

	<p><b>Community and Wellbeing Scrutiny Committee</b> 16 April 2024</p>
	<p><b>Report from the Corporate Director of Children and Young People</b></p>
	<p><b>Cabinet Member for Children, Young People and Schools - Cllr. Gwen Grahl</b></p>
<p><b>Annual School Standards and Achievement 2022-23</b></p>	

<b>Wards Affected:</b>	All
<b>Key or Non-Key Decision:</b>	N/A
<b>Open or Part/Fully Exempt:</b> <small>(If exempt, please highlight relevant paragraph of Part 1, Schedule 12A of 1972 Local Government Act)</small>	Open
<b>List of Appendices:</b>	None
<b>Background Papers:</b>	None
<b>Contact Officer(s):</b> <small>(Name, Title, Contact Details)</small>	<p>Shirley Parks Director Education, Partnerships and Strategy <a href="mailto:shirley.parks@brent.gov.uk">shirley.parks@brent.gov.uk</a></p> <p>Jen Haskew Head of Setting and School Effectiveness <a href="mailto:jen.haskew@brent.gov.uk">jen.haskew@brent.gov.uk</a></p>

## 1.0 Executive Summary

- 1.1 This report updates members of the Community and Wellbeing Scrutiny Committee on school standards and achievement during the 2022/23 academic year, from the Early Years to Key Stage 5.

## 2.0 Recommendation(s)

- 2.1 For members of the Community and Wellbeing Scrutiny Committee to note the content of the report.

## 3.0 Detail

### 3.1 Contribution to Borough Plan Priorities and Strategic Context

- 3.1.1 School standards are a corporate priority for Brent Council as set out in the Borough Plan 'Moving Brent Forward Together for 2023-2027'. The plan sets out five strategic priorities, including: The Best Start in Life – Raised Aspirations, Achievement and

Attainment. Within this strategic priority there is a commitment to support every child and young person to access high quality education.

3.1.2 Within this strategic priority there is a commitment to:

- support the continued improvement of early years provision and schools
- raise the attainment and narrow the gap with their peers for children of Caribbean, Black African and Somali heritage
- make sure access to education is fair and equal.

### **3.2 Accountability for school standards and achievement**

3.2.1 The January 2024 Department for Education (DfE) 'Schools Causing Concern Guidance on Intervention' for local authorities and Regional Directors sets out the factors local authorities and regional directors will consider, and the process they will follow to decide the right approach to support a school to improve. This guidance applies to:

- Schools that have failed to comply with a warning notice
- Schools that have been judged 'Inadequate' by Ofsted
- Schools that are not making necessary improvements (two consecutive 'Requires Improvement' Ofsted judgements)

*NB. The above criteria did not apply to any Brent schools in the 2022-23 academic year.*

3.2.2 Ofsted inspect and regulate thousands of organisations and individuals providing education, training and care. Ofsted report their findings to parliament, parents, carers and commissioners. The primary purpose of inspection under the Ofsted framework is to bring about improvement in education provision.

3.2.3 The period between inspections is normally simple:

- A school judged outstanding or good will usually be inspected within the 4 academic years following its last inspection.
- A school judged requires improvement or inadequate will usually be inspected within two and a half years.

However, the picture is currently more complex because of:

- the pause to inspections during the pandemic
- the government lifted the inspection exemption for outstanding schools; this added 3,000 schools to the schedule, many of which had not been inspected for a decade or more
- the government instructed Ofsted to inspect every school at least once before August 2025

3.2.4 There are four types of inspection as set out in Table 1 below. An ungraded inspection differs from a graded inspection, because it does not result in individual graded judgements, but focuses on determining whether the school remains at the same grade as at the school's previous graded inspection. It cannot change the overall effectiveness grade of the school.

**Table 1: Summary of Ofsted state-funded school inspections**

Type of Inspection	Graded	Ungraded	Urgent	Monitoring
<b>Legal Powers for inspection</b>	Section 5 of the Education Act 2005	Section 8 of the Education Act 2005	Section 85 of the Education Act 2005	Section 8 of the Education Act 2005
<b>Schools eligible for inspection</b>	All schools	Schools with an outstanding/good judgement	All schools – triggered by a specific concern	Schools with an inadequate judgement or two consecutive requires improvement judgements
<b>Outcome</b>	-Outstanding -Good -Requires improvement -Inadequate	-Unchanged -Remains the same but next inspection to be a Section 5 -Converted to Section 5	-Report setting out concerns  Or if deemed serious  -Section 5 graded inspection	That the school is, or is not, making progress to improve

