



**Community and Wellbeing Scrutiny
Committee**
7 March 2023

**Report from the Corporate Director
Children and Young People**

**Update on School Attainment (2021/22), including for Black British
Boys of Caribbean Heritage**

Wards Affected:	All
Key or Non-Key Decision:	Non-key
No. of Appendices:	None
Background Papers:	None
Contact Officer(s): (Name, Title, Contact Details)	Shirley Parks Director Safeguarding, Partnerships and Strategy shirley.parks@brent.gov.uk Jen Haskew Head of Setting and School Effectiveness jen.haskew@brent.gov.uk

1.0 Purpose of the report

- 1.1 The purpose of this report is to update members of the scrutiny committee about school standards and achievement during the 2021/22 academic year from Early Years to Key Stage 4. Key Stage 5 data has not yet been published by the DfE and are therefore not included in this report.
- 1.2 School standards are a corporate priority for Brent Council as set out in the Borough Plan 2019-23. The plan sets out five strategic priorities, including: Every opportunity to succeed – working in partnership to support children and young people’s educational attainment and training.
- 1.3 Within this strategic priority there is a commitment to:
- support the continued improvement of early years provision and schools
 - Raise the attainment and narrow the gap with their peers for boys of Black Caribbean heritage

2.0 The accountability for school standards and achievement

- 2.1 In October 2022, the Department for Education (DfE) updated the ‘Schools Causing Concern Guidance’ for local authorities and Regional Directors on how to work with

schools to support improvements to educational performance, and on DfE intervention powers. Intervention powers can be used wherever a school is judged ‘Inadequate’ by Ofsted, is not making necessary improvements (two consecutive ‘Requires Improvement’ Ofsted judgements), or where there is financial mismanagement or failure of governance. These criteria do not apply to any Brent schools.

- 2.2 Ofsted exists to be a force for improvement through intelligent, responsible and focused inspection and regulation. The primary purpose of inspection under the Ofsted framework is to bring about improvement in education provision.
- 2.3 The law usually requires the minimum interval for inspections to be within 5 school years from the end of the school year in which the last relevant inspection took place. However, for schools last inspected before 4 May 2021 the legal maximum is up to 7 years. This is due to the disruption caused to inspection by Covid-19. Ofsted returned to a full programme of inspections in September 2021.
- 2.4 All schools are inspected within the cycle. Between May 2012 and November 2020 maintained primary and secondary schools and academies judged to be outstanding were exempt from routine inspections. This no longer the case.
- 2.5 There are four types of inspection as set out in Table 1 below. An ungraded inspection differs from a graded inspection, because it does not result in individual graded judgements, but focuses on determining whether the school remains at the same grade as at the school's previous graded inspection. It cannot change the overall effectiveness grade of the school.

Table 1: Summary of Ofsted state-funded school inspections

Type of inspection	Graded	Ungraded	Urgent	Monitoring
Legal powers for inspection	Section 5 of the Education Act 2005	Section 8 of the Education Act 2005	Section 8 of the Education Act 2005	Section 8 of the Education Act 2005
Schools eligible for this inspection	All schools – but most schools with an outstanding/good judgement get an ungraded inspection instead	Schools with an outstanding/good judgement	All schools – but only triggered by a specific concern in a specific school	Schools with an inadequate judgement or 2 consecutive requires improvement judgements
Outcome	A grade (outstanding/good /requires improvement/ inadequate) for the 4 key judgements (quality of education/behaviour and attitudes/personal development/leadership and management) and for overall effectiveness	(1) The school remains good/outstanding (2) The school remains good, but with evidence it may be judged outstanding on a graded inspection (3) The school remains good/outstanding, but with evidence it may receive a lower grade on a graded inspection (4) The inspection was deemed a graded inspection	If inspectors have sufficient concerns about the school, they will deem the inspection a graded inspection and the outcomes will be as for graded inspections. If inspectors do not have serious concerns, they will produce a report setting out their findings in relation to the concerns that triggered the inspection	That the school is, or is not, making progress to improve
Likely timing of inspection after the previous graded or ungraded inspection (not including any COVID-19 delay)	Around 4 years for schools with an outstanding or good judgement and around 30 months for schools with a requires improvement or inadequate judgement	Around 4 years	N/A	Around 12 months for schools with a requires improvement judgement and 3 to 30 months (up to 5 inspections in that period) for schools with an inadequate judgement
Resets the statutory clock?*	Yes	Yes – except in outcome 3 (see above)	No	No

