



**Community Wellbeing Scrutiny
Committee**
18 March 2019

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

Annual School Standards and Achievement 2017-2018

Wards Affected:	All
Key or Non-Key Decision:	
Open or Part/Fully Exempt: (If exempt, please highlight relevant paragraph of Part 1, Schedule 12A of 1972 Local Government Act)	Open
No. of Appendices:	None
Background Papers:	None
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1.0 Purpose of the report

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

2.0 Selection

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

3.0 Information

Joint working and collaboration

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

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

Local authority monitoring of school effectiveness

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

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

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

- 3.7 As part of the RIG process there are regular reviews of the school's effectiveness to assess the impact of leadership on improving the quality of education. The decision to exit the RIG process is not made until there is clear evidence that the school's leadership has the capacity to lead self-sustaining improvement.
- 3.8 Schools identified as LA3 and LA4 may be entitled to access additional funds from the Schools Causing Concern budget. RIGs are required to submit a formal application for funding, with the support of a School Effectiveness Lead Professional, outlining the purpose for which the funding is required, the anticipated impact on pupil outcomes together with information about the school's own budget. In exceptional circumstances, when an unforeseen emergency arises which causes a school to be in difficulties, a bid from a school without a RIG can be submitted for funding support.
- 3.9 Over the last academic year, four schools which had previously been subject to a Rapid Improvement Group were inspected and all were judged good. A further school received an Ofsted monitoring visit because it had been judged requires improvement at its previous inspection. The local authority had made the decision to exit the RIG process two months earlier because of the improvements made and Ofsted judged that the school is "taking effective action to tackle the areas requiring improvement". The report stated that:

"The local authority lead professional has worked effectively with senior leaders ... Support from the local authority has included creating effective partnerships with other schools. This is providing a variety of opportunities for leaders and teachers to develop their expertise... Without doubt, the support from the local authority has increased the school's capacity for further improvement."
- 3.10 There are currently three schools with Rapid Improvement Groups, two were previously judged good and the other is requires improvement. For schools judged as requires improvement where the leadership and management is judged good by either Ofsted or the local authority there are termly progress meetings with the headteacher and chair of governors to assess the impact of the actions they are taking to address the areas requiring improvement.
- 3.11 If Ofsted judges a maintained school inadequate, it is subject to an academy order from the Secretary of State. One primary school was judged inadequate in the academic year 2016-17. The school remained a local authority maintained school until it converted to become an E-ACT sponsored academy in April 2018. During this seven month period, to lead the school, the local authority brokered from a school recently judged good an interim executive headteacher with the expertise in the areas Ofsted identified as concerns (including safeguarding). The local authority with the support of the executive headteacher put in place a Statement of Action which was approved by Ofsted, and established a Rapid Improvement Group to monitor its impact and evaluate the speed of improvement through regular school effectiveness reviews.

Statutory responsibilities and intervention

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

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

School governance

3.19 All governing boards have three core functions:

- Ensuring clarity of vision, ethos and strategic direction
- Holding executive leaders to account for the educational performance of the organisation and its pupils, and the performance management of staff
- Overseeing the financial performance of the organisation and making sure its money is well spent.

3.20 Effective governance is based on six key features:

- Strategic leadership that sets and champions vision, ethos and strategy
- Accountability that drives up educational standards and financial performance
- People with the right skills, experience, qualities and capacity
- Structures that reinforce clearly defined roles and responsibilities
- Compliance with statutory and contractual requirements
- Evaluation to monitor and improve the quality and impact of governance.

3.21 The Department of Education (DfE) revised its statutory guidance The constitution of governing bodies of maintained schools in August 2017. The guidance states that:

- a) Governing boards should be no bigger than necessary to secure the range of skills they need. Smaller governing boards are likely to be more cohesive and dynamic.
- b) A key consideration in the appointment and election of all new governors should be the skills and experience the governing board needs to be effective. The skills they need are a matter for governing boards to decide having regard to the DfE's Competency Framework for Governance.
- c) Governing boards should use a skills audit to identify any specific gaps that need to be filled in the skills, knowledge and experience of existing governors.
- d) Before being nominated for election or appointment, governing boards should help all prospective governors to understand the role of a governor and the governing board's code of conduct.
- e) Regulations specify that anyone appointing governors to the governing board must only appoint someone they believe has the skills to contribute to the effective governance and success of the school. Their decisions should be informed by interviews and references and made in light of the skills that the governing board identifies are needed.
- f) Governing boards ... should take steps to inform governor elections so that the electorate understands the extent to which nominated candidates possess the skills the governing board ideally requires.

3.22 To highlight the national quality expectations for school governance, the theme of the local authority's Annual Brent Governors' Conference in July 2018 was "Strengthening school governance across Brent". The aims of the conference were to support governors to: understand the expectations of governors and the governing board in the context of a changed educational landscape; evaluate their practice to

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

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

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

Parent and pupil views

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

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

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

School standards and achievement

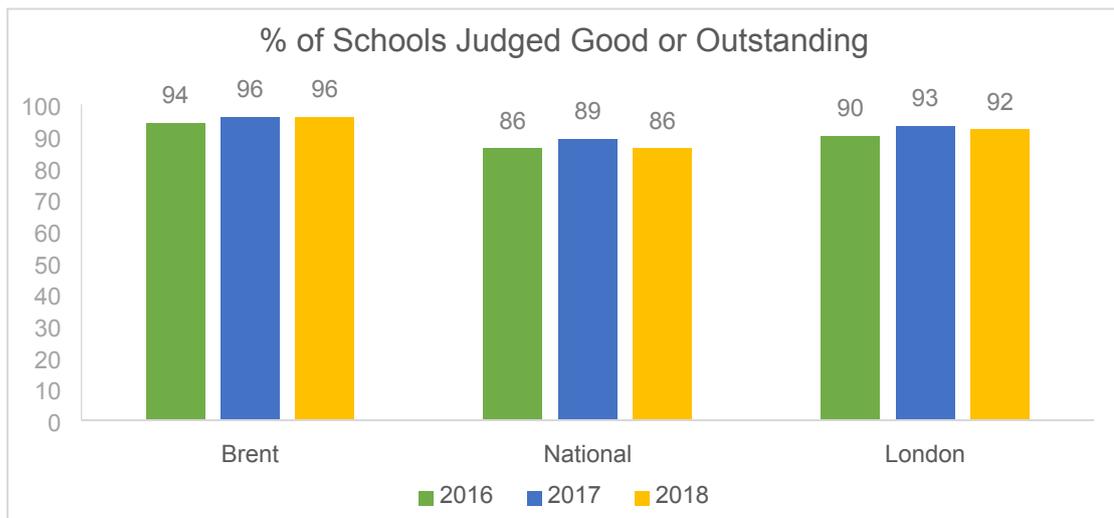
Overview

Types of state funded schools

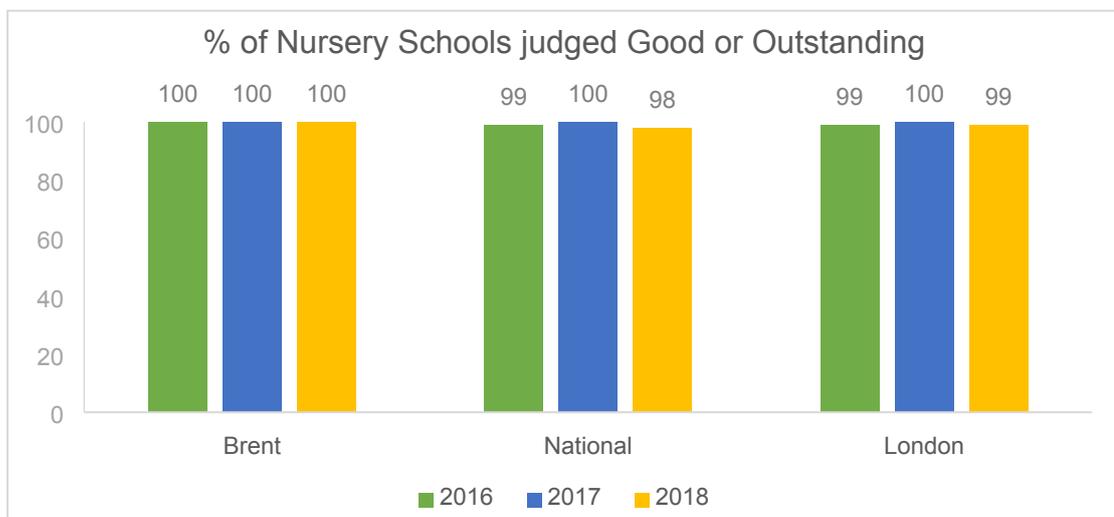
Type of school	Nursery	Primary	Secondary	All-through	Special	Pupil Referral Unit	Total
Maintained Community	4	30	0	0	2	2	38
Maintained Voluntary-aided	0	18	2	0	0	0	20
Maintained Foundation	0	2	0	0	0	0	2
Multi Academy Trust	0	8	6	1	1	0	16
Single Academy Trust	0	1	4	1	1	0	7
Free School	0	1	1	0	0	0	2
Total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

