpusty & Holt Area, Vancouver, Stibbard, Thetford, Seagulls, Nar, Methwold, Wells-next-the-Sea, Harleston, Cromer, Emneth, Signpost, Reepham, West Walton, Caister, Watton, Stalham & Sutton, North City, Gorleston & Hopton, Spixworth & Sprowston, Swaffham, CFM SureStart, Greenacre, Litcham, Gt Yarmouth (Priory), Bowthorpe, W. Earlham & Costessey Area, Earlham EY, Thorpe Hamlet & Heartsease

x-axis: 0.0, 20.0, 40.0, 60.0, 80.0, 100.0

Legend:
- 2014 data
- 2013 data

Chart: Ranked according to 2014 outcome

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Personal social and emotional development includes Self-confidence and self-awareness, managing feelings and behaviours and making relationships. In 2014 there is a 44% difference between the highest and lowest performing Children's Centre areas, so the gap has narrowed by 10% from last year's results.

The lowest performing Children's Centre area is Thorpe Hamlet and Heartsease which is 18% lower than the next lowest performing area, Earlham.

Personal Social and Emotional - 2014

Legend:
- 2014 data
- 2013 data

Categories (top to bottom):
Thorpe Hamlet & Heartsease
Earlham EY
Bowthorpe, W. Earlham & Costessey Area
Gorleston & Hopton
Greenacre
Wells-next-the-Sea
Harleston
Spixworth & Sprowston
West Walton
Cromer
Gt Yarmouth (Priory)
Litcham
Stalham & Sutton
Methwold
North City
Signpost
Seagulls
Caister
Watton
Stibbard
Aylsham Cluster
Long Stratton Area
Vancouver
Attleborough
Thetford
Trinity
CFM SureStart
Fakenham Gateway
Diss
Reepham
Loddon
Hoveton & Broadland
Corpusty & Holt Area
East City & Framingham Earl Area
Wymondham Area
Swaffham
Nar
Dereham Central
Acle Area Marshes
City & Eaton
Hunstanton Area
North Walsham
Village Green
St Clement's
Thetford Drake
Mundesley Poppyland
Emneth
Hellesdon
Dussindale
Downham Market
Hethersett
Drayton & Taverham
Dereham South

X-axis: 0.0, 20.0, 40.0, 60.0, 80.0, 100.0

Chart: Ranked according to 2014 outcome

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Registration and Contact with Children's Centres

Currently 82.8% of children 0-5 years are registered with their local Children's Centre. Of those registered 88.1% have received contact from their Children's Centre and 74.4% of all children in the area have received contact.

Levels of 0-5s registered and receiving contact by Children's Centre at 10/11/2014							
Children's Centre	**Total**	**Registered**	%	**Contact with Registered**	%	**Contact with all**	%
Outside Norfolk or Unknown Postcode	2174	1279	58.8%	915	71.5%	974	44.8%
Acle Area (Marshes)	1026	873	85.1%	690	79.0%	701	68.3%
Attleborough	1408	1131	80.3%	1104	97.6%	1113	79.0%
Aylsham	698	574	82.2%	535	93.2%	540	77.4%
Bowthorpe, West Earlham and Costessey Area	2149	1906	88.7%	1772	93.0%	1830	85.2%
Broadland	455	379	83.3%	345	91.0%	346	76.0%
Caister	640	590	92.2%	533	90.3%	535	83.6%
Catton Grove, Fiddlewood and Mile Cross (CFM)	1468	1171	79.8%	955	81.6%	1019	69.4%
City and Eaton	1825	1455	79.7%	1303	89.6%	1320	72.3%
Corpusty and Holt Area	539	506	93.9%	446	88.1%	450	83.5%
Cromer	500	406	81.2%	372	91.6%	376	75.2%
Dereham Central	1039	918	88.4%	775	84.4%	788	75.8%
Dereham South	658	584	88.8%	477	81.7%	485	73.7%
Diss	931	746	80.1%	609	81.6%	614	66.0%
Downham Market	1243	946	76.1%	765	80.9%	772	62.1%
Drayton & Taverham	817	631	77.2%	585	92.7%	606	74.2%
Dussindale	693	596	86.0%	488	81.9%	494	71.3%
Earlham Early Years Centre	1015	830	81.8%	807	97.2%	827	81.5%
East City & Framingham Earl Area	1646	1401	85.1%	1214	86.7%	1231	74.8%
Emneth	644	501	77.8%	484	96.6%	486	75.5%
Fakenham Gateway	648	627	96.8%	568	90.6%	572	88.3%
Gorleston and Hopton	865	685	79.2%	573	83.6%	579	66.9%
Great Yarmouth (Priory)	627	505	80.5%	426	84.4%	428	68.3%
Greenacre	1377	1091	79.2%	902	82.7%	907	65.9%
Harleston	469	385	82.1%	316	82.1%	325	69.3%
Hellesdon	842	626	74.3%	551	88.0%	563	66.9%
Hethersett	1014	838	82.6%	801	95.6%	807	79.6%
Hunstanton Area	643	611	95.0%	535	87.6%	536	83.4%
Litcham	362	333	92.0%	290	87.1%	294	81.2%
Loddon	609	489	80.3%	414	84.7%	421	69.1%
Long Stratton	663	572	86.3%	530	92.7%	534	80.5%
Methwold	632	476	75.3%	389	81.7%	389	61.6%
Nar	1011	845	83.6%	753	89.1%	767	75.9%
North City	1540	1239	80.5%	1173	94.7%	1264	82.1%
North Walsham	740	616	83.2%	551	89.4%	553	74.7%
Poppyland (Mundesley)	274	226	82.5%	210	92.9%	211	77.0%
Reepham	457	379	82.9%	342	90.2%	345	75.5%

Seagulls	834	700	83.9%	582	83.1%	585	70.1%
Signpost	1272	1205	94.7%	1155	95.9%	1165	91.6%
Spixworth & Sprowston	1393	1174	84.3%	896	76.3%	920	66.0%
St Clements	516	477	92.4%	469	98.3%	471	91.3%
Stalham and Sutton	482	408	84.6%	363	89.0%	363	75.3%
Stibbard	338	338	100.0%	324	95.9%	324	95.9%
Swaffham	1178	992	84.2%	828	83.5%	834	70.8%
Thetford	912	739	81.0%	672	90.9%	688	75.4%
Thetford Drake	897	721	80.4%	642	89.0%	655	73.0%
Thorpe Hamlet & Heartsease	1081	938	86.8%	868	92.5%	904	83.6%
Trinity	670	616	91.9%	583	94.6%	586	87.5%
Vancouver	1432	1243	86.8%	1046	84.2%	1080	75.4%
Village Green Childrens Centre	808	676	83.7%	668	98.8%	684	84.7%
Watton	929	768	82.7%	712	92.7%	714	76.9%
Wells	273	273	100.0%	261	95.6%	261	95.6%
West Walton	333	290	87.1%	250	86.2%	250	75.1%
Wymondham	1156	943	81.6%	841	89.2%	851	73.6%
Total	**48842**	**40464**	**82.8%**	**35655**	**88.1%**	**36334**	**74.4%**

Following the release of EYFSP data at Child level to Children's Centres in late October, work is ongoing at centre level to analyse the impact of each Centre's work including level of contact on these results.

When the % of children achieving a good level of development at the end of the Foundation Stage is compared with the % of all children receiving contact with a Children's Centre, it must be borne in mind that the numbers of children within each area differs greatly, the lowest number being in the Poppylands (Mundesley) area, with 274 children aged 0-5 compared with Bowthorpe, West Earlham and Costessey which has 2149 children aged 0-5. However, the following comparison does give an indication of the correlation between outcomes and contact.

Stibbard CC has the highest percentage of contact and the 20th highest % level of development. Wells CC had a 95.6% contact level compared with a GLD % of 49. This shows that further analysis is needed within each area to understand the particular issues affecting these results.

