



**Brent**

**Supplementary Paper – Agenda  
Item 7**

**Community and Wellbeing Scrutiny  
Committee**

**Tuesday 24 November 2020**

## Supplementary Paper

Page

- 7 **Background Paper to Agenda Item 7 – Update on Schools and Education, including the action plan for raising achievement of boys of Black Caribbean Heritage:** 1 - 32

### **Annual School Standards and Achievements 2018-19**

Attached is the background paper (Annual School Standards and Achievements 2018—19) listed in the report for item 7 of the main agenda pack.

	<p><b>Community and Wellbeing Scrutiny Committee</b>                  22 April 2020                  (Meeting in Brent Civic Centre cancelled due to Covid-19)</p>
	<p><b>Report from the Strategic Director Children and Young People</b></p>
<p><b>Annual School Standards and Achievement 2018-2019</b></p>	

<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>No. of Appendices:</b>	None
<b>Background Papers:</b>	None
<b>Contact Officer(s):</b> (Name, Title, Contact Details)	Brian Grady Operational Director Safeguarding, Partnerships and Strategy <a href="mailto:brian.grady@brent.gov.uk">brian.grady@brent.gov.uk</a>  John Galligan Head of Setting and School Effectiveness <a href="mailto:john.galligan@brent.gov.uk">john.galligan@brent.gov.uk</a>

## 1.0 Purpose of the report

- 1.1 The purpose of this report is to update members of the scrutiny committee about school standards and achievement during 2018/19 with a focus on demonstrating improvements to the effectiveness and standards of the borough's schools, and evidence of progress in raising the achievement of British boys of Black Caribbean heritage in particular.
- 1.2 School standards are a corporate priority for Brent Council as set out in the Borough Plan 2019-23. The plan sets out five strategic priorities, including: Every opportunity to succeed – working in partnership to support children and young people's educational attainment and training.
- 1.3 Within this strategic priority there is a commitment to support the continued improvement of provision for early years settings and schools – particularly helping

the very small number which are not yet rated good by Ofsted. The Borough Plan also commits to collaboration with local school-led partnerships to improve the quality of education in Brent's primary and secondary schools.

## **2.0 Selection**

- 2.1 The Annual School Standards and Achievement Report 2017/18 was reviewed by committee in March 2019. As part of the committee's work programme meeting it was resolved that school standards and achievement would be reviewed again in 2020. School standards and achievement are of concern to a large number of the borough's residents, and address a corporate priority as set out above.
- 2.2 This report covers the items requested for inclusion by the Chair of the Community and Wellbeing Scrutiny Committee.

## **3.0 Information**

### **The accountability for school standards and achievement**

- 3.1 In May 2018, The Department for Education published 'Principles for a clear and simple accountability system'. These principles clarified the lines of accountability for schools as these had become more complicated following the increase in the number of single academy and multi-academy trusts. The changes were implemented for the 2019 results and published in Schools causing concern - Guidance for local authorities and Regional Schools Commissioners on how to work with schools to support improvements to educational performance, and on using their intervention powers in September 2019.
- 3.2 School governing boards and their executive leaders are ultimately accountable for the standards and achievement in their schools. The Department for Education (DfE) reaffirmed this in its September guidance:

"High quality and effective governance is key to the success of any school."  
"We are building a supportive schools culture in which local authorities and RSCs work with school leaders to drive school improvement for the benefit of pupils and parents."

For this reason, when the local authority establishes a Rapid Improvement Group at a school because it has concerns about the quality of education provision, the Chair of Governors or representative is required to attend meetings. In addition, an External Review of Governance is commissioned by the local authority to evaluate the quality of governance and to inform a governance improvement plan.
- 3.3 The DfE guidance removed the floor standards and coasting school standards which had previously been used to identify schools that would be subject to intervention from the Regional Schools Commissioner (RSC). The RSC now only mandates academy conversion, leadership change or trust transfer of a school if Ofsted has judged it inadequate. Any intervention by the RSC now only takes place following direct contact with the school's responsible body; for academies the academy trust and for maintained schools the local authority.

- 3.4 The Education and Inspections Act 2006 sets out the requirement for Ofsted to carry out its work in ways that encourage the schools it inspects to improve, to be user-focused and to be efficient and effective in their use of resources. Ofsted inspections provide assurance to the public and to government that minimum standards of education are being met, that public money is being spent well and that arrangements for safeguarding are effective.
- 3.5 The Education Inspection Framework was significantly revised with effect from September 2019. This more challenging framework gives most of its weighting in determining a school's overall effectiveness to 'The quality of education' which is a new judgement on the substance of education delivered by a school. Good schools and outstanding special and nursery schools are inspected within a five-year cycle, normally in the fourth year. The government has been consulting on bringing outstanding schools into this cycle because they are currently exempt from routine inspection. The majority of schools in Brent fall into this cycle.
- 3.6 All of the schools inspected in the current academic year have been judged good or outstanding, under this more challenging framework. In preparation for the introduction of the framework there has been a high level of partnership work. An Ofsted Senior HMI presented the framework to the 2019 spring term meeting of Senior Officers with Headteachers and the spring meeting of Senior Officers with Chairs and Vice Chairs of Governors.
- 3.7 Brent was also fortunate that four schools, a primary, a secondary and two special schools volunteered to be part of the Ofsted pilot inspections in the spring term of 2019. The headteachers of these schools shared their learning at the summer term Senior Officers Meeting with Headteachers and at Brent Annual Governors' Conference in July 2019. In addition, Brent Schools Partnership held briefings for headteachers on the framework. To further support schools during the current academic year, the headteachers of a primary and a secondary school shared their experiences of being inspected under the new framework in autumn 2019 at the Meeting with Headteachers in January 2020.
- 3.8 Section 13A of the Education Act 1996 states that a "local authority must exercise its education functions with a view to promoting high standards". The September 2019 statutory guidance states that local authorities should act as champions of high standards of education across their schools, and in doing so should:
- Understand the performance of maintained schools in their area, using data as a starting point to identify any that are underperforming, while working with them to explore ways to support progress
  - Work closely with the relevant RSC, diocese and other local partners to ensure schools receive the support they need to improve
  - Where underperformance has been recognised in a maintained school, proactively work with the relevant RSC, combining local and regional expertise to ensure the right approach, including sending warning notices and using intervention powers where this will improve leadership and standards
  - Encourage good and outstanding maintained schools to: take responsibility for their own improvement; support other schools; enable other schools to access the support they need to improve.

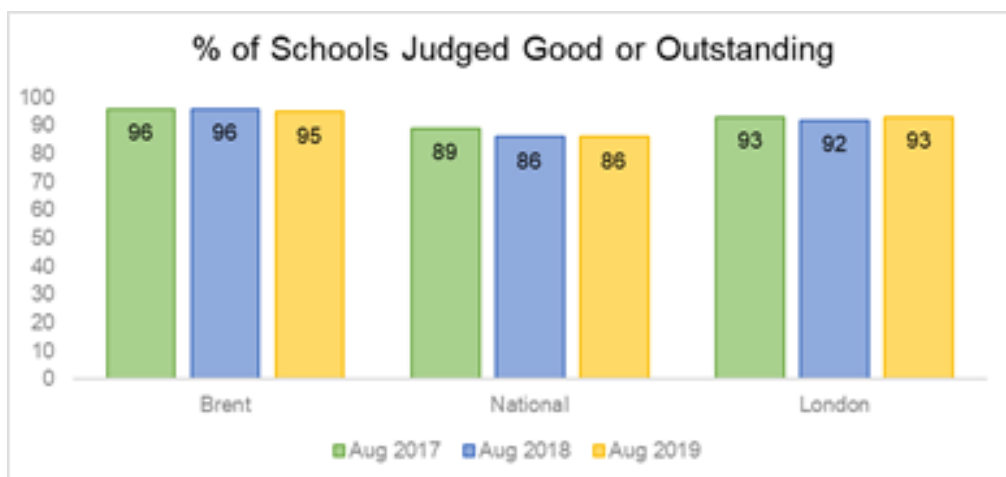
- 3.9 Brent Council Setting and School Effectiveness Service does this in accordance with the Strategic Framework for School Effectiveness. The framework recognises that school leaders have the proven expertise and experience to support school improvement, and that collaborative school-led partnerships are a key feature of local education provision with improvement being driven by local schools. Where the local authority needs to intervene in schools to bring about rapid improvement it commissions and brokers school-to-school support from its partners: the leaders of outstanding and good schools, the two borough Teaching School Alliances, National Leaders of Education (NLEs) and the Brent Schools Partnership.
- 3.10 To support local authorities, the Department for Education introduced the School Improvement Monitoring and Brokering Grant in 2019. This has been used locally to commission support from National Leaders of Education for the two schools judged by Ofsted as requires improvement.
- 3.11 Whilst the local authority has a statutory duty for the outcomes of all pupils in the borough's schools, it can only use its powers of intervention in schools within the maintained sector. Where there are concerns about an academy's standards, leadership or governance, the local authority is expected to raise them directly with the Regional Schools Commissioner.

### **Borough targets for standards and achievement**

- 3.12 There were three borough targets set for standards and achievement in 2018/19 to meet the objectives within the borough plan's 'Every opportunity to succeed' priority:
1. Percentage of pupils attending Brent schools that are judged as being either good or outstanding to be at least 95 per cent
  2. Reduction in the attainment gaps for British boys of Black Caribbean heritage with the national averages for all pupils at Key Stage 4 Attainment 8 to seven points
  3. Reduction in the attainment gaps for British boys of Black Caribbean heritage with the national averages for all pupils at Key Stage 2 reading, writing and mathematics to 15 percentage points.

### **Target 1 – Pupils attending good and outstanding schools**

- 3.13 At the end of the academic year, 94 per cent of pupils were attending good and outstanding schools. Target 1 was therefore missed by one percentage point. However, the proportion of schools judged good or outstanding was 95 per cent which is nine percentage points above the national average and two percentage points above the London average.



- 3.14 To address the target, the Setting and School Effectiveness Service has been taking actions that are in line with the Strategic Framework for School Effectiveness. It has in place one Rapid Improvement Group (RIG) at a school that was judged as requires improvement, three RIGs at schools judged good where the service had identified concerns about the quality of provision, and holds termly progress review meetings at a school currently judged good for leadership and management but requires improvement for its overall effectiveness.
- 3.15 At the start of the RIG process each school's leaders were required to write an action plan to address the concerns, supported by the local authority School Effectiveness Lead Professional assigned to the school. The RIG meetings identify additional support for the school's leaders to deliver their plan. This support has been provided by National Leaders of Education, the two Brent Teaching School Alliances, School Effectiveness Associates and Brent Schools Partnership.
- 3.16 To monitor the progress of a RIG school's plan, there are regular reviews of provision to measure the progress in addressing the identified concerns. The reviews include: leadership and governance, quality of education, safeguarding and whole school effectiveness. Based on this monitoring, the Head of Setting and School Effectiveness reports five times a year to the Strategic School Effectiveness Partnership Board on the progress of schools with a RIG.
- 3.17 Target 1 has been met for the current academic year 2019/20. 96 percent of pupils are currently attending Brent schools that are judged as being either good or outstanding. This has risen by two percentage points because, of the 14 inspections since September, one secondary school which was previously requires improvement has been judged good during the autumn term, one new primary school was inspected for the first time and judged outstanding, one school retained its outstanding judgement and the eleven other schools have remained good.
- 3.18 The current percentage of good and outstanding schools is also 96 per cent. Of the 84 schools that have been inspected, 82 are currently good or outstanding. The two schools not yet judged good are requires improvement. Of these, one has a RIG and the other is subject to termly progress reviews having exited the RIG process because the quality of leadership and management is good.

## **Target 2 - The Key Stage 4 attainment of British boys of Black Caribbean heritage**

- 3.19 The summer 2019 Key Stage 4 GCSE results show a significant reduction in the Attainment 8 gap for British boys of Black Caribbean heritage with the national averages for all pupils down from 13 points to 8 points. This is an average improvement of half a GCSE grade in each of the boys' eight GCSE subjects. Target 2 was, however missed by one point and the aim of the current Schools Forum funded 'Raising the Achievement of Boys of Black Caribbean heritage' programme (which is now in its second year) is to close the gap to zero. This programme is led, managed and administered by Brent Schools Partnership on behalf of the local authority and Brent schools.
- 3.20 To ensure accelerated improvement this academic year, the programme is continuing to support the role of Black Caribbean Achievement Champions in secondary schools by holding follow-up sessions at schools to evaluate progress against their improvement plans written following the audit of provision carried out as part of the programme last year. The evaluation process includes the analysis of 2019 outcomes including Attainment 8, and setting new school specific actions to close gaps. The programme is also focusing its support for secondary schools on improving the progress of British boys of Black Caribbean heritage by attainment group, with a particular emphasis on improving the rate of progress (Progress 8) for higher attaining boys who should be attaining the highest grades at GCSE.