- 3.2.5 Section 13A of the Education Act 1996 states that a “local authority must exercise its education functions with a view to promoting high standards”. Brent Council’s Setting and School Effectiveness Service does this in accordance with the Brent Strategic Framework for School Effectiveness 2023-27. The framework recognises that school leaders have the proven expertise and experience to support school improvement, and that collaborative school-led partnerships are a key feature of local education provision with improvement being driven by local schools. The Strategic Setting and School Effectiveness Partnership Board, that includes headteacher and governor representatives, oversees delivery of the Strategic Framework for School Effectiveness and contributes to holding the service to account
- 3.2.6 Where a Brent maintained school is judged less than good by Ofsted or self-categorises themselves as less than good, a Rapid Improvement Group (RIG) is established by the local authority to secure rapid progress and improvement. The RIG ensures that appropriate and co-ordinated support and challenge are provided at all levels: school, local authority and, if appropriate, diocese, foundation or trust. The RIG aims to support the school to build its capacity to sustain and continue the process of improvement. As part of this role, the RIG evaluates the impact of support to ensure that appropriate and sustained progress is made.
- 3.2.7 The DfE Maintained Schools Governance Guide (March 2024) and Academy Governance Guide (March 2024) sets out the key core functions of a school governing body as:
- Ensuring clarity of vision, ethos and strategic direction
  - Holding executive leaders to account for the educational performance of the organisation and its pupils, and the effective and efficient performance management of staff
  - Overseeing the financial performance of the organisation and making sure its money is well spent.

Therefore, school governing boards and their executive leaders are ultimately accountable for the standards and achievement in their schools. For this reason, when the local authority establishes a RIG at a school the Chair of Governors or representative is required to attend meetings. Rapid Improvement Groups are chaired by the Head of

Setting and School Effectiveness Service or the Director, Safeguarding, Partnerships and Strategy.

3.2.8 The School Improvement Monitoring and Brokering Grant has been allocated to local authorities from the DfE since September 2017 to allow them to continue to monitor performance of maintained schools, broker school improvement provision and intervene as appropriate. In January 2022 the DfE announced, following a consultation, that in future these functions will be funded from maintained school budgets, with the grant to be reduced by 50% in the 2022-23 financial year, ahead of full removal in the 2023-24 financial year. The Brent Schools' Forum has agreed to delegate funds to the Setting and School Effectiveness service to fund the continuation of work with schools.

### 3.3 Quality of Provision as Judged by Ofsted

3.3.1 Table 2 shows that there are 88 state funded schools in Brent that are either maintained schools, voluntary aided schools or academies. All schools belong to the Brent family of schools and work effectively with the local authority and in partnership together.

**Table 2: Brent Schools by Governance Type**

Type of school	Nursery	Primary	Secondary	All-through	Special	Pupil Referral Unit	Total
Maintained Community	4	30	0	0	1	2	37
Maintained Voluntary-aided	0	15	2	0	0	0	17
Maintained Foundation	0	2	0	0	0	0	2
Multi Academy Trust	0	8	7	1	3	0	19
Single Academy Trust	0	4	3	1	0	0	8
Free School	0	1	2	0	2	0	5
<b>Total</b>	<b>4</b>	<b>60</b>	<b>14</b>	<b>2</b>	<b>6</b>	<b>2</b>	<b>88</b>

3.3.2 Table 3 shows that Brent is well above the national and London average of 90%, with 95% of Brent schools currently judged Good or Outstanding by Ofsted. Table 4 shows the schools inspected during the 2022/23 academic year. The primary school that was judged less than good in 2022/23 is part of a Rapid Improvement Group (RIG). With the support of the local authority the school is on the journey towards good. The Local Authority initially supported the governors to recruit interim leadership for the school. Since then, in this academic year, a substantive headteacher and deputy headteacher have been successfully recruited.

3.3.3 One primary school was judged as Inadequate by Ofsted in November 2023 and is subject to an Academy Order. The school will be transferring to the Harris Federation, the multi-academy trust appointed by the Department for Education. In the meantime, the school is part of a RIG and the SSES is continuing to support the school to make rapid improvements. The experience of children is improving. One special school that was judged as Requires Improvement in February 2022 has made good progress with the support of the SSES and is waiting for a re-inspection. The other school judged as

Requires Improvement is an Alternative Provision Free School within the Beckmead Trust (classified below under Special). Although this is not a community school, the SSES is providing some peer support to the school. However, the school improvement work is led by the Trust as is normal practice.

**Table 3: Brent Schools by Ofsted Grading (Accurate March 2024)**

Ofsted Grade By Proportion	Outstanding & Good	Outstanding (1)		Good (2)		Requires improvement (3)		Inadequate (4)	
		No.	%	No.	%	No.	%	No.	%
Nursery	100.0%	1	25.0%	3	75.0%	0	0.0%	0	0.0%
Primary	96.7%	10	16.7%	48	80.0%	1	1.7%	1	1.7%
Secondary	100.0%	5	38.5%	8	61.5%	0	0.0%	0	0.0%
PRU	100.0%	0	0.0%	2	100.0%	0	0.0%	0	0.0%
Special	60.0%	2	40.0%	1	20.0%	2	40.0%	0	0.0%
All Through	100.0%	1	50.0%	1	50.0%	0	0.0%	0	0.0%
All Brent Schools	95.3%	19	22.1%	63	73.3%	3	3.5%	1	1.2%
National (as at 05/03/2024)	89.7%		12.7%		77.0%		8.4%		1.9%
London (as at 05/03/2024)	96.1%		23.9%		72.2%		3.6%		0.3%

