

# REPORT FOR: **CABINET**

---

<b>Date of Meeting:</b>	19 February 2015
<b>Subject:</b>	School Performance and Standards
<b>Key Decision:</b>	No
<b>Responsible Officer:</b>	Chris Spencer, Interim Corporate Director of Children and Families
<b>Portfolio Holder:</b>	Councillor Simon Brown, Portfolio Holder for Children, Schools and Young People
<b>Exempt:</b>	No
<b>Decision subject to Call-in:</b>	No, as the recommendation is for noting
<b>Wards affected:</b>	All
<b>Enclosures:</b>	Harrow Policy and Strategy for School Improvement

## **Section 1 – Summary and Recommendations**

This report sets out

- a) An overview of Performance and Standards in schools at all key stages
- b) An analysis of the performance of underachieving groups
- c) Information on progression of Young People beyond Key Stage 4
- d) The profile of schools in respect of Ofsted inspection judgements
- e) An overview of the LA strategy for supporting and challenging all schools to improve on their previous best

### **Recommendations:**

Cabinet is requested to note the information provided and to seek any additional information as appropriate.

### **Reasons for recommendation:**

To keep the Cabinet updated and informed of the performance of, and standards being achieved in state-funded schools in Harrow (Local Authority maintained, Academies and Free schools)

## Section 2 – Report

### 2. Introduction

2.1 Schools in Harrow are amongst the best performing in the country and this has, on the whole, been maintained over a number of years. The Performance and Standards report provides a summary analysis for all LA maintained and Academy schools' performance for 2014, as well as trends over the past three years. The information is based on the Department for Education data (DfE), EYFS performance data, Raiseonline data (Unvalidated), and information on Post 16 destinations for pupils aged 16+. The report also provides information on Ofsted inspection judgements on schools in Harrow and how the Local Authority monitors the performance of schools.

2.2 There are 62 state funded schools in Harrow which include LA maintained schools, Academy schools and Free schools. The table below sets out each type of school:

Type of School	Number of LA Maintained Schools (including VA)	Number of Academy and Free Schools	Total by Type
Nursery	1		1
Primary	40	4	44
Secondary	2	8	10
All through (5-18)		1	1
Primary Special	1	1	2
Secondary Special	2		2
Alternative Provision	1	1	2
<b>Total (All)</b>	<b>47</b>	<b>15</b>	<b>62</b>

2.3 Of the primary schools within the LA area, 8 are voluntary aided faith schools (6 Catholic, 1 Jewish, 1 Church of England), one is an academy faith school (Hindu). One faith school was established as a 5-18 Free school (Hindu). Five primary schools and two secondary school are additionally resourced to meet specific needs of pupils with Special Educational Needs and Disabilities.

2.4 The LA maintained alternative provision incorporates the Pupil Referral Unit which makes provision for permanently excluded pupils and other pupils who are not able to attend school.

2.5 In keeping with the Council's School Amalgamation Policy, within the primary sector, 10 infant and 10 junior schools have been amalgamated over the past five years to become 10 all-through primary phase schools. There are 3 infant and 3 junior schools currently subject to Cabinet decision, in respect of this Policy.

### 3. Overview of Performance and Standards

#### 3.1 Early Years Foundation Stage

3.1.1 The EYFS Profile is a teacher assessment of children’s development at the end of the EYFS (the end of the academic year in which the child turns five). It should support a smooth transition to Key Stage 1 (KS1) by informing the professional dialogue between EYFS and KS1 teachers. This information should help Year 1 teachers plan an effective, responsive and appropriate curriculum that will meet the needs of all children. The Profile is also designed to inform parents or carers about their child’s development against the early learning goals (ELGs).

3.1.2 Following an independent review of the EYFS by Dame Clare Tickell, a new Profile was published in March 2012. The new Profile and revised EYFS have a stronger emphasis on the three prime areas which are most essential for children’s healthy development. These three areas are: communication and language; physical; and personal, social and emotional development. The new profile made changes to the way in which children are assessed at the end of the EYFS. The new profile requires practitioners to make a best-fit assessment of whether children are emerging, expected or exceeding against each of the new 17 ELGs. The new profile was introduced in September 2012.

3.1.3 Standards have continued to rise in the EYFS in response to the priority given by schools and the local authority to this area. Whilst standards have risen, the gap between the lowest attaining 20% of pupils and the rest of the cohort has continued to narrow (2013-14 – 34.9%) but is still above the national average of 33.9%. At the same time the key indicator of a good level of development has shown a significant improvement from 45% in 2012-13 to 61% in 2013-14. Demographic changes are having an impact on assessments at entry level.

3.1.4

Good level of development (1)	2011-12	2012-13	2013-14
Harrow	60%	45%	61%
Statistical Neighbours	65%	50%	60%
England	64%	52%	60%

(1) A pupil achieving at least the expected level in the Early Learning Goals within the three prime areas of learning and within literacy and numeracy is classed as having "a good level of development".

The percentage inequality gap in achievement across all the Early Learning Goals (1)	2011-12	2012-13	2013-14
Harrow	30.8%	37.9%	34.9%
Statistical Neighbours	30.9%	34.4%	33.3%
England	30.1%	36.6%	33.9%

(1) The percentage gap in achievement between the lowest 20 per cent of achieving children in a local authority (mean score), and the score of the median.

