

Workshop: Doing things differently with digital and data in GM

Introduction

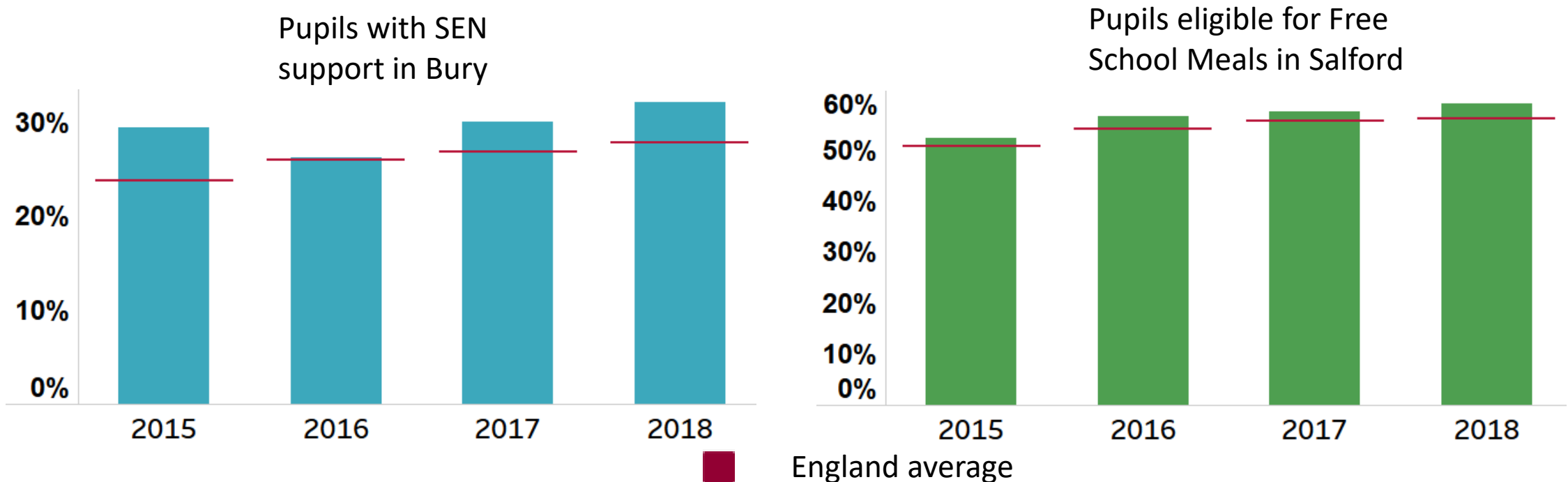
Jan Robinson, Early Years Strategic Lead

What do the data tell us beyond the GLD headlines?

Huw Spencer, GMCA Research Team
Alex Macdougall, University of Manchester

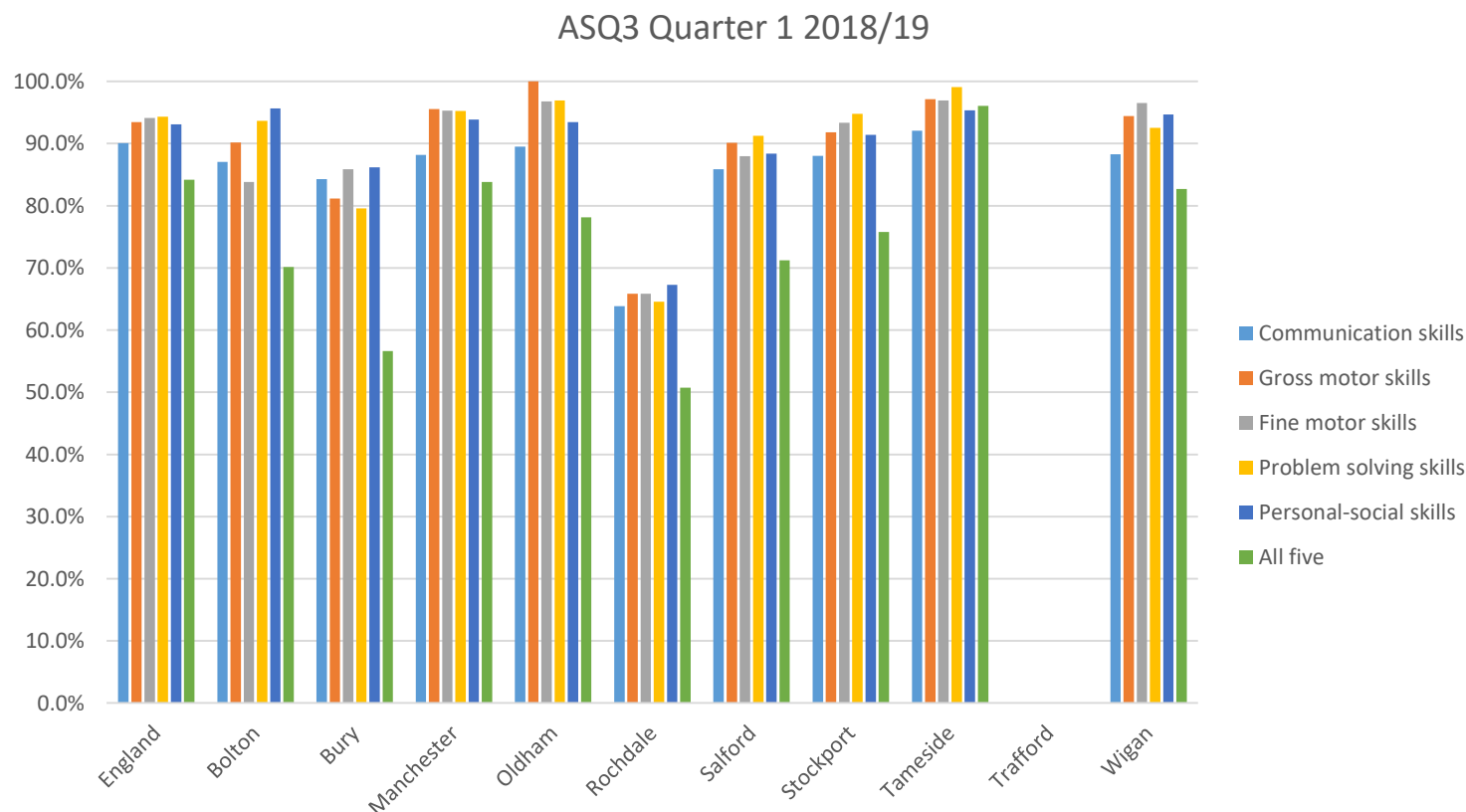
GM figures not the full story

- Every school and local authority will be dealing with their own set of challenges in their own unique circumstances.
- But looking across Greater Manchester helps us to identify areas of good practice and share learning.



