
REPORT FOR: CABINET

Date of Meeting:	16 March 2017
Subject:	Schools Standards and Performance 2015-16
Key Decision:	No
Responsible Officer:	Chris Spencer, Corporate Director of People
Portfolio Holder:	Councillor Christine Robson, Portfolio Holder for Children, Schools and Young People
Exempt:	No
Decision subject to Call-in:	No
Wards affected:	All
Enclosures:	HSIP Annual Report (AGM September 2016)

Section 1 – Summary and Recommendations

This report sets out

- a) An overview of Performance and Standards in schools at all key stages
- b) Performance of key groups
- c) Information on progression of Young People beyond Key Stage 4
- d) The profile of schools in respect of Ofsted inspection judgements
- e) School improvement in a rapidly changing context.

Recommendations:

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

Reasons: (For recommendation)

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

Section 2 – Report

Options considered

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

Introduction

- 2.1 In the previous academic year, 2015-16, there were major changes to the government's assessment and accountability measures in key stages 1, 2 and 4. This fundamental change posed considerable challenges to schools up and down the country. Notwithstanding this, it is a credit to our schools that the above average performance in Harrow has been sustained once again across all phases of schooling. As a result, schools in Harrow remain amongst the best performing in the country. The Performance and Standards report provides a summary analysis for all local authority maintained and academy schools' performance for the academic year 2015-16, as well as trends over the past three years (only where they are applicable). The analysis is based on the Department for Education (DfE) school performance data, EYFS achievement information, Raiseonline/inspection dashboard analysis (unvalidated), 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 a rapidly changing context.
- 2.2 There are 59 state funded schools in Harrow which include LA maintained schools, Academy schools and Free schools (these are academy schools that have not converted from a maintained school). The table below sets out each type of school:

Type of School	Number of LA Maintained Schools (including VA)	Number of Academy and Free Schools	Total by Type
Nursery	1	0	1
Primary	36	5	41
Secondary	2	9	11
Primary/Secondary (5-18)	0	2	2
Primary Special	1	1	2
Secondary Special	2	0	2
Alternative Provision	1	1	2
Total (All)	43	18	61

- 2.3 Of the primary schools within the Harrow area, nine are voluntary aided faith schools (six Catholic, one Jewish, two Church of England); one is an academy faith school (Hindu). One faith school was established as a 5-18 Free school (Hindu). Five primary schools and two secondary schools are additionally resourced to meet the specific needs of disabled pupils and those with special educational needs (DSEN).
- 2.4 The LA maintained alternative provision incorporates the Pupil Referral Unit which makes provision for permanently excluded pupils and other pupils who are not able to attend school. In addition there is one academy alternative provision provider.
- 2.5 In keeping with the Council's School Amalgamation Policy, within the primary sector, three infant and three junior schools have been amalgamated two years ago to become three all-through primary schools. There are no infant or junior schools currently subject to Cabinet decision in respect of this policy. As shown above, there are currently two all through primary/secondary schools. For schools crossing more than one phase of education, their performance data is reported separately in the distinct key stages.

Overview of Performance and Standards

3.1 Early Years Foundation Stage

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

carers about their child's development against the early learning goals (ELGs).

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

3.1.3 There is a strong three year trend in Harrow, with standards rising on the GLD indicator; the strong performance against both national averages and Statistical Neighbours in 2014 and 2015 has been sustained in 2016. This is demonstrated by the good level of development rising from below average in 2012-13 to slightly above average in 2015-16. Sustaining strong standards has also been complemented by narrowing the gap between the lowest attaining 20% of children and the rest of the cohort: the gap has continued to narrow (2015-16: 29.3%), and is now below the national average of 32.4%. Demographic changes continue to have an impact on assessments at entry level.

3.1.4

Good level of development (1)	2013-14	2014-15	2015-16
Harrow	61.3%	70.4%	72.4%
Statistical Neighbours	60.4%	66.7%	70.0%
London	62.2%	68.1%	%
England	60.4%	66.3%	69.3%

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

3.1.5

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

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

3.1.6 Pupils in Harrow are getting a good start in life through the acquisition of early reading skills, as indicated in the good outcomes for the Year 1 phonics screening assessment. The strong two year trend shows well

above average performance compared to national, and above average compared to both London and our statistical neighbours.

- 3.1.7 Disadvantaged pupils on free school meals are similarly performing better in relation to London, national and statistical neighbour averages, riding on the wave of an upward two year trend.

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

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

Source: DfE Statistical First Release

3.2 Key Stage 1

3.2.1 Pupils were assessed against the new more challenging curriculum, which was introduced in 2014, for the first time this year. Results are no longer reported as levels, the interim frameworks for teacher assessment have been used by teachers to assess if a pupil has met the new, higher expected standard. Because of these assessment changes, figures for 2016 are not comparable to those for earlier years. The expectations for pupils at the end of key stage 1 have been raised.

3.2.2 The percentage of pupils attaining the expected standard or above at Key Stage 1 (KS1) teacher assessments for 2016 is shown below, comparing Harrow to its statistical neighbours, London and England.

3.2.3 The percentage of pupils in Harrow meeting the expected standard in reading was slightly above the national and our statistical neighbour average. Performance at greater depth was broadly in line with both. Harrow's performance on the expected standard or better was above the national average by three percentage points.

Reading	Expected Standard	Greater Depth at Expected Standard	At Expected Standard or above
Harrow	52%	25%	77%
Statistical Neighbours	50%	26%	76%
London	51%	26%	77%
England	50%	24%	74%

3.2.4 Harrow pupils performance on the new expected standard for writing at KS1 was above both the national and our statistical neighbour average. Performance at greater depth was above the national average but in

line with our statistical neighbours. On the performance indicator of expected standard or above, Harrow's performance was above average.

Writing	Expected Standard	Greater Depth at Expected Standard	At Expected Standard or above
Harrow	55%	16%	71%
Statistical Neighbours	51%	16%	67%
London	53%	17%	70%
England	52%	13%	65%

3.25 Pupils' attainment in mathematics was close to the national and statistical neighbour average for the expected standard, but above both for greater depth. Harrow also performed well on the expected standard or above indicator for maths in 2016.

Maths	Expected Standard	Greater Depth at Expected Standard	At Expected Standard or above
Harrow	54%	23%	77%
Statistical Neighbours	54%	21%	75%
London	55%	22%	77%
England	55%	18%	73%

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

Science	At Expected Standard or above
Harrow	85%
Statistical Neighbours	82%
London	83%
England	82%

3.3 Key Stage 2 Attainment

3.3.1 Harrow continues to show strong performance and improvement across Key Stage 2. All Key Stage 2 outcomes show performance above national averages in 2015-16.

3.3.2 The 2016 key stage 2 assessments are the first which assess the new, more challenging national curriculum which was introduced in 2014. New tests and interim frameworks for teacher assessments have been introduced to reflect the revised curriculum. Results are no longer reported as levels, and each pupil will now receive their test results as a scaled score and teacher assessments based on the standards in the interim framework.

3.3.3 60% of Harrow's pupils reached the new expected standard in reading, writing and mathematics, compared to 53% nationally.

3.3.4 Because of the changes set out above, figures for 2016 are not comparable to those for earlier years. The expectations of pupils at the end of key stage 2 have been raised. Given the differences in the curriculum and assessments, levels are not comparable with scaled scores or teacher assessment outcomes.

3.3.5 The table below shows that Harrow's results are above national results in all subjects.

Reading, Writing & mathematics	Expected Standard	Higher standard
Harrow	62%	6%
Statistical Neighbours	58%	8%
London	59%	7%
England	54%	5%

Reading	Expected Standard	Achieving a high score	Average scaled score
Harrow	72%	24%	104
Statistical Neighbours	69%	21%	103
London	69%	21%	103
England	66%	19%	103

Grammar, punctuation & spelling	Expected Standard	Achieving a high score	Average scaled score
Harrow	82%	37%	107
Statistical Neighbours	79%	31%	106
London	79%	29%	105
England	73%	23%	104

Mathematics	Expected Standard	Achieving a high score	Average scaled score
Harrow	79%	28%	105
Statistical Neighbours	76%	25%	105
London	77%	23%	104
England	70%	17%	103

Writing	Expected Standard
Harrow	77%
Statistical Neighbours	76%
London	79%
England	74%

Source: DfE Statistical First Release

New Key Stage 4 - Provisional

Attainment

Please note that the 2015-16 KS4 results are still provisional and will remain so until recent arrivals are discounted and the performance tables are published in January 2017.

The DfE changed the headline performance measures at key stage 4 for 2015-16.

3.4.1 Harrow schools' outcomes at the end of Key Stage 4 are above the national average, with 60.3% of Harrow's pupils achieving 5 or more A*-C GCSEs including English & Maths in 2015-16. This is in-line with the previous final result, although it is below the average for our statistical neighbours by almost four percentage points. The table below sets out the trends over a four year period.

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

Percentage of pupils at the end of KS4 achieving 5+ A*-C inc. English & mathematics GCSEs at GCSE or equivalent	2012-13	2013-14	2014-15	2015-16 (1)
Harrow	65.4%	62.3%	60.5%	60.3%
Statistical Neighbours	67.6%	65.6%	65.0%	63.7%
London	65.1%	61.5%	60.9%	59.7%
England	60.8%	56.8%	57.3%	57.0%

(1) Provisional data

KS4 2015-16 (1)	Harrow	Statistical Neighbours	London	England
Average Attainment 8 score (2014-15)	52.7 (52.7)	53.7 (53.2)	51.7 (51.1)	49.9 (47.4)
A*-C in English & maths	66.8%	69.6%	65.9%	62.8%
English Baccalaureate	32.1%	36.0%	31.6%	24.6%
Average Progress 8 score	0.32	0.26	0.16	-0.03

(1) Provisional data

3.4.2 In summary at KS4

- Standards of attainment at Key Stage 4 continue to be above the national average, but continue to be below statistical neighbours. This is also the case on the new Attainment 8 national performance indicator in 2016.
- 5+ A*-C GCSEs including English and mathematics are not comparable to previous years (before 2014) due to the change in the DfE's methodology of how the results are published.

