



**Executive
22 April 2013**

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

For Information

Annual report on school standards and pupil attainment

1.0 Summary

- 1.1 This report summarises the current position regarding standards in Brent schools and the attainment of our children and young people.

2.0 Recommendations

- 2.1 To note the report and the actions being taken to improve standards in schools.
- 2.2 To agree to the establishment of an Education Commission to review school provision in the borough with the remit as described in paragraph 13.4. Whilst, the Commission will report formally in November 2013, issues for action will be addressed as they emerge.

3.0 The national context for local authorities

- 3.1 As Members are aware, education provision across the country is changing dramatically with the rising number of Academies and Free Schools creating an autonomous schools sector. While this does continue a process since the 1980s of increasing school autonomy, it finally points to the end of the traditional role of the local authority in being a large scale provider of direct support to schools. Despite these changes, the Council retains an important

role in ensuring high standards of education for the borough's children and young people. While the government has not issued any detailed guidance on the duties of the local authority in relation to schools, the Statutory Guidance on the roles of the Director of Children's Services and the Lead Member for Children's Services issued in 2012 defines their role in relation to educational excellence as:

Working with headteachers, school governors and academy sponsors and principals, local authorities should promote educational excellence for all children and young people and be ambitious in tackling underperformance.

More specifically, the DCS and LMCS should in their respective roles:

- take rapid and decisive action in relation to poorly performing schools, including using their intervention powers with regard to maintained schools and considering alternative structural and operational solutions;
- develop robust school improvement strategies, including choosing whether to offer such services in a competitive and open school improvement market, working beyond local authority boundaries;
- promote high standards in education by supporting effective school to school collaboration and providing local leadership for tackling issues needing attention which cut across more than one school, such as poor performance in a particular subject area across a cluster of schools;
- support maintained schools in delivering an appropriate National Curriculum and early years providers in meeting the requirements of the Early Years Foundation Stage (as outlined in the EYFS Statutory Framework)

- 3.2 The spotlight is once more on local authorities and their support and challenge to schools following recent announcements by Her Majesty's Chief Inspector of Schools, Michael Wilshaw. At the beginning of February, the HMCI announced plans to introduce a new framework for inspecting the school improvement functions provided by under-performing local authorities. Under the proposed framework, Ofsted will evaluate how effectively local authorities discharge their school improvement functions, particularly in areas where schools are not yet good or are not improving quickly enough. This is in the context of the new Ofsted Inspection Framework whereby schools are expected to be 'Outstanding' or 'Good'. Schools are no longer rated as 'Satisfactory' instead the judgement below 'Good' is 'Requires Improvement' on the basis that all schools should be expected to be at least good. The inspection framework has

become more demanding in a number of aspects, including expecting progress in all school years.

4.0 Ofsted ratings of schools

- 4.1 Schools in Brent are categorised by Ofsted as follows as at November 2012. Tables 1 and 2 show that in Brent, four fifths of secondary schools are good or outstanding compared with just over half nationally. For primary schools 64% are good or outstanding compared with 68% nationally.

Table 1

Phase	No. Outstanding	No. Good	No. Satisfactory (old framework)/ Requiring Improvement (new framework)	No. Inadequate*
Primary and nursery (63 schools)	12	34	13	4 (3SW, 1SM)
Secondary (15 schools)	6	6	3**	0
Pupil Ref Units (3 schools)	1	2	0	0
Special (4 schools)	1	2	1	0

*Classified as having Serious Weaknesses or requiring Special Measures

** to be updated for final version of report

Table 2

Phase	Area	% Outstanding	% Good	% Satisfactory/ Requiring Improvement	% Inadequate (Ntl/SM)
Primary and nursery	Brent	19%	54%	21%	6%
	London	27%	49%	22%	2%
	England	21%	49%	28%	3%

Secondary	Brent	40%	40%	20%	0%
	London	39%	41%	19%	1%
	England	26%	40%	30%	3%

Brent figures are as at 14/02/13 [to be updated for final report], National figures are as at November 2012 from Ofsted Dataview.

- 4.2 This shows that Brent has a significantly smaller proportion of outstanding primary schools compared with London as a whole and more schools in the Inadequate categories. Outstanding schools are important for the borough, not just for the benefit of the pupils in those schools, but to provide models of excellent practice in the borough and potential for school to school support. In terms of performance over time, the proportion of primary schools good or better has risen from 59% in 2008 to 68% in 2013.
- 4.3 Those schools which are currently 'satisfactory' or with a fragile 'good' rating, especially those anticipating an Ofsted inspection, are being targeted for support. In addition to link adviser support, improvement planning and brokerage of targeted support on weaker areas of the curriculum, the support includes additional interim staffing in schools to boost management capacity, brokerage of support and secondments of staff from successful schools plus partnerships (including hard and soft federations) with successful schools. Guidance has been given to schools and governors on 'getting to good' with a new self-evaluation. It is the top priority for the Children and Families Department, working with schools via the recently-formed Brent Schools Partnership, to progress as quickly as possible towards all schools being good or outstanding.
- 4.4 Overall attainment in a school does not give a full picture and it is vital that schools ensure that all pupils make progress, especially pupils from disadvantaged or historically underachieving groups since they have further to travel to reach required levels. All schools now track their pupils and this enables them to analyse the progress by various factors to identify where specific groups are not making progress and to take action to address this.

