



**Scrutiny Committee**  
24 February 2016

**Report from the Strategic  
Director of Children and Young People**

For Information and  
comment

Wards Affected:  
ALL

**Education Commission update -including the Annual Standards  
and Achievement report 2014-2015**

## **1 Introduction**

1.1 The Brent Education Commission report, *Ambitious for All: a shared responsibility*, was endorsed by elected members in June 2014. The Education Commission identified six priorities:

1. Improve strategic leadership of education across the borough
2. Planning school places
3. Knowing Brent schools
4. Promoting and supporting school-to-school networks
5. Providing challenge to address weaknesses including targeting of pupils in receipt of the pupil premium grant
6. Improving school governance

Priority 5 was amended following the publication of the scrutiny committee task group's report 'Use of the Pupil Premium Grant in Brent'. The Education Commission Action Plan September 2014 – August 2016 has addressed each of these priority areas and is closely monitored by the Strategic School Effectiveness Partnership Board which was established as an action under priority 1. There is already evidence of the commission's impact, through the significant improvement in Brent's inspection outcomes, standards and achievement, and the improved outcomes for most groups of pupils including the disadvantaged group which is supported by the Pupil Premium Grant.

1.2 The Strategic Framework for School Effectiveness in Brent draws on the findings and recommendations made in the Education Commission report. The framework reflects the emphasis placed by the commission on the responsibility of the wider education community for the education of all children and for school effectiveness, fulfilling objectives in the Education Commission Action Plan. It reflects the local authority's ambition that all Brent children achieve as highly as they can in good and outstanding schools. To deliver the framework the School Improvement Service became the School Effectiveness Service in January 2015. The role of the service is now focused on the local authority's strategic responsibility to promote high educational standards for all children and young people.

1.3 Under priority 4, the local authority has supported the growth of collaborative arrangements, and this is now a key feature of the local landscape with improvement increasingly being driven by local schools. The Brent Schools Partnership (BSP) which includes Woodfield Teaching School Alliance and Brent Teaching School Alliance, has continued to develop its role in offering school-to-school support, and from September 2015 became the main local provider of professional development courses for teachers. In addition, in Brent, there are seven headteachers who are National Leaders of Education and one who is a Local Leader of Education, and there are two chairs of governors who are National Leaders of Governance. Where the local authority needs to intervene in schools

to bring about rapid improvement, increasingly, it is commissioning and brokering services from Brent's school-to-school support partners: the two teaching school alliances and the BSP.

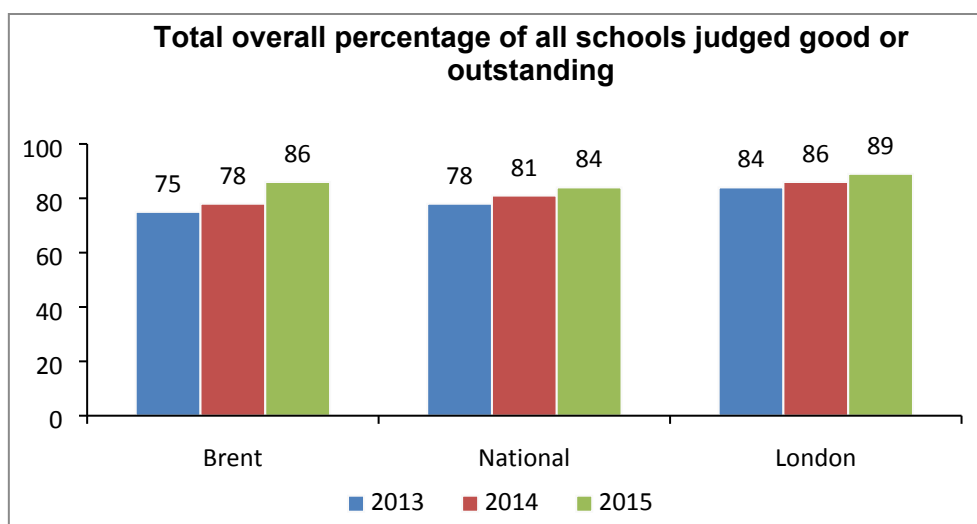
- 1.4 The type and number of schools in Brent has continued to change over the last year because of the reorganisation of local schools together with national policies which have encouraged the conversion of schools to academies and the introduction of free schools. There are currently 85 schools:

Type of school	Nursery	Primary	Secondary	All-through	Special	Pupil Referral Unit	Total
Maintained Community	4	32	0	0	3	2	41
Maintained Voluntary-aided	0	18	2	0	0	0	20
Maintained Foundation	0	4	0	0	0	0	4
Sponsored Academy	0	3	3	1	0	0	7
Converter Academy	0	2	6	2	1	0	11
Free School	0	1	1	0	0	0	2
Total	4	60	12	3	4	2	85

- 1.5 Whilst the performance of academies and free schools is the responsibility of the Regional Schools Commissioner, the local authority has a statutory duty (Children Act 2004) to act as the champion for all children and young people in the borough, and is responsible for maintaining an overview of the effectiveness of all schools including academies. The local authority therefore continues to monitor all local institutions regardless of their form of governance.

## 2 The Overall Effectiveness of Brent Schools

- 2.1 The overall effectiveness of Brent schools has improved in particular in the primary and nursery phases. Of significant concern is the relatively low percentage of good or outstanding secondary schools in Brent. This corresponds to the national decline in secondary schools judged as good or outstanding by Ofsted. However, Brent was below the national average and was well below the London average at the end of last year. This will change by the end of this academic year because one secondary academy previously judged inadequate was judged by Ofsted as good in the autumn term. In February 2016, there are only two out of the fifteen secondary schools which are maintained by the local authority; the remainder are academies plus one free school. One of the maintained schools is judged good and one requires improvement.



Data taken for each academic year at the end of July

- 2.2 At the end of the last academic year, 86 per cent of Brent schools were judged good or outstanding, an increase of eight percentage points on the previous year's figure of 78 per cent. This put Brent two percentage points above the national average of 84 per cent, but below the London average of 89 per cent and the Education Commission's target of 90 per cent for 2015. All nursery and special schools, and pupil referral units have been judged as at least good, and the proportions of good and

outstanding primary and secondary schools have increased. (Refer to Appendix 1 for the overall effectiveness graphs for each phase)

- 2.3 During the last academic year, the Ofsted judgements increased at six schools (five requires improvement (RI) to good and one good to outstanding). The judgements on two schools were lowered (one good to RI and one outstanding to RI). At both of these schools, the School Effectiveness Service had established rapid improvement groups to monitor and challenge the schools' leaders, and at one an application to the Department for Education to replace the Board of Governors with an Interim Executive Board had been made. Eight schools maintained their judgements: one outstanding; six good; one inadequate. This was the first year for five years that no further schools were judged inadequate by Ofsted.
- 2.4 Ofsted revised its inspection framework over the last year and introduced from September 2015 a new common inspection framework for all providers of education to children and young people. To date just five inspection reports have been published. One secondary academy previously judged inadequate has been judged as good, one good maintained primary school has stayed good and two have become outstanding, and a primary academy moved from good to requires improvement.

### **Key issue – Overall Effectiveness**

- 2.5 In the 2014-2015 academic year, Brent did not meet its target for schools judged good or outstanding. However, the more rigorous approach to monitoring, challenging and supporting schools outlined in the Strategic Framework for School Effectiveness has led to accelerated improvement. In the previous year the 85% target was missed by seven percentage points and last year the 90% target was missed by four percentage points. The Ofsted inspection cycle of one and a half years to two and a half years for schools judged RI and inadequate means that some Brent schools currently judged less than good are not due an inspection until the 2016-2017 academic year.

## **3 2014-2015 Key Stage Standards and Achievement**

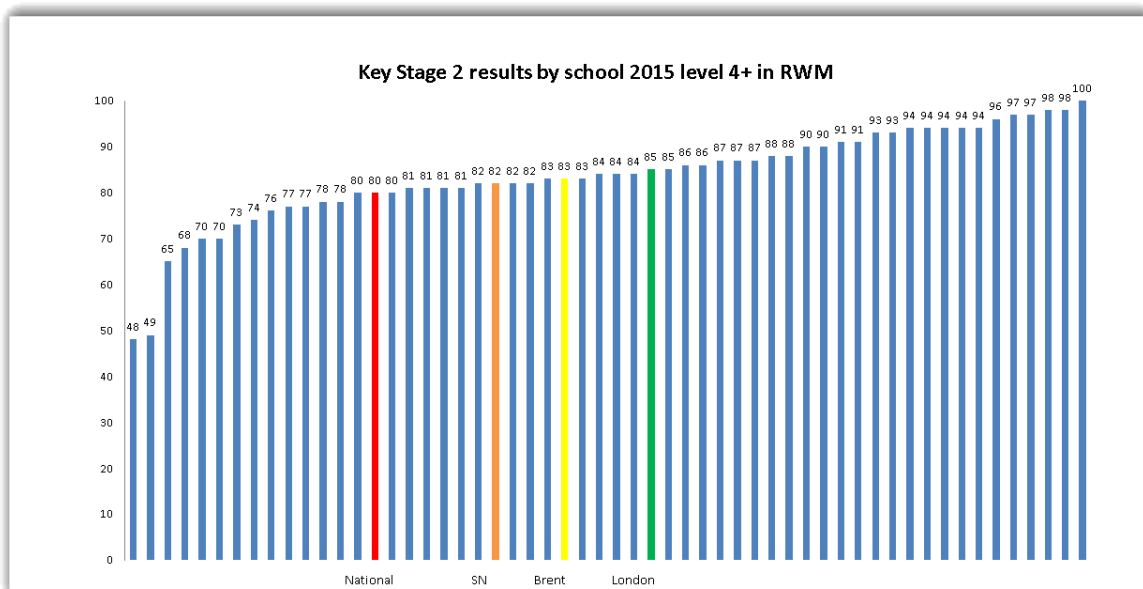
- 3.1 Brent performed well against the national average in 2015 and has improved its performance against statistical neighbours and London averages at most key stages. The outcomes for the borough though are just below the London averages with the exception of Key Stage 5. To meet the expectations of the Education Commission there will continue to be challenge and support for the schools where outcomes are still not high enough.
- 3.2 The data on groups is still provisional. Boys' average attainment in Brent has improved with the gap being closing with girls at the end of both the primary and secondary phases. The gap between Brent's disadvantaged pupils' average attainment compared to Brent's average for non-disadvantaged pupils closed at the end of both the primary and secondary phases, but remained high at the end of Key Stage 4 and high for Children Looked After. While the average attainment was positive for the majority of Brent's significant ethnic groups, there is still relative underperformance of the Black Caribbean group, and attainment for the Gypsy/Roma group and Travellers of Irish Heritage were poor at all key stages.

