



**Children and Families
Overview and Scrutiny Committee**
1st March 2007

**Report from the Director of
Children and Families**

For Information

Wards Affected:
ALL

Annual Education Standards Report 2005/06

1.0 Summary

- 1.1 This report outlines key trends in educational standards at Key Stages 1, 2, 3 and 4 and includes a section focused on the performance and progress of looked after children.

2.0 Background

Pupils' attainment is assessed at ages five (Foundation Stage) and seven and formally measured at ages eleven and fourteen. Whilst there is no nationally standardised test for pupils at age five, all other test and public examinations conform to national standards. Each of the key stage assessments are taken at ages seven (Key Stage 1), eleven (Key Stage 2) and fourteen (Key Stage 3). Pupils take GCSE/GNVQ examinations at age sixteen and may go on to study for A or AS Levels or for vocational qualifications.

Foundation Stage staff carry out observations and assessments of pupils in nursery and reception classes in six areas of the curriculum. Their judgements are recorded each term, giving a non-hierarchical assessment of each child's capability. This information is not used as an indicator of potential or as a baseline for future key stage assessments and for this reason the data is not presented in this report.

3.0 Detail

3.1 Key Stage 1

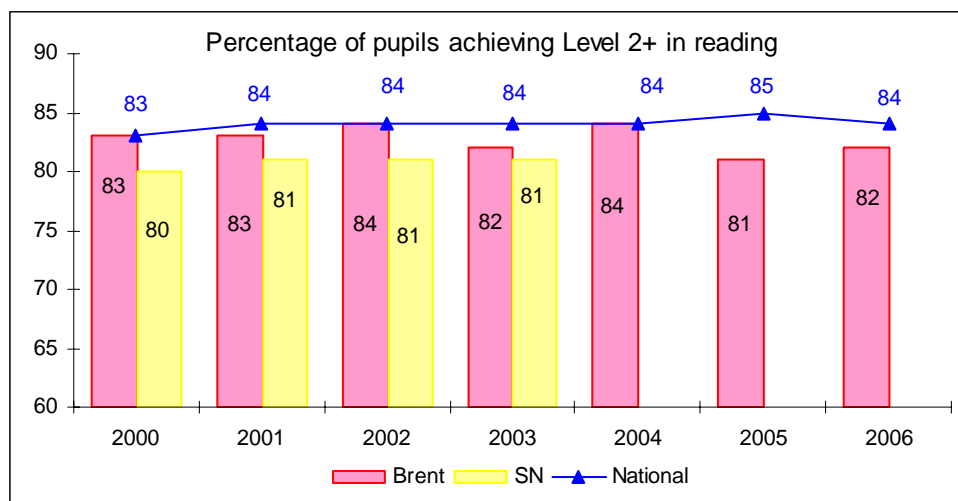
In previous years, pupils aged seven were given a teacher assessment and a test in reading, writing and mathematics and a teacher assessment in science. In 2005, reporting arrangements changed so that only teacher assessments were reported for all subjects.

3.2.1 *Headline trends*

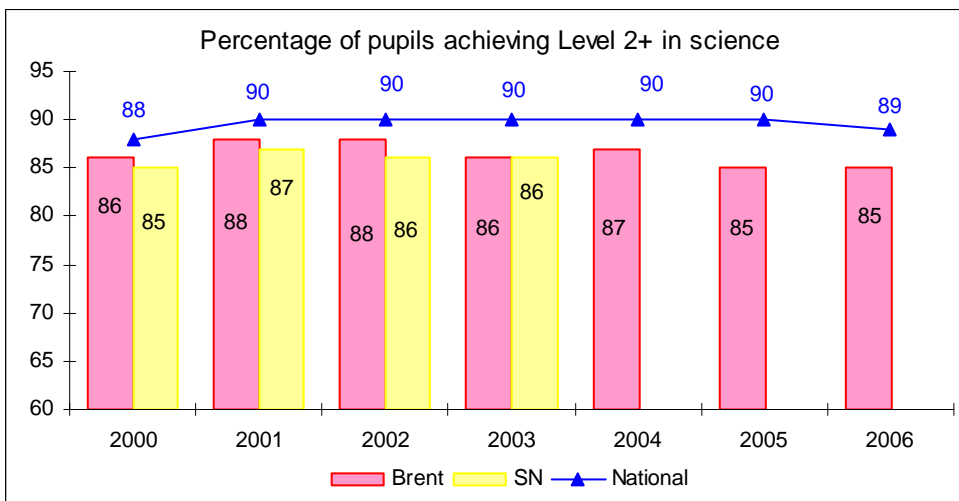
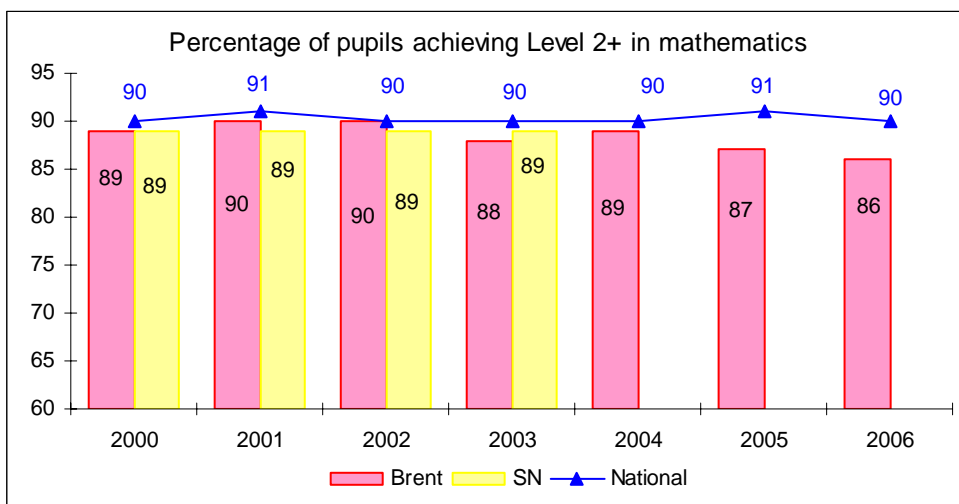
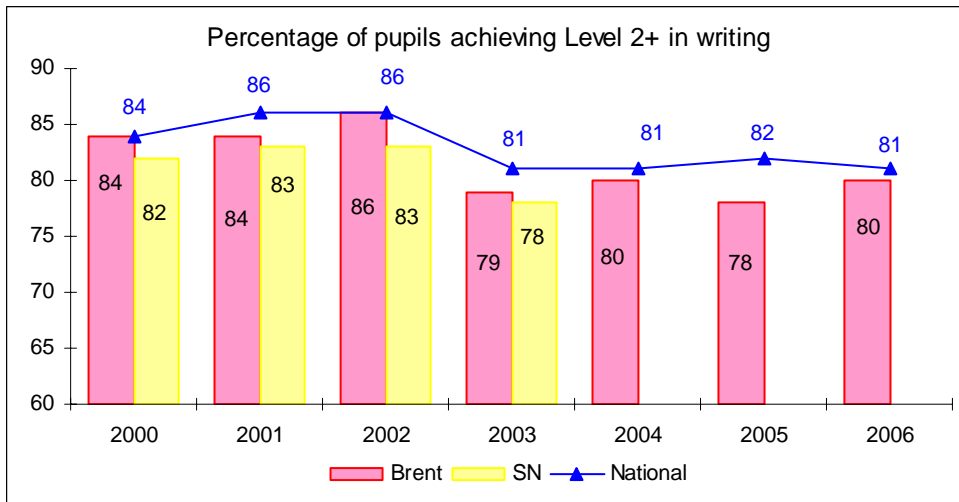
The following charts show the attainment of pupils in Brent over time and compare this with schools nationally and in similar boroughs where available (statistical neighbours, SN¹).

It should be noted that the changes in reporting arrangements from tests to teacher assessment means that true like for like comparisons over time cannot be made and any comparison should be viewed with caution.

It is expected that the average pupil will achieve Level 2 in Key Stage 1.



¹ Statistical neighbours are calculated using figures on income, wealth and employment, percentage of large families, overcrowding, mobility, parents education, percentage of ethnic minority groups and population changes. SNs for Brent are: Ealing, Hounslow, Waltham Forest, Haringey, Lewisham, Wandsworth, Redbridge, Hammersmith & Fulham, Croydon and Enfield.



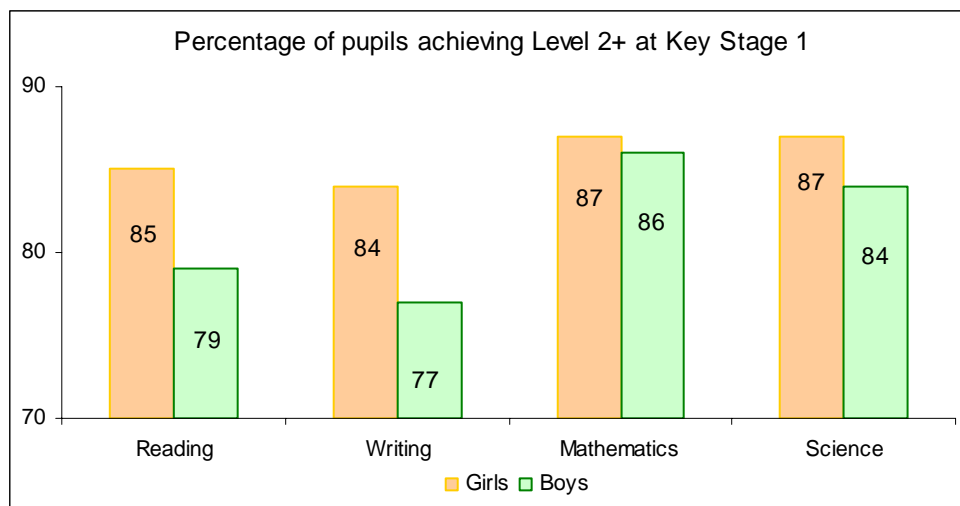
Source: Statistical First Releases, DfES and LEA Statistical Profiles, Ofsted

- Brent has seen a one and two percentage point increase in reading and writing respectively this year, despite a fall nationally.

- A one percentage point fall in mathematics nationally is mirrored in Brent.
- Across England, after five stable years in the percentage of pupils achieving Level 2+ in science, results have fallen this year by one percentage point to 89%. This means that the gap between pupils in Brent and all pupils nationally has closed to four percentage points.

3.2.2 Gender

As in previous years, variations between the attainment of girls and boys exist at Key Stage 1.

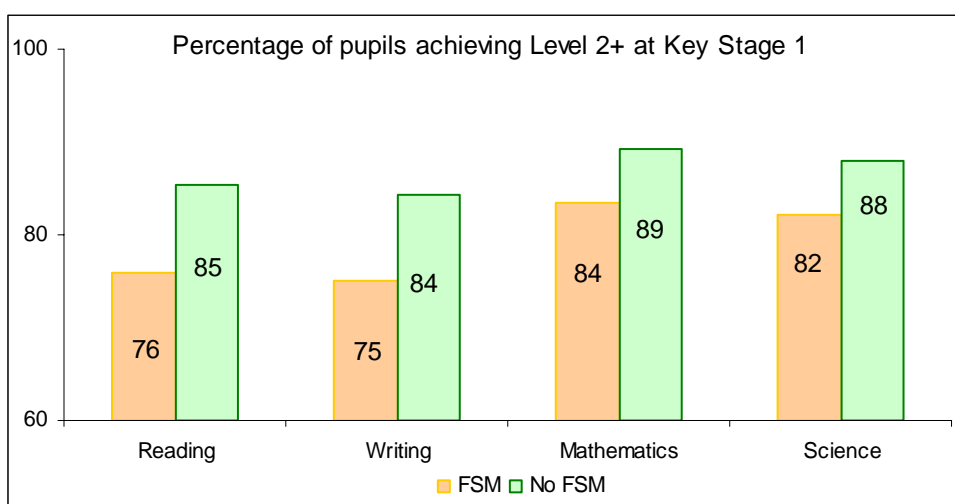


Source: 2006 KS1 matched data, DfES

- A higher proportion of girls than boys achieve Level 2 or above in all subjects, as has been the case in previous years.
- The gap between girls and boys in reading and science is the same as last year but the gap in mathematics has reduced from five percentage points in 2005 to one point this year.
- The gap in writing has also reduced by two percentage points, with a larger increase in the percentage of boys reaching the expected level.

