



National Children's Bureau
Evaluation of Jersey Early
Childhood Development Programme
Final Report

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Executive Summary

Background

In partnership with the States of Jersey and Jersey Child Care Trust, and financed by UBS Optimus Foundation, the NCB was funded to deliver an ambitious three year Early Childhood Development (ECD) Programme from 2016-2019 to build the capacity of the early years sector and to improve outcomes for young children and their families in Jersey. This final report sets out to provide an end of Programme evaluation of the functioning and impact of the work undertaken, with a particular focus on the development of the ECD Programme in its final phase, from January 2018 to March 2019.

These headline findings are drawn from the main body of the Final Evaluation Report for the Jersey ECD Programme, covering work conducted from January 2018-March 2019 and a view of achievements over the three-year life of the Programme.

Headline Findings

The evaluation of the ECD Programme has documented evidence to evaluate the impact that each of the three strands of the Programme has made against the Programme aims and identified outcomes, including:

1. Improved planning of services and collaborative working through the use of OBA;
2. Improved early childhood development capacity;
3. Increased quality of early learning and childcare.

Reflecting on the evaluation evidence suggests that the three constituent strands of work in the ECD Programme have had a proven and significant impact at Government level and also across the early years sector in Jersey.

Firstly, the evaluation evidence indicates that the ECD Programme has contributed significantly to the improvement of planning and collaborative working on the Island, with the OBA approach being particularly successful in relation to this aim. The evidence indicates that the OBA Strand of work has exceeded its target reach of training and capacity building support to a range of stakeholders in using the Outcomes Based Accountability (OBA) approach. The impact of the OBA work at strategic level is shown in the following stakeholder statement:

INT6: OBA has been a real success. The focus has shifted and the States/Government has a real commitment to putting children first, driven initially by the Enquiry raising protection issues. The Island community have taken notice and there has been a change in visibility. Now ALL children are visible, perhaps before there were pockets of

Jersey society that were overlooked. The timing has been great. We needed to be data driven, to focus our energy in the right places and OBA gave us that. It brought Partners together and we are more comprehensively focused now. OBA gave stakeholders a shared vocabulary and that increased dialogue. ...'Future Jersey' has linked OBA to Early Years making it really significant. The Children's Plan is also very much infused with OBA with outcome areas and Population indicators and performance accountability but all that is not published yet. It's a journey we are on now bringing in people at delivery point.

Secondly, the Making it REAL (Raising Early Achievement in Literacy) and Knowledge Makes Change (KMC) strands of work have both made an important contribution in relation to the aim of improving early childhood development capacity in the sector and also within the families who have participated in REAL projects. The transfer of expert knowledge and understanding of what works in early learning to a wide range of policy makers and practitioners through the KMC seminars is well documented and reveals that the events provided all participants with increased knowledge and understanding of the topic covered, a sense of what works in practice for children and families and more confidence in implementing the ideas in their practice. The Making it REAL programme has also developed a group of REAL practitioners and Champions who, if harnessed, have the capacity to impact on practice more widely. It is also clear that the Making it REAL programme has had a considerable impact on parents' knowledge and confidence in their support for children's learning and literacy for those it has reached (1,660 parents over the life of the programme) with 84% of those in the Literacy programme and 79% of parents in the Maths programme in 2018 reporting increased confidence in 2017. The parent comment below reflects this impact:

FG1: Parent 4: It has made a big difference to the boys and given me loads of ideas. It takes longer to get around the supermarket these days asking and answering questions. I didn't get to the Beach Event but many friends have said how great it was. We talk amongst ourselves about how we might develop these ideas. I'm learning as well as the boys. This is brilliant.

Thirdly, the increase in child outcomes relating to language, literacy and mathematics, and in school readiness in Making it REAL children, indicates that in participating settings there has been a marked increase in the quality of early learning and childcare supporting their ability to ensure children are school ready. The evidence indicates that the REAL programme has reached nearly 2000 children from across the island a significant percentage of these children registering improvements on a number of indicators of school readiness and all participating children developing improved literacy, language and communication

skills. Parents are also very aware of the impact of the programme on the child's learning and development.

FG1: Parent1: We can see the difference in (child's) language, stories, patience, self-organisation, concentration, there is more interaction from (child), he is more confident and less judgemental.

The improvement in quality of early childhood programmes in the sector has been achieved across the maintained and PVI sectors despite barriers, particularly for PVI settings. In relation to KMC, although there is high engagement across the sector in the programme, there is, as yet, limited evidence of the programme directly improving the quality of early learning and childcare, though this does not mean it has not happened. This third aim could be enhanced and the impact of the ECD Programme extended by the development of the KMC programme to include a strategy of linked action research projects, where enhancing the quality of practice is the prime aim.

At the end of the ECD Programme we can see clear evidence that the three strands of work have met and often exceeded their KPIs and have achieved the desired outcomes for the Programme participants. The evidence presented in this final evaluation report reveals the following headline findings (more detail can be found in Section 3).

1. The ECD Programme is highly relevant to Jersey Policy priorities and vision and has significantly shaped the current Government change agenda.
2. There has been efficient delivery of all strand work plans and meeting of programme KPI's.
3. There has been positive engagement of target groups in all strands of the programme but more work is needed to engage children and families for whom English is an additional language.
4. Awareness of, and responsiveness to, enabling conditions and barriers is evident.
5. ECD programme outcomes for children, parents and practitioners have been successfully achieved.

This evidence reveals that as an externally funded and led programme, with a Jersey constituted Steering Group, it has done extremely well to steer a positive path and dispel any anxiety or suspicion about its motives and commitment to the long-term sustainability of services on the island. The climate around the programme is very positive, welcoming and acknowledging about the work it has undertaken and what it has achieved. This is a great tribute to the effectiveness of the leadership and management of the programme. The deep impact of the Programme is reflected in the statement below:

FG4: It's positive at all levels. If you see the documentation Best Start and Children's Plan, the work is there and its even there when working with different Departments or on different issues, it's embedded. Champions, Report Cards – it's throughout Future Jersey.

Recommendations for the Way Ahead

In its final year of operation the ECD Programme has highlighted a set of continuing challenges in securing its legacy on the island and more fully achieving its aims and the outcomes it desires. Analysis of the evaluation evidence and reflection on the current Jersey context and policy drivers, and on the ECD programme achievements, suggests some clear priorities for further action. These are presented as a list of recommendations under 6 broad headings and collectively they stand together as a route map to inform any future Jersey early years strategy. The recommendations are:

1. A continuation of the work to embed the ECD Programme strands of work and achievements more sustainably into Jersey policy priorities and vision.

This work is well underway, but needs more time and effort if it is to secure the legacy, embed the work into Jersey led sustainable early years services and so realise the transformational potential of the improvement initiatives the ECD Programme has put in place.

2. Securing ECD programme sustainability by seeking additional funding, and by offering system leadership training and support to OBA and REAL Champions.

There is more work to do to ensure the ECD Programme is sustainable and has fully realised its contribution to the changing island culture and policy priorities of the Chief Executive and the Best Start Partnership. More time and work is needed to fully embed these shifts in policy and practice in Jersey. Securing additional funding to give the ECD Programme more time (minimally 2 years) to ensure its longer-term sustainability and embed it more securely within Island strategy is a priority for the Programme Steering Group and the NCB.

3. Greater engagement of a range of providers from the maintained and PVI sectors and families for whom English is an additional language in the ECD Programme.

Further innovation is required to ensure practice transformation can occur for all early years settings, for example using technology to increase access to programme activities and offers. More work is also needed to ensure target families can access the ECD Programmes through better information sharing, responding more flexibly to the expressed needs of these target families and recruiting more personnel from these communities.

4. OBA is now common language and approach used at policy/government level for children's services planning.

The immediate next step is for OBA to be properly embedded in how services are commissioned/funded i.e. budgets and contracts provide for and require an OBA approach to performance management and service improvement. When this is in place then organisations and their staff, including front-line practitioners, will become involved in impact driven practice.

5. Widening and strengthening impact data for Making it REAL Programme, (to include Communication and Language Development (CLD), and Mathematical Development) using more rigorous assessment instruments.

Further work is needed to achieve the culture shift towards greater accountability for those delivering children and family services in Jersey. The REAL programme team should continue to explore the use of more rigorous assessment instruments to capture more systematically and robustly the impact of the Making it REAL programme on early language and communication skills, literacy and mathematics in Jersey and maybe more widely.

6. Encouraging action projects linked to the KMC seminars to secure impact on practice.

More emphasis on, and opportunities and incentives for, participation in workplace-based action research projects led by practitioners (maybe in learning networks) linked to the KMC seminar series and knowledge dissemination strategy are needed to make the link to practice stronger and ensure setting quality improvements flow from CPD experiences.

Part A: ECD Programme Background and Evaluation Methodology

1. Introduction

1.1 ECD Programme Background

In partnership with the States of Jersey and Jersey Child Care Trust, and financed by UBS Optimus Foundation UK, the NCB was funded to deliver an ambitious three-year Early Childhood Development (ECD) Programme from 2016-2019 to build the capacity of the early years sector and to improve outcomes for young children and their families in Jersey. This final report sets out to provide an end of programme evaluation of the functioning and impact of the work undertaken, with a particular focus on the development of the ECD Programme in its final phase, from January 2018 to March 2019.

ECD Programme Aims

The ECD Programme has three key aims:

1. To improve planning of services and collaborative working through the use of OBA;
2. To improve early childhood development capacity;
3. To increase the quality of early learning and childcare.

ECD Programme Delivery Strands

In the final phase of the Programme the NCB has continued to engage with Jersey stakeholders, providing tools, expertise and resources through three strands of Programme delivery:

1. *Developing an Early Years Outcomes Framework*: Developing an island-wide framework which identifies priority outcomes for improving the well-being of young children and families, with statistical indicator data to measure the extent to which the outcomes are being achieved and developing action plans to promote these outcomes through training and capacity building support to stakeholders in using the Outcomes Based Accountability (OBA) approach.
2. *Making it REAL (Raising Early Achievement in Literacy)*: Offering training and projects (literacy and maths) to enable practitioners to reach out to parents and families, building their confidence and knowledge to support early home learning, with the aim of impacting on children's outcomes and on family literacy practice.
3. *Knowledge Makes Change (KMC)*: Improving the knowledge of 'what works' to ensure the best possible outcomes for young children and families through a seminar series from leading experts on a range of early years topics, providing inspiration and ideas, as well as an

opportunity for practitioners to build contacts and share good practice with one another. Monthly 'Knowledge Makes Change' bulletins also support the knowledge transfer process, profiling the latest research and practice from the UK along with International contexts.

The ECD Programme is supported by the Jersey ECD Programme Steering Group. In the final year of the programme (2018/19) there was a development of some additional strands of work, including the extension of REAL to include parent volunteers and the REAL Maths Programme; securing more rigorous assessments of child outcomes; the development of the KMC Programme approach to gain greater impact on practice; and further work to embed OBA across Jersey in a sustainable way. The intention of the final part of the evaluation is to provide an end of Programme assessment of the effectiveness and impact of this work in order to inform future Jersey planning.

1.2 Evaluation Scope

Evaluation Aims

The aims of the second and final part of the **quantitative and qualitative evaluation** are to build on the Part 1 evaluation evidence to:

1. evaluate the impact of the remaining delivery period of the Programme (January 2018 to end of March 2019) against the initial aims and outcomes as well as 3 specific evaluation questions under each delivery strand which are linked directly to these aims and outcomes;
2. assess the impact that each of the three strands of the Programme (detailed above) has made against the Programme aims over the whole duration of the ECD Programme;
3. use this evaluation evidence to inform future development initiatives in Jersey.

ECD Programme Outcomes and Evaluative Questions

The final evaluation report will explore how far the following **4 quantifiable outcomes** which the ECD Programme set out to achieve by the end of Programme delivery have been realised:

Outcome 1 - Early years settings have increased knowledge of how to support young children's development.

Outcome 2 - Making it REAL project parents have increased knowledge and confidence to support young children's early learning and literacy development.

Outcome 3 - Policy makers and practitioners have improved understanding of the Outcomes Based Accountability approach and work more collaboratively across agencies.

Outcome 4 - Improvement in school readiness.

Evidence will also explore the following **10 qualitative evaluation questions**:

1. How successful has the Programme been in reaching and engaging key stakeholders across each strand of work?

2. How has the local context of Jersey influenced this impact?

3. What (if any) have been the key barriers and enablers to the achievement of the Programme through each strand? How could these barriers be overcome?

4a. How successful has the strategy to widen and strengthen the impact data for the Making it Real Programme to include Communication and Language Development (CLD) using more rigorous assessment instruments been?

4b. To what extent has Making it REAL literacy had an impact on children's early learning and development, and particularly in early literacy and early CLD, for Making it REAL children?

4c. To what extent has Making it REAL maths had an impact on children's early learning and development for Making it REAL children?

5a. How successful has the strategy been in encouraging action projects linked to KMC seminars to secure impact on practice?

5b. To what extent has the KMC series positively impacted on the ability and confidence of practitioners to better meet the needs of the children they work with, what action or change has occurred as a result, and what are the improved outcomes for children?

6a. Has the OBA Approach become further embedded, particularly at senior lead and front-line service delivery level?

6b. What impact is the use of OBA having on strategic / service planning?

7a. Is there greater engagement of target groups in the ECD Programme?

7b. To what extent does the ECD Programme target and meet needs of priority groups of children within all three strands, embedding this from strategic to delivery level?

8a. Is the relevance of the ECD Programme to Jersey policy priorities and vision with more active engagement of Programme Steering Group, as well as emerging States policy agenda and the 'Best Start Strategy' of the Jersey Early Years and Childhood Partnership (EYCP), been enhanced?

8b. What actions have been taken by the Programme Steering Group to actively engage with those developing the States policy agenda around early childhood?

8c. What influence have these actions had?

9. How does the Programme contribute to the Early Years and Childhood Partnership's (now Best Start Partnership) vision for 'Jersey to be the best place for all children to grow up' and other island wide policies and plans?

10. What might be next steps for key stakeholders in Jersey in terms of sustaining each Programme strand of activity beyond the life of the Programme?

2. Evaluation Methodology

2.1 Methodological Approach and Design

The evaluation design and methodology gathered a range of quantitative and qualitative information to address the evaluation brief. Data gathering was through a multi-method approach employing a range of research strategies, including:

- Desk based analysis of existing monitoring data sets, minutes of meetings and reports;
- Focus groups with a purposeful sample of delivery partners, practitioners and parents/carers;
- Interviews (telephone or face to face) with representatives of the States of Jersey, Jersey Child Care Trust and Jersey delivery partners;
- Impact survey and questionnaires;
- Trial use of additional pre and post language tool based on the Early Excellence Assessment Tracker (EExAT) in addition to NCB designed Making it REAL Child Observation Forms;
- Confidence questionnaire.

CREC worked closely with NCB to gain access to the required data and key stakeholders. These methods generated a complex and wide-ranging set of quantitative and qualitative data which has been rigorously analysed and systematically assessed against the four Programme outcomes and 10 evaluation questions.

Evaluation Methods

Data was collected using the following methods:

1. **Documentary Analysis:** An analysis of existing NCB evaluation data for Making it REAL strand, September 2017 to July 2018, and for each strand of work for the period March 2018 – March 2019, and including monitoring data;

children's progress data; trial Early Excellence Assessment Tracker (EExAT) data (where available); data analysis reports; and recommendation reports. These data are summarised in Appendix 1 in the Benchmark Assessment Table and reported on in Section C of this report.

2. **Focus Groups:** A series of 4 focus groups to look primarily at the impact of the three strands of work for the period Mar 2018- Mar 2019, as follows:

- 1 group of Making it REAL Parents
- 1 group of Making it REAL Practitioners
- 1 group of Making it REAL Champions/OBA Champions
- 1 group of NCB programme delivery team

These focus groups are used to evaluate and obtain qualitative data primarily on the **Making it REAL** strand of work as well as the **Knowledge Makes Change (KMC)** strand.

3. **Interviews:** A series of 11 interviews with key stakeholder leaders, including members of the ECD Programme Steering Group. These interviews (either face-to-face or via telephone) cover a set of semi-structured questions aimed to gather perceptions and evidence on performance and impact of the three strands against the 4 outcomes and 10 evaluation questions for the period Mar 18- Mar 19, and additionally, Jan 18- March 2019 for the OBA strand. Three interviews took place in Sept 2018, two focusing on the OBA strand and its support with the Children's Plan development. The third looked at support with the Children and Young Peoples Plan in conjunction with the Best Start Strategy, and the use of OBA to further develop strategy content and design. Towards the end of the delivery year (Feb 2019) follow up interviews were done to see how close they are to embedding of OBA activities with Champions and settings for REAL.

4. **Impact Survey/Questionnaire:** Aimed at all KMC seminar attendees (practitioners / managers) to date, in order to collect and assess how the seminars have affected the work, confidence and knowledge of attendees in relation to their early years practice.

5. **Knowledge to Practice Questionnaire:** Focused on final two KMC seminars where attendees state what they intend to change or implement from the learning, and are followed up month later.

6. **Confidence of Use Questionnaire:** Aimed at Making it REAL Champions and OBA Champions where teams/staff rate themselves on this schedule before and after training or Programme start and finish as appropriate.

Research Participants

Key stakeholders involved as participants in the evaluation included representatives of Departments for the Chief Minister, Community and Constitutional Affairs and States Statistic Unit; representatives from a broad range

of the children's workforce who have participated in training, seminars, meetings and workshops; staff from NCB core team; and the Jersey based delivery partners. Evaluation of Making it REAL also includes REAL Champions and practitioners. Their participation and role in the evaluation process is set out above. We worked with NCB to obtain contact details for all required participants in accordance with the Programme and NCB's data protection and safeguarding standards.

2.2 Ethical Protocols

All CREC's work is underpinned by strong ethical principles relating to the dignity and safety of participants and which is constructed round the following set of principles to ensure all actions should:

- Be done with, not to, participants;
- Be open and honest, and secure informed consent;
- Be collaborative and inclusive;
- Be empowering and developmental;
- Have utility;
- Be respectful;
- Protect all participants from harm;
- Keep confidentiality and anonymity;
- Provide feedback.

All participants in this evaluation provided their informed consent which guaranteed confidentiality and anonymity. Data was kept securely for the duration of the project in line with CREC's data protection and security policy, which is GDPR fully compliant. We worked with the NCB team to raise awareness of the evaluation work being conducted with relevant partners and provide information for an information sheet which was distributed to relevant staff and partners, to ensure that there was awareness and understanding of the evaluation, its purpose and timescales. All respondents provided their written informed consent to participate in the evaluation process. The NCB facilitated access to relevant Programme and intervention documentation and monitoring data. CREC is in possession of relevant, up to date and valid policies for carrying out this work. CREC believes that through this ethical approach we were able to achieve high levels of customer satisfaction whilst also ensuring the highest level of quality and integrity in our research and evaluation activity.

Part B: Evidence and Analysis

3. Evaluation Findings

The evaluation brief set out to investigate:

1. The delivery (outputs) of the 3 strands of work under the ECD Programme;
2. Four key quantitative outcomes; and
3. 10 evaluative process/functioning questions by which the progress of the ECD Programme in implementing its work plans, the effectiveness of the process and its success in achieving its agreed objectives was to be evaluated.

Following a short description of the current context in Jersey, the evidence for each of these outputs, outcomes and evaluative process questions is set out in the sections below, with reference to the final phase of working (2018/19), and also as an overall assessment at the end of the three year Programme (2016-2019).

3.1 Early Childhood Development (ECD) Programme Context

Jersey Context

The Phase 1 Evaluation Report published in March 2018 set out a more detailed summary of Jersey's island location, its political structure, economic sectors, population and child and family demographics. We have not duplicated these data in this final report, given that these contextual features of Jersey have not changed much over recent months. As a respondent stated:

INT8: Jersey's working parents are the highest proportion in the EU and it is a very expensive place to live. Childcare is of variable quality and often difficult to access, housing is short and the qualifications to live here means that there are restricted entitlements. Especially there are socio-economic divisions, separate communities and groups with limited access to benefits and delays in the process so families really struggle. These challenges haven't shifted much.