## 3.2 Key Stage 1

3.2.1 Harrow's 2014 Key Stage 1 (KS1) results are an improvement on our 2013 results across all subjects. Harrow's results have remained above both the national and statistical neighbour averages over the last few years and again in 2014.

3.2.2 The percentage of pupils achieving or exceeding the expected level in Key Stage 1 (KS1) teacher assessments for the last three years is shown below, comparing Harrow to its statistical neighbours and England.

3.2.3 KS1 Speaking & Listening has remained consistent over the last 3 years at L2+, and above or in line with the national and statistical neighbour trend. In addition L3 attainment has remained 3% above the national trend in 2013-14 and 2% above the statistical neighbours.

3.2.4

Speaking & Listening	2011-12		2012-13		2013-14	
	L2+	L3	L2+	L3	L2+	L3
Harrow	90%	26%	90%	26%	90%	27%
Statistical Neighbours	88%	23%	89%	24%	90%	25%
England	88%	22%	89%	23%	89%	24%

3.2.5 KS1 Reading in Harrow has steadily increased during the last 3 years at L2+, L2B+ and L3 reflecting the national trend. Reading is above or in line with the national and statistical neighbours trends.

Reading	2011-12			2012-13			2013-14		
	L2+	L2B+	L3	L2+	L2B+	L3	L2+	L2B+	L3
Harrow	89%	79%	29%	90%	79%	31%	92%	84%	32%
Statistical Neighbours	88%	77%	27%	90%	80%	29%	91%	81%	31%
England	87%	76%	27%	89%	79%	29%	90%	81%	31%

3.2.6 Writing has increased by 3% at L2+ and 8% at L2B+ from 2012-13 to 2013-14. For the last 3 years Harrow's attainment in Writing has remained broadly in line with or above the national and statistical neighbour attainment levels.

Writing	2011-12			2012-13			2013-14		
	L2+	L2B+	L3	L2+	L2B+	L3	L2+	L2B+	L3
Harrow	87%	69%	17%	87%	67%	20%	90%	75%	20%
Statistical Neighbours	84%	65%	14%	86%	68%	15%	88%	71%	17%
England	83%	64%	14%	85%	67%	15%	86%	70%	16%

3.2.7 Maths remains Harrow's strongest subject and attainment has steadily increased over the last 3 years at all levels, and by 2% and 6% at L2+ and L2B+ respectively. Harrow's attainment in Maths is above or broadly in line with the national and statistical neighbours attainment levels.

<b>Maths</b>	<b>2011-12</b>			<b>2012-13</b>			<b>2013-14</b>		
<b>Level attained</b>	<b>L2+</b>	<b>L2B+</b>	<b>L3</b>	<b>L2+</b>	<b>L2B+</b>	<b>L3</b>	<b>L2+</b>	<b>L2B+</b>	<b>L3</b>
Harrow	92%	79%	25%	93%	78%	28%	95%	84%	28%
Statistical Neighbours	91%	77%	23%	92%	79%	24%	93%	81%	26%
England	91%	76%	22%	91%	78%	23%	92%	80%	24%

3.2.8 Science has increased by 4% at L2+ and 3% at L3 from 2012-13 to 2013-14 with L3 increasing to 5% above the national trend. Over the last 3 years Science has remained above or broadly in line with national and statistical neighbours trends.

<b>Science</b>	<b>2011-12</b>		<b>2012-13</b>		<b>2013-14</b>	
<b>Level attained</b>	<b>L2+</b>	<b>L3</b>	<b>L2+</b>	<b>L3</b>	<b>L2+</b>	<b>L3</b>
Harrow	89%	24%	88%	24%	92%	27%
Statistical Neighbours	89%	22%	90%	23%	91%	25%
England	89%	21%	90%	22%	91%	22%

### 3.3 Key Stage 2

#### Attainment

3.3.1 Harrow continues to show strong performance and improvement across Key Stage 2. All Key Stage 2 outcomes show performance above national averages in 2013-14. Standards continue to be above national averages in all areas and from 2011-12 to 2013-14 Key Stage 2 outcomes in Harrow improved at a higher rate than the national average.

3.3.2 In 2013-14 83% of Harrow's pupils achieved Level 4 or above in Reading, Writing & Maths at Key Stage 2, which was above both the national average of 79% and the statistical neighbour average of 82%.

<b>Percentage of pupils achieving Level 4 or above in Reading, Writing and Maths in Key Stage 2</b>	<b>2011-12</b>	<b>2012-13</b>	<b>2013-14</b>
Harrow	79%	79%	83%
Statistical Neighbours	77%	78%	82%
England	75%	76%	79%

#### Expected Progress between KS1 and KS2

3.3.3 Harrow's pupils continue to make better progress from Key Stage 1 to 2 than the national average in Reading, Writing and mathematics. The table below shows that Harrow's results have been consistently broadly in line with our Statistical Neighbours and at or above the England average for the last three years.

