



## Scrutiny Committee

**Tuesday 10 February 2015 at 7.00 pm**

Boardrooms 3, 4 and 5 - Brent Civic Centre, Engineers Way, Wembley, HA9 0FJ

### Membership:

#### Members

Councillors:

A Choudry (Chair)  
Colwill (Vice-Chair)  
Allie  
Daly  
W Mitchell Murray  
Oladapo  
Shahzad  
Southwood

#### Substitute Members

Councillors:

Agha, J Mitchell Murray, Nerva, RS Patel, Ketan Sheth, Stopp and Thomas

Councillors:

Kansagra

#### Co-opted Members

Ms Christine Cargill  
Mr Alloysius Frederick  
Mrs Hawra Imame  
Dr J Levison  
Vacancy  
Vacancy

#### Observers

Ms J Cooper  
Mrs L Gouldbourne  
Ms C Jolinon  
Brent Youth Parliament representatives

**For further information contact:** Toby Howes, Senior Democratic Services Officer  
020 8937 1307, [toby.howes@brent.gov.uk](mailto:toby.howes@brent.gov.uk)

For electronic copies of minutes, reports and agendas, and to be alerted when the minutes of this meeting have been published visit:  
**[www.brent.gov.uk/committees](http://www.brent.gov.uk/committees)**

**The press and public are welcome to attend this meeting**

# Agenda

Introductions, if appropriate.

Apologies for absence and clarification of alternate members.

Item	Page
<b>1 Declarations of interests</b>	
Members are invited to declare at this stage of the meeting, any relevant financial or other interest in the items on this agenda.	
<b>2 Deputations (if any)</b>	
<b>3 Minutes of the previous meeting held on 6 January 2015</b>	1 - 8
The minutes are attached.	
<b>4 Matters arising</b>	
<b>5 Current Status of Systems Resilience Group and Winter Pressure Update</b>	9 - 32
The report from the North West London Collaboration of Clinical Commissioning Groups outlines the processes within the Systems Resilience Group and provides an update on the current status. A presentation is also attached.	
<b>6 Brent Education Commission - six month update on the implementation of the Action Plan</b>	33 - 52
The Council's Cabinet, at its meeting on 15 September 2014, agreed an action plan based on the recommendations contained in the Brent Education Commission report. The purpose of this report is to brief the Scrutiny Committee, as agreed at the Cabinet meeting on 15 September 2015, on the progress made in the past six months in implementing the action plan.	
<b>7 Annual report academic year 2013-14: Standards and achievement in Brent schools</b>	53 - 82
The annual report for the academic year 2013/14 for Brent schools is attached.	

**8 Use of the Pupil Premium Grant Task Group - interim feedback** 83 - 90

Interim feedback from the use of the Pupil Premium Task Group is attached.

**9 Scrutiny Committee Forward Plan 2015/16** 91 - 92

The Scrutiny Committee Forward Plan 2015/16 is attached.

**10 Any other urgent business**

Notice of items to be raised under this heading must be given in writing to the Democratic Services Manager or his representative before the meeting in accordance with Standing Order 64.

**Date of the next meeting: Wednesday 11 March 2015**



- Please remember to ***SWITCH OFF*** your mobile phone during the meeting.
- The meeting room is accessible by lift and seats will be provided for members of the public.





## **MINUTES OF THE SCRUTINY COMMITTEE** **Tuesday 6 January 2015 at 7.00 pm**

PRESENT: Councillor A Choudry (Chair), Councillor Colwill (Vice-Chair) and Councillors Allie, Daly, Shahzad and Southwood, together with Mr Alloysius Frederick

Also Present: Councillors Butt (Leader of the Council), Chohan, Denselow (Lead Member for Stronger Communities), Filson, Mahmood and Pavey (Deputy Leader of the Council)

Apologies were received from: Councillors W Mitchell Murray and Oladapo, Co-opted Member Dr J Levison and appointed observer Lesley Gouldbourne

### **1. Declarations of interests**

None declared.

### **2. Minutes of the previous meeting**

RESOLVED:-

that the minutes of the previous meeting held on 26 November 2014 be approved as an accurate record of the meeting.

### **3. Matters arising**

None.

### **4. Safer Brent Partnership Annual Report 2013 - 2014**

Chris Williams (Head of Community Safety and Emergency Planning, Environment and Neighbourhoods) gave a presentation on the Safer Brent Partnership (SBP) that comprised of the council, Metropolitan Police, London Fire Brigade, National Probation Service, Community Rehabilitation Company and NHS Brent Clinical Commissioning Group. Chris Williams advised that the six priorities for the SBP strategy for 2013 – 2014 were:

- Reducing crime
- Reducing violence against women and girls
- Reducing anti-social behaviour
- Reducing the use and misuse of drugs and alcohol
- Preventing and reducing youth offending and reoffending
- Increasing confidence and satisfaction.

Chris Williams then referred to some of the success of the SBP's work in 2013-14, including a reduction in robbery and burglary of 23% and having one of the highest

performing partnerships on substance misuse in London. A successful 'gang call-in' in South Kilburn that involved engaging with the most problematic gang members had led to zero offences in this area since May 2014, whilst the Home Office had identified the SBP's work on gangs as a 'success story'. The SBP had also developed an increasingly successful Prevent Strategy to build resilience within the community against the threat of radicalisation. Members heard that there were also a number of initiatives that had been developed in 2013-14, including the establishment of a new Integrated Offender Management partnership, the commissioning of new domestic violence services and the development of new risk based models for anti-social behaviour to manage prolific offending and protect the most vulnerable victims. In addition, an innovative prostitution project had been commissioned to help sex workers exit from this lifestyle, whilst a Safer Neighbourhood Board had been established to hold the police to account for its performance by the public.

In respect of trends in Brent, Chris Williams advised that whilst crime overall was reducing, violence involving injury was increasing, as it was across London as a whole. The committee heard that town centres in the borough continued to be crime hotspots and Brent was a significant national gang hotspot, with many of its gangs operating all over the country. Domestic incidents were also on the increase, although there had not been a corresponding increase in reported domestic violence which was markedly more prevalent in the south of the borough. Chris Williams then informed members of the agreed priorities of the SBP for 2014-17, these being:

- Violence against women and girls
- Gang related offending
- Anti-social behaviour
- Reducing reoffending

Chief Superintendent (Ch Supt) Mick Gallagher (Brent Borough Commander, Brent Metropolitan Police) then addressed the committee. Ch Supt Mick Gallagher advised that there were a number of 'hotspots' underpinning incidents of domestic abuse and invariably these were located in areas of high deprivation. The population in the borough was changing and had brought about increases in reports of domestic abuse in some areas, such as Kilburn. Members heard that domestic abuse across London was increasing and often women did not report abuse until it had happened on a number of occasions. However, reported domestic abuse in the borough had fallen in the last three months. Ch Supt Mick Gallagher commented that no particular population group had been associated with higher rates of domestic abuse and the SBP was working hard with other agencies in helping victims, whilst also focusing on the perpetrators. Members heard that the risks to women in terms of repeat offending had not changed in the last six months. In terms of reporting domestic abuse, Ch Mick Gallagher stated that an uplift in confidence of victims can lead to an increase in reporting of abuse.

Ch Supt Mick Gallagher advised that of the top 30 wards recording the highest incidents of street violence in London, two were in Brent, these being Harlesden and Stonebridge. Additional resources had been allocated to tackle street violence in these two wards, including extra police and more stop and searches. Ch Supt Mick Gallagher acknowledged that there had needed to be improvements in respect of the police's approach to licensing and a new licensing strategy was in place that

took a more robust approach, with thorough visits to licensed premises taking place and comprehensive feedback provided, including to the council's licensing officers. In addition, members heard that the police were focusing on off-licences as well as bars that were situated near Wembley Stadium and Wembley Arena, as these too contributed to higher alcohol consumption on event days.

During members' discussions, the committee enquired whether Brent compared well to other boroughs in tackling crime over the past twelve months and what were the main areas of concern. A member asked whether the SBP was happy in terms of the police's engagement with the different groups in the community and he asked why the Leader of the Council was not the chair of the SBP. He also asked if stop and search was an SBP priority and sought an explanation as to why the increase in reported incidents was not leading to a corresponding rise in reported offences. A member asked if more information was available comparing crime numbers with previous years and breaking these figures down by area. She commented that public safety in the borough was a big issues, especially for women, and that within the community the relationship with the police was seen by some was not seen as strong, whilst the perception of the level of crime was also high. In respect of the SBP's priorities for 2013-14, she enquired whether a needs assessment had been undertaken and was there a budget available to undertake this. It was remarked that paan spitting was an issue, particularly in the north of the borough and it was asked what steps were currently being taken to address this and why was not more being done considering the perception of the public was that this matter was getting worse. In respect of the borough wide controlled drinking zone, it was commented that there was often little police presence when late night street drinking occurred and this was a major public safety issue. A member stated that there was a reduced police presence in the Gladstone Park area where there was often crime, possibly due to a 'blind spot' and more information for crime figures in this area was requested.

A member sought observations on the effectiveness of information sharing between the organisations in the SBP. In addition, given the financial pressures faced by all public services, were there concerns about plugging shortfalls and what were the main perceived risks to the effectiveness of the SBP. It was enquired whether the SBP felt it was getting the appropriate support from the community. A member asked what was the estimated proportion of juveniles in the borough who were gang members. A member in noting that focus was given to the top ten perpetrators of domestic violence, commented that she hoped efforts were also made to address a wider number of perpetrators. It was asked whether some groups did not feel sufficiently empowered to ask for help. The committee asked if any lessons had been learnt in the recent 'Week of Action' initiative and was it felt that the relationship between the police and the council was now stronger.

With the approval of the Chair, Councillor Mahmood addressed the committee. Councillor Mahmood asked whether there were any stop and search figures that were attributable to the Prevent Strategy.

In reply to the issues raised, Chris Williams felt that the SBP had laid solid foundations for more effective operating between the partner organisations and it was now better placed to bring offenders to justice and there was a stronger evidence base to tackle issues. Amongst the areas of concern were the incidences of violence with injury which was partly attributable to gang related violence and to

activity during the night time economy. Chris Williams acknowledged that the SBP needed to work harder to gain a better understanding of the broader reasons behind the increase in violence with injury incidents, such as the importance of educational outcomes, reducing inequalities and looking at licenced premises. Members heard that visual indicators, such as fly tipping and graffiti, can affect the perception of residents and make them feel less secure and there was a need to improve the environment. Chris Williams advised that there was a monitoring group consisting of lay members of the public that oversaw stop and search. The stop and search statistics were mapped to help the SBP identify the key themes that were driving crime and stop and search was one of the numerous tools police had to address crime.

Chris Williams advised that there was a requirement for the SBP to undertake an annual needs assessment, however this year's had been shorter due to a lack of analytical capacity but it was due to be signed off at the next SBP meeting and this could be provided to members. Members noted that the needs assessment was an activity that was supported by the Community Safety Team, assisted by partner agencies. Chris Williams informed the committee that paan spitting hotspots in the borough had been identified and that around £1,000 funding was available for an information campaign to dissuade this habit. He agreed to provide Councillor Shahzad with information on crime figures in Gladstone Park. The committee heard that information sharing amongst SBP partners was one of the big achievements of the partnership and information was shared on a daily basis between them and aggregated accordingly. Chris Williams advised that the percentage of juveniles in gangs in Brent was quite small and the average age of a gang member was 24. He explained that the structure of gangs in Brent consisted of a small number at the top of the hierarchy, underneath which stood a larger group of 'middle managers', followed by a larger still group of 'runners' who were likely to be younger. Members noted that gangs in the borough were primarily territorially defined and the Pathways Multi-Agency Partnership (PMAP) addressed the issue of those who were at risk of gang involvement through their work in schools, pupil referral units and those with mental health disorders. Chris Williams added that he would provide more information on the SBP's work on gangs to Alloysius Frederick. Chris Williams felt that the gap between reported incidents and offences was attributable to the police being better at reporting incidents and so being able to take appropriate steps to prevent an offence from being committed and accordingly the number of reported offences had remained relatively static, despite the rise in reported incidents.

Ch Supt Mick Gallagher informed the committee that there had been 433 recorded stop and searches in the borough in November 2014, of which 95 Section 1 stop and searches had led to 29 arrests. Black males were more likely to be stopped and searched than any other group and he suggested that this was attributable to gang related issues in areas such as Harlesden and Stonebridge. However, the likelihood of a black male being stopped and searched was considerably less than it was ten years ago. Ch Supt Mick Gallagher stated that stop and search had broad public support, however it was important that it was conducted with some sensitivity and the number of stop and searches had reduced as it was now more targeted. He confirmed that there had not been a single Section 60 stop and search in 2014, however dispersal orders that were still in place were used. Ch Supt Mick Gallagher acknowledged that there were some residents who perceived crime as worsening, however the figures showed that things were improving and so efforts

needed to be made to reassure the public and a small team was presently visiting wards to provide information in respect of burglaries, focusing on burglary hot spot areas first. It was also acknowledged that there was a particular need to reassure the most vulnerable members of the community. The committee noted that residential burglaries had reduced by 34% from 2,334 in 2013 to 1,996 in 2014.

Ch Supt Mick Gallagher confirmed that the controlled drinking zone would remain in place, however in order for it to be effective, it was also important that the community played a role in reporting street drinking through the official channels as there were resource implications for the police to consider. In respect of Gladstone Park, Ch Supt Mick Gallagher stated that there had been an incident involving some Romanians camping in the park which initially had not been responded to promptly. However, once a course of action had been agreed between the council and the police, it was acted upon swiftly. Ch Supt Mick Gallagher stated that the police could look into the issue of a potential blind spot in Gladstone Park. In respect of the Prevent Strategy, members heard that the Workshop to Raise Awareness of Prevent (WRAP) sought to address the issue of radicalisation and this involved working with schools and mosques and had good community support. It was noted that there were no specific figures in respect of the Prevent Strategy and this was not a stop and search activity, although a list of schools and mosques that had been visited could be given.

Turning to domestic violence, Supt Mick Gallagher emphasised the need for a corporate policy on this and Operation Dauntless enabled the police to identify the riskiest perpetrators. Additional resources had been given to address domestic violence including six additional police officers and although there had been a rise in the number of reported domestic violence incidents, so had there also been in prosecutions. Some community groups may find it harder to report domestic abuse, for example if English was not their first language. However, an example of positive work in this area included recent work with the Somalian community to address female genital mutilation and this group had a desire to actively engage with the police and SBP. Members heard that victims of domestic abuse sometimes felt under pressure to drop charges, particularly if they still had feelings for their partner.

Chief Inspector (CI) Nick Davies (Chief Inspector Partnerships, Brent Metropolitan Police) advised that 38 public order notices for paan spitting had been served in the borough. He felt that the 'weeks of action' had been a useful exercise and increased the confidence in the community and partner organisations to work together and it was hoped that this scheme would continue, although a formal evaluation was yet to take place. CI Nick Davies also felt that the council and the police were working together better and some police staff were also co-located in the Civic Centre.

Councillor Denselow (Lead Member for Stronger Communities) commented that levels of engagement between the partners of SBP were strong at strategy level and it was a testament to police's relationship with the community that Brent was scarcely affected by the riots in 2011, although efforts continued to be made to improve the relationship. The changes to the Safer Neighbourhoods Team was a consequence to the resource challenges the police faced, however there was prompt information exchange between the police and the council. Councillor

Denselow also highlighted ways in which the community could help reduce crime, such as the work undertaken by Neighbourhood Watch organisations.

The Chair welcomed the SBP report and stressed the need to continue dialogue between the partners in the SBP and the community. He requested that the committee receive an update on the work of the SBP in around six months' time.

## **5. Interim feedback from the Budget Scrutiny Task Group**

Councillor A Choudry, Chair of the Budget Scrutiny Task Group, introduced the report and invited Councillor Pavey (Deputy Leader of the Council) to respond to the draft task group report.

Councillor Pavey thanked members for the report and stated that he agreed with most of the points that it had raised. He welcomed the task group's support for a two year budget that would provide more freedom of movement in the medium and longer term. Councillor Pavey then set out the areas in which he was in agreement with the report, in particular:

- The need for greater voluntary sector involvement
- Focus on digital solutions
- Attracting investment
- Addressing issues relating to the number of interim and temporary council staff which were being looked at in each service area

In respect of prevention, Councillor Pavey advised that there were already a number of initiatives that were being undertaken, such as those in public health. Members heard that the Cabinet report on 15 December 2014 had been candid in terms of equalities implications and Councillor Pavey felt that the savings were feasible.

Councillor Pavey then stated that he did not agree with the comment in the task group report that there had been a limited choice in budget options, adding that there had been a far larger number of options outlined than was necessary and he felt they were realistic.

Members then discussed the task group report. A member sought clarification with regard to the total budget savings over the two year plan and whether the funding figures as set out in table one of the report included council tax receipts and were these receipts expected to increase. Another member asked if council tax receipts would increase due to the rising number of residents and properties in the borough. A question were raised as to whether there would be increased revenue from higher parking fines. On the subject of treasury activity, the total income raised from the last year was requested and was the figure comparable with other London boroughs such as Camden and Ealing. Views were sought on how robust and effective the consultation on the budget had been to date and could more be down to improve it. It was also commented that there had been a feeling amongst some residents that their feedback from the Borough Plan consultation had not been reflected in the budget proposals. Concerns were expressed that the council would not have the capacity to address the impact on vulnerable residents as a result of Government savings on healthcare and welfare benefits. In addition, it was asked what was expected from the voluntary sector to help in this area and whether it had

the capacity to undertake this and were there any budget figures available on this. The committee asked if there were any anticipated or potential shortfalls based on spend so far this year and was the budget essentially on target. It was also queried whether changes were being made too quickly for the council to be able to keep pace.

With the agreement of the Chair, Councillor Filson then addressed the committee. Councillor Filson broadly welcomed the report and in respect of options, he emphasised that this needed to be seen in the context of the need to make £35m savings in the first year alone and to ensure that in year savings targets for both years were met. He commented that not all organisational efficiency initiatives were as efficient as was intended and they can also impact upon the community. The implementation of the efficiency savings was also hugely challenging in view of the figures needed and consideration of the capacity to undertake it and within the timeframe prescribed was needed. Councillor Filson added that residents needed to be provided with details of how specific savings would affect services at public meetings such as the Brent Connects forums and this could include detailed hand outs with appropriate graphics.

In reply to the queries raised in the discussion, Mick Bowden (Operational Director – Finance, Finance and IT) confirmed targets of £35m savings for the first year and £19m in the second year. He confirmed that table one in the report referred only to the Government funding that the council received and in respect of council tax receipts there had been both an increase in the number of dwellings and those who were able to pay the full amount. This meant an increase to the council tax base of around 4% which equated to an additional £3.8m. Mick Bowden stated that he was not aware of any plans to increase parking fines fees. He advised that the total income from treasury activity for last year had been around £600,000 and this was around the average for London boroughs. He explained that the council's treasury management strategy sought to keep cash deposits low because of the risks involved in the current economic climate. Members heard that it was felt that the budget was on track and no risks were envisaged for 2014/15, although there were some risks associated with 2015/16.

Councillor Pavey advised that there was a 96.5% council tax collection rate target. He informed members that the council's reserves were low compared to other London boroughs and in terms of treasury activity, the high risks involved and low interest rates dictated its policy. In respect of consultation on the budget, Councillor Pavey stated that the first objective was to provide a broad picture of the current situation during the two planned large consultation meetings and in the next cycle of Brent Connects forums. Discussions would take place with the Leader and other Cabinet members as to how feedback from the Borough Plan consultation could be included in budget options. Councillor Pavey felt that the council was now much better at undertaking change management and he felt that the timescales could be met. In respect of the impact on vulnerable people, he stated that efforts were being made to build community resilience and an assessment of what voluntary organisations were capable of doing needed to be undertaken.

Councillor Allie suggested that the Investments and Pensions Manager be invited to the next Budget Scrutiny Task Group meeting. The Chair concluded by stating that there was still much work to do before the final task group report and the recommendations it would make.

**6. Scrutiny Committee Forward Plan 2014/15**

Members discussed the Scrutiny Committee Forward Plan that was before them. For the 10 February meeting, it was agreed that the items on future of inpatient mental health services and the update on the working with families project and children's social care be circulated for information only so as to allow for an item on winter resilience for the NHS Brent Clinical Commissioning Group (CCG) to be added. It was also agreed that there should be a detailed presentation on Social Care performance at a future meeting. In respect of the Customer Access Strategy, consideration would given as to whether this would go the 11 March meeting or a later one and that it would include information on how it would impact upon different groups. Consideration would also be given as to whether NHS Brent CCG commissioning intentions could be added to the work programme.

**7. Any other urgent business**

None.

The meeting closed at 9.40 pm

A CHOUDRY  
Chair



# Agenda Item 5



## North West London Collaboration of Clinical Commissioning Groups

<b>REPORT TO BRENT OVERVIEW AND SCRUTINY COMMITTEE</b>		Agenda Item
Title of Meeting:	BRENT OVERVIEW AND SCRUTINY COMMITTEE	
Date of meeting:	February 2014	

<b>Regarding Current Status of Systems Resilience Group and Winter Pressure Update</b>	
<b>Purpose of the report</b>	
The purpose of this paper is to provide the Overview and Scrutiny Committee with an update on the Systems Resilience Group.	
<b>Executive Summary</b>	
The paper outlines processes within the Systems Resilience Group and provides an update on the current status.	
<b>Decision required:</b>	
Members consider the report and the arrangements for operational resilience.	
<b>Director:</b>	<b>Contact:</b>
Name: Bernard Quinn NWL CCGs Director of Delivery and Performance 020 8966 1029	Name: Bernard Quinn NWL CCGs Director of Delivery and Performance 020 8966 1029

## REPORT TO BRENT OVERVIEW AND SCRUTINY COMMITTEE

### Regarding Current Status of Systems Resilience Group and Winter Pressure Update

Author: Bernard Quinn, Director of Delivery and Performance  
February 2015

#### 1. Summary

- 1.1 This report outlines the Brent, Harrow and Hillingdon (BHH) Clinical Commissioning Group's approach to operational resilience planning and Systems Resilience Group.

#### 2. Context

- 2.1 To update Brent Overview and Scrutiny Committee on the work of the Systems Resilience Group.
- 2.2 To note the programme of work and provide the committee with a framework to assist it to understand the work and its future status.
- 2.3 To build up the committee's knowledge base about key drivers and System Resilience decision-making processes.

#### 3. Overview of the Systems Resilience Group- National Guidance

- 3.1 Following the pressure experienced during the winter of 2012/13, NHS England published the A&E Recovery Plan in May 2013. The plan brought together the national and regional 'A&E tripartite' panels, comprised of representatives from NHS England, the NHS Trust Development Authority, and Monitor. The plan also called for the creation of Urgent Care Working Groups.
- 3.2 The creation of Urgent Care Working Groups provided an opportunity to engage with the local health and social care systems and to co-develop strategies and collaboratively plan safe, efficient services for patients. Following on from the effective work of the Urgent Care Working Groups, NHSE expanded their role to cover elective (planned), as well as non-elective (unplanned/urgent) care. This shift reflected in a change in name and membership of Urgent Care Working Groups to System Resilience Groups (Systems Resilience Groups).
- 3.3 In June 2014, the national guidance 'Operational resilience and capacity planning for 2014/15' was agreed and issued by Monitor, the Trust Development Authority (TDA), ASASS (Directors of Adult Social Services) and NHS England. The guidance mandated changes to existing Urgent Care Working Groups to build on their existing role and to expand their remit to include elective as well as urgent care. This "new" forum called the System Resilience Group is where capacity and operational delivery in relationship to winter pressure planning is coordinated.