**Table 4: Brent Ofsted Inspections 2022-23**

Phase of Education	Overall effectiveness	Academic
	Current Inspection	Year
Nursery	O	2022
Primary	G	2023
Primary	R	2023
PRU	G	2023
Secondary	G	2022
Secondary	O	2023
Secondary	O	2023
Special	O	2023

### 3.4 Brent Early Years Settings Ofsted Outcomes

Parents can access funded places at a school with nursery provision, a private nursery, a pre-school or with a childminder. This is known as the Private, Voluntary and Independent (PVI) sector. All providers must be registered with Ofsted. In England, there are three government-funded early education schemes that offer free early education and childcare for children aged two, three and four:

- [15 hours free childcare for eligible 2-year-olds](#)
- [15 hours free childcare for all 3 and 4-year-olds](#)
- [30 hours free childcare for eligible 3- and 4-year-olds](#)

3.4.1 Brent local authority is committed to supporting children to have the best start in life. This includes access to high quality early education and care. As well as receiving funding from the government for places, PVI providers in Brent are supported by the local authority. A training offer is in place as well as specialist support for early years quality and inclusion from specialist officers within the Children and Young People's Department. This investment in Brent's very youngest children will have a positive impact on young children's future life chances and supports families in Brent to feel confident in the care and education their children receive.

3.4.2 The PVI sector is made up of businesses ranging in size including private businesses, voluntary providers and childminders. Ofsted inspects all registered providers. A grading of outstanding, good, requires improvement or inadequate is given when a full inspection, with children present, takes place. When children are not present inspectors will judge to see if the Welfare Requirements of the Early Years Foundation Stage are 'met' or 'not met'. New providers are registered to operate by Ofsted if they meet the prerequisite requirements. They are usually inspected within the first 30 months of operating.

3.4.3 Presently, the local authority is working with early years providers to prepare to implement the expansion of the early years entitlement and wraparound care announced in the Spring Budget 2023. This will mean that by September 2025 30 hours of free childcare will be available for working parents of children 9 months to primary school age and all working parents will be able to access wraparound care, either at their local school or other provider in the local area.

3.4.4 Tables 5 and 6 below show the Ofsted outcomes for PVI settings. The number of settings has remained stable in the last year. The number that are less than good has increased by 4. The PVI sector faces challenges that include:

- Recruitment, retention and staff training – settings are tending to do on-line training to avoid additional staffing costs which is not as effective as LA-run face to face training
- Cost of living increases
- An increase in the number of children with complex needs
- The impact of the pandemic on child development – the LA is supporting settings to access DfE recovery programmes
- Understanding the Ofsted framework and the requirements to reach 'good'
- LA capacity to support providers has reduced

3.4.5 To address the above the local authority are supporting settings to:

- Access the DfE recovery programmes
- Passing on increased funding rates and supporting settings to increase capacity
- Restricting funding to settings that are judged to be inadequate as set out in the provider agreement.

**Table 5: Brent PVI Outcomes**

Ofsted Result	PVIs in Jan 2024	% by Outcomes for all providers	% for providers with Quality Judgement	PVIs in Feb 2024	% by Outcomes for all providers	% for providers with Quality Judgement	Trend compared to previous month (Overall Outcomes)	Trend compared to previous month (Quality Judgement)
Outstanding	7	6.3%	7.4%	7	6.3%	7.4%	⇒	⇒
Good	77	69.4%	81.9%	78	70.3%	83.0%	↑	↑
Requires Improvement	7	6.3%	7.4%	7	6.3%	7.4%	⇒	⇒
Inadequate	3	2.7%	3.2%	3	2.7%	3.2%	⇒	⇒
Met	1	0.9%		1	0.9%		⇒	
Not met	0	0.0%		0	0.0%		⇒	
New Provider	14	12.6%		13	11.7%		↓	
ISI Inspection	2	1.8%		2	1.8%		⇒	
<b>Total</b>	<b>111</b>			<b>111</b>				
<b>quality judgement (Outstanding, Good, Requires Improvement, Inadequate)</b>	<b>94</b>			<b>94</b>				

**Table 6: Brent Childminder Outcomes**

Ofsted Result	Childminders in Jan 2024	% by Outcomes for all providers	% for providers with Quality Judgement	Childminders in Feb 2024	% by Outcomes for all providers	% for providers with Quality Judgement	Trend compared to previous month (Overall Outcomes)	Trend compared to previous month (Quality Judgement)
Outstanding	7	5.4%	8.8%	7	5.4%	8.6%	⇒	⇒
Good	70	54.3%	87.5%	71	54.6%	87.7%	↑	↑
Requires Improvement	3	2.3%	3.8%	3	2.3%	3.7%	⇒	⇒
Inadequate	0	0.0%	0.0%	0	0.0%	0.0%	⇒	⇒
Met	27	20.9%		27	20.8%		⇒	
Not Met	2	1.6%		2	1.5%		⇒	
New Provider	20	15.5%		20	15.4%		⇒	
<b>Total</b>	<b>129</b>			<b>130</b>				
<b>Total providers with quality judgement (Outstanding, Good, Requires Improvement, Inadequate)</b>	<b>80</b>			<b>81</b>				