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

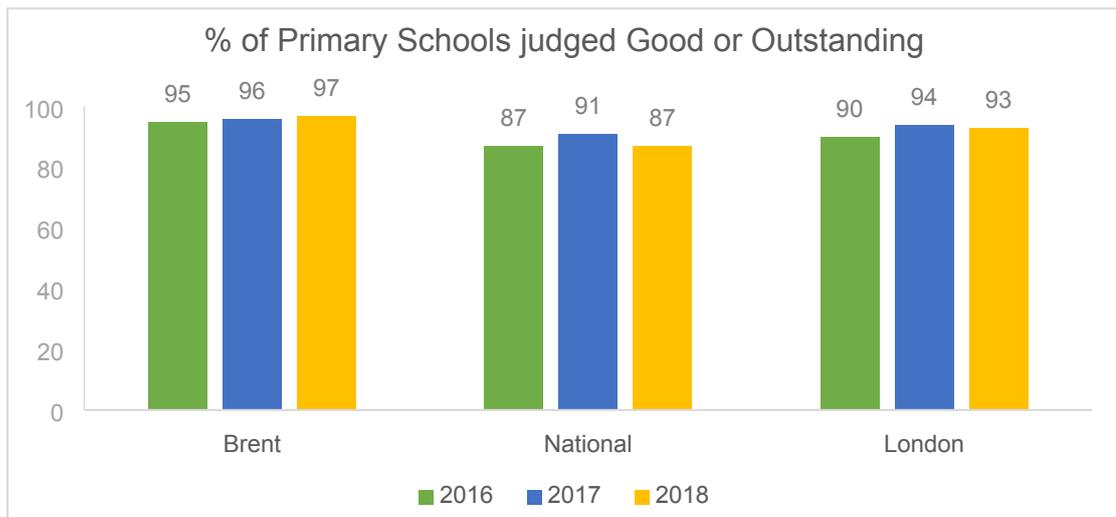
Overall school effectiveness



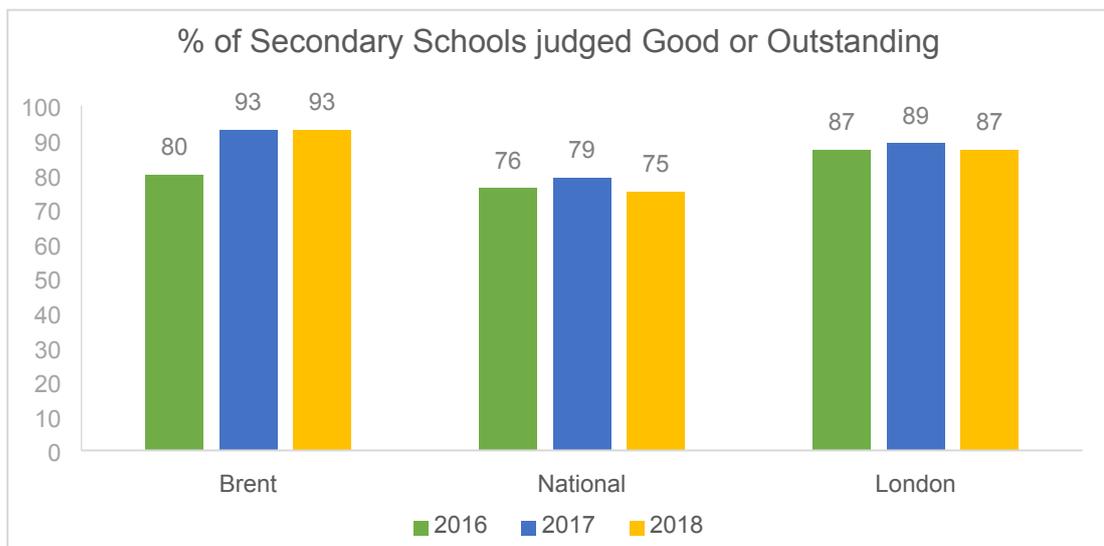
- 3.37 The overall effectiveness of Brent schools remained the same at the end of the last academic year with 96 per cent of Brent schools judged good or outstanding by Ofsted. However, Brent's margin above the London and national averages increased because London fell by one percentage point and England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



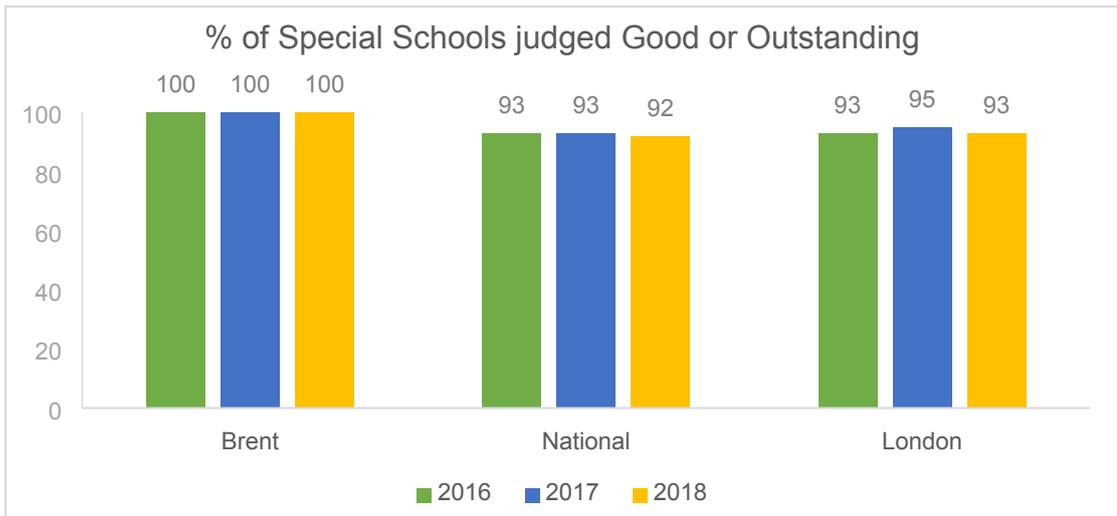
3.40 All four nursery schools are at least good. No nursery schools were inspected in the last academic year.



