

**LONDON BOROUGH OF BRENT**  
**EXECUTIVE MEETING**

FROM THE DIRECTOR OF EDUCATION, ARTS & LIBRARIES

NAME OF WARD(S)  
ALL

**REPORT TITLE: EDUCATION STANDARDS ANNUAL REPORT 2002/2003**

**1.0 SUMMARY**

This report advises Members of the standards achieved in Brent schools in the last academic year, drawing on an analysis of the relative performance of different groups of pupils and on the findings of OFSTED reports on schools.

**2.0 RECOMMENDATIONS**

That Members consider the information on education standards summarised in the conclusions in paragraph **7.8**, note the key issues to the schools in paragraph **7.8.13** and approve the approach to the key issues outlined in paragraph **7.8.14**.

**3.0 FINANCIAL IMPLICATIONS**

There are no financial implications arising directly from this report.

**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 DIVERSITY IMPLICATIONS**

There are fundamentally important diversity implications around the support for underachieving pupils. Black pupils and especially Black Caribbean boys are underachieving at all key stages. This is a trend found over many years and is a national not just a local pattern. Both in-school and social/environmental factors are believed to be responsible. Efforts already outlined in this report are underway to ensure that these pupils are not victims of adverse impact.

**7.0 DETAIL**

**7.1 Introduction**

7.1.1 Pupils' attainment is formally measured at ages five, seven, 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. End of key stage assessments are taken at age 7 (Key Stage 1), age 11 (Key Stage 2) and 14 (Key Stage 3). Pupils

take GCSE/ GNVQ examinations at age sixteen and may then go on to study for A or AS Levels or for vocational qualifications.

- 7.1.2 Overall, education standards shown in the tests and public examinations continue to rise. Brent was set very challenging targets for 2003 even though we have above average levels of social deprivation and of pupils with English as an additional language. Our teachers work very hard to give all pupils access to the curriculum. Although standards in Brent have often risen faster than national trends, particularly at Key Stages 3 and 4, and our results are at or near national averages, Brent has not met the targets for 2003 set out in the Education Development Plan 2 (2002-2007).
- 7.1.3 Schools and the LEA now have detailed information on performance. Each pupil has an identification number which enables the tracking of performance from one key stage to another. Schools are encouraged to track progress within a key stage. The Primary Strategy, the Key Stage 3 Strategy and Excellence in Cities all provide resources and methods for tackling underachievement. These include booster classes for borderline pupils, holiday schools and the provision of learning mentors.
- 7.1.4 Overall pupil numbers by ethnic group for the year 2002/2003 are given in the following table. Where there are only small numbers of pupils in a particular ethnic category, results can be subject to large variations over time.

Ethnicity	2001/2002		2002/2003	
	Primary	Secondary	Primary	Secondary
Asian British & Indian	4031	4423	3377	4137
Asian British & Pakistani	1660	1025	1655	1052
Asian British & other Asian	285	245	1705	1032
Black British & Black African	3233	1720	3323	1742
Black British & Black Caribbean	3269	1827	3190	1823
Black British & other Black	1102	585	635	403
White British	3982	1717	3460	1493
White Irish*	6	0	84	26
Other White*	2895	1515	2439	1456
Other Ethnic Group	2294	1588	3014	3116
<b>Total Pupils</b>	<b>22757</b>	<b>14645</b>	<b>22882</b>	<b>16280</b>

\*These groups were not used consistently by all schools in 2002

- 7.1.5 Figures for achievements by different ethnic groups differ from those employed in previous years due to alterations in national requirements for recording ethnicity. In particular, pupils have been assigned to the groups labelled 'Asian other' and 'Other ethnic group' differently in the past, and ethnic group categories for pupils of mixed heritage did not exist. The old categories of 'White UK' and 'White European' that were used last year have now been removed. New categories of 'White British' and 'White Irish' do not completely overlap these groupings, making comparisons over time difficult. The low numbers of 'White Irish' pupils reflect parental decisions on self-categorisation. Pupils from Ulster or with Northern Irish heritage would formally categorise themselves as 'White UK', whilst those from the Republic would have been grouped under 'White European'. Whilst the new categories allow pupils from the Republic to be counted, those from the north may opt for an other White categorisation. Finally, the decision by parents at JFS to withhold information on ethnicity has inflated the numbers of pupils in the Other Ethnic group.

7.1.6 The overall attainment figures summarised in this report for each Key Stage reflect the validated figures provided by the DfES. The contextual analysis reflects the detailed pupil information received in the January 2003 school census and does not reflect changes to the school roll that have occurred subsequently. Consequently, there may be small differences between these and the overall headline figures.

## 7.2 Foundation Stage

7.2.1 The Foundation Stage is the phase of education that includes pupils in nursery and reception classes. Previously pupils were assessed at the beginning of the reception year. Since September 2002 there is a new statutory assessment scheme that has replaced the previous scheme. The Foundation Stage Profile is used in all government-funded settings in which pupils reach the end of the Foundation Stage.

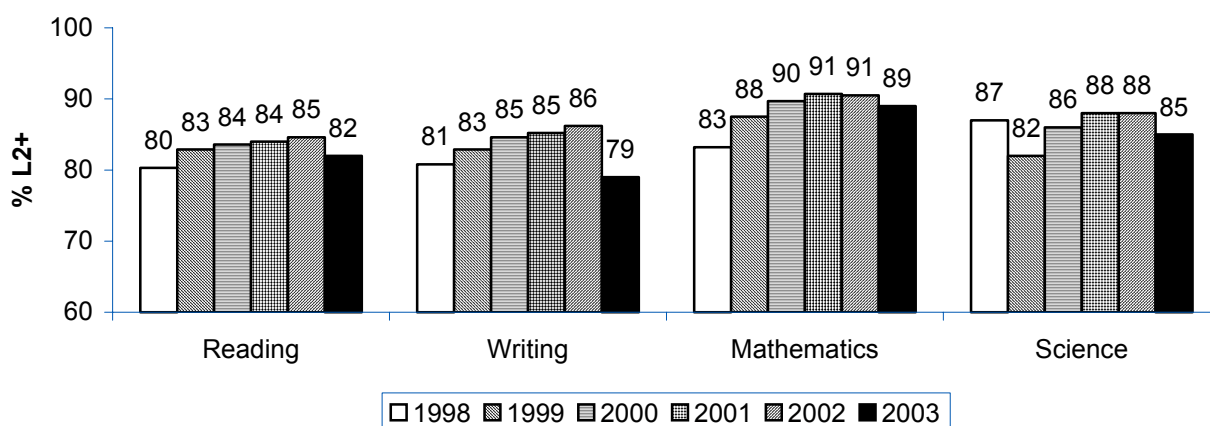
7.2.2. Headteachers, governing bodies and LEAs all have specific responsibilities for assuring that Foundation Stage Profile assessments were carried out in accordance with regulations and returned to the LEA by the July deadline. Foundation Stage staff carried out observations and assessments around six areas of the curriculum and recorded their judgements each term. The Foundation Stage Profile itself provides information on the recorded behavioural observations made for each child. It is not a hierarchical assessment of a child's capability and cannot be used as an indicator of potential or as a baseline for future Key Stage attainments. For these reasons the profile data has not been included in this report.

## 7.3 Key Stage 1

7.3.1 Pupils are given a teacher assessment and are tested at age seven in reading, writing and mathematics. They are also given a teacher assessment for science. In previous years, test attainments in spelling were reported separately. In line with the new testing arrangements, this year spelling has been incorporated into the overall test assessment of writing.

7.3.2 The following chart shows how the test attainment of seven-year old pupils in the borough has changed since 1998. It is expected that the average pupil will reach Level 2 in both their tests and teacher assessments. Most pupils will attain Level 2 and some will reach Level 3.

**Brent Key Stage 1 results 1998-2003**  
Percentage attaining Level 2+



7.3.3 In contrast to previous years, the level of attainments at Key Stage 1 is down by between 4 and 9 percentage points. This pattern is true for both Brent and all schools nationally although it is more marked in the borough. In previous years Brent has performed at the national average. This year the figures for Brent are about 3 percentage points below the national average in reading and 2 percentage points below in mathematics. Writing, which now includes achievements in spelling, has fallen 7 percentage points and is now 3 percentage points below the national average. Brent, which has a high proportion of pupils with English as an additional language, is more sensitive to this year's test changes in writing and spelling. In reading and mathematics the results have also been affected by the arrival of many more children in schools with little or no English. Achievements in mathematics have also been affected by having a separate paper for more able students for the first time. Children who were not showing high potential might not have been entered for the level 3 paper, eliminating any chance of bettering expectations on the day.

7.3.4 Comparisons with similar boroughs and national performance levels are shown in the next table. (In the tables that follow, SN refers to the average performance in those boroughs that OFSTED has calculated to be 'Statistical Neighbours' to Brent<sup>1</sup>; 'Nat' refers to national average attainment levels.) In previous years our attainment at Key Stage 1 has been close to the national levels and slightly ahead of our statistical neighbours. Information on these statistical neighbours is not yet available for 2003 so it is unclear how general the fall in attainment is across other comparable LEAs.

#### 7.3.5 Percentage reaching level 2 or above

Year	Reading			Writing			Mathematics			Science (TA)		
	Brent	SN	Nat	Brent	SN	Nat	Brent	SN	Nat	Brent	SN	Nat
1997	78.7	78.4	80.1	79.9	78.8	80.4	84.3	83.3	83.7	83.5	84.2	85.5
1998	81.6	78.4	80.1	82.2	79.5	81.4	84.4	83.9	84.8	86.6	84.6	86.5
1999	82.0	79.4	82.1	82.9	80.7	83.2	87.5	84.6	87.2	84.2	84.1	87.1
2000	82.9	80.5	83.0	83.9	81.8	84.0	88.8	88.6	90.0	85.6	85.3	88.0
2001	84.0	81.3	84.4	85.2	82.7	86.1	90.7	89.2	91.2	88.4	86.9	89.5
2002	84.5	81.5	84.5	86.2	83.0	86.3	90.5	88.7	90.8	88.3	86.4	89.9
2003	82.0	N/A	84.0	79.0	N/A	81.0	89.0	N/A	90.0	85.0	N/A	89.0

7.3.6 Level 2 in tests is subdivided into 2A, 2B and 2C. Research shows that pupils attaining Level 2B and above are likely to achieve at least Level 4 when tested later at age eleven.

