

ITEM NO: **7**

Children and Families
Overview and Scrutiny Committee
29 April 2009



Annual Education Standards Report 2007/08

Systems & Information Service Unit
Children & Families Department

DRAFT: March 2009

1.0 Executive Summary

- 1.1 This report outlines key trends in educational standards at the end of the Early Years Foundation Stage (EYFS) and at Key Stages 1, 2, 3, 4 and 5 for the academic year 2007-08.
- 1.2 It should be noted that except for the EYFS and Key Stage 1, all analyses in this report commenting on tests and examinations are based on unvalidated data. It is usually the case that when validated data is published, performance at Key Stage 2, for example, rises by about two percentage points in English.
- 1.3 This report focuses on achievement in English and mathematics, reflecting the national focus on these areas and in order to reduce the length of this report.
- 1.4 The most significant messages are:
- Brent's performance relative to national averages is increasingly strong at each key stage, reflecting the good progress made by most pupils over time. We start with results well below national averages at the end of EYFS but by the end of Key Stage 4 they are well above.
 - Attainment at Key Stage 1 continued a downward trend, except at Level 3.
 - Attainment at Key Stage 2 in English appears to have fallen, but this conclusion is based on incomplete unvalidated data. It is likely that Brent's performance will be close to the national average when data is finalised.
 - Attainment at Key Stage 2 in mathematics has risen since 2007, and is just below the national average. When data is finalised, Brent's performance is likely to be in line with the national average.
 - Attainment at Key Stage 3 appears to have improved in English and mathematics. However, as data is incomplete and unreliable at present, it is not possible to draw firm conclusions about performance.
 - Attainment at Key Stage 4 has continued to improve and Brent's results are well above national averages.
 - Trends in performance, when analysed for specific groups (for example, by free school meals (FSM), gender and ethnicity), remain largely unchanged from previous years and from one key stage to the next. However, at Key Stage 4, the gap in performance between non-FSM students narrowed considerably between 07 and 08 on the 5+ A*-C GCSE measure including English and mathematics.

2.0 The Brent context

- 2.1 Brent is the most diverse local authority area in England and its pupils reflect that diversity. Many pupils enter Brent schools as new arrivals to the country and in many cases all or most of their previous education has been in their home language. Some pupils have no history of previous education.
- 2.2 Patterns of migration into Brent often differ from year to year, but recently the most significant trend has been an increasing number of Somali heritage pupils. To reflect this, for the first time in report we make specific reference to the achievement of Somali pupils.

3.0 Summary of assessments

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

Key Stage	Age at end of key stage	Assessment	Expectation
Early Years Foundation Stage (EYFS)	5	Practitioners observe children's development across a range of areas and complete the Foundation Stage Profile (FSP) at the end of Reception	<p>Children are working securely within the Early Learning Goals.</p> <p>One of the two key statutory targets for the LA is based on the percentage of children achieving 78+ points across all areas of learning with at least 6+ in each strand of Communication, Language and Literacy (CLL) and in Personal, Social and Emotional Development (PSED).</p> <p>The other statutory LA target relates to the narrowing of the gap between the achievement of the lowest performing 20% of children and the rest.</p>
Key Stage 1	7	Teachers assess pupils' attainment in reading, writing, mathematics and science using National Curriculum levels and sub-levels	<p>Children achieve at least Level 2.</p> <p>Attainment at Level 2b+ is a key predictor of attainment at Level 4+ at the end of Key Stage 2.</p>
Key Stage 2	11	Tests in English, mathematics and science using National Curriculum levels	<p>For 2008, schools and the LA set statutory targets based on the percentage of pupils achieving at least Level 4 in English and in mathematics</p> <p>From 2009, schools and the LA have set statutory targets based on:</p> <p>Level 4+ in English <u>and</u> mathematics combined</p> <p>2 levels of progress from Key Stage 1 in English and in mathematics</p>

Key Stage	Age at end of key stage	Assessment	Expectation
Key Stage 3	14	Teacher assessment only (from 2009) in English, mathematics and science using National Curriculum levels	<p>For 2008, schools and the LA set statutory targets based on the percentage of pupils achieving at least Level 5 in English, mathematics and science.</p> <p>Statutory targets for 2009, already set by schools, have now been withdrawn.</p> <p>The expectation from 2009, based on teacher assessment is:</p> <p>Level 5+ in English <u>and</u> mathematics(combined)</p> <p>Level 5+ in science</p> <p>2 levels of progress from Key Stage 2</p>
Key Stage 4	16	GCSE examinations or equivalent	<p>5+ A*- C grades (including English <u>and</u> mathematics) at GCSE: statutory target for schools and the LA</p> <p>5+ A*-C grades (any subject) at GCSE</p> <p>At least 1+ A* - G grades at GCSE</p> <p>The equivalent of 4 levels of progress from Key Stage 2 (likely to become a statutory target)</p>
Key Stage 5	18	<p>Students follow courses at:</p> <ul style="list-style-type: none"> • Level 1 (qualifications equivalent to 5 GCSEs D-G) • Level 2 (qualifications equivalent to 5 GCSEs A*-C) • Level 3 (qualifications equivalent to two A levels A-E) 	<p>No statutory targets; National Indicators set out expectations of LAs for achievement at the different levels.</p> <p>The LA sets targets for Level 3 Average Points Score per learner, Level 3 APS per entry and ALPS value-added grade.</p> <p>The LA will also set targets for completion rates from next year.</p>

- 3.2 Where possible, Brent data is compared with national data on standards and on progress. Although the overall results for Brent are in some cases at or near national averages, these can mask wide variations, both in pupils' standards and in their rates of progress. The widest variations are between looked after children and others, pupils entitled to free school meals (FSM) and the rest, between boys and girls, between different ethnic minority groups and in some cases between boys and girls within ethnic minority groups. There are also differences from school to school in the standards and the progress of specific groups of pupils.
- 3.3 We are presenting Key Stage 5 data for the first time in this report. This is the last year that Key Stage 3 results based on tests will be presented in this report as pupils are no longer required to sit end of Key Stage 3 tests, with effect from 2009.

4.0 Early Years Foundation Stage (EYFS)

- 4.1 EYFS practitioners carry out observations and assessments of pupils in nursery and reception classes across six areas of learning. At the end of the EYFS, teachers record their judgements on pupils' attainment in the Foundation Stage Profile. This information is not currently used as an indicator of potential or as a baseline for future key stage assessments. A nine-point scale is used to assess each strand of each area of learning. Children with six or more points in all scales are working securely within the Early Learning Goals.
- 4.2 There are 13 assessment areas covering the six areas of learning, namely Personal, Social, and Emotional Development; Communication, Language and Literacy; Problem-solving, Reasoning and Numeracy; Knowledge and Understanding of the World; Physical Development; Creative Development.
- 4.3 The reporting system for the EYFS has taken some time to become embedded. The 2008 results, in comparison with those in previous years, are much more secure, as is the case nationally.

Attainment at the end of EYFS: key messages

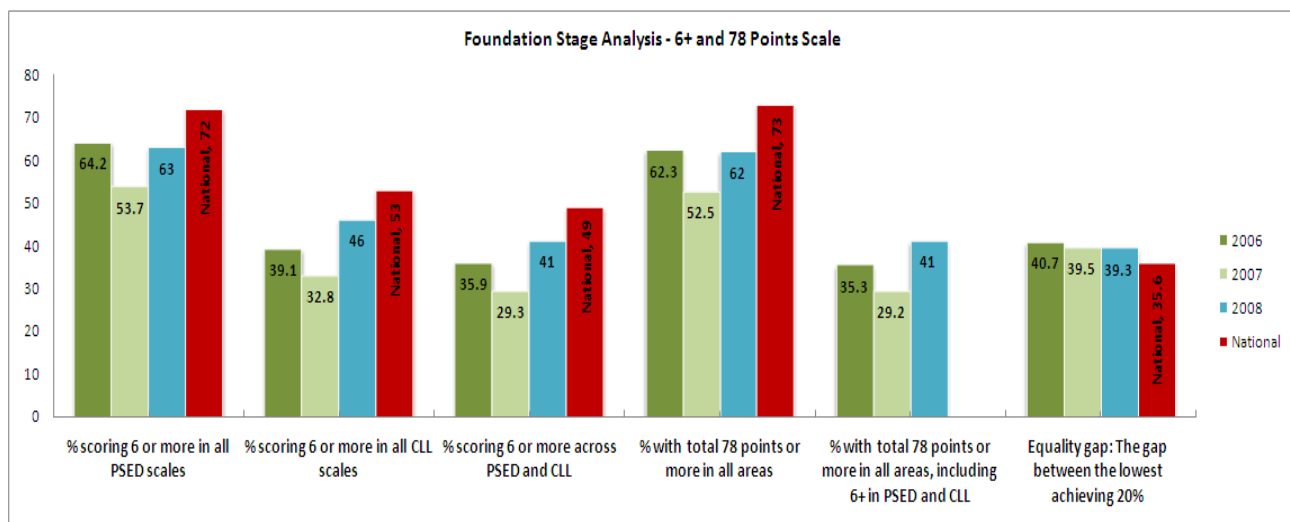
- **Attainment against the key measure of 78 + points overall, including 6+ in both PSED and CLL, improved significantly in 2007/08 although it was still below the national average. However, Brent's results on this measure are now in line with results for the region.**
- **The gap in attainment between the lowest performing pupils and the rest was reduced by 1 percentage point but was still wider than the gap nationally.**
- **All of the attainment gaps in respect of FSM, gender, and ethnicity are already in evidence at the end of the EYFS.**

4.4 Analysis of attainment at the end of EYFS

- 4.5 In 2008, there was a rise of 9.3% points in the percentage of children scoring 6+ points in PSED, although Brent's performance was still 10% points below the national average on this measure. There was a rise of 13.2% points in CLL to 46% points, bringing Brent to 8% points below the national average on this measure.

