

REPORT FOR: **CABINET**

Date of Meeting:	14 March 2019
Subject:	School Standards and Performance 2017-2018
Key Decision:	No
Responsible Officer:	Paul Hewitt , Corporate Director, People Services (Interim)
Portfolio Holder:	Councillor Christine Robson, Portfolio Holder Young People and Schools
Exempt:	No
Decision subject to Call-in:	No
Wards affected:	All
Enclosures:	None

Section 1 – Summary and Recommendations

This report sets out

- a) The profile of schools in respect of Ofsted inspection judgements
- b) An overview of Performance and Standards in schools at all key stages for the period 2017-2018
- c) Performance in key subjects
- d) Information on progression of Young People beyond Key Stage 4
- e) Progress against key areas for improvement identified for 17-18
- f) Key areas for improvement emerging from the analysis of performance information for 2018-19

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 monitored and inspected.

Section 2 – Report

Options considered

This is a report updating Members on school performance in Harrow against national benchmarks. There were no other options considered.

1. Introduction

- 1.1. Major changes to the government's assessment and accountability measures in key stages 1, 2 and 4 have been introduced since the academic year 2015-16. These fundamental changes have posed considerable challenges to schools up and down the country. Previous years' reports have highlighted that, notwithstanding this, it is a credit to our schools that the above average performance in Harrow has been sustained across all phases of schooling during a time of change. It is pleasing to report that this trend of strong performance in relation to key national benchmarks was improved upon again in 2017-18. As a result, schools in Harrow remain amongst the best performing in the country.
- 1.2. 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.
- 1.3. In essence it mentions Harrow on two accounts: on page 16, it cites Harrow as the highest performing local authority in England for securing the highest density of high performing school places; on page 19, it cites Harrow as the local authority with the highest density of high performing schools nationally.
- 1.4. The Performance and Standards report provides a summary analysis for all Local Authority (LA) maintained and academy schools' performance for the academic year 2017-18, 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, Early Years Foundation Stage (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. Summary - Overview of Performance and Standards

- 2.1. In the academic year 2017- 2018, the proportion of schools in Harrow that are at least good or outstanding on Ofsted criteria is 91%. This includes all four special schools (100% outstanding) and secondary schools (100% good or outstanding). The proportion of good and outstanding schools in Harrow remains well above the national average (86%) in England with 27 Harrow schools (44%) currently outstanding.
- 2.2. Early Years - There is a strong three year trend in Harrow, with standards rising on the Good Level of Development indicator. The trend of above average performance in relation to our statistical neighbours and the national (England) average has been sustained in 2018.
- 2.3. Key Stage 1 - The performance of pupils in Year 1 achieving the required standard in the phonics screening assessment in 2018 remained unchanged at 87% which is higher than both National (82%) and statistical neighbour (85%) averages. 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.
- 2.4. Harrow children continue to demonstrate strong attainment and progress in all areas of KS1. In 2018, Harrow is in top 20% of Local Authorities for attainment in reading, writing and maths.
- 2.5. Key Stage 2 - outcomes remain strong and are above national, London and statistical neighbour averages in 2018. 73% of Harrow's pupils reached the expected standard in reading, writing and mathematics combined, compared to 65% nationally. This is an increase from 2016 (62%) and 2017 (70%). In addition, an increased percentage of pupils have attained the higher standard in reading, writing and maths combined over the same period, from 6% in 2016 to 12% in 2017 and 14% in 2018
- 2.6. Key Stage 4 - Harrow's pupils' average attainment 8 score of 50.6 in 2018 is an improvement from the 2017 score of 49.3. Whilst Harrow's pupils performed better than pupils in London (49.2) and nationally (46.5), the statistical neighbour's score of 52.4 is above that of Harrow.
- 2.7. In 2018, Harrow's Progress 8 score (+0.46) remained high, higher than the score for our statistical neighbours (+0.43). In practice this means that, in 2018, the performance of our students was almost half of a GCSE grade better than their prior attainment would suggest.
- 2.8. In 2018 Harrow was ranked 2nd highest in London for the participation of young people in Education, Employment and Training at ages 16 and 17, with a total of 97.9% compared to London's 95.0% average and national average of 94.0%.

3. Key areas for improvement for 2018-19

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 2017-18 indicates the following areas for improvement for each key stage:

In Early Years:

- Harrow Early Years settings to focus on narrowing the gap between the bottom 20% and their peers by using the early years fund to support all children focusing on the most vulnerable groups.

In Key Stage 1:

- Raise further the proportion of pupils achieving greater depth in reading at the end of key stage so that outcomes compare well with statistical neighbours
- Ensure that the performance of disadvantaged pupils on free school meals is at least in line with Harrow statistical neighbours in writing.

In Key Stage 2:

- Ensure that a higher proportion of pupils work at greater depth in writing so that outcomes compare well with those seen by Harrow statistical neighbours
- Further improve progress in writing, including for disadvantaged pupils, so that it at least matches that seen for Harrow statistical neighbours.

In Key Stage 4:

- Further improve students' attainment, including for disadvantaged pupils, 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 the average of our statistical neighbours.

