



City of Westminster

# Committee Agenda

Title:

**Children, Sport & Leisure Policy & Scrutiny Committee**

Meeting Date:

**Monday 26th January, 2015**

Time:

**7.00 pm**

Venue:

**Rooms 5, 6 & 7 - 17th Floor, City Hall**

Members:

**Councillors:**

Brian Connell (Chairman)  
Richard Beddoe  
Iain Bott  
Paul Church  
Nick Evans  
Barbara Grahame  
Papya Qureshi  
Robert Rigby

**Elected Voting Representatives**

Aki Turan, Parent Governor  
Annie Ee, Parent Governor

**Co-opted Voting Representatives**

Brenda Morrison, Church of England  
Diocese Representative  
Louise McCullough, Roman Catholic  
Diocesan Board Representative

**Co-opted Non-voting representatives**

Smita Bora, Principal of Westminster Academy  
Darren Guttridge, Headteacher, Edward Wilson  
Primary School

**Members of the public are welcome to attend the meeting and listen to the discussion Part 1 of the Agenda**

**Admission to the public gallery is by ticket, issued from the ground floor reception at City Hall from 6.00pm. If you have a disability and require any special assistance please contact the Committee Officer (details listed below) in advance of the meeting.**



**An Induction loop operates to enhance sound for anyone wearing a hearing aid or using a transmitter. If you require any further information, please contact the Committee Officer, Sarah Craddock.**

**Corporate Website: [www.westminster.gov.uk](http://www.westminster.gov.uk)**

**Note for Members:** Members are reminded that Officer contacts are shown at the end of each report and Members are welcome to raise questions in advance of the meeting. With regard to item 2, guidance on declarations of interests is included in the Code of Governance; if Members and Officers have any particular questions they should contact the Head of Legal & Democratic Services in advance of the meeting please.

## **AGENDA**

### **PART 1 (IN PUBLIC)**

**1. MEMBERSHIP**

To note any changes to the membership.

**2. DECLARATIONS OF INTEREST**

To receive declarations by Members and Officers of the existence and nature of any personal or prejudicial interests in matters on this agenda.

**3. MINUTES**

To approve the minutes of the meeting held on 24 November 2014.

**(Pages 1 - 6)**

**4. ACTION TRACKERS**

To note the progress in implementing the Committee's Recommendation and Action Trackers.

**(Pages 7 - 10)**

**5. CABINET MEMBER FOR SPORTS, LEISURE AND OPEN SPACES (TO FOLLOW)**

Report from Councillor Steve Summers (Cabinet Member for Sport, Leisure and Open Spaces) updating the Committee on current and forthcoming issues in his Portfolio.

**6. CABINET MEMBER FOR CHILDREN AND YOUNG PEOPLE**

Councillor Chalkley (Cabinet Member for Children and Young People) to update the Committee on current and forthcoming issues in his Portfolio.

**(Pages 11 - 14)**

**7. THE EARLY HELP STRATEGY 2014-2018**

The Committee will examine the new Early Help Strategy.

**(Pages 15 - 72)**

**8. SCHOOL PERFORMANCE REPORT 2014**

**(Pages 73 - 82)**

The Committee will evaluate the key areas of success and identify areas to be developed in the Annual Education Report.

**9. COMMITTEE WORK PROGRAMME**

**(Pages 83 - 86)**

To discuss the Committee's Work Programme for 2014/15.

**10. REPORTS OF ANY URGENT SAFEGUARDING ISSUES**

Verbal Update.

**11. ANY OTHER BUSINESS THE CHAIRMAN CONSIDERS URGENT**

**Peter Large**  
**Head of Legal & Democratic Services**  
**20 January 2015**

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CITY OF WESTMINSTER

## MINUTES

**CHILDREN, SPORTS AND LEISURE POLICY & SCRUTINY COMMITTEE  
24 NOVEMBER 2014  
MINUTES OF PROCEEDINGS**

Minutes of a meeting of the **Children, Sports and Leisure Policy & Scrutiny Committee** held on Monday 24 November 2014 at Westminster City Hall, 64 Victoria Street, London SW1E 6QP.

**Members Present:** Councillors Brian Connell (Chairman), Iain Bott, Paul Church, Nick Evans, Barbara Grahame and Adnan Mohammed Robert Rigby.

**Co-opted Members:** Aki Turan, Annie Ee, Louise McCulough, Smita Bora and Darren Guttridge.

**Also present:** Councillor Steve Summers (Cabinet Member for Sports, Leisure and Open Spaces).

**Apologies for Absence:** Brenda Morrison.

### 1. MEMBERSHIP

- 1.1 It was noted that Councillor Adnan Mohammed was substituting for Councillor Richard Beddoe.
- 1.2 The Chairman welcomed Councillor Steve Summers (Cabinet Member for Sports, Leisure and Open Spaces) to the meeting.
- 1.3 The Chairman welcomed Stephen Bishop (DfE), Rachel Graham (Elective Home Education (EHE) Parent) and Dr Leslie Barson (EHE parent and founder of the Otherwise Club) who were attending the meeting to take part in the Elective Home Education discussion.
- 1.4 The Chairman also welcomed Annie Ee, Parent Governor and Darren Guttridge, Head teacher at Edward Wilson Primary School to their first meeting and looked forward to their support and contribution in the coming year.
- 1.5 The Chairman congratulated James Thomas, Director of Children Services on his appointment of Director of Children Service's at Newham Council and thanked him for all he had done at Westminster City Council.

## **2. DECLARATION OF INTEREST**

- 2.1 Councillor Barbara Grahame declared that she was no longer a Management Committee Member of Beachcroft School.
- 2.2 No further declarations of interests in respect of items to be discussed were made, other than those noted in the circulated schedule.

## **3. MINUTES**

- 3.1 **Resolved:** That the minutes of the meeting held on 6 October 2014 were approved for signature by the Chairman as a true and correct record of the proceedings.

## **4. ACTION AND RECOMMENDATION TRACKERS**

- 4.1 **Resolved:** That the Action and Recommendation Trackers be noted.

## **5. QUESTION AND ANSWER SESSION: CABINET MEMBER FOR SPORTS, LEISURE AND OPEN SPACES**

- 5.1 The Committee received an update from the Cabinet Member who responded to questions relating to:
- the mural to be painted in Church Street Library.
  - the performance of the Greenwich Leisure Limited Contract.
  - the Council's Voluntary Strategy and volunteering at events.
  - the services at Mayfair Library and the lift at Pimlico Library.
  - the public availability of the Quintin Kynaston school's sport facilities.

### **5.2 ACTIONS:**

1. That a briefing note on the performance of the Greenwich Leisure Limited Contract be circulated to Members.
2. That a telephone conversation with relevant officers to discuss the procurement of the new Volunteering Brokerage Service be arranged.

## **6. QUESTION AND ANSWER SESSION: CABINET MEMBER FOR CHILDREN AND YOUNG PEOPLE**

6.1 The Committee received an update from the Cabinet Member which covered current and forthcoming issues in his Portfolio.

## **7. ELECTIVE HOME EDUCATION**

7.1 The Committee received a report on Elective Home Education (EHE) which outlined the emerging issues and developments in the provision of services to support children in families who have elected to home educate.

7.2 The Chairman welcomed Alison Farmer, Tri-borough Assistant Director for Special Educational Needs and Liz Spearman, Tri Borough Head of ACE to give a general introduction to the report. They advised that Westminster City Council had adopted a revised EHE policy on 25 March 2014 whereby a Local Authority Home Education Adviser would, wherever possible, meet with all EHE families to discuss education provision and offer advice if necessary. The Committee noted that Local Authorities had a duty to ensure all children receive an education as well as safeguarding and promoting the welfare of children.

7.3 The Committee then welcomed Stephen Bishop (DfE) who gave a brief overview of the national context. Stephen advised that the subject of Elective Home Education had risen in priority for national government in the last year due to a number of local authorities approaching the department regarding serious case reviews and safeguarding issues.

7.4 The Committee also welcomed Rachel Graham (EHE parent) and Dr Leslie Barson (EHE parent and founder of the Otherwise Club) to the meeting. Rachel talked about being an EHE parent and the parent network and clubs available to home educated children. She emphasised how unhappy she was with the introduction of the new policy and that she did not want to be forced to meet with the Local Authority. She advised that local authorities had a variety of other systems which picked up children at risk and safeguarding issues.

7.5 Stephen, Rachel and Leslie all took part in the Committee's discussion.

7.6 Issues discussed by the Committee included:

- the flexibility, types of education and clubs available in Elective Home Education.
- the uncertainty around how many children are being home educated.
- the difference between children missing education and those in Elective Home Education.

- the impact that the revised policy and procedures of Westminster City Council have had on Elective Home Education parents.
- the duties of the Local Authority to ensure that all children receive an education.
- the duties of the Local Authority regarding the safeguarding of children.
- the tension between Westminster City Council and Elective Home Education parents regarding the annual visit to ensure that children were receiving an education.
- the council systems in place to identify children at risk and the possibility that some people were using Elective Home Education as an excuse not to send their children to school.
- the importance of on-going engagement with advocates, the Local Authority officers and Elective Home Education parents to improve understanding and communication.
- the Elective Home Education policy of other London boroughs.

7.7 The Chairman thanked everyone who had given up their time to attend the meeting and contribute to the discussion.

7.8 **RESOLVED:**

1. The Committee expressed regret that the change of policy at Westminster City Council (i.e. that the Local Authority will, wherever possible, meet with Elective Home Education families to discuss education provision, and offer advice if necessary) had created tension between the Local Authority and the Elective Home Education parents, but felt that it was now important for everyone to start rebuilding relationships to achieve good communication and understanding in order to move forward and work together in the future.
2. The Committee further noted the comments of the Elective Home Education advocates in attendance at the meeting in relation to the possibility of the Local Authority offering more support to Elective Home Educators in term of offering access to subsidised sports and music classes, teacher training, access to the magazines published for parents in schools, and for forums to meet with officers to perhaps include coffee mornings, and supported these measures in addition to the implementation of the current policy.



3. The Committee were particularly concerned about the possible under reporting of children receiving Elective Home Education, children missing out on education, and the safeguarding and welfare of children (particularly those who the Local Authority are not aware of as being home educated), and were of the view that it would be helpful to Local Authorities if the Regulations could be updated to provide more clarity around how Local Authorities should undertake their duty to ensure that children are being educated in all cases of Elective Home Education.
4. That the Committee be kept informed on any progress which may be made on the updating of the relevant legislation and regulations.

## **8. PROMOTING AN ACTIVE WESTMINSTER**

- 8.1 The Committee received a report on the approach taken in promoting participation in sport and physical activity for children and young people. The Committee noted the quantity and quality of PE and school sport, in addition to developing more community based opportunities to take part in sports and physical activities.
- 8.2 Andrew Durrant, Head of Sports and Wellbeing, introduced the report and showed a short film about the Westminster Mile which was produced by City of Westminster Media students. The film brought to life the positive impact the Westminster Mile has on children, families and adults alike.
- 8.3 The Committee discussed physical activity/inactivity within Westminster and were concerned that some wards had extremely low levels of activity. The Committee further discussed: sport in schools, securing facilities for swimming lessons, competitive sport programmes, the wide range of sporting activities available in Westminster, the way wards showing low participating would be targeted by delivering services in the local area, the importance of Section 106 agreements in delivering sport facilities to residents and Westminster's performance in the London Youth Games.
- 8.4 The Committee noted that Westminster City Council's Sports and Leisure Unit had been awarded an excellent rating by Quest, an independent national benchmarking body, which was the first awarded to a council in London.
- 8.5 The Committee further noted that the new strategy would be progressed through the ActiveWestminster Board which would involve several council departments such as Public Health and Children's Services in addition to a range of public, private and voluntary sector stakeholders through the established ActiveWestminster partnership.
- 8.6 The Chairman thanked everyone for contributing to the discussion.

**8.7 RESOLVED:**

1. That Members welcomed the new strategy and noted that the aims and objectives of ActiveWestminster, Public Health and Children's Services would in the future be incorporated in just one Council Strategy

**9. COMMITTEE WORK PROGRAMME**

9.1 The Committee considered its Work Programme.

9.2 The Committee agreed that at the next meeting on 12 January 2015 they would review the Annual Education Report and that the meeting would be held in All Souls Church of England Primary School.

9.3 The Committee further agreed to hold an additional meeting in April 2015 to look at the provision of Nursery Schools in Westminster.

**10. REPORTS OF ANY URGENT SAFEGUARDING ISSUES**

10.1 **Resolved:** The Committee noted that there was nothing to report.

**11. TERMINATION OF MEETING**

11.1 The meeting ended at 21:20.

CHAIRMAN \_\_\_\_\_

DATE \_\_\_\_\_

# Action and Recommendation Trackers

## Children, Sports and Leisure Policy and Scrutiny Committee

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Date                      **26 January 2015**

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Classification        **General**

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Report author and **Rebecka Steven, Scrutiny Officer (x3095)**  
telephone                      **rsteven@westminster.gov.uk**

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### 1. Introduction

The Children's, Sport and Leisure Policy and Scrutiny Committee examines the wide range of council services and projects that generally fall within the portfolios of Children and Young People, and Sport, Leisure and Open Spaces.

This document presents the legacy actions and recommendations from this committee that result from or apply to the period between June 2013 and January 2015.

The following colour coding has been applied to assist committee members and others to understand the progress made against each item:

 Outstanding

 In progress

 Complete

# Action Tracker

Children, Sports and Leisure Committee

## ROUND ONE (18 June 2014)

Agenda Item	Action and responsible officer	Update
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No outstanding actions.		
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## ROUND TWO (6 Oct, 2014)

Agenda Item	Action and responsible officer	Update
Safeguarding	That the findings of Hammersmith and Fulham's critical friend report be circulated and the possibility of holding Tri-Borough P&S Committees in the future be investigated. <b>Rebecka Steven</b>	Tri borough officers have been in discussions and this was discussed at the last meeting of the Westminster Scrutiny Commission.
Safeguarding	A note to be prepared for the Chair in relation to problems experienced by the Met Police in dealing with three separate boroughs.	<b>Complete.</b>

## ROUND THREE (24 November 2014)

Agenda Item	Action and responsible officer	Update
Elective Home Education	Letter from Chair to DfE – summary of debate and issues raised. <b>Rebecka Steven (Policy and Scrutiny Officer)</b>	<b>Complete.</b>
Active Westminster Strategy	Update to be provided to members on London Youth Games (numbers/ participants etc). <b>Andy Durrant (Head of Sport and Wellbeing)</b>	<b>Complete.</b>
Cabinet Member for Sport, Leisure and Open Spaces Update	That a briefing note on the performance of the Greenwich Leisure Limited Contract be circulated to Members. <b>Andy</b>	<b>The relet for this contract is on the work plan for February (recommended to be a task group or</b>

	<b>Durrant (Head of Sport and Wellbeing)</b>	conference call) so the information requested will be provided at this stage.
Cabinet Member for Sport, Leisure and Open Spaces Update	That a telephone conversation with relevant officers to discuss the procurement of the new Volunteering Brokerage Service be arranged.	<b>Complete.</b>

# Recommendation Tracker

Children, Sports and Leisure Committee

<b>ROUND ONE (18 June 2014)</b>		
<b>Agenda Item</b>	<b>Recommendation and responsible officer / cabinet member</b>	<b>Update</b>
There are no outstanding recommendations.		

<b>ROUND TWO (6 October 2014)</b>		
<b>Agenda Item</b>	<b>Recommendation and responsible officer / cabinet member</b>	<b>Update</b>
There are no outstanding recommendations.		

**ROUND THREE (24 November 2014)**

<b>Agenda Item</b>	<b>Recommendation and responsible officer / cabinet member</b>	<b>Update</b>
Active Westminster	To note that multiple strategies currently exist (ie Public Health Physical Health Strategy) and to recommend to Cabinet that as an aspiration, only one strategy should exist. <b>Rebecka Steven.</b>	<b>Complete.</b>
Elective Home Education	That the Committee be kept informed on any progress which may be made on the updating of the relevant legislation and regulations. <b>Andrew Christie</b>	



City of Westminster

## Cabinet Member Update

**Meeting:** *Children and Community Services Policy and Scrutiny Committee*  
**Date:** *26 January 2015*  
**Title:** *Better City Better Lives, Children and Young People Progress Report*  
**Report of:** *Councillor Chalkley, Cabinet Member for Children and Young People*

### **1 Better City, Better Lives Priorities**

#### **1.1 We will ensure that at least 80% of resident children in the borough are granted at least one of their top three preferences for schools.**

In March 2014, 94.9% of Reception Class and 83.6% of Secondary transfer resident children were granted at least one of their three preferences. This compares to 95.7% (national) and 92.5% (London) for Primary Schools and 95.5% (national) and 90.7% (London) for Secondary school.

#### **1.2 We will provide 240 extra primary school places and 60 extra secondary school places in 2014/15, ensuring we keep pace with projected demand.**

In 2013-14 the Primary capacity was 11,751 places and Secondary capacity was 10,002 places. For 2014-15, ARK Atwood has opened with the full complement of 420 Primary pupil places. No new Secondary places have been provided as yet but a working party has visited a number of sites to assess future options as part of a programme to deliver 435 new places by 2017.

#### **1.3 We will ensure that at least 80% of children in foster care are placed locally through the Tri-borough Fostering and Adoption Service.**

In 2013-14, 83% of young people requiring foster care were placed with Tri-borough foster carers. Since April 2014, 71% (35 of the 55) children or young people requiring foster placements have been placed with Tri-B foster carers. Five referrals are ongoing which may improve the current performance rate.

#### **1.4 We will ensure that all children, in new proceedings starting 1 April 2014, with a plan for adoption, will be placed with their adopters within 12 months of coming into care.**

Since 1st April 2013, twelve children have had placement orders starting. Of these, eight have been placed with adopters four within 12 months of the placement order and four exceeding the timescale. Of the remaining four children waiting to be placed with adopters, two have currently exceeded the 12 month timescale and are yet to be placed. Two have yet to be placed and are currently within the 12 month timescale so the performance rate may improve.

#### **1.5 We will provide 801 free day care opportunities for two year olds.**

The DfE termly data release includes all families who meet either the 20% or 40% entitlement from the expanded eligibility criteria. 801 families in Westminster have been identified, an increase of 19% from the initial termly release of 675 target. 61% (491) meet the 20% criteria and 39% (310) meet the 40% criteria. At present there are sufficient places to meet demand. Capacity building, especially with schools and other early years provision, is focused on creating additional places for the Spring 2015 term onwards. As at October 2014, 332 (81%) of the 411 places available were taken up by 2 year olds.

**1.6 We will ensure that at least 50% of families on the Troubled Families programme will have resolved their offending, anti-social behaviour and poor school attendance.**

In October (the latest Payment by Results claim) we have achieved Payment by Result (PbR) turn around for 52% of families in the now reduced Westminster cohort. Following negotiations with Department for Communities and Local Government (DCLG) a reduced cohort size from 790 to 640 has been agreed with DCLG. There are two more payment by results windows until the end of Phase 1 of the Troubled Families programme, January 2015 and May 2015. Westminster is on track for 75-80% PbR turn round by that time.

**1.7 We will ensure that there is a place in education, employment and training for every young person after they complete their GCSEs.**

In September 2014, 99% of school year 11 leavers had an offer of a place; this provisional figure is comparable to the figure of 99.6% for the 2013 year. The activity survey which will show post 16 transition outcomes will be finalised on 31<sup>st</sup> October 2014 and published in December 2014.

**1.8 Working with the Sir Simon Milton Foundation, Network Rail and the University of Westminster, we will start on the building of the University Technical College to ensure that Westminster has a skills ready workforce which matches the needs of the employment market.**

A consortium of Bouygues-Redrow has been appointed by the City Council as the developer for the UTC and a detailed planning and building programme together with risk analysis and options is being prepared. Detailed design work of the layout of the UTC as part of a mixed use development has been completed by the UTC Team. The UTC Principal is currently being recruited and a decision will be made on the calibre of applicants and to re-advertise w/b 8.12.14. An amended Educational Brief has been submitted to the Government together with our admissions policies. Both documents will be refined by the Principal when in post and will be part of the Funding Agreement between the DfE and the UTC which will be signed off in March 2015. Prior to Christmas, a statutory education consultation will be undertaken and also the planning consultation prior to the submission of a planning application which is now profiled for January 2015.

**1.9 We will ensure that 75% of Westminster's pupils will achieve 5 grade A\*-C at GCSE, including English and Mathematics, in 2014.**

In 2013-14 (academic year) DfE latest published results showed that 67% of Westminster pupils achieved 5 grade A\*-C GCSEs, including English and Maths, compared with 70% the previous year. This result maintains Westminster's position well above the national rate of 53% (which is down from 59% in 2013). The decline, both locally and nationally, is at least partly attributable to revised methodology.

**1.10 We will promote school readiness, testing new approaches through the Neighbourhood Community Budget Pilot in Queens Park.**

An integrated (health and education) 2 year assessment is being piloted in Queens Park Ward between Sept 2014 – Dec 2014. Year to date, 53% (41 of 77) 2 year old children have had a 2 year old assessment in their setting. Ten parents have attended parenting skills training in the 1st year of their child's life which is on track to achieve the target of 14. Five community champions have been recruited since April 2014.

**1.11 We will increase the proportion of children in Westminster Primary Schools who achieve or exceed Level 4 in Reading, Writing and Mathematics in Standard Attainment Tests [SATs] to 80%.**

The 2014 Primary school Key Stage 2 L4+ results for 2014 are 85% (up from 79% in 2013). This is well above this year's national average of 79%.

**1.12 We will hold more perpetrators of domestic violence to account for their actions through prosecution and effective programmes which address their behaviour.**

In Westminster City Council, every woman will now be asked whether they have experienced domestic abuse during the course of any social work assessment. During the second quarter of 2014, every father or male carer will be included and spoken to as part of any social work assessment especially those triggered by reports of domestic abuse.



