

**LONDON BOROUGH OF BRENT**

**EXECUTIVE MEETING**

**23.06.03**

NAME OF WARD(S)

ALL

**REPORT TITLE: Evaluation of EDP2 (2002-3)**

**1.0 SUMMARY**

The first Education Development Plan (EDP1) for Brent, which set out priorities for education, ran for the period 1999-2002. EDP2 has a new set of priorities, and runs from 2002-7. Remaining tasks from EDP1 have been incorporated into EDP2.

**2.0 RECOMMENDATIONS**

That members note the progress made with EDP2, endorse the actions being taken and refer the report to the Lifelong Learning panel.

**3.0 FINANCIAL IMPLICATIONS**

There are no financial implications arising directly from this report. However, any changes in central government funding arrangement for 2004/5, including the Standards Fund, may impact on the delivery of the plan.

**4.0 STAFFING IMPLICATIONS**

There are no staffing implications arising directly from this report.

**5.0 LEGAL IMPLICATIONS**

There are no legal implications arising directly from this report.

**6.0 DETAIL**

**6.1 Priorities of EDP2**

**6.1.1** The priorities of EDP2 are:

- Priority 1 – Raising attainment in the Foundation Stage
- Priority 2 – Raising attainment in primary schools
- Priority 3 – Raising attainment in secondary schools
- Priority 4 – Raising the attainment of vulnerable groups
- Priority 5 – Making effective use of data in school improvement
- Priority 6 – Improving the recruitment and retention of staff

### **6.1.2 OfSTED evaluation of EDP2**

Detailed comments on Brent's EDP2 are in the OfSTED report on the LEA, paragraphs 38-43. The structure of the plan is sound and priorities appropriately derived. Activities are clearly laid out. More attention needs to be paid to transition from Key Stage 2 to Key Stage 3, and some actions require more specific success criteria and local targets.

## **6.2 Priority 1 – Raising attainment in the Foundation Stage**

### **6.2.1 LEA OFSTED report**

The LEA OFSTED report found that support for early years was unsatisfactory but improving. The quality of training for staff in non-maintained settings is a strength. Data from OFSTED inspections of schools indicates that progress is insufficient and the quality of teaching needs improvement. Planning to raise attainment in maintained settings is sound, but there is a lack of integrated planning to raise standards. Since EDP2 was written, a Head of Early Years has been appointed, enabling a more integrated approach.

### **6.2.2 Information on Foundation Stage provision**

Work has begun on ensuring that the LEA has accurate and up-to-date information on the quality of provision in the Foundation Stage in schools. This will enable the allocation of resources in accordance with the needs of schools. A review of Foundation Stage provision was carried out in a sample of schools in autumn 2002 and spring 2003. Schools identified through this review have received additional support.

### **6.2.3 Training**

In order to raise standards in the Early Learning Goals relating to communication, language and literacy, there has been training for Reception teachers. Training in phonics is especially popular and has contributed to improvements in standards of spelling. Foundation Stage practitioners have attended training in mathematics, enabling teachers to use materials confidently. There have been significant improvements in the quality of ICT teaching as shown in OFSTED reports, resulting from training provided.

### **6.2.4 Foundation Stage Profile**

Schools are being given support in the implementation of the new Foundation Stage Profile for the assessment of pupils in the Reception Year. The outcomes of this assessment will be reported on in the autumn and evaluation of its implementation will be reported on next year.

### **6.2.5 Accreditation of non-maintained Foundation Stage settings**

The LEA has started preparations to enable non-maintained Foundation Stage settings to be accredited by a quality assurance scheme. We are working towards the DfES targets for 94% of Foundation Stage settings achieving a 2-4 years rating by 2004.

### **6.2.6 Equality of opportunity**

Training has been provided for equal opportunities co-ordinators, and to support raising the attainment of children from ethnic minority groups. All nursery schools now have a race equality policy and more ethnic minority families are accessing nursery provision in South Kilburn.

### **6.2.7 Provision for Traveller children**

Traveller families have been given support through an on-site programme including use of the toy and video library and training in ICT. Parents of young children have increased in confidence and there are good links with the Travellers community. This provision has had a direct impact on the increase in the number of children taking up nursery and school places.

### **6.2.8 Intended outcomes for raising attainment in the Foundation Stage (2002-7)**

<b>Aspect</b>	<b>Intended outcome</b>	<b>Current position</b>
Attainment	Standards are raised in the Foundation Stage	It will be several years before the LEA has adequate accurate information from the implementation of the Foundation Stage Profile to identify trends in standards in the Early Years.
Improvement of schools causing concern	There are no maintained nursery schools causing concern	There are currently no maintained nursery schools causing concern.
Collection, analysis and use of data	Data is collected and analysed so that attainment in the Foundation Stage is monitored. Accurate and up-to-date information is available on the achievement of specific ethnic minority and other groups, including groups newly established in Brent.	Data from the Foundation Stage Profile will start to be collected and analysed in autumn 2003. This will enable better information on the achievement of specific ethnic minority and other groups.
Quality of teaching and learning across the curriculum	The quality of teaching of Foundation Stage practitioners is improved. The Foundation Stage curriculum is implemented effectively.	There is insufficient monitoring capacity by the LEA to provide detailed evidence on the quality of teaching. Information from the Foundation Stage Profile will provide further information on the impact of teaching.

