1. PURPOSE OF REPORT

1.1 To provide an update on the School Readiness Work Programme in GM, including an overview of what is expected of a child by the age of 5 and the baseline performance for each local authority area.

2. RECOMMENDATION

2.1 That the Corporate Issues and Reform Overview & Scrutiny Committee endorse the contents of the report.

3. CONTACT OFFICERS

3.1 Jane Forrest, Assistant Director, Public Service Reform, GMCA. Chris McLoughlin, Director of Childrens Services, Stockport MBC and lead DCS for School Readiness.

4. BACKGROUND

4.1 Following the meeting of the Corporate Issues & Reform O&S Committee on 21 November 2017, the Committee requested a progress update report on School Readiness, with particular reference to the implementation plan and the baseline performance for each GM local authority area, as well as a briefing on what is expected of a child by the age of 5 in a plain English format.

5. WHAT IS SCHOOL READINESS?: EXPECTATIONS AT AGE 5

5.1 The term ‘school readiness’ features in many reviews of education and statutory guidance. However, the precise characteristics of school readiness and the age of the child to which it applies are interpreted variously. There is no nationally agreed definition.

The government’s current measure of school readiness for children age 5 years is the statutory Early Years Foundation Stage Profile (EYFSP) which is completed for every child at the end of reception year. Children are defined as having reached a Good Level of Development (GLD) at the end of the EYFS if they achieve at least the expected level in the early learning goals in the prime areas of learning (personal, social and emotional development; physical development; and communication and language) and in the specific areas of mathematics, literacy, understanding the world, and expressive arts and design.
specific areas of understanding the world and expressive arts and design are included in national reporting as a secondary measure within a child’s average point score). The early learning goals are presented in more detail in Annex A.

In 2014, an Ofsted survey1 of Early Years providers recorded one Primary School Head Teacher’s description of School Readiness as follows:

‘By four we would expect children to be ready to be separated from their parent or carer, to be able to demonstrate listening skills in being able to show interest and pay attention to a subject or stimulus. To have enough language to be able to express themselves if they need something and be able to communicate something about what makes them who they are, such as name, age and something about family or relevant factors in their life. To be able to interact with an adult and/or a peer. For example, during play to be able to take turns and take some responsibility for their actions. We think that children should be able to focus on, and show interest in, their work and the world around them. To make observations, notice things and ask questions. To be able to hold a book, understand some aspects of narrative and respond to some boundary setting’ (Are You Ready: Good Practice in School Readiness, Ofsted 2014).

Based on the work of Mary Sheridan (From Birth to Five Years), Public Health England have described School Readiness in terms of the following milestones which are considered to be normal for child development at approximately 4 years of age:

- Recognise numbers and quantities in the everyday environment
- Participate in music activities such as singing
- Have good oral health
- Are able to take turns, sit, listen and play
- Are able to communicate their needs and have a good vocabulary
- Are able to socialise with peers and form friendships
- Are independent in eating
- Develop motor control and balance for a range of physical activities
- Are independent in getting dressed and going to the toilet
- Have received all childhood immunisations
- Are well nourished and within normal weight for height

A key action within the GM School Readiness Work Programme is to develop a new GM outcomes framework for school readiness. This will take account of the statutory EYFSP alongside a broader range of indicators of, and factors contributing to, positive child development. This will include a strong focus on prevention and intervention at the earliest opportunity. E.g. perinatal and infant mental health.

Importantly, School Readiness in GM not only encompasses a child’s readiness for school, but also a school’s readiness of children. This is reflected in our work to engage with schools about their role as system leaders.

6. BASELINE PERFORMANCE FOR EACH LOCAL AUTHORITY

1 Are You Ready?: Good Practice in School Readiness
6.1 Greater Manchester (GM) remains an outlier in Early Years (EY) outcomes compared to the national average, with only 68% of all eligible children achieving a good level of development at the end of the Early Years Foundation Stage (EYFS) (reception) in 2016/17, compared with 71% nationally. This equates to approximately 12,000 children starting school this September who have not reached a good level of development.