<b>KS1 to KS2 Progress - Reading</b>	<b>2011-12</b>	<b>2012-13</b>	<b>2013-14</b>
Harrow	91%	90%	94%
Statistical Neighbours	91%	91%	93%
England	90%	88%	91%

<b>Writing</b>	<b>2011-12</b>	<b>2012-13</b>	<b>2013-14</b>
Harrow	93%	92%	93%
Statistical Neighbours	92%	93%	95%
England	90%	92%	93%

<b>KS1 to KS2 Progress – Maths</b>	<b>2011-12</b>	<b>2012-13</b>	<b>2013-14</b>
Harrow	90%	92%	93%
Statistical Neighbours	89%	91%	92%
England	87%	88%	90%

Source: DfE Statistical First Release

3.3.4 Despite the overall strong profile, one school fell below the national ‘floor standards’ of 65% of pupils achieving Level 4 or above in Reading, Writing and Maths.

3.3.5 Five schools are below the median for pupil progress in all three subjects of Reading Writing and Maths and six schools progress is below the median in two of the three subjects. Seven schools progress is below the median in one of the three subjects.

### 3.4 Key Stage 4

#### Attainment

3.4.1 Harrow schools outcomes at the end of Key Stage 4 are in the top quartile nationally, with 61.3% of Harrow’s pupils achieving 5 or more A\*-C GCSEs including English & Maths in 2013-14. These results are above both the national average (56.1%) but are below Harrow’s statistical neighbours – 65.0%. These outcomes, as expected, reflected a fall from the 2013 Harrow averages of 65.4%. The table below sets out the trend at GCSE over a three year period.

#### 5+ A\*-C inc. English & Maths GCSE

<b>Percentage of pupils at the end of KS4 achieving 5+ A*-C inc. English &amp; mathematics GCSEs at GCSE or equivalent</b>	<b>2011-12</b>	<b>2012-13</b>	<b>2013-14 (1, 2)</b>
Harrow	63.6%	65.4%	61.3%
Statistical Neighbours	62.5%	66.3%	65.0%
England	58.4%	60.8%	56.1%

Source DfE Statistical First Release

(1) The significant difference between the 2014 and previous year’s result is largely due to the new 2014 methodology applied by the DfE, with the main difference being an early entry policy to only count a pupil’s first attempt at a qualification.

(2) The 2013-14 results are still provisional

### 3.4.2 In summary at KS4

- Standards of attainment at Key Stage 4 continue to be significantly above the national average.
- 5+ A\*-C GCSEs including English and mathematics are not comparable to previous years due to the change in the DfE's methodology of how the results are published – see note 1 above.
- Harrow is placed 23rd in the country for 5+ A\*-C GCSEs including English and maths, 9<sup>th</sup> in Outer London and 13<sup>th</sup> in London as a whole.
- For the English Baccalaureate measure Harrow is ranked 20<sup>th</sup> in the country, 9<sup>th</sup> in Outer London and 13<sup>th</sup> in London as a whole.
- No school in Harrow falls below the secondary school performance 'floor' standard

3.4.3 The significant difference between the 2014 and previous year's result is largely due to the new 2014 methodology applied by the DfE.

3.4.4 Harrow's decline reflected the average for our region (4.5%; National 6.6%). However, Harrow's relative position compared to all local authorities improved against both measures and significantly so for any 5 GCSEs at A\*-C (from 97<sup>th</sup> to 23<sup>rd</sup>).

3.4.5 The national, regional and local drop in performance at GCSE was expected due to changes in the way schools' performance is measured from 2014. The drop in performance coincides with a number of important reforms:

a) The Implementation of Alison Wolf's Review of Vocational Education that:

- restricted the qualifications counted in performance measures
- prevented any qualification from counting as larger than one GCSE
- capped the number of non-GCSEs included in performance measures at two per pupil

b) An early entry policy to only count a pupil's first attempt at a qualification

- School performance measures had been calculated using the best result achieved in a subject. In September 2013 the DfE announced that only the first result a pupil achieved would count in performance measures from 2013/14.

### Expected progress between KS2 and KS4

3.4.6 Harrow's schools continue to be among the highest performing nationally for adding value from Key Stage 2 to Key Stage 4.

#### Expected Progress between KS2 and KS4 - English

KS2 to KS4 Progress - English	2011-12	2012-13	2013-14 <sup>(1)</sup>
Harrow	81.2%	78.3%	81.4%
Statistical Neighbours	75.8%	79.0%	80.6%
England	68.1%	70.5%	71.0%

Source DfE Statistical First Release

(1) The 2013-14 results are still provisional

## Expected Progress between KS2 and KS4 - Maths

KS2 to KS4 Progress - Maths	2011-12	2012-13	2013-14 <sup>(1)</sup>
Harrow	79.4%	81.8%	74.0%
Statistical Neighbours	76.6%	79.5%	75.4%
England	68.7%	70.8%	65.4%

Source DfE Statistical First Release

(1) The 2013-14 results are still provisional

- Although variable year on year young people in Harrow make good progress in both English and mathematics throughout their secondary school years.
- For the percentage of learners who have made expected progress in English, Harrow is ranked 7<sup>th</sup> in the country (13<sup>th</sup> in 2013), 4<sup>th</sup> in Outer London and 5<sup>th</sup> in London as a whole.
- For the percentage of learners who have made expected progress in maths Harrow is ranked 16<sup>th</sup> in the country (7<sup>th</sup> in 2013), 8<sup>th</sup> in Outer London and 12<sup>th</sup> in London as a whole.

