



Community and Wellbeing Scrutiny Committee

Monday 18 March 2019 at 6.00 pm

Boardrooms 3-5 - Brent Civic Centre, Engineers Way,
Wembley, HA9 0FJ

Membership:

Members

Councillors:

Ketan Sheth (Chair)
Colwill (Vice-Chair)
Afzal
Conneely
Hector
Knight
Shahzad
Thakkar

Substitute Members

Councillors:

S Butt, Gbajumo, Gill, Kabir, Kelcher, Mashari and
Nerva

Councillors:

Kansagra and Maurice

Co-opted Members

Helen Askwith, Church of England Schools
Simon Goulden, Jewish Faith Schools
Sayed Jaffar Milani, Muslim Faith Schools
Iram Yaqub, Parent Governor Representative (Primary)
Alloysius Frederick, Roman Catholic Diocese Schools

Observers

Ms Sotira Michael, Brent Teachers' Association
Lesley Gouldbourne, Brent Teachers' Association
Jean Roberts, Brent Teachers' Association
Brent Youth Parliament, Brent Youth Parliament

For further information contact: Nikolay Manov, Governance Officer
Tel: 020 8937 1348; Email: nikolay.manov@brent.gov.uk

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The press and public are welcome to attend this meeting

Notes for Members - Declarations of Interest:

If a Member is aware they have a Disclosable Pecuniary Interest* in an item of business, they must declare its existence and nature at the start of the meeting or when it becomes apparent and must leave the room without participating in discussion of the item.

If a Member is aware they have a Personal Interest** in an item of business, they must declare its existence and nature at the start of the meeting or when it becomes apparent.

If the Personal Interest is also significant enough to affect your judgement of a public interest and either it affects a financial position or relates to a regulatory matter then after disclosing the interest to the meeting the Member must leave the room without participating in discussion of the item, except that they may first make representations, answer questions or give evidence relating to the matter, provided that the public are allowed to attend the meeting for those purposes.

***Disclosable Pecuniary Interests:**

- (a) **Employment, etc.** - Any employment, office, trade, profession or vocation carried on for profit gain.
- (b) **Sponsorship** - Any payment or other financial benefit in respect of expenses in carrying out duties as a member, or of election; including from a trade union.
- (c) **Contracts** - Any current contract for goods, services or works, between the Councillors or their partner (or a body in which one has a beneficial interest) and the council.
- (d) **Land** - Any beneficial interest in land which is within the council's area.
- (e) **Licences** - Any licence to occupy land in the council's area for a month or longer.
- (f) **Corporate tenancies** - Any tenancy between the council and a body in which the Councillor or their partner have a beneficial interest.
- (g) **Securities** - Any beneficial interest in securities of a body which has a place of business or land in the council's area, if the total nominal value of the securities exceeds £25,000 or one hundredth of the total issued share capital of that body or of any one class of its issued share capital.

****Personal Interests:**

The business relates to or affects:

- (a) Anybody of which you are a member or in a position of general control or management, and:
 - To which you are appointed by the council;
 - which exercises functions of a public nature;
 - which is directed is to charitable purposes;
 - whose principal purposes include the influence of public opinion or policy (including a political party or trade union).
- (b) The interests of a person from whom you have received gifts or hospitality of at least £50 as a member in the municipal year;

or

A decision in relation to that business might reasonably be regarded as affecting the well-being or financial position of:

- You yourself;
- a member of your family or your friend or any person with whom you have a close association or any person or body who is the subject of a registrable personal interest

Agenda

Introductions, if appropriate.

Item	Page
1 Apologies for absence and clarification of alternate members	
Notice of items to be raised under this heading must be given in writing to the Head of Executive and Member Services or his representative before the meeting in accordance with Standing Order 64.	
2 Declarations of interests	
Members are invited to declare at this stage of the meeting, the nature and existence of any relevant disclosable pecuniary or personal interests in the items on this agenda and to specify the item(s) to which they relate.	
3 Deputations (if any)	
To hear any deputations received from members of the public in accordance with Standing Order 67.	
4 Minutes of previous meetings	1 - 16
<ul style="list-style-type: none">➤ To approve the minutes of the special meeting, held on 13 December 2018, as a correct record.➤ To approve the minutes of the previous meeting, held on 30 January 2019, as a correct record.	
5 Matters arising (if any)	
6 School Standards and Achievement Report 2017-18	17 - 48
The Annual School Standards and Achievement Report 2016/17 was reviewed by committee in March 2018. As part of the committee's work programme meeting it was resolved that school standards and achievement would be reviewed again in 2018/2019. School standards and achievement are of concern to a large number of the borough's residents, and address a corporate priority. This report covers the items requested for inclusion by the Chair of the Community and Wellbeing Scrutiny Committee.	

7 Improving educational achievement of Black Caribbean boys 49 - 58

Members of the scrutiny committee discussed the underachievement of certain groups among Brent's pupils, including boys of Black Caribbean heritage, when it discussed the annual School Standards and Achievement report in March 2018. As part of the committee's discussions to agree its new work programme for 2018/19, members agreed they wanted a dedicated report on the underachievement of boys of Black Caribbean heritage in Brent. This report covers the items requested for inclusion by the Chair of the Community and Wellbeing Scrutiny Committee.

8 Contextual Safeguarding Overview Task Group Report 59 - 84

The report from the overview and scrutiny task group on contextual safeguarding is attached for members' consideration and comment.

9 Community and Wellbeing Scrutiny Committee Work Programme 2018/19 Update 85 - 96

The report updates Members on the Committee's Work Programme for 2018/19 and captures scrutiny activity which has taken place outside of its formal meetings.

10 Any other urgent business

Notice of items to be raised under this heading must be given in writing to the Head of Executive and Member Services or his representative before the meeting in accordance with Standing Order 60.

Date of the next meeting: Wednesday 17 April 2019



- 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 COMMUNITY AND WELLBEING SCRUTINY COMMITTEE **Thursday 13 December 2018 at 6.00 pm**

PRESENT: Councillors Ketan Sheth (Chair), Colwill (Vice-Chair), Afzal, Conneely, Hector, Knight, Shahzad and Thakkar

Co-opted Members: Ms Askwith, Mr Frederick and Mr Goulden

Also Present: Councillors Tatler and Wilhemina Mitchell Murray

1. Apologies for absence and clarification of alternate members

There were no apologies for absence.

2. Declarations of interests

- Councillor Shahzad declared a personal interest in relation to item 5 with regards to his wife who was employed as a doctor in Northwick Park Hospital.
- Councillor Sheth declared a personal interest in relation to item 5 stating that he was a Lead Governor/Vice Chair of the Central and North West London NHS Foundation Trust.

3. Deputations (if any)

There were no deputations received.

4. Minutes of the special meeting of the committee held on 21 November 2018

RESOLVED that the minutes of the special meeting held on 21 November 2018 be approved as an accurate record.

5. Care Quality Commission Inspection Report: London North West Healthcare NHS Trust

At the invitation of the Chair, Robert Throw (Investigation Manager, Care Quality Commission) introduced the report which provided the committee with a high level outline of the findings of the June 2018 Care Quality Commission inspection of the services provided by London North West Healthcare NHS Trust. The findings of the inspection, set out in full detail in the report, were based on a number of planned and unplanned visits with information gathered over a period of time, which assured the Committee of the representativeness of the reached conclusions. Mr Throw highlighted some of the key issues raised under each of the five categories ("domains") against which the Trust had been inspected (safety of services, effectiveness of treatment, level of care, responsiveness to patient's needs and leadership) and stated that despite some minor variations, the overall rating demonstrated that the Trust required improvement. He advised that a total of 39

“must dos” and 72 “should dos” were identified in the final report as well as 6 warning notices, with the Trust asked to develop and act upon an action plan in response to all these.

The Committee noted that this was the second CQC inspection of the Trust in the last 5 years which had awarded the same rating and while acknowledging some of the positive work of the Trust already underway, felt that further reassurance was needed on the adequacy and sustainability of measures in the long term. The Committee was critical of a number of areas including partnership working, staff retention and patient experience while also challenging the Trust on the internal scrutiny mechanisms in place prior to the June 2018 inspection.

The meeting was attended by Dame Jacqueline Docherty (Chief Executive, London North West Healthcare NHS Trust) who said that she and everyone in the leadership team had felt devastated about the report, and acknowledged that significant work was required to bring the Trust to the required high standard. However, she stated that some detail had been lost in the report and asked the Committee to interpret the CQC findings into the wider context of other Trusts across the country, with a number of other Trusts facing similar problems. Furthermore, she stated that the report provided only a snapshot of the overall work being carried by the Trust’s services and added that significant and measurable improvements had been made particularly in relation to its Accident and Emergency Department, ranking Northwick Park Hospital as eighth best for mortality rates in the country

As part of her presentation, Dame Jacqueline drew members’ attention to a number of immediate actions which had been put in place by the Trust following the CQC report published on 31 August 2018 and asked the Committee to recognize improvements made to date. Firstly, she stated that as part of the “must do” recommendations, an appropriate action plan and governance structure had been put in place, with improvement directors hired to drive progress forward and ensure implementation of the plan. Secondly, she added that the Trust had invested in a transformation programme with three quality improvement managers employed at its front and an Employment Improvement Group to oversee and steer the process. Amongst some of the improvements made were the reiteration of the HEART¹ values, developing a better culture of working as well as developments to the cardio-vascular centre and a 58% reduction in ambulance services delays. Thirdly, the Committee was reminded of the Quality Summit held on 6 November 2018 which included discussions and workshops around some of the issues set out in the report and sought to implement some of the required changes, improve staff engagement and expand partnership working.

Dame Jacqueline emphasised the Trust’s commitment to continuous quality improvement and patient flow but reminded Members that meaningful and long-lasting changes took time. She also asked the Committee to acknowledge that the Trust operated at high workload of some of the sites, which were amongst the busiest in the country. The Trust was exploring a wider delivery of services and looking specifically at a range of critical pathways in seeking to understand concerns in order to deliver on promises.

¹ HEART = Honesty, Equality, Accountability, Respect, Team work

In the discussion which followed, member took opportunity to question the Trust's representatives. The key points are summarised below as follows.

Partnership working

A key part of the meeting revolved around effective partnership working and engagement, which the Committee felt needed improvement and firm commitment from the Trust, particularly on its relations with the Council and local stakeholders. Members heard that as part of the plan to improve partnership working, a Quality Summit was held on 6 November 2018 during which a number of pledges were made including an effort to gain a better understanding of what could be improved in terms of joint working. A structure and action plan had been set up by the Trust's Transformation Board and a greater engagement with various organisations and local user forums was being carried out through the Trust's Continuous Improvement Group. Rosemary Head (Divisional General Manager for Maternity, LNWHT) added that a part time improvement advisor and an Interim Chief Nurse had also been appointed whose role was to ensure long-term strategy and sustainability of the Trust as well as seek to make a difference in the overall improvement journey.

Trust representatives also pointed towards their determination to learn from cultural issues, as part of their partnership engagement plan. This was being carried out through an ongoing collaboration scheme with the NHS, focusing specifically around national safety initiatives and team working. The initiative had been adopted by the Trust and was being progressed through the work of its staff. Responding to the committee's concerns on the clash between medical and social care element and lack of collaboration, the Trust stated that a specialist team was in place to address these issues and expressed confidence that they were liaising with the local sector and planning care packages collaboratively.

Spotlighting on the Summit, Members were particularly critical of the fact that key figures from the Council had not been invited, including the Lead Member for Young People and Designated Safeguarding Officer and Strategic Director Children and Young People of Brent Council. Chairs of the Council's two safeguarding adults and children boards also commented that the Trust had not made any attempts to discuss safeguarding concerns and stressed the importance to maintain links on a local level and utilise available expertise in order to overcome existing challenges. Dame Jacqueline apologised for not inviting some representatives of the Council to the Summit and assured committee members of the Trust's commitment to enhance partnership working going forward.

In conclusion of this part of the conversation, Dame Jacqueline emphasised that the Trust was determined to address the key issues identified in the CQC report and welcomed another meeting with Members to report on progress and discuss the recommendations in more details.

Maternity

Discussions moved on with Members spotlighting on the observed inadequacies and poor performance of the Trust's maternity unit at Northwick Park Hospital, which had been issued with a warning notice. A question arose on maternity deaths over the past decade and how it compared to the national average. In response,

Rosemary Head stated that maternal deaths were not seen as an issue for the Trust, which had only one such registered in 2018 and neither was the Trust an outlier in that respect. While no specific figures could be provided about maternity death over the past decade, Ms Head agreed to investigate this further and update the Committee.

Responding to questions regarding the neonatal bleep system at Northwick Park, Trust representatives explained the system had been reviewed as a result of the warning notices issued by CQC but assured members that the immediate actions had been taken to resolve the technical issues, with further audits and tests planned to ensure system compliance. Trust representatives also addressed a question from a member on Intensive Care Units, which although not a feature of maternity wards, were being looked at and seeking to reduce number of beds to ensure adequate access is provided.

In response to a question on the security measures added to waiting areas of the Trust and whether they were a direct result of the CQC inspection, it was explained that security on Trust's premises had always been in place but the inspection had highlighted some existing issues such as the likelihood of doors leading to the delivery suite from theatres being forced open. Ms Head acknowledged the need for more robust measures but stated they required a fundamental change of culture across the Trust as part of its long term improvement strategy. However, she informed the Committee that new doors had been installed and notices put up to further mitigate further the risk of unauthorised access to restricted areas.

Ms Head stated that the key to ensuring that mistakes were not repeated was developing a culture of communication and transparency. She added that there were no direct concerns about the clinical outcomes and maternity dashboard indicators was reporting good performance on most outcomes. Significant efforts were also being focused on improving clinical outcomes and Peer Reviews within the maternity ward were due to start soon.

Staff

A further line of enquiry by Members centred on the Trust's workforce issues, with the Committee spotlighting specifically on staff retention and turnover figures. Trust representatives said they had been experiencing recruitment difficulties but explained that these were mostly concentrated at Ealing Hospital and continued to say that much had been done to improve the situation despite the Trust's heavy workload. Dame Jacqueline assured committee members that the Trust was determined to offer competitive jobs in order to retain staff and develop their careers within the Trust. Current staff shortages were seen as "patchy" and limited to certain areas such as Accident and Emergency doctors. A number of new doctors had been recruited and the Trust was drawing upon positive impact from trainees. Creative measures such as reviewing staff structure to identify potential gaps in the workforce and developing a nurse apprenticeships programme, had also been adopted to try and improve staff long term career prospects.

In response to a question on eliminating a culture of fear across its workforce specifically in terms of raising concerns, the Committee heard that the Trust was determined to listen to staff's views and ensure they were comfortable in the workplace. As part of this process and in line with its HEART values, the Trust had

also appointed HEART ambassadors in an effort to reiterate values across its workforce. Planned walkabouts and the growing popularity of the Trust's staff excellence scheme were amongst the ways the Trust was using to reassure staff but also ensure visibility of senior managers.

When asked about the poor uptake of staff training, the Trust stated that there had been a decrease in face to face training, with a significant proportion of training now being done online. However, they noted that an added complication was the fact that some medical staff were from abroad which meant there were some differences in their qualifications compared to the UK equivalent. Furthermore, they stated the current system used by the Trust did not allow for external training to be logged, which was the case with many of their junior doctors but added that a new system was being introduced which was expected to resolve the issues.

Finally, the Committee enquired about staff shortage and contingency recruitment plans following Britain leaving the European Union (EU). It was explained that all EU staff working within the Trust had been written to offering to cover any costs associated with visas that were required in order for them to stay in the UK. However, the Trust acknowledged that there had been a gradual decline in staff numbers from certain areas but stated it was determined to ensure that staff was adequately supported during the Brexit process and had therefore put a robust workforce plan in place. The Trust was also looking at the pipeline of staff and seeking to maximise alternative resources such as volunteers.

Patient experience

The Committee discussed the overall patient experience from Trust services and heard that a framework was in place to adequately engage with patients and identify potential lessons to be learned. Representatives added that the Trust was looking at patient experience across the organisation and as part of it was developing a patient engagement strategy, including enhanced patient tracking.

A Member noted that safeguarding did not feature in the pledges made at the Summit and spotlighted on the number of safeguarding issues observed, especially in emergency departments, including lack of emergency assessments. In response, Trust representatives stated that safeguarding was not considered an issue but expressed commitment to develop a closer relationship with the Council going forward. Addressing the issue with emergency assessment, they explained that this was a known issue caused by frequent delays due to some partners relocating patients to other hospitals. In noting the complexity of the tasks at hand, they assured Committee Members that the matter was at hand and the issue was gradually reaching to a more manageable level.

At the close of the meeting, the Committee heard a statement by Cllr Shama Tatler, Lead Member for Regeneration, Highways and Planning who speaking in a personal capacity, said about Northwick Park Hospital and the quality of received treatment and overall patient experience. She noted that changes had not been felt by residents and encouraged the Trust to investigate further particularly as the hospital serves other boroughs.

The Chair thanked Councillor Tatler, the Trust representatives and Council officers for their time and contributions to the meeting.

RESOLVED:

- i. That full compliance with CQC recommendations as set out in the report be expected from London Northwest NHS Healthcare Trust
- ii. That improved engagement with local safeguarding boards, the Strategic Director for Children and Young People and Lead Member for Children's Safeguarding, Early Help and Social Care be expected from London Northwest NHS Healthcare Trust
- iii. That an update on improved partnership working and staff engagement be provided to the Committee at an appropriate future meeting.
- iv. That regular progress monitoring updates be provided to the Committee.

6. Any other urgent business

None.

The meeting closed at 8.30 pm

COUNCILLOR KETAN SHETH
Chair

Public Document Pack



MINUTES OF THE COMMUNITY AND WELLBEING SCRUTINY COMMITTEE **Wednesday 30 January 2019 at 6.00 pm**

PRESENT: Councillors Ketan Sheth (Chair), Colwill (Vice-Chair), Afzal, Conneely, Hector, Knight and Shahzad

Co-opted Members Mr Frederick and Ms Askwith

Also Present: Councillors Farah, Hylton, McLennan and M Patel

Absent: Co-opted Members Mr Milani and Ms Yaqub and Appointed observers Lesley Gouldbourne, Ms Sotira Michael, Jean Roberts and Brent Youth Parliament Representative

1. Apologies for absence and clarification of alternate members

The following apologies for absence were received:

- Councillor Thakkar
- Simon Goulden (Co-opted Member)

2. Declarations of interests

The following personal interests were declared:

- Councillor Ketan Sheth declared that he was a Lead Governor at Central and North West London National Health Service Trust and an ambassador for the All-Party Parliamentary Group for Diabetes.
- Councillor Shahzad declared that his wife worked as a doctor at Northwick Park Hospital.

3. Deputations (if any)

There were no deputations received.

4. Minutes of the Committee meeting held on 28 November 2018

RESOLVED that the minutes of the Committee meeting, held on 28 November 2018, be approved as an accurate record.

5. Matters arising (if any)

There were no matters arising.

6. Order of Business

It was **RESOLVED** that the order of business be amended as set out below.

7. **Winter Pressures - learnings from winter 2017/18**

Rashesh Mehta (Assistant Director for Integrated Urgent Care and Long-Term Conditions, Brent Clinical Commissioning Group (CCG)) introduced the report which provided an update on learnings from winter 2017/18 and set out the plans of Brent CCG, London North West University Healthcare National Health Service (NHS) Trust (LNWUHT) and Brent Council for 2018/19 which had been based on a system-wide approach. The plans for winter 2018/19 had been coordinated by executives from Brent CCG, Brent Council, London Ambulance Service (LAS), NHS 111, Urgent Care Centres & Community Services and Accident and Emergency (A&E) Delivery Boards and had been scrutinised by NHS England (NHSE) and NHS Improvement (NHSI). Furthermore, the A&E Delivery Boards had focused on five key initiatives against the national winter requirements – reducing extended lengths of stay; development of an ambulatory emergency care service; minor patients breaches reduction; improving ambulance handovers; and implementing effective demand management schemes (for details please see paragraph 3.2 of the report (page 30 of the Agenda pack)).

James Walters (Deputy Chief Operating Officer, LNWUHT) added that winter planning for 2018/19 had started earlier than in previous years and assured Members that the Trust had been successful in supporting the Trust's A&E Department to achieve performance targets – for instance, 90% of patients were seen within the target of four hours and ambulance handover times had been improved. However, since December 2018 various flu strains and cooler weather had led to an increased demand for services – for instance, over 750 patients had been treated and 130 ambulances had arrived at Northwick Park Hospital on Saturday 26 January 2019. Mr Walters pointed out that a specific focus had been placed on timely discharge of patients as unnecessary delays could increase the risk of healthcare acquired infections. A special Older People's Short Stay Unit had been launched at Northwick Park Hospital and there had been plans to extend the scope of the Home First Initiative across all discharge pathways and to additional hospital sites. Members heard that stakeholders had taken a collaborative approach towards the simplification of the discharge pathways from hospital to community, reducing the pathways from 17 to four (for details please see paragraph 6.7 of the report (pages 36-37 of the Agenda pack)). In response to the Chair's request to outline any different practices at Imperial NHS Trust, Clare Hook (Director of Operational Performance, Imperial NHS Trust) said that these were similar to the ones at LNWUHT.

Members welcomed the report and enquired about the performance of A&E Departments at Northwick Park Hospital and St. Mary's Hospital. Mr Walters said that the longest wait for a bed at Northwick Park Hospital had been eight hours, but the actual journey for patients could have been longer as they may have sought help from NHS 111 or their General Practitioner (GPs) prior to presenting themselves at the A&E Department. He reminded the Committee that the target to assess, treat and discharge patients at Northwick Park A&E Department was four hours. If they had to be admitted to hospital, there was a further target of four hours to access a bed. Mr Walters added that there was a higher demand for A&E services in weekends then during weeks and reported that there had been approximately 35 breaches of the four-hour standard. Dr Frances Bowen (Divisional Director of Medicine and Integrated Care, Imperial NHS Trust) commented that the A&E Department at St. Mary's Hospital had been very busy throughout January

2019 and despite the fact that performance had improved by 10-12%, patients often had to wait for beds to become available. Furthermore, the Department had to deal with major traumas and a flu crisis which contributed to the pressure experienced by the service.

This led to questions about the lack of improvement of actual waiting times at A&E departments and patients waiting to be admitted on trolleys. Mr Walters explained the second four-hour waiting target referred to the time patients would wait for a bed once a consultant had agreed to admit them to hospital. In the previous year 88% of patients requiring admission had been allocated a bed within four hours of attending an A&E Department, while this year the figure had reached 90% which represented an improvement in real terms as the overall number of patients seen had increased. As a general rule, patients should not wait more than 12 hours on a bed to be admitted to hospital, but if they had been receiving ambulatory care, then they could be given a chair.

Members referred to the development of an ambulatory emergency care service and the way it contributed to mitigating the pressures experienced by the system. Mr Walters said that there arrangements had been made for all acute hospitals to provide ambulatory emergency care at least 12 hours a day, 7 days a week. The service had been opened until 10 pm each night which had allowed for a high number of patients to be seen without putting pressures on beds. Awareness among GPs had been good and they had the ability to refer patients directly, avoiding the need for a visit to an A&E Department. Ms Hook added that ambulatory care was a good facility for patients who had been discharged but had to go back for additional procedures as these could be delivered without the need for a hospital admission. In a similar way, there had been a positive collaboration with specialist and district nurses to deliver community services which provided better care for patients and allowed them to avoid unnecessary visits and admissions.

The Committee discussed the role of GP Access Hubs and community provision in influencing the way residents accessed emergency services. Mr Auladin said that Brent CCG had reviewed GP access across all sites and work had been carried out to ensure that patients could access the Hubs, rather Urgent Care Centres or A&E departments and doctors had been able to access patients' records electronically. Julie Pal (Chief Executive, Healthwatch Brent) referred to paragraph 5.3 of the report (pages 33-34 of the Agenda pack) and commented that a number of patients were not familiar with the way GP Access Hubs operated and suggested that the creation of a broader communication plan had to be considered by all partners. Mr Auladin responded that the Health Partners Forum had been used as a means to communicate with local residents. In addition, the possibility of booking appointments at the Hubs had been promoted in partnership with NHS 111 and Healthwatch had raised awareness by placing leaflets promoting self-help in GP surgeries. In relation to the community aspect, Members heard that the length of stay in stalls had been extended to 48 hours (the length of stay for vulnerable people was 6 weeks).

Mr Walters said that he could not comment on the reason behind flu-related hospital admissions in 2017 as he was not a Public Health Specialist, but he noted that measures had been taken to contain the flu in 2018/19. Staff had been vaccinated; patients in A&E departments had been made aware about the flu jab

and infection control, along with other preventative measures, had been operated in hospitals. Nevertheless, it had to be taken into account that hospital-acquired flu could manifest itself in the community if people who had been infected were discharged. Sheik Auladin (Managing Director, Brent CCG) added that Brent CCG had conducted a proactive campaign, promoting the benefits of receiving a flu vaccination, aimed at raising awareness among patients in GP surgeries and GP Access Hubs, which had been complemented by the Adult Social Care Team and the Public Health Team at Brent Council. Particular emphasis had been put on vaccinating older residents and on developing a rapid test to help flu diagnosis. Nevertheless, Dr Bowen explained that the vaccination was effective in approximately 40-50% of the people who had received it. This was due to the fact that as it had been developed using a combination of knowledge of previous flu strains and predictions about potential new strains that could become active in a particular year, and it could not cover all potential viral mutations.

