



School Improvement Services

Education Standards in Brent 2009

FINAL July 2010

CHILDREN & FAMILIES

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Education Standards in Brent 2009

1.0 This report outlines key trends in education standards for 2009 achieved by schools in Brent at the end of each key stage.

2.0 Summary of assessments, national performance indicators and expectations

This chart summarises the assessments for each stage up to Key Stage 5:

Key Stage	Age at end of key stage	Assessment	Expectation / Key performance measure
Early Years Foundation Stage (EYFS)	5	<p>EYFS practitioners carry out observations and assessments of pupils in nursery and reception classes across six areas of learning. At the end of Reception, teachers record their judgements on pupils' attainment for the Foundation Stage Profile. A nine-point scale is used to assess each strand of each area of learning. Children with six or more points in all scales are working securely within the Early Learning Goals.</p> <p>There are 13 assessment areas covering the six areas of learning, namely Personal, Social and Emotional Development (PSED); Communication, Language and Literacy (CLL); Problem-solving, Reasoning and Numeracy; Knowledge and Understanding of the World; Physical Development; Creative Development.</p>	<p>Children should be working securely within the Early Learning Goals.</p> <p>One of the two key statutory targets for the LA is based on the percentage of children achieving 78+ points across all areas of learning with at least 6+ in each strand of Communication, Language and Literacy (CLL) and in Personal, Social and Emotional Development (PSED).</p> <p>The other statutory LA target relates to the narrowing of the gap between the achievement of the lowest performing 20% of children and the rest.</p>
Key Stage 1	7	Teachers assess pupils' attainment in reading, writing, mathematics and science using National Curriculum levels and sub- levels	<p>Pupils should achieve at least Level 2.</p> <p>Attainment at Level 2b+is a key predictor of attainment at Level 4+ at the end of Key Stage 2.</p>
Key Stage 2	11	Tests in English, mathematics and science using National Curriculum levels	<p>From 2009, schools and the LA have been required to set statutory targets based on:</p> <p>Level 4+ in English <u>and</u> mathematics combined</p>

Key Stage	Age at end of key stage	Assessment	Expectation / Key performance measure
			At least 2 levels of progress from Key Stage 1 in English and in mathematics
Key Stage 3	14	Teacher assessment only (from 2009) in English, mathematics and science using National Curriculum levels	<p>Statutory targets for 2009, are no longer required.</p> <p>Based on teacher assessment, the performance indicators are achievement at:</p> <p>Level 5+ and Level 6+ in each of English, mathematics and science</p> <p>Level 5+ and Level 6+ in English <u>and</u> mathematics(combined)</p>
Key Stage 4	16	GCSE examinations or equivalent	<p>The key performance indicator is success in achieving:</p> <p>5+ A*- C grades (including English <u>and</u> mathematics) at GCSE (statutory target for schools and the LA)</p> <p>For 2011 onwards, schools and the LA are required to set statutory targets for the proportion of students making the equivalent of 3 levels of progress from Key Stage 2 in each of English and mathematics</p> <p>Other indicators include:</p> <p>5+ A*-C grades (any subject) at GCSE</p> <p>5+A*-G grades (any subject) at GCSE</p> <p>At least 1+ A* - G grades at GCSE</p>
Key Stage 5	18	<p>Students follow courses at:</p> <ul style="list-style-type: none"> • Level 1 (qualifications equivalent to 5 GCSEs D-G) • Level 2 (qualifications equivalent to 5 GCSEs A*-C) • Level 3 (qualifications equivalent to two A levels A-E) 	<p>No statutory targets; National Indicators set out expectations of LAs for achievement at Levels 2 and 3 by age 19.</p> <p>The LA sets targets for Level 3 Average Points Score per learner, Level 3 APS per entry and ALPS value-added grade.</p> <p>The LA will also set targets for success rates from next year.</p>

3.0 Executive Summary

3.1 Early Years Foundation Stage (EYFS)

- In 2009, attainment continued to rise in all six areas of learning, and although Brent is still below national averages, the gap is narrowing.
- The key indicator used by the national agencies is the percentage of children scoring 78+ points across all areas of learning, including 6+ points in PSED and CLL. Against this measure, attainment rose by 4 ppts from 2008.
- The second key indicator is the gap in attainment between the lowest performing 20% of children and the rest. Due to the results from one primary school going astray, the published results suggested that Brent's performance was worse than in 2008 and that the gap had increased. However, when the figures for this school are included in the calculation, the gap narrows by 5 ppts from 2008, bringing our performance almost into line with the national average. Despite the intervention of the National Strategies on Brent's behalf, the DCSF was unwilling to change the published figure.
- The performance of all groups of children with the exception of White British and Asian Indian children improved, but the attainment gaps in respects of FSM, gender and ethnicity continued to be in evidence.

3.2 Key Stage 1

- Following a strong focus, driven the School Improvement Service, on raising standards at Key Stage 1, attainment at Level 2+ showed a pleasing rise in all subjects, bringing Brent figures closer to the national average. Attainment at Level 2B+ remained steady in reading, and rose in writing and mathematics. At Level 3, unlike the national picture, attainment remained steady or decreased. This was attributed by schools to teachers' greater caution in awarding a Level 3 to pupils on the Level 2A/3 borderline.
- Although girls continue to outperform boys in all subjects and at all levels except Level 3 mathematics and science, the performance of both groups improved across the board at Level 2+.
- The gap between FSM and non-FSM pupils has narrowed and the performance of FSM pupils was better than the national average for that group in all subjects.
- The highest performing ethnic groups were again Asian Indian and White British pupils, while Somali and White Other pupils were the lowest performing.

3.3 Key Stage 2

- Attainment at Level 4+ remained steady in both English and mathematics so that standards are in line with or just below the national average. At Level 5, standards in mathematics remained above the national average and an improvement in English means that the Brent figure is only just below the national one.

- For the key indicator of English and mathematics combined, the Brent figure is now in line with the national average at Level 4+ and above it at Level 5+. Only two schools remain below the government floor target of 55% against this measure at Level 4+.
- The gap between girls and boys and between FSM and non-FSM pupils at Level 4+ has narrowed. At Level 5+ the gap between girls and boys narrowed in English and English and mathematics combined; in mathematics boys maintained their lead over girls.
- The percentage of pupils making two levels of progress from Key Stage 1 in English and mathematics increased this year, increasing the extent to which Brent exceeds the national average.

3.4 Key Stage 3

- 2009 was the first year that national SATs tests were non-statutory for secondary schools, and therefore comparisons with attainment data from previous years should be treated with caution. Nevertheless, attainment in all three core subjects did rise, and performance in both English and mathematics at Level 5+ is now in line with national averages. However, performance in science remained below the national average, despite a substantial rise in attainment from 2008.
- The performance of both girls and boys improved in all three subjects, but a significant gender gap exists in English, with girls outperforming boys, and a substantial gap continues to exist in the performance of pupils eligible for FSM compared to those who are not in receipt. In terms of analysis by ethnicity, White British and Asian Indian students outperformed the Brent average, while Somali pupils underperformed.
- Attainment at Level 6+ showed similar patterns, although attainment in English against this indicator did rise substantially from 2008.
- Although there is no national data for 2009 to compare performance to, it should be noted that the proportion of pupils who attained Level 5+ or Level 6+ in both English and mathematics remains lower than the attainment in the separate subjects, and it is on this indicator where the attainment of pupils entitled to FSM is lowest.

3.5 Key Stage 4

- Standards remain high at Key Stage 4, with Brent pupils surpassing the national average on all key threshold measures; Brent is ranked 28th out of 150 LAs for the attainment of 5+ A*-C GCSEs including English and mathematics.
- However, as at Key Stage 3, a gender gap continues to exist, with girls outperforming boys, although the gap did close between 2008 and 2009, due to a good rise in boys' attainment.
- A gap also remains in terms of the attainment of pupils eligible for FSM and those who are not eligible, and this gap increased between 2008 and 2009, although Brent is still graded as 'good' by the Department for Education on this indicator and remains in the top 30 LAs. In terms of analysis by ethnicity, unlike at Key Stage 3, White British students perform below the Brent average, although their attainment was above that of White British students nationally. Black Caribbean and Black African

students also attain below the Brent average. Conversely, Asian Indian pupils substantially outperform the Brent average.

- As Key Stage 3 SATs are no longer statutory, the focus of the Department of Education is now on progress throughout the secondary phase. Schools are now required to set statutory targets for 'expected' progress in English and mathematics from Key Stage 2 to Key Stage 4. The measure of expected progress is built on the principle that pupils achieving at Level 4 in English and/or mathematics at Key Stage 2 should be expected to achieve at least a grade C in that subject by the time they reach the end of Key Stage 4. Pupils with other starting points are also included in this measure if they have made the equivalent or better progress.
- The proportion of pupils making expected progress in both English and mathematics is well above the national averages, although a lower proportion of boys make expected progress in English than girls. The proportion of students making better than expected progress also exceeds national averages substantially.