3.4.3 It is important to note that the most important performance indicator for KS4 outcomes is now the new Progress 8 measure. This is a valued added measure based on a pupils' performance in eight subjects, including English and mathematics which are double weighted. Three English baccalaureate (Ebacc) subjects are also represented in this measure, which compares the overall attainment of a pupil in eight subjects (Attainment 8) to the average Attainment 8 figure reached by all pupils nationally with the same prior attainment (starting point in Year 7).

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

4 Performance of key groups

- 4.1 At KS4, disadvantaged pupils in Harrow made above average progress in 2016 as indicated by the positive Progress 8 figure. However, their progress was lower than that of disadvantaged pupils nationally (national other), the group they are now officially compared with.
- 4.2 The KS2-4 progress of SEN pupils with a statement or on an education, health and care plan as well as children looked after, was below average but not significantly so. The progress measure for Black African pupils was above average across all the Ebacc pillars, and broadly average for White British and Black Caribbean pupils.
- 4.3 At KS2, disadvantaged pupils with low and average prior attainment made stronger progress in reading than their non-disadvantaged peers nationally. In maths, the progress of Harrow's disadvantaged pupils was strong from all three starting points (low, middle and high). KS1-2 progress in writing however, was slightly below average. There was a clear gap between the progress of disadvantaged pupils and their non-disadvantaged peers nationally.
- 4.4 Boys' progress in writing, KS1-2, was weaker than that of girls, although boys made better progress in mathematics. The progress of SEN pupils with a statement or those with an education, health and care plan, was below average in reading, writing and mathematics at KS2.

5 Information on Progression of Young People beyond KS4

- 5.1 In 2016 Harrow was ranked 3rd highest in London for the participation of young people at ages 16 and 17, with a total of 96.7% compared to London's 93.1% average and national average of 91.5%. Harrow is in the top 10 authorities nationally for the successful progression after GCSE of young people entitled to free school meals. Seven others are also London authorities. Harrow is also among the highest performing authorities in the country for the percentage of young people who are in Education, Employment or Training (EET) after the age of 16. Harrow has been recognised for these achievements and has hosted a 'best practice' visit by OFSTED and London Councils with respect to EET.
- 5.2 Challenges remain because levels of participation are so high, those who do not participate often need specialist intervention. For example, as a percentage of our young people who are Not in Education, Employment or Training (NEET) too many have a special educational need. We also need to have more success with children looked after by the local authority. In order to reduce NEET figures further, Harrow has, in addition to existing programmes, facilitated a pre-NEET programme for young people aged between 14 and 16 who are at risk of being NEET.

6 The profile of schools in respect of Ofsted Judgement

Currently, the proportion of schools in Harrow that are at least good or outstanding on Ofsted criteria is 94%. This is a total of 57 schools and includes all four special schools (100% outstanding) and secondary schools (70% outstanding and one Requires Improvement). The proportion of good and outstanding schools in Harrow is well above the national average in England. Indeed, 28 schools (51%) are currently outstanding.

Two schools currently require improvement and one school is currently in the official Ofsted category of Special Measures. The Harrow School Improvement Partnership (HSIP) advisers are working very closely with the three schools that are not yet good, to ensure that they reach the minimum acceptable standard as soon as possible. Robust Partnership Plans supported by close monitoring ensure that the right level of challenge and support is provided for these schools.

Almost all Ofsted reports published for Harrow schools, speak very positively about the good work of the local authority in supporting and challenging the schools to move forward. For example, *The local authority has provided good and effective support and challenge for the school. Local authority representatives frequently review the school's progress and provide leaders with specific and relevant indicators for further improvement. They have also supported the development of governors. School leaders value the quality of support provided* are typical statements made in Ofsted reports over the past two years.

The Ofsted inspection framework sets out detailed criteria against which inspection judgements are made. If a school does not meet criteria for Good, it will be judged to be Requires Improvement or below. A confidential annual risk assessment is carried out by HSIP to identify those schools which may be at risk of an Ofsted inspection judgement of below Good. This assessment is not intended to replicate the Ofsted framework, but will highlight any areas of concern based on current information. Where appropriate, this will result in discussions with school leaders and governors. Given the strong emphasis in the framework on the performance of groups, HSIP's risk assessment looks carefully at the performance of disadvantaged pupils and those with special educational needs, for example. Focussed work is being done with some schools to improve the outcomes of vulnerable groups and to diminish differences between these groups of pupils and their peers locally.

7 School improvement in a rapidly changing context

The new HSIP school improvement offer for 2017-18 reflects our ambition that all schools in Harrow are good or outstanding so that life chances for all children and young people are improved.

We recognise that schools have a responsibility for their own improvement and for making the best use of the resources available to them. We believe that the strong partnership that exists between schools and the Local Authority is a valuable factor in the history of successful outcomes for children and young people in Harrow.

The HSIP SLA is also designed to reflect national policy and guidance changes. These include:

- The Framework for School Inspection (September 2016);
- The Schools' Causing Concern Guidance (March 2016); and,
- The White Paper, 'Educational Excellence Everywhere' (March 2016)

Regional School Commissioners, charged with leading the drive towards what is being termed a 'school-led system', are encouraging schools to form into multi-academy trusts (MATs), in effect academy chains, so that accountability is managed by these trusts rather than directly by the DFE. However, it is recognised that:

'While the number of academies will continue to increase, we will have a diverse system of maintained schools and academies for some time, and during this interim period, local authorities will continue to play an important role in relation to their maintained schools, including helping to deliver a school-led improvement system.'

(Recent letter (December 2016) from Martin Post, Regional Schools Commissioner for North West London & South Central).

By offering a tailored programme of robust support and challenge to our schools, HSIP aims to ensure that all schools are self-evaluating, self-managing and self-improving and demonstrate the following features:

- excellent teaching, so that the needs of every child are met;
- a broad, balanced and flexible curriculum which enables pupils to enjoy learning, make good progress and achieve well;
- high expectations of all pupils;
- attainment and progress above national expectations, and strong evidence of gaps diminishing between disadvantaged pupils and their peers;
- a well-led and highly skilled workforce;
- effective succession planning is in place especially with regard to school leadership;
- good behaviour and the promotion of health, wellbeing and safety;
- the chance for pupils and families to express their views and can evidence that these are acted on;
- strong partnerships across the learning community enabling collaboration and the sharing of best practice;

- children and young people are at the centre of decision making;
- governing bodies fulfilling their strategic role in challenging and supporting their schools;
- strong models of leadership development to support succession planning;
- prepare pupils for life in modern Britain.

Next steps

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

Risk Management Implications

Risk included on Directorate risk register? Yes

Separate risk register in place? No

Legal Implications

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

Financial Implications

The Local Authority currently funds its strategy for school improvement, covering the cost of LA statutory functions. The remainder of the funding for school improvement provision comes directly from schools through their Dedicated Schools Grant (DSG). The overall resource funds Harrow School Improvement Partnership (HSIP), which is valued by schools, most of whom are full members of the partnership.

Equalities implications / Public Sector Equality Duty

The relatively weaker progress of SEN pupils, in particular those with education, health and care plans, although improving, is still a concern and the Local Authority through the Harrow School Improvement Partnership has established a clear strategy to ensure that differences in outcomes are diminished and all groups achieve in line with the high standards of achievement in Harrow. The strategy is focussed on supporting and challenging individual schools to improve the quality of their provision in the context of a Partnership Plan, so that all groups achieve well against their peers. As a result, no group is disadvantaged in Harrow; all groups are making sound progress; however, there are some variations between groups on how much progress they are making over time.

Council Priorities

The Council's vision:

Working Together to Make a Difference for Harrow

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

Section 3 - Statutory Officer Clearance

Name:	Jo Frost	<input checked="" type="checkbox"/>	on behalf of the Chief Financial Officer
Date:	2 February 2017		
Name:	Sarah Wilson	<input checked="" type="checkbox"/>	on behalf of the Monitoring Officer
Date:	24 January 2017		

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

NO

This report is for information only. There is no decision to be made which would have an impact on the Council's Equality, Policies and Procedures.

There are however, equality implications in respect of raising achievement of some minority groups, for example pupils with SEND.

Section 4 - Contact Details and Background Papers

Contact: Nasim Butt, Head of Service, School Improvement.
Tel : 020 8736 6520 nasim.butt@harrow.gov.uk

Background Papers:

HSIP Annual Report (AGM September 2016) (see enclosure)

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

NOT APPLICABLE

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



HSIP Annual Report 2015-16

-  High Quality
-  Locally available
-  Achieving Excellence



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Harrow School Improvement Partnership

Annual Report 2015-16

Council Values and Priorities

Introduction

The Harrow School Improvement Partnership (HSIP) is a dynamic initiative to ensure that schools in Harrow have access to high quality, locally available school improvement provision. HSIP operates rigorous quality assurance to ensure that all support is delivered by high calibre, experienced and credible professionals.

HSIP Management Board consists of representatives from Harrow primary, secondary and special schools, governor representatives and a representative from the local authority. The partnership is with schools in collaboration with the local authority and reflects the schools' and Harrow Council's commitment to educational excellence. The Board meets six times a year and provides the strategic direction for HSIP and is responsible for monitoring the impact of HSIP's work on school improvement and outcomes for schools.

September 2015 saw the start of the SLA with the HSIP membership period. This was a very challenging start to the academic year for the HSIP service as we had moved to new premises at Whitmore High School. We would like to thank Sue Hammond, Headteacher, the Staff and Governors of Whitmore high School for facilitating this move for us. We are absolutely delighted with our new modern office and have enjoyed working here during our first academic year. Farzana Aldridge, Head of HSIP resigned to move to be Director of Brent Schools Partnership (BSP). We wish Farzana every success in this role. Nasim Butt was appointed Interim Head of HSIP and is presently leading the team. Other HSIP staff who have left include Ruth McGill, Senior School Improvement Adviser and Maggie Crawford, Literacy Curriculum Adviser. We are pleased to share that Ruth and Maggie are both continuing as External Consultants. Mayolin Henry was successful in being appointed Business Development, Marketing and Communications Officer in the EYFS team three days a week. Rob Hawkes was appointed School Games Organiser (SGO) three days a week. We would like to congratulate Mayolin and Rob on their promotions.

The HSIP membership consists of 38 out of 40 primary schools 2 special schools, and the two Children's Centre hubs within Harrow. Additionally, several secondary schools are HSIP members or associate membership. HSIP has also been commissioned by schools outside of Harrow to deliver school improvement services.