In response to a question about the effectiveness of the cooperation between the Council, Brent CCG and the trusts, Mr Walters pointed out that all stakeholders had a positive working relationship. The fact that commissioners understood the challenges providers faced had enabled the system to stabilise and deliver efficient services that would correspond to the needs of the future. Dr Bowen added that beds had already been open in order to meet operational targets and planning for additional bed capacity both in formal settings and in the community had started. Furthermore, Imperial NHS Trust held monthly Delivery Board meetings in collaboration with the Council to ensure that patients were placed back in the community as soon as possible. Nevertheless, Phil Porter (Strategic Director of Community and Wellbeing, Brent Council) admitted that procedures did not always follow the prescribed plans, but the constructive relationship, which allowed for challenge, between partners allowed issues to be addressed in a timely manner.

Responding to a question about Delayed Transfers of Care (DToCs), Mr Walters said that some of the major causes of delay for both health and social care were waiting for care placements (in particular patient / family choice) and housing and accommodation issues. The LNWUHT had challenged Brent Council on the work that had been done to make it easier for people to be discharged and it had been emphasised that if the pace of discharging patients had not been maintained, this could lead to an increase in the amount of time patients waited for a bed. Mr Porter noted that the Local Authority had worked with health partners to conduct an audit of critical issues. He added that funding had been secured for the recruitment of an additional full-time Housing Discharge Worker and for improving the efficiency of the Hospital Discharge Team which had been processing referrals from multiple hospitals, including some managed by the Imperial NHS Trust. The measures that had been put in place had contributed to a significant improvement of performance which had been outlined in paragraph 7.1 of the report (page 38 of the Agenda pack). Helen Woodland (Operational Director, Adult Social Care, Brent Council) highlighted that Brent Council had worked with its hospital partners to expand the Home First programme which reflected what was best for residents – that they were supported to return home and be cared for in the community rather than in a placement. As part of this, an additional handyman service had been introduced to enable speedier and effective adaptations to people's homes to support a timely discharge back into their homes. Ms Woodland pointed out that all Social Worker vacancies had been filled, although not all members of staff were on permanent contracts. This was due to the fact that such arrangements would provide greater

flexibility if a new service model, compromising of teams consisting of health and social care, occupational health and social work roles, was implemented in April 2019.

A Co-Opted Member of the Committee referred to paragraph 4.7 of the report (page 32 of the Agenda pack) and enquired about the rationale behind investing in a handyman service but not allocating money to improve the way Adult Social Care and Short Term Assessment, Rehabilitation and Reablement service (STARRS) staff worked together as a 'virtual' team. Ms Woodland responded that there was a project that had been jointly commissioned with Brent CCG and the LNWUHT. It would look at barriers to collaborative working and its aim would be to redesign the team in such a way that all stakeholders would work across discharge in a uniform way, but there had been difficulties associated with recruiting and retaining Occupational Therapists as part of the existing Home First model.

Mr Walters commented that overall Brent had been able to plan winter provision successfully as so far it had avoided the need to open additional beds. He recognised the complexity of the work carried out by the Reablement Team as patients often needed intensive rehabilitation before they could return to the community and lead independent lives.

Mr Auladin said that Brent CCG had commissioned 75,000 additional GP and 25,000 nurse appointments across all 56 practices in Brent. An enhanced service had been delivered to nursing homes by providing them with a single point of access for GPs and pharmacists. The LNWUHT had addressed the fact that a significant proportion of patients admitted to hospital were aged 70 and over by embedding the frailty pathway into the A&E Department at Northwick Park Hospital. Vulnerable patients were connected to a Consultant Geriatrician and a team dedicated to the type of care they needed. This approach had been developed further by launching the Older People's Short Stay Unit where an admission to hospital had still been necessary and the Frailty Team worked effectively with partners in the Borough to try and reduce the risks of re-admission.

As far as mitigating risks associated with cold weather was concerned, Mr Walters said that the LNWUHT had put in place a number of policies to ensure the hospital could operate in winter conditions. The Trust had worked in partnership with NHSE, the Local Authority and Brent CCG to design mobilisation and continuity plans which set out how it could support residents in the community in the best possible way. Learning from previous years had indicated that snow made access more difficult and led to an initial dip in the number of visits to A&E departments. This was followed by a higher demand for orthopaedic and pulmonary care as people often fell or developed respiratory diseases. Mr Auladin added that Brent CCG monitored the local acute system on a regular basis and had taken the necessary measures to ensure that it was as well prepared as it could be for the 2018/19 winter pressures.

RESOLVED that the contents of the Winter Pressures – learnings from winter 2017/18 report, be noted.

Councillor Hylton joined the meeting at 6:39 pm

The meeting was adjourned for a comfort break between 7:11 pm and 7:15 pm.

8. **Complaints Annual Report 2017 - 2018**

Councillor McLennan (Deputy Leader, Brent Council) introduced the Complaints Annual Report 2017-18 and explained that the version presented to the Committee focused on complaints performance in the Community and Wellbeing Department (Adult Social Care directorate (ASC) and Culture Service) and the Children and Young People Department (CYP). It was noted that complaints concerning social care in Adult and Children services came under separate statutory complaint procedures and separate summary reports had been provided in Appendices A and B respectively (pages 47 and 57 respectively of the Agenda pack), with an overview report on complaints performance set out in Appendix C (page 69 of the Agenda pack). Councillor McLennan stressed that there had been an overall decrease in the number of complaints and challenges associated with response times had been addressed successfully. She commented that the Council's performance had been affected by the reduction of funding available from central government which, in some cases, had led to reductions in staff numbers. However, the risk that this would lead to an increased number of complaints had not materialised as the Council had been focused on resolving issues early on. Irene Bremang (Head of Performance and Improvement, Brent Council) highlighted that overall performance in the Community and Wellbeing Department (CWB), CYP and the Culture Service had been strong with the number of complaints being low in comparison to the rest of the Local Authority. Ms Bremang said that despite the noticeable improvement in the timeliness of CYP Statutory Stage 1 cases, the timeliness of Stage 2 complaints remained below target. However, it should be taken into account that the volume was low and most of these complaints were very complex so resolving them in a timely way could be challenging.

The Committee heard that the Complaints Service Team worked closely with the Council Management Team and Department Management Teams to provide them with regular feedback on performance and to implement lessons learned. Ms Bremang reminded Members that last year's report contained eight specific recommendations to Cabinet which had informed the development of an Action Plan. The current paper set out measures that had been taken to implement these (for more details please see paragraph 3.6 of the report (pages 44-45 of the Agenda pack)).

Members welcomed the report and commented on the fact that the number of complaints received by ASC in 2017/18 (97) had remained unchanged from the previous year. Phil Porter (Strategic Director of Community Wellbeing, Brent Council) explained that the figure had to be considered in context of an increased number of service users which indicated that performance had improved in real terms. He assured Members that all complaints had been carefully examined and responses had been issued on time in the majority of cases (95% of Stage 1 complaints had been responded on time).

A specific question that was raised related to amount of money paid in compensation and mentioned in the report. Helen Woodland (Operational Director, Social Care, Brent Council) highlighted that £12,500 of the total £13,945 compensation paid for the year was a refund of care charges that the family of a service user had paid. The ASC directorate would have spent this money anyway so the actual compensation accounted for £1,445 which constituted a reduction in comparison to previous years.

In response to a question whether processes had been changed as a result of complaints, Ms Bremang said that learning and improvement would depend on what had gone wrong. For instance, a specific theme had been customer service in some areas. These types of complaints were usually addressed by giving information back to services who could organise training for officers as necessary. In other cases customers would disagree with policies and procedures that had been put in place which often meant that these had to be reworded to improve the way the Council communicated its decisions to residents. In fact, Ms Woodland said that a number of Adult Social Care related complaints had been escalated because service users were disagreeing with what they had been allocated.

Gail Tolley (Strategic Director of Children and Young People, Brent Council) referred to the Learning from Complaints section of Appendix B (page 67 of the Agenda pack) which provided examples of learning points that had been implemented, leading to service area changes. She emphasised that social workers made interventions that were in the best interest of the child, however, families did not always agree with the action that had been taken and could choose to make a complaint about this. In a similar way, the most common reasons for complaints against staff members were when parents disagreed with a decision that had been made in the interests of the child. Moreover, there had been complaints related to the fact that social care services had not communicated a decision to one of the parents (usually not living in the family home).

The Committee discussed the importance of communicating decisions to service users and their families. Members noted that issues related to miscommunication had been a regular theme in complaints reports and asked what administrative tools would be utilised to address such problems. Ms Woodland pointed out that learning from each complaint had had been implemented in the best way possible and added that although there was not a systemic issue in the way social workers communicated, a more refined complaints system had to be implemented in order to differentiate individual issues and wider problems. Gail Tolley said that as a result of lessons learned, guidance had been issued to social workers and their managers advising them that information about a child's assessment had to be sent to all parties entitled to see it at the same time, including parents and adults the child was residing with at the time.

Councillor Harbi Farah (Lead Member for Adult Social Care) raised the issue of unrecorded complaints and said that residents often contacted him with specific issues that he passed on to officers. Gail Tolley acknowledged that there were cases of 'individual' complaints, i.e. she had received emails from care leavers who had not been satisfied with the entitlements that they had been allocated and the support that they had requested. Nevertheless, this was a positive feature as it showed that young people felt confident to challenge decisions made about themselves. This view was supported by Members who claimed that complaints should not be seen as an issue as they reflected the ability of some of the most vulnerable people in the Borough to feel empowered and engage with the Local Authority. As far as proactively seeking feedback on the service delivered was concerned, Councillor Mili Patel (Lead Member for Children's Safeguarding, Early Help and Social Care) informed Members that care leavers had an opportunity to engage with the Council via the Corporate Parenting Committee which discussed a wide range of issues among which were entitlement and support.

RESOLVED:

- (i) The contents of the Complaints Annual Report 2017-2018, be noted;
- (ii) The Committee noted that Cabinet had approved the 2017-18 Complaint Annual Report, including the progress update on the Improvement Action Plan; and
- (iii) The Committee noted the Community and Wellbeing Department and the Children and Young People Department performance in managing and resolving complaints.

Councillor Farah (in attendance) and Councillor McLennan (in attendance) left the meeting at 7:42 pm.

9. Feedback Report: Members' Overview and Scrutiny Task Group to Review Contextual Safeguarding in Brent

Councillor Orleen Hylton (Chair of the Members' Overview and Scrutiny Task Group) presented the report which provided feedback on the work of the Members' Overview and Scrutiny Task Group that had been set up to review contextual safeguarding and how it could be introduced more widely in Brent. She informed Members that the approach of contextual safeguarding had been developed in recent years by Dr Carlene Firmin at the University of Bedfordshire's International Centre. The model asked practitioners working with adolescent children to recognise the limits of safeguarding approaches which just focused on risks within the family and to address the risks from 'contexts' outside of the family such as peer groups, schools and neighbourhoods in which an adolescent child lived.

Members heard that the Task Group was minded to develop recommendations in a number of areas, which were set out in the feedback report to the Committee. These included ensuring that in Brent's approach to online safeguarding was a separate context; making sure that public information was provided to give residents better knowledge about safeguarding; reviewing children's safety while using the bus network; and addressing the concern about adolescent children's time during school holidays. The final report on the work of the Task Group would be presented to the Committee at the meeting on 18 March 2019 for agreement of recommendations, following which it would be scheduled to go to Cabinet.

Members welcomed the report and enquired why special attention should be paid to social media, e.g. it had been proposed to add a fifth context 'online' to Brent's approach, and whether consideration had been given to other modes of transport. Councillor Hylton said that a significant proportion of parents were not aware of the content their children accessed online and could not explain to them the dangers of using social media and sharing too much personal information. Moreover, the Task Group supported the view that social media companies should take more responsibility for the way their platforms were used. As far as travel was concerned, the discussion had been focused on buses and the management of the bus system, e.g. travelling by Underground had not been suggested by the Task Group as an area of concern.

In response to a question about developing contextual safeguarding in Brent, Councillor Hylton explained that the thinking was already having an influence and the model was being put into practice in some areas. Various stakeholders were also committed to its principles. For example, schools had already been collaborating with bus companies to promote safer travel and they had organised IT classes for parents. The introduction of more Safe Spaces was being looked at and Brent Council's Youth Offending Service had been working on identifying safe areas for adolescents who they worked with. Councillor Hylton said the Task Group would examine the budgets for children's services and implementing contextual safeguarding at its next meeting and the findings would be included in its final report. Councillor Mili Patel (Lead Member for Children's Safeguarding, Early Help and Social Care) reminded Members that when they deliberate on potential recommendations, they should be mindful of the fact that the Council had a limited amount of resources. Therefore, consideration should be given whether existing structures could be improved and how much funding for new initiatives could be secured.

A Member of the Committee referred to the proposal to look at the adolescents using libraries as part of the initiative to identify places which were safe or free from risk (paragraph 5.13 of the report (page 18 of the Agenda pack)) and enquired how confidentiality and data protection would be ensured. Councillor Hylton said that this issue would be discussed by the Task Group and potential suggestions would be reported back to the Committee. This raised a question about the possibility that introducing the model might displace what was being done already by services. Gail Tolley (Strategic Director of Children and Young People, Brent Council) reminded Members that this was an interim report and as such did not contain full details about the implications of implementing contextual safeguarding in Brent. She emphasised that the model would extend the scope of current practices and would not replace child-focused risk-based work. Instead, its focus would be on helping children and adolescents who may not have entered the child protection system had communities known more about contextual safeguarding.

RESOLVED:

- (i) The contents of the Feedback Report: Members' Overview and Scrutiny Task Group to Review Contextual Safeguarding in Brent, be noted;
- (ii) Making a recommendation about taking forward the notion of Safe Spaces in a way that would be consistent with the demographics of the Borough be considered by the Task Group.

10. Community and Wellbeing Scrutiny Work Programme 2018/2019 Update

The Chair noted that the Community and Wellbeing Scrutiny Work Programme for the 2018/2019 Municipal Year had been set out in Appendix 1 (pages 91-99 of the Agenda pack).

RESOLVED that the contents of the Community and Wellbeing Scrutiny Work Programme 2018/2019 Update report, be noted.

11. Any other urgent business

None.

The meeting closed at 8.05 pm

COUNCILLOR KETAN SHETH
Chair

 Brent	Community Wellbeing Scrutiny Committee 18 March 2019
	Report from the Strategic Director Children and Young People
Annual School Standards and Achievement 2017-2018	

Wards Affected:	All
Key or Non-Key Decision:	
Open or Part/Fully Exempt: <small>(If exempt, please highlight relevant paragraph of Part 1, Schedule 12A of 1972 Local Government Act)</small>	Open
No. of Appendices:	None
Background Papers:	None
Contact Officer(s): <small>(Name, Title, Contact Details)</small>	Brian Grady Operational Director Safeguarding, Partnerships and Strategy brian.grady@brent.gov.uk John Galligan Head of Setting and School Effectiveness john.galligan@brent.gov.uk

1.0 Purpose of the report

- 1.1 School standards are a corporate priority for Brent Council as set out in the Borough Plan 2019-23, which was agreed by Full Council in February 2019. The plan sets out five strategic priorities, including: Every opportunity to succeed – working in partnership to support children and young people’s educational attainment and training.
- 1.2 Within this strategic priority there is a commitment to support the continued improvement of provision for early years and schools – particularly helping the very small number which are not yet rated good by Ofsted. The Borough Plan also commits to collaboration with local school-led partnerships to improve the quality of education in Brent’s primary and secondary schools.

2.0 Selection

- 2.1 The Annual School Standards and Achievement Report 2016/17 was reviewed by committee in March 2018. As part of the committee's work programme meeting it was resolved that school standards and achievement would be reviewed again in 2018/2019. School standards and achievement are of concern to a large number of the borough's residents, and address a corporate priority as set out above.
- 2.2 This report covers the items requested for inclusion by the Chair of the Community and Wellbeing Scrutiny Committee.

3.0 Information

Joint working and collaboration

- 3.1 Brent's Strategic School Effectiveness Partnership Board was established to ensure that there is a clear strategic oversight of educational provision in Brent. The board is convened and chaired by the Statutory Director of Children's Services (DCS), and has representation from all school effectiveness partners in Brent. Its membership includes school leaders (headteachers (two National Leaders of Education) and a National Leader of Governance) from each phase of education, the Brent Schools Partnership (BSP), and the two local Teaching School Alliances (TSAs) led by Brent schools.
- 3.2 The Strategic School Effectiveness Partnership Board (SSEPB) agreed the Strategic Framework for School Effectiveness in Brent 2017 to 2020 priorities in autumn 2017:
- Building leadership capacity across the borough including headteacher succession planning
 - Ensuring that school governance meets national quality expectations, and that governing boards are equipped to challenge school leaders to address the underperformance of groups in their schools
 - Raising the attainment of priority groups
 - Raising the standards and progress of pupils at the lowest performing schools
 - Sustaining Ofsted good and outstanding judgements for all schools.
- The priorities for improvement will be evaluated and revised in 2020 in readiness for the Strategic Framework for School Effectiveness 2020-2023.
- 3.3 Over the last year the partners have worked collaboratively to address each of these improvement priorities. For example, 'Building leadership capacity across the borough including headteacher succession planning':
- 3.3.1 In March 2018, the SSEPB agreed to develop a proposal to be submitted by the DCS to Schools Forum for funding to build leadership capacity across the borough. The proposal was agreed by the SSEPB in May and presented to Schools Forum in June. It identified three priority areas to be taken forward:
- i. A leadership development programme targeting 60 potential and current leaders, to engage in a development programme to prepare them for the next stage of their leadership career: middle leadership; senior leadership; headship.

- ii. A headship development programme focused specifically on new headteachers in their first three years.
 - iii. Building on the National Standards of Excellence for Headteachers, the development of a Leadership Charter to which all schools in Brent can commit to and implement.
- 3.3.2 The Schools Forum agreed £445,250 of funding to deliver the actions for all schools in Brent for the 2018-19 and 2019-20 academic years. The Brent Schools Partnership is responsible for the management of the programme, and is accountable for its delivery and impact. The Leadership Development and Succession Planning Group established by the BSP in 2017 provides the steer and advice to ensure that each priority area is successful. The leadership programme detailed for each target group has been devised and delivered jointly by experienced high performing Brent primary and secondary headteachers.
- 3.3.3 The recruitment process took place during the autumn term, and 61 of the applicants have been accepted on to the leadership development programme. The programme includes: personalised coaching; shadowing and placements in other Brent schools; leadership development sessions; a research and development project.

Local authority monitoring of school effectiveness

- 3.4 The way that the local authority's Setting and School Effectiveness Service works to ensure that all maintained schools are judged good or outstanding was agreed by the Strategic School Effectiveness Partnership Board in November 2017 and is set out in the Strategic Framework for School Effectiveness in Brent 2017-2020.
- 3.5 When the unvalidated primary and secondary results are published in the summer, the service produces an annual school performance profile for each school based on pupil outcomes data. This compares each school's outcomes to the national averages and the school's data for the previous two years. On this basis, schools are provisionally identified as performing well, vulnerable or underperforming. Discussions then take place with the leaders of maintained schools about their school's category¹ which is based on Ofsted's Education Inspection Framework. When the validated results are published, the headteachers and chairs of governors of each school are required to submit their proposed category with supporting evidence. When agreed, the category determines the level of support and intervention that the school receives from the service. The service has a small team of four (3te equivalent) School Effectiveness Lead Professionals (SELPs) who are assigned to work with a group of schools.
- 3.6 Schools categorised as LA1 and LA2 are expected to lead their own improvement with the support of the local school-led partnerships (BSP and TSAs). When a school is identified as vulnerable or underperforming (LA3 and LA4), the service establishes a Rapid Improvement Group (RIG) chaired by the Head of Setting and School Effectiveness or a SELP to monitor and challenge the leadership on the impact of the school's improvement plan. The group meets half termly for up to 18 months (extended in exceptional circumstances, for example, a new headteacher). The membership of the group includes the headteacher, the chair of governors and

¹ LA1 Outstanding, LA2 Good, LA3 Vulnerable or Requires Improvement, LA4 Underperforming or Inadequate

the link SELP. The RIG is tasked with agreeing the necessary school improvement support from TSAs, the BSP and other schools. Where issues remain or there has not been rapid enough improvement the local authority may use its powers of intervention (refer to 3.12).

- 3.7 As part of the RIG process there are regular reviews of the school's effectiveness to assess the impact of leadership on improving the quality of education. The decision to exit the RIG process is not made until there is clear evidence that the school's leadership has the capacity to lead self-sustaining improvement.
- 3.8 Schools identified as LA3 and LA4 may be entitled to access additional funds from the Schools Causing Concern budget. RIGs are required to submit a formal application for funding, with the support of a School Effectiveness Lead Professional, outlining the purpose for which the funding is required, the anticipated impact on pupil outcomes together with information about the school's own budget. In exceptional circumstances, when an unforeseen emergency arises which causes a school to be in difficulties, a bid from a school without a RIG can be submitted for funding support.
- 3.9 Over the last academic year, four schools which had previously been subject to a Rapid Improvement Group were inspected and all were judged good. A further school received an Ofsted monitoring visit because it had been judged requires improvement at its previous inspection. The local authority had made the decision to exit the RIG process two months earlier because of the improvements made and Ofsted judged that the school is "taking effective action to tackle the areas requiring improvement". The report stated that:
"The local authority lead professional has worked effectively with senior leaders ... Support from the local authority has included creating effective partnerships with other schools. This is providing a variety of opportunities for leaders and teachers to develop their expertise... Without doubt, the support from the local authority has increased the school's capacity for further improvement."
- 3.10 There are currently three schools with Rapid Improvement Groups, two were previously judged good and the other is requires improvement. For schools judged as requires improvement where the leadership and management is judged good by either Ofsted or the local authority there are termly progress meetings with the headteacher and chair of governors to assess the impact of the actions they are taking to address the areas requiring improvement.
- 3.11 If Ofsted judges a maintained school inadequate, it is subject to an academy order from the Secretary of State. One primary school was judged inadequate in the academic year 2016-17. The school remained a local authority maintained school until it converted to become an E-ACT sponsored academy in April 2018. During this seven month period, to lead the school, the local authority brokered from a school recently judged good an interim executive headteacher with the expertise in the areas Ofsted identified as concerns (including safeguarding). The local authority with the support of the executive headteacher put in place a Statement of Action which was approved by Ofsted, and established a Rapid Improvement Group to monitor its impact and evaluate the speed of improvement through regular school effectiveness reviews.

Statutory responsibilities and intervention

- 3.12 In November 2018, the Department for Education published its latest Schools causing concern guidance. This changed government policy on when the Secretary of State will use his powers of intervention in maintained schools. He will now only issue an academy order for a maintained school to become a sponsored academy when a school is judged inadequate by Ofsted. Previously, the Secretary of State would also have intervened with an academy order if the school was below the floor standard and for coasting schools would have required a robust improvement plan monitored by the Regional Schools Commissioner.
- 3.13 The statutory responsibility for the local authority to set and agree targets with schools was removed some years ago as part of central government's programme to reduce bureaucratic burdens on schools. Similarly, the Regional Schools Commissioner is not able to set school specific targets. The only exceptions are when the local authority or Regional Schools Commissioner are using their statutory powers of intervention.
- 3.14 All schools are expected to be above the nationally set floor standards and coasting schools standards for primary and secondary schools. In January 2019, the Department for Education (DfE) introduced additional support for schools below these standards from its school improvement support fund, and appointed Brent Teaching School Alliance to administer this support for schools in west London boroughs. No Brent schools are below the primary and secondary school floor standards, but one primary school is below the coasting school standard. This school was already subject to a Rapid Improvement Group, and local authority has worked with Brent Teaching School Alliance to ensure that this additional support complements the support that the local authority has already put in place.
- 3.15 The local authority has statutory powers of intervention in schools within the maintained sector if it has concerns about the quality of provision. Where there are concerns about an academy's standards, leadership or governance, the local authority is expected to raise them directly with the Regional Schools Commissioner (RSC). If the concern is safeguarding, the local authority has a statutory responsibility to address this directly with the academy.
- 3.16 Prior to intervention, the local authority or RSC is required to issue a warning notice to the governing board or academy trust stating: the concerns; the action the governing board is required to take to address the concerns; the period the governing board has to comply; the actions including powers of intervention that the local authority or RSC will take if the board does not comply.
- 3.17 The powers of intervention are:
- Requiring the governing board to enter into arrangements to improve performance for example:
 - A contract for specified services of an advisory nature with a specified person
 - To collaborate with the governing board of another school
 - To take specified steps for the purpose of creating or joining a federation.
 - Appointing additional governors
 - Appointing an interim executive board (IEB)
 - Suspending the delegated budget.

- 3.18 Over the last year the local authority has not used its powers of intervention. It has instead worked with the co-operation of governing boards and headteachers to secure improvement through the RIG process.