Aspect	Intended outcome	Current position
		A review commissioned by the LEA found that the majority of maintained settings surveyed implemented the Foundation Stage curriculum well. However, further improvements are needed in practitioners' understanding of supporting learning in the unstructured environment.
Leadership, management and governance	Advisory bodies and headteachers of maintained nursery schools provide effective leadership. Governors and headteachers of primary schools provide effective leadership in relation to the Foundation Stage.	One nursery school currently has no headteacher. The leadership and management of other nursery schools is broadly satisfactory. From September nursery schools will have governing bodies instead of advisory bodies with the same devolved powers as other maintained schools.  Headteachers of primary schools are generally supportive of developments but many lack detailed knowledge of the Foundation Stage.
National Strategies	National literacy and numeracy strategies are implemented effectively in the Foundation Stage.	Training is being provided. There is insufficient monitoring capacity by the LEA to provide evidence of the effectiveness of this training.
Attainment of specific groups	The attainment of boys, under-achieving ethnic minority groups and other vulnerable groups is raised. Schools ensure maximum progress for each Early Years pupil with SEN.	Data from the Foundation Stage Profile will start to be collected and analysed in autumn 2003.  Training and support will be provided in relation to SEN in the early years, in maintained and non-maintained settings.
Related aims and targets from statutory plans	A fully co-ordinated Early Years Service will be established. All sectors of the community will have equal access to Early Years education (EYDCP target 20) Quality and equality across Early Years providers will be monitored (EYDCP targets 16,20) The quality of teaching of Foundation Stage practitioners will be improved. (EYDCP targets 13,15)	A fully co-ordinated Early Years Service has not yet been established. Steps to improve coherence of planning between the LEA and the EYDCP will be in the post-OFSTED action plan. Foundation Stage practitioners have access to a minimum of 4 days training. Appropriate qualifications are held by 65% of teachers in the Foundation Stage. Data has not been collected for EYDCP target 20. Quality and equality audits have been carried out and the outcomes will inform future training and support. Nine settings are working

Aspect	Intended outcome	Current position
		towards accreditation.

### 6.2.9 Overall evaluation

It will be several years before the LEA has adequate accurate information from the implementation of the Foundation Stage Profile to identify trends in standards in the Early Years. Improvements in the coherence of planning between the LEA and EYDCP will be tackled through the LEA's post-OFSTED action plan.

## 6.3 Priority 2 – Raising attainment in primary schools

### 6.3.1 OFSTED report on LEA

The LEA collects and maintains accurate and up to date information on the performance and progress of all schools, through analysis of performance data and OFSTED reports, and the programme of link visits. Using this information, schools are placed in one of four categories and resources are allocated according the category. Headteachers and chairs of governors are clear about their category and the reasons for it. The OFSTED report on the LEA comments that there is a strong drive to raise standards (paragraph 57). In nearly all cases, schools set appropriately challenging targets.

### 6.3.2 Support for leadership and management

The quality of leadership and management continues to improve and OFSTED rated the support as highly satisfactory. The LEA has a clear view of the quality of leadership and management in schools. The LEA has provided intensive support for schools causing concern. The number of primary schools causing concern has been reduced and the rate of improvement has been accelerated. Training has been provided on preparation for deputy headship and on effective subject leadership. Schools have been given guidance on self-evaluation.

### 6.3.3 Dissemination of good practice

The LEA has published documents to disseminate good practice. There is good attendance at meetings and training. OFSTED reports show a higher proportion of good and very good teaching. The LEA has carried out an action research project in association with the London Institute of Education to improve schools' understanding of learning. All schools involved report gains in understanding.

### 6.3.4 Assessment

The LEA monitors the administration of SATs. Systems are being developed for tracking pupil progress. The LEA is promoting assessment for learning through English, athematics, science and ICT.

### 6.3.5 Provision for gifted and talented pupils

The LEA has better information on schools' provision for gifted and talented pupils, but this area of work requires more development and actions in the plan will be carried forward to 2003-4.

### **6.3.6 Governance**

Primary school governors and clerks have received training, advice and support, and work has started on supporting governing bodies with self-evaluation. The LEA governors' vacancy rate is currently zero. One of the recommendations of the LEA OFSTED report is that there should be more guidance to governors in the monitoring and evaluation of their school's performance, and this will be implemented in accordance with the post-OFSTED action plan.

### **6.3.7 English**

Training has been provided for headteachers, subject leaders and expert teachers in English. School OFSTED inspection reports comment favourably on work in English. The SIS has monitored English teaching in Years 2 and 6 in a sample of schools, which shows evidence of the positive impact of training. All the teaching seen was at least satisfactory, and over half the lessons seen were good or very good. Results in English have held steady or improved in the majority of schools causing concern. Good practice has been disseminated through the use of leading teachers, but actions to develop a website have been deferred until 2003-4. Teaching assistants are more confident in providing support in English, but there have been some practical difficulties in schools in delivering all the relevant programmes.

### **6.3.8 Mathematics**

Training in mathematics has been provided for headteachers, subject leaders and leading teachers, as a result of which they feel well informed about developments in the subject. OFSTED reports on schools show improvements in the quality of leadership of mathematics. There has been an extensive training programme for teachers in specific aspects of mathematics. In 2002, standards rose in mathematics at Key Stages 1 and 2, with the Key Stage 2 target exceeded by 1%. Standards have improved at a faster rate than the LEA average in schools causing concern, where there has been intensive support. Teaching assistants have been trained to provide support in mathematics and are more confident about their role.

