

Strategic Target 1 (a)

EDP 2 targets for raising achievement and increasing inclusion in the following areas are fully met: **Raising Standards at Key Stage 2.**

2003 Benchmark and latest position

The 2004 EDP targets for the proportion of pupils reaching level 4 and above are 85% in both English and mathematics. The targets for level 5 and above are 41% and 39% respectively. Details are included in the LEA data profile pages 15-17

The provisional 2004 Key Stage 2 test results show the proportions of pupils reaching level 4 and above are 83% in English and 79% in mathematics. Compared with 2003, this is a 1.5 percentage point increase in English and a 3 percentage point rise in mathematics.

The proportions reaching level 5 and above are 33% in English and 39% in mathematics. Compared with 2002 test results this represents a rise of three percentage points in mathematics and no change in English.

Harrow results are above the national average. The provisional national results for 2004 are 77% at level 4 in English and 74% in mathematics. A rise of two percentage points in English and one percentage point in mathematics. At level 5 the national results are 27% and 31%, with a rise of two percentage points in mathematics and no change in English.

Evidence of Progress

Detailed value-added analysis for KS2 is not yet available for 2004. Analysis of the 2003 results show over one third of Harrow middle and first and middle schools are placed in the top quartile of their benchmark group for similar schools, based on free school meals.

Schools continue to work within the local and national strategies.

The central training programme in literacy has seen a major focus on oracy both in English lessons and in subjects across the curriculum. Training aligned to Year Groups has supported the development of the role of leading teachers in interpreting national materials and facilitating inset to meet local needs and priorities. School-based support to assist schools in planning for continuity and progression on transition from Foundation stage to Key Stage 1 has been enhanced by the dissemination to all schools of a selection of effective practice in literacy in transition from Reception to Key Stage 1. Both in literacy and mathematics support has been provided for all schools in relation to the introduction of the Key Stage 1 trial for adopting teacher assessment, instead of national tests / tasks, as the measure for reporting pupils' attainment at Key Stage 1. Specific training in strategy materials has been targeted at newly starting teachers and those arriving to teach in Harrow from abroad.

The Wave 3 programme has seen significant progress made by lower attaining pupils. Research shows that within 30 schools involved in the initial Wave 3, during the four months of the programme, the average gain in reading age per pupil was 9.3 months. The majority of pupils made between 6 and 17 months progress in the course of the programme.

In addition to the central programme, 10 schools received additional intensive support for literacy in 2003-4 and the majority of these schools have achieved gains in the proportion of pupils achieving level 4 in Key Stage 2 tests. *One school reported a rise of 20 percentage points.*

In mathematics 16 schools received additional and intensive support with a particular emphasis on embedding Using and Applying Mathematics and the development of calculation strategies. In nearly all these schools gains have been recorded in the proportion of pupils achieving level 4. *One school reported a 23 percentage point rise.*

Subject leadership has been a particular focus both in central training and in school-based work, this has promoted the subject leader's role in effective monitoring and evaluation processes. A group of 12 leading subject co-ordinators has been trained to become cluster facilitators, leading school cluster groups in which the key mathematics development agenda is disseminated and issues regarding the role of the subject leader in managing improvement are discussed.

Shortfall on Target

The targets set for 2004 with the DfES were very challenging. In English progress in Harrow reflected that nationally and in mathematics progress was greater than that nationally. The target for level 5 in mathematics was met.

What next for 2004-5

Harrow will continue to work within the requirements of the national strategy. The effective use of ICT will be a key aspect to be developed further. Transition remains a focus both at entry to the Key Stages and at Year 7. Harrow will take part in the EAL pilot and the Behaviour and Attendance pilot as an associate LEA within the national primary strategy.

Strategic Target 1 (b)

EDP 2 targets for raising achievement and increasing inclusion in the following areas are fully met: **Raising Standards at Key Stage 3.**

2003 Benchmark and latest position

The 2004 EDP targets for the proportion of pupils reaching level 5 and above are 79% in both English and mathematics, 74% in science and 75 % in ICT. Details are included in the LEA data profile pages 19-20

Provisional 2004 Key Stage 3 test results for Harrow show the proportion of pupils reaching level 5 and above are 77% in mathematics and 69% in science. The English test results are not yet available because of problems in marking. ICT assessments are not yet available. Compared with 2003, this is a 2 percentage point increase in mathematics and a 2 percentage point fall in science.

Harrow results are higher than the national averages. The provisional 2004 national results are 73 % at level 5 in mathematics and 66% in science, compared to the previous year a rise of two percentage points in mathematics and a fall of 2 percentage points in science.

Evidence of Progress

Detailed value-added analysis of KS3 is not yet available for 2004.

For 2003, using matched Key Stage 2 results and contextualised for free school meals and gender, Harrow's overall value added results are in the top 10% for all three core subjects at Key Stage 3 . Two thirds of Harrow high schools are placed in the top quartile of their benchmark group for similar schools based on free school meals in 2003.

All high schools continue to work on implementing the Key Stage 3 strategy in the core subjects: English, mathematics, science and ICT. Transition has been a key focus both at year 7 and between Key Stage 3 and 4 and approaches to planning and practice are used across Key Stages 3 and 4. High school departments have worked on medium and short term plans to meet the needs of the pupils in their school, reflecting the pedagogical approaches promoted within the national strategy.

Scientific enquiry, using and applying mathematics and developing challenge for more able pupils have remained high priorities during the year. Cross curricular literacy has been a continued focus, including school-based inset on aspects of grammar for writing and the promotion of reading skills for enjoyment across all aspects of the curriculum. Six high schools participated in the London Debate Challenge.

In Year 7 particular emphasis has been placed on science and ICT, with specific support for English and mathematics for those teachers new to Year 7. Local guidance for English and mathematics has been reviewed, this will be completed and disseminated in 2004-5

In modern foreign languages eight high schools and one third of middle schools have

attended training and adopted aspects of the new framework for Key Stage 3. Eight high schools in Harrow are involved in a national pilot for design technology. The provisional 2004 assessments for these show a four percentage point rise.

All high schools have attended training and network meetings in the behaviour and attendance strand introduced in 2003/4 at Key Stage 3. Eight high schools and two special schools have carried out detailed behaviour and attendance audits and are working on school action plans.

