

# LONDON BOROUGH OF BRENT

## EXECUTIVE MEETING

FROM THE DIRECTOR OF EDUCATION, ARTS & LIBRARIES

NAME OF WARD(S)  
ALL

**REPORT TITLE: Evaluation of EDP2 (2003-4)**

FP REF: EAL-04/05-0047

### **1.0 SUMMARY**

EDP2 was originally for the period 2002-7, but from 2006 there will be a single education plan, incorporating all statutory plans for education, of which the EDP is one. This report summarises the implementation of EDP2 in 2003-4.

### **2.0 RECOMMENDATIONS**

That members note the progress made with EDP2, endorse the actions being taken and refer the report to the Lifelong Learning panel.

### **3.0 FINANCIAL IMPLICATIONS**

There are no financial implications arising directly from this report.

### **4.0 STAFFING IMPLICATIONS**

There are no staffing implications arising directly from this report.

### **5.0 LEGAL IMPLICATIONS**

There are no legal implications arising directly from this report.

### **6.0 DETAIL**

#### **6.1 Priorities of EDP2**

**6.1.1** The priorities of EDP2 are:

- Priority 1 – Raising attainment in the Foundation Stage
- Priority 2 – Raising attainment in primary schools
- Priority 3 – Raising attainment in secondary schools
- Priority 4 – Raising the attainment of vulnerable groups
- Priority 5 – Making effective use of data in school improvement
- Priority 6 – Improving the recruitment and retention of staff

### **6.1.2 OfSTED evaluation of EDP2**

Ofsted evaluated EDP2 as satisfactory and this judgement cannot now be changed until the production of the single education plan in 2006.

## **6.2 Priority 1 – Raising attainment in the Foundation Stage**

### **6.2.1 Support for Foundation Stage provision**

The LEA OFSTED report found that support for early years was unsatisfactory but improving and that there was a lack of integrated planning to raise standards. Since EDP2 was written, a Head of Early Years has been appointed, enabling a more integrated approach. Funding has been made available to appoint a school improvement adviser with responsibility for the Foundation Stage, but it has not been possible so far to recruit to this post.

### **6.2.2 Information on Foundation Stage provision**

Work has continued on ensuring that the LEA has accurate and up-to-date information on the quality of provision in the Foundation Stage in schools. Consultants have reported on visits to 17 schools and link school improvement advisers monitor the quality of leadership and management in schools.

### **6.2.3 Training**

There has been training for Reception teachers in order to raise standards in the Early Learning Goals. There were particularly positive evaluations of the training in communication, literacy and language and in ICT.

### **6.2.4 Foundation Stage Profile**

Foundation Stage Profiles were completed for all children in Reception classes in the summer term 2003 and the LEA used this information to provide summary data to the schools. The School Improvement Service is organising a rolling programme to moderate schools' judgements. This started with mathematical development, and is moving on to creative development. Over time, there will be visits to all maintained settings, covering all the areas of learning in the Foundation Stage curriculum. The Foundation Stage profile describes pupils' responses to the range of learning experiences and does not currently provide a summative statement of attainment.

### **6.2.5 Accreditation of non-maintained Foundation Stage settings**

Lack of inspection reports between September 2001 and April 2003 has hampered development of the Brent database. However, an OFSTED portal for the Early Year Directorate has been established and the inspection programme has been re-established

### **6.2.6 Equality of opportunity**

Training needs have been analysed. Additional administrative support is required for systematic monitoring of equality policies in non-maintained settings.

### 6.2.7 Raising the attainment of ethnic minority groups in the Foundation Stage

Training has been provided for Foundation Stage practitioners on equality issues and on supporting pupils with English as an additional language.

### 6.2.8 Provision for Traveller children

Traveller families have been given continued support through an on-site programme including use of the toy and video library and training in ICT for the mothers of young children.

### 6.2.9 Intended outcomes for raising attainment in the Foundation Stage (2002-7)

Aspect	Intended outcome	Current position
Attainment	Standards are raised in the Foundation Stage	There is not enough information on standards. The Foundation Stage Profile currently provides information on provision rather than on standards.
Improvement of schools causing concern	There are no maintained nursery schools causing concern	There are currently no maintained nursery schools causing concern.
Collection, analysis and use of data	Data is collected and analysed so that attainment in the Foundation Stage is monitored. Accurate and up-to-date information is available on the achievement of specific ethnic minority and other groups, including groups newly established in Brent.	Data from the Foundation Stage Profile was collected in autumn 2003. However, it does not provide detailed information on attainment by different groups.
Quality of teaching and learning across the curriculum	The quality of teaching of Foundation Stage practitioners is improved. The Foundation Stage curriculum is implemented effectively.	There is insufficient monitoring capacity by the LEA to provide detailed evidence on the quality of teaching. Ofsted reports on schools are analysed and do provide information on those schools. Statistics indicate that from Ofsted the quality of teaching and learning in Brent schools is less good than in schools nationally or in similar authorities.
Leadership, management and governance	Advisory bodies and headteachers of maintained nursery schools provide effective leadership. Governors and	The leadership and management of nursery schools is satisfactory or better overall. From September 2003 nursery schools have had governing bodies instead of advisory