The following chart shows the percentage of GM children achieving a GLD by district.

Annex B provides a breakdown of performance in each local authority area against the 7 key areas of the EYFS Profile.

7. IMPLEMENTATION PLAN

7.1 In recent months, considerable work has been undertaken across GM to shape our future approach to ensuring school readiness. By capturing existing good practice and identifying new opportunities, a new 2 year School Readiness Action Plan has been put in place. This builds upon the foundations created through the Start Well: Early Years Strategy, whilst aligning future priorities with the recently refreshed Greater Manchester Strategy (GMS).

Delivery of the Action Plan will be overseen by the GM School Readiness Board which will report to the GM Reform Board and the GM Children’s Health and Wellbeing Board. The full action plan is provided in Annex C.

The plan sets out a broad range of activity against 4 key objectives:
• support parents to give their child a healthy start, with good early
development
• ensure high quality Early Years services
• provide our children with excellent places to play, develop and learn
• provide strong leadership and systems infrastructure

The action plan contains 16 key actions:

• Re-establish the GM EY strategy with prioritisation and investment
challenge across localities
• Produce a GM outcomes framework with agreed measures across
localities for the purpose of adding value to the development of young
people including mental health outcomes
• Strengthen data sharing, governance and digitalisation
• Develop a high-quality workforce
• Develop an evaluation framework for interventions
• Integrate services around the child and family at neighbourhood level
• Provide evidence-based parenting programmes
• Strengthen prevention and provide consistent antenatal care
• Co-produce 'High Need' pathways
• Implement evidence-based approaches to developing speech,
language and communication
• Develop the best possible services to support parent and infant mental
health
• Develop a resilience and support package for Early Years providers
• Improve access to high quality early years settings
• Provide access to good quality green spaces
• Support Schools to be as system leaders in Early Years
• Strengthen the role of the Voluntary & Community Sector

Recent progress in relation to the work programme includes:

• School Readiness investment bid finalised and approved by the
Population Health Transformation Fund
• Early Years Wider Reference Group re-established with new ToR and
membership as a key advisory and delivery group to support the SR
Board
• Senior Responsible Officers identified for key areas in the action plan
• Initial scoping of GM Speech and Language priorities undertaken.
• School Readiness Board held.
• Digitisation project progressed, including workshop held to identify data
requirements for an integrated EY record.
• Performance and insight report produced following engagement with
localities. Initial findings used to inform next phase of work to develop
GM Outcomes and Performance Framework.
• Work undertaken with the Behavioural Insights Team to develop speech
and language proposals and approval sought by the SR Board
• National Literacy Trust commissioned to deliver GM Campaign and
HELLO framework
• 1st meeting of the voluntary sector school readiness group arranged
with draft ToR prepared.
• Commissioned research on the 2, 3 and 4 year old offer in GM
• Initial scoping of work undertaken with the Chair of the GM Nursery Heads group to address the ‘schools as system leaders’ aspect of the SR work programme.
• Initial scoping of antenatal pathway development work, including review of an existing pathway
• Meetings held with potential investors and investment round table planned for June
• Testing a prototype for the digitisation of records in the Early Years in Salford
• An investible proposition developed for a GM perinatal and infant mental health pathway
• A bid into the transformation fund around oral health in the under 5s in four priority localities
• Investment in workforce development with regards smoking in pregnancy
• Development of transformation plans to scale whole family early intervention approach, integrated provision at neighbourhood level - £30m re-profiled Troubled Families funding to support whole system reform including targeted support for 0-5 year olds.
• Development of an All Age Early Intervention and Prevention strategy, integrating Early Years into broader early intervention models at locality level
• Identification of CCG Commissioning priorities 2018/19
• Development of a risk stratification model in Wigan and a minimum-viable testing approach in Stockport which can now be shared across GM
• Piloting an Adverse Childhood Experiences initiative within broader place-based integration
• Piloting PAUSE and Strengthening Families programmes within broader Children’s Services Review