### **6.3.9 Science**

Training has been provided for science subject leaders and teachers in specific aspects of the subject. There has also been training to prepare schools for changes in the Key Stage 2 test for science. Training has been well received, and the impact will be shown in the results for 2003.

### **6.3.10 ICT**

More than 80% of primary teachers completed the NOF training. The LEA has a better picture of ICT provision and schools are improving their computer to pupil ratios. OFSTED reports on schools show that the majority have improved the use of ICT to support learning since their previous inspection. The LEA OFSTED inspection report recommends the implementation of effective systems of monitoring and evaluation in order to have accurate knowledge of schools' progress and the levels of pupils' attainment in ICT. This will be carried out and monitored through the post-OFSTED action plan.

### **6.3.11 Foundation Subjects**

Areas for development have been identified through school-self evaluation and analysis of OFSTED reports on schools. Support has been brokered or provided for individual schools and a programme of central training delivered. OFSTED reports and schools show continued improvement in the quality of teaching and learning across the curriculum.

### **6.3.12 Religious education**

The LEA has supported the implementation of the revised Agreed Syllabus for religious education by providing central and school-based training and through publishing schemes of work and other materials. A website is being developed. Schools have made changes to implement the revised syllabus and medium term planning has improved.

### **6.3.13 Collective worship and provision for spiritual development**

The LEA has collected information on provision of collective worship in schools. SACRE is planning guidance on provision for spiritual development.

### **6.3.14 Promoting the use of libraries**

The LEA has encouraged the use of libraries by children. Librarians have visited schools to promote library activities and there is a programme of class visits. The number of children participating in the 2002 Summer Reading Scheme increased by 37% on the previous year. The number of books issued to children has increased.

### **6.3.15 Raising the attainment of specific groups of pupils**

All schools have action plans and targets for the attainment of these groups of pupils. Achievement data is monitored by ethnicity. Schools are aware of the issues concerning the achievement of specific groups of pupils. Ethnic Minority Achievement Co-ordinators (EMCOs) have been supported in the collection and use of data. Training has been well attended. Most schools have race equality policies in place and will reach CRE levels to the agreed timescale or earlier. To date, 52 teachers have completed an accredited course in teaching English as a second language. A Traveller Cultural month was organised, with positive feedback. Traveller pupils have been supported in transferring from primary to secondary education. Targets set for under-performing pupils have been met. Traveller and refugee support has been provided to 16 primary schools.

### 6.3.16 Intended outcomes for raising attainment in primary schools (2002-7)

Aspect	Intended outcome	Current position
Attainment	Standards at Key Stages 1 and 2 will continue to improve so that they stay in line with improvements in national standards.	Standards at Key Stages 1 and 2 were in line with improvements in national standards in 2002.
Improvement of schools causing concern	By the end of the academic year 2002-3, there will be no primary schools with serious weaknesses or requiring special measures.	There is currently one infant school with serious weaknesses. HMI report that this school has made good progress since its OFSTED inspection. There is one primary school requiring special measures.
Collection, analysis and use of data	Schools will make effective use of their assessment and other data to raise standards. Performance data on schools will be used effectively to contribute to school improvement. There will be accurate and up to date information on the achievement of specific minority ethnic and other groups, including groups newly established in Brent.	Link school improvement advisers report that schools are generally improving their use of assessment data at senior management level. Use of assessment data by subject leaders and class teachers needs to be more effective. Schools are setting robust and realistic targets. A new data collection system (PLASC) will provide accurate information on the achievement of specific minority ethnic and other groups in 2003-4.
Quality of teaching and learning across the curriculum	The quality of teaching and learning and learning across the curriculum will improve further so that all primary schools provide a broad and balanced curriculum and a quality of education that is at least satisfactory.	Analysis of OFSTED reports and monitoring by link school improvement advisers indicates that the majority of primary schools provide a broad and balanced curriculum and a quality of education that is at least satisfactory.
Leadership, management and governance	The leadership, management and governance of primary schools will improve further so that more schools are self-evaluating and committed to continuous improvement.	Leadership and management of primary schools continue to improve overall, although the LEA currently has concerns about nine primary schools. Governing bodies do not yet receive sufficient guidance to enable them to monitor and evaluate schools' performance effectively.



<b>Aspect</b>	<b>Intended outcome</b>	<b>Current position</b>
National Strategies	The national strategies for literacy and numeracy will be implemented in order to meet LEA targets.	Since EDP2 was written, the national strategies have been made more coherent as the National Primary Strategy. The literacy and numeracy strands are being implemented. The 2002 target for English Level 4+ was missed by 2.5 percentage points. The target for mathematics Level 4 + was exceeded by 1.5 percentage points. A start has been made on implementing the new strand of improving leadership and management in schools with below average attainment.
Attainment of specific groups	Boys will make progress at a faster rate, to narrow the gaps in achievement from Year 2 to Year 6. The attainment of under-achieving ethnic minority groups and of Traveller pupils will be raised.	A baseline has been established to enable analysis of the rate of progress of boys and of specific groups of pupils in future years.

### **6.3.17 Overall evaluation**

The performance of Brent's primary schools has continued to improve overall. However, the targets set by the DfES for 2003 for Levels 4+ and 5+ in English and mathematics are very challenging and may not be met.

