

**Manchester City Council  
Report for Information**

**Report to:** Children and Young People Scrutiny Committee - 17 July 2018

**Subject:** Early Years

**Report of:** Director of Education

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**Summary**

This report provides an overview of the Early Years offer in the city, includes outcomes in relation to the Early Years Delivery Model and outcomes for children at the end of the foundation stage profile. The report also outlines proposals which are currently being developed to implement the school leadership model in 2 areas across the city of Manchester.

**Recommendations**

Members are asked to note and comment on:

The work being done in Manchester to provide a comprehensive early years offer which ensures young children are ready for school and the progress made to date;

The proposals being developed for school leadership of the Early Years' service and closer integration with early help services.

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**Wards Affected:** All

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<b>Manchester Strategy outcomes</b>	<b>Summary of the contribution to the strategy</b>
A thriving and sustainable city: supporting a diverse and distinctive economy that creates jobs and opportunities	A strong EYFS sector will allow parents to continue in further education or employment opportunities. A good start in life is essential to enable our young people to achieve their full potential and contribute to the city.
A highly skilled city: world class and home grown talent sustaining the city's economic success	Improving educational outcomes is essential for young people to gain qualifications and contribute to Manchester's economic success.
A progressive and equitable city: making a positive contribution by unlocking the potential of our communities	By ensuring every child in the city has access to good or outstanding quality child care, day care, PVI, nursery school and universal services this will provide equality of opportunity for our children from some of our most disadvantaged communities.

A liveable and low carbon city: a destination of choice to live, visit, work	An outstanding EYFS system will be attractive for parents to choose to live and work in Manchester and contribute the city's success.
A connected city: world class infrastructure and connectivity to drive growth	

**Full details are in the body of the report, along with any implications for**

- Equal Opportunities Policy
- Risk Management
- Legal Considerations

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**Financial Consequences – Revenue**

The Early Years gross budget funds the Early Years Core offer and Early Years free entitlement, it totals £57.5m.

The Early Years Core offer is made up of £14.7m Council budget (this includes the Health Visitor contract of £10.3m) and a £1.8m contribution from Dedicated School Grant.

The budget for the Free Early Years entitlement is contained within the Dedicated Schools Grant and totals £41m. This grant enables the Council to fund the 2,3 and 4 year old Early Years entitlement. The Government's Free Early Education Entitlement policy provides funding for 15 hours of early education for a targeted group of two year olds and universal provision of funding for 15 hours for the early education of three and four year olds. The Childcare Act 2016 introduced an additional entitlement of a further 15 hours of childcare support for working parents.

The Act extended the entitlement to 30 hours free childcare over 38 weeks of the year for three and four year old children in families where all parents are working. As with the current entitlement for two year olds and the 15 hour entitlement for all 3 year olds, the extension to 30 hours for those working parents who are eligible, can be accessed in schools, nursery schools, private, voluntary and independent settings, playgroups and childminders.

Early Years resourcing requirement is contained within the budgets outlined above, there are no direct financial consequences from what is set out in the report.

**Financial Consequences – Capital**

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## **1.0 Introduction**

1.1 This report provides an overview of the early years offer in the City; performance data on the Early Years delivery model; outcomes for children at the end of the Early Years Foundation stage at age 5 and proposals currently being developed for school leadership of the Early Years Service in 2 local areas and closer integration with the Early Help offer.

1.2 The Early years offer in the City comprises three elements:

- An integrated Early Years Delivery Model working in partnership with Health and Early Years professionals
- An integrated and targeted family offer delivered by Sure Start Children's Centres through the revised Sure Start Core Purpose. The Sure Start Core Purpose focuses on improving outcomes for young children and their families and on reducing inequalities in child development and school readiness; parenting aspirations and parenting skills; and child and family health and life chances.
- Access to good quality, accessible and affordable childcare and early learning provision across the City.

## **2.0 The Early Years Delivery Model**

2.1 The Early Years Delivery Model (EYDM) is an integrated pathway for all children from pre-birth to 5 years of age delivered jointly by health care and early years professionals.

2.2 The EYDM comprises an 8 stage assessment model based on assessment at key points of a child's development. The 8 stage model largely aligns to the requirements of the Healthy Child Programme (HCP) and has a requirement to use the Ages and Stages Questionnaire 3 (ASQ3) as the main assessment tool. The phased roll out of the EYDM was completed in April 2015 and is in place across the City for all babies born since this date. This includes:

- The Health Visitor staffing infrastructure;
- The Sure Start Core Purpose delivered using a place based approach with 14 Sure Start groupings;
- Developing integrated working arrangements involving health visitors, early years practitioners, outreach workers and wider health service colleagues including speech and language therapists and the Children and Parenting service, and;
- The first five stages of the eight stage assessment model in place across the city.