Aspect	Intended outcome	Current position
	headteachers of primary schools provide effective leadership in relation to the Foundation Stage.	bodies with the same devolved powers as other maintained schools. Headteachers of primary schools are supportive of developments but some lack detailed knowledge of the Foundation Stage.
National Strategies	National literacy and numeracy strategies are implemented effectively in the Foundation Stage.	Training is being provided. There is insufficient monitoring capacity by the LEA to provide evidence of the effectiveness of this training.
Attainment of specific groups	The attainment of boys, under-achieving ethnic minority groups and other vulnerable groups is raised. Schools ensure maximum progress for each Early Years pupil with SEN.	Data from the Foundation Stage Profile does not provide detailed information on attainment.  Training and support will be provided in relation to SEN in the early years, in maintained and non-maintained settings.
Related aims and targets from statutory plans	A fully co-ordinated Early Years Service will be established. All sectors of the community will have equal access to Early Years education (EYDCP target 20) Quality and equality across Early Years providers will be monitored (EYDCP targets 16,20) The quality of teaching of Foundation Stage practitioners will be improved. (EYDCP targets 13,15)	A fully co-ordinated Early Years Service is being developed.  Foundation Stage practitioners have access to a minimum of 4 days training. Appropriate qualifications are held by 65% of Foundation Stage teachers in school. Data has not been collected for EYDCP target 20. Quality and equality audits have been carried out and the outcomes will inform future training and support. Nine settings are working towards accreditation.

### 6.2.10 Overall evaluation

Shortage of key staff is hampering the LEA's efforts to support the Foundation Stage and to have accurate information on the quality of provision. The Foundation Stage Profile is being used by schools but does not yet yield detailed data on standards. Ofsted inspection data indicates that this is an area of weakness in maintained schools.

## 6.3 Priority 2 – Raising attainment in primary schools

### 6.3.1 Monitoring school performance, supporting and challenging according to need, and improving schools causing concern

The LEA has information on the performance of all primary schools, enabling the allocation of support and challenge according to need. One school has been in special measures for some time and another has recently gone into

special measures. Two schools have been identified by Ofsted as having serious weaknesses; neither is a major cause of concern to the LEA but the designation can only be removed by another Ofsted inspection. A small number of other schools cause concern for a variety of reasons, some temporary and some of long standing. The LEA has provided intensive support for schools causing concern.

### **6.3.2 Monitoring and improving the quality of leadership and management**

The LEA has a well-informed view of the quality of leadership and management in schools. Schools have been given guidance on self-evaluation using Ofsted documentation. Advice, support and training has been provided to middle and senior leaders and managers.

### **6.3.3 Dissemination of good practice**

The LEA has published documents to disseminate good practice. There is good attendance at meetings and training and there is much dialogue between schools, promoted by the LEA. The LEA has carried out an action research project in association with the London Institute of Education to improve schools' understanding of learning and all schools involved report gains in understanding.

### **6.3.4 Assessment**

The LEA monitors the administration of SATs. The LEA has successfully promoted the use of software for tracking pupil progress. The LEA is supporting schools in developing assessment for learning.

### **6.3.5 Provision for gifted and talented pupils**

The LEA has not had the staff to support schools' provision for gifted and talented pupils. This area of work will be taken forward through the EiC rollout to primary schools from September 2004.

### **6.3.6 Governance**

Primary school governors and clerks have received training, advice and support, and work has continued on supporting governing bodies with self-evaluation. The LEA governors' vacancy rate is currently low, at around 5%.

### **6.3.7 Primary Leadership Programme**

There has been a very positive response to the leadership programme, which uses successful headteachers as consultants in schools with low standards in English and mathematics.

### **6.3.8 English**

Training has been provided for headteachers, subject leaders and expert teachers in English and evaluations continue to be very positive. Teaching assistants are more confident and competent in providing support in English. Results in English improved in the majority of schools causing concern, but there was a fall in some other schools. LEA results were at the national average but did not meet the targets set.

### **6.3.9 Mathematics**

Training in mathematics has been provided for headteachers, subject leaders and leading teachers, as a result of which they feel well informed about developments in the subject. In 2003, standards at Key Stages 1 and 2 were slightly below results nationally. Teaching assistants have been trained to provide support in mathematics and are more confident about their role.