3.2.3 Free school meals

There are also considerable differences in attainment between pupils eligible for free school meals and those not eligible.



Source: 2006 KS1 matched data, DfES

- A higher proportion of pupils not entitled to free school meals achieve Level 2 or above in all subjects.
- Following a widening of the gap between these groups of pupils last year, the gap has narrowed in all subjects in 2006. The gap continues to be most apparent in reading and writing but has fallen from 16 percentage points to 9 points.
- Although there has been a decrease in the percentage achieving Level 2+ in mathematics across the borough, the proportion of pupils eligible for free school meals achieving this level has actually improved.
- Similarly in science, the percentage of non eligible pupils achieving the expected level has decreased whereas the percentage eligible for free school meals has increased by two percentage points.

3.2.4 Ethnicity

The table below shows the percentage of pupils achieving Level 2 or above for the key ethnic groups present in Brent. Data is coloured according to its difference from the Brent average, where green shows performance above the average and pink below. Yellow shows performance in line with the Brent average.

	Reading	Writing	Maths	Science	Number*
Asian or Asian British Indian heritage	88	87	92	90	394
Asian or Asian British Pakistani heritage	76	76	82	81	187
Black or Black British African heritage	80	78	86	84	460
Black or Black British Caribbean heritage	83	81	87	84	337
White British heritage	89	87	91	91	399
White other heritage	77	75	86	83	250
Brent	82	80	86	85	

* Total number of pupils in each ethnic group
Source: 2006 KS1 matched data, DfES

- Asian Indian and White British pupils are consistently amongst the higher attaining groups and are above the Brent average, as was the case last year.
- Black Caribbean pupils have improved by one percentage point in reading but results have fallen in all other areas, by one point in writing and mathematics and 6 points in science. However, Black Caribbean pupils continue to track above the Brent average in three subjects.
- Asian Pakistani, Black African and White Other pupils have all seen marked improvements in a number of areas, most notably in writing, with improvements of seven, eight and five percentage points respectively.
- Despite improvements, these pupils continue to perform below the Brent average in reading, writing and science.

3.2.5 Ethnicity and gender

A similar table to that shown above gives the percentage of pupils achieving Level 2 or above for the key ethnic groups split by gender. Again data is coloured according to its difference from the Brent average. It shows more of a mixed picture of under performance, with some ethnic groups performing below the Brent average only in certain areas.

	Percentage achieving level 2+							
	Reading		Writing		Maths		Science	
	Girls	Boys	Girls	Boys	Girls	Boys	Girls	Boys
Asian or Asian British, Indian heritage	90	86	90	83	92	92	90	90
Asian or Asian British, Pakistani heritage	83	68	81	72	81	84	80	82
Black or Black British, African heritage	82	79	79	77	86	87	83	85
Black or Black British, Caribbean heritage	89	77	91	71	90	83	89	78
White, British heritage	91	87	89	86	92	91	92	91
White, other heritage	84	71	81	70	88	84	88	79
Brent	85	79	84	77	87	86	87	84

Source: 2006 KS1 matched data, DfES

- Girls perform better than boys in all subjects in the Black Caribbean, White British and White Other groups.
- The improvements seen in the Asian Pakistani group have been driven by Pakistani boys who have seen a twelve percentage point increase in writing and a ten point increase in mathematics. The percentage of Pakistani girls achieving Level 2+ has fallen in reading, mathematics and science.
- Improvements seen in the White Other group have been driven by girls who have seen a ten percentage point increase in reading and writing, seven points in science and three points in mathematics.
- Improvements seen in the Black African group have been driven by boys, although girls have also seen improvements in most subjects. The performance of boys has improved eight percentage points in reading, twelve points in writing, nine points in mathematics and ten points in science.
- The improvements seen by Black African and Asian Pakistani boys have contributed to the overall narrowing of the gap between the genders.

3.2.6 Summary of findings

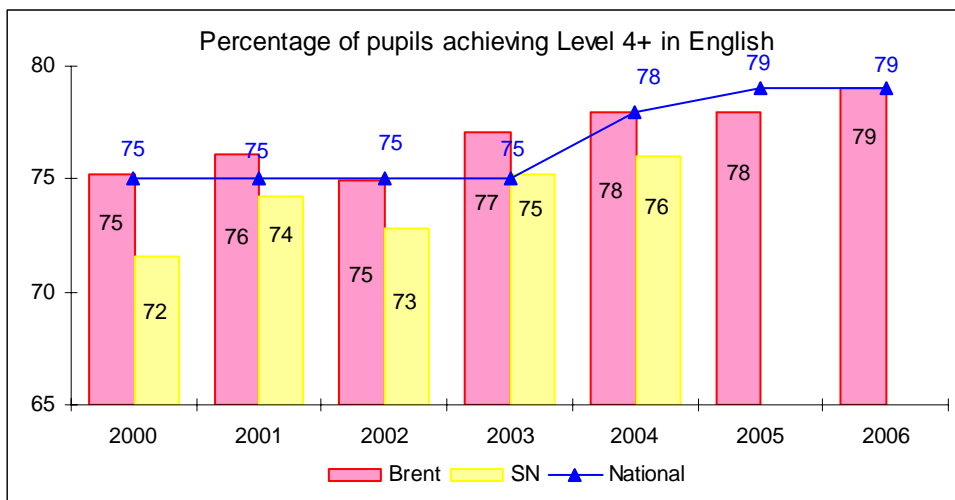
- Brent has seen an increase in the percentage of pupils achieving Level 2+ in reading and writing to 82% and 80% respectively, despite a fall nationally. Results in science remain stable at 85% and have fallen one percentage point in mathematics to 86%.
- The gap between girls and boys has narrowed in writing and mathematics but remained the same in reading and science. Girls continue to perform better than boys in all subjects.
- The gap between pupils eligible for free school meals and those not eligible has narrowed this year but continues to be most noticeable in reading and writing. In both mathematics and science, the proportion of pupils eligible for free school meals achieving Level 2+ has increased but decreased for pupils not eligible.
- Asian Pakistani, Black African and White Other pupils have all seen marked improvements this year. These improvements have been driven by the better performance of boys in the case of African and Pakistani groups and girls in the case of the White Other group.
- Black Caribbean pupils have seen a fall in the percentage of pupils achieving Level 2+ in writing, mathematics and science.

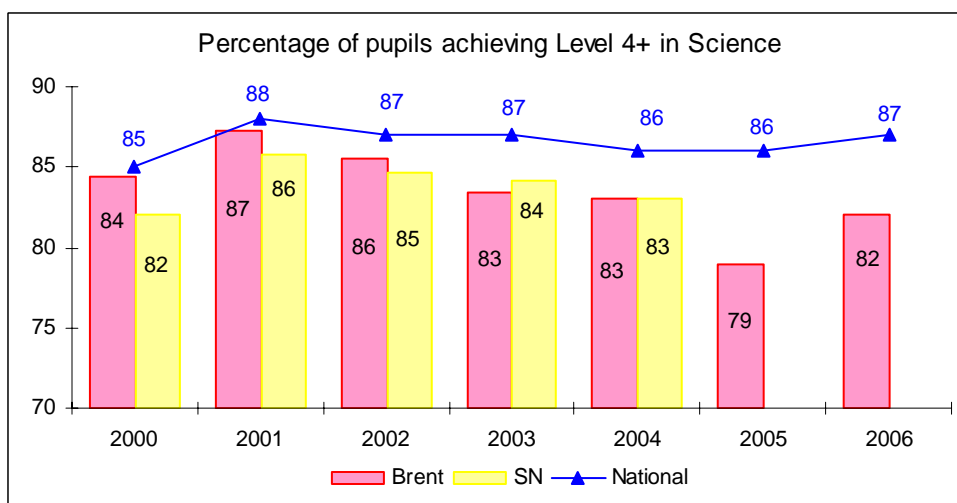
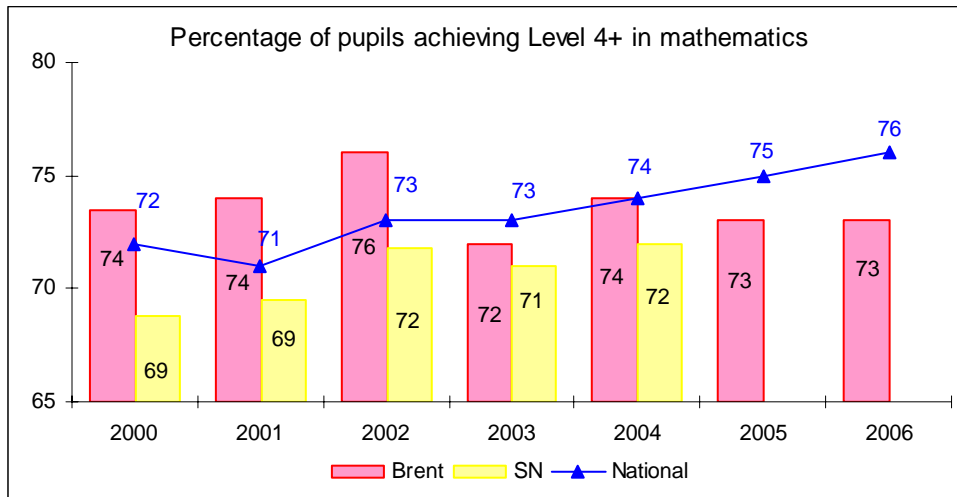
3.2 Key Stage 2

At age eleven pupils are tested in English, mathematics and science as well as being given teacher assessment levels. The national expectation is for pupils to reach Level 4 or higher in each subject.

3.3.1 *Headline trends*

Attainment of Brent pupils, our statistical neighbours and all pupils nationally are shown in the charts below.



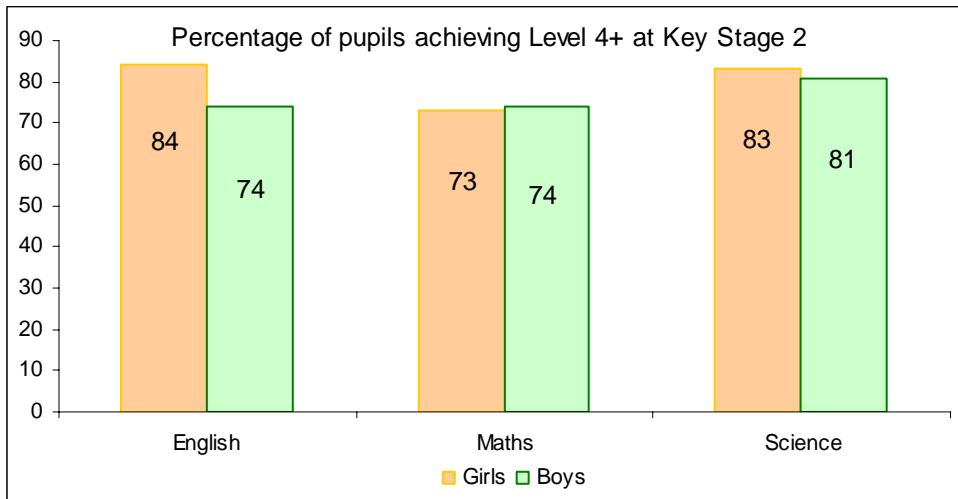


Source: 2006 KS2 validated, matched data, DfES

- In 2006, attainment at Key Stage 2 improved in English and science, by one and three percentage points respectively, and remained static in mathematics.
- Brent is now performing in line with national results in English at 79%, is three points below in mathematics at 73% and five points below in science at 82%.

