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Analysis of APA data, performance and areas for further development linked to the LEA plans

ECM	Performance indicators	APA Evaluation May 2004	Progress 2005	LA Plans 2005 - 2006
Be Healthy	Nineteen schools have been validated under the Local Healthy Schools programme (27%) with a further 25 schools working towards validation (36%). All schools have awareness of the programme.			
	BH2 participation in sport – 91% sat + Primary 100% Good + secondary	<ul style="list-style-type: none"> • Sport as a basis for healthy development and lifestyles, as well as self-discipline, emotional intelligence and respect for others, is an important part of the curriculum. Activities and successes in Harrow are detailed below • The borough-wide school sports coordinator scheme currently involving 47 schools, will expand to cover all schools from September 2005 • There are high levels of participation in sport and 100% of schools have a satisfactory or better enrichment programme (Ofsted) • More than 30% of schools have the Sportsmark, and 6 schools have Sportsmark Gold. • Improving the quality of learning through outdoor activity has been a key feature of training for all Foundation Stage practitioners 	Sportsmark and Active-mark are frozen while the awards are reviewed – schools that currently hold the award can apply for an extension – these have been awarded to 5 schools last term	<p>A&ID 1a.To enable schools to meet their responsibilities for young people to achieve healthy lifestyles through promotion of the Healthy Schools Award and Sportsmarks, partnership working with the specialist college and PCT and through the provision of guidance and training.</p> <p>EYCD Further develop Health involvement in the boroughs pre-schools which supports early identification of children and families who are more vulnerable provides appropriate interventions</p> <p>C&CDContinue to promote emotional and physical well being through practical music making activities</p>
Be Healthy	BH3 Sex and relationships – 100% compliance	<ul style="list-style-type: none"> • 100% of schools have appropriate statutory policies to support healthy choices including Sex and Relationships and Drugs and Alcohol (Ofsted) • Three Children's Centres offering a range of services including health outreach have been developed, seven more are planned. 	Plans are now in place to have 9 children's centres across the borough	A&ID 1a. To enable schools to meet their responsibilities for young people to achieve healthy lifestyles through promotion of the Healthy Schools Award working with the PCT and through the provision of guidance and training.

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				EYDCP Develop a range of integrated services for children and families which build at Gange and Tyneholme Centres which link to the boroughs preventative strategy and link to the success of the Hillview Centre
Be Healthy Stay Safe Enjoy and Achieve Make a Positive Contribution	SS2 Pupil's care welfare, health and safety – 100% satisfactory or better	<ul style="list-style-type: none"> • Healthy pre-schools project is in place. This is a partnership project between Early Years, Childcare and Parenting Services, Stanmore College and the North West London Acute Trust • The validation of healthy schools provides an impressive record of evidence of the range of way in which the healthy schools programme is making an impact in schools (NHSS monitoring report 2004) • School Fruit and Vegetable Scheme: 100% First schools participate • Improving the quality of learning through outdoor activity has been a key feature of training for all Foundation Stage practitioners • Ofsted reports 04/05 reflect the high quality of PSHCE provision in all schools. • The Achievement and Inclusion (A & I) service has a dedicated consultant leader for PSHCE. • The key driver for mental health in schools is the Healthy Schools award, which is used as the basis for good quality provision by all schools • HMI visited 7 schools as part of a National Review of mental health support for young people. They commended the service 		<p>A&ID 3m. Support schools in developing their provision for young people's personal and social development and their enjoyment of recreation.</p> <p>A&ID 1a. To enable schools to meet their responsibilities for young people to achieve healthy lifestyles through promotion of the Healthy Schools Award and Sportsmarks, partnership working with the specialist college and PCT and through the provision of guidance and training.</p> <p>A&ID 1b. Promote the development of effective provision to support the emotional and mental health of all pupils and contribute to the identification of the needs and integrated support for children and young people at risk.</p> <p>A&ID 4c Ensure that the voice of young people is heard through encouraging schools to seek and act on the views of the learner both formally, through surveys and school</p>

