



Public Health  
England

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# Initiatives to improve school readiness across the South East



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Public Health England  
Wellington House  
133-155 Waterloo Road  
London SE1 8UG  
Tel: 020 7654 8000

[www.gov.uk/phe](http://www.gov.uk/phe)

Twitter: [@PHE\\_uk](https://twitter.com/PHE_uk)

Facebook: [www.facebook.com/PublicHealthEngland](https://www.facebook.com/PublicHealthEngland)

Prepared by: Public Health England South East

For queries relating to this document, please contact: Dr Sarah Rayfield

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# Introduction

School readiness is a measure of how prepared a child is to succeed in school cognitively, socially and emotionally. [PACEY](#) describes this as having strong social skills, being able to cope emotionally with being separated from parents, being relatively independent in their own personal care and to have a curiosity about the world and a desire to learn.

Children are born ready and eager to learn. However, in order for each child to reach their full potential, they need opportunities to interact in positive relationships and to be in environments that enable and support their development.

It is a [Public Health England priority](#) to ensure that every child has the best start in life: being ready to learn at age two and ready for school at age five. Pregnancy and the early years provide an essential foundation for healthy development and achievement throughout school. Children who do not achieve a good level of development by the age of five will often struggle with reading, maths, social and physical skills leading to long term impacts on their educational attainment and health.



Children should start school healthy, happy, communicative, sociable, curious, active and ready and equipped for the next phase of life learning

Supporting families in the foundation years



# Background

School readiness is impacted by a whole range of indicators: those related to the family (maternal mental health, homelessness, family income and parental education), the child (low birth weight, health status and immunisation rates) and services (quality and availability of funded early education) among many others.

In the South East in 2016/17, girls were more likely to achieve a good level of development than boys (81.1% compared to 67.3%) and children receiving free school meals were much less likely to achieve a good level of development (GLD) compared to all pupils (55.9% compared to 74.0%) ([Early years foundation stage profile results](#)). While all of these rates have increased in recent years, it is clear that there is still much work to do, in particular in reducing peers inequalities. The [early years report](#) from Ofsted (2015) found that despite outcomes improving overall, the gap between disadvantaged children and their more advantaged peers remains.

Good quality early education is recognised to improve children’s speech and language development, literacy and numeracy, social development and overall school readiness ([The effective provision of pre-school education \(EPPE\) project](#)). Since September 2015, children from disadvantaged families have been able to access 15 free hours of childcare from the age of two years but take up has been lower than the aspiration of 77%. Investing in quality early care and education is one of the most cost effective measures that can be taken with every £1 invested saving taxpayers up to £13 in future costs ([Centre for research in early childhood, 2013](#)). Investment is more effective the earlier it happens as, for every £1 spent on early years education, £7 would have to be spent in adolescence to have the same impact ([Public Health England, 2015](#)).



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Supporting families in the foundation years



# The Early Years Foundation Stage

The statutory [Early years foundation stage \(EYFS\) framework](#) sets standards for the learning, development and care for children from birth to five years old. The EYFS was first introduced in 2008 but has been revised a number of times since then, most recently in 2017.

By the end of the EYFS, children are defined as having reached a good level of development (GLD) if they have achieved at least the expected level in the early learning goals for the prime areas of learning (personal, social and emotional development, physical development and communication and language) and in the specific areas of mathematics and literacy. The EYFS profile assessment is carried out for each child in the final term of the year in which a child reaches age five. Assessment is completed from a practitioner's observation and interaction with the child in a range of daily activities and events.

The EYFS profile provides a data set relating to levels of child development at the end of the EYFS. This data is used by the Department for Education to monitor changes in the levels of children's development and how ready they are for the next stage of their education.



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# Aims and Objectives

## Aim

This was a PHE South East project that aimed to identify and share local initiatives designed to improve school readiness in the South East. The objectives were as follows.

## Objectives

- data analysis of school readiness across the South East and the broad factors that are related to achieving it
- a survey of local public health teams to establish what initiatives are currently in place across the South East
- an assessment of how easily parents can access support and guidance to support their child's development via their local authority's website
- to hold focus groups with parents in the region to identify their understanding of what school readiness means and what support they would welcome in helping them to support their children
- to create a resource for professionals which comprehensively details the current situation with regards to school readiness across the South East and provides a mechanism of sharing good practice



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Supporting families in the foundation years



# Methods

There were four distinct sections to this piece of work:

- 1. Data analysis**
- 2. Survey of local authority public health teams**
- 3. Local authority website review**
- 4. Focus groups**





# Data analysis

In order to understand the levels of school readiness and related factors, a summary of the latest data on school readiness and related factors were collated for the South East as whole, and for each individual local authority. This included the following data:

## 1. School readiness

- percentage of children achieving a good level of development at the end of reception (2016/17)
- percentage of children with free school meal status achieving a good level of development at the end of reception (2016/17)

## 2. Family factors relevant to school readiness

- under 18 conception rate per 1,000 girls (2016)
- percentage of children in low income families (2015)
- family homelessness (2016/17)
- looked after children aged <five years (2016/17)
- deprivation score (IMD 2015)

## 3. Factors relating to the child

- low birth weight of term babies (%) (2015/16)
- breastfeeding prevalence at 6 to 8 weeks (%) (2016/17)
- population vaccination coverage: measles, mumps and rubella (MMR) for two doses (five years old) (2016/17)
- prevalence of overweight (including obese) in reception (%) (2016/17)
- prevalence of special educational needs (primary school age) (%) (2018)
- A&E attendances per 1,000 population aged 0 to 4 years (2016/17)
- percentage of five year old children free from obvious dental decay (2016/17)

Data analysis  
continued



# Data analysis

## 4. Factors relating to the system

- health visitor 12 months review, percentage of children (2015/16)
- children aged 2 to 2½ years offered ASQ-3 as part of the healthy child programme or integrated review (2016/17)
- eligible pupils in nurseries and primary schools claiming free school meals (FSM) (2017)
- proportion of available early years childcare achieving either “good” or “outstanding” on Ofsted inspection (2017)
- number of children per available childcare place (2016/17)
- percentage of three and four year olds receiving funded hours education (2017)
- percentage of eligible two-year-old children receiving funded education (2017)

This data was obtained from publically available data sources (primarily through the Public Health England Fingertips system). Data was first downloaded between February and August 2018. The data was then reviewed and updated where applicable in December 2018.



# Survey of local authority public health teams and website review

In order to identify initiatives happening in different areas, a survey of local authority public health teams was undertaken. This was performed using the PHE Select Survey tool (see [Appendix A](#) for full list of questions). The survey was sent to the PHE South East Children, Young People and Families' network contacts. In order to achieve as many responses as possible, the survey was open for three weeks and up to two targeted reminders were sent to non-responders.

To complement this, a search of each local authority website across the South East was undertaken to establish what information is easily accessible to local parents if they are looking for support to help get their child ready for school. The search process can be seen in [Appendix B](#). The searches were performed by two individuals with the final assessment grading reached through discussion. The information on the local authority website and the information on local schools websites was scored according to the following criteria:

Excellent	Comprehensive information to parents covering all aspects of school readiness (for example: emotional, social). Accessible language with external links working.
Good	Wide range of information available. Accessible language with most external links working.
Average	Some information available on one or more aspects of school readiness. Most of the language used was felt to be accessible to parents with some external links working.
Poor	Very little information available and/or not in language that was felt to be accessible to most parents. Few external links available or not working.
Non-available	No public facing information was found on the subject of school readiness or getting your child ready for school.

Survey and website review continued



# Survey of local authority public health teams and website review

The survey responses and information gained through the local authority websites were collated using an Excel spreadsheet and analysed together. The following themes were identified and types of initiatives were coded accordingly:

- **strategies and pathways**
- **parenting support programmes**
- **transitions**
- **speech and language**
- **resources**
- **training for professionals**

Particular initiatives of interest for each theme were identified through this process and the relevant individual contacted for more information. This was obtained either through email correspondence or by a telephone or face to face conversation. These were developed into case studies and can be seen throughout the resource. All other information gained from the survey and website review is described through the initiatives section of this resource.



## Focus groups

In order to obtain a parental perspective on school readiness, it was decided to hold focus groups with parents across the South East. Each local authority was approached by email to ask if this would be possible and the request was reiterated at the Children, Young People and Families network meeting in March 2018. The final outcome was four focus group opportunities, three of which were in Oxfordshire and one was in Brighton & Hove.

In Oxfordshire, two focus groups were held by attending an existing stay and play session and taking the opportunity to speak with parents who attended the group. Conversations were mostly held one on one with parents although flip chart sheets were available for parents to write thoughts on if they wished. The final focus group in Oxfordshire consisted of parents specifically invited to attend for an evening focus group about school readiness. This enabled a joint discussion with five parents. These parents received a £15 national book token as a thank you, provided by the early years team at Oxfordshire county council. In Brighton & Hove, parents attending a community carnival day at a local children's centre were spoken to, either one on one or in small groups of two to three parents. At each setting, general themes were captured along with ad verbatim comments.

At each of the interactions with parents, the discussions centred around three main questions:

- 1. What does it mean for a child to be school ready?**
- 2. What input have you found useful to support you in helping your child to be ready for school?**
- 3. What sort of help and support would you like to help you get your child ready for school?**

The notes taken at each discussion were collated into an Excel spreadsheet, analysed and coded for emergent themes.



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- Data definitions & sources

## Data

Data on school readiness, including a range of public health indicators considered to contribute to levels of school readiness is presented at South East region and local authority levels.

The data analysis for the South East region is presented under the following categories (see links above):

- overview of South East data
- inequalities in school readiness at a South East level
- trends across the South East
- family factors in the South East
- child factors in the South East
- system factors in the South East

The data for each local authority is presented under the following categories (see links on the left hand side):

- family factors
- child factors
- system factors

The data analysis was performed between February and August 2018. The latest data available was incorporated into this report, the year available is specified for each individual indicator.



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## South East overview

A child is defined as having reached a good level of development at the end of the early years foundation stage (EYFS) if they achieve at least the expected level in the early learning goals (personal, social and emotional development, physical development and communication and language; mathematics and literacy).

In the South East, 74.7% of children achieved a good level of development at the end of reception (school readiness) in 2017/18. This is significantly higher than the national average of 71.5%. However, the percentage of children achieving school readiness varied between local authorities within the South East: Portsmouth had the lowest levels at 70.3% with Surrey achieving the highest level at 78.4% (Figures 1 and 2). Even when local authorities have rates of school readiness similar to the England average, this may be masking significant inequalities between smaller geographical areas which require addressing.

% of children achieving a good level of development	
<b>England</b>	<b>71.5</b>
<b>South East</b>	<b>74.7</b>
Surrey	78.4
Hampshire	76.7
East Sussex	76.5
Wokingham	75.3
Bracknell Forest	75.2
Kent	75.1
Windsor & Maidenhead	74.3
West Berkshire	74.1
Buckinghamshire	73.9
Slough	73.6
Oxfordshire	73.5
Isle of Wight	73.0
Medway	72.8
Brighton & Hove	72.6
West Sussex	71.4
Reading	71.1
Southampton	71.0
Portsmouth	70.3

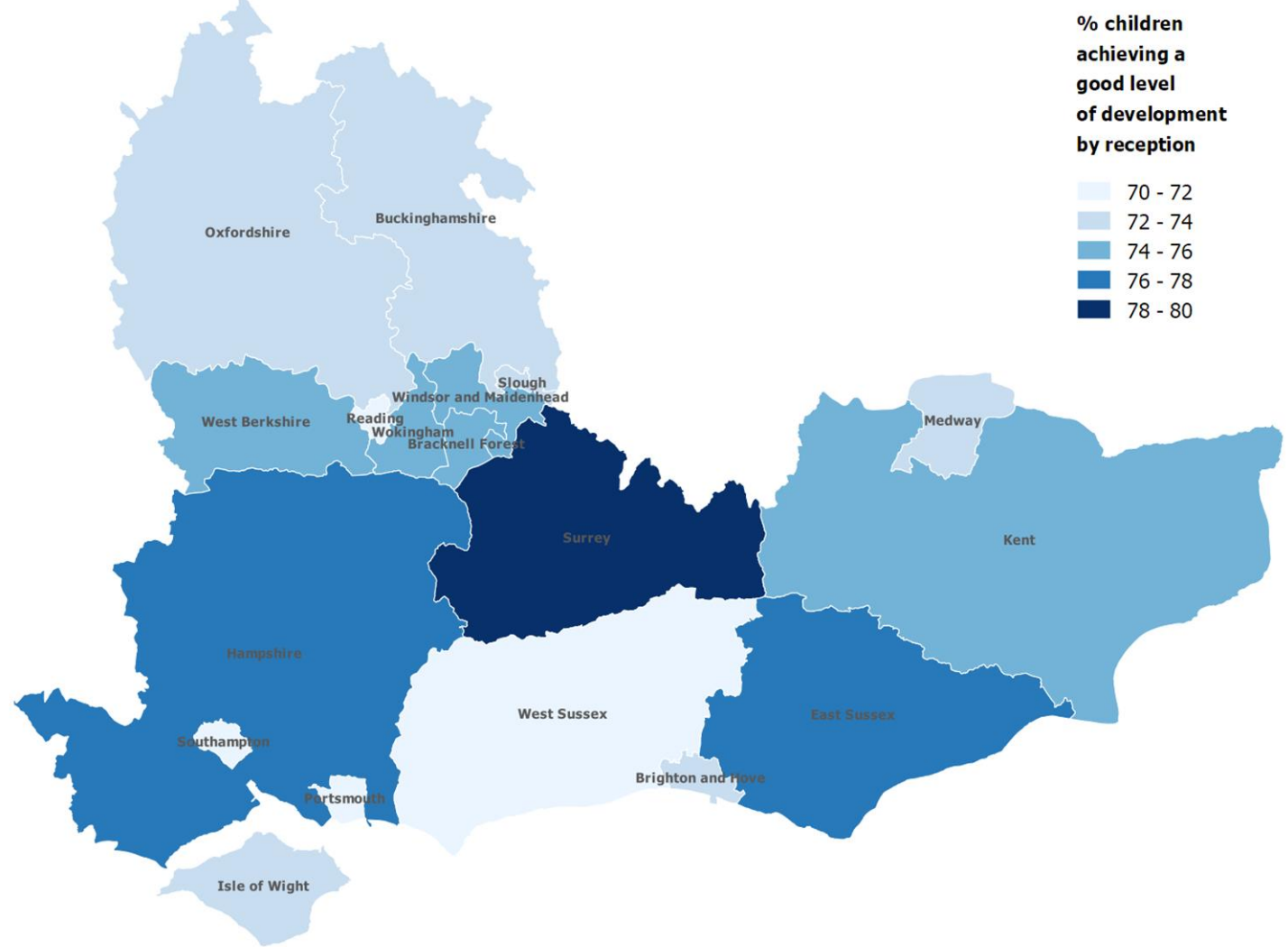
Figure 1: School readiness across the South East in 2017/18

South East overview continued



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# South East overview



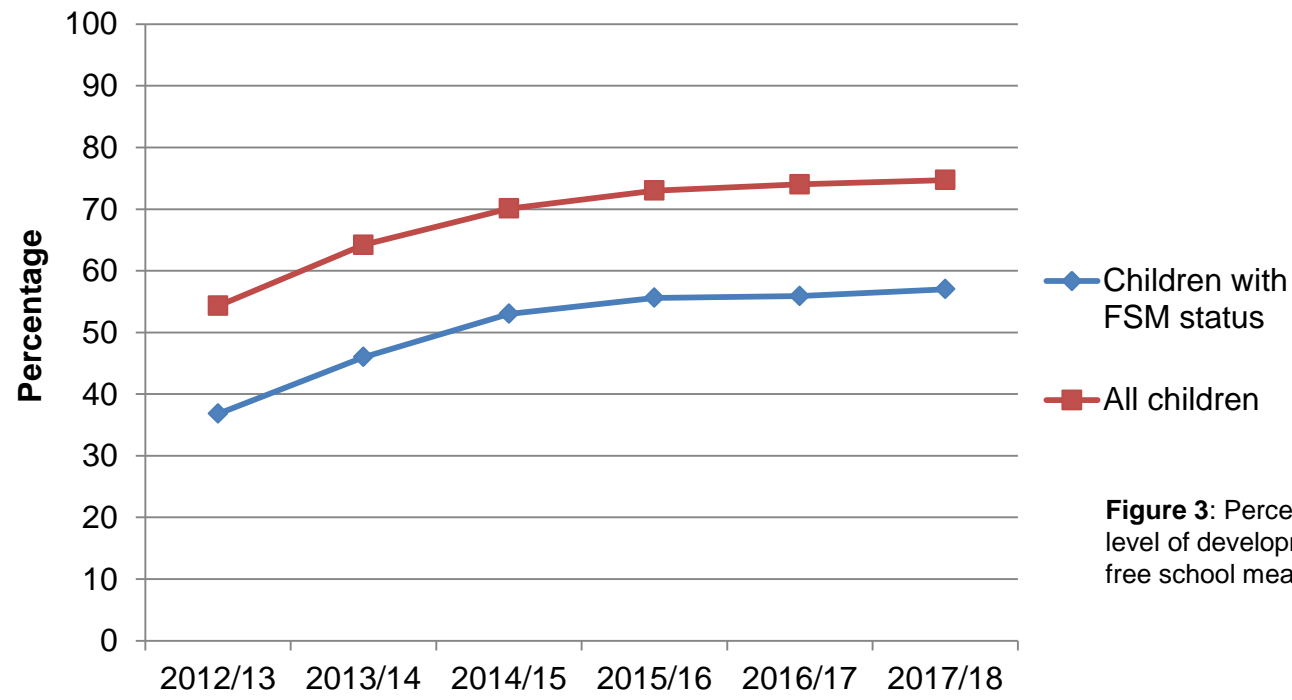
**Figure 2:** Map demonstrating levels of school readiness across the South East in 2017/18



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## Inequalities in school readiness

Although 74.7% of children in the South East achieved a good level of development in 2017/18, this was only the case for 57% of children with free school meal status. This situation has improved since 2012/13, when only 36.8% of children in the South East achieved a good level of development (Figure 3). However, the gap still remains in achievement between all children and those on free school meals. Across the South East in 2017/18, this gap ranged from 6.6 percentage points in Slough, to 31.1 percentage points in West Berkshire (Figure 4) .



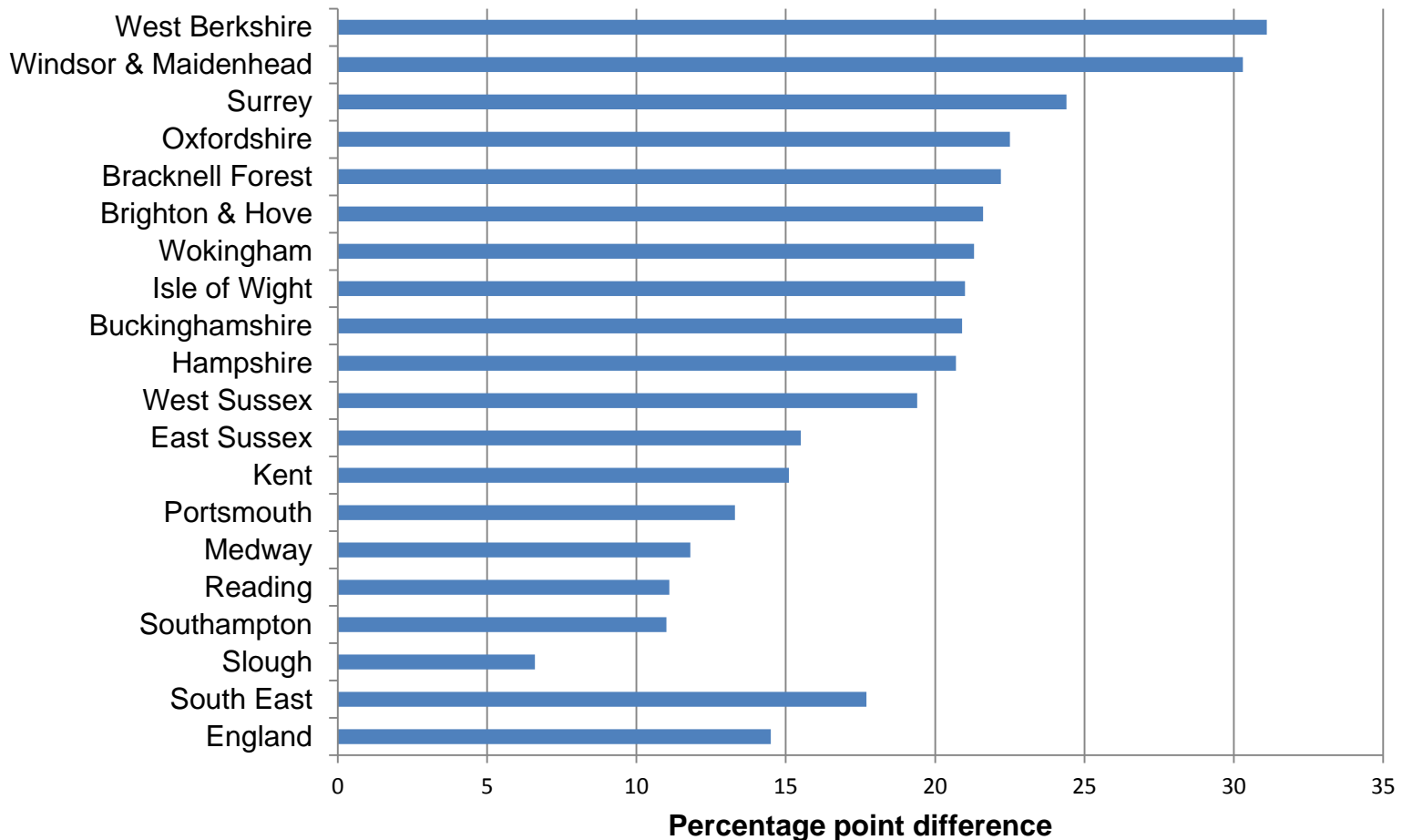
**Figure 3:** Percentage of children achieving a good level of development – all children and those with free school meal status (2012/13 to 2017/18)

Inequalities in school readiness continued



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# Inequalities in school readiness



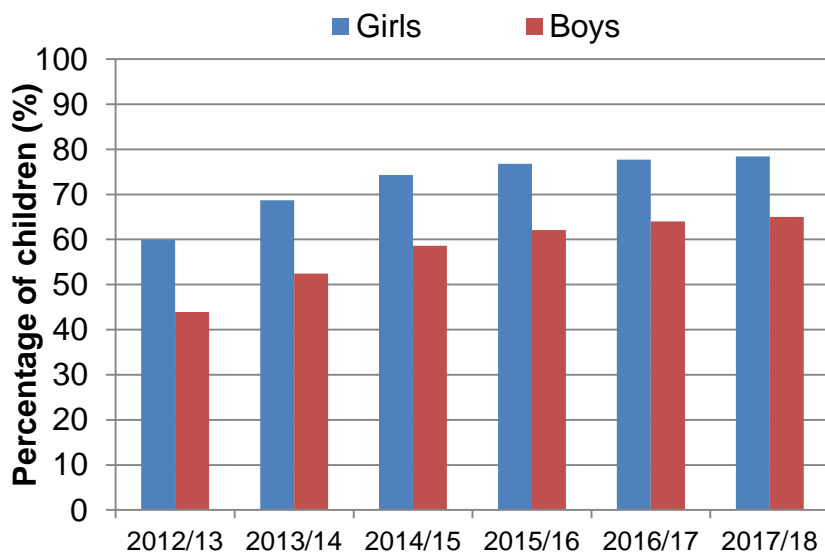
**Figure 4:** Gap in percentage of children achieving a good level of development between all children and children with free school meal status (2017/18)

Inequalities in school readiness continued

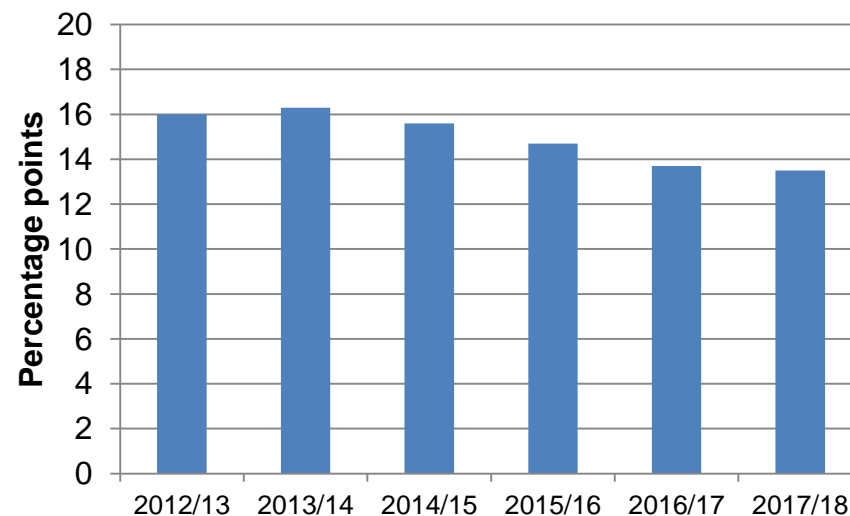
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## Inequalities in school readiness

There is also a gender gap in school readiness as girls are more likely than boys to achieve a good level of development. In 2017/18, 81.4% of girls in the South East (78.4% in England) achieved this level compared to 68.4% of boys (65% in England). However, this gender gap has reduced from 16.0 percentage points in 2012/13 to 13.5 percentage points in 2017/18 ([statistics: early years foundation stage profile](#)) (Figures 5a & 5b).



**Figure 5a:** Percentage of girls and boys achieving a good level of development in the South East (2012/13 to 2017/18)



**Figure 5b:** Gap in achievement of school readiness between girls and boys in the South East (2012/13 to 2017/18)

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# Trends across the South East

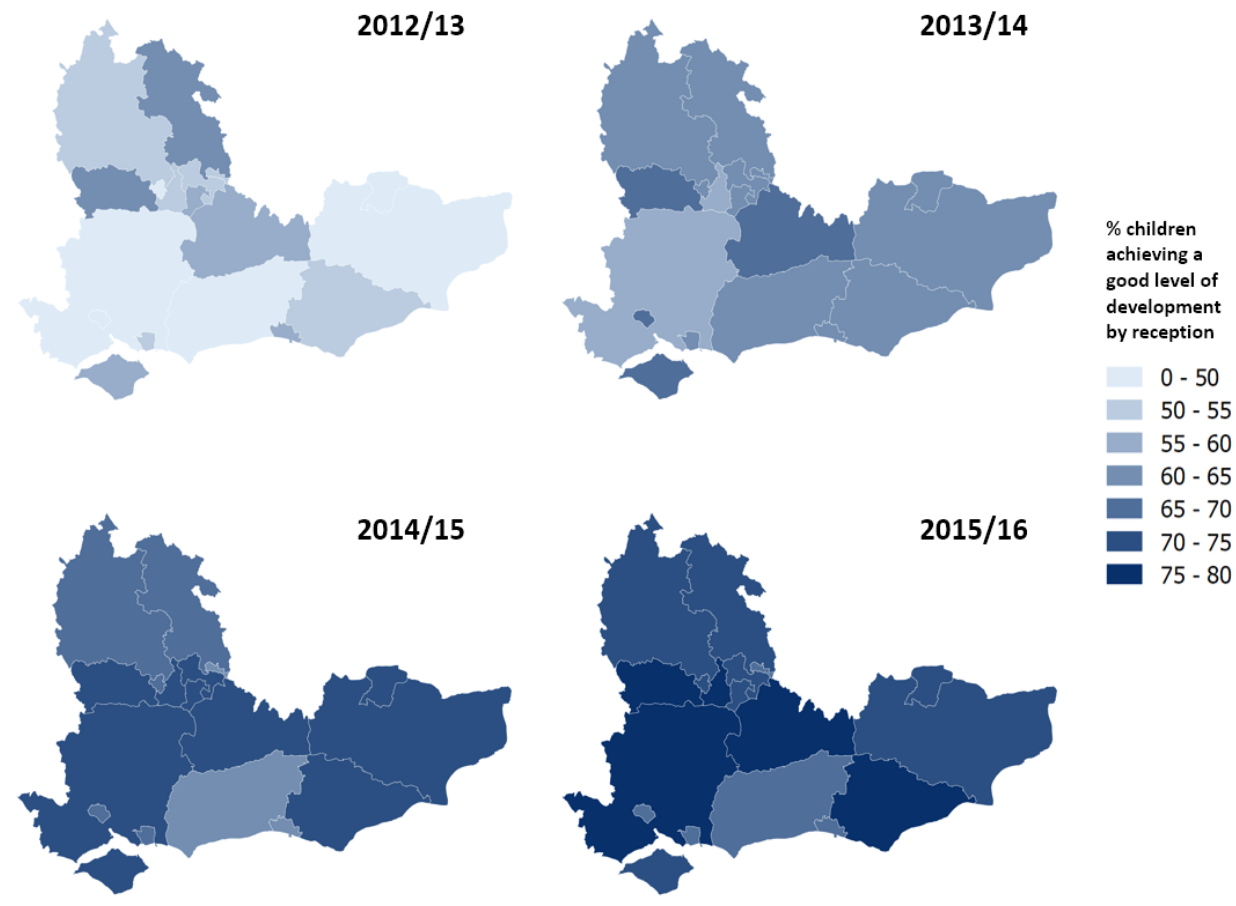
Over the past five years there has been considerable progress in the South East, with the percentage of children achieving school readiness rising almost 20 percentage points from 54.3% in 2012/13 to 74.7% in 2017/18 (Figures 6a & 6b). Nationally, the picture is similar with average rates of school readiness in England improving from 51.7% in 2012/13 to 71.5% in 2017/18.