### **3.3 Primary Standards and Achievement (Refer to Appendix 2 for detailed data)**

- 3.3.1 In 2015, Brent was close to the national, London and statistical neighbour averages for all primary school headline indicators. The attainment of children at the end of the Early Years Foundation Stage and the attainment for pupils at the end of Key Stage 1 have been improving over the last three years. However, Brent was just below or in line with the averages for England, London and statistical neighbours for all of the headline indicators.
- 3.3.2 The attainment at the end of the primary phase of education has also improved over the last three years and in 2015 was above the national average and statistical neighbours, and just below London. The progress pupils make at Key Stage 2 was also above the national averages and just below London.

### **Key issues – Primary Phase**

- 3.3.3 The attainment at the end of the Early Years Foundation Stage has not increased fast enough to close the gap with the national, London, statistical neighbour averages. Brent Council's early years quality improvement team has introduced an effectiveness strategy similar to the Strategic Framework for School Effectiveness, and to align the way council officers work with all types of education provision, the team will become part of the School Effectiveness Service in April 2016.
- 3.3.4 A key issue is the wide variation between the outcomes of pupils at different primary schools. The School Effectiveness Service is working with the schools where outcomes are a concern to ensure rapid improvement<sup>1</sup>.



- 3.3.5 At Key Stage 2, the difference between the school with the highest proportion of pupils attaining the headline measure (Level 4 and above in reading, writing and mathematics) and the school with the lowest proportion was 52 percentage points. At one school 100 per cent of pupils attained this measure. The table above shows the variability of outcomes between schools at Key Stage 2. However, of the 13 schools below the national average at Key Stage 2, six have been involved in expansion programmes to meet the demand of Brent's growing population. A high proportion of the pupils joining these schools have arrived in the borough with disrupted educations or little previous experience of education. The School Effectiveness Service and the Brent Schools Partnership are working with these schools to support them to show the rapid progress that many of the newly arrived pupils have made, and to share the best practice from the schools which were in the earlier phases of expansion. (Refer to Appendix 3 for each school's results)
- 3.3.6 The average attainment of Brent's disadvantaged pupils at the end of Key Stage 2 increased in 2015, closing the gap with non-disadvantaged pupils nationally by two percentage points. Although the attainment of Children Looked After increased significantly it was still well below the national average for non-disadvantage pupils. The attainment of Black Caribbean pupils and Somali pupils at the end of primary education has improved over the last three years but at a similar rate to the increase in the Brent average. The attainment of the Gypsy/Roma and Travellers of Irish Heritage groups remained poor. The persistent absence<sup>2</sup> rates for both groups was high: Gypsy/Roma (40 per cent); Travellers of Irish Heritage (60 per cent). An officer in the Education Welfare Service is working with the families in both groups to improve attendance.
- 3.3.7 For 2016, the challenge for schools and for the local authority will be the introduction of new measures for pupil and school performance at Key Stage 1 and Key Stage 2. This is because there will be a new national assessment regime to assess pupil performance under the new national curriculum. Despite being in the second year of the changes to the curriculum, the national

<sup>1</sup> The Brent Strategic Framework for School Effectiveness 2014-2017 sets out the details.

<sup>2</sup> Persistent absence is defined as the proportion of pupils with over 15 per cent absence.

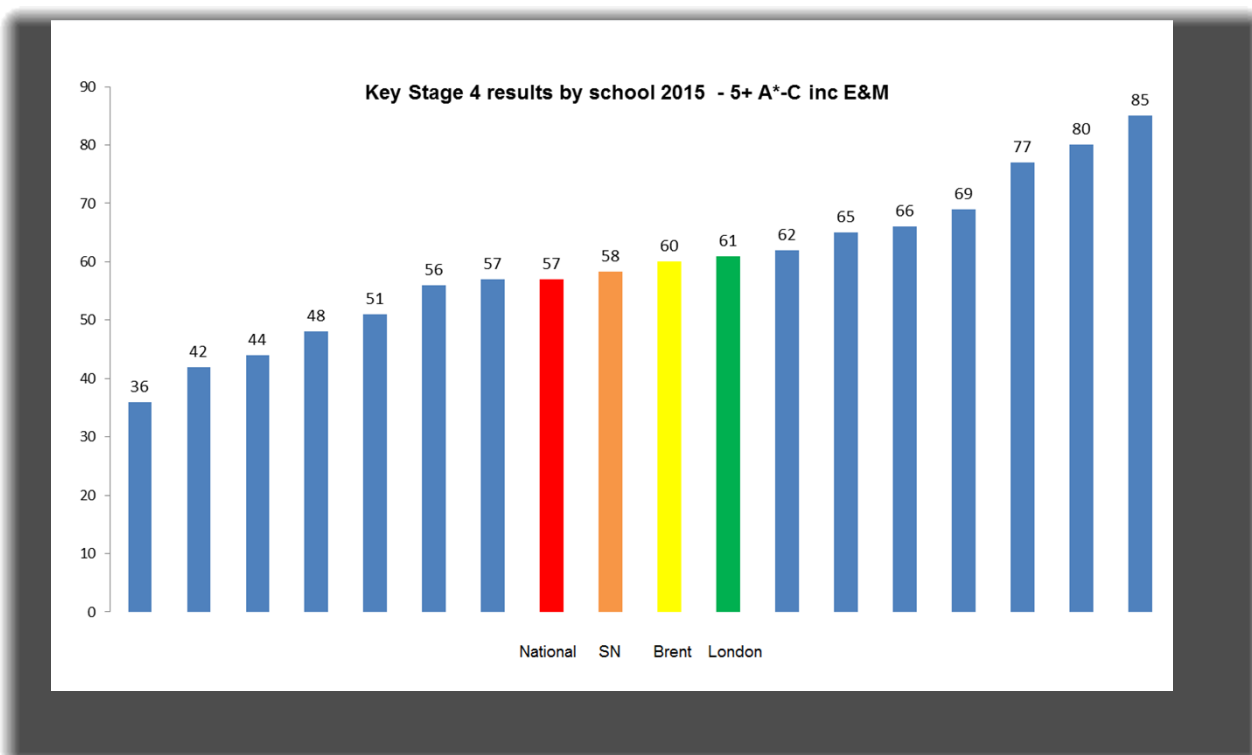
assessment regime is still at the early stages of development. The Brent Schools Partnership (BSP) is working with Brent Council to ensure that schools are updated when assessment information is released, and the BSP is supporting schools to improve their assessment practice.

### 3.4 Secondary Standards and Achievement (Refer to Appendix 4 for detailed data)

3.4.1 Brent performed well for all of the headline measures at the end of the secondary phase when compared to national, statistical neighbour and London averages. A higher proportion of Brent pupils made the expected progress in English and mathematics at secondary school and attainment was higher in Brent, with the exception of the London average which was marginally above Brent. At Key Stage 5 Brent continued to perform well compared to the national and London averages and its statistical neighbours. On average Brent students attained one A Level grade higher than the averages for London and statistical neighbours.

#### Key issues – Secondary Phase

3.4.2 Similar to the primary phase, headline figures mask the variation in the performance of schools. The difference between the school with the highest proportion of pupils attaining the headline measure and the school with the lowest proportion was 49 percentage points. The table below shows the variability of outcomes between schools at Key Stage 4. (Refer to Appendix 5 for each school's results)



3.4.3 The average attainment of Brent's disadvantaged pupils at the end of Key Stage 4 increased by one percentage point in 2015, but the gap with non-disadvantaged pupils nationally remained at 14 percentage points. Although the attainment of Children Looked After increased significantly it was still well below the national average for non-disadvantaged pupils. The attainment of Somali pupils continued to increase and at a faster rate than the Brent average, closing the gap significantly, and the attainment for the whole Black African group increased in 2015 to just below the national average. The average for the Black Caribbean group fell in 2015, and the proportions of this group making the expected progress in English and mathematics was low compared to all of Brent's other significant groups. The attainment of the Gypsy/Roma group and Travellers of Irish Heritage group continued to be poor. Both groups had low attendance: Gypsy/Roma (90 per cent); Travellers of Irish Heritage (88 per cent). An officer in the Education Welfare Service is assigned to work with the families in both groups to reduce absence.

## **4 The Education Commission Priorities**

### **4.1 Improve strategic leadership of education across the borough**

The Strategic School Effectiveness Partnership is firmly established. The Strategic School Effectiveness Partnership Board sets the strategic direction and monitors the implementation and impact of the Education Commission Action Plan. It is chaired by the Strategic Director, Children and Young People and its membership includes the leaders of the Brent Schools Partnership and teaching school alliances, headteacher representatives from each phase of education and a national leader of governance. The operational School Effectiveness Partnership Group which includes the leaders of the BSP and the teaching school alliances meets every two months with the Head of School Effectiveness to discuss school effectiveness issues and agree proposals for the Board's consideration.

