



**Children and Young People Overview
and Scrutiny Committee**
10 December 2013

**Report from the Acting Director of
Children and Families**

Wards Affected: ALL

Education Standards in Brent 2013

1.0 Summary

1.1 This report comments on the standards achieved in Brent schools in 2013.

2.0 The national context for local authorities.

2.1 Education provision across the country continues to change dramatically with the growth in numbers of academies and free schools, and the changing role of the local authority with regard to all schools. Central government continues to encourage a more autonomous and self improving school system.

2.2 The growth of collaborative arrangements is a key feature of this developing landscape. Improvement is increasingly driven by schools, often facilitated and supported by local authorities. The number of Teaching Schools and Teaching School Alliances is growing. There is one Teaching School alliance in Brent, one more in application and one that some schools are involved in across a borough boundary in Enfield. The development of National and Local Leaders of Education and National Leaders of Governance is also growing. There are six National Leaders of Education in Brent.

3.0 Ofsted ratings of schools

3.1 Schools in Brent are categorised by Ofsted as below as at November 2013.

3.2 Table 1 shows that 80% of secondary schools in Brent are good or outstanding compared with 87% in London and 72% nationally. The number of outstanding schools is lower than the London average, but higher than national.

3.3 78% of primary schools in Brent are good or outstanding which compares with 85% in London and 78% nationally. The number of outstanding schools is generally in line with London and national averages.

- 3.4 Numbers of schools in other phases are very small, so comparisons with London and national figures for nursery schools, special schools and Pupil Referral Units are not very meaningful.
- 3.5 A new Ofsted inspection framework was introduced at the start of this academic year, so many schools are currently judged under the old framework. The criteria for good and outstanding have increased in the new framework, which may make some of these schools vulnerable at re-inspection.
- 3.6 Enhanced support is provided to those schools which are judged to be in special measures, requiring improvement or those that have 'fragile' good judgements, to ensure that all schools move forwards being good or outstanding.

Table 1

Ofsted Grade By Proportion	Outstanding (1)		Good (2)		Requires improvement (3)		Inadequate (4)	
	No.	%	No.	%	No.	%	No.	%
Nursery	1	25%	1	25%	2	50%	0	0%
Primary	11	19%	35	59%	11	19%	2	3%
Secondary	5	33%	7	47%	0	0%	3	20%
PRU	0	0%	2	67%	1	33%	0	0%
Special	1	25%	3	75%	0	0%	0	0%
ALL	18	21%	48	56%	14	16%	5	6%

Table 2

Primary %	Outstanding	Good	Requires Improvement	Inadequate
England	18	60	19	2
London	20	65	14	0

Secondary %	Outstanding	Good	Requires Improvement	Inadequate
England	24	48	24	5
London	37	50	11	2

- 3.7 The process for inspecting the local authority's arrangements for supporting school improvement is now well in place with a number of authorities nationally having been inspected over the last year.
- 3.8 A local authority may be inspected where one or more of the following apply:
- where the proportion of children who attend a good or better school, pupil referral unit and/or alternative provision is lower than that found nationally

- where there is a higher than average number of schools in an Ofsted formal category of concern and/or there are indicators that progress of such schools is not securing rapid improvement
- where there is a higher than average proportion of schools that have not been judged to be good by Ofsted
- where attainment levels across the local authority are lower than that found nationally and/or where the trend of improvement is weak
- where rates of progress, relative to starting points, are lower than that found nationally and/or where the trend of improvement is weak
- where the volume of qualifying complaints to Ofsted about schools in a local authority area is a matter of concern
- where the Secretary of State requires an inspection of local authority school improvement functions.

3.9 There is an improving picture in some aspects of education in Brent, as the attached report shows, and inspection outcomes in the primary phase are improving but improvement is not yet consistent across all phases and it is clear that some statistical neighbours have made faster progress.

3.10 The council has set up an Education Commission to review standards in the borough and the council's approach to the future development of its schools. This will report early in 2014.

4.0 Recommendations

4.1 Members are asked to note the improvements in education standards at most key stages, the contribution made by the council's School Improvement Service to these standards and the work planned to continue to support further improvement.