% GLD v % Contact with all children
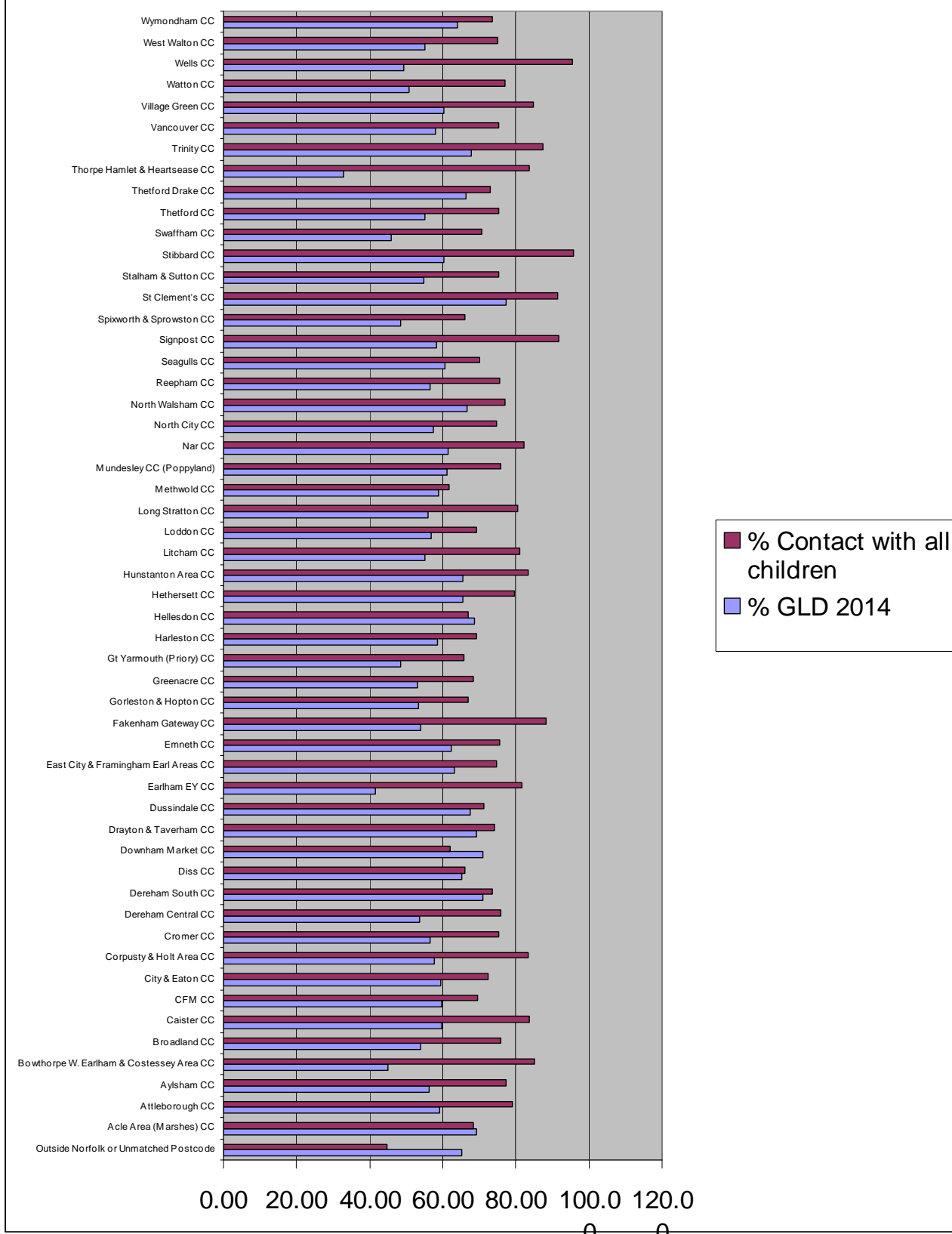
1.4 Outcomes based on type of early education provider

Every 3 and 4 year old child is entitled to 15 hours of early education. When looking at the type of early years provision attended by individual children and matching it to that child's outcomes at the end of the Foundation Stage, it is possible to gain a general view of the percentage of children gaining a good level of development against each provider type. However, this data needs to be treated with caution, as many children will have benefitted from other types of support, for example Children's Centre activities, so it should not be assumed that the level of achievement is solely due to the type of provider attended. Also, the types of provider chosen by parents will have been determined based on their particular preference, working arrangements, availability, location, convenience and cost.

Outcomes for children attending a nursery unit of an independent school are highest but the numbers of children attending independent nurseries are relatively low when compared to other types of provision. Outcomes for children attending childminding provision are next highest but, again, the numbers are low. The largest number of children attended a pre-school playgroup and the percentage of these children achieving a good level of development is slightly higher than the Norfolk average for all provider type.

Provider Type	Pupils	GLD No	GLD Yes	GLD %
No Early Education Attendance or Not Matched	3160	1450	1710	54.1%
Childminder	110	34	76	69.1%
Day Nursery	2166	825	1341	61.9%
Nursery Schools	232	95	137	59.1%
Nursery Units of Independent Schools	73	18	55	75.3%
Pre-School Playgroup	3213	1338	1875	58.4%
All Provider Types	8954	3760	5194	58.0%

1.5 Supporting children with Special Educational Needs and Disability (SEND)

The SEND code of practice 0-25 (2014) states that 'the majority of children and young people with SEN or disabilities will have their needs met within local mainstream early years settings, schools or colleges.'

Despite this it is a well documented fact both nationally and locally that parents often find it difficult to find high quality early years' provision which meets the needs of their child. The reasons often given by parents for not accessing the early years' entitlement is the shortfall in knowledge, skills and confidence of the practitioners providing care and education for their child.

However, as from September 1st 2014 and as part of the SEND reforms the local authority has a responsibility to publish a 'Local Offer' which should inform parents of all services available for children with SEND in their local area. There is an expectation that all early years providers will contribute to the 'offer' outlining how they support children with SEND. This should help parents make informed choices about their child's access to early education and break down some of the communication barriers which currently exist.

As mentioned above parents have identified a lack of confidence in early years' practitioner's abilities to support their children. However, since the original 0-5 analysis in November 2013 to date 774 early years practitioners have shown a willingness to improve their knowledge and develop further skills and have attended training events offered through the early years training team specific to SEND. Following training there is the expectation that additional knowledge acquired would be cascaded colleagues in their setting ensuring practice is improved and embedded into the daily routines.

Legend:
- Step On
- Step On refresher
- Autism- Invisible Condition
- Autism - Visual Supports
- ENCO
- Sensory
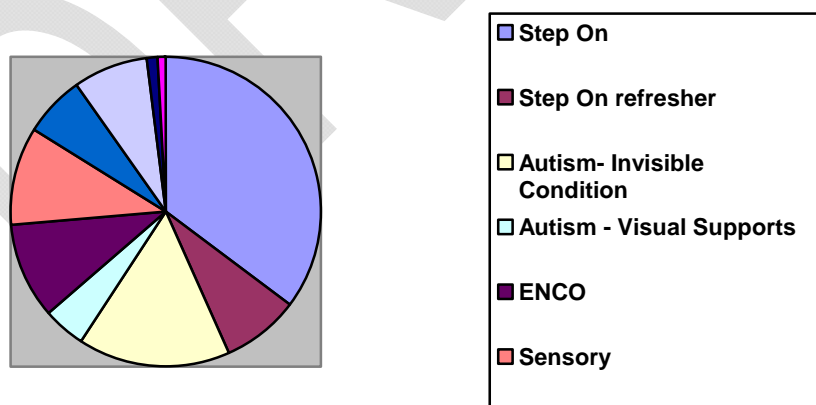
More practitioners are accessing Norfolk Steps training which supports and develops their understanding of behaviour and offers strategies which can be embedded in practice. Practitioners are also prioritising and investing in training about Autism both the basic awareness course and supporting communication using visual aids.

1.6 Talk About Project

Norfolk Community Health and Care NHS Trust (NCH&C) was awarded a two year grant from Norfolk County Council (NCC) in 2012 to devise and implement a project – the Talk About Project – with the aim of contributing to an improvement in the communication skills of children between the ages of 3 and 5 years in early years settings and school reception classes across Norfolk. Norfolk's children have scored below the national and regional averages on the Early Years Foundation Stage (EYFS) measures of language and communication over recent years. The particular focus of the Talk About project was to improve support and outcomes for children with emerging or identified speech, language and communication needs (SLCN).

The specific aims of the project were:

> i. to improve the children's workforce knowledge and skills regarding children's SLCN by providing local training courses
> ii. to improve access to sources of information and advice for settings
> iii. to devise and provide resources to support language development universally, and for early intervention and support for children with SLCN.

This 2 year project has been extended for 1 year (April 2013 to March 2014) but now targets settings in areas where 2013 Communication and Language outcomes were lowest. This supports the recommendation made on the 0-5 Needs Analysis 2013. Speech and Language Therapists are working in partnership with Early Years Advisers to provide support and advice to early years practitioners and use the Every Child a Talker (ECAT) monitoring tool to assess children's progress at regular intervals, looking back over the 3 years of the project.

ECAT 1 took place in Spring 2013, ECAT 2 in the Summer/Autumn 2013, ECAT 3 in Autumn/Spring 2014 and ECAT 4 in July 2014.

Results from ECAT 4 highlight significant decrease in the number of children in Norfolk at risk of delay in all four areas of language.

ECAT	Attention & listening			Understanding language			Expressive language			Social communication		
	Delayed	Expected	Ahead	Delayed	Expected	Ahead	Delayed	Expected	Ahead	Delayed	Expected	Ahead
1	24	63	12	24	65	12	31	59	11	30	58	12
2	18	65	16	18	67	15	25	61	14	22	62	16
3	20	65	15	20	66	14	27	60	13	25	60	15
4	14	69	17	15	70	15	24	62	14	20	63	16

The results from the ECAT 4 data show consistent progress across all 4 areas of language monitored by settings involved in the Talk About project both from the start to finish of the project (ECAT 1-4) and across one academic year cohort (ECAT 3-4).