## **6.4 Priority 3 – Raising attainment in secondary schools**

### **6.4.1 OFSTED report on LEA**

The LEA collects and maintains accurate and up to date information on the performance and progress of all schools, through analysis of performance data and OFSTED reports, and the programme of link visits. Using this information, schools are placed in one of four categories and resources are allocated according the category. Headteachers and chairs of governors are clear about their category and the reasons for it. The OFSTED report on the LEA comments that there is a strong drive to raise standards (paragraph 57). In nearly all cases, schools set appropriately challenging targets.

#### **6.4.2 Support for leadership and management**

The quality of leadership and management continues to improve and OFSTED rated the support as highly satisfactory. The LEA has a clear view of the quality of leadership and management in schools. The LEA provides challenge and support in schools where it is required. One secondary school is in special measures and the impact of LEA actions has been limited so far. No secondary schools have been identified by OFSTED as having serious weaknesses. As in 2001-2, three other secondary schools were a cause for some concern. There has been a considerable turnover of headteachers, as 3/14 have left recently.

#### **6.4.3 Dissemination of good practice**

The LEA has published documents to disseminate good practice. Attendance at meetings and training is good overall. Satisfactory use is made of recommended practitioners. OFSTED reports show a higher proportion of good and very good teaching.

#### **6.4.4 Implementation of the Key Stage 3 Strategy**

This was found to be satisfactory by OFSTED. Schools in need of particular support are identified effectively. Continuity with the Primary Strategy needs to be strengthened. The work of consultants is well received in schools and they are beginning to make a difference. Standards improved slightly in 2002 and we hope to see further impact in the Key Stage 3 results for 2003. Teachers are making better use of National Curriculum levels in planning and assessment in English, mathematics, science and ICT; and in other subjects where departments have had support from the Foundation Subjects consultant.

#### **6.4.5 Governance**

Secondary school governors and clerks have received training, advice and support, and work has started on supporting governing bodies with self-evaluation. The LEA governors' vacancy rate is currently zero. One of the recommendations of the LEA OFSTED report is that there should be more guidance to governors in the monitoring and evaluation of the school's performance, and this will be implemented in accordance with the post-OFSTED action plan.

#### **6.4.6 English**

Training was provided on the use of bridging units to support transition from Key Stage 2 to Key Stage 3; this was well received and a number of schools used the units with varying degrees of success. The LEA monitored provision in summer schools; practice was satisfactory or good overall and there were noticeable improvements in pupils' confidence. Intensive support for the English department in the school requiring special measures resulted in progress in planning and teaching, noted by HMI. The quality of planning for English in Key Stage 3 has improved and teachers who have received support have made progress. Training and support have been well received. Problems of recruitment to English departments have hindered progress in

some schools and staff mobility has affected the development of the leading teacher/department programme.

#### **6.4.7 Mathematics**

Schemes of work show clearer progression from Key Stage 2 to Key Stage 3. Intervention by the Key Stage 3 consultant for mathematics resulted in some improvements in the summer schools. There have been improvements in the management of mathematics in Key Stage 3. Teachers receiving support show increased confidence. Training and support has been well received.

#### **6.4.8 Science**

The Key Stage 3 programme of training has been delivered and support provided in identified schools. Teachers are gaining in confidence and the strategies are being embedded. Planning has improved. HMI inspected implementation of the science strand of the Key Stage 3 strategy at one Brent school and found that it was being introduced successfully and conscientiously. Staffing difficulties have reduced the impact of support in some schools.

#### **6.4.9 ICT**

All schools have produced ICT development plans which are at least satisfactory. The schools are in the process of completing Phase 1 of LGfL training and all pupils and teachers have access to a secure LGfL email account, of which they are beginning to make effective use. The majority of secondary schools have already reached the computer:pupil ratio recommended by the DfES. Training is well received. The Key Stage 3 Strategy for ICT has been launched: audits have been completed and action plans drawn up. Most schools are ensuring that ICT is taught as a discrete subject for one hour per week in Key Stage 3, as recommended. Schools are developing the ICT curriculum. The LEA OFSTED inspection report recommends the development and use of effective systems of monitoring and evaluation in order to have accurate knowledge of schools' progress and the levels of pupils' attainment in ICT. This will be implemented in accordance with the post-OFSTED action plan.

#### **6.4.10 Foundation Subjects**

The Foundation Subjects strand of the Key Stage 3 Strategy is being implemented. Evaluations of training and support have been positive. Schools report greater clarity in setting objectives, a stronger focus on oracy and literacy, better use of assessment for learning and an improved lesson structure. Progress has been most evident where senior management in schools actively support the implementation of the Strategy. There is little evidence of impact in a minority of schools.

#### **6.4.11 Religious education**

The LEA has supported the implementation of the revised Agreed Syllabus for religious education by providing network meetings for heads of religious education. Materials are being published on the website. Schools have made changes to implement the revised syllabus and there are improvements in planning and assessment.

#### 6.4.12 Collective worship and provision for spiritual development

SACRE is planning guidance on provision for spiritual development and collective worship.

#### 6.4.13 Raising the attainment of specific groups of pupils

All schools have action plans and targets for the attainment of these specific groups of pupils. Achievement data at Key Stages 3 and 4 is monitored by ethnicity. Schools are aware of the issues concerning the achievement of specific groups of pupils. Ethnic Minority Achievement Co-ordinators (EMCOs) have been supported in the collection and use of data. Training has been well attended. Most schools have race equality policies in place and will reach CRE levels to the agreed timescale or earlier. A Traveller Cultural month was organised, with positive feedback. Traveller pupils have been supported in transferring from primary to secondary education. Targets set for under-performing pupils have been met. Direct support on strategies to raise achievement of Traveller, Refugee and African-Caribbean pupils has been provided to schools.