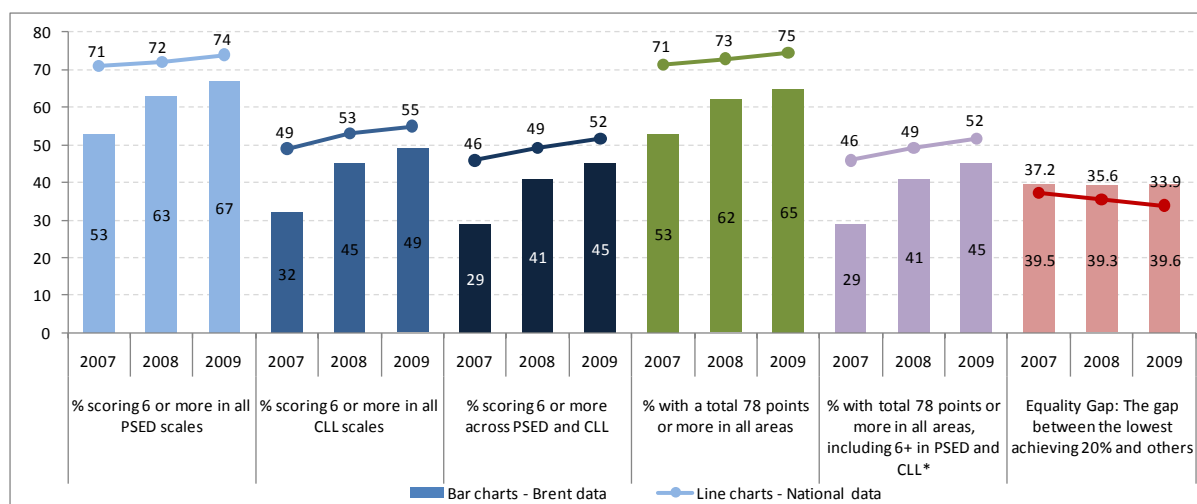
3.6 Key Stage 5

- Attainment by age 19 remains high compared to national averages. Brent is ranked 22nd out of 150 LAs for attainment at Level 2 and is ranked 24th for attainment at Level 3. However, the proportion of young people attaining levels 2 and 3 did not increase in 2009.
- The attainment gap between students who are eligible for free school meals and those not eligible for free school meals is narrower than the national gap. However, the gap remains significant at Level 3. The gap at Level 2 is ranked 14th lowest out of 150 LAs compared to the Level 3 gap which is ranked 61st.
- The Level 3 average point score per entry remains above the national average. The average point score per student increased significantly in 2009 but continues to be well below the national average.
- A Level value-added is above the national average.

4.0 Further detail

4.1 Early Years Foundation Stage (EYFS)

- In 2009, there was a rise in all key measures of attainment. Although Brent's performance continued to be below the national average for each measure, the gap is narrowing.
- A rise of 4 percentage points (ppts) in the percentage of children achieving 6+ points in PSED has narrowed the gap between Brent and the national average from 9ppts to 7ppts. A similar picture is seen for the percentage of children achieving 6+ points in CLL.
- The percentage of children scoring 78+ points across all areas of learning, including 6+ points in PSED and CLL (this is a national indicator defining 'a good level of progress') continued to improve in 2009 but not at the same rate as was seen the previous year. A rise of 4ppts in this measure now means that the gap between Brent and the national average is 7ppts.
- The published gap in attainment between the lowest performing 20% of pupils and the rest increased by 0.3ppts to a level slightly higher than was seen in 2007. This, combined with a national narrowing of the gap, means that the published gap for Brent now stands at 5.7ppts.



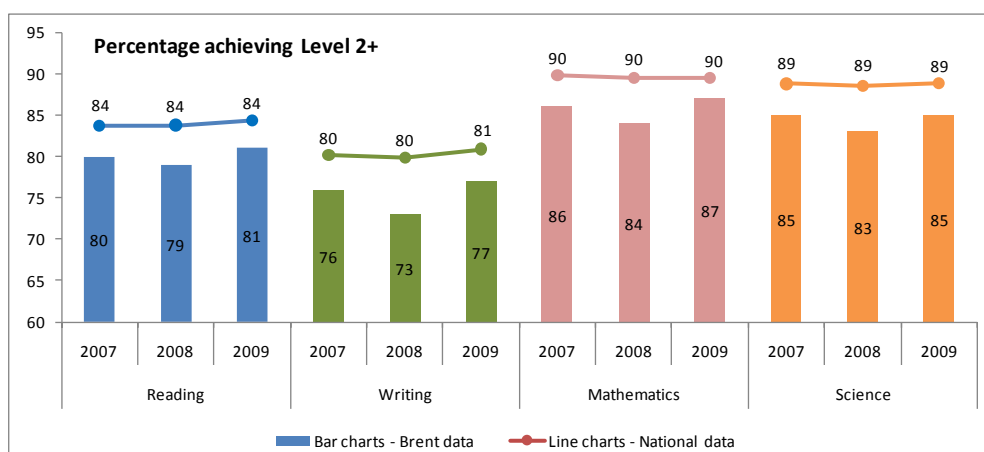
- The table below shows the performance of specific groups based on the key measure of 78+ points across all areas of learning, including 6+ points in PSED and CLL. Groups are coloured in red or green according to whether their performance is above or below the Brent average.
- Girls and non-FSM pupils continue to perform above the Brent average. Both groups saw an improvement on 2008 results.
- As in 2008, Asian Indian and White British pupils continue to perform above the Brent average, in spite of a fall of 4ppts for White British pupils. Asian Pakistani pupils now perform above the Brent average with a rise of 11ppts on 2008.
- The Asian Pakistani group is the only group to perform above the national average in 2009.

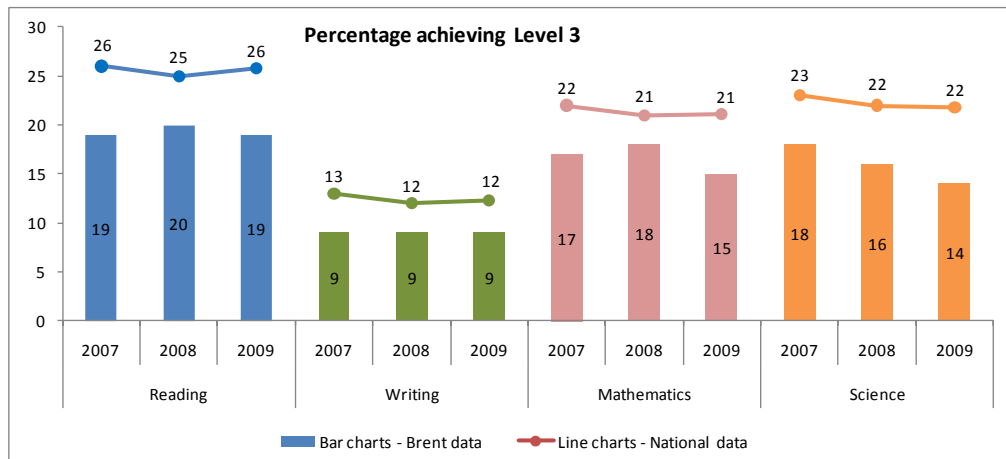
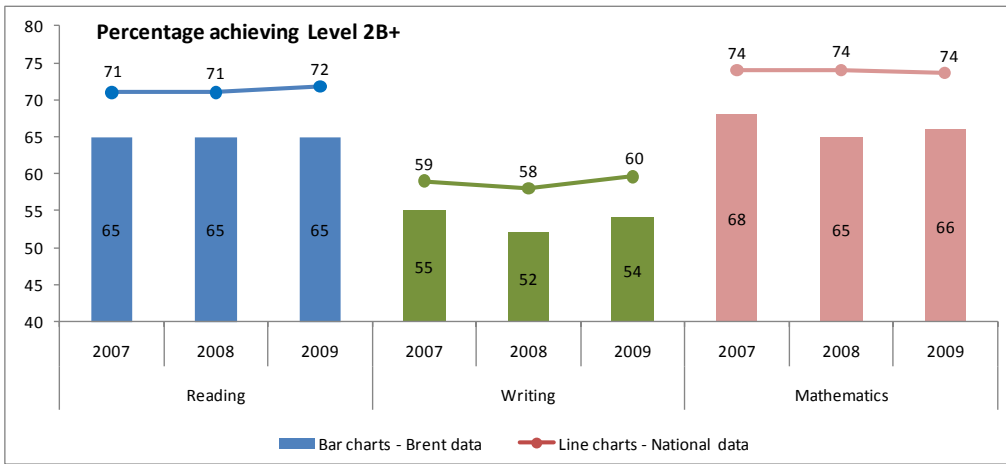
% scoring 78+ points in all areas, inc. 6+ points in PSED and CLL	Brent		National
	2009	Change since '08	2009
Male	39	↑ 5pp	43
Female	51	↑ 3pp	61
FSM	35	↑ 4pp	35
No FSM	49	↑ 4pp	55
EAL	43	↑ 4pp	42
English	49	↑ 3pp	54
Asian or Asian British, Indian heritage	52	↔	56
Asian or Asian British, Pakistani heritage	46	↑ 11pp	39
Black or Black British, African heritage	41	↑ 8pp	44
Black or Black British, Caribbean heritage	43	↑ 4pp	43
Black or Black British, Somali heritage	37	↑ 9pp	-
White, British heritage	51	↓ 4pp	54
White, Other heritage	37	↑ 1pp	45
All pupils	45	↑ 4pp	52

