



Children and Young People Overview and Scrutiny Committee

Wednesday 13 June 2012 at 7.00 pm

Committee Rooms 1 and 2, Brent Town Hall, Forty
Lane, Wembley, HA9 9HD

Membership:

Members

Councillors:

Mashari (Chair)
Cheese (Vice-Chair)
Aden
Al-Ebadi
Kansagra
Matthews
Mitchell Murray
Pavey

First alternates

Councillors:

S Choudhary
CJ Patel
Oladapo
Denselow
Baker
Leaman
Daly
Krupa Sheth

Second alternates

Councillors:

Hector
Sneddon
Harrison
RS Patel
HM Patel
Lorber
Ogunro
Hossain

Statutory Co-optees

Mrs Shabna Abbasi
Alloysius Frederick
Dr Nanda Kumar
Elsie Points

Non-statutory Co-optees

Mrs Hawra Imame
Dr J Levison

Observers

Mr A Carter
Ms J Cooper
Mrs L Gouldbourne
Ms C Jolinon
Mr B Patel
Brent Youth Parliament
representatives

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The press and public are welcome to attend this meeting

Agenda

Introductions, if appropriate.

Apologies for absence and clarification of alternate members

Item	Page
1 Declaration of personal and prejudicial interests	
Members are invited to declare at this stage of the meeting any relevant financial or other interest in the items on the agenda.	
2 Deputations (if any)	
3 Minutes of the last meeting held on Thursday 29 March 2012	1 - 8
4 Brent Youth Parliament update	
A verbal update will be presented to the committee by representatives of Brent Youth Parliament.	
5 Key Stage 5 Attainment and Key Stage 5 Destinations	9 - 16
This report comments on education standards achieved by young people in Brent at Key Stage 5 at the end of the academic year 2010/11.	
6 Update on School Expansion Programme to provide additional school places.	17 - 28
This report sets out the progress following Brent's allocation of the best Capital Settlement in the country and includes an update on the two application bids made under the 'Priority Schools Building Programme' for Alperton and Copland.	
7 Education achievement in Brent 2011: Analysis by ethnicity	29 - 36
This report provides a detailed overview of the educational attainment levels of under achieving groups in the borough.	
8 Items from the Forward Plan and the Children and Young People Overview and Scrutiny Work Programme	37 - 40
The Work Programme is attached.	

9 Date of next meeting

The next meeting of the Children and Young People Overview and Scrutiny meeting is scheduled for 19 July 2012.

10 Any other urgent business

Notice of items raised under this heading must be given in writing to the Democratic Services Manager or his representative before the meeting in accordance with Standing Order 64.



- Please remember to *SWITCH OFF* your mobile phone during the meeting.
- The meeting room is accessible by lift and seats will be provided for members of the public.
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MINUTES OF THE CHILDREN AND YOUNG PEOPLE OVERVIEW AND SCRUTINY COMMITTEE

Thursday 29 March 2012 at 7.00 pm

PRESENT: Councillors Gladbaum (Chair), Aden, Al-Ebadi, Cheese, Hossain and Mitchell Murray, and Mr A Frederick, Ms E Points, Mrs H Imame and Dr Levison

Also Present: Councillor Arnold

Apologies were received from: Councillor HM Patel and Ms J Cooper, Mrs L Gouldbourne and Ms C Jolinon

1. Declaration of personal and prejudicial interests

Councillor Cheese declared that he was a member of the Advisory Board for Kilburn Locality.

Councillor Hossain declared that she was a member of the Brent Adoption Panel and was a governor for Uxendon Manor Primary School.

2. Deputations (if any)

None.

3. Minutes of the last meeting held on 2 February 2012

The minutes of the meeting of the Children and Young People Overview and Scrutiny Committee held on 2 February 2012 were approved as a correct record subject to the following amendments: -

- The list of those present to include Dr J Levison
- Councillor Cheese's name to be corrected within the list of Councillors present.

4. Brent Youth Parliament update

The committee did not consider this item as there were no members of the Brent Youth Parliament present to provide an update.

5. Education Standards in Brent

Faira Ellks (Head of Services to Schools) presented a detailed report to the committee setting out the educational achievement of Brent pupils for the academic year 2010/11. The report outlined educational achievement for Key Stages 1 to 5 and provided comparable data for the previous five years. The report also detailed

achievement by ethnic group and for children in receipt of free school meals (FSM). This latter measure sought to capture the educational achievement of children potentially disadvantaged by deprivation related issues. The services to schools department worked in partnership with Brent's schools to improve the achievement of pupils. Whilst there was always some polarisation of results by school, overall there was a trend of continued improvement in the educational achievement of Brent pupils.

Faira Elks explained that for the Early Years Foundation Stage (EYFS) there had been a steadily improving trend over the previous five years. There were two key performance indicators (PIs) to consider. The first of these PIs was the number of pupils achieving 78 points or more across all the different areas of learning including six or more points in each of personal, social and emotional development, and in communication, language and literacy. For this PI, there had been a 14 percentage point improvement in 2011 from the previous year. The second PI examined the gap between the lowest performing 20% of pupils and the rest. This equality gap had continued to decrease in 2011 and was greater than the national average by only 1 percentage point. This was considered to be a particular achievement in view of the low starting point of many of Brent's children due to issues relating to deprivation or having English as a second language.

Faira Elks stated that in previous years, attainment at the end of Key Stage 1 (KS1) had been an area of concern. Performance at Level 2+ (the main performance indicator) was in line with national averages in 2011. Faira Elks highlighted that attainment at Level 2B+ was a key predictor of attainment at Level 4+ at the end of Key Stage 2 (KS2). For 2011 this remained just below the national average; but the gap between Brent and the national average had narrowed.

For KS2, Faira Elks advised that with regard to achievement at Level 4 and above in English and mathematics, there had been a rising trend at all levels over the previous five years, with the exception of English at Level 5. Turning to the other key measure of success at KS2, Faira Elks advised that the percentage of pupils in Brent making two levels of progress in English and in mathematics was well above the national average and had remained the same as in 2010.

Faira Elks explained that the main indicator of success at Key Stage 3 (KS3) was the percentage of children achieving Level 5 or above by age 14. However, as KS3 tests were no longer statutory, schools had greater control over when KS3 assessments took place. As a consequence, many schools had chosen to carry out KS3 assessments at the end of Year 8 when pupils were aged 13. The committee was advised therefore, to treat the comparison of these results with the national average with some caution. The national expectation was that most pupils would achieve Level 5 or Level 6 in English and mathematics by the end of KS3. At present, Brent results at KS3 were slightly below the national average; however, there had been an upward trend in performance at Level 5 + in Brent in both English and mathematics over the previous five year period.

With regard to Key Stage 4 (KS4), Faira Elks advised that there were three key measures of success: the percentage of pupils achieving five A* to C grades at GCSE including English and mathematics; those achieving three levels of progress between KS2 to KS4; and those achieving the English Baccalaureate, which

consisted of GCSE A* to C grades in English, mathematics, two sciences, humanities and a modern foreign language.

Faira Ellks then provided the committee with a summary of the educational attainment of children of different ethnic groups and the FSM cohort. Faira Ellks reported that at all stages Asian pupils were the highest performing ethnic group. The achievement of Somali pupils had remained below that of other ethnic groups but good progress had been made from previous years. In contrast, the achievement of Black Caribbean pupils had remained below the Brent average and the five year trend was static, indicating that further work was required to raise the achievement of pupils of this ethnic group. With regard to the FSM cohort, at KS1 and KS2, the achievement of Brent FSM children was slightly below the average for Brent pupils but had remained higher than the FSM national average. At KS4 the gap between the Brent average and the achievement of Brent FSM was considerably greater than that at KS1 and KS2. There was no data available as yet regarding the national average at KS4 for the FSM cohort. In response to a query, Rik Boxer advised that approximately 25% of children within Brent were in receipt of FSM. It was agreed that comparative data for London regarding the number of pupils in receipt of free school meals be provided to the committee.

In the subsequent discussion, members raised several queries. The Chair noted that achievement in mathematics by Brent pupils was good and that nationally this was an area where achievement was traditionally weak. Councillor Cheese queried whether there was reluctance by professionals to engage in training to improve standards of teaching due to issues such as embarrassment. Councillor Al-Ebadi noted that a recent report had indicated that only very few teachers were dismissed from schools for poor standards of teaching. The Chair queried how many of Brent's 85 schools were rated 'outstanding' and Councillor Mitchell Murray sought details of the geographical distribution of these schools. Councillor Mitchell Murray also noted that traditionally the educational achievement of girls was better than that of boys; however, it appeared that this trend was not as evident in the data presented.

In response to the issues raised, Faira Ellks advised that primary school teachers' knowledge of mathematics tended to be weaker and there was still considerable work required to address this issue. The MaST programme was a specialist teacher programme specifically aimed at improving the teaching of mathematics in primary schools. Alongside accessing such national programmes, the council had a very experienced member of staff, with a professional background in teacher training, who supported headteachers and teachers in developing strategies to improve the teaching of mathematics in Brent schools. Most teachers were eager to engage in professional development and improve their skills; however, head teachers also assumed a key role in monitoring teachers' strengths and weaknesses.

Faira Ellks further explained that the standard of teaching in most Brent schools was deemed to be satisfactory or better; however, further work was required to ensure that all teaching was of good quality. It was expected that most head teachers knew their staff sufficiently to determine whether further support and training could address any issues or whether alternative action was required. Part of the role of the council's link advisers was to support head teachers to take decisive action to address issues of poor performance. Faira Ellks acknowledged

that traditional practice had involved ineffective teachers being informally moved on from particular positions. At present there were 16 schools in Brent ranked by Ofsted as 'outstanding' and there was little evidence of a correlation between locality and school success. Rather it was considered that the quality of the head teacher was the most important determinant of success within a school.