### **4.2 Planning school places**

The School Place Planning Strategy was put into place in October 2014 and revised in October 2015. The strategy has ensured that place planning and school expansions are planned against a clear set of principles which put the quality of provision at the forefront of decision-making and are based on reliable data sources. The strategy has secured sufficient school places for all Brent pupils and is intended to ensure that the plans will meet the increasing demand for secondary school places from 2018.

### **4.3 Knowing Brent schools**

The school categorisation process was introduced by the Strategic Framework for School Effectiveness in January 2015. School leaders now evaluate the quality of their provision against a clear set of criteria and council officers validate their judgements using high quality data. The agreed categories have been accurate for all maintained schools inspected since the introduction of the Strategic Framework. The Brent Schools Partnership is leading the planning for an annual event which will showcase the best practice of all Brent schools including the work of the schools which have effectively used the Pupil Premium Grant to close the attainment gap for their disadvantaged pupils.

### **4.4 Promoting and supporting school-to-school networks**

The Brent Schools Partnership (BSP) and the teaching school alliances are well established as providers of quality school-to-school support. Over 90 per cent of Brent schools are members of the BSP and it has established Centres of Excellence at schools which are high performing in specialist areas of the curriculum for example early years and mathematics. The School Effectiveness Partnership has produced a provision map showing Brent's sources of support and challenge for school improvement. This is interactive and accessible on the BSP website<sup>3</sup>.

### **4.5 Providing challenge to address weaknesses including targeting of pupils in receipt of the pupil premium grant**

The School Effectiveness Service updates its School Effectiveness Matrix with school data as soon as it is released and combines this with Strategic Framework's school categorisation process to ensure that schools are challenged when weaknesses are identified, and when appropriate rapid improvement groups are established to secure improvement. The matrix includes performance data on Brent's significant groups and the attainment gap for the disadvantaged pupils targeted by the Pupil Premium Grant. The 2015 results show that the attainment gap between Brent's disadvantaged pupils and non-disadvantaged pupils has closed at both the end of the primary and secondary phases, and that at some Brent schools there is now no gap. The Brent Schools Partnership has been commissioned by the local authority to research the best practice of Brent schools in the use of the Pupil Premium Grant and to publish a set of case studies that will support other schools to close the gap. To address the over-representation of some ethnic groups (in particular Black Caribbean boys) in both fixed term and permanent exclusions from school, Brent Council in partnership with local schools launched the Equality and Exclusions Project earlier this month. This showcased the best practice at four Brent secondary schools which have a proven track record of reducing the exclusions of Black Caribbean and Black African boys.

---

<sup>3</sup> <http://www.bsp.london/wp-content/uploads/2016/01/Support-for-Brent-school-improvement-map-v9.8.pdf>



#### 4.6 **Improving school governance**

All Brent maintained school boards of governors were reconstituted in 2015 to ensure that all their members had the necessary skill sets to be effective. The system for appointing local authority governors was also changed to ensure that their appointments were always based on the skills that they would add to a governing board. All rapid improvement groups include the Chair of Governors to ensure that the school's governance is focused on the key areas for improvement, and where weaknesses in boards of governors are identified they are challenged. Over the last year the local authority has replaced two boards of governors with Interim Executive Boards (IEB). One of the IEBs was dissolved earlier this month and replaced by a new board of governors because it had secured the school's sustainable improvement.

### **5 Conclusion**

- 5.1 Following the implementation of the Education Commission Action Plan there has been a transformation in the way that Brent Council works with local schools. This was recognised by the Ofsted inspection of Brent's services for children in need of help and protection, children looked after and care leavers: "over the last year has led to dramatically improved communication and joint working between children's services and schools in Brent."<sup>4</sup>
- 5.2 The proportion of good and outstanding schools has improved significantly, and Brent standards and achievement have continued to improve in comparison to the averages for England, London and statistical neighbours. The Brent Schools Partnership and the two local teaching school alliances are now firmly established as organisations leading local school-to-school support, and there is increasing evidence of their impact on the quality of education in the borough.
- 5.3 The difference between the highest performing schools and the lowest performing schools continues to be too high and must be reduced to ensure that all pupils in Brent have the same opportunities to achieve their best, and successfully progress to further education or training.
- 5.4 The priority for the coming year, will be to embed the partnership work to ensure that all schools are supported to be at least good, and that the School Effectiveness Service challenges schools where groups including Black Caribbean boys are underperforming and works with the Brent Schools Partnership to identify and disseminate best practice in the local schools which have closed the gaps. The first set of best practice case studies will be published in March on the effective use of the Pupil Premium Grant.

#### **Contact Officers**

Gail Tolley  
Strategic Director, Children and Young People  
[gail.tolley@brent.gov.uk](mailto:gail.tolley@brent.gov.uk)

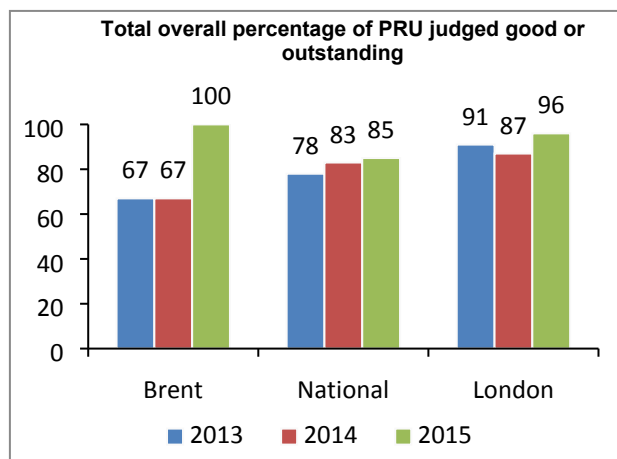
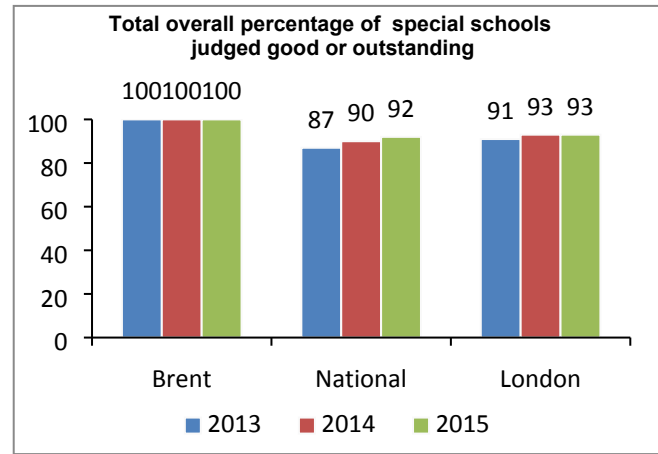
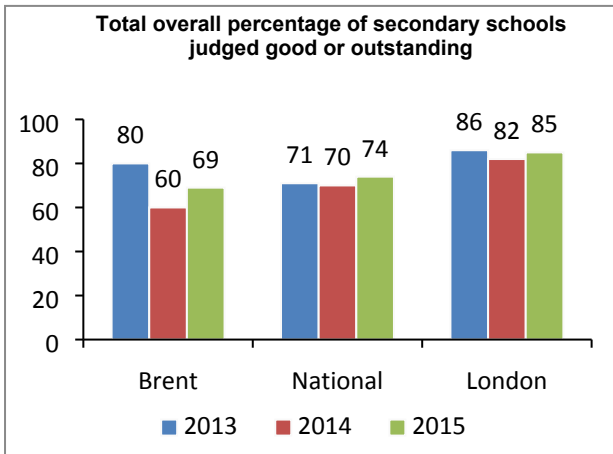
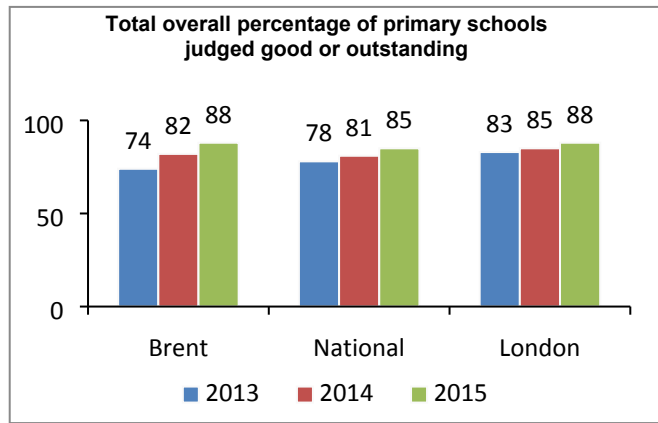
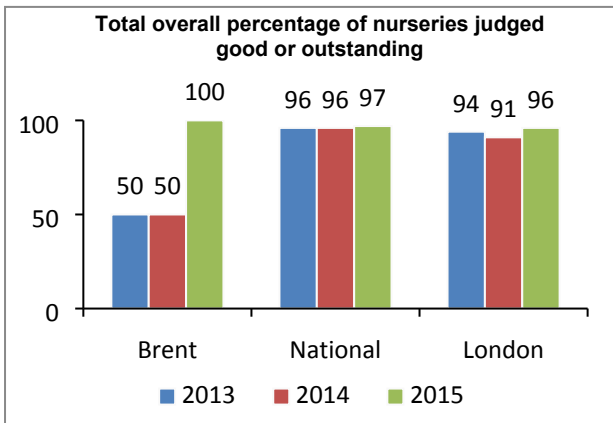
John Galligan  
Head of School Effectiveness  
[john.galligan@brent.gov.uk](mailto:john.galligan@brent.gov.uk)

---

<sup>4</sup> Inspection of services for children in need of help and protection, children looked after and care leavers and Review of the effectiveness of the Local Safeguarding Children Board Inspection date: 14 September 2015 – 8 October 2015 Report published: 30 November 2015