In short, these data reveal that despite the relative wealth on the island, it was evident that the economic situation for the significant minority group of non-qualified residents continues to contrast with other Jersey residents. They experience a high level of social inequality which is a major policy and service delivery challenge. Jersey is a very expensive place to live and although wages on the Island can be good, many residents are on middle or low wages. The decrease in household incomes for certain groups is driven by a reduction in employment income, particularly for those aged under 40 years and those in non-qualified accommodation, and an increase in housing costs for those in rental accommodation (particularly qualified and social renters). The supply of social housing remains very short, with an increasing number of low income families living in multi-occupancy housing. In such circumstances there has been a rise in

domestic violence, substance and alcohol abuse which creates issues around child protection. While incomes can be low, it was also reported that the rate of employment in Jersey is high, with a high rate of working women and families with two working parents, many of whom work long hours, and this impacts sharply on family life.

Availability of ECEC Services

The 2018 Evaluation Report also set out the current availability of ECEC services which indicated that rights to maternity leave on the island are minimal, with only two weeks paid and twelve weeks unpaid leave, so many babies are being cared for from six weeks old. There are a number of private, state and mixed funded programmes available for families which target a range of areas of child development and although there is a fairly good spread of home-based care (childminders and nannies) there is a need for more recruitment and costs are high relative to wages. Jersey also has a day care sector for 0 - 12 year olds offering out of school care but, again, accessing this care is not cheap. There are over 50 state / private sector funded services and programmes working to meet the needs of these young children and their families. Recent policy initiatives are beginning to address the need for more access to affordable services, with 20 'free' early education hours; the Jersey 'Premium Children' programme; greater access to early years places; and the development of some integrated Children's Centres, but it is acknowledged that creating services with viable business plans remains very difficult in areas of greatest need.

ECEC Strategic Planning

Respondents acknowledged that historically Jersey has lacked a culture of strategic planning, accountability and performance management in its public services, with a lack of clarity about goals but much work has gone on over the life of the ECD Programme into developing a more strategic approach to planning which includes Outcomes Based Accountability (OBA). A major piece of early work for the ECD Programme focused on developing the outcomes framework for children and families, and this is seen to have been a major contribution of the ECD Programme, which has clearly and fundamentally shifted the culture around strategic planning in Jersey more widely than early childhood services. As a result of the ECD Programme the reach of OBA has extended beyond early years and there is an acknowledgement that the ECD Programme has made a significant contribution to shifting and enhancing thinking around the vision for children and families in Jersey and consequent policy priorities as shown in the comment below:

INT4: There's been a shift and, since we last met, the NCB's OBA has become a real tool for a new vision for Jersey. ...The arrival of the new CEO has seen a massive upheaval and the introduction of a fundamental reviewing process and proper accountability-here there was no corporate approach-in contrast there's been a total reorganisation and 'Future Jersey' acknowledges OBA and our initiative around NCB has survived the on-going changes.

A key element of the ECD Programme involved supporting decision-makers in Jersey to use the OBA approach in relation to developing its children's services, therefore taking a data and evidenced informed approach to collaborative decision-making in the planning and delivery of services to enable sustained improvements in children's and young people's lives. Evaluating the progress and impact of this work forms a major element of this report.

Political and Government Changes

Since the ECD Programme began in 2016 there have been considerable changes in political and government personnel, structures and systems which have come to fruition particularly over the last year of the Programme. There have been major shifts in political leadership post-election, a new cabinet or Council of Ministers bringing changes in agendas and also a shift in people and personnel. There is a new Minister for Children and a new Chief Executive and a change programme that has fundamentally restructured Government. As one respondent states:

INT11: No part has been left untouched and the new Government is in the early stages of a transformative process. In that change, in the new department, in the new organisational structures, there is an emphasis on policy development, performance (are we making a difference?) and more emphasis on the use of data...the dial has been turned up on all of this. We are now located in a cross cutting Department: 'Strategic Policy, Performance and Population'.

It was reported that the new Minister is looking for collaboration and cross ministry policy development around early years and there is now a Common Strategic Policy which has identified 5 priorities, the first of which is: 'Put Children First'. There is a consensus that for the first time on Jersey there is a Common Strategic Policy and a Department to drive it forward. The work of NCB and the ECD Programme is acknowledged as having made a clear contribution to this significant shift in policy priorities and working practices, as shown in the comments below:

INT11: The work with NCB allowed us to be very confident with the proposed metrics. It was very helpful. When the Children's Plan is established in the public place, we'll see a clearer strategic focus and a bigger picture and people will see how their bit fits. We are hoping they will see the Golden Thread and understand their work is connected.

INT 5: The move from 'States' to 'Government' in the documentation is significant. The Early Years processes introduced by NCB are leading the Government accountability agenda. There has been total structural change, a blank sheet, start again, everyone has been affected and the process is still on-going. Its reach is through Partnerships, Trusts, Foundations and Departments. Government has a new Chief Executive, there are new Departments each with Director Generals. They are still

in the process of reshaping Departments and there has been significant change in personnel and roles. They are still sorting out these new structures, headlines first and then we still have detail to be worked out.

It is also useful to note that Jersey has a number of very recent strategic documents which are the result of these changes and are relevant to this evaluation as they reflect the deep impact of the ECD Programme, including:

- 1. Future Jersey:** A long-term, community vision, with a set of clearly stated outcomes covering a wide range of social, economic and community indicators, which describes the ideal future that Islanders want for Jersey. The vision does not impose a set of actions to achieve the outcomes but is a guide to help inform policy priorities and choices. It also provides a framework to measure Jersey's progress towards the outcomes, demonstrating in facts and figures, which areas are doing well and where more needs to be done.
- 2. Children and Young People's Plan 2019-2023:** (Technical document to support delivery of the Plan). The Plan is still under development and has a proposed governance structure which sets out the responsibilities of various groups who will feed into a Children's Strategic Partnership Board and the Best Start Partnership.

The Jersey Early Childhood Partnership has also recently been superseded by the **Best Start Partnership** which brings together a wide range of Jersey stakeholders in a single body. It draws on the voices of children and families with local representatives from the public, private, community and voluntary sectors to provide unique insights representing the interests of children in the development, implementation and evaluation of government strategy and policy. The Best Start Partnership aims to provide strategic leadership across government departments and partner agencies to ensure that early years and childhood policy is co-ordinated, resource allocation is effectively prioritised and high-quality practice is embedded across services and organisations. The Partnership develops, guides and oversees delivery plans and has an active role in implementation. Key partners are the Jersey Child Care Trust, Family Nursing and Home Care, Jersey Sport and the National Children's Bureau. The significance of this new body is clearly expressed by one respondent:

INT 5: The former Early Childhood Partnership is now the 'Best Start Partnership'. We've left history behind and moved on – everybody is now on the same page. So there are now two strands: Best Start Plus for those who need more and Best Start Together with parents. It's seen as a coalition with parents, and a refocusing to listen to children and parents.

With the new Chief Executive for Jersey now actively in post, the anticipated shift in culture and strategic processes reported in the Part 1 Evaluation Report, is now well underway on the island, as reflected in the comment below:

INT1: It is 12 months since the new Jersey Government CEO was appointed and there have been several changes and upheavals but many of the fears expressed before his arrival have not been realised and the OBA initiative is safe. There's a feeling that doors are opening and the voluntary sector's contribution is recognised. In June 2018, the new Interim Director General was appointed for the recently created Department for Children, Education, Young People, and Skills (CEYPS). His focus is to bring all children's welfare, education and development into the new department, with a priority of speeding up the implementation of the Independent Jersey Care Inquiry recommendations. So at a political level there is an increased understanding of the importance of investing in Early Years. It is seen as the number one priority and Jersey now has its first, departmentally cross-cutting, Commissioner for Children, appointed in 2018 following the recommendation of the independent Jersey Care Enquiry. The Enquiry was the key impetus to show a way forward and this Programme – the Jersey Early Childhood Development Programme is recognised within it. Wider issues are now being raised, 12 months maternity and some paternity leave are being mooted, although 'paid' leave is not likely. Undoubtedly, politically and structurally we have moved on.

The Phase 1 Evaluation Report documented some apprehension about how the new Chief Executive would impact on the Island's strategy for early years, and on the ECD Programme specifically in its final year of operation. However, it appears that although there have been significant changes in political leadership as well as the Executive, and a restructuring process is underway, at a strategic level these fears appear to have largely been allayed, as expressed in the comment below:

INT3: The Island has been unsettled by substantive restructuring but Early Years is still high on the agenda, so I'm reassured by that. The same priorities remain and we have had a lot of training on well-being and involvement; rewritten quality requirements; reviewed the registration of settings: so we are very positive despite restructuring, new tiers and personnel movement.

Lead stakeholders expressed a feeling that the gains made through the ECD Programme are, if anything, more secure in the current political climate where there is an expressed will to take action to improve support for the early years. This confidence is reflected in the comments below:

FG4: So there has been huge change, it has been a politically unsettling time which took some of the shine off but they kept the ECD Programme and nearly all the individuals remain, so there's been stability despite change. The CEO has said he wants 'practice informed

by data', and a performance culture has been established. OBA within the States of Jersey has been accepted across the island and a programme of Children's Services and Planning is now in place.

INT11: It has been disruptive and everything you'd expect at a time of rapid change and relocation of personnel in terms of its impact on people's behaviour applies. It's a turbulent context for the NCB initiative and how the OBA Programme is acknowledged but clearly it (ECD Programme) has contributed to many new Government performance measures. There has been an acceptance of the OBA 'method' in principle across all Government departments.

The long term success and impact of the externally generated, led and funded ECD Programme will depend on its ability to navigate its future within this wider programme of change if it is to succeed in its aims. The need to embed the Programme, develop its connectivity with these important Jersey-led early childhood initiatives, and encourage local 'ownership' of the various strands of work has been a major priority in this final phase of work and will probably need more time to confidently secure its legacy.

In Summary

Progress Made

- Key policy priorities in Jersey remain housing, social care and child protection, with better data collection and use in service planning, delivery and performance management now fully underpinning all public service policy. The ECD programme has significantly fed into this new policy agenda in Jersey.
- Key aspects of Jersey life that continue to affect less advantaged families with young children in Jersey are low income, poor and multi-occupancy housing, long working hours, lack of health and social care cover, high childcare costs, relatively high levels of domestic violence, drug and alcohol misuse, lack of English. The ECD Programme is contributing to the development of early childhood policies and services that acknowledge and address these needs.
- Targeted (neediest) families with children under the age of five are those working families on low incomes, those in multi-occupancy housing, and those at risk of domestic violence or drug/alcohol misuse. These families remain key targets for support in the ECD Programme.
- A culture shift is well underway to ensure better cooperation, more accountability and a transparent system of performance management across the public service agenda, including early childhood. The ECD Programme, particularly through its OBA work, has shaped and influenced this wider culture shift.
- Identified key outcomes for children from high need families are health and well-being, communication and language, early literacy, social and

emotional development (school readiness). These child outcomes are being addressed in the three strands of the ECD Programme and are also now priorities for the Jersey Government.

Recommendations for the Future:

- The ECD Programme needs to continue to promote these priorities in Jersey's wider developing public service policy agenda to secure its sustainability and longer-term impact.
- The targeted outcomes for young children and families promoted by the ECD Programme and now set out in the Jersey public policy statements should continue to be highlighted as the OBA framework within the Children and Young Peoples Plan is further developed and implemented.
- There is further work to do to ensure the ECD Programme of work and its aims are fully embedded in the developing agendas and emerging priorities of the Chief Executive.

3.2 ECD Programme Strand Descriptions and Delivery of Work Plans (Programme Outputs)

The ECD Programme has three major strands of work, each of which has a set of targets, Key Performance Indicators (KPIs) and a work plan to achieve these. Progress made against these work plans and targets is set out below.

Outcomes Based Accountability (OBA) Strand

As part of the ECD Programme, NCB have supported the development of an outcomes framework for Jersey, co-produced with key stakeholders. OBA is an evidence-based methodology for enabling change through a continued focus on outcomes. It begins with 'ends' ie the outcomes which stakeholders would like to achieve, and it helps to make a clear distinction between two levels of accountability:

1. *Population accountability:* These are the outcomes or conditions of well-being that we want for citizens or communities. These outcomes are population outcomes as they refer to whole populations of a district or country. These outcomes will be quite broad and multi-faceted in nature, and cannot be achieved by a single organisation, service or programme working in isolation, but takes concerted action from many organisations, services and programmes and requires effective partnership working across key stakeholders.
2. *Performance accountability:* This relates to how well particular services or programmes perform. Each programme would have a set of performance

measures which would relate to whether programme participants are any better off as a result of participating in the programme.

In summary, OBA **aims** to provide a clear link between how any service actions might lead to enhanced outcomes through:

1. Creating a common language;
2. Bringing together stakeholders for a common purpose;
3. Providing a framework for managing performance.

OBA Strategy and Work Plan 2018-2019

There have been a range of strategies to take the OBA strand forward over the period January 2018 – March 2019 which build on the intensive work that was reported in the Phase 1 Evaluation Report, including:

1. OBA Workshops

- An introductory OBA workshop was delivered to a range of providers to improve their understanding of the basic concepts and principles of OBA, to illustrate how performance accountability principles can be applied to the performance of a programme or service and to show how OBA can be used as a service improvement tool. This workshop was rated by majority of delegates (94%/16 delegates) as good or excellent in meeting these objectives.

- An introductory workshop was delivered to introduce the basic concepts and principles of OBA to REAL Champions aiming to improve their understanding of basic concepts and principles of OBA, illustrate the use of OBA in measuring and reporting impact of REAL and illustrate how OBA can be used as a collaborative tool to improve REAL performance. This workshop was universally rated as good or excellent (100%/10 delegates) in meeting these objectives.

- An OBA workshop (EYCP Plan on a Page) was delivered to key partners to support collaboration of partners with a role in ensuring a Best Start for all children in Jersey, to align the priorities for Best Start for children with the wider work in progress in Jersey and to promote understanding of how OBA can contribute to a Best Start for children in Jersey. This workshop was rated by majority of delegates (78%/9 delegates) as strongly agreeing that these objectives were met.

- A Turning the Curve OBA workshop was delivered to further embed knowledge of OBA concepts and principles, in particular the Turning the Curve approach, to illustrate how OBA can be used as a collaborative tool to engage stakeholders in understanding the impact of REAL, and to plan how action(s) can be taken in future to further enhance impact, to equip REAL champions and practitioners with the skills and knowledge to lead their own Turning the Curve sessions in the future. This workshop was universally rated by delegates (100%/6 delegates) as good or excellent in meeting these objectives.

- A Turning the Curve workshop on REAL performance was delivered which aimed to increase knowledge of REAL practitioners in engaging with bilingual families to support children's learning. 83% (6) of participants agreed that this objective had been met.

- An OBA workshop was delivered to 20 members of the Strategic Planning Team which aimed to improve basic understanding of the basic concepts and principles of OBA, to illustrate how performance accountability principles can be applied to the performance of a programme or service and to show how OBA can be used as a service improvement tool. 56% of the delegates were 'very satisfied' and 44% 'satisfied' with the content of the workshop.

These data illustrate that that an impressive range of stakeholders have been trained in the OBA approach over the last phase of the ECD Programme, both at a strategic and a front-line delivery level. The training has also clearly met its objectives and been well received by participants.

2. Development of OBA Outcomes Framework and Indicators

A key Performance Indicator (KPI) of the ECD Programme is the development of an Outcomes Framework that builds on an audit of existing data, sets out indicators of early childhood development and a data development agenda. This framework is now in place and embedded in two recent Jersey documents:

1. Putting Jersey First: The plan for Jersey's children, young people and their families;
2. Children and Young People's Plan 2019-2023 (Technical document to support delivery).

Both of these documents have drawn on the ECD Programme of work and set out a commitment to four key outcomes, setting targets linked to each. There is also a commitment to partnership working. The Children and Young Peoples Plan includes 16 indicators (which together feed into the four key outcomes) that follow the OBA format. The documents also reinforce a strong commitment to collaborative, focused and evidence-based working.

These data indicate that the OBA approach has significantly impacted on current Government policy and priorities and the methodology chosen to ensure accountability on the Island. The shift is evident in the statements below:

INT1: It's a turbulent context for the NCB initiative and how the OBA programme is acknowledged but clearly it has contributed to many new Govt. performance measures. There has been an acceptance of the OBA 'method' in principle across all Government departments. People in the NCB steering group for example have used their learning from the OBA in new areas. Some of that kind of thinking and culture and the framework has survived...OBA is becoming part of just 'How we do things'. Future Jersey is set out in 'OBA style'.

INT1: It brings credibility too. Previously everyone was in their silo, separate not cohesive, now we are agreed on a whole vision. OBA helps to tie it together, to make it mutual. It's a paradigm shift. The new incumbents are seen to have better understanding and the OBA has enabled this.

OBA Strand Performance

Key targets for the OBA strand of work were the delivery of capacity building and Turning the Curve workshops engaging policy makers and practitioners to establish the 'What Works' agenda for improving the range, quality and equality of access to early years information sharing protocols and using data to plan and measure service delivery. The evidence indicates that over the life of the ECD Programme the OBA strand of work has delivered this approach to 257 direct beneficiaries of OBA training, capacity building, or Turning the Curve workshops and 658 indirect beneficiaries.

There have also been wider beneficiaries who have contributed to the Children's Plan (not at strategic level) and colleagues in Departments where trained OBA Champions have disseminated the methodology. These include 85 direct beneficiaries (policy makers and practitioners that attended OBA training, and members of the Steering Group that oversaw development of the Outcomes Framework who received follow up support around data analysis) and 570 indirect beneficiaries (who received the KMC Bulletin including links to data audit and Outcomes Framework).

This evidence indicates that the OBA Strand of work has exceeded its target reach of training and capacity building support to a range of stakeholders in using the Outcomes Based Accountability (OBA) approach. Those involved are aware of the deep impact of the OBA programme but acknowledge that more needs to be done to fully embed this approach throughout the Island, as shown in the comments below.

INT2: Conceptually, there is a genuine focus on outcomes, what the evidence says and an improvement in mind set. We are in the middle of that change, practically and operationally. How do we commission the system and ask a different set of questions? – That is the next challenge.

INT2: The challenge will be how we orientate it at programme level. How are they going to report? We've got it going at Policy Level, it needs to trickle down.

Making it Real Strand

Making it REAL gives families ideas and practical ways to support children's early literacy and mathematical development, focusing on everyday opportunities at home as well as when families are out and about. REAL enables children and their families to explore key strands of literacy and mathematics. For literacy this includes books, early writing, environmental print and oral language. For maths it includes environmental maths, everyday maths and stories and songs and rhymes. The approach is underpinned by the ORIM framework. ORIM stands for: Opportunities; Recognition; Interaction; and Model. It is based on the idea developed by Cathy Nutbrown and Peter Hannon¹ that these are the four ways in which parents help their children's learning.

REAL aims to:

- Engage parents in their children's early literacy and maths development;
- Build parent's confidence and knowledge to support early home learning;
- Impact on children's outcomes and family literacy and maths practice.

Making it REAL Strategy and Work Plan 2018-2019

The aim of this work plan was to provide a replicable, scalable model of the Making it REAL approach and embed it in Jersey through two strands of work: 1. Focused development projects involving all early years settings, delivering a prescribed programme; and 2. A smaller number of settings (8) in year two (2017/18) to commence a REAL approach to early maths, depending on readiness and capacity to take on additional training. The intention also was to devise an implementation plan for the period beyond the project funding and support key practitioners (REAL Champions) to become familiar with the training so that Jersey can continue the roll out of A REAL approach to early maths and literacy. There have been a wide range of strategies to take the Making it Real strand forward over the period March 2018 – March 2019 which build on the intensive work that was reported in the Phase 1 Evaluation Report, and have enabled all nurseries and pre-schools in Jersey being offered the opportunity to take part in the programme, as detailed below.

1. REAL Literacy Training: A series of funded 2-day training programmes has been delivered to early years practitioners. In 2017/8 REAL training was offered to 67 settings and taken up by 57 settings with 92 practitioners trained. Over 90% of practitioners rated the training excellent or very good in terms of increasing knowledge of engaging with parents to support learning; supporting children with early literacy and early identification of need and onward referral. 83% of practitioners rated the training excellent or very good in terms of engaging with bilingual families to support children's learning.