Over the coming months, our priorities include:

• Speech and Language action planning to be completed and delivery commenced
• Further work undertaken with Early Education leads and Nursery Head Teachers to agree actions and support delivery.
• First meeting of the VCSE workstream group to establish an action plan to support the SR work-programme
• Investment round table to be held
• Digitisation project progressed, including agreement of specification for EY data sharing
• Review of existing locality performance frameworks to inform development of a new GM Outcomes Framework for GM
• Development of proposals for Essential Parent to develop an online resource to support parents (in line with EYDM)
• Implementation of National Literacy Trust campaign (HELLO framework)
• Work to develop a risk stratification tool to be developed as part of the High Needs Pathway

8. NEXT STEPS

4.1 Next steps include:

• To drive delivery of the School Readiness work programme as described in this report.

• To work with the Committee’s task and finish group for School Readiness to support work programme delivery.

The following is a list of the background papers on which this report is based in accordance with the requirements of Section 100D(1) of the Local Government Act 1972. It does not include documents, which would disclose exempt or confidential information as identified by that Act.

• Improving School Readiness, 21st November, 2017 – report presented to Corporate Issues & Reform O&S Committee on 21 November 2017

The above papers and documents may be inspected during normal office hours at GMCA, Churchgate House, 56 Oxford Street, Manchester M1 6EU.
The Early Learning Goals

The prime areas

Communication and language

Listening and attention: children listen attentively in a range of situations. They listen to stories, accurately anticipating key events and respond to what they hear with relevant comments, questions or actions. They give their attention to what others say and respond appropriately, while engaged in another activity.

Understanding: children follow instructions involving several ideas or actions. They answer ‘how’ and ‘why’ questions about their experiences and in response to stories or events.

Speaking: children express themselves effectively, showing awareness of listeners’ needs. They use past, present and future forms accurately when talking about events that have happened or are to happen in the future. They develop their own narratives and explanations by connecting ideas or events.

Physical development

Moving and handling: children show good control and co-ordination in large and small movements. They move confidently in a range of ways, safely negotiating space. They handle equipment and tools effectively, including pencils for writing.

Health and self-care: children know the importance for good health of physical exercise, and a healthy diet, and talk about ways to keep healthy and safe. They manage their own basic hygiene and personal needs successfully, including dressing and going to the toilet independently.

Personal, social and emotional development

Self-confidence and self-awareness: children are confident to try new activities, and say why they like some activities more than others. They are confident to speak in a familiar group, will talk about their ideas, and will choose the resources they need for their chosen activities. They say when they do or don’t need help.

Managing feelings and behaviour: children talk about how they and others show feelings, talk about their own and others’ behaviour, and its consequences, and know that some behaviour is unacceptable. They work as part of a group or class, and understand and follow the rules. They adjust their behaviour to different situations, and take changes of routine in their stride.

Making relationships: children play co-operatively, taking turns with others. They take account of one another’s ideas about how to organise their activity. They show sensitivity to others’ needs and feelings, and form positive relationships with adults and other children.

The specific areas
**Literacy**

**Reading:** children read and understand simple sentences. They use phonic knowledge to decode regular words and read them aloud accurately. They also read some common irregular words. They demonstrate understanding when talking with others about what they have read.

**Writing:** children use their phonic knowledge to write words in ways which match their spoken sounds. They also write some irregular common words. They write simple sentences which can be read by themselves and others. Some words are spelt correctly and others are phonetically plausible.

**Mathematics**

**Numbers:** children count reliably with numbers from 1 to 20, place them in order and say which number is one more or one less than a given number. Using quantities and objects, they add and subtract two single-digit numbers and count on or back to find the answer. They solve problems, including doubling, halving and sharing.