- 2.6 Section 13A of the Education Act 1996 states that a “local authority must exercise its education functions with a view to promoting high standards”. Brent Council’s Setting and School Effectiveness Service does this in accordance with the Brent Strategic Framework for School Effectiveness. The framework recognises that school leaders have the proven expertise and experience to support school improvement, and that collaborative school-led partnerships are a key feature of local education provision with improvement being driven by local schools. The Strategic Setting and School Effectiveness Partnership Board, that includes headteacher and governor representatives, oversees delivery of the Strategic Framework for School Effectiveness.
- 2.7 Where a Brent maintained school is judged less than good by Ofsted or self-categorises themselves as less than good, a Rapid Improvement Group (RIG) will be established by the local authority to secure immediate progress and improvement. The RIG ensures that appropriate and co-ordinated support and challenge are provided at all levels: school, local authority and, if appropriate, diocese, foundation or trust. The RIG aims to support the school to build its capacity to sustain and continue the process of improvement. As part of this role, the RIG evaluates the impact of support to ensure that appropriate and sustained progress is made.
- 2.8 The DfE Governance Handbook (2020) sets out the key core functions of a school governing body as:
- Ensuring clarity of vision, ethos and strategic direction
 - Holding executive leaders to account for the educational performance of the organisation and its pupils, and the effective and efficient performance management of staff
 - Overseeing the financial performance of the organisation and making sure its money is well spent.

Therefore, school governing boards and their executive leaders are ultimately accountable for the standards and achievement in their schools. For this reason, when the local authority establishes a RIG at a school because it has concerns about the quality of education provision, the Chair of Governors or representative is required to attend meetings. Rapid Improvement Groups are chaired by the Head of Setting and School Effectiveness Service or the Director, Safeguarding, Partnerships and Strategy.

- 2.9 The School Improvement Monitoring and Brokering Grant has been allocated to local authorities from the DfE since September 2017 to allow them to continue to monitor performance of maintained schools, broker school improvement provision and intervene as appropriate. In January 2022 the DfE announced, following a consultation, that in future these functions will be funded from maintained school budgets, with the grant to be reduced by 50% in 2022 to 2023 ahead of full removal in 2023 to 2024. The Brent School’s Forum has agreed to delegate funds to the Setting and School Effectiveness service to fund the continuation of work with schools going forward.

3.0 Quality of Provision as Judged by Ofsted

3.1 Overview of Brent Schools by governance

There are 88 state funded schools in Brent that are either maintained schools, voluntary aided schools or academies (Table 2). All schools belong to the Brent family of schools and work effectively with the local authority and in partnership together.

Table 2: Brent Schools by Governance Type

Type of school	Nursery	Primary	Secondary	All-through	Special	Pupil Referral Unit	Total
Maintained Community	4	30	0	0	1	2	37
Maintained Voluntary-aided	0	15	2	0	0	0	17
Maintained Foundation	0	2	0	0	0	0	2
Multi Academy Trust	0	8	7	1	3	0	19
Single Academy Trust	0	4	3	1	0	0	8
Free School	0	1	2	0	2	0	5
Total	4	60	14	2	6	2	88

3.2 Brent Schools Ofsted Outcomes

The overall effectiveness of Brent schools has increased. 98.8 per cent of Brent schools are currently judged good or outstanding by Ofsted. Brent is well above the national average of 87 per cent and above the London average of 93 per cent. This means that 99.9 per cent of pupils attend a school that is good or outstanding.