# Appendix 1

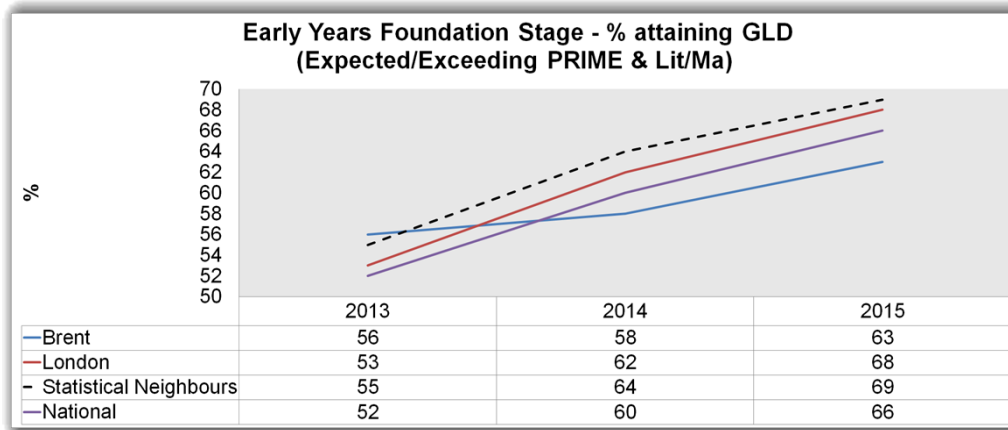
## Ofsted judgements by phase





## Appendix 2 Primary Standards and Achievement

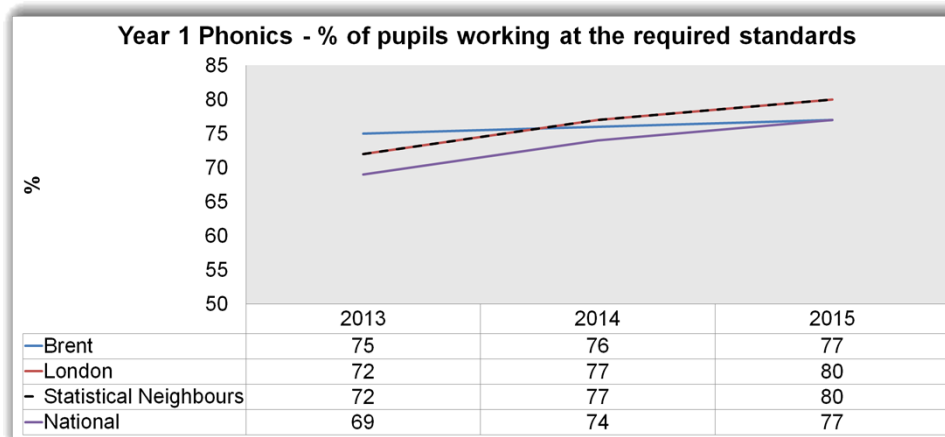
### 2A. Early Years Foundation Stage



2A.1 In 2015, Brent's figures for the proportion of children attaining a good level of development<sup>5</sup> and above increased to 63 per cent, an increase of five percentage points compared to 2014 (58 per cent). This is three percentage points below the national average which increased to 66 per cent, five percentage points below the London average and six percentage points below the average for Brent's statistical neighbours<sup>6</sup>.

### 2B. Year 1 Phonics Screening

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



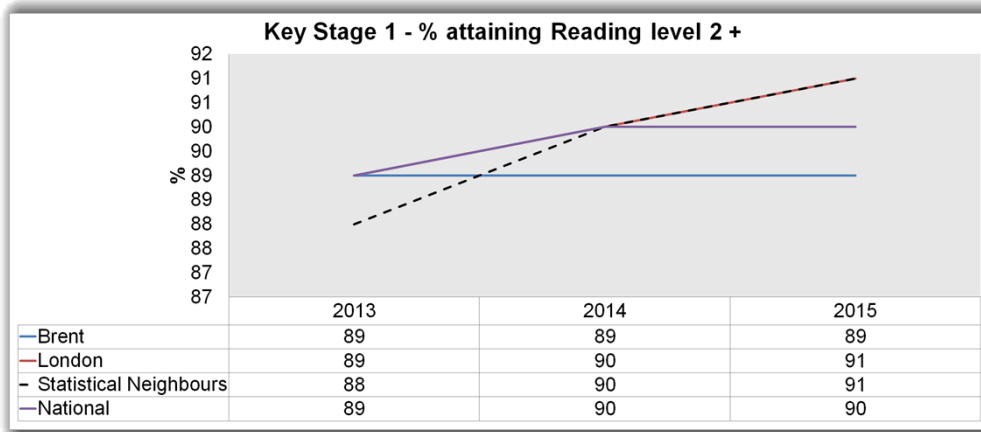
2B.2 In 2015, the proportion of Brent pupils working at the required standards for phonics increased by one percentage point to 77 per cent compared to 2014. The Brent average is in line with the national average which has increased at a faster rate than Brent since 2013. Brent remained below the London average and the average for its statistical neighbours which have both also increased at a faster rate.

### 2C. Key Stage 1

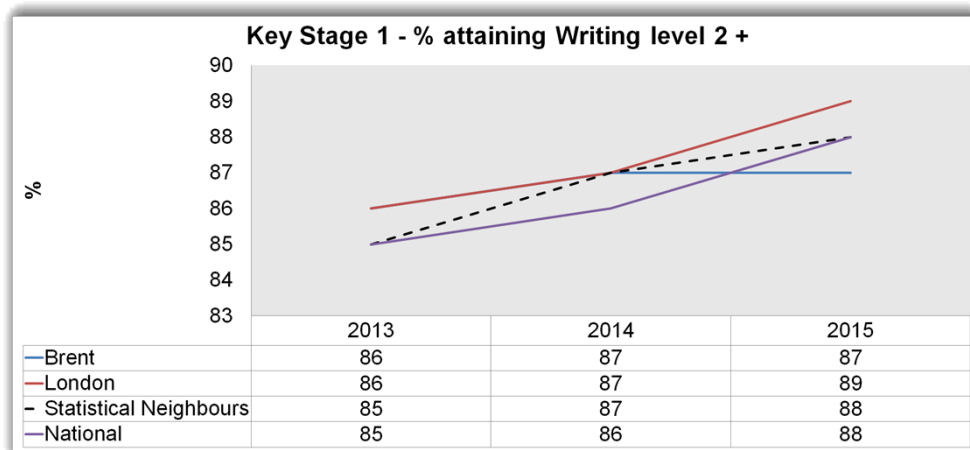
<sup>5</sup> Children achieving a good level of development are those achieving at least the expected level within the following areas of learning: PRIME - communication and language; physical development; and personal, social and emotional development; plus literacy and mathematics.

<sup>6</sup> Statistical neighbours are local authorities with a similar demographic profile to Brent. Brent's statistical neighbours are: Ealing; Waltham Forest; Haringey; Croydon; Lewisham; Newham; Enfield; Hounslow; Greenwich; Hackney.

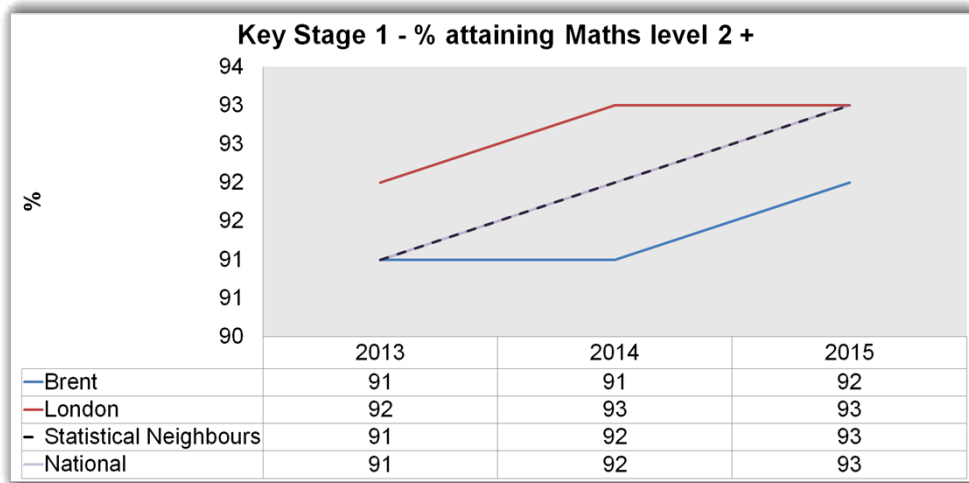
2C.1 Attainment in reading, writing and mathematics at Key Stage 1 is teacher assessed. The statutory national curriculum tasks and tests must be administered to all eligible children who are working at Level 1 or above in reading, writing and mathematics to help inform the final teacher assessment judgement reported for each child at the end of Key Stage 1. If teacher assessment and the task and test results differ, the teacher assessment results should be reported, provided the judgement is based on an appropriate range of evidence from work completed in class.



2C.2 In 2015 the proportion of Brent pupils attaining Level 2 in reading remained at 89 per cent. This is one percentage point below the national average, and two percentage points below the London and statistical neighbour averages of 91 per cent.



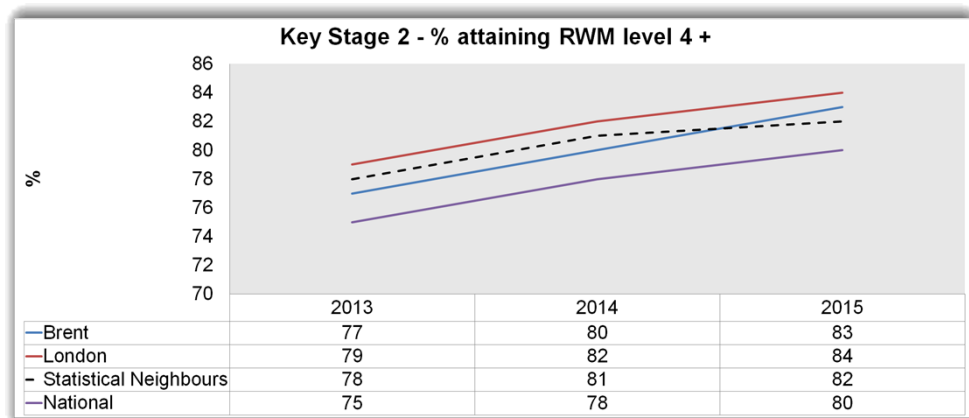
2C.3 The proportion of Brent pupils attaining Level 2 in writing stayed at 87 per cent compared to 2014. This is one percentage point below the national average of 88 per cent and below both the averages for London and statistical neighbours.



