

REPORT FOR: CABINET

Date of Meeting:	16 March 2018
Subject:	School Standards and Performance
Key Decision:	No
Responsible Officer:	Paul Hewitt, Interim Corporate Director of People
Portfolio Holder:	Councillor Christine Robson, Portfolio Holder for Children, Young People and Schools
Exempt:	No
Decision subject to Call-in:	No, as the recommendation is for noting
Wards affected:	All
Enclosures:	None

Section 1 – Summary and Recommendations

This report sets out

- a) An overview of Performance and Standards in schools at all key stages
- b) Performance in key subjects
- c) Information on progression of Young People beyond Key Stage 4
- d) The profile of schools in respect of Ofsted inspection judgements
- e) Key areas for improvement emerging from the analysis of performance information in 2016-17

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 about the performance and standards in state-funded schools in Harrow (Local Authority maintained, Academies and Free schools), and the impact of key changes to the way in which schools are now inspected.

Section 2 – Report

Options considered

This is a report updating members on school performance. There were no other options considered.

Introduction

- 2.1 Major changes to the government's assessment and accountability measures in key stages 1, 2 and 4 were implemented in the academic year 2015-16. This fundamental change posed considerable challenges to schools up and down the country. The previous year's report highlighted that, notwithstanding this, it is a credit to our schools that the above average performance in Harrow was sustained in 2015-16 across all phases of schooling. It is pleasing to report that this trend of strong performance in relation to key national benchmarks was improved upon further in 2016-17. As a result, schools in Harrow remain amongst the best performing in the country. The Performance and Standards report provides a summary analysis for all local authority maintained and academy schools' performance for the academic year 2016-17, as well as trends over the past three years (only where they are applicable). The analysis is based on the Department for Education (DfE) school performance data, EYFS achievement information, Analyse School Performance (ASP)/Inspection Data Summary Report (IDSR) analysis (unamended), and information on Post-16 destinations for students above the age of 16. The report also provides information about Ofsted inspection judgements of schools in Harrow and school improvement in the current context.
- 2.2 There are 59 state funded schools in Harrow which include LA maintained schools, Academy schools and Free schools (these are academy schools that have not converted from a maintained school). 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	0	1
Primary	36	5	41
Secondary	2	9	11
Primary/Secondary (5-18)	0	2	2
Primary Special	1	1	2
Secondary Special	2	0	2
Alternative Provision	1	1	2
Total (All)	43	18	61

- 2.3 Of the primary schools within the Harrow area, nine are voluntary aided faith schools (six Catholic, one Jewish, two 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 schools are additionally resourced to meet the specific needs of pupils who have special educational needs and/or disabilities (SEN/D).
- 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. In addition there is one academy alternative provision provider.
- 2.5 In accordance with the Council's School Amalgamation Policy, several infant and junior schools have amalgamated to become all-through primary schools over the past few years. There are no infant or junior schools currently subject to Cabinet decision in respect of this policy. As shown above, there are currently two all through primary/secondary schools. For schools crossing more than one phase of education, their performance data is reported separately in the distinct key stages.

Harrow's Statistical Neighbours

Barnet
 Brent
 Ealing
 Hillingdon
 Hounslow
 Kingston upon Thames
 Merton
 Redbridge
 Slough
 Sutton

Overview of Performance and Standards

3.1 Early Years Foundation Stage

3.1.1 The EYFS Profile is a teacher assessment of children's learning and 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 The EYFS has a strong emphasis on the three prime areas which are most essential for children's healthy development. These three areas are: communication and language; physical development; and personal, social and emotional development. The profile requires practitioners to make a best-fit assessment of whether children are emerging, expected or exceeding against each of the 17 ELGs. Children are said to have attained a 'good level of development' (GLD), if they reach the expected standard for their age in the three prime areas as well as literacy and mathematics by the end of the Reception year.

3.1.3 As Table 3.1.4 shows, there is a strong four year trend in Harrow, with standards rising on the GLD indicator. The trend of above average performance in relation to our statistical neighbours and the national (England) average in 2015 and 2016 has been sustained in 2017. Sustaining strong standards has also been complemented by narrowing the gap between the lowest attaining 20% of children and the rest of the cohort. Although this gap narrowed further in 2016 (2015-16: 29.3%), it rose to 31.0% in 2016-17. This gap is slightly below the average for our statistical neighbours and the average for England. Nevertheless, it represents a challenge for our early years settings in the current academic year. Demographic changes continue to have an impact on assessments at entry level.