4. Harrow's schools and the school improvement landscape

- 4.1. There are 62 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).

Type of School	Number of LA Maintained Schools (including VA)	Number of Academy and Free Schools	Total by Type
Nursery	1	0	1
Primary	35	7	42
Secondary	2	10	12
Primary/Secondary (5-18)	0	1	1
Primary Special	1	1	2
Secondary Special	2	0	2
Alternative Provision	1	1	2
Total (All)	43	20	62

- 4.2. There are 14 faith schools in Harrow: (eight Catholic, one Jewish, two Church of England, three Hindu schools)
- 4.3. Five primary schools and two secondary mainstream schools are additionally resourced to meet the specific needs of pupils who have special educational needs and/or disabilities (SEN/D).
- 4.4. 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.
- 4.5. 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 two infant and junior schools currently due to be amalgamated under this policy.
- 4.6. As shown above, there is currently one all through primary/secondary school. (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	Kingston upon Thames
Brent	Merton
Ealing	Redbridge
Hillingdon	Slough
Hounslow	Sutton

The proportion of schools in Harrow that are at least good or outstanding on Ofsted criteria is 91%. The proportion of good and outstanding schools in Harrow remains well above the national average (86%) in England with 27 Harrow schools (44%) currently outstanding.

Ofsted judgements	Total schools	percentage
Outstanding	27	44%
Good	29	47%
Requires improvement	1	2%
Inadequate	2	3%
Not yet inspected	3	5%

- 4.7. One school was inspected in March 2018 and placed in the official Ofsted category of Inadequate - Special Measures. This school was already in the process of making a fresh start as part of a small multi-academy trust; this model has been recognised by Ofsted and the Regional Schools Commissioner to be a successful local solution; the most recent Ofsted monitoring visit reports positively on the school's progress.
- 4.8. 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.
- 4.9. Typical statements made in Ofsted reports during the last academic year include:
- The school is working closely with the local authority to improve outcomes still further for identified pupils. (Feb 2018)
 - work with the local authority and the Harrow Teaching School Alliance has led to a shared understanding of national assessment thresholds and improvements in the teaching of phonics. (May 2018)
- 4.10 The Harrow School Standards and Effectiveness (HSSE) team monitor school standards and performance in a number of ways including: using data as a starting point to identify schools that are underperforming and meeting school leaders to engage in constructive, professional dialogue about their self-evaluation and plan for improvement. It provides an opportunity to look beyond published data, learn more about the school and understand its capacity to drive improvement in their own school as well as in the local system.
- 4.11 Where schools demonstrate vulnerabilities, the HSSE team works closely with school leaders and their Improvement Partners to ensure that the right level of challenge and support is provided so that they reach the minimum acceptable standard as soon as possible.
- 4.12 The Local Authority also brokers additional support through school to school networks which are sufficiently broad and flexible to respond to and be tailored to meet individual school needs.
- 4.13 The Local Authority works in partnership with local Teaching School Alliances. They play a key role in school improvement by providing a hub of expertise and knowledge as well as a range of professional development opportunities.
- 4.14 The Local Authority also works in close partnership with the newly formed Harrow Education Partnership (HEP) which is a schools led collaboration aimed at promoting the best outcomes for Harrow pupils. It also serves to maintain a community of Harrow schools to ensure that no school is left behind.
- 4.15 Through partnership working we are able to effectively support the school led improvement system in Harrow.

5. Analysis of Performance and Standards at each key stage

5.1 Early Years Foundation Stage(EYFS)

- 5.1.1. 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).
- 5.1.2. 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.
- 5.1.3. There is a strong three 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 has been sustained in 2018.

Good level of development (1)	2015-16	2016-17	2017-18
Harrow	72%	73%	74%
Statistical Neighbours	70%	72%	73%
London	71%	73%	74%
England	69%	71%	72%

(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"

- 5.1.4 The table below shows the gap between the lowest attaining 20% of children and the rest of the cohort. Although this gap narrowed in 2016 (2015-16: 29.3%), it rose to 31.0% in 2016-17 and to 32 in 2017-18 which is higher than both statistical neighbours and national.
- 5.1.5 Further analysis of these 642 lowest attaining pupils in 2018 reveals that 64% are boys compared to 36% girls. 25% of pupils are of any other white background followed by 21% of any other Asian background. 33% of these children have special educational needs. 9% are eligible for free school meals compared to 6% of the overall EYFSP cohort. This 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.

The percentage inequality gap in achievement across all the Early Learning Goals (1)	2015-16	2016-17	2017-18
Harrow	29.3	31.0	32.0
<i>Statistical Neighbours</i>	<i>32.1</i>	<i>31.5</i>	<i>31.1</i>
London	31.0	31.3	31.2
England	31.4	31.7	31.8

- (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.

5.1.6 Data on GLD has been further analysed for groups and shows that overall, Harrow pupils perform above national average in all groups, including children who are eligible for free school meals and those who require special educational needs support. Some year on year differences in the performance for ethnic groups are noted and can be attributed to the small number of pupils in each cohort.