Key
This group is below the Brent average
This group is above the Brent average

4.2 Key Stage 1

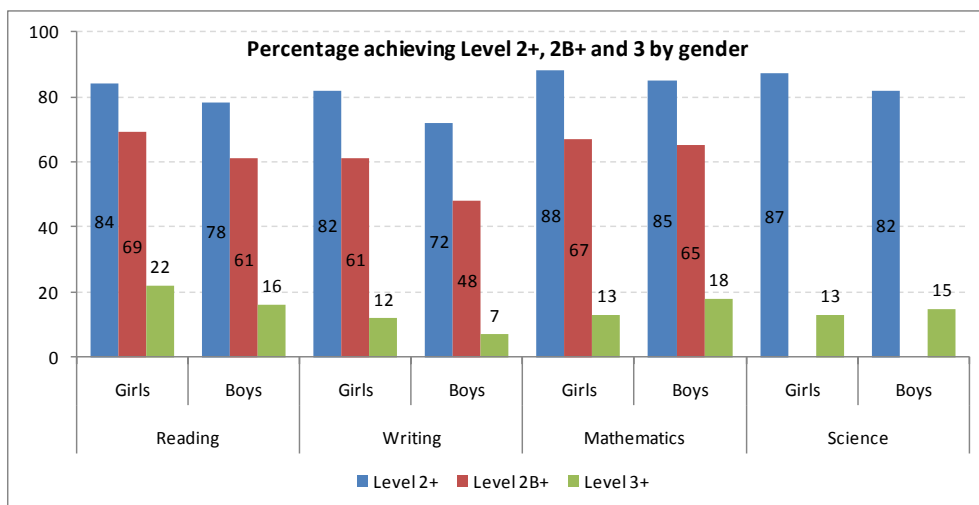
- Attainment at Level 2+ (the key national benchmark) rose in all subjects in 2009 but remains below the national average. Attainment nationally remained steady in most subjects, meaning that the gap between Brent and national figures has narrowed this year.
- The percentage of pupils achieving Level 2B+ has remained steady in reading, increased by 2ppts in writing and 1 ppt in mathematics. The gap between Brent and the national average has increased to 7 ppts in reading, remained steady at 6 ppts in writing and reduced to 8 ppts in mathematics.
- Attainment at Level 3 has either remained steady or declined in 2009 in Brent, whereas nationally performance has either remained steady or increased. The biggest decline was 3 ppts in mathematics, meaning the gap between Brent and the national average is now 6 ppts.

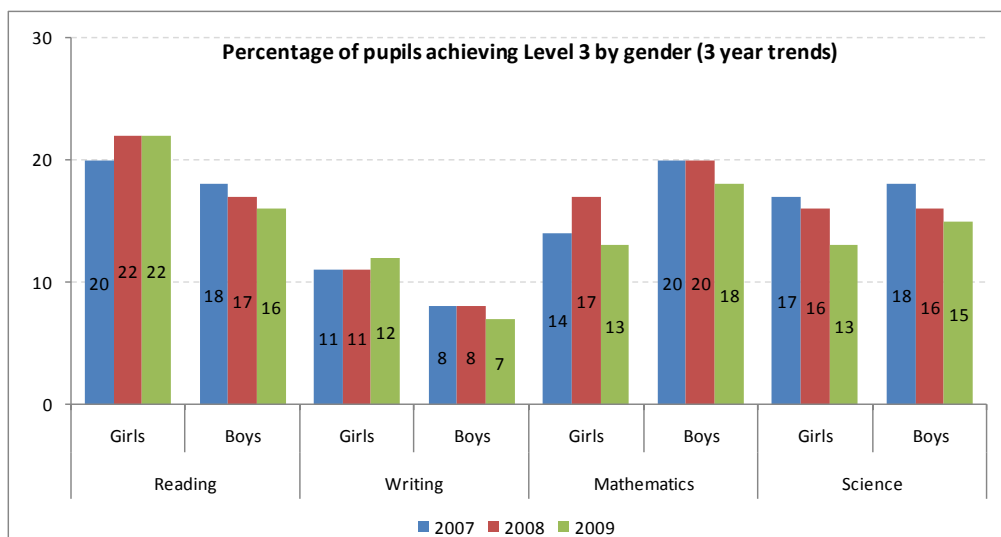
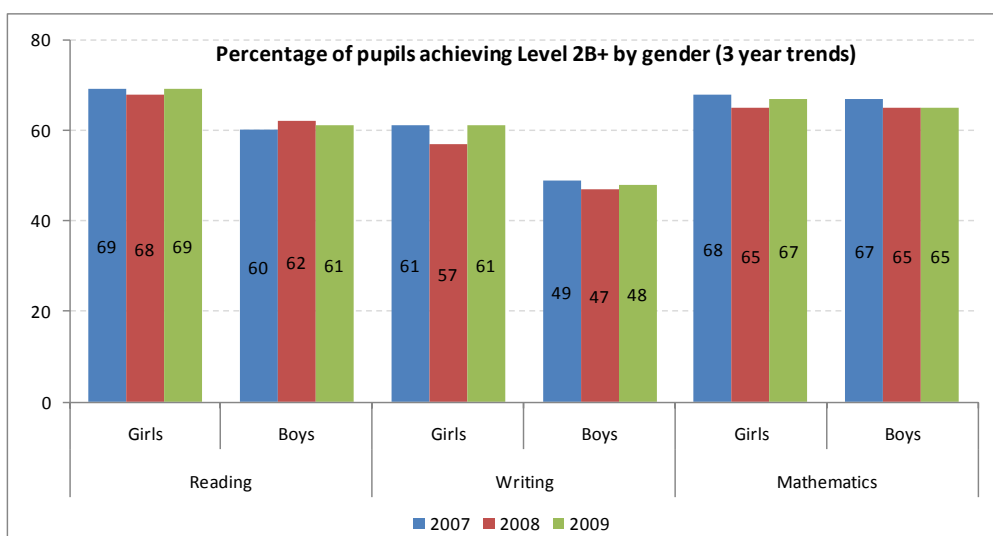
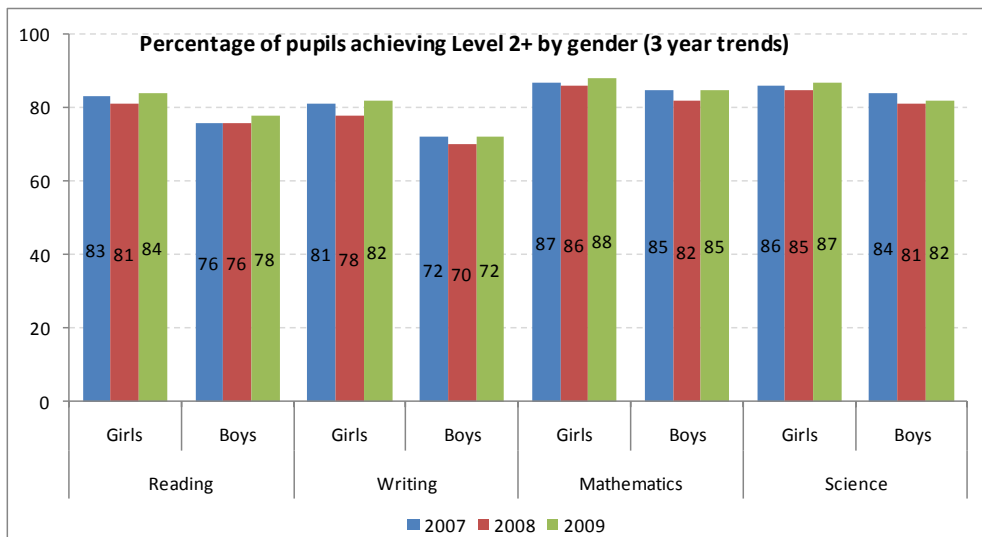




4.2.1 Gender

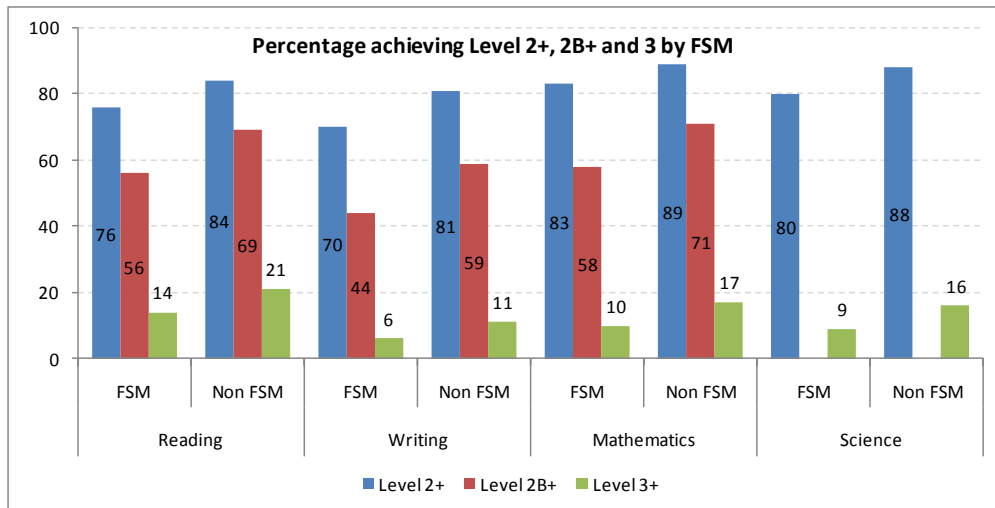
- The attainment of girls continues to be higher than that of boys at Level 2+ and 2B+. At Level 3, the performance of boys is higher in mathematics and science.
- Attainment for both girls and boys rose in all subjects at Level 2+. At Level 3, both girls and boys saw a decline in performance in mathematics and science of between 1 ppt and 4 ppts. This decline in the performance of boys in mathematics was also seen nationally.