5.0 Detail

5.1 The details are set out in the attached report

6.0 Financial Implications

6.1 There are no financial implications in this report.

7.0 Legal Implications

7.1 There are no legal implications in this report

8.0 Diversity Implications

- 8.1 Diversity issues are highlighted throughout the report. Analyses relating to the achievement of specific groups by gender, ethnicity and free school meals are included for each Key Stage.

9.0 Staffing/Accommodation Implications (if appropriate)

- 9.1 There are no staffing/accommodation issues contained within this report

Background Papers

Performance data, available electronically, published by the Department for Education, for example, School Performance Tables

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London borough of Brent - Education Standards Report - November 2013

1 Executive summary:

This report provides details of the standards achieved in primary and secondary schools in Brent across all Key Stages in the summer 2013. Each table shows results with comparisons against the national average and London average, with three year trends from 2011.

In summary, standards in Brent schools at the Early Years Foundation Stage have shown improvement and the equality gap is closing. There is an improving three year trend at Key Stage 1, with schools in the borough meeting national averages. Progress at Key Stage 2 is less secure. Although assessment measures have changed, making direct comparison difficult, the borough's schools are falling behind national and London averages. Results at Key Stage 4 have reversed the decline shown last year and now exceed the national average.

2 Attainment in Brent - Early Years Foundation Stage

EYFSP	2011			2012			2013			% Difference		
	% Brent	% London	% National	% Brent	% London	% National	% Brent	% London	% National	Brent 2013 vs Brent 2012	Brent 2013 vs London 2013	Brent 2013 vs National 2013
% with total 78 points or more in all areas, including 6+ in PSED and CLL (2011 and 2012)	57	60	59	64	64	64	56	53	52	~	3	4
E2+ in PRIME & Lit/Ma (2013)												
Equality Gap: The gap between the lowest achieving 20% and others	32.0	32.0	31.0	30.9	30.8	30.1	33.5	35.9	36.6	↑ 3	-2	-3

In 2010/11 51% of Brent schools were above the national average of 59% in 78+points, 6+ points in Personal, Social and Emotional Development (PSED) and Communication Language and Literacy (CLL). Brent's average was 57%, therefore below the national and London averages.

In 2011/12 44% of Brent schools were above the national average of 64% in 78+points, 6+ points in Personal, Social and Emotional Development (PSED) and Communication Language and Literacy (CLL). Brent's average was 64%, therefore in line with national and London averages.

This year, following a revised Early Years Foundation Stage framework and assessment process, and the introduction of an age-related 'Good Level of Development', the 2012/13 measures are not comparable with previous years. 95% of Brent schools were above the national benchmark of 52% and Brent average of 56%.

In 2012/13, Brent is in line with the statistical neighbours of Ealing and Waltham Forest. It is above the statistical neighbours of Haringey, Croydon, Newham, Enfield, Merton and Harrow.

The results indicate generally successful outcomes on the new EYFS framework.

3 Year 1 Phonics

Year 1 Phonics	2012		2013		% Difference	
	% Brent	% National	% Brent	% National	Brent 2013 vs Brent 2012	Brent 2013 vs National 2013
Wa' working at 32 marks and above	64	58	73	69	↑ 9	4

The phonics test is in its second 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.

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.

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.

4 Performance at age 7: Key Stage 1

KS1 - Level 2+ all pupils	2011			2012			2013			% Difference		
	% Brent	% London	% National	% Brent	% London	% National	% Brent	% London	% National	Brent 2013 vs Brent 2012	Brent 2013 vs London 2013	Brent 2013 vs National 2013
% of pupils achieving L2+ in reading	85	85	85	85	87	87	89	89	89	↑ 4	0	0
% of pupils achieving L2+ in writing	81	81	81	83	83	83	86	86	85	↑ 3	0	1
% of pupils achieving L2+ in Ma	89	89	90	89	90	91	91	92	91	↑ 2	-1	0

KS1 - Level 2B+ all pupils	2011			2012			2013			% Difference		
	% Brent	% London	% National	% Brent	% London	% National	% Brent	% London	% National	Brent 2013 vs Brent 2012	Brent 2013 vs London 2013	Brent 2013 vs National 2013
% of pupils achieving L2B+ in reading	71	73	74	71	76	76	78	79	79	↑ 7	-1	-1
% of pupils achieving L2B+ in writing	60	61	61	62	64	64	68	68	67	↑ 6	0	1
% of pupils achieving L2B+ in Ma	72	73	74	73	76	76	77	78	78	↑ 4	-1	-1

Reading: results at Level 2+, the key national benchmark, show that 56% of schools in 2012/13 were at or above the national average of 89%. The three year trend of Brent results indicates rising progress - 85%, 85%, 89%.

