



Telford & Wrekin
Co-operative Council

Protect, care and invest
to create a better borough

Telford and Wrekin Best Start in Life Delivery plan

2025-2028



Foreword

Our Children & Young People’s Strategy, published in February 2025, brought together public health, education and safeguarding agendas under one umbrella, setting clear aims that our children and young people will: **start well, stay well, keep safe and enjoy and achieve**. The vision of the strategy is that **our Borough is home to healthy, safe children who achieve their potential**, and we are on a journey to becoming a Child Friendly Borough. Our commitments include celebrating diversity and being inclusive, taking a whole-child approach to maximise life chances and outcomes for all children, alongside a focus on narrowing the gap for those who are disadvantaged, for whatever reason.

The key areas of focus during 2025/26 have been: the implementation of the Families First Partnership and expansion of Family Hubs aligned to the Neighbourhood Health agenda, the development of this best start in life delivery plan and preparation for the SEND reforms. Strong partnership working between the local authority, NHS, education, the community and voluntary sector and police are underpinning these priority areas of work. Engagement, participation and co-production with children, young people, parents, carers, families and communities is evolving and is increasingly informing everything we do.

Good Level of Development (GLD) measures were important outcomes set out in our CYP Strategy, and the national Giving every child the best in life strategy published in July 2025, has provided the springboard for local planning, partnership working and service transformation. The targets set by the Department of Education for Telford & Wrekin children are challenging and above those set for most local authorities. We know that reasons for children that are not reaching their early learning and development goals are varied and include; having special educational needs and disabilities, living in low income families, English being an additional language and being born in the Summer. In 2024/25 67% of our children overall achieved GLD at the end of reception, and the target expected for 2027/28 is 78%, an increase of 11%. However, delivering the overall target would still mean over 230 children would still not be achieving a good level of development. This best start in life delivery plan sets out clear intelligence-led, partnership action to achieve the targets, the change needs to be transformational and delivered at pace. However, beyond the targets we want to set the aspiration that **“every 5 year old child reaches their development potential”** and we will explore ways to demonstrate that every child gets the best start giving them every opportunity in their future lives.

‘A strong start in life isn’t just about learning early – it’s about feeling ready, supported and confident. As an apprentice, I see how much easier it is for young people to grow, achieve and believe in themselves when that foundation is there from the beginning’

Liam Bradley
Young People’s Voice Apprentice



Jo Britton
Executive
Director,
Children’s
Services and
Public Health



Councillor Shirley Reynolds
Cabinet Member
for Children, Young
People, Education,
Employment and Skills

Partnership Vision – our borough is home to healthy, safe children who achieve their potential

Children live in families, families make communities and communities build our borough



Our partners

These people and services work together as part of our Family Hubs networks across Telford and Wrekin. The Family Hub networks bring together the organisations and services that support families, creating a joined up, 'one stop' approach to accessing help. They provide support from pregnancy, through a child's early years, later childhood, and into young adulthood.



Parents, carers and family members



Maternity – Shropshire and Telford Hospitals Trust



Triple P for baby



Early Years and Childcare providers



Healthy Smile team at Shropshire Community Health Trust



Triple P Setting Stones



School and nursery settings



Telford Mind



Dandelions Group



Early Years and Childcare team



Families in Telford



Integrated care system - ICB



Live Well Telford



Talking – Early years and Childcare



5 by 5



Family Hubs services



SEND Local Offer



Healthy Telford



The Breastfeeding Network



Home Start



Cranstoun domestic abuse



Shropshire Community Health NHS Trust including Health Visiting, School Nursing and Family Nurse Partnership, Children's Therapies and the Child Development Centre



PODS – Parents Opening Doors



Business Intelligence Teams



Telford and Wrekin Libraries



Eatwell



Citizens Advice

Developing our best start in life plan

From September 2025 a working group led by the Director of Public Health, in collaboration with the Director of Children's Safeguarding and Director of Education and Skills have been shaping the development of this best start in life delivery plan. Leads from the following Council Teams have been core members of the working group: Family Hubs, Early Years and Childcare, Insight, public health commissioning, alongside the NHS Public Health Nursing Service Manager and Clinical Services Manager Children's Therapies and Child Development Centres. Other partners have supported the process, including Home Start Telford & Wrekin and Families in Telford.

The development of our Family Hubs offer is progressing, linking tightly to the Family First Partnership. **We are aligning the Families First Partnership with the Family Hubs model to provide coordinated, early support for families, strengthening pathways that help children achieve a good level of development.** Family Hubs transformation is also a key part of the evolution of Neighbourhood Health, which is being steered by Telford & Wrekin Integrated Place Partnership (TWIPP). Improving GLD has been incorporated into the local Integrated Care Board Population Health Improvement Plan submitted to NHS England.



Part of our already strong universal offer, the highly successful local 5 by 5 programme, established in May 2025, is creating the foundations to help all children be happy, healthy and ready to start school by trying a list of adventures by their 5th birthday. Being part of the Sport England Place Partnership programme means that Family Hubs, community organisations and education settings are coming together with a clear system leadership focus to increase physical activity.