- Attention and listening: reduced from 24% to 14% at risk of delay

- Understanding language: reduced from 24% to 15 % at risk of delay
- Expressive language: reduced from 31% to 24% at risk of delay
- Social communication: reduced from 30% to 20% at risk of delay

Children with SLC delayed

A line graph titled "Children with SLC delayed" with y-axis labeled "Percent" (5 to 35) and x-axis labeled "ECAT" (1 to 4). Legend shows four series: Attention & Listening, Understanding Language, Expressive Language, Social Communication.
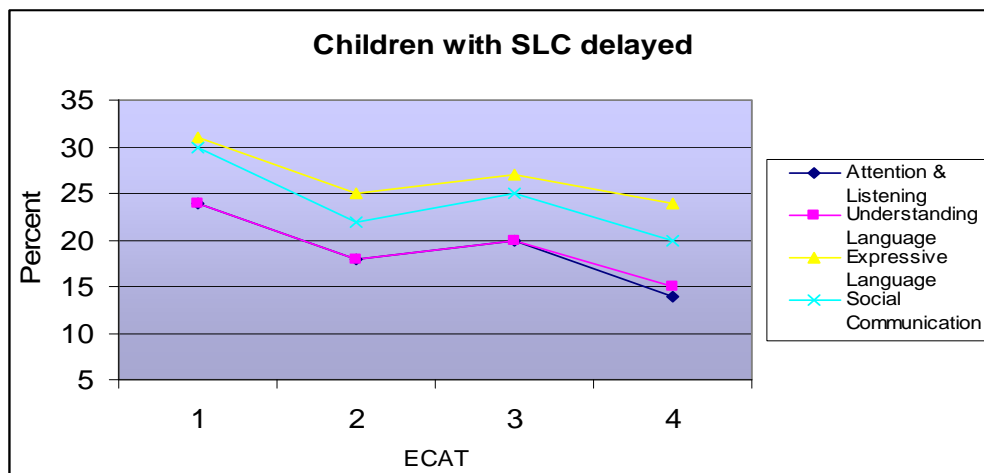
Progress from ECAT 1 to ECAT 4

ECAT 1 figures identified that 27% of 3-5 year old children were at risk of speech and language delay. The focus of the Talk About project was to improve support and outcomes for these children by providing a comprehensive programme of training for EYP's. The ECAT 4 data was an additional data collection after the end of phase one of the Talk About project. Data was returned by 58 of the original 236 settings. The data shows a reduction in the number of children at risk of speech and language delay to 18% and is robust evidence that the work of the Talk About team continues to have a significant and measurable impact on children's speech language and communication skills.

1.7 Progression data

The Year 1 phonics outcomes in Norfolk are below the national average. Provisional outcomes for 2014 indicate a rise in Norfolk of 8%. Nationally the provisional result has also improved but by 5%. The gap between the average for Norfolk pupils and the average nationally has decreased from 8% to 5%.

The gap between Norfolk girls and boys has also closed from 11% in 2012 to 8% in 2014. The girl / boy gap is now inline with the national picture which has remained static at 8%.

Year 1 Phonics

	Norfolk - Total	Norfolk - Boys	Norfolk - Girls	National - Total	National - Boys	National - Girls
2012	50	46	57	58	54	62
2013	61	57	66	69	65	73
2014	69	65	73	74	70	78
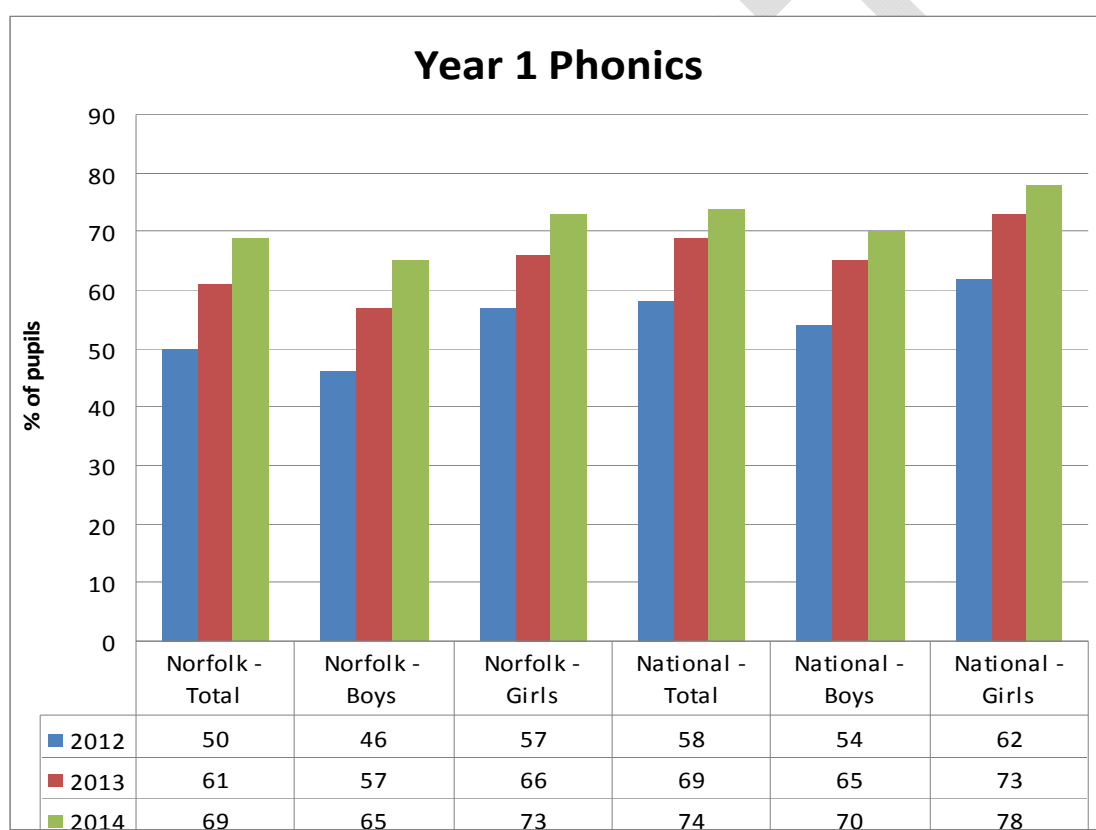
The Year 1 phonics outcome in Norfolk is below the national average. Provisional outcomes for 2014 indicate a rise in Norfolk of 8%. Nationally the provisional result has also improved by 5%. The gap between the average for Norfolk pupils and the average nationally has decreased from 8% to 5%.

Key Stage 1
Overall teacher assessments for pupils by the age of 7 have been broadly similar to those for children nationally. There is largely a 1% difference between Norfolk and national averages.

Key Stage 2

Outcomes for 11 year olds have also been below the national average. In 2013, 71% pupils in Norfolk gained at least Level 4 in Reading, Writing and Mathematics (RWM) at KS2. Nationally, 75% pupils gained L4+ RWM. The 4% gap between Norfolk and national results was an improvement from the previous year. In 2014, 74% Norfolk pupils gained L4+ in Reading, Writing and Mathematics, an increased of 3% compared with 2013. However, the national percentage rose to 78% so there was no closing of the gap which remains at 4%.

Key Stage 4
Data for GCSEs has been omitted from this analysis as there have been national issues around the reporting of this key stage.

However, EYFSP outcomes are the most statistically reliable predictor of outcomes by the end of Key Stage 4. Improvements in EYFSP data should impact upon the outcomes throughout education. It is essential then that the percentage of children gaining a Good Level of Development at the end of EYFS increases to be in line with, or above, national.

There is still variation between districts, but the consistent picture is that where results are higher at EYFSP, the results continue to be higher across all Key Stages. If EYFSP outcomes can be improved in the lower attaining areas, the pupils have a greater chance of achieving well throughout their education.

The graphs have been created using EYFSP Good Level of Development (GLD), together with Key Stage 2 Level 4+ in Reading, Writing and Mathematics (RWM) because these are the recognised benchmarks for these two phases of education. They represent the most holistic measure of progress. There is no equivalent at Key Stage 1, so this is not shown, and the Key Stage 4 data has had issues nationally with reporting so that has been omitted too.

GLD and KS2 L4+ RWM
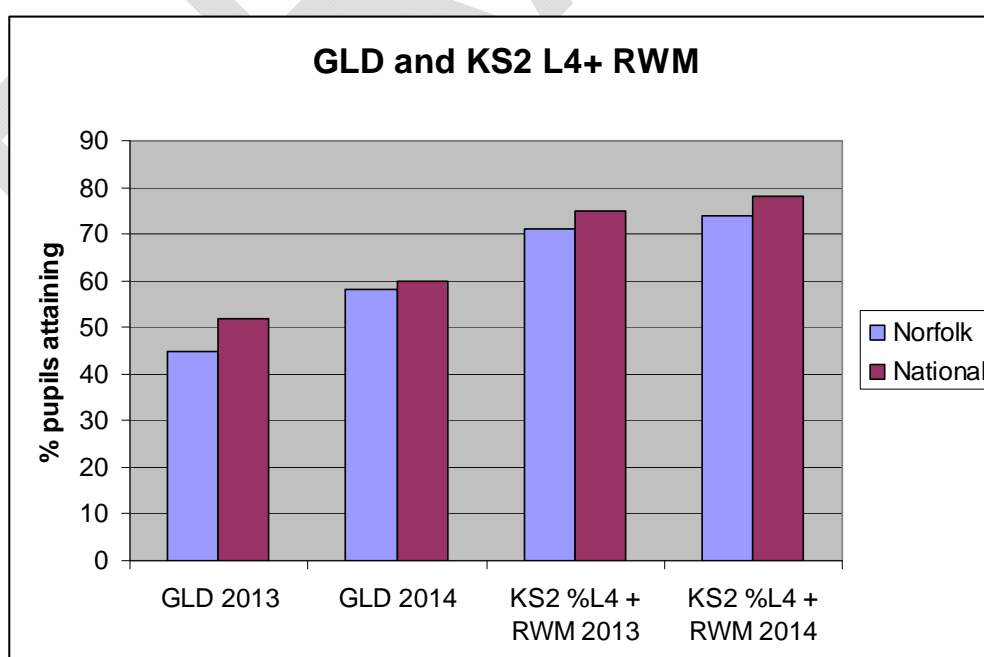
Improvements can be seen for both GLD and KS2 from 2013 to 2014. However GLD in Norfolk increased at a greater rate than was seen nationally (13% compared to

8%), so the gap has closed and Norfolk is now 2% below national. At KS2, Norfolk's outcomes improved by 3% but that mirrored the national trend, so the gap to national remained stable.

