



Scrutiny Meeting
13th June 2012

Report from the Director of Children and Families

For Information

Wards Affected:
ALL/(or specify)

Education achievement in Brent 2011: Analysis by ethnicity

1.0 Summary

- 1.1 Brent is one of the most diverse boroughs in the UK. 92% of pupils are from minority ethnic groups. Improving the outcomes of underachieving groups remains a high priority for the local authority and for Services to Schools in particular.
- 1.2 Asian Indian pupils perform well at all key stages and above Asian Indian pupils nationally on almost every measure.
- 1.3 Improvement in Somali pupils' performance over the past five years has been strong, although their results remain below LA averages.
- 1.4 The attainment of Black Caribbean pupils remains a concern as progress has been static on most measures.

2.0 Recommendations

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

3.0 Performance of minority ethnic groups in Brent 2011

- 3.1 In Brent schools the five main ethnic groups are Asian Indian (14%), Black African (16%) of which Somali pupils form the largest group (9%), Black Caribbean (9%), White Other (11%) and Asian Pakistani (6%). This report comments on the performance of the five main ethnic groups.
- 3.2 Please note that there is no national data available for Somali attainment until Key Stage 4.

3.3 Early Years Foundation Stage

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
% 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	~

3.4 The performance of both Somali and Black Caribbean children remained below the Brent and national averages. However, these groups have made significant improvement over the last five years.

3.5 Somali children made a 19ppt improvement, placing this group within 7ppts of all children nationally. There has been a 39ppt improvement for Somali children over the last five years.

3.6 Black Caribbean children have shown a steady upward trend since 2008, resulting in a narrowing of the gap between the performance of this group and that of all children nationally, to 6ppts.

3.7 Key Stage 1 Reading

Table 2

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
% Somali pupils achieving L2+ in reading	65	~	72	~	77	~	76	~	80	~	↑ 4	~
% White Other pupils achieving L2+ in reading	73	75	66	75	76	76	77	77	75	77	↓ -2	-2
% Pakistani pupils achieving L2+ in reading	80	77	75	77	78	80	83	81	85	83	↑ 2	2
% Asian Indian pupils achieving L2+ in reading	84	88	85	89	89	90	89	91	93	92	↑ 4	1
% of all pupils achieving L2+ in reading	80	84	79	84	81	84	83	85	85	85	↑ 2	0

3.8 Key Stage 1 Writing

Table 3

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 writing	76	75	67	74	76	75	77	75	77	77	↗ 0	0
% Somali pupils achieving L2+ in writing	61	~	61	~	67	~	65	~	76	~	↑ 11	~
% White Other pupils achieving L2+ in writing	71	72	63	71	71	73	76	74	73	73	↓ -3	0
% Pakistani pupils achieving L2+ in writing	74	72	72	72	76	75	77	76	80	78	↑ 3	2
% Asian Indian pupils achieving L2+ in writing	82	85	82	86	85	88	85	88	89	89	↑ 4	0
% of all pupils achieving L2+ in writing	76	80	73	80	77	81	78	81	81	81	↑ 3	0

3.9 Key Stage 1 Mathematics

Table 4

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 mathematics	86	85	81	85	82	84	82	84	85	85	↑ 3	0
% Somali pupils achieving L2+ in mathematics	75	~	75	~	80	~	80	~	86	~	↑ 6	~
% White Other pupils achieving L2+ in mathematics	84	86	76	86	88	86	84	86	85	86	↑ 1	-1
% Pakistani pupils achieving L2+ in mathematics	84	83	81	82	82	83	86	84	86	85	↗ 0	1
% Asian Indian pupils achieving L2+ in mathematics	91	92	91	92	93	93	92	93	96	94	↑ 4	2
% of all pupils achieving L2+ in mathematics	86	90	84	90	87	89	86	89	89	90	↑ 3	-1

3.10 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.

3.11 The attainment of pupils of Pakistani heritage was just above that of this group nationally. The performance of Pakistani boys in writing improved by 5ppts.

3.12 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.

3.13 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.

3.14 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.

3.15 Key Stage 2 (English and mathematics combined)

Table 5

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
% All pupils	70	71	72	73	72	72	77	73	74	74	↓ -3	0

3.16 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.

3.17 The overall performance of White Other pupils was the same as in 2010, largely as a result of an 8ppt improvement for boys.

3.18 The attainment of Black Caribbean pupils declined by 3 ppts, the same as for all pupils in Brent. There was a significant drop for Somali pupils (down 8ppts). 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.

3.19 Key Stage 4 (5 A*-C grades, including English and mathematics)

Table 6

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	49	→ 0	-8
% Somali	26	25	37	29	28	32	40	40	48	46	↑ 8	2
% White other	51	46	47	46	53	48	49	51	46	54	↓ -3	-8
% Pakistani	55	37	48	40	50	43	52	49	53	53	↑ 1	0
% Asian Indian	63	62	67	65	71	67	72	71	71	74	↓ -1	-3
% all pupils achieving 5 A*-C grades at GCSE, inc En and ma	51	46	56	48	57	51	60	55	62	58	↑ 2	4

3.20 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 17ppts.