4.6 The percentage of children scoring 78+ points across all areas of learning, including 6+ in each strand of CLL and PSED, rose significantly (from 29.2% in 2007 to 41% in 2008). Although Brent's performance was still below the national average (49%), the improvement brought us back into line with performance across the region. The previous year's result was largely because of insecure assessment rather than very low performance by our children. Assessment in 2008 was a much more reliable reflection of children's performance.

4.7 The gap in attainment between the lowest performing 20% of pupils and the rest was reduced by 0.2% points to 39.3%, but this gap was still wider than the national gap of 35.6%.



Foundation Stage Measure	2006	2007	2008	National
% scoring 6 or more in all PSED scales	64.2	53.7	63	72
% scoring 6 or more in all CLL scales	39.1	32.8	46	53
% scoring 6 or more across PSED and CLL	35.9	29.3	41	49
% with total 78 points or more in all areas	62.3	52.5	62	73
% with total 78 points or more in all areas, including 6+ in PSED and CLL	35.3	29.2	41	
Equality gap: The gap between the lowest achieving 20%	40.7	39.5	39.3	35.6

4.8 The table below shows the performance of specific groups based on the key measure of 6+ in all strands of PSED and CLL and 78+ points across all areas of learning. The table indicates that:

- the attainment of non-FSM pupils was well above that of FSM pupils
- girls performed much better than boys
- the attainment of Asian Indian and White British pupils was well above the Brent average whereas that of all other major ethnic groups was below or well below.

What are these colours?
above Brent average
below average
in line with Brent

Group	% Achieving PSE & CLL 6+ and 78 points
FSM	31
No FSM	44
Male	34
Female	47
Asian or Asian British, Indian Heritage	52
Asian or Asian British, Pakistani Heritage	35
Black or Black British, African Heritage	33
Black or Black British, Caribbean Heritage	39
Black or Black British, Somali Heritage	28
White, British Heritage	55
White, Other Heritage	36
Brent Average	41

5.0 Key Stage 1

5.1 Pupils are expected to achieve at least Level 2 at the end of Key Stage 1. Since 2005, teacher assessments, not test results, have been reported for reading, writing, mathematics and science.

5.2

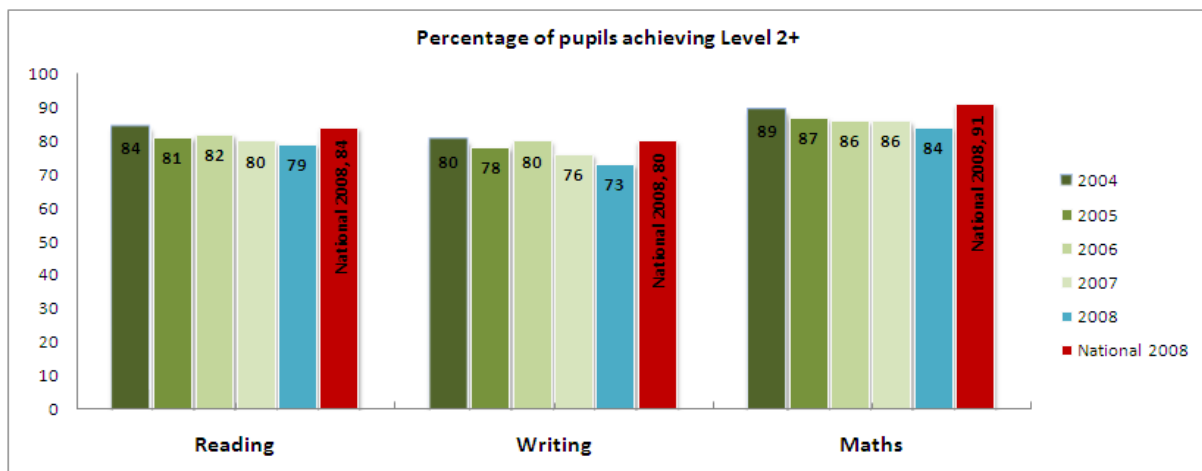
Attainment at Key Stage 1: key messages

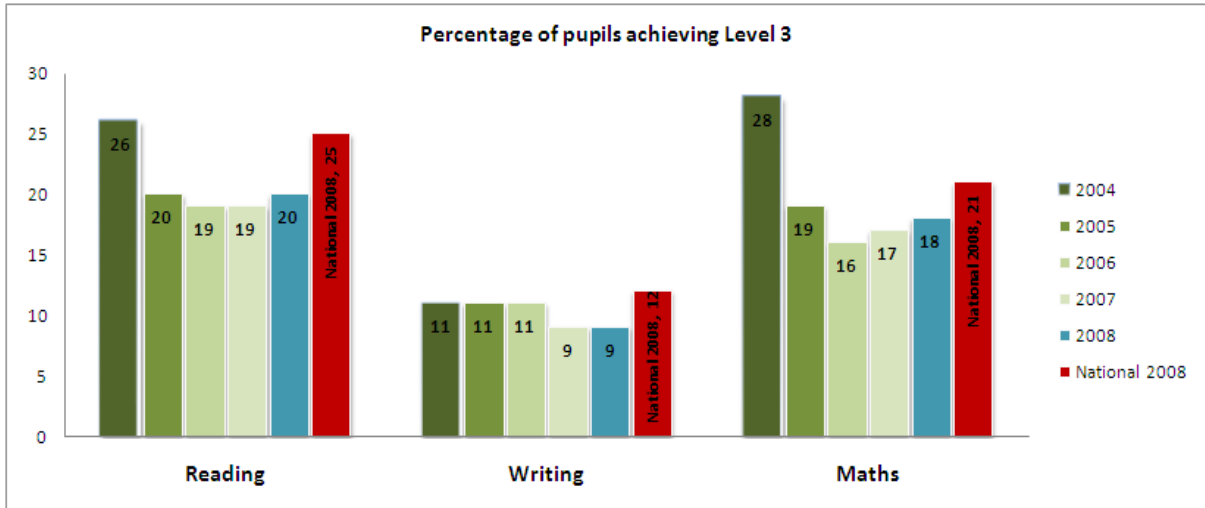
- **Attainment at Level 2+ in reading, writing and mathematics fell in 2007/08 and the gaps widened between Brent and national averages. There has been a continuing downward trend in performance since 2004.**
- **Attainment at Level 3 improved.**
- **Girls' attainment continued to be above that of boys across all areas except mathematics at Level 3.**
- **Girls from most ethnic groups performed better than boys in most areas.**
- **The attainment of FSM pupils continued to be below that of non-FSM pupils.**
- **The attainment of Asian Indian and White British pupils was above Brent averages, whilst that of Asian Pakistani, Somali and White Other pupils was below Brent averages.**

- Average point scores for Brent pupils across the three areas were below national averages and the gaps between Brent and national averages widened.

Headline trends: percentage of pupils achieving Level 2+, 2b and 3 in reading, writing and mathematics

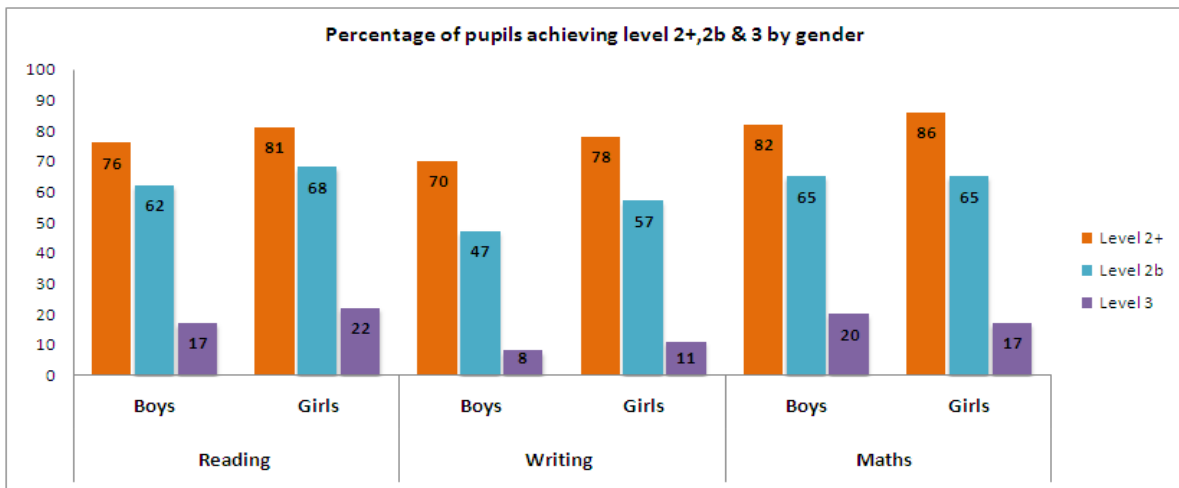
- 5.2 Attainment at Level 2+ (the key national benchmark) in reading, writing and mathematics was below national averages and was lower than in 2007. There was a fall of 1% point in reading, 3% points in writing and 2% points in mathematics. The gap between Brent's performance and the national average increased to 5% points in reading, 7% points in writing and 7% points in mathematics.
- 5.3 Attainment at Level 2B+ followed a similar pattern. The gap between Brent's performance and the national average remained at 6% points in reading, and increased to 6% points in writing and 9% points in mathematics.
- 5.4 Attainment at Level 3 rose in 2008, contrary to the national trend. The percentage of pupils achieving Level 3 increased by 1% point in both reading and mathematics. There was no change in performance in writing. These results, however, were still below national averages.
- 5.5 The following charts show the attainment of pupils in Brent from 2004 to 2008; the 2008 results are compared with the 2008 national averages.