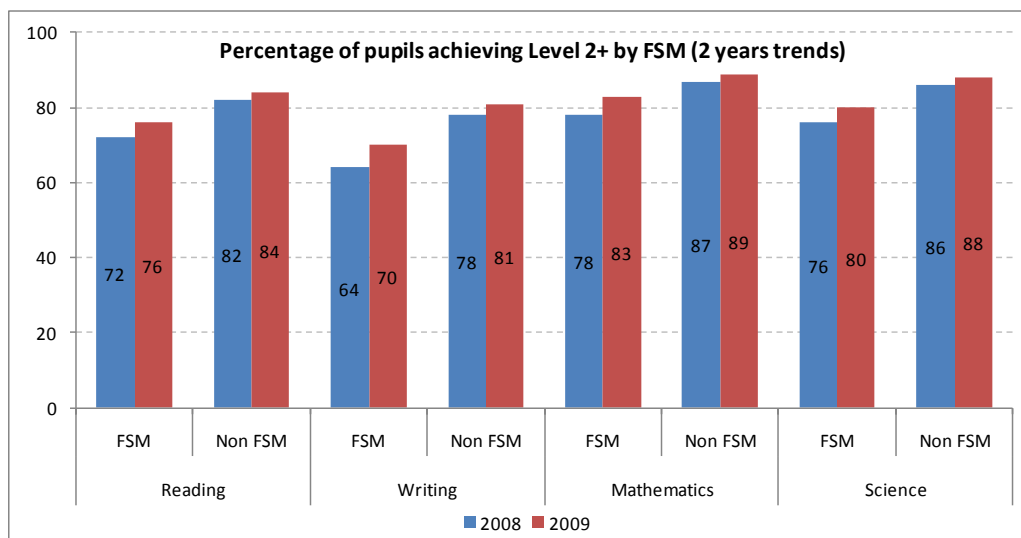


4.2.2 FSM

- Although the attainment of FSM pupils continues to be below that of non-FSM pupils, at Level 2+ the rate of improvement of FSM pupils since 2008 is greater, so the gap has narrowed in all subjects.
- Although overall attainment is lower than the national average, the attainment of FSM pupils is higher in all subjects: 5ppts in reading (71% nationally), 4 ppts in writing (66% nationally), 3 ppts in mathematics (80% nationally) and 2 ppts in science (78% nationally).



- Brent gap is narrower than national gap.



4.2.3 Ethnicity

- As was the case in 2008, the attainment of Asian Indian and White British pupils was in line with or above the Brent average in all subjects and for both genders. Somali pupils performed consistently below the Brent average again this year.
- The attainment of girls from all ethnic groups was above that of boys with two exceptions: Somali boys and White Other boys performed better than girls in mathematics.

	Reading			Writing		
	All	Girls	Boys	All	Girls	Boys
Asian or Asian British, Indian heritage	89	92	85	85	88	82
Black or Black British, Caribbean heritage	81	85	76	76	80	72
Black or Black British, Somali heritage	77	79	74	67	71	63
White, British heritage	89	91	87	85	91	80
White, Other heritage	71	75	67	67	71	64
Brent	81	84	78	77	82	72
National	84	89	81	81	87	75

	Mathematics			Science		
	All	Girls	Boys	All	Girls	Boys
Asian or Asian British, Indian heritage	93	94	91	87	91	82
Black or Black British, Caribbean heritage	82	86	79	87	90	83
Black or Black British, Somali heritage	80	79	82	76	80	71
White, British heritage	91	93	88	93	95	91
White, Other heritage	86	86	87	83	83	83
Brent	87	88	85	85	87	82
National	90	91	88	89	91	87

Key
Below the Brent average
Above the Brent average
In line with the Brent average

4.2.4 Average points scores

- Despite an increase in the percentage of pupils achieving Level 2+ in mathematics and science, average point scores have either dipped slightly or remained steady in these subjects. This is because the percentage of pupils achieving Level 3+ has declined. A similar dip in mathematics has been seen nationally. However, average point scores for reading and writing have shown a pleasing improvement, bringing Brent figures closer to the national average.

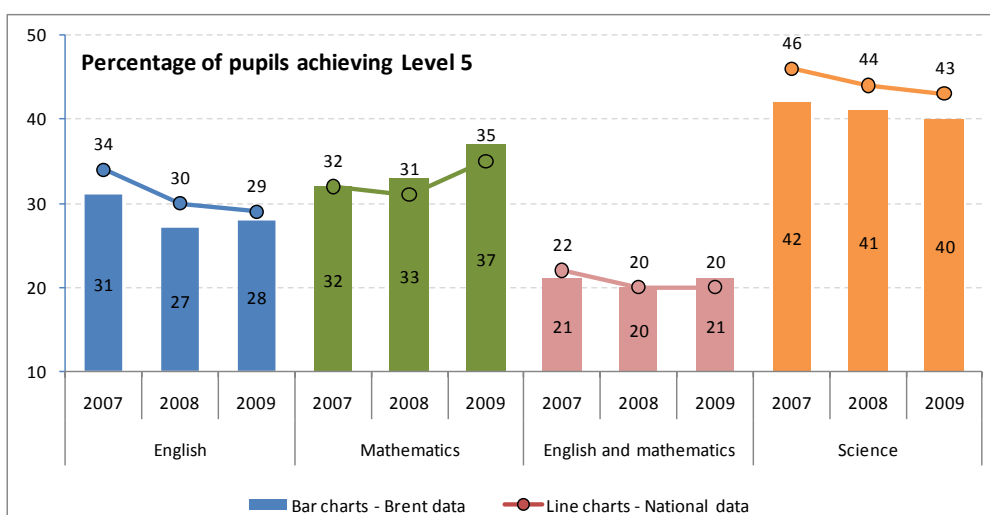
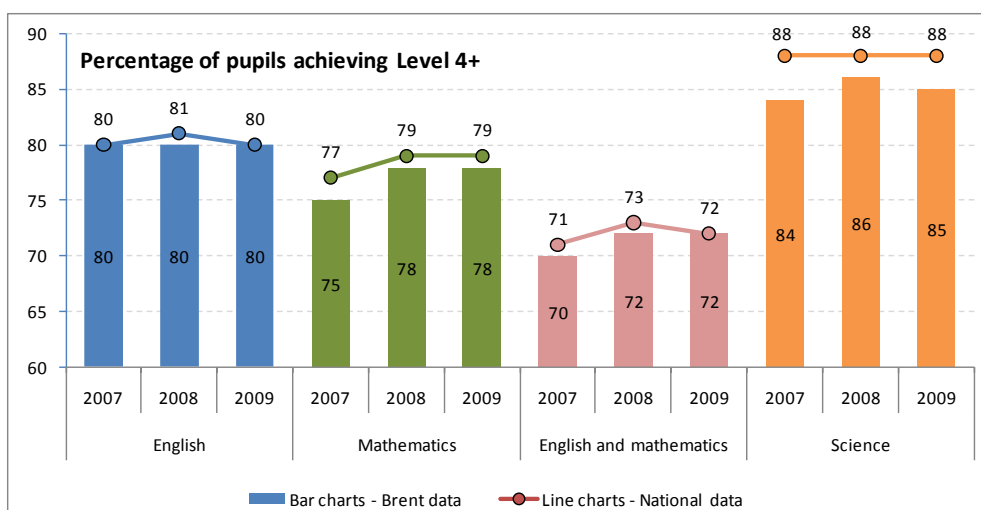
	Brent			National		
	2007	2008	2009	2007	2008	2009
Reading	14.8	14.7	14.9	15.6	15.6	15.7
Writing	13.7	13.5	13.9	14.2	14.2	14.3
Mathematics	15.2	15.1	15	15.8	15.8	15.7
Science	15	14.8	14.8	15.6	15.5	15.6

4.3 Key Stage 2

- Attainment at Level 4+ in English remained steady and is now in line with the national average, which dropped by 1 ppt this year. Attainment at Level 5, however, rose by 1 ppt, narrowing the gap between Brent and national figures to just 1 ppt.
- Attainment at Level 4+ in mathematics remained steady both in Brent (78%) and nationally (79%). Attainment at Level 5 saw a significant rise, however, to 37% (↑4 pts) in Brent and 35% (↑4 pts) nationally.
- The percentage of pupils achieving Level 4+ in English and mathematics combined is now in line with national figures, after Brent remained steady at 72% and national figures saw a fall of 1 ppt. Attainment