These 5 stages include:

- Stage 1 assessment; Health Visitor assessment antenatal visit from 28 weeks
- Stage 2 assessment; new birth visit at 10- 14 days

- Stage 3 assessment; two month Health Visitor visits making use of the evidence based Ages and Stages Questionnaire 3 (ASQ3) to focus on child development and a Maternal Mental Health Assessment. The maternal mental health assessment can be a separate visit.
- Stage 4 assessment ; nine months assessment currently offered by booked appointments and making use of the ASQ3
- Stage 5 assessment; 2 year review currently offered by booked appointments and making use of the ASQ3.

2.3 Stages 6, 7 and 8 make use of the ASQ3 and take place when the children reach 36, 48 and 60 months respectively. These assessments are nursery and school based. Assessment stage 6 has been adopted in 70 schools pending a wider scale up in 2018.

### **3.0 Use of the ASQ3 in the Model**

3.1 The ASQ3 is an evidence based parent-led assessment, the completion of which is supported and scored by professionals. Children and Families identified by the ASQ3 as requiring more targeted intervention are supported through access to an appropriate pathway including a Communication and Language pathway; a Parenting pathway and a Parent Infant Mental Health pathway. The pathways involve use of evidence based interventions targeted according to need.

### **4.0 The Sure Start Core Purpose**

4.1 The current model for the management of Early Years including the Early Years Delivery Model and the Sure Start Core Purpose is a mixed one. These two elements are delivered using a place based approach in 14 Sure Start groupings comprising 38 Sure Start Children Centre buildings, with 6 of these groups managed and organised on behalf of the Council by five public sector and voluntary organisations and 8 groups managed directly by the Council.

4.2 The Executive made a decision in October 2016 to reduce the overall number of designated Sure Start Children Centres by eight. Work is currently underway to de-designate these eight centres working to a timescale of transferring buildings to new providers between July and September 2018. Neighbouring schools for each of the centres have been approached to take the buildings on under a full repair and maintenance lease basis with no rental payment and an agreement to provide activity to support the school readiness of children under 5 and their families. Where local schools are unable to take on the responsibility for the building, it will be offered to other providers in the community under the same terms. Once this exercise is completed this will reduce the overall number of designated centres from 38 to 30.

4.3 Children Centre services that are currently delivered as part of the Early Years offer are set out below.

## **5.0 Child Development and School Readiness**

- Working in partnership with Manchester Adult Education Service and schools and, based on analysis of need, delivery of a range of targeted education programmes for adults and stay and play sessions for targeted children; and
- Targeted sessions using evidence-based interventions, including 'Chatterbox' and 'Babbling Babies', for those children who have identified speech and language needs.

## **6.0 Parent Aspirations and Parenting Skills**

- Courses for parents that build their confidence and self-esteem and support them into education, training or employment;
- Links with job centre plus to target parents who are actively seeking work but need some support to build their skills to open up employment opportunities; and
- A range of parenting courses, including delivery of the evidence-based Webster Stratton Parenting Programmes.

## **7.0 Child and Family Health Services**

- Targeted child and family health services to address issues such as obesity, smoking and dental health, based on local data and analysis of need; and
- Universal health services such as ante-natal clinics, Parent Craft, baby clinics and breastfeeding support groups.

## **8.0 Impact of the Early Years Delivery Model**

### **8.1 6-8 weeks - outcomes**

The table below outlines the reach of the developmental review at 6-8 weeks and the proportions of children developing typically or requiring targeted intervention.