Table 3: Brent Schools by Ofsted Grading

Ofsted Grade By Proportion	Outstanding & Good	Outstanding (1)		Good (2)		Requires improvement (3)		Inadequate (4)	
		No.	%	No.	%	No.	%	No.	%
Nursery	100.0%	1	25.0%	3	75.0%	0	0.0%	0	0.0%
Primary	100.0%	13	21.7%	47	78.3%	0	0.0%	0	0.0%
Secondary	100.0%	4	30.8%	9	69.2%	0	0.0%	0	0.0%
PRU	100.0%	0	0.0%	2	100.0%	0	0.0%	0	0.0%
Special	75.0%	3	75.0%	0	0.0%	1	25.0%	0	0.0%
All Through	100.0%	1	50.0%	1	50.0%	0	0.0%	0	0.0%
All Brent Schools	98.8%	22	25.9%	62	72.9%	1	1.2%	0	0.0%
National (as at 31/12/2022)	87.0%		19.0%		68.0%		10.0%		3.0%
London (as at 31/12/2022)	93.0%		30.0%		63.0%		5.0%		2.0%

3.3 Brent Early Years Settings Ofsted Outcomes

Parents can access funded places at a school with nursery provision, a private nursery, a pre-school or with a childminder. This is known as the Private, Voluntary and Independent (PVI) sector. All providers must be registered with Ofsted.

In England, there are three government-funded early education schemes that offer free early education and childcare for children aged two, three and four:

- 15 hours free childcare for eligible 2-year-olds
- 15 hours free childcare for all 3 and 4-year-olds
- 30 hours free childcare for eligible 3- and 4-year-olds

3.4 Brent local authority is committed to supporting children to have the best start in life. This includes access to high quality early education and care. As well as receiving funding from the government for places, PVI providers in Brent are supported by the local authority. A training offer is in place as well as specialist support for early years quality and inclusion from specialist officers within the Children and Young People's

Department. This investment in Brent's very youngest children will have a positive impact on young children's future life chances and supports families in Brent to feel confident in the care and education their children receive.

- 3.5 The PVI sector is made up of businesses ranging in size, small voluntary providers and childminders. This sector, like many small businesses, was hit hard by Covid-19. Many PVI settings remained open for working families and vulnerable children, but many providers are still recovering. The main challenges are recruitment and ensuring economic viability of all settings in the current economic climate.
- 3.6 Ofsted inspects all registered providers. A grading of outstanding, good, requires improvement or inadequate is given when a full inspection, with children present, takes place. When children are not present inspectors will judge to see if the Welfare Requirements of the Early Years Foundation Stage are 'met' or 'not met'. New providers are registered to operate by Ofsted if they meet the prerequisite requirements. They are usually inspected within the first 30 months of operating. Early Years in independent schools is inspected by the Independent Schools Inspectorate (ISI).

Table 4: Brent PVI and Childminder Outcomes

	No.	% Outcomes (All)	% Quality Judgement
Total Number of PVIs	110		94
Outstanding	7	6.4%	7.4%
Good	79	71.8%	84.0%
Satisfactory	0	0.0%	0.0%
Requires Improvement	5	4.5%	5.3%
Inadequate	3	2.7%	3.2%
Met	1	0.9%	
Not Met	0	0.0%	
New Provider	12	10.9%	
Independent Schools Inspection	2	0.2%	

	No.	% Outcomes (All)	% Quality Judgement
Total Number of Childminders	134		87
Outstanding	9	6.7%	10.3%
Good	77	57.5%	88.5%
Satisfactory	0	0.0%	0.0%
Requires Improvement	1	0.7%	1.1%
Inadequate	0	0.0%	0.0%
Met	27	20.1%	
Not Met	2	1.5%	
New Provider	18	13.4%	

4.0 Pupil Attainment

4.1 Following the disruption caused to assessments and examinations due to Covid-19, arrangements for the 2021-22 academic year returned to normal. Some interim measures remained in place to recognise the disruption caused to pupils' education. For example, when setting grading boundaries for GCSE, AS and A levels exam boards were directed by The Office of Qualifications and Examinations Regulation (Ofqual) to aim for a grading standard that reflected a midway point between 2021 and 2019. This means that the boundaries were set so that more students could get higher grades in 2022 than before the pandemic. This was intended to provide a safety net for those students who might otherwise just miss out on a higher grade.