**Shape, space and measures:** children use everyday language to talk about size, weight, capacity, position, distance, time and money to compare quantities and objects and to solve problems. They recognise, create and describe patterns. They explore characteristics of everyday objects and shapes and use mathematical language to describe them.

**Understanding the world**

**People and communities:** children talk about past and present events in their own lives and in the lives of family members. They know that other children don't always enjoy the same things, and are sensitive to this. They know about similarities and differences between themselves and others, and among families, communities and traditions.

**The world:** children know about similarities and differences in relation to places, objects, materials and living things. They talk about the features of their own immediate environment and how environments might vary from one another. They make observations of animals and plants and explain why some things occur, and talk about changes.

**Technology:** children recognise that a range of technology is used in places such as homes and schools. They select and use technology for particular purposes.

**Expressive arts and design**

**Exploring and using media and materials:** children sing songs, make music and dance, and experiment with ways of changing them. They safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.

**Being imaginative:** children use what they have learnt about media and materials in original ways, thinking about uses and purposes. They represent their own ideas, thoughts and feelings through design and technology, art, music, dance, role-play and stories.
Performance baseline for each local authority area

### Communication and Language
- **Percentage of children at expected level**
- **England = 82%**
- Data for local authorities:
  - Bolton: 75
  - Bury: 83
  - Manchester: 75
  - Oldham: 76
  - Rochdale: 74
  - Salford: 83
  - Stockport: 77
  - Tameside: 86
  - Trafford: 80
  - Wigan: 78

### Physical Development
- **Percentage of children at expected level**
- **England = 87.5%**
- Data for local authorities:
  - Bolton: 82
  - Bury: 88
  - Manchester: 81
  - Oldham: 81
  - Rochdale: 84
  - Salford: 87
  - Stockport: 83
  - Tameside: 90
  - Trafford: 85
  - Wigan: 84

### Personal, Social & Emotional Development
- **Percentage of children at expected level**
- **England = 85%**
- Data for local authorities:
  - Bolton: 79
  - Bury: 84
  - Manchester: 80
  - Oldham: 78
  - Rochdale: 77
  - Salford: 82
  - Stockport: 86
  - Tameside: 81
  - Trafford: 88
  - Wigan: 83
  - GM: 81
Percentage of children at expected level - 
Expressive Arts and Design

England = 87%
### Annex C

**ALL CHILDREN STARTING SCHOOL READY TO LEARN**

Greater Manchester will provide strong leadership and systems infrastructure to ensure we provide integrated Early Years services with people at the centre

