

Ref	Indicator Description	Reported	Polarity	Harrow target 2012/13	Harrow actual 2012/13	RAG Status 2012/13	SN AVG 2012/13	England 2012/13	Harrow target 2013/14	Harrow actual Q3 2013/14	Direction of Travel	Q2 RAG Status	Q3 RAG Status	Commentary
E1	Ofsted School Inspection "Overall effectiveness" Outcomes	Quarterly (Corporate Scorecard)	-	No target	-	-	-	-	No target	-	-	-	-	Harrow schools' Ofsted Inspection judgments of their 'Overall Effectiveness' as at January 2014 were as follows: Outstanding - 53% (31 schools) Good - 39% (23 schools) Required Improvement - 7% (4 schools) Inadequate - 2% (1 school) All schools are discussed at the LA's Schools' Monitoring Group Meeting (SMG) to ensure that there is appropriate support and challenge provided to them and that any risks are identified early and acted upon. Source: HSIP's Ofsted School Inspection January 2014 Update
E2	Outcomes of Ofsted inspections in Schools since 1st September 2012	Quarterly (Corporate Scorecard)	-	No target	-	-	-	-	No target	-	-	-	-	Canons High School - Outstanding St Joseph's RC Primary School – Outstanding Whitchurch Junior School – Outstanding Alexandra School – Outstanding Park High School – Outstanding Pinner Park Infant school – Outstanding Woodlands First and Middle School - Outstanding Hatch End High - Good Whitefriars Community School – Good Norbury School – Good Elmgrove Primary School - Good Pinner Park Junior School - Good Kenmore Park Junior School – Good Camrose Primary School – Good Stanburn Junior School – Good Krishna Avanti Primary school – Good Vaughan Primary School – Good Salvatorian RC College – Requires improvement St John's CofE – Requires improvement Grange Primary – Requires improvement Weald Infant – Requires improvement Aylward Primary School – Inadequate All schools are discussed at the LA's Schools' Monitoring Group Meeting (SMG) to ensure that there is appropriate support and challenge provided to them and that any risks are identified early and acted upon.
E3	Percentage of Early Years providers achieving a Good or Outstanding Ofsted judgement	Quarterly (Corporate Scorecard)	▲	66%	66% (Childminders) 73% PVI setting	LG HG	-	-	66%	67% (Childminders) 79% PVI setting	↑	HG HG	LG HG	The childcare development team continue to provide advice and support to childminders and this is reflected in the rising trend. All providers are invited to termly forums on Early years strategy, leadership, SEN and EYFS workshops. Providers that are judged Satisfactory or Inadequate continue to receive targeted support from the LA. As at the end of Q3, for Childminders 67% are Good/Outstanding. (in Q2 this was 69%) Although this is a reduction since quarter 2 it is still within the target of 66% good/outstanding for 2013/2014. For PVI settings, 79% are Good/outstanding.(in Q2 this was 76%) For the PVI settings they have a rigorous quality assurance system in place: Settings that go to Satisfactory get enhanced support . Settings that go to Inadequate get intense targeted support. Overall there have been 4 children centre inspections since 2010 with 50% of these Good/Outstanding. There was 1 Children centre inspection in Q1 which was Good. Childrens Centre Managers continue to work with HSIP and the Performance team to ensure they are prepared well for future Ofsted inspections.
E4	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%	97.7%	↓	LG	LG	One primary school has received the overall judgement of requires improvement
E5	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%	90%	↓	LR	LR	One secondary converter academy has received the overall judgement of requires improvement

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E6	Termly rate of Permanent Exclusions as % of Harrow school population	Quarterly (Corporate Scorecard)	▼	0.02% (autumn 2012-13)	0.04% /12 (autumn 2012-13)	HR (autumn 2012-13)	Termly rate not published	Termly rate not published	0.02% (autumn 2013-14)	0.02% / 8 (autumn 2013-14)	↑	-	LG	The number of permanent exclusions has dropped to 8 (0.02% of the school population) in the 2013-14 autumn term. This is lower than both the 2012-13 summer term (10 - 0.02%) as well as the 2012-13 autumn term (12 - 0.04%). 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. The LA seeks to improve its work to ensure that there is more regular engagement with schools on this measure and to continue to explore with schools the available options to reduce exclusions.