4.2 School key stages are broken down as follows:

- Early Years Foundation Stage (EYFS) – ages 3-5 (Nursery and Reception)
- Key Stage 1 – ages 5-7 (Years 1-2)
- Key Stage 2 – ages 7-11 (Years 3-6)
- Key Stage 3 – ages 11-14 (Years 7-9)
- Key Stage 4 – ages 14-16 (Years 10-11)

5.0 Early Years is defined as provision for early education from birth until the end of the Reception Year in school. On entry to Reception, within the first six weeks, children are assessed to identify their starting point using the Reception Baseline Assessment. No numerical score is published, and the data will only be used at the end of year 6 from the 2023/24 academic year onwards to form the school-level progress measure.

5.1 Children are assessed again at the end of Reception Year across all the areas of learning within the Early Years Foundation Stage. The data in Tables 5 and 6 show children in Brent that have reached a 'Good Level of Development' (GLD) and that Early Years Foundation Stage outcomes are above national overall and in pupil groups other than for children with an EHCP (Table 6). This indicates that children are ready for the next stage of learning in Key Stage 1 – sometimes referred to as 'school readiness'.

Table 5: Early Years Brent Headline Data

EYFS - % attaining GLD - 2022				
	Cohort	LA	National	GAP
All Pupils	3610	66.1%	65.3%	0.8%

Table 6: Early Years – Brent Data Headline Summary

Pupil Groups	Headline
All Pupils	66.1% of children achieved a GLD compared to 65.3% nationally.
Gender	More girls (71.8%) achieved GLD than boys (61.1%). This is a difference of 10.7%
Disadvantaged	62.5% of disadvantaged children achieved GLD compared to 49.5% nationally.
EAL	64.1% of children with EAL achieved GLD compared to 60.2% nationally.
SEN Support	32.8% of children with SEN Support achieved GLD compared to 22.9% nationally.
EHCP	2.2% of children with an EHCP achieved GLD compared to 3.7% nationally.

6.0 Phonics is defined by the National Literacy trust as a way of teaching children how to read and write. It helps children hear, identify and use different sounds that distinguish one word from another in the English language. Phonics skills are screened in the summer term when children are in Year 1 to see if they have reached the expected standard. Children not reaching the standard are re-screened in Year 2.

6.1 The proportion of Brent pupils working at the required standard for phonics decreased by 5.9 percentage points to 77 per cent compared to 2019 (Table 7). However, the Brent average is above the national average by 1.5 percentage points. Table 7 provides analysis by groups. There is a gender gap of 4.9 percentage points with girls achieving higher than boys.

Table 7: Phonics Brent Headline Data

	Phonics Year 1 - % attaining Working At – 2022			
	Cohort	LA	National	GAP
All Pupils	3635	77.0%	75.5%	1.5%

Table 8: Phonics Headline Summary Table

Pupil Groups	Headline
All Pupils	77% of children passed the phonics test compared to 75.5% nationally.
Gender	More girls (79.6%) passed the phonics test than boys (74.7%). This is a difference of 4.9%
Disadvantaged	70.4% of disadvantaged children passed the phonics test compared to 62.5% nationally
EAL	76.9% of children with EAL passed the phonics test compared to 75.2% nationally.
SEN Support	55.3% of children with SEN Support passed the phonics test compared to 43.5% nationally.
EHCP	22% of children with an EHCP passed the phonics test compared to 18.8% nationally.

7.0 Key Stage 1 assessments take place at the end of Year 2. When the Department for Education responded to the 2017 primary assessment consultation, it stated that end of Key Stage 1 assessments would become non-statutory once the first cohort to take the statutory Reception Baseline Assessment (RBA) had reached the end of KS1 (Key Stage 1). This was so that end of KS1 assessments could continue to be used as the starting point for primary progress measures in the meantime. The anticipated timelines have changed due to the pandemic and the resultant one-year delay in making the Reception Baseline statutory. Therefore, end of KS1 assessments will become non-statutory from the 2023/24 academic year onwards.