2. REAL Literacy Projects: Trained practitioners are provided with a bursary of £300 to support resourcing for activities. The project includes a minimum of two home visits per child and at least 3 literacy events, and submission of monitoring

¹ Nutbrown, C. Hannon, P. & Morgan, A. (2005) *Early Literacy Work with Families: policy, practice and research*. London: Sage.

information which demonstrates they have enrolled a minimum of three targeted children and ten additional children and recruited and supported at least one volunteer. The local projects are also offered leadership and support through project support network meetings. In 2016/17, 47 settings were offered training and 34 took up the offer. In 2017/18, 67 settings were offered training and 45 settings took up the offer. In 2018/19, there were 13 Making it REAL Literacy projects in progress across 14 settings with 57 targeted children and families. In 2017, 55% of children involved in REAL Literacy projects were male and 45% female. About 80% of the children in 2016 and 2017 were White English speaking, but from 2016 to 2017 the proportion of Portuguese and other language speakers increased from 16% to 22%, with Portuguese participation increasing most (from 10-15%).

3. REAL Literacy Home Visits: In 2017, 40 families received home visits which covered 87% of REAL children, which is a significant increase from numbers in 2016 (24%)

4. REAL Literacy Events: Over the 2017/18 period a series of literacy events were held in 28 settings for families and attended by 735 children and 611 parents.

5. REAL Maths training: A one day extension training for REAL practitioners was delivered to support families in early mathematics and enable families to support early learning in a more holistic way. In 2017/18, 31 practitioners were trained and this training was universally rated (100%) as good or excellent by practitioners, with a high majority rating the training as excellent or very good in supporting children (aged 2-5 years) with early mathematics within the home and in everyday situations; engaging with parents to support child's learning and helping them in supporting children with REAL maths events. 40% of REAL Maths practitioners attended at least two network meeting in the year after training. This meant that 78% of the target of 40 trained REAL maths practitioners was met in 2017/18.

6. REAL Maths Projects: Trained practitioners are provided with a bursary of £300 to support resourcing for activities. The project includes a minimum of two home visits per child and at least 3 maths events, and submission of monitoring information. The local projects are also offered leadership and support through project support network meetings. The monitoring data for 2018/19 reveals that there are 8 REAL Maths projects underway in which 22 children have participated, 9 female, 13 male. The vast majority of children are of White ethnic origin (19/22: 86%) and the primary language used at home by these children reflected this with a dominance of English (18 children); then Polish (1 child); German/Russian (1 child) and Spanish/Portuguese (1 child). There has been a significant drop in trained practitioners attending network events following training (from 61% in 2016, to 29% in 2017) which is a matter of concern.

7. REAL Maths Home Visits: In 2017/18, 88% of children involved in Making Maths REAL project received home visits.

8. REAL Maths Events: Over the 2018/19 period a series of REAL maths events were held in 8 settings for families and attended by 206 children and 200 parents.

9. REAL Champion Training: Recruitment and further training for 6 REAL Champions (now 15 in total) was delivered with a focus on advocacy and support for Making it REAL practitioners in Jersey, sharing resources, supporting home visits, mentoring, contributing to / co-delivering training, sharing REAL message with local communities and including bilingual families. Over 95% of practitioners rated the training excellent or very good in terms of supporting children with early literacy and engaging with parents to help them support their children's learning and development effectively.

10. Dissemination Activities: REAL Champions shared their experience of delivering the REAL programme at KMC seminars; provision of REAL Literacy leaflets for parents; the creation of 3 REAL videos which have gained a total of 30,072 views; and the development of Making it REAL resources and translation into Portuguese and Polish which include: 4 parent friendly activities for parents and children to use together; 4 Making it REAL Literacy jigsaws; 4 Making it REAL Literacy leaflets in 'parent friendly language'.

11. Further Training: In 2018/19 there has been training and briefing for other agencies in the REAL approach. 16 REAL parents have been recruited to participate in parent volunteer workshops and a large majority indicated that this had been useful in increasing their confidence in supporting their children with early literacy, talking to other parents about children's literacy.

Over 2018/19 collaborative work with Highlands College to train all students studying for CACHE Level 3 Diploma in Childcare and Education has also been undertaken. This should result in 47 students learning Making it REAL approaches and taking these techniques into settings as they begin their careers. 97% of students indicated that the training was good or excellent and had improved their knowledge about supporting children (aged 2 - 5) with early literacy.

Making it Real Strand Performance

The Making it Real work plan had several KPIs to achieve, including the delivery of:

1. Literacy Projects to families;
2. Training to practitioners to work with a cohort of children and families through home visits and literacy events;
3. Additional training for some settings in Maths for early years practitioners to run Making it REAL Maths;
4. Direct training in the ORIM framework for key strands of early literacy.

The evidence reveals that these targets have been achieved and in most cases exceeded. Looking across the life of the ECD Programme the Making it Real work programme has achieved the following:

- Total of 282 practitioners trained;
- 133 practitioners from 48 settings trained in Making it REAL Literacy;
- 81 Highlands College students;

- 15 Champions;
- 11 parent volunteers;
- 41 practitioners trained in Making it REAL Maths;
- 100% of settings engaged (65 in total);
- 75% (50) of settings 'significantly engaged' 1,956 parents / carers engaged across 3 years;
- 2,363 children total participated in Making it REAL and directly benefitted across 3 years (children attending home visits, events, as well as siblings supported);
- 4,319 total engagement by family member beneficiaries;
- 331 'monitored children' participated in home visits across 3 years;
- 380+ children joined events in Year 3;
- 100% of settings have been reached through the REAL programme;
- 75% (50) of settings are actively engaged in the programme;
- 52% (35) of settings have delivered one / more than one complete cycle; of REAL (Literacy or Maths);
- 18% (12) settings have completed more than one cycle of either Literacy or Maths projects and / or contributed practice examples and / or host Making it REAL Champions.

The reach and take up of the Making it REAL programme is also strongly evidenced in the interviews and focus groups data, as shown below:

INT1: Making it REAL is now universal in Nursery classes and schools but in the Private and Voluntary Sector it is accessible across the settings but it's much more variable in understanding and practice. From a child's perspective there is more consistency and continuity of experience between sectors and settings. The 'us' and 'them' element between sectors is disappearing as the contribution and professionalism of all is recognised.

INT3: It's universal and also targeted coverage but we need to do more to reach everyone. For family engagement we need to look at work/life balance and do more about bilingualism. We need the support of aides from Polish speakers for home visits.

FG4: The March KMC maths seminar was very successful and a successful setting gave a presentation. Practitioner to practitioner is convincing. The REAL Maths is brilliant in a few pockets and we need to blow on those embers. The variation in Maths take up is true. In part its cultural resistance in some early years settings, gendered too, but there is a growing understanding that Maths can be fun but measuring it, making a difference, not yet.

This evidence indicates that the Making it REAL strand of work has met its commitments to deliver Making it REAL training, capacity building and dissemination strategies across the Island. Over the life of the programme it has delivered training to a high number of early years practitioners, parent volunteers and strategic leads and it has supported the delivery of focused development projects in literacy and maths in over 100 early years settings (50 literacy/ 22 maths). It has also trained 15 Making it Real Champions that are able to support the continued roll out of a REAL approach to early maths and literacy. Making it REAL Maths is at an early stage of implementation and shows promise but its reach at present is limited. It is also evident that the Programme has more work to do to reach PVI settings who find it more difficult to access the training and commit to implementing the Making it Real Projects. Attendance at the REAL network meetings has dropped over the last year suggesting that Network meetings require a rethink to ensure that practitioners and champions have access to support and information through other channels.

Knowledge Makes Change Strand

The Knowledge Makes Change (KMC) strand of work aims to establish an effective model for improving knowledge of 'what works' in terms of early childhood development. The programme formed an integral part of a sustainable model for capacity building and continuous quality improvement in early childhood development in Jersey.

KMC aims were:

- To be an effective dissemination mechanism for local, national and international evidence-based research and practice to empower children's workforce and pass on their child development and early learning messages to parents;
- To build on existing practice and provide a catalyst for inspiring continuous quality improvement and capacity building;
- To provide a platform for sharing learning across Jersey;
- To be informed by and easily accessible to the children's workforce in Jersey.

KMC objectives were:

- To provide information about early years developments in Jersey;
- To provide up to date research and practice;
- To encourage dissemination of learning.

KMC Strategy and Work Plan 2018-19

There have been a wide range of strategies to take the Knowledge Makes Change strand forward over the period March 2018 – March 2019 which build on the intensive work that was reported in the Phase 1 Evaluation Report. In particular, more work was done to gain greater impact on practice through the seminar programme.

1. A series of seminars: Four further seminars have been offered with a focus on supporting bilingual families; supporting children with SEN; supporting emotional well-being and Sustained Shared Thinking (SST); and supporting maths in the early years. Attendance across Seminars 4, 5, 6 and 7 totalled 297 people (including speakers and NCB staff) with an average of 74 participants per event. The vast majority of seminar participants were early years practitioners across the seminars and of those who completed evaluation forms, 65-72% were EYPs. Smaller numbers of managers and strategic leads also joined the events. 242 evaluation forms were returned across the seminars and 92% of the evaluation forms rated the events as good or excellent overall. 91% of the evaluation forms rated the events as good or excellent in terms of 'usefulness of event for my role'. Three seminar evaluations (KMCs 5, 6 and 7) asked participants to rate the seminar in terms of providing knowledge around 'what works' for engaging parents in supporting children with SEN. 88% of people who answered this question gave a rating of 'a great deal' or 'a fair amount'. One seminar evaluation (KMC 4) asked participants to rate the event in terms of providing knowledge around 'what works' for bilingual families with young children to ensure best possible outcomes. 94% of people who answered this question gave a rating of 'a great deal' or 'a fair amount'. 75% of people who rated Seminars 4,5,6 and 7 in relation to the learning objective 'Information about the Early Childhood Development Programme, year 2 and moving forward' stated that they had been provided with either 'a fair amount' or 'a great deal' of information. The success of the seminars is evident in the comments below:

INT2: The NCB clout, quality of contacts and speakers at events have benefitted all and brought them together. The Private sector has a feeling of greater recognition of the part they play, that CPD is important to them and of their growing sense of professionalism.

INT 1: KMC doesn't cost and has real value and importantly with NCB and its knowledge of UK and international research we have been able to access that.

2. Regular KMC Bulletins and Newsflash Updates: KMC Bulletins are published monthly to provide a balance of Jersey/international context. They are also a channel for supporting recruitment and engagement in REAL/OBA/KMC seminars. The evidence shows that KMC bulletins have gained 2294 views since January 2019 revealing a continued high and growing level of engagement.

Knowledge Makes Change Strand Performance

The Programme KPI for this strand of work was to deliver the Knowledge Makes Change programme to include e-bulletins, briefing on evidence of 'what works', and a series of expert seminars in particular in relation to improving young children's communication, language and literacy development. Across the programme over 1,000 local early years practitioners, policy makers and stakeholders have participated in Knowledge Makes Change seminars and there

are currently 658 KMC Bulletin recipients. The seminars have been highly appreciated by stakeholders at policy and practice levels across Jersey and the high quality of input has been a major factor in the high levels of participation in the seminar programme, and the wide range of professionals represented, as stated by one respondent:

INT 3: The NCB arranged seminars have been fantastic: quality speakers....The Newsletters, bulletins and websites – they are all getting going and making a difference.

However, there is also acknowledgment that attendance at seminars is more difficult for those working in the PVI sector:

INT3: We do need more from the PVI sector and to encourage cross-sector attendance and there is a greater struggle to recruit from the PVI. I can see the impact of the programme on practice but it's variable.

The evidence reveals that this target has been fully met and exceeded. The Programme has delivered a seminar series from leading experts on a range of early years topics, providing inspiration and ideas, as well as an opportunity for practitioners to build contacts and share good practice with one another improving the knowledge of 'what works'. The monthly newsletters have also supported the knowledge transfer process, profiling the latest research and practice locally and internationally.

In Summary

Progress Made:

- Each of the 3 strands of work in the ECD Programme have exceeded their end of programme KPIs.
- The OBA strand of work in particular has had far reaching impact on the development of policy and the culture of service planning and delivery in Jersey across a range of sectors and policy arenas.
- Reach to the target groups for each strand of work has been largely achieved, but engagement of the PVI sector remains more difficult for all strands of work.
- The quality of training offered in all three strands of work has been rated very high and well received by delegates.

Recommendations for Future:

- More work to ensure access and engagement of the PVI sector to early years development opportunities is needed if they are to benefit from the change programme that is underway eg by exploring more flexible timing of sessions, providing additional resources, consulting them further about priorities and barriers for development.
- Further consideration of how to embed these programmes of work both horizontally and vertically to ensure whole system engagement.

At present there is good buy-in at a strategic level and in the school sector but less buy-in at front line delivery level and in the PVI sector.

3.3 Outcomes Evidence

The final year evaluation brief provided four outcomes to explore in assessing the effectiveness of the ECD Programme process and its success in achieving its agreed objectives at the end of the three year Programme. The evidence demonstrating progress against each of these outcomes is set out in the sections below.

Outcome 1. Early years settings have increased knowledge of how to support young children's development.

There was evidence from both the monitoring data and the outcomes evaluation that the Making it REAL and KMC programmes of work have significantly enhanced early years practitioners' knowledge and understanding of how to support young children's learning and development, particularly regarding early literacy.

Making it REAL Outcomes

The monitoring evidence reveals that the Making it REAL programme of work has made a real contribution to outcome 1. The report card evidence for 2016/17 reveals that 97% of practitioners trained in making it REAL Literacy and Maths believe the programme has increased their knowledge of how to support young children's development in early literacy and maths. 92% feel more able to engage with parents to support child's learning, 93% are more confident in early identification of need and onward referral and 83% are more confident in engaging with bilingual families to support child's learning. These findings are self-rated perspectives of participants after training and show that the training was well received and pitched correctly to the practitioners' level of expertise and competence, extending this appropriately to give them a sense of enhanced capacity in their practice. The interview and focus group evidence supports this assessment of the impact of the programme on this outcome.

KMC Outcomes

The monitoring evidence reveals that the KMC seminars have been well attended and well received by a wide range of policy makers and practitioners on the island, enhancing large numbers of practitioners understanding of 'what works' in practice and providing a coherent view of quality services in the areas covered by the seminars and the newsletters. The evaluation feedback reveals that:

- The topics covered have been popular and informative, relevant to a wide range of practitioners, service providers and policy makers;
- Newsletter content is useful and increases practitioner knowledge.

The evidence in this final report also reveals that in a follow up survey of practice following the KMC seminars in 2018/19, 95% of participants (n=21) reported an improvement in their practice, 82% (n=18) of participants reported improved confidence in working with early years children and 95% (n=20) of participants felt that the seminars had improved their knowledge of early years practice.

The interview and focus groups provide further evidence that the KMC seminar programme and newsletters are increasing early years and health practitioners' knowledge, understanding and reflection on how to support young children's development as reflected in the comment below.

INT1: Practitioners' confidence has grown through the KMC programme and there is growing understanding of the practicalities.

The evidence reveals that this outcome has been clearly met by the ECD Programme. Early years settings and practitioners who have participated in the Making it REAL and KMC programmes of work express enhanced knowledge of how to support young children's learning, particularly in language and literacy.

In Summary

Progress Made:

- There is strong evidence that the Making it REAL and KMC work plans have enhanced early years and health practitioners' knowledge and understanding of how to support young children's development and learning.
- The KMC seminars have a high profile and perceived value at all levels in the Jersey system.

Recommendations for the Future:

- Further engagement is required with a wider reach of the sector to ensure practice transformation can occur for all early years settings. The use of technology to enhance opportunities to access Making it REAL training, KMC seminars and resources eg live streaming and recording of events for web access could increase access and reach of both programmes of work.
- The KMC programme of work has become more action focused in its format and inputs but more emphasis on workplace-based action research projects led by practitioners (maybe in learning networks) linked to the seminar series and knowledge dissemination strategy would make this link to practice stronger.

Outcome 2. Making it REAL project parents have increased knowledge and confidence to support young children’s early learning and literacy development.

It is evident that the Making it REAL programme has had a considerable impact on parents’ knowledge and confidence in their support for children’s learning and literacy for those it has reached (1,660 parents over the life of the programme) with 84% of those in the Literacy programme and 79% of parents in the Maths programme in 2018 reporting increased confidence in 2017. All parents we spoke to report that home life and their interaction with their child and its siblings had been transformed by participating in the REAL project. They also appreciated the opportunity for interaction with other parents which was helpful for them, as shown in the comments below:

FG1: Parent1: They gave us lots of different ideas to use at home, lots more arts and crafts activities ...it’s now ‘child-led’ not ‘Mum or Nanny led’.

FG1: Parent 2: As a parent it gives us more ideas about what to do. (Child) is always interested in doing things so we get ideas and do it at home. With maths it’s the same concept but with a maths orientation. It has made me more conscious about how to make maths fun, practical and through play. Also it’s a social event with other parents as, with my work, I don’t have much opportunity for chat. It would be good to have similar events for older kids too – play oriented.

FG1: Parent3: The translations have helped me understand more how education and learning works here. It is very different to Portugal. (Child) is motivated, it channels their energy, the play approach is good. I use the play activities suggested at home. I felt confident to come here -it’s changed how I interact with him.

FG1: Parent 4: It has made a big difference to the boys and given me loads of ideas. It takes longer to get around the supermarket these days asking and answering questions. I didn’t get to the Beach Event but many friends have said how great it was. We talk amongst ourselves about how we might develop these ideas. I’m learning as well as the boys. This is brilliant.

The evidence reveals that this outcome has been clearly met by the ECD Programme. Making it REAL parents spoke very positively about their increased knowledge and confidence to support young children’s early learning and literacy development, and also early maths (where they had experienced this).

In Summary

Progress Made:

- There is evidence that a substantial number of REAL parents have increased their knowledge and confidence to support young children's early learning and literacy development at home.
- There is emerging evidence that REAL parents participating in the maths programme have increased their knowledge and understanding of how to support young children's early maths development.

Recommendations for the Future:

- Further engagement is required with a wider reach of parents in both the REAL Literacy and Maths programmes would extend this outcome to more parents, particularly those from Portuguese and Polish speaking communities.
- More focus on supporting parents' confidence in dialoguing with practitioners about their child's learning and literacy development would further enhance the impact of the REAL programme.

Outcome 3. Policy makers and practitioners have improved understanding of outcomes based approach and work more collaboratively across agencies.

The monitoring evidence reveals that the OBA training has been well attended and well received by policy makers and practitioners on the island, enhancing attendees understanding of OBA and its potential to improve the performance of services. The data reveals that over the year 2018/19 almost 100% of those attending OBA training report improved understanding of the basic concepts and principles of OBA, and how OBA can be used to improve performance of programmes or services. They also report that the training had supported more collaboration of key partners ensuring a Best Start for all children in Jersey. A key indication of the realisation of this outcome is the embedding of the OBA approach in the Putting Children First: Children and Young People's Plan 2019-2023. Respondents' comments reflect this impact:

INT2: There are more opportunities for collaboration, more joined up-ness, cross sector working and shared purpose. Looking at competitiveness and collaboration we are moving significantly towards the latter.

INT6: OBA has been a real success. The focus has shifted and the States/Government has a real commitment to putting children first, driven initially by the Enquiry raising protection issues. The Island community have taken notice and there has been a change in visibility. Now ALL children are visible, perhaps before there were pockets of Jersey society that were overlooked. The timing has been great. We

needed to be data driven, to focus our energy in the right places and OBA gave us that. It brought Partners together and we are more comprehensively focused now. OBA gave stakeholders a shared vocabulary and that increased dialogue. Work had already begun before the ECD Programme but it was a huge stimulant to it. 'Future Jersey' has linked OBA to Early Years making it really significant. The Children's Plan is also very much infused with OBA with outcome areas and Population indicators and performance accountability but all that is not published yet. It's a journey we are on now bringing in people at delivery point.

INT9: OBA has brought consistency in a changing context and persistency so it's been an 'anchor'. The simplicity of a shared, common language has been helpful. The Children's Plan engagement event was important and strategic people were involved, including the community sector. It was a significant event which included wider partners and input from 'Champions'. It has given clarity of focus, the use of data is more obvious, 'performativity' is talked about more. It's been a cultural shift. It's hard to separate out the impact of OBA from other developments, especially in Education, as it is more complicated and there are multiple factors but I can say with certainty that the language is used more frequently.

There is strong evidence that the OBA methodology has impacted significantly on Jersey early years policy. As stated previously, it has made a valuable contribution to the wider shift towards enhanced data-informed, service delivery and performance management across a wider range of public services. It has also supported the move to collaborative working and frames the new partnership approach which is now evident in Government initiatives. However, despite this real and substantial progress at a strategic level, respondents also indicated that there was still work to do to embed the OBA approach and understandings at the front line of service delivery, especially in the PVI sector, many of whom remain unaware of this new approach to service delivery and performance management.