3.1.4

Good level of development (1)	2013-14	2014-15	2015-16	2016-17
Harrow	61.3%	70.4%	72.4%	73.1%
Statistical Neighbours	60.4%	66.7%	70.2%	72.3%
London	62.2%	68.1%	71.2%	73.0%
England	60.4%	66.3%	69.3%	70.7%

(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".

3.1.5

The percentage inequality gap in achievement across all the Early Learning Goals (1)	2013-14	2014-15	2015-16	2016-17
Harrow	34.9%	30.4%	29.3%	31.0%
Statistical Neighbours	33.3%	31.5%	32.1%	31.5%
London	32.8%	31.0%	31.0%	31.3%
England	33.9%	32.1%	31.4%	31.7%

(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.

3.1.6 There was a further rise in 2017 of pupils in Year 1 achieving the required standard in the phonics screening assessment. This demonstrates that pupils in Harrow continue to get a good start in life through the acquisition of early reading skills. The strong three year trend shows above average performance compared to the national, London and statistical neighbour averages.

3.1.7 Disadvantaged pupils on free school meals are similarly performing better in relation to national and statistical neighbour averages. After a slight dip in 2016, disadvantaged pupils' attainment in phonics rose again in 2017, with three-quarters of the cohort reaching the required standard.

% of pupils achieving expected level in Phonics decoding – all pupils	2014-15	2015-16	2016-17
Harrow	83%	84%	87%
Statistical Neighbours	78%	82%	84%
London	80%	83%	84%
England	77%	81%	81%

% of pupils achieving expected level in Phonics decoding – FSM	2014-15	2015-16	2016-17
Harrow	75%	72%	75%
Statistical Neighbours	68%	72%	74%
London	72%	75%	75%
England	65%	69%	68%

Source: DfE Statistical First Release

3.2 Key Stage 1

3.2.1 This was the second year for pupils in KS1 (end of Year 2) being assessed against a more challenging curriculum introduced back in 2014. Just as a reminder, results are no longer reported as levels. The interim frameworks for teacher assessment have been used by teachers to assess if a pupil has met the expected standard in the key subject, or the higher standard (greater depth). Because of these assessment changes, data for 2016 was not comparable to that for earlier years. In the previous report therefore, only the performance data for 2016 was quoted. We now have KS1 attainment data for 2016 and 2017 which can be directly compared.

3.2.2 The percentage of pupils attaining the expected standard or above, and the percentage that attained greater depth in KS1 teacher assessments for 2016 and 2017 is shown below, comparing Harrow to its statistical neighbours, London and England.

3.2.3 The percentage of pupils in Harrow meeting the expected standard or above in reading went up by one percentage point, from 77% to 78%. No change was noted in the percentage achieving greater depth (25%). Standards in reading were in line with our statistical neighbours and slightly above the national average on the expected standard performance indicator. Performance at greater depth was in line with

the national average but slightly below the average for our statistical neighbours. On both indicators, the national data improved at a slightly faster rate than in Harrow.

Reading	At Expected Standard or above		Greater Depth at Expected Standard	
	2015-16	2016-17	2015-16	2016-17
Harrow	77%	78%	25%	25%
Statistical Neighbours	76%	78%	26%	27%
London	77%	78%	26%	27%
England	74%	76%	24%	25%

3.2.4 Harrow pupils performance on the expected standard or above for writing at KS1 was once again above both the national and our statistical neighbour average. Performance at greater depth was in line with the national average but slightly below the average for our statistical neighbours.

Writing	At Expected Standard or above		Greater Depth at Expected Standard	
	2015-16	2016-17	2015-16	2016-17
Harrow	71%	74%	16%	16%
Statistical Neighbours	67%	71%	16%	18%
London	70%	72%	17%	18%
England	65%	68%	13%	16%

3.25 Pupils' attainment in mathematics was above the national and slightly above the statistical neighbour average for the expected standard or above, and above both benchmarks for greater depth. There was a rise on both performance indicators in 2017, with standards in maths improving at a faster rate than national and for our statistical neighbours.

Maths	At Expected Standard or above		Greater Depth at Expected Standard	
	2015-16	2016-17	2015-16	2016-17
Harrow	77%	79%	23%	26%
Statistical Neighbours	75%	78%	21%	24%
London	77%	79%	22%	24%
England	73%	75%	18%	21%

3.26 The attainment of Harrow pupils in science at KS1 was, once again, above both the national and statistical neighbour average on the expected standard or above performance indicator.