3.3.2 Gender

Attainment by gender is shown in the chart below.

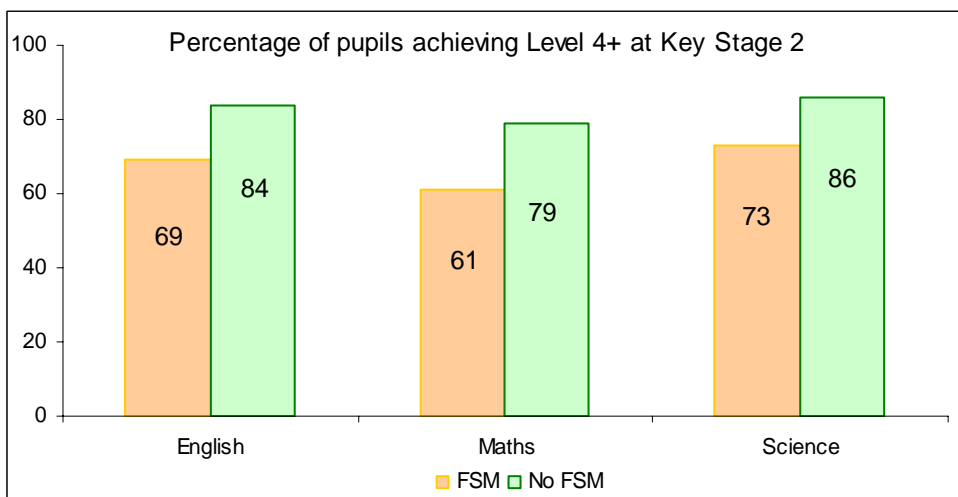


Source: 2006 KS2 validated, matched data, DfES

- The gap between the attainment of girls and boys in English has increased this year to ten percentage points (from seven in 2005), driven by an improvement in the performance of girls.
- As was the case last year, boys perform better than girls in mathematics, again by one percentage point.
- The attainment gap in science remains steady at two percentage points for the third year.

3.3.3 *Free school meals*

As at Key Stage 1 there are considerable differences in attainment between those entitled to free school meals and those not entitled.



Source: 2006 KS2 validated, matched data, DfES

- The gap in attainment between these two groups of pupils has remained relatively static this year, with pupils not eligible for free school meals performing considerably better than those eligible.

3.3.4 Ethnicity

The table below shows the percentage of pupils achieving Level 4 or above in each of the key ethnic groups in Brent.

	English	Maths	Science	Number*
Asian or Asian British Indian	82	83	86	437
Asian or Asian British Pakistani	81	70	78	188
Black or Black British African	73	62	74	444
Black or Black British Caribbean	73	60	77	401
White British	88	81	89	390
White Other	77	78	86	220
Brent	79	73	82	

* Total number of pupils in each ethnic group
Source: 2006 KS2 validated, matched data, DfES

- Black African and Caribbean pupils perform below the Brent average in all subjects. The performance of African pupils has fallen since last year by two, five and one percentage points in English, mathematics and science respectively. Conversely the performance of Caribbean pupils has improved by between one and six points in each subject.
- As at Key Stage 1, Asian Indian and White British groups are the only pupils to consistently over-perform against the Brent average in all subjects.

3.3.5 Ethnicity and gender

This table shows similar data to the table above but splits results down further to look at differences between the genders.

	English		Maths		Science	
	Girls	Boys	Girls	Boys	Girls	Boys
Asian or Asian British Indian	87	77	84	83	88	85
Asian or Asian British Pakistani	80	82	66	74	73	83
Black or Black British African	81	64	64	59	76	72
Black or Black British Caribbean	82	66	62	59	81	74
White British	91	84	78	84	89	89
White Other	85	70	81	75	87	85
Brent	84	74	73	74	83	81

Source: 2006 KS2 validated, matched data, DfES

- Again, only Asian Indian and White British pupils perform above the Brent average in all subjects for both genders.
- Girls out-perform boys in all subjects in the Asian Indian, Black African, Black Caribbean and White Other groups.
- Asian Indian girls have seen a slight increase in the proportion achieving Level 4+ in all subjects whereas boys have seen a slight fall since last year.

- Both Pakistani girls and boys have seen considerable improvements this year. Boys now perform in line with or above the Brent average for boys in all subjects.

3.3.6 Value added

3.3.7

It is expected that pupils make two levels of progress between Key Stages 1 and 2. The following table presents the percentage of pupils progressing one, two or three or more levels by gender.

		Percentage of pupils progressing			
		1 level	2 levels	3 + levels	No/Negative levels
English	All pupils	12	63	23	2
	Girls	9	64	25	2
	Boys	14	62	21	3
Maths	All pupils	21	60	15	4
	Girls	22	61	14	4
	Boys	21	60	15	4
Science	All pupils	13	57	28	2
	Girls	13	55	30	2
	Boys	13	58	26	3

Source: 2006 KS1 - KS2 validated, matched data, DfES

- As was the case last year, pupils make the most progress in English and science, with 86% and 85% of pupils respectively making two or more levels of progress.
- Pupils make the least progress in mathematics, with only 75% making 2 or more levels progress.
- There is little difference between genders in mathematics and science but a six point difference in the percentage of pupils progressing two or more levels in English.

There are some large variances when looking at the differences between ethnic

	Percentage progressing 2 or more levels		
	English	Maths	Science
Asian or Asian British, Indian heritage	85	82	88
Asian or Asian British, Pakistani heritage	87	72	77
Black or Black British, African heritage	85	69	82
Black or Black British, Caribbean heritage	80	63	77
White, British heritage	90	79	88
White, other heritage	88	79	92
Total	86	75	85

groups.

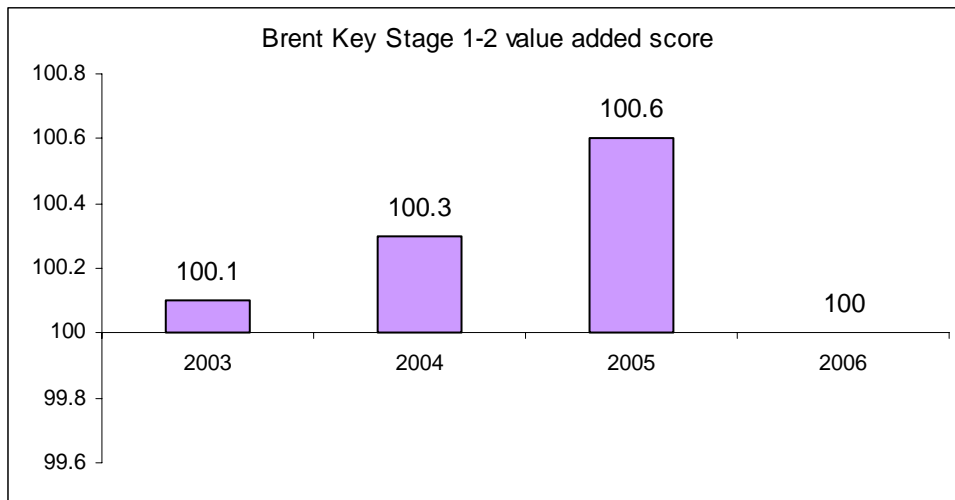
Source: 2006 KS1 - KS2 validated, matched data, DfES

- As with attainment, a higher proportion of White British pupils progress two or more levels in all subjects when compared to the Brent average. A higher

proportion of White Other pupils also progress two or more levels when compared to the Brent average.

- Black African and Black Caribbean pupils progress at a slower rate in all subjects.

The overall value added score (centred around 100) had seen a year on year increase from 2003 to 2005 but has fallen this year to 100.0. This score indicates that pupils are progressing in line with expectation after taking into account their key stage 1 results.



Source: 2006 KS2 Performance tables, DfES

3.3.8 Summary of findings

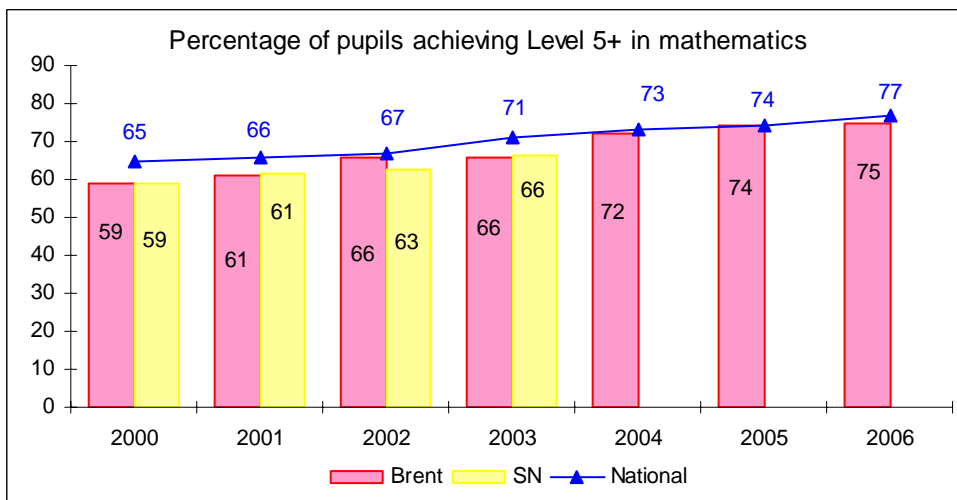
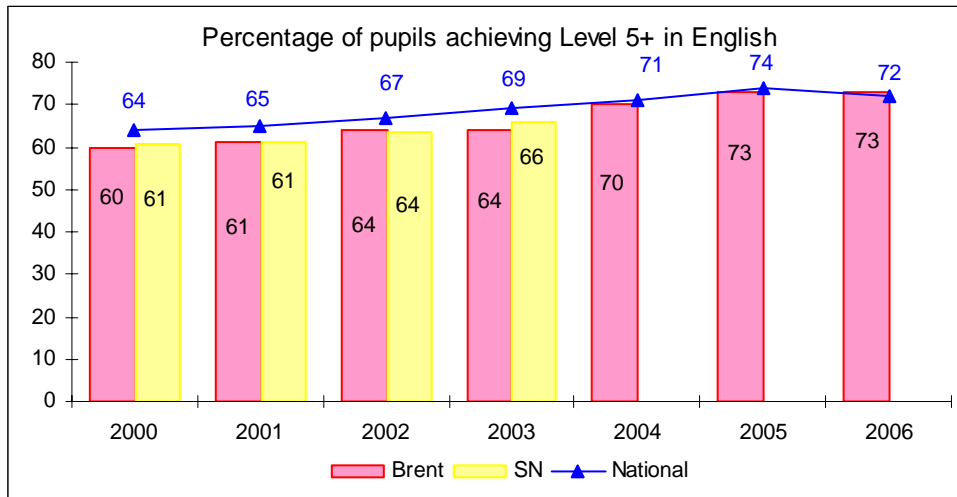
- Attainment at Key Stage 2 improved in English and science, by one and three percentage points respectively, and remained static in mathematics.
- Brent is in line with national averages in English but below in mathematics and science.
- The gender gap has increased in English up remained stable in mathematics and science.
- The attainment gap between those eligible for free school meals and those not has remained relatively stable this year, with those not eligible performing better than eligible pupils in all subjects.
- The performance of Black African and Caribbean pupils remains below the Brent average in 2006. The attainment of African pupils has fallen but Caribbean pupils have performed better this year compared to 2005 results.
- The value added score for Brent has decreased to 100.0 from 100.6.