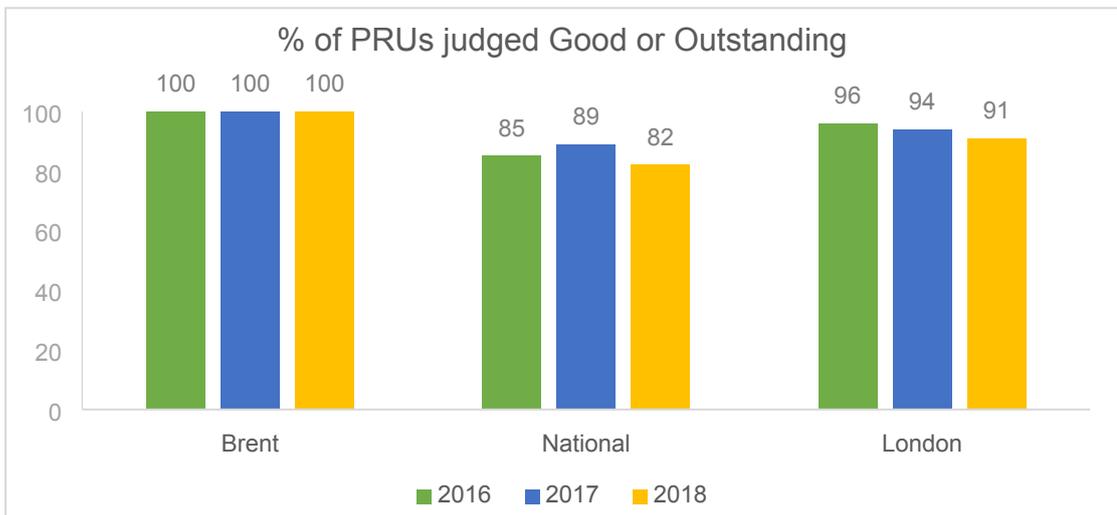
3.41 All primary schools inspected last year were judged good. The proportion of good and outstanding primary schools increased by one percentage point to 97 per cent. The overall percentage increased because a sponsored academy and a free school were inspected for the first time and were each judged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



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



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



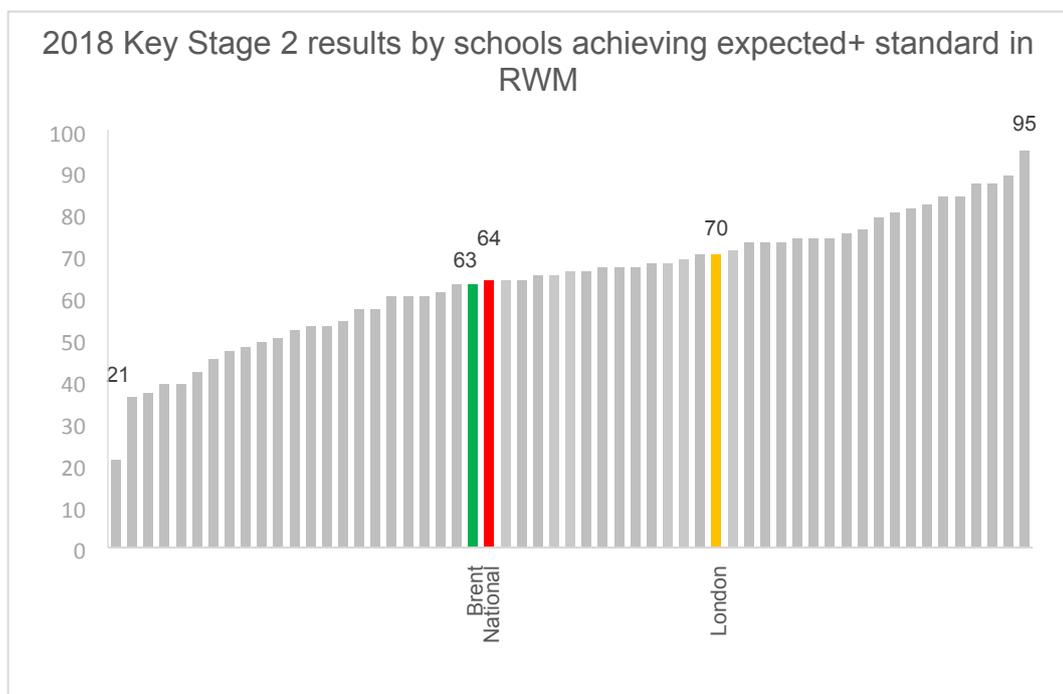
3.44 Both Pupil Referral Units were inspected last year and retained their good judgements.

Primary

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

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

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

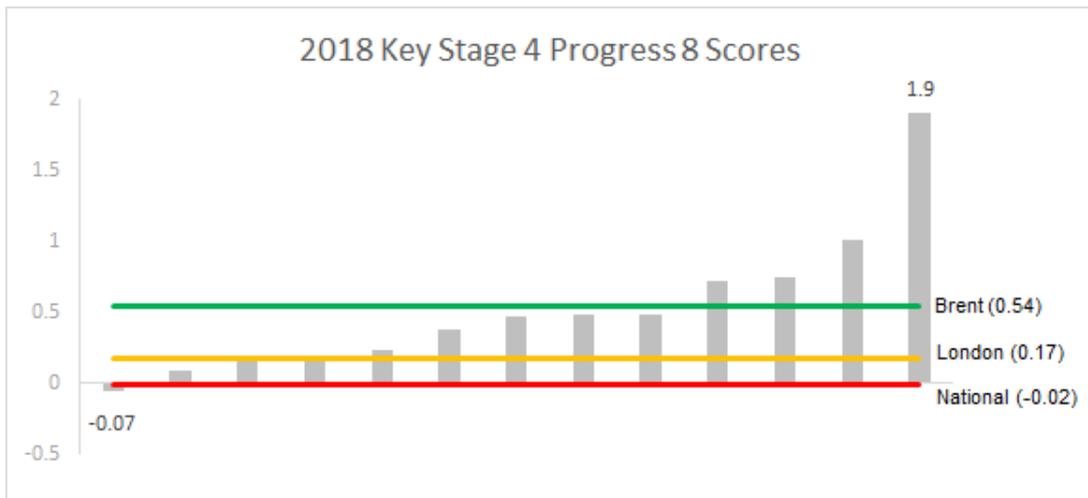


- 3.48 The Setting and School Effectiveness Service is working with the schools where outcomes are a concern to ensure rapid improvement² and the Executive Headteacher of Brent Teaching School Alliance has brokered support through the Department for Education's School Improvement Support fund to complement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

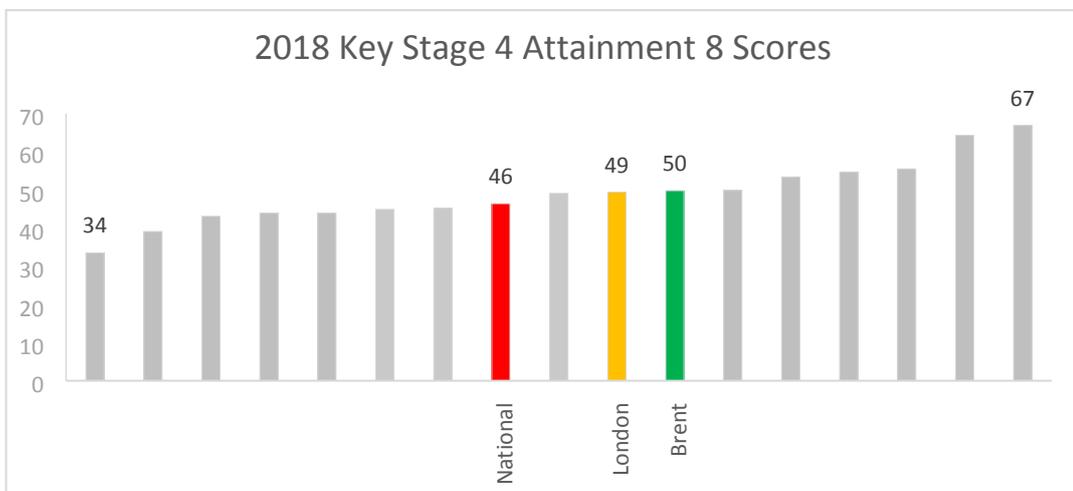
Secondary

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

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



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



3.52 **No secondary schools are below the Department for Education’s floor standard** because the average progress made by students at all schools was above the minimum threshold.

3.53 At Key Stage 5, the outcomes for Brent students in all types of qualifications, A Levels, Tech Levels and Applied General are above the London averages and at or above the national averages. As at other key stages, there is significant variation between the rates of progress and attainment at different schools.

