



**Children and Young People Overview and Scrutiny
Committee**

Thursday 29 March 2012

Report from the Director of Children and Families

For Information

Wards Affected:
ALL

Education Standards in Brent 2011

1.0 Summary

1.1 This report comments on education standards achieved by Brent schools at the end of the academic year 2010/11.

2.0 Recommendations

2.1 Members are asked to note the continuing improvements in education standards and the contribution made by Services to Schools to these outcomes.

3.0 Detail

3.1 The details are set out in the attached report – Appendix A

4.0 Financial Implications

4.1 There are no financial implications contained within this report.

5.0 Legal Implications

5.1 There are no legal implications contained within this report.

6.0 Diversity Implications

6.1 Diversity issues are highlighted throughout the report. Analyses relating to the achievement of specific groups by gender, ethnicity, free school meals and special educational needs are included for each Key Stage.

7.0 Staffing/Accommodation Implications (if appropriate)

7.1 There are no staffing/accommodation issues contained within this report.

Background Papers

- i) Performance data, available electronically, published by the Department for Education, for example, School Performance Tables

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1.0 Summary of assessments, national performance indicators and expectations

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

Key Stage	Age at end of key stage	Assessment	Expectation / Key performance measure
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.	<p>The key performance measures are based on the proportion of pupils:</p> <ul style="list-style-type: none"> • achieving Level 4+ in English and mathematics combined • making at least 2 levels of progress from Key Stage 1 in English and

Key Stage	Age at end of key stage	Assessment	Expectation / Key performance measure
			in mathematics.
Key Stage 3	14	Teacher assessment only in English, mathematics and science using National Curriculum levels.	Based on teacher assessment, the main performance indicators are achievement at Level 5+ and Level 6+ in each of English, mathematics and science
Key Stage 4	16	GCSE examinations or equivalent.	The key performance measures are based on the percentage of students: <ul style="list-style-type: none"> achieving 5+ A*- C grades (including English <u>and</u> mathematics) at GCSE making the equivalent of 3 levels of progress from Key Stage 2 to Key Stage 4 in English and in mathematics
Key Stage 5	19	Students follow courses at: <ul style="list-style-type: none"> Level 1 (qualifications equivalent to five GCSEs D-G) Level 2 (qualifications equivalent to five GCSEs A*-C) Level 3 (qualifications equivalent to two A levels A-E) 	Key performance measures relate to achievement at Levels 2 and 3 by age 19, based on: <ul style="list-style-type: none"> Average Points Score (APS) per learner Level 3 APS per entry The ALPS value-added grade success rates.

2.0 Summary 2011

2.1. Brent has above average levels of deprivation. However, standards were near or above national averages against many indicators.

3.0 Early Years Foundation Stage(EYFS)

3.1. Standards at the end of the Early Years Foundation Stage were low in 2010, but in 2011 they rose to just below national averages. In addition, the gap between the lowest performing 20% of children and all other children narrowed, bringing Brent's performance close to the national average.

4.0 Primary

4.1. At Key Stage 1, results for Level 2+ improved to near national averages. At Level 3, standards remained below average, but the gaps narrowed between Brent's results and those nationally.

- 4.2. Brent pupils made above average progress from Key Stage 1 to Key Stage 2, and standards at Level 4+ and Level 5+ were at or above national averages.

5.0 Secondary

- 5.1. Results at Key Stage 3 were above the national averages for Level 6+ but below for Level 5+. As these figures rely on teacher assessment, comparisons are not secure for this key stage. Pupils made above average progress and standards rose at Key Stage 4. Results were above average for 5+ GCSE grades at A*-C including English and mathematics, as they were for the English Baccalaureate (EBacc). Results were average for 5+ GCSE grades at A*-C in any subjects.
- 5.2. Improvements continued at A Level (Level 3) and the average points score (APS) per candidate exceeded the national average. The average grade per entry was between B and C. Value added was excellent.

6.0 Groups of pupils

- 6.1. Girls did better than boys at Key Stage 1, although Brent boys' results were above the national averages for boys at Key Stages 1 and 2. At Key Stage 2, girls achieved better results than boys at Level 4+, but differences at Level 5+ were less clear. By the end of Key Stage 4, girls outperformed boys on most indicators. At Key Stage 5, boys' results improved: although girls had a higher APS per candidate, the APS per entry was the same for boys and girls.
- 6.2. Gaps in achievement by the end of Key Stage 2 between pupils entitled to free school meals (FSM) and others remained, but were narrower than those found nationally. At Key Stage 4 the gap widened.
- 6.3. Gaps in performance between different ethnic groups continued and although there were some encouraging improvements, there were also disappointing falls in results. Pupils of Indian and Pakistani origin performed better than the national averages for those groups. Results improved for Somali pupils. However, the performance of Black British/Caribbean pupils remains a cause of concern.
- 6.4. The attainment of pupils with SEND is above the national average for those groups at Key Stage 1, Key Stage 2 and Key Stage 4. The progress of pupils with SEN from Key Stage 1 to Key Stage 2 and Key Stage 2 to Key Stage 4 is above the national average for those groups.

7.0 Early Years Foundation Stage (EYFS)

- 7.1. There was a significant improvement in EYFS outcomes in 2011. The percentage of children scoring 78 points or more across all areas of learning, including Communication Language and Literacy (CLL) and Personal Social and Emotional Development (PSED) rose by 14 percentage points (ppts). This result narrowed the gap between Brent and national averages to 2 ppts. In common with the national picture, attainment in CLL was lower than in the other five areas of learning.
- 7.2. In terms of reducing the gap in attainment between the lowest achieving 20% of children and all other children, Brent's performance also improved. The gap narrowed from 35% in 2010 to 32% in 2011. As a result, Brent's performance was closer to the national average of 31%.
- 7.3. With the exception of a dip in 2010, the overall five year trend was one of steady improvement.
- 7.4. The attainment of boys was in line with the national average whilst the attainment of girls was below the national average.
- 7.5. The performance of children entitled to Free School Meals (FSM) improved significantly, and was above the national average for this group.
- 7.6. In terms of the attainment of key ethnic groups, Somali children performed very strongly. There was a 19 ppt improvement, placing this group within 7 ppts of all children nationally. There has been a 39 ppt improvement for this group over the last five years.
- 7.7. For Black Caribbean children, there has been a steady upward trend since 2008, resulting in a narrowing of the gap between this group and all children nationally to 6 ppts.
- 7.8. Key activity undertaken by the Early Years Quality Improvement team which has had a positive impact on standards has included:
 - promoting accurate self-evaluation by settings
 - the provision of robust support and challenge
 - ensuring accurate assessment of children's achievements
 - ensuring aligned working with other local authority professionals within localities
 - providing or signposting opportunities for continuing professional development.
- 7.9. Key priorities for the current year are to:
 - intensify the levels of support and challenge to settings requiring improvement
 - intervene more vigorously in private, voluntary and independent settings causing concern
 - promote the sharing of effective practice.