## **Target 3 - The Key Stage 2 attainment of British boys of Black Caribbean heritage**

- 3.21 Target 3 was met with a very significant reduction in the Key Stage 2 reading, writing and mathematics combined attainment gap for British boys of Black Caribbean heritage with the national average for all pupils at Key Stage 2. The gap fell from 23 percentage points to seven percentage points, exceeding the target by eight percentage points. Schools are continuing with the actions that have led to these improvements in the current academic year with the expectation that the gap will be closed.

## **Raising school standards**

- 3.22 The Annual School Standards and Achievement 2017-2018 report identified outcomes in primary school English, and the primary school outcomes for specific groups, in particular British boys of Black Caribbean heritage as key improvement areas to address.
- 3.23 Over the last year the local authority has been working collaboratively with its partners to support improvement in these areas. This has included the Brent Teaching School Alliance providing targeted and tailored programmes to address the needs of schools where standards in English were low. For the schools with Rapid Improvement Groups this was commissioned from the Schools Causing Concern budget.
- 3.24 This work has had a positive impact on the outcomes. In 2019, attainment of the expected standard in reading at Key Stage 2 rose by two percentage points to 75 per cent and attainment of the expected standard in writing rose by four percentage points to 79 per cent. This is the first time since the revised national curriculum tests



were introduced in 2016 that Brent is above the national averages for reading and writing.

- 3.25 To support further improvements in primary English this academic year, particularly those schools with the lowest pupil attainment and progress, the local authority with the teaching school alliances and the Brent Schools Partnership convened a meeting in autumn 2019 of the headteachers of the nine schools with consistently high attainment and progress in English over the last three years to discuss their best practice and agree how they would share this with other local schools. Schools have offered support activities, including reviews of English and observations of best practice.
- 3.26 As highlighted in paragraphs 3.21 and 3.50, the ‘Raising the Achievement of British boys of Black Caribbean heritage’ programme has had a significant impact on improving the primary school outcomes for this group.

### Parent and pupil views

- 3.27 The responsibility for seeking the views of parents and pupils in evaluating and improving the quality of education rests with the governing board and the school’s executive leaders.
- 3.28 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 executive leaders. However, when the service carries out a review of the quality of provision in a school, its 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.
- 3.29 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.

### School standards and achievement

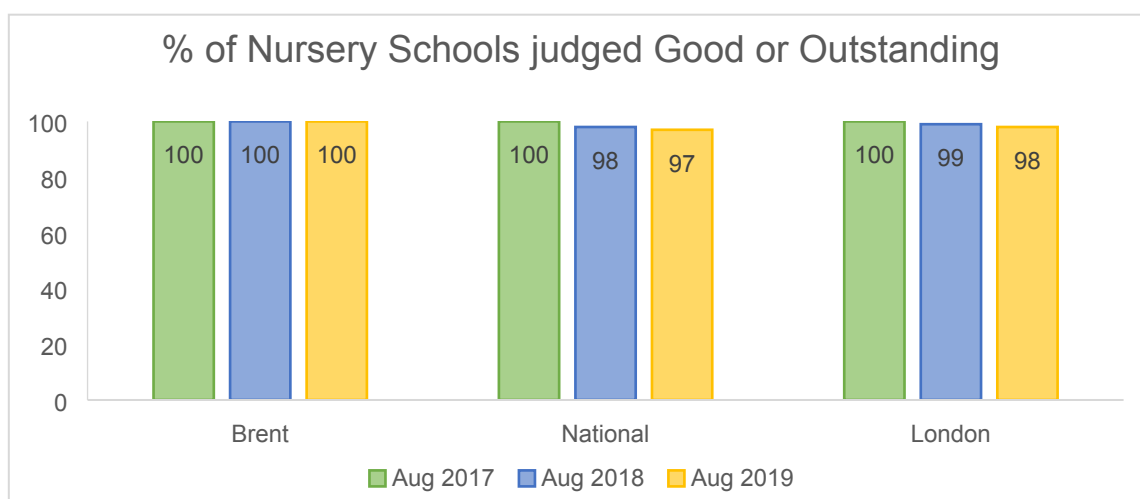
#### Overview

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	12	7	1	4	0	24
Single Academy Trust	0	1	4	1	0	0	6
Total	4	60	13	2	5	2	86

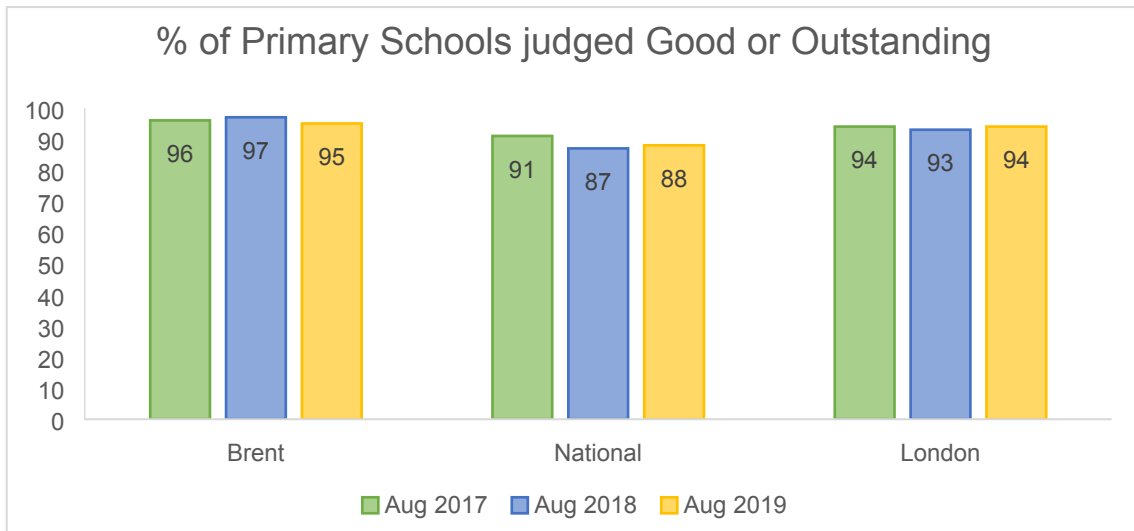
- 3.30 There are 86 state funded schools in Brent. During the last academic year, three voluntary aided primary schools joined a local multi-academy trust, and a community special school joined a single academy trust special school to form a local multi-academy trust.
- 3.31 There continued to be four hard federations with one governing board and an executive headteacher each leading two schools: two community nursery schools; a community infant and community junior school; a community infant and foundation junior school; a voluntary aided infant school and a voluntary aided junior school. In addition, there were two partnerships between two community primary schools which each had an interim executive headteacher and separate governing boards.

### Overall school effectiveness

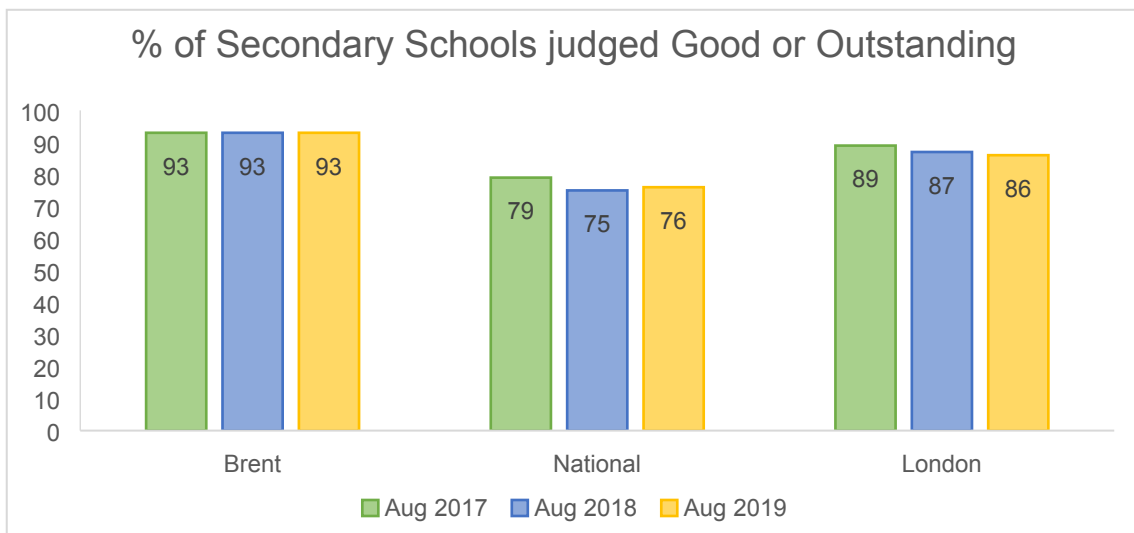
- 3.32 The overall effectiveness of Brent schools fell by one percentage point to 95 per cent of Brent schools judged good or outstanding by Ofsted. However, Brent continued to be well above the national average of 86 per cent and above the London average of 93 per cent.
- 3.33 Over the last academic year there were 18 inspections. Three nursery schools, twelve primary schools, two secondary schools and one special school were inspected. Ofsted judged the overall effectiveness of 14 of these schools to be good, two schools as outstanding and two schools as requires improvement.
- 3.34 At the end of the year there were still three schools judged less than good: two maintained primary schools judged as requires improvement and a sponsored secondary academy judged as requires improvement. Three new academies had not yet been inspected.



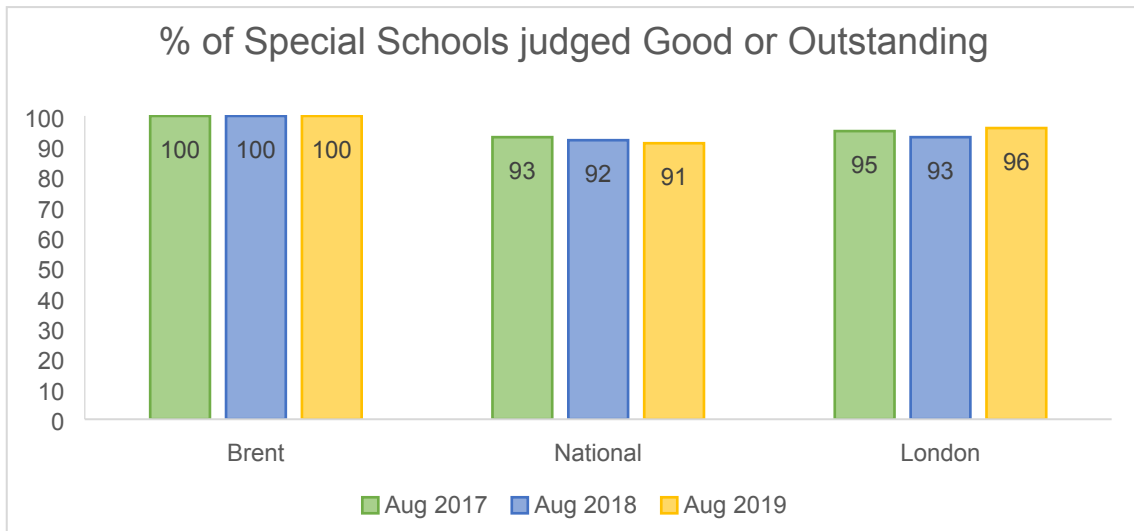
- 3.35 All four nursery schools are at least good. Three nursery schools were inspected in the last academic year and judged good. For all three, the inspectors recommended that the next inspection would be a full Section 5 because the schools demonstrated strong practice and marked improvement.



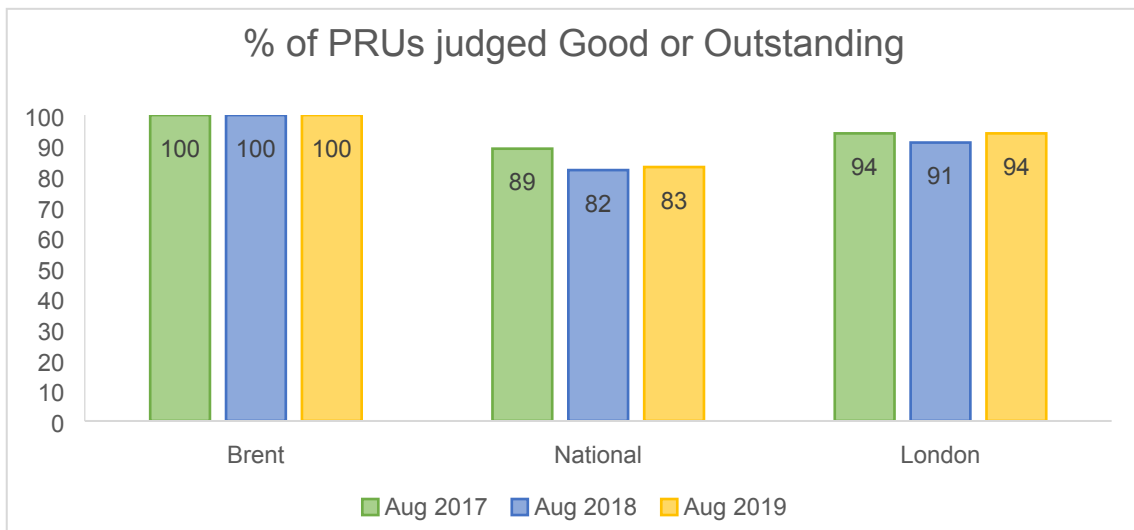
3.36 Nine of the twelve primary schools inspected last year were judged good and one school was judged outstanding having previously been judged good. The proportion of good and outstanding primary schools fell by two percentage points to 95 per cent because the two schools judged requires improvement are primary schools. Both schools had been the subject of local authority intervention and the inspectors recognised that the leadership of each of the schools had taken the actions necessary for improvement. At one of the schools, the leadership and management was judged good because it demonstrated its capacity to ensure further improvement and at the other the changes in leadership were not yet embedded enough to demonstrate their impact on the quality of provision. Of the schools judged good, one had previously been outstanding and was inspected because of a fall in attainment.



