

Cabinet BACKGROUND PAPERS

DATE: Thursday 18 July 2013

AGENDA - PART I

CHILDREN AND FAMILIES

KEY 10. SCHOOL ORGANISATION (Pages 1 - 60)

Report of the Corporate Director of Children and Families.

RESOURCES

**KEY 15. CONCESSIONARY TRAVEL - CHANGES TO THE TAXICARD SCHEME
(Pages 61 - 78)**

Report of the Corporate Director of Resources.

AGENDA - PART II - Nil

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Special School and SEN Placements Planning Framework

Outcomes of the consultation held from 12 November 2012 to 21 December 2012

Introduction

At its meeting on 11 October 2012, Harrow Cabinet decided to hold a consultation about provision for special educational needs and about some initial options that proposed in the draft Special School and SEN Placements Planning Framework.

The report to Cabinet set out the background to the need for the framework:

- Harrow is experiencing a growing and changing population and there is increasing pressure on the current provision for pupils with special educational needs.
- The Government are introducing significant changes to the special educational needs and disability system and processes, as well as to the role of the local authority and its relationship with schools and stakeholders.

In this context, to meet the increased numbers of children with special educational needs in Harrow, in partnership with stakeholders, a Special School and SEN Placements Planning Framework is being developed to ensure that there is sufficient and sustainable high quality provision in Harrow. The local authority will also lead on the development of an overarching Harrow Special Educational Needs and Disability (SEND) Strategy which will inform all future developments for special education needs in Harrow

Consultation

The consultation was held from 12 November 2012 to 21 December 2012. A broad approach was adopted to this consultation to try to seek as wide an engagement as possible, and the intention is to continue dialogue with key stakeholders as proposals are developed, agreed and implemented.

A consultation plan was developed to engage with key stakeholders, including: families; schools and colleges; voluntary organisations; Health, Adult Services; Harrow Forums; and other stakeholders.

A short summary consultation paper on two sides of A4 was widely circulated to stakeholders and interested parties. This consultation paper explained how more detailed information could be obtained from the Harrow Council Website or from the Education Strategy and School Organisation Team at Harrow Council.

- Summary of the Draft Special School and SEN Placements Planning Framework
- Draft Special School and SEN Placements Planning Framework

Included with the letters and consultation paper was a response form to elicit views and comments about the options presented in the consultation and to seek other comments and suggestions for consideration. The response form was available for completion on the Harrow Council website consultation portal, and postal and email addresses were given for the return of completed response forms. The response form invited respondents to answer monitoring information questions as part of Harrow Council's commitment to check that services are being delivered in a fair and equal way to all residents.

Consultation distribution

There was a wide distribution by letter to stakeholders. Schools were asked to engage with their school communities as they think best to encourage responses, and the detailed documents and newsletter text were provided. Schools were asked to refer individuals to the

Harrow Council website to make responses or to forward any paper responses to Harrow Council. Interested parties were asked to send their views and comments and to do all they can to promote engagement in the consultation among your staff, membership or contacts. Information was included for distribution together with text that could be used in a communication or newsletter, and organisations were asked to facilitate discussion at any meetings or gatherings there may be. It was offered that officers are willing to attend any discussions they may arrange as availability permits.

A Special School and SEN Placements Planning Framework page was created on the Harrow Council website with links to detailed information and to the electronic consultation response portal.

Consultation activity

Open meetings were held at the special schools:

- With parents on 12 December 2012 at Woodlands School
- With parents on 27 November 2012 at Kingsley High School
- With parents and staff on 5 December 2012 at Shaftesbury High School

At these meetings attendees were encouraged to submit their own individual responses to the consultation. Discussion at the meetings focussed on three questions about their experiences of provision in Harrow:

- What is good?
- What would you change?
- What would you like to see in future?

Records were made of these meetings and analysis of key themes is included below.

Officers have engaged in discussion with special school headteachers and college principals separately and together and these will continue.

Consultation responses

39 completed response forms were submitted by individuals and organisations. Other responses were received from: Harrow College of Further Education High School Headteachers; Shaftesbury 'High School; Adult Social Care and Children's Service, London Borough of Barnet; schools expressing interest in additionally resourced provision at their school.

Consultation Response Form

The consultation response form asked 8 questions under 5 general and option headings. Respondents were invited to respond to each question either: Yes; No; or Not sure. The Responses are available in pages 8 to 12 and are summarised below beneath each of the tables of responses. Three option areas were covered in Questions 2, 3 and 4. Questions 1 and 5 were general questions asking whether respondents had any other comments or suggestions to make.

Analysis of consultation responses

Tables showing the responses to each question are included below (percentages adjusted to the nearest per cent) and key themes from the comments made are given to give a flavour of the responses. These key themes are not intended to replace reading the full comments which are available in pages 8 to 12, and are produced here to provide an introduction to the contributions. The key themes are not weighted in any way, and the numbers of completed response forms (39) received do not lend themselves to doing so.

Question 1 asked:

Do you have suggestions to make about increasing provision for special educational needs in Harrow?

Response	Count	% of Responses
Yes	28	80%
No	6	17%
Not Sure	1	3%
No Response	4	

Key themes from the comments made following Question 1:

- New / additional provision for a range of needs
- More / new schools
- Recognition of the distinctive needs of children
- Expansion / further development at present school sites
- Increase access to speech and language therapy
- Local provision

Question 2 asked:

Do you agree with the proposals to increase the numbers of pupils at Woodlands?

Almost two thirds of those who responded to this question agreed with the proposals to increase the numbers of pupils at Woodlands.

Response	Count	% of Responses
Yes	24	65%
No	3	8%
Not Sure	10	27%
No Response	2	

Question 2a asked:

Do you think the additional places should be at Woodlands?

Over half of those who responded to this question agreed the additional places should be at Woodlands.

Response	Count	% of Responses
Yes	23	62%
No	4	11%
Not Sure	10	27%
No Response	2	

Question 2b asked:

Do you think the additional places should be at other settings in the borough?

Equal numbers of respondents were in agreement and disagreement that the additional places should be at other settings in the borough.

Response	Count	% of Responses
Yes	14	38%
No	14	38%
Not Sure	9	24%
No Response	2	

Key themes from the comments made following Questions 2, 2a and 2b:

- More / new schools needed
- Local provision
- Aim provision at type of need
- Develop the provision at the current site
- Limitations of expanding the current Woodlands site
- Consider the training needs of staff
- More thought should be put into assessing the children that are seeking a place at the school
- More information needed to be able to evaluate proposals

Question 3 asked:

Do you agree with the proposal to establish a shared post-16 provision for students of Kingsley and Shaftesbury on a different site?

Over one third of those who responded to this question disagreed with the proposal to establish a shared post-16 provision for students of Kingsley and Shaftesbury on a different site. One quarter agreed with the proposal. Almost 40% were not sure about this proposal (the highest proportion that stated not sure in the responses to the consultation questions).

Response	Count	% of Responses
Yes	9	25%
No	13	36%
Not Sure	14	39%
No Response	3	

Key themes from the comments made following Question 3:

- The needs of Kingsley and Shaftesbury students are very different
- Points made about the proposal
- Alternative suggestions about provision
- Beneficial to have sixth form at high schools
- Retain and expand current provision at Kingsley

Question 4 asked:

Do you agree that additional resourced provision should be created in mainstream schools?

Half of those who responded to this question agreed that additional resourced provision should be created in mainstream schools. Over one third disagreed with the proposal. (Note: two primary schools responded separately to express interest in additionally resourced provision at their schools).

Response	Count	% of Responses
Yes	18	50%
No	14	39%
Not Sure	4	11%
No Response	3	

Question 4a asked:

Do you think there should be additionally resourced provision in primary schools?

Nearly two thirds of those who responded to this question agreed should be additionally resourced provision in primary schools. Almost one third disagreed with this proposal.

Response	Count	% of Responses
Yes	22	61%
No	11	31%
Not Sure	3	8%
No Response	3	

Question 4b asked:

Do you think there should be additionally resourced provision in high schools?

Over half of those who responded to this question agreed there should be additionally resourced provision in high schools. Nearly one third disagreed with this proposal.

Response	Count	% of Responses
Yes	20	55.5%
No	11	30.5%
Not Sure	5	14%
No Response	3	

Key themes from the comments made following Questions 4, 4a and 4b:

- Training and resources
- Points made about the proposal
- Points made against the proposal
- Alternative suggestions about provision

Question 5 asked:

Do you have any further comments and suggestions to make?

Response	Count	% of Responses
Yes	28	72%
No Response	11	28%

Key themes from the comments made following Question 5:

- The importance of early intervention
- The importance of talking to parents
- Coordinated approach by agencies
- Assessment processes

Meetings with parents

Key points from the discussion at Kingsley High School:

- Keep class sizes still small
- Therapies on site and health care provisions
- Look across the region to group children more to their needs within a geographic area
- More after-school provision needed, and after-school clubs needed for children with most profound needs
- It would be good to have post-16 provision in the borough for transition and support
- Include respite in the post-16 provision
- Have five day per week provision post-19

Key points from the discussion at Shaftesbury High School:

- Maintain access to information on what is available in the community
- Don't lose out on small groups for children with SEN
- It helps with transition if staff know the children that are coming through to post-16
- Important the school isn't too large
- More activities for children from beginning of life
- More activities in school and holiday activities
- Don't prevent parents from wanting to send their children out of the borough
- Build at the school to accommodate more children

Key points from the discussion at Woodlands School:

- The school provision needs to remain at least as good
- Being in-borough is crucial – don't want child to travel a long way
- Early years is vital. Local quality provision offering early intervention
- The thought of more transition is not good
- Perhaps mix and match 16-25 provision to suit the child's needs
- Local provision is good. An idea could be to involve a local mainstream school somehow with the Children's Centre

Response from Harrow College

Harrow College is broadly in agreement with the options proposed. In its response the college points out its current successful provision for students, including integration into the mainstream college provision.

Key points made in the response include:

- Continuity of provision from Primary through Secondary and into mainstream college would give parents the confidence of open pathways for many MLD students
- A closer working partnership would serve to reinforce and enhance transition opportunities for MLD students, with the potential to develop a seamless provision
- The college would welcome the opportunity to work in partnership to further expand its already varied curriculum offer
- Harrow College is already in the locality of both Kingsley and Shaftesbury and has the potential to develop on its current site and, funding permitting, be operational for September 2014
- The college considers it has a significant role to play in increasing the capacity of post 16 special educational provision in Harrow

Response from High Schools Headteachers Group

The High School Headteachers recognise the need to review specialist provision and provide additional capacity, and want to be part of the process for identifying potential options. We want to consider the medium term requirements for specialist and mainstream provision together so that we develop a coherent set of overall principles and proposals.

Key points made in the response include:

- establishing Post-16 provision on a different site is an option to consider in more detail; though at this stage we do not have a view as to whether it is the best option
- We share the principle that more designated provision within high schools would be an appropriate strategy. It provides local access to high quality facilities, within an ethos of inclusion and maximising opportunities for those students who would benefit from a mainstream curriculum with additional support as appropriate

- We believe that as a group of schools we should collectively explore this in more detail with the Council

Response from London Borough of Barnet

Barnet are committed partners in joint work with other councils and endorse the observation made that there is a need to increase provision across West and North London.

Key points made in the response include:

- The proposal to increase capacity to meet the needs of young people with Autism will be particularly welcomed while recognising there are other pressures to be responded to in meeting the needs of young people with social and emotional needs and profound and multiple learning difficulties.
- It is generally recognised that there is insufficient local provision in West and North London for young people with learning difficulties aged 16 plus
- Barnet is committed to ensuring that there is sufficient high quality local SEN provision available and we look forward to effective collaboration with our other council partners in this regard

Special School and SEN Placements Planning Framework

Outcomes of the consultation held from 12 November 2012 to 21 December 2012

Consultation analysis

The following analysis identifies key themes from the responses given to the consultation questions and includes extracts from the written comments received.

Q1. Do you have suggestions to make about increasing provision for special educational needs in Harrow?

New / additional provision for a range of needs

- A good school for children across the autistic spectrum within the borough
- Specialist ASD provision along the lines of residential schools
- Cater for children with a medium range of disability
- Autistic provision catering specifically for students with autism
- Provision for pupils with social, emotional and behavioural needs must be strengthened
- Will new free schools provide for SEN pupils' needs e.g. Jubilee Academy?
- Create a school college covering the needs of students up to 25

More / new schools

- Build new SEN schools for all age phases
- New all-through special school
- New larger site for Shaftesbury

Recognition of the distinctive needs of children

- Not sure how this would work for Kingsley and Shaftesbury pupils together
- Ensure that currently distinctive and successful providers are not amalgamated

Expansion / further development at present school sites

- Build extra level on existing building
- Increase the number of places at existing special schools
- Increase accommodation of existing Kingsley High School building

Increase access to speech and language therapy

- Access to speech and language therapy is very limited
- Children and School Action Plus need access to specialist speech and language support

Local provision

- Provision needs to be available locally
- Provision needs to be kept in Harrow

Q2. Do you agree with the proposals to increase the numbers of pupils at Woodlands?

Q2a. Do you think the additional places should be at Woodlands?

Q2b. Do you think the additional places should be at other settings in the borough?

More / new schools needed

- Consider opening another site offering the same provision as offered at present
- Separate unit for Nursery at Woodlands
- Extra nursery classes on Woodlands site
- Separate nursery provision of Woodlands site
- Provision for a new early years centre based at Woodlands
- Children with profound needs need a dedicated SEN school to enable them to learn and progress further
- It would be better to place early years at Alexandra

Local provision

- Provide provision within the borough for children who cannot thrive in mainstream education

Aim provision at type of need

- Better for the provision to be aimed at a type of need
- Better for the professional to be grouped in a hub
- Harrow is a small borough and it is better for the children to be brought to the hub

Develop the provision at the current site

- Utilise the expertise currently within the school
- Harbour a cohesive link between Foundation stage and Primary stage
- Easy access to medical staff and facilities
- Remove stress and disruption to routines during transition times
- Better opportunity for parents to access support, workshops, expertise, advice
- Allow the growth of a school community
- Children at the school form cross-class friendships and learn from each other
- Teachers get the benefit of seeing their pupils progress through school
- It would seem that it would be more cost effective to provide additional places at Woodlands

Limitations of expanding the current Woodlands site

- Woodlands School does not have the space to provide further places for children
- Not sure how many more places Woodlands could cope with
- To increase number of pupils will mean less support for special needs pupils

Consider the training needs of staff

- More training and support to mainstream schools so that they can support more pupils
- Consider the training needs of staff and the resourcing of alternative provision in other settings

More thought should be put into assessing the children that are seeking a place at the school

- To establish their special needs requirements
- Do the children have 'real' special needs or are there behavioural issues?
- Are mainstream schools unable to cope with them?
- Huge drain on the current resources that are at Woodlands School

More information needed to be able to evaluate proposals

- Not enough information to evaluate the options
- Implications of the changing SEN system
- Need to know further details in order to make a judgement

Q3. Do you agree with the proposal to establish a shared post-16 provision for students of Kingsley and Shaftesbury on a different site?

