

	Schools Forum Date: 12 June 2019
	Report from the Strategic Director Children and Young People, Chair of the Strategic School Effectiveness Partnership Board
Update - Raising the Achievement of Boys of Black Caribbean Heritage in Brent Schools	

Wards Affected:	All
Key or Non-Key Decision:	N/A
Open or Part/Fully Exempt: <small>(If exempt, please highlight relevant paragraph of Part 1, Schedule 12A of 1972 Local Government Act)</small>	Open
No. of Appendices:	4 Appendix 1: Black Caribbean Achievement Champion Training Programme Appendix 2: Invitation – Parent Resource Portal session Appendix 3: Online Resource Portal for Parents – consultation draft Appendix 4: Resources Portal for Parents
Background Papers:	None
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1.0 Purpose of the Report

- 1.1 To provide an update from the Brent Schools Partnership (BSP) on the actions taken and progress made since September 2018, following the launch of the Schools Forum funded “Raising the Achievement of boys of Black Caribbean heritage in Brent Schools” programme.
- 1.2 This report is in line with the recommendation in the Schools Forum report of the 20 June 2018, which was: “That Schools Forum receives six monthly reports on the use and deployment of the allocated spend and the resulting impact on securing improvement for this group of pupils”.
- 1.3 Members of the Schools Forum are reminded that at the Forum meeting on the 20 June 2018, there was unanimous agreement from members of the Forum to allocate a total budget

of £564,750 over a two year period to the BSP to deliver the proposals set out in the report. The funding allocated for the two year period was broken down as follows:

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

2.0 Recommendations

- 2.1 The Schools Forum notes the report, and as appropriate seeks any further information from the BSP Strategic Director.

3.0 Background

- 3.1 In Brent, the overall attainment of boys of Black Caribbean heritage (including boys of mixed Black Caribbean heritage) has been consistently below that of all pupils nationally at the end of the Early Years Foundation Stage, and key stages 1, 2 and 4. This profile has existed for the past five years.

- 3.2 Although historically the exclusion figures have shown that for both fixed term and permanent exclusions boys of Black Caribbean heritage were disproportionately overrepresented, there have been significant recent improvements. For 2017-18, the data shows that permanent exclusions overall have fallen in Brent, and that the fall has been greater for boys of Black Caribbean heritage. During the last academic year, there were no permanent exclusions of boys of Black Caribbean heritage from primary schools and at secondary the percentage fell to below the Brent average for all pupils. However, despite a fall in the overall number of fixed term exclusions, boys of Black Caribbean heritage continue to be overrepresented in the fixed term figures.

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

- 3.4 The overview of school leadership and provision in Brent schools highlighted the following:
- Significant variability in the extent to which schools are robustly analysing pupils of Black Caribbean heritage - a) performance data, b) the effectiveness of the quality of provision, and c) the effectiveness of school provision for personal development and well-being to minimise the risk of exclusion.
 - Variability in the level of Black Caribbean parental and community engagement.
 - Variability in school staff's and school leaders' knowledge and understanding of factors that lead to the underachievement of pupils of Black Caribbean heritage.

- 3.5 The detailed report to the Schools Forum on the 20 June 2018 set out the context and analysis of the issues that needed to be addressed to raise the achievement of boys of Black Caribbean heritage in Brent schools, and to minimise the risk of exclusion for this group.

- 3.6 Proposals on the actions to be taken, and associated costs to implement a programme to raise achievement over a two year period, were presented to the Schools Forum at its meeting on the 20 June 2018. The Forum members agreed unanimously to the funding being made available to the BSP to lead and manage the overall programme.

- 3.7 The funding was approved to deliver the following provision:
- A supported rigorous and robust analysis of the performance of pupils of Black Caribbean heritage, and the effectiveness of key aspects of schools' practice to ensure pupils of Black Caribbean heritage achieve well.

- The designation of a Black Caribbean Achievement (BCA) Champion in every school in Brent for a period of two years.
- A programme of half termly training for the BCA Champion to ensure high level of skills and competencies to deliver the role effectively leading to real impact on outcomes in schools.
- A programme of subsidised training for groups of staff and for school governors.
- The development of online resources for parents on strengthening their role and contribution to improving their children's learning and progress, and reducing the likelihood of their children being excluded from schools. This would provide links to opportunities for accreditation, face-to-face advice and workshops.
- Leadership and management of the overall BCA strategy, including regular collation and analysis of the attainment and progress of pupils of Black Caribbean heritage.