### 3.5. Pupil Attainment

#### 3.5.1 School key stages are broken down as follows:

- Early Years Foundation Stage (EYFS) – ages 3-5 (Nursery and Reception)
- Key Stage 1 – ages 5-7 (Years 1-2)
- Key Stage 2 – ages 7-11 (Years 3-6)
- Key Stage 3 – ages 11-14 (Years 7-9)
- Key Stage 4 – ages 14-16 (Years 10-11)
- Key Stage 5 – ages 16-18 (sixth form or college)

### 3.6. Pupil Attainment – Early Years

#### 3.6.1 Early Years is defined as provision for early education from birth until the end of the Reception Year in school. On entry to Reception, within the first six weeks, children are assessed to identify their starting point using the Reception Baseline Assessment.

3.6.2 In time the Reception Baseline Assessment will inform school-level progress measures for primary schools which will show the progress pupils make from reception until the end of key stage 2 (KS2). This will be introduced in summer 2028 for pupils who entered reception in the academic year 2021 to 2022.

3.6.3 Children are assessed again at the end of Reception Year across all the areas of learning within the Early Years Foundation Stage. The data in Tables 7 and 8 shows children in Brent that have reached a 'Good Level of Development' (GLD). If a child achieves a GLD it is recognised that they are at an appropriate level to begin the Key Stage 1 curriculum. The Brent score for all children is just below the national score.

**Table 7: Early Years Brent Headline Data**

EYFS - % attaining GLD - 2022				
	Cohort	LA	National	GAP
All Pupils	3610	66.3%	67.2%	0.9%

3.6.4 Table 8 provides an analysis of the data by groups. Table 8 shows that disadvantaged children, children with English as an Additional Language, children on SEN support and children with an EHCP all performed above their national equivalents.

**Table 8: Early Years – Brent Data Headline Summary**

Pupil Groups	Headline
All Pupils	66.3% of children achieved a GLD compared to 67.2% nationally.
Gender	More girls (72.6%) achieved GLD than boys (59.8%). This is a difference of 12.8%
Disadvantaged*	60.0% of disadvantaged children achieved GLD compared to 52.0% nationally.
EAL**	65.1% of children with EA*L achieved GLD compared to 62.7% nationally.
SEN Support***	28.7% of children with SEN Support achieved GLD compared to 24.4% nationally.
EHCP****	5.8% of children with an EHCP achieved GLD compared to 3.8% nationally.

\*Children who qualify for Pupil Premium

\*\*English as an additional language

\*\*\*Children who have support for their Special Educational Need

\*\*\*\*Education Health and Care Plan (legal document which describes a child or young person's needs and support they need)

### 3.7 Pupil Attainment - Phonics

3.7.1 Phonics is defined by the National Literacy trust as a way of teaching children how to read and write. It helps children hear, identify and use different sounds that distinguish one word from another in the English language. Phonics skills are screened in the summer term when children are in Year 1 to see if they have reached the expected standard. Children not reaching the standard are re-screened in Year 2. Outcomes for Brent children in phonics are slightly above national.

**Table 9: Phonics Brent Headline Data**

Phonics Year 1 - % attaining Working At - 2023				
	Cohort	LA	National	GAP
All Pupils	3700	79.1%	78.9%	0.2%

3.7.2 Table 10 provides an analysis of the data by groups. All groups other than children with an EHCP achieved higher than their national equivalents (1% BELOW).

**Table 10: Phonics Headline Summary Table**

Pupil Groups	Headline
All Pupils	79.1% of children passed the phonics test compared to 78.9% nationally.
Gender	More girls (81.8%) passed the phonics test than boys (76.7%). This is a difference of 5.1%
Disadvantaged	75.5% of disadvantaged children passed the phonics test compared to 66.8% nationally
EAL	79.2% of children with EAL passed the phonics test compared to 78.4% nationally.
SEN Support	55.8% of children with SEN Support passed the phonics test compared to 48.5% nationally.
EHCP	18.8% of children with an EHCP passed the phonics test compared to 19.8% nationally.

### 3.8 Pupil Attainment – Key Stage 1

3.8.1 Key Stage 1 assessments take place at the end of Year 2. When the Department for Education responded to the 2017 primary assessment consultation, it stated that end of Key Stage 1 assessments would become non-statutory once the first cohort to take the statutory Reception Baseline Assessment (RBA) had reached the end of KS1 (Key Stage 1). This was so that end of KS1 assessments could continue to be used as the starting point for primary progress measures in the meantime. Therefore, end of KS1 assessments will become non-statutory from the 2023/24 academic year onwards.

