



# Education Standards in Brent 2010

Final - March 2011

CHILDREN & FAMILIES

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## Education Standards in Brent 2010

**1.0** This report outlines key trends in education standards for 2010 achieved by schools in Brent at the end of each key stage.

### **2.0** Summary of assessments and expectations

This chart summarises the assessments for each stage up to Key Stage 5:

Table 1

<b>Key Stage</b>	<b>Age at end of key stage</b>	<b>Assessment</b>	<b>Expectation / Key performance measure</b>
Early Years Foundation Stage (EYFS)	5	<p>EYFS practitioners carry out observations and assessments of pupils in Nursery and Reception classes across six areas of learning. At the end of Reception, teachers record their judgements on pupils' attainment for the Early Years Foundation Stage Profile. A nine-point scale is used to assess each strand of each area of learning. Children with six or more points in all scales are working securely within the Early Learning Goals.</p> <p>There are 13 assessment areas covering the six areas of learning, namely Personal, Social and Emotional Development (PSED); Communication, Language and Literacy (CLL); Problem-solving, Reasoning and Numeracy; Knowledge and Understanding of the World; Physical Development; Creative Development.</p>	<p>Children should be working securely within the Early Learning Goals.</p> <p>The main indicator of success is the percentage of children achieving 78+ points across all areas of learning with at least 6+ in each strand of Communication, Language and Literacy (CLL) and in Personal, Social and Emotional Development (PSED).</p> <p>The other main indicator relates to the narrowing of the gap between the achievement of the lowest performing 20% of children and the rest.</p>
Key Stage 1	7	Teachers assess pupils' attainment in reading, writing, mathematics and science using National Curriculum levels and sub- levels.	<p>Pupils should achieve at least Level 2.</p> <p>Attainment at Level 2b+ is a key predictor of attainment at Level 4+ at the end of Key Stage 2.</p>
Key Stage 2	11	Tests in English and mathematics using National Curriculum levels.	Schools and the LA set statutory targets for 2010 based on the percentage of pupils:

Key Stage	Age at end of key stage	Assessment	Expectation / Key performance measure
			<ul style="list-style-type: none"> <li>achieving Level 4+ in English <u>and</u> mathematics combined</li> <li>making at least 2 levels of progress from Key Stage 1 in English and in mathematics.</li> </ul> <p>Statutory targets were set for 2011. This requirement of LAs has been removed and no statutory targets have been set for 2012.</p>
Key Stage 3	14	Teacher assessment only in English, mathematics and science using National Curriculum levels.	<p>Statutory targets are no longer required.</p> <p>Based on teacher assessment, the main performance indicators are achievement at:</p> <p>Level 5+ and Level 6+ in each of English, mathematics and science</p>
Key Stage 4	16	GCSE examinations or equivalent.	<p>Schools and the LA set statutory targets for 2010 based on the percentage of students:</p> <ul style="list-style-type: none"> <li>achieving 5+ A* - C grades (including English <u>and</u> mathematics) at GCSE</li> <li>making the equivalent of 3 levels of progress from Key Stage 2 in each of English and mathematics</li> </ul> <p>Statutory targets were set for 2011. This requirement of LAs has been removed and no statutory targets have been set for 2012.</p>
Key Stage 5	19	<p>Students follow courses at:</p> <ul style="list-style-type: none"> <li>Level 1 (qualifications equivalent to five GCSEs D-G)</li> <li>Level 2 (qualifications equivalent to five GCSEs A*-C)</li> <li>Level 3 (qualifications equivalent to two A levels A-E)</li> </ul>	<p>No statutory targets; National Indicators set out expectations of LAs for achievement at Levels 2 and 3 by age 19.</p> <p>The LA sets targets for Level 3 Average Points Score (APS) per learner, Level 3 APS per entry and the ALPS value-added grade.</p> <p>The LA will also set targets for success rates.</p>

## 3.0 **Executive Summary**

### 3.1 Early Years Foundation Stage (EYFS)

- 3.1.1 Standards remain well below national averages and the gap between the lowest performing 20% of children and the rest is still wider than the national gap, although this gap has narrowed.

### 3.2 Key Stage 1

- 3.2.1 Attainment at Level 2+ and Level 2b+ remains below national averages at all levels and in all subjects, although attainment improved in reading and writing.

### 3.3 Key Stage 2

- 3.3.1 Attainment at Level 4+ in English and mathematics combined is above the national average, as is the percentage of pupils making two levels of progress from Key Stage 1 in English and in mathematics.

### 3.4 Key Stage 3

- 3.4.1 The analysis of performance for this key stage is inconclusive, as the data available to the local authority is incomplete.

### 3.5 Key Stage 4

- 3.5.1 Standards at Key Stage 4 remain high and above the national average. The proportion of students making expected progress in English and in mathematics remains high.

### 3.6 Key Stage 5

- 3.6.1 The Level 3 average point score per candidate increased significantly in 2010, by just over one A Level grade. It is above the London average for the first time and less than one grade below the national average.
- 3.6.2 The Level 3 average point score per entry increased significantly and remains above the national average.
- 3.6.3 A Level value-added is above the national average.

## **4.0 Further detail**

### **4.1 Early Years Foundation Stage (EYFS)**

4.1.1 Standards remain well below national averages. In 2010, attainment fell in all six areas of learning and the gap between Brent and national averages widened.

4.1.2 The key indicator used by the national agencies is the percentage of children scoring 78+ points across all areas of learning, including 6+ points in PSED and CLL. Against this measure, attainment fell by 2 pts from 2009.

4.1.3 Girls continued to outperform boys and the gap between the two widened slightly in 2010. The performance of Black Caribbean and White British children improved by 2pts and 4pts respectively but the performance of all other groups of children declined. The performance of children of Somali and White Other heritage was particularly low.

4.1.4 The second key indicator is the gap in attainment between the lowest performing 20% of children and the rest. This has narrowed by 4pts from the published figures for 2009 but is still wider than the national gap.

4.1.5 Possible reasons for this situation are:

- schools have put in place very robust systems for completion of the EYFS Profile and the moderation of assessment, and this may have resulted in some overly cautious judgements.
- there has been a strong focus on supporting children working within points 1-3, possibly resulting in less attention being given to children with 4/5 points, who might then have gained 6+ points
- high staff mobility in the EYFS has resulted in some inexperienced staff completing the EYFS Profile
- staff from some schools did not attend EYFS Profile training
- in some schools, less attention is given by senior leaders to the EYFS than to key stages 1 and 2.

4.1.6 The actions the School Improvement Service (SIS) has taken to address this are:

- a newly established Quality Improvement (QI) Team completes monitoring forms for all settings in order to identify underachievement, and to provide support and challenge according to need
- the schools which have the lowest attaining 20% of children have been identified in order to:
  - ensure appropriate levels of support are in place
  - identify and support clusters of feeder PVI settings and childminders linked to these schools
  - monitor the impact of additional support
  - identify children who have not taken up either the 3 or 4 year old offer
- the lowest performing 20% of children in each locality are analysed by ethnicity and gender (the two most significant factors) in order to target support
- work has been undertaken with heads of Children's Centres to support identified settings within their localities
- there is an increased focus on children attaining 4/5 points in order to accelerate their progress
- self-evaluation guidance has been produced by the QI team and is being used to improve the quality of self-evaluation by settings to inform action to secure improvement

- updated assessment guidance was produced in February 2011 to support the tracking of progress in the EYFS and additional data has been provided by the LA to support data analysis in the EYFS
- headteachers have been advised to keep staffing as stable as possible in the EYFS
- the QI manager for the SIS has provided briefings for primary headteachers, assessment co-ordinators, and the EY team to improve their understanding of the significance of the threshold criteria
- moderation meetings for all practitioners have been introduced and there are continuing courses for EYFS leaders, practitioners new to the EYFS and NQTs
- work has been undertaken with the support of the National Strategies EYFS team to help to identify good practice and disseminate this more widely.

Graph 1

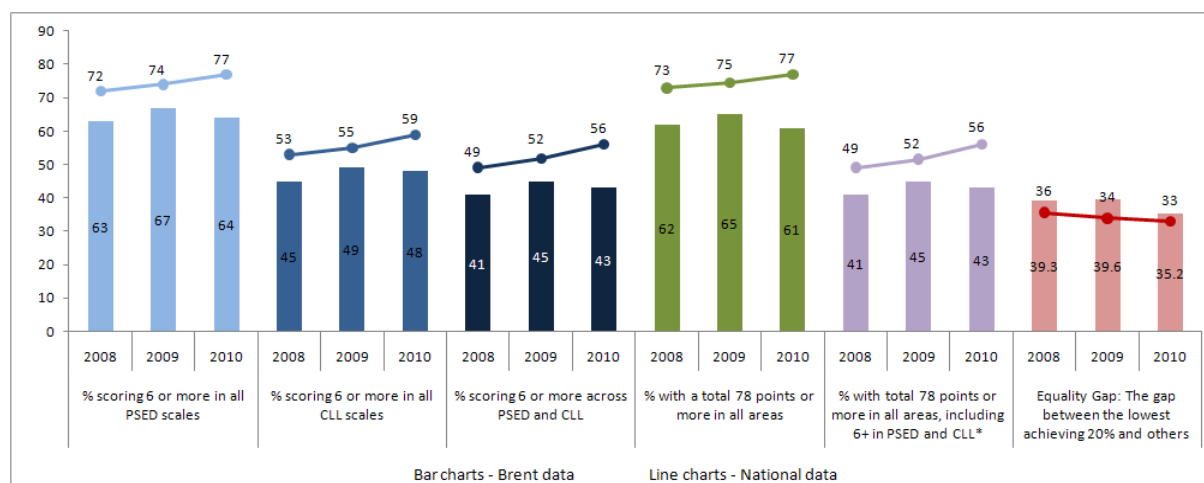


Table 2

% scoring 78+ points in all areas, inc. 6+ points in PSED and CLL	Brent		National
	2010	Change since '09	2010
Male	37	↓ 2pp	47
Female	50	↓ 1pp	65
FSM	34	↓ 1pp	40
No FSM	46	↓ 3pp	59
EAL	38	↓ 5pp	47
English	50	↑ 1pp	58
Asian or Asian British, Indian heritage	44	↓ 9pp	60
Asian or Asian British, Pakistani heritage	40	↓ 6pp	44
Black or Black British, African heritage	39	↓ 2pp	49
Black or Black British, Caribbean heritage	45	↑ 2pp	50
Black or Black British, Somali heritage	33	↓ 4pp	-
White, British heritage	57	↑ 4pp	58
White, Other heritage	35	↓ 3pp	49
All pupils	43	↓ 2pp	56