Turning to discuss Councillor Mitchell Murray's query regarding the relative educational achievement of boys and girls, Faira Ellks advised that the data indicated that whilst girls continued to do well and improve, the achievement of boys was catching up to that of girls.

During members' discussion the committee requested that comparative information for educational achievement across London be provided. Faira Ellks advised that there were some indicators for which this would not be possible but that she would endeavour to provide this information. The Chair also requested information on the number of schools offering the subjects for the English Baccalaureate and the number of Brent pupils who go on to further education. The committee further requested that a breakdown of achievement for each key stage by ethnicity be circulated to committee members and that information regarding the measures in place and the activities being undertaken to support the educational attainment of different ethnic groups be provided to the committee.

RESOLVED

- i. That the continuing improvements in education standards and the contribution made by Services to Schools to these outcomes be noted.
- ii. That a breakdown of achievement for each key stage by ethnicity be circulated to committee members
- iii. That the committee's congratulations be conveyed to all head teachers and teaching staff for their continuing dedicated efforts in raising achievement of Brent pupils

6. **School Places update**

Rik Boxer (Assistant Director, Achievement and Inclusion) provided a verbal update to the committee regarding the shortfall of school places. The committee was reminded that the pressure for school places was concentrated in the Primary sector and as of Tuesday 27 March 2012 there were 737 unplaced children of primary school age. At this time there had also been 324 vacancies; however these had been concentrated in year groups 5 and 6 and did not correspond with the demand for places in the lower year groups. There continued to be a steady stream of new arrivals to the borough and this was reflected both in the demand for primary school places across the year groups and the number of applications which continued to be received for Reception year 2012.

Rik Boxer explained that the council was taking a variety of actions to address the borough's shortfall of school places. A new round of temporary expansions of schools via the creation of bulge classes was currently under consideration; however, the number of appropriate schools was becoming increasingly limited as the programme progressed. A further programme of permanent expansions to schools was also underway, with proposals for a second phase to be considered by

the Executive in August 2012. A good settlement had been received by Brent from the government to fund this programme of expansion; however, this sum was not sufficient for the entirety of the programme. The council would continue to lobby central government, both as part of the wider London lobby and specifically for Brent.

Rik Boxer concluded by noting that the pressure for school places would progress to affect secondary schools and a strategy to meet this demand was being developed.

RESOLVED: - that the verbal update be noted.

7. Inspection on Adoption Services in Brent

Graham Genoni (Assistant Director Children's Social Care) presented a report to the committee, updating members' on the outcome of the Ofsted Adoption Inspection which took place between 13 and 17 February 2012.

Graham Genoni noted that there had been considerable national focus on Adoption services in recent months and the Coalition government had emphasised its commitment to improving these services. The government had expressed several specific concerns including that children were not placed quickly enough, ethnic minority children waited longer to be adopted, prospective adopters were not approved quickly enough and the number of children adopted nationally was decreasing. In response to these concerns, Graham Genoni noted that children with complex needs might wait a long time before they were adopted and that lengthy court proceedings often contributed to the delay experienced by some children. Furthermore, the depth of the assessments conducted with respect to prospective adopters was deemed appropriate. The decreasing number of adoptions coincided with an increasing use of Special Guardianship Orders (SGOs) which offered an alternative form of permanency for child. Under an SGO the rights of the birthparents were not completely removed and this could often be desirable for older children.

Graham Genoni advised that the full inspection report was provided at Appendix A. An overall quality rating of 'satisfactory' had been achieved, with three areas receiving a 'good' rating and the remaining two areas a 'satisfactory' rating. Four recommendations had been made within the inspection judgement and these were set out at paragraph 4.7 of the report. The action plan developed in response to these recommendations was included at Appendix 2 to the report. The inspection report had been positive overall and in particular had noted the borough's active approach to recruiting prospective adopters from a range of different ethnic and cultural backgrounds, reflecting Brent's diverse community; the successful placement of most children within the twelve month timescale; and, that there had only been one adoption placement breakdown in the last three years. The local authority had been deemed to have good involvement with birthparents and to offer good support and training to prospective adopters. In addition, the inspectors had been impressed with the Adoption and Permanency Panel and with the support offered by the Children and Adolescence Mental Health Services (CAMHS).

During the members discussion several queries were raised by the committee. The Chair queried how many children were currently waiting to be adopted and how

many Brent approved adopters were currently waiting to be matched. The Chair also sought confirmation that the process was compliant with the Equality Act. Councillor Al-Ebadi queried what level of input a child's birthparents would have in deciding the nature of an adoptive placement. Alloysius Frederick queried whether under an SGO a child could choose to have contact with his or her birthparents in the future.

In response to members' queries, Graham Genoni explained that at present there were approximately 15 children waiting to be adopted and the average time it took to place a child in Brent for adoption was 7 months. In placing a child, the department worked hard to ensure an appropriate balance was achieved between minimising delay for a child and ensuring that the most suitable match was identified. The costs of placing a child with an adoptive family approved by another local authority varied between £2,000 and £5,000 and if a child was placed with prospective adopters from a national adoption agency these costs could increase to around £30,000. Prospective adopters which had been approved by Brent were therefore considered prior to external adopters. The council had previously developed a strategy of assessing prospective adopters with a view to 'selling' them to other adoption agencies for similar fees to those charged by other local authorities. Graham Genoni advised that he would provide details of the number of in-house adopters to the committee but noted that the pool of adopters was kept at a reasonable size. The process of assessing adopters was fully compliant with the Equality Act and the department had established active links with gay and lesbian community groups. The views of the birthparents on the type of adoptive placement that they would like for their child were sought and considered by social workers within the process of family finding; however, the needs of the child were paramount and for example, the department would not exclude gay and lesbian prospective adopters from consideration due to a birthparents stated objection. Children placed for adoption or under an SGO on reaching adulthood would be free to have contact with their birthparents if they chose and the department would provide lots of support in these circumstances.

RESOLVED: -

- i. That the outcome of the Adoption inspection report for Brent be noted.
- ii. That the committee's endorsement of the Action Plan be noted
- iii. That the committee's wish of the department's continued success in improving the service be noted.

8. Safeguarding & Looked After Children (LAC) Action Plan update

A report was presented to the committee by Graham Genoni (Assistant Director Children's Social Services) updating members on the outcome of the Safeguarding and Looked After Children (LAC) Inspection and the development of the subsequent action plan. The inspection had taken place between 3 and 14 October 2011 and had been conducted by Ofsted. Brent had achieved 'adequate' ratings for both Safeguarding and Looked After Children (LAC).

Graham Genoni explained that the action plan had been developed to provide a comprehensive response to the inspection outcome and addressed issues raised within the text of the report as well as those formally highlighted as

recommendations. The action plan also included those recommendations for which responsibility was shared with partner agencies and organisations. The council's action plan was complimented by the Children and Families Plan and had been prepared in conjunction with the Health Action Plan which had been developed by Brent Primary Care Trust. It was noted that an 'inadequate' rating had been awarded to health for LAC; robust discussions had been held with NHS Brent and it was currently addressing the issues raised. NHS Brent was reporting its progress in this area both to its inspection body (Care Quality Commission) and to the Council. The Plan included a focus on trying to develop early help teams which would support families before intervention was required by social services. This stream of work would link in with government initiatives around the complex families agenda.

Graham Genoni advised that the Action Plan had benefited from input and quality assurance from London Safeguarding Advisors and the Local Government Improvement and Development Agency (LGIDA), and would be implemented alongside individual service improvement plans already in development. Funding to meet the £152,000 required for the implementation of the plan was expected to be able to be drawn from existing resources via a process of restructure. The monitoring arrangements for the action plan were set out in the report at paragraph 3.9 and included regular monitoring by the Director of Children's Services, the Corporate Management Team, Local Safeguarding Board, Brent Children's Partnership Board and the Lead member for Children and Families. The Department would also seek external challenge of the progress against the plan in June 2012 via the LGIDA and in December 2012 by arranging a process of peer challenge or review.

During members' discussion, the Chair noted that the number of Brent foster carers had increased over the last two years. Graham Genoni advised that the increase from 81 to 105 Brent foster carers had also precipitated an associated decrease in the number of more costly placements with Independent Fostering Agencies (IFA). It was emphasised however, that a child would not be moved from a settled placement. The Chair also noted that the action plan proposed the creation of three additional posts and queried whether funding for these had been identified. Graham Genoni explained that funding for the posts would be identified from within the departmental budget. In response to requests for further information from the Chair and Councillor Mitchell Murray, Graham Genoni advised that he would forward details to the committee of the number of LAC who proceeded to university and would provide a breakdown by ethnicity and gender of the number of Brent LAC placed outside of the borough.

RESOLVED: -

- i. That the outcome of the Safeguarding and Looked After Children inspection report for Brent be noted
- ii. That the Action Plan addressing the recommendations identified in the inspection report be noted.
- iii. That the committee's wish of the department's continued success in improving the service be noted.

9. Children and Young People Overview and Scrutiny Work Programme

The Chair noted that the current meeting of the committee was the last of the 2011-12 municipal year and advised that the committee's Work Programme was included within the agenda for members' information. In reviewing the work programme, the Chair welcomed the committee's suggestions for issues to be considered for the forthcoming municipal year. In the subsequent discussion the agreed that the following reports should be added to the work programme: -

- An update report on the implementation of the recommendations of the Preventing Youth Offending Task Group.
- An update report relating to Domestic Violence
- A report on the practical implementation of the Complex Families initiative. Councillor Mary Arnold advised that this was scheduled to be included within the One Council Programme.
- A report updating members on the Youth Services. Councillor Mary Arnold that this had also been included as part of a one council project which aimed to bring together lots of services, including leisure services, across a range of providers to support youth engagement

A copy of the Executive Forward Plan was circulated to members of the committee. The Chair advised members to forward any suggestions for the committee's work programme to her or to Priya Mistry (Policy and Performance Officer)

10. Date of next meeting

The committee noted that the date of the next meeting would be confirmed at the Annual Council meeting scheduled for 16 May 2012.

