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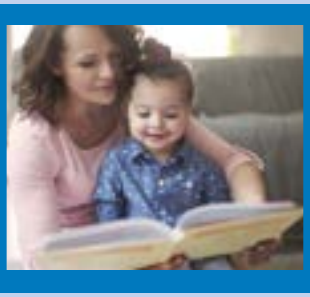
Early Years Outcomes Framework



Early Years Outcomes Framework

Audience

The Early Years Outcomes Framework is aimed at everyone who leads, commissions and delivers services for children and families from pregnancy up to age seven (the end of Foundation Phase) in Wales. This includes midwives, health visitors, school nurses, childcare workers, play workers, teachers, teaching assistants, social workers, doctors, dentists, regional consortia, local authorities, local health boards (LHBs) and health trusts as well as government and national partners.

Overview

In *Building a Brighter Future: Early Years and Childcare Plan* (2013) the Welsh Government made a commitment to develop and consult on an Early Years Outcomes Framework. Following public consultation this document sets out the final version of the framework which will be used to help Welsh Government understand the extent to which our policies and programmes are making an impact. It is also the intention that the framework will be used by a wide range of organisations across the early years sector in Wales to support them in improving the quality and outcomes of their services.

Further information

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Additional copies

This document can be accessed from the Welsh Government's website at www.gov.wales

Related documents

Building a Brighter Future: Early Years and Childcare Plan (2013)
www.gov.wales/topics/educationandskills/earlyyearshome/building-a-brighter-future-early-years-and-childcare-plan/?lang=en

Early Years Partnership Board
www.gov.wales/topics/educationandskills/earlyyearshome/early-years-partnership-board/?lang=en

Early Years Outcomes Framework consultation documents
www.gov.wales/consultations/education/early-years-outcomes-framework/?lang=en

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Introduction

Background

Building a Brighter Future: Early Years and Childcare Plan (the plan) was published in July 2013. The plan brought together all the different policies and programmes that impact on children in the early years from education to health, to parenting and the home environment to how we measure progress, for the first time. The plan defines early years as the period of life from pre-birth to the end of Foundation Phase, or 0 to 7 years of age. The plan set out action and activity for delivery over the 10 years following its launch in 2013.

When the plan was published it was recognised that delivering the ambitions in the plan will require everyone who leads, commissions and delivers services for children and families to work more closely together to improve the life chances and outcomes of all children in Wales.

The plan also committed the Welsh Government to develop and consult on an Early Years Outcomes Framework (the framework). This was on the basis that the plan:

"set out an ambitious and stretching programme for change. Effective delivery will require partners at national, regional and local level to work more closely together, have clarity about organisational and individual roles and responsibilities, and balance available resources with the need to achieve shared outcomes."

Building a Brighter Future: Early Years and Childcare Plan (page 51, 2013)

What we want to achieve

Setting out the outcomes that we want to achieve for all children in the early years in Wales focuses us on what it is we are all working towards. Everyone should be able to see the contribution that they are making to influencing these outcomes. Not one single policy or programme will change the outcomes, but the combined efforts of everyone across the sector.

The framework has been designed to:

- provide a framework which will support the coordination of the work of different departments and key stakeholders in relation to early years
- ensure Welsh Government's early years policies and programmes are making a positive difference
- help identify where further improvement is needed, and where Welsh Government will need to prioritise in the short-term, medium-term and long-term
- help individuals across the sector, at different levels, understand the contribution they are making to achieving the outcomes
- support planning and evaluation locally.

Through supporting such activities, it is the intention that the framework will generate improved outcomes for children in the early years in Wales, which in turn will influence the outcomes throughout their lives.

Collaboration

We recognise that, in order for the framework to fulfil its purpose, we need continued commitment and buy-in from all relevant stakeholders. To date, the development of the framework has been overseen by the Early Years Partnership Board. This was first established in January 2014 and is jointly chaired by the Minister for Education and Skills and the Minister for Communities and Tackling Poverty. Membership includes representatives from local government, health, education, academia and the third sector (see Annex A).

A draft of the framework was discussed at three stakeholder workshops across Wales in June 2014. The feedback from these workshops and further input from the Early Years Partnership Board informed a proposed framework that went to public consultation between October 2014 and January 2015. In addition a youth-friendly document was published through Pupil Voice Wales which sought to test whether the proposed outcomes in the framework were the most important outcomes to children.

Where are we now?

The main themes that emerged through the consultation were considered by the Early Years Partnership Board in April 2015 and the framework has been updated as a result.

The data outlined in the framework has been collated and presented in Annex B of *Building a Brighter Future: Early Years and Childcare Plan – Progress report 2014–15* (2015). This will provide the baseline for future years. Data will be presented on an annual basis. This will be discussed by the appropriate teams across the Welsh Government as described in the section 'How will the framework be used and when?' (page 16).

This document presents the final version of the framework. Annex C outlines some of the other frameworks/initiatives that are in place or in train that have an impact on early years. The framework will be very much a live 'working document', reviewed and refreshed in order to incorporate new, relevant data as it becomes available and reflect developing policy. The Early Years Partnership Board undertakes this role.

All children in the early years (0–7):

Due regard for the United Nations Convention on the Rights of the Child (UNCRC)

are and feel safe	are cared for, supported and valued	are resilient, capable and coping	are healthy	learn and develop	do not live in and are not disadvantaged by poverty
Aims					
		Achieve developmental milestones between 2–3 years of age and attainment milestones at 7 years of age			
	Achieve at least 95% uptake in all scheduled childhood immunisation programmes (except seasonal flu) to ensure population immunity			Improve the overall attainment levels of all children in Wales	
That all women experience safe and positive pregnancies and childbirth that result in the birth of more healthy babies				To narrow the attainment gap at the end of Foundation Phase between those eligible for free school meals (eFSM) and those not eligible by 10% by 2017	
Services are accessible and available which meet parents'/carers', families' and children's needs					
	To encourage and support the use of the Welsh language and increase the provision of Welsh-medium activities for children in the early years and their families			Increase the proportion of 7 year olds achieving outcome 5 or above at the end of Foundation Phase	
Continue to improve opportunities for all children to play in safety					
Population indicators					
➤ Number of infant (first year of life) deaths ➤ Number of child deaths (1–4 year olds) ➤ Percentage of homeless households which include dependent children ➤ Percentage of 0–7 year old Welsh residents presenting at A&E departments having had accidental injuries in the home **[Data Development]**	➤ Rate of Children in Need in Wales (0–7) ➤ Rate of Children in Need in Wales on the Child Protection Register (0–7)	➤ Percentage of 7 year olds that achieve Foundation Phase Outcome 5 or above in Personal and Social Development, Well-being and Cultural Diversity ➤ Percentage of children reaching or exceeding their developmental milestones between ages 2–3 (also applicable under 'learn and develop') **[Data Development]**	➤ Percentage of singleton live births with low birth weight (<2500g) ➤ Percentage of 4 year olds up to date with routine immunisations ➤ Percentage of 4/5 year olds who are a healthy weight ➤ Dental caries at age 5	➤ Developmental progress of children between ages 4–5 **[Data Development]** ➤ Percentage of 7 year olds that achieve Foundation Phase Outcome 5 or above in English/Welsh Language, Literacy and Communication Skills ➤ Percentage of 7 year olds that achieve Foundation Phase Outcome 5 or above in Mathematical Development ➤ Attendance rates for Years 1 and 2	➤ Percentage of 0–4 year olds living in households in receipt of income-related benefits, or tax credits with income less than 60% of the Wales median **[Data Development]** ➤ Percentage of children eligible for free school meals (eFSM) achieving Outcome 5 or above in the Foundation Phase Indicator (FPI) compared to children not eligible for free school meals (non-eFSM)
Examples of performance/quality of service measures					
➤ Percentage of all local housing authorities and housing associations that meet the Welsh Housing Quality Standard ➤ Percentage of parents/carers that agree with the statement for the quality of the local area 'safe for children to play' (according to National Survey, by local authority)	➤ Percentage of eligible children taking up Flying Start childcare and who are registered and started in a Flying Start setting ➤ Percentage of non-maintained settings and primary schools that are awarded good or better judgements for care, support and guidance in Estyn inspections annually	➤ Percentage of mothers breastfeeding at 10 days and up to 6 months ➤ Percentage of pre-school settings inspected reported with good or better judgements for Quality of Life in CSSIW inspections **[Data Development]**	➤ Percentage of schools achieving the Welsh Network of Healthy School Schemes (WNHSS) National Quality Award ➤ Percentage of mothers that gave up smoking during pregnancy (measured at 36–38 weeks or at onset of labour) **[Data Development]** ➤ Percentage of mothers who gain no more than the recommended weight during pregnancy **[Data Development]**	➤ Percentage of Flying Start children reaching or exceeding their developmental milestones at 2 and 3 years ➤ Percentage of non-maintained settings and primary schools that are awarded good or better judgements for standards of achievement in Estyn inspections annually	➤ Percentage of children living in areas benefitting from Flying Start who are fully immunised by age 4 ➤ Percentage of children benefitting from Flying Start services

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What is an outcomes framework?