2C.4 Brent's proportion of pupils attaining Level 2 in mathematics increased by one percentage point to 92 per cent compared to 2014. This is one percentage point below the national and London averages and the average for statistical neighbours.

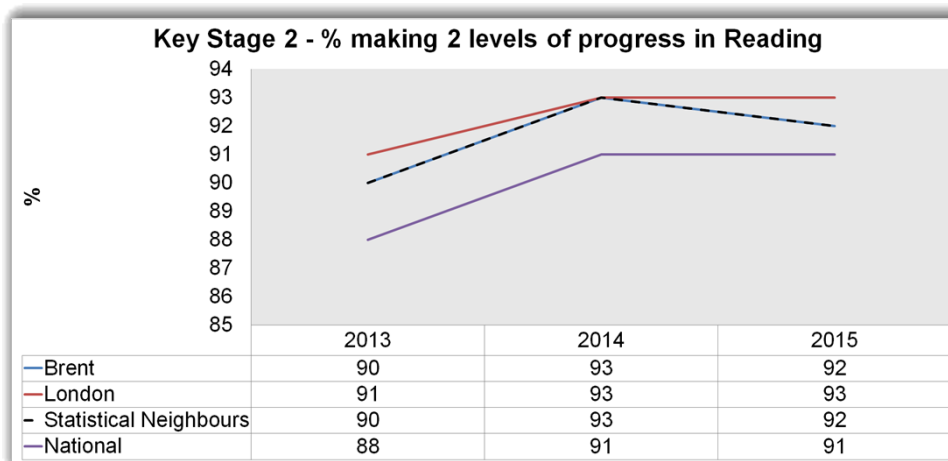
**2D. Key Stage 2**

2D.1 Attainment in reading, writing and mathematics at Key Stage 2 is assessed by national curriculum tests. The tests are designed to assess pupils' knowledge and understanding of specific elements of the Key Stage 2 programmes of study.

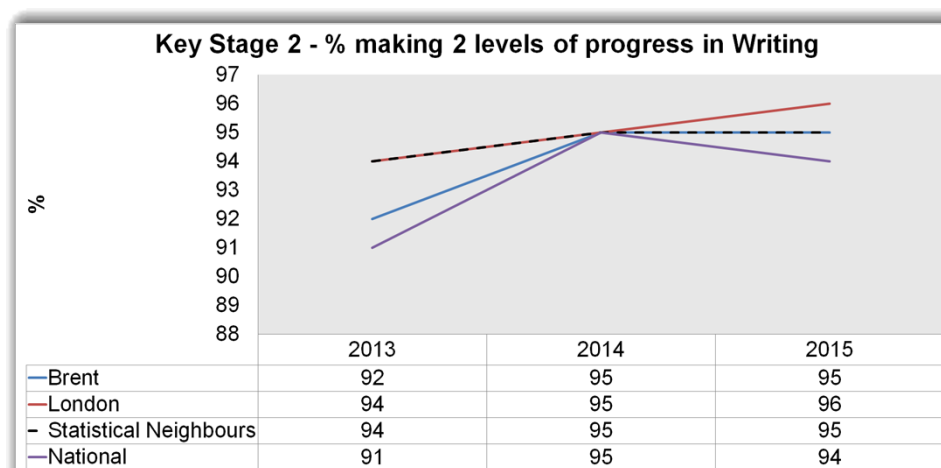


2D.2 In 2015, the proportion of Brent's pupils attaining Level 4 and above in reading, writing and mathematics combined was 83 per cent, an increase of three percentage points compared to 2014. This is three percentage points above the national average, one point below the London average and one point above the average for statistical neighbours.

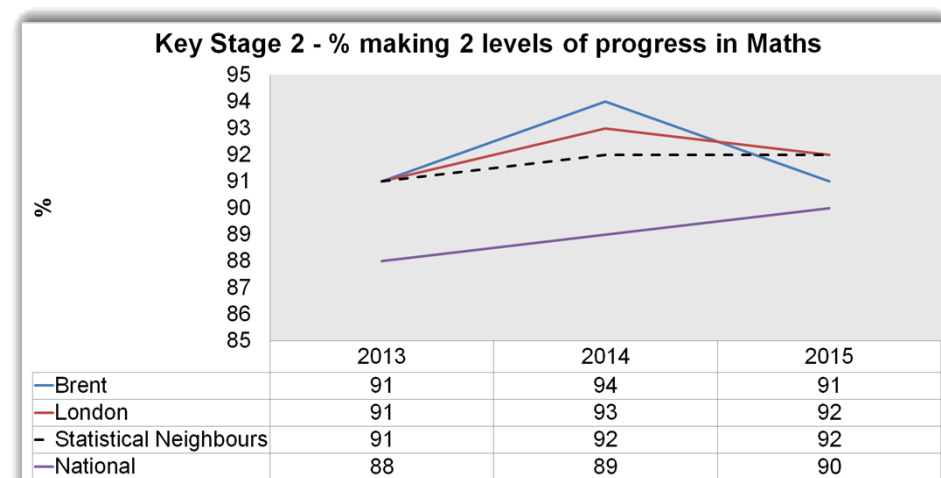
2D.3 The second measure at Key Stage 2 is the percentage of pupils making the expected two levels of progress between the end of Key Stage 1 and the end of Key Stage 2 in English and in mathematics.



2D.4 The proportion of Brent pupils making the expected two levels of progress in reading in 2015 fell by one percentage point to 92 per cent. This is one percentage point above the national average, in line with the average for statistical neighbours, but one percentage point below the London average.



2D.5 In 2015, the proportion of Brent pupils making the expected two levels of progress in writing remained at 9 per cent. This is one percentage point above the national average, equal to statistical neighbours and one percentage point below London.



2D.6 The proportion of Brent pupils making the expected two levels of progress in mathematics fell in 2015 by three percentage points to 91 per cent. This is one percentage point above the national average and one percentage point below the averages for London and statistical neighbours.

## 2E Key Stage 2 - Performance of Groups

### 2E.1 Gender

Boys attainment at KS2	Level 4+			2 Levels of Progress								
	RWM			Reading			Writing			Maths		
	2013	2014	2015	2013	2014	2015	2013	2014	2015	2013	2014	2015
Brent	74	78	81	89	94	91	90	94	94	91	94	91
London	76	79	81									
Statistical Neighbours	75	78	81									
National all pupils	75	78	80	88	91	91	91	95	94	88	89	90

Progress data by gender for London and statistical neighbours is not available

Girls attainment at KS2	Level 4+			2 Levels of Progress								
	RWM			Reading			Writing			Maths		
	2013	2014	2015	2013	2014	2015	2013	2014	2015	2013	2014	2015
Brent	80	83	85	91	93	94	95	96	97	91	94	91
London	82	85	86									
Statistical Neighbours	81	84	86									
National all pupils	75	78	80	88	91	91	91	95	94	88	89	90

The Brent average for girls' attainment at Key Stage 2 in 2015 was four percentage points above boys' attainment. Boys' attainment rose to above the national average for all pupils. The gap between the boys' average and girls' average has closed by two percentage points over the last three years.

### 2E.2 Disadvantaged compared to non-disadvantaged pupils

Disadvantaged pupils are defined as pupils who have been eligible for free school meals at any points 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.

Percentage of pupils attaining level 4 or above at Key Stage 2												
	2013				2014				2015			
	Cohort	LA	National Other	Diff	Cohort	LA	National Other	Diff	Cohort	LA	National Other	Diff
<b>Overall</b>	<b>Reading, Writing and Mathematics</b>				<b>Reading, Writing and Mathematics</b>				<b>Reading, Writing and Mathematics</b>			
Disadvantaged pupils	1329	71	81	-10	1347	74	83	-9	1305	78	85	-7
Other pupils	1706	81		0	1902	84		1	2196	86		1
Within LA gap		-10				-10				-8		
<b>Mathematics</b>												
Disadvantaged pupils	1,329	83	88	-5	1347	84	90	-6	1305	85	90	-5
Other pupils	1,706	90		2	1902	91		1	2198	85		-5
Within LA gap		-7				-7				0		
<b>Reading</b>												
Disadvantaged pupils	1,329	82	89	-7	1347	87	92	-5	1305	86	92	-6
Other pupils	1,706	89		0	1902	92		0	2197	85		-7
Within LA gap		-7				-5				1		
<b>Writing (TA)</b>												
Disadvantaged pupils	1,329	79	87	-8	1347	84	89	-5	1305	84	90	-6
Other pupils	1,706	88		1	1902	89		0	2197	85		-5
Within LA gap		-9				-5				-1		

In 2015 the Brent average for disadvantaged pupils attaining Level 4 and above in reading, writing and mathematics rose four percentage points to 78 per cent. The gap with Brent non-disadvantaged and national non-disadvantaged pupils closed by two percentage points.