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		<p>provided, and are using one school as a case study of work with Kid's Company</p> <ul style="list-style-type: none"> • Four primary mental health workers have been appointed to link with Early Years services as well as Children Looked After. • The Gatsby Project is an important focus of innovation in work with Children Looked After, and plays a coordinating role across People First. An advisory teacher for PHSCE was appointed earlier this year to work with Children Looked After, and two teaching assistants were appointed to individual schools. In collaboration with the Who Care? Trust, children and young people from Harrow were involved with the "Think Smart" materials, which covered a range of issues including self-esteem and mental well-being. • Ofsted reports 04/05 reflect the high quality of PSHCE provision in all schools. This has been developed through a range of strategies. • In one school cluster, the Area Manager has supported the development of a project on obesity with partners from health, a local college and pilot schools. • 4.5 school nurse posts were full 2004/5, and recruitment to 3.5 more is underway • A drugs drama programme has been rolled out to Middle schools, which includes support for teachers, a training pack, referral information and parents groups; feedback indicates that this has been highly successful, with positive comments from parents and pupils. 		<p>councils, and informally by creating a climate of openness and trust and to draw on that knowledge to inform our practice.</p> <p>A&ID 4d. Work with schools to develop appropriate guidance and support in citizenship education.</p>
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<p>Stay Safe</p>	<p>SS3 Child protection procedures – 100% compliance</p>	<ul style="list-style-type: none"> • All high schools participate in a health and safety-training programme for school science and Design & Technology (D&T) technicians, and all schools have a trained health and safety lead. This is also part of the training programmes for newly-qualified, graduate and overseas-trained teachers which include extended sessions on health and safety in science, IT, D&T and PE, leading to very positive outcomes (Ofsted). • All schools have a school journeys policy, risk assessment and named co-ordinator – there have been no serious incidents on school journeys this year. • All schools have a named person responsible for Child Protection and appropriate policies in place • Early Years and Childcare providers and practitioners have access to training, advice and support on matters connected to safeguarding children • Early Years and the council have collaborated on a policy and training programme on physical intervention with younger children • The LSCB, with the Strategic Partnership including schools, health and the voluntary sector, has held an anti-bullying day and campaign, and has published bullying advice for parents, and for pupils • Children’s Services Participation strategy (see ECM 4) is partly designed to attack negative stereotypes of young people. • Discrimination against particular groups 		<p>A&ID 2a. Ensure that schools have effective policies and practices to deal with Child Protection issues and the needs of the child are paramount in schools’ thinking.</p> <p>A&ID 2b. Contribute to the identification of the needs for and opportunities to develop interagency working to protect vulnerable children including looked after children and promote the provision of key workers within educational settings</p> <p>A&ID 2e. Work with other services to ensure schools to have safe practices and promote personal safety for young people through the curriculum and Healthy Schools</p> <p>C&CD Develop the Arts for Schools Child Protection Policy in line with National agenda</p>
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		defined in terms of racial or ability stereotypes is equally targeted by Harrow-wide policies and campaigns in schools.		
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<p>Enjoy and Achieve</p>	<p>E&A 17 Children Act Inspections of childcare 352 inspections of which 24.3% required actions to improve compared with a national figure of 27.1%</p>	<ul style="list-style-type: none"> • All Harrow pre-schools have the involvement of a qualified teacher at a ratio of 1 teacher to 10 children. • Small Talk – a project which gives early support to pre-school deaf children – has launched 6-week programmes in Harrow, in collaboration with the Council and Northwick Park Hospital. • All schools have been issued with guidance on best practice for induction to school for children in the Foundation Stage. • 90% of schools contributed to the cluster moderation sessions, assessing the stage which children have reached at Foundation Stage. • Transfer from Foundation to KS1 is supported by transition units which have ensured that pupils make a good start to school and contributed to the High standard achieved at KS1. • 100% of settings have a nominated SEN Coordinator (SENCO) in place, so that pupils' needs are met at an early stage. Harrow also has one area SENCO providing support for every 20 private and voluntary settings. • All Foundation Stage practitioners have access to 4 days training. • Partnership between Early Years, Childcare and Parenting Service and the Ethnic Minority Achievement Service has resulted in greater inclusion of children from ethnic minorities in early years provision and children from ethnic 		<p>A&ID 3a. Work in partnership with Early Years and Childcare to help families access high quality early years childcare and nursery provision through monitoring of and support for the maintained provision and promotion of extended schools.</p> <p>EYDCP Develop and launch a Transition process which supports the successful transition of all children from their early years setting to school</p> <p>EYDCP Identify and support early years and childcare providers to prepare for and undertake Investors in Children endorsed Quality Assurance mark.</p> <p>EYDCP Provide a range of support and advice strategies to all registered early years and childcare settings to support them in achieving a satisfactory or better Ofsted inspection outcome and ensure children receive the highest quality early years and childcare provision.</p> <p>EYDCP To ensure early years and childcare is represented on the local authority Special Educational Needs Strategy Group</p>
