

 <b>Brent</b>	<b>Community and Wellbeing Scrutiny Committee</b> 28 April 2025
	<b>Report from the Corporate Director of Children, Young People and Community Development</b>
	<b>Lead Cabinet Member for Children, Young People and Schools - Cllr. Gwen Grahl</b>
<b>Annual School Standards and Achievement 2023-24</b>	

<b>Wards Affected:</b>	All
<b>Key or Non-Key Decision:</b>	
<b>Open or Part/Fully Exempt:</b> (If exempt, please highlight relevant paragraph of Part 1, Schedule 12A of 1972 Local Government Act)	Open
<b>List of Appendices:</b>	
<b>Background Papers:</b>	
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## 1.0 Executive Summary

- 1.1 This report updates members of the Community and Wellbeing Scrutiny Committee on school standards and achievement during the 2023/24 academic year, from 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 (*as accurate and relevant for the timeframe of this report*)**

3.2.1 The November 2024 (first published May 2014) Department for Education (DfE) '*Support and intervention in schools*', statutory guidance for local authorities and Regional Directors set out the factors that should be considered, and the process to be followed, to decide the right approach to support a school to improve. This guidance sets out the factors that make a school eligible for intervention that includes if it:

- has failed to comply with a warning notice
- is judged 'requires significant improvement' or 'special measures' by Ofsted
- is coasting, and the Secretary of State has notified the governing body that it is coasting (known as 'schools not making necessary improvements' or '2RI+' schools)

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.

*Between 8 March 2024 and the 31 May 2024 Ofsted conducted a consultation called 'The Big Listen'. As a direct result of this consultation from September 2024 graded inspections of state-funded schools no longer include an overall effectiveness grade. This report reflects guidance applicable for the academic year 2023-24 before these changes were introduced.*

3.2.3 The period between inspections was set to be as follows:

- 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 was 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. An ungraded inspection 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>	<ul style="list-style-type: none"> <li>- Outstanding</li> <li>- Good</li> <li>- Requires improvement</li> <li>- Inadequate</li> </ul>	<ul style="list-style-type: none"> <li>- Unchanged</li> <li>- Remains the same but next inspection to be a Section 5</li> <li>- Converted to Section 5</li> </ul>	<ul style="list-style-type: none"> <li>- Report setting out concerns</li> <li>Or if deemed serious</li> <li>- Section 5 graded inspection</li> </ul>	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, Education, Partnerships and Strategy.

- 3.2.8 The Brent Schools' Forum has agreed to delegate funds to the Setting and School Effectiveness service to fund the continuation of school improvement work with schools.

### **3.3 Quality of Provision as Judged by Ofsted**

- 3.3.1 Table 2 shows that there are presently 89 state funded schools in Brent that are either maintained schools, voluntary aided schools or academies. Wembley Manor Special Secondary opened in September 2024 at the temporary site within the grounds of Newman Catholic College. Of these 89 schools 87 have been inspected by Ofsted. All schools belong to the Brent family of schools and work effectively with the local authority and in partnership together to provide children and young people with a quality education.

**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	3	0	6
Total	4	60	14	2	7	2	89

3.3.2 Table 3 shows that Brent is well above the national average of schools currently judged Good or Outstanding by Ofsted (98% compared to 90%). One special school that was judged as Requires Improvement in February 2022 was judged Good when re-inspected in June 2024. The other schools judged as Requires Improvement are an Alternative Provision Free School and a Maintained Primary School that are both awaiting re-inspection. Both schools have focused on school improvement since they were inspected. 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.

**Table 3: Brent Schools by Ofsted Grading (Accurate April 2025)**

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	98.3%	6	10.3%	51	87.9%	1	1.7%	0	0.0%
Secondary	100.0%	5	35.7%	9	64.3%	0	0.0%	0	0.0%
PRU	100.0%	1	50.0%	1	50.0%	0	0.0%	0	0.0%
Special	83.3%	3	50.0%	2	33.3%	1	16.7%	0	0.0%
All Through	100.0%	1	50.0%	1	50.0%	0	0.0%	0	0.0%
All Brent Schools	97.7%	17	19.8%	67	77.9%	2	2.3%	0	0.0%
National 2023/24	90.0%		15.0%		75.0%		8.0%		2.0%

3.3.3 Although outside the timeframe of the report, it is important to note that schools in England no longer receive Ofsted single headline grades. Ofsted describe this as the first step towards delivering a better accountability system which will see School Report Cards introduced from September 2025 (the consultation is currently open), that will provide parents with a complete picture of how schools are performing.