5.0 Attainment in Brent Schools – Early Years Foundation Stage

- 5.1 There has been improvement in Early Years Foundation Stage outcomes against the two main performance indicators from a low base. The key national indicator, the percentage of children achieving at least 78 points across all areas of learning, including six or more points in personal, social and emotional development, rose from 57% in 2011 to 64% in 2012: a significant rise. Against this indicator, Brent's performance is now in line with London and national averages.

Early Years Foundation Stage Profile	2009			2010			2011			2012			% Difference		
	% Brent	% London	% National	% Brent	% London	% National	% Brent	% London	% National	% Brent	% London	% National	Brent 2012 vs Brent 2011	Brent 2012 vs London 2012	Brent 2012 vs National 2012
% with total 78 points or more in all areas, including 6+ in Personal Social and Emotional Development and Communication, Language and Literacy (indicator 1)	45	50	52	43	55	56	57	60	59	64	64	64	↑ 7	0	0

- 5.2 In terms of performance by ethnicity, there has been significant improvement in outcomes for Black Caribbean, Somali and White Other pupils. However, the performance of all three groups remains below the Brent average.

Early Years Foundation Stage Profile - Brent	2009		2010		2011		2012		% Difference Brent 2012 vs Brent 2011
	% Brent	% National	% Brent	% National	% Brent	% National	% Brent	% National	
Black Caribbean 6+ PSED & CLL & 78+ pts	43	43	45	49	53	54	61	Not released	↑ 8
Somali 6+ PSED & CLL & 78+ pts	37	~	33	~	52	~	60	~	↑ 8
White Other 6+ PSED & CLL & 78+ pts	38	45	35	49	49	51	62	Not released	↑ 13
6+ PSED & CLL & 78+ pts	45	52	43	56	57	59	64	Not released	↑ 7

- 5.3 The gains that have been made in this area of work have been achieved through promoting more accurate self-evaluation by settings together with robust support and challenge through the Early Years Quality Team. This work is now being pursued in a more targeted way, focusing on those settings which need to move from 'satisfactory' to 'good' or 'outstanding' as well as those settings which are a cause for concern.

6.0 Performance at age 7: Key Stage 1

- 6.1 Attainment at Level 2+ (the key national benchmark) rose by 2 percentage points in writing to be in line with London and national averages. In reading and mathematics, attainment remained the same as in 2011 and was just below London and national averages.

At Level 2B+ attainment in reading remained the same as in the previous year and was below London and national averages. In writing and mathematics, attainment rose but was still below London and national averages.

KS1 - Level 2+ all pupils	2009			2010			2011			2012			% Difference		
	% Brent	% London	% National	% Brent	% London	% National	% Brent	% London	% National	% Brent	% London	% National	Brent 2012 vs Brent 2011	Brent 2012 vs London 2012	Brent 2012 vs National 2012
% of pupils achieving L2+ in reading	81	83	84	83	84	85	85	85	85	85	87	87	→ 0	-2	-2
% of pupils achieving L2+ in writing	77	79	81	78	80	81	81	81	81	83	83	83	↑ 2	0	0
% of pupils achieving L2+ in Ma	87	88	89	86	88	89	89	89	90	89	90	91	→ 0	-1	-2

KS1 - Level 2B+ all pupils	2009			2010			2011			2012			% Difference		
	% Brent	% London	% National	% Brent	% London	% National	% Brent	% London	% National	% Brent	% London	% National	Brent 2012 vs Brent 2011	Brent 2012 vs London 2012	Brent 2012 vs National 2012
% of pupils achieving L2B+ in reading	65	70	72	66	71	72	71	73	74	71	76	76	→ 0	-5	-5
% of pupils achieving L2B+ in writing	54	58	60	56	59	60	60	61	61	62	64	64	↑ 2	-2	-2
% of pupils achieving L2B+ in Ma	66	71	74	66	71	73	72	73	74	73	76	76	↑ 1	-3	-3

- 6.2 In terms of performance by ethnicity, the attainment of Black Caribbean, Somali and White Other pupils either improved or remained the same in all three areas; reading, writing and mathematics. For the first time, the performance of Somali pupils in mathematics was in line with the average for all Brent pupils. This data is being used on a school by school basis to identify good practice in

those schools where those underachieving groups are making the most progress so that that practice can be disseminated.