11. Any other urgent business

The meeting closed at 9.10 pm

H GLADBAUM
Chair

	<p>Children and Families Scrutiny Committee 13th June 2012</p> <p>Report from the Director of Children and Families</p>
<p>Wards Affected: ALL</p>	
<p>Key Stage 5 Attainment and Key Stage 5 Destinations</p>	

1. Summary

- 1.1 This report comments on education standards achieved by young people in Brent at Key Stage 5 at the end of the academic year 2010/11 and gives details of the students' destinations at the end of Key Stage 4 in 2011.
- 1.2 The overall attainment of Brent young people at Key Stage 5 has continued to improve and Brent remained above the London and national averages for all key indicators. The attainment gap between young people eligible for free schools meals and those not eligible continued to narrow.
- 1.3 Participation of Brent young people in education after the end of Key Stage 4 in 2011 continued to be high.

2. Recommendations

- 2.1 Members are asked to note the continuing improvements in education standards at Key Stage 5 and the contribution made by Brent providers, Brent 14-19 Partnership, Services to Schools and Brent Connexions.

3. Key Stage 5 Attainment and Key Stage 5 Destinations

3.1 Attainment of Level 2 by age 19

KS5 - % of 19 year olds qualified to Level 2	2007			2008			2009			2010			2011			% Difference		
	% Brent	% London	% National	% Brent	% London	% National	% Brent	% London	% National	% Brent	% London	% National	% Brent	% London	% National	Brent 2011 vs Brent 2010	Brent 2011 vs London 2011	Brent 2011 vs National 2011
Level 2 (ALL)	77.0	72.0	71.0	81.0	76.0	74.0	81.0	78.0	76.0	82.0	81.0	79.0	87.0	83.0	82.0	↑ 5	4	5
Non FSM	81.0	76.0	75.0	83.0	79.0	77.0	84.0	81.0	79.0	85.0	83.0	81.0	88.0	85.0	84.0	↑ 3	3	4
FSM	64.0	60.0	49.0	72.0	65.0	54.0	73.0	69.0	57.0	74.0	73.0	61.0	82.0	76.0	65.0	↑ 8	6	17
Attainment gap (ppts) by FSM	17.0	17.0	26.0	11.0	14.0	24.0	11.0	13.0	22.0	11.0	11.0	20.0	6.0	9.0	19.0	-5	-3	-13

3.1.1 The proportion of young people in Brent attaining Level 2 (five or more GCSE equivalent qualifications at grades A*-C) by age 19 increased in 2011 by five percentage points to 87%. The Brent average continued to be above the London and national averages. The 2011 results put Brent 8th highest out of 151* local authorities (LAs).

3.1.2 In 2011, the proportion of Brent young people eligible for FSM attaining Level 2 by age 19 increased by eight percentage points to 82%. This is six percentage points above the London average and 17 percentage points above the national average. The attainment gap with young people not eligible for FSM fell by five percentage points to 6%. The attainment of Level 2 by Brent young people eligible for FSM is 2nd highest out of 150* LAs.

* Some LAs are not included because their cohort sizes are too small.

3.2 Attainment of Level 2 including English and mathematics by age 19

KS5 - % of 19 year olds qualified to Level 2 or higher with Eng and Ma by FSM	2007			2008			2009			2010			2011			% Difference		
	% Brent	% London	% National	% Brent	% London	% National	% Brent	% London	% National	% Brent	% London	% National	% Brent	% London	% National	Brent 2011 vs Brent 2010	Brent 2011 vs London 2011	Brent 2011 vs National 2011
Level 2 +	51.0	48.0	48.0	56.0	51.0	50.0	57.0	54.0	53.0	60.0	57.0	57.0	64.0	61.0	60.0	↑ 4	3	4
Non FSM	57.0	54.0	52.0	61.0	56.0	54.0	63.0	59.0	57.0	65.0	62.0	60.0	67.0	65.0	63.0	↑ 2	2	4
FSM	33.0	31.0	23.0	37.0	34.0	25.0	40.0	37.0	29.0	44.0	42.0	32.0	54.0	46.0	36.0	↑ 10	8	18
Attainment gap (ppts) by FSM	24.0	23.0	29.0	24.0	22.0	29.0	23.0	22.0	29.0	21.0	20.0	28.0	13.0	19.0	27.0	-8	-6	-14

3.2.1 The proportion of young people in Brent attaining Level 2 including English and mathematics by age 19 increased in 2011 by four percentage points to 64%. The Brent average continued to be above the London and national averages. The 2011 results put Brent 30th highest out of 151* LAs.

3.2.2 In 2011, the proportion of Brent young people eligible for free schools meals (FSM) attaining Level 2 including English and mathematics by age 19 increased by 10 percentage points to 54%. This is eight percentage points above the London average and 18 percentage points above the national average. The attainment gap with young people not eligible for FSM fell by eight percentage points to 13%. The attainment of Level 2 by Brent young people eligible for FSM is 2nd highest out of 150* LAs.

* Some LAs are not included because their cohort sizes are too small.

3.3 Attainment of Level 3 by age 19

KS5 - % of 19 year olds qualified to Level 3	2007			2008			2009			2010			2011			% Difference		
	% Brent	% London	% National	% Brent	% London	% National	% Brent	% London	% National	% Brent	% London	% National	% Brent	% London	% National	Brent 2011 vs Brent 2010	Brent 2011 vs London 2011	Brent 2011 vs National 2011
Level 3 (ALL)	55.0	49.0	45.0	58.0	50.0	46.0	58.0	53.0	48.0	58.0	56.0	51.0	64.0	59.0	53.0	↑ 6	5	11
Non FSM	60.0	53.0	48.0	62.0	54.0	50.0	64.0	57.0	51.0	62.0	59.0	54.0	67.0	62.0	57.0	↑ 5	5	10
FSM	38.0	34.0	23.0	43.0	36.0	25.0	40.0	40.0	27.0	44.0	44.0	30.0	52.0	47.0	32.0	↑ 8	5	20
Attainment gap (ppts) by FSM	21.0	19.0	26.0	19.0	18.0	25.0	23.0	17.0	25.0	18.0	16.0	24.0	15.0	16.0	25.0	-3	-1	-10

3.3.1 The proportion of young people in Brent attaining Level 3 (two or more A Levels or equivalent qualifications) by age 19 increased in 2011 by six percentage points to 64%. The Brent average continued to be above the London and national averages. The 2011 results put Brent 10th highest out of 151* LAs.

3.3.2 In 2011, the proportion of Brent young people eligible for FSM attaining Level 3 by age 19 increased by eight percentage points to 52%. This is five percentage points above the London average and 20 percentage points above the national average. The attainment gap with young people not eligible for FSM fell by three percentage points to 15%. The attainment of Level 3 by Brent young people eligible for FSM is 6th highest out of 150* LAs.

* Some LAs are not included because their cohort sizes are too small.

3.4 A Level point score per student

KS5 - APS by students achieving all Level 3 qualifications per candidate	2007		2008		2009		2010		2011		Difference	
	Brent	Nat	Brent	Nat	Brent	Nat	Brent	Nat	Brent	Nat	Brent 2011 vs Brent 2010	Brent 2011 vs National 2011
All pupils	665.2	711.2	663.4	721.1	675.0	721.1	706.3	726.5	738.0	728.2	↑ 32	10
Girls	689.9	665.2	683.6	741.8	685.7	740.0	717.1	743.1	745.1	743.4	↑ 28	2
Boys	640.3	689.5	642.6	696.9	664.4	699.3	693.5	707.3	730.0	710.8	↑ 37	19

3.4.1 In 2011, Brent's average A Level (and equivalent qualifications) point score per student rose by 32 points (just over one A Level grade) to 738 points (equivalent to just over three A Level grade Cs plus an AS Level grade C). The Brent point score has risen steadily since 2008. The Brent score rose above the national average for the first time in 2011 and has been above the London average since 2010.

3.4.2 The attainment of boys rose faster than girls in 2011 and the gap between their attainment levels fell to half a grade.

3.5 A Level point score per entry

KS5 - APS by students achieving all Level 3 qualifications per entry	2007		2008		2009		2010		2011		Difference	
	Brent	Nat	Brent	Nat	Brent	Nat	Brent	Nat	Brent	Nat	Brent 2011 vs Brent 2010	Brent 2011 vs National 2011
All pupils	209.4	203.6	206.5	205.8	209.3	208.3	216.7	211.4	219.6	213.1	↑ 3	7
Girls	213.0	207.6	209.7	209.7	211.7	211.9	216.4	214.7	219.4	209.2	↑ 3	10
Boys	205.6	198.6	203.1	201.1	206.8	204.0	217.1	207.0	219.9	216.5	↑ 3	3

- 3.5.1 In 2011, Brent's average A Level (and equivalent qualifications) point score per entry rose by three points to 219.6 points (equivalent to just over a grade C at A Level). The Brent point score has risen steadily since 2007. It has been above the national average for the last five years and rose above the London average in 2010.
- 3.5.2 The average points scores per entry of boys rose above girls for the first time on 2010. In 2011 both boys' and girls' attainment rose with both equal at 219 points.