## 4. Local Context

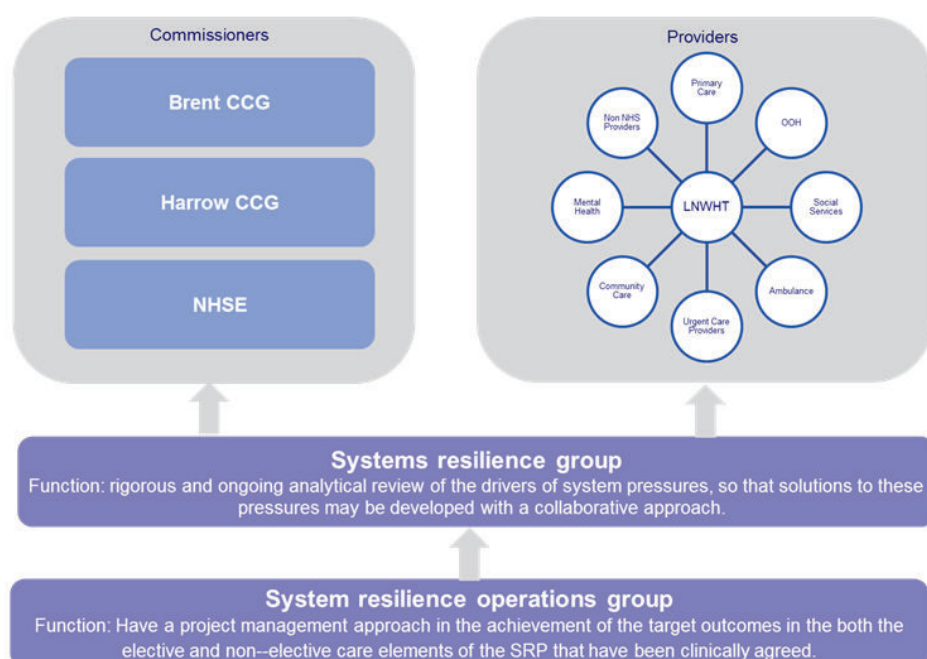
- 4.1 The Brent and Harrow Systems Resilience Group oversees for the capacity required to support A&E, RTT targets and oversee the coordination and integration of services to support the delivery of effective, high quality accessible services.
- 4.2 It brings together both elements (elective and urgent care) within one planning process recognising the interdependencies of emergency and elective care and that both parts need to be addressed simultaneously in order for local health and care systems to operate as effectively as possible in delivering year-round services for patients. For example, as the acuity of patients increases in winter months and people require slightly longer hospital stays, there are less available hospital beds for people requiring elective care.

## 5. Governance

- 5.1 The Systems Resilience Group assures that accident and emergency, urgent and unscheduled meets the needs of patients and the population. For planned care, the System Resilience Group oversees capacity and demand analyses. They produce resilience and capacity plans and are risk assessed in relation to the likelihood of the acute provider at the centre of the system being able to maintain high quality services for patients, and delivering key performance standards. Perceived risk is assessed on the basis of past performance, financial position, previous ability to effectively implement plans, as well as on local intelligence.

## 6. BHH/BH Systems Resilience Group Governance Local Model

### Governance



## North West London Collaboration of Clinical Commissioning Groups

### 7. Membership of BHH Systems Resilience Group

7.1 The National TOR looks for members to hold each other to account for performance but provide an opportunity for partnership working. The Systems Resilience Group is chaired between Dr Kelshiker (Harrow CCG chair) and Dr Kong (Brent CCG chair).

#### 7.2 Members

Constituent Organisations	Role
NHS Commissioners	Chief Officer, Brent and Harrow CCG's Director of Delivery & Performance Brent and Harrow CCG's Chief Operating Officer Brent Chief Operating Officer Harrow Associate Director contracts Support
London North West Healthcare Trust (LNWHT)	Chief Executive (Vice Chair) Deputy Chief Executive / Chief Operating Officer Clinical Director General Manager
BRENT LOCAL Authorities	Strategic Director, Adult Services, Brent Assistant Director, Adult Services, Brent
HARROW LOCAL Authorities	Director, Adult Social Care, Harrow Assistant Director, Adult Social Care, Harrow
London North West Healthcare Trust LNWHT – ICO (Integrated Care Organisation – previously known as Ealing ICO)	Chief Operating Officer Clinical Representative
Central and NW London NHS FT	Chief Operating Officer Clinical Representative
London Ambulance Service	Chief Executive Officer Area Director
NHS England	Head of Assurance
Patient representative	Lay representative from Brent and Harrow
Urgent Care Centres- NWP (LNWHT /Greenbrook); CMH – Care UK	General Manager Clinical representative

## 8. Aims and Remit of the Systems Resilience Group

- 8.1 Determine service needs on a geographical footprint; Initiate the local changes needed; address the issues that have previously hindered whole system improvements and develop operational resilience and capacity plans.
- 8.2 The underlying principles of the Group are to work in partnership with the providers, the overall cost of the service is equivalent or less than currently spent on services and represents good value for money; decisions are founded on evidence and an objective analysis of the risks and benefits; and delivery of QIPP (Quality, Innovation, Productivity and Prevention) priorities and efficiency plans are enabled by the work programme.
- 8.3 The Systems Resilience Group achieves this through:
  - Developing operational resilience and capacity plans to fulfil planning
  - Acting as the system wide body that signs off the use of non-recurrent funds
  - Agreeing and sharing priorities and goals for urgent and planned care
  - Working across boundaries to improve patient experience and clinical outcomes
  - Whole system monitoring to help improve quality and accountability
  - Resolving any operational issues and ensuring appropriate risk management
  - Reviewing and using best practice from elsewhere, if appropriate
- 8.4 Meetings are held monthly, communications relating to meetings are issued and papers/reports circulated in advance of meetings. Agenda items are reviewed by the CO (Chief Officer) and confirmed with the Chairman. Terms of Reference are reviewed annually.

## 9. Reporting

- 9.1 The constituent organisations are responsible for local reporting with the organisation and boards on progress as directed. Information updates are also provided as required. Members sign-off proposals for the use of non-recurrent resilience funds. The constituent organisations are held to account for the use of non-recurrent funding in the local system. The Chair will be responsible for proposing any change of use of non-recurrent funding to the regional tripartite panel.

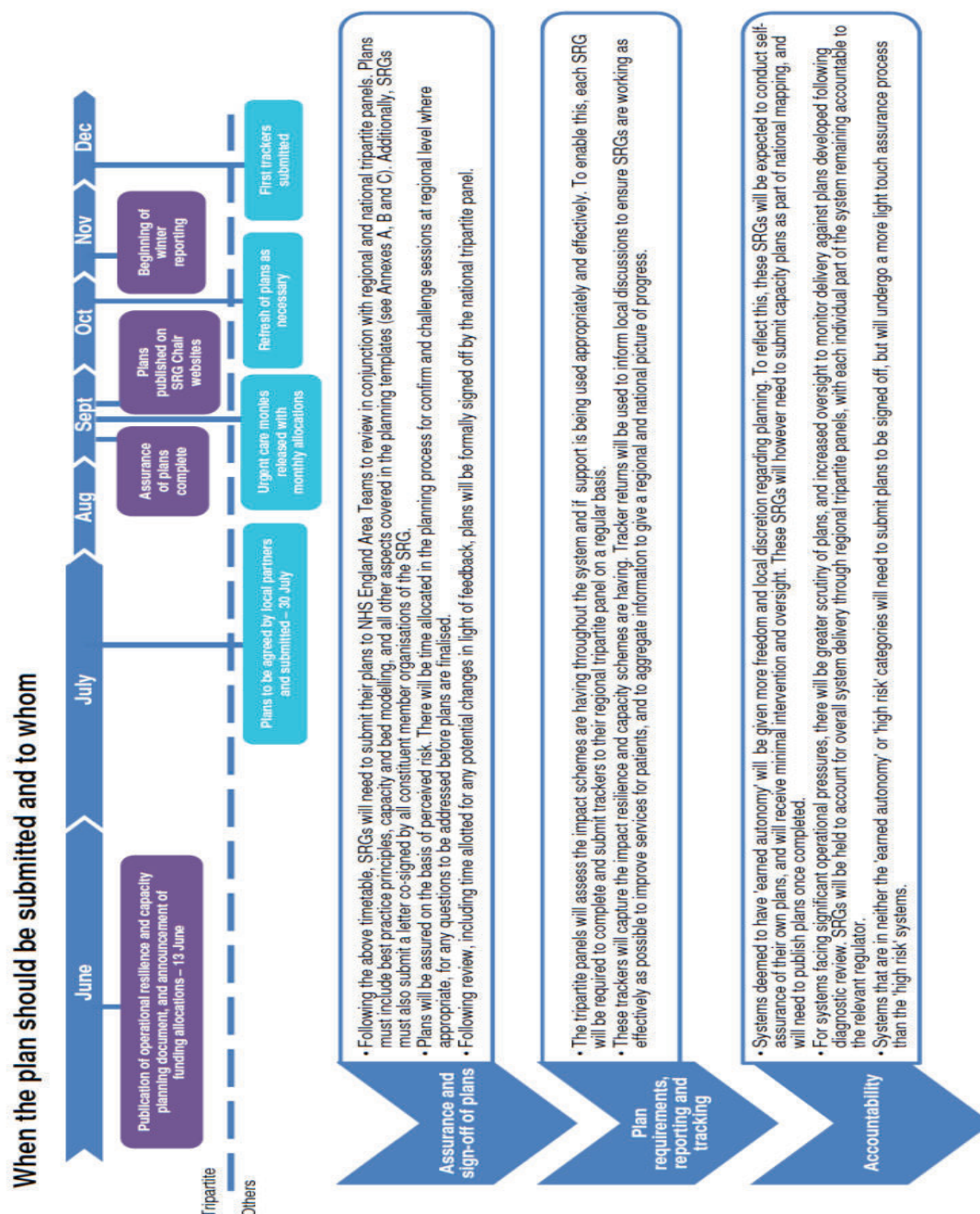
## 10. Identification and Prioritisation of Winter Schemes

- 10.1 In order that the non-recurrent funds are targeted to the most effective interventions the proposals from member organisations are overseen and prioritised by the Systems Resilience Group with the following principles:
  - Encourage providers to work together to generate collaborative schemes
  - Encourage schemes that improve 7 day working
  - To fund schemes to support senior front line staffing / decision making
  - To fund schemes unblocking issues at the interfaces of services and organisations

**North West London Collaboration of  
Clinical Commissioning Groups**

- 10.2 Statutory sector bids were considered by the Systems Resilience Group and were assessed through criteria such as Strategic impact, Value for money, Implementation, Sustainability, Risk to system and Measurability and collaborative approach.
- 10.3 Bids were received and assessed and scored from 1-3; 1 being of the lowest priority and 3 being the highest priority.
- 10.4 The developed schemes address key outcome measures:
- Reduction in A&E attendances
  - Reduction in unplanned admissions for chronic ambulatory care sensitive conditions
  - Reduction in unplanned admissions for acute conditions
  - Reduction in Delayed discharges (DTOC)

## North West London Collaboration of Clinical Commissioning Groups



The image above is the visual representation of the process. The funded schemes were discussed and agreed with Systems Resilience Group members who hold each other to account alongside formal contracting mechanisms. The submitted NHSE asks for a Unify submission on a monthly basis to show progress on the schemes identified for funding which are supported by Brent and Harrow CCGs, LNWHT and NHSE.



## North West London Collaboration of Clinical Commissioning Groups

### 11.Tranches

#### 11.1 Tranche 1 Schemes

	Scheme	Scheme cost
1	20 step down beds on Furness Ward	£419,000
2	3 Neuro rehab beds on Robertson	£165,000
3	29 non-acute beds at Mount Vernon	£916,000
4	Mental Health Transit Lounge	£305,000
5	Nursing home beds to support outflow from NPH	£360,000
6	Social worker attached to STARRS to work directly in AE to facilitate discharge.	£40,000
7	Re-enablement beds in Harrow residential dementia care	£105,000
8	Additional capacity in Home Care market	£145,000
9	CAMHS Assessment service in A&E	£90,000
10	Social care staffing review in Harrow	£40,000

#### 11.2 Tranche 2 Schemes

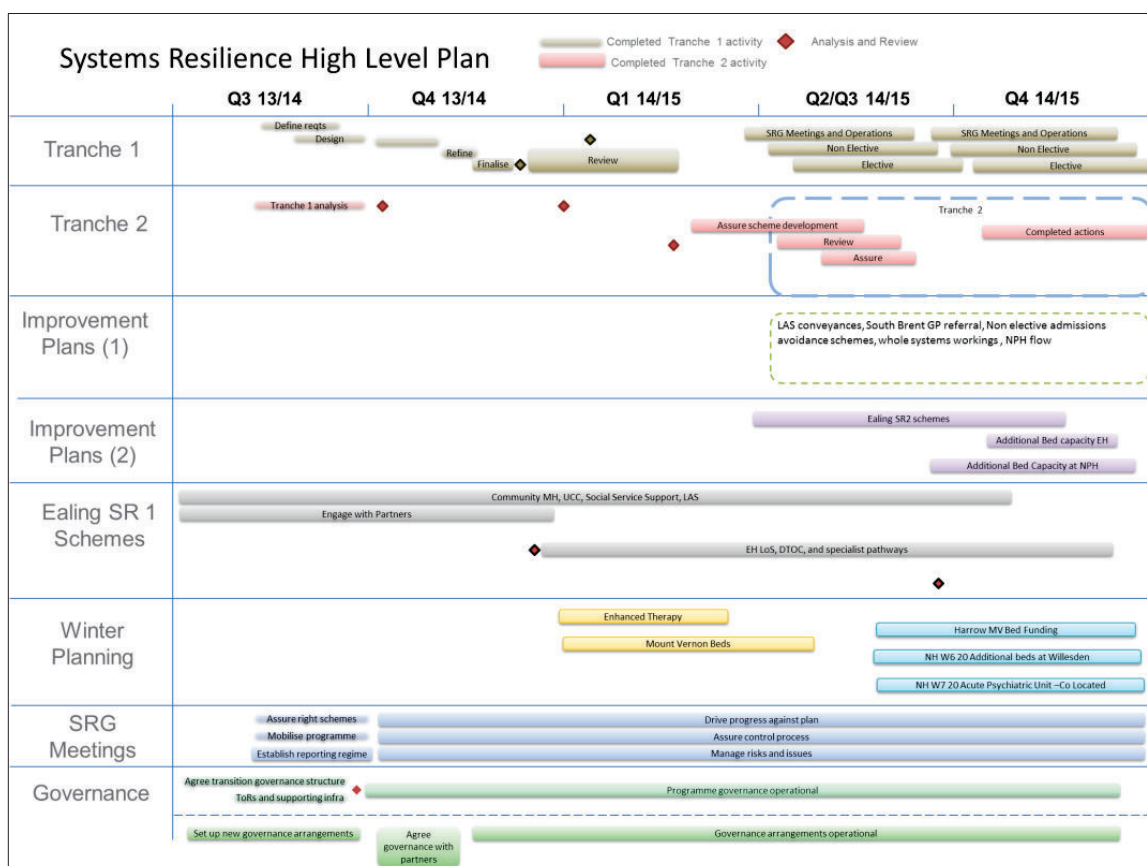
	Scheme Title	Total Cost Q3/Q4
1	Support for internal flow review	£491,000
2	Continuing care assessment	£60,000
3	Additional step down beds - Willow ward	£1,400,000
4	Additional specialist RRU neuro-rehab beds	£263,000
5	Additional neuro-rehab beds - band 1, 2,3	£1,000,000
6	RTT (referral to treatment/18 weeks)	£298,000
7	Additional funding to NPH identified schemes to support the RAP (Recovery Action Plan) for A&E	£4,200,000



## North West London Collaboration of Clinical Commissioning Groups

### 12. Systems Resilience High Level Plan

12.1 The High level plan shows Tranche 1 and 2 Schemes, improvement plans and winter planning funds as shown visually below:

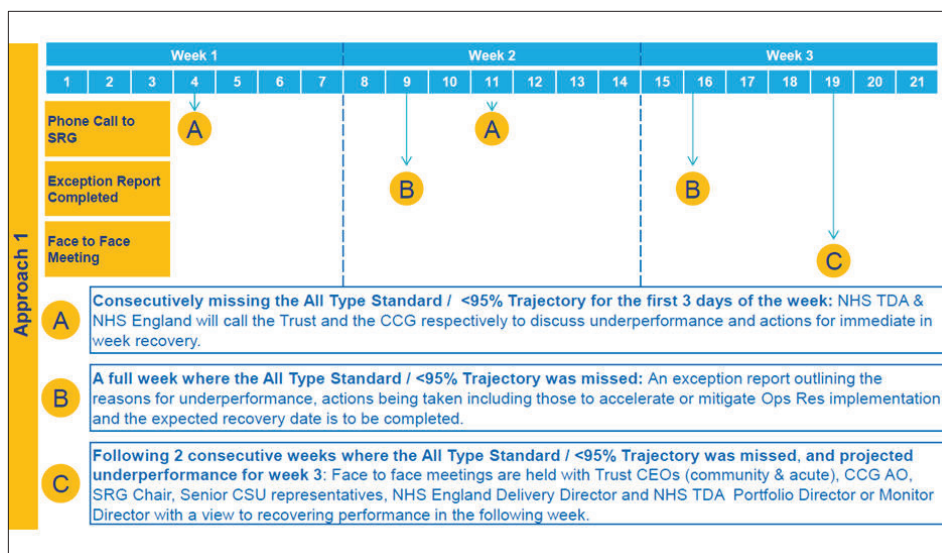


## 13. System Monitoring Dashboard

System Monitoring Dashboard for week ending 16 January											
Key:		Description:									
		Performance or activity within target or within normal operational range									
		Performance or activity at limit of operational range									
		Performance or activity outside operational range or target missed									
		Data currently being collected									
		Not collected or not applicable									
		ICHT					LNWH				
Care setting	#	Indicator	SMH	HH	CXH	NPH	CMH	EHT	CW	WMUH	THH
LAS	1	LAS conveyance to A&E	459		290	598		337	255	378	422
	2	% LAS arrival to handover < 30 mins	91.9%		96%	86%		92%	97%	97%	89%
	3	% LAS arrival to handover < 60 mins	100.0%		100%	55%		100%	100%	100%	98%
	4	LAS blue lights to A&E	71		16	93		25	18	37	0
	5	LAS conveyance to UCC	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	6	LAS conveyance to UCC triaged to A&E	0	N/A	N/A	0	0	0	0	N/A	N/A
	7	LAS conveyance to UCC refused	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
UCC	8	UCC SUIs	0	N/A	N/A	0	0	0	0	N/A	N/A
	9	UCC Incidents	0	N/A	N/A	1	0	0	0	N/A	N/A
	10	UCC attendances	781	547	691	1666	694	1075		1474	1262
	11	UCC 4 hour performance	99%	100%	100%	100%	100%	100%		100%	100%
	12	% of UCC patient transferred to A&E on triage	19%	N/A	N/A	12%	0%	15%	23%	N/A	N/A
A&E	13	% of patients using single point of access (where offered)		N/A							
	14	% of UCC patient transferred to A&E within 60 minutes	20%	N/A	N/A	61%	75%	89%	N/A	N/A	N/A
	15	A&E SUIs	0		0	0		0	0	0	0
	16	A&E Incidents	0		0	10		0	9	0	0
	17	All A&E Type attendance	2110		1357	3179		1805	2030	2484	2292
	18	Type 1 A&E attendance	1372		692	1513		823	2225	1127	1095
	19	All type A&E - 4 hour performance	90%		90%	83%		96%	98%	98%	93%
	20	Type 1 - 4 hour performance	85%		81%	64%		91%	98%	95%	84%
	21	Treat & transfer	18		13	N/A		0	11	15	0
	22	Transfer to ITU	8		1	3		3	1	1	0
	23	12 hour trolley wait	0		0	0		0	0	N/A	0
	24	Friends & Family test score	-		-	N/A		62	19	63	0
	25	Unfilled A&E rotas	-		-	0		1	56	N/A	0
Ward & ICU	26	Emergency admissions	389	0	315	695	8	402	308	303	0
	27	% of beds occupied by medically fit for discharge	1.6%	0.7%	1.3%	1.1%	2.7%	1.1%	9.3%	1.6%	0.0%
	28	DTOC (% of available bed days lost)	0.8%	0.8%	1.7%	N/A	N/A	3.6%	N/A	2.1%	0.0%
	29	Bed balance	-7	14	-12	5	9	-3	-28	-12	-8
	30	Bed occupancy	98%	93%	96%	97%	93%	93%	81%	59%	0%
	31	Level 2/3 occupancy	N/A	N/A	N/A	101%	48%	79%	79%	N/A	0%
	32	Non surgical LO3	N/A	N/A	N/A	3.39	11.49	4.04	6.30	6.80	0.00
	33	18 week RTT - admitted	84.5%			85.3%		67.7%	N/A	94.3%	90.8%
	34	Critical Care transfers (clinical)	0	0	0	0	0	0	0	0	0
	35	Critical Care transfers (capacity)	0	0	0	0	0	0	0	0	0
	36	DTOC		104			70		55	35	10
37	Repatriation in/out	TBC	TBC	TBC	TBC	TBC	TBC	TBC	TBC	TBC	

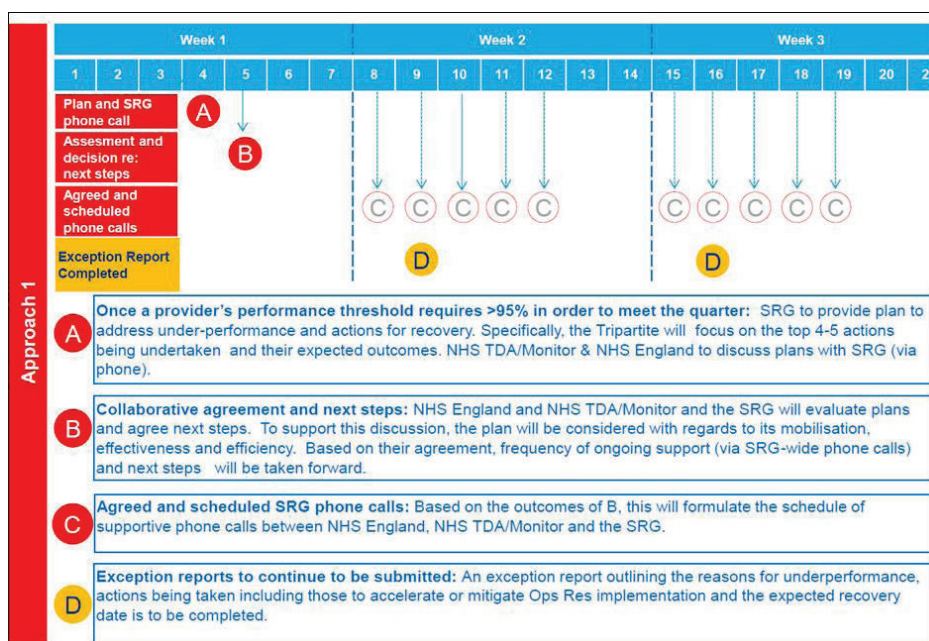
## 14. The Tripartite Monitoring Arrangements for Assurance

**14.1 Process 1 this is for providers on track:** The Tripartite Arrangement for Assurance will be for those System Resilience Groups where providers are on track to meet the quarter and only applied when the Trust's performance drops below the standard.



## North West London Collaboration of Clinical Commissioning Groups

- 14.2 **Process 2 for challenged systems which are underperforming:** The Tripartite Arrangement for Assurance will be for those more challenged System Resilience Groups, where performance of greater than 95% per week is required to recover the quarter, and they consistently struggle to achieve the standard.



- 14.3 The CCGs working with LNHT identified schemes to address existing and predicted future pressure over the winter period is measured effectively through informatics and metric dashboards. The plans are monitored via the system resilience group, specifically to evaluate their impact across the whole urgent care system.
- 14.4 Systems Resilience Groups are tasked to develop operational resilience and capacity plans by involving key local organisations, in order to fulfil both planning requirements and ensure good system working in the future. These plans, collaboratively developed and signed-off by Systems Resilience Group member organisations, have a number of mandatory elements that need to be included.
- 14.5 Systems Resilience Group Operations Group/Executive works in partnership with the community, local authority, and clinicians to ensure Systems Resilience Group money funding is working towards the outcomes agreed and the Trust schemes are operationally seeing increased benefit.

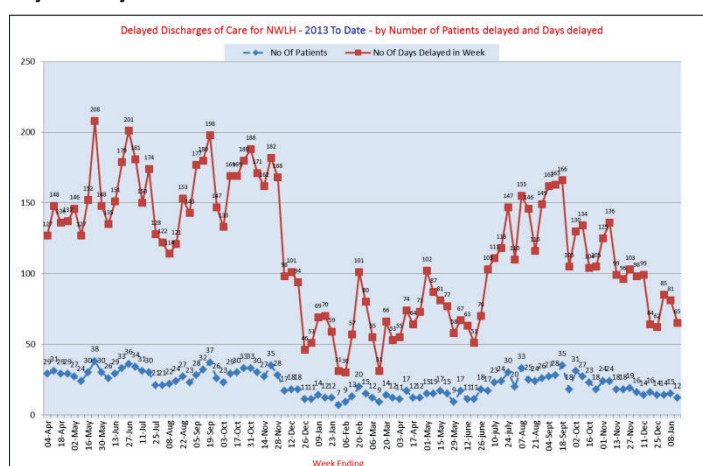
## 15.Examples of Partnership Arrangements

- 15.1 CCGs ensure that local protocols are developed between themselves, the acute Trusts, Local Authorities and other relevant partners, setting out each organisation's role and how responsibilities are to be exercised in relation to delayed discharges and NHS continuing healthcare, including responsibilities with regard to the clear and unambiguous decision-

## North West London Collaboration of Clinical Commissioning Groups

making on eligibility. Investment schemes are supported through partnership working and continued investment such as DTOC, Community Beds Investment and Mental Health Assessment Unit.