3.37 One of the two secondary schools inspected remained good. The other secondary school was judged outstanding having previously been good.



3.38 All four special schools are at least good. One special school was inspected and judged good. However, the inspectors recommended that the next inspection would be a full Section 5 because the school demonstrated strong practice and marked improvement.



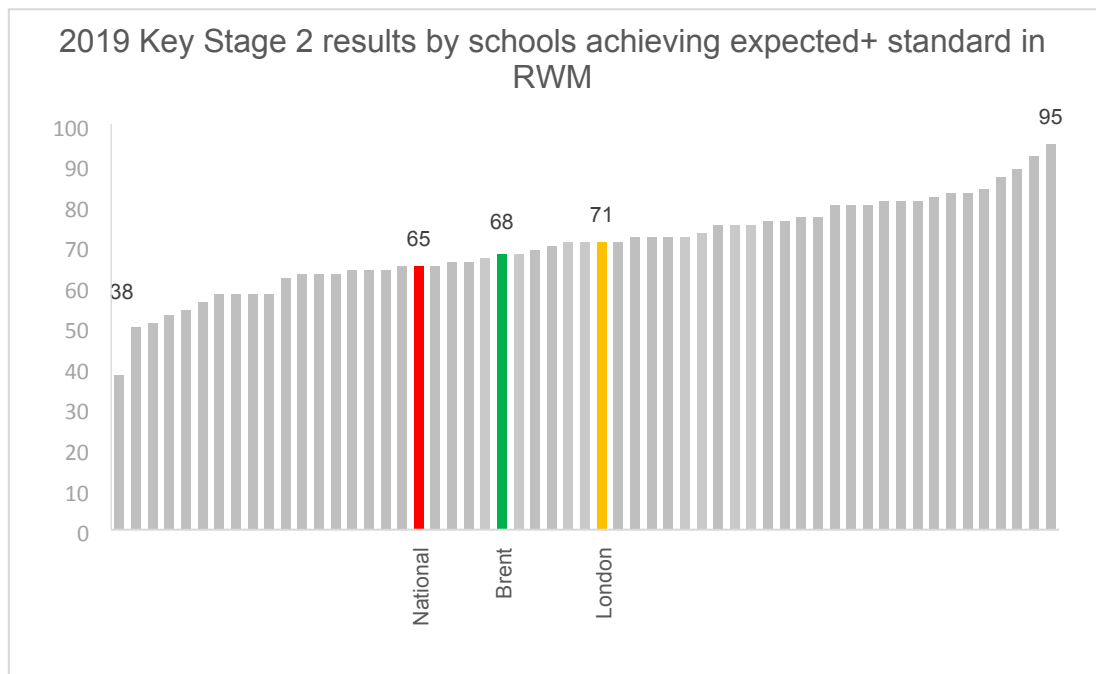
3.39 Both Pupil Referral Units are judged good and had been inspected in the previous academic year.

### Primary standards and achievement

3.40 At Key Stage 2, in 2019, the borough continued to perform well in the measures of pupil progress. Brent is above the national averages for reading, writing and mathematics, equal to the London average for reading and above the London average for mathematics.

3.41 In 2019, attainment at Key Stage 2 in Brent increased faster than the national and London averages, and as a consequence attainment of the headline measure of expected standard in reading, writing and mathematics combined rose to above the national average and the gap with London fell.

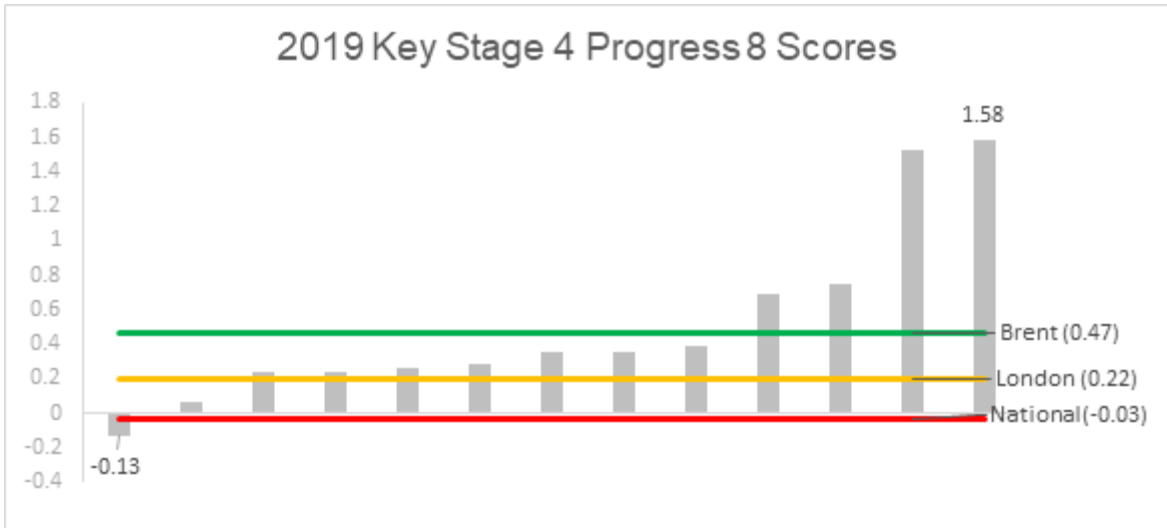
3.42 There was also a significant improvement in the variation in the attainment of pupils at different primary schools. In 2019, the gap at Key Stage 2 reduced significantly, falling by 17 percentage points. The difference between the school with the highest proportion of pupils attaining the headline measure (meeting the expected standard in reading, writing and mathematics (RWM combined) and the school with the lowest proportion, fell from 74 percentage points to 57 percentage points.



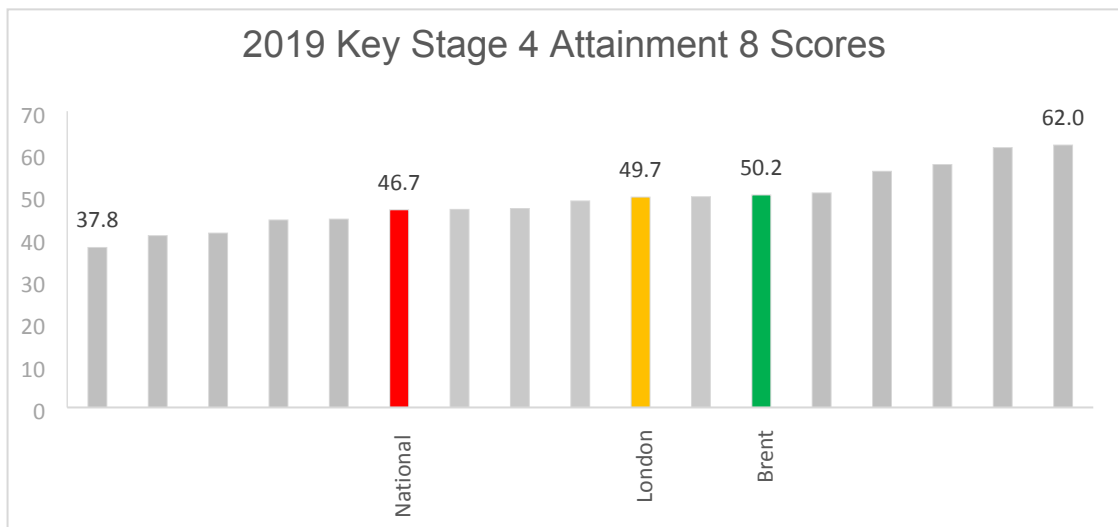
3.43 The number of schools below the national average has fallen from 22 in 2018 to 18, and the results at eight of the nine schools below 50 per cent in 2018 increased significantly to over 50 per cent. At three of these schools the local authority had put in place rapid improvement groups.

### Secondary standards and achievement

3.44 Brent performed very well against the national and London averages in 2019 for all of the secondary headline attainment and progress measures. For the headline Progress 8 measure, eleven schools were above the London average and the two lowest were classified by the Department for Education as average against all schools nationally. The difference between the progress of students at the highest scoring school and the lowest is 1.7 which is a reduction compared to last year of 2.8.



3.45 Average attainment increased to 50.2 points, remaining above the national and London averages. The difference between the school with the highest Attainment 8 measure and the school with the lowest also fell. The gap fell significantly to 24 points compared to a 33-point gap in 2018.



3.46 At Key Stage 5, the outcomes for Brent students in all types of qualifications, A Levels, Tech Levels and Applied General are at or above the national and London averages.

**Disadvantaged pupils**

3.47 The Setting and School Effectiveness Service monitors school standards for groups including disadvantaged pupils who are eligible for additional support funded by the Pupil Premium. In 2019, Brent's outcomes for disadvantaged pupils improved further. They are above the national averages for disadvantaged pupils and the attainment gaps have narrowed with both non-disadvantaged pupils nationally and in Brent.

## **British boys of Black Caribbean heritage**

- 3.48 In 2018/19 schools in Brent closed the gaps between the attainment of British boys of Black Caribbean heritage and all pupils at the end of EYFS, Key Stage 2 and Key Stage 4.
- 3.49 The data for Key Stage 4 Attainment 8 shows a significant improvement. The gap was reduced by five points between British boys of Black Caribbean heritage and all pupils, down from 13 points to 8 points. Whilst this is a marked improvement, at the end of Key Stage 4, Brent pupils' overall attainment was 3.5 points above the national average.
- 3.50 At Key Stage 2 the gap significantly narrowed in reading, writing and mathematics (RWM) combined. There has been an improvement of 17 percentage points representing a 70 per cent fall in the size of the gap. The gap is now seven percentage points. Based on this level of improvement there is a real possibility that the attainment gap for RWM combined at the end of Key Stage 2 will soon be closed in Brent. However, the attainment of the higher standard at Key Stage 2 by boys of Black Caribbean heritage is lower than that for all pupils and is a focus for the current academic year.
- 3.51 Significant improvement can also be seen in the data for the end of EYFS. There has been an improvement of six percentage points bringing the gap down to two percentage points. This is a 75 per cent reduction in the gap. Based on this rate of improvement this gap should be closed within the next year.
- 3.52 Whilst there have been these improvements at the end of both the primary and secondary phases, and at the Early Years Foundation Stage, at Key Stage 1 there appears to have been a widening of gaps. Although, the data shows that the gap for mathematics (10 percentage points) has remained the same, there has been a widening of gaps in reading (by five percentage points) and in writing (by four percentage points). Identifying and addressing the reasons for these gaps at the Key Stage 1 is a key priority for the second year of the 'Raising the Achievement of British boys of Black Caribbean heritage' programme. One area for consideration is that Key Stage 1 is teacher assessed, and therefore working with the local authority, there will be an evaluation of school moderation processes for this group of pupils.
- 3.53 For EYFS, Key Stage 2 and Key Stage 4, in the current academic year it has been important to build on the success of the first year of the 'Raising the Achievement of British boys of Black Caribbean heritage' programme, maintaining the leadership focus in Brent schools on improving the outcomes, and strengthening further their provision and practice for this group of boys.