Key
This group is below the Brent average
This group is above the Brent average

Table 3

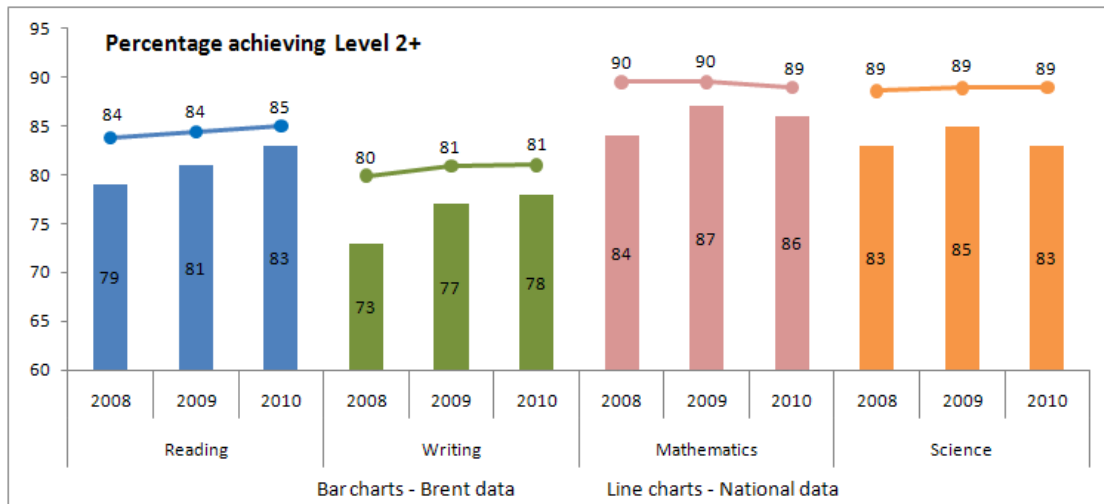
EYFSP	% at 78 point across FSP				% At 78 points and 6+ in all PSE and CLL			
	2007	2008	2009	2010	2007	2008	2009	2010
Asian or Asian British, Indian heritage	60	71	73	66	26	52	53	44
Asian or Asian British, Pakistani heritage	42	52	61	61	18	36	46	40
Black or Black British, African heritage	42	56	65	58	16	33	41	39
Black or Black British, Caribbean heritage	51	63	62	60	22	39	43	45
Black or Black British, Somali heritage	37	53	60	53	13	28	37	33
White, British heritage	77	79	83	77	48	56	53	57
White, other heritage	40	55	59	51	54	36	38	35
<b>Brent</b>	<b>53</b>	<b>62</b>	<b>65</b>	<b>61</b>	<b>29</b>	<b>41</b>	<b>45</b>	<b>43</b>
<b>National</b>	<b>71</b>	<b>73</b>	<b>75</b>	<b>77</b>	<b>46</b>	<b>49</b>	<b>52</b>	<b>56</b>

## **4.2 Key Stage 1**

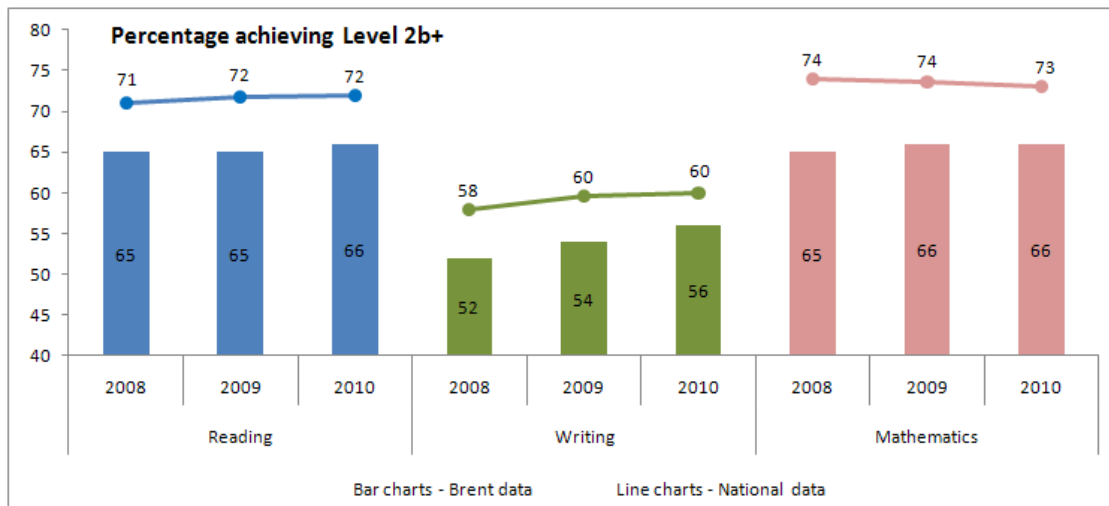
- 4.2.1 Attainment at Level 2+ (the key national benchmark) remains below national averages at all levels and in all subjects. At Level 2+, standards rose in reading (↑2ppts) and writing (↑1ppt) in 2010 but dipped by 1ppt in mathematics and 2ppts in science. Attainment at Level 2b+ is a key predictor of attainment at Level 4+ at the end of Key Stage 2. This remains below the national averages, although it rose in reading and writing, by 1ppt and 2ppts respectively and in mathematics remained steady. Attainment at Level 3, although still below national averages, rose in all subjects, narrowing the gap between Brent and national averages.
- 4.2.2 The attainment of girls continues to be higher than that of boys at Level 2+ and 2b+ in all subjects. At Level 3, the performance of boys is better than that of girls in mathematics and science. However, both boys and girls in Brent did not perform as well as boys and girls nationally, although the gap between the Brent and national averages for boys is narrower than the gap for girls.
- 4.2.3 FSM pupils in Brent performed as well or better than FSM pupils nationally in all subjects and at all levels. Non-FSM pupils did not perform as well as non-FSM pupils nationally. In Brent, the attainment of FSM pupils continues to be below that of non-FSM pupils at all levels and in all subjects. The gap between FSM and non-FSM pupils has remained unchanged in reading and writing, has increased by 2ppts in mathematics and has reduced by 1ppt in science. At Level 2+ the performance of non-FSM pupils has improved by 1ppt in reading and writing. Both FSM and non-FSM pupils improved their performance in mathematics and science.
- 4.2.4 Asian Indian and White British pupils continue to perform above Brent and national averages in reading, writing and mathematics.
- 4.2.5 At Level 2+, the 2010 performance of Black Caribbean pupils was 2ppts below the national average for all pupils in reading, 4ppts below in writing and 7ppts in mathematics. However, the gap between Black Caribbean pupils in Brent and all pupils nationally has narrowed significantly over the last three years.
- 4.2.6 The performance of Somali pupils was 9ppts below the national average in reading, 16ppts in writing and 9ppts in mathematics. However, the gap between the performance of this group in mathematics and all pupils nationally has narrowed.
- 4.2.7 In reading and writing, the attainment of all pupils with SEN in Brent was better than the national average in 2010. There has been an upward trend in the attainment of pupils, with and without a statement, over the past three years.
- 4.2.8 In mathematics, the attainment of pupils with SEN was close to or above the national average in 2010. There has been some variation in trends but pupils with a statement have shown a 12 percentage point increase over the past three years.
- 4.2.9 The School Improvement Service continues to work with schools to improve the outcomes of all pupils, providing support and challenge in accordance with need. Careful monitoring by School Improvement Partners (SIPs) and a sharp focus on progress tracking are used to identify the appropriate interventions needed to raise standards.



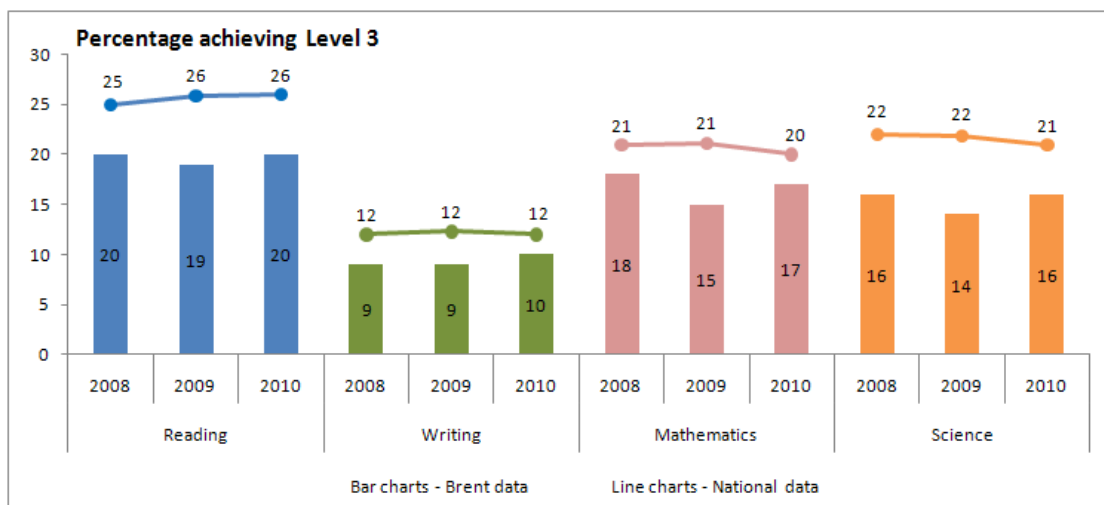
Graph 2



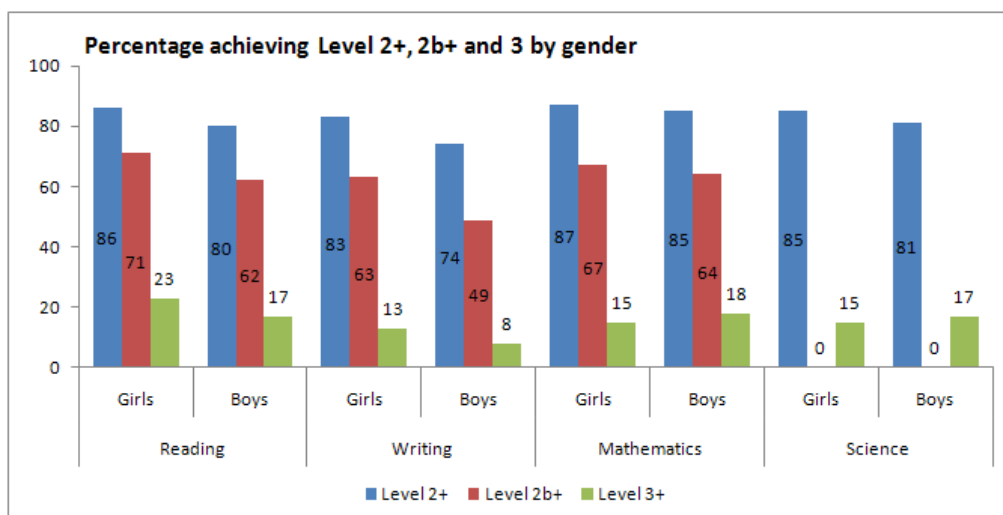
Graph 3



Graph 4

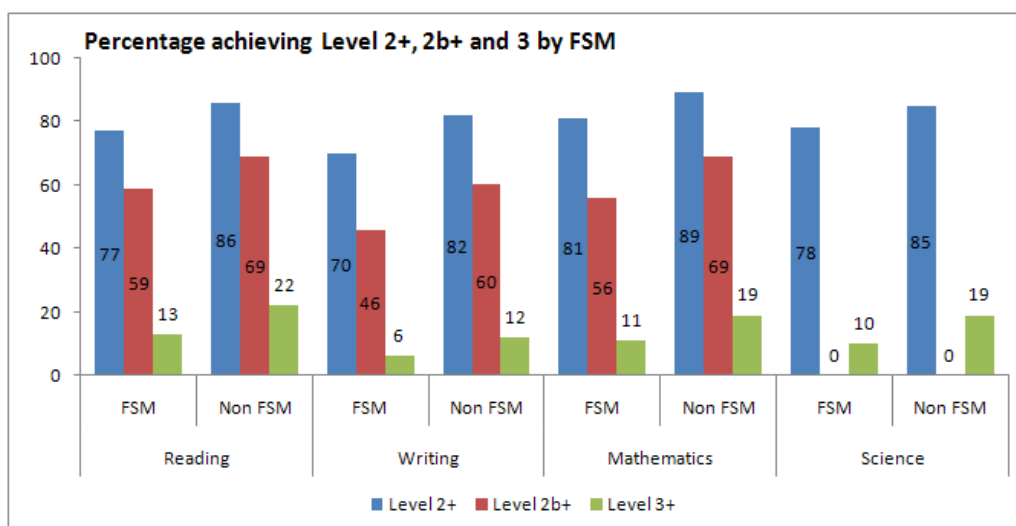


Graph 5



	Reading		Writing		Mathematics		Science	
	Girls	Boys	Girls	Boys	Girls	Boys	Girls	Boys
National 2+	89	81	87	75	91	88	90	87
National 2b+	78	67	69	52	75	72	N/A	N/A
National 3+	30	22	16	8	18	23	20	22