3.8 In September 2018, headteacher meetings were held to provide schools with a briefing on the Black Caribbean Achievement (BCA) programme and the actions schools needed to take to participate in the programme. Schools were provided with the following:

- A programme delivery timeline
- BCA Champion role profile
- A BCA Champion application form template for schools to use if they wished
- Dates and titles for the BCA Champion training programme for the year
- Dates and titles for the staff and governor training programme for the year
- Schools Commitment Form to be completed by schools setting out a series of commitments including data sharing, appointment of a Champion and engagement in the training programmes.

3.9 Where individual schools were unable to attend the scheduled headteacher meetings, additional meetings were arranged to ensure maximum engagement from Brent schools.

3.10 A Black Caribbean Achievement Steering Group was established by the BSP. The group consists of headteachers or chairs of governors from schools in Brent representing all phases, Brent Council, Woodfield Teaching School Alliance, invited experts from outside Brent and members of the BSP team. This Steering Group is being led by the BSP Specialist Centre for Black Caribbean Achievement (Chalkhill Primary School), and has met regularly since September 2018.

4.0 Progress and actions, and use and deployment of the allocated funds

4.1 Overview

- 72 schools have made a commitment to engaging in the Raising the Achievement of Boys of Black Caribbean Heritage initiative and signed a Commitment Form.
- 13 schools in Brent are not engaging. Of these, nine are part of an academy chain/MAT, two are voluntary aided Catholic schools and two are pupil referral units. Of the schools not engaging, two schools have amongst the highest numbers of pupils of Black Caribbean heritage (262 pupils of whom 136 are boys).
- It is important to note that lack of engagement does not necessarily indicate ineffective provision or leadership to ensure that boys of Black Caribbean heritage achieve well. However, the overall 2018 published headline data for this group of schools also shows gaps in outcomes.

4.2 A supported rigorous and robust Black Caribbean Achievement audit

- A high quality BCA audit tool has been developed by the BSP. It was piloted with a small number of schools. Following refinements to the audit tool, it was introduced to schools at the BCA Champion training day in October 2018.

- BSP School Improvement Specialists attended a training day in the use of the tool and what needed to be included in the audit reports.
- To date 58 schools have had their BCA audit, and an analysis of the emerging issues identified through the audit across Brent has been carried out.

Expenditure/commitments as at May 2019 = £37,577

4.3 ***The designation of a Black Caribbean Achievement Champion in every school in Brent for a period of two years***

- There are 76 BCA Champions in Brent schools. In some instances, schools have two Champions covering primary and secondary phases or other factors affecting the school such as split sites or the capacity of individual leaders.
- In most cases schools have applied the role profile for the BCA Champion provided by the BSP to appoint their Champion.
- In most cases the Champions are reporting to the headteacher, and being well supported and encouraged. These Champions have a strong profile in their schools, and are either part of the senior leadership team (SLT), or are able to work with the SLT to drive forward improvement strategies in their school. However, in some schools the Champions have limited opportunities to influence or support other staff in their schools to raise the attainment of pupils of Black Caribbean heritage.
- Some schools have taken the decision to appoint a BCA Governor Champion demonstrating the school's commitment to providing strategic leadership from the governing board to raise the attainment of boys of Black Caribbean heritage.
- Schools have been invited to invoice the BSP for the £1,000 for the allocation of the Champion and most have done so and been paid.

Expenditure as at commitments – May 2019 = £73,000

4.4 ***A programme of half termly training for the Black Caribbean Achievement Champions to ensure high level of skills and competencies to deliver the role effectively***

- The BCA Champion training programme has been very well received. Evaluations of the four sessions held to date show the following:

Evaluation Statements		
Questions	Strongly Agree	Agree
The session inspired and motivated me to take forward my role as the BCA Champion	70%	28%
The session provided me with knowledge and understanding of different types of strategic planning for improving outcomes for Black Caribbean boys	48%	47%
The session enabled me to explore strategies that I may be able to take forward in my own school	44%	55%

Appendix 1 provides the brochures of the sessions held to date.