- 15.2 DTOC- Delayed transfers of care as example of partnership working - Delayed transfers, where patients are ready to return home or transfer to another form of care but still occupy a bed, are part of the SRG and where partnership working ensures the delivery of the right care, in the right place, at the right time.
- 15.3 Below is a graph of the Delayed Discharges of Care for NWLH - 2013 To Date - by Number of Patients delayed and Days delayed. The Situation Report collects data on the number of patients delayed and the total delayed days during the month for all patients delayed.
- 15.4 **Graph 1: Delayed Discharges of Care for NWLH - 2013 To Date - by Number of Patients delayed and Days delayed**



## **16. Local Authority Grant funding - Delayed Transfers of Care**

- 16.1 A letter dated 28 January 2015 stated a new, ring-fenced grant has been made available from the Department of Health to help support specific local authorities in reducing the number of Delayed Transfers of Care (DTOC) attributable to social care in your local area.
- 16.2 Local authorities were written to on 16th January, asking to confirm that they were able to sign up to the grant conditions by 19th January. The funding will be made available from the end of January to support immediate implementation of initiatives.

## **17. Mental Health Assessment Unit**

- 16.2 Working across CNWL a Mental Health Assessment Unit was introduced to reduce the A&E delays for the patients to have a varied range of different mental health professionals, e.g. nursing and medical staff, occupational, and physiotherapy staff supporting their care.

## **18. Conclusions**

- 18.1 The national policy on system resilience, planning both urgent and elective care are intended to improve the quality of patient care by ensuring more timely access to the right care. The service modelling that has been completed is making winter's position transparent for the System Resilience Group on information to make informed decisions about both risks and benefits.
- 18.2 The plans contained in this paper will be monitored via the System Resilience Group, specifically to evaluate their impact across the whole system. Initiatives which support a shift from hospital to home will inform the local integration programme which in turn will inform future commissioning for services.

## **19. Recommendations**

- 19.1 Members consider the report and the arrangements for operational resilience.
- 19.2 Note the report of the Systems Resilience Group outlined above.

This page is intentionally left blank

# REPORT TO BRENT OVERVIEW AND SCRUTINY COMMITTEE

Systems Resilience Group and Winter Pressure Update

February 2015

**Bernard Quinn - NWL CCGs Director of Delivery & Performance**

## Context

- To update Brent Overview and Scrutiny Committee on the work of the Systems Resilience Group.
- To note the programme of work and provide the committee with a framework to assist it to understand the work and its future status.
- To build up the committee's knowledge base about key drivers and System Resilience decision-making processes.



## Aims of the Systems Resilience Group

Determine service needs on a geographical footprint; Initiate the local changes needed; address the issues that have previously hindered whole system improvements and develop operational resilience and capacity plans.

### **The Systems Resilience Group achieves this through:**

- Developing operational resilience and capacity plans to fulfil planning
- Acting as the system wide body that signs off the use of non-recurrent funds
- Agreeing and sharing priorities and goals for urgent and planned care
- Working across boundaries to improve patient experience and clinical outcomes
- Whole system monitoring to help improve quality and accountability
- Resolving any operational issues and ensuring appropriate risk management Reviewing and using best practice from elsewhere, if appropriate

## Mapping to National to Local Initiatives

The Brent and Harrow Systems Resilience Group oversees the coordination and integration of services to support the delivery of effective, high quality accessible services.

### Local and national initiatives

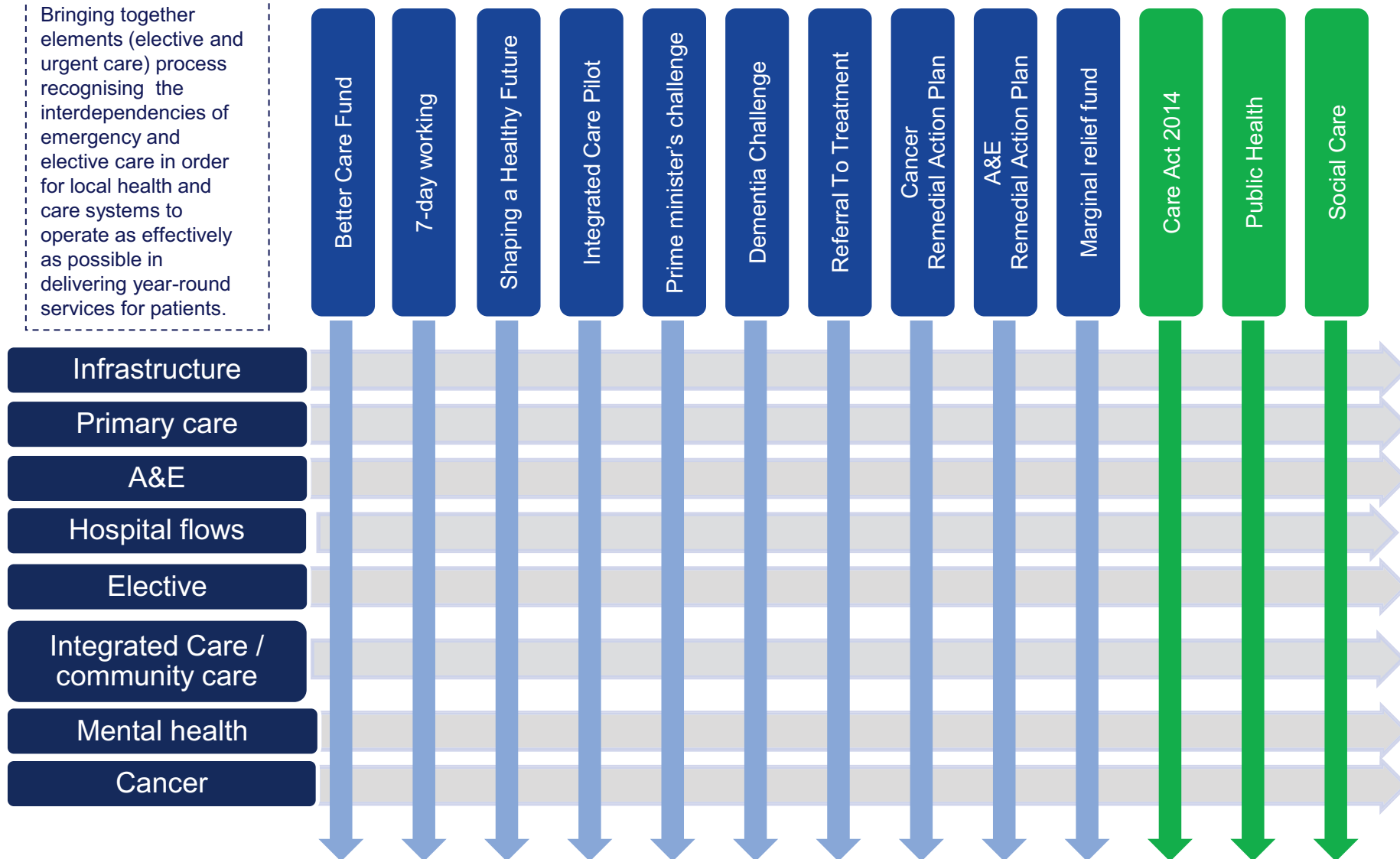
Examples of existing national and local initiatives with existing governance, some with funding.

### System resilience schemes

Projects to deliver year round system resilience encompassing elective, urgent and emergency care for Brent and Harrow patients.

# System Resilience Matrix

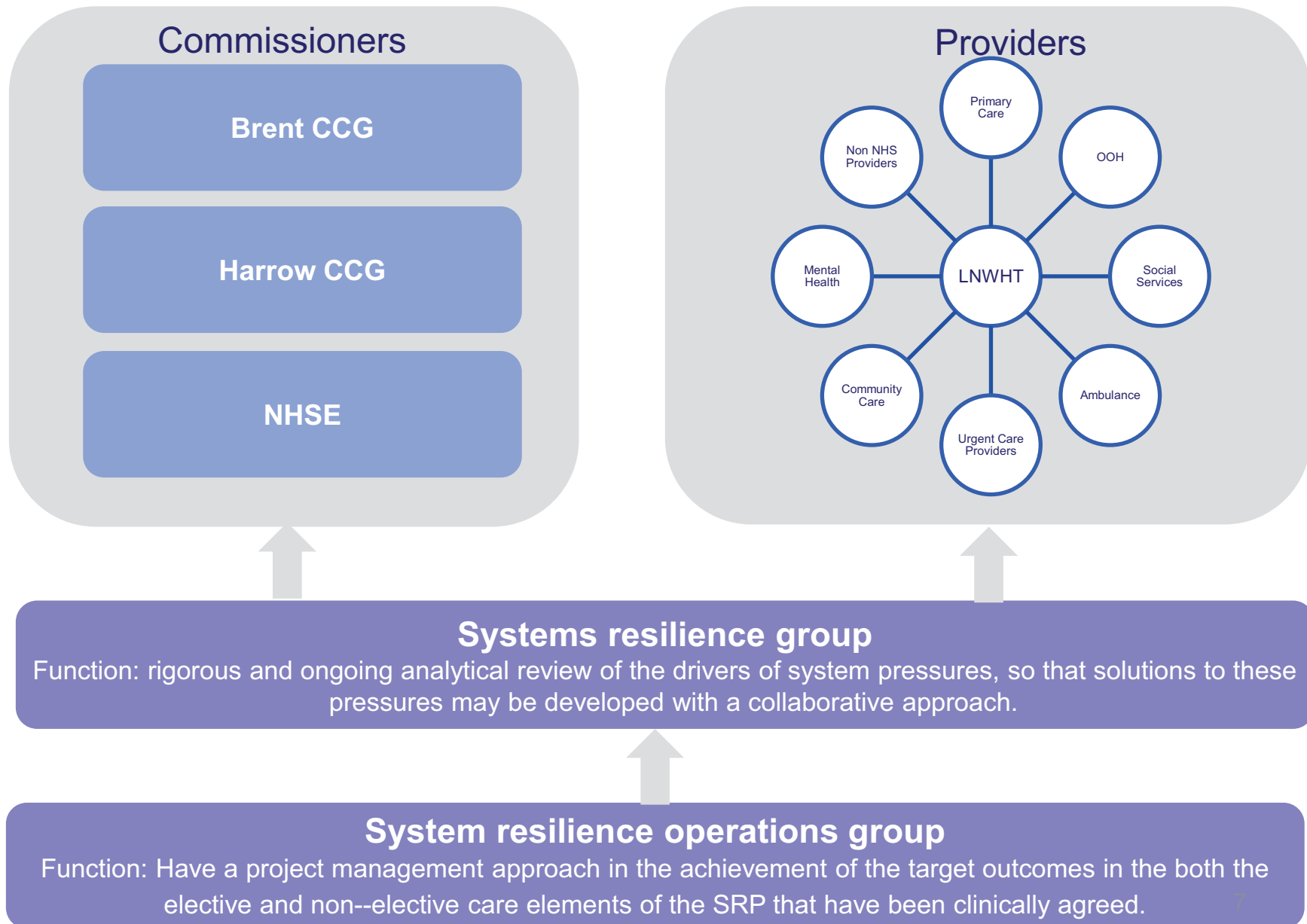
Bringing together elements (elective and urgent care) process recognising the interdependencies of emergency and elective care in order for local health and care systems to operate as effectively as possible in delivering year-round services for patients.



## Members

Constituent Organisations	Role
NHS Commissioners	Chief Officer, Brent and Harrow CCG's Director of Delivery & Performance Brent and Harrow CCG's Chief Operating Officer Brent Chief Operating Officer Harrow Account Director NWL Commissioning Support Unit
NHS Providers	London North West Healthcare Trust (LNWHT) Chief Executive (Vice Chair) Deputy Chief Executive / Chief Operating Officer Clinical Director General Manager
LOCAL Authorities	Strategic Director, Adult Services, Brent Assistant Director, Adult Services, Harrow
LNWHT – ICO (Integrated Care Organisation – previously known as Ealing ICO)	Chief Operating Officer Clinical Representative
Central and NW London NHS FT providing community services, rapid response teams and mental health services	Chief Operating Officer Clinical Representative
London Ambulance Service	Chief Operating Officer Senior Manager
NHS England	Head of Assurance
Patient representative	Lay representative from Brent and Harrow
Urgent care centres- Northwick (LNWHT) and CMH (CareUK)	General Manager Clinical representative

## Governance

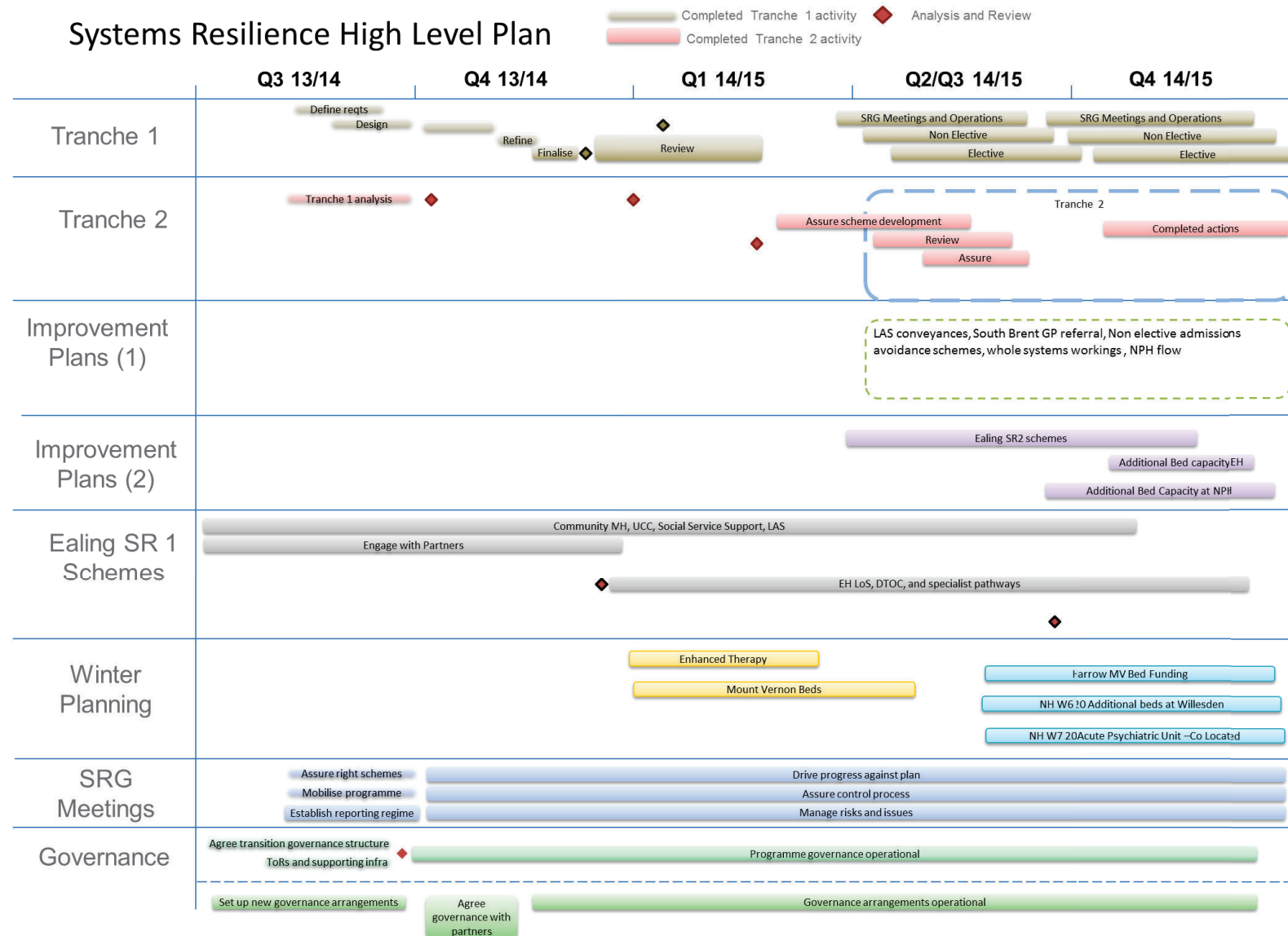


## Tranches 1 and 2

	Tranche 1	Scheme cost
1	20 step down beds on Furness Ward	£419,000
2	3 Neuro rehab beds on Robertson	£165,000
3	29 non-acute beds at Mount Vernon	£916,000
4	Mental Health Transit Lounge	£305,000
5	Nursing home beds to support outflow from NPH	£360,000
6	Social worker attached to STARRS to work directly in AE to facilitate discharge.	£40,000
7	Re-enablement beds in Harrow residential dementia care	£105,000
8	Additional capacity in Home Care market	£145,000
9	CAMHS Assessment service in A&E	£90,000
10	Social care staffing review in Harrow	£40,000


	Tranche 2	Scheme Description	Scheme Cost
1	Support for internal flow review	Internal flow review to support A&E pathway (starting actions from review will be implemented in February 2015)	£491,000
2	Continuing care assessment	2 continuing care assessors at NPH. Reduce DTOC	£60,000
3	Additional step down beds - Willow ward	10 additional step down beds to help relieve bed pressures at NPH for Delayed Transfer of Care.	£1,400,000
4	Additional specialist RRU neuro-rehab beds	Increase bed capacity at NPH for band 1 patients. RRU. Additional 5 neuro-rehab beds (Willesden) targeted at NPH DTOC reduction (COMPLETE)	£263,000
5	Additional neuro-rehab beds - band 1, 2,3	Increase bed capacity through spot purchasing. Additional 8 neuro rehab beds targeted at NPH DTOC.	£1,000,000
6	RTT (referral to treatment/18 weeks)	Additional waiting list work to reduce backlog	£298,000
7	Additional funding to NPH identified schemes to support the RAP (Recovery Action Plan) for A&E	Extension of schemes funded by Trust during tranche 1. Reduce DTOCs, NWL bed capacity, breaches, readmission rates and LoS.	£4,200,000

# Systems Resilience High Level Plan



This page is intentionally left blank



 <p><b>Brent</b></p>	<p><b>Scrutiny Committee</b> 10 February 2015</p> <p><b>Report from the Strategic Director Children and Young People</b></p>
<p>For Action</p>	<p>Wards Affected: ALL</p>
<p><b>Brent Education Commission - Six month update on the implementation of the Action Plan</b></p>	

## 1.0 Summary

- 1.1 The Council's Cabinet, at its meeting on 15 September 2014, agreed an action plan based on the recommendations contained in the Brent Education Commission Report. The purpose of this report is to brief the Scrutiny Committee, as agreed at the Cabinet meeting on 15 September 2015, on the progress made in the past six months in implementing the action plan.

## 2.0 Recommendations

- 2.1 That the Scrutiny Committee notes the contents of this report and seeks a further update in Autumn 2015.
- 2.2 That the Scrutiny Committee welcomes the introduction of a proportionate approach to school improvement and the more robust challenge offered to schools at risk of underperforming.
- 2.3 That the Scrutiny Committee welcomes the local authority's role in progressing a shared approach to supporting schools with its key educational partners including Brent Schools Partnership (BSP) and the two Teaching School Alliances (TSAs).

## 3.0 Background

- 3.1 The Council is ambitious for change and key local stakeholders have agreed on the need for a new approach that responds to the changing educational landscape. The Education Commission Report 2014 identified five areas where change is necessary and suggested areas for development in:
  - Improving strategic leadership of education across the borough
  - Planning school places
  - Knowing Brent schools

- Promoting and supporting school –to-school networks
- Providing challenge to address weaknesses
- Improving school governance

3.2 Accordingly, the action plan has focused on actions designed to address these five key areas.

## **4.0 Progress to date**

### **4.1 Improving Strategic Leadership of Education across the Borough**

- 4.1.1 A Strategic School Effectiveness Partnership Board has been established and held its first meeting in January 2015. It consists of representatives from primary, secondary and special schools, the two Teaching School Alliances (TSAs), the Brent School Partnership (BSP), Chairs of Governors and the local authority. It is chaired by the statutory Director of Children's Services. Its remit is to provide strategic leadership on school improvement issues as well as agree arrangements for local authority commissioning of school improvement from partners. The Board heard reports from key educational partners who are represented on the School Effectiveness Partnership Group about the establishment of a comprehensive and coherent school to school support offer.
- 4.1.2 The School Effectiveness Partnership Group reports directly to the Board. Its remit includes the transition of the local authority's significant professional development programme to the BSP and the TSAs. It met first in November and then regularly since and contributed to progress on key issues outlined below.
- 4.1.3 A Strategic Framework for School Effectiveness in Brent was consulted upon during the autumn term and came into effect on 1 January 2015. It sets out the local authority's strategic approach to fulfilling its statutory duty to 1) monitor the performance of its schools; 2) challenge its good schools to become outstanding or where there are signs of underperformance to challenge those schools to improve 3) provide support to achieve 2); and 4) intervene where improvement is not fast enough.
- 4.1.4 A local categorisation process has been introduced and the criteria for categories discussed and agreed with schools. Local authority categories LA1 and LA2 act as kite mark recognising the quality of education provided by these schools. LA category 3 and 4a act as an entitlement to additional support and LA category 4b triggers intervention. Heads and governors have been invited to apply the categorisation criteria to their own schools this half-term and will be proposing their own category by a deadline of 13 February 2015.
- 4.1.5 The introduction of the Strategic Framework for School Effectiveness required a review of the School Improvement Team in order to ensure the service had both the organisational structure and expertise to execute it effectively. The team has been remodelled and renamed as the School Effectiveness Service from 1 January 2015 to reflect its quality assurance role as well as its statutory function. Appointments of lead professionals with high levels of expertise and experience have also been made.

- 4.1.6 An advertisement for the role of Head of School Effectiveness closed recently and interviews have been arranged involving representative headteachers in the appointment process.

#### 4.2 Planning school places

A School Place Planning Strategy was published in October 2014. The School Effectiveness Service is represented on the School Place Planning Board, ensuring that the expansion of schools is seen as a school improvement issue. The availability of primary school places has been better in 2014/15. Liaison with the EFA and DfE has improved to enable the council to play a stronger role in ensuring quality provision (as well as badly needed additional places) from the free schools programme.

#### 4.3 Knowing Brent schools

- 4.3.1 The School Effectiveness Service has developed its own self-evaluation report which is kept under review and regularly updated as school and pupil performance data becomes available. The self-evaluation is used to analyse the School Effectiveness Service's role in monitoring, challenging, supporting and intervening in schools as well as to identify priorities for improvement so that the performance of children and young people and the overall effectiveness of schools are on an upward trajectory of improvement.

- 4.3.2 The School Effectiveness Service maintains a matrix which is used to monitor the performance of schools. It is kept under constant review and updated fortnightly.

- 4.3.3 The characteristics included in the matrix have been shared with schools and used by school leadership teams to self-categorise during this spring half-term.

- 4.3.4 Schools have been issued with individual School Performance Profiles which collate all published performance data including attendance and exclusions in one place.

#### 4.4 Promoting and supporting school to school networks

- 4.4.1 The establishment of the Strategic School Effectiveness Board which includes representatives from all the key educational partners will contribute to the development of a sustainable Brent Schools Partnership. BSP will include all school improvement providers across the LA including the School Effectiveness Service working together with a shared purpose to ensure all children achieve their full potential and have access to a good or outstanding school.

- 4.4.2 An audit of provision across all key educational partners has led to the development of a provision map showing the range of school improvement support offered across the local authority from a range of accredited sources.

- 4.4.3 The School Effectiveness Partnership Group is working on a model to secure the transitioning of all professional development training to BSP by September 2015 but retaining 'compliance training', eg safeguarding by the LA. The LA will continue to act as the appropriate body for monitoring Newly Qualified Teachers for schools in the local authority until there is further capacity in the Teaching School Alliances.

4.4.4 The School Effectiveness Partnership Group is exploring a proposal by the Strategic School Effectiveness Partnership Board to develop locally accredited leaders in education. This will lead to the establishment of directory of senior leaders with sufficient capacity in their own schools to be commissioned by the Board to add capacity to struggling leadership in vulnerable schools.

4.4.5 As a next step in the process of developing a range of school improvement services to schools, the development of a quality assurance process is key. This will be a focus of the work of the School Effectiveness Partnership Group this term.

#### 4.5 Providing challenge to address weaknesses

4.5.1 To improve its challenge to schools so that it is robust and leads to accelerated improvement, changes have been introduced to the School Effectiveness approach in working with schools and to the team so that it is fit for purpose. These changes include the:

- full implementation of the reorganisation of the School Improvement Service agreed in 2013;
- appointment of School Effectiveness Leads with up-to-date Ofsted training and experience;
- introduction of the Strategic School Effectiveness Framework outlining a differentiated approach to monitoring, challenging, support and intervention;
- agreement of shared criteria for categorising schools (outlined above) which not only secures consistency in working with vulnerable schools but also reflects an expectation that successful schools will support those that require improvement;
- introduction of a local authority warning notice prior to the issuing of statutory warning notice.