3.8.2 Teachers judge the standards children are working at in English reading, English writing, mathematics and science by the end of KS1. To help inform those judgements, children sit national curriculum tests in English and mathematics, commonly called SATs. They may also sit an optional test in English grammar, punctuation and spelling. Results are published for reading, writing and maths (Table 10). There is also a combined reading, writing and maths (RWM) to show children that achieved the expected standard for all three.

3.8.3 Brent outcomes are within a percentage point of national and the Brent combined score is 1.8 percentage points higher than national.

**Table 11: Key Stage 1 Headline Data**

KS1 - % of pupils by gender achieving the expected standard in 2023													
	Cohort	RWM			Reading			Writing			Maths		
		LA	National	GAP	LA	National	GAP	LA	National	GAP	LA	National	GAP
All	3619	57.8%	56.0%	1.8%	68.0%	68.3%	-0.3%	61.1%	60.1%	1.0%	70.3%	70.4%	-0.1%

3.8.4 Table 12 provides an analysis of the data by groups. For Reading, Writing and Maths, all groups other than children with an EHCP achieved higher than their national equivalents (0.4% difference).

**Table 12: Key Stage 1 Summary**

<b>Pupil Groups</b>	<b>Headline – Reading, Writing and Maths</b>
All Pupils	57.8% of children achieved the expected standard compared to 56.0% nationally.
Gender	More girls (62.7%) achieved the expected standard than boys (53.3%). This is a difference of 9.4%
Disadvantaged	48.0% of disadvantaged children achieved the expected standard compared to 40.1% nationally.
EAL	57.2% of children with EAL achieved the expected standard compared to 54.9% nationally.
SEN Support	32.5% of children with SEN Support achieved the expected standard compared to 19.1% nationally.
EHCP	6.1% of children with an EHCP achieved the expected standard compared to 6.5% nationally.

<b>Pupil Groups</b>	<b>Headline – Reading</b>
All Pupils	68.0% of children achieved the expected standard compared to 68.3% nationally.
Gender	More girls (71.9%) achieved the expected standard than boys (64.5%). This is a difference of 7.4%
Disadvantaged	60.1% of disadvantaged children achieved the expected standard compared to 53.8% nationally.
EAL	66.6% of children with EAL achieved the expected standard compared to 64.8% nationally.
SEN Support	46.9% of children with SEN Support achieved the expected standard compared to 32.0% nationally.
EHCP	11.6% of children with an EHCP achieved the expected standard compared to 12.5% nationally.

<b>Pupil Groups</b>	<b>Headline – Writing</b>
All Pupils	61.1% of children achieved the expected standard compared to 60.1% nationally.
Gender	More girls (67.3%) achieved the expected standard than boys (55.4%). This is a difference of 11.9%
Disadvantaged	52.1% of disadvantaged children achieved the expected standard compared to 44.4% nationally.
EAL	60.3% of children with EAL achieved the expected standard compared to 58.8% nationally.
SEN Support	34.7% of children with SEN Support achieved the expected standard compared to 21.7% nationally.
EHCP	8.2% of children with an EHCP achieved the expected standard compared to 7.6% nationally.

<b>Pupil Groups</b>	<b>Headline – Maths</b>
All Pupil	70.3% of children achieved the expected standard compared to 70.4% nationally.
Gender	More girls (71.2%) achieved the expected standard than boys (69.4%). This is a difference of 1.8%

Disadvantaged	62.6% of disadvantaged children achieved the expected standard compared to 55.6% nationally.
EAL	69.7% of children with EAL achieved the expected standard compared to 69.2% nationally.
SEN Support	47.6% of children with SEN Support achieved the expected standard compared to 36.7% nationally.
EHCP	17.0% of children with an EHCP achieved the expected standard compared to 14.6% nationally.

### 3.9 Pupil Attainment – Key Stage 2

3.9.1 Key Stage 2 (KS2) school level data from the KS2 national curriculum assessments for the 2021/22 academic year were not published in performance tables. This was a transitional arrangement for the first year in which primary assessments returned following the Covid-19 pandemic. In the 2022/23 academic year, school level data from the end of KS2 national curriculum assessments are published and schools are expected to share this information on their websites. Pupils complete national curriculum tests in English grammar, punctuation and spelling, English reading and mathematics. As there is no test for English writing this is based on teacher assessment.

3.9.2 The headline data shows that Brent children achieved above national in all measures (Table 13)

**Table 13: Key Stage 2 Headline Data**

KS2 - % of pupils by gender achieving the expected standard in 2023													
Cohort	RWM			Reading			Writing			Maths			
	LA	National	GAP	LA	National	GAP	LA	National	GAP	LA	National	GAP	
All	3673	63.6%	59.6%	4.0%	74.1%	72.8%	1.3%	73.4%	71.5%	1.9%	78.4%	73.0%	5.4%

3.9.3 Table 13 provides an analysis of the data by pupil groups. For Reading, Writing and Maths, all groups achieved higher than their national equivalents.