School governance

- 3.19 All governing boards have three core functions:
- Ensuring clarity of vision, ethos and strategic direction
 - Holding executive leaders to account for the educational performance of the organisation and its pupils, and the performance management of staff
 - Overseeing the financial performance of the organisation and making sure its money is well spent.
- 3.20 Effective governance is based on six key features:
- Strategic leadership that sets and champions vision, ethos and strategy
 - Accountability that drives up educational standards and financial performance
 - People with the right skills, experience, qualities and capacity
 - Structures that reinforce clearly defined roles and responsibilities
 - Compliance with statutory and contractual requirements
 - Evaluation to monitor and improve the quality and impact of governance.
- 3.21 The Department of Education (DfE) revised its statutory guidance The constitution of governing bodies of maintained schools in August 2017. The guidance states that:
- a) Governing boards should be no bigger than necessary to secure the range of skills they need. Smaller governing boards are likely to be more cohesive and dynamic.
 - b) A key consideration in the appointment and election of all new governors should be the skills and experience the governing board needs to be effective. The skills they need are a matter for governing boards to decide having regard to the DfE's Competency Framework for Governance.
 - c) Governing boards should use a skills audit to identify any specific gaps that need to be filled in the skills, knowledge and experience of existing governors.
 - d) Before being nominated for election or appointment, governing boards should help all prospective governors to understand the role of a governor and the governing board's code of conduct.
 - e) Regulations specify that anyone appointing governors to the governing board must only appoint someone they believe has the skills to contribute to the effective governance and success of the school. Their decisions should be informed by interviews and references and made in light of the skills that the governing board identifies are needed.
 - f) Governing boards ... should take steps to inform governor elections so that the electorate understands the extent to which nominated candidates possess the skills the governing board ideally requires.
- 3.22 To highlight the national quality expectations for school governance, the theme of the local authority's Annual Brent Governors' Conference in July 2018 was "Strengthening school governance across Brent". The aims of the conference were to support governors to: understand the expectations of governors and the governing board in the context of a changed educational landscape; evaluate their practice to

be more effective; meet the increasing challenges faced by schools. The Lead Member for Schools, Employment and Skills attended the conference and made the opening speech. The evaluations from participants were very positive about the support the conference had provided for them in their role as governor.

- 3.23 The DfE's focus on skills has improved the effectiveness of governance. However, the people volunteering to be a governor do not necessarily have the specific skills and experience that would address the requirements to fill a vacancy when it arises on a governing board. The skills gaps that are identified on most governing boards relate to finance, human resources and legal, which being very specialised make recruitment even more challenging.
- 3.24 To support governing boards with their recruitment of skilled governors, the local authority launched its project "Developing strong governance across all Brent Schools" at the July 2018 conference. The project was developed in consultation with chairs and vice chairs of governors, and has digitised the application process, refreshed the council's webpages with a talking heads and access to further advice, created a social media campaign and published a recruitment article in the Brent Magazine. This has led to an increase in volunteers, and chairs of governors have fed back on the high calibre of candidates that have been listed in the local authority's pool. In February 2019, there were 44 per cent more volunteers on the list than in February 2018.
- 3.25 The current governor vacancy rate for maintained schools in Brent is 15 per cent. However this is skewed by the voluntary aided church schools where governing boards have reported that the London Diocesan Board for Schools (Church of England) and the Diocese of Westminster (Roman Catholic) have experienced some difficulties recruiting to their vacancies. 28 per cent of Brent maintained schools are voluntary aided church schools but account for 55 per cent of all the vacancies. Without the church schools, the vacancy rate is 9 per cent.
- 3.26 The main other reason reported for current vacancies is the skills match needed to fill them. The evidence shows that despite the success of the recruitment campaign, the demand for skilled governors remains greater than the supply. This mirrors the findings of the National Governance Association's report School Governance in 2018 published in September which states:
- "Despite a trend towards smaller governing boards, recruiting volunteers to govern schools remains challenging with the number reporting two or more vacancies rising to 38 per cent in 2018."
- The rate is similar for Brent; 33 per cent of Brent's non-diocesan maintained schools have two or more vacancies.
- 3.27 To support the development of governance in schools, the local authority holds termly meetings for the chairs and vice chairs of governors of all Brent schools (maintained and academies). The local authority also offers a training programme for governors as a traded service. This includes induction for new governors, finance, human resources, safeguarding, holding leaders to account, and health and safety. A termly bulletin giving updates and informing governors of statutory changes affecting their roles is sent to all governors. The Brent Schools Partnership also offers traded support for governors, and as part of its five days of support to member schools offers one day for governance.

- 3.28 When the local authority identifies concerns about the quality of governance in a maintained school, the response will normally be linked to the decision to establish a Rapid Improvement Group. As part of the RIG process, the local authority commissions an External Review of Governance from the BSP and requires the governing board to put in place an action plan which is monitored by the RIG. For some governing boards this has led to reconstitution into a smaller board of governors with the necessary skills set to successfully carry out their statutory functions. The local authority has also taken advantage of Brent's National Leaders of Governance to support other chairs of governing boards to improve their effectiveness.
- 3.29 Over the last year two Ofsted reports on schools which had received a local authority commissioned external review of governance as part of the RIG process stated that:
1. "Local authority officers commissioned an external review of the effectiveness of" governance. "As a result of the review, new members joined ... and have brought additional knowledge and skills." The governing board "is now much more clearly holding leaders to account for the impact of their work."
 2. "Governors are knowledgeable and are routinely involved in the work of the school, offering ... strong strategic support."

Parent and pupil views

- 3.30 The responsibility for seeking the views of parents and pupils in evaluating and improving the quality of education rests with the governing board and the school's executive leaders.
- 3.31 The Department for Education's Governance handbook published in January 2017 states that:
- "All boards should assure themselves that mechanisms are in place to engage meaningfully with all parents/carers and enable them to put forward their views at key points in their child's education. They should aim to build productive relationships, creating a sense of trust and shared ownership of the organisation's strategy, vision and operational performance."
- "The board should be able to demonstrate the methods used to seek the views of parents and carers and how those views have influenced their decision making."
- 3.32 All governing boards also have the statutory responsibility for agreeing and monitoring the school complaints policy. The local authority only has a statutory role in dealing with complaints relating to the safeguarding of children. For this reason, complaints made to the local authority are first assessed by officers in the Safeguarding and Quality Assurance Service who will take appropriate action if they meet safeguarding thresholds. For those that do not, the School Effectiveness Lead Professional will refer the complaint to the headteacher, or chair of governors if it is about the headteacher, to address through the school's own complaints procedure.
- 3.33 The Department for Education states that schools should also consider the views of pupils, but that it is for the school's leaders to determine the most effective

method to do this. However, the DfE strongly encourages schools to adhere to the general principles of the United Nations Conventions on the Rights of the Child.

- 3.34 The Setting and School Effectiveness Service does not have formal mechanisms for engaging with parents and pupils because these would undermine the statutory roles of governing boards and executive leaders. However, when the service carries out a review of the quality of provision in a school, its officers will always interview groups of pupils to ascertain their views. The School Effectiveness Lead Professionals also speak with individual pupils throughout the review in their classes and at break and lunch times. The review process also includes an interview with governors and an evaluation of how well the school engages with its parents. The service uses the findings to make recommendations to the school's leaders in the review report. The impact of the actions taken by leaders to address the recommendations is reviewed by the School Effectiveness Lead Professional or by establishing a Rapid Improvement Group when a review identifies concerns about the quality of provision.

School standards and achievement

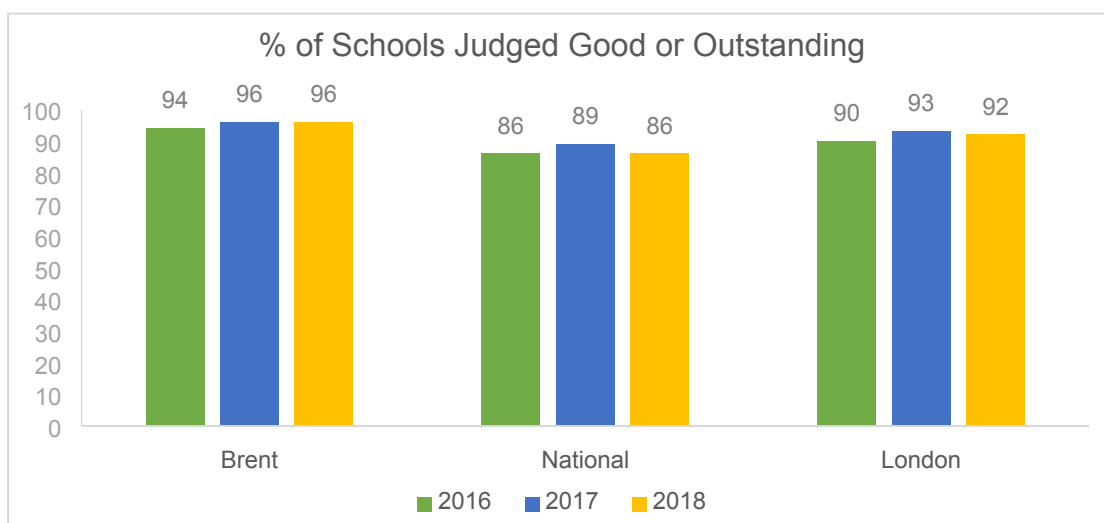
Overview

Types of state funded schools

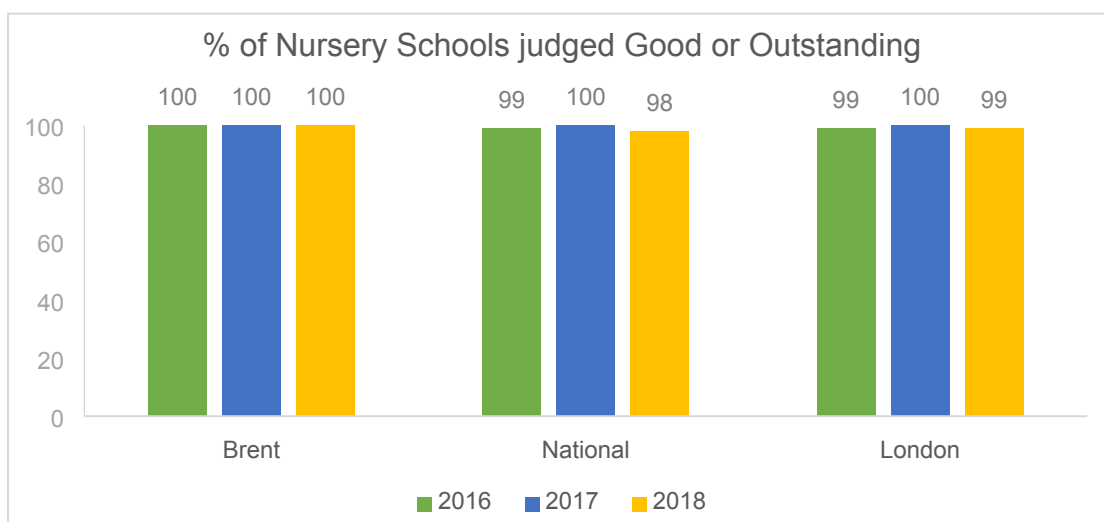
Type of school	Nursery	Primary	Secondary	All-through	Special	Pupil Referral Unit	Total
Maintained Community	4	30	0	0	2	2	38
Maintained Voluntary-aided	0	18	2	0	0	0	20
Maintained Foundation	0	2	0	0	0	0	2
Multi Academy Trust	0	8	6	1	1	0	16
Single Academy Trust	0	1	4	1	1	0	7
Free School	0	1	1	0	0	0	2
Total	4	60	13	2	4	2	85

- 3.35 During the last year one school became a sponsored academy following the Secretary of State's academy order issued when the school was judged inadequate by Ofsted.
- 3.36 There are four hard federations with one governing board and an executive headteacher for two schools: two community nurseries; a community infant and community junior school; a community infant and foundation junior school; a voluntary aided infant school with a voluntary aided junior school. In addition, there have been three partnerships between schools which have an interim executive headteacher and separate governing boards. Two of the partnerships are between two community primary schools and one partnership has been between a community special school and single academy trust special school.

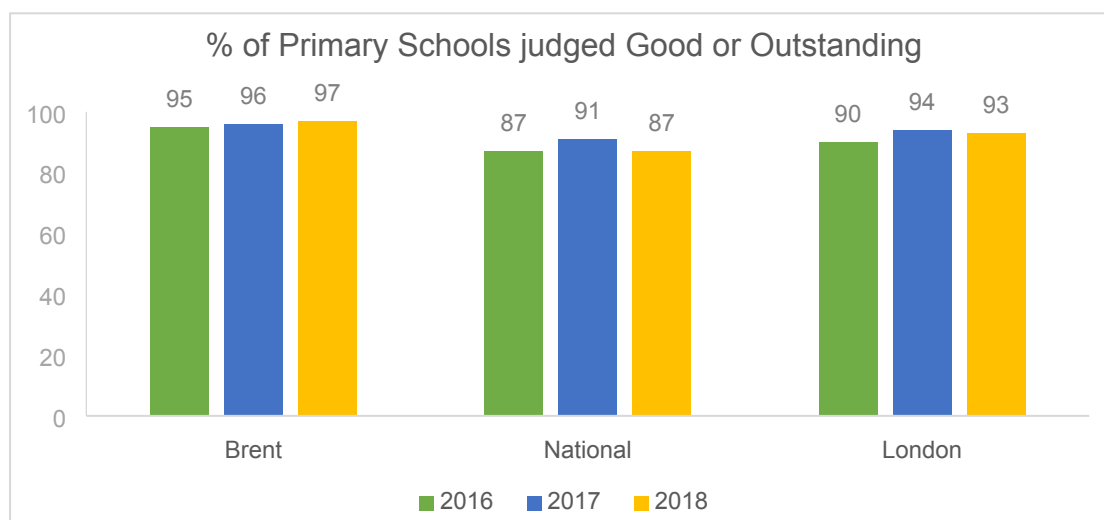
Overall school effectiveness



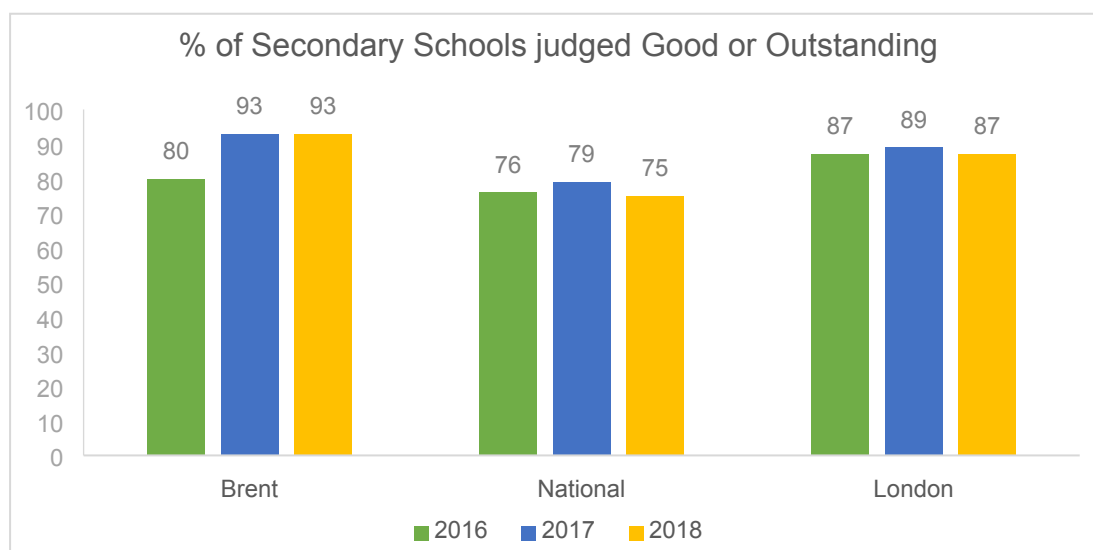
- 3.37 The overall effectiveness of Brent schools remained the same at the end of the last academic year with 96 per cent of Brent schools judged good or outstanding by Ofsted. However, Brent's margin above the London and national averages increased because London fell by one percentage point and England fell by three percentage points. This put Brent ten percentage points above the national average of 86 per cent and four points above the London average of 92 per cent.
- 3.38 Over the last academic year there were 14 inspections. Ten primary schools, two secondary schools and both pupil referral units were inspected. Ofsted judged the overall effectiveness of all of these schools to be good. Two of the primary schools were inspected for the first time and one primary school had previously been judged outstanding.
- 3.39 At the end of the year there were still three schools judged less than good. There was one maintained primary school judged as requires improvement, a sponsored secondary academy judged as requires improvement and a sponsored primary academy which under changes made by Ofsted in March 2018 retained its previous inadequate judgement.



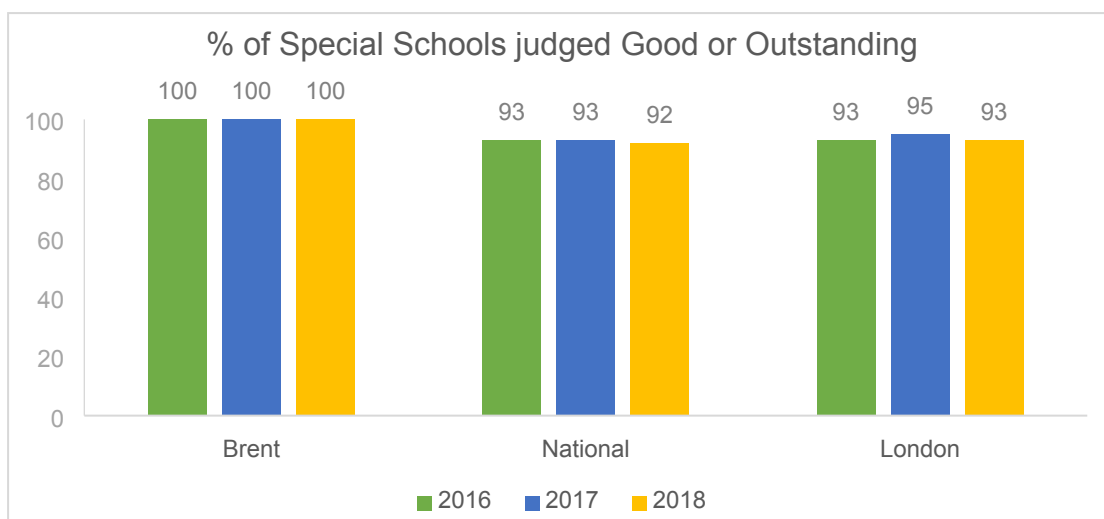
3.40 All four nursery schools are at least good. No nursery schools were inspected in the last academic year.



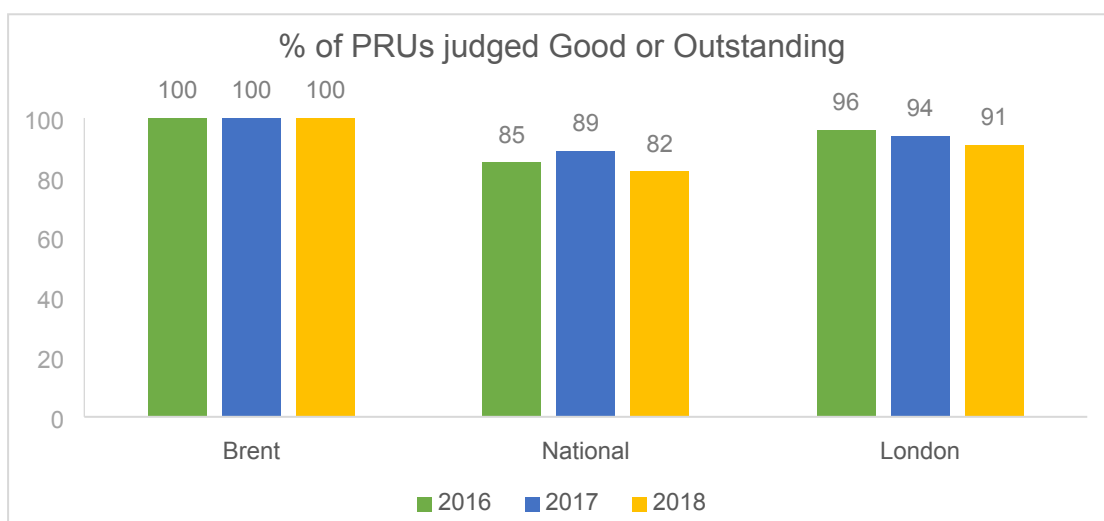
3.41 All primary schools inspected last year were judged good. The proportion of good and outstanding primary schools increased by one percentage point to 97 per cent. The overall percentage increased because a sponsored academy and a free school were inspected for the first time and were each judged good. The schools previously judged good retained their good rating.



3.42 The two secondary schools inspected retained their judgements of good.



3.43 All four special schools are at least good. No special schools were inspected last year.



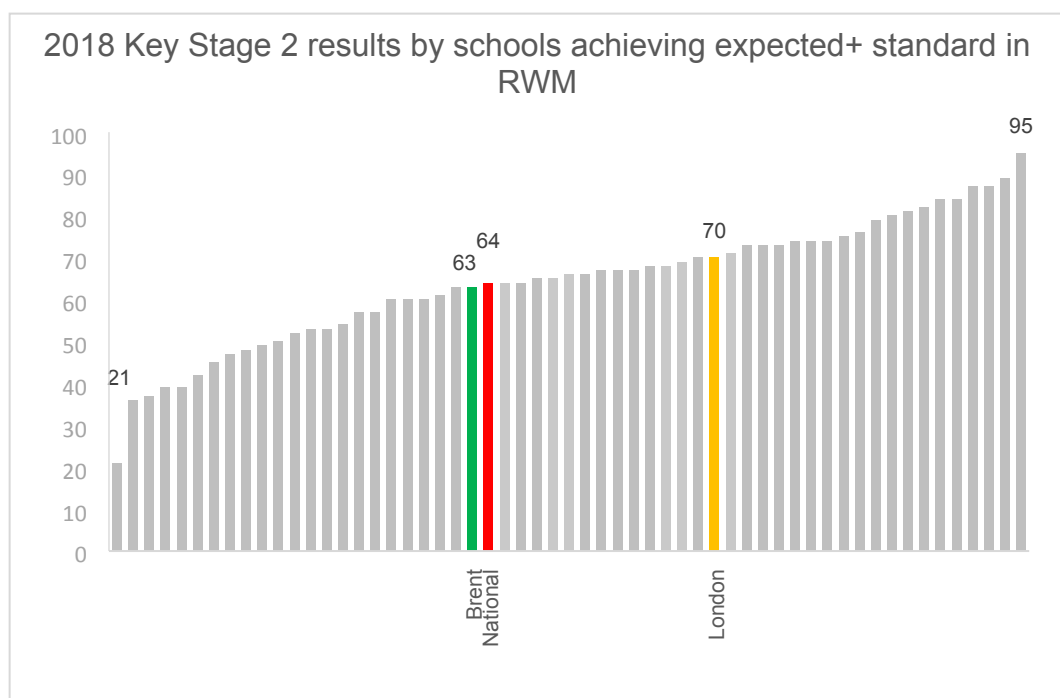
3.44 Both Pupil Referral Units were inspected last year and retained their good judgements.

Primary

3.45 At Key Stage 2, in 2018, the borough continued to perform well in the measures of pupil progress. Brent is above the national averages for reading, writing and mathematics and above the London average for mathematics.

3.46 However, whilst attainment rose at Key Stage 2, it did not increase as fast as the national and London averages and as a consequence is below both the averages for reading and writing, and just below the headline measure of attainment of the expected standard in reading, writing and mathematics combined. This highlights the need to accelerate the progress pupils make in English during the primary phase, particularly for the high proportion of pupils starting Brent primary schools between Year 1 and Year 4 with English as an Additional Language and without prior experience of formal education.

- 3.47 A key issue for Brent continues to be the wide variation in the attainment of pupils at different primary schools. At Key Stage 2, the difference between the school with the highest proportion of pupils attaining the headline measure (meeting the expected standard in reading, writing and mathematics (RWM)) and the school with the lowest proportion is 74 percentage points.

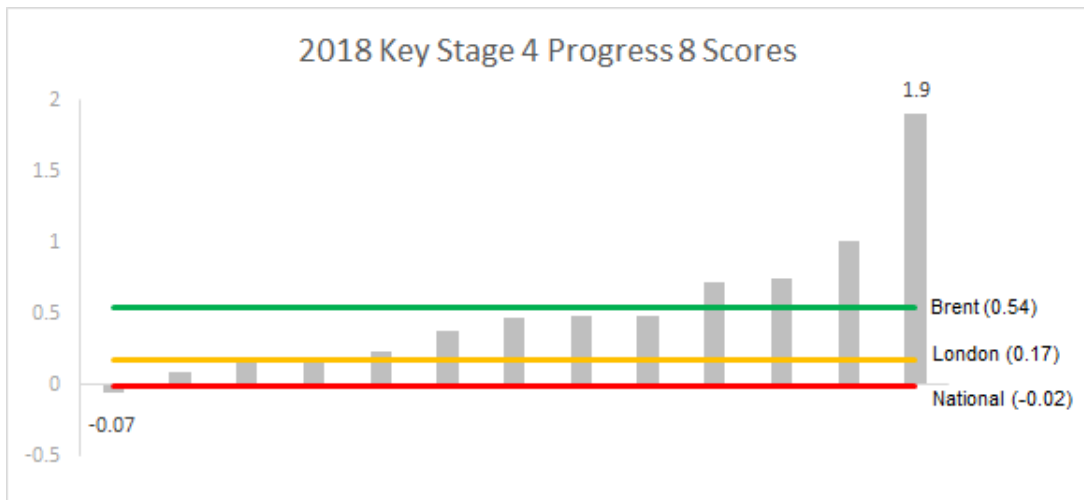


- 3.48 The Setting and School Effectiveness Service is working with the schools where outcomes are a concern to ensure rapid improvement² and the Executive Headteacher of Brent Teaching School Alliance has brokered support through the Department for Education's School Improvement Support fund to complement this. Rapid Improvement Groups have been established in the schools where there are concerns that the leadership has not demonstrated the capacity to improve without support and challenge.
- 3.49 **No primary schools are below the Department for Education's floor standard** because the progress made by pupils at Key Stage 2 in reading, writing and mathematics at all schools was above the minimum threshold.