Before GLD: Ages and Stages Questionnaire

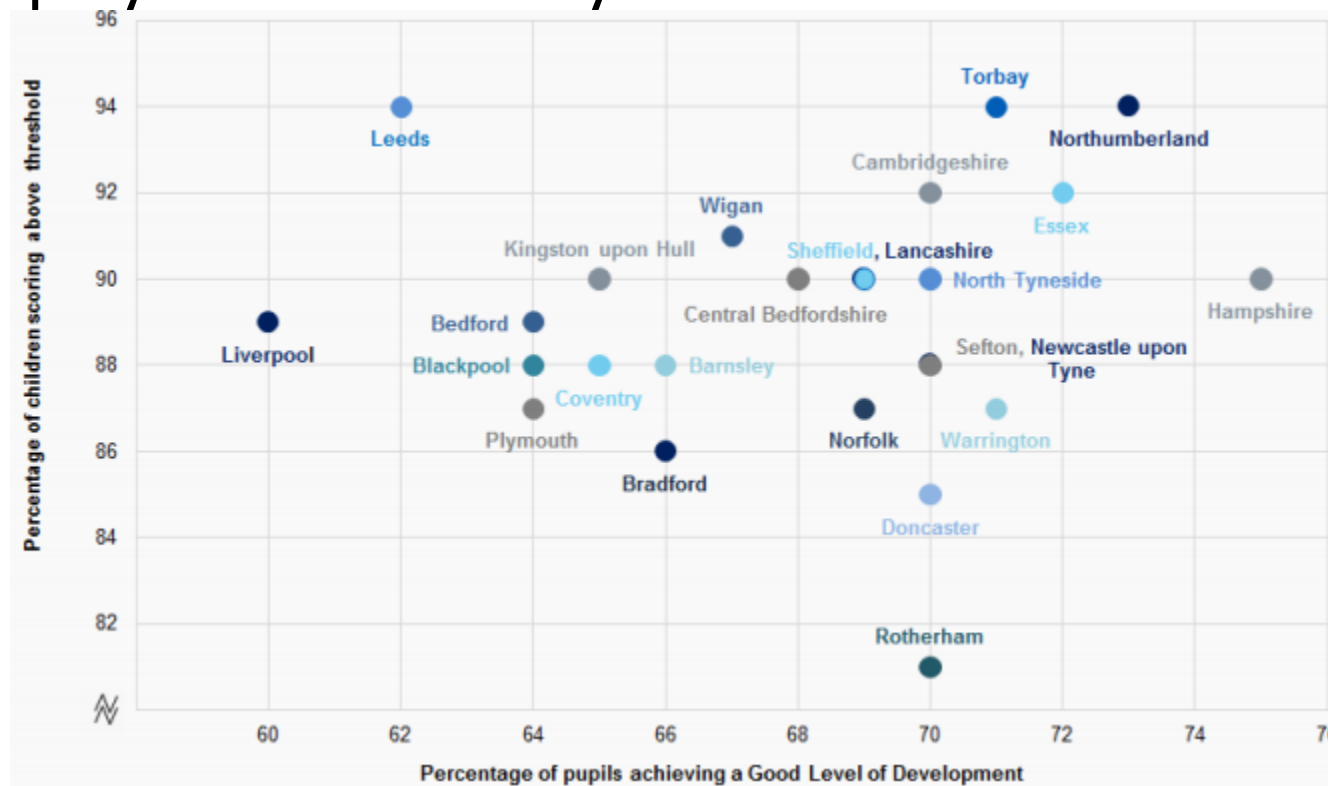
- Looking across Greater Manchester also helps us explore the relationship between the EYFSP and other measures.
- Ages and Stages Questionnaire is a series of parent-completed questionnaires used to screen a child's development from 1 month to 66 months. All children are eligible for a development review using ASQ-3 between the age of 2 and 2.5 years.
- It measures: Communication, Gross Motor, Fine Motor, problem solving and personal-social skills.
- GM performance is broadly in line with the national average
- GM coverage was higher than the national average in 2017/18.



Note: Trafford's data is not available for this specific quarter.

Before GLD: ASQ3

- But there is weak correlation between ASQ3 scores (y-axis) and the EYFSP (x-axis).
- This pattern plays out nationally and in Greater Manchester.

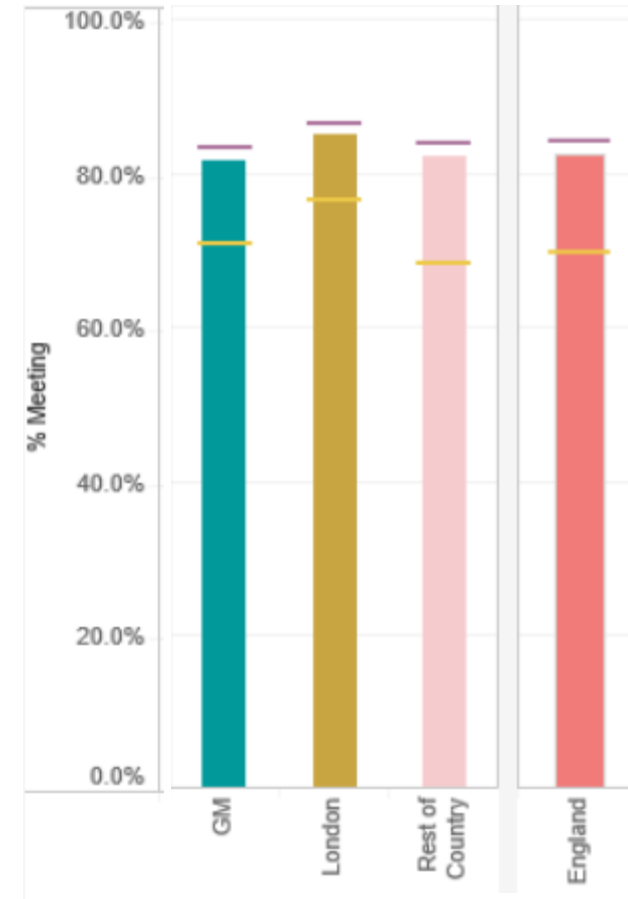


(based on 2016 figures)