## **Conclusion**

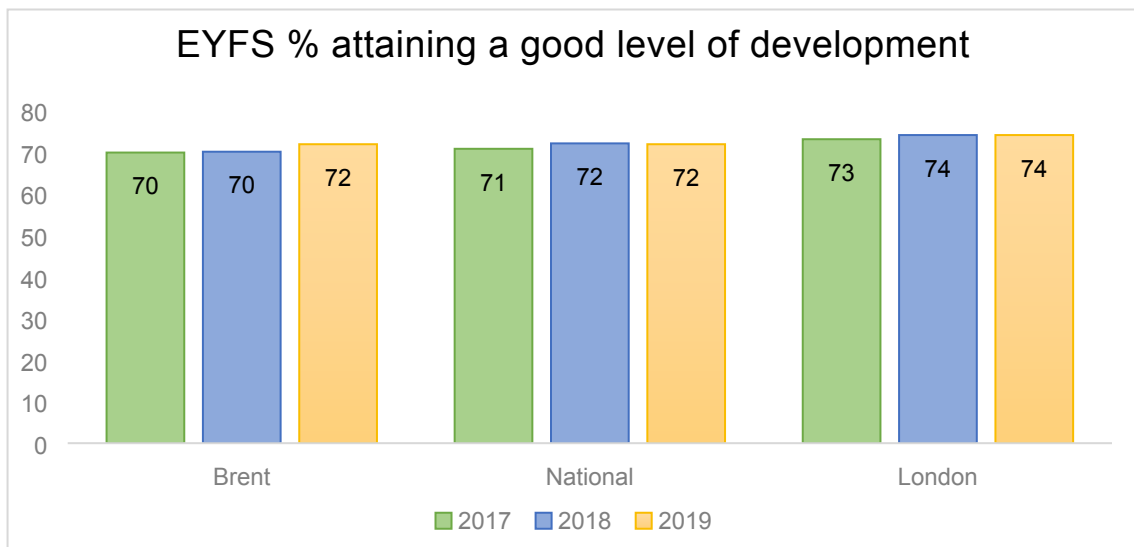
- 3.54 The quality of education provision in Brent continues to improve. Standards and achievement have significantly improved at the end of the primary phase (Key Stage 2) and continue to improve at the end of the secondary phase (Key Stage 4), and are all above the national averages. Standards and achievement at Key Stage 4 are also above the London averages. The performance of disadvantaged pupils continues to be relatively strong.
- 3.55 Three years ago, the Annual School Standards and Achievement Report 2015-2016 highlighted the attainment gap for boys of Black Caribbean heritage. Over the last three years there has been a significant drive to ensure that all schools across the

borough focus on closing this gap which has been supported by the introduction of the Schools Forum funded 'Raising the Achievement of Black Caribbean boys' programme in the last academic year. This has clearly had a very positive impact on this group's outcomes. However, further work continues in the second year of the programme to ensure that the attainment gaps are fully closed with both the national and Brent averages.

#### 4.0 School standards and achievement data

##### Primary

#### 4.1 Early Years Foundation Stage

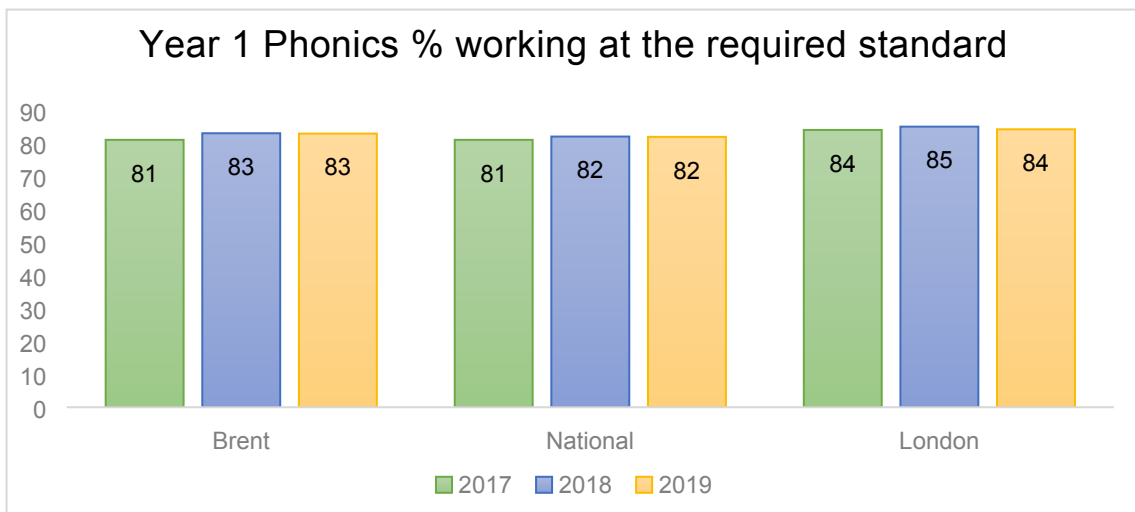


4.1.1 In 2019, Brent's figure for the proportion of children attaining a good level of development<sup>1</sup> rose by two percentage points to 72 per cent compared to 2018. This is equal to the national average which stayed the same and two percentage points closer to the London average.

<sup>1</sup> Children attaining a good level of development are those attaining at least the expected level within the following areas of learning: PRIME - communication and language; physical development; and personal, social and emotional development; plus literacy and mathematics.



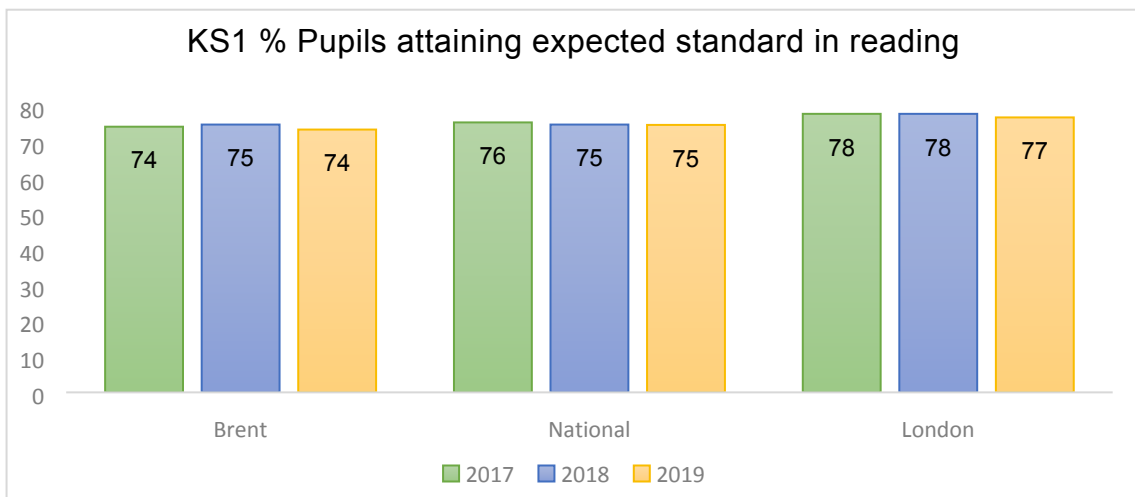
## 4.2 Year 1 Phonics Screening



4.2.1 The proportion of Brent pupils working at the required standard for phonics<sup>2</sup> remained at 83 per cent. The Brent average continued to be above the national average and the gap with the London average fell to just one percentage point.

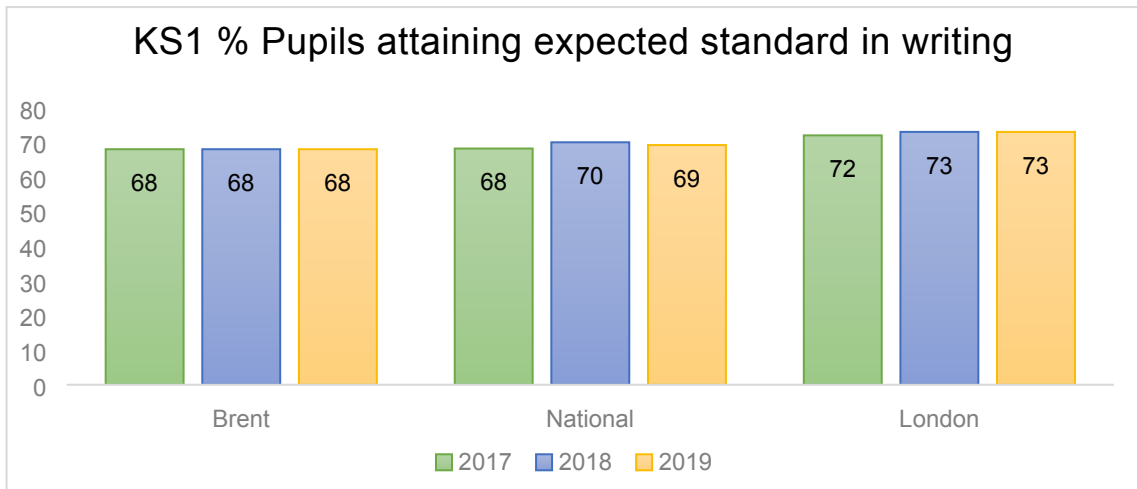
## 4.3 Key Stage 1

4.3.1 The assessment of attainment in reading, writing and mathematics at Key Stage 1 changed in 2016. Reading and mathematics are assessed by tests and writing is teacher assessed. Although the tests are set externally, they are marked by teachers within the school.

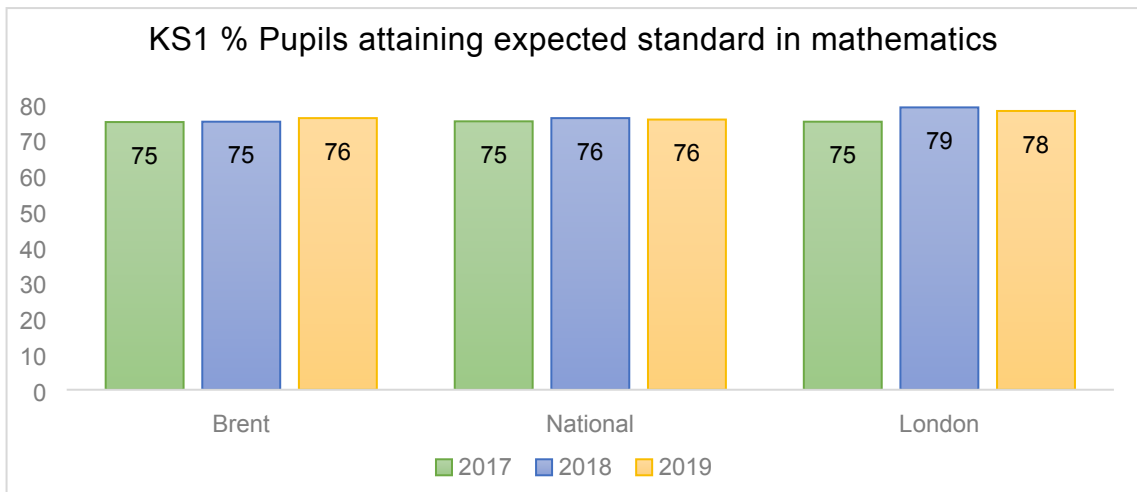


4.3.2 In 2019, the proportion of Brent pupils attaining the expected standard in reading fell by one percentage point to 74 per cent. This is one percentage point below the national average and three percentage points below the London average.

<sup>2</sup> The phonics screening check is a short, light-touch assessment to confirm whether individual pupils have learnt phonic decoding to an appropriate standard. The screening check is for all Year 1 pupils in maintained schools, academies and free schools. Pupils who do not meet the required standard of the check in Year 1 are tested again in Year 2.



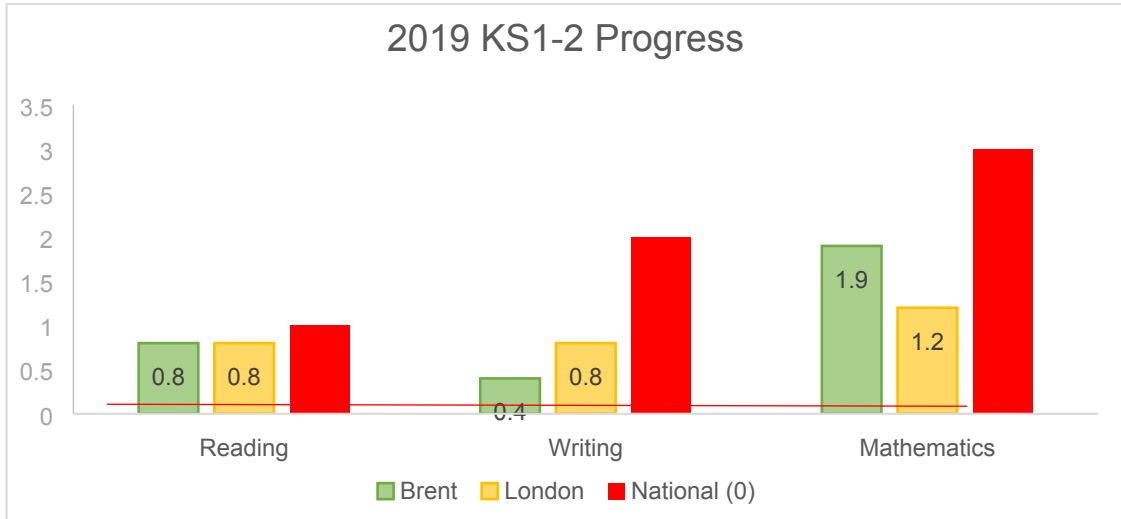
4.3.3 The proportion of Brent pupils attaining the expected standard in writing remained at 68 per cent which is one percentage point below the national average and five percentage points below the London average.