7.10. Attainment EYFS

Table 1

EYFSP	2007		2008		2009		2010		2011		%Difference		
	% Brent	% Nat	% Brent	% Nat	% Brent	% Nat	% Brent	% Nat	% Brent	% Nat	Brent 2011 vs Brent 2010	Brent 2011 vs National 2011	
% with total 78 points or more in all areas, including 6+ in PSED and CLL (indicator 1)	37	46	41	49	45	52	43	56	57	59	↑	14	-2
Equality Gap: The gap between the lowest achieving 20% and others	40	37	39	36	35	34	35	33	32	31	↓	-3	1
% boys achievement against indicator 1	19	38	34	41	39	43	37	47	50	50	↑	13	0
% girls achievement against indicator 1	28	54	47	58	51	61	50	65	65	68	↑	15	-3
% Black Caribbean children's achievement against indicator 1	22	35	39	40	43	43	45	49	53	54	↑	8	-1
% Somali children's achievement against indicator 1	13	~	28	~	37	~	33	~	52	~	↑	19	~
% of children on FSM: achievement against indicator 1	21	28	44	31	35	34	34	40	49	44	↑	15	5
% of pupils achieving 6+ points in PSED	53	71	63	72	67	74	64	77	77	79	↑	13	-2
% of pupils achieving 6+ points in CLL	32	49	45	53	49	55	60	59	60	62	→	0	-2
% of pupils achieving 6+ points in PSRN	47	66	56	68	63	70	62	72	70	74	↑	8	-4
% of pupils achieving 6+ points in KUW	58	77	67	79	72	81	68	83	79	84	↑	11	-5
% of pupils achieving 6+ points in PHY	80	88	87	89	87	90	86	91	89	91	↑	3	-2
% of pupils achieving 6+ points in CRE	60	78	73	79	77	80	76	82	82	83	↑	6	-1

EYFSP	Early Years Foundation Stage Profile
FSM	Free School Meals
PSED	Personal Social and Emotional Development
CLL	Communication, Language and Literacy
PSRN	Problem solving, reasoning and numeracy
KUW	Knowledge and understanding of the world
PHY	Physical development
CRE	Creative development

8.0 Key Stage 1

- 8.1. Attainment at Level 2+ (the key national benchmark) was in line with the national average in reading and writing and just below it in mathematics. Standards rose in reading, writing and mathematics, whereas national figures were static or declining.
- 8.2. Attainment at Level 2B+ is a key predictor of attainment at Level 4+ at the end of Key Stage 2. This remained below the national average, but the gap narrowed because Brent's figures rose in reading by 5 ppts, in writing by 4 ppts and in mathematics by 6 ppts.
- 8.3. Attainment at Level 3+, although still below national averages, remained stable in reading but rose slightly in writing and mathematics, narrowing the gap between Brent and national averages. The widest gap between the Brent and national averages was in reading.
- 8.4. There has been a steadily improving trend in performance at Key Stage 1 over the last five years.
- 8.5. The attainment of girls was higher than that of boys in all three areas and at all levels except at Level 3 in mathematics. Girls did not perform as well as girls nationally across the board but boys' performance was above that of boys nationally at Levels 2+ and 2B+

- in writing and in line with the national average at Level 2+ in reading and mathematics and at Level 3+ in writing.
- 8.6. FSM pupils performed better than FSM pupils nationally in reading, writing and mathematics and at all levels. Non-FSM pupils did not perform as well as non-FSM pupils nationally. However, both groups of pupils improved their performance in all three areas and at all levels compared with 2010 results, except in mathematics at Level 3 for FSM pupils, where performance declined slightly. The gap between the performance of FSM and non-FSM pupils in both English and mathematics was much narrower than the national gap except in writing at Level 3, where it remained the same, and reading at Level 3, where it increased slightly.
 - 8.7. In terms of the performance of key ethnic groups, the attainment of pupils of Indian heritage at Level 2+ was broadly in line with national averages for that group, and well above Brent and national averages for all pupils.
 - 8.8. The attainment of pupils of Pakistani heritage was just above that of this group nationally, and the performance of Pakistani boys in writing improved by 5 pts.
 - 8.9. Results for White Other pupils were broadly in line with the national averages for that group, although there was a slight fall in reading and writing.
 - 8.10. The performance of Somali pupils improved significantly in reading, writing and mathematics, with Somali boys improving at a faster rate than girls. Although the attainment of this group was below national averages for all pupils, the gap narrowed in all three areas.
 - 8.11. The performance of Black Caribbean pupils has been largely static over the last five years and their attainment was in line with that of Black Caribbean pupils nationally.
 - 8.12. In reading, writing and mathematics at Level 2+, the attainment of pupils with special educational needs (SEN) in Brent, with and without statements, was better than the national average for the same group. There was a rise in attainment in all three subjects compared with 2010. There has been an upward trend in the attainment of pupils with SEN over three years.
 - 8.13. These outcomes reflect schools' increased focus on raising standards at Key Stage 1, in response to a local authority emphasis on this, starting three years previously. The results for English also showed the impact of the Communication Language and Literacy Development (CLLD) programme, which focused on early literacy and of the Every Child a Reader (ECaR) programme, which aims to increase the impact of the Reading Recovery teacher in a school. The results for mathematics showed the impact of the Every Child Counts (ECC) programme, which aims to improve the chances of children at risk of not achieving Level 2 at the end of Key Stage 1.
 - 8.14. Key priorities for the current year for English are to:
 - continue to run successful literacy programmes
 - provide support for schools in preparation for the Year 1 phonics check
 - provide support tailored to schools' individual needs.
 - 8.15. Key priorities for the current year for mathematics are to:
 - secure success at Level 3 for more pupils

- extend opportunities for speaking and listening in mathematics.

8.16. The special educational needs and disabilities (SEND) and Ethnic Minority Achievement Services to Schools teams have continued to provide specialist training, advice, support and guidance to schools in order to improve outcomes for these groups of pupils. These teams will continue to provide a similar range of services over the coming year.

Attainment Key Stage 1

Table 2

KS1 - Level 2+ all pupils	2007		2008		2009		2010		2011		%Difference	
	% Brent	% Nat	% Brent	% Nat	% Brent	% Nat	% Brent	% Nat	% Brent	% Nat	Brent 2011 vs Brent 2010	Brent 2011 vs National 2011
% of pupils achieving L2+ in reading	80	84	79	84	81	84	83	85	85	85	↑ 2	0
% of pupils achieving L2+ in writing	76	80	73	80	77	81	78	81	81	81	↑ 3	0
% of pupils achieving L2+ in mathematics	86	90	84	90	87	89	86	89	89	90	↑ 3	-1

Table 3

KS1 - Level 2B+ all pupils	2007		2008		2009		2010		2011		%Difference	
	% Brent	% Nat	% Brent	% Nat	% Brent	% Nat	% Brent	% Nat	% Brent	% Nat	Brent 2011 vs Brent 2010	Brent 2011 vs National 2011
% of pupils achieving L2B+ in reading	65	71	65	71	65	72	66	72	71	74	↑ 5	-3
% of pupils achieving L2B+ in writing	55	59	52	58	54	60	56	60	60	61	↑ 4	-1
% of pupils achieving L2B+ in mathematics	68	74	65	74	66	74	66	73	72	74	↑ 6	-2

Table 4

KS1 - Level 3+ all pupils	2007		2008		2009		2010		2011		%Difference	
	% Brent	% Nat	% Brent	% Nat	% Brent	% Nat	% Brent	% Nat	% Brent	% Nat	Brent 2011 vs Brent 2010	Brent 2011 vs National 2011
% of pupils achieving L3+ in reading	19	26	20	25	19	26	20	26	20	26	→ 0	-6
% of pupils achieving L3+ in writing	9	13	9	12	9	12	10	12	12	12	↑ 2	0
% of pupils achieving L3+ in mathematics	17	22	18	21	15	21	17	20	18	20	↑ 1	-2

Table 5

KS1 - Level 2+ by gender	2007		2008		2009		2010		2011		%Difference	
	% Brent	% Nat	% Brent	% Nat	% Brent	% Nat	% Brent	% Nat	% Brent	% Nat	Brent 2011 vs Brent 2010	Brent 2011 vs National 2011
% boys achieving L2+ in reading	76	80	76	80	78	80	80	81	82	82	↑ 2	0
% boys achieving L2+ in writing	72	75	70	75	72	75	74	75	78	76	↑ 4	2
% boys achieving L2+ in mathematics	85	88	82	88	85	88	85	88	88	88	↑ 3	0
% girls achieving L2+ in reading	83	88	81	88	84	88	85	89	88	89	↑ 3	-1
% girls achieving L2+ in writing	81	86	78	86	82	87	83	87	85	87	↑ 2	-2
% girls achieving L2+ in mathematics	87	91	86	91	88	91	87	91	90	91	↑ 3	-1