Maximising the impact of the 2-2.5 year checks offered by our Health Visiting Service is a regional workstream being led by the Midlands Director of Public Health. The regional thematic improvement plan structure is being used to define the proposed action in this plan.

Borough-wide engagement and participation activities with children and families, being drawn together and expanded as part of becoming a child friendly borough, this includes co-production with our Dandelion Parents, Lived Experience Apprentices and parents and carers using Family Hubs.

SEND Reforms, driven through the Thrive and Achieve White Paper, will evolve in alignment with this plan over time, with clear shared actions for children to reach their potential on early learning goals.

Children and Young People's Strategy 2025-2028 Start Well Objectives

- 1** Enabling children to get the best start in life through universal prenatal, antenatal, postnatal and health visiting services and community based early help services.
- 2** Empowering parents and carers to care for and nurture their children, with early/family help to avoid issues escalating.
- 3** Supporting all children to be ready for school, achieving a good level of development on their language and communication, problem solving and personal-social skills, at home and in early years and community settings.



What does ‘Good Level of Development’ (GLD) mean?

A **Good Level of Development (GLD)** means that a child is working at the **expected level for their age** by the end of the Early Years Foundation Stage (Reception year).

When a child achieves GLD, it shows they have a **secure understanding and skills** in the areas that are most important for early learning and for starting Year 1. This includes being able to:

- **communicate and listen** confidently, following instructions and expressing their ideas
- **manage their feelings and behaviour**, work independently, and build positive relationships
- **use language, early reading and writing skills**, such as recognising sounds, forming letters, and using simple sentences
- **use numbers and simple maths**, including counting, recognising numbers, and solving basic problems

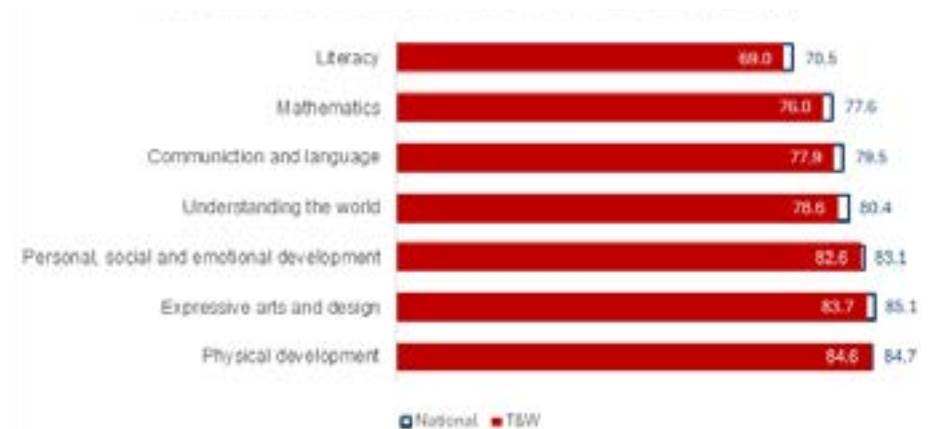
Reaching GLD means your child is developing well and has a **strong foundation for future learning**, though every child continues to grow and learn in their own time.

GLD targets and outcome indicators

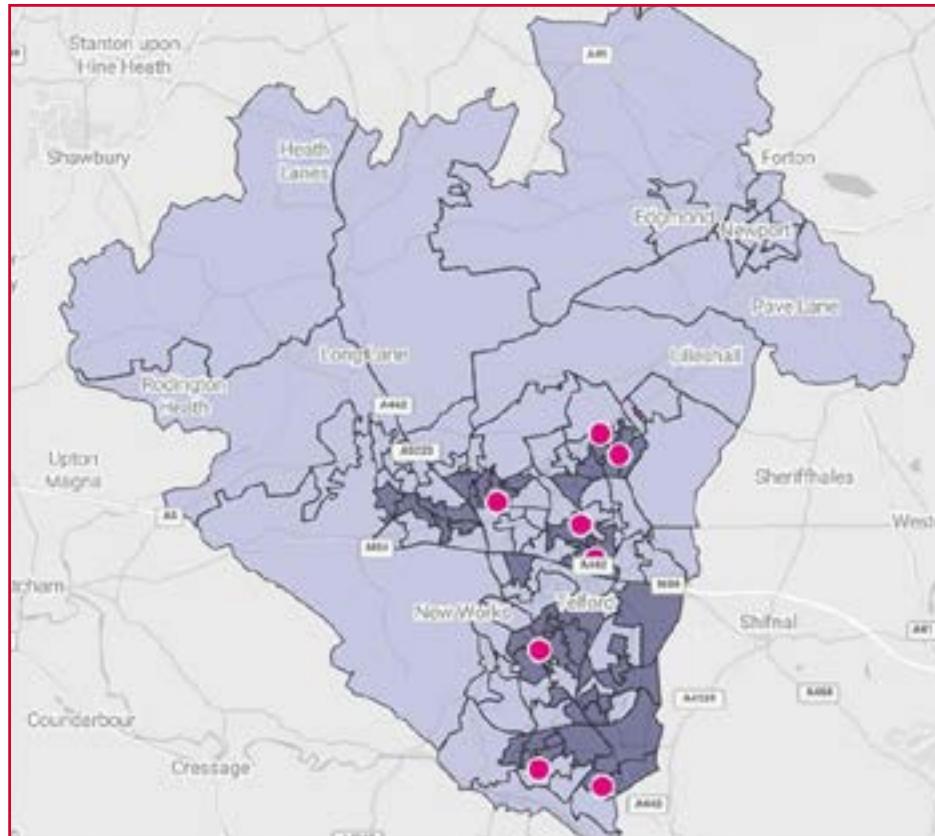
Telford & Wrekin Targets for 5 year olds (end of academic year 2027/28)