The following graphs show the variation between districts

GLD and KS2 L4+ RWM - Breckland

% pupils attaining

Legend: Breckland, Norfolk, National

Categories: GLD 2013, GLD 2014, KS2 %L4 + RWM 2013, KS2 %L4 + RWM 2014
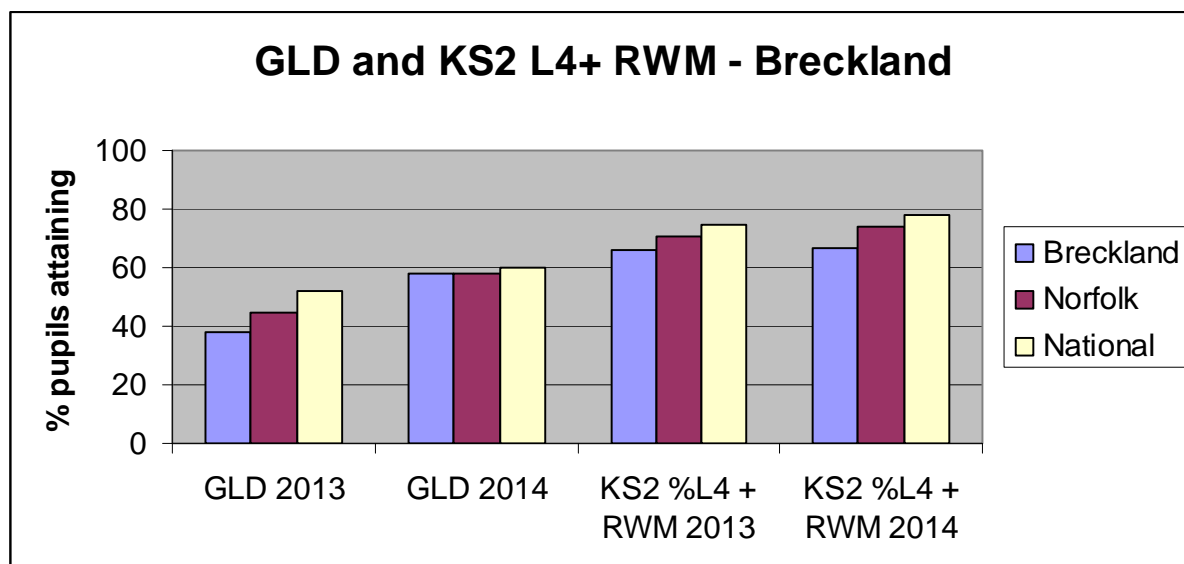
In Breckland, GLD improved by 20%, closing the gap with the Norfolk but leaving a gap of 2% compared with the national attainment, in 2014. KS2 rose by 1% compared with 3% for Norfolk, this leaves a gap of 11% compared with national. However, the gaps continue to close across the primary phase and, by the end of KS2, 9% more pupils attain the nationally expected level compared with EYFS. There is a picture of continuing improvement in Breckland.

GLD and KS2 L4+ RWM - Broadland

% pupils attaining

Legend: Broadland, Norfolk, National

Categories: GLD 2013, GLD 2014, KS2 %L4 + RWM 2013, KS2 %L4 + RWM 2014
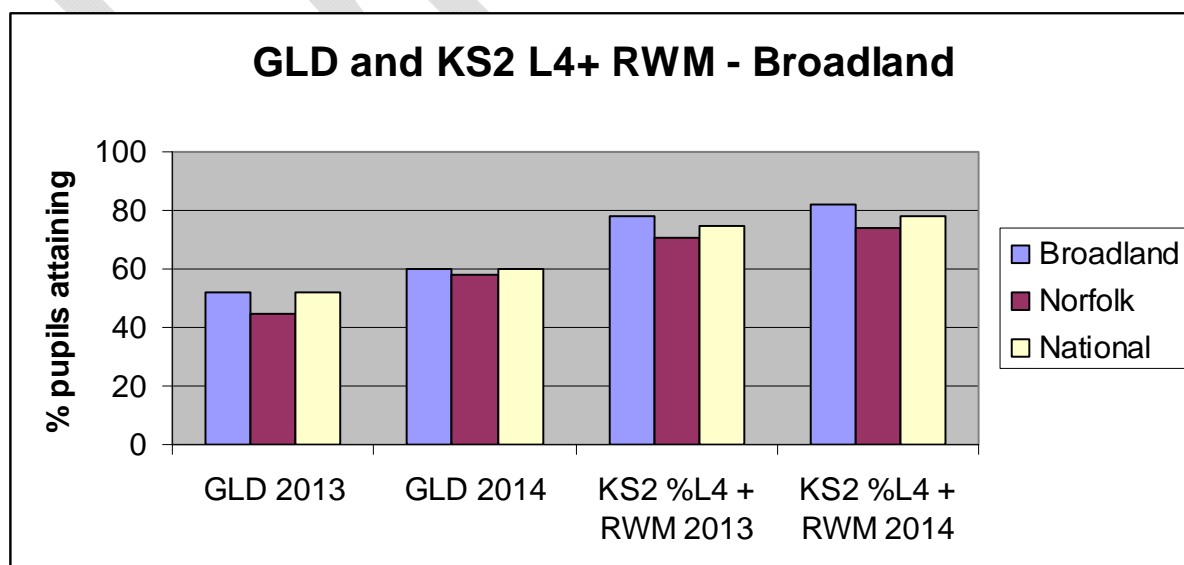
The percentage of pupils in Broadland attaining a GLD has increased by 8%, remaining in line with the national percentage in 2014. At KS2 the percentage achieving L4+ RWM is above national by 1% more in 2014, rising from being 3% above in 2013, and 4% above in 2014.

GLD and KS2 L4+ RWM - Gt Yarmouth

% pupils attaining

Legend: Gt Yarmouth, Norfolk, National

Categories: GLD 2013, GLD 2014, KS2 %L4 + RWM 2013, KS2 %L4 + RWM 2014
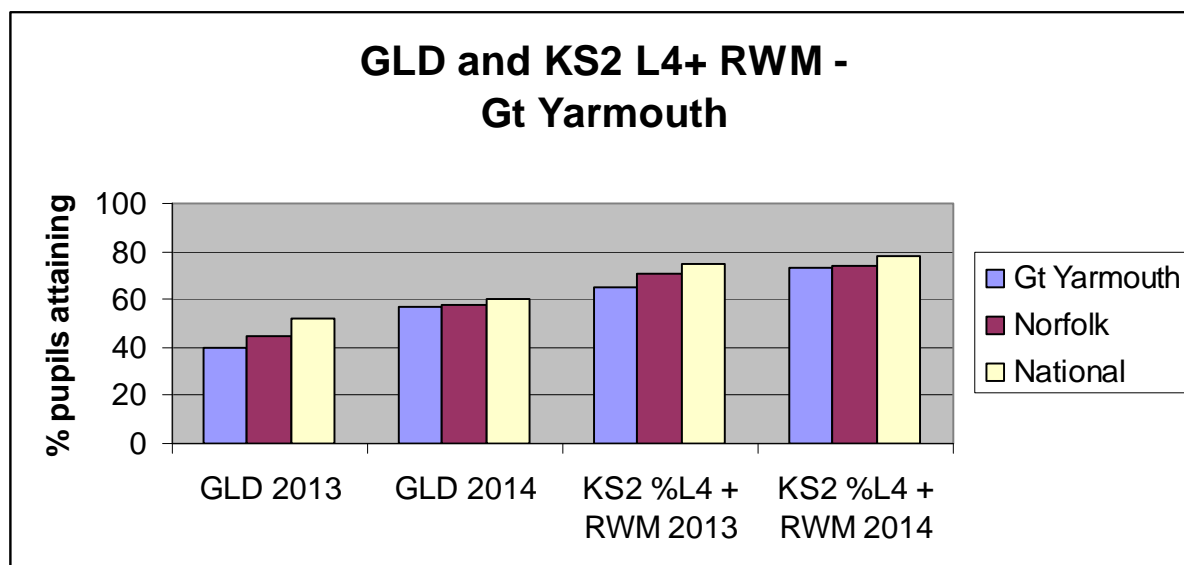
In Great Yarmouth there has been a 17% increase in GLD, bringing the percentage of pupils with a good level of development to 1% below the Norfolk average, and to within 3% of national. At KS2 there has been an 8% improvement, closing the gap with national from 10% in 2013 to 5% in 2014.