5.2 Year 1 phonics screening

5.2.1 The performance of pupils in Year 1 achieving the required standard in the phonics screening assessment in 2018 remained unchanged at 87% which is higher than both National (82%) and statistical neighbour (85%) averages. 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.

5.2.2 Performance of Disadvantaged pupils on free school meals(FSM) dipped to 72% compared to the previous year but is still above national average.

% of pupils achieving expected level in Phonics decoding – all pupils	2014-15	2015-16	2016-17	2017-18
Harrow	83%	84%	87%	87%
Statistical Neighbours	78%	82%	84%	85%
London	80%	83%	84%	85%
England	77%	81%	81%	82%

% of pupils achieving expected level in Phonics decoding – FSM	2014-15	2015-16	2016-17	2017-18
Harrow	75%	72%	75%	72%
Statistical Neighbours	68%	72%	74%	76%
London	72%	75%	75%	75%
England	65%	69%	68%	70%

5.3 Key Stage 1 (KS1)

5.3.1 This was the third year for pupils in KS1 (end of Year 2) being assessed against a more challenging curriculum, introduced in 2014. The teacher assessment frameworks have been used to assess if a pupil has met the expected standard in the key subjects Reading, Writing, Maths and Science or the higher standard (greater depth). Renewed teacher assessment frameworks were introduced for writing in 2017.

5.3.2 Overall, Harrow children continue to demonstrate strong attainment and progress in all areas of KS1. In 2018, Harrow is in top 20% Local Authorities for attainment in Reading, Writing and Maths.

5.3.3 2018 data indicates above national average performance for the majority of key groups including our disadvantaged children and children with special educational needs; where relevant key pupil groups have been identified.

5.3.4 In Reading, the percentage of pupils in Harrow meeting the expected standard or above in 2018 increased by one percentage point, from 78% to 79%. The percentage achieving greater depth also increased by one percentage point, from 25% to 26%. Standards in Reading were above our statistical neighbours, London and national averages on the expected standard performance indicator. Performance at greater depth was in line with the national average but below the average when compared with our statistical neighbours and London.

Reading	At Expected Standard or Above			Greater Depth		
	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18
Harrow	77%	78%	79%	25%	25%	26%
Statistical Neighbours	76%	78%	78%	26%	27%	29%
London	77%	78%	78%	26%	27%	29%
England	74%	76%	75%	24%	25%	26%

5.3.5 The percentage of disadvantaged pupils meeting the expected standard or above in Reading has increased year on year and now stands at 70% in 2018; the performance of disadvantaged pupils in Harrow is significantly above outcomes for London, statistical neighbours and nationally

5.3.6 In addition, the gap between the performance of disadvantaged pupils and all other pupils in Reading has narrowed in 2018 to 9 points lower than all other pupils 2018, comparing favorably with our statistical neighbours, London and nationally.

KS1 Reading	At Expected Standard or above					
	2015-16		2016-17		2017-18	
	FSM	All Other Pupils	FSM	All Other Pupils	FSM	All Other Pupils
Harrow	64%	78%	63%	79%	70%	79%
Statistical Neighbours	66%	78%	65%	79%	65%	80%
London	68%	79%	68%	80%	68%	80%
England	60%	77%	61%	78%	60%	78%

5.3.7 In Writing, the percentage of Harrow pupils meeting the expected standard or above was once again above the national, London and our statistical neighbours' averages. Performance at greater depth increased by 2 percentage points to 18% which is above the national average but slightly below the average when compared with our statistical neighbours and London.

Writing	At Expected Standard or Above			Greater Depth		
	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18
Harrow	71%	73%	74%	16%	16%	18%
Statistical Neighbours	67%	71%	72%	16%	18%	19%
London	70%	72%	73%	17%	18%	19%
England	65%	68%	70%	13%	16%	16%

5.3.8 The percentage of disadvantaged pupils meeting the expected standard or above in Writing has remained at 55% since 2016. Whilst outcomes are slightly above those achieved by pupils nationally, they are below London and statistical neighbour outcomes.

5.3.9 The gap between the performance of disadvantaged pupils and all other pupils in writing has increased over the last three years, from 15% in 2016, 19% in 2017 and 20% in 2018.

KS1 Writing	At Expected Standard or above					
	2015-16		2016-17		2017-18	
	FSM	All Other Pupils	FSM	All Other Pupils	FSM	All Other Pupils
Harrow	55%	70%	55%	74%	55%	75%
Statistical Neighbours	57%	70%	55%	73%	57%	74%
London	60%	72%	60%	79%	62%	75%
England	50%	68%	52%	71%	53%	73%

In 2018, pupils' attainment in Maths (80%) was above national (76%) and slightly above statistical neighbour and London averages for the expected standard or above. The percentage of pupils working at greater depth in Maths remained unchanged at 25% from 2017, which is above national average, but slightly below our statistical neighbours and London.

Maths	At Expected Standard or Above			Greater Depth		
	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18
Harrow	77%	78%	80%	23%	25%	25%
Statistical Neighbours	75%	78%	79%	21%	24%	26%
London	77%	79%	79%	22%	24%	26%
England	73%	75%	76%	18%	21%	22%

5.3.10 The percentage of disadvantaged pupils meeting the expected standard or above in Maths rose dramatically this year from 59% in 2017 to 71% in 2018, with outcomes standing significantly above those for London, statistical neighbours and nationally.