Ages and Stages Questionnaire 3 (ASQ3) Stage 3: 6 to 8 weeks				
Reach of developmental reviews – Q4 data				
		<ul style="list-style-type: none"> <li>Visit to every baby between the age of 6-8wks to complete an Ages and Stages Questionnaire (ASQ) to assess development and identify needs.</li> <li>This additional GM contact was introduced across all teams from April 2015. It is completed as a Home Visit and is often but not always undertaken at the same visit as the Maternal Mental Health.</li> <li>Performance in Q4 is 81%. The Q1 data shown in the previous report has been revised to 82% (following HV service implementation of a full electronic record (EPR) in January 2018, this report has been reviewed to reflect more accurate cohorts of children)</li> </ul>		
ASQ developmental outcomes at 6-8 weeks Q4 data (01/04/2017-31/03/2018)				
		<p>The ASQ3 is an evidence based assessment completed by parents and supported by professionals. Results are scored and categorised as falling within black, grey or white areas for 5 aspects of learning. Children whose scores fall within the white area are considered to be developing typically. Grey indicates that development requires targeted attention and black indicates that further assessment and specialist attention is required. Children are categorised by their highest level of need in any area of learning. Of the children involved in the 12 months up to the end of Q4 it is estimated that at 6-8 weeks 76% of children show typical development in all areas of learning. 14% require targeted support and 10% specialist attention.</p>		
Developmental outcome by area of learning/domain				
Communication	Gross Motor	Fine Motor	Problem Solving	Personal Social
<p>The ASQ assesses children against the five areas of learning above; the charts above demonstrate the percentage of children scoring in the white, grey and black for each area of learning. As in the previous section white indicates developing typically, grey indicates targeted activity required and black indicates specialist attention required. The diagram above indicates that at 6-8 weeks the <b>need for support or intervention is lowest for fine motor skills</b> with 96% of children showing expected levels of development, 1% of children being categorised as in the black area indicating a need for specialist attention and 3% categorised as grey indicating targeted attention. <b>Need for support is greatest for personal social development</b> where 90% of children are assessed as showing expected levels of development, 2% requiring specialist attention and 8% requiring targeted attention. The ASQ assessment for PSD at this stage includes smiling, crying when hungry and watching own hands.</p>				

## 8.2 Developmental reviews at 9 months and 2 years

The table below outlines the reach of the developmental reviews 9 months and 2 years and the proportions of children developing typically or requiring targeted intervention. Unlike the 6-8 week assessment which takes place in the family home, this review is usually booked by appointment and takes place in clinics or other settings such as Children’s Centres. The graphs show that the reach for these 2 stages of assessment significantly reduces.

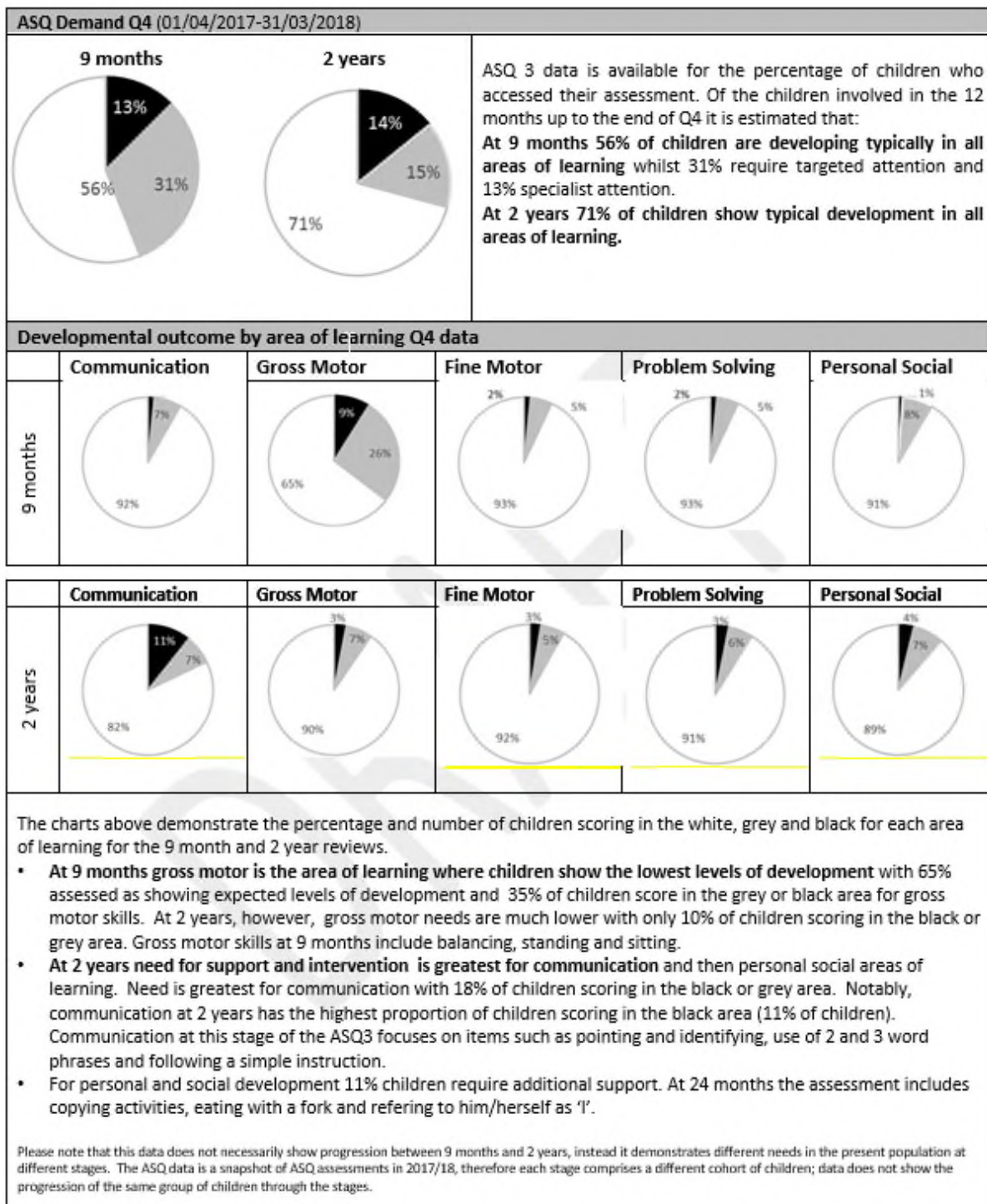
**Stages 4 and 5: 9 months and 2 years**