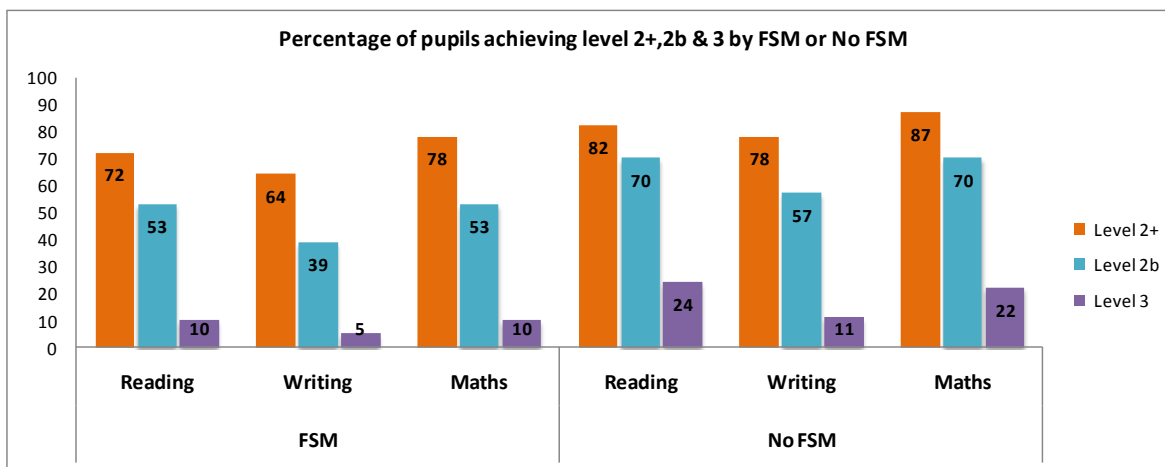
5.6 Gender

The attainment of girls continued to be higher than that of boys at all levels and in all three areas except for Level 3 in mathematics.



5.7 Free school meals (FSM)

5.8 The attainment at Level 2+ and at Level 2B in all three areas of non-FSM pupils was well above that of FSM pupils. The differences were even greater at Level 3. In all three areas, the percentage of non-FSM pupils who achieved Level 3 was more than double the percentage of FSM pupils achieving Level 3.



5.9 Ethnicity

The table below shows the percentage of pupils from the largest ethnic groups in Brent schools who achieved Level 2 or above.

The attainment of Asian Indian and White British pupils was above Brent averages across all three subject areas, whilst that of Asian Pakistani, Somali and White Other pupils was below. Both Black African and Black Caribbean pupils performed below Brent averages generally, but Black African pupils performed in line with the Brent average in reading.

What are these colours?
above Brent average
below average
in line with Brent

2008	Reading	Writing	Maths	Number*	%
Asian or Asian British, Indian heritage	85	82	91	399	13
Asian or Asian British, Pakistani heritage	75	72	81	192	6
Black or Black British, African heritage	79	70	81	495	17
Black or Black British, Caribbean heritage	77	67	81	339	11
Black or Black British, Somali heritage	73	62	77	261	9
White, British heritage	87	82	90	348	12
White, other heritage	66	63	76	278	9
Brent	79	73	84		
National	84	80	90		

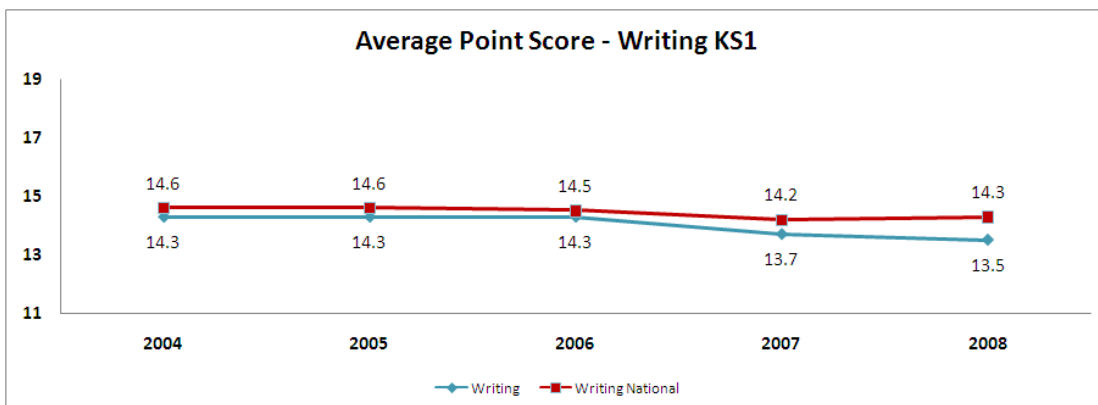
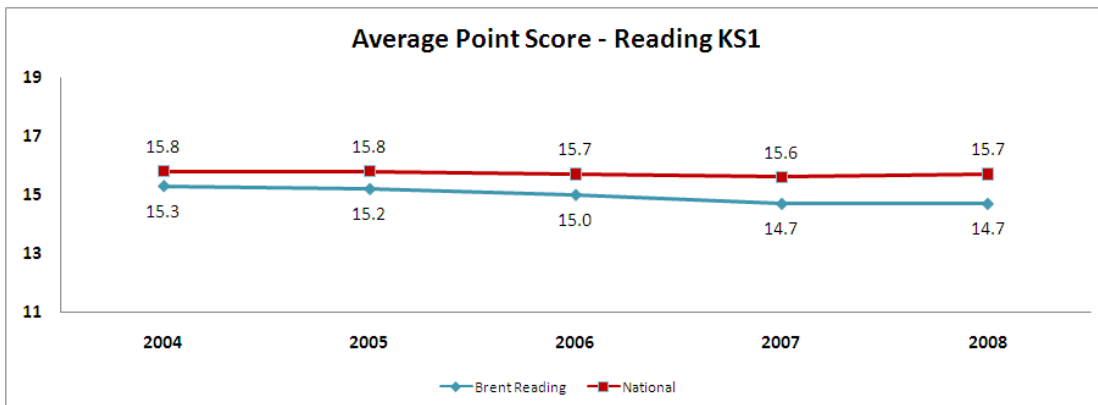
5.10 Ethnicity & Gender

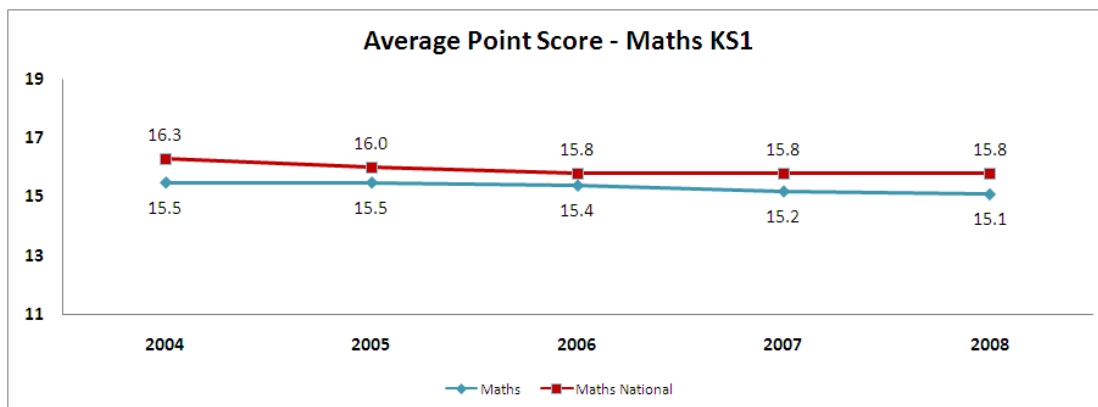
The attainment of girls from all ethnic groups was above or in line with that of boys in all subjects with two exceptions: White British boys performed better than girls in mathematics, and Somali boys performed better than girls in reading.