The needs of Kingsley and Shaftesbury students are very different

- The clientele and provision are very different
- The needs of the students would be different
- A joint provision will be difficult for both sets of students
- The respective students' needs are too dissimilar
- In many cases little in the way of peer relationships with the pupils
- Kingsley students have a greater element of dependency than Shaftesbury students

Points made about the proposal

- Perhaps as part of future academy group
- Who would manage the sites or would that mean a complete separate management?
- Agree if it will better support the post-16s
- The devil will be in the detail
- Could joint provision be offered taking into account best interests of all students?
- How would both sets of students' needs be met adequately?
- As long as Kingsley and Shaftesbury students are taught separately under the shared site as their needs are very different

Alternative suggestions about provision

- Please ensure that if this goes ahead autistic kids are catered for
- Need a new location for Kingsley and up the age limit to provide in borough college facilities provided by Kingsley
- Perhaps a post-18 provision could be considered

Beneficial to have sixth form at high schools

- Older students provide good role models and mentors within each school
- Shaftesbury students benefit from seeing on-site 6th form and staff get broader experience
- Kingsley post-16 need access to structures, routines, staff and environment the rest of the school has
- The rest of the school needs a visible post-16 to aspire towards

Retain and expand current provision at Kingsley

- Kingsley High School must have 3rd floor
- Better to have 3rd floor on top of Kingsley
- Kingsley staff and governors wish that the school remains one for pupils aged 11-19, but would welcome working with others to explore suitable post-16 options

Q4. Do you agree that additional resourced provision should be created in mainstream schools?

Q4a. Do you think there should be additionally resourced provision in primary schools?

Q4b. Do you think there should be additionally resourced provision in high schools?

Training and resources

- If the facilities, support and specialist staff were in place it might be an option
- Would staff be trained in the needs of pupils?
- How will staff manage pupils who may have more special needs?
- Only with proper funding/training for all staff
- How it's done and supported are critical

Points made about the proposal

- With specialist support on hand in the school
- Will need to be more rigorous support and provision across schools
- Early intervention may enable the child to successfully be able to work and live in the community
- This is a short-term solution.
- Less expensive in mainstream schools
- Units in mainstream for autistic kids
- Must be done with the right support
- There needs to be an agreed optimum number in these schools
- Important to integrate for some activities
- Should mean 1:1 staff support also provided
- Schools have to be 100% in agreement
- Not to the exclusion of out of borough placements, no
- Replicate the provision at Whitmore across to more high schools where they have at minimum the same amount of passion or more for actually supporting the children with autism
- This must be in addition to special needs places in separate schools
- Although shared resources are useful on a shared site, the mix of mainstream and special needs does not greatly benefit the children with disabilities

Points made against the proposal

- Mainstream children suffer enormously as a result
- Not suitable for our students needs
- 'inclusion' doesn't work for many kids with special needs

Alternative suggestions about provision

- We need more special schools
- Special autistic only schools – these are essential for the many autistic kids who can't cope in mainstream
- Speech and language units in mainstream schools should be explored
- Build new schools for SEN children 3-16

Q5. Do you have any further comments and suggestions to make?

The comments and suggestions cover a wide range of matters and are not easy to group into themes. Some key points not fully captured in themes identified from earlier questions are.

The importance of early intervention

- Early intervention is key
- With the right support at home and at school children who may be cognitively relatively capable, but have social or behavioural needs, have the chance of growing up and getting jobs and paying taxes
- Early intervention is essential and can prevent the need for expensive investment at later stages

The importance of talking to parents

- Please meet with parents and talk with them
- All parents, whether they have a disabled child or not wants the best for their children
- Recognition of parents' rights to assess their child and understand their needs is paramount
- Parents should be listened to - they know the kids better than any expert

Coordinated approach by agencies

- There should be greater efforts to form links between special needs schools and teachers providing special needs support in mainstream schools
- It is important that the education, health and social services work together in a coordinated way
- Cross borough coordination is important

Assessment processes

- The statementing process is very bureaucratic
- It should be possible for schools to work collaboratively so that they have a better understanding of the systems, procedures and thresholds
- The development of a mediation service would also help to prevent cases from going to tribunals
- Provision for non special school students/statementing etc should be decided by specialist SEN teachers and not admin at SENARS. Suggest this responsibility delegated to Shaftesbury

DRAFT

DRAFT: Improving Outcomes and Narrowing the Gap in the Early Years

This paper sets out how health, development and learning outcomes for children at the age of five can be improved within the resources available by bringing together the current strengths within families, Local Authority, health, and other providers and partners. A transformation of early years is necessary in order to consolidate service delivery across sectors and divisions, and develop a more coherent commissioning of services for children under the age of five.

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3. Current Service Impact and Resource
4. Improving Outcomes
5. Commissioning Options
6. Recommendations
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Appendices

1. The statutory framework
2. The re-design process to date
3. Values
4. Key commissioning questions
5. Possible governance arrangements
6. Potential savings
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1. Context

The Council holds a statutory duty to improve outcomes for children and narrow the attainment gap through broadening participation, building capacity and ensuring quality for all (appendix 1). Currently these responsibilities are fulfilled through a range of maintained, private, voluntary and independent sector providers in health and the local authority. The various ways of working have led to a diversity of practice, including locality partnerships that have had a positive impact on children's experiences. However the impact on outcomes for children is not as effective across the borough, or across provider organisations leading to a key question being asked "How do we remodel services and structures as well as service pathways within the Local Authority and with our key partners in health around the needs of children and families to improve outcomes and narrow the gap?"¹ In addressing this key question we are also aware of the potential synergies and benefits of incorporating the key messages from "improving children and young people's health outcomes- a system wide approach" DoH et al, 2013. In addition we are aware of developments in other local areas, including the Manchester Authorities, which are setting significant efficiency saving targets through better early intervention from services for children aged -9 months to 5 years and their families².

¹ Needs Assessment 2012/13, ESSO

² AGMA is anticipating a £200m annual efficiency improvement (50% cashable) through their early years community budget work. Note the AGMA population is roughly 2.5m

2.1 Background

Services for young children, from the time when pregnancy is recognised to the age of five are provided by a range of service providers across health, the LA and the private, voluntary and independent sectors. The diverse ways of working have led to a diversity of practice, including locality partnerships led by children's centers that have had a positive impact on children's experiences. However effective practice is not consistent as identified in the 2012/13 needs assessment; many parents report they do not always feel enabled to make informed choices for their children.

The early years strategy board was established in 2012 and consists of representatives from key stakeholder groups across:

- the private, voluntary and independent sectors,
- health service providers
- early intervention, targeted as well as special services

Its purpose is to develop a shared understanding of what works as well as identify gaps in provision and practice.³

A needs assessment was undertaken and included:

- the collation and review of numerical data
- semi-structured interviews with private, voluntary and independent providers
- maintained schools
- local authority and health service providers
- parents from groups most at risk of exclusion and under-achievement
- evidence generated by the Early Intervention Services deep dive in April 2013.

Through a shared and sustained dialogue a consensus has been reached around improving outcomes and narrowing the gap through three key themes:

- Broadening participation
- Building capacity
- Raising quality for all.

These three themes ensure that the LA's statutory residual powers and duties under the Childcare Act 2006 are met and compliance with the Children and Families Bill 2013 and the direction of travel as outlined in "More Great Childcare", published by the DfE, January 2013 and supports the implementation of the Healthy Child Programme (HCP).

Within each of the three themes early years outputs could be expressed in terms of

- continuity of learning and development for individual children
- coherence of services as experienced by families
- consistency of messages across service providers.

See appendix 2 for the processes undertaken by the strategy board

2.2 The Needs Assessment

Contextual input data

LA Collectively there are some 8207 registered childcare places in the borough, including 2155 places four year olds. 455 of these places are in the PVI, 2100 in Reception classes. There are 2135 places for three year olds, 800 in the maintained sector and the remainder in the PVI. There has been an increase in numbers from 2008 to 2010. These places are spread unevenly across the borough.

83% (an increase of 1% over the last year) of 3 and 4 year olds (yo) access their entitlement, compared to 96% (this figure is static) in England. We are bottom compared to our SN and have the 3rd lowest take-up in London. Only 76% of our three yo access their entitlement, an increase of 1% from 2010, and this is the lowest performance amongst SN. 42% of our 3 and 4 year olds attend a maintained provider, compared to 40% in England.

In 2012, EYFSP data was submitted for 2790 children, 52% were boys, 48% girls. 16% were entitled to Free School Meals (FSM), 59% spoke English as an additional language (EAL) and 9% were identified as having a special educational need (SEN).

In 2012, 88 different languages were spoken by children in this cohort. Twenty one languages are spoken by groups of at least ten children.

Data from the CSA indicates that 39% of PVI group providers care for a child with autism, or challenging behaviours associated with a disability, 11% for children requiring moving and handling, and 4% for children with complex health needs requiring medical intervention.

Parents reported, through the CSA, that the use of informal childcare, was lowest amongst children aged under 5.

Ward inputs

From the Childcare Sufficiency Assessment of 2011, the five most deprived wards in the borough are

- Wealdstone
- Roxbourne
- Greenhill
- Marlborough
- Harrow Weald

The wards with the highest incidence of low household incomes include

- Roxbourne,
- Kenton West and
- Wealdstone.

There are no day care places in

- Headstone North,
- Queensbury,
- Roxeth,

- Wealdstone, and
- West Harrow.

There are no pre-school places in Hatch End and Marlborough, and low levels of provision in Wealdstone, Rayners Lane, Kenton East, Headstone South.

Lower levels of childminding provision can be found in

- Cannons,
- Edgware, Greenhill,
- Kenton West,
- Pinner and
- Stanmore Park.

Low levels of maintained nursery provision can be found in

- Belmont,
- Marlborough,
- Queensbury and
- Rayners Lane

There were 89 private, voluntary and independent providers of early years services, delivering 2910 places to children in the LA in 2010. In 2012 the number of providers has increased to 95, providing 3622 places in total. (Tables 18-20)

1556 daycare places are unevenly distributed across the borough, with five wards having no daycare places, including West Harrow, Wealdstone, Queensbury, and Headstone North.

1354 preschool places are also unevenly spread across the borough, with no provision in Marlborough and Hatch End, and low numbers of places in

- Headstone South,
- Kenton East,
- Rayners Lane and
- Wealdstone.

LA outputs

Three groups appear to lower than expected take up rates of NEF. These include Bangladeshi, Asian other, and Black Caribbean. This may explain why, at five, these particular groups are under-represented amongst those achieving a good level of development. (Table 3a)

Poor levels of take up of NEF can not be used as an explanation of the lower levels of a good development amongst Pakistani, Black other, and any other ethnic groups. These groups do access their entitlement but it appears that the offer does not address their needs.

82% of parents of 3 and 4 yo olds reported through the CSA, rated high levels of satisfaction with the quality of early years provision.

Since 2010 two year old children have been able to access, on a targeted basis, ten hours nursery provision per week. (Table 3b). The data sets are incomplete, and the accuracy of the ethnicity may be questionable.

The percentage of children accessing two year old funding whose families are accessing benefits has increased from 44.7% to 96.9%.

The percentage of children accessing the full ten hours has increased from 44.7% to 80.2%, whilst those accessing provision for the full term has increased from 70.4% in the second term to 81.7% in summer 2012. Trend data indicates that parental self-referral is positive and strong, and reflects the needs of groups at risk of under-achievement.

There are 16 children's centres in the borough, delivering a range of services to children and their families with a range of partners.

Numbers of families reached by the children's centres, by target group and in total, has increased each year since 2009. This is significant. In relation to children from Harrow's Black and ethnic minorities, the improving reach figures is both in terms of numbers and is now 42.2% of all the families reached, up from 35% in 2009. However the percentage of children living in the most deprived SOAs, in workless households and in lone parent households has declined from 54% to 38.6%. (Tables 14-15)

Take up by children from workless households (who are over-represented in the lowest quintile of achievement at the age of five) may be an issue in Kenmore Park, Rayners Lane, Stanmore Park, St Joseph's, Pinner wood, Pinner Centre, and Vaughan Road. Four of the centre reach areas show a decline in outcomes for children, and one has shown no improvement.

School outputs

Overall 51.4% of schools submitting EYFSP⁴ data were judged to be outstanding by Ofsted, 37.8% were judged to be good, and 8.1% satisfactory and 2.7% had a notice to improve.

Twenty-two of 38 schools submitting data have aspects below the LA data. Twelve of these schools (54.5%) have been judged by Ofsted to be outstanding, 7 (31.3%) good, 2 (9.1%) satisfactory and one (4.6%) has a notice to improve. Sixteen of the 38 schools have been moderated for the EYFSP within the last three years.

PVI outputs

67% of PVI settings are judged to be good or outstanding, compared to 73% in England, and we were 9th amongst our SN in 2011.

Current Ofsted data shows that 77.5% of PVI settings are judged to be good or outstanding. The trend is upwards.

- 838 places (24.4%) in 23 settings judged to be satisfactory
- 2249 places (65.4%) in 56 settings judged to be good
- 351 places (10.2%) in 12 settings judged to be outstanding
- 184 places have opened but no inspection judgement

⁴EYFSP data at a school level is moderated by the LA. The Standards and Testing Agency, based on the annual return submitted by HSIP, have judged Harrow's data to be valid and processes robust. Heads are required by law to sign off the data and testify to its accuracy. On these grounds, the data is considered to be valid.

A review of the Ofsted data base shows that of the 95 settings in the borough, historical trend data exists for 63 settings. Of these 24 have show an upward trend to good or better, 25 have maintained a good judgement over three inspections, eight are static at satisfactory and 6 have shown a decline.

All forty settings led by a L6 member of staff claim a supplement to cover the additional costs of employing a graduate. (This supplement is paid to settings in the light of the EPPE longitudinal study highlighting the link between graduate leadership within the PVI and positive outcomes for children). 87% of these settings are judged to be good or better, compared to 80% for the group as a whole. Whether the premium delivers improved outputs effectively in specific settings is open to question. (Table 19)

Data from the CSA indicates that 43% of settings indicated a willingness to stretch the free entitlement over 47 weeks.

LA outcomes for children

In 2011 56% of our children achieved a “good level of development⁵”, compared to 59% in England. We are 10th amongst eleven SN and have the sixth lowest level of attainment in London. Nationally, Harrow is in the third quartile and the trend over time is downward. (Data source DfE statistical release, July 2012)

In 2012 59.9% of children achieved 6+ in PSE and CLL and 78+ points (described as a “good level of development”), up from 55.9% in 2011. This is the largest increase in one year recorded in Harrow.

- 52.7% of boys achieved a good level, along with 67.6% of girls
- 46.3% of children achieved a good level, compared to 62.4% of non-FSM

The gap in 2012 is 30.9% compared to 36.5% in 2011 and this has shown a sustained decline over time. The 5.6% improvement is the biggest in a single year recorded in Harrow.

The school median score has risen by 0.5 from 88.5 in 2011 to 89 this year. The lowest quintile score has increased from 73 to 76. This indicates that the LA’s progress this year has been achieved most significantly by improving the outcomes for children in the lowest quintile.

Children with an identified special need are less likely to achieve a good level of development. (Table 2)

Over the last 8 years in which EYFSP data has been collected, not a single child of the 20 CLA has achieved a good level of development by the age of 5.

Children who speak English as an additional language are less likely to achieve a good level of development than those children who speak English as a first language. (Table 4)

Groups with a lower than LA-wide “good level of development” includes:-

- 46.7% Any other Black (30)
- 47% Any other White (300)
- 47% Any Other Ethnic background (103)

⁵A good level of development is defined as a child achieving 6 or more scales points in PSED and CLL and a total of 78 or more points overall.

- 57% Any other Asian (603)
- 51% of Pakistani children (147)
- 51.1% Black Caribbean (88)
- 51.8% of children identified as Black African achieved a good level (199 children)

Romanian (53), Arabic (48), Urdu (28), Somali (24), Dari/Persian (21), Polish (19) and Pashto (19) speakers were over-represented in the lowest quintile.