Although all areas have improved over the past five years, the gains in some areas have been more than double the least performing areas. The largest increases in the past five years have been in the authorities with the lowest percentage achieving a good level of development in 2012/13. The top nine authorities in 2012/13 all saw increases of less than 20%, whilst the bottom 10 all saw increases of more than 20%. Notably this means the gap between the best and worst performing areas in the South East has narrowed from 19% in 2012/13 to 8% in 2017/18.

Trends across the South East continued

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# Trends across the South East

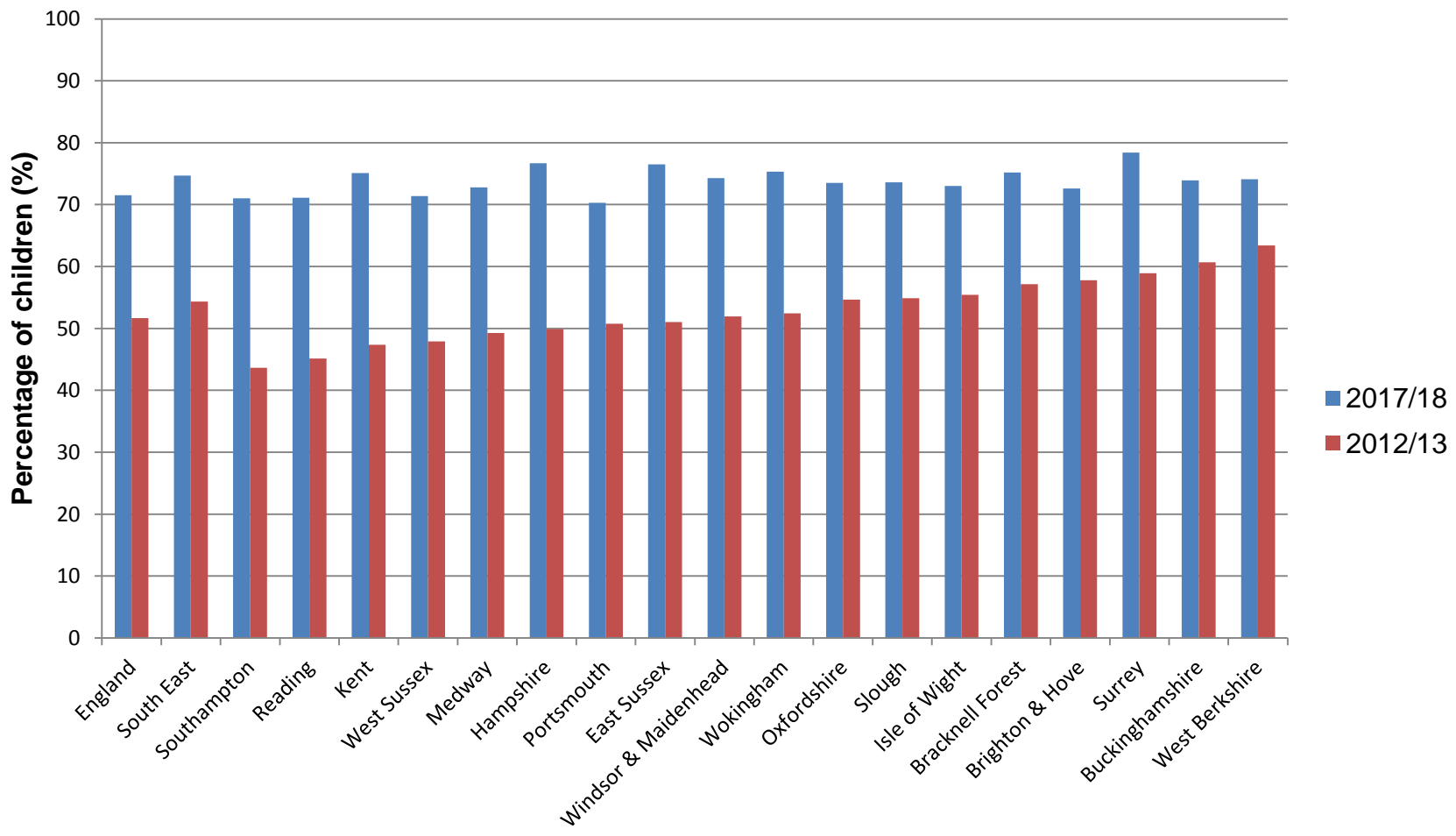


**Figure 6a:** Percentage of children achieving a good level of development at the end of the EYFS. Change over time 2012 - 2016

Trends across the South East continued

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## Trends across the South East



**Figure 6b:** Percentage of children achieving a good level of development at the end of the EYFS. Comparison of 2012/13 with 2017/18 by local authority

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# Family factors in the South East

At a regional level, the South East is less deprived than the rest of England. Levels of under 18 conceptions, percentage of children in low income families, family homelessness and numbers of children in care are all significantly lower than the national averages. However, within the region there is considerable variation.

There are several local authorities with deprivation levels greater than the national average: Brighton & Hove, Isle of Wight, Medway, Portsmouth, Slough and Southampton. Higher levels of deprivation are associated with lower levels of school readiness. There is a strong negative correlation between levels of deprivation and the gap in school readiness between all children and those receiving free school meals (FSM). The less deprived an area is, the greater the gap tends to be (Figures 7a and 7b). Wokingham is the least deprived area in the South East and has one of the largest gaps in school readiness at 25%. The smallest gap (11%) is found in the most deprived area, Portsmouth.

Family factors in the South East continued

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# Family factors in the South East

A further measure of deprivation is the percentage of children in low income families (under 16s). Wokingham has the lowest proportion of children living in low income families (6.1% of children), with the highest proportion in Portsmouth (20.3%). In England overall, 16.8% of children come from low income families while in the South East only four local authorities have a significantly greater proportion of children from low income families (Portsmouth, Southampton, Medway and the Isle of Wight). However, deprivation does not necessarily correlate to school readiness as Medway is an example of a local authority with levels of school readiness (72.8%) significantly higher than the national average, despite a high proportion of children coming from low income families (18.5%).

Under 18 conceptions in the South East are significantly lower than the national average (15 vs to 18.8 per 1,000 girls). However, values within the region vary from 8.1 in Wokingham to 31.7 conceptions per 1,000 girls in Southampton. Areas with higher levels of under 18 conceptions tend towards lower levels of children achieving a good level of school readiness. There are some notable exceptions, for example, Medway which has a significantly higher level of under 18 conceptions (22.3 per 1,000 girls) compared to the South East overall, but percentage of children achieving school readiness is not significantly different to the South East as a whole.

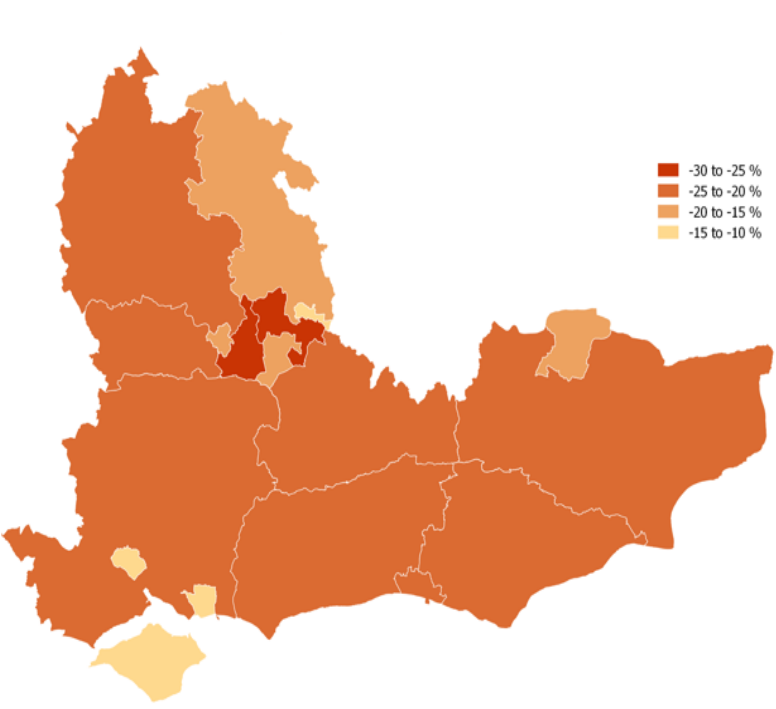
Family factors in the South East continued



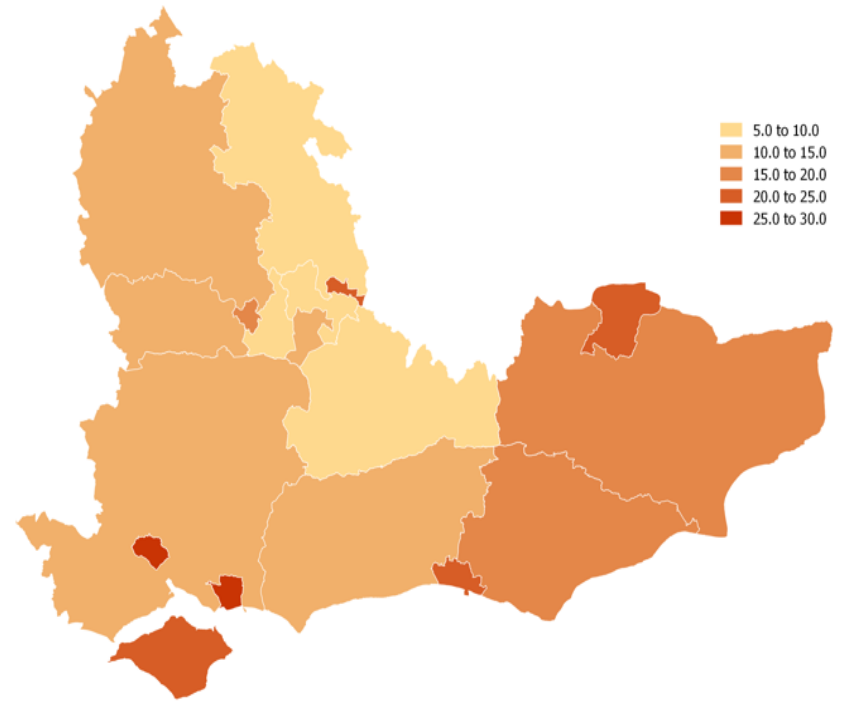
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# Family factors in the South East

Gap in achievement of school readiness compared to deprivation across the South East



**Figure 7a:** Gap in achievement of school readiness between all children and those in receipt of free school meals across the South East (2016/17)



**Figure 7b:** Levels of deprivation across the South East (IMD 2015)

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# Child factors in the South East

The South East has significantly lower levels of low birth weight babies born at term (2.3%) compared to the England average (2.8%). Slough is the only local authority in the South East with a significantly greater prevalence than the England average (3.4 vs 2.8%). Duration of breastfeeding has been found to be associated with a greater likelihood of achieving a good school performance at age five years compared with children who were never breastfed ([Heikkila K et al, 2014](#)). In 2016/17, data related to breastfeeding prevalence was available from eight local authorities in the South East and for seven of these, the prevalence of breastfeeding at 6 to 8 weeks was significantly higher than the national average (44.4%).

The prevalence of overweight children (including obese) in reception in the South East is significantly lower than for England at 21.4% versus 22.6%. The prevalence of overweight ranges from 17.1% in Windsor & Maidenhead to 24.4% in Kent. Surrey has the second lowest prevalence of overweight children in reception for the South East (17.3%) and has the highest percentage of children achieving a good level of development (78.4%). However, the overall picture is quite mixed.

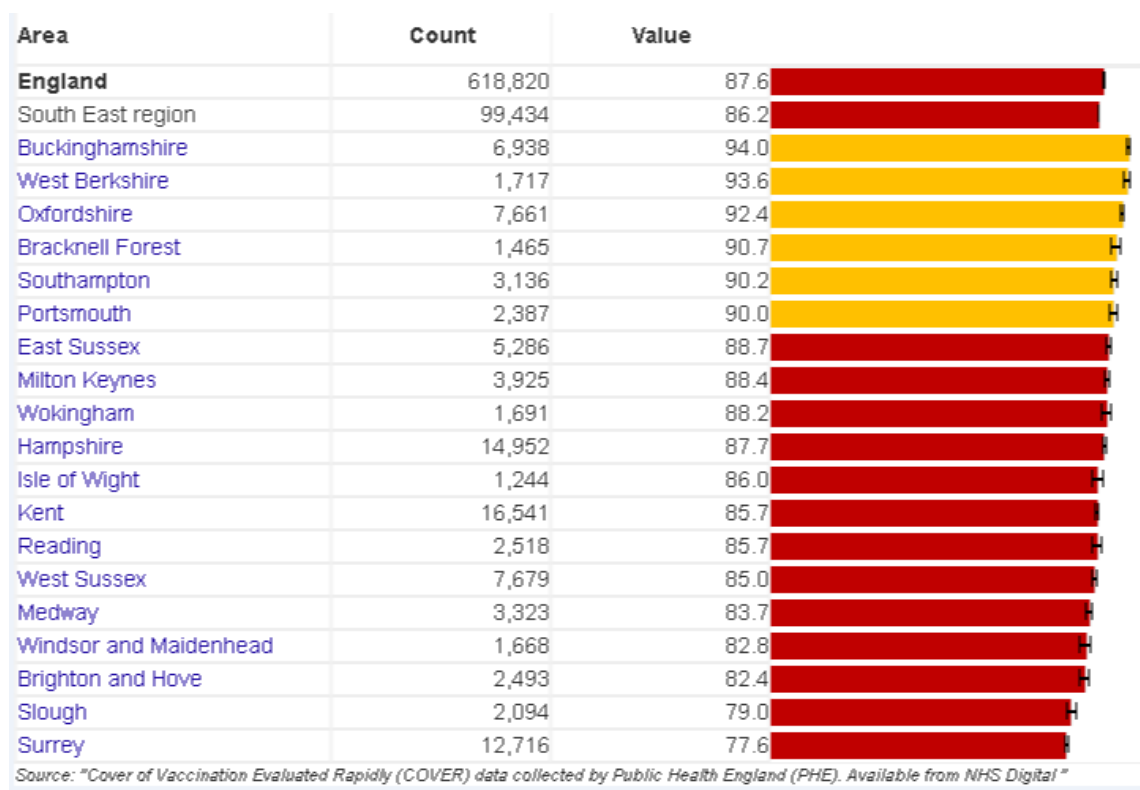
The prevalence of special educational needs (SEN) within the South East is significantly lower than the average for England (13.1% vs 13.8%). However, there is also a wide range with the lowest prevalence of SEN in Wokingham (10.4%) and the highest in Southampton (18.6%). In the South East, the prevalence of SEN was found to be correlated with several other factors – in particular family factors such as proportion of children in care, percentage of children in low income families and under 18 conceptions.

Child factors in the South East continued

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## Child factors in the South East

Uptake of childhood immunisations can be considered as a marker of child population health. In 2016/17, the South East had significantly lower levels of uptake of both measles, mumps and rubella (MMR) doses by age five compared to the national average (86.2% vs 87.6% nationally) (Figure 8). However, there is no clear correlation between immunisation uptake and school readiness.



**Figure 8:** MMR for two doses (% of five year olds) by local authority (2016/17)

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- Data definitions & sources

## System factors in the South East

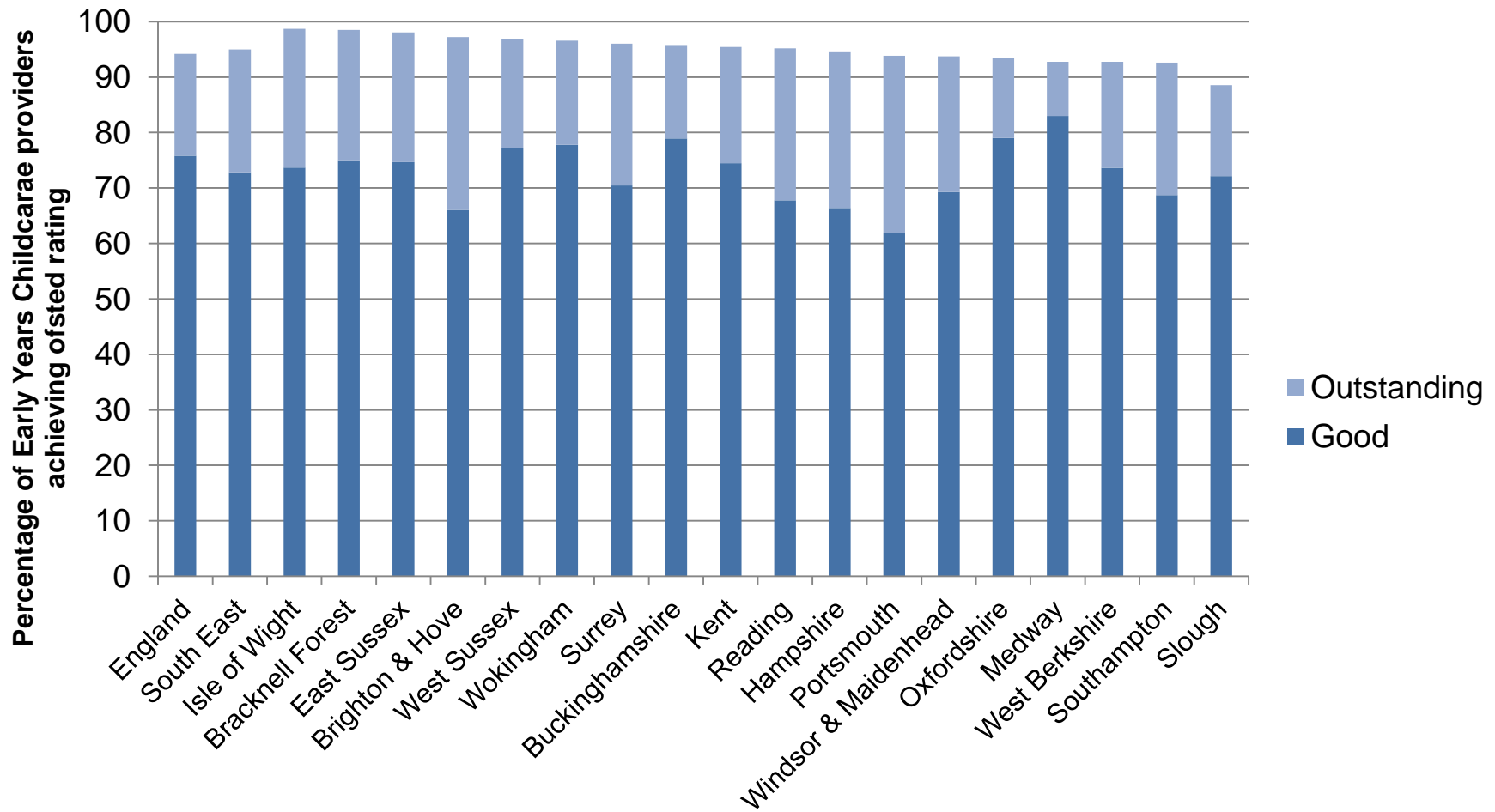
The South East has significantly lower levels of children eligible for and claiming free school meals than the average for England (9.9% of children compared to 14.1%). This indicator is closely correlated to other factors such as percentage of children in low income families, under 18 conceptions and children in care. In general across the South East, the higher the proportion of children eligible for and claiming free school meals, the lower the level of school readiness achievement for that local authority area. However, there are examples of local authorities that do not follow this general trend. For example, West Sussex has significantly lower levels of children eligible for and claiming free school meals compared to the South East overall (7.9% vs 9.9%) but also has a significantly lower level of school readiness achievement compared to the South East as a whole.

Across the South East, 95% of early years childcare providers had been rated by Ofsted as at least good by March 2018, compared to 94% across England. Across the South East, this ranges from 89% in Slough to 99% in Bracknell Forest and on the Isle of Wight (Figure 9). This data represents the overall effectiveness of active early years registered providers at their most recent inspection (by region and local authority). There was no apparent correlation between the Ofsted performance of early years childcare providers and school readiness for the local authority.

System factors in the South East continued

- Bracknell Forest
- Brighton & Hove
- Buckinghamshire
- East Sussex
- Hampshire
- Isle of Wight
- Kent
- Medway
- Oxfordshire
- Portsmouth
- Reading
- Slough
- Southampton
- Surrey
- West Berkshire
- West Sussex
- Windsor & Maidenhead
- Wokingham
- Data definitions & sources

## System factors in the South East



**Figure 9:** Proportion of childcare providers across the South East rated as either good or outstanding by Ofsted (as of 31 March 2018)

System factors in the South East continued

- Bracknell Forest
- Brighton & Hove
- Buckinghamshire
- East Sussex
- Hampshire
- Isle of Wight
- Kent
- Medway
- Oxfordshire
- Portsmouth
- Reading
- Slough
- Southampton
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# System factors in the South East

The South East overall has significantly fewer children receiving a 12-month health visitor review than England (68% vs 72.6%). The proportion of children offered the ASQ-3 as part of the developmental review at 2 to 2½ years is significantly higher in the South East (94%) compared to England (89.4%). There does not appear to be a relationship between either of these two indicators and achievement of school readiness for each local authority.

In 2018, 70% of eligible two year olds in the South East benefited from funded early education (72% for England as a whole) and for 3 to 4 year olds it was 96% and 95% respectively. For two year olds, this ranges from 50% in Slough to 84% in East Sussex and Brighton & Hove. There is no apparent relationship between the percentage of children taking up their free educational entitlement and school readiness achievement.

To estimate provision of childcare places, the Ofsted early years register (2018) and Office of National Statistics (ONS) population estimates (mid-2017) were used to calculate the number of children (under 5 years) per childcare place in each local authority. Overall the South East has 2.3 children per place compared to 2.6 children per place in England. However, there is significant variation across the South East with Slough having the highest number (5.0 children per place) and Wokingham having the lowest (1.5 children per place). These figures are an estimate and do not establish places occupied and are not divided by age. There is no significant correlation between the number of children per place and school readiness. Both authorities with high and low levels of school readiness, Wokingham and Brighton & Hove respectively for example, seem to have relatively high levels of childcare provision. Similarly in an area such as East Sussex, where school readiness is high, there are relatively low levels of childcare provision (3.0 children per childcare place).

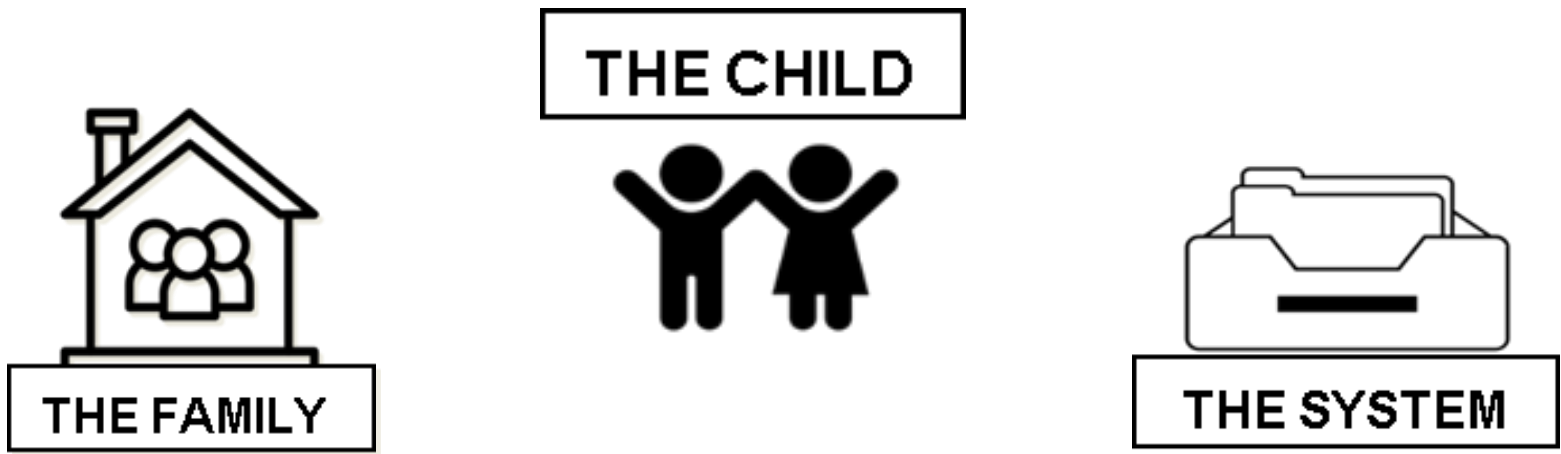
- Bracknell Forest
- Brighton & Hove
- Buckinghamshire
- East Sussex
- Hampshire
- Isle of Wight
- Kent
- Medway
- Oxfordshire
- Portsmouth
- Reading
- Slough
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- West Sussex
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- Wokingham
- Data definitions & sources

## Local authority data

Data on school readiness, including a range of public health indicators considered to contribute to levels of school readiness is presented at local authority level.

The data analysis was performed between February and August 2018 (updated December 2018). The latest data available was incorporated into this report, the year available is specified for each individual indicator.

The data analysis is presented under the following categories:



The red, amber, green (RAG) ratings are from the Public Health England Fingertips toolkit and so have been calculated using the [PHE standard approach to the use of RAG ratings for indicator values](#). RAG ratings are not available for every indicator.