#### 6.4.14 Intended outcomes for raising attainment in secondary schools 2002-7

Aspect	Intended outcome	Current position
Attainment	Standards at Key Stage 3 will be at least in line with national standards by 2004. Standards in schools that are currently underachieving will be at least average in comparison with similar schools by 2004.	Standards at Key Stage 3 were in line with those of statistical neighbours but below national standards in 2002. Most schools had results at least average in comparison with similar schools. At Key Stage 3 in 2002, three schools had results for Level 5+ in English, mathematics and science which were mostly well below those of similar schools; two schools had some results which were well below those of similar schools. At Key Stage 4, the LEA's results in 2002 were near national averages. In 2002, 3/13 schools were below or well below average for 5+A*-C grades compared with similar schools and 2/13 for 5+ A*-G.
Improvement of schools causing concern	Willesden High School will be supported in the transition to City Academy status by autumn 2003. Secondary schools causing concern will be supported and monitored. No more secondary schools will require special measures	Willesden High School is being supported in the transition to City Academy status. There is currently one secondary school requiring special measures. Two secondary schools causing concern are being supported and monitored. No further secondary schools require

Aspect	Intended outcome	Current position
	or have serious weaknesses.	special measures or have been identified by OFSTED as having serious weaknesses.
Collection, analysis and use of data	Schools will make effective use of their assessment and other data to raise standards. Performance data on schools will be used effectively to contribute to school improvement. There will be accurate and up to date information on the achievement of specific minority ethnic and other groups, including groups newly established in Brent.	Link school improvement advisers report that most secondary schools make good use of a range of performance data at senior management level. Use of data by subject leaders, year leaders and subject teachers could be more extensive. Schools are setting robust and realistic targets. A new data collection system (PLASC) will provide accurate information on the achievement of specific minority ethnic and other groups in 2003-4.
Quality of teaching and learning across the curriculum	The quality of teaching and learning and learning across the curriculum will improve further so that all secondary schools provide a quality of education that is at least satisfactory. There will be increased diversity, excellence and choice in secondary provision across the LEA.	Analysis of OFSTED reports and monitoring by link school improvement advisers indicates that the majority of schools provide a quality of education that is at least satisfactory. However, it remains unsatisfactory at the secondary school under special measures. There are nine specialist schools. JFS joined the LEA in April 2003, and the Capital City Academy will open in September 2003, thus increasing choice and diversity. Currently there are two Leading Edge schools.
Leadership, management and governance	The leadership, management and governance of secondary schools will improve further so that more schools are self-evaluating and committed to continuous improvement. The leadership of JFS will be supported during their establishment in Brent.	Leadership and management of secondary schools continue to improve overall, although the LEA currently has concerns about three secondary schools. Governing bodies do not yet receive sufficient guidance to enable them to monitor and evaluate schools' performance effectively. The leadership of JFS did not require support.

<b>Aspect</b>	<b>Intended outcome</b>	<b>Current position</b>
National Strategies	The implementation of the Key Stage 3 Strategy will be supported so standards rise in Key Stage 3 and the quality of education is improved across the curriculum.	Schools have been identified for additional support in the strands of the Key Stage 3 Strategy. Standards rose slightly in 2002. There is some evidence of improvement in the quality of education across the curriculum, but much remains to be done to embed the Key Stage 3 Strategy in all schools.
Attainment of specific groups	Boys will make progress at a faster rate, to narrow the gaps in achievement from Year 7 through to the 16-19 group.  The attainment of under-achieving ethnic minority groups and of Traveller pupils will be raised. Gifted and talented pupils will be accurately identified and their educational needs fully met.	A baseline has been established to enable analysis of the rate of progress of boys and of specific groups of pupils in future years.  All secondary schools have identified gifted and talented pupils and programmes have been provided for them through EiC.
Related aims and targets from statutory and other plans.	16-19 plan: improve KS4 access to advice; improve provision in Harlesden EiC attainment targets	All Key Stage 4 students have access to a personal adviser. Plans are in place for some shared provision in the south of the borough for September 2003, in preparation for fuller consortia in 2004. EiC attainment targets were largely met in 2002.

#### **6.4.15 Overall evaluation**

The majority of secondary schools are successful, with pupils achieving good results, especially at Key Stage 4. However, there is potential for standards to rise further at Key Stage 3. One secondary school remains in special measures and the LEA has some concerns about a minority of other secondary schools.

### **6.5 Priority 4 – Raising the attainment of vulnerable groups**

#### **6.5.1 OFSTED report on LEA**

OFSTED found that that the strategy to promote social inclusion is highly satisfactory but that current action is not sufficiently well coordinated. The post of Head of Inclusive Education has now been filled which will enable greater coherence across projects. Support for vulnerable groups is mostly at least satisfactory. Support for attendance is satisfactory with good features. The LEA's support to schools in managing behaviour is satisfactory, although

some primary schools do not have access to adequate support. Improvement in the quality of behaviour support is one of the recommendations of the report and will be dealt with through the post-OFSTED action plan. Support for looked after children is good.