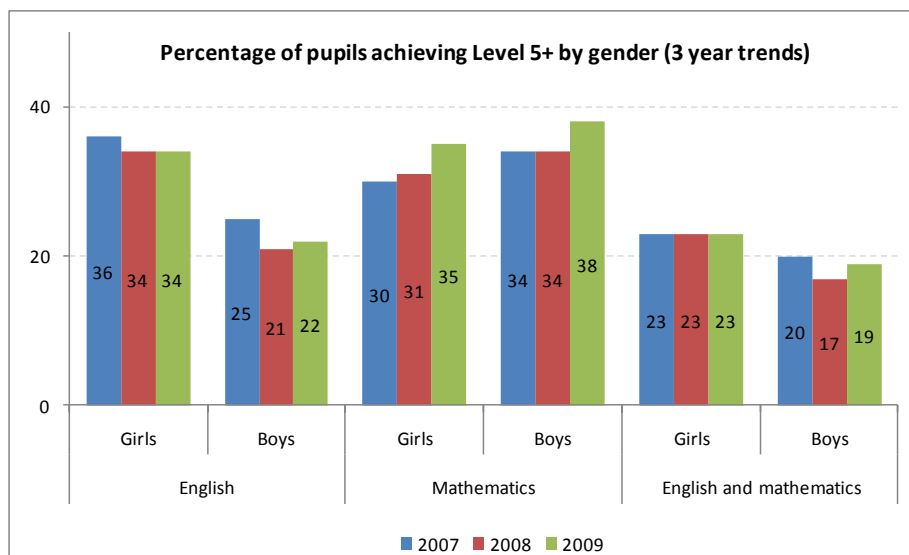
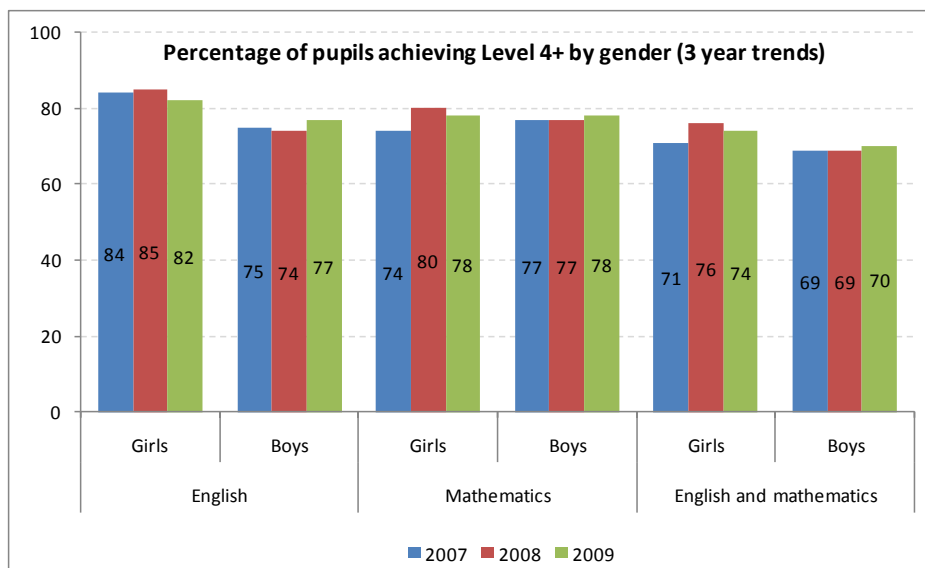
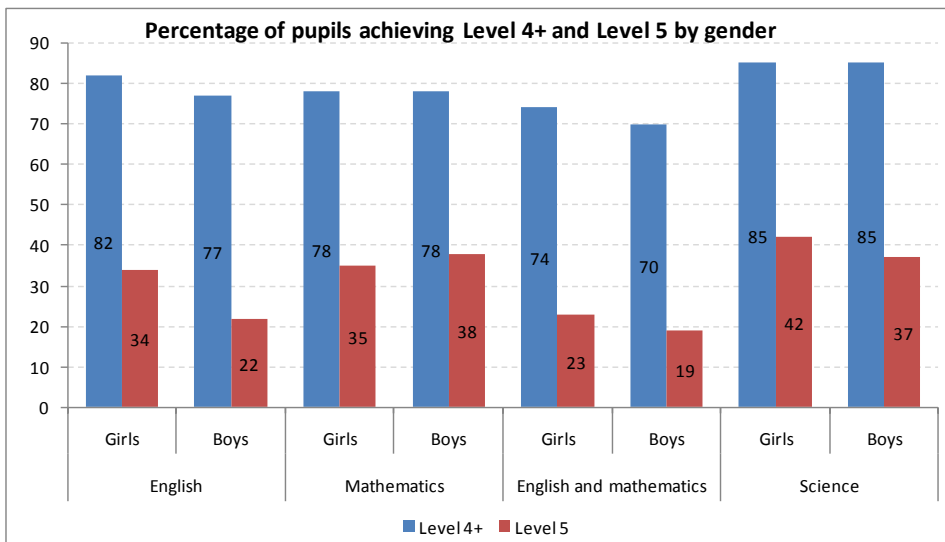
at Level 5 has also improved against this measure, by 1 ppt to 21ppts and now exceeds the national average.

- Science is the only subject to see a dip in performance this year, by 1 ppt against both the Level 4+ and Level 5 measures.



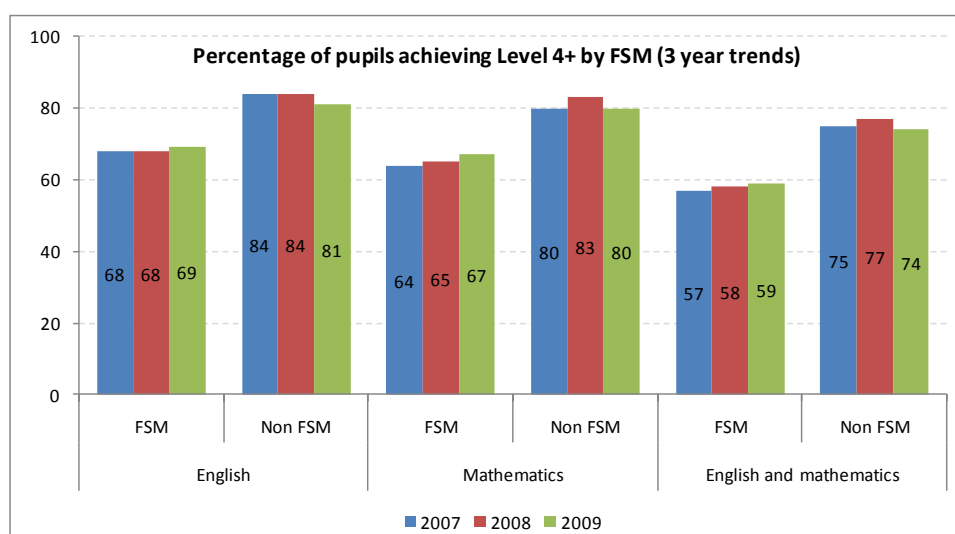
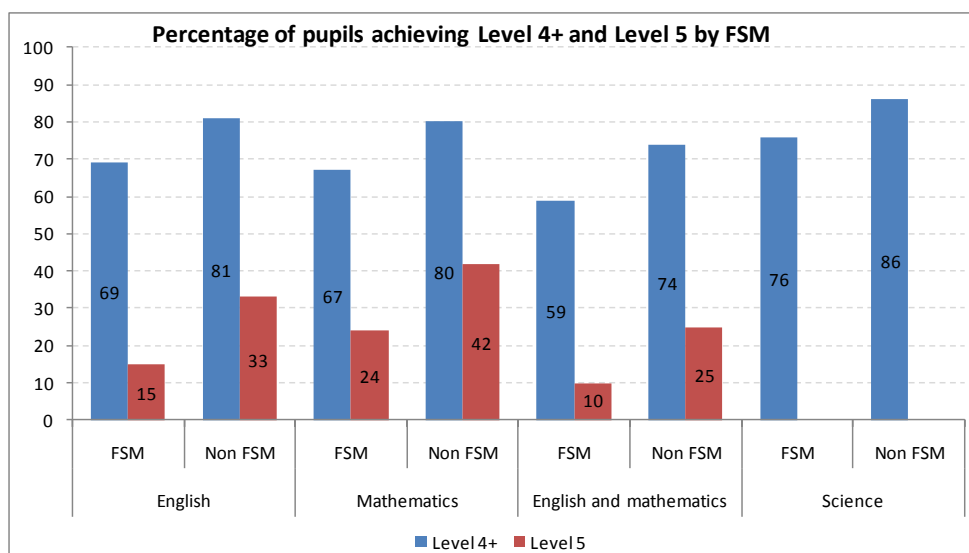
4.3.1 Gender

- The gender gap at Key Stage 2 continued to narrow in Brent in 2009. Attainment at Level 4+ was the same for boys and girls in both mathematics (78%) and science (85%). Girls performed better than boys in English (82% vs. 77%) and English and mathematics combined (74% vs. 70%).
- The attainment of girls at Level 5 was better than that of boys in English, English and mathematics combined and science. The attainment of boys was 3 ppts higher than that of girls in mathematics.
- Girls saw a dip in performance in all subjects at Level 4+ whereas that of boys saw an improvement.