- Bracknell Forest**
- Brighton & Hove
- Buckinghamshire
- East Sussex
- Hampshire
- Isle of Wight
- Kent
- Medway
- Oxfordshire
- Portsmouth
- Reading
- Slough
- Southampton
- Surrey
- West Berkshire
- West Sussex
- Windsor & Maidenhead
- Wokingham
- Data definitions & sources

# Bracknell Forest



	Bracknell Forest	South East	England
Under 18 conception rate per 1000 girls (2015/16) <sup>1</sup>	8.3	15.0	18.8
Children in low income families (under 16s) (2015) <sup>2</sup>	9.2	12.5	16.8
Family homelessness per 1000 (2016/17) <sup>3</sup>	1.2	1.6	1.9
Looked after children aged <5 (per 10,000) (2016/17) <sup>4</sup>	*	27.8	36.9
Deprivation score (IMD 2015) <sup>5</sup>	10.5	-	21.8

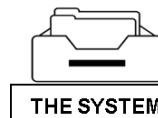
	Bracknell Forest	South East	England
School readiness *(all children) (2017/18)	75.2%	74.7%	71.5%
School readiness * - children with free school meal status (2017/18)	53%	57%	57%

Better Similar Worse Local authority compared to England average Lower Similar Higher

## THE CHILD



	Bracknell Forest	South East	England
Low birth weight of term babies (%) (2015/16) <sup>6</sup>	1.62	2.3	2.8
Breastfeeding prevalence at 6-8 weeks (2017/18) <sup>7</sup>	53.3	*	42.7
MMR 1 <sup>st</sup> and 2 <sup>nd</sup> dose by age 5 (2017/18) <sup>8</sup>	88.7	87.2	87.2
Reception: prevalence of overweight or obese (%) (2016/17) <sup>9</sup>	19.2	21.4	22.6
Prevalence of special educational needs (SEN) (%) (2018) <sup>10</sup>	11.9	13.1	13.8
A&E attendances (0-4 years, per 1000) (2016/17) <sup>11</sup>	724.6	514.4	601.8
Proportion of five year olds free from dental decay (2016/17) <sup>12</sup>	*	83.6	76.7



	Bracknell Forest	South East	England
Health visitor 12 months review, % of children (2015/16) <sup>13</sup>	87.0	68.0	72.6
Children aged 2-2 ½ years receiving ASQ-3 as part of the healthy child programme or integrated review (%) (2017/18) <sup>14</sup>	86.5	96.0	90.2
Eligible pupils in nurseries and primary schools claiming FSM (%) (2018) <sup>15</sup>	6.6	9.8	13.7
Proportion of available early years childcare achieving at least "good" with Ofsted (2018) <sup>16</sup>	99	95	94
Number of children per available childcare place (2017/18) <sup>17</sup>	2.0	2.3	2.6
% of 3 & 4 year olds receiving funded hours education (2018) <sup>18</sup>	89	95	94
% of eligible 2 year old children receiving funded education (2018) <sup>19</sup>	73	70	72



- Bracknell Forest
- Brighton & Hove**
- Buckinghamshire
- East Sussex
- Hampshire
- Isle of Wight
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- Medway
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- Southampton
- Surrey
- West Berkshire
- West Sussex
- Windsor & Maidenhead
- Wokingham
- Data definitions & sources

# Brighton & Hove



	Brighton & Hove	South East	England
Under 18 conception rate per 1000 girls (2015/16) <sup>1</sup>	17.9	15.0	18.8
Children in low income families (under 16s) (2015) <sup>2</sup>	15.4	12.5	16.8
Family homelessness per 1000 (2016/17) <sup>3</sup>	1.9	1.6	1.9
Looked after children aged <5 (per 10,000) (2016/17) <sup>4</sup>	53.4	27.8	36.9
Deprivation score (IMD 2015) <sup>5</sup>	23.4	-	21.8

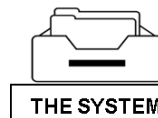
	Brighton & Hove	South East	England
School readiness *(all children) (2017/18)	72.6%	74.7%	71.5%
School readiness * - children with free school meal status (2017/18)	51%	57%	57%

Better Similar Worse Local authority compared to England average Lower Similar Higher

## THE CHILD



	Brighton & Hove	South East	England
Low birth weight of term babies (%) (2015/16) <sup>6</sup>	2.55	2.3	2.8
Breastfeeding prevalence at 6-8 weeks (2017/18) <sup>7</sup>	70.2	*	42.7
MMR 1 <sup>st</sup> and 2 <sup>nd</sup> dose by age 5 (2017/18) <sup>8</sup>	84.7	87.2	87.2
Reception: prevalence of overweight or obese (%) (2016/17) <sup>9</sup>	18.4	21.4	22.6
Prevalence of special educational needs (SEN) (%) (2018) <sup>10</sup>	14.4	13.1	13.8
A&E attendances (0-4 years, per 1000) (2016/17) <sup>11</sup>	597.1	514.4	601.8
Proportion of five year olds free from dental decay (2016/17) <sup>12</sup>	82.6	83.6	76.7



	Brighton & Hove	South East	England
Health visitor 12 months review, % of children (2015/16) <sup>13</sup>	71.6	68.0	72.6
Children aged 2-2 ½ years receiving ASQ-3 as part of the healthy child programme or integrated review (%) (2017/18) <sup>14</sup>	100	96.0	90.2
Eligible pupils in nurseries and primary schools claiming FSM (%) (2018) <sup>15</sup>	13.1	9.8	13.7
Proportion of available early years childcare achieving at least "good" with Ofsted (2018) <sup>16</sup>	97	95	94
Number of children per available childcare place (2017/18) <sup>17</sup>	2.0	2.3	2.6
% of 3 & 4 year olds receiving funded hours education (2018) <sup>18</sup>	96	95	94
% of eligible 2 year old children receiving funded education (2018) <sup>19</sup>	84	70	72

- Bracknell Forest
- Brighton & Hove
- Buckinghamshire**
- East Sussex
- Hampshire
- Isle of Wight
- Kent
- Medway
- Oxfordshire
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- West Sussex
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- Wokingham
- Data definitions & sources

# Buckinghamshire



	Bucks	South East	England
Under 18 conception rate per 1000 girls (2015/16) <sup>1</sup>	10.4	15.0	18.8
Children in low income families (under 16s) (2015) <sup>2</sup>	8.9	12.5	16.8
Family homelessness per 1000 (2016/17) <sup>3</sup>	1.6	1.6	1.9
Looked after children aged <5 (per 10,000) (2016/17) <sup>4</sup>	27.1	27.8	36.9
Deprivation score (IMD 2015) <sup>5</sup>	9.8	-	21.8

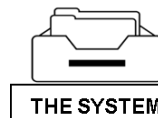
	Buckinghamshire	South East	England
School readiness *(all children) (2017/18)	73.9%	74.7%	71.5%
School readiness * - children with free school meal status (2017/18)	53%	57%	57%

Better	Similar	Worse	Local authority compared to England average	Lower	Similar	Higher
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## THE CHILD



	Bucks	South East	England
Low birth weight of term babies (%) (2015/16) <sup>6</sup>	2.82	2.3	2.8
Breastfeeding prevalence at 6-8 weeks (2017/18) <sup>7</sup>	55.6	*	42.7
MMR 1 <sup>st</sup> and 2 <sup>nd</sup> dose by age 5 (2017/18) <sup>8</sup>	91.6	87.2	87.2
Reception: prevalence of overweight or obese (%) (2016/17) <sup>9</sup>	18.0	21.4	22.6
Prevalence of special educational needs (SEN) (%) (2018) <sup>10</sup>	11.4	13.1	13.8
A&E attendances (0-4 years, per 1000) (2016/17) <sup>11</sup>	400.5	514.4	601.8
Proportion of five year olds free from dental decay (2016/17) <sup>12</sup>	82.8	83.6	76.7



	Bucks	South East	England
Health visitor 12 months review, % of children (2015/16) <sup>13</sup>	73.4	68.0	72.6
Children aged 2-2 ½ years receiving ASQ-3 as part of the healthy child programme or integrated review (%) (2017/18) <sup>14</sup>	100	96.0	90.2
Eligible pupils in nurseries and primary schools claiming FSM (%) (2018) <sup>15</sup>	6.4	9.8	13.7
Proportion of available early years childcare achieving at least "good" with Ofsted (2018) <sup>16</sup>	96	95	94
Number of children per available childcare place (2017/18) <sup>17</sup>	2.0	2.3	2.6
% of 3 & 4 year olds receiving funded hours education (2018) <sup>18</sup>	92	95	94
% of eligible 2 year old children receiving funded education (2018) <sup>19</sup>	75	70	72

Bracknell Forest
Brighton & Hove
Buckinghamshire
<b>East Sussex</b>
Hampshire
Isle of Wight
Kent
Medway
Oxfordshire
Portsmouth
Reading
Slough
Southampton
Surrey
West Berkshire
West Sussex
Windsor & Maidenhead
Wokingham
Data definitions & sources

# East Sussex



	East Sussex	South East	England
Under 18 conception rate per 1000 girls (2015/16) <sup>1</sup>	16.1	15.0	18.8
Children in low income families (under 16s) (2015) <sup>2</sup>	16.2	12.5	16.8
Family homelessness per 1000 (2016/17) <sup>3</sup>	1.8	1.6	1.9
Looked after children aged <5 (per 10,000) (2016/17) <sup>4</sup>	30.0	27.8	36.9
Deprivation score (IMD 2015) <sup>5</sup>	18.8	-	21.8

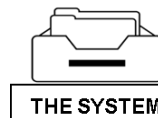
	East Sussex	South East	England
School readiness *(all children) (2017/18)	76.5%	74.7%	71.5%
School readiness * - children with free school meal status (2017/18)	61%	57%	57%

Better Similar Worse Local authority compared to England average Lower Similar Higher

## THE CHILD



	East Sussex	South East	England
Low birth weight of term babies (%) (2015/16) <sup>6</sup>	2.19	2.3	2.8
Breastfeeding prevalence at 6-8 weeks (2017/18) <sup>7</sup>	49.8	*	42.7
MMR 1 <sup>st</sup> and 2 <sup>nd</sup> dose by age 5 (2017/18) <sup>8</sup>	89.7	87.2	87.2
Reception: prevalence of overweight or obese (%) (2016/17) <sup>9</sup>	23.3	21.4	22.6
Prevalence of special educational needs (SEN) (%) (2018) <sup>10</sup>	12.2	13.1	13.8
A&E attendances (0-4 years, per 1000) (2016/17) <sup>11</sup>	471.5	514.4	601.8
Proportion of five year olds free from dental decay (2016/17) <sup>12</sup>	86.9	83.6	76.7



	East Sussex	South East	England
Health visitor 12 months review, % of children (2015/16) <sup>13</sup>	13.4	68.0	72.6
Children aged 2-2 ½ years receiving ASQ-3 as part of the healthy child programme or integrated review (%) (2017/18) <sup>14</sup>	94.3	96.0	90.2
Eligible pupils in nurseries and primary schools claiming FSM (%) (2018) <sup>15</sup>	12.7	9.8	13.7
Proportion of available early years childcare achieving at least "good" with Ofsted (2018) <sup>16</sup>	98	95	94
Number of children per available childcare place (2017/18) <sup>17</sup>	3.0	2.3	2.6
% of 3 & 4 year olds receiving funded hours education (2018) <sup>18</sup>	95	95	94
% of eligible 2 year old children receiving funded education (2018) <sup>19</sup>	84	70	72

- Bracknell Forest
- Brighton & Hove
- Buckinghamshire
- East Sussex
- Hampshire**
- Isle of Wight
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- Southampton
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- Wokingham
- Data definitions & sources

# Hampshire

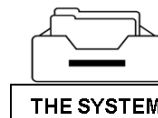


	Hants	South East	England
Under 18 conception rate per 1000 girls (2015/16) <sup>1</sup>	13.3	15.0	18.8
Children in low income families (under 16s) (2015) <sup>2</sup>	10.0	12.5	16.8
Family homelessness per 1000 (2016/17) <sup>3</sup>	0.9	1.6	1.9
Looked after children aged <5 (per 10,000) (2016/17) <sup>4</sup>	28.3	27.8	36.9
Deprivation score (IMD 2015) <sup>5</sup>	11.9	-	21.8

## THE CHILD



	Hants	South East	England
Low birth weight of term babies (%) (2015/16) <sup>6</sup>	2.0	2.3	2.8
Breastfeeding prevalence at 6-8 weeks (2017/18) <sup>7</sup>	35.0	*	42.7
MMR 1 <sup>st</sup> and 2 <sup>nd</sup> dose by age 5 (2017/18) <sup>8</sup>	87.9	87.2	87.2
Reception: prevalence of overweight or obese (%) (2016/17) <sup>9</sup>	23.0	21.4	22.6
Prevalence of special educational needs (SEN) (%) (2018) <sup>10</sup>	12.8	13.1	13.8
A&E attendances (0-4 years, per 1000) (2016/17) <sup>11</sup>	433.5	514.4	601.8
Proportion of five year olds free from dental decay (2016/17) <sup>12</sup>	86.8	83.6	76.7



	Hants	South East	England
Health visitor 12 months review, % of children (2015/16) <sup>13</sup>	85.7	68.0	72.6
Children aged 2-2 ½ years receiving ASQ-3 as part of the healthy child programme or integrated review (%) (2017/18) <sup>14</sup>	100.0	96.0	90.2
Eligible pupils in nurseries and primary schools claiming FSM (%) (2018) <sup>15</sup>	8.3	9.8	13.7
Proportion of available early years childcare achieving at least "good" with Ofsted (2018) <sup>16</sup>	95	95	94
Number of children per available childcare place (2017/18) <sup>17</sup>	1.9	2.3	2.6
% of 3 & 4 year olds receiving funded hours education (2018) <sup>18</sup>	97	95	94
% of eligible 2 year old children receiving funded education (2018) <sup>19</sup>	76	70	72

	Hampshire	South East	England
School readiness *(all children) (2017/18)	76.7%	74.7%	71.5%
School readiness * - children with free school meal status (2017/18)	56%	57%	57%

Better
Similar
Worse
Local authority compared to England average
Lower
Similar
Higher

- Bracknell Forest
- Brighton & Hove
- Buckinghamshire
- East Sussex
- Hampshire
- Isle of Wight**
- Kent
- Medway
- Oxfordshire
- Portsmouth
- Reading
- Slough
- Southampton
- Surrey
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- Wokingham
- Data definitions & sources

# Isle of Wight



	Isle of Wight	South East	England
Under 18 conception rate per 1000 girls (2015/16) <sup>1</sup>	24.2	15.0	18.8
Children in low income families (under 16s) (2015) <sup>2</sup>	17.8	12.5	16.8
Family homelessness per 1000 (2016/17) <sup>3</sup>	0.8	1.6	1.9
Looked after children aged <5 (per 10,000) (2016/17) <sup>4</sup>	58.8	27.8	36.9
Deprivation score (IMD 2015) <sup>5</sup>	23.1	-	21.8

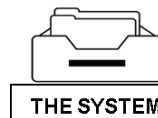
	Isle of Wight	South East	England
School readiness *(all children) (2017/18)	73%	74.7%	71.5%
School readiness * - children with free school meal status (2017/18)	52%	57%	57%

Better Similar Worse Local authority compared to England average Lower Similar Higher

## THE CHILD



	Isle of Wight	South East	England
Low birth weight of term babies (%) (2015/16) <sup>6</sup>	2.13	2.3	2.8
Breastfeeding prevalence at 6-8 weeks (2017/18) <sup>7</sup>	47.2	*	42.7
MMR 1 <sup>st</sup> and 2 <sup>nd</sup> dose by age 5 (2017/18) <sup>8</sup>	81.1	87.2	87.2
Reception: prevalence of overweight or obese (%) (2016/17) <sup>9</sup>	22.1	21.4	22.6
Prevalence of special educational needs (SEN) (%) (2018) <sup>10</sup>	16.2	13.1	13.8
A&E attendances (0-4 years, per 1000) (2016/17) <sup>11</sup>	584.4	514.4	601.8
Proportion of five year olds free from dental decay (2016/17) <sup>12</sup>	*	83.6	76.7



	Isle of Wight	South East	England
Health visitor 12 months review, % of children (2015/16) <sup>13</sup>	93.9	68.0	72.6
Children aged 2-2 ½ years receiving ASQ-3 as part of the healthy child programme or integrated review (%) (2017/18) <sup>14</sup>	97.3	96.0	90.2
Eligible pupils in nurseries and primary schools claiming FSM (%) (2018) <sup>15</sup>	13.9	9.8	13.7
Proportion of available early years childcare achieving at least "good" with Ofsted (2018) <sup>16</sup>	99	95	94
Number of children per available childcare place (2017/18) <sup>17</sup>	2.6	2.3	2.6
% of 3 & 4 year olds receiving funded hours education (2018) <sup>18</sup>	97	95	94
% of eligible 2 year old children receiving funded education (2018) <sup>19</sup>	70	70	72

- Bracknell Forest
- Brighton & Hove
- Buckinghamshire
- East Sussex
- Hampshire
- Isle of Wight
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- Surrey
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- Wokingham
- Data definitions & sources

# Kent



	Kent	South East	England
Under 18 conception rate per 1000 girls (2015/16) <sup>1</sup>	18.5	15.0	18.8
Children in low income families (under 16s) (2015) <sup>2</sup>	15.9	12.5	16.8
Family homelessness per 1000 (2016/17) <sup>3</sup>	1.4*	1.6	1.9
Looked after children aged <5 (per 10,000) (2016/17) <sup>4</sup>	18.0	27.8	36.9
Deprivation score (IMD 2015) <sup>5</sup>	18.8	-	21.8

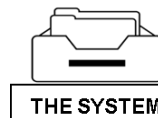
	Kent	South East	England
School readiness *(all children) (2017/18)	75.1%	74.7%	71.5%
School readiness * - children with free school meal status (2017/18)	60%	57%	57%

Better Similar Worse Local authority compared to England average Lower Similar Higher

## THE CHILD



	Kent	South East	England
Low birth weight of term babies (%) (2015/16) <sup>6</sup>	2.16	2.3	2.8
Breastfeeding prevalence at 6-8 weeks (2017/18) <sup>7</sup>	*	*	42.7
MMR 1 <sup>st</sup> and 2 <sup>nd</sup> dose by age 5 (2017/18) <sup>8</sup>	86.6	87.2	87.2
Reception: prevalence of overweight or obese (%) (2016/17) <sup>9</sup>	24.4	21.4	22.6
Prevalence of special educational needs (SEN) (%) (2018) <sup>10</sup>	11.7	13.1	13.8
A&E attendances (0-4 years, per 1000) (2016/17) <sup>11</sup>	500.0	514.4	601.8
Proportion of five year olds free from dental decay (2016/17) <sup>12</sup>	83.7	83.6	76.7



	Kent	South East	England
Health visitor 12 months review, % of children (2015/16) <sup>13</sup>	57.1	68.0	72.6
Children aged 2-2 ½ years receiving ASQ-3 as part of the healthy child programme or integrated review (%) (2017/18) <sup>14</sup>	96.4	96.0	90.2
Eligible pupils in nurseries and primary schools claiming FSM (%) (2018) <sup>15</sup>	11.9	9.8	13.7
Proportion of available early years childcare achieving at least "good" with Ofsted (2018) <sup>16</sup>	95	95	94
Number of children per available childcare place (2017/18) <sup>17</sup>	2.7	2.3	2.6
% of 3 & 4 year olds receiving funded hours education (2018) <sup>18</sup>	95	95	94
% of eligible 2 year old children receiving funded education (2018) <sup>19</sup>	60	70	72

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# Medway



	Medway	South East	England
Under 18 conception rate per 1000 girls (2015/16) <sup>1</sup>	22.3	15.0	18.8
Children in low income families (under 16s) (2015) <sup>2</sup>	18.5	12.5	16.8
Family homelessness per 1000 (2016/17) <sup>3</sup>	2.6	1.6	1.9
Looked after children aged <5 (per 10,000) (2016/17) <sup>4</sup>	51.2	27.8	36.9
Deprivation score (IMD 2015) <sup>5</sup>	22.3	-	21.8

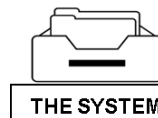
	Medway	South East	England
School readiness *(all children) (2017/18)	72.8%	74.7%	71.5%
School readiness * - children with free school meal status (2017/18)	61%	57%	57%

Better Similar Worse Local authority compared to England average Lower Similar Higher

## THE CHILD



	Medway	South East	England
Low birth weight of term babies (%) (2015/16) <sup>6</sup>	2.17	2.3	2.8
Breastfeeding prevalence at 6-8 weeks (2017/18) <sup>7</sup>	*	*	42.7
MMR 1 <sup>st</sup> and 2 <sup>nd</sup> dose by age 5 (2017/18) <sup>8</sup>	86.0	87.2	87.2
Reception: prevalence of overweight or obese (%) (2016/17) <sup>9</sup>	22.6	21.4	22.6
Prevalence of special educational needs (SEN) (%) (2018) <sup>10</sup>	15.4	13.1	13.8
A&E attendances (0-4 years, per 1000) (2016/17) <sup>11</sup>	539.8	514.4	601.8
Proportion of five year olds free from dental decay (2016/17) <sup>12</sup>	78.3	83.6	76.7



	Medway	South East	England
Health visitor 12 months review, % of children (2015/16) <sup>13</sup>	80.5	68.0	72.6
Children aged 2-2 ½ years receiving ASQ-3 as part of the healthy child programme or integrated review (%) (2017/18) <sup>14</sup>	99.1	96.0	90.2
Eligible pupils in nurseries and primary schools claiming FSM (%) (2018) <sup>15</sup>	12.8	9.8	13.7
Proportion of available early years childcare achieving at least "good" with Ofsted (2018) <sup>16</sup>	93	95	94
Number of children per available childcare place (2017/18) <sup>17</sup>	3.3	2.3	2.6
% of 3 & 4 year olds receiving funded hours education (2018) <sup>18</sup>	91	95	94
% of eligible 2 year old children receiving funded education (2018) <sup>19</sup>	66	70	72



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# Oxfordshire



	Oxfordshire	South East	England
Under 18 conception rate per 1000 girls (2015/16) <sup>1</sup>	11.6	15.0	18.8
Children in low income families (under 16s) (2015) <sup>2</sup>	10.0	12.5	16.8
Family homelessness per 1000 (2016/17) <sup>3</sup>	0.9	1.6	1.9
Looked after children aged <5 (per 10,000) (2016/17) <sup>4</sup>	24.3	27.8	36.9
Deprivation score (IMD 2015) <sup>5</sup>	11.5	-	21.8

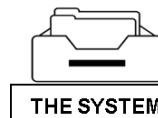
	Oxfordshire	South East	England
School readiness *(all children) (2017/18)	73.5%	74.7%	71.5%
School readiness * - children with free school meal status (2017/18)	51%	57%	57%

Better
Similar
Worse
 Local authority compared to England average
 Lower
Similar
Higher

## THE CHILD



	Oxfordshire	South East	England
Low birth weight of term babies (%) (2015/16) <sup>6</sup>	2.17	2.3	2.8
Breastfeeding prevalence at 6-8 weeks (2017/18) <sup>7</sup>	61.1	*	42.7
MMR 1 <sup>st</sup> and 2 <sup>nd</sup> dose by age 5 (2017/18) <sup>8</sup>	90.8	87.2	87.2
Reception: prevalence of overweight or obese (%) (2016/17) <sup>9</sup>	19.6	21.4	22.6
Prevalence of special educational needs (SEN) (%) (2018) <sup>10</sup>	13.6	13.1	13.8
A&E attendances (0-4 years, per 1000) (2016/17) <sup>11</sup>	401.8	514.4	601.8
Proportion of five year olds free from dental decay (2016/17) <sup>12</sup>	80.2	83.6	76.7



	Oxfordshire	South East	England
Health visitor 12 months review, % of children (2015/16) <sup>13</sup>	93.2	68.0	72.6
Children aged 2-2 ½ years receiving ASQ-3 as part of the healthy child programme or integrated review (%) (2017/18) <sup>14</sup>	99.0	96.0	90.2
Eligible pupils in nurseries and primary schools claiming FSM (%) (2018) <sup>15</sup>	8.4	9.8	13.7
Proportion of available early years childcare achieving at least "good" with Ofsted (2018) <sup>16</sup>	93	95	94
Number of children per available childcare place (2017/18) <sup>17</sup>	2.4	2.3	2.6
% of 3 & 4 year olds receiving funded hours education (2018) <sup>18</sup>	95	95	94
% of eligible 2 year old children receiving funded education (2018) <sup>19</sup>	72	70	72



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# Portsmouth



	Ports-mouth	South East	England
Under 18 conception rate per 1000 girls (2015/16) <sup>1</sup>	<b>26.4</b>	15.0	18.8
Children in low income families (under 16s) (2015) <sup>2</sup>	<b>20.3</b>	12.5	16.8
Family homelessness per 1000 (2016/17) <sup>3</sup>	<b>3.9</b>	1.6	1.9
Looked after children aged <5 (per 10,000) (2016/17) <sup>4</sup>	<b>44.2</b>	27.8	36.9
Deprivation score (IMD 2015) <sup>5</sup>	<b>27.1</b>	-	21.8

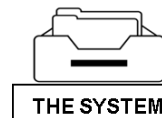
	Portsmouth	South East	England
School readiness *(all children) (2017/18)	<b>70.3%</b>	74.7%	71.5%
School readiness * - children with free school meal status (2017/18)	<b>57%</b>	57%	57%

Better
Similar
Worse
 Local authority compared to England average
 Lower
Similar
Higher

## THE CHILD



	Ports-mouth	South East	England
Low birth weight of term babies (%) (2015/16) <sup>6</sup>	<b>2.35</b>	2.3	2.8
Breastfeeding prevalence at 6-8 weeks (2017/18) <sup>7</sup>	*	*	42.7
MMR 1 <sup>st</sup> and 2 <sup>nd</sup> dose by age 5 (2017/18) <sup>8</sup>	<b>91.2</b>	87.2	87.2
Reception: prevalence of overweight or obese (%) (2016/17) <sup>9</sup>	<b>24.2</b>	21.4	22.6
Prevalence of special educational needs (SEN) (%) (2018) <sup>10</sup>	<b>14.4</b>	13.1	13.8
A&E attendances (0-4 years, per 1000) (2016/17) <sup>11</sup>	<b>623.6</b>	514.4	601.8
Proportion of five year olds free from dental decay (2016/17) <sup>12</sup>	*	83.6	76.7



	Ports-mouth	South East	England
Health visitor 12 months review, % of children (2015/16) <sup>13</sup>	<b>75.7</b>	68.0	72.6
Children aged 2-2 ½ years receiving ASQ-3 as part of the healthy child programme or integrated review (%) (2017/18) <sup>14</sup>	<b>79.5</b>	96.0	90.2
Eligible pupils in nurseries and primary schools claiming FSM (%) (2018) <sup>15</sup>	<b>18.2</b>	9.8	13.7
Proportion of available early years childcare achieving at least "good" with Ofsted (2018) <sup>16</sup>	<b>94</b>	95	94
Number of children per available childcare place (2017/18) <sup>17</sup>	<b>2.7</b>	2.3	2.6
% of 3 & 4 year olds receiving funded hours education (2018) <sup>18</sup>	<b>96</b>	95	94
% of eligible 2 year old children receiving funded education (2018) <sup>19</sup>	<b>70</b>	70	72

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# Reading



	Reading	South East	England
Under 18 conception rate per 1000 girls (2015/16) <sup>1</sup>	19.7	15.0	18.8
Children in low income families (under 16s) (2015) <sup>2</sup>	16.2	12.5	16.8
Family homelessness per 1000 (2016/17) <sup>3</sup>	5.0	1.6	1.9
Looked after children aged <5 (per 10,000) (2016/17) <sup>4</sup>	36.1	27.8	36.9
Deprivation score (IMD 2015) <sup>5</sup>	19.3	-	21.8

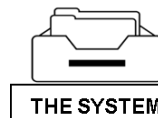
	Reading	South East	England
School readiness *(all children) (2017/18)	71.1%	74.7%	71.5%
School readiness * - children with free school meal status (2017/18)	60%	57%	57%

Better Similar Worse Local authority compared to England average Lower Similar Higher

## THE CHILD



	Reading	South East	England
Low birth weight of term babies (%) (2015/16) <sup>6</sup>	2.89	2.3	2.8
Breastfeeding prevalence at 6-8 weeks (2017/18) <sup>7</sup>	61.8	*	42.7
MMR 1 <sup>st</sup> and 2 <sup>nd</sup> dose by age 5 (2017/18) <sup>8</sup>	81.9	87.2	87.2
Reception: prevalence of overweight or obese (%) (2016/17) <sup>9</sup>	22.9	21.4	22.6
Prevalence of special educational needs (SEN) (%) (2018) <sup>10</sup>	13.7	13.1	13.8
A&E attendances (0-4 years, per 1000) (2016/17) <sup>11</sup>	893.0	514.4	601.8
Proportion of five year olds free from dental decay (2016/17) <sup>12</sup>	77.8	83.6	76.7



	Reading	South East	England
Health visitor 12 months review, % of children (2015/16) <sup>13</sup>	71.9	68.0	72.6
Children aged 2-2 ½ years receiving ASQ-3 as part of the healthy child programme or integrated review (%) (2017/18) <sup>14</sup>	78.9	96.0	90.2
Eligible pupils in nurseries and primary schools claiming FSM (%) (2018) <sup>15</sup>	14.0	9.8	13.7
Proportion of available early years childcare achieving at least "good" with Ofsted (2018) <sup>16</sup>	95	95	94
Number of children per available childcare place (2017/18) <sup>17</sup>	2.8	2.3	2.6
% of 3 & 4 year olds receiving funded hours education (2018) <sup>18</sup>	89	95	94
% of eligible 2 year old children receiving funded education (2018) <sup>19</sup>	58	70	72

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# Slough



	Slough	South East	England
Under 18 conception rate per 1000 girls (2015/16) <sup>1</sup>	12.2	15.0	18.8
Children in low income families (under 16s) (2015) <sup>2</sup>	14.6	12.5	16.8
Family homelessness per 1000 (2016/17) <sup>3</sup>	3.6	1.6	1.9
Looked after children aged <5 (per 10,000) (2016/17) <sup>4</sup>	26.5	27.8	36.9
Deprivation score (IMD 2015) <sup>5</sup>	22.9	-	21.8