5.3.11 In addition, the gap between the performance of disadvantaged pupils and all other pupils in mathematics has narrowed in 2018 to 9 points lower than all other pupils 2018, comparing favorably with our statistical neighbours, London and nationally.

KS1 Maths	At Expected Standard or above					
	2015-16		2016-17		2017-18	
	FSM	All Other Pupils	FSM	All Other Pupils	FSM	All Other Pupils
Harrow	60%	70%	59%	80%	71%	80%
Statistical Neighbours	64%	77%	63%	80%	65%	81%
London	66%	79%	67%	80%	68%	81%
England	58%	75%	60%	78%	61%	79%

5.3.12 Attainment of Harrow pupils in Science at KS1 was, once again, above national, London and statistical neighbour averages for the expected standard or above performance indicator in 2018.

Science	At Expected Standard or Above		
	2015-16	2016-17	2017-18
Harrow	85%	86%	86%
Statistical Neighbours	82%	84%	84%
London	83%	84%	84%
England	82%	83%	83%

5.4 Key Stage 2 Attainment (KS2)

- 5.4.1 The 2016 key stage 2 assessments were the first which assessed the more challenging national curriculum introduced in 2014. New tests and teacher assessment frameworks were introduced to reflect the revised curriculum. Results are no longer reported as levels. Pupils now receive their test results as a scaled score and teacher assessments as a standard within the relevant frameworks.
- 5.4.2 Key Stage 2 outcomes remain strong when compared to national averages in 2018. 73% of Harrow's pupils reached the expected standard in reading, writing and mathematics combined, compared to 65% nationally. This is an increase from 2016 (62%) and 2017 (70%). In addition, an increased percentage of pupils have attained the higher standard in reading, writing and maths combined over the same period, from 6% in 2016 to 12% in 2017 and 14% in 2018.
- 5.4.3 The percentage of disadvantaged pupils achieving the Reading, Writing & Mathematics Expected Standard increased from 47% in 2015-16 to 55% in 2016-17 and 61% in 2017-18
- 5.4.4 Harrow's disadvantaged pupil's results over the last three years have been higher than both the statistical neighbours and national averages but not above London apart from in 2017-18.

Reading, Writing & Mathematics	Expected Standard			Higher Standard		
	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18
Harrow	62%	70%	73%	6%	12%	14%
Statistical Neighbours	58%	66%	69%	8%	11%	14%
London	59%	67%	70%	7%	11%	13%
National	54%	62%	65%	5%	9%	10%

5.4.5 Whilst these results remain significantly lower than those of All other pupils over the same three year period, the gap is closing: from -20% in both 2015-16 and 2016-17 to -16% in 2017-18.

Reading, Writing & Mathematics Expected Standard	Disadvantaged pupils			All other pupils			All pupils			Gap		
	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18
Harrow	47%	55%	61%	67%	75%	77%	62%	70%	73%	+20%	+20%	+16%
SN	45%	53%	57%	63%	71%	75%	58%	66%	69%	+18%	+18%	+18%
London	49%	58%	60%	66%	73%	76%	59%	67%	70%	+17%	+15%	+16%
National	39%	48%	51%	61%	68%	71%	54%	62%	65%	+21%	+20%	+19%

5.4.6 In Reading, there was a rise of four percentage points on the expected standards performance indicator in 2018 and a six percentage point rise in the proportion of pupils achieving the higher standard. In both cases, the performance of Harrow pupils was above national, London and statistical neighbour averages.

Reading Test	Expected Standard			Higher Standard			Average Scaled Score		
	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18
Harrow	72%	77%	81%	24%	30%	36%	104	105	107
SN	69%	75%	79%	21%	27%	32%	103	105	106
London	69%	75%	79%	21%	27%	31%	103	105	106
National	66%	72%	76%	19%	25%	28%	103	104	105

5.4.7 In 2018, pupils' attainment in writing at the expected standard remained steady at 84%; there was a national dip from 80% to 79%. The performance of Harrow pupils at the expected standard was above its statistical neighbours, London and national averages.

5.4.8 The percentage of pupils working at greater depth in Writing has risen, from 12% in 2016 to 19% in 2017 and to 21% in 2018. The performance of pupils working at greater depth in 2018 was slightly above the national average, but is below its statistical neighbours and London averages.

Writing TA	Expected Standard			% working at greater depth		
	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18
Harrow	77%	84%	84%	12%	19%	21%
SN	76%	79%	81%	17%	20%	23%
London	79%	81%	82%	18%	21%	24%
National	74%	80%	79%	15%	18%	20%

5.4.9 In 2017-18, Harrow maintained its clear lead over our statistical neighbours London and the national averages for both the expected standard and the high standard in English Grammar, Punctuation and Spelling (EGPS), and Mathematics.

5.4.10 The percentage of pupils in Harrow achieving the high standard in EGPS was 15 percentage points and Mathematics was 13 percentage points above the average for England.