In Summary

Progress Made:

- OBA training and capacity building has been well attended and received and has enhanced the understanding of the OBA approach particularly at policy level.
- There is clear evidence that the OBA approach to accountability and performance management is now securely embedded at strategic level across agencies and Government Departments.
- There remains a lack of awareness of the OBA approach to service delivery for many front line providers and practitioners who deliver the services.

Recommendations for the Future:

- Further work is needed to extend the OBA approach to front-line practitioners to better secure partnership working at all levels and the culture shift towards greater accountability for those delivering children and family services.

Outcome 4. Improvement in school readiness, particularly exploring the impact on particular aspects such as:

- **Early literacy for Making it REAL Children;**
- **Early maths for Making it REAL Children where is can be measured in the early stage implementation of Making it REAL Maths in Jersey;**
- **Language;**
- **Targeted groups, including Polish and Portuguese speaking communities;**

Despite improving levels of performance of children on the EYFSP data between 2017 and 2018, the 2018 data for Jersey reveal that a significant proportion of children are still not achieving their expected level of development in each of the 17 ELGs (2017:46%, 2018: 57% for all goals). For Communication and Language there was an improvement from 70% (2017) to 79% (2018) and for literacy an improvement from 60% (2017) to 66% (2018). The Early Learning Goals (ELGs) where the lowest percentage of children are achieving the required standard are writing and numbers. This data reveals the urgency of the work undertaken by the Making it REAL programme in supporting children to be school ready. The monitoring data from July-September 2018 indicates that the REAL programme has reached nearly 2000 children from across the island. Data from these projects reporting on a sample of these children over this period indicates that the REAL programme has improved children's school readiness, particularly in relation to literacy and maths.

The number and percentage of children registering improvements between the start and end of participation in the REAL programme show the positive impact of the programme on a number of indicators of school readiness (see below), and it is reported that all participating children have developed improved literacy, language and communication skills:

| | 2016 | 2017 |
|---|----------------|----------------|
| <i>Oral language:</i> | 76% (31 of 41) | 93% (14 of 15) |
| <i>Awareness of environmental print</i> | 72% (51 of 71) | 80% (28 of 35) |
| <i>Sharing books</i> | 67% (26 of 39) | 95% (18 of 19) |
| <i>Engagement in early writing</i> | 61% (33 of 54) | 87% (27 of 31) |

Another important outcome has been the high increase in children becoming a member of a library after participation in the literacy programme, which in 2016 increased from 42% (34 of 81) before the programme to 68% (55 of 81) after. In 2017 this increased from 44% (15 of 34) before the programme to 79% (30 of 38) after the programme.

The REAL Maths offer was less extensive as the main focus in the ECD Programme was on literacy. Nevertheless, for REAL Maths there is a less marked but still positive impact with 63% (12 of 19) of participating children showing improvements in numbers and counting; 53% (11 of 21) registering improvements in environmental maths; and 67% (14 of 21) showing improved confidence in maths. Interestingly, the REAL maths programme also had a positive impact on children's literacy outcomes in addition to improved maths skills with 100% children (numbers low: 3 of 3) showing improvements in oral language, 80% (12 of 15) improvements in joining in with songs and rhymes and 50% (numbers low: 3 of 6) sharing books more often after participating in the programme. In this programme too there has been a significant increase in children becoming a member of a library after participation in the maths programme, which increased from 48% (10 of 21) before the programme to 81% (17 of 21) after.

It should be noted that the above evidence was reported by the REAL practitioners and based on their assessments of the children. While carrying some validity it was recommended in the Phase 1 Evaluation Report that a more rigorous assessment instrument which could also capture language development was used to evidence the outcomes of the REAL programmes. In the event, data was collected using the Early Excellence Assessment Tracker (EExAT) which all schools in Jersey were implementing. EExAT provides a Birth to end of EYFS summative assessment. It uses a series of assessment statements based on the EYFS Prime and Specific Areas of Learning. In the tracker, summative judgements of a child's progress are made which generate an age-related and cohort-related outcome score. Participating schools in the REAL programme were asked to return their EExAT data on the participating REAL children but at this point only 3 schools data are available. This means that although robust these data should be treated with some caution until larger numbers of children's data are returned. However, this early data on 18 children is positive and provides a sense of the wide developmental range of the participating children and the positive outcomes generated by the programme. The data is set out below:

Communication and Language (C and L):

- Scores for 7 children returned, all showing improved C and L totals:
- Child 1 – score increased from 28 to 36 months
- Child 2 – score increased from 37 to 42 months
- Child 3 – score increased from 25 to 34 months
- Child 4 – score increased from 18 to 25 months
- Child 5 – score increased from 39 to 45 months
- Child 6 – score increased from 32 to 36 months
- Child 7 – score increased from 40 to 45 months

Literacy

- Complete scores returned for 7 children
- 6 children had improved scores across the 4 domains of literacy [Reading (i) and (ii) and Writing (i) and (ii)]
- 1 child had improved scores across three areas [Reading (ii) and Writing (i) and (ii)]. Their score stayed the same for Reading (i)

These child outcomes provide a strong indication that most children who attend the Making it REAL programme do benefit from enhanced school readiness, particularly in language, literacy and communication skills. This positive impact was borne out in the focus groups with parents:

FG1: Parent1: We can see the difference in (child's) language, stories, patience, self-organisation, concentration, there is more interaction from (child), he is more confident and less judgemental.

FG1: Parent 2: It's sometimes hard to see the specific value for child but I can see a change in her attitude to learning – she is more positive and it is fun orientated.

FG1: Parent 5: (Child) has got absolutely no fear of school. He comes here joyfully which will ease the transition when he begins school next year. He loves to choose these activities and now has learnt to engage easily with other children.

Looking at the number of families from communities for whom English is an additional language engaged in the REAL programme provides some evidence on how far the KPI target to achieve practice and systems change in Early Years Services, in particular through cultural and language support to address inequalities and improve outcomes, has been realised. The evidence reveals some progress in relation to this KPI but that this is limited. In the first year of the REAL Literacy programme 44% of REAL families were Portuguese, 30% Polish, 11% French, 15% Other, reflecting a real push to reach these children. The year 2 data revealed that there was less participation by children and families where English is an additional language. The REAL Maths programme data also reveals the dominance of English speaking children and families with 78% English speaking, 11% Portuguese and 11% Polish speaking.

The evidence reveals that over the life of the ECD Programme the Making it REAL strand of work has led to an improvement in school readiness for the participating children, particularly in relation to early literacy and early maths, and has enriched the language opportunities and experiences for children at home and in the settings. There is also some evidence that children's self-regulation and motivation to learn has been stimulated by the programmes. However, the reach to targeted groups, such as Polish and Portuguese speaking families appears to have reduced over the life of the ECD Programme, despite efforts to translate REAL material and resources.

In Summary

Progress Made:

- There is evidence that most Making it REAL children benefit from an improvement in school readiness, particularly in early literacy.
- REAL children are reported as having improved confidence, creativity, curiosity, concentration, language and agency.
- There is also evidence that REAL practitioners feel more confident in supporting parents in enabling their child to be school ready.
- There is evidence that the Making it REAL programme has focused well on children at most risk of poor outcomes.
- The early success of the Programme in engaging Portuguese and Polish speaking families onto the Programme was not sustained in the final year (although it should be noted that this was not an explicit aim of the Programme).
- The EExAT assessment instrument has provided some early evidence to further substantiate these findings but the numbers in the cohort data are currently small.

Recommendations for the Future:

- The REAL programme of work should be continued and extended to cover more children who could benefit, particularly those from targeted communities of families for whom English is an additional language (Portuguese and Polish)
- The strategy to promote a more rigorous child assessment instrument to evaluate the impact of the Making it REAL on child outcomes needs to be pursued. The use of EExAT should be reviewed and if possible extended to achieve greater coverage of REAL children in all settings.

3.4 Process/Functioning Evidence

The final year evaluation brief provided 10 evaluation questions to explore in assessing the effectiveness of the ECD Programme process and its successful functioning. The evidence against each of these process questions is set out in the sections below.

1. How successful has the programme been in reaching and engaging key stakeholders across each strand of work?

All three strands of the ECD Programme had to reach and engage stakeholders at three levels in the system:

1. Strategic: senior and middle leadership in government departments and non-governmental programmes;
2. Operational: front line practitioners and service providers;
3. Client: recipients of services, including parents, children and extended families.

The Programme also had to reach across departmental, professional discipline and organisational boundaries to encourage dialogue, partnership working and collaborative action, including Education, Health, Social Security, Home Affairs departments. The intention was to bring together all parties to work collectively to address the major and shared challenges relating to children and families faced by the States of Jersey (as outlined earlier) to ensure all children and families can thrive and service quality can develop.

To achieve the ambitious goals of the ECD Programme required each of the three strands of the programme to reach and engage key stakeholders in their work plan. Analysis of the evaluation evidence reveals that this aim has largely been achieved. All three strands of work have largely met or exceeded their KPIs on engaging stakeholders in their programme of work. The OBA strand of work has engaged and inspired key Island stakeholders to link the ECD work on early years outcome indicators with the wider move towards an outcomes focused approach. The KMC strand has attracted a wide range of professional sectors and specialisms, including practitioners, providers, policy makers and trainers who have engaged in the knowledge transfer and reflection processes at the series of seminars. The KMC Bulletin has also reached a high number of recipients in the field. The REAL strand has also successfully engaged an enthusiastic and committed group of leaders and practitioners who have successfully engaged an active group of parents and children in the work of the project. It is also working to improve its reach to Portuguese and Polish communities.

However, more work needs to be done to secure this engagement at all levels. The ECD Programme has clearly achieved buy-in from the Chief Executive and his team, and also from senior strategic leads in other departments which is vital for the Programme to become sustainable and 'owned' by the Jersey government. It

is critical that this work is followed through and sustained as the Government's new approach and priorities are implemented across the Island services and sectors. There is also a need for the ECD Programme to extend its reach to a wider group of practitioners, from both the maintained and PVI sectors and to ensure they see the value of the Programme, and the way each strand of work contributes to an Island wide vision for children and families. At present, it seems many front-line practitioners have not yet engaged with the radical culture shift towards greater accountability and transparency of process and outcomes in public service delivery that is underway. The ECD Programme needs to engage more actively in promoting this culture shift to front-line early years providers and practitioners. The achievements are clear but the sustainability question is evident in the following comments:

FG4: A lot has changed, it's almost unrecognizable. When we began there was service division, no integration at strategic level, progress was haphazard and instinctual, lack of time. Limited budgets led to much unstructured and unplanned 'progress'. Our first job was to pull them together – some had never even met each other.

INT 1: Do the outcomes stand? Yes, but the process of working together still needs to be supported. It has begun but periphery could be extended to be more inclusive. Momentum is certainly building.

In Summary

Progress to Date:

- All three strands of work in the ECD Programme have met their KPIs in respect of engaging target stakeholders.
- The ECD Programme has been enormously successful in engaging and influencing a wide range of stakeholders at a strategic level in the system.
- There is still work to do in fully engaging front-line providers and practitioners in the ECD Programme.

Recommendations for the Future:

- There is more work to do to get buy in and traction for the goals of the ECD Programme at front line operational level.
- Work to engage a wider mix of participants from the sector and the local communities is needed.

3. How has the local context of Jersey influenced this impact?

The ECD Programme was shaped around the local context of Jersey and the sharp and urgent service needs to support vulnerable children and families on the island as set out in Section 3.1. Analysis of the evaluation evidence reveals that all three strands of work are directed at achieving goals to enhance family life and learning

and the health, well-being and attainment of the less advantaged families on the island, creating a world class system of support and accountability in the early years. However, as would be expected, the ability of an externally led and funded programme of work to achieve these ambitious goals and for the work to become fully embedded and owned by the Island infrastructure is taking time. Building the required trust to ensure the work is sustainable and owned by the Island Government and stakeholders has been a key challenge for the ECD Programme in its final year of operation. The evidence indicates that this trust and mutual recognition is secure and the NCB is well respected across all stakeholder groups and its critical role in leading the work is widely recognised.

To ensure long term sustainability and impact, there is clearly a need over time to pass the ECD Programme strands of work on to those working within the local infrastructure. This process is underway but at present the Island is at a critical point in its change programme. The evidence indicates that further work is needed to secure the contribution of the ECD Programme strands to the other radical change initiatives that are underway, including the implementation of the Future Jersey strategy, the Jersey Children's and Young People Plan and the Best Start strategy. Those leading the three strands of the ECD Programme are aware of the challenges of the local context and its culture and are working hard to support the key policy priorities on the Island as they evolve. This work needs to continue.

In Summary

Progress Made:

- The ECD Programme has been shaped around the local Jersey context and the urgent policy and practice agendas which require the early years sector to be transformed to meet need more effectively on the island.
- The ECD Programme has worked well to become embedded in the overarching Jersey policy initiatives rather than operating as a stand-alone initiative.

Recommendations for the Future:

- There is more work to do to ensure the ECD Programme can continue to support and enhance the changing island culture and policy priorities of the Chief Executive and the Best Start Partnership as these are implemented.
- The work to hand over the ECD Programme strands to Island ownership is underway but needs more time.

3. What (if any) have been the key barriers and enablers to the achievement of the Programme through each strand? How could these barriers be overcome?

The interview and focus group evidence reveals several enabling conditions and barriers to the work of the ECD Programme in making progress and achieving its aims. These are set out below in relation to each of the three strands of the Programme.

OBA Enablers and Barriers

Enablers: Respondents pointed out that the Island has now achieved strategic buy-in to the OBA agenda across all government departments, so that everyone is using the same language. The work of ECD Programme has undoubtedly both fed this wider shift in culture and also been enabled by it. The additional resources brought in by the NCB through the ECD Programme which pioneered the approach in early years was acknowledged as a significant factor in the progress made, adding value and energy to what was happening on the island. Over the last year of the ECD Programme the work on the Future Jersey outcomes framework and the Children and Young Peoples Plan has continued to reflect and build on the OBA work undertaken and provides a key platform for the longer term embedding of the outcomes framework on the Island. As respondents stated:

INT1: The Children and Young Peoples Plan had more than a hundred of us co-constructing and we used the OBA structure to work through it. It was fortuitous that the Enquiry, the ECD programme and OBA all seemed to come at the same time and lead to success. The Plan has only just been adopted in Nov 2018.

INT6: Having the Children's Plan after the workshops was very helpful and OBA was used to inform the Plan - that was good.

Barriers: The success in the reach of the OBA strand has in part been attributed to how it has been embedded in the larger Jersey wide policy agenda, providing a common framework for service delivery across several policy areas where it has been recognised as a helpful approach by those at a senior strategic level. However, it is also clear in the evidence from many respondents that at grassroots level there has been less engagement, and it was suggested more effective targeting for the training and workshops could help to address this as the comment below shows:

INT1: Strategically we are much stronger about OBA but still at grassroots we need more understanding.

There is also an awareness that all participants are still in a learning process and that this slows things down as taking on board the new approach takes time. Deep cultural shifts in systems need time to embed and be shaped to local contexts. At this stage those involved are still having to let go of previous practices and learn new ones. Change is underway but still has some way to go.

REAL Enablers and Barriers

Enablers: The significant funding and support offered as part of the ECD Programme has clearly been a key enabler for the REAL programme to be extended and embedded within practice. Many respondents pointed out that without the ECD Programme funding for REAL projects, participation for many settings and practitioners would be even harder. Schools were also using the Jersey Pupil Premium money to extend their REAL offer.

INT2: Making it REAL has nearly universal coverage, a provider who I've been trying for three years to involve said recently 'Why didn't we do this before?' This is the best spend there is for the Jersey Pupil Premium money.

It was widely acknowledged that Dr Cathy Hamer who leads the Making it Real programme in Jersey and was chair of the Best Start Partnership has been a key ambassador for the REAL strand of work, offering leadership, clarity of purpose and inspiration to practitioners and other stakeholders, giving confidence and encouraging competence in others to take the work forward. The publicity attached to the REAL programme and its varied activities had also enabled access and encouraged participation, as these parents pointed out:

FG1: Parent1: It was easy to find out about and access. I was glad to have the teacher come to our home and to see the child at home. The whole thing has been a positive experience – the home visit, packs and the parent/child sessions.

FG1: Parent2: She's keen to learn, she has an older brother and sister and doing it as play gives her an incentive to learn and a chance to do things for herself. The emails to inform parents about evenings, newsletters, and teachers reminding means it's really easy to get the information. I wanted to come and see what it was like. (Child) so likes having her parents in the nursery.

Barriers: Barriers to engagement in the programme had been overcome through adopting a more flexible programme delivery and funding which ensured more families could benefit. However, the commitment to training and network meetings made participation by PVI settings and practitioners in the REAL programme more difficult as noted in the comment below:

INT2: But the PVI sector has difficulty making CPD because of the extended hours their staff must provide.

It was also felt that PVI settings needed more resources and mentoring support to take the projects on, particularly the REAL Maths programme. The requirements for network meetings were also a barrier for some.

INT1: Sometimes practitioners attend the training and are stimulated by the ideas but there is no follow up, then what? We need mentoring for the PVI to support them to carry projects forward. For example, perhaps we could link to school staff or use Champions to do more of this. It would be great to have resources and training to do that.

INT1: Maths? We're more hesitant about that. They've done the training but there are not so many projects. Maths needs more support and mentoring. Making it REAL Maths needs more publicity and celebration and we need to make it more navigable for the PVI. REAL is the strand of work we really want to see carry on but Maths has not been successful.

FG2: REAL Practitioners: Network meetings are an issue and we can see wavering commitment to come to meetings, especially from PVI, this is not working well. It should be maybe once every half term for all participating in REAL. Some people always turn up but not all. We need to improve attendance and this needs communication and motivation. We also need to think about timing for the PVI. Their Level 3 qualification means they are not teachers and this makes a difference but there are some really good PVI settings.

The working patterns of parents was also a barrier for participation for some parents, as this respondent indicates:

FG1: Parent 4: This after school club works well for me but perhaps could be staggered on different days and at different times to meet needs of those who work different shifts.

It was also felt that the REAL Programme needed to target heads and managers who were often a barrier to practitioners implementing the REAL projects in their setting as stated below:

INT5: Heads and Managers need to be trained and convinced first. They are the ones who tend to create barriers. That would be a key to sustainability. REAL Champions are key to long term success but our main barrier is budget and resources.

INT 3: the 'Festival of Words' was a really great event, on the beach with lots of families. Let's look for different and exciting ways of promoting/projecting the programme. Some of this needs to come from the Heads. They should try harder and in different ways: carrots and sticks, what might we use? We need to convince them we are making a difference, to get the data to convince Heads means developing consistency and continuity and the evidence base.

KMC Enablers and Barriers

Enablers: The international reputation of the speakers has been a key draw to the seminar programme and the timing of the seminars has enabled attendance by a wide group of stakeholders. The open and inclusive nature of the events has also been appreciated, providing a forum for networking and information exchange. A feedback survey about the newsletter indicates that the content is useful, helping readers in their role as a practitioner, raising awareness of practice guidance and increasing practitioner knowledge. Feedback indicates the content is liked, with a good balance between Jersey and international news, and length, format and publication timing are at the right level.

Barriers: The evidence indicates a need to extend the reach of the KMC programme further and ensure the impact of the seminars on practice quality through better targeting to those in training, exploring different venues and timings for seminars and possibly other technology platforms so the PVI sector are more able to participate. There is also a need to promote practitioner research directly linked to the seminar content to take practitioners beyond reflection into action in their settings. This would ensure the KMC programme had more direct and better impact on the quality of service delivery and on outcomes for children and families.

INT7: There are great examples of practice showcased in KMC programme but we need to follow up after the seminars – the ‘So What?’ There’s a lot anecdotally but we need to capture it and build action into it. We are developing self-reflection and evaluation, mentoring and co-tutoring- identifying areas for development and asking after you attend ‘what happens?’

INT 1: It’s the sell, the marketing we need to work better at, perhaps more use of social media for the younger PVI colleagues. The monthly newsletter’s reach is challenging. Students at Highlands show take up and lecturers are Champions, so students on placement can help with publicity.