The Ethnic Minority Achievement Service has delivered training in the nationally produced materials "Unlocking Potential at Key Stage 3" which promotes good learning and teaching for all, but particularly for those pupils with EAL.

All high schools were represented at the Key Stage 3 core-training day for assessment for learning (AFL) and 4 schools have already indicated that AFL will be a key focus for 2004-5

Shortfall on Target

The LEA targets set for 2004 were aspirational and in line with national targets. They exceeded the aggregation of schools' individual targets. Good progress has been made in mathematics – the schools' aggregated target of 75% was exceeded by two percentage points.

The fall in science reflected a national dip. Schools have been working with the LEA to analyse the science tests at item level to better understand the shortcomings in the test results this year. This analysis is not yet complete.

What next for 2004-5

The LEA will continue to implement the requirements of the national strategy at Key Stage 3. Whole school developments, assessment, transition, ICT, literacy and learning strategies are a major focus alongside the continued development of the individual subjects. Schools will be encouraged to tailor the programme to reflect their identified needs.

Strategic Target 1 (c)

EDP 2 targets for raising achievement and increasing inclusion in the following areas are fully met: **Raising Standards at Key Stage 4.**

2003 Benchmark and latest position

The 2004 EDP targets are 62% of pupils achieving 5 or more GCSEs at grade A-C, 95% of pupils achieving 5 or more GCSE at grade G or above A*- G , and an average point score of 44.9.*

Provisional 2004 results for Harrow show 60.6% pupils achieving 5 or more A*-C grades. This is a rise of 3 percentage points from 57.5% in 2003 and above the previous best performance of 59.1 % attained in 2002. A full analysis of the remaining indicators is not yet available.

The 2004 Harrow result is above the 2003 national average for comprehensive schools of 50.5% of pupils achieving 5 or more A*-C grades. The 2004 national comparisons are not yet available.

Evidence of Progress

The 2004 national benchmarks are not yet available. In 2003 eight out of ten Harrow high schools are placed in the top quartile of their benchmark group at GCSE for similar schools based on free school meals. No school was below the average of its benchmark group.

For the second year, additional funding through the Learning and Skills Council provided additional study support activities, particularly for young people at risk of not achieving A-C grades at GCSE. This has included a range of initiatives including additional resources such as study guides and ICT materials, targeted mentoring, study clubs and holiday revision.

The Harrow Pathfinder has supported the introduction of AS level modules at Key Stage 4 and a broader range of curriculum provision. All high schools include at least one vocational GCSE within their curriculum at Key Stage 4. A broader range of college-based alternative courses were also available in 2003/4 and plans made to expand these in 2004-5. In particular planning is well advanced to establish a Skills Centre for Harrow during 2004-5.

Shortfall on Target

The 2004 target for A*-C grades was challenging and good progress was made towards it. Comparing with the 2003 benchmark tables for free school meals, the 2004 results would place 9 high schools in the top quartile for similar schools and 1 school in line with the average for similar schools based on its 2003 benchmark group.

What next for 2004-5

The further development of the 14-19 curriculum will be a key task in 2004-5 to encourage a wider range of curriculum opportunities and qualifications .

Strategic Target 1 (d)

EDP targets for raising achievement and increasing inclusion in the following areas are fully met: **Harrow Pupil Guarantees providing a breadth of curricular and extra-curricular experience.**

2003 Benchmark and latest position

In 2002/3 it was recorded that all schools reported meeting the majority of the pupil guarantees set for 2004. The exception was that some schools were not confident that all pupils have guaranteed access to learning with ICT in every subject.

In 2003/4 schools confirm that the pupil Guarantees continue to be met and there has been an improvement in pupils' access to learning with ICT across all subjects.

Evidence of Progress

Visitors and educational visits are an established feature in all schools. All schools are providing opportunities for pupils to take part in sporting events and public arts activity performances within their annual calendar of planned activities. Eighteen schools now have artsmark award. Ten high schools have the sportsmark and fifteen first and middle schools have the active mark. Seven high schools have involved KS4 pupils on a Junior Sports Leader Award programme, leading sporting activities with younger children.

The school sports co-ordinator programme has introduced an additional range of after school sports activities and clubs within school groups across the borough. Borough wide dance and music festivals continue to bring many schools together to share and enjoy performances.

The EDP Student Advisory Group has discussed the London Challenge Student Pledge and further work will be developed in connection with this in 2004/5.

Shortfall on Target

The guarantee is largely met.

What next for 2004-5

Harrow is taking part in a project with London Challenge, including 3 other boroughs, to raise awareness of the student pledge and promote ways of monitoring and evaluating pupils' access to and the impact of extra-curricular activities.

Strategic Target 1(e)

EDP targets for raising achievement and increasing inclusion in the following areas are fully met: **teaching and learning**

2003 Benchmark and latest position

The EDP target for 2004 is 100% teaching and learning in lessons is satisfactory or better and 70% good or better.

Evidence from 712 lesson observations in Harrow during Ofsted inspections between April 2003 and April 2004 show 96% satisfactory or better and 65% good or better.

Ofsted inspection data for the period 2000 – April 2004 show that for 2738 lessons observed in Harrow primary schools, 96% were satisfactory or better and 64% were good or better. At secondary, in 1032 lessons observed 97% were satisfactory or better and 67% were good or better.

National data to 2004 is not yet available. National data to July 2003 show Harrow largely in line with national averages, with overall slightly fewer lessons graded “excellent”, and at secondary fewer lessons graded “unsatisfactory or poor”.

Evidence of Progress

Harrow’s implementation of the national strategies at Key Stages 1,2 and 3 continue to provide support for schools to improve teaching and learning. A strong local feature of these and other training programmes is the use of seminar lessons, where a small group of teachers meet at a school to watch a colleague teach a lesson followed by opportunity for in-depth discussion about teaching and learning strategies and impact.

Approximately 320 teachers and senior leaders attended learning conferences on assessment for learning, building learning power and accelerated learning this year. These were positively received and created an active dialogue on aspects of learning.

8 first and middle schools and 4 high schools have worked on accelerated learning by undertaking school-based research projects on aspects of learning and encouraging challenge and thinking skills for pupils. These are now forming part of the school improvement plan for wider dissemination across the schools.

9 first and middle and 1 high school participated in the Building Learning Power programme, which have focussed on whole school leadership and classroom practice. There is evidence in all schools of impact on classroom practice as participants trial and develop new approaches.