#### 7.3.7 Percentage reaching level 2B or above

	Reading	Writing	Mathematics
	Level 2B+	Level 2B+	Level 2B+
<b>Brent</b>	65%	57%	69%
<b>National</b>	69%	62%	74%

7.3.8 The table above shows that the national average for Level 2B+ is between three and five percentage points above the Brent average, with reading showing the smallest difference.

<sup>1</sup> OFSTED calculates nearest neighbour boroughs from a cluster of statistical indicators, including figures on income, wealth and employment, percentage of large families, overcrowding, mobility, parents' education, percentage of ethnic minority groups and population changes. The nearest neighbour boroughs for Brent are: Ealing, Hounslow, Waltham Forest, Haringey, Lewisham, Wandsworth, Redbridge, Hammersmith & Fulham, Croydon and Enfield.

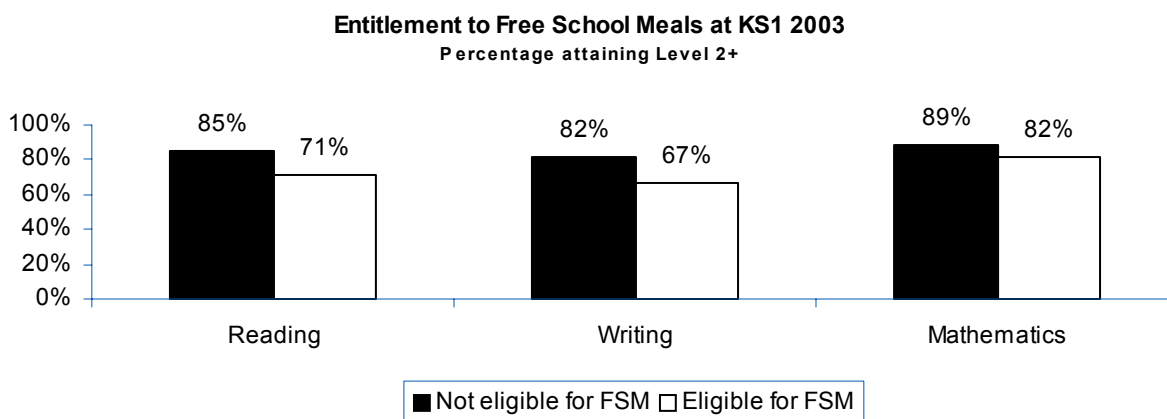
7.3.9 Brent schools have very high proportions of pupils eligible for free school meals. This is widely used as an indicator of socio-economic deprivation as there is a strong correlation with entitlement to free school meals and lower educational attainment. When Brent schools are benchmarked against other schools nationally with similar proportions of pupils eligible for free school meals, nearly 3 out of every 5 schools are above average nationally for attainments in reading and writing, and almost half are in mathematics.

7.3.10 Percentage of schools in Brent in the Upper, Median and Lower quartiles nationally using Free School Meals as a benchmark

	Upper quartile (top 25%)	Middle 50%	Lower quartile (lowest 25%)
<b>Reading</b>	22%	61%	18%
<b>Writing</b>	16%	69%	16%
<b>Mathematics</b>	14%	67%	20%

7.3.11 Entitlement to Free School Meals

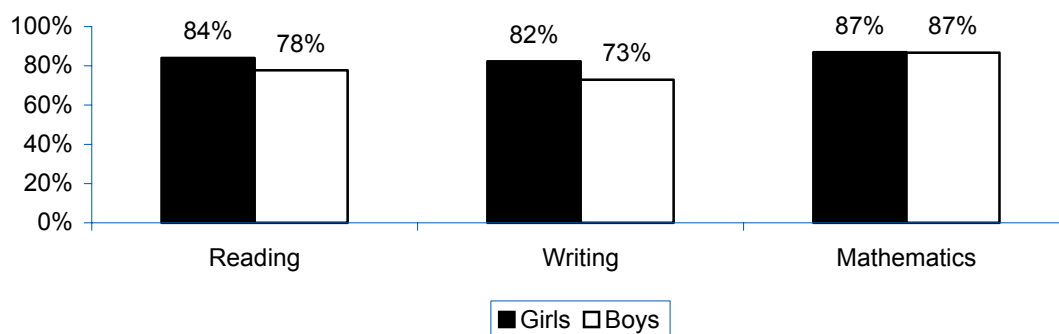
7.3.12 The following chart for Brent pupils at Key Stage 1 shows clear differences in attainment between those entitled to free school meals and those not entitled. Pupils entitled to free school meals were 14 percentage points behind those not entitled in reading, 15 percentage points in writing, and 7 percentage points in mathematics. Compared to 2002, there has been a small narrowing of the attainment gap in reading and mathematics but a 2% increase in writing



7.3.13 Gender differences

7.3.14 Differences in levels of attainment between boys and girls for Key Stage 1 are shown in the following chart. The figures for 2003 show that more girls tend to achieve Level 2+ in reading and writing, whilst there is little difference on mathematics. This pattern is similar to that for 2002, although the attainment gap has widened slightly in writing.

**Gender differences in attainment at KS1 2003**  
Percentage attaining Level 2+



### 7.3.15 Ethnicity

7.3.16 The table shown in 7.1.4 indicates the numbers of pupils in the borough in each ethnic group, split into primary and secondary phases. With only a small number of pupils in some particular ethnic categories, results can be subject to large variation in attainment over time. This chart shows differences in attainment by ethnicity at Key Stage 1.

Ethnicity	Key Stage 1		
	Reading	Writing	Mathematics
Asian British & Indian	87%	85%	90%
Asian British & Pakistani	79%	75%	86%
Asian British & other Asian	80%	76%	86%
Black British & Black African	78%	72%	83%
Black British & Black Caribbean	79%	77%	85%
Black British & other Black	81%	77%	85%
White British	85%	82%	90%
White Irish	19%	19%	69%
Other White	72%	69%	82%
Other Ethnic Group	81%	77%	86%
<i>Brent</i>	81%	77%	87%
<i>National</i>	84%	81%	90%

7.3.17 Overall, amongst those groups of pupils with significant numbers attending Brent schools, 'Asian British & Indian' and 'White British' pupils are consistently amongst the higher attaining groups and above the Brent average. Black and 'Asian British & Pakistani' pupils, who are other large ethnic groups in Brent are achieving just below the Brent average. The lowest attaining group across all subjects are 'White Irish'. However, this group is very small and their attainments are likely to show little consistency over time. The performance of these pupils was also masked last year by their inclusion into the 'White UK' and 'White European' groups.

7.3.18 The lowest attaining group in 2002 were "Other White" pupils, many of whom are from countries such as Kosovo and Albania. This group, which is also low attaining this year, includes pupils in the early stages of learning English.

### 7.3.19 Ethnicity and Gender

7.3.20 This table shows the variation in attainment levels at Key Stage 1 by gender and ethnicity. It shows the percentage of pupils achieving Level 2 and above.

Ethnicity	Reading		Writing		Mathematics	
	Boys	Girls	Boys	Girls	Boys	Girls
Asian British & Indian	84%	90%	80%	91%	89%	92%
Asian British & Pakistani	83%	75%	78%	71%	90%	81%
Asian British & other Asian	74%	86%	69%	83%	83%	88%
Black British & Black African	76%	80%	68%	77%	85%	81%
Black British & Black Caribbean	72%	88%	69%	86%	83%	88%
Black British & other Black	69%	94%	62%	94%	74%	97%
White British	85%	86%	81%	83%	93%	88%
White Irish	0%	38%	0%	38%	75%	63%
Other White	66%	78%	64%	75%	77%	88%
Other Ethnic Group	81%	81%	74%	80%	89%	83%
<i>Brent</i>	<i>78%</i>	<i>84%</i>	<i>73%</i>	<i>82%</i>	<i>77%</i>	<i>86%</i>
<i>National</i>	<i>80%</i>	<i>88%</i>	<i>76%</i>	<i>87%</i>	<i>89%</i>	<i>91%</i>

7.3.21 For almost all ethnic groups, girls' attainment tends to be higher than boys' attainment in reading and writing. Only amongst 'Asian British & Pakistani' pupils is there a reversal of this trend, with more boys than girls achieving Level 2+.

7.3.22 There is some underperformance in reading and writing by 'Asian British & Pakistani' and 'White Irish' girls and by 'White Irish', other White, 'Black British & Black Caribbean', 'Black British & Black African' and other Black boys. In mathematics the pattern is slightly different. 'Black British & Black African', 'Asian British & Pakistani' and 'White Irish' pupils amongst the girls, and 'White Irish', other White and other Black pupils amongst the boys show below average attainment.

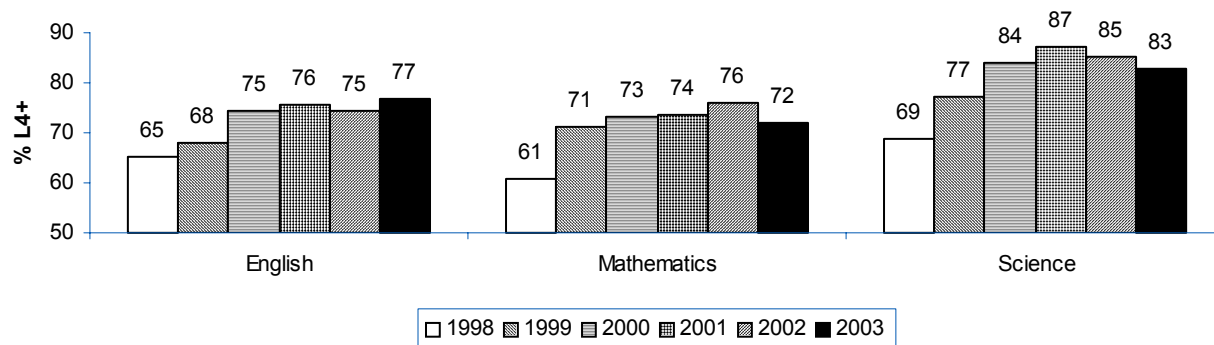
7.3.23 The key issues arising out of the Key Stage 1 data are:

- results show a fall in attainments across all subjects. The reasons may be due to the large numbers of pupils entering schools with little or no English.
- the largest fall is in writing, which now includes spelling in its assessment
- Brent's figures are between 3 to 4 percentage pupils below the national average
- boys do less well than girls for each ethnic group and across subjects with the exception of 'Asian British & Pakistani' boys
- the highest performing ethnic groups are 'White British' and pupils of Indian origin
- pupils entitled to free school meals generally do less well than their peers in relation to the Brent average, a position similar to that of previous years.