7.1 Teachers judge the standards children are working at in English reading, English writing, mathematics and science by the end of key stage 1. To help inform those judgements, children sit national curriculum tests in English and mathematics, commonly called SATs. They may also sit an optional test in English grammar, punctuation and spelling. Results are published for reading, writing and maths (Table 9). There is also a combined reading, writing and maths (RWM) to show children that achieved the expected standard for all three.

Table 9: Key Stage 1 Headline Data

KS1 - % of pupils by achieving the expected standard in 2022													
Cohort	RWM			Reading			Writing			Maths			
	LA	National	GAP	LA	National	GAP	LA	National	GAP	LA	National	GAP	
All Pupils	3609	53.8%	53.4%	0.4%	67.3%	66.9%	0.4%	57.5%	57.6%	-0.1%	68.3%	67.7%	0.6%

Table 10: Key Stage 1 Summary

Pupil Groups	Headline – Reading, Writing and Maths
All Pupils	53.8% of children achieved the expected standard compared to 53.4% nationally.
Gender	More girls (58.2%) achieved the expected standard than boys (50%). This is a difference of 8.2%
Disadvantaged	44.2% of disadvantaged children achieved the expected standard compared to 36.9% nationally.
EAL	51% of children with EAL achieved the expected standard compared to 53.1% nationally.
SEND Support	24.8% of children with SEN Support achieved the expected standard compared to 17.1% nationally.
EHCP	4.9% of children with an EHCP achieved the expected standard compared to 6.5% nationally.

Pupil Groups	Headline – Reading
All Pupils	67.3% of children achieved the expected standard compared to 66.9% nationally.
Gender	More girls (71.1%) achieved the expected standard than boys (64%). This is a difference of 7.1%
Disadvantaged	56.6% of disadvantaged children achieved the expected standard compared to 51.6% nationally.
EAL	64.4% of children with EAL achieved the expected standard compared to 64.2% nationally.
SEND Support	39.2% of children with SEN Support achieved the expected standard compared to 29.5% nationally.
EHCP	9.3% of children with an EHCP achieved the expected standard compared to 12.1% nationally.

Pupil Groups	Headline – Writing
All Pupils Reading, Writing	57.5% of children achieved the expected standard compared to 57.6% nationally.
Gender	More girls (63.4%) achieved the expected standard than boys (52.3%). This is a difference of 11.1%
Disadvantaged	47.7% of disadvantaged children achieved the expected standard compared to 41.2% nationally.
EAL	55.4% of children with EAL achieved the expected standard compared to 57.1% nationally.
SEND Support	26.9% of children with SEN Support achieved the expected standard compared to 19.6% nationally.
EHCP	6.2% of children with an EHCP achieved the expected standard compared to 7.3% nationally.

Pupil Groups	Headline – Maths
All Pupil	68.3% of children achieved the expected standard compared to 67.7% nationally.
Gender	Fewer girls (67.9%) achieved the expected standard than boys (68.7%). This is a difference of 8.2%

Disadvantaged	57.3% of disadvantaged children achieved the expected standard compared to 52% nationally.
EAL	66.9% of children with EAL achieved the expected standard compared to 67% nationally.
SEND Support	41.5% of children with SEN Support achieved the expected standard compared to 33.1% nationally.
EHCP	12.3% of children with an EHCP achieved the expected standard compared to 13.9% nationally.

8.0 Key Stage 2 school level data from the KS2 national curriculum assessments for the 2021/22 academic year were not published in performance tables. This was a transitional arrangement for the first year in which primary assessments returned following the Covid-19 pandemic. In the 2022/23 academic year, school level data from the end of KS2 national curriculum assessments will be published and schools will be expected to share this information on their websites. Pupils complete national curriculum tests in English grammar, punctuation and spelling, English reading and mathematics. As there is no test for English writing this will be based on teacher assessment.

8.1 The headline measure of primary school attainment introduced in 2016 is the proportion of pupils attaining the expected standard in reading, writing, and mathematics combined. In 2021, the proportion for Brent decreased by 5.7 percentage points to 62.2 per cent. This is above the national average which also decreased by 6.2 percentage points compared to 2019 (Table 11). Table 12 shows data for groups of pupils.