3.4.7 London has been the best performing region since the academic year 2008/09. More pupils in London are making expected progress in English between KS2 and KS4 (78.8%) than any other region. This is also an increase compared to last year when the percentage of pupils making expected progress in English between KS2 and KS4 was 78.2%. The number of pupils in London making expected progress in mathematics between KS2 and KS4 has dropped for the first time in 6 years. The number of pupils that achieved expected progress in London in 2014 was 73% compared to 78.6% last year. All regions experienced a drop in their mathematics performance but it should be noted, more London pupils continue to make expected progress in Maths than any other region.

## 4 Analysis of the performance of underachieving groups

4.1 Despite the strong profile of performance in Harrow, there are significant groups of pupils that do not attain as well as their peers. These groups often attain in line with their group nationally but do not attain as well as their peers in Harrow. These underachieving groups within Harrow are as follows:

- specific ethnic groups, especially black pupil groups, at Key Stage 2 and 4.
- those with Special Educational Needs (SEN)
- those eligible for Free School Meals (FSM)
- those speaking a language other than English as their first language

4.1.2 The analysis of underachieving groups performance relative to national and statistical neighbors is only available for EYFS, KS2 and KS4. This is provided below.

### 4.2 Ethnic Group attainment

#### Early Years Foundation Stage

4.2.1 The pupil characteristics of the 2013-14 EYFS cohort help to better understand Harrow's 2013-14 results. Of the 3,070 pupils in Harrow's schools at the end of Reception a majority came from the following ethnic groups Indian (683), Asian other (577), White other (437), White British (377) and Black African (156).



4.2.2 Harrow's 2013-14 all pupils' good level of development results (61%) were below the national average (64%). Of the ethnic bands published only the Mixed and Asian pupils results were above the national results. The results of Harrow's black pupils (52%) are substantially lower than the all black pupils nationally (61%).

2013-14 Good level of development (GLD)	White		Mixed		Asian		Black		Chinese		All pupils	
	Number of eligible pupils	% GLD	Number of eligible pupils	% GLD	Number of eligible pupils	% GLD	Number of eligible pupils	% GLD	Number of eligible pupils	% GLD	Number of eligible pupils	% GLD
Harrow	740	62	215	65	1,304	63	313	52	11	x	2,837	60
England	430,086	65	31,247	64	60,178	60	31,947	61	2,283	62	618,997	64

Source: DfE Statistical First Release

## Key Stage 2

4.2.3 The information above shows that Harrow's average has continued to increase over the last few years, staying above the statistical neighbours and national averages.

4.2.4 For different ethnic groups, the table below shows that pupils from a mixed background have improved over the last few years. The results of the pupils from a black ethnic group in Harrow schools have also improved from 66% in 2010-11 to 74% in 2013-14, however in 2013-14 their results still remain below the Harrow average (83%) as well as below those of black pupils in Harrow's statistical neighbours schools (77%) and nationally (77%). The 2013-14 Level 4 or above in Reading, Writing and Maths of Black African (72.3%), Black Caribbean (74.8%) and Black Other (79.2%) groups were also below the Harrow average of 83.5%.