**Table 14: Key Stage 2 Summary Table**

Pupil Groups	Headline – Reading, Writing and Maths
All Pupils	63.6% of children achieved the expected standard compared to 59.6% nationally.
Gender	More girls (68.0%) achieved the expected standard than boys (63.0%). This is a difference of 8.7%
Disadvantaged	53.2% of disadvantaged children achieved the expected standard compared to 44.2% nationally.
EAL	62.8% of children with EAL achieved the expected standard compared to 60.6% nationally.
SEND Support	34.3% of children with SEN Support achieved the expected standard compared to 23.6% nationally.
EHCP	11.7% of children with an EHCP achieved the expected standard compared to 8.4% nationally.

Pupil Groups	Headline – Reading
All Pupils	74.1% of children achieved the expected standard compared to 72.8% nationally.
Gender	More girls (77.6%) achieved the expected standard than boys (70.8%). This is a difference of 6.8%

Disadvantaged	68.5% of disadvantaged children achieved the expected standard compared to 62.4% nationally.
EAL	72.0% of children with EAL achieved the expected standard compared to 69.8% nationally.
SEND Support	49.2% of children with SEN Support achieved the expected standard compared to 45.0% nationally.
EHCP	18.9% of children with an EHCP achieved the expected standard compared to 18.2% nationally.

Pupil Groups	Headline – Writing
All Pupils	73.4% of children achieved the expected standard compared to 71.5% nationally.
Gender	More girls (80.2%) achieved the expected standard than boys (67.0%). This is a difference of 13.2%
Disadvantaged	65.9% of disadvantaged children achieved the expected standard compared to 58.2% nationally.
EAL	72.4% of children with EAL achieved the expected standard compared to 71.5% nationally.
SEND Support	43.9% of children with SEN Support achieved the expected standard compared to 33.9% nationally.
EHCP	17.2% of children with an EHCP achieved the expected standard compared to 12.0% nationally.

Pupil Groups	Headline – Maths
All Pupils	78.4% of children achieved the expected standard compared to 73.0% nationally.
Gender	Less girls (79.7%) achieved the expected standard than boys (77.1%). This is a difference of 2.6%
Disadvantaged	68.2% of disadvantaged children achieved the expected standard compared to 59.0% nationally.
EAL	79.4% of children with EAL achieved the expected standard compared to 77.2% nationally.
SEND Support	55.3% of children with SEN Support achieved the expected standard compared to 42.4% nationally.
EHCP	22.2% of children with an EHCP achieved the expected standard compared to 16.5% nationally.

### 3.10 Pupil Attainment – Key Stage 4

3.10.1 GCSEs: At the end of Key Stage 4 (KS4) pupils take examinations known as GCSEs (General Certificate of Secondary Education). Examinations are taken in National Curriculum subjects. The grade scale runs from a 9 (the highest grade) to 1 (the lowest grade). Table 15 shows the KS 4 Headline data for Progress 8, Attainment 8, English and Maths Level 5+ and the English Baccalaureate. In all measures Brent was above the national average.

**Table 15: Key Stage 4 Headline Data**

KS 4 (Key Stage 4) All pupils 2023													
Cohort	Progress 8			Attainment 8			English & Maths 5+			EBacc APS			
	LA	National	GAP	LA	National	GAP	LA	National	GAP	LA	National	GAP	
All	3227	0.61	-0.03	0.64	50.4	46.2	4.2	64.2%	60.3%	3.9%	4.68	4.05	0.63

### 3.10.2 Key Stage 4 Summary Data

- **Progress 8** aims to capture the progress that pupils in a school make from the end of primary school to the end of KS4. It is a type of value-added measure, which means that pupils' results are compared to other pupils nationally with similar prior attainment. Every increase in grade a pupil achieves in their Attainment 8 subjects counts towards a school's Progress 8 score. A score of zero means pupils, on average, did as well at KS4 as other pupils across England who got similar results at the end of KS2.

**Table 16: Progress 8**

Pupil Groups	Headline – Progress 8
All Pupils	0.6 compared to –0.03 nationally.
Gender	Female 0.76 Male 0.48
Disadvantaged	0.15 compared to –0.57 nationally
EAL	0.74 compared to 0.50 nationally
SEND Support	0.17 compared to -0.45 nationally
EHCP	-0.82 compared to -1.12 nationally

- **Attainment 8** measures pupils' attainment across 8 qualifications including:
  - Maths (double weighted) and English (double weighted, if both English language and English literature are sat)
  - 3 qualifications that count in the English Baccalaureate (EBacc) measures
  - 3 further qualifications that can be GCSE qualifications (including EBacc subjects) or technical awards from the DfE list of technical and vocational qualifications.

Table 17 shows that Brent pupil groups performed above national equivalents.