Table 6

KS1 - Level 2B+ by gender	2007		2008		2009		2010		2011		%Difference	
	% Brent	% Nat	% Brent	% Nat	% Brent	% Nat	% Brent	% Nat	% Brent	% Nat	Brent 2011 vs Brent 2010	Brent 2011 vs National 2011
% boys achieving L2B+ in reading	60	66	62	66	61	67	62	67	67	68	↑ 5	-1
% boys achieving L2B+ in writing	49	51	47	51	48	52	49	52	54	53	↑ 5	1
% boys achieving L2B+ in mathematics	67	73	65	73	65	72	64	72	70	73	↑ 6	-3
% girls achieving L2B+ in reading	69	77	68	77	69	77	71	78	75	79	↑ 4	-4
% girls achieving L2B+ in writing	61	67	57	67	61	68	63	69	68	70	↑ 5	-2
% girls achieving L2B+ in mathematics	68	75	68	75	67	75	67	75	73	76	↑ 6	-3

Table 7

KS1 - Level 3+ by gender	2007		2008		2009		2010		2011		%Difference	
	% Brent	% Nat	% Brent	% Nat	% Brent	% Nat	% Brent	% Nat	% Brent	% Nat	Brent 2011 vs Brent 2010	Brent 2011 vs National 2011
% boys achieving L3+ in reading	18	22	17	21	16	22	16	22	18	22	↑ 2	-4
% boys achieving L3+ in writing	8	9	8	8	7	9	8	8	9	9	↑ 1	0
% boys achieving L3+ in mathematics	20	24	20	24	18	23	18	23	20	23	↑ 2	-3
% girls achieving L3+ in reading	20	30	22	29	22	30	23	30	23	30	→ 0	-7
% girls achieving L3+ in writing	11	17	11	16	12	16	13	16	15	17	↑ 2	-2
% girls achieving L3+ in mathematics	14	20	17	19	13	19	15	18	16	18	↑ 1	-2

Table 8

KS1 - Level 2+ by FSM	2007		2008		2009		2010		2011		%Difference	
	% Brent	% Nat	% Brent	% Nat	% Brent	% Nat	% Brent	% Nat	% Brent	% Nat	Brent 2011 vs Brent 2010	Brent 2011 vs National 2011
% pupils on FSM: achievement at L2+ in reading	74	69	72	69	76	71	77	72	81	73	↑ 4	8
% pupils on FSM: achievement at L2+ in writing	70	63	64	64	70	66	70	66	76	68	↑ 6	8
% pupils on FSM: achievement at L2+ in mathematics	81	80	78	79	83	80	81	80	86	80	↑ 5	6

Table 9

KS1 - Level 2B+ by FSM	2007		2008		2009		2010		2011		%Difference	
	% Brent	% Nat	% Brent	% Nat	% Brent	% Nat	% Brent	% Nat	% Brent	% Nat	Brent 2011 vs Brent 2010	Brent 2011 vs National 2011
% pupils on FSM: achievement at L2B+ in reading	57	52	54	51	56	54	59	55	65	57	↑ 6	8
% pupils on FSM: achievement at L2B+ in writing	44	37	40	37	44	40	46	41	52	43	↑ 6	9
% pupils on FSM: achievement at L2B+ in mathematics	58	56	54	56	58	57	56	57	65	58	↑ 9	7

Table 10

KS1 - Level 3+ by FSM	2007		2008		2009		2010		2011		%Difference	
	% Brent	% Nat	% Brent	% Nat	% Brent	% Nat	% Brent	% Nat	% Brent	% Nat	Brent 2011 vs Brent 2010	Brent 2011 vs National 2011
% pupils on FSM: achievement at L3+ in reading	10	11	11	10	14	11	13	12	13	12	→ 0	1
% pupils on FSM: achievement at L3+ in writing	6	4	5	4	6	4	6	4	8	5	↑ 2	3
% pupils on FSM: achievement at L3+ in mathematics	11	9	11	9	10	9	11	9	10	9	↓ -1	1

Table 11

KS1 - Level 2+ by ethnicity	2007		2008		2009		2010		2011		%Difference	
	% Brent	% Nat	% Brent	% Nat	% Brent	% Nat	% Brent	% Nat	% Brent	% Nat	Brent 2011 vs Brent 2010	Brent 2011 vs National 2011
% Black Caribbean pupils achieving L2+ in reading	81	81	77	80	81	80	83	81	81	82	↓ -2	-1
% Black Caribbean pupils achieving L2+ in writing	76	75	67	74	76	75	77	75	77	77	→ 0	0
% Black Caribbean pupils achieving L2+ in mathematics	86	85	81	85	82	84	82	84	85	85	↑ 3	0
% Somali pupils achieving L2+ in reading	65	~	72	~	77	~	76	~	80	~	↑ 4	~
% Somali pupils achieving L2+ in writing	61	~	61	~	67	~	65	~	76	~	↑ 11	~
% Somali pupils achieving L2+ in mathematics	75	~	75	~	80	~	80	~	86	~	↑ 6	~
% White Other pupils achieving L2+ in reading	73	75	66	75	76	76	77	77	75	77	↓ -2	-2
% White Other pupils achieving L2+ in writing	71	72	63	71	71	73	76	74	73	73	↓ -3	0
% White Other pupils achieving L2+ in mathematics	84	86	76	86	88	86	84	86	85	86	↑ 1	-1
% Pakistani pupils achieving L2+ in reading	80	77	75	77	78	80	83	81	85	83	↑ 2	2
% Pakistani pupils achieving L2+ in writing	74	72	72	72	76	75	77	76	80	78	↑ 3	2
% Pakistani pupils achieving L2+ in mathematics	84	83	81	82	82	83	86	84	86	85	→ 0	1
% Asian Indian pupils achieving L2+ in reading	84	88	85	89	89	90	89	91	93	92	↑ 4	1
% Asian Indian pupils achieving L2+ in writing	82	85	82	86	85	88	85	88	89	89	↑ 4	0
% Asian Indian pupils achieving L2+ in mathematics	91	92	91	92	93	93	92	93	96	94	↑ 4	2

Table 12

KS1 - Level 2+ by ethnicity /boys	2007		2008		2009		2010		2011		%Difference		
	% Brent	% Nat	% Brent	% Nat	% Brent	% Nat	% Brent	% Nat	% Brent	% Nat	Brent 2011 vs Brent 2010	Brent 2011 vs National 2011	
% Black Caribbean boys achieving L2+ in reading	78	75	73	75	76	75	78	76	76	77	↓	-2	-1
% Black Caribbean boys achieving L2+ in writing	72	68	62	67	72	67	72	68	71	70	↓	-1	1
% Black Caribbean boys achieving L2+ in mathematics	86	82	79	82	79	81	79	81	82	82	↑	3	0
% Somali boys achieving L2+ in reading	62	~	74	~	74	~	72	~	79	~	↑	7	~
% Somali boys achieving L2+ in writing	56	~	58	~	63	~	59	~	73	~	↑	14	~
% Somali boys achieving L2+ in mathematics	74	~	77	~	82	~	79	~	88	~	↑	9	~
% White Other boys achieving L2+ in reading	73	71	62	71	72	73	74	73	73	74	↓	-1	-1
% White Other boys achieving L2+ in writing	69	67	59	66	65	68	70	68	70	68	→	0	2
% White Other boys achieving L2+ in mathematics	86	85	76	85	86	85	83	85	85	85	↑	2	0
% Pakistani boys achieving L2+ in reading	70	72	72	73	76	76	81	77	81	79	→	0	2
% Pakistani boys achieving L2+ in writing	63	66	66	66	71	70	72	71	76	72	↑	4	4
% Pakistani boys achieving L2+ in mathematics	78	80	77	80	82	82	85	82	84	83	↓	-1	1
% Asian Indian boys achieving L2+ in reading	81	86	83	87	85	88	86	89	90	90	↑	4	0
% Asian Indian boys achieving L2+ in writing	77	81	80	82	82	84	80	85	85	85	↑	5	0
% Asian Indian boys achieving L2+ in mathematics	91	91	89	91	91	91	91	92	96	93	↑	5	3