Graph 6



	Reading		Writing		Mathematics		Science	
	FSM	Non FSM	FSM	Non FSM	FSM	Non FSM	FSM	Non FSM
National 2+	72	88	66	85	80	92	79	80
National 2b+	55	78	41	65	57	77	N/A	N/A
National 3+	12	29	4	14	9	23	9	24

Table 4

Percentage achieving Level 2+ threshold by ethnicity	Reading			Writing		
	All	Girls	Boys	All	Girls	Boys
Asian or Asian British, Indian heritage	89	92	86	85	89	80
Black or Black British, Caribbean heritage	83	87	78	77	82	72
Black or Black British, Somali heritage	76	80	72	65	71	59
White, British heritage	90	91	88	86	87	84
White, Other heritage	77	80	74	76	81	70
<b>Brent</b>	<b>83</b>	<b>86</b>	<b>80</b>	<b>78</b>	<b>83</b>	<b>74</b>
<b>National</b>	<b>85</b>	<b>89</b>	<b>81</b>	<b>81</b>	<b>87</b>	<b>75</b>

Table 5

Percentage achieving Level 2+ threshold by ethnicity	Mathematics			Science		
	All	Girls	Boys	All	Girls	Boys
Asian or Asian British, Indian heritage	92	92	91	84	87	81
Black or Black British, Caribbean heritage	82	85	79	81	86	77
Black or Black British, Somali heritage	80	81	79	75	76	74
White, British heritage	93	93	93	95	95	96
White, Other heritage	84	85	83	83	85	81
<b>Brent</b>	<b>86</b>	<b>87</b>	<b>85</b>	<b>83</b>	<b>85</b>	<b>81</b>
<b>National</b>	<b>89</b>	<b>91</b>	<b>88</b>	<b>89</b>	<b>90</b>	<b>87</b>

Key
Below the Brent average
Above the Brent average
In line with the Brent average

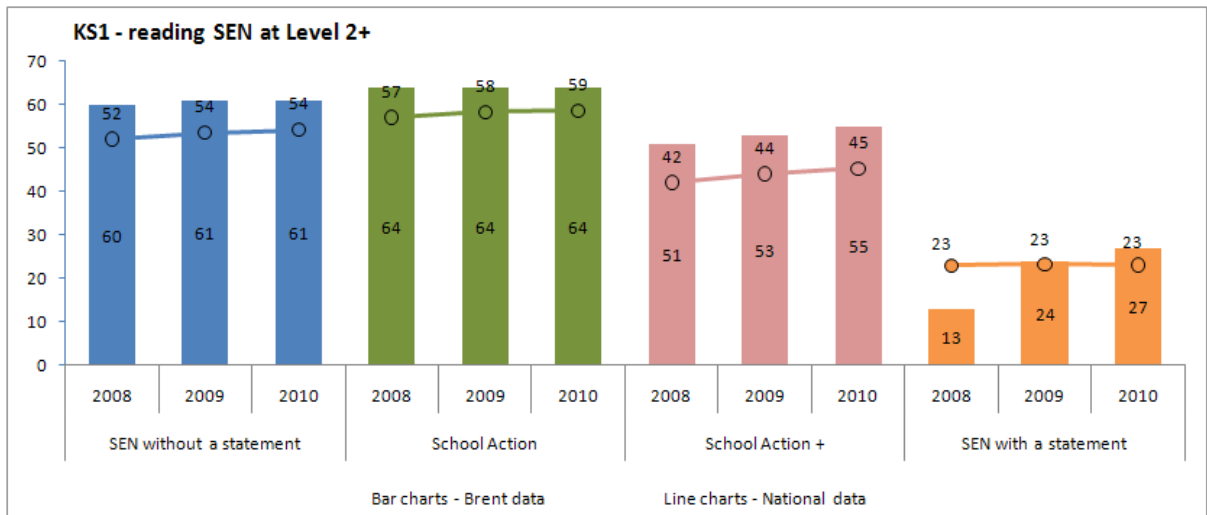
Table 6

KS1	Reading L2+					Writing L2+					Maths L2+				
	2006	2007	2008	2009	2010	2006	2007	2008	2009	2010	2006	2007	2008	2009	2010
Asian or Asian British, Indian heritage	88	84	85	89	89	87	82	82	85	85	92	91	91	93	92
Asian or Asian British, Pakistani heritage	76	80	75	78	83	76	74	72	76	77	82	84	81	82	86
Black or Black British, African heritage	80	70	79	81	79	78	64	70	73	71	87	75	81	85	82
Black or Black British, Caribbean heritage	83	81	77	81	83	81	76	67	76	77	87	86	81	82	82
Black or Black British, Somali heritage	71	65	73	77	76	68	61	62	67	65	83	75	77	80	80
White, British heritage	89	86	87	89	90	87	85	82	85	86	91	90	90	91	93
White, other heritage	77	73	66	76	77	75	71	63	71	76	86	84	76	88	84
<b>Brent</b>	<b>82</b>	<b>80</b>	<b>79</b>	<b>81</b>	<b>83</b>	<b>80</b>	<b>76</b>	<b>73</b>	<b>77</b>	<b>78</b>	<b>87</b>	<b>86</b>	<b>84</b>	<b>87</b>	<b>86</b>
<b>National</b>	<b>84</b>	<b>84</b>	<b>84</b>	<b>84</b>	<b>85</b>	<b>81</b>	<b>80</b>	<b>80</b>	<b>81</b>	<b>81</b>	<b>90</b>	<b>90</b>	<b>90</b>	<b>90</b>	<b>86</b>

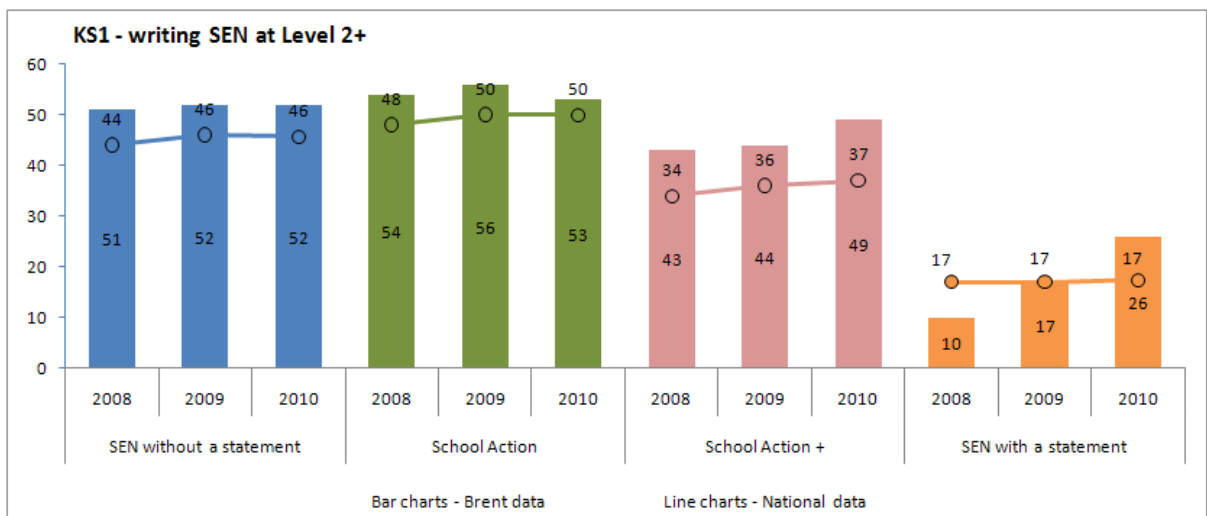
Table 7

APS	Brent			National		
	2008	2009	2010	2008	2009	2010
Reading	14.7	14.9	15	15.6	15.7	15.7
Writing	13.5	13.9	14	14.2	14.3	14.4
Mathematics	15.1	15	15.1	15.8	15.7	15.7
Science	14.8	14.8	14.8	15.6	15.6	15.5