Beyond GLD: Year 1 Phonics

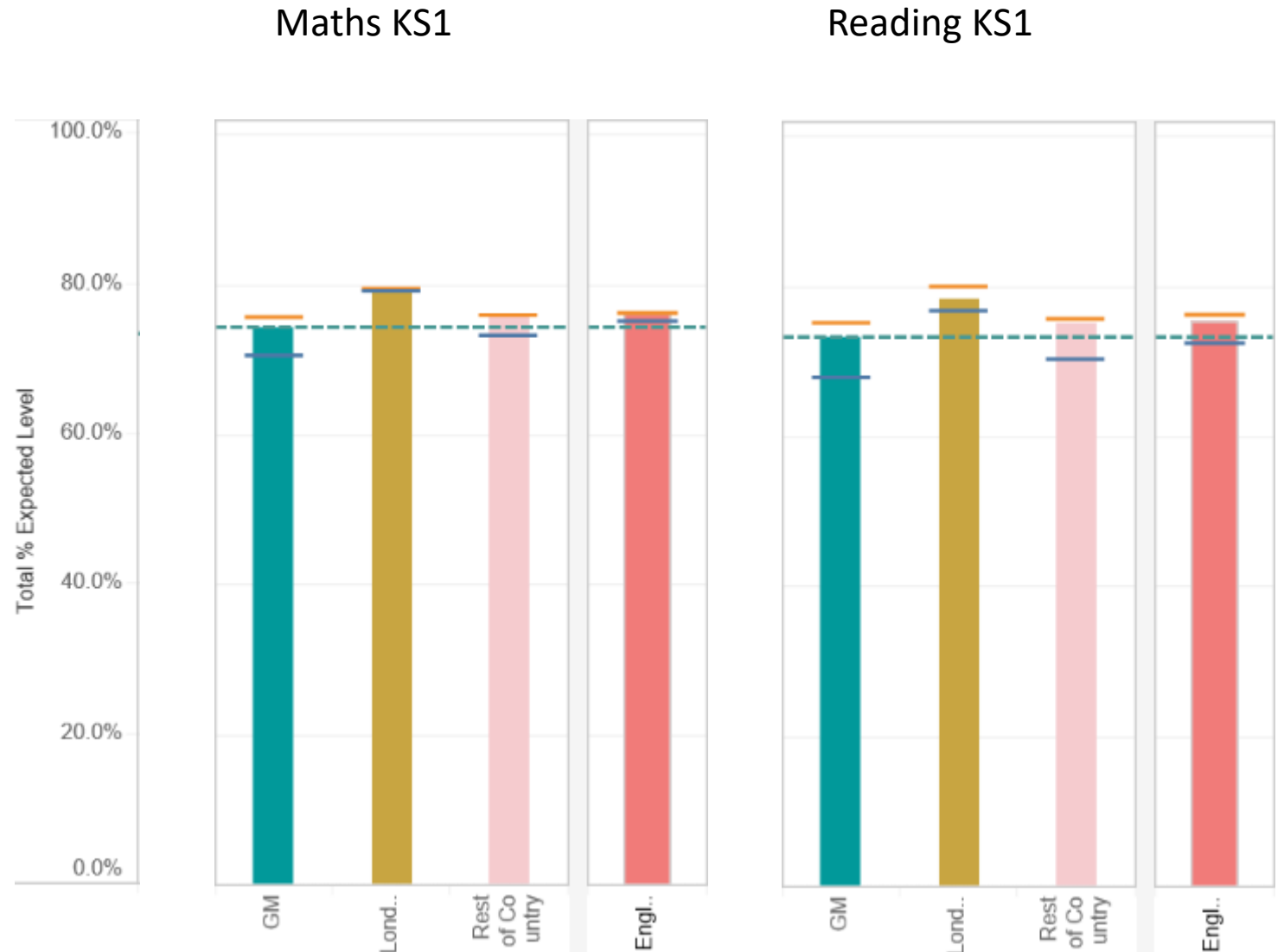
GM children perform notably closer to England average in Year 1 Phonics test than in EYFS.

- EYFS gap between GM and England averages in 2018 is 3.5%.
- But this narrows to 0.9% in the Year 1 phonics test in 2018.



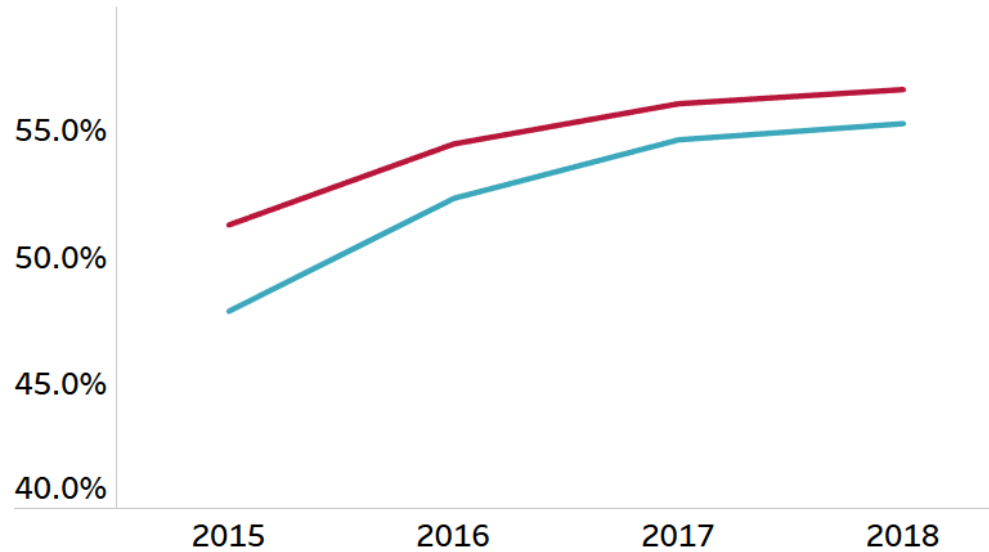
Beyond GLD: KS1 Results

- KS1 results are behind the national average, but again there is a narrower gap (ranging from 1.7-2.3% across the subjects) than in EYFS outcomes.
- Greater Manchester has one percentage point fewer children reaching the expected standard in these four areas when compared to other city regions.

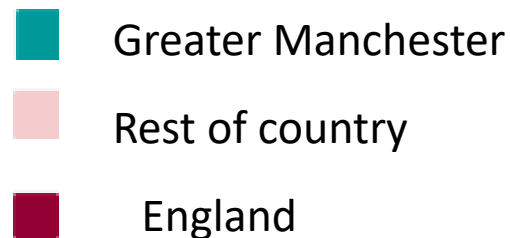
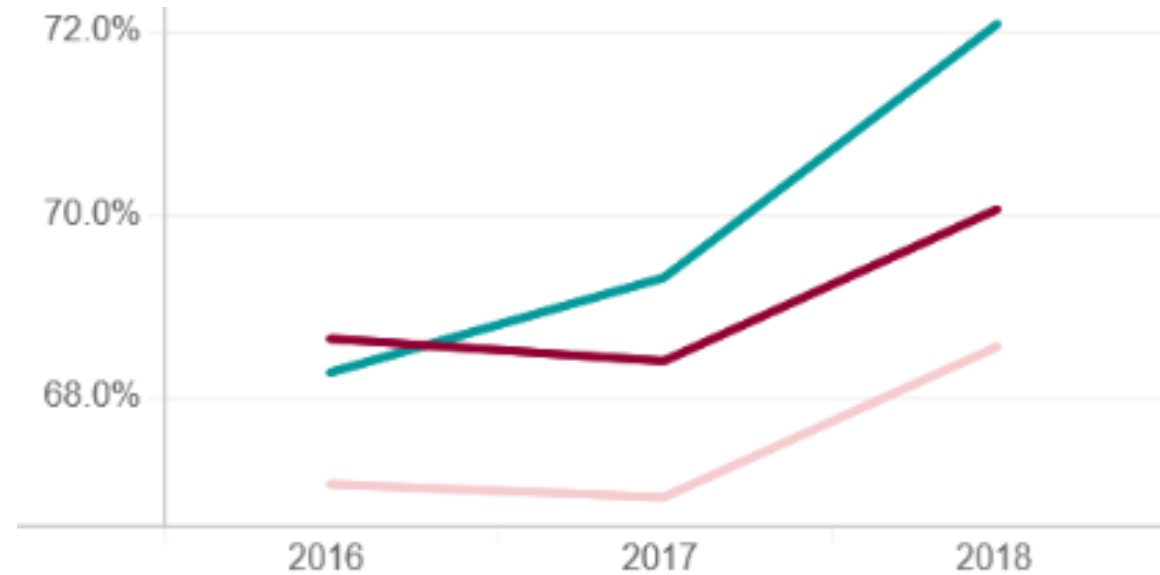