**Take up of developmental reviews – Q4 data**



- Performance in Q4 is 60% for 9 month reviews and 60% for 2 year reviews.
- HV Service Delivery Metrics for England are published by Public Health England on a quarterly basis; Q1 (April – June 2017) is the most recently published (Jan 18) and shows a small reduction in performance across all indicators for England. In Q1, 9 month review performance in England was 74.6%, in Manchester it was 65%. For 2 year reviews Q1 performance in England was 75.7%, in Manchester it was 60%.
- These contacts are delivered by appointment to all eligible children in a clinic or home setting and both include the completion of an Ages & Stages Questionnaire, data is now inputted directly into the EPR Clinical record
- Planned appointment schedules include the known telephone number and are shared with Early Years Outreach workers who ring families to remind them to attend appointments
- A missed appointment algorithm is implemented by the HV team, when children are not brought for an assessment
- The HV service will introduce the ASQ-Social and Emotional Assessment into this contact from September 2018 and is currently conducting pilot methods in 4 HV teams to determine best delivery,
- Performance in Manchester for both contacts is below the GM average and work is ongoing to trial different appointment systems, improve data quality and to understand barriers for attendance / take up





### 8.3 Next Steps:

- Action is being taken to improve the take up of the developmental review at 9 months and 2 years. Free dental and book packs will be integrated in to the assessment and linked to the Personal Social and Communication areas of development. In addition some areas have been selected to test home visits for these checks since November 2017. The good practice from health visitor teams achieving high rates of engagement is being shared and a communications campaign is underway. This will raise

awareness about the importance of the developmental checks at 9 months and 2 years.

- Targeted interventions to support parenting skills and speech and language development for children and families identified through the use of the ASQ3 assessment continue with increasing numbers of children and families accessing these interventions. Improving outcomes for communication and personal and social development is central to enabling children to have the best start.
- Work underway to de-designate 8 Children's Centres and ensure that a programme of activities for under 5s continues to be delivered from these buildings to continue.

## **9.0 Quality Childcare Provision**

9.1 The Council made a strategic decision to withdraw from being a general provider of day care in October 2011 and this was implemented over a 3 year period. Following completion of the procurement process the Council secured providers to run day care from 36 sites. The providers were set up on coterminous contracts which included a service specification and lease agreement. They are responsible for the maintenance, insurance and operational costs of the buildings.

9.2 The withdrawal strategy and procurement exercise made a significant contribution to the childcare offer in Manchester. The City has over 500 childcare providers operating in the childcare sector including approximately 434 registered childminders and 170 group day-care settings. Early years quality outcomes across the City are rising significantly and are at the highest they have been compared to previous years. 95% of Day Care settings and 94% of childminders that have been inspected are currently judged by Ofsted to be good or better this is an increase of 27% over 4 years.

9.3 In addition, the Early Years offer in Manchester operates through 132 Manchester schools which provide free part and full time places for the majority (94%) of 3 year olds.

80% eligible 2 year olds access a place in Early Years settings of which 97% take up their offer in a good or better setting.