Table 13

KS1 - Level 2+ by ethnicity /girls	2007		2008		2009		2010		2011		%Difference		
	% Brent	% Nat	% Brent	% Nat	% Brent	% Nat	% Brent	% Nat	% Brent	% Nat	Brent 2011 vs Brent 2010	Brent 2011 vs National 2011	
% Black Caribbean girls achieving L2+ in reading	84	86	81	85	85	85	87	86	86	88	↓	-1	-2
% Black Caribbean girls achieving L2+ in writing	80	82	71	80	80	83	82	83	83	84	↑	1	-1
% Black Caribbean girls achieving L2+ in mathematics	86	88	83	87	86	87	85	87	88	88	↑	3	0
% Somali girls achieving L2+ in reading	67	~	72	~	79	~	80	~	81	~	↑	1	~
% Somali girls achieving L2+ in writing	66	~	67	~	71	~	71	~	80	~	↑	9	~
% Somali girls achieving L2+ in mathematics	76	~	77	~	79	~	81	~	85	~	↑	4	~
% White Other girls achieving L2+ in reading	73	78	69	78	80	80	80	81	78	81	↓	-2	-3
% White Other girls achieving L2+ in writing	76	77	66	76	77	79	81	79	77	79	↓	-4	-2
% White Other girls achieving L2+ in mathematics	81	87	77	87	89	88	85	87	84	87	↓	-1	-3
% Pakistani girls achieving L2+ in reading	89	82	78	82	80	83	86	85	90	86	↑	4	4
% Pakistani girls achieving L2+ in writing	83	78	77	79	81	81	83	82	86	84	↑	3	2
% Pakistani girls achieving L2+ in mathematics	89	85	84	85	83	85	88	86	88	87	→	0	1
% Asian Indian girls achieving L2+ in reading	88	92	88	92	92	93	92	94	96	95	↑	4	1
% Asian Indian girls achieving L2+ in writing	86	89	85	90	88	91	89	92	94	93	↑	5	1
% Asian Indian girls achieving L2+ in mathematics	91	93	93	94	94	94	92	94	97	95	↑	5	2

Table 14

KS1 - Level 2+ by SEN	2007		2008		2009		2010		2011		%Difference		
	% Brent	% Nat	% Brent	% Nat	% Brent	% Nat	% Brent	% Nat	% Brent	% Nat	Brent 2011 vs Brent 2010	Brent 2011 vs National 2011	
% pupils with SEN achieving L2+ in reading	59	48	55	50	58	51	58	52	62	52	↑	4	10
% pupils with SEN achieving L2+ in writing	52	41	47	41	50	43	49	43	53	43	↑	4	10
% pupils with SEN achieving L2+ in mathematics	69	65	63	65	70	64	65	64	71	64	↑	6	7
% pupils without a statement achieving L2+ in reading	58	51	60	52	61	54	61	54	66	55	↑	5	11
% pupils without a statement achieving L2+ in writing	49	43	51	44	52	46	52	46	57	46	↑	5	11
% pupils without a statement achieving L2+ in mathematics	65	68	69	68	74	68	69	67	75	68	↑	6	7
% pupils with a statement achieving L2+ in reading	16	24	13	23	24	23	27	23	35	23	↑	8	12
% pupils with a statement achieving L2+ in writing	16	18	10	17	17	17	26	17	27	16	↑	1	11
% pupils with a statement achieving L2+ in mathematics	19	28	14	27	24	27	26	26	41	26	↑	15	15

9.0 Key Stage 2

- 9.1. Attainment at Level 4+ was in line with the national average for English and mathematics combined, despite a fall from the previous year's unusually high results. Attainment at Level 4+ in English was in line with the national average, although there was a 2 ppt fall from the previous year. Attainment at Level 4+ in mathematics was above the national average and results were the same as in the previous year
- 9.2. At Level 5, attainment in English and in English and mathematics combined was above the national average. In mathematics it was well above.
- 9.3. These figures represent a rising trend at all levels over five years except in English at Level 5.
- 9.4. The other key measure of success at 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 well above the national averages and remained the same as in 2010.
- 9.5. The new higher Key Stage 2 floor standard in 2011 consisted of two key measures. The first required that at least 60% of pupils should achieve Level 4+ in both English and mathematics. Four schools failed to meet this measure. The second measure was based on the expectation that the proportion of pupils making two levels of progress from Key Stage 1 in English and in mathematics would at least be in line with the national median. Four schools failed to meet this measure. Only one school failed to achieve both key measures included in the floor standard.
- 9.6. Boys' attainment at Level 4+ was in line with that of boys nationally in English and in English and mathematics combined, and 3 ppts above the national average for boys in mathematics. At Level 5, their performance was slightly above national averages in English and in English and mathematics combined. Attainment in mathematics was 6 ppts above the national average for boys at Level 5.
- 9.7. Girls' attainment at Level 4+ on all three measures was close to national averages for girls. At Level 5, attainment was close to national averages for girls in English and in English and mathematics combined, and 4 ppts above the national average for girls in mathematics.
- 9.8. FSM pupils performed better than FSM pupils nationally in all subjects at Level 4+ and Level 5+. The performance of FSM pupils declined in comparison to 2010 at Level 4+ across the board, whilst the performance of non-FSM pupils improved. At Level 5+ the performance of both groups improved in mathematics but declined in English and in the two subjects combined. The gap in achievement between FSM and non-FSM pupils increased against all indicators at Level 4+; at Level 5+ the gap decreased in English and remained the same in mathematics and in the two subjects combined.
- 9.9. In terms of the performance of key ethnic groups, pupils of Indian origin outperformed Indian pupils nationally at Level 4+ in English and mathematics combined for the first time in 2010 and, despite a small decline, continued to do so in 2011.

- 9.10. The overall performance of White Other pupils was the same as in 2010 largely as a result of an 8 ppt improvement for boys.
- 9.11. The attainment of key Black and minority ethnic groups was very disappointing, with a drop in performance for Black Caribbean pupils (down 3 ppts), for Pakistani heritage pupils (down 4ppts) and a significant drop for Somali pupils (down 8 ppts). The decline in girls' attainment was greater than that of boys in all key groups, except the Black Caribbean group, where the position was reversed. The most significant falls were for Somali girls (11 ppts) and Pakistani girls (8 ppts).
- 9.12. The percentage of pupils with SEN gaining Level 4+ in both English and mathematics declined slightly, in comparison with 2010. However, performance was well above the national average for this group. The percentage of pupils without a statement of SEN gaining Level 4+ in both English and mathematics declined but was above the national average for this group. The percentage of pupils with a statement of SEN gaining Level 4+ in both English and mathematics improved when compared with 2010 and was above the national average for this group. Though variable, there has been an upward trend for all pupils with SEN over five years.
- 9.13. The percentage of pupils with SEN making two levels of progress in English and the percentage making two levels of progress in mathematics increased over five years. The percentage of pupils making two levels of progress in 2011 was above the national average for the same group.
- 9.14. 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 2011, it was still narrower than the national gap for 2009. National data for 2010 and 2011 is not available.
- 9.15. Support for English at Key Stage 2 in 2010-11 included:
- the provision of support and challenge for schools causing concern
 - the provision of central and school-based training
 - action research projects
 - reviews of English in partnership with school leaders
 - advice and training on improving assessment practice.
- 9.16. Priorities for English in the current year are to:
- develop planned talk for learning
 - narrow the gap further between reading and writing
 - promote reading for pleasure.
- These will be addressed through action research projects and targeted support for schools.
- 9.17. Support for mathematics in 2010-11 included:
- the provision of support and challenge for schools causing concern
 - the provision of central and school-based training
 - an action research project
 - reviews of teaching and learning in mathematics with specialist LA staff working in partnership with school leaders
 - advice on improving assessment practice.