GPS Test	Expected Standard			Higher Standard			Average Scaled Score		
	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18
Harrow	82%	87%	88%	37%	48%	50%	107	109	109
SN	79%	84%	84%	31%	42%	46%	106	108	108
London	79%	83%	83%	29%	40%	44%	105	108	108
National	73%	78%	78%	23%	31%	35%	104	106	106

Maths Test	Expected Standard			Higher Standard			Average Scaled Score		
	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18
Harrow	79%	85%	86%	28%	37%	37%	105	107	107
SN	76%	81%	81%	25%	32%	32%	105	106	106
London	77%	81%	81%	23%	30%	31%	104	106	106
National	70%	75%	76%	17%	23%	24%	103	104	104

5.5 Key Stage 2 Progress (KS2)

5.5.1 As the system of national curriculum levels is no longer used by the government to report end of key stage assessment, the 'expected progress' measure, based on pupils making at least two levels of progress between key stage 1 and key stage 2, is no longer used and does not appear in the performance tables or Analyse School Performance (ASP, the successor to RAISEonline which was in use until 2016).

5.5.2 Progress scores are now calculated for individual pupils for the sole purpose of constructing a school progress score. The first step is to assign pupils into groups, with other pupils nationally, who had similar starting points. Pupil scores are calculated separately for English Reading, English Writing and Mathematics.

5.5.3 The table below shows KS2 progress in all subjects for Harrow, London, statistical neighbours; average progress nationally is assigned a value of zero.

Average scaled score	Reading Progress			Writing Progress			Mathematics Progress		
	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18
Harrow	1.0	0.7	1.1	-0.1	0.4	0.2	2.0	2.2	2.1
SN	0.6	0.6	0.6	0.4	0.5	0.5	1.5	1.5	1.4
London	0.9	0.8	0.8	1.1	1.0	0.8	1.5	1.6	1.3
National	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0

- 5.5.4 KS2 progress in Reading increased to Harrow's highest score in this subject so far with a score of 1.1 in 2018; this is a significant increase on the 2017 score of 0.7 and also above the 2016 score of 1.0 and means that, statistically, Harrow pupils are performing better than their prior attainment would suggest.
- 5.5.5 Harrow's progress score for Writing in 2018 has dropped to 0.2 from 0.4 in 2017. Harrow's 2018 progress score was above the national average, but below the average for our statistical neighbours and London.
- 5.5.6 The strongest progress was in Mathematics, with the 2018 score remaining the same as in 2017 at 2.1. Harrow pupils' progress is well above the national average and securely above the average progress score for our statistical neighbours and London.
- 5.5.7 The Reading progress score of Harrow's disadvantaged pupils was just below that of all other pupils, 0.6 and 0.8 respectively in 2016-17 and 0.9 and 1.2 respectively in 2017-18. Harrow's disadvantaged pupils' progress has been above the statistical neighbours, London and national scores for both years.

Reading Progress	Disadvantaged pupils			All other pupils			All pupils			Gap		
	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18
Harrow	NP	0.6	0.9	NP	0.8	1.2	NP	0.7	1.1	-	+0.2	+0.3
SN	NP	-0.2	-0.1	NP	0.9	1.0	NP	0.6	0.6	-	+1.1	+1.1
London	NP	0.3	0.2	NP	1.2	1.1	NP	0.8	0.8	-	+0.9	+0.9
National	NP	-0.7	-0.6	NP	0.3	0.3	NP	0.0	0.0	-	+1	+0.9

- 5.5.8 In Writing, the progress score of Harrow's disadvantaged pupils was below that of all other pupils, -0.1 and 0.5 respectively in 2016-17 and 0.0 and 0.3 respectively in 2017-18. Harrow's disadvantaged pupils' progress was below its statistical neighbours and London scores but above the national scores for both years.

Writing Progress	Disadvantaged pupils			All other pupils			All pupils			Gap		
	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18
Harrow	NP	-0.1	0.0	NP	0.5	0.3	NP	0.4	0.2	-	+0.6	+0.3
SN	NP	0.1	0.1	NP	0.7	0.7	NP	0.5	0.5	-	+0.6	+0.6
London	NP	0.8	0.4	NP	1.1	1.1	NP	1.0	0.8	-	+0.3	+0.7
National	NP	-0.4	-0.4	NP	0.2	0.2	NP	0.0	0.0	-	+0.6	+0.6

- 5.5.9 Progress in Maths for Harrow's disadvantaged pupils was significantly below that of all other pupils, 1.1 and 2.6 respectively in 2016-17 and 0.9 and 2.5 respectively in 2017-18. However, Harrow's disadvantaged pupil's made more progress in mathematics than its statistical neighbours, London and national scores for both years.