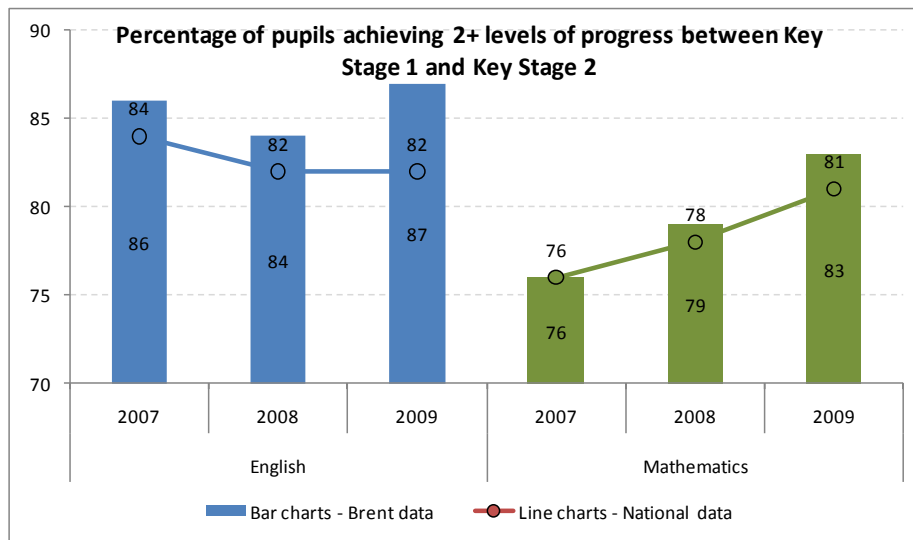
4.3.2 FSM

- As was the case at Key Stage 1, there were considerable differences in attainment between FSM and non-FSM pupils.
- The gap at Level 4+ between these two groups was 12 ppt in English, 13 ppt in mathematics, 15 ppt in English and mathematics combined and 10 ppt in science. This gap has narrowed in all subjects because of an improvement in the performance of FSM pupils and a decline in the performance of non-FSM pupils.



4.3.3 Progress

- The percentage of pupils making 2+ levels of progress between Key Stage 1 and Key Stage 2 has increased by 3 ppts in English and 4 ppts in mathematics. Nationally, these figures have remained steady in English and increased by 3 ppts in mathematics. As a result, Brent figures continue to exceed national averages in both subjects.
- The improvement in boys' performance against this measure was even better than that of girls.

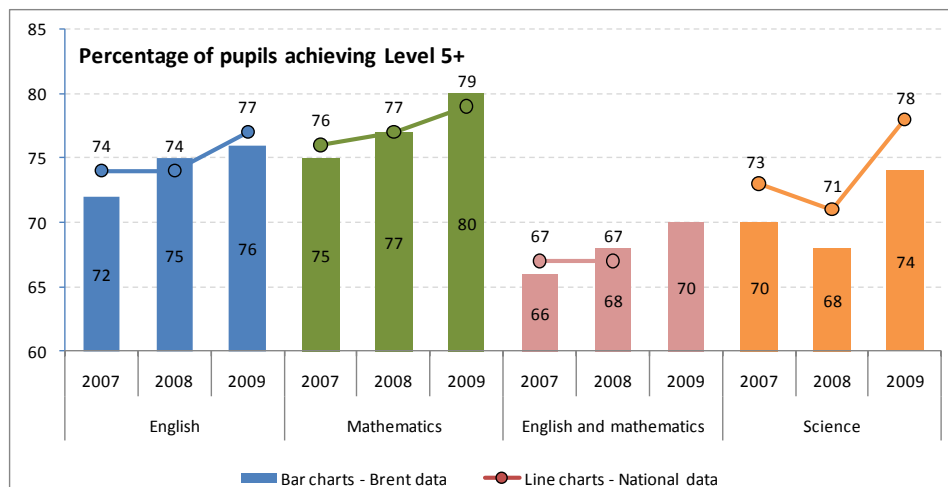


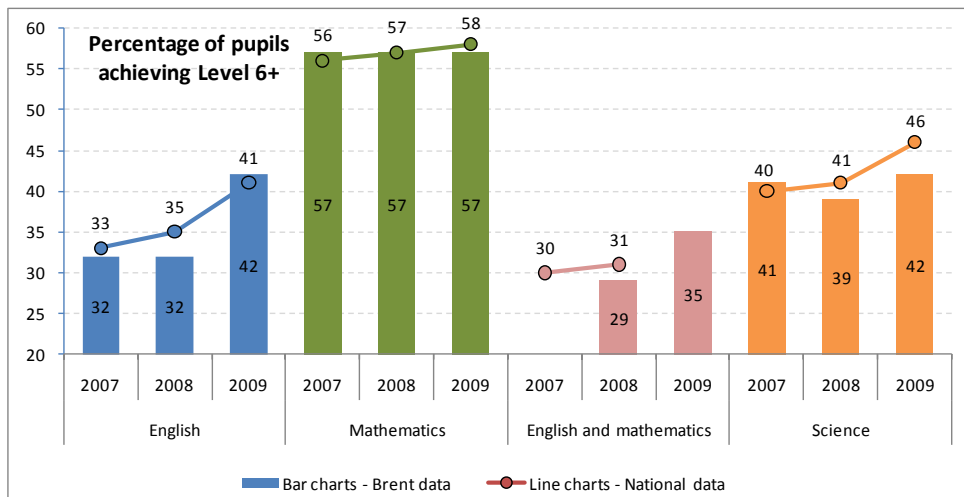
4.3.4 Low performing schools

- In 2009, there were 2 schools with results below 55% on the English and mathematics combined measure, a significant improvement from 5 schools in 2008 and 9 schools in 2007.

4.4 Key Stage 3

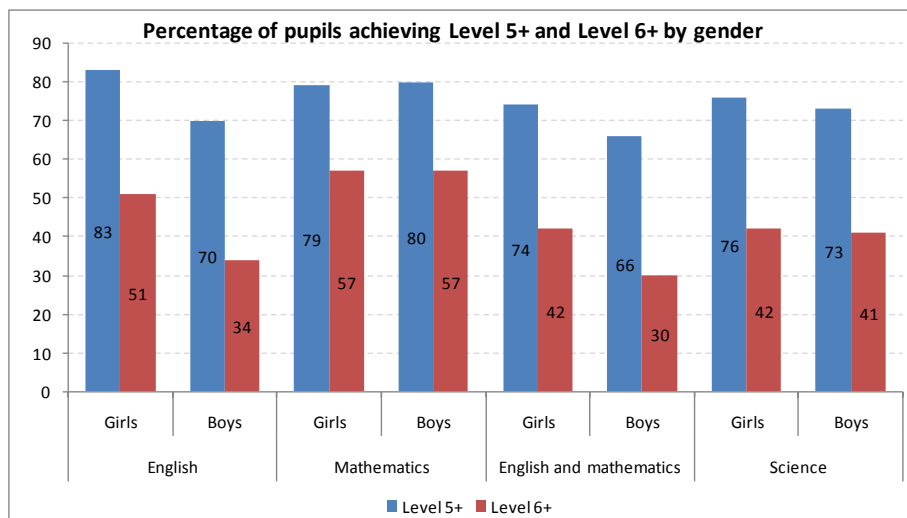
- Comparisons with historic data should be made with caution since 2009 data is based on teacher assessment whereas 2007 and 2008 figures use test data.
- The percentage of pupils achieving Level 5+ increased in all subjects in Brent in 2009, to 76% (↑1 ppt) in English, 80% (↑3 ppts) in mathematics, 70% (↑2 ppts) in English and mathematics combined and 74% (↑6 ppts) in science. Increases in attainment in all subjects were also seen nationally.
- Attainment at Level 6+ rose significantly in English to 42% (↑10 ppts) and rose in science by 3 ppts to 42%. Attainment in mathematics remained steady at 57%. Significant increases were also seen nationally.





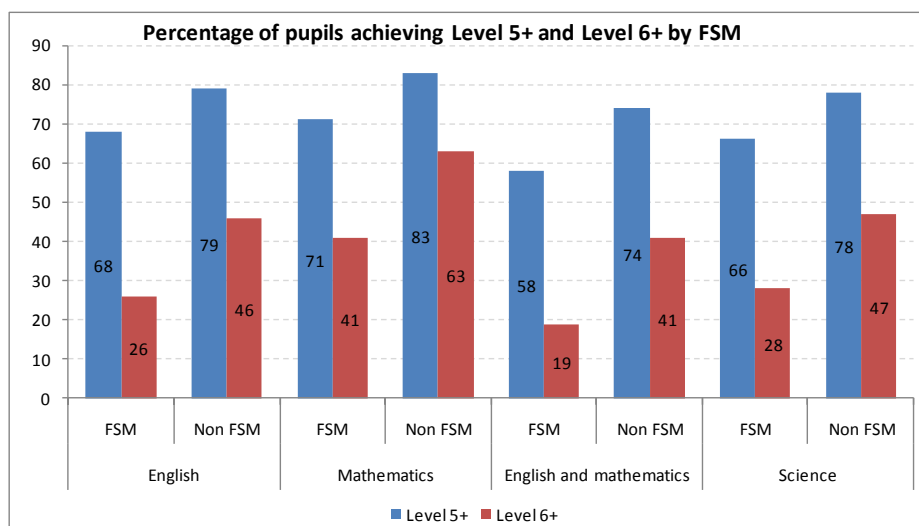
4.4.1 Gender

- The attainment of girls at Level 5+ in English was well above that of boys (83% vs. 70%). The gender gap was narrower for English and mathematics combined (8 pts) and science (3 pts). The attainment of boys in mathematics is 1 ppt higher than that of girls (80% vs. 79%).
- The gender gap at Level 6+ is similar to that at Level 5+.
- There was an improvement in performance of both boys and girls in all subjects compared to 2008.