## 7.4 Key Stage 2

7.4.1 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. Some pupils will reach Level 5 and a few will manage to attain Level 6, though this is exceptional. Support for schools in raising standards to meet targets is provided through the Primary Strategy, funded from the Standards Fund. Attainment levels since 1998 are shown below:

**Brent Key Stage 2 results 1998-2003**  
Percentage attaining Level 4+



7.4.2 Performance levels in English have seen an improvement since last year; with an increase of 2.5 percentage points and also for the first time since 1998, Brent has performed better than the national average. Attainments in mathematics have fallen by 4 percentage points, whereas they have stabilised nationally at 73%. This is the first year since 1998 that Brent has been below the national average in mathematics at Key Stage 2. Much of this fall appears to be linked to weak performance on applying and using mathematics element of the tests. The format of these questions changed significantly this year and post-test analysis has shown that our pupils found this changes very challenging. Additional training is now underway to support teacher's preparations for this summer's SATs. Attainment in science has continued the fall first seen in 2001. The national trend has also shown a small fall since 2001, less than 1 percentage points compared to a 4 point decrease in Brent. The following table shows the comparison with national figures and with Brent's statistical neighbours.

Year	English			Mathematics			Science		
	Brent	SN	Nat	Brent	SN	Nat	Brent	SN	Nat
1997	61.4	60.4	63.2	60.6	58.3	62.0	65.9	64.6	68.8
1998	65.2	64.3	64.8	61.0	55.9	58.5	68.7	65.7	69.3
1999	67.1	67.3	69.7	70.1	65.0	68.2	76.2	74.0	77.9
2000	73.4	71.5	75.0	72.2	68.8	72.0	82.8	82.1	85.0
2001	74.5	74.1	75.0	72.6	69.4	70.7	87.1	85.7	87.8
2002	74.6	72.9	74.8	76.0	71.9	73.4	85.2	84.7	86.9
2003	77.1	N/A	75.0	72.0	N/A	73.0	83.4	N/A	87.0

7.4.3 When compared against national schools benchmarked by free school meals, over half are above average in English and mathematics, and over a third are in science. Taking all schools in the upper quartile and middle ranges together, more than 8 out of every 10 schools in Brent are at least on a par with the average nationally in English and mathematics.

7.4.4 Percentage of schools in Brent in the Upper, Median and Lower quartiles nationally using Free School Meals as a benchmark

	Upper quartile (top 25%)	Middle 50%	Lower quartile (lowest 25%)
<b>English</b>	39%	53%	8%
<b>Mathematics</b>	31%	55%	14%
<b>Science</b>	12%	59%	29%

7.4.5 Pupil mobility, or the proportion of pupils entering or leaving schools within the school year, is relatively high in Brent. Nationally, this has been found to be one factor that relates to attainment levels.



7.4.6 When looking at attainments of Level 4 or higher at Key Stage 2, there is a negative relationship with pupil mobility. However, it is quite weak and disappears altogether for English and science when the relationship between mobility and the attainment of Level 2B or above is considered.

7.4.7 Overall, the relationship between mobility and attainment is weakest in Brent primary schools and strongest when compared to Key Stage 3 and 4 attainments in Brent secondary schools. This reflects the huge efforts made by our teachers to overcome the challenges created by high levels of mobility.

7.4.8 In the Education Development Plan 2 (2002-2007), level 4+ targets for 2003 were 79% for English and 77% for mathematics. Both targets were missed, by 2 percentage points in English and 5 in mathematics. The new statutory level 5+ targets were set to 31% for both English and mathematics. Although attainment rose slightly since 2002, and Brent is above the national average in both subjects, these targets were missed, by 4 percentage points in English and by only 2 percentage points in mathematics.

7.4.9 The targets for 2004 were set by the DfES<sup>2</sup>. It will be very challenging to raise achievements to meet these. Additional training is being provided to teachers to support their test preparations in mathematics to overcome the difficulties experienced in summer 2003. Standards in English will be focused on by a number of initiatives: expansion of the leadership programme to more schools, the addition of our lowest achieving schools on the Intensifying Support Programme; the inclusion of more schools on Brent's EAL project; and the piloting of a reading recovery project. Finally, primary schools with exceptionally high proportions of pupils eligible for free schools meals will be joining the Excellence in Cities (EiC) programme giving them access to additional resources. It is expected that these will reinforce and improve on the rise in achievements already seen this year.

7.4.10 Value-added attainment since Key Stage 1

7.4.11 An alternative method for looking at the performance of schools in Brent is to assess the amount of value added to a pupil above what might be expected of them nationally. Between Key Stage 1 and 2 it is estimated that the average child will progress two levels. So a pupil who attained Level 1 at Key Stage 1 would be expected to attain Level 3 at Key Stage 2. When a child excels ahead of this, it may indicate that the school is helping to progress the pupils to progress the child more than might be expected. Below are the value-added tables for Key Stage 2 using an aggregate Key Stage 1 attainment as the baseline. It shows the percentage of pupils achieving a particular level at KS2 according to their KS1 attainment.

7.4.12 In the tables below, "W" stands for "working towards Level 1", "B" stands for "below the level of the test" and "N" stands for "not awarded a test level".

7.4.13 Value-added tables for each Key Stage 2 subject

Percentage of pupils at each English Key Stage 2 level						Total number of pupils
B/N	2	3	4	5		

<sup>2</sup> 2004 targets for Key Stages 2, 3 and 4 can be found in the Education Development Plan for 2002-2007. These targets have been added to this report in Appendix E.

<b>Key Stage 1 results</b>	<b>W</b>	51	2	30	17		<b>47</b>
	<b>1</b>	13	3	38	43	3	<b>432</b>
	<b>2</b>	0	0	11	67	22	<b>1290</b>
	<b>3</b>			0	29	71	<b>546</b>
	<b>Total</b>	<b>4</b>	<b>1</b>	<b>14</b>	<b>52</b>	<b>30</b>	<b>2315</b>

		<b>Percentage of pupils at each Mathematics Key Stage 2 level</b>					
		<b>B/N</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>Total number of pupils</b>
<b>Key Stage 1 results</b>	<b>W</b>	53	9	30	8		<b>53</b>
	<b>1</b>	22	5	46	25	3	<b>186</b>
	<b>2</b>	2	1	20	56	21	<b>1512</b>
	<b>3</b>			1	23	76	<b>567</b>
	<b>Total</b>	<b>4</b>	<b>1</b>	<b>18</b>	<b>44</b>	<b>32</b>	<b>2318</b>

		<b>Percentage of pupils at each Science Key Stage 2 level</b>					
		<b>B/N</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>Total number of pupils</b>
<b>Key Stage 1 results</b>	<b>W</b>	28		52	21		<b>29</b>
	<b>1</b>	6	2	32	51	8	<b>294</b>
	<b>2</b>	1	0	9	57	34	<b>1525</b>
	<b>3</b>			0	24	76	<b>471</b>
	<b>Total</b>	<b>2</b>	<b>0</b>	<b>11</b>	<b>49</b>	<b>39</b>	<b>2319</b>

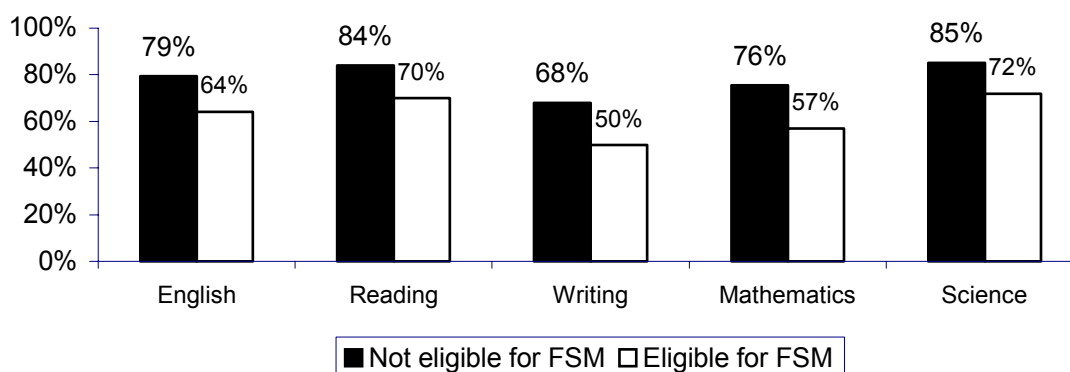
7.4.14 With the exception of pupils below Level 1, in all other instances over 75% of pupils made over two levels of progression between Key Stage 1 and 2 and over 20% made more than two levels of progress. The greatest value-added was in science, where 60% of pupils with Level 1 at Key Stage 1 progressed more than two levels by Key Stage 2. Overall, Brent is above the national average for value added, although the decline in attainments mean that it is ranked only joint 22<sup>nd</sup> in London LEAs.

7.4.15 The absence of historical pupil-level data has prevented the analysis of value-added in previous years. It is expected that an analysis of the trend in value-added at all key stages will feature in Education Standards reports in the future.