Comparing measures: pupils eligible for FSM in EYFS and Year 1 Phonics

GLD results: pupils eligible for FSM



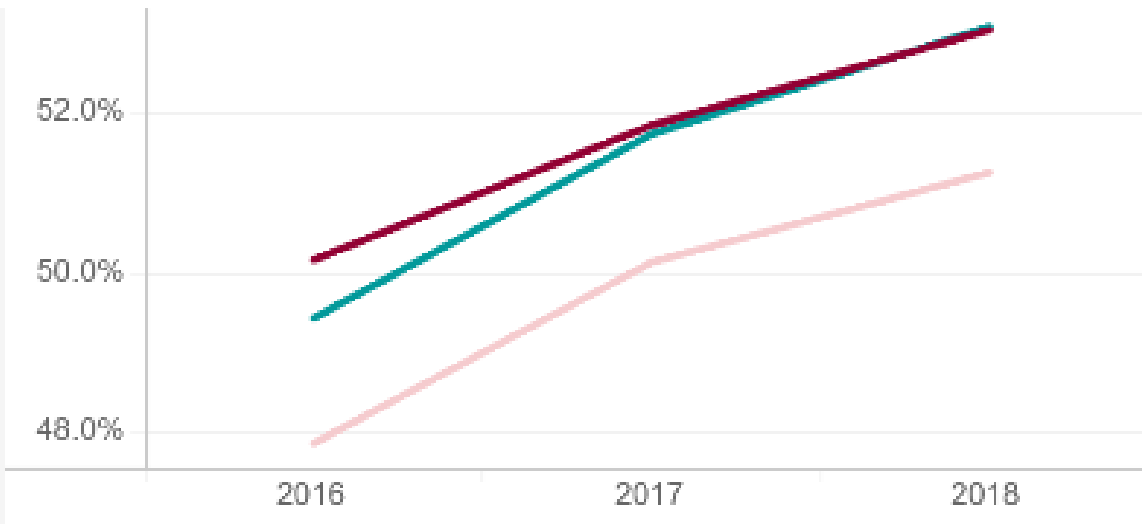
Year 1 Phonics Results: pupils eligible for FSM



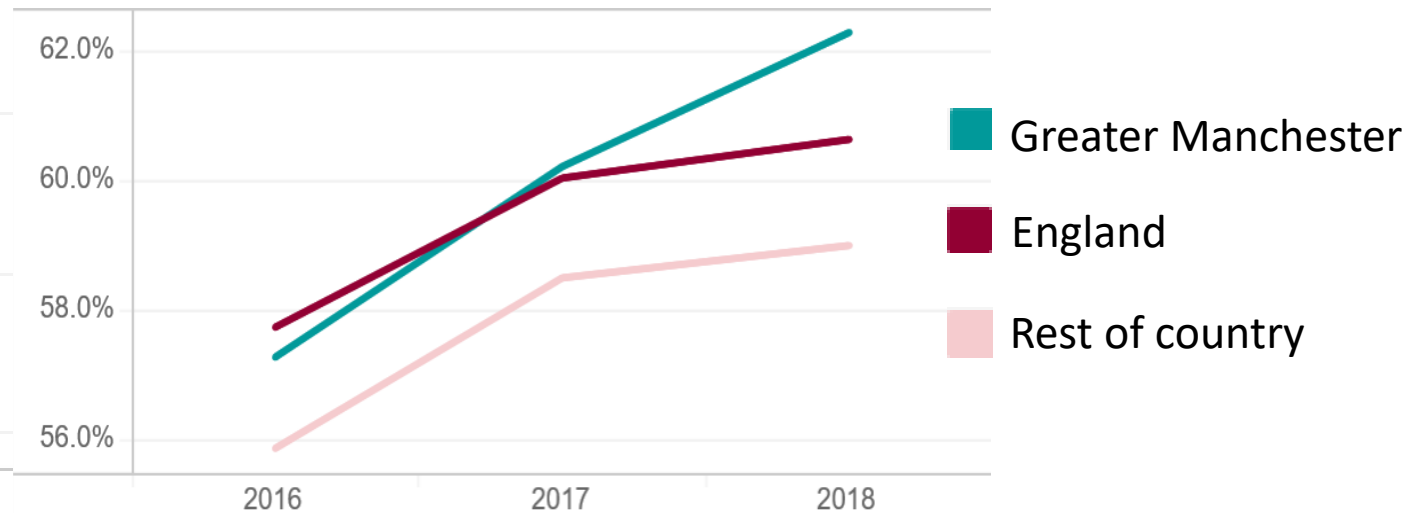
Comparing measures: pupils eligible for FSM

KS1: And we're continuing to provide good support for children eligible for Free School Meals, similar to or surpassing the England average in most subjects by KS1 in 2018

FSM pupils results
in Writing



Pupils eligible for
FSM results in Maths



Data insights can only start the conversation...

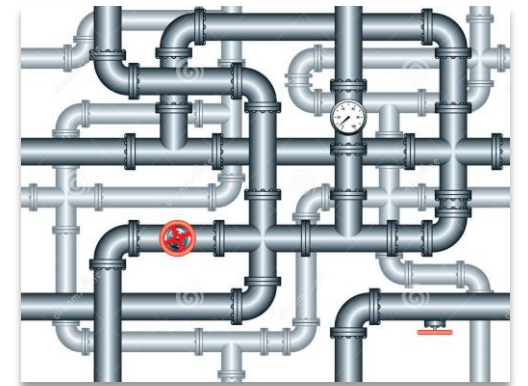
- We all know the narrative around Good Level of Development, but it is evident more work needs to be done to understand the bigger picture.
- Unclear relationship between ASQ3 and EYFS (measuring different things).
- GLD gap between national average and GM average is not replicated to the same degree in Year 1 Phonics and KS1 results.
- Collaboration underway between GMCA, MMU and the University of Manchester to broaden our understanding of school readiness beyond GLD.
- And Early Years professionals, schools and local authorities will be at the heart of the conversation.