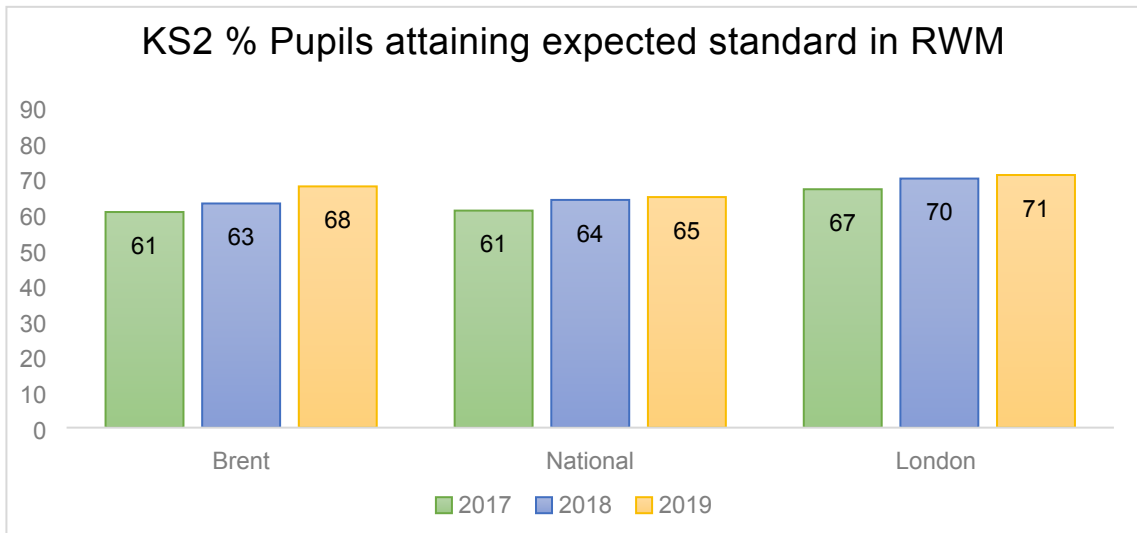
4.3.4 Brent's proportion of pupils attaining the expected standard in mathematics increased to 76 per cent. This is in line with the national average and the gap with London fell to two percentage points.

#### 4.4 Key Stage 2

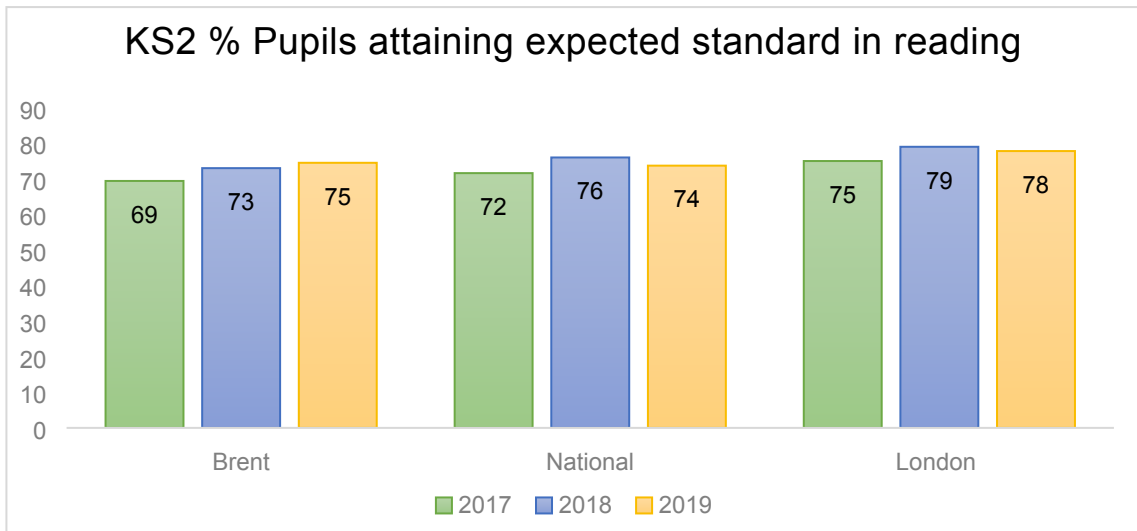
4.4.1 The headline Key Stage 2 pupil progress measures compare the progress made by groups of pupils with similar attainment at the end of Key Stage 1 to the national average attainment for the group at the end of Key Stage 2. The national average is benchmarked at zero. A plus score indicates that pupils have made more progress than the national average.



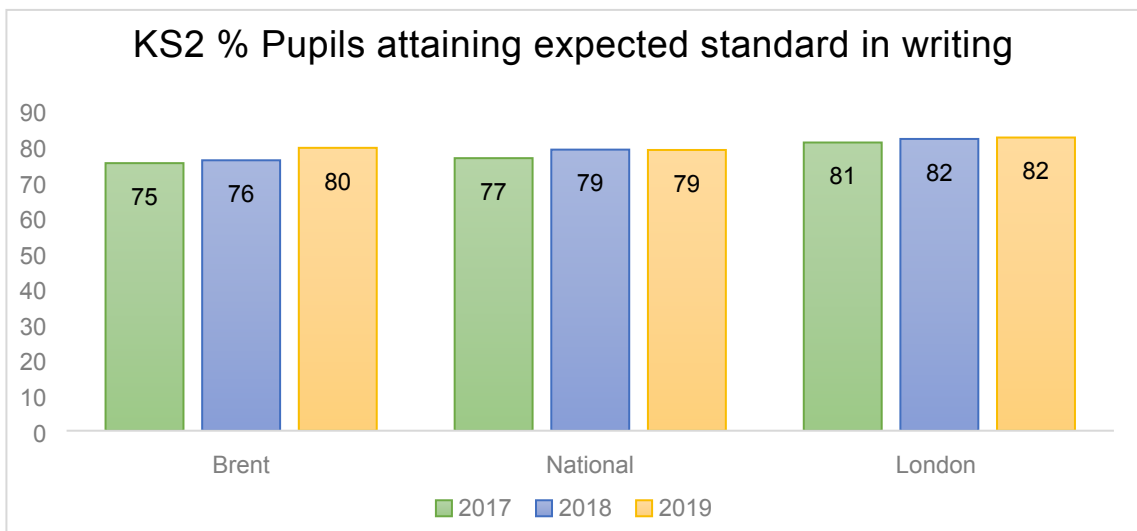
4.4.2 Similar to the last two years, Brent pupils' average progress in reading, writing and mathematics was above the national average, below London writing and above London in mathematics. However, progress in reading improved to equal the London average.



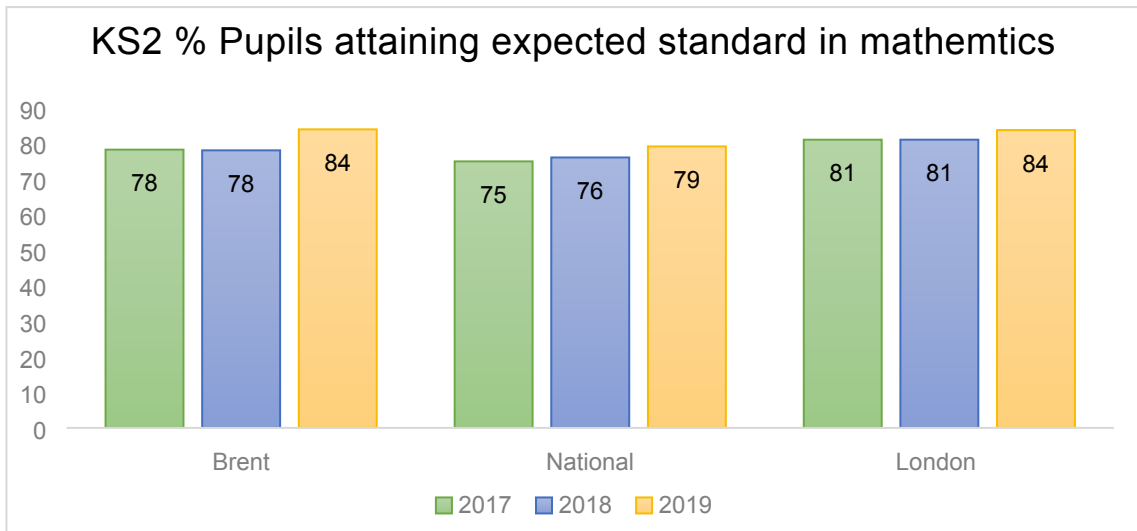
4.4.3 In 2019, at Key Stage 2, the proportion of pupils attaining the expected standard in reading, writing and mathematics (RWM) combined increased significantly by five percentage points to 68 per cent. This put Brent three percentage points above the national average and reduced the gap with London by four percentage points.



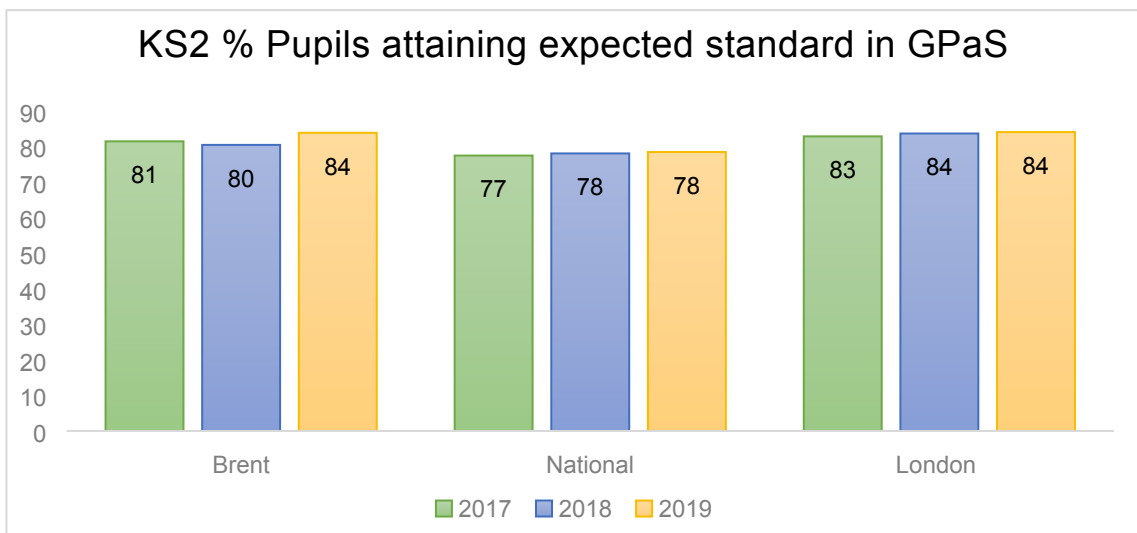
4.4.4 In 2019, the proportion of Brent pupils attaining the expected standard in reading increased by two percentage points to 75 per cent. This put Brent one percentage point above the national average and reduced the gap with the London average by three percentage points.



4.4.5 The proportion of Brent pupils attaining the expected standard in writing increased to 80 per cent which is one percentage point above the national average and reduced the gap with London to two percentage points.



4.4.6 Brent's proportion of pupils attaining the expected standard in mathematics increased significantly by six percentage points to 84 per cent. This is five percentage points above the national average and equal to the London average.



4.4.7 The proportion of Brent pupils attaining the expected standard in grammar, punctuation and spelling (GPaS) increased by four percentage points to 84 per cent which is six percentage points above the national average and equal to the London average.