**1.13 We will ensure that 75% of 2 year olds in Westminster will receive a developmental review, targeting 2 year olds in the city's most deprived wards.**

Information on this project will be provided by Public Health for the next Policy and Scrutiny Committee.

**1.14 We will reduce the numbers of adolescents needing to come into care to 45.**

Since April 2014, 39 (66%) of the 59 of young people coming into care were aged 14-17 years. These numbers reflect an increase in the number of European Nationals who are 17 years old who arrive in the UK or were abandoned who have sought accommodation under the Children Act (1989) Section 20 status as young people with no person who has parental responsibility for them in the UK.

**1.15 We will reduce the number of 16-18 year olds [years 12 and 13] Not in Education, Employment and Training [NEET] to 37.**

Information as at July 2014 provides the most current status. Further updates are due in December 2014, when the annual activity survey, which provides information on the current activity of year 11s, is due to be published by DfE. In July 2014, 39 young people in school years 12 and 13 were recorded as being NEET. Of these, 13 (1.2%) were in school year 12 and 26 (2.3%) in school year 13.

Three Month Averages - NEET June 2014	Academic Age 16 -18 (year 12-14)								Change between ave
	2013-14				2012-13				
	Apr-14	May-14	Jun-14	Ave	Apr-13	May-13	Jun-13	Ave	
ENGLAND	5.3%	5.4%	5.5%	5.4%	5.9%	5.9%	6.0%	5.9%	-8.5%
LONDON	4.0%	4.1%	4.1%	4.1%	4.8%	4.8%	4.8%	4.8%	-14.6%
Westminster	3.2%	3.3%	3.3%	3.2%	7.7%	7.8%	7.6%	7.7%	-58.4%

**1.16 We will increase the number of Care Leavers who are in Education, Employment and Training [EET]**

As at 31<sup>st</sup> March 2014: 68.6% (83 of the 121 care leavers) were in education, employment or training. As of 30<sup>th</sup> September 2014 75% of care leavers were EET. The target for care leavers who are EET is 75%.

**1.17 We will improve our approach to joint safeguarding with the Police in relation to Child Sexual Exploitation [CSE].**

Westminster Children's Services and the Metropolitan Police are subject to Pan-London Child Sexual Exploitation Operating Protocols. All new cases are assessed by the Multi Agency Safeguarding Hub [MASH]. Police are invited to all Strategy Meetings regarding CSE cases as part of Joint Investigation Protocols. The new Police Pan London Missing Persons Team will link with Tri- Borough MASH. At end of quarter two, 100% (3 of 3) of CSE cases in last quarter all have been jointly dealt with by Children Social Care and Met Police in Westminster.

**1.18 We will work with more than 30 families in 2014/15 to ensure their children, who are disabled or have special educational needs, have the support of a joined-up Education, Health and Care Plan.**

Following the implementation of the Children and Families Act in September 2014 we have started the process for assessing young people for a joined-up Education, Health and Care plan. Following the first half term we have started the 20 week assessment process with eleven young people and their families from Westminster, which means we are on target to work with 30 families by the end of the academic year.

**1.19 We will train twelve young people with special educational needs to enable them to travel to and from school independently.**

Travel trainers have worked with ten WCC children over the last year, to enable them to travel to and from school independently. More young people will be identified for this support during the 2014/15 academic year, starting from September 2014. Next update is due in January 2015.

**1.20 We will provide ten young people who have learning difficulties with local specialist further education provision to support them in gaining independence and employment.**

From September 2014, the Kennet West Skills centre partnership between QEII/Westminster Kingsway College has eighteen learners enrolled (ten from WCC). The number of places will increase to thirty places from 2015.

**1.21 We will increase the number of mentors who work specifically with young people involved in crime to reduce their re-offending to 80%.**

Since April 2014, six young people have been released from custody. 100% were offered a mentor and 50% took up the offer. Of those who did not take up the offer, one family agreed to work with us to support their son and the other two are currently under our supervision but did not want a mentor. We currently have three trained mentors and a further three undergoing training. We are prepared to spot purchase volunteers should we have a higher take up.

**1.22 We will provide more support for young carers.**

Spurgeons now have an established venue (Ebury Bridge Centre) in Westminster which has become a popular spot for many young carers attending ongoing group sessions that are delivered at the centre. Youth carers attendance has steadily increased since the July 2014 engagement event, with seven new carers accessing their services in Westminster.

**1.23 We will support more vulnerable children [e.g. Looked after Children, children in need of Education, Health and Care Plan] to transfer successfully from primary to secondary school.**

There are a total of 71 children at level one (highest level of need). All these children have now been made an 'offer' of support based on the available interventions and progress will be followed up on a one to one basis between now and December 2014.

**1.24 We will improve the health of children and young people by encouraging families to use primary care services more effectively and reducing attendance at A&E by 10%.**

As part of the overall North West London out of Hospital Strategy, the three Inner London CCGs (Hammersmith & Fulham, West London and Central London CCG) are all developing local 'Connected Care for Children' clinics based in GP surgeries. The Connected Care for Children model brings paediatricians into GP surgeries to provide clinics for children with long term conditions and/or health needs that may trigger an A&E visit. West London CCG already has several clinics operating through 'paediatric hubs' (surgeries collaborating together).

Central London CCG implemented its first hub in August 2014 and now has four hubs operational, with a further four hubs to commence before April 2015. As at December 2014, 52 paediatric patients have been seen in the 10 clinics held to date. It is too early to confirm how many A&E appointments have been prevented to date, but it is a clear indication of the number of outpatients appointments saved enabling patients more convenient and faster access to services closer to home.

**1.25 We will improve safeguarding actions by Children's Services, Health and Police in relation to FGM.**

We are working with Health to agree a protocol whereby all women who have suffered FGM are referred to Social Care for a social assessment of circumstances and have developed written materials for families from affected communities. Workshops for staff have been held to ensure that all staff are trained in being able to identify and prevent FGM. A three month (October to December 2014) pilot project is being developed to support and assess mother's who have had FGM and give birth to girls or have girls in the family. As at September 2014 there had been 18 referrals which is an increase from 3 referrals at the start of reporting.

**1.26 We will reduce the numbers of young people offending by 20% [to 69 young people from 87].**

The MOJ have recently published the quarterly information which indicates there were 17 First Time Entrants (FTE) in the Westminster during April to June 2014. Whilst the most recent quarter published information is higher when compared to each of the quarters reported last year, the annual data still shows a downward trend as a result of very low numbers last year. Between 2012-13 and 2013-14 we have seen a 60% reduction in FTE's in WCC.



City of Westminster

## Children, Sports & Leisure Policy and Scrutiny Committee

<b>Date:</b>	26 January 2015
<b>Classification:</b>	General Release
<b>Title:</b>	The Early Help Strategy 2014-2018 Consultations regarding Children's Centres, Play and Youth Services
<b>Cabinet Member Portfolio:</b>	Children's Services
<b>Wards Involved</b>	All
<b>Report Author and Contact Details:</b>	Rachael Wright-Turner, Director of Commissioning for Children's Services

### 1. EXECUTIVE SUMMARY

- 1.1. In the context of continuing reductions in the local authority's funds, there is an increasing requirement to ensure that resources providing early help and support for families are effectively targeted to meet local priority outcomes and needs. The Early Help Strategy 2014-2018 provides the framework to deliver this effective targeting, and sets out clearly the priority outcomes that Westminster is focused upon delivering.
- 1.2. In the Early Help Strategy a key objective is to 'revise our service model of investment in universal services together with key partners in line with our priority outcomes, in particular in respect of Play, Children's Centres and Youth Services'.
- 1.3. With regards to each of these services, consultation is now being undertaken with service users and key stakeholders on specific proposals, the detail of which is summarised within this paper.

### 2. KEY MATTERS FOR THE COMMITTEE'S CONSIDERATION

- 2.1. The members of the committee are asked to review the proposals and plans for consultation in each of the focus areas and comment as appropriate.
- 2.2. Responses to this report and the discussion of the members of the Scrutiny Committee will form part of the on-going consultation process.

- 2.3. Members are also asked to consider a review by Councillor Barbara Arzymanow, which evaluates the effectiveness of nursery provision in delivering the 2, 3 and 4-year-old offers of childcare and early education in Westminster. This report is attached at appendix 2a and 2b.

### **3. BACKGROUND**

#### **Early Help Strategy**

- 3.1. Evidence suggests that an early response is a more effective and more efficient way of delivering services. It is better to provide an intense, focused intervention when problems first emerge, rather than delivering a more costly statutory intervention when the needs have escalated. This includes using targeted services to reduce or prevent specific problems from getting worse and becoming deep seated or entrenched.
- 3.2. 'Early Help' relates to the early identification of needs within families, and providing preventative support before problems become complex and more intractable. Westminster has a strong track record of delivering effective Early Help, and has refined this approach building on the foundations of the successful locality model of delivery that was introduced in 2009.
- 3.3. Via a multi-agency project team the Children's Services department has worked with key partners to develop a Tri-borough Early Help Strategy, which is attached at appendix 1.
- 3.4. Our vision is to promote the wellbeing and resilience of families with children from conception to 18 in a timely way by offering high quality and effective services. Through the implementation of the strategy from 2014-2018, our ambition is to offer help as early as possible to families who need support. The aim is to identify families with additional needs as early as possible through close partnership with a range of services. Our goal is to work together and build relationships with families in order support children and young people to achieve good outcomes.
- 3.5. The strategy confirms that Early Help will focus on improving the following six outcomes:
- For children to have strong and effective parents
  - Healthy young children who are ready to thrive at school
  - Improved participation in education and training
  - Prevention of harm and keeping children safe
  - Improved outcomes for children on the edge of care
  - Prevention of crime and serious youth violence
- 3.6. In order to deliver these outcomes, the strategy identifies six key objectives:
- Focus rigorously upon our six priority outcomes.

- Improve early identification of the children with the highest predictive probability of poor outcomes, and improve long-term tracking of the impact of our interventions with these key cohorts.
  - Revise our service model of investment in universal services together with key partners in line with our priority outcomes, in particular in respect of Play, Children's Centres and Youth Services.
  - Improve the effectiveness of our targeted Early Help teams through our Focus On Practice programme which will deliver: fewer but more effective practitioners; a shared set of four evidence based interventions; smaller caseloads in order to work with families more intensively; integrating with key partners to maximise impact and positive outcomes, create posts that are more focussed on system support enabling more face-to-face time with families, and enable practitioners to work on a mobile basis.
  - Develop a Children's Health and Social Care Integration Programme.
  - Identify opportunities to deliver more effectively and efficiently where there is a business case to work together across Hammersmith & Fulham, Kensington and Chelsea, and Westminster.
- 3.7. Early Help does not only mean offering support to very young children. Support may be offered early in life, or early after the emergence of a particular need. Although research shows that the most impact can be made during a child's early years, problems may emerge at any point throughout childhood and adolescence.
- 3.8. We will ensure that children and young people are supported through the key transitions that occur during their lives that may cause disruption to their well-being, including transitions between schools, between services, between professionals and between localities.
- 3.9. Within a context of continuing reductions in the local authority's funds, there is an increasing need to ensure that expenditure on Early Help is effectively targeted towards local priority outcomes and needs of children, young people and families.
- 3.10. The three main strategies we propose adopting to meet this work, and as outlined in our Early Help strategy, are:
- More rigorous targeting and support for children and families with additional needs;
  - Achieving this through greater integration of services working with children and families and reducing duplication and inefficiencies;
  - Improved joint commissioning.

#### **4. CURRENT IMPLEMENTATION ACTIVITY**

- 4.1. As outlined in paragraph 3.6, one of the commitments in the Early Help Strategy is to 'revise our service model of investment in universal services together with key partners in line with our priority outcomes, in particular in respect of Play, Children's Centres and Youth Services'.

- 4.2. With regards to each of these areas, consultation is being undertaken with service users and key stakeholders on specific proposals, the detail of which is summarised in the following sections.

## **5. BEST START IN LIFE – towards a new model**

- 5.1. Early Years is a key part of the Early Help Strategy because it offers a unique opportunity to intervene early and improve outcomes for children, their families and communities. Despite the integrated services that are offered through Children's Centres many early years services are still delivered by separate organisations with little joint planning and Children's Centres traditionally have become associated with a 'setting' or a 'building'.

- 5.2. We are proposing, as a part of improving school readiness, that we develop and co-commission a new integrated early years pathway which will include both a universal targeted and enhanced offer. This will be published for parents and improve parents understanding of services available for families with young children. This will bring together a diverse range of providers and professionals (the NHS, the early education and childcare sector, the Local Authority, the private and charitable sector and JobCentre Plus) into one joint system with a core purpose. The principles underpinning this new model are:

- A belief that intervening in the early years can transform a child's life chances and that from conception to age 2 offers the best opportunity for early intervention and we can do this more effectively together by systematically identifying children most in need;
- Families need a sequenced and co-ordinated offer of support across early years services that is easily explained and accessed;
- Our collective resources can be better used if co-ordinated together into one system and effectively targeted to the right families.
- A need to track cohorts of children to fully understand what interventions make a difference.
- That it is more effective to involve local communities in the development of local services as is emerging in a pilot in Queens Park.

- 5.3. The new model will aim to deliver improvements in the following five areas:

- 1. Better integration between organisations so that there is a single integrated early years system; bringing together the Healthy Child Programme and the Early Years Foundation Stage including a joint progress review for 2-year-olds.**
- 2. To use robust and shared assessments at key times to identify children and families with additional needs at the earliest point, starting in the antenatal period**
- 3. To achieve better long term outcomes for the most vulnerable children by delivering more cost effective evidenced based interventions.**

- 5.4. The aim will be to achieve better outcomes by improved targeting of those in most need and will depend on agreement amongst all public sector commissioners (CCGs, Local Authority and DWP) on outcomes and priority groups. With ever fewer resources, it is important to maximise impact by working together to identify and support those most in need. Commissioned services will need to reflect these outcomes and priorities.
- 5.5. The integrated service will move progressively to the use of proven and targeted interventions, including evidence-based programmes and evidence-based practice. Some of these are already in use (Positive Parenting Programme, Family Nurse Partnership); others are being developed or piloted (Coping with Crying, Circle of Security). The tri-borough Focus on Practice programme will support staff to improve front-line practice, supported by a sustained programme of professional development and the new health visitor specification, with its emphasis now on motivational interviewing and parenting has a similar emphasis. This focus will be underpinned by improved performance information, tracking of individual children, cohort analysis and business intelligence.

#### **4. Offer high quality early years education and childcare with wrap around parenting support, for the most vulnerable children and families**

- 5.6. High quality childcare and early education is critical to improve the school readiness of children from disadvantaged wards. All 3 and 4-year-old children will continue to have access to the free 15 hours of childcare. In addition, the targeted free learning entitlement for 2-year-olds provides an opportunity to improve the school readiness of those children who currently achieve least well at the Foundation Stage. From 2014 this has been extended to those 40% of families who are least well-off.
- 5.7. The 2-year-old offer is intended to reach the same families who will most benefit from other targeted services. Opportunities to co-locate 2-year-old places with other targeted services should be taken wherever possible and will often be a higher priority than other services. Schools and Private Voluntary and Independent settings with 2-year-old places will need to be linked effectively to other services in the integrated Early Years offer so that referrals between services are made quickly and effectively.
- 5.8. A joint progress assessment at 2-years will provide a unique opportunity to identify those children who require additional support or a specialist referral, in order to help them to achieve their potential and be ready for school.
- 5.9. Children under-5 with additional needs are particularly vulnerable in the period before they are issued with an Education, Health and Care Plan. The tri-borough Special Educational Needs strategy will address this area and ensure that arrangements are clear to parents and providers, and well publicised as part of the local offer.
- 5.10. The government's initiative to promote more 'wrap around' 8-6 childcare in schools offers a further opportunity to provide affordable childcare and support parental employment. Tri-borough has agreed to work with DfE as part of a London pilot to

identify schools as early adopters of this approach, assessing local demand and testing the staffing and commercial implications of such an offer.

- 5.11. This area of service delivery has also been the subject of a review by Councillor Barbara Arzymanow, which evaluates the effectiveness of nursery provision in delivering the 2, 3 and 4-year-old offers of childcare and early education in Westminster. This report is attached at appendix 2a and 2b.

**5. An early focus on preparing parents for employment through a partnership with Job Centre Plus and local adult education providers.**

- 5.12. The aim will be to embed and further develop the approach being trialled by the Families and Communities Employment Service (FACES) in the children’s centres. The team offer a holistic approach for families providing a bespoke service tailored to client need and circumstances. All clients have a named ‘coach’ to provide them with the help and support they require and in a way that suits them.
- 5.13. The aim would be to integrate this approach into the early years core team so that discussing employability becomes an integral part of assessments and planning with families. Signposting to wrap-around childcare in schools and the new national subsidies for childcare must be simple and effective.

**Implementing the Best Start in Life model - Children’s Centres consultation**

- 5.14. The changes that are being proposed to the Children’s Centres in Westminster need to be seen within the context of this wider vision for an integrated early years described above, where children’s needs will be identified earlier through better collaboration and information sharing across agencies and children’s centre has a key role in supporting families with additional needs.
- 5.15. There are 12 Children’s Centre sites in Westminster located in schools, nurseries and family centres across the borough. Some Centres are bigger than others, but they work together in their own part of the borough to make sure that families in that area have access to a full range of services and support during the early years. One Children’s Centre in each area acts as a central ‘hub’ where a larger range of services are on offer and coordinates the local network of Centres in their Locality:
- In the North East of the borough this is Portman Early Childhood Centre in Church Street
  - In the North West it is the Queens Park Children’s Centre at Bravington Road
  - In the South of the borough it is in Churchill Gardens Primary School.
- 5.16. The current offer in each of the children’s centres in the borough is outlined below.

**North West Locality**

Children’s Centre site	Current provision
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<p><b>Queens Park – the hub</b></p>	<p><b>Stay and Play sessions</b> form the core part of provision in the CC – 5 days a week, 2 sessions a day (morning and afternoon).</p> <p><b>Parenting support</b> – 1:1 and group. The following groups (at least 2 groups being offered at any one time) are offered in QP CC:</p> <ul style="list-style-type: none"> <li>- Piloted and now embedding <b>Circle of Security</b> to promote better parent / child interaction.</li> <li>- <b>Mellow parenting</b></li> <li>- <b>Strengthening Families, Strengthening communities</b></li> </ul> <p><b>Mini kick start</b> – once a week for 6 weeks.</p> <p><b>Adult education</b> with a crèche – NVQ in childcare and 2 sessions of ESOL with a crèche</p> <p><b>Antenatal clinic and support</b></p> <p><b>Childminder support</b></p>
<p><b>Bayswater</b></p>	<p><b>Stay and Play sessions</b> – morning and afternoon. Capacity in variable and needs better targeting</p> <p><b>Domestic violence worker</b> – DVIP – work</p> <p><b>Parenting support</b> - FAST, Circle of Security, Triple P etc..</p> <p><b>Childminding support</b></p>
<p><b>Westbourne</b></p>	<p><b>Stay and Play sessions</b> – morning and afternoon sessions</p> <p><b>Parenting groups</b> and 1:1 support.</p> <p><b>Antenatal clinics</b> and support 3 times a week</p> <p><b>Child health clinic once a week</b></p> <p><b>Housing and Benefit advice</b></p>
<p><b>Queensway</b></p>	<p><b>Language group</b> at hallfield school delivered by speech and language therapist and CC staff – block of six sessions every 2 months</p> <p><b>Stay and Play</b> at Hallfield School every morning – attendance is variable but not at full capacity</p> <p><b>Housing and Benefit advice session</b> (not CC funded now)</p>

	A Bayswater FC – <b>Stay and Play every afternoon</b>
<b>Harrow Road</b>	<p><b>Stay and Play sessions at Essendine building every morning</b></p> <p><b>Some adult education on site</b></p> <p><b>Stay and Play sessions at Mary Pattison every afternoon</b></p>

### North East Locality

<b>Children's Centre site</b>	<b>Current provision</b>
<b>Portman Early Childhood Centre – the hub</b>	<p><b>Stay and Play sessions</b> form the core part of provision in the CC– 5 days a week, 2 sessions a day (morning and afternoon).</p> <p><b>Parenting support</b> – 1:1 and group. The following groups (at least 2 groups being offered at any one time) are offered in Church St CC:</p> <ul style="list-style-type: none"> <li>- <b>Mellow parenting;</b></li> <li>- <b>Triple P</b></li> <li>- <b>Strengthening Families, Strengthening communities</b></li> </ul> <p><b>Mini kick start</b> – once a week for 6 weeks.</p> <p><b>Adult education</b> with a crèche –ESOL 5 days a week.</p> <p><b>Antenatal clinic and support.</b></p> <p><b>Health visitor input</b></p> <p><b>Childminder support</b></p>
<b>Paddington Green</b>	<b>Stay and Play sessions</b> – morning and afternoon
<b>Maida Vale</b>	<p><b>Stay and play sessions</b></p> <p><b>Health advice and developmental checks from Community Health Nurses</b></p> <p><b>Ante-natal, breastfeeding and new baby sessions</b></p> <p><b>English classes, Literacy with Computers classes</b> (both with a crèche) delivered by Westminster Adult Education Service</p> <p><b>Housing and benefits advice sessions</b></p>

	<p><b>Employment and training advice sessions</b></p> <p><b>Speech and Language therapy sessions</b></p> <p><b>Parents Forum meetings and activities</b></p>
<b>Micky Star</b>	<p><b>Stay &amp; Play sessions</b> on Monday Wednesday and Thursday</p> <p><b>Messy Play:</b> A drop-in for babies aged 6 months -18 months.</p> <p><b>Baby &amp; Me drop-in:</b> Drop-in session to talk about antenatal, breast feeding, weaning and child development with a breast feeding Nursery Nurse.</p> <p><b>Fortnightly Health Clinic:</b></p> <p><b>Story &amp; Song Time</b></p> <p><b>Saturday for Dads</b> A Saturday Stay &amp; Play session for dads and their children.</p>

### South Locality

The Children's centre offer in the south is delivered from a hub and 2 spokes but there are also a range of other sites that make up this locality children's centre offer and these are:

- Pimlico toy library
- Fitzrovia Community Centre
- Grosvenor Hall, Vincent St
- Pimlico Academy library
- Bessborough Street Clinic
- Charing cross library
- Soho centre for Health and Care

<b>Children's Centre site</b>	<b>Current provision</b>
<b>Churchill Gardens – the hub</b>	<p><b>Stay and Play sessions</b> 4 days a week.</p> <p><b>Activity sessions at Pimlico Toy Library</b> 4 days a week</p> <p><b>Activity sessions at Pimlico library.</b></p> <p><b>Tine for Dads at the library on Saturday</b></p> <p><b>JCP advice all day on a Monday.</b></p> <p><b>ESOL at the hub one day a week with crèche</b></p>

	<p><b>Advice and advocacy</b>  <b>IAPT support for postnatal women</b></p> <p><b>Parenting support – 1:1 and group.</b></p> <p><b>Childminder support</b></p>
<b>West End</b>	<p>Delivered from Soho Family Centre (now run by the London Early Years Foundation) one day a week – a <b>stay and play</b> in the morning.</p> <p>All other provision is delivered from Fitzrovia Centre and Soho Centre for Health and Care – <b>Stay and Play sessions</b> and one <b>child health clinic</b>.</p>
<b>Marsham St</b>	<p>Marsham Street run a range of the following:</p> <p><b>Breast feeding support café;</b></p> <p><b>Stay and play sessions (4 sessions a week);</b></p> <p><b>Sewing provided by WAES;</b></p> <p><b>Postnatal group provided by the health visitor,</b></p> <p><b>Session for children and families with a disability</b></p> <p><b>Saturday session for Dads.</b></p>

- 5.17. We know that Westminster Children's Centres are valued by local parents and children, and are committed that they should remain available to those families who are most in need of our support. However, we also know that some of our Children's Centres aren't always being fully used by the families who need most help.
- 5.18. While the primary aim of the proposed new model is to improve service delivery it also aims to make the best use of reducing Council funds by structuring the service in a more efficient way and joining up with health to ensure that families who need our services most access them as early as possible. Through the Westminster Medium Term Planning programme, Children's Services have an identified 2015/16 savings target of £3.3m that needs to be made from its total 2014/15 budget of £40.3m. The proposals for the remodelling of Children's Centres plan to contribute £500,000 (15%) of this total. This saving represents 1.2% of the total net direct Children's Services budget for 2014/15.