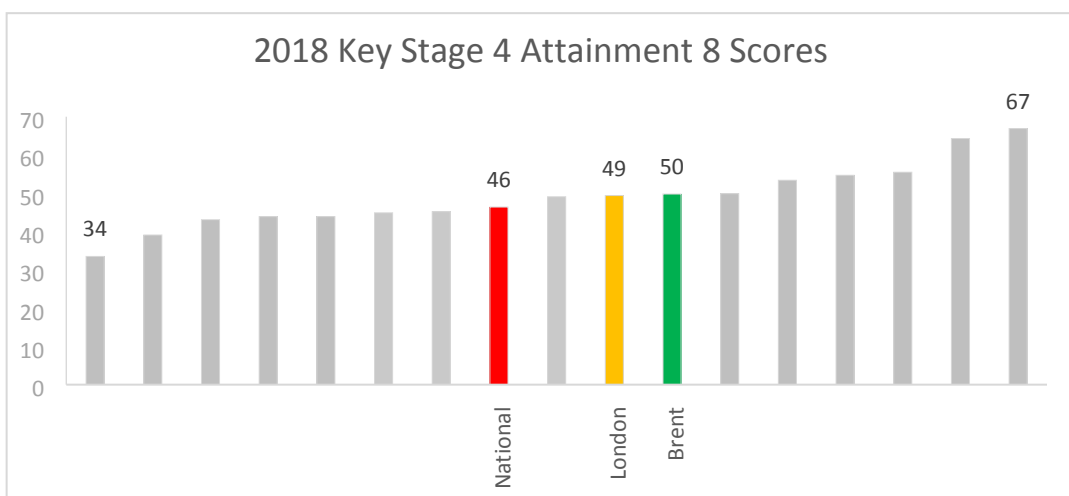
Secondary

- 3.50 Brent performed very well against the national and London averages in 2018 for all of the secondary headline attainment and progress measures. For the headline Progress 8 measure, Brent is the second highest out of 151 local authorities in England for the second year running making it the most consistently high performing local authority in the country. Twelve out of the 13 secondary schools with reported data were above the national average and eleven schools are at or above the London average.

² The Brent Strategic Framework for School Effectiveness 2017-2020 sets out the details.



- 3.51 The average attainment increased to 50 points, remaining above the national average and London averages. Similar to the primary phase, headline figures mask the variation in the performance of schools. The difference between the progress of students at the highest scoring school and the lowest is 1.97 (nearly two grades per subject). The graph above shows the variability of the progress of students made between schools at Key Stage 4, and the graph below the variation in attainment of students at different secondary schools. The difference between the school with the highest Attainment 8 measure and the school with the lowest is 33 points (three grades per subject).



- 3.52 **No secondary schools are below the Department for Education's floor standard** because the average progress made by students at all schools was above the minimum threshold.
- 3.53 At Key Stage 5, the outcomes for Brent students in all types of qualifications, A Levels, Tech Levels and Applied General are above the London averages and at or above the national averages. As at other key stages, there is significant variation between the rates of progress and attainment at different schools.

Disadvantaged pupils

- 3.54 The Setting and School Effectiveness Service monitors school standards for groups including disadvantaged pupils defined as pupils who have been eligible for free schools meals in at least one year of the previous six years.
- 3.55 In 2018, 33 per cent of primary school pupils sitting National Curriculum tests were disadvantaged and 30 per cent of secondary students taking GCSEs were disadvantaged. This is above the national rates of 23 per cent at primary and 27 per cent at secondary. Brent's outcomes for disadvantaged pupils improved. They are above the national averages for disadvantaged pupils and the attainment gaps have narrowed with both non-disadvantaged pupils nationally and in Brent.

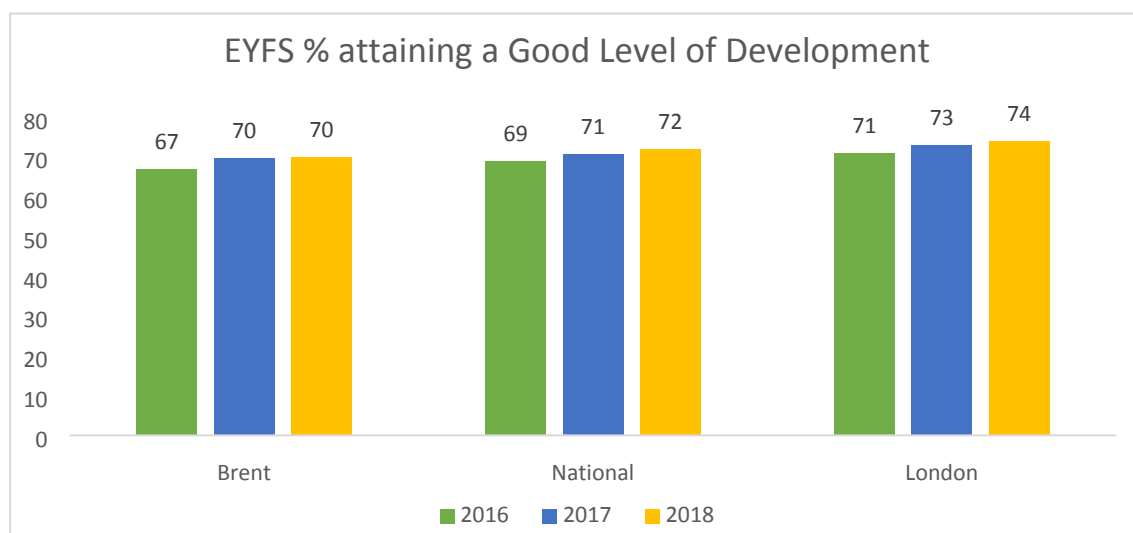
Conclusion

- 3.56 The quality of education provision in Brent continues to improve. Standards and achievement have continued to increase at the end of the primary phase (Key Stage 2) and the secondary phase (Key Stage 4). The performance of secondary schools in 2018 was very strong, putting Brent's attainment higher than London for every performance measure for the first time, and the progress measure again amongst the highest in the country. The performance of disadvantaged pupils continues to be relatively strong.
- 3.57 Whilst the results at primary improved, attainment did not increase as fast as the national and London averages. This is particularly evident in pupil attainment in reading and writing. Improving primary attainment in English and the attainment of Brent's priority groups (Black Caribbean boys, Somali girls and boys and pupils with SEND) identified in the Strategic Framework for School Effectiveness 2017-2020 remain the main priorities for improvement for the next few years.
- 3.58 To address these priorities partners will continue to work collaboratively. For example, the Brent Teaching School Alliance is providing targeted and tailored programmes to address the needs of schools where standards in English remain low. For the schools with Rapid Improvement Groups this has been commissioned from the Schools Causing Concern budget.

4.0 School Standards and Achievement data

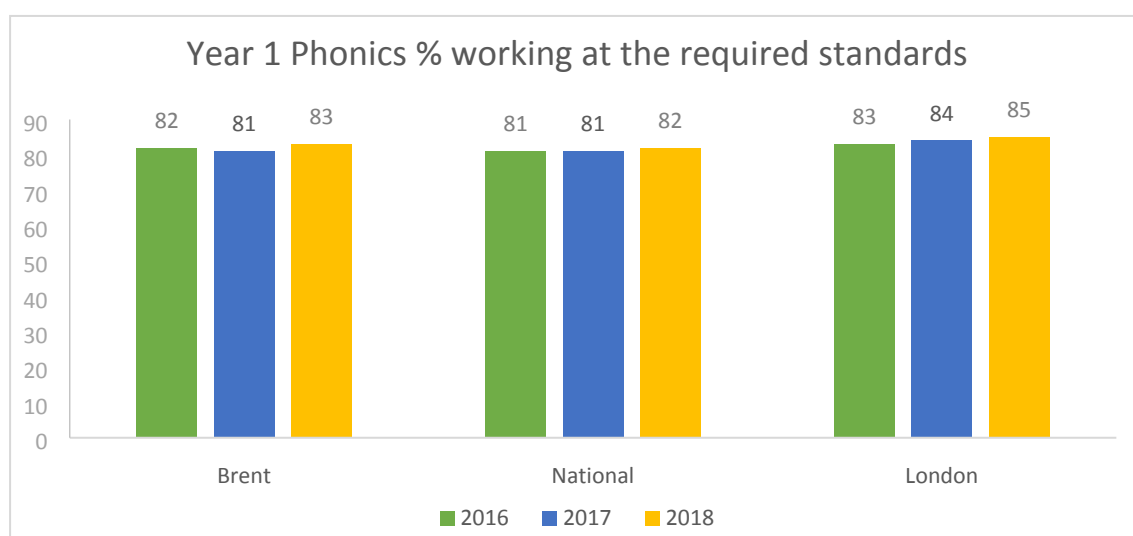
Primary

4.1 Early Years Foundation Stage



4.1.1 In 2018, Brent's figure for the proportion of children attaining a good level of development³ was 70 per cent the same as 2017. This is two percentage points below the national average which increased to 72 per cent and four percentage points below the London average.

4.2 Year 1 Phonics Screening



4.2.1 The proportion of Brent pupils working at the required standard for phonics⁴ increased by two percentage points to 83 per cent compared to 2017. The Brent

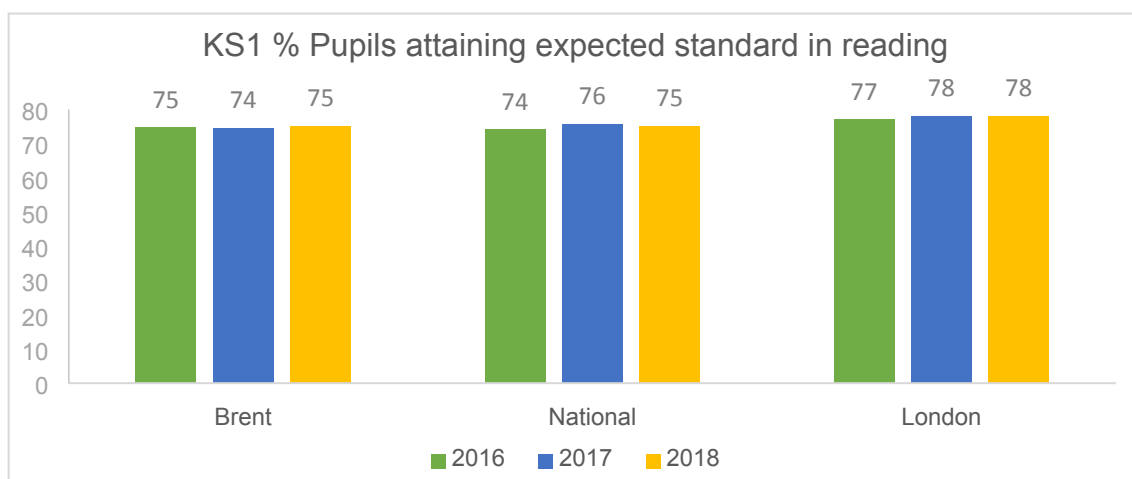
³ Children attaining a good level of development are those attaining at least the expected level within the following areas of learning: PRIME - communication and language; physical development; and personal, social and emotional development; plus literacy and mathematics.

⁴ The phonics screening check is a short, light-touch assessment to confirm whether individual pupils have learnt phonic decoding to an appropriate standard. The screening check is for all Year 1 pupils in maintained schools, academies and free schools. Pupils who do not meet the required standard of the check in Year 1 are tested again in Year 2.

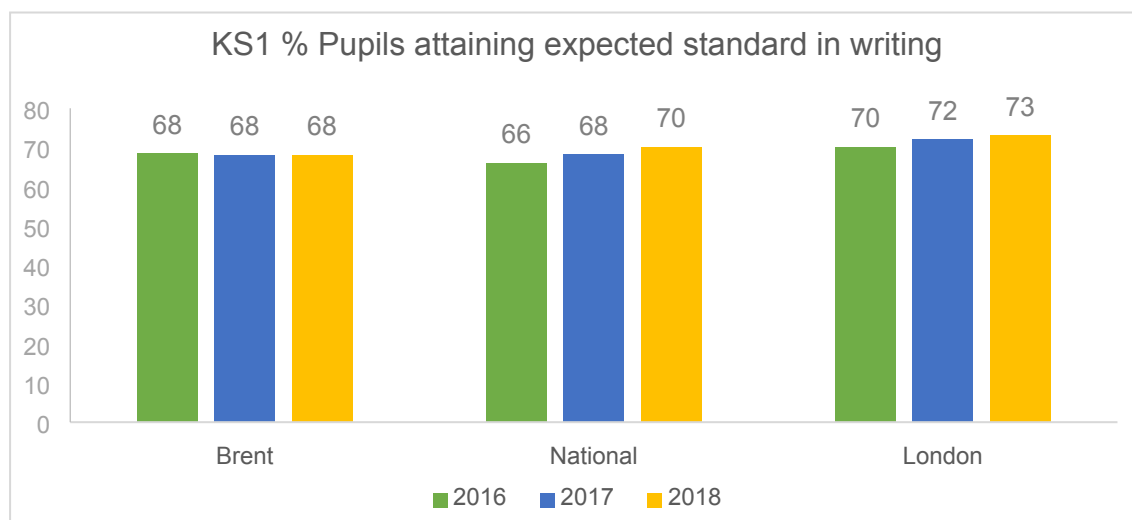
average is above the national average and two percentage points below the London average.

4.3 Key Stage 1

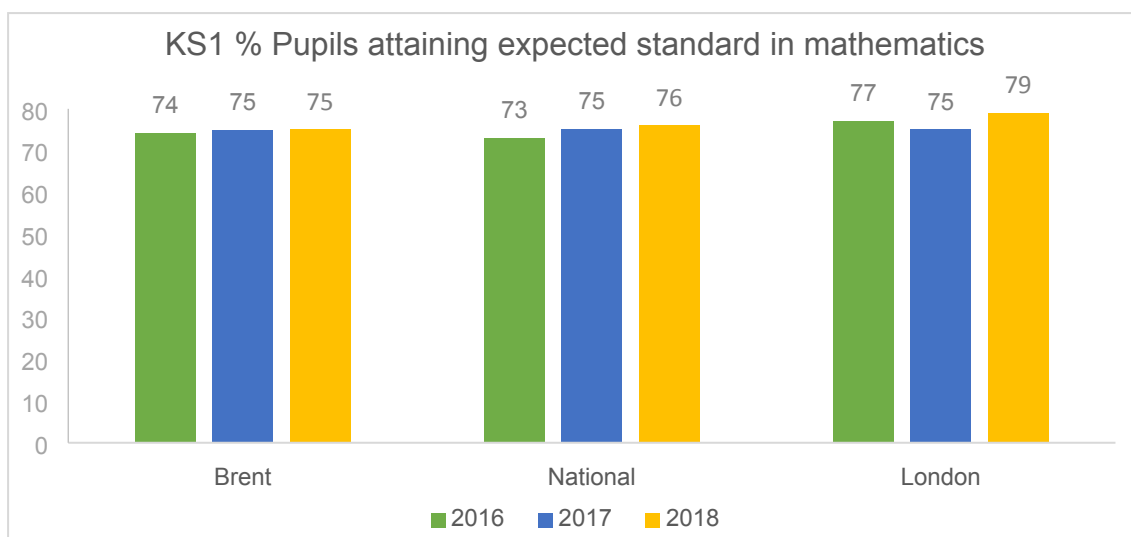
- 4.3.1 The assessment of attainment in reading, writing and mathematics at Key Stage 1 changed in 2016. Reading and mathematics are assessed by tests and writing is teacher assessed. Although the tests are set externally, they are marked by teachers within the school.



- 4.3.2 In 2018, the proportion of Brent pupils attaining the expected standard in reading increased by one percentage point to 75 per cent. This is equal to the national average and three percentage points below the London average.



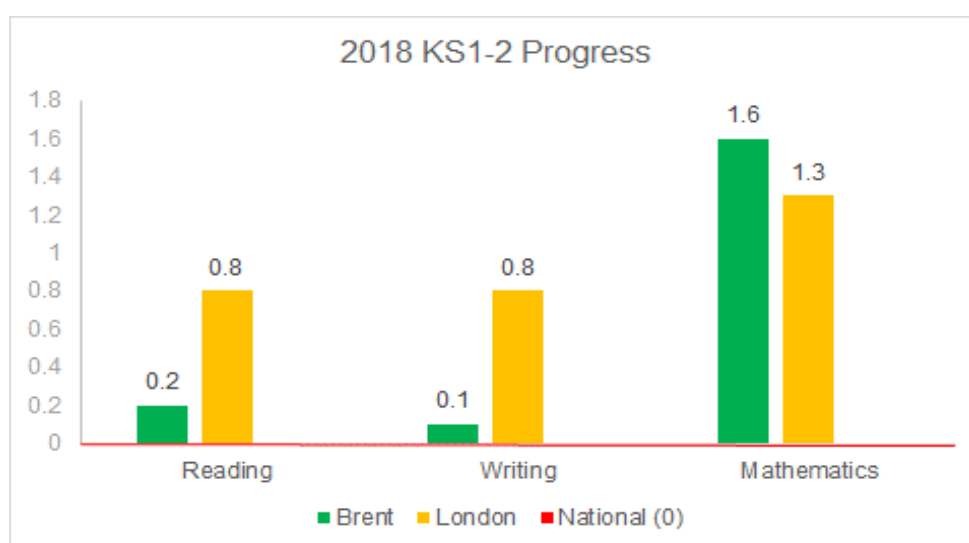
- 4.3.3 The proportion of Brent pupils attaining the expected standard in writing remained at 68 per cent which is two percentage points below the national average and five percentage points below the London average.



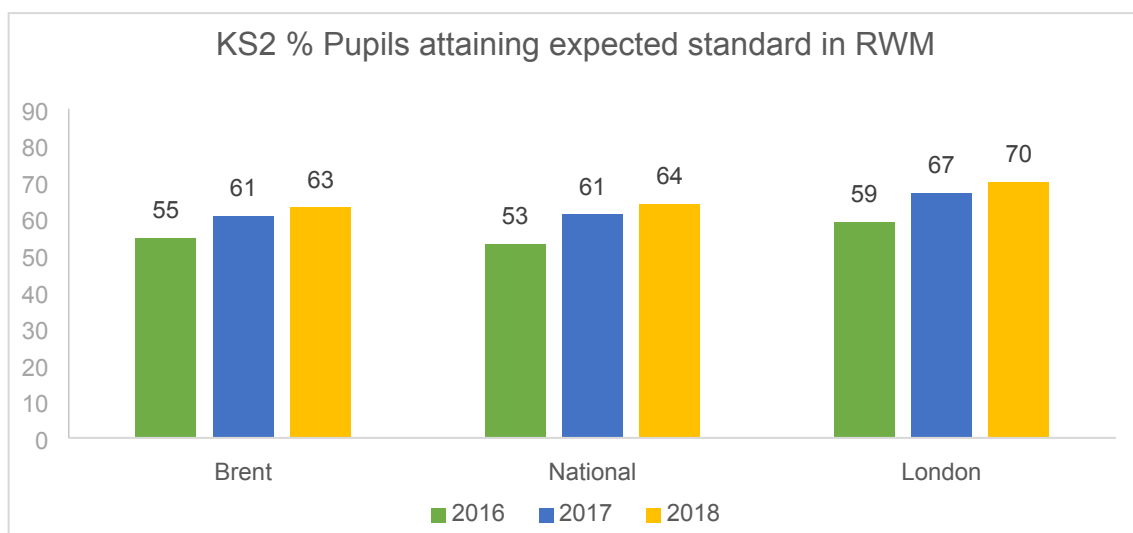
- 4.3.4 Brent's proportion of pupils attaining the expected standard in mathematics remained at 75 per cent. This is one percentage point below the national average and four percentage points below London.

4.4 Key Stage 2

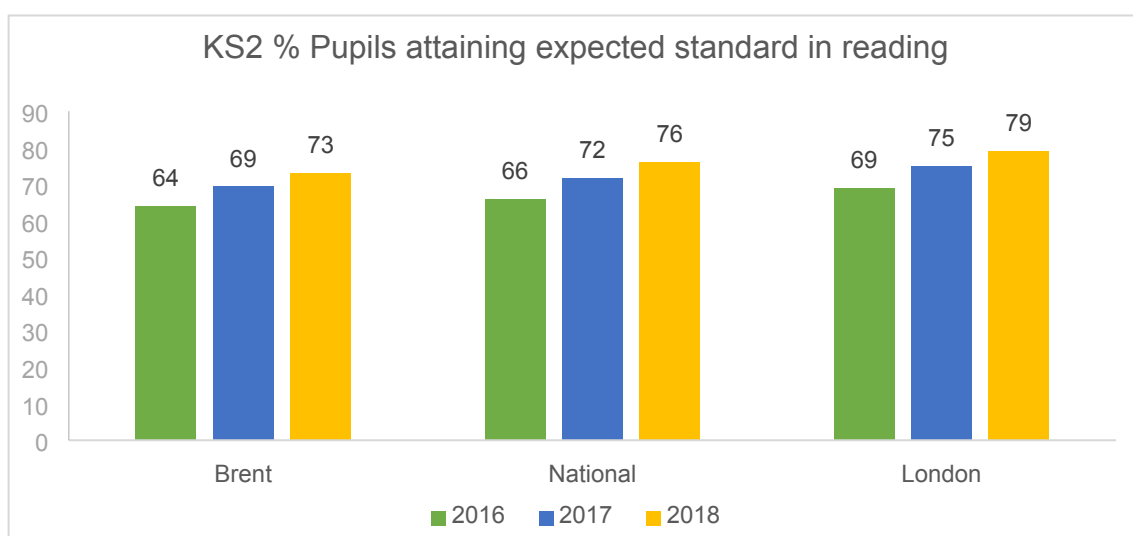
- 4.4.1 In 2016, Key Stage 2 assessment was also changed to reflect the demands of the new national curriculum. Levels were replaced by scaled scores to determine whether pupils were meeting the expected national standards or exceeding them by working at the higher standards. Reading, mathematics, and grammar, punctuation and spelling (GPaS) were assessed by test and writing was assessed by teachers.
- 4.4.2 The headline Key Stage 2 pupil progress measures compare the progress made by groups of pupils with similar attainment at the end of Key Stage 1 to the national average attainment for the group at the end of Key Stage 2. The national average is benchmarked at zero. A plus score indicates that pupils have made more progress than the national average.



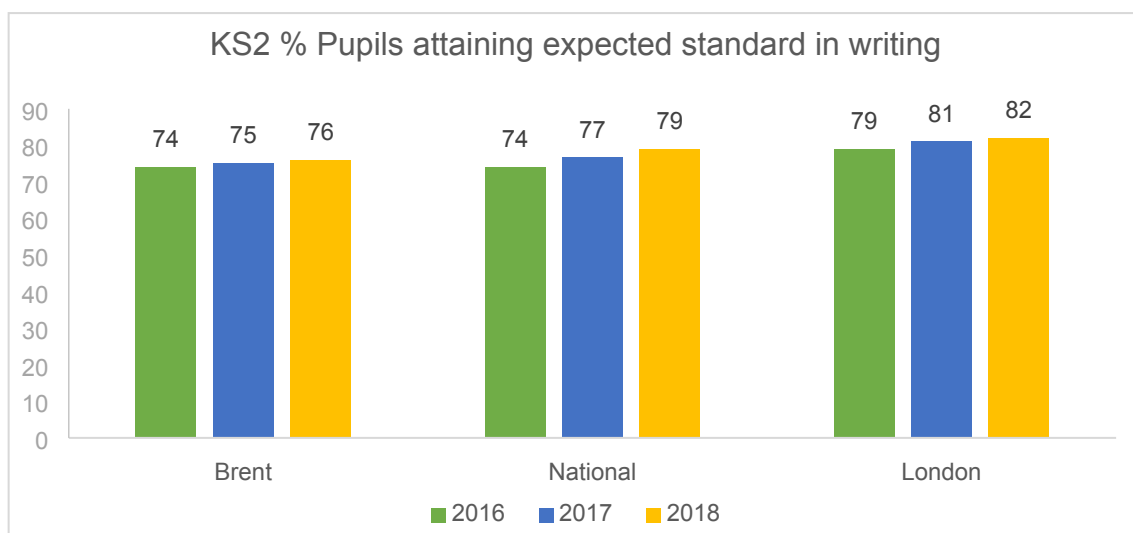
- 4.4.3 Similar to the last two years, Brent pupils' average progress in reading, writing and mathematics was above the national average, below London in reading and writing, but above London in mathematics.