Maths Progress	Disadvantaged pupils			All other pupils			All pupils			Gap		
	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18
Harrow	NP	1.1	0.9	NP	2.6	2.5	NP	2.2	2.1	-	+1.5	+1.6
SN	NP	0.4	0.2	NP	2.0	1.9	NP	1.5	1.4	-	+1.6	+1.7
London	NP	0.9	0.5	NP	2.0	1.8	NP	1.6	1.3	-	+1.1	+1.3
National	NP	-0.6	-0.6	NP	0.3	0.3	NP	0.0	0.0	-	+0.9	+0.9

5.6 Key Stage 4 (KS4)

- 5.6.1 In 2018, an additional 20 reformed GCSEs graded on a 1-9 scale were taken by pupils for the first time, along with the English Language, English Literature and Mathematics GCSEs which were reformed in 2017. Further reformed GCSEs in other subjects will be phased in over the next 3 years.
- 5.6.2 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 examples, only reformed GCSEs in the 20 additional subjects, including Sciences, and French, German and Spanish will be included in 2018 measures).
- 5.6.3 The 2018 headline accountability measures for secondary schools are: Attainment 8, Progress 8, attainment in English and Mathematics at grade 5 or above, English Baccalaureate (EBacc) entry and EBacc average point score per pupil – a new measure for this year - and destinations of pupils after key stage 4.
- 5.6.4 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.
- 5.6.5 Attainment 8 measures are 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.
- 5.6.6 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.
- 5.6.7 Attainment in English and Maths (9-5) - 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
- 5.6.8 The English Baccalaureate (EBacc) entry measure reports the percentage of pupils entered for the EBacc. To enter the EBacc, pupils must take up to 8 GCSEs made up of of English, Maths, Science, a language, and History or Geography.
- 5.6.9 From 2018, the headline EBacc attainment measure is the EBacc average point score (EBacc APS). This replaces the previous threshold EBacc attainment measure. EBacc APS measures pupils' point scores across the five pillars of the EBacc –with a zero for any missing pillars. This ensures the attainment of all pupils is recognised, not just those at particular grade

boundaries, encouraging schools to enter pupils of all abilities, and support them to achieve their full potential.

5.6.10 There should be caution when comparing headline measures between 2017 and 2016. Since 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 and 2018, as a result of changes to the methodology.

5.6.11 Harrow's pupils' average attainment 8 score of 50.7 in 2018 is an improvement from the 2017 score of 49.3. Whilst Harrow's pupils performed better than London (49.4) and nationally (46.6), the statistical neighbours score of 52.5 is above that of Harrow.

Key Stage 4	Average Attainment 8 score per pupil		
	2015-16	2016-17	2017-18
Harrow	53.1	49.3	50.7
Statistical Neighbours	53.9	51.1	52.5
London	51.9	48.6	49.4
National	48.5	44.2	46.6

5.6.12 In 2018 Harrow's disadvantaged pupils' average attainment 8 score of 43.3 is below that of 2017 (43.4) and 2016 (47.6). Harrow's disadvantaged pupils performed better than the statistical neighbours (43.2), London (42.7) and nationally (36.8). Harrow's gap of 10.6 in 2018 is wider than previous years but is narrower than the statistical neighbours and national gaps of 12.5 and 14 respectively.

Average Attainment 8 score per pupil	Disadvantaged pupils			All other pupils			All pupils			Gap		
	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18
Harrow	47.6	43.4	43.3	55.5	52.4	53.9	53.1	49.7	50.7	7.9	9	10.6
SN	46.3	42.5	43.2	56.7	54	55.7	53.9	51.3	52.5	10.4	11.5	12.5
London	46.4	42.8	42.7	55.4	52.6	53.3	51.9	48.9	49.4	9	9.8	10.6
National	41.2	37.1	36.8	53.5	49.9	50.8	50.1	46.4	46.6	12.3	12.8	14

5.6.12 In 2018, Harrow's Progress 8 score (+0.45) remained high, higher than the score for our statistical neighbours (+0.44). In practice this means that, in 2018, the performance of our students was almost half of a GCSE grade better than their prior attainment would suggest, coming close to the high score of 2017.

Key Stage 4	Average Progress 8 score		
	2015-16	2016-17	2017-18
Harrow	0.32	0.48	0.45
Statistical Neighbours	0.26	0.39	0.44
London	0.16	0.22	0.23
National	-0.03	-0.03	-0.02

5.6.13 In 2018 Harrow's disadvantaged pupils' progress score dropped to 0.13 from 0.21 in 2017 and 0.16 in 2016. However Harrow's disadvantaged pupils' score remains higher than the statistical neighbours, London and nationally.

Harrow's 2018 gap of 0.48 slightly wider than London's gap (0.44) but narrower than the statistical neighbours (0.5) and national (0.57) gaps.

Average Progress 8 score	Disadvantaged pupils			All other pupils			All pupils			Gap		
	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18
Harrow	0.16	0.21	0.13	0.39	0.58	0.61	0.32	0.47	0.45	0.23	0.37	0.48
SN	0	0	0.1	0.4	1	0.6	0.3	0.4	0.4	0.4	1	0.5
London	-0.02	-0.01	-0.05	0.28	0.37	0.39	0.16	0.22	0.23	0.3	0.38	0.44
National	-0.38	-0.4	-0.44	0.1	0.11	0.13	-0.03	-0.03	-0.02	0.48	0.51	0.57

5.6.14 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).