## Proposals

- 5.19. It is proposed that all of the current Westminster Children's Centres will remain open, but the way in which some sites are used and the services they provide will change. This is summarised below:

#### **Children's Centres in the North West**

- There will be no change to the level of children's centre services at Queens Park (88 Bravington Road), or to the outreach team and the support they offer to families in the area. In fact, there are new services planned that will be developing from April 2015.
- At Westbourne Children's Centre we propose to deliver the 2 year free childcare offer for eligible families and the current Children's Centre services, to enable us to work with the families who may be missing out at the moment on the services at this Centre.
- At Harrow Road (Essendine ECM building) we propose replacing the current Children's Centre services/activities with extra 2 year old free childcare places for eligible families, and an increase in the level of Adult Education available to families at the school.

#### **Children's Centres in the North East**

- There will be no change to the Children's Centre services/activities delivered at Portman Early Childhood Centre or Maida Vale Children's Centre.
- There will be no change to the outreach team and the support they offer to families across the north east area.
- Existing Children's Centre activities at Micky Star will be replaced with additional free 2 year old childcare places for eligible families. However, we propose continuing the child health clinic at Micky Star Children's Centre.
- Existing Children's Centre activities at Paddington Green will be replaced with additional 2 year old childcare places for eligible families. We also aim to continue some level of stay and play and parenting support from the site, to run alongside the 2 year offer.

#### **Children's Centres in the South**

- There will be no change to the services currently available at Churchill Gardens.
- We will continue to deliver services in the other Children's Centre sites – Marsham Street and Fitzrovia - but we will need to reduce the number of activities, keeping those that best target local needs. We envisage a reduction of 2 or 3 sessions a week at Fitzrovia. We will work with parents to develop a programme of activities across the area, with a proposal ready for consultation in January 2015.

- 5.20. In summary, the three larger Children's Centre 'hubs' will continue to provide all the services they do now, and we will continue to develop their role as the centres

of integrated and targeted service provision with the co-location, wherever possible of health visitors and midwives.

- 5.21. It is proposed that the borough will significantly increase 2-year-old early years education provision, with extra places being provided in the Children's Centre areas in the north of the borough with further exploration of options in the south.
- 5.22. We will also work more closely with our partner colleagues in maternity services, GP's, health visiting, adult education and Jobcentre Plus, to agree shared priorities and provide joined up care and support for families. We will publish an integrated early years service offer for parents. To do this we propose to make a joint appointment with Central London Community Health (CLCH), the provider of many community health services like health visiting and speech and language therapy. This appointment will be funded separately from the Children's Centres budget. This appointment will act as a systems change leader bringing together all early years services into one integrated pathway with a universal, targeted and enhanced offer.

### **Practicalities and timescales for consultation**

- 5.23. A public consultation on the proposed changes launched on 5 January 2015 and will run until 26 January 2015. Stakeholders will be able to give their views in a number of ways:
  - Fill in a survey at a local Children's Centre or online
  - Provide feedback to one of the three Children's Centre Parent Forums
  - Attend one of the seven information sessions that will be running in January at Children's Centres across the borough
- 5.24. The full consultation documentation for this area is available via the following link: <https://www.westminster.gov.uk/childrens-consultation>

## **6. SCHOOL-AGE CHILDCARE AND PLAY SERVICES**

### **Context**

- 6.1. School-age childcare and play services in Westminster are delivered by the in-house Westminster Play Service and four third-sector organisations; The Westminster Society; St John's Wood Adventure Playground; P3 and the YMCA. Four primary schools in Westminster directly manage or commission their own after-school childcare and play services at no cost to the council.
- 6.2. The key objectives of these services is to provide accessible childcare for working families, play opportunities for children in need and children with disabilities, and a community play offer for children that might otherwise be unable to access a positive play experience.
- 6.3. A summary of the current school-age childcare and play services in Westminster is outlined in the tables below:

<b>Play Centre</b>	<b>Links via walking Bus Service</b>	<b>Type of Service</b>
<b>Sussex Street</b>	St Peters, Eaton Sq Westminster Cathedral St Barnabas Churchill Gardens St Gabriels	Year Round
<b>Bayswater</b>	St Mary of the Angels St Stephens Our Lady Dolours Mary Magdalene St Peters Chippenham Mews Edward Wilson	Year Round
<b>Wilberforce</b>	Queens Park	Year Round
<b>Essendine</b>	St Augustines St Josephs	Year Round
<b>St Clement Danes</b>		Term-Time Only
<b>St Matthews</b>	St Vincent's De Paul	Term-Time Only
<b>Hallfield</b>	St James St Michaels	Term-Time Only

<b>Service Area</b>	<b>Summary of Current Offer</b>
<b>Term-time School-Based Play and Childcare</b>	<ul style="list-style-type: none"> <li>• Westminster Play Service is OFSTED registered to deliver six after school play and childcare hubs.</li> <li>• Two community play and childcare hubs are delivered by third sector providers.</li> <li>• In the West End no community hub can serve all schools so two primary schools were given one-off funding to support an after school play service, one of which continues to be provided by Westminster Play Service.</li> <li>• Service available for children in reception and above at all except in one third sector provider that take children from 5 years.</li> <li>• Registered pick-ups provide an escort from a further 17 primary schools.</li> <li>• Four schools operate play centres directly, Soho Parish, Millbank, ARK Atwood and Minerva</li> </ul>

	Academy.
<b>Holiday Play and Childcare Provision</b>	<ul style="list-style-type: none"> <li>• Westminster Play Service provides seven summer play and childcare centres from five localities</li> <li>• Two community play and childcare holiday centres are delivered by third sector providers.</li> <li>• Provides for children and young people from 5-12 years of age and two sites also provide for children from 4 years.</li> <li>• Provision from 8.30-6pm</li> </ul>
<b>Community and Adventure Play Projects</b>	<ul style="list-style-type: none"> <li>• Westminster Play Service operates a Play Makers Project.</li> <li>• Two community play and childcare holiday centres are delivered by third sector providers.</li> <li>• Westminster Play Service operates an after-school and holiday play project on Grosvenor Waterside Estate in partnership with A2Dominion Housing for two nights per week during term-time and 1-2 days per week during holidays – this is externally funded.</li> <li>• Westminster Play Service has been commissioned by CityWest Homes and London Community Funding to operate a holiday club for 2 days per week and an after-school club for 2 nights per week on Churchill Gardens Estate.</li> </ul>
<b>Targeted Play</b>	<ul style="list-style-type: none"> <li>• Up to 15 children per centre access a targeted place based on a professional referral. In practice this equates to approximately 100 children accessing a subsidised place.</li> </ul>
<b>Children With Disabilities</b>	<ul style="list-style-type: none"> <li>• A number of children with disabilities access mainstream play.</li> <li>• 17 CWD referred to specialist provision, or WSPLD at Lisson Green.</li> <li>• Other CWD are referred to alternative specialist play provision in and out of borough.</li> <li>• Some CWD access short breaks through the CWD team.</li> </ul>

6.4. Childcare and play services make a significant contribution to early help outcomes, including:

- Providing positive activities for children and young people with challenging behaviour, improving behaviour and reducing bullying.
- Providing support for children within a challenging environment, including the opportunity to develop a strong understanding of risky play.



- The development of life skills and the ability to make independent choices, enhancing coping and resilience among children and young people.
  - Enhancing the aspiration to work and study amongst whole families.
  - Engaging children in a wide range of learning activities, team work, creativity, the arts, and develops an understanding of the environment.
  - Encouraging children to develop social skills through interaction with peers and professional staff.
  - Positive play has a strong focus on physical activity through games, sports, and exploration. This improves the health and well-being of children.
- 6.5. A review of childcare and play services is underway to ensure that limited resources in this area are targeted to meet the early help needs of children and young people.

### **Initial findings of the review**

- 6.6. The existing in-house service has relatively high management and administrative costs compared with other ways of providing the service.
- 6.7. The review found that schools can be very effective at the management and delivery of childcare and play services. There are a number of third sector organisations that already provide childcare and play in Westminster at no cost to the council.
- 6.8. In order to retain a range of good quality services the proposed options are:
- Transfer school-based childcare services to schools if they wish to take responsibility for these services.
  - Secure alternative not-for-profit third sector providers where schools do not wish to take responsibility for a school-based service.
  - Provide up to three years of transitional funding for schools and third sector providers to support the development of good quality and sustainable childcare and play services.
  - Retain funding for targeted places for children in need and low income working families.
- 6.9. While the primary aim of any new model is to improve service delivery the proposed options also aim to make the best use of reducing Council funds by structuring the service in a more efficient way. The proposals for the remodelling of the Play Service plan to contribute £150,000 (4.5%) of the total planned savings of £3.3m that Children's Services have identified for 2015/16. This saving represents 0.4% of the total net direct Children's Services budget for 2014/15.

### **Practicalities and timescales for consultation**

- 6.10. The council are consulting with stakeholders and service users through to the end of January 2015. The consultation is focused on 'outcomes', 'service delivery and management arrangements' and the cost implications of any new service to local families.

- 6.11. The table below outlines the key groups we are consulting with, methodology and the timescales.

<b>Cohort</b>	<b>When</b>	<b>Methodology</b>
Service Users	21 January – 27 January 2015	Hold six service user consultation meetings for users of each in-house play centre.
Schools	1 December 2014 – 29 January 2015	Invite feedback on other potential ways to provide the service in the future
Community play third sector providers	1 December 2014 – 23 January 2015	Invite feedback on other potential ways to provide the service in the future

## 7. EARLY HELP YOUTH SERVICES

### Context

- 7.1. Community based services are uniquely placed to engage and support children and young people. Westminster City Council commissions youth services across the borough to provide activities that are fun and engaging. The majority of these services are youth clubs, mainly in estates across the borough, particularly in the north east and north west of Westminster. The current offer is outlined in the table below:

<b>Youth Organisation</b>	<b>Locality</b>	<b>Provision Type</b>
All Souls Clubhouse Youth	North East	Universal access youth club
Avenues Youth Project	North West	Universal access youth club, also delivers targeted projects
Caxton Youth Organisation	South	Youth club for young people with a learning difficulty and/or disability
City West Homes Youth (Churchill youth club)	South	Universal access youth club
Crypt Youth Club	North East	Universal access youth club
DreamArts	Borough wide	Targeted Arts based project
Fourth Feathers Youth Club	North East	Universal access youth club
London Tigers Youth (WECH youth club)	North West	Universal access youth club
Marylebone Bangladesh Society (MBS) Youth Club	North East	Universal access youth club
North Paddington Youth Club	North East	Universal access youth club
Stowe Youth Club	North West	Universal access youth club, also delivers targeted projects
Westbourne Park Family Centre	North West	Universal access youth club
Westminster Society for People with Learning Disabilities - Youth	North West	Runs inclusive youth club nights for young people with a

		LDD – from Stowe
Working with Men (Amberley Youth club)	North West	Universal access youth club
Positive Activities (school holiday provision)	Borough wide split between existing projects	

- 7.2. The current youth service providers have been funded for many years and current contracts end in September 2015. We now have the opportunity as part of routine commissioning cycles and activity to enhance the early help offer and arrangements within our future contracts.
- 7.3. In developing these new contracts the Council has the opportunity to review which services best meet the needs of children and young people to improve their life outcomes, and how these services are best provided and to ask children and young people, Early Help services, youth workers and schools what they value and would like to see in their community. This will be informed by consultation.
- 7.4. While the primary aim of any new model is to improve service delivery it also aims to make the best use of reducing Council funds by structuring the service in a more efficient way. The proposals for the remodelling of the Youth Services are planned to contribute £125,000 (4%) of Children’s Services’ savings total for 2015/16. This saving represents 0.3% of the total net Children’s Services budget for 2014/15.

#### **Practicalities and timescales for engagement**

- 7.5. There will be workshops for providers and interested parties in each locality throughout January to explore these themes and questions and gather emerging ideas and views.
- 7.6. Young people are invited to feedback via an online survey<sup>1</sup> that is running until the 23rd January and is being widely publicised.
- 7.7. We are also liaising with youth providers to deliver a workshop in each locality in late January/early February to further capture young people’s views and ideas.
- 7.8. Engagement outcomes will then enable and inform the development of detailed service specifications for the recommissioning of youth services, which will then be advertised through a tender process.
- 7.9. The new contracts will be implemented following the end of current arrangements in September 2015.

### **8. FINANCIAL INFORMATION**

- 8.1. The financial information provided within this report is summarised in the table below.

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<sup>1</sup> <http://www.surveymoz.com/s3/1921224/CYP-V2>

Area	Proposed savings target 2015/16	Percentage of all Children's Services savings 2015/16	Saving as a percentage of total Children's Services net direct budget 2014/15
A Better Start in Life – Children's Centres	£500,000	15%	1.2%
Play Services	£150,000	4.5%	0.4%
Youth Services	£125,000	4%	0.3%

- 8.2. However, the final financial implications will not be known until the outcomes of the on-going consultations are known and have been analysed.
- 8.3. Any financial risks arising from the proposals that are pursued following consultation will be monitored and reported via the established project groups for these areas of work.
- 8.4. The implementation of the Early Help Strategy will ensure that the Council's resources are focused on statutory responsibilities and the delivery of priority outcomes meeting the needs of vulnerable families in the Borough.
- 8.5. The council will continue to support wider provision through the development of a Partnership Early Help Strategy which includes a commitment from universal services (most notably schools, health and voluntary organisations) to meet lower levels of need.
- 8.6. The implications of the implementation of this strategy will be reflected in the Council's Medium Term Plan and its delivery will be reported through the Council's Revenue Monitor.

**If you have any queries about this Report or wish to inspect any of the Background Papers please contact:**

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## **BACKGROUND PAPERS**

# Early Help Strategy

2014 - 2018



Director of Family Services  
(Senior Responsible Officer)

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**Version control & revisions**

Current version: 4

Rel Date	Rev	Author	Notes
24 June 2014	1	Etiene Steyn	Circulated to project board
18 July 2014	2	Etiene Steyn	Final draft for Director to sign off
24 July 2014	3	Director	SEB Report
28 July 2014	4	Director	Final version

## Our strategy for Early Help Services

### 1. What is Early Help?

Early Help is all about identifying needs within families early, and providing preventative support before problems become complex and more intractable.

Early Help does not only mean offering support to very young children. Support may be offered early in life, or early after the emergence of a particular need. Although research shows that the most impact can be made during a child's early years, problems may emerge at any point throughout childhood and adolescence. In Early Help we will therefore offer services for children and young people aged 0 - 18.

Evidence suggests that an early response is a more effective and more efficient way of delivering services. It is better to provide an intense, focussed intervention when problems first emerge, rather than delivering a more costly statutory intervention when the needs have escalated. This includes using targeted services to reduce or prevent specific problems from getting worse and becoming deep seated or entrenched. We aim to reduce the demands upon specialist and higher tier services.

### 2. Our vision

Our vision is to promote the wellbeing and resilience of families with children from conception to 18, in a timely way by offering high quality and effective services.

### 3. Our aim

Our ambition is to offer help as early as possible to families who need support. The aim is to identify families with additional needs as early as possible through close partnership with a range of services.

Our goal is to work together and build relationships with families in order support children and young people to achieve good outcomes.

### 4. The national and local context

Enabling children, young people and families to reach their full potential has been a common theme in a number of reviews that have been commissioned by successive governments.

They have all independently reached the same conclusion that it is important to provide help early in order to improve outcomes for children and young people from preventing abuse and neglect to helping parents achieve the aspirations they hold for their children.

Interest nationally is also growing in an evidence base for early intervention, and in particular a need to demonstrate effectiveness in order to produce cost savings in more specialist and acute services. It is becoming clear that early intervention is not a one-off fix, but needs to be a sophisticated, highly targeted process and approach - a way of working with specific outcomes. Establishing what works best at local level and providing effective return on investment is critical and long-term.

A renewed focus and alignment of services is necessary because of the changing context within which all partners are working. A number of drivers have emerged that drive the requirement for an Early Help Strategy that will take us through the next four years:

- Commissioning opportunities and priorities
- Defining new ways of working through our Focus on Practice Programme
- The recommendations of the Munro, Family Justice and Allen Reviews
- Ofsted recommendations
- Government focus on “Troubled Families”
- Review of Early Help for Under 5s
- Financial pressures and reduced resourcing levels across all partner organisations

Our track record on Early Help has been recognised nationally and we are one of the first Early Intervention Places working closely with the Early Intervention Foundation.

## 5. Features of effective Early Help

- ✓ A multi-agency and integrated response that brings a range of expertise through a “Team Around the Family” approach.
- ✓ A relationship with a trusted “Lead professional” who can engage the child and their family, and co-ordinate the support needed from other agencies or the community and voluntary sector.
- ✓ An approach that empowers families and helps them to resolve their own challenges, and builds resilience for the future – including support for young people and parents to gain employment.
- ✓ An approach that sees the child or young person’s needs in the wider family context
- ✓ It is easy to access for all sections of the community

## 6. Our focus on outcomes, and responding to the priorities of the families

We are committed to helping families improve the outcomes for children, and to support them to reach their potential. We want to narrow the gap by improving the outcomes of children who are disadvantaged.

Early Help will focus on improving the following outcomes:

- (i) *For children to have strong and effective parents*
- (ii) *Healthy young children who are ready to thrive at school*
- (iii) *Improved participation in education and training*
- (iv) *Prevention of harm and keeping children safe*
- (v) *Improved outcomes for children on the edge of care*
- (vi) *Prevention of crime and serious youth violence*



We will evaluate the impact of our Early Help services using a set of measures linked to each outcome.

Our performance against these outcome measures will shape how we deploy resources in the future.

## 7. Our principles & strategic approach

In providing early help support to children, young people and families, we will:

- ✓ **Build the capacity and of vulnerable families** to support their children to achieve positive outcomes. Helping parents to be strong and effective is the most effective way to help children, and a focus on parenting runs through all of our work.
- ✓ **Early identification of need** by working closely with universal settings, in order to prevent problems before they develop or to intervene at the earliest possible stage.
- ✓ **Develop personalised and family focused intervention plans** based upon an assessment of need. Where possible we will develop consistent, trusting relationships with families to support sustainable change.
- ✓ Design and commission our services and the interventions we deploy based on **the evidence of what works**. As an Early Intervention Place we will receive support in this from the Early Intervention Foundation.
- ✓ **Children, young people, their families and communities will drive the design** and evaluation of our services and be involved in decision-making regarding the delivery of those services. We will do this by engaging with young people and community champions within the community.
- ✓ **Ensure clarity** for service users and providers of universal services on how to access services when they need them. Services will be easily accessible and located where they are most needed. Information on services will be accurate and up to date and accessible to all who need it.
- ✓ We will ensure that children and young people are **supported through the key transitions** that occur during their lives that may cause disruption to their well-being, including transitions between schools, between services, between professionals and between localities.
- ✓ **Deploy both generic and specialist roles**, recognising that we need to implement a Whole Family Approach with one lead professional for the family, whilst ensuring we maintain the knowledge and skills of relevant specialist roles.
- ✓ Ensure that providers work together to offer coherent and **integrated early help services**.
- ✓ **Develop our workforce** with the appropriate skills to work together across institutional and professional boundaries focussed on the needs of children and young people.
- ✓ **Effective commissioning** will ensure that we eliminate duplication, aligning spending in order to get best value for money and evaluating outcomes to ensure services are effective.