GLD and KS2 L4+ RWM - King's Lynn and West Norfolk

% pupils attaining

Legend: K Lynn and W Norfolk, Norfolk, National

Categories: GLD 2013, GLD 2014, KS2 %L4 + RWM 2013, KS2 %L4 + RWM 2014
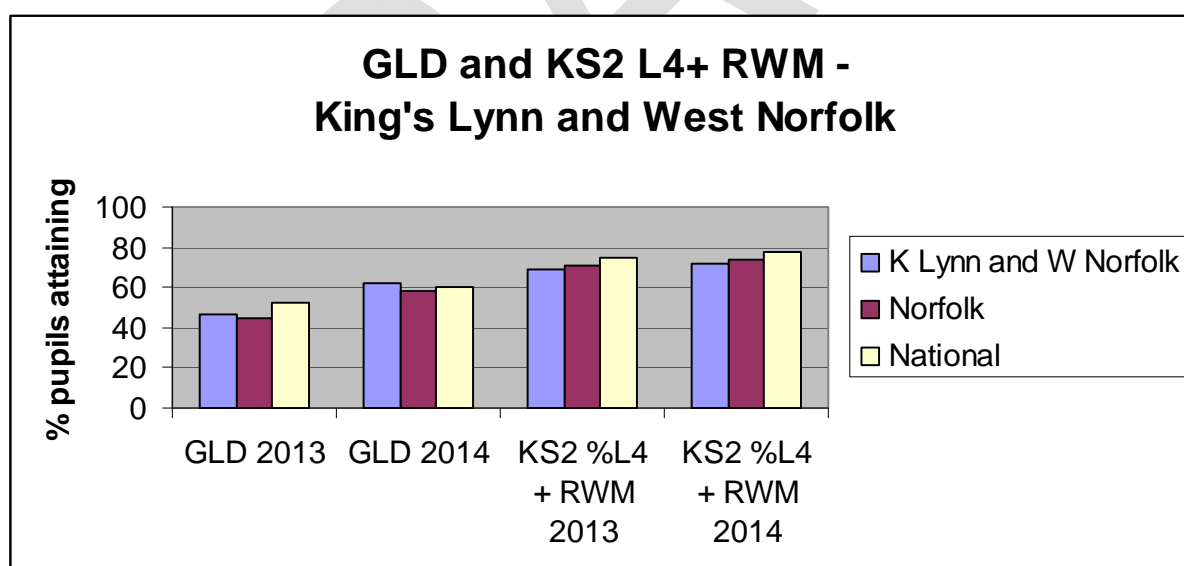
In King's Lynn and West Norfolk, the 15% increase in GLD means that not only are the outcomes higher than in Norfolk as a whole, but for the first time, in 2014 a higher percentage of pupils here achieved the GLD compared with the national. The 3% gain at KS2 is in line with the improvement seen nationally so the district remains 6% below national.

GLD and KS2 L4+ RWM - North Norfolk

% pupils attaining

Legend: North Norfolk, Norfolk, National

Categories: GLD 2013, GLD 2014, KS2 %L4 + RWM 2013, KS2 %L4 + RWM 2014
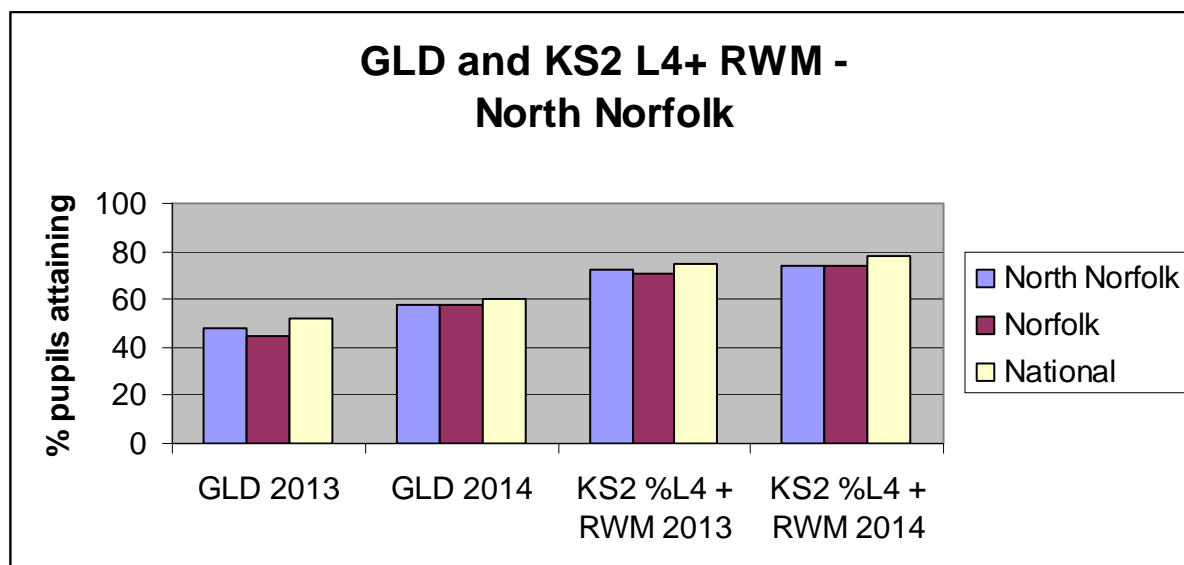
GLD in North Norfolk rose by 10%, bringing the percentage of pupils with a good level of development in line with the average for Norfolk, but only 2% below national compared to 4% below in 2013. KS2 results improved by 2% but the improvements seen nationally were 4% so this has increased the gap for North Norfolk from 3% to 4% in 2014.

GLD and KS2 L4+ RWM - Norwich

% pupils attaining

Legend: Norwich, Norfolk, National

Categories: GLD 2013, GLD 2014, KS2 %L4 + RWM 2013, KS2 %L4 + RWM 2014
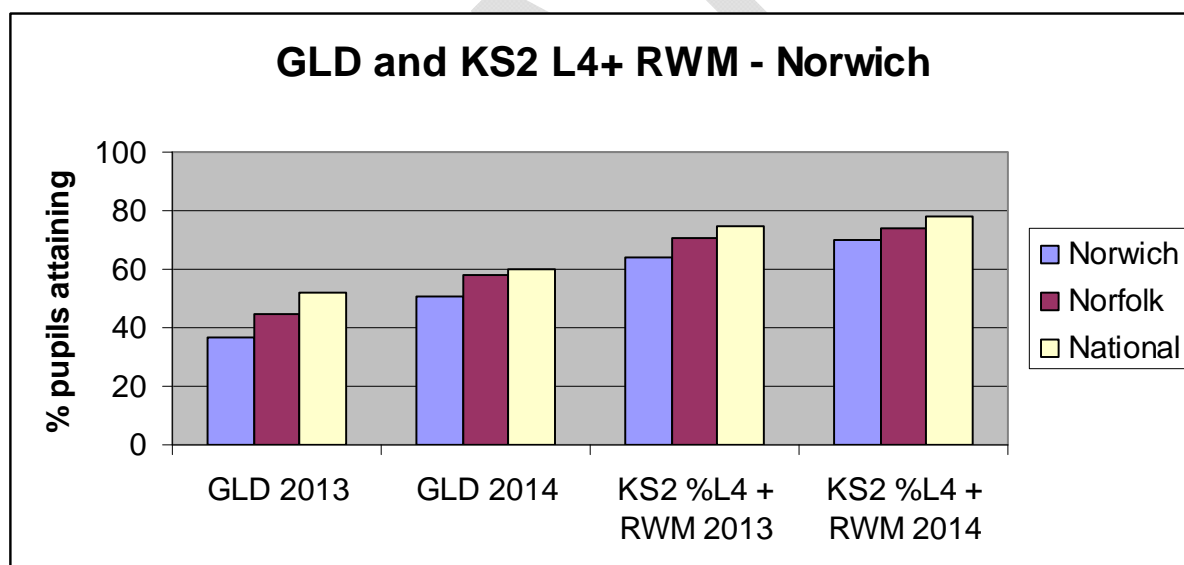
GLD in Norwich rose by 14% in 2014 which has narrowed the gap with national. In 2013 the gap was 15%, whereas in 2014 that has reduced to 9%. At KS2 it has improved by 6% but remains 8% below national (compared with 11% below in 2013).

GLD and KS2 L4+ RWM - South Norfolk
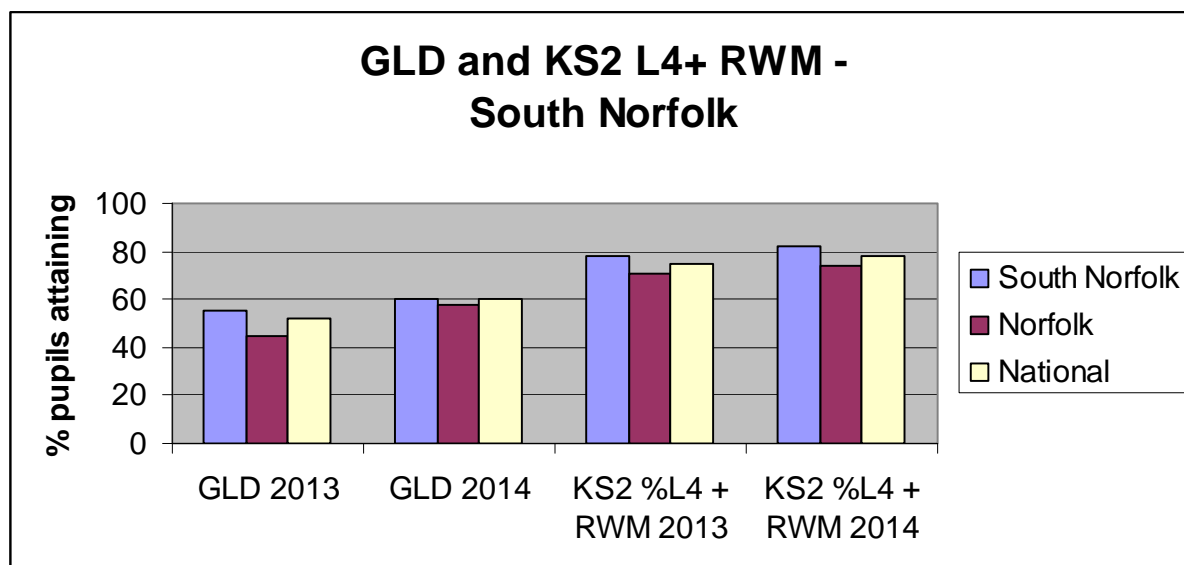
Outcomes in South Norfolk continue to match or exceed those seen nationally. The GLD rose by 5% in 2014, a smaller improvement than seen in other districts and nationally but GLD outcomes are in line with national. The 4% improvement at KS2 means that South Norfolk continues to have higher results, and has increased this by 1%, making them 4% above national in 2014.