Writing: results at Level 2+ show that 67% of schools in 2012/13 were at or above the national average of 85%. The three year trend of Brent results indicates rising progress - 81%, 83%, 86%. Brent schools were in line or above national averages for the last three years.

Mathematics: results at Level 2+ show that 51% of schools in 2012/13 were at or above the national average of 91%. The three year trend of Brent results indicates rising progress - 89%, 89%, 91%. Brent schools were below national expectations in 2010/11 and 2011/12 and at national expectations for 2012/13.

Results in all three subjects at L2B+, a higher achievement, show pleasing improvements across three years, bringing the borough's results more in line with London and national averages.

In 2012/13, Brent is in line with the statistical neighbour of Ealing. It is above the statistical neighbours of Waltham Forest, Haringey, Newham, Enfield and Merton.

5 Key Stage 1 – by ethnicity

KS1 - Level 2+ by ethnicity - Reading	2011		2012		2013		%Difference	
	% Brent	% Nat	% Brent	% Nat	% Brent	% Nat	Brent 2013 vs Brent 2012	Brent 2013 vs National 2013
% Black Caribbean pupils achieving L2+ in reading	81	82	83	84	90	87	↑ 7	3
% Somali pupils achieving L2+ in reading	80	~	82	~	92	~	↑ 10	~
% White Other pupils achieving L2+ in reading	75	77	79	79	82	81	↑ 3	1
% of pupils achieving L2+ in reading - Brent	85	85	85	87	89	89	↑ 4	0

KS1 - Level 2+ by ethnicity - Writing	2011		2012		2013		%Difference	
	% Brent	% Nat	% Brent	% Nat	% Brent	% Nat	Brent 2013 vs Brent 2012	Brent 2013 vs National 2013
% Black Caribbean pupils achieving L2+ in writing	77	77	78	79	85	82	↑ 7	3
% Somali pupils achieving L2+ in writing	76	~	78	~	87	~	↑ 9	~
% White Other pupils achieving L2+ in writing	73	73	76	75	80	78	↑ 4	2
% of pupils achieving L2+ in writing - Brent	81	81	83	83	86	85	↑ 3	1

KS1 - Level 2+ by ethnicity - Mathematics	2011		2012		2013		%Difference	
	% Brent	% Nat	% Brent	% Nat	% Brent	% Nat	Brent 2013 vs Brent 2012	Brent 2013 vs National 2013
% Black Caribbean pupils achieving L2+ in mathematics	85	85	85	86	89	89	↑ 4	0
% Somali pupils achieving L2+ in mathematics	86	~	89	~	92	~	↑ 3	~
% White Other pupils achieving L2+ in mathematics	85	86	85	87	88	88	↑ 3	0
% of pupils achieving L2+ in mathematics - Brent	89	90	89	91	91	91	↑ 2	0

For the three main ethnic groups represented in Brent, Black Caribbean, Somali and White Other, results show an improving picture at Key Stage 1, in line with the improvement of all pupils in that key stage. These figures should be treated with some caution as the cohorts are small, but it is encouraging that where national figures are available, pupils in Brent are achieving at least in line and often better than nationally. This data is being used on a school by school basis to identify good practice in those schools where those underachieving groups are making good progress, so that practice can be disseminated.