- ✓ **The Children's Trust Board and Early Help Board** will bring together services for children under a common governance structure with shared vision, outcomes and objectives, joint commissioning and clear decision-making.
- ✓ Ensure that we can demonstrate through evidence and feedback that the **services make a difference** to the lives of children, young people and their families.
- ✓ We are committed to working closely across Hammersmith & Fulham, Kensington & Chelsea and Westminster, whilst maintaining **individual borough implementation plans**, which reflect the differences in the delivery structures, local sovereign priorities and levels of resourcing.

## 8. Objectives of our strategy

Our key objectives will be to:

- Focus rigorously upon our six priority outcomes.
- Improve early identification of the children with the highest predictive probability of poor outcomes, and improve long-term tracking of the impact of our interventions with these key cohorts.
- Revise our service model of investment in universal services together with key partners in line with our priority outcomes, in particular in respect of Play, Children's Centres and Youth Services.
- Improve the effectiveness of our targeted Early Help teams through our Focus On Practice programme which will deliver: fewer but more effective practitioners; a shared set of 4 evidence based interventions; smaller caseloads in order to work with families more intensively; integrating with key partners to maximise impact and positive outcomes, create posts that are more focussed on system support enabling more face-to-face time with families, and enable practitioners to work on a mobile basis.
- Develop a Children's Health and Social Care Integration Programme.
- Identify opportunities to deliver more effectively and efficiently where there is a business case to work together across Hammersmith & Fulham, Kensington and Chelsea, and Westminster.

## 9. Our Early Help Strategy

The key drivers for change within Early Help are to improve outcomes for children and young people through the identification and implementation of best practice, and planning to make the significant savings that Early Help services have to make in the next three/four years.

Our strategy to deliver improved outcomes with reducing resources will be to:

- Reduce demand on high need/high cost services – above all by reducing numbers of Looked After Children.

- Target our spending upon priority outcomes, reduce our spending upon universal services and upon our current targeted services.
- Work with colleagues and partners to deliver integrated services for shared outcomes: in particular health, education, employment and adult services.

We will need to continue the existing trend of moving our directly funded Early Help provision to being a service that is targeted upon children and families with significant needs and which is targeted upon our priority outcomes. In pushing through this approach we are engaging our key partners in explicit discussions about a Partnership Early Help Strategy which includes a commitment from universal services (most notably schools, health and voluntary organisations) to meet lower levels of need.

Our trends are positive and it is essential that we continue to reduce the demand upon high need/high cost services. We have invested more heavily in our front door and MASH in order to ensure that families referred to us receive the right response and that we redirect families to other services when appropriate. Over the past 4 years we have already delivered reductions in Children in Care, Child Protection and Children in Need.

We will need to make more use of Business Intelligence and work with partners to improve the systematic and earlier identification of those children at highest risk of poor outcomes. We will have a particular focus upon identifying cohorts in the Early Years where midwives, health visitors and early years providers have a key role, and in those approaching adolescence where primary, secondary schools and youth projects have a key role. We need to develop and implement an ambitious predictive framework and aim to be more confident in identifying children who are at risk of coming in to care. This will help reduce a tendency to be reactive with brief interventions that have limited long term impact. Instead, a predictive model will identify a manageable cohort that we track over intervening years to ensure less costly provision of support when it is needed. Our initial key priorities for this new approach to proactive and long-term cohort tracking are the Early Years and those on the Edge of Care.

With the integration programme as well as establishing earlier identification mechanisms, there will be a greater need for partners to share information, and therefore systems. This will result in revised Information Sharing Protocols, a potential for shared IT systems, and a review and change to existing pathway processes, all of which will continue to be compliant with the Data Protection Act. It may also result in using the same common assessment and progress measure tools, such as the Family Outcomes Star.

We have identified 5 specialist services which can be delivered more effectively and efficiently: Parenting Programme Co-ordination; Early Years Advisory Service; Private Fostering; Missing Children; and Children & Young People's Participation Work. Within each of these areas, we will review internal business processes to work more effectively, as well as maximise staff performance by enabling them to work on a mobile basis through use of up to date technology. Changing the way we work will have ICT implications and we will work with ICT colleagues to enable effective working of these teams and services.

We are working with Public Health and the CCG Children's leads to define the scope of an Integrated Children's Health & Social Care Programme which could realise our ambitions to deliver:

- Improved attachment and stimulation in Early Years;
- Improved outcomes in relation to obesity, dental health and immunisations;
- Midwives and Health Visitors doing more rigorous and systematic assessments, and ensuring vulnerable families receive targeted interventions;
- Health Visitors and Nurseries doing joint 2 year old developmental assessments;
- Remodeling CAMHS provision to be embedded in our teams with the capacity to meet adolescents' emerging mental health needs earlier and more effectively.

We aim to build upon the work done in the Family Recovery/Troubled Families Programme to develop an embedded approach to supporting parents to return to work, extending this to all our vulnerable families.

We need to raise the aspirations of all families we work with, and be more effective with DWP/JCP services in supporting young people and parents into employment, building upon the learning in this area from the on the Family Recovery Programme. The intention is that this function will be embedded into operational services within a two year period.

Our commissioning strategy will be to support our targeted Early Help offer, through re-shaping specifications, and identifying opportunities to re-commission on a shared basis.

We recognise that this will have a significant impact on how we work with children, young people and families. In addition to learning from the Queen's Park Neighbourhood Community Budget Pilot to engage with parents and residents in order to co-design services, we will be working with partner agencies such as Schools to set up and run local delivery fora in order to co-design services. We will also create a core offer document against each of the six outcome areas that will be made available to partners, children, young people, families, and residents. This core offer will set out who we work with, what services they can expect from us, how we will provide these services and why we provide them.

We will review our core business processes to ensure that they are focused upon outcomes for children and young people. This will include a review of existing documents to ensure that we capture 'the voice of the child or young person' and clearly demonstrate actions and practice that lead to specific outcomes, thereby setting out the impact of practice on the lives of children and young people.

We will align the core business process within Early Help Services so that staff are working in a more consistent way. We will also map out business processes against each of the 6 key outcome areas, in order to formalise pathways and customer journeys.

## 10. Measuring success

We believe that our success should be directly measured against the outcomes experienced by children, young and families. By 2016 we will expect to see that more families are empowered and supported to take control of their lives, and they are supported in their local communities avoiding the need for statutory intervention.

We will measure the outcomes detailed in the profile as proxy indicators of success, and will agree key performance indicators against each measure.

We will also set targets for improvement for 2014-15, 2015-16 and 2016-17.

These measures are reported quarterly on the Early Help Scorecard.

Final version	01 August 2014
Signed off	
Printed Name	Director of Family Services Senior Responsible Officer
Due for annual review and revision	May 2015

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# DISCUSSION OF FUTURE FOR NURSERY EDUCATION IN WESTMINSTER

**Barbara Arzymanow**

Latest update October 2014 taking into account new evidence; first written in **July 2014**

## Conclusions

- I. As a Local Authority Governor of two of the four maintained nursery schools in Westminster I can see that Early Years providers need administrative help and support to keep abreast of changing funding arrangements and policies.
- II. Sufficient Government funding is available to achieve an improved performance if nursery providers adjust their operations to achieve the maximum financial benefit.
- III. Matters have been brought to a head by the Government's focus on funding part-time places at a time when Westminster had been focussing on full-time places. Approximately £1.1m of annual funding has been lost as a result.
- IV. Government policy has been directed towards increasing the number of children receiving nursery education through free part-time places for 2, 3 and 4 year-olds. On this criterion Westminster is performing poorly relative to other local authorities. The Department for Education's statistics place the percentage of 3 and 4 year-olds receiving nursery education as the lowest in England whilst Westminster is in the bottom quartile for the 2 year-old offer.
- V. Westminster could do a great deal to encourage parents to take advantage of nursery education. Methods can be found that do not require significant funding. Leaving the task to individual schools is insufficient. Innovative methods could relate to contact by social workers and health visitors, advertising in Westminster publications, recommendations in doctors' surgeries, liaison with Children's Centres, cooperation with charities and contact with ethnic minorities. This strategy should be easier to implement once public health commissioning for children aged 0-5, including the Health Visiting service, is transferred to local authorities in October 2015.
- VI. Experts and research publications are almost unanimous in believing that money spent wisely on Early Years education can transform lives and communities, especially in areas of high deprivation and poverty. Professional commentators generally regard this point as established beyond reasonable doubt.
- VII. Research suggests that addressing problems affecting children in the early years, although expensive, can save considerable amounts of money relative to putting off facing the consequences until the pupils are older. Children with a poor start to life are more likely to become future problem teenagers and adult unemployed. Without early help they may face a cycle of deprivation.
- VIII. Maintained nursery schools have higher costs per pupil to the Council than other nursery providers but are necessary because of their unique expertise with special needs children. More needs to be done to capture the funding relating to their special skills. For example, the main point made in the two emails in the appendices, one from Elizabeth Truss when she was Under Secretary of State for Education and the other from the Department of Education, was that maintained nursery schools were well placed to have a role in training other nursery staff. The Westminster maintained nursery schools are amongst the best in England on the basis of OFSTED's assessments and the breadth of children that they are able to help including special needs cases and the severely deprived.
- IX. Some opportunities for cost saving without affecting the quality of education exist. For example, there are opportunities to share activities between the nurseries. Nursery schools can charge for attendance beyond the free part-time allowance when they consider doing so to be appropriate (i.e. for parents who can afford to pay).
- X. Nursery closures would generally be inappropriate because increased capacity will eventually be required to accommodate more 2 year-olds. It is much better to fill places in a way which achieves funding.
- XI. Even after the introduction of the universal credit the poorest working families could be paying £5.00 per day for extra hours. This is a lot of money for disadvantaged families.

## DISCUSSION OF FUTURE FOR NURSERY EDUCATION IN WESTMINSTER

### 1. Types of Nursery Education

Within Westminster there are four maintained nursery schools (i.e. schools financed predominantly from public funds for children too young to enter the reception class in a primary school). These are:

Dorothy Gardner Centre  
Mary Paterson Nursery School  
Portman Early Childhood Centre  
Tachbrook Nursery School

Nursery schooling is also available from private nursery schools (including profit-making, voluntary, independent and workplace establishments) and nursery classes in some primary schools.

### 2. Role of Different Types of Nursery Education

Nursery classes are offered by 28 primary schools in Westminster and therefore totally dwarf the activity of maintained nursery schools in terms of overall pupil numbers. The main non-financial benefit of nursery facilities linked to primary schools is the scope for pupils to make a relatively seamless transition into the reception class of the primary school. A nursery class at a primary school may also have advantages for the family of a child with an older sibling at the same school. An important additional benefit is the very substantial cost savings achieved by nursery classes and primary schools sharing facilities.

Private organisations, often but not always run for profit, operate around 150 crèches, child drop-off centres, pooled childcare facilities and nurseries in Westminster. At least 60 of these could reasonably be described as proper nursery schools, although the services provided and the quality of education vary enormously. Private nursery schools have in total many more pupils than either of the other two categories but are financed primarily by fees charged to parents. However, considerable assistance from public funds is often available in respect of many of the pupils in private schools. Financial support for the private sector from public funds is not far short of the total for nursery classes in primary schools. The main benefits of private schools in the eyes of many parents are that there is more likely to be one in the desired locality, that many have better adapted to suit the hours required by working parents and that difficult children may be more likely to go elsewhere. Some parents may think that private nursery schools are superior but OFSTED reports do not support this conclusion.

The four maintained nursery schools have an ethos of seeking to help the most disadvantaged children. The disadvantages can arise from a variety of causes such as circumstances at home, poverty, conditions like autism or dyslexia, physical disabilities and speech disorders. Some of these children would not be ideally suited to private nursery schools and might not receive the best education tailored to their needs in the nursery class of a primary school. Maintained nursery schools are characterised by highly skilled, dedicated staff who typically react with horror to any suggestion that Early Years help for children should be financially rationed. Research suggests that addressing problems in the early years, although expensive, can save considerable amounts of money relative to deferring facing the consequences until the pupil is older. Children with a poor start to life are more likely to become future problem teenagers and adult unemployed, leading to continued deprivation. Some of the evidence supporting early intervention is summarised in a document headed "Addressing the false economy", which can be downloaded from [http://www.actionforchildren.org.uk/media/1418558/the\\_red\\_book\\_addressing\\_the\\_false\\_economy.pdf](http://www.actionforchildren.org.uk/media/1418558/the_red_book_addressing_the_false_economy.pdf) Some further background can be found in Appendix 6 (Frank Field Report).



In July 2011 Iain Duncan Smith, Secretary of State for Work and Pensions, said:

*“Getting Early Intervention right is crucial to breaking the inter-generational cycle of many of the social problems Britain is facing. By improving outcomes for children who have had a difficult start in life we can help them to meet their hopes and ambitions.”*

Also in July 2011 Oliver Letwin, Minister for Government Policy, stressed in connection with Early Years intervention *“the need to put more of our effort into solving problems early and cheaply, instead of spending vast sums trying (often vainly) to cure them later. Whether you measure this in terms of human happiness or in terms of taxpayer value, earlier is better.”*

Maintained nursery schools are in some respects like teaching hospitals. They are open to all if places are available but have particular expertise and experience relevant to difficult cases. **Many parents are unaware of the skills of maintained nursery schools and might seek to send their child to one if they had the full facts.**

An analysis of the take-up of free nursery places is available from:

[https://www.gov.uk/government/uploads/system/uploads/attachment\\_data/file/197414/DFE-RB066.pdf](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/197414/DFE-RB066.pdf)

The evidence is overwhelming that children from the age of 2 generally benefit from attending a nursery school, especially if they are disadvantaged.

### 3. Costs of Running Nursery Facilities

Whilst only 7% of children of primary or secondary school age in full-time education attend private schools nationally, the position is very different for nurseries, where around 70% of establishments nationally are in the private sector. Any analysis of value in nursery education needs to compare the state offerings (i.e. maintained schools and nursery classes in primary schools) with what is available privately. Obviously this comparison only represents a real choice to families able to pay, qualify for a free place or receive funding. The fees charged by private nursery schools in Westminster vary significantly but the following table gives some typical examples. The data quoted is for term-time attendance on five mornings per week, since this arrangement most closely reflects the position for a typical pupil at a maintained nursery school. Private schools that offer only full-time places or stay open and expect attendance in the school holidays cannot be compared directly.

**Table 1: Fees & OFSTED Ratings of Some Private Nursery Schools in Westminster**

Private Nursery School	Annual Fee for Term-Time Mornings when paid for by parent	Latest OFSTED Rating
Abercorn School	£8,475	Good
Knightsbridge Kindergarten	£7,200	Good
Paint Pots Bayswater	£5,910	Outstanding
Sunrise Preschool	£5,625	Good
The Willcocks Nursery School	£7,260	Outstanding
Young England Kindergarten	£8,250	Good
<b>Average</b>	<b>£7,120</b>	

The private sector nursery fees listed in Table 1 are for children without special educational needs. The finances of the four maintained nursery schools are similar to one another and in this document Mary Paterson is often taken as an example.

Excluding Special Educational Needs funding, the total current cost of running Mary Paterson is estimated to be approximately £594,000 per annum. This covers around 40 part-time and 25 full-time pupils, which is equivalent in terms of hours at school to approximately 90 morning-only pupils. The per annum cost for comparison with the private sector data in Table 1 is therefore  $£594,000/90 = £6,600$ .

Nursery classes in Westminster primary schools receive funding of £4.56m for 642 full-time and approximately 328 part-time pupils. The equivalent number of morning-only places for the purpose of calculating figures comparable to those in Table 1 is 1,613 (i.e. 2 X 642 + 328). The per annum cost for comparison with the private sector data in Table 1 is therefore £4,560,000/1,613 = **£2,830**.

The costs of running nursery facilities, excluding additional special needs expenditure, are therefore as set out in Table 2, where all figures are expressed as morning-only equivalents. In the case of private nursery schools the cost is, of course, borne largely by parents rather than public funds.

**Table 2: Cost of Running Nursery Facilities and OFSTED Ratings**

	<b>Annual Cost for Term-Time Mornings</b>	<b>Latest OFSTED Rating</b>
Private Nursery Schools – Westminster average based on examples in Table 1.	<b>£ 7,120</b>	Mainly Good-some Outstanding.
Mary Paterson – example of a Maintained Nursery School	<b>£ 6,600</b>	Mary Paterson is Outstanding in every category! Three out of the four Westminster maintained nursery schools are Outstanding.
Nursery Classes in Westminster Primary Schools – average	<b>£ 2,830</b>	Varies

Private nursery schools and maintained nursery schools have very similar running costs. Nursery classes in primary schools are much cheaper because of shared facilities. These classes may however not cover the full age range of a nursery school. Private schools are the cheapest for local authorities because huge discounts are available to fill otherwise empty places (see Table 3).

#### **4. Non- Financial Reasons for Choice of Nursery Type**

Parents can choose private nursery schools for a number of different reasons and are often willing to bear the entire cost themselves if they can afford to pay, in order to secure their choice of nursery school. The factors influencing parents vary. Possible reasons for choosing a private nursery school include:

- Lack of a vacancy in a maintained nursery school or nursery class in a primary school.
- Need for longer hours or for opening in the school holidays, in order to fit in with work.
- Belief that the pupil will mix with a more suitable type of child.
- Desire for the child to attend a nursery that feeds the child's likely next school. This is also an important consideration for nursery classes in primary schools.
- Geographical convenience.
- Admission of a child at a younger age than would otherwise be allowed.
- An often unfounded belief that private nursery schools may be superior.

The clearest benefit of maintained nursery schools is their genuine ethos of and expertise in caring for special needs children. Research suggests that if at all possible special needs children should be educated in mainstream schools like maintained nursery schools and not in separate facilities. Mary Paterson, for example, had 21 special educational needs children, including 5 with statements, 3 proposed for a statement and 2 in the pipeline, out of a total school roll of 66 as at June 2014. Many educational experts believe that the presence of these special needs children enhances the experience of the other pupils. The latest Mary Paterson OFSTED inspection states:

*“Parents and carers are overwhelming in their praise for the quality of many aspects of the nursery. They say that it is like an ‘oasis’: ‘Everyone should have the opportunity to come to a place like this’; the staff are ‘amazingly dedicated’; and they ‘can’t praise them enough’. They report how lives have been transformed and the exceptional progress their children have made especially in independence and communication. They highly commend the support they have received from staff if their child is disabled or has special educational needs.”*

The OFSTED picture suggested by Tables 1 & 2 is not the full story and understates the benefits of maintained nursery schools. OFSTED can only rate schools for what they do. For example, a school that

has few or no special needs children can only have a limited special needs inspection. In addition, the latest OFSTED report for a school may be years out of date. Assessing the true value of a school needs to take more into account than just the OFSTED report. This point is reinforced by the fact that most nursery schools are rated as outstanding or good by OFSTED. Trying to identify important differences from OFSTED reports can be rather like choosing the best university applicants from a group who have mainly A and A\* grades in their A Levels.

## 5. Current System of Payment

Children aged 3 or above at the beginning of term are able to receive 570 hours per annum of schooling free in a maintained nursery school or in a nursery class within a primary school, providing of course that there is an available vacancy. This entitlement is usually taken as 15 hours a week during term time. In general, maintained nursery and primary schools are not open in the school holidays.

Two-year-olds from low income families evidenced by the receipt of benefits can also receive 15 hours a week of free term-time schooling in a maintained nursery school or nursery class in a primary school, again subject to a vacancy existing. Two-year-old children are also entitled to a free place if they are looked after by the local authority (e.g. foster care) or have a child protection plan. The system for 2-year olds is intended to provide the opportunity of a place to the most disadvantaged 40% of the population. Parents may wish their children to have more than 15 hours per week in a maintained nursery school or nursery class in a primary school. Under these circumstances the maintained nursery school or nursery class in a primary school can charge the parents for the excess if other sources of funding are not available.

Working couples and working single parents on low incomes can claim the Childcare Element of the Working Tax Credit. This can be used towards paying nursery charges levied on the parent(s). A maximum of 70% of parental contributions can be met in this way subject to a means tested cap which falls with rising income. Parents on the lowest income have a cap of £175 per week for one child or of £300 for two or more children. The sum of £175 per week equates to £8,750 per annum. This is in excess of any likely parental charge so that in practice the lowest income group would effectively pay just 30% of any parental charge.

As an example we can take the hypothetical case of a very low income family where both parents work and their one child is aged 4 and has a full-time place at Mary Paterson and no other special circumstances are relevant. His or her mornings will be paid for under the free 15-hour per week entitlement, which is paid by Westminster Council out of funds provided by the Department for Education. The afternoon charge to the parent(s) is determined by the school or the local authority but, if levied at the same rate as the cost of the morning place to the Council, would result in a bill of around £6,600 per annum for the parents. However, 70% of this could still be met from the Childcare Element of the Working Tax Credit, which is paid to the working parent(s) from the Government. The total actually payable by the low-income family from its own resources is therefore 30% of £6,600 i.e. approximately £2,000 per annum, equivalent to about £10 per school day (Monday to Friday in term time).

Other schemes exist for helping with nursery fees under certain circumstances. For example, employers can issue vouchers redeemable at nursery establishments up to a value of about £3,000 per employee. The benefit of these vouchers is that they are free from income tax or national insurance. In general, vouchers are not attractive to people on very low incomes who pay little tax and national insurance and may lose tax credits. Other money is available for children of young students.

As an alternative to a free part-time place in a maintained nursery school or a nursery class in a primary school, a child's parent(s) may elect to receive a free place for 15 hours per week in a private school approved by the Council. **A legal obligation exists for the Council to ensure that sufficient places are available for every eligible applicant to receive one.** If the child attends the private school for more than the 15 free hours per week, the parent(s) must still pay the extra as determined by the school. In the case of low-income working parents, up to 70% of this extra can still come from the Childcare Element of the Working Tax Credit. The voucher scheme is still available for parents who would benefit from it.