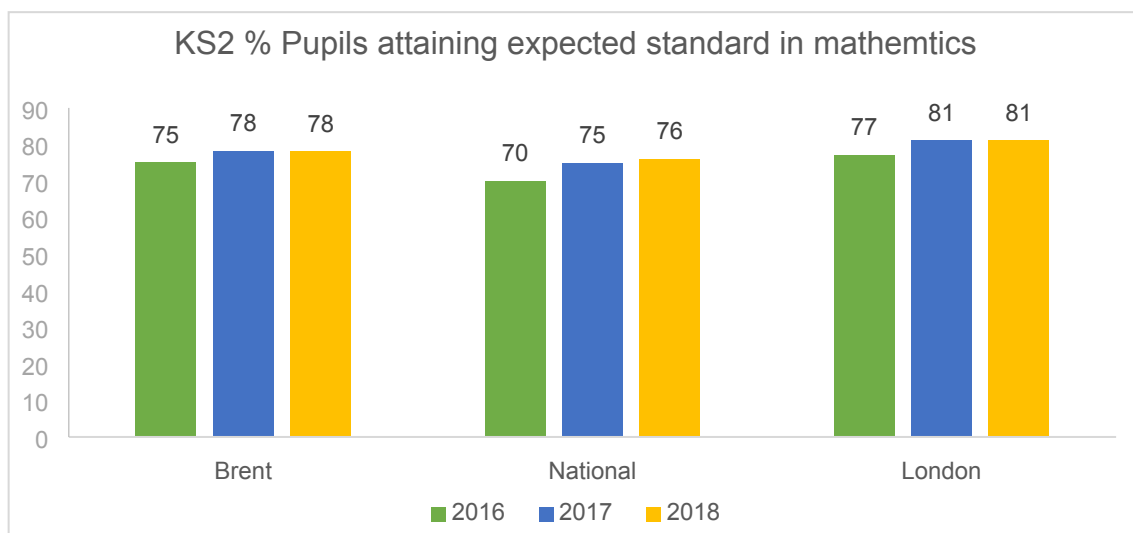
- 4.4.4 The headline measure of primary school attainment introduced in 2016 is the proportion of pupils attaining the expected standard in reading, writing, and mathematics combined. In 2018, the proportion for Brent increased by two percentage points to 63 per cent. This is just below the national average which increased by three percentage points and seven percentage points below the London average.



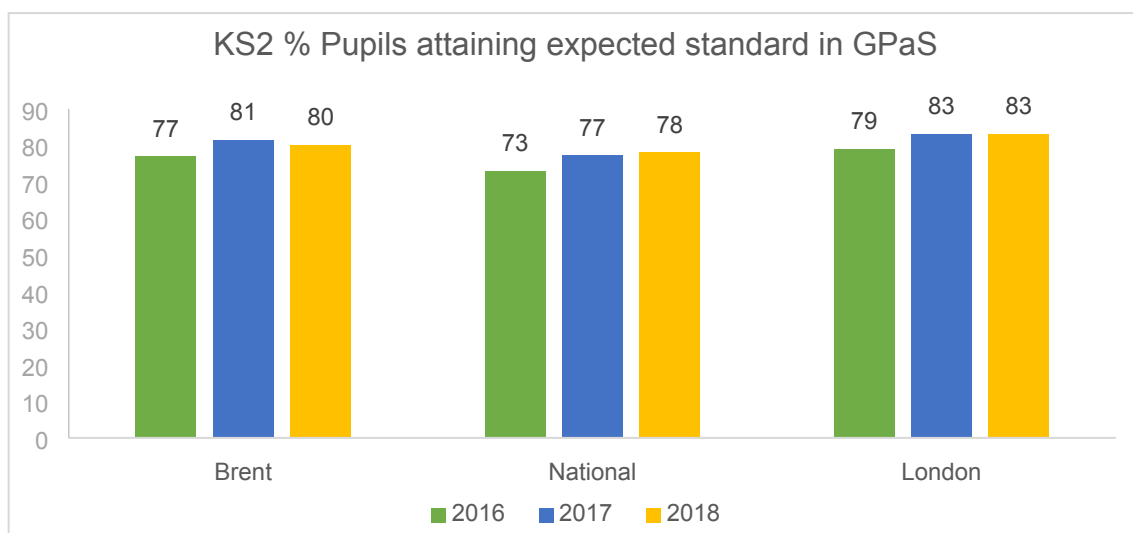
- 4.4.5 In 2018, the proportion of Brent pupils attaining the expected standard in reading increased by four percentage points to 73 per cent. This is three percentage points below the national average and six percentage points below the London average, which had also increased by four percentage points.



4.4.6 The proportion of Brent pupils attaining the expected standard in writing increased to 76 per cent which is three percentage points below the national average and six percentage points below the London average.



4.4.7 Brent's proportion of pupils attaining the expected standard in mathematics remained at 78 per cent. This is two percentage points above the national average but three percentage points below London.



- 4.4.8 The proportion of Brent pupils attaining the expected standard in grammar, punctuation and spelling (GPaS) fell by one percentage point to 80 per cent which is two percentage points above the national average and three percentage points below the London average.

4.4.9 Brent Key Stage 2 results by school

School	Cohort	RWM (%)	Average Progress Score			Ofsted	
			Reading	Writing	Maths	Overall Judgement	Date
Anson Primary School	51	60%	2.8	-1.1	2	G	25/03/2015
Ark Academy	54	87%	2.5	-1.7	3.3	O	24/11/2010
Ark Franklin Primary Academy	59	71%	-0.6	0.8	1.1	G	21/06/2016
Avigdor Hirsch Torah Temimah Primary School	28	39%	1.8	0	0	G	28/09/2016
Barham Primary School	121	68%	2.6	3.1	5.2	G	10/03/2016
Braintcroft E-Act Primary Academy	90	39%	-0.8	-2.7	1.6	I	20/06/2017
Brentfield Primary School	85	36%	-4.6	-4.8	-2.9	G	06/10/2016
Byron Court Primary School	90	75%	1.9	-1.2	3.9	O	22/03/2012
Chalkhill Primary School	90	73%	2.8	1.2	4.2	G	09/03/2016
Christ Church CofE Primary School	30	66%	1	2.3	2.8	G	03/10/2018
Donnington Primary School	30	54%	-0.7	0.7	-2.1	G	05/12/2017
Elsley Primary School	59	47%	0.1	-5	3	G	17/01/2017
Fryent Primary School	60	64%	0	2.5	1.1	G	27/06/2018
Furness Primary School	85	57%	-2	-0.2	-0.2	G	20/09/2018
Gladstone Park Primary School	90	63%	0	0.2	2.1	G	09/05/2017
Harlesden Primary School	29	50%	-3.7	-1.2	1.2	R	12/09/2018
Islamia Primary School	60	73%	2.3	0	3.4	G	29/11/2016
John Keble CofE Primary School	54	53%	-4.2	-2.8	-3.2	G	13/02/2018
Kingsbury Green Primary School	90	66%	-1.4	-1.3	1	O	03/02/2016
Leopold Primary School	102	21%	-3	-3.3	-1.7	G	07/03/2017
Lyon Park Primary School	117	53%	-0.8	-0.4	2.5	G	17/12/2013
Malorees Junior School	58	74%	-0.6	-0.1	1.2	G	10/05/2017
Mitchell Brook Primary School	87	60%	-1.5	-1.8	-1.2	O	03/11/2015
Mora Primary School	57	65%	0.5	1.1	1.3	G	03/12/2014
Mount Stewart Junior School	90	67%	0.1	-0.5	1.9	O	10/10/2012
Newfield Primary School	58	45%	-0.9	0.8	0	R	24/05/2017
North West London Jewish Day School	42	80%	2.6	-0.6	2.1	G	04/07/2017
Northview Junior and Infant School	30	79%	4.2	2.7	3.6	G	28/03/2017
Oakington Manor Primary School	90	81%	0.9	-0.1	4	O	07/07/2010
Oliver Goldsmith Primary School	61	74%	1.8	1.9	4.1	G	19/05/2018
Our Lady of Grace Catholic Junior School	56	87%	1.2	2.9	2	O	23/10/2012
Our Lady of Lourdes RC Primary School	29	48%	2.5	3.8	2.5	G	06/07/2016
Park Lane Primary School	60	67%	2.8	-0.1	3.9	G	27/09/2016
Preston Manor School	62	49%	-1.7	-1.7	-1.3	G	14/06/2016
Preston Park Primary School	89	64%	-1.9	0.5	-1	G	19/06/2018
Princess Frederica CofE Primary School	55	84%	3.2	-2.1	-0.2	G	24/01/2017
Roe Green Infant School (Strathcona)	22	42%	LOWCOV	LOWCOV	LOWCOV	G	03/10/2017
Roe Green Junior School	120	74%	-0.1	1.1	3.4	G	31/01/2017
Salisbury Primary School	86	67%	1.5	-0.6	1.5	G	09/03/2016
Sinai Jewish Primary School	90	76%	1.8	0.8	0.6	G	20/01/2015
St Andrew and St Francis CofE Primary School	60	57%	0.1	1.9	3	G	28/11/2017
St Joseph RC Junior School	69	84%	2	-0.7	1.9	O	28/11/2011
St Joseph's Roman Catholic Primary School	73	95%	1.2	2.6	3.8	O	16/01/2013
St Margaret Clitherow RC Primary School	28	82%	2.1	0.9	3.3	G	04/11/2015
St Mary Magdalen's Catholic Junior School	90	60%	1.4	1.8	0	G	05/06/2018
St Mary's CofE Primary School	38	70%	1.7	0.5	2.7	G	07/06/2017
St Mary's RC Primary School	47	65%	-0.2	1	1.9	G	23/03/2016
St Robert Southwell RC Primary School	56	73%	2	3.7	3.5	G	16/01/2018
Sudbury Primary School	120	68%	0.4	0.6	2.1	G	11/07/2017
The Kilburn Park School Foundation	55	52%	-3	2.6	0.3	G	15/03/2016
The Stonebridge School	114	37%	-3	-0.9	-0.7	G	06/06/2017
Uxendon Manor Primary School	60	69%	1	0.4	5.3	G	11/07/2017
Wembley Primary School	119	61%	-0.8	1.8	0.5	G	08/03/2016
Wykeham Primary School	89	89%	1.7	1.8	2.9	O	24/03/2015
Brent			3786	63%	0.2	0.1	1.6
National				64%	0	0	0
Below National							
Above National							

In 2018, all Brent schools were above the national floor standard threshold:

- At least 65% of pupils met the expected standard in reading, writing and mathematics or
- The school achieved sufficient progress scores in all three subjects: at least -5 in reading and -7 in writing and -5 in mathematics.

4.5 Key Stage 2 - Performance of Groups

4.5.1 Gender

KS2 - % of pupils attaining the expected standard in 2018													
	Cohort	RWM			Reading			Writing			Maths		
		LA	National	GAP	LA	National	GAP	LA	National	GAP	LA	National	GAP
Male	1910	58	61	-3	70	72	-2	70	72	-2	77	75	2
Female	1734	69	68	1	77	79	-2	83	84	-1	80	76	4
All Pupils	3644	63	64	-1	73	76	-3	76	79	-3	78	76	2

The Brent average for the proportion of girls attaining the expected standard in reading, writing and mathematics at Key Stage 2 in 2018 was eleven percentage points above boys' attainment. Boys' attainment was three percentage points below the average for all boys nationally and girls was one percentage point above the national average for all girls.

4.5.2 Disadvantaged compared to non-disadvantaged pupils

Disadvantaged pupils are defined as pupils who have been eligible for free school meals at any point in the previous six years or are children looked after. Schools receive additional funding through the Pupil Premium Grant to support these pupils to close the gap with non-disadvantaged pupils.

KS2 - % of pupils attaining the expected standard in 2018													
	Cohort	RWM			Reading			Writing			Maths		
		LA	National	GAP	LA	National	GAP	LA	National	GAP	LA	National	GAP
Disadv	1238	56	51	5	68	64	4	70	68	3	71	64	7
Non-disadv	2406	68	70	-2	76	80	-4	79	83	-4	82	81	1
All Pupils	3644	63	64	-1	73	76	-3	76	79	-3	78	76	2

In 2018, the Brent average for disadvantaged pupils attaining the expected standard in reading, writing and mathematics was 56 per cent. This is above the national average for disadvantaged pupils (51 per cent) but twelve percentage points below the Brent average for non-disadvantaged pupils and 14 percentage points below the national average for non-disadvantaged pupils.

4.5.3 Pupils with Special Educational Needs and/or Disabilities (SEND)

KS2 - % of pupils attaining the expected standard in 2018													
	Cohort	RWM			Reading			Writing			Maths		
		LA	National	GAP	LA	National	GAP	LA	National	GAP	LA	National	GAP
SEND	692	23	21	2	38	38	0	37	33	4	43	37	6
All Pupils	3644	63	64	-1	73	76	-3	76	79	-3	78	76	2

In 2018, Brent pupils with SEND attaining the expected standard in reading, writing and mathematics was 23 per cent which is above the national average for pupils with SEND but well below the Brent and national averages for all pupils. The attainment for Brent pupils with SEND in writing and mathematics continued to be higher than the national averages for pupils with SEND.

4.5.4 Pupils with English as an Additional Language (EAL)

KS2 - % of pupils attaining the expected standard in 2018													
	Cohort	RWM			Reading			Writing			Maths		
		LA	National	GAP	LA	National	GAP	LA	National	GAP	LA	National	GAP
EAL	2498	63	63	0	72	70	2	76	77	-1	80	77	3
All Pupils	3644	63	64	-1	73	76	-3	76	79	-3	78	76	2

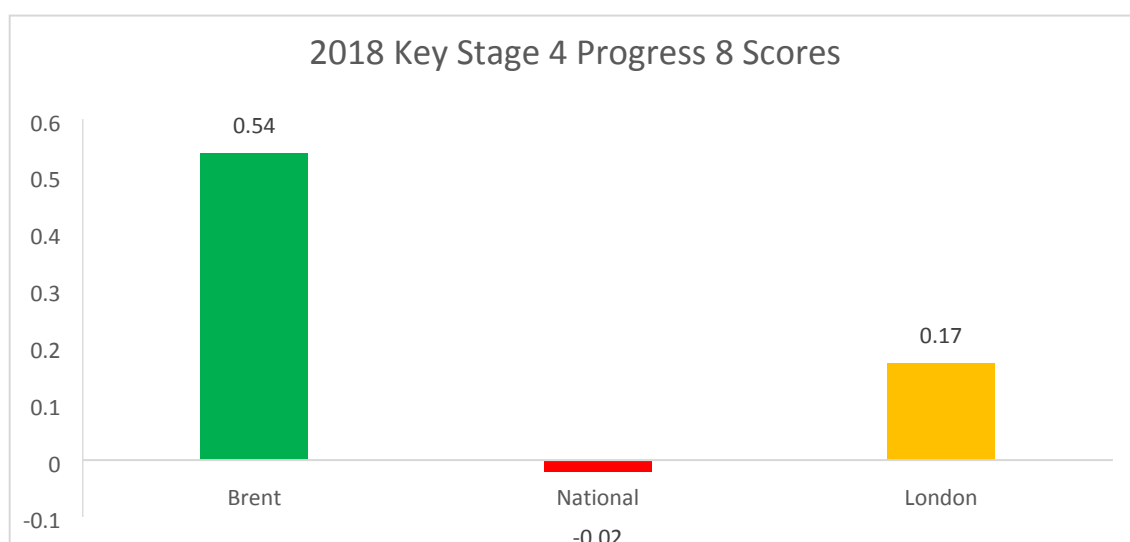
In 2018, the proportion of Brent pupils with EAL attaining the expected standard in reading, writing and mathematics increased to 63 per cent which is equal to the national average for pupils with EAL and marginally below the national average for all pupils.

Secondary

4.6 Key Stage 4

4.6.1 In 2016, the Department for Education (DfE) introduced new headline measures of secondary school performance. The new measures are based upon student progress (Progress 8) and attainment (Attainment 8) in eight GCSE subjects. Attainment 8 measures the performance of students across eight qualifications including mathematics (double weighted) and English (double weighted), three other subjects that count in the English Baccalaureate (EBacc)⁵ measure and three further qualifications that can be GCSE qualifications (including EBacc subjects) or any other non-GCSE qualifications approved by the DfE.

4.6.2 This is the second year that students have taken the new style more challenging GCSE qualifications in English and mathematics, and the first year in a further 20 subjects⁶. The revised GCSEs are graded 9 to 1. Grade 9 is the highest grade, Grade 5 is a strong pass and Grade 4 is a standard pass.

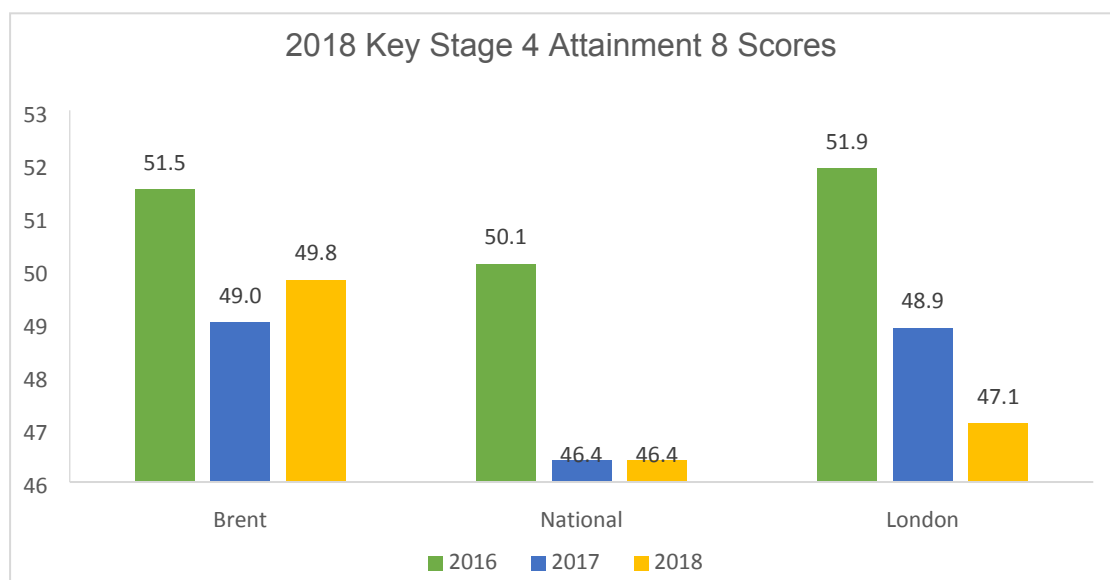


4.6.3 Brent's score on Progress 8 was 0.54 which indicates that on average the students in Brent made over half of a grade more progress in each of their eight subjects at

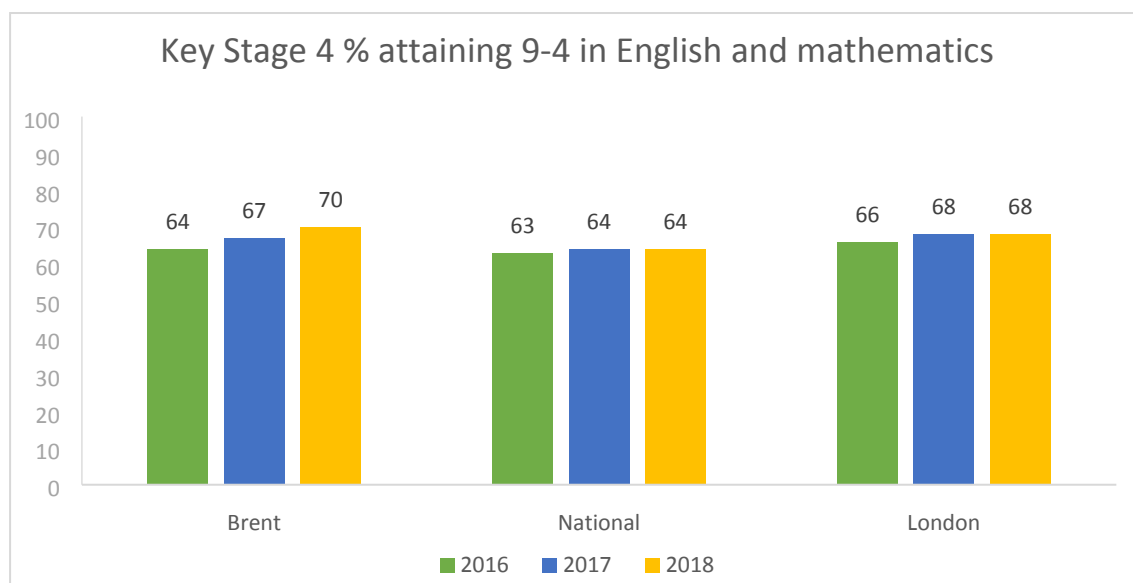
⁵ The EBacc is made up of: English; mathematics; history or geography; the sciences; a language

⁶ Art and design, biology, chemistry, citizenship studies, classical Greek, combined science (double award), computer science, dance, drama, French, food preparation and nutrition, geography, German, history, Latin, music, physics, physical education, religious studies and Spanish

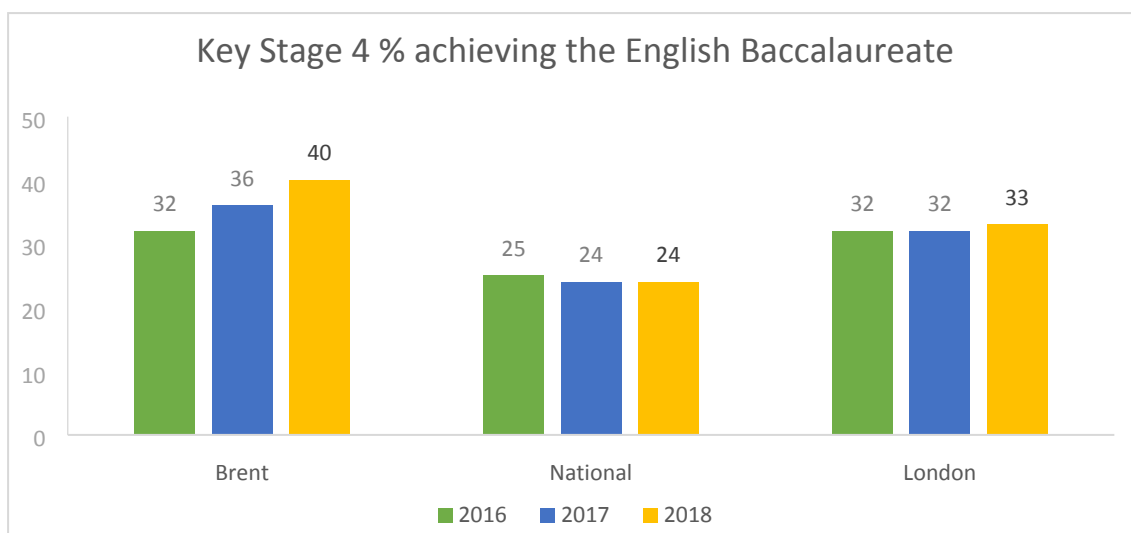
secondary school than students nationally (-0.02). This is also above the average progress made by students in London (0.17).



- 4.6.4 Brent's Attainment 8 score was 49.8 in 2018, above the London average of 47.1 and above the national average of 46.4. This indicates that students in Brent attained an average of grade 5 (a good pass) in eight GCSE subjects. The attainment overall in 2017 and 2018 is lower than 2016 because of the introduction of the revised GCSEs.



- 4.6.5 In 2018, Brent's figures for the proportion of students attaining grades 9-4 in English and mathematics increased to 70 per cent, an increase of three percentage points compared to 2017 (67 per cent). This is well above the national average and for the first time above the London average (by two percentage points).



4.6.6 In 2018, the proportion of Brent students achieving the English Baccalaureate increased by four percentage points to 40 per cent. This is 16 percentage points above the national average and seven points above the London average.

4.6.7 Brent Key Stage 4 results by school

						Ofsted	
School	Cohort	Attainment 8	Progress 8	Grade 5 or above in Eng & ma	EBacc APS	Overall Judgement	Date
Alperton Community School	221	43.9	0.47	40%	3.93	14/07/2016	G
Ark Academy	161	49.9	0.37	49%	4.59	24/11/2010	O
Ark Elvin Academy	157	33.6	LOWCOV	20%	3.21	06/06/2017	R
Capital City Academy	188	43.1	-0.07	37%	3.65	18/11/2015	G
Claremont High School	246	55.5	0.72	64%	5.21	13/05/2015	O
Convent of Jesus and Mary Language College	165	44.9	0.08	30%	4.12	21/02/2017	G
JFS	287	64.5	1.01	75%	6.00	08/11/2016	G
Kingsbury High School	307	45.5	0.23	42%	4.45	20/03/2018	G
Newman Catholic College	81	39.2	0.17	31%	3.58	15/11/2016	G
Preston Manor School	240	53.4	0.74	58%	5.10	14/06/2016	G
Queens Park Community School	200	49.2	0.16	49%	4.33	23/02/2016	G
St Gregory's Catholic Science College	185	54.8	0.46	61%	5.15	15/05/2018	G
The Crest Academy	183	44.3	0.51	50%	4.06	18/10/2016	G
Wembley High Technology College	205	67.1	1.9	82%	6.34	30/09/2008	O
Brent	2858	49.9	0.54	50.9%	4.63		
National		46.5	-0.02	43.0%	4.03		
Below National							
Above National							

No Brent schools were below the Department for Education's (DfE's) floor standard of -0.5 on the Progress 8 measure.