3.6 Key Stage 5 destinations at age 16

Destinations at age 16	2008	%	2009	%	2010	%	2011	%
Continuing in education	2717	94	2856	94	2882	94	2892	94
Full-time training	20	0.7	14	0.4	7	0.2	14	0.5
Employment with training (including apprenticeships)	15	0.5	12	0.4	14	0.5	8	0.2
Employment without training	10	0.3	7	0.2	7	0.2	6	0.2
Part-time learning and employment	5	0.2	5	0.2	6	0.2	0	0.0
Unemployed (including personal development and voluntary activities)	40	1.4	42	1.3	47	1.5	67	2.2
Not active/not available	10	0.3	12	0.4	26	0.9	13	0.4
Moved out of contact	11	0.4	25	0.8	30	1	30	1.0
No response/refused to participate	70	2.4	58	1.9	52	1.7	52	1.7
Survey total	2898		3031		3071		3082	

- 3.6.1 Brent Connexions conducts an activity survey every autumn to ascertain the destinations of all Brent 16 year olds following their final year of compulsory education. In 2011, a very high proportion (94%) of Brent residents continued in education at Key Stage 5. A very small proportion (1%) of Year 11 students left education to start training programmes and enter employment. The take up of apprenticeships continues to be very low. However, following the National Apprenticeship Service's recent initiatives to increase the number of apprenticeship opportunities available to young people, there may be a rise in the numbers of Year 11 starting this route in 2012.

3.7 Type of course started at age 16

	2008	%	2009	%	2010	%	2011	%
Level 3 of which:	2042	79%	2034	72%	1840	65%	1761	61%
GCE A Level	1903	74%	1870	66%	1621	57%	1525	53%
Other Level 3	139	5%	164	6%	219	8%	236	8%
Level 2 of which:	386	15%	546	19%	485	17%	429	15%
GCSE	45	2%	106	4%	95	3%	79	3%
Level 1 Foundation	42	2%	111	4%	413	15%	131	5%
Other courses including Entry Level Foundation	119	5%	163	6%	144	5%	571	20%
Education total	2589		2854		2882		2892	

- 3.7.1 The percentage of young people studying Level 3 courses fell to 61% in 2011 compared to 79% in 2008. The take up of courses at Level 1 and Level 2 rose to 20% in 2011 compared to 17% in 2008. The figure for other courses may have been skewed by a higher than average number of families not identifying the course when the survey was conducted.

3.8 Type of education provider chosen by young people at Key Stage 5

Provider type	2011	
School sixth form	1686	58%
Further education college	967	33%
Sixth form college	178	6%
Other post-16 providers	61	2%

3.8.1 In 2011, most Brent residents chose to continue their education at a school sixth form.

3.9 Activities by providers, the Brent 14-19 Partnership, Services to Schools and Brent Connexions to improve attainment

3.9.1 The Strategic Lead for 14-19 Education and Training analyses performance data at both LA and individual provider level. This data is presented annually for discussion at Brent 14-19 Partnership meetings. The lead briefs the Services to Schools' link advisers on each school's performance prior to their meetings with headteachers for the annual review of standards in the autumn term. The link advisers play an important role in challenging school performance and supporting headteachers to plan for improvement at Key Stage 5.

3.9.2 In April 2010, local authorities took over the statutory responsibility for 16-19 education and training provision from the Learning and Skills Council. This included the responsibility for monitoring Key Stage 5 performance and quality. In 2009, in preparation for this new duty, Services to Schools introduced a challenge and support programme. The strategic lead analysed the Brent providers' Key Stage 5 data and identified schools that were significantly under-performing against national standards. The lead met with the headteachers and their senior leaders to discuss the issues and the actions that were required to improve outcomes. The schools were then required to produce a sixth form improvement plan that addressed the issues. The performance of students at these schools has steadily improved over the last three years.

3.9.3 The key issues identified as having the biggest impact on student under-performance at Key Stage 5 for some providers were:

- Retention: the drop-out rate from A Level and equivalent qualifications at the end of Year 12 was too high.
- The size of programme: students were on very small programmes and often dropped down to two equivalent qualifications at the end of Year 12 causing the average point score by the providers to be well below national averages.
- Information, advice and guidance: some students were starting courses without the appropriate prior attainment and were not able to cope with the level of study.
- The quality of teaching and learning: some poor subject teaching was leading to high failure rates and low value-added.

3.9.4 These issues were discussed at the 14-19 Partnership and all providers agreed that information, advice and guidance, and success rates at Year 12 and retention into Year 13

should be included in the partnership's statement of priorities. As a consequence there has been a strong focus on these issues which has led to the increased attainment at 19.

- 3.9.5 Services to Schools has supported school sixth forms with their improvement by conducting sixth form reviews of teaching and learning. 11 of the 13 Brent sixth forms have had a least one review. The reviews include: lesson observations; work scrutiny; interviews with students, teachers, support staff and sixth form leaders. The review reports summarise the findings, identify the strengths and areas for development and make recommendations for the school's sixth form improvement plan. To help providers with high performing subjects to disseminate their expertise, the 14-19 Partnership compiles an annual register of subjects delivered at Key Stage 5. This register lists the providers where attainment and value-added are high. All providers that are listed have agreed to support subject leaders in other institutions where results are low.
- 3.9.6 Providers have worked with Brent Connexions and Brent 14-19 Partnership's Careers Education, Information, Advice and Guidance Network to improve the quality of information, advice and guidance given to young people. There has been a stronger focus on ensuring that young people progress on to programmes of study only if they have reached the level of prior attainment necessary to achieve success. This has led to fewer young people starting A Level programmes and an increase in the retention rate, and more young people starting other courses which are stepping stones to success at Level 3.
- 3.9.7 A further priority of the 14-19 Partnership has been to narrow the gap between: young people eligible for free school meals and young people not eligible; boys and girls; Black Caribbean and Somali students and the Brent average. The white British group has been added because it has a higher proportion of young people becoming unemployed at age 16 and is over-represented in the NEET (not in education, employment or training) group.

KS5 - APS by students achieving all Level 3 qualifications per candidate by ethnicity	2007	2008	2009	2010	2011	Difference	
						Brent 2011 vs Brent 2010	Ethnic 2011 group vs Brent Avg 2011
Black Caribbean	592.4	633.1	608.4	658.1	662.4	↑ 4.3	-75.6
Somali	470.9	596.2	598.1	645.5	600.2	↓ -45.3	-137.8
White British	667.8	645.1	660.1	725.6	718.9	↓ -6.7	-19.1
Brent Average	665.2	663.4	675.0	706.3	738.0		

- 3.9.8 The table above shows the attainment of these ethnic groups at A Level. The average point score of Black Caribbean students has increased since 2007 but remains over two grades below the Brent average. The point score of Somali students increased significantly between 2007 and 2010 but fell in 2011 and is over four grades below the Brent average. The points score for white British students fell in 2011.
- 3.9.9 The Strategic Lead for 14-19 Education and Training analyses the data for individual schools and challenges their leaders where there are significant variations on the performance of different groups. To support school senior leaders and sixth form leaders to narrow the gap, Services to Schools has recently introduced data analysis sessions to identify the key areas in need of improvement. The sessions are forensic, looking in detail at: the performance of specific groups of students including by ethnicity, free school meals, gender and prior attainment; how representative the sixth form cohort is of the whole school community. To date, five Brent sixth forms have had one of these sessions.

3.9.10 The table below shows the destinations of the black Caribbean, black African and white British groups. Data on the Somali group is unavailable. The proportion of the black Caribbean and white British groups continuing in education is lower than the Brent average, and the proportion unemployed is higher than the average.

Destination	Black Caribbean		Black African		White British		Brent average
Continuing in education	255	91%	172	88%	379	96%	94%
Full-time training	2	1%	3	2%	2	1%	0.5%
Employment	1	0%	3	2%	0	0%	0.4%
Unemployed (including personal development and voluntary activities)	11	4%	7	4%	8	2%	2%
Not active/not available	3	1%	1	1%	1	0%	0.4%
Moved out of contact	2	1%	5	3%	1	0%	1%
No response/refused to participate	6	2%	5	3%	3	1%	1.7%
Group total	280		196		394		3082

3.10 14-19 priorities for the current year

3.10.1 Based upon the data, Brent 14-19 Partnership has agreed to keep the following priorities for the coming year:

- Increasing the participation, progression and outcomes of:
 - Young people entitled to Free School Meals
 - Black Caribbean, Somali and white British young people
 - Looked after children and care leavers
 - Youth offenders
 - Young people with learning difficulties and/or disabilities
 - New arrivals and young people with English as an additional language.
- Developing curriculum breadth and choice to meet the needs of all young people
- Increasing the availability of apprenticeship programmes
- Improving success rates and progression at age 17
- Ensuring access to high quality impartial information, advice and guidance (IAG).

3.10.2 The partnership agreed that its work on narrowing the gap needs to be far more forensic, identifying groups that are underperforming at individual provider level and the multiple risk factors that affect young people.

3.10.3 A key challenge for the partnership will be to put in place the necessary support and provision that will engage all young people in education and employment with training until the age of 17 by September 2013 and age 18 by 2015.

4. Financial Implications

None

5. Legal Implications

Meeting
Date

Version no.
Date

None

6. Diversity Implications

The report is concerned with diversity and identifies differential performance of specific ethnic groups in Brent and the performance of young people by eligibility for free school meals.

