

**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.*

### **Contents**

1. Context
2. Background, needs assessment and vision
3. Current Service Impact and Resource
4. Improving Outcomes
5. Commissioning Options
6. Recommendations
7. Next Steps

### 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
7. Source materials
8. Data tables

## 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?"<sup>1</sup> 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 families<sup>2</sup>.

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<sup>1</sup> Needs Assessment 2012/13, ESSO

<sup>2</sup> 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.<sup>3</sup>

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.

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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 3<sup>rd</sup> 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 EYFSP<sup>4</sup> 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 9<sup>th</sup> 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

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<sup>4</sup>EYFSP 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 development<sup>5</sup>”, compared to 59% in England. We are 10<sup>th</sup> 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)

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<sup>5</sup>A 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 35<sup>th</sup> most affluent LA in England, the second most affluent amongst our SN and 6<sup>th</sup> 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 6<sup>th</sup> 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 4<sup>th</sup> 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 8<sup>th</sup> 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 development<sup>6</sup>”, compared to 59% in England. We were 10<sup>th</sup> 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 107<sup>th</sup>, down from 103<sup>rd</sup> 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 5<sup>th</sup> 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 98<sup>th</sup>, up from 149<sup>th</sup> and in the third quartile.

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<sup>6</sup>A 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

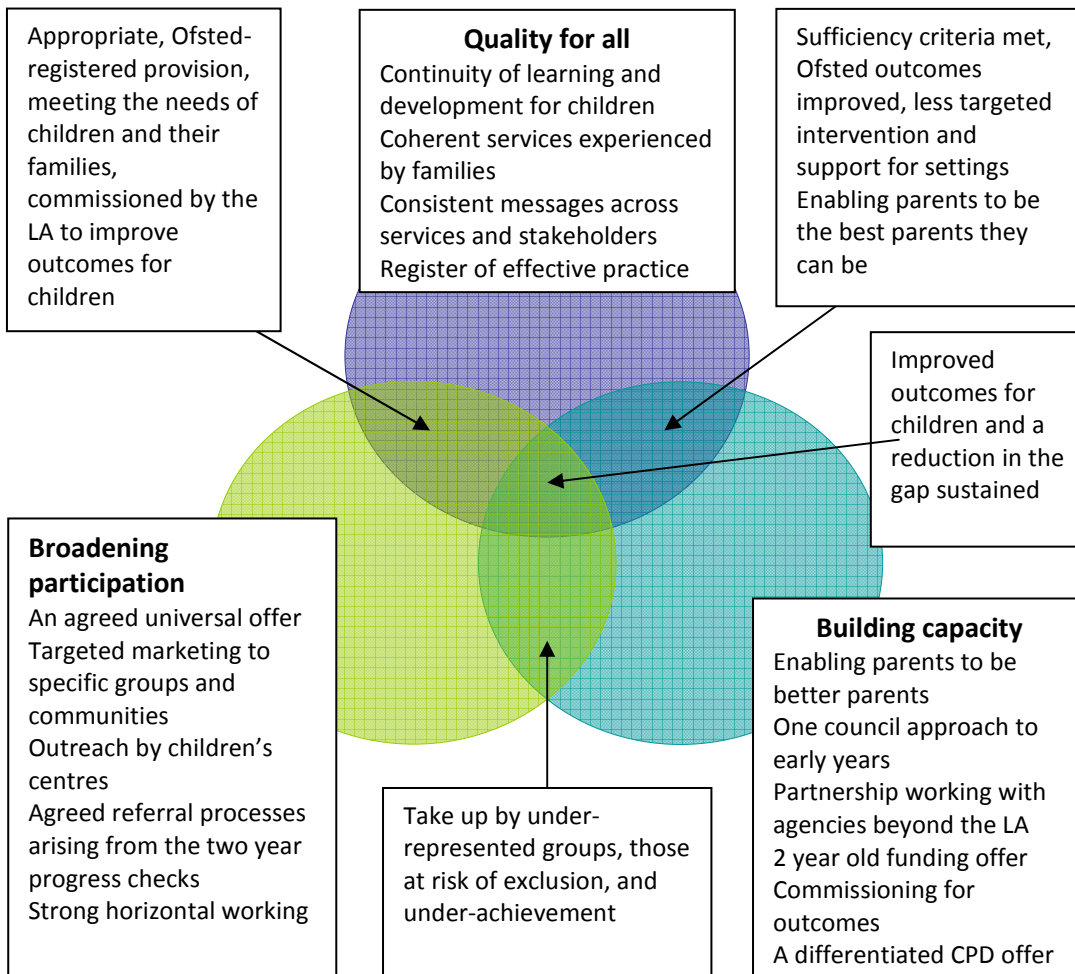
“It is in our hands. We promise our children and young people the best start in life”<sup>7</sup>

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.”<sup>8</sup>

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 vision<sup>9</sup>, 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:



<sup>7</sup> Harrow’s Families, Statutory partners and Communities

<sup>8</sup> Our Plan: Children and Families, 2013

<sup>9</sup> 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 STA<sup>10</sup>.
- 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		

<sup>10</sup> 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 research<sup>11</sup> suggests that the size of the parental contribution far exceeds the contribution of the state.