#### **6.3.10 Science**

It was not possible to provide much central support for science. Results in science at Key Stage 2 dipped in 2003 to five percentage points below the national average.

#### **6.3.11 ICT**

Training was well attended, including a day conference, and evaluations were positive. The LEA has implemented one of the OFSTED inspection report recommendations by setting up an effective system of monitoring and evaluation in order to have accurate knowledge of schools' progress and the levels of pupils' attainment in ICT. Monitoring shows that computer:pupil ratios are still below the target of 1:8. Many schools still lack effective systems for assessing attainment in ICT. The majority of schools need to develop ICT further to enhance teaching and learning across the curriculum.

#### **6.3.12 Foundation Subjects**

Areas for development have been identified through school-self evaluation and analysis of OFSTED reports on schools but information is still patchy. Support has been brokered or provided for individual schools and some central training has been delivered. The Brent Music Service has provided support which is highly valued by schools. There is better co-ordination of developments in PE and sport.

#### **6.3.13 Religious education**

The LEA has supported the implementation of the Agreed Syllabus for religious education by providing central and school-based training and through publishing schemes of work and other materials. Ofsted reports on schools show that standards are improving.

#### **6.3.14 Collective worship and provision for spiritual development**

The LEA has collected information on provision of collective worship in schools. SACRE is planning guidance on provision for spiritual development.

#### **6.3.15 Promoting the use of libraries**

The LEA has encouraged the use of libraries by children. Librarians have visited most schools to promote library activities and there is a programme of class visits. 3,204 children took part in the summer reading scheme in 2003. The number of schools visiting their local library has increased.

#### **6.3.16 Raising the attainment of specific groups of pupils**

Achievement data is monitored by ethnicity and schools are aware of the issues concerning the achievement of specific groups of pupils. More work is needed on developing use of data on EAL assessments and home languages. Training has been well attended on issues such as teaching English as an additional language, raising the achievement of African-

Caribbean pupils and making effective use of the Ethnic Minority Achievement grant. More schools were involved in celebrating Black History Month and the Traveller Cultural month. Traveller pupils have been supported during SATs and in transferring from primary to secondary education.

### 6.3.17 Intended outcomes for raising attainment in primary schools (2002-7)

<b>Aspect</b>	<b>Intended outcome</b>	<b>Current position</b>
Attainment	Standards at Key Stages 1 and 2 will continue to improve so that they stay in line with improvements in national standards.	Standards at Key Stages 1 and 2 were below national standards in 2003 with the exception of English at Key Stage 2.
Improvement of schools causing concern	By the end of the academic year 2002-3, there will be no primary schools with serious weaknesses or requiring special measures.	A new Ofsted framework was introduced in September 2003, making it more likely that schools could be judged to have serious weakness or to require special measures. There are two schools with serious weaknesses, both making reasonable progress. There are now two primary schools requiring special measures.
Collection, analysis and use of data	Schools will make effective use of their assessment and other data to raise standards. Performance data on schools will be used effectively to contribute to school improvement. There will be accurate and up to date information on the achievement of specific minority ethnic and other groups, including groups newly established in Brent.	Schools are improving their use of assessment data at senior management level. Use of assessment data by subject leaders and class teachers needs to be more effective. Schools are setting robust and realistic targets. The data collection system (PLASC) provides accurate information on the achievement of specific minority ethnic and other groups. The attainment data is matched with the information in PLASC to allow analysis by ethnic group.
Quality of teaching and learning across the curriculum	The quality of teaching and learning and learning across the curriculum will improve further so that all primary schools provide a broad and balanced curriculum and a quality of education that is at least satisfactory.	The majority of primary schools provide a broad and balanced curriculum and a quality of education that is at least satisfactory.
Leadership, management and governance	The leadership, management and governance of primary schools will improve further so that more schools are self-evaluating and committed to continuous improvement.	Leadership and management of primary schools continue to improve overall, although the LEA currently has concerns about several primary schools. Chairs of governing bodies receive summary information annually on the LEA's view of their school's performance. Headteachers are being encouraged to discuss detailed self-evaluation with governing bodies so that

		they have sufficient information to monitor and evaluate schools' performance effectively. Data from Ofsted inspections indicate that leadership and management in Brent primary schools is better than nationally and in similar LEAs.
National Strategies	The national strategies for literacy and numeracy will be implemented in order to meet LEA targets.	Since EDP2 was written, the national strategies have been made more coherent as the National Primary Strategy. The literacy and numeracy strands are being implemented. The 2003 target for English Level 4+ was missed by two percentage points. The target for mathematics Level 4 + was missed by five percentage points. These 'aspirational' targets were imposed by the DfES and were never regarded as realistic by the LEA. The LEA is successfully implementing the new strand of improving leadership and management in schools with below average attainment.
Attainment of specific groups	Boys will make progress at a faster rate, to narrow the gaps in achievement from Year 2 to Year 6. The attainment of under-achieving ethnic minority groups and of Traveller pupils will be raised.	In 2003, girls continued to outperform boys overall and within most ethnic groups. In English, the gap between boys and girls has widened. The attainment of under-achieving ethnic minority groups has not been raised significantly. Data is not available on Traveller pupils.