ECD Programme Enablers and Barriers

The role of the NCB as a key enabler for the whole ECD Programme was widely acknowledged by stakeholders at all levels in Jersey. The choice of NCB as the delivery partner was seen as critical in enabling the success of the programme and all 3 work streams. It was felt that NCB offered sensitive, nuanced, highly professional and effective leadership of the Programme, as the comment below suggests:

INT2: The ECD programme has been a significant contribution to establishing the way forward and NCB has been the right organisation to lead on it. They’ve put their own stamp on it. Their status,

knowledge, connections and skills has been a significant part of the success.

The positive relationships between the ECD Programme Steering Group members, the NCB, the States Executive, Jersey partner organisations and senior leaders has ensured the Programme has been successful in achieving, and often exceeding, its stated goals. The additional funding brought by the Programme has been vital to enabling the work of all three strands to go ahead and for the NCB to have capacity and resources to lead this work through, ensuring a coherent and evidenced approach. The open climate, inclusive approach and careful planning and performance management for each strand of the Programme has also ensured transparency, pace and consistency with clarity of goals and outcomes.

Barriers which may have limited the impact and sustainability of the programme at this time include the recent period of political uncertainty; the introduction of a new Island-wide change programme; the low engagement of a wider group of stakeholders at grassroots level who have yet to take on board the extent of culture shift that is underway; and the need to secure additional funding (minimally two years) for the ECD Programme to allow more time to ensure the longer-term sustainability of the Programme.

In Summary

Progress Made:

- The ECD Programme has benefited from a number of enabling conditions, including the Programme's 'fit' with wider Island policy implementation; NCB leadership; funding; strategic commitment, and its inclusive partnership approach across the early years sectors and partner organisations.
- Barriers to its longer-term sustainability include the dynamic and turbulent policy context; Programme reach and access to grassroots delivery, particularly the PVI sector; a local culture of resistance to accountability; need for more capacity and resourcing for local system Champions.

Recommendations for the Future:

- There is a need for the ECD Programme to continue to be responsive to the wider Government priorities and developing planning.
- The ECD Programme Steering Group needs to secure its legacy in the Best Start Partnership and also at front-line grassroots level.
- Securing additional funding to give the ECD Programme more time (minimally 2 years) to secure its longer-term sustainability and embed it more securely within Island strategy is a priority for the Steering Group and the NCB.

4a. Making it REAL: How successful has the strategy to widen and strengthen the impact data for the Making it REAL Programme to include Communication and Language Development using more rigorous assessment instruments been?

b. To what extent has Making it REAL literacy had an impact on children's early learning and development, and particularly in early literacy and early language, for Making it REAL children?

c. To what extent has Making it REAL maths had an impact on children's early learning and development, and particularly in early literacy and early language, for Making it REAL children?

As stated earlier, there was clear evidence from both the monitoring data and the process evaluation that most of the REAL project children show a marked improvement in early literacy and language and, for REAL maths, for early mathematical skills. The achievements of the majority of the REAL participating children should be acknowledged as it is often in the area of language and literacy development that less advantaged children struggle, especially if their first language is not English.

The choice and trialling of the EExAT assessment tool as a more rigorous method for documenting the impact of the Making it REAL programme has had limited success. This tool seemed to meet the requirements of providing a more rigorous outcomes assessment, including a measure of Communication and Language, and is well known and respected across the early years sector in England and is being used in Jersey schools. The WellComm assessment Tool was also considered but the use of this was not universal in Jersey early years settings. In the event, the EExAT assessment tool was trialled this year in REAL school settings but obtaining the required data return from the participating schools in a timely fashion has proved difficult, with only a small number managing to do this. As the NCB Team stated:

FG4: UBS asked for language measures and we found that the EExAT measure was used across all schools. The use of the WellComm Assessment Tool assessment was varied. However, we realised not all schools wanted to do it so getting this data from them all has been difficult.

Finding more effective and robust ways of assessing and documenting the impact of the REAL programme on children's language, literacy and mathematics outcomes remains a priority for the Programme team. The use of the EExAT tool might need more time to evaluate if it can provide the data required to rigorously demonstrate the value of the REAL programme for children's development and learning.

In Summary

Progress Made:

- There is evidence that significant progress in early literacy and early maths has been made by REAL programme children.
- The trial of the EExAT tool has had limited success and needs more time to bed down before its usefulness as a REAL impact measure can be judged.

Recommendations for the Future:

- The REAL programme team should continue to explore the use of more rigorous assessment instruments to capture more systematically and robustly the impact of the Making it REAL programme on early communication and language skills, literacy and mathematics.

5a. Knowledge Makes Change: How successful has the strategy been in encouraging action projects linked to KMC seminars to secure impact on practice?

b. To what extent has the KMC series positively impacted on the ability and confidence of practitioners to better meet the needs of the children they work with, what action or change has occurred as a result, and what are the improved outcomes for children?

As discussed earlier, the monitoring data reveals that most participants in the KMC seminars state that the event had provided them with increased knowledge and understanding of the topic covered, a sense of what works in practice for children and families and more confidence in implementing the ideas in their practice. More recent seminar evaluations had probed further about how far and in what ways the sessions had impacted on practice. In a small scale follow up survey 95% (21 people) reported improvements in their practice in the weeks following the seminar but this needs further investigation to identify what changes to practice were made and what actions have flowed as a result of attendance at the KMC sessions. There is, as yet, no evidence gathered on what impact these changes have had on outcomes for children which would require an even longer term follow up. More work is required to ensure the knowledge transfer from the seminars into concrete and identified improvements in professional practice, as the NCB team acknowledge:

FG4: We have had inspirational speakers, all good and localized, contextualized and very, very popular but we still need to address the 'so what-ness' afterwards. We are now asking delegates, 'which did you attend?' and 'what happened next?' Some practitioners did the 'SEND' seminar and others did the 'Play' seminar and then collaborated

combining the two impetuses. We should encourage that and encourage them to ask 'What do we do next?' What did you say when you got back? What did you do? We could make it mandatory.

In Summary

Progress Made:

- There is now more focus in the KMC programme on supporting critical reflection and action following seminars and sharing of 'what works'.
- There is evidence that practitioners feel more confident following the KMC seminars.
- There is limited evidence that practitioners are transforming their practice following the seminars and no direct link shown between KMC participation and professional action.

Recommendations for the Future:

- The KMC programme team should continue to explore how the seminar series and the newsletters might be more strongly linked to practice development, perhaps through the development of 'action learning sets' which focus on following up the seminar topic.

6a. Outcomes Based Accountability: Has the OBA Approach become further embedded, particularly at senior lead and front-line service delivery level?

b. What impact is the use of OBA having on strategic / service planning?

(Senior Lead personnel are considered to be those working at a management level and commissioning specific services on behalf of States of Jersey or a local service provision, for example strategic leads in children's services. Front-Line service personnel are considered to be those working at a delivery level, such as early years practitioners or setting managers).

The evidence set out earlier in this report shows that the OBA strand of work has been hugely successful in achieving its aims of developing an Island-wide framework which identifies priority outcomes for improving the well-being of young children and families, with statistical indicator data to measure the extent to which the outcomes are being achieved and action plans to promote these outcomes. The OBA approach is now the preferred approach for all policy delivery planning on Jersey, and used by all Senior Lead personnel. It is also embedded in all the current States of Jersey policy statements and plans, including Jersey First and the Children and Young Peoples Plan. As one respondent pointed out:

INT1: One way of measuring the difference made by the ECD Programme is the early years place in strategic documents across the accountability agenda.

The visibility of children and their importance in top level outcomes for the Island is also testimony to the impact of this work. The profile of the OBA approach at strategic level is clear in the comments below, and the need to embed it further down the system is also acknowledged:

INT 4: OBA is now used as THE approach. NCB's Plan emphasised the reality of the OBA approach, we really couldn't have done it without them but there is still work to be done at service level. We rely heavily in Jersey on the Voluntary and Community sector but we need to extend it into their thinking. There's a new Director of Strategy and Performance appointed who gets OBA and has the CEO's endorsement. There's been a 'culture shift'. HR have shown us how to get it done and into team thinking and how to use data in our strategic work. We are developing a 'performance framework' for the States and early childhood is a priority within States' policy. There's a common strategic policy. The Council of Ministers now looks at data and evidence, there's priorities and choices to be made, to decide what, and with which partners, but all of that is now OBA driven. ...It's a game changer in terms of OBA. It is essential to Early Years that it now becomes the basis on which the States will do things.

INT 4: We are all trying hard but are we all making a difference? We are doing all this work but not always measuring outputs. We are now modelling the OBA approach down at service level with a suite of indicators. The golden thread is the recognition that we all contribute to these outcomes ie 'shared effort to shared outcomes'. Jersey Heritage took it on board. Schools are signed up but has it delivered? I think we have had some success but there remain limitations.

INT6: I have 4 perspectives on the Programme:

- 1. Common Language: Yes at strategic level but not yet at operational level. We have the language at managerial level and it is happening in pockets but I'm not sure it is yet embedded.*
- 2. Stakeholders definitely have been more brought together.*
- 3. The OBA framework for monitoring has assisted our thinking and improved Service Level Agreements but we need to 'crack' the organisation and be clearer about 'what's our contribution?' All that is a work in progress.*
- 4. Using data to inform planning is a big shift.*

INT11: Data collection has improved and importantly is also being used. This has not just been driven by NCB. OFSTED inspection of Children's Services made recommendations. The Board created an Improvement Plan in which data is required to be interrogated. Data is being used more. Technically we now have better software systems which has certainly helped but importantly we have a changing culture of accountability. We've moved from individuals using 'hobby stat. sheets' to proper systems analysis. We've defined the points of data collection, collected it more frequently, made it more robust and systemised it.

INT11: I deliberately used the OBA Champions in the planning for the Engagement Event. Best Start and Early Years Partnership sat around that table and they're also on the Steering Group. I've drawn on them and their experiences mercilessly. I'm not sure though that I've leveraged enough value from them at operational level and I am not sure how much they are talking about this at school level. And we do need more Champions.

Further testimony of the impact of the ECD Programme on Jersey's strategic planning is provided by the recent allocation of £200,000 of Treasury underspend to children's early years policy development in four main areas:

1. Strategic early years policy;
2. Framework to ensure high-quality and safe childcare provision;
3. Funding to support access to high-quality childcare;
4. Development of an early years learning framework.

In Summary

Progress Made:

- The OBA approach is now solidly embedded at senior lead level and visible in all recent strategic policy and planning documents.
- OBA is now the preferred approach for strategic and service planning across Departments in Jersey.

Recommendations for the Future:

- Senior leads will need more support as they move to implement the OBA approach in their policy implementation.
- More work is needed for the OBA approach to penetrate at operational or front-line service delivery level.

7a. Is their greater engagement of target groups in the ECD Programme?

b. To what extent does ECD programme target and meet needs of priority groups of children within all three strands, embedding this from strategic to delivery level?

It should be noted that all settings were free to choose the children who they felt would benefit most from the making it REAL programme and language/nationality of the child was not a selection criteria. However, there has been an effort to translate Making it REAL information and resources into other languages to better support the needs of children whose first language is not English, and these have had some success and were appreciated by some parents in this evaluation. This work was acknowledged in the comment below:

INT2: The Chris Lakeman Foundation money for translating the REAL materials into Portuguese increased accessibility for parents from that community.

Despite this work, participation by these groups has decreased in the last year of the Programme and the need for more work to ensure the programme is inclusive and accessible for all children and families is acknowledged in the comment below:

INT5: Portuguese as an ethnic group is about 15% and Polish about 3%. We need to address diversity more comprehensively with translators and translated materials. An ex-Head and a Portuguese Teaching Assistant trained in REAL are now doing Home Visiting in Portuguese, that's what we should be looking to support more.

The KMC programme has also presented seminars to address the needs of multi-lingual children and families, and children with SEN/D and the OBA programme has included outcomes which embrace inclusivity and diversity issues, but the impact of this has yet to be visible in the delivery of services and programmes.

In Summary

Progress Made:

- There has been work to improve engagement in the ECD Programme by children and families for whom English is an additional language through providing expert seminars on multi-lingualism, translating REAL materials and training Portuguese practitioners to deliver REAL.
- There is engagement of non-English speaking families in the REAL Programmes but this appears to have decreased over the last phase of the Programme.

Recommendations for the Future:

- More work needs to be done to ensure families for whom English is an additional language can access the ECD Programmes through better information sharing, responding more flexibly to the expressed needs of these families and recruiting more personnel from these communities.

8a. Is the relevance of the ECD Programme to Jersey policy priorities and vision with more active engagement of Programme Steering Group as well as emerging States policy agenda and the 'Best Start Strategy' of the Jersey Early Years and Childhood Partnership (EYCP) been enhanced?

b. What actions have been taken by the Programme Steering Group to actively engage with those developing the States policy agenda around early childhood?

c. What influence have these actions had?

The evidence indicates that the ECD Programme Steering Group has been active and very successful in ensuring the ECD Programme has directly fed into the emerging States policy agenda and Best Start strategy. They have played an active part in shaping the Best Start strategy through leading seminars, training and actively promoting the Programme priorities in senior leadership meetings and events. A good example of this is the Plan on a Page workshop that was led by the ECD Programme and encouraged the wide participation of a range of partners and senior leads in clarifying the early years agenda and aligning the priorities for Best Start for children with the wider work in progress in Jersey. It is still early days as the new strategic Plan and Jersey First framework and Best Start strategy roll out but the indications are that the ECD Programme Steering Group have shaped the emerging agenda around early childhood significantly. This is clearly work in progress and needs more follow through and continued energy and efforts by those involved with a clear commitment to embed the ECD Programme into Jersey led sustainable services such as the Best Start Partnership work. As one respondent states:

INT5: The Best Start Partnership is the way forward. No one person or part of the organisation has all the knowledge, we (States of Jersey) need integration of services and planning within the Partnership. The ECD Programme Steering Group should be part of the Partnership. There should be confidence in the Partnership to say 'let's have it as the driver'.

In Summary

Progress Made:

- The ECD Programme Steering Group has successfully worked with senior leads in Jersey to shape and enhance the new States' policies and priorities for young children and families.
- There is clear evidence of the influence of the ECD Programme on current policies and planning for early childhood services.

Recommendations for the Future:

- The ECD Programme Steering Group should continue to work to shape and influence the future direction of Jersey policy and strategies to enhance services for young children and aim towards handing over responsibility for the Programme work plans to the States and the Children and Young People's Strategic Partnership, which may then delegate the Programme to the Best Start partnership.
- The role of the ECD Programme Steering Group in relation to the development of Jersey led sustainable services such as the Best Start Partnership needs to be clarified.

9. How does the Programme contribute to the Early Years and Childhood Partnership's (now Best Start Partnership) vision for 'Jersey to be the best place for all children to grow up' and other island wide policies and plans?

The ECD Programme is absolutely congruent with current local Jersey priorities and needs (as set out in Section 3.1) and achieving the stated vision for '*Jersey to be the best place for all children to grow up*'. There was acknowledgement from participants that the OBA strand of work, in particular, has made a significant contribution to clarifying and making concrete the Jersey vision for its children but that this is still a work in progress. The main contribution of the OBA strand of work is that it offered the ability to develop a clear and transparent framework, supported by robust data, which enabled clarity about goals to realise the vision and accountability for performance of service providers. It also helped to ensure the focus on the child did not get lost as policy developed. In fact, the child emerged from this work as centre stage in all policy statements and strategies. As the NCB Team stated:

FG4: It's positive at all levels. If you see the documentation Best Start and Children's Plan, our work is there and its even there when working with different Departments or on different issues, it's embedded. Champions, Report Cards – it's throughout Future Jersey.

However, a real challenge to the ECD Programme is that it remains an externally driven and funded programme which has come to the end of its current funded

programme of work. There was evidence from respondents that it should explore the development of an even closer relationship with the Jersey Best Start Partnership as this organisation develops its role and function within a changing landscape of public service provision in Jersey. The NCB is currently listed as a key partner in this body so that bodes well for future influence and ongoing support. It is clearly a time of change and culture transformation in Jersey and potentially this provides the ideal context for the ECD Programme to secure its future. However, to do so will require sensitive and continued action with a clear commitment to exploring, over time, the viability of handing over responsibility for taking forward the ECD Programme of work to an Island authority.

In Summary

Progress to Date:

- The ECD Programme sits well with local Jersey priorities and the Best Start Partnership's stated vision and is making a significant contribution to this vision.

Recommendations for the Future:

- The ECD Programme Steering Group needs to continue to work actively on future-proofing the Programme and explore how it can work towards handing over responsibility for the Programme work plans to the States and the best Start Partnership.
- This work is well underway, but needs more time if it is to secure the legacy and realise the transformational potential of the initiatives the ECD Programme has put in place.

10. What might be next steps for key stakeholders in Jersey in terms of sustaining each programme strand of activity beyond the life of the programme?

The evaluation evidence reveals that the ECD Programme has achieved significant outcomes and impact in its three years of operation. Analysis of the evidence reveals a solid and evidenced base of achievements with significant shifts in culture and practice underway, with sector capacity building to ensure legacy and sustainability at the end of the Programme. However, as stated earlier, more focused and active work needs to be done, including an attempt to secure additional funding to extend the life of the ECD Programme to give it more time to embed its work and develop sector capacity further to take its mission forward. This work will include a need to maintain a profile and visibility with the States Executive, and to explore how it can contribute to and support the development of the work of the Jersey Best Start partnership.

There are a set of specific actions or next steps which are suggested to take the ECD Programme forward to a new and reframed phase of work, and which aims

to both secure and extend the enormous progress made over the last three years. These suggested next steps include:

1. Securing funding for an extension to the ECD Programme to enable it to consolidate the achievements made.

INT5: There is no money in Jersey, we have retrenchment so it is not going to be effective without NCB back up. Highland College have built it into their training but I'm not sure that they are ready to take on the training and the QA. Maybe in three years but we need more time.

INT6: OBA it is not yet sustainable and it still needs work. It is the responsibility for Leads to do that but the role of NCB as an external is still helpful and necessary. The NCB gives stability especially during this period of structural change. So not yet, it's about maturity and we are still learning by doing.

2. The need for a leadership post(s) to coordinate the OBA and Making it REAL Champions.

FG2: REAL Practitioners: We need someone to sort the Champions out, to set targets, a leader. It needs something more, there is a limit to what you can ask of volunteers. Can we afford a part time leader? REAL is wonderful and we would love a coordinator.

INT3: For Making it REAL there are good practitioners who could support training, networks and home visiting but there is a need for a Champion of Champions to coordinate this work under one appointed person.

FG2: REAL Practitioners: We need someone within each school to take responsibility, a post, for REAL. There should be a REAL agent within each school to act as a change agent to develop reach. It needs proper time and resources. Heads, managers and leaders also need focused training to convince them. It's a 'sell' we have to make – at the moment it is based on volunteers and sparse resources and it makes its impact limited.

3. The need for establishing mentoring, further training and properly resourced role delineation of Champions to enable them to work across the sectors as system leaders, particularly with the PVI sector.

FG4: I think the Champions are absolutely the key to sustainability, cascade, for example just look at the Home Visiting. There's a change in culture, confidence, understanding in a professional way the potential embarrassment of home environment, developing skills to

handle that, to look beyond it. I think we're only just starting a journey with the Champions. The Network meetings have relative poor attendance with PVI, yet there is a heavy reliance on this sector in Jersey. Champions can be a way around this. They don't have to come, we can go to them.

FG4: Champions are bringing it all together across strands they are passionately interested but it takes time and there are limiting factors. The REAL and OBA Champions need more support. They were trained before the Children's Plan and before the shake up in the Department. I'm not sure what they've done since their two day training. The OBA and Making it REAL Champions haven't really come together. It needs supportive coaching, understanding turning the curve, data, training and mentoring, and some one-to-ones. It needs a place in the system – a recognised grade – a specified lead post for the Champions.

3. The need to continue the KMC seminar programme and establish 'action learning sets' to ensure knowledge transfer and impact on practice.

INT3: The KMC seminars have been great and we should continue supporting external speaker input. We need to be continually updating not settle for one-off events.

4. Developing more awareness of the OBA approach at front-line service level and supporting them in the use of data in their performativity.

INT3: OBA has been the most difficult bit at practice level. Many practitioners are ok with it but it has challenged some. In Jersey there isn't a strongly developed culture of accountability and there is still a lot of work to do at this level.

INT11: Conceptually, we now need a genuine focus on outcomes, what the evidence says and an improvement in mind set. We are in the middle of that change, practically and operationally. How do we commission the system and ask a different set of questions – that is the next challenge. We also need to be better at data collection, its analysis and in allowing debate to happen to challenge us and improve and inform the debate. For example, 'Are children heard and listened to?' What is the evidence on that? What and where are the opportunities for that to happen?