E7	Termly rate of Fixed Term Exclusions as % Harrow school population	Quarterly (Corporate Scorecard)	▼	0.70% (autumn 2012-13)	0.86% / 278 (autumn 2012-13)	HR (autumn 2012-13)	Termly rate not published	Termly rate not published	0.70% (autumn 2013-14)	xxx% / xxx (autumn 2013-14)	-	-	-	The number of fixed term exclusions in the 2013-14 autumn term are not available and will be reported at the Q4 Improvement Board.
E8	Termly rate of overall absence in primary schools	Quarterly (Corporate Scorecard)	▼	4.5% (autumn 2012-13)	4.94% (autumn 2012-13)	LR (autumn 2011-12)	Termly rate not published	Termly rate not published	4.5% (autumn 2013-14)	4.2% (autumn 2013-14)	↑	HG	HG	Attendance in primary schools has improved in the 2013-14 autumn term (4.2%), falling from 4.94% in the 2012-13 autumn term. The new Attendance Intervention Model (AIM), which was piloted last year, is now being rolled out across all schools (including Academies). It is likely to have a positive impact on attendance overall. The OFSTED attendance guidance this year (2014) says: When deciding whether attendance is consistently low, inspectors should consider how it compares with the attendance figures for the lowest 10% of schools. In 2011/12, this was 94.24% in primary schools and 92.61% in secondary schools. This is a minimum requirement for the low attendance threshold and Harrow seeks to continue to promote the highest possible attendance.
E9	Termly rate of overall absence rate in secondary schools	Quarterly (Corporate Scorecard)	▼	5.0% (autumn 2012-13)	5.17% (autumn 2012-13)	A (autumn 2011-12)	Termly rate not published	Termly rate not published	5.0% (autumn 2012-13)	4.6% (autumn 2013-14)	↑	HR	HG	Attendance in high schools has improved in the 2013-14 autumn term (4.6%), falling from 5.17% in the 2012-13 autumn term. The new Attendance Intervention Model (AIM), which was piloted last year, is now being rolled out across all schools (including Academies). It is likely to have a positive impact on attendance overall. The OFSTED attendance guidance this year (2014) says: When deciding whether attendance is consistently low, inspectors should consider how it compares with the attendance figures for the lowest 10% of schools. In 2011/12, this was 94.24% in primary schools and 92.61% in secondary schools. This is a minimum requirement for the low attendance threshold and Harrow seeks to continue to promote the highest possible attendance.
E10	SEN-statements issued within 26wks (excl. exceptions)	Quarterly (Children's Scorecard)	▲	95%	100%	HG	95% (2010-11)	95%	95%	100%	↑	LG	HG	We have been successful in exceeding our target by continuing to monitor workload demands. Staffing levels have been relatively stable and we have been in a position to offer meetings in a timely manner. We have a high number of statements written in Q2 as it over laps with the summer holidays. Our cumulative actual for April to September is 99%. 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.
E11	SEN statements issued within 26 wks (all statements)	Quarterly (Children's Scorecard)	▲	85%	92.3%	LG	84% (2010-11)	87%	85%	93.8%	↓	HG	HG	The service had some particularly difficult cases in which much liaison and discussions were required before school placement could be specified. For the second year I have lowered the target from 90% to 85% as cases are becoming increasingly complicated. This is impacted upon the change in schools to academies, the pressure on special school places and changes in SEN funding. Our cumulative actual for April to September is 93.7%. Number of statements which attracted exceptions. 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. 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.

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E12	The % of children with a good level of development. Children are meeting or exceeding the Early Learning Goals in the following areas: 1. Communication & Language; 2. Literacy; 3. Maths; 4. Personal, Social & Emotional Development; 5. Physical Development	Annual (Corporate Scorecard)	▲	New indicator	New indicator	New indicator	50% (2012-13)	52% (2012-13)	New indicator	45% (2012-13)	New indicator	New indicator	New indicator	The EYFS was changed by the DfE commencing September 2012. Therefore the 2012/13 (academic year) result is the baseline data for this indicator. ESSO has undertaken an analysis of school data, and put the attainment of individual schools into the broader context of EAL, gender and poverty and are working jointly with HSIP during the Autumn term to share that analysis with individual schools and explore the implications for leadership, provision and practice in the light of the recent changes to the Ofsted inspection schedule. Specific targets have been set to reduce the deficit with national data for 2014 and to be above national data in 2015. HSIP has been commissioned to deliver these improved outcomes for children at the age of five and the commission has a clear focus on building the capacity of specific schools to deliver provision and practice compliant with the national statutory framework and at the same time improve outcomes for all children, including those most at risk of exclusion and/or underachievement.