### 6.3.18 Overall evaluation

The performance of Brent's primary schools in 2003 was similar to that in 2002. The targets set by the DfES for 2004 for Levels 4+ and 5+ in English and mathematics are very challenging and are not likely to be met. In Ofsted inspections, Brent schools are generally graded as average or above average compared with schools nationally and in similar LEAs, especially at Key Stage 2.

## 6.4 Priority 3 – Raising attainment in secondary schools

### 6.4.1 Monitoring school performance, supporting and challenging according to need, and improving schools causing concern

The LEA has information on the performance of all secondary schools, enabling the allocation of support and challenge according to need. One secondary school remains in special measures but is now making good progress. The LEA continues to provide extensive support for this school. No secondary schools have been identified by OFSTED as having serious weaknesses. There are minor concerns about some secondary schools but none are a cause for serious concern.

### 6.4.2 Support for leadership and management



The LEA has a well-informed view of the quality of senior leadership and management in schools. The LEA provides challenge and support in schools where it is required and there is increasing co-operation between secondary schools to improve leadership and management at senior and middle levels. The LEA has encouraged secondary schools to carry out detailed self-evaluation using the Ofsted framework.

#### **6.4.3 Dissemination of good practice**

The LEA has published documents to disseminate good practice. Attendance at some network meetings and training is good.

#### **6.4.4 Governance**

Secondary school governors and clerks have received training, advice and support, and work has started on supporting governing bodies with self-evaluation. The LEA governors' vacancy rate is currently low, at around 5%.

#### **6.4.5 Implementation of the Key Stage 3 Strategy**

Attendance at central training is variable so increasingly training is school-based. The work of consultants is well received in schools and they are beginning to make a difference to classroom practice. Standards improved slightly in 2003 by about one percentage point but are still below national averages for English mathematics and science and well below for ICT. Implementation of a new strand, behaviour and attendance, started in September 2003.

#### **6.4.6 English**

Schools' response to support for transition was disappointing. The impact of summer schools was noticeable in improvements in pupils' confidence and contact with parents. Intensive support for the English department in the school requiring special measures resulted in progress in planning and teaching, noted by HMI. The quality of planning for English in Key Stage 3 has improved and teachers who have received support have made progress. Training and support have been well received.

#### **6.4.7 Mathematics**

Some schools made use of transition units from Key Stage 2 to Key Stage 3 but not enough to see significant impact. Intervention by the Key Stage 3 consultant for mathematics resulted in further improvements in the summer schools. There have been improvements in the management of mathematics in Key Stage 3. Teachers receiving support show increased confidence. Training and support have been well received.

#### **6.4.8 Science**

The Key Stage 3 programme of training has been delivered and support provided in identified schools. Audits have been carried out in all schools and action plans produced, with training needs identified. The majority of science departments are now using the strategies of literacy, numeracy and ICT across the curriculum. There is better continuity with and progression from Year 6 to Year 7 and better understanding of the available data.

#### **6.4.9 ICT**

All schools are now implementing their ICT development plans. The target for computer:pupil ratios (1:5) has been met. All schools have access to broadband. 82% of teachers completed the NOF training, exceeding the target and one third of teachers have a laptop provided through a national scheme. Teacher assessment is insecure in the majority of schools. Standards are still well below national averages. There has been extensive support for ICT but there is much still to do.

#### **6.4.10 Foundation Subjects**

The Foundation Subjects strand of the Key Stage 3 Strategy is being implemented. Evaluations of training and support have been positive. Schools report greater clarity in setting objectives, a stronger focus on oracy and literacy, better use of assessment for learning and an improved lesson structure. Progress has been most evident where senior management in schools actively support the implementation of the Strategy. There is still little evidence of impact in classroom practice in a minority of schools.

#### **6.4.11 Religious education**

The LEA has continued to support the implementation of the Agreed Syllabus for religious education by providing network meetings for heads of religious education and publishing materials on the website.

#### **6.4.12 Collective worship and provision for spiritual development**

SACRE is planning guidance on provision for spiritual development and collective worship.

#### **6.4.13 Raising the attainment of specific groups of pupils**

Achievement data is monitored by ethnicity and schools are aware of the issues concerning the achievement of specific groups of pupils. More work is needed on developing use of data on EAL assessments and home languages. Training has been well attended on issues such as teaching English as an additional language, raising the achievement of African-Caribbean pupils and making effective use of the Ethnic Minority Achievement grant. More schools were involved in celebrating Black History Month and the Traveller Cultural month. Traveller pupils have been supported during SATs and in transferring from primary to secondary education.