7. Staffing/Accommodation Implications (if appropriate)

None

8. Background Papers

None

9. Contact Officers


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Krutika Pau, Director of Children & Families

	<p>Children & Young People Overview and Scrutiny Committee - 13th June 2012</p> <p>Report from the Director of Children and Families</p>
<p>For Information Wards Affected: ALL</p>	
<p>Update on School Expansion Programme to provide additional school places.</p>	

1.0 Summary

- 1.1 There is an acute shortage of school places in Brent and that this is likely to continue in the medium to long-term.
- 1.2 Despite the provision of many additional places over the past 5 years, including nearly 1800 additional places in the primary sector, the supply for places is simply insufficient to meet increasing demand. Whilst favourable recent capital settlements will help to alleviate the situation, it will not resolve the shortage. There is an extremely strong case for continuing to conduct a robust lobbying campaign in conjunction with London Councils.

2.0 Background and context

- 2.1 Brent started to experience pressure on school places in 2005. At this time, the pressure was mainly on the provision of secondary school places. In 2005 a detailed review of secondary school places was carried out. A report entitled 'A Strategy for the Development of Primary and Secondary School – Options for delivering additional school places' was taken to Executive in 2006. The report highlighted that an additional 5-6 forms of entry (FE) would be needed in the secondary sector by September 2009 rising to 16 FE by 2016. It was also projected that an additional 13 FE would be required in the primary sector by 2016.
- 2.2 Pressures in the Secondary sector were eased by the development of the Ark Academy which opened in the primary sector (2FE) in September 2008 and the secondary sector (6FE) in September 2010. In 2010 following successful lobbying, the government also agreed to the rebuilding and expansion of the John Kelly Schools (now Crest Boys Academy and Crest Girls Academy). The rebuilding is underway and will provide an additional 2FE. Claremont High School and Preston Manor High School expanded by 1FE each in September 2008. In addition to this, plans were prepared as part of the Building Schools for the Future (BSF) programme to re-build or re-model four secondary schools and provide additional places both for secondary and primary-aged children. The coalition government withdrew funding for the BSF programme in June 2010 and

these plans never came into fruition. BSF was replaced by the Priority Schools Building Programme which focusses mainly on the condition of schools. The Council submitted an application for the rebuilding of Copland and Alperton Secondary Schools in October 2011 it was announced on 24th May 2012 that both applications have been successful and further detail is awaited.

- 2.3 Pressures began to build on the provision of primary school places linked to population increases and a very high level of inward migration to the Borough. This impacted initially on the Reception aged cohort as up until this time many schools had spare capacity in Years 3 to 6.

A programme to expand primary school provision was started in 2006. As a result Wembley Primary School was amalgamated, rebuilt and expanded from 3FE to 4FE by September 2006 and Sudbury Primary School and Stonebridge Primary School were expanded by 1FE each from September 2008. Sudbury, Stonebridge, Preston Park and Park Lane primary schools all admitted an additional Reception class in 2007 as bulge classes. In 2008 the primary phase of Ark Academy was opened providing 2FE. In the last three years, schools that had irregular admission numbers have increased their places and these include Gladstone Park (7 per year group), Anson (7 per year group) and Byron Court (10 per year group). In November 2009, a capital allocation of approximately £14.7 million was awarded to Brent and Executive approval was given to permanent expansions at Preston Manor (making the school an all-through primary and secondary school), Brentfield Primary and Newfield Primary. These schemes have now been completed providing an additional 4 forms of entry.

- 2.4 Similar pressures as to those faced in the primary sector have been experienced in the SEN sector. An extensive programme to expand in-Borough SEN provision has been agreed, linked to the SEN One Council programme. A range of expansion proposals have been agreed, as follows

- Rebuilding and expansion of the Village School
- 'Satellite' provision for the Village School located at Queens Park Community School
- Establishment of secondary additionally resourced mainstream provision for autism at Preston Manor School
- Establishment of early years additionally resourced mainstream provision for autism at Granville Nursery

Executive approval was given in April 2012 for development of provision at Vernon House School and at Alperton Community School. Expansion of SEN provision is now fully incorporated into the overall capital programme.

- 2.5 The Executive report in August 2011 provided an update on the requirement for additional primary and SEN provision. It also laid down the principles and strategy for meeting the need, following consultation with schools. The report also provided information on the funding gap over the following 4 years.
- 2.6 As well as permanent expansions in the primary sector, a programme of temporary expansions ('bulge classes') were also agreed through reports to Executive in April 2011 and March 2012.
- 2.7 Between September 2007 and September 2011, 1786 primary places were created, of which 426 were bulge places. Of the 1786 primary places, 454 were of

Reception age. This is equivalent to 15 classes. Of those 7 classes were temporary and 8 were permanent. Many of the schools providing temporary bulge classes have now expanded permanently.

- 2.8 However, the programme of temporary and permanent expansions has simply not been able to keep pace with the increase in demand for school places. Despite the expansion programme, there is still a need to create up to 16 additional Reception classes to ensure every child has a place. This is a London-wide issue. Even after a programme of expansions in the past few years all of Brent's neighbouring boroughs are opening additional Reception classes for September 2012 (Barnet 15, Harrow 10, Camden 2, Hammersmith & Fulham 2 Kensington & Chelsea 1, Westminster 2 in a free school and Ealing 11 in 2013).
- 2.9 There has been a continued lobbying campaign, in conjunction with London Councils, to highlight the school places pressure across London and the particular pressures in Brent. This has been successful and Brent received £24.8m allocation of Basic Need Safety Valve money in October 2011. In addition due to the severe shortage of Primary School places nationally the government allocated further Basic Need funds in December 2011 and Brent received £24.9m which was the third highest allocation in the country. A further £30.8m Basic Need allocation was received in April 2012 which was the highest allocation in the country. The 3 allocations total approximately £80m and the current overall availability of funding within the Capital Programme is as follows:

Capital Programme Allocation

	2011/12 Budget £'000	2012/13 Budget £'000	2013/14 Budget £'000	2014/15 Budget £'000	2015/16 Budget £'000	Total Budget £'000
Provision for School Expansion (Primary & Secondary)	8,609	15,958	0	0	0	24,567
Provision for Primary School Expansion	17,441	2,932	0	0	0	20,373
Surplus Capital Grant not yet allocated to Schemes	0	47,724	16,485	17,557	8,161	89,927
Sub-Total	26,050	66,614	16,485	17,557	8,161	134,687
Potential VA contributions	0	56	0	0	0	56
LA DFC @ 10%	0	27	0	0	0	27
Sub-Total	26,050	66,697	16,485	17,557	8,161	134,950
Potential S106 allocation (future)	971		3115	3115		7,201
Total (including potential sources)	27,021	66,697	19,600	20,672	8,161	142,151
SEN Invest to Save	Prudential borrowing could be used on Invest to Save basis where it is demonstrated that borrowing costs significantly offset by revenue savings to the Schools Budget. Approvals will need to be obtained on the basis of individual schemes underpinned by a fully validated business case.					

In considering table 3, it should be noted that all resources identified for 2011/12 (i.e. £27.021 million) have been, or will be, spent on existing schemes that have delivered new classroom spaces for the 2011/12 academic year – including projects at Preston Manor Lower School (2FE), Brentfield Primary (1FE), Newfield Primary (1FE), Park Lane (1FE) and Byron Court (0.3FE). In addition bulge classes have been provided at 11 schools, using a combination of temporary classrooms, remodelling of existing premises or small extensions to existing schools.

It is assumed that voluntary aided schools may be able to contribute 10% towards capital scheme costs.

The section 106 assumptions set out in the table include an element of assumed contributions rolling forward. The single biggest section 106 contributions relate to the Quintain scheme in Wembley which include a financial contribution to school places (on a sliding scale, depending on the timing of drawdown), as well as provision of a new site to the rear of the Wembley Retail Park.

The capital available to the Council as per the table above is nearly sufficient to meet the primary basic need only over the next six to ten years; however, additional funding will be required to meet the SEN and secondary demand. In practical terms, it may be necessary to spend the available monies across the primary, secondary and SEN provision, which means that new funds will be required within the four years. This estimate does not take into account new land that may be required for expansion of schools. Significant revenue expenditure will also be required; for which provision needs to be identified.

- 2.10 The above table does not include the capital allocation under the Priority Schools Building programme for Alperton and Copland Schools which has just been announced as further detail is awaited.
- 2.11 A review of the entire school assets portfolio is being undertaken by officers in Regeneration and Major Projects. This exercise will provide a full picture of the potential for further permanent and temporary expansions across the whole of Brent schools. This will be reported in the Executive report which is scheduled for August 2012. The report will set out the plans and priorities for the Phase 2 expansion of schools in the medium term and identify Phase 3 needs.

3.0 Current situation

- 3.1 As of 1st May 2012, a total of 388 children of statutory school age are without a school place. Only 14 of these have been offered a school place and 12 of these offers have been rejected by the parent. There are 978 vacancies in Brent schools but these are not necessarily in the right geographical location or they may be vacancies in faith schools not available for all children. This is summarised below in **Table 1** and **Table 2**.

Table 1 – Unplaced children and vacancies in the primary sector.

As of 01/05/2012		
Year Group	Unplaced Primary	Vacancies
Reception	90	33
Year 1	44	21
Year 2	43	29
Year 3	53	39
Year 4	39	70
Year 5	14	120
Year 6	14	169
Total	297	481

Primary schools are practically full in all year groups from Reception to Year 4. The only year groups with sufficient vacancies are in Year 5 and 6.

Table 2 – unplaced children and vacancies in the secondary sector

As of 01/05/2012		
Year Group	Unplaced Secondary	Vacancies
Year 7	24	166
Year 8	17	181
Year 9	26	80
Year 10	17	33
Year 11	7	37
Total	91	497

The majority of secondary out of school pupils are new arrivals who will be placed in schools, college course or projects within a few weeks of arrival.

3.2 Hotspot data – Geographical analysis of areas of greatest need

The following chart and graphs highlight the geographical areas with the greatest shortfall in school places. It is clear that the greatest need for school places is in the primary sector from Reception to Y3. Demand is relatively evenly spread across the Borough. There is no real evidence of a geographical area of greatest need. The concentration is from light to dark colour, the latter represents areas of greatest need.