The Early Years Outcomes Framework has been developed using a Results-Based Accountability (RBA) approach. RBA can help us get better at planning and delivering public services so that they enhance the lives of citizens. Mark Friedman (*Trying Hard Is Not Good Enough*, Trafford Publishing, 2005) describes RBA as a disciplined way of thinking and taking action that can be used to improve the quality of life in communities and also the performance of programmes and services.

RBA draws a distinction between population outcomes and service performance (the difference that services make for their customers). It gets us to separate this out, be clear about what success looks like for each of these levels and then put it back together again. We can then examine the things that we are doing (programmes and projects and the services being delivered) in the context of the things that we are trying to change/improve, i.e. outcomes. This clarifies accountability – there is collective accountability around outcomes and direct accountability around service delivery.

What outcomes will the framework measure?

A number of discussions have been held with stakeholders across the early years sector about what are the most important quality of life conditions that we want for all 0–7 years olds in Wales. Related frameworks and initiatives have also been reviewed. As a result of these discussions, the mapping exercise and the public consultation, the early years outcomes for Wales are as follows.

All children in the early years:

- are and feel safe
- are cared for, supported and valued
- are resilient, capable and coping
- are healthy
- learn and develop
- do not live in and are not disadvantaged by poverty[1].

Through the delivery of all services in Wales for children and families there must be due regard for the United Nations Convention on the Rights of the Child (UNCRC). Children should be aware that they have many rights that they can rely upon, and also that they

[1] By 'poverty', we mean a long-term state of not having sufficient resources to afford food, reasonable living conditions or amenities, or to participate in activities (such as access to attractive neighbourhoods and open spaces) which are taken for granted by others in their society.

have the right to get involved and have their voices heard when decisions are made which affect their lives. The fulfilment of children's happiness and well-being is at the heart of this framework.

Aims

A number of aims have been added beneath the outcomes. These are our overarching priority targets which span a number of outcomes. The purpose of these is to clarify and quantify what we want to achieve. It is recognised that indicators and measures can contribute to multiple outcomes. The aims have therefore been added to capture this effectively.

Population indicators

For each outcome there are a number of 'population' indicators that reflect the extent to which the outcome is being achieved. Friedman recommends that indicators should communicate well, tell us something of central importance about the outcome and have good data. We have therefore focused on specific indicators and kept to a short list.

We also have a data development agenda as described in the next section. This is where new or improved data is needed.

Performance measures

A performance measure is measurable information which helps quantify if a service works. This prompts the following questions.

- How much did we do?
- How well did we do it?
- Is anyone better off as a result?

As the framework is relevant to everyone in the early years, childcare and play sector but performance measures are specific to individual organisations and/or services, we have just included examples of performance measures that could be used. These will not be applicable to everyone and are for illustrative purposes only. It is for organisations to determine the most relevant performance measures for them, unless already agreed through a specific Welsh Government programme, such as Flying Start.

Context and data development

Annex C maps the proposed outcomes against relevant, existing frameworks and/or related initiatives that also impact on the early years.

The framework has been developed in parallel with a number of other developments that could impact on the indicators and/or measures included in the framework. The framework will very much be a live 'working document' reviewed and refreshed in order to incorporate new, relevant data as it becomes available, particularly as related policies are changed and developed. Some of the main developments that are likely to have an impact in the next year are detailed below.

Data Development

The Early Years Development and Assessment Framework

In *Building a Brighter Future: Early Years and Childcare Plan* we stated that we would work towards a more coherent system of assessing, tracking and monitoring the development and progress of children in the early years. The Early Years Development and Assessment Framework (EYDAF) is being developed which will provide a single overarching assessment framework for children from birth to seven years old and a suite of linked assessment tools that can be used to chart children's progress.

Part of the EYDAF is the development of an assessment tool which can be used throughout the Foundation Phase – the Foundation Phase Profile (the profile)[2]. This will introduce a national, consistent and statutory baseline assessment during a child's Reception year.

The profile summatively assesses children's skills using observations and formative assessments to produce outcomes expressed in four Areas of Learning. These are:

- Language, Literacy and Communication Skills (revised from September 2015 to incorporate the literacy component of the National Literacy and Numeracy Framework (LNF))
- Mathematical Development (revised from September 2015 to incorporate the numeracy component of the National Literacy and Numeracy Framework (LNF))
- Personal and Social Development, Well-being and Cultural Diversity
- Physical Development.

The other strand of the EYDAF that will need to be monitored is the Healthy Child Wales Programme. This sets a nationally consistent strategic direction, for health boards in Wales, for the delivery of early intervention health services from birth to age seven.

[2] www.gov.wales/topics/educationandskills/earlyyearshome/foundation-phase/foundation-phase-profile/?lang=en

The Healthy Child Wales Programme will be accompanied by more consistent, Wales-wide data on screening and developmental checks allowing better liaison with education services, and improved monitoring of population outcomes.

Care and Social Services Inspectorate Wales (CSSIW) and Estyn joint inspection framework

We have considered the recommendations of the report *An independent stocktake of the Foundation Phase in Wales* and the *Independent review of childcare and early education registration, regulation and inspection*, both published in 2014 by the Welsh Government. These reports include proposals for the development of joint or unified inspection processes across early years settings which will drive improvements in the care, learning and well-being outcomes for children.

The Care and Social Services Inspectorate Wales (CSSIW) and Estyn are developing a joint inspection framework (with judgements) for non-maintained settings that are also eligible for education funding (Foundation Phase). The themes of the inspection framework concentrate on the well-being outcomes for the child and the impact the service and professionals contribute to the child's development and learning. The framework will be piloted from September 2015 and implemented a year later following public consultation. This will provide data on the quality of childcare and teaching.

Data Development	
Population indicators	
Percentage of children reaching or exceeding their developmental milestones between ages 2–3	Data is currently only available for Flying Start children. The development of an Early Years Development and Assessment Framework (EYDAF) and the Healthy Child Wales Programme will facilitate the collection of data for all children.
Developmental progress of children between ages 4–5	The Foundation Phase Profile is being introduced on a statutory basis in September 2015. This will introduce a national, consistent and statutory baseline assessment during a child's Reception year. Appropriate wording for the indicator will be agreed in the coming months and the Early Years Outcomes Framework will be updated.

Percentage of 0–7 year old Welsh residents presenting at A&E departments having had accidental injuries in the home	EDDS (Emergency Department Data Set) is a patient level database that is managed by NHS Wales Informatics Services. Detailed breakdowns can be requested from them. However, the data quality for some data items is poor and needs to be further developed for this to be a robust indicator in the Early Years Outcomes Framework.
Percentage of 0–4 year olds living in households in receipt of income-related benefits, or tax credits with income less than 60% of the Wales median	This data has been requested.
Performance measures	
Percentage of pre-school settings inspected reported with good or better judgements for quality of life in CSSIW inspections	As stated previously, this will be considered as part of the Estyn and CSSIW joint inspection framework.