E13 - Equalities	The percentage inequality gap in achievement across all the Early Learning Goals at EYFS	Annual (Corporate Scorecard)	▼	New indicator	New indicator	New indicator	35.7% (2012-13)	36.6% (2012-13)	New indicator	37.9% (2012-13)	New indicator	New indicator	New indicator	The EYFS was changed by the DfE commencing September 2012. Therefore the 2012/13 (academic year) result is the baseline data for this indicator.
E14	Percentage of pupils achieving Level 4 or above in both Reading test, Writing TA and maths test at Key Stage 2	Annual (Corporate Scorecard)	▲	New indicator	79% (2011-12)	New indicator	77% (2012-13)	76% (2012-13)	New indicator	79% (2012-13)	New indicator	New indicator	New indicator	The Key Stage 2 assessment was changed by the DfE commencing September 2013. Therefore the 2012/13 (academic year) result is the baseline data for this indicator.
E15	Progression by 2 levels in Reading between Key Stage 1 and Key Stage 2	Annual (Children's Scorecard)	▲	New indicator	91% (2011-12)	New indicator	90% (2012-13)	88% (2012-13)	New indicator	90% (2012-13)	New indicator	New indicator	New indicator	The Key Stage 2 assessment was changed by the DfE commencing September 2013. Therefore the 2012/13 (academic year) result is the baseline data for this indicator.
E16	Progression by 2 levels in Writing between Key Stage 1 and Key Stage 2	Annual (Children's Scorecard)	▲	New indicator	93% (2011-12)	New indicator	93% (2012-13)	92% (2012-13)	New indicator	92% (2012-13)	New indicator	New indicator	New indicator	The Key Stage 2 assessment was changed by the DfE commencing September 2013. Therefore the 2012/13 (academic year) result is the baseline data for this indicator.
E17	Progression by 2 levels in mathematics between Key Stage 1 and Key Stage 2	Annual (Children's Scorecard)	▲	88% (2011-12)	90% (2011-12)	LG	90% (2012-13)	88% (2012-13)	91% (2012-13)	92% (2012-13)	↑	LG	LG	Harrow's 2012-13 outcome (92%) is its highest result so far, continuing to increase year on year from 84% in 2008. Harrow ranked top amongst its statistical neighbours.
E18	Number of primary schools not reaching the KS2 floor standard and therefore underperforming A school is below the primary school floor standard if (i) less than 60% of pupils achieve level 4 or above in Reading & Writing & mathematics, (ii) less than the median percentage make expected progress in Reading (2013 national median = 91%), (ii) less than the median percentage make expected progress in Writing (2013 national median = 95%) and (iii) less than the median percentage make expected progress in mathematics (2013 national median = 92%).	Annual (Corporate Scorecard)	▼	New indicator	New indicator	New indicator	3% (2012-13)	6% (2012-13)	0 (2012-13)	1 - 3% (2012-13)	↓	New indicator	New indicator	One primary school's 2013 KS2 results fell below the DfE's national 'floor standard'.
E19 - Equalities	Achievement gap between pupils eligible for free school meals and their peers, based on pupils achieving level 4 or above in Reading & Writing and mathematics at Key Stage 2	Annual (Children's Scorecard)	▼	New indicator	New indicator	New indicator	17% (2012-13)	19% (2012-13)	New indicator	17% (2012-13)	New indicator	New indicator	New indicator	66% of pupils with FSM attained level 4 or above in Reading & Writing and mathematics at KS2 compared to 83% of their peers who were not eligible for FSM.
E20 - Equalities	Achievement gap between pupils with special educational needs and their peers, based on pupils achieving level 4 or above in Reading & Writing and mathematics at Key Stage 2	Annual (Children's Scorecard)	▼	New indicator	New indicator	New indicator	50.3% (2012-13)	53.3% (2012-13)	New indicator	48.8% (2012-13)	New indicator	New indicator	New indicator	41.2% of pupils with SEN provision School Action, School Action Plus or Statement attained level 4 or above in Reading & Writing and mathematics at KS2 compared to 90% of their peers with no SEN .
E21 - Equalities	% Black African minority ethnic group (containing more than 30 pupils) achieving level 4+ in Reading & Writing and mathematics at Key Stage 2	Annual	▲	New indicator	New indicator	New indicator	Not published	75% (2012-13)	New indicator	71.7% (2012-13)	New indicator	New indicator	New indicator	71.7% of Black African pupils attained level 4 or above in Reading & Writing & mathematics at KS2 compared to 80.1% of their peers, and 75% of Black African pupils nationally. 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.