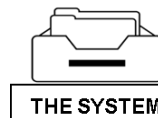
	Slough	South East	England
School readiness *(all children) (2017/18)	73.6%	74.7%	71.5%
School readiness * - children with free school meal status (2017/18)	67%	57%	57%

Better Similar Worse Local authority compared to England average Lower Similar Higher

## THE CHILD



	Slough	South East	England
Low birth weight of term babies (%) (2015/16) <sup>6</sup>	3.41	2.3	2.8
Breastfeeding prevalence at 6-8 weeks (2017/18) <sup>7</sup>	*	*	42.7
MMR 1 <sup>st</sup> and 2 <sup>nd</sup> dose by age 5 (2017/18) <sup>8</sup>	81.1	87.2	87.2
Reception: prevalence of overweight or obese (%) (2016/17) <sup>9</sup>	21.1	21.4	22.6
Prevalence of special educational needs (SEN) (%) (2018) <sup>10</sup>	14.4	13.1	13.8
A&E attendances (0-4 years, per 1000) (2016/17) <sup>11</sup>	535.5	514.4	601.8
Proportion of five year olds free from dental decay (2016/17) <sup>12</sup>	58.5	83.6	76.7



	Slough	South East	England
Health visitor 12 months review, % of children (2015/16) <sup>13</sup>	72.0	68.0	72.6
Children aged 2-2 ½ years receiving ASQ-3 as part of the healthy child programme or integrated review (%) (2017/18) <sup>14</sup>	89.8	96.0	90.2
Eligible pupils in nurseries and primary schools claiming FSM (%) (2018) <sup>15</sup>	9.3	9.8	13.7
Proportion of available early years childcare achieving at least "good" with Ofsted (2018) <sup>16</sup>	89	95	94
Number of children per available childcare place (2017/18) <sup>17</sup>	5.0	2.3	2.6
% of 3 & 4 year olds receiving funded hours education (2018) <sup>18</sup>	88	95	94
% of eligible 2 year old children receiving funded education (2018) <sup>19</sup>	50	70	72

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# Southampton



	South-ampton	South East	England
Under 18 conception rate per 1000 girls (2015/16) <sup>1</sup>	<b>31.7</b>	15.0	18.8
Children in low income families (under 16s) (2015) <sup>2</sup>	<b>19.7</b>	12.5	16.8
Family homelessness per 1000 (2016/17) <sup>3</sup>	<b>2.2</b>	1.6	1.9
Looked after children aged <5 (per 10,000) (2016/17) <sup>4</sup>	<b>97.3</b>	27.8	36.9
Deprivation score (IMD 2015) <sup>5</sup>	<b>26.9</b>	-	21.8

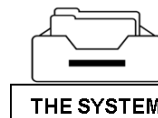
	Southampton	South East	England
School readiness *(all children) (2017/18)	<b>71.0%</b>	74.7%	71.5%
School readiness * - children with free school meal status (2017/18)	<b>60%</b>	57%	57%

Better Similar Worse Local authority compared to England average Lower Similar Higher

## THE CHILD



	South-ampton	South East	England
Low birth weight of term babies (%) (2015/16) <sup>6</sup>	<b>2.87</b>	2.3	2.8
Breastfeeding prevalence at 6-8 weeks (2017/18) <sup>7</sup>	*	*	42.7
MMR 1 <sup>st</sup> and 2 <sup>nd</sup> dose by age 5 (2017/18) <sup>8</sup>	<b>92.1</b>	87.2	87.2
Reception: prevalence of overweight or obese (%) (2016/17) <sup>9</sup>	<b>23.3</b>	21.4	22.6
Prevalence of special educational needs (SEN) (%) (2018) <sup>10</sup>	<b>18.6</b>	13.1	13.8
A&E attendances (0-4 years, per 1000) (2016/17) <sup>11</sup>	<b>598.6</b>	514.4	601.8
Proportion of five year olds free from dental decay (2016/17) <sup>12</sup>	*	83.6	76.7



	South-ampton	South East	England
Health visitor 12 months review, % of children (2015/16) <sup>13</sup>	<b>62.6</b>	68.0	72.6
Children aged 2-2 ½ years receiving ASQ-3 as part of the healthy child programme or integrated review (%) (2017/18) <sup>14</sup>	<b>94.4</b>	96.0	90.2
Eligible pupils in nurseries and primary schools claiming FSM (%) (2018) <sup>15</sup>	<b>18.4</b>	9.8	13.7
Proportion of available early years childcare achieving at least "good" with Ofsted (2018) <sup>16</sup>	93	95	94
Number of children per available childcare place (2017/18) <sup>17</sup>	<b>2.8</b>	2.3	2.6
% of 3 & 4 year olds receiving funded hours education (2018) <sup>18</sup>	<b>90</b>	95	94
% of eligible 2 year old children receiving funded education (2018) <sup>19</sup>	<b>80</b>	70	72

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# Surrey



	Surrey	South East	England
Under 18 conception rate per 1000 girls (2015/16) <sup>1</sup>	11.2	15.0	18.8
Children in low income families (under 16s) (2015) <sup>2</sup>	8.8	12.5	16.8
Family homelessness per 1000 (2016/17) <sup>3</sup>	1.0	1.6	1.9
Looked after children aged <5 (per 10,000) (2016/17) <sup>4</sup>	17.1	27.8	36.9
Deprivation score (IMD 2015) <sup>5</sup>	9.4	-	21.8

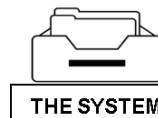
	Surrey	South East	England
School readiness *(all children) (2017/18)	78.4%	74.7%	71.5%
School readiness * - children with free school meal status (2017/18)	54%	57%	57%

Better
Similar
Worse
Local authority compared to England average
Lower
Similar
Higher

## THE CHILD



	Surrey	South East	England
Low birth weight of term babies (%) (2015/16) <sup>6</sup>	2.11	2.3	2.8
Breastfeeding prevalence at 6-8 weeks (2017/18) <sup>7</sup>	*	*	42.7
MMR 1 <sup>st</sup> and 2 <sup>nd</sup> dose by age 5 (2017/18) <sup>8</sup>	81.7	87.2	87.2
Reception: prevalence of overweight or obese (%) (2016/17) <sup>9</sup>	17.3	21.4	22.6
Prevalence of special educational needs (SEN) (%) (2018) <sup>10</sup>	13.3	13.1	13.8
A&E attendances (0-4 years, per 1000) (2016/17) <sup>11</sup>	613.4	514.4	601.8
Proportion of five year olds free from dental decay (2016/17) <sup>12</sup>	87.0	83.6	76.7



	Surrey	South East	England
Health visitor 12 months review, % of children (2015/16) <sup>13</sup>	52.2	68.0	72.6
Children aged 2-2 ½ years receiving ASQ-3 as part of the healthy child programme or integrated review (%) (2017/18) <sup>14</sup>	*	96.0	90.2
Eligible pupils in nurseries and primary schools claiming FSM (%) (2018) <sup>15</sup>	7.5	9.8	13.7
Proportion of available early years childcare achieving at least "good" with Ofsted (2018) <sup>16</sup>	96	95	94
Number of children per available childcare place (2017/18) <sup>17</sup>	2.0	2.3	2.6
% of 3 & 4 year olds receiving funded hours education (2018) <sup>18</sup>	95	95	94
% of eligible 2 year old children receiving funded education (2018) <sup>19</sup>	73	70	72

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# West Berkshire



	West Berkshire	South East	England
Under 18 conception rate per 1000 girls (2015/16) <sup>1</sup>	12.9	15.0	18.8
Children in low income families (under 16s) (2015) <sup>2</sup>	8.9	12.5	16.8
Family homelessness per 1000 (2016/17) <sup>3</sup>	0.4	1.6	1.9
Looked after children aged <5 (per 10,000) (2016/17) <sup>4</sup>	15.5	27.8	36.9
Deprivation score (IMD 2015) <sup>5</sup>	10.2	-	21.8

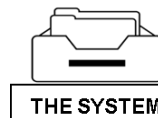
	West Berkshire	South East	England
School readiness *(all children) (2017/18)	74.1%	74.7%	71.5%
School readiness * - children with free school meal status (2017/18)	43%	57%	57%

Better	Similar	Worse	Local authority compared to England average	Lower	Similar	Higher
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## THE CHILD



	West Berkshire	South East	England
Low birth weight of term babies (%) (2015/16) <sup>6</sup>	1.7	2.3	2.8
Breastfeeding prevalence at 6-8 weeks (2017/18) <sup>7</sup>	52.0	*	42.7
MMR 1 <sup>st</sup> and 2 <sup>nd</sup> dose by age 5 (2017/18) <sup>8</sup>	87.9	87.2	87.2
Reception: prevalence of overweight or obese (%) (2016/17) <sup>9</sup>	21.1	21.4	22.6
Prevalence of special educational needs (SEN) (%) (2018) <sup>10</sup>	12.2	13.1	13.8
A&E attendances (0-4 years, per 1000) (2016/17) <sup>11</sup>	479.9	514.4	601.8
Proportion of five year olds free from dental decay (2016/17) <sup>12</sup>	82.7	83.6	76.7



	West Berkshire	South East	England
Health visitor 12 months review, % of children (2015/16) <sup>13</sup>	81.0	68.0	72.6
Children aged 2-2 ½ years receiving ASQ-3 as part of the healthy child programme or integrated review (%) (2017/18) <sup>14</sup>	88.5	96.0	90.2
Eligible pupils in nurseries and primary schools claiming FSM (%) (2018) <sup>15</sup>	5.9	9.8	13.7
Proportion of available early years childcare achieving at least "good" with Ofsted (2018) <sup>16</sup>	93	95	94
Number of children per available childcare place (2017/18) <sup>17</sup>	1.7	2.3	2.6
% of 3 & 4 year olds receiving funded hours education (2018) <sup>18</sup>	98	95	94
% of eligible 2 year old children receiving funded education (2018) <sup>19</sup>	70	70	72

- Bracknell Forest
- Brighton & Hove
- Buckinghamshire
- East Sussex
- Hampshire
- Isle of Wight
- Kent
- Medway
- Oxfordshire
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- Reading
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- Southampton
- Surrey
- West Berkshire
- West Sussex**
- Windsor & Maidenhead
- Wokingham
- Data definitions & sources

# West Sussex



	West Sussex	South East	England
Under 18 conception rate per 1000 girls (2015/16) <sup>1</sup>	12.2	15.0	18.8
Children in low income families (under 16s) (2015) <sup>2</sup>	10.9	12.5	16.8
Family homelessness per 1000 (2016/17) <sup>3</sup>	1.4	1.6	1.9
Looked after children aged <5 (per 10,000) (2016/17) <sup>4</sup>	21.9	27.8	36.9
Deprivation score (IMD 2015) <sup>5</sup>	14.0	-	21.8

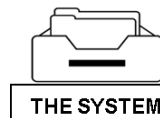
	West Sussex	South East	England
School readiness *(all children) (2017/18)	71.4%	74.7%	71.5%
School readiness * - children with free school meal status (2017/18)	52%	57%	57%

Better
Similar
Worse
Local authority compared to England average
Lower
Similar
Higher

## THE CHILD



	West Sussex	South East	England
Low birth weight of term babies (%) (2015/16) <sup>6</sup>	2.38	2.3	2.8
Breastfeeding prevalence at 6-8 weeks (2017/18) <sup>7</sup>	*	*	42.7
MMR 1 <sup>st</sup> and 2 <sup>nd</sup> dose by age 5 (2017/18) <sup>8</sup>	90.3	87.2	87.2
Reception: prevalence of overweight or obese (%) (2016/17) <sup>9</sup>	20.5	21.4	22.6
Prevalence of special educational needs (SEN) (%) (2018) <sup>10</sup>	14.2	13.1	13.8
A&E attendances (0-4 years, per 1000) (2016/17) <sup>11</sup>	559.2	514.4	601.8
Proportion of five year olds free from dental decay (2016/17) <sup>12</sup>	84.9	83.6	76.7



	West Sussex	South East	England
Health visitor 12 months review, % of children (2015/16) <sup>13</sup>	67.4	68.0	72.6
Children aged 2-2 ½ years receiving ASQ-3 as part of the healthy child programme or integrated review (%) (2017/18) <sup>14</sup>	100.0	96.0	90.2
Eligible pupils in nurseries and primary schools claiming FSM (%) (2018) <sup>15</sup>	7.3	9.8	13.7
Proportion of available early years childcare achieving at least "good" with Ofsted (2018) <sup>16</sup>	97	95	94
Number of children per available childcare place (2017/18) <sup>17</sup>	2.3	2.3	2.6
% of 3 & 4 year olds receiving funded hours education (2018) <sup>18</sup>	96	95	94
% of eligible 2 year old children receiving funded education (2018) <sup>19</sup>	75	70	72

- Bracknell Forest
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- Oxfordshire
- Portsmouth
- Reading
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- Southampton
- Surrey
- West Berkshire
- West Sussex
- Windsor & Maidenhead**
- Wokingham
- Data definitions & sources

# Windsor & Maidenhead



	RBWM	South East	England
Under 18 conception rate per 1000 girls (2015/16) <sup>1</sup>	8.5	15.0	18.8
Children in low income families (under 16s) (2015) <sup>2</sup>	7.6	12.5	16.8
Family homelessness per 1000 (2016/17) <sup>3</sup>	*	1.6	1.9
Looked after children aged <5 (per 10,000) (2016/17) <sup>4</sup>	*	27.8	36.9
Deprivation score (IMD 2015) <sup>5</sup>	8.9	-	21.8

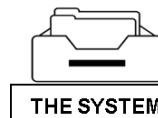
	RBWM	South East	England
School readiness *(all children) (2017/18)	74.3%	74.7%	71.5%
School readiness * - children with free school meal status (2017/18)	44%	57%	57%

Better Similar Worse Local authority compared to England average Lower Similar Higher

## THE CHILD



	RBWM	South East	England
Low birth weight of term babies (%) (2015/16) <sup>6</sup>	2.8	2.3	2.8
Breastfeeding prevalence at 6-8 weeks (2017/18) <sup>7</sup>	*	*	42.7
MMR 1 <sup>st</sup> and 2 <sup>nd</sup> dose by age 5 (2017/18) <sup>8</sup>	83.0	87.2	87.2
Reception: prevalence of overweight or obese (%) (2016/17) <sup>9</sup>	17.1	21.4	22.6
Prevalence of special educational needs (SEN) (%) (2018) <sup>10</sup>	13.8	13.1	13.8
A&E attendances (0-4 years, per 1000) (2016/17) <sup>11</sup>	409.6	514.4	601.8
Proportion of five year olds free from dental decay (2016/17) <sup>12</sup>	*	83.6	76.7



	RBWM	South East	England
Health visitor 12 months review, % of children (2015/16) <sup>13</sup>	76.7	68.0	72.6
Children aged 2-2 ½ years receiving ASQ-3 as part of the healthy child programme or integrated review (%) (2017/18) <sup>14</sup>	99.4	96.0	90.2
Eligible pupils in nurseries and primary schools claiming FSM (%) (2018) <sup>15</sup>	6.1	9.8	13.7
Proportion of available early years childcare achieving at least "good" with Ofsted (2018) <sup>16</sup>	94	95	94
Number of children per available childcare place (2017/18) <sup>17</sup>	2.0	2.3	2.6
% of 3 & 4 year olds receiving funded hours education (2018) <sup>18</sup>	101	95	94
% of eligible 2 year old children receiving funded education (2018) <sup>19</sup>	59	70	72



Bracknell Forest
Brighton & Hove
Buckinghamshire
East Sussex
Hampshire
Isle of Wight
Kent
Medway
Oxfordshire
Portsmouth
Reading
Slough
Southampton
Surrey
West Berkshire
West Sussex
Windsor & Maidenhead
<b>Wokingham</b>
Data definitions & sources

# Wokingham



	Wokingham	South East	England
Under 18 conception rate per 1000 girls (2015/16) <sup>1</sup>	8.1	15.0	18.8
Children in low income families (under 16s) (2015) <sup>2</sup>	6.1	12.5	16.8
Family homelessness per 1000 (2016/17) <sup>3</sup>	1.4	1.6	1.9
Looked after children aged <5 (per 10,000) (2016/17) <sup>4</sup>	9.9	27.8	36.9
Deprivation score (IMD 2015) <sup>5</sup>	5.7	-	21.8

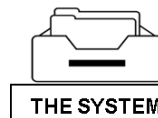
	Wokingham	South East	England
School readiness *(all children) (2017/18)	75.3%	74.7%	71.5%
School readiness * - children with free school meal status (2017/18)	54%	57%	57%

Better	Similar	Worse	Local authority compared to England average	Lower	Similar	Higher
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## THE CHILD



	Wokingham	South East	England
Low birth weight of term babies (%) (2015/16) <sup>6</sup>	1.28	2.3	2.8
Breastfeeding prevalence at 6-8 weeks (2017/18) <sup>7</sup>	61.8	*	42.7
MMR 1 <sup>st</sup> and 2 <sup>nd</sup> dose by age 5 (2017/18) <sup>8</sup>	89.3	87.2	87.2
Reception: prevalence of overweight or obese (%) (2016/17) <sup>9</sup>	17.8	21.4	22.6
Prevalence of special educational needs (SEN) (%) (2018) <sup>10</sup>	10.4	13.1	13.8
A&E attendances (0-4 years, per 1000) (2016/17) <sup>11</sup>	585.8	514.4	601.8
Proportion of five year olds free from dental decay (2016/17) <sup>12</sup>	*	83.6	76.7



	Wokingham	South East	England
Health visitor 12 months review, % of children (2015/16) <sup>13</sup>	82.8	68.0	72.6
Children aged 2-2 ½ years receiving ASQ-3 as part of the healthy child programme or integrated review (%) (2017/18) <sup>14</sup>	79.3	96.0	90.2
Eligible pupils in nurseries and primary schools claiming FSM (%) (2018) <sup>15</sup>	5.1	9.8	13.7
Proportion of available early years childcare achieving at least "good" with Ofsted (2018) <sup>16</sup>	97	95	94
Number of children per available childcare place (2017/18) <sup>17</sup>	1.5	2.3	2.6
% of 3 & 4 year olds receiving funded hours education (2018) <sup>18</sup>	103	95	94
% of eligible 2 year old children receiving funded education (2018) <sup>19</sup>	53	70	72

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# Data definitions and sources

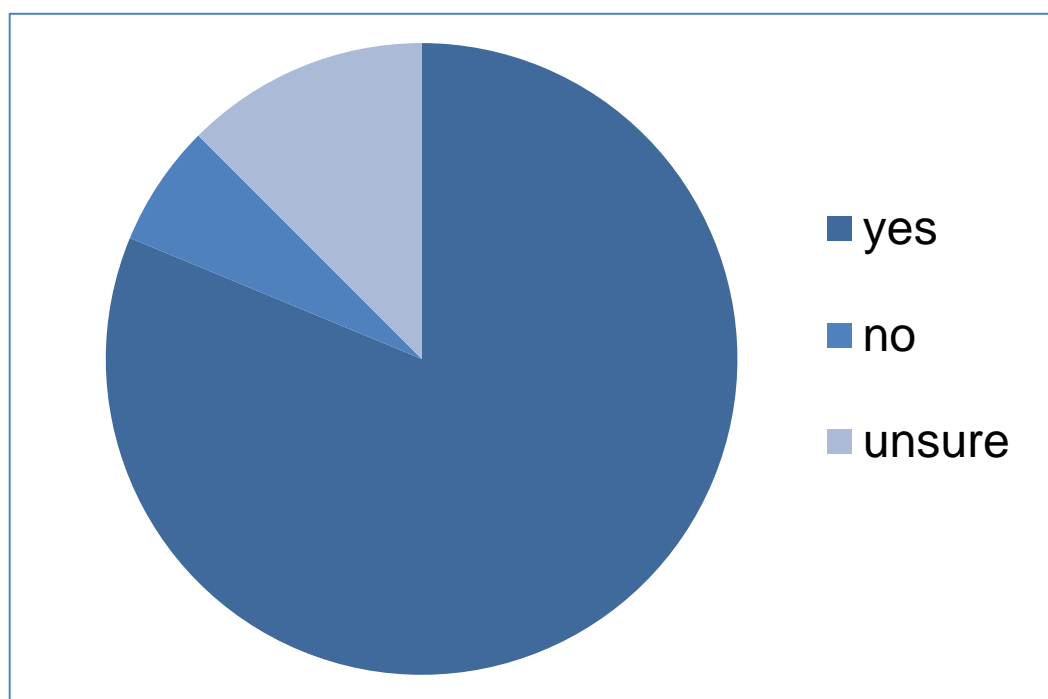
\*School readiness is defined as the percentage of children achieving at least the expected level in the early learning goals (ELG) within the prime areas of learning and within literacy and mathematics. Data for presented for all children and for those with free school meal status (2017/18) (Statistics: early years foundation stage profile, Department for Education).

1. Rate of conceptions per 1,000 females aged 15 to 17. PHE Fingertips (Office for National Statistics) (2016)
2. Percentage of children in low income families (children living in families in receipt of out of work benefits or tax credits where their reported income in <60% median. Under 16s only (PHE Fingertips) (2015)
3. Number of applicant households with dependent children or pregnant women accepted as unintentionally homeless and eligible for assistance compared to number of households (2014 based projections). PHE quarterly returns, Department for Communities and Local Government (2016/17)
4. The number of children aged 0 to 4 looked after by local authorities during the year expressed as a rate per 10,000 population aged 0 to 4 (2016/17) (PHE Fingertips, department for education)
5. Deprivation score (IMD 2015)
6. Low birth weight full term babies as a percentage of all full term live births (2015/16) (PHE Fingertips, Office for National Statistics)
7. Percentage of all infants due a 6 to 8 week check that are totally or partially breastfed (2017/18) (PHE National Child and Maternal Health Intelligence Network) \*value not published for data quality reasons
8. Percentage of eligible children who have received two doses of measles, mumps and rubella (MMR) vaccine on or after their first birthday and at any time up to their fifth birthday. (2017/18) (cover of vaccination evaluated rapidly (COVER) data collected by PHE)
9. Proportion of children aged 4 to 5 years classified as overweight or obese. Children are classified as overweight (including obese) if their BMI is on or above the 85<sup>th</sup> centile of the British 1990 growth reference (UK90) according to age and sex (2016/17) (NHS digital, National Child Measurement Programme)
10. The number of school age children who are identified as having special educational needs expressed as a percentage of all school age pupils (primary school age) (2018) (Department for Education special educational needs statistics).
11. A&E attendance rate per 1,000 population aged 0 to 4 years (2016/17). PHE Fingertips (hospital episode statistics)
12. Percentage of five-year-olds who are free from obvious dental decay. Dental Public Health Epidemiology Programme for England: oral health survey of five-year-old children 2016/17
13. Children who received a 12 month review by the time they turned 12 months as a percentage of total number of children turning 12 months. Health visitor service delivery metrics (2015/16)
14. Proportion of children aged 2-2½ years receiving ASQ-3 as part of the Healthy Child Programme or integrated review (2017/18). National Child and Maternal Health Intelligence Network, PHE
15. The percentage of all pupils known to be eligible for and claiming free school meals who attend a state funded nursery, primary, secondary or a special school. Department for Education. Schools, pupils and their characteristics (January 2018 school census)
16. Proportion of available early years childcare achieving either “good” or “outstanding” on Ofsted inspection (March 2018). Ofsted childcare providers and inspections
17. Number of children per available childcare place. Estimated using Ofsted childcare providers and inspections (March 2018) and ONS population estimates (2017)
18. Percentage of three and four year olds receiving funded hours education. Department for Education, provision for children under five years of age in England (January 2018)
19. Percentage of the two-year-old population eligible for a funded early education, receiving the funded hours (2018). The estimated number of eligible children is derived from data supplied to the Department for Education by the Department for Work and Pensions in November 2017 on the number of children believed to meet the benefit and tax credit eligibility criteria. (NB: some caution should be exercised when comparing take up rates at a local authority level)

# Survey and website review results

## Summary

There are 18 upper tier local authorities across the South East of which 16 responded to the survey on school readiness, giving a 89% response rate. Figure 7 (overleaf) presents a snapshot of the current situation with regards to school readiness for each responding local authority.



A total of 13 local authorities stated that school readiness has been identified as a priority for their area, with two being unsure and one local authority stating that it had not been identified as a priority (Figure 8).

Figure 9 includes an overview of how many local authorities responded "yes" to each of the questions regarding specific initiatives in place in their area. For example, nine out of the 16 responding local authorities, stated that they do provide resources for parents highlighting school readiness. Further information on what these may include can be found in the [resources](#) section.

**Figure 8:** Responses to the question "has school readiness been identified as a priority for your local authority?"

Survey and website  
review results continued

# Survey and website review results

## Summary

How would you describe the current situation with regards to school readiness in your local authority?	Brighton & Hove	Buckinghamshire	East Sussex	Hampshire	Isle of Wight	Kent	Medway	Oxfordshire	Portsmouth	Reading	Slough	Southampton	Surrey	West Berkshire	West Sussex	Wokingham
School readiness is part of the health & wellbeing strategy	✓	✓			✓	✓		✓	✓		✓	✓	✓	✓		✓
There is a school readiness steering group	✓			✓	✓			✓								✓
There is a specific strategy in place with the aim of improving school readiness	✓				✓	✓				✓	✓				✓	
We have identified it as a priority but no specific work done to tackle it yet			✓	✓			✓									

**Figure 7:** Snapshot of responses from local authorities in the South East to the question: “how would you describe the current situation with regards to school readiness in your area”

Survey and website review results continued



# Survey and website review results

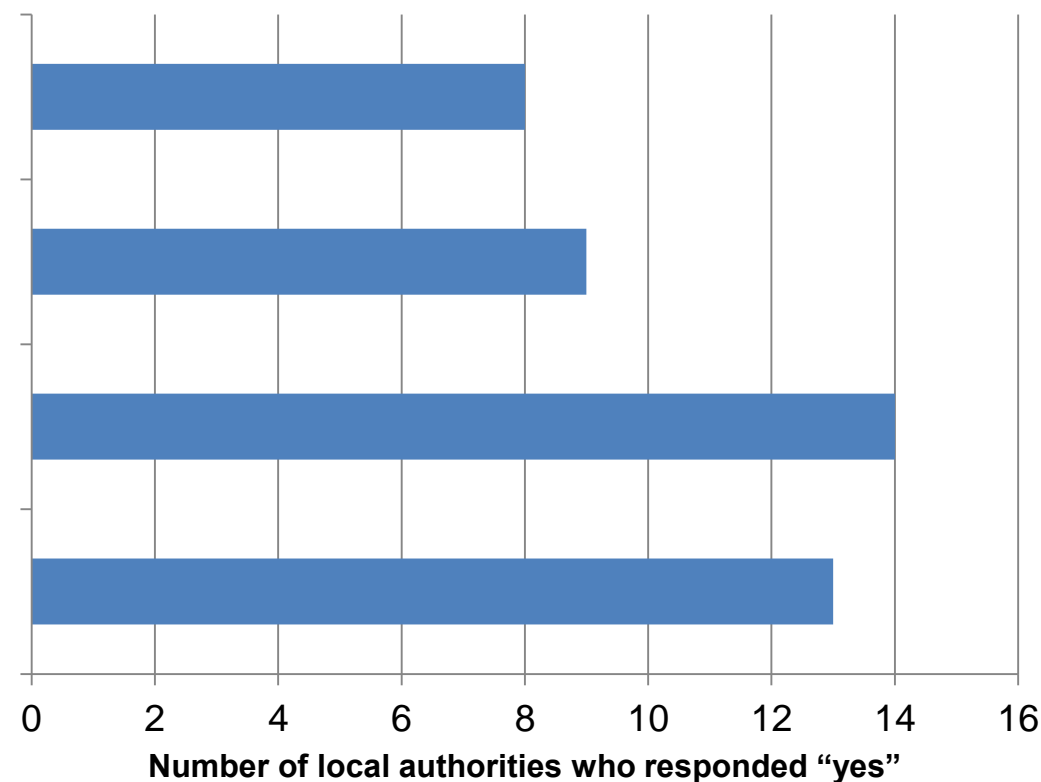
## Summary

Do you have any initiatives targeting school readiness of children eligible to receive free school meals in an early years setting

Do you provide resources for parents to highlight school readiness

Do you have any initiatives specifically to improve speech, language and communication of children aged 0-5 years

Do you have any initiatives which involve working closely with early years providers to improve school readiness



**Figure 9:** Number of local authorities responding "yes" to each of the stated questions with regards to school readiness initiatives (out of a total of 16 responding local authorities)

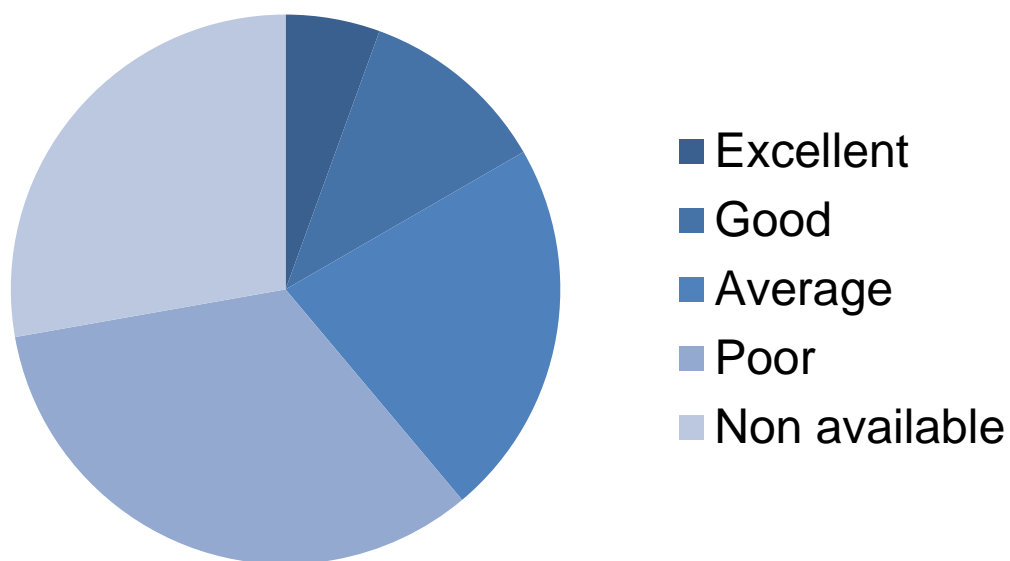
Survey and website  
review results continued



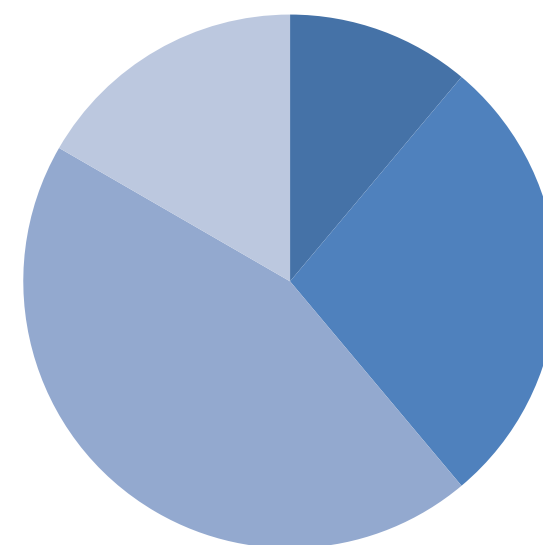
# Survey and website review results

## Website review

In order to establish how easy it would be for parents to access local information on school readiness, the website of each local authority was reviewed according to the protocol in [Appendix B](#). This also included looking at the websites for a sample of schools and preschools within each local authority. Figure 10 shows the overall assessment for both local authorities (10a) and schools/preschools (10b).