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		<p>communities having access to appropriate assessments in the Foundation Stage.</p> <ul style="list-style-type: none"> • A Tamil parents' support group has been started at Hillview Nursery. 		<p>To build on the partnership working with health to enhance SENCO training and provide input on early identification and appropriate intervention especially in the area of speech and language therapy. To use the Special Educational Needs Ringfenced Grants to continue to fund a range of early identification and intervention strategies. EYDCP To promote, fund and deliver a comprehensive training and development programme which ensures every Foundation stage Practitioner in Harrow receives access to 4 days training per year C&CD Apply for Youth Music funding to rollout pre school and nursery music project to other pre school settings</p>
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<p>Enjoy and Achieve</p>	<p>E&A 2 Key stage 1 Reading L2+ – above SN & Nat ^ E&A3 Key stage 1 Writing L2+ - above SN & Nat. ^ E&A4 Key stage 1 maths L2+ - above SN & Nat</p>	<ul style="list-style-type: none"> Learners in Harrow achieve well as evidenced by above average attainment and progress at all key stages - this is confirmed by all key indicators. This is despite the high proportion of pupils with English as an additional language and of pupils who have not been previously tested Transfer from Foundation to KS1 is supported by transition units, which have ensured that pupils make a good start to school and contributed to the High standard achieved at KS1. Challenging targets for achievement were developed in partnership with schools, based on sound data analysis and national comparators The council's basic strategy is to maintain and improve already high levels of attainment overall, while targeting weaker groups and schools with intensive support. The strategy is supported by detailed analysis of teaching and learning data, developed in partnership with Harrow's Head Teachers. Where needs are identified, specific strategies are developed with partners and promptly implemented. In the last period, this has resulted in good improvement in boys' attainment at KS1 for example 	<p>E&A 2 KS1 Reading L2+ 2% above national E&A 3 KS1 Writing L2+ 2% above national E&A 4 KS1 Maths L2+ 1% above national</p>	<p>A&ID 3f. Challenge schools to ensure that learners are set and achieve stretching national targets. A&ID 3j. Transform learning including the effective, local implementation of national strategies</p>
	<p>^E&A5 Key Stage 2 English L4+ - above SN & Nat ^ E&A6 Key stage 2 maths L4+ - above SN & Nat E&A7 Key stage 2 Science L4+ - above SN & Nat</p>		<p>E&A 5 KS2 English L4+ 2% above national E&A 6 KS2 Maths L4+ 2% above national E&A 7 KS2 Science L4+ at national</p>	
	<p>E&A8 KS1-KS2 VA score 100.5 better than national median</p>		<p>Improving the attainment of children in receipt of free school meals is being tackled by a strategy which looks beyond the school gate and attempts to engage the whole community,</p>	

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	<p>^ E&A9 Key stage 3 English L5+ - in line SN above Nat ^ E&A 10 Key stage 3 maths L5+ - in line SN above Nat v E&A 11 Key stage 3 Science L5+ - in line SN & Nat</p>	<p>in order to:</p> <ul style="list-style-type: none"> • identify the needs of a diverse community accurately • raise self-esteem • enhance facilities and resources, and • provide direct support to families. <p>Targeted support for disadvantaged pupils is being supported through the Area structure, school clusters, and developing Extended Schools. Activities include a project offering free computers to children who are entitled to free school meals, family learning, and the appointment of Family Support Workers.</p> <ul style="list-style-type: none"> • Children Looked After in schools are monitored as part of annual cycle • Funding has been made available for every Child Looked After in a family setting or a residential unit, enabling us to provide computers for over 90 children • All children under five who are Looked After have PEPs • We have celebrated the achievements of Children Looked After at an annual ceremony attended by the Mayor, and as part of our annual Youth Achievement Awards events 	<p>Brenda Rayson</p>	<p>A&ID 5a. Contribute to the Local Authority 14-19 Strategies by providing guidance and support for schools on the 14-19 agenda to promote personalised learning that engages young people in learning and equips them for the world of work by widening opportunities through collaboration and development of innovative and flexible pathways A&ID 5b. Help schools to develop strategies which encourage young people to make positive life decisions, learning about work as well as learning for work, and making considered choices for further learning to achieve their goals</p>