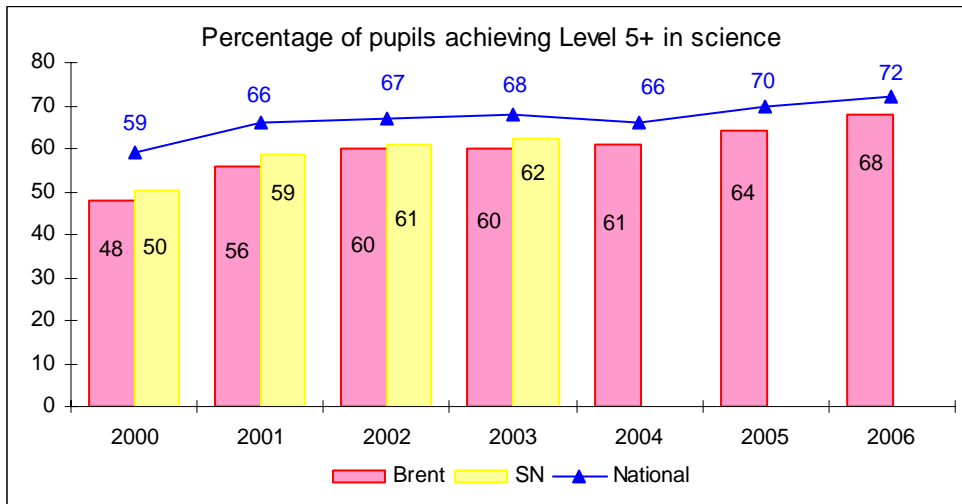
3.3 Key Stage 3

At age fourteen pupils are tested in English, mathematics and science and assessed in all other subjects. The targets set for this stage focus on raising the percentage of pupils achieving at least Level 5 in their tests.

3.4.1 *Headline trends*

The following charts show how attainment of Level 5 or above has changed since 2000.



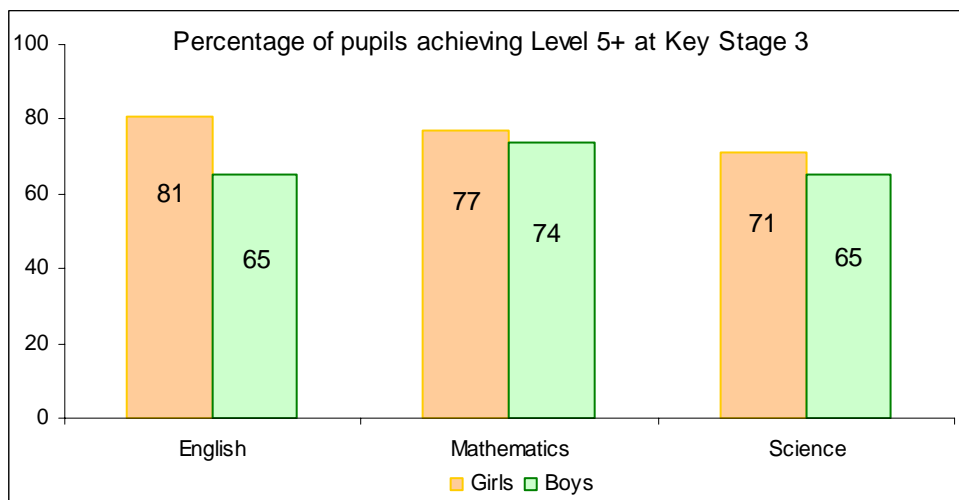


Source: 2006 KS3 unvalidated, matched data, DfES

- In 2006, the percentage of pupils achieving Level 5 or above has improved in mathematics and science, by one and four percentage points respectively, and remained static in English, despite a two point fall nationally.
- Mathematics results have improved at a slower rate than that seen across the country but the improvement seen in science outstrips the national increase by two points.
- Brent is now performing above the national average in English and the gap in science has reduced to four percentage points.
- Having been in line with the national average last year, the borough is now two points below the national average in mathematics.

3.4.2 Gender

Attainment by gender is shown in the chart below.

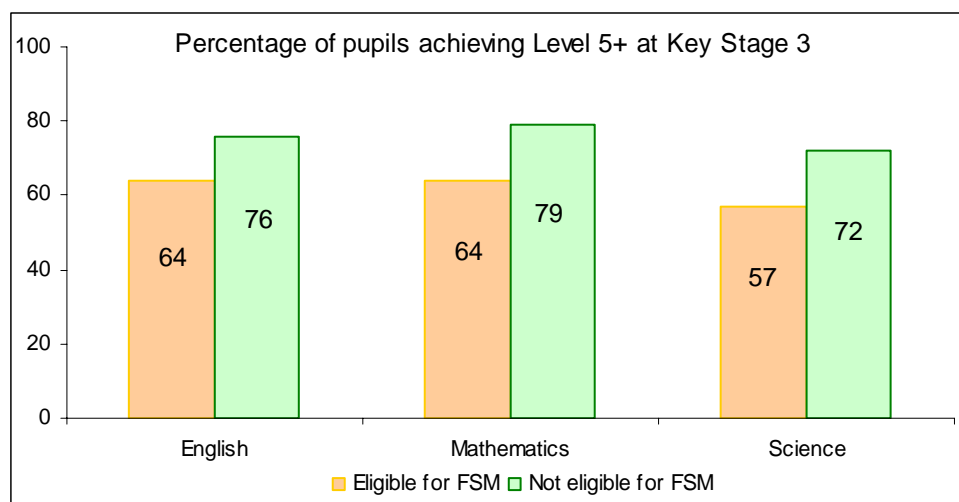


Source: 2006 KS3 unvalidated, matched data, DfES

- Girls continue to perform better than boys in all subjects.
- The gender gap has widened in all subjects this year and as at Key Stage 2, is most apparent in English. The increased gap has been driven by greater improvements seen by girls than boys.
- The proportion of boys achieving Level 5+ in English has fallen this year by three percentage points.

3.4.3 Free school meals

The chart below shows the difference in attainment between pupils eligible for free school meals and those not eligible.



Source: 2006 KS3 unvalidated, matched data, DfES

- The attainment of pupils eligible for free school meals has seen another marked improvement since last year, by six percentage points in English, four points in mathematics and ten points in science.
- The gap between those eligible and those not has narrowed in all subjects, most notably in English (eight points) and science (seven points).

3.4.4 Ethnicity

The following table gives the percentage of pupils achieving Level 5 or above by ethnic group. The table shows the key ethnic groups in Brent. For a full list of ethnic groups and their attainment at Key Stage 3 see appendix.

	English	Maths	Science	Number*
Asian or Asian British Indian	75	84	75	539
Asian or Asian British Pakistani	69	74	63	180
Black or Black British African	65	64	57	318
Black or Black British Caribbean	65	62	56	347
White British	76	75	71	282
White Other	67	74	65	204
Brent	73	75	68	

* Total number of pupils in each ethnic group

Source: 2006 KS3 unvalidated, matched data, DfES

- Asian Pakistani, Black African, Black Caribbean and White Other pupils continue to perform below the Brent average.
- Although they perform below the Brent average, all of these groups have seen an improvement in mathematics and science since 2005. The gap between these groups and the borough average has reduced in the majority of subjects.
- As in previous years, Indian pupils perform consistently above the borough average but this group has seen a fall in performance since 2005.
- White British pupils continue to perform above the borough average in English and science, although their performance in English has fallen by three percentage points.
- Pupils for whom ethnicity information is not sought continue to be the highest performing group. The majority of these pupils attend JFS.

3.4.5 Ethnicity and gender

Similar to the table above, the following charts shows the attainment of pupils by ethnic group and gender.

	Percentage achieving Level 5+					
	English		Maths		Science	
	Girls	Boys	Girls	Boys	Girls	Boys
Asian or Asian British Indian	86	64	87	81	80	70
Asian or Asian British Pakistani	76	63	72	77	66	62
Black or Black British African	71	58	68	58	64	48
Black or Black British Caribbean	76	52	62	60	60	51
White British	80	72	76	74	72	68
White Other	82	51	80	67	72	57
Brent	81	65	77	74	71	65

Source: 2006 KS3 unvalidated, matched data, DfES

- In 2006, no single ethnic group sees consistent above average performance for both genders.
- Girls perform better than boys in the majority of ethnic groups.
- Black African and Caribbean girls and boys continue to perform below the Brent average in all subjects. Caribbean boys and girls and African girls have however seen improvements in results since last year.
- White Other girls now perform above the borough average due to significant improvements in all subjects.

3.4.6 Value added

Pupils are expected to make at least one level of progress between Key Stages 2 and 3.

		Percentage of pupils progressing			
		1 level	2 levels	3 + levels	No/Negative levels
English	All pupils	47	35	3	16
	Girls	46	42	3	9
	Boys	48	27	2	23
Maths	All pupils	26	44	23	6
	Girls	26	43	25	5
	Boys	26	45	21	7
Science	All pupils	47	27	2	24
	Girls	50	27	2	22
	Boys	45	27	2	26

	Percentage progressing 1 or more levels		
	English	Maths	Science
Asian or Asian British, Indian heritage	88	98	84
Asian or Asian British, Pakistani heritage	84	92	75
Black or Black British, African heritage	81	92	74
Black or Black British, Caribbean heritage	78	87	60
White, British heritage	84	95	74
White, other heritage	87	97	83
Total	84	94	76

Source: 2003 KS2 & 2006 KS3 unvalidated, matched data, DfES

- As with Key Stage 1 – 2 value added, there is little difference between genders but large differences between ethnic groups.
- As with attainment at Key Stage 3, a lower than average proportion of Black African and Caribbean pupils progress one or more levels.
- The percentage of White Other pupils progressing one or more levels is now above the borough average in all subjects, despite the percentage of this group achieving Level 5+ being below the Brent average.

3.4.7 Summary of findings

- In 2006, the percentage of pupils achieving Level 5 or above has improved in mathematics and science, by one and four percentage points respectively, and remained static in English, despite a two point fall nationally.
- The gender gap has widened in all subjects this year and as at Key Stage 2, is most apparent in English. The increased gap has been driven by greater improvements seen by girls than boys.
- The gap between those eligible for free school meals and those not has narrowed in all subjects, most notably in English (eight points) and science (seven points).
- Although Asian Pakistani, Black African and Caribbean and White Other pupils perform below the Brent average, all of these groups have seen an improvement in mathematics and science since 2005. The gap between these groups and the borough average has reduced in the majority of subjects.