HSIP has been commissioned to undertake the local authority statutory responsibilities in respect of school improvement. We also welcome Geri Gowans, Senior School Improvement Adviser, to the HSIP team. Geri is also responsible for supporting the strategic direction of SEN for the local authority.

The profile of Harrow schools in respect of Ofsted Judgements

Currently, the proportion of schools in Harrow that are at least good or outstanding on Ofsted criteria is 94%. This is a total of 57 schools and includes all four special schools (100% outstanding) and secondary schools (70% outstanding and one Requires Improvement). The proportion of good and outstanding schools in Harrow is well above the national average in England.

HSIP advisers have been working very closely with the very few schools that are not yet good, to ensure that they reach the minimum acceptable standard as soon as possible. Robust Partnership Plans supported by close monitoring ensure that the right level of challenge and support is provided for these schools.

Almost all Ofsted reports published for Harrow schools, speak very positively about the good work of the local authority in supporting and challenging the schools to move forward. For example, *'The local authority has provided good and effective support and challenge for the school. Local authority representatives frequently review the school's progress and provide leaders with specific and relevant indicators for further improvement. They have also supported the development of Governors. School leaders value the quality of support provided'* are typical statements made in Ofsted reports over the past 18 months.

School Risk Assessments

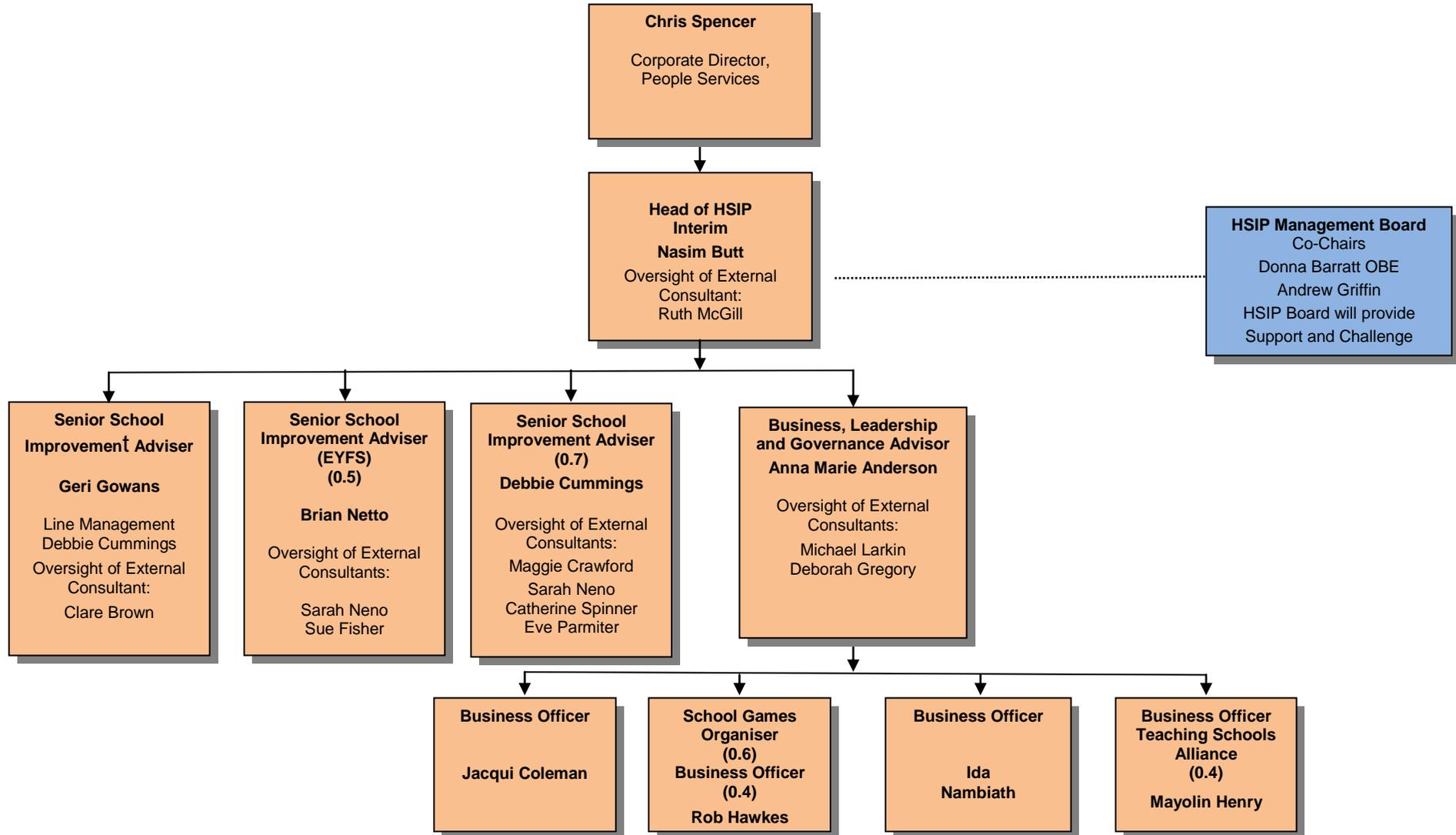
HSIP undertakes two risk assessments of its schools during the course of the year: one is a Raise online and inspection dashboard risk assessment in December/January based on a lead inspector's perspective and approach to historic performance data, generating key lines of enquiry for the consideration of leaders and governors. The second is an end of year comprehensive risk assessment evaluating achievement trends and the impact of leadership and management in improvement teaching and pupil outcomes. Both documents were shared with our schools in 2015-16 and the feedback from Headteachers has been very positive.

HSIP also categorise schools in their own three risk categories as a result of the risk assessment process and to target support with greater precision. In 2015-16, the definition of the risk categories was further refined as shown below:

Category 1	Low risk as demonstrated by strong performance across a wide range of school improvement indicators coupled with a strong capacity for further sustained improvement;
Category 2	Moderate risk, some vulnerabilities as demonstrated by one or more school improvement indicators, but good capacity to improve based on previous success in combating weaknesses;
Category 3	High risk as demonstrated by sustained below average performance on key school improvement indicators; school causing concern (automatically includes any school that is currently an Ofsted grade 3 (RI) or 4 (special measures/serious weaknesses).

By the end of the academic year 2015-16, the large majority of our schools were judged to be in category 1, and a few in each of categories 2 and 3. The level of support and challenge provided is commensurate with the outcomes of the risk assessment process.

HSIP Structure Chart 2016



The HSIP School Management Board

Headteachers

Donna Barratt		Glebe Primary School (Co Chair) (dbarratt.310@lgflmail.org)
Andrew Griffin	-	Vaughan Primary School (Co Chair) (agriffin13.310@lgflmail.org)
Darren Aisthorpe	-	Elmgrove Primary School and Nursery (daisthorpe.310@lgflmail.org)
Jane Faint	-	St. Teresa's Catholic Primary School and Nursery faintj@st-teresas.harrow.sch.uk
Jo Hester	-	St. John's C of E School (jhester1.310@lgflmail.org)
Sue Maguire	-	Hatch End High School mauire@hatchend.harrow.sch.uk
Chris Spruce	-	Heathland Whitefriars Federation (head@heathland.harrow.sch.uk)
Nina Will	-	Stag Lane Infant School and Nursery (willnina@hotmail.com)

Governor Representatives

Jim Coyle	-	Governor, The Sacred Heart Language College coylejamesj@aol.com
Marie-Louise Nolan - School	-	Governor, Whitefriars School and Weald Rise Primary mlsnolan@aol.com

LA Representative

Chris Spencer		Corporate Director of People Services chris.spencer@harrow.gov.uk
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Nasim Butt	-	Interim Head of HSIP (Nasim.butt@harrow.gov.uk)
Anna Marie Anderson -	-	Business, Leadership and Governance Adviser anna-marie.anderson@harrow.gov.uk

Examples of HSIP's delivery and achievements in 2015-2016

Advice, support and challenge: All schools which are members of HSIP have been provided with school improvement support and challenge as part of their membership agreement with HSIP. These sessions also include focused review and evaluation of Teaching and Learning, Leadership and Management and Behaviour and Safeguarding. A flexible response has been made to the needs of schools so that schools have been able to access support which reflected their context and priorities.

Inspection Support: Pre inspection support has been provided to all schools inspected. This has included support for self evaluation as well as support to improve key areas of the school's work. Seven schools in Harrow were inspected by Ofsted during 2014-15.

Continual Professional Development (CPD): Based on the analysis of needs in schools 246 Central CPD sessions have been delivered. A total of over 3500 participants have attended these sessions. Participants in CPD have included Headteachers, Senior Leaders, Teachers, Support Staff and Governors. Of these, 192 places were taken up on training and support provision for governors. The evaluation of CPD provision shows overwhelmingly positive feedback on the quality and impact of the CPD provision from HSIP.

Children's Centres: Support and challenge has been provided to the children's centre hubs in line with the LA commission to HSIP. This has included coaching on SEF writing, training sessions about robust evidence bases for inspections and other bespoke support, for example focused reviews evaluating the impact of the centre's work on the LA's target groups in the reach area.

Leadership Development: HSIP has comprehensive data which shows the impact on Harrow teachers who have participated in the Leadership Development opportunities running in Harrow. 90% of those participating in these Programmes have got "next step" promotions including Headship.

HSIP in partnership with the HTSA and the Institute of Education (UCL) has run a comprehensive Leadership and Development Programme including Programmes for Early Leaders, Middle Leaders, Aspiring Deputies and induction programmes for new Assistant, Deputies and Heads. Evaluations have been overwhelmingly positive about the programmes with 100% of participants agreeing or strongly agreeing that these have significantly contributed to improved outcomes for the pupils in their schools.

HSIP has successfully brokered the support of NLEs, LLEs and SLEs to support headteachers of schools in challenging circumstances. This has been effective in enabling these schools to make rapid progress and increase the competence and confidence of individuals in these schools.

HSIP offers a wide range of training and development programmes aimed at improving teaching and learning, and supporting NQTs.

Headteacher and senior leadership recruitment: HSIP has supported governors in the appointment of 3 Headteachers/senior leaders over the last year.