9.4 This improving picture is supported through the work of the Council's Early Years Quality Assurance team who provide support and challenge to providers to enable them to improve quality. Providers work with this team using the City's Early Years Quality Assurance Framework to secure improvement and identify next steps for whole setting development. Outstanding providers provide peer support for weaker settings and the Quality Assurance team target settings judged Requires Improvement or Inadequate in order to accelerate improvement. A protocol governs sanctions applied to settings judged Inadequate. The process mirrors the school quality assurance process and is led by Senior School Quality Assurance officer and governed through the Education and Skills Quality Assurance Board and the Children's Board.

## **10.0 The Introduction of 30 Hours Free Childcare for Working Parents**

- 10.1 The Government's Free Early Education Entitlement policy provides funding for 15 hours of early education for a targeted group of two year olds and universal provision of funding for 15 hours for the early education of three and four year olds.
- 10.2 The Childcare Act 2016 introduced an additional entitlement of a further 15 hours of childcare support for working parents. The Act extended the entitlement to 30 hours free childcare over 38 weeks of the year for three and four year old children in families where all parents are working.
- 10.3 As with the current entitlement for two year olds and the 15 hour entitlement for all 3 year olds, the extension to 30 hours for those working parents who are eligible, can be accessed in schools, nursery schools, private, voluntary and independent settings, playgroups and childminders.
- 10.4 The way in which the entitlement is accessed depends on the family arrangement and arrangements within the provider school or setting. For example some parents require childcare to fit with their working or training needs. Some settings, such as childminders, offer greater flexibility outside traditional school hours and structures to meet these needs.
- 10.5 The child's entitlement to the funding for three and four year olds begins in the term following their third birthday. Eligible families were able to claim their entitlement to the additional hours of early education from 1st September 2017. The funding per place for the additional hours is approximately £830 per term.
- 10.6 An estimated 3,050 three and four year olds in Manchester are eligible for an additional 15 hours childcare from September 2017 (source: Department for Education 2017). In Summer Term 1960 children claimed their 30 hour offer. This is 64% of the estimated 3050 children who are eligible. Take up of the funding by families with an eligibility code is 92.5% in summer term reflecting the fact that many schools are claiming on behalf of their families. A communications campaign has been in place to promote the offer and increase applications, including dedicated sessions with schools to increase their participation.

## **11.0 The implications of the additional funded hours for Manchester Schools**

- 11.1 Historically the Council has supported the universal provision of full time equivalent places for three and four year olds in schools in the year before Reception. This has included an additional ten hours of early years education in schools on top of the universal 15 hour entitlement, bringing the entitlement up to a 25 hour full time equivalent place. Since September 2014, following agreement at the Schools Forum, the funding previously allocated for the additional 10 hours of full time early years places, was moved into the Schools Block funding to enable schools to have flexibility about how they use the

funds to meet need. The revised arrangement continued to provide the funding to schools through the main school budget for 5-11 year olds, giving individual schools the choice to continue to offer full time nursery places. The majority of Manchester's 132 primary schools therefore still choose to offer a full time nursery class place.

- 11.2 As schools become more aware of the process for accessing parents' eligibility codes and drawing down funding it is likely that rates of take up will improve and that the majority of funded places will continue to be in school nurseries. All 132 primary schools have now registered to claim childcare funding through the Headcount portal, although only 73 of these have submitted a claim in summer term. The additional hours funding is worth up to £2,500 per year per eligible pupil for schools.

## 12.0 Childcare settings

- 12.1 Although parents overwhelmingly choose to access their full time place in school where this is available, some parents prefer to take up their entitlement in childcare settings. Parents seek places in the private sector because of the flexibility offered by providers. This can better meet the needs of some working parents, particularly where a child is already settled in a setting. However, to date there has been no evidence that the 30 hours legislation has led to significantly more parents choosing to access their entitlement in the private sector.
- 12.2 Settings are very familiar with the claims process as they have been using a similar system to draw down funding for places for two year olds eligible for the childcare offer. The funding for the additional hours for three and four year olds will be a further funding stream for private providers.

## 13.0 Next Steps:

- Continue to promote the entitlement to schools, settings and parents to increase take up to maximise funding available in the City.