9.18. Priorities for mathematics in the current year are to:

- accelerate the progress of underachieving pupils through improving planned talk for learning
- support teachers in increasing the level of challenge for all pupils.

Support will be provided through partnership reviews, school-based support and central training.

9.19. The special educational needs and disabilities (SEND) and Ethnic Minority Achievement Services to Schools teams have continued to provide specialist training, advice, support and guidance to schools in order to improve outcomes for these groups of pupils. These teams will continue to provide a similar range of services over the coming year.

Table 15

KS2 - % pupils achieving Level 4+	2007		2008		2009		2010		2011		%Difference	
	% Brent	% Nat	% Brent	% Nat	% Brent	% Nat	% Brent	% Nat	% Brent	% Nat	Brent 2011 vs Brent 2010	Brent 2011 vs National 2011
English	80	80	80	81	80	80	83	80	81	81	↓ -2	0
Maths	75	77	78	79	78	79	82	79	82	80	→ 0	2
English and mathematics	70	71	72	73	72	72	77	73	74	74	↓ -3	0

Table 16

KS2 - % pupils achieving Level 5+	2007		2008		2009		2010		2011		%Difference	
	% Brent	% Nat	% Brent	% Nat	% Brent	% Nat	% Brent	% Nat	% Brent	% Nat	Brent 2011 vs Brent 2010	Brent 2011 vs National 2011
English	31	33	27	30	28	29	34	33	30	29	↓ -4	1
Maths	36	35	33	31	37	35	39	34	40	35	↑ 1	5
English and mathematics	21	22	19	20	20	20	26	23	23	21	↓ -3	2

Table 17

KS2 - % pupils achieving Level 4+ (boys)	2007		2008		2009		2010		2011		%Difference	
	% Brent	% Nat	% Brent	% Nat	% Brent	% Nat	% Brent	% Nat	% Brent	% Nat	Brent 2011 vs Brent 2010	Brent 2011 vs National 2011
English	75	76	74	77	78	75	79	75	78	77	↓ -1	1
Maths	77	78	77	79	78	79	82	79	83	80	↑ 1	3
English and mathematics	69	70	69	71	70	70	74	71	72	72	↓ -2	0

Table 18

KS2 - % pupils achieving Level 5+ (boys)	2007		2008		2009		2010		2011		%Difference	
	% Brent	% Nat	% Brent	% Nat	% Brent	% Nat	% Brent	% Nat	% Brent	% Nat	Brent 2011 vs Brent 2010	Brent 2011 vs National 2011
English - boys	25	28	21	23	22	23	30	26	24	23	↓ -6	1
Maths - boys	34	35	34	34	38	37	42	36	43	37	↑ 1	6
English and mathematics - boys	20	21	17	18	18	18	25	20	21	19	↓ -4	2

Table 19

KS2 - % pupils achieving Level 4+ (girls)	2007		2008		2009		2010		2011		%Difference	
	% Brent	% Nat	% Brent	% Nat	% Brent	% Nat	% Brent	% Nat	% Brent	% Nat	Brent 2011 vs Brent 2010	Brent 2011 vs National 2011
English	84	85	81	85	82	85	87	85	85	86	↓ -2	-1
Maths	74	76	78	78	78	78	82	79	81	80	↓ -1	1
English and mathematics	71	73	76	75	74	75	79	76	76	77	↓ -3	-1

Table 20

KS2 - % pupils achieving Level 5+ (girls)	2007		2008		2009		2010		2011		%Difference	
	% Brent	% Nat	% Brent	% Nat	% Brent	% Nat	% Brent	% Nat	% Brent	% Nat	Brent 2011 vs Brent 2010	Brent 2011 vs National 2011
English - girls	36	39	34	36	34	36	39	40	35	35	↓ -4	0
Maths - girls	30	29	31	27	35	32	36	32	37	33	↑ 1	4
English and mathematics - girls	23	23	21	21	22	22	27	25	25	24	↓ -2	1

Table 21

KS2 - % pupils achieving Level 4+ by FSM / Non FSM	2007		2008		2009		2010		2011		%Difference	
	% Brent	% Nat	% Brent	% Nat	% Brent	% Nat	% Brent	% Nat	% Brent	% Nat	Brent 2011 vs Brent 2010	Brent 2011 vs National 2011
English - FSM	66	62	68	65	69	64	74	65	73	67	↓ -1	6
English - Non FSM	82	84	83	84	81	83	84	84	85	84	↑ 1	1
Maths - FSM	62	61	68	63	67	64	73	66	72	67	↓ -1	5
Maths - Non FSM	78	80	83	81	80	82	84	83	86	83	↑ 2	3
English and mathematics - FSM	57	51	58	54	59	54	66	56	64	58	↓ -2	6
English and mathematics - Non FSM	75	75	77	76	74	76	79	77	80	78	↑ 1	2

Table 22

KS2 - % pupils achieving Level 5+ by FSM / Non FSM	2007	2008	2009	2010	2011	Brent 2011 vs Brent 2010
English - FSM	20	17	18	22	19	↓ -3
English - Non FSM	34	30	32	39	34	↓ -5
Maths - FSM	19	19	24	25	28	↑ 3
Maths - Non FSM	35	36	38	43	46	↑ 3
English and mathematics - FSM	11	10	10	15	13	↓ -2
English and mathematics - Non FSM	25	23	24	29	27	↓ -2

Table 23

KS2 - pupils achieving Level 4+ in both En and ma by ethnicity	2007		2008		2009		2010		2011		%Difference	
	% Brent	% Nat	% Brent	% Nat	% Brent	% Nat	% Brent	% Nat	% Brent	% Nat	Brent 2011 vs Brent 2010	Brent 2011 vs National 2011
% Black Caribbean	64	59	63	63	62	63	71	66	68	67	↓ -3	1
% Somali	51	~	48	~	53	~	66	~	58	~	↓ -8	~
% White other	67	72	63	73	61	74	75	76	75	77	↓ 0	-2
% Pakistani	64	61	69	64	72	64	74	68	70	68	↓ -4	2
% Asian Indian	75	77	74	80	74	79	85	82	83	82	↓ -2	1

Table 24

KS2 - pupils achieving Level 4+ in both En and ma by ethnicity / boys	2007		2008		2009		2010		2011		%Difference	
	% Brent	% Nat	% Brent	% Nat	% Brent	% Nat	% Brent	% Nat	% Brent	% Nat	Brent 2011 vs Brent 2010	Brent 2011 vs National 2011
% Black Caribbean boys	64	57	55	58	58	59	70	63	63	62	↓ -7	1
% Somali boys	50	~	48	~	56	~	61	~	60	~	↓ -1	~
% White other boys	64	72	60	73	65	72	64	74	72	75	↑ 8	-3
% Pakistani boys	71	59	71	64	69	63	65	66	67	66	↑ 2	1
% Asian Indian boys	75	77	71	78	73	77	82	81	82	80	→ 0	2