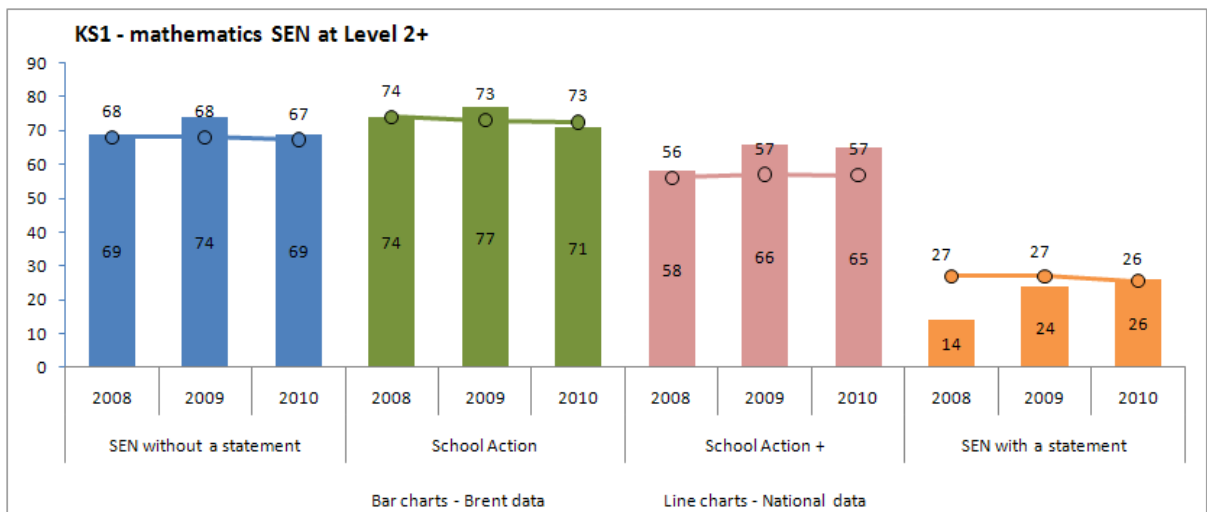
Graph 7



Graph 8



Graph 9



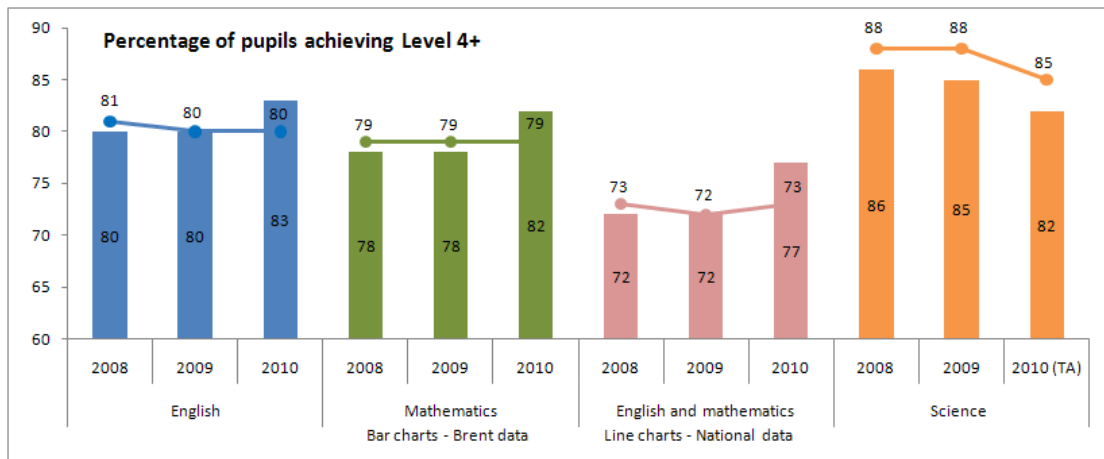
4.3 **Key Stage 2**

- 4.3.1 Attainment at Key Stage 2 is above the national average for English and mathematics combined and above national averages in English and mathematics separately at both Level 4+ and at Level 5. Attainment at Level 4+ has improved in English and mathematics combined (↑5ppts), in English (↑3ppts) and in mathematics (↑4ppts). The percentage of pupils achieving Level 5 in English has increased by 6ppts in English, by 2ppts in mathematics and by 5ppts in English and mathematics combined. In 2010, for the first time, science at Key Stage 2 was assessed through teacher assessment only. Performance in science has continued to decline, in line with the national trend.
- 4.3.2 In 2010, there were no schools below the national floor target of 55% (English and mathematics combined). Two schools were below 60%.
- 4.3.3 The other key indicator for Key Stage 2 is the percentage of pupils making at least two levels of progress in English and in mathematics from Key stage 1 to Key Stage 2. In Brent, the percentage of pupils making two levels of progress in English and in mathematics was above the national figure.
- 4.3.4 In Brent, boys and girls performed better than national averages at all levels and in all subjects. At Level 4+ and Level 5 girls performed better than boys in English and in English and mathematics combined. In mathematics, 82% of both boys and girls achieved Level 4+. The attainment of boys at Level 5 continued to be higher than that of girls in mathematics. Girls' performance in mathematics remained steady whilst that of boys increased by 3ppts. The attainment gap has increased in English after narrowing in 2009, as girls' attainment rose by 3ppts whilst boys' performance remained steady.
- 4.3.5 As is the case at Key Stage 1, non FSM pupils outperformed FSM pupils, and there were considerable differences in attainment between FSM and non-FSM pupils although the gaps have narrowed. The gap at Level 4+ between these two groups was 10ppts in English (↓2ppts), 11ppts in mathematics (↓2pps) and 13ppts in English and mathematics combined (↓1ppt). However, FSM pupils in Brent performed better than FSM pupils nationally. Non-FSM pupils in Brent performed better than non-FSM pupils in English and mathematics combined and in mathematics and their attainment was in line with national averages in English. The gap between the performance of FSM and non-FSM is much narrower than the gap nationally.
- 4.3.6 Asian Indian and White British pupils continue to perform above Brent and national averages in English and mathematics combined at Level 4+, English at Level 4 and in mathematics at Level 4.
- 4.3.7 The performance of Black Caribbean pupils in 2010 in Brent was, for the first time, 3ppts above the national average for all pupils in English. The performance of Asian Pakistani pupils in 2010 in Brent was, for the first time, 1ppt above the national average for all pupils for English and mathematics combined.
- 4.3.8 The performance of Somali pupils continues to be low, although the picture is an improving one. The three year trend shows that the gap has narrowed significantly for this group by 17ppts in English, 13ppts in mathematics and 18ppts on the English and mathematics combined measure.
- 4.3.9 The Key Stage 2 SEN/non-SEN gap was narrower than the national gap in 2008 and 2009. Although the gap widened a little in 2010, it was still narrower than the national gap for 2009 (national data for 2010 not available).
- 4.3.10 The percentage of pupils with SEN at school action and at school action plus gaining Level 4 in both English and mathematics was well above the national average for this group. The percentage of pupils with a statement of SEN gaining Level 4 in both English and mathematics was just below the national average for this group. There has been an upward trend for all pupils with SEN over the past three years.

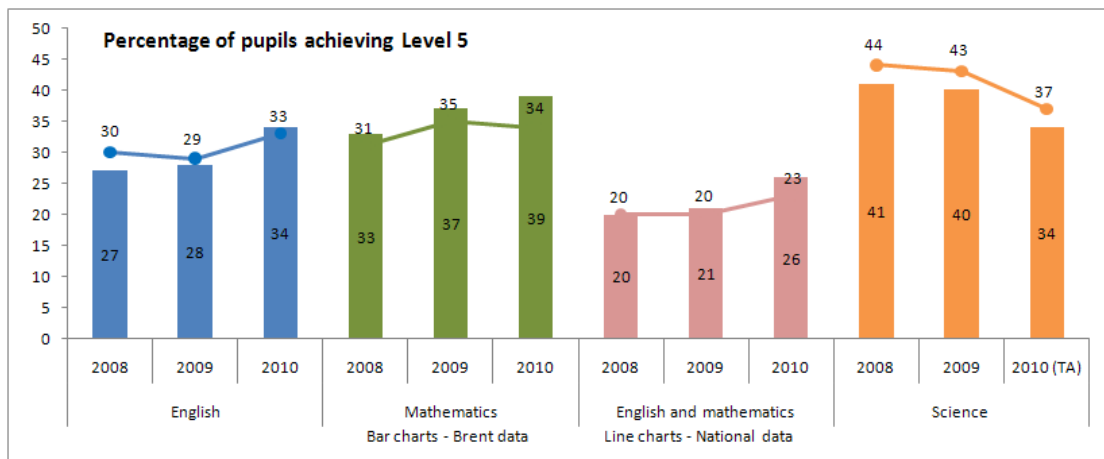
4.3.11 The School Improvement Service continues to work with schools as outlined in paragraph 4.2.4.

4.3.12 The percentage of pupils with SEN making two levels of progress in English and the percentage making two levels of progress in mathematics has increased over the past three years. In 2008 the percentage of pupils making two levels of progress was above the national average (national data for 2009 and 2010 not available).

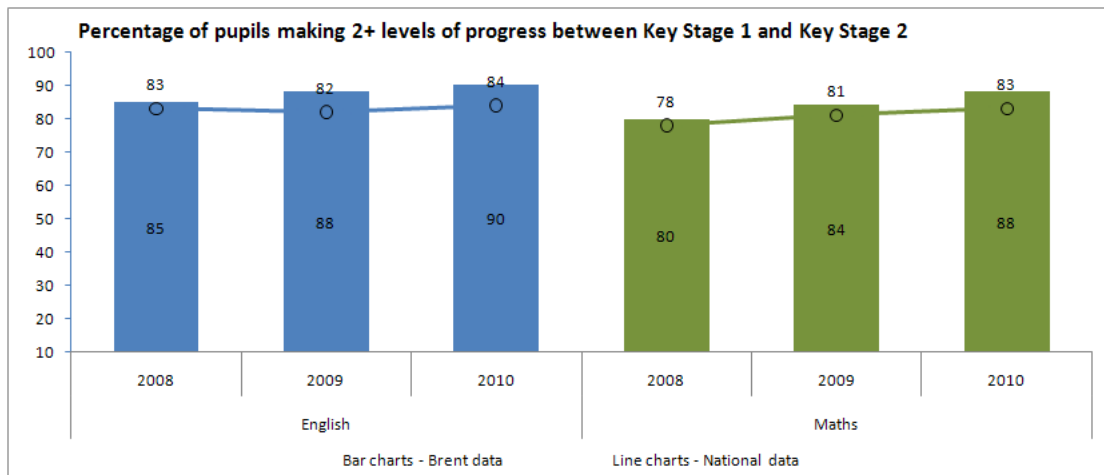
Graph 10



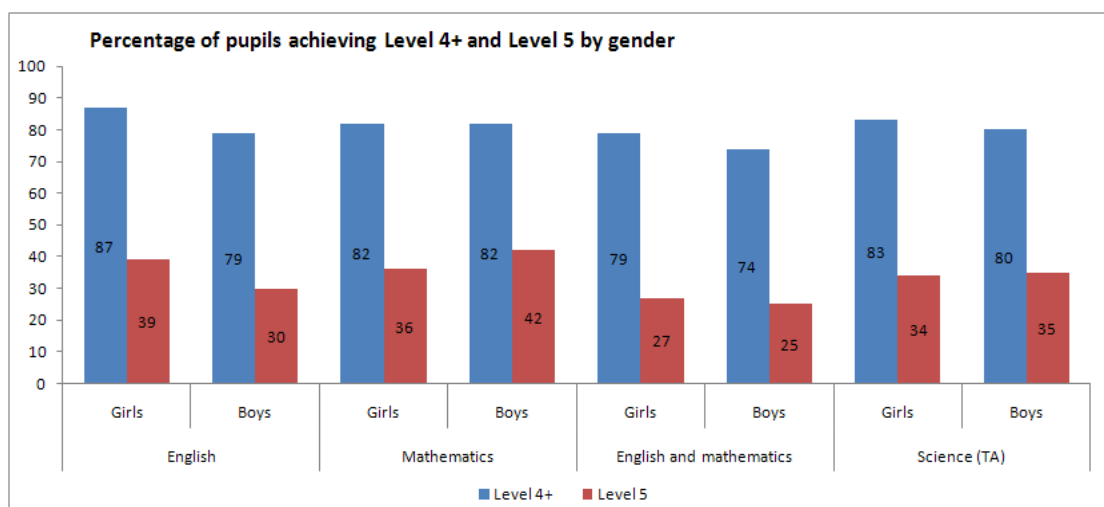
Graph 11



Graph 12

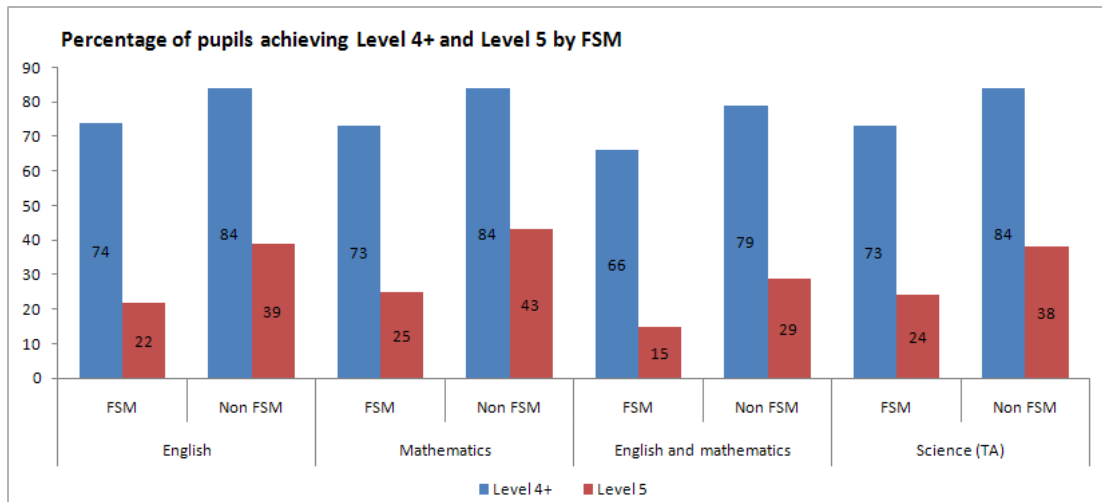


Graph 13



National averages for level 4+ and 5 by gender	English		Mathematics		English and mathematics		Science (TA)	
	Girls	Boys	Girls	Boys	Girls	Boys	Girls	Boys
National 4+	85	75	79	79	76	71	86	84
National Level 5	40	26	32	36	25	20	36	37

Graph 14



National averages for level 4+ by FSM/Non FSM	English		Mathematics		English and mathematics		Science (TA)	
	FSM	Non FSM	FSM	Non FSM	FSM	Non FSM	FSM	Non FSM
<b>National 4+</b>	65	84	66	83	56	77	N/A	N/A
Please Note level 5 national not available								