KS1 - Level 2+ by ethnicity - Reading	2009		2010		2011		2012		%Difference	
	% Brent	% Nat	% Brent	% Nat	% Brent	% Nat	% Brent	% Nat	Brent 2012 vs Brent 2011	Brent 2012 vs National 2012
% Black Caribbean pupils achieving L2+ in reading	81	80	83	81	81	82	83	84	↑ 2	-1
% Somali pupils achieving L2+ in reading	77	~	76	~	80	~	82	~	↑ 2	~
% White Other pupils achieving L2+ in reading	76	76	77	77	75	77	79	79	↑ 4	0
% of pupils achieving L2+ in reading	81	84	83	85	85	85	85	87	→ 0	-2

KS1 - Level 2+ by ethnicity - Writing	2009		2010		2011		2012		%Difference	
	% Brent	% Nat	% Brent	% Nat	% Brent	% Nat	% Brent	% Nat	Brent 2012 vs Brent 2011	Brent 2012 vs National 2012
% Black Caribbean pupils achieving L2+ in writing	76	75	77	75	77	77	78	79	↑ 1	-1
% Somali pupils achieving L2+ in writing	67	~	65	~	76	~	78	~	↑ 2	~
% White Other pupils achieving L2+ in writing	71	73	76	74	73	73	76	75	↑ 3	1
% of pupils achieving L2+ in writing	77	81	78	81	81	81	83	83	↑ 2	0

KS1 - Level 2+ by ethnicity - Mathematics	2009		2010		2011		2012		%Difference	
	% Brent	% Nat	% Brent	% Nat	% Brent	% Nat	% Brent	% Nat	Brent 2012 vs Brent 2011	Brent 2012 vs National 2012
% Black Caribbean pupils achieving L2+ in mathematics	82	84	82	84	85	85	85	86	→ 0	-1
% Somali pupils achieving L2+ in mathematics	80	~	80	~	86	~	89	~	↑ 3	~
% White Other pupils achieving L2+ in mathematics	88	86	84	86	85	86	85	87	→ 0	-2
% of pupils achieving L2+ in mathematics	87	89	86	89	89	90	89	91	→ 0	-2

7.0 Performance at Age 11: Key Stage 2

7.1 There was a significant increase in the percentage of pupils achieving Level 4+ in both English and mathematics so Brent's performance is again above London and national averages. The proportion of pupils making two levels of progress from the end of Key Stage 1 rose again in both English and mathematics and continued to be above London and national averages.

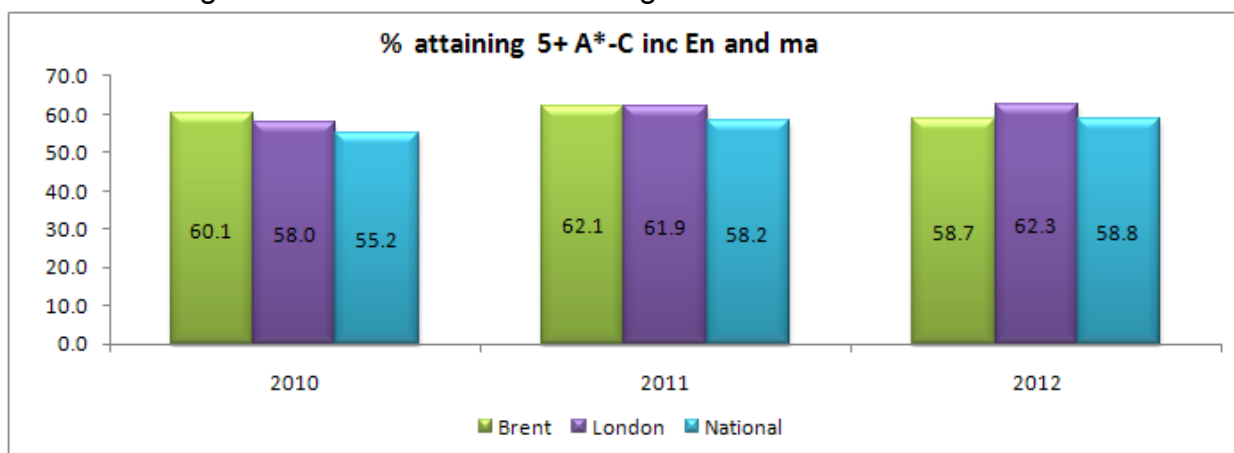
KS2 - % pupils achieving Level 4+	2009			2010			2011			2012			% Difference		
	% Brent	% London	% National	% Brent	% London	% National	% Brent	% London	% National	% Brent	% London	% National	Brent 2012 vs Brent 2011	Brent 2012 vs London 2012	Brent 2012 vs National 2012
English and mathematics	72	73	72	77	76	73	74	75	74	82	81	80	↑ 8	1	2