4.5.2 Our knowledge of our schools is improving as a result of

- comprehensive data records;
- the use of the School Effectiveness Matrix to monitor all schools;
- routinely and rigorously reviewing the performance of those schools in receipt of the local authority support and evaluating the impact of that support.

4.5.3 The refinement of the Rapid Improvement Group (RIG) process has enabled the School Effectiveness Service to offer more robust challenge and to tailor support further to produce the greatest impact. A RIG is initially established for one year and meets half termly. The group's membership consists of the headteacher, chair of governors or representative and a lead professional from the School Effectiveness Service. The purpose of a RIG is to monitor and challenge the rate of progress being made in the school. It also monitors the extent to which the identified support is leading to accelerated improvement. At the end of the cycle, the school's progress is assessed and depending on the outcome, the school will either exit the RIG, receive a conditional extension of the RIG or the local authority will use its statutory powers of intervention.

- 4.5.4 Following the appointment of a permanent Head of School Effectiveness, the Service will work with its partners on the School Effectiveness Partnership Group to develop a programme of peer reviews to support schools evaluated as good (LA2) to improve to outstanding and to support outstanding (LA1) schools to remain so.
- 4.6 Improving school governance
- 4.6.1 In order to promote greater confidence and skills amongst governors in undertaking their roles and responsibilities, the local authority has encouraged the:
- pairing of less experienced governing bodies with more established governing bodies;
  - sharing of best practice;
  - in the context of re-constitution (a requirement of all governing bodies by September 2015) increased the use of skills audits to identify any gaps in expertise on governing bodies;
  - use of the National Leader in Governance to support struggling governing bodies.
- 4.6.2 To support improvements in the quality of leadership provided by governing bodies the local authority has:
- proposed improvements to the process of appointing local authority governors and introduced criteria for qualifying as a local authority governor;
  - introduced the publication of a regular Newsletter;
  - proposed the merger of the training offer for governing bodies with the compliance training offered to schools.
- 4.6.3 A key tool in securing improved governance is to ensure the local authority has a clear understanding of the quality of leadership provided by its governing bodies. A priority for this academic year is to secure stability in staffing in the School Effectiveness Service so that the local authority has the capacity to conduct a thematic review of governance in Brent schools.

## **5.0 Financial Implications**

- 5.1 The changes to staffing structures and systems within the School Effectiveness Service required by this plan have been achieved within the existing budget for school improvement. Also contained within the budget is the two year commitment to supporting the development of the Brent Schools Partnership.
- 5.2 The action plan also includes a commitment to incentivise schools to collaborate in clusters, giving them the opportunity to bid for innovation and improvement funding. The cost of this will be £100,000, over two years, which will be met from corporate reserves.

## **6.0 Legal Implications**

- 6.1 The local authority has a statutory duty to promote high standards in schools.

## **7.0 Diversity Implications**

- 7.1 The Education Commission Report considered the performance of underperforming groups and underperforming schools. The Commission Report is intended to address inequalities and improve performance. Equality Impact Assessments has been completed for each of the major policy initiatives in this action plan.
- 7.2 The Standards and Achievement in Brent Schools Report 2013-4, which is one of the actions included in the subsequent plan, reports on schools' progress towards closing the gap in performance between significant vulnerable groups and their peers nationally and across London.

## **8.0 Staffing/Accommodation Implications (if appropriate)**

- 8.1 The plan refers to proposed refocusing of the School Improvement Team. Some job descriptions have been reviewed and revised so that they are fit for purpose in full consultation with staff concerned.

### **Background Papers**

Education in Brent, Ambitious for all: a shared responsibility, Brent Education Commission Report March 2014, [Report to Executive June 2014](#)

Brent Education Commission Report Action Plan - Ambitious for All, Report to [Cabinet 15 September 2014](#)

The Strategic Framework for School Effectiveness in Brent 2014-17

Annual Report Academic Year 2013-14: Standards and Achievement in Brent Schools January 2015, Report to [Scrutiny Committee 10 February 2015](#)

### **Contact Officer(s)**

#### **Gail Tolley**

Strategic Director, Children and Young People  
[Gail.tolley@brent.gov.uk](mailto:Gail.tolley@brent.gov.uk) 020 8937 6422

#### **Sara Williams**

Operational Director Early Help and Education  
[Sara.williams@brent.gov.uk](mailto:Sara.williams@brent.gov.uk) 020 8937 3510

#### **Sarah Conway**

Strategic Coordinator for School Improvement  
[Sarah.conway@brent.gov.uk](mailto:Sarah.conway@brent.gov.uk) 020 8937 1605



## Brent Education Commission Action Plan – Ambitious for All September 2014 - August 2015

<b>Overall priorities:</b>	
1.	Improve strategic leadership of education across the borough
2.	Planning school places
3.	Knowing Brent schools
4.	Promoting and supporting school to school networks
5.	Providing challenge to address weaknesses
6.	Improving school governance

<b>Priority 1: Improve strategic leadership of education across the borough</b>					
<b>What will success look like?</b>					
<b>There will be:</b>					
<ul style="list-style-type: none"> <li>• <b>Strong relationships, shared ambition and a partnership structure to secure the highest quality education in Brent.</b></li> <li>• <b>A shared vision and ambitious strategy owned by all.</b></li> <li>• <b>Shared, moral ownership across the educational community for all children in Brent schools.</b></li> <li>• <b>Greater recognition of the role of the governing body as an input force for support, clarity and improvement.</b></li> <li>• <b>Clarity across all providers and partners about the role of the local authority as the champion of children and young people in ensuring that education in Brent is the best it can be.</b></li> <li>• <b>A robust set of aspirational school performance targets to be achieved within three years shared by stakeholders</b></li> <li>• <b>All Brent schools will be judged by Ofsted as good or outstanding within three years.</b></li> </ul>					
<b>Objective</b>	<b>Activities</b>	<b>Lead Officer (s)</b>	<b>Milestones</b>	<b>Progress</b>	<b>Impact</b>
1.1 Establishment of a Strategic School Effectiveness Board (SSEB) chaired by the Strategic Director Children	Identification of and invitation to key education partners including BSP.	Strategic Director Children and Young People	First meeting October 2014 to agree terms of reference and draft performance targets.	Draft terms of reference presented to HTs and Gobs 5.11.14 Consultation closed 19.11.14. Nominations sought	Structure to support effective strategic leadership established.

## Education Commission update report - Appendix

and Young People				from partners. First meeting took place 26.1.15	
1.2 Agreement of a vision statement for the future of education in Brent , reflecting the current national and local context, and used to drive all future activities,	Develop a draft statement combined with robust excellence targets for consultation with all key partners including headteachers and governors	Strategic Coordinator for School Improvement	Draft considered at Strategic School Effectiveness Board Oct 2014 All governing bodies invited to support the vision statement By 31 December	Presented to HTs and Gobs 5.11.14 in separate meetings supported by Chairs and Heads at those meetings. Consultation closed 19.11.14. Included within Strategic Framework for School Effectiveness issued January 2015. Proposal that BSP adopt the same – to be discussed by BSP.	Shared vision agreed by Education Community.
1.3 Establishment of a cycle of informal meetings of the Leader of the Council, the Lead Member for CYP with representative headteachers and, separately, with representative chairs of governors to keep in touch and monitor the implementation of this action plan.	Gain a commitment from headteachers and governors to informal meetings. Develop a consultation process which includes the Strategic School Effectiveness Board , Brent Schools Partnership (BSP), school partnerships, governors and headteachers.	Operational Director Early Help and Education	First set of meetings in October 2014	Heads have been discussing this as part of their wider discussions on the framework for meetings with the local authority. Consultation process developed in October-November 2014 for the Strategic Framework for School Effectiveness.	
1.4 Launch of a School Effectiveness Strategy which realises the quality assurance role of the LA and prioritises the role	Draft School Effectiveness Strategy out for consultation and implemented. Clear evaluation of the impact of the strategy on school performance in	Strategic Coordinator for School Improvement	Sign off by Strategic School Effectiveness Board October 2014 Further consultation and engagement with school stakeholders to refine for publication in January	Shared with BSP Strategic Director/Board. Presented to HTs and Gobs 5.11.14 where it was broadly welcomed. Consultation closed 19.11.14 and final agreed	Implemented formally 1.1.15. Approach trialled in Autumn term – impact on Ofsted outcomes (Primary).



## Education Commission update report - Appendix

of school to school support in securing ongoing improvement.	Brent in place and kept under review.		2015	School Effectiveness Framework issued 9.1.15 with the description of role of the School Effectiveness Professional included in appendices. Implemented with effect from start of Spring term 2015. Executive summary written. Revised LA categorisation (adapted for special schools).	
1.5 Staffing structure for the School Improvement Service which is fit for purpose and has the capacity to deliver the School Effectiveness Strategy.	Review the current staffing structure In the School Improvement Service in the context of the changing LA role, consulting staff and other stake holders. Develop a shadow staffing structure which will reflect the LA's role in quality assuring standards in education in Brent.	Strategic Coordinator for School Improvement	New staffing structure proposed by October 2014 and implemented as soon as possible. In place by 1 January 2015	New structure agreed and currently being implemented, with appointment of Head of Service scheduled for February 2015.	

## Education Commission update report - Appendix

Priority 2: Planning school places					
What will success look like?					
<ul style="list-style-type: none"> <li>There will be sufficient school places in primary, secondary and special schools located where they are needed in schools which are providing at least a good standard of education.</li> <li>Every child who applies for a school place in Brent will be in school within four school weeks of applying.</li> <li>All schools will be good or outstanding within three years</li> </ul>					
Objective	Activities	Lead Officer (s)	Milestones	Progress	Impact
2.1 Publish a School Place Planning Strategy which promotes quality as well as increasing the quantity of school places, ensuring that it is: based on accurate projection data; based on local knowledge of demographic trends; acknowledges physical constraints on expansion.	Publish the final strategy following consultation Establish a School Place Planning Group involving school representatives as proposed in the current Draft Strategy Review the Strategy on an annual basis to ensure it reflects a mobile and changing population of a London borough, working with headteachers and governors.	Operational Director (Early Help and Education)	Cabinet Report October 2014  Group meets October 2014  First Review October 2015	Published  Group has been established as part of wider work with schools on representative bodies. Will meet in Spring term to consider latest GLA projections.	Clear strategy in place which is shared with schools and forms a clearer basis for decision making.
2.2 Clarify the lines of accountability for place planning and the provision of new school places, with stronger oversight by the Strategic Director Children and Young People	Review the staffing arrangements for school place planning in CYP, work with the Strategic Director Regeneration and Growth to improve integration and strengthen the role of the School Place Planning Board	Strategic Director CYP with Strategic Director Regeneration and Growth	New arrangements fully in place January 2015	Improved working arrangements in place. Strategic Director CYP part of Capital Projects Review Board. Staffing arrangements to be further reviewed as part of wider departmental restructuring for April 2015	The supply of school places has met demand for 14/15 and planning has been better than in previous years

## Education Commission update report - Appendix

2.3	Ensure that the systems in place for projecting number of school places required in terms of numbers, geographical location and timing are fully fit for purpose	Reviewed as part of work for Draft School Place Planning Strategy (complete)  Keep under review the accuracy of the GLA projections, particularly in relation to the data given on housing new build, child yield etc.	Operational Director (Early Help and Education)	Completed  October 2014 and ongoing	Thorough scrutiny and checking of GLA projections being undertaken – February 2015	The projections are better understood between teams and also learning has taken place from neighbouring boroughs.
2.4	Ensure that the local authority is proactive in encouraging the best schools in Brent and free school providers to set up new schools in areas where extra places are needed.	Work with the Education Funding Agency, DfE Free Schools team, the Regional Schools Commissioner and other partners to attract the best quality providers to Brent Promote the establishment of effective local chains/federations/ partnerships to promote new schools and offer a local solution for schools at risk of failure.	Operational Director Early Help and Education	Meet with Education Funding Agency/DfE Free Schools team August 2014  Incorporate approach to free schools into School Place Planning Strategy October 2014	Successful meeting with DfE/EFA free schools team  .	Success in achieving new ARK primary for Wembley Park through free schools route  Good channels of communication are in place with EFA, DfE and free school promoters.

## Education Commission update report - Appendix

Priority 3: Knowing Brent schools					
What will success look like?					
There will be an accurate and up to date sustainable knowledge of the performance of all schools and academies across Brent based on an agreed moral imperative that all schools in the borough have shared ownership with the local authority for the education of all children in every Brent school.					
Objective	Activities	Lead Officer (s)	Milestones	Progress	Impact
3.1 Improved quality, use and impact of school performance data	Bring the currently available analyses of school and pupil performance data into a single suite of reporting with a clear annual timetable and schedule for reporting back to schools and to elected members.	School Improvement Team Manager	Complete by October 2014	Annual Performance report produced for January 2015  Reporting of comparative and borough-wide data to schools has improved	Self-evaluation of School Effectiveness Service makes good use of data from range of sources to analyse performance.
3.2 Dashboard showing the performance of each Brent school against an agreed set of indicators building on risk matrices is used in an annual appraisal of the performance of each school/setting based on all available data to give clear judgement and enabling early identification not only of difficulties but also of good practice.	Discussion of current Brent template (s) with key partners including BSP and governors. Piloting of process during the Autumn term.	Strategic Coordinator for School Improvement working with BSP Strategic Director	Format of template endorsed by end of September 2014, adapting current model. Processes agreed with schools following piloting by December 2014.  Complete templates for each school by December 2014.	School Effectiveness matrix shared with schools during Autumn term consultation. Brent Teaching School Alliance headteacher trialled as a way of providing evidence for her proposed LA category.  Templates for each school completed ahead of schedule and welcomed by headteachers.	School Effectiveness matrix under constant review and used to determine intervention.  Improved early identification of concerns.  Being used by school leadership teams to self-categorise during Spring half-term.

## Education Commission update report - Appendix

<p>3.3 Publication of an annual report for key partners including governors and parents on the performance of Brent schools.</p>	<p>Produce summary report for public exam/ assessment/ test results – Early years, KS1, KS2, GCSE and post 16.</p> <p>Analyse Ofsted inspection outcomes plus the impact of LA support for its vulnerable schools 2013-14.</p> <p>Carry out review of national performance data 2013-14</p> <p>Desk top review of schools' Raise online reports and used to complete school performance templates – see above.</p> <p>Publish first Annual Report on education in Brent</p>	<p>School Improvement Team Manager</p>	<p>Complete by September 2014</p> <p>Complete by September 2014</p> <p>Complete by November 2014</p> <p>Complete by December 2014</p> <p>Published version of report available February 2015</p>	<p>Completed and circulated September 2014</p> <p>Completed October 2014</p> <p>Completed</p> <p>Annual Standards and Achievement report January 2015</p>	<p>Analysis and review included in Annual Standards and Achievement report 30.1.15</p>
<p>3.4 Showcase excellence and interesting/innovative practice in Brent schools</p>	<p>Publish case studies of good practice</p> <p>Establish an annual school awards scheme to recognise and celebrate practice in Brent schools.</p>	<p>Strategic Coordinator for School Improvement BSP Strategic Director</p>	<p>December 2014 and ongoing</p> <p>March 2015</p>	<p>SSEP members indicated preference of schools now, for use of council's event/ national awards / BSP accreditations.</p>	

## Education Commission update report - Appendix

### Priority 4: Promoting and supporting school to school networks

#### What will success look like?

##### There will be:

- Better practice in teaching and learning; focused, mutual support to accelerate progress and raise standards.
- A coherent offer of high quality school improvement services largely delivered for schools by schools.
- The local authority's role will mainly be one of quality assurance and commissioner of support in the case of underperforming schools which require intervention and/or improvement.
- A strong and effective Brent Schools Partnership.

Objective	Activities	Lead Officer (s)	Milestones	Progress	Impact
4.1 Rigorous process in place which includes BSP and other key partners in developing a quality assurance model for all school improvement services commissioned within the local authority.	Agree a set of criteria which ensures that all commissioned services provide effective support leading to rapid improvement.	Strategic Coordinator for School Improvement. BSP Strategic Director.	Complete by October 2014	Discussed at School Effectiveness Partnership Group November and January; and at BSP Conferences November and January.  Follow up development by SEPG.	

## Education Commission update report - Appendix

4.2	Development of the Brent Schools Partnership to form an overarching body which includes all school improvement providers across the LA including the School Improvement Service.	£100,000 funding provided by the local authority annually for the first two years to build the capacity of BSP. BSP and the local authority to develop integrated systems and ways of working. .	Strategic Coordinator for School Improvement BSP Strategic Director	Complete by September 2015	Strategic Coordinator for School Improvement and BSP Strategic Director establishing ways of working. BSP Board attended by LA to develop linked systems and ways of working. First meeting of School Effectiveness Partnership Group 12.11.14 Provision map showing school improvement support provided by LA, BSP, NLEs, NLG, SLEs and TSAs welcomed by members of SEPG. Presentation by LA showing current offer to schools re cpd for school staff, compliance training and the appropriate body service including costings. BSP indicated its proposed offer for 2015-16.	
-----	--	--	--	----------------------------	--	--

## Education Commission update report - Appendix

<p>4.3 A school to school improvement offer that builds on the best practice in Brent schools.</p>	<p>Work with BSP to develop:</p> <ul style="list-style-type: none"> <li>• A peer review process of performance and progress across Brent schools.</li> <li>• A comprehensive continuous professional development programme designed to address weaknesses identified through Ofsted inspections and peer reviews.</li> </ul> <p>Use knowledge gleaned through peer reviews to develop a series of case studies sharing innovative and successful school initiatives.</p>	<p>Strategic Coordinator for School Improvement BSP Strategic Director</p>	<p>Complete by September 2015</p>	<p>Agreed that until TSAs had developed their capacity – appropriate body service would continue to be provided by LA. LA to discuss full transition of NQT induction training with TSAs. LA exploring development of limited SLA offer which would cover 'compliance' training and governors support.</p> <p>LA to transition cpd offer to BSP by September 2015.</p>	
<p>4.4 Incentivise collaboration and work in clusters or networks of schools in Brent.</p>	<p>Invite groups of schools to bid for monies to support initiatives across schools that will lead to improved outcomes.</p>	<p>Strategic Coordinator for School Improvement BSP Strategic Director</p>	<p>Underway by October 2014 with evaluation reports and case studies produced by June 2015.</p>	<p>BSP Specialist Centres (six) established from January 2015 in: Sudbury – Closing the gap Manor – SEND Preston Park – Most able and science Uxendon Manor – Mathematics Stonebridge – Safeguarding Oakington Manor – Music and computing</p>	



## Education Commission update report - Appendix

### Priority 5: Providing challenge to address weaknesses

#### What will success look like?

##### There will be:

- Better and earlier support for schools with difficulties.
- No school in an Ofsted category of concern by 2016.
- The percentage of schools requiring improvement will be 5 percentage points below the London average by 2016.
- All schools will be good or outstanding by 2017.
- Less variation between schools as attainment has improved in lower attaining schools so that gaps are closed with higher attaining schools.
- Pupil outcomes at KS2 and 4 at least 2 percentage points above the London average by 2017 across all measures.

Objective	Activities	Lead Officer (s)	Milestones	Progress	Impact
5.1 A local authority role in school effectiveness which is fit for purpose, largely one of quality assurance and draws on the excellence and expertise of school leaders, school partnerships and neighbouring LAs.	Develop the School Improvement Service so that it performs a largely commissioning role and has the necessary expertise to quality assure provision and perform an effective quality assurance role.	Strategic Coordinator for School Improvement (SCSI)	Complete by September 2015	Proposed shadow structure plus recommendations about transition of some activities currently performed by LA to BSP and TSAs.  School Improvement Service renamed School Effectiveness from 1.1.15. JDs of leadership roles reviewed and agreed.	

## Education Commission update report - Appendix

<p>5.2 Thorough knowledge of school improvement requirements across Brent's underperforming schools</p>	<p>Refresh the audit of all schools currently designated Requiring Improvement or Inadequate in light of 2014 performance data, Rapid Improvement Group records and local knowledge of quality of teaching.</p> <p>Early identification of and visits to schools at risk through review of 2014 outcomes.</p> <p>Programme of Peer Reviews which prioritises underperforming schools.</p>	<p>Strategic Coordinator for School Improvement with School Improvement Team Manager.</p>	<p>Complete by October 2014</p> <p>Complete by December 2014</p> <p>Complete by December 2014</p>	<p>Completed and kept under review by SES.</p> <p>Completed during Autumn term by Link Advisers.</p> <p>To be developed with/by BSP from April 2015.</p>	<p>See Standards and Achievement in Brent Schools 2013-14 Report for improved baseline. Autumn term 2014 primary schools inspected all judged Good including two previously judged Requiring Improvement.</p> <p>Positive HMI monitoring visits to Inadequate primary schools.</p>
<p>5.3 CPD offer in place for underperforming schools tailored to address identified weaknesses.</p>	<p>Use the audit in 5.2 to work up bespoke CPD offers drawing on expertise across Brent schools and commissioning it from elsewhere when gaps exist.</p>	<p>BSP Strategic Director with Strategic Coordinator for School Improvement</p>	<p>Complete by December 2014</p>	<p>Lack of capacity in BSP means delay to transitions from LA to BSP to Sept 2015</p>	

## Education Commission update report - Appendix

Priority 6: Improving school governance					
<b>What will success look like?</b> <b>There will be</b> <ul style="list-style-type: none"> <li>• A stronger focus on school performance by governing bodies across Brent</li> <li>• Governors will have the skills and confidence to undertake their roles and responsibilities</li> <li>• All Brent school governing bodies will be judged as good or better by 2016.</li> </ul>					
Objective	Activities	Lead Officer (s)	Milestones	Progress	Impact
6.1 Brent governors have greater confidence and skill in undertaking their roles and responsibilities especially in school improvement.	<p>Offer to individual governing bodies of bespoke training on understanding performance data.</p> <p>The LA should broker collaborations between pairs of governing bodies to scrutinise each other's performance data.</p> <p>Incentives set in train for governing bodies to observe how each other works and to look at practice in other areas.</p>	School Improvement Team Manager	<p>From October 2014</p> <p>From November 2014</p> <p>From November 2014</p>	<p>Bespoke Raise Online training planned for a number of primary schools Spring term 2015.</p> <p>Collaborative working between an Outstanding school Chair supporting a Governing Body in difficulty Autumn term 2015.</p>	
6.2 Good quality governing body leadership in Brent schools with Rapid Improvement Groups	<p>Review effectiveness of governing bodies in schools currently subject to a Rapid Improvement Group.</p> <p>Reconstitution of the Instrument of Government of governing bodies found to have limited effectiveness.</p>	School Improvement Team Manager	Complete by April 2015	<p>Governing Body effectiveness review now part of RIG process.</p> <p>Being achieved.</p>	

## Education Commission update report - Appendix

6.3	Brent Governing Bodies have members with appropriate skills to enable them to perform their key role of constructive challenge.	All governing bodies should review their governance arrangement and be encouraged to conduct skills audits Termly newsletter to contain references to online resources and examples of best practice. Development of leadership programme leading to accreditation as National Leaders of Governance.	School Improvement Team Manager	Complete by September 2015	Included in Autumn term newsletter.  Autumn termly newsletter signposted Governors to resources.  NLG application process publicised to all Chairs and headteachers in January 2015. NTL Chairs' Programme also publicised – three chairs registered to start April 2015.	
6.4	An improved supply of highly skilled governors with the capacity to take on challenging remits.	Introduce a more efficient and effective process of appointing LA governors with the appropriate skills. Review the service offered to governing bodies to buy in to ensure a targeted CPD programme to address gaps in expertise on current governing bodies.	Strategic Coordinator for School Improvement	Complete by December 2014	Proposal discussed at CYP DMT 21.1.15. Scheduled for Cabinet approval March 2015.  Governor training being reviewed with BSP.	

 <p><b>Brent</b></p>	<p><b>Scrutiny Committee</b> 10 February 2015</p> <p><b>Report from the Strategic Director Children and Young People</b></p>
<p>For Information and Comment</p>	<p>Wards Affected: ALL</p>
<p><b>Annual Report Academic Year 2013-14: Standards and Achievement in Brent Schools</b></p>	

## 1.0 Summary

- 1.1 This covering report accompanies the annual Standards and Achievement report on the performance of Brent schools 2013-14. It should be noted that the local authority has a statutory responsibility for the quality of education, and the extent to which it enables all children to reach their potential, provided by all maintained schools in Brent. The general duty for local authorities to promote high standards of education and the fulfilment of potential is set out under section 13A of the Education Act 1996.
- 1.2 The report provides information about the overall effectiveness of Brent's schools and academies as judged through the Ofsted inspection process. Academies and free schools are directly accountable for standards to the Department for Education through the Regional Schools Commissioner. However, the Strategic Director Children and Young People (Director of Children's Services) has a responsibility for the wellbeing of all children and young people who are residents of Brent and as part of that brief alerts the Regional Schools Commissioner to any concerns the local authority might have about the quality of provision in academies and free schools located within Brent. An overarching aim in Brent's borough plan is to 'make sure that all Brent schools are good quality and that all pupils achieve well'. This report provides information on Brent's progress towards meeting that aim.
- 1.3 It also contains key published performance data relating to the different phases in education which include:
- Early Years Foundation Stage (ends in Reception of Primary School – the measure covers communication and language; physical development; and personal, social and emotional development; literacy; and mathematics.