In 2012 in the lowest quintile

- Boys constitute 62.9%, a decrease of 0.8%
- FSM are over-represented. In the cohort as a whole 15.6% of children are eligible for FSM. In this quintile 23.9% are eligible.
- 72.6% do not have SEND, and this is a significant increase of over 11% over 2011. Of those who have a recognised additional need, speech and language continues to be the largest single need.
- Hard-pressed families are over-represented.

Ward outcomes

In 2012, wards with higher levels of under-achievement are ranked in order

- Kenton East, being the ward with the highest levels of under-achievement
- Queensbury
- Headstone South
- Kenton West
- Harrow Weald
- Edgware
- Stanmore Park
- Marlborough

Three BME groups are over-represented in the lowest quintile, and they are not concentrated in any one ward.

Of the 200 Black African children (2012 EYFS) who make up between 1.5% and 11.0% of the population of each ward, there is a higher percentage in the following wards:

- Harrow on the Hill – 6.5%
- Edgware – 8.5%
- Harrow Weald – 8.5%
- Marlborough – 10.5%
- Roxbourne – 11.0%

Of the 148 Pakistani children who make up between 1.4% and 7.4% of the population in each ward; there is a higher percentage in the following wards:

- Greenhill – 6.1%
- Harrow on the Hill – 6.1%
- Kenton West – 6.1%
- Marlborough – 6.1%
- Roxeth – 6.1%
- Headstone South – 6.8%
- Wealdstone – 6.8%

- Roxbourne – 7.4%
- Harrow Weald – 8.1%

Of the 88 Black Caribbean children who make up between 1.1% and 14.8% of the population of each ward; there is a higher percentage in the following wards:

- Harrow on the Hill – 5.7%
- Harrow Weald – 5.7%
- Kenton East – 5.7%
- West Harrow – 5.7%
- Edgware – 9.1%
- Marlborough – 11.4%
- Wealdstone – 14.8%

(Table 22a)

Somali, Arabic, Romanian, Pashto and Polish speaking children are over-represented in the lowest quintile and all of these languages are widely distributed across the borough, present in 16 or more wards. For example 41.1% of Somali speakers are located in three wards, but the remaining 58.9% are located throughout 16 of the 17 remaining wards. (Table 5)

Children's centre outcomes for children

Overall results have improved since the previous year for the majority of Reach areas. Reach areas for 3 of the centres (Kenmore Park, St Joseph's, Vaughan Road) saw a decrease in the percentage of children achieving a good level of development. This was due to a drop in the results for children living in some of the lower super output areas (LSOAs) in Kenton East, Queensbury, Kenton West, Belmont and Headstone South.

Many of the LSOAs in Queensbury (SE planning areas) and Headstone South (NW planning area) where children have not performed as well do not have a children's centre in very close proximity. Outcomes for children in two reach areas (Chandos and Pinner Wood) are static. (Table 16)

School outcomes for children

Schools with the largest percentage of the LA's children from the lowest quintile include
Glebe, 56.7%
Vaughan 44.8%

From the available data, Ofsted judgements of good or outstanding do not guarantee good or outstanding outcomes for children at the age of five. For one school (Camrose) the Ofsted judgement of satisfactory masks the positive outcomes for children at the age of 5. (Tables 7-12)

Statistical neighbours

Our closest statistical neighbours are Ealing and Redbridge, followed by Hounslow and Merton. Less close, but still part of the SN group are Barnet, Hillingdon, Kingston-upon-Thames, Slough, Enfield, and Croydon.

Harrow is the 35th most affluent LA in England, the second most affluent amongst our SN and 6th most affluent in London and the population of each cohort is rising. In terms of children living in poverty, local figures of 21.2% are exactly in line with national figures.

In 2011, Harrow spent £2521 per child on early years (ey) compared to £2606 England, and is 6th highest spender out of eleven statistical neighbours (SN).

Harrow spends £2553 per child in the maintained sector, compared to £2067 amongst SN. This makes Harrow the highest spender on the maintained sector, 18.9% above the average national spend per child in the maintained sector of £2148.

Spend per child in the PVI is £2193, the same as the median for our SN and higher than £2156 average for English LAs.

The LA retains £161 per child, the 4th lowest level of retention amongst our SN, who on average retain £226, compared to £332 retained by English LAs

We allocate 4.2% of DSG on early years, compared to 5.6% in England, and we are the 8th amongst our SN.

5323 part-time places were taken up by three and four year olds, up 302 places from 2011. Take up by low income families is particularly low at 11.8%, compared to 13% nationally.

In 2011 56% of our children achieved a “good level of development⁶”, compared to 59% in England. We were 10th amongst eleven SN and have the sixth lowest level of attainment in London. Nationally, Harrow was in the third quartile and the trend over time is downward. In 2012, there was a significant 4% increase in the number of children achieving a good level. However we are now ranked 107th, down from 103rd last year. We are now in the lowest quartile.

The gap between the achievements of children entitled to FSM is 21%, compared to 18% in England. We are bottom compared to our SN and 5th worst in London. Nationally, Harrow is in the bottom quartile, but the trend is upward.

In 2011 the gap between the lowest achieving 20% and their peers is larger in Harrow at 36.6% than in England at 31.4%, is the worst amongst our SN and the worst in London. In 2012, the gap was reduced to 30.8% and we are now ranked 98th, up from 149th and in the third quartile.

⁶A good level of development is defined as a child achieving 6 or more scales points in PSED and CLL and a total of 78 or more points overall.

2.3 Vision

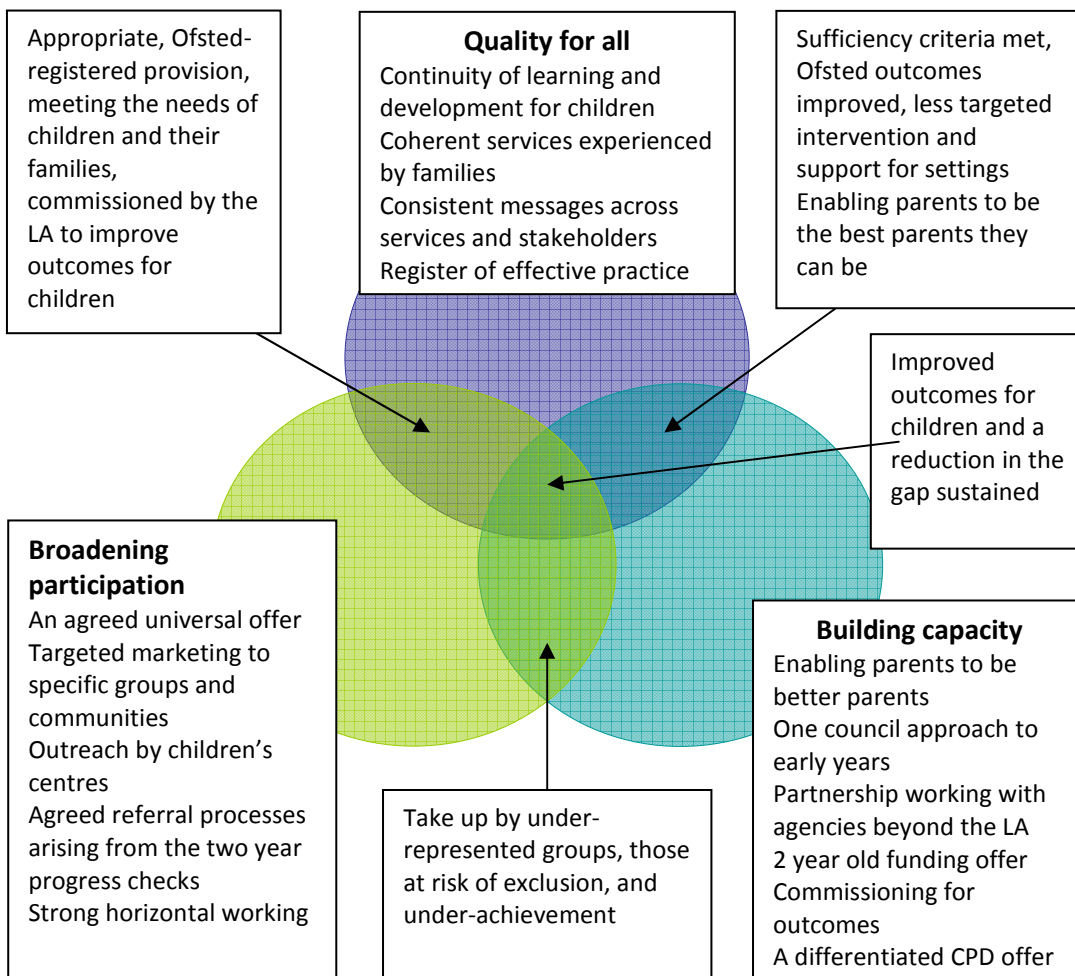
“It is in our hands. We promise our children and young people the best start in life”⁷

In Harrow Council, our vision is to work with...

“...families and their communities to educate, support and protect children and young people, ensure they achieve their potential. We will work with partner agencies to provide a range of services that will build on family and individual strengths throughout every child’s journey to adulthood.”⁸

An important part of our vision is an agreement between parents and partners about how we will work together to co-produce better outcomes for children and young people. In early years the vision can be summed up as **“A better start to life for every child.”**

Achieving this vision⁹, for all children, in Harrow is dependent upon the complex interplay of the role of parents as the child’s first and enduring educator with a range of universal, targeted and specialist services across both health and the local authority. The key themes of the vision are summarised below:



⁷ Harrow’s Families, Statutory partners and Communities

⁸ Our Plan: Children and Families, 2013

⁹ The values underpinning how we deliver the vision are detailed in appendix 3

3. Current Service Impact and Resource

The current service delivery of Children Centres, the targeted 2 year old offer and the universal 3 & 4 year old offer has impacted positively on:

- Parents who are overwhelmingly positive about wanting their children to be happy and safe, and “be good people, making good choices”.
- The quality of provision and practice in childminding and PVI which is improving
- Output data for schools which is excellent.
- Children’s centres extending their reach and many parents recognising and valuing the contribution children’s centres make.
- Developing systems and structures that are having an impact.
- Harrow’s processes of moderation, judged to be robust by the STA¹⁰.
- The engagement of key partners on the strategy board who are better informed with a shared understanding of where we are.
- The two-year progress check which has been developed in partnership with health.

The Financial Resource Base

Within the borough resource allocation is detailed below.

Service	Funding Sources	Purpose	Budget (£)	Statutory Duty
ESSO	DSG	EPL, EY		Improving outcomes and narrowing the gap Providing information Capacity QA SEN Training
		FIS manager	57 000	
		Early Years Strategy Manager	57 000	
		Early Years Advisory Teacher	42 000	
		Early Development and Learning Advisor	100 000	
Training budget				
EIS	DSG	2yo offer places	1 650 000	Broadening participation and narrowing the gap
	DSG	2yo offer trajectory	640 000	
	DSG	2yo capital	430 000	
	DSG	3 and 4 yo offer		Providing information Children’s centres
		FIS team (2.5)	72 000	
		Service manager	42 000	
		Childcare Development Manager	42 000	
		Early Development and Learning Advisor		Broadening participation and narrowing the gap
		Childminding Development Assistant	18 000	
		Childminding co-ordinator	36 000	
	Childcare Development Worker	35 000		
	Childcare Development Assistant	18 000		

¹⁰ Standards and Testing Authority

Special	?	EP- EY Portage team	64 641	2.6 Portage Home visitors
		Children’s Sensory Team Children with Disabilities Team	80 000	
Targeted	?	?		
Health		Paediatric Services SaLT Occupational Therapy Physiotherapy Health Visiting Service GPs Community Paeditricians Community Children’s Nursing CAMHS Dietitics		

Parental contribution to improving outcomes

In understanding the system, it must also be recognised that parents make the most significant contribution to their child’s early years health, development and learning, through their payments to early years and childcare providers, and through their investment in time and effort in bringing their children up. These are difficult to estimate. However national research¹¹ suggests that the size of the parental contribution far exceeds the contribution of the state.

¹¹ 0.4% of GDP is spent by parents on childcare. This national figure, disaggregated to a borough level, would indicate that parents in Harrow spend some £37m per year on early years and childcare

4. Improving Outcomes

Currently, at the age of five, outcomes for children in Harrow are in the lowest quartile in the country, and the attainment gap is in the third quartile. Only 83% of 3 and 4 year old children access their entitlement to free early education and care compared to 97% nationally.¹²

There is a compelling need to do better - both to improve outcomes and to reduce the need for costly interventions later in life.

The findings of the needs assessment have identified the requirement to improve the capacity of families to:

- Improve outcomes for all children as well as narrowing the gap
- Broaden participation by specific black and ethnic minority groups who are currently under-achieving, newly arrived communities as well as children looked after
- Clarify care, learning and development pathways
- Give parents access to explanations, information, advice and guidance to enable them to improve the quality of the early home learning environment and make informed and timely choices about their children's health, learning and development
- Systematically and routinely listen to messages from parents, as well as the voices of children

These will be achieved by services and settings being able to develop:

- A clear offer to parents that is understood by parents and professionals matched with a clear understanding of both family entitlements alongside parental responsibilities
- Articulating a shared sense of purpose
- An explicit service pathway for all children
- Continuity of health, learning, development and care across points of transition- EY Team, HSIP, Special, Targeted
- Improve the continuity of children's learning and development, especially across points of transition as well as for children whose needs require escalation
- Pooling data, and a need for protocols
- Sharing service planning and cross-referencing action plans
- Develop the capacity of the private, voluntary and independent providers to fulfil their professional autonomy

¹² DfE statistical release, August 2012

5. Commissioning Options

There are three primary options for delivering improved outcomes for children, these are detailed below.

Option	Advantages for LA	Disadvantages for LA	Cost / risks
1. Maintain the status quo	No change to the support for the PVI maintain the knowledge and skills base of the existing team	Not sustainable with the MTFS Improved outcomes for children not delivered Fragmentation is not addressed Delivery of services of non-statutory services Does not take into account current DfE proposals Value for money & cost effectiveness not demonstrated	Unable to deliver MTFS savings of £135k Danger of performing in the lowest quartile No change to outcomes
2. Remove all funding that is not connected to statutory duties & responsibilities	Clearer focus on fulfilling statutory duties Generates savings Offers continuity of support to the PVI	Savings are not sufficient to accommodate the MTFS Doesn't tackle under-performance Doesn't guarantee any improvement in the outcomes for children Fragmentation is not addressed Value for money & cost effectiveness not demonstrated	Savings of £53,000 Reduction in outcomes
3. Transform	Reflects the changing statutory framework Commissioning is flexible, rapidly responding to the changing needs Enables stakeholders to shape and inform service re-design Focus on outcomes for children rather than service outputs Offers coherent and consistent focus across services and providers Offers the opportunity to incentivise quality & participation Focus on early home learning environment Delivers the MTFS with opportunities to re-direct savings to deliver improved outcomes for children	Offers uncertainty to LA staff, settings and service providers. Unwillingness from partners to commit to change	Potential savings of £200,000 Significant outcome improvement

6. Draft Recommendations

1. Recommendation: Option 3 - transformation is the preferred solution and discussed further in this section.

We need to move to a model where parents deliver more of the outcomes for their young children, and services need to be designed to support them to do so.