13 first and middle schools participated in the Let’s Think! CASE programme, to develop classroom practice to promote pupils’ thinking skills in Years 3 and 4. A further 10 schools from earlier cohorts attended a network meeting. Participants described how CASE had embedded and extended to other subjects and year groups.

Shortfall on Target

Where teaching is unsatisfactory it is usually linked to either weak subject knowledge, often leading to poor planning or in a very few cases lack of appropriate lesson structure and pedagogy. Where weak teaching and learning is identified most schools are rigorous in putting in place strategies to address the weakness, supported where appropriate by the LEA.

What next for 2004-5

- Learning Conferences will be held during the autumn term to further develop local thinking about whole school approaches to learning, to extend local learning networks, disseminate outcomes from 2003 and initiate 5 programmes in 2004-5 this will include the programme 'Pupils and Teachers Learning about Learning'
- Work will continue through the local implementation of the national strategies at Key Stages 1, 2 and 3 to raise the quality of teaching and learning, in particular, to focus on increasing the proportion of good, very good and excellent lessons.

Strategic Target 1 (f)

EDP targets for raising achievement and increasing inclusion in the following areas are fully met: **Attainment of identified under-achieving groups.**

2003 Benchmark and latest position

For more detailed data refer to the tables in the Data profile for Strategic Priority 1 EDP 5 pages 23 –25.

The EDP 2004 target for the qualifications of **children leaving public care** is that at least 75% leave with one or more A*-G at GCSE and 35% with 5 or more A*-C grades. Provisional data is that 11 achieved 1 or more A*-G grades and 4 young people achieved 5 or more A*-C grades. This represents 69% and 25% respectively. This year the GCSE outcomes for children looked after came close to the target for 2004. It should be noted that the overall small cohort size will inevitably lead to some variation.

The 2004 provisional data at Key Stage 2 shows the performance of **boys and girls** remaining in line in mathematics and the provisional figures for English show a reducing gap between girls and boys of 6 percentage points. Mathematics is generally in line at Key Stage 3; the data for Key Stage 3 English and Key Stage 4 results are still awaited. In 2003 the gap for English at Key Stage 3 was 15 percentage points and 11% on 5 or more A*-C grades.

In 2003 the differences in the results of pupils eligible and not eligible for free school meals remain large at Key Stages 1 to 3, with little evidence of any downward trend other than in science at Key Stage 1. The differences are up to 20 percentage points at Key Stage 1, 34 percentage points at Key Stage 2 and around 30 percentage points at Key Stage 3. Provisional data for 2004 at Key Stage 2 show a small fall from this of about 4 points in each of the core subjects.

At Key Stages 4 in 2003 the difference between those eligible and not eligible for free school meals is at 30 percentage points for 5 or more A*-C grades, with evidence of a very slight downward trend. A more substantial reduction is recorded for 5 or more A*-G grades where the gap has dropped from 30 to 22 percentage points and at 1 or more A*-G grades a 7 percentage point gap is reduced by half. The analysis for 2004 is not available yet.

The 2003 results also continue to show variation between ethnic groups. The achievement of **Indian** pupils remains above average; it should be noted that this group overall is relatively advantaged in the context of eligibility for free school meals. The achievement of **Pakistani** pupils is below average at Key Stage 1, but trends show the gap is reducing at Key Stage 2 and 3 and pupils' results are at the Harrow average in GCSE at 5 or more A*-C grades. It is striking that Pakistani pupils have a higher than average eligibility for free school meals yet achieve well at GCSE.

Black African, Black Caribbean, and pupils of any **other Black** background have results below average, except at Key Stage 1 where Black Caribbean pupils have results close to the Harrow average in writing and reading and just a few points below in mathematics. There is some evidence of reduction in the gap at Key Stage 3, but little impact of this yet in the proportions of pupils gaining 5 or more A*-C grades at Key Stage 4. It is noteworthy that

Black African pupils have the highest eligibility for free school meals; it is average for Black Caribbean pupils. Differences are less pronounced for the proportion of pupils gaining 5 or more A*-G grades and there is no significant difference in the proportions gaining 1 or more A*-G grades at GCSE. In 2003 there is a 36 percentage point gap between the proportions of pupils achieving 5 or more A*-C grades amongst Black Caribbean and Black African pupils, at 34%, and Indian pupils, at 70%; the Harrow average across all groups is 57.7%. Comparable data for 2004 is not yet available.

Evidence of Progress

Ofsted inspections continue to identify that overall the quality of provision for SEN in schools is judged good or better.

Significant work has taken place through professional development programmes and networks to support the development of SEN Co-ordinators (SENCOs) and teaching assistants in schools. A newly appointed advisory teacher for SEN has targeted work with schools where SEN is identified as requiring attention by Ofsted or where SENCOs are newly appointed.

A substantial central and school- based programme continues to support teachers to address ethnic minority achievement, including workshops for parents and carers who develop greater confidence in supporting their child's learning.

The Education Psychology service continues to develop work on emotional literacy. A group of officers and special school representatives are developing the moderation of P scales for assessment.

1 high school has achieved the Secondary Quality Mark and 5 high schools are working towards the quality mark which provides a clear focus on identifying under-achieving groups and curriculum planning to meet their needs as an integral part of school improvement planning.

Shortfall on Target

The analysis of the Key Stage results is not yet available to evaluate progress towards the 2004 targets for the achievement of ethnic minority groups.

There remain significant gaps between the performance of particular groups, often reflecting the national picture, and contributory factors are complex. Both the LEA and schools need to do further work to understand how best to counter this under-performance.

What next for 2004-5

Plans are set out in EDP2, and include involvement in

- the primary Behaviour and Attendance pilot project which will support schools seeking to enrich learning through a well developed social, emotional and behavioural curriculum;
- the primary EAL project and the further implementation of "Unlocking Potential at Key Stage 3" promoting good learning and teaching for all but particularly for those pupils with EAL.

Strategic Target 1 (g)

EDP targets for raising achievement and increasing inclusion in the following areas are fully met: **Reduction in the number of recurring exclusions from school.**

2003 Benchmark and latest position

The EDP 2 target is to achieve a reduction of 15% by 2004 in recurring exclusions for individual pupils. Details are included in the LEA data profile page 28.

In 2000-01, 34.7 % of exclusions involved students with an existing exclusion profile. In 2002-03 it was 29.8%. This change represents a drop of 4.9 points, which is a reduction of 14%.