KS2 - % pupils making 2 or more levels of progress from KS1 to KS2	2009			2010			2011			2012			% Difference		
	% Brent	% London	% National	% Brent	% London	% National	% Brent	% London	% National	% Brent	% London	% National	Brent 2012 vs Brent 2011	Brent 2012 vs London 2012	Brent 2012 vs National 2012
English	80	85	82	90	87	84	90	88	84	93	92	89	↑ 3	1	4
Mathematics	84	83	81	88	85	83	88	86	83	91	90	87	↑ 3	1	4

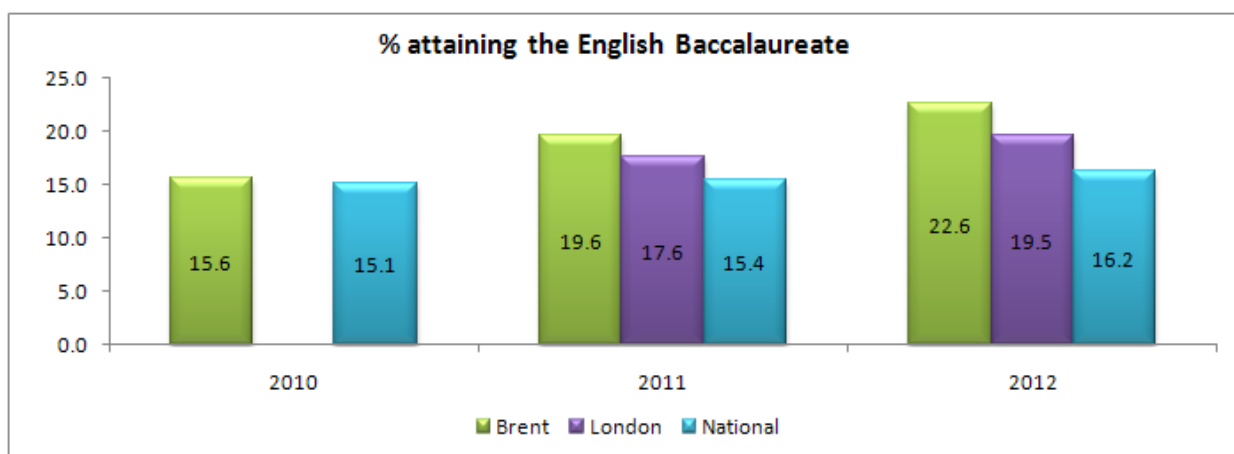
7.2 The performance of both Black Caribbean and Somali pupils showed continuing improvement; that of Somali pupils showed significant improvement. However, both groups continue to perform below Brent averages. White Other pupils' performance declined slightly.

8.0 Performance at age 16: Key Stage 4

- 8.1 The proportion of Brent pupils attaining five GCSEs A*-C including English and mathematics at the end of Key Stage 4 in 2012 was 58.7%. This is a fall of 3.4 percentage points compared to 2011. Brent performed in line with the national average but below the London average of 62.3%.