#### **6.4.14 Intended outcomes for raising attainment in secondary schools 2002-7**

<b>Aspect</b>	<b>Intended outcome</b>	<b>Current position</b>
Attainment	Standards at Key Stage 3 will be at least in line with national standards by 2004. Standards in schools that are currently underachieving will be at least average in comparison with similar schools by 2004.	Standards were still below national standards in 2003. However, most schools had results at least average in comparison with similar schools. At Key Stage 3 in 2002, three schools had results for Level 5+ in English, mathematics and science which were mostly well below those of similar schools; two schools had some results which were well below those of similar schools.

Aspect	Intended outcome	Current position
		At Key Stage 4, the LEA's results in 2002 were near national averages. In 2002, 2/14 schools were below or well below average for 5+A*-C grades compared with similar schools and 2/14 for 5+ A*-G.
Improvement of schools causing concern	Willesden High School will be supported in the transition to City Academy status by autumn 2003. Secondary schools causing concern will be supported and monitored. No more secondary schools will require special measures or have serious weaknesses.	Capital City Academy opened in September 2003. Support was provided for senior management in the transition period. The school continues to receive support through the Key Stage 3 Strategy and EiC. There is currently one secondary school requiring special measures. No further secondary schools require special measures or have been identified by OFSTED as having serious weaknesses.
Collection, analysis and use of data	Schools will make effective use of their assessment and other data to raise standards. Performance data on schools will be used effectively to contribute to school improvement. There will be accurate and up to date information on the achievement of specific minority ethnic and other groups, including groups newly established in Brent.	Most secondary schools make good use of a range of performance data at senior management level. Schools are setting robust and realistic targets. Use of data by subject leaders, year leaders and subject teachers needs further improvement. The data collection system (PLASC) provided accurate information on the achievement of specific minority ethnic and other groups in 2003.
Quality of teaching and learning across the curriculum	The quality of teaching and learning and learning across the curriculum will improve further so that all secondary schools provide a quality of education that is at least satisfactory. There will be increased diversity, excellence and choice in secondary provision across the LEA.	Analysis of OFSTED reports and monitoring by link school improvement advisers indicates that the majority of schools provide a quality of education that is at least satisfactory. It is increasingly satisfactory at the secondary school under special measures. There are nine specialist schools. JFS joined the LEA in April 2003, and the Capital City Academy opened in September 2003, thus increasing choice and diversity. There are two Leading Edge schools. The Convent of Jesus and Mary Language College and Cardinal Hinsley have formed a

Aspect	Intended outcome	Current position
Leadership, management and governance	<p>The leadership, management and governance of secondary schools will improve further so that more schools are self-evaluating and committed to continuous improvement.</p> <p>The leadership of JFS will be supported during their establishment in Brent.</p>	Federation.
National Strategies	The implementation of the Key Stage 3 Strategy will be supported so standards rise in Key Stage 3 and the quality of education is improved across the curriculum.	Schools have been identified for additional support in the strands of the Key Stage 3 Strategy. Standards rose very slightly in 2003. There is evidence of improvement in the quality of education across the curriculum, but much remains to be done to embed the Key Stage 3 Strategy in all schools and for this to have a significant impact on standards.
Attainment of specific groups	<p>Boys will make progress at a faster rate, to narrow the gaps in achievement from Year 7 through to the 16-19 group.</p> <p>The attainment of under-achieving ethnic minority groups and of Traveller pupils will be raised.</p> <p>Gifted and talented pupils will be accurately identified and their educational needs fully met.</p>	<p>A baseline has been established to enable analysis of the rate of progress of boys and of specific groups of pupils in future years.</p> <p>All secondary schools have identified gifted and talented pupils and programmes have been provided for them through EiC.</p>
Related aims and targets from statutory and other plans.	16-19 plan: improve KS4 access to advice; improve provision in Harlesden; EiC attainment targets	All Key Stage 4 students have access to a personal adviser. Plans are in place for some shared provision in the south of the borough for September 2003, in preparation for fuller consortia in 2004. EiC attainment targets were largely met in 2002.

#### **6.4.15 Overall evaluation**

The majority of secondary schools are successful, with pupils achieving good results, especially at Key Stage 4. However, there is potential for standards to rise further at Key Stage 3. One secondary school remains in special measures but is making good progress.

### **6.5 Priority 4 – Raising the attainment of vulnerable groups**

#### **6.5.1 Local provision for meeting SEN**

There is more provision to meet the needs of children on the autistic spectrum both within Special schools and through an autism outreach service. Additional support has been provided to meet the needs of pupils with speech and language impairment through speech and language therapy assistants. Disability awareness training has been delivered. There is a new inclusion consultant working with mainstream schools on access for children with low incidence disabilities. Brent special schools and additional resourced provisions are supporting children with increasingly complex needs.