Disadvantaged pupils

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

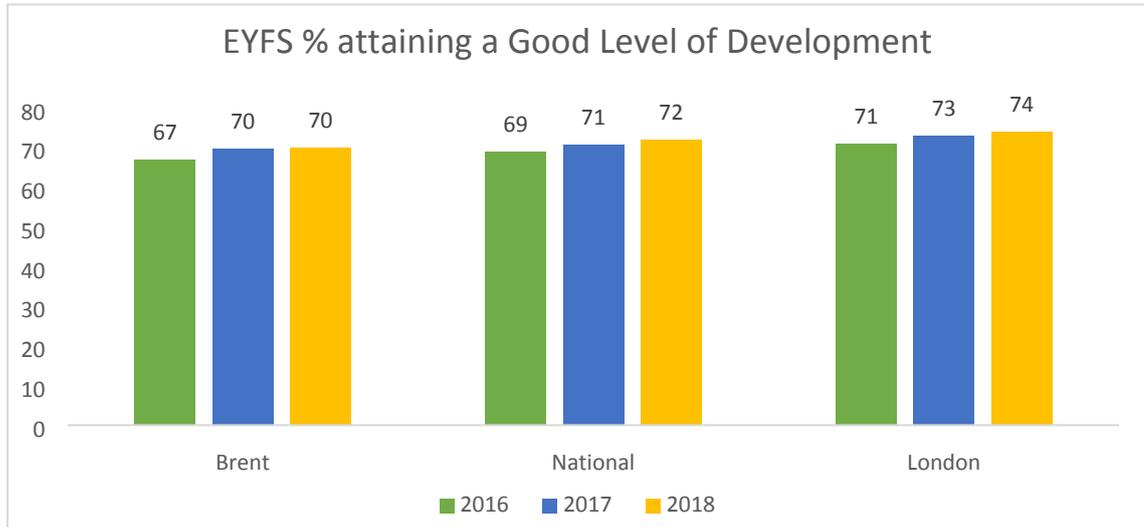
Conclusion

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

4.0 School Standards and Achievement data

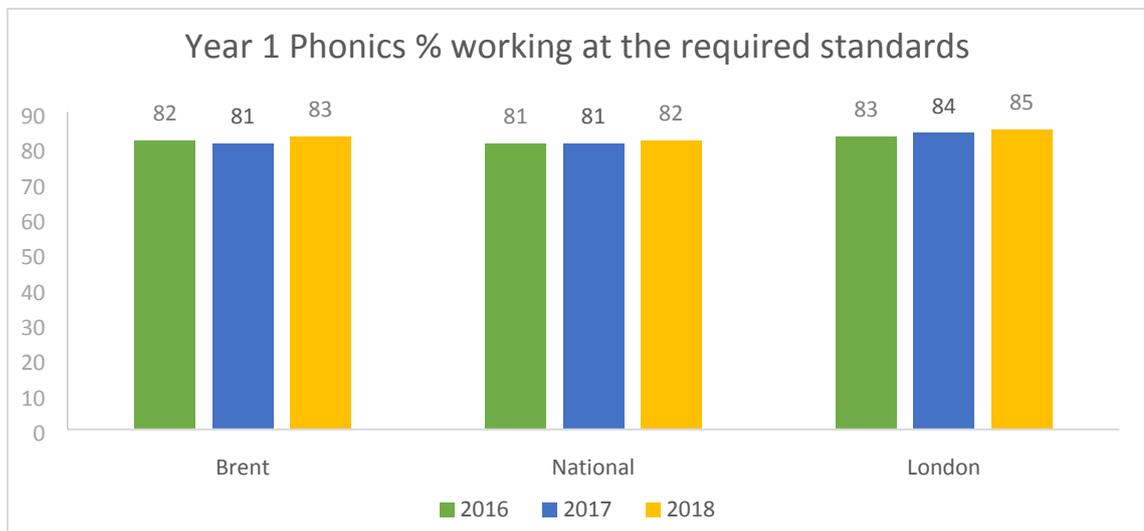
Primary

4.1 Early Years Foundation Stage



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

4.2 Year 1 Phonics Screening



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

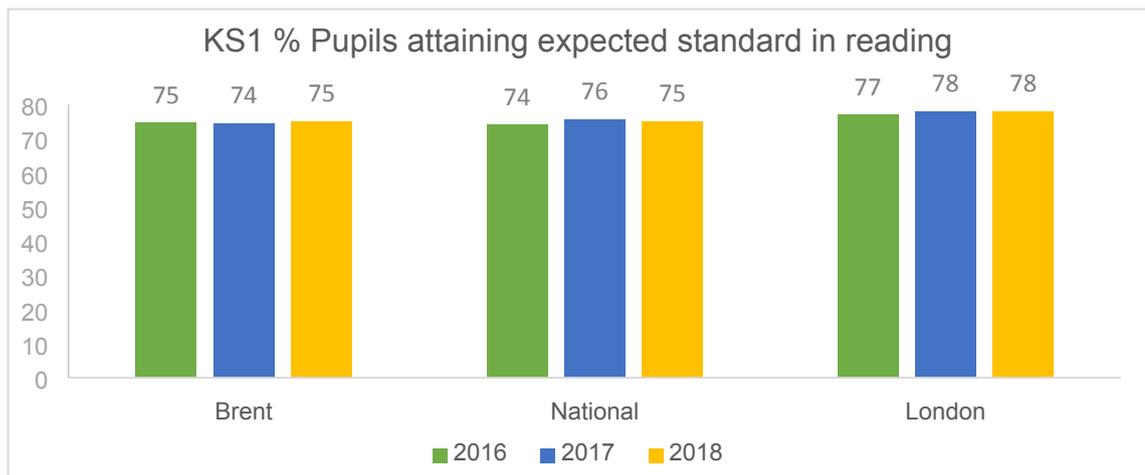
³ Children attaining a good level of development are those attaining at least the expected level within the following areas of learning: PRIME - communication and language; physical development; and personal, social and emotional development; plus literacy and mathematics.

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

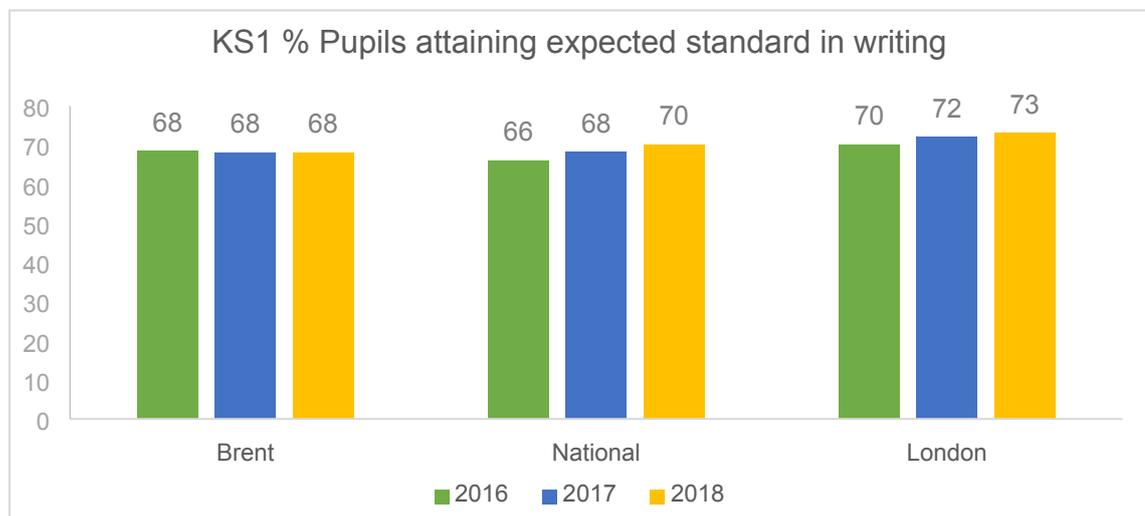
average is above the national average and two percentage points below the London average.