- Phonics check (conducted in Year 1 of Primary School)
- Key Stage 1 (areas assessed at the end of Year 2 of Primary School include reading, writing and mathematics)
- Key Stage 2 (areas assessed at the end of Year 6 of Primary School include reading, writing and mathematics)
- Key Stage 4 (assessed at the end of Year 11 of Secondary School - the key measure is 5+ A\*-C GCSEs including English and mathematics)
- Key Stage 5 (assessed at the end of Year 13 of secondary school. The key measure is the average point score achieved by young people in their A level results).

1.4 The report also reviews the performance of key groups of children and young people, including those looked after by the council.

## 2.0 Recommendations

The Scrutiny Committee is asked to:

- 2.1 consider the report and endorse the priorities proposed for 2014-15 intended to accelerate improvement.
- 2.2 welcome the progress made in the overall performance of Brent's primary schools in 2013-14.

### Contact Officers

Gail Tolley  
Strategic Director, Children and Young People  
[gail.tolley@brent.gov.uk](mailto:gail.tolley@brent.gov.uk)

John Galligan  
School Effectiveness Team Manager  
[john.galligan@brent.gov.uk](mailto:john.galligan@brent.gov.uk)



**Scrutiny Committee**  
10 February 2015

**Report from the Strategic  
Director of Children and Young People**

For Information and  
comment

Wards Affected:  
ALL

**Annual Report Academic Year 2013-14: Standards and Achievement  
in Brent Schools**

**1. Introduction**

**1.1. The local context**

- 1.2. The type and number of schools in Brent has been changing over the last few years because of the reorganisation of local schools together with national policies which have encouraged the conversion of schools to academies and the introduction of free schools. At the end of the last academic year, 2013-14 there were 85 schools (including academies) in Brent: four nursery schools; 59 primary schools; 15 secondary schools (including two all-through schools); four special schools and three pupil referral units. Of these schools, 16 were academies: four primary (two sponsored); 11 secondary (three sponsored) and one special school which converted during the year.
- 1.3. Whilst the performance of academies is the responsibility of the Regional Schools Commissioner, the local authority has a statutory duty (Children Act 2004) 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 academies. The local authority therefore continues to monitor all local institutions regardless of their form of governance.
- 1.4. The growth of collaborative arrangements is a key feature of the developing landscape. Improvement is increasingly driven by schools, often facilitated and supported by local authorities. The Brent Schools Partnership which includes the two Brent Teaching Schools Alliances, is continuing to develop its role in offering school to support. In addition, there are seven National Leaders of Education, one Local Leader of Education and one National Leader of Governance.
- 1.5. To realise the local authority's ambition of securing high levels of achievement for all of Brent's children and young people, the following aims have been agreed:
- Good or better Ofsted outcomes
  - Support and challenge for early years' provision
  - High levels of attainment in both primary and secondary phases
  - Groups at risk of underachievement achieve well
  - Support for effective transitions to adult and working life
  - High quality education for children and young people with special educational needs and disabilities (SEND), and vulnerable children

## 2. Section A - Overall Effectiveness of Brent Schools

- 2.1. Ofsted continues to raise the bar in terms of the quality of education schools are expected to provide and in September 2013 a revised Section 5 inspection framework for schools and academies was introduced. A number of schools judged under earlier editions of the Framework as good or understanding find themselves vulnerable at re-inspection. Achieving or sustaining a judgment of outstanding is a significant challenge. Leaders of outstanding schools are expected to show evidence of successful support to other schools.
- 2.2. Following the Education Commission's Report (March 2014), the local authority has set itself the ambition of all schools achieving a good or outstanding judgment by 2017. This has been disaggregated into year by year targets:

End of year target	Percentage of schools rated by Ofsted as good or outstanding	Percentage of schools rated by Ofsted as outstanding
2014	85%	25%
2015	90%	30%
2016	95%	35%
2017	100%	40%

- 2.3. At the end of the last academic year, 78 per cent of Brent schools were judged good or outstanding, an increase on the previous year's figure of 75 per cent. This is three percentage points below the national average, the same difference as in 2013.

	Brent	National
Nursery (4)	75% (75%)	96% (96%)
Primary (57)	84% (74%)	81% (78%)
Secondary (15) (including all-through) <sup>1</sup>	60% (80%)	70% (71%)
Special (4)	100% (100%)	90% (87%)
Pupil Referral Unit (3)	67% (67%)	83% (78%)
All schools (83)	78% (75%)	81% (78%)

*July 2013 figures in brackets. Figures do not include schools which have not been inspected.*

- 2.4. During the last academic year, the School Improvement Service (now School Effectiveness Service) moved from providing a universal service to targeting its resources towards its most vulnerable schools. Following a consultation with schools, in November 2013, the service introduced a one-year programme of rapid improvement groups (RIGs) for schools that had been identified as under-performing or at risk of under-performance. The RIG process has been incorporated into the new Strategic Framework for School Effectiveness in Brent which was launched in January 2015 after a period of consultation.
- 2.5. A Rapid Improvement Group (RIG) is initially established for one year and meets half termly. The group's membership consists of the headteacher, chair of governors or representative and a lead professional from the School Effectiveness Service. The purpose of a RIG is to monitor and challenge the rate of progress being made in the school. It also monitors the extent to which the identified support is leading to accelerated improvement. At the end of the cycle, the school's

---

<sup>1</sup> Schools includes academies



progress is assessed and depending on the outcome, the school will either exit the RIG, receive a conditional extension of the RIG or the local authority will use its statutory powers of intervention.

- 2.6. Between November 2013 and July 2014, 21 RIGs were established in schools: one nursery, seventeen primary, one secondary, two pupil referral units. The positive impact of this new process became evident in the summer term 2014.
- 2.7. In addition to working directly with such schools, the local authority commissions support through primary and secondary consortia/Teaching School Alliances and the Brent Schools Partnership. The quality of such support is regularly reviewed by the local authority to ensure that it is delivering rapid improvement.
- 2.8. There has been a significant increase in the proportion of primary schools judged at least good to 84 per cent which is ten percentage points higher than 2013, and is three percentage points above the national average. The proportion of pupils attending at least good primary schools rose to 87 per cent and is now higher than the London average. In the secondary phase there was a significant fall in the proportion of Brent schools judged good or outstanding from 80 per cent to 60 per cent which is ten percentage points below the national average, and the proportion of pupils attending at least good secondary schools fell to 63 per cent, 21 percentage points below the London average.
- 2.9. Ofsted reports the proportion of pupils attending good and outstanding schools in primary and secondary phases: The figures for Brent compared to London are:

	Brent	London
Primary	87% (76%)	85% (82%)
Secondary	63% (86%)	84% (88%)

*July 2013 figures in brackets. Figures do not include schools which have not been inspected.*

- 2.10. This represents a fall of 23 percentage points of young people attending a good or outstanding secondary school compared to 2013, ranking Brent at the bottom of London schools (see Appendix 1).
- 2.11. Ofsted inspected 19 schools in Brent during the year: 15 maintained primary; two maintained secondary; and two secondary academies. Seven primary schools improved a grade, five stayed the same and three declined. One secondary retained its grade and three (including the two academies) declined.
- 2.12. At the end of the last academic year, the Ofsted judgments for Brent schools based on the most recent inspection reports were:

	July 2014 *	July 2013
Outstanding	16 (19.3%)	18 (21.7%)
Good	49 (59.0%)	45 (55.4%)
Requires Improvement	12 (15.7%)	16 (18.1%)
Inadequate	6 (7.2%)	5 (4.8%)
Total number of schools	83	84

- 2.13. For maintained primary schools and academies, at the end of the last academic year the most recent judgments were:

	All primary	Maintained	Academies
Outstanding	11 (19.3%)	11 (20.0%)	0 (0%)
Good	37 (64.9%)	35 (63.6%)	2 (100%)
Requires Improvement	7 (12.3%)	7 (12.7%)	0 (0%)
Inadequate	2 (3.5%)	2 (3.6%)	0 (0%)
Total number of schools	57	55	2

- 2.14. 1.13 For maintained secondary schools and academies, at the end of the last academic year the most recent judgments were:

	All secondary	Maintained	Academies
Outstanding	3 (20.0%)	0 (0%)	3 (27.3%)
Good	6 (40.0%)	2 (50%)	4 (36.4%)
Requires Improvement	2 (13.3%)	1 (25%)	1 (9.1%)
Inadequate	4 (26.7%)	1 (25%)	3 (27.3%)
Total number of schools	15	4	11

2.15. Evaluation

It can be seen that, in the context of an increasingly challenging and robust Ofsted inspection framework, the overall effectiveness of Brent schools is improving in primary. This has continued into the current academic year 2014-15: of the primary schools inspected to date this year, all schools have been judged good including two schools which had previously been judged as requires improvement.

- 2.16. Of significant concern is the relatively low percentage of young people who attend good or outstanding secondary schools in Brent. This corresponds to the decline in secondary schools judged as good or outstanding by Ofsted. It should be noted that from the start of the current academic year there are only three out of fifteen secondary schools which are maintained by the local authority, the remainder are academies plus one free school.

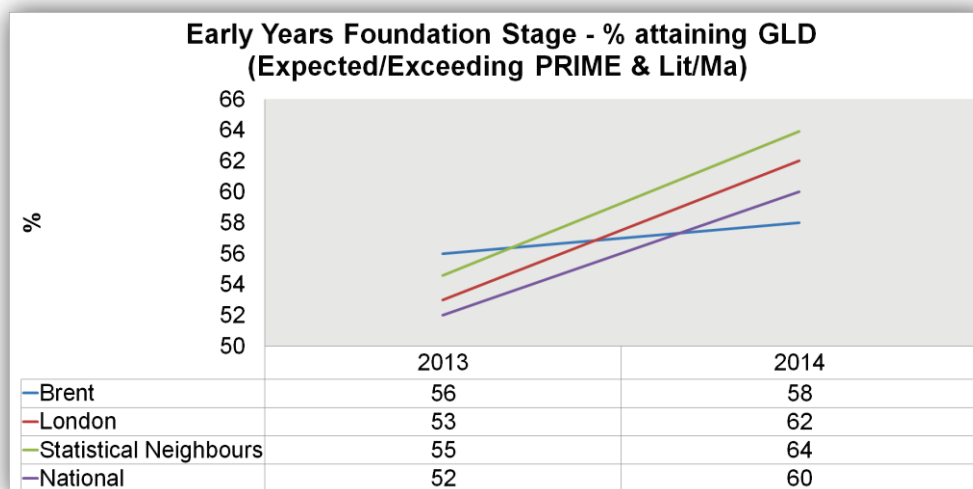
2.17. Key issues

In 2013-14 academic year we have failed to meet our target for schools judged good or outstanding. The more rigorous approach to monitoring, challenging and supporting schools outlined in the Strategic School Effectiveness Framework should lead to accelerated improvement.

- 2.18. Although Brent academies engage with the local authority and seek guidance regarding school improvement, the level of underperformance in some academies is too great. The local authority has exercised its duty to report such underperformance to the Regional Schools Commissioner.

### 3. Section B - Pupil Outcomes - 2014 Key Stage Outcomes

#### 3.1. Early Years Foundation Stage



3.1.1. In 2014, Brent's proportion of children attaining a good level of development<sup>2</sup> and above in the prime areas, and literacy and mathematics increased to 58 per cent, an increase of two percentage points compared to 2013 (56 per cent). This is two percentage points below the national average which increased to 60 per cent from 52 per cent in 2013, four percentage points below the London average and six percentage points below Brent's statistical neighbours<sup>3</sup>. Brent performed above one of its ten statistical neighbours (Croydon) and is in line with two statistical neighbours (Enfield and Hounslow).

	Early Years Foundation Stage - % attaining GLD											
	Boys		Girls		EAL		Non EAL		SEN		Non SEN	
	2013	2014	2013	2014	2013	2014	2013	2014	2013	2014	2013	2014
<b>Brent</b>	50	50	62	65	55	55	61	66	25	26	61	65
London	45	55	60	70	49	59	57	67	20	21	58	68
Statistical Neighbours	48	57	52	57	50	61	60	69	22	24	60	70
National	44	52	60	69	44	53	54	63	18	19	56	66

Data source: DfE SFR

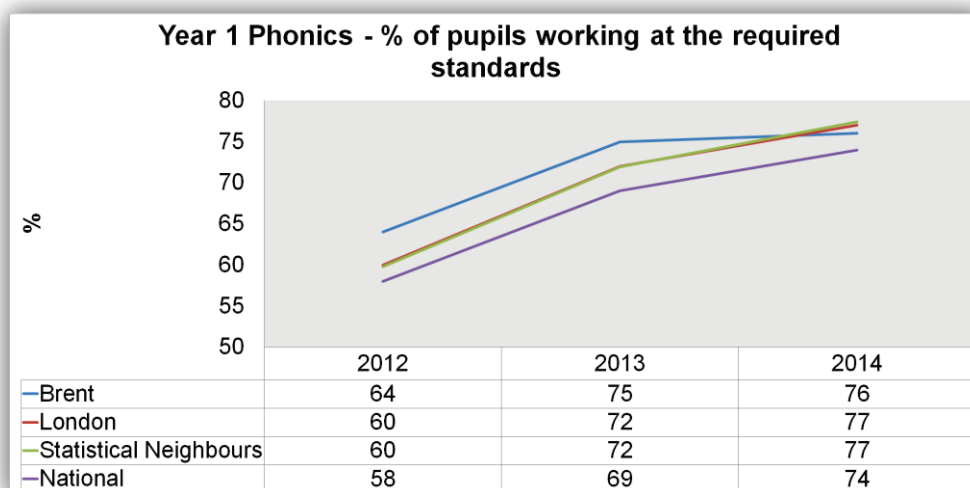
Equal or above National
Below National
Data not released/ available

3.1.2. The proportion of Brent children with English as an additional language (EAL) and the proportion of pupils with special educational needs (SEN) attaining a good level of development and above in the prime areas, and literacy and mathematics, were both above the national averages. However, Brent is below the London and statistical neighbours averages for the proportion of EAL children attaining a good level of development but above London and our statistical neighbours for children with SEN.

<sup>2</sup> Children achieving a good level of development are those achieving 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.

<sup>3</sup> Statistical neighbours include local authorities with a similar demographic profile to Brent. Brent's statistical neighbours are: Ealing; Waltham Forest; Haringey; Croydon; Lewisham; Newham; Enfield; Hounslow; Greenwich; Hackney.

### 3.2. Primary Year 1 Phonics check



- 3.2.1. The phonics check is in its third year. The phonics screening check is a short, light-touch assessment to confirm whether individual children have learnt phonic decoding to an appropriate standard. The screening check is for all Year 1 pupils in maintained schools, academies and Free Schools and for children in Year 2 who previously did not meet the standard of the check in Year 1.
- 3.2.2. It will identify the children who need extra help so they are given support by their school to improve their reading skills. They will then be able to retake the check so that schools can track children until they are able to decode.
- 3.2.3. The significant improvement in both national and Brent averages would suggest that schools are understanding better the requirements for this test and have incorporated its expectations into the teaching for this year group.
- 3.2.4. In 2014, the proportion of Brent pupils working at the required standards for phonics increased by one percentage point to 76 per cent compared to 2013. Brent children achieved two percentage points above the national average of 74 per cent, an increase on the 69 per cent in 2013 and four percentage points above the London average, which at 72 per cent has remained the same for two years. Brent performed above five of its statistical neighbours: Ealing, Waltham Forest, Haringey, Croydon and Enfield.

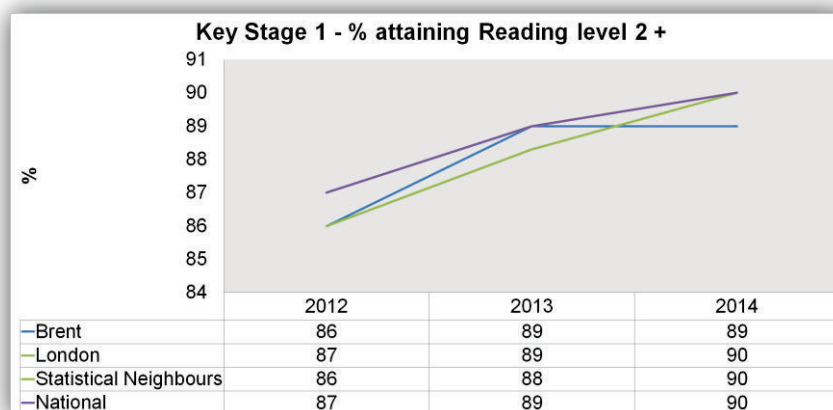
	Year 1 Phonics - % of pupils working at the required standards																	
	Boys			Girls			EAL			Non EAL			SEN			Non SEN		
	2012	2013	2014	2012	2013	2014	2012	2013	2014	2012	2013	2014	2012	2013	2014	2012	2013	2014
<b>Brent</b>	60	71	74	68	75	79	64	76	75	65	76	79	50	68	69	71	82	84
London	58	69	74	64	72	81	61	73	78	61	72	78	45	59	67	67	79	84
Statistical Neighbours	56	69	74	64	73	81	59	73	78	60	72	78	43	56	64	68	79	84
National	54	65	70	62	69	78	58	69	74	58	69	75	37	48	57	65	76	81

Data source: DfE SFR

- 3.2.5. The proportions of pupils with EAL or with SEN working at the required standards were above the national averages. The proportion of Brent SEN pupils meeting the required standard is above the London average and for EAL pupils is below the London average and our statistical neighbours.

### 3.3. Primary Key Stage 1

- 3.3.1. Attainment in reading, writing and mathematics at Key Stage 1 is teacher assessed. The statutory national curriculum tasks and tests must be administered to all eligible children who are working at Level 1 or above in reading, writing and mathematics to help inform the final teacher assessment judgement reported for each child at the end of Key Stage 1. If teacher assessment and the task and test results differ, the teacher assessment results should be reported, provided the judgement is based on an appropriate range of evidence from work completed in class.

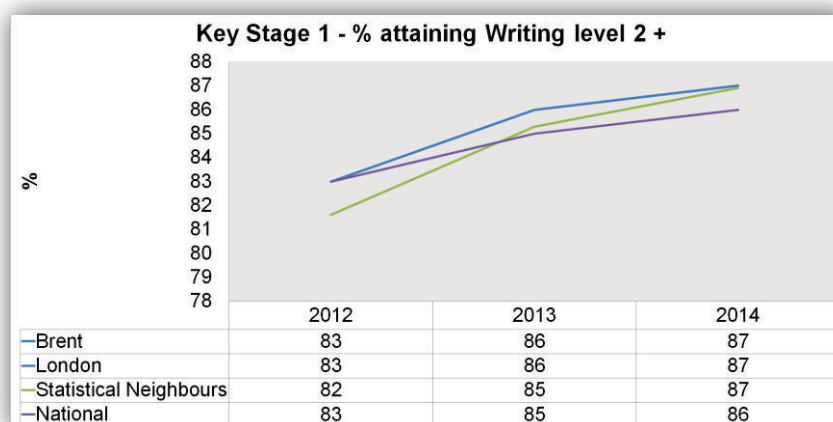


- 3.3.2. In 2014 the proportion of Brent pupils attaining Level 2 in reading remained at 89 per cent. This is one percentage point below the national, London and statistical neighbours averages of 90 per cent. Brent is above Enfield and in line with Haringey and Croydon.

	Key Stage 1 - % attaining Reading level 2+																	
	Boys						Girls						EAL					
	2012	2013	2014	2012	2013	2014	2012	2013	2014	2012	2013	2014	2012	2013	2014	2012	2013	2014
Brent	84	87	86	87	92	92	85	89	88	88	92	92	32	32	28	97	97	98
London	84	86	88	90	92	93	86	89	90	88	90	92	29	30	26	95	96	96
Statistical Neighbours	83	85	87	89	91	93	85	88	90	88	90	91	27	27	22	94	95	96
National	84	86	87	90	92	93	84	86	87	88	89	91	26	27	25	95	96	97

Data source: DfE SFR

- 3.3.3. The proportions of Brent pupils with EAL or with SEN attaining Level 2 in reading were above the national averages. The proportion of EAL pupils attaining Level 2 is below the London average while the proportion of SEN pupils being above the London average.

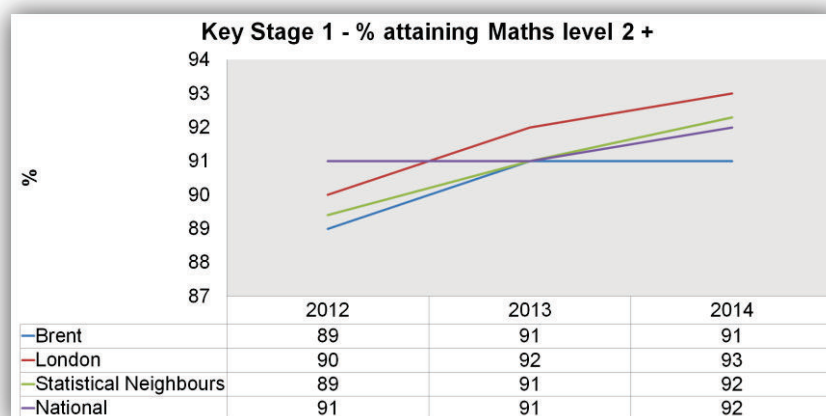


- 3.3.4. The proportion of Brent pupils attaining Level 2 in writing increased by one percentage point to 87 per cent compared to 2013. This is one percentage point above the national average of 86 per cent and in line with both the averages for London and statistical neighbours. Brent performed above Waltham Forest, Haringey, Croydon, Newham and Enfield, and in line with Ealing, Lewisham, Greenwich and Hackney.

	Key Stage 1 - % attaining Writing level 2+																	
	Boys			Girls			EAL			Non EAL			SEN			Non SEN		
	2012	2013	2014	2012	2013	2014	2012	2013	2014	2012	2013	2014	2012	2013	2014	2012	2013	2014
<b>Brent</b>	80	82	84	86	91	91	83	87	87	85	88	89	22	22	26	94	94	96
London	79	81	83	88	90	91	83	86	87	84	86	88	20	22	20	92	94	95
Statistical Neighbours	77	81	83	86	90	91	81	85	87	84	86	88	18	19	16	91	93	94
National	78	80	82	88	90	91	80	82	83	84	86	87	17	18	19	93	94	94

Data source: DfE SFR

- 3.3.5. The proportions of Brent pupils with EAL or with SEN pupils attaining Level 2 in writing were above the national averages and above the London averages and statistical neighbour averages for pupils with SEN and in line with the averages for pupils with EAL.



- 3.3.6. Brent's proportion of pupils attaining Level 2 in mathematics remained at 91 per cent compared to 2013. This is one percentage point below both the national and statistical neighbour average, and two percentage points below the London average. Brent performed in line with four of its statistical neighbours: Haringey, Croydon, Newham and Enfield.

	Key Stage 1 - % attaining Maths level 2+																	
	Boys			Girls			EAL			Non EAL			SEN			Non SEN		
	2012	2013	2014	2012	2013	2014	2012	2013	2014	2012	2013	2014	2012	2013	2014	2012	2013	2014
<b>Brent</b>	89	90	90	90	93	93	89	91	90	91	93	93	31	25	30	98	98	98
London	89	90	91	92	93	94	90	91	92	91	92	93	25	30	29	97	97	98
Statistical Neighbours	88	89	91	91	93	94	89	91	93	90	92	93	22	27	25	96	97	98
National	89	90	91	92	93	93	88	89	90	91	92	93	23	25	28	97	97	98

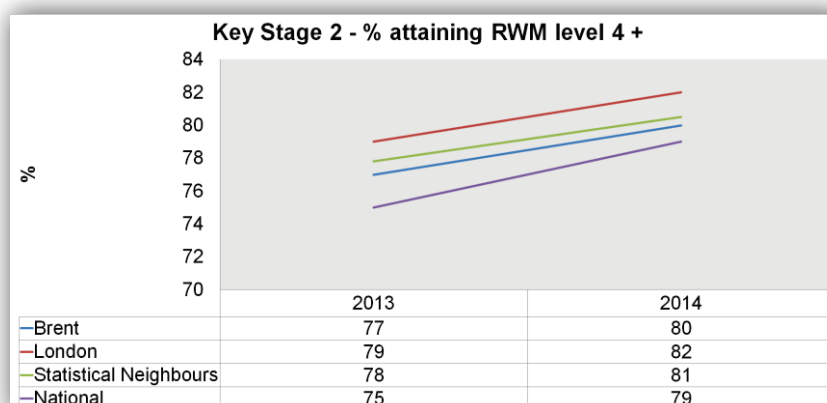
Data source: DfE SFR

- 3.3.7. The proportion of Brent pupils with EAL attaining Level 2 in mathematics is above the national averages but below the London averages and the statistical neighbour average. The proportion of pupils with SEN attaining at least Level 2 in mathematics is higher than the national, London and statistical neighbour averages.