5.6.15 As in 2017 the percentage of students achieving a strong pass or better (grades 9-5) in English and Maths in 2018 was securely above the national average but below the average for our statistical neighbours. Similarly, for the percentage of students that achieved a standard pass or better (grades 9-4).

Key Stage 4	% of pupils achieving a 9-5 pass		% of pupils achieving a 9-4 pass	
	2016-17	2017-18	2016-17	2017-18
Harrow	49.3%	51.2%	69.1%	68.9%
Statistical Neighbours	53.3%	55.1%	71.8%	72.7%
London	47.7%	48.7%	67.3%	67.9%
National	39.1%	43.5%	58.5%	64.4%

5.6.16 In 2018 35.2% of Harrow's disadvantaged pupils' achieved 9-5 in English & mathematics, this is just below the result of 2017 (35.4%). Harrow's result is above the national result (24.9%) but below the statistical neighbours (36.7%) and London (35.4%). Harrow's 2018 gap of 23.0% is wider than that of London (21.1%) but narrower than the statistical neighbours (24.5%) and nationally (25.4%).

% achieving 9-5 in English & maths	Disadvantaged pupils		All other pupils		All pupils		Gap	
	2016-17	2017-18	2016-17	2017-18	2016-17	2017-18	2016-17	2017-18
Harrow	35.4	35.2	56.2	58.2	50	51.2	20.8	23.0
SN	36.4	36.7	60	61.2	53.7	54.8	23.6	24.5
London	35.5	35.4	55.8	56.5	48.2	48.7	20.3	21.1
National	24.5	24.9	49.7	50.3	42.9	43.5	25.2	25.4

5.6.17 In 2018 55% of Harrow's disadvantaged pupils' achieved 9-4 in English & maths, this is below the 2017 result of 56.7%. Harrow's result is above the national result (44.6%) but below the statistical neighbours (57.5%) and London (55.9%). Harrow's 2018 gap of 20.0% is wider than that of London (18.9%) but narrower than the statistical neighbours (20.5%) and nationally (27.1%).

% achieving 9-4 in English & maths	Disadvantaged pupils		All other pupils		All pupils		Gap	
	2016-17	2017-18	2016-17	2017-18	2016-17	2017-18	2016-17	2017-18
Harrow	56.7	55	75.8	75	70.2	68.9	19.1	20.0
SN	57.2	57.5	78	78	72.4	72.7	20.8	20.5
London	56.4	55.9	74.9	74.8	67.9	67.9	18.5	18.9
National	44.5	44.6	71.5	71.7	64.2	64.4	27	27.1

5.6.15 Although the EBacc average point score of students in Harrow (4.56) was above that in London (4.42) and nationally (4.05) it is lower when compared to our statistical neighbours (4.76). The table below only contains the 2017-18 results for the EBacc average point score as this is the first year of this measure.

Key Stage 4	EBacc APS
	2017-18
Harrow	4.56
Statistical Neighbours	4.76
London	4.42
National	4.05

5.6.16 In 2018 Harrow's disadvantaged pupils' EBacc APS is 3.82, which is in line with the statistical neighbours (3.8) and above the London and national scores. Harrow's disadvantaged pupils' gap is narrower than the statistical neighbours, London and national scores.

EBacc APS	Disadvantaged pupils	All other pupils	All pupils	Gap
	2017-18	2017-18	2017-18	2017-18
Harrow	3.82	4.89	4.56	1.07
SN	3.8	5.1	4.8	1.3
London	3.73	4.83	4.42	1.1
National	3.07	4.41	4.05	1.34

5.7 Information on Progression of Young People beyond KS4

5.7.1 In 2018 Harrow was ranked 2nd highest in London for the participation of young people in Education, Employment and Training (EET) at ages 16 and 17, with a total of 97.9% compared to London's 95.0% average and national average of 94.0%. For 2016, 2017 and 2018 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) at the age of 16-17 at 1.1% NEET and 0.9% not known.

6. Progress against Key areas for Improvement in 2017-18

The commentary below considers progress made against the improvement priorities which arose from the analysis of performance and standards in 2016-17.

6.1 In Early Years: Further diminish the achievement gap between the lowest attaining 20% of children and their peers;

Progress against this priority shows:

- Although this gap narrowed in 2016 (29.3%), it rose to 31.0% in 2016-17 and to 32 in 2017-18 which is higher than both statistical neighbours and national.
- Further analysis of these 642 lowest attaining pupils in 2018 reveals that 64% are boys compared to 36% girls. 25% of pupils are of any other white background followed by 21% of any other Asian background. 33% of these children have special educational needs. 9% are eligible for free school meals compared to 6% of the overall EYFSP cohort.