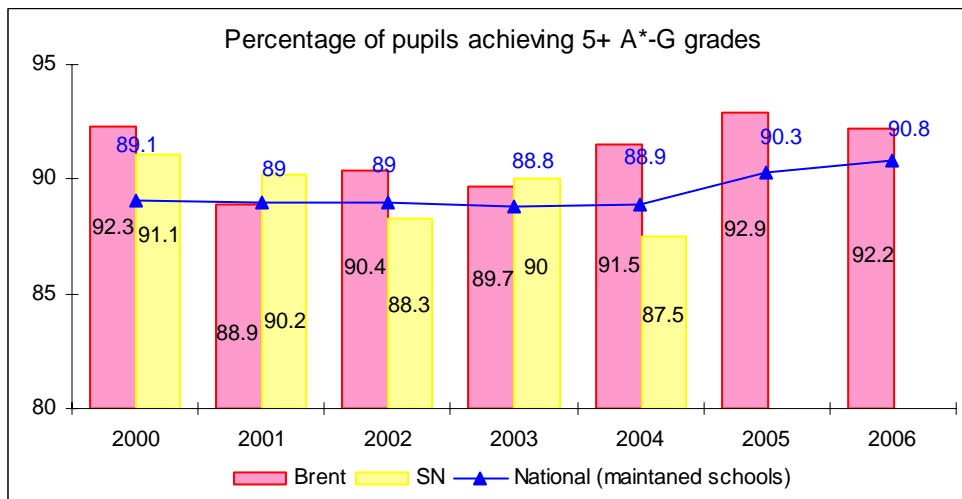
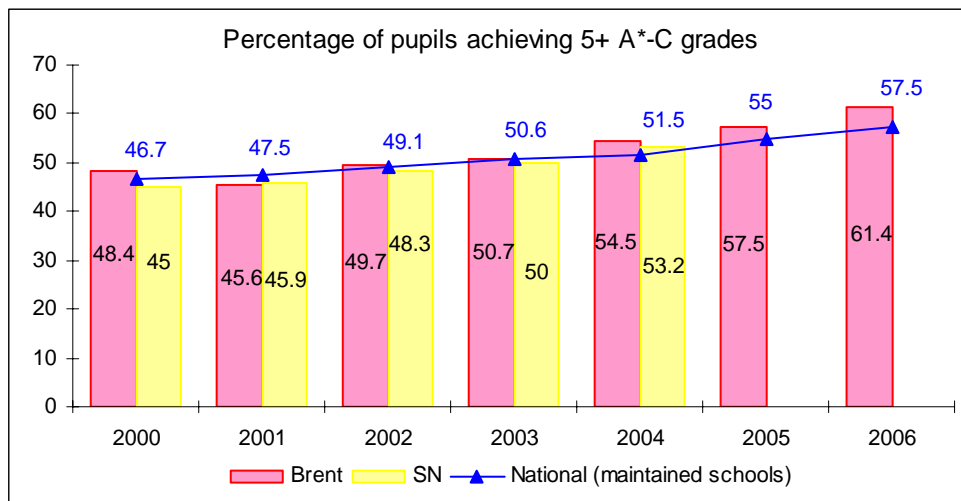
- Black African and Caribbean girls and boys continue to perform below the Brent average in all subjects. Caribbean boys and girls and African girls have however seen improvements in results since last year.
- As with attainment at Key Stage 3, a lower than average proportion of Black African and Caribbean pupils progress one or more levels.

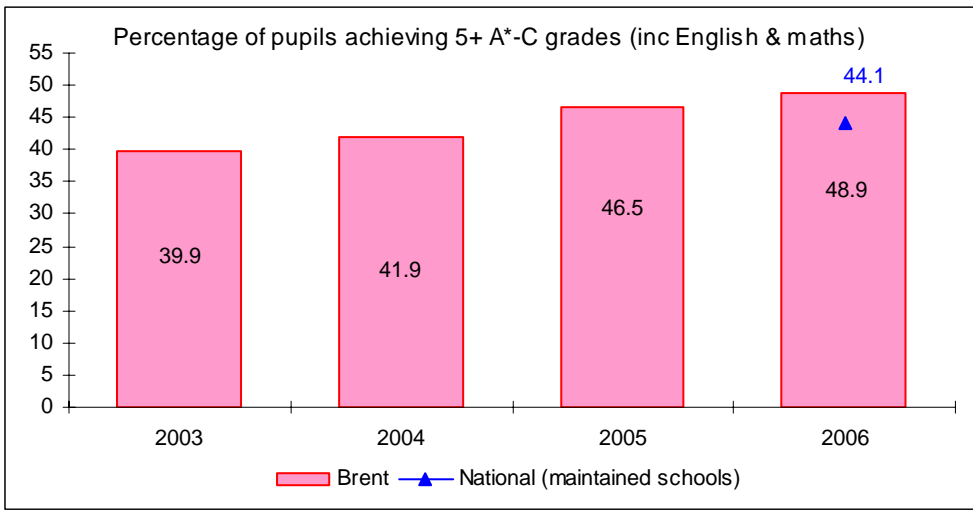
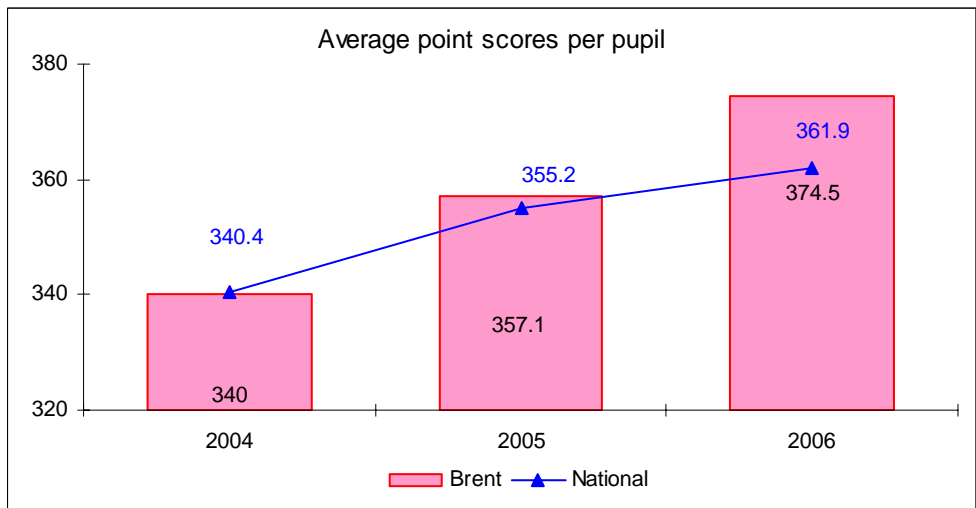
3.4 Key Stage 4

There is no specific number of GCSE and/or GNVQ examinations a pupil may be entered for. The measures used to compare schools and Local Authorities are the percentage of pupils gaining five or more A*-C grades, five or more A*-G grades and average point scores per pupil. For the first time in 2006 an additional measure, the percentage of pupils gaining five or more A*-C grades including English and mathematics will be used. Only limited historic data is available at this time.

3.5.1 *Headline trends*

Key Stage 4 attainment in Brent since 2000 is shown in the charts below.



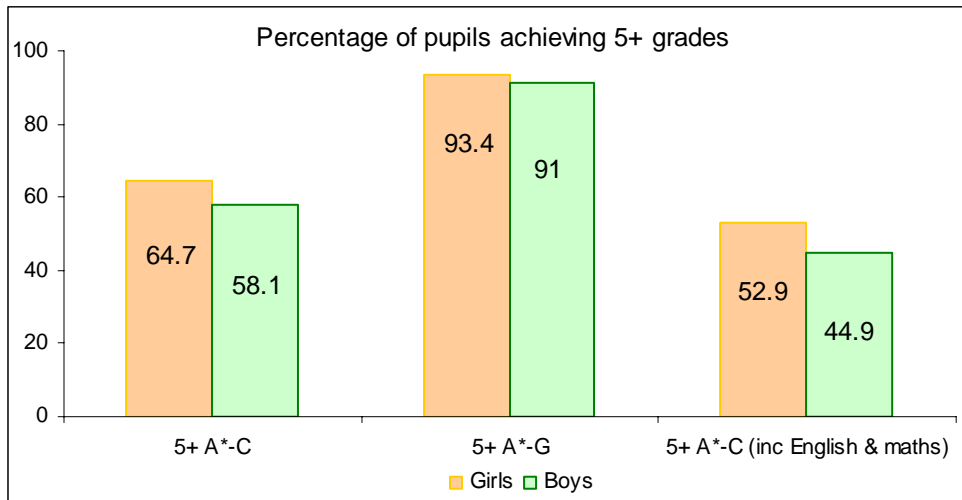


Source: 2006 KS4 validated, matched data, DfES

- Key Stage 4 results continue to rise in Brent and are now almost four percentage points above the national average for the A*-C measure, over one point above for the A*-G measure and over four points above for the new A*-C including English and mathematics measure. Average point scores per pupil are now over twelve points above national levels.
- This increase builds on the significant improvements seen in recent years.
- There is a twelve percentage point difference between the A*-C measure and the A*-C measure including English and mathematics.

3.5.2 Gender

Gender differences in attainment at Key Stage 4 are shown below and in line with previous years, more girls than boys achieve five or more higher grades.

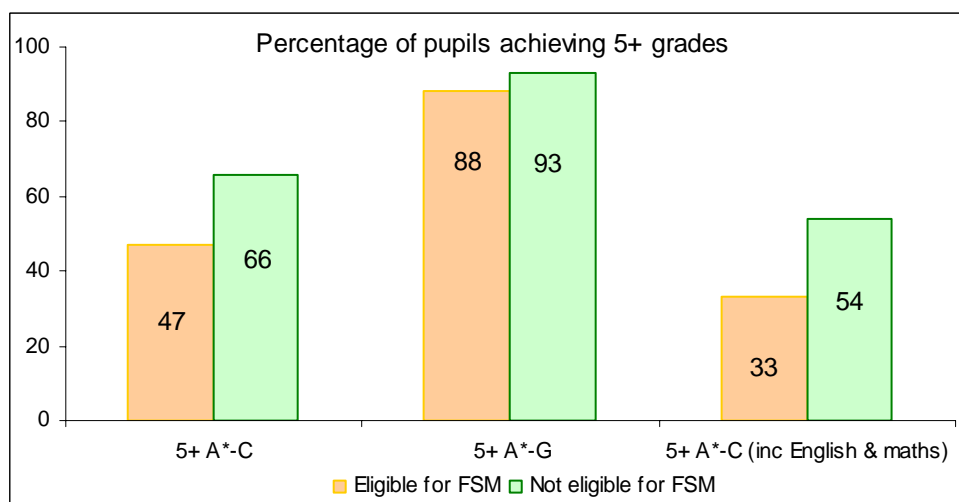


Source: 2006 KS4 validated, matched data, DfES

- In contrast to last year, girls have seen the strongest improvement in performance using the A*-C measure which has led to a widening of the gender gap.
- The gender gap is most noticeable using the A*-C including English and mathematics measure at eight percentage points.

3.5.3 Free school meals

The following chart shows the variation in attainment between pupils entitled to free to schools and others. As with other key stages, there is a clear negative association between attainment and entitlement to free school meals.



Source: 2006 KS4 unvalidated, matched data, DfES

- The attainment gap using the A*-C and A*-G measures has reduced to nineteen and five points respectively this year. This has been driven by a stronger improvement in results for pupils eligible for free school meals.

- As is the case with gender, the gap is most noticeable using the A*-C measure including English and mathematics at 22 percentage points.

3.5.4 Ethnicity

The following table gives the percentage of pupils achieving five or more A*-C and A*-G grades by ethnic group. The table shows the key ethnic groups in Brent. For a full list of ethnic groups and their attainment at Key Stage 4 see appendix.

	A*-C	A*-G	A*-C inc	Number*
Asian or Asian British Indian	75	97	65	567
Asian or Asian British Pakistani	58	95	47	149
Black or Black British African	50	93	32	316
Black or Black British Caribbean	42	92	30	328
White British	55	91	43	231
White Other	51	93	34	159
Brent	61	92	49	

* Total number of pupils in each ethnic group

Source: 2006 KS4 unvalidated, matched data, DfES

- Asian Indian and Asian Other pupils continue to perform above the Brent and national averages. Pupils for whom ethnicity data is not sought also continue to perform above Brent averages (the majority of these pupils attend JFS school).
- In contrast to 2005 results, Pakistani pupils have dipped slightly below the national average using the A*-C measure. They are also below using the A*-C including English and mathematics measure.
- White British pupils, who are amongst the higher achieving groups in primary school, achieve below the Brent average at Key Stage 4. Results for this group have however improved at a faster rate than the Brent average (A*-C measure).
- Black African and Caribbean pupils continue to perform below the Brent average for 5+ A*-C grades but have again seen significant improvements since last year, by some seven and ten percentage points respectively for the A*-C measure.
- The gap between the percentage of pupils achieving five or more A*-C grades and the similar measure including English and mathematics is most significant for the Black African (18pp) and White Other (17pp) groups. For all other groups the gap is around 12 points.