6 Performance at age 11: Key Stage 2

KS2 - % pupils achieving Level 4+	2011			2012			2013			% Difference		
	% Brent	% London	% National	% Brent	% London	% National	% Brent	% London	% National	Brent 2013 vs Brent 2012	Brent 2013 vs London 2013	Brent 2013 vs National 2013
English and mathematics	74	75	74	82	81	80	~	~	~	~	~	~
RWM L4+							74	77	76	~	-3	-2

This year, the key measure of attainment at Key Stage 2 has changed. Historically this has been Level 4+ in English and mathematics combined, but from 2013 this is now Level 4+ in reading, writing and mathematics, so a direct comparison from previous years cannot be made.

In 2012/13, with the new measure of L4+ in reading, writing and mathematics, 53% of Brent schools were at or above the national average of 76%. The Brent average was 74%. 86% of all schools met or exceeded the floor target of 60%. Although the direct comparison with previous years is not possible, these results show a disappointing decline, with the gap between London and national averages growing.

In 2012/13, Brent is in line with the statistical neighbour of Waltham Forest. It is above the statistical neighbours of Haringey and Croydon.

KS2 - % pupils making 2 or more levels of progress from KS1 to KS2	2011			2012			2013			% Difference		
	% Brent	% London	% National	% Brent	% London	% National	% Brent	% London	% National	Brent 2013 vs Brent 2012	Brent 2013 vs London 2013	Brent 2013 vs National 2013
English	90	88	84	93	92	89	~	~	~	~	~	~
Reading	~	~	~	92	93	90	89	90	88	↓ -3	-1	1
Writing	~	~	~	93	93	90	91	93	91	↓ -2	-2	0
Mathematics	88	86	83	91	90	87	90	91	88	↓ -1	-1	2

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.

For reading in 2012/13, 63% of Brent schools were at or above the national average of 88%. The Brent average was 89%. In 2012/13, Brent is in line with the statistical neighbour of Croydon. It is below all other statistical neighbours.

For writing in 2012/13, 55% of Brent schools were at or above the national average of 91%. The Brent average was 91%. In 2012/13, Brent is in line with the statistical neighbour of Croydon. It is below all other statistical neighbours.

For mathematics in 2012/13, 63% of Brent schools were at or above the national average of 88%. The Brent average was 90%. In 2012/13, Brent is above statistical neighbours Waltham Forest, Croydon and Enfield.

This has been a disappointing year for Key Stage 2 where the earlier improvement in standards in 2012 against national and London averages has declined.