4.2.5 Level 4 or above Reading, Writing and Maths from 2011-12 to 2013-14 by Ethnic Origin

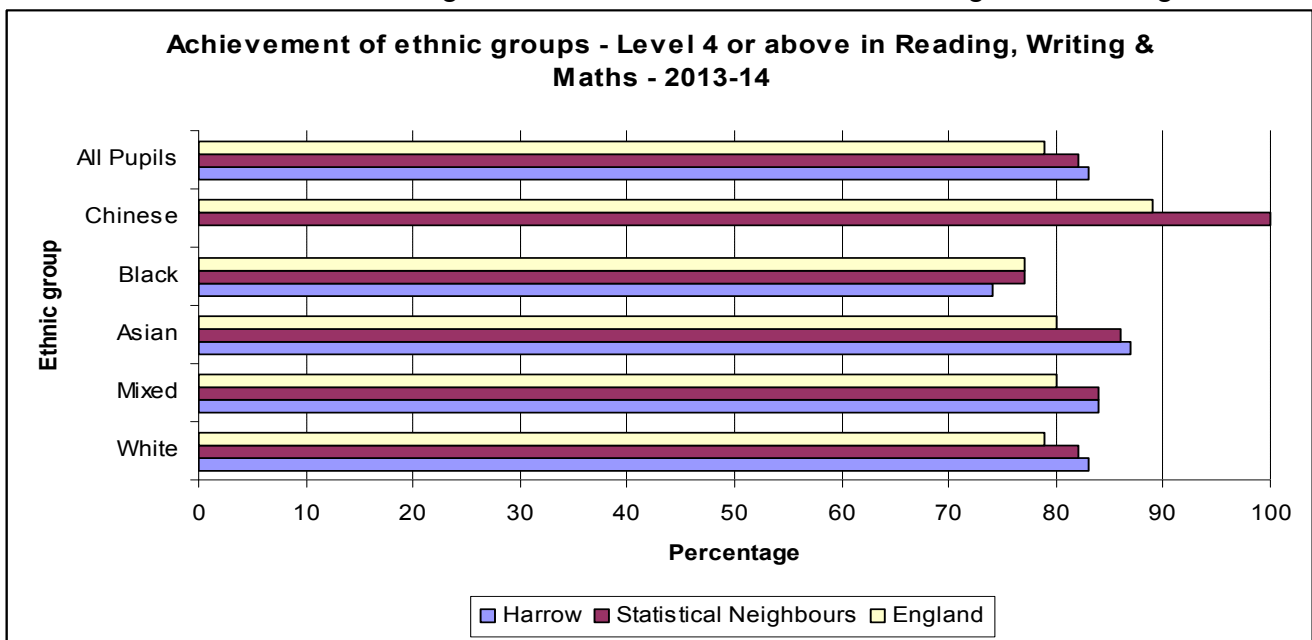
Year	Local Authority	White		Mixed		Asian	
		#	%	#	%	#	%
2011-12	Harrow	659	80	185	77	1,020	84
	Statistical Neighbours	-	76	-	78	-	82
	England	420,442	75	22,648	76	51,443	76
2012-13	Harrow	640	80	216	78	1,063	82
	Statistical Neighbours	-	78	-	79	-	83
	England	411,667	76	23,719	77	54,272	76
2013-14	Harrow	732	83	211	84	1,098	87
	Statistical Neighbours	-	82	-	84	-	86
	England	424,093	79	25,988	80	56,763	80

Year	Local Authority	Black		Chinese		All Pupils	
		#	%	#	%	#	%
2011-12	Harrow	326	66	8	100	2,304	79
	Statistical Neighbours	-	70	-	82	-	77
	England	27,205	72	1,881	85	535,009	75
2012-13	Harrow	331	73	12	x	2,377	79
	Statistical Neighbours	-	71	-	94	-	78
	England	27,887	74	1,761	86	530,795	76

<b>2013-14</b>	Harrow	313	74	17	x	2,521	83
	Statistical Neighbours	-	77	-	100	-	82
	England	30,391	77	1,946	89	551,484	79

Source: DfE Statistical First Release

4.2.6 The chart below for 2013-2014 shows that whilst all pupils in Harrow have performed above both the national and Harrow's statistical neighbour averages particular ethnic groups within Harrow do not fare so well. The achievement of Harrow's black pupils is not only below both the national average as well as the statistical neighbour average; it is also the lowest in all of the ethnic groups included in the chart. The results of Harrow's Asian and White British pupils are significantly above the national average as well as above the statistical neighbour average.



## Key Stage 4

4.2.7 The information above shows that Harrow's all pupils results have remained above the national averages for the last 3 years.

4.2.8 However as the table below shows that for ethnic groups, the comparison to the statistical neighbours is not as positive with Harrow's results falling below for two of the three years. Only the results of the Asian and Chinese pupils have been both consistently and significantly above Harrow's average results over the last three years. In contrast the results of Harrow's White, mixed and Black pupils have consistently remained below the Harrow, statistical neighbour and national averages, with the Black pupils' results being significantly below.

4.2.9 The provisional 2013-14 5 A\*-C GCSEs including English and mathematics of Black African (47.9%), Black Caribbean (51.1%) and Black Other (59.5%) groups were significantly below the Harrow average of 61.3%. (In terms of statistical neighbours and England comparisons, data has not yet been published for 2013-14. Comparative information below is for 2012-13 and trends over time)