#### **6.5.2 Local provision for meeting SEN**

Local arrangements have been made to meet the needs of children on the autistic spectrum so that ten children, who would otherwise have been placed out of the borough, are being educated locally. To meet the needs of pupils with speech and language impairment, assistants have been trained to work in mainstream schools under the supervision of speech and language therapists. There is an increased commitment to joint working between education, health and social services. A joint panel has been established to co-ordinate planning for children with SEN and disabilities in the early years and a post of Joint Commissioning Officer has been established.

#### **6.5.3 Inclusion in mainstream**

An SEN audit was carried out in a sample of 26 schools in January 2003, and schools were found to be using non-statemented funding appropriately. Schools and Early Years providers have been given guidance on the implementation of the Code of Practice. Small scale projects have used a range of activities to support parental involvement.

#### **6.5.4 Improving provision in Early Years**

Forums are in place for the dissemination of good practice in early years settings. Network meetings for early years SENCOs have been well attended. There are regular inter-agency meetings, promoting better joint working.

#### **6.5.5 Attendance**

Attendance in primary schools is just below the national average but in line with that of statistical neighbours. Attendance in secondary schools is above the national average and that of statistical neighbours. All schools have attendance targets and attendance data is monitored, including data on pupils from vulnerable groups, such as looked after children. The Education Welfare Service carry out termly truancy sweeps with the police and other agencies. Significant improvements in attendance rates have been seen in specific schools targeted for intervention, although overall the attendance rate for 2001/2 was at a similar level as for 2000/01 for both primary and secondary schools.

#### **6.5.6 Provision for children educated otherwise than at school**

An average of 77 children, who are not able to attend school for various reasons, receive home tuition each week. A tuition base has been established, increasing opportunities for group work. Over 97% of parents surveyed rated Tuition Service provision satisfactory or better. 50% of pupils entered for GCSE's achieved 5 grades A\* to C.

### **6.5.7 Children in public care**

All schools have a designated teacher for Looked After Children. Training has been provided for designated teachers and other staff in education and social services. The Looked After Children Education Team has been expanded from one teacher to four teachers. The team has supported the implementation of personal education plans, which are in place for all looked after children. Booster classes are run for children in Year 9 and revision classes for those in Year 11. OFSTED reported on the strong links between education and social services at strategic and operational levels. Attainment remains low with 9% attaining 5 or more grades A\* - C at GCSE and 55% attaining grades A\*-G. Approximately a third of looked after pupils taking GCSEs in 2002 were unaccompanied asylum seekers with English as an additional language.

### **6.5.8 Reducing rates of exclusion**

The exclusions team is working in all Brent secondary schools, including support focussed on pupils in Key Stage 3. Behaviour and education support teams are being established in four secondary and ten primary schools as part of the Behaviour Improvement Project. There is also targeted support for primary pupils at risk of exclusion. The reduction in permanent exclusions from Brent schools continues and was down to 46 in 2001/2 as compared with 56 in 2000/01.

### **6.5.9 Provision for excluded pupils**

Full time provision for pupils in Key Stages 1 and 2 is now available, with the opening of the Key Stage 2 Pupil Referral Unit. The Key Stage 3 Pupil Referral Unit was opened in September 2002. There is full time provision at the Key Stage 4 Pupil Referral Unit. As part of the Behaviour Improvement Project, two centres have been established in secondary schools for pupils on fixed-term exclusions of up to 14 days. Secondary schools are admitting Key Stage 3 excluded pupils with support from the Pupil Referral Unit, resulting in fewer second exclusions following reintegration. 55% of pupils at Key Stage 3 who have been permanently excluded in this academic year have already returned to school. The majority of excluded pupils are in full-time education, except for a very small number who are awaiting specialist provision.

### **6.5.10 Healthy Schools**

All schools have received information about the Healthy Schools scheme and 35% of schools have signed up to it. Nearly all infant schools are part of the School Fruit Scheme.

### **6.5.11 Drugs education; sex and relationships education**

Training on consultation skills, participatory approaches and drugs policy has been provided to staff in schools. Training has been provided for educational welfare officers, learning mentors and the home tuition team and schools. Theatre in Education on making choices has been made available for all of Year 6 pupils. Six pregnant schoolgirls have been given support over continuing their education.



<b>Aspect</b>	<b>Intended outcome</b>	<b>Current position</b>
<b>Ethnic minority groups, Travellers and refugees</b>	See Priorities 1, 2 and 3 (EMTAS)	
<b>Under-achieving boys</b>		
<b>Pupils with SEN</b>	Local provision for meeting the needs of pupils on the autistic spectrum and those with speech and language impairment is strengthened.	Local arrangements have been made to meet the needs of pupils on the autistic spectrum. Assistants have been trained to work with pupils with speech and language impairment.
	Disability awareness is increased. There is improved disability access in mainstream schools.	Training in disability awareness has been provided and guidance issued to schools on legislation. An LEA accessibility strategy has been drawn up and is being implemented, leading to systematic improvements in disability access.
	Outreach role of specialist provision is developed.	An autism support team is in place. Preliminary discussions have been undertaken with speech and language provisions.
	Schools implement the revised Code of Practice effectively.	SEN audit has shown that schools are generally implementing the Code of Practice effectively.
	Provision for children and pupils in the early years is improved.	Early years SEN support team in place for non-maintained settings. Further early years development to improve SEN provision are in the planning stage.
<b>Children in public care</b>	Educational targets are met in the Quality Protects Action Plan. Children make satisfactory progress against individual targets in their personal education plans.	The target of 10% for the proportion of looked after children achieving 5 or more passes at GCSE grades A*-C was not achieved. The actual figure for 2001/2 was 9%. 2002 GCSE figures, however, show a small overall improvement over the 2001 figures. Individual tracking of pupil progress shows good evidence of progress against individual targets in personal education plans.