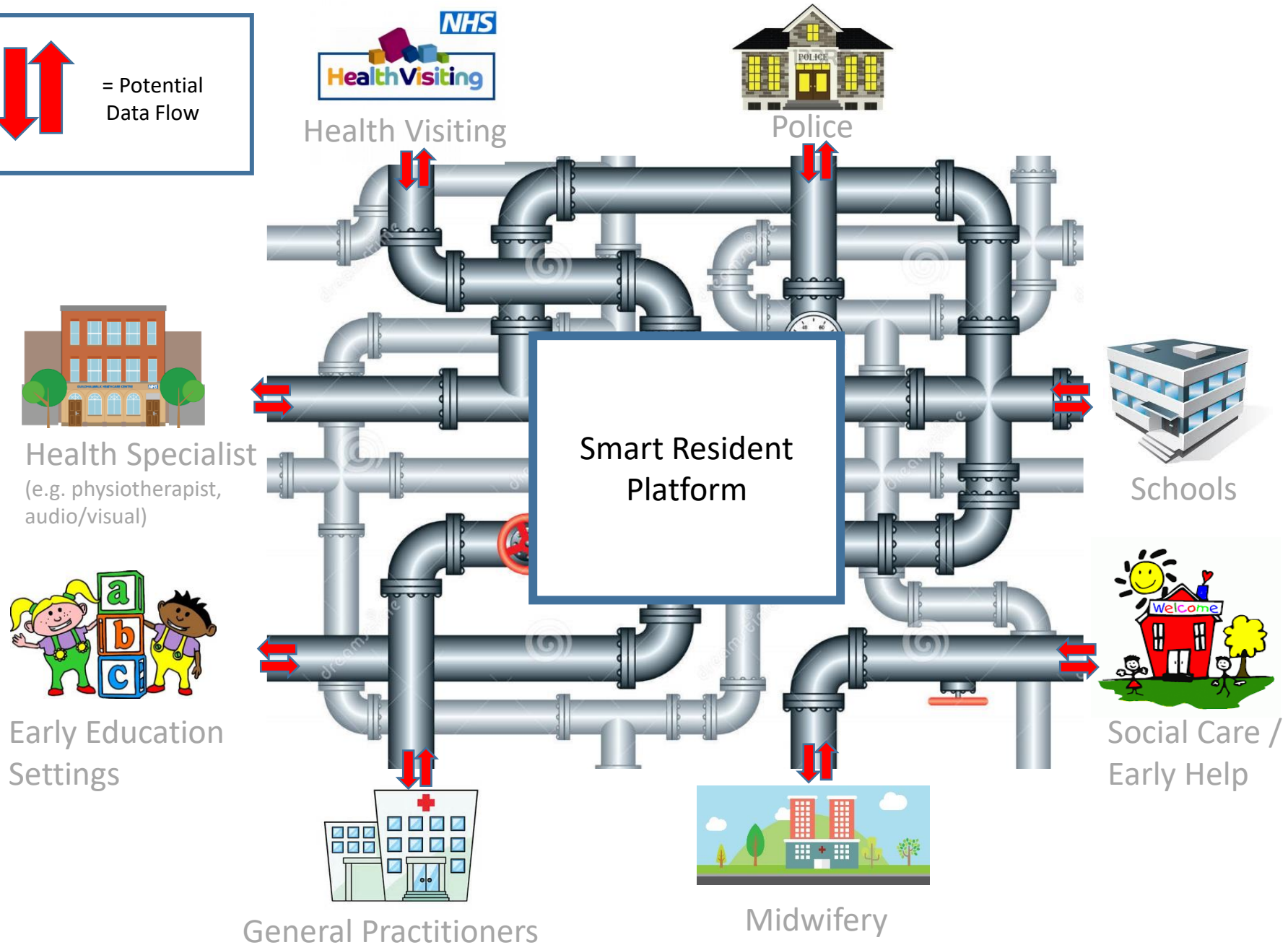
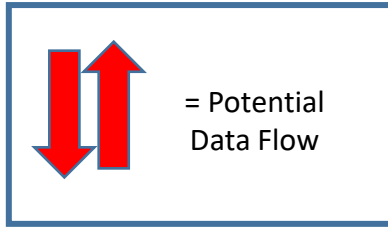
Smart Resident Platform and Early Years Digitisation — Kieran Smith, Project Manager, GMCA



Smart Resident Platform?

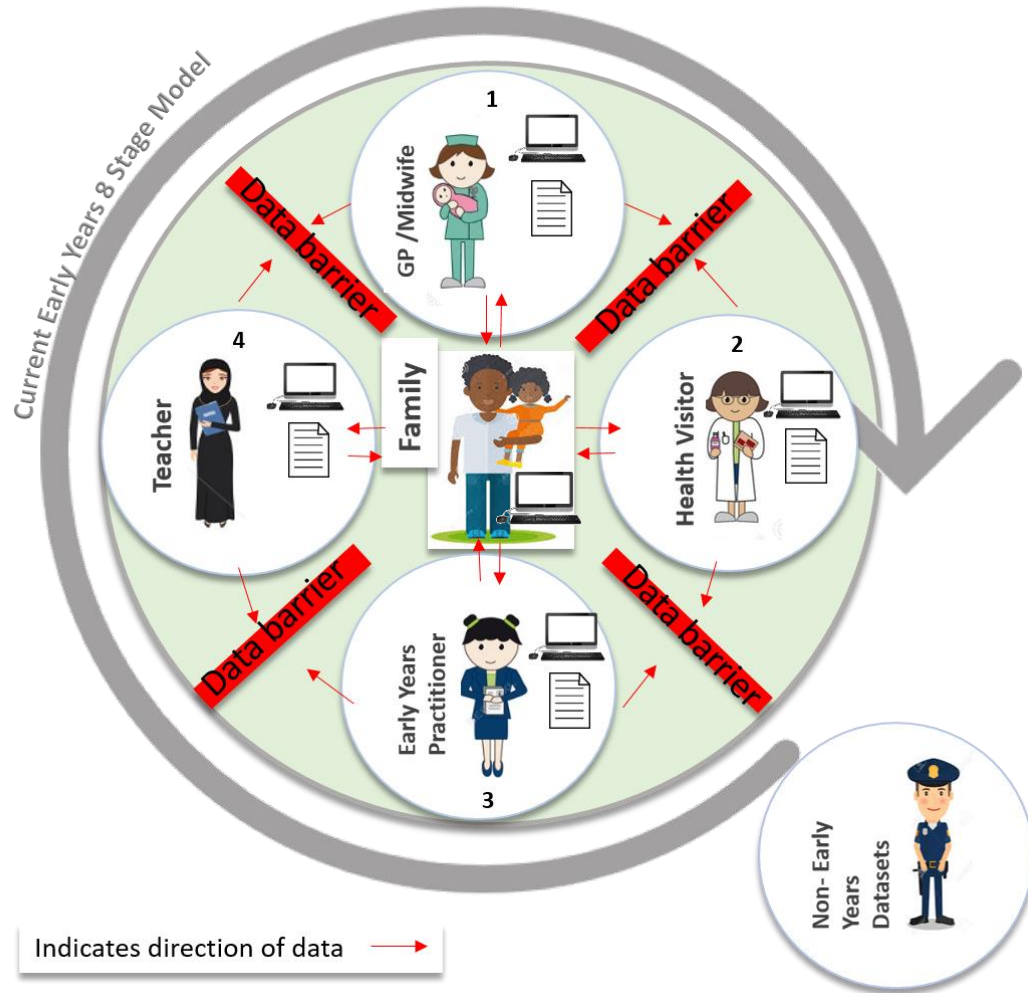
- GMCA and the GM HSCP are jointly procuring a suite of technical components that we are calling the 'Smart Resident Platform'.
- The platform will allow for data that is currently collected in systems to be shared digitally and in real time (where possible) with other professionals
- Where possible this will be via their local case management system as a single view
- The aim of the platform is to improve public sector services (not just health and social care) by breaking down information sharing barriers.
- This is subject to local system functionality and information governance arrangements