3.5.5 Ethnicity and gender

The following table gives the percentage of pupils achieving five or more A*-C and A*-G grades by ethnic group and gender. The table shows the key ethnic groups in Brent. For a full list of ethnic groups and their attainment at Key Stage 4 see appendix.

	Percentage of pupils achieving 5+					
	A*-C		A*-G		A*-C (inc)	
	Girls	Boys	Girls	Boys	Girls	Boys
Asian or Asian British Indian	76	75	97	97	70	61
Asian or Asian British Pakistani	65	53	99	93	56	40
Black or Black British African	52	48	94	91	35	29
Black or Black British Caribbean	54	30	96	87	37	23
White British	59	50	94	87	47	37
White Other	60	40	95	90	42	25
Brent	65	58	93	91	53	45

- Although overall, Pakistani pupils perform below the Brent average for 5+ A*-C grades, Pakistani girls actually perform in line with the Brent average for all girls. This is in contrast to 2005, where the above average performance of the whole group was driven by the performance of boys.

3.5.6 Value added

This year, a new value added measure has been included in the Achievement and Attainment Tables (formerly the Performance Tables) published by the DfES. This new measure is called **contextual value added** and aims to compare the progress made by pupils in Brent schools (between Key Stages 2 and 4) to pupils with similar levels of prior attainment and similar contextual factors in similar schools in England. This is a marked improvement on the previous methodology behind calculating value added scores which simply used prior attainment.

Key Stage 2 to 4

Contextual value added scores are presented in a similar way to value added scores, as a value centred around 1000. For 2006, Brent has a value added score of 1005.9 which puts the borough in the top 40% of local authorities nationally for the progress made by our pupils between Key Stages 2 and 4.

Key Stage 3 to 4

		Percentage of pupils		
		English	Mathematics	Science
Below national median level of progress	Brent	28	13	21
	National	40	25	22
National median level of progress	Brent	46	39	34
	National	41	47	41
Above national median level of progress	Brent	25	47	45
	National	19	27	37

Source: 2006 KS4 unvalidated, EPAS database

The table above shows the percentage of pupils progressing below, at and above the national median from Key Stage 3 to Key Stage 4. A higher proportion of Brent pupils progress above the national median level in all three subjects when compared to national data.

3.5.7 *Summary of findings*

- Key Stage 4 results continue to rise in Brent and are now almost four percentage points above the national average for the A*-C measure, over one point above for the A*-G measure and over four points above for the new A*-C including English and mathematics measure.
- In contrast to last year, girls have seen the strongest improvement in performance using the A*-C measure which has led to a widening of the gender gap.
- The attainment gap using the A*-C and A*-G measures has reduced to nineteen and five points respectively this year. This has been driven by a stronger improvement in results for pupils eligible for free school meals.
- White British pupils, who are amongst the higher achieving groups in primary school, achieve below the Brent average at Key Stage 4. Results for this group have however improved at a faster rate than the Brent average (A*-C measure).
- Black African and Caribbean pupils continue to perform below the Brent average but have again seen significant improvements since last year, by some seven and ten percentage points respectively for the A*-C measure.
- In 2006, Brent has a value added score of 1005.9 which puts the borough in the top 40% of local authorities nationally for the progress made by our pupils between Key Stages 2 and 4.

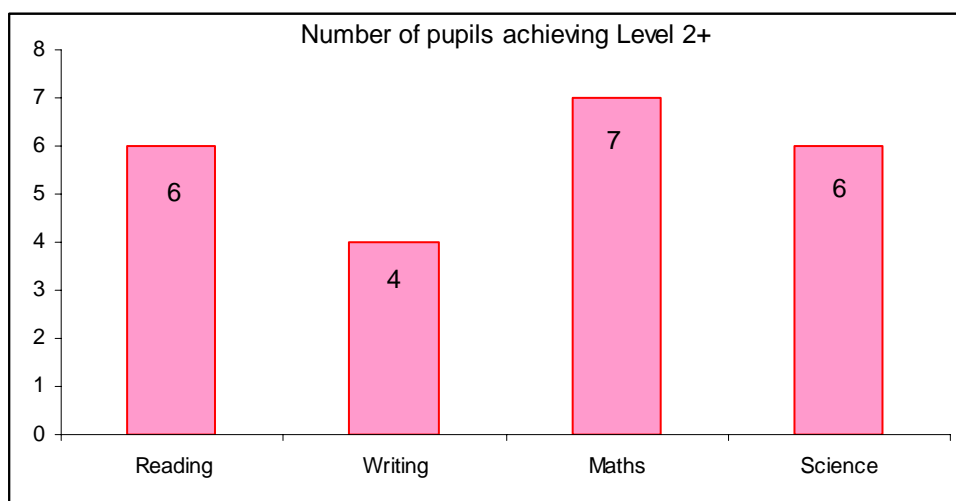
3.5 **Focus on looked after children**

3.6.1 *Key Stage Performance (data and commentary provided by Social Service)*

Please note that section 3.6.1 has been written by the Systems & Information Team, Social Services.

3.6.1.1 *Key Stage 1*

There were eleven Looked After Children in the Key Stage 1 cohort consisting of four boys and seven girls. Ten children attended mainstream schools.



Source: 2006 KS1 data, provided by Social Services

Seven children attended Brent schools and three were placed in schools outside Brent. One child was looked after for under one year, three children for 1-2 years, two children for 2-5 years and four children for over five years. The average duration looked after was three years and two months.

	Number of Looked After Children achieving Level 2+						
	Eligible	Sat Exam	Speaking and Listening	Reading	Writing	Maths	Science
Black or Black British, African heritage	1	1	1	1	1	1	1
Black or Black British, Caribbean heritage	1	2	1	1	0	1	1
Black or Black British, other heritage	2	2	1	2	1	2	1
Mixed - white & black Caribbean	2	2	0	0	0	1	1
White, British heritage	2	2	2	1	1	1	1
White, Irish heritage	1	1	1	1	1	1	1
Male			3	2	1	2	2
Female			3	4	3	5	4

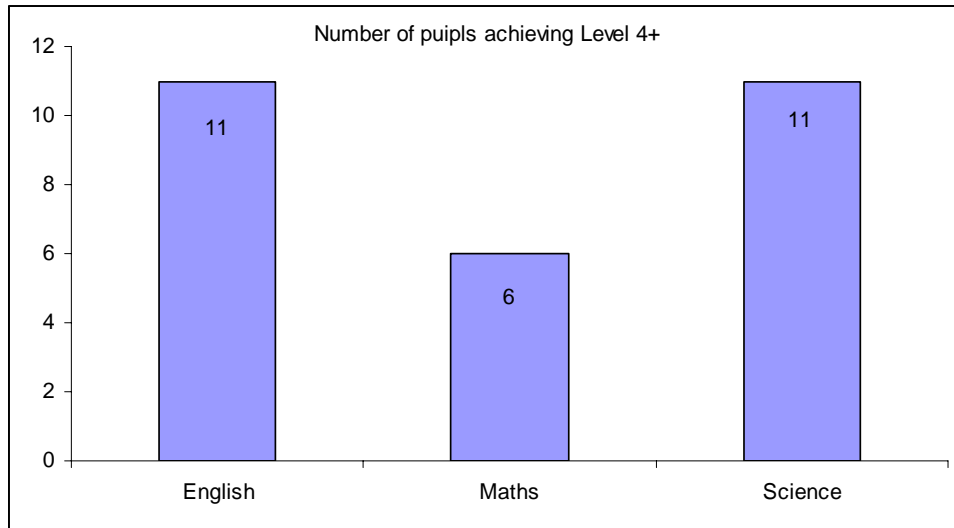
Source: 2006 KS1 data, provided by Social Services

	2004/05		2005/06	
	Number sat exams	Number achieving Level 2+	Number sat exams	Number achieving Level 2+
Speaking and listening	6	5	8	6
Reading	7	5	9	6
Writing	7	4	7	4
Maths	8	5	10	7
Science	8	4	9	6

Source: 2006 KS1 data, provided by Social Services

3.6.1.2 Key Stage 2

There were sixteen Looked After Children in the Key Stage 2 cohort, ten boys and six girls. All sixteen children attended mainstream schools, fifteen sat the Key Stage 2 tests and two children had a statement of SEN.



Source: 2006 KS2 data, provided by Social Services

Ten children attended Brent schools and six were placed outside Brent. Five children were looked after for 1-2 years, four children for 2-5 years and seven children for

	Number of children looked after achieving Level 4+				
	Eligible	Sat Exam	English	Maths	Science
Asian or Asian British, Indian heritage	1	1	1	1	1
Black or Black British, African heritage	1	1	1	0	1
Black or Black British, Caribbean heritage	7	7	5	3	6
Black or Black British, other heritage	1	1	1	1	1
Mixed - white & black African	2	2	1	0	1
Mixed - white & black Caribbean	2	2	1	0	0
White, British heritage	1	1	1	1	1
White, other heritage	1	1	0	0	0
Male			6	3	5
Female			5	3	6

over five years. The average duration looked after was four years and ten months.

Source: 2006 KS2 data, provided by Social Services

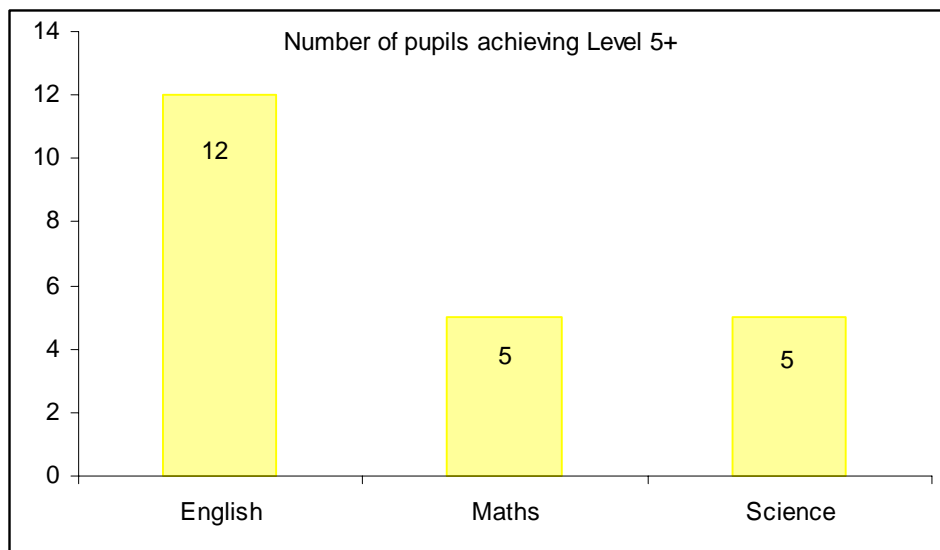
	2004/05		2005/06	
	Number sat exams	Number achieving Level 4+	Number sat exams	Number achieving Level 4+
English	16	10	14	11
Maths	15	9	12	6
Science	15	12	12	11

Source: 2006 KS2 data, provided by Social Services

3.6.1.3 Key Stage 3

There were 23 Looked After Children in the Key Stage 3 cohort, eleven boys and twelve girls. Nineteen of the 23 children attended mainstream schools, nineteen took the Key Stage 3 tests, three had a statement of SEN and two children were asylum seekers / had English as an additional language.

Fifteen children attended Brent schools and eight were placed outside Brent. Three children were looked after for under one year, six for 1-2 years, six for 2-5 years and eight for over five years. The average duration looked after was four years and three months.