The wider context

There are a number of other developments taking place in Wales which will need to be monitored as they may impact on some of the indicators that have been included in the framework.

Updates on policy developments relating specifically to early years can be found in the recently published – *Building a Brighter Future: Early Years and Childcare Plan – Progress report 2014–15*.

Development	Brief details
The Well-Being of Future Generations (Wales) Act	In April 2015 The Well-Being of Future Generations (Wales) Act became law. The Act is about improving the social, economic, environmental and cultural well-being of Wales, now and in the future. The Act places new requirements on the Welsh Government along with 43 other specified public bodies across Wales to think more about the long term, work better with people and communities and each other, look to prevent problems and take a more joined-up approach. This will help create the Wales that we all want to live in, now and in the future. To make sure we are all working towards the same vision, the Act puts in place seven well-being goals for Wales. These are for: • a prosperous Wales • a resilient Wales • a healthier Wales • a more equal Wales • a Wales of cohesive communities • a Wales of vibrant culture and thriving Welsh language • a globally responsible Wales. In the language of RBA (as highlighted earlier) these are population outcomes for Wales as a whole. Welsh Ministers are currently preparing a set of national indicators (population). These will help us know whether we are making progress towards achieving the well-being goals at an all Wales level. The indicators that have been agreed for the Early Years Outcomes Framework are being considered as the national indicators are developed and being aligned where possible. The national indicators are due to be consulted on in autumn 2015.

Changes to the curriculum in Wales	In October 2013 the Minister for Education and Skills launched the review of curriculum and assessment arrangements in Wales. During Phase 1 of that review final revised versions of the Areas of Learning, for Language, Literacy and Communication Skills, and Mathematical Development, and programmes of study, for English, Welsh (first language) and mathematics, were published in autumn 2014, following a period of public consultation. These will become statutory from September 2015. The revised models will support and strengthen our work in ensuring that literacy and numeracy are embedded across the curriculum and have been designed as an inclusive continuum of learning. Phase 2 of the review began in March 2014 when Professor Graham Donaldson was appointed to lead an independent and wide-reaching review of the curriculum and assessment arrangements in Wales. He was commissioned to articulate a clear, coherent vision for assessment and the curriculum in Wales from Foundation Phase to Key Stage 4. In February 2015 Professor Donaldson published his independent review report – *Successful Futures: Independent Review of the Curriculum and Assessment Arrangements in Wales*[3] – the product of extensive research and stakeholder engagement. The report identifies some very real strengths in Wales which we can build on, including the Foundation Phase. However, the report also identifies the shortcomings in our current arrangements which are rooted in the national curriculum of 1988. Professor Donaldson has put forward 68 recommendations which challenge us to rethink the approach to the curriculum and to focus on four purposes of education. His recommendations are not about adjustment; they require us to rebuild our curriculum from the foundations up. His report provides us with the foundations for a twenty-first century curriculum shaped by the very latest, international thinking on curriculum change. But what we lay on top of that solid platform will be very much down to us. Following a positive response to *Successful Futures*, the Minister for Education and Skills accepted all 68 recommendations put forward by Professor Donaldson. A plan will be developed over the summer and published in the autumn detailing how Professor Donaldson's recommendations will be taken forward.

[3] www.gov.wales/topics/educationandskills/schoolshome/curriculuminwales/reform/successful-futures/?lang=en

	There are a number of indicators in the Early Years Outcomes Framework that measure children's achievement in the Foundation Phase. These will need to be continually reviewed as Donaldson's recommendations are implemented.
The Public Health Wales Reproductive and Early Years Surveillance Tool	In order to collate relevant health data from diverse sources and to use the data to identify trends, Public Health Wales has developed an all Wales centrally coordinated Reproductive and Early Years Surveillance Tool (REYST). Through consultation with stakeholders a number of 'indicators'[4] have been agreed. The technical feasibility of extracting information from maternity systems to a central database to allow for regular analysis and reporting at health board and local authority level has been explored. The REYST is due to be published in November 2015. Aneurin Bevan Health Board piloted a child health surveillance system called Plentyn Gwent Child. This aimed to develop a holistic child surveillance system that utilises data from the health board, local government and other agencies. The information collated through Plentyn Gwent Child will enable a baseline report on child indicators to be produced for each of the five local government areas and the Public Health and Partnerships Committee, Aneurin Bevan Health Board. The REYST will contain early years indicators based on those developed in the Plentyn Gwent Child pilot. The wording of the 'indicators' that will be used for the REYST have been amended in order to align with the Early Years Outcomes Framework. As the development of the REYST will support health boards and local authorities analyse data it is hoped that it will also support the use of the Early Years Outcomes Framework.

[4] Public Health Wales use the term 'indicators' for their purposes. However, in the case of the Early Years Outcomes Framework many of these 'indicators' would be classed as 'performance measures' – measurable information that helps to quantify if a service etc. works. For example, the percentage of women breastfeeding at eight weeks following birth could be used by health boards to measure whether specific interventions that have been put in place to improve the levels of breastfeeding in their area have had an impact.

Welfare Reform	With the UK Coalition Government's changes to the welfare system, as part of the Welfare Reform Act 2012, there is an increased responsibility on the claimant to actively prepare for and subsequently obtain employment. As Universal Credit expands to families in other areas of Wales outside of Shotton, anticipated from May 2016 on current Department for Work and Pensions (DWP) planning assumptions, increased numbers of families will be affected by the introduction of the benefit. Support for childcare within Universal Credit will be provided as an additional cost element which is subject to an earnings taper. The main changes to childcare support available under Universal Credit mean that families will be eligible for support, known as the childcare cost element, regardless of the number of hours they work as the hours rule does not apply. Under Universal Credit, 70 per cent of actual paid-out childcare costs can be claimed up to a maximum of £532 a month for one child, and £912 for two or more children. From April 2016, the proportion will rise to 85 per cent (again subject to a cap). The DWP will make Budgeting Advances available under Universal Credit to cover upfront childcare costs for claimants who have a confirmed job offer. The UK Government recently announced further welfare benefit changes as part of their Summer Budget 2015 and the Welfare Reform and Work Bill. One change includes extending Universal Credit parent conditionality, which means parents will be expected to prepare for work when their youngest child turns two, and to look for work when their youngest child turns three (instead of five). The DWP, subject to the Bill receiving Royal Assent, would introduce this change from April 2017. We will continue to consider the impact of welfare reforms in Wales and their implications for the set of indicators underpinning the Early Years Outcomes Framework.

The Early Years Outcomes Framework has been designed to include what is in place at the moment. It may be that the developments outlined above will bring about indicators that are better than those that we currently have as well as performance measures to be used at local level. As noted, the framework will be continually reviewed and refreshed to incorporate such developments.

It should also be highlighted that the Welsh Government's *Tackling Poverty Action Plan*[5] (2012) and *Child Poverty Strategy*[6] (2015) are very much linked to *Building a Brighter Future: Early Years and Childcare Plan*. The key indicator which has been used to measure child poverty in Wales is the percentage of children living in households in receipt of income-related benefits, or tax credits with income less than 60 per cent of the Wales median. This is reflected in framework.

It is important to note, however, that the Welsh Government has consistently used a wider set of indicators to measure the outcomes of low-income households. In addition to the household income measure, the set of indicators originally published in the *Tackling Poverty Action Plan* and the 2015 *Child Poverty Strategy* continue to be used. These indicators reflect the policy levers available to the Welsh Government and are focused on education, health, housing, worklessness and skills. In early July 2015, the UK Government stepped away from its target to eradicate child poverty by 2020 and confirmed that the percentage of children living in households below 60 per cent of the median UK household income will no longer be used to measure progress. In a Written Statement issued on 13 July, the Welsh Government confirmed it would be maintaining its ambition to eradicate child poverty by 2020, as set out in the 2015 Child Poverty Strategy. The Written Statement also confirmed the Welsh Government would continue to use the relative income measure for child poverty, as well as the wider set of indicators to measure progress.