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<p>Enjoy and Achieve Achieve Economic Well Being</p>	<p>E&A 15 KS2- KS4 VA - 1008.2 – better than National median ^ E&A 16 KS3 – KS4 VA 1003.6 – better than national median</p>	<ul style="list-style-type: none"> • Harrow’s GCSE results are well above the London and national averages 	<p>Brenda Rayson This years results at GCSE are the highest ever and Harrow is the highest performing non-selective mainland authority</p>	
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<p>Enjoy and Achieve</p>		<ul style="list-style-type: none"> • BV43a - The percentage of all statements prepared within 18 weeks excluding those involving other agencies is 100%. • BV43b - The percentage of all statements prepared within 18 weeks including those involving other agencies is 99%. • For looked after children the AACLA is: <ul style="list-style-type: none"> - coordinating activities to achieve LPSA targets relating to attendance and attainment - in response to poor performance on PAF C24 (attendance of CLA) we have engaged an external agency, Welfare Call, to contact on a daily basis all schools within and outside the borough where Harrow Children Looked After are placed to monitor their attendance and report back to designated staff in Harrow Children's Services - appointing an Independent Reviewing Officer to review the format of Personal Education Plans and coordinate the completion and review of all PEPs - piloting the Pupil Attitude to Self and School (PASS) Scheme to identify the support needs of Children Looked After - organising a conference on the Education of Children Looked After for Designated Teachers, Social Workers, Carers, Children Looked After and other agencies. 	<p>Harrow's performance on BVPI 43b showed a significant improvement in 2003-04 compared to the previous year but remained low compared to other authorities nationally. The improved performance on this indicator that was evident in the latter part of 2003-04 has been maintained throughout every quarter in 2004/05, bringing about a further significant improvement. Harrow compares favourably with other authorities and performs well on a wide range of indicators, especially in relation to the inclusion of pupils with special educational needs in mainstream schools that is a key element of local and national strategy. There is evidence of the effective early identification of preschool children with severe or complex needs that is a key area. There has been a significant improvement in the completion of statements within timescales.</p>	
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	<p>All judgements below are based on a very small sample 13 primaries, 1 secondary and 1 special our own indicators from schools would show outcomes to be better – there is one school in the authority in special measures and no other schools in Ofsted categories – overall effectiveness is good or better in 75% of schools inspected up to April 2005</p>		
<p>Enjoy and Achieve Make a Positive Contribution</p>	<p>E&A20 Opps for enrichment – 100% satisfactory + (sec. & special 100% VG) E&A21 Learning outside school – 100% satisfactory + (Sec & Spec 100% VG)</p>	<ul style="list-style-type: none"> • 22% of schools currently hold the Artsmark with a further 27% of schools in the process of completing their submissions; of these, 5 schools have Artsmark Gold. • The Arts4Schools service was recently assessed as offering “a good quality user experience” (Inspection 2005). • More than 30% of schools have the Sportsmark, and 6 schools have Sportsmark Gold. • 1 school has received NAACE Accreditation for ICT provision. • Over 4000 pupils receive instrumental or vocal tuition – this is 15% of the total school population and significantly higher than in other authorities (national average is 8%). About one quarter of pupils at Key stage 2, including some children from all ethnic groups, receive tuition (the second highest percentage in the country). • Extended schools are an explicit focus of Harrow’s Area Development Strategy. One – Glebe School – is already offering Full Service Extended School provision, and plans are well advanced for supporting all schools in providing a sustainable, extended range of activities for pupils, their families, and the local community. The initial emphasis will be on the more disadvantaged areas of the borough 	<p>A&ID 3m. Support schools in developing their provision for young people’s personal and social development and their enjoyment of recreation A&ID 4e. With the area directorate facilitate partnership working with local voluntary and community groups .to improve outcomes for young people in school.</p> <p>C&CD Provide opportunities for out of school learning to support extended schools agenda – projects already identified include Harrow Youth Gospel Choir at Harrow High School; Indian Dancing at Roxbourne First School; Visual Arts at Glebe F&M</p>

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		<ul style="list-style-type: none"> Youth and Connexions initiatives offer the highest possible standard of tuition including: <ul style="list-style-type: none"> - Tuition in skateboarding and BMX - Football provision targeting Somali young people - Sports for all: football, basketball, tennis - DJ-ing, dance, IT - A climbing project, targeting young people at risk of school exclusion, linked to Duke of Edinburgh accreditation. 		