<table>
<thead>
<tr>
<th>Workstream</th>
<th>SSO</th>
<th>Action</th>
<th>Action lead</th>
<th>Start date</th>
<th>Completion date</th>
<th>Deliverable / Output</th>
<th>Progress (RAD)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Re-establish the GM Early Years Strategy with a strong leadership challenge across localities</td>
<td>Jane Forrest</td>
<td>a</td>
<td>Shirley Woods-Gallagher</td>
<td>Apr-18</td>
<td>Sep-18</td>
<td>Rapidly identify “what works” in localities to inform strategy refresh and investment. Evaluate current interventions (when relevant) across GM to support decommissioning of activity where there is no evidence or evidence of insufficient improved outcomes.</td>
<td>Report for SR Board consideration</td>
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<td></td>
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<td>b</td>
<td>GMCA PSR Team</td>
<td>Jan-18</td>
<td>Sep-18</td>
<td>Refine the GM EY Strategy and develop GM Standards</td>
<td>Revised and updated version of the GM EY Strategy (School Readiness Strategy) and signed off by SR Board</td>
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<td></td>
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<td>c</td>
<td>Programme Lead</td>
<td>Jun-18</td>
<td>Mar-19</td>
<td>Produce a single, system-wide investment plan and commissioning framework aligned to GM outcomes framework for school readiness with agreed approaches to centralised vs. localised investment, ensuring alignment across the three categories listed below Category 1 - Locality level strategic commissioning Category 2 - GM standard commissioning Category 3 - GM level commissioning</td>
<td>System-wide investment plan and commissioning framework produced and signed off by SR Board (March-19)</td>
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<td></td>
<td></td>
<td>d</td>
<td>Shirley Woods-Gallagher</td>
<td>Apr-18</td>
<td>Sep-18</td>
<td>Support in aligning investment plans with the GM outcomes framework, GM Standards, commissioning framework and single investment plan to maximise opportunities for high-value investments into EY delivery.</td>
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<tr>
<td></td>
<td>2. Produce a GM outcomes framework and GM Standards with agreed measures across localities</td>
<td>Jane Forrest</td>
<td>a</td>
<td>GMCA PSR Team</td>
<td>Apr-18</td>
<td>Sep-18</td>
<td>Develop a GM outcomes framework to drive improvement</td>
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<td></td>
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<td>b</td>
<td>Julian Cox</td>
<td>Apr-18</td>
<td>Nov-18</td>
<td>Create a school readiness improvement dashboard to display both input and outcome measures aligned to the revised priorities of the programme</td>
<td>Improve dashboard produced and aligned with new GM SR Outcomes Framework</td>
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<td>c</td>
<td>Shirley Woods-Gallagher</td>
<td>Apr-18</td>
<td>Sep-18</td>
<td>Identify scaled markers for developmental delay and appropriate early intervention and prevention activity</td>
<td>Established markers for developmental delay identified and incorporated into the GM SR Outcomes Framework</td>
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<td>3. Strengthen data sharing, governance and digitalisation</td>
<td>Nicky O'Connor</td>
<td>a</td>
<td>Phil Swann</td>
<td>Aug-18</td>
<td>Aug-18</td>
<td>Obtain digital licence for ASQ</td>
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<td>b</td>
<td>Phil Swann</td>
<td>Apr-18</td>
<td>Jul-18</td>
<td>Agree core data sets and requirements</td>
<td>Core data sets and requirements agreed</td>
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<td>c</td>
<td>Phil Swann</td>
<td>Apr-18</td>
<td>8c</td>
<td>Make available mobile solutions for the EY workforce.</td>
<td>Mobile solutions in place across the EY workforce</td>
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<td>d</td>
<td>Phil Swann</td>
<td>Apr-18</td>
<td>Apr-18</td>
<td>Establish the School Readiness Digitisation Task and Finish Group to take the digitisation work forwards</td>
<td>Task and Finish Group established</td>
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<td>e</td>
<td>Phil Swann</td>
<td>Jan-18</td>
<td>Sep-18</td>
<td>Central EY Portal - Core School Readiness Design Agreed</td>
<td>Design agreed for SR central EY portal</td>
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<td>f</td>
<td>Phil Swann</td>
<td>Jan-18</td>
<td>Aug-18</td>
<td>Unified Architecture and Early Years - School Readiness stakeholder engagement and communication strategy developed to feed into wider School Readiness Communication Strategy</td>
<td>Stakeholder engagement Strategy developed</td>
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<td>g</td>
<td>Phil Swann</td>
<td>Jan-18</td>
<td>Aug-18</td>
<td>Full Business Case for funding to support School Readiness Digitisation developed and approved by appropriate boards (portal and ASQ components)</td>
<td>Business case for SR digitisation funding approved</td>
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<td>h</td>
<td>Phil Swann</td>
<td>Jan-18</td>
<td>Aug-18</td>
<td>Data Protection Impact Assessment for School Readiness - first draft</td>
<td>Data protection impact assessment complete</td>
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<td>i</td>
<td>Phil Swann</td>
<td>Jan-18</td>
<td>Aug-18</td>
<td>Evaluation Report - Proof of Concept with Oldham / Bridgewater to be developed by July and shared for comment</td>
<td>Evaluation report developed</td>
</tr>
<tr>
<td></td>
<td>4. Develop a high-quality workforce</td>
<td>Lesley Jones</td>
<td>a</td>
<td>Programme Lead</td>
<td>Aug-18</td>
<td>Apr-20</td>
<td>Develop and implement a sustainable workforce strategy that focuses on pathways and early years delivery model</td>
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<td>b</td>
<td>GMCA PSR Team</td>
<td>Aug-18</td>