3.3.4 Table 4 shows the schools inspected during the 2023/24 academic year.

**Table 4: Brent Ofsted Inspections 2023-24**

Phase of Education	Number	Overall effectiveness	Academic Year
Primary	6	Good	Autumn 2023
Primary	1	Inadequate"	Autumn 2023
Special	1	Good	Autumn 2023
Primary	2	Outstanding	Spring 2024
Primary	4	Good	Spring 2024
Secondary	2	Good	Spring 2024
PRU	1	Outstanding	Spring 2024
Primary	5	Good	Summer 2024
Special	1	Good	Summer 2024

\* In the academic year 2023-24 Byron Court Primary School that was judged inadequate by Ofsted in November 2023. In line with Statutory Guidance, the school was issued with an academy order by the Secretary of State for Education. The school closed on the 31 August 2024 and re-opened on the 1 September 2024 as Harris Primary Academy South Kenton.

### 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 from 9 months to 4 years:

- [For children of working parents aged 9 months to 4 years](#)
- [15 hours free childcare for children of families receiving some additional support aged 2 years](#)
- [15 hours free childcare for all 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, Young People and Community Development Directorate. 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 includes provision ranging in size including private nurseries, 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. Ofsted are currently carrying out a consultation '*Improving the way Ofsted inspects education*' that relates to early years, schools, further education and initial teacher education. As part of the consultation Ofsted are considering introducing report cards that would provide more detailed information on performance across a 5-point grading scale.
- 3.4.3 The Local Authority is working with early years providers 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. In addition, 4 Brent schools are taking part in the Breakfast Club Early Adopter scheme that will inform the roll-out of breakfast clubs in primary schools on a national scale.
- 3.4.4 Tables 5 and 6 below show the Ofsted outcomes for PVI settings. The number of early years settings (excluding childminders) that are judged less than Good by Ofsted has decreased by 7.2% since last year's report. The number of childminders that are judged less than Good by Ofsted has remained similar to last year.



**Table 5: Brent PVI Outcomes**

Ofsted Result	PVIs in Jan 2025	% by Outcomes for all providers	% for providers with Quality Judgement	PVIs in Feb 2025	% by Outcomes for all providers	% for providers with Quality Judgement	Trend compared to previous month (Overall)	Trend compared to previous month (Quality)
Outstanding	7	6.3%	7.7%	7	6.2%	7.5%	➡	➡
Good	83	74.8%	91.2%	83	73.5%	89.2%	➡	➡
Requires Improvement	2	1.8%	2.2%	2	1.8%	2.2%	➡	➡
Inadequate	0	0.0%	0.0%	1	0.9%	1.1%	⬆	⬆
Met	0	0.0%		0	0.0%		➡	
Not met	0	0.0%		0	0.0%		➡	
New Provider	17	15.3%		18	15.9%		⬆	
ISI Inspection	2	1.8%		2	1.8%		➡	
<b>Total</b>	<b>111</b>			<b>113</b>				
<b>Total providers with quality judgement (Outstanding, Good, Requires Improvement, Inadequate)</b>	<b>91</b>			<b>93</b>				

**Table 6: Brent Childminder Outcomes**

Ofsted Result	Childminders in Jan 2025	% 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	6	5.0%	8.1%	5	4.2%	6.8%	⬇	⬇
Good	66	55.0%	89.2%	66	55.5%	90.4%	➡	➡
Requires Improvement	2	1.7%	2.7%	2	1.7%	2.7%	➡	➡
Inadequate	0	0.0%	0.0%	0	0.0%	0.0%	➡	➡
Met	30	25.0%		31	26.1%		⬆	
Not Met	3	2.5%		3	2.5%		➡	
New Provider	13	10.8%		12	10.1%		⬇	
<b>Total</b>	<b>120</b>			<b>119</b>				
<b>quality judgement (Outstanding, Good, Requires Improvement,</b>	<b>74</b>			<b>73</b>				

3.4.5 As reported to Community and Wellbeing Scrutiny Committee in the report dated 18 September 2024, 'Early years provision and progress towards meeting the expansion of childcare entitlements', PVIs face many challenges in the current climate, including:

- Recruitment and retention of high-quality staff
- Cost of living increases
- An increasing number of children with additional and more complex needs
- Barriers to staff training including the costs associated with releasing staff to attend training
- Understanding the Ofsted framework requirements to reach at least 'good'

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



- Access DfE support and training
- Increase capacity through passing on increased funding rates
- Deliver high quality provision through restricting funding for settings that are judged to be inadequate as set out in the provider agreement.