Enjoy and Achieve	E&A 22 % of schools in special measures – 1 school – above SN & Nat % of schools in serious weaknesses - 0– below SN & Nat % of schools underachieving – 0- below SN & Nat	<ul style="list-style-type: none"> There is only one school in special measures in Harrow and no schools in any other Ofsted categories. However the new inspection framework will be a real test as with only 2-5days notification schools have no time to prepare 	<p>September 2005 HMI judged school to be making satisfactory progress since the last visit. The appointment of an interim head and the establishment of a learning support unit have led to improved behaviour. Teaching and learning has improved significantly.</p> <p>4 schools have been inspected so far this term – initial feedback indicates 3 good, 1 satisfactory</p>	A&ID 3d. Provide appropriate challenge and support to all schools and focused support according to need.

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<p>Enjoy and Achieve</p>	<p>E&A 23 Learning – 92% sat+ Primary – 100 % Sat + secondary & special??</p>	<ul style="list-style-type: none"> Quality of teaching and learning and the Curriculum is satisfactory or better in all but one of the schools inspected 04/05 	<p>Satisfactory or better in all schools inspected up to September 05 100 % good or better Introduction of a Quality Standard for teaching and Learning is improving the consistency of monitoring teaching and Learning</p>	<p>A&ID 3k. Working with schools to develop a learning culture both within and across schools including the provision of personalised learning A&ID 3i. Work with schools to promote a rich relevant and inclusive curriculum.</p>
<p>Enjoy and Achieve</p>	<p>E&A 24 Leadership – 92% sat + primary 100 % Sat + secondary & special</p>	<ul style="list-style-type: none"> Schools have benefited from locally-appropriate implementation of the national strategies, leading to high standards of teaching and learning, and improvements in subject leadership There is universal support for school leadership and appropriately targeted support according to need: Leadership and Management was found to be satisfactory or better in all schools and good in 82% of schools inspected in 2004/5. The categorisation of schools, informed by an annual dialogue and detailed analysis of performance data, determines levels of support in inverse proportion to success. Feedback from schools is that support is effective and 	<p>Satisfactory or better in all schools inspected up to September 05 100 % satisfactory or better Introduction of Supported School Self Evaluation Framework has supported school leadership teams in evaluating their effectiveness and developing appropriate action plans. Feedback from Ofsted this term indicates that Self evaluations have been of high quality</p>	<p>A&ID 3e. Work in partnership with schools to ensure the best possible provision leading to high achievement for all through rigorous supported school self-evaluation and monitoring of performance data.</p>

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		<p>welcome.</p> <ul style="list-style-type: none"> Schools receive high quality support from attached and specialist advisers, evidenced by feedback in the annual services to schools survey and through high take up of CPD opportunities. The A&ID have a programme of supported self review in which advisers and school leaders review the school's provision together has increased capacity for evaluation 		
Enjoy and Achieve	E&A 25 Overall effectiveness – 92% Sat + Prim – 100 % Sat + Sec & Spec	<ul style="list-style-type: none"> The overall effectiveness is satisfactory or better in 92% of schools and good or very good in 77% of schools. 	Satisfactory or better in all schools inspected up to September 05 100 % satisfactory or better 75% good	A&ID 3g. Work with leaders and managers, including governors, to create a climate and culture of continuous improvement
Enjoy and Achieve	E&A 26 Pupil achievements – 92% sat + Prim – 100% sat = sec. & spec	<ul style="list-style-type: none"> Challenging targets for achievement were developed in partnership with schools, based on sound data analysis and national comparators 		A&ID 3i. Promote the achievement and inclusion of identified groups of young people at risk of not achieving their potential, and encourage schools to identify and support these pupils.
Enjoy and Achieve	E&A 27 Teaching – 92% sat + primary – 100% sat + sec & spec	<ul style="list-style-type: none"> 25 schools have the Primary Quality Mark and 2 have the Secondary Quality Mark. 	4 schools have achieved re-accreditation and 1 school has received the Primary Quality Mark	A&ID 3n. Promote the strategic development of new technologies to enhance learning.