- Attendance at the training sessions has been good. Of the four sessions held to date, monitoring shows that 32 Champions have attended all sessions, 21 have attended three sessions, 14 have attended two sessions, seven have attended one session and two have attended none. Low levels of attendance are generally from schools with only one, two or no pupils of Black Caribbean heritage. However, of those who attended only one session, one Champion is from a secondary school with amongst the highest number of boys of Black Caribbean heritage in Brent, and one from a primary school with amongst the highest number of boys of Black Caribbean heritage.

- All BCA Champions have been allocated a personal coach. Coaching sessions have commenced.

Expenditure/commitments for BCA Champion training as at May 2019 = £26,520

Expenditure/commitments for 1:1 Coaching as at May 2019 = £40,000

4.5 **A programme of training for school staff and governors**

- Twelve sessions have been made available (two per half term). Schools have been able to take up as many places as they wish at each of the sessions.
- Ten staff and governor training sessions have been held.
- Overall, 320 places have been taken up at these sessions. Take up at each session has ranged from 13 to 48. The feedback has been overwhelmingly positive. The sessions with lower attendance figures are those aimed at school governors.

Expenditure/commitments as at May 2019 = £25,738

4.6 **The development of online resources for parents on strengthening their role and contribution to improving their children's learning and progress**

- A Portal Development Management Group has been established, and additional capacity needed to take this ambitious initiative forward has been strengthened through contracting the Centre Manager of CARAF Community Education Services for one day a week over the coming year.
- An overall framework for the structure and proposed content of the portal has been developed forming the basis for the online resources being developed.
- A web-developer has been commissioned to provide the technical expertise and develop the wire frames and the IT infrastructure for the portal.
- The overall structure and proposed content has been consulted upon with BCA Champions.
- Area-based meetings with parents of pupils of Black Caribbean heritage have been held to consult with them on the proposed portal and its content. The perspective and views of the users of the portal are critical in ensuring that the resource portal meets this target group's needs. In total, 48 parents attended the two meetings held. Appendix 2 provides the invitation card.
- Parents attending the meetings highlighted a range of issues, concerns and feelings about their engagement with schools which included: lack of information about their child's performance; parents not fully understanding the school's processes in respect of SEND, exclusions and admissions; and bias and stereotypes in the curriculum.
- A number of parents from the meetings held have agreed to be part of the Portal Development Working Group.
- A schedule of dates for Working Group meetings to develop the content of each section are in place.
- Appendix 3 provides the overall framework for the resource portal.
- Appendix 4 provides visual prototypes of the portal.

Expenditure/commitments as at May 2019: Development costs = £60,200; Web design costs = £35,000

4.7 **Leadership and management of the overall Black Caribbean Achievement strategy, including regular collation and analysis of the attainment and progress of pupils of Black Caribbean heritage**

Programme Management

- A detailed financial and finance monitoring plan for the initiative has been established which provides detailed breakdown of expenditure and commitments.

- Additional capacity to deliver the programme has been created through additional time from BSP School Improvement Specialists and consultant support from external organisations and individuals.
- Detailed timelines and project plans are in place for different strands of the initiative to ensure effective and timely delivery.
- Additional business and financial management support has been directed to the programme.
- Considerable amount of time has been allocated from the BSP Strategic Director to provide leadership of this initiative.

Collection of pupil performance Data

- A total of 68 schools agreed to provide termly data – 50 primary, ten secondary, four special and four nursery.
- A template was provided for primary schools to report their termly data. In the first data collection there was a need to follow up with a large number of schools as the information submitted was either incomplete or inaccurate. As a consequence, by two months after the deadline, all but five primary schools have submitted their final data for boys of Black Caribbean heritage, which is sufficiently secure.
- Initially secondary schools submitted their termly data in their own format with guidance about the key data that was required. However, ten different data sets made it very difficult to draw any analysis from, and as two schools had used a version of the primary spreadsheet and adapted it for secondary use, this template was sent out to the other secondary schools. There are only two schools who have, so far, not re-submitted their termly data in this format.
- There are still difficulties with using the data for analysis for the secondary phase. Some schools have provided data on their assessment of the proportion of pupils who are on track to achieve expectations or above at the end of the key stage, whilst others have provided data on the proportion achieving expectations. The latter of course results in most Year 7 data showing as zero per cent at expectations.
- All special and nursery schools have used their own templates, and all have submitted their data.