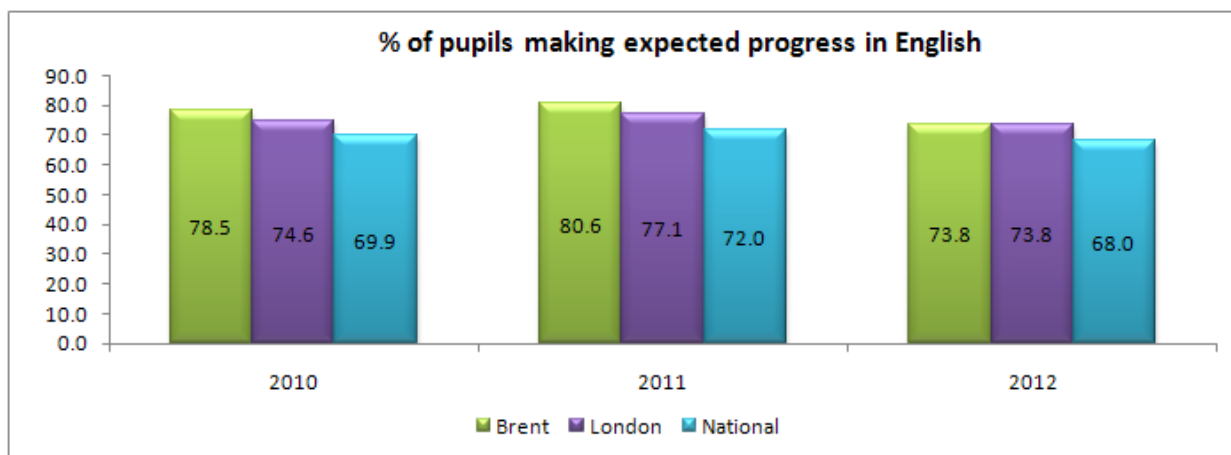


- 8.2 The government has introduced a new performance indicator for schools called the English Baccalaureate. This counts the percentage of students in a school who achieve grades A*-C in English, mathematics, two sciences, a foreign language and history or geography at GCSE level. The proportion of Brent pupils attaining the English Baccalaureate in 2012 was 22.6%. This is an increase of 3 percentage points compared to 2011. Brent remained above the London and national averages.

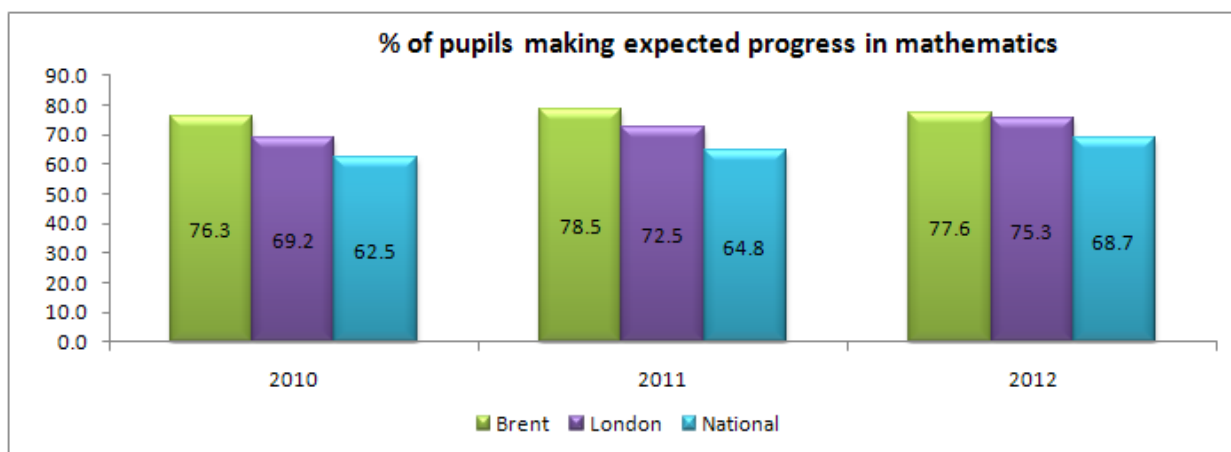


Please note: The London average for 2010 was not published.

- 8.3 The proportion of Brent pupils making the expected three levels of progress in English (Key Stage 2-Key Stage 4) in 2012 was 73.8%. This is a fall of 6.8 percentage points compared to 2011. Brent performed in line with the London average and above the national average of 68%. As Members are aware, approximately 100 16 year olds in Brent were affected by the controversial change to the grade boundaries in English GCSE.



- 8.4 The proportion of Brent pupils making the expected three levels of progress in mathematics (Key Stage 2-Key Stage 4) in 2012 was 77.6%. This is a fall of 0.9 percentage points compared to 2011. Brent remained above the London and national averages.



9.0 GCSE results at Brent Secondary Schools

- 9.1 The table below sets out the results school by school. There is very significant variation with a number of schools achieving results well above the national average. Two schools' results were below the national floor target, giving cause for concern and making them a target for possible DfE intervention. Officers are working closely with the Catholic Diocese to achieve improvements at Newman Catholic College exploring potential partnerships with other schools and changes which would halt both the decline in results and the decline in school roll. This school has a 'good' rating from Ofsted from its last inspection. Crest Boys' Academy is part of the EAct chain and that chain is accountable to the DfE rather than the local authority for the performance of the school. Brent Council, however, represents the interests of local children and local families. In this capacity, it is appropriate for the council to challenge EAct and this will

be done through meeting with the headteacher and EAct and formal communications as necessary. This is an area where local authorities are finding their way in the new context and where good practice from elsewhere will be continually sought and used.