Evidence of Progress

Funding has been secured to sustain the existing learning support units (LSU) in three high schools and support the creation of similar units in two further schools. Ofsted inspectors identified and praised the effective practice seen at one school with an LSU.

A connexions post is established to provide targeted support for young people who have been permanently excluded. The purpose is to encourage the young person to focus on their home study during the exclusion and support them and their family to adopt a positive approach in transferring to a new school. As a result there has been a reduction in the time taken to complete transfers following a permanent exclusion; and some case study evidence suggest that entry to the new school is improved.

The primary advisory teacher post established last year at Harrow Tuition Service continues and successful re-integration of excluded primary pupils has been supported. Two new posts have been created from September 2004: a second primary post and one for secondary. The Access and Development team was launched under a buy-back service in Summer 2004 and work is being done to strengthen and co-ordinate provision with Harrow Tuition Service to ensure seamless and effective support for schools across these services.

A restorative justice project is set up in one high school to explore the use of restorative justice between victim and perpetrator. LEA officers carried out a pilot project with three high schools to offer a rapid response team. This was to support working with the school to identify alternative approaches with pupils where exclusion was imminent. Alternative approaches to exclusion have been successfully achieved in some cases during this pilot.

Shortfall on Target

The target to reduce recurring exclusions is nearly met in 2003, the data for 2003/4 is not yet available. However, the number of permanent exclusions in both primary and secondary sectors remains too high in 2003-4. A particular concern is the number of pupils with statements who become excluded.

What next for 2004-5

Continue to strengthen the capacity of Harrow Tuition Service, Access and Development Team and Special Schools to provide outreach support to schools for pupils at risk of exclusion, ensuring coherence and focus between services and agencies that support schools in managing young people who display exceptionally challenging behaviour.

Strategic Target 1 (h)

EDP targets for raising achievement and increasing inclusion in the following areas are fully met: **leadership and management.**

2003 Benchmark and latest position

The current EDP target is that leadership and management in all schools should be satisfactory and good or better in 80% of schools by 2004.

Evidence from 2003/4 Ofsted inspections show that leadership and management is at least satisfactory in schools and it is judged good or better in over 90%. Scrutiny of the last inspections for all schools in Harrow show that the 2004 target is exceeded with leadership and management judged to be satisfactory or better in all schools and to be good or better in 85% of schools.

Evidence of Progress

Ofsted judgements this year have identified areas of strength in school leadership including the good leadership of headteachers and their leadership groups in providing a strong vision and drive for continuous improvement; and effective leadership of the governing body supporting the work of the school in carrying out the governors' strategic role and developing role of critical friend.

The central Leadership Development programmes, senior management seminars, school-based headteacher seminars and participation in the National College for School Leadership programmes have provided a robust framework for the continued development of schools' Leadership Groups. Opportunities for subject leaders to contribute to school self-evaluation are increasing and the strategic role of subject leaders in effective schools is more widespread.

Shortfall on Target

The 2004 target is met. Where a school's leadership and management is judged satisfactory and not yet good, a greater consistency of good practice is often a key issue. In some schools the governing body's practices do not offer suitable challenge to the school in order to drive school improvement.

What next for 2004-5

- Continue to promote effective practice for school improvement within leadership teams and across subject and pastoral leaders.
- Utilise the skills of consultant headteachers, leading teachers and advanced skills teachers to disseminate good practice and peer support.
- Maintain support to governing bodies in appointing high quality headteachers and staff to the leadership team.
- Support schools in preparation for the new 2005 Ofsted inspection arrangements, requiring regularly up-dated school monitoring and self-evaluation.

Strategic Target 1 (i)

EDP targets for raising achievement and increasing inclusion in the following areas are fully met: **Improvement in school attendance.**

2003 Benchmark and latest position.

The Best Value PI target for overall attendance 2003-4 is 94.6% (primary) and 92.5%(secondary). The EDP target is 95% (primary), 92% (secondary) and 88% (special). The LPSA target for overall unauthorised absence 2003-4 is 0.25% (primary) and 0.55% (secondary).

Returns from schools for the 2003-4 indicate that overall attendance is 94.3% (primary), 93.1% (secondary) and 88.9% (special). Overall unauthorised absence is 0.2% (primary), 0.5%(secondary) and 2.1%(special).

Evidence of Progress

The overall returns for Harrow continue to be good with further progress made in reducing overall attendance compared to the previous year: 94.3 compared to 93.9 in primary; 93.1 compared to 92.3 in secondary; and 88.9 compared to 86.5 in special. This has included further progress in reducing unauthorised absence rates in primary and secondary compared to the previous year: 0.2 compared to 0.21 in primary and 0.5 compared to 0.52 in secondary.

National returns are not yet available for 2003-4. Data from 2002-3 show that in relation to overall attendance at primary and secondary, Harrow is in line with statistical neighbours and better than the national average for attendance at secondary school. The rate of unauthorised absence in Harrow at primary and secondary is better than its statistical neighbours and the national average. This continued progress can be attributed to the work of schools and the Education Welfare Service in prioritising attendance.

Shortfall on Target

There is an increase in authorised absence in the special school sector due to high levels of absence of a small number of pupils at one school. This will be an area for focus in 2004-5.

What next for 2004-5

Additional staff have been recruited to the team to support identified schools. A new Traveller Support Worker will address issues regarding the attendance of Traveller pupils and support families in accessing education. Two attendance support workers have been appointed to support a number of primary schools to help them improve overall levels of attendance and punctuality and develop a number of initiatives designed to discourage parents from taking their children on holiday during the term time.

Strategic Target 2

Education targets in Harrow's Local Public Service Agreement are fully achieved.

2003 Benchmark and latest position

From the 2002 baseline, by 2005:

- *there will be an increase of 6 percentage points on the expected test performance of pupils that are eligible for free schools meals in English and Mathematics at Key Stage 2 and Key Stage 3;*
- *there will be a reduction of 0.3 percentage points on the expected total absence rate in secondary school; a reduction of 0.1 percentage points on unauthorised absence rate in secondary and primary schools; and a reduction of 0.1 percentage points in the total absence rate in primary schools;*
- *at least 4 Children Looked After will achieve 5 or more GCSE grades at A*-C or equivalent; an additional 6 more young people will leave care aged 16 with 1 or more passes at GCSE grades A*-G or equivalent; and there will be a reduction of 1 percentage point in the proportion of children looked after missing 25 or more school days.*

In 2003, 58 % of key stage pupils eligible for frees school meals achieved level 4 in English and 47% achieved level 4 in mathematics. The 2004 outturn for Key Stage 2 is 62% in English and 54% in mathematics. At Key Stage 3, 46% of eligible pupils achieved level 5 in English and 50% in mathematics. The 2004 outturn is not available yet.