#### 7.4.16 Free school meals

7.4.17 The following chart shows the variation in attainment between pupils entitled to free school meals and those not entitled. As with Key Stage 1, there is a clear negative association between attainment and entitlement to free school meals. After a closing of the gap between 2001 and 2002, it has widened in writing, science and particularly mathematics (an increase of 4 percentage points). Only in English overall has the gap narrowed, by 1 percentage point.

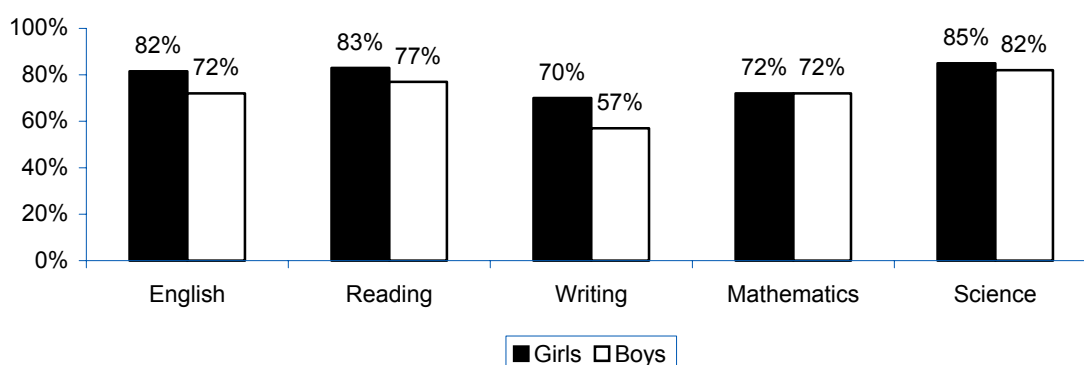
**Entitlement to Free School Meals at KS2 2003**  
Percentage attaining Level 4+



**7.4.18 Gender**

7.4.19 Gender differences in attainment at Key Stage 2 are shown in the table below. Comparing gender differences with those in 2001 shows that girls have made greater improvements than boys across all subjects. They are ahead in English, particularly in writing. In English the gap has widened from 6 percentage points in 2002 to 9 in 2003. In science and mathematics where boys held an advantage, this has been eroded. Girls are creeping ahead in science and have caught up in mathematics.

**Gender differences in attainment at KS2 2003**  
Percentage attaining Level 4+



**7.4.20 Ethnicity**

7.4.21 The following table gives the breakdown of performance by ethnic group.

Ethnicity	Key Stage 2		
	English	Mathematics	Science
Asian British & Indian	78%	78%	85%
Asian British & Pakistani	72%	64%	77%
Asian British & other Asian	79%	80%	87%
Black British & Black African	68%	62%	74%
Black British & Black Caribbean	69%	58%	76%
Black British & other Black	81%	63%	81%
White British	83%	79%	86%
White Irish	30%	10%	40%
Other White	72%	69%	78%
Other Ethnic Group	71%	68%	79%
<i>Brent</i>	75%	71%	82%
<i>National</i>	75%	73%	87%

7.4.22 At Key Stage 2, the highest attaining groups are 'White British', 'Asian British Indian' and other Asian pupils. 'Asian British Pakistani' pupils, 'Black British & Black Caribbean', 'Black British & Black African' origin and 'White Irish' pupils do less well and are consistently below the Brent average. Excluding 'White Irish' pupils who are a small group in Brent, the difference between the highest and lowest attaining groups is about 15 percentage points. This is comparable to the differences at Key Stage 1 in literacy, and twice as large for mathematics. These gaps between highest and lowest achieving ethnic groups widen considerably in Key Stages 3 and 4.

7.4.23 In recognition of the importance of looking at the patterns of progress of pupils from different ethnic groups, future Education Standards reports will also analyse the Key Stage 1 to 2 value-added by pupil ethnicity.

#### 7.4.24 Ethnicity and Gender

Ethnicity	English		Mathematics		Science	
	Boys	Girls	Boys	Girls	Boys	Girls
Asian British & Indian	72%	83%	80%	77%	84%	87%
Asian British & Pakistani	66%	79%	66%	62%	77%	77%
Asian British & other Asian	74%	84%	81%	80%	86%	88%
Black British & Black African	63%	72%	60%	64%	71%	76%
Black British & Black Caribbean	62%	77%	57%	61%	71%	81%
Black British & other Black	74%	88%	54%	72%	80%	81%
White British	79%	86%	77%	81%	84%	89%
White Irish	0%	50%	0%	17%	25%	50%
Other White	68%	75%	66%	71%	79%	78%
Other Ethnic Group	68%	75%	72%	64%	79%	80%
<i>Brent</i>	69%	79%	69%	70%	79%	82%
<i>National</i>	70%	80%	73%	72%	86%	87%

7.4.25 In 2002, girls outperformed boys within each ethnic group except 'Asian British Pakistani' pupils, where there was little difference. The figures in 2003 suggest that this position has remained. Only Asian British boys and those not in one of the large ethnic groups showed a clear trend of higher performance in boys, and this was in mathematics. As in 2002, the gender gap favouring girls was greatest amongst 'Black British & Black Caribbean' pupils, where the gap has widened by 3 percentage points since 2002 and other Black pupils. The attainment gap in mathematics is largest amongst Black African pupils and for science amongst 'Black British & Black Caribbean' pupils.

7.4.26 The key issues for Key Stage 2 are:

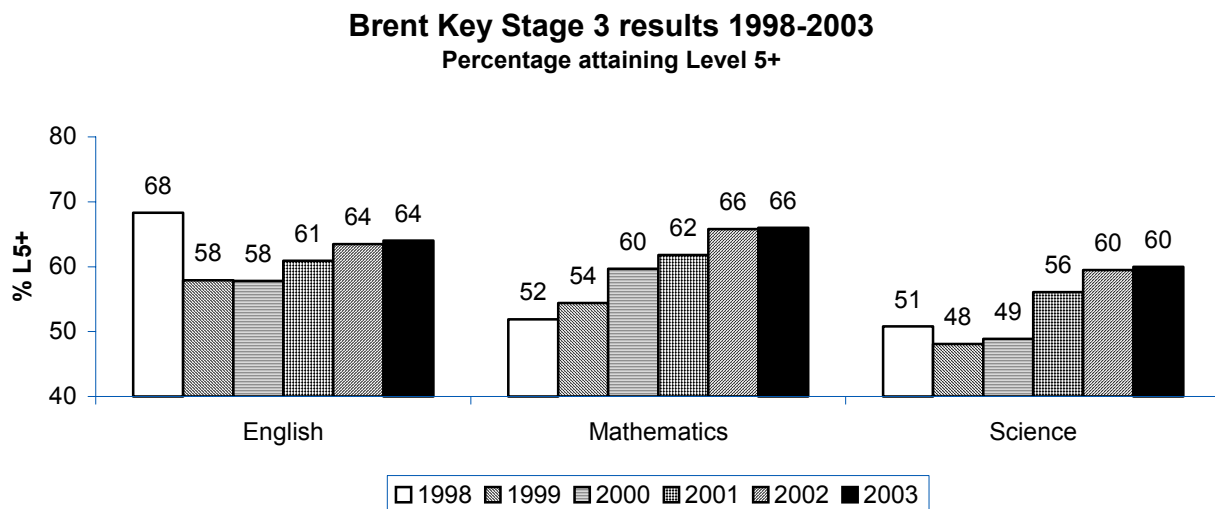
- results show a fall in mathematics and science. This is more marked than nationally. The pattern in science appears to reflect a decline seen 3 years ago. In mathematics the cause appears related to a significant change in the curriculum that is now being supported through additional training;
- girls have continued their improvements and are now either level or ahead of boys in all subjects;

- 'Black British & Black Caribbean' boys are underperforming in comparison with 'Black British & Black Caribbean' girls in English for the second year;
- in English, girls do consistently better than boys for all ethnic groups;
- pupils entitled to free school meals do less well than their peers in and this gap is has risen since 2002 in all subjects except English.

## 7.5 Key Stage 3

7.5.1 At age 14 pupils are tested in English, maths and science. The targets set for this stage focus on raising the percentage of pupils achieving at least a Level 5 in their tests. If students do achieve Level 5 in these core subjects at Key Stage 3, they then have a 55% chance of gaining 5 or more A\* - C grades at GCSE/GNVQ. Support for schools in raising standards to meet targets is provided through the Key Stage 3 Strategy Team, funded from the Standards Fund. There are consultants for English, mathematics, science, ICT, the foundation subjects and for behaviour and attendance. In addition, The Excellence in Cities (EiC) team provide support for the strategy through a full-time Gifted and Talented (G&T) coordinator who works with schools to develop action plans for stretching their most able students.

7.5.2 The following chart shows how attainment of Level 5 or more at Key Stage 3 has changed since 1998. These figures include JFS for the first time, and the attainments of Willesden High School (now the Capital City Academy):



7.5.3 Comparisons with statistical neighbours and national attainment levels are shown in the following table:

Year	English 5+			Mathematics 5+			Science 5+		
	Brent	SN	Nat	Brent	SN	Nat	Brent	SN	Nat
1997	51.3	52.4	56.6	50.3	53.6	60.7	48.8	51.3	60.8
1998	68.4	61.3	65.2	51.9	52.7	59.9	50.8	48.0	56.5
1999	57.0	59.5	64.0	54.4	56.9	62.8	48.1	48.2	55.5
2000	57.1	60.9	63.0	58.8	59.1	65.0	48.3	50.1	59.0
2001	60.9	61.3	65.1	61.8	61.4	67.1	56.1	58.8	66.6
2002	63.5	63.7	67.6	65.6	62.8	68.0	59.5	60.8	67.5
2003	64.0	N/A	69.0	66.0	N/A	71.0	60.0	N/A	68.0

7.5.4 Attainments in English, mathematics and science have not seen much improvement since last year but the large gains over the past years have been maintained.

Furthermore, the rate of improvement in Brent is above the national average for mathematics and science, where the gap is progressively being narrowed.