<td>Jan-19</td>
<td>Develop a strategic approach to use of the apprenticeship levy at a GM level to support early and progression within the early years sector.</td>
<td>Documented approach agreed as part of the sustainable workforce strategy</td>
</tr>
<tr>
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<td>5. Develop an evaluation framework for interventions</td>
<td>Jane Forrest</td>
<td>a</td>
<td>Programme Lead</td>
<td>Aug-18</td>
<td>Jan-19</td>
<td>Produce a standardised evaluation tool</td>
</tr>
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<td>6. Communication Plan</td>
<td>Claire Norman</td>
<td>a</td>
<td>Claire Smith</td>
<td>Apr-18</td>
<td>May-18</td>
<td>Develop a communication plan, including a brand for school readiness</td>
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<tr>
<td>Workstream</td>
<td>Suggested SRO</td>
<td>Actions</td>
<td>Action Lead</td>
<td>Start date</td>
<td>Completion date</td>
<td>Progress (RAG)</td>
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<tr>
<td><strong>7</strong> Providing evidence-based parenting programmes across GM</td>
<td>Julie Cheetham (B/c)</td>
<td>a. Evaluate and review current approaches and provision in GM.</td>
<td>GMCA PSR Team</td>
<td>Jan-18</td>
<td>Sep-18</td>
<td>GM approach to commissioning parenting programmes agreed and implemented.</td>
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<td>b. Data analysis to be undertaken to identify need across GM.</td>
<td>Programme Lead</td>
<td>Jan-18</td>
<td>Aug-18</td>
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<td></td>
<td>c. Produce options for commissioning (GM or locality) which include workforce development.</td>
<td>Programme Lead</td>
<td>Sep-18</td>
<td>Dec-18</td>
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<td>d. Implement universal antenatal parenting classes across GM.</td>
<td>Programme Lead</td>
<td>Apr-19</td>
<td>Apr-20</td>
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<td></td>
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<td>a. Work with voluntary sector to 'enhance' parenting skills within communities.</td>
<td>Programme Lead</td>
<td>Jun-18</td>
<td>Apr-20</td>
<td>Solutions for enhancement of parenting skills identified and implemented.</td>
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</tr>
<tr>
<td><strong>8</strong> Produce consistent universal antenatal parenting classes and implement across GM</td>
<td>Julie Cheetham (B/c)</td>
<td>a. Evaluate and review current approaches and provision in GM.</td>
<td>GMCA PSR Team</td>
<td>Jan-18</td>
<td>Sep-18</td>
<td>GM approach to commissioning antenatal parenting programmes agreed and implemented.</td>
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<td>b. Data analysis to be undertaken to identify need across GM.</td>
<td>Programme Lead</td>
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<td>c. Produce options for commissioning (GM or locality) which include workforce development.</td>
<td>Programme Lead</td>
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<td>d. Implement universal antenatal parenting classes across GM.</td>
<td>Programme Lead</td>
<td>Apr-19</td>
<td>Apr-20</td>
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<tr>
<td><strong>9</strong> Create/identify evidence based targeted parenting classes and implement across GM</td>
<td>Julie Cheetham (B/c)</td>
<td>a. Evaluate and review current evidence based targeted parenting classes</td>
<td>GMCA PSR Team</td>
<td>Jan-18</td>
<td>Aug-18</td>
<td>GM approach to commissioning targeted antenatal parenting programmes agreed and implemented.</td>
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<td>b. Data analysis to be undertaken to identify need across GM.</td>
<td>Programme Lead</td>
<td>Jan-18</td>
<td>Aug-18</td>
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<td>c. Produce options for commissioning (GM or locality) which include workforce development.</td>
<td>Programme Lead</td>
<td>Sep-18</td>
<td>Dec-18</td>
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<td>d. Implement targeted antenatal parenting classes across GM.</td>
<td>Programme Lead</td>
<td>Apr-19</td>
<td>Apr-20</td>
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<tr>
<td><strong>10</strong> Develop and implement the high needs pathway within a integrated whole system response at a neighbourhood level</td>
<td>Chris McLoughlin</td>
<td>a. Review and evaluate 'risk assessment' approaches in maternity.</td>
<td>GMCA PSR Team</td>
<td>May-18</td>
<td>Jul-18</td>
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<td>b. Co-produce and design 'risk assessment' approach and ensure it includes ACEs.</td>
<td>Programme Lead</td>
<td>Aug-18</td>
<td>Oct-18</td>
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<td></td>
<td></td>
<td>c. Co-produce and design system integrated support and identify suitable evidence based interventions.</td>
<td>Programme Lead</td>
<td>Oct-18</td>
<td>Jan-19</td>
<td></td>
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<td></td>
<td></td>
<td>d. Test and evaluate b and c.</td>
<td>Programme Lead</td>
<td>Feb-19</td>
<td>Sep-19</td>
<td>New high needs pathway approach agreed and implemented.</td>
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<tr>
<td></td>
<td></td>
<td>a. Consolidate and review evaluation and implement recommendations</td>
<td>Programme Lead</td>
<td>Oct-19</td>
<td>Nov-19</td>
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<td></td>
<td></td>
<td>f. Agree commissioning</td>
<td>Programme Lead</td>
<td>Aug-19</td>
<td>Nov-19</td>
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<td></td>
<td></td>
<td>g. Produce options for commissioning (GM or locality) which include workforce development.</td>
<td>Programme Lead</td>
<td>Aug-19</td>
<td>Nov-19</td>
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</tbody>
</table>
Provide our children with excellent places to play, develop and learn.