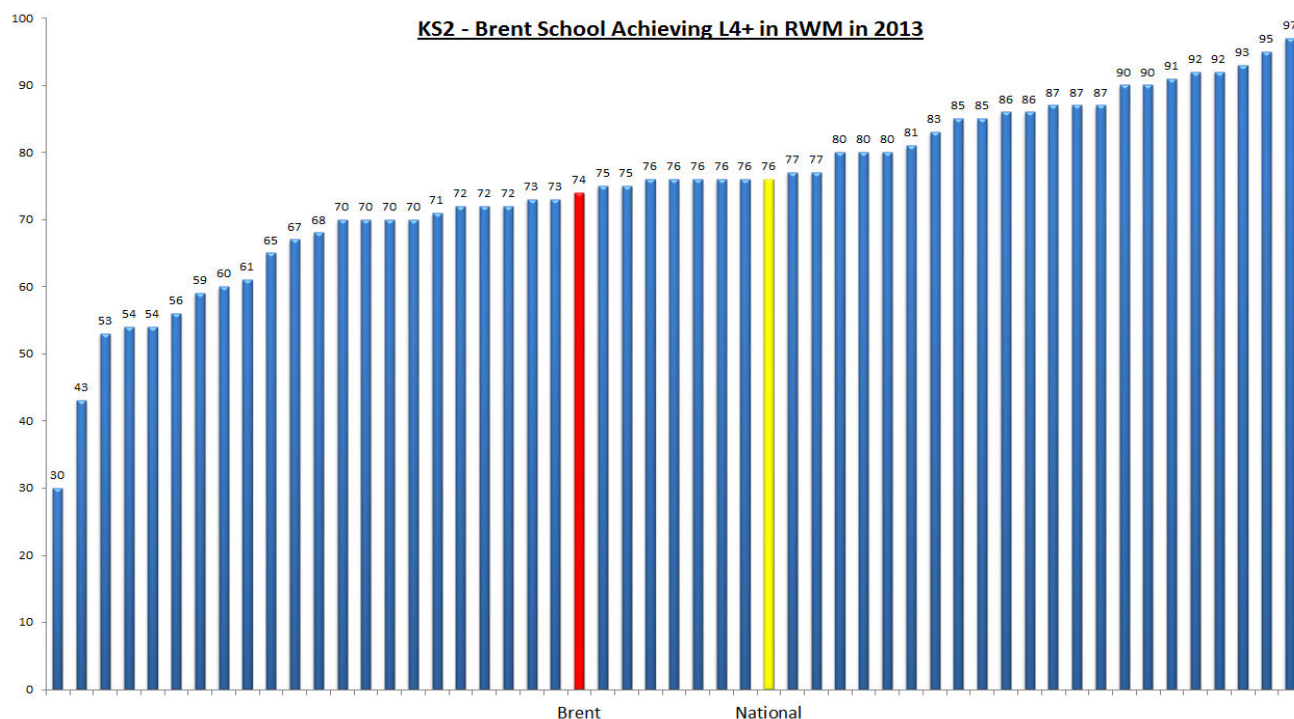
7 Key Stage 2 – by ethnicity

KS2 - pupils achieving Level 4+ RWM by ethnicity	2011		2012		2013		%Difference	
	% Brent	% Nat	% Brent	% Nat	% Brent	% Nat	Brent 2013 vs Brent 2012	Brent 2013 vs National 2013
% Black Caribbean	59	60	69	69	71	~	↑ 2	~
% Somali	52	~	68	~	70	~	↑ 2	~
% White other	61	61	61	77	65	~	↑ 4	~
% RWM L4+	69	67	77	75	74	76	↓ -3	-2

For the three main ethnic groups represented in Brent, Black Caribbean, Somali and White Other, these groups have made better progress than pupils in Brent overall at this key stage.

8 Key Stage 2: Variation across schools

The chart below shows the range of school attainment, from 30% to 97% which is masked by borough averages.



9 Performance at age 16: Key Stage 4

KS4 - % of pupils achieving GCSEs	2011			2012			2013			%Difference	
	% Brent	% London	% National	% Brent	% London	% National	% Brent	% London	% National(P)	Brent 2013 vs Brent 2012	Brent 2013 vs National 2013
% pupils achieving 5 A*-C grades at GCSE, inc En and ma	62	62	58	59	61	59	62	~	60	↑ 3	2

The Brent average for students attaining five A*-C GCSE grades including English and mathematics shows an increase of three percentage points to 62% in 2013 following a fall in 2012. This puts Brent, two percentage points above the national average. Half the schools are above the national average. There is a wide variation between schools; with Wembley High Technology College on 92% and Crest Boys' Academy on 38%. The provisional progress measures for English and mathematics show that most Brent schools perform better than the national averages. 64% of school are above the provisional average for three levels of progress in English and 71% are above for three levels of progress in mathematics. Again there is wide variation between schools. The gap in English is 40 percentage points and the gap in maths is 36 percentage points.