Enjoy and Achieve	E&A 28 Authorised	<ul style="list-style-type: none"> Attendance overall in Harrow is good, but the council continues to challenge 		A&ID 3b. Contribute to the work of the education welfare service to

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	<p>absences prim.– slightly above SN & Nat v. E&A 28 Unauthorised absences prim – well below SN & Nat v. E&A 29 Authorised absences sec. - in line with SN & below Nat v. E&A 29 Unauthorised absences sec. – below SN & Nat</p>	<p>schools to ensure that standards are maintained or improved. Targets are set for attendance with all schools as part of the target setting process in the Autumn term and monitored and evaluated in the Summer Term</p> <ul style="list-style-type: none"> • All schools are required to have policies and strategies to improve attendance and punctuality through the self-evaluation process, and these are monitored as part of the Annual Review • BV45 - The percentage of half days missed due to total absence in secondary schools maintained by the authority is in line with statistical neighbours and lower than authorities nationally. • BV46 - The percentage of half days missed due to total absence in primary schools maintained by the authority is in line with statistical neighbours and authorities nationally. • Attendance in secondary schools improved significantly between 2003/4 and 2004/5 (BV 45 reduced from 7.7% to 6.9%) due to the strong focus on attendance maintained by Educational Welfare Officers, and additional work supported by LPSA initiatives. BV 46 also improved (from 6.05% to 5.7%). 		<p>promote good practice in achieving high attendance</p>
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<p>Enjoy and Achieve</p>	<p>E&A 32 % alternative tuition - below SN & Nat E&A 33 % alternative tuition + 1 year – above SN , below Nat E&A 34 % alternative tuition reintegrated – above SN & Nat</p>	<ul style="list-style-type: none"> • For students in Key Stage 4, HTS arranges appropriate college and vocational courses with other providers, including work experience where appropriate. Nearly all students leaving HTS at the end of KS4 go on to a college course each year, with one or two going into employment arranged during work experience • When pupils are recommended for home tuition by their GPs, this is provided by HTS and reintegration to school supported where appropriate. One pregnant schoolgirl was provided with alternative home tuition in 2003/04 while others remained at school. • Children at the Royal National Orthopaedic Hospital are provided with appropriate tuition by the education service based at the hospital • For pupils educated at home (37), the provision is inspected by the Achievement and Inclusion Division: inspections found provision to be satisfactory or better in 2004/5. 		<p>A&ID 3c. Work with schools and other services to minimise the risk of children missing from education</p>
<p>Enjoy and Achieve Stay Safe</p>	<p>MPC 5 SMSC – 100% satisfactory + MPC 7 Free from harassment –</p>	<ul style="list-style-type: none"> • Promotion of Pupil’s Voice through the Continuous Professional Development (CPD) self-evaluation and improvement planning process has ensured that all schools are aware of the need to talk to all pupils about 		<p>A&ID 2d. With Schools develop positive role models and perspectives of visible minorities and contribute to the arts, community activities and international links. A&ID 2c. Work with schools,</p>

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	100& satisfactory +	every aspect of school life		voluntary, public sector and community organisations to proactively address potentially oppressive behaviours including bullying and racism. A&ID 3h. Ensure that the equalities and diversity agenda is addressed in all aspects of the work of the service and schools.
Enjoy and Achieve	SM 15 Teachers leaving post – above SN & below Nat SM 16 Unfilled teaching posts – above SN and national	<ul style="list-style-type: none"> • <i>Whilst issues of recruitment to teaching remain they are not as significant as they were.</i> • <i>Issues remain around the recruitment to senior posts within schools and there is an aging Headteacher profile which will need to be addressed</i> 		A&ID 3g. Work with leaders and managers, including governors, to create a climate and culture of continuous improvement.