4.3 Key Stage 1

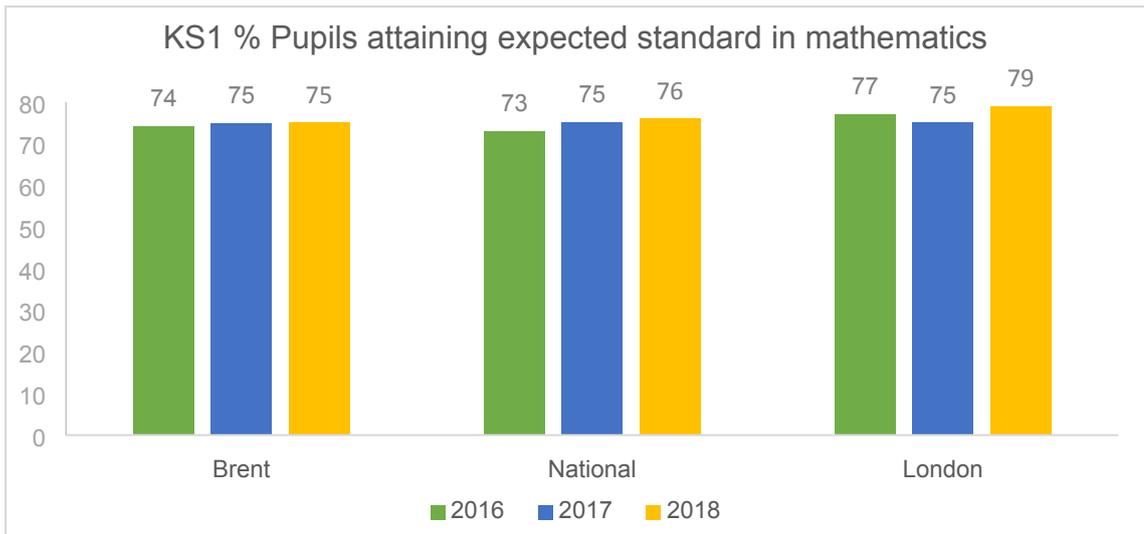
4.3.1 The assessment of attainment in reading, writing and mathematics at Key Stage 1 changed in 2016. Reading and mathematics are assessed by tests and writing is teacher assessed. Although the tests are set externally, they are marked by teachers within the school.



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



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

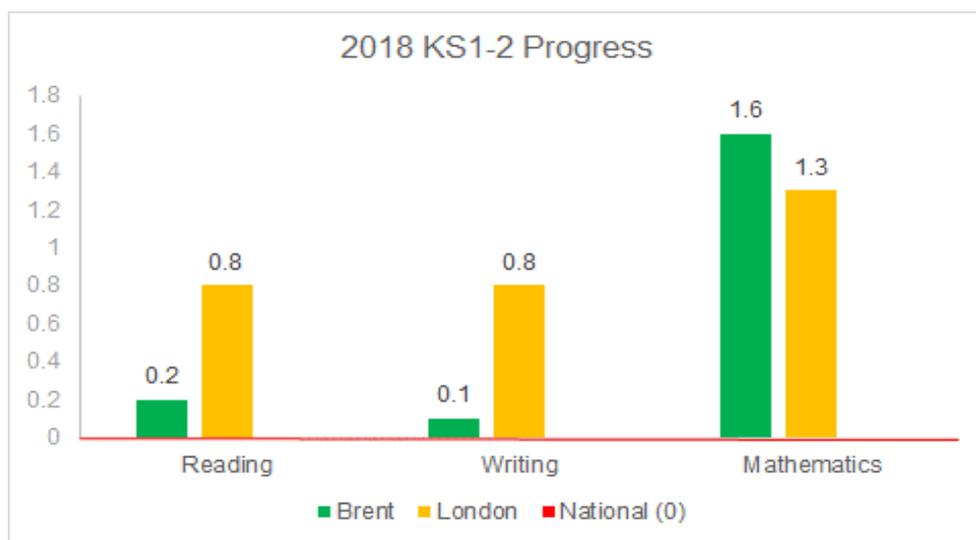


4.3.4 Brent's proportion of pupils attaining the expected standard in mathematics remained at 75 per cent. This is one percentage point below the national average and four percentage points below London.

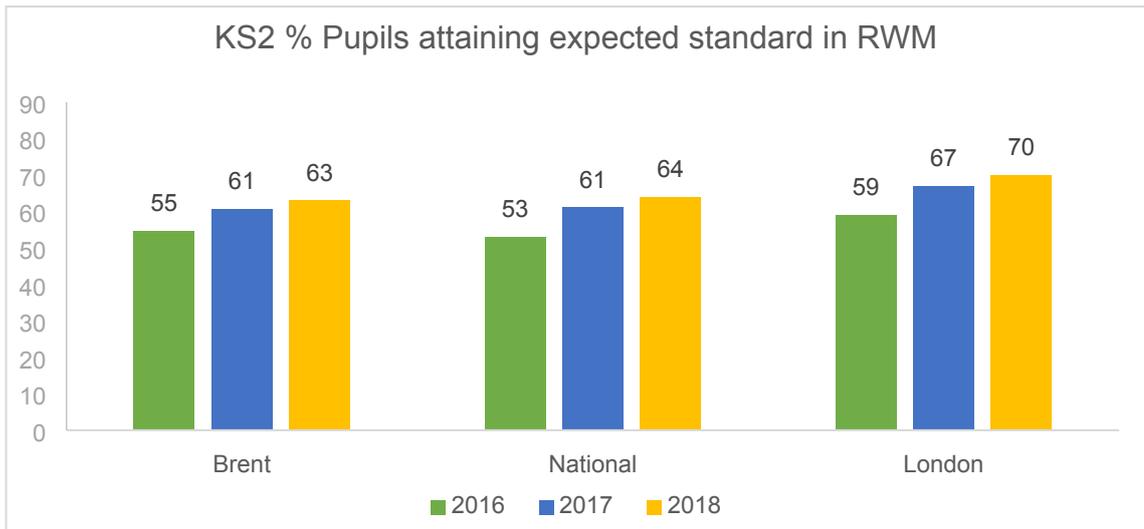
4.4 Key Stage 2

4.4.1 In 2016, Key Stage 2 assessment was also changed to reflect the demands of the new national curriculum. Levels were replaced by scaled scores to determine whether pupils were meeting the expected national standards or exceeding them by working at the higher standards. Reading, mathematics, and grammar, punctuation and spelling (GPaS) were assessed by test and writing was assessed by teachers.

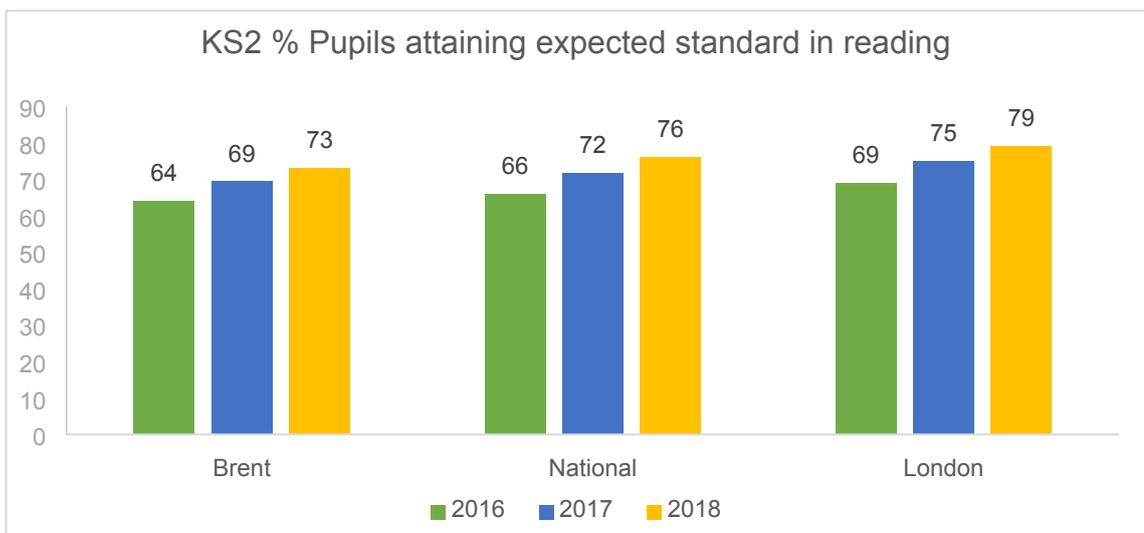
4.4.2 The headline Key Stage 2 pupil progress measures compare the progress made by groups of pupils with similar attainment at the end of Key Stage 1 to the national average attainment for the group at the end of Key Stage 2. The national average is benchmarked at zero. A plus score indicates that pupils have made more progress than the national average.