Assessment: 2015-16 was the first year that children in Y2 and Y6 were assessed against the new National Curriculum and related Interim Teacher Assessment Frameworks. This proved to be a challenging year as timescales for the publication of key guidance and resources was delayed. School and HSIP colleagues worked hard to ensure that children and teachers were prepared to achieve to their full potential; work in this area included:

- updates and training for teachers in Y2 and Y6 was adjusted so that teachers received information and materials to support their role in end of key stage assessments
- developing new materials and training for Key Stage 1 and 2 moderation teams to ensure that colleagues were as clear as possible about expectations during this first year of new arrangements
- successful completion of 23 visits to quality assure moderation judgements at Key Stage 1 and 2
- HSIP received an external moderation visit from STA, who confirmed that procedures in this area were robust

Ongoing support around the assessment without levels agenda was also provided in a number of ways:

- continuing to facilitate the 'assessment working group' of schools who have worked to embed their new assessment frameworks, complete on-going between school moderation activities, as well as sharing of test data to support standardisation and moderation
- offering schools a 'sounding board' in identifying appropriate frameworks for their schools.
- offering a framework to schools to enable them to discuss and compare assessment information.

Priorities in this area for 2016-17 include:

- ensuring that schools are informed and prepared for 2017 assessment and accountability arrangements, following publication of the Interim Teacher Assessment Frameworks 2017
- supporting schools to continue moderate teacher judgements without levels
- provide schools with information about how they can use SIMs to support data collection and analysis

NQT Professional Development Programme: This year an NQT Induction Working Group formed to evaluate the current provision for NQTs in Harrow and develop a new central programme to meet the needs of current NQT cohorts. The 2016-17 programme aims to support NQTs in key aspects of their professional development through a mixed delivery model of overview sessions, tailored workshops, school based enquiry and professional reflection. NQTs will have an opportunity to build their skills in enquiry based research and reflective practice and to gain accreditation at a diploma or Masters level should they wish to do so over their first 5 years in the profession. The programme began on September 15th, with a Welcome to Harrow event for NQTs and their induction tutors.

Harrow Schools' Film Festival and Awards 2016: This July saw the third year of our annual film festival and awards. The theme this year was COLOUR and drew in over 40 film entries from EYFS to Y6 pupils in 14 of our schools. The awards event itself attracted over 375 children, parents and teachers who came together to see a fantastic array of films and animations. We were delighted that The Worshipful Mayor, Councillor Rekha Shah opened the event and noted the great atmosphere and the extremely high standard of films. We have also linked up with the London Asian Film Festival, who will be offering the opportunity for films to be aired at a cinema in central London in March 2017. Schools who have been involved with this project since 2013 have commented on the impact it has had for children in providing motivating contexts for writing and in building confidence to join in with group work. Our priority for 2016-17 will be to ensure that all primary schools are aware of the event and to increase school participation.

Harrow SACRE had a very busy year in 2015 – 2016 and published guidance on:

1. The PE curriculum and religious jewellery,
2. The authorising of school absence for religious observance 2015-2016
3. Fasting during Ramadan (largely adopted by a neighbouring authority)
4. An updated school self-evaluation form for religious education

This guidance is available on the new Harrow SACRE website at www.harrow.gov.uk/SACRE .

SACRE also began work with the Council on amending its constitution and this will be finalised in this year. School absence guidance will be updated for 2016-2017. The Agreed Syllabus Conference also met in 2016 and agreed a new Agreed Syllabus for RE which is now with the publishers and should be in school by the new term,

SEND 2015/16 This year our schools have embedded the changes to our assessment and provision of education for children and young people with special and additional educational needs, articulated in The Children and Families Act 2014. Parent choice and pupil voice now drive our decisions and high quality teaching and learning.

We have developed the SENCO and Inclusion Managers' Forum as the main networking, information, training and services gateway for Harrow mainstream schools. We now meet for 3 full days per year. We support all stakeholder professionals to work effectively with our schools, providing a gateway for new services and initiatives.

We have begun the complex process of auditing student and pupil needs and provision across the borough, not only those which meet thresholds for EHCPs, but also those needs which block learning and wellbeing. This rich data is essential to strategic planning and co-commissioning. We have supported the NHS Harrow Clinical Commissioning Group's scoping of children and young people's mental health needs.

We have delivered quality CPD and given informed advice across a variety of identified special needs including emotional vulnerability. We have supported working/sharing between schools and services.

We have delivered support and advice to new and experienced SENCOs and inclusion managers. We have audited provision and delivered bespoke training. We have shared high expectations of children and young people with SEND and have guided schools in making impact and value for money assessments of all interventions.

We have contributed to Harrow's strategic debate and planning by sitting on working parties and strategic groups and speaking for our schools.

We congratulate the SENCOs who have graduated from their masters' degrees and those who have begun them through our partnerships with IOE and now UEL.

PE and Sport: Following up from the PE audits which were delivered between 2013 and 2015, a new PE package was offered to schools which were bought by taken up by 17 schools. HSIP also received funding from London Sport in order to work with schools targeted schools to support these schools in the delivery of the PE and sport programme, and compliance with the PESP reporting.

In 2015-16 there were 10 central CPD sessions, attended by 170 practitioners and covering teaching and learning, dance, gymnastics, officiating, training in generic skills and specific 'sporting snapshots.' 35 out of 40 Primary Schools were represented at least once at termly seminars. Feedback throughout the year was overwhelmingly positive, both about the quality of the training and its impact over time. Dissemination of cameos of good practice identified in individual schools has helped to strengthen subject leadership and provision. A teaching and assessment Toolkit was launched which provided a comprehensive guide to skill progression in PE from Early Years up to the Key Stage 3 transition.

Glebe Primary School were supported to achieve the afPE Quality Mark with distinction reflecting teaching and learning whilst Stag Lane Infant School also achieved the Quality Mark.

HSIP was able to deliver this level of school focused support and the specialist advice of the external PE consultant because most schools subscribed to the PE and Sport package. In 2015 – 2017 we are offering a new subject-specific package, targeting those areas which are priorities across most schools: teaching, learning and assessment in PE, with particular focus on challenging the more able and providing differentiated support for lower attainers; supporting PE leaders in monitoring and evaluating, including the impact of CPD on improving teaching and learning; support with data analysis and planning for improvement.

HSIP relies on the School Games Organiser (SGO) grant to fund the annual sports calendar. In 2015-16 we offered 36 sports competitions across 16 sports, many of which involved community sports clubs as volunteers or as hosts. These events were organised and run by Rob Hawkes and a variety of schools who contributed specialist expertise

Approximately 4000 pupils participated in competitions over the year and there were more than 100 school entries each term. The Harrow Primary Schools Athletic Championships 2016 (Borough Sports) was held on 22nd June 2016 at Bannister's Sports Centre. We had representatives from 32 Primary Schools whilst Alexandra School also sent a team. There was more than 700 pupils participating on the day. Additional track and field races were introduced so that more pupils with visual impairment and physical disability and statemented pupils could represent their school in competitive sport. London 2012 Olympic Torch bearer, Joe Gilbert participated in the opening ceremony, presented medals and certificates.

In July 2016, Rob Hawkes took over full responsibility for the School Games Organiser role for an initial period of a year and will lead on delivering competitions and leadership opportunities whilst increasing club engagement and opportunities. In 2016-17 we are targeting increased inclusive provision in our competition calendar, increased participation from girls and more leadership opportunities.

With the SGO role, come accountability and targets. We are on target to increase the number of Gold Games Marks that will be achieved for 2015-16, which reflects the progress schools are making. In 2016-17, we need to target schools who have been less engaged in order to help them achieve Bronze or Silver Games Mark. We also have targets relating to Change4Life and workforce (young people and volunteers). We plan to reach these targets by working more closely with High Schools and the councils Sports development team. In all areas we are reliant on data from primary and High schools to complete our Annual Report, which is an obligation of the SGO role.

Healthy Schools and PSHCEe: HSIP was commissioned by Harrow Public Health in 2015-16 to deliver to support schools in promoting pupils' physical fitness and awareness of healthy lifestyles as part of the healthy schools agenda. August 2016 Gill Roberts retired and Harrow's Public Health team have taken over responsibility for the Healthy Schools Programme from September 2016. They are responsible for continuing with the great progress that has been made by Gill. We would like to thank Gill for her hard work on this programme over the last several years. The steady increase of the number of schools receiving the Healthy Schools Accreditation is testament to the effectiveness of this work. HSIP will continue to support the healthy schools initiative with it's work on embedding PSHCE, SMSC, PE and Sports and emotional literacy curriculums in our schools.

Our key performance indicators were expressed as numbers of schools registered on the Healthy Schools London website and achieving the Awards. In September 2016, 43 schools are registered, 12 schools have achieved Bronze and 12 have achieved Silver. Gill Roberts has also delivered central CPD in the form of surgeries and termly seminars for PSHCEe/HSL leaders.

Children's Services have commissioned HSIP to deliver specific work streams. Please refer to Appendix 1.

Knowledge Centres and the partnership with the Harrow Teaching School Alliance 2015-16

After a fair and transparent interview process in the summer term of 2015, the Knowledge Centres were designated by HSIP and the delivery of seminars and school to school support continued. The concept of Knowledge Centres reflects the National and Harrow-wide commitment to supporting schools to improve through school to school support and training. The principles of the Knowledge Centres are based on current research assigned to National Teaching Schools which supports the notions that leaders and staff in schools are best placed to lead improvement and that there is a reciprocal benefit for both the leading schools and those being supported.

Knowledge Centres and working closely with the designated Teaching Schools are an important part of HSIP's wider focus on continuous improvement through partnerships within and across schools in Harrow. Knowledge Centres complement and link to the strategic support and training aimed at ensuring all schools are good to outstanding and that all pupils in Harrow make the best possible progress.

With the approval of the HSIP Board, designated Knowledge Centres, each received £10,000 for 2015-16 to ensure that they had the capacity to deliver school to school support.

The eight Knowledge Centres are:

Schools:	Specialising in:
Glebe Primary School	EAL and promoting communication and language learning
Heathland School	Leadership
Norbury Primary School	Safeguarding
Priestmead Primary School	Experiential Learning Opportunities – Primary Futures
St Bernadette's RC Primary School	SEN
St. Joseph's RC Primary School	ICT
Stag Lane Infants School	Early Years
West Lodge Primary School	ICT

Over 37 Seminars were delivered in 2015/16. Attendance varied but over 200 colleagues attended seminars with 96% of those who attended stated that learning was successful

Other positive comments included:

- *I was able to watch good teaching in action*
- *I liked hearing for teachers who do it in their own school*

The timings of the seminars varied as some seminars provide colleagues with the opportunity to visit classes to see good practice, while the best attended were twilight sessions.