7.5.5 Leaving aside the aberrant result for English in 1998, Key Stage 3 results for English, mathematics and science at Level 5 and above have shown an increase since 1999 of 7 percentage points in English, and 12 in mathematics and science. Even so, Brent results remain below the national averages at this key stage.

7.5.6 Compared to schools nationally with similar proportions of pupils eligible for free school meals, at least half of Brent secondary schools are achieving Key Stage 3 results in the top 25%. Furthermore, between 71% and 86% are comparable with at least the national average, depending on the subject. However, these findings mask wide variations in results between schools. While six of the fourteen Brent secondary schools have excellent or good results compared nationally, five schools have at least some results which compare less favourably with similar schools.

7.5.7 The pattern of Level 5 and Level 6 attainments between schools was also found to be highly negatively related to the levels of pupil mobility. Just as at Key Stage 2, schools with high levels of student mobility achieved lower percentages of pupils achieving levels 5, 6 or higher at Key Stage 3. Unlike Key Stage 2, the relationship was both stronger and clearer.

7.5.8 The percentage of schools in Brent in the Upper, Median and Lower quartiles nationally using Free School Meals as a benchmark

	Upper quartile (top 25%)	Middle 50%	Lower quartile (lowest 25%)
<b>English</b>	39%	53%	8%
<b>Mathematics</b>	31%	55%	14%
<b>Science</b>	12%	59%	29%

7.5.9 In addition to the core subjects of English, mathematics and science, there is a new requirement for targets to be set for ICT at Key Stage 3. The figures for ICT are based on teacher assessment, as there are no national standardised tests in this subject. In 2003, the Brent result was 55% Level 5 and above compared with a national figure of 67%. Clearly, this is unsatisfactory. Many ICT lessons are taught by non-specialists, and teacher assessment of standards in ICT is not yet secure. As ICT has not been measured previously in Brent, there are no trends to report. Furthermore, analysis by gender, free school meal eligibility and ethnicity has not been included due to the absence of complete pupil level data.

7.5.10 Brent also monitors achievements at Level 6 and Level 7. If a pupil achieves Level 6 in the core subjects at KS3, they have a 99% chance of gaining 5 or more A\* - C grades at GCSE/GNVQ. At these higher grades Brent is raising standards rapidly and is either close to or exceeds the national average.

7.5.11 Although improvements in the percentage of pupils achieving Level 6 or above have been made there is still a way to go. The national average for attainment at Level 6 and above in English is 35% while the Brent average is 31%, an improvement of 8 points since 2002. In mathematics, the national average is 49%, just above the Brent average of 46%. In science, the national average is 40%, 7 percentage points above the Brent average of 33%. In 2002 the gap was 10 percentage points.

7.5.12 There is also support and challenge to raise standards from Excellence in Cities. Schools have set targets for Level 7 and above, for gifted and talented students. For

Brent in 2003, the results at Level 7 and above were 9% in English, 22% in mathematics and 8% in science. Nationally, the figures are 10% in English, 19% in mathematics and 11% in science.

7.5.13 For a number of years Brent's attainments at Key Stage 3 have been below the national average. Despite significant improvements in performance and a progressive narrowing of this attainment gap, Brent remains between 2 and 6 percentage points below the national average. One issue that has been recognised is that between Key Stages 2 and 3, about a third of the pupils attending Brent schools leave for schools out of the borough. The table below shows this pattern for the last three years. The average attainments of those pupils leaving Brent after pupils Year 6 (Key Stage 2) SATS is higher than those who remain. By contrast, the average Key Stage 3 attainment of those pupils entering Brent schools after Year 6, is lower than for those who transferred from schools within Brent. In short, many higher achieving students leave Brent between Key Stage 2 and Key Stage 3, and relatively fewer enter the borough in their place. The impact over the whole cohort of pupils is to reduce the average achievement level of pupils in Brent in the run up to the Key Stage 3 assessments from what might have been expected based on the borough's Key Stages 1 and 2 results.

7.5.14 Average point score attainments of matched pupils in Year 6 and Year 9 between 2001 and 2003

	Matched cohort of pupils					
	1998-2001		1999-2002		2000-2003	
	Average point score for each Key Stage					
	KS2	KS3	KS2	KS3	KS2	KS3
Pupils leaving Brent schools after Year 6	26.5	N/A	27.3	N/A	27.4	N/A
Pupils joining Brent schools after Year 6	N/A	30.5	N/A	30.0	N/A	30.9
Pupils remaining in Brent	25.1	32.8	26.0	32.8	26.9	33.5

7.5.15 Between Key Stages 2 and 3 pupils are expected to make at least one level of progress and for a significant proportion to make two levels progress. In the tables below "N/B" represent those pupils who did not achieve the minimum Level 2 at Key Stage 2.

7.5.16 The value-added tables below indicate that over three-quarters make at least the expected levels of progress between Key Stages 2 and 3 and least a third of pupils make more than one level progression in English. In mathematics the impact is more varied. Never fewer than 80% of pupils make the expected level of progression, but the proportion exceeding this varies between a quarter and over a half. Progress in science is slightly slower, with at least 57% of pupils achieving one level of progression, and at least 20% exceeding this. Future reports will provide trend analysis and assessment of progression by pupil ethnicity.

		Percentage of pupils at each English Key Stage 3 level						Total pupils
		B/N	3	4	5	6	7	
Key Stage 2 results	BN	38	21	33	8			104
	2	20	33	47				15
	3	7	11	46	32	3		375
	4	1	1	18	50	26	5	954
	5			1	20	46	33	429
	6						100	1
	Total	4	4	21	37	24	10	1878

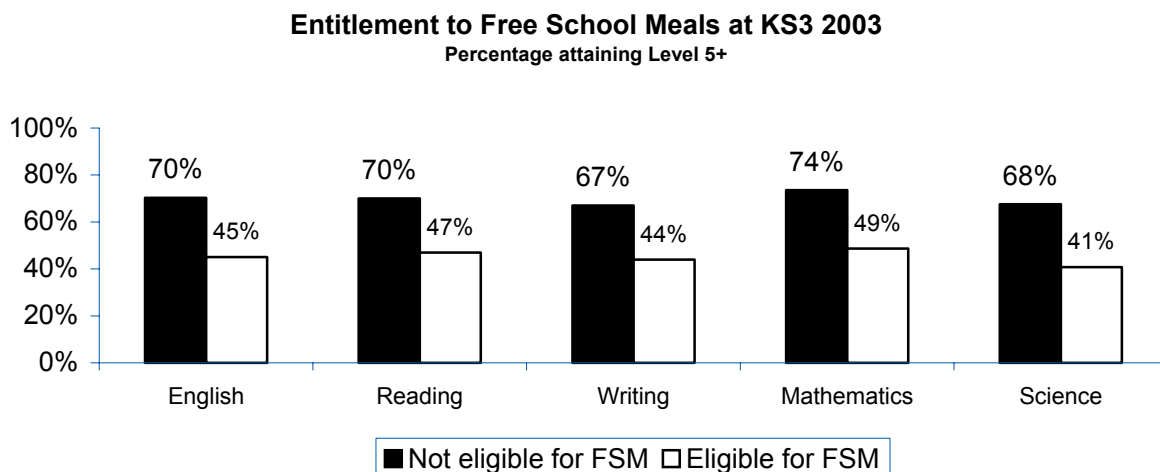
		Percentage of pupils at each Mathematics Key Stage 3 level								Total pupils
		B/N	2	3	4	5	6	7	8	
Key Stage 2 results	BN	13	6	56	22	3				77
	2		7	64	29					14
	3	1	1	17	49	28	4			435
	4			1	10	31	44	13	1	900
	5					2	24	57	16	459
	6							33	67	3
	Total	1	1	7	17	22	28	20	4	1888

		Percentage of pupils at each Science Key Stage 3 level								Total pupils
		B/N	2	3	4	5	6	7	8	
Key Stage 2 results	BN	23	17	49	11					47
	2	7	7	64	21					14
	3	2	3	37	42	13	2			242
	4	1		7	28	43	20	1		914
	5					21	52	22		666
	6									1
	Total	1	1	10	21	30	29	8		1884

7.5.17 Overall, Brent's value added performance is above that of other Learning and Skill Council London West LEAs and one of only 8 London LEAs at or above the national average.

#### 7.5.18 Free school meals

7.5.19 The following chart shows the variation in attainment between pupils entitled to free school meals and others. As with other key stages there is a clear negative association between attainment and entitlement to free school meals. The gaps are much wider at this key stage compared with Key Stage 2. They have also increased by about 2 percentage points compared to the attainment gap at Key Stage 3 in 2002.



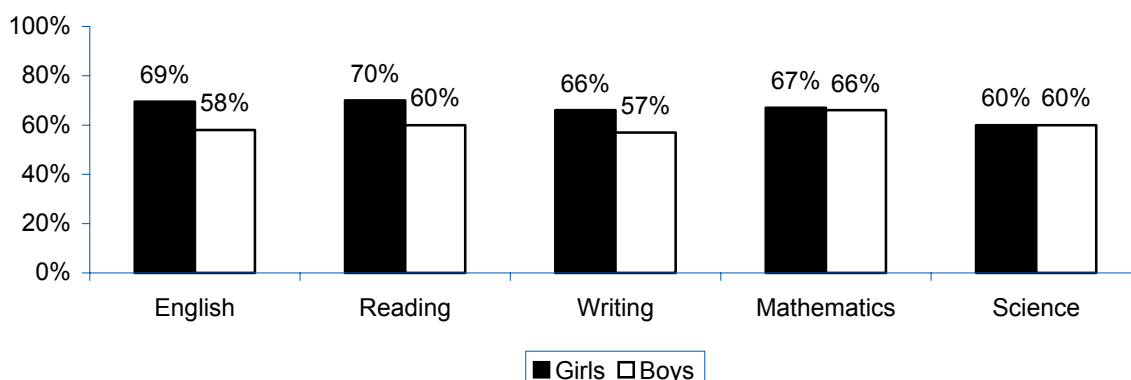
#### 7.5.20 Gender

7.5.21 Gender differences in attainment at Key Stage 3 are shown below. As at Key Stage 2, the difference in English is most apparent, with girls being 11 percentage points ahead of boys. The gap is wider than at Key Stage 2, where it is ten percentage points. It is narrowing however, from 18 points in 2002 to 11 points this year. By contrast the gap nationally is about 14 percentage points. The attainment gap in



mathematics and science has narrowed, mostly through boys making greater performance improvements, though this is less consistent in mathematics. Nationally, the pattern is similar, with girls outperforming boys in both mathematics and science. Furthermore, in mathematics this gap is increasing.