The actual payment made by the Council to the private nursery school is determined by a formula devised by the Council and is far below what a parent would pay for the same service. If Westminster were to pay at the same rate as parents, the 15 hours per week would cost in the region of £7,120 (see Table 1), which is

equivalent to £7,120/570 = **£12.49 per hour**. In fact, the Council pays **about £3.23 m** per annum to fund approximately 1,421 pupils receiving 15 hours per week of term (or the equivalent) in private nursery schools. This amount corresponds to **£2,270 per pupil** on a basis comparable to the figures in Table 2.

Table 3 gives an analysis of the current picture for the funding of different types of nursery care by Westminster.

**Table 3: Cost of Westminster Nursery Provision (3 & 4 year-olds)**

	Annual Cost to Council	Annual Cost to Council per pupil on equivalent part-time basis	Cost per hour	Number of full-time pupils funded by Council	Number of part-time pupils funded by Council	Total Number of pupils funded by Council
Private Nursery Schools	£ 3.23m	£ 2,270	£ 3.98	0	1,421	1,421
Maintained Nursery Schools	£ 2.25m	£ 6,740	£ 11.82	85	164	249
Nursery Classes in Primary Schools	£ 4.56m	£ 2,830	£ 4.96	642	329	971

Notes:

1. In the above table references to an equivalent part-time basis relate to the annual cost of a child being at the establishment for 15 hours per week for 38 weeks of the year (i.e. during term time).
2. The annual fees for a pupil at a private nursery school in Westminster are typically around £7,120 on an equivalent part-time basis when paid by the parent(s) without Council funding, as per Table 1.
3. The data in the above table is for 3 and 4 year-olds only. The position regarding 2 year-olds is discussed in the section headed **"Uptake of Free Nursery Places"** i.e. section 8 below.

## 6. Challenges Ahead

The broad policy of Westminster has been to pay for what the Government funds but not to use money from Council Tax or business rates to provide extra. The Government, Westminster and nursery school teachers are all agreed that there is and should be a long-term trend towards nurseries offering longer hours, taking children at a younger age, raising the standard of care and helping children with special or higher needs. Unfortunately the Government and Westminster's four maintained nursery schools have approached these issues from different directions. The schools have focused first on offering full-time places and helping children in need. The Government has taken action to make nursery education affordable to more people, spread its resources more widely by offering more part-time places, encourage children to start at a younger age and raise the standards of the weaker schools. Both sides have strong arguments. Parents value full-time places because they often wish to work. In addition, children with difficult backgrounds may benefit from longer at school. Experience also suggests that there is unsatisfied demand for longer hours but that part-time places are not always easy to fill. On the other hand part-time places can stretch available money to cover more children more evenly. In addition, two part-time places probably do more good in total than one full-time place, because a lot can be achieved in half a day.

As Table 3 shows Westminster has funded a large number of full-time pupils in nursery classes within primary schools and in maintained nursery schools. **The Government essentially wishes to discontinue the bulk of this expenditure and Westminster does not wish to take on the financial burden.** Without urgent action the four maintained nurseries could suffer a fatal blow even though primary schools have been more involved in creating the imbalance. The voice of four could easily be drowned by the twenty-eight.

## 7. Case for Supporting Westminster Maintained Nursery Schools

There is a powerful case for supporting the four maintained nursery schools.

- a) **Westminster's four maintained nursery schools are recognised amongst nursery teachers both in London and nationally as being amongst the very best nursery schools in England.** Two of the four maintained nursery schools were rated as outstanding by OFSTED in all six areas of assessment. One of the others was rated outstanding overall whilst the fourth nursery was assessed as good in all respects.
- b) **Maintained nursery schools are considered by local authorities and OFSTED to offer high standards of education nationally.** More than two-thirds of the 152 local authorities in England are financing some maintained nursery school provision, despite the fact that the places that they provide are more expensive to the Council than places in other categories. One reason for so many councils supporting maintained nursery schools is a desire to have expertise relevant to difficult cases. Some relevant statistics appear in Table 4, which is extracted from a report published by the National Audit Office in February 2012. As set out in that table 96% of Maintained Nursery Schools nationally are rated as good or outstanding by OFSTED against 76% to 79% for the other categories listed. The pattern of maintained nursery schools being the most costly to local authorities applies nationally (see hourly rates in Table 4).
- c) **The need for maintained nursery schools is greatest in areas of high deprivation affecting children.** Nearly 40% of children in Westminster live in a family reliant on benefit. The position is worst in the most deprived areas, which are largely in the neighbourhood of Church Street and Harrow Road. Three of the four Westminster maintained nursery schools are in this locality. At Mary Paterson approximately 32% of pupils had special educational needs as at June 2014 and some others had been referred owing to difficult circumstances.
- d) **The maintained nursery schools will be important in building up the take-up of the programme for providing part-time places for eligible 2 year-olds.** This effort is strongly supported by Government. Mary Paterson already had 27% of its pupils being 2 year-olds as at August 2014. If the Government's ambitions for 2 year-olds and 3 & 4 year-olds are to be achieved, it may even become necessary to build new nursery schools. It would be daft to close leading, outstanding nursery schools now only to replace them with inferior organisations in the future.
- e) **The higher costs of running maintained nursery schools are largely a reflection on their uncompromisingly high standards.** These schools typically employ teachers on nationally-determined pay scales, which can be 50 per cent higher than other Early Years professionals. Maintained nursery schools have additional costs, for example, they have historically been required to have a head teacher. Whilst nursery schools can share a head teacher through a federation procedure, one of the reasons for the success of maintained nursery schools is that they have an experienced, highly qualified head on the premises. OFSTED place great emphasis on the day-to-day involvement and leadership of the head. Westminster also has the added costs associated with being in central London and obviously cannot move its four maintained nursery schools to cheaper areas outside the borough because of the need to serve their existing communities with high deprivation.

Table 4: Providers delivering the free entitlement to a part-time nursery place for all 3 &amp; 4 year-olds - national data

Sector	Provider type (or 'setting')	Number of providers <sup>1</sup>	Percentage of total (%)	Number of children receiving the free entitlement	Percentage of total (%)	Average hourly funding rate <sup>2</sup> (£)	Percentage of providers rated good or outstanding by Ofsted <sup>3</sup> (%)
<b>Maintained</b> <sup>4</sup> Settings for which government grants are the main source of funding	<b>Nursery schools</b> Discrete schools for young children with their own headteacher and governing body	420	1.5	340,540	40.9	6.83	96
	<b>Nursery classes</b> Classes for young children within primary schools	7,440 <sup>5</sup>	26.0			3.97	76
<b>Non-maintained</b> Settings not directly maintained by government funding	<b>Private</b> Day nurseries and pre-schools run for profit	13,720 <sup>6</sup>	47.9	457,600	55.0		77
	<b>Voluntary</b> Day nurseries and pre-schools run not-for-profit	6,000	21.0			3.77 <sup>7</sup>	79
	<b>Independent</b> Classes for young children connected to independent (fee-paying) schools	1,050	3.7	36,660	4.0		78
		<b>28,630</b>		<b>834,800</b>		<b>3.95</b>	<b>78</b>

1 - Estimated number of providers from early years and schools censuses

2 - Calculated from total funding, including base rates and supplements, for local authorities implementing funding formulae in April 2010, divided by total funded hours reported.

3 - Calculated from over 19,000 providers inspected by Ofsted from September 2008 to March 2011

4 - Includes academies and direct-grant nurseries.

5 - Includes 370 special schools where an estimated 4,040 three- and four-year-olds were benefiting from some free early education in January 2011. These schools are outside the scope of our study.

6 - Includes childminders, providing around 1 per cent of free entitlement education

7 - Local authority returns to the Department do not split funding or hours for private, voluntary and independent providers.

Source: National Audit Office analysis of Department for Education and Ofsted data

<http://www.nao.org.uk/wp-content/uploads/2012/02/10121789.pdf>

## 8. Uptake of Free Nursery Places

The immediate priorities of the Government are to ensure that as many children as possible take up the offer of free part-time places for all 3 & 4 year-olds and the 40% most needy 2 year-olds. In the absence of special needs, money for other purposes is very limited. According to the latest figures released by the Department for Education Westminster has the poorest uptake of the 3 & 4 year-old, free part-time offer out of all 152 local authorities in England with just 77% of eligible children participating, compared with 90% in Inner London and 97% for England as a whole (See Appendix 3). The Westminster/Tri-Borough team have produced their own statistical analysis which comes up with different percentages from the Department for Education. According to this team Westminster had a 3 & 4 year-old take-up of 82% against 94% for England as a whole. On Westminster's analysis the borough is no longer bottom but is still one of the poorest performers in both London and England. The Department for Education and the Westminster/Tri-borough analyses use the same data for numbers children taking up free places, in both cases as at January 2014. Westminster uses the 2011 census for population estimates whereas the Department for Education uses estimates for 31 December 2013. In principle, if the estimates are made wisely, the Department for Education data should be more accurate. However, the Department for Education does warn, "Some caution should be exercised when comparing take-up rates at local authority level." They further explain, "In some cases, local authority take-up rates can exceed 100%. This can occur due to differences between how the early years census data is counted and how the population estimates are calculated. Population estimates for sub-national and individual age groups are subject to a greater degree of uncertainty than national population estimates. Therefore, take-up rates at local authority level should be treated with more caution than national take-up rates." The Department for Education figures for percentage take-up are generally considered to be the best available.

Various ideas have been put forward to try to explain the disappointing uptake of free nursery places in Westminster. Some commentators have suggested that the problem is high turnover in people living in Westminster. However, the likely impact of people moving into and out of the borough is too small to provide an explanation. The latest statistics released in June 2014 cover the year to June 2013. In this period 16,646 people (all ages) moved into Westminster and 22,984 moved out. The combined total of 39,630 represents around 17% of the population. This is clearly not big enough to explain a difference in take-up of 20% between Westminster (77%) and England (97%). Other boroughs also have people moving in and out with a total averaging 15,886 for each local authority in England and Wales. Boroughs with more movement than Westminster include amongst others Barnet, Camden, Ealing, Islington, Southwark and Wandsworth. Other suggestions as to why Westminster does not do better include ethnic diversity and deprivation but also fail to reflect the evidence fully.

The 2-year offering only began to fund places in September 2013 and is therefore harder to evaluate. Originally the offering was directed at the 20% most disadvantaged children but this has now been changed to 40% in time for this September's admissions. However, Westminster is also performing poorly in building up places for 2 year-olds with performance in the bottom quartile (See Appendix 4). Westminster has so far concentrated on mopping up cheap unused places in the private sector but is reaching saturation in this respect. In other Westminster settings Mary Paterson has led the way with 2 year-olds who now account for 27% of its pupils.

Westminster funds free places in a wide range of private nursery schools. The largest number of these places is at St. Nicholas Preparatory School, which has 70 early years pupils funded by Westminster but still only represents around 5% of Westminster-funded private nursery school places. St. Nicholas was graded as "good" following the latest OFSTED inspection (December 2010) in the four categories relating specifically to early years. The school has no children with Statements of Special Educational Needs. OFSTED assessed the "overall welfare, health and safety of pupils" in the school as a whole (not specifically early years) as "inadequate" (the lowest category). Whilst the school may have improved since the last inspection, it is clearly not in the same league as schools like Mary Paterson or able to offer the same range of specialist skills.

My findings about Westminster's disappointing performance at encouraging the uptake of free part-time places and in selecting which private schools to support are very similar to the views just published by the independent charity Family and Healthcare Trust (see Appendix 5). Further evidence that Westminster is falling behind in Early Years education is presented in Appendix 7. The data shows that a good level of development at age 5 is achieved by a smaller proportion of children in Westminster than in the region or in England as a whole. The reduction in performance amongst children receiving free school milk highlights the severity of deprivation. The excellent GCSE performance in Westminster helps to confirm that the hurdles in the path of a good result can be overcome. Experts believe that the children who are doing well at GCSE are not those who are most neglected in the Early Years and that nursery education is the best way to begin breaking the cycle of deprivation.

As well as action relating to 2 year-olds the Government has announced two other moves to help family budgets:

- a) The 30% cost of extra hours currently paid by poor working families will be reduced to 15%. This change will occur once universal credit is introduced. The monthly limit will be £646 for one child and £1108 for two or more children.
- b) The Government has announced a new scheme to offer Tax-Free Childcare for working families, which will replace the current system of Employer Supported Childcare. Once established, the scheme will be worth up to £2,000 per child, saving a working family with two children under 12 up to £4,000 a year. It will be introduced in autumn 2015 and will ultimately be open to around two million families with children under 12. To be eligible, both parents will need to be working, each earning less than £150,000 a year, and not receiving support through tax credits (or in future Universal Credit).

## 9. Cost-cutting

Westminster funds 727 full-time nursery places (see Table 3) which the Government essentially wishes to stop funding (see section 6 –“Challenges Ahead”). This would mean a reduction of £1.1m in funding received from the Government by Westminster and represents as much as 11% of total Westminster nursery school funding from Government or 49% of that for maintained nursery schools.

- If the four maintained nursery schools stopped offering full time places and filled all vacancies under the 2 year-old part time offering they would be accepting an additional 170 part time 2 year-olds. The Government provides funding of at least £6.07 per hour for 570 hours each in respect of these pupils, corresponding to a total of £588,000. Various supplements are available such as a start-up grant of £2,000 per 2 year-old pupil if certain flexibility conditions are met which would enable the lost revenue to be made up in at least for the first year. The complete elimination of full-time places has been examined purely to set out the arithmetic and not as a serious proposal. There are other ways of making the books balance such as charging parents able to pay for extra hours and assisting with training of staff for other schools and combining activities within the nursery schools. The training opportunity is given high prominence in the two emails attached to this document as appendices from The Rt. Hon. Elizabeth Truss MP and the Department of Education.
- The Government has announced that it will provide £50 million extra funding in 2015 to 2016 to nurseries, schools and other providers of government-funded early education to support disadvantaged 3- and 4-year-olds. Westminster's share of this sum can reasonably be expected to be roughly £300,000.



## Appendix 1

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### Email from Liz Truss to Barbara Arzymanow

**Note: This email was sent to Barbara in a personal capacity before she was elected as a Councillor and whilst Liz Truss was still Undersecretary of State for Education**

2014/0026471POLT

02 May 2014

Dear Barbara,

Thank you for your email of 26 March, updating me on your work on maintained nursery schools.

I am always interested to read about your work in early education and the efforts you and your colleagues are making to give children, especially those who are most disadvantaged or have special educational needs, the best possible start in life. I agree with your comments that some of the highest quality childcare and early education is found in maintained nursery schools and school nurseries, and this is exactly what I highlighted in my recent speech at Policy Exchange on the 7 April.

Like you, I want teachers and nurseries in the driving seat of improvement. As we see in schools, I want to see strong providers, like nursery schools, working with weaker providers to improve practice.

I want to use the existing network of teaching schools – outstanding schools working with neighbouring schools to provide high-quality staff training and development – to play a much larger role in the early years and to reach out to all providers. Some are already doing this brilliantly. For example in Bristol, in March 2013 a consortium of three nursery schools with children's centres were awarded teaching school designation, working closely with the primary teaching schools in the area, as well as the local colleges and universities. Over 800 practitioners benefited last year, helping close the gap in early years outcomes in Bristol.

This is exactly the kind of activity I want to promote in nursery schools. We have 16 nursery schools that are teaching schools, and I want to strengthen those links even further and make them more widely available. I recently announced that 20 teaching schools are establishing new links with early years providers and I would like to see this grow too.

Nursery schools are so distinctive, in part because of their highly qualified staff, and I want more types of providers to aim for these high standards of early education. We are extending School Direct to the early years for the first time, meaning that nurseries will have the ability to train early years teachers. Similarly, Teach First has now recruited its first cohort of early years teachers and recently announced an increase in places for next year. Maintained nursery schools should seize this opportunity and lead the market in this work; they have the expertise and excellent practice to make a real impact on the next generation of early years teachers.

The focus on quality that I have outlined above puts nursery schools in a strong position to lead the sector on innovative practice, train early years teachers and drive up standards in their local area. I am keen to see others show the sort of initiative and leadership that some are already demonstrating, and would be grateful for your continued support in this locally.

One comment on a specific issue you raise is about the tri-borough move where Westminster City Council will stop funding full-time nursery places. The Government funds all local authorities to provide an entitlement for eligible two-year-olds and all three- and four-year-olds with 570 hours of funded early education per year, which as you know is usually taken as 15 hours per week during term time, until they reach compulsory school age. The provision of any additional funded hours above the statutory entitlement is a matter for individual local authorities.

We recognise, however, that the cost of childcare can have a significant impact on the family budget. In addition to extending the early learning entitlement for two-year-olds to children from low income working families this September, the Government also pays 70 per cent of the childcare costs parents are paying for, up to £122.50 a week for one child and £300 a week for two or more children. Once universal credit is

introduced this will rise to 85 per cent of costs to a monthly limit of £646 for one child and £1108 for two or more children.

We have also announced a new scheme to offer Tax-Free Childcare for working families, which will replace the current system of Employer Supported Childcare. Once established, the scheme will be worth up to £2,000 per child, saving a working family with two children under 12 up to £4,000 a year. It will be introduced in autumn 2015 and will ultimately be open to around two million families with children under 12. To be eligible, both parents will need to be working, each earning less than £150,000 a year, and not receiving support through tax credits (or in future Universal Credit).

You mentioned that the nursery school where you are a governor accepts two-year-olds and also offers 8am to 6pm provision. If there are others in the area that do the same, one way forward might be for them to share their experience with the schools that I mentioned elsewhere that are interested in setting up this sort of provision. You may wish to contact Mr Neil Dube at the Department, who can facilitate contact with these schools. He can be contacted by email at: [Neil.Dube@education.gsi.gov.uk](mailto:Neil.Dube@education.gsi.gov.uk).

Thank you for your continued support on increasing the amount of quality, affordable childcare. I hope this reply is helpful to you.

With best wishes,

**Elizabeth Truss MP**  
**Parliamentary Under Secretary of State for Education and Childcare**

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## Appendix 2

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### Email to head at Mary Paterson from Department of Education

Dear Ms Gambell

I am writing on behalf of the Secretary of State for Education, to thank you for your letter of 30 April, about maintained nursery schools.

As the Parliamentary Under Secretary of State for Education and Childcare highlighted in her recent speech at the Policy Exchange on 7 April, nursery schools have made a significant contribution to both delivering high quality early education and leading high quality teaching. Recent proposals, that this government is taking forward, will put teachers and nurseries in the driving seat of improvement. We want to see strong providers, like nursery schools, working with weaker providers to improve practice.

One way of doing this is to grow the existing network of teaching schools. We want to see outstanding schools working with neighbouring schools to provide high-quality staff training and development, and to play a much larger role in early years by reaching out to providers. Some are already doing this successfully. For example, in Bristol, a consortium of 3 nursery schools with children's centres was awarded teaching school designation. It worked closely with the primary teaching schools in the area, as well as local colleges and universities. Over 800 practitioners benefited last year, helping to close the gap in early years outcomes within the Bristol area.

This is exactly the kind of activity we want to promote in nursery schools. We have 16 nursery schools that are teaching schools and 20 teaching schools who are establishing new links with early years providers. There are plans to designate many more nursery schools as teaching schools.

Nursery schools are so distinctive, in part because of their highly qualified staff. More types of providers should aim for these high standards of early education. We are extending School Direct to the early years for the first time, meaning that nurseries will have the ability to train early years teachers. Similarly, Teach First has now recruited its first cohort of early years teachers and has recently announced an increase in places for next year. Maintained nursery schools should seize this opportunity and lead the market in this work; they have the expertise and excellent practice to make a real impact on the next generation of early years teachers.

As regards funding for nursery schools, local authorities (LAs) are funded for early education through the dedicated schools grant, which funds education for all children aged 2 to 16 in England. LAs, in consultation with their schools forum, are responsible for deciding how best to distribute funding across their locality. From this, LAs set their own local rates and should work closely with providers to establish the true cost of a place and set funding rates at a level that allow nurseries to be sustainable.

The focus on quality outlined above, puts nursery schools in a strong position to lead the sector on innovative practice, train early years teachers and drive up standards in their local area.

Our policy officials would be grateful if you could share this letter with your members.

Once again, thank you for writing and I hope this information is helpful.

Your correspondence has been allocated reference number 2014/0036038. If you need to respond to us, please visit: [www.education.gov.uk/contactus](http://www.education.gov.uk/contactus) and quote your reference number.

As part of our commitment to improving the service we provide to our customers, we are interested in hearing your views and would welcome your comments via our website at: [www.education.gov.uk/pcsurvey](http://www.education.gov.uk/pcsurvey).

Yours sincerely

David Chapman  
Ministerial and Public Communications Division  
[www.gov.uk/df](http://www.gov.uk/df)

### Appendix 3

#### Percentage of 3- and 4-year-old children benefitting from funded early education places by local authority

##### England – Position in January each year

Westminster comes out worst - see red below.