4.7 Key Stage 4 - Performance of Groups

4.7.1 Gender

Key Stage 4 - 2018							
	Cohort	Progress 8			Attainment 8		
		LA	National	GAP	LA	National	GAP
Male	1480	0.34	-0.25	0.59	47.7	43.8	3.9
Female	1378	0.75	0.22	0.53	52.2	49.3	2.9
All Pupils	2858	0.54	-0.02	0.56	49.8	46.4	3.4

The Brent average Attainment 8 score for girls was 4.5 points above boys (nearly half a higher grade in each subject). Boys' attainment was four points above the average for all boys nationally and has continued to be above the national average for all students. For the Progress 8 measure Brent boys and girls made significantly more progress (over half a grade in each subject) at secondary school than the national averages.

4.7.2 Disadvantaged compared to non-disadvantaged students

Key Stage 4 - 2018							
	Cohort	Progress 8			Attainment 8		
		LA	National	GAP	LA	National	GAP
Disadv	886	0.13	-0.44	0.57	43.8	36.8	7.0
Non-disadv	1972	0.76	0.13	0.63	52.8	50.3	2.5
All Pupils	2858	0.54	-0.02	0.56	49.8	46.4	3.4

The Brent average Attainment 8 score for disadvantaged students was nine points below non-disadvantaged students. Brent disadvantaged student attainment was seven points above the national average for disadvantaged students but 6.5 points below the national average for non-disadvantaged students. For the Progress 8 measure Brent disadvantaged students made equal progress at secondary school to non-disadvantaged students nationally, but less progress than non-disadvantaged students in Brent.

4.7.3 Students with Special Educational Needs and/or Disabilities (SEND)

Key Stage 4 - 2018							
	Cohort	Progress 8			Attainment 8		
		LA	National	GAP	LA	National	GAP
SEND	299	-0.34	-0.61	0.27	27.5	27.2	0.3
All Pupils	2858	0.54	-0.02	0.56	49.8	46.4	3.4

The Brent average Attainment 8 score for students with SEND was equal to the national average for students with SEND and well below the average for all students. For the Progress 8 measure Brent students made more progress at secondary school than students with SEND nationally and less progress than the average for all students (third of a grade in each subject).

4.7.4 Students with English as an Additional Language (EAL)

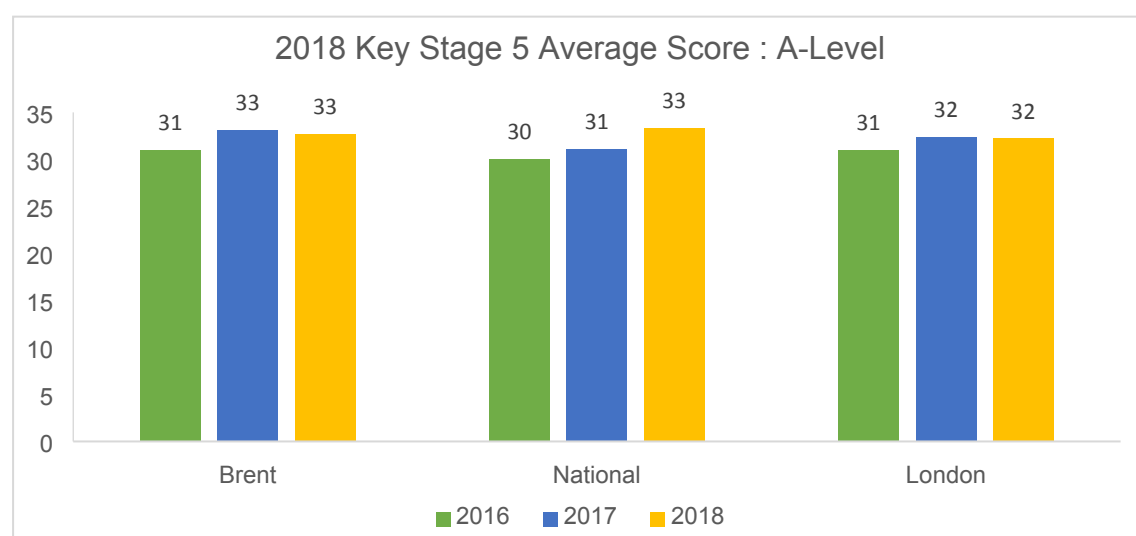
Key Stage 4 - 2018							
	Cohort	Progress 8			Attainment 8		
		LA	National	GAP	LA	National	GAP
EAL	1285	0.76	0.49	0.27	48.6	48	0.6
All Pupils	2858	0.54	-0.02	0.56	49.8	46.4	3.4

In 2017, Brent students with EAL attained above the national average for students with EAL and the national average for all students, and they made significantly more progress than all students nationally.

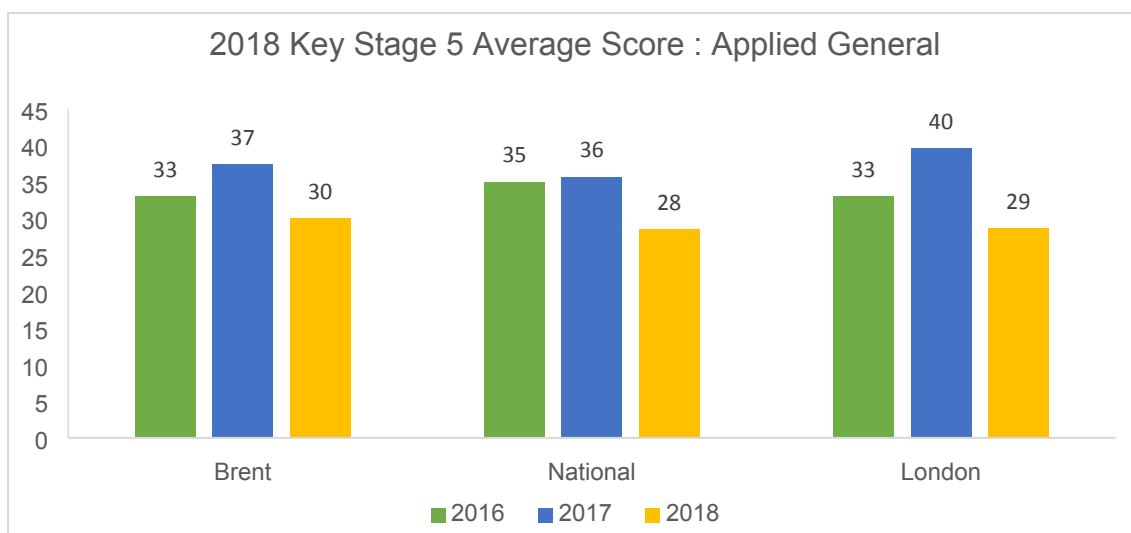
4.8 Post-16 Key Stage 5

4.8.1 Key Stage 5 results cover all state-funded mainstream schools, academies, free schools, maintained special schools and further education colleges.

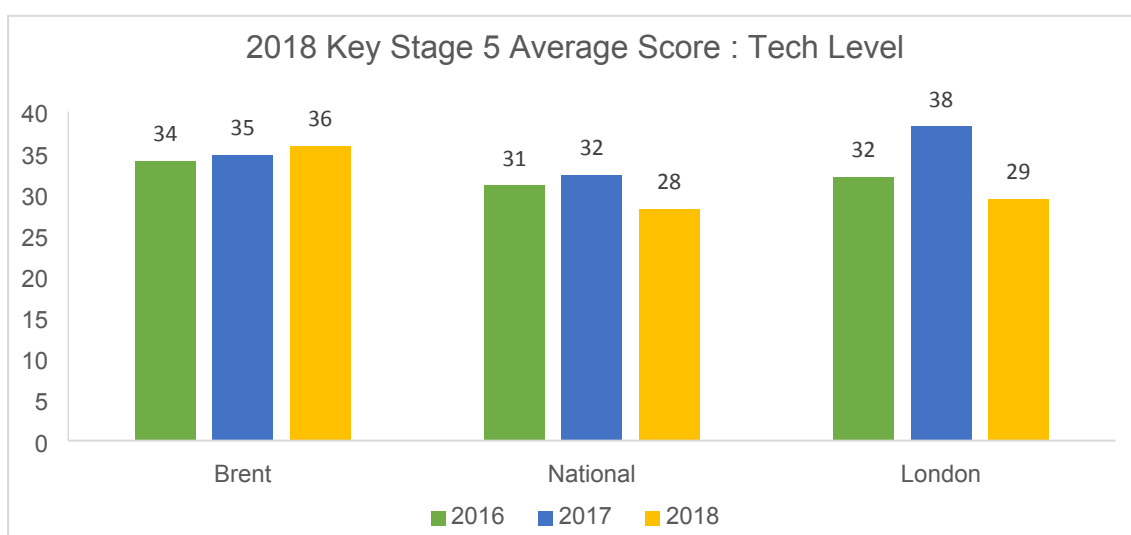
4.8.2 Students on Level 3 programmes can study different qualifications: A Levels, Applied General (for example BTEC National Business); Tech Level (for example Mechanical Engineering). At Level 3 Brent secondary schools deliver mainly A Level courses, and some Applied General and Tech Level courses, and the College of North West London delivers mainly Tech Level and Applied General courses and some A Levels.



4.8.3 Brent's 2018 average A Level average point score per qualification was 33, marginally above the London average 32 and equal to the national average. 10 points equals one A Level grade. Therefore, on average, Brent students attained a grade C in each of their three A Level subjects.



- 4.8.4 Brent students attained an average grade of C (30 points) in Applied General qualifications which is above both the national and London averages. Applied General qualifications have been revised and their assessment made more challenging, which makes it difficult to compare the 2018 results with previous years.



- 4.8.5 For Tech Level courses Brent's average point score was 36 which is well above the national and London averages.

4.8.6 Brent Key Stage 5 results by school

Post 16 - 2018 Final	A Level		Applied General		Tech Level
School	APS per entry	Progress Score	APS per entry	Progress Score	APS per entry
Alperton Community School	26.82	-0.06	31.35	0.69	NE
Ark Academy	34.22	0.21	33.48	0.26	NE
Ark Elvin Academy	18.99	0.32	26.76	-0.3	NE
Capital City Academy	27.03	-0.25	31.13	0.05	NE
Claremont High School	31.64	0.15	30.22	0.44	NE
Convent of Jesus and Mary Language College	25.02	-0.72	39.63	0.87	NE
JFS	42.74	0.28	31.92	0.58	47.14
Kingsbury High School	33.36	0.17	NE	NE	NE
Newman Catholic College	14.95	-1.03	SUPP	-0.91	NE
Preston Manor School	30.32	0.14	25.00	-0.21	NE
Queens Park Community School	32.17	-0.03	NE	NE	NE
St Gregory's Catholic Science College	31.66	0.13	30.00	-0.24	NE
The Crest Academy	14.45	-0.48	23.96	0.25	16.00
Wembley High Technology College	35.34	0.41	NE	NE	NE
Brent	32.65	NA	29.99	NA	35.82
National	32.12	0	28.43	0	28.11

Below National
Above National
SUPP: Suppressed
NE: No Entry

5.0 Financial Implications

5.1 There are no financial implications from this report.

6.0 Legal Implications

6.1 There are no legal implications from this report.

7.0 Equalities Implications

7.1 This report includes the analysis of gaps between groups of pupils by: gender; disadvantage; special educational needs and/or disabilities (SEND); English as an additional language (EAL). The analysis is used to monitor the priority groups for the Strategic Framework for School Effectiveness 2017-2020, and to guide the work of Setting and School Effectiveness Service and its local school improvement partners.

8.0 Consultation with Ward Members and Stakeholders

8.1 Stakeholders were consulted on the formation of the Strategic Framework for School Effectiveness 2017-2020 and its strategic priorities.


9.0 Member request

9.1 Cllr Ketan Sheth, Committee chair; 10 January 2019

Report sign off:

Gail Tolley
Strategic Director Children and Young People

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 Brent	Community Wellbeing Scrutiny Committee 18 March 2019
	Report from the Strategic Director Children and Young People
Raising the Achievement of Boys of Black Caribbean Heritage in Brent	

Wards Affected:	All
Key or Non-Key Decision:	
Open or Part/Fully Exempt: <small>(If exempt, please highlight relevant paragraph of Part 1, Schedule 12A of 1972 Local Government Act)</small>	Open
No. of Appendices:	None
Background Papers:	None
Contact Officer(s): <small>(Name, Title, Contact Details)</small>	Brian Grady Operational Director Safeguarding, Partnerships and Strategy brian.grady@brent.gov.uk John Galligan Head of Setting and School Effectiveness john.galligan@brent.gov.uk

1.0 Purpose of the report

- 1.1 School standards are a corporate priority for Brent Council as set out in the Borough Plan 2019-23 which was agreed by Full Council in February 2019. The plan sets out five strategic priorities, including: Every opportunity to succeed – working in partnership to support children and young people’s educational attainment and training.
- 1.2 There is a commitment to raise the attainment of particular groups and narrow the gap with their peers for boys of Black Caribbean heritage as well as other groups including Somali boys and girls and Travellers of Irish heritage. It is felt justified for this report to focus on boys of Black Caribbean heritage because according to the data presented to committee on school standards in March 2018, their attainment is improving but at a slower rate than other groups and in effect they are falling further behind. The report showed that at the end of Key Stage 2 the attainment of boys of Black Caribbean heritage had increased by four percentage points but the gap with the national average for all pupils had widened to 23 points below the national

average. In 2016, Brent's boys of Black Caribbean heritage were 19 points below the national average for all pupils.

2.0 Selection

- 2.1 Members of the scrutiny committee discussed the underachievement of certain groups among Brent's pupils, including boys of Black Caribbean heritage, when it discussed the annual School Standards and Achievement report in March 2018. As part of the committee's discussions to agree its new work programme for 2018/19, members agreed they wanted a dedicated report on the underachievement of boys of Black Caribbean heritage in Brent.
- 2.2 This report covers the items requested for inclusion by the Chair of the Community and Wellbeing Scrutiny Committee.

3.0 Information

- 3.1 The most underperforming group nationally is white disadvantaged boys and this is also the case in London. The boys of Black Caribbean heritage group (including boys of mixed Black Caribbean heritage) is also underperforming nationally and London-wide. Of all Brent's significant groups, boys of Black Caribbean heritage is the only group which has continued to significantly underperform over the last three years.
- 3.2 There has been extensive research over decades which has identified the most significant factors that lead to successful outcomes for pupils of Black Caribbean heritage in schools. The findings fall into the following broad areas:
- Effective leadership to ensure that pupils of Black Caribbean heritage achieve well and that achievement gaps are narrowed
 - Teachers and school leaders' knowledge, skills and understanding of the factors that lead to the underachievement of Black Caribbean pupils
 - Effective parental engagement
 - Raising aspiration and ambition for pupils at all levels
 - High quality teaching, learning and assessment, and early intervention and support for pupils who are underachieving, or are at risk of underachievement.
 - Relevant and motivational curriculum where black achievement is embedded in and integral to the curriculum offered
 - Pupil voice, and pupil engagement and contribution to their own success.
 - Tackling racism and stereotyping.
- 3.3 The 2018 regional data for the performance of groups is not available. However, the Greater London Authority's (GLA's) 2017 Annual Education Report shows that the performance of this group across London was similar to Brent. As a consequence the GLA commissioned a research report Boys on Track - Improving support for Black Caribbean and Free School Meal-Eligible White Boys in London which was published on 10 December 2018. The report identified seven key 'areas for action', which are:
1. Enhancing pupils' emotional wellbeing and mental health.
 2. Working with parents and families, involving them in their children's education.
 3. Securing access to high quality early years provision.
 4. Raising teachers' expectations and addressing their biases.

5. Recruiting and retaining a more diverse teaching workforce.
6. Enhancing access to work experience opportunities, careers guidance, and support into employment.
7. Encouraging peer support among young people.

These findings are not dissimilar to the research findings over previous decades.

- 3.4 It was clear to all education partners in Brent that there has been a huge amount of national and regional research projects into the reasons for underperformance, but not enough sustained and embedded action to address the issues of under-performance and not enough dissemination of best practice to ensure that this group attains results that are comparable to the very highest attaining groups.
- 3.5 To address the concerns raised at the Community and Well-being Scrutiny Committee and put in place the strategy to address the issues, a Black Caribbean Strategy Group was established by the Brent Schools Partnership (BSP). This consists of headteachers and senior representatives from schools across all phases, the local authority, the Teaching School Alliances and the BSP. This strategy group is chaired by the headteacher of the BSP Specialist Centre for Black Caribbean Achievement (Chalkhill Primary School). Chalkhill was chosen because of the quality of its work in improving the outcomes for pupils within this group. Over the last two years, Chalkhill's leaders have been sharing their best practice with other schools through training, school visits, shared activities including aspirational careers events and advice.
- 3.6 The strategy group has met regularly since September 2017 and developed a strategic framework setting out actions to be taken by a range of stakeholders to strengthen capacity and expertise in schools to raise the achievement of pupils of Black Caribbean heritage, and to support parents to contribute to their children's learning and their personal social and emotional development. To deliver this, in March 2018, the Strategic School Effectiveness Partnership Board (SSEPB) agreed to develop a proposal from the Director of Children's Services to Schools Forum.
- 3.7 The proposal was agreed by the SSEPB in May 2018 and presented to Schools Forum in June. Schools Forum approved the initiative and £561,750 of funding over two years. The initiative includes the following strands:
 - A supported rigorous and robust analysis of the performance of pupils of Black Caribbean heritage and the effectiveness of key aspects of schools' practice to ensure the pupils achieve well.
 - The designation of a Black Caribbean Achievement Champion in every school in Brent for a period of two years. The Champion will lead on the school's plan to improve outcomes for pupils of Black Caribbean heritage, including monitoring its impact and engagement with parents/carers.
 - A programme of half termly training for Black Caribbean Achievement Champions to ensure high levels of skills and competencies to deliver their role effectively, leading to real impact on outcomes in schools.
 - A programme of training for groups of staff and for school governors.
 - The development of online resources for parents on strengthening their role and contribution to improving their children's learning and progress, and reducing the likelihood of their children being excluded from schools. This would provide links to opportunities for accreditation, face-to-face advice and workshops. The resources will draw on the experience and expertise of local community groups.
 - Leadership and management of the overall Black Caribbean Strategy, including regular collation and analysis of the attainment and progress of pupils of Black Caribbean heritage.

- 3.8 The aim is that within two years, practice will be embedded to ensure sustainability for the future, and that at the end of two years there will be measurable impact in the outcomes data for boys of Black Caribbean heritage. The funding has been allocated to the Brent Schools Partnership to lead and manage the programme. The BSP will provide reports to the Schools Forum on the delivery of the milestones and their impact.
- 3.9 The programme has started with the appointment during the autumn term 2018 of a Champion to lead this work in nearly all schools. The Champion is tasked with evaluating the quality of provision for this group using the audit framework Success for All, Raising Boys of Black Caribbean heritage Achievement which has been devised and trialled last year by Brent Schools Partnership. The Champion has been supported through a training programme which enables peer networking and will receive one day of support from a BSP School Improvement Specialist to complete the audit. The audit evaluates the education of boys of Black Caribbean heritage for each of the following areas: outcomes; the effectiveness of leadership and management; the quality of the curriculum and teaching, learning and assessment; personal development, behaviour and welfare. The audit includes interviews with pupils, parent and governors, and includes an evaluation of the strength of communication with parents and community links.
- 3.10 From the audit, the Champion will be able to identify what is working well and to put in place a plan to address the areas requiring improvement. This process also enables the identification of best practice to disseminate across the borough through the network of Champions and will inform other borough-wide actions.
- 3.11 The project is very much focused on ensuring the best possible provision for every boy. It is important to state that over 40 per cent of the group are meeting national expectations for results at the end of the primary and secondary phases, and their success must be celebrated alongside the success of the majority of pupils in Brent. This project is aiming to ensure that the boys in the 20 percentage point gap also attain their full potential. The evaluation of provision in each school will identify the factors that affect the group and individual pupils which may vary across the borough. It is important to avoid any over-generalisation of the factors that may be affecting the boys who are underperforming. The Champion is instead expected to monitor the data for every boy which includes their attendance and progress data (that school leaders usually collect from teachers every term), and to put in place the appropriate actions and interventions that address any individual boy's underperformance.
- 3.12 Governing boards have an important role in improving the outcomes for this group. Ofsted's school inspection handbook states that in forming its judgement on the quality of leadership and management inspectors will evaluate "how effectively leaders monitor the progress of groups of pupils to ensure that none fall behind and underachieve, and how effectively governors hold them to account for this." For this reason the 2017 Annual Governors' Conference theme was 'Outcomes for all: the role of governors in ensuring all groups of pupils achieve their very best'. The conference included two case studies of successful practice. The headteacher and chair of governors of Kingsbury Green Primary School presented their work "Strong Governance: ensuring achievement for all" showing how their data tracking and scrutiny of data had led to the improvement of attainment of the school's priority groups including boys of Black Caribbean heritage and Chalkhill Primary School presented a case study of its work with parents which has improved attainment for this group. This best practice has informed the audit tool. The conference also helped governors to understand the importance of attainment for all groups however small in numbers they may be.

- 3.13 To highlight the role of governors in the current initiative a joint local authority and BSP meeting was held for Chairs and Vice Chairs of Governors in January 2019 to inform them of the detail and set the expectations of their leaders. The meeting was very well attended and has led to governing boards holding leaders to account, for example, asking for the Champion to attend a full governing board meeting to update them on the progress and impact of their work.
- 3.14 Parental engagement is key to improving outcomes, which is why the initiative is also working with parents to develop resources that will help them to best engage with and support their children's learning. The on-line resource is currently in the development stage and supported by consultation with groups of parents, and governors will be also be consulted about its development following the high level of interest from parent governors at the January meeting.
- 3.15 The Borough Plan's strategic priority 'Every opportunity to Succeed' states that a desired outcome is the "Improvement in key stage results for boys of Black Caribbean heritage". As a consequence all services across Brent Council have been considering how their delivery could be modified or developed to better support the outcomes of this group. For example, under the strategic priority 'Strong foundations' the Borough Plan highlights the roll-out of family hubs which will be important in engaging the parents and children to ensure that they are supported to get the very best outcomes.
- 3.16 The Borough Plan also states the council's commitment to contextual safeguarding which will support services to understand and respond to the risks that some of the boys within this group face in their neighbourhoods, schools and online.

Conclusion

- 3.17 School leaders across the borough have overwhelmingly supported the initiative for raising the achievement of boys of Black Caribbean heritage. They have appointed Black Caribbean Achievement Champions, signed commitment forms and released their staff for training. Outcomes are time-lagged and as this initiative has just started the largest improvement in outcomes should be evident at the end of the programme in 2020.
- 3.18 The 2018 educational outcomes data for boys of Black Caribbean heritage shows that attainment at Key Stage 2 increased, and that the gap with the national average has remained the same halting last year's increase. Similarly gaps remain constant at Key Stage 4. The expectation is that the strong commitment demonstrated by local school leaders over the last year to improving the achievement of boys of Black Caribbean heritage and the council's commitment in the new Borough Plan will reduce the gaps at all key stages by 2020 and will close the gaps by 2023.

4. Data

4.1 School roll

- 4.1.1 The January 2018 School Census data shows that there are 1,930 boys of Black Caribbean Heritage in Brent schools forming four percent of the whole school population. The percentage has remained constant over the last three years. Of these 39 per cent (750) are disadvantaged pupils (entitled to support from the Pupil Premium grant) which is significantly above the Brent average of 31 per cent.

- 4.1.2 The data on ethnic groups for each school is not published. Of Brent's 85 schools, at five schools boys of black Caribbean heritage are more than ten per cent of the school roll and at a further 21 schools the group is over five per cent of the school roll. Four Brent schools do not have any boys of Black Caribbean heritage. These schools have also been encouraged to support and participate in the project.

4.2 Exclusions

2016-17				2017/18			
Brent Permanent Exclusions (PEX)	Black Caribbean boys PEX	% of total PEX	% of Black Caribbean cohort PEX	Brent PEX	Black Caribbean boys PEX	% of total PEX	% of Black Caribbean cohort PEX
59	10 (4)	17%	0.67%	47	7 (1)	14.9%	0.47%
Brent Fixed Term Exclusions (FTEEx)	Black Caribbean boys FTEEx	% of total FTEEx	% of Black Caribbean cohort FTEEx	Brent FTEEx	Black Caribbean boys FTEEx	% of total FTEEx	% of Black Caribbean cohort FTEEx
1611	200	12%	13.55%	1634	175	10.7%	11.86%

- 4.2.1 The data on the fixed (FTEEx) and permanent exclusions (PEX) of Brent residents shows that both the fixed term exclusions and permanent exclusions of boys of Black Caribbean fell in 2018 compared to 2017. This mirrors the overall fall in exclusions in the borough. However, when compared to the proportion of boys of Black Caribbean heritage on roll (four per cent), the group is significantly over-represented in fixed and permanent exclusions.