[Table 3](#) shows a relatively even spread with Wembley Central, Alperton and Sudbury wards taking the greatest share.

Table 3 – Numbers unplaced and out of school by Ward and year group

Ward	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10	Year 11	Grand Total	Primary Total	Secondary Total
Alperton	10	7		6	6		2		1		1	1	34	31	3
Barnhill	4	2		5	4		1						16	16	0
Brondesbury Park	5	1	2										8	8	0
Dollis Hill	6	2	2	2	2	1		1			2		18	15	3
Dudden Hill	5	2	8	3	3			1			3		25	21	4
Fryent	4			3		1	1		3	2		1	15	9	6
Harlesden	1	5	4	1		1		4	1	1	2	1	21	12	9
Kensal Green	3	1	1	2			1				1	1	10	8	2
Kenton	2		1	1			2	1		1			8	6	2
Kilburn		2	1	2				3		3		1	12	5	7
Mapesbury	4	4	3	3	2		2	1	1				20	18	2
Northwick Park	2				1				1	2			6	3	3
Preston	5	3		2	2	1		1	2	4			20	13	7
Queens Park								1		2			3	0	3
Queensbury	8	1	2	4	2	1	1	2		2	1		24	19	5
Stonebridge	1	3	7	1	2			1	1	3			19	14	5
Sudbury	11	2			5	2	1	4	2	4	2		33	21	12
Tokington	8	1	1	4	4				2		2		22	18	4
Welsh Harp	5	3	2	5	1	1		1	1		2		21	17	4
Wembley Central	5		1	8	5	4	2	2	2	2		1	32	25	7
Willesden Green	1	5	8	1		2	1	1			1	1	21	18	3
Grand Total	90	44	43	53	39	14	14	24	17	26	17	7	388	297	91

- 3.4 The extent of the existing problem in the primary sector is shown in sections 3.1 and 3.2. In addition to this, the numbers of children applying for Reception places for September 2012 has risen. There were 75 additional 'on time' applications for Reception places for September 2012 as compared with September 2011. Since the offer date of 18th April 2012, there have been 256 'late' applications which, in large part, reflects the very high level of new arrivals to the Borough. It is expected that this number could rise to up to 500 throughout the 2012/13 academic year. From discussions at London Councils meetings on school places, this level of late applications is much higher than most, if not all, other London authorities. With new permanent and temporary provision, the Council has been able to offer a Reception place to all 'on-time' applicants but providing places for late applicants will be challenging. A breakdown of places offered for Reception in September 2012 by parental preference is shown below.

Table 4

Reception 2012 offers	Total offers 3717	
Number of pupils offered 1 st preference	2879	77.50%
Number of pupils offered 2 nd preference	331	9%
Number of pupils offered 3 rd preference	147	4%
Number of pupils offered 4 th preference	77	2%
Number of pupils offered 5 th preference	27	0.70%
Number of pupils offered 6 th preference	13	0.30%
Offered nearest school with a vacancy	243	6.50%

- 3.4 There are sufficient places in Year 7 to satisfy demand for the 2012/13 academic year. There are 282 secondary places available for September with 152 children still to be placed.
- 3.5 It is clear that Brent is experiencing particularly acute problems in comparison with other London authorities. Some authorities notably Barking and Dagenham and Waltham Forest are also experiencing very significant pressure. Other authorities such as Ealing have supplemented the schools capital funding programme through Prudential borrowing of almost £100 million over the past few years to help alleviate the pressure. There are a small minority of London authorities which are not experiencing an excess of demand over supply.

4.0 Projected situation

2012/13 projections

- 4.1 The authority commissions its school roll projections from the Greater London Authority (GLA).

In order to calculate the projections the GLA uses live birth and mortality trends, fertility rates, population data, numbers of pupils on roll over four years and migration data. The GLA still relies heavily on the 2001 census data. 2011 census data will be released later this year. In the meantime the GLA uses mid year population estimates from the Office of National Statistics.

The Authority also supplies the GLA with local data each year to aid the projections such as local housing development data, rising rolls data, permanent and temporary school expansion plans.

GLA projections have consistently underestimated the number of school places required in Brent and other London Authorities. Brent challenged the GLA methodology and insisted that children without a school place and children educated in alternative accommodation should be included in their calculations. As a result the projections appear to be more robust and the GLA are now including this type of data in the projections of the other 25 London Boroughs that they represent.

4.2 Primary projections

The GLA projections are monitored against the actual number of places available in each year group for September 2012. The actual number of places include the planned admission number for each school plus current bulge classes. The projections show a shortfall of 16 classes in Reception, 13 classes in Year 1 and a further 28 classes in the rest of the primary sector.

However, there are 17 planned schemes for temporary or permanent expansions for the school year 2012/13. These schemes will deliver a maximum of 10.8 classes in Reception, 5.5 in Year 1 and 17.5 in the rest of the primary sector. That leaves a shortfall of approximately 23 classes in the primary sector. This is the best case scenario. Some of the schemes are still in the planning stage and there are risks that they will not be able to be delivered. Further details are set out in Appendix 1..

4.3 Secondary projections

In the secondary sector it is projected for 2012/13 that there will be available places in the lower years (138 for Year 7 and 95 for Year 8) but deficits in Years 10 and 11(-76 and -145 respectively). Past data shows that the majority of the surplus places will be in Newman College Roman Catholic School for boys - which has had a high percentage of vacant places.

Longer term projections

4.4 Primary

The number of Reception age children is projected to rise by nearly 400 children between 2012 and 2018 from 3,898 to 4,299 (10.3%) before dropping by about 50 children over the four years to 2022 (1.2%).

Overall, primary age children (4-10 year olds) are projected to see an increase from 24,447 in 2012 to 29,484 by 2021 with a slight dip in 2022. This is an increase of 5037 children in 9 years (20.6%).

4.5 Secondary (as at May 1st 2012)

There are 24 Year 7 pupils out of school and 166 Year 7 vacancies mainly at Copland, Crest Boys and Newman. For September 2012 it is projected there will be 3141 Year 7 places in maintained schools with a demand of 3033 (GLA). This will leave a decreased surplus of 108 places.

Year 7 demand is forecast to increase by 745 between 2012 and 2022 (an increase from 3,033 to 3,778 children – 24.6%).

Pressure in Year 7 will be felt as early as the 2013/14 academic year as shown in graphs in Appendix 4. It shows that there will only be 28 vacancies in Year 7 throughout the whole borough (3141 places and 3113 projected pupils). This assumes that Newman Catholic College will be at least 80% full – this has never been achieved in recent years, therefore 2013/14 will be a pivotal year. In 2014/15 the gap widens dramatically (3201 places and 3385 projected pupils) giving a deficit of 6FE.

By 2017/18 the deficit in Year 7 rises above 16FE.

Secondary age children (11-15 year olds) are forecast to rise year on year over the whole ten year period to 2022 from 15,208 in 2012 to 18,523 by 2022; an increase of 3,315 children (21.8%).

4.6 Although there is planned new secondary provision, as set out below, this is insufficient to meet the demands.

- The newly built Crest Academies are due to expand by 1FE each by April 2014 (2FE) commencing with Year 7. These extra places have already been accounted for in the calculations and should not be double counted.
- Over the next 3 academic years Ark Academy will fill their upper year places with 6 new classes in each year group. These extra places have already been accounted for in the calculations and should not be double counted.
- Alperton and Copland are part of the Priority Schools Building Programme

Additional methods will need to be in place to meet the demand from September 2013 onwards, such as expanding schools and / or creating secondary bulge classes.

4.7 Sixth Form

6th form numbers have decreased from 3795 in 2009 to 3620 in January 2012 because there has been a dip in the 16-19 age group. Projections show, however, that numbers in this age group will rise. Much of the increase will be met by the current spare capacity in Brent sixth forms along with the additional places created at Ark and the new building at Crest, and the expansion of St Gregory's sixth form. In 2011, the Young People's Learning Agency (YPLA) agreed capital funding to increase St Gregory's sixth form capacity by 100 to meet the projected growth of the local 16-19 population by 2014. Brent Council successfully won its bid for this funding based upon the following planning assumptions:

- The projected growth in the 16-18 population in the north-west of Brent will increase the demand for places at St Gregory's because a high proportion of the growing Eastern European community will require a Catholic education.
- The increase in the number of learners in the school's Year 10 and Year 11 and the increase in the school's waiting list will lead to increased numbers in the sixth form.
- The year-on-year increase in sixth form numbers will continue because the school and its sixth form are high performing.

The current spare capacity and additional places will not be sufficient to meet *all* the growth of numbers in this age group which will rise to 4394 in 2022 - an increase of 774 (21.4%) requiring a further 100 6th form places. This is based upon the average staying on rate of 62.5% i.e. Year 12 plus Year 13 as a proportion of Year 10 plus Year 11. At 16, young people can choose from a range of provision that meets their learning and progression needs. These include college, private training providers and employment with training. The number of sixth form places required to meet population growth will therefore always be less than the number of pre-16 places that are required.