	3- and 4-year-olds				
	2010	2011	2012	2013	2014
<b>ENGLAND</b>	<b>94</b>	<b>94</b>	<b>95</b>	<b>96</b>	<b>97</b>
<b>NORTH EAST</b>	<b>98</b>	<b>98</b>	<b>98</b>	<b>98</b>	<b>98</b>
Darlington	97	100	100	100	96
Durham	96	95	96	95	94
Gateshead	96	96	96	96	96
Hartlepool	99	99	98	100	97
Middlesbrough	101	100	101	101	101
Newcastle upon Tyne	94	94	93	95	98
North Tyneside	98	99	98	100	98
Northumberland	100	100	101	100	99
Redcar and Cleveland	100	102	105	104	100
South Tyneside	91	95	96	93	96
Stockton-on-Tees	102	99	100	98	99
Sunderland	98	98	101	102	102
<b>NORTH WEST</b>	<b>96</b>	<b>96</b>	<b>97</b>	<b>98</b>	<b>98</b>
Blackburn with Darwen	94	93	92	94	97
Blackpool	98	98	101	95	91
Bolton	97	96	100	100	98
Bury	94	95	96	96	97
Cheshire East	98	99	100	104	103
Cheshire West and Chester	101	101	105	105	106
Cumbria	99	100	102	103	102
Halton	91	90	91	90	88
Knowsley	98	99	100	99	98
Lancashire	95	96	97	98	98
Liverpool	100	97	97	98	101
Manchester	89	89	89	92	93
Oldham	94	93	95	97	99
Rochdale	93	93	96	96	95
Salford	94	94	95	100	100
Sefton	101	99	100	100	100
St. Helens	94	97	98	96	97
Stockport	97	97	97	99	100
Tameside	96	97	96	97	99
Trafford	95	97	96	97	99
Warrington	100	101	102	100	100
Wigan	91	90	92	92	93
Wirral	98	98	89	100	100

	3- and 4-year-olds				
	2010	2011	2012	2013	2014
<b>YORKSHIRE AND THE HUMBER</b>	<b>96</b>	<b>96</b>	<b>97</b>	<b>97</b>	<b>99</b>
Barnsley	95	97	98	97	97
Bradford	91	91	94	95	96
Calderdale	102	100	105	103	113
Doncaster	93	92	91	93	95
East Riding of Yorkshire	103	104	104	103	103
Kingston Upon Hull, City of	95	96	95	96	98
Kirklees	94	95	96	97	97
Leeds	99	98	98	99	101
North East Lincolnshire	96	96	96	97	97
North Lincolnshire	95	92	91	90	91
North Yorkshire	98	96	98	100	99
Rotherham	93	95	97	97	100
Sheffield	95	94	94	93	94
Wakefield	99	100	102	101	103
York	101	100	102	103	101
<b>EAST MIDLANDS</b>	<b>96</b>	<b>96</b>	<b>97</b>	<b>98</b>	<b>99</b>
Derby	95	92	90	94	96
Derbyshire	99	98	100	99	99
Leicester	89	91	93	93	96
Leicestershire	96	95	96	98	99
Lincolnshire	99	97	100	101	99
Northamptonshire	94	95	96	97	98
Nottingham	95	95	95	96	98
Nottinghamshire	98	99	99	98	100
Rutland	106	104	100	107	109
<b>WEST MIDLANDS</b>	<b>93</b>	<b>94</b>	<b>95</b>	<b>96</b>	<b>96</b>
Birmingham	85	88	91	92	94
Coventry	94	93	94	94	93
Dudley	95	94	96	96	96
Herefordshire	95	96	96	96	97
Sandwell	89	88	91	94	96
Shropshire	100	98	97	98	94
Solihull	107	108	112	110	109
Staffordshire	95	96	98	97	98
Stoke-on-Trent	90	90	92	94	94
Telford and Wrekin	95	98	97	96	96
Walsall	93	95	95	96	96
Warwickshire	98	98	98	98	98
Wolverhampton	93	92	92	90	91
Worcestershire	100	98	101	102	104
<b>EAST OF ENGLAND</b>	<b>96</b>	<b>96</b>	<b>97</b>	<b>97</b>	<b>97</b>
Bedford Borough	100	101	103	106	108
Cambridgeshire	95	95	97	95	97
Central Bedfordshire	97	97	100	101	102

	3- and 4-year-olds				
	2010	2011	2012	2013	2014
Essex	98	98	99	98	99
Hertfordshire	98	97	96	96	96
Luton	93	94	96	96	96
Norfolk	96	95	96	97	96
Peterborough	94	95	97	100	104
Southend-on-Sea	95	93	94	95	98
Suffolk	94	93	95	94	93
Thurrock	89	88	90	92	96
<b>LONDON</b>	<b>88</b>	<b>88</b>	<b>90</b>	<b>91</b>	<b>92</b>
<b>INNER LONDON</b>	<b>88</b>	<b>88</b>	<b>89</b>	<b>91</b>	<b>90</b>
Camden	85	83	77	82	81
City of London	98	76	102	115	108
Hackney	87	90	92	96	98
Hammersmith and Fulham	93	92	93	93	90
Haringey	83	84	88	90	90
Islington	93	97	97	98	96
Kensington and Chelsea	77	75	77	79	79
Lambeth	86	88	89	91	92
Lewisham	81	82	84	86	85
Newham	92	93	97	100	100
Southwark	89	85	83	88	88
Tower Hamlets	90	91	91	93	94
Wandsworth	93	91	92	93	90
Westminster	87	82	82	79	77
<b>OUTER LONDON</b>	<b>88</b>	<b>89</b>	<b>90</b>	<b>92</b>	<b>93</b>
Barking and Dagenham	79	80	84	89	90
Barnet	85	82	84	84	86
Bexley	97	95	97	98	99
Brent	81	82	84	89	92
Bromley	94	95	97	99	100
Croydon	88	88	87	88	87
Ealing	91	90	92	95	94
Enfield	83	83	85	87	87
Greenwich	89	91	89	89	91
Harrow	81	82	84	87	90
Havering	95	97	100	101	102
Hillingdon	95	96	96	98	101
Hounslow	80	79	82	87	89
Kingston upon Thames	90	92	94	94	93
Merton	94	95	102	99	95
Redbridge	93	95	94	94	96
Richmond upon Thames	96	99	98	97	99
Sutton	89	89	90	92	93
Waltham Forest	88	88	90	91	93
<b>SOUTH EAST</b>	<b>95</b>	<b>95</b>	<b>95</b>	<b>96</b>	<b>96</b>
Bracknell Forest	96	93	92	91	92

	3- and 4-year-olds				
	2010	2011	2012	2013	2014
Brighton and Hove	98	100	101	103	105
Buckinghamshire	98	93	95	96	96
East Sussex	94	95	96	97	97
Hampshire	96	95	95	96	95
Isle of Wight	99	97	98	97	98
Kent	94	94	95	96	97
Medway	96	95	97	97	98
Milton Keynes	92	91	90	92	93
Oxfordshire	97	96	97	96	99
Portsmouth	94	94	93	94	93
Reading	94	88	88	92	94
Slough	86	83	87	92	93
Southampton	96	95	96	96	97
Surrey	95	95	96	95	95
West Berkshire	94	94	95	96	96
West Sussex	97	96	96	97	98
Windsor and Maidenhead	95	97	103	100	101
Wokingham	93	100	102	100	100
<b>SOUTH WEST</b>	<b>97</b>	<b>97</b>	<b>98</b>	<b>98</b>	<b>98</b>
Bath and North East Somerset	100	101	103	103	105
Bournemouth	98	100	96	99	102
Bristol, City of	90	90	91	92	93
Cornwall	98	98	100	101	99
Devon	99	99	101	102	101
Dorset	98	98	102	99	100
Gloucestershire	98	98	98	99	100
Isles of Scilly	134	123	112	100	100
North Somerset	96	97	101	98	99
Plymouth	98	99	100	99	99
Poole	88	86	90	90	90
Somerset	97	97	97	98	98
South Gloucestershire	99	99	99	99	103
Swindon	93	94	97	96	96
Torbay	100	99	105	105	101
Wiltshire	95	94	93	93	94

Source: Early Years Census (EYC), School Census (SC), and School Level Annual School Census (SLASC)

## Appendix 4

Percentage of 2 Year Old children benefitting from funded early education places by local authority

England – Position in January 2014

Westminster comes out 37<sup>th</sup> from the bottom out of 152 local authorities i.e. in the worst quartile. See red below.

	<b>No. of 2 year-olds with places</b>	<b>Estimated No. of 2 Year Olds</b>	<b>% of 2 year- olds with places</b>
<b>ENGLAND</b>	<b>81,586</b>	<b>682,161</b>	<b>12.0</b>
<b>NORTH EAST</b>	<b>5,050</b>	<b>30,802</b>	<b>16.4</b>
Darlington	190	1,358	14.0
Durham	950	5,935	16.0
Gateshead	310	2,381	13.0
Hartlepool	250	1,161	21.5
Middlesbrough	430	1,960	21.9
Newcastle upon Tyne	710	3,365	21.1
North Tyneside	340	2,406	14.1
Northumberland	380	3,258	11.7
Redcar and Cleveland	270	1,598	16.9
South Tyneside	310	1,656	18.7
Stockton-on-Tees	290	2,561	11.3
Sunderland	620	3,070	20.2
<b>NORTH WEST</b>	<b>13,430</b>	<b>87,656</b>	<b>15.3</b>
Blackburn with Darwen	340	2,189	15.5
Blackpool	150	1,663	9.0
Bolton	580	3,914	14.8
Bury	330	2,558	12.9
Cheshire East	260	4,039	6.4
Cheshire West and Chester	380	3,660	10.4
Cumbria	640	5,139	12.5
Halton	390	1,713	22.8
Knowsley	290	1,863	15.6
Lancashire	1,410	14,000	10.1
Liverpool	1,150	5,257	21.9
Manchester	1,810	7,291	24.8
Oldham	500	3,290	15.2
Rochdale	620	3,000	20.7
Salford	550	3,396	16.2
Sefton	450	3,030	14.9
St. Helens	400	2,116	18.9
Stockport	470	3,515	13.4
Tameside	470	3,043	15.4
Trafford	390	3,041	12.8
Warrington	300	2,535	11.8
Wigan	680	4,011	17.0
Wirral	880	3,768	23.4
<b>YORKSHIRE AND THE HUMBER</b>	<b>11,200</b>	<b>66,794</b>	<b>16.8</b>
Barnsley	740	2,928	25.3
Bradford	2,410	8,191	29.4
Calderdale	470	2,661	17.7



	<b>No. of 2 year-olds with places</b>	<b>Estimated No. of 2 Year Olds</b>	<b>% of 2 year- olds with places</b>
Doncaster	700	3,846	18.2
East Riding of Yorkshire	300	3,386	8.9
Kingston Upon Hull, City of	820	3,505	23.4
Kirklees	840	5,755	14.6
Leeds	1,350	9,929	13.6
North East Lincolnshire	410	2,032	20.2
North Lincolnshire	230	2,045	11.2
North Yorkshire	610	6,357	9.6
Rotherham	580	3,172	18.3
Sheffield	990	6,774	14.6
Wakefield	580	4,029	14.4
York	160	2,133	7.5
<b>EAST MIDLANDS</b>	<b>6,350</b>	<b>55,546</b>	<b>11.4</b>
Derby	760	3,543	21.4
Derbyshire	670	8,646	7.7
Leicester	590	4,880	12.1
Leicestershire	560	7,418	7.5
Lincolnshire	1,250	7,990	15.6
Northamptonshire	770	9,433	8.2
Nottingham	760	3,980	19.1
Nottinghamshire	960	9,293	10.3
Rutland	30	386	7.8
<b>WEST MIDLANDS</b>	<b>9,950</b>	<b>72,495</b>	<b>13.7</b>
Birmingham	3,060	16,416	18.6
Coventry	880	4,724	18.6
Dudley	80	3,872	2.1
Herefordshire	200	1,979	10.1
Sandwell	600	4,570	13.1
Shropshire	290	3,239	9.0
Solihull	230	2,439	9.4
Staffordshire	1,020	9,375	10.9
Stoke-on-Trent	580	3,443	16.8
Telford and Wrekin	470	2,337	20.1
Walsall	570	3,717	15.3
Warwickshire	770	6,402	12.0
Wolverhampton	500	3,518	14.2
Worcestershire	700	6,276	11.2
<b>EAST OF ENGLAND</b>	<b>7,370</b>	<b>74,844</b>	<b>9.8</b>
Bedford Borough	210	2,057	10.2
Cambridgeshire	530	7,633	6.9
Central Bedfordshire	330	3,343	9.9
Essex	1,740	16,990	10.2
Hertfordshire	1,180	15,558	7.6
Luton	440	3,380	13.0
Norfolk	930	9,596	9.7
Peterborough	430	2,861	15.0
Southend-on-Sea	350	2,253	15.5
Suffolk	1,010	8,758	11.5
Thurrock	240	2,404	10.0
<b>LONDON</b>	<b>16,520</b>	<b>119,080</b>	<b>9.7</b>

	No. of 2 year-olds with places	Estimated No. of 2 Year Olds	% of 2 year- olds with places
<b>INNER LONDON</b>	<b>4,460</b>	<b>44,419</b>	<b>10.0</b>
Camden	240	2,573	9.3
City of London	0	50	0.0
Hackney	450	3,705	12.1
Hammersmith and Fulham	190	2,341	8.1
Haringey	330	3,524	9.4
Islington	300	2,391	12.5
Kensington and Chelsea	160	1,760	9.1
Lambeth	400	3,967	10.1
Lewisham	430	4,407	9.8
Newham	530	4,968	10.7
Southwark	590	4,107	14.4
Tower Hamlets	270	3,782	7.1
Wandsworth	340	4,326	7.9
Westminster	220	2,474	8.9
<b>OUTER LONDON</b>	<b>7,060</b>	<b>74,820</b>	<b>9.4</b>
Barking and Dagenham	590	3,776	15.6
Barnet	480	5,398	8.9
Bexley	380	3,132	12.1
Brent	330	4,466	7.4
Bromley	360	4,173	8.6
Croydon	480	5,634	8.5
Ealing	420	5,101	8.2
Enfield	700	4,964	14.1
Greenwich	380	4,109	9.2
Harrow	320	3,282	9.7
Havering	380	2,861	13.3
Hillingdon	370	4,105	9.0
Hounslow	310	3,964	7.8
Kingston upon Thames	170	2,300	7.4
Merton	260	3,128	8.3
Redbridge	420	4,511	9.3
Richmond upon Thames	150	2,887	5.2
Sutton	170	2,663	6.4
Waltham Forest	430	4,099	10.5
<b>SOUTH EAST</b>	<b>9,670</b>	<b>110,821</b>	<b>8.7</b>
Bracknell Forest	130	1,609	8.1
Brighton and Hove	360	2,961	12.2
Buckinghamshire	340	6,588	5.2
East Sussex	700	5,716	12.2
Hampshire	1,310	16,106	8.1
Isle of Wight	210	1,354	15.5
Kent	1,900	18,427	10.3
Medway	590	3,567	16.5
Milton Keynes	490	4,133	11.9
Oxfordshire	600	8,439	7.1
Portsmouth	460	2,728	16.9
Reading	170	2,351	7.2
Slough	190	2,598	7.3
Southampton	420	3,125	13.4
Surrey	730	14,978	4.9
West Berkshire	110	2,130	5.2

	<b>No. of 2 year-olds with places</b>	<b>Estimated No. of 2 Year Olds</b>	<b>% of 2 year- olds with places</b>
West Sussex	830	9,608	8.6
Windsor and Maidenhead	80	1,923	4.2
Wokingham	70	2,120	3.3
<b>SOUTH WEST</b>	<b>7,060</b>	<b>61,351</b>	<b>11.5</b>
Bath and North East Somerset	210	1,869	11.2
Bournemouth	370	2,050	18.1
Bristol, City of	690	5,946	11.6
Cornwall	750	5,804	12.9
Devon	710	7,828	9.1
Dorset	420	4,010	10.5
Gloucestershire	670	6,898	9.7
Isles of Scilly	0	13	0.0
North Somerset	290	2,485	11.7
Plymouth	640	3,134	20.4
Poole	220	1,770	12.4
Somerset	550	6,032	9.1
South Gloucestershire	440	3,282	13.4
Swindon	410	2,937	14.0
Torbay	240	1,418	16.9
Wiltshire	450	5,853	7.7

Source: Adapted from Early Years Census (EYC), School Census (SC), and School Level Annual School Census (SLASC)

## Appendix 5

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### London Childcare Report 2014

London Borough Profiles

*Published by the Family and Childcare Trust, an independent charity.*

*The full text of the City of Westminster profile is reproduced below:-*

#### Westminster

##### Background

- 13,700 children aged 0-4
- 20,200 children aged 5-14
- 30 per cent of children live in poverty (before housing costs)

##### Childcare costs

Nurseries, childminders and holiday childcare significantly more expensive than the London average, whereas after-school clubs are cheaper.

##### Gaps in provision

- Date of last childcare sufficiency report – 2011, although a new report is due in 2015.
- The main gaps in provision are childcare for two, three and four year olds, including those qualify for free early education and for children whose parents have atypical work patterns. There is no recent data on the sufficiency of after-school and holiday childcare.

##### Free early education

- 886 two year olds eligible for free early education in September 2014.
- 43 per cent of eligible two year olds were receiving free early education in January 2014 compared to the England average of 67 per cent.
- 26 per cent of eligible two year olds were receiving their free early education in settings judged to be inadequate or in need of improvement in January 2014 compared to 13 per cent across England.
- 77 per cent of three and four year olds have taken up their free early education compared to 96 per cent across England.

##### Comments

The Family and Childcare Trust is concerned about the low uptake of free early education for two, three and four year olds in this local authority, as well as the high proportions of two year olds who are placed in settings judged to be inadequate or in need of improvement.

## Appendix 6

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Introduction and Recommendations from the Frank Field Report on Child Poverty (The yellow highlighting is mine.)

### Introduction

Frank Field was commissioned by the Prime Minister in June 2010 to provide an independent review on poverty and life chances by the end of the year. The aim of the review is to:

- generate a broader debate about the nature and extent of poverty in the UK;
- examine the case for reforms to poverty measures, in particular for the inclusion of non- financial elements;
- explore how a child's home environment affects their chances of being ready to take full advantage of their schooling; and
- recommend potential action by government and other institutions to reduce poverty and enhance life chances for the least advantaged, consistent with the Government's fiscal strategy.

### Review findings

The question the Review found itself asking was how we can prevent poor children from becoming poor adults. The Review has concluded that the UK needs to address the issue of child poverty in a fundamentally different way if it is to make a real change to children's life chances as adults.

We have found overwhelming evidence that children's life chances are most heavily predicated on their development in the first five years of life. It is family background, parental education, good parenting and the opportunities for learning and development in those crucial years that together matter more to children than money, in determining whether their potential is realised in adult life. The things that matter most are a healthy pregnancy; good maternal mental health; secure bonding with the child; love and responsiveness of parents along with clear boundaries, as well as opportunities for a child's cognitive, language and social and emotional development. Good services matter too: health services, Children's Centres and high quality childcare.

Later interventions to help poorly performing children can be effective but, in general, the most effective and cost-effective way to help and support young families is in the earliest years of a child's life.

By the age of three, a baby's brain is 80% formed and his or her experiences before then shape the way the brain has grown and developed. That is not to say, of course, it is all over by then, but ability profiles at that age are highly predictive of profiles at school entry. By school age, there are very wide variations in children's abilities and the evidence is clear that children from poorer backgrounds do worse cognitively and behaviourally than those from more affluent homes. Schools do not effectively close that gap; children who arrive in the bottom range of ability tend to stay there.

There is a range of services to support parents and children in those early years. But, GPs, midwives, health visitors, hospital services, Children's Centres and private and voluntary sector nurseries together provide fragmented services that are neither well understood nor easily accessed by all of those who might benefit most.

The current poverty measure that is most commonly referred to is the 60% median income measure. The previous government pledged to halve child poverty by 2010-11 and eradicate it by 2020. Its policies and programmes to achieve this ambitious target included very heavy investment in income transfers through tax credits, support to parents through its New Deal programme to help lone parents into work, and early years services, including the Sure Start Programme for under fives in the most deprived areas.

There has been significant improvement in building early years service provision over the last ten years. High quality, professionally led, childcare programmes to support parents, and some intensive programmes are well evidenced to show they can be cost effective. But, current services are also very variable and there is generally both a lack of clear evidence of what works for poorer children and insufficient attention to developing the evidence base.

Progress was made towards meeting the financial poverty targets in the early stages of the strategy, but it has become increasingly clear that not only has the 2010/11 target not been met but it would require very large amounts of new money to meet the 2020 target. Such a strategy is not sustainable in the longer run, particularly as we strive to reduce the budget deficit. But even if money were not a constraint there is a clear case to be made for developing an alternative strategy to abolish child poverty. This is what the Review sets out to address.

It is this strategy which offers the prospect of preventing poor children from becoming poor adults. The evidence about the importance of the pre school years to children's life chances as adults points strongly to an alternative approach that focuses on directing government policy and spending to developing children's capabilities in the early years. A shift of focus is needed towards providing high quality, integrated services aimed at supporting parents and improving the abilities of our poorest children during the period when it is most effective to do so. Their prospects of going on to gain better qualifications and sustainable employment will be greatly enhanced. The aim is to change the distribution of income by changing the position which children from poor backgrounds will be able to gain on merit in the income hierarchy.

#### Overarching recommendations

There are two overarching recommendations.

- To prevent poor children from becoming poor adults the Review proposes establishing a set of Life Chances Indicators that measure how successful we are as a country in making more equal life's outcomes for all children.

Nothing can be achieved without working with parents. All our recommendations are about enabling parents to achieve the aspirations that they have for their children.

- To drive this policy the Review proposes establishing the 'Foundation Years' covering the period from the womb to five. The Foundation Years should become the first pillar of a new tripartite education system: the Foundation Years leading to school years leading to further, higher and continuing education.

#### Recommendations

##### The Foundation Years

1. The Review recommends that government, national and local, should give greater prominence to the earliest years in life, from pregnancy to age five, adopting the term Foundation Years. This is for several reasons: to increase public understanding of how babies and young children develop and what is important to ensure their healthy progress in this crucial period; to make clear the package of support needed both for children and parents in those early years; to establish the Foundation Years as of equal status and importance in the public mind to primary and secondary school years; and to ensure that child development and services during those years are as well understood.

2. The Review recommends that the Government gradually moves funding to the early years, and that this funding is weighted toward the most disadvantaged children as we build the evidence base of effective programmes. The Fairness Premium, introduced in the 2010 Spending Review, should begin in pregnancy.