8.2 The headline Key Stage 2 pupil progress measures compare the progress made by groups of pupils with similar attainment at the end of Key Stage 1 to the national average attainment for the group at the end of Key Stage 2. The national average is benchmarked at zero. A plus score indicates that pupils have made more progress than the national average. Brent pupils' average progress in reading (+0.8), writing (+0.6) and mathematics (+1.7) was above the national average.

Table 11: Key Stage 2 Headline Data

KS2 - % of pupils achieving the expected standard in 2022													
Cohort	RWM			Reading			Writing			Maths			
	LA	National	GAP	LA	National	GAP	LA	National	GAP	LA	National	GAP	
All Pupils	3670	62.2%	58.7%	3.5%	76.4%	74.5%	1.9%	70.2%	69.5%	0.7%	77.3%	71.4%	5.9%

Table 12: Key Stage 2 Summary Table

Pupil Groups	Headline – Reading, Writing and Maths
All Pupils	62.2% of children achieved the expected standard compared to 58.7% nationally.
Gender	More girls (68.5%) achieved the expected standard than boys (63.1%). This is a difference of 12%
Disadvantaged	50.3% of disadvantaged children achieved the expected standard compared to 42.9% nationally.
EAL	61.8% of children with EAL achieved the expected standard compared to 58.2% nationally.

SEND Support	31.8% of children with SEN Support achieved the expected standard compared to 21.1% nationally.
EHCP	8.5% of children with an EHCP achieved the expected standard compared to 7.1% nationally.

Pupil Groups	Headline – Reading
All Pupils	76.4% of children achieved the expected standard compared to 74.5% nationally.
Gender	More girls (82.8%) achieved the expected standard than boys (70.7%). This is a difference of 12.1%
Disadvantaged	68.5% of disadvantaged children achieved the expected standard compared to 62.4% nationally.
EAL	74.4% of children with EAL achieved the expected standard compared to 73.2% nationally.
SEND Support	55.9% of children with SEN Support achieved the expected standard compared to 43.5% nationally.
EHCP	17.5% of children with an EHCP achieved the expected standard compared to 16.3% nationally.

Pupil Groups	Headline – Writing
All Pupils Reading, Writing	70.2% of children achieved the expected standard compared to 69.5% nationally.
Gender	More girls (77.8%) achieved the expected standard than boys (63.4%). This is a difference of 14.4%
Disadvantaged	59.3% of disadvantaged children achieved the expected standard compared to 55.6% nationally.
EAL	69.7% of children with EAL achieved the expected standard compared to 70% nationally.
SEND Support	43% of children with SEN Support achieved the expected standard compared to 30.4% nationally.
EHCP	12.4% of children with an EHCP achieved the expected standard compared to 10.7% nationally.

Pupil Groups	Headline – Maths
All Pupils	77.3% of children achieved the expected standard compared to 71.4% nationally.
Gender	Less girls (77.9%) achieved the expected standard than boys (70.5%). This is a difference of 8.2%
Disadvantaged	66.5% of disadvantaged children achieved the expected standard compared to 56.4% nationally.
EAL	77.7% of children with EAL achieved the expected standard compared to 75.4% nationally.
SEND Support	53.5% of children with SEN Support achieved the expected standard compared to 39.6% nationally.
EHCP	20.3% of children with an EHCP achieved the expected standard compared to 14.9% nationally.

9.0 Key Stage 4 Data

9.1 GCSEs: At the end of Key Stage 4 pupils take examinations known as GCSEs (General Certificate of Secondary Education). Examinations are taken in National Curriculum subjects. The grade scale runs from a 9 (the highest grade) to 1 (the lowest grade). Table 13 shows the Key Stage 4 Headline data for Progress 8, Attainment 8, English and Maths Level 5+ and the English Baccalaureate. In all measures Brent was above the national average.