To achieve this we need to:

- Establish the Healthy Child Programme as the core pathway, with key milestones delivered through specific agencies, including health services and children's centres, and to scaffold:
 1. the children's centre offer
 2. the offer to 2, 3, and 4 year olds
- consolidate functions and duties through a single commissioning framework¹³ that brings together the LA's strengths

This all relies upon:

- a strong and engaging set of governance arrangements, information flows and decision-making that will cross divisional boundaries
- a focus on outcomes, with report card style reporting to the early years board and upwards
- stronger relationships directly between the PVI, schools, health structures and children's centres
- strong upward influencing to make sure the connection between operation and strategy is built and sustained
- budgets being brought into a single early years pot, so there is transparency about where the money is coming from as well as to how it is used, so that best value commissioning decisions can be made
- resourcing is targeted to incentivise participation and quality and review the single formula
- greater flexibility in the delivery of the 2, 3 and 4 year old offer, to focus on building the EHLE
- a distinct change in the culture and the relationships between parent, child and practitioner to improve the home learning environment

2. Recommendation: Option 2 remove all funding that is not connected to statutory duties and responsibilities

It is likely that this, on its own, will make a saving of some £53K, but neither will it subtract from the current outcomes for children at five. However it puts at risk at least two posts and up to an additional five posts if the current proposals within the Children and Families Bill come into play.

Current DfE proposals seek to reduce the role of the local authority with regards to quality assurance from as early as September 2013, making further reduction inevitable.

¹³ Key commissioning questions are detailed by theme in Appendix 4

3. Recommendation: Option 1, maintain the status quo

This has to be considered but given that the status quo has not delivered outcomes for children that are comparable to our statistical neighbours, the proposed savings of 35% within current structures and systems are unlikely to improve outcomes. It can not be a question of doing more of the same with fewer resources.

Key questions raised by the status quo include:

Does the fragmentation of the improvement and training functions support the continuity of learning and development of children, as well as the consistency of provision and practice in Harrow that the statutory requirements of the EYFS (in both its original as well as in its revised formats) aspires to?

7. Next steps

Next stage of the transformation project includes the following key stages:

- Secure buy in from health at a strategic level
- Further consultation with relevant stakeholders
- Engagement with families, working with corporate communications
- Finalising needs and resource databases
- Task & finish groups –co-producing service re-design (including parents and frontline staff)
- Draw up specific commissioned service specs
- Reporting back to the strategy board, Commissioning Executive and CFMT
- Paper to cabinet for July
- Consultation with those whose post may be at risks.

In addition, support will be provided to community and voluntary groups whose provision is changing, as well as current recipients of services in these groups.

The Internal Service Planning process will be used to set outcomes to be delivered by our internal mentoring service. Service and process redesign will be undertaken in response to the service level agreement in the internal service plan.

Michael Baxter and Priya Ganatra
April 2013

Appendix 1 - Proposed changes to the statutory framework for early years

The Government is proposing to make the following change to:

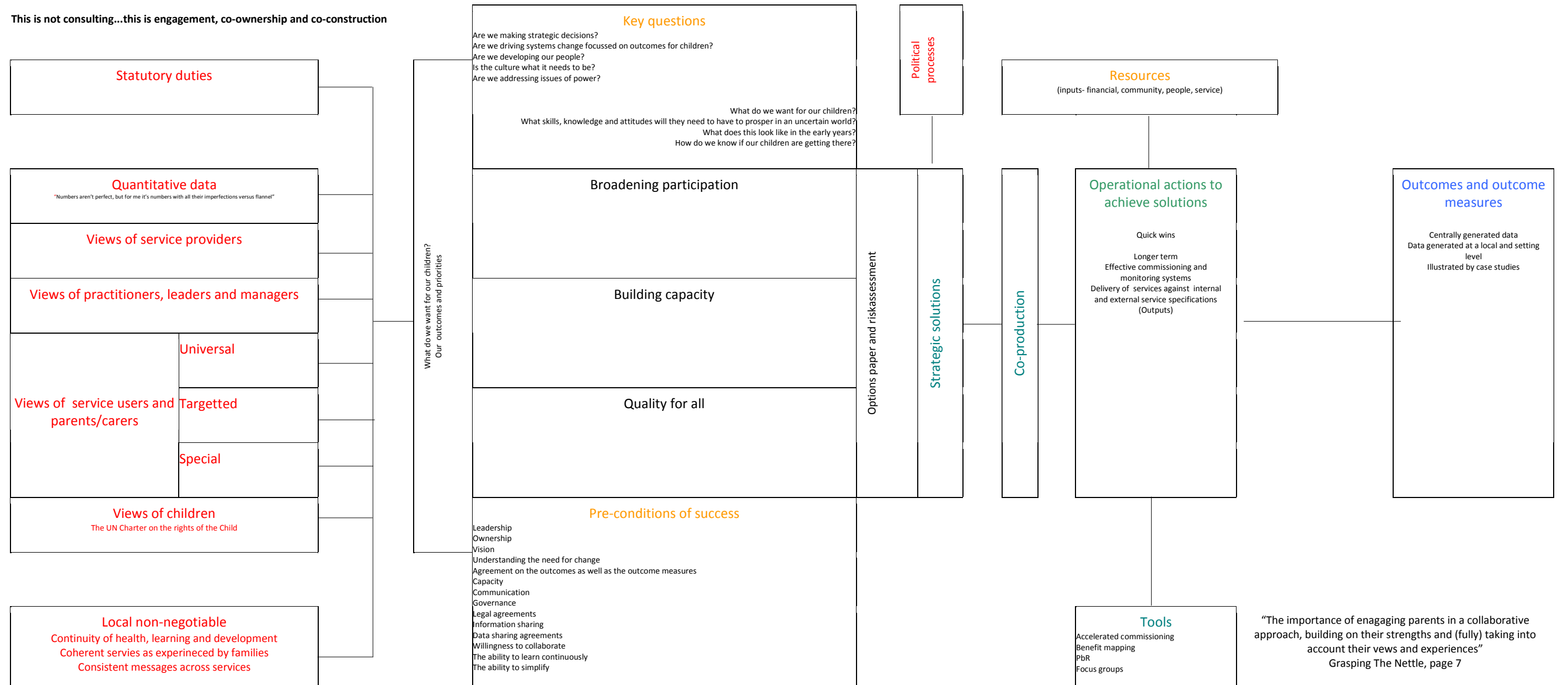
- a. guarantee an offer of funding for all providers of a quality assessed by Ofsted, or an inspection body approved by the Secretary of State, as ‘satisfactory’, ‘good’ or ‘outstanding’ where there is an eligible child wanting to take up an early education place;
- b. guarantee an offer of funding for new early education providers, which have been registered with Ofsted, prior to their first full Ofsted inspection;
- c. limit the extra conditions that local authorities can place on private, voluntary and independent (PVI) early education providers in order for them to qualify for funding to deliver places;
- d. remove, from September 2013, the existing duty on local authorities to secure information, advice and training for childcare providers, but give local authorities power to offer it; and
- e. reform the early education funding system, by encouraging local authorities to simplify their funding formulae and to limit the amount of centrally retained spend.

Under the consultation LA will still have duties and powers under the Childcare Act 2006, as follows:

Generic duties/responsibilities of the Childcare Act 2006		
Annual collection of Early Years Foundation Stage Profile data. Set out information that local authorities need to collect from Early Years providers and exchange with the Secretary of State. Produce and publish an action plan after an Ofsted inspection Collect information about individual children receiving early years provision, but also places a duty on local authorities to supply that information to the Secretary of State if requested. Improve outcomes for all children Close the gap Duty to co-operate		
Broadening participation	Building capacity	Quality for all
Take reasonable steps to encourage the involvement of various interested parties in the making and implementation of arrangements Take steps to identify parents not using services and to encourage them to do so; Provide information, advice and assistance to parents Secure that each children’s centre is within the remit of an advisory board Secure that consultation is carried out before children’s centres are opened or closed or have significant changes made to services	Make arrangements to ensure integrated provision of early years services Secure sufficient children’s centres to meet local need, so far as this is reasonably practicable Secure sufficient childcare for working parents (or parents in education/training) Consider whether early childhood services should be delivered through one of the children’s centres in the area Secure prescribed early years provision free of charge Ensure that local authorities give local childcare providers and would-be providers in their area the necessary support to help deliver sustainable affordable and high quality childcare that meets the needs of the community.	Early Years Foundation Stage: local authorities must make provision to ensure the accuracy and consistency of the assessments made by early years providers in their area, and have regard to any guidance given by the Qualifications and Curriculum Development Agency Make provision to ensure that early years foundation profile assessments made by providers in their areas are accurate and consistent

Appendix 2 – Service re-design process undertaken by the Strategy Board.

This is not consulting...this is engagement, co-ownership and co-construction



Appendix 3 – Values

These key values lie behind the work of early years services across the LA and our partners. They have been developed through the Early Years Strategy Board, early years forum meetings and through the multi-agency away day held in January 2013.

At the heart of Harrow’s early years services lie strengths and capabilities that enable us to focus our attention on improving outcomes for children. We experience these energizers as **values**. These values are the motivating and organizing tendencies that become central for each partner in the early years, guiding our energies, perceptions, attitudes, emotional responses, and behaviours. The values that lie at the root of who we are and what we do include;

building trust through being open, honest and transparent in our decision making

building capacity and strength through respecting the diversity of all those who willingly contribute, with reflection and rigour

supporting and focusing through learning together, (including learning from our collective mistakes), offering challenge and showing a willingness to have a go

managing change through being pro-active, demonstrating our effectiveness and commitment

making a difference and a positive impact through collaborating and cooperating, with diligence and intelligence, understanding the sense of the whole task we collectively face.

These positive values orient and focus our vision. They tell us

- what’s important,
- what to organize our commissioning around, and
- the impact we are looking for.

Appendix 4 – Key Commissioning Questions by Theme

In commissioning early years services we are following Harrow’s transformation model, as described in “Enabling our transformation” training materials and “Outcomes and Efficiency”. Through this process we will bring together the key representatives of the whole system, including parents and children as well as professionals, frontline staff and other key players, to redesign key elements of the model. Their brief is to innovate in response to the key commissioning questions in this appendix 4.

Building Capacity	Non-negotiable	
Places- sufficiency and affordability, sustainability People- training, qualifications Processes and systems- shared and streamlined	Increase the number of high quality places for two year olds Improve leadership and management within the PVI and build greater professional autonomy Clear service pathways with clearly understood options for parents Ensure sustainability and sufficiency Continuity of health, learning and development from pregnancy to five Service coherence as experienced by families Consistent messages across services	
Options	Constraints	
The Harrow offer to parents		
Local offer to parents	What are parents entitled to and what are their responsibilities as parents and their child’s first and enduring educator?	
Increase high quality provision for two year olds	How do we best use the flexibilities within the funding framework to incentivise developments in wards of greatest need?	The LA lacks the specific experience of 2 year olds to deliver this with confidence
Matching provision to need	Can we increase take up of the free entitlement amongst those at greatest risk of exclusion and under-achievement?	
Increase high quality provision for three and four year olds in targeted wards	Will the commissioning of community groups effectively deliver key messages about ey provision to targeted groups and improve take up? How can pbr incentivise community groups? How will the review of single formula funding ensure quality is incentivised?	Community groups in existence do not reflect priority groups at greatest risk of exclusion
A single framework of services from pregnancy to five	Will a single service framework impact on parental service experiences? How will this be measured? How is the commitment from health and local authority services ensured? Are interventions not working as well as we want, or are we not identifying children early enough?	Will health commit to this at a strategic level? Does health have the capacity to deliver its statutory functions within the HCP?
Parental governance	How can parents be effectively engaged in larger numbers in service re-design and inform commissioning?	Engagement with parents, and their children, has been limited in the last 12 months.

Raise the profile of the EHLE	<p>How can the commissioning of the ey provision, especially the 2 year old offer effectively deliver improvements in the EHLE?</p> <p>How does information for first time parents support them in becoming a good parent?</p> <p>How can the commissioning of early years services raise the status of the early home learning environment?</p> <p>Can the formula funding be reshaped to encourage the provision of informal drop in sessions for parents, so that parents can be shown rather than told how to promote learning and development?</p>	<p>Our knowledge and understanding of how ey practitioners influence the EHLE is limited</p>
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The Harrow offer to early years providers

Improve efficiency of existing providers	<p>Do existing business models allow for sufficient flexibility for parents to access both formal and informal early years provision?</p> <p>PVI business model and sustainability</p>	<p>This is unlikely to be a responsibility of the LA following the DfE consultation</p>
Support for leaders and managers	<p>Does the LA have a role in leading the delivery of cpd for the pvi through retaining all or part of the training budget, or is the continued role of the LA restricting the development of the local market?</p> <p>How is the budget to be redistributed through the single funding formula to target children who are not accessing services (pupil premium)</p>	<p>The resistance from schools to see a fairer distribution of funding</p>
A workforce support programme		
Review the budget allocation through a review of the single funding formula		

The Harrow offer to service delivery partners

One vision	<p>Is the vision stated in appendix one sufficiently motivating to capture the commitment of service providers and parents in redesigning services within a contracting financial envelope?</p>	<p>The degree to which Divisional Directors and their teams are empowered to make changes</p>
The Harrow offer		
A localised menu, including access to third sector funding	<p>Who is best placed to commission and deliver localised solutions?</p> <p>How well placed are children’s centres to deliver localised solutions?</p> <p>Do they have the capacity and flexibility to deliver?</p> <p>Are local partnerships well enough established to address the existing structural fragmentation of provision?</p> <p>What are the implications for the cpd offer to all providers?</p>	<p>The clarity of the division between commissioning children’s centres and responsibility for delivery</p>
Data intelligence	<p>How can data be commissioned in a more effective way?</p> <p>Is it possible to establish a shared database of all families, their needs and their access to services to enable commissioners to commission more effectively and to make judgements about the cost-effectiveness of services and interventions?</p>	
Permission to share	<p>How great are the obstacles to real data sharing, based upon agreed protocols?</p> <p>To what degree is anonymised data useful in informing commissioning?</p>	<p>Fear of the DPA</p>

DRAFT

Integrated commissioning across directorates and services	How can budgets be pooled to more effectively commission services and how can effectiveness be measured?	Lack of clarity as to how the budget is being used and the impact it might have
Children's centre strategy and development as knowledge centres	How can children's centres develop their role as centres of effective practice that builds local capacity within ey providers in the PVI and maintained sectors?	Do the children's centres have the will as well as the capacity to deliver on locality partnerships and as centres of knowledge?
EY strategy board as a forum for developing and agreeing consistent messages	Is the membership of the current board sufficiently broadly based and do members have permission to agree and promote consistent messages?	

Broaden Participation Universal, EI, special and targeted services Thresholds and referrals Information and understanding Location Ethnicity Language Poverty	Non-negotiable Improve take up by at-risk groups Target FIS delivery Pathways into the right services Continuity of health, learning and development from pregnancy to five Service coherence as experienced by families Consistent messages across services
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Options

The Harrow offer to parents

Service pathways	How do we ensure service pathways are clear to parents as well as service providers? How do we ensure that commissioning results in more appropriate referrals, faster transitions from universal to specialist and back again? How do we measure parents' service experience?	
Targeted promotion of EY to parents	How do we ensure that take-up of three and four year free early years offer is improved, especially by Romanian, Arabic, Urdu, Somali, Dari/Persian, Polish and Pashto speakers? How do we commission the right community groups to disseminate EY explanations, information, advise & guidance? And to act as advocates for parents? How do we make sure we get feedback from these community groups about the impact of specific settings?	Culture within the FIS
Increased flexibility	We do not serve children living in poverty as well as we need to and as well as they are entitled to- are we unaware of the cultural barriers to access and success as well as the requirements of families for greater flexibility?	This group have not been targeted yet
FIS and the Front Door		
FIS and outreach	What is the nature of the relationship between FIS as the holder of the information and those bodies commissioned to deliver to specific groups?	A sense that this has been tried before
Community voices		No track record that it works
Access to family learning	How can the role of the practitioner and the setting be enhanced to ensure the EHLE is enhanced for those children most at risk? What are the culture changes that the local authority needs to demonstrate to role model the relationships between settings and parents?	Lack of awareness of the EHLE index to inform practice No impact measures
EY parenting support		
Role of the EHLE	How do we enable settings to increase their impact on the EHLE, parenting skills and reduce the time between an issue being identified and an approach by parents to a professional?	