5.0 Plans to manage the surplus demand

- 5.1 There is an existing programme of permanent and temporary expansions. These are set out in Appendix 1. The next round of permanent expansions is to be agreed by Executive in August 2012 following a review of the entire schools portfolio.
- 5.2 Included in the existing plans are some less traditional ways of providing additional school places such as use of non-school buildings as 'satellites' linked to existing schools. There is also a jointly planned expansion of a school just over the Brent border in Ealing (Vicars Green) which will provide places for both Brent and Ealing children.
- 5.3 Planning is being undertaken with both the London Diocesan Board (Church of England) and the Westminster Diocesan Board (Roman Catholic) to assess the need for additional denominational places to form part of the expansion programme.
- 5.4 The Authority has already established alternative provision for some children without a school place. There are three projects for secondary aged new arrival pupils with English as an additional language and a range of College courses commissioned from the College of North West London. Reception classes have also been established in children's centres and nursery schools.
- 5.5 In line with many other authorities, the Council is also exploring the potential for working with free school providers. There is government funding available for the development of free schools and any new schools that open are most likely to be Free Schools or Academies. There is currently one Free School application for Brent which is currently being considered by the DFE for September 2013:
 - Bishop House School – application from a parent community group for a small Christian primary school for 210 pupils. The location is unknown.
- 5.7 Brent is continuing to work closely with London Councils to lobby for additional capital funding to be made available to address the serious situation across London in ensuring sufficient supply of school places.

Contact Officers:

Rik Boxer, Assistant Director Achievement & Inclusion

Krutika Pau, Director Children & Families Department

Rajesh Sinha, Interim Programme Manager, Regeneration and Major Projects

Deficit - September 2012 Primary Provision

		Based on Late applications up to Sep 2012				Work-in-Progress			Total
		Reception	Y1	Y2	Y3	Y4	Y5	Y6	
	Demand (classes)	16	13	10	7	6	6	-1	57
Key	Supply (classes)								
B	Ashley Garden		1	1					2
B	St. Joseph	0							0
B	Curzon Cres.	1							1
B	College Green	0.8							0.8
B	River Bank		1						1
B	Mount Stewart Inf	1							1
B	Preston Library		2						2
B	Stonebridge Day Care		1	1	1	1			4
P	Preston Manor				2	2	2		6
P	Brentfield			1	1	1	1	1	5
B-P	Barham	1							1
B-P	Mitchell Brook	1							1
B-P	Fryent	2							2
B-P	Chalkhill	1							1
B-P	St Robert	0.5	0.5	0.5	0.5	0.5	0.5	0.5	3.5
B-P	Wembley High	2							2
B-P	Vicar's Green	0.5							0.5
	Total	10.8	5.5	3.5	4.5	4.5	3.5	1.5	33.8

High Risk	6
Medium Risk	12
Total Risk	18

Key:


B- Bulge

P- Permanent

B-P Bulge to Permanent

classes

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	<p style="text-align: center;">Scrutiny Meeting 13th June 2012</p> <p style="text-align: center;">Report from the Director of Children and Families</p>
<p>For Information</p>	<p style="text-align: right;">Wards Affected: ALL/(or specify)</p>
<p>Education achievement in Brent 2011: Analysis by ethnicity</p>	

1.0 Summary

- 1.1 Brent is one of the most diverse boroughs in the UK. 92% of pupils are from minority ethnic groups. Improving the outcomes of underachieving groups remains a high priority for the local authority and for Services to Schools in particular.
- 1.2 Asian Indian pupils perform well at all key stages and above Asian Indian pupils nationally on almost every measure.
- 1.3 Improvement in Somali pupils' performance over the past five years has been strong, although their results remain below LA averages.
- 1.4 The attainment of Black Caribbean pupils remains a concern as progress has been static on most measures.

2.0 Recommendations

- 2.1 Members are asked to note the continuing improvements in education standards and the contribution made by Services to Schools.

3.0 Performance of minority ethnic groups in Brent 2011

- 3.1 In Brent schools the five main ethnic groups are Asian Indian (14%), Black African (16%) of which Somali pupils form the largest group (9%), Black Caribbean (9%), White Other (11%) and Asian Pakistani (6%). This report comments on the performance of the five main ethnic groups.
- 3.2 Please note that there is no national data available for Somali attainment until Key Stage 4.

3.3 Early Years Foundation Stage

Table 1

EYFSP	2007		2008		2009		2010		2011		%Difference	
	% Brent	% Nat	% Brent	% Nat	% Brent	% Nat	% Brent	% Nat	% Brent	% Nat	Brent 2011 vs Brent 2010	Brent 2011 vs National 2011
% with total 78 points or more in all areas, including 6+ in PSED and CLL (indicator 1)	37	46	41	49	45	52	43	56	57	59	↑ 14	-2
% Black Caribbean children's achievement against indicator 1	22	35	39	40	43	43	45	49	53	54	↑ 8	-1
% Somali children's achievement against indicator 1	13	~	28	~	37	~	33	~	52	~	↑ 19	~

3.4 The performance of both Somali and Black Caribbean children remained below the Brent and national averages. However, these groups have made significant improvement over the last five years.

3.5 Somali children made a 19ppt improvement, placing this group within 7ppts of all children nationally. There has been a 39ppt improvement for Somali children over the last five years.

3.6 Black Caribbean children have shown a steady upward trend since 2008, resulting in a narrowing of the gap between the performance of this group and that of all children nationally, to 6ppts.

3.7 Key Stage 1 Reading

Table 2

KS1 - Level 2+ by ethnicity	2007		2008		2009		2010		2011		%Difference	
	% Brent	% Nat	% Brent	% Nat	% Brent	% Nat	% Brent	% Nat	% Brent	% Nat	Brent 2011 vs Brent 2010	Brent 2011 vs National 2011
% Black Caribbean pupils achieving L2+ in reading	81	81	77	80	81	80	83	81	81	82	↓ -2	-1
% Somali pupils achieving L2+ in reading	65	~	72	~	77	~	76	~	80	~	↑ 4	~
% White Other pupils achieving L2+ in reading	73	75	66	75	76	76	77	77	75	77	↓ -2	-2
% Pakistani pupils achieving L2+ in reading	80	77	75	77	78	80	83	81	85	83	↑ 2	2
% Asian Indian pupils achieving L2+ in reading	84	88	85	89	89	90	89	91	93	92	↑ 4	1
% of all pupils achieving L2+ in reading	80	84	79	84	81	84	83	85	85	85	↑ 2	0

3.8 Key Stage 1 Writing

Table 3

KS1 - Level 2+ by ethnicity	2007		2008		2009		2010		2011		%Difference	
	% Brent	% Nat	% Brent	% Nat	% Brent	% Nat	% Brent	% Nat	% Brent	% Nat	Brent 2011 vs Brent 2010	Brent 2011 vs National 2011
% Black Caribbean pupils achieving L2+ in writing	76	75	67	74	76	75	77	75	77	77	↗ 0	0
% Somali pupils achieving L2+ in writing	61	~	61	~	67	~	65	~	76	~	↑ 11	~
% White Other pupils achieving L2+ in writing	71	72	63	71	71	73	76	74	73	73	↓ -3	0
% Pakistani pupils achieving L2+ in writing	74	72	72	72	76	75	77	76	80	78	↑ 3	2
% Asian Indian pupils achieving L2+ in writing	82	85	82	86	85	88	85	88	89	89	↑ 4	0
% of all pupils achieving L2+ in writing	76	80	73	80	77	81	78	81	81	81	↑ 3	0

3.9 Key Stage 1 Mathematics

Table 4

KS1 - Level 2+ by ethnicity	2007		2008		2009		2010		2011		%Difference	
	% Brent	% Nat	% Brent	% Nat	% Brent	% Nat	% Brent	% Nat	% Brent	% Nat	Brent 2011 vs Brent 2010	Brent 2011 vs National 2011
% Black Caribbean pupils achieving L2+ in mathematics	86	85	81	85	82	84	82	84	85	85	↑ 3	0
% Somali pupils achieving L2+ in mathematics	75	~	75	~	80	~	80	~	86	~	↑ 6	~
% White Other pupils achieving L2+ in mathematics	84	86	76	86	88	86	84	86	85	86	↑ 1	-1
% Pakistani pupils achieving L2+ in mathematics	84	83	81	82	82	83	86	84	86	85	↗ 0	1
% Asian Indian pupils achieving L2+ in mathematics	91	92	91	92	93	93	92	93	96	94	↑ 4	2
% of all pupils achieving L2+ in mathematics	86	90	84	90	87	89	86	89	89	90	↑ 3	-1

3.10 The attainment of pupils of Indian heritage at Level 2+ was broadly in line with national averages for that group, and well above Brent and national averages for all pupils.

3.11 The attainment of pupils of Pakistani heritage was just above that of this group nationally. The performance of Pakistani boys in writing improved by 5ppts.

3.12 Results for White Other pupils were broadly in line with the national averages for that group, although there was a slight fall in reading and writing.

3.13 The performance of Somali pupils improved significantly in reading, writing and mathematics, with Somali boys improving at a faster rate than girls. Although the attainment of this group was below national averages for all pupils, the gap narrowed in all three areas.

3.14 The performance of Black Caribbean pupils has been largely static over the last five years and their attainment was in line with that of Black Caribbean pupils nationally.

3.15 Key Stage 2 (English and mathematics combined)

Table 5

KS2 - pupils achieving Level 4+ in both En and ma by ethnicity	2007		2008		2009		2010		2011		%Difference	
	% Brent	% Nat	% Brent	% Nat	% Brent	% Nat	% Brent	% Nat	% Brent	% Nat	Brent 2011 vs Brent 2010	Brent 2011 vs National 2011
% Black Caribbean	64	59	63	63	62	63	71	66	68	67	↓ -3	1
% Somali	51	~	48	~	53	~	66	~	58	~	↓ -8	~
% White other	67	72	63	73	61	74	75	76	75	77	→ 0	-2
% Pakistani	64	61	69	64	72	64	74	68	70	68	↓ -4	2
% Asian Indian	75	77	74	80	74	79	85	82	83	82	↓ -2	1
% All pupils	70	71	72	73	72	72	77	73	74	74	↓ -3	0

3.16 Pupils of Indian origin outperformed Indian pupils nationally at Level 4+ in English and mathematics combined for the first time in 2010 and, despite a small decline, continued to do so in 2011.