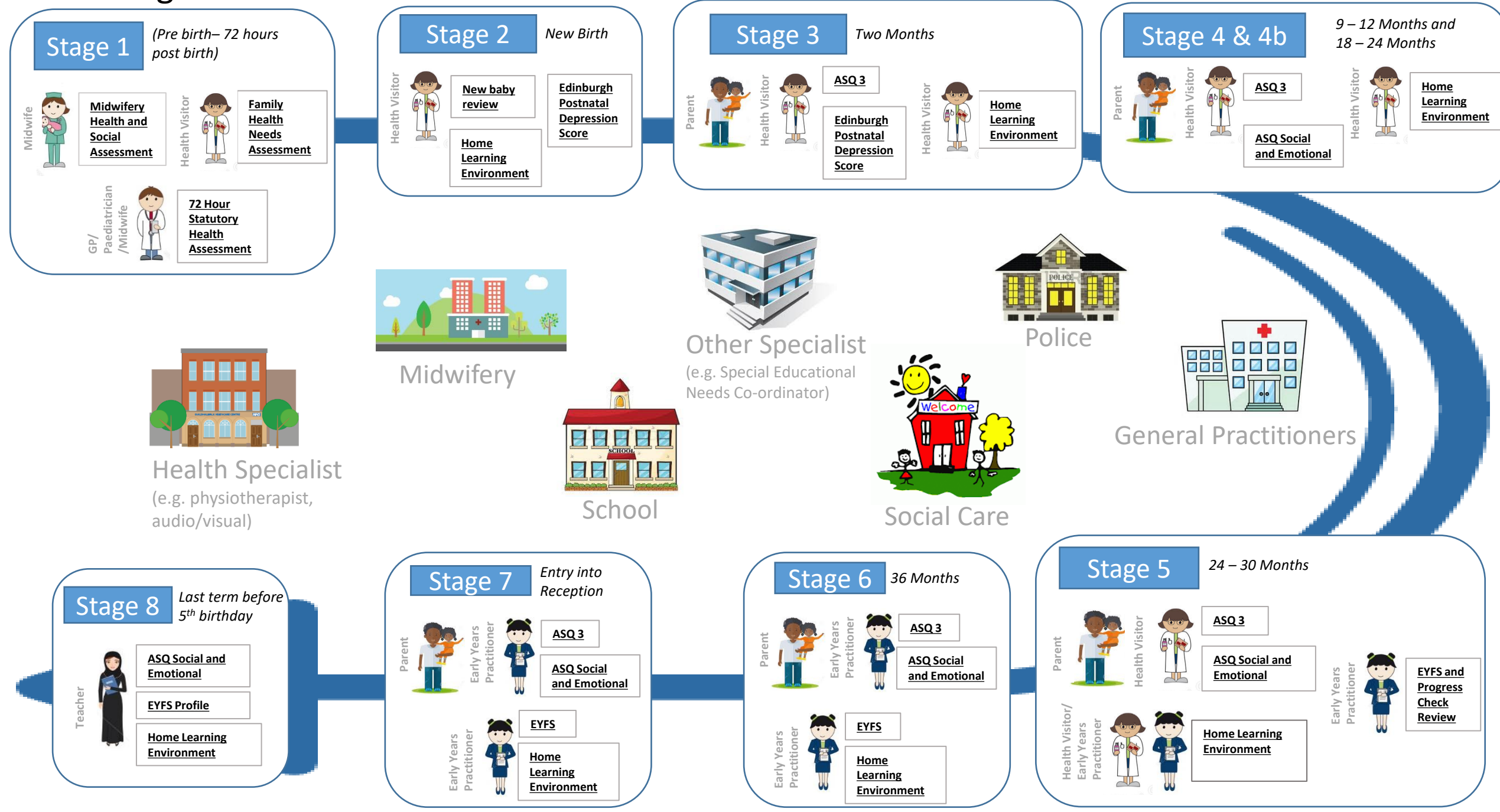
Early Years Use Case

Professionals assessing in early years in a locality

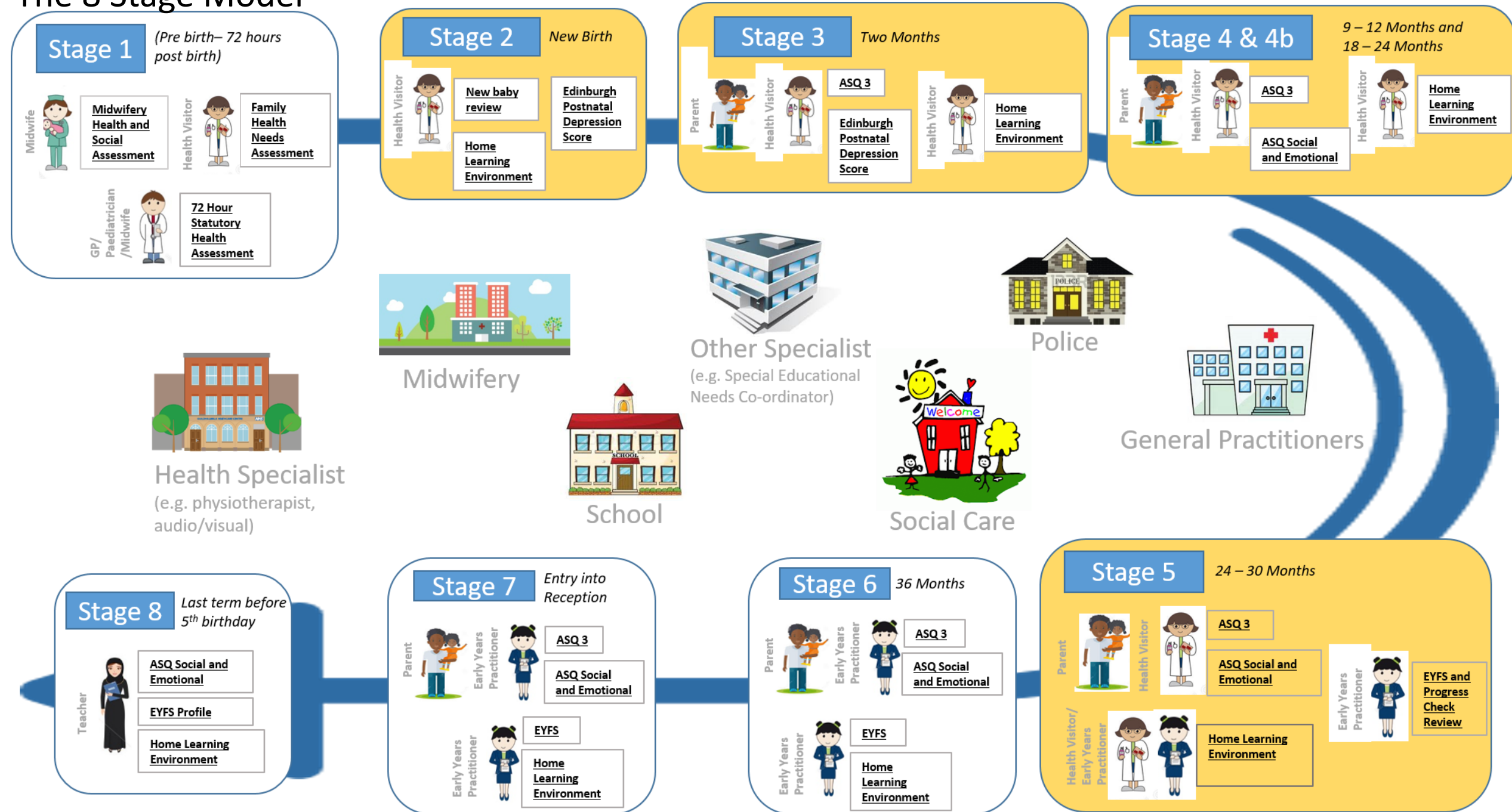


- The Early Years Delivery Model (EYDM) is an agreed GM assessment model undertaken by professionals at defined stages within a child's life from pre – birth to 5 years
- Whilst the EYDM is a consistent GM model the methods used to capture information are different across the range of professionals assessing using the EYDM in a locality
- Whilst some localities use local CMS to capture data there are copyright restrictions in place to digitise the model fully (Ages and Stages Questionnaires)
- The situation is complicated further when considering the 10 localities at different stages of technical maturity across Greater Manchester
- **The Smart Resident Platform (and portals) will –**
 1. **Allow health and early years professionals to capture digital data and share with appropriate EY professionals as the child moves through the different stages of the EYDM (and allow for this data to be analysed pan GM) and support transient children within GM crossing local authority boundaries.**