3.21 Somali pupils' attainment improved the most against the key measure of 5 A*-C grades including English and mathematics.

3.22 The performance of Asian Indian pupils was well above the national average for all students.

- 3.23 The attainment of White Other pupils fell by 3ppts and their performance was well below that of all pupils nationally.
- 3.24 The attainment of Pakistani students was below that of all students nationally. The attainment of Pakistani boys, however, improved significantly.
- 3.25 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 22ppt improvement in the attainment of this group. Girls significantly outperformed boys.

4.0 Key activities undertaken by the Ethnic Minority and Traveller Achievement (EMTA) Team

- 4.1 The EMTA Team analyses performance data at both LA and individual school level. This is disseminated widely to schools and local authority officers. Link advisers play an important role in supporting schools in planning for improvement of all groups. They do this through our well established approach to reviews of standards.
- 4.2 This year a new audit process for ethnic minority achievement was designed to help schools identify their strengths and areas for development. The audit involved data analysis and testing of hypotheses through learning walks and interviews with pupils. Depending on the outcomes of the audit, schools were supported accordingly. Seventeen schools were involved in the audit process.
- 4.3 The EMTA team has continued to provide support for schools to help raise the achievement of underperforming groups. The team promotes quality first teaching and supports schools in developing literacy across the curriculum and monitoring the impact of intervention. The specific strategies used and promoted in schools are: scaffolding learning and language for groups and individuals; talk as a tool for thinking and learning; developing an inclusive curriculum; and improving parental engagement in pupils' learning.
- 4.4 The EMTA team has a Refugee Education officer who supports schools in raising the achievement of Somali pupils in particular. The support offered to schools includes: in-class targeted support, including language development; developing an effective induction programme; and developing and promoting positive home-school links. The service provides a range of training programmes for schools, including raising awareness of Somali culture and improving staff confidence in using effective strategies to support Somali pupils. The service also offers support in delivering curriculum meetings for parents, including surgeries to help raise Somali parents' awareness of the school curriculum and the English education system.
- 4.5 Action research projects are offered to schools to improve practitioners' knowledge and understanding of effective strategies to tackle underperformance. The purpose of action research projects is for school practitioners to investigate a range of strategies and gather evidence of impact. The outcomes of the action research projects are disseminated widely to schools and local authority officers. This year the action research projects focused on writing at Key Stage 2 and mathematical mark-making in the Early Years. Eleven schools were involved.

- 4.6 There are many supplementary schools in Brent which help to raise the achievement of minority ethnic pupils. A supplementary schools co-ordinator is working in partnership with Brent supplementary schools to help them achieve the Quality Framework Award. The Quality Framework for supplementary schools can assist them in improving the services they provide, as well as providing a self-assessment tool to document their commitment to quality assurance and safeguarding. In Brent we now have one supplementary school which has achieved the gold award, one which has achieved the silver award and thirteen which have achieved the bronze award.
- 4.7 An Improving Outcomes task group on reducing the exclusions of Black African and Black Caribbean students is working closely with community groups to explore how we can work together to reduce the disproportionate numbers of exclusions from these groups. A joint event with one community group was held to explore how we can raise the attainment and reduce the exclusions of Black African and Black Caribbean pupils. Over fifty parents and professionals attended and the feedback was very positive. An outreach worker has successfully delivered programmes in secondary schools for groups of students at risk of exclusion.
- 4.8 The EMTA team, in partnership with four Brent schools, has published booklets to support the early assessment of newly arrived pupils with little English. This will help schools to carry out robust assessments and to put appropriate interventions in place. The booklets have been disseminated to all Brent schools and have been sold to other local authorities and schools across the country.
- 4.9 An internationally recognised and accredited course (LiLAC) has been delivered as part of our strategy to improve language skills across the curriculum.

5.0 Challenges and priorities for the current year are:

5.1 Challenges and priorities for the year are to:-

- continue to prioritise support for schools in raising the attainment of Somali pupils;
- intensify the focus on improving outcomes for Black Caribbean pupils, particularly at Key Stages 2 and 4; and to
- provide schools with specific support to improve the quality of teaching and learning for ethnic minority pupils.

- 5.2 The Improving Outcomes task group on reducing exclusions for Black African and Black Caribbean students will be supporting some of the community groups with small amounts of funding. One community project which has already been approved will work with Brent Supplementary Schools. The project will support twenty Year 6 students from NW10 in attending supplementary school during their transition from primary to secondary school. A number of other intervention programmes are being planned with community groups, such as events for fathers, programmes for students at risk of exclusion and support for parents/carers. We hope that continued partnership working will help to reduce the exclusions of Black Caribbean and Black African students.

- 5.5 We will implement our strategy for prevention and early intervention for children with poor communication skills. This multi-agency strategy will focus on three main areas: developing practitioners' skills; improving parents' knowledge and understanding of the importance of communication; and ensuring early diagnosis for specialist interventions.

6.0 Financial Implications

- 6.1 None

7.0 Legal Implications

- 7.1 None

8.0 Diversity Implications

- 8.1 The whole report is concerned with diversity and differential performance of minority ethnic groups in Brent.

9.0 Staffing/Accommodation Implications (if appropriate)

None

Background Papers

None

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