There is also a strong link between the framework and the Welsh Government's *Together for Mental Health: A Strategy for Mental Health and Wellbeing in Wales* (2012)[7]. The early years outcome for Wales that 'all children in the early years are healthy' encompasses emotional and mental health as well as physical health. This should be reflected through performance measures, where possible.

[5] www.gov.wales/topics/people-and-communities/tackling-poverty/taking-forward-tackling-poverty-action-plan/?lang=en
[6] www.gov.wales/topics/people-and-communities/people/children-and-young-people/child-poverty/?lang=en
[7] www.gov.wales/topics/health/nhswales/healthservice/mental-health-services/strategy/?lang=en

How will the framework be used and when?

Building a Brighter Future: Early Years and Childcare Plan was launched in July 2013. We review the progress made against the plan on an annual basis and in 2016 we will carry out a full review of the programme. The Early Years Outcomes Framework will be used to support this annual reporting cycle.

In July 2015 the data outlined in the framework was collated and presented against the outcomes (Annex B). This provides us with a national picture of how we are having an impact on the early years. Where possible, the data will provide the baseline for the coming years.

The data collected will be used for 'Turn the curve'[8] workshops. Policy teams across the Welsh Government will review the data and consider the following questions.

- Where are we now?
- Have things been getting better or worse over the last few years?
- What is the story behind the curve?
- Why does the baseline look the way it does?
- What are the causes?
- What improvements do we want to see over the duration of the Early Years and Childcare Plan (up to 2023)?
- What policies and programmes are in place to support these improvements?
- Who are the partners that can contribute to making a difference to this curve?
- What can they do to help turn the curve?

The ways in which partners can contribute and provide challenge to this review process will be further considered. The report cards of these discussions will be reviewed by the Early Years and Childcare Programme Board, who are responsible for the ongoing monitoring and scrutiny of the delivery of the actions in the plan. An example report card can be found at Annex D.

Service providers should also use the data collected to drive improvements. This already takes place in a number of organisations. An example of a RBA scorecard that is used by the Flying Start team in Cardiff Council can be found at Annex E. The data sources for each indicator are included in Annex B. This allows stakeholders to break down the data as appropriate, e.g. by geographical area.

[8] *Trying Hard Is Not Enough* by Mark Friedman (Trafford Publishing, 2005)

The framework has been designed to provide each organisation across the early years sector with a line of sight between what they are doing and how their actions contribute to a particular outcome.

It is the intention that the Early Years Partnership Board will also be developing a number of case studies which will be published on the Welsh Government's website. These will demonstrate how the framework can be used by different organisations across the sector.

How will we know if the framework is making a difference?

In order for the framework to be effective there needs to be clarity in terms of accountability and scrutiny. The Early Years Partnership Board supports Ministers in advising and overseeing the implementation and ongoing review of the framework. This involves consideration that the:

- production, management and presentation of the data meets the requirements of the Welsh Government, public services and the service users
- indicators in the framework provide meaningful, relevant and timely information
- framework continues to align with other relevant outcomes frameworks and initiatives
- framework is driving improvements at national and local levels
- Welsh Government is supporting effective implementation of the framework.

Annex A: Early Years Partnership Board Terms of Reference

Early Years Partnership Board
Terms of Reference – April 2015

Role

1. The aim of the Early Years Partnership Board is to advise the Minster for Education and Skills and Minister for Communities and Tackling Poverty on approaches to take the early years and childcare agenda forward, at pace, in order to deliver key elements of *Building a Brighter Future: Early Years and Childcare Plan*.

2. Partnership Board members will work in partnership on specific high level actions in a way that supports co-production/co-construction of solutions/ideas. They will provide clear, realistic, evidence-based advice and recommendations to Ministers on how to achieve the ambition and vision set out in the plan:

   Our ambition is for Wales to be the best place for children to grow up and our vision is to create a Wales of the future which is a fairer society, where every person, regardless of circumstance, is able to make the most of their abilities and contribute positively to the community that they live in.

3. The Partnership Board will be jointly chaired by the Minister for Education and Skills and Minister for Communities and Tackling Poverty.

4. The Partnership Board supports the Minsters by:

   - Drawing on their extensive knowledge and expertise, advising on and overseeing the delivery of key products of the Plan such as the Early Years Outcomes Framework
   - Working collaboratively and co-productively to take the early years and childcare agenda forward
   - Committing to owning and taking responsibility for delivering on this agenda, alongside Welsh Government
   - Forming ideas and solutions to help turn policy into effective practice
   - Providing constructive challenge to and scrutiny of the programme's emerging policies and proposals
   - Endorsing the remit of its task and finish groups and maintaining oversight of their activities.

Modes of operation

5. The Partnership Board will normally convene every 3 months, but the frequency may be varied at the discretion of the Chairs.
6. Where appropriate, the Partnership Board can establish task and finish groups to take forward specific strands of work that need collective action.
7. Partnership Board members should give priority to attending Partnership Board meetings. Deputies are not permitted.

Membership

- Huw Lewis AM, Minister for Education and Skills (Co-chair)
- Lesley Griffiths AM, Minister for Communities and Tackling Poverty (Co-chair)

External members

- Julie Bishop, Public Health Wales
- Kate Chamberlain, Healthcare Inspectorate Wales
- Cllr Huw David, Bridgend Local Authority
- David Egan, University of Wales Trinity St David
- Cllr Bobby Feeley, Denbighshire Local Authority
- Karen Graham, Glyndŵr University
- Angela Jardine, Education Workforce Council
- Meilyr Rowlands, Estyn
- Roberta Hayes, Care Council for Wales
- Cllr Wyn Ellis Jones, Conwy Local Authority
- Dona Lewis, Mudiad Meithrin, representing Cwlwm
- Denise Llewellyn, Aneurin Bevan University Health Board
- Gareth Morgans, Carmarthenshire County Council
- Shantini Paranjothy, Cardiff University
- Mair Parry, Betsi Cadwaladr University Health Board
- Richard Quirke, Cwm Taf University Health Board
- Imelda Richardson, Care and Social Services Inspectorate Wales

- Dean Taylor, NAHT Cymru
- Sandra Welsby, NDNA Cymru, representing Cwlwm
- Catriona Williams, Children in Wales
- Tony Young, Cardiff Council, representing ADSS

Welsh Government

- Graham Davies, Early Years
- Ruth Hussey, Chief Medical Officer
- Lisa McDougall, Early Years (Secretariat)
- Claire Rowlands, Curriculum
- Martin Swain, Children, Young People and Families
- Jean White, Chief Nursing Officer

Secretariat

8. The Early Years Team will provide secretariat support.

9. Papers for the meeting will normally be circulated 10 working days before the meeting, and notes of the meeting/action points will be circulated to Partnership Board members within 15 working days of the meeting.

Openness

10. Partnership Board agendas and minutes will be published on the internet six weeks after the meeting.

11. Where a Partnership Board member has a concern about a potential conflict between their business/private interests and a specific agenda item they are required to declare this at the relevant meeting. Any such declaration will be recorded in the minutes.

12. The activities of the Partnership Board will be included in the Early Years and Childcare Plan annual progress report in July 2014, July 2015 and the 3-yearly review in October 2016.

Annex B: Population indicators – data collected in July 2015

All children in the early years (0–7):						
are and feel safe.						
Indicator name	**Indicator definition**	**Data**	**Time period**	**Source**	**Link to source/ further information**	**Notes**
Infant mortality rate	Number of infant (first year of life) deaths per 1,000 live births	3.6	2013	ONS registration statistics	www.ons.gov.uk/ons/publications/re-reference-tables.html?edition=tcm%3A77-317522	Registered deaths to Welsh residents.
Child mortality rate	Number of child deaths (aged 1–4) per 1,000 of population	0.17	2013	ONS registration statistics	www.ons.gov.uk/ons/publications/re-reference-tables.html?edition=tcm%3A77-317522	
Percentage of homeless households which include dependent children	Percentage of homeless households which include dependent children or a pregnant woman	41%	2014–15	Welsh Government Quarterly Statutory Homelessness data collection from local authorities	www.statswales.wales.gov.uk/Catalogue/Housing/Homelessness/Acceptances-and-Other-Decisions/householdsacceptedashomeless-by-priorityneed-householdtype	The information is based on local housing authorities' activities under homelessness legislation, collected through the quarterly homelessness statistical return. A household is accepted as statutory homeless by a local authority if it is eligible, unintentionally homeless, and falls within a defined priority need category, such as households with dependent children. This definition is in keeping with Part VII of the Housing Act 1996.

