

## Appendix 1

Ref	Indicator Description	Reported	Polarity	Harrow target 2011/12	Harrow actual 2011/12	RAG Status 2011/12	SN AVG 2012/13	England 2012/13	Harrow target 2012/13	Q3 RAG Status	Harrow actual Q4 2012/13	Direction of Travel	Q4 RAG Status	Commentary
E1	Termly rate of Permanent Exclusions as % of Harrow school population	Quarterly (Corporate Scorecard)	▼	0.03% (spring 2011-12)	0.04% / 11 (spring 2011-12)	HR (spring 2011-12)	Termly rate not published	Termly rate not published	0.03% (spring 2012-13)	HR	0.02% / 8 (spring 2012-13)	↑	HG	The number of permanent exclusions in Harrow's schools continue to fall from 12 in the autumn term to 8 (0.02% of the school population) in the spring term. Whilst the local authority works as closely as possible with local providers, progression for this indicator largely relies on the work of Academies and schools in order to improve outcomes.
E2	Termly rate of Fixed Term Exclusions as % Harrow school population	Quarterly (Corporate Scorecard)	▼	1.0% (spring 2011-12)	1.09% / 333 (spring 2011-12)	LR (spring 2011-12)	Termly rate not published	Termly rate not published	0.97% (spring 2012-13)	HG	0.61% / 197 (spring 2012-13)	↑	HG	The number of fixed term exclusions in Harrow's schools continue to fall from 260 in the autumn term to 197 (0.61% of the school population) in the spring term. Whilst the local authority works as closely as possible with local providers, progression for this indicator largely relies on the work of Academies and schools in order to improve outcomes. This outcome could, on further analysis, relate to the previous one as if the most challenging learners are permanently excluded they will not have long or frequent FT exclusions. This will be reviewed.
E3	Termly rate of overall absence in primary schools	Quarterly (Corporate Scorecard)	▼	-	4.03% autumn 2011-12)	HG (autumn 2011-12)	Termly rate not published	Termly rate not published	4.5% (spring 2012-13)	HR	4.73% (spring 2012-13)	↑	LR	A more challenging target has been set, which has resulted in a low red rag status for this indicator. The 2012-13 spring absence in primary schools is lower than the previous autumn term that has just passed. The LA is introducing a range of statutory intervention options for supporting school attendance
E4	Termly rate of overall absence rate in secondary schools	Quarterly (Corporate Scorecard)	▼	-	5.2% (autumn 2011-12)	HG (autumn 2011-12)	Termly rate not published	Termly rate not published	5.0% (spring 2012-13)	LR	5.68% (spring 2012-13)	↓	HR	A more challenging target has been set, which has resulted in a high red rag status for this indicator. The 2012-13 spring absence in secondary schools is slightly higher than the previous autumn term. The LA is introducing a range of statutory intervention options for supporting school attendance
E5	Primary schools judged by Ofsted as having good or outstanding standards of behaviour	Quarterly (Corporate Scorecard)	▲	95%	100%	HG	98.9% (up to 31st Dec 2010)	93.8%	95%	HG	100%	↔	HG	
E6	Secondary schools judged by Ofsted as having good or outstanding standards of behaviour	Quarterly (Corporate Scorecard)	▲	90%	100%	HG	88.1% (up to 31st Dec 2010)	81.6%	100%	LR	90%	↔	LR	One new secondary converter academy has received the overall judgement of requires improvement
E7	SEN-statements issued within 26wks (excl. exceptions)	Quarterly (Children's Scorecard)	▲	95%	100%	HG	95% (2010-11)	95%	95%	HG	98.5%	↓	LG	We have been successful in exceeding our target by continuing to monitor workload demands. Staffing levels have been stable and we have been in a position to offer meetings in a timely manner. Our cumulative actual for April to March is also above target at 98.2%. Service to continue to ensure proposed statements are issued on time in order to provide the service with the full eight weeks period of time for consultation.
E8	SEN statements issued within 26 wks (all statements)	Quarterly (Children's Scorecard)	▲	90%	90%	LG	84% (2010-11)	87%	85%	HG	88.8%	↓	LG	The service had some particularly difficult cases in which much liaison and discussions were required before school placement could be specified. Just under a third of the cases fitted the criteria for exceptions. This is further impacted upon by the change in schools to academies, the pressure on special school places and changes in SEN funding. Our cumulative actual for April to March is above target at 88.1%. The service worked well with parents and educational professionals to achieve conclusions to placements but due to professionals' commitments and additional meetings that had to take place we were unable to work within the 26 week period framework for all cases. The service will continue to issue proposed statements within the 18 week timescale. The managers to ensure that for complex cases, where possible, meetings are set up in advance. Officers to make telephone contact with families/schools.