Source: 2006 KS3data, provided by Social Services

	Number of children looked after achieving Level 5+				
	Eligible	Sat Exam	English	Maths	Science
Asian or Asian British, Indian heritage	2	2	2	2	1
Asian or Asian British, other Asian heritage	1	1	0	1	0
Black or Black British, African heritage	2	1	1	1	0
Black or Black British, Caribbean heritage	6	6	4	3	2
Mixed - other mixed heritage	1	1	0	1	1
Mixed - white & Asian	1	1	1	0	0
Mixed - white & black African	2	2	2	0	0
Mixed - white & black Caribbean	3	1	1	1	1
White, British heritage	1	0	0	0	0
White, Irish heritage	1	1	1	1	0
White, other heritage	3	1	0	0	0
Male			5	4	3
Female			7	6	3

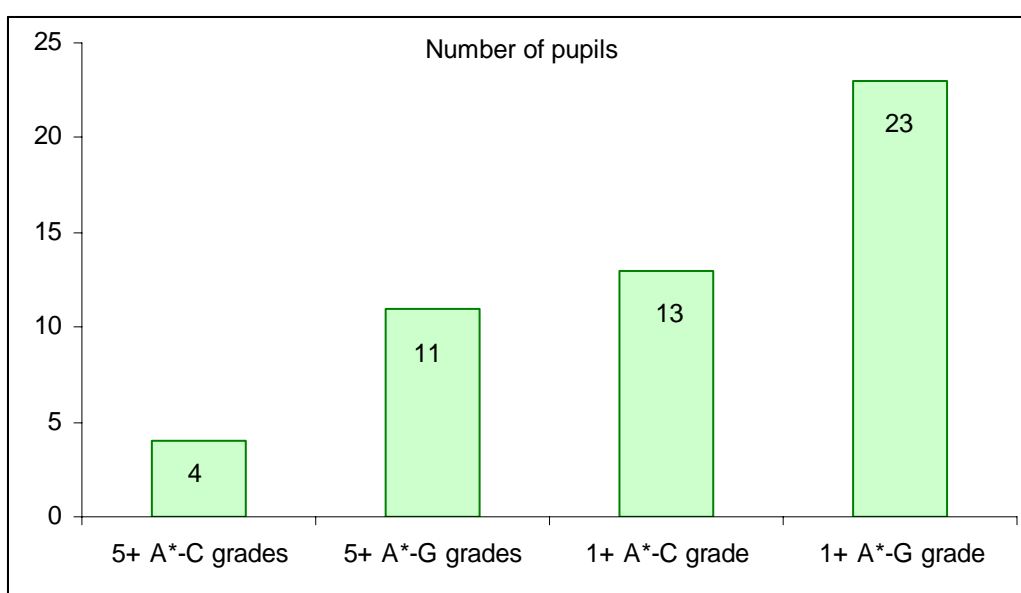
Source: 2006 KS3data, provided by Social Services

	2004/05		2005/06	
	Number sat exams	Number achieving Level 5+	Number sat exams	Number achieving Level 5+
English	15	9	16	12
Maths	19	10	18	9
Science	20	5	18	6

Source: 2006 KS3data, provided by Social Services

3.6.1.4 Key Stage 4

There were 33 Looked After Children in the Key Stage 4 cohort consisting of 24 boys and eleven girls. 24 children sat Key Stage 4 exams, of which 21 attended mainstream schools and two attended the Brent Key Stage 4 Pupil Referral Unit.



Source: 2006 KS4data, provided by Social Services

			Number of pupils			
	Eligible	Sat Exam	5+ A-C grades	1+ A*-C grade	5+ A*-G grade	1+ A*-G grade
Asian or Asian British, Indian heritage	1	1	0	1	1	1
Asian or Asian British, other Asian heritage	3	3	1	3	1	3
Asian or Asian British, Pakistani heritage	1	0	0	0	0	0
Black or Black British, African heritage	9	5	0	2	2	4
Black or Black British, Caribbean heritage	6	5	0	4	4	5
Black or Black British, other heritage	1	1	0	1	0	1
Mixed - other mixed heritage	1	1	0	0	1	1
Mixed - white & black African	2	2	1	2	1	2
Mixed - white & black Caribbean	2	1	0	1	1	1
White, British heritage	4	3	0	1	0	2
White, Irish heritage	1	1	1	1	0	1
White, other heritage	2	1	0	1	1	1
Male			2	11	7	14
Female			2	6	5	9

Source: 2006 KS4data, provided by Social Services

3.6.2 Progress

It is often difficult to draw conclusions about pupil performance from attainment data alone and for this reason section 6.2 focuses on the progress made by looked after children between key stages.

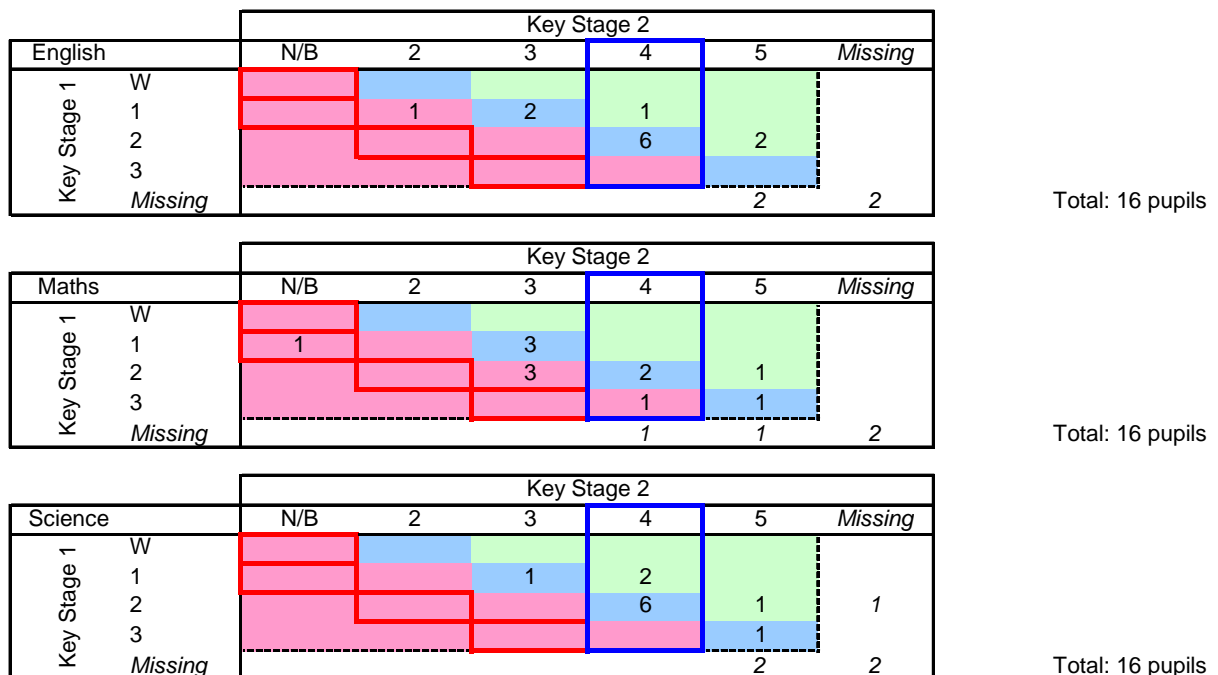
Analysis of pupil progress for looked after children is difficult for two main reasons:

1. Attainment data for the current year is patchy in some cases
2. Not all pupils can be matched to their prior attainment at the previous key stage.

Attainment data for the current year has been supplied by the Systems & Information Team within Social Services and all prior attainment has been taken from the DfES national searchable database on the Key To Success website. Unfortunately, not all pupils could be matched and in these cases, pupils have been marked in the conversion charts as 'missing'.

3.6.2.1 Key Stage 1 to 2

The conversion charts below show the number of pupils progressing from the full range of levels at Key Stage 1 to Key Stage 2.



	English	Maths	Science
Total number of pupils below expectation:	1	5	
Total number of pupils performing at expectation:	8	6	8
Total number of pupils above expectation:	3	1	3

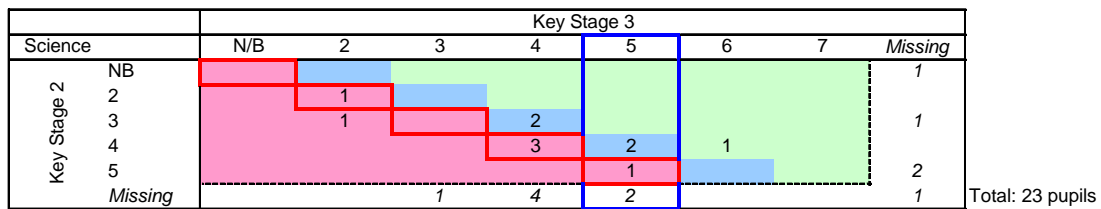
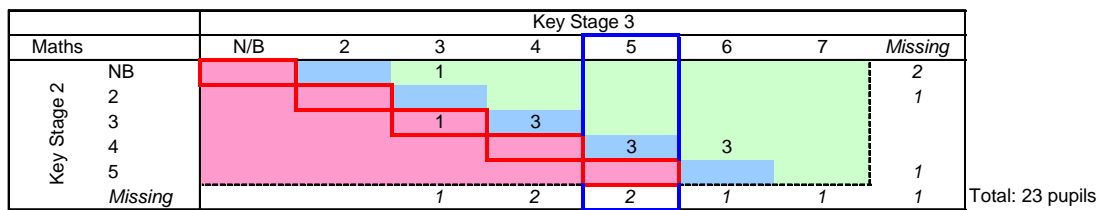
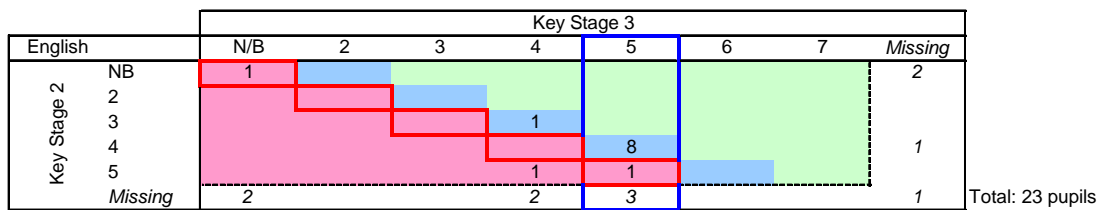
Underperforming
 At expectation
 Higher performing

Criterion level
 No progress made

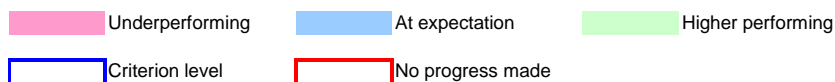
The rate of progress between Key Stage 1 and 2 differs greatly between the three subjects. In English and science, eight pupils make the expected level of progress (two levels) and three make greater than expected progress. In English, one pupil makes below expected progress. The picture is very different in mathematics, with five pupils making below the expected level of progress.

Four pupils have missing data for either Key Stage 1 or 2 and so can't be included in this analysis.

3.6.2.2 Key Stage 2 to 3



	English	Maths	Science
Total number of pupils below expectation:	3	1	6
Total number of pupils performing at expectation:	9	6	4
Total number of pupils above expectation:	0	4	1



As with Key Stage 1 to 2, the progress made between years 6 and 9 differs considerably between subjects. In contrast to the previous key stage, a higher proportion of pupils make expected or above expected progress in mathematics. A high proportion of pupils make below expected progress in science, with 5 pupils making no progress at all.

This highlights how analysing performance data and progress data can give differing pictures of relative success. Using performance data alone, twelve pupils achieved Level 5+ in English compared to five pupils in mathematics. However, nine pupils made expected or above expected progress in English compares to ten pupils in

mathematics. A higher level of prior attainment in English for this cohort contributed to their better performance in English relative to mathematics but pupils with lower prior attainment in mathematics who didn't achieve Level 5+ *did* make good progress.

Depending on the subject, eleven or twelve pupils were not included in this analysis because of missing key stage data.

3.6.2.3 *Key Stage 3 to 4*

The conversion charts below show the number of pupils progressing from the full range of levels at Key Stage 3 to GCSE grades. GCSE data for 2006 has been supplied by Social Services and did not distinguish between types of qualification (e.g. short GCSE, full GCSE etc). In this analysis, grades obtained in subjects classified as English Language, mathematics and science have been used, irrespective of their type.