- % of children achieving a Good Level of Development is at least 78%
- % of children eligible for Free School Meals and achieving a Good Level of Development is at least 64.6%

% of children achieving GLD across each area of learning



Our best start Family Hubs



The dark shading is showing communities that are in the 30% most deprived nationally (using the 2025 Index of Deprivation) and the red dots show the current locations of the Family Hubs.

Our Family Hub locations

Oak Family Hub Theatre Square, Oakengates

Silver Birch Family Hub 103 Southgate, Sutton Hill

Walnut Family Hub Park lane, Woodside

Cherry Blossom Family Hub Hawksworth Rd, Telford

Hazel Family Hub Waterloo Road, Hadley

Evergreen Family Hub 35 High Street, Dawley

Damson Family Hub Lawndale, Wellington Road, Donnington

Damson Family Hub St Matthews Road, Donnington



www.telfordfamilyhubs.co.uk

Statistics – GLD

Around 2,200 children in Reception class each year.

1,480 children meet the good level of development (67.3%, England 68.3%).

64.3% of 2-2.5 year olds at or above the expected level in all 5 areas of development (England 81.4%).

Approx. 235 additional children achieving GLD by 2027/28 to meet target of 78%.

50.6% of children eligible for free school meals achieving GLD (England 51.3%).

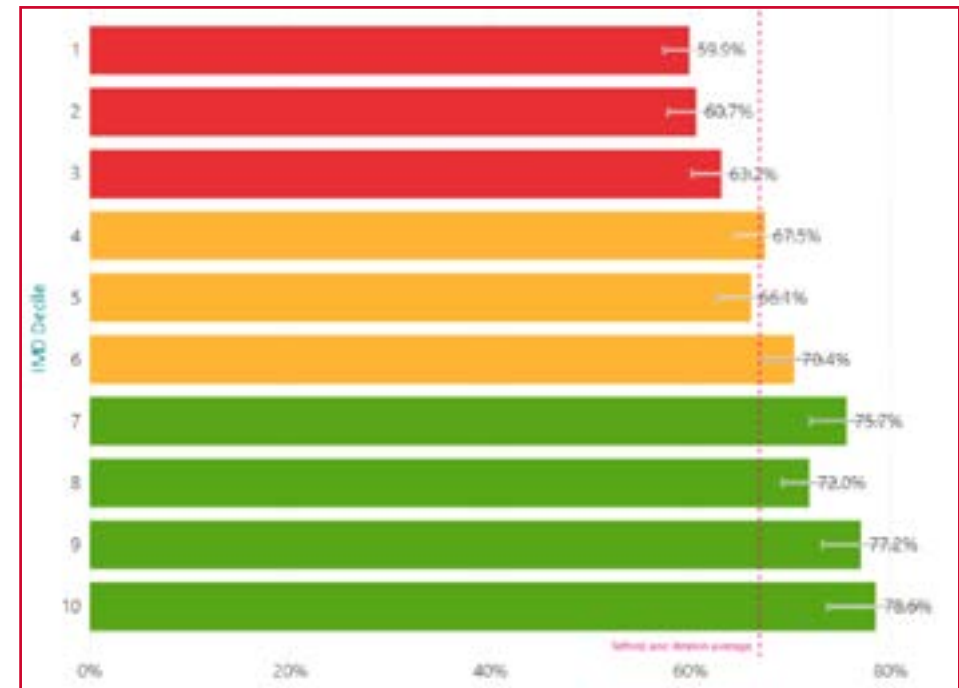
Approx. 60 additional children achieving GLD by 2027/28 to meet FSM target of 64.6%.

74.4% of girls and 60.6% of boys achieve a good level of development.

20.2 – percentage point difference between GLD achievement for boys born in August (49.9%) and September (70.1%) (2023-2025).

Of the children in reception in 2025: 387 children had English as an additional language, 96 had an EHCP, 265 had SEN Support, 440 were eligible for FSM, 25% BAME.

Proportion of children achieving a good level of development by deprivation decile of their home address (Source: GLD performance 2023-2025, IMD 2025)



Statistics – Best Start In Life

13,200 children aged 0-5 in the borough.