E9	Achievement of at least 78 points across the Early Years Foundation Stage with at least 6 in each of the scales in Personal Social and Emotional Development and Communication, Language and Literacy	Annual (Corporate Scorecard)	▲	55% (2010-11)	56% (2010-11)	LG	64% (2011-12)	64% (2011-12)	58% (2011-12)	LG	60% (2011-12)	↑	LG	
E10 - Equalities	Narrowing the gap between the lowest achieving 20% in the Early Years Foundation Stage Profile and the rest of the cohort	Annual (Corporate Scorecard)	▼	37% (2010-11)	36.5% (2010-11)	LG	31.1% (2011-12)	31.3% (2011-12)	34.5% (2011-12)	HG	30.8% (2011-12)	↑	HG	
E11	Percentage of pupils achieving Level 4 or above in both English and maths in Key Stage 2 tests	Annual (Corporate Scorecard)	▲	79% (2010-11)	78% (2010-11)	A	81% (2011-12)	79% (2011-12)	82% (2011-12)	LG	83% (2011-12)	↑	LG	The DfE has stated that comparisons with previous years should be made with care as particularly significant changes have been made to the arrangements in 2012. Most notable of these is the new measure of overall attainment in English. This measure is composed of Reading test results and Writing teacher assessments; it is not comparable with any English measures published in previous years.

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E12	Progression by 2 levels in English between Key Stage 1 and Key Stage 2	Annual (Children's Scorecard)	▲	90% (2010-11)	87% (2010-11)	A	91% (2011-12)	89% (2011-12)	90% (2011-12)	LG	91% (2011-12)	↑	LG	The DfE has stated that comparisons with previous years should be made with care as particularly significant changes have been made to the arrangements in 2012. Most notable of these is the new measure of overall attainment in English. This measure is composed of Reading test results and Writing teacher assessments; it is not comparable with any English measures published in previous years.
E13	Progression by 2 levels in mathematics between Key Stage 1 and Key Stage 2	Annual (Children's Scorecard)	▲	87% (2010-11)	86% (2010-11)	A	88% (2011-12)	87% (2011-12)	88% (2011-12)	LG	90% (2011-12)	↑	LG	
E14	<b>Number of primary schools not reaching the KS2 floor standard and therefore underperforming</b> A school is below the primary school floor standard if (i) less than 60 per cent of pupils achieve level 4 or above in both English and mathematics, (ii) less than the median percentage make expected progress in English (2012 national median = 92%) , and (iii) less than the median percentage make expected progress in mathematics (2012 national median = 90%).	Annual (Corporate Scorecard)	▼	0	4 (2010-11)	HR	1% (2011-12)	4% (2011-12)	0 (2011-12)	HR	1 (2011-12)	↑	HR	One primary school fell below the 2012 KS2 Standard. Although this is not a consistent pattern the LA has been working with the school, through the HSIP, to ensure progress.
E15	Achievement gap between pupils eligible for free school meals and their peers, based on pupils achieving level 4 or above in both English and mathematics at Key Stage 2	Annual (Children's Scorecard)	▼	26% (2010-11)	20% (2010/11)	HG	15% (2011-12)	17% (2011-12)	15% (2011-12)	LR	16% (2011-12)	↑	LR	Progress on the target in this year is very significant. We are ambitious for our vulnerable groups. The 15% target fell between Fischer Family Trust estimates A and B. Estimate D, bearing in mind our previous performance, would have been a challenging and probably unrealistic target to achieve in one year
E16	Achievement gap between pupils with special educational needs and their peers, based on pupils achieving level 4 or above in both English and mathematics at Key Stage 2	Annual (Children's Scorecard)	▼	No target	47.8% (2010-11)	-	46% (2011-12)	49% (2011-12)	40.5% (2011-12)	LR	44% (2011-12)	↓	LR	Progress on the target in this year is very significant. We are ambitious for our vulnerable groups. The 40.5% target fell between Fischer Family Trust estimates A and B. Estimate D, bearing in mind our previous performance, would have been a challenging and probably unrealistic target to achieve in one year
E17	% Black African minority ethnic group (containing more than 30 pupils) achieving level 4+ in English & Mathematics at Key Stage 2	Annual	▲	73% (2010-11)	63% (2010-11)	HR	Not published	Not published	75.9% (2011-12)	A	74.9% (2011-12)	↑	A	
E18	% Black Caribbean minority ethnic group (containing more than 30 pupils) achieving level 4+ in English & Mathematics at Key Stage 2	Annual	▲	76% (2010-11)	70% (2010-11)	LR	Not published	Not published	80.8% (2011-12)	HR	64.1% (2011-12)	↓	HR	Narrowing the Gap for underachieving pupil groups remains a Local Authority and school priority. Despite significant work by schools, this decrease is disappointing. Individual schools where the achievement gap is wide continue to be a focus. Work to support schools will be commissioned by the Local Authority and will be delivered by the Harrow School Improvement Partnership (HSIP). The EPT and ESSO are working closely on a data based rationale for commissioning to address this aspect.