ESOL provision		Content of course does not relate to the cultural needs of parents to access services
Drop in	How do we work across service boundaries including admissions to make sure the right professionals are enabling the sessions in relation to the needs of the parents?	Ofsted registration Reach to those most at risk
The Harrow offer to early years providers		
Incentivise take up of provision by specific target populations/targeted wards	How does the single funding formula incentivise take up by groups most at risk of exclusion and underachievement?	Current practice favours the maintained sector at the expense of the PVI
Area SENCO	Do the area SENCO function best sit within ESSO or are greater synergies created by placing these functions within portage?	
The Harrow offer to service delivery partners		
Consistency of provision	How can we measure the consistency of service delivery across the borough?	Absence of a coherent commissioning
Thresholds and participation	Are all PVI providers and professionals aware of the thresholds for referral and how do we ensure all referrals are appropriate? How can the role of the 2 year old progress check be enhanced to identify needs that can be effectively addressed through early intervention? Given that parents are wary of the term referral can processes be renamed to encourage parents to participate?	The integration of the 2 yo progress check into existing referral thresholds and referral systems Thresholds and pathways not consistently understood by all practitioners
Voice of parents to inform service design and delivery	How do we systematically engage parents in the service redesign process?	Will professionals welcome the opportunity to engage with parents in what has been hitherto a professional sphere?

<p>Quality for all Sector and location 2yo quality assurance Self-evaluation Peer support</p>	<p>Non-negotiable Quality is an output measure only Greater professional autonomy and self-evaluation Incentivising quality Delegation of part of the training budget Moderation Continuity of health, learning and development from pregnancy to five Service coherence as experienced by families Consistent messages across services</p>
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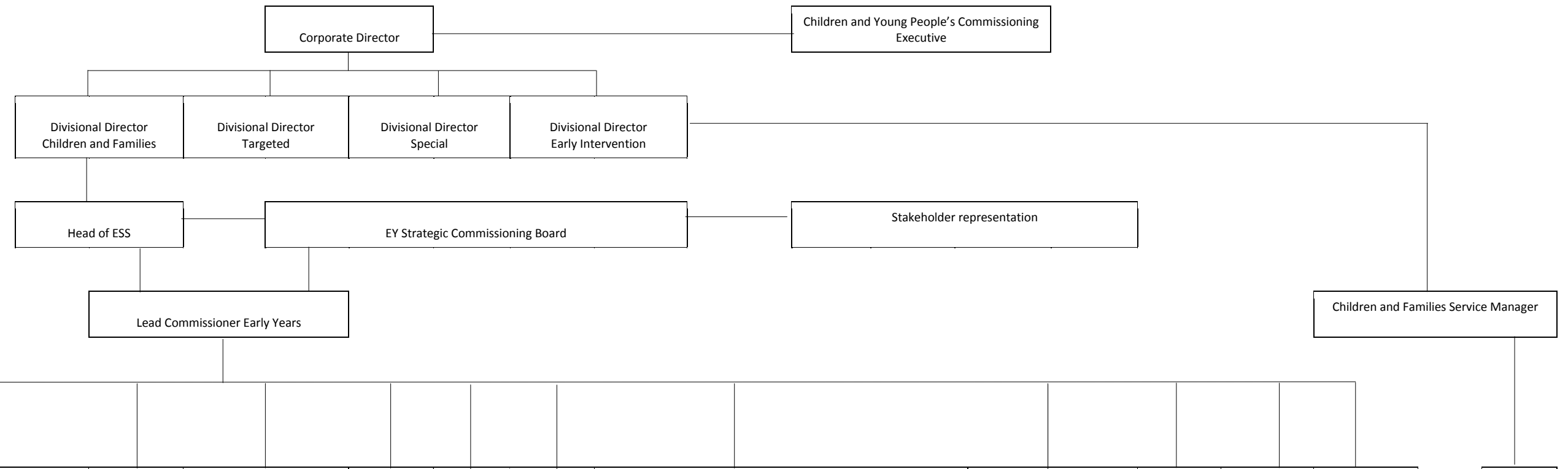
Commissioning questions

The Harrow offer to early years providers

QA	What systems need to be in place for the LA to retain an overview of quality within the borough in the absence of a statutory basis for doing so?	The capacity of the PVI sector leaders to take full advantage of professional autonomy
Action research for quality in relation to 2 year old offer	How can the two year old offer funding be used to build quality and sustainability through action research that leads to better interventions and improved outcomes, through better provision as well as through better leadership?	Funding to support action research Resistance from leaders and managers of the importance of involving practitioners in action research
Increasing professional autonomy		
Leadership and management		
Self-evaluation	How can the skills and capacity of outstanding settings be better used to raise the quality of satisfactory and good settings?	Funding to develop the capacity of outstanding settings to fulfill this role
Cost effectiveness of provision and pedagogy	Does the spending gap between the private, voluntary and independent providers (PVI) and maintained sector need to be addressed?	A political commitment to address inequalities within the current system
Transitions	<p>Are schools positively seeking, and are PVIs proactive in offering, additional information early enough in the transitions process for services to plan effectively?</p> <p>Why are partners so reluctant to acknowledge their own role in sharing information at points of transition?</p> <p>How do we change the culture and the relationship between the PVI and schools in order to increase the local capacity to co-produce and improve outcomes?</p>	<p>Contractual responsibilities are there for the PVI, but not for schools</p> <p>Anecdotal evidence but no systematic collation of evidence of poor transitions</p>
Moderation		No budget is allocated for this statutory function

DRAFT

Appendix 5 – Possible/proposed governance arrangements



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Commissioned components	2 yo offer			Business support and governance Capacity	3-4 yo offer		Childminding network	EY training	CLA and the virtual school	SEN				Communicating the offer		Moderation	Administration of grants and audit	Data	Children's centres	
	Quality assurance	Capacity	Quality assurance		Quality assurance	Capacity				SaLT	Children with Disabilities	Portage	Area SENCO	FIS- the universal offer	DSG?					
Funding source	DSG QA and capacity building to be commissioned Take up incentivised Capital			DSG	DSG		DSG	DSG Budget to be delegated to settings, in part or in whole						DSG- two year old pot	DSG?	No funding is allocated to enable this function to be fulfilled	DSG			
Budget																				
Statutory duty	Under consultation but DfE has made a commitment to maintaining LA responsibilities			Under consultation but likely to be rescinded			Unlikely that the LA will have a continued role	LA is likely to be have a power but not a duty to deliver training.	Narrowing the gap	Children Act 2006										Children Act 2006
Priority	Q4A	BP	BC	BC	Q4A	BP	BP	BC	BP	BP	BP	BC	BC	BC	BP	Q4A	BC	BC	BP	
Expected outcomes measures	529 children from groups most at risk of exclusion access provision of high quality			100% of settings inspected in the coming year are judged to be good or better in terms of leadership and management	85% of settings inspected in the coming year are judged to be good or better	90% of children access their entitlement In settings judged to be good or better	A childminder network is accessing funding for 2,3 and 4 year olds		All CLA access their entitlement where appropriate	X% of children have a good level of speech and language development at the age of 5		X% of parents whose children access Portage services report an improvement in the EHLE	X% of parents and children report a good level of satisfaction about continuity of care, learning and development across points of transition	Number of children from specific communities accessing their entitlement increase from x to x	% of children accessing their entitlement increases from 86% to 90%	STA judges moderation processes to be robust	2, 3 and 4 year old grant funding is administered effectively, accurately and speedily- x% of settings are satisfied	Data is shared to inform commissioning		

Appendix 6 Key source documents

Local documentation

- Early Years Strategic Commissioning Review, August 2012 QACS
- Children's Centre summary, partnership development and performance January 2012, EIS
- Childcare Sufficiency Report, 2010

National policy documentation

- Childcare Act 2006
- Children and Families Bill, 2013
- Supporting families in the foundation years, 2011, DfE/DoH
- Healthy lives, healthy people, 2010, DoH
- More Great Childcare, 2013, DfE
- The statutory framework for the EYFS, 2011, DfE
- Improving children and young people's health outcomes- a system wide response 2013, DoH, DfE and others
- Healthy child programme, 2010, DoH

National reviews

- Foundation of quality, Cathy Nutbrown, 2012
- Frank Field review
- Allen review

National research

- Childcare and the early years survey of parents, 2010, DfE,
- Provider influence on the Home Learning Environment, 2011, DfE
- Effective practice- parents as partners, 2007, DCSF
- Narrowing the gap- a review of the evidence, C4EO
- Grasping the nettle- early intervention, 2010, C4EO
- The impact of parental involvement, Desforges et al
- Breaking the link between disadvantage and low achievement in the early years, 2009, DCSF
- Exploring the flexibility of the free entitlement, 2012, DfE
- Annual report, HMCI, 2012
- The impact of early education as a strategy in countering socio-economic disadvantage, 2013 Ofsted/CREC
- Early language delays in the UK, 2013 Newcastle University/Save the Children
- Conception to age 2- an age of opportunity, 2013, WAVE Trust

Appendix 7 Data

Table 2	Achievement of a good level of development, SEN
Table 3a	Take up of NEF, by ethnicity
Table 3b	Take up of two year old provision, by ethnicity
Table 4	Achievement of a good level of development, by language
Table 5	Distribution of community languages, by ward

Table 6	Out of borough children, by school
Table 7	Schools with lower levels of good development
Table 8	EYFSP trend data- CLL and PSED 6+
Table 9	EYFSP trend data- 78+
Table 10	EYFSP trend data- good level of development
Table 11	EYFSP trend data- school median
Table 12	EYFSP trend data-gap
Table 13	Moderation issues, by year
Table 14	Targets groups by reach area
Table 15	Children's centre reach by target group
Table 16	EYFSP data by children's centre reach area
Table 17	PVI Ofsted judgements- by ward
Table 18	PVI Ofsted judgements- by low achieving wards
Table 19	PVI Ofsted judgements and leadership qualification
Table 20	PVI- by ward and quality
Table 21	Childminders by ward and quality
Table 22	Ward summary

Table 2- Achievement of a good level of development, by SEND

	Number of children	%age with a good level of development
No special need	2550	64.1
School action	91	23.1
School action plus	105	13.3
With a statement	44	2.3

Data source: School Performance Team (SPT)

Table 3a- take up of Nursery Education Funding (NEF), by ethnicity

Eligible dates of birth: 1 April 2007 to 31 March 2009 (inclusive)

Ethnicity	Children resident in Harrow Eligible for NEF		NEF claims Summer 2012	
	Number	%	Number	%
Bangladeshi	25	1%	10	0.4%
Indian	483	19.5	768	28.3
Asian other	603	24.3	346	12.8
Pakistani	139	5.6	170	6.2
Black African	169	6.8	119	4.4
Black Caribbean	63	2.5	70	2.5
Black other	22	0.8	34	1.2
Chinese	12	0.4	19	0.7
Mixed other	69	2.7	69	2.5
Mixed White Asian	59	2.3	60	2.2
Mixed White Black African	27	1.0	28	1.0
Mixed White Black Caribbean	44	1.9	51	1.8
Information not obtained	34	1.3	60	2.2
Any other ethnic group	102	4.1	139	5.1
Refused	15	0.6		
White British	293	11.8	476	17.6

White Irish White Irish Traveler White Gypsy Roma	27	1.0	49	1.8
White other	289	11.7	286	10.6
Grand Total	2475		2706	

Data source: FIS

Table 3b Two year funding, by ethnicity

Ethnicity	2 year old funding claims		
	Estimated total of cohort	2009-2011	2012
Bangladeshi	1%	5 (0.7%)	0
Indian	19.5	58 (8.5)	31 (15.7%)
Asian other	24.3	131 (19.3)	90 (45.6)
Pakistani	5.6	22 (3.2)	36 (18.2)
Black African	6.8	49 (7.2)	37 (18.7)
Black Caribbean	2.5	34 (5.0)	11 (17.2)
Black other	0.8	16 (2.4)	14 (7.1)
Chinese	0.4	0	0
Mixed other	2.7	16 (2.4)	5 (2.5)
Mixed White Asian	2.3	0	2 (1.0)
Mixed White Black African	1.0	5 (0.7)	4 (2.0)
Mixed White Black Caribbean	1.9	5 (0.7)	4 (2.0)
Information not obtained	1.3	0	0
Any other ethnic group	4.1	5 (0.7)	7 (3.5)
Refused	0.6	153 (22.5)	43 (21.8)
White British	11.8	81 (11.9)	51 (25.8)
White Irish White Irish Traveler White Gypsy Roma	1.0	10 (1.4)	3 (1.5)
White other	11.7	28 (4.1)	47 (23.8)
Grand Total		678	197

The percentage of children accessing two year old funding whose families are accessing benefits has increased from 44.7% to 96.9%.

The percentage of children accessing the full ten hours has increased from 44.7% to 80.2%, whilst those accessing provision for the full term has increased from 70.4% in the second term to 81.7% in summer 2012.

Access by three of the four ethnic groups is good, (including Asian other, Pakistani Black African, Black Caribbean) but access by the Bangladeshi communities is a cause for concern.

Table 4- Achievement of a good level of development, by language

	Number of children	%age with a good level of development
EAL	2550	55.1
English	91	67.2

Data source: SPT

Table 5 Location of community languages, by ward

Arabic	Dari/Persian/ Farsi	Pashto	Polish	Romanian	Somali	Urdu
Harrow Weald Edgware Wealdstone	Roxbourne Marlborough Queensbury	Roxbourne Wealdstone Kenton E	Roxbourne Harrow on the Hill Roxeth	Edgware Kenton E Belmont	Roxbourne Marlborough Edgware	Harrow Weald Roxbourne Headstone South Wealdstone
27.6%	26.2%	29.2%	25.7 ¹⁴ %	39.4%	41.4%	31%

Data source: SPT

In 2011, Somali, Arabic, Romanian, Pashto and Polish speaking children are over-represented in the lowest quintile. In 2012, 88 different languages were spoken by children in this cohort. Twenty one languages are spoken by groups of at least ten children. Romanian (53), Arabic (48), Urdu (28), Somali (24), Dari/Persian (21), Polish (19) and Pashto (19) speakers were over-represented in the lowest quintile.

All of these groups of languages are widely spread across the borough, present in 16 or more wards. 41.1% of Somali speakers are located in three wards, but the remaining 58.9% are located throughout 16 of the 17 remaining wards.

Table 6 Schools with significant numbers of children from out of borough

	Total number in the cohort	Number of children-out of borough	%age of out of borough
St George's	62	49	79
Moriah	27	16	59
St Bernadette's	60	27	45
Aylward	61	20	33
Krishna Avanti	29	8	28
Pinner wood	60	7	12
Canon Lane	90	10	11
Earlsmead	57	6	11
St John's CE	58	6	10
Glebe	90	9	10
Stag Lane	90	9	10

Data source: SPT

¹⁴22% of Polish speakers come from out of borough but this may reflect the number of Catholic schools in the borough, compared to adjacent boroughs.

Eight percent of children live out of borough. 42% of 234 children are from Brent, 17% from Ealing, 16% from Hillingdon and 11% from Barnet. This group of children are under-represented in the lowest quintile, in 2012.

Table 7: Schools achieving below LA outcomes, 2012

Absent data indicates that the school has achieved above the LA outcomes, and is of less concern at this stage.