Where Knowledge Centres have not delivered the required number of seminars in 2015/16, usually because of capacity, they will be required to provide the additional seminars in 2016/17 in order to honour their full two year commitment.

Ways Forward for 2016/17 to ensure quality CPD, greater impact in schools and value for money for HSIP:

- HSIP and The Harrow Teaching School Alliance have agreed **facilitator training** from the University College Institute Of Education (UCIOE) to ensure that deliverers of Knowledge Centre Seminars are skilled in delivering adult learning
- Knowledge Centres **Quality Assurance** - Knowledge Centres, under the umbrella of Harrow Teaching School Alliance, will apply for the prestigious CPD Quality Mark from the UCIOE. Both Glebe School and Norbury School have already received this very prestigious award which recognises school commitment and skills in delivering quality CPD.
- The experienced deliverers of Knowledge Centres will apply to become **Specialist Leaders in Education**. Essentially these teachers will be recognised for helping raise standards through school to school support and peer to peer learning. This is national quality assurance for individuals delivering CPD to colleagues, designated by the DFE.
- A closer working relationship between HSIP and the Harrow Teaching School Alliance to sign-post and guide the work of knowledge Centres particularly in delivering some additional bespoke support. **HSIP advisors will guide the Knowledge Centre delivery** to ensure it is current and relevant.
- **Improved marketing** in order to encourage colleagues to attend and request support from Knowledge Centres through HSIP or the Harrow Teaching School Alliance

Primary Pool 2016: This academic year we piloted a new approach to the Harrow Primary Pool. The first set of interviews were held in February 2016 and the second in March 2016. The Primary Pool was facilitated by a Harrow school, which dramatically reduced the costs, and was welcomed by graduates.

In total there were 57 applications; 42 were recruited within Harrow schools and 10 were employed outside of the borough.

Currently there are 8 candidates 'live' on the system - 4 'Good' and '4 Satisfactory with Potential'. There are 5 new applications that have been submitted since the closing date.

We would like to take this opportunity to thank Andrew Griffin, Headteacher and Vaughan Primary School for hosting this event and all the Headteachers who contributed to the success of the Primary Pool 2016.

Governing Body: HSIP has continued to work in close partnership with the Association of Harrow Governing Bodies (AHGB) looking at ways we can better support governors through responding to feedback from them. This is incorporated into our Governors' Development and Training Programme and in the organisation of the Annual Governors Conference, as well as including any new initiatives and changes to governors' roles and responsibilities. In May we facilitated training on Safeguarding at the AHGB's termly workshop. We are working with AHGB on the governors' section of the new HSIP website and in the provision of online governor training opportunities.

Early Years: During 2015-16 a new early year's team has been recruited to work with schools and PVI's [Private, Voluntary and Independent settings as well as childminders]. In May 2016 Cabinet agreed the council's early year's strategy and key performance indicators, and the Childcare Sufficiency Assessment was published. Settings have been supported via training and bespoke visits. As a result, over the year 85% of settings were good or better, around the national average for PVI's as judged by Ofsted. Only one setting was judged inadequate. 67.5% of childminders were good or better. PVI's have responded positively to the support provided with high attendance at the annual conference, the termly forums and the training sessions.

The take up by two year olds of free early education and childcare, improved by 9% from 2015.

The impact of HSIP's work

The HSIP team working in partnership with schools has had a significant impact on improvement in schools including educational outcomes for children and young people. HSIP's impact is also reflected in the very strong inspection outcome profile in schools in Harrow.

Improvements in quality of provision and leadership in schools: The impact of HSIP's work over 2015-16 can be seen in the progress schools make against their improvement plans. In particular, schools have identified significant improvement in their provision and practice in the following areas, which has been validated by Senior School Improvement Advisers:

- improved processes for monitoring and tracking pupil achievement
- overall improvements in the quality of teaching and learning
- strengthened leadership capacity at all levels
- improvements in the quality of governance

OFSTED inspection judgements: 7 schools have been inspected during 2015-16. Of these, 6 were judged good or outstanding including 2 schools who were previously judged as requires improvement.

Future challenges for HSIP

The most significant challenges for HSIP are:

- Through a consultation process designing a new delivery model
- Ensuring that no school in Harrow is below Good and at least 50% are Outstanding.
- Responding to national developments and changes to the educational landscape by ensuring schools are well placed to respond to, and benefit from these changes

Below is set out the key priorities in the HSIP Delivery and Improvement Plan for 2016-17, which details the main agenda for the HSIP Management Board and for the Head of HSIP for the coming year.

Focus Area	Priority
School Improvement Strategy	Leading and Managing the Implementation of the Harrow LA School Improvement Policy and Strategy
Leadership and Management	Supporting schools to achieve outstanding leadership at all levels, including governance
Assessment and Data	Improving school's skills and capacities in the effective use of assessment and data to improve pupil outcomes
Closing the Gaps	Supporting and challenging schools to close the achievement gap between vulnerable and disadvantaged pupils and their peers
Continuous Professional Development	Support schools in continuous development around key priorities relating to context of needs of individual schools and local and national priorities.

Early Years Foundation Stage	Supporting schools in implementing the national changes resulting in improving further the outcomes by the end of the EYFS; additionally, improving quality of provision and outcomes in the PVI settings
Safeguarding including Personal Development, Behaviour and Welfare	Supporting and challenging school's to achieve outstanding, including personal development, Behaviour and Welfare
HSIP Business Management	<p>Provide a professional administration and business support service that offers a flexible and consistent service (based on the resources provided) that can meet identified specific needs. The Business support should continue to promote and develop a detailed understanding of the tasks and processes through HSIP so that all workflows are delivered to a high standard.</p> <p>This is to secure high quality and longer term sustainability</p> <p>To provide HR: Processes and systems and Headteacher recruitment</p> <p>To support the Headteacher Conference</p>
Leadership and management of HSIP Core Team	<p>Provide a safe working environment for staff, provide clear career pathways, a variety of work and progression for staff working in the service supported by a robust and effective supervision process</p> <p>The team have the appropriate training, skills and technology needed to deliver the right services</p> <p>To establish policies and procedures that support the functions of HSIP Business Management</p>

Nasim Butt,
Head of Harrow School Improvement Partnership (Interim) on behalf of the
HSIP Management Board
September 2016

LOCAL AUTHORITY SCHOOL IMPROVEMENT COMMISSION

SERVICE SPECIFICATION (April 2016 – March 2017)

Revised March 2016

Part A: Introduction

1. Commissioner:

Corporate Director of People Services, on behalf of Harrow Council

2. Commissioned School Improvement Provider:

Harrow School Improvement Partnership (HSIP)

3. Background/Context

- i) People Services carry out the education strategic functions and statutory powers of the Local Authority – these include pupil admissions, school organisation and pupil place planning and the commissioning of school places, education strategy including the early years strategy, monitoring of school performance and statutory powers of intervention, strategic governance and governing body services, strategic relationships with the DfE and EFA.
- ii) On behalf of the Local Authority, Harrow School Improvement Partnership (HSIP) is commissioned to carry out some of its statutory duties (but not powers), which are defined in this specification.
- iii) This specification defines the duties and functions that HSIP is commissioned to deliver.
- iv) The Council, working with the HSIP Partnership Board, will undertake an options analysis of the future of HSIP. In the event of HSIP becoming a separate legal entity, the Council's procurement rules will apply and the terms of this specification may cease.

4. Duration and Annual Timetable:

- i) The Council will initially commission school improvement activities through the HSIP for the period 1st April 2016 – 31st March 2017.
- ii) There will be an annual review of the specification in August, also subject to in-year changes due to unforeseen circumstances.
- iii) There will be half yearly (February and August) contract performance reviews. The February review will identify any proposed changes to the specification for the following financial and/or academic year. The August review will include identification of schools to be supported by HSIP in the next academic year.
- iv) HSIP will provide an annual report to Children's Services Management Team (CSMT) in September, describing the activities delivered in the previous year and the impact of those activities against key performance indicators.

5. Aims and Objectives

The Council's aim is to maintain and further develop high quality educational provision in Harrow that improves learning outcomes for all children and young people and reduces the achievement gap for vulnerable pupils.

The objectives of this commission are to:

- i) Provide support and challenge to schools, principally school leaders and Governors, in raising standards generally and for specific groups of pupils that narrows the achievement gap.

- ii) Improve the quality of educational provision in schools year on year.
- iii) Contribute to the Local Authority's (LA) knowledge of schools so that schools causing concern can be identified at the earliest possible stage and rapid improvement secured.
- iv) Secure those rapid improvements through providing support and challenge to any school placed in a category by the regulator, Ofsted, or meeting the local criteria for a school causing concern.
- v) Undertake the statutory moderation functions on behalf of the LA for Key Stages 1 and 2.
- vi) Undertake the statutory monitoring – including access arrangements, on behalf of the LA for KS1 Phonics and KS2 SATs.
- vii) Undertake the role of the Appropriate Body on behalf of the LA for newly qualified teachers.
- viii) Deliver high quality, statutory governor training.

In addition, HSIP will:

- ix) Contribute to the development and implementation of the LA's safeguarding arrangements for schools, for example, leading multi-agency safeguarding audits; attendance and contribution to LSCB meetings, including sub-groups where appropriate, and; attendance at strategy meetings.
- x) Alert the LA to any concerns regarding individual vulnerable pupils, in particular Children Looked After and children subject to a Child Protection Plan.
- xi) Contribute to the Council's equalities objectives and carry out statutory public sector equalities duties.
- xii) Alert the LA where there is evidence of irregular practices and / or statutory non-compliance is found, e.g. health and safety, information security, finance, etc.
- xiii) Contribute to the development and implementation of the Council's Strategy in relation to schools and education for example, 14-25, early years and SEND.