## 2E.3 Children Looked After compared to non-disadvantaged pupils

Percentage of CLA attaining level 4 or above at Key Stage 2												
2013				2014				2015				
Cohort	LA	National Non DisA	Diff	Cohort	LA	National Non DisA	Diff	Cohort	LA	National Non DisA	Diff	
<b>Reading, Writing and Mathematics</b>												
CLA	5	60	-21	10	40	83	-43	16	56	85	-29	
Non Disadvantaged pupils	1706	81	0	1988	79	83	-4	2196	79	85	-6	
Gap		-21			-39				-23			
<b>Reading</b>												
CLA	5	60	-29	10	90	92	-2	16	81	92	-11	
Non Disadvantaged pupils	1706	89	0	1988	86	92	-6	2197	85	92	-7	
Gap		-29			4				-4			
<b>Writing (TA)</b>												
CLA	5	60	-27	10	70	89	-19	16	56	90	-34	
Non Disadvantaged pupils	1706	88	1	1988	85	89	-4	2197	85	90	-5	
Gap		-28			-15				-29			
<b>Mathematics</b>												
CLA	5	60	-28	10	60	90	-30	16	69	90	-21	
Non Disadvantaged pupils	1706	90	2	1988	86	90	-4	2198	85	90	-5	
Gap		-30			-26				-16			

In 2015 the Brent average for Children Looked After attaining Level 4 and above in reading, writing and mathematics rose 16 percentage points to 56 per cent. The gap with Brent non-disadvantaged pupils closed by 16 percentage points. The number of children in this group is relatively small compared to other groups, and therefore the proportion of pupils attaining the expected standard is subject to wide fluctuations from year to year because of the impact of the performance of just a few pupils.

## 2E.4 Ethnic Groups

Ethnic group attainment at KS2	No of Pupils			Level 4+ RWM			2 Levels of Progress								
							Reading			Writing			Maths		
	2013	2014	2015	2013	2014	2015	2013	2014	2015	2013	2014	2015			
Black African	514	538	533	77	76	82	90	94	92	93	95	93	93	94	91
Black Caribbean	302	365	323	71	73	76	85	90	92	89	93	94	83	88	87
Indian	393	432	429	80	81	89	90	91	93	93	93	99	93	95	95
Pakistani	220	227	196	78	83	81	89	97	93	95	98	96	90	95	93
Somali	317	334	303	71	74	78	89	95	91	93	97	96	91	95	94
White British	297	332	314	82	86	90	92	94	95	93	96	97	90	94	93
Eastern European	155	183	208	68	76	80	94	98	94	96	96	100	94	98	100
Gypsy / Roma	2	2	5	50	100	0	50	100	100	100	100	100	100	100	100
Traveller of Irish Heritage	5	2	5	100	50	50	100	100	100	100	100	100	100	100	100
ALL Brent Pupils				77	80	83	90	93	92	92	95	95	91	94	91
National all pupils				75	78	80	88	91	91	91	95	94	88	89	90

Of Brent's significant ethnic groups, in 2015, the average attainment of the Black Caribbean and Somali groups was below the national average for all pupils at the end of Key Stage 2. Attainment for both groups has increased over the last three years. The average for Somali pupils has closed to two percentage points below the national average for all pupils but the average for Black Caribbean pupils has stayed at four percentage points below. The attainment of the whole Black African group increased to above the national average after a dip in 2014. Although the numbers in the Gypsy and Roma, and Travellers of Irish Heritage groups were very small, their attainment averages were well below the national average.



## Appendix 3 Brent Key Stage 2 results by school

DfE	School	Type of Establishment	KS2 Level 4+			2 Levels of progress									Ofsted	
			RWM			Reading			Writing			Maths			Overall Judgement	Date
			2013	2014	2015	2013	2014	2015	2013	2014	2015	2013	2014	2015		
2000	Anson Primary School	Community School	73	67	78	95	100	93	95	100	90	91	91	95	25/03/2015	G
6906	Ark Academy	Academy Sponsor Led	nil	nil	87	nil	nil	90	nil	nil	88	nil	nil	82	24/11/2010	O
2021	ARK Franklin Primary Academy	Academy Sponsor Led	nil	54	70	nil	82	80	nil	70	77	nil	80	71	~	~
3603	Avigdor Hirsch Torah Temimah Primary School	Voluntary Aided School	67	91	77	94	95	95	76	90	100	94	95	90	28/11/2011	G
2049	Barham Primary School	Community School	74	77	85	93	97	96	97	99	100	97	97	97	09/02/2011	G
2075	Braintcroft Primary School	Community School	57	63	70	82	86	78	99	94	95	91	88	86	19/11/2013	G
2003	Brentfield Primary School	Community School	73	83	81	78	93	94	93	100	98	90	98	94	21/06/2012	G
2006	Byron Court Primary School	Community School	80	79	90	90	93	91	96	94	97	89	94	89	22/03/2012	O
2068	Chalkhill Primary School	Community School	76	93	94	97	100	96	97	100	98	98	100	98	07/07/2011	G
3301	Christ Church CofE Primary School	Voluntary Aided School	45	68	83	89	92	100	78	100	100	74	88	96	02/10/2014	G
2056	Donnington Primary School	Community School	62	83	68	83	85	96	100	100	100	83	100	88	07/02/2013	G
2055	Elsley Primary School	Community School	71	72	78	93	94	96	91	94	96	90	89	82	16/01/2012	G
2074	Fryent Primary School	Community School	73	70	81	80	92	98	90	96	98	86	90	96	04/06/2014	G
2067	Furness Primary School	Foundation School	76	78	81	92	98	94	96	93	94	82	98	86	11/06/2015	G
2022	Gladstone Park School	Academy Sponsor Led	78	82	94	87	94	97	94	96	100	94	96	100	~	~
2017	Harlesden Primary School	Community School	81	83	86	88	93	92	96	96	100	96	96	100	15/07/2014	G
5949	Islamia Primary School	Voluntary Aided School	80	81	84	94	86	91	94	93	93	86	97	88	28/02/2013	G
3302	John Keble CofE Primary School	Voluntary Aided School	87	78	81	92	80	92	97	98	98	97	95	88	26/09/2013	G
2024	Kingsbury Green Primary School	Community School	72	71	80	91	93	95	96	97	97	98	93	95	26/01/2011	G
2028	Leopold Primary School	Community School	86	91	74	96	96	87	98	100	100	85	96	91	28/11/2011	G
2030	Lyon Park Junior School	Community School	63	73	65	87	90	85	93	92	98	83	89	88	02/05/2013	G
5202	Malorees Junior School	Foundation School	86	90	76	91	98	91	93	91	93	91	95	83	11/03/2015	R
3601	Michael Sobell Sinai School	Voluntary Aided School	81	93	82	90	99	95	100	99	99	94	90	85	20/01/2015	G
2066	Mitchell Brook Primary School	Community School	76	84	86	96	90	98	98	100	100	100	100	100	03/11/2015	O
2073	Mora Primary School	Community School	61	73	85	97	98	98	94	98	98	94	98	100	03/12/2014	G
2018	Mount Stewart Junior School	Community School	83	87	91	95	96	97	93	94	98	92	94	91	10/10/2012	O
2064	Newfield Primary School	Community School	63	69	48	90	97	86	100	97	92	90	83	78	14/05/2015	R
5201	North West London Jewish Day School	Academy Converter	90	91	88	100	100	95	97	100	100	93	100	100	05/02/2013	G
2034	Northview Junior and Infant School	Community School	80	96	87	100	100	96	96	100	93	100	100	100	22/11/2011	G
5200	Oakington Manor Primary School	Foundation School	87	89	83	93	100	97	94	97	94	97	99	97	07/07/2010	O
2071	Oliver Goldsmith Primary School	Community School	74	85	88	87	93	100	93	96	98	85	89	95	08/05/2014	G
3500	Our Lady of Grace Catholic Junior School	Voluntary Aided School	92	92	97	98	97	98	98	92	98	97	98	100	23/10/2012	O
3508	Our Lady of Lourdes RC Primary School	Voluntary Aided School	79	90	90	88	96	97	96	96	100	92	96	93	03/12/2013	R
2038	Park Lane Primary School	Community School	72	78	82	91	98	93	91	100	93	79	98	91	06/10/2011	G
2039	Preston Park Primary School	Community School	85	78	80	92	90	87	99	95	95	96	92	83	26/02/2014	G
3303	Princess Frederica CofE Primary School	Voluntary Aided School	90	88	97	94	96	97	92	98	100	92	96	100	19/01/2012	G
2041	Roe Green Junior School	Community School	76	81	77	85	89	88	79	94	90	85	96	87	08/11/2011	G
2070	Salisbury Primary School	Community School	76	82	82	91	92	91	88	96	96	90	96	97	02/10/2013	R
3305	St Andrew and St Francis CofE Primary School	Academy Sponsor Led	65	83	49	88	96	84	88	96	86	90	100	78	~	~
3501	St Joseph RC Junior School	Voluntary Aided School	97	88	96	93	97	95	100	91	95	100	95	97	28/11/2011	O
5203	St Joseph's Roman Catholic Primary School	Voluntary Aided School	95	98	98	96	100	100	98	100	100	98	100	100	16/01/2013	O
3511	St Margaret Clitherow RC Primary School	Voluntary Aided School	87	87	93	96	100	100	100	100	100	100	100	100	04/11/2015	G
3505	St Mary Magdalen Catholic Junior School	Voluntary Aided School	81	81	94	80	89	95	96	95	99	92	86	91	03/07/2014	G
3308	St Mary's CofE Primary School	Voluntary Aided School	93	71	94	100	90	100	100	95	100	100	90	100	11/12/2012	G
3602	St Mary's RC Primary School	Voluntary Aided School	73	0	84	85	100	94	73	95	91	93	N/A	91	27/03/2014	I
3506	St Robert Southwell RC Primary School	Voluntary Aided School	87	93	98	98	100	100	95	100	100	93	95	98	22/01/2013	G
2076	Sudbury Primary School	Academy Converter	91	92	87	100	99	98	100	100	100	98	99	94	17/11/2015	R
5204	The Kilburn Park School Foundation	Foundation School	89	89	91	91	97	98	97	97	96	100	100	98	05/11/2013	R
2057	The Stonebridge School	Community School	57	75	73	83	91	95	92	96	93	100	93	98	20/03/2013	G
2020	Uxendon Manor Primary School	Community School	88	92	93	88	91	89	92	96	96	96	96	98	10/07/2013	G
3605	Wembley Primary School	Community School	74	86	94	94	95	98	96	91	100	96	98	96	12/07/2011	G
2053	Wykeham Primary School	Community School	92	100	100	96	98	98	100	100	100	100	100	95	24/03/2015	O
7006	Manor School	Community Special School	0	0	0	13	0	0	0	0	0	0	0	0	05/12/2012	G
7005	Phoenix Arch School	Community Special School	nil	0	33	nil	0	100	nil	0	100	nil	0	67	05/03/2015	G
7009	The Village School	Community Special School	0	0	0	10	0	0	10	0	0	0	0	0	18/04/2013	G