27.1% of children living in relative low income (under 16s) (England 22.1%).

45.1% of women have early access to maternity care (in 10 weeks). England 63.5%.

Birth rate for under 18s of 5.6, higher than England 3.0.

82.5% children receiving 12 month health visitor review (England 88.4%).

86.2% of 2-2.5 year olds receiving health visitor review (England 93.9%).

25.3% Overweight and obesity at the end of reception (England 23.5%).

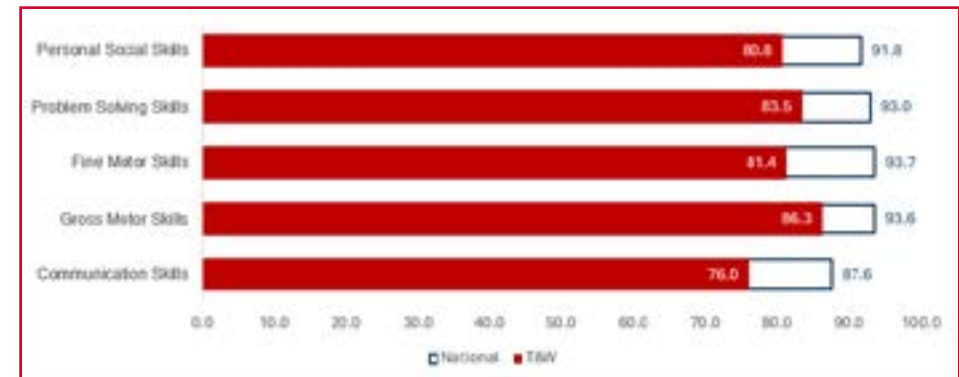
Oral health – 27.0% of five year olds experience visually obvious dental decay at age 5 years. 155 children aged 0-5 were admitted to hospital for dental caries in 3 years (21/22-23/24).

2,785 children aged 0-4 had Emergency hospital admissions (in 2023/24).

87.9% Vaccination coverage MMR 2 dose (England 83.7%).

94.5% vaccination coverage at age 2 for Dtap IPV Hib HepB (England 92.5%) .

Child Development: % of children achieving the expected level at age 2 to 2 and a half



Overview of our BSIL Delivery Plan

Partnership co-production and engagement
Children, parents, carers, partners and settings

Maximise the impact of 2-2.5 year checks

Develop and raise awareness of our universal offer

Expand targeted support

Speech language and communication

Become data and intelligence led

Priorities for 2026/27

- 1** Develop pathways of support for children who are not meeting their milestones.
- 2** Establish an innovative multi-disciplinary team to provide tailored support for those who need it most.
- 3** Communicate our universal and target offers clearly to parents and partners to ensure maximum uptake.

Partnership, engagement and co-production

Priority action	Measures of impact	Lead organisation/group
Engagement and co-production with parents		
Strengthen parental engagement and embed co-production across Family Hubs and the Families First Partnership to support children's early development and improve the proportion achieving a Good Level of Development (GLD).	Demonstrable improvements in parents' confidence and ability to support early learning at home, measured through pre- and post-engagement questionnaires, feedback tools, and Family Hub evaluation data.	LA – Family Hubs
Co-producing school-readiness pathways, home-learning resources, and targeted interventions that address local developmental needs.	Increased numbers of parents taking part in co-produced school-readiness activities, workshops, and planning groups, with attendance data and engagement rates monitored quarterly.	LA – Family Hubs
Making it Real Home learning intervention training for all settings, schools and parent events.	Attendance at training Parents voice captured via pre and post questionnaire and engagement events.	LA – Early Years
Training for partners		
Deliver DfE EYFSP support package to all EYFS teachers 1 per term starting summer 2026: Professional conversations, Formative assessment, Summative assessment.	Increased attendance of schools at training leading to more accurate assessment when submitting GLD.	LA - Early Years and Childcare Team Leader
Early Years talk boost training and resources are available termly to support children's speech and language communication.	Number of staff trained. Number of setting delivering targeted intervention. Impact of intervention.	LA - Early Years and Childcare Team Leader and EYSEND teachers/ consultants
Focused training to support areas of GLD where outcomes need to be improved.	Number of school and setting staff trained, evaluation of training impact and improved GLD in specific areas.	LA - early years and CC team leader

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At Home-Start Telford & Wrekin, we see every day how early support within the home environment, and through our groups, can transform a child's start in life. By strengthening family wellbeing, and encouraging positive and nurturing routines, we support the development of secure foundations children need to achieve GLD and flourish within their Early Years.”