	Ward	FSM ranking	Pupil places planning area	Last Ofsted judgement	LA- 78% with FSP total of 78 points or	LA- 59.8% CLL and PSE 6+ and 78.15	LA median 89%	LA gap 30.9%	PSED and CLL 6+ 60% ¹⁵
<i>Aylward</i> ¹⁷	Canons ¹⁸	1	NE	Outstanding	73.8	41.0	84		
Belmont	Wealdstone	2	Central	Outstanding	71.2	59.8			59.3
<i>Cedars Manor</i>	Harrow Weald	4	NW	Good	59.3	43.0	82.5	34.5	43
<i>Earlsmead</i>	Roxeth	16	SW	Good		52.5		38.3	52.5
<i>Elmgrove</i>	Kenton W	11	Central	Good		43.8	83	31.3	43.8
<i>Glebe</i>	Kenton E	6	SE	Outstanding	41.1	30.0	76		30
<i>Grange</i>	W Harrow	8	SW	Satisfactory	74.2	46.1	85		46.1
<i>Heathland</i>	Roxbourne	3	SW	Outstanding	77.3		86		
<i>Kenmore Park Infant</i>	Kenton E	6	SE	Good	62.8	39.7	81		39.7
<i>Marlborough</i>	Marlborough	3	Central	Outstanding	75.4			38.2	
<i>Newton Farm</i>	Roxbourne	3	SW	Outstanding			87		
<i>Norbury</i>	Greenhill	9	Central	Good	76.6	47.8	87	33.3	47.8
<i>Pinner Wood</i>	Pinner	10	NW	Outstanding	58.3	45.0	80.5	35.4	50
<i>Priestmead</i>	Kenton W	11	Central	Outstanding			87		
<i>St Bernadette's</i>	Kenton E	6		Good			86		
<i>Stag Lane</i>	Edgware	5	SE	Outstanding				33.3	
<i>Stanburn Infants</i>	Belmont	13	NE	Outstanding	68.6	35.6	83		36.4
<i>Vaughan</i>	W Harrow	8	SW	Good	53.4	15.5	78.5	45.2	15.5
<i>Weald Infant</i>	Harrow Weald	4	NE	Notice to improve	63.9	48.7	82	34.1	48.7
<i>Whitchurch Infant</i>	Belmont	13	NE	Outstanding				33.3	
<i>Welldon Park</i>	Roxeth	16	SW	Good		33.3	86		33.3
<i>West Lodge</i>	Pinner S	21	NW	Outstanding			87		

Data source: SPT

Overall 51.4% of schools submitting EYFSP data were judged to be outstanding by Ofsted, 37.8% were judged to be good, and 8.1% satisfactory and 2.7% had a notice to improve. Twenty-two schools of 38 schools submitting data have aspects below the LA data. Five schools have provision only for R children (these schools are italicised throughout this section). The remaining 17 offer both R and N provision. Twelve of these schools (54.5%) have been judged by Ofsted to be outstanding, 7 (31.3%) good, 2 (9.1%) satisfactory and one (4.6%) has a notice to improve. Each

¹⁵This data set, and that relating to the achievement gap, relates to the LA's statutory duties under the Children Act 2006

¹⁶This has been identified at a national level as a possible predictor of outcomes at the end of KS1

¹⁷Schools in italics offer R only. All other schools offer N and R.

¹⁸Wards highlighted in blue are those wards with a higher levels of children not achieving a good level of development

school is a concern, data-wise, but there is a need to explore the contextual data that may offer an explanation for the data as it stands.

Sixteen of these schools have been moderated for the EYFSP within the last three years. (See table 6)

Five schools (Cedars Manor, Norbury, Pinner Wood, Vaughan, Weald) achieve below the LA across all five data fields (one is judged to be outstanding, 3 good and one has a NTI). Four of these schools have been moderated in the last three years.

A further 5 schools have data below the LA in four data sets (Elmgrove, Glebe, Grange, Kenmore Park, *Stanburn*) (2 outstanding, 2 good, one NTI). All but one of these schools has been moderated in the last three years.

In terms of poor levels of learning and development, the schools that stand out are Cedars Manor, Glebe, Kenmore Park, Pinner Wood, Vaughan, Weald (2 outstanding, 3 good, one NTI). All but one of these schools has been moderated in the last three years.

Fifteen of the 22 schools identified in Table 2 are located in wards with higher levels of under-achievement. A further seven schools are located in wards with higher levels of achievement. These include Belmont, Earlsmead, Grange, *Stanburn*, Whitchurch, Vaughan and West Lodge.

Six schools are a concern in one data set- Newton Farm, Priestmead, *St Bernadette's*, Stag Lane, Whitchurch, and *West Lodge* (5 are outstanding, one good). Only two of these schools have been moderated in the last three years.

The gap data is most worrying in Cedars Manor, *Earlsmead*, *Marlborough*, Pinner Wood, Vaughan, Weald (2 outstanding, 3 good, one NTI)

If Harrow follows the national pattern in the link between achievement at 5 and outcomes at 7, then the schools causing concern, in column five of table one are Cedars Manor, *Earlsmead*, Elmgrove, Glebe, Grange, Kenmore Park, Norbury, Pinner Wood, *Stanburn*, Vaughan, Weald, Welldon Park (3 outstanding, 7 good, one satisfactory, one NTI)

Table 8: Three year trend data- CLL and PSED 6+

Quartile position in 2012	Improving trend	Uneven progress	Deteriorating trend
Bottom quartile	Aylward	Cedars <i>Elmgrove</i> Glebe <i>Stanburn</i> Vaughan Weald Welldon Park	Kenmore Park
Third quartile	Belmont <i>Earlsmead</i> Norbury Pinner Wood	Camrose <i>West Lodge</i> Whitchurch	Grange <i>Marlborough</i>
Second quartile	Heathland Pinner Park Roxeth <i>St John CE</i> Stag Lane	Priestmead <i>St Bernadette's</i> Moriah Whitefriars	
First quartile	<i>Cannon Lane</i> Krishna Avanti Newton Farm Roxbourne <i>St George's</i> <i>St John Fisher</i>	<i>Grimdyke</i> Longfield <i>St Anselm's</i> <i>St Joseph's</i> St Teresa's	

Data source: SPT

Table 9 FSP data total 78+

Quartile position in 2012	Improving trend	Uneven progress	Deteriorating trend
Bottom quartile			
Third quartile	Aylward Grange Heathland Roxeth Welldon Park	Elmgrove <i>St Bernadette's</i> Whitefriars	<i>Marlborough</i> Norbury
Second quartile	Camrose Pinner Park Stag Lane	<i>Earlsmead</i> Longfield Newton Farm Priestmead Moriah <i>West Lodge</i> Whitchurch	
First quartile	Krishna Avanti <i>St George's</i> <i>St John Fisher</i> <i>St John's CE</i> <i>St Joseph's</i>	<i>Cannon Lane</i> <i>Grimdyke</i> Roxbourne <i>St Anselm's</i> St Teresa's	

Data source: SPT

Table 10: Three year trend data- CLL and PSED 6+ and 78+

Quartile position in 2012	Improving trend	Uneven progress	Deteriorating trend
Bottom quartile	Aylward	Cedars Elmgrove Glebe <i>Stanburn</i> Vaughan Welldon Park	Kenmore Park
Third quartile	Belmont Earlsmead Norbury Pinner Wood Whitchurch	Camrose Weald West Lodge	Grange <i>Marlborough</i>
Second quartile	Heathland Pinner Park Roxeth St John's CE Stag Lane Whitefriars	Priestmead Roxbourne <i>St Bernadette's</i> Moriah	
First quartile	Krishna Avanti Newton Farm <i>St George's</i> <i>St John Fisher</i>	<i>Cannon Lane</i> <i>Grimsdyke</i> Longfield <i>St Anselm's</i> <i>St Joseph's</i> <i>St Teresa's</i>	

Data source: SPT

Table 11: Three year trend data- school median

Quartile position in 2012	Improving trend	Uneven progress	Deteriorating trend
Bottom quartile	Glebe Pinner Wood	Cedars Elmgrove <i>Stanburn</i>	Kenmore Park Vaughan Weald
Third quartile	Aylward Heathland Newton Farm	Grange <i>Marlborough</i> Norbury Priestmead Welldon Park <i>West Lodge</i>	<i>St Bernadette's</i>
Second quartile	Belmont Roxeth Whitchurch	Longfield <i>St John Fisher</i> Moriah Whitefriars	
First quartile	Camrose <i>Cannon Lane</i> Pinner Park <i>St George's</i> <i>St Joseph's</i>	<i>Earlsmead</i> <i>Grimsdyke</i> Roxbourne <i>St Anselm's</i> <i>St John's CE</i> St Teresa's Stag Lane	Krishna Avanti

Data source: SPT

Table 12: Three year trend data- gap

Quartile position in 2012	Improving trend	Uneven progress	Deteriorating trend
Bottom quartile	<i>Earlsmead</i> Pinner Wood	Cedars <i>Marlborough</i> Norbury Stag Lane Vaughan Weald Whitchurch	
Third quartile	Camrose Pinner Park <i>St Bernadette's</i>	Elmgrove Grange Kenmore Park <i>Stanburn</i> Whitefriars	Glebe
Second quartile	Aylward Belmont Roxbourne <i>St John's CE</i> Welldon Park	Cannon Lane Heathland Roxeth <i>St Joseph's</i>	Longfield
First quartile	Priestmead Moriah	<i>Grimsdyke</i> Krishna Avanti <i>St Anselm's</i> <i>St George's</i> <i>St John Fisher</i> St Teresa's <i>West Lodge</i>	Newton Farm

Data source: SPT

Across the five data fields, schools in the first quartile and with an improving trend were scored one; those in the lowest quartile with a deteriorating trend were scored six. Points were awarded for each school and then ranked. The total for a school is in the range of 6 to 30, with the lower score representing a lower priority.

The bottom quartile (those schools that the basket of measures suggest are the highest priority) has a range of scores from 21-27 and includes Kenmore Park (27), Vaughan and Weald (26), Cedar Manor (25), *Marlborough* and *Stanburn* (24), Elmgrove and Glebe (23). Six of the schools have both N and R provision, 2 have just R. Three of these schools have been judged to be outstanding, 4 to be good and one has a notice to improve. Six of the eight schools have been moderated in the last three years.

The third quartile has a range of 15-21, and includes Grange and Norbury (21), Welldon Park (19), Pinner Wood and *St Bernadette's* (18), *West Lodge*, Whitchurch and Whitefriars (17), Aylward (16) and *Earlsmead* (15). Seven schools have N and R, 3 offer only R. Of this group four have been judged to be outstanding, four good and two satisfactory. Eight of the ten schools have been moderated in the last three years.

The second quartile has a range from 11-14 and includes Belmont, Camrose, Longfield, Priestmead, Stag Lane, Moriah, Roxeth, Heathland and Newton Farm. All schools in this quartile offer N and R. Five schools have been judged to be

outstanding, 3 good and one satisfactory. Five of the nine schools have been moderated in the last three years.

The top quartile of schools has a range of 8-10 and includes *Grimsdyke*, Pinner Park, Roxbourne, *St Anselm's*, *St John's CE*, *St Teresa's*, *Cannon Lane*, *St Joseph's*, *St George's*, Krishna Avanti and *St John Fisher*. Half of the schools offer N and R. Seven schools have been judged to be outstanding, three good. Six of the ten schools have been moderated in the last three years.

Three schools (Camrose, Grange and Whitefriars) judged to be satisfactory by Ofsted are in either the second or third quartiles, basket of measure. (See para 6.4 and 6.5 above) All three have been moderated by the LA in the past three years (see table 8)

Table 13- summary of issues by school and year

School	2009/10	2010/11	2011/12
Elmgrove	Internal moderation Translation for EAL parents Involvement of child in assessment Sustained observations		Parental contribution to assessment Internal moderation Involvement of child in assessment Drawing on child-initiated learning to inform assessment
Glebe	Confident assessment of more able children Transitions into R		
Heathland	Involvement of child in assessment Internal moderation Use of DM to inform baseline Use of TAs to observe children Date evidence		
Krishna Avanti	Confident assessment of more able children		Parental contribution to assessment TAs to attend training Develop PLJ
Marlborough	Parental contribution to assessment Involvement of child in assessment		
Earlsmead	Personalised learning targets Drawing on child-initiated learning to inform assessment Use of EYFSP data in Y1	Involvement of child in assessment	
Camrose	Attend training Tracking children throughout the year Use of DM for baseline Assessment in home language Parental contribution to assessment	Use of non-fiction texts	
Vaughan	EAL parental contribution to assessment Evidence to demonstrate achievement Expectations of higher level learners		
Pinner Wood	Attend training Cross-reference observations to EYPSP statements Parental contribution to assessment Drawing on child-initiated learning to inform assessment	Share PLJs with parents Parental contribution to assessment Involvement of child in assessment Drawing on child-initiated learning to inform assessment Agreed formats to record	

		observations	
Priestmead	Internal moderation Parental contribution to assessment Differentiate planning		
Roxbourne	Use EYFSP handbook to inform judgements Use of DM to inform planning Parental contribution to assessment Involvement of child in assessment		
Welldon Park		Use EYFSP handbook to inform judgements Use of non-fiction texts Planning for CD	
St Anselm's		Use of teacher knowledge to inform judgements Use DM to inform baseline Parental contribution to assessment	
St George's		Attend training Internal moderation Use EYFSP handbook to inform judgements Use of EYFSP data and transition into Y1	
Aylward		Use of EYFSP data and transition into Y1 Planning for CD	
Kenmore Park		Use of EYFSP data and transition into Y1 Parental contribution to assessment Planning for CD	
Norbury		Use of EYFSP data and transition into Y1 Parental contribution to assessment	
Belmont		Use of DM to plan and offer opportunities for writing Parental contribution to assessment Use of PLJ and sharing with parents	
Cannon Lane		Use of PLJ and sharing with parents Use EYFSP handbook to inform judgements	
Roxeth		Use EYFSP handbook to inform judgements Internal moderation Non fiction	
Whitchurch			Use of EYFSP data and transition into Y1
Weald			Parental contribution to assessment Internal moderation Attend training Differentiate planning
Grimsdyke			Confidence to assess more able accurately
Grange			Parental contribution to assessment
Whitefriars			Internal moderation Drawing on child-initiated learning to inform assessment Use EYFSP handbook to inform judgements

Data source: Moderator reports to the LA, 2009-11

Each year a selection of schools (currently 25% per year) are moderated in relation to their EYFSP data, and the processes leading to the judgements. The agenda for the moderation visits is established nationally. Schools are identified for moderation based on

- Non-attendance of EYFSP training and moderation events
- Issues raised during previous moderation visits
- Schools' request for moderation
- Significant changes in school data
- Changes in school staffing

The STA¹⁹ has judged Harrow's processes of moderation to be robust. A summary of issues arising from moderation of the EYFSP, taken from record of visits to schools, can be seen in table 6.

26 schools have been moderated over the last three years, raising a total of 93 issues.

Table 14 Reach by target group

	Number Reached in 2009	Number Reached in 2010	Number Reached in 2011	Number Reached in 2012 (up to 1st Sept 2012)
Children under 5 living in 30% most deprived Lower Super Output Areas	1370	2668	2956	2597
Teenage Parents	23	38	87	94
Lone Parents	216	364	375	286
Children under 5 in Black & Minority Ethnic Groups	1462	3098	4644	4343
Fathers	362	906	1891	1787
Children from Workless Households	650	921	1310	1107
Children with disabilities	30	32	46	37
Carers with disabilities	22	37	37	30
Total of Target Groups Reach	4,135	8,064	11,346	10,281

Data source: SPT, LBH

Target groups are defined by Ofsted and numbers reached, by target group and in total, has increased each year since 2009. This is significant. In relation to children from Harrow's Black and ethnic minorities, the improving reach figures is both in terms of numbers and is now 42.2% of all the families reached, up from 35% in 2009. However the percentage of children living in the most deprived SOAs, in workless households and in lone parent households has declined from 54% to 38.6%.