2008	Percentage achieving level 2+					
	Reading		Writing		Maths	
	Girls	Boys	Girls	Boys	Girls	Boys
Asian or Asian British, Indian heritage	88	83	85	80	93	89
Asian or Asian British, Pakistani heritage	78	72	77	66	84	77
Black or Black British, African heritage	80	78	73	67	81	81
Black or Black British, Caribbean heritage	81	73	71	62	83	79
Black or Black British, Somali heritage	72	74	67	58	77	77
White, British heritage	87	87	84	80	89	91
White, other heritage	69	62	66	59	77	76
Brent	81	76	76	69	85	82

5.11 Average Point Scores

Average point scores for Brent pupils across reading, writing and mathematics were below national averages and the gaps between Brent and national averages widened.





5.12 Low performing schools

The DCSF has not set a “floor target” for schools at Key Stage 1. The LA judges a low performing schools to be one where performance is significantly below national averages in reading, writing or mathematics.

In 2008, there were twelve low performing schools for reading (twelve in 2007); fifteen for writing (sixteen in 2007) and six for mathematics (two in 2007).

6.0 Key Stage 2

6.1 At age 11 pupils sit end of key stage tests in English, mathematics and science as well as being awarded teacher assessed levels. The statutory targets for 2008 for this key stage were based on the percentage of pupils achieving Level 4+ in English and in mathematics, as measured by test results.

6.2 From 2009, schools set statutory targets for this key stage which were based on the percentage of pupils gaining Level 4 in English and mathematics combined and on the percentage of pupils making at least two levels of progress in English and in mathematics from Key Stage 1 to Key Stage 2.

6.3 Due to errors in marking of the Key Stage 2 tests, and lost scripts, there has been considerable delay in the publication of data. The consequence of this is that validated data is still not available. Any comparisons are therefore based on unvalidated data.

6.4

Based on unvalidated data:

Attainment at Key Stage 2: key messages

- Attainment at Level 4+ in English was 2% points lower than in 2007, and 3% points below the national average.
- Attainment at Level 4+ in mathematics was 2% points higher than in 2007 and only 1% point below the national average.
- Attainment at Level 4+ on the English and mathematics combined measure fell by 1% point and was 3% points below the national average.
- Reflecting the national pattern, girls’ attainment at Level 4+ in English was much better than that of boys.
- Non-FSM pupils performed better than FSM pupils
- The attainment of Asian Indian and White British pupils was above the Brent average in both English and mathematics. The attainment of Somali pupils was particularly low.

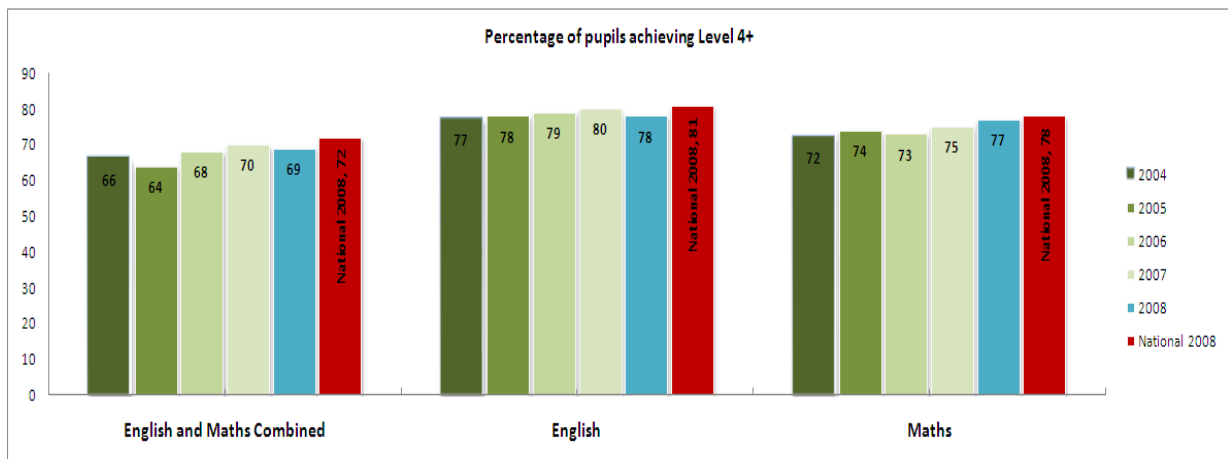
6.5 **Headline trends: percentage of pupils achieving Level 4+ in English and mathematics, and in English and mathematics combined**

6.6 The following charts show the attainment of pupils in Brent from 2004 to 2008; the 2008 results are compared with the 2008 national average.

6.7 Based on unvalidated data, attainment at Level 4+ in English was 2% points lower than in 2007, and 3% points below the national average. Usually, Brent results rise by 2% points when data is validated. This means that Brent's validated result is likely to be close to the national average.

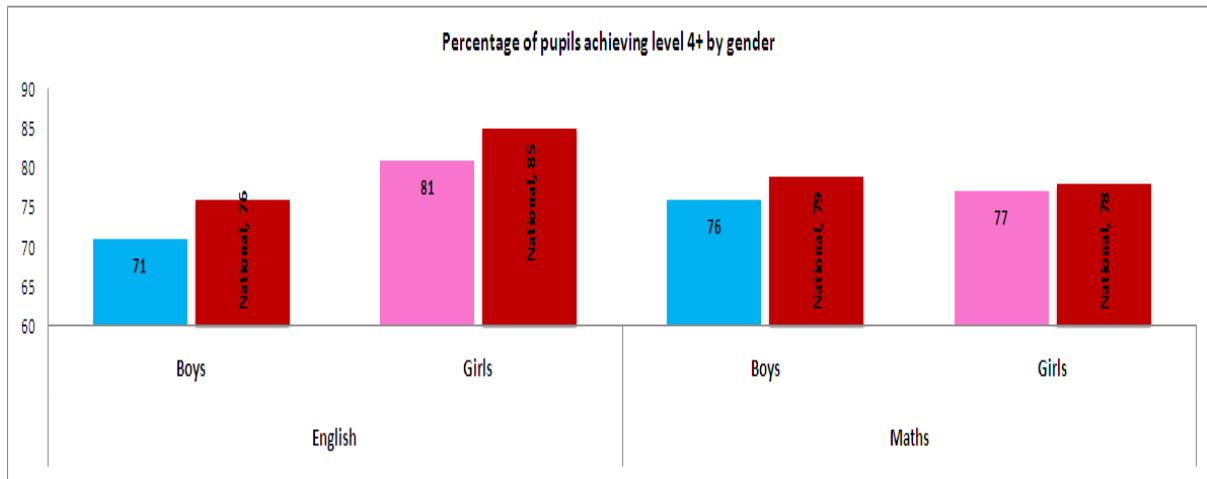
6.8 Attainment at Level 4+ in mathematics was 2% points higher than in 2007 and only 1% point below the national average. Usually, Brent results rise by 1% point when data is validated. This should bring Brent into line with the national average.

6.9 On the measure of English and mathematics combined, the percentage of pupils achieving Level 4+ decreased by one percentage point to 69%. Attainment was 3% points below the national average. However, this conclusion is based on unvalidated data. In addition, the data is incomplete: the data for two schools is not yet available.



6.10 Gender

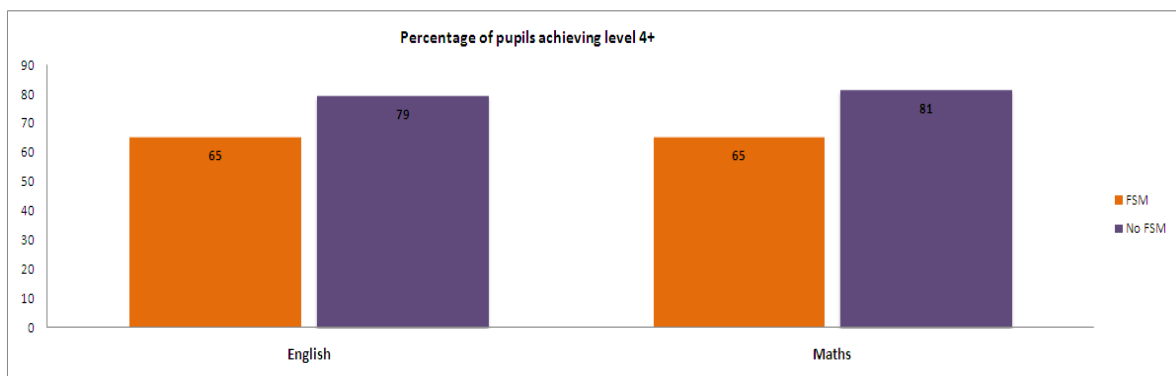
The attainment of girls was much better than that of boys in English, in line with the national pattern. This difference was much less marked in mathematics, where girls performed slightly better than boys, in contrast to the national picture. It should be noted that these conclusions are again based on unvalidated data.



6.11 Free school meals

As at Key Stage 1, there were considerable differences in attainment between FSM and non-FSM pupils.

The performance of non-FSM pupils at Level 4+ was well above that of FSM pupils in both English and mathematics.



6.12 Ethnicity

The table below shows the percentage of pupils achieving Level 4 or above in each of the key ethnic groups in Brent (unvalidated data).

