

	<p align="center">Schools Forum 20 June 2018</p>
	<p align="center">Report from the Strategic Director Children and Young People, Chair of the Strategic School Effectiveness Partnership Board</p>
<p>Raising the Achievement of Black Caribbean Boys in Brent Schools</p>	

Wards Affected:	All
Key or Non-Key Decision:	N/A
Open or Part/Fully Exempt: <small>(If exempt, please highlight relevant paragraph of Part 1, Schedule 12A of 1972 Local Government Act)</small>	Open
No. of Appendices:	Three: <ul style="list-style-type: none"> • Brent Black Caribbean Boys Attainment Analysis • Sample of research findings and publications • Strategic Framework for Delivery
Background Papers:	N/A
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1.0 Purpose of the Report

1.1 To seek agreement from the Schools Forum to allocate funding to raise the Achievement of Black Caribbean Boys in Brent schools. Black Caribbean, and Black Caribbean dual heritage boys' attainment in Brent has been well below that of pupils nationally at EYFS, Key Stage 1, 2 and 4, and has been consistently so over the past five years.

1.2 To allocate the funding in line with the strategy and actions presented later in this report for a period of two years.

2.0 Recommendations

2.1 The Schools Forum is requested to agree the following funding for two academic years to deliver the actions to raise the attainment of Black Caribbean boys as set out in paragraph 3.14:

- 2018-19 of £359,500
- 2019-20 of £205,250

2.2 The Schools Forum receives six monthly reports on the progress in the use and deployment of the allocated spend, and the resulting impact on securing improvement for this group of pupils.

3.0 Background

3.1 In Brent, Black Caribbean boys' attainment has been consistently well below that of pupils nationally at the end of EYFS, Key Stage 1, 2 and 4 over the past five years. Dual heritage Black Caribbean Boys are also under-achieving at a similar level. The overview of the performance of Black Caribbean and dual heritage Black Caribbean boys is attached as Appendix 1.

3.2 Brent Council, the Brent Schools Partnership (BSP), the two local Teaching School Alliances and schools themselves recognise that the patterns of underachievement of Black Caribbean boys are unacceptable. All agree that this is a key priority and should be addressed collectively.

3.3 End of key stage performance in Brent is an indication of underachievement over time, and not just the performance of pupils in their end of key stage year group.

3.4 In Brent there are 4,130 Black Caribbean and dual heritage Black Caribbean pupils, across all national curriculum year groups. Of these 2,045 are boys. The challenge therefore is to ensure that there is early identification of those pupils who are underachieving, or are at risk of underachievement, across all year groups, and to ensure early intervention and support.

3.5 Patterns of exclusions of Black Caribbean (BC) and BC dual heritage pupils also raise significant concerns. In 2017/18, of the total number of fixed term exclusions in Brent, for pupils for whom ethnicity was recorded, Black pupils represented 56 per cent. Fixed term exclusions of Black including Black African pupils of all excluded pupils, whether or not an ethnicity was recorded stood at 43 per cent. For permanent exclusions Black pupils represented 42 per cent of the total numbers of exclusions. In Brent, Black pupils represent 10 per cent of the total pupil population. Black pupils are therefore disproportionality represented in the exclusion data of Brent. There is also a clear correlation between the achievement of excluded pupils and those who are not.

3.6 The overview of leadership and management in Brent Schools shows significant variability in the extent to which schools are robustly analysing and evaluating:

- a) BC and dual heritage BC pupils' performance data
- b) The effectiveness of leadership of teaching and learning, and of the curriculum to secure success for BC pupils
- c) The effectiveness of leadership of personal development and wellbeing provision for BC pupils to reduce exclusions and disaffection.

3.7 The extent to which schools are effective in their engagement with Black Caribbean parents and communities varies enormously. This means that some BC parents/carers are not always provided with sufficient opportunities to support schools with their children's education and wellbeing. There is extensive research that shows that parental support and contribution to their children's learning is a major factor in pupils achieving well in schools.

3.8 Monitoring shows that leaders and teachers in Brent have a high level of commitment to ensure success for all pupils. However, there is variability in teachers' and schools leaders' knowledge and understanding of the factors that lead to the underachievement of BC pupils, and the factors that contribute to successful outcomes for these pupils.

3.9 There is extensive research over decades which identifies the most significant factors that lead to successful outcomes for BC pupils in schools (Appendix 2 provides a sample of research and publications). The findings fall into the following broad areas:

- Effective leadership to ensure that BC pupils achieve well and that achievement gaps are narrowed.
- Teachers and school leaders' knowledge, skills and understanding of the factors that lead to the underachievement of Black Caribbean pupils.
- Effective parental engagement.
- Raising aspiration and ambition for BC pupils at all levels.
- High quality teaching, learning and assessment, and early intervention and support for pupils who are underachieving, or are at risk of underachievement.
- Relevant and motivational curriculum where black achievement is embedded in and integral to the curriculum offered.
- Pupil voice, and pupil engagement and contribution to their own success.
- Tackling racism and stereotyping.