Ofsted Outcomes and LA risk analysis

2.1 Schools

Ofsted Outcomes

At the end of the summer term 2014 the percentage of primary phase schools across Norfolk judged good or better across the county was 72%. Across the year 2013-14, the percentage of Norfolk schools judged to be good improved. A higher percentage of schools inspected in the spring and summer terms were judged to be good compared with those inspected in the autumn term.

Risk Analysis of Schools

The graph below shows the number of schools placed in the various risk categories per district.

Number of Primaries by Risk Category by District
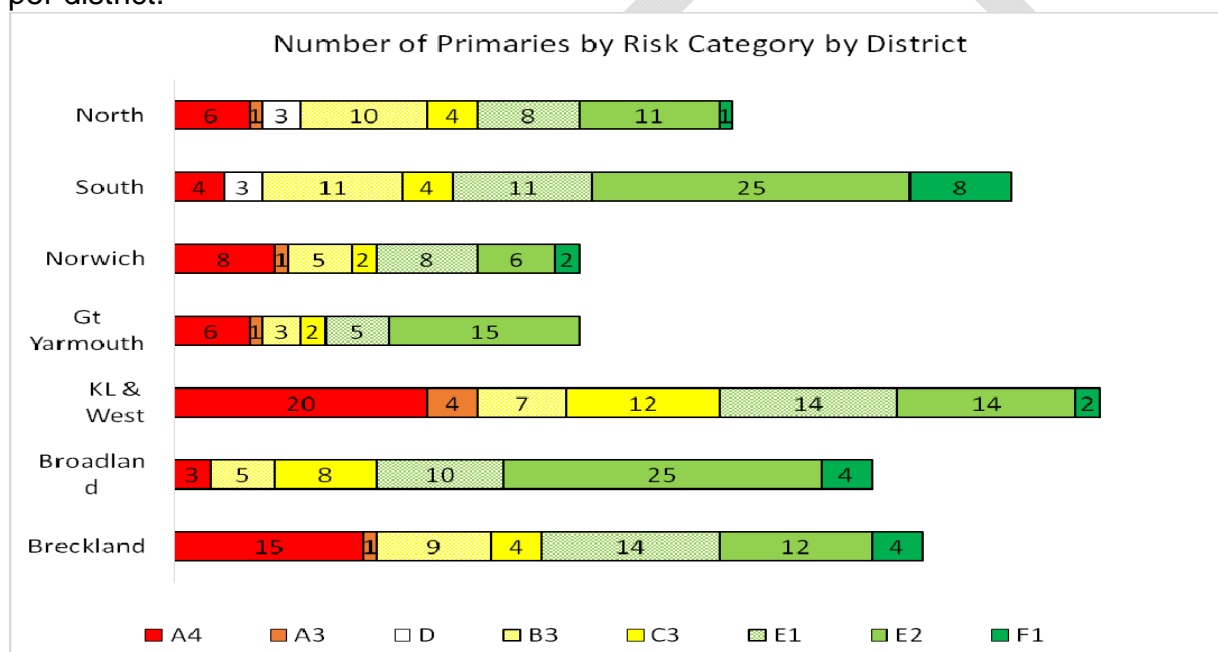
Percentage of schools in categories

District (number of schools)	Risk Category		
	A&D (%)	B&C (%)	E&F (%)
North (44)	23	32	45
South (66)	11	23	67
Norwich (32)	28	29	50
Gt Yarmouth (32)	22	16	63
KL & West (73)	33	26	41
Broadland (55)	5	24	70
Breckland (59)	27	22	51

The level of risk given to a school may be an indicator of the school's capacity to improve attainment and life chances for children from the start of their school career.

Below is a brief outline of the EYFSP results for each district compared with the percentage of schools in high risk categories. The number of children is also considered.

North Norfolk saw a 10% rise in GLD but continue to be 2% below the national. There are 44 schools in the district and 55% of these are in the risk categories A-D, highlighting that support is needed to enable them to improve outcomes for children. North Norfolk had the smallest number of YR children in Norfolk in 2013/2014 (9%), despite having a large number of schools. Many of these children will be taught in mixed-age classes in small schools.

King's Lynn and West Norfolk showed a 15% improvement in GLD scores, achieving above the national by 2%. However, they do have the highest percentage of schools in 'at risk' categories and the highest numbers of YR pupils in Norfolk (17%), according to the 2013/2014 data.

Norwich increased attainment of the GLD by 14% in 2014, but still scored the lowest of all districts at 51%. It has a high percentage of schools at risk. Although Norwich has a small number of schools in comparison with other districts, it has a high number of pupils at 15% of the YR pupils in 2013/2014 in Norfolk.

Breckland was most improved this year with a 20% increase in GLD, compared with last year. This score was 2% below the national at 58%. 49% of the schools in Breckland are in categories A-D. 15% of YR pupils attended a school in Breckland in 2013/2014

Great Yarmouth showed a 17% increase in GLD scores between 2013 and 2014. The GLD score was 57%, 3% below the national. The district has a high percentage of schools in categories E&F. These schools may be involved in school to school support and may not attend training. 12% of YR children attended a school in Gt Yarmouth in 2013/2014.

Broadland and **South** both scored in line with the national figure of 60% GLD, although they showed the least amount of improvement in Norfolk at 8% and 5% respectively. These two districts have the highest number of E&F schools, although they do still have a considerable percentage of schools supported by N2GG, in categories B and C. 16% of YR pupils in Norfolk in 2013/2014 attended school in Broadland and 15% attended school in the South.

2.2 Early Years (Group) Providers

Although the inspection outcomes for all providers in Norfolk remains comparable with the National average, compared to statistical neighbours Norfolk remains in the bottom quartile.

EY Inspections - % Good or Better
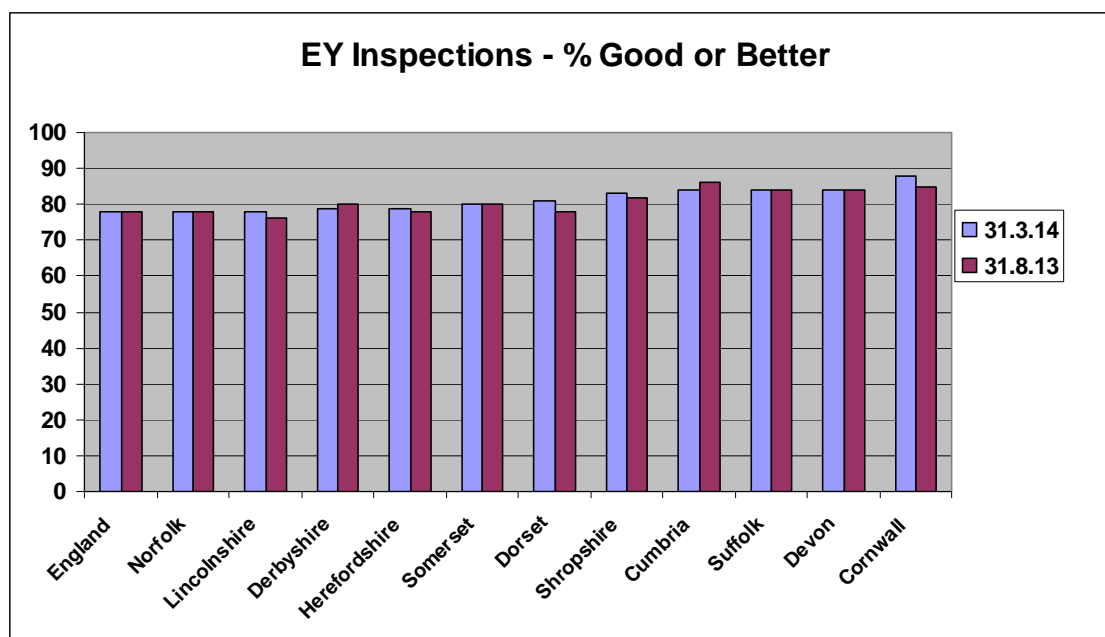
As of March 2014, 78% of settings in Norfolk were rated Good or Outstanding, compared to the national figure of 78%. However, as of September 2014 local information shows that the Norfolk figure has risen to 86.2%. There has also been a decrease in the number of settings graded Requiring Improvement or Inadequate from 59 on 1st April 2014 to 46 on 1st September 2014.
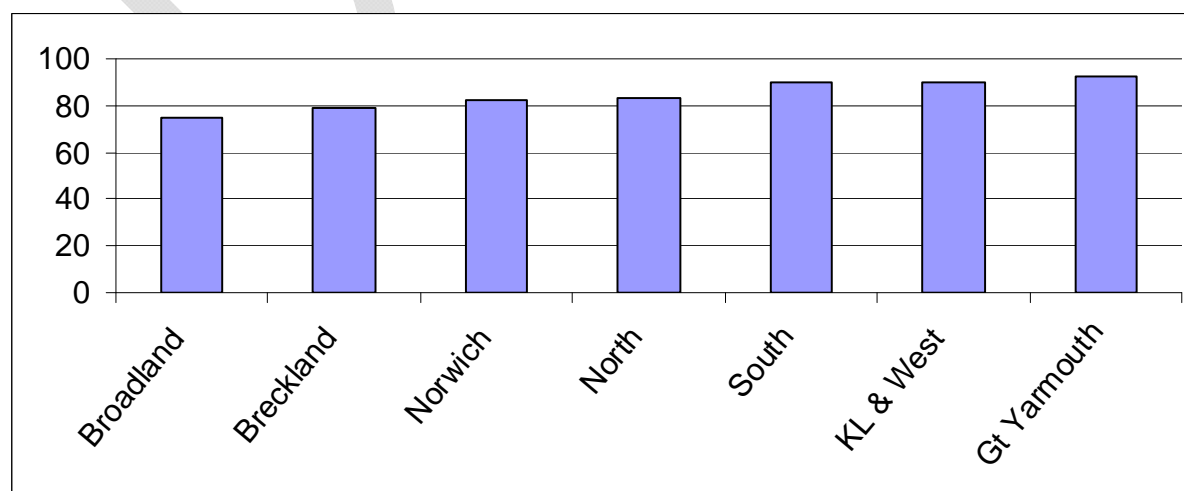
Chart: District EY Inspections - % Good or better Sept 14