E22 - Equalities	% Black Caribbean minority ethnic group (containing more than 30 pupils) achieving level 4+ in Reading & Writing and mathematics at Key Stage 2	Annual	▲	New indicator	New indicator	New indicator	Not published	70% (2012-13)	New indicator	74.5% (2012-13)	New indicator	New indicator	New indicator	74.5% of Black Caribbean pupils attained level 4 or above in Reading & Writing & mathematics at KS2 compared to 79.6% of their peers, and 70% of Black Caribbean pupils nationally.
E23 - Equalities	% Any Other Black Background minority ethnic group (containing more than 30 pupils) achieving level 4+ in Reading & Writing and mathematics at Key Stage 2	Annual	▲	New indicator	New indicator	New indicator	Not published	70% (2012-13)	New indicator	73.3% (2012-13)	New indicator	New indicator	New indicator	73.3% of Black other pupils attained level 4 or above in Reading & Writing & mathematics at KS2 compared to 79.5% of their peers, and 70% of Black other pupils nationally.
E24 - Equalities	% Any Other White Background minority ethnic group (containing more than 30 pupils) achieving level 4+ in Reading & Writing and mathematics at Key Stage 2	Annual	▲	New indicator	New indicator	New indicator	Not published	68% (2012-13)	New indicator	68.8% (2012-13)	New indicator	New indicator	New indicator	68.8% of White other pupils attained level 4 or above in Reading & Writing & mathematics at KS2 compared to 80.2% of their peers, and 68% of White other pupils nationally.
E25	Percentage of pupils at the end of KS4 achieving 5+ A*-C inc. English & mathematics GCSEs at GCSE or equivalent	Annual (Corporate Scorecard)	▲	65% (2011-12)	63.6% (2011-12)	A	66.3% (2012-13)	60.8% (2012-13)	66% (2012-13)	65.4% (2012-13)	↑	A	A	
E26	Expected progression in English between Key Stage 2 and Key Stage 4	Annual (Children's Scorecard)	▲	82% (2011-12)	81.2% (2011-12)	A	79.4% (2012-13)	71.7% (2012-13)	83% (2012-13)	79.7% (2012-13)	↓	LR	A	The drop in this result from last year is the effect of a few schools, now all of which are reporting improvement trends.

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E27	Expected progression in maths between Key Stage 2 and Key Stage 4	Annual (Children's Scorecard)	▲	79% (2011-12)	79.4% (2011-12)	LG	79.9% (2012-13)	72.0% (2012-13)	79% (2012-13)	83.3% (2012-13)	↑	LG	HG	
E28	Number of secondary schools not reaching the KS4 floor standard and therefore underperforming A school is below the floor standard if: less than 40% of pupils achieve 5+A*-C including English and mathematics and the expected progress between key stage 2 and key stage 4 is less than the median of 73% in English and less than the median of 73% in mathematics.	Annual (Corporate Scorecard)	▼	0 (2011-12)	1 (2011-12)	HR	1.3% (2012-13)	5.3% (2012-13)	0 (2012-13)	0 (2012-13)	↑	-	HG	
E29	Percentage of pupils at the end of KS4 achieving the English Baccalaureate (GCSEs/GCSE at grades A*-C in English, mathematics, sciences, a language and a humanities subject.)	Annual (Corporate Scorecard)	▲	25% (2011-12)	21.8% (2011-12)	HR	31.0% (2012-13)	22.9% (2012-13)	33% (2012-13)	32.2% (2012-13)	↑	-	A	There is no legal requirement for this qualification but there is an expectation from the government. This qualification does not really reflect the ability of all children.
E30 - Equalities	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	▼	21% (2011-12)	28.8% (2011-12)	HR	22.6% (2012-13)	26.7% (2012-13)	22% (2012-13)	19.9% (2012-13)	↑	-	HG	49.4% of pupils with FSM attained 5 or more A* to C grade GCSEs including English and mathematics GCSEs compared to 69.3% of their peers who were not eligible for FSM.