All children in the early years (0–7):						
are and feel safe.						
Indicator name	Indicator definition	Data	Time period	Source	Link to source/ further information	Notes
Percentage of birth to seven-year-old Welsh residents presenting at A&E departments having had accidental injuries in the home **[Data Development]**				Emergency Department Data Set, NHS Wales Informatics Service (NWIS)	www.infoandstats.wales.nhs.uk/page.cfm?orgid=869&pid=62956 www.gov.wales/statistics-and-research/time-spent-nhs-accident-emergency-departments/?lang=en	Data development as Emergency Department Dataset (EDDS) not yet complete.

All children in the early years (0–7):						
are cared for, supported and valued.						
Indicator name	**Indicator definition**	**Data**	**Time period**	**Source**	**Link to source/ further information**	**Notes**
Rate of Children in Need in Wales (aged 0–7)	Children in Need are those who had an open case with a local authority on the 31 March that had been open for the three months from 1 January to 31 March.	283	31 March 2014	Local authority Children in Need Census return	www.statswales.wales.gov.uk/Catalogue/Health-and-Social-Care/Social-Services/Childrens-Services/Children-in-Need/childreninneed per10000population-by-localauthority-year	Per 10,000.
Rate of Children in Need on the Child Protection Register (aged 0–7)	Children on the register are those who have unresolved child protection issues and who are currently the subject of an inter-agency protection plan. This excludes children who are both looked after and on the Child Protection Register.	50	31 March 2014	Local authority Children in Need Census return	www.statswales.wales.gov.uk/Catalogue/Health-and-Social-Care/Social-Services/Childrens-Services/Children-in-Need/childreninneed-by-agegroup-lookedafterstatus	Per 10,000.

All children in the early years (0–7): are resilient, capable and coping.						
Indicator name	**Indicator definition**	**Data**	**Time period**	**Source**	**Link to source/ further information**	**Notes**
Percentage of seven year olds reaching Foundation Phase Outcome 5 or above in Personal and Social Development, Well-being and Cultural Diversity	Percentage of seven year olds attaining Foundation Phase Outcome 5 or above.	94.2%	2013–14	National Data Collection	www.statswales.wales.gov.uk/Catalogue/Education-and-Skills/Schools-and-Teachers/Examinations-and-Assessments/Foundation-Phase/Results-by-AreaOfLearning-Year	
Percentage of children reaching or exceeding their developmental milestones ages 2–3 (also applicable under 'learn and develop') **[Data Development]**						Not available yet. Data development in relation to Healthy Child Wales Programme. Currently only available for Flying Start children at ages two and three.

All children in the early years (0–7): are healthy.						
Indicator name	**Indicator definition**	**Data**	**Time period**	**Source**	**Link to source/ further information**	**Notes**
Percentage of singleton live births with low birth weight (<2,500g)	Singleton live births with birthweight of less than 2,500g as a percentage of all singleton live births with a stated birthweight.	5.3%	2013	Child Health National Community Child Health Database (NCCHD)	www.statswales.wales.gov.uk/Catalogue/Health-and-Social-Care/NHS-Primary-and-Community-Activity/Community-Child-Health/LiveBirthsToWelshResidents-by-BirthWeight-NumberOfBabies	Singleton live births rather than multiple live births (more than one baby).
Percentage of four year olds up to date with routine immunisations	The number of children who are up to date with their routine immunisations by age four as a percentage of all children reaching age four in the period.	87.9%	2013–14 (financial year)	COVER statistics, Public Health Wales	www.wales.nhs.uk/sites3/page.cfm?orgid=457&pid=54144	Routine scheduled vaccinations may change over time.

All children in the early years (0–7): are healthy.						
Indicator name	**Indicator definition**	**Data**	**Time period**	**Source**	**Link to source/ further information**	**Notes**
Percentage of four/five year olds who are a healthy weight	Number of children in Reception classes who had a body mass index (BMI) classified as being a healthy weight as a percentage of all children for whom measurements were recorded.	72.7%	2013–14 (school year)	Child Measurement Programme, Public Health Wales	www.wales.nhs.uk/sitesplus/888/page/67795	90.8% of the 33,794 eligible children were measured.
Dental caries at age five	Average dmft (score which counts the number of decayed, missing and filled teeth) for resident children aged five.	1.59 teeth	2011/12 (school year)	Welsh Oral Health Information Unit (BASCD surveys)	www.cardiff.ac.uk/dentistry/research/themes/applied-clinical-research-and-public-health/epidemiology-and-applied-clinical-research/wohiu	From 2007–08 BASCD surveys used positive consent methodology and cannot be compared with the indices for previous years using a negative consent framework because there is evidence of lower response rates among those with caries experience.

All children in the early years (0–7):						
learn and develop.						
Indicator name	**Indicator definition**	**Data**	**Time period**	**Source**	**Link to source/ further information**	**Notes**
Developmental progress of children between ages 4–5 **[Data Development]**						The Foundation Phase Profile is being introduced on a statutory basis in September 2015. This will introduce a national, consistent and statutory baseline assessment during a child's Reception year. Appropriate wording for the indicator will be agreed in the coming months.
Percentage of seven year olds that achieve Foundation Phase Outcome 5 or above in Language, Literacy and Communication Skills (English-medium)	Percentage of seven year olds attaining Foundation Phase Outcome 5 or above.	86.6%	2013–14	National Data Collection	www.statswales.wales.gov.uk/Catalogue/Education-and-Skills/Schools-and-Teachers/Examinations-and-Assessments/Foundation-Phase/Results-by-AreaOfLearning-Year	The definition of Foundation Phase Outcome 5 is changing sometime between 2016 and 2018 and data will not be available on a consistent basis. The implementation of the Donaldson review may impact on the availability of this data, timing and likelihood unknown at present.

All children in the early years (0–7):						
learn and develop.						
Indicator name	**Indicator definition**	**Data**	**Time period**	**Source**	**Link to source/ further information**	**Notes**
Percentage of seven year olds that achieve Foundation Phase Outcome 5 or above in Language, Literacy and Communication Skills (Welsh-medium)	Percentage of seven year olds attaining Foundation Phase Outcome 5 or above.	89.8%	2013–14	National Data Collection	www.statswales.wales.gov.uk/Catalogue/Education-and-Skills/Schools-and-Teachers/Examinations-and-Assessments/Foundation-Phase/Results-by-AreaOfLearning-Year	The definition of Foundation Phase Outcome 5 is changing sometime between 2016 and 2018 and data will not be available on a consistent basis. The implementation of the Donaldson review may impact on the availability of this data, timing and likelihood unknown at present.
Percentage of seven year olds that achieve Foundation Phase Outcome 5 or above in Mathematical Development	Percentage of seven year olds attaining Foundation Phase Outcome 5 or above.	88.7%	2013–14	National Data Collection	www.statswales.wales.gov.uk/Catalogue/Education-and-Skills/Schools-and-Teachers/Examinations-and-Assessments/Foundation-Phase/Results-by-AreaOfLearning-Year	The definition of Foundation Phase Outcome 5 is changing sometime between 2016 and 2018 and data will not be available on a consistent basis. The implementation of the Donaldson review may impact on the availability of this data, timing and likelihood unknown at present.
Attendance rates for Years 1 and 2		94.5%	2013–14	Pupils' Attendance Record, Welsh Government		The combined attendance rate of children in Years 1 and 2 are not published. Calculated specifically for this data request.

All children in the early years (0–7):						
do not live in and are not disadvantaged by poverty.[9]						
Indicator name	**Indicator definition**	**Data**	**Time period**	**Source**	**Link to source/ further information**	**Notes**
Percentage of children in households on income-related benefits	Percentage of 0–4 year olds living in households in receipt of income-related benefits, or tax credits with income less than 60% of the Wales median					Data Development.