In English, the attainment of Asian Indian, Pakistani and White British pupils was above the Brent average. The attainment of Asian Indian and White British pupils was above the Brent average in mathematics. The performance of all other heritage groups was below the Brent averages. The attainment of Somali pupils was particularly low.

What are these colours?
above Brent average
below average
in line with Brent

2008	E L4+	M L4+	Number	%
Asian or Asian British, Indian heritage	79	84	429	14
Asian or Asian British, Pakistani heritage	79	71	191	6
Black or Black British, African heritage	71	69	495	16
Black or Black British, Caribbean heritage	75	70	389	13
Black or Black British, Somali heritage	59	61	227	8
White, British heritage	87	89	383	13
White, other heritage	67	76	249	8
Brent	76	77		
National	81	78		

6.13 Ethnicity and gender

The table below shows the percentage of pupils achieving Level 4 or above for key ethnic groups split by gender.

Girls from all ethnic groups performed better than boys in English. The attainment of Asian Indian, Black Caribbean and White British girls was above the Brent averages. That of Black African, Somali and White Other girls was below. The attainment of Black African, Black Caribbean, Somali and White Other boys was below the Brent averages, with that of Somali boys particularly low.

In mathematics, the attainment of both Asian Indian and White British boys and girls was above the Brent averages. The attainment of both boys and girls of all other groups was below. Within these latter groups however, Asian Pakistani and Somali boys performed better than girls, and Black Caribbean girls better than boys.

2008	Percentage achieving level 4+			
	English		Maths	
	Girls	Boys	Girls	Boys
Asian or Asian British, Indian heritage	83	75	84	83
Asian or Asian British, Pakistani heritage	81	77	67	75
Black or Black British, African heritage	76	66	68	70
Black or Black British, Caribbean heritage	83	66	76	64
Black or Black British, Somali heritage	63	55	57	64
White, British heritage	92	82	90	88
White, other heritage	72	61	77	73
Brent	81	71	78	76

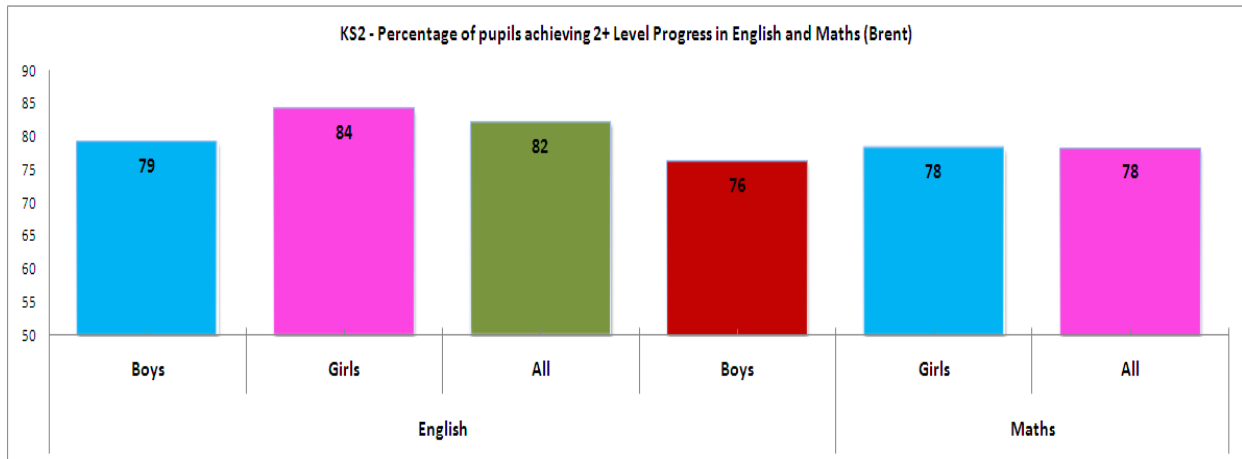
6.14 Key Stage 1 to Key Stage 2: two levels of progress in English and mathematics

As a result of the delays in publishing the Key Stage 2 results, national data on progress for 2008 is not yet available. Brent data indicates that 82% of pupils have made at least 2 levels of progress in English and 78% have made at least two levels of progress in mathematics. These figures are again based on unvalidated data.

6.15 Key Stage 1 to Key Stage 2: two levels of progress in English and mathematics by gender

As stated above, no reliable comparisons between Brent and national data are yet possible as a result of 2008 national data on progress not yet being available.

When the progress of girls in Brent is compared to that of boys in Brent, this provisional analysis shows that girls are making faster progress than boys. The gap between girls and boys in English is 5% points, and 2% points in mathematics.



6.16 Key Stage 1 to Key Stage 2: 2 levels of progress in English and mathematics by ethnicity

A provisional analysis indicates that the percentage of Black African, White British and White Other pupils progressing by two or more levels in English was above the Brent average. The progress made by Asian Indian, Asian Pakistani, Black Caribbean and Somali pupils was below the Brent average.

In mathematics, Asian Indian, White British and White Other pupils made progress better than the Brent average. The progress made by Asian Pakistani, Black Caribbean and Somali pupils was below.

2008	Percentage progressing 2 or more levels	
	English	Maths
Asian or Asian British, Indian heritage	79	83
Asian or Asian British, Pakistani heritage	78	72
Black or Black British, African heritage	84	78
Black or Black British, Caribbean heritage	79	69
Black or Black British, Somali heritage	81	67
White, British heritage	84	84
White, other heritage	83	81
Brent	82	78

6.17 Key Stage 1 to Key Stage 2: two levels of progress in English and mathematics by ethnicity and gender

When gender and ethnicity are combined in analysing the percentage of pupils progressing two or more levels, the picture is more complex. However, at least two conclusions can be drawn from the provisional data. These are:

- the rates of progress made by both White British boys and girls were better than the Brent averages
- the rates of progress made by both Black Caribbean and Somali boys and girls were lower than the Brent averages.

2008	Percentage progressing 2 or more levels			
	English		Maths	
	Girls	Boys	Girls	Boys
Asian or Asian British, Indian heritage	79	80	82	84
Asian or Asian British, Pakistani heritage	88	69	69	75
Black or Black British, African heritage	84	84	78	77
Black or Black British, Caribbean heritage	83	75	74	65
Black or Black British, Somali heritage	84	79	72	63
White, British heritage	87	82	83	85
White, other heritage	88	78	84	77
Brent	85	80	78	77

6.18 Low performing schools

The floor target set by the DCSF for this key stage is that no school should achieve below 65% in English or mathematics, or below 55% on the English and mathematics combined measure.

In 2008, there were five schools below the floor in English (five in 2007) and seven in mathematics (eleven in 2007). This represents significant improvement in mathematics.

In 2008, there were six schools with results below 55% on the English and mathematics combined measure, compared with nine in 2007. This, too, represents a significant achievement.

Two schools have been designated by the DCSF as “Hard to Shift”. These are schools that have performed consistently below the floor targets on all these measures for five years or more.

7.0 Key Stage 3

7.1 In 2008, pupils sat tests in English, mathematics and science as well as being awarded teacher assessed levels. The statutory targets for 2008 for this key stage were based on the percentage of pupils achieving at least Level 5 in English, mathematics and science.

7.2 For 2009, schools set statutory targets which were based on the percentage of pupils achieving Level 5+ on the English and mathematics combined measure, on the percentage of pupils making at least two levels of progress from Key Stage 2 to Key Stage 3, and on the percentage achieving Level 5+ in science.

7.3 Two major changes have now taken place. Firstly, the Key Stage 3 tests are no longer statutory, although schools are expected to have reliable teacher assessment in place. Secondly, schools and LAs are no longer required to set statutory targets for Key Stage 3 and the targets set for 2009 no longer apply.

7.4 No reliable data yet exists for 2008 on performance at Level 5+ in English, mathematics and science. This is because many test scripts were lost or not accurately marked in summer 2008. Currently, only unvalidated data exists for 84% of schools for English, 94% for mathematics and 94% for science. No national data has yet been published on the English and mathematics combined measure or on the two or more levels of progress measure.