<table>
<thead>
<tr>
<th>Workstream</th>
<th>Suggested DIR</th>
<th>Actions</th>
<th>Action Lead</th>
<th>Start date</th>
<th>Completion date</th>
<th>Deliverables / Outputs</th>
<th>Progress (RAG)</th>
</tr>
</thead>
<tbody>
<tr>
<td>11</td>
<td>Implement evidence-based approaches to developing speech, language and communication</td>
<td>a. Identify actions to fully implement the existing GM pathway or identify revised priorities for speech and language</td>
<td>Michelle Morris</td>
<td>May-18</td>
<td>Jul-18</td>
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<td></td>
<td></td>
<td>b. Implement the above actions</td>
<td>Michelle Morris</td>
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<td></td>
<td></td>
<td>c. Commission BIT to undertake work to attain behavioural insights into speech and language used to identify solutions to improve speech and language using these insights.</td>
<td>GMCA PSR Team</td>
<td>May-18</td>
<td>Nov-18</td>
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<td></td>
<td></td>
<td>d. Purchase and implement the HELLO framework from National Literacy Trust across providers (308) who are in the bottom quarter for outcomes with vulnerable 2 year olds and in the most deprived area</td>
<td>Shirley Woods-Gallagher</td>
<td>Apr-18</td>
<td>Apr-19</td>
<td>New solutions developed, tested and taken to scale subject to success of tests.</td>
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<td>HELLO framework delivered in 308 providers.</td>
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<tr>
<td>12</td>
<td>Develop the best possible services to support parent and infant mental health</td>
<td>a. Validate frame and inferential health pathway to ensure sufficient provision and early intervention and prevention approaches, including consideration of pre-conception approach.</td>
<td>Pat McKelvey</td>
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<td></td>
<td></td>
<td>b. Implement whole system approach to perinatal and infant mental health including attachment.</td>
<td>Pat McKelvey</td>
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<td></td>
<td>c. Explore how ACE can be used as a predictor to inform early intervention</td>
<td>Pat McKelvey</td>
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<tr>
<td>13</td>
<td>Resilience and support package for Early Years providers</td>
<td>a. Identify opportunities and scope work to form clear actions</td>
<td>GMCA PSR Team</td>
<td>Apr-18</td>
<td>Jul-18</td>
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<td></td>
<td></td>
<td>b. Develop actions to ensure continued provision of high quality nursery provision in all areas of GM. Includes contingency for sufficiency of provision, workforce training, leadership/management, QA, collaboration opportunities.</td>
<td>GMCA PSR Team</td>
<td>Jun-18</td>
<td>Sep-19</td>
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<td></td>
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<td>c. Commission deep dive research into 2, 3 and 4 year old offer. where evidence is established what is a base level to move from good to outstanding settings</td>
<td>Shirley Woods-Gallagher</td>
<td>Apr-18</td>
<td>May-18</td>
<td>Finding of deep dive research published</td>
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<td></td>
<td></td>
<td>d. Explore options to provide continuity of AH support into EY settings</td>
<td>Programme lead</td>
<td>Jun-18</td>
<td>Sep-19</td>
<td>Options identified</td>
<td></td>
</tr>
</tbody>
</table>
ALL CHILDREN STARTING SCHOOL READY TO LEARN