E31 - Equalities	The Special Educational Needs (SEN)/non-SEN gap – achieving 5 A*- C GCSE inc. English and Maths GCSEs	Annual	▼	45% (2011-12)	46.5% (2011-12)	A	45.2% (2012-13)	47.2% (2012-13)	45% (2012-13)	49.1% (2012-13)	↓	-	LR	28.6% of pupils with the SEN provision School Action, School Action plus or Statement attained 5+ A*-C GCSEs incl English & Maths, compared to 77.7% of their peers who had no SEN provision. 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.
E32 - Equalities	% Black African minority ethnic group (containing more than 30 pupils) achieving 5+ A*-C including English & mathematics GCSEs at Key Stage 4	Annual	▲	59% (2011-12)	55.3% (2011-12)	LR	Not published	61.2% (2012-13)	58% (2012-13)	56.1% (2012-13)	↑	-	A	56.1% of Black African pupils attained 5+ A*-C GCSEs incl English & Maths, compared to 66.5% of their peers, and 61.2% Black African pupils nationally. 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.
E33 - Equalities	% Black Caribbean minority ethnic group (containing more than 30 pupils) achieving 5+ A*-C including English & mathematics GCSEs at Key Stage 4	Annual	▲	63% (2011-12)	49.6% (2011-12)	HR	Not published	53.3% (2012-13)	63% (2012-13)	47.6% (2012-13)	↓	-	HR	47.6% of Black Caribbean pupils attained 5+ A*-C GCSEs incl English & Maths, compared to 66.5% of their peers, and 53.3% Black Caribbean pupils nationally.
E34 - Equalities	% 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	▲	53% (2011-12)	44.7% (2011-12)	HR	Not published	54.6% (2012-13)	59% (2012-13)	31.3% (2012-13)	↓	-	HR	31.3% of Black other pupils attained 5+ A*-C GCSEs incl English & Maths, compared to 65.9% of their peers, and 54.6% of Black Other pupils nationally.
E35 - Equalities	% 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	▲	68% (2011-12)	59.4% (2011-12)	HR	Not published	55.4% (2012-13)	72% (2012-13)	58.2% (2012-13)	↓	-	HR	58.2% of White other pupils attained 5+ A*-C GCSEs incl English & Maths, compared to 65.9% of their peers, and 55.4% of White Other pupils nationally.
E36 - Equalities	The percentage of 16 – 18 years olds who are in education, training or employment at 97% by March 2014	Annual	▲	97%	98%	LG	-	-	97%	98.3%	↔	LG	LG	Harrow's NEET outcome remains one of the lowest in the country.
E37	Annual rate of Permanent Exclusions as % of Harrow school population	Annual (Corporate Scorecard)	▼	0.15% (2011-12)	0.10% / 33 (2011-12)	HR	0.07% (2011-12)	0.07% (2011-12)	0.10% (2012-13)	0.09% / 30 (2012-13)	↑	HG	HG	Permanent exclusions dropped in 2012-13 to 0.09% (30) from 0.10% (33) in 2011-12
E38	Annual rate of Fixed Term Exclusions as % Harrow school population	Annual (Corporate Scorecard)	▼	3.85% (2011-12)	3.24% / 1,020 (2011-12)	HG	3.40% (2011-12)	4.05% (2011-12)	3.06% (2012-13)	2.43% / 790 (2012-13)	↑	HG	HG	Fixed term exclusions dropped significantly from 969 - 3.06% in 2011-12 to 790 - 2.43% in 2012-13 - they are the lowest they have been in the last 5 years.
E39	Annual rate of overall absence in primary schools	Annual (Corporate Scorecard)	▼	5.4% (2011-12)	4.57% (2011-12)	HG	4.3% (2012-13)	4.4% (2012-13)	4.3% (2012-13)	4.57% (2012-13)	↔	LR	LR	The new Attendance Intervention Model (AIM), which was piloted last year, is now being rolled out across all schools (including Academies). It is likely to have a positive impact on attendance overall.
E40	Annual rate of overall absence rate in secondary schools	Annual (Corporate Scorecard)	▼	6% (2011-12)	5.32% (2011-12)	HG	5.3% (2012-13)	5.9% (2012-13)	5.3% (2012-13)	5.50% (2012-13)	↓	A	A	The new Attendance Intervention Model (AIM), which was piloted last year, is now being rolled out across all schools (including Academies). It is likely to have a positive impact on attendance overall.

Direction of travel: This is a judgement on the actual data in each quarter.		RAG STATUS	
↑	performance has improved	HR	Needs prompt attention
↓	performance has deteriorated	LR	Poor
↔	performance remains the same	A	Adequate
		LG	Good
		HG	Excellent