10 Key Stage 4 – by ethnicity

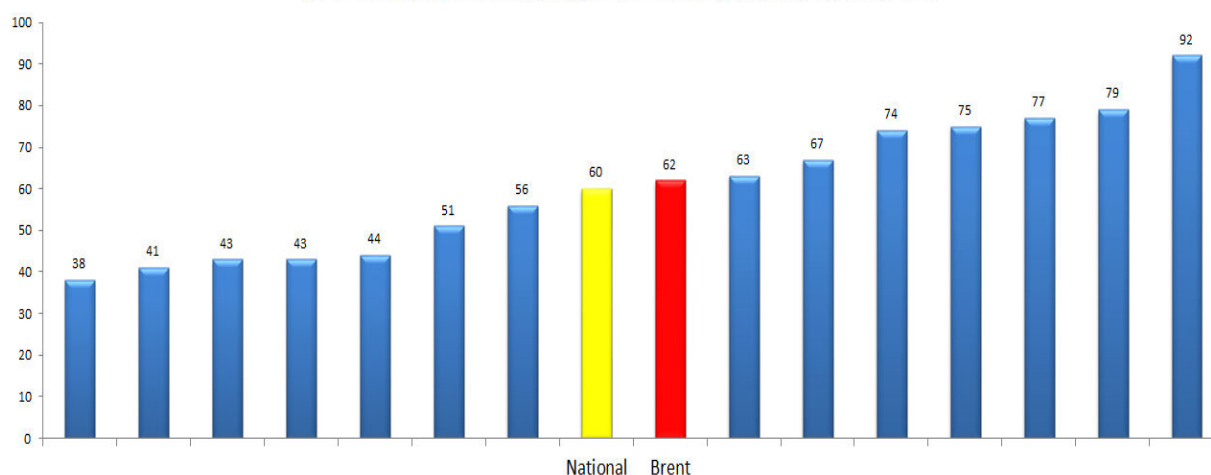
KS4 - % pupils achieving 5 A*-C grades at GCSE, inc En and ma by ethnicity	2011		2012		2013		%Difference	
	% Brent	% Nat	% Brent	% Nat	% Brent	% Nat	Brent 2013 vs Brent 2012	Brent 2013 vs National 2013
% Black Caribbean	41	49	45	49	46	53	↑ 1	-7
% Somali (Nationas) is taken from EPAS)	48	46	44	48	46	53	↑ 2	-7
% White other	46	54	39	52	53	55	↑ 14	-2
5 A*-C grades at GCSE, inc En and ma - Brent	62	58	57	58	62	60	↑ 5	2

Data for the significant groups by ethnicity show progress against previous years, but this is still less than those groups show nationally.

11 Key Stage 4 Variation across schools

The chart below shows the range of school attainment, from 38% to 92% which is masked by borough averages. There is significant variation with a number of schools achieving well above the national average. One school was below the national floor target.

KS4 - Brent Schools Achieving 5+ A*-C Inc En and Ma GCSE in 2013



12 Performance at age 18: Key Stage 5

KS5 - APS by students achieving all Level 3 qualifications per candidate	2011			2012			2013			%Difference		
	Brent	London	Nat	Brent	London	Nat	% Brent	% London	% National(P)	Brent 2013 vs Brent 2012	Brent 2013 vs London 2013	Brent 2013 vs National 2013
All pupils	738.0	712.8	728.2	728.8	752.9	714.3	735.1	750.3	709.1	↑ 6	15	26

KS5 - APS by students achieving all Level 3 qualifications per candidate	2011		2012		2013		Difference	
	Brent	Nat	Brent	Nat	Brent	Nat	Brent 2013 vs Brent 2012	Brent 2013 vs National 2013
Black Caribbean	662.4	655.3	673.2	657.9	651.8	677.7	↓ -21.4	-25.9
Somali	600.2	616.9	654.0	616.3	669.7	632.9	↑ 15.7	36.8
White Other	740.6	740.6	700.7	771.4	699.1	793.5	↓ -1.6	-94.4
Brent Average	738.0	728.3	728.8	714.3	735.1	709.1	↑ 6.3	26.0

KS5 - APS by students achieving all Level 3 qualifications per entry	2011			2012			2013			%Difference		
	Brent	London	Nat	Brent	London	Nat	% Brent	% London	% National(P)	Brent 2013 vs Brent 2012	Brent 2013 vs London 2013	Brent 2013 vs National 2013
All pupils	219.6	214.5	213.1	214.3	214.4	209.3	218.1	215.5	212.7	↓ -5	-3	5

At Key Stage 5 the provisional Level 3 average point score (APS) per student increased to 735 points in 2013. Brent remained above the national average. The provisional data shows a gap of 224 points between Queens Park Community School with the highest point score (792 points) and Crest Boys' Academy with the lowest point score (568 points). This is equivalent to a seven grade difference at A Level.