**Figure 10a:** Proportion of local authorities rated as each category for accessibility of information on school readiness



**Figure 10b:** Proportion of the sample of schools/preschools rated as each category for accessibility of information on school readiness

## Initiatives identified



Strategies and pathways



Parenting support programmes



Transitions



Speech and language



Resources



Training for professionals

# Strategies and pathways

[Strategies](#)[Pathways](#)[Collaborative working](#)[Family hubs](#)

## Overview

Most local authorities responding to the survey mentioned various strategies, pathways and partnerships in place to support school readiness. These were categorised into three broad areas:

- 1. Strategies**
- 2. Pathways**
- 3. Collaborative working**



# Strategies and pathways

## Strategies

## Pathways

## Collaborative working

## Family hubs

## Strategies

Strategies mentioned included:

- action plan to improve outcomes for vulnerable children ([Bracknell Forest council](#))
- corporate strategy ([Slough borough council](#))
- council strategy ([Southampton city council](#))
- early years strategy ([Brighton & Hove city council](#), [Kent county council](#), [Slough borough council](#), [Surrey county council](#))
- education strategy ([Portsmouth city council](#))
- health and wellbeing strategy ([Brighton & Hove city council](#), [Buckinghamshire county council](#), [Isle of Wight council](#), [Kent county council](#), [Oxfordshire county council](#), [Portsmouth city council](#), [Slough borough council](#), [Southampton city council](#), [Surrey county council](#) and [Wokingham borough council](#))
- health for all children report ([Isle of Wight council](#))
- Joint Strategic Needs Assessment ([Bracknell Forest council](#))
- prevention and early help outcome framework for CYP ([Southampton city council](#))
- school readiness strategy ([Brighton & Hove city council](#), [Isle of Wight council](#), [Kent county council](#), [Oxfordshire county council](#), [Reading borough council](#), [Slough borough council](#), [West Sussex county council](#))
- vulnerable learners strategy ([Kent county council](#))



# Strategies and pathways

[Strategies](#)**[Pathways](#)**[Collaborative working](#)[Family hubs](#)

## Pathways

A number of local authorities identified pathways linking with school readiness. These include:

- universal school readiness pathway ([Brighton & Hove city council](#))
- pathway for support and advice for families ([Royal Borough Windsor & Maidenhead council](#))
- early adopter of the integrated progress review ([East Sussex county council](#))
- early childhood services pathway ([Slough borough council](#))

All local authorities commission or deliver the health visiting elements of the [Healthy child programme](#). In addition to the five mandated health visiting contacts, Medway council and Isle of Wight council have both implemented further checks at age 3½ years (Medway council [Case study](#)) and just before children start school (Isle of Wight council [Case study](#))

Medway council also have an integrated child health service which works towards a specific 0 to 19 child health contract.



# Strategies and pathways

Strategies

Pathways

**Collaborative working**

Family hubs

## Collaborative working

The survey identified a number of collaborative working partnerships across local authorities and with wider partners. These include:

- the health visiting service promote healthy start vitamins ([Kent county council](#))
- high impact areas partnership board ([Hampshire county council](#))
- links are being made with the early years advisors through the birth to three network ([Hampshire county council](#))
- Portsmouth together programme ([Portsmouth city council](#))
- initiatives are run by education through the family hubs and some by third sector organisations such as HomeStart ([West Berkshire council](#))
- health visiting, children's centres, school nursing and troubled families services are being merged into one integrated service which will join up promotion and communication ([Southampton city council](#))
- advice, support and initiatives are provided for EYFS providers including schools, settings and children's centres ([Buckinghamshire county council](#))
- various strategic groups are working on aspects of the under five offer including SEND, poverty, school readiness and language ([Reading borough council](#))
- partnership working with the early help assessment network; regular meetings with LCSS; all settings have a named social worker and childminders have the link to the area team; health visitors meet quarterly to discuss pre-birth and all aspects of health visitor initiatives ([Oxfordshire county council](#))



# Strategies and pathways

Strategies

Pathways

**Collaborative working**

**Family hubs**

## Family hubs in West Berkshire

The core aim of the [family hubs](#) is to “enable all West Berkshire families to thrive” through:

- promoting and encouraging all West Berkshire families to live healthy lifestyles
- overcoming barriers to unlock their full potential, no matter what challenges they face
- improving mental health and emotional well being of all West Berkshire families

The family hub advisory group in West Berkshire includes education, health, public health and voluntary sector representatives. The strategic plan will comprise an integrated approach to the work of the family hubs, while ensuring the strategy is linked to the wider council and area priorities. The family hubs work closely with adults through partnership with community learning. Partnership working with health enables services to be co-located in the hubs resulting in improved communication and joint working for the most targeted families. Health visiting and speech therapy both work out of the hub buildings. Public health commission services and activities in the family hubs, for example a recent local solution to support mothers with breastfeeding and a joint projects to support school readiness. There are links with the voluntary sector, helping to meet the needs of families, for example [Swings and Smiles](#), [Dingley's Promise](#) and [Home-Start](#). In 2018/19, there is a focus on “families love books”. Families living in the 10 most disadvantaged areas in West Berkshire will receive 12 books a year until the child is five, provided by the [Dolly Parton imagination library project](#). There is an increasing emphasis on targeting resource to where the greatest need is and working in those families to empower families to build resilience and work with their strengths.



# Parenting support programmes

General parenting support

Specific school readiness support programmes

Targeted parental support

Family Nurse Partnership

The Avenue project

Support to parents to access the two year educational entitlement

## Overview

Most local authorities responding to the survey mentioned parenting support programmes which were categorised into three broad areas:

1. General parenting support
2. Specific school readiness support programmes
3. Targeted parental support

# Parenting support programmes

**General parenting support**

Specific school readiness support programmes

Targeted parental support

Family Nurse Partnership

The Avenue project

Support to parents to access the two year educational entitlement

## General parenting support programmes

This includes the following across the South East:

- Triple P parenting (Portsmouth city council, Brighton & Hove city council)
- general parent and baby groups including stay and play sessions at either children’s centres or community groups (Southampton city council, Brighton & Hove city council, Oxfordshire county council, Portsmouth city council, West Berkshire council)
- family training in nutritional healthy eating (Southampton city council)
- breastfeeding support (specifically highlighted by Southampton city council, Kent county council, Oxfordshire county council, Wokingham borough council and Portsmouth city council)
- jump for joy (Brighton & Hove city council)
- health visiting led parenting support programmes within early help for example, maternal mental health and healthy weight (Kent county council)
- parental educational programmes for example introduction of solids, reducing accidents, emotional wellbeing, learning through play (Kent county council)
- child development groups run in partnership with health visitors; maternal mental health and wellbeing support groups and family support groups for children with emerging or undiagnosed special educational needs and disability (SEND) (Reading borough council)

Of note, this list is not exhaustive of all parenting support programmes on offer across the South East. This includes initiatives highlighted on the responses to the school readiness survey and other programmes that were identified through searching local authority websites.

General parenting support programmes continued

# Parenting support programmes

## General parenting support

Specific school readiness support programmes

Targeted parental support

Family Nurse Partnership

The Avenue project

Support to parents to access the two year educational entitlement

## General parenting support programmes

These are most often provided through children's centres although are sometimes delivered through community groups. [Oxfordshire county council](#) also described other types of parenting support programmes including the Balsam family project, online parenting courses and support provided by the family information service in finding money and welfare advice.

Other local authorities mentioned that a number of parenting programmes were provided but not with a specific school readiness focus ([Hampshire county council](#), [Isle of Wight council](#), [Slough borough council](#) and [Surrey county council](#)). It is worth noting that while all local authorities mentioned parenting support programmes, some areas did highlight that there may not be effective coverage of these programmes across their entire geographical area.

# Parenting support programmes

General parenting support

**Specific school readiness support programmes**

Targeted parental support

Family Nurse Partnership

The Avenue project

Support to parents to access the two year educational entitlement

## Specific school readiness support programmes

Some local authorities described parenting support groups which have a specific focus on school readiness. The [Incredible Years](#) course is available in **Wokingham and West Berkshire** but both local authorities have also developed local programmes of support for families. **West Berkshire council** has the Flying Start programme which aims to support parents in vulnerable families identified through those who are eligible for the two year educational entitlement and through local knowledge of families in need. This programme consists of a nine week course aimed at improving skills for school readiness such as speech and language, personal and social development among other areas ([case study](#)).

**Wokingham borough council** have developed a ready for school, ready for life beanstalk which comprises five leaves of areas of development necessary for achieving school readiness. Children’s centres in Wokingham are delivering a six week programme focusing on the skills within the beanstalk leaves ([case study](#)) with the aim of building a parent’s confidence about how to help their child.

Specific parental support for improving school readiness is also available in other areas. Home-Start in **East Sussex** provides a home visiting school readiness support service delivered by parent volunteers ([case study](#)). This targets vulnerable families and provides support in the form of parental volunteers with the aim of improving school readiness for the children in these families.





# Parenting support programmes

General parenting support

Specific school readiness support programmes

**Targeted parental support**

Family Nurse Partnership

The Avenue project

Support to parents to access the two year educational entitlement

## Targeted parental support

Targeted parental support programmes were described by **Oxfordshire county council**. This includes a [Knowing Me Knowing You](#) group facilitated by health visitors that supports positive health and wellbeing of parents (specifically for mothers with maternal mental health issues) and also autism groups such as the [Curly Hair project](#) and autism workshops. **Southampton city council** also mentioned providing parental support programmes which are targeted at families that are struggling, including financially.

Through the survey, **Reading borough council** described how any child identified through the children’s centres would be supported to improve readiness for school linked to the seven areas of learning. Support is provided to settings to support children with SEND with an individualised development plan. In addition, a one to one family support package would be provided for identified families.

Two further initiatives which provide parental support targeted to vulnerable families were highlighted in the survey responses. This included the [Family Nurse Partnership](#) in **Oxfordshire** and [The Avenue project](#) in **Southampton**.



# Parenting support programmes

General parenting support

Specific school readiness support programmes

**Targeted parental support**

**Family Nurse Partnership**

The Avenue Project

Support to parents to access the two year educational entitlement

## Targeted parental support

### The Family Nurse Partnership

The [Family Nurse Partnership \(FNP\)](#) programme is commissioned in Oxfordshire. This is an evidence based programme working with parents aged 24 and under, partnering them with a specially trained family nurse. The family nurse visits the parents regularly from early pregnancy until the child is two years old. The programme enables young parents to develop good relationships and understand the needs of their child; make choices to give their child the best start in life; believe in themselves and their ability to succeed and mirror the positive relationship they have with their family nurse with others.

In Oxfordshire county council, this service is part of the 0 to 5 public health service and also links with early year settings at age two. The FNP programme also has specific tools around speech and language development as part of the partners in parenting education module (PIPE).



# Parenting support programmes

General parenting support

Specific school readiness support programmes

**Targeted parental support**

Family Nurse Partnership

**The Avenue project**

Support to parents to access the two year educational entitlement

## Targeted parental support

### The Avenue project

The [Avenue Centre](#) is a family support charity in Southampton working with mothers and their children who are identified as needing more support. The families have to have at least one child under statutory school age to be eligible for this service. Services such as children’s social care, health visitors and children’s centre staff, or early help family engagement workers can refer parents into this service. It is a commissioned service but is also funded by other organisations such as BBC children in need.

The centre runs for two hours on Mondays, Wednesdays and Fridays, providing respite, positive parenting, cooking class and jobs club. The service covers many topics to expand the knowledge base of parents, which can include recognised parental programmes such as incredible years but also help that is more relational and supportive. The children have stimulating free play and work is done with their developmental needs, for example speech and language. The staff use Makaton and are trained by [ICAN](#) to address communication needs as they help prepare children for school. The centre works with parents in the completion of an outcomes family star that baselines their situation across a range of criteria so they can be compared with where they get to by the time they have completed their time at the project.



# Parenting support programmes

- General parenting support
- Specific school readiness support programmes
- Targeted parental support
- Family Nurse Partnership
- The Avenue Project
- Support to parents to access the two year educational entitlement**

## Supporting parents to access the two year educational entitlement

Two-year-old children in England are entitled to free early education and childcare if their parents receive certain types of benefits (including income support, universal credit, tax credits among others) or if the child is looked after by the local council. This entitlement can help to narrow the gap in achievement between vulnerable children and their less disadvantaged peers. A number of local authorities described ways in which they support families to access this entitlement.

**Hampshire county council** stated that individual early years settings have their own initiatives to promote this offer. In **West Sussex**, they actively promote the take up of two year funding and the children are tracked through their online systems. Health visitors and Barnardo's on the **Isle of Wight** also actively promote this offer, although currently there is no confirmation given to the health visitors if the families are successful or not. **Reading borough council, Southampton city council and Kent county council** all offer outreach support to families to help them to register for this funding, including using children's centres and by health visitors actively signposting families towards this entitlement at the two year health check.

**Brighton & Hove council** stated that their family information service contacts all families on the list sent to them by the Department for Work and Pensions (DWP) in order to encourage the family to take up the places. The take up in this area by the end of the summer term 2018 is 87%. The information from the DWP is also used by **Kent county council and Southampton city council** to directly contact eligible families. **Buckinghamshire county council** described a range of initiatives including "door to door" visits to eligible families who have not taken up their entitlement. The sufficiency and access team at **Oxfordshire county council** have a work plan designed to encourage take up of the early educational entitlement.

# Transitions

Support to the individual child or family

Support to practitioners or settings

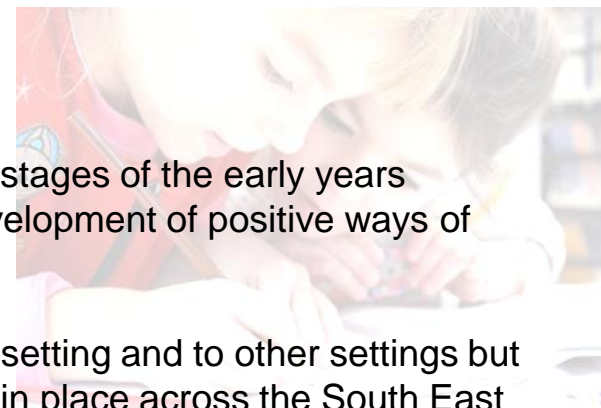
The Village project

## Overview

Supporting children as they transition through different stages of the early years foundation stage (EYFS) is important to enable the development of positive ways of coping with change.

Children need support both with transitions within their setting and to other settings but also to prepare them for the move to school. Initiatives in place across the South East focusing on transitions came under the following categories:

- 1. Support to the individual child or family**
- 2. Support to practitioners or settings**



# Transitions

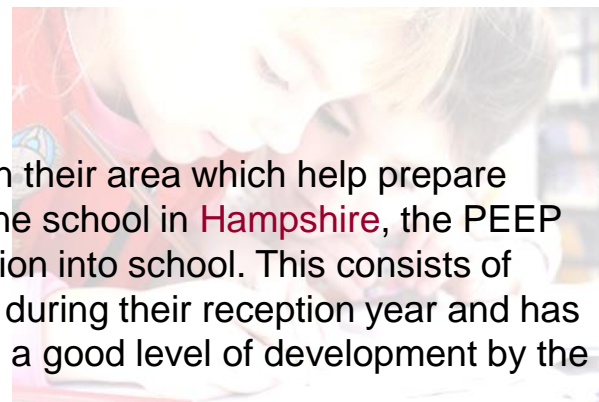
Support to the individual child or family

Support to practitioners or settings

The Village project

## Support to the individual child or family

Reading borough council mentioned transition groups in their area which help prepare children for their transition to settings or nurseries. In one school in Hampshire, the PEEP programme is offered to children to support their transition into school. This consists of weekly sessions delivered to children and their parents during their reception year and has led to an increase in the proportion of children reaching a good level of development by the end of the EYFS ([Case study](#)).



In Portsmouth city council, the early help assessment form includes a box to identify when a child is “at risk of not being school ready”. This then enables specific support to be put in place to address these needs.

Support to the individual child or family continued



# Transitions

Support to the individual child or family

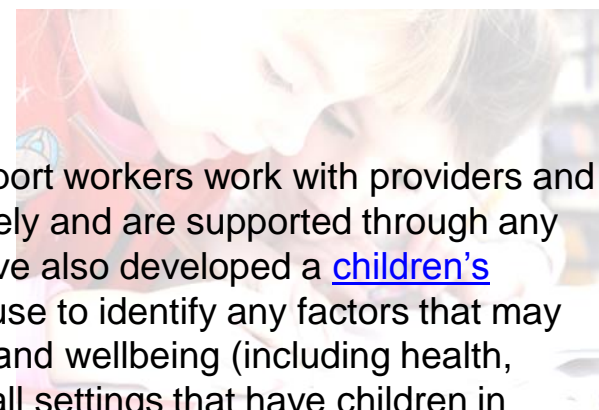
Support to practitioners or settings

The Village project

## Support to the individual child or family

**West Sussex county council** described how family support workers work with providers and advisors to ensure that families are functioning effectively and are supported through any transitions into school. **West Sussex county council** have also developed a [children's learning and well-being audit](#) which professionals can use to identify any factors that may impact or have a potential impact on a child's learning and wellbeing (including health, environment and learning). This is currently offered to all settings that have children in receipt of the free educational entitlement funding.

In **West Sussex**, identified indicators are used alongside their continuum of need to ascertain the level of concern and whether the factors identified would lead to the child being vulnerable or potentially vulnerable. Advisors meet with providers to discuss what support is already in place or things that could be implemented/other services signposted to. Once early years settings have identified which children would benefit from supported transitions, they can apply to get inclusion funding and support for a child. There are two levels of inclusion funding which is linked to the free entitlement and paid according to the number of hours a child is funded for (either up to 15 or 30 hours). In addition, **West Sussex county council** also include resources to parents on their website including "[moving from pre-school to primary school](#)" (see also [resources](#) section).



# Transitions

Support to the individual child or family

**Support to practitioners or settings**

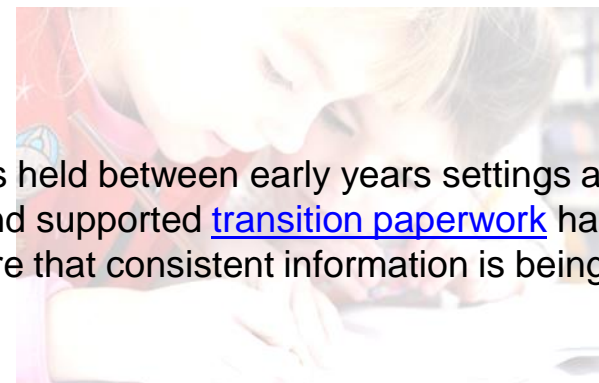
The Village project

## Support to practitioners and settings

**West Sussex county council** facilitates transition events held between early years settings and primary schools across the local authority. Universal and supported [transition paperwork](#) has been developed to support these conversations and to ensure that consistent information is being shared ([case study](#)).

**Kent county council** provide the [Kelsi website](#), an online resource for education professionals in Kent. This contains the [my unique progress/transition form](#), designed to assist practitioners and support with any transitions children may make within early years, including the transition to their reception class. The Kelsi website is linked to the threads of success suite of resources, which includes a number of different materials on transitions such as a [transition matters pack](#). This provides guidance to practitioners, managers and teachers to ensure that babies and children’s emotional wellbeing is appropriately supported throughout transitions in the early years.

In **East Sussex**, the local authority supports schools and settings in the transition into school by providing a chart of the range of transition activities that should take place throughout the year. Settings also complete a summative assessment form for each child, which is moderated at local moderation groups. These records give a clear picture of the child including health referrals and attainment in the early years foundation stage, along with comments from the child and the parents to pass onto schools to support transition. In addition, The Village project approach was adopted in East Sussex in 2012 (see box on left hand side).





# Transitions

Support to the individual child or family

**Support to practitioners or settings**

**The Village project**

## Support to practitioners and settings



### The Village project approach in East Sussex

The village approach was to set up encourage preschools and schools to work together throughout the year, thus enabling a smooth transition. There were three different levels of integration:

- parallel working: if the school and preschool were on the same site, but not near enough for children to free flow between the preschool and reception class. They would timetable certain times to be together throughout the school day
- partially integrated: where there was free flow between preschool and reception
- integrated: when they worked together and shared the same space the whole time

The criteria for schools to apply was having a preschool setting on site. The project had four phases. The first phase was launched in 2012. Each phase had more schools and settings sign up. The work with schools was completed by the summer of 2017. The local authority provided funding and consultant support to set up the project and work with the schools and settings. Whilst the project itself has finished, the village approach in the schools and settings carries on.



# Speech and Language

Speech and language initiatives across the local authorities

Training for early years providers in speech, language and communication

Multiagency approaches

Kent county council

East Sussex county council

## Overview

Difficulties in speech and language contribute to poor literacy, reduced academic achievement at school and poor employment prospects in adulthood. Although on average 5 to 8% of all children in England and Wales have speech and/or language impairment, children from the most socioeconomically disadvantaged groups are twice as likely to experience language delay compared to children who are less disadvantaged ([Early language development: needs, provision, and intervention for preschool children from socioeconomically disadvantaged backgrounds. 2017](#)).

With this in mind, the survey included a specific question on initiatives in place across the South East designed to tackle speech, language and communication as a way to improve school readiness. Of the 16 local authorities that responded to the survey, 14 stated that they currently have initiatives in place intended to improve the speech, language and communication of children aged 0 to 5 years.



# Speech and Language

## Speech and language initiatives across the local authorities

Training for early years providers in speech, language and communication

Multiagency approaches

Kent county council

East Sussex county council

## Speech and language initiatives across the local authorities

West Berkshire council and Southampton city council both mentioned the Every Child a Talker (ECAT) programme, as well as BLAST in Southampton. Southampton city council also commented that children with SEND can access additional support with speech and language development. Surrey county council, Wokingham and Reading borough councils described speech and language drop in sessions specifically through children's centres and within the community health contract from Surrey county council.

A little talkers programme runs in Buckinghamshire which is aimed towards children in the early stages of speech, language and communication needs. Brighton & Hove city council provides chatterbox groups in children's centres to support parents to help develop their child's speech and language.

Bracknell Forest council provides an early years language consultant to work across early years settings and children's centres to help early identification of children at risk of delay. Brighton & Hove city council also provides [word play](#) which is a 30 week programme led by the early years speech and language therapy service, run in partnership with maintained and private, voluntary and independent (PVI) early years settings. It is a targeted intervention carried out with children aged three and four years which aims to raise language levels of delayed children thereby narrowing the gap between these children and their peers ([case study](#)).



# Speech and Language

## Training for early years providers in speech, language and communication

Examples of initiatives involving training early years providers in speech, language and communication are as follows:

<b>Slough</b>	The I talk programme supports each early years setting to develop an early language lead practitioner (ELLP) ( <a href="#">case study</a> ).
<b>West Sussex</b>	The speech and language setting support team has undertaken work to train early years providers to provide general speech and language support for all children in their setting.
<b>Oxfordshire</b>	The using research tools to support language in the early years (URLEY) programme is run by Oxford University. This targets leaders of early learning (LoEL) to develop skills in their own setting and then disseminate them to others. There has been a specific focus on developing early language with young children training - targeting 15 schools with high deprivation and high numbers of vulnerable children. The evaluation (2017) showed a positive impact upon outcomes including working with parents and improving home learning.
<b>Isle of Wight</b>	The PEACH framework ( <a href="#">case study</a> ) provides resources and support to innovative teaching methodology to enhance learning inside and outside the classroom to foster communication and speech amongst peers.
<b>Buckinghamshire</b>	There is a suite of training sessions available for early years providers at a range of levels of knowledge and skills. This includes the National Autistic society early bird plus programme for parents and practitioners and “understanding autism” for parents.

Speech and language initiatives across the local authorities

**Training for early years providers in speech, language and communication**

Multiagency approaches

Kent county council

East Sussex county council

# Speech and Language

## Multiagency approaches to speech, language and communication

Kent county council and East Sussex county councils have both taken a multi-agency approach to speech, language and communication support.

### Kent county council

Kent county council and health colleagues have collated all the speech, language and communication support for children aged 0 to 5 using the [Balance Approach](#)©. This presents all support, training and resources under universal, targeted and specialist levels delivered by the full range of multiagency colleagues who support this area of work. From an early years and childcare perspective, centrally funded prime importance of language and communication is delivered alongside speech and language therapist (SaLT) colleagues and a traded course called Targeted Communication and Language training with specialist teachers and SaLT colleagues. Workshops are delivered centrally or in house at individual settings. These include every child a talker (ECAT) workshops and English as a second language (ESOL) in the early years workshops; both of which facilitate parental interaction with their children. The early years and childcare equality and inclusion advisers are all licensed ICAN trainers and, as such, deliver the range of I CAN training to pre-schools and schools up to and including key stage 1. There are also two regional Makaton tutors who deliver Makaton training to settings, schools and multiagency colleagues.