**Gender differences in attainment at KS3 2003**  
**Percentage attaining Level 5+**



### 7.5.22 Ethnicity

7.5.23 The following table gives the breakdown of performance by ethnic group. Overall, differences in attainment between ethnic groups are much greater at Key Stage 3 than at Key Stage 2, with the difference between the highest attaining and the lowest attaining ethnic group almost double that at Key Stage 2 (an average percentage point difference of 29 versus 15 at Key Stage 2). The reasons for this are unclear, although changes in teaching style, longer adjustment periods for different groups of Year 7 pupils and reactions to didactic teaching methods have all been suggested as contributory factors.

7.5.24 The only groups to be consistently above the Brent average are 'Asian British & Indian' pupils and pupils self-categorised as from 'Other Ethnic' backgrounds. The largest number of pupils in this latter group (238 out of 514 pupils) attend JFS. 'Asian British Indian' pupils also have results between 3 and 11 percentage points above the national average. The position of 'White British' and other White pupils varies. Both are slightly above average in English, whilst 'White British' pupils are above in science but below in mathematics and the reverse is true for 'White Other' pupils.

7.5.25 Black pupils ('Black British & Black Caribbean', 'Black British & Black African' and other Black) and 'Asian British & Pakistani' pupils all show underperformance compared with their peers, largely reinforcing the pattern seen at Key Stage 2 and nationally. Results were well behind the Brent average across all three subjects, averaging 17 percentage points for Black pupils and 4 percentage points for Asian Pakistani pupils. However, compared to 2002, the achievements of both Black British & Black Caribbean and African pupils have improved. The figures for 'White Irish' pupils have not been discussed owing to the very small size of this group, and the unreliability of their data as a result.

Ethnicity	Key Stage 3		
	English	Mathematics	Science
Asian British & Indian	74%	81%	71%
Asian British & Pakistani	61%	60%	56%
Asian British & other Asian	62%	77%	67%
Black British & Black African	47%	49%	41%

Black British & Black Caribbean	47%	46%	45%
Black British & other Black	51%	48%	41%
White British	64%	65%	64%
White Irish	20%	20%	40%
Other White	66%	68%	56%
Other Ethnic Group	72%	73%	70%
<i>Brent</i>	63%	66%	60%
<i>National</i>	68%	70%	68%

### 7.5.26 Ethnicity and Gender

7.5.27 The following table shows the variation in attainment levels at Key Stage 3 by gender and ethnicity. They show the percentage of pupils achieving Level 5 or above.

7.5.28 Only 'Asian British & Pakistani' pupils show a trend across all subjects of higher performance by boys. However, for 'White British', other White, 'Black British & Black African' and other Black pupils, the pattern is more varied, with girls outperforming in English, whilst boys outperform in mathematics and science, albeit by a much smaller difference.

7.5.29 In general, girls greatly outperform boys at English, whilst the differences are much more mixed in mathematics and science. The widest gaps in English are for 'White British', 'Black British & Black Caribbean' and for 'Asian British & Indian' pupils (11-23 percentage points difference). For mathematics the gender gaps are smaller. The largest differences range between 8-10 percentage points for other Black and 'Asian British & Pakistani' pupils. A similar pattern is found with science, with the gap still narrower, between 5 and 8 percentage points. Elsewhere, there are few major differences between girls and boys within ethnic groups in science.

7.5.30 Compared to the figures for 2002, these findings suggest that the gaps are narrowing, though they persist in certain ethnic groups.

Ethnicity	English		Mathematics		Science	
	Boys	Girls	Boys	Girls	Boys	Girls
Asian British & Indian	68%	79%	79%	84%	71%	72%
Asian British & Pakistani	64%	59%	65%	55%	60%	52%
Asian British & other Asian	58%	67%	78%	74%	65%	71%
Black British & Black African	45%	50%	50%	48%	42%	41%
Black British & Black Caribbean	38%	57%	44%	49%	41%	48%
Black British & other Black	39%	62%	52%	45%	43%	38%
White British	58%	70%	67%	63%	66%	61%
White Irish	0%	50%	0%	50%	0%	100%
Other White	57%	73%	69%	67%	58%	55%
Other Ethnic Group	70%	75%	73%	74%	71%	69%
<i>Brent</i>	58%	68%	66%	67%	60%	60%
<i>National</i>	68%	68%	70%	70%	68%	68%

7.5.31 The key issues for Key Stage 3 are:

- underperformance of Brent pupils compared with national results in English, mathematics and science;
- schools compare well against benchmark schools and in terms of value added since Key Stage 2;
- lower levels of attainment by pupils entering Brent at Key Stage 3 compared to those leaving at the end of Key Stage 2;

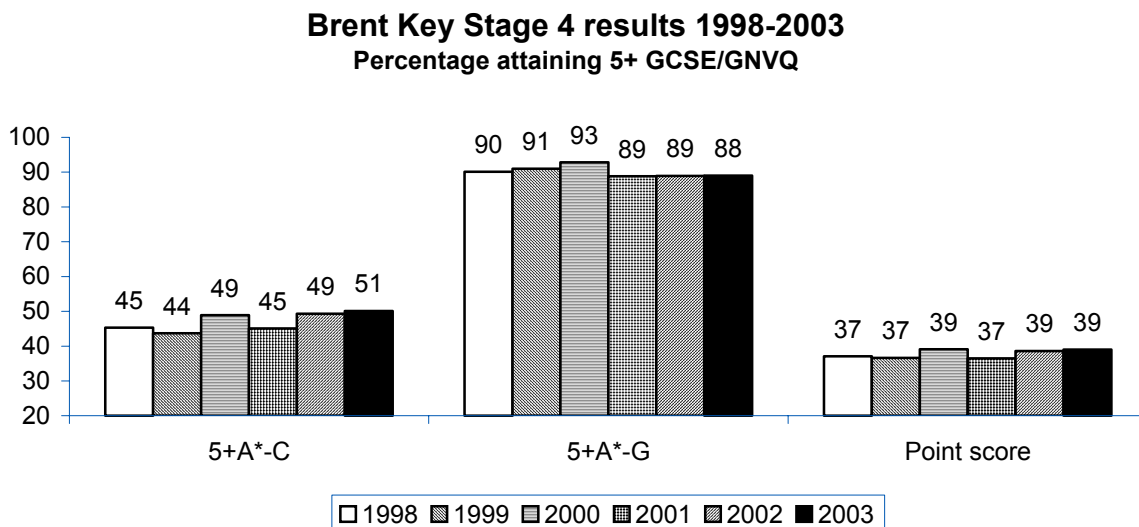
- a narrowing gap in attainment between girls and boys overall and within each ethnic group;
- a widening of the attainment gaps between high and low attaining ethnic groups between Key Stage 2 and 3, the reasons for which are unclear;
- underperformance by Black British pupils of both Caribbean and African heritage compared to the Brent average reflecting national patterns, although both groups of pupils have shown improved achievements since 2002;
- a widening gap in the attainments of pupils entitled to free school meals compared to their peers.

## 7.6 GCSE and GNVQ

7.6.1 There is no specified number of GCSE and/ or GNVQ examinations for which a pupil may be entered. The measures used in comparisons between schools and between LEAs are the percentages of pupils gaining five or more grades A\* to C and five or more A\* to G grades (including English and mathematics). Previously there was a target for the percentage of pupils gaining at least 1 grade A\* to G but this is no longer required.

7.6.2 There is also a measure based on average point scores (APS). Average point scores are calculated by assuming an A\* grade to be worth 8 points, an A grade to be worth 7 points and so on. The APS figure shown is the average for students in the borough.

7.6.3 Attainment since 1998 for Brent is shown in the following chart:



7.6.4 Comparative performance with Brent's statistical neighbours (SN) and national figures are shown in the following table:

Year	5+A*-C			5+A*-G			APS		
	Brent	SN	Nat	Brent	SN	Nat	Brent	SN	Nat
1997	38.8	40.0	43.3	88.8	86.4	88.5	35.7	33.9	35.6
1998	45.3	41.7	44.7	90.1	88.4	89.8	37.3	35.7	36.8
1999	43.0	44.4	46.6	89.4	90.2	88.5	36.0	37.2	38.1
2000	47.1	44.1	47.4	89.8	89.7	88.8	37.8	37.0	38.7
2001	44.8	45.6	48.4	88.7	90.0	91.0	36.5	37.9	39.0
2002	49.3	48.3	50.3	88.9	88.3	89.1	38.6	39.2	40.0
2003	50.5	N/A	51.1 <sup>1</sup>	88.0 <sup>2</sup>	N/A	87.1	39.4	N/A	40.2