4.3 Outcomes

Early Years Foundation Stage

Early Years Foundation Stage % attaining GLD - 2018				
DfE category	Cohort	LA	National	GAP
AIND	613	79	80	-1
APKN	192	72	66	6
BAFR	464	71	71	0
BSOM	263	69	68	1
BCRB	282	68	70	-1
WBRI	307	80	74	6
WEEU	422	64	63	1
WROM	6	67	35	32
All Pupils	3757	70	72	-2

- 4.3.1 At the Early Years Foundation Stage, in 2018, of Brent's significant ethnic groups the attainment of a good level of development (GLD) of the Asian Indian (AIND), Asian

Pakistani (APKN) and White British (WBRI) groups was at or above the national average for all pupils. The Black African (BAFR) group was marginally below the national average. The Black Somali (BSOM), Black Caribbean (BCRB), White Eastern European (WEEU) and White Roma (WROM) groups were between three and eight percentage points below the national average.

Early Years Foundation Stage - % attaining GLD - 2018				
DfE category	Cohort	LA	National	GAP
BCRB - Boys	149	64	62	2
All Pupils	3757	70	72	-2

- 4.3.2 The attainment of boys of Black Caribbean heritage was eight percentage points below the national average for all pupils but two percentage points above the national average for this group.

Key Stage 1

KS1 - % of pupils attaining the expected standard in 2018										
DfE category	Cohort	Reading			Writing			Maths		
		LA	National	GAP	LA	National	GAP	LA	National	GAP
AIND	588	80	84	-4	78	82	-4	84	86	-2
APKN	203	76	72	4	67	68	-1	73	72	1
BAFR	212	80	78	1	74	74	0	77	76	1
BSOM	327	74	75	-1	65	70	-4	74	76	-1
BCRB	331	78	73	5	63	65	-2	70	70	0
WBRI	336	81	76	4	72	70	2	82	77	5
WEEU	456	72	67	5	67	64	3	77	73	4
All Pupils	3893	75	75	0	68	70	-2	75	76	-1

- 4.3.3 In 2018, of Brent's significant ethnic groups, the attainment for the Asian Indian (AIND), Black African (BAFR) and White British (WBRI) groups was above the national averages for all pupils in reading, writing and mathematics. The Asian Pakistani (APKN) and Black Caribbean (BCRB) groups were also above in reading, at or above in mathematics but below in writing. The Black Somali (BSOM) and White Eastern European (WEEU) were below the national average for all pupils in all three subjects.

KS1 - % of pupils attaining the expected standard in 2018										
DfE category	Cohort	Reading			Writing			Maths		
		LA	National	GAP	LA	National	GAP	LA	National	GAP
BCRB - Boys	141	73	69	4	55	58	-3	66	66	0
All Pupils	3893	75	75	0	68	70	-2	75	76	-1

- 4.3.4 Boys of Black Caribbean heritage were below in all three subjects; two percentage points in reading, 15 percentage points in writing and ten percentage points in mathematics.

Key Stage 2

	KS2 - % of pupils attaining the expected standard in 2018												
	Cohort	RWM			Reading			Writing			Maths		
DfE category		LA	National	GAP	LA	National	GAP	LA	National	GAP	LA	National	GAP
AIND	527	65	77	-12	72	81	-9	78	87	-9	83	88	-5
APKN	218	67	61	6	77	70	7	78	77	1	82	75	7
BAFR	675	65	66	-1	75	75	0	76	80	-4	79	78	2
BSOM	341	60	64	-3	70	72	-3	70	78	-8	78	78	0
BCRB	378	47	55	-8	64	70	-6	69	73	-4	63	66	-3
WBRI	331	73	65	9	83	76	7	83	79	4	81	75	6
WEEU	334	58	57	1	70	65	5	68	71	-3	77	74	3
All Pupils	3644	63	64	-1	73	76	-3	76	79	-3	78	76	2

- 4.3.5 At Key Stage 2, the Black Caribbean (BCRB) group was 17 percentage points below the national average for all pupils attaining the expected standard in reading, writing and mathematics at the end of Key Stage 2 and the Black Somali (BSOM) group was four percentage points below. The attainment of the whole Black African group (BAFR), Asian Indian (AIND), Asian Pakistani (APKN) and White British (WBRI) groups was above the national average. The White Eastern European (WEEU) group continued to be six percentage points below. The results for the Travellers of Irish Heritage and Gypsy/Roma groups cannot be reported this year because there were less than five pupils.

		KS2 - % of pupils attaining the expected standard in 2018											
DfE category	Cohort	RWM			Reading			Writing			Maths		
		LA	National	GAP	LA	National	GAP	LA	National	GAP	LA	National	GAP
BCRB Boys	189	41	49	-8	58	64	-6	58	64	-6	60	63	-3
All Pupils	3644	63	64	-1	73	76	-3	76	79	-3	78	76	2

- 4.3.6 There was a three percentage point increase in the attainment of boys of Black Caribbean heritage in reading, writing and mathematics combined at the end of Key Stage 2 compared to 2017. Although this was higher than the overall increase in Brent, it was the same as the increase in the national average. The gap therefore remained at 23 percentage points below the national average for all pupils.

Key Stage 4

Key Stage 4 - 2018										
DfE category	Cohort	Progress 8			Attainment 8			4+ in English and Maths		
		LA	National	GAP	LA	National	GAP	LA	National	GAP
AIND	465	1.24	0.72	0.52	50.6	56.3	-5.7	64.3	76.5	-12.2
APKN	175	0.62	0.23	0.39	50.3	45.7	4.6	68.6	57.4	11.2
BAFR	417	0.31	0.31	0.00	47.7	47.5	0.2	63.1	61.3	1.8
BSOM	215	0.30	0.21	0.09	45.7	44.8	0.9	57.7	56.7	1.0
BCRB	210	-0.32	-0.30	-0.02	38.0	39.6	-1.6	43.8	43.8	0.0
WBRI	114	-0.01	-0.14	0.13	51.3	46.1	5.2	70.2	59.8	10.4
WEEU	142	0.82	0.63	0.19	45.7	43.6	2.1	54.9	53.5	1.4
All Pupils	2858	0.54	-0.02	0.56	49.8	46.4	3.4	65	60.1	4.9

- 4.3.7 At Key Stage 4 in 2018 the attainment of the Black Caribbean (BCRB) group continued to be eight points below the national average for all students. The attainment of the Black Somali (BSOM) group increased to 45.7 points which narrowed the gap with the national average for all pupils to less than one point. The Asian Pakistani (APKN) and White British (WBRI) groups were also above the national average and above their group nationally, and the Asian Indian (AIND) was above the national average. With the exception of the Black Caribbean (BCRB) group, all of Brent's significant groups made more progress at secondary school than the national average for all students. The numbers for the Gypsy/Roma students and Travellers of Irish Heritage (WIRT) groups cannot be reported because the cohorts were below five.

Key Stage 4 - 2018										
DfE category	Cohort	Progress 8			Attainment 8			4+ in English and Maths		
		LA	National	GAP	LA	National	GAP	LA	National	GAP
BCRB Boys	97	-0.61	-0.59	-0.02	33.7	35.5	-1.8	37.1	36.2	0.9
All Pupils	2858	0.54	-0.02	0.56	49.8	46.4	3.4	65	60.1	4.9

- 4.3.8 The data for Boys of Black Caribbean heritage shows that attainment at the end of Key Stage 4 continued to be well below the national average. The attainment gap continues to be high at 13 points below the national average and 16 points below the Brent average (approximately one and half grades in each subject).

5.0 Financial Implications

- 5.1 There are no financial implications from this report.

6.0 Legal Implications

- 6.1 There are no legal implications from this report.

7.0 Equalities Implications

- 7.1 This report includes the analysis of gaps between ethnic groups including boys of Black Caribbean heritage. The analysis is used to monitor the priority groups for the

Strategic Framework for School Effectiveness 2017-2020, and to guide the work of Setting and School Effectiveness Service and its local school improvement partners.

8.0 Consultation with Ward Members and Stakeholders


8.1 Stakeholders were consulted on the formation of the Strategic Framework for School Effectiveness 2017-2020 and its strategic priorities.

9.0 Member request

9.1 Cllr Ketan Sheth, Committee chair; 10 January 2019

Report sign off:

Gail Tolley
Strategic Director Children and Young People

	Community and Wellbeing Scrutiny Committee 18 March 2019
	Report from the Strategic Director of Policy Performance and Partnerships
Contextual Safeguarding: Overview and Scrutiny Task Group	

Wards Affected:	All
Key or Non-Key Decision:	Non-key
Open or Part/Fully Exempt:	Open
No. of Appendices:	1
Background Papers:	None
Contact Officer:	James Diamond, Scrutiny Officer, Strategy and Partnerships, Chief Executive's Department, james.diamond@brent.gov.uk 020 8937 1068

1.0 Purpose of the Report

- 1.1 To update committee members with the report from the members' overview and scrutiny task group which was set up to review contextual safeguarding.

2.0 Recommendation(s)

- 2.1 Members of the committee to discuss and agree the contents of the task group report, particularly the recommendations for Brent Council's Cabinet.

3.0 Detail

3.1 Background

- 3.2 The Community and Wellbeing Scrutiny Committee can commission evidence-based reviews of a policy area of function of the local authority, which are led by non-executive members. As part of the work programme discussion, members of the committee discussed a variety of areas which they would like to examine in greater detail. One of these was contextual safeguarding.

- 3.3 Contextual safeguarding is a commitment in the Borough Plan 2019-2023. Safeguarding is felt to be a highly relevant area for a scrutiny review in terms of corporate priorities as well as meeting concerns of the borough's residents. For the above reason, committee proposed that its 2018/19 work programme would include a task group to review contextual safeguarding and how this new approach could be introduced more widely with support from across the council. The committee formally set up the members' task group on 8 October 2018. Committee agreed Councillor Hylton would chair the task group, and the other members would be Councillor Patterson and Councillor Donnelly-Jackson.
- 3.4 Members of the task group were asked by the committee to develop up to five recommendations for Brent Council's Cabinet. On 30 January, the task group presented an interim report to the Community and Wellbeing Scrutiny Committee which included early feedback about their findings and areas in which they might make recommendations in the final report. The areas were set out in the committee report. They have now been developed into five specific recommendations which are set out in full on page 5 of the report.

4.0 Financial Implications

- 4.1 If a recommendation was to be accepted and implemented then the financial implications would need to be accounted for in a subsequent report to Cabinet. However, none of the task group's recommendations to the Community and Wellbeing Scrutiny Committee have significant financial or Budget implications.

5.0 Legal Implications

- 5.1 There were no discussions of individual cases as part of the task group's work. Information did not include family court proceedings papers which require authorisation from the court before disclosure under the Family Procedure Rules 12.73(1) (b).

6.0 Equality Implications

- 6.1 There are no immediate equalities implications arising from this report for the local authority. However, if the proposed recommendations are accepted and implemented then they would help to reduce wider social inequalities in the borough, particularly for groups overrepresented in safeguarding concerns.

7.0 Consultation with Ward Members and Stakeholders

- 7.1 Ward members who are committee members have been involved in this report.

REPORT SIGN-OFF

Peter Gadsdon

Director Performance Policy and Partnerships



Contextual Safeguarding in Brent

An Overview and Scrutiny Task Group Report

Chair, Councillor Orleen Hylton

Community and Wellbeing Scrutiny Committee

March 2019

Task group membership

Councillor Orleen Hylton, task group chair

Councillor Fleur Donnelly-Jackson

Councillor Luke Patterson

The task group was set up by Brent Council's Community and Wellbeing Scrutiny Committee on 8 October 2018.

Committee Contacts:

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Chair's Foreword

Many residents will be aware of the serious incidents of youth violence in Brent involving adolescent children. Sadly, some people have been affected personally by incidents of knife crime, acts of serious youth violence, and gangs.

To address this situation Brent Council is now developing its own approach to what is called contextual safeguarding. Simply put, it means addressing risks to adolescents which are outside their families. Contextual safeguarding is new and the council is at an early stage of developing its approach. That has meant that as members we have been able to review contextual safeguarding and offer our perspectives at a timely stage. While we are not safeguarding professionals we do represent our communities and are well aware of the problems many adolescent children have and what the risks to them are in the borough's high streets, parks, and from the digital world of social media.

I think that the task group has come away with a sense that even in these difficult times for local government there are things that can be done across the local authority to help safeguard adolescent children using a 'contextual' approach, and we look forward to seeing how they will develop.

I would like to thank all those who gave up their time to meet with me and the other members of the task group while we carried out our work, and thank them for the many discussions we had. Finally, I would like to say a thank you to Councillor Luke Patterson and Councillor Fleur Donnelly-Jackson, who served on the task group, for their valuable input and suggestions.

Councillor Orleen Hylton

Chair, Overview and Scrutiny Task Group

Recommendations:

The Overview and Scrutiny Task Group makes the following recommendations to Brent Council's Cabinet:

Recommendation 1: To support bringing together representatives from Transport for London, bus companies, and employee representatives with schools, further education colleges, the council, and statutory Boards to address concerns about adolescents on the transportation and bus network.

Recommendation 2: To further support organisations working with young people to promote and develop extra-school activities, particularly in the summer months, for Brent's adolescent children.

Recommendation 3: Brent's approach to contextual safeguarding should specifically develop its work with further education colleges to help address the risks faced by adolescent children in this context.

Recommendation 4: A future Social Media Strategy should include how the local authority can work in partnership with external organisations or companies to address areas of concern in adolescents using social media and being online which are identified by Brent Council's approach to contextual safeguarding.

Recommendation 5: To develop a one-off public information campaign working with partner organisations and the community to support the development of contextual safeguarding in Brent.

Methodology

As part of this review the task group has focused on face-to-face meetings to gather qualitative evidence and to help inform its understanding of the contextual safeguarding approach. Members have met with the Strategic Director for Children and Young People, Operational Director Safeguarding, Partnerships and Strategy, Operational Director Integration and Improved Outcomes, and the Cabinet Member for Safeguarding, Early Help and Social Care. The task group also met with officers outside of the Children and Young People Department such as the Head of Community Protection, and Head of Planning, Transport and Licensing as well as representatives from secondary schools, a pupil referral unit, and the Independent Chair of the Brent Local Safeguarding Children Board (LSCB). Members of the task group took part in four meetings, set out in Appendix A, corresponding to the terms of reference in the original scoping paper, based around four themes. Broadly, the themes for each of the meetings were:

- overview of contextual safeguarding and the council
- implementing contextual safeguarding
- working with schools and the community
- resources, budget and strategic priorities.

The task group's work was focused on understanding contextual safeguarding from the perspectives of different stakeholders, and it concentrated on the terms of reference of evaluating whether it is applicable to the borough, how it can be developed as a cross-cutting local authority initiative, and understanding how Brent's approach is being developed. The scoping paper limited the task group to making up to five recommendations to the council's Cabinet on the basis of the evidence it gathered. The task group gave an interim report to the Community and Wellbeing Scrutiny Committee on 30 January 2019 so there could be early input into the areas for recommendation by the committee. At that stage the task group had broad areas for recommendations. The task group has worked within the limits of the terms of reference, time and a fixed number of meetings. That means that the report is a partial evaluation and cannot be the complete picture. Working within the wider community will be a substantial area and when contextual safeguarding is looked at again by the scrutiny committee this area should be developed in more detail, including what input there could be from community

groups.

Chapter 1: Contextual Safeguarding

Background

1. Brent Council, working with partner organisations and agencies, has specific duties to safeguard and promote the welfare of children. The council works with other agencies to safeguard children by protecting them from abuse and maltreatment, promoting health and development, and ensuring they can grow up in a safe and caring environment. The local authority has powers to protect a child who is suffering or thought likely to be suffering from significant harm or neglect, and interventions are co-ordinated through a multi-agency child protection system. At a strategic level, the Brent Local Safeguarding Children Board (LSCB) brings together the local authority, police, NHS bodies and partner organisations in the borough to ensure there is co-ordinated and effective multi-agency work to safeguard children.¹

2. Traditionally, the focus of children's safeguarding has been on risks to children which exist within a family such as domestic abuse or neglect. However, it is increasingly recognised by safeguarding practitioners that risks to an adolescent child can emerge outside their family homes. This challenges practitioners to recognise the limits of the current focus. In recent years, this awareness has crystallised into a new approach called contextual safeguarding, which has been developed by Dr Carlene Firmin at the University of Bedfordshire's International Centre. The approach as developed by Dr Firmin and other academics asks practitioners to address the risks present in 'contexts' outside the home such as peer groups, schools and neighbourhoods in which an adolescent child lives. Contextual safeguarding recognises that the adolescent child is increasingly spending a greater part of their time outside of the family and in these other 'contexts'. These contexts are often outside of the influence of families but can have an effect on them.

3. The risks can include youth violence, gangs, involvement in crime and county lines, and child sexual exploitation. In the context of neighbourhoods the risks to

¹ Brent Local Safeguarding Children Board Annual Report 2016-17, p6

adolescents could be from street victimisation and robbery in parks and shopping centres. Within schools there can be risks from bullying, including sexual bullying, 'corridor culture', and issues with social media. In peer groups the risks can include partner violence, gangs, peer group violence, and harmful sexual behaviour. These risks can overlap and an adolescent child can be vulnerable to multiple risks.² Contextual safeguarding requires that these 'contexts' are assessed and effective interventions devised for safeguarding adolescent children.³

4. Contextual safeguarding is increasingly influential. Working with the Contextual Safeguarding Network, which has developed toolkits and leads on learning events, local authorities are integrating the approach into their practice. The London Borough of Hackney with the University of Bedfordshire was awarded £2million by Department for Education's Children's Social Care Innovation Fund in 2017 to introduce a contextual safeguarding framework.⁴ So far, Hackney has introduced an initial framework for Contextual Safeguarding Conferences which is being piloted. The conference provides a multi-agency response to risks and is developing neighbourhood interventions in a particular area. There have also been school pilots, including a whole school assessment in a secondary school which focused on extra-familial risks; as well as a review of the Child and Family Assessment Framework. The Contextual Safeguarding Team in Hackney is also working with Children in Need, Looked After Children and Youth Offending Service to develop and support the practice.⁵

Guidance and Procedures

5. Contextual safeguarding has been incorporated into guidance and procedures which Brent Council follows. In July 2018 the Government's statutory guidance 'Working Together to Safeguard Children' was updated and makes reference to contextual safeguarding. It emphasises that as well as threats to children's welfare

² Carlene Firmin, *Contextual Risk, Individualised Responses: An Assessment of Safeguarding Responses to Nine Cases of Peer-on-Peer Abuse*, Child Abuse Review Vol. 27:42–57 (2018); Published online 21 February 2017 in Wiley Online Library, p43

³ Carlene Firmin, *Contextual Safeguarding: An Overview of the Operational, Strategic and Conceptual Approach* (Contextual Safeguarding Network, 2017), pp.2-3

⁴ www.hackney.gov.uk/contextual-safeguarding

⁵ Full Year Report to Members 2017/18 Children and Families Service (London Borough of Hackney, October 2018), p10

from within a family, children may be vulnerable to abuse or exploitation from outside such as at a school or other educational institution, in peer groups, the wider community, or online. Threats include exploitation by criminal gangs, trafficking, online abuse, sexual exploitation and extremism leading to radicalisation. The updated national guidance is clear that assessments in these cases should focus on the environment of the child, and interventions should address that environment.⁶

6. The London Safeguarding Children Board is at present updating its own policies and procedures. The Board is developing a supplementary chapter on safeguarding adolescents in the London Child Protection Procedures. Informing this work is the London Safeguarding Adolescents Steering Group, supported by the University of Bedfordshire. The guidance will outline the procedures professionals should follow when responding to the risks young people face outside of the home.⁷

London Borough of Brent and Council

7. The London Borough of Brent is an outer London area, and the sixth largest in the capital in terms of population with an estimated 332,100 residents. Population has grown significantly, and it is one of the most multi-cultural areas in the country with many different languages spoken in the borough. Brent is the mostly densely populated outer London borough.⁸ Brent is characterised by large estates of regenerated former council housing such as at South Kilburn, Stonebridge, and Chalkhill, as well as neighbourhoods with high rates of owner occupation which have experienced significant gentrification. Around one third of households live in private-rented sector housing. In recent years, private-sector led redevelopment, particularly at Wembley Park, has led to new high-rise housing. The borough's largest town centres are in Harlesden, Willesden, Kilburn, Kingsbury, Neasden, and Wembley. While there has been investment and improvement of the town centres they have also experienced decline. The borough has approximately 1,000 acres of open space; the largest include Fryent Country Park, and Roundwood Park in Harlesden.

⁶ *Working Together to Safeguard Children*, HM Government (July 2018), p23

⁷ www.londonscb.gov.uk/london-safeguarding-adolescents-steering-group

⁸ London Datastore, Greater London Authority

8. Brent Council is organised into five departments: Chief Executive's, Children and Young People; Community Wellbeing; Regeneration, Growth and Environmental Services; Resources. Children and Young People is led by a Strategic Director. Political leadership is provided by the Lead Member for Children's Safeguarding, Early Help and Social Care, and Statutory Lead Member for Schools, Employment and Skills. Ofsted inspected the Children and Young People department in May 2018, rating it as Good for overall effectiveness and outstanding for the experiences and progress of children in care and care leavers, but the experiences and progress of children who need help and protection were judged as Requires Improvement.⁹ As well as working with pre-school and school-age children and young people, the department supports some young people, for example care leavers, up until the age of 25.

9. While the borough's population has grown, the council's core funding from central government has fallen by 63% in real terms since 2010, and departmental expenditure has declined.¹⁰ Non-statutory services have reduced. After Council reduced the budget for Youth Services by £900,000 in 2015 all youth centres (except for Roundwood) and the detached Youth Work Team ceased from March 2016.

Brent's Adolescent Population

10. Brent's adolescent population reflects the multi-cultural character of the area. There are an estimated 78,777 under 18s, or 24.3% of the total population. In secondary schools 55.2% of pupils have English as an additional language.¹¹ The largest minority ethnic groups of children are Asian/Asian British and Black African.

11. A significant number of adolescent children live in poverty. The proportion of secondary school pupils entitled to free school meals is 12.5%, and 18.2% of children live in low-income households. Despite this relative deprivation, Brent's adolescent children perform well at secondary school. Secondary school attainment is above the national and London average.¹² The College of North West London, which has about 10,000 students, was rated Good by Ofsted in 2016. Brent has four special schools

⁹ Inspection of Local Authority Children's Services, Ofsted (July, 2018)

¹⁰ Draft Budget Proposals 2019/20-2020/21, Brent Council Cabinet 15 October 2019, pp.

¹¹ Brent Council, Children and Young People Department, 3 December 2016

¹² Annual School Standards and Effectiveness Report 2016/17 (Community and Wellbeing Scrutiny Committee, March 2018)

and two pupil referral units.

12. While attainment for Brent's secondary school pupils is strong, some groups of children are performing less well. These include Black Caribbean boys, Somali boys and girls, and Travellers of Irish heritage. Improving the outcomes for these pupils and those children with special educational needs and disabilities (SEND) is a priority for the council and schools.

Chapter 2: Task Group Findings

Brent's Approach

13. Brent Council is now developing its own approach to contextual safeguarding, which is being led by the leadership team in Children and Young People in co-operation with officers in other departments. This work is at an early stage although a commitment to contextual safeguarding is in the Borough Plan 2019-2023, which was agreed by Council on 25 February 2019. So far, there has been discussion and commitments made by senior managers which have informed actions in the new Borough plan, and research is being done to better understand activity across the council. A report will be made to the Council Management Team which will set out Brent Council's approach, including governance and developing a co-ordination across departments. The task group is of the view that this should start to develop specific outcomes which can be monitored.

14. Brent's approach envisages that all departments view the services they run through the 'lens' of contextual safeguarding, and it will be a cross-council initiative to influence the different 'contexts'.¹³ There is an emphasis on all departments contributing where they can, but there will be a particularly important role for Regeneration, Growth and Environmental Services, which oversees the council's responsibility for neighbourhoods and community safety. At the same time, it also sees a role for community organisations and leaders as well as organisations working with young people, such as Young Brent Foundation, to support contextual safeguarding.

¹³ Task Group Meeting 4

15. Contextual safeguarding is a generic model which can be adapted to suit the particular risks and needs of adolescent children in a local authority area. For its approach, Brent is defining adolescent children as those of secondary school age (11-18), starting from Year 7. The approach is also thinking about adolescent children as two discrete groups: the most high-risk, which is very small in number and who will probably already be in contact with services. For this group it is about adapting existing front-line work so it is informed by contextual safeguarding. The second group in effect encompasses every child. The approach with this group is emphasising public realm, and neighbourhood initiatives to minimize risks.