6. Funding Allocated for the period:

2016-17	LA	Core:	£170,000
		Governor training:	£ 15,000
		<i>Children's centre improvement</i>	£ 12,000
	Total		£197000

Notes:

Part B: Outcomes and indicators

Objective	Output	Outcome
1. Provide support and challenge to schools, principally school leaders and Governors, in raising standards generally and for specific groups of pupils that narrows the achievement gap.	<p>Monitoring and moderating the quality of teaching and leadership in all schools</p> <p>Appropriate professional support and challenge for schools to secure improvements on their previous best</p>	<p>Outcomes across the statutory school age range and for specific groups are at least in line with national averages and year on year improvements lead to Harrow's performance being within the upper quartile nationally. And, at least, in line with statistical neighbours.</p> <p>Pupils in Harrow schools make at least the expected progress by the end of each key stage and a significant proportion make better than expected progress.</p> <p>Significant gaps in attainment for specific BME groups (in particular Black African), CLA, SEN and FSM (pupil premium), and in the EYFS are reduced more quickly than national rates of improvement and our statistical neighbours.</p>
2. Improve the quality of educational provision in schools year on year.	As above	<p>100% of schools good or outstanding by 2017.</p> <p>All schools maintain or improve on their previous inspection judgements (or sustain outstanding).</p>
3. Contribute to the Local Authority's (LA) knowledge of schools so that schools causing concern can be identified at the earliest possible stage and rapid improvement secured.	<p>Attend and report to SMG.</p> <p>Contribute to an annual risk assessment of all schools.</p>	Annual assessment of all schools identifies schools causing concern, applying the criteria highlighted in the agreed policy and strategy for school improvement.
4. Secure those rapid improvements through providing support and challenge to any school placed in a category by the regulator, Ofsted, or	Partnership plan agreed and delivered for individual schools.	School removed from the category or list of SCC within a 12-month period and judged internally to be good, with secure leadership and a secure improvement

meeting the local criteria for a school causing concern.		trajectory.
<p>5. Undertake the statutory monitoring and moderation functions on behalf of the LA for Key Stages 1 and 2 assessment.</p> <p>Currently this includes:</p> <ul style="list-style-type: none"> - Key Stage 2 Access Arrangements - Key Stage 2 monitoring of SATs - Key Stage 2 Moderation of Y6 writing teacher assessments - Key Stage 1 moderation of Y2 teacher assessment - Key Stage 1 monitoring of Y1 phonics assessment - EYFS moderation 	<p>Appropriate training and delivery plan in place.</p> <p>Monitoring and moderation forms provided to HSIP for statutory returns to be made.</p> <p>Applications for access arrangements are agreed and delivered.</p> <p>STA informed of any maladministration concerns. Undertake / commission investigation of maladministration on behalf of STA.</p>	<p>All school monitoring and moderation visits show full compliance with statutory requirements.</p> <p>Evidence that teacher assessment has improved as a result of moderation visits, as indicated in the formal record of moderation.</p>
6. Undertake the role of the Appropriate Body on behalf of the LA for newly qualified teachers.	<p>Appropriate Body responsibilities delivered for all Harrow NQTs.</p> <p>NQT induction programme available to HSIP schools.</p>	High quality NQTs – 100% of NQTs employed in Harrow schools are judged by their school to have met the Teachers Standard at the required level.
7. Deliver high quality, governor training, including statutory requirements.	<p>Deliver a robust high quality CPD programme in consultation with Harrow Association of Governors and the agreed MOU on governor training.</p> <p>100% of participants rate the training good or outstanding.</p>	Quality of Governance is rated good or outstanding in 100% of Ofsted inspections and / or by HSIP.
8. Contribute to the development and implementation of the LA's safeguarding arrangements, for example, leading multi-agency safeguarding audits; attendance and contribution to LSCB meetings, including sub-	<p>Safeguarding audit compliant with Section 11 prepared with all schools and made available to Independent Chair</p> <p>Contribution to multi-agency auditing.</p>	All school safeguarding judgements are good or better - children are safeguarded their welfare is promoted.

groups where appropriate, and; attendance at strategy meetings.		
9. Immediately alert the LA to any concerns regarding individual vulnerable pupils, in particular Children Looked After and children subject to a Child Protection Plan.		
10. Contribute to the Council's equalities objectives and carry out statutory public sector equalities duties.	Attendance at and contribution to the Directorate's Equalities Task Group as required.	Narrowing the gap targets delivered and outcomes for specific groups (specified BME,LAC, SEN, EYFS outcomes improved)
11. Alert the Corporate Director of People Services where there is evidence of irregular practices and / or statutory non-compliance is found, e.g. health and safety, information security, finance, etc.	Attend SMG and contribute to a termly risk assessment of all schools.	100% of schools good or outstanding by 2017. All schools maintain or improve on their previous inspection judgements.
12. Secure improvements in the quality of children's centres hubs and improve inspection judgements through challenge and support.	Action plan agreed and delivered for any centre causing concern	100% of children's centre hubs good or outstanding

HSIP Service Delivery Plan

Objective 1:

Provide support and challenge to schools, principally school leaders and Governors, in raising standards generally and for specific groups of pupils that narrows the achievement gap.

Outputs:

Monitoring and moderating the quality of teaching and leadership in all schools

Appropriate professional support and challenge for schools to secure improvements on their previous best

Outcomes:

Outcomes across the statutory school age range and for specific groups are at least in line with national averages and year on year improvements lead to Harrow's performance being within the upper quartile nationally. And, at least, in line with statistical neighbours.

Pupils in Harrow schools make at least the expected progress by the end of each key stage and a significant proportion make better than expected progress.

Significant gaps in attainment for specific BME groups, CLA, SEN and FSM (pupil premium), and in the EYFS are reduced more quickly than national rates of improvement and our statistical neighbours.

Activity	Targets	How will success be measured
Detailed analysis of school level data	Provision of high quality professional support and challenge available to 100% of Harrow schools, in line with the LA School Improvement Strategy HSIP communicates an accurate overview to the LA and schools on the educational performance and standards All schools are above Government Floor standards. Standards overall in the upper quartile nationally.	There is evidence of continuous improvement on key performance indicators at an individual school, and Local Authority, level taking into account the risks set out in section 13 above. This will be evidenced through the termly monitoring of school performance by HSIP advisers (notes of visit).
The availability to schools of focused support and evaluation		
The availability of a comprehensive CPD programme based on the needs and priorities of schools (including bespoke provision)		
Detailed analysis and review of LA level data on NtG groups against national and local benchmarks		
The implementation of the Harrow Council London "School Improvement Policy and Strategy" 2015.		

HSIP Service Delivery Plan

Objective 2:

Improve the quality of educational provision in schools year on year.

Outputs:

Monitoring and moderating the quality of teaching and leadership in all schools

Appropriate professional support and challenge for schools to secure improvements on their previous best

Outcomes:

100% of schools good or outstanding by 2017

All schools maintain or improve on their previous inspection judgements.

Activity	Targets	How will success be measured
<p>Access to: Joint review and evaluation of Teaching and Learning</p> <p>Capacity building for Leaders and Managers</p> <p>Advice on the implementation of new national initiatives and statutory requirements e.g. the curriculum</p>	<p>Teaching and Learning judged by HSIP to be at least good in 100% of schools.</p> <p>The quality of curriculum offered in schools meet the diversity needs in 100% of schools</p>	<p>Ofsted inspection data</p> <p>HSIP evaluation using Ofsted evaluation criteria for outcomes and the effectiveness of leadership and management</p> <p>Analysis of performance data for all groups</p>

HSIP Service Delivery Plan

Objective 3:

Contribute to the Local Authority's (LA) knowledge of schools so that schools causing concern can be identified at the earliest possible stage and rapid improvement secured.

Outputs:

Attend and report to SMG.

Contribute to an annual risk assessment of all schools.

Outcomes:

Annual assessment of all schools identifies schools causing concern.

Activity	Targets	How will success be measured
Attendance at SMG meetings	HSIP 100% representation at SMG	Attendance register
Implementation of the LA School Improvement Strategy.	HSIP systems reflect the LA School Improvement Strategy	LA School Improvement Strategy fully implemented
Implementation of agreed protocol, the raising of any safeguarding concerns in individual schools	All agreed safeguarding protocols implemented	Any safeguarding issues dealt with

HSIP Service Delivery Plan

Objective 4:

Secure those rapid improvements through providing support and challenge to any school placed in a category by the regulator, Ofsted, or meeting the local criteria for a school causing concern.

Outputs:

Rapid improvement plan agreed with ESS and delivered for individual schools.

Outcomes:

School removed from the category or list of SCC within a 12-month period and judged internally to be good, with secure leadership and a secure improvement trajectory.

Activity	Targets	How will success be measured
Partnership Plan established and implemented	Full and effective implementation of Partnership Plans	Partnership Plan review meetings and reports
Partnership Plan review meetings with LA	Termly review meetings identify at least adequate progress	
Close monitoring of progress against the Partnership Plan targets by Senior School Improvement Advisers	At least adequate progress	
Building capacity of school leaders (including governors) to evaluate progress against the Partnership Plan.	Engagement of Governors in Partnership Plan review	

HSIP Service Delivery Plan

Objective 5:

Undertake the statutory monitoring and moderation functions on behalf of the LA for Key Stages 1 and 2 assessment.

Currently this includes:

- Key Stage 2 Access Arrangements
- Key Stage 2 monitoring of SATs
- Key Stage 2 Moderation of Y6 writing teacher assessments
- Key Stage 1 moderation of Y2 teacher assessment
- Key Stage 1 monitoring of Y1 phonics assessment

Outputs:

Appropriate training and delivery plan in place.

Monitoring and moderation forms provided to ESS for statutory returns to be made.

Applications for access arrangements are agreed and delivered.

STA informed of any maladministration concerns.

Outcomes:

All school monitoring and moderation visits show full compliance with statutory requirements.

Evidence that teacher assessment has improved as a result of moderation visits.

Activity	Targets	How will success be measured
<p>Submit planning forms for KS2 moderation of writing assessments and KS1 moderation of teacher assessments to the STA</p> <p>Implement moderation programme for all schools with KS1</p> <p>Visit 25% of KS1 schools to moderate teacher assessments</p> <p>Implement moderation programme for teacher assessment of writing KS2</p> <p>Visit 10% of KS2 schools to moderate their writing assessments (this figure is expected to increase to 25% in 2016 as this is statutory)</p> <p>Visit 10% of schools administering KS2 National curriculum tests (SATs) to monitor implementation</p> <p>Visit 10% of schools administering the phonics assessment in Y1 to monitor implementation</p>	<p>100% of the activities delivered</p> <p>100% of schools compliant (over a four year period)</p> <p>All schools moderated accurately assess their pupils</p>	<p>Robust access arrangements in all schools, fully meeting the DfE standards</p> <p>Accurate assessment of phonics at Key Stage 1 and writing at Key Stage 2</p>

HSIP Service Delivery Plan

Objective 6:

Undertake the role of the Appropriate Body on behalf of the LA for newly qualified teachers.