For attendance see Strategic target 1 (i)

For Children Looked After the provisional data is that 4 young people achieved 5 or more A*-C grades and 11 achieved 1 or more A*-G grades, the data on attendance is not yet available.

Evidence of Progress

Based on 2002-3 results there was an increase of 4 percentage points in English and 7 percentage points in mathematics for pupils eligible for free school meals. The outturn for mathematics reversed the dip recorded in 2003 from 2002.

Progress made at Key Stage 3 is not available yet.

The GCSE outturn for children looked after is currently close to the LPSA target, however the overall small cohort size will inevitably lead to some variation year on year.

During 2003-04 the three LPSA areas, South West Harrow ("ha2cando"), South East Harrow (Canons cluster) and Central Harrow (including Harrow High cluster) continue with their joint area activity plans.

Ha2cando and Canons were launched as Community Pilots within the New Harrow Project during Spring 2004. Both these areas have appointed area co-ordinators and the implementation of community activity plans are now well underway, supported by a `Core

Group consisting of professionals from the council and partner organisations who are working in the cluster. Glebe First and Middle School is Harrow's first full service extended school and is leading on extended school initiatives within the Canons cluster. These will address childcare, lifelong learning, health and social care, parenting, family learning, study support, ICT, arts and sport.

The Central Harrow area cluster has invested in the appointment of support workers for family support and pupil mentoring who work directly in schools across the cluster to tackle attendance and raise attainment. Central Harrow is now recruiting a co-ordinator to bring their arrangements in line with the two Community Pilots.

Both of the Community Pilot areas have developed community learning programmes for adults and families in the areas. Local directories of key service providers have been produced. A Youth Inclusion Support Panel (YISP) has been established in the ha2cando area to take referrals for early intervention with children at risk of criminal or undesirable behaviour. The Canons cluster is setting up a Travellers Project working with the Brent Irish Advisory Service. Canons Connect is a project targeted to provide a free computer loan to all pupils in the area eligible for free school meals, starting with 4 initial year groups in September 2004. The ha2cando arts carnival involved all schools in the area with their local community.

Shortfall on Target

At Key Stage 2, good progress is being made towards the English LPSA target; in mathematics the dip recorded in 2003 is reversed in 2004 however another large increase next year will be required to meet the LPSA target.

The LPSA targets for children looked after were also nearly met. Since trends in the data show that these targets appear to be particularly subject to variation, because of the small size of the group, continued close tracking is required to monitor progress and sustain developments.

What next for 2004-5

Further development of the community schools project is planned with roll out in other cluster areas across Harrow.

Strategic Target 3

The Education Service meets at least level 3 of the national Equalities Standard.

2003 Benchmark and latest position

The generic national Equalities Standard was introduced in 2002 and the Council has set itself a target of reaching Level 1 in 2003, Level 2 in 2004 and Level 3 in 2005. The Education Service has contributed to the Council's self-assessment, which confirmed it achieved Level 1 across all services. It is currently contributing to the externally validated assessment, which has resulted in Level 2 being achieved across all services.

Evidence of Progress

The Audit and Self-assessment document completed for the whole Council included details of the Education Service's commitment and progress in relation to leadership, consultation and scrutiny, service delivery, employment and training in relation to equalities issues. The audit highlighted the inclusion of equality targets across the full range of Education planning documents and the ongoing scrutiny and dissemination of progress through the Corporate Equalities Task Group and through embedding issues within the review processes of all the key Education strategic documents.

Shortfall on Target

There is no shortfall in terms of meeting the expected level for 2004. The next phase is to ensure Level 3 is consistently achieved across all areas of Education next year. The Equality Standard is a generic standard covering, in the first instance, race, gender and disability and it will be important to make sure that all three aspects are encompassed within the evidence for all criteria at Level 3.

What next for 2004-5

Achieve Level 3. The particular areas to be assessed relate to consultation mechanisms and a needs assessment for each of the three equalities priorities (race, gender, disability) in all service delivery areas. It will be important to ensure that there is a consistent approach across People First.

Strategic Target 4

All Education Service objectives set out in Harrow's Drug Action Team and Healthy Schools Strategic Plans are fully achieved.

2003 Benchmark and latest position

In 2002/3 it was reported that all high schools and over 70% of first and middle schools have policies and drug education programmes in place. An audit of school's provision in 2003/4 is not yet available.

Level 1 awareness stage of the Healthy Schools Programme was achieved across 100% of schools in 2002/3. In 2003/4, 96% of schools are at Level 2; and 24% of schools are at Level 3 and have attained validation as a healthy school. A further 31% of schools are currently working towards level 3. This compares with 90% at Level 2 and 17% at Level 3 in 2002/3.

Evidence of Progress

Judgements in Ofsted inspections continue to report that the quality of personal development and PSHE programmes in Harrow schools is generally good or better, and identified as a strength or excellent in half the schools inspected this year. No school inspection raised issues or indicators of weakness in relation to drug policies and programmes.

The National Healthy Schools Team carried out a monitoring visit and reported positively on Harrow's provision. Partnership working at strategic level and the school validation process were identified as particular strengths.

Pupil involvement in reviewing school policies and practice has been promoted through central training and initiatives, such as the Year 9 PSHE conference. *One third of high schools are now actively involving students in reviewing PSHE and identifying needs.*

Shortfall on Target

There is a shortfall on the Healthy Schools target to achieve 32 schools at Level 3. Currently 17 schools are at level 3 although a further 22 are working towards Level 3. Slippage has occurred due to competing pressures in some schools and also central capacity to provide monitoring and support for the completion of school action plans.

What next for 2004-5

- Review recruitment and strategies to support schools to achieve the Healthy Schools standard.
- Complete an audit of school drugs policies and programmes to ensure the National target of 100% in place is met.
- Implement action plans set out in the EDP, the Healthy Schools Programme and the education actions within the DAT programme.