Brent KS4 Final GCSEs - 3 Year Trend	%5 A*-C Including English and maths		
	2010	2011	2012
Alperton Community School	58	55	56
Capital City Academy	43	48	40
Claremont High School	76	73	77
Convent of Jesus and Mary Language College	61	63	64
Copland Community School	37	48	40
Crest Boys' Academy	44	46	33
Crest Girls' Academy	47	43	51
JFS	88	87	82
Kingsbury High School	66	67	60
Newman Catholic College	41	38	35
Preston Manor High School	60	64	56
Queens Park Community School	57	62	53
St Gregory's Catholic Science College	67	72	62
Wembley High Technology College	75	77	86
Brent	60	62	59
National	55	58	59


Data source: DfE performance tables Jan 2013

10.0 Performance at Age 18 – Key Stage 5




- 10.1 The results indicate that Brent's Level 3 (A Level and equivalent qualifications) average point score per student (APS) rose by 15 points to 752.8 points in 2012. This is equivalent to the average student achieving just over two B grades and one A grade at A Level. The five year trend is upwards. In 2011 Brent rose above the national average for the first time. The provisional data indicates a significant increase in the national APS this year, which if borne out in the finalised results, would put Brent below the national average by 24 points, equivalent to 0.8 of an A Level grade.

KS5 - APS by students achieving all Level 3 qualifications per candidate	2009			2010			2011			2012			Pts Difference	
	Brent	London	Nat	Brent	London	Nat	Brent	London	Nat	Brent	London	Nat	Brent 2012 vs Brent 2011	Brent 2012 vs National 2012
All pupils	675.0	691.3	721.1	706.3	698.8	726.5	738.0	712.8	728.2	752.8	752.9	776.8	↑ 15	-24

- 10.2 The provisional APS per entry (i.e. per A Level or equivalent qualification) for Brent remained above the national average but fell by 5 points (0.2 of an A Level grade) compared to 2011.

KS5 - APS by students achieving all Level 3 qualifications per entry	2009			2010			2011			2012			Pts Difference	
	Brent	London	Nat	Brent	London	Nat	Brent	London	Nat	Brent	London	Nat	Brent 2012 vs Brent 2011	Brent 2012 vs National 2012
All pupils	209.3	209.8	208.3	216.7	212.6	211.4	219.6	214.5	213.1	215.1	214.4	211.4	 -5	4

- 10.3 The 2012 provisional APS for Black Caribbean students shows a rise of 10.8 points (equivalent to 0.4 of an A Level grade). There has been a significant increase in the APS for Somali students of 53.8 points (equivalent to just under one and a half A Level grades). The performance for both of these groups in Brent is above the national average.

KS5 - APS by students achieving all Level 3 qualifications per candidate by ethnicity	2009		2010		2011		2012		Difference	
	No of pupils	APS	No of pupils	APS	No of pupils	APS	No of pupils	APS	Brent 2012 vs Brent 2011	Ethnic 2012 group vs Brent Avg 2012
Black Caribbean	47	608.4	56	658.1	79	662.4	65	673.2	 10.8	-79.6
Somali	32	598.1	33	645.5	55	600.2	70	654.0	 53.8	-98.8
White Other	47	676.9	76	695.5	64	740.6	83	700.7	 -39.9	-52.1
Brent Average		675.0		706.3		738.0		752.8		

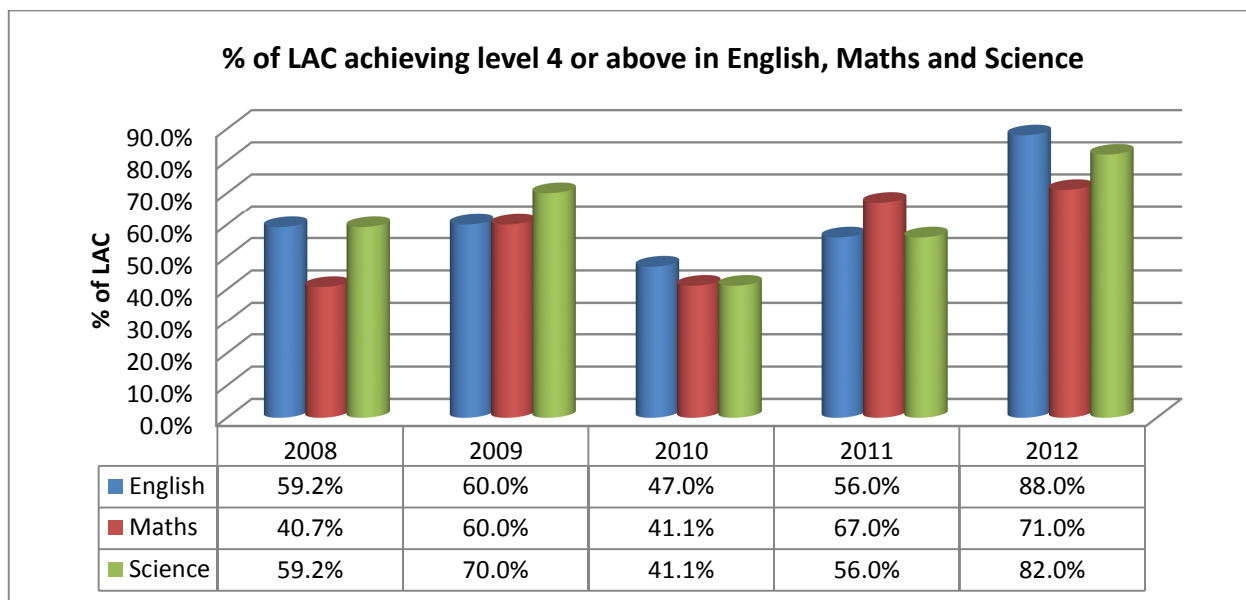
- 10.4 There is a strong 16 to 19 partnership in the borough with good complementarity between what the schools provide and the offer at the College of North West London, although some sixth forms are small. It will be important to continue to develop this partnership as the funding rules change and as the participation age is raised to 17 in September 2013 and 18 in 2015.