## 5+ A\*-C GCSEs including English and mathematics by Ethnic Origin

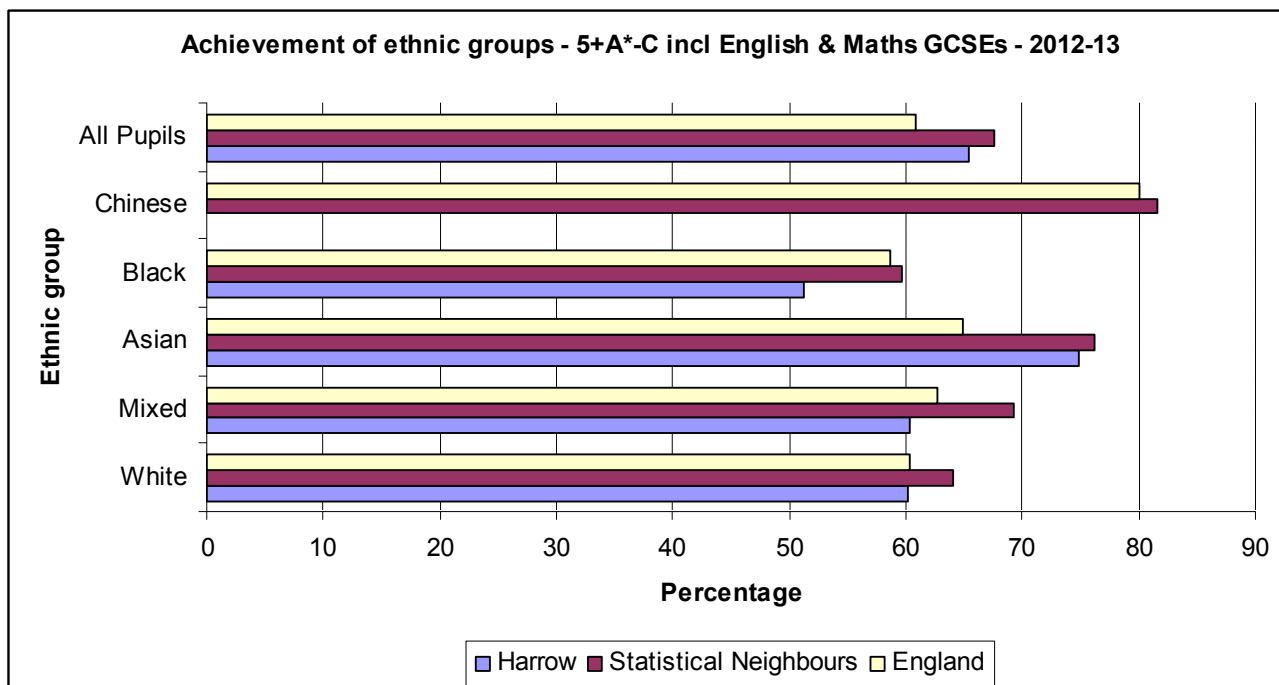
Year	Local Authority	White		Mixed		Asian	
		#	%	#	%	#	%
2010-11	Harrow	633	59.9	150	62.0	876	74.0
	Statistical Neighbours	-	61.4	-	64.7	-	72.7
	England	463,229	58.1	18,716	58.7	42,721	62.5

2011-12	Harrow	592	61.8	161	57.8	891	70.7
	Statistical Neighbours	-	61.9	-	65.7	-	73.4
	England	454,394	58.7	20,080	60.0	44,242	63.4
2012-13	Harrow	586	60.1	139	60.4	945	74.8
	Statistical Neighbours	-	64.0	-	69.2	-	76.1
	England	459,582	60.3	21,551	62.7	46,257	64.9

Year	Local Authority	Black		Chinese		All Pupils	
		#	%	#	%	#	%
2010-11	Harrow	390	51.5	13	100.0	2,141	64.6
	Statistical Neighbours	-	55.2	-	x	-	63.7
	England	25,085	55.0	2,255	80.2	564,874	58.4
2011-12	Harrow	368	52.4	18	83.8	2,113	63.6
	Statistical Neighbours	-	56.2	-	84.0	-	65.0
	England	25,890	55.3	2,266	78.8	559,076	59.1
2012-13	Harrow	379	51.2	12	x	2,152	65.4
	Statistical Neighbours	-	59.6	-	81.6	-	67.6
	England	27,177	58.7	2,200	80.1	569,121	60.8

Source: DfE Statistical First Release; Please note - The 2013-14 KS4 pupil characteristics have not yet been published.

4.2.10 No comparative data for 2013-14 has been published; the chart below shows that Harrow's 2012-13 results. These showed performance below statistical neighbours for every ethnic group included, with the Black pupils performing well below all of the other ethnic groups, as well as the statistical neighbour and national averages.



### 4.3 Gap between SEN attainment and all pupils

#### Key Stage 2

4.3.1 Overall the attainment of pupils with Special Educational Needs (SEN), at Key Stage 2 relative to this group nationally, compares well with both national and statistical neighbour averages as can be seen in the tables below. However, the gap in Harrow has increased over the last three years. The most recent results have shown an increase in the gap of 52.1, which is higher than that of Harrow's statistical neighbours (46.2%) and in-line with the national gap (51.9%).

The SEN/non-SEN gap – achieving Level 4 or above in Reading, Writing & Maths in Key Stage 2 tests	2011-12 %	2012-13 %	2013-14 %
Harrow	47.5	48.8	52.1
Statistical Neighbours	51.0	49.9	46.2
England	55.0	53.3	51.9

Source: DfE Statistical First Release

#### Key Stage 4

4.3.2. For young people with a Special Educational Need, the gap at GCSE has fluctuated over the last three years. In 2012-13 Harrow's gap (49.1%) was higher than both its statistical neighbours (46.5%) and the national average (47.2%).

4.3.3 Harrow's SEN gap in 2013-14 (provisional) is 47.3%. The 2013-14 national SEN results are yet to be published.

The SEN/non-SEN gap – achieving 5 A*- C GCSE inc. English and Maths	2010-11 %	2011-12 %	2012-13 %
Harrow	51.0	46.3	49.1
Statistical Neighbours	49.8	46.5	46.5
England	47.6	47.0	47.2

Source DfE Statistical First Release

## 4.4 Gap between the attainment of FSM eligible pupils and their peers

### Key Stage 2

4.4.1 Harrow's gap between pupils eligible for free school meals and non-fsm pupils at Key Stage 2 has been closing over the last three years, with a gap of 14% in 2013-14. This gap is in-line with the statistical neighbours but narrower than the national gap.