Greater Manchester will be at the leading edge of providing our children with excellent places to play, develop and learn

<table>
<thead>
<tr>
<th>Workstream</th>
<th>Lead</th>
<th>Action</th>
<th>Action Lead</th>
<th>Start Date</th>
<th>Completion Date</th>
<th>Deliverables / Output</th>
</tr>
</thead>
<tbody>
<tr>
<td>15 Provide access to good quality green spaces</td>
<td>Jane Forrest</td>
<td>a</td>
<td>Engage VCSE to explore support for early years and green spaces. Explore private sector support if required.</td>
<td>GMSF</td>
<td>Jun-18</td>
<td>Dec-18</td>
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<tr>
<td></td>
<td></td>
<td>b</td>
<td>Ensuring the GMSF considers the provision and preservation of high quality green spaces for children to play.</td>
<td>GMSF</td>
<td>Apr-18</td>
<td>May-18</td>
</tr>
<tr>
<td>16 Support Schools to be as system leaders in Early Years</td>
<td>Cathy Starbuck</td>
<td>a</td>
<td>Consult with headteachers and scope a leadership role for schools within the GM early years model.</td>
<td>GMCA PSR Team</td>
<td>May-18</td>
<td>Mar-19</td>
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<tr>
<td></td>
<td></td>
<td>b</td>
<td>Roll-out of the model across GM (upon successful evaluation)</td>
<td>Programme Lead</td>
<td>Apr-19</td>
<td>Apr-20</td>
</tr>
<tr>
<td>17 Strengthen the role of the Voluntary &amp; Community Sector</td>
<td>Rukhsana Ahmed</td>
<td>a</td>
<td>Work with VCSE sector to explore where they can play a direct role in supporting all aspects of the Action Plan, including through the VCSE Concordat with GMCA/Mayor. [Include consideration of mainstream finance.]</td>
<td>GMCA PSR Team</td>
<td>Apr-18</td>
<td>Dec-18</td>
</tr>
<tr>
<td></td>
<td></td>
<td>b</td>
<td>Sustaining voluntary and community sector role in early years delivery through an outcomes based commissioning approach</td>
<td>Programme Lead</td>
<td>Jun-18</td>
<td>Apr-20</td>
</tr>
</tbody>
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Provide access to good quality green spaces
Strengthen the role of the Voluntary & Community Sector
Support Schools to be as system leaders in Early Years