Amy Moss
Scheme Co-Manager

Maximise the impact of 2-2.5 year checks

Priority action	Measures of impact	Lead organisation/group
Analyse and identify gaps in take up of the 2-2.5 year review to inform targeting.	Increase uptake by supporting families attend and reduce the number of “Was Not Brought”.	LA – PH Commissioner SCHAT – PH Nursing Service Manager
Communication and engagement – implementation of a text messaging reminder service for families, proactive engagement with families regarding clinic review and accessibility; and scope out the possibility of a self-booking facility for families.	Increase in attendance at 2-2.5 year check. Increase of percentage of 2-2.5 year check taken place within timeframe.	LA – PH Commissioner SCHAT – PH Nursing Service Manager
Improve the quality of checks – review and develop standard operating procedures to ensure consistency of offer to families.	Updated standard operating procedure for 2-2.5 year check. Ensure consistency of offer to families. Training needs analysis undertaken.	LA – PH Commissioner SCHAT – PH Nursing Service Manager
Support and empower families – distribute or signpost to the ERIC potty training leaflet at mandated developmental reviews, drop-in clinics with Family hubs and system partners.	Myth busting with parents on potty training and consistent advice to all families.	LA – PH Commissioner SCHAT – PH Nursing Service Manager
Develop clear system pathway of support for children and families following the 2-2.5 year review outcome.	Provide key development messages to families and systematically offer earlier intervention and signposting to approved interventions.	LA – PH Commissioner SCHAT – PH Nursing Service Manager

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The Health Visiting,
School Nursing and
Family Nurse Partnership
service play a vital role
in supporting a good
level of development by
delivering the universal
Healthy Child Programme,
focusing on early
intervention to prevent,
identify, and address
developmental or health
concerns.”

Sam Garratt
Public Health Nursing
Service Manager Telford
& Wrekin

Develop and raise awareness of our universal offer – GLD focus

Priority action	Measures of impact	Lead organisation/group
Continuation of the Family Hub Parenting Together which focuses on attachment, communication and reciprocity to support development of early language.	Number of families completing Parenting together.	LA – Family Hubs Group Manager
Development of Wellington Family Hub and outreach post at Newport to provide a local partnership building for delivery of GLD activities including talking to your baby and the new BSIL DfE activities.	Expansion of offer to more parents. Increase in Family Hub users from those with English as an additional Language.	LA – Family Hubs Group Manager
Family Hubs campaign in Telford Town Centre and Social Media promoting the services available for parents.	Increase in Reach and awareness of Family Hubs.	LA – Family Hubs Group Manager
Expansion of Health Visitor Drop-in clinics across Telford and Wrekin, and at Family Hub Events.	Increase the reach of universal Health Visitor contact. Increase in ASQ completion.	SCHT – PH Nursing Service Manager
Deliver Making it Real home learning intervention training for all settings and schools.	Attendance at training parents voice captured via pre and post questionnaire.	LA – Early Years and Childcare Team Leader

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In our school, GLD represents the point at which children have developed strong foundations that prepare them confidently for the next stage of their education. GLD provides essential data because it reflects children’s communication, social, emotional and physical readiness, alongside their early knowledge acquisition, which forms the basis for assessing progress from Year 1 onwards. Without these wider elements, children would not be fully prepared to access the national curriculum.”

Carol McQuiggin
Headteacher,
Lawley Primary School.

Develop and raise awareness of our universal offer – GLD focus *continued*

Priority action	Measures of impact	Lead organisation/group
GLD universal offer will ensure children and families receive the right support at the right time. This includes the involvement of SEND Family Hub Practitioners, who will provide timely, responsive support and adapt interventions quickly as needs change.	Recruitment of SEND Family Hub Practitioners. Number of children and families seen by Family Hubs especially those with emerging SEND needs.	LA – Early Years and Childcare Team Leader
Continuation of the school nursing service, supporting children and young people with physical and emotional well-being, and delivering the National Child Measurement Programme (NCMP), school drop-in services, and transition support into educational settings.	Reach of universal school nurse contact.	LA – PH Commissioner SCHT – PH Nursing Service Manager

Develop and raise awareness of our universal offer – wider prevention

Priority action	Measures of impact	Lead organisation/group
Building on the success of the TWIPP Healthy Conversations campaign and branding launch, continue to raise awareness for 0-5s and older children (who may have younger siblings too young to have been vaccinated), continue to support EYS and schools both proactively and reactively on infectious disease control.	Increase overall coverage childhood routine and seasonal immunisations in vaccination schedule, particularly MMR.	LA - Health Protection Hub
Brilliant brushers oral health promotion scheme: Beyond the initial roll out in our 20% most deprived areas, 33 out of 54 T&W settings are now participating in Brilliant Brushers.	13 day nurseries, 19 mainstream schools and 1 SEND school are now part of Brilliant Brushers Overall nearly T&W 2,000 children now brushing daily. Continue to deliver this scheme across all our settings.	Healthy Smile Team, Shropshire Community Health Trust
Promote the Early Years and Schools Health and Wellbeing Toolkit to provide signposting to information and resources that encourage physical activity and healthy eating.	Toolkit Early Years and Schools Health and Wellbeing usage e.g. number of clicks, % engagement. Case Studies provided.	Senior Health Improvement Practitioner (Healthy Weight)
5 by 5 – Continue to promote and embed the 5 by 5 programme across Family Hubs, libraries, parks and early years settings	Website usage (unique visits, page views) and Adventure Card downloads. Survey responses and social engagement. Attendance at 5 by 5-badged sessions. % parents reporting their child has tried adventures.	Telford & Wrekin Council (Education & Family Hubs) with partners: Libraries, Parks, Early Years providers, Health Visiting, Community & Voluntary sector