Strategic Target 5

Early Years Development and Childcare Targets for increasing child-care, with particular emphasis on areas of the Borough which are more disadvantaged, are fully achieved.

2003 Benchmark and latest position

The 2001-04 Early Years Development and Childcare Strategic Plan indicated that 1416 new childcare places would be created in Harrow.

In the period 2001-04 2194 new childcare places were created. It is anticipated that a further 1174 places will be created in the period 2004-06 making a total of 3367 new childcare places.

Evidence of Progress

Evidence of the progress being made against the strategic target can be found in the Harrow Early Years Development and Childcare Strategic Plan 2004-06 and in the Quarterly Reports prepared for the DfES by the Early Years and Childcare Team.

All Harrow's areas of disadvantage have childcare places established. *Glebe extended school now has 24 out of school childcare places available.*

Shortfall on Target

There is no shortfall on this target. The original target of 1416 new childcare places has been exceeded.

What next for 2004-5

A target for new childcare places to be created in the period 2004-2006 has been set. The key priorities will be to:

- Increase childcare for children in the 10 – 14 age group.
- Ensure childcare established during 2001-04 remains sustainable.
- Create new childcare places in the remaining pockets where there is currently no childcare e.g. Stanmore.
- Work in Partnership with schools to maximise the potential of the Extended Schools programme.

Strategic Target 6

The outcomes for young people as set out in the Special Educational Needs Strategy are fully achieved.

2003 Benchmark and latest position

Harrow's SEN strategy and the corresponding development plan have been in place for approximately two years. During this period there have been a number of significant publications and developments nationally that are currently helping to inform a review of the strategy and development plan.

Schools in Harrow continue to provide effectively for the diversity of children's needs. The latest data available indicates that, at each key stage, Ofsted inspection grades show that the learning and progress made by children with special educational needs and the provision for special educational needs in schools are consistently judged to be very good, good or satisfactory.

Evidence of Progress

Harrow continues to perform well in terms of meeting children's needs in mainstream schools and the percentage of children attending special schools remains either in line with, in the secondary phase, or below statistical comparators and nationally for the primary phase.

Proposals for delegating resources to mainstream schools were developed by a working group of headteachers and officers but, following consultation, it was concluded that the proposals should not be introduced in April 2004 as suggested and that further development of the scheme and consultation was required with a view to introducing a new approach in April 2005.

There has been continuing and significant improvement in how well statutory duties regarding the assessment of children with special educational needs are met within the newly named SEN Assessment and Review Service.

There has been progress in developing arrangements to improve the authority's capacity to monitor and evaluate the effectiveness of provision for pupils with special needs in schools. Systems are being established with schools to support school self-review and evaluation of work on special needs and inclusion. The next stage needs to deal more explicitly with the monitoring of schools' use of delegated expenditure.

Shortfall on Target

The development of specialist provision for autism in schools has been a particular focus and, with help from an external consultant in the field who has carried out extensive school visits and meetings with parents, plans are taking shape with regard to specialist provision in the primary phase.

What next for 2004-5

- Reducing reliance on separate SEN structures and processes and extending delegation to schools to support early intervention and assist in raising the achievement of the many children who are considered to have special educational needs.
- Introduce monitoring and evaluation of schools' use of delegated expenditure for SEN.

Strategic Target 7

The rate of Harrow young people staying on in post-16 education and training increases and there is a rising trend of those choosing to remain in Harrow.

2003 Benchmark and latest position

61% of pupils from Harrow high schools attended the three Harrow Colleges. A total of 85.5% of Harrow pupils stayed in education at post-16.

There is evidence available from expected enrolments in September 2004 that the number of high school students transferring to the three Harrow colleges will increase.

Evidence of Progress

The percentage of pupils staying in education at post 16 has been steady over the past five years.

99	00	01	02	03
86.5	84.3	86.7	84.1	85.5

The number of pupils from Harrow high schools who transfer to Harrow colleges has stabilised at about 61% over the past five years.

Shortfall on Target

There has been a small increase in the number of pupils from Harrow high schools transferring to Harrow colleges from 59% in 2002 to 61% in 2003.

What next for 2004-5

Following a consultation process the Cabinet have agreed the establishment of a Harrow Sixth Form Consortium which involves close collaboration between all high school and college partners to:

- Increase the attainments of students across the 14-19 age group.
- Increase participation of students in education of post 16.

The results of the consultation process and the views of the Cabinet will contribute to the Strategic Area Review being undertaken by the London West Learning and Skills Council to be completed by Spring 2005 and implemented from Summer 2005 onwards.

Strategic Target 8

All Targets set out in the Youth Service Plan are fully achieved.

2002 Benchmark and latest position

- % of 13 to 19 population reached/contacted by the Youth and Connexions Service (to be set).
- % of 13 to 19 population participating in Youth and Connexions Service programmes and project (to be set).
- % of 13 to 19 participants who gain a recorded outcome (to be set).
- % of 13 to 19 participants who gain an accredited outcome (to be set).

Evidence of Progress

The Youth and Connexions Service were required for the first time to produce a 3 year Youth Service Plan in 2003. This set out the Youth and Connexions Service Strategy to achieve the new national youth work targets outlined in the Government's publication *Resourcing Excellent Youth Services*.

The National Youth Agency (NYA) have been leading on work with the DfES to provide youth services with clarification on some of the benchmarks identified in *Resourcing Excellent Youth Services* (REYS) and the Minister's subsequent letter of 3rd December 2003. Guidance was published in June 2004.

Shortfall on Target

Implementation of REYS varies across the country and the processes will require time to embed within practice. The intention is, over time, to even up the quality of youth services and sharpen their focus on securing outcomes for young people. The NYA will be undertaking a collection of data nation-wide in September this year. The data will focus on information collected since April 2004 and will help gauge progress with a view to fine-tuning data collection for the year from April 2005.

What next for 2004-5

- Robust systems developed to monitor and report on reach, participation and achievement of young people.
- Youth work practitioners and managers are clear about the definition of key terms to secure a reasonable level of consistency in reporting.
- MIS needs of service identified, option appraisal completed on e-system.
- ICT infrastructure/software upgraded to W2K/Office 2k to meet the needs of the MIS specification.

Strategic Target 9

The Adult Learning Plan targets for widening participation and increasing basic skills among those communities hardest to reach are fully achieved.