Outputs:

Appropriate Body responsibilities delivered for all Harrow NQTs.

NQT induction programme available to HSIP schools.

Outcomes:

High quality NQTs – 100% of NQTs employed in Harrow schools are judged by their school to be at least satisfactory.

Activity	Targets	How will success be measured
<p>Provide an efficient NQT registration and monitoring service</p> <p>Provide a Named Contact for all NQTs and schools staff to provide support and challenge</p> <p>Deliver a comprehensive and highly effective central training programme for NQTs and induction tutors in line with the new Teachers' Standards</p> <p>Monitor termly assessments and work in partnership with schools to make decisions about satisfactory completion of induction for all NQTs</p>	<p>All schools, including academies, purchase the HSIP NQT package</p> <p>NQTs and their tutors are fully supported and achieve well</p>	<p>All NQTs registered efficiently with Harrow</p> <p>NQTs pass their induction period and are supported effectively if not meeting the Teachers Standards at the required level.</p> <p>Over 95% of evaluations completed agree that training has improved teaching and impacted on pupils' learning</p>

HSIP Service Delivery Plan

Objective 7:

Deliver high quality, governor training, including statutory requirements.

Outputs:

Deliver in consultation with Harrow Association of Governors a robust high quality CPD programme, meeting the requirements of the agreed MOU on governor training

100% of participants rate the training good or outstanding.

Outcomes:

Quality of Governance is rated good or outstanding in 100% of Ofsted inspections and / or by HSIP.

Activity	Targets	How will success be measured
Provide a full programme for all new Governors	Contact all new Governors to attend the induction programme and access the support	95% of participants rate the training good or outstanding

HSIP Service Delivery Plan

Objective 8:

Contribute to the development and implementation of the LA's safeguarding arrangements, for example, leading multi-agency safeguarding audits; attendance and contribution to LSCB meetings, including sub-groups where appropriate, and; attendance at strategy meetings.

Outputs:

Safeguarding audit compliant with Section 11 prepared with all schools and made available to Independent Chair

Contribution to multi-agency auditing.

Outcomes: All school safeguarding judgements are good or better - children are safeguarded their welfare is promoted

Activity	Targets	How will success be measured
<p>Contribution to LSCB QA sub-group meetings</p> <p>Completing and reporting on multi-agency audits and analysis of emerging strengths, gaps and priorities</p> <p>Launch and cascade of safeguarding audit</p> <p>Advise schools correctly on processes for handling complaints about agreed actions relating to CP plans and report concerns, using agreed mechanisms, where complaints system has not been effective</p>	<p>Enhance capacity of school leaders and disseminate safeguarding excellence</p> <p>Ensure children are safeguarded and their welfare is promoted</p> <p>Harrow schools compliant with safeguarding requirements</p> <p>Personal Development, Behaviour and Welfare judged good or better</p>	<p>All school safeguarding judgements are good or better - children are safeguarded in practice and their welfare is strongly promoted. Using Ofsted evaluation criteria for personal development, behaviour and welfare.</p>

HSIP Service Delivery Plan

Objective 9:

Alert the LA to any concerns regarding individual vulnerable pupils, in particular Children Looked After and children subject to a Child Protection Plan.

Outputs:

Need to Know form, or equivalent record, supplied to relevant Children and Families officers.

Outcomes:

Individual pupils at risk are safer.

Activity	Targets	How will success be measured

HSIP Service Delivery Plan

Objective 10:

Contribute to the Council's equalities objectives and carry out statutory public sector equalities duties.

Outputs: Attendance at and contribution to the Directorate's Equalities Task Group.

Outcomes: Narrowing the gap targets delivered and outcomes for specific groups (specified BME, LAC, SEN, EYFS outcomes improved).

Activity	Targets	How will success be measured
Contribute to Directorate's Equalities Task Group Enable schools to develop effective approaches to NtG for groups.	Council's equalities work is informed by HSIP analysis of school strengths and priorities in relation to equalities Schools accurately informed about Council's equalities work Year on year reduction in achievement gaps between identified groups and all groups nationally across all key stages.	End of key stage and within key stage performance data.

HSIP Service Delivery Plan

Objective 11:

Alert the Corporate Director of People Services where there is evidence of irregular practices and / or statutory non-compliance is found, e.g. health and safety, information security, finance, etc.

Outputs: Attend SMG and contribute to a termly risk assessment of all schools.

Outcomes:

100% of schools good or outstanding by 2017.

All schools maintain or improve on their previous inspection judgements.

Activity	Targets	How will success be measured
Use of LA protocols for raising concerns	Where safety and safeguarding issues are highlighted effectively	Timely and accurate reports to the Director, raising any concerns
Overview of safety and safeguarding policies and procedures in all schools	All schools are compliant in respect of s11 safeguarding audits.	Outcomes of section 11 audits (report to the LSCB)
The provision of CPD on safeguarding, behaviour and attendance.		

HSIP Service Delivery Plan

Objective 12:

Secure improvements in the quality of children's centre hubs and improve inspection judgements through challenge and support

Outputs: Rapid improvement plan agreed and delivered for any centre causing concern

Outcomes: 100% of children's centre hubs good or outstanding

Activity	Targets	How will success be measured
<p>Three core visits per year focusing on outcomes provision and leadership and management</p> <p>Coaching on SEF writing and self evaluation for Hub Managers</p> <p>Support on creating and maintaining a robust evidence base for inspections</p>	<p>All hub managers and co-ordinators have a secure understanding of what comprises a good and outstanding evidence base</p> <p>Comprehensive SEFs in place for all the Hubs</p>	<p>Internal reviews indicate that all CC hubs are at least good in relation to the Ofsted CC evaluation criteria</p>



Assuring Quality and Evaluating Success

The work streams highlighted below have their lead officer assigned, together with the business support link. It is very important for us as an organisation to have robust line management and accountability processes in place, as a way of assuring quality and evaluating our strengths and areas for further improvement. Therefore it is a requirement, as indicated below, for the designated lead officer to report back to the senior team at specified points during the year. This reporting is intended to be succinct, but must identify in relation to each work stream, what went well and why, and what went less well, feeding into clear next steps to take forward. The periodic reporting is also part of our collective accountability to the HSIP Board and an important element to evaluating our personal and organisational success.

Work stream	Lead Officer	Reporting to	Frequency of Reporting	Key Performance Indicators
NQT programme	Debbie Cummings BS: Mayolin Henry	Geri Gowans	Once a term (Working group)	<ul style="list-style-type: none"> The proportion of NQTs successfully completing the NQT year (state %) Outcomes of NQT evaluations on CPD online (% positive) Outcome of an independent review of provision
Primary Pool	Anna Marie Anderson	Nasim Butt	Once a month	<ul style="list-style-type: none"> Evaluation (feedback) from schools The proportion of good and outstanding applicants placed in schools in Harrow
Financial Management, Support and Co ordination	Anna Marie Anderson BS: Ida Nambiath	Nasim Butt	Every two months	<ul style="list-style-type: none"> % advisory time spent in schools Proportion of underspend Quality and impact (and value for money) of non-school based work streams

Work stream	Lead Officer	Reporting to	Frequency of Reporting	Key Performance Indicators
HR: Processes and systems (DBS database, vacancies Headteacher recruitment)	Anna Marie Anderson BS: Jacqui Coleman	Nasim Butt	Once a term	<ul style="list-style-type: none"> • HSIP HR Processes including SCR are compliant • Evaluation of Headteacher recruitment process by each Governing Body • Successful recruitment of Headteacher to identified vacancies • Positive feedback from schools about the quality and impact of processes and systems • % success in HT and recruitment and evaluation of impact, 6 months and one year after commencement of post.
CPD coordination	Anna Marie Anderson BS: Ida Nambiath	Nasim Butt	Once a term (Working group)	<ul style="list-style-type: none"> • % positive responses to a range of post CPD questions • % courses cancelled and postponed • Proportion of courses delivered in partnership with key providers in Harrow (TSA, Knowledge Centres etc.)
Knowledge Centres/ Knowledge Hubs	Anna Marie Anderson	Nasim Butt	Once a term (Working group)	<ul style="list-style-type: none"> • Quality and impact of the courses delivered • Evaluations of delegates on CPD online (% stipulated) • % courses cancelled/postponed
Leadership and Management	Anna Marie Anderson Michael Larkin (external consultant)	Nasim Butt	Once a term	<ul style="list-style-type: none"> • Evaluations of delegates on L&M courses/training (% positive responses) • % schools where L&M is judged as good or better • % schools in Category 1 (self-sustaining with strong capacity for further sustained improvements) Impact of NLEs/LLEs (systems leadership)

Work stream	Lead Officer	Reporting to	Frequency of Reporting	Key Performance Indicators
Governance	Anna Marie Anderson Michael Larkin (external consultant)	Nasim Butt	Once a term (Working group)	<ul style="list-style-type: none"> Evaluations of delegates on governance courses/training (% positive responses) % courses delivered % schools where governance is judged as effective or better Quality and impact of National Leaders of Governance
EYFS	Brian Netto (LA strategy and schools) BS – Raheema Wesom	Nasim Butt	Once a term	<ul style="list-style-type: none"> % GLD compared to national Improvements in APS compared to national, reflecting all ELGs % closing of achievement gaps in Harrow and against national % schools where EYFS provision, outcomes, L&M judged as good or better
Sports and P.E.	Geri Gowan SGO: Rob Hawkes	Nasim Butt	Twice a year	<ul style="list-style-type: none"> % schools achieving the bronze award (healthy schools) and moving from bronze to silver, silver to gold Participation of schools in competitive sports % schools where PE/sports provision judged as good or better
SEN (School Focus)	Geri Gowan BS: Rob Hawkes	Nasim Butt	Once a term	<ul style="list-style-type: none"> % narrowing of progress gaps between SEN pupils and their peers (across Harrow, by key stage) and against national other Good outcomes on an LA SEN inspection % positive responses on SEN courses on CPD online and for the termly SENCO forum
Ofsted/Inspections	Nasim Butt BS: Jacqui Coleman	Nasim Butt	Three briefings a year/Two risk assessments a year	<ul style="list-style-type: none"> % schools judged as good or better No schools judged as RI % schools moving from good to outstanding