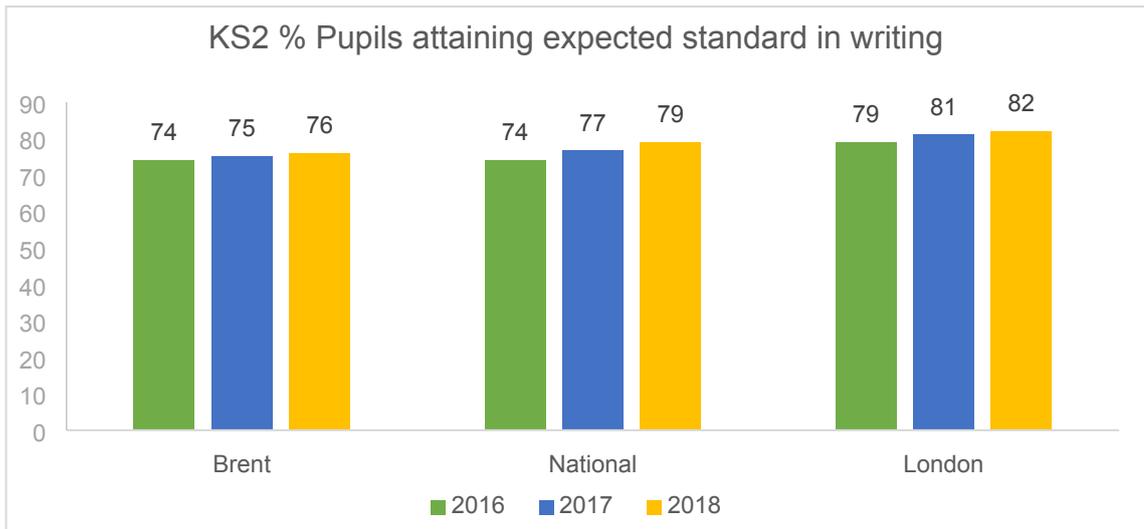
4.4.3 Similar to the last two years, Brent pupils' average progress in reading, writing and mathematics was above the national average, below London in reading and writing, but above London in mathematics.



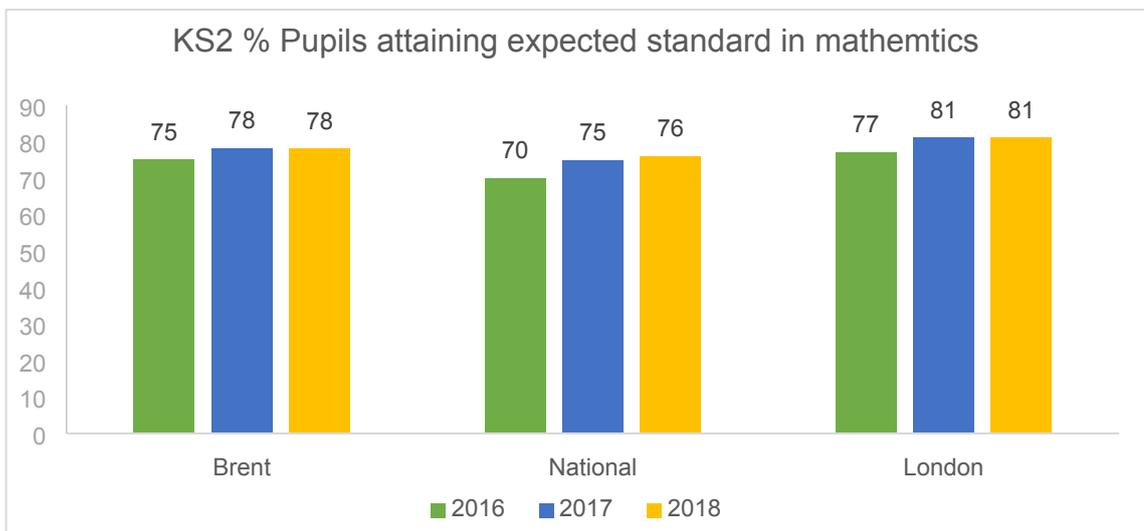
4.4.4 The headline measure of primary school attainment introduced in 2016 is the proportion of pupils attaining the expected standard in reading, writing, and mathematics combined. In 2018, the proportion for Brent increased by two percentage points to 63 per cent. This is just below the national average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



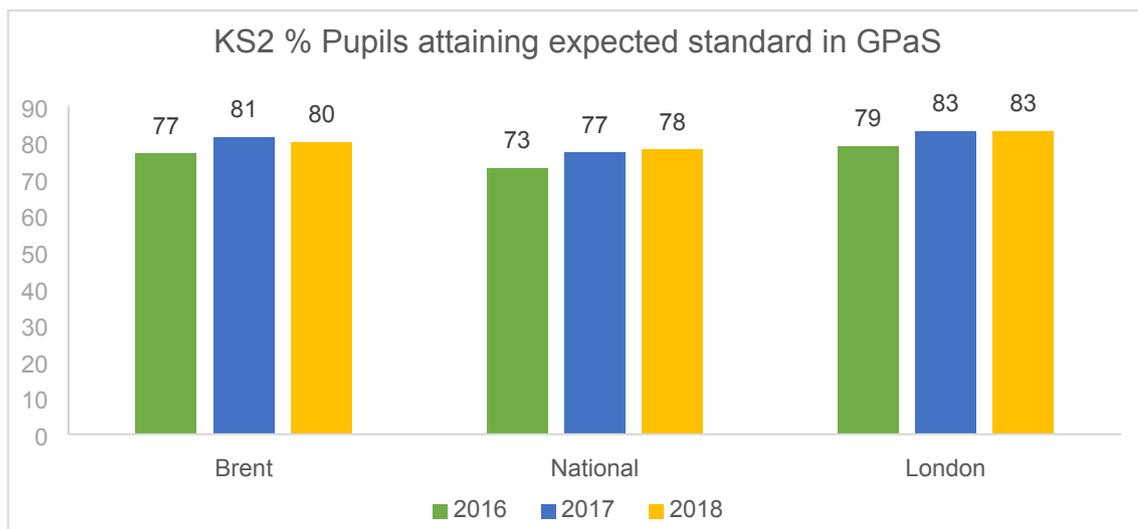
4.4.5 In 2018, the proportion of Brent pupils attaining the expected standard in reading increased by four percentage points to 73 per cent. This is three percentage points below the national average and six percentage points below the London average, which had also increased by four percentage points.