2003 Benchmark and latest position

Numbers enrolling in ACL provision over 2003/4 will not fully be known until September 2004. The expectation is that there will be about 7400 learners and 10000 enrolments, with targeted work with mental health service users, students with learning disabilities and basic ICT/ESOL provision in local learning centres exceeding targets. The ethnic minority profile of learners shows recruitment of 48%.

Evidence of Progress

ACL provision is becoming more targeted and shifting from a comprehensive general adult education programme. In terms of post-codes of learners, the single largest concentration is from HA3 (Kenton and Marlborough wards) representing 22% of the total, and the next from HA2 (Rayners Lane/South Harrow) representing 15%. 23% of learners are Indian, (compared to borough profile of 21.9%) with other Asian representing 6.5%.

Shortfall on Target

The overall target of 7000 learners was a planned reduction, agreed with the Learning & Skills Council, to reflect increased core and infrastructure costs and an over-volume of provision in terms of funding received. The lower number of adults over 60, as a percentage of the total, reflects the shift towards more widening participation activity.

What next for 2004-5

- Increased targeted ACL provision, including direct delivery of ICT/ESOL at local learning centres.
- Increased use of e-learning as a blended learning tool.
- Developing links between ACL and other service areas.

Strategic Target 10

The Library Plan target to increase the number of visits per 1000 population is achieved, with an emphasis on libraries in those areas of the Borough that are more disadvantaged.

2003 Benchmark and latest position

Library visits per 1000 population in 2002/03 were 6,771, a rise of 6.3% above 2001/02.
Library visits per 1000 population in 2003/04 were 7,078, a rise of 4.5% above 2002/03.

Library visits to Bob Lawrence Library rose by 23% in 2002/03, and rose again by 16.9% in 2003/04 above the 2002/03 base.

Library visits to Roxeth Library rose by 17.9% in 2002/03, and rose again by 5.8% in 2003/04 above the 2002/03 base.

Library visits to Wealdstone Library rose by 13.0% in 2002/03, and rose again by 14.9% in 2003/04 above the 2002/03 base.

Evidence of Progress

The data above is based on October measurements (using IPF methodology) and there was no opening hours increase between June 2002 and October 2003. Opening hours of all libraries significantly increased in March 2004 increasing overall opening hours by a further 22%. This should lead to further opportunities for visits in 2004/05. Gayton Library had a 17% increase in visits in the first 3 months of 2004/05 compared with the same period in 2003/04.

The Public Library User Survey (Oct 2003) showed increased satisfaction levels, and the MORI survey of residents including library users and non-users (Oct 2003-Jan 2004) showed an increase in satisfaction level from 62% to 66% over three years.

Shortfall on Target

None. The 22% increase in opening hours from 2003/2004 will assist in 2004/05.

What next for 2004-5

- Improve the People's Network public internet facility, particularly for people with disabilities.
- Continue improvements to internal décor and access.
- Open replacement Wealdstone Library.
- Plan a new replacement library for the Town Centre development.
- Plan for a replacement library management system.
- Maintain or improve upon achievements meeting Public Library Standards set by DCMS. (Standards will be revised for 2004/05 +).
- Engage and cooperate with other area-based deliverers of services.

Strategic Target 11

There is increased participation in arts, sports, leisure particularly by those groups currently under represented.

2003 Benchmark and latest position

- The Arts & Leisure Service has been divided into a Sports & Leisure Service (Urban Living) and a People First Arts Unit. The Play Development Officer is now based within the Youth & Connexions Service.
- The Cultural Strategy has been published and the Cultural Strategy Forum now meets on a regular basis for public consultative processes.
- The Arts Festival was run for a 2nd year by Arts Culture Harrow (ACH) in partnership with the Arts Unit, Libraries and community partners and was attended by 11,000 people. The Wordslive Festival doubled attendance figures on the previous year. The increased profile of both festivals has resulted in increased participation.
- The Arts Unit has attracted £111,151 from external sources for arts development initiatives, including *westwords* and *Crossroadz*. This has been used to target groups who have been under represented as participants and/or practitioners in the arts.
- The Sports & Leisure Service has initiated a comprehensive physical audit of facilities and assessment of community needs.

Evidence of Progress

The publication of the 'Creative Communities' report on enhancing opportunities for BME participation in the arts through partnership with local community groups (in association with the University of Westminster) has led to a number of new projects, especially around young peoples' participation in the Harrow Community radio project.

Delivery of the *Crossroadz* DVD and Website project for young people on personal safety issues. Involving young peoples' participation in all stages of the process.

Further development of the Visual Arts Forum with an active membership in excess of 100.

The Leisure Management Contract & Leisure Card agreements are about to be signed.

Bidders' business plans for the proposed Indoor Tennis Centre have been finalised and the options appraisal reported to Cabinet.

A database of sports information has been made available on the Council's website. A similar exercise for local arts groups is underway.

Shortfall on Target

Delays due to detailed negotiations with Leisure Connection on the new Sports Centre contract and revised agreements for Prince Edwards Playing Fields with the new developers.

Delays with the implementation of the 'arts groups' database, due to a decision to amalgamate it with related databases, to avoid duplication and confusion.

Postponement of the re-launch of the Dance Forum due to lack of capacity in the Arts Unit.

What next for 2004-5

Further implementation of the Cultural Strategy Action Plan including:

- The development of Arts and Sports Local Academies.
- The Feasibility Study for a performance/exhibition space as part of the Harrow Town Centre development.
- Development of the draft Art in Public Spaces Plan.
- NOF bid for the creation of new sports facilities at Cannons, Whitmore & Whitefriars High Schools.
- Increase local opportunities for arts' development through sub-regional working, e.g. 'westwords' and the 'Emerge' project for young visual artists.

Strategic Target 12

There are an increasing number of those engaged in family learning activities, with an emphasis on those areas of the borough which are more disadvantaged.

2003 Benchmark and latest position

Numbers involved in Wider Family Learning have increased, with a big rise in joint adult/child activities. There have been links with the Rooks Heath and Canon's Clusters and the Family Learning agenda has widened to include Healthy Living, arts and craft activities and life history. Within schools over 400 families have participated in the Family Literacy, Language and Numeracy programmes.

Evidence of Progress

Participation in Wider Family Learning is very targeted, with 60% of families coming from the Kenton East, Roxbourne, Roxeth and Rayners Lane wards. Of the children attending a joint Wider Family Learning activity, Glebe represented nearly 20% of the total, followed by Roxbourne and Roxeth Manor schools. Criteria for funding programmes is based on a number of deprivation factors and programmes are becoming more focused on the LPSA clusters.