E19	% Any Other Black Background minority ethnic group (containing more than 30 pupils) achieving level 4+ in English & Mathematics at Key Stage 2	Annual	▲	70% (2010-11)	78% (2010-11)	HG	Not published	Not published	76% (2011-12)	A	73.5% (2011-12)	↓	A	
E20	% Any Other White Background minority ethnic group (containing more than 30 pupils) achieving level 4+ in English & Mathematics at Key Stage 2	Annual	▲	70% (2010-11)	67% (2010-11)	A	Not published	Not published	79% (2011-12)	HG	84.6% (2011-12)	↑	HG	
E21	Percentage of pupils at the end of KS4 achieving 5+ A*-C inc. English & mathematics GCSEs at GCSE or equivalent	Annual (Corporate Scorecard)	▲	65% (2010-11)	64.6% (2010-11)	A	62.5% (2011-12)	58.4% (2011-12)	65% (2011-12)	A	63.6% (2011-12)	↓	A	
E22	Expected progression in English between Key Stage 2 and Key Stage 4	Annual (Children's Scorecard)	▲	91% (2010-11)	79.3% (2010-11)	HR	74.9% (2011-12)	67.7% (2011-12)	82% (2011-12)	A	81.2% (2011-12)	↑	A	
E23	Expected progression in maths between Key Stage 2 and Key Stage 4	Annual (Children's Scorecard)	▲	89% (2010-11)	78.5% (2010-11)	HR	76.6% (2011-12)	68.5% (2011-12)	79% (2011-12)	LG	79.4% (2011-12)	↑	LG	
E24	<b>Number of secondary schools not reaching the KS4 floor standard and therefore underperforming</b> a school would be seen as "underperforming" if its Key Stage 4 results are: • fewer than 40% of pupils at the end of Key Stage 4 (KS4) achieving 5 or more GCSEs A*-C (or equivalents) including English and maths GCSE; and • below average % of pupils at the end of KS4 making expected progress in English (national median for 2012 = 70%); and • below average % of pupils at the end of KS4 making expected progress in maths (national median for 2012 = 70%).	Annual (Corporate Scorecard)	▼	0 (2010-11)	0 (2010-11)	HG	2.7% (2011-12)	6.6% (2011-12)	0 (2011-12)	HR	1 (2011-12)	↓	HR	One high academy school fell below the 2012 KS4 Standard. This is not a consistent pattern and the academy is not far below the threshold. The LA has engaged with the academy and is working out a support package with a range of providers. DfE Open Academies Performance department is also engaged with the school.
E25	Percentage of pupils at the end of KS4 achieving the English Baccalaureate (GCSEs/iGCSE at grades A*-C in English, mathematics, sciences, a language and a humanities subject.)	Annual (Corporate Scorecard)	▲	No target	23.7% (2010-11)	-	21.8% (2011-12)	16.1% (2011-12)	25% (2011-12)	HR	21.8% (2011-12)	↓	HR	Harrow performs relatively well (25th) on this measure nationally. The direction of travel relates to a very high starting point. As the 16-19 Programme of Study develops this measure will become more significant nationally.

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E26	Achievement gap between pupils eligible for free school meals and their peers, based on pupils achieving 5 or more A* to C grade GCSEs including English and mathematics GCSEs	Annual	▼	25% (2010-11)	26.7% (2010-11)	LR	21.9% (2011-12)	26.4% (2011-12)	21% (2011-12)	HR	28.8% (2011-12)	↓	HR	Narrowing the Gap for underachieving pupil groups remains a Local Authority and school priority. Despite significant work by schools, this decrease is disappointing. Individual schools where the achievement gap is wide continue to be a focus. Work to support schools will be commissioned by the Local Authority. The EPT and ESSO are working closely on a data based rationale for commissioning to address this aspect.