3.10 A Black Caribbean Strategy Group, led by the BSP, consists of headteachers or senior representatives from schools across all phases, the local authority, Woodfield and Brent teaching school alliances, and the BSP. This strategy group is being led by the BSP Specialist Centre for Black Caribbean Achievement (Chalkhill Primary), and has met regularly since September 2017.

3.11 A strategic framework has been developed which sets out detailed actions to be taken by a range of stakeholders to strengthen capacity and expertise in schools to raise Black Caribbean achievement and to support parents to contribute to their children's learning and their personal social and emotional development. The strategic framework is attached as Appendix 3.

3.12 The effective implementation of the framework will require commitment from schools and other stakeholders, as well as additional funding to create pace and momentum to ensure sustainable capacity for improvement without additional funding in the longer term.

3.13 Raising Black Caribbean Achievement is a key priority for Brent Council and for the Brent Schools Partnership (BSP). This paper reflects their individual and joint commitment to address the under achievement and high levels of exclusion of Black Caribbean boys in our schools.

3.14 The funding being sought is to cover the following:

- A supported rigorous and robust analysis of Black Caribbean pupils' performance and the effectiveness of key aspects of schools' practice to ensure Black Caribbean pupils achieve well.
- The designation of a Black Caribbean Champion in every school in Brent for a period of two years. The Champion will lead on the school's plan to improve outcomes for Black Caribbean pupils including monitoring its impact and engagement with parents/carers.
- A programme of half termly training for the Black Caribbean Achievement Champion to ensure high level of skills and competencies to deliver the role effectively leading to real impact on outcomes in schools.
- A programme of subsidised training for groups of staff and for school governors.
- The development of online resources for parents on strengthening their role and contribution to improving their children's learning and progress, and reducing the

likelihood of their children being excluded from schools. This would provide links to opportunities for accreditation, face-to-face advice and workshops. The resources will draw on the experience and expertise of local community groups.

- Leadership and management of the overall Black Caribbean Strategy, including regular collation and analysis of Black Caribbean pupil attainment and progress.

3.15 The funding will be allocated to the Brent Schools Partnership (BSP) to lead and manage the programme. The BSP will be accountable to the Schools Forum for its delivery of the programme and the impact.

4.0 Financial Implications

4.1 The proposed costings are set out in the table below:

Provision	Year 1	Year 2
One day supported BCA audit by trained School Improvements Specialists and SELPs 85 X £500	£42,500	£24,250 Half day review of progress
BCA Champions <i>(to lead the initiative at each school including engagement with parents/carers and ensuring impact on pupil outcomes)</i> 85 X £1000	£85,000	£85,000
Training for BCA Champions 6 full day X £3000	£18,000	£6,000 6 X BCA Champion network meetings
4 X half day one-to-one coaching sessions for 40 BCA Champions	£40,000	£20,000 4 X half day coaching sessions for 20 BCA Champions
Subsidised training for school staff and governors 4 sessions X 3 terms = 12 sessions X £2000	£24,000	Full charge to schools
Online Learning Portal for Parents Development Costs	£60,000	£20,000 roll out, marketing and communication
Web design and construction	£35,000	£15,000 roll out and refinement
Data collection and analysis	£10,000	£5,000
Leadership and management	£45,000	£30,000
Total	359,500	205,250

5.0 Legal Implications

5.1 The local authority has a statutory duty for the outcomes of all pupils. It has a statutory responsibility to monitor the performance of schools including the identification, support and intervention in schools where pupil achievement is of concern. The local authority's powers of intervention in schools are restricted to the maintained sector. Where there are concerns about an academy's standards, leadership or governance, the local authority is expected to raise them directly with the Regional Schools Commissioner.

6.0 Equalities Implications

6.1 The Equality Act 2010 sets out that those subject to the general equality duty must, in the exercise of their functions, have due regard to the need to advance equality of opportunity between people who share a protected characteristic and those who do not.

6.2 This proposal directly addresses the need to advance the equality of opportunity for Black Caribbean boys.

7.0 Consultation with Ward Members and Stakeholders

7.1 A wide range of stakeholders have been consulted through the work of the BCA strategy group including parents, primary and secondary headteachers and senior leaders, and community groups and advocates.

7.2 The Strategic School Effectiveness Partnership Board, chaired by the Director of Children's Services is supportive of this proposal as it will benefit a group of Brent pupils who have consistently underachieved in Brent Schools. This follows consultation with partners (including the Brent Schools Partnership, Brent Teaching School Alliance and Woodfield Teaching School Alliance), and the Community and Wellbeing Scrutiny Committee's examination of the Annual School Standards and Achievement Report 2015-2016.

Report sign off:

Gail Tolley

Strategic Director Children and Young People