Speech and language initiatives across the local authorities

Training for early years providers in speech, language and communication

**Multiagency approaches**

**Kent county council**

East Sussex county council

# Speech and Language

Speech and language initiatives across the local authorities

Training for early years providers in speech, language and communication

**Multiagency approaches**

Kent county council

East Sussex county council

## Multiagency approaches to speech, language and communication

### East Sussex county council

An early years speech, language and communication pathway has been developed ([Appendix C](#)) involving health, education, the children's integrated therapy service (CITS) and children's centres. This includes:

This includes:

- roll out of the ECAT programme
- appointment of speech and language therapy assistants to support early intervention
- the use of speech link and language link within schools
- the creation of awareness raising tools for parents/carers
  - language checkers for children 0 to 5 (translated into 10 different languages)
  - speech and language leaflets with hints and tips for families (pre birth to five years)
  - home learning sheets

The early communication support workers (ECSW) were created within children's centres to deliver extra support and guidance to families with children identified with impoverished language funded by public health. The ECSW track children's speech, language and communication development with parents/carers, offer family advice sessions (toddler talks) in centres, early years settings or home visits; deliver a range of short interventions including early words, language through play and [Bookstart Corner](#); plus make regular contact with the family to further support the child's development and when necessary make referrals for speech and language therapy.



# Resources

[Advice, support & parent resources](#)[Apps](#)[Development wheels](#)[Discover school leaflets](#)[Getting ready for school booklet](#)[Learn with me resources](#)[Let's get ready for school families leaflet](#)[Road to school resource](#)[School readiness guide for families](#)[National resources](#)

## Overview

Most of the local authorities which responded to the survey identified a large number of resources available to support both parents and EYFS providers with school readiness.

These resources ranged from apps, websites, leaflets and guides for families.

A number of national resources were also identified, although please note this list is just an example and is not exhaustive of all the resources available.



# Resources

## Advice, support & parent resources

Apps

Development wheels

Discover school leaflets

Getting ready for school booklet

Learn with me resources

Let's get ready for school families leaflet

Road to school resource

School readiness guide for families

National resources

## [Advice, support and parent resources](#)

(Wokingham borough council)

Information, resources, support and advice for parents on childcare and supporting their child's development, including the "ready for school, ready for life" beanstalk poster This beanstalk provides the basis for a six week parental support programme as detailed in the [case study](#).

## [Healthier together](#)

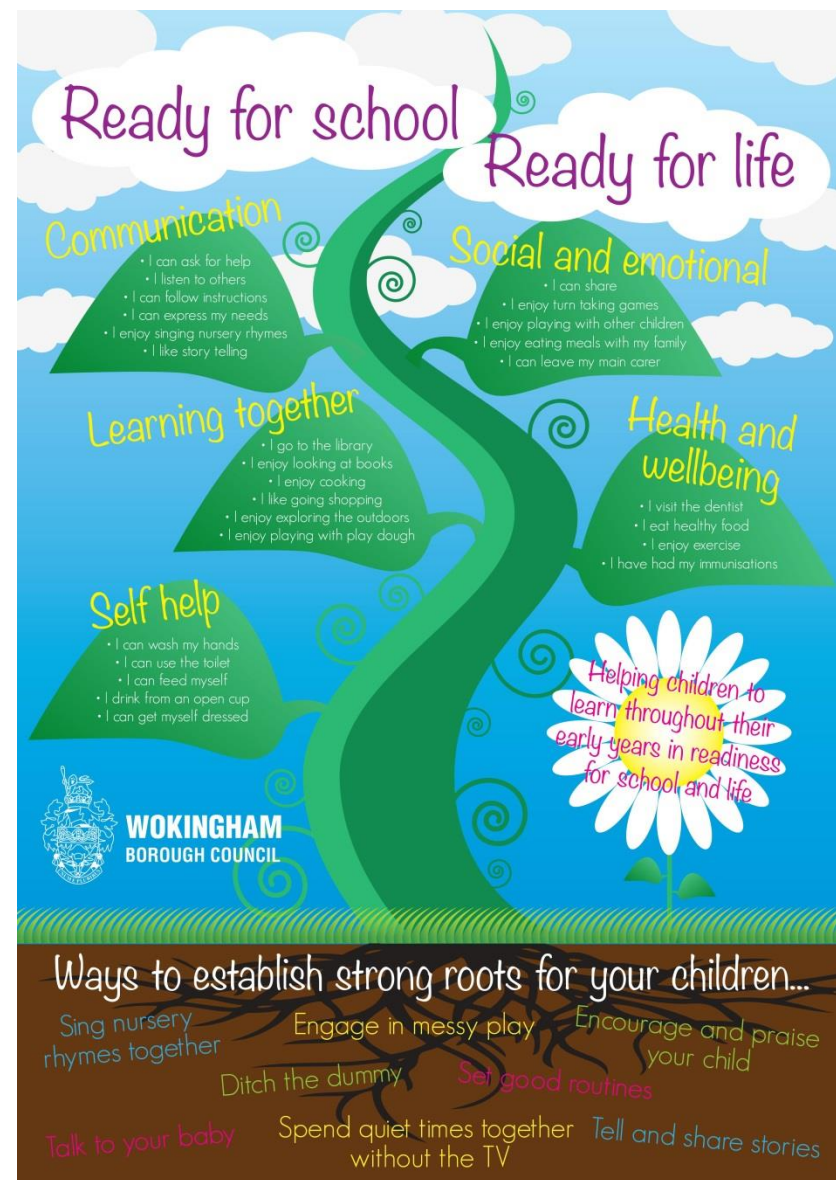
(Southampton city council)

A website offering advice and support for parents and carers for all aspects of child wellbeing.

## **Websites and resources**

(Hampshire county council)

Postcards are provided by the health visiting service; there is also information on the [early years pages](#) of the council website and [preparing for school pages](#) on the southern health website.





# Resources

Advice, support & parent resources

## Apps

Development wheels

Discover school leaflets

Getting ready for school booklet

Learn with me resources

Let's get ready for school families leaflet

Road to school resource

School readiness guide for families

National resources

### [Born to move app](#) (Kent county council)

Born to move is an NHS app to help parents or carers with their newborn babies right up to preschool. It is designed to be used in conjunction with the parent and health visitor and supports the Kent-wide born to move – active learner project.

### [Edumove app](#) (Isle of Wight council)

Edumove is an app which uses physically active games to deliver academic objectives while promoting health via increased physical activity.

### [SmarterPlay app](#) (Kent county council)

SmarterPlay is a new resource from Kent county council to give families in Kent access to ideas, resources and locations to explore with their children.

**Born to move**  
Free NHS app



Built by KAVIS



# Resources

Advice, support & parent resources

Apps

**Development wheels**

Discover school leaflets

Getting ready for school booklet

Learn with me resources

Let's get ready for school families leaflet

Road to school resource

School readiness guide for families

National resources

## Development wheels

(The education people in partnership with KMMD publishing, Kent)

There are a number of development wheels available; the wheels have been developed for families, practitioners and all those professionals working in the early years and childcare sector. Examples include:



# Resources

Advice, support & parent resources

Apps

Development wheels

**Discover school leaflets**

**Getting ready for school booklet**

Learn with me resources

Let's get ready for school families leaflet

Road to school resource

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National resources

## [Discover school resources](#)

(West Sussex county council)

Guides for parents and carers by the family information service.

### [Discover things to do before school:](#)

Activities that will help your child before they start school and ideas for getting your child ready to start school.

### [Discover starting school](#)

Ideas to help your child with their schooling, things to consider when choosing a school and advice on preparing you and your child for school.



## [Getting ready for school booklet](#)

(Surrey county council)

Information for families about starting primary or infant school.

### Activities that will help your child:

**Reading** together is fun and can also:

- improve listening skills;
- develop their imagination;
- increase knowledge of people and ideas from around the world;
- introduce them to new words, ideas and information;
- improve their memory.

You can help improve your child's **language** skills by:

- singing songs together;
- having fun with rhymes and jokes;
- asking them to follow simple instructions, for example how to pack their school bag;
- identifying pictures, letters and words in books, magazines, on television or the internet;
- talking to your child and giving them time to think about their reply.

Develop their **thinking** skills by:

- asking questions about characters, places and events;
- retelling stories together or creating a different ending;
- making up sentences using a new or unusual word;
- drawing pictures about a story you've read.



# Resources

Advice, support & parent resources

Apps

Development wheels

Discover school leaflets

Getting ready for school booklet

**Learn with me resources**

Let's get ready for school families leaflet

Road to school resource

School readiness guide for families

National resources

## [Learn with me](#)

(Surrey county council)

An extensive collection of various information leaflets, activity ideas and child development tips available for parents to view, download and print on the following topics:

### Talk with me

- [how parents can help with communication](#)
- [talk with me leaflets](#)
- [talking time activity cards](#)
- [why not try this at home - activity ideas for toddlers](#)

### Read with me

- [how parents can help with reading](#)
- [read with me leaflets](#)
- [bookstart](#)
- [libraries for the under fives](#)

### Write with me

- [write with me leaflets](#)

### Count with me

- [count with me leaflets](#)

### Move with me

- [move with me - physical development leaflets](#)

### Personal, social and emotional development

- [being, belonging, becoming leaflets](#)

## Learn with me



# Resources

- Advice, support & parent resources
- Apps
- Development wheels
- Discover school leaflets
- Getting ready for school booklet
- Learn with me resources
- Let's get ready for school families leaflet**
- Road to school resource
- School readiness guide for families
- National resources

## [“Let’s get ready for school” families leaflet](#) (Oxfordshire county council)

This booklet is designed to help parents understand what they can do to get their child off to the best start by using everyday events to teach basic skills that their children will need to be “school ready” and “life ready”.



### Communication

**Why?**  
Good communication is at the heart of all learning. Learning to communicate through gestures, sound and words increases a child’s interest in reading. Talking, reading aloud and singing all stimulate children’s understanding and use of language. This helps them to become good communicators and eager readers.



**How can you help?**  
Support your child to develop good communications skills by talking and reading to them as soon as they are born, it’s never too early! Children will initially understand more than they say, so give them simple instructions to follow. The more you talk to each other the more words they will learn. Speak clearly and in sentences, this will help them to talk clearly to others. Make up or read stories, sing songs and silly rhymes; children love it when you use their names in these. Most importantly, have fun with words!

# Resources

- Advice, support & parent resources
- Apps
- Development wheels
- Discover school leaflets
- Getting ready for school booklet
- Learn with me resources
- Let's get ready for school families leaflet
- Road to school resource**
- School readiness guide for families
- National resources

## Road to school resource (Oxfordshire county council)

This tracker helps parents prepare their children for school; it showcases key elements of school readiness.

**The Road To School**

This tracker helps you and your child prepare for school.

**Everyone starts school with different abilities - your teacher will help you progress at your own level.**

**Speaking & literacy**

- I like to read stories & look at picture books
- I am able to talk about myself, my needs & feelings
- I am practising recognising my name when it's written down

**Listening & understanding**

- I am able to sit still and listen for a short while
- I can follow instructions
- I understand the need to follow rules

**Writing skills**

- I like tracing patterns & colouring in
- I enjoy making marks
- I am practising holding a pencil

**Sharing & turn taking**

- I can share toys & take turns
- I like playing games with others
- I like interacting with other children

**Counting skills**

- I enjoy practising counting objects
- I like saying number rhymes & playing counting games
- I can recognise some numbers when they are written down

**Going to the toilet**

- I can go to the toilet on my own, wipe myself properly & flush
- I can wash and dry my hands without any help

**Routines**

- I have practised putting on my uniform & getting ready to leave on time
- I have a good bedtime routine so I'm not feeling tired for school
- I'm learning to eat at the times I will on school days

**What are you looking forward to the most? Is there anything you're unsure of?**

**Interest in the world & new activities**

- I enjoy learning about the world around me
- I am interested in exploring new activities or environments
- I like asking questions

**Eating**

- I can use a knife & fork
- I can open my packed lunch on my own
- I am confident at opening wrappers & packaging

**Self-care**

- I know when to wash my hands
- I can wipe my nose
- I can ask for help if I don't feel well

**Getting dressed & undressed on my own**

- I can button & unbutton my shirt & use a zip
- I can put my own shoes & socks on
- I can change into my PE kit & put my coat on

**Independence**

- I am happy to be away from my mummy, daddy or my main carer
- I can put my belongings & look after my things
- I am happy to tidy my belongings & look after my things
- I am feeling confident about starting school

**School bus**

Remember - learning is not a competition, children learn at different rates. For more ideas to help prepare your child for school, talk to your childcare practitioner.

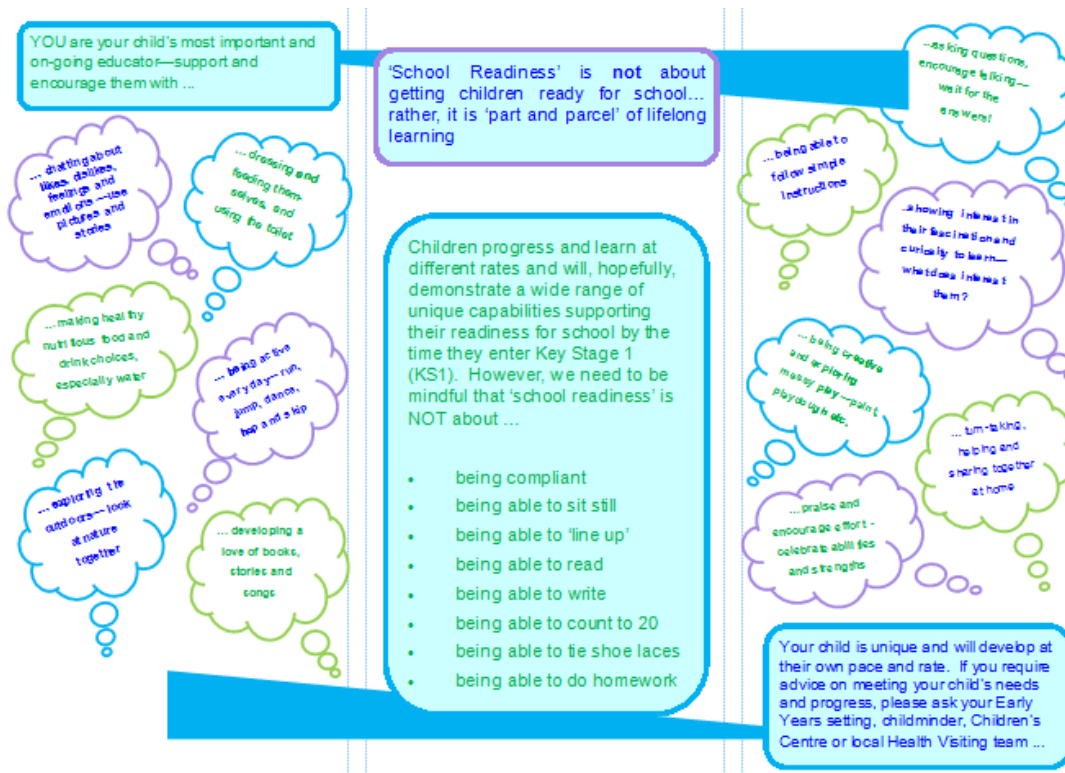
www.nurseryresources.org

# Resources

- Advice, support & parent resources
- Apps
- Development wheels
- Discover school leaflets
- Getting ready for school booklet
- Learn with me resources
- Let's get ready for school families leaflet
- Road to school resource
- School readiness guide for families**
- National resources

## School readiness guide for families (Kent county council)

A leaflet designed for parents of preschool children defining school readiness and offering tips and advice on how best to support learning.



# Resources

Advice, support & parent resources

Apps

Development wheels

Discover school leaflets

Getting ready for school booklet

Learn with me resources

Let's get ready for school families leaflet

Road to school resource

School readiness guide for families

**National resources**

## National resources

The following resources were easily accessible during the website review – please note this list is not exhaustive, rather a selection of resources available.

[Using technology to improve parental engagement \(Kinderly\)](#)

[Are you ready? Good practice in school readiness \(Ofsted\)](#)

[PACEY materials for parents and professionals \(PACEY\)](#)

[Parents' guide what to expect when \(4Children supported by the Department for Education\)](#)

[Supporting families in the foundation year \(Department for Education & Department of Health\)](#)

## School transition planning

Ways to support the unique child as they prepare for school

Work with parents to support their child as they prepare for the move to "big school". Encourage them to attend the parent workshops, meetings, and other events organised by early years providers and school.

Share positive stories about transitions and changes with children. Encourage resilience and self-confidence.

Encourage open and ongoing feedback between parents and carers about the child

Different support will be needed at different times of the year. See our tips below.



**Autumn term**



**Early Years Provider (EYP)**

Arrange meetings with parents to discuss school transitions

Encourage parents to visit schools and offer support completing school admissions

Review policies to ensure permissions are in place to share transition records

Address any outstanding issues identified in the 2-year-old progress check

**Schools / Teachers**

Provide feedback to EYPs on transition records received

Invite EYPs to harvest festival, carol concerts and other seasonal school productions and events

Consider visiting early years settings



**Spring term**

Remind parents to apply for school places before the mid-January deadline

Update parents on their child's progress during regular catch-up review meetings

Identify children with SEND and link up with any outside agencies involved with family

Update contact details of the early years providers in the local area to ease communication and partnership working



**Summer term**

Contact schools with details of children who will be attending in September

Schedule time to update your setting's school transitions document

Set a deadline for all records to be sent to new schools by end of June

Invite library team to introduce summer reading challenge to parents and children

Invite local early years providers to sports days, fundraising events and end of term concerts and shows

Provide photos and information on reception class to early years providers to share with children

Arrange home visits and invite providers to bring children in for a visit

**Long summer holiday**

Identify clubs/sessions that children can attend to maintain routines and independence.

Provide information for parents to help prepare for the first few days back at school

pacey.org.uk

developed in partnership with Waltham Forest





# Training for professionals

## Early years

Early education toolkit

Enhancing family involvement in children's learning

Early years foundation stage training

Threads of success resources & e-learning

## Schools

Training & support

Improving outcomes diminishing differences

PEACH framework

The school readiness project

Tracking & monitoring systems

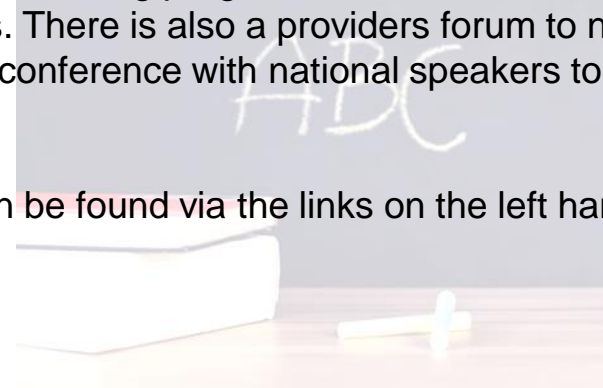
## Overview

A number of local authorities identified training programmes and resources aimed at professionals supporting child development during the early years. In general, training initiatives were grouped into two sections – initiatives for early years providers and initiatives for schools.

Examples of training for professionals included:

- Buckinghamshire county council stated: “advice, support and initiatives are provided for EYFS providers including schools, settings and children's centres”
- Isle of Wight council mentioned that health visitors are embedded within early years providers to develop school readiness through a range of initiatives
- Reading borough council mentioned that there was a training programme available for all settings based on EYFS and school readiness skills. There is also a providers forum to network and share good practice and an annual early years conference with national speakers to improve skills and knowledge across the sector

Other initiatives for which more detail were provided can be found via the links on the left hand side.



# Training for professionals

## Early years

- Early education toolkit**
- Enhancing family involvement in children's learning
- Early years foundation stage training
- Threads of success resources & e-learning

## Schools

- Training & support
- Improving outcomes diminishing differences
- PEACH framework
- The school readiness project
- Tracking & monitoring systems

## Early education toolkit (Oxfordshire county council)

A collection of useful resources to help develop early years settings including:

- good practice ideas
- key statutory documents
- leadership and management resources
- children's learning and development resources
- children's safeguarding and welfare resources
- school readiness resources

## Early years foundation stage profile 2018 handbook

Parental Engagement and the impact it has on children's Attendance

What are the benefits of parental engagement?

For Children	For parents	For the setting/childminder
Increased attendance at the setting/childminders.	Increased support for the setting/childminder.	Setting/childminder can access parents' skills to complement teaching and learning.
Improved attainment and achievement.	Increased confidence and skills.	Behaviour and attendance improves.
Increased motivation	Shared understanding of the Early Years Foundation Stage.	Children are more settled, good learning of development.

### Book List

	Title	Author	Publisher
	Starting School	Janet and Alan Ahlberg	Puffin
	Going to School (Usborne First Experiences)	Anna Civardi	Usborne Books
	I'm absolutely too small for school (Charlie & Lola)	Lauren Child	Orchard Books

# Training for professionals

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**Enhancing family  
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children's learning**

Early years  
foundation stage  
training

Threads of success  
resources &  
e-learning

## Schools

Training & support

Improving outcomes  
diminishing  
differences

PEACH framework

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project

Tracking &  
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## [Enhancing family involvement in children's learning \(EFICL\)](#)

(Kent county council)

The EFICL toolkit contains a range of resources to help practitioners evaluate their practice and put in place helpful strategies to increase and enhance involvement of families in their children's learning. It comprises:

- EFICL audit and reflection tools (for early years settings as well as a separate tool for children's centres)
- an A1 EFICL wall planner for settings and childminders - sharing 14 strategies to engage families together
- an eight minute DVD introducing the power of schemas DVD, which can be shared with staff and parents to support their understanding of how children learn
- the power of schemas booklet aimed at families
- details of Kent county council's SmarterPlay app
- an EFICL guide to support practitioner visits to family homes
- learning links: a 10 week EFICL programme for parents and carers, which supports families in understanding of their child's development



# Training for professionals

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## [Early years and childcare training](#)

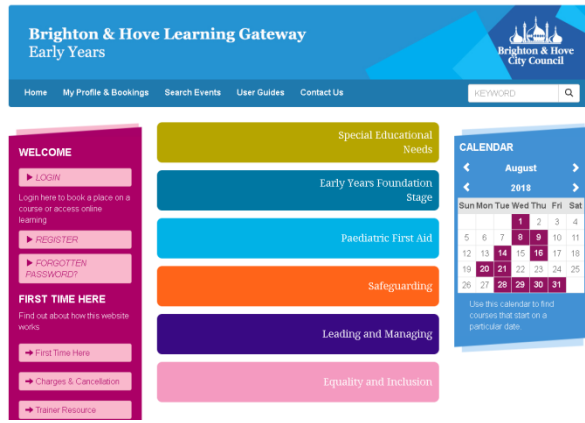
(Brighton & Hove city council)

Brighton & Hove city council run a number of training courses which can be accessed via the [Brighton and Hove learning gateway](#). Examples of these courses include:

- [speech, language and communication development](#)
- [best for families = best for children](#)
- [boogie mites healthy living programme](#)

A number of e-learning courses are also available, examples of which include:

- [supporting 0-2 year olds in the EYFS](#)
- [supporting 2 year olds in the EYFS](#)
- [supporting 3-5 year olds in the EYFS](#)



The aim of this course is to develop knowledge and understanding of high-quality provision for babies and toddlers aged 0-2. The course has been designed in line with the EYFS and looks closely at the Development Matters statements for this age group.

# Training for professionals

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## Threads of success resources and e-learning module

(The Education People, Kent)

The threads of success website contains a number of different resources aiming to support parents and practitioners in child development. Examples of resources include:

- [EYFS: enhancing learning throughout](#)
- [EYFS and beyond: out of school provision](#)
- [parent and family Involvement](#)

There is also a specific school readiness [e-learning module](#) which has been created to support early years practitioners, children's centres, schools and parents/carers in their understanding of school readiness and how they can support children with the transition into school.

The expected learning outcomes of the module include:

- develop an understanding of what school readiness is
- raise awareness of children's holistic learning and development
- recognise the importance of play, enabling environments, working with families and transitions
- explore how to support children's learning and development at home



Early Years and Childcare Excellence



# Training for professionals

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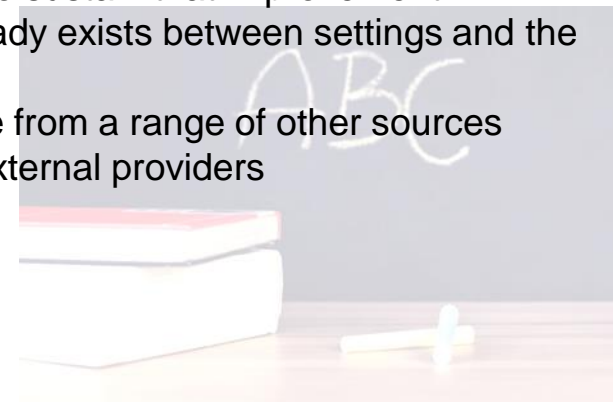
Tracking &  
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## Training and support for settings and schools

(West Berkshire council)

West Berkshire council offers bespoke training and support to settings and schools through a subscription service. There are a range of opportunities to help providers meet existing and future challenges which includes a balance of core services provided free of charge and a range of additional training courses and support visits that are tailored to the needs of individual settings. The subscription service aims to:

- provide value for money
- ensure that settings have access to high quality support to suit their needs that will help them lead improvement and increase their capacity to sustain that improvement
- build on the successful partnership working that already exists between settings and the local authority.
- provide access to best practice, advice and guidance from a range of other sources including other settings, other local authorities and external providers



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## Improving outcomes diminishing differences (IODD)

(Buckinghamshire county council)

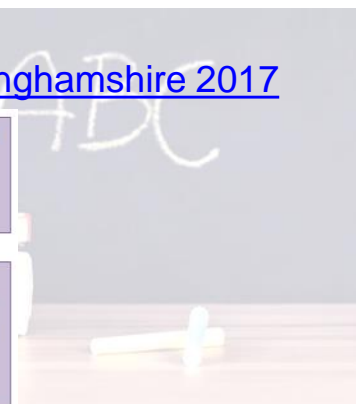
Buckinghamshire county council provide an improving outcomes diminishing differences programme. The aim of this programme is to support schools to increase the proportion of pupil premium children achieving a good level of development at the end of the EYFS. Schools were targeted if they had the highest number of pupil premium children with the largest gap in attainment at the end of the EYFS. reception year staff from these schools receive training, support with analysis of data, development of effective interventions, networking opportunities and bespoke support from an early years advisor to identify specific needs of their cohort and offer focused support. Following this package of support, schools involved in the programme have demonstrated a bigger improvement in results for disadvantaged children compared to other schools in Buckinghamshire.

For further information, see page 15 of the [Education standards in Buckinghamshire 2017](#)

*"I'm not sure if you have seen our data yet but I wanted to let you know with your support all pupil premium children have made better than expected progress. I hope we can continue to receive this support and engage in this programme next year."*  
Buckingham Park School

*"Advice from the IODD programme has been practical, realistic and specific. As an outcome we have raised attainment and increased percentage of good level of development for both non pupil premium and pupil premium children. Staff have benefitted from training and I feel more confident in my leadership skills and when implementing actions."*  
Elmhurst School

*"Excellent advice and support in providing quality provision for all the children not just the pupil premium children. More children achieving good level of development and making better than expected progress."*  
Hannah Ball School



# Training for professionals

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## PEACH framework

(Isle of Wight council)

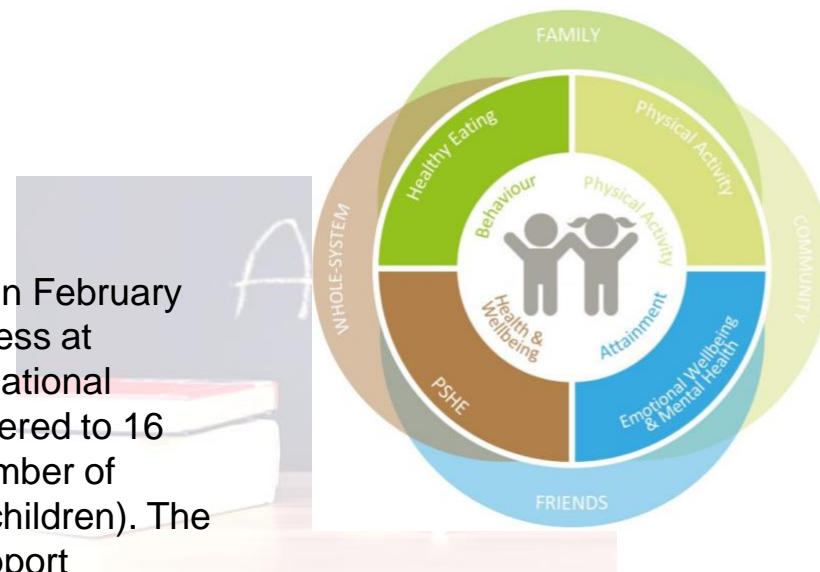
PEACH (partnership for education, attainment and children's health) is a new "whole school" framework to support improvement in education, attainment and children's health. It builds from the previous national healthy schools award and encompasses four domains: personal, social, health and economic education (PSHE); emotional wellbeing and mental Health; physical activity and healthy eating. For further information, see the [case study](#) and page 35 of the [Transformation plan for children and young people's mental health and wellbeing](#)

## The school readiness project

(Oxfordshire county council)

The early years school readiness training project started in February 2018, led by the early years lead officer for school readiness at Oxfordshire county council. This project was in line with national government early intervention policy and targeted and offered to 16 settings across the county who have had a significant number of vulnerable learners (including EYPP/SEND/looked after children). The project encompassed a three day training package to support practitioners to improve confidence in all aspects of school readiness.