**Table 17: Attainment 8**

Pupil Groups	Headline – Attainment 8
All Pupils	50.4 compared to 46.2 nationally
Gender	Female 52.7 Male 48.4
Disadvantaged	41.7 compared to 35.0 nationally
EAL	49.1 compared to 48.3 nationally
SEND Support	37.7 compared to 33.2 nationally
EHCP	16.6 compared to 14.0 nationally

- **A grade 5** is a strong pass. Table 18 shows that Brent pupil groups performed above national equivalents.

**Table 18: English and Maths 5+**

Pupil Groups	Headline – English and Maths 5+
All Pupils	64.2% compared to 60.3% nationally
Gender	Female 66.8% Male 61.9%
Disadvantaged	49.5% compared to 38.1% nationally
EAL	61.5% compared to 62.4% nationally
SEND Support	37.6% compared to 32.0% nationally
EHCP	16.1% compared to 10.2% nationally

- **The EBacc** comprises the core academic subjects that the vast majority of young people should have the opportunity to study to age 16. To enter the EBacc, pupils must take up to eight GCSEs across five subject 'pillars'. The structure of the EBacc is English: 2 GCSEs; Maths: 1 GCSEs; Science: 2 or 3 GCSEs; Language: 1 GCSE (modern language or an ancient language) and Humanities: 1 GCSE (History of Geography). This applied to 2129 young people of a total cohort of 3226 in 2022/23.

**Table 19: English Baccalaureate**

Pupil Groups	Headline – EBacc APS
All Pupils	4.68 compared to 4.05 nationally
Gender	Female 4.89 Male 4.49
Disadvantaged	3.81 compared to 2.97 nationally
EAL	4.58 compared to 4.37 nationally
SEND Support	3.30 compared to 2.75 nationally
EHCP	1.39 compared to 1.11 nationally

### 3.11 Pupil Attainment – Key Stage 5

3.11.1 The same level of group analysis is not available for A Level results. However, headline results are favourable compared to national.

**Table 20: Key Stage % GCE/A Levels**

KS 5 (GCE/A Level) All pupils 2023											
Cohort	Best 3 APS			AAB %			A* - C and L3 Maths %			GAP	
	LA	National	GAP	LA	National	GAP	LA	National	GAP		
All Pupils	1131	37.77	34.68	3.09	21.8	15.8	6	38.3	25.3%	13%	0.63

### 3.12 Ensuring education access is fair and equal

3.12.1 The dynamic mix of communities in Brent continues to enrich and inform the social, economic and cultural make-up of the borough. The largest defined ethnic groups of statutory school in Brent age are: Asian Indian (18%), White British (9.2%), White Eastern European (7.3%), Black Somali (6.4%), Black Caribbean (5.9%), Asian Pakistani (3.9%) and Afghan (3%). Undefined ethnic groups include Other – Any Other (5.8%), Asian – Other Asian (4.3%) and White – White Other (3.3%) (Source: January 2023 School Census).

3.12.2 In addition to new arrivals, socio-economic pressures placed on many of Brent's families combined with a housing stock which relies heavily on privately rented accommodation, contribute to relatively high levels of pupil turnover in many of our schools. In 2022/23, the proportion of Brent pupils in primary and secondary schools who are classed as disadvantaged is 21%, below the national figure of 25% and the total London average of 29% (based on free school meals/pupil premium allocations). This is in part because of not all families on benefits whose children are eligible for free school meals apply, which is why officers are currently exploring a system of automatically enrolling eligible children.

- 3.12.3 As the data above shows, there continue to be groups of children in Brent who underachieve compared to measures for all children. The School Effectiveness Service challenges leaders to identify and plan intervention for underachieving groups to lessen the impact of educational disproportionality. This support is focused on children across different pupil groups. The Inclusion Service also provides support to schools for pupils with SEND, which includes support to implement programmes such as the 'Graduated Approach' for children on SEN support and targeted support for children with an EHCP.
- 3.12.4 Brent schools deliver high-quality teaching (as recognised by the number of schools judged good or better by Ofsted) that is differentiated and personalised to meet the needs of their pupils. Additional teaching interventions build on a strong curriculum designed to give pupils knowledge that prepares them for future stages of education and work. Schools also provide a wide range of experiences that allow learning in different contexts and ensure access to a broad cultural capital for all pupils.
- 3.12.5 The Pupil Premium grant provides additional funding for state-funded schools in England to raise the educational attainment of disadvantaged pupils. Every school must publish their Pupil Premium Strategy on their website to show how the money is used to support children and the impact of previous activity funded by the Pupil Premium.
- 3.12.6 Last year the Brent Schools Partnership delivered, 'Leading from the Top: Driving Change with an Anti-racist Approach' to a small group of schools. In the present academic year, a much larger group of school leaders have attended this course, with places for headteachers or deputy headteachers funded by the local authority. 'Leading from the Top' is a ground-breaking six-part course that offers all school and setting leaders free access to training to help share anti-racist knowledge and best practice within the Brent community. It builds on existing work carried out with the focus of raising Black Caribbean achievement over the last few years and takes a more holistic anti-racist approach.
- 3.12.7 Two sessions of 'Leading from the Top' have been delivered to governors. The content will be developed further at the annual conference for Brent governors in June 2024.
- 3.12.8 As identified in the Black Community Action Plan, there remains a need to improve education outcomes for the Black Caribbean population to provide a strong foundation for successful pathways into adulthood. Currently 9.7% of Brent's Black Caribbean population (aged 16-64) are unemployed (Census 2021) and the Council's Moving on Up programme has supported 484 young Black men into jobs and careers.
- 3.12.9 The summary data for Boys of Black Caribbean Heritage 2022-23 shows that they continue to be an underachieving group nationally compared with all pupils. For the period 2017-2019 Brent Schools Forum funded the 'Raising the Achievement of Boys of Black Caribbean heritage' programme led, managed, and administered by Brent Schools Partnership on behalf of the local authority. Outcomes at the end of the 2018-19 academic year showed progress in closing the gap particularly in KS2 reading, writing and maths combined outcomes and in decreasing the Attainment 8 gap in KS4.
- 3.12.10 In 2021-22 the data for this group highlighted that some of the pre-pandemic attainment gains had not been maintained. In 2022-23 there has been improvements in the achievement of this group of children and young people, particularly in early years and primary outcomes:
- In early years attainment improved by 10.9% for BBCH