## 14.0 Outcomes for Children at End of Early Years Foundation Stage

- 14.1 All children at the age of 5 are assessed against Early Years Foundation Stage (EYFS) framework. There are 17 Early Learning Goals (ELGs) within the EYFS which are organised across 7 areas of learning. The 7 areas of learning include the three **prime** areas of:-

- Personal, social and emotional development;
  - Physical development and
  - Communication and language.
- and the 4 **specific** areas of
- o Literacy
  - o Mathematics
  - o Understanding the world
  - o Expressive arts and design

- 14.2 Each area of learning is made up of two or three Early Learning Goals (ELGs). These are set out in the table below:

Area of learning ( <b>prime in bold</b> )	Early Learning Goal (ELG)
<b>communication and language</b>	Listening and attention; understanding; Speaking
<b>physical development</b>	Moving and handling; health and self care
<b>personal, social and emotional development</b>	Self confidence and self awareness; managing feelings and behaviour; making relationships
literacy	Reading; writing
mathematics	Numbers; shape, space and measures
understanding the world	People and communities; the world; technology
expressive arts and design	Exploring and using media and materials; being imaginative

- 14.3 Children are assessed against the ELGs and judged to be at one of three levels; either an emerging, expected or exceeding level of development. Each level is given a point score. Emerging = 1 point, expected = 2 points and exceeding = 3 points. These point scores are referred to as average point scores (APS).
- 14.4 To achieve the national Good Level of Development (GLD) measure, children must achieve at least the expected level in the 8 ELGs within the prime areas of learning and also in literacy and mathematics. This is the national accountability measure for Early Years Foundation stage. Currently this is the most reliable way of measuring school readiness.

## 15.0 Headline Summary

- 15.1 From 2014 to 2017, the percentage of pupils achieving a Good Level of Development in Manchester has improved by 13% compared with 11% nationally.
- Outcomes at the end of the EYFS improved from 2016 by 3%. In 2016/17 66% of children achieved the expected Good Level of Development.
  - Attainment nationally increased by 2% last year. The difference between Manchester and national outcomes has therefore remained at 5% as nationally 71% of children achieved a GLD.
  - Results for the expected level of achievement in the individual learning goals were lowest in reading, writing and number; although improvements of 1%, 2% and 2% have been made respectively.
  - Nationally there is a clear inverse relationship between levels of deprivation in an area and percentage of children achieving GLD - when looking at levels of deprivation in Manchester GLD scores are close to national average for this cohort.
  - A higher percentage of children on free school meals achieve GLD than children on free school meals nationally and the gap between children on

FSM and non FSM children in Manchester is less than national and smallest across Greater Manchester.

- The gap between white children and those from minority ethnic groups is 2% nationally, 15 % in Greater Manchester but there is no discernible gap in Manchester.

### **16.0 Next Steps/Challenges for the EYFS:**

- Build on the experiences from 2016 to streamline and strengthen transition arrangements between PVI sector settings and schools.
- Ensure a comprehensive understanding of what aspects of the Good Level of Development measures need to be targeted and share this across all providers using expertise from the Teaching Schools. This work may form part of a bid for Strategic School Improvement funding in wave 3.

### **17.0 School Leadership of School Readiness**

- 17.1 Martenscroft Nursery School and Children's Centre manage and operate the Early Years Delivery model and Sure Start Core Purpose on behalf the Council in one of the 14 area groups. The same model is also operated and led by Collyhurst Nursery School and Children's Centre in another group elsewhere in the city. This example focuses on Martenscroft.
- 17.2 Martenscroft School acts as the lead school for Early Years in the areas of Martenscroft, Moss Side, Claremont and St Peters. There are 9 Primary Schools within this area of the City. Martenscroft is responsible for leading the delivery of all aspects of the Early Years Delivery Model and Sure Start Core Purpose across this neighbourhood area. This is set out in a specification and contract with the City Council. Services are run out of the three Sure Start Centres within the neighbourhood, and also utilise other community assets such as community centres, churches, school buildings and cultural venues such as the Manchester Art Gallery.
- 17.3 Martenscroft works with key community partners, orchestrating their work to ensure all children age 0-5 are seen and assessed at each stage of the EYDM and where appropriate offered targeted and evidence based interventions. This partnership includes early years providers, early years outreach workers, midwifery, health visiting, early help hubs, social work, schools, voluntary sector, faith groups, childcare providers, speech and language therapy, parenting services, adult education services, job centre plus, troubled families services and housing. The Group Advisory Board accounts for performance against outcomes set in the specification. Key groups are represented on the Advisory Group and are accountable for the impact of their service in the group. As group leader Martenscroft is accountable for outcomes across the group.
- 17.4 Martenscroft works with the Council's Early Years Quality Assurance team to improve the quality of childcare in their area.