<sup>1</sup> National figures for 2003 relate to maintained schools only

<sup>2</sup> Includes English and Mathematics

- 7.6.5 Between 2001 and 2003, there was an improvement of 5 percentage points in the proportion of students gaining five or more GCSE passes at grades A\*-C. Although part of this gain can be attributed to the inclusion of JFS school, it is also a consequence of major improvements in some of Brent's previously lower attaining schools. Following this rapid improvement Brent is now achieving about the national average. However, the rate of improvement, both in Brent and nationally appears to be slowing down. Similarly for five or more GCSE passes at grades A\*- G, since 1999 Brent has been either at or just above the national average. The slight fall this year is due to the inclusion, for the first time, of English and mathematics amongst the 5 subjects counted. The average points score has reflected these other trends, and remains close to the national average.
- 7.6.6 The Education Development Plan 2 (2002-2007) target for the percentage of students achieving five or more A\*-C grades in 2002 was 52%. Results fell short of this target by 1.5 percentage points. The target of 95% for one A\*-G grade was also not met. However, this was the aggregated schools targets and did not properly account for the additional demand that English and mathematics be amongst the 5 GCSE/GNVQs that are counted. The target for the average points score was 39, and this was achieved.
- 7.6.7 Brent's achievement of being at about the national average for Key Stage 4 should be seen against the background of its high proportion of pupils eligible for free school meals and its high levels of mobility. The pattern of mobility and attainments reflect those at Key Stage 3, with schools with higher levels of mobility being significantly and highly negatively associated to attainments of 5 or more A\*-C or A\*-G grade GCSE/GNVQs.
- 7.6.8 Looking at free school meals, when compared against benchmark similar schools, almost 4 out of every 5 secondary schools in Brent is in the top 25% of schools nationally. Only one school is currently achieving less than the average school nationally.
- 7.6.9 The percentage of schools in Brent in the Upper, Median and Lower quartiles nationally using Free School Meals as a benchmark

	Upper quartile (top 25%)	Middle 50%	Lower quartile (lowest 25%)
<b>5+ A*-C</b>	79%	14%	7%
<b>5+ A*-G</b>	79%	14%	7%

- 7.6.10 Value added attainments since Key Stage 3
- 7.6.11 Secondary schools in Brent have made superb progress in raising standards between KS3 and KS4. Overall, Brent is now 10<sup>th</sup> nationally for its value-added improvements.
- 7.6.12 The following table shows the average point score per GCSE/GNVQ achieved by pupils based on the aggregated Key Stage 3 results. The reason for the different approach in this value-added table is that there are no direct comparisons between subjects taken at Key Stage 3 and those at Key Stage 4. The average point scores relate loosely to the type of grades children are achieving at Key Stage 4. Those with an average score of 8 will be achieving all A\* grades, those with a score of 7 will be achieving mostly A grades, though this score could also reflect a combination of A\* and B grades. Finally, those with an average of 1 will have achieved mostly G grades

at Key Stage 4. Mid range averages are harder to assess, as they can be achieved by pupils with mostly C or D grades or by those with a wide range of varied grades.

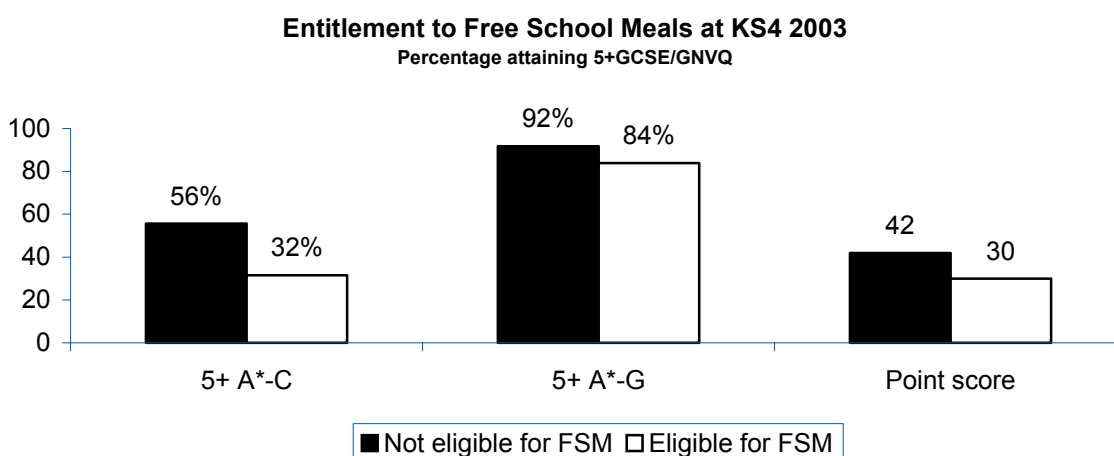
7.6.13 Based on the data in the table below, over 70% of pupils achieving Level 5 at Key Stage 3 will average between a C and D grade at Key Stage 4, whilst 85% achieving Level 6 will achieve at least a B grade.

		Percentage of pupils achieving different average points score for GCSE/GNVQ									Total pupils
		0	1	2	3	4	5	6	7	8	
Key Stage 3 results	N/B/2	18	42	36	3						33
	3	5	26	39	22	7	1				279
	4	1	8	23	36	24	6	0	0		471
	5	0	2	6	15	39	32	6	0		691
	6	0	0	0	3	11	38	36	11		522
	7					1	5	37	45	13	155
	8							40	50	10	10
	EP										
	Total	1	7	13	16	21	21	14	6	1	2161

7.6.14 Future Education Standard reports will analyse the value-added patterns of progression by pupil ethnicity.

#### 7.6.15 Free School Meals

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

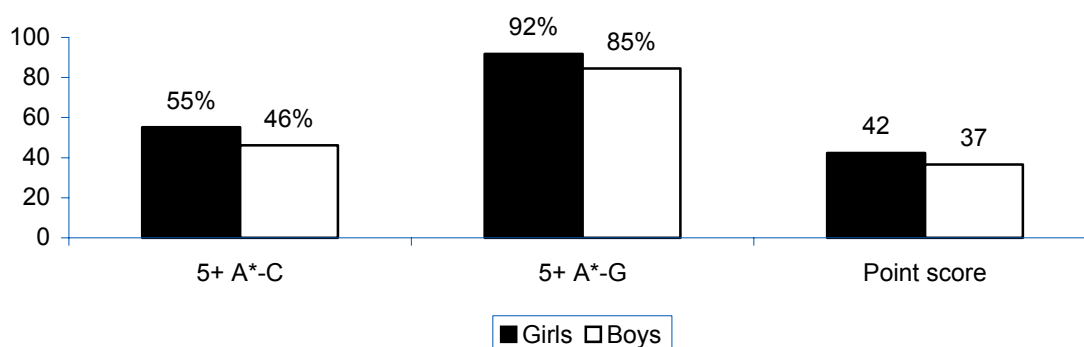


7.6.17 The attainment gap between pupils eligible for Free School Meals and their peers has widened since 2002, particularly in the higher grade GCSE/GNVQs, where the gap is now 24 percentage points compared to 20 in 2002, and their APS is 30 compared to 32 last year.

#### 7.6.18 Gender

7.6.19 Gender differences in attainment for GCSE are shown below. Although more girls achieve 5 or more higher grade GCSE/GNVQs, the gap with boys is falling each year, from 17 percentage points in 2001 to 9 percentage points in 2003. The gap for the 5 or more A\*-G grades has remained the same. Nationally, the gender gap has remained static at about 10 percentage points difference for the higher grades.

**Gender differences in attainment at KS4 2003**  
**Percentage attaining 5+ GCSE/GNVQ**



### 7.6.20 Ethnicity

7.6.21 The following table gives the breakdown of performance by ethnic group. Differences are similar to those seen at Key Stage 3. 'Asian British & Indian' and 'Other Asian' pupils achieve results well above those of other groups and well above the national average. Unlike their relative achievements at the other Key Stages, 'Asian British & Pakistani' pupils have results above both the Brent and the national average. In contrast, White British pupils, who are amongst the higher achieving ethnic groups in primary school, are now in the bottom half of achievements by ethnic groups and well below the Brent average.

7.6.22 As at Key Stage 3, Black pupils perform far below the Brent average, between 20 and 32 percentage points for the 5 or more higher grade GCSE/GNVQs and by 10 percentage points for the 5 A\*-G indicator. This pattern, identified in last year's report, has widened, by about 6 percentage points at the higher level and 5 for the five or more A\*-G grades. This is especially true for 'Black British & Black African' pupils (who show a 7 percentage point fall) and other Black pupils (a 10 percentage point fall) at the higher grade GCSE/GNVQs. Although this pattern is reflected nationally, the wider gap this year may reflect a shift in emphasis from Key Stage 4 to implementing the Key Stage 3 strategy.

7.6.23 To help address this Brent is undertaking a number of projects aimed at the underperformance of Black pupils. Training in issues relating to the achievements of Black pupils, especially Black boys is being provided in partnership with external organisations such as the Windsor Fellowship, Boys 2 Men and the Petrie Museum. A joint DfES Excellence in Cities (EiC) and Ethnic Minorities Achievement team pilot project is running to two schools focusing on embedding good practice around raising the achievements of Black 15 year olds and pupils with English as an additional language. Two other schools are part of the DfES African Caribbean project that aims to develop parental involvement in raising achievements. The Aim Higher initiative will support this through supporting school development of action plans to raise aspirations of underachieving groups of pupils and encouraging their progression into Higher Education. Finally, the new allocation method for EMAG funding specifically focuses on bilingual learners and underachieving minority-ethnic groups. Schools will be required to show how they are targeting these groups of pupils with this funding and monitoring its impact.

7.6.24 The combination of these initiatives is expected to build on the strong work already undertaken in Brent schools around Black minority ethnic group achievements.

Ethnicity	GCSE		
	5+ A* to C	5+ A*-G inc English & Maths	APS
Asian British & Indian	66%	94%	47
Asian British & Pakistani	53%	92%	41
Asian British & other Asian	56%	91%	43
Black British & Black African	30%	79%	29
Black British & Black Caribbean	23%	79%	27
Black British & other Black	17%	79%	23
White British	41%	84%	35
White Irish	33%	67%	20
Other White	43%	82%	36
Other Ethnic Group	65%	91%	45
<i>Brent</i>	50%	89%	39
<i>National</i>	50%	86%	40

### 7.6.25 Ethnicity and Gender

7.6.26 The following table shows the variation in attainment levels at GCSE by gender and ethnicity.

Ethnicity	GCSE					
	5+ A* to C		5+ A*-G inc English & Maths		APS	
	Boys	Girls	Boys	Girls	Boys	Girls
Asian British & Indian	65%	68%	93%	96%	46	48
Asian British & Pakistani	52%	54%	94%	90%	41	41
Asian British & other Asian	52%	59%	89%	93%	41	44
Black British & Black African	19%	39%	73%	84%	24	34
Black British & Black Caribbean	17%	30%	69%	89%	21	33
Black British & other Black	16%	20%	76%	87%	22	24
White British	41%	41%	81%	88%	33	38
White Irish	50%	0%	50%	100%	26	9
Other White	35%	50%	77%	87%	33	39
Other Ethnic Group	61%	70%	89%	94%	42	48
<i>Brent</i>	46%	54%	84%	91%	36	42
<i>National</i>	45%	56%	84%	89%	37	43

7.6.27 Girls generally outperform boys within each ethnic group. The exception is 'Asian British & Pakistani' pupils, where a higher proportion of boys achieve 5+ A\*-G grades. The biggest gaps in performance were in the other White and Black British African and Caribbean groups, with girls achieving 20 percentage points ahead of boys amongst 'Black British & Black African' pupils, and between 10 and 15 percentage points for the other groups.