### 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 (sometimes referred to as ‘School Readiness’). In December 2024 the government’s ‘Plan for Change’ was launched. This plan includes the ambition that 75% of children will achieve the GLD by 2028. The Brent score, shown in Table 7, for all children is just below the present national comparator.

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

EYFS - % attaining GLD - 2023/24				
	Cohort	LA	National	GAP
All Pupils	3564	67.0%	67.7%	-0.7%

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 and

children on SEN support all performed above their national equivalents. Children with an Education, Health and Care Plan performed below their national equivalent.

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

Pupil Groups	Headline
All Pupils	67.0% of children achieved a GLD compared to 67.7% nationally.
Sex	More girls (72.6%) achieved GLD than boys (62.0%). This is a difference of 10.6%
Disadvantaged *	57.3% of disadvantaged children achieved GLD compared to 51.7% nationally.
EAL**	65.6% of children with EAL achieved GLD compared to 63.7% nationally.
SEN Support***	29.2% of children with SEN Support achieved GLD compared to 25.0% nationally.
EHCP****	2.3% of children with an EHCP achieved GLD compared to 3.9% 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 for children with SEND

### 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, shown in Table 9, in phonics are 1.4% below the national comparator.

**Table 9: Phonics Brent Headline Data**

Phonics Year 1 - % attaining Working At - 2023/24			
	Cohort	LA	National
All Pupils	3645	78.8%	80.2%
			GAP -1.4%

3.7.2 Table 10 provides an analysis of the data by groups. Disadvantaged children and children on SEN support achieved higher than their national equivalents. Children with EAL and children with an EHCP achieved slightly but not significantly lower than their national equivalents.

**Table 10: Phonics Headline Summary Table**

Pupil Groups	Headline
All Pupils	78.8% of children passed the phonics test compared to 80.2% nationally.

Sex	More girls (81.9%) passed the phonics test than boys (75.7%). This is a difference of 6.2%
Disadvantaged *	72.4% of disadvantaged children passed the phonics test compared to 68.2% nationally
EAL**	77.3% of children with EAL passed the phonics test compared to 79.8% nationally.
SEN Support***	62.5% of children with SEN Support passed the phonics test compared to 51.6% nationally.
EHCP****	19.6% of children with an EHCP passed the phonics test compared to 20.2% 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 for children with SEND

### 3.8 Pupil Attainment – Key Stage 1

3.8.1 When the Department for Education responded to the 2017 primary assessment consultation, it stated that end of Key Stage 1 (KS1) assessments would become non-statutory once the first cohort to take the statutory Reception Baseline Assessment (RBA) had reached the end of KS1. 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 became non-statutory from the 2023/24 academic year onwards and are not included in this report as previously.

### 3.9 Pupil Attainment – Key Stage 2

3.9.1 At the end of Key Stage 2 (KS2) pupils complete national curriculum tests in English grammar, punctuation and spelling, English reading and mathematics. There is no test for English writing, which is based on teacher assessment.

3.9.2 Table 11 provides headline data that shows that Brent children achieved above national in all measures except writing (-0.1%).

**Table 11: Key Stage 2 Headline Data**

KS2 - % of pupils achieving the expected standard in 2023/24													
	Cohort	RWM			Reading			Writing			Maths		
		LA	National	GA P	LA	National	GA P	LA	National	GA P	LA	National	GA P
All Pupils	3570	64.0 %	61.3%	2.7 %	75.9 %	75.1%	0.8 %	72.3 %	72.4%	-0.1 %	79.6 %	73.7%	5.9 %

3.9.3 Table 12 provides an analysis of the data by pupil groups. For Reading, Writing and Maths combined, all groups achieved higher than their national equivalents apart from children with EAL. This was due to lower achievement compared to national equivalents for this cohort in writing.

**Table 12: Key Stage 2 Summary Table**

<b>Pupil Groups</b>	<b>Headline – Reading, Writing and Maths</b>
All Pupils	64.0% of children achieved the expected standard compared to 61.3% nationally.
Sex	More girls (68.7%) achieved the expected standard than boys (59.8%). This is a difference of 8.9%
Disadvantaged	54.7% of disadvantaged children achieved the expected standard compared to 46.1% nationally.
EAL	63.0% of children with EAL achieved the expected standard compared to 64.5% nationally.
SEND Support	38.0% of children with SEN Support achieved the expected standard compared to 25.8% nationally.
EHCP	14.5% of children with an EHCP achieved the expected standard compared to 8.8% nationally.