4.4.2 FSM

- As at other key stages, there were considerable differences in attainment between FSM and non-FSM pupils.
- The most significant difference was against the Level 5+ and Level 6+ indicators in the combined English and mathematics measure.



4.4.3 Ethnicity

- Asian Indian and White British pupils continued to perform above the Brent average in all subjects in 2009. Conversely, the performance of Somali and White Other pupils continued to be below the Brent average.
- The attainment of girls was better than that of boys across all ethnic groups against both the English and the English and mathematics combined measures.

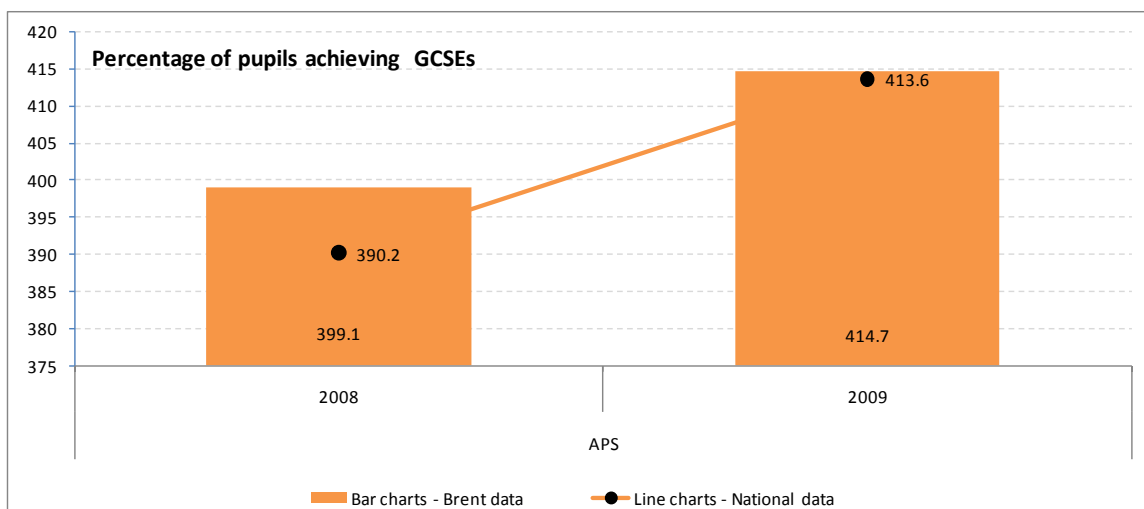
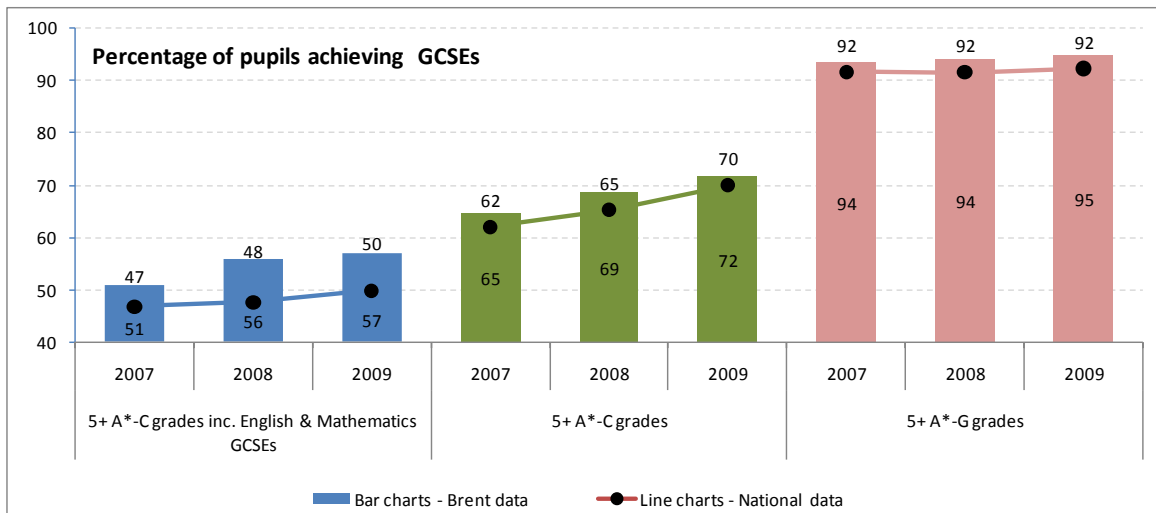
	English			Mathematics		
	All	Girls	Boys	All	Girls	Boys
Asian or Asian British, Indian heritage	81	88	74	88	89	87
Asian or Asian British, Pakistani heritage	73	79	69	74	69	78
Black or Black British, African heritage	69	75	64	72	71	74
Black or Black British, Caribbean heritage	74	85	66	70	72	69
Black or Black British, Somali heritage	63	67	58	66	63	70
White, British heritage	85	88	83	84	82	87
White, Other heritage	64	79	54	75	80	72
Brent	76	83	70	80	79	80
National	77	84	71	79	80	79

	English & mathematics			Science		
	All	Girls	Boys	All	Girls	Boys
Asian or Asian British, Indian heritage	78	86	72	81	83	79
Asian or Asian British, Pakistani heritage	65	66	65	72	66	77
Black or Black British, African heritage	62	64	60	66	67	65
Black or Black British, Caribbean heritage	62	69	57	68	77	62
Black or Black British, Somali heritage	56	56	55	57	57	57
White, British heritage	80	82	78	86	86	86
White, Other heritage	56	71	47	64	70	60
Brent	70	74	66	74	76	73
National	78	79	76	78	79	76

Key
Below the Brent average
Above the Brent average
In line with the Brent average

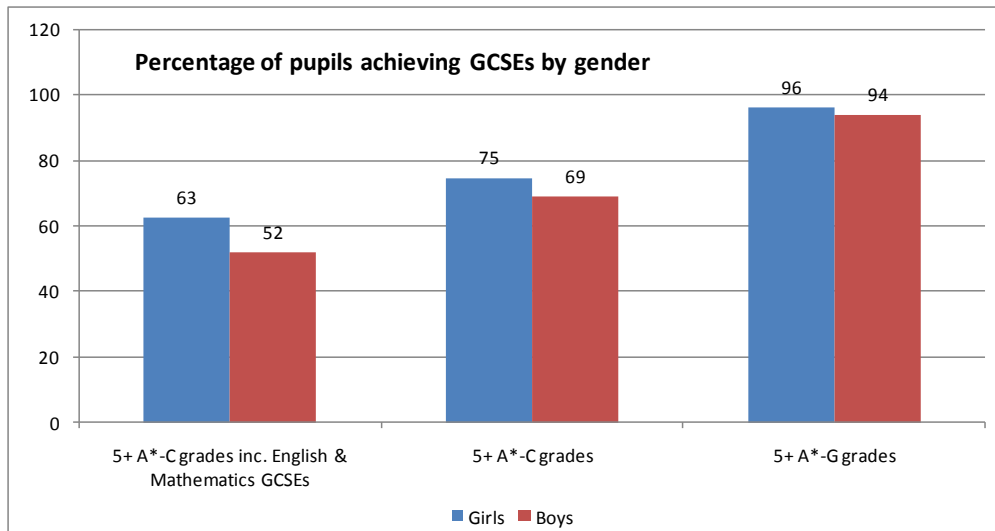
4.5 Key Stage 4

- The performance of Brent pupils improved again in 2009 and exceeded national figures for 5 or more A*-C grades including English and mathematics, 5 or more A*-C grades, 5 or more A*-G grades and average point score per pupil.



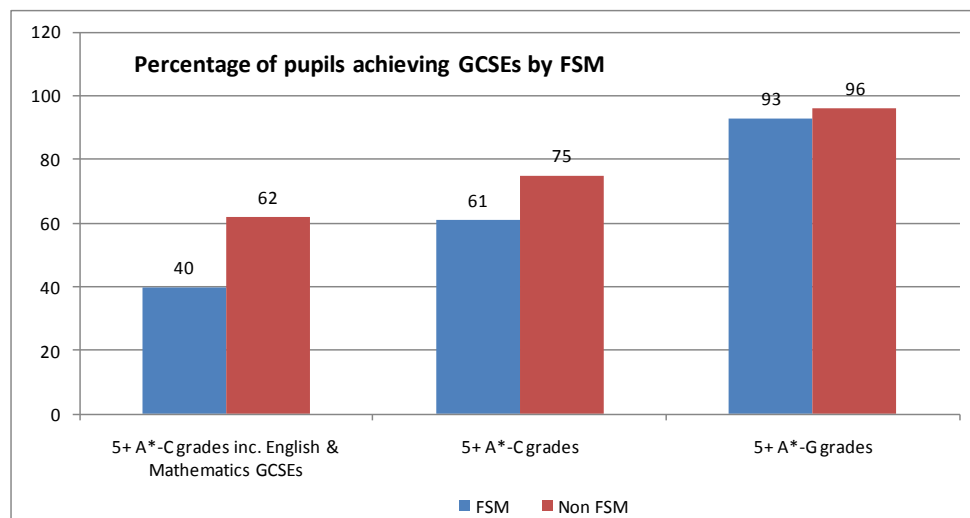
4.5.1 Gender

- Girls continued to perform better than boys at Key Stage 4. The attainment of both girls and boys continued to be above the national averages for girls and boys across all measures.