5. Providing real incentives for more early years settings to participate in the ECD Programme.

FG2: REAL Practitioners: They should set up an independent REAL accreditation system and charge settings for REAL accreditation. This would be a big sell for PVI and make it renewable.

FG4: NCB Team: There is work still to be done at front line. We couldn't roll it out at present. It needs Champions to roll it out.

- **In Summary**

Progress Made:

- ECD Programme has a solid and evidenced base of achievements in its three years of operation with significant shift of culture and practice in some areas.
- It has made significant progress in achieving its overarching aims of improving planning of services and collaborative working; improving early childhood development capacity; and increasing the quality of early learning and childcare.

Recommendations for the Future:

- More time and work is needed to fully embed these shifts in policy and practice in Jersey and securing additional funding for a further phase of work is recommended.
- Suggested next steps have emerged from the evaluation which would enhance and improve the impact of the ECD three strands of work.

Part C: Reflections and Recommendations for the Way Ahead

4. Reflections and Next Steps

4.1 Reflections on Programme Achievements

The evaluation of the ECD Programme has considered a wide range of evidence from the final year of the Programme to evaluate the impact of each of the three strands of the Programme against the programme aims and the identified outcomes, including:

1. Improve planning of services and collaborative working;
2. Improve early childhood development capacity;
3. Increase quality of early learning and childcare.

Reflecting on the evaluation evidence suggests that the three constituent strands of work in the ECD Programme have had a proven and significant impact at Government level and also across the early years sector.

Firstly, the evaluation evidence indicates that the ECD Programme has contributed significantly to the improvement of planning and collaborative working on the Island, with the OBA approach being particularly successful in relation to this aim. It is clear that the major strategic leads in key policy areas in the States of Jersey are now fully conversant with the OBA and have fully adopted this approach in their service planning. There is also evidence that the Future Jersey strategy and outcomes framework which adopts and requires collaborative, partnership working has grown from the early work of the ECD Programme to become the embedded approach to service planning.

Secondly, the Making it REAL and KMC strands of work have both made an important contribution in relation to the aim of improving early childhood development capacity in the sector and also within the families who have participated in REAL projects. The transfer of expert knowledge and understanding of what works in early learning to a wide range of policy makers and practitioners through the KMC seminars is well documented. The Making it REAL programme has also developed a group of REAL practitioners and Champions who, if harnessed, have the capacity to impact on practice more widely.

Thirdly, the increase in child outcomes and school readiness in Making it REAL children indicates that in participating settings there has been a marked increase in the quality of early learning and childcare. However, this improvement is currently mainly focused in the school sector due to lower engagement of the PVI and Charity sector in this programme. In relation to the KMC programme, despite high engagement across the sector in the programme, there is as yet limited

evidence of the programme directly improving the quality of early learning and childcare, though this does not mean it has not happened. This third aim could be enhanced and the impact of the ECD Programme extended by the development of the KMC programme to include a strategy of linked action research projects, where enhancing the quality of practice is the prime aim.

At the end of the ECD Programme we can see clear evidence that the three strands of work have met and often exceeded their KPIs and have achieved the desired outcomes for the programme participants. The evidence presented in this report reveals that progress has been made in the following areas:

1. Relevance to Jersey Policy Priorities and Vision

The ECD Programme has been shaped around the local Jersey context and the urgent policy and practice agendas which require the early years sector to be transformed to meet need more effectively on the island. Key aspects of Jersey life that continue to affect less advantaged families with young children are low income, poor and multi-occupancy housing, long working hours, lack of health and social care cover, high childcare costs, relatively high levels of domestic violence, drug and alcohol misuse, lack of English. The ECD Programme is clearly contributing to the development of early childhood policies and services that acknowledge and address these needs. A culture shift is well underway to ensure better cooperation, more accountability and a transparent system of performance management across the public service agenda, including early childhood. The ECD Programme, particularly through its OBA work, has shaped and influenced this wider culture shift. Identified key outcomes for children from high need families are health and well-being, communication and language, early literacy, social and emotional development (school readiness). These child outcomes are being addressed in the three strands of the ECD Programme and are also now priorities for the Jersey Government. The NCB is recognised as being an effective partner by the States of Jersey government and the current Best Start Partnership in delivering an effective ECD Programme and contributing significantly to the Island's policy priorities and vision.

2. Delivery of Strand Work Plans and Programme KPIs

Each of the 3 strands of work in the ECD Programme have exceeded their end of programme KPIs. The OBA strand of work in particular has had far reaching impact on the development of policy and the culture of service planning and delivery in Jersey across a range of sectors and policy arenas. Reach to the target groups for each strand of work has been largely achieved, but engagement of the PVI and charity sector remains more difficult for all strands of work. The quality of training offered in all three strands of work has been rated very high and has been well received by delegates.

3. Successful ECD Programme Outcomes

Outcome 1. Early years settings have increased knowledge of how to support young children's development: There is strong evidence that the Making it REAL and KMC work plans have enhanced early years and health practitioners' knowledge and understanding of how to support young children's development and learning. The KMC seminars have a high profile and perceived value at all levels in the Jersey system.

Outcome 2. Making it REAL project parents have increased knowledge and confidence to support young children's early learning and literacy development: There is evidence that a substantial number of REAL parents have increased their knowledge and confidence to support young children's early learning and literacy development at home. There is emerging evidence that REAL parents participating in the maths programme have also increased their knowledge and understanding of how to support young children's early maths development.

Outcome 3. Policy makers and practitioners have improved understanding of the outcomes based approach and work more collaboratively across agencies.

OBA training and capacity building has been well attended and received and has enhanced the understanding of the OBA approach particularly at policy level. There is clear evidence that the OBA approach to accountability and performance management is now securely embedded at strategic level across agencies and Government Departments. However, there remains a lack of awareness of the OBA approach to service delivery for many front line providers and practitioners who deliver the services.

Outcome 4. Improvement in school readiness

There is evidence that most Making it REAL children benefit from an improvement in school readiness, particularly in early literacy. REAL children are reported as having improved confidence, creativity, curiosity, concentration, language and agency. There is also evidence that REAL practitioners feel more confident in supporting parents in enabling their child to be school ready. The EExAT assessment instrument has provided some early evidence to further substantiate these findings but the numbers in the cohort data are currently small.

4. Effectiveness of ECD Programme Functioning

How successful has the programme been in reaching and engaging key stakeholders across each strand of work?

All three strands of work in the ECD Programme have met their KPIs in respect of engaging target stakeholders. The ECD Programme has been enormously successful in engaging and influencing a wide range of stakeholders at a strategic level in the system. There is still work to do in fully engaging front-line providers and practitioners in the ECD Programme, particularly those in the PVI and charity sector.

How has the local context of Jersey influenced this impact?

The ECD Programme has been shaped around the local Jersey context and the urgent policy and practice agendas which require the early years sector to be transformed to meet need more effectively on the island. The ECD Programme has worked hard to be responsive to this local context and to become embedded in the overarching Jersey policy initiatives rather than operating as a stand-alone initiative.

What have been the key barriers and enablers to the achievement of the Programme through each strand? How could these barriers be overcome?

The interview and focus group evidence reveals several enabling conditions and barriers to the work of the ECD Programme in making progress and achieving its aims. The ECD Programme has benefited from a number of enabling conditions, including the Programmes' 'fit' with wider Island policy impulses; the quality and sensitivity of NCB leadership; the additional funding brought by the Programme; consistent strategic commitment; and its inclusive partnership approach across the early years sectors and partner organisations. Barriers to its longer-term sustainability include the dynamic and turbulent policy context; Programme reach and access to grassroots delivery, particularly the PVI and charity sector; a local culture of resistance to accountability; and the need for more capacity and resourcing for local system Champions.

Making it Real: How successful has the strategy to widen and strengthen the impact data for the Making it Real Programme to include Communication and Language Development using more rigorous assessment instruments been?

There is evidence that significant progress in early literacy and early maths has been made by REAL programme children. The trial of the EExAT tool has had limited success and needs more time to bed down before its usefulness as a REAL impact measure can be judged.

Knowledge Makes Change: How successful has the strategy been in encouraging action projects linked to KMC seminars to secure impact on practice?

There is now more focus in the KMC programme on supporting critical reflection and action following seminars and sharing of 'what works'. There is evidence that

practitioners feel more confident following the KMC seminars but there is limited evidence that practitioners are transforming their practice following the seminars and no direct link has yet been shown between KMC participation and professional action.

Has the OBA Approach become further embedded, particularly at senior lead and front-line service delivery level?

The OBA approach is now solidly embedded at senior lead level and visible in all recent strategic policy and planning documents. OBA is now the preferred approach for strategic and service planning across Departments in Jersey.

Is there greater engagement of target groups in the ECD Programme?

There has been work to improve engagement in the ECD Programme by target groups through providing expert seminars on multi-lingualism and children with SEN/D; through translating REAL materials; and training Portuguese practitioners to deliver REAL. There is a mixed picture of engagement of families with English as an additional language (EAL) in the REAL Programmes and this appears to have decreased over the last phase of the Programme.

Has the relevance of the ECD Programme to Jersey policy priorities and vision with more active engagement of Programme Steering Group, as well as emerging States policy agenda and the 'Best Start Strategy' of the Jersey Early Years and Childhood Partnership (EYCP), been enhanced?

The ECD Programme Steering Group has successfully worked with senior leads in Jersey to shape and enhance the new States policies and priorities for young children and families. There is clear evidence of the influence of the ECD Programme on current policies and planning for early childhood services.

How does the Programme contribute to the Early Years and Childhood Partnership's (now Best Start Partnership) vision for 'Jersey to be the best place for all children to grow up' and other island wide policies and plans?

The ECD Programme sits well with local Jersey priorities and the Best Start Partnership's stated vision and is making a significant contribution to this vision, being an active element in the development of the Best Start strategy and its work towards developing Jersey led sustainable early years programmes and services.

What might be next steps for key stakeholders in Jersey in terms of sustaining each programme strand of activity beyond the life of the programme?

The ECD Programme has a solid and evidenced base of achievements in its three years of operation with significant shift of culture and practice in some areas. It has made very good progress in achieving its overarching aims of improving planning of services and collaborative working; improving early childhood development capacity; and increasing the quality of early learning and childcare. It is a mark of commitment that respondents in the evaluation had a clear idea of what the next steps might be and many of these are included in the recommendations in section 4.2.

The evidence reveals that collectively and individually the three strands of work in the ECD Programme have impacted significantly on the discourse and culture around service planning and delivery for young children and families in Jersey. There is also clear evidence of solid outcomes for practitioners, children and families over the life of the Programme which have improved the quality of early years practice on the island, developed capacity for further improvement and begun to enhance the school readiness of significant numbers of Jersey children.

However, this success brings with it a further set of challenges regarding the sustainability of the ECD Programme achievements and its ability to transfer the leadership and management of the work back to Jersey institutions such as the Best Start partnership in a way that will secure its legacy. Clearly, a three-year programme of work will only ever be able to achieve limited success in terms of deep level transformation of culture and services. The evaluation indicates that for this work to be properly embedded and the sustainable transformation of the quality of service planning, delivery and practice achieved so that all young children in Jersey have the best possible start in life, more time and more funding is needed. Three years provides only a limited opportunity for the deep level, sustainable development within an under-developed and under-acknowledged sector that Jersey early years represents.

This evidence reveals that as an externally funded and led programme, with a Jersey constituted Steering Group, the Programme delivery team has done well to steer a positive path and dispel any anxiety or suspicion about its motives and commitment to the long-term sustainability of services on the island. The climate around the Programme is very positive, welcoming and acknowledging about the work it has undertaken and what it has achieved. This is a great tribute to the effectiveness of the leadership and management of the Programme.

4.2 Recommendations for the Way Ahead

In its final year of operation the ECD Programme has highlighted a set of continuing challenges in securing its legacy on the Island and fully achieving its aims and the outcomes it desires. Analysis of the evaluation evidence and reflection on the current Jersey context and policy drivers, and on the ECD Programme achievements, suggests some clear priorities for further action. These are presented as a list of recommendations under 6 broad headings and collectively they stand together as a route map to inform any future Jersey early years strategy.

1. Continuation of the work to embed the ECD Programme strands of work and achievements more sustainably into Jersey policy priorities and vision

This work is well underway, but needs more time and effort if it is to secure the legacy, embed the work into Jersey led sustainable early years services and so realise the transformational potential of the improvement initiatives the ECD Programme has put in place. The ECD Programme Steering Group needs to

continue to work actively on future-proofing the Programme and explore how it can work towards handing over responsibility for the Programme work plans to the States Executive and the Best Start Partnership. The ECD Programme needs to continue to be responsive to the wider Government priorities and service planning while promoting early years priorities in Jersey's developing public service policy agenda to secure sustainability and longer-term impact.

2. Securing ECD Programme sustainability by seeking additional funding and offering system leadership training and support to OBA and REAL Champions

There is more work to do to ensure the ECD Programme is sustainable and has fully realised its contribution to the changing island culture and policy priorities of the Chief Executive and the Best Start Partnership. More time and work is needed to fully embed these shifts in policy and practice in Jersey. Securing additional funding to give the ECD Programme more time (minimally 2 years) to secure its longer-term sustainability and embed it more securely within Island strategy is a priority for the Programme Steering Group and the NCB. There is a need for a leadership post(s) to coordinate the OBA and Making it REAL Champions and resources to provide mentoring, further training and clearer role delineation of Champions to enable them to work systemically across the sectors as system leaders, particularly with the PVI sector. The Best Start Partnership may be well placed to decide where responsibility for this leadership should lie.

3. Greater engagement of target groups

Further consideration of how to embed the ECD Programmes of work to ensure whole system engagement, especially at front line delivery level and in the PVI and charity sector is a priority. Further innovation is required to ensure practice transformation can occur for all early years settings. For example, the use of technology to enhance opportunities to access Making it REAL training, KMC seminars and resources eg live streaming and recording of events for web access could increase access and reach of both programmes of work. Further engagement is clearly needed with a wider reach of parents in both the REAL Literacy and Maths programmes to extend the benefits to more children and parents, particularly those from Portuguese and Polish speaking communities. More work also needs to be done to ensure target families can access the ECD Programmes through better information sharing, responding more flexibly to the expressed needs of these target families and recruiting more personnel from these communities.

4. Further embedding OBA approach, particularly at front-line service delivery level

Senior leads will continue to need support as they move to implement the OBA approach in their policy implementation. More work is needed for the OBA approach to penetrate at operational or front-line service commissioning and delivery level. A more strategic use of OBA Champions by the States of Jersey at all levels in the system and across the early years sector is recommended.

5. Widening and strengthening impact data for Making it Real Programme, (to include Communication and Language Development, and Mathematical Development) using more rigorous assessment instruments

Further work is needed to achieve the culture shift towards greater accountability for those delivering children and family services in Jersey. The REAL programme team should continue to explore the use of more rigorous assessment instruments to capture more systematically and robustly the impact of the Making it REAL programme on early language and communication skills, literacy and mathematics in Jersey and maybe more widely. The use of EExAT should be reviewed and if possible extended to achieve greater coverage of REAL children in all Jersey settings.

6. Encouraging action projects linked to KMC seminars to secure impact on practice

More emphasis on, and opportunities and incentives for, participation in workplace-based action research projects led by practitioners (maybe in learning networks) linked to the KMC seminar series and knowledge dissemination strategy are needed to make the link to practice stronger and ensure setting quality improvements flow from CPD experiences.

Appendix 1: Glossary

CACHE: Council for Awards in Care, Health and Education

CEO: Chief Executive Officer

CEYPS: Department for Children, Education, Young People and Skills

CLD: Communication and Language Development

CPD: Continuing Professional Development

CREC: Centre for Research in Early Childhood

ECD Programme: Early Childhood Development Programme

EExAT: Early Excellence Assessment Tracker

Jersey EYCP: Jersey Early Years Childhood Partnership. Note: the EYCP has been renamed as the 'Best Start Partnership'.

KMC: Knowledge Makes Change

KPI's: Key Performance Indicators

NCB: National Children's Bureau

OBA: Outcomes Based Accountability

OFSTED: Office for Standards in Education

ORIM Framework: Opportunities, Recognition, Interaction and Model Framework

PVI Sector: Private, Voluntary and Independent Sector

REAL: Raising Early Achievement in Literacy

Appendix 2: Benchmark Assessment of Jersey Early Childhood Programmes @ March 2019

| Outcome / Question | Evidence Source | |
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| ECD Programme Outcomes | | |
| 1. Early years settings have increased knowledge of how to support young children's development. | KMC Seminar Evaluations 4,5, 6 and 7 | <ul style="list-style-type: none"> • Attendance across Seminars 4, 5, 6 and 7 totalled 297 people (including speakers and NCB staff), an average of 74 participants per event • The vast majority of seminar participants were early years practitioners; across the seminars and of those who completed evaluation forms, 65 – 72% were EYPs • Smaller numbers of managers and strategic leads also joined the events • 242 evaluation forms were returned across the seminars (*not all questions were answered) • 92% of the evaluation forms rated the events as good or excellent overall • 91% of the evaluation forms rated the events as good or excellent in terms of 'usefulness of event for my role' • Three seminar evaluations (KMCs 5, 6 and 7) asked participants to rate the seminar in terms of providing knowledge around 'what works' for engaging parents in supporting children with SEN. 88% of people who answered this question gave a rating of 'a great deal' or 'a fair amount'. • One seminar evaluation (KMC 4) asked participants to rate the event in terms of providing knowledge around 'what works' for bilingual families with young children to ensure best possible outcomes. 94% of people who answered this question gave a rating of 'a great deal' or 'a fair amount'. • 75% of people who rated Seminars 4,5,6 and 7 in relation to the learning objective 'Information about the Early Childhood Development Programme, year 2 and moving forward' stated that they had been provided with either 'a fair amount' or 'a great deal' of information |
| | Knowledge Makes Change Seminar Survey Results | 22 responses were received <ul style="list-style-type: none"> • 73% (16 people) had attended more than one seminar • 95% (21 people) reported an improvement in their practice • 82% (18 people) reported an improvement in their confidence working with early years children |
| | KMC Seminar 7 Reflective follow- | Follow-up evaluations completed by 13 people; 8 practitioners, 1 manager, 4 'other |

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| | up evaluation spreadsheet | <ul style="list-style-type: none"> • 92% (12) of participants felt that the seminar provided them with either 'a fair amount' or 'a great deal' of 'knowledge of "what works" for incorporating emotional wellbeing and SST approaches' into their practice • 77% (10) participants felt that the seminar had provided them with either 'a fair amount' or 'a great deal' of 'inspiration and ideas to take back and share learning with others • 92% (12) of participants felt that the seminar provided them with 'a fair amount' or 'a great deal' of 'information about the ECD Programme' • 92% (12) of participants felt either 'confident' or 'very confident' about 'using Sustained Shared Thinking and Emotional Wellbeing' in their day to day practice |
| | KMC Seminar 8 Evaluation Summary | <ul style="list-style-type: none"> • Event attended by 87 people, 72 evaluation forms returned • 81% (58 forms) completed by practitioners • 99% (71) of participants rated the event as 'excellent' or 'good' overall (92% [66] rated the event 'excellent') • 92% (66) of participants rated the event 'excellent' or 'good' in relation to 'usefulness of event for my role' • 93% (67) of participants stated that the seminar had provided them with 'a great deal' or 'a fair amount' of 'knowledge of maths and early years • 97% (70) of participants stated that the seminar had provided them with 'a great deal' or 'a fair amount' of 'inspiration and ideas to take back and share learning with others' • 72% (52) of participants stated that the seminar had provided them with 'a great deal' or 'a fair amount' of 'information about the ECD Programme' • 39% (28) of participants stated that they felt 'very confident' about 'using stories to teach Maths in...day to day practice' • 53% (38) of participants stated that they felt 'confident' about 'using stories to teach Maths in...day to day practice' |
| | KMC Mailchimp data (January 2017 – March 2019) | <ul style="list-style-type: none"> • From January 2017 to March 2019, the 'open rate' has ranged between 29.64% (December 2017) and 53.55% (September 2018) • The 'open rate' from September 2018 to March 2019 has ranged between 43.31% (November 2018) and 53.55% (September 2018) • The peak 'open rate' was in September 2018 |