Shortfall on Target

The one target that shows a shortfall is the percentage of males attending and specific programme such as Dads and Lads will be introduced in 2004/5.

What next for 2004-5

- Greater integration between Wider Family Learning and Family Literacy, language and Numeracy.
- To develop professional training for those working in family learning.
- Integration of family learning in a wider community cohesion initiative.
- Greater involvement of family learning in Early Years settings.

Strategic Target 13

All priority activities and associated targets identified in the School Organisation Plan and the Asset Management Plan are fully addressed.

2003 Benchmark and latest position

The review of the School Organisation Plan presented to the School Organisation Committee in March highlighted the number of surplus places in schools in January 2004. The overall level of surplus in first and middle schools (Reception to Year 6) is approximately 11.1%. This is slightly above the Council's target of no more than 10%. The surplus from Reception to Year 7 would increase to approximately 12.5%. This is a headline figure and masks considerable differences across the Borough.

Evidence of Progress

There have been reductions in admission numbers at Little Stanmore (60 to 45), Aylward (90 to 60) and Belmont (90 to 60) and the impact is working through the system.

Shortfall on Target

The current provision is slightly above the target of 10 but measures are in place for the shortfall to be reduced.

What next for 2004-5

In May Cabinet agreed to establish the Shaping Schools for the Future Working Group. This Working Group has representatives from Schools, Governors and cross party Members. The remit of the Working Group is to:

- Develop proposals that will address surplus capacity and establish a range of Extended Schools/or similar activities.
- Review comments received during the consultation on the draft Amalgamation Policy and agree the support package for schools.

The Working Group will report their progress to Cabinet in Spring 2005.

Strategic Target 14

The London Grid for learning is fully implemented in order to contribute to targets set out in the EDP 2, the Adult Learning Plan and the Annual Library Plan.

2003 Benchmark and latest position

The London Grid for Learning was established in April 2001. It is a Regional Broadband Consortium owned by all 33 London LEAs to provide all schools in the London area with broadband internet access by July 2006. Progress has been made on the roll out of broadband links to schools via the London Grid for Learning. All required links were ordered by October 2002 and the first live fibre link was completed in February 2003.

As at September 2004 all schools have broadband access, with the exception of Kingsley and Woodlands schools which will have an interim solution in place pending future development of these schools.

Shortfall on Target

Delays associated with the provision of onward links to three separate first schools led to slightly late completion of the project.

Use of the portal by schools and the LEA has been delayed by the need to issue secure individual user names and passwords to teachers and pupils across the LEA. Recent developments have made the portal more convenient to use.

What next for 2004-5

- Development of, and training for, the use of the LGfL portal by schools and LEA to enhance learning and teaching, encourage collaboration and disseminate good practice.
- Encouraging the use of media-rich learning resources available at no, or reduced costs, through LGfL.
- Enabling the use of LGfL services by users on the corporate network.
- Implementation of secure file transfer between schools and the LEA, using LGfL links.

Strategic Target 15

All financial targets set by DfES for Harrow are fully achieved.

2003 Benchmark and latest position

Full passporting to schools of the percentage increase in the DfES funding to the LEA. (This was the only target. The other school budget targets, from 2002/03 were dropped, and those for 2004/05 had not yet been introduced).

The passporting target was fully met by the budget set by the Council.

Evidence of Progress

DfES issued a press release on 13 February 2003 which lists Harrow as one of the LEAs who fully met the target.

Shortfall on Target

Actual spending by schools turned out to be lower than the funding given by the LEA. But the target is based on the budget set by the LEA, not actual spending by schools.

What next for 2004-5

- For 2004/05 Harrow met the passporting target. In addition, it increased school budgets by an extra £1.2M as the result of the budget consultation exercise.
- The Council also set a budget that met the new DfES target of not increasing spending on central item faster than school budget increased.
- The Council also met the new target of ensuring that each school received a funding increase of at least 4% per pupil, after allowing for a number of exclusions.

Strategic Target 16

There will be a reducing number of staff vacancies in all school departmental establishments.

2003 Benchmark and latest position

Schools:

In May 2004 there were 41 vacancies: 61% primary, 39% secondary; 0% specials. This compares with 70 vacancies at the same time in the 2003 (68% primary sector; 25% secondary; 7% special).

Department:

The current implementation of major reorganisation across the directorate prevents a clear comparison with the position in May 2003.

Evidence of Progress

Schools:

January vacancy data shows a significant fall from 109 vacancies (2003) to 74 vacancies (2004).

Secondary colleagues continue to report pressure to make decisions based on shortages in the range of choices offered or through the amount of curriculum time set aside for subjects. The Graduate Teacher Programme (GTP) in the primary sector may be easing the situation, together with increased London ITT places generally over the last 4 years. In the secondary sector the GTP has provided a less useful route to date, though could assist others, especially in shortage subjects. It is possible that the local remodelling agenda, and the pilot wellbeing programme are beginning to make an impact.

Over time, posts appear to be filled slightly faster than previously.

Shortfall on Target

Although the target of reducing staff vacancy numbers has been met, quality remains a key factor in recruitment. Secondary sector colleagues continue to report pressure to make decisions in shortage subjects. In the primary sector low numbers of applicants continues to cause concern, especially for senior posts. Special schools report concerns over the continued lack of UK qualified and experienced applicants, especially for SLD posts.

What next for 2004-5

- Continue active promotion of Harrow with updated primary and special brochure, cdrom and January open days.
- Emphasise experienced teacher recruitment and retention to build middle management capacity.
- Evaluate pilot whole school wellbeing programme and embed as appropriate.
- Support whole school remodelling agenda.
- Modernise the recruitment process, maximise website usage.
- Support good practice in recruitment and retention, ensuring the recommendations of the Richard Report are followed

Strategic Target 17

Investors in People status for the Education Service is re-affirmed.

2003 Benchmark and latest position

Investors in People (IIP) status for the Education Service was re-affirmed in the Autumn of 2002.

Evidence of Progress

Not Applicable – please see above

Shortfall on Target

Not applicable –please see above

What next for 2004-5

The council has decided to seek IIP status for the whole organisation and work is underway to seek approval in 2005.