<sup>11</sup> 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.<sup>12</sup>

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

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<sup>12</sup> 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 framework<sup>13</sup> 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.

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<sup>13</sup> 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:

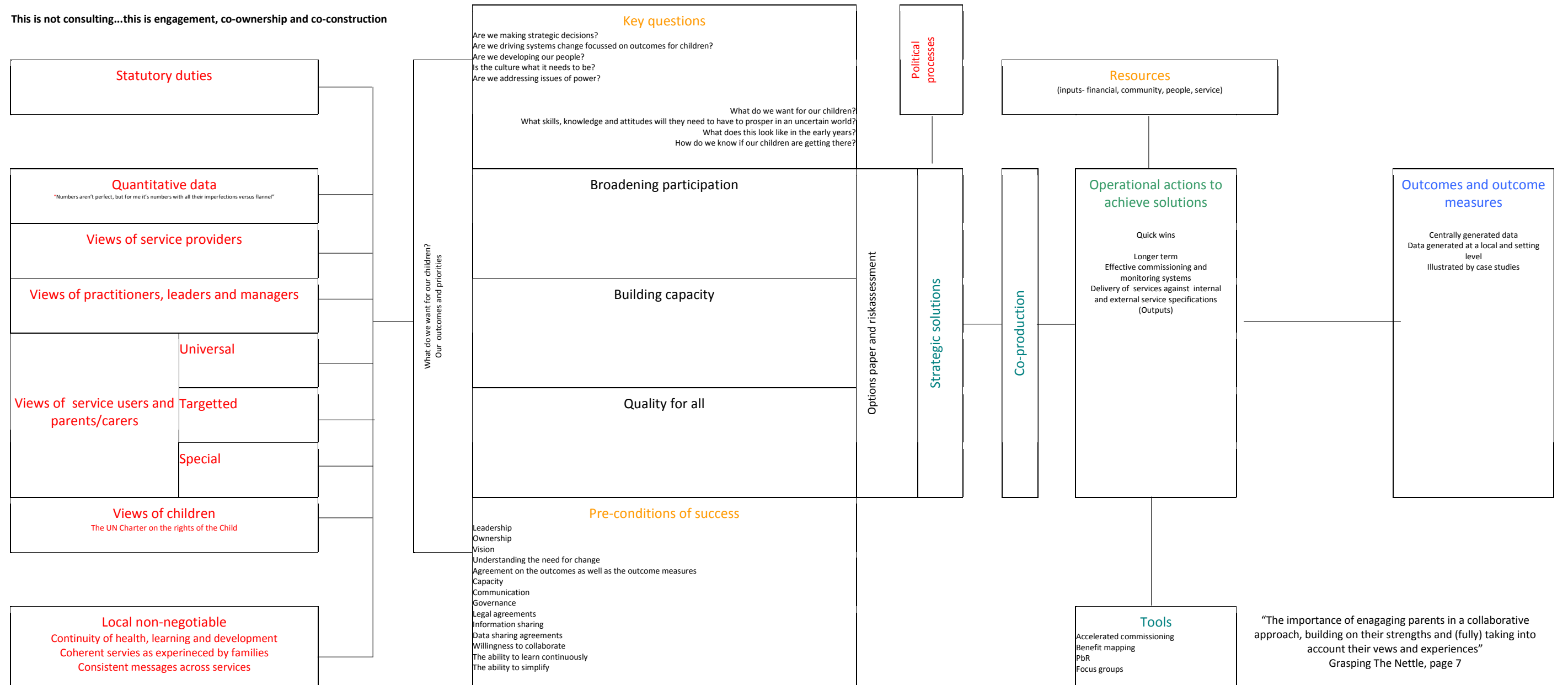
- a. guarantee an offer of funding for all providers of a quality assessed by Ofsted, or an inspection body approved by the Secretary of State, as ‘satisfactory’, ‘good’ or ‘outstanding’ where there is an eligible child wanting to take up an early education place;
- b. guarantee an offer of funding for 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:

<b>Generic duties/responsibilities of the Childcare Act 2006</b>		
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		
<b>Broadening participation</b>	<b>Building capacity</b>	<b>Quality for all</b>
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.