[9] By 'poverty' we mean a long-term state of not having sufficient resources to afford food, reasonable living conditions or amenities, or to participate in activities (such as access to attractive neighborhoods and open spaces) which are taken for granted by others in their society.

All children in the early years (0–7): do not live in and are not disadvantaged by poverty.						
Indicator name	**Indicator definition**	**Data**	**Time period**	**Source**	**Link to source/ further information**	**Notes**
Percentage of children eligible for free school meals (eFSM) achieving Foundation Phase Outcome 5 or above in the Foundation Phase Indicator (FPI)	Percentage of eFSM children achieving Foundation Phase Outcome 5 or above in the Foundation Phase Indicator (FPI). The FPI represents the percentage of children achieving Foundation Phase Outcome 5 or above in Personal and Social Development, Well-being and Cultural Diversity; Language, Literacy and Communication Skills (English-medium/ Welsh-medium); and Mathematical Development in combination.	72.4%	2013–14	Matching PLASC data with National Data Collection data.	www.gov.wales/statistics-and-research/academic-achievement-free-school-meals/?lang=en	The definition of Foundation Phase Outcome 5 is changing sometime between 2016 and 2018 and data will not be available on a consistent basis. The implementation of the Donaldson review may impact on the availability of this data, timing and likelihood unknown at present.

All children in the early years (0–7):						
do not live in and are not disadvantaged by poverty.						
Indicator name	**Indicator definition**	**Data**	**Time period**	**Source**	**Link to source/ further information**	**Notes**
Percentage of children not eligible for free school meals (non-eFSM) achieving Foundation Phase Outcome 5 or above in the Foundation Phase Indicator (FPI)	Percentage of non-eFSM children achieving Foundation Phase Outcome 5 or above in the Foundation Phase Indicator (FPI). The FPI represents the percentage of children achieving Foundation Phase Outcome 5 or above in Personal and Social Development, Well-being and Cultural Diversity; Language, Literacy and Communication Skills (English-medium/Welsh-medium); and Mathematical Development in combination.	88.6%	2013–14	Matching PLASC data with National Data Collection data.	www.gov.wales/statistics-and-research/academic-achievement-free-school-meals/?lang=en	The definition of Foundation Phase Outcome 5 is changing sometime between 2016 and 2018 and data will not be available on a consistent basis. The implementation of the Donaldson review may impact on the availability of this data, timing and likelihood unknown at present.

Annex C: Mapping of the early years outcomes themes/statements from relevant existing frameworks/initiatives

Early years outcomes All children in the early years:	The Well-Being of Future Generations Act (well-being goals)	Successful Futures: the four purposes of the curriculum	NHS outcomes (domains – in development)	Social services outcomes (what people expect)	Communities First	Programme for Government (themes and relevant high-level aims)	Families First	Flying Start	Seven core aims	Common Outcomes Framework for Communities First, Families First and Flying Start
are healthy.	A healthier Wales.	–	People in Wales are well informed and supported to manage their own health.	I am happy. I am healthy. I get the help I need to grow up and be independent.	Healthier Communities: Promoting Physical Well Being. Promoting Mental Well Being. Encouraging Healthy Eating.	21st Century Healthcare: Better health for all with reduced health inequalities.	Children, young people and families are healthy and enjoy well-being.	Flying Start children are healthy and thriving.	All children and young people enjoy the best possible health and are free from abuse, victimisation and exploitation. All children and young people have access to play, leisure, sporting and cultural activities.	Healthy, Thriving and Well-being. (outcome) Children aged 0–16 are healthy and thriving and supported to reach their full potential. (priority) Children, young people and families are healthy, thriving and supported to reach their full potential. (priority)

Early years outcomes All children in the early years:	The Well-Being of Future Generations Act (well-being goals)	Successful Futures: the four purposes of the curriculum	NHS outcomes (domains – in development)	Social services outcomes (what people expect)	Communities First	Programme for Government (themes and relevant high-level aims)	Families First	Flying Start	Seven core aims	Common Outcomes Framework for Communities First, Families First and Flying Start
are and feel safe.	A globally responsible Wales.	All our children and young people will be healthy, confident individuals.	People in Wales are protected from harm and protect themselves from known harm.	I am safe and protected from abuse and neglect. I have safe and healthy relationships.	Healthier Communities: Reducing Risks. Supporting People (with additional needs) to Live in the Community.	Supporting People: High-quality, integrated, sustainable, safe and effective people-centred services that build on people's strengths and promote their well-being. Welsh Homes: To ensure that people have a high quality, warm, secure and energy-efficient home to live in.	Families are confident, nurturing, resilient and safe.	–	All children and young people enjoy the best possible health and are free from abuse, victimisation and exploitation. All children and young people have a safe home and a community which supports physical and emotional well-being.	

Early years outcomes All children in the early years:	The Well-Being of Future Generations Act (well-being goals)	Successful Futures: the four purposes of the curriculum	NHS outcomes (domains – in development)	Social services outcomes (what people expect)	Communities First	Programme for Government (themes and relevant high-level aims)	Families First	Flying Start	Seven core aims	Common Outcomes Framework for Communities First, Families First and Flying Start
are cared for, supported and valued.	A more equal Wales. A globally responsible Wales. A Wales of vibrant culture and thriving Welsh language.	All our children and young people will be healthy, confident individuals.	People in Wales receive the right care and support as locally as possible and are enabled to contribute to making that care successful. People in Wales are treated with dignity and respect and treat others the same. People in Wales have timely access to services based on clinical need and are actively involved in decisions about their care.	My rights are respected. I have a voice and control. I am involved in making decisions that affect my life. My individual circumstances are considered. I can speak for myself or have someone who can do it for me. I feel valued in society. I get care through the Welsh language if I need it.	Healthier Communities: Supporting People (with additional needs) to Live in the Community.	Equality: Create a fair society free from discrimination, harassment and victimisation with cohesive and inclusive communities. 21st Century Healthcare: Better health for all with reduced health inequalities. Supporting People: High quality, integrated, sustainable, safe and effective people-centred services that build on people's strengths and promote their well-being.	–	–	All children and young people are listened to, treated with respect, and have their race and cultural identity recognised.	Healthy, Thriving and Well-being. (outcome) Parenting/ Family Learning: Parents/carers are enabled to support their children to achieve their full potential. (priority) Children, young people and families are healthy, thriving and supported to reach their full potential. (priority)

Early years outcomes All children in the early years:	The Well-Being of Future Generations Act (well-being goals)	Successful Futures: the four purposes of the curriculum	NHS outcomes (domains – in development)	Social services outcomes (what people expect)	Communities First	Programme for Government (themes and relevant high-level aims)	Families First	Flying Start	Seven core aims	Common Outcomes Framework for Communities First, Families First and Flying Start
			People in Wales are treated as individuals with their own needs and responsibilities.	I know and understand what care, support and opportunities are available to me. I get the help I need, when I need it, in the way I want it. I feel valued in society.						