Table 8

Percentage achieving Level 4+ by ethnicity	English	Mathematics	Science (TA)
Asian or Asian British, Indian heritage	89	90	87
Asian or Asian British, Pakistani heritage	79	78	78
Black or Black British, Caribbean heritage	83	76	82
Black or Black British, African heritage	76	72	74
Black or Black British, Somali heritage	75	74	70
White, British heritage	89	84	89
White, Other heritage	78	80	78
<b>Brent</b>	<b>83</b>	<b>82</b>	<b>82</b>
<b>National</b>	<b>80</b>	<b>79</b>	<b>85</b>

Key
Below the Brent average
Above the Brent average
In line with the Brent average

Table 9

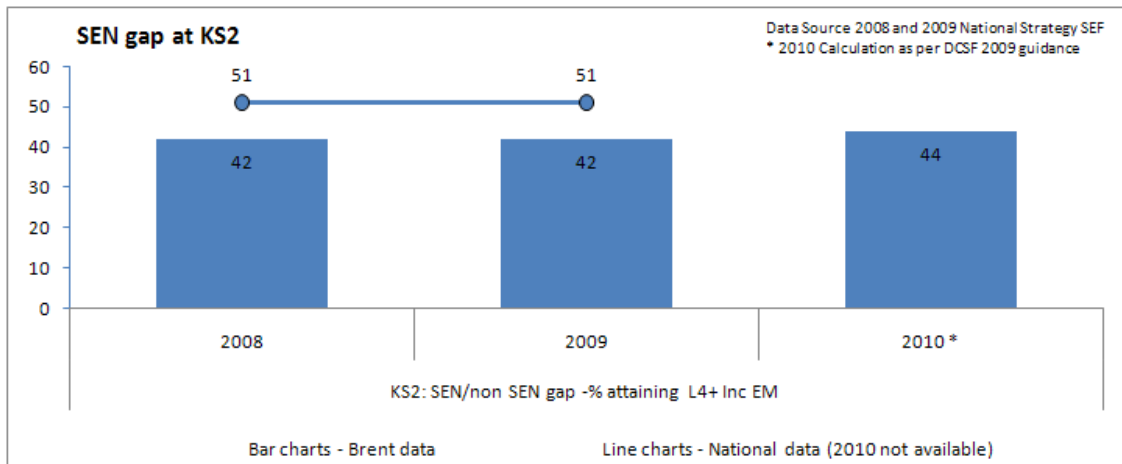


KS2	English and Maths Combined L4+				English L4+				Maths L4+			
	2007	2008	2009	2010	2007	2008	2009	2010	2007	2008	2009	2010
Asian or Asian British, Indian heritage	100	74	74	85	82	79	78	89	81	84	82	90
Asian or Asian British, Pakistani heritage	64	69	72	74	76	79	81	79	70	71	77	78
Black or Black British, African heritage	61	60	61	66	75	71	70	76	66	69	66	72
Black or Black British, Caribbean heritage	64	63	62	71	78	75	77	83	69	70	69	76
Black or Black British, Somali heritage	51	48	53	66	66	59	64	75	59	61	57	74
White, British heritage	78	83	81	82	84	87	85	89	82	89	84	84
White, other heritage	67	63	61	75	74	67	74	78	75	76	73	80
<b>Brent</b>	<b>70</b>	<b>72</b>	<b>72</b>	<b>77</b>	<b>80</b>	<b>80</b>	<b>80</b>	<b>83</b>	<b>75</b>	<b>78</b>	<b>78</b>	<b>82</b>
<b>National</b>	<b>71</b>	<b>73</b>	<b>72</b>	<b>73</b>	<b>80</b>	<b>81</b>	<b>80</b>	<b>80</b>	<b>77</b>	<b>79</b>	<b>79</b>	<b>79</b>

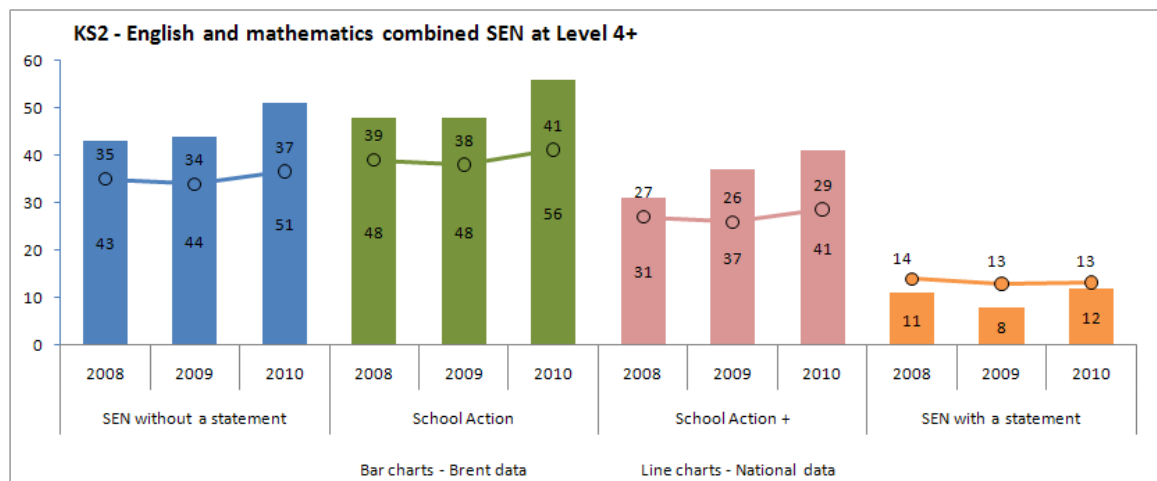
Table 10

APS	Brent			National		
	2008	2009	2010	2008	2009	2010
	27.2	27.4	27.8	27.4	27.4	27.5

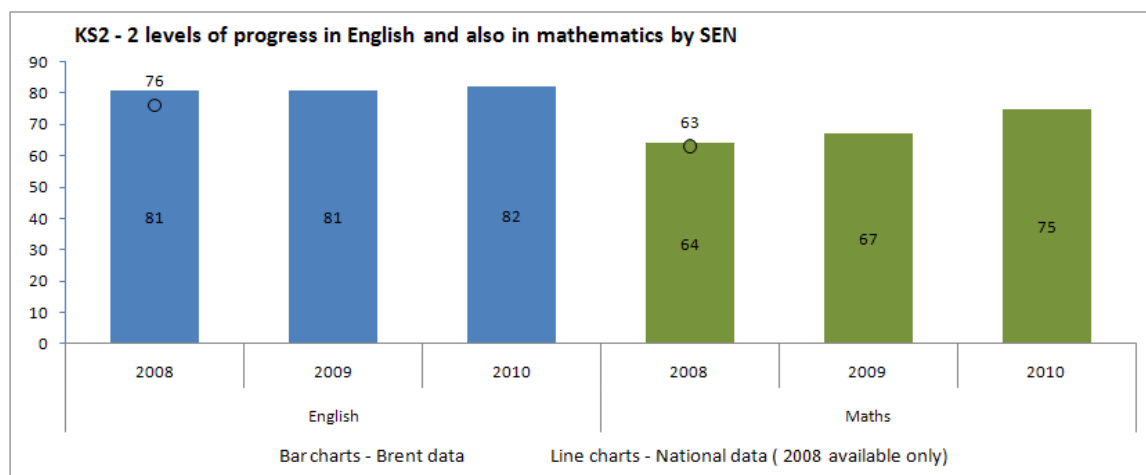
Graph 15



Graph 16



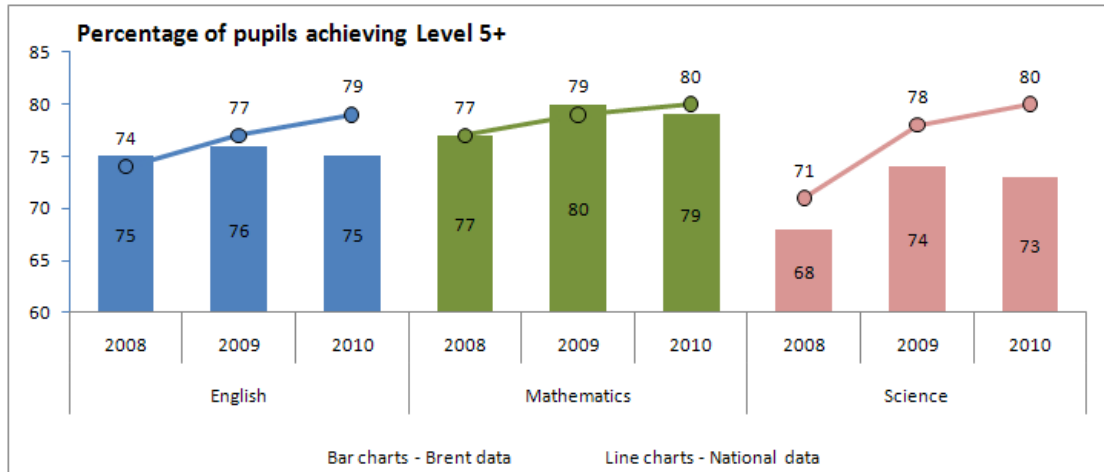
Graph 17



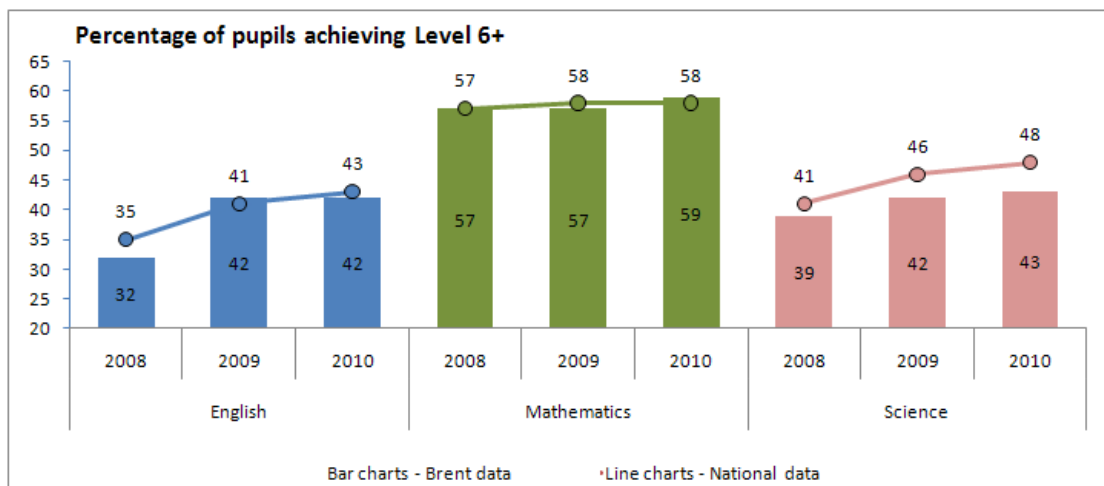
#### 4.4 Key Stage 3

- 4.4.1 National SATs tests are now non-statutory for secondary schools and therefore Key Stage 3 outcomes are based on teacher assessment. Comparisons with national attainment data should be treated with caution, as schools use a variety of different strategies for measuring pupils' performance. It should also be noted that schools now have flexibility in structuring the curriculum and therefore end of key stage assessments are not always based on pupils who have completed Year 9.
- 4.4.2 The analysis of performance in Brent is based on data from ten schools as the data from Academies is not available to the local authority and one high performing school had problems with the upload of their data and so is not included.
- 4.4.3 The national expectation is that most pupils will achieve Level 5 or Level 6 in each of English, mathematics and science when they reach the end of Key Stage 3. In Brent, performance at Level 5+ fell by one percentage point in each of the subjects, with both English and science some way below national averages, although mathematics was broadly in line. However, performance at Level 6+ rose slightly in both mathematics and science, and outcomes in English and mathematics are line with national averages.
- 4.4.4 Girls outperformed boys in English and science, although the gap in science is much smaller than that in English. Boys outperformed girls in mathematics. There are large gaps between the attainment of pupils on Free School Meals and those not entitled in all three core subjects. Asian Indian and White British students outperformed the Brent average, while Somali and Black Caribbean pupils underperformed.
- 4.4.5 The School Improvement Service continues to work closely with schools to ensure the accuracy of teacher assessment and to promote the importance of good progress at Key Stage 3 in order to secure good outcomes at Key Stage 4. In addition, support is being provided for science in light of an expected new GCSE specification for 2011 and there is a strong focus on strengthening the leadership of teaching and learning, particularly in the lower performing schools.