Brent	77	80	83	90	93	92	92	95	95	91	94	91
London	79	82	84	91	93	93	94	95	96	91	93	92
Statistical Neighbours	78	81	82	90	93	92	94	95	95	91	92	92
National	75	78	80	88	91	91	91	95	94	88	89	90

The results show that two schools were below the government's floor standard, defined as follows:

- Fewer than 65 per cent of pupils at the end of key stage 2 (KS2) achieved level 4 or above in reading, writing and mathematics and
- Below the average percentage of pupils at the end of KS2 made expected progress in reading and
- Below the average percentage of pupils at the end of KS2 made expected progress in writing and
- Below the average percentage of pupils at the end of KS2 made expected progress in mathematics.

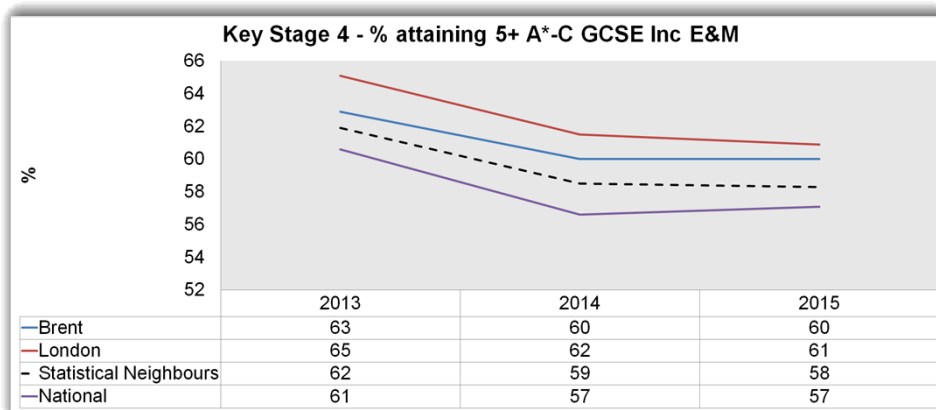
One of these schools St Andrew and St Francis CofE Primary School converted to an academy sponsored by the London Diocesan Board for Schools Academies Trust in July 2015. The School Effectiveness Service has established a Rapid improvement Group to challenge and support the leaders of Newfield Primary School. The group is ensuring that the school's leaders are receiving the necessary support from the BSP to secure improved pupil outcomes.



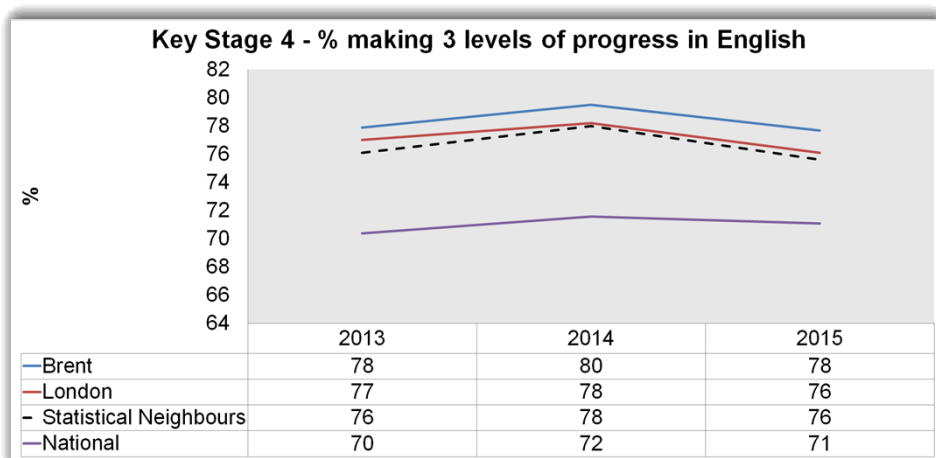
## Appendix 4 Secondary Standards and Achievement

### 4A. Key Stage 4

4A.1 The methodology used to calculate the headline measure for Key Stage 4 was changed in 2014<sup>7</sup> which negates the validity of comparing results with 2013.



4A.2 The 2015 Key Stage 4 results for Brent showed that the proportion of pupils attaining five plus GCSE grades A\*-C including English and mathematics was 60 per cent, compared to the national average of 57 per cent and the London average of 61 per cent. Brent is two percentage points above the average for its statistical neighbours.



4A.3 Brent's 2015 average for the proportion of pupils making expected progress in secondary school between the end of Key Stage 2 and the end of Key Stage 4 in English was 78 per cent which is above the national average of 71 per cent and the averages for London and statistical neighbours.

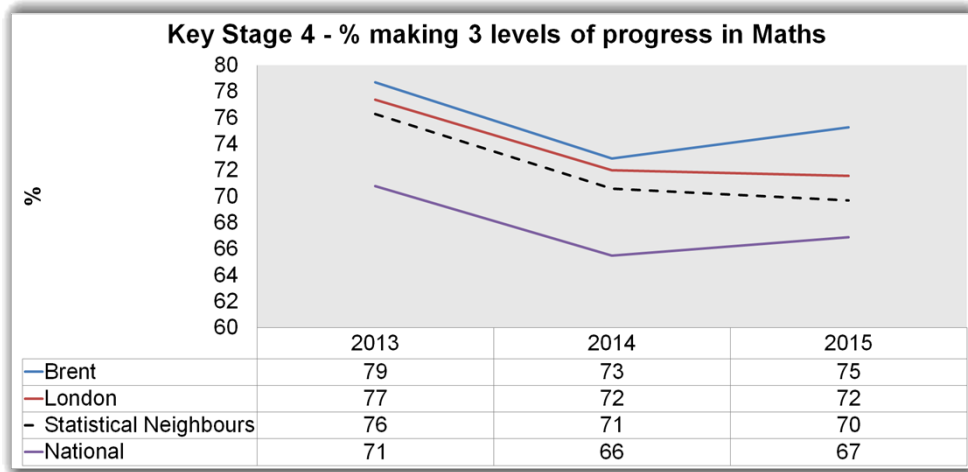
<sup>7</sup> On 21 August 2014, the Joint Council for Qualifications wrote in an open letter to stakeholders:

"This is the first year that the different units that make up a particular GCSE have all had to be examined in the summer term. In previous years, students were able to take these units over the length of the course, as long as 40 per cent of the assessment was taken at the end (known as the 'terminal rule')."

"For most GCSE subjects there was no winter 2013/14 examination series, so students did not have the opportunity to take their GCSEs early this year. The exceptions to this were Mathematics, English Language and English. In these subjects there was a winter examination series available to all students in England, where they had the opportunity to resit individual units or take the whole qualification."

"There was a change to the English Language and English examinations this summer. For the first time, the assessment of speaking and listening did not contribute to the overall grade. Instead, students were given a separate result (out of five levels) that will appear as an endorsement on their certificate. In addition, the written part of the qualification contributed 60 per cent of the total marks this summer, compared with 40 per cent in previous years (the remaining 40 per cent is controlled assessment)."

"Finally, the Government in England announced that only a student's *first* result in a GCSE would count in school performance measures, rather than the *best* result, as had been the case in the past. An individual student will still be able to count the best result."



4A.4 The Brent average for pupils making expected progress in mathematics increased by two percentage points to 75 per cent which is well above the national average of 67 per cent and above the London and statistical neighbour averages.

#### 4B Key Stage 4 - Performance of Groups

##### 4B.1 Gender

Boys attainment at KS4	GCSE's			3 Levels of Progress					
	5 A*-C Inc E&M			English			Maths		
	2013	2014	2015	2013	2014	2015	2013	2014	2015
Brent	58	56	57	73	74	72	77	73	75
London	61	58	57						
Statistical Neighbours	58	54	54						
National all pupils	61	57	57	70	72	71	71	66	67

Girls attainment at KS4	GCSE's			3 Levels of Progress					
	5 A*-C Inc E&M			English			Maths		
	2013	2014	2015	2013	2014	2015	2013	2014	2015
Brent	68	64	63	83	84	83	81	73	76
London	69	66	65						
Statistical Neighbours	66	62	62						
National all pupils	61	57	57	70	72	71	71	66	67

The Brent average for girls' attainment at Key Stage 4 in 2015 was six percentage points above boys' attainment. Boys' attainment rose to the national average for all pupils. The gap between the boys' average and girls' average has closed by four percentage points over the last three years.