#### 4.4.8 Brent Key Stage 2 results by school

School	Cohort	% RWM	Avg. Progress Score			Ofsted	
			Reading	Writing	Maths	Overall Judgement	Date
Anson Primary School	51	63%	1.6	1.6	1.9	G	13/03/2019
Ark Academy	48	77%	0.1	-1.1	1.1	O	24/11/2010
Ark Franklin Primary Academy	70	83%	1	0.3	1.4	G	21/06/2016
Avigdor Hirsch Torah Temimah Primary School	28	54%	3.3	-1.1	-1.0	G	28/09/2016
Barham Primary School	120	72%	2.7	2.3	3.3	G	26/11/2019
Braintcroft E-Act Primary Academy	90	58%	1.5	0.7	2.8	~	~
Brentfield Primary School	83	56%	-0.1	-2.4	0.9	G	06/10/2016
Byron Court Primary School	118	69%	3.2	0.9	3.2	O	22/03/2012
Chalkhill Primary School	87	76%	3.8	-0.8	5.1	G	09/03/2016
Christ Church CofE Primary School	26	72%	-2.6	0.5	0.8	G	03/10/2018
Donnington Primary School	28	75%	1.6	0.5	1.8	G	05/12/2017
East Lane Primary School	23	83%	9.0	4.7	3.8	O	26/11/2019
Elsley Primary School	60	64%	2.6	1.8	4.7	G	17/01/2017
Fryent Primary School	111	58%	1.4	2.6	3.6	G	12/02/2019
Furness Primary School	56	63%	1	-2.2	2.4	G	20/09/2018
Gladstone Park Primary School	90	75%	-0.5	-0.6	1.8	G	09/05/2017
Harlesden Primary School	25	68%	1	-0.4	2.1	R	12/09/2018
Islamia Primary School	60	81%	1.4	0.2	2	G	29/11/2016
John Keble CofE Primary School	56	53%	-1.9	-1	-2.2	G	13/02/2018
Kingsbury Green Primary School	90	64%	-1.4	0.7	1.8	G	11/12/2018
Leopold Primary School	88	65%	0.9	-1.4	1.1	G	07/03/2017
Lyon Park Primary School	120	50%	-2.2	-0.7	-0.1	R	09/01/2019
Malorees Junior School	61	71%	0.5	-0.4	0.2	G	10/05/2017
Mitchell Brook Primary School	87	67%	1.2	2.2	1.2	O	03/11/2015
Mora Primary School	57	65%	0.8	0.2	-0.1	G	20/03/2019
Mount Stewart Junior School	116	72%	-1.1	-1.4	0.7	O	10/10/2012
Newfield Primary School	56	51%	-0.3	-1.2	-0.9	G	11/06/2019
North West London Jewish Day School	28	82%	2.2	-1.4	1.7	G	04/07/2017
Northview Junior and Infant School	30	80%	2.7	0.9	3.2	G	28/03/2017
Oakington Manor Primary School	92	70%	-0.9	0.1	2.3	O	07/07/2010
Oliver Goldsmith Primary School	60	66%	2.3	0.7	4.8	G	19/05/2018
Our Lady of Grace Catholic Junior School	61	89%	3.3	3.4	4.5	O	23/10/2012
Our Lady of Lourdes RC Primary School	28	81%	6.7	2	3.3	G	06/07/2016
Park Lane Primary School	59	71%	3.8	1.2	5	G	27/09/2016
Preston Manor School	60	64%	-0.2	-0.5	1	G	14/06/2016
Preston Park Primary School	132	58%	-0.3	4.3	1.2	G	19/06/2018
Princess Frederica CofE Primary School	58	84%	-0.2	-2	0.3	G	24/01/2017
Roe Green Junior School	120	63%	-0.4	1.2	0.4	G	31/01/2017
Salisbury Primary School	87	71%	2.4	-0.7	1.9	G	11/09/2019
Sinai Jewish Primary School	90	81%	1	0.9	1.4	G	23/01/2019
St Andrew and St Francis CofE Primary School	55	77%	1.6	2.5	3.5	G	28/11/2017
St Joseph RC Junior School	69	92%	2.6	1.6	4.2	O	28/11/2011
St Joseph's Roman Catholic Primary School	56	95%	4.4	0.6	3.6	O	16/01/2013
St Margaret Clitherow RC Primary School	30	80%	2.5	2.2	1.1	G	04/11/2015
St Mary Magdalen's Catholic Junior School	91	58%	-0.6	-1.5	-0.6	G	05/06/2018
St Mary's CofE Primary School	29	76%	-0.4	-0.6	1.5	G	07/06/2017
St Mary's RC Primary School	44	62%	-0.4	-2.6	1.7	G	10/12/2019
St Robert Southwell RC Primary School	60	73%	0.1	2.4	2.4	O	04/06/2019
Sudbury Primary School	122	75%	1.7	-2	2.8	G	11/07/2017
The Kilburn Park School Foundation	49	66%	-0.8	2.1	2.9	G	10/10/2019
The Stonebridge School	112	38%	-2.9	2.1	0	G	06/06/2017
Uxendon Manor Primary School	61	80%	2.6	0.4	3.9	G	11/07/2017
Wembley Primary School	120	72%	-0.5	1.1	2.1	G	18/09/2019
Wykeham Primary School	60	87%	2.6	2.8	2.8	O	24/03/2015

Brent	68%	0.8	0.4	1.9
National	65%	0.0	0.0	0.0

Source: 2018/19 key stage 2 attainment data (revised)

Above National
Below National
Well below average
Below average
Average
Above average
Well above average

## 4.5 Performance of Groups

### 4.5.1 Gender

KS2 - % of pupils by gender achieving the expected standard in 2019													
Cohort	RWM			Reading			Writing			Maths			
	LA	National	GAP	LA	National	GAP	LA	National	GAP	LA	National	GAP	
Male	1880	65	61	4	71	69	2	76	73	3	84	79	5
Female	1779	72	70	2	78	78	0	84	85	-1	84	80	4
All Pupil	3659	68	65	3	75	74	1	80	79	1	84	79	5

The Brent gap between the proportion of boys and girls attaining the expected standard in reading, writing and mathematics at Key Stage 2 in 2019 fell by four percentage points to seven. Boys' attainment rose to four percentage points above the average for all boys nationally and girls rose to two percentage point above the national average for all girls.

### 4.5.2 Disadvantaged compared to non-disadvantaged pupils

KS2 - % of DisAdv/Non-DisAdv pupils achieving the expected standard in 2019													
Cohort	RWM			Reading			Writing			Maths			
	LA	National	GAP	LA	National	GAP	LA	National	GAP	LA	National	GAP	
DisAdv	1162	63	51	12	72	62	10	75	68	8	79	67	12
Non DisAdv	2497	70	72	-2	76	79	-3	82	84	-2	86	84	2
All Pupil	3659	68	65	3	75	74	1	80	79	1	84	79	5

Disadvantaged pupils are defined as pupils who have been eligible for free school meals at any point in the previous six years or are children looked after. Schools receive additional funding through the Pupil Premium Grant to support these pupils to close the gap with non-disadvantaged pupils.

In 2019, the Brent average for disadvantaged pupils attaining the expected standard in reading, writing and mathematics rose seven percentage points to 63 per cent. This is significantly above the national average for disadvantaged pupils (51 per cent) and the gap with the Brent average for non-disadvantaged pupils fell by five percentage points to seven. The gap with the national average for non-disadvantaged pupils also fell by five percentage points to a gap of nine.

### 4.5.3 Pupils with Special Educational Needs and/or Disabilities (SEND)

KS2 - % of SEND pupils achieving the expected standard in 2019													
Cohort	RWM			Reading			Writing			Maths			
	LA	National	GAP	LA	National	GAP	LA	National	GAP	LA	National	GAP	
SEND	572	26	22	4	37	36	1	36	34	2	49	41	8
All Pupil	3659	68	65	3	75	74	1	80	79	1	84	79	5

In 2019, Brent pupils with SEND attaining the expected standard in reading, writing and mathematics rose by three percentage points to 26 per cent which is above the national average for pupils with SEND but well below the Brent and national averages for all pupils. The attainment for Brent pupils with SEND in reading, writing and mathematics were higher than the national averages for pupils with SEND.

#### 4.5.4 Pupils with English as an Additional Language (EAL)

KS2 - % of EAL pupils achieving the expected standard in 2019													
Cohort	RWM			Reading			Writing			Maths			
	LA	National	GAP	LA	National	GAP	LA	National	GAP	LA	National	GAP	
EAL	2550	67	65	2	73	71	2	80	79	1	85	82	3
All Pupil	3659	68	65	3	75	74	1	80	79	1	84	79	5

In 2019, the proportion of Brent pupils with EAL attaining the expected standard in reading, writing and mathematics increased by four percentage points to 67 per cent which is two percentage points above both the national average for pupils with EAL and the national average for all pupils.

#### 4.5.5 Ethnic groups

##### Early Years Foundation Stage

Early Years Foundation Stage - % attaining GLD - 2019				
DfE category	Cohort	LA	National	GAP
AIND	668	79	79	0
APKN	190	77	67	10
BAFR	180	73	70	3
BSOM	229	65	67	-2
BCRB	201	70	69	1
WBRI	367	79	74	5
WEEU	370	69	65	4
WROM	6	33	36	-3
All Pupil	3804	72	72	0

At the Early Years Foundation Stage, in 2019, of Brent's significant ethnic groups the attainment of a good level of development (GLD) of the Asian Indian (AIND), Asian Pakistani (APKN), White British (WBRI) and the Black African (BAFR) groups was at or above the national average for all pupils. The Black Somali (BSOM), Black Caribbean (BCRB) and White Eastern European (WEEU) groups were between three and seven percentage points below the national average. The small group of White Roma (WROM) children was well below the national average.

BBCH - Early Years Foundation Stage - % attaining GLD - 2019				
DfE category	Cohort	LA	National	GAP
BBCH	125	70	62	8
All pupils	3804	72	72	0

The attainment of British boys of Black Caribbean heritage improved significantly to two percentage points below the average and increased to eight percentage points above the national average for this group. The gap with the national average for all pupils fell from eight percentage points in 2018 to two percentage points in 2019.



## Key Stage 1

KS1 - % of pupils achieving the expected standard in 2019										
DfE category	Cohort	Reading			Writing			Maths		
		LA	National	GAP	LA	National	GAP	LA	National	GAP
AIND	592	76	83	-7	73	80	-7	82	85	-3
APKN	186	75	72	3	70	68	2	75	73	2
BAFR	200	82	78	4	79	73	6	81	76	5
BSOM	311	76	75	1	68	69	-1	78	76	2
BCRB	313	75	72	3	65	66	-1	71	70	1
WBRI	304	88	76	12	81	69	12	88	76	12
WEEU	395	66	67	-1	60	63	-3	71	73	-2
All pupils	3881	74	75	-1	68	69	-1	76	76	0

In 2019, of Brent's significant ethnic groups, the attainment for the Asian Indian (AIND), Black African (BAFR) and White British (WBRI) groups was above the national averages for all pupils in reading, writing and mathematics. The Asian Pakistani (APKN) group was also at or above in reading and writing. The Black Somali (BSOM) group was above in reading and mathematics, and the Black Caribbean (BCRB) group was at the national average for all pupils in reading. The White Eastern European group was below the national average for all three assessments.

BBCH - KS1 - % of pupils achieving the expected standard in 2019										
DfE category	Cohort	Reading			Writing			Maths		
		LA	National	GAP	LA	National	GAP	LA	National	GAP
BBCH	171	68	66	2	50	57	-7	66	68	-2
All Pupil	3881	74	75	-1	68	69	-1	76	76	0

British boys of Black Caribbean heritage were below in all three subjects; seven percentage points in reading, 19 percentage points in writing and ten percentage points in mathematics. The group was above the national average for the group in reading but below in writing and mathematics.

## Key Stage 2

KS2 - % of pupils achieving the expected standard in 2019 by ethnicity													
DfE category	Cohort	RWM			Reading			Writing			Maths		
		LA	National	GAP	LA	National	GAP	LA	National	GAP	LA	National	GAP
AIND	546	71	78	-7	73	81	-8	83	88	-5	86	90	-4
APKN	224	69	63	6	75	69	6	80	78	2	83	79	4
BAFR	228	72	68	4	80	75	5	81	82	-1	84	82	2
BSOM	311	68	66	2	76	73	3	79	78	1	84	81	3
BCRB	316	60	58	2	70	69	1	73	73	0	76	71	5
WBRI	298	77	65	12	84	74	10	85	79	6	86	78	8
WEEU	323	64	62	2	72	68	4	79	76	3	86	80	6
WROM	10	30	21	9	40	29	11	40	35	5	60	36	24
All Pupil	3659	68	65	3	75	74	1	80	79	1	84	79	5

At Key Stage 2, the attainment of the Black Somali (BSOM) group and the whole Black African group (BAFR), and the Asian Indian (AIND), Asian Pakistani (APKN) and White British (WBRI) groups was above the national average for all pupils attaining the expected standard in reading, writing and mathematics (RWM) at the end of Key Stage

2. The Black Caribbean (BCRB) group's results improved significantly, with the gap with the national average falling to five percentage points compared to a gap of 17 percentage points in 2018. The gap for the White Eastern European (WEEU) group also fell significantly to one percentage point from six percentage points in 2018. The results for the small group of White Roma pupils was well below the national average for all pupils (-35 percentage points).

KS2 - % of BBCH pupils achieving the expected standard in 2019													
DfE category	Cohort	RWM			Reading			Writing			Maths		
		LA	National	GAP	LA	National	GAP	LA	National	GAP	LA	National	GAP
BBCH	149	58	51	7	66	62	4	71	65	6	74	69	5
All Pupil	3659	68	65	3	75	74	1	80	79	1	84	79	5

There was a significant improvement of 17 percentage points in the attainment of boys of Black Caribbean heritage in reading, writing and mathematics combined at the end of Key Stage 2 to 58 per cent compared to 41 per cent in 2018. This reduced the attainment gap with the national average for all pupils to seven percentage points compared to 23 percentage points in 2018.