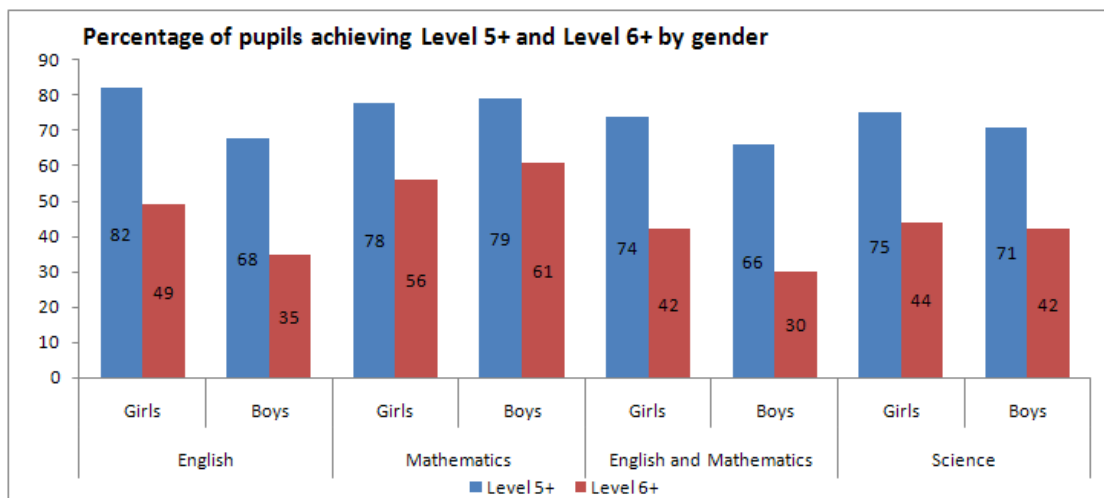
Graph 18



Graph 19



Graph 20



Graph 21

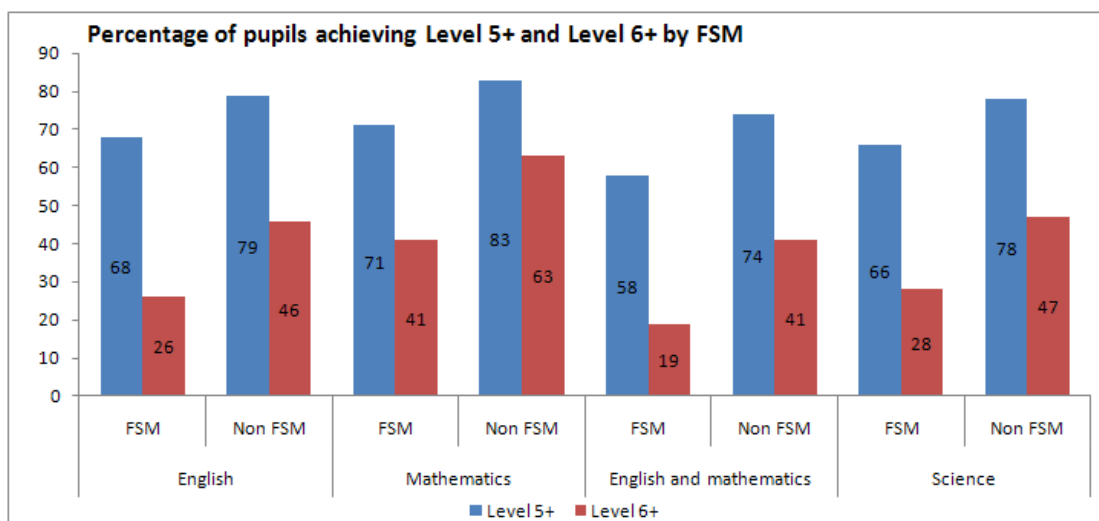


Table 11

Percentage achieving Level 5+ threshold by ethnicity	English			Mathematics		
	All	Girls	Boys	All	Girls	Boys
Asian or Asian British, Indian heritage	81	88	74	88	89	87
Asian or Asian British, Pakistani heritage	73	79	69	74	69	78
Black or Black British, African heritage	69	75	64	72	71	74
Black or Black British, Caribbean heritage	74	85	66	70	72	69
Black or Black British, Somali heritage	63	67	58	66	63	70
White, British heritage	85	88	83	84	82	87
White, Other heritage	64	79	54	75	80	72
<b>Brent</b>	<b>75</b>	<b>82</b>	<b>68</b>	<b>80</b>	<b>78</b>	<b>79</b>
<b>National</b>	<b>79</b>	<b>86</b>	<b>73</b>	<b>80</b>	<b>81</b>	<b>79</b>

Table 12

Percentage achieving Level 5+ threshold by ethnicity	English & Mathematics			Science		
	All	Girls	Boys	All	Girls	Boys
Asian or Asian British, Indian heritage	78	86	72	81	83	79
Asian or Asian British, Pakistani heritage	65	66	65	72	66	77
Black or Black British, African heritage	62	64	60	66	67	65
Black or Black British, Caribbean heritage	62	69	57	68	77	62
Black or Black British, Somali heritage	56	56	55	57	57	57
White, British heritage	80	82	78	86	86	86
White, Other heritage	56	71	47	64	70	60
<b>Brent</b>	<b>70</b>	<b>74</b>	<b>66</b>	<b>73</b>	<b>75</b>	<b>71</b>
<b>National</b>	<b>80</b>	<b>82</b>	<b>79</b>	<b>80</b>	<b>82</b>	<b>79</b>

Key
Below the Brent average
Above the Brent average
In line with the Brent average

Table 13

Key Stage 3 - All	English L5+					Maths L5+					Science L5+				
	2006	2007	2008	2009	2010	2006	2007	2008	2009	2010	2006	2007	2008	2009	2010
Asian or Asian British, Indian heritage	75	81	80	79	81	84	85	87	86	84	75	81	77	80	79
Asian or Asian British, Pakistani heritage	70	72	59	71	76	75	70	66	73	81	64	63	59	70	74
Black or Black British, African heritage	67	62	63	66	70	63	61	60	68	74	60	54	56	62	67
Black or Black British, Caribbean heritage	65	65	66	73	77	61	64	66	66	73	55	62	54	65	70
Black or Black British, Somali heritage	50	51	46	56	67	53	56	54	61	69	44	48	40	52	66
White, British heritage	76	75	83	83	77	75	75	79	82	80	70	74	78	82	78
White, other heritage	66	69	57	64	74	73	72	70	73	81	64	65	58	62	81
<b>Brent</b>	<b>73</b>	<b>74</b>	<b>68</b>	<b>76</b>	<b>75</b>	<b>74</b>	<b>76</b>	<b>77</b>	<b>80</b>	<b>79</b>	<b>64</b>	<b>69</b>	<b>68</b>	<b>74</b>	<b>73</b>
<b>National</b>	<b>74</b>	<b>73</b>	<b>74</b>	<b>78</b>	<b>79</b>	<b>74</b>	<b>77</b>	<b>77</b>	<b>79</b>	<b>80</b>	<b>70</b>	<b>72</b>	<b>72</b>	<b>78</b>	<b>80</b>

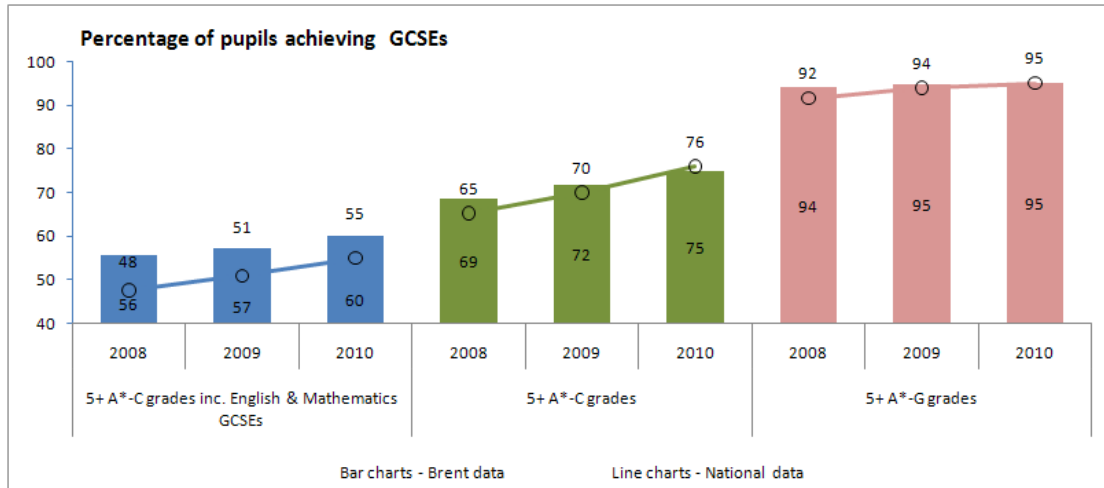
Table 14

Key Stage 3 - All	English L6+					Maths L6+					Science L6+				
	2006	2007	2008	2009	2010	2006	2007	2008	2009	2010	2006	2007	2008	2009	2010
Asian or Asian British, Indian heritage	43	37	48	46	51	71	68	75	69	68	48	52	59	52	51
Asian or Asian British, Pakistani heritage	32	28	37	35	42	54	47	54	53	62	31	36	40	40	46
Black or Black British, African heritage	26	20	37	32	34	43	36	48	42	51	24	23	33	30	36
Black or Black British, Caribbean heritage	25	18	27	27	40	36	38	38	36	52	21	27	29	23	35
Black or Black British, Somali heritage	17	9	19	21	35	31	25	23	35	49	16	18	13	22	40
White, British heritage	46	35	44	54	53	57	54	69	60	62	45	45	48	53	50
White, other heritage	33	22	36	32	54	33	43	57	46	61	33	34	41	31	44
<b>Brent</b>	<b>33</b>	<b>38</b>	<b>32</b>	<b>42</b>	<b>42</b>	<b>52</b>	<b>58</b>	<b>57</b>	<b>57</b>	<b>59</b>	<b>30</b>	<b>38</b>	<b>39</b>	<b>42</b>	<b>43</b>
<b>National</b>	<b>35</b>	<b>34</b>	<b>35</b>	<b>41</b>	<b>43</b>	<b>53</b>	<b>57</b>	<b>57</b>	<b>58</b>	<b>58</b>	<b>37</b>	<b>41</b>	<b>41</b>	<b>46</b>	<b>48</b>