Table 25

KS2 - pupils achieving Level 4+ in both En and ma by ethnicity / girls	2007		2008		2009		2010		2011		%Difference	
	% Brent	% Nat	% Brent	% Nat	% Brent	% Nat	% Brent	% Nat	% Brent	% Nat	Brent 2011 vs Brent 2010	Brent 2011 vs National 2011
% Black Caribbean girls	65	62	70	68	68	68	72	70	73	72	↑ 1	1
% Somali girls	52	~	50	~	49	~	68	~	57	~	↓ -11	~
% White other girls	72	74	66	76	56	77	83	78	78	78	↓ -5	0
% Pakistani girls	57	62	66	65	75	65	80	69	72	69	↓ -8	3
% Asian Indian girls	74	78	77	82	75	81	85	84	83	83	↓ -2	0

Table 26

KS2 - % pupils with SEN Level 4+ Eng and ma	2007		2008		2009		2010		2011		%Difference	
	% Brent	% Nat	% Brent	% Nat	% Brent	% Nat	% Brent	% Nat	% Brent	% Nat	Brent 2011 vs Brent 2010	Brent 2011 vs National 2011
ALL SEN	38	29	40	32	40	31	45	34	43	35	↓ -2	8
Without statement	41	31	43	35	44	35	51	37	48	38	↓ -3	10
With statement	9	13	11	14	8	13	12	13	16	15	↑ 4	1

Table 27

KS2: SEN - 2 levels of progress	2007		2008		2009		2010		2011		%Difference	
	% Brent	% Nat	% Brent	% Nat	% Brent	% Nat	% Brent	% Nat	% Brent	% Nat	Brent 2011 vs Brent 2010	Brent 2011 vs National 2011
English - All SEN	81	75	81	76	81	74	82	74	86	74	↑ 4	12
Mathematics - All SEN	63	58	64	63	67	62	75	65	78	65	↑ 3	13

Table 28

KS2: SEN/non SEN gap	2007		2008		2009		2010		2011		Brent 2011 vs Brent 2010
	% Brent	% Nat	% Brent	% Nat	% Brent	% Nat	% Brent	% Nat	% Brent	% Nat	
% attaining L4+ En and ma	39	51	42	51	42	51	42	~	45	~	3

Table 29

KS2 - % pupils making 2 or more levels of progress from KS1 to KS2	2007		2008		2009		2010		2011		%Difference	
	% Brent	% Nat	% Brent	% Nat	% Brent	% Nat	% Brent	% Nat	% Brent	% Nat	Brent 2011 vs Brent 2010	Brent 2011 vs National 2011
English	88	85	85	83	80	82	90	84	90	84	→ 0	6
Mathematics	78	77	80	78	84	81	88	83	88	83	→ 0	5

10.0 Key Stage 3

- 10.1. There are no statutory tests at Key Stage 3. Schools are required to submit teacher assessments in mathematics and English. There is flexibility about when these assessments take place because schools have the freedom to shorten the length of this key stage to suit the needs of their students. Schools can also use a variety of strategies to measure pupil performance. Comparisons with national attainment data for Key Stage 3 should therefore be treated with some caution.
- 10.2. The national expectation is that most pupils will achieve Level 5 or Level 6 in English and mathematics when they reach the end of Key Stage 3. In Brent, performance at Level 5+ rose slightly in mathematics and by 3 pts in English. Mathematics was broadly in line with the national average but English was some way below. There has been an upward trend in performance at Level 5 + over five years in both English and mathematics.
- 10.3. Girls outperformed boys in English at Level 5+ in Brent but there was no difference in performance in mathematics.
- 10.4. The performance of both boys and girls was below the national average in English but Brent boys' attainment was the same as the national average in mathematics.
- 10.5. Performance at Level 6+ improved strongly in English although attainment was slightly below the national average. In mathematics, performance dipped slightly but was broadly in line with the national average. In both subjects there was an upward trend in performance at Level 6+ over five years.
- 10.6. Girls significantly outperformed boys in English at Level 6+ whilst boys slightly outperformed girls at Level 6+ in mathematics.
- 10.7. Over the last year, the Services to Schools secondary team supported school subject leaders in the core subjects to help develop the quality of teacher assessment in the core subjects and to share best practice in teaching.
- 10.8. The main priorities for the coming year are to:
- develop the literacy skills of learners in this key stage in preparation for the future changes to examinations at Key Stage 4.
 - continue to raise attainment between Key Stage 2 and 3 through the development of high quality teaching.

Table 30

KS3 - % of pupils achieving Level 5+	2007		2008		2009		2010		2011		%Difference	
	% Brent	% Nat	% Brent	% Nat	% Brent	% Nat	% Brent	% Nat	% Brent	% Nat	Brent 2011 vs Brent 2010	Brent 2011 vs National 2011
English L5+	72	74	75	74	76	77	75	79	78	82	↑ 3	-4
Mathematics L5+	75	76	77	77	80	79	79	80	80	81	↑ 1	-1

Table 31

KS3 - % of pupils achieving Level 6+	2007		2008		2009		2010		2011		%Difference	
	% Brent	% Nat	% Brent	% Nat	% Brent	% Nat	% Brent	% Nat	% Brent	% Nat	Brent 2011 vs Brent 2010	Brent 2011 vs National 2011
English L6+	32	33	32	35	42	41	42	44	48	47	↑ 6	1
Mathematics L6+	57	56	57	57	57	58	59	58	58	59	↓ -1	-1

Table 32

KS3 - % of boys achieving Level 5+	2007		2008		2009		2010		2011		%Difference	
	% Brent	% Nat	% Brent	% Nat	% Brent	% Nat	% Brent	% Nat	% Brent	% Nat	Brent 2011 vs Brent 2010	Brent 2011 vs National 2011
English L5+ boys	67	68	69	67	70	71	68	73	71	76	↑ 3	-5
Mathematics L5+ boys	75	75	77	76	80	79	79	79	80	80	↑ 1	0

Table 33

KS3 - % of boys achieving Level 6+	2007		2008		2009		2010		2011		%Difference	
	% Brent	% Nat	% Brent	% Nat	% Brent	% Nat	% Brent	% Nat	% Brent	% Nat	Brent 2011 vs Brent 2010	Brent 2011 vs National 2011
English L6+ boys	24	26	26	27	34	33	35	36	40	38	↑ 5	2
Mathematics L6+ boys	56	57	58	58	57	58	61	59	57	59	↓ -4	-2

Table 34

KS3 - % of girls achieving Level 5+	2007		2008		2009		2010		2011		%Difference	
	% Brent	% Nat	% Brent	% Nat	% Brent	% Nat	% Brent	% Nat	% Brent	% Nat	Brent 2011 vs Brent 2010	Brent 2011 vs National 2011
English L5+ boys	78	81	82	81	83	84	82	86	85	88	↑ 3	-3
Mathematics L5+ boys	75	76	76	77	79	80	78	81	80	82	↑ 2	-2

Table 35

KS3 - % of girls achieving Level 6+	2007		2008		2009		2010		2011		%Difference	
	% Brent	% Nat	% Brent	% Nat	% Brent	% Nat	% Brent	% Nat	% Brent	% Nat	Brent 2011 vs Brent 2010	Brent 2011 vs National 2011
English L6+ girls	39	40	38	42	51	49	49	53	55	56	↑ 6	-1
Mathematics L6+ girls	57	55	57	56	57	57	56	58	59	59	↑ 3	0

11.0 Key Stage 4

- 11.1. In 2011, standards rose and remained high at Key Stage 4 against the key indicator of performance: 5 A*-C including English and mathematics. Performance continued to exceed the national average for the proportion of students achieving five good GCSEs including English and mathematics, a trend that has been sustained over five years.
- 11.2. The percentage of students achieving 5 good A*-C passes in any subject rose in 2011 and was the same as the national average. The percentage of students achieving 5 passes at GCSE was the same as in 2010 and again the same as the national average. The five year trend for both these key indicators is rising.