16. The development of Brent's approach is informed by key principles. One of the principles is the local authority working closely with two statutory boards – the Brent Local Safeguarding Children Board and the Brent Community Safety Partnership. Brent LSCB is also committed to a contextual safeguarding approach in its work. In January 2018, it organised a community learning event to after high-profile incidents of youth violence, which was addressed by Dr Carlene Firmin.¹⁴ The approach strongly informs the Safer Brent Community Strategy 2018-2021, which commits to reducing vulnerability and increasing safeguarding as priorities, safeguarding those at risk of Child Sexual Exploitation, and reducing the impact of gangs and knife crime.¹⁵ The other principles of Brent's approach include being preventative and responsive, and listening to the views of adolescent children, and their families.

17. Contextual safeguarding has already started to influence practice in the local authority ahead of any formal plan to develop it. The task group was given an example of how after stabbings of two young people in Kingsbury, there was a response by agencies, including representatives from the Youth Offending Service and Police, which developed a 'map' based on contextual safeguarding. It looked at how the area around the town centre could be made safer and what resources needed to be put in. Another example has been the day-to-day work of the Youth Offending Service which has already introduced Safety Mapping for those young people it works with. They are asked to indicate the neighbourhoods in the borough which they feel safe, using a red-amber-green system, and if a young person feels

¹⁴ Brent Local Safeguarding Children Board Annual Report 2017-18

¹⁵ Safer Brent: Brent Community Safety Strategy 2018-2021, pp.8-42

unsafe, for example, in travelling to school or attending an appointment then an appropriate plan is put in place while they are in the area.¹⁶

18. Contextual safeguarding has already started to influence existing internal structures. A Vulnerable Adolescents' Panel was set up in late 2016 and is chaired by the Operational Director for Integration and Improved Outcomes, and is attended by the Head of Community Protection, as well as police and health representatives. The Panel has assessed case studies to look at the relationship between vulnerability and the contexts which exist for vulnerable adolescents in Brent.¹⁷

Contexts

19. The 'context' of neighbourhoods will be a considerable area of work in developing contextual safeguarding in Brent. Young people often have a perception of particular areas as risky. The task group heard that some young people may not feel comfortable about travelling through all parts of the borough; there are public spaces such as parks and shopping centres which may not feel safe for some adolescents, and different groups of young people often won't go to particular neighbourhoods.

20. Neighbourhoods for some time have seen a contextual safeguarding approach by the local authority without it being labelled as such. For example, to improve neighbourhoods, Community Protection has been working jointly with the police to develop ongoing initiatives to improve the public realm and tackle issues of anti-social behaviour, crime and tackling safety issues through the Joint Action Groups covering Kilburn, Harlesden and Wembley. Often, this is in response to what residents say about a neighbourhood, and what makes them feel at risk. In the borough's high streets there is an ongoing monitoring for issues of gangs or child sexual exploitation at certain large fast-food restaurants with training offered to staff. There has also been engagement with the owners of smaller takeaway food shops.

21. In the local authority there has been work about how else neighbourhoods can be shaped to make them safer for adolescent children. For example, there has been

¹⁶ Task Group Meetings, 2 and 4

¹⁷ Task Group Meeting 1

discussion with town centre managers about how they can contribute, and training. Also, as part of the London Borough of Culture 2020 there will be a research project, involving Brent Youth Parliament, Young Ambassadors, Young Brent Foundation (an umbrella organisation for third-sector organisations working with young people), LSE Cities and the developers, Quintain, which will develop a charter for young people in public-private spaces. The charter will make recommendations for development that is welcoming for young people and supports youth culture.¹⁸

22. One key project has been identifying places of safety for adolescent children. Safe Spaces is looking at how the council and partners can develop a Safe Space in every neighbourhood. This type of approach is not new. London Citizens set up CitySafe in 2008, and CitySafe Havens are identified businesses, schools or public buildings which are a place of safety for those who feel at risk. Across London there are 600 CitySafe Havens, including some in Brent. A separate initiative is led by the Safe Places National Network. In certain neighbourhoods these initiatives are developed. For example, Newman Catholic College has been working with Citizens UK on initiatives to improve the safety of young people in the Harlesden area, including the creation of a Safe Space scheme involving shops in Park Parade and Harlesden High Street. A delegation of pupils from the school addressed a Council meeting last year, calling for funding to light up parts of Roundwood Park.

23. One aspect of neighbourhoods which was cited as an area of concern by different stakeholders was transportation and the transition from school to home. The task group heard that there are issues about the journey home from school. Many young people feel vulnerable, and fear crime.¹⁹ Transport is highlighted by the council as part of its actions around child sexual exploitation. It will be working with British Transport Police and Transport for London (TfL) to assess bus and Tube stations as potential places of vulnerability.

24. The bus network was also highlighted. Schools report having to deal with a large number of children using the bus network after school. At times, children are in uniform but sometimes they don't have an Oyster card and cannot get on a bus which means they end up hanging around in a nearby park. The Independent Chair of Brent LSCB said that there needs to be closer collaboration and more people

¹⁸ Task group meetings 1, 2

¹⁹ Task Group Meeting 2

taking responsibility for transport provision, and has proposed a workshop or summit which would bring together transportation and bus operators, police and schools.

25. As members we are aware of concerns of residents about many schoolchildren moving around the transportation network, particularly buses, in the after school hours and recognise the concerns and feelings of vulnerability which some young people may have. On that basis, we would like to make a recommendation to the Cabinet.

Recommendation 1: To support bringing together representatives from Transport for London, bus companies, and employee representatives with schools, further education colleges, the council, and statutory Boards to address concerns about adolescents on the transportation and bus network.

26. Schools are another important context. Schools are often a place of safety for children, especially when there are significant difficulties at home. Schools often have a strong relationship with the Police's Safer Schools Officers. But there is the issue of what happens to children outside of school hours or term-time. The task group was told that a school-age child can spend as little as 15% of his or her life in school. The task group was told that there can be an issue with 'losing' children over the summer holidays. Some children may even become gang affected at this time.²⁰ As mentioned, a role for organisations working with young people to develop contextual safeguarding is envisaged. Developing out-of-term activities is one in which these organisations could play an important role. So this area is another recommendation to the Cabinet.

Recommendation 2: To further support organisations working with young people to promote and develop extra-school activities, particularly in the summer months, for Brent's adolescent children.

27. While the academic literature refers to schools as a 'context', in Brent there needs to be a greater focus on further education, which the Children and Young People

²⁰ Task group meeting 3

department have recognised. The task group was told of the high number of adolescent children in further education. Many of Brent's young people, including vulnerable adolescents, leave school at 16 and go to college. But while schools have Safer Schools Officers, further education colleges do not have that dedicated police resource, and are covered by ward-level policing.²¹ The high number of adolescents in further education, and the importance of the borough's further education college means the task group would also like to make this recommendation to the Cabinet.

Recommendation 3: Brent's approach to contextual safeguarding should specifically develop its work with further education colleges to help address the risks faced by adolescent children in this context.

28. Peer groups is another context in which work has developed in advance of a formal plan or approach to contextual safeguarding being agreed. For example, Brent Council's Youth Offending Service has developed peer-network mapping to better understand what is going on in the peer groups of the young people it works with. The service has also commissioned organisations to help some of those young people develop a better understanding of positive and negative behaviours in peer groups.²² Schools support anti-bullying initiatives and the local authority works with schools and young people to organise a cross-borough event for National Anti-Bullying Week.

29. Social media and digital technology influences the contexts of neighbourhoods, schools and peer groups. It can be a positive force. For example, Community Protection is helping the borough to sign up to a new online platform called OWL (Online Watch Link). The platform allows local Neighbourhood Watch coordinators to communicate with residents, and to receive local crime alerts by email or SMS.²³

30. The task group heard about the issues which social media in particular can cause. Social media is a growing part of the world of the adolescent child, and it's thought that some children are spending a considerable amount of time on social media

²¹ Task group meeting 4

²² Task Group Meeting 2

²³ www.owl.co.uk/met/

outside of school with the rise of social networking through smartphones and online gaming. This technology is not new, but it has grown considerably in popularity.

31. However, the task group also heard about the problems it can cause in schools. Issues can include behavioural problems being made worse in a school because of social media and a resulting increase in vulnerability for some children. Problems can occur because of a child's or a parent's lack of knowledge in using smartphones and their settings. These are issues which many schools are addressing. The task group believes that social media is also a problem for further education colleges as well.

32. Brent Council has developed a Digital Strategy 2017-2020, agreed by Cabinet in 2017, which focuses on enabling the local authority to digitise services, and developing digital technology. The task group is of the view that any new Social Media Strategy should look at how it can help to address issues around social media and being online for Brent's adolescent children. This is another recommendation for the Cabinet.

Recommendation 4: A future Social Media Strategy should include how the local authority can work in partnership with external organisations or companies to address areas of concern in adolescents using social media and being online which are identified by Brent Council's approach to contextual safeguarding.

Risks

33. Risks described in the contextual safeguarding model, and referred to in the updated national guidance 'Working Together', are all present in Brent. A significant number of adolescents in Brent face one or more risks. The main focus for Brent's approach is on the issues of gangs, serious youth violence including county lines and child sexual exploitation (CSE). Radicalisation is not a significant priority in terms of scale and the work is done through Prevent, which works on a case-by-case basis.

34. Gang-related activity and county lines has a significant presence within the borough. There is a strong partnership response to keeping young people safe between the police and Children's Services. Gang intervention programmes have

been commissioned to work with children and young people on the periphery of gangs, and a gang mentor works with young people through Early Help, including the Youth Offending Service. The task group heard how gang involvement can start in a low-key way and then build up. There is a higher risk for some young people because they are in a particular environment and then get drawn into it. It can start out with a social dimension. For some young people the gang replicates a family environment. But money draws in young people and by selling drugs they can build up a 'debt' to their own gang.”²⁴ Knife crime and youth violence is clearly a major issue in the context of schools and neighbourhoods. Stabbings of adolescents do take place, and there have been high-profile incidents. Secondary schools work with their Safer School Officers, who operate screening arches in some schools and run talks about knife crime.²⁵

35. However, it should be remembered that while working with contextual safeguarding, there are risks are to children which emerge from within the family and which will still be present. In 2017 Brent Local Safeguarding Children Board commissioned a multi-agency audit on the theme of domestic abuse. That found that Domestic abuse is the most commonly referred concern to Brent Family Front Door, which is a contact point for concerns about children and families in Brent, and incorporates the Multi-Agency Safeguarding Hub (MASH).²⁶

Community

36. Brent Council has no additional funding for contextual safeguarding, and its overall expenditure is falling. The council's overall spending has dropped considerably since 2010. On 25 February 2019 Council agreed the 2019/2020 and 2020/2021 Budget. The new Budget cuts the Children and Young People department's expenditure to £40.7million for 2019/2020 excluding the ring-fenced budget for schools, and the overall day-to-day expenditure across all departments, or the General Fund, will fall from £242.2million to £238.6million. Further savings are planned after 2020/2021.²⁷

²⁴ Task Group Meeting 1

²⁵ Task Group meeting 3

²⁶ LSCB Annual Report 2017/18

²⁷ Proposed Revenue Budget 2019/2020, Budget and Council Tax 2019/2020 and 2020/21

Contextual safeguarding appears not to qualify as what government calls a 'new burden' and activity, including training, will be paid for from the General Fund.²⁸

37. Brent's approach envisages community organisations playing a role in supporting contextual safeguarding. This could include supporting extra activities for adolescent children, and working with more young people.²⁹ While the task group is supportive of this it is mindful that residents' organisations vary in how vocal and active they are. Also, there are many community groups, churches, mosques, temples and other organisations already running activities for the young. The task group would like to see these community organisations supported to help them understand contextual safeguarding and working with adolescents.

38. When it comes to working with the community we are of the view that contextual safeguarding needs to help remind residents and people working on the front line of high street businesses that safeguarding young people is everyone's responsibility as well.³⁰

39. While the council's resources are declining, the task group would challenge the Cabinet to see how expenditure can be re-focused or brought together from across departments for a public information campaign, to promote contextual safeguarding and safeguarding adolescents.

Recommendation 5: To develop a one-off public information campaign working with partner organisations and the community to support the development of contextual safeguarding in Brent.

²⁸ New Burdens Doctrine: Guidance for Departments (Department of Communities and Local Government, 2011) pp.4-5

²⁹ Task group meeting 1

³⁰ Task group meeting 3

Appendix A

Work Plan and Activities: Contextual Safeguarding Overview and Scrutiny Task Group

Meeting 1: Overview of Contextual Safeguarding and Children's Social Care

Themes

Understanding the contextual safeguarding model

Practice of contextual safeguarding

Role of the Contextual Safeguarding Network

National and local guidance

Existing safeguarding system and multi-agency working

Risks to adolescent children in Brent outside the family e.g. gangs, county lines, extremism and radicalisation

Contextual safeguarding and looked after children

Attendees

Operational Director Safeguarding, Partnerships and Strategy

Operational Director Integration and Improved Outcomes

Strategic Director Children and Young People

Cabinet Member Safeguarding, Early Help and Social Care

Meeting 2: Implementing Contextual Safeguarding in Brent

Themes

Projects to put contextual safeguarding in place

Assessments and an adolescent child's environment

Examples of contextual safeguarding approaches to make public places safer

Mapping risks in public places

Developing knowledge of contextual safeguarding in children's services
Best practice and learning from other boroughs or nationally
Governance and working groups in the council
Role of officers in departments across the council to evaluate risk in public spaces
Partnerships with transport providers, businesses, fast food restaurants

Attendees

Operational Director Safeguarding, Partnerships and Strategy
Head of Community Protection
Head of Early Help
Head of Planning, Transport and Licensing
Cabinet Member Children's Safeguarding, Early Help and Social Care

Meeting 3: Contextual Safeguarding and Working with the Community

Themes

Working with the community to identify risks to adolescent children
Partnership with the Local Safeguarding Children Board; Violence, Vulnerability and Exploitation Priority Group
The role of parents
Engaging with schools, educational institutions
Learning events with the community on particular risks
Multi-agency working with partners in health and the police
Particular risks associated with schools, peer groups, the wider community, or online

Attendees

Brent LSCB Independent Chair,
Senior leadership representatives from Capital City Academy, and Newman Catholic College, Brent River College
Operational Director Safeguarding, Partnerships and Strategy

Meeting 4: Contextual Safeguarding and Brent's Strategic Priorities

Themes

Budgets for children's services and implementing contextual safeguarding

How contextual safeguarding meets strategic priorities

Commitments in the Borough Plan

Partnership with other local authorities

Partnership with police and other safeguarding partners

Task group recommendations to Cabinet

Attendees

Strategic Director Children and Young People


Cabinet Member Children's Safeguarding, Early Help and Social Care

Appendix B

Terms of Reference

- a) Understand the model of contextual safeguarding and the applicability of its implementation in Brent.
- b) Challenge the council's Cabinet in how they are supporting contextual safeguarding as a cross-cutting local authority initiative and as part of an improvement to children's services.
- c) Review the extent to which contextual safeguarding will help address priorities in the new borough plan.
- d) Understand contextual safeguarding from the perspective of front-line practitioners and those working in children's services.
- e) Understand Brent's particular social demographics and the scale of the risks for adolescent children in Brent.
- f) Develop recommendations for the council's Cabinet which are focused on the development of contextual safeguarding by the council and its partners.

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	Community and Wellbeing Scrutiny Committee 18 March 2019
	Report from the Strategic Director of Policy Performance and Partnerships
Community and Wellbeing Scrutiny Committee Work Programme 2018-19 Update	

Wards Affected:	All
Key or Non-Key Decision:	Non-key
Open or Part/Fully Exempt:	Open
No. of Appendices:	None
Background Papers:	None
Contact Officer:	James Diamond, Scrutiny Officer, Strategy and Partnerships, Chief Executive's Department, james.diamond@brent.gov.uk 020 8937 1068

1.0 Purpose of the Report

- 1.1 This report updates members on the committee's work programme for 2018/19 and captures scrutiny activity which has taken place outside of its meetings.

2.0 Recommendation(s)

- 2.1 Members of the committee to discuss and note the contents of the report, including updates about scrutiny issues outside of the work programme.
- 2.2 Members of the committee to note the changes to the committee's work programme for 2018/19 as set out in Appendix A.

3.0 Detail

- 3.1 Members of the Community and Wellbeing Scrutiny Committee discussed their work programme for 2018/19 earlier this year, which is published as Appendix A. The programme sets out what items will be heard at committee and which items will be looked at as task groups. However, the assumption made was that it would evolve according to the needs of the committee, and spare capacity would be left to look at issues as they arise.

- 3.2 For practical reasons it may be necessary to move items to be heard at a particular committee. In addition, members and co-opted members can at any time suggest an item to be looked at by committee, which provided it is agreed by the chair, would mean the work programme changes. One change which has been made is that the scrutiny task group on childhood obesity will now go to committee in April. Members are expected to confirm the chair and membership as well as the terms of reference for the task group at that meeting. There will also be the publication of a scoping paper setting out the objectives for the review and what areas it will look at as well as the number of meetings.
- 3.3 Members should also note that another change to the April meeting was that there will be a report about the Safeguarding Adult Review on Adult B. This will be produced by the Independent Chair of the Brent Safeguarding Adult Board.
- 3.4 The new municipal year and the next cycle of committee meetings will start from 1 May 2019. The committee has previously moved items from this year into the next municipal year to allow more time for discussion at the committee meetings. Members may want to consider now what other items they would like to discuss in the next municipal year. At Council on 25 February 2019, there was a change to the terms of reference for the Community and Wellbeing Scrutiny Committee which means that housing will now become part of its remit.
- 3.5 Members of the committee asked for an update about progress with actions around public health set out in the Air Quality Action Plan 2017-2022. This information is contained in a report which was presented to the Resources and Public Realm Scrutiny Committee on 14 March. However, there will be a specific update around public health which will be published with the papers for April.

4.0 Financial Implications

- 4.1 There are no financial implications arising from this report.

5.0 Legal Implications

- 5.1 There are no legal implications arising from this report.

6.0 Equality Implications

- 6.1 There are no equality implications arising from this report.

7.0 Consultation with Ward Members and Stakeholders

- 7.1 Ward members who are members of the committee have been involved in this report.

REPORT SIGN-OFF

Peter Gadsdon

Director Performance Policy and Partnerships

Community and Wellbeing Scrutiny Committee Work Programme 2018-19

Tuesday 10 July 2018

Agenda Rank	Item	Themes	Cabinet Member	Brent Council Officers	External Organisations
1.	Diabetes: Diagnosis, Treatment and Prevention in Brent	Review of prevention and services for those with diabetes	Cllr Krupesh Hirani, Public Health, Culture and Leisure	Dr Melanie Smith, Director of Public Health Minesh Patel, Head of Finance	Healthwatch Brent Brent Diabetes Champion
2.*	Immunisation for Children and Young People in Brent	Review of immunisation rates among under 18s.	Cllr Krupesh Hirani, Public Health, Culture and Leisure	Dr Melanie Smith, Director of Public Health Minesh Patel, Head of Finance	Healthwatch Brent

*Items involving school education. ** Items which may involve partnership work with schools.

Monday 8 October 2018

Agenda Rank	Item	Themes	Cabinet Member	Brent Council Officers	Other Organisations
1.**	Brent Local Safeguarding Children Board annual report	Scrutinise the 2017/18 annual report	Cllr Mili Patel, Children's Safeguarding, Early Help and Social Care	Gail Tolley, Strategic Director, Children and Young People Andrew Ward, Head of Finance	Independent Chair, Brent LSCB
2.	Brent Safeguarding Adults Board Annual Report	Scrutinise the 2017/18 annual report.	Cllr Harbi Farah, Adult Social Care	Phil Porter, Strategic Director Community Wellbeing Helen Woodland, Operational Director Social Care Minesh Patel, Head of Finance	Independent Chair, Brent SAB
3.	Children, Young People and Contextual Safeguarding Task Group	Set up a members' overview and scrutiny task group.	Cllr Mili Patel, Children's Safeguarding, Early Help and Social Care	Gail Tolley, Strategic Director, Children and Young People Andrew Ward, Head of Finance	

*Items involving school education. ** Items which may involve partnership work with schools.

Special Committee Meeting

21 November 2018

Agenda Rank	Item	Themes	Cabinet Member	Brent Council Officers	Other Organisations
1.	London Borough of Culture 2020	Proposals for borough of culture.	Cllr Krupesh Hirani, Public Health, Culture and Leisure	Dr Melanie Smith, Director of Public Health Phil Porter, Strategic Director Community Wellbeing Minesh Patel, Head of Finance	Brent Youth Parliament

Wednesday 28 November 2018

Agenda Rank	Item	Themes	Cabinet Member	Brent Council Officers	Other Organisations
1.**	Child and Adolescent Mental Health (CAMHS) Update	Update on CAMHS provision in Brent. Update on recommendations made in members' task group report.	Cllr Mili Patel, Children's Safeguarding, Early Help and Social Care	Gail Tolley, Strategic Director, Children and Young People Andrew Ward, Head of Finance	Sheik Auladin, Chief Operating Officer, Brent CCG Duncan Ambrose, Assistant Director, Brent CCG
2.	Development of Family Hubs	Developing family hubs	Cllr Mili Patel, Children's Safeguarding, Early Help and Social Care	Gail Tolley, Strategic Director, Children and Young People Andrew Ward, Head of Finance	
3.	Youth Offer in Brent	Review youth offer in Brent.	Cllr Mili Patel, Children's Safeguarding, Early Help and Social Care	Gail Tolley, Strategic Director, Children and Young People Andrew Ward, Head of Finance	Young Brent Foundation Brent Youth Parliament

*Items involving school education. ** Items which may involve partnership work with schools.

Special Committee Meeting

13 December 2018

Agenda Rank	Item	Themes	Cabinet Member	Brent Council Officers	Other Organisations
1.	Care Quality Commission report on London North West Healthcare NHS Trust	Discussion of report and action plan for improvements.	Cllr Harbi Farah, Cabinet Member for Health	Phil Porter, Strategic Director Community Wellbeing	Simon Crawford, Director of Strategy and Deputy Chief Executive, London North West Healthcare NHS Trust. Care Quality Commission Healthwatch Brent

Wednesday 30 January 2019

Agenda Rank	Item	Themes	Cabinet Member	Brent Council Officers	Other Organisations
1.	Contextual Safeguarding Task Group: Interim Report	To discuss emerging recommendations and findings from the task group.	Cllr Mili Patel Cabinet Member, Safeguarding, Early Help and Social Care	Gail Tolley, Strategic Director Children and Young People	
2.	Winter planning and NHS Services	Review urgent care and other services in winter.	Cllr Harbi Farah, Adult Social Care		Brent CCG Healthwatch Brent Imperial College Healthcare NHS Trust CNWL London North West NHS Healthcare Trust
3.	Corporate Complaints Report	Scrutinise the 2017/18 annual corporate complaints report	Cllr Margaret McLennan, Deputy Leader	Irene Bremang, Head of Performance and Improvement Helen Woodland, Operational Director Social Care Gail Tolley, Strategic Director, Children and Young People	

*Items involving school education. ** Items which may involve partnership work with schools.

Monday 18 March 2019

Agenda Rank	Item	Report Details	Cabinet Member	Brent Council Officers	Other Organisations
1.**	Contextual Safeguarding Overview task group	Full report and recommendations of the members' task group	Cllr Mili Patel, Children's Safeguarding, Early Help and Social Care	Gail Tolley, Strategic Director, Children and Young People	
2.*	School Standards and Achievement Report 2017-18	Scrutinise school standards for 2017-18	Cllr Amer Agha, Schools, Employment and Skills	Gail Tolley, Strategic Director, Children and Young People	
3.*	Improving educational achievement of Black Caribbean boys	Review of underachievement in schools of boys of black and Caribbean heritage.	Cllr Amer Agha, Schools, Employment and Skills	Gail Tolley, Strategic Director, Children and Young People	

*Items involving school education. ** Items which may involve partnership work with schools.

Wednesday 17 April 2019

Agenda Rank	Item	Themes	Cabinet Member	Brent Council Officers	Other Organisations
1.	Transforming Care	Implementation of Brent's Transforming Care programme set up in response to Winterbourne View report.	Cllr Harbi Farah, Adult Social Care	Phil Porter, Strategic Director Community Wellbeing Helen Woodland, Operational Director Social Care	Sheik Auladin, Chief Operating Officer, Brent CCG
2.	Safeguarding Adult Review: Adult B	Recommendations following the review into the case of Adult B.	Cllr Harbi Farah, Adult Social Care	Phil Porter, Strategic Director Community Wellbeing Helen Woodland, Operational Director Social Care	Michael Preston-Shoot, Independent Chair, Brent Safeguarding Adults Board
3.	Task Group Scoping Paper: Childhood Obesity	Scoping paper to set up a members' task group	Cllr Krupesh Hirani, Public Health, Culture and Leisure	Dr Melanie Smith, Director of Public Health	Sheik Auladin, Chief Operating Officer, Brent CCG

*Items involving school education. ** Items which may involve partnership work with schools.

Community and Wellbeing Scrutiny Committee Work Programme 2019/2020

Meeting 1

Dementia services

Brent's Open Spaces and Physical Activity

Report back by Childhood Obesity: Overview and Scrutiny Task Group Report

Other meetings 2019/2020

Home Care Recommissioning Update

Children Not in Employment, Education or Training

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