<p><b>Building Capacity</b>                  Places- sufficiency and affordability, sustainability                  People- training, qualifications                  Processes and systems- shared and streamlined</p>	<p><b>Non-negotiable</b>                  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</p>
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Options		Constraints
<b>The Harrow offer to parents</b>		
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? Can we increase take up of the free entitlement amongst those at greatest risk of exclusion and under-achievement?	The LA lacks the specific experience of 2 year olds to deliver this with confidence
Matching provision to need		
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

**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?	



**DRAFT**

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
<b>The Harrow offer to early years providers</b>		
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?	
<b>The Harrow offer to service delivery partners</b>		
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><b>Quality for all</b> Sector and location 2yo quality assurance Self-evaluation Peer support</p>	<p><b>Non-negotiable</b> 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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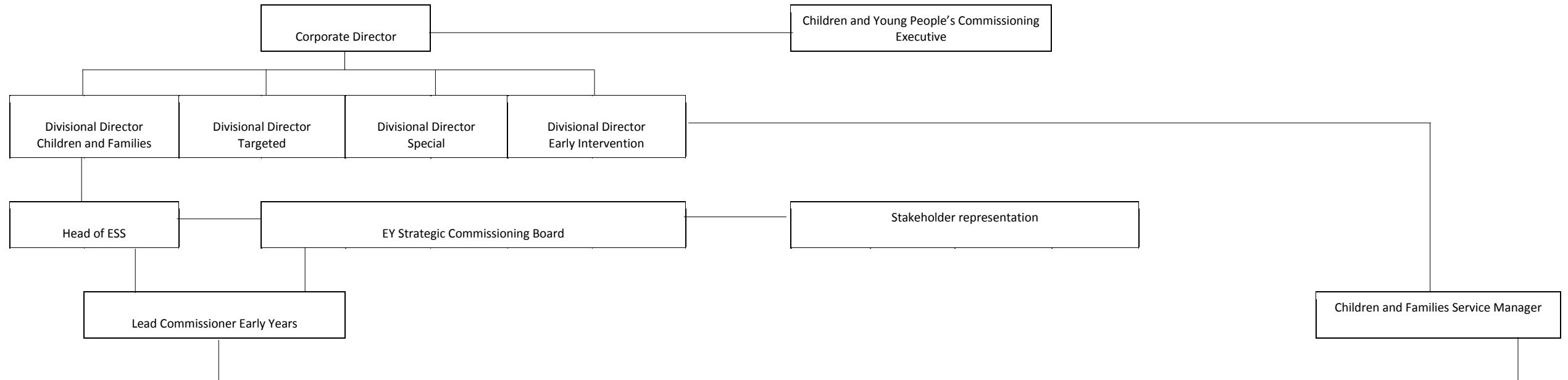
**Commissioning questions**

**The Harrow offer to early years providers**

<b>QA</b>	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
<b>Action research for quality in relation to 2 year old offer</b>	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
<b>Increasing professional autonomy</b>		
<b>Leadership and management</b>		
<b>Self-evaluation</b>	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
<b>Cost effectiveness of provision and pedagogy</b>	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
<b>Transitions</b>	<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>
<b>Moderation</b>		No budget is allocated for this statutory function

**DRAFT**

**Appendix 5 – Possible/proposed governance arrangements**



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
<b>Grand Total</b>	<b>2475</b>		<b>2706</b>	

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)
<b>Grand Total</b>		<b>678</b>	<b>197</b>

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 <sup>14</sup> %	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

<sup>14</sup>22% 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% <sup>15</sup>
<i>Aylward</i> <sup>17</sup>	Canons <sup>18</sup>	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

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

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

<sup>17</sup>Schools in italics offer R only. All other schools offer N and R.

<sup>18</sup>Wards 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>Grimsdyke</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>Grimsdyke</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 STA<sup>19</sup> 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
<b>Total of Target Groups Reach</b>	<b>4,135</b>	<b>8,064</b>	<b>11,346</b>	<b>10,281</b>

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%.

<sup>19</sup>Standards 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
<b>CEDARS HUB</b>							
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%
<b>HILLVIEW HUB</b>							
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%
<b>KENMORE HUB</b>							
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%
<b>PINNER HUB</b>							
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> <sup>20</sup>	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	<b>Marlborough</b> <sup>21</sup>	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

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

<sup>21</sup> 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	<b>Queensbury</b>	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	<b>Stanmore Park</b>	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	<b>Kenton East</b>	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> <sup>22</sup>	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	<b>Marlborough</b> <sup>23</sup>	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

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

<sup>23</sup> 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
	<b>Queensbury</b>	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	<b>Kenton East</b>	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
	<b>Stanmore Park</b>	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	