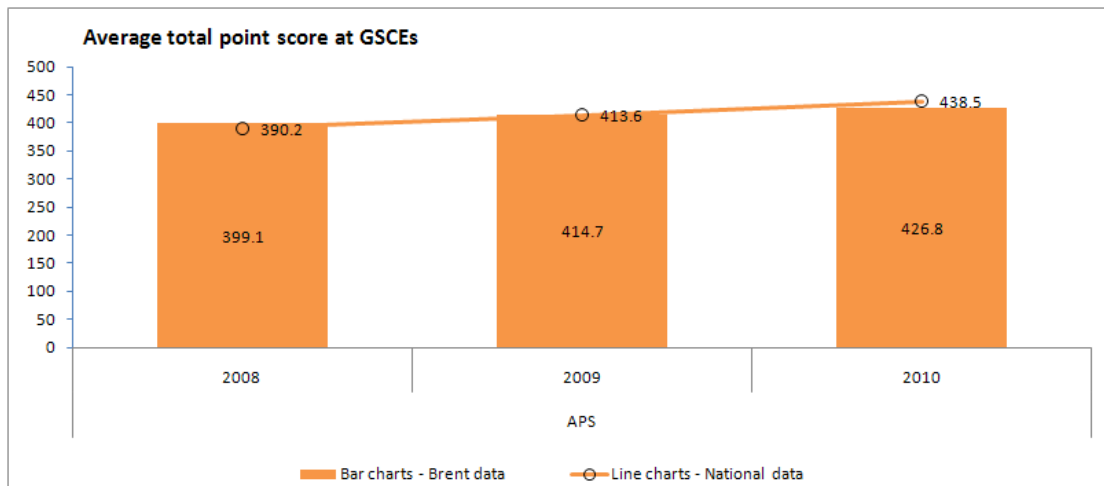
#### **4.5 Key Stage 4**

- 4.5.1 Standards remain high at Key Stage 4, with Brent pupils surpassing the national average for the proportion of pupils achieving five good GCSEs including English and mathematics – Brent is ranked 29<sup>th</sup> out of 150 LAs on this measure.
- 4.5.2 In 2009, four schools' results were either in line or below the floor target of 30%. However, in 2010, all four of these schools saw significant improvements in their results, rising from between 11 and 22 percentage points. Two other schools also saw improvements in results of between 10 and 12 percentage points. The floor target has now been raised to 35%; there is one school performing just above this revised target and it is being closely monitored and supported by the School Improvement Service.
- 4.5.3 As at Key Stage 3, a gender gap continues to exist, with girls outperforming boys. However, boys' attainment is rising. The gap in terms of the attainment of pupils eligible for Free School Meals and those not eligible closed between 2009 and 2010, and the gap in Brent of 10 percentage points is much lower than the national gap of 28 percentage points.
- 4.5.4 Asian Indian pupils continued to perform above local and national averages. Black Caribbean pupils' attainment has improved over four years, from 32% to 40% on the 5 A\* - C GCSEs including English and mathematics measure, although their performance is still 20ppts below the LA average for all pupils, and 15ppts below the national average for all pupils. The performance of Somali pupils in 2010 improved although it was still 21ppts below the Brent average. Attainment for this group has risen by 12ppts since 2009.
- 4.5.5 The Department for Education focuses not only on pupils' attainment but also the progress that they have made between Key Stages 2 and 4. The measure of expected progress is built on the principle that pupils achieving Level 4 in English and/or mathematics at Key Stage 2 should be expected to achieve at least a Grade C in that subject by the time they reach the end of Key Stage 4. Pupils with higher or lower starting points are also included in this measure if they have made the equivalent or better progress. In Brent, the proportion of pupils making expected progress in each of English and mathematics has risen steadily in the last three years, and remains well above national averages.
- 4.5.6 The Key Stage 4 SEN/non-SEN gap was wider than the national gap in 2008 and 2009. The gap narrowed slightly in 2010 but was still wider than the national gap for 2009 (national data for 2010 not available). However, the attainment of SEN pupils is in line with the national average.
- 4.5.7 At Key Stage 4, the percentage of pupils with SEN gaining 5 A\*-C at GCSE, including English and mathematics, was just above the national average for this group, whilst the percentage gaining 5 A\*-C, excluding English and mathematics, was below the national average. There has been a rising trend against both measures over the past three years.
- 4.5.8 The percentage of pupils with SEN making three levels of progress in English from Key Stage 2 in 2010 was well above the national average for this group for 2008 (no national data available for 2009 and 2010) and has remained steady over the past 3 years. The percentage of pupils making three levels of progress in mathematics from Key Stage 2 in 2010 was well above the national average for this group for 2008 (no national data available for 2009 and 2010).
- 4.5.9 The School Improvement Service continues to work with schools to improve the outcomes of pupils, particularly the most vulnerable and those from the lowest performing groups. In addition, support and advice is being provided to schools in designing their curriculum to ensure as many pupils as possible achieve the English Baccalaureate, a new measure of school performance introduced in 2011.

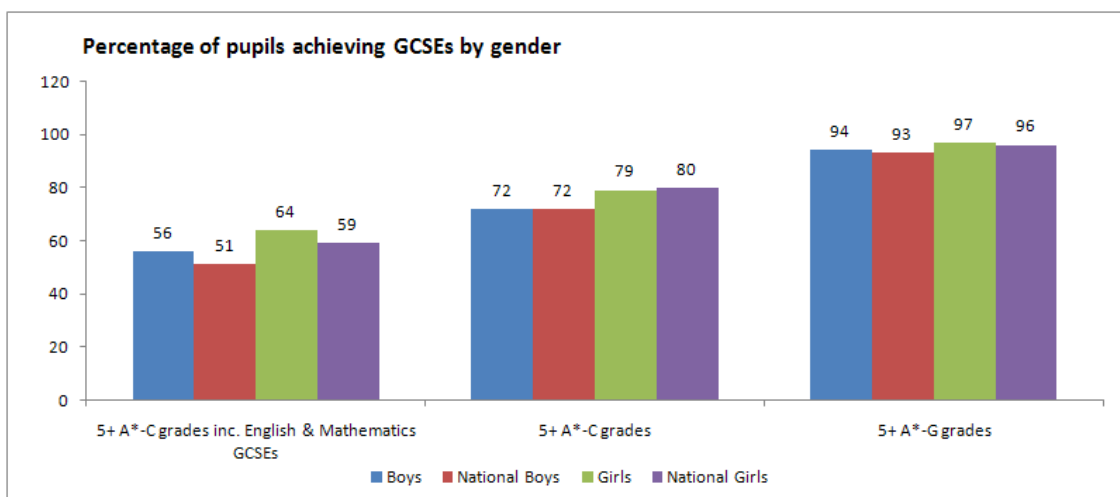
Graph 22



Graph 23



Graph 24



Graph 25

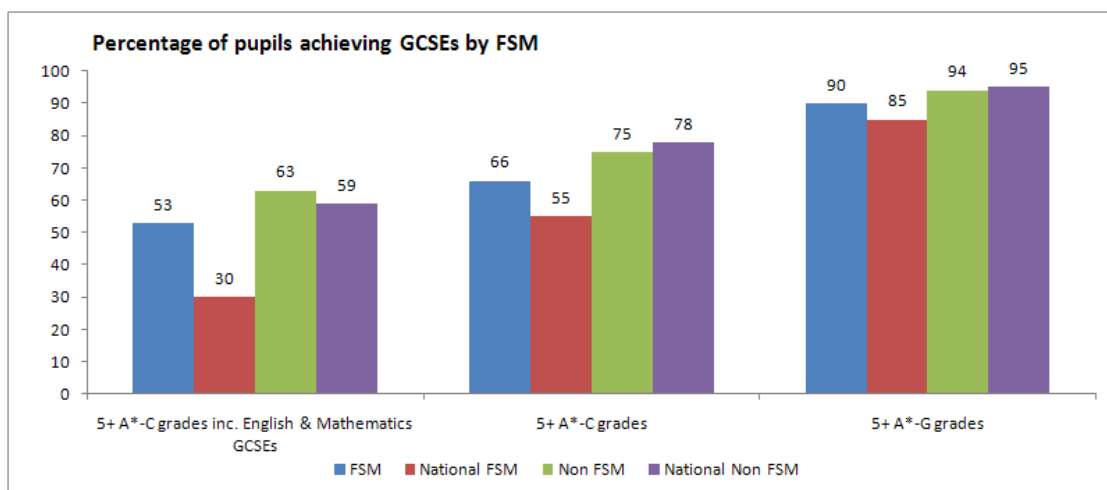


Table 15

Percentage achieving GCSE threshold by ethnicity	5+ A*-C grades inc.EM	5+ A*-C grades	5+ A*-G grades
Asian or Asian British, Indian heritage	72	84	97
Asian or Asian British, Pakistani heritage	52	67	93
Black or Black British, African heritage	49	66	90
Black or Black British, Caribbean heritage	40	56	86
Black or Black British, Somali heritage	39	52	88
White, British heritage	61	72	94
White, Other heritage	49	68	90
<b>Brent</b>	<b>60</b>	<b>75</b>	<b>95</b>
<b>National</b>	<b>55</b>	<b>76</b>	<b>95</b>

Key
Below the Brent average
Above the Brent average
In line with the Brent average



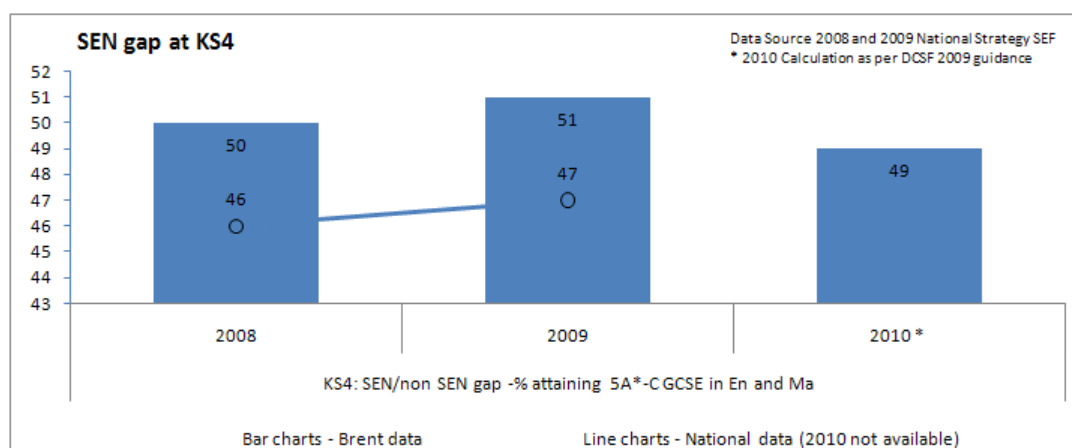
Table 16

KS4	5+A-C inc E/M					5+ A- C					5+ A-G				
	2006	2007	2008	2009	2010	2006	2007	2008	2009	2010	2006	2007	2008	2009	2010
Asian or Asian British, Indian heritage	64	63	67	71	72	75	76	78	78	84	96	97	97	95	97
Asian or Asian British, Pakistani heritage	43	55	48	50	52	58	67	58	66	67	95	95	93	93	94
Black or Black British, African heritage	31	39	47	42	49	50	53	60	59	66	89	91	90	89	92
Black or Black British, Caribbean heritage	30	32	43	41	40	42	48	55	58	56	89	91	93	93	89
Black or Black British, Somali heritage	20	27	37	27	39	36	43	50	49	52	83	85	83	83	86
White, British heritage	43	44	55	55	61	55	53	65	69	72	88	84	92	92	94
White, other heritage	30	51	47	53	49	51	70	62	72	68	91	93	98	94	90
Brent	49	51	56	57	60	60	65	69	72	75	92	94	94	95	95
National	46	46	48	51	55	57	60	65	70	76	91	92	92	94	95