- 11.3. Attainment against the new performance measure described as the English Baccalaureate (E. Bacc) again exceeded the national average. This also represented a rise on the previous year's results when the measure was reported for the first time. The E. Bacc consists of GCSE A*-C passes in English, mathematics, two sciences, a humanities and a modern foreign language.
- 11.4. A gender gap continues to exist, with girls significantly outperforming boys against all the key indicators, although both boys and girls in Brent performed better than their counterparts nationally.
- 11.5. The performance of students on FSM gaining 5 A*-C grades at GCSE, including English and mathematics, dropped by 2 pts from 2010. The gap between their performance and that of non-FSM students widened to 18 pts in 2011 compared with 14 pts in 2010. The percentage of FSM students in Brent achieving five A*-C grades at GCSE in any subject and those achieving five A*-G grades was significantly better for Brent students than the national averages against both those indicators.
- 11.6. For Key Stage 4, the measure of expected progress is that students should make three levels of progress in English and in mathematics, whatever their starting points, from the end of Key Stage 2 to Key Stage 4. In Brent, the proportion of students making expected progress remained significantly above national averages in both English and mathematics, a trend that has continued over five years in both subjects.
- 11.7. In terms of performance by ethnicity, no national data is available yet which would enable comparisons to be made between the attainment of specific ethnic groups and the national averages for those groups. However, comparisons can be made between the performance of the five key ethnic groups in Brent and the national averages for all pupils.
- 11.8. A major concern must continue to be the low performance of Black Caribbean pupils. The gap for Black Caribbean pupils, compared to all pupils nationally, widened to 17 pts.
- 11.9. Somali pupils' attainment improved the most against the key measure of 5A*-C grades including English and mathematics.
- 11.10. The performance of Asian Indian pupils was well above the national average for all students, despite a 6 ppt fall for Asian Indian boys.
- 11.11. The attainment of White Other pupils fell by 3 pts and their performance was well below that of all pupils nationally.
- 11.12. The attainment of Pakistani students was below that of all students nationally. The attainment of Pakistani boys, however, improved significantly.
- 11.13. The attainment of Somali pupils remained well below that of all pupils nationally, but there was a significant improvement in their performance. Over five years, there has been a 22 ppt improvement in the attainment of this group. Girls significantly outperformed boys.
- 11.14. The percentage of students with SEN making three or more levels of progress in English and in mathematics rose in 2011 and in both subjects remained significantly higher than the national average for this group. Progress was consistently above the national average in both subjects for this group over five years.

11.15. Data on the attainment of pupils with SEN achieving five or more A*-C grades at GCSE, including English and mathematics, is not yet available for 2011. However, up until 2010, there was a rising trend in attainment which was in line with the national average for this group.

11.16. Over 2010/11, the Services to Schools team of link advisers and teaching consultants continued to work closely with schools to support them in identifying students who are at risk of underachievement and putting in place a variety of intervention strategies to accelerate progress.

11.17. The main priorities for the coming year are to:

- narrow the gaps in attainment particularly of students on FSM, Black Caribbean students, pupils with SEND and between boys and girls
- develop the academic literacy skills of all learners in this key stage.

Table 36

KS4 - % of pupils achieving GCSEs	2007		2008		2009		2010		2011		% Difference	
	% Brent	% Nat	% Brent	% Nat	% Brent	% Nat	% Brent	% Nat	% Brent	% Nat	Brent 2011 vs Brent 2010	Brent 2011 vs National 2011
% pupils achieving 5 A*-C grades at GCSE, inc En and ma	51	47	56	48	57	50	60	55	61	58	↑ 1	3
% pupils achieving 5 A*-C grades at GCSE	65	61	69	65	72	70	75	75	79	79	↑ 4	0
% pupils achieving 5 A*-G grades at GCSE	94	92	94	92	95	94	95	95	95	95	→ 0	0

Table 37

KS4 - % of boys achieving GCSEs	2007		2008		2009		2010		2011		% Difference	
	% Brent	% Nat	% Brent	% Nat	% Brent	% Nat	% Brent	% Nat	% Brent	% Nat	Brent 2011 vs Brent 2010	Brent 2011 vs National 2011
% boys achieving 5 A*-C grades at GCSE, inc En and ma	47	42	50	44	51	47	58	52	58	55	→ 0	3
% boys achieving 5 A*-C grades at GCSE	62	56	62	60	69	66	72	72	78	77	↑ 6	1
% boys achieving 5 A*-G grades at GCSE	92	90	92	91	94	92	94	93	94	94	→ 0	0

Table 38

KS4 - % of girls achieving GCSEs	2007		2008		2009		2010		2011		% Difference	
	% Brent	% Nat	% Brent	% Nat	% Brent	% Nat	% Brent	% Nat	% Brent	% Nat	Brent 2011 vs Brent 2010	Brent 2011 vs National 2011
% girls achieving 5 A*-C grades at GCSE, inc En and ma	57	50	63	53	62	55	66	60	66	62	→ 0	4
% girls achieving 5 A*-C grades at GCSE	68	60	75	64	75	70	78	80	82	84	↑ 4	-2
% girls achieving 5 A*-G grades at GCSE	96	92	96	92	96	94	97	95	96	96	↓ -1	0

Table 39

KS4 - % pupils achieving English Baccalaureate	2007		2008		2009		2010		2011		%Difference	
	% Brent	% Nat	% Brent	% Nat	% Brent	% Nat	% Brent	% Nat	% Brent	% Nat	Brent 2011 vs Brent 2010	Brent 2011 vs National 2011
All pupils	~	~	~	~	~	~	18.0	15.1	19.6	15.4	↑ 2	4

Table 40

KS4 -% of pupils achieving GCSEs by FSM/Non FSM	2007		2008		2009		2010		2011		% Difference	
	% Brent	% Nat	% Brent	% Nat	% Brent	% Nat	% Brent	% Nat	% Brent	% Nat	Brent 2011 vs Brent 2010	Brent 2011 vs National 2011
% achieving 5 A*-C grades at GCSE, inc En and ma - FSM	35	22	45	24	40	27	49	31	47	Not yet available	↓ -2	~
% achieving 5 A*-C grades at GCSE, inc En and ma - Non FSM	55	50	59	52	62	54	63	59	65	Not yet available	↑ 2	~
% achieving 5 A*-C grades at GCSE- FSM	51	36	58	41	61	49	69	58	70	Not yet available	↑ 1	~
% achieving 5 A*-C grades at GCSE - Non FSM	68	64	72	68	75	73	77	78	82	Not yet available	↑ 5	~
% achieving 5 A*-G grades at GCSE - FSM	88	80	92	82	93	85	93	87	91	Not yet available	↓ -2	~
% achieving 5 A*-G grades at GCSE - Non FSM	95	93	95	94	96	95	95	96	96	Not yet available	↑ 1	~

Table 41

KS4 - % pupils making 3 or more levels of progress from Key Stage 2 to Key Stage 4	2007		2008		2009		2010		2011		% Difference	
	% Brent	% Nat	% Brent	% Nat	% Brent	% Nat	% Brent	% Nat	% Brent	% Nat	Brent 2011 vs Brent 2010	Brent 2011 vs National 2011
English	72	61	73	64	77	65	79	70	82	73	↑ 3	9
Mathematics	69	55	73	57	75	58	76	63	80	66	↑ 4	14