Make a positive contribution	E&A30 % of permanent exclusions – primary above SN & Nat E&A31 % of permanent exclusions – secondary above SN & Nat	<ul style="list-style-type: none"> • Key Stage 3 Strategy for behaviour has been well received; all high schools are taking part in the regular training and network meetings at a senior level. A consultant is working directly with schools in supporting action plans and schools have identified improved behaviour as a result of this work, confirmed in Ofsted inspections • Harrow has joined as an associate 	The Meeting Pupil Needs Strategy is currently being consulted on with schools with a view to signing a compact in November which assures the commitment of all schools and the Local Authority to an action plan with a target to reduce exclusions by	A&ID 4a. Promote positive behaviour management by providing guidance training and support to all school staff and by the dissemination of effective practice A&ID 4b. Develop a cohesive local authority strategy for inclusion to address the needs of pupils excluded or at risk of exclusion from school involving a wide range of other services and providers

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		<p>pilot authority in the national primary behaviour strategy: Social Emotional Aspects for Learning. 13 First and Middle schools are taking part in the programme and have reported that it has already had an impact on pupil attitudes</p> <ul style="list-style-type: none"> • A multi-agency “rapid response” team pilot has been established for secondary schools, available to meet with a school within a week to identify strategies and additional support when a student is at risk of exclusion, including the introduction of “managed moves” between schools or short-term placements at Harrow Tuition Service • The Access and Development team has been re-organised into a buy-back service and funding devolved to schools, with a more sharply focused menu of support for learning and behaviour issues. All high schools have bought back into this service, and have provided positive feedback • Three additional advisory teachers have been appointed to Harrow Tuition Service to work in schools (2 primary, 1 secondary) with those most at risk of exclusion, and to support teachers in managing behaviour more effectively • Accommodation at Harrow Tuition Service is in the process of expansion 	<p>20% per year over the next three years. This year as a result of the work of the Rapid Intervention Group and HTS the exclusion rate has decreased by 23% at secondary and there were only two primary exclusions.</p>	
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		<p>(to be completed by Sept 2005) to provide greater access to a respite service for schools.</p> <ul style="list-style-type: none"> In 2005, young people permanently excluded for the first time will be offered a place in another school. In 2003/4, 39 such students were transferred directly to another school, including 6 students excluded from out-of-borough schools. This represents over half of all permanently excluded pupils moving directly into another school. The transfer is supported by a Connexions worker. Other than those who return to their own borough (10 students), or move to a school elsewhere (6 students), the remainder (18 students) are offered full time tuition at Harrow Tuition Service (HTS) and planned re-integration to school if appropriate. 		
<p>Achieve future economic well-being</p>		<ul style="list-style-type: none"> Harrow ranks high nationally with 85% of students going onto full time post-16 studies. 65% of students leaving Harrow high school at 16 attend colleges in Harrow for their post-16 education. The remainder choose sixth forms beyond Harrow or attend other colleges in surrounding areas to take specific vocational courses not available at the Harrow colleges. The vast majority of students leaving 		<p>A&ID 5a. Contribute to the Local Authority 14-19 Strategies by providing guidance and support for schools on the 14-19 agenda to promote personalised learning that engages young people in learning and equips them for the world of work by widening opportunities through collaboration and development of innovative and flexible pathways</p>

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		<p>the colleges in Harrow at 18/19 progress to Higher Education</p> <ul style="list-style-type: none"> • 16-19 provision in Harrow is spread principally across three colleges; but there is a small number of students who remain at year 12 and 13 are in the two special secondary schools. • The 14-16 LSC Increased Flexibility project has been managed by Harrow College on behalf of a consortium of the Harrow schools and colleges since 2002. Meetings of the consortium are convened by the Key stage 4 Co-ordinator at Harrow Tuition Service. The partnership has strengthened the range of vocational GCSE and other awards in schools. All high schools provide at least one vocational GCSE. • A vocational Skills Centre, initially focusing on construction at entry level 1 and 2, will be opened in September 2005 to provide p/t places for 150 Year 10 and 11 students and both full and part-time provision for post-16 students. This is set up within a partnership between the Council, the LSC, schools and Colleges. Already further activities to increase the vocational placements. • Network groups in different subject areas, eg science, have been established to focus specifically on 14 –19 provision. These groups meet regularly and all high schools participate • Ofsted reports praise the quality of the 		<p>4f. Promote enterprise learning in all phases by identifying and disseminating good practice</p> <p>4d. Work with schools to develop appropriate guidance and support in citizenship education</p>
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		<p>post-16 provision in both special high schools.</p> <ul style="list-style-type: none"> • Good links with Harrow College provide opportunities for young people to attend college part-time as part of the school programme. 		
<p>Achieve future economic well-being</p>		<ul style="list-style-type: none"> • Brent & Harrow Work Experience Consortium coordinate the placements as part of a coherent work related learning programme in school which complies with the Borough Policy. Over 60 students are engaged in extended placements • Work experience placements are found for pupils with special needs who are able to access these. • Planning for the transition of young persons with special educational needs beyond school. The annual review in Year 9 and subsequent years draws up and reviews a Transition Plan involving the agencies likely to be involved in the post-school years, including the Connexions Service 		<p>5b. Help schools to develop strategies which encourage young people to make positive life decisions, learning about work as well as learning for work, and making considered choices for further learning to achieve their goals.</p>