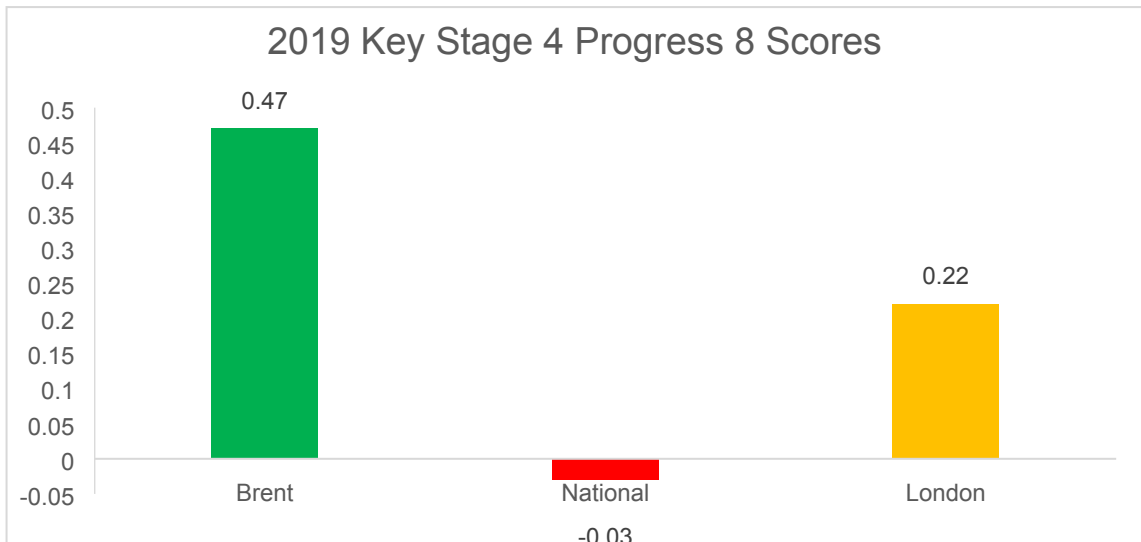
## Secondary

### 4.6 Key Stage 4

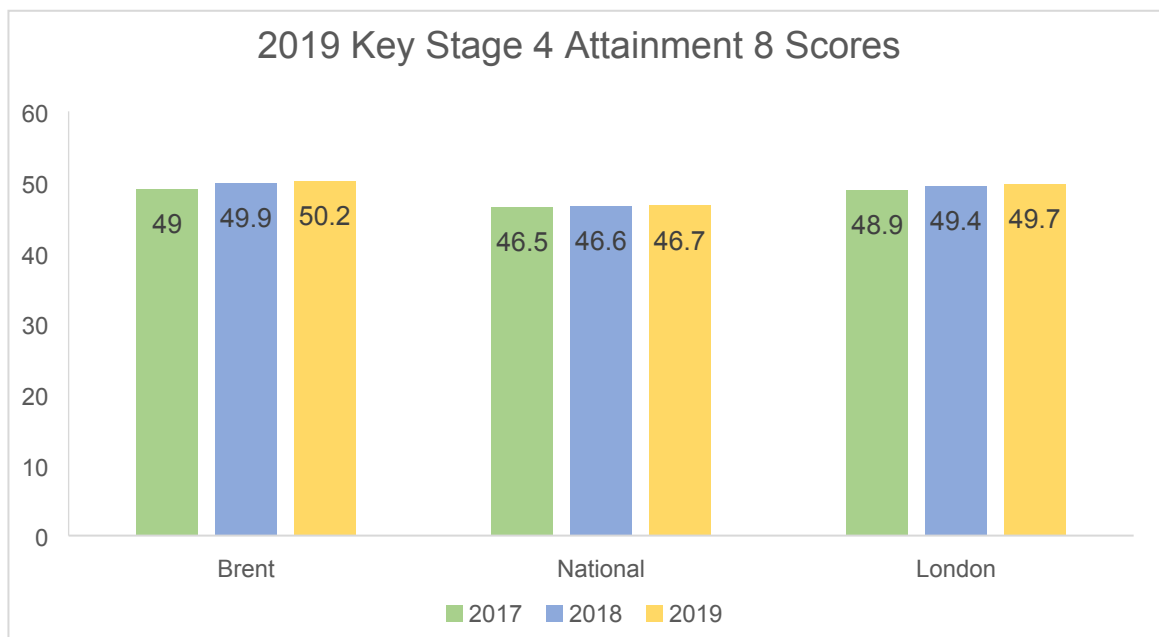
- 4.6.1 The headline measures of secondary school performance are student progress (Progress 8) and attainment (Attainment 8) in eight GCSE subjects. Attainment 8 measures the performance of students across eight qualifications including mathematics (double weighted) and English (double weighted), three other subjects that count in the English Baccalaureate (EBacc)<sup>3</sup> measure and three further qualifications that can be GCSE qualifications (including EBacc subjects) or any other non-GCSE qualifications approved by the DfE.
- 4.6.2 This is the third year that students have taken the new style more challenging GCSE qualifications in English and mathematics, and the second year in a further 20 subjects<sup>4</sup>. The revised GCSEs are graded 9 to 1. Grade 9 is the highest grade, Grade 5 is a strong pass and Grade 4 is a standard pass.

<sup>3</sup> The EBacc is made up of: English; mathematics; history or geography; the sciences; a language

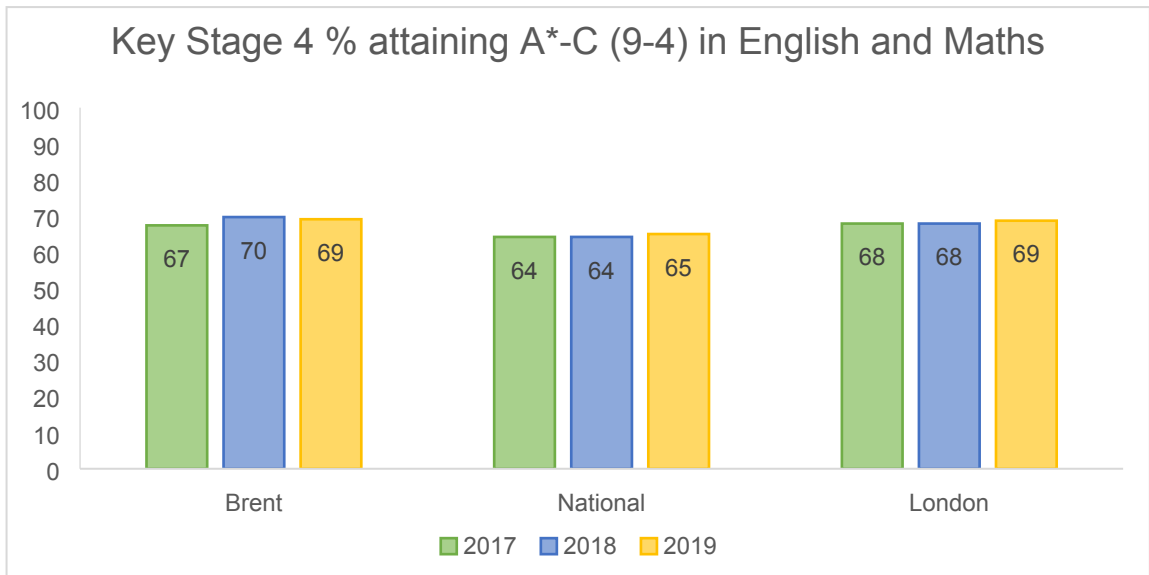
<sup>4</sup> Art and design, biology, chemistry, citizenship studies, classical Greek, combined science (double award), computer science, dance, drama, French, food preparation and nutrition, geography, German, history, Latin, music, physics, physical education, religious studies and Spanish



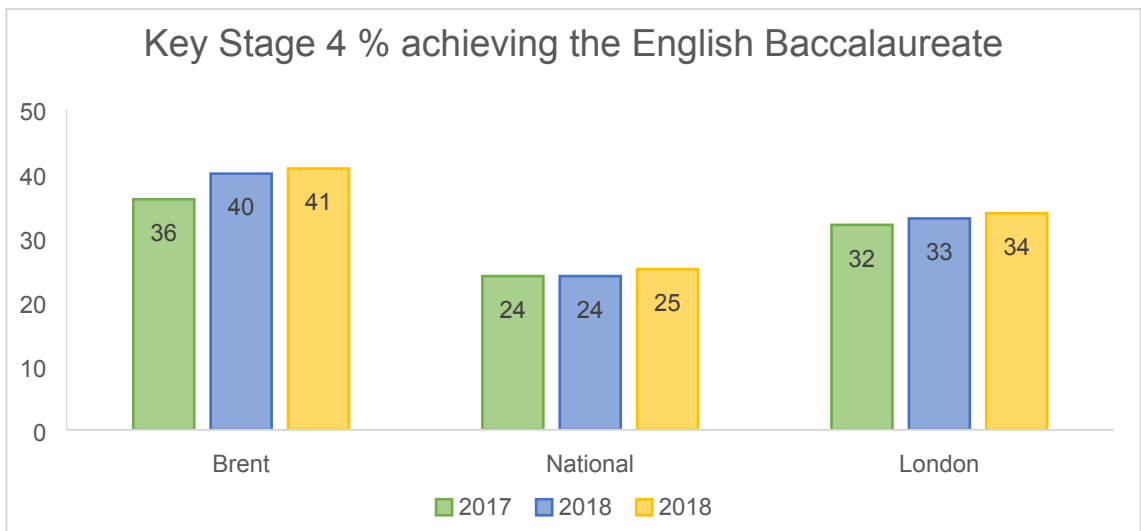
4.6.3 Brent's score on Progress 8 was 0.47 which indicates that on average the students in Brent made half of a grade more progress in each of their eight subjects at secondary school than students nationally (-0.02). This is well above the average progress made by students in London (0.22).



4.6.4 Brent's Attainment 8 score rose to 50.2 in 2019, above the London average of 49.7 and well above the national average of 46.7. This indicates that students in Brent attained an average of grade 5 (a good pass) in eight GCSE subjects.



4.6.5 In 2019, Brent's figures for the proportion of students attaining grades 9-4 in English and mathematics fell slightly by one percentage point to 69 per cent. This is above the national average and in line with the London average.



4.6.6 In 2019, the proportion of Brent students achieving the English Baccalaureate increased by one percentage point to 41 per cent. This is 16 percentage points above the national average and seven points above the London average.

#### 4.6.7 Brent Key Stage 4 results by school

School	Cohort	Progress 8 Score	Attainment 8 Score	5 or above in English & maths GCSEs	Entering Ebacc	Ebacc average point score	Ofsted Overall Judgement	Date
Alperton Community School	216	0.28	44.3	39%	38%	3.95	G	14/07/2016
Ark Academy	172	0.06	50.7	49%	44%	4.52	O	24/10/2010
Ark Elvin Academy	174	LOWCOV	37.8	28%	64%	3.64	G	02/10/2019
Capital City Academy	184	-0.13	41.2	33%	60%	3.62	G	30/01/2019
Claremont High School	255	0.69	57.4	64%	76%	5.42	O	13/05/2015
Convent of Jesus and Mary Language College	175	0.24	47	34%	82%	4.31	G	21/02/2017
JFS	290	0.75	62	72%	62%	5.71	G	08/11/2016
Kingsbury High School	333	0.26	46.8	44%	72%	4.39	G	20/03/2018
Michaela Community School	115	1.53	61.4	73%	84%	6.11	O	23/05/2017
Newman Catholic College	82	LOWCOV	44.5	37%	49%	3.92	G	15/11/2016
Preston Manor School	245	0.35	48.8	49%	81%	4.64	G	14/06/2016
Queens Park Community School	199	0.24	49.8	48%	37%	4.47	G	03/12/2019
St Gregory's Catholic Science College	167	0.39	55.8	67%	93%	5.21	O	26/03/2019
The Crest Academy	191	0.36	40.6	38%	44%	3.63	G	18/10/2016
Wembley High Technology College	208	1.58	66.8	79%	95%	6.5	O	30/03/2008
Brent	3038	0.47	50.2	51%	65%	4.66		
National		-0.03	46.7	43%	40%	4.07		
London		0.22	49.7	49%	54%	4.47		
Above National								
Below National								
Well below average								
Below average								
Average								
Above average								
Well above average								

#### 4.7 Key Stage 4 - Performance of Groups

##### 4.7.1 Gender

Key Stage 4 - 2019 Gender							
	Cohort	Progress 8			Attainment 8		
		LA	National	GAP	LA	National	GAP
Male	1525	0.18	-0.27	0.45	47.2	44.2	3.0
Female	1513	0.76	0.23	0.53	53.2	49.6	3.6
All pupils	3038	0.47	-0.02	0.49	50.2	46.7	3.5

The Brent average Attainment 8 score for girls was six points above boys. Boys' attainment was three points above the average for all boys nationally and continued to be above the national average for all students. For the Progress 8 measure Brent boys and girls made more progress at secondary school than the national averages. Brent's progress score for girls was very high (0.78) in 2019.