<b>Pupil Groups</b>	<b>Headline – Reading</b>
All Pupils	75.9% of children achieved the expected standard compared to 75.1% nationally.
Sex	More girls (79.4%) achieved the expected standard than boys (72.9%). This is a difference of 6.8%
Disadvantaged	68.1% of disadvantaged children achieved the expected standard compared to 63.1% nationally.
EAL	74.1% of children with EAL achieved the expected standard compared to 74.5% nationally.
SEND Support	54.9% of children with SEN Support achieved the expected standard compared to 48.1% nationally.
EHCP	24.0% of children with an EHCP achieved the expected standard compared to 19.4% nationally.

<b>Pupil Groups</b>	<b>Headline – Writing</b>
All Pupils	72.3% of children achieved the expected standard compared to 72.4% nationally.
Sex	More girls (79.0%) achieved the expected standard than boys (66.3%). This is a difference of 12.7%
Disadvantaged	63.9% of disadvantaged children achieved the expected standard compared to 59.1% nationally.

EAL	72.2% of children with EAL achieved the expected standard compared to 74.3% nationally.
SEND Support	49.6% of children with SEN Support achieved the expected standard compared to 36.3% nationally.
EHCP	18.1% of children with an EHCP achieved the expected standard compared to 12.4% nationally.

Pupil Groups	Headline – Maths
All Pupils	79.6% of children achieved the expected standard compared to 73.7% nationally.
Sex	More girls (80.9%) achieved the expected standard than boys (78.4%). This is a difference of 2.5%
Disadvantaged	71.6% of disadvantaged children achieved the expected standard compared to 59.6% nationally.
EAL	80.0% of children with EAL achieved the expected standard compared to 79.1% nationally.
SEND Support	61.7% of children with SEN Support achieved the expected standard compared to 44.3% nationally.
EHCP	26.7% of children with an EHCP achieved the expected standard compared to 17.4% 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 13 shows the KS4 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.

KS4 - All pupils 2023/24													
Cohort	Progress 8			Attainment 8			English & Maths 5+			EBacc APS			
	LA	National	GAP	LA	National	GAP	LA	National	GAP	LA	National	GAP	
All Pupil	3235	0.58	-0.02	0.60	51.6	46.2	5.4	55.7%	46.3%	9.4%	4.82	4.10	0.72

Table 13: Key Stage 4 Headline Data

### 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 14 shows that Brent pupil groups performed above national equivalents in all pupil groups.

**Table 14: Progress 8**

Pupil Groups	Headline – Progress 8
All Pupils	0.58 compared to –0.02 nationally.
Gender	Female 0.77 Male 0.40
Disadvantaged	0.20 compared to –0.57 nationally
EAL	0.72 compared to 0.52 nationally
SEND Support	0.27 compared to -0.44 nationally
EHCP	-0.86 compared to -1.13 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 15 shows that Brent pupil groups performed above national equivalents in all pupil groups.

**Table 15: Attainment 8**

Pupil Groups	Headline – Attainment 8
All Pupils	51.6 compared to 46.2 nationally
Gender	Female 53.7 Male 48.5
Disadvantaged	42.8 compared to 34.7 nationally
EAL	50.7 compared to 49.8 nationally
SEND Support	39.7 compared to 33.2 nationally
EHCP	16.6 compared to 14.2 nationally

- A **Grade 5** is a strong pass. Table 16 shows that all Brent pupil groups performed above national equivalents in English and Maths.

**Table 16: English and Maths 5+**

Pupil Groups	Headline – English and Maths 5+
All Pupils	55.7% compared to 46.3% nationally
Gender	Female 57.4% Male 48.7%
Disadvantaged	38.6% compared to 26.0% nationally
EAL	53.4% compared to 51.8% nationally
SEND Support	32.7% compared to 21.7% nationally
EHCP	9.5% compared to 7.0% 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 GCSE; Science: 2 or 3 GCSEs; Language: 1 GCSE (modern language or an ancient language) and Humanities: 1 GCSE (History or Geography). This applied to 2129 young people of a total cohort of 3226 in 2022/23.