Science	At Expected Standard or above	
	2015-16	2016-17
Harrow	85%	86%
Statistical Neighbours	82%	84%
London	83%	84%
England	82%	83%

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 2017, and for some performance indicators a significant improvement compared to 2016.
- 3.3.2 As a reminder, the 2016 key stage 2 assessments were the first which assessed the more challenging national curriculum introduced back in 2014. New tests and interim frameworks for teacher assessments have been introduced to reflect the revised curriculum. Results are no longer reported as levels, and pupils now receive their test results as a scaled score and teacher assessments based on the standards in the interim framework.
- 3.3.3 In 2016, 62% of Harrow's pupils reached the expected standard in reading, writing and mathematics combined, compared to 53% nationally. This rose to 70% in 2017. This was supported by a doubling of the percentage of pupils that attained the higher standard in reading, writing and maths combined, from 6% in 2016 to 12% in 2017.
- 3.3.4 The tables below show that Harrow's results are above national results in all subjects.
- 3.3.5 There was a rise of five percentage points on the expected standards performance indicator in reading in 2017. Moreover, there was a six percentage point rise in the proportion of pupils achieving the higher standard. In both cases, this was above the national and statistical neighbour average. It should be noted that this was in the context of a sharp rise nationally in pupils' attainment in reading.
- 3.3.6 Harrow pupils' attainment in writing rose at a faster rate in 2017 than it did nationally and for our statistical neighbours. Once again, it was above both benchmarks for the percentage of pupils reaching the expected standard. There was a sharp rise however, in the percentage of pupils working at greater depth in writing, from 12% in 2016 to 19% in 2017. This was slightly above the national average and close to the average for our statistical neighbours.
- 3.3.7 In 2016-17, Harrow maintained its clear lead over our statistical neighbours and the national average for both the expected standard and the high standard in English Grammar, Punctuation and Spelling (EGPS), and mathematics. The percentage of pupils in Harrow achieving the expected standard and the high standard in EGPS and maths was at least 10 percentage points above the average for England.

Reading, Writing & mathematics	Expected Standard		Higher standard	
	2015-16	2016-17	2015-16	2016-17
Harrow	62%	70%	6%	12%
Statistical Neighbours	58%	66%	8%	11%
London	59%	67%	7%	11%
England	54%	61%	5%	9%

Reading	Expected Standard		Achieving a high score		Average scaled score	
	2015-16	2016-17	2015-16	2016-17	2015-16	2016-17
Harrow	72%	77%	24%	30%	104	105
Statistical Neighbours	69%	75%	21%	27%	103	105
London	69%	75%	21%	27%	103	105
England	66%	72%	19%	25%	103	104

Grammar, punctuation & spelling	Expected Standard		Achieving a high score		Average scaled score	
	2015-16	2016-17	2015-16	2016-17	2015-16	2016-17
Harrow	82%	87%	37%	48%	107	109
Statistical Neighbours	79%	84%	31%	42%	106	108
London	79%	83%	29%	40%	105	108
England	73%	77%	23%	31%	104	106

Mathematics	Expected Standard		Achieving a high score		Average scaled score	
	2015-16	2016-17	2015-16	2016-17	2015-16	2016-17
Harrow	79%	85%	28%	37%	105	107
Statistical Neighbours	76%	81%	25%	32%	105	106
London	77%	81%	23%	30%	104	106
England	70%	75%	17%	23%	103	104

Writing	Expected Standard		Percentage working at greater depth in writing	
	2015-16	2016-17	2015-16	2016-17
Harrow	77%	83%	12%	19%
Statistical Neighbours	76%	79%	17%	20%
London	79%	81%	18%	21%
England	74%	76%	15%	18%