Early years outcomes All children in the early years:	The Well-Being of Future Generations Act (well-being goals)	Successful Futures: the four purposes of the curriculum	NHS outcomes (domains – in development)	Social services outcomes (what people expect)	Communities First	Programme for Government (themes and relevant high-level aims)	Families First	Flying Start	Seven core aims	Common Outcomes Framework for Communities First, Families First and Flying Start
learn and develop.	A prosperous Wales.	All our children and young people will be: ambitious, capable learners; enterprising, creative contributors and ethical, informed citizens.	–	I can learn and develop to my full potential. I can do the things that matter to me.	Learning Communities: Promoting Family Learning in the Early Years. Supporting Young People to Do Well at School. Supporting Families to be Engaged in their Children's Education. Lifelong Learning in Communities. Improving Adult Life Skills.	Education: Help everyone reach their potential, reduce inequality, and improve economic and social well-being.	Children, young people and families, in or at risk of poverty, achieve their potential.	Flying Start children are reaching potential.	All children and young people have a flying start in life. All children and young people have a comprehensive range of education and learning opportunities.	Learning and Fulfilling Potential. (outcome) Children aged 0–16 are healthy and thriving and supported to reach their full potential. (priority) Parenting/ Family Learning: Parents/carers are enabled to support their children to achieve their full potential. (priority)

Early years outcomes All children in the early years:	The Well-Being of Future Generations Act (well-being goals)	Successful Futures: the four purposes of the curriculum	NHS outcomes (domains – in development)	Social services outcomes (what people expect)	Communities First	Programme for Government (themes and relevant high-level aims)	Families First	Flying Start	Seven core aims	Common Outcomes Framework for Communities First, Families First and Flying Start
are resilient, capable and coping.	A resilient Wales.	All our children and young people will be healthy, confident individuals and ethical, informed citizens.	–	I belong. I can engage and participate. I get the help I need to grow up and be independent.	Healthier Communities: Promoting Mental Well Being. Promoting Physical Well Being. Supporting a Flying Start in the Early Years.	Education: Help everyone reach their potential, reduce inequality, and improve economic and social well-being.	Families are confident, nurturing, resilient and safe.	Flying Start families are capable and coping.	-–	Healthy, Thriving and Well-being. (outcome) Children, young people and families are healthy, thriving and supported to reach their full potential. (priority)

Early years outcomes All children in the early years:	The Well-Being of Future Generations Act (well-being goals)	Successful Futures: the four purposes of the curriculum	NHS outcomes (domains – in development)	Social services outcomes (what people expect)	Communities First	Programme for Government (themes and relevant high-level aims)	Families First	Flying Start	Seven core aims	Common Outcomes Framework for Communities First, Families First and Flying Start
do not live in and are not disadvantaged by poverty.	A prosperous Wales.	–	–	I do not live in poverty.	Prosperous Communities: Helping People to Develop Employment and Skills and Find Work. Reducing Youth Unemployment and Disengagement. Promoting Digital Inclusion. Financial Inclusion: Improving Financial Capability, managing debt and raising income.	Tackling Poverty: Reducing poverty, especially persistent poverty amongst some of our poorest people and communities, and reducing the likelihood that people will become poor.	Children, young people and families, in or at risk of poverty, achieve their potential.	Flying Start children are reaching potential.	All children and young people are not disadvantaged by poverty.	Prosperity and Employment. (outcome) Employment: Working age people in low-income families are helped to develop employment skills, find work and progress within employment. (priority) Prosperity: People are provided with information and advice to enable them to maximise their income. (priority)

Annex D: Example of a population accountability RBA report card

Population outcome

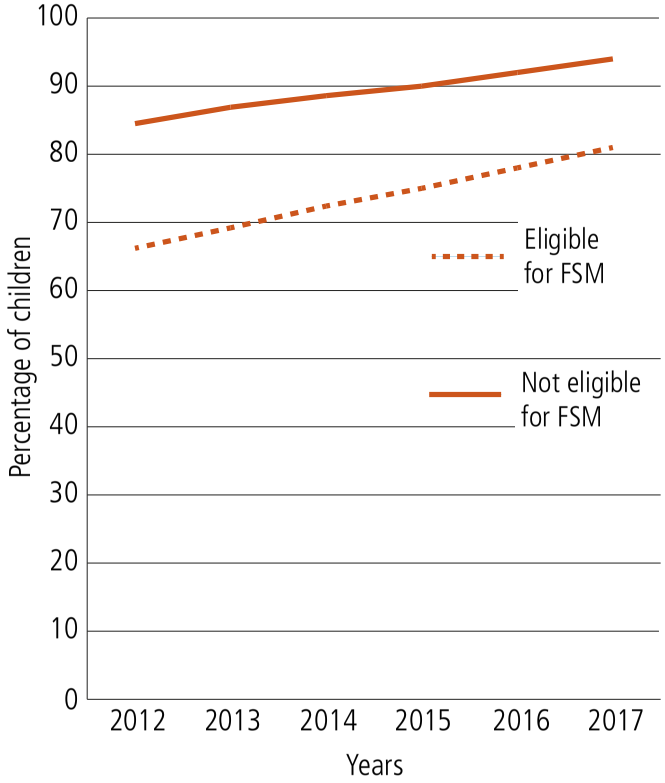
All children in the early years do not live in and are not disadvantaged by poverty.

Population indicator discussed

Percentage of children eligible for free school meals (eFSM) achieving Outcome 5 or above in the Foundation Phase Indicator (FPI) compared to the percentage of children not eligible for free school meals (non-eFSM) achieving Outcome 5 or above in the FPI

How are we doing?

Where we are now and where we are heading if nothing changes



Where are we now?

Year	FSM entitlement	FPI %
2012	eFSM	66.2%
	non-eFSM	84.5%
	Difference	**18.3%**
2013	eFSM	69.2%
	non-eFSM	86.9%
	Difference	**17.7%**
2014	eFSM	72.4%
	non-eFSM	88.6%
	Difference	**16.2%**

Forecast, if nothing changes (based on 2012–14 figures)

Year	FSM entitlement	FPI %
2015	eFSM	75%
	non-eFSM	90%
	Difference	**15%**
2016	eFSM	78%
	non-eFSM	92%
	Difference	**14%**
2017	eFSM	81%
	non-eFSM	94%
	Difference	**13%**

Data source: www.gov.wales/statistics-and-research/academic-achievement-free-school-meals/?lang=en

Story behind the baselines	Partners that can help us do better
• Policies/programmes that are likely to have made a difference: – Pupil Deprivation Grant (PDG) for over fives – Flying Start – the home learning environment. • Limitations of data available – only three years of data. Will meet again in Oct/Nov when 2015 data available. • The UK Government's welfare changes will affect the figures in the future. For example, changes to the eligibility criteria for free school meals given the introduction of Universal Credit will affect the comparability of data in future years. • The ways in which we can measure the impact of the PDG was discussed. An evaluation of the impact of the grant is ongoing. It includes which sources of evidence schools are using and how effectively schools measure the impact of their interventions. • The moderation of assessments in Foundation Phase needs to be taken into account when reviewing these figures.	• Early Years Partnership Board. • Flying Start practitioners. • Regional consortia and local authorities. • Teachers and teaching assistants. • Families. • Children. • Health visitors. • Speech and language therapists (SLTs). • Family Information Service (FIS). • Families First practitioners. • Communities First. • Voluntary and third sector organisations. • Tackling Poverty Implementation Board.
Information/research agenda	**Top three priority areas**
• ACTION: Look at data that shows the number of children this equates to. • ACTION: How do we compare to Northern Ireland, England and Scotland? • ACTION: Other policy teams need to feed into future discussions. • ACTION: Next discussion to take place in Oct/Nov when 2015 data is available. Foundation Phase team to take the lead, including setting up the meeting etc. • ACTION: When 2015 data is available review data by local authority (LA) level again and follow up with discussions. What's happening locally to affect the results? Which LA has closed the gap the most? How has this been achieved?	• Foundation Phase Action Plan (through expert group) – specifically actions that target children from disadvantaged groups. • Early language development – Flying Start, specific learning difficulties (SpLD) framework, Healthy Child Wales Programme, National Literacy and Numeracy Framework (LNF) interventions, etc. • PDG for under fives.

Annex E: Example of a performance accountability RBA report card

Cardiff Flying Start Parents Plus Service RBA Report 2014–2015

Purpose of service:

Parents Plus is part of the parenting core strand of the Flying Start Programme. It is an evidence-based service for pre-school children and their families within Flying Start areas in Cardiff. The service offers time-limited, bespoke parenting interventions in the home, informed by psychology. Our aim is to improve outcomes for families where behavioural and/or developmental difficulties may be evident by developing parental skills, encouraging better child-parent relationships and building early competences through structured play.