Attainment at Key Stage 3: key messages

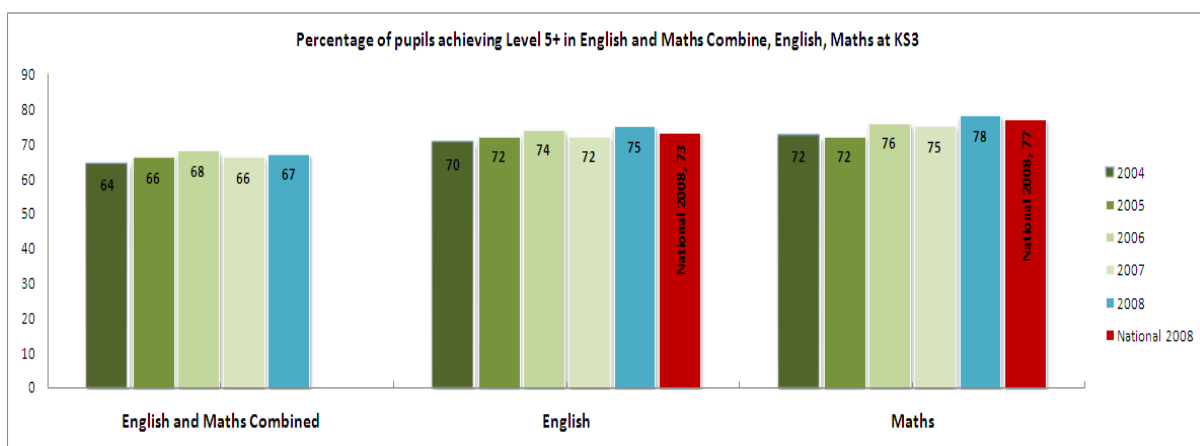
Based on the incomplete picture currently available:

- Attainment at Level 5+ in English was 3% points higher than in 2007 and 2% points above the national average.
- Attainment at Level 5+ in mathematics was 3% points higher than in 2007, and 1% point above the national average.
- Girls performed much better than boys in English, reflecting the national pattern
- In common with the national pattern, a much higher proportion of pupils made two levels of progress in mathematics than in English.
- Asian Indian pupils made particularly good progress in mathematics

7.5 Headline trends: percentage of pupils achieving Level 5+ and in English and in mathematics and Level 5+ in English and mathematics combined

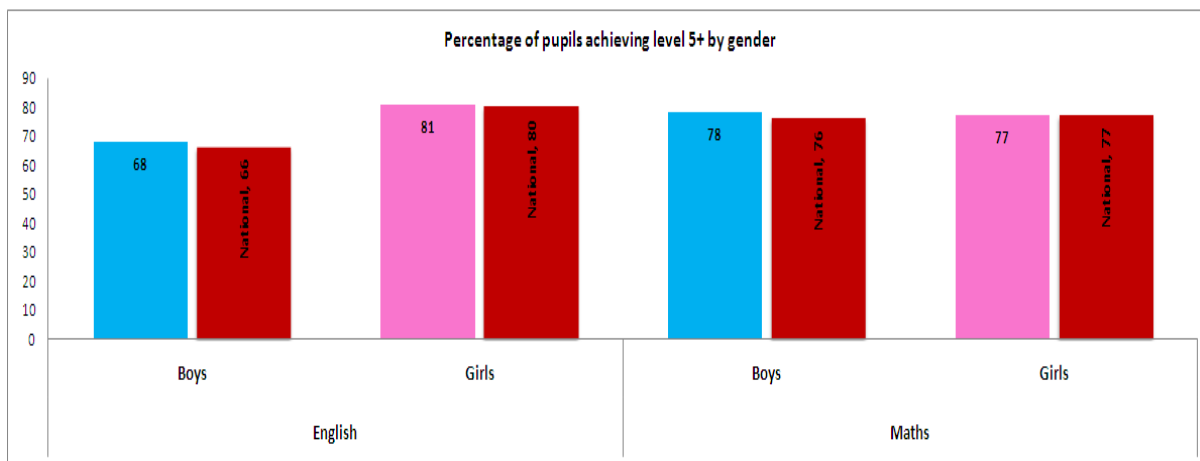
The following charts show the attainment of pupils in Brent from 2004 to 2008; the 2008 results are compared with the 2008 national average.

Attainment at Level 5+ (unvalidated data) in English and mathematics was above the national averages. Performance rose by 3% points in mathematics and in English. The percentage of pupils achieving Level 5+ on the English and mathematics combined measure rose from 67% to 68%.



7.6 Gender

The attainment of girls at Level 5+ in English was well above that of boys (81% for girls compared with 68% for boys). This gap was much narrower in mathematics (77% for girls compared with 78% for boys).



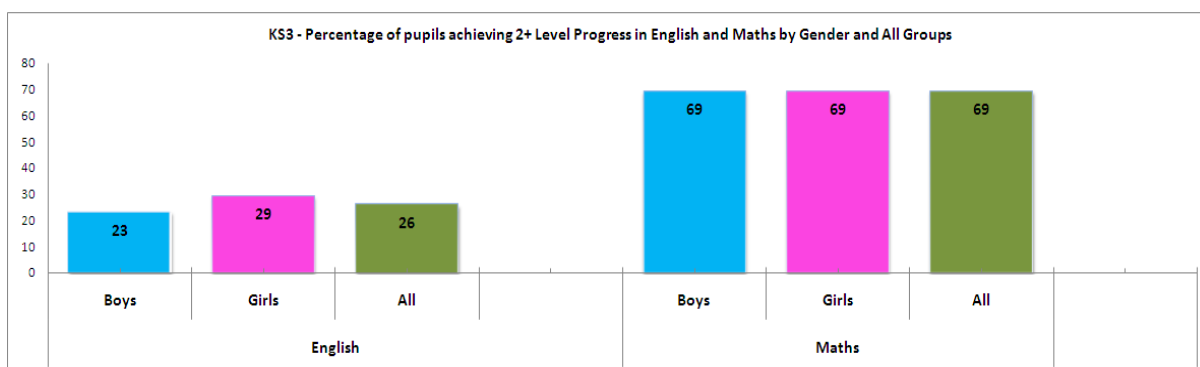
7.7 Key Stage 2 to Key Stage 3: two levels of progress in English and mathematics

As a result of the delays in publishing the Key Stage 3 results, national data on progress for 2008 is not yet available. Brent data (provisional) currently indicates that 26% of pupils have made at least 2 levels of progress in English and 69% have made at least two levels of progress in mathematics. These figures are again based on unvalidated data.

7.8 Key Stage 2 to Key Stage 3: two levels of progress in English and mathematics by gender

As stated above, no reliable comparisons between Brent and national data are yet possible as a result of 2008 national data on progress not yet being available.

Brent data (provisional) currently indicates that the same percentage (69%) of Brent boys and girls progressed by two or more levels in mathematics. Only 29% of girls and 23% of boys progressed by two or more levels in English. This pattern was broadly reflected in the 2007 results at both local and national level.



7.9 Key Stage 2 to Key Stage 3: two levels of progress in English and mathematics by ethnicity

Brent data (provisional) currently indicates that the only key ethnic group which made progress in English which was better than the Brent average in English was White British. The progress made by Somali and White Other heritage pupils in English was in line with the Brent average. In mathematics, the key ethnic group making the best progress was the Asian Indian group.

2008	Percentage progressing 2 or more levels	
	English	Maths
Asian or Asian British, Indian heritage	25	85
Asian or Asian British, Pakistani heritage	24	66
Black or Black British, African heritage	24	63
Black or Black British, Caribbean heritage	19	51
Black or Black British, Somali heritage	26	60
White, British heritage	35	68
White, other heritage	26	68
Brent	26	69

7.10 Key Stage 2 to Key Stage 3: two levels of progress in English and mathematics by ethnicity and gender

The figures in table 7.9 above hide some significant gender variances within individual ethnic groups. These differences are shown in the table below. The most marked differences are between the rates of progress made by Asian Pakistani girls compared with those made by Asian Pakistani boys in English. In addition, the progress of White Other boys was much better than that of White Other girls in mathematics.

2008	Percentage progressing 2 or more levels			
	English		Maths	
	Girls	Boys	Girls	Boys
Asian or Asian British, Indian heritage	27	23	86	85
Asian or Asian British, Pakistani heritage	34	15	66	66
Black or Black British, African heritage	28	20	65	61
Black or Black British, Caribbean heritage	21	16	56	46
Black or Black British, Somali heritage	27	24	63	56
White, British heritage	38	30	64	73
White, other heritage	37	14	60	78
Brent	29	23	69	69

8.0 Key Stage 4

8.1 In 2008, the main performance measures used to compare schools and local authorities are the percentage of pupils gaining five or more A*-C grades including English and mathematics, the percentage gaining five or more A*-C grades (in any subjects), and the average points score per pupil. These reflect the statutory targets that schools and LAs were required to set for 2008.

8.2 For 2009, schools and LAs were required to set statutory targets based on the percentage of pupils gaining five or more A*-C grades including English and mathematics, and on the proportion of pupils making the equivalent of 2 national curriculum levels of progress between Key Stage 3 and Key Stage 4. Now that pupils are no longer required to sit the end of Key Stage 3 tests, the last performance measure no longer applies. The DCSF will soon announce a new performance measure based on progress between Key Stage 2 and Key Stage 4.