Dental pain and untreated tooth decay can affect a child's ability to eat, sleep, concentrate, speak and socialise with confidence, all of which are essential for learning and engagement in Nursery and Reception. Children who are free from dental pain are able to participate fully in activities, communicate effectively, develop social skills and establish routines. By providing professionals and families with evidence-based, up-to-date advice and support from infancy,

continued on next page

Develop and raise awareness of our universal offer – wider prevention *continued*

Priority action	Measures of impact	Lead organisation/group
Telford and Wrekin to collaborate in a 12-month pilot to co-develop a nurse led pre-conception education programme, training the workforce to enhance reproductive health and reduce disparities across Shropshire, Telford & Wrekin.	Our ambition is for women, birthing people and fathers to enter pregnancy in optimal health through comprehensive pre-conception care.	ICB, SaTH Maternity and MVNP
Bounce and Rhyme – We are increasing the number of sessions taking place across the borough particularly in the south. This will be a mix of staff and volunteer led sessions. National Year of Reading – We are focussing on using this year to increase membership and usage of libraries particularly across target groups of under 1s, boys and disadvantaged families. This includes a Summer Reading Challenge.	Increased levels of participation within the local community	Library Services

...we help prevent pain and reduce health inequalities, ensuring every child is ready to grow, learn, and thrive as part of a strong, shared Best Start in Life. 🦷🦷

Jill
Oral Health Improvement Service Lead
Healthy Smile Team
Tom
Clinical Director
Community Dental Service

Expand Targeted Support

Priority action	Measures of impact	Lead organisation/group
Triple P Stepping Stones to be offered at Cherry Blossom Family Hub.	Number of parents who complete Triple P Stepping Stones training.	LA - Family Hubs Group Manager
Identification and Support of SEND children not accessing childcare places.	Reduction in children who arrive at school without having attended nursery.	LA - Early Years and Childcare Team Leader and SEND Project Lead
SLCN to enhance Family Hub Practitioners skills and SLC competencies including the coproduction of a CPD framework Development of a partnership GLD hub that provides targeted Speech and Language support and school readiness support in the home.	Numbers of parent's who complete Home Learning Environment work with the Hub. Increase in numbers of children with SEND who achieve GLD. Measure of confidence and capability of Family Hub Practitioners in SLCN.	Family Hubs SLCN lead Practitioners
Develop clear pathways of referral support for different groups not reaching their milestones.	Increase the number of children receiving tailored support.	
Continue the vaccination inequalities programme to target the work of the Vaccine Educator in education settings to improve health literacy and run accessible vaccination clinics in community, school and Early Years settings.	Increase number of children and parents receiving vaccine education session. Increase the number of accessible pop up and catch up clinics in community, EY and education sessions in low uptake areas.	Health Protection Hub, Community Pharmacists
Establish innovative multi- disciplinary team (MDT).	Number of children supported by the MDT	LA - Family Hubs Group Manager
Health notifications, utilised effectively to identify children who may develop SEND, and where children are not accessing EY provision. Targeted support to enable early intervention and to get the right support at the right time for reception.	Data capture number of children and outcome of interventions.	LA – Early Years and Childcare Team Leader

“PODS (Parents Opening Doors) are important for GLD because Special Educational Needs and Disabilities make it harder for a child to learn or access education compared to their peers of the same age. The GLD for children with SEND is based on a “graduated approach” tailored to specific needs with our support, mainstream schools and other professional involved in a multidisciplinary health team.”

Kelly Lord
Perinatal & Infant Support
Co-Ordinator PODS (Parents Opening Doors)

Expand Targeted Support *continued*

Priority action	Measures of impact	Lead organisation/group
EYFSP data used effectively to identify schools and linked settings where children have low GLD. Identify Early Learning Goals to target schools/settings to offer support and focused CPD.	Increased numbers of children achieving GLD in specific areas. Numbers of schools/settings accessing GLD.	LA – Early Years and Childcare Team and Insight Team.
Early Years and Schools Health and Wellbeing Programme implementation (settings will receive support to complete a self-assessment audit, staff workshop, and action plan.)	Number of targeted early years and school settings signed up to the programme. Reduction in overweight and obesity prevalence of Reception aged pupils.	Senior Health Improvement Practitioner (Healthy Weight)
Healthy Families Programme Provide targeted support to children, and their families, whose BMI centile is above a healthy weight through a 12-week behaviour change programme to embed healthy habits.	Reduction in overweight and obesity prevalence of Reception aged pupils. Number of children and families signed up to the programme. Number of families achieved goals set.	Senior Health Improvement Practitioner (Healthy Weight)
Take up of Free Education and Childcare for 2 year olds if you get Extra Support. (Talking 2s in Telford).	DfE measure is met 74% expectation or exceeded. Report cards issued.	LA – Early Years and Childcare Team Leader
HAHH (HAF) to develop programme across each school holiday period and to bring together Wrap Around and HAF DfE programmes together to develop extended childcare offer for all children.	Number of children attending HHAH provision. Number of settings offering extended childcare across the LA.	LA – Early Years and Childcare Team Leader