KS5 - APS by students achieving all Level 3 qualifications per entry by	2011		2012		2013		Difference	
	Brent	Nat	Brent	Nat	Brent	Nat	Brent 2013 vs Brent 2012	Brent 2013 vs National 2013
Black Caribbean	205.2	201.1	196.1	198.4	205.9	203.2	↑ 9.8	2.7
Somali	198.6	192.7	197.7	192.3	204.6	195.9	↑ 6.9	8.7
White Other	217.0	216.1	208.6	213.1	211.1	214.5	↑ 2.5	-3.4
Brent Average	219.6	213.1	214.3	209.3	218.1	212.7	↑ 3.8	5.4

The most recent data on Level 3 and Level 2 achievement by age 19, shows that the Brent averages were above the national averages in 2012. The average Level 3 achievement by age 19 was above the national average for ten Brent schools. The White Other, Black Caribbean and Somali groups' achievement were below the national average at Level 3. However, the Level 3 achievement of Black Caribbean group was on a par with this group nationally.

The proportion of Brent young people NEET aged 16-18 was 2.4% at the end of 2012. This is below the London average of 4.7% and nine of Brent's statistical neighbours with the exception of Harrow.

13. Attainment by key stage - Pupil Premium

KS2 - 2013 Table on Pupil Premium	Brent			National			Brent vs National
	Pupil Premium	Non Pupil Premium	Gap	Pupil Premium	Non Pupil Premium	Gap	
Level 4+ in Reading	83	89	-6	78	89	-12	↑ 5
Level 4+ in Writing	81	88	-7	74	88	-14	↑ 7
Level 4+ in Maths	84	90	-6	77	88	-12	↑ 6
Level 5+ in Reading	37	47	-11	30	51	-21	↑ 10
Level 5+ in Writing	24	34	-10	18	36	-18	↑ 8
Level 5+ in Maths	39	52	-14	27	47	-20	↑ 7
Level 4+ in Reading, Writing & Maths	73	81	-9	63	81	-17	↑ 9
Level 5+ in Reading, Writing & Maths	16	27	-10	10	26	-16	↑ 5
KS1-2 2 Levels of Progress in Reading	87	93	-6	85	90	-5	↓ -1
KS1-2 2 Levels of Progress in Writing	92	95	-3	89	93	-4	↑ 2
KS1-2 2 Levels of Progress in Maths	90	93	-3	84	90	-6	↑ 3

KS4 - 2013 Table on Pupil Premium	Brent			National			Brent vs National
	Pupil Premium	Non Pupil Premium	Gap	Pupil Premium	Non Pupil Premium	Gap	
5+A*-C inc A*-C GCSE E&M	51	69	-19	41	68	-27	↑ 9
5+A*-C	72	86	-14	72	87	-16	↑ 2
5+A*-G	93	97	-4	91	98	-7	↑ 3
1+A*-G	98	99	-1	97	99	-2	→ 1
English Baccalaureate	21	40	-19	10	28	-18	↓ -1
KS2-4 3 Levels of Progress in English	69	82	-12	57	75	-19	↑ 7
KS2-4 3 Levels of Progress in Maths	70	83	-14	54	77	-23	↑ 9

The tables above provide details of attainment in a variety of indicators by those children eligible for the Pupil Premium. The government believes that the pupil premium, which is additional to main school funding, is the best way to address the current underlying inequalities between children eligible for free school meals (FSM) and their peers by ensuring that funding to tackle disadvantage reaches the pupils who need it most.

The pupil premium was introduced in April 2011 and is allocated to schools to work with pupils who have been registered for free school meals at any point in the last six years (known as 'Ever 6 FSM'). Schools also receive funding for children who have been looked after continuously for more than six months, and children of service personnel.

This is a very positive result for the borough, showing generally a smaller gap between pupils eligible for the pupil premium and those not eligible, and higher standards on most measures.

14 Action we are taking to further raise standards :

- Holding schools to account where standards are not yet good enough, through the new Brent School Improvement Core Offer.
- Rationalising the range of EYFS projects to ensure that the focus of effort is on raising standards.
- Providing advice to schools with regard to expected progress for all children and specifically for all vulnerable groups to ensure the highest expectations.
- Providing advice with regard to progress for pupils eligible for the Pupil Premium to ensure high expectations and good progress.
- Providing training and support for governing bodies so that they are better able to hold schools to account.
- Working with the Brent Schools Partnership to develop a programme of professional development to address areas of weakness, and in particular to ensure that schools are ready for the new Primary Curriculum.