 2. **Allow health and early years professionals to view appropriate data from other public sector organisations to improve operational decision making and make the process more efficient e.g. domestic violence tags available directly within local system without picking up a telephone or having a meeting with GMP.**
 3. **Provide a carer portal that will allow carers of children to complete digital assessments and workflow to health and early years professionals.**

The 8 Stage Model



The 8 Stage Model



High level objectives for EY Digitisation-

- Share data better between EY professionals and across the EY Delivery Model (and beyond)
- Allowing professionals to have data when they need it e.g. before the child is attending school
- Facilitating the analysis of data at both a locality and a GM level

Activity – Data and Digital

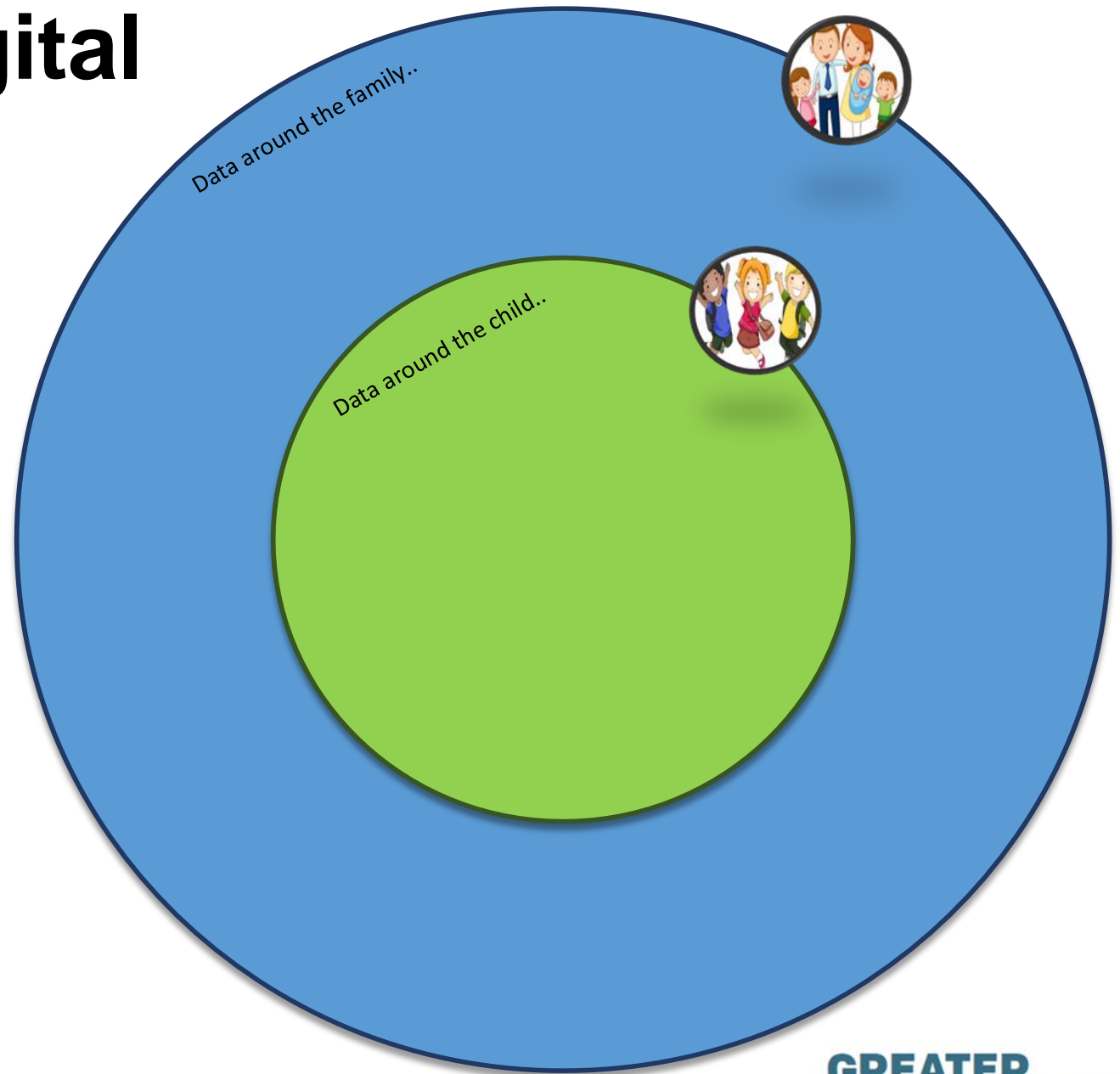
A child is planning to attend their first day of school in September 2019:

- If you are a professional in a school please consider what data would enable you to better prepare for teaching or working with the child.
- If you are a professional that does not work in a school, please consider the data that you collect that you feel would benefit the child at this stage.
- Please also consider wider public sector professionals, the data they collect and whether you believe this needs to be shared at this stage?







When working through this activity please consider data:

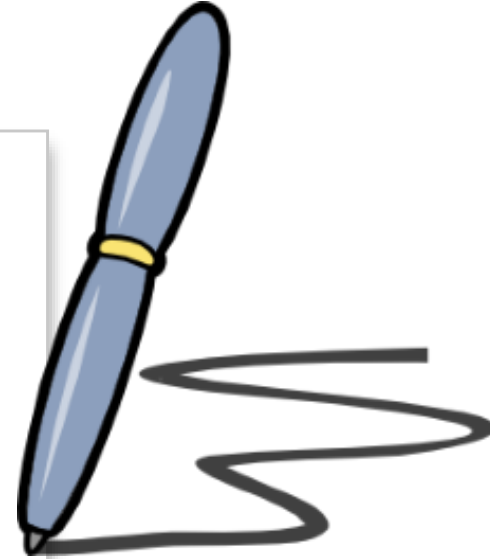
1. About the child
2. About the wider family unit

USE THE POST-ITS TO POPULATE THE CIRCLES -



Activity – Data and Digital

Key	
	Police
	Social Work
	Community Health
	Other Health
	Early Education Settings
	Other?



Activity – Data and Digital

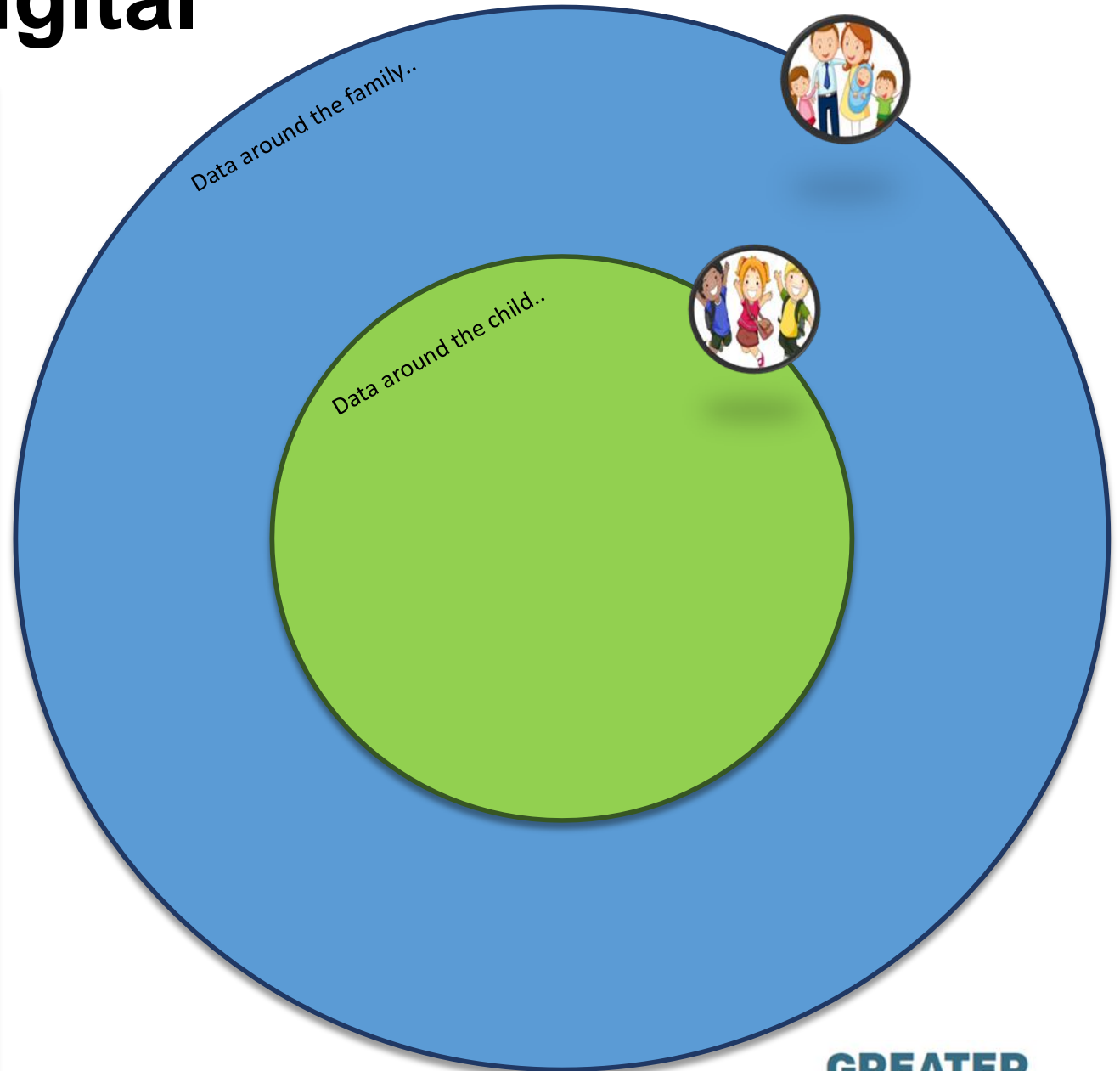
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1. About the child
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USE THE POST-ITS TO POPULATE THE CIRCLES -



Next Steps

- Data will be collated and shared with the group.
- Regular communications around the progress of the Smart Resident Platform and Early Years Digitisation will be sent. Please ensure that you have left contact details if you wish to be added to the mailing list.
- Thank you for your time today!