For further information, see the [Case study](#)





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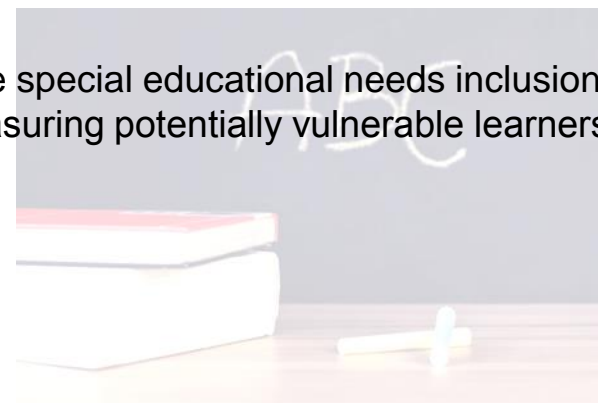
## [Tracking and monitoring systems](#)

(The education people, Kent)

The education people's intervention tool can measure and compare up to four interventions or funding streams. It measures points of progress using assessment data at start, mid and end points. In practice, settings can measure both the impact of particular interventions on outcomes for children overall and how individual children achieve as a result of a specific intervention.

The system is managed by the setting manager or special educational needs coordinator (SENCo), or however the setting choose to assign responsibility within their staff experience and expertise. This is in addition to the setting's overall assessment, tracking and monitoring systems which should be in place for the whole cohort.

Kent county council are currently running a pilot using the special educational needs inclusion funding (SENIF) to see how this tool will be useful in measuring potentially vulnerable learners' progress over shorter periods of time.



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# Case studies

## Overview

The survey and website review process led to the identification of many initiatives in place across the South East aiming to improve school readiness. As described, initiatives were grouped into the following themes:

- strategies and pathways
- parenting support programmes
- transitions
- speech and language
- resources
- training for professionals

Examples of initiatives were chosen from each theme to develop into a case study. Each case study was written in conjunction with the individual working in that area and contains further detail on the initiative thereby providing an example of good practice in the South East.



## A child health review at 3 years

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## Case study: a new child health review at 3½ years in Medway

Universal provision

Contact: James Harman ([james.harman@medway.gov.uk](mailto:james.harman@medway.gov.uk))

### Description of initiative

As part of the needs assessment process for the recommissioning of child health services a consultation with schools and parents in Medway revealed an area of development around children's health needs being identified at an earlier point so they are ready for school. This developed into the idea of developing an additional health screen of children around the age of 3½ years and would allow for issues such as sleep, continence and minor conditions to be picked up and resolved prior to school entry. Although children were attending for the ages and stages questionnaire (ASQ-3) assessment at 2 to 2½ years, it was felt there was a gap between this assessment and the school readiness assessment at the end of the early years foundation stage (EYFS). The creation of an additional review would enable the early identification of any concerns with child development that might impact on school readiness and would bridge the perceived gap.

A new child health review continued



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## Case study: a new child health review at 3½ years in Medway

Universal provision

Contact: James Harman ([james.harman@medway.gov.uk](mailto:james.harman@medway.gov.uk))

### Description of initiative

Following competitive dialogue with providers, it was decided to create a tool for an online health screen. This will be linked with the online school admissions system so as parents complete the admission paperwork for their child attending reception classes, a pop up will invite them to complete a series of interactive questions about their child's development. This has the potential to lead into a physical health screen, if any areas of concern are identified and means that very little promotion of the new screen will need to occur. This supported by the fact that from September 2018, health visitors in Medway will continue to provide services for children up until the age of seven which will help the process of transition into school.

A new child health review continued



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## Case study: a new child health review at 3½ years in Medway

Universal provision

Contact: James Harman ([james.harman@medway.gov.uk](mailto:james.harman@medway.gov.uk))

### Funding/cost

This health review is built into the contract for the new integrated 0 to 19 service.

### Measurable outcomes

A number of key performance indicators have been built into the contract to be in place from year two. These are based around uptake of the new health review with the aim of 70% coverage at that point with an increase of 5% each year.

### Impact on school readiness

This is a new health review which is due to be in place for families applying for a school place from September 2019 (the check taking place approximately in January 2019). Therefore, impact on school readiness is currently not known.



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## Case study: B4 school check and school readiness passports on the Isle of Wight

Universal provision

Contact: Andrea Bevan ([andrea.bevan@iow.nhs.uk](mailto:andrea.bevan@iow.nhs.uk))

### Description of initiative

A literature review on school readiness performed by the Isle of Wight public health nursing team identified the B4 school check in New Zealand had been effective in developing school readiness. It embraced early identification of issues which could impact school readiness and overcame these via partnership working with parents. This builds on the premise that health is the foundation on which everything children achieve is based. It involves a health check for four-year-olds which aims to identify and address any health, behavioural, social or developmental concerns that could affect a child's readiness for school.

It was decided to implement a similar check on the Isle of Wight to be delivered by the new 0 to 19 public health nursing service, taking advantage of opportunities for staff to work across the traditional 0 to 5 and school age teams. The initial phase involves a transition period over academic year 2018/19. Hearing and vision screening will be offered to 4/5 year olds between September and December after they have started school. Following this, in term two, staff will carry out the national child measurement programme (NCMP) to reception class children. The 0-19 public health nursing team will then focus on the children who are due to start school in September 2019 and will offer school readiness checks. These checks will take place either in early years settings or in clinics or family centres with children and their parents together.

B4 school check continued



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## Case study: B4 school check and school readiness passports on the Isle of Wight

Universal provision

Contact: Andrea Bevan ([andrea.bevan@iow.nhs.uk](mailto:andrea.bevan@iow.nhs.uk))

### Description of initiative

A pilot phase has included a school readiness questionnaire as part of the home visit made in the summer term by the reception class/early years foundation stage teacher to explore parental knowledge and aspiration about school readiness. The initial findings identified that parents focused on education and did not consider emotional or health needs of their children that are also key for children to settle well at school and be ready to learn in a school setting.

At present there is a 62% return rate on school health questionnaires which have identified significant problems in 20% of those children. The key issues identified by families include bedtime routines which do not enable the child to get enough sleep and toileting issues such as wetting and constipation.

B4 school check  
continued



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## Case study: B4 school check and school readiness passports on the Isle of Wight

Universal provision

Contact: Andrea Bevan ([andrea.bevan@iow.nhs.uk](mailto:andrea.bevan@iow.nhs.uk))

### Description of initiative

The clinical lead of the 0 to 19 public health nursing team has developed an innovative approach to engage families, children and schools while ensuring effective health information informs their journey. A 'school readiness passport' will be given to children during the term of their fourth birthday by the members of the 0 to 19 public health nursing team who are delivering the school readiness programme. This passport will give information about what a child needs to achieve to be "school ready" and information on the various screening and health and development checks that take place. The passport sets out the journey for the child, parent and school. The team is currently consulting and co-producing on how the interaction will work in practice.

### Funding/cost

The team received grant funding from the Isle of Wight NHS dragons' den which granted £2,000 to start the initiative. As a result of transformation of the 0 to 19 public health nursing service capacity will be realigned to ensure the approach is sustainable.

B4 school check  
continued





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## Case study: B4 school check and school readiness passports on the Isle of Wight

Universal provision

Contact: Andrea Bevan ([andrea.bevan@iow.nhs.uk](mailto:andrea.bevan@iow.nhs.uk))

### Measurable outcomes

The programme aims to re-establish the relationship with families (the service first works with families when their children are babies) prior to school entry and build on existing school arrangements for preparing for transition to school.

Each child will have a health needs assessment on school entry and this will be carried out in partnership with the family and primary care if appropriate. This approach will enable an effective handover to the school nurse team, also part of the 0 to 19 public health nursing service, who are predominately focused on school aged children.

### Impact on school readiness

This programme is in the pilot phase and so the impact on school readiness is awaited.



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## Case study: Flying Start in West Berkshire



Targeted provision

Contact: Avril Allenby ([avril.allenby@westberks.gov.uk](mailto:avril.allenby@westberks.gov.uk))

### Description of initiative

Flying Start aimed to support parents from vulnerable families in the Thatcham area to learn how best to support their children in preparation for starting school. The outcomes were as follows:

- to establish a mutual understanding amongst families, settings, schools and the family hub of what “school readiness” means
- to help parents to support their children in the prime areas prior to starting school
- to support and develop the relationship between professionals and the families involved e.g. family hub, settings and schools
- to aid a smooth transition into school for the Flying Start school-aged children
- to ensure the families feel prepared and involved for the transition into school

Flying Start continued



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## Case study: Flying Start in West Berkshire



Targeted provision

Contact: Avril Allenby ([avril.allenby@westberks.gov.uk](mailto:avril.allenby@westberks.gov.uk))

### Description of initiative

There were four settings and four schools involved. Families were identified by their eligibility for two-year-old funding and we met with schools, pre-schools and Thatcham family hub to identify families that they already knew may be vulnerable. Using both these forms of knowledge, we targeted those we felt were most in need. We identified which professional had the strongest relationship to approach, encourage and accompany them to attend the course.

Twenty families received a personal invitation and were originally invited to a “meet and greet” and four parent sessions. This was then increased to nine sessions due to the needs of the group and the popularity of the sessions. A crèche was originally planned but was not available at the last minute so we encouraged parents to bring their children and any siblings along. 15 families attended the busiest session and there was a core of seven families that attended regularly. The sessions were arranged into themes (see following page).

Flying Start continued



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## Case study: Flying Start in West Berkshire



Targeted provision

Contact: Avril Allenby ([avril.allenby@westberks.gov.uk](mailto:avril.allenby@westberks.gov.uk))

### Description of initiative

Speech and language	Stages of language, ECAT talking tips, limiting the use of a dummy and making a chatterbox based on bath time.
Personal & social development	How to make friends and share, positive behaviour strategies, a timer was given to each family to support behaviour management at home. Turn taking games and feeling bears.
Physical development	How to develop children's gross and fine motor skills, supporting early writing, fine motor activities including play dough.
Fun with books	Importance of reading and rhyme. Each family given a copy of a book. Discussions around reading aloud at home and the importance of bedtime stories. Mums given a free manicure.
Exploring resources at the family hub	Resources available were discussed. Parents joined the toy library, Some enrolled on parenting support programmes at incredible years and boost. Some had support with their school application.
Phonics	Learning about the letters and sounds phonics programme. Games to play at home and phonics resources.
Healthy eating	Discussed sugar, healthy snacks and lunch box ideas on a budget.
Celebration	All parents, settings and schools from the project were invited to come and listen to what the families had done over the past academic year. Children and parents could meet their new teacher in a relaxed setting.

Flying Start continued



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## Case study: Flying Start in West Berkshire



Targeted provision

Contact: Avril Allenby ([avril.allenby@westberks.gov.uk](mailto:avril.allenby@westberks.gov.uk))

### Funding/cost

This project is currently funded by West Berkshire council and community learning. Funding has also been applied for from the educational endowment and we are currently in discussions with sovereign housing. If further funding is secured, it is hoped that the project will be rolled out to nine key super output areas (SOAs) in West Berkshire.

### Measurable outcomes

Prior to Flying Start, none of the parents involved had been offered any support or advice about their child starting school. Following the programme, 100% of parents stated that Flying Start had supported their contact with school and that it extended their network of friends. All parents stated that the personal invitation made a difference to them coming and they liked the style and approach of the Flying Start sessions. Specific feedback from parents included the following:

- “it was nice to meet people that will be going to the same school”
- “some weeks if I didn’t come here, I would have had no adult conversation”
- “I have loved this so much”

Flying Start continued



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## Case study: Flying Start in West Berkshire



Targeted provision

Contact: Avril Allenby ([avril.allenby@westberks.gov.uk](mailto:avril.allenby@westberks.gov.uk))

### Impact on school readiness

This will be measured in due course as part of the full evaluation. The Flying Start families will be monitored throughout the reception year to see how successfully Flying Start children transition in to school, how ready they are for school and their attainment at the end of the year. On entry and profile data will be collected and reviewed.



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## Case study: volunteer home visiting service for families in East Sussex

Targeted provision

Contact: Kate Lawrence ([kate.lawrence@hses.org.uk](mailto:kate.lawrence@hses.org.uk))



### Description of initiative

The aim of this programme is to help families to develop learning and developmental opportunities for their preschool children. Volunteers are recruited and attend an eight week training course. Following training, they are matched with a family who they support to offer emotional and practical support in a range of situations. This can include supporting them to develop a learning friendly environment at home, for example, encouraging families to access books. In addition, they help parents to identify skills which the child would need by school such as toilet training or socialisation. Parents are supported to help their child develop these skills, for example the volunteer may go with the family to attend a parent and baby group.

The volunteers are recruited through advertising. Families can self refer or can be referred by professionals (health visitors, social workers or other professionals). The support is open to families of children from birth to starting school age. Feedback is provided by the volunteers and the families they work with.

Home-Start continued



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## Case study: volunteer home visiting service for families in East Sussex

Targeted provision

Contact: Kate Lawrence ([kate.lawrence@hses.org.uk](mailto:kate.lawrence@hses.org.uk))



### Funding/cost

This programme is funded through a three year grant from the charity children in need. The funding provides support for 45 families per year. Home-Start East Sussex also has charity status.

### Measurable outcomes

1. Children will experience an improved home environment. For example, ensuring availability of toys and books, implementing decluttering and cleaning routines and managing household budgets
2. Children will benefit from their parents' improved skills in parenting. For example, accessing appropriate services, establishing routines and boundaries, reducing conflict
3. Children's learning and development skills will improve so that they are ready for nursery/school. For example, volunteers help parents to encourage and support their children to cope away from their parents, recognise their own name, use the toilet and understand simple hygiene

Home-Start continued





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Word play

## Case study: volunteer home visiting service for families in East Sussex

Targeted provision

Contact: Kate Lawrence ([kate.lawrence@hses.org.uk](mailto:kate.lawrence@hses.org.uk))



### Impact on school readiness

There has not been resource available to directly measure this. In addition, the families involved in this scheme are often transient and so it would be challenging to track them through to school entry and assessment of school readiness.



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## Case study: I talk in Slough

Universal provision

Contact: Sharon Lindsay ([Sharon.Lindsay@slough.gov.uk](mailto:Sharon.Lindsay@slough.gov.uk))

### Description of initiative

The I talk programme was developed following the introduction of every child a talker (ECAT) in Slough. Slough was one of the local authorities included in the first wave of ECAT. At this point over 60% of children in Slough were classified as being at risk of delay in speech, language and communication. After the first two years of ECAT, money was invested to develop the I talk programme. The basis of this programme is to support each setting across the local authority to develop an early language lead practitioner (ELLP). This includes both maintained and PVI settings. The programme includes specific “techniques of the week” which is a rolling programme (15 in total). Examples include: “observe, wait, listen” and “be aware of tag (closed) questions”. Workshops take place with practitioners three times a year which include learning on how to use the current techniques and an introduction to a new technique.

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## Case study: I talk in Slough

Universal provision

Contact: Sharon Lindsay ([Sharon.Lindsay@slough.gov.uk](mailto:Sharon.Lindsay@slough.gov.uk))

### Description of initiative

The overall aim is to improve communication and it enables the identification early of children who may need additional support but are not quite at the stage of requiring formal speech and language input. The implementation and use of the programme is down to the individual ELLP (early language lead practitioner). They have a responsibility around supporting parents and colleagues with regards to early speech, language and communication. This programme now feeds into STRAW (Slough talks, reads and writes) which includes resources for parents, links to techniques that practitioners use and workshops for settings on how to use these resources. There is an expectation around supporting a child's development from a very early age.

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## Case study: I talk in Slough

Universal provision

Contact: Sharon Lindsay ([Sharon.Lindsay@slough.gov.uk](mailto:Sharon.Lindsay@slough.gov.uk))

### Funding/cost

There is no specific budget for this programme but it comes under the work plan for two individuals within the quality, care and learning (QCL) team.

### Measurable outcomes

Early years settings collect data on their “numbers at risk of delay” three times a year. Since 2009 the proportion of children at risk of delay has reduced from 50% (December 2009) to 21% (March 2018). Children are assessed in their first language, which is relevant as there are over 100 languages spoken across Slough.

### Impact on school readiness

The direct impact of this programme on school readiness has not been measured, however school readiness has increased in Slough from 49.9% in 2012/13 to 71.2% in 2016/17.



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## Case study: PEACH on the Isle of Wight

Universal provision

Contact: Chad Oatley ([chad.oatley@iow.gov.uk](mailto:chad.oatley@iow.gov.uk)); Victoria Paris ([Victoria.paris@iow.gov.uk](mailto:Victoria.paris@iow.gov.uk)) and Eleanor Bell ([Eleanor.bell@iow.gov.uk](mailto:Eleanor.bell@iow.gov.uk)).

### Description of initiative

The public health team on the Isle of Wight is working together with key stakeholders to co-produce and develop a new “whole school” framework to support improvement in education, attainment and children’s health. It builds on the previous national healthy schools award and encompasses four domains: personal, social, health and economic education (PSHE); emotional wellbeing and mental health; physical activity and healthy eating. The criteria are based on evidence, insight, local data and correlate with Ofsted standards where possible. There are key criteria within each domain and fulfilling these will lead to the achievement of an award – bronze, then silver and eventually gold. The awarding and criteria were developed over a series of workshops taking place from July 2017 onwards, with head teachers, school staff, and wider system stakeholders.

PEACH (partnership for education, attainment and children’s health) launched in July 2018, with 22 primary schools registered to work towards bronze award from September 2018. This surpasses the initial aim of 50% of schools being on board by the end of the 2018/19 academic year. The vision is to have all primary schools working towards PEACH awards by 2020/21.

PEACH continued



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## Case study: PEACH on the Isle of Wight

Universal provision

Contact: Chad Oatley ([chad.oatley@iow.gov.uk](mailto:chad.oatley@iow.gov.uk)); Victoria Paris ([Victoria.paris@iow.gov.uk](mailto:Victoria.paris@iow.gov.uk)) and Eleanor Bell ([Eleanor.bell@iow.gov.uk](mailto:Eleanor.bell@iow.gov.uk)).

### Description of initiative

Public health intends to bring early years settings into the scope in the next academic year by co-producing with them a PEACH framework for early years with a focus on supporting school readiness and transition into primary schools and family health and wellbeing, which they can work towards from September 2019.

The PEACH framework (consisting of the criteria for each domain) acts as a self-assessment matrix which enables schools to identify areas for improvement and where they are meeting or exceeding the expectations to receive awards. To support schools and educational settings in fulfilling the criteria there is a learning and support package that participating schools can access which provides resources including training, evidence, innovation and case studies. It is expected that in addition to face to face training and resources offered via the resource library there will be an online toolkit in due course.

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## Case study: PEACH on the Isle of Wight

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### Description of initiative

The PEACH approach enables engagement between stakeholders and schools to access skills, resources and expertise to build capacity, and support schools in becoming more 'resilient' in meeting the needs of pupils. An example of how this works within the physical activity domain is the offer by Edumove – an organisation which works within schools to train and supports staff and help them to develop and integrate physically active teaching and learning within subject curriculum. Edumove enables schools to deliver increased physical activity whilst also increasing attainment by delivering subject matter teaching in a physically active way – children learn maths by being physically active and actually have improved outcomes overall as a result. Schools have shared their experiences with other schools and more schools are now adopting this approach.

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## Case study: PEACH on the Isle of Wight

Universal provision

Contact: Chad Oatley ([chad.oatley@iow.gov.uk](mailto:chad.oatley@iow.gov.uk)); Victoria Paris ([Victoria.paris@iow.gov.uk](mailto:Victoria.paris@iow.gov.uk)) and Eleanor Bell ([Eleanor.bell@iow.gov.uk](mailto:Eleanor.bell@iow.gov.uk)).

### Description of initiative

Public health ensured Edumove's offer was evidence based and met quality standards so schools could be confident that it was worth investing in. Edumove, through its links with a university, is able to bring students to add to the resource in schools both as additional pairs of hands but also to drive up aspiration for higher education by exposing primary aged children to university students.

A steering group has recently been established to ensure a wider set of stakeholders (than the public health team) are engaged in driving the approach forward, this includes local head teachers, public health staff and providers that work with schools to broaden their offer to improve children's wellbeing.

As a result of co-producing PEACH, the public health team leading on the development of the programme, have learned the importance of teaching staff having support from other teaching staff in developing new approaches and embedding them within their schools. Therefore they have recruited a former head teacher to provide a bridge between public health and education, and provide peer to peer support for schools. This has already been very warmly welcomed by schools.

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### Funding/cost

Currently PEACH is funded by a small public health budget and resourced by a small team working on the project as part of their wider roles, with a view for wider-system and school resourced financial contributions to sustain the programme as shared benefits and impacts are realised.

### Evaluating impact

The steering group are currently finalising the key performance indicators (KPIs) and outcomes for PEACH and working out how to evaluate the generative causality to understand and explain how and why PEACH works (or not), for schools in improving pupils health and wellbeing and school readiness.

In addition the co-productive nature of developing PEACH has enabled public health to develop a good relationship with local schools, which has proved an effective network for disseminating wider key public health updates/resources to schools and parents ie health protection guidance in the event of outbreaks, promoting oral health and immunisation uptake. The steering group will consider how this impact can be measured.

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### Impact on school readiness

As this is a new initiative, the impact on school readiness remains to be seen. It is envisaged that PEACH will:

- enable schools to be more responsive to meeting the diverse learning, health and wellbeing needs of children newly beginning school
- influence the ethos and infrastructure of schools thereby improving and sustaining school readiness within preschool and primary school settings
- influence the capacity and sustainability of schools to facilitate transition throughout the duration of primary school taking learning from initial school readiness to secondary school readiness
- enhance and diversify school networks and relationships in accessing effective resources and support for improving children's readiness to learn
- help create an approach, for improving school readiness and readiness to learn across all phases of the education pathway. The idea is for PEACH to transcend all phases with secondary education to become a focus for rolling out the PEACH approach in 2020/21

The PEACH approach will influence the commissioning the 0 to 19 public health nursing service (encompassing health visiting provision) ensuring the specification includes areas of development relevant to improving school readiness and includes engagement of the nurses in PEACH from 2019/20.



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## Case study: PEEP in Hampshire

Universal provision

Contact: Lyn Hayes ([l.hayes@springwood-infants.sch.uk](mailto:l.hayes@springwood-infants.sch.uk))

### Description of initiative

Springwood infant school serves a mixed population near the Waterlooville town centre. The proportion of pupils known to be eligible for the pupil premium is above average and so partly for this reason, the school decided to introduce a PEEP programme. PEEP consisted of a weekly course delivered to parents and children designed to help with their transition into school. At first it was targeted towards new entrants and started six weeks before the children started in the foundation year. Due to the success of the programme, it has continued to follow these children through the foundation year and year 1 and from September 2018 it will continue into year 2 as well. It started as a six week course but has developed into all year round and delivered through a weekly session of around 1.5 hours.

Parents come into school to attend the session with their child. Younger siblings are welcome but parents tend to prefer not to bring them to enable them to have 1:1 time with their school aged child. The sessions may have a particular focus depending on the group (for example communication and language), but otherwise they complement the early years foundation stage, (EYFS), and also work to improve parents confidence for example in maths and literacy. The sessions include songs, talk time and activities relating to topics and information on how parents can support what has happened during the school day.

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## Case study: PEEP in Hampshire

Universal provision

Contact: Lyn Hayes ([l.hayes@springwood-infants.sch.uk](mailto:l.hayes@springwood-infants.sch.uk))

### Description of initiative

PEEP is a universal offer. Information sheets and sign up forms are sent to all new entrants. Families identified to be requiring extra support are particularly encouraged to take part. Two groups are running for the current foundation year and the school tries to be flexible around days in order to accommodate working parents.

The PEEP sessions are recognised to improve transitions into school with PEEP children settling in quickly. Both parents and children develop friendships within the group. Parents value the opportunity to understand what their child is learning and the tools they can use to support their child in their learning. It also helps to improve communication between the school and parents.

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## Case study: PEEP in Hampshire

Universal provision

Contact: Lyn Hayes ([l.hayes@springwood-infants.sch.uk](mailto:l.hayes@springwood-infants.sch.uk))

### Funding/cost

Funding for the course comes from the school budget. Funding is not specifically identified as EYFS within pupil premium allocation. Pupil premium is received if children are identified in early years as being eligible for this. The sessions are delivered by Lyn Hayes; a PEEP trained learning support assistant employed by Springwood infant school.

### Measurable outcomes

For the foundation children who started in 2017, 52% of children are taking part in the PEEP sessions.

### Impact on school readiness

At the end of the first year of PEEP, 73% of the children who regularly attended PEEP attained their good level of development, (GLD), compared with the school's GLD of 52% the previous year.



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## Case study: ready for school, ready for life in Wokingham

Universal provision

Contact: Emma Griffith ([emma.griffith@wokingham.gov.uk](mailto:emma.griffith@wokingham.gov.uk))

### Description of initiative

The ready for school, ready for life programme was developed after early years settings and schools were seeing children entering into their settings needing a large level of support. A consultation was taken with a large number of settings and schools to establish what as a local authority, it was felt would be appropriate for children to be able to do when entering school. Following this, the beanstalk was developed which includes six leaves:

- communication e.g. I can express my needs
- social and emotional e.g. I can share
- learning together e.g. I enjoy looking at books
- health and wellbeing e.g. I visit the dentist
- self help e.g. I can drink from an open cup



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## Case study: ready for school, ready for life in Wokingham

Universal provision

Contact: Emma Griffith ([emma.griffith@wokingham.gov.uk](mailto:emma.griffith@wokingham.gov.uk))

### Description of initiative

These are supported by “ways to establish strong roots for your children” including: engage in messy play, encourage and praise your child, tell and share stories and ditch the dummy, among others.

Children’s centres in Wokingham are delivering a six week programme focusing on the skills on the beanstalk leaves. The programme’s aims are to give children the vital skills they need to start their learning journey, but also to support parents’ knowledge, understanding and skills to support their child’s learning and development. They also aim to build parents confidence about how to help their child and finding out how day to day events provide learning opportunities.

During the session, the parents have the opportunity to leave the room for differing lengths of time to have a talk by other professionals (linked with the leaves). A website is under development but will include information on other activities parents can do with their child.

Ready for school, ready for life continued



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## Case study: ready for school, ready for life in Wokingham

Universal provision

Contact: Emma Griffith ([emma.griffith@wokingham.gov.uk](mailto:emma.griffith@wokingham.gov.uk))

### Funding/cost

Initial costs included printing of the flyers. The website development falls under the day to day role of Emma Griffith as part of the early years team.

### Measurable outcomes

The pilot programme demonstrated a positive change in the confidence of both the parents and the children by the end of the six weeks.

### Impact on school readiness

Children who have taken part in the programme are being tracked into school to see what impact there has been on preparing children for their next stages.





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## Case study: the SmarterPlay app in Kent

Universal provision

Contact: Susan Smith ([susan.smith4@kent.gov.uk](mailto:susan.smith4@kent.gov.uk))

### Description of initiative

The SmarterPlay App was developed in 2014/15 by Kent county council's early years and childcare service through its own budget., The key aim of the app was to enhance families' involvement in their children's learning through push notifications and providing ideas for things to do with their children based around the early years foundation stage.

The developer provided guidance as to what else to consider including as a function to protect the longevity of the app. The app currently includes regular weekly pop ups to promote early learning, opportunities to capture photos within a "making memories" section, an essential guide to your child's development, information on local early years providers and schools, guidance on childcare, family friendly places to visit and an interactive quiz.

The app took nearly a year to put together, and it has been enhanced since then with additional features. Children's centres and settings advertise the app through flyers (see poster in [Appendix D](#)). It is downloadable free via iOS and Android.

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## Case study: the SmarterPlay app in Kent

Universal provision

Contact: Susan Smith ([susan.smith4@kent.gov.uk](mailto:susan.smith4@kent.gov.uk))

### Funding/cost

The initial build cost £7,900 with a small developer undertaking the work.