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

**Table 17: English Baccalaureate**

Pupil Groups	Headline – EBacc APS
All Pupils	4.82 compared to 4.10 nationally
Gender	Female 5.01 Male 4.28
Disadvantaged	3.95 compared to 3.00 nationally
EAL	4.77 compared to 4.56 nationally
SEND Support	3.50 compared to 2.80 nationally
EHCP	1.40 compared to 1.15 nationally

### 3.11 Pupil Attainment – Key Stage 5

3.11.1 The same level of group analysis is not released by the DfE, in comparison to other tests and examinations, for A Level results. However, headline results are favourable compared to national.

**Table 18: Key Stage 5 Headline Data**

Key Stage 5 (GCE/A Level ) Headline Data 2023/24										
	Cohort	A Level - Best 3 APS			AAB %			A*-C and Level 3 Maths and Eng %		
		LA	National	GAP	LA	National	GAP	LA	National	GAP
All Pupils	1089	37.59	35.08	2.63	22.1	17.1	6	38.8	26.2	13

### 3.12 Ensuring education access is fair and equal



- 3.12.1 Brent is one of the most culturally diverse areas in England. The dynamic mix of communities 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 (18.9%), White British (8.8%), White Eastern European (7.2%), Black Somali (6.1%), Black Caribbean (4.7%), Asian Pakistani (3.5%) and Afghan (3%). Undefined ethnic groups include Other – Any Other (6%), Asian – Other Asian (4.5%) and White – White Other (3.3%) (Source: January 2024 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 2023/24, the proportion of Brent pupils in primary and secondary schools who are classed as disadvantaged is 24%, below the national figure of 25% and the total London average of 27% (based on free school meals/pupil premium allocations). This is in part because not all families on benefits whose children are eligible for free school meals apply. In autumn 2024, the local authority commenced a system of automatically enrolling eligible children for free school meals to ensure these children were benefitting from both free school meals and pupil premium funding through their schools and to better reflect what is considered to be a somewhat hidden problem.
- 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 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 compared to 6% in the overall population of Brent (Census 2021). The previous focus to improve the attainment of Boys of Black Caribbean Heritage continues to be monitored. However, this data is not in the public domain and is therefore provided as a confidential attachment.

3.12.7 In the academic year 2023-24 the Brent Schools Partnership delivered, 'Leading from the Top: Driving Change with an Anti-racist Approach' training with places for headteachers or deputy headteachers funded by the local authority. 'Leading from the Top' was a six-part course that offered all school and setting leaders free access to training to help share anti-racist knowledge and best practice within the Brent community. It built 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. Two sessions of 'Leading from the Top' were delivered to governors and the theme continued at the annual conference for Brent governors in June 2024.

3.12.8 Building on this approach, the Brent Schools Race Equality Programme was launched on December 6<sup>th</sup>, 2024. It is a free offer available to all Brent schools. The aims of the project are aligned to the Council's priorities and include the following:

- To embed an anti-racist culture in all schools in Brent
- Every school to have an anti-racist policy that is widely understood, constructed with, and supported by all stakeholders
- All schools are supported to significantly reduce overall exclusions and ultimately put an end to disproportionality by ethnicity
- To significantly increase the attainment of underperforming ethnic groups
- For every school to have an inclusive and anti- racist curriculum in place which positively represents its community
- For equalities teaching for pupils to be embedded in the whole curriculum model
- To further develop staff confidence in recognising and challenging racist behaviour

3.12.9 The programme is composed of 3 elements:

- 1) An Enhanced Programme for schools that participate in the Leeds Beckett University Anti- Racism School Award, which focuses on the following six areas: *Governance, Leadership & Management; School Environment; Professional Learning & Development; Hidden Curriculum; Pedagogy & Curriculum; Parent/Carers & Community Partnerships*. This kite mark is supported by coaching visits and online communities of

support provided by Leeds Beckett over 2 years. 41 schools registered for the Enhanced Leeds Beckett Anti- Racist School Award Programme (29 primary schools, 2 nursery schools, 9 secondary schools and one special school).

- 2) A Universal Programme that is a free offer for all schools, comprising free central staff and governor training, access to a Leeds Beckett University curated research and resource library and attendance of a good practice conference in Spring 2026 for Race Equality Leads and headteachers. 10 schools have signed up for the Universal Programme (9 primary schools and 1 secondary school).
- 3) Research, evaluation and the creation of a good practice guidance document for Brent Schools by the Leeds Beckett University, Centre for Race Education and Decoloniality (CRED).

#### **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.

## **9.0 Communications Considerations**

9.1 There are no communications considerations related to this report.

### **Report sign-off:**

*Nigel Chapman*

Corporate Director Children, Young People and Community Development