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| | ECD Programme Year 3 Quarter 2 Programme Update | Across the programme 951 local early years practitioners, policy makers and stakeholders participating in Knowledge Makes Change. |
| | ECD Programme Year 3 Quarter 3 Programme Update | Across the programme over 1,000 local early years practitioners, policy makers and stakeholders participating in Knowledge Makes Change. |
| | Progress update: ECD Programme 6/2/18 | Collaborative work with Highlands College to train all students studying for CACHE Level 3 Diploma in Childcare and Education. This should result in 47 students learning Making it REAL approaches and taking these techniques into settings as they begin their careers. |
| | An Outcomes Framework for Early Childhood in Jersey: Final Report (March 2018) Appendix 3: Report Card for REAL Literacy programme (*2016/17 school year data) | <p>REAL training:</p> <ul style="list-style-type: none"> • 59 practitioners and 6 champions • REAL offered to 47 settings, take up by 34 settings • Ongoing support: 29% of those trained attended at least two network meetings • 98% (58 of 59) of attendees rated training excellent or very good in terms of ‘increasing knowledge of engaging with parents to support learning’ • 92% of attendees rated training excellent or very good in ‘increasing knowledge of supporting children with early literacy • 86% of attendees rated training excellent or very good in ‘increasing knowledge of early identification of need and referral onwards • 74% of attendees rated training excellent or very good in ‘increasing knowledge of engaging with bilingual families to support child’s learning’ • 72% of Early Years settings delivering REAL • Within settings that took up REAL, 124 families participated, and 30 of these families received home visits <p>Literacy events: Literacy events held in 28 settings and attended by 735 children and 611 parents</p> |

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| | <p>Making it Real: Raising Early Achievement in Literacy in Jersey – Report Card 2</p> | <p>Making it REAL achievements 2017/18:</p> <ul style="list-style-type: none"> • 92 practitioners and 6 champions trained • REAL offered to 67 settings: take up by 57 settings • 92% (61 of 66) practitioners rated training excellent or very good in terms of ‘increasing knowledge of engaging with parents to support learning’ • 97% of practitioners rated training excellent or very good in terms of ‘supporting children with early literacy’ • 93% of practitioners rated training excellent or very good in terms of ‘early identification of need and onward referral’ • 83% of practitioners rated training excellent or very good in terms of ‘engaging with bilingual families to support children’s learning’ • 29% of those trained by end of Year 2 attended one or more network meetings • Data highlighted that in 2016 61% of trained practitioners attended at least one network meeting in the school year following training, however in 2017 this was 29% <p>Programme reach:</p> <ul style="list-style-type: none"> • 76% of Early Years settings delivering REAL (compared to 72% in 2016/17 data) • 87% of children engaged in REAL home visits • Within settings that took up REAL: <ul style="list-style-type: none"> • 40 families received home visits in 2017/18 <p>Literacy events: Literacy events held in 16 settings and attended by 348 children and 339 parents</p> |
| | <p>Making Maths REAL Project in Jersey: Report Card No.1</p> | <p>Making Maths REAL achievements in 2017/18:</p> <ul style="list-style-type: none"> • 31 practitioners trained • 8 settings delivered Making Maths REAL – 22 children involved • Training rated as excellent by 87% of practitioners and very good by 13% • 97% of practitioners rated the training good or excellent in supporting them in ‘engaging with parents to support child’s learning’ • 97% of practitioners rated the training good or excellent in helping them in ‘supporting children with REAL maths events’ • 40% of practitioners attended at least two network meeting in the year after training <p>REAL maths events: 8 settings took part in REAL maths events; 200 parents and 206 children attended</p> |

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| | <p>MASTER Jersey REAL Training Evaluation Data</p> | <p><u>REAL 1 day evaluation data</u></p> <p>Training participants were asked: How much, if at all, has going on the training improved your knowledge about: Supporting children (aged 2 – 5 years) with early literacy?</p> <ul style="list-style-type: none"> 92% of participants (56 of 61) gave a rating of 4 or 5 <p><u>28 and 29 Nov 18: Highlands</u></p> <p>Training participants were asked: How much the training improved your knowledge about supporting children (aged 2 - 5) with early literacy?</p> <ul style="list-style-type: none"> 97% (29 of 30) of the responses gave a rating of 4 or 5 <p><u>REAL 2 day evaluation data</u></p> <p>Training participants were asked: How much, if at all, has going on the training improved your knowledge about: Supporting children (aged 2-5 years) with early literacy?</p> <ul style="list-style-type: none"> 93% of participants (100 of 107) gave a rating of 4 or 5 <p>Participants were also asked:</p> <p>How much, if at all, has going on the training improved your knowledge about: Engaging with bilingual families to help them support their children's learning and development effectively?</p> <ul style="list-style-type: none"> 16% of participants (17 of 107) gave a rating of 3 13% of participants (14 of 107) appeared to omit providing an answer to this question <p><u>Maths Evaluation Data</u></p> <p>Participants were asked:</p> <p>How much, if at all, has going on the training improved your knowledge about: Supporting children (aged 2-5 years) with early mathematics within the home and in everyday situations</p> <ul style="list-style-type: none"> 95% of participants (40 of 42) gave a rating of 4 or 5 |
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| | | <p><u>REAL Champions Evaluation Data</u></p> <p>Participants were asked:</p> <p>How much, if at all, has going on the training improved your confidence in: <u>Supporting children (aged 2-5 years) with early literacy?</u></p> <ul style="list-style-type: none"> • 15 participants responded • 67% (10 of 15) gave a confidence rating of 5 • 33% (5 of 15) gave a confidence rating of 4 <p>They were also asked:</p> <p>How much, if at all, has going on the training improved your confidence in: <u>Engaging with parents to help them support their children's learning and development effectively?</u></p> <ul style="list-style-type: none"> • 87% (13 of 15) gave a confidence rating of 5 • 13% (2 of 15) gave a confidence rating of 4 |
| | <p>Combined Jersey Setting and Practitioner Sheet (05/04/19)</p> | <ul style="list-style-type: none"> • 100% of settings have been reached through the REAL programme • 75% (50) of settings are actively engaged in the programme • 52% (35) of settings have delivered one / more than one complete cycle of REAL (Literacy or Maths) • 18% (12) settings have completed more than one cycle of either Literacy or Maths projects and / or contributed practice examples and / or host Making it REAL Champions |
| | <p>JCCT Facebook impressions for REAL and KMC Facebook screenshots 1,2 and 3</p> | <p><u>Making it REAL videos</u></p> <ul style="list-style-type: none"> • Making it REAL videos gained a total of 30,072 views: <ol style="list-style-type: none"> 1. 'A short film showing an aspect of REAL' – 16,200 views 2. 'Making it REAL wouldn't work...' – 12,200 views 3. 'Another short "REAL" video' – 1,300 views <p><u>KMC Bulletins</u></p> <ul style="list-style-type: none"> • KMC bulletins have gained 2294 views since January 2019: <p>Best Start Partnership Post – 852 views KMC January – 634 views KMC February – 369 views KMC March – 439 views</p> |

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| | <p>ECD Programme Year 3 Quarter 3 Programme update</p> | <p><u>Impact survey – past attendees of KMC seminars:</u></p> <p>Survey completed by 22 participants</p> <ul style="list-style-type: none"> • 73% (16) of participants have attended more than one seminar • 95% (21) of participants reported an improvement in their practice • 82% (18) of participants reported improved confidence in working with early years children • 95% (20 out of 21) felt that the seminars had improved their knowledge of early years practice |
| | <p>ECD – Key Performance Indicators (KPIs) document</p> | <p><u>Targets:</u></p> <ul style="list-style-type: none"> - Training provided for early years practitioners to run Making it REAL Literacy and additional training for some settings in Maths - Direct training in the ORIM framework for key strands of early literacy <p>Targets exceeded:</p> <ul style="list-style-type: none"> • Total of 282 practitioners trained • 133 practitioners from 48 settings trained in Making it REAL Literacy <p>And</p> <ul style="list-style-type: none"> • 81 Highlands College students • 15 Champions • 11 parent volunteers • 41 Making it REAL Maths <p><u>Targets:</u></p> <ul style="list-style-type: none"> - Delivery of Literacy Projects to Families - Trained practitioners work with a cohort of children and families through home visits and literacy events <p>Targets reached:</p> <p>Year 3 -</p> <ul style="list-style-type: none"> • 100% of settings engaged (65 in total) • 75% (50) ‘significantly engaged’ |
| | <p>ECD Programme – Key Performance Indicators (KPIs) document</p> | <p><u>Target:</u></p> <p>Deliver Knowledge Makes Change programme to include e-bulletins, briefing on evidence of ‘what works’, and an expert series of seminars in particular in relation to improving young children’s communication, language and literacy development</p> <p>Target exceeded:</p> <ul style="list-style-type: none"> • 1,119 / 340 recipients • 658 newsletter recipients |

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| | | <ul style="list-style-type: none"> 461 seminar attendees (to 30/09/18) |
| 2. Making it REAL project parents have increased knowledge and confidence to support young children's early learning and literacy development. | ECD Programme Year 3 Quarter 2 Programme update | Across the programme 1576 parents developed increased knowledge and confidence in supporting their children in early literacy. |
| | ECD Programme Year 3 Quarter 3 Programme update | Across the programme 1,660 parents developed increased knowledge and confidence in supporting their children in early literacy. |
| | An Outcomes Framework for Early Childhood in Jersey: Final Report (March 2018) Appendix 3: Report Card for REAL Literacy programme (2016/17 school year data) | 80% (44 of 55) parents reported increased confidence in terms of being able to support their child's early literacy |
| | ECD – Key Performance Indicators (KPIs) document | <p><u>Targets:</u></p> <ul style="list-style-type: none"> - Delivery of Literacy Projects to Families - Trained practitioners work with a cohort of children and families through home visits and literacy events <p>Targets reached:</p> <ul style="list-style-type: none"> • 1,956 parents / carers engaged across 3 years • 4,319 (2,363 + 1,956) 'total engagement by family member beneficiaries across the lifetime of the project' |

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| | <p>Jersey Sharing REAL with Parents – training feedback (both 2018 groups)</p> | <ul style="list-style-type: none"> • Number of participants – 16 • Number of participants who found the training useful – 16 (100%) <p>Confidence rating questions (5= very confident, 1= not at all confident):</p> <ol style="list-style-type: none"> 1. How confident do you feel about supporting your child with their literacy? 81% (13 parents) gave a confidence rating of 5, and 13% (2 parents) gave a confidence rating of 4. 2. How confident do you feel about talking to other parents about children’s literacy? 38% (6 parents) gave a confidence rating of 5, 50% (8 parents) gave a rating of 4, and 6% (1 parent) gave a rating of 3. <p>(1 score was missing for both of these questions)</p> <p>Parents were also asked to identify the ‘best parts of the workshop’ (shown in order):</p> <ol style="list-style-type: none"> 1. Learning about the four strands of literacy – 100% (16) 2. Learning about how parents can support their child’s literacy using ORIM – 94% (15) 3. Meeting other parents – 88% (14) 4. Talking about your own child and their literacy – 75% (12) 5. Workshop activities – 69% (11) 6. Working closely with practitioners – 56% (9) |
| | <p>Making it Real: Raising Early Achievement in Literacy in Jersey – Report Card 2</p> | <p>Making it REAL achievements 2017/18:</p> <p>84% (26 of 31) parents reported increased confidence in terms of being able to support their child’s literacy.</p> <p>The percentage of parents reporting increased confidence in supporting their child’s literacy rose from 80% to 84% looking across the 2016/17 and 2017/18 data.</p> |
| | <p>Making Maths REAL Project in Jersey: Report Card No.1</p> | <p>Making Maths REAL achievements 2017/18:</p> <p>79% of parents reported they had increased confidence in supporting their children’s maths.</p> |
| <p>3. Policy makers and practitioners have improved understanding of</p> | <p>ECD Programme Year 3 Quarter 2 Programme update</p> | <p>Across the programme 193 policy makers and practitioners directly benefit from OBA methodology and 340 benefit from access to evidence of what works.</p> |

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| outcomes based approach and work more collaboratively across agencies. | ECD Programme Year 3 Quarter 3 Programme update | Across the programme 233 policy makers and practitioners directly benefit from OBA methodology and 360 benefit from access to evidence of what works. |
| | REAL Champions OBA evaluations | 10 out of 10 (100%) of workshop participants rated workshop 'good' or 'excellent' in three areas: 1. Improving understanding of basic concepts and principles of OBA 2. Illustrating the use of OBA in measuring and reporting impact of REAL 3. Illustrating how OBA can be used as a collaborative tool to improve REAL performance |
| | EYCP Plan on a page OBA workshop | 9 evaluation forms received, of which: 100% (9) strongly agreed / agreed that the workshop had supported collaboration of key partners with a role in ensuring a Best Start for all children in Jersey 100% (9) strongly agreed / agreed that the workshop had helped align the priorities for Best Start for children with the wider work in progress in Jersey 78% (7) strongly agreed / agreed that the workshop had helped them to understand how OBA can contribute to a Best Start for children in Jersey |
| | OBA training (December 2018) | 16 evaluation forms received and ratings of the workshop learning objectives and how they were met: 1. To improve understanding of the basic concepts and principles of OBA: 94% 'good' or 'excellent' 2. To illustrate how performance accountability principles can be applied to the performance of a programme or service: 100% 'good' or 'excellent' 3. To show how OBA can be used as a service improvement tool: 100% 'good' or 'excellent' |

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| | <p>Putting Jersey First: The plan for Jersey's children, young people and their families</p> | <ul style="list-style-type: none"> • Document sets out a commitment to four key outcomes, and sets targets linked to each ('How we want to make a difference'). • It also makes an explicit 'pledge'; Appendix 1: Putting Children First – States Members and Executive Leadership Pledge, signed by senior leaders across the island. In this a commitment to partnership working is made, as well as eight commitments to children and young people including: 'integrated support for families', 'early help', and to 'recruit and retain a child-centred, stable, highly professional workforce'. |
| | <p>Children and Young People's Plan 2019-2023 (Technical document to support delivery)</p> | <ul style="list-style-type: none"> • Long-term document developed using OBA • 16 indicators (which together feed into the four key outcomes) follow a consistent format which sets out: <ol style="list-style-type: none"> 1. Baseline data (historic, 'Turn the Curve' intentions, and 'Do Nothing' estimate) 2. Story behind the baseline (includes key insights) 3. Data development – plans to enhance data gathered 4. Key partners with roles in turning the curve 5. What works? Evidence – summarised literature review 6. Current work in Jersey to address the issue 7. Turn the curve policy and practice ideas <p>Suggests a strong commitment to collaborative, focused and evidence-based working.</p> |
| | <p>Turning the Curve Workshop (22/03/19) Attendees' Evaluations</p> | <p>Workshop attended by a total of 6 participants</p> <ul style="list-style-type: none"> • 100% (6) said the workshop met their expectations • 100% (6) rated the workshop 'good' or 'excellent in terms of: <ul style="list-style-type: none"> - 'Further embedding knowledge of OBA concepts and principles, in particular the turning-the-curve approach' - Illustrating 'how OBA can be used as a collaborative tool to engage stakeholders in understanding the impact of REAL and plan how action(s) can be taken in future to further enhance impact' - Equipping 'REAL champions and practitioners with the skills and knowledge to...lead their own turning-the curve sessions in the future...' |

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| | Turning the Curve Workshop on REAL performance (22/03/19) Write Up | <p>Making it REAL Jersey</p> <p><u>%age of ‘practitioners who stated that training had helped them to increase knowledge of engaging with bilingual families to support children’s learning:</u></p> <p>2016 – 74%</p> <p>2017 -83%</p> |
| | ECD Programme Year 3 Quarter 3 Programme update | <p>OBA training – 20 members of Strategic Planning Team</p> <p><u>Overall</u></p> <p>56% - ‘very satisfied’ and 44% ‘satisfied’ with ‘the content of the workshop’</p> <p><u>Learning objectives</u></p> <ol style="list-style-type: none"> 1. To improve basic understanding of the basic concepts and principles of OBA: Excellent – 75%, Good – 19%, Average – 6% 2. To illustrate how performance accountability principles can be applied to the performance of a programme or service: Excellent – 69%, Good – 31% 3. To show how OBA can be used as a service improvement tool: Excellent – 56%, Good – 44% |
| | ECD Programme – Key Performance Indicators (KPIs) document | <p><u>Target:</u></p> <ul style="list-style-type: none"> • Development of an Outcomes Framework that builds on an audit of existing data, sets out indicators of early childhood development and a data development agenda <p>Target reached:</p> <ul style="list-style-type: none"> • 85 direct beneficiaries (policy makers and practitioners that attended OBA training, and members of the Steering Group that oversaw development of the Outcomes Framework received follow up support around data analysis) • 570 indirect beneficiaries (received KMC newsletter including links to data audit and Outcomes Framework) <p><u>Target:</u></p> <ul style="list-style-type: none"> • Deliver capacity building and Turning the Curve workshops engaging policy makers and practitioners to establish the ‘What Works’ agenda for improving the range, quality and equality of access to early years information sharing protocols and using data to plan and measure service delivery <p>Target reached:</p> <ul style="list-style-type: none"> • 257 direct beneficiaries of OBA training, capacity building, or Turning the Curve workshops • 658 indirect beneficiaries |

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| | | <ul style="list-style-type: none"> • Further indirect impact – wider beneficiaries who have contributed to Children’s Plan (not at strategic level) and colleagues in departments where trained OBA Champions have disseminated the methodology |
| <p>4. Improvement in school readiness, particularly exploring the impact on particular aspects such as:</p> <ul style="list-style-type: none"> • Early literacy for Making it REAL Children • Early maths for Making it REAL Children • Language • Targeted groups, including Polish and Portuguese speaking communities | <p>ECD Programme Year 3 Quarter 2 Programme update</p> | <p>Through the programme 1989 children from across the island participated in Making it REAL.</p> <p>Key achievements across Year 3, Quarter 2 (July to September 2018)</p> <p>Data from Making it REAL projects:</p> <ul style="list-style-type: none"> • Sample of children participating in Literacy projects evidence reveals 74% have increased confidence in literacy • 93% REAL project children registered improvements in oral language • 80% REAL project children registered improvements in their awareness of environmental print • 95% REAL project children registered increased sharing of books • 87% REAL project children registered increased engagement in early writing • Library membership of REAL literacy project children increased from 44% to 79% • 63% of REAL Maths project children registered improvements in numbers and counting • 53% of REAL Maths project children registered improvements in environmental maths <p>Making it REAL champions:</p> <ul style="list-style-type: none"> • Recruitment and training of 9 new champions (now 15 in total), with a focus on advocacy and support for Making it REAL practitioners in Jersey, sharing resources, supporting home visits, mentoring, contributing to / co-delivering training, sharing REAL message with local communities and including bilingual families |

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| | <p>ECD Programme Year 3 Quarter 3 Programme update</p> | <ul style="list-style-type: none"> • Over 2,000 children participating in Making it REAL across the island <p>Key achievements (Year 3, Quarter 3: September – December 2018)</p> <ul style="list-style-type: none"> • 19 Making it REAL projects in progress across 14 settings; 13 literacy projects, 6 maths projects with 57 targeted children and families • Development of Making it REAL resources – translated into Portuguese and Polish which include: <ul style="list-style-type: none"> - ‘Parent friendly activities’ for parents and children to use together - 4 Making it REAL Literacy jigsaws - 4 Making it REAL Literacy leaflets – ‘parent friendly language’ - ‘Parent friendly overview’ – ‘Being Bilingual’ – significance of supporting bilingual children |
| | <p>An Outcomes Framework for Early Childhood in Jersey Final Report: Produced as part of the ECD Programme (March 2018)</p> | <p>Outcome 2: All young children in Jersey learn and achieve: Indicators assessed</p> <ul style="list-style-type: none"> • %age of pupils with SEN (all age groups): 12.6% (Nursery), 14.2% (Primary), 14.1% (Secondary) • %age of children referred for speech and language therapy: 7.1%(under 3 years), 5.5% (3-5 years) • %age of young children achieving the expected level in each of the 17 Early Learning Goals: 46% (currently only 1 year of data available) • ELGs where the lowest %age of children are achieving the required standard are: <ol style="list-style-type: none"> 1. Writing (61%) 2. Numbers (71%) 3. Reading (72%) |
| | <p>An Outcomes Framework for Early Childhood in Jersey: Final Report (March 2018) Appendix 3: Report Card for REAL Literacy programme (*2016/17 school year data)</p> | <ul style="list-style-type: none"> • 24% of children involved in REAL received home visits • 39% of children in Early Years settings across Jersey attended literacy events • 32% of eligible families attended literacy events • 71% (55 of 77) of parents reported their child’s literacy, language and communication had improved • 76% (31 of 41) reported improvements in oral language • 72% (51 of 71) reported increasing awareness of environmental print • 67% (26 of 39) reported increased sharing of books • 61% (33 of 54) reported improved engagement in early writing • Library membership increased from a 42% (34 of 81) baseline to 68% (55 of 81) at the endpoint |