Work stream	Lead Officer	Reporting to	Frequency of Reporting	Key Performance Indicators
Assessment and Moderation	Debbie Cummings BS: Rob Hawkes	Nasim Butt	Twice a year	<ul style="list-style-type: none"> • Quality reports from DfE on moderation process • % positive responses for writing conferences • No complaints (on rare occasions where there are complaints, handled very well and speedily resolved)
Safeguarding	Anna Marie Anderson	Nasim Butt	Once a term	<ul style="list-style-type: none"> • All schools meeting statutory requirements • Outcomes of Ofsted inspections • % positive responses for safeguarding courses/training • % schools completing section 11 audit
Business Support	Anna Marie Anderson	Nasim Butt	Once a term	<ul style="list-style-type: none"> • Customer feedback regarding customer service i.e. number of complaints, response and management of complaints • Successful management of work flows within time frames • Value for money in respect of allocation of resources
Film Awards	Debbie Cummings BS: Jacqui Coleman	Geri Gowans	Once a year	<ul style="list-style-type: none"> • Number of schools involved • Numbers of children involved • Feedback from Schools, Parents and Pupils
Closing the Gap	Nasim Butt BS: Jacqui Coleman	Nasim Butt	Once a term	<ul style="list-style-type: none"> • % decrease in attainment and progress gaps between disadvantaged pupils and their peers on the key achievement indicators in all phases, both in-Harrow and against national other. • % decrease in achievement gaps between SEN pupils and their peers • % decrease in achievement gaps between key ethnic groups and peers, both in Harrow and against national • % schools where the achievement of key groups, including the most able, is judged as good or better in Ofsted inspections

Work stream	Lead Officer	Reporting to	Frequency of Reporting	Key Performance Indicators
Children Centres	Nasim Butt BS: Jacqui Coleman	Nasim Butt	Once a year	<ul style="list-style-type: none"> • % good or better on Ofsted judgements for access, quality and impact, leadership and management, and overall effectiveness • Quality and impact of integrated working with key partners, including health
Secondary Schools	Nasim Butt BS: Jacqui Coleman	Nasim Butt	Once a year	<ul style="list-style-type: none"> • % secondary schools judged as good or better across all aspects of the framework, including 16-19 programmes of study • No secondary schools judged as RI • % secondary schools moving from good to outstanding
Special Schools	Geri Gowans BS: Rob Hawkes	Nasim Butt	Once a term	<ul style="list-style-type: none"> • All special schools sustaining outstanding across all aspects of their work • Positive responses for the impact of school improvement work
Headteacher Conference	Anna Marie Anderson BS: Jacqui Coleman	Nasim Butt	Once a year (Working party)	<ul style="list-style-type: none"> • % participation from primary heads • % positive responses to all post-conference evaluation questions
HSIP Board Meetings	Anna Marie Anderson	Nasim Butt/Donna Barratt/Andrew Griffin	Every two months AGM	<ul style="list-style-type: none"> • Range of schools represented on the Board, with primary, secondary and special school participation • % attendance at Board meeting. • Quality and impact of task and finish groups.

Quality of delivery

CPD evaluation and impact: Evaluations of CPD attended by nearly 4000 participants were overwhelming positive and showed:

- 97% strongly agreed/agreed that they had acquired the knowledge and skills they needed
- 97% strongly agreed/agreed that their learning would have a positive impact on pupil outcomes
- 97% strongly agreed/agreed that their learning would have a positive impact on their school
- 98% strongly agreed/agreed that their tutor was motivating, knowledgeable and effective

Quality of advice, support and challenge: End of year evaluation and feedback has provided an overview of those areas that have worked well this year and areas that HSIP needs to develop further.

The strengths identified included:

- High quality support and challenge from Senior Advisers
- Reviews of teaching and learning
- Support for school self evaluation and Ofsted Inspections
- Positive, flexible and professional support
- NQT support

Priorities identified by schools include:

- More Support for headteachers
- Ofsted support on the new framework
- Continuation of support on data analysis
- New curriculum
- A greater focus on teaching and learning and assessment
- Governor support

HSIP Learning Management System -LMS

The new learning platform is now live! All HSIP courses can be accessed through <http://harrow.learningpool.com> . The first time you log on you would need to register. If you have any queries in regards to courses or how to use the new system please contact Ida Nambiath. If it is a log-in issue you can also contact the helpdesk on 0845 0744114

All schools should have received a poster for the courses Autumn 2016 and a user guide for LMS.

Quality of Delivery

2015-16 Courses

Number of Courses – 230 including Knowledge Centre courses

Evaluation Summary

	Strongly agree	Agree	Disagree	Strongly Disagree	Not applicable
The skills/ knowledge I learned by attending this training has had a positive impact on the outcomes of my children	8	7	0	0	0
The skills/ knowledge I learned by attending this training has had a positive impact towards the aims of my organisation	8	7	0	0	0
I have learned the knowledge or skills I need to learn.	61	119	1	0	4
I am confident that the skills/knowledge I have learned by attending this session will have a positive impact on the outcomes of my children.	67	111	1	0	6
I am confident that the skills/knowledge I have learned by attending this session will have a positive impact towards the aims of my organisation.	72	108	1	0	4
The Tutor (trainer/speaker/facilitator) was motivating, knowledgeable and effective in delivering the course objectives, and they used effective materials.	82	97	4	0	2
The course objectives and outcomes described in the CPD Online course details ensured that I learned what I expected to learn.	67	108	6	0	4
The course content covered equality and diversity issues (if applicable).	54	101	2	1	27
I was able to find the course easily when searching in CPD Online.	75	90	9	1	10
I am clear about my role and the role of my CPD Leader within the process of my professional development	70	106	0	0	9

FINANCE REPORT

Type		11/12 Actual (Part Year)	2012/13 Actual	2013/14 Actual	2014/15 Actual	2015/16 Actual	2016/17 Budget	2016/17 Forecast	
Expenditure									
Employee Costs		£518,548	£833,154	£835,123	£897,270	£798,533	£666,412	£582,909	
Premises Costs		£16,792	£26,067	£12,155	£36,500	£76,306	£1,230	£1,230	
Transport Costs		£1,259	£3,372	£6,039	£4,415	£7,202	£9,000	£2,750	
Supplies & Services		£41,941	£152,559	£102,214	£110,224	£124,379	£78,550	£93,815	
Consultants & External Trainers		£66,850	£305,768	£197,138	£318,595	£334,771	£175,000	£165,000	
Transfer to/from Reserve		£795,960	£379,248	£90,057	£-4,487	£-107,454	£0	£-45,898	
Third Party/Transfer Payments		£26,090	£-29,488	£1,625	£213	£398	£300	£0	
Support Services Charges		£0	£26,010	£25,920	£26,010	£26,010	£156,010	£156,010	
Total expenditure		£1,467,440	£1,696,690	£1,270,271	£1,388,740	£1,260,145	£1,086,502	£955,816	
Income									
Type	Source	11/12 Actual (Part Year)	2012/13 Actual	2013/14 Actual	2014/15 Actual	2015/16 Actual	2016/17 Budget	2016/17 Forecast	
Advice Charges	Buy-in	£-29,489	£-61,569	£-66,671	£-65,761	£-55,957	£-64,116	£-25,000	
Course Charges (Schools & Academies)	Buy-in	£-117,956	£-246,276	£-266,685	£-263,046	£-300,069	£-223,406	£-179,000	
NQT Charges	Buy-in	£-33,175	£-69,265	£-75,005	£-73,982	£-69,013	£-70,170	£-70,000	
HSIP Membership (Schools SLA)	Buy-in	£-173,247	£-361,718	£-391,169	£-386,348	£-376,326	£-369,474	£-376,000	

Primary Pool Membership	Buy-in	-£8,109	-£16,931	-£18,334	-£18,084	-£17,416	-£24,000	-£24,000	
Early Years Commission	Council				-£71,200	-£71,000	-£31,000	-£48,016	
Public Health Contribution	Public Health				-£10,000	-£10,000			
The Key Membership	Other LAs	-£6,635	-£13,853	-£15,527	-£14,797	-£12,646	-£18,000	-£18,000	
Children's Centres	Council	-£54,000	-£90,000	-£37,250	-£27,500	-£12,000	-£12,000	-£12,000	
Council Contribution	Council	-£300,000	-£300,000	-£220,000	-£170,000	-£170,000	-£170,000	-£170,000	
DSG AST Funding for HSIP	DSG	-£30,000							
DSG G20 for HSIP	DSG	-£73,250							
DSG Leadership Development	DSG	-£30,000							
EMA DSG	DSG	-£294,500	-£280,000						
ESSO	Council		-£5,000						
Governor Contribution	Council	-£15,000	-£15,000	-£15,000	-£15,000	-£15,000	-£15,000	£0	
School Games Organiser Funding	Other Grant	-£13,880				-£23,800	-£23,800	-£23,800	
PE Grant	Other Grant	-£37,000							
Achievement & Inclusion Transition Funding (Standards Fund)	Other Grant	-£150,000							
LSCB	LSCB		-£1,500	-£711					
Other	Misc	-£20,085	-£64,700	-£49,956	-£9,745	-£13,642	-£5,536	-£10,000	
Other authorities	Other LAs	-£45,113	-£57,473	-£34,742	-£83,408	-£21,988			
SACRE Contribution	Council	-£7,500	-£9,407	-£19,760	£7,260				
SEN Central DSG	Council	-£28,500	-£60,000	-£60,000	-£60,000	-£60,000	-£60,000		
London Schools Excellence Fund	Schools Excellence				-£53,500	-£31,288			

Recharge									
VHT	Council		-£44,000		-£73,629				
Total income		-£1,467,439	-£1,696,691	-£1,270,810	-£1,388,740	-£1,260,145	-£1,086,502	-£955,816	
RESERVE									BALANCE
Transfer to/from Reserve		£795,960	£379,248	£90,057	-£4,487	-£107,454	£0	-£45,898	£1,107,426