Table 13: Key Stage 4 Headline Data

KS 4 (Key Stage 4) All pupils 2022													
Cohort	Progress 8			Attainment 8			English & Maths 5+			EBacc APS			
	LA	National	GAP	LA	National	GAP	LA	National	GAP	LA	National	GAP	
All Pupils	3136	0.50	-0.03	0.53	52.4	48.7	3.7	56.6%	49.6%	7.0%	4.87	4.27	0.60

9.2 Key Stage 4 Summary Data

- Progress 8** aims to capture the progress that pupils in a school make from the end of primary school to the end of KS4. It is a type of value-added measure, which means that pupils' results are compared to other pupils nationally with similar prior attainment. Every increase in grade a pupil achieves in their Attainment 8 subjects counts towards a school's Progress 8 score. A score of zero means pupils, on average, did as well at Key Stage 4 as other pupils across England who got similar results at the end of KS2.

Table 14: Progress 8

Pupil Groups	Headline – Progress 8
All Pupils	0.5 compared to –0.03 nationally.
Gender	Female 0.63 Male 0.37
Disadvantaged	0.03 compared to –0.55 nationally
EAL	0.59 compared to 0.55 nationally
SEND Support	-0.06 compared to -0.46 nationally
EHCP	-1.31 compared to -1.32 nationally

- Attainment 8** measures pupils' attainment across 8 qualifications including:
 - Maths (double weighted) and English (double weighted, if both English language and English literature are sat)
 - 3 qualifications that count in the English Baccalaureate (EBacc) measures
 - 3 further qualifications that can be GCSE qualifications (including EBacc subjects) or technical awards from the DfE list of technical and vocational qualifications.

Table 15: Attainment 8

Pupil Groups	Headline – Attainment 8
All Pupils	52.4 compared to 48.7 nationally
Gender	Female 54.4 Male 50.4
Disadvantaged	44.4 compared to 37.5 nationally
EAL	50.8 compared to 50.5 nationally
SEND Support	38.6 compared to 34.8 nationally
EHCP	12.0 compared to 14.3 nationally

- A grade 5** is a strong pass.

Table 16: English and Maths 5+

Pupil Groups	Headline – English and Maths 5+
All Pupils	56.6% compared to 49.6% nationally
Gender	Female 58.7% Male 52.5%
Disadvantaged	44.2% compared to 29.3% nationally

EAL	52.3% compared to 53.1% nationally
SEND Support	31.4% compared to 22.3% nationally
EHCP	8% compared to 6.9% nationally

- **The EBacc** comprises the core academic subjects that the vast majority of young people should have the opportunity to study to age 16. To enter the EBacc, pupils must take up to eight GCSEs across five subject 'pillars'. The structure of the EBacc is English: 2 GCSEs; Maths: 1 GCSEs; Science: 2 or 3 GCSEs; Language: 1 GCSE (modern language or an ancient language) and Humanities: 1 GCSE (History of Geography).

Table 17: English Baccalaureate

Pupil Groups	Headline – EBacc APS
All Pupils	4.87 compared to 4.27 nationally
Gender	Female 5.04 Male 4.70
Disadvantaged	4.09 compared to 3.19 nationally
EAL	4.77 compared to 4.57 nationally
SEND Support	3.30 compared to 2.89 nationally
EHCP	1.0 compared to 1.14 nationally

10.0 British boys of Black Caribbean Heritage

- 10.1** Boys of Black Caribbean heritage are an underachieving group nationally compared with all pupils. For the period 2017-2019 Brent Schools Forum funded the 'Raising the Achievement of Boys of Black Caribbean heritage' programme led, managed, and administered by Brent Schools Partnership on behalf of the local authority. Outcomes at the end of the 2018-19 academic year showed progress in closing the gap particularly in Key Stage 2 reading, writing and maths combined outcomes and in decreasing the Attainment 8 gap in Key Stage 4. Outcomes at the end of the 2021-22 academic year show that Boys of Black Caribbean heritage are still underachieving nationally and the gains made in Brent before the Covid-19 pandemic have not been maintained.
- 10.3** During this academic year the Brent Schools Partnership are delivering, 'Driving Change with an Anti-racist Approach'. This has given attendees the opportunity to revisit the successful strategies that had been impactful previously and extend this learning to other underachieving groups.
- 10.4** The School Effectiveness Service challenges leaders to identify and plan intervention for underachieving groups. Leaders report the impact of the pandemic is still evident, particularly for vulnerable groups. To accelerate progress for underachieving pupils, settings and schools have made excellent use of the Education Recovery resources the DfE funded to support education recovery and children and young people's wellbeing. The local authority also allocated targeted Covid-19 recovery funding for schools to implement strategies to help post pandemic education recovery. This has been implemented in local clusters. The aim of the funding is to support Brent children not only to recover to where they were educationally but to support a "recovery for childhood", to help Brent children to progress to where we want all Brent children to be. Outcomes of this work will be measured in this and future academic years.