11.0 Post-16 Participation

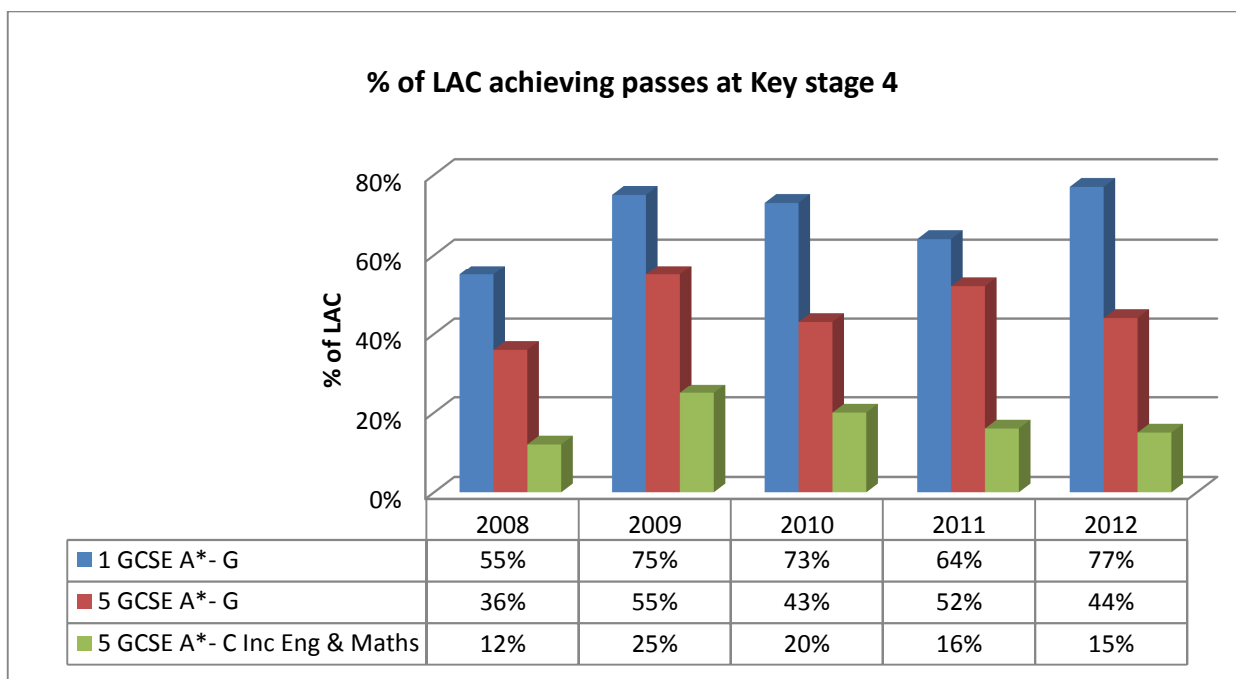
- 11.1 The Department for Education (DfE) published data on the proportion of young people aged 16 and 17 who were participating in education and training in June 2012. The data shows that 93.6% of Brent's 6,960 16 and 17 year old residents were participating in education and training. This put Brent 4th highest local authority of the 149 recorded in the data set. Brent's participation figure is well above the national average of 86.9% and above the London average of 89.6%.
- 11.2 In summer 2012, the DfE published school and college leaver information for the first time. The measures showed that 91% of the pupils who completed Key Stage 4 in Brent schools in 2009 went on to sustained education destinations compared to the national average of 85%. This put Brent joint first out of the 151 local authorities included in the tables.
- 11.3 Of the pupils completing Key Stage 5, 71% went on to a sustained university destination compared to the national average of 52%, putting Brent 2nd out of the 149 LAs reported on the tables, and 15% went on to Russell Group universities compared to a national average of 9%.