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



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



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

4.4.9 Brent Key Stage 2 results by school

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

Brent	3786	63%	0.2	0.1	1.6	
National		64%	0	0	0	

Below National
Above National

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

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

4.5 Key Stage 2 - Performance of Groups

4.5.1 Gender

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

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

4.5.2 Disadvantaged compared to non-disadvantaged pupils

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

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

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

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

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

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

4.5.4 Pupils with English as an Additional Language (EAL)

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

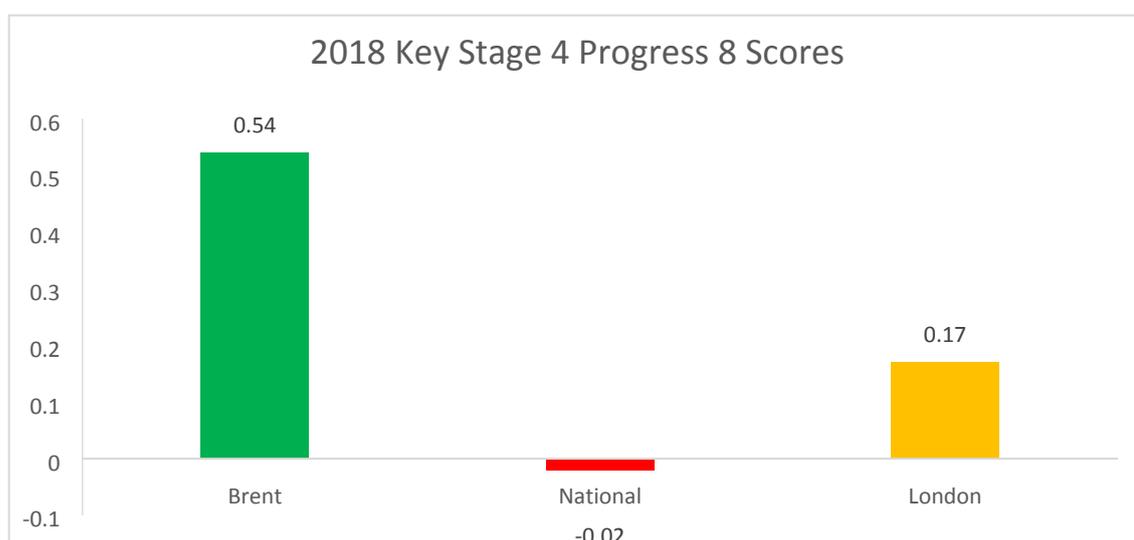
In 2018, the proportion of Brent pupils with EAL attaining the expected standard in reading, writing and mathematics increased to 63 per cent which is equal to the national average for pupils with EAL and marginally below the national average for all pupils.

Secondary

4.6 Key Stage 4

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

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

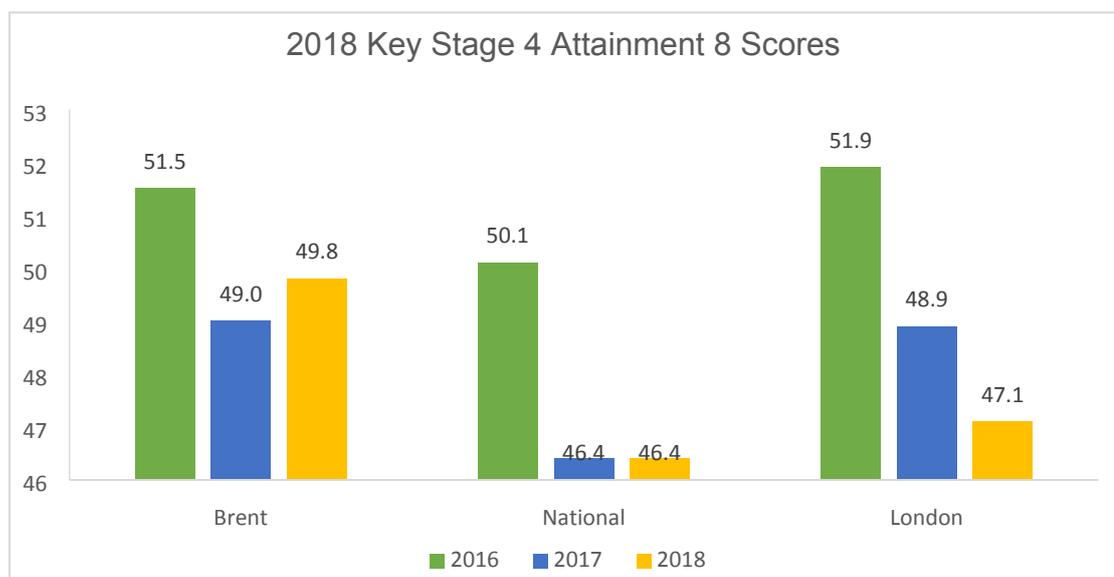


4.6.3 Brent's score on Progress 8 was 0.54 which indicates that on average the students in Brent made over half of a grade more progress in each of their eight subjects at

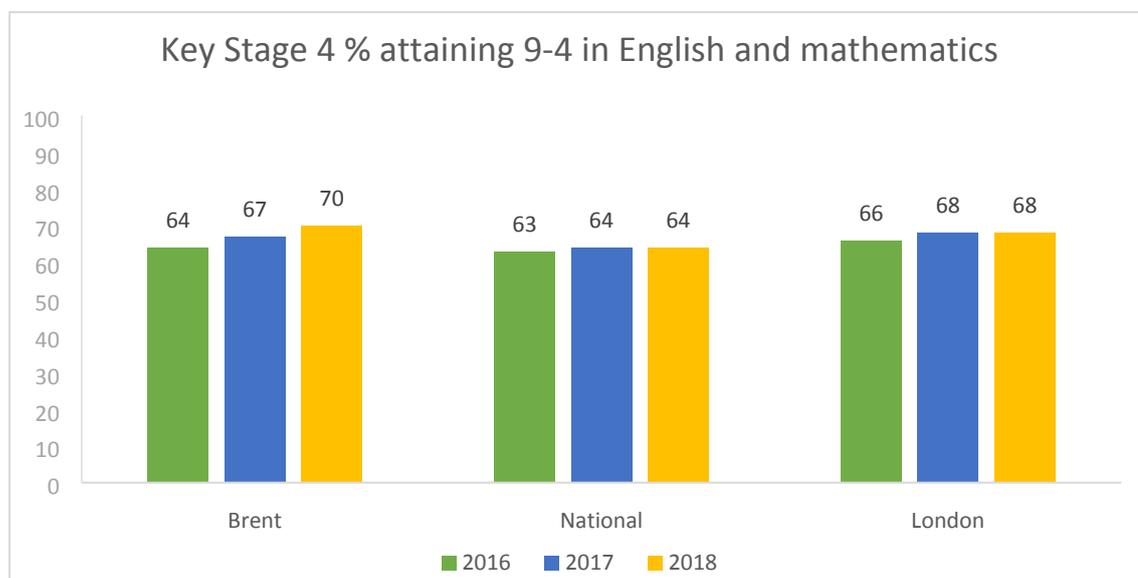
⁵ The EBacc is made up of: English; mathematics; history or geography; the sciences; a language

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

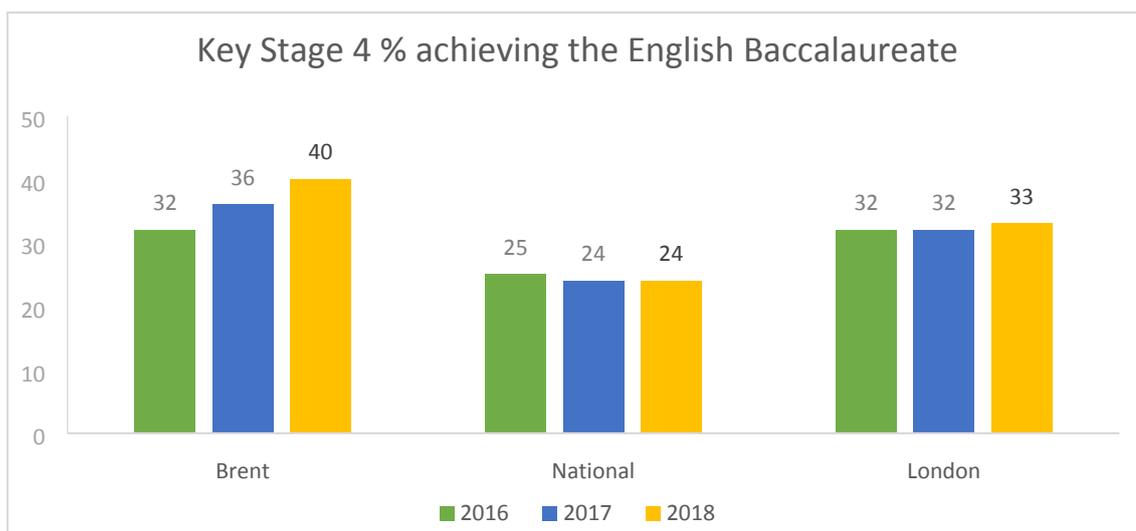
secondary school than students nationally (-0.02). This is also above the average progress made by students in London (0.17).