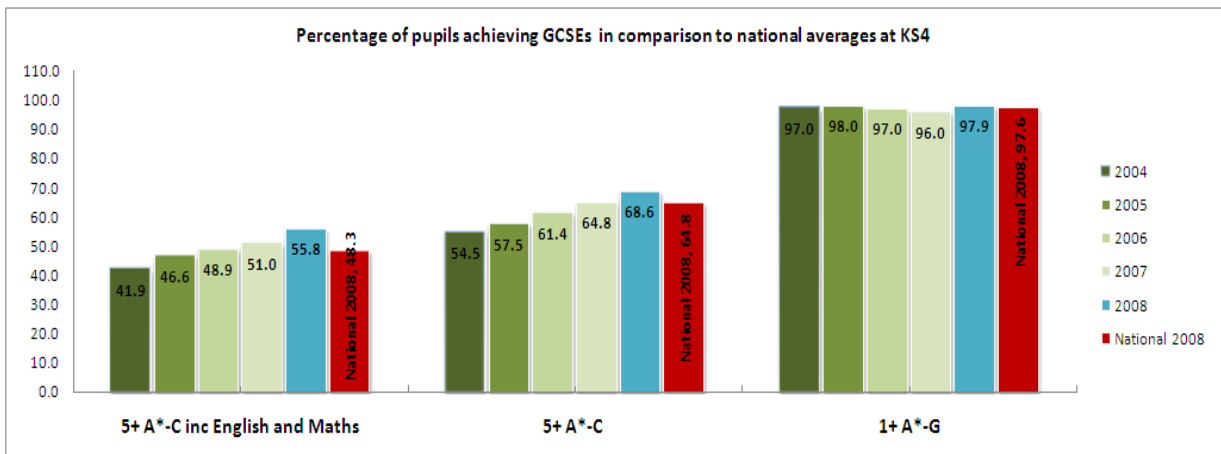
The DCSF has produced data relating to all the above indicators.

Attainment at Key Stage 4: key messages

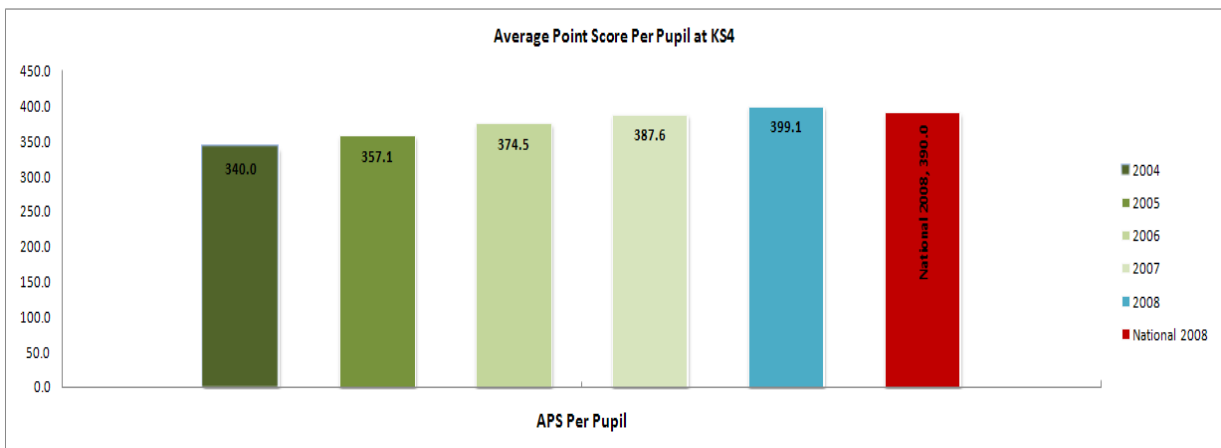
- The performance of Brent pupils improved in 2008 and exceeded national averages for five or more A*-C grades including English and mathematics, five or more A*-C grades at GCSE (any subjects), one or more A*-G grades and the average points score per pupil.
- The gaps in attainment noted in previous stages in relation to free school meals, gender and ethnicity remained largely unchanged at Key Stage 4, except that White British pupils dipped slightly below the Brent averages.
- The percentage of Brent pupils making both three or more and four or more levels of progress from Key Stage 2 to Key Stage 4 exceeded national averages, significantly so for four levels of progress or more.

8.4 Headline Trends and Average Points Score per Pupil

The performance of Brent pupils improved in 2008 and in exceeded national averages for five or more A*-Cs at GCSE including English and mathematics, five or more A*-Cs at GCSE (all subjects), one or more A*-G grade and the average points score per pupil. The 2008 results continued a five year trend of improving attainment.

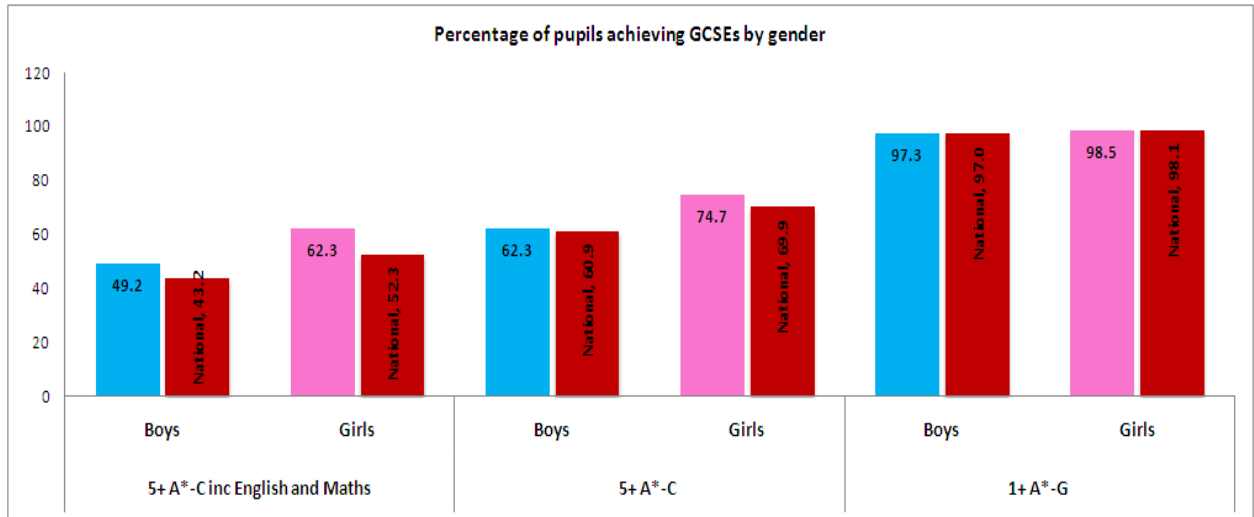


Average Points Score per Pupil



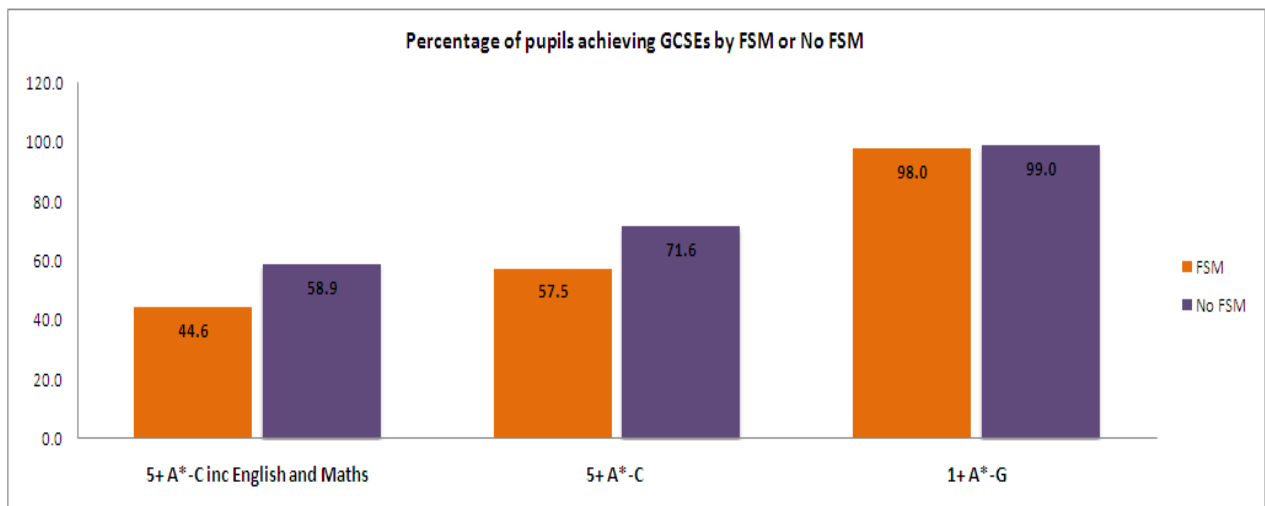
8.5 GCSE by gender

Girls continued to perform better than boys at Key Stage 4. The attainment of both Brent boys and girls was above the national averages for boys and girls on the 5+ A*-Cs including English and mathematics measure and on the 5+ A*-Cs (any subjects) measure.



8.6 GCSE : by free school meals (FSM)

As in previous key stages, there were significant gaps between the attainment of FSM and non-FSM pupils: the performance of the FSM pupils was well below that of the non-FSM pupils.



8.7 GCSE: by ethnicity

The attainment gaps of previous key stages were again in evidence at Key Stage 4 with the performance of Asian Indian pupils well above the Brent averages and that of Black Caribbean and Somali pupils well below. In contrast to earlier key stages, the performance of White British pupils dipped slightly below the Brent average (on the 5+ A*-C grades including English and mathematics measure).