3. No longer should governments automatically increase benefits for children but in each financial year consider whether the life chances of poorer children will be increased more by transferring any benefit increases into building the Foundation Years.
4. The increased funding should be targeted at those factors we know matter most in the early years: high quality and consistent support for parents during pregnancy, and in the early years, support for better parenting; support for a good home learning environment; and, high quality childcare.
5. Government should start now to develop a long term strategy, to increase the life chances of poorer children by narrowing the gaps in outcomes between poorer and richer children in the Foundation Years. This will prove the most cost effective way of addressing inequalities in adult life outcomes. We hope that the Government's social mobility strategy, to be published in the New Year, will reflect this recommendation.
6. The strategy should include a commitment that all disadvantaged children should have access to affordable full-time, graduate-led childcare from age two. This is essential to support parents returning to work as well as child development.
7. The Review has focussed on the early years, but recognises that important changes can and do take place later in children's lives and that investment in the early years will not be fully effective unless it is followed up with high quality services for those who need them most later in childhood. The Review therefore recommends that the Government extends the life chances approach to later stages in childhood.

#### Foundation Years service delivery

8. Sure Start Children's Centres should re-focus on their original purpose and identify, reach and provide targeted help to the most disadvantaged families. New Sure Start contracts should include conditions that reward Centres for reaching out effectively and improving the outcomes of the most disadvantaged children.
9. Local Authorities should open up the commissioning of Children's Centres, or services within them, to service providers from all sectors to allow any sector, or combination of sectors, to bid for contracts. They should ensure services within Children's Centres do not replicate existing provision from private, voluntary and independent groups but should signpost to those groups, or share Centres' space. This should encourage mutuals and community groups to bid and help ensure that efficiencies are made. Non-working parents should spend one nursery session with their children. The pattern of provision that has been developed in Wales, Scotland and Northern Ireland in order to meet local needs of the most vulnerable children should act as a template to those providers in England who have successfully won contracts.
10. Local Authorities should aim to make Children's Centres a hub of the local community. They should maintain some universal services so that Centres are welcoming, inclusive, socially mixed and non-stigmatising, but aim to target services towards those who can benefit from them most. They should look at how they could site birth registrations in Centres, provide naming ceremonies, child benefit forms and other benefit advice. Children's Centres should ensure all new parents are encouraged to take advantage of a parenting course. Midwives and health visitors should work closely with Centres and ensure a consistency of service is provided, with continuity between the more medical pre birth services and increasingly educational post natal work. Children's Centres should seek to include parents' representation on their governance and decision-making bodies.
11. Local Authorities should consider joining with surrounding authorities to establish Poverty and Life Chances Commissions to drive policy in their localities like the Liverpool City Region has pioneered.

12. The Department for Education, in conjunction with Children's Centres, should develop a model for professional development in early years settings, looking to increase graduate-led pre school provision, which mirrors the model for schools. The Department should also continue to look for ways to encourage good teachers and early years professionals to teach in schools and work in Children's Centres in deprived areas, through schemes such as Teach First and New Leaders in Early Years.

13. Local Authorities should pool data and track the children most in need in their areas. A Local Authority should understand where the children who are most deprived are, and how their services impact upon them. Central Government should review legislation that prevents Local Authorities using existing data to identify and support families who are most in need with the intention of making use of data by Local Authorities easier, and provide a template for successful data sharing which respects data privacy issues. In particular, Department for Work and Pensions should ensure that new legislation on the Universal Credit allows Local Authorities to use data to identify families most in need.

14. Local Authorities should ensure use of services which have a strong evidence base, and that new services are robustly evaluated. Central Government should make a long term commitment to enable and support the bringing together of evidence around interventions, learning from examples such as the National Institute for Clinical Excellence and the Washington State Institute. We understand this will be covered in more detail by the Graham Allen Review on early intervention.

15. Ofsted ratings for childcare and schools in disadvantaged areas compared with more affluent areas should be included as one of the Department for Education's indicators in its Business Plan and government policy should aim to close the gap. Ofsted should continue to report on schools and childcare settings' engagement with parents. This is a particularly key area, for which settings should consistently be held to account.

16. The initiatives for the wider society should be taken up by the Behavioural Insight Team based in the Cabinet Office. This Review recommends that it leads, along with key Departments, an examination of how parenting and nurturing skills can be promoted throughout society.

17. A Cabinet Minister should be appointed for the Foundation Years, at the next re-shuffle.

#### Continuing Foundation Years progress in narrowing attainment gaps

18. The Department for Education should ensure schools are held to account for reducing the attainment gap in the same way they are for improving overall attainment. Where a school has a persistent or increasing attainment gap, this should have a significant bearing on the inspection for the school, ultimately this should be a major factor in a decision on whether the school is judged inadequate.

19. The Department for Education should continue to publish and promote clear evidence on what is successful in encouraging parental engagement in their children's learning.

20. The Department for Education should ensure that parenting and life skills are reflected in the curriculum, from primary school to GCSE level. This should culminate in a cross-curricular qualification in parenting at GCSE level which will be awarded if pupils have completed particular modules in a number of GCSE subjects. The Manchester Academy is currently developing a pilot scheme which could be used as a basis for this GCSE.

#### New measures of poverty and life chances

21. The Review recommends a new suite of measures to run alongside the existing financial poverty measures. The new measures will inform and drive policy, as well as spending decisions aimed at narrowing the outcome gaps between children from low and higher income families. The Review's primary measurement recommendation is that the Government adopts a new set of Life



Chances Indicators. These indicators will measure annual progress at a national level on a range of factors in young children which we know to be predictive of children's future outcomes, and will be created using national survey data.

22. Existing local data should be made available to parents and used anonymously to enable the creation of Local Life Chances Indicators which can be compared with the national measure. In order to make this local data as useful as possible, information collected by health visitors during the age two health check, which this Review recommends should be mandatory, and information collected as part of the Early Years Foundation Stage (following the results of Dame Clare Tickell's review) should be as similar as possible to the information used to create the national measure.

23. The Government should develop and publish annually a measure of 'service quality' which captures whether children, and in particular children in low income families, have suitable access to high quality services.

24. This Review is about ensuring that the life chances of the very poorest children are enhanced. We suggest that a new measure of severe poverty should be developed. This will focus attention on prolonged material and financial deprivation and we recommend the Government begins to develop a strategy specifically to help the most disadvantaged children.

## Appendix 7

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Marmot Indicators for Local Authorities in England, 2014 – Westminster

The tables below show key indicators of the social determinants of health, health outcomes and social inequality relating to educational achievement. Results for each indicator for this local authority are shown below.

### Giving every child the best start in life

	Period	Local value	Regional value	England value	England worst	England best
Good level of development at age 5 (%)	2012/13	49.6	52.8	51.7	27.7	69.0
Good level of development at age 5 with free school meal status (%)	2012/13	41.4	43.1	36.2	17.8	60.0

### Enabling all children, young people and adults to maximise their capabilities and have control over their lives

	Period	Local value	Regional value	England value	England worst	England best
GCSE achieved 5A*-C including English & Maths (%)	2012/13	69.6	65.0	60.8	43.7	81.9
Maths with free school meal status (%)	2012/13	62.2	50.8	38.1	21.8	76.7

### Indicator Descriptions

#### Good level of development at age 5

Source: Department for Education

Children defined as having reached a good level of development at the end of the Early Years Foundation Stage (EYFS) as a percentage of all eligible children. Children are defined as having reached a good level of development at the end of reception if they achieve at least the expected level in the early learning goals in the prime areas of learning (personal, social and emotional development; physical development; and communication and language) and the early learning goals in the specific areas of mathematics and literacy.

#### Good level of development at age 5 with free school meal status

Source: Department for Education

Children known to be eligible for free school meals defined as having reached a good level of development (at the end of the EYFS as defined above) as a percentage of all children eligible for free school meals.

#### GCSE achieved (5A\*-C including English & Maths)

Source: Department for Education

The percentage of all pupils achieving 5 or more GCSEs at grades A\*-C (including English and Maths) or equivalent. Figures are the percentage of pupils at end of Key Stage 4 for schools maintained by the local authority and are based on the local authority in which the school is located

#### GCSE achieved (5A\*-C including English & Maths) with free school meal status

Source: Department for Education

Pupils known to be eligible for free school meals achieving 5 or more GCSEs at grades A\*-C (including English and Maths) or equivalent, as a percentage of all pupils eligible for free school meals.

**REASONS FOR PERFORMANCE OF NURSERY PROVISION IN WESTMINSTER****Poverty, mobility and ethnicity only explain half of the shortfall in Westminster's performance.**

According to the Department for Education's latest figures (January 2014) Westminster has the lowest proportion of 3 & 4 year-olds taking up their entitlement to free part-time nursery provision in England. On nearly all statistics that I have seen relating to Westminster early years education the borough has performed disappointingly, usually in the bottom quarter and always in the bottom half.

The Westminster officers have questioned certain details in the Government statistics but the big picture is not in dispute. On any analysis Westminster comes out disappointingly.

Three suggestions have been made as to why Westminster does not do better. However, I have not seen a proper statistical analysis to support or refute these ideas. I have therefore attempted one using the Excel regression tools. My conclusion is that the three suggestions do NOT explain more than half of the disappointment.

The three proposed explanations account for only half of the poor performance relative to other boroughs. The statistically false claims are that the following have had major negative influences on nursery take-up:

1. High numbers of children in poverty.
2. High mobility of Westminster residents
3. High ethnic population

My statistical analysis is summarised below. I would be happy to share the full spread sheets, detailed analysis and source data with anyone who is interested. I give most explanation in connection with poverty because the same broad methodology has been used throughout this report and the principles need not be repeated.

**1. High numbers of children in poverty**

The percentage of children in poverty in each borough in England is taken from End Child Poverty data published in October 2014 and available at [http://www.endchildpoverty.org.uk/images/ecp/Report\\_on\\_child\\_poverty\\_map\\_2014.pdf](http://www.endchildpoverty.org.uk/images/ecp/Report_on_child_poverty_map_2014.pdf).

The percentage of 3 & 4 year olds taking up their entitlement to free part-time nursery education in each borough is taken from the January 2014 column in Table 2b of the Main Tables from the Department of Education accessible at <https://www.gov.uk/government/statistics/provision-for-children-under-5-years-of-age-january-2014>

A standard statistical test ("regression analysis") was used to explore the relationship between the two sets of data above (take-up against poverty). The regression turns out to show the best straight line linking the two connecting variables to have the formula:

$$Y = 105.1 - 0.320x$$

where x is poverty and y is take up

Westminster has 39% child poverty (5<sup>th</sup> highest in England) and 77% take up (worst in England).

The formula predicts with 39% poverty take-up should be  $105.1 - (0.32 \times 39) = 93\%$ .

This compares with 97% take-up for England as a whole.

**POVERTY THEREFORE ONLY EXPLAINS 4% (97% - 93%) OUT OF 20% (97% - 77%) OF WESTMINSTER'S UNDERPERFORMANCE.****2. High Mobility of Westminster Residents**

The mobility of people in a borough is taken as the percentage of the population taking up residence in the borough plus the percentage moving out. Commuters who live outside the borough, tourists and short-term visitors are not included in the figures. Separate analyses have been carried out for people moving between boroughs and persons moving internationally.

The population and migration data necessary to work out percentages is taken from the 2011 Census – see <http://www.ons.gov.uk/ons/publications/re-reference-tables.html?edition=tcn%3A77-319259>

Uptake data is as used in the analysis of poverty.

- i) The best fit for domestic mobility is  
 $y = 100.9 - 0.40x$   
 y is take-up x is mobility

This formula predicts a Westminster take-up of 97%, equal to the average for England.  
 THE LOW TAKE-UP IN WESTMINSTER IS NOT CAUSED BY HIGH MOBILITY DOMESTICALLY

- ii) The best fit for international mobility is  
 $y = 98.2 - 0.85x$   
 y is take-up x is mobility

The formula predicts a Westminster take-up of 90%, 7% lower than the England average. This is by far the largest impact studied in this document.

### 3. High ethnic population

The ethnicity information was obtained from the early years foundation stage profile assessments by pupil characteristics in England in the academic year 2012 to 2013, as published by the Department for Education - See <https://www.gov.uk/government/statistics/eyfsp-attainment-by-pupil-characteristics-2013>

Ethnic Minority (x)	Best Fit	Predicted Take-up (y)
Non White (all types)	$y = 99.3 - 0.19x$	93
Asian	$y = 97.5 - 0.07x$	96
Black	$y = 98.6 - 0.28x$	92

The above data tends to suggest that the impact of ethnicity is around 4%, with the effect being most apparent in one ethnic group.

### Conclusion

The largest cause of low take up is international mobility, but this accounts for only about a third of Westminster's shortfall in performance. The second greatest factor in adversely affecting Westminster's performance appears to relate to ethnicity, and in particular one ethnic group (see above). Poverty is also a factor, but there may be double counting owing to overlap with international migrants and ethnicity. Overall, it seems likely that the three factors considered in this report explain around half of Westminster's disappointing performance.



## City of Westminster

<b>Meeting:</b>	<b>Children and Community Services Policy and Scrutiny Committee</b>
<b>Date:</b>	26 <sup>th</sup> January 2015
<b>Title:</b>	<b>School Performance Report for 2014</b>
<b>Report of:</b>	Ian Heggs, Director of Schools and Richard Stanley, Assistant Director, School Standards

This is the annual report on school performance in Westminster for Members of the Children and Community Services Policy and Scrutiny Committee. Members are requested to note the main headlines of the report and to support the service priorities for school improvement that are set out in the summary below.

### Summary

- 1.1 School performance headlines:
- Overall performance at all Key Stages in schools in Westminster continues to be above national averages, and high in relation to other London boroughs;
  - In the primary Key Stage 1 teacher assessments, the percentage of primary children achieving expected National Curriculum levels in reading, writing and mathematics remains above the national, with above expected levels (Level 3) improving at a better rate than nationally but remaining slightly below national figures for reading;
  - In the primary Key Stage 2 tests, the percentage of primary children achieving expected National Curriculum levels in reading, writing and mathematics, places Westminster top in London and fifth nationally;
  - GCSE results went down slightly, but less than the national fall, and maintains Westminster's high position for GCSE performance, ranking 9<sup>th</sup> out of all Local Authorities in England;
  - Gaps in outcomes for children and young people in receipt of the pupil premium remain smaller than the national gaps;
  - The percentage of children in the reception year with assessed at a 'good level of development' has improved but remains below the national;
  - The proportion of schools judged to be good or outstanding is well above the published national average;
  - The service priorities for maintaining high standards in Westminster include targeted school interventions based on local knowledge and data, support for the Virtual School for looked after children and the building of school 'best practice' networks.
- 1.2 In line with national education policy, the council is clear that schools are responsible for school improvement and achievement and that local authority services work with maintained schools, academies and free schools to provide

appropriate levels of support, challenge and intervention. In steering this work, the school improvement priorities for maintaining high standards in Westminster are:

- To continue to target local adviser interventions and support in schools requiring improvement or in an Ofsted category;
- To maintain sufficient local intelligence on all schools so that the service is able to support the continued progress of our current good and outstanding schools;
- To continue the drive to improve outcomes for looked after children through supporting the work of the Virtual School;
- To work with schools to strengthen school to school networks, and all schools' access to learning from the best practice in Westminster and across the Tri-borough;
- To prioritise training and adviser support in areas where results are below national; including the Foundation Stage and Key Stage 1 Level 3 outcomes;
- To continue to build capacity for the achievement of the highest GCSE results in our secondary schools, through initiatives such as the Educational Excellence (80% club funding).

### **Looked after children**

- 2.1 As part of the corporate parenting role, the school outcomes and progress of looked after children are carefully monitored. Given the particular significant challenges faced by looked after children, the Virtual School and carers work closely with schools to support their progress and achievements. In reviewing performance, numbers in each cohort are very small and this tends to cause wide variations in results from year to year.
- 2.2 Historically Westminster looked after children have achieved much better outcomes than looked after children nationally. Outcomes this year at Key Stages 2 and 4 have fallen on the previous year but at Key Stage 4 remain above national averages. This reflects the effective strategies put in place by professionals, including the Virtual School; these include consistent and robust identification of needs through effective Personal Education Planning, and targeted support using Pupil Premium funding.
- 2.3 At Key Stage 2 there were six eligible pupils in this cohort. 50% of pupils achieved Level 4 in reading, writing and mathematics. This is a fall from the excellent results of 2013; however, is a reflection of the more complex nature of the cohort. Despite the fall in results, five of the six pupils reached or exceeded their expected level of progress from Key Stage 1
- 2.4 At GCSE level, there were 21 eligible pupils in the cohort. 19% of pupils achieved five GCSE grades A\*-C including English and mathematics. This is a fall from the results of 2013, however, is a reflection of the fact that two pupils were educated abroad, one pupil was put back a year and a number of pupils have significant special education needs.

### **Children with Special Educational Needs and Disabilities (SEN)**

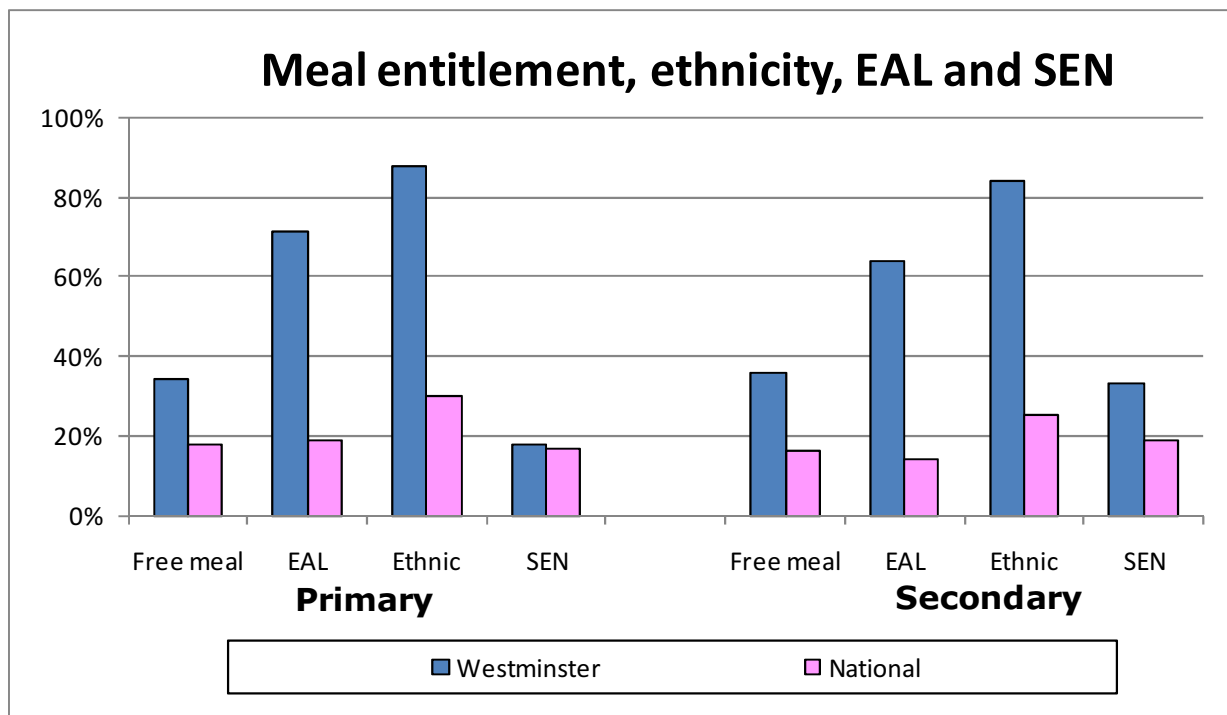
- 3.1 The percentage of children with special educational needs and disabilities (SEN) in Westminster primary schools is above national averages, and well above in Westminster secondaries. Through school actions and statutory assessments, additional support is focused on this group to help progress and to narrow the gap in achievement with their peers.

- 3.2 Gap data on school outcomes for children with SEN show that at both primary and secondary level the difference between the achievements of children with SEN and their peers is less than the national average. At Key Stage 2 55% of children with SEN achieved the expected level 4+ in reading, writing and mathematics compared with the national average of 34%. While the gap nationally between SEN and non-SEN was 39% in Westminster, it was 54% nationally. At GCSE 47% of children and young people with SEN achieved 5+ A\*-C grades including English and mathematics in Westminster compared to 23% nationally. The GCSE gap for this indicator in Westminster was 35% compared with the 47% national gap.

### **Pupils in receipt of Free School meals, with English as an additional Language (EAL) and from an Ethnic Minority**

- 4.1 Along with children looked after; entitlement to free school meals is used as the main measure of social disadvantage by the Department for Education. In Westminster primary schools in 2014 the percentage of pupils entitled to a free meal (34%) was considerably above the national average (18%). At secondary school the percentage of pupils entitled to a free meal (36%) was again well above the national average (16%). All schools receive additional pupil premium funding to support the progress of pupils in entitled to free school meals, and are expected to target this funding towards supporting the progress of this group and to publish their pupil premium spending on their websites.
- 4.2 A key performance indicator is the gap between pupils entitled to Free School meals and their peers. For Westminster this gap is considerably less than the national at both primary (Key Stage 2) and secondary (GCSE). At Key Stage 2 83% of pupil premium pupils achieved the expected level 4+ in reading, writing and mathematics compared with the national average of 63%. While the gap nationally between pupil premium and non-pupil premium pupils was 6% in Westminster, it was 18% nationally. At GCSE 61% of pupil premium pupils achieved 5+ A\*-C grades including English and mathematics in Westminster compared to 41% nationally. The GCSE gap for this indicator in Westminster was 13% compared with the 27% national gap.
- 4.3 In primary schools in Westminster, the percentage of pupils speaking English as an additional language (72%) was over three times the national average of 19% and 88% of pupils were from an ethnic minority (compared with 30% nationally). In **secondary** schools and students speaking English as an additional language (64%) was over four times the national average of 14%. Additionally, 84% of pupils were from an ethnic minority (compared with 25% nationally).
- 4.4 The gap in achievement between pupils who speak English as an additional language (EAL) and those who speak English as a first or only language (non EAL) in primary schools was the same locally as nationally. Given that over a half of EAL speakers arrive in primary school with little or no fluency in English this is a very good achievement. Overall attainment for this group at primary level was above national. At GCSE the EAL gap is again the same as the national although in Westminster EAL pupils performed above non-EAL pupils and nationally the reverse was true.
- 4.5 At both Key Stages 2 and 4 all of the sixteen main ethnic groups which had at least twenty pupils performed above, or broadly in line with, the national percentage for that group in terms of Level 4 and above in reading, writing and mathematics (Key Stage 2) and 5+ Grades A\*-C including English and mathematics (Key Stage 4) with the exception of Black-Caribbean pupils at Key Stage 4.