¹⁹Standards and Testing Authority

Table 15 Number of Children 0-5 reached, by centre 1st Jan 2012 to 20th Sept 2012

Centre name	Total Number of Children 0-5 reached	%age of children reached-boys	%age of children reached-girls	%age of Children reached in most deprived SOAs	%age of children reached from Workless Households	%age of Children with disabilities/special needs	%age of Children reached from BME groups
CEDARS HUB							
Cedars	1006	52%	45%	46%	17%	1%	59%
Chandos	165	48%	52%	39%	39%	1%	70%
Stanmore Park	801	49%	49%	38%	20%	1%	66%
Whitefriars	495	50%	48%	66%	16%	1%	76%
HILLVIEW HUB							
Earlsmead (recently opened)	NOT YET USING eSTART (CC DATABASE)						
Grange	380	44%	54%	50%	20%	1%	74%
Hillview	728	50%	48%	42%	15%	1%	74%
Rayners Lane	392	49%	49%	39%	20%	2%	81%
KENMORE HUB							
Kenmore Park	1058	49%	50%	36%	18%	1%	69%
Gange	735	51%	46%	59%	22%	1%	72%
Elmgrove	128	51%	48%	44%	25%	1%	61%
St Josephs	813	50%	50%	38%	12%	1%	79%
PINNER HUB							
Pinner Centre	1033	49%	48%	18%	13%	1%	58%
Pinner Wood	558	53%	45%	22%	15%	1%	65%
Vaughan Road	135	39%	59%	32%	10%	0%	61%
Roxbourne (recently opened)	NOT YET USING eSTART (CC DATABASE)						

Data source: SPT

There is a role of hub managers to review the data in relation to prioritised groups, both at a LA and reach area basis, but take up by children from workless households (who are over-represented in the lowest quintile of achievement at the age of five) may be an issue in Kenmore Park, Rayners Lane, Stanmore Park, St Joseph's, Pinner wood, Pinner centre, and Vaughan Road. Four of these centre reach areas show a decline in outcomes for children, and one has shown no improvement.

Table 16 EYFSP data by children’s centre reach and primary pupil planning area

Planning area	Children centre	Wards covered	%age of children with a good level of development by reach	Two year trend	Nearest school	%age of children achieving a good level of development	Basket of measures- quartile 1 being lowest
NE	Stanmore Park	Stanmore Park, Canons	49 (42)	up	St John's CofE School Stanmore	69.0	4
					Aylward Primary School	41.0	2
	Cedars	Harrow Weald	59 (50)	up	Cedars Manor School	43.0	1
					St. Teresa's Catholic Primary School and Nursery	79.7	4
SE	Kenmore Park	Kenmore Park Kenton East	46 (50)	down	Glebe Primary School	30	1
					Kenmore Park Infant and Nursery School	39.7	1
Priestmead Primary School and Nursery					67.4	3	
St. Bernadette's Catholic Primary School					68.3	2	
Chandos	Edgware	59 (58)	static	Camrose Primary with Nursery	61.3	3	
				Krishna-Avanti Primary School	89.7	4	
				Stag Lane Infant and Nursery School	70.0	3	
Central	St Josephs	Belmont, Kenton West, Wealdstone, Marlborough	49 (58)	Down	Belmont School	59.3	3
					Stanburn First School	35.6	1
					St. Joseph's Catholic Primary School	78.7	4
					Whitchurch First School and Nursery	65.2	2
	Whitefriars	Wealdstone	69 (62)	up	Whitefriars Community School	71.9	2
	Gange	Marlborough, Greenhill	60 (57)	up	Marlborough Primary School	67.2	1
Elmgrove	Greenhill, Kenton West	50 (42)	up	Elmgrove Infant School and Nursery	43.8	1	
SW	Vaughan Road	West Harrow, Headstone South	46 (52)	Down	Norbury School	47.8	2
					Vaughan Primary School	15.5	1
	Hillview	Harrow on the Hill, Roxeth, Roxbourne	58 (46)	up	Roxeth Primary School	67.7	3
					St. Anselm's Catholic Primary School	75.0	4
					St. George's Primary Catholic School, Harrow	83.9	4
Welldon Park Infant and Nursery School	33.3	2					
Grange	West Harrow	62 (56)	up	Grange Nursery and Infant School	46.1	2	

	Rayners Lane	Roxbourne Rayners Lane	51 (40)	up	Heathland School	71.6	3
	Roxbourne	Rayners Lane Roxbourne	72 (43)	up	Newton Farm Nursery, Infant and Junior School	83.3	3
					Roxbourne Infant School	71.9	4
Earlsmead	Roxeth	60 (35)	up	Earlsmead Primary School	54.5	2	
NW	Pinner Wood	Pinner	62 (62)	static	Cannon Lane First School (4-7 years)	88.9	4
					Grimsdyke School	78.3	4
					Pinner Wood School	45.0	2
	Pinner centre	Pinner, Pinner South, Headstone South	78 (52)	up	Longfield Infant School and Nursery	75.3	3
					Moriah Jewish Day School	74.1	3
					St. John Fisher Catholic Primary School	83.6	4
					West Lodge Primary School	66.7	2
				Pinner Park Infant and Nursery School	68.9	4	

Data source: SPT

Overall outcomes in the majority of children's centre reach areas have improved since the previous year.

Reach areas for 3 of the centres (Kenmore Park, St Joseph's, Vaughan Road) saw a decrease in the percentage of children achieving a good level of development. This was due to a drop in the results for children living in some of the lower super output areas (LSOAs) in Kenton East, Queensbury, Kenton West, Belmont and Headstone South.

Many of the LSOAs in Queensbury (SE planning areas) and Headstone South (NW planning area) where children have not performed as well do not have a children's centre in very close proximity.

Table 17 PVI providers judged to be satisfactory, or declining, by ward

Ward	Planning Area	PVI provider
Rayners Lane	SW	Regent Busy Bees
West Harrow	SW	West Harrow Park Playgroup
Headstone N	NW	Papillon Montessori

Data source: FIS

Table 18 PVI providers judged to be satisfactory, or declining, by wards with higher levels of under-achievement

Ward	Planning Area	PVI provider
Greenhill	Central	College Road Happy days Stepping Stones Happy Child

Harrow Weald	NE	Hopscotch All Saints
Roxeth	SW	Ladybird
Kenton East	SE	Rainbow
West Harrow	SW	West Harrow Park
Roxbourne	SW	St Andrew's
Stanmore Park	NE	Haggeston

Data source: FIS

Current Ofsted data shows that 77.5% of PVI settings are judged to be good or outstanding. This is an improvement on the data for 2011 when 67% were judged to be so.

A review of the Ofsted data base shows that of the 89 settings in the borough, historical trend data exists for 63 settings. Of these 24 have show an upward trend to good or better, 25 have maintained a good judgement over three inspections, eight (Busy Bees, College Road, Happy Days, Hopscotch, Ladybird, Rainbow, Regent, West Harrow) are static at satisfactory and 6 (All Saints, St Andrews, Stepping Stones, Happy Child, Haggeston, Papillon Montessori) have shown a decline.

Table 19- Ofsted judgements and leadership qualifications

Qualifications and Ofsted outcomes- number of settings in each Ofsted category, by level of leader qualification				
	satisfactory	good	outstanding	total
Level 3	8	11	1	20
L4	1	10	2	13
L5	2	5	3	10
L6	6	29	5	40
QTS	1	3	2	6
total	18	58	13	89

Data source: FIS

Table 20 Distribution of PVI providers by ward and quality

Planning area	Ward	FSM ranking	number	satisfactory	good	outstanding	% good or better	Quality ranking
SW	<i>West Harrow</i> ²⁰	8	2	0	1	1	100	11
SW	<i>Harrow on the Hill</i>	7	4	1	3	0	75	7
SW	Rayners Lane	19	5	3	2	0	40	3
SW	Roxbourne	3	3	2	1	0	33.3	1
SW	Roxeth	16	3	2	1	0	33.3	1
Central	Wealdstone	2	1	0	1	0	100	11
Central	Marlborough ²¹	3	5	0	3	2	100	11
Central	Headstone N	20	4	2	2	0	50	5
	Headstone S	14	5	0	5	0	100	11

²⁰ Wards in italics are those where under-achievement is higher than that in the borough in one of the last two years

²¹ Wards in bold are those where under-achievement is higher than that in the borough for two of the last two years

Central	Kenton West	11	5	0	4	1	100	11
Central	<i>Greenhill</i>	9	7	4	3	0	42.9	4
NW	Pinner S	21	6	0	4	2	100	11
NW	Hatch End	18	5	1	3	1	80	8
NW	<i>Pinner</i>	10	4	0	4	0	100	11
SE	Queensbury	17	0					
NE	<i>Canons</i>	1	6	0	4	2	100	11
NE	<i>Harrow Weald</i>	4	5	3	1	1	40	3
NE	Stanmore Park	15	6	2	3	1	66.7	6
NE	Belmont	13	5	1	4	0	80	8
SE	<i>Edgware</i>	5	4	2	2	0	50	5
SE	Kenton East	6	5	1	3	1	80	8
			24 30%	54 60%	12 15%		75%	

Data source: FIS

There are no childminding networks accredited to receive funding of three and four year olds, and the distribution of childminders across the borough is very uneven.

Table 21 Distribution of childminders and quality

Planning area	Ward	FSM ranking	number	satisfactory	good	outstanding	% good or better	Quality ranking
SW	<i>West Harrow</i> ²²	8	17	8	8	1	52.9	9
SW	<i>Harrow on the Hill</i>	7	10	6	3	1	40.0	1
SW	Rayners Lane	19	9	3	6	0	66.7	12
SW	<i>Roxbourne</i>	3	9	3	5	1	66.7	12
SW	<i>Roxeth</i>	16	6	1	5	0	83.3	20
Central	Headstone N	20	15	2	8	5	86.7	21
	Headstone S	14	12	3	8	1	75.0	16
Central	Wealdstone	2	11	2	9	0	81.8	19
Central	Marlborough ²³	3	10	6	4	0	40.0	1
Central	<i>Greenhill</i>	9	2	1	1	0	50.0	4
NW	<i>Pinner</i>	11	3	1	2	0	66.7	12
NW	Pinner S	21	10	4	6	0	60.0	10

²² Wards in italics are those where under-achievement is higher than that in the borough in one of the last two years

²³ Wards in bold are those where under-achievement is higher than that in the borough for two of the last two years

NW	Hatch End	18	6	3	2	1	50.0	4
	Queensbury	17	8	4	4	0	50.0	4
NE	<i>Harrow Weald</i>	4	7	2	5	0	64.2	11
NE	<i>Canons</i>	1	4	2	2	0	50.0	4
NE	Belmont	13	5	1	3	1	80.0	17
SE	Kenton East	6	6	3	3	0	50.0	4
SE	<i>Edgware</i>	5	5	3	2	0	40.0	1
SE	Kenton West	11	3	1	2	0	66.7	12
	Stanmore Park	15	5	1	4	0	80.0	17
			151	60	92	9	66.8	
				39.7%	60.9%	5.9%		

Data source: FIS

From March 2011 until August 2012 36 childminders were inspected

5 were judged to be satisfactory (13.8%)
22 were judged to be good (61.1%)
3 were judged to be outstanding (8.3%)
5 were judged to have met the standards (13.8%)
1 did not meet the standards (2.17%)

Data source: FIS

Table 22a summary of ward data- lower inputs and outcomes

Planning area	Context	Capacity				Quality			Outcomes for children
	High levels of poverty	Low level of day care providers	Low level of preschool provision	Low level of childminding	Low level of maintained provision	PVI causing concern	Childminders causing concern	Schools causing EYFS concern	Poorest outcomes
NE	Harrow Weald		Hatch End	Cannons Stanmore Park	Belmont	Harrow Weald		Harrow Weald (2) Belmont	Harrow Weald Stanmore Park
NW		Headstone N		Pinner		Headstone N	Pinner South		
SW	Roxbourne	Roxeth West Harrow	Rayners Lane Headstone South		Rayners Lane	Rayners Lane Roxbourne Roxeth	West Harrow Harrow on the Hill	West Harrow	Headstone South
SE		Queensbury	Kenton East	Edgware	Queensbury	Edgware	Queensbury	Kenton East (2)	Kenton East Queensbury Edgware
C	Kenton West Wealdstone Greenhill Marlborough	Wealdstone	Marlborough Wealdstone	Greenhill Kenton West	Marlborough	Greenhill	Marlborough	Marlborough Kenton West	Kenton West Marlborough

Table 22b summary of ward data- higher inputs and outcomes

Planning area	Context	Capacity				Quality			Outcomes for children
	Low levels of poverty CSA	high level of day care providers CSA	High level of preschool provision CSA	High level of childminding CSA	High level of maintained provision CSA	PVI- highest quartile FIS	Childminders Highest quartile FIS	Schools Highest quartile SPT	Highest outcomes SPT
NE	Belmont		Belmont Stanmore Park	Harrow Weald		Canons Harrow Weald Stanmore Park	Belmont	Stanmore Park Edgware	
NW	Headstone North Pinner South Hatch End	Hatch End	Headstone North	Headstone North	Headstone North Pinner South	Pinner South Hatch End	Headstone North Hatch End	Headstone North Hatch End Pinner South	Pinner South Headstone North Hatch End
SW	Rayners Lane	Headstone South Rayners Lane	Harrow on the Hill Roxeth	Headstone South Rayners Lane West Harrow		West Harrow	West Harrow Harrow on the Hill	Harrow on the Hill	Rayners Lane Harrow on the Hill
SE		Kenton East			Edgware Kenton East Roxbourne	Kenton East	Roxbourne	Roxbourne	
C		Greenhill Kenton West		Wealdstone		Marlborough Kenton West		Marlborough	

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Welcome to the London Taxicard Scheme

Please read the following information carefully as it will tell you what you need to know about using your Taxicard.



Welcome to the London Taxicard Scheme

This leaflet is also available in large print and can be obtained by contacting 0845 415 4156 or email taxicard@londoncouncils.gov.uk.

Contents:

- 1 What is the London Taxicard Scheme?
- 2 Using my Taxicard
- 3 Making bookings
- 4 Things to remember about booking your vehicle
- 5 Hiring a taxi on the street or from a rank
- 6 Journey costs
- 7 Other useful information
- 8 Terms and conditions of use
- 9 Changes of address or personal details
- 10 Lost, stolen or damaged Taxicards
- 11 Enquiries
- 12 Complaints
- 13 Useful contacts



1. What is the London Taxicard Scheme?

Taxicard is a method of transport that offers subsidised travel in licensed taxis and private hire vehicles to London residents with serious mobility impairments or who are severely sight impaired. It enables members who have difficulty in using buses, trains and tubes to get out and about.

The scheme provides trips for social purposes, for example going shopping, visiting friends and family, and going out to events.

Taxicard enables around 100,000 members to take around 1.5 million trips per year.

The scheme is paid for by your local council and Transport for London. It is administered on their behalf by the London Councils, with Computer Cab as the main contractor and provider of vehicles.

2. Using my Taxicard

When can I use my Taxicard?