- In Year 1 4.6% more BBCH achieved the pass mark in the phonics screening check.
- At the end of KS1 BBCH in Brent are achieving better than the same group nationally except in writing.
- At the end of KS2 attainment for BBCH in Brent has improved in all areas except in reading.
- At the end of KS4 outcomes for BBCH were similar to the previous academic year. However, pupils achieving a strong pass in English and Maths increased by 7.8%.

#### **4.0 Stakeholder and ward member consultation and engagement**

4.1 School leaders and governors were consulted on the formation of the Strategic Framework for School Effectiveness and its strategic priorities. School leaders were also consulted to develop Brent's education vision and key principles.

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

4.3 Parents are also invited to give feedback about their child's school to Ofsted using Parent View during inspections.

#### **5.0 Financial Considerations**

5.1 There are no financial implications from this report.

#### **6.0 Legal Considerations**

6.1 The local authority has a statutory duty (Children Act 2004, 2006) to act as the champion for all children and young people in the borough and is responsible for maintaining an overview of the effectiveness of all schools including sponsored academies, converter academies, free schools, the local college, and registered early years settings and registered training providers. The local authority also has a statutory duty "to promote high standards and fulfilment of potential in schools so that all children and young people benefit from at least a good education." (The Education Act 2011). Brent Council is therefore responsible for maintaining a full overview of the effectiveness of all schools and local education provision.

#### **7.0 Equity, Diversity & Inclusion (EDI) Considerations**

7.1 The Public Sector Equality Duty, as set out in section 149 of the Equality Act 2010, requires the Council, when exercising its functions, to have "due regard" to the need to eliminate discrimination, harassment and victimisation and other conduct prohibited

under the Act, to advance equality of opportunity and foster good relations between those who have a “protected characteristic” and those who do not share that protected characteristic. The protected characteristics are: age, disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race, religion or belief, sex, and sexual orientation.

- 7.2 Having due regard involves the need to enquire into whether and how a proposed decision disproportionately affects people with a protected characteristic and the need to consider taking steps to meet the needs of persons who share a protected characteristic that are different from the needs of persons who do not share it. This includes removing or minimising disadvantages suffered by persons who share a protected characteristic that are connected to that characteristic.
- 7.3 This report outlines the outcomes for pupils across Brent, including differences by gender; disadvantage; special educational needs and/or disabilities (SEND); English as an additional language (EAL). The analysis provided is used to monitor the priority groups for the Strategic Framework for School Effectiveness, and to guide the work of Setting and School Effectiveness Service and its local school improvement partners. Overall, this report shares the positive outcomes for children and young people in education within Brent, demonstrating above average attainment across key stages and assessment criteria compared to the national average. Although it should be highlighted that there are some examples of underachievement for pupils with an EHCP when compared with the national average (e.g. Phonics and some criteria Key Stage 1 outcomes). The quality and assessment of schools in Brent continues to remain high and above the nationally average, indicating a strong compulsory education system in the borough.
- 7.4 An area of concern is the continued disproportionate and lower outcomes and attainment for Black Caribbean boys in Brent schools. Nationally, this cohort have persistently experienced lower academic outcomes in compulsory education and this also applies in Brent. Whilst the Council and Brent's education providers have and continue to implement plans to mitigate these outcomes the data indicates that there is more collaborative work required to improve outcomes and ensure this cohort does not continue to be left behind.

## **8.0 Climate Change and Environmental Considerations**

- 8.1 There are no climate change and environmental considerations related to this report.

### **Report Sign-Off:**

*Nigel Chapman*

Corporate Director, Children and Young People