4.6 Percentage of FSM, ethnicity, EAL and SEN pupils in Westminster compared with nationals:



4.7 Gap analysis – Performance of groups compared with peers and national

<b>Key Stage 2 - Percentage L4+ in reading, writing and mathematics</b>	Pupil Premium	Non Pupil Premium	<i>premium gap</i>	Special need	No need	<i>Special need gap</i>	EAL	non EAL	<i>EAL gap</i>
Westminster 2014	83%	89%	-6%	55%	94%	-39%	84%	88%	-4%
National 2013	63%	81%	-18%	34%	88%	-54%	72%	76%	-4%
<b>Key Stage 4 - 5+ A*-C with English and mathematics</b>	Pupil Premium	Non Pupil Premium	<i>premium gap</i>	Special need	No need	<i>Special need gap</i>	EAL	non EAL	<i>EAL gap</i>
Westminster 2014	61%	74%	-13%	47%	82%	-35%	68%	65%	3%
National 2013	41%	68%	-27%	23%	70%	-47%	58%	61%	-3%

**Overall School Performance**

**Foundation Stage**

5.1 The percentage of the Reception cohort with a 'good level of development' was 58% in Westminster. This is below the national figure of 60% for 2014. There was an eight percentage point increase both locally and nationally compared with 2013.

**Key Stage 1**

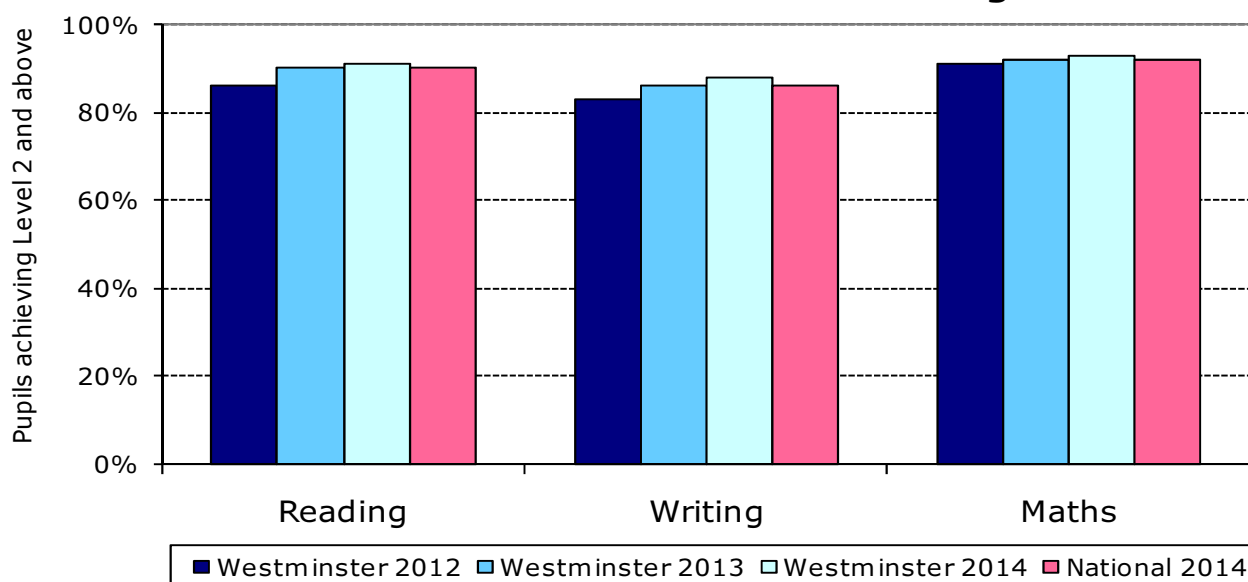


5.2 Compared with 2013, there has been an increase in the percentage of pupils achieving at Level 2 and above (the expected level for the age) in reading (from 90% to 91%), writing (86% to 88%) and mathematics (92% to 93%). Performance was above the 2014 provisional national average at Level 2, by two percentage points in writing and one percentage point in reading and mathematics.

**Key Stage 1  
Level 2 and above (teacher assessments)**

	WESTMINSTER			NATIONAL		
	2012	2013	2014	2012	2013	2014
<b>READING</b>	86%	90%	<b>91%</b>	87%	89%	<b>90%</b>
<b>WRITING</b>	83%	86%	<b>88%</b>	83%	85%	<b>86%</b>
<b>MATHS</b>	91%	92%	<b>93%</b>	91%	91%	<b>92%</b>

**Key Stage 1 - 2014  
Westminster and the national average**



5.3 Compared with 2013, the percentage of pupils who achieved Level 3, which represents achievement beyond expected, had also increased in reading (from 25% to 29%), writing (from 13% to 16%) and in mathematics (from 23% to 25%). This improvement was better than national, and in mathematics, Westminster is now above the national outcomes. In reading however Westminster is 2 percentage points below the national.

**Key Stage 1  
Level 3 (teacher assessments)**

	WESTMINSTER			NATIONAL		
	2012	2013	2014	2012	2013	2014
<b>READING</b>	22%	25%	<b>29%</b>	27%	29%	<b>31%</b>
<b>WRITING</b>	12%	13%	<b>16%</b>	14%	15%	<b>16%</b>
<b>MATHS</b>	21%	23%	<b>25%</b>	22%	23%	<b>24%</b>

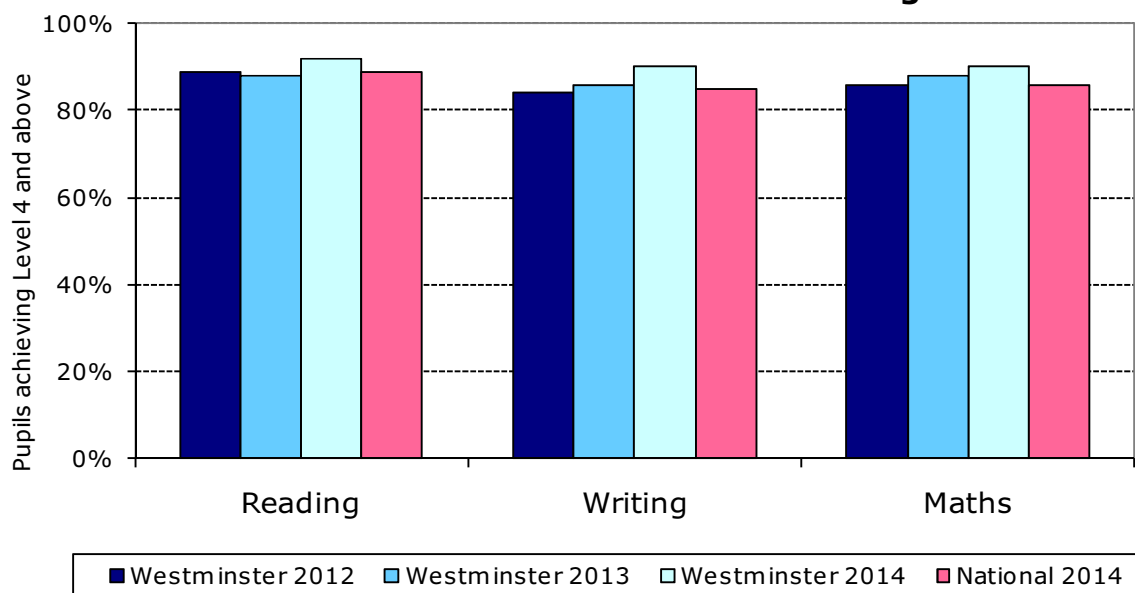
## Key Stage 2

5.4 Compared with 2013, the provisional percentage of pupils who achieved Level 4 and above (the expected level for the age) in reading, writing and mathematics rose from 79% in 2013 to 86% in 2014, compared with 79% nationally. This provisionally places the borough in 5<sup>th</sup> place nationally of 150 local authorities, and top in London. There were also increases in reading (from 86% to 92%), in writing (from 86% to 90%) and in mathematics (from 87% to 90%); all percentages were considerably above the 2014 provisional national averages.

### Key Stage 2 Level 4 and above

	WESTMINSTER			NATIONAL		
	2012	2013	2014	2012	2013	2014
<b>READING</b>	89%	86%	<b>92%</b>	87%	86%	<b>89%</b>
<b>WRITING</b>	84%	86%	<b>90%</b>	81%	83%	<b>85%</b>
<b>MATHS</b>	86%	87%	<b>90%</b>	84%	85%	<b>86%</b>
<b>READING, WRITING AND MATHS</b>	77%	79%	<b>86%</b>	75%	76%	<b>79%</b>

### Key Stage 2 - 2014 Westminster and the national average



5.5 Compared with 2013, the percentage of pupils who achieved Level 5 and above, which represents achievement beyond expected levels, was exceptionally high having increased in reading (from 42% to 51%), in writing (from 33% to 39%) and in mathematics (from 47% to 49%); all percentages were also above the national averages.

**Key Stage 2  
Level 5 and above**

	WESTMINSTER			NATIONAL		
	2012	2013	2014	2012	2013	2014
<b>READING</b>	52%	42%	<b>51%</b>	48%	45%	<b>49%</b>
<b>WRITING</b>	30%	33%	<b>39%</b>	28%	30%	<b>33%</b>
<b>MATHS</b>	45%	47%	<b>49%</b>	39%	41%	<b>42%</b>

5.6 For progress between Key Stage 1 (2010) and Key Stage 2 (2014), 95% progressed by two or more levels in reading, with 97% in writing and 95% in mathematics. These percentages were also not only considerably above the national average (91%, 93% and 89% respectively), but top nationally of 160 authorities for mathematics, and second for reading and writing.

**Key Stage 1 to Key Stage 2 progress  
Two levels of progress**

	WESTMINSTER			NATIONAL		
	2012	2013	2014	2012	2013	2014
<b>READING</b>	91%	94%	<b>95%</b>	90%	88%	<b>91%</b>
<b>WRITING</b>	92%	97%	<b>97%</b>	90%	91%	<b>93%</b>
<b>MATHS</b>	92%	95%	<b>95%</b>	87%	88%	<b>89%</b>

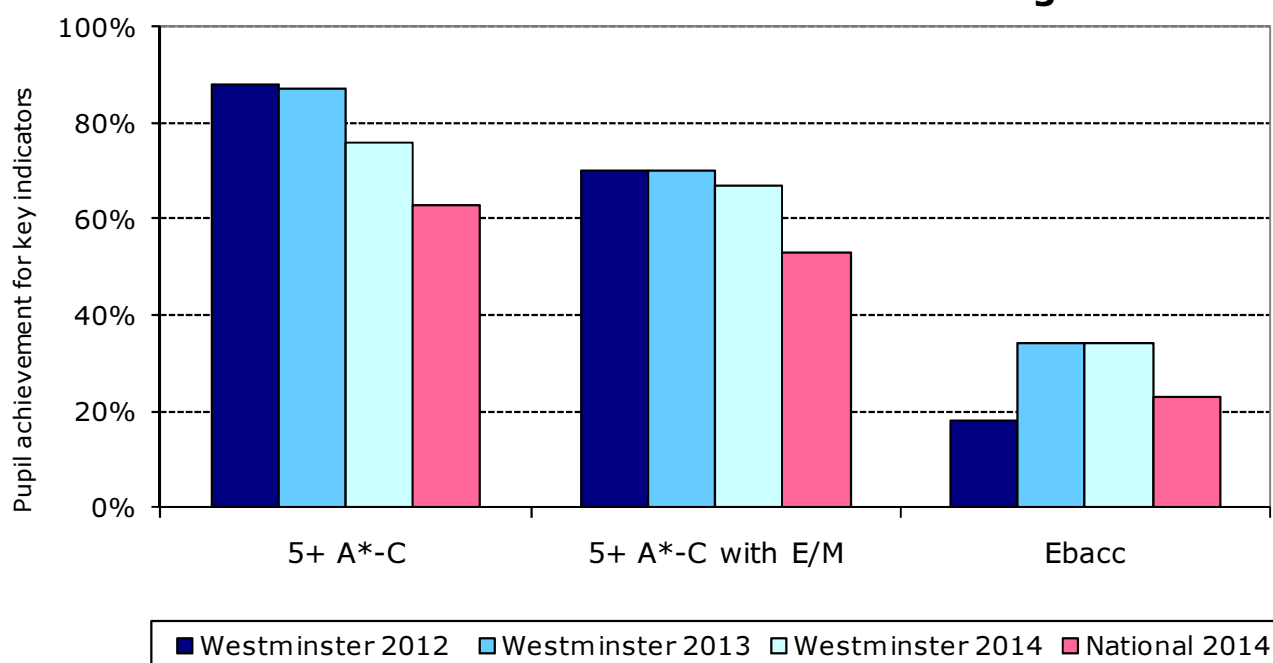
**GCSE (provisional results)**

- 6.1 This year there were national contextual factors in reviewing GCSE performance. Nationally, this was the first cohort of students to be affected by the changes made to the GCSE examination framework, including a reduction in the coursework element, particularly the speaking and listening part of the English syllabus, along with the requirement that examination re-takes would no longer be counted in the overall results. Nationally the percentage of students achieving 5 or more GCSEs at Grades A\*-C including English and mathematics fell from 59% to 53%.
- 6.2 For GCSE, the percentage of students in Westminster who provisionally achieved 5 or more GCSEs at Grades A\*-C including English and mathematics in 2014, is 67%, which is well above the national average for maintained schools. While this represents a dip on the 2013 figure of 70%, because of the 6% fall nationally, the relative position of the authority against national outcomes has improved. Out of the national 150 Local Authorities this ranks Westminster as 9<sup>th</sup>, and for inner London Westminster is ranked 2<sup>nd</sup> for GCSE performance. The percentage achieving the English Baccalaureate (a combination of English, mathematics, science, a language and a humanities subject) was 34% in 2014, compared with 23% nationally.

### GCSE indicators

	WESTMINSTER			NATIONAL	
	2012	2013	2014	2013	2014
<b>5+ A*-C</b>	88%	87%	<b>76%</b>	82%	<b>63%</b>
<b>5+ A*-C with EM</b>	70%	70%	<b>67%</b>	59%	<b>53%</b>
<b>Ebacc</b>	18%	34%	<b>34%</b>	23%	<b>23%</b>

### Key Stage 4 - 2014 Westminster and the national average



- 6.3 For progress between Key Stage 2 (2009) and GCSE (2014), 82% progressed as expected (expected progress is built on the principle that students at Level 4 at the end of Key Stage 2 should achieve at least a Grade C at GCSE) in English, with 79% in mathematics. These percentages were considerably above nationally (71% and 65%).

### Key Stage 2 to Key Stage 4 progress Expected progress

	RBKC			NATIONAL		
	2012	2013	2014	2012	2013	2014
<b>ENGLISH</b>	81%	85%	<b>82%</b>	68%	70%	<b>71%</b>
<b>MATHS</b>	84%	81%	<b>79%</b>	69%	71%	<b>65%</b>

## A Level (provisional results)

- 6.4 For A Levels, the percentage of papers awarded a Grade A\*-B was provisionally 57% in 2014 (which was above the 2014 national average of 52%), and those achieving the highest grades (Grade A\*-A) was 27% (also above the national average of 26%).

### A Levels

	<b>WESTMINSTER</b>	<b>NATIONAL</b>
	<b>2014</b>	<b>2014</b>
<b>A*</b>	<b>8%</b>	<b>8%</b>
<b>A*-A</b>	<b>27%</b>	<b>26%</b>
<b>A*-B</b>	<b>57%</b>	<b>52%</b>
<b>A*-C</b>	<b>80%</b>	<b>77%</b>
<b>A*-D</b>	<b>93%</b>	<b>92%</b>
<b>A*-E</b>	<b>100%</b>	<b>98%</b>

- 6.5 Additionally, impressive AS Level results were achieved by Westminster students in 2014; 38% of papers were passes at Grades A-B (up from 17% in 2013) and compared with a national average of 40%.
- 6.6 In reviewing the A level results against the high outcomes at GCSE, it is clear that the levels of attainment do not align. Recent research by the Institute of Education with schools across London has shown that there are a range of factors that may inhibit the progress, including the 'step change' in the demands of A level study and students not being fully prepared for these demands.

## Ofsted Inspection Outcomes

- 7.1 Westminster has maintained a high proportion of schools rated outstanding or good by Ofsted inspectors. At 89% this is well above the most recently published national average of 80%. Westminster also now has no inadequate schools. The table below shows the current picture.

<b>2014 OFSTED Outcomes</b>	<b>National (August 2014)</b>	<b>Westminster (December 2014)</b>
<b>Outstanding/Good</b>	<b>80%</b>	<b>89 % (51 schools)</b>
Outstanding	20%	37% (21)
Good	60%	53% (30)
Requiring Improvement	18%	11% (6)
Inadequate	3%	0% (0)

- 7.2 Translated into numbers of pupils in the borough, 88% (19,224 out of a cohort of 21,806) of children and young people in Westminster now attend a good/outstanding school.



## Work Programme

Children, Sports and Leisure Committee

### ROUND FOUR (26 Jan, 2015)

Agenda Item	Reasons & objective for item	Represented by:
<b>Cabinet Member questioning</b>	To hold to account and give 'critical friend' challenge to the portfolio holder.	<ul style="list-style-type: none"> <li>Cabinet Member for Children and Young People</li> </ul>
<b>Annual Education Report 2012 / 2013</b>	The committee will evaluate the key areas of success and areas to be developed in the Annual Education Report.	<ul style="list-style-type: none"> <li>Ian Heggs</li> </ul>
<b>Year 6 – 7 Transition</b>	The committee will examine what is available for pupils who are transferring to a Westminster secondary school. <b>This item has been incorporated into the Early Help Strategy report.</b>	<ul style="list-style-type: none"> <li>Jayne Vertkin</li> </ul>
<b>Early Help Strategy</b>	The Committee will examine the new Early Help Strategy. This will include Year 6-7 Transition and offer for 2 year olds.	<ul style="list-style-type: none"> <li>Steve Comber</li> </ul>

### ROUND FIVE (9 February, 2015)

Agenda Item	Reasons & objective for item	Represented by:
<b>Cabinet Member questioning</b>	To hold to account and give 'critical friend' challenge to the portfolio holder.	<ul style="list-style-type: none"> <li>Cabinet Member for Sport, Leisure and Open Spaces</li> </ul>
<b>Children and Families of Service Personnel</b>	Update on identifying and diminishing any disadvantage linked to children of military families, including school places, children's services and youth facilities. <b>Item on agenda for info only.</b>	<ul style="list-style-type: none"> <li>Andrew Christie</li> </ul>
<b>Implementation of the targeted early learning offer for 2 year olds and report by Councillor Arzymanow</b>	To update the Committee on progress on the implementation of the targeted early learning offer for 2 year olds, which will be extended to schools in the year ahead.	<ul style="list-style-type: none"> <li>Rachel Wright-Turner</li> </ul>

# Work Programme

## Children, Sports and Leisure Committee

	<b>This item has been incorporated into the Early Help Strategy report.</b>	
<b>Strategy for the new leisure facility management contract</b>	To examine the recommissioning of the contract for the management of the Council's sports and leisure facilities. <b>Short paper for information</b>	<ul style="list-style-type: none"> <li>Richard Barker</li> </ul>
<b>Volunteering Contracts</b>	To examine the relet of the volunteering contracts.	<ul style="list-style-type: none"> <li>Richard Cressey</li> </ul>

### ROUND SIX (30 March, 2015)

Agenda Item	Reasons & objective for item	Represented by:
<b>Cabinet Member questioning</b>	To hold to account and give 'critical friend' challenge to the portfolio holder.	<ul style="list-style-type: none"> <li>Cabinet Member for Children and Young People</li> </ul>
<b>School Organisation Strategy</b>	To examine the school organisation strategy including school placings.	<ul style="list-style-type: none"> <li>Ian Heggs</li> </ul>
<b>The new sport and physical activity strategy for Westminster</b>	To review the emerging new ActiveWestminster strategy	<ul style="list-style-type: none"> <li>Richard Barker</li> </ul>

### ROUND SEVEN (DATE TBC May, 2015)

Agenda Item	Reasons & objective for item	Represented by:
<b>Cabinet Member questioning</b>	To hold to account and give 'critical friend' challenge to the portfolio holder.	<ul style="list-style-type: none"> <li>Cabinet Member for Sport, Leisure and Open Spaces</li> </ul>
<b>Annual Review of the Looked After Children, Care Leavers and Corporate Parenting</b>	Evaluation of work undertaken into LAC, Care Leavers and Corporate Parenting. <b>At meeting of 6 October it was</b>	<ul style="list-style-type: none"> <li>Andrew Christie</li> </ul>



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	<b>agreed to roll over this item to a future meeting.</b>	
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## Other Committee Events & Task Groups

<b>Group/ Issue</b>	<b>Update</b>	<b>Type</b>
<b>School Meals Task Group</b>	Has met once and two conference calls have also been held. Final meeting on 5 March.	Task Group

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