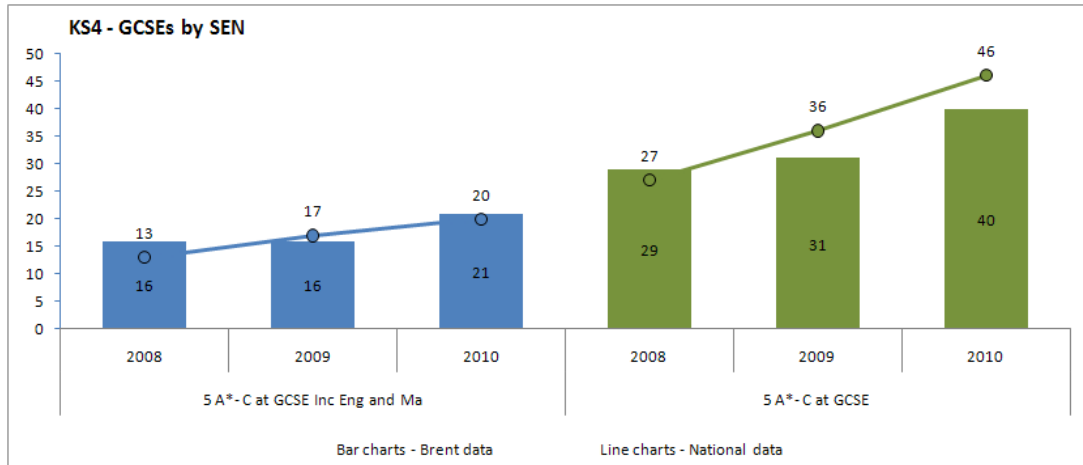
Table 17

Progress from KS2 to KS4	Brent			National		
	2008	2009	2010	2008	2009	2010
All pupils						
English	73	74	79	64	66	71
Mathematics	73	74	78	57	59	64
Girls						
English	82	78	82	70	71	77
Mathematics	75	75	79	59	60	66
Boys						
English	65	70	76	59	60	66
Mathematics	71	74	78	55	58	63

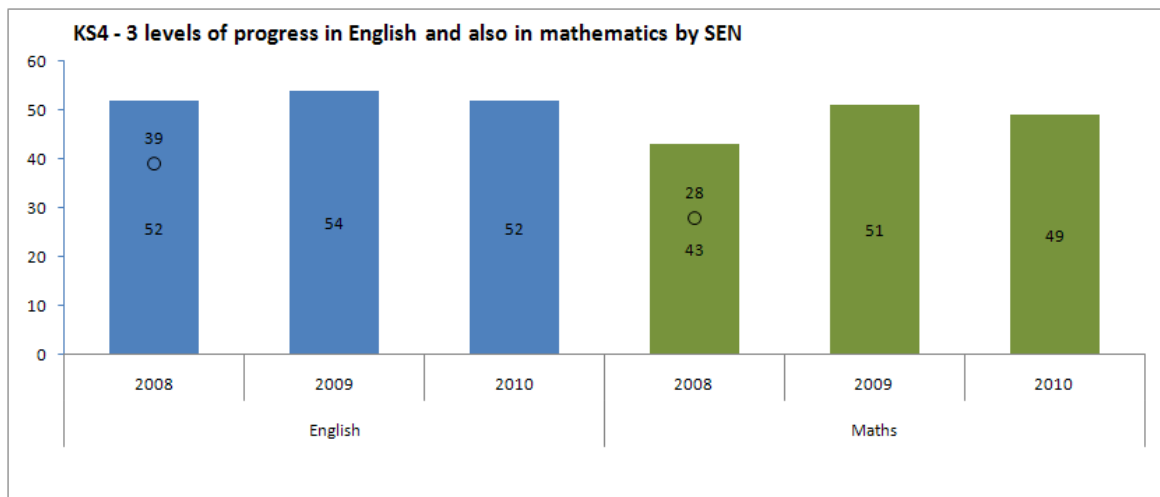
Graph 26



Graph 27



Graph 28



## 4.7 Key Stage 5

- 4.7.1 There was a significant improvement in Level 3 (A Level and equivalent qualifications) results in 2010. This follows a strong focus over the last few years on implementing strategies to improve the average point score per candidate by Brent 14-19 Partnership of local education and training providers.
- 4.7.2 Validated data for 2010 is currently available on just two Key Stage 5 indicators: average point score per candidate and average point score per entry.

### Average Level 3 point score per candidate

- 4.7.3 Brent's Level 3 average point score (APS) per candidate increased significantly in 2010. It improved by the equivalent of one A Level grade. Brent's rate of improvement is better than the London and national rates of improvement. The APS per candidate rose to above the London average for the first time and is less than one A Level grade below the national average compared to two grades below, in 2008.
- 4.7.4 Over the last three years the APS for boys improved at a faster rate than the APS for girls. However the gap widened slightly in 2010 compared to 2009 although it remains much smaller than in 2008.
- 4.7.5 The rapid improvement in the performance of boys can be seen most clearly when compared to the London and national averages. In 2010, boys' APS increased to above the London average and to just below the national average.

### Average Level 3 point score per entry

- 4.7.6 Brent's Level 3 average point score (APS) per entry rose significantly in 2010 and at a faster rate than the London and national averages. The average A Level (and equivalent qualifications) grade was between grades C and B.
- 4.7.7 Between 2008 and 2010 the APS per entry for boys improved at a faster rate than girls. In 2010 boys' APS per entry was, for the first time, higher than girls.

### Level 3 A Level Value-added

- 4.7.8 In 2010, A Level value-added was graded 3 (Excellent) by the Advanced Level Performance System (ALPS) compared to good on 2009. Brent is within the top 25% for value-added nationally.
- 4.7.9 The value-added for 16 subjects was graded Excellent or Outstanding in 2010. The outcomes and value-added were particularly strong in the following subjects:

Table 18

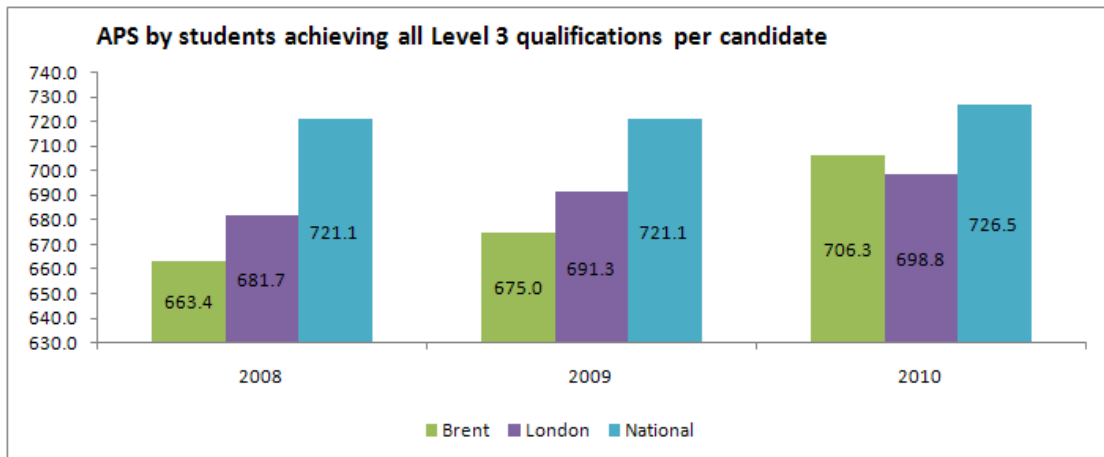
A Level subject	Number of successful candidates	Value-added grade
Biology	264	3 (Excellent)
Chemistry	233	3 (Excellent)
Mathematics	437	3 (Excellent)
Physics	136	3 (Excellent)
Psychology	193	3 (Excellent)
Sociology	171	3 (Excellent)

## Key Stage 5 Priorities

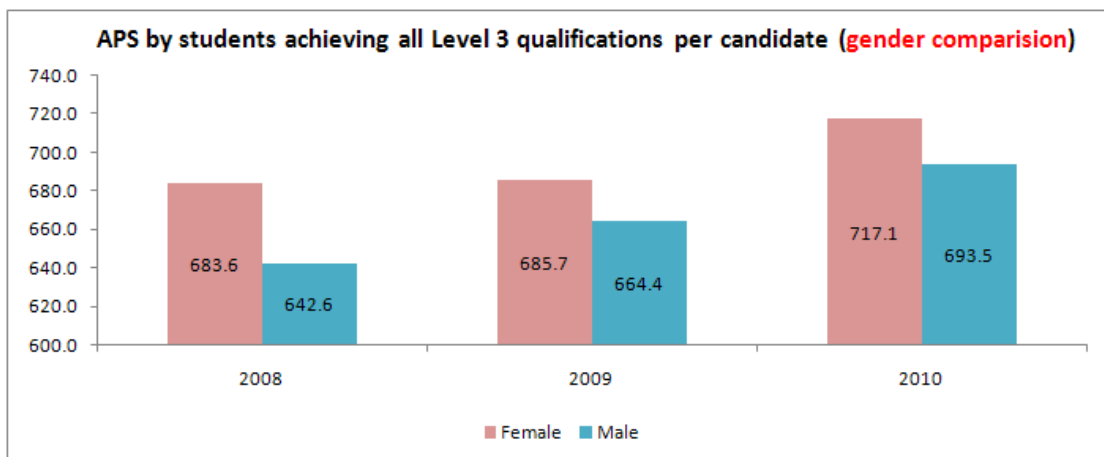
4.7.10 The main Level 3 priorities for the 14-19 Partnership over the coming year are to:

- increase the average point score per candidate to at least the national average
- narrow the gap between girls' APS per candidate and boys APS.
- ensure that the value-added in all subjects is graded at least 3 (Excellent).

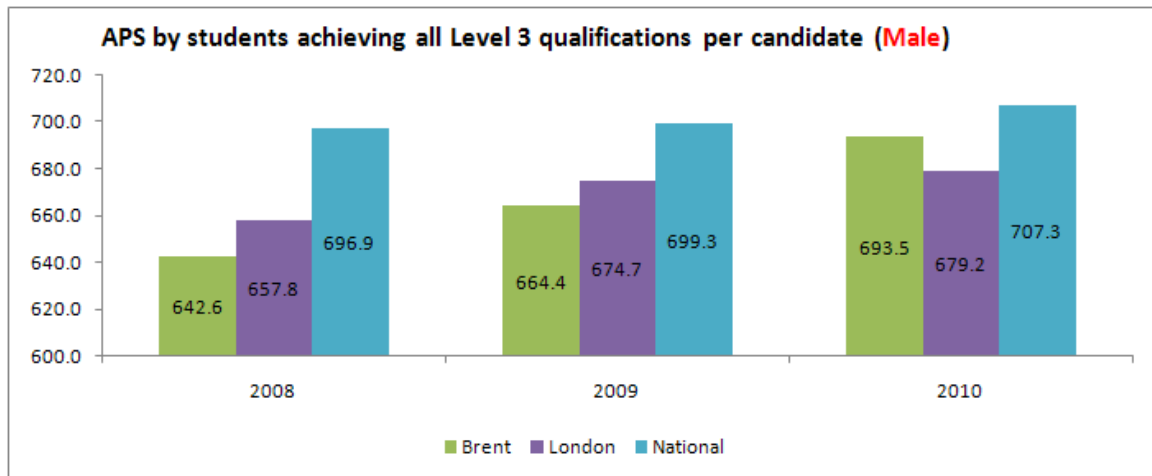
Graph 29



Graph 30



Graph 31



Graph 32



Graph 33