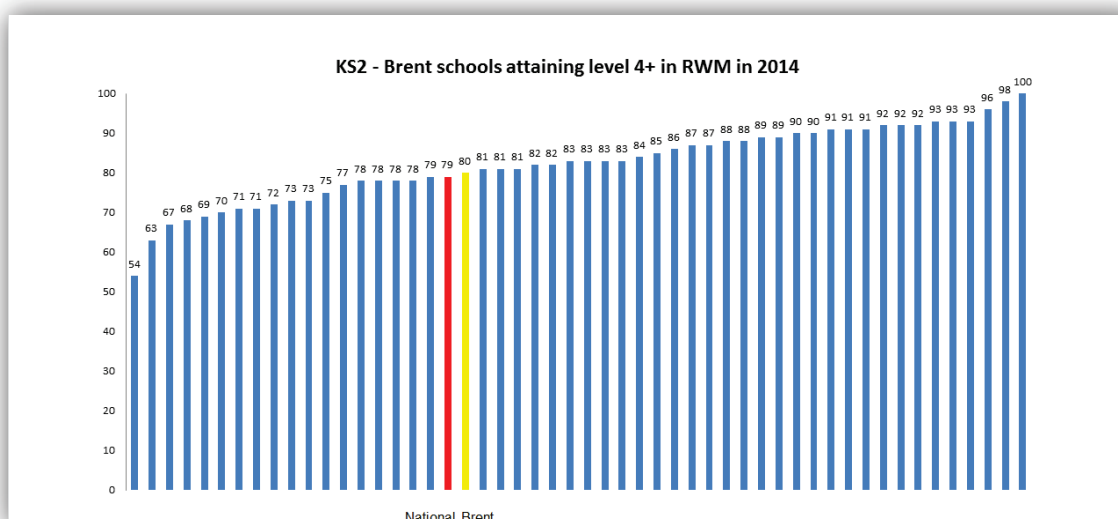
### 3.4. Primary Key Stage 2

3.4.1. Attainment in reading, writing and mathematics at Key Stage 2 is assessed by national curriculum tests. The tests are designed to assess pupils' knowledge and understanding of specific elements of the Key Stage 2 programmes of study.



3.4.2. In 2014, the proportion of Brent's pupils attaining Level 4 and above in reading, writing and mathematics combined was 80 per cent, an increase of three percentage points compared to 2013. This is one percentage point above the national average but two percentage points below the London average and one percentage point below the average for statistical neighbours. Brent's performance was above Haringey, Croydon and Enfield, and in line with Lewisham and Hackney.

3.4.3. At Key Stage 2, the difference between the school with the highest proportion of pupils attaining Level 4 in reading, writing and mathematics and the school with the lowest proportion is 46 percentage points. Two thirds of Brent's primary schools are above the national average.



3.4.4. The figure is 54 per cent at the lowest performing school (a sponsored academy – Ark Franklin) which is the only primary school below the government's floor standard, defined as follows:

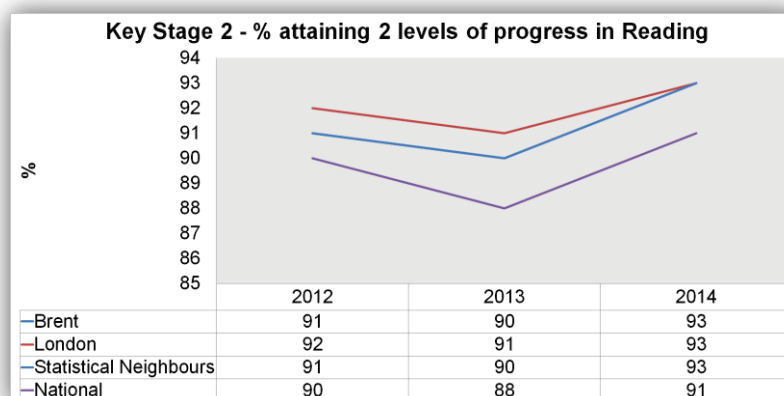
- fewer than 65 per cent of pupils at the end of key stage 2 (KS2) achieved level 4 or above in reading, writing and mathematics and
- below the average percentage of pupils at the end of KS2 made expected progress in reading and

- below the average percentage of pupils at the end of KS2 made expected progress in writing and
- below the average percentage of pupils at the end of KS2 made expected progress in mathematics.

	Key Stage 2 - % attaining level 4+ in RWM											
	Boys		Girls		EAL		Non EAL		SEN		Non SEN	
	2013	2014	2013	2014	2013	2014	2013	2014	2013	2014	2013	2014
<b>Brent</b>	74	78	80	83	78	80	78	79	15	17	87	89
London	76	78	82	83	79	82	79	82	18	18	90	92
Statistical Neighbours	75	76	81	81	80	82	79	81	16	14	90	91
National	72	76	79	82	76	77	76	79	14	15	88	90

Data source :DfE SFR, EPAS (2014 not yet validated)

3.4.5. The proportions of Brent pupils with EAL or with SEN attaining Level 4 and above in reading, writing and mathematics were above the national averages. Compared with London and statistical neighbours the proportion for EAL pupils is below average, while for pupils with SEN, the proportion is below London but above the average for statistical neighbours.



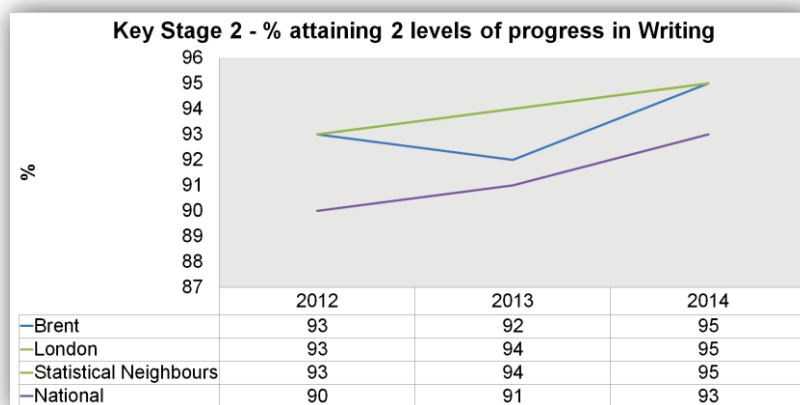
3.4.6. The second measure at Key Stage 2 is the percentage of pupils making expected progress between Key Stage 1 and Key Stage 2 in English and in mathematics which is two levels from the end of Key Stage 1. The proportion of Brent pupils making the expected two levels of progress in reading in 2014 increased by three percentage points to 93 per cent. This is two percentage points above the national average and is in line with the averages for London and statistical neighbours. Brent's performance is above Haringey, Croydon and Enfield, and in line with Ealing, Waltham Forest, Newham, Hounslow and Hackney.

	Key Stage 2 - 2 levels of progress Reading															
	Boys				Girls				EAL				Non EAL			
	2012	2013	2014	2014	2012	2013	2014	2014	2012	2013	2014	2014	2012	2013	2014	2014
<b>Brent</b>	89	89	92	93	91	92	92	91	93	90	90	92	83	80	87	94
National	88	87	90	91	89	91	90	89	91	89	88	91	77	85	79	94

Data source :DfE SFR, EPAS (2014 not yet validated)

3.4.7. The gap which existed in previous years between the progress of boys and girls was eliminated. The proportions of pupils with EAL and pupils with SEN making expected progress were above the national averages.



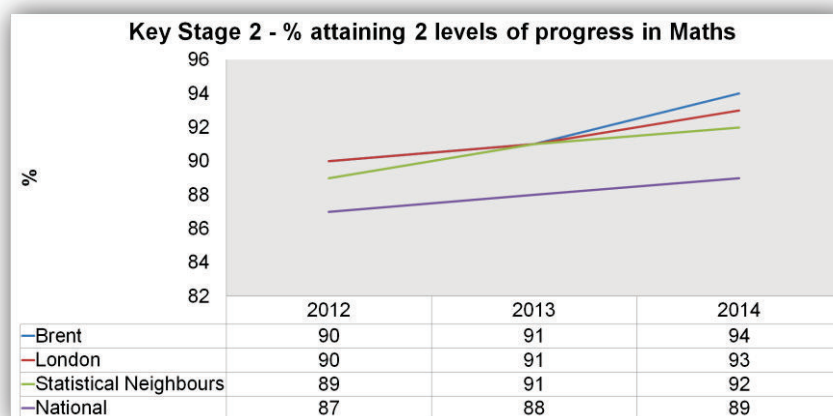


3.4.8. In 2014, the proportion of Brent pupils making the expected two levels of progress in writing increased by four percentage points to 96 per cent. This is one percentage point above the national average and the averages for London and Brent's statistical neighbours. Brent's performed above Croydon and Enfield and in line with Ealing, Waltham Forest, Haringey, Newham, Hounslow and Hackney.

	Key Stage 2 - 2 levels of progress Writing																	
	Boys			Girls			EAL			Non EAL			SEN			Non SEN		
	2012	2013	2014	2012	2013	2014	2012	2013	2014	2012	2013	2014	2012	2013	2014	2012	2013	2014
<b>Brent</b>	90	90	93	94	95	95	93	93	94	92	92	94	86	85	88	95	95	96
National	88	90	91	92	93	94	92	93	92	90	91	93	78	89	82	94	95	96

Data source :DfE SFR, EPAS (2014 not yet validated)

3.4.9. The gap between the progress of girls and the progress of boys narrowed by three percentage points. The proportions of pupils with EAL and pupils with SEN making expected progress were above the national averages.



3.4.10. The proportion of Brent pupils making the expected two levels of progress in mathematics increased in 2014 by three percentage points to 94 per cent. This is five percentage points above the national average and above the averages for London and statistical neighbours. Brent is above Ealing, Waltham Forest, Haringey, Croydon, Lewisham, Enfield, Hounslow and Hackney, and in line with the statistical neighbours of Newham and Greenwich.

	Key Stage 2 - 2 levels of progress Maths																	
	Boys			Girls			EAL			Non EAL			SEN			Non SEN		
	2012	2013	2014	2012	2013	2014	2012	2013	2014	2012	2013	2014	2012	2013	2014	2012	2013	2014
<b>Brent</b>	90	91	93	90	91	94	92	93	93	87	89	92	76	79	86	96	95	96
National	88	88	90	86	88	89	92	91	90	87	88	89	82	87	74	92	93	94

Data source :DfE SFR, EPAS (2014 not yet validated)

3.4.11. The proportions of pupils with EAL and pupils with SEN making expected progress were above the national averages.

#### 3.4.12. Evaluation

Performance in the Early Years is disappointing but there is a better picture at the phonics check which continues to improve. The pace of improvement is slowing down when compared to statistical neighbours which for the first time in the three years since the measure has been introduced are outperforming Brent albeit by one percentage point.

3.4.13. There is a variable picture at the end of Key Stage 1. Whilst attainment in writing has improved, the attainment in reading and mathematics has remained the same as 2013.

3.4.14. Attainment is below that of London and our statistical neighbours by the end of Key Stage 2 but in the key measure i.e. the percentages of children making at least two levels of progress between Key Stage 1 and 2, Brent children achieve in line in reading and writing but above in mathematics when compared to London and statistical neighbours.

#### 3.4.15. Key issues

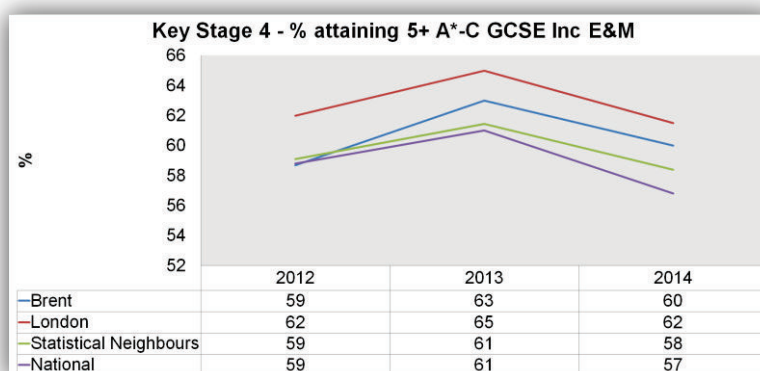
A key issue is the relative underperformance of EAL children in the Early Years Foundation Stage and the phonics check in Year 1.

3.4.16. Despite improvements in recent years, there is still a small gap between the percentage of children reaching the required standard in Phonics in Year 1 between Brent and London and our statistical neighbours.

3.4.17. At the end of Key Stage 2, Brent children underperform slightly when compared to London and our statistical neighbours.

### 3.5. Secondary Key Stage 4

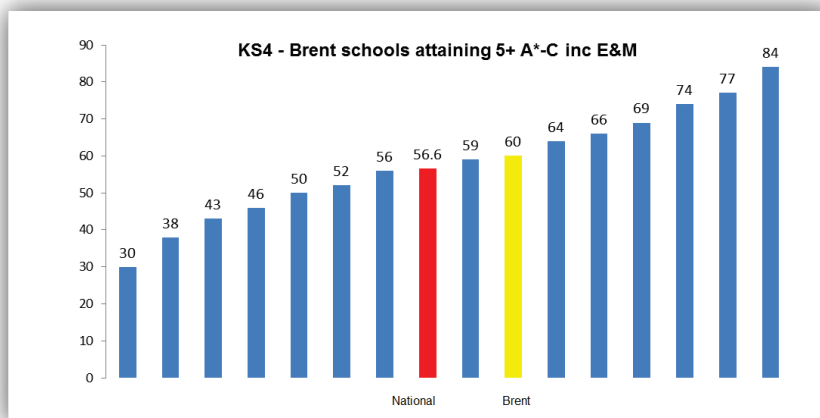
3.5.1. This year's headline measures have been affected by a number of changes to the examination system and a change in the methodology used to calculate the indicators. This negates the validity of comparison with the results of previous years.



3.5.2. The 2014 Key Stage 4 results for Brent show that the proportion of pupils attaining five plus GCSE grades A\*-C including English and mathematics is 60 per cent, compared to the national average of 57 per cent and the London average of 62 per cent. Brent is two percentage points above its statistical neighbours' average. The borough is above Waltham Forest, Croydon, Newham, Lewisham, Haringey and Hackney, and in line with Ealing, Enfield and Greenwich.

3.5.3. At Key Stage 4, the difference between the school with the highest proportion of pupils attaining five plus GCSE grades A\*-C including English and mathematics and the school with the lowest

proportion is 54 percentage points. The table below indicates the variability of outcomes between schools at Key Stage 4.



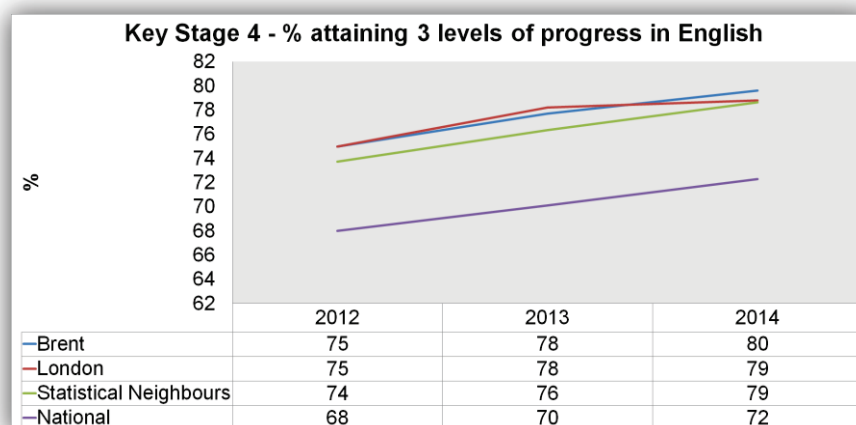
3.5.4. The figure is 30 per cent at the lowest performing school (a sponsored academy – Crewst Boys' Academy) which is below the government's floor standard. The sponsor closed this school on 1 September 2014, when it was amalgamated with the sponsor's other academy in Brent – Crest Girls' Academy). The floor standard is defined as:

- Fewer than 40 per cent of pupils achieve five or more GCSEs at grade A\*-C or equivalent in both English and mathematics
- The school has a below median score for the percentage of pupils making expected progress between Key Stage 2 and Key Stage 4 in English
- The school has a below median score for the percentage of pupils making expected progress between Key Stage 2 and Key Stage 4 in mathematics.

	KS4 - 5 A*-C Inc En and ma																	
	Boys			Girls			EAL			Non EAL			SEN			Non SEN		
	2012	2013	2014*	2012	2013	2014*	2012	2013	2014*	2012	2013	2014*	2012	2013	2014*	2012	2013	2014*
Brent	53	58	56	65	68	63	56	60	55	62	65	63	12	6	22	70	72	67
London	58	61	57	67	69	65	63	65		62	65		11	12		74	76	
Statistical Neighbours	55	58	54	63	66	62	58	61		59	62		11	11		70	72	
National	54	56	51	64	66	61	58	60	54	59	61	57	8	10	20	70	71	65

Data source :DfE SFR, EPAS (2014 not yet validated)

3.5.5. In 2014, the proportion of Brent boys (56 per cent) attaining the Key Stage 4 headline measure is seven percentage points below Brent girls (63 per cent). The gap between boys and girls has improved from the 12 percentage point gap in 2012 to 7 percentage points.

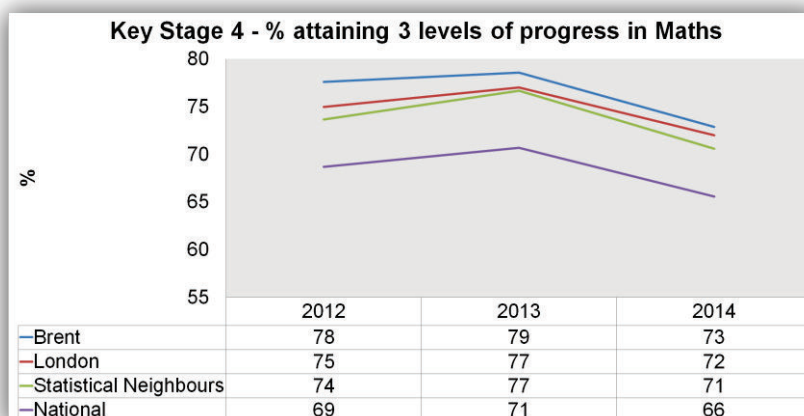


- 3.5.6. Brent's 2014 average for the proportion of pupils making expected progress between Key Stage 2 and Key Stage 4 in English is 80 per cent which is above the national average of 72 per cent and the London average of 79 per cent. Brent performed above six of its statistical neighbours: Hackney, Haringey, Lewisham, Newham, Croydon and Waltham Forest.

	KS4 - 3 levels of progress English																	
	Boys			Girls			EAL			Non EAL			SEN			Non SEN		
	2012	2013	2014	2012	2013	2014	2012	2013	2014	2012	2013	2014	2012	2013	2014	2012	2013	2014
Brent	66	73	73	82	83	84	76	80	79	71	76	78	49	56	53	80	83	85
National	62	64	66	75	77	77	77	78	77	67	69	71	44	46	49	75	77	77

Data source :DfE SFR, EPAS (2014 not yet validated)

- 3.5.7. In 2014, the proportion of Brent boys (73 per cent) making expected progress in English was 11 percentage points below Brent girls (84 per cent). The gap between boys and girls has reduced from 16 percentage points in 2012.



- 3.5.8. The Brent average for pupils making expected progress in mathematics is 73 per cent which is above the national average of 66 per cent and the London average of 72 per cent. Brent performed above six of its statistical neighbours: Lewisham, Newham, Croydon, Waltham Forest, Enfield and Greenwich.

	KS4 - 3 levels of progress Maths																	
	Boys			Girls			EAL			Non EAL			SEN			Non SEN		
	2012	2013	2014	2012	2013	2014	2012	2013	2014	2012	2013	2014	2012	2013	2014	2012	2013	2014
Brent	76	76	72	80	81	73	82	82	73	73	75	71	48	50	40	85	86	80
National	67	69	63	71	73	68	78	79	72	67	70	64	40	41	36	77	79	73

Data source :DfE SFR, EPAS (2014 not yet validated)

- 3.5.9. In 2014, the proportion of Brent boys (72 per cent) making expected progress in mathematics is one percentage point below Brent girls (73 per cent). The gap between boys and girls has fallen because there has been a significant decrease in the proportion of girls making expected progress.

### 3.5.10. Evaluation

The Department for Education (DfE) released the 2014 GCSE and equivalent results on 29 January 2015. This year's headline measures have been affected by a number of changes to the examination system<sup>4</sup> and a change in the methodology used to calculate the indicators<sup>5</sup>. Brent remains above national average, and has narrowed the gap below the London average.

<sup>4</sup> On 21 August 2014, the Joint Council for Qualifications wrote in an open letter to stakeholders:

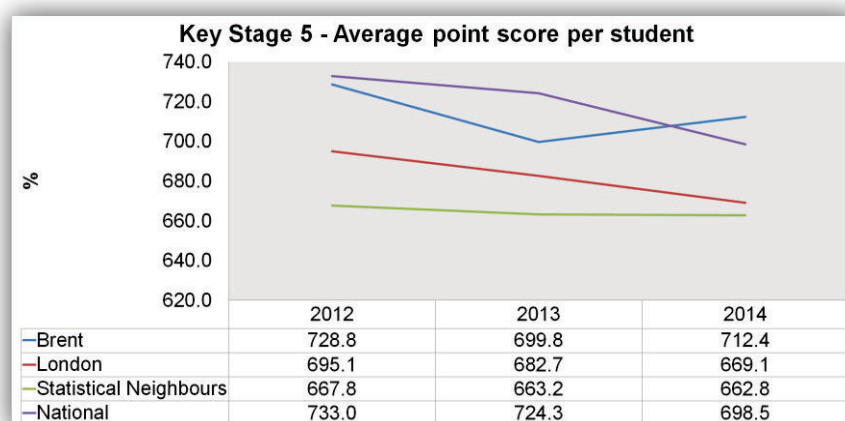
"This is the first year that the different units that make up a particular GCSE have all had to be examined in the summer term. In previous years, students were able to take these units over the length of the course, as long as 40 per cent of the assessment was taken at the end (known as the 'terminal rule')."

### 3.5.11. Key issues

The difference between the highest performing secondary schools and the lowest performing schools is too great and must be reduced to ensure that all pupils in Brent have the same opportunities to achieve their best and successfully progress to further education or training.

3.5.12. Whilst the gap between boys and girls achievement has closed, it remains too high.

## 3.6. Post 16 Key Stage 5



3.6.1. Brent's 2014 average Level 3 point score per student increased to 712.4 from 699.8 in 2013. This put Brent above the national average of 698.5 points which fell from 724.3 points in 2013. Brent remained above the London average which has fallen to 669.1 points from 682.7 points. A difference of 30 points is equivalent to one A Level grade. Brent is above eight of its statistical neighbours: Waltham Forest, Haringey, Croydon, Lewisham, Newham, Hounslow, Greenwich and Hackney.

"For most GCSE subjects there was no winter 2013/14 examination series, so students did not have the opportunity to take their GCSEs early this year. The exceptions to this were Mathematics, English Language and English. In these subjects there was a winter examination series available to all students in England, where they had the opportunity to resit individual units or take the whole qualification.

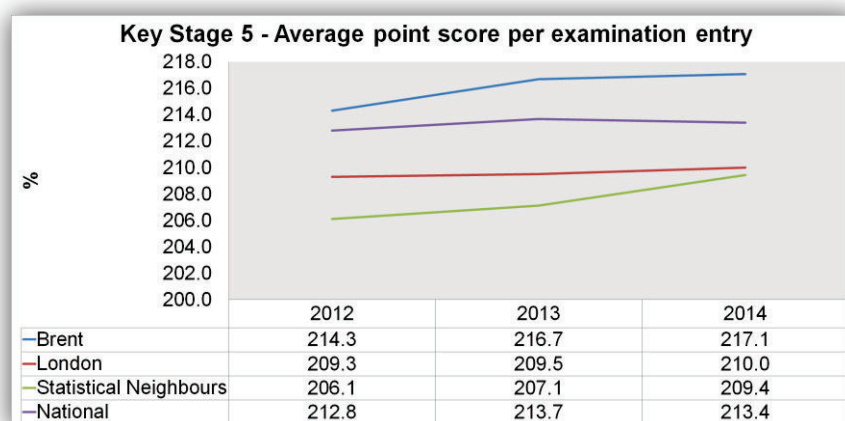
"There was a change to the English Language and English examinations this summer. For the first time, the assessment of speaking and listening did not contribute to the overall grade. Instead, students were given a separate result (out of five levels) that will appear as an endorsement on their certificate. In addition, the written part of the qualification contributed 60 per cent of the total marks this summer, compared with 40 per cent in previous years (the remaining 40 per cent is controlled assessment).