- 17.5 It is possible to identify a number of benefits for school leadership based on the learning from the work carried out by both Martenscroft and Collyhurst nursery schools. Schools can operate the early years model in the context of a whole family approach. They act as anchor institutions within their communities for both families and other partners. They are trusted by parents, provide community support and facilitate the work of a range of outreach, statutory and voluntary partners in addition to their core function. This position enables them to influence service provision and unblock potential barriers more easily. Increasingly schools in the City have to take account of a population that is growing quickly and is more mobile and transient so they have to take a wider view of their traditional catchment areas and focus more on 'Manchester's children'.
- 17.6 School leadership of school readiness supports transition from settings to schools; involving parents and families in school facilitated stay and play sessions, school readiness courses and greater commonality in the development of transition arrangements and requirements across a neighbourhood group.
- 17.7 School head teachers and staff are part of wider professional networks that operate across age phases, school groups, districts and neighbourhoods. Their leadership brings early years issues to the remit of these networks. They are connected to the Local Authority and Council through Boards, briefings and city wide initiatives. This strengthens a shared vision with shared aims and priorities. In addition they have robust governance arrangements with capacity and expertise to hold providers and partners to account. Schools, particularly Primary Schools, are overwhelmingly judged to be Good or Outstanding and as such are beacons within the community.
- 17.8 Consequently, work is currently being developed to replicate this model of schools leading the delivery of the Early Years Delivery Model and Sure Start Core Purpose within 2 more areas of the City – Gorton and Cheetham Hill. Work to take this forward has been discussed and developed with Primary leaders who are very keen for it to be progressed. This will include the identified schools for each locality:
- Using funding provided in the form of current staffing and premises to manage and operate the Early Years Delivery model and Sure Start core purpose across the neighbourhood area
  - Orchestrating the EY model within the context of a whole family approach implementing the 8 stage model and develop stages 6,7 and 8
  - Strengthening the integrated working of teams – including those teams who are not managed directly (such as HV, SALT and CAPS) to ensure all children in the neighbourhood group age 0-4 are seen, assessed and, where need is identified, offered targeted and evidence based interventions.
  - Improving take up of ASQ3 checks where these fall below national averages
  - Working with Early help Hubs to strengthen links between Early Years and the Early Help suite of interventions on offer to whole families

- Working with PVI settings in the neighbourhood to improve quality and EYFS outcomes to diminish the difference in outcomes between Manchester and national averages
- Facilitating communication systems that enable regular and relevant communication between all partners so that all families are supported and accessing appropriate services and interventions.
- Chairing the governance of the place based locality model steering group holding partners to account for impact
- Developing and use a range of strategies to ensure that all stakeholders are involved in consultation, and that their view demonstrably feeds into the governance of provision to influence and shape service provision
- Tracking performance, outcomes and impact across the group.
- Being accountable to the Council for the submission of data and achievement of outcome

17.9 We are currently seeking informal expressions of interest from colleagues in Schools or Multi Academy Trusts in each of the two areas, who meet the above key characteristics and would be willing to work with the Council and partners to further develop this model. If schools are interested in leading these early years services, they have been invited to submit an informal expression of interest by the 25th June 2018.

Following submission of informal expressions of interest there will be a follow up visit to each school which will provide opportunities for further discussion and clarification on the process. Dependant on the number of schools/MATs that confirm a firm interest and meet the criteria, there may be a formal selection process in the form of a mini competition. It is envisaged that early adopter area schools will be awarded by Mid-September.

## **18.0 Strengthening the link between Early Help and Early Years**

18.1 The three Early Help Hubs in North, Central and South Manchester will need to have a close working relationship with primary schools in their role of leading the early years services in their neighbourhood. This will enable the services delivered through Early Help Hubs such as family support interventions and interventions for vulnerable adults to be connected to the targeted early years interventions on a case by case basis. This would produce bespoke packages of support for the whole family with one not multiple lead workers.

## **19.0 Next Steps**

- Identify a lead school within each of the two areas to provide leadership of the delivery of the Early Years Delivery Model and Sure Start Core purpose in that neighbourhood.
- Develop a programme of work to implement this by September 2018.
- Strategic leadership of Early Years to move from Education to align with leadership of Early Help from September 2018.