Source: DfE Statistical First Release

3.4 Key Stage 2 Progress

- 3.4.1 The system of national curriculum levels is of course no longer used by the government to report end of key stage assessment. The previous 'expected progress' measure, based on pupils making at least two levels of progress between key stage 1 and key stage 2, is no longer produced and does not appear in the performance tables or Analyse School Performance (ASP, the successor to RAISEonline which was in use until 2016).
- 3.4.2 Progress scores are calculated for individual pupils for the sole purpose of constructing a school progress score. Pupil scores are calculated separately for English reading, English writing and mathematics. Average progress is assigned a value of zero.
- 3.4.3 The first step is to assign pupils into groups with other pupils nationally, who had similar starting points.
- 3.4.4 In 2017, there was a sharp rise in Harrow pupils' progress score for writing, from slightly below zero (the national average) in 2016 to above in 2017. Although above the national average, the progress score for writing was below the average for our statistical neighbours.
- 3.4.5 Although KS2 progress in reading dipped slightly, from 1.00 in 2016 to 0.70 in 2017, it is still above the national and statistical neighbour

average. This means that, statistically, Harrow pupils are performing better than their prior attainment would suggest.

- 3.4.6 The strongest progress was in mathematics, in both 2016 and 2017. Harrow pupils' progress was well above the national average and securely above the average progress score for our statistical neighbours.

Average scaled score	Reading Progress		Writing Progress		Mathematics Progress	
	2015-16	2016-17	2015-16	2016-17	2015-16	2016-17
Harrow	1.00	0.70	-0.10	0.40	2.00	2.20
Statistical Neighbours	0.60	0.56	0.43	0.53	1.45	1.53
London	0.90	0.80	1.10	1.00	1.50	1.60
England	0.00	0.00	0.00	0.00	0.00	0.00

3.5 Key Stage 4

- 3.5.1 In 2017, pupils sat reformed GCSEs in English language, English literature and mathematics for the first time, graded on a 9-1 scale. New GCSEs in other subjects are being phased in for first teaching over 3 years: from September 2016, 2017 and the remaining few from 2018. To ensure all pupils benefit from the reformed qualifications, only the new GCSEs will be included in secondary school performance measures as they are introduced for each subject (for example, only reformed GCSEs in English and mathematics will be included in 2017 measures).
- 3.5.2 The 2017 headline accountability measures for secondary schools are: Attainment 8, Progress 8, attainment in English and mathematics at grades 5 or above, English Baccalaureate (EBacc) entry and achievement (including a grade 5 or above in English and mathematics), and destinations of pupils after key stage 4. In addition to the headline measures for transparency reasons the Department for Education are also publishing attainment at grades 4 or above in the threshold measures which will allow for comparisons over time.
- 3.5.3 We should be cautious when comparing headline measures between 2017 and 2016. In 2017, Attainment 8 scores have been calculated using slightly different point score scales in comparison to 2016, in order to minimise change following the introduction of 9-1 reformed GCSEs. This means that Attainment 8 scores are likely to look different in 2017, as a result of changes to the methodology.
- 3.5.4 Attainment 8 - Attainment 8 measures the average achievement of pupils in up to 8 qualifications including English (double weighted if the combined English qualification, or both language and literature are taken), maths (double weighted), three further qualifications that count in the English Baccalaureate (EBacc) and three further qualifications that can be GCSE qualifications (including EBacc subjects) or any other non-GCSE qualifications on the DfE approved list.
- 3.5.5 Progress 8 - Progress 8 aims to capture the progress a pupil makes from the end of key stage 2 to the end of key stage 4. It compares pupils' achievement – their Attainment 8 score – with the average

Attainment 8 score of all pupils nationally who had a similar starting point (or 'prior attainment'), calculated using assessment results from the end of primary school. Progress 8 is a relative measure, therefore the national average Progress 8 score for mainstream schools is zero.

3.5.6 Attainment in English and maths (9-5) From 2017, this measure looks at the percentage of pupils achieving a grade 5 or above in both English and maths. Pupils can achieve the English component of this with a grade 5 or above in English language or literature. There is no requirement to sit both exams.

3.5.7 The EBacc is made up of English, maths, science, a language, and history or geography. To count in the EBacc, qualifications must be on the English Baccalaureate list of qualifications.