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As a Systemic Practice Team our work supports by strengthening relationships, improving emotional wellbeing, and supporting secure attachments within families. By helping families understand patterns of interaction, repair relationships, and create safer, more nurturing environments, we contribute to the foundations children need to develop emotionally, socially, and physically, supporting their readiness to learn and thrive as they grow.”

Daniel Machin
Clinical Lead and
Systemic Team Manager

Speech Language and Communication (SLCN)

Priority action	Measures of impact	Lead organisation/group
Early Years talk boost training and resources are available each year to support children's speech and language communication.	Number of staff trained. Number of setting delivering targeted intervention. Impact of intervention.	LA - Early Years and Childcare Team Leader Reference slide 9.
Work up the proposal for 2-year continuation of Early Language Support for Every Child (ELSEC) model including support for Early Years Settings to deliver Universal, Targeted and Targeted + interventions including Communication Audits, TalkBoost, Concept Cat, BEST and Early Narrative.	Number of staff trained. Number of setting delivering targeted intervention. Impact of intervention. % rates of referrals to SLT reduce for this age group/by population.	LA ICB SEND Support Team - ELSEC Team within LA/ SCHAT
Making SLT more accessible: improving referral form, providing advice line and reducing waiting times.	Number of children in EY referred to SLT Number of children's referrals to SLT rejected as not appropriate. Waiting times and trends for childrens SLT Number of children referred to SLT Advice line. Feedback about the quality of Advice.	Children's SLT and Early Years settings
Integrating 'how to...' advice given across the system to parents and early years settings re SLCN goal setting and early intervention for children with complex or additional needs.	Completion of an extended early years 'Blue Book' of advice and 'how to...' guidance Early Year setting satisfaction and confidence in using this tool.	SLCN system workstream
Align public health messaging about SLCN across all service commissioners and providers.	Number of public health campaigns. Feedback about the campaign impact.	Public health SLT SLCN system workstream

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Having GLD in SLCN means children have a solid start in life. Being able to communicate is one of the fundamental principles that underpin early child development, with children's back-and-forth interactions from an early age forming the foundations for language and cognitive development. This begins in the home as a baby and continues throughout life as we grow and develop into adulthood. Achieving GLD in Communication and Language, one of the prime areas of learning, unlocks the potential to learn successfully alongside peers, supports the development of friendships and relationships and improves life outcomes. For example, research tells us that children with poor vocabularies at 5 years of age had worse outcomes than typically developing peers at 34 across a range of life measures including education, employment and mental health.”

Joanne Preston
ELSEC: Advanced Practitioner for Education

Becoming Data and Intelligence-led

Priority action	Measures of impact	Lead organisation/group
Create a headline GLD report to describe out local picture.	Ensure starting position is clearly understood and all plans refer to the same data.	LA – Insight Team
Undertake detailed multi-variate analysis of GLD data – birth month, ethnicity, school, deprivation, gender, SEND needs.	Targeted interventions can be evidence based, ensuring children get the best support based on their needs.	LA – Insight Team
Bring together wider data and intelligence to inform a Best Start in Life JSNA product.	A clear understanding of all data and intelligence.	LA – Insight Team
Explore options to have a detailed analysis of 2-2.5 year checks or linkage of child-level data.	Better understanding of circumstances affecting a child’s outcomes enables evidence based interventions.	LA – Insight Team and PH Commissioner
Continue to use data to target wider prevention/ public health interventions – vaccination coverage and NCMP.	Target vaccine educator and pop up vaccine clinics in low uptake areas. Target health families team interventions to settings with highest prevalence of excess weight.	Senior Health Improvement Practitioner (Healthy Weight) LA – Health Protection Hub

“Tracking GLD for Reception children in school is important as it ensures that staff are able to articulate those children who have mastered the essential foundational skills for future learning, and quickly identify those who require additional support to fully thrive in school. Working in this way nurtures the habits, skills, and mindsets that enable all learners to thrive as lifelong learners.”

Jo Duncombe
Headteacher
Woodlands Primary
School

Monitoring and tracking progress

We will monitor the successful delivery of this plan primarily using the indicators below. This performance framework will form part of our wider monitoring of outcomes for all children and young people in the borough, including monitoring of the Health & Wellbeing Board strategy, the Children & Young People's Strategy, detailed outcome monitoring to a number of partnership boards, as well as through the Local Outcomes Framework and delivery of the Council's Priorities.