E27	The Special Educational Needs (SEN)/non-SEN gap – achieving 5 A* - C GCSE inc. English and Maths GCSEs	Annual	▼	No target	51% (2010-11)	-	45.1% (2011-12)	47.0% (2011-12)	45% (2011-12)	A	46.3% (2011-12)	↑	A	Narrowing the Gap for underachieving pupil groups remains a Local Authority and school priority. Despite significant work by schools, this decrease is disappointing. Individual schools where the achievement gap is wide continue to be a focus. Work to support schools will be commissioned by the Local Authority. The EPT and ESSO are working closely on a data based rationale for commissioning to address this aspect.
E28	% Black African minority ethnic group (containing more than 30 pupils) achieving 5+ A*-C including English & mathematics GCSEs at Key Stage 4	Annual	▲	73% (2010-11)	48.2% (2010-11)	HR	Not published	Not published	59% (2011-12)	LR	53.4% (2011-12) Provisional	↑	LR	Harrow needs to give greater attention to this target. The EPT and ESSO are working closely on a data based rationale for commissioning to address this aspect.
E29	% Black Caribbean minority ethnic group (containing more than 30 pupils) achieving 5+ A*-C including English & mathematics GCSEs at Key Stage 4	Annual	▲	76% (2010-11)	55.6% (2010-11)	HR	Not published	Not published	63% (2011-12)	HR	49.6% (2011-12) Provisional	↓	HR	Harrow needs to give greater attention to this target. The EPT and ESSO are working closely on a data based rationale for commissioning to address this aspect.
E30	% Any Other Black Background minority ethnic group (containing more than 30 pupils) achieving 5+ A*-C including English & mathematics GCSEs at Key Stage 4	Annual	▲	70% (2010-11)	57.4% (2010-11)	HR	Not published	Not published	53% (2011-12)	HR	44.7% (2011-12) Provisional	↓	HR	Harrow needs to give greater attention to this target. The EPT and ESSO are working closely on a data based rationale for commissioning to address this aspect.
E31	% Any Other White Background minority ethnic group (containing more than 30 pupils) achieving 5+ A*-C including English & mathematics GCSEs at Key Stage 4	Annual	▲	62% (2010-11)	55.1% (2010-11)	HR	Not published	Not published	68% (2011-12)	HR	57.8% (2011-12) Provisional	↓	HR	Narrowing the Gap for underachieving pupil groups remains a Local Authority and school priority. Despite significant work by schools, this decrease is disappointing. Individual schools where the achievement gap is wide continue to be a focus. Work to support schools will be commissioned by the Local Authority . Harrow needs to give greater attention to this target.
E32	Annual rate of Permanent Exclusions as % of Harrow school population	Annual (Corporate Scorecard)	▼	0.15% (2010-11)	0.07% / 23 (2010-11)	LG	0.07% (2010-11)	0.07% (2010-11)	Below 2011-12 Actual	HR	0.10% / 33 (2011-12)	↓	HR	Permanent exclusions increased in 2011-12 to 0.10% (33) from 0.07% (23) in 2010-11.
E33	Annual rate of Fixed Term Exclusions as % Harrow school population	Annual (Corporate Scorecard)	▼	3.85% (2010-11)	3.66%/11 43 (2010-11)	HG	3.74% (2010-11)	4.34% (2010-11)	Below 2011-12 Actual	HG	3.06% / 969 (2011-12)	↑	HG	Fixed term exclusions (969 - 3.06%) are the lowest they have been in the last 5 years.
E34	Annual rate of overall absence in primary schools	Annual (Corporate Scorecard)	▼	-	5.15% (2010-11)	-	-	-	5.4% (2011-12)	HG	4.57% (2011-12)	↑	HG	
E35	Annual rate of overall absence rate in secondary schools	Annual (Corporate Scorecard)	▼	-	5.93% (2010-11)	-	-	-	6% (2011-12)	HG	5.32% (2011-12)	↑	HG	

Direction of travel: This is a judgement on the actual data in each quarter.		
↑		performance has
↓		performance has
↔		performance remains the

RAG STATUS	
HR	Needs prompt attention
LR	Poor
A	Adequate
LG	Good
HG	Excellent