KS4	Average Attainment 8 score per pupil			Average Progress 8 score		
	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17
Harrow	52.7	53.1	49.3	-	0.32	0.48
Statistical Neighbours	53.2	53.9	51.1	-	0.26	0.39
London	51.1	51.9	48.6	-	0.16	0.22
England	47.4	48.5	44.2	-	-0.03	-0.03

Provisional data

KS4	English and Maths		English Baccalaureate	
	% pupils achieving a 9-5 pass in English and Maths GCSE	% pupils achieving a 9-4 pass in English and Maths GCSE	Percentage of pupils achieving the English Baccalaureate (inc 9-5 pass in English and maths)	Percentage of pupils achieving the English Baccalaureate (inc 9-4 pass in English and maths)
Harrow	49.3	69.1	30.1	33.9
Statistical Neighbours	53.3	71.8	32.5	35.2
London	47.7	67.3	28.5	31.7
England	39.1	58.5	19.5	21.7

Provisional data

3.5.8 The apparent dip in Harrow pupils' attainment in 2017 on the attainment 8 indicator should be treated with caution as explained in paragraph 3.5.3 above. For this reason, a dip was seen in England, London, and for our statistical neighbours.

3.5.9 That said, our statistical neighbours performed better on the attainment 8 indicator (above the average for Harrow), although Harrow's performance was five percentage points above the national average.

3.5.10 In 2016, Harrow's Progress 8 (P8) result (+0.32) was well above the national average (-0.03), and above the average for our statistical neighbours (+0.26). In practice this meant that, in 2016, the performance of our students was about one-third of a GCSE grade better than their prior attainment would suggest.

3.5.11 In 2017, there was a further sharp rise in Harrow's Progress 8 measure (+0.48), higher than the rise for our statistical neighbours (+0.39). In practice this means that, in 2017, the performance of our students was

almost half of a GCSE grade better than their prior attainment would suggest – a clear improvement compared to 2016.

- 3.5.12 Although Harrow's performance on the progress measure (P8) was stronger compared to our statistical neighbours, Harrow performed less well on key attainment indicators, namely English and mathematics combined (basics) and the English baccalaureate (Ebacc).
- 3.5.13 The percentage of students achieving a strong pass or better (grades 9-5) in English and maths was securely above the national average and below the average for our statistical neighbours. Similarly, for the percentage of students that achieved a standard pass or better (grades 4-9) in the two key subjects combined.
- 3.5.14 Although a lower percentage of students in Harrow achieved a strong/standard pass or better in the Ebacc compared to our statistical neighbours, the differential was smaller than that for English and maths (basics). A significantly higher percentage than national (over 10 percentage points) achieved a pass in the Ebacc subjects.

4.1 Information on Progression of Young People beyond KS4

- 4.1.1 In 2016 Harrow was ranked 3rd highest in London for the participation of young people at ages 16 and 17, with a total of 96.7% compared to London's 93.1% average and national average of 91.5%. 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. For both 2016 and 2017, Harrow has been the highest performing authority in London and among the best in the country for the percentage of young people who are in Education, Employment or Training (EET) the age of 16-17 at 1.2% NEET and 1% not known. Harrow has been recognised for these achievements and has hosted a 'best practice' visit by OFSTED and London Councils with respect to EET.
- 4.1.2 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 or are from a vulnerable group. 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 who are at risk of being NEET and targeted projects aimed at young people from vulnerable groups to build resilience to move back into or maintain their progress in EET.
- 4.1.3 The percentage of young people 16-17 with SEN/D is approximately 6% of the overall 16-17 NEET group which was 1.2%. This sounds high but is actually only four young people. It is slightly higher for Looked After Children (LAC) which comprise 11% of the overall 16-17 NEET group. In terms of actual numbers this is seven young people. Once again, due to the small number of overall 16-17 NEET young people it makes the percentage higher. Although it looks like a negative, it is in

fact a positive picture because the overall percentage for all NEET 16-17 was 1.2% for 2016.

5 The profile of schools in respect of Ofsted Judgement

Currently, the proportion of schools in Harrow that are at least good or outstanding on Ofsted criteria is 98%. This is a total of 59 schools and includes all four special schools (100% outstanding) and secondary schools (100% good or outstanding). The proportion of good and outstanding schools in Harrow is well above the national average in England. Indeed, 28 schools (51%) are currently outstanding.