#### 4.7.2 Disadvantaged compared to non-disadvantaged students

Key Stage 4 - 2019 DisAdv/Non DisAdv							
	Cohort	Progress 8			Attainment 8		
		LA	National	GAP	LA	National	GAP
DisAdv	1096	0.12	-0.45	0.57	44.5	36.7	7.8
Non DisAdv	1942	0.63	0.13	0.50	52.6	50.5	2.1
All Pupil	3038	0.47	-0.02	0.49	50.2	46.7	3.5

The Brent average Attainment 8 score for disadvantaged students was eight points below non-disadvantaged students. However, Brent disadvantaged student attainment was eight points above the national average for disadvantaged students but six points below the national average for non-disadvantaged students. For the Progress 8 measure, similar to last year, Brent's disadvantaged students made equal progress at secondary school to non-disadvantaged students nationally, but less progress than non-disadvantaged students in Brent.

#### 4.7.3 Students with Special Educational Needs and/or Disabilities (SEND)

Key Stage 4 - 2019 SEND							
	Cohort	Progress 8			Attainment 8		
		LA	National	GAP	LA	National	GAP
SEND	350	-0.35	-0.62	0.27	28.1	27.5	0.6
All Pupil	3038	0.47	-0.02	0.49	50.2	46.7	3.5

The Brent average Attainment 8 score for students with SEND was above the national average for students with SEND and well below the average for all students. For the Progress 8 measure Brent students made more progress at secondary school than students with SEND nationally and less progress than the average for all students (third of a grade in each subject).

#### 4.7.4 Students with English as an Additional Language (EAL)

Key Stage 4 - 2019 EAL							
	Cohort	Progress 8			Attainment 8		
		LA	National	GAP	LA	National	GAP
EAL	1786	0.68	0.48	0.20	49.4	48.3	1.1
All Pupil	3038	0.47	-0.02	0.49	50.2	46.7	3.5

In 2019, Brent students with EAL attained above the national average for students with EAL and the national average for all students, and they made significantly more progress than all students nationally.

#### 4.7.5 Ethnic groups

Key Stage 4 - 2019 Ethnicity										
DfE category	Cohort	Progress 8			Attainment 8			4+ in English and Maths		
		LA	National	GAP	LA	National	GAP	LA	National	GAP
AIND	476	1.11	0.71	0.40	52.3	57.6	-5.3	69.5	80.6	-11.1
APKN	176	0.48	0.24	0.24	51.8	46.3	5.5	75.0	62.4	12.6
BAFR	186	0.28	0.35	-0.07	48.9	48.2	0.7	63.1	61.3	1.8
BSOM	237	0.23	0.21	0.02	46.8	45.5	1.3	66.7	64.3	2.4
BCRB	288	-0.30	-0.33	0.03	41.8	40.3	1.5	54.5	51.2	3.3
WBRI	173	-0.01	-0.15	0.14	47.9	46.1	1.8	63.6	64.6	-1.0
WEEU	141	0.81	0.49	0.32	47.2	44.2	3.0	68.1	58.5	9.6
All Pupil	3038	0.47	-0.02	0.49	50.2	46.7	3.5	69.1	64.9	4.2

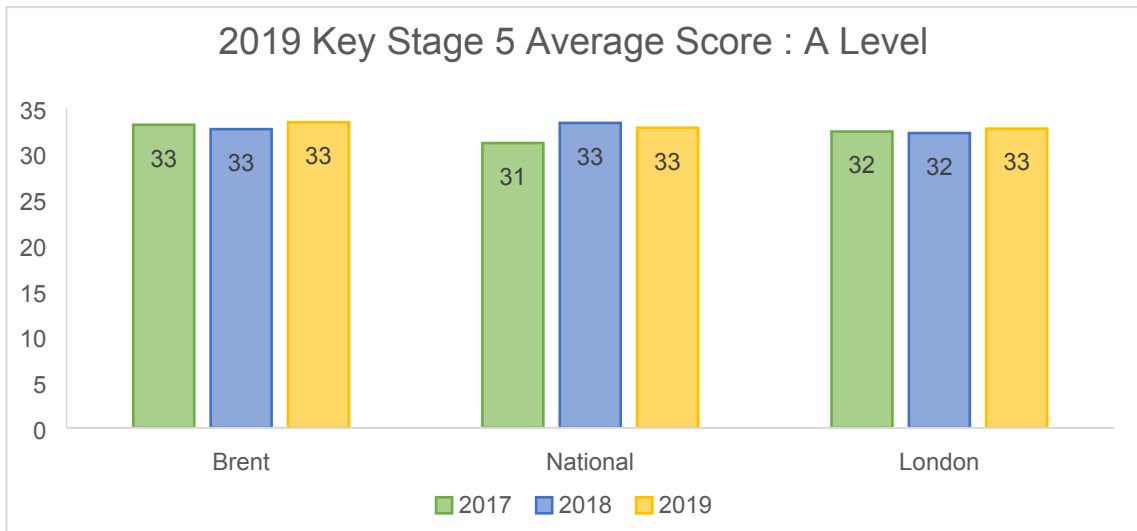
At Key Stage 4, in 2019 the attainment of the Black Caribbean (BCRB) group rose, reducing the gap with the national average for all students to five points. The Asian Indian, Asian Pakistani (APKN), Black African and White British (WBRI) groups continued to be above the national average for all pupils. The Black Somali (BSOM) and White Eastern European (WEEU) groups were above the national average for the first time. Although the Black Caribbean group rose by 4 points, the group continued to be below the national average. With the exception of the Black Caribbean (BCRB) group, all of Brent's significant groups made more progress at secondary school than the national average for all students. The numbers for the Gypsy/Roma students and Travellers of Irish Heritage (WIRT) groups cannot be reported because the cohorts were below five.

Key Stage 4 - 2019 BBCH										
DfE category	Cohort	Progress 8			Attainment 8			4+ in English and Maths		
		LA	National	GAP	LA	National	GAP	LA	National	GAP
BBCH	145	-0.60	-0.63	0.03	38.9	36.7	2.2	48.9	39.4	9.5
All Pupil	3038	0.47	-0.02	0.49	50.2	46.7	3.5	64.4	60.3	4.1

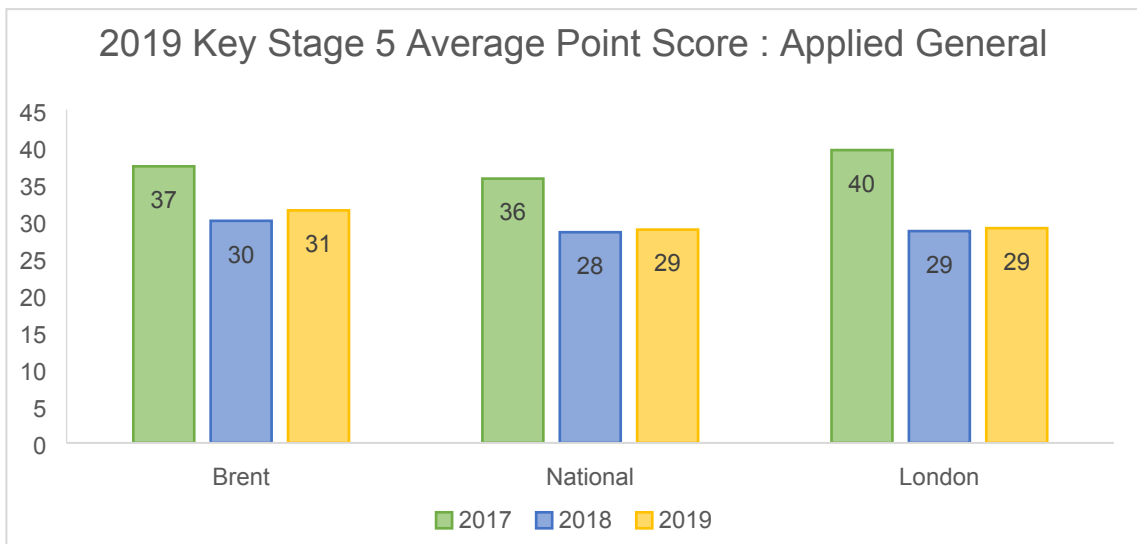
The data for British boys of Black Caribbean heritage shows that attainment at the end of Key Stage 4 rose by five points to 38.9. This reduced the attainment gap to eight points compared to 13 points below the national average in 2018.

#### 4.8 Post-16 Key Stage 5

- 4.8.1 Key Stage 5 results cover all state-funded mainstream schools, academies, free schools, maintained special schools and further education colleges.
- 4.8.2 Students on Level 3 programmes can study different qualifications: A Levels, Applied General (for example BTEC National Business); Tech Level (for example Mechanical Engineering). At Level 3, Brent secondary schools deliver mainly A Level courses, and some Applied General and Tech Level courses, and the College of North West London delivers mainly Tech Level and Applied General courses and some A Levels. The College is part of the United Colleges Group which has its headquarters in Westminster. For this reason, the College's results are not included in Brent's results, and are not reported separately.



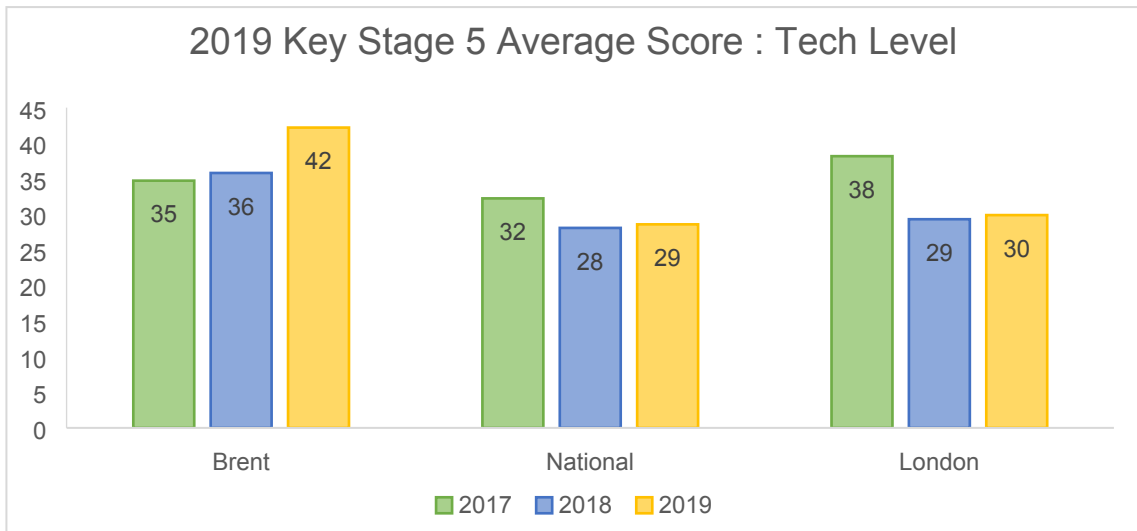
4.8.3 Brent's 2019 average A Level point score per qualification was 33, equal to both the London and national averages. 10 points equals one A Level grade. Therefore, on average, Brent students attained a grade C in each of their three A Level subjects.



4.8.4 Brent students attained an average grade of C (31 points) in Applied General qualifications which is two percentage points above both the national and London averages. Applied General qualifications have been revised and their assessment made more challenging, which makes it difficult to compare the results with 2017.

4.8.5 For Tech Level courses Brent's average point score was 42 which is well above the national average of 29 and the London average of 30.





#### 4.8.6 Brent Key Stage 5 results by school

School	A Level average points	Tech Level average points	Applied General average points
Alperton Community School	26.88	~	37.32
Ark Academy	35.90	~	34.79
Ark Elvin Academy	9.44	~	~
Capital City Academy	28.57	~	33.80
Claremont High School	33.79	~	33.62
Convent of Jesus and Mary Language College	34.34	~	33.59
JFS	42.94	48.89	29.71
Kingsbury High School	30.47	~	SUPP
Newman Catholic College	18.75	~	10.74
Preston Manor School	26.94	~	22.35
Queens Park Community School	32.10	~	~
St Gregory's Catholic Science College	32.47	~	31.33
The Crest Academies	21.39	29.35	30.00
Wembley High Technology College	37.95	~	SUPP
<b>Brent</b>	<b>33.42</b>	<b>42.28</b>	<b>31.46</b>
<b>National</b>	<b>32.87</b>	<b>28.64</b>	<b>28.89</b>

Source: 2018/19 key stage 5 attainment data (revised)

Above National
Below National
SUPP = Suppressed to protect privacy

## **5.0 Financial implications**

5.1 There are no financial implications from this report.

## **6.0 Legal implications**

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 Equality Implications**

7.1 This report includes the analysis of gaps between groups of pupils by: gender; disadvantage; special educational needs and/or disabilities (SEND); English as an additional language (EAL). The analysis 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.

## **8.0 Consultation with Ward Members and Stakeholders**

8.1 Stakeholders were consulted on the formation of the Strategic Framework for School Effectiveness and its strategic priorities.

## **9.0 Member request**

9.1 Cllr Ketan Sheth, Committee Chair, 24 January 2020

**Report sign off:**

**Gail Tolley**  
Strategic Director Children and Young People