#### **6.5.2 Inclusion in mainstream**

Network meetings and training has been provided for SENCOs and headteachers. A successful conference on listening to children and young people was held in March 2004. The recruitment of two seconded SENCOs has helped to strengthen the LEA monitoring of SEN practice in schools.

#### **6.5.3 Improving provision in Early Years**

A multi-agency team started in September 2003 and has visited all 80 non-maintained settings in Brent, and priority areas for support and development have been identified.

#### **6.5.4 Attendance**

Attendance in primary schools is just below the national average but in line with that of statistical neighbours. Attendance in secondary schools is above the national average and that of statistical neighbours. All schools have attendance targets and attendance data is monitored, including data on pupils from vulnerable groups, such as looked after children. The Education Welfare Service carry out termly truancy sweeps with the police and other agencies. Improvements in attendance rates have been seen in specific schools targeted for intervention.

#### **6.5.5 Provision for children educated otherwise than at school**

The pupil database has been improved. A Key Stage 2 PRU has been opened but lacks adequate space. An average of 77 children, who are not able to attend school for various reasons, receive home tuition each week. Home tuition staff have had ICT training. There is a designated worker from Lifetime Careers to support pupils post-16.

#### **6.5.6 Children in public care**

All schools have a designated teacher for Looked After Children. The Looked After Children Education Team monitors the implementation of personal

education plans, which are in place for all looked after children. Successful programmes, such as support for transition and Year 9 SATs booster classes, are run at various secondary schools. Attainment remains low overall, but many individual pupils met or exceeded their targets.

### **6.5.7 Reducing rates of exclusion**

The exclusions team is working in all Brent secondary schools, including support focussed on pupils in Key Stage 3. Multi-agency behaviour and education support teams (BESTs) have been established in four secondary and ten primary schools as part of the Behaviour Improvement Project (BIP). There is also targeted support for primary pupils at risk of exclusion. Support has been given for the development of Learning Support Units (LSUs) (in the BIP primary schools. Support for seven schools was provided through Positive Behaviour Project. The number of pupils permanently excluded from Brent schools increased in 2002/03 to 59, an increase of 13 over the previous year but still within the target of 70. The increase was accounted for by a rise in permanent exclusions from two secondary schools compared to the previous year.

### **6.5.8 Provision for excluded pupils**

Full time provision for pupils in Key Stages 1 and 2 is available. The Key Stage 3 Pupil Referral Unit had a positive Ofsted report in October 2003. However, there are problems in providing for some hard to place Key Stage 3 pupils. There is full time provision at the Key Stage 4 Pupil Referral Unit and new off-site projects for pupils excluded from Key Stage 4. An inter-agency approach is being developed for the hardest to place pupils.

### **6.5.9 Healthy Schools**

All schools have received information about the Healthy Schools scheme and 35% of schools have signed up to it. Nearly all infant schools are part of the School Fruit Scheme.

### **6.5.10 Drugs education; sex and relationships education**

Training on consultation skills, participatory approaches and drugs policy has been provided to staff in schools. Training has been provided for educational welfare officers, learning mentors and the home tuition team and schools. Theatre in Education on making choices has been made available for all of Year 6 pupils. Six pregnant schoolgirls have been given support over continuing their education.

<b>Aspect</b>	<b>Intended outcome</b>	<b>Current position</b>
<b>Ethnic minority groups, Travellers and refugees</b>	See Priorities 1, 2 and 3 (EMTAS)	
<b>Under-achieving boys</b>		
<b>Pupils with SEN</b>	Local provision for meeting the needs of pupils on the autistic spectrum and those with speech and language	Local arrangements have been made to meet the needs of pupils on the autistic spectrum.