Currently Great Yarmouth has the highest percentage of settings graded good or outstanding, at 92.6%. The lowest performing district is Broadland with 75%.

% Good or Outstanding by Month
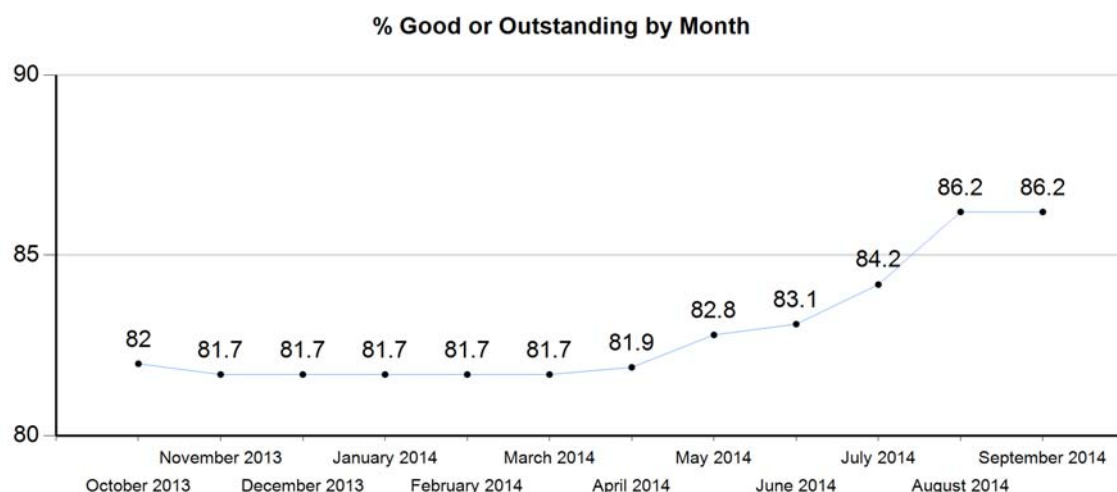
The number of good and outstanding early years (group) providers has seen an overall increase over the past year from 82% to 86.2%, despite a drop between November 2013 and May 2014.

2.3 Childminders

Outcomes for inspection of childminders in Norfolk indicate that the trend of judgements being slightly better than national average continues in 2014. As of September 1st 2014, the Local authority is providing support for 107 childminders graded satisfactory of lower, as compared with 133 in November 2013.

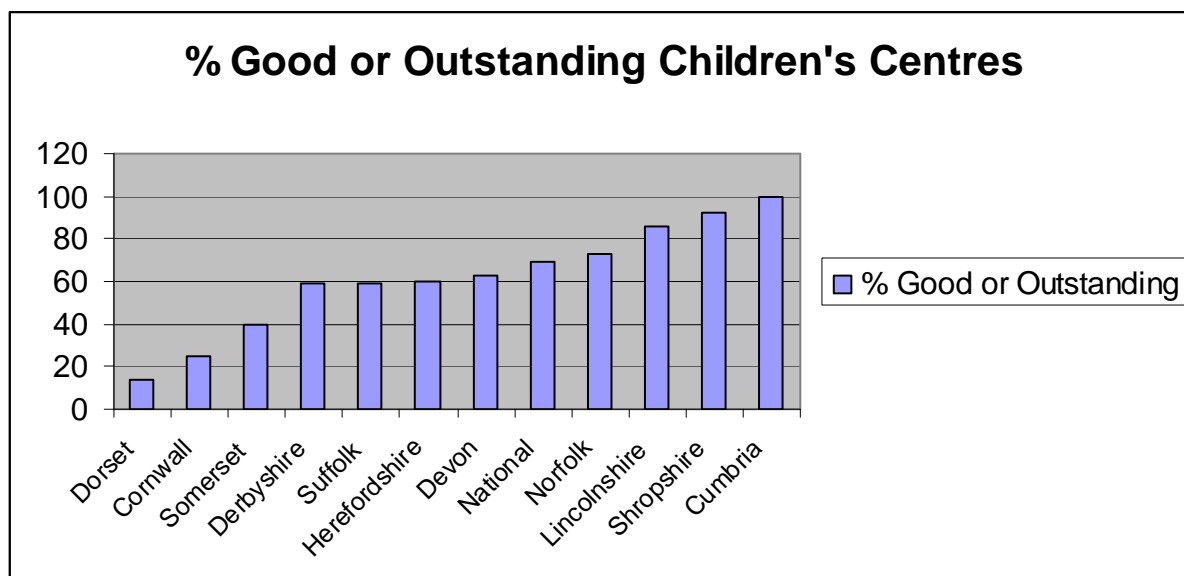**% Good or Outstanding by Month**
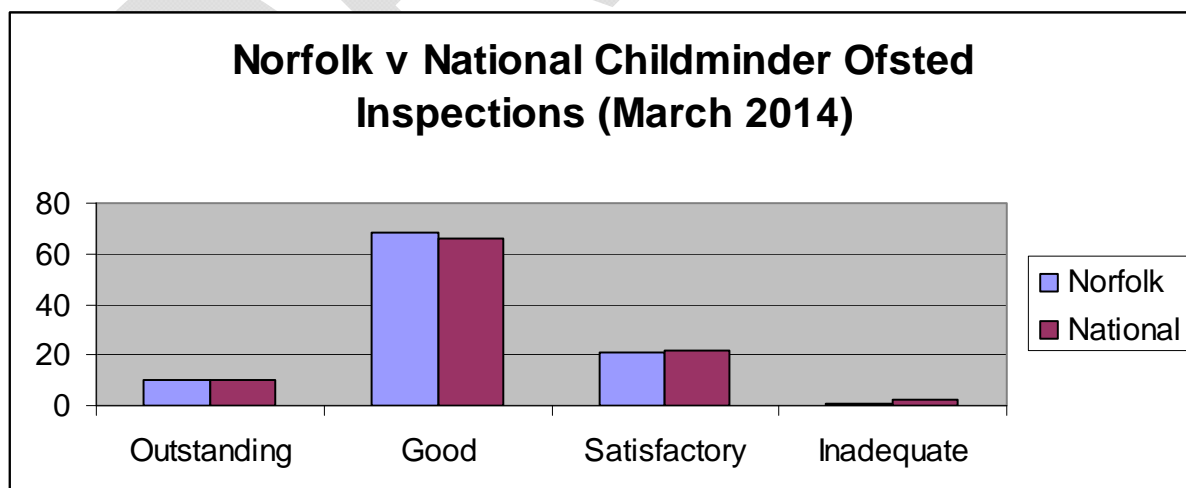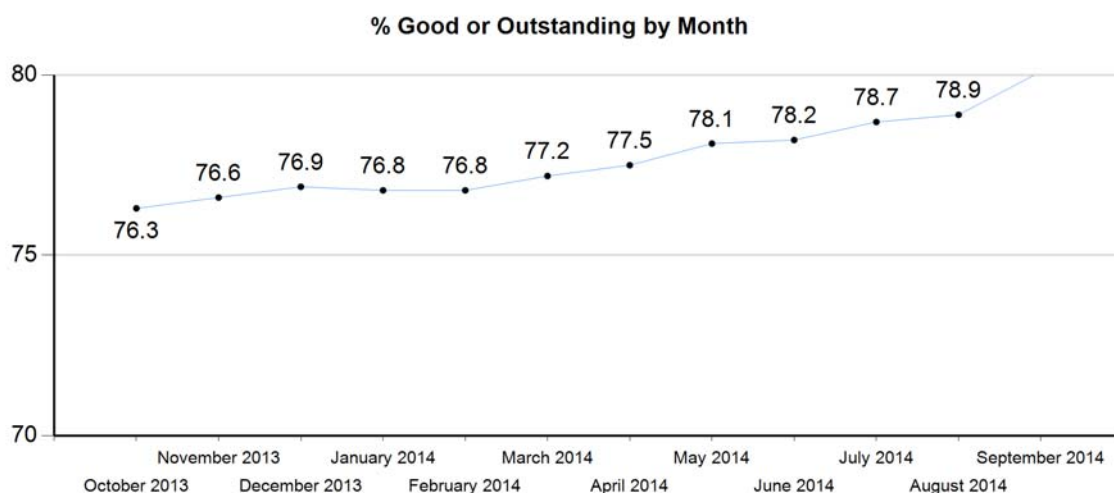
The percentage of childminders with a good or outstanding grade has seen a steady increase over the past year, going from 76.3% at the beginning of October 2013 to 78.9% on September 1st 2014.
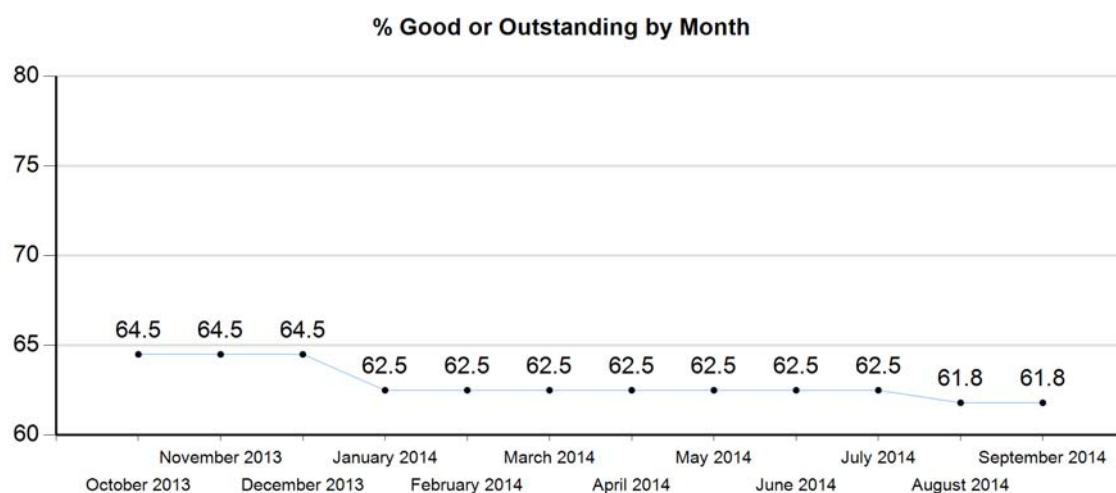
2.4 Children's Centres