<b>Aspect</b>	<b>Intended outcome</b>	<b>Current position</b>
<b>Pregnant schoolgirls and teenage mothers</b>	There is a reduction in teenage pregnancies. School aged parents receive an appropriate education out of school and where possible are successfully reintegrated into mainstream education.	A Teenage Pregnancy Education Advisor has been appointed and is collecting baseline data and tracking and monitoring the uptake of education provision by pregnant teenagers. Effective partnerships are developing to ensure appropriate support for reintegration.
<b>Sick children</b>	Sick children not able to attend school receive an appropriate education out of school and where possible are successfully reintegrated into mainstream education.	Sick children are taught in hospital schoolrooms of Central Middlesex/Northwick Park, where relevant. They are provided with home tuition when they leave hospital. This may also involve a reintegration programme when they return to school.
<b>Children educated at home</b>	Children whose parents have notified the LEA of their intention to educate at home receive a satisfactory education.	All children receiving education at home are visited by the EWS to ensure that suitable education is provided. The EWS provides regular visits and monitoring of all cases.
<b>Excluded pupils</b>	The number of permanent exclusions is maintained within the target level of no more than 70 per year. All pupils excluded from school receive full time education.	The number of permanent exclusions from Brent schools has been reduced to 46 in 2001/2, well below the target level.
	All pupils excluded from school receive full time education.	Provision has been expanded at Key Stage 2/3. All permanently excluded children are receiving full-time education, with the exception of a very small number awaiting specialist placement.
	All excluded pupils are reintegrated into school or alternative provision within 15 days of exclusion.	Systems are now in place to ensure all pupils are in alternative full-time provision within 15 days, except in cases where difficulties are encountered in establishing early contact with family.
	The number of second exclusions is reduced.	The number of second exclusions has been reduced to 4 in 2001-2, compared to 8 in the previous academic year 2000-01.

<b>Aspect</b>	<b>Intended outcome</b>	<b>Current position</b>
	The attainment of this group of pupils in SATs and GCSEs continues to improve	The number of excluded pupils sitting SATs and GCSE has steadily increased year on year, as has the proportion of pupils attaining 3 or more GCSEs.
<b>Attendance</b>	The overall LEA attendance target is met. School level unauthorised absence targets are met.	The overall LEA attendance target was met. 85% of schools met their targets for unauthorised absence.
<b>Health</b>	Schools provide appropriate drugs education and sex and relation education. 50% of schools sign up to the Healthy School scheme.	All schools have an agreed borough drugs policy and separate SRE policy. Assessment of the impact of policy/education will become part of minimum standards for a healthy school. So far 35% of schools have signed up to the scheme. The Healthy Schools Programme must recruit by 2006 all schools with over 20% of pupils entitled to free school means
<b>Pupils from specific geographic areas</b>	There is accurate information on pupils' attainment by postcode.	This is to be developed in 2003-4.
<b>Gifted and talented</b>	Gifted and talented pupils are identified accurately and attain standards commensurate with their potential	Gifted and talented pupils are identified in all secondary schools and supported through EiC programmes. Much remains to be done in primary schools.

### **6.5.12 Overall evaluation**

Significant improvements have taken place or are planned in tackling under-achievement. However, current action is not well coordinated. Pupils from vulnerable groups continue to under-achieve.

## **6.6 Priority 5 – Making effective use of data in school improvement**

### **6.6.1 OFSTED report**

Satisfactory plans are in place to improve the provision of performance data with the establishment of a central pupil database and the tracking of performance of different groups of pupils across the LEA. The transmission of data between primary and secondary phases is satisfactory.

### **6.6.2 Use of data to support the drive to raise standards**

Electronic communication with schools has met with partial success. School profiles were found to be more timely and useful than in previous years. The profiles include contextual analysis to identify potential underperforming groups. Further improvements are needed to supply the profiles earlier and to include more information on progression. The Brent Schools Information System CD was delivered on time and feedback indicates that schools are accessing this information. Support from the Fischer Family Trust has given most schools access to progression analysis for whole cohorts and for individual pupils. Schools are making increasing use of this data. Analysis on the attainment of girls and boys in different ethnic groups in writing in Key Stages 1 and 2 and in English at Key Stage 3 was made available to school improvement staff and to school Key Stage 3 strategy managers.

### **6.6.3 Support for the Early Years in the use of data**

Since EDP2 was written, little progress has been made in this area. Data from the Foundation Stage Profile will be analysed. Schools will be provided with an electronic spreadsheet which will already contain contextual data on each child. Schools will be given further guidance on this and on the use of the e-profile in future to monitor pupils' performance throughout the year.

### **6.6.4 Support to primary and secondary schools in the use of data**

Support has been provided to identified schools in the use and interpretation of data. All schools received profiles and an electronic database containing attainment data. These were designed to allow contextual analysis and benchmark comparisons with other schools locally and nationally. In addition, value-added models of progression have been developed for progression between Key Stages 1 to 3, and these will be used to enhance future profiles. Some primary schools that previously kept manual records to track pupil progress are now using electronic systems. The LEA has acted as clearing house for the transfer of Key Stage 2 data to secondary schools. In future this will be sent electronically and primary schools will be encouraged to use the Common Transfer Form.