Table 42

KS4 - SEN	2007		2008		2009		2010		2011		% Difference	
	% Brent	% Nat	% Brent	% Nat	% Brent	% Nat	% Brent	% Nat	% Brent	% Nat	Brent 2011 vs Brent 2010	Brent 2011 vs National 2011
SEN/non SEN gap -% attaining 5A*-C GCSE in En and Ma	43	44	50	46	51	47	52	~	51	~	↓ -1	~
% pupils with SEN making 3 or more levels of progress from Key Stage 2 to Key Stage 4 - English	57	50	53	39	54	42	52	47	57	48	↑ 5	9
% pupils with SEN making 3 or more levels of progress from Key Stage 2 to Key Stage 4 - mathematics	50	38	48	29	51	32	49	37	50	36	↑ 1	14
% pupils with SEN achieving 5 A*-C grades at GCSE, inc En and ma	16	10	16	13	16	17	21	20	20	22	↓ -1	-2
% pupils with SEN achieving 5 A*-C grades at GCSE	28	21	29	27	31	36	40	47	45	54	↑ 5	-9

Table 43

KS4 - % pupils achieving 5 A*-C grades at GCSE, inc En and ma by ethnicity	2007		2008		2009		2010		2011		%Difference	
	% Brent	% Nat	% Brent	% Nat	% Brent	% Nat	% Brent	% Nat	% Brent	% Nat	Brent 2011 vs Brent 2010	Brent 2011 vs National 2011
% Black Caribbean	32	34	43	37	41	40	41	44	41	Not yet available	→ 0	~
% Somali	26	25	37	29	28	32	40	40	48	Not yet available	↑ 8	~
% White other	51	46	47	46	53	48	49	51	46	Not yet available	↓ -3	~
% Pakistani	55	37	48	40	50	43	52	49	53	Not yet available	↑ 1	~
% Asian Indian	63	62	67	65	71	67	72	71	71	Not yet available	↓ -1	~

Table 44

KS4 - % pupils achieving 5 A*-C grades at GCSE, inc En and ma by ethnicity / boys	2007		2008		2009		2010		2011		%Difference	
	% Brent	% Nat	% Brent	% Nat	% Brent	% Nat	% Brent	% Nat	% Brent	% Nat	Brent 2011 vs Brent 2010	Brent 2011 vs National 2011
% Black Caribbean boys	45	27	36	30	35	33	31	37	31	Not yet available	→ 0	~
% Somali boys	26	~	29	~	27	~	27	~	41	Not yet available	↑ 14	~
% White other boys	54	43	31	42	37	44	47	47	40	Not yet available	↓ -7	~
% Pakistani boys	68	33	39	35	48	38	47	45	52	Not yet available	↑ 5	~
% Asian Indian boys	75	57	58	60	63	63	69	68	63	Not yet available	↓ -6	~

Table 45

KS4 - % pupils achieving 5 A*-C grades at GCSE, inc En and ma by ethnicity / girls	2007		2008		2009		2010		2011		%Difference	
	% Brent	% Nat	% Brent	% Nat	% Brent	% Nat	% Brent	% Nat	% Brent	% Nat	Brent 2011 vs Brent 2010	Brent 2011 vs National 2011
% Black Caribbean girls	36	39	49	43	45	46	48	50	49	Not yet available	↑ 1	~
% Somali girls	38	~	43	~	29	~	45	~	56	Not yet available	↑ 11	~
% White other girls	49	50	57	50	46	52	50	54	54	Not yet available	↑ 4	~
% Pakistani girls	55	42	56	45	56	48	57	53	54	Not yet available	↓ -3	~
% Asian Indian girls	69	68	75	70	79	72	76	75	81	Not yet available	↑ 5	~

12.0 Key Stage 5

- 12.1. There was a significant improvement in Level 3 (A Level and equivalent qualifications) results in 2011. This followed 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.
- 12.2. Validated data for 2011 is currently available on just two Key Stage 5 indicators: average point score per candidate and average point score per entry.

13.0 Average Level 3 point score per candidate

- 13.1. Brent's Level 3 average point score (APS) per candidate increased rapidly between 2009 and 2011. It improved by the equivalent of two A Level grades per candidate. Brent's rate of improvement was better than the national rate of improvement. The APS per candidate rose to above the national average for the first time in 2011.
- 13.2. Over four years the APS for boys improved at a faster rate than that of girls. Both the boys' APS per candidate and the girls' APS per candidate rose and exceeded the national averages. The gap between results for Brent boys and girls narrowed to half an A Level grade, compared with one A Level grade nationally.

14.0 Average Level 3 point score per entry

- 14.1. Brent's Level 3 average point score (APS) per entry rose steadily since 2008 and at a faster rate than nationally. The average A Level and equivalent qualifications grade was between grades C and B.

14.2. Between 2008 and 2011 the APS per entry for boys improved at a faster rate than the APS per entry for girls. In 2011 boys' and girls' APS per entry were the same.

15.0 Level 3 A Level Value-added

15.1. In 2011, A Level value-added was graded 3 (Excellent) by the Advanced Level Performance System (ALPS). Of the 50 local authorities that subscribe to ALPS nationally, Brent has the highest A Level value-added score for the three year period from 2009 to 2011. Brent is the only local authority to be graded 2 (Outstanding) for this period.

15.2. The value-added for 19 subjects was graded Excellent or Outstanding in 2011 compared 17 in 2010. The outcomes and value-added were particularly strong in the following subjects:

A Level subject	Number of successful candidates	Value-added grade
Government and Politics	143	3 (Excellent)
History	185	3 (Excellent)
Mathematics	516	3 (Excellent)
Sociology	215	3 (Excellent)

16.0 Key Stage 5 Priorities

- 16.1. The main Level 3 priorities for the 14-19 Partnership over the coming year are to:
- increase the progression rate from the first year of Level 3 (AS equivalent) courses to the second year of Level 3 (A2 equivalent) courses
 - narrow the gap between girls' APS per candidate and boys' APS per candidate
 - ensure that the value-added in all subjects is graded at least 3 (Excellent).

Table 46

KS5 - APS by students achieving all Level 3 qualifications per candidate	2007		2008		2009		2010		2011		% Difference	
	% Brent	% Nat	% Brent	% Nat	% Brent	% Nat	% Brent	% Nat	% Brent	% Nat	Brent 2011 vs Brent 2010	Brent 2011 vs National 2011
All pupils	665.2	711.2	663.4	721.1	675.0	721.1	706.3	726.5	738.0	728.2	↑ 32	10
Girls	689.9	665.2	683.6	741.8	685.7	740.0	717.1	743.1	745.1	743.4	↑ 28	2
Boys	640.3	689.5	642.6	696.9	664.4	699.3	693.5	707.3	730.0	710.8	↑ 37	19

Table 47

KS5 - APS by students achieving all Level 3 qualifications per entry	2007		2008		2009		2010		2011		% Difference	
	% Brent	% Nat	% Brent	% Nat	% Brent	% Nat	% Brent	% Nat	% Brent	% Nat	Brent 2011 vs Brent 2010	Brent 2011 vs National 2011
All pupils	209.4	203.6	206.5	205.8	209.3	208.3	216.7	211.4	219.6	213.1	↑ 3	7
Girls	213.0	207.6	209.7	209.7	211.7	211.9	216.4	214.7	219.4	209.2	↑ 3	10
Boys	205.6	198.6	203.1	201.1	206.8	204.0	217.1	207.0	219.9	216.5	↑ 3	3