"Finally, the Government in England announced that only a student's *first* result in a GCSE would count in school performance measures, rather than the *best* result, as had been the case in the past. An individual student will still be able to count the best result."

<sup>5</sup> DfE: Qualifications for 14-16 Year Olds and Performance Tables:

"From 2014 the headline performance tables measures will no longer include equivalences, nor will they include qualifications that are smaller than GCSEs in size."





- 3.6.2. Brent's 2014 average Level 3 point score per examination entry increased to 217.1 from 216.7 in 2013. Brent remained above the national average and the averages for London and statistical neighbours. Brent is above Waltham Forest, Haringey, Croydon, Lewisham, Newham, Enfield, Hounslow, Greenwich and Hackney.

	KS5 - Average point score per student					
	Boys			Girls		
	2012	2013	2014	2012	2013	2014
Brent	728.3	686.5	708.0	729.2	713.3	716.4
London	679.9	651.5	650.5	708.1	682.6	685.8
Statistical Neighbours	650.7	634.2	650.1	681.8	657.8	673.9
National	717.2	706.4	677.8	747.4	740.3	717.2

Data source :DfE SFR

	KS5 - Average point score per examination					
	Boys			Girls		
	2012	2013	2014	2012	2013	2014
Brent	215.4	217.6	217.3	213.3	215.8	217.0
London	206.2	205.9	207.1	211.9	210.7	212.5
Statistical Neighbours	202.5	203.5	207.6	202.5	207.9	211.0
National	208.7	209.6	209.2	216.4	217.4	217.2

Data source :DfE SFR

- 3.6.3. The proportion of Brent students achieving grades AAB or above at A Level in 2014 was 19.7 percent which is a fall of 0.7 percentage points compared to 2013 (20.4 percent). Brent remained above the national average which fell to 15.6 percent from 16.7 percent in 2013, and the London average which fell to 15.3 per cent from 16.6 per cent.
- 3.6.4. Evaluation  
Brent performed well at Key Stage 5 compared to London and its statistical neighbours in 2014. Brent's average point score per student increased following a fall in 2013 and is now above the national average. Whilst Brent improved, the London and national averages fell. On average Brent students attain one A Level grade higher than the London average and half an A Level grade higher than the national average.

### 3.6.5. Key issue

Boys attain marginally higher per examination entry than girls. However, their overall point score is below the girls' average. This indicates that boys tend to take fewer A Level equivalent qualifications than girls which can reduce their progression opportunities.

## 3.7. 16-18 Participation

3.7.1. In June 2014 Brent's proportion of 16-18 year olds participating in education and training increased to 94.5 per cent from 93.2 per cent in June 2013. Brent's participation rate is ninth highest out of the 152 local authorities.

## 3.8. Attendance and Exclusions

### 3.8.1. Sessional Absence

	Absence rate		
	2011-12	2012-13	2013-14
<b>Brent</b>	4.9	5.0	4.3
London	4.8	4.8	4.3
Statistical Neighbours	4.9	4.8	4.3
National	5.1	5.3	4.4

Over the academic year 2013-14 Brent's rate of school sessional absence fell to 4.3 per cent from 5.0 per cent. This is just below the national average and in line with the rate of absence for London and Brent's statistical neighbours.

### 3.8.2. Persistent Absence

	Persistent absence rate		
	2011-12	2012-13	2013-14
<b>Brent</b>	4.2	3.7	3.6
London	4.5	3.8	3.6
Statistical Neighbours	4.6	3.9	3.6
National	5.2	4.6	4.1

Persistent absence is defined as the proportion of pupils who are absent for 15 per cent or more school sessions. Over the academic year 2013-14 Brent's rate of persistent absence fell to 3.6 per cent from 3.7 per cent which is in line with the rate of persistent absence for London and Brent's statistical neighbours, and is below the national average.

### 3.8.3. Exclusions

The most recent published data for exclusions is for the 2012-13 academic year. There will be a separate report when the 2013-14 data becomes available.

## 4. Closing the Gaps

### 4.1. Disadvantaged pupils compared to non-disadvantaged pupils

- 4.1.1. Schools are allocated pupil premium funding for disadvantaged pupils. The pupil premium group includes pupils who have been eligible for free school meals at any point over the previous six years, children looked after and children of armed forces personnel.
- 4.1.2. The national expectation is that the funding will be used by schools to narrow the gap between the attainment and progress of disadvantaged pupils and non-disadvantaged pupils at school level, and the gap between schools' disadvantaged pupils and the national average for non-disadvantaged pupils.
- 4.1.3. In January 2015, the Minister of State for Schools, David Laws MP, wrote to six Brent primary schools to congratulate them on the improvement in the Key Stage 2 results of their disadvantaged pupils since 2011 and wrote to a further three primary schools, to congratulate them on the improvement since 2012.

Improvement since 2011	Improvement since 2012
Brentfield Primary School Elsley Primary School Harlesden Primary School Mitchell Brook Primary School St Margaret Clitherow RC Primary School Wembley Primary School	Leopold Primary School St Joseph RC Junior School Uxendon Manor Primary School

### 4.1.4. Key Stage 1

Percentage of pupils attaining level 2 or above at Key Stage 1														
2012					2013				2014					
Cohort	LA %	National other	Diff %		Cohort	LA %	National other	Diff %		Cohort	LA %	National other	Diff %	
Reading														
Disadvantaged pupils	1177	82	90	-8		1207	89	92	-3		1188	86	92	-6
Other pupils	2302	87		-3		2434	90		-2		2567	90		-2
Within LA gap		-5					-1					-4		
Writing														
Disadvantaged pupils	1177	79	87	-8		1207	85	89	-4		1188	84	89	-5
Other pupils	2302	85		-2		2434	87		-2		2567	89		0
Within LA gap		-6					-2					-5		
Mathematics														
Disadvantaged pupils	1177	86	93	-7		1207	90	94	-4		1188	89	94	-5
Other pupils	2302	91		-2		2434	92		-2		2567	92		-2
Within LA gap		-5					-2					-3		

- 4.1.5. The 2014 data shows that the gaps between the attainment of Brent disadvantaged pupils and Brent non-disadvantaged pupils widened at Key Stage 1 compared to 2013, in reading (4pp), writing (5pp) and mathematics (3pp). The gap had narrowed in 2013. The gap between the Brent average for disadvantaged pupils and non-disadvantaged pupils nationally widened in reading (6pp), writing (5pp) and mathematics (5pp).



#### 4.1.6. Key Stage 2

<b>Percentage of pupils attaining level 4 or above at Key Stage 2</b>								
	<b>2013</b>				<b>2014</b>			
	<b>Cohort</b>	<b>LA</b>	<b>National Other</b>	<b>Diff</b>	<b>Cohort</b>	<b>LA</b>	<b>National Other</b>	<b>Diff</b>
<b>Overall</b>	<b>Mathematics, Reading and Writing (TA)</b>				<b>Mathematics, Reading and Writing (TA)</b>			
<b>Disadvantaged pupils</b>	<b>1329</b>	<b>71</b>	<b>81</b>	<b>-10</b>	<b>1353</b>	<b>72</b>	<b>83</b>	<b>-11</b>
Other pupils	1706	81		0	1988	79		-4
Within LA gap		-10				-7		
<b>Mathematics</b>								
<b>Disadvantaged pupils</b>	<b>1,329</b>	<b>83</b>	<b>88</b>	<b>-5</b>	<b>1,353</b>	<b>82</b>	<b>90</b>	<b>-8</b>
Other pupils	1,706	90		2	1,988	86		-4
Within LA gap		-7				-4		
<b>Reading</b>								
<b>Disadvantaged pupils</b>	<b>1,329</b>	<b>82</b>	<b>89</b>	<b>-7</b>	<b>1,353</b>	<b>83</b>	<b>92</b>	<b>-9</b>
Other pupils	1,706	89		0	1,988	86		-6
Within LA gap		-7				-3		
<b>Writing (TA)</b>								
<b>Disadvantaged pupils</b>	<b>1,329</b>	<b>79</b>	<b>87</b>	<b>-8</b>	<b>1,353</b>	<b>83</b>	<b>89</b>	<b>-6</b>
Other pupils	1,706	88		1	1,988	85		-4
Within LA gap		-9				-2		
<b>English Grammar, Punctuation and Spelling</b>								
<b>Disadvantaged pupils</b>	<b>1,329</b>	<b>72</b>	<b>79</b>	<b>-7</b>	<b>1,353</b>	<b>74</b>	<b>81</b>	<b>-7</b>
Other pupils	1,706	84		5	1,988	79		-2
Within LA gap		-12				-5		

4.1.7. The 2014 results show that the gap between disadvantaged and non-disadvantaged pupils attaining level 4 in reading, writing and mathematics narrowed by three percentage points to seven percentage points. The gap between Brent disadvantaged pupils and the national average for non-disadvantaged pupils widened by one percentage point.

#### 4.1.8. Key Stage 4

<b>Attainment and progress at KS4</b>												
	<b>2012</b>				<b>2013</b>				<b>2014</b>			
	<b>Cohort</b>	<b>LA</b>	<b>National Non CLA/FSM*</b>	<b>Diff</b>	<b>Cohort</b>	<b>LA</b>	<b>National Non CLA/FSM*</b>	<b>Diff</b>	<b>Cohort</b>	<b>LA</b>	<b>National Non CLA/FSM*</b>	<b>Diff</b>
<b>% attaining 5 or more A*-C GCSEs Inc E&amp;M</b>												
CLA/FSM*	1103	46		-18	1104	52		-15	1138	48		-14
Non CLA/FSM*	1777	66	64	2	1800	70	67	3	1788	66	62	4
Within LA Gap		-20				-18				-17		

Data Source: 2014 unvalidated LA RaiseOnline January 2015

4.1.9. The 2014 results show that the gap between disadvantaged and non-disadvantaged pupils attaining five GCSE grades A\*-C including English and mathematics narrowed by one percentage point to 17 percentage points. The gap between Brent disadvantaged pupils and the national average for non-disadvantaged pupils also narrowed by one percentage point to 14 percentage points.

## 4.2. Children Looked After

A separate report covering the achievement of Children Looked After Children in 2014 was presented to the Corporate Parenting Committee on 11 December 2014. Thorough scrutiny was provided by the committee.

### 4.2.1. Key Stage 1

Percentage of CLA attaining level 2 or above at Key Stage 1							
2013				2014			
Cohort	LA %	National other	Diff %	Cohort	LA %	National other	Diff %
<b>Reading</b>							
CLA	10	50	-42	7	71		-21
Non Disadvantaged pupils	2434	90	-2	2567	90	92	-2
Gap		-40			-19		
<b>Writing</b>							
CLA	10	50	-39	7	71		-18
Non Disadvantaged pupils	2434	87	-2	2567	89	89	0
Gap		-37			-18		
<b>Mathematics</b>							
CLA	10	70	-24	7	71		-23
Non Disadvantaged pupils	2434	92	-2	2567	92	94	-2
Gap		-22			-21		

4.2.2. In 2014, seven Brent children looked after were entered for Key Stage 1 national curriculum tests compared to ten in 2013. There was a significant increase in the proportion of children looked after attaining level 2 or above in reading and writing, and the gap with the Brent average narrowed to 18 percentage points in reading and 16 percentage points in writing. There was a one percentage point increase in the proportion of children look after attaining level 2 in mathematics.

### 4.2.3. Key Stage 2

Percentage of CLA attaining level 4 or above at Key Stage 2							
2013				2014			
Cohort	LA	National Other	Diff	Cohort	LA	National Other	Diff
<b>Reading</b>							
CLA	10	70	-19	13	46		-46
Non Disadvantaged pupils	1706	89	0	1988	86	92	-6
Gap		-19			-40		
<b>Writing (TA)</b>							
CLA	10	70	-17	13	23		-66
Non Disadvantaged pupils	1706	88	1	1988	85	89	-4
Gap		-18			-62		
<b>Mathematics</b>							
CLA	10	70	-18	13	54		-36
Non Disadvantaged pupils	1706	90	2	1988	86	90	-4
Gap		-20			-32		
<b>English Grammar, Punctuation and Spelling</b>							
CLA	10	70	-9	13	23		-58
Non Disadvantaged pupils	1706	84	5	1988	79	81	-2
Gap		-14			-56		

4.2.4. In 2014, 13 Brent children looked after took Key Stage 2 national curriculum tests compared to ten in 2013. There was a significant decrease in the proportion of children looked after attaining level 4 or above in reading (-24pp), writing (-47pp) and mathematics (-16pp) compared to 2013.

#### 4.2.5. Key Stage 4

CLA attainment and progress at KS4												
2012				2013				2014				
Cohort	LA	National Non CLA/FSM*	Diff	Cohort	LA	National Non CLA/FSM*	Diff	Cohort	LA	National Non CLA/FSM*	Diff	
% attaining 5 or more A*-C GCSEs Inc E&M												
CLA		15	-49		19	-48			9	-53		
Non Disadvantaged pupils	1777	66	64	2	1800	70	67	3	1788	66	62	4
Gap		-51			-51				-57			

4.2.6. In 2014, 33 Brent children looked after took GCSEs compared to 43 in 2013. There was a significant decrease in the proportion of children looked after attaining five GCSE A\*-C grades including English and mathematics compared to 2013.

#### 4.3. Ethnic Groups

Ninety two per cent of pupils attending Brent schools are from minority ethnic groups. This compares with the national average of 29 per cent. The largest ethnic groups in Brent are Asian Indian (15 per cent), Black Somali (9 per cent), Black Caribbean (nine per cent) and White British (eight per cent). Schools in Brent now draw pupils from an increasingly diverse range of cultural and linguistic backgrounds. One hundred and forty nine different languages are spoken in Brent. The five most common languages spoken are Gujarati, Somali, Arabic, Urdu and Tamil. This means that a majority of pupils are learning English as an additional language (64 per cent).

##### 4.3.1. Early Years Foundation Stage

Ethnic group attainment at Early years	No of Pupils		Early Years GLD	
	2013	2014	2013	2014
Black - African	530	459	60	57
Black Caribbean	263	238	56	65
Indian	470	469	62	68
Pakistani	229	181	51	54
Somali	303	275	57	53
White - British	324	320	61	68
Gypsy/Roma	1	0	100	~
Traveller of Irish Heritage	3	3	0	0
All Brent pupils			56	58
National			52	60

In 2014, the proportion of children by ethnic group attaining a good level of development the Early Years Foundation Stage increased significantly for Black Caribbean children. The average for Pakistani children remained below the national average and the averages for Black African including Somali children fell.

#### 4.3.2. Key Stage 1

Ethnic group attainment at KS1	No of Pupils			Key Stage 1 Level 2+								
				Reading			Writing			Maths		
	2012	2013	2014	2012	2013	2014	2012	2013	2014	2012	2013	2014
Black - African	544	580	581	86	93	91	83	93	88	89	95	91
Black Caribbean	319	292	328	83	90	90	78	85	88	89	89	90
Indian	412	468	511	90	93	91	89	93	89	94	95	94
Pakistani	252	239	227	82	92	89	81	89	88	87	91	90
Somali	314	331	345	82	92	90	78	87	87	89	92	90
White - British	351	325	330	87	93	94	85	90	91	93	95	94
Gypsy/Roma	3	2	3	0	50	100	0	50	100	0	50	100
Traveller of Irish Heritage	7	7	4	43	29	50	29	29	50	57	72	50
All Brent pupils				86	89	89	83	86	87	89	91	91
National				87	89	90	83	85	86	91	91	92

At Key Stage 1 the attainment of Brent's main ethnic groups was close to the national average for all pupils in reading, writing and mathematics.

#### 4.3.3. Key Stage 2

Ethnic group attainment at KS2	No of Pupils		Level 4+ RWM		2 Levels of Progress					
					Reading		Writing		Maths	
	2013	2014	2013	2014	2013	2014	2013	2014	2013	2014
Black African	514	538	77	76	90	94	93	95	93	94
Black Caribbean	302	365	71	73	85	90	89	93	83	88
Indian	393	432	80	81	90	91	93	93	93	95
Pakistani	220	227	78	83	89	97	95	98	90	95
Somali	317	334	71	74	89	95	93	97	91	95
White British	297	332	82	86	92	94	93	96	90	94
Gypsy / Roma	2	2	50	100	50	100	100	100	100	100
Traveller of Irish Heritage	5	2	100	50	100	100	100	100	100	100
ALL Brent Pupils			77	80	90	93	92	95	91	94
National			75	79	88	91	91	93	88	89

In 2014, at Key Stage 2 the proportion of pupils by ethnic group attaining Level 4 and above in reading, writing and mathematics increased for most of Brent's main groups. There was a one percentage point fall in the attainment of Black African pupils. The proportion of pupils making expected progress in reading, writing and mathematics in nearly all of the main groups was above the national average for all pupils. There was significant underperformance of Black Caribbean pupils against nearly all key indicators with the exception of Writing, which was above the national average but below the Brent average for all pupils.

#### 4.3.4. Key Stage 4

Ethnic group attainment at KS4	No of Pupils			GCSE's 5 A*-C Inc E&M			3 Levels of Progress					
							English			Maths		
	2012	2013	2014	2012	2013	2014	2012	2013	2014	2012	2013	2014
Black - African	453	441	497	50	54	50	69	73	77	75	77	68
Black Caribbean	313	290	266	46	48	48	59	64	66	58	60	58
Indian	432	428	462	73	72	67	86	85	84	92	92	84
Pakistani	160	195	176	52	65	59	72	85	78	77	81	68
Somali	243	252	287	44	47	46	68	71	77	76	74	71
White - British	167	177	134	53	63	60	65	66	79	64	66	70
Gypsy/Roma	0	0	3	~	~	0	~	~	50	~	~	0
Traveller of Irish Heritage	9	4	14	0	0	0	0	0	15	11	0	0
All Brent pupils				59	63	59	75	78	80	78	79	74
National				59	61	56	68	70	74	69	71	67

Data source :EPAS (2014 not yet validated)



In 2014, at Key Stage 4 the proportion of pupils attaining five A\*-C GCSE grades including English and mathematics was significantly below the national average for all pupils for Black African and Black Caribbean groups. The proportion of pupils making expected progress in English and mathematics in nearly all of the main groups was above the national average. However, there was significant underperformance of Black Caribbean pupils against the national and Brent averages for all key indicators. None of the 14 Traveller pupils of Irish Heritage attained the headline measure and none made expected progress.

#### 4.3.5. Evaluation

The gaps between the outcomes of disadvantaged and non-disadvantaged pupils have fallen at Key Stage 2 and Key Stage 4. However, despite the Pupil Premium, at Key Stage 1 the gap widened in 2014. The gap at Key Stage 4 is significantly high.

#### 4.3.6. The outcomes for Children Looked After require improvement at every key stage.

#### 4.3.7. The outcomes for the Black Caribbean group are below national averages for most key indicators at Key Stage 2 and well below national averages for all key indicators at Key Stage 4. The outcomes for Traveller pupils of Irish Heritage at most key stages are poor. The White British group, an underperforming group nationally, performs relatively well in Brent on all indicators at each key stage.

#### 4.3.8. Key Issues

The impact of pupil premium funding on the outcomes for Brent disadvantaged pupils needs to be monitored to ensure that the funding is rapidly reducing the gap with non-disadvantaged pupils.

#### 4.3.9. To ensure that Children Looked After:

- attend schools judged to be good or outstanding
- suffer minimal mobility particularly in Year 11
- with Special Educational Needs and /or learning English as an Additional Language receive effective support.

#### 4.3.10. Improving the outcomes of Black Caribbean pupils, Black African and Traveller pupils of Irish Heritage must be a priority.

## 5. Looking ahead - our priorities

#### 5.1. From January 2015, the School Improvement Service became the School Effectiveness Service. The role of the service is now focused on the local authority's strategic responsibility to promote high educational standards for all children and young people. Where the local authority needs to intervene in schools to bring about rapid improvement, increasingly, it will commission and broker services from Brent's school-to-school support partners including the Teaching School Alliances and the Brent Schools Partnership (BSP)

#### 5.2. The Strategic Framework for School Effectiveness in Brent underpins the work of the new service. The framework draws on the findings and recommendations made in the Education Commission report, *Ambitious for All: a shared responsibility*, which was endorsed by elected members in June 2014. The framework reflects the emphasis placed by the commission on the responsibility of the wider education community for the education of all children and for school effectiveness, fulfilling an objective in the Education Commission's Action Plan. It reflects the local authority's ambitions for all our children that they should achieve as highly as they can. We share a moral imperative for ensuring all our children experience the highest standard of education.

### 5.3. Key priorities for 2014-15

The key priorities for this year are to:

- Ensure schools inspected by Ofsted are judged as less than good and outstanding schools. Where improvement in academies is not rapid enough, to work with the Regional Schools Commissioner to challenge the academy's trust and where necessary, identify an alternative sponsor.
- Improve attainment at all key stages from Early Years to Key Stage 4 to ensure that the Brent averages are above both the averages for London and statistical neighbours.
- Narrow the gap between the attainment of boys and girls at all key stages in particular Early Years, Key Stage 1 and Key Stage 4 by working with Brent Schools Partnership to identify and share effective approaches.
- Improve the attainment of disadvantaged pupils by the schools where the gap with non-disadvantaged pupils has rapidly fallen since the introduction of the pupil premium work with Brent Schools Partnership to disseminate best practice (in the context of the recommendations of the PPG Scrutiny Task Group).
- Ensure that the council is an effective corporate parent, monitoring the impact of the pupil premium on its children looked after and ensuring that they are placed at the highest performing schools.
- Narrow the attainment gap for Black Caribbean and Black African pupils and the progress gap for Black Caribbean pupils, by identifying the schools where these groups of pupils achieve well, and work with Brent Schools Partnership to disseminate best practice.
- Ensure that all schools monitor the progress of Traveller children of Irish Heritage and are challenged when their achievement is inadequate.
- Continue to work with Brent Schools Partnership to develop high quality school to school support.

#### **Contact Officers**

Gail Tolley  
Strategic Director, Children and Young People  
gail.tolley@brent.gov.uk

John Galligan  
School Effectiveness Team Manager  
John.galligan@brent.gov.uk

## Appendix 1

### Percentage of primary and secondary pupils attending good or outstanding schools by local authority in London

Primary schools				Secondary schools			
Rank*	Local authority (education)	2014 %	Change from 2013 (%points)	Rank*	Local authority (education)	2014 %	Change from 2013 (%points)
1-	Camden	98	▲ 4	1-	Haringey	100	▲ 2
3-	Wandsworth	96	▲ 2	1-	Hounslow	100	■ 0
7-	Kensington and Chelsea	94	▲ 15	1-	Islington	100	■ 0
7-	Richmond upon Thames	94	■ 0	1-	Kensington and Chelsea	100	■ 0
12-	Sutton	92	▼ -3	1-	Westminster	100	■ 0
15-	Barnet	91	▲ 2	8	Hackney	98	▼ -1
15-	Westminster	91	▲ 12	9-	Southwark	96	▲ 1
15-	Tower Hamlets	91	▲ 4	11-	Harrow	94	▲ 1
15-	Hackney	91	▲ 6	11-	Wandsworth	94	▲ 1
21-	Ealing	90	▲ 1	11-	Tower Hamlets	94	▼ -6
21-	Islington	90	▲ 1	14-	Bromley	93	▲ 4
24-	Lewisham	89	■ 0	19	Lambeth	92	▲ 17
35-	Waltham Forest	87	▲ 10	24-	Greenwich	90	▲ 16
35-	Kingston upon Thames	87	▲ 8	24-	Barnet	90	▼ -8
35-	Lambeth	87	▼ -3	26-	Newham	89	▲ 11
35-	Greenwich	87	▲ 5	32-	Sutton	87	▼ -7
35-	Brent	87	▲ 11	34-	Merton	86	▲ 16
45-	Harrow	86	▼ -5	37-	Redbridge	85	▼ -2
45-	Southwark	86	■ 0	46-	Enfield	83	▼ -3
45-	Haringey	86	▲ 1	46-	Camden	83	▼ -17
56-	Newham	85	▼ -2	52-	Kingston upon Thames	82	▼ -1
56-	Hammersmith and Fulham	85	▼ -4	55-	Hammersmith and Fulham	81	▼ -19
68-	Redbridge	83	▲ 10	67-	Richmond upon Thames	77	▼ -10
79-	Hillingdon	81	▲ 3	74-	Hillingdon	76	▼ -5
79-	Bromley	81	▲ 6	77-	Ealing	75	▲ 1
91-	Havering	80	■ 0	82-	Barking and Dagenham	74	▼ -16
91-	Bexley	80	▼ -3	82-	Croydon	74	▲ 5
107-	Enfield	77	▲ 4	88-	Bexley	73	▼ -13
110-	Merton	76	▼ -6	92-	Waltham Forest	72	▼ -19
116-	Croydon	75	▲ 3	109-	Lewisham	67	▼ -10
139-	Hounslow	69	▼ -7	111-	Havering	66	▼ -7
141-	Barking and Dagenham	68	▲ 6	118-	Brent	63	▼ -23

\* Rank refers to the 2014 placing in relation to all 150 local authorities in England (excluding Isles of Scilly and City of London, which each contain only one school).