<b>Aspect</b>	<b>Intended outcome</b>	<b>Current position</b>
	impairment is strengthened.	
	Disability awareness is increased. There is improved disability access in mainstream schools.	Training in disability awareness has been provided and guidance issued to schools on legislation. An LEA accessibility strategy has been drawn up and is being implemented, leading to systematic improvements in disability access.
	Outreach role of specialist provision is developed.	An autism support team is in place. A Best Value Review of SEN, including a review of the role of specialist provision, has been completed.
	Schools implement the revised Code of Practice effectively.	SEN audit has shown that schools are generally implementing the Code of Practice effectively.
	Provision for children and pupils in the early years is improved.	Early years SEN support team in place for non-maintained settings.
<b>Children in public care</b>	Educational targets are met in the Quality Protects Action Plan. Children make satisfactory progress against individual targets in their personal education plans.	The target of 10% for the proportion of looked after children achieving 5 or more passes at GCSE grades A*-C was not achieved. The actual figure for 2001/2 was 9%. 2002 GCSE figures, however, show a small overall improvement over the 2001 figures. Individual tracking of pupil progress shows good evidence of progress against individual targets in personal education plans.
<b>Pregnant schoolgirls and teenage mothers</b>	There is a reduction in teenage pregnancies. School aged parents receive an appropriate education out of school and where possible are successfully reintegrated into mainstream education.	A Teenage Pregnancy Education Advisor has been appointed and is collecting baseline data and tracking and monitoring the uptake of education provision by pregnant teenagers. Effective partnerships are developing to ensure appropriate support for reintegration.
<b>Sick children</b>	Sick children not able to attend school receive an appropriate education out of school and where possible are successfully reintegrated into mainstream education.	Sick children are taught in hospital schoolrooms of Central Middlesex/Northwick Park, where relevant. They are provided with home tuition when they leave hospital. This may also involve a reintegration programme when they return to school.
<b>Children educated at home</b>	Children whose parents have notified the LEA of their intention to educate at home	All children receiving education at home are visited by the EWS to ensure that suitable education is

<b>Aspect</b>	<b>Intended outcome</b>	<b>Current position</b>
	receive a satisfactory education.	provided. The EWS provides regular visits and monitoring of all cases.
<b>Excluded pupils</b>	The number of permanent exclusions is maintained within the target level of no more than 70 per year. All pupils excluded from school receive full time education.	The number of pupils permanently excluded from Brent schools increased in 2002/03 to 59, an increase of 13 over the previous year but still within the target of 70. The increase was accounted for by a rise in permanent exclusions from two secondary schools compared to the previous year.
	All pupils excluded from school receive full time education.	Provision has been expanded at Key Stages 1, 2 and 3. All permanently excluded children are receiving full-time education, with the exception of a very small number awaiting specialist placement.
	All excluded pupils are reintegrated into school or alternative provision within 15 days of exclusion.	Systems are now in place to ensure all pupils are in alternative full-time provision within 15 days, except in cases where difficulties are encountered in establishing early contact with family.
	The number of second exclusions is reduced.	The number of second exclusions in 2002/03 remained stable at 4.
	The attainment of this group of pupils in SATs and GCSEs continues to improve	The number of excluded pupils sitting SATs and GCSE has steadily increased year on year, as has the proportion of pupils attaining 3 or more GCSEs. (2002/03:46%)
<b>Attendance</b>	The overall LEA attendance target is met. School level unauthorised absence targets are met.	The overall LEA attendance target was met. 85% of schools met their targets for unauthorised absence.
<b>Health</b>	Schools provide appropriate drugs education and sex and relation education. 50% of schools sign up to the Healthy School scheme.	All schools have an agreed borough drugs policy and separate SRE policy. Assessment of the impact of policy/education will become part of minimum standards for a healthy school. So far 35% of schools have signed up to the scheme. The Healthy Schools Programme must recruit by 2006 all schools with over 20% of pupils entitled to free school meals.
<b>Pupils from specific geographic areas</b>	There is accurate information on pupils' attainment by postcode.	Information on postcodes is now available. This will be used to map attainment by ward and will available in autumn 2004.



Aspect	Intended outcome	Current position
<b>Gifted and talented</b>	Gifted and talented pupils are identified accurately and attain standards commensurate with their potential.	Gifted and talented pupils are identified in all secondary schools and supported through EiC programmes.

#### **6.5.11 Overall evaluation**

Significant improvements have taken place or are planned in tackling under-achievement. Action is better co-ordinated than at the time of the LEA inspection, with more multi-agency working. However, pupils from vulnerable groups continue to under-achieve. Overall, pupils make good progress in Brent secondary schools.

### **6.6 Priority 5 – Making effective use of data in school improvement**

#### **6.6.1 Provision of performance data to schools and the LEA**

Analysed attainment data was provided on the schools extranet. There was some confusion about changes as the data was updated. Local benchmarking was provided for primary schools, with the criteria for “families” of primary schools provoking discussion. The criteria included pupil mobility and the percentage of pupils from underachieving groups as well as the nationally-used benchmark of free school meals. Each school received a profile, including value added analysis and analyses of trends. Profiles for Key Stages 1, 2 and 3 were sent out in September and for Key Stage 4 in October, significantly earlier than in previous years. Schools are able to analyse data for whole cohorts and for individual pupils. Members were provided with a detailed report on performance by the LEA.

#### **6.6.2 Support for the Early Years in the use of data**

Schools have been given guidance on implementing the Foundation Stage DfES e-profile. Further work is needed to make effective use of the data produced by the Foundation Stage Profile.