## 4B.2 Disadvantaged compared to non-disadvantaged pupils

Attainment and progress at KS4												
2013				2014				2015 (P)				
Cohort	LA	National Non CLA/FSM*	Diff	Cohort	LA	National Non CLA/FSM*	Diff	Cohort	LA	National Non CLA/FSM*	Diff	
<b>% attaining 5 or more A*-C GCSEs Inc E&amp;M</b>												
CLA/FSM*	1104	52	67	-15	1133	48	62	-14	1061	49	63	-14
Non CLA/FSM*	1800	70	3		1779	67	5		1993	63	0	
Within LA Gap		-18				-19				-14		
<b>Percentage of pupils achieving expected progress in English at Key Stage 4</b>												
CLA/FSM*	983	65	72	-7	1004	71	74	-3	985	72	75	-3
Non CLA/FSM*	1580	79	7		1605	82	8		1709	79	4	
Within LA Gap		-14				-11				-7		
<b>Percentage of pupils achieving expected progress in mathematics at Key Stage 4</b>												
CLA/FSM*	991	68	73	-5	1026	70	76	-6	995	67	73	-6
Non CLA/FSM*	1620	83	10		1651	84	8		1772	80	7	
Within LA Gap		-15				-14				-13		

In 2015 the Brent average for disadvantaged pupils attaining five GCSE grades A\*-C including English and mathematics rose to 49 per cent. The gap with Brent non-disadvantaged pupils closed by five percentage points but the gap with national non-disadvantaged stayed at 14 percentage points.

## 4B.3 Children Looked After compared to non-disadvantaged pupils

CLA attainment and progress at KS4												
2013				2014				2015(P)				
Cohort	LA	National Non CLA/FSM*	Diff	Cohort	LA	National Non CLA/FSM*	Diff	Cohort	LA	National Non CLA/FSM*	Diff	
<b>% attaining 5 or more A*-C GCSEs Inc E&amp;M</b>												
CLA	21		-46	6		-56		28		-35		
Non Disadvantaged pupils	1800	70	67	3	1779	67	62	5	1993	63	63	0
Gap		-49				-61				-35		

In 2015 the Brent average for Children Looked After attaining five GCSE grades A\*-C including English and mathematics rose to 28 per cent. The gap with Brent non-disadvantaged closed by 26 percentage points and the gap with national non-disadvantaged closed by 21 percentage points.

## 4B.4 Ethnic Groups

Ethnic group attainment at KS4	No of Pupils			GCSE's			3 Levels of Progress					
				5 A*-C Inc E&M			English			Maths		
	2013	2014	2015	2013	2014	2015	2013	2014	2015	2013	2014	2015
Black - African	441	497	453	54	50	58	73	77	81	77	68	75
Black Caribbean	290	266	286	48	48	45	64	66	64	60	58	61
Indian	428	462	472	72	70	68	85	84	82	92	84	87
Pakistani	195	176	175	65	60	59	85	78	81	81	68	76
Somali	252	287	245	47	46	52	71	77	81	74	71	73
Eastern European	115	126	157	53	56	47	80	81	80	86	82	65
White - British	177	134	137	63	60	61	66	79	72	66	70	65
Gypsy/Roma	0	3	1	~	0	0	~	50	100	~	0	0
Traveller of Irish Heritage	4	14	7	0	0	14	0	15	29	0	0	29
All Brent pupils				63	60	60	78	80	78	79	73	75
National all pupils				61	57	57	70	72	71	71	66	67

Data source : Nexus

At Key Stage 4, in 2015, the averages for the following significant groups were below the national average: Black African including Somali pupils, Eastern European and Black Caribbean. The

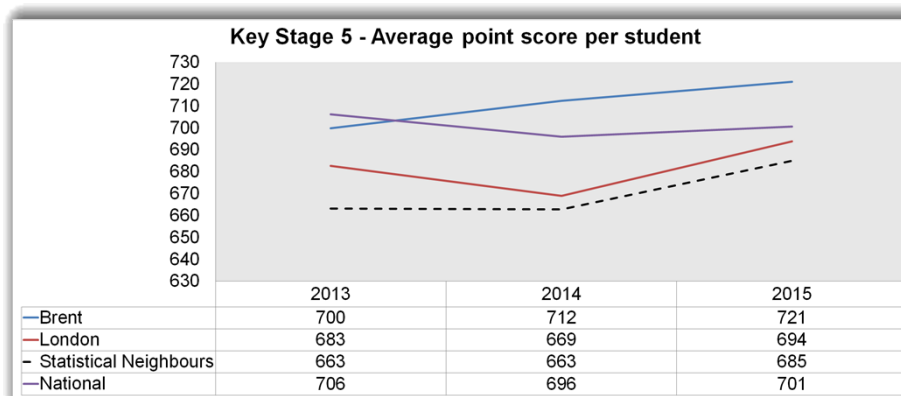
average for the Black African including the Somali group rose, closing the gap with the national average. However, the average for the Black Caribbean group fell by four percentage points and the Eastern European average fell by nine percentage points. Although the numbers in the Gypsy and Roma, and Travellers of Irish Heritage groups were very small, their attainment averages were well below the national average.

#### 4B.5 Black Caribbean by Gender

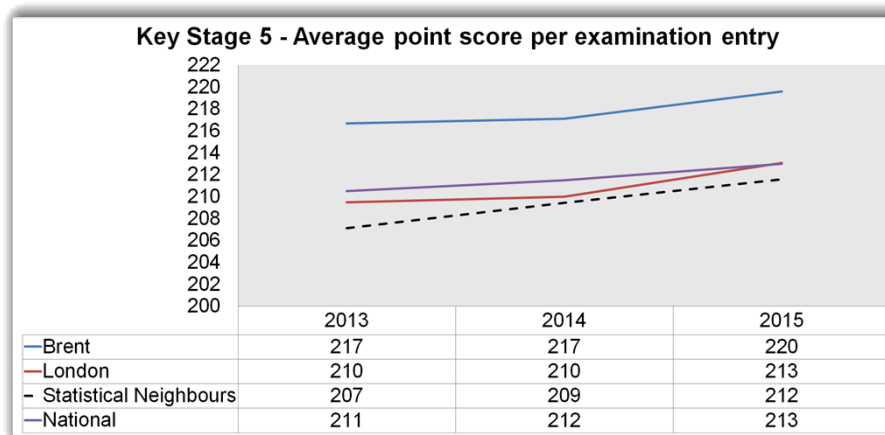
Black Caribbean group attainment at KS4 by gender	GCSE's			3 Levels of Progress					
	5 A*-C Inc E&M			English			Maths		
	2013	2014	2015	2013	2014	2015	2013	2014	2015
Boys	36	40	33	55	55	47	52	52	54
Girls	61	57	55	74	77	78	69	63	66
National all pupils	61	57	57	70	72	71	71	66	67

Breaking the data down by gender, it can be seen that Brent's Black Caribbean girls' average at Key Stage 4 was close to the national average for all pupils. However, the boys' average fell by seven percentage points in 2015 and was 24 percentage points below the national average. Data on the outcomes for disadvantaged pupils shows that there is very little difference (two percentage points) between the attainment of disadvantaged Black Caribbean boys and non-disadvantaged Black Caribbean boys.

#### 4C Post-16 Key Stage 5



4C.1 Brent's 2015 average Level 3 point score per student increased to 721 from 712 in 2014. This put Brent well above the national average of 701 points. Brent also remained well above the London average (694 points) and statistical neighbours (685 points). A difference of 30 points is equivalent to one A Level grade.



4C.2 Brent's 2014 average Level 3 point score per examination entry increased to 220 from 217 in 2014. Brent remained above the national average and the averages for London and statistical neighbours.

## Appendix 5 Brent Key Stage 4 results by school

School	Type of Establishment	2013	2014	2015	2013	2014	2015	2013	2014	2015	Ofsted	
		GCSEs			3 Levels of Progress			3 Levels of Progress			Overall Judgement	Date
		5+A*-C Inc English and			English			Maths				
Alperton Community High School	Academy Converter	44	50	51	63	72	73	83	70	82	R	07/05/2014
Ark Academy	Academy Sponsor Led	~	~	66	~	~	74	~	~	93	O	24/11/2010
ARK Elvin Academy	Academy Sponsor Led	~	~	36	~	~	67	~	~	56	~	~
Capital City Academy	Academy Sponsor Led	44	52	48	60	74	76	71	76	64	G	18/11/2015
Claremont High School	Academy Converter	75	66	69	85	79	77	88	80	84	O	13/05/2015
Convent of Jesus and Mary Language College	Academy Converter	63	56	57	76	87	88	78	62	66	G	18/04/2013
JFS	Voluntary Aided School	79	77	77	86	86	75	84	82	83	R	08/07/2014
Kingsbury High School	Academy Converter	77	69	65	94	93	87	86	75	77	G	16/09/2014
Newman Catholic College	Voluntary Aided School	45	43	42	59	74	62	60	69	68	G	21/09/2011
Preston Manor School	Academy Converter	67	64	62	89	83	80	79	75	73	G	23/05/2012
Queens Park Community School	Academy Converter	51	59	56	64	70	73	67	76	75	G	07/03/2012
St Gregory's Catholic Science College	Academy Converter	74	74	80	72	87	88	84	75	82	G	15/10/2013
The Crest Academy	Academy Sponsor Led	56	38	44	92	75	78	72	52	61	I	28/01/2015
Wembley High Technology College	Academy Converter	92	84	85	96	98	92	96	94	94	O	30/09/2008
Woodfield School	Academy Special Converter	0	0	0	0	0	0	0	0	0	O	08/11/2010
Brent		63	60	60	78	80	78	79	73	75		
London		65	62	61	77	78	76	77	72	72		
Statistical Neighbours		62	59	58	76	78	76	76	71	70		
National		61	57	57	70	72	71	71	66	67		

The results show that the lowest performing school (a sponsored academy – ARK Elvin Academy) was below the government's floor standard, defined as follows:

- Fewer than 40 per cent of pupils achieve five or more GCSEs at grade A\*-C or equivalent in both English and mathematics
- The school has a below median score for the percentage of pupils making expected progress between Key Stage 2 and Key Stage 4 in English
- The school has a below median score for the percentage of pupils making expected progress between Key Stage 2 and Key Stage 4 in mathematics.

The school was in its first year as an academy sponsored by Ark Schools following the closure of Copland Community School. The academy's leaders have formed a positive relationship with the School Effectiveness Service and other council services, and the monitoring visits over the last year record provide evidence of the academy's improvement.