### Measurable outcomes

A couple of very small scale surveys about the app have been largely positive. Current proposals are to develop the app further with an improved functionality to monitor its effectiveness. The app currently has about 1,400 downloads and it was listed as a key feature in the [Nursery World awards 2016](#), which forms part of our wider 'enhancing family involvement in children's learning' programme. It also achieved a 5\* rating with the educational app store.

### Impact on school readiness

Although there is no hard evidence of the impact of the SmarterPlay app on school readiness, it is universally recognised and therefore expected that through increasing families' involvement with their children's learning and promoting early learning that it will have a positive impact on improving levels of school readiness in Kent.



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## Case study: Oxfordshire early years school readiness project

Targeted provision

Contact: Paula Lochrie ([paula.lochrie@oxfordshire.gov.uk](mailto:paula.lochrie@oxfordshire.gov.uk))

### Description of initiative

The children's trust have asked partner agencies in Oxfordshire to work together to create a school readiness strategy; to raise outcomes for all children at risk of under achievement in early years, and support the most vulnerable children in Oxfordshire. A 'readiness for school task and finish group' was formed, bringing together key professionals and stakeholders to work collaboratively on a multi agency plan. The group are initially reviewing the current landscape, provision and gaps; using research evidence, data, local intelligence, professional experience and knowledge.

The early years school readiness training project started in February 2018, led by the early years lead officer for school readiness at Oxfordshire county council. This project was in line with national government early intervention policy and targeted and offered to 16 settings across the county who have had a significant number of vulnerable learners (including EYPP/SEND/looked after children). The project encompassed a three day training package to support practitioners to improve confidence in all aspects of school readiness.

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## Case study: Oxfordshire early years school readiness project

Targeted provision

Contact: Paula Lochrie ([paula.lochrie@oxfordshire.gov.uk](mailto:paula.lochrie@oxfordshire.gov.uk))

### Description of initiative

The training package included the use of research tools looking at identification and support of children with SEN support needs, recognising how to work with parents and other early years settings to plan your budget and maximise impact; also having a clear definition of the meaning of school readiness and gaining an understanding of key partnerships in school readiness. Following this, trainees were asked to complete a case study, self-evaluate, demonstrate impact and implement changes within their setting.

### Funding/cost

This project forms part of the work plan for the early years lead officer at Oxfordshire county council.

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## Case study: Oxfordshire early years school readiness project

Targeted provision

Contact: Paula Lochrie ([paula.lochrie@oxfordshire.gov.uk](mailto:paula.lochrie@oxfordshire.gov.uk))

### Measurable outcomes

Practitioners who have attended the training were then advised to self-evaluate and implement changes within their setting. Three months after completing the training, each practitioner completed an evaluation and impact sheet along with a case study. A follow up visit to the settings included discussions about the case study/completed evaluation/impact sheet. Evidence of funding tracking was also requested.

### Impact on school readiness

This is a new project and training package and so impact on school readiness is yet to be determined. However, two settings have completed and returned detailed evaluations and shown positive impact in attainment and progress, children's health and wellbeing and relationships, greater confidence in children and parents within the setting. The full results from the impact of the training are expected by the end of August 2018.



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## Case study: school transition events in West Sussex

Universal provision

Contact: Carrie O'Rourke ([carrie.o'rouke@westsussex.gov.uk](mailto:carrie.o'rouke@westsussex.gov.uk))

### Description of initiative

The transition event programme was designed in response to feedback and concerns from early years settings and schools and following consultation with a number of stakeholders. The consultation found that preschools felt schools “weren’t listening” and schools felt that settings “weren’t sharing the right information”. To address these concerns a programme of one off events was created bringing together locality groups of schools and early years settings to enable sharing of the key information as agreed by all stakeholders, for each and every child who is about to transition to school.

The programme is now in its third year. The events are arranged with receiving schools sat at specific desks and early years settings moving between the schools that their children will be transitioning to. There is approximately 3-4 mins per child to share key information including: strengths and interests, any areas of concern, whether the child is at the expected level of development, and whether the child and family will require additional transitional support. In 2017, there were 18 events across the county to ensure geographical coverage.

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## Case study: school transition events in West Sussex

Universal provision

Contact: Carrie O'Rourke ([carrie.o'rouke@westsussex.gov.uk](mailto:carrie.o'rouke@westsussex.gov.uk))

### Description of initiative

There are [resources on the website](#) to support the process and help attendees collate consistent key information for individual children prior to the events. Schools and settings are directed towards these documents and guidance and if they do not participate in the event are encouraged to use them to reflect on their own transition arrangements.

The events usually happen around three weeks after the school lists are released and approximately two weeks before the May half term. Schools and settings then have time to plan additional transition support for their most vulnerable children and families, teachers can reflect on their class groupings and allocate staff and funding based on up to date information. These events do not replace visits to the setting to meet the children; however it means that sensitive conversations and information sharing can occur away from the child. Teachers are then prepared with the relevant information before they go the setting and are able to concentrate on getting to know the children. If it is identified during the transition event that a child requires additional support with transition, then all the relevant professionals and the family are asked to come together to plan for a supported transition meeting. Again there is documentation and guidance to support these meetings available on the website

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## Case study: school transition events in West Sussex

Universal provision

Contact: Carrie O'Rourke ([carrie.o'rouke@westsussex.gov.uk](mailto:carrie.o'rouke@westsussex.gov.uk))

### Funding/cost

The events are facilitated by early years advisors as part of their work plan and where possible, they try to use their own venues (e.g. schools or children's centres) in order to minimise costs. There is no funding to provide relief time for teachers to attend, however advisors work closely with all attendees to agree a mutually convenient time with least impact on their working day.

### Measurable outcomes

In 2017, there was a 52% take up among schools overall and 53% overall take up among settings. If a school or setting does not engage then the reasons for this are explored (reasons include being unable to afford to release teaching staff, school or setting being happy with their own transition arrangements or a setting only feeding into one school). Feedback has been generally positive with comments from schools and settings including:

- “we were able to discuss lots of information in a really short amount of time and arrange visits to the settings which usually takes a whole day of phone calls”
- “it's great to have a quiet space to talk freely about the children so that when we go in to visit the settings we can concentrate on interacting with the children”

Transition events continued





A child health review at 3 years

B4 school check & school readiness passports

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I talk

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PEEP in a school

Ready for school beanstalk

SmarterPlay app

The school readiness project

**Transition events**

Word play

## Case study: school transition events in West Sussex

Universal provision

Contact: Carrie O'Rourke ([carrie.o'rourke@westsussex.gov.uk](mailto:carrie.o'rourke@westsussex.gov.uk))

### Impact on school readiness

It has not been possible to determine a direct impact on school readiness, however receiving key information in a consistent and timely way means teachers are better prepared to meet a child's needs. They are able to share strategies that are currently working well, identify increased needs earlier and refer to services such as speech and language and needs assessment.



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**Word play**

## Case study: word play in Brighton & Hove

Targeted provision

Contact: Claire Pimenta ([clairepimenta@nhs.net](mailto:clairepimenta@nhs.net))

### Description of initiative

Word play is a targeted intervention carried out with children aged three and four by specially trained preschool practitioners in the child's usual early years setting. It draws on evidence from reports including those of early talk (2011) and early talk boost (2015). Word play has been introduced in settings where there are high levels of disadvantage, indicated by high numbers of funded two year olds and of children eligible for early years pupil premium. Children are assessed by practitioners within each setting, using the communication trust progression tool. Children are identified as being eligible for word play if they are assessed as being below age-related expectations in the fields of vocabulary, understanding sentences and narrative.

The 30 week programme aims to raise language levels of these children to that of a 3½ year old by the end of the academic year, thereby narrowing the gap between these children and their peers. The programme does not aim to specifically target children who have difficulties with their speech sounds or social skills, who should be referred for specialist support.

Word play continued



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**Word play**

## Case study: word play in Brighton & Hove

Targeted provision

Contact: Claire Pimenta ([clairepimenta@nhs.net](mailto:clairepimenta@nhs.net))

### Description of initiative

The programme has been devised and is led by a highly specialist speech and language therapist, and the early years community senior leadership team (SLT). The project is run in partnership with maintained and PVI early years settings, who may request involvement. These are currently two maintained nursery classes within primary schools, two maintained nursery schools, one children's centre nursery and two private settings, one sessional and the one full day care.

Participating settings undergo specialist training on the principles and detail of word play as a whole team. This raises expertise for the whole staff, and must include senior leaders.

The setting then has access to:

- a detailed programme of small group activities
- materials including record sheets and evaluation tools
- follow up support and advice depending on needs and capacity

Word play continued



[A child health review at 3 years](#)[B4 school check & school readiness passports](#)[Flying Start](#)[Home-Start school readiness service](#)[I talk](#)[PEACH framework for schools](#)[PEEP in a school](#)[Ready for school beanstalk](#)[SmarterPlay app](#)[The school readiness project](#)[Transition events](#)[Word play](#)

## Case study: word play in Brighton & Hove

Targeted provision

Contact: Claire Pimenta ([clairepimenta@nhs.net](mailto:clairepimenta@nhs.net))

### Funding/cost

Word play is provided by the early years speech and language therapy service, Sussex community NHS foundation trust. Typically, the therapist will arrange an initial visit to the setting, then termly visits as required. The cost to the individual setting may vary depending on the need to access cover for staff to assess the children and run the groups. The only upfront cost is around £30 to purchase the [communication trust's progression tool](#) – aged three years, which settings use to identify the children.

[Word play continued](#)

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Word play

## Case study: word play in Brighton & Hove

Targeted provision

Contact: Claire Pimenta ([clairepimenta@nhs.net](mailto:clairepimenta@nhs.net))

### Measurable outcomes

Weekly monitoring of progress is advised at each session, with flexibility around the cohort of children according to needs. Word play has rich potential for professional development of reception staff, focusing on developing awareness of earlier stages of language development and effective intervention methods. In 2017/18, data was available from four early years settings who were running the word play programme, all of whom stated that more than 80% of children on the programme had shown an improvement in their language skills.

### Impact on school readiness

Supporting early language development is critical to school readiness. It is also recognised that the children on the programme may still have speech and language delays at the end of the year and require further support in school. There is also a targeted programme for children in reception called school start which is running in many schools across Brighton & Hove.



# Focus group findings

What does it mean for a child to be school ready?

Where do parents go to find out more information?

What support have you found useful to help get your child ready for school?

What support would you like to help you get your child ready for school?

Summary

## Overview

Focus groups took place in Oxfordshire and Brighton & Hove. In Oxfordshire, two of the groups were at stay and play sessions run at local community groups. A third focus group took place in the evening with parents who had been invited specifically to attend to discuss school readiness. These parents were identified as their children had previously received the early educational entitlement at the age of 2 years, but were now about to start school. They received a £15 national book token voucher as a thank you for attending which was provided by Oxfordshire county council. In Brighton & Hove, there was one group which took place at a community carnival event held at a children's centre.



# Focus group findings

What does it mean for a child to be school ready?

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Summary

## What does it mean for a child to be school ready?

Parents were asked what they thought children should be able to do by the time they started school. Answers varied but could be categorised into the following themes:

1. Life skills: toileting, washing hands, using cutlery, getting themselves dressed
2. Social skills: being confident to separate from their caregiver, sharing with other children, finding friends and following a routine
3. “Academic” skills: basic reading and writing, knowing letters and numbers, recognising their name and being able to hold a pencil. While some parents did feel children should be able to write their name, a more common suggestion was that a child should be able to recognise their name or some letters and to generally be in a place ready to learn to read and write.

However, many parents were uncertain about the idea of what children should be able to do by the time they got to school, stating that they were “not too sure” (parent of a two-year-old in Brighton & Hove) or that they had “not really thought about it...nursery have prepared her well though” (parent of a four-year-old in Oxfordshire). This was particularly a common response among parents of younger children for whom the idea of school was far away, with one replying “not thought about it, just trying to get them ready for nursery at the moment” (parent of a two-year-old and an eight-month-old in Oxfordshire).

“The school should focus on the education part and we shouldn’t need to do much of that, but we just need to make sure they are ready to be left alone when they start”

Brighton parent

“As a first time parent, I thought my daughter had to know everything to start reception, it was only once she got there that I realised she didn’t...”

Oxfordshire parent.

“I just assumed they would go in to school and all will be ok”

Oxfordshire parent



# Focus group findings

What does it mean for a child to be school ready?

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What support have you found useful to help get your child ready for school?

What support would you like to help you get your child ready for school?

Summary

## Where do parents go to find out more information?

When asked where they might go if they were looking for more information or support about school readiness, parents often stated that they would look online. Search engines such as Google came up frequently along with the Babycentre website and Facebook. Other common answers included other parents, friends and family and speaking to the child's nursery or preschool. Health sources, such as their GP were less common although health visitors were mentioned on occasion.

It was also not uncommon for parents to be unsure of where to find out more information. "I'm not sure what it means or where to look for information" stated one parent going on to describe a gap in information and support between the ages of two years and starting school, especially when compared to the amount of information given to pregnant women "we are left to our own devices" (parent from Oxfordshire). In addition, one parent from the Thame focus group pointed out "parents proactively looking for help are probably very different to those who may actually have a problem".

"Talking to parents and seeing that they are in a similar position, makes you feel a bit better"

Oxfordshire parent.

"There comes a point when a child needs extra stimulation – behavioural wise this is very obvious. I believe that is when they are ready for school"

Oxfordshire parent

"I have nothing to compare him to, what is normal?"

Oxfordshire parent.





# Focus group findings

What does it mean for a child to be school ready?

Where do parents go to find out more information?

**What support have you found useful to help get your child ready for school?**

What support would you like to help you get your child ready for school?

Summary

## What support have you found useful to help get your child ready for school?

Many parents mentioned health visitors but their experience was not always positive with some parents having trouble accessing support for toileting from these services “the health visitor wasn’t interested” (Oxfordshire parent). However, a further parent had a different experience “health visitors are great, I’ve had lots of support with breastfeeding”. One parent described the input as being helpful, but “we don’t get to see the health visitors enough”. Specifically the 2 to 2½ year check had mixed reviews with an Oxfordshire parent stating “they are more of a tick box exercise” or another parent’s comment that it “doesn’t change anything in terms of how to help the kids”.

One parent had refused the check as “someone did knock on my door and ask to do it but it felt like it was a stranger marking her, she didn’t know her” (Oxfordshire parent). However, other parents were more positive with comments such as “the two year check was useful in terms of checking that my child is on track”.

The relationship between the 2 to 2½ year check and the measurement at the end of the early years foundation stage was discussed at some length during the Thame focus group. These two assessments were described as being “worlds apart” as “you wouldn’t expect a two-year-old to do many of the developmental things that become more important for school readiness.....shouldn’t the check be at three years?”

“I feel happy with what is on offer”

Brighton parent

“The constant prying into my life makes me not want to see the health visitor”

Brighton parent.

“It’s good that you can ring the health visitors if you need extra help”

Oxfordshire parent



# Focus group findings

What does it mean for a child to be school ready?

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What support have you found useful to help get your child ready for school?

**What support would you like to help you get your child ready for school?**

Summary

## What support would you like to help you get your child ready for school?

The theme of improving communication, general support to parents and better sharing of information was very strong throughout each of the focus groups and when speaking to most parents. Conversations around parents not knowing what school readiness was, or how to support their child were common. Many parents felt that they did not know what “normal” was, and felt that knowing the expectations of the school would be extremely useful in preparing their child for school. Many parents also felt they did not have enough information on the process of applying for a school place and that they had heard about this by word of mouth rather than through a more official route.

A particular sub-theme to this was the recognition and support for summer born children. Many parents felt it should be recognised that these children may not be as ready as older children in the same year. The need for more easily accessible information on deferring entry for these children and any implications that may have come up frequently. One Oxfordshire parent commented: “more information is needed about the deferral process, it is very unclear and seems as if the child will miss a whole year of school.”

What support would you like continued

“Before they start school I need to understand more about applying for places and how I make sure they get to a good school”

Brighton parent

“I didn’t know how much they needed to know...I’d been stressing when I didn’t need to”

Brighton parent.

“There is no one telling parents when they are doing well and doing a good job. Parents need positive reinforcement too!”

Oxfordshire parent



# Focus group findings

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**What support would you like to help you get your child ready for school?**

Summary

## What support would you like to help you get your child ready for school?

The idea of a school readiness “pack” was suggested by a number of parents with ideas to include information for parents on ideas to guide development, information on the process of applying for a school place, expectations from the school and how to cope with the start of school, including tiredness.

Other suggestions included an online developmental check or an app that parents could use at their leisure. The use of push notifications within an app to include advice for parents was suggested as a way of empowering parents in a non-judgemental way. The form of information requested was varied – many parents stated they would prefer a physical leaflet or booklet, while equally many parents stated that online information would be preferred.

The need to help parents to be ready for their child starting school also came up frequently – “child will be fine as it will probably feel similar to nursery for her, but it feels very different for parents” (Brighton parent) and “school is also a big transition for parents in terms of seeing your child go off to school, many parents aren’t ready. There is no support for parents in this respect” (Oxfordshire parent).

What support would you like continued

“Parents need ideas around what to do with their children e.g. problem solving ideas – activities they could do with their child to support school readiness”

Oxfordshire parent

“Delay the 2.5 year check to 3 years, this would make it more relevant to parents”

Oxfordshire parent.

“Information for parents needs to be convenient, accessible and highlighted as important if you want them to take notice”

Oxfordshire parent



# Focus group findings

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**What support would you like to help you get your child ready for school?**

Summary

## What support would you like to help you get your child ready for school?

A number of parents described groups run specifically for children to help get them ready for school – structured mornings once a week at children’s centres. However, barriers to attending these were also noted with stigma of attending children’s centres, the need to work and money all being cited along with “some people just don’t want to engage with others”.

General suggestions around improving information to parents were common, that parents need to see the progression that “school readiness starts long before school”. It was generally felt that parents are not aware of the early learning goals and that if they understood these more, they could work with the preschool or nursery to help the child. In addition, an awareness of expectations of baselines, although it was felt that nurseries had a responsibility to provide feedback for parents with regards to this. The need for information “as a spectrum – the child from 0 to 18 with a flow of information and advice, rather than segmented into ages” was described.

“We have lots of antenatal classes – months of them – to prepare parents for giving birth but then there are no parenting classes for after the baby is born...how are you supposed to know what to do?”

**Oxfordshire parent**

“Avoid formal meeting sessions – these can make parents feel anxious and make them feel like they’re not doing a good enough job when actually they just might need some more information”

**Oxfordshire parent**



# Focus group findings

What does it mean for a child to be school ready?

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What support have you found useful to help get your child ready for school?

What support would you like to help you get your child ready for school?

Summary

## Summary

Most parents spoken to had ideas on what a “school ready” child should be able to do and could describe this with varying emphasis on different areas of development. However, the idea that a child becoming ready for school was a natural process that did not necessarily need intervention from parents or others was also not uncommon.

It was evident that most parents viewed support to help get a child ready for school as that given during the time immediately prior to school, for example transition visits and communication with the teachers. When asked about what type of support they would value in helping get their child ready for school, the majority of parents focused on this preschool time, rather than identifying that supporting a child’s development from birth will help a child to achieve the early learning goals at the end of the early years foundation stage.

Many parents expressed a desire for positive feedback and a reassurance that they are doing a “good job” for their children. In addition, it was identified that almost all parents would like to have more information, such as what support is available to them, but also about what is expected of their child at each development stage and how they can help their child meet those expectations.

“It is nice to know what we can do to help them – we want the best for them and we want them to do well”

Oxfordshire parent

“A relaxed approach is best, the child will get there when they are ready”

Oxfordshire parent



Introduction	Methods	Data	Survey & website results	Initiatives	Case studies	Focus group findings	<b>Appendices</b>	References	Contact
Appendix A Survey questions	Appendix B Website search protocol	Appendix C East Sussex early years communication pathway				Appendix D Kent SmarterPlay app poster			

# Appendices

1. The school readiness survey questions
2. Search protocol for reviewing the local authority websites
3. East Sussex early years speech, language and communication pathway
4. Poster advertising the SmarterPlay app in Kent



Introduction	Methods	Data	Survey & website results	Initiatives	Case studies	Focus group findings	Appendices	References	Contact
Appendix A Survey questions	Appendix B Website search protocol			Appendix C East Sussex early years communication pathway			Appendix D Kent SmarterPlay app poster		

## Appendix A

### The school readiness survey sent to public health teams in the local authorities across the South East

1. Name of local authority
2. Name and position of person completing the survey
3. Has school readiness been identified as a priority for your local authority?
4. How would you describe the current situation with regards to school readiness in your local authority? (tick all that apply)
  - school readiness is part of the health and wellbeing strategy
  - there is a school readiness steering group
  - there is a specific strategy in place with the aim of improving school readiness
  - we have identified it as a target but no specific work done to tackle it yet
  - other (please describe)
5. Are there any initiatives currently in place designed to improve school readiness from a whole family point of view. For example, parenting support programmes, addressing maternal mental health, help for children in low income families?
6. Are there any initiatives currently in place which have the aim to improve speech, language and communication development of children in your area?

[Survey questions continued](#)



Introduction	Methods	Data	Survey & website results	Initiatives	Case studies	Focus group findings	<b>Appendices</b>	References	Contact
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## Appendix A

### The school readiness survey sent to public health teams in the local authorities across the South East

7. Are there any initiatives currently in place which are aimed at improving school readiness from an individual child point of view? These might include (but are not limited to) enhancing physical activity, or initiatives to improve breastfeeding
8. Are there any initiatives in your area which involve close working with early years providers, specifically aiming to improve school readiness?
9. Are there any initiatives in your area which are specifically aimed at improving school readiness for children who would receive free school meals in an early years setting?
10. Are there any initiatives in your area which are particularly focused towards encouraging children who would be eligible for the funded early education entitlement from the age of two years, to take up this provision?
11. Are there any initiatives in your area which are working to highlight school readiness to parents and to support parents in getting their child ready for school?
12. If there are any other initiatives that you feel are relevant to mention, please describe them here
13. Are you happy for us to contact you to find out more detail about any of the initiatives you have described above?





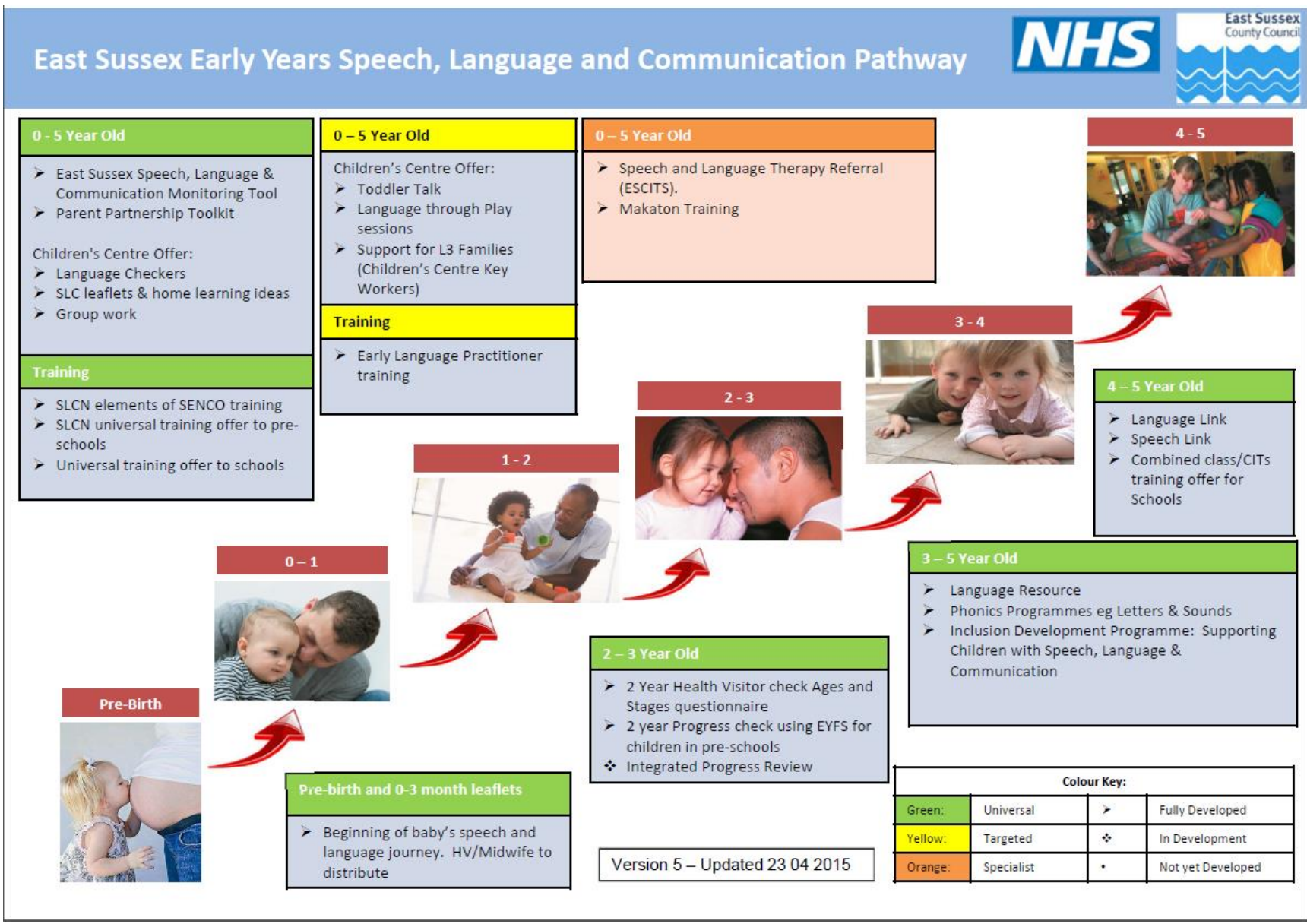
Introduction	Methods	Data	Survey & website results	Initiatives	Case studies	Focus group findings	<b>Appendices</b>	References	Contact
Appendix A Survey questions	<b>Appendix B Website search protocol</b>			Appendix C East Sussex early years communication pathway			Appendix D Kent SmarterPlay app poster		

## Appendix B

### Search protocol for reviewing the local authority websites

1. Type into Google “*local authority name* school readiness”: Look at the first page of links
2. Search local authority website:
  - a) Type “school readiness” into search box; look at first page of links
  - b) Type “getting ready for school” into search box; look at first page of links
3. Review front page of council website to see if anything is related to children/families/schools that might pop out to parents
4. Search council website “children’s” pages: spend no more than 10 minutes browsing for school readiness information.
5. Search council website school pages
  1. Make a list of the primary and preschools available
  2. Input list into Excel
  3. Generate random sample of five primary schools and five nursery schools
  4. Explore school websites for school readiness
  5. Spend no more than five minutes per school website browsing for school readiness information
6. Each local authority and school/preschool assessed as either: excellent, good, average, poor or non-available





## Appendix D

### Poster advertising the SmarterPlay app in Kent



- **An essential guide** to your child's development featuring:
  - Special Moments** – the importance of attachment
  - Movers and Shakers** – physical activities
  - Again, Again & Again** – understanding schemas
  - Relating to Others** – forming relationships
  - Tips for Talking** – supporting children's ability to talk
  - Exciting Explorations** – the power of play
  - Rest, Routines and Relaxation** – meeting basic needs

- **Family Friendly Places** to visit (geo-located) including:
 

Parks/farms	Nappy changing facilities
Children's Centres	Schools
Zoos	Libraries
Pre-schools/nurseries	Childminders
- **Interactive quiz** – have fun finding out how much you know about children's development.

# SmarterPlay

## An exciting app for your family

Kent County Council has produced this fantastic SmarterPlay app for you and your family which offers ideas, activities, places to visit and lots of helpful information to support your child's learning and development - simply at your fingertips!

- **Regular weekly pop-ups**, related to age of your child, on fun ideas and activities to promote their early learning related to the EYFS Development Matters statements.
- **Making Memories** – opportunity to capture photos of special moments and to add your personal comments for sharing with family members and your early years setting/school.
- **Information on local Early Years providers and Schools** including link to Ofsted website for latest inspection reports.
- **Looking for Childcare?** Guidance on what to consider when choosing childcare.
- **Free Childcare** – access to information on funded childcare and education.

SmarterPlay app is totally **free** and available for iOS and Android.

For more information please visit your app store and search for SmarterPlay.

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# References & credits

## References

References are referred to by hyperlinks throughout the document.

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## Contact details

If you have any questions about this report please contact:

Health and Wellbeing  
Public Health England South East Centre  
tvphe@phe.gov.uk





Public Health  
England

Protecting and improving the nation's health