2008	5+ A*-C inc En and ma	5+ A*-C	1+ A*-G	Number*	%
Asian or Asian British, Indian heritage	59	76	99	548	20
Asian or Asian British, Pakistani heritage	48	59	98	165	6
Black or Black British, African heritage	46	60	98	298	11
Black or Black British, Caribbean heritage	40	58	99	300	11
Black or Black British, Somali heritage	35	51	98	123	5
White, British heritage	53	71	96	227	8
White, other heritage	40	61	99	203	8
Brent	56	69	98		
National	47.3	64.8	97.6		

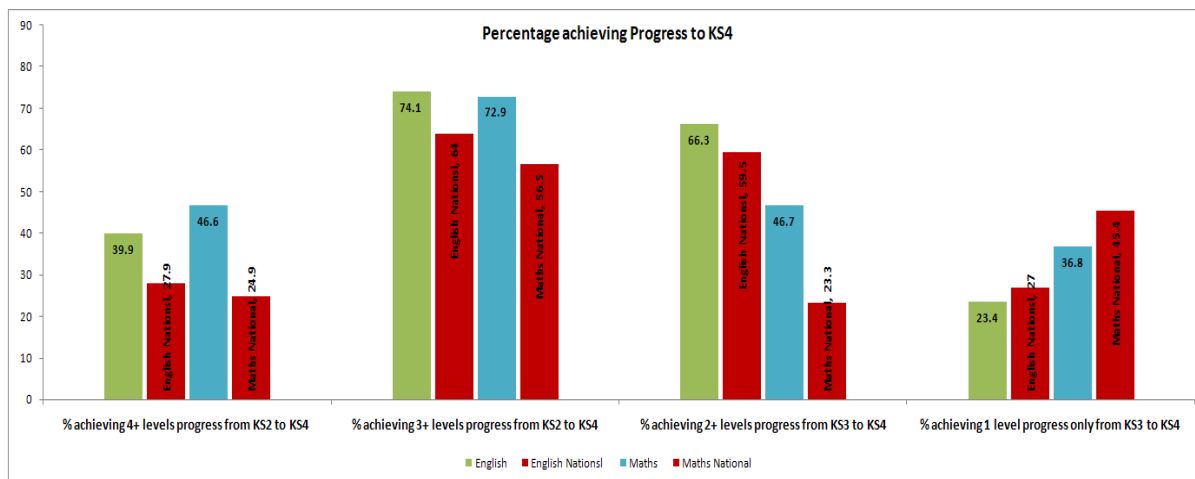
8.8 GCSE: by ethnicity and gender

Girls from all ethnic groups performed better than boys from the same ethnic groups with one exception: the performance of Black African boys was slightly better than that of girls on the 5+ A* - C (any subject) measure. The difference between boys and girls was at its most marked for Somali pupils: for example, 42% of Somali girls but only 26% of Somali boys achieved five or more A*-C grades including English and mathematics. However, the boys' results represented a significant improvement on the 13% achieved in 2007.

2008	GCSE					
	5+ A*-C inc En and ma		5+ A*-C		1+ A*-G	
	Girls	Boys	Girls	Boys	Girls	Boys
Asian or Asian British, Indian heritage	75	58	80	73	99	100
Asian or Asian British, Pakistani heritage	56	40	61	56	100	96
Black or Black British, African heritage	55	36	60	61	98	97
Black or Black British, Caribbean heritage	47	32	61	56	100	99
Black or Black British, Somali heritage	42	26	59	42	97	98
White, British heritage	59	47	80	61	98	94
White, other heritage	53	30	73	52	98	99
Brent	62	49	74	64	98	97

8.9 Progress

The percentage of Brent pupils achieving both 4+ and 3+ levels of progress from Key Stage 2 to Key Stage 4 exceeded national averages, significantly so on the 4+ measure.



8.10 Low performing schools

In 2008, there was one secondary school whose performance was below the floor target of 30% on the 5+A*-C GCSE including English and mathematics measure, and one school achieving 30% on this measure.

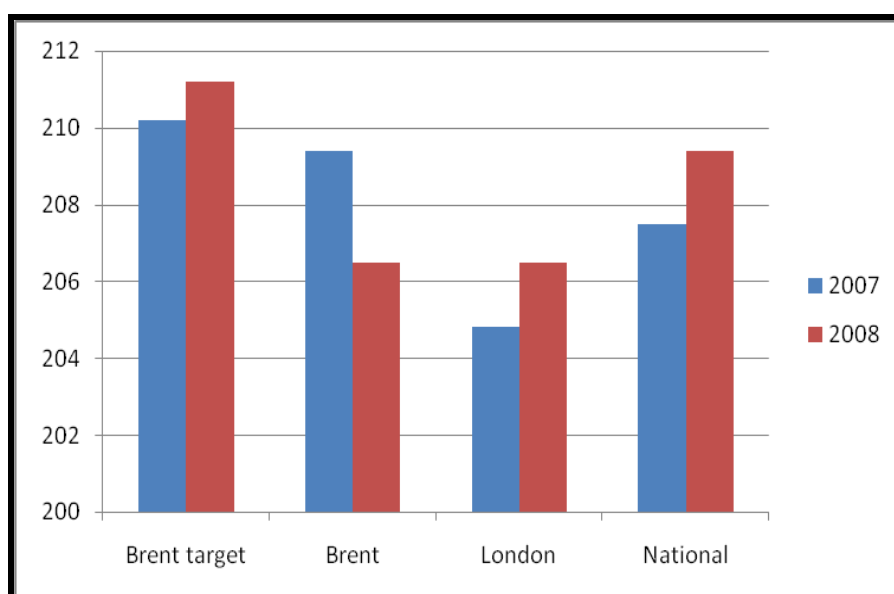
9.0 Key Stage 5

This is the first year in which data on Key Stage 5 has been included in this report. Analysis of Key Stage 5 data continues to be an area of development nationally and it is anticipated that additional, more detailed analyses of Key Stage 5 results will be included in future years.

9.1 Student Attainment at Key Stage 5

The table below summarises overall point scores per student at Key Stage 5 over the last three years. Each qualification attracts a point score. For example, an A grade at A2 level (final year of an A level course) equals 270 points and an E grade at A2 level equals 150 points.

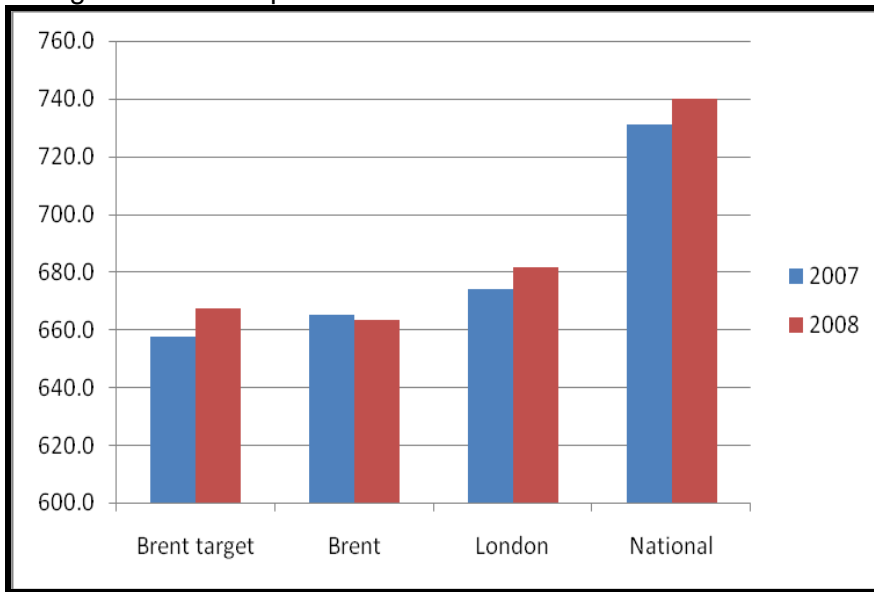
9.2 Average Point Score per Entry



	2007	2008
Brent target	210.2	211.2
Brent	209.4	206.5
London	204.8	206.5
National	207.5	209.4

Brent was consistently above the national and London averages until 2008 when the average point score per entry fell. It has not met the target in the 14-19 plan.

9.3 Average Point Score per Candidate



	2007	2008
Brent target	657.5	667.5
Brent	665.2	663.4
London	674.1	681.7
National	731.1	739.8

Brent is well below the national average point score per candidate. In 2008 Brent's performance fell, widening the gap between the Brent and the London average, and missing the target in the 14-19 plan. This is despite the 2008 cohort having a higher average GCSE point score on entry than previous cohorts.

9.4 Level 3 A Level ALPS

The 2008 overall ALPS score is 3 (Excellent). This is a fall from 2007 when the 14-19 plan's target of 2 (Outstanding) was met. However, Brent's provision remains within the top 25% for value-added nationally. Since 2005, Brent has consistently been within the top 25% for value-added.

The 2008 value-added score for each ability band is at least 5 (Good). This is an improvement on 2007 when the performance of the most able cohort was 7 (Less than satisfactory). Over 40% of Brent's 2008 A Level cohort was within the lower ability band. However, the proportion of learners in the top ability bands has increased by 9% since 2005. This should have led to an increase in the average point scores per entry and per candidate.

Six school sixth forms are within the top value-added quartile and four school sixth forms are within the lowest quartile.

9.5 Key Stage 4 to 5 Contextual Value-Added

Brent's contextual value-added is 1022.7 putting it within the top 10% of local authorities. Seven school sixth forms are well above the national average and one is well below.