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| | <p>Making it Real: Raising Early Achievement in Literacy in Jersey – Report Card 2</p> | <p>Making it REAL achievements 2017/18: Impact on children:</p> <ul style="list-style-type: none"> • 87% of children involved in REAL receiving home visits (compared to 24% in 2016/17 data) • 74% (26 of 35) of parents reported their child’s literacy, language and communication had improved • 93% (14 of 15) reported improvements in oral language • 80% (28 of 35) reported improved awareness of environmental print • 95% (18 of 19) reported increased sharing of books • 87% (27 of 31) reported improved engagement in early writing • Library membership increased from 44% (15 of 34) at baseline to 79% (30 of 38) at endpoint <p>Gender / ethnicity / language data – comparing 2016 and 2017</p> <p>Gender</p> <table border="0"> <tr> <td>2016</td> <td>57% boys and 43% girls</td> </tr> <tr> <td>2017</td> <td>55% boys and 45% girls</td> </tr> </table> <p>Ethnicity</p> <table border="0"> <tr> <td>2016</td> <td>94% White, 3% Asian, 3% Black</td> </tr> <tr> <td>2017</td> <td>93% White, 6% Mixed, 1% Other</td> </tr> </table> <p>First language spoken at home:</p> <table border="0"> <tr> <td>2016</td> <td>84% English, 10% Portuguese, 6% Other</td> </tr> <tr> <td>2017</td> <td>78% English, 15% Portuguese, 7% Other</td> </tr> </table> | 2016 | 57% boys and 43% girls | 2017 | 55% boys and 45% girls | 2016 | 94% White, 3% Asian, 3% Black | 2017 | 93% White, 6% Mixed, 1% Other | 2016 | 84% English, 10% Portuguese, 6% Other | 2017 | 78% English, 15% Portuguese, 7% Other |
| 2016 | 57% boys and 43% girls | | | | | | | | | | | | | |
| 2017 | 55% boys and 45% girls | | | | | | | | | | | | | |
| 2016 | 94% White, 3% Asian, 3% Black | | | | | | | | | | | | | |
| 2017 | 93% White, 6% Mixed, 1% Other | | | | | | | | | | | | | |
| 2016 | 84% English, 10% Portuguese, 6% Other | | | | | | | | | | | | | |
| 2017 | 78% English, 15% Portuguese, 7% Other | | | | | | | | | | | | | |
| | <p>Making it Real: Raising Early Achievement in Literacy in Jersey – Report Card 2</p> <p>2016 and 2017 data also found in ‘Making it Real in Jersey: Raising Early Achievement in Literacy’ (February 2019) – Figure 1, p.3</p> | <p>How are children better off? A comparison of 2016 and 2017 data</p> <p><u>No. and % of children registering improvements between the start and end of REAL:</u></p> <p>Oral language</p> <table border="0"> <tr> <td>2016</td> <td>– 76% (31 of 41)</td> </tr> <tr> <td>2017</td> <td>– 93% (14 of 15)</td> </tr> </table> <p>Awareness of environmental print</p> <table border="0"> <tr> <td>2016</td> <td>– 72% (51 of 71)</td> </tr> <tr> <td>2017</td> <td>– 80% (28 of 35)</td> </tr> </table> <p>Sharing books</p> <table border="0"> <tr> <td>2016</td> <td>– 67% (26 of 39)</td> </tr> </table> | 2016 | – 76% (31 of 41) | 2017 | – 93% (14 of 15) | 2016 | – 72% (51 of 71) | 2017 | – 80% (28 of 35) | 2016 | – 67% (26 of 39) | | |
| 2016 | – 76% (31 of 41) | | | | | | | | | | | | | |
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| 2016 | – 67% (26 of 39) | | | | | | | | | | | | | |

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| | | <p>2017 – 95% (18 of 19)</p> <p>Engagement in early writing 2016 – 61% (33 of 54) 2017 – 87% (27 of 31)</p> <p>Whilst percentages of children registering improvements appear to have risen, numbers of participating children appear to have reduced.</p> <p><u>Extent to which children’s literacy, language and communication skills have improved:</u> 2016 – Out of a total of 77 children – 55 ‘a lot’, 22 ‘a little’ 2017 - Out of a total of 35 children – 26 ‘a lot’, 9 ‘a little’ Across 2016 and 2017 100% of participating children developed improved literacy, language and communication skills.</p> <p><u>% of children with library membership:</u> 2016 – Before 42% (34 of 81), After 68% (55 of 81) 2017 – Before 44% (15 of 34), After 79% (30 of 38)</p> <p>Engaging with REAL Literacy appears to support and encourage library membership.</p> |
| | <p>Making Maths REAL Project in Jersey: Report Card No.1</p> | <p>Making Maths REAL achievements 2017/18:</p> <ul style="list-style-type: none"> • 88% of children (22 of 25) involved in Making Maths REAL project received home visits <p><u>Programme impact – maths outcomes</u></p> <ul style="list-style-type: none"> • 63% (12 of 19) registered improvements in numbers and counting • 53% (11 of 21) registered improvements in environmental maths <p><u>Programme impact – literacy outcomes</u> The programme also had positive impacts on literacy outcomes in addition to improved maths skills.</p> <ul style="list-style-type: none"> • 100% (3 of 3) – improvements in oral language • 80% (12 of 15) – improved joining in with songs and rhymes • 50% (3 of 6) – shared books more often after participating in the programme <p>Note low sample figures for oral language (3) and sharing books (6).</p> <p><u>Extent to which children’s confidence in maths has improved</u> ‘A lot’ – 14 children ‘A little’ – 7 children</p> <p>Gender /ethnicity / language data</p> |

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| | | <p>Gender – 59% (13 of 22) male, 41% (9 of 22) female</p> <p>Ethnicity – 86% White (19 of 22), 5% Mixed, 9% Other</p> <p>First language spoken at home: English (18 of 22) Polish (2 of 22) German / Russian (1 of 22) Spanish /Portuguese (1 of 22)</p> |
| | <p>ECD Programme – Key Performance Indicators (KPIs) document</p> | <p><u>Targets:</u></p> <ul style="list-style-type: none"> - Delivery of Literacy Projects to Families - Trained practitioners work with a cohort of children and families through home visits and literacy events <p>Targets reached:</p> <ul style="list-style-type: none"> • 331 ‘monitored children’ participated in home visits across 3 years • 380+ children joined events in Year 3 • ‘2363 / 640 children total directly benefit across 3 years (home visit, events, siblings supported)’ |
| | <p>ECD Programme – Key Performance Indicators (KPIs) document</p> | <p><u>Target:</u></p> <ul style="list-style-type: none"> • Practice and Systems change in Early Years Services in particular through cultural and language support to address inequalities and improve outcomes <p>Target reached:</p> <ul style="list-style-type: none"> • Analysis of Year 1 Making it REAL data: 44% of REAL families were Portuguese, 30% Polish, 11% French, 15 % Other • Analysis of Year 2 Making it REAL data for Literacy: <u>Ethnicity</u> White - 78%, Asian - 3%, Black - 3%, Other - 16% (which included French, Portuguese and Polish) <p><u>Primary language used at home</u> English – 78%, Portuguese – 15%, Other -7%</p> <ul style="list-style-type: none"> • Maths project data <p>Primary language used at home 22 monitored children in total English – 18 children Polish – 2 children German / Russian – 1 child Spanish / Portuguese – 1 child</p> |

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| | | <ul style="list-style-type: none"> • Year 3 REAL data Primary language used at home English – 78% Polish – 11% Portuguese – 11% • Year 3 Maths data Primary language used at home English – 88% Polish – 6% Other – 6% • Bilingual KMC Seminar – 88 attendees |
| | <p>Making it REAL Pre and Post Data for analysis as of 10/04/19</p> | <p><u>Making it REAL Maths</u></p> <ul style="list-style-type: none"> • 16 children – 8 female, 8 male • Primary language used at home: <p>English – 88% (14 children) Polish – 6% (1 child) German and Russian – 6% (1 child)</p> <p>Six areas of learning– greatest increases and reductions in the scores:</p> <p>1. Number and counting in play and everyday routines</p> <p><u>Increased scores:</u> 'Can count a larger group of objects accurately' - increased from 4 children (pre) to 8 children (post).</p> <p><u>Reduced scores:</u> 'Can work out how many objects are added on or taken away' – 4 children (pre), 2 children (post)</p> <p>2. Joins in with number songs and rhymes</p> <p><u>Increased scores:</u> 'Knows some words' – increased from 1 child (pre) to 4 children (post)</p> <p><u>Reduced scores:</u> 'Shows no/ very little interest in number song' – 2 children (pre) to 0 children (post)</p> <p>'Listens to number songs' – 3 children (pre), 0 children (post)</p> <p>3. Environmental maths</p> <p><u>Increased scores:</u> 'Identifies 3 shapes' – increased from 6 children (pre) to 9 children (post)</p> |

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| | | <p>'Identifies more than 3 shapes' – increased from 1 child (pre) to 3 children (post)</p> <p><u>Reduced scores:</u> 'Sometimes stops to look' – 6 children (pre), 1 child (post)</p> <p>4. Speaking she / he mostly</p> <p><u>Increased scores:</u> 'Uses 3 words together – 1 child (pre), 2 children (post)</p> <p><u>Reduced scores:</u> 'Talks with sentences' – 14 children (pre), 11 children (post)</p> <p>5. At home, we read and share a book together</p> <p><u>Increased scores:</u> '2-3 times a week' – 2 children (pre), 4 children (post)</p> <p><u>Reduced scores:</u> 'Most days' – 13 children (pre), 9 children (post)</p> <p>6. At home, my child draws / paints / makes marks</p> <p><u>Increased scores:</u> 'Most days' – 5 children (pre), 9 children (post)</p> <p><u>Reduced scores:</u> '2-3 times a week' - 6 children (pre), 2 children (post)</p> <p>Note: This was a small cohort of children (16 total), which may in part explain the mixed results.</p> |
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| | <p>Jersey REAL EExAT data spreadsheet</p> | <p><u>Early data for 18 children:</u></p> <p><u>Age bands at assessment:</u></p> <p>37-42 months – 8 children 43-48 months – 4 children 49-54 months – 3 children 55-60 months – 3 children</p> <p><u>Pre data</u> <u>Communication and Language (C and L)</u></p> <ul style="list-style-type: none"> • The C and L total scores for the group of 18 children ranged from 18 to 60 • The three highest total scores for C and L were 60, 60 and 56, all scored by children in the 55-60 months age band • The three lowest total scores for C and L were 18, 25 and 30, all scored by children in the 37-42 months age band <p><u>Literacy</u> <u>Reading (i)</u></p> <ul style="list-style-type: none"> • Scores ranged from 19-24 months to 55-60 months • 44.4% (8 out of 18) of participants scored in the 31-36 months range • 16.7% (3 out of 18) of participants scored in the 19-24 months range • 11.1% (2 out of 18) of participants scored in the 55-60 months range <p><u>Reading (ii)</u></p> <ul style="list-style-type: none"> • Scores ranged from 19-24 months to 55-60 months • 38.9% (7 out of 18) of participants scored in the 31-36 months range • 5.5% (1 out of 18) of participants scored in the 19-24 months range • 5.5% (1 out of 18) of participants scored in the 55-60 months range <p><u>Writing (i)</u></p> <ul style="list-style-type: none"> • Scores ranged from 25-30 months to 49-54 months • 33.3% (6 out of 18) of participants scored in the 31-36 months range • 22.2% (4 out of 18) of participants scored in the 25-30 months range • 16.7% (3 out of 18) of participants scored in the 49-54 months range |
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| | | <p><u>Writing (ii)</u></p> <ul style="list-style-type: none"> • As in Writing (i), scores ranged from 25-30 months to 49-54 months, and with the same distribution of scores: • 33.3% scored in the 31-36 months range, 22.2% in the 25-30 months range, and 16.7% in the 49-54 months range <p><u>Post data</u> (*Small numbers of returns to date)</p> <p><u>Communication and Language (C and L) total scores:</u></p> <ul style="list-style-type: none"> • Scores for 7 children returned, all showing improved C and L totals • Child 8 – score increased from 28 to 36 • Child 9 – score increased from 37 to 42 • Child 10 – score increased from 25 to 34 • Child 11 – score increased from 18 to 25 • Child 16 – score increased from 39 to 45 • Child 17 – score increased from 32 to 36 • Child 18 – score increased from 40 to 45 <p><u>Literacy</u></p> <ul style="list-style-type: none"> • Complete scores returned for 7 children • 6 children had improved scores across the 4 domains of literacy [Reading (i) and (ii) and Writing (i) and (ii)] • 1 child had improved scores across three areas [Reading (ii) and Writing (i) and (ii)]. Their score stayed the same for Reading (i) |
| <p>Evaluative Questions</p> | | |
| <p>1. How successful has the programme been in reaching and engaging key stakeholders across each strand of work?</p> | <p>KMC Seminar Evaluations 4,5,6,7 and 8 Master Jersey REAL Training Evaluation Data ECD Programme Year 3 Quarter 2 and Quarter 3 Programme Updates ECD – Key Performance Indicators (KPIs) document JCCT Facebook impressions for REAL and KMC</p> | <p>A wide range of stakeholders have engaged with the training and information workshops, evidenced in the data sources indicated on the left.</p> <p>The REAL project work has engaged with 100% of nursery settings on the island. Significant numbers of views of REAL videos and KMC bulletins as documented in JCCT spreadsheet.</p> |

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| 2. How has the local context of Jersey influenced this impact | | |
| 3. What (if any) have been the key barriers and enablers to the achievement of the programme through each strand? How could these barriers be overcome? | | |
| 4. How does the programme contribute to the Early Years and Childhood Partnership's vision for 'Jersey to be the best place for all children to grow up' and other island wide policies and plans? | An Outcomes Framework for Early Childhood in Jersey: Final Report (March 2018) | The programme directly contributes to Outcome 2: All young children in Jersey learn and achieve <ul style="list-style-type: none"> • % of young children achieving at the expected level in each of the 17 Early Learning Goals |
| 5. What might be next steps for key stakeholders in Jersey in terms of sustaining each programme strand of activity beyond the life of the programme? | | |
| Three specific evaluation questions | | |
| 1. Making it Real (Widening and Strengthening Impact Data for Making it Real Programme, (to include Communication and Language Development) Using More Rigorous Assessment Instruments): To what extent has MiR (maths and literacy) had an impact on children's early learning and development, and particularly in early literacy and early language, for Making it REAL children? | | See Outcome 4 above for detail. Highlights include: <p><u>2016/17 – Making it Real Literacy</u></p> <ul style="list-style-type: none"> • 71% (55 of 77) of parents reported their child's literacy, language and communication had improved • 76% (31 of 41) reported improvements in oral language • 72% (51 of 71) reported increasing awareness of environmental print • 67% (26 of 39) reported increased sharing of books • 61% (33 of 54) reported improved engagement in early writing • Library membership increased from a 42% (34 of 81) baseline to 68% (55 of 81) at the endpoint <p><u>2017/18 - Making it Real Literacy</u></p> <ul style="list-style-type: none"> • 74% (26 of 35) of parents reported their child's literacy, language and communication had improved • 93% (14 of 15) reported improvements in oral language |

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| | | <ul style="list-style-type: none"> • 80% (28 of 35) reported improved awareness of environmental print • 95% (18 of 19) reported increased sharing of books • 87% (27 of 31) reported improved engagement in early writing • Library membership increased from 44% (15 of 34) at baseline to 79% (30 of 38) at endpoint <p><u>2017/18 – Making it Real Maths (first year of data – emergent)</u></p> <p><u>Programme impact – maths outcomes</u></p> <ul style="list-style-type: none"> • 63% (12 of 19) registered improvements in numbers and counting • 53% (11 of 21) registered improvements in environmental maths <p><u>Programme impact – literacy outcomes</u></p> <p>The programme also had positive impacts on literacy outcomes in addition to improved maths skills.</p> <ul style="list-style-type: none"> • 100% (3 of 3) – improvements in oral language • 80% (12 of 15) – improved joining in with songs and rhymes • 50% (3 of 6) – shared books more often after participating in the programme <p>Note low sample figures for oral language (3) and sharing books (6).</p> <p><u>Extent to which children’s confidence in maths has improved</u></p> <p>‘A lot’ – 14 children ‘A little’ – 7 children</p> |
| <p>2. Knowledge Makes Change (Encouraging Action Projects Linked to KMC Seminars to Secure Impact on Practice): To what extent has the KMC series positively impacted on the ability and confidence of practitioners to better meet the needs of the children they work with, what action or change has occurred as a result, and what are</p> | <p>KMC Seminar Evaluations 4,5,6 and 7</p> | <ul style="list-style-type: none"> • 91% of evaluation forms rated the events as good or excellent in terms of ‘usefulness of event for my role’ • Three seminar evaluations (KMCs 5,6,and 7) asked participants to rate the seminar in terms of ‘what works’ for engaging parents in supporting children with SEN. 88% of people who answered this question gave a rating of ‘a great deal’ or ‘a fair amount’. • One seminar event (KMC 4) asked participants to rate the event in terms of providing knowledge around ‘what works’ for bilingual families with young children to ensure best possible outcomes. 94% of people who answered this question gave a rating of ‘a great deal’ or ‘a fair amount’. |

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| the improved outcomes for children? | KMC Seminar 8 Evaluation Summary | <ul style="list-style-type: none"> 99% (71) of participants rated the event as ‘excellent’ or ‘good’ overall 92% (66) of participants rated the event ‘excellent’ or ‘good’ in relation to ‘usefulness of event for my role’ 93% (67) of participants stated that the seminar had provided them with ‘a great deal’ or ‘a fair amount’ of ‘knowledge of maths and early years 97% (70) of participants stated that the seminar had provided them with ‘a great deal’ or ‘a fair amount’ of ‘inspiration and ideas to take back and share learning with others’ 39% (28) of participants stated that they felt ‘very confident’ about ‘using stories to teach Maths in...day to day practice’ 53% (38) of participants stated that they felt ‘confident’ about ‘using stories to teach Maths in...day to day practice’ |
| | Knowledge Makes Change Survey Results | <ul style="list-style-type: none"> 95% of participants reported an improvement in their practice 82% of participants reported an improvement in their confidence in working with early years children |
| 3. Outcomes Based Accountability (Further Embedding OBA Approach, particularly at Senior Lead and Front-Line Service Delivery Level): What impact is the use of OBA having on strategic / service planning? | REAL Champions OBA evaluations | 100% of workshop participants rated workshop ‘good’ or ‘excellent’ in illustrating how OBA can be used as a collaborative tool to improve REAL Indicates an understanding of how OBA can be used in partnership, and with the aim of enhancing REAL. |
| | EYCP Plan on a page OBA workshop | 100% of participants strongly agreed / agreed that the workshop had: <ol style="list-style-type: none"> Supported collaboration of key partners aiming to ensure a Best Start for all children in Jersey Helped align priorities for Best Start for children with wider work in progress in Jersey Helped them to understand how OBA can contribute to a Best Start for children in Jersey Indicates a deepened appreciation of collaboration of agencies, connecting Best Start with broader work in Jersey, and enhanced understanding of OBA’s role in quality early years learning. |

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| | Children and Young People’s Plan 2019-2023 (Technical document supporting delivery) | Long-term strategic plan developed across four central outcomes, multi-agency partnership working approach clearly identified. |
| | Putting Children First: The plan for Jersey’s children, young people and their families | ‘Putting Children First’ - State Members and Executive Leadership Pledge (Appendix 1) ‘...we will work together, support and challenge one another...’ to ensure the eight commitments to children and young people are offered. |
| | Newspaper article – Ian Heath | <ul style="list-style-type: none"> • £200,000 of Treasury underspend allocated to children’s early years policy development in four main areas: <ol style="list-style-type: none"> 5. Strategic early years policy 6. Framework to ensure high-quality and safe childcare provision 7. Funding to support access to high-quality childcare 8. Development of an early years learning framework |