<b>The FSM eligibility/non-FSM gap – achieving Level 4 or above in Reading, Writing &amp; maths in Key Stage 2 tests</b>	<b>2011-12 %</b>	<b>2012-13 %</b>	<b>2013-14 %</b>
Harrow	19	17	14
Statistical Neighbours	18	17	14
England	19	19	18

Source DfE Statistical First Release

### Key Stage 4

4.4.2 The achievement of Harrow's young people eligible for Free School Meals at the end of Key Stage 4 was significantly lower and therefore better than both the statistical neighbour and national averages. In 2012-13, Harrow achieved a further reduction in the gap between FSM and non-FSM, which was down to the lowest in the last few years - 19.9%. The 2013-14 FSM results are yet to be published.

Harrow's FSM gap in 2013-14 (provisional) is 21.6%. The 2013-14 national FSM results are yet to be published.

<b>The FSM eligibility/non-FSM gap – achieving 5 A*- C GCSE inc. English and Maths</b>	<b>2010-11 %</b>	<b>2011-12 %</b>	<b>2012-13 %</b>
Harrow	26.7	28.8	19.9
Statistical Neighbours	25.4	23.1	24.2
England	27.5	26.3	26.7

Source DfE Statistical First Release

## 4.5 Performance of pupils with English as a second language

### Key Stage 2

4.5.1. In 2013-14 pupils whose first language is English (85%) performed better than the pupils whose first language is other than English (82%). The attainment of Harrow's pupils whose first language is not English has overall stayed in line with the statistical neighbour averages and above the national averages over the last three years, as can be seen in the table below.

## Level 4 or above in Reading, Writing and maths by first language

Year	Local Authority	English %	Other %
2011-12	Harrow	80	79
	Statistical Neighbours	77	77
	England	75	73
2012-13	Harrow	82	78
	Statistical Neighbours	78	78
	England	76	73
2013-14	Harrow	85	82
	Statistical Neighbours	82	82
	England	79	77

Source DfE Statistical First Release

### Key Stage 4

4.5.2 When comparing the percentage achieving 5 or more A\*-C grades at GCSE or equivalent *including* English and mathematics in 2012-13, pupils whose first language is English (60.8%) did not perform as well as pupils whose first language is other than English (68.7%). Prior to 2012-13 pupils whose first language is English consistently attained the higher results at GCSE, as is shown in the table below. The 2013-14 results by language are yet to be published.

### 5 A\*-C GCSEs including English and mathematics by first language

Year	Local Authority	English %	Other %
2010-11	Harrow	67.1	61.4
	Statistical Neighbours	65.7	65.8
	England	58.5	57.5
2011-12	Harrow	64.5	62.8
	Statistical Neighbours	65.8	64.6
	England	59.2	58.1
2012-13	Harrow	60.8	68.7
	Statistical Neighbours	67.5	68.5
	England	60.9	60.1

Source DfE Statistical First Release

## 5. Information on Progression of Young People beyond KS4

5.1 Harrow is in the top 10 authorities nationally for the successful progression after GCSE of young people entitled to free school meals. Seven others are also London authorities. Harrow is also among the highest performing authorities in the country for the percentage of young people who are in Education, Employment or Training (EET) after the age of 16. In 2013 Harrow was ranked 1<sup>st</sup> in London for the participation of young people at ages 16 and 17. Harrow has been recognised for

these achievements and recently hosted a 'best practice' visit by OFSTED and London Councils with respect to EET.

- 5.2 Challenges remain because levels of participation are so high, those who do not participate often need specialist intervention. For example, as a percentage of our young people who are Not in Education, Employment or Training (NEET) too many have a special educational need. We also need to have more success with children looked after by the local authority. In order to reduce NEET figures further, Harrow has, in addition to existing programmes, facilitated a pre-NEET programme for young people aged between 14 and 16 this year who are at risk of being NEET.

## **6. The profile of schools in respect of Ofsted Judgement**

- 6.1 Currently, the proportion of schools in Harrow that are at least good or outstanding on Ofsted criteria is 87%. This is a total of 51 schools and includes all four special schools (100% outstanding) and secondary schools (70% outstanding and one Requires Improvement). The proportion of good and outstanding schools in Harrow is well above the national average in England.
- 6.2 Partly as a result of the Ofsted bar being raised significantly higher than previously, seven schools (12%) currently requires improvement. There is only one school currently in the official Ofsted category of Special Measures. The Harrow School Improvement Partnership (HSIP) Advisers are working very closely with the eight schools that are not yet good, to ensure that they reach the minimum acceptable standard as soon as possible. Robust Partnership Plans supported by close monitoring ensure that the right level of challenge and support is provided for these schools.
- 6.3 Almost all Ofsted reports published for Harrow schools, speak very positively about the good work of the local authority in supporting and challenging the schools to move forward. For example, '*The school has continually worked in a very positive way with the advisory service at Harrow Local Authority, welcoming the high quality expertise and support it receives, when requested*', and '*The local authority provides the right level of support for this improving school, and support is reducing now that senior leaders are demonstrating that external help is not needed to make the school good*' are typical statements made in Ofsted reports over the past 18 months.
- 6.4 The Ofsted inspection framework sets out detailed criteria against which inspection judgements are made. If a school does not meet criteria for Good, it will be judged to be Requires Improvement or below. An annual Risk Assessment is carried out by HSIP to identify those schools which may be at risk of an Ofsted inspection below Good. Given the strong emphasis in the framework on the performance of groups, a number of schools are vulnerable. Focussed work is being done with these schools to improve the outcomes of vulnerable groups and to close the achievement gap between these groups of pupils and their peers locally.