The percentage inequality gap in achievement across all the Early Learning Goals (1)	2015-16	2016-17	2017-18
Harrow	29.3	31.0	32.0
Statistical Neighbours	32.1	31.5	31.1
London	31.0	31.3	31.2
England	31.4	31.7	31.8

6.2 In Key Stage 1: Raise further the proportion of pupils achieving greater depth in reading and writing, including boys and disadvantaged pupils

Progress against this priority shows:

- Overall there was an increase of 1 percentage point for pupils achieving greater depth in reading and of 2 percentage points for pupils achieving greater depth in writing.
- Overall, Harrow pupils' performance is in line with national averages but remains below our statistical neighbours
- There was an increase of 2 percentage point for boys achieving greater depth in Reading, meaning that performance for boys is now above national and nearly in line with our statistical neighbours.
- In Writing, boys' performance improved by 3 percentage points; performance is now above both national and statistical neighbours averages
- higher percentage of pupils entitled to Free School Meals achieved the greater depth standards for Reading and Writing than all pupils nationally in 2018*

Reading GDS	Harrow			National			SN			London		
	2016	2017	2018	2016	2017	2018	2016	2017	2018	2016	2017	2018
All pupils	25	25	26	24	25	26	26	27	29	26	27	29
Boys	21	22	24	20	22	22	23	24	25	23	24	25

Writing GDS	Harrow			National			SN			London		
	2016	2017	2018	2016	2017	2018	2016	2017	2018	2016	2017	2018
All pupils	16	16	18	13	16	16	16	18	19	17	18	19
Boys	11	12	15	10	11	12	12	14	14	12	14	15

*Please note: as national, statistical neighbours and London data is not available for greater depth for characteristics such as disadvantaged pupils, FSM, this statement is based on data is taken from Fisher Family Trust

6.3 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;

Progress against this priority shows:

- In 2018, 14% of pupils achieved the higher standard on the Reading, Writing and Maths combined performance indicator – an increase of 2% from 2017. This increase is broadly in line with national and statistical neighbour improvements

Reading, Writing & Mathematics	Expected Standard			Higher Standard		
	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18
Harrow	62%	70%	71%	6%	12%	14%
Statistical Neighbours	58%	66%	68%	8%	11%	13%
London	59%	67%	69%	7%	11%	13%
National	54%	62%	64%	5%	9%	10%

- Further improve progress in Writing so that it at least matches that seen for our statistical neighbours;

Progress against this priority shows:

- Harrow’s progress score for Writing in 2018 has dipped since 2017 to 0.20. In 2018, Harrow’s progress score remained above the national average, but below the average for our statistical neighbours.

Average scaled score	Reading Progress			Writing Progress			Mathematics Progress		
	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18
Harrow	1.0	0.7	1.1	-0.1	0.4	0.2	2.0	2.2	2.1
SN	0.6	0.6	0.6	0.4	0.5	0.5	1.5	1.5	1.4
London	0.9	0.8	0.8	1.1	1.0	0.8	1.5	1.6	1.3
National	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0

6.4 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.

Key Stage 4	Harrow		Statistical Neighbours	
	2016-17	2017-18	2016-17	2017-18
Average Attainment 8 score	49.3	50.7	51.1	52.5
% of pupils achieving a 9-5 pass	49.3	51.2	53.3	54.8
% of pupils achieving a 9-4 pass	69.1	68.9	71.8	72.7
EBacc Average Point Score per pupil	-	4.56	-	4.76

Progress against this priority shows:

- Students' attainment in relation to Attainment 8 and attainment in English and Maths (9-5) improved in 2018, although remains below Harrow's statistical neighbours
- Students' attainment in relation to attainment in English and Maths (9-4) also remains below Harrow's statistical neighbours and dipped very slightly from 2017

Risk Management Implications

Risk included on Directorate risk register? Yes
Separate risk register in place? No

Legal Implications

The Local Authority's role in school improvement has changed with the increase in the number of schools that are academies. Local authorities have formal powers of intervention for maintained schools, however they do not have the same powers for academies. The Schools Causing Concern statutory guidance emphasises the different roles of local authorities, schools and the Regional Schools Commissioner. The guidance confirms the Government's intention to build a supportive schools culture in which local authorities and RSCs work with school leaders to drive school improvement. Use of data should be seen as a starting point of a discussion during which local authorities and the RSCs will collect and consider a wide range of information in order to offer schools the support they need.

Financial Implications

The Local Authority currently funds its strategy for school improvement, covering the cost of Local Authority statutory functions. The remainder of the funding for school improvement provision comes directly from schools.

Equalities implications / Public Sector Equality Duty

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 so that all groups achieve well against their peers. As a result, all groups are making sound progress; however, there are some variations between groups on how much progress they are making over time.

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: Dawn Calvert	<input checked="" type="checkbox"/>	Chief Financial Officer
Date: 4 th February 2019		
Name: Sarah Wilson	<input checked="" type="checkbox"/>	on behalf of the Monitoring Officer
Date: 4 th February 2019		

Section 3 - Procurement Officer Clearance

Name: ...Nimesh Mehta	<input checked="" type="checkbox"/>	Head of Procurement
Date: 21 st February 2019		

Ward Councillors notified:	NO, as it impacts on all Wards
EqlA carried out:	NO
EqlA 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.

Section 4 - Contact Details and Background Papers

Contact: Atifa Sayani
Head of School Standards and Effectiveness
atifa.sayani@harrow.gov.uk

Background Papers: None

Call-In Waived by the Chair of Overview and Scrutiny Committee	NOT APPLICABLE (REPORT FOR INFORMATION)
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