#### **6.6.3 Support to primary and secondary schools in the use of data**

Data collection from schools has improved, though there were still some difficulties with Key Stage 3 data. There have been delays in the national implementation of language codes, so some form of local analysis is needed. Training is provided for schools, as well as informal contacts to resolve queries.

#### **6.6.4 Intended outcomes 2002-7**

Aspect	Intended outcome	Current position
For schools	Pupil performance data is used strategically by schools to identify key educational priorities.	Schools are improving their use of data to identify key priorities.
	Performance data is used effectively for target setting and action planning.	Schools generally set challenging and realistic overall targets. Schools need to make more use of data at

		the level of subject leaders and class teachers. More effective use could be made of data to set targets for groups of pupils and individuals.
For the LEA	Data collection is coherent, efficient and effective.	There is more effective use of pupil performance data. However, further improvements are needed to make the collection of the full range of data held on schools fully efficient and effective.
	Schools are satisfied with the LEA's arrangements for data collection and analysis.	Schools are generally satisfied with the LEA's arrangements for data collection and analysis.
	Pupil performance data is used strategically by the LEA to identify key educational priorities.	Pupil performance data is used strategically by the LEA to identify key educational priorities.

#### **6.6.5 Overall evaluation**

Since EDP2 was written, there have been considerable revisions in this area. The LEA continues to make improvements in the effective use of pupil performance data to support school improvement.

### **6.7 Priority 6 – Improving the recruitment and retention of staff**

#### **6.7.1 Recruiting newly qualified teachers**

Brent continues to recruit newly qualified teachers. A significant number of those appointed were trained in London and this is likely to have a positive effect on retention. The retention rate for primary NQTs is currently 90%.

#### **6.7.2 Recruiting primary teachers to fill temporary vacancies**

To date 40 teachers have been recruited to the primary supply pool. The success rate of the primary supply pool is currently 92%. The vacancy rate is the lowest for three years, with enough supply teachers to fill vacancies for one or two terms.

#### **6.7.3 Maximising recruitment and retention of teachers in primary and secondary schools**

A recent overseas recruitment drive has brought 17 teachers to Brent. 140 work permits have been processed between April 2003 and March 2004. To date 39 teachers have purchased their homes using the Starter Homes Initiative. To date Brent schools have trained 71 candidates for the Graduate Teacher Programme, most of whom are local residents. The headteacher retention rate is 94% and the deputy headteacher retention rate is 90%.

#### **6.7.4 Supporting newly qualified, overseas trained and returning teachers in primary and secondary schools**

A training programme was provided for NQTs and induction tutors. Nearly all NQTs are progressing well. Monitoring of schools' systems for supporting

induction has been improved. There are still a few problems when schools do not alert the LEA at an early stage when NQTs need additional support.

### 6.7.5 Training teaching assistants in primary and secondary schools

The LEA has provided a programme for teaching assistants, to support them in their professional development and to support the retention of trained assistants. Evaluations of training have all been very positive, with most participants are interested in further training and in developing their careers in education. The LEA needs better evidence on the extent and impact of this training.

### 6.7.6 Intended Outcomes 2002-7

Aspect	Intended outcome	Current position
Primary/Secondary Recruitment and Retention	All vacancies are filled by suitably qualified and competent teachers.	The permanent vacancy rate is low and reducing.
	Brent attracts a good number of NQTs.	The pools of primary and secondary NQTs continue to be successful.
	The teaching force in Brent increasingly reflects the ethnic make-up of the pupil population.	The teaching force in Brent increasingly reflects the ethnic make-up of the pupil population. Precise data is to be collected. 57% of GTP candidates are from ethnic minorities.
	Brent retains a high proportion of its good teachers.	90% NQT retention rate 94% Headteacher and 90% Deputy retention rate.
	There is an adequate supply of qualified teachers to fill short-term vacancies.	There is an adequate supply of qualified teachers to fill short-term vacancies.
	High quality teaching assistants are recruited. Teaching assistants progress in their career path and some follow a route into teaching.	A termly programme of recruitment maintains a good supply of Teaching Assistants. Teaching Assistants are tracked through their career path into teaching.
	All schools implement effective human resources policies.	Schools generally implement effective human resources policies.

### 6.7.7 Overall evaluation

The recruitment and retention of staff continues to be a strength of the LEA.

## 7.0 BACKGROUND INFORMATION

The following papers were used in the compilation of this report:-

- i) EDP2

ii) Evaluations of individual action plans for EDP2, 2002-3

iii) OFSTED inspection report on Brent LEA, January 2003

Any person wishing to inspect the above papers should contact  
Catherine Ross, School Improvement Adviser, Centre for Staff Development,  
Brentfield Road, London NW10 8HB. Tel 020 8937 3341. Fax 020 8937 3368

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