3.17 The overall performance of White Other pupils was the same as in 2010, largely as a result of an 8ppt improvement for boys.

3.18 The attainment of Black Caribbean pupils declined by 3 ppts, the same as for all pupils in Brent. There was a significant drop for Somali pupils (down 8ppts). The decline in girls' attainment was greater than that of boys in all key groups, except the Black Caribbean group, where the position was reversed.

3.19 Key Stage 4 (5 A*-C grades, including English and mathematics)

Table 6

KS4 - % pupils achieving 5 A*-C grades at GCSE, inc En and ma by ethnicity	2007		2008		2009		2010		2011		%Difference	
	% Brent	% Nat	% Brent	% Nat	% Brent	% Nat	% Brent	% Nat	% Brent	% Nat	Brent 2011 vs Brent 2010	Brent 2011 vs National 2011
% Black Caribbean	32	34	43	37	41	40	41	44	41	49	→ 0	-8
% Somali	26	25	37	29	28	32	40	40	48	46	↑ 8	2
% White other	51	46	47	46	53	48	49	51	46	54	↓ -3	-8
% Pakistani	55	37	48	40	50	43	52	49	53	53	↑ 1	0
% Asian Indian	63	62	67	65	71	67	72	71	71	74	↓ -1	-3
% all pupils achieving 5 A*-C grades at GCSE, inc En and ma	51	46	56	48	57	51	60	55	62	58	↑ 2	4

3.20 A major concern must continue to be the low performance of Black Caribbean pupils. The gap for Black Caribbean pupils, compared to all pupils nationally, widened to 17ppts.

3.21 Somali pupils' attainment improved the most against the key measure of 5 A*-C grades including English and mathematics.

3.22 The performance of Asian Indian pupils was well above the national average for all students.

- 3.23 The attainment of White Other pupils fell by 3ppts and their performance was well below that of all pupils nationally.
- 3.24 The attainment of Pakistani students was below that of all students nationally. The attainment of Pakistani boys, however, improved significantly.
- 3.25 The attainment of Somali pupils remained well below that of all pupils nationally, but there was a significant improvement in their performance. Over five years, there has been a 22ppt improvement in the attainment of this group. Girls significantly outperformed boys.

4.0 Key activities undertaken by the Ethnic Minority and Traveller Achievement (EMTA) Team

- 4.1 The EMTA Team analyses performance data at both LA and individual school level. This is disseminated widely to schools and local authority officers. Link advisers play an important role in supporting schools in planning for improvement of all groups. They do this through our well established approach to reviews of standards.
- 4.2 This year a new audit process for ethnic minority achievement was designed to help schools identify their strengths and areas for development. The audit involved data analysis and testing of hypotheses through learning walks and interviews with pupils. Depending on the outcomes of the audit, schools were supported accordingly. Seventeen schools were involved in the audit process.
- 4.3 The EMTA team has continued to provide support for schools to help raise the achievement of underperforming groups. The team promotes quality first teaching and supports schools in developing literacy across the curriculum and monitoring the impact of intervention. The specific strategies used and promoted in schools are: scaffolding learning and language for groups and individuals; talk as a tool for thinking and learning; developing an inclusive curriculum; and improving parental engagement in pupils' learning.
- 4.4 The EMTA team has a Refugee Education officer who supports schools in raising the achievement of Somali pupils in particular. The support offered to schools includes: in-class targeted support, including language development; developing an effective induction programme; and developing and promoting positive home-school links. The service provides a range of training programmes for schools, including raising awareness of Somali culture and improving staff confidence in using effective strategies to support Somali pupils. The service also offers support in delivering curriculum meetings for parents, including surgeries to help raise Somali parents' awareness of the school curriculum and the English education system.
- 4.5 Action research projects are offered to schools to improve practitioners' knowledge and understanding of effective strategies to tackle underperformance. The purpose of action research projects is for school practitioners to investigate a range of strategies and gather evidence of impact. The outcomes of the action research projects are disseminated widely to schools and local authority officers. This year the action research projects focused on writing at Key Stage 2 and mathematical mark-making in the Early Years. Eleven schools were involved.

- 4.6 There are many supplementary schools in Brent which help to raise the achievement of minority ethnic pupils. A supplementary schools co-ordinator is working in partnership with Brent supplementary schools to help them achieve the Quality Framework Award. The Quality Framework for supplementary schools can assist them in improving the services they provide, as well as providing a self-assessment tool to document their commitment to quality assurance and safeguarding. In Brent we now have one supplementary school which has achieved the gold award, one which has achieved the silver award and thirteen which have achieved the bronze award.
- 4.7 An Improving Outcomes task group on reducing the exclusions of Black African and Black Caribbean students is working closely with community groups to explore how we can work together to reduce the disproportionate numbers of exclusions from these groups. A joint event with one community group was held to explore how we can raise the attainment and reduce the exclusions of Black African and Black Caribbean pupils. Over fifty parents and professionals attended and the feedback was very positive. An outreach worker has successfully delivered programmes in secondary schools for groups of students at risk of exclusion.
- 4.8 The EMTA team, in partnership with four Brent schools, has published booklets to support the early assessment of newly arrived pupils with little English. This will help schools to carry out robust assessments and to put appropriate interventions in place. The booklets have been disseminated to all Brent schools and have been sold to other local authorities and schools across the country.
- 4.9 An internationally recognised and accredited course (LiLAC) has been delivered as part of our strategy to improve language skills across the curriculum.

5.0 Challenges and priorities for the current year are:

5.1 Challenges and priorities for the year are to:-

- continue to prioritise support for schools in raising the attainment of Somali pupils;
- intensify the focus on improving outcomes for Black Caribbean pupils, particularly at Key Stages 2 and 4; and to
- provide schools with specific support to improve the quality of teaching and learning for ethnic minority pupils.

- 5.2 The Improving Outcomes task group on reducing exclusions for Black African and Black Caribbean students will be supporting some of the community groups with small amounts of funding. One community project which has already been approved will work with Brent Supplementary Schools. The project will support twenty Year 6 students from NW10 in attending supplementary school during their transition from primary to secondary school. A number of other intervention programmes are being planned with community groups, such as events for fathers, programmes for students at risk of exclusion and support for parents/carers. We hope that continued partnership working will help to reduce the exclusions of Black Caribbean and Black African students.

- 5.5 We will implement our strategy for prevention and early intervention for children with poor communication skills. This multi-agency strategy will focus on three main areas: developing practitioners' skills; improving parents' knowledge and understanding of the importance of communication; and ensuring early diagnosis for specialist interventions.

6.0 Financial Implications

- 6.1 None

7.0 Legal Implications

- 7.1 None

8.0 Diversity Implications

- 8.1 The whole report is concerned with diversity and differential performance of minority ethnic groups in Brent.

9.0 Staffing/Accommodation Implications (if appropriate)

None

Background Papers

None

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Children and Young People Overview and Scrutiny Committee Work Programme – 2012/13

Meeting Date	Item	Issue for committee to consider	Outcome
13 June 2012	BYP	Standing item – BYP members will update the committee on their work and campaigns.	
	Achievement at KS5 and destinations	Committee will be presented with a short report on KS5, A level results analysis for individual schools in Brent. Report will also include the Destinations report, which is a report on school leavers and progression after leaving school. Report will be presented by John Galligan.	
	Expansion of Brent Schools	Progress Report on Brent being allocated the best Capital Settlement in the country and an update on the 2 application bids under the 'Priority Schools Building Programme' for Alperton and Copland. Committee will consider the plans on expanding Brent schools. Report will be presented by Rik Boxer.	
	Analysis of educational achievement by ethnicity	Report focussing in particular on attainment levels of under achieving	

		groups in the borough.	
Meeting Date	Item	Issue for committee to consider	Outcome
19 July 2012	Brent Youth Parliament	The members of the Brent Youth Parliament will be invited to provide an update on their work since the committee last met, as well as to raise any issues of concern they would like the committee to consider.	

Meeting Date	Item	Issue for committee to consider	Outcome
11 October 2012			

Meeting Date	Item	Issue for committee to consider	Outcome
11 December 2012			
Meeting Date	Item	Issue for committee to consider	Outcome
12 February 2013			

Meeting Date	Item	Issue for committee to consider	Outcome
20 March 2013			
Items from the Forward Plan and Work Programme to be timetabled. The committee will be presented with a list of items related to children and young people's services on the Forward Plan, to decide whether there are any they wish to scrutinise. The committee's work programme will also be included on the meeting agenda			
Item		Issue for the committee to consider	
Domestic Violence – Children's Partnership Project		The committee will consider the Children's Partnership report on domestic violence in Brent, following up previous presentations to the committee on this issue.	
Youth service review update		As requested by the committee in October 2010, the committee will receive an update on the progress of the ongoing youth services review, being carried out by the Children's Trust Sub Group.	
Complex Families Project		Update required around September 2012	
Youth Offending Task Group		Committee to follow up the recommendations made by the task group and to see what action has been taken.	
Safeguarding and LAC action plan		Committee to request an update on the action plan and an opportunity to scrutinise progress in its implementation. Report will provide an update on the adoption inspection action plan as well.	
Early Years		Committee to be presented with a report on how the provision for early years has changed and what these changes mean for Brent. Report will be from a policy perspective.	
Achievement of Brent Schools		Committee to request a report to cover Ofsted inspections which will also provide a breakdown of how Ofsted carry out their inspections and what they are looking for.	

	Brief overview showing trends of how Brent schools have become high achievers. Report will also cover the work of the school improvement service and will cover the work of school governors and partnership working.
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