## 20.0 Conclusion

- 20.1 The full impact of the Early Years offer on Good Level of Development outcome will not be evident until at least 2020. This is because the model was rolled out to new borns in April 2015. These children will be 5 years old in 2020/2021. However, there are already many strengths within the current Early Years system:
- A high percentage of good or better early years provision through both the PVI sector and schools.
  - A good uptake of the 2 year old and 3 & 4 year old offer
  - City wide roll out of an integrated delivery model which provides a universal offer to all new borns.
  - Effective targeted pathways using evidence based interventions in place for children and families needing early help which are showing impact.
- 20.2 However, there are a number of challenges which remain which have been highlighted in this paper and for many of these there are actions in place to mitigate. Bringing Early Years closer to the offer in Primary School through leadership of the service at a local level will also address some of these challenges including a more integrated offer of early help for families who need it as well as ultimately improving transition to school.
- 20.3 It is essential that the implementation of the Early Years Delivery Model is secured for the long term. Improving school readiness could have a major impact on demand for public services in the short, medium and long term. Cost-benefit analysis of the GM Early Years Delivery Model showed that there are significant fiscal benefits in the first five years as more parents of young children are supported back to work and that there are very large fiscal and economic benefits after 10-15 years as the children who have been supported enter the labour market and are likely to attract higher wages and be more productive.
- 20.4 Although the integration of Early Years with Early Help at a strategic level will ensure more effective use of resources particularly by bringing together the commissioning of targeted interventions, there is a requirement to take £1m of saving in 18/19 from Early Years and Early Help. There is also a need to consider what resources Primary Schools will need to take on the leadership of the Early Years Delivery Model. Schools will need some resources particularly in light of the funding challenges they are facing. There is therefore a need to work through how the required savings can be made without closing down the opportunity for Primary Schools to take on this role.

### Appendix 1 Current and Revised Early Years Groups

New LCO Area	Ward	Setting (SSCC)	Old Group
1	CHEETHAM	Woodville SSCC	1
	CRUMPSALL	Crumpsall SSCC	1
	CHEETHAM	<b>Cheetham Park SSCC *</b>	1
2	HARPURHEY	Harpurhey SSCC	5
	HIGHER BLACKLEY	Higher Blackley SSCC	2
	CHARLESTOWN	Charlestown SSCC	2
3	MILES PLATTING & NEWTON HEATH	Collyhurst Nursery School & SSCC	5
	MILES PLATTING & NEWTON HEATH	Newton Heath SSCC	4
	MOSTON	Moston SSCC	5
	CITY CENTRE	(see LCO8 - Martenscroft)	14
	MOSTON	<b>Broadhurst Park SSCC *</b>	5
4	ANCOATS & CLAYTON	Clayton SSCC Campus	3
	ANCOATS & CLAYTON	Miles Platting & Ancoats SSCC	4
	BRADFORD	Ashbury Meadow SSCC	3
	BRADFORD	<b>St Clements SSCC *</b>	3
5	LONGSIGHT	Longsight SSCC	7
	ARDWICK	Ardwick SSCC	7
6	FALLOWFIELD	Fallowfield SSCC	8
	WHALLEY RANGE	Whalley Range SSCC	6
7	GORTON SOUTH	Gorton South (Sacred Heart) SSCC	13
	GORTON NORTH	Gorton South (Mount Road) SSCC	13
	GORTON NORTH	Gorton North (St James) SSCC	13
	LEVENSHULME	Levenshulme SSCC	9
8	HULME	Martenscroft Nursery School & SSCC	14
	MOSS SIDE	Moss Side SSCC	14
	RUSHOLME	Rusholme SSCC	8
	CITY CENTRE	St Peters (City Centre Catchment) - LCO3 to stay with Martenscroft LCO8	14
	MOSS SIDE	<b>Claremont SSCC *</b>	14
9	OLD MOAT	Old Moat SSCC	10
	WITHINGTON	LSOA's aligned to Wdidsbury/ Didsbury Park	
10	BURNAGE	Burnage SSCC	9
	CHORLTON PARK	Chorlton Park (Darley Avenue) SSCC	6
	CHORLTON	<b>Chorlton (Neil Lane) SSCC *</b>	6

<b>New LCO Area</b>	<b>Ward</b>	<b>Setting (SSCC)</b>	<b>Old Group</b>
	DIDSBURY EAST	<b>Didsbury Park (East) SSCC *</b>	10
	DIDSBURY WEST	<b>Didsbury West SSCC *</b>	10
<b>11</b>	WOODHOUSE PARK	Woodhouse Park SSCC	12
	BAGULEY	Baguley SSCC	11
	SHARSTON	Sharston SSCC	12
<b>12</b>	NORTHENDEN	Benchill (Lyndene) SSCC	12
	NORTHENDEN	Sale Road SSCC	11
	BROOKLANDS	<b>Brooklands SSCC *</b>	11