Indicator	Year	Latest value	National average
% achieving GLD at age 5 – First Language is not English	2024/25	60.3%	
Achievement across EYFSP area of learning – physical development	2024/25	84.6%	84.7%
Achievement across EYFSP area of learning – expressive arts and design	2024/25	83.7%	85.1%
Achievement across EYFSP area of learning – personal, social and emotional development	2024/25	82.6%	83.1%
Achievement across EYFSP area of learning – understanding the world	2024/25	78.6%	80.4%
Achievement across EYFSP area of learning – communication and language	2024/25	77.9%	79.5%
Achievement across EYFSP area of learning – mathematics	2024/25	76.0%	77.6%
Achievement across EYFSP area of learning – literacy	2024/25	69.0%	70.5%
ASQ-3 at the 2-2.5-year health review: % achieving expected level of development – communication	2024/25	76.0	87.6
ASQ-3 at the 2-2.5-year health review: % achieving expected level of development – gross motor	2024/25	86.3	93.6
ASQ-3 at the 2-2.5-year health review: % achieving expected level of development – fine motor	2024/25	81.4	93.7
ASQ-3 at the 2-2.5-year health review: % achieving expected level of development – problem solving	2024/25	83.5	93.0
ASQ-3 at the 2-2.5-year health review: % achieving expected level of development – personal-social	2024/25	80.8	91.8
Percentage of children with a good level of development at 5 years old (LOF)	2024/25	67.3%	68.3%
Percentage point difference between the proportion of children eligible or not eligible for free school meals achieving a good level of development (LOF)	2024/25	21.1	21.3
Percentage of children achieving good level of development at 2-2.5 year review (LOF)	2024/25	64.3	81.4
Take up rate of 2-year-old disadvantage childcare offer (LOF)	2024/25	69.8	66.6
Take up rate of the 3-4 year-old 15 hour childcare offer (LOF)	2024/25	95.5	92.9

Monitoring and tracking progress *continued*

Indicator	Year	Latest value	National average
% achieving GLD at age 5 – gender	2024/25	Girls 74.4% Boys 60.6%	
% achieving GLD at age 5 – FSM	2024/25	50.6%	51.3%
% achieving GLD at age 5 – SEN without Statement/EHCP	2024/25	29.1%	26.4%
% achieving GLD at age 5 – Ethnicity	2024/25	White 68.9% Mixed 68.6% Asian 56.5% Black 64.4% Chinese 87.5% Other Ethnic 66.7%	White 69.7% Mixed 69.9% Asian 67.7% Black 62.9% Chinese 78.8% Other Ethnic 60.0%
% achieving GLD at age 5 – term of birth	2024/25	Autumn 75.5% Spring 71.0% Summer 58.5%	

Telford & Wrekin BSIL partners quotes

“From a social work perspective, supporting children to achieve a Good Level of Development means understanding the whole child within their family, culture and community. A best start in life recognises that children thrive when early support is inclusive, culturally responsive and built on strong, respectful relationships with children and their families. This includes ensuring access to early, coordinated support that recognises individual needs and is responsive in creating the best opportunities for children to grow, develop and reach their potential.”

Louise Spragg

**Principal Social Worker,
Head of Service for Practice**

“Maternity and Neonatal Voices Partnership (MNVP) are important for good level of development because they ensure families receive safe, responsive, and culturally sensitive care from the very start of life. When women, birthing people, partners, and neonatal families are listened to their lived experiences shape service improvement, local systems are better able to meet needs early, reduce inequalities and strengthen the foundations that support healthy child

development. MNVP's are the 'boots on the ground' feedback loops that ensure this foundation is solid.”

Maria Howe

Maternity and Neonatal Voices Partnership (MNVP) Strategic Lead

“Childminders are important for Good Level of Development (GLD) because they provide consistent, nurturing early learning experiences that support children's social, emotional, language, and cognitive development, helping to build the strong foundations needed for school readiness; their smaller group sizes also allow more individual attention, which can be particularly beneficial for children with SEND, enabling more tailored support and responsive care..”

Cindy Hayden

CallumBear Childminding

“At our school, we focus on developing great communicators, with a strong GLD outcome in Reception, we are building the foundations for lifelong success.”

Mrs E Solomon

**Head teacher
Wombridge Primary School**

“Good oral health contributes to a child being able to reach a Good Level of Development at the end of Reception. Dental Pain and untreated tooth decay can affect a child's ability to eat, sleep, concentrate, speak and socialise with confidence, all of which are essential for learning and engagement in Nursery and Reception. Children who are free from dental pain are able to participate fully in activities, communicate effectively, develop social skills and establish routines. By providing professionals and families with evidence-based, up-to-date advice and support from infancy, we help prevent pain and reduce health inequalities, ensuring every child is ready to grow, learn, and thrive as part of a strong, shared Best Start in Life.”

Jill

**Oral Health Improvement Service Lead,
Healthy Smile Team**

Tom

Clinical Director, Community Dental Service

“Nurseries support children to transition to school by developing happy, kind, confident, all-rounded children who are eager to learn.”

Theresa Ewin

Playdays Childcare Newport