### **6.6.5 Intended outcomes 2002-7**

<b>Aspect</b>	<b>Intended outcome</b>	<b>Current position</b>
For schools	Pupil performance data is used strategically by schools to identify key educational priorities.	Schools are improving their use of data to identify key priorities.
	Performance data is used effectively for target setting and action planning.	Schools generally set challenging and realistic overall targets. Schools need to make more use of data at the level of subject leaders and class teachers. More effective use could be made of data to set targets for groups of pupils and individuals.

<b>Aspect</b>	<b>Intended outcome</b>	<b>Current position</b>
For the LEA	Data collection is coherent, efficient and effective.	There is a new data team and data collection is now more efficient. There is better communication with the school improvement services, so that more effective use can be made of the data.
	Schools are satisfied with the LEA's arrangements for data collection and analysis.	Schools are generally satisfied with the LEA's arrangements for data collection and analysis.
	Pupil performance data is used strategically by the LEA to identify key educational priorities.	Pupil performance data is used strategically by the LEA to identify key educational priorities. So far, there is little discrepancy between the schools' aggregate targets and those of the LEA.

### **6.6.6 Overall evaluation**

Since EDP2 was written, the officer responsible for this priority left and a new team has been established. There have been discontinuities, with some actions started by the previous post holder and not completed and some new activities initiated by their replacement that were not envisaged in the original plan. Plans for 2003-4 have been revised considerably. With the establishment of an additional post supported by a restructured team, the LEA is now well placed to make considerable further improvements in the effective use of data to support school improvement.

## **6.7 Priority 6 – Improving the recruitment and retention of staff**

### **6.7.1 OFSTED report**

Support for assuring the supply and quality of teachers was rated as good by OFSTED. The strategy includes “an impressive range of measures”. The level of unfilled vacancies is in line with the national average. Newly qualified teachers receive comprehensive induction and 90% remain in the borough for their second year of teaching. Successful recruiting campaigns have been carried out overseas with good quality assurance arrangements. Overseas trained teachers accounted for 11% of appointments last year and good training and support is provided to enable them to achieve qualified teacher status.

### **6.7.2 Recruiting newly qualified teachers**

There has been an increased number of applications from both primary and secondary NQTs, from 76 in 2002 to 120 in 2003. An increased number have been appointed to the primary and secondary pools.

### **6.7.3 Recruiting primary teachers to fill temporary vacancies**

To date 45 teachers have been recruited to the primary supply pool. The success rate of the primary supply pool is currently 92%. The vacancy rate is the lowest for two years.

#### 6.7.4 Maximising recruitment and retention of teachers in primary and secondary schools

Overseas recruitment has brought 20 teachers to Brent. Brent now has one of the lowest vacancy rates in London. The headteacher retention rate is 94% and the deputy headteacher retention rate is 89%.

#### 6.7.5 Supporting newly qualified, overseas trained and returning teachers in primary and secondary schools

A database of NQTs has been established and the progress of NQTs has been monitored. A training programme has been provided for NQTs and induction tutors. Nearly all NQTs are progressing well and action has been taken where there are problems.

#### 6.7.6 Training teaching assistants in primary and secondary schools

The LEA has provided a programme for teaching assistants, to support them in their professional development and to support the retention of trained assistants. Evaluations of training have all been very positive.

#### 6.7.7 Intended Outcomes 2002-7

Aspect	Intended outcome	Current position
Primary/Secondary Recruitment and Retention	All vacancies are filled by suitably qualified and competent teachers.	The permanent vacancy rate is low and reducing. 80 primary supply teachers were placed in temporary vacancies last year.
	Brent attracts a good number of NQTs.	The pools of primary and secondary NQTs have been successful. Brent has attracted more NQTs this year.
	The teaching force in Brent increasingly reflects the ethnic make-up of the pupil population.	The teaching force in Brent increasingly reflects the ethnic make-up of the pupil population. Precise data is to be collected. 57% of GTP candidates are from ethnic minorities.
	Brent retains a high proportion of its good teachers.	90% NQT retention rate 94% Headteacher and 89% Deputy retention rate.
	There is an adequate supply of qualified teachers to fill short-term vacancies.	There is an adequate supply of qualified teachers to fill short-term vacancies.
	High quality teaching assistants are recruited. Teaching assistants progress in their career path and some follow a route into teaching.	A termly programme of recruitment maintains a good supply of Teaching Assistants. Teaching Assistants are tracked through their career path into teaching.
	All schools implement effective human resources policies.	Schools generally implement effective human resources policies.

### **6.7.8 Overall evaluation**

The recruitment and retention of staff continues to be a strength of the LEA.

## **7.0 BACKGROUND INFORMATION**

The following papers were used in the compilation of this report:-

- i) EDP2
- ii) Evaluations of individual action plans for EDP2, 2002-3
- iii) OFSTED inspection report on Brent LEA, January 2003

Any person wishing to inspect the above papers should contact  
Catherine Ross, School Improvement Adviser, Centre for Staff Development,  
Brentfield Road, London NW10 8HB. Tel 020 8937 3341. Fax 020 8937 3368

**EXEC-23.06.03/0005R/CR/PJ/Lead Officer J. CHRISTIE**