Data source: <https://www.gov.uk/government/publications/ofsted-annual-report-201314-london-report>



## Appendix 2

### Brent 2014 Key Stage 2 – Key performance indicators by school

DfE	School	RWM	2 levels of progress		
			Reading	Writing (TA)	Maths
2000	Anson Primary School	67%	100%	100%	91%
2021	ARK Franklin Primary Academy	54%	82%	70%	80%
3603	Avigdor Hirsch Torah Temimah Primary School	91%	95%	90%	95%
2049	Barham Primary School	77%	97%	99%	97%
2075	Braintcroft Primary School	63%	86%	94%	88%
2003	Brentfield Primary School	83%	93%	100%	98%
2006	Byron Court Primary School	79%	93%	94%	94%
2068	Chalkhill Primary School	93%	100%	100%	100%
3301	Christ Church CofE Primary School	68%	92%	100%	88%
2056	Donnington Primary School	83%	85%	100%	100%
2055	Elsley Primary School	72%	94%	94%	89%
2074	Fryent Primary School	70%	92%	96%	90%
2067	Furness Primary School	78%	98%	93%	98%
2072	Gladstone Park Primary School	82%	94%	96%	96%
2017	Harlesden Primary School	83%	93%	96%	96%
5949	Islamia Primary School	81%	86%	93%	97%
3302	John Keble CofE Primary School	78%	80%	98%	95%
5204	The Kilburn Park School Foundation	89%	97%	97%	100%
2024	Kingsbury Green Primary School	71%	93%	97%	93%
2028	Leopold Primary School	91%	96%	100%	96%
2030	Lyon Park Junior School	73%	90%	92%	89%
5202	Malorees Junior School	90%	98%	91%	95%
2066	Mitchell Brook Primary School	84%	90%	100%	100%
2073	Mora Primary School	73%	98%	98%	98%
2018	Mount Stewart Junior School	87%	96%	94%	94%
2064	Newfield Primary School	69%	97%	97%	83%
5201	North West London Jewish Day School	91%	100%	100%	100%
2034	Northview Junior and Infant School	96%	100%	100%	100%
5200	Oakington Manor Primary School	89%	100%	97%	99%
2071	Oliver Goldsmith Primary School	85%	93%	96%	89%
3500	Our Lady of Grace Catholic Junior School	92%	97%	92%	98%
3508	Our Lady of Lourdes RC Primary School	90%	96%	96%	96%
2038	Park Lane Primary School	78%	98%	100%	98%
2039	Preston Park Primary School	78%	90%	95%	92%
3303	Princess Frederica CofE Primary School	88%	96%	98%	96%
2041	Roe Green Junior School	81%	89%	94%	96%
3305	St Andrew and St Francis CofE Primary School	83%	96%	96%	100%
3501	St Joseph RC Junior School	88%	97%	91%	95%
5203	St Joseph's Roman Catholic Primary School	98%	100%	100%	100%
3511	St Margaret Clitherow RC Primary School	87%	100%	100%	100%
3505	St Mary Magdalen Catholic Junior School	81%	89%	95%	86%
3308	St Mary's CofE Primary School	71%	90%	95%	90%
3602	St Mary's RC Primary School	0%	100%	95%	NA
3506	St Robert Southwell RC Primary School	93%	100%	100%	95%
2070	Salusbury Primary School	82%	92%	96%	96%
3601	Sinai Jewish Primary School	93%	99%	99%	90%
2057	The Stonebridge School	75%	91%	96%	93%
2076	Sudbury Primary School	92%	99%	100%	99%
2020	Uxendon Manor Primary School	92%	91%	96%	96%
3605	Wembley Primary School	86%	95%	91%	98%
2053	Wykeham Primary School	100%	98%	100%	100%
7006	Manor School	0%	21%	21%	16%
7005	Phoenix Arch School	SUPP	SUPP	SUPP	SUPP
7009	The Village School	0%	0%	0%	0%
Brent		80%	93%	95%	94%
Statistical Neighbours		81%	93%	95%	92%
London		82%	93%	95%	93%
National		79%	91%	93%	90%

Data source: [http://www.education.gov.uk/schools/performance/geo/la304\\_all.html](http://www.education.gov.uk/schools/performance/geo/la304_all.html)




## Appendix 3

### Brent Key Stage 4 – Key performance indicators by school

DfE	School	2012	2013	2014	2012	2013	2014	2012	2013	2014
		GCSEs			3 Levels of Progress			3 Levels of Progress		
		5+A*-C Inc English and Maths			English			Maths		
5405	Alperton Community High School	56	44	50	86	63	72	85	83	70
6905	Capital City Academy	40	44	52	52	60	74	59	71	76
5400	Claremont High School	77	75	66	85	85	79	92	88	80
5404	Convent of Jesus and Mary Language College	64	63	56	75	76	87	72	78	62
5401	Copland Community School	40	43	46	58	59	58	70	68	64
4033	JFS	82	79	77	84	86	86	90	84	82
5402	Kingsbury High School	60	77	69	73	94	93	80	86	75
5407	Newman Catholic College	35	45	43	56	59	74	65	60	69
5410	Preston Manor School	56	67	64	75	89	83	70	79	75
5403	Queens Park Community School	53	51	59	80	64	70	66	67	76
5406	St Gregory's Catholic Science College	62	74	74	70	72	87	83	84	75
6908	The Crest Boys' Academy	33	40	30	53	79	65	74	60	49
6907	The Crest Girls' Academy	51	56	38	74	92	75	70	72	52
4006	Wembley High Technology College	86	92	84	91	96	98	97	96	94
7000	Woodfield School	0	0	0	0	0	0	0	0	0
Brent		58.7	62.9	60.0	73.8	77.9	79.5	77.6	78.7	72.9
Statistical Neighbours		58.9	61.9	58.5	73.5	76.1	78.0	73.3	76.3	70.6
London		62.4	65.1	61.5	73.8	77.0	78.2	75.3	77.4	72.0
National		58.8	60.6	56.6	68.0	70.4	71.6	68.7	70.8	65.5

Data source: [http://www.education.gov.uk/schools/performance/geo/la304\\_all.html](http://www.education.gov.uk/schools/performance/geo/la304_all.html)

This page is intentionally left blank

 <p><b>Brent</b></p>	<p><b>Scrutiny Committee</b> 10 February 2015</p> <p><b>Report from the Assistant Chief Executive</b></p>
<p>For Action</p>	<p>Wards Affected: ALL</p>
<p><b>Use of the Pupil Premium Grant Task group Interim Feedback</b></p>	

## 1.0 Summary

- 1.1 The use of the Pupil Premium Grant (PPG) task group was requested by both scrutiny and non scrutiny members. It was recognised that this was one of the last grants still available to schools and members wanted assurance that schools and educational bodies were making the best use of it.
- 1.2 There are over 1.4 million (21%) children aged 4-15 eligible for free school meals in this country. National figures show that they will often start primary school behind their better-off classmates - and this attainment gap will increase throughout their schooling. The latest national figures show just 37% of disadvantaged children achieved 5 good GCSEs, including English and Maths, compared to 63% of all other pupils. Children from poorer backgrounds do worse on average than their wealthier classmates whichever type of school they are in. Young people with poor educational attainment are much more likely to end up not in education, employment or training (NEET).
- 1.3 It is for these reasons that members of the scrutiny function wanted to review the borough's use of the Pupil Premium Grant, ensuring that the local authority with its partners is doing all it can to improve the chance of better educational and life outcomes for all our young people.
- 1.4 The review considers the following areas:
  - How the allocation of pupil premium is helping to narrow the attainment gap between those eligible for the pupil premium and other pupils in Brent.
  - How schools in Brent have been spending, managing and monitoring the PPG
  - To investigate whether there is a relationship between schools with the highest proportion of eligible pupils and their use of the PPG.
  - Identifying good practice in Brent schools, across the UK and learning from national organisations such as the Education Endowment Foundation (EEF).

- How schools in Brent spend the premium more effectively to raise pupil attainment.
- How a wider range of educational input such as music, drama and sport, can be used to show how a whole-rounded approach to education can increase attainment levels.
- The Future of the Pupil Premium in Brent - future funding, changes from May 2015 onwards

1.5 The aims of the review are set out below:

- To set out the shared expectations of how PPG is to be used and monitored in schools across Brent.
- Identify ways in which the local authority and other partners can effectively support Brent schools to increase attainment through use of the PPG.
- Influence school policies on effective management and monitoring of the PPG.
- Create a culture for schools to encourage and support each other for the long-term.
- Encourage further sharing of best practice within Brent schools and nationally, with the aim that Brent schools are recognised for their effective use of the PPG.

**2. Key Emerging Recommendations**

Members of the Scrutiny Committee are requested note the emerging recommendations:

- 2.1 London Borough of Brent is to set the tone for the use of the PPG through the implementation of the Education Commission Action Plan – Ambitious for All..
- 2.2 London Borough of Brent and Brent Schools Partnership (BSP) are to provide strategic leadership for Brent schools through the Strategic School Effectiveness Partnership Board:
- Sharing good practice
  - Sharing information
  - Sharing resources
- 2.3 London Borough of Brent develops specific targeted approaches to closing the attainment gap for Looked After Children (LAC) by:
- Empowering foster carers.
  - Develop strong working relationships between foster carers, designated teachers and social workers.
  - Promptly completing Personal Education Plans (PEPS) for Looked After Children.
  - Tracking the progress of Looked After Children, identifying and investing in successful interventions: - reporting and identifying impact.
- 2.4 Specific work with schools in attracting, employing and retaining good teaching staff.
- 2.5 BSP along with the London Borough of Brent begins scoping borough wide projects for working with the Education Endowment Foundation.

- 2.6 Encourage Brent schools to employ (and possibly share as a resource) young persons Careers Advisors. The task group also champions work experience for young people and encourages schools to allow pupils to participate.
- 2.7 Empowering and engaging parents to provide support to their children and encouraging adult learning.

### 3. Detailed Considerations

#### *Methodology of the task group*

- 3.1 As part of this review the task group invited relevant partners to contribute through workshops, discussion groups and one-to-one interviews.
- 3.2 The task group started by focusing its efforts on gathering the national, regional and local picture on the use of pupil premium. Firstly meeting with the Operational Director Early Help and Education and senior School Effectiveness staff, the group has also met with the leading Government and Non Government Organisations such as Department for Education (DfE), Achievement for All and Education Endowment Foundation. The group also met with The Brent Schools Partnership chair and co-ordinator and the Brent Schools Forum
- 3.3 Using information provided via the DfE, the task group met with the Director of Education at London Borough of Lambeth for good practice. The next step of the task group's work was to visit a sample group of Brent schools and to consult with Brent stakeholders. There were discussion meetings with Brent School Governors, parent groups and the Brent Youth Parliament. A sample group of six Brent Primary and Secondary Schools were visited and the task group consulted with teaching staff, governors and children from each of these schools.

#### *Background to the Pupil Premium*

- 3.4 The grant is allocated directly to schools to raise the attainment of disadvantaged pupils from reception to year 11. For children looked after through the council, a percentage is held back to provide for local authority support. A national fund of £625 million was introduced in April 2011 to give schools £400 per year for:
- Each child currently registered as eligible for free school meals.
  - Children who have been looked after for 6 months or longer.
  - Service children (parent are in the armed forces)
- 3.5 In April 2012, pupil premium funding was also extended to all children eligible for free school meals at any point in the past 6 years. In the current financial year (2014 to 2015) the pupil premium national funding was increased to £2.5 billion. The premium is broken down as follows:
- £1,300 per pupil of primary-school age.
  - £935 per pupil of secondary-school age.
  - £1,900 per pupil for looked-after children who:
    - have been looked after for 1 day or more
    - are adopted
    - leave care under a Special Guardianship Order or a Residence Order
- 3.6 Published in July 2014 Ofsted provided an update following the 2012 and 2013 reports. The update focuses on some of the more positive outcomes that are being achieved through use of the PPG. Ofsted state that the pupil premium is making a difference in many schools. Overall, school leaders are spending pupil premium funding more effectively, tracking the progress of eligible pupils more closely and reporting outcomes more precisely than before.

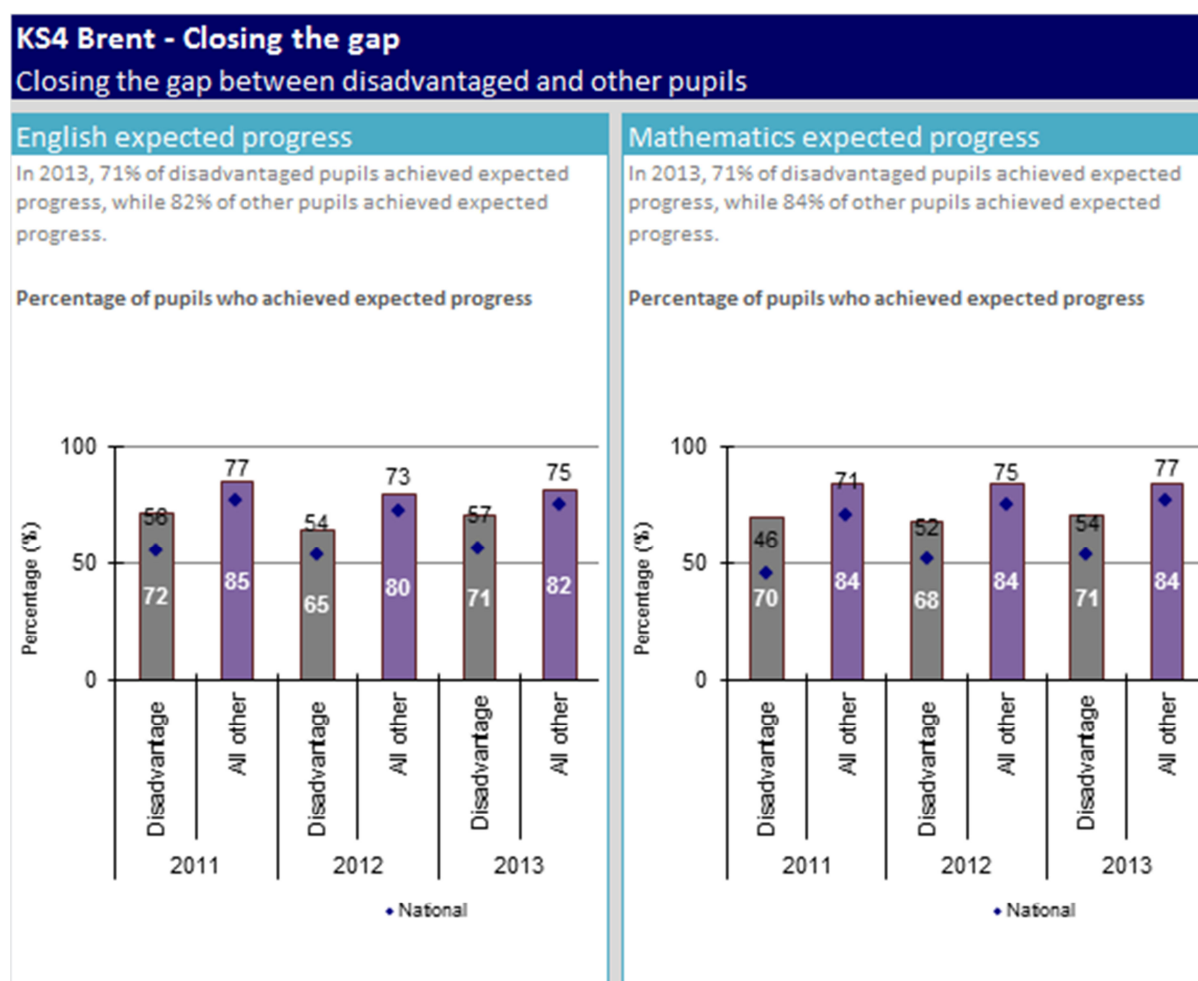
- 3.7 There are encouraging signs from Ofsted inspection that the concerted efforts of good leaders and teachers are helping to increase outcomes for pupils eligible for the pupil premium. However, it will take time to establish whether this increased focus will lead to a narrowing in the attainment gap between those eligible for the pupil premium and other pupils.

### 3.8 *Emerging Key Findings*

The key findings which emerged from consultation focused on:

#### **Data Analysis - Closing the attainment gap**

The most recent Brent data (Jan 2015) shows that Brent's disadvantaged pupil premium performance for KS1 in Reading, Writing and Maths is above the national averages, but is still below that of their peers, who are not disadvantaged. The same can be said about KS2, and KS4, however at KS4 the gap becomes significantly wider. In 2013 the gap in English for KS4 was -11%, which was an improvement from 2012 where the gap was -15%. In 2013 the gap in Maths was -13% which again was an improvement from 2012 gap of -16%. We are expecting to see the 2014 performance data shortly and hope that the upward trend continues to close the gap. We must ensure that we are making the best use of the PPG and support the fantastic work that our schools are doing, making bigger steps to close the attainment gaps.



## **Setting the tone for Brent Schools – The Vision**

The task group wanted to be clear about the local authority and the borough's intentions and therefore set the tone for education in Brent. The local authority's impending Borough Plan correlates the task group's findings with direct or indirect links to all of the three priorities.

### **The Vision**

*Our vision is that Brent is recognised as a centre of excellence in the effective use of the Pupil Premium. In Brent Schools Pupil Premium is used to have the greatest impact; and contributes to raising attainment and achieving wider borough objectives.*

## **Coordinated Schools Strategic Leadership:**

There are a number of groups working in Brent to improve educational and life outcomes for young people. These groups often work in partnership and the task group want to encourage and support this to happen in a much more strategic and coordinated manner

- **Share Good Practice**  
Build on established networks to share teaching practices that improve outcomes for children and establish itself as a centre of excellence.
- **Share Information**  
Share data and information which will help schools to identify trends, make informed decisions and planning for their future needs.
- **Share Resources – including teaching staff**  
Schools could benefit from sharing and pooling their resources e.g. commissioning in PPG services (economies of scale). Share specialist teaching staff and develop a strategy for retaining good and outstanding teachers.
- **Providing Quality Training for Teachers and School Governors**  
Provide high quality training to Brent Teachers and School Governors, so that all of our schools are of the highest quality and the attainment needs of all of our children (disadvantaged or non disadvantaged) are met.

## **Improving outcomes for Looked After Children**

It is unfortunate that the national picture for improving the attainment gap for Looked after Children is poor and is on a downward trend. Brent's LAC Key stage 4 attainment figures fell by 10% to 9% in 2013-14 academic year, compared to the national average of 20%. As corporate parents it is the direct responsibility of the local authority to ensure that we are doing our very best to improve the outcomes for LAC Children; there must be improvements. Member challenge is provided through the Corporate Parenting Committee which scrutinised the LAC education attainment report at its meeting in December 2014. After discussions with Brent's Virtual Head teacher it was highlighted that there is scope for more cohesive working between LAC Children Social workers and the Inclusion and Alternative Education team.

In Brent, the policy is to allocate a fixed amount of £1300 to schools to support financial planning and the different support needs of the child. The Personal Education Plan (PEP) needs to be agreed by the Virtual Head, Designated Teacher and child's Social Worker. The remaining £600 for each child will be retained centrally and has been arranged to be spent on career guidance and interventions projects delivered during school holidays. Schools

and Virtual Heads are mindful that any centrally held grant cannot be carried forward into a new financial year, and unspent grant will be recovered by the DfE after 31 March 2015.

### **Innovation and Advancement in Education**

The findings from the tasks groups review found that many schools had invested their PPG money in non academic interventions and programmes which enrich the lives of children. However schools found it challenging to directly link those interventions to impacts, where children were more confident or showed behavioural improvements. Schools believe that there is not enough recognition from central government or Ofsted of the importance on providing a holistic educational experience that supports children not just to achieve academically; but also emotionally and socially.

The Education Endowment Foundation (EEF) is an independent grant-making charity dedicated to breaking the link between family income and educational achievement, ensuring that children from all backgrounds can fulfil their potential and make the most of their talents.

### **What do young our people want?**

The task group consulted with Brent's young people, through the Brent Youth Parliament and through visits to schools. The task group spoke with young people from years 3-11 (ages 4-16). Their comments varied across the age ranges with younger children wanting more creative activities like trips and excursions; while older children wanted more support preparing for the work place once they leave school; specifically careers advice.

Our young people really enjoy learning and gave lots of praise to their teacher, but wished there was more support in the class room and more teachers who inspired them to learn.

### **Supporting Parents and Building Self-Resilience**

During the task group's consultation with schools, children's centres and local authority officers, it was stated from a number of sources that parents needed additional support. Services for children need to consider how to engage further with parents and empower them to support the progress of their child by:

- Understanding what is happening with their child at school.
- Encouraging study and attainment to reinforce messages in the school environment.
- Filling in forms for free school meals etc.
- Co-operating with teachers and schools.
- Understanding the areas where their child needs to make progress and the standards that are expected.

This may mean training and courses; learning skills that they need to grow aspiration and becoming role models for their children; encouraged to draw on various resources such as parental engagement and involvement in schools, e.g. attending parent's evenings and meetings on school curriculum, children's homework, teaching maths, using tablets and pcs with your child etc.

- Parents' attending local children's centres and parents Forums (parent voice).



- Adult learning through Brent Start, schools and children's centres.
- Voluntary and community groups – support and volunteering.
- Website information and newsletters (school).
- School liaison officer if available.

#### *Next Steps*

- 3.19 The Pupil Premium Scrutiny task group is hoping to meet with Ofsted as it has specific enquires regarding the evaluation methods for non academic (sports, arts and social development) PPG support for children. The PPG will also be visiting a number of Brent based PPG service providers. The completed task group report will be presented to the Scrutiny committee in April.

### **4.0 Financial Implications**

- 4.1 There are no direct financial implications arising from this report.

### **5.0 Legal Implications**

- 5.1 There are no legal implications arising directly from this report.

### **6.0 Diversity Implications**

- 6.1 There are no diversity implications arising directly from this report.

Full Report – Scrutiny Committee, 30 April 2015

#### **Contact Officers**

Kisi Smith-Charlemagne  
Scrutiny Officer  
Assistant Chief Executive's Service

Cathy Tyson  
Head of Policy and Scrutiny  
Assistant Chief Executive's Service

This page is intentionally left blank

**Scrutiny Committee  
Forward Plan 2015/16**

<b>Date of Committee</b>	<b>Agenda items</b>	<b>Responsible officers</b>
Tuesday 10 February 2015	<ul style="list-style-type: none"> <li>• Systems resilience and winter pressures in health and social care services</li> <li>• Education Commission – 6<sup>th</sup> month Update on implementation of Action Plan</li> <li>• Annual Report Academic Year 2013 – 14: Standards and Achievement in Brent Schools.</li> <li>• Use of Pupil Premium – Task group Interim Feedback</li> </ul>	<p>Phil Porter, Strategic Director Adult Social Care, Sarah Mansuralli, Brent CCG, Systems Resilience Group</p> <p>Gail Tolley, Strategic Director Children and Young People.</p> <p>Chair of task group.</p>
Wednesday 11 March 2015	<ul style="list-style-type: none"> <li>• Customer Access Strategy</li> <li>• Housing pressures within Brent.</li> <li>• Work programme providers and Job Centre Plus</li> <li>• Equalities and HR practices</li> </ul>	<p>Andy Donald, Strategic Director of Regeneration and Growth</p> <p>Cara Davani, Director of HR</p>
Thursday 30 April 2015	<ul style="list-style-type: none"> <li>• Annual report of Scrutiny Committee</li> <li>• Sustainability agenda – Recycling, CO2 emissions, cycling, congestion and air quality.</li> <li>• Clinical Commissioning Group – Future Commissioning Intentions</li> </ul>	<p>Cathy Tyson, Head of Policy and Scrutiny</p> <p>Sue Harper, Strategic Director Environment and Neighbourhoods.</p> <p>CCG – Sarah Mansuralli, Chief Operating Officer</p>

Date of Committee	Agenda items	Responsible officers
Tuesday 16 June 2015	<ul style="list-style-type: none"> <li>• Access to affordable childcare.</li> <li>• Paediatric Services in Brent.</li> <li>• Public Health – priorities and progress.</li> <li>• Local Government ombudsman complaints and corporate complaints.</li> </ul>	<p>Sara Williams, Operational Director Early Help and Education.</p> <p>Northwest London Hospitals Trust, Brent Clinical Commissioning Group. Melanie Smith, Director of Public Health</p>
Wednesday 8 July 2015		