Your Taxicard can be used 24 hours a day, 365 days of the year – subject to the availability of a vehicle.

Can I travel with friends or companions?

You may be accompanied by up to four companions at no additional cost. If you have a large wheelchair, only three, sometimes only two, companions may be able to travel with you, depending on the type of wheelchair. When travelling with multiple companions, you should make the number of passengers clear when making your booking, so that an appropriate vehicle can be sent.

3. Making bookings

Your first booking:

Please call Computer Cab on **020 7763 5001 / 020 7082 3131** to make your first booking. Your first booking only must be made between 9am – 5pm Monday to Friday so that your details can be recorded by them.

When you call for the first time you will need to register your details by providing the following information:

- Your name and Taxicard number
- Full address, postcode and phone numbers
- Any special requirements, such as if you are a wheelchair user

At this point your card will be activated on Computer Cab's system. Please advise the operator if your pick-up location is not your home address.

If you are making a booking at the same time you will be asked for the information described on page 5 (future bookings).

Computer Cab recognises your phone number when you call in future as your telephone number is then linked to your Taxicard number.

Your first trip cannot be a street hiring or an internet booking, as this will result in you being charged the full fare

Future bookings:

When making a booking you need to give:

- The landline telephone number registered on your account.

If you are not at home a mobile phone or other contact number is useful. It is helpful to give a number if you can so that the operator is able to contact you if there is a problem in getting your vehicle to you.

- Your name and Taxicard number
- The address and postcode from which you want the vehicle to pick you up
- If there are any special pick-up arrangements, such as a particular exit from a supermarket or theatre etc (be as precise as you can)
- The address and postcode you want the vehicle to take you to
- Whether you are a wheelchair user, or if you need assistance getting in and out of the vehicle.

When booking a journey, the operator should confirm the details of your booking with you to ensure it has been recorded accurately.

Internet bookings:

If you want to make future bookings online and track the progress of your taxi go to www.taxicardbooking.com.

Once you have created your online account and wish to make a booking you will be asked to log in to the Online Booking system where you will need to make your booking.

You may also save your address as a favourite on the Online Booking system, which saves you having to enter the address each time you book.

Please also note that when you log in to the Online Booking system it will also state how many remaining Taxicard trips you have available for the year/month.

A useful demonstration of how the online booking works is also available on the website, visit www.taxicardbooking.com and view the demonstration video.

Online booking is free, easy and means no waiting on the telephone. Once your trip has been allocated to a taxi, you will be able to track the taxi's progress on a map as it makes its way to pick you up.

Can I book my vehicle in advance?

You can book in advance but this does not give you a priority booking or guarantee a vehicle for the requested time. However, booking in advance increases the likelihood of a car or taxi arriving at the correct time, so booking in advance is recommended. You can book up to three months in advance, but be sure to keep track of the bookings you have made, so you do not forget journeys you have booked well in advance.

The time taken to fulfil your booking depends on the availability of vehicles in your area at that time; traffic conditions and the location of vehicles means that vehicles may be early or late.

You should be ready fifteen minutes before your car or taxi is due to arrive. If you are not ready, the taxi meter may continue to run adding to the cost of your journey. Taxis will only wait up to five minutes after arriving to pick you up, during which time they will try to contact you. If they fail to do so they will consider the job cancelled, you will lose a trip and there could be a delay in getting another taxi to you.



4. Things to remember about booking your vehicle

For bookings where you wish to travel as soon as possible, you should always allow a minimum of 30 minutes before the time you wish to travel. Extra time should be given for bookings where it is important that you arrive on time.

For example:

- Connecting with on-going transport, and other important appointments
- Outings to events where tickets have been bought in advance

You can book a return journey at the same time as an outward one. When booking a return journey, always stress if failure to supply this would leave you in a vulnerable position. For instance, if you are alone at night, are a wheelchair user or have no other means of transport.

If you make regular journeys on a daily, weekly or monthly basis these can be booked up to three months in advance to save booking on each occasion.

Your booking is dependent on the number of vehicles available at any given time in your area. At certain times the demand for vehicles is high and may outstrip supply. If no vehicle is available the operator will ask whether you want them to keep trying to locate one or whether you wish to cancel it and make alternative arrangements. The contractor has dedicated staff to supervise Taxicard bookings.

Taxicard is not suitable for important appointments that are time critical as the service cannot be guaranteed.

Wheelchair or other assistance:

All licensed taxis are wheelchair accessible, and the contractors' drivers are obliged to take wheelchair users unless the driver has a medical exemption. Assistance will be limited to getting into or out of the taxi. Taxi drivers are not able to offer the type of specialist assistance given by drivers of some dedicated transport for people with disabilities. If specialist help is required, you should travel with a companion who can provide it.

It is the law that wheelchairs are properly secured inside the taxi and drivers should ensure this is done. If they fail to do so you should ask them to do it. For the safety of both passenger and driver the safest way for a wheelchair to be transported is facing backwards. Some electric wheelchairs and scooters are too large to be secured inside a cab and therefore cannot be carried. The contractor will advise if this is the case with your chair. Some of the larger wheelchairs can only be carried by certain types of taxi. If you have one of these it is possible you may have to wait longer until the correct type of taxi becomes available. If you have a large wheelchair or a scooter you should mention this at your first booking to ensure that a suitable vehicle is provided.

Most private hire vehicles are not wheelchair accessible.

Guide and assistance dogs:

Under the Equality Act 2010, taxi and private hire drivers are still obliged to carry guide dogs and assistance dogs at no extra cost to the passenger.

5. Hiring a taxi on the street or from a rank

You can hire a taxi on the street or from a rank, provided:

- You have your Taxicard with you
- The taxi is displaying the logo of one of the participating contractors
- The taxi is for hire

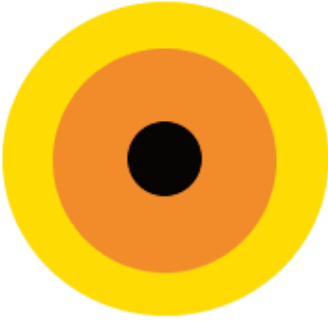
Please note that you cannot travel without your Taxicard in any circumstances, unless you are prepared to pay the full fare.

You may only use the contractors participating in the Taxicard scheme, most of which display a 'roundel' design.

The roundel lets you know that they accept Taxicard street hailing.



The roundel:



Please note that it is illegal for private hire cars to undertake a street hail trip, even if they participate in the Taxicard scheme.

6. Journey costs

Members always pay a minimum contribution towards the fare. Your borough subsidises the journey up to a maximum amount per trip and you will have to pay the balance. You can check with Computer Cab if you have a query about costs.

If the fare on the meter is more than the fare limit, you will have to pay the minimum contribution **plus the difference between the fare limit and meter reading.**

The taxi meter should have £2.40 on the meter when it arrives to pick you up, but the meter will continue to run as you enter the vehicle so the amount may be higher by the time the journey starts.

The taxi meter will continue to run even if:

- You are stuck in heavy traffic
- You are waiting at traffic lights
- The taxi is waiting for you
- There are extra stops on route

- The driver has to take a longer route due to roadwork or a diversion
- The journey takes longer because of bad weather conditions.

The driver will usually take the shortest route to your destination. If you have a particular route you would like to take please say at the outset of the journey. By swiping your card through the computer terminal at the beginning and end of your journey, all details of your trip are recorded.

The minimum charge you will pay and the subsidy your local authority will pay per trip can be found on a separate sheet with this booklet.

If your trip is in a private hire vehicle there is not usually a meter and the fare is calculated on a fixed cost per mile.

7. Other useful information

What methods of payment are there?

For journeys costing less than £2 you must pay the driver by cash. For journeys costing more than £2 you can pay by cash or credit card, you **cannot** pay by cheque.

N.B Please be aware that if you pay by credit card a transaction charge will be added, which will make your journey more expensive.

You must have sufficient money with you to pay the fare at the end of your journey. Failure to do so will result in the contractor refusing to book further journeys for you until the balance is paid.

Receipts:

Ask the driver at the end of your journey if you require a receipt for the amount you have paid, particularly if you wish to query the fare. Receipts are not given automatically.



Tipping:

There is no obligation to tip the driver of the vehicle. If you choose to tip for good service the amount is at your discretion and is not refundable.

Where more than one Taxicard holder travels in the same taxi:

Only one cardholder may use their Taxicard during a journey. Other cardholders will be regarded as additional passengers.

Cancellations:

If for any reason you decide not to travel after booking a vehicle, please cancel the booking as soon as possible with the contractor. If you do not cancel before your vehicle has been allocated to a driver by the contractor, your council has to pay what is on the meter and you also lose a trip from your allocation. Once the driver arrives at your location the vehicle will only wait for five minutes. They will try to contact you during this time. However, if they are unable to contact you, they will consider the booking cancelled. If the taxi arrives outside the contractors' target performance times you will not lose a trip even if you decide not to travel.

8. Terms and conditions of use

Please note you must not:

- Allow anyone else to use your Taxicard
- Use anyone else's Taxicard
- Use the scheme to send packages (or have anything delivered) unless you accompany them
- Make journeys to and from work if you are receiving payment from the Employment Services Agency's assistance with taxi fares to work scheme
- Allow the card to be swiped other than at the start or end of your journey
- Your journey must either start or finish within the area covered by the 33 London local authorities.

Any abuse of the rules of the scheme may lead to your Taxicard being withdrawn.



9. Change of address or personal details

You **must** inform London Councils Taxicard section (see details on page 14) if you change your name, address, telephone number, or any other personal details. You should also inform Computer Cab about these changes.

If you move to another London borough, you will need to reapply to your new council. You will no longer be eligible for a Taxicard if you move out of London. You should contact us if you are no longer able, or no longer wish, to use your Taxicard, or if you know of a Taxicard holder who has died or changed address.

10. Lost, stolen or damaged Taxicards

If you need a replacement Taxicard because it is lost, stolen or damaged you should contact London Councils Taxicard section. If there is a spare photograph of you on file, your new card will be sent to you within 5 working days. Your previous card will be cancelled. If there isn't a spare photograph, you will be asked to send a new one.

You cannot travel without your Taxicard.

You should note that when you report your card as lost, stolen or damaged your previous Taxicard is cancelled and deleted from our records. If your old card is subsequently found or returned to you, please destroy it. Computer Cab will not be able to accept bookings on the old card number and taxi drivers will not be able to swipe the card.

11. Complaints

If you wish to comment or complain about the Taxicard scheme you should initially contact Computer Cab by phone, email or letter. Complaints should be addressed to Computer Cab plc. See contact details at the end of this booklet.

You may also make a complaint or comment to your local authority, who will pass it on to London Councils for a response (usually London Councils will have to forward complaints to Computer Cab to investigate). You should expect a reply to your communication from Computer Cab or London Councils within 7 working days. If your complaint requires further investigation you will receive a written acknowledgement within 3 days.

If you feel the reply does not fully deal with your concerns, or you would like further clarification, you can contact London Councils.

12. Enquiries

Contacting the right organisation with your question will save you time and money. The following queries should be dealt with by the organisation shown.

London Councils Taxicard section:

- How many trips do I have per month/year?
- General enquiries about how the scheme works

Computer Cab – the contractor:

- Details of trips taken in the current financial year
- How much will my journey from A to B cost?

Please see page 14 for contact details.

13. Useful contacts

London Councils Taxicard section

Address: 59½ Southwark Street,
London, SE1 0AL

Telephone: 0845 415 4156 Fax: 020 7934 9699

Email: taxicard@londoncouncils.gov.uk

Website: www.taxicard.org.uk

Main Taxicard contractor: Computer Cab plc

Address: Computer Cab plc,
Advantage House,
Unit 7-8, Mitre Bridge Industrial Park,
Mitre Way,
London,
W10 6AU

Taxi bookings: 020 7763 5001 / 020 7082 3131

Customer Services: 020 7908 0271 Fax: 020 7908 0054

Email: customerservices@comcab.co.uk

Website: www.computercab.co.uk

Online booking: www.taxicardbooking.com

Transport for All

Transport for All gives travel advice and information to disabled people. They can help you with journey planning, transport complaints and inform you about all the transport services and benefits available.

Call the helpline on 020 7737 2339 or visit www.transportforall.org.uk

London councils telephone numbers

Barking and Dagenham	020 8215 3000	Islington	020 7527 2000
Barnet	020 8359 2000	Kensington and Chelsea	020 7361 3000
Bexley	020 8303 7777	Kingston upon Thames	020 8547 5757
Brent	020 8937 1234	Lambeth	020 7926 1000
Bromley	020 8464 3333	Lewisham	020 8314 6000
Camden	020 7974 4444	Merton	020 8274 4901
Croydon	020 8726 6000	Newham	020 8430 2000
Ealing	020 8825 5000	Redbridge	020 8554 5000
Enfield	020 8379 1000	Richmond upon Thames	020 8891 1411
Greenwich	020 8854 8888	Southwark	020 7525 5000
Hackney	020 8356 5000	Sutton	020 8770 5000
Hammersmith and Fulham	020 8748 3020	Tower Hamlets	020 7364 5000
Haringey	020 8489 0000	Waltham Forest	020 8496 3000
Harrow	020 8863 5611	Wandsworth	020 8871 6000
Havering	01708 434343	Westminster	020 7641 6000
Hillingdon	01895 250111	City of London	020 7606 3030
Hounslow	020 8583 2000		


Please note these numbers are for the main switchboard and you will need to tell the operator which section you require.

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	Address 1
	Address 2
	Address 3
	Address 4
	Address 5
	PostCode
ESP Batch Number	

Dear Taxicard applicant

Welcome to the London Taxicard Scheme. Please find attached your new Taxicard. Please read the information below carefully as it explains how many Taxicard journeys you can take and how your trips are charged. Please also read the enclosed Taxicard Welcome Booklet, which gives details of how the scheme operates.

Please note: Your first booking only must be made with the Taxicard contractor, Computer Cab, between 9 am to 5 pm Monday to Friday so that your details can be recorded by them.

Yours faithfully

London Councils' Taxicard Section

TRIP ALLOCATION

Your trip allocation until **31st March 2014** will be.....trips per year.

Your trip allocation from **1st April 2014** will betrips per year unless you are informed otherwise.

Your trips are automatically allocated to you every year from 1st April. You do not need to contact London Councils or your borough. You will not be sent a new card and you should continue to use the old one. We will only contact you if your trip allocation changes.

Trips cannot be carried over from one financial year to the next.

Card Attachment Area

You can find out how many trips you have remaining by asking the taxi company when you make a booking.

JOURNEY COSTS

Members always pay a minimum contribution towards the fare. Your borough subsidises the journey up to a maximum amount per trip and you will have to pay the balance. You can check with the contractor, Computer Cab, if you have a query about costs.

If the fare on the meter is more than the fare limit, you will have to pay the minimum contribution **plus the difference between the fare limit and meter reading.**

	MEMBER MINIMUM CONTRIBUTION	BOROUGH MAXIMUM SUBSIDY	FARE LIMIT
ALL DAYS / TIMES	£2.50	£8.30	£10.80

For example:

If you make a journey resulting in a Taxi metered fare of £12.00

Payment would be as follows:

Taxi meter reading = £12.00

The maximum Borough Subsidy is £8.30

The member pays a £2.50 minimum contribution

The Fare Limit = £10.80

The Taxicard member would pay £1.20 in addition to the £2.50 minimum contribution, or £3.70 in total.

If you are concerned about the fare, please ask the contractor to give you an indication of the likely cost of your journey. It is important to remember that Taxicard journeys can be expensive if you travel a long distance. Because taxi fares are determined by a combination of distance and time, it is not possible to quote you an exact fare for taxi journeys.