10.5 Summary Data for Boys of Black Caribbean heritage

- In early years an attainment gap is already evident for Boys of Black Caribbean heritage.
- In Year 1 the phonics check is administered. In Brent outcomes were positive and, although there is still some more work to do to fully close the gap, Boys of Black Caribbean heritage are performing comparatively well in this area.
- At the end of Key Stage 1 Boys of Black Caribbean Heritage in Brent are achieving less well than the same group nationally and against all children nationally.
- The summer 2019 Key Stage 2 results showed a reduction in the gap in reading, writing and maths combined for Boys of Black Caribbean heritage to within 7 percentage points of the national average. This improvement has not been sustained. The LA is working with schools to identify strategies to improve outcomes.
- The summer 2019 Key Stage 4 GCSE results showed a reduction in the Attainment 8 gap for Boys of Black Caribbean heritage with the national averages for all pupils down from 13 points to 8 points. This improvement has not been sustained. The LA is working with schools to identify strategies to improve outcomes.

11.0 Parent and pupil views

11.1 The responsibility for seeking the views of parents and pupils in evaluating and improving the quality of education rests with the governing board and a school's executive leaders. The Setting and School Effectiveness Service does not have formal mechanisms for engaging with parents and pupils because these would undermine the statutory roles of governing boards and executive leaders. However, when the service carries out a review of the quality of provision in a school, its officers will always interview groups of pupils to ascertain their views. The School Effectiveness Lead Professionals also speak with individual pupils throughout the review in their classes, and at break and lunch times. The review process also includes an interview with governors and an evaluation of how well the school engages with its parents. The service uses the findings to make recommendations to the school's leaders in the review report. The impact of the actions taken by leaders to address the recommendations is reviewed by the School Effectiveness Lead Professional or by establishing a Rapid Improvement Group when a review identifies concerns about the quality of provision.

11.2 During inspections Ofsted always seek the views of pupils, especially concerning how they are kept safe and how well they are enabled to learn.

12.0 Conclusion

12.1 The quality of setting and school provision across Brent remains very high as judged by Ofsted. The single school and small number of early years settings that are less than good are receiving support and challenge from the local authority to rapidly improve. The headline data for attainment is predominantly above national across all key stages. Underperforming groups are identified and this information is used at local authority and school level to plan interventions and raise outcomes.

13.0 Financial implications

13.1 There are no financial implications from this report.

14.0 Legal implications

14.1 The local authority has a statutory duty (Children Act 2004, 2006) to act as the champion for all children and young people in the borough and is responsible for maintaining an overview of the effectiveness of all schools including sponsored academies, converter academies, free schools, the local college, and registered early years settings and registered training providers. The local authority also has a statutory duty “to promote high standards and fulfilment of potential in schools so that all children and young people benefit from at least a good education.” (The Education Act 2011). Brent Council is therefore responsible for maintaining a full overview of the effectiveness of all schools and local education provision.

15.0 Equalities Implications

15.1 This report includes the analysis of gaps between groups of pupils by: gender; disadvantage; special educational needs and/or disabilities (SEND); English as an additional language (EAL). The analysis is used to monitor the priority groups for the Strategic Framework for School Effectiveness, and to guide the work of Setting and School Effectiveness Service and its local school improvement partners.

16.0 Consultation with Ward Members and Stakeholders

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

Report Sign-off:

Nigel Chapman

Corporate Director Children and Young People