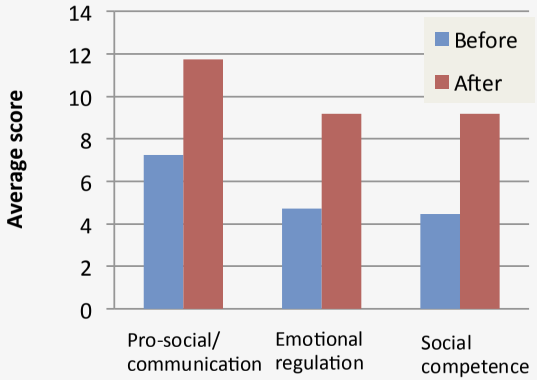
Parents Plus structure: 1.6 Educational Psychologists (EPs) (appointed August 2014 and November 2014), 4.0 full-time equivalents (FTE) Senior Home Liaison Officers (SHLOs) and 7.8 full-time equivalents (FTE) Home Liaison Officers (HLOs).

Data Development agenda:

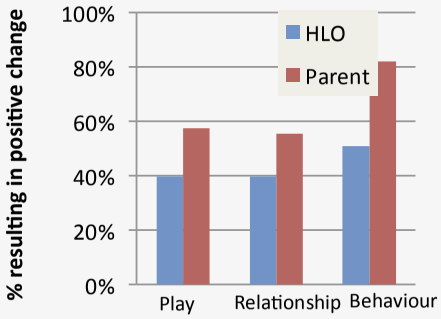
1. Identify report for PARIS (a case management IT system) to measure distance travelled for Hawaiian Early Language Programme (HELP).
2. Identify appropriate alternative evaluation tools for measuring distance travelled.
3. Identify and analyse follow-up data to ensure maintenance of progress.
4. PARIS report to confirm number of visits made by EPs.

How well are we doing on our headline indicators?

1) Average change in aspects of social competence

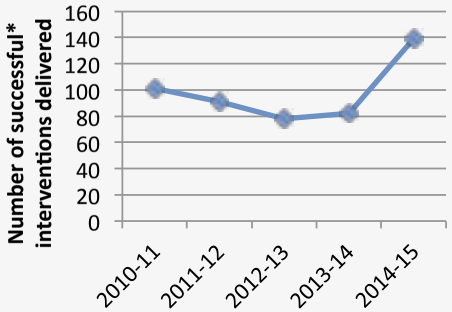


2) Percentage of HLO and parents rating significant* change in Play, Relationships and Behaviour



* A significant change is considered to be a change of at least 1.5 on a five-point rating scale.

3) Comparison of the number of Welsh Government interventions successfully delivered over the last five years



* Welsh Government defines a one-to-one support as four or more sessions.

Story behind the graphs:

Graph 1: Parental ratings of children's social competence increased following intervention. On average, parents noted a 61% increase in their child's pro-social/communication skills, 49% in emotional regulation skills and 56% increase in overall social competence.

Graph 2: 82% of parents (and 50% of HLOs) rated their child's behaviour as significantly better following intervention. 55% of parents (and 40% of HLOs) rated the relationship with their child as significantly better and 57% of parents (and 39.6% of HLOs) rated their child's play and development as significantly better following intervention.

Graph 3: This year has seen a 59% increase in the number of Welsh Government interventions successfully completed in the previous year (2013–14 n= 82; 2014–15 n=139). 4.8 new HLOs were appointed in spring 2014.

Performance measures

How much did we do?

- 303 referrals, 329 families allocated and 276 families attended Initial Assessment Visits (IAVs) (53 declined).
- 2,513 sessions offered; 193 sessions offered to hostels/temporary accommodation; of these, 60 sessions were offered as Outreach (Nightingale House).
- 29 Children's Services meetings attended.
- Delivered and prepared 3 Parent Nurturing Programmes (PNPs) (1 per term).
- 36 mandatory training sessions attended.
- 2 mandatory training sessions planned and delivered by EPs; 3 sessions for workforce development (WD).
- 2 mandatory training sessions co-delivered with Inclusion Team.
- Monthly Flying Start Inclusion Forum (FSIF) meetings contributed to; EP involvement with 4 children in childcare settings (September 2014 to March 2015).
- 109 shared case notes written and 667 NHS child health views on PARIS (June 2014 to February 2015).

How well did we do it?

- 83% of families allocated attended IAVs.
- 73% of sessions were successfully attended when initially arranged; 14% were rearranged and 13% did not attend (DNA).
- 139 families successfully completed Welsh Government interventions (4+ visits).
- Over 76% of interventions that ended were rated 100% complete by HLOs.
- 44% reduction in waiting time over the year. Average time between referral and successful IAV was 13.8 weeks (term 1), 11 weeks (term 2) and 7.7 weeks (term 3).

Is anyone better off?

- 82% of parents questioned indicated a significantly positive change in their child's behaviour. In addition, 55% and 57% indicated a significantly positive change in their relationship with their child and in their child's play skills respectively.
- 90% of parents indicated positive changes in their children's social competence skills.
- Parental ratings of their children's social competence increased following intervention. On average, parents successfully completing intervention noted a 61%, 49% and 56% increase in their child's pro-social/communication skills, emotional regulation skills, and social competence respectively.
- 100% of parents questioned (n=18) reported a reduction in challenging behaviours of 18% or more, 70% reported a reduction of 40% or more.

Evidence:

Help with behaviour was life-changing. Knowing how to react to his behaviours lessened his tantrums and brought us closer. Thank you!

We are all living in peace now. [Child] is now listening and she understands there are consequences for her actions such as time out and positive praise.

The way that [HLO] always had a new plan of action. I really benefitted from the sessions, I felt as if I wasn't on my own. Thank you. Amazing scheme.

Relatives describe [child] as a different child, behaviour has improved considerably. Gaining understanding of [child's] development/behaviour management techniques was great.

There is a light at the end of the tunnel. It is working. I realise I CAN do this!

With help from Parents Plus, we achieved what we thought was impossible. We are now more able to control [child's] outbursts before they escalate and meal times have become more enjoyable for us all.

What we are going to do:

Action	Who	By	Status	Comment
Trial HELP with a small group of children who meet the entry criteria and gather feedback from parents and evidence of distance travelled via child's development.	Parents Plus Team	March 2016		HELP population has been identified. Protocol has been drafted and submitted to Parenting Services Manager.
Distribute new *Information for Parent and Carers* leaflet to referrers. Finalise and distribute *Information for Professionals* to Flying Start teams for induction and ongoing information.	Parents Plus Team	September 2015		*Information for Parents and Carers* leaflet in process of being distributed. *Information for Professionals* leaflet ready to distribute.
Review process for gathering follow-up data from interventions to monitor maintenance. Work with families to increase maintenance using motivational questioning and new family profile.	Parents Plus Team	March 2016		Previous research confirmed longer term impact. Have been unable to further this research in 2014–15.
Establish a method to collect data to report on and monitor the length of time between referral and initial assessment visit (IAV).	Parents Plus Manager	December 2014		Completed – Additional measure established on PARIS.
Work to reduce time between referral and successful IAV through increased efficiency measures, e.g. increased awareness of service by parents and professionals, early contact with family at point of referral, increased number of cases for SHLOs.	Parents Plus Team	March 2016		Whole-team activities to consider efficiency of service delivery have been undertaken and working groups set up to develop tools and resources to facilitate this.

Partners who can help:

- Health visitors (HVs), family health workers (FHWs), speech and language therapy (SALT), Parent Nurturing Programmes (PNP), Language and Play (LAP) can support Parents Plus with continued referrals to our service, using the *Information for Parents and Carers* leaflet to make parents aware of the service they are agreeing to.
- New members of staff can learn more about the service and appropriate referrals by accessing the *Information for Professionals* leaflet.
- Team leaders for HVs to continue to allow us to attend meetings on request to share new information, e.g. for HELP and leaflets.
- Flying Start Inclusion Forum identify appropriate referrals and involvement for Educational Psychology.
- Following completion of PNP, PNP facilitators can identify and refer families who may benefit from bespoke home-based intervention.
- Flying Start Childcare Team can provide us with the contact to settings (e.g. managers meetings) to share information about Parents Plus.