## **7. LA strategy for supporting and challenging all schools to improve**

- 7.1 The Harrow Policy and Strategy for School Improvement (annex 1) provides the framework for the Local Authority to fulfil its statutory responsibilities in respect of monitoring, support, challenge and intervention in respect to all schools. This policy is now well understood by schools, many of whom have valued the clarity the Policy now provides.
- 7.2 The Policy sets out a rigorous process for the categorisation of schools into one of the following categories:

- Self improving schools
- Vulnerable schools
- Schools Causing Concern (SCC)

- 7.3 Criteria applied to make judgements are clearly defined within the Policy.
- 7.4 Three meetings attended by senior officers are held per year to review the performance of each school, against the policy criteria. Where schools are judged to be a 'vulnerable' or a 'SCC', priorities and actions to secure rapid improvement agreed and implemented. Where despite additional support or where weaknesses are so significant, the LA uses its powers to intervene. These powers include the power to issue a warning notice, remove delegated powers in respect of the schools budget and staffing and to establish an Interim Executive Board (IEB). In Harrow an IEB was established on one occasion in 2014 and warning notices were issued on three occasions over the past four years.
- 7.5 The HSIP Senior Advisers manage and co-ordinate the targeted support to schools in need of improvement. For those schools which are judged by Ofsted 'Good' and above and by the LA to be self improving schools, there is a range of school improvement provision available locally, that they can draw in to ensure that they maintain or improve on their previous best.
- 7.6 The HSIP Senior Advisers and the HSIP team also work closely with Good and Outstanding schools. The vast majority of these schools have sustained Good or moved from Good to Outstanding
- 7.7 The Harrow Local Authority School Improvement approach is well regarded regionally and nationally. The Rigorous approach to securing improvements to schools below Good has led to a number of these schools moving to Good as judged by OFSTED. Of the seven schools currently below Good, three have made excellent progress in achieving a Good in their next inspection and three have made good progress can be seen in the rapid improvements secured in schools which have been judged to be below good. A number of these schools which have sustained good or moved from Good to Outstanding.
- 7.8 The full Policy and Strategy for School Improvement provides detailed criteria and processes.

## **Legal Implications**

The Local Authority has statutory responsibility of monitoring of all Local Authority maintained schools, challenging schools to improve and intervene formally with those schools, whose performance is weak. In relation to academies, the Local Authority is expected to have a broad overview of performance and where it has concerns to raise these with Ofsted and the Department for Education (DfE).

## **Financial Implications**

The Local Authority currently funds its strategy for school improvement, covering the cost of LA statutory functions. The remainder of the funding for school improvement provision comes directly from schools through their Dedicated Schools Grant (DSG). The overall resource funds Harrow School Improvement Partnership, which is highly regarded and is judged by schools to be providing excellent value for money.



## Equalities implications / Public Sector Equality Duty

The weak performance of particular underachieving groups is a concern and the Local Authority through the Harrow School Improvement Partnership has established a 'Closing the Gap' strategy to ensure that all groups achieve in line with the high standards of achievement in Harrow. The strategy is focussed on supporting and challenging individual schools to improve the quality of their provision, so that all groups achieve well against their peers.

### Council Priorities

The Council's vision:

### Working Together to Make a Difference for Harrow

This report provides information on the performance of underachieving groups, and as such is focused on making a difference for the vulnerable. Educational performance and standards are critical in making a difference to the life chances and aspirations of families and communities. A well educated and skilled workforce secured through quality educational provision in Harrow, contributes significantly to local businesses and industry, within and beyond Harrow.

## Section 3 - Statutory Officer Clearance

Name: Jo Frost	<input checked="" type="checkbox"/>	on behalf of the Chief Financial Officer
Date: 21 January 2015		
Name: Sarah Wilson	<input checked="" type="checkbox"/>	on behalf of the Monitoring Officer
Date: 21 January 2015		
<b>Ward Councillors notified:</b>		<b>NO,</b> The information contained in this report affect all Wards
<b>EqIA carried out:</b>		<b>NO</b>  This report is for information only. There is no decision to be made which would have an impact on the Council's

Equality, Policies and Procedures.  
There are however, equality implications in respect of raising achievement of some ethnic minority groups, for children with SEND and those on free school meals.

## **Section 4 - Contact Details and Background Papers**

**Contact:** Farzana Aldridge, Head of Service, School Improvement.  
Tel : 020 8736 6520 farzana.aldrige@harrow.gov.uk

**Background Papers:** Harrow Policy and Strategy for School Improvement (attached)

**Call-In Waived by the  
Chairman of Overview and  
Scrutiny Committee**

**NOT APPLICABLE**

*[Call-in does not apply as the recommendation is for noting]*