7.6.28 For five or more A\*-C grades, 'Asian British & Indian' boys achieved results 19 percentage points above the Brent average for boys, and 'Asian British & Indian' girls achieved 14 points above the Brent average for girls. For both groups, this represents a narrowing of the attainment gap since 2002. However, unlike 2002 results for both 'White British' boys and girls were below the Brent average. Furthermore, the pattern seen in 2002 was reversed: 'White British' boys were much closer to the Brent average than the girls.

7.6.29 As at Key Stage 3, the groups showing the largest underperformance compared to the Brent average were 'Black British & Black African' pupils, by both boys and girls. There was serious underperformance by 'Black British & Black Caribbean' pupils, particularly boys, who were 15 percentage points behind the Brent average for boys. However, compared to 2002, the achievements of both 'Black British & Black Caribbean' boys and girls has improved and is relatively closer to the Brent average.

7.6.30 Key issues for Key Stage 4 are:

- results are just below the national averages for 5+ A\*-C passes at GCSE;
- results are slightly above the national average for A\*-G passes;
- the value added between KS3 and KS4 is well above average;
- at GCSE, girls outperform boys but the gap is narrowing, unlike the national trend which is static;
- 'Asian British & Indian' pupils outperform other groups though the gap locally is narrowing;
- there is serious underperformance by Black pupils in all ethnic groups;
- there is underperformance by 'Black British & Black Caribbean' pupils, particularly boys;
- Brent is working to raise the achievements of Black pupils through a combination of partnership working, Government initiatives and focused funding;
- 'Asian British & Pakistani' pupils are showing some improvement over their relative attainments at Key Stage 3 and at primary school;
- as at other key stages, pupils entitled to free school meals have lower levels of attainment than their counterparts and the gap this year has increased;

## **7.7 Findings from Ofsted inspections of Brent schools 2002/3**

7.7.1 This report covers 16 inspection reports in total: 15 primary school reports and one special school. All grades given are subject to information in the text: short inspections did not report on all aspects for example, and nor do HMI monitoring reports bringing schools out of special measures. The period June to July 2002 is included because some of the Summer Term reports were not published at the time of writing the previous report.

7.7.2 During this period, two schools, Furness Primary and Harlesden Primary, came out of special measures and Mitchell Brook Primary, which had serious weaknesses, has now been reported as a good school. Two new schools were inspected for the first time: Sudbury Primary and Avigdor Hirsch Torah Temimah Primary. Both received overwhelmingly favourable reports. Of the 16 schools inspected, 9 schools (56%) are described as good or better overall and all schools except one at least sound or satisfactory. 13 of the 14 schools (93%) which were re-inspected were found to have made at least satisfactory progress since their last inspection, with 10 having made good or very good progress.

7.7.3 In all but one school, teaching is satisfactory or better, except for the occasional lesson. Although in one school the proportion of teaching that is satisfactory or better falls just below 90%, great improvements in teaching are noted. In 8 schools (50%), more than 60% of the teaching is reported as good or better. In 4 schools (25%), examples of excellent teaching (the highest possible grade) are noted.



- 7.7.4 Provision for pupils with SEN is satisfactory or better in all schools, good or better in 10/15 schools (67%) and very good or better in 4 schools (27%). Provision for pupils with EAL is satisfactory or better in all schools, good or better in 14/16 schools (88%), and very good or better in 4 schools (25%). Behaviour is at least satisfactory in all 16 schools (100%), good or better in 15/16 (94%) and very good or better in 5 schools (31%).
- 7.7.5 All schools except one are reported as having at least satisfactory leadership and management, with 12/16 (75%) having good or better leadership and management. The leadership of the headteacher is particularly singled out for praise in 12/16 schools (75%). In a small number of schools, the work of the deputy head, of the leadership team and of the governing body is also commended. These findings are very pleasing and show considerable improvements in the quality of leadership in our schools. Schools causing concern are reported on separately.
- 7.7.6 All schools except one are reported as giving at least satisfactory value for money and 9 schools (56%) give good or better value for money. In 10 reports, the school's use of best value principles is reported and in half of those schools, the use of the best value regime is described as either good or strong.

## **7.8 Conclusions**

- 7.8.1 The key successes in 2003 are in Key Stages 3 and 4.
- 7.8.2 At Key Stage 3, standards have risen in English, mathematics and science faster than nationally, although they remain below the national average at this key stage. Gaps between boys and girls are narrowing in all three core subjects. However the gap between pupils eligible for free school meals and their peers is growing, and is wider than at Key Stage 2.
- 7.8.3 Compared to Key Stage 2, the attainment gap between pupils of different ethnic groups is larger. Asian British Indian pupils are the highest attaining group, whilst pupils from Black British Caribbean, African and 'Asian British & Pakistani' backgrounds are the lowest attaining. Schools are being supported through several initiatives and targeted funding to help raise standards of underachieving groups.
- 7.8.4 Despite high mobility and above average proportions of pupils eligible for free school meals, Brent schools are almost at the national average of higher grade (5+A\*-C) GCSE/GNVQs at Key Stage 4 and above the national average for 5+A\*-G grades. We were also close to our targets for the higher grades. When compared against similar schools nationally, over 80% of our schools are in the top 25%.
- 7.8.5 Following the trend seen at the other key stages, the attainment gap between pupils eligible for free school meals and their peers is growing. However, both the gender gap and the difference between the highest and lowest attaining ethnic groups is getting smaller.
- 7.8.6 As with other key stages, 'Asian British & Indian' pupils are the highest attaining. White British pupils, who have above average attainments in primary schools are below average at Key Stage 4. By contrast, for 'Asian British & Pakistani' pupils the reverse is true. Following the trend seen over Key Stages 2 to 4, there is significant

underperformance by 'Black British & Black Caribbean' and Black British & Black African' pupils. Initiatives, such as Aim Higher are helping schools raise the achievements of these pupils.

- 7.8.7 Standards are in line with national figures, despite the high proportions of pupils with English as an additional language, and above average proportion of pupils entitled to free school meals. Gaps in standards between different ethnic groups and between boys and girls have been reduced in Key Stages 3 and 4.
- 7.8.8 Beyond Key Stage 4, Bent's 14-19 team are working with schools to broaden the curriculum through the provision of a wider range of vocational programmes.
- 7.8.9 At Key Stages 1 and 2, attainments have fallen in 2003. At Key Stage 1, attainments have fallen across all core subjects. Although these mirror national trends, the fall has been more significant in Brent. Some part of this may be due to the challenges Brent faces with high proportions of pupils who do not speak English as a first language and the emphasis given to literacy at Key Stage 1. At Key Stage 2, performance in English has remained steady, but there has been a sharp fall in mathematics and a continued drop in attainments in science. Brent is now below the national average in these two subjects.
- 7.8.10 The attainment gap between pupils eligible for free school meals has widened this year, and the relatively good improvement in attainments by girls is opening the gap in English, although it has closed it in mathematics and science.
- 7.8.11 The attainment gap between different ethnic groups has remained steady, with no change in the relative performance of different groups. 'Asian British & Indian' and 'White British' pupils continue to perform above average, and 'Asian British & Pakistani', Black British Caribbean and African pupils continue below average.
- 7.8.12 Across all key stages, the groups doing less well are:
- pupils entitled to free school meals;
  - boys generally compared to girls, though the gap is narrowing in secondary schools;
  - 'Black British & Black Caribbean' and 'Black British & Black African' pupils, and to a lesser extent 'Asian British & Pakistani' in primary schools and 'White British' pupils in secondary schools. This picture is reflected nationally.
- 7.8.13 In the light of the information obtained from the 2002/2003 assessment results, the following emerge as key issues for action by schools:
- to raise the attainment of the groups of pupils currently underachieving;
  - to continue to set challenging but achievable targets to raise standards based on detailed analysis of current performance;
  - to ensure that monitoring systems are able to identify specific areas of underachievement and to guide the implementation of appropriate action to remedy it;
  - to pay particular attention to the educational needs of boys, ethnic minority pupils and those in educationally 'at risk' groups;
  - to maintain improvements in the quality of teaching and of leadership and management.

7.8.14 The key issues for the Council arising from this analysis of standards are:

- to develop its capacity to analyse and use data to help identify underachievement, set appropriate targets and to help schools to plan suitable action for underachieving groups;
- to continue to support schools in raising the achievement of all pupils in literacy and numeracy;
- to continue identifying and disseminating good practice in raising standards;
- to support schools in monitoring and improving the quality of teaching;
- to support improvements in the quality of leadership and management through targeted staff development;
- to continue to support schools causing concern, and revise procedures where necessary, giving particular attention to the early identification of problems;
- to maximise support for raising achievement from all relevant parts of the Council, including regeneration strategies.

## 7.0 BACKGROUND INFORMATION

The following documents were used in the compilation of this report:

- i) Statistics for current year, Key Stages 1, 2, 3 and 4
- ii) OFSTED reports on schools inspected

Any person wishing to inspect the above papers should contact Simon Richardson, Strategic Planning Team, 4<sup>th</sup> Floor, Chesterfield House, 9 Park Lane, Wembley, HA9 7RW; tel. 020 8937 3396, email [simon.richardson@brent.gov.uk](mailto:simon.richardson@brent.gov.uk)

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