Norfolk compares favourably with National figures relating to outcomes of Children's Centre inspections. The latest Ofsted data shows that Norfolk has a higher percentage of both good and outstanding Children's Centres when compared to national, as well as a lower number of Satisfactory and Inadequate centres.
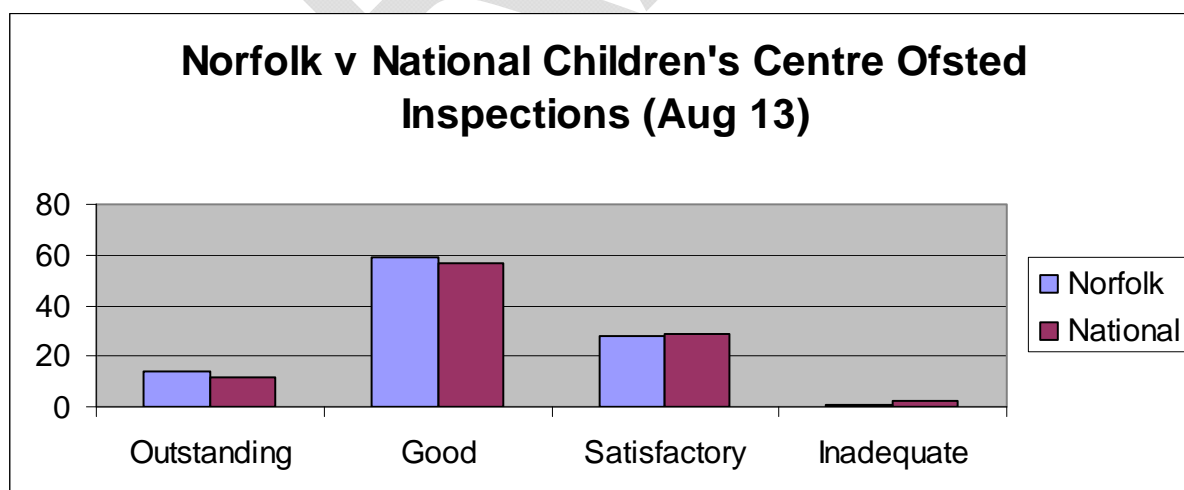
Norfolk also compares well with statistical neighbours, with only Lincolnshire, Shropshire and Cumbria having a higher percentage of Centres graded good or outstanding.

% Good or Outstanding Children's Centres

Chart categories (left to right): Dorset, Cornwall, Somerset, Derbyshire, Suffolk, Herefordshire, Devon, National, Norfolk, Lincolnshire, Shropshire, Cumbria

Legend: % Good or Outstanding

However, there has been a fall in the number of good/outstanding graded Centres in Norfolk from 64.5% in October 2013 to 61.8% in September 2014. As of 1st November 2014 four centres (groups) still await first inspection – Fakenham, Attleborough, Dussindale and Cromer.

% Good or Outstanding by Month

Data points: October 2013: 64.5, November 2013: 64.5, December 2013: 64.5, January 2014: 62.5, February 2014: 62.5, March 2014: 62.5, April 2014: 62.5, May 2014: 62.5, June 2014: 62.5, July 2014: 62.5, August 2014: 61.8, September 2014: 61.8

2.5 Risk Analysis

The LA risk assessment process has been carried out with all early years providers and childminders. The following table summarises the outcomes of the assessments for early years providers (not childminders).

Due to the changes in the role of the Local Authority, the LA no longer has a statutory duty to support providers graded good or outstanding and there is an expectation that all providers are responsible for their own continuous improvement. A safeguarding audit has been completed with 88% (318) of Norfolk settings. This has enabled the LA to ensure that safeguarding requirements are being met. In addition all providers have a named inclusion Early Years Adviser to support their work with SEND children and a named Development Worker who has responsibility for childcare sufficiency, sustainability and support for governance within early years settings.

Ofsted Judgement (Oct 2014)	Total no. of settings	Total % Red RAG Rated:	Total % Amber RAG Rated
Outstanding	44	0%	2%
Good	248	2.4%	10%
Satisfactory	39	13%	26%
Requires Improvement	9	33%	56%

Analysis of the actions resultant from Early Years ofsted inspections in the current cycle (2008-2014) together with risk assessments made by Local Authority early years staff identify key areas for improvement which are listed below;

Staff interactions with children
Environment
Leadership and management
Observation, assessment and planning
Teaching and learning
Child development knowledge
Policies and procedures
Behaviour management
Safeguarding
Self evaluation
Performance management
Parental partnership

Governance/committee

In November 2014 Ofsted offered seminars for satisfactory, requires improvement and inadequate settings to give them information about how they could improve. The purpose of the seminars was to identify the key drivers for improvement and for individual settings to identify for themselves the actions they need to take to become good or outstanding settings. Ofsted looked in detail at the links between the need for the settings to improve and closing the attainment gaps between specific groups of children and the rest. Strong leadership was identified as essential in driving improvement using robust self evaluation and action planning. Key characteristics of high quality teaching and learning was also a focal point, considering what this means in practice and how this is facilitated through performance management and linked to qualifications, skills and training opportunities.

2.6 Home Learning Environment

Research tells us that the Home Learning Environment (HLE) in the pre school period 'has association with all aspects of children's cognitive and social development and for much of a child's life is one of the most powerful influences upon development' (Sylva et al, 2010). The Local Authority identified a need to focus on the HLE in Norfolk in order to improve outcomes for children. This work is in its early stages. Links with Children's Centres, schools and pre-schools as well as other agencies are being made in order to develop a countywide strategy. The aim is that this work provides part of a cohesive strategy alongside other aspects of early years provision that will impact on the long term outcomes for children.

3. Recommendations

- **Use FSP data to target work with Children's Centres, early years settings and schools in areas where outcomes are poor**

- **Use FSP data to target work related to the Home Learning Environment (HLE)**

- **Continue to use Ofsted data to provide targeted support and challenge for early years settings and schools where Ofsted judge EYFS provision as RI or inadequate**

- **Continue to develop models of work with settings that provide targeted training linked to improving outcomes for children**

- **Develop further management peer support opportunities that facilitate and empower leaders and managers towards self improvement**

- **Complete more in depth analysis of issues impacting on children's achievement of GLD e.g Gender, Disability, vulnerable**

- **Complete Children's Centre level Analysis of Impact on EYFSP scores and GLD in relation to contact levels in order to provide County level picture.**

- **Investigate further where children have scored 34 points or higher and have not achieved a GLD.**

- **Focus on risk assessment for EYFS in schools, deploying Early Years staff to support schools in groups, according to need, raising standards in the most deprived areas and with a focus on vulnerable groups (gender, EAL, FSM)**

- **Continue to develop a robust model of SEN support within settings, to include planning for and preparing vulnerable children, particularly those with SEND, for transition into another setting or school**

- **Work with school SEND clusters to develop an effective and efficient transition process allowing the majority of vulnerable learners including those with SEND to have their needs met in their local mainstream schools**