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



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



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

4.6.7 Brent Key Stage 4 results by school

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

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

4.7 Key Stage 4 - Performance of Groups

4.7.1 Gender

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

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

4.7.2 Disadvantaged compared to non-disadvantaged students

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

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

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

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

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

4.7.4 Students with English as an Additional Language (EAL)

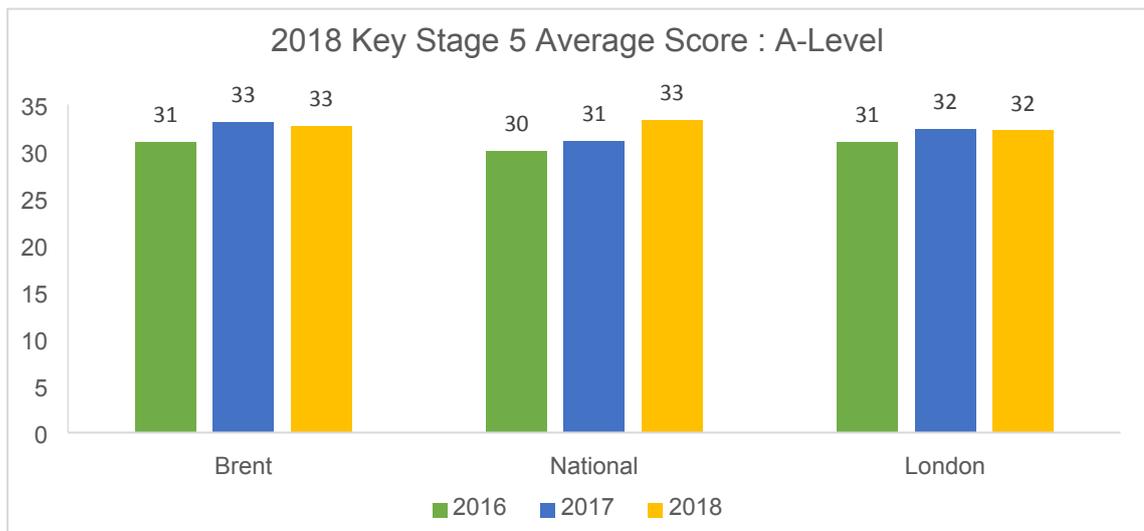
Key Stage 4 - 2018							
	Cohort	Progress 8			Attainment 8		
		LA	National	GAP	LA	National	GAP
EAL	1285	0.76	0.49	0.27	48.6	48	0.6
All Pupils	2858	0.54	-0.02	0.56	49.8	46.4	3.4

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

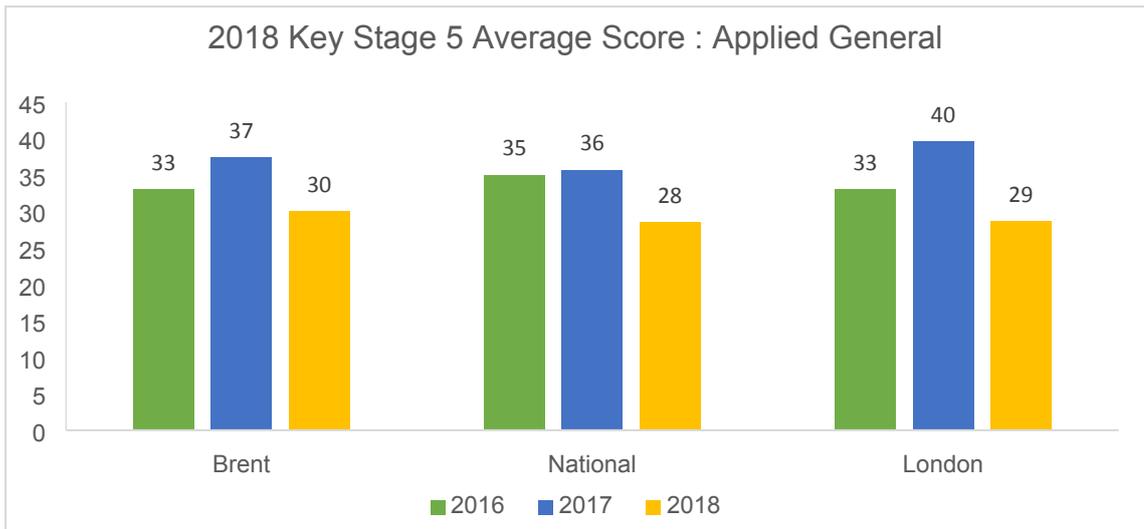
4.8 Post-16 Key Stage 5

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

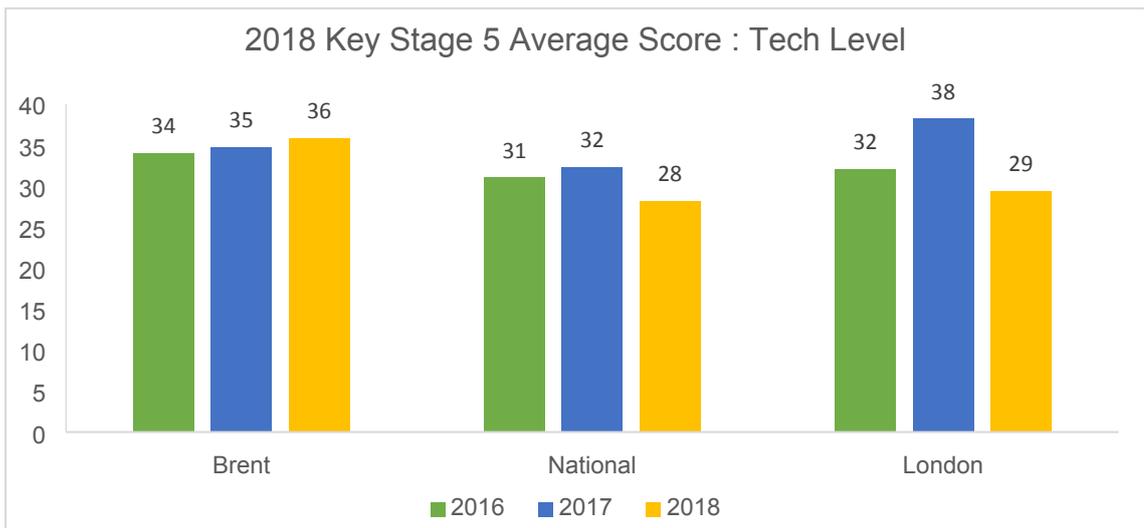
4.8.2 Students on Level 3 programmes can study different qualifications: A Levels, Applied General (for example BTEC National Business); Tech Level (for example Mechanical Engineering). At Level 3 Brent secondary schools deliver mainly A Level courses, and some Applied General and Tech Level courses,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



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



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



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

4.8.6 Brent Key Stage 5 results by school

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

Below National
Above National
SUPP: Suppressed
NE: No Entry

5.0 Financial Implications

5.1 There are no financial implications from this report.

6.0 Legal Implications

6.1 There are no legal implications from this report.

7.0 Equalities Implications

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

8.0 Consultation with Ward Members and Stakeholders

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

9.0 Member request

9.1 Cllr Ketan Sheth, Committee chair; 10 January 2019

Report sign off:

Gail Tolley
Strategic Director Children and Young People