- The one school that was in the official Ofsted category of Special Measures last year has made a fresh and sound start this academic year as part of a small multi-academy trust led by one of our local secondary academies.
- The Harrow School Improvement Partnership (HSIP) advisers work very closely with a small number of schools that were good at their previous Ofsted inspection but are currently showing some vulnerabilities, as seen in the detailed intelligence gathered by advisers. Robust Partnership Plans supported by close monitoring ensure that the right level of challenge and support is provided for these schools to ensure that they reach the minimum acceptable standard as soon as possible.
- 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 local authority has provided good and effective support and challenge for the school....Local authority representatives frequently review the school's progress and provide leaders with specific and relevant indicators for further improvement....They have also supported the development of governors....School leaders value the quality of support provided'*. These are typical statements made in Ofsted reports in recent years.
- 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. A confidential annual risk assessment is carried out by HSIP to identify those schools which may be at risk of an Ofsted inspection judgement of below Good. This assessment is not intended to replicate the Ofsted framework, but will highlight any areas of concern based on current information. Where appropriate, this will result in discussions with school leaders and governors. Given the strong emphasis in the framework on the performance of groups, HSIP's risk assessment looks carefully at the performance of disadvantaged pupils and those with special educational needs, for example. Focussed work is being done with some schools to improve the outcomes of vulnerable groups and to diminish differences between these groups of pupils and their peers locally.

6 A high performing authority

In a recent publication of The Education Policy Institute (*Access to high performing schools in England, December 2017*), schooling in Harrow comes out very well. The focus of the research is the provision of places in high performing schools nationally.

In essence it mentions Harrow on two accounts:

1. On page 16, it cites Harrow as the highest performing local authority in England for securing the highest density of high performing school places;
2. On page 19, it cites Harrow as the local authority with the highest density of high performing schools nationally.

7 Key areas for improvement emerging from the analysis of performance information in 2016-17

Although Harrow is a high performing authority and there is much to celebrate, there is always room to improve further in order to drive and sustain a culture of continuous improvement. The analysis and evaluation of performance information for 2016-17 indicate the following areas for improvement for each key stage:

- *In early years*: Further diminish the achievement gap between the lowest attaining 20% of children and their peers;
- *In key stage 1*: Raise further the proportion of pupils achieving greater depth in reading and writing, including boys and disadvantaged pupils;
- *In key stage 2*: Ensure that a higher proportion of pupils (including disadvantaged pupils) achieve the high standard on the reading, writing and maths combined performance indicator; in addition, further improve progress in writing so that it at least matches that seen for our statistical neighbours;
- *In key stage 4*: Further improve students' attainment (including disadvantaged students) in relation to the key performance indicators (attainment 8, English and maths basics for both grades 5-9 and 4-9, the Ebacc measure) so that the outcomes compare well with those seen for our statistical neighbours.
- *Post-16*: Reduce further the proportion of young people who have special educational needs or a looked after children and are Not in Education, Employment and Training (NEET).

The detailed risk assessments that HSIP has undertaken, coupled with the intelligence about individual schools garnered by senior advisers, has enabled the identification of clear lines of enquiry (such as the above) which are critical for school improvement. Advisers work with individual schools to ensure that they understand the evidence required to make good progress against the lines of enquiry. Additional support is brokered where necessary, including through HSIP's strategic partnership with the Primary Teaching School Alliance, to ensure that the capacity for further sustained improvement in all our schools remains strong.

Risk Management Implications

Risk included on Directorate risk register? Yes

Separate risk register in place? No

Legal Implications

The Local Authority has statutory responsibility for the 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 the Regional Schools Commissioner (RSC), appointed by 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 (HSIP), which is valued by schools, most of whom are full members of the partnership.

Equalities implications / Public Sector Equality Duty

Harrow data shows that SEN/D pupils with average prior attainment do not make as much progress over time as their peers, especially at KS2. The Local Authority through the Harrow School Improvement Partnership has established a clear strategy to ensure that differences in outcomes are diminished and 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 in the context of a Partnership Plan, so that all groups achieve well against their peers. As a result, no group is disadvantaged in Harrow; all groups are making sound progress; however, there are some variations between groups on how much progress they are making over time.

Council Priorities

The Council's vision:

Working Together to Make a Difference for Harrow

This report provides information on pupils' relative performance in the different key subjects in different key stages, and as such is focused on making a

difference by using the information that the analysis and evaluation provides. 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: 31 January 2018		
Name: Sarah Wilson	<input checked="" type="checkbox"/>	on behalf of the Monitoring Officer
Date: 31 January 2018		

Ward Councillors notified:	NO, as it impacts on all Wards
EqIA carried out:	NO
EqIA cleared by:	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 minority groups, for example pupils with SEND.

Section 4 - Contact Details and Background Papers

Contact: Nasim Butt, Head of School Standards and Effectiveness

Tel : 020 8736 6520 nasim.butt@harrow.gov.uk

Background Papers: None.

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

NOT APPLICABLE

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