12.0 Educational outcomes for Looked After Children

- 12.1 The Council has special responsibilities for Looked After Children, acting as 'corporate parent'. There is a specialist education team in place supporting the LAC cohorts at all stages of education, led by a Virtual Headteacher. At Key Stage 2, the chart below shows that results have improved, although the cohort numbers are very small, the results compare well with the overall borough average.



- 12.2 At Key Stage 4 (Age 16), the 2012 cohort consisted of 34 looked after children aged 16 years old. 28 had been looked after continuously for 12 months or more and 6 were looked after for less than one year. The graph below shows the performance at GCSE. The percentage achieving 5 GCSEs at A* to C including English and maths was 15% in 2012. This is at the national average but below the London average. The LAC Education Team's work programme reflects this as a priority.



12.3 At Key Stage 5 in 2012 there was a marked improvement in numbers of LAC remaining in Year 12, 13 and 14 to take their AS and A level exams (a total cohort of 14 students). This is a result of the decision taken in 2011 to re-structure the Virtual School (then the EDLAC Team) so that the five teachers could closely monitor and prioritise the entire range of LAC in education from Nursery through to age 25 / end of university. Since September 2011 the KS5 Advisory Teacher has been in regular contact with all LAC studying in FE / HE and the outcomes for 2012 highlight the value of the work and the in-depth support and advice offered at this crucial stage of their education. In 2012 this additional work resulted in positive outcomes, with 20 A level (A2) passes (8 at A-C grades) and 45 AS passes (19 at A-C grades).

13.0 The development of a new approach to school improvement in Brent and proposal for an Education Commission

13.1 Work has been going on over the last year to re-shape the Council's school improvement function in the light of the changing role of the local authority in relation to schools. This has involved reducing the staffing of the service to a core and aiming to specify, for next academic year, much more clearly what the schools and the local authority can expect from the service.

13.2 Across the country, the school improvement function in councils is being subsumed in a wider 'school-led partnership' arrangement. This approach acknowledges that much of the expertise in how to improve schools resides in schools and this also presents a stronger and more sustainable model going forward in the mixed economy of academies and maintained schools. In

particular it enables a more systematic approach to schools sharing expertise and supporting each other in times of need.

- 13.3 While our schools have a strong tradition of some schools working together in successful clusters and in addition to this, the headteachers of secondary, primary and special schools meet together regularly in their phases, there has not been an overarching borough wide partnership to support school improvement. From spring 2012, however, a steering group of headteachers has been working to develop a new 'Brent Schools Partnership' which was launched as a serious proposition to all schools in Brent in October 2012. There is now a positive working relationship with the local authority and path to an approach which joins up school mutual help with the statutory and leadership role of the local authority to jointly commission school improvement support. A jointly-owned School Improvement Strategy is being formulated which will underpin the Partnership.
- 13.4 While the work in partnership with schools needs to continue, given the magnitude of the changes happening in the school sector, it is an appropriate time to undertake a wider review of provision in Brent. It is proposed that this should be done by establishing an Education Commission with a level of independence from the Council. The commission would be tasked with identifying strengths as well as recommendations for development.
- 13.5 The commission would look in depth at the current context, taking account of a range of evidence both qualitative and quantitative. Commissioners would take evidence from a range of sources including:
- children and young people
 - parents
 - schools and colleges
 - representative groups of teachers, support staff, head teachers and principals
 - governors
 - chief executives of chains or groups of schools operating in the borough
 - key partners such as the voluntary and community sector, HEI, health and business
 - DfE and other national organisations
 - councillors
 - Officers.
- 13.6 The commission would look in detail at the changing role of the Local Authority and how that might translate into more innovative support for improvement. It would also examine the potential of governors as force for greater change.

- 13.7 Chaired by the Interim chief Executive, the commission would also seek to involve two external commissioners with national reputations in education. It would report formally in November 2013.

14.0 Financial Implications

- 14.1 The only direct financial implications from this report are the financial implications of the restructuring of the school improvement services and the establishment of a Schools Commission, both of which are within the Children and Families Department's current budget for 2013/14.

15.0 Legal Implications

- 15.1 The Authority has a statutory duty to promote high standards in both Primary and Secondary education to include children and young people who are below and above compulsory school age.

16.0 Diversity Implications

- 16.1 This report considers, alongside overall school performance, the performance of currently underachieving groups. It is important that monitoring of these groups' performance continues and is a focus of school improvement work going forward.

17.0 Staffing/Accommodation Implications (if appropriate)

- 17.1 There are no direct staffing implications from this report.

Background Papers

There are no background papers to this report.

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