A higher proportion of pupils make below expected progress between key stages 3 and 4 – three pupils in English, nine in mathematics and eight in science. Consequently, very few pupils make above expected progress. A higher proportion of pupils make good progress in English.

A high proportion of the cohort has missing data for either key stage and so can't be included in this analysis. It should be noted however that missing Key Stage 4 data could indicate a pupil choosing not to take a particular subject.

		Key Stage 4									
		U	G	F	E	D	C	B	A/A*	Missing*	
English (Language)	NB				1	1					2
	2										
	3										
	4					1					1
	5					2	4			2	
	6						1	1			
	Missing*			1	1	1	2	5			9

Total: 35 pupil

		Key Stage 4									
		U	G	F	E	D	C	B	A/A*	Missing*	
Maths	NB				1					1	
	2										
	3			1						2	
	4						1				
	5	1	1		1	2	2				
	6					3		1			
	Missing*			2	2	2	2	2			9

Total: 35 pupil

		Key Stage 4									
		U	G	F	E	D	C	B	A/A*	Missing*	
Science	NB										2
	2										
	3					1					2
	4					1					
	5				2	4	1			1	
	6					2					
	Missing*			1	1	1	2	1			11

Total: 35 pupil

* Missing either indicates that the pupils data is missing or that the pupil chose not to take the subject

	English	Maths	Science
Total number of pupils below expectation:	3	9	8
Total number of pupils performing at expectation:	6	3	2
Total number of pupils above expectation:	2	2	1

Below national median National median Above national median

3.6 Appendices

Contextual data

Number and percentage of pupils as at January 2006

Ethnicity	Primary		Secondary	
	Number	Percent	Number	Percent
Asian or Asian British, Bangladeshi heritage	199	1	111	1
Asian or Asian British, Indian heritage	3,153	14	3,828	22
Asian or Asian British, other Asian heritage	1,781	8	1,144	7
Asian or Asian British, Pakistani heritage	1,584	7	1,090	6
Black or Black British, African heritage	3,701	16	2,110	12
Black or Black British, Caribbean heritage	2,860	12	1,862	11
Black or Black British, other heritage	629	3	455	3
Chinese	84	0	79	0
Information not sought	21	0	1,943	11
Mixed - other mixed heritage	750	3	300	2
Mixed - white & Asian	278	1	151	1
Mixed - white & black African	209	1	108	1
Mixed - white & black Caribbean	456	2	272	2
Other minority ethnic group	1,622	7	1,000	6
White, British heritage	3,092	13	1,383	8
White, Irish heritage	563	2	320	2
White, other heritage	1,984	9	1,125	6
Withheld	111	0	106	1
Total	23,128	100	17,387	100

Key Stage 1

	Percentage achieving level 2+			
	Reading	Writing	Maths	Science
Asian or Asian British Bangladeshi heritage	83	83	83	83
Asian or Asian British Indian heritage	88	87	92	90
Asian or Asian British other Asian heritage	86	86	92	90
Asian or Asian British Pakistani heritage	76	76	82	81
Black or Black British African heritage	80	78	86	84
Black or Black British Caribbean heritage	83	81	87	84
Black or Black British other heritage	80	76	86	84
Chinese	93	100	100	100
Mixed: other mixed heritage	87	86	84	92
Mixed: white & Asian	87	85	90	92
Mixed: white & black African	91	83	91	87
Mixed: white & black Caribbean	80	83	87	88
Other minority ethnic group	75	76	82	81
White British heritage	89	87	91	91
White Irish heritage	74	75	79	80
White other heritage	77	75	86	83
Withheld	85	92	100	92
Brent	82	80	86	85
National	84	81	90	89

Percentage of pupils achieving Level 2+ by ethnicity

Percentage of pupils achieving Level 2+ by ethnicity and gender

	Percentage achieving level 2+							
	Reading		Writing		Maths		Science	
	Girls	Boys	Girls	Boys	Girls	Boys	Girls	Boys
Asian or Asian British, Bangladeshi heritage	75	86	75	86	75	86	75	86
Asian or Asian British, Indian heritage	90	86	90	83	92	92	90	90
Asian or Asian British, other Asian heritage	85	87	89	84	94	91	92	88
Asian or Asian British, Pakistani heritage	83	68	81	72	81	84	80	82
Black or Black British, African heritage	82	79	79	77	86	87	83	85
Black or Black British, Caribbean heritage	89	77	91	71	90	83	89	78
Black or Black British, other heritage	83	76	83	71	86	86	86	82
Chinese	86	100	100	100	100	100	100	100
Mixed - other mixed heritage	93	85	86	85	89	90	91	92
Mixed - white & Asian	90	83	90	78	90	89	95	89
Mixed - white & black African	89	93	89	79	89	93	89	86
Mixed - white & black Caribbean	84	77	84	83	88	86	92	86
Other minority ethnic group	80	73	81	71	82	86	84	77
White, British heritage	91	87	89	86	92	91	92	91
White, Irish heritage	76	71	76	75	82	75	85	75
White, other heritage	84	71	81	70	88	84	88	79
Withheld	100	67	100	83	100	100	100	83
Brent	85	79	84	77	87	86	87	84

Key Stage 2

Percentage of pupils achieving Level 4+ by ethnicity

	Percentage achieving level 4+		
	English	Mathematics	Science
Asian or Asian British Bangladeshi heritage	93	76	86
Asian or Asian British Indian heritage	82	83	86
Asian or Asian British other Asian heritage	84	88	85
Asian or Asian British Pakistani heritage	81	70	78
Black or Black British African heritage	73	62	74
Black or Black British Caribbean heritage	73	60	77
Black or Black British other heritage	77	69	79
Chinese	80	93	80
Mixed: other mixed heritage	89	80	89
Mixed: white & Asian	87	87	87
Mixed: white & black African	81	76	81
Mixed: white & black Caribbean	78	67	81
Other minority ethnic group	75	74	79
White British heritage	88	81	89
White Irish heritage	80	76	90
White other heritage	77	78	86
Withheld	82	64	82
Brent	79	73	82
National	79	76	87

Percentage of pupils achieving Level 4+ by ethnicity and gender

	Percentage achieving level 4+					
	English		Maths		Science	
	Girls	Boys	Girls	Boys	Girls	Boys
Asian or Asian British, Bangladeshi heritage	100	88	75	76	92	82
Asian or Asian British, Indian heritage	87	77	84	83	88	85
Asian or Asian British, other Asian heritage	88	80	88	87	84	85
Asian or Asian British, Pakistani heritage	80	82	66	74	73	83
Black or Black British, African heritage	81	64	64	59	76	72
Black or Black British, Caribbean heritage	82	66	62	59	81	74
Black or Black British, other heritage	73	80	64	73	82	78
Chinese	100	57	100	86	88	71
Mixed - other mixed heritage	90	89	76	86	90	89
Mixed - white & Asian	77	94	77	94	77	94
Mixed - white & black African	90	73	70	82	80	82
Mixed - white & black Caribbean	84	70	68	65	87	74
Other minority ethnic group	80	70	70	78	79	78
White, British heritage	91	84	78	84	89	89
White, Irish heritage	84	76	65	89	86	95
White, other heritage	85	70	81	75	87	85
Withheld	67	100	67	60	83	80
Brent	84	74	73	74	83	81

Key Stage 3

Percentage of pupils achieving Level 5+ by ethnicity

	Percentage achieving level 5+		
	English	Mathematics	Science
Asian or Asian British Bangladeshi heritage	91	91	87
Asian or Asian British Indian heritage	75	84	75
Asian or Asian British other Asian heritage	68	76	69
Asian or Asian British Pakistani heritage	69	74	63
Black or Black British African heritage	65	64	57
Black or Black British Caribbean heritage	65	62	56
Black or Black British other heritage	69	72	60
Chinese	80	80	80
Mixed: other mixed heritage	79	76	74
Mixed: white & Asian	84	79	74
Mixed: white & black African	86	86	79
Mixed: white & black Caribbean	76	69	65
Other minority ethnic group	59	68	53
White British heritage	76	75	71
White Irish heritage	77	65	60
White other heritage	67	74	65
Withheld	60	60	60
Brent	73	75	68
National	72	77	72

Percentage of pupils achieving Level 5+ by ethnicity and gender

	Percentage achieving level 5+					
	English		Maths		Science	
	Girls	Boys	Girls	Boys	Girls	Boys
Asian or Asian British, Bangladeshi heritage	100	78	93	89	86	89
Asian or Asian British, Indian heritage	86	64	87	81	80	70
Asian or Asian British, other Asian heritage	77	59	75	77	72	66
Asian or Asian British, Pakistani heritage	76	63	72	77	66	62
Black or Black British, African heritage	71	58	68	58	64	48
Black or Black British, Caribbean heritage	76	52	62	60	60	51
Black or Black British, other heritage	81	52	74	67	70	45
Chinese	100	60	100	60	100	60
Mixed - other mixed heritage	79	80	76	74	65	80
Mixed - white & Asian	89	80	78	80	67	80
Mixed - white & black African	78	100	78	100	67	100
Mixed - white & black Caribbean	79	64	60	71	60	64
Other minority ethnic group	75	46	70	66	60	47
White, British heritage	80	72	76	74	72	68
White, Irish heritage	79	70	63	65	54	65
White, other heritage	82	51	80	67	72	57
Withheld	67	50	33	100	33	100
Brent	81	65	77	74	71	65

Key Stage 4

Percentage of pupils achieving 5+A-C and A*-G grades by ethnicity*

	Percentage achieving 5+		
	A*-C	A*-G	A*-C inc
Asian or Asian British, Bangladeshi heritage	88	100	75
Asian or Asian British, Indian heritage	75	97	65
Asian or Asian British, other Asian heritage	76	95	59
Asian or Asian British, Pakistani heritage	58	95	47
Black or Black British, African heritage	50	93	32
Black or Black British, Caribbean heritage	42	92	30
Black or Black British, other heritage	32	90	19
Chinese	77	92	77
Information not sought	90	100	84
Mixed - other mixed heritage	62	96	54
Mixed - white & Asian	68	95	59
Mixed - white & black African	42	83	42
Mixed - white & black Caribbean	45	80	40
Other minority ethnic group	59	89	44
White, British heritage	55	91	43
White, Irish heritage	50	78	39
White, other heritage	51	93	34
Withheld	40	100	40
Brent	61	92	49

Percentage of pupils achieving 5+A-C and A*-G grades by ethnicity and gender*

	Percentage of pupils achieving 5+					
	A*-C		A*-G		A*-C (inc)	
	Girls	Boys	Girls	Boys	Girls	Boys
Asian or Asian British, Bangladeshi heritage	100	78	100	100	86	67
Asian or Asian British, Indian heritage	76	75	97	97	70	61
Asian or Asian British, other Asian heritage	75	76	92	98	64	55
Asian or Asian British, Pakistani heritage	65	53	99	93	56	40
Black or Black British, African heritage	52	48	94	91	35	29
Black or Black British, Caribbean heritage	54	30	96	87	37	23
Black or Black British, other heritage	37	27	90	91	23	15
Chinese	100	63	100	88	100	63
Information not sought	89	91	100	99	84	83
Mixed - other mixed heritage	70	56	100	94	60	50
Mixed - white & Asian	50	75	100	94	50	63
Mixed - white & black African	25	50	100	75	25	50
Mixed - white & black Caribbean	48	41	78	82	39	41
Other minority ethnic group	60	58	88	90	47	41
White, British heritage	59	50	94	87	47	37
White, Irish heritage	56	42	78	79	37	42
White, other heritage	60	40	95	90	42	25
Withheld	0	50	100	100	0	50
Total	65	58	93	91	53	45

Contact Officers

Laura Hague