Expenditure/commitments as at May 2019 = £41,057

5.0 Early assessment of impact

- 5.1 60 schools have had a BCA audit visit. Reports from these visits have been analysed and strengths and areas for improvement across Brent have been identified. Many schools demonstrate excellent practice and plans are in place to disseminate this.
- 5.2 There is insufficient pupil performance data at this point to demonstrate impact of the initiative on improved outcomes for boys of Black Caribbean heritage in Brent. However, early review of the data and other information collated and analysed shows the following:
- In many schools, numbers of pupils of Black Caribbean heritage are low and therefore it is difficult to provide statistically valid data for these schools. However, focused monitoring of pupils of Black Caribbean heritage in many of these schools is ensuring that targeted intervention and support for the pupils is more rigorous and robust.
 - Where numbers are higher, and boys of Black Caribbean heritage are achieving at expected levels, the percentage of pupils achieving greater depth is generally lower than their peers.
 - Year by year analysis for year groups across the primary phase shows that boys of Black Caribbean heritage achieve at or above standards achieved by their peers from Reception to Year 1. From Year 2 onwards the gap between the attainment of boys of Black Caribbean heritage and their peers widens, reduces slightly at

Year 6 and widens across other year groups up to the end of Key Stage 4. However, the data submitted and analysed for the secondary phase is not sufficiently secure to draw definitive conclusions at this stage.

- Analysis of exclusion data is not available for the period since the Raising the Achievement of Boys of Black Caribbean Heritage programme commenced.

5.3 A number of audit findings highlight a significant shift in the way schools are focusing on raising the achievement of boys of Black Caribbean heritage. In particular the following are noted:

- More regular review and evaluation of the progress and attainment of boys of Black Caribbean heritage.
- Focused targeted intervention for pupils underachieving to close gaps.
- Strong commitment from headteachers and senior leaders in many schools.
- Strong leadership and commitment from the BCA Champions including training and support for whole school staff.
- Support and challenge from governing boards.

5.4 Feedback from schools on the BCA Champions training has been overwhelmingly positive. Informal feedback from many headteachers states strong leadership and challenge from their Champions and a real passion to make a difference and raise the attainment of boys of Black Caribbean heritage.

5.5 A special meeting was held with school chairs and vice chairs of governors on the BCA initiative in January 2019. It was jointly led by Brent Council and the BSP and had excellent attendance. The level of commitment and engagement from governors was high, and a number of governing boards have since then ensured a regular governing board agenda item on the achievement of boys of Black Caribbean heritage and many have appointed a BCA Champion Governor.

5.6 The developments and positive progress noted above are to be welcomed. However, of concern are the following areas:

- In a number of schools there is insufficient commitment from headteachers. The small cohort size is often given as the reason for minimal focus on raising the attainment of boys of Black Caribbean heritage and the limited action being taken to ensure that the attainment gaps between this group and their peers are narrowed. This is a major barrier to ensuring that the achievement of boys of Black Caribbean heritage across Brent improves and gaps are narrowed.
- A small number of Champions are feeling they are not being supported and they are not being valued.
- The majority of schools who made a commitment to being part of the programme have yet to include a focus on raising attainment and reducing exclusion of boys of Black Caribbean heritage in their improvement plans.
- Feedback from parents during BCA audits is indicating significant variations in the extent to which parents feel well supported and involved in the work of their children's school.

6.0 Financial implications

6.1 Termly purchase orders are raised by Brent Council for one third of the total annual budget allocated. The BSP then raises an invoice. The autumn and spring term (2018/19) invoices have been paid. The summer term purchase order has been raised and an invoice from the BSP is to follow.

6.2 The budgets for this initiative are set aside separately from the BSP core budgets and separately monitored.

6.3 Total budget for the academic year 2018-19 = £359,500

Funds received via Brent Council to date = £256,334.

Total expenditure/commitments to date = £349,091 (Period 3 payments of £103,166 from Brent Council yet to be invoiced)

7.0 Legal implications

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

8.0 Equalities implications

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

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

9.0 Consultation with Ward Members and Stakeholders

9.1 A wide range of stakeholders have been consulted with and contributed to the initiative being taken forward. This includes: BCA Champions, parents of pupils of Black Caribbean heritage, primary and secondary headteachers and senior leaders, and community groups and advocates.

9.2 The Strategic School Effectiveness Partnership Board, chaired by the Director of Children's Services has received this report and commented on it.

Report sign off:

Gail Tolley

Strategic Director Children and Young People