4.5.2 FSM

- As at other key stages, there were significant gaps between the performance of FSM and non-FSM pupils across all measures.
- The performance of FSM pupils in Brent is significantly better than that of FSM pupils nationally.



4.6 Progress from Key Stage 2 to Key Stage 4

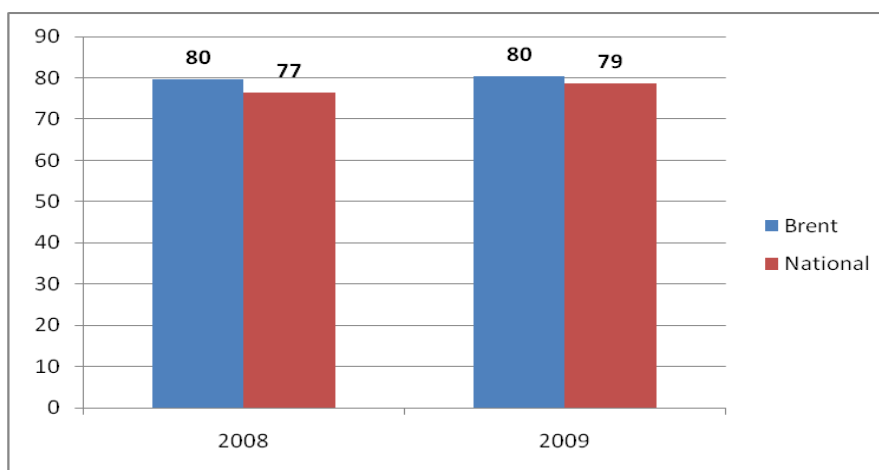
- The percentage of pupils progressing from Level 4 at Key Stage 2 to a C grade in each of English and mathematics is shown in the table below.

- The proportion of boys making expected progress in each of English and mathematics rose, whereas the proportion of girls making expected progress in English fell but remained steady in mathematics.

	Brent			National		
	2007	2008	2009	2007	2008	2009
All pupils						
English	72	73	74	61	64	66
Mathematics	69	73	74	55	57	59
Girls						
English	79	82	78	68	70	71
Mathematics	70	75	75	57	59	60
Boys						
English	64	65	70	54	59	60
Mathematics	67	71	74	53	55	58

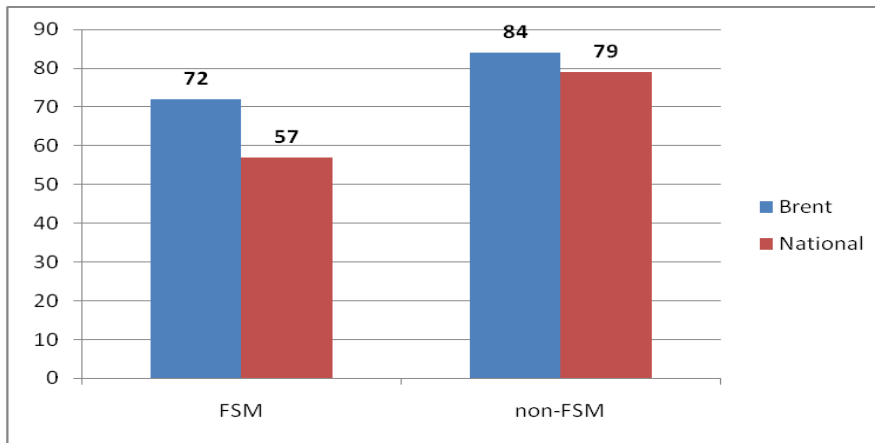
4.7 Key Stage 5

4.7.1 Level 2 by age 19



Percentage of students attaining Level 2 by age 19

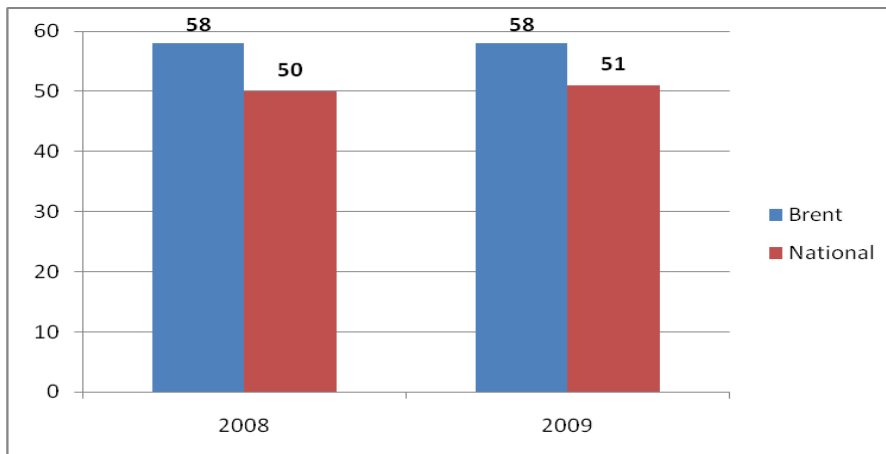
- The proportion of young people attaining Level 2 (five or more GCSE equivalent qualifications at grades A*-C) by age 19 stayed the same in 2009 compared to 2008. Brent's performance remains above the national average.



2009 percentage of students attaining Level 2 by eligibility for free school meals

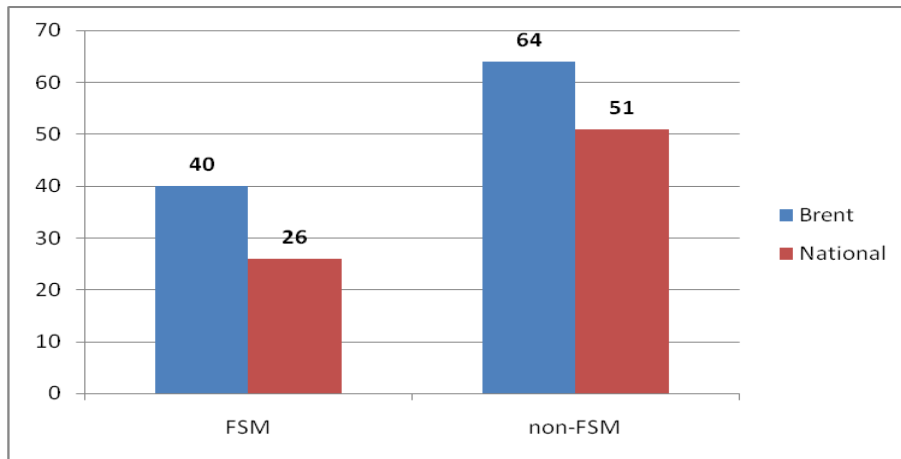
- In 2009, the proportion of Brent's young people eligible for free schools meals (FSM) attaining Level 2 by age 19 in 2009 was high compared to the national average. However, the attainment gap (12% points) between young people eligible and not eligible for FSM was well below the national gap (22% points).

4.7.2 Level 3 by age 19



Percentage of students attaining Level 3 by age 19

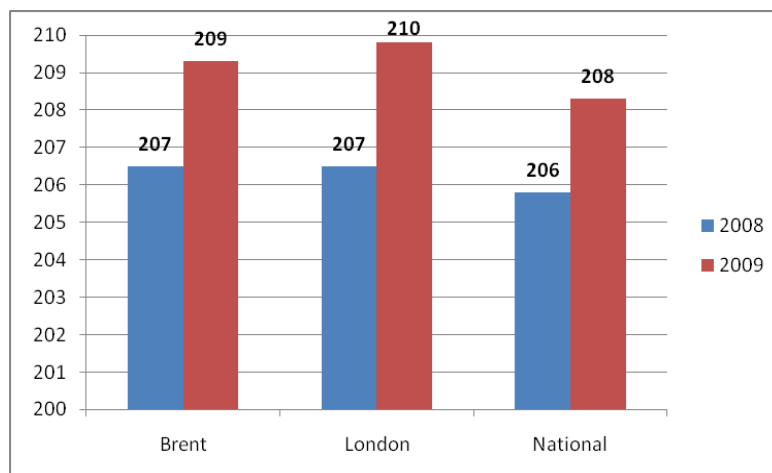
- The proportion of young people attaining Level 3 (two or more A Level equivalent qualifications at grades A-E) by age 19 stayed the same in 2009 compared to 2008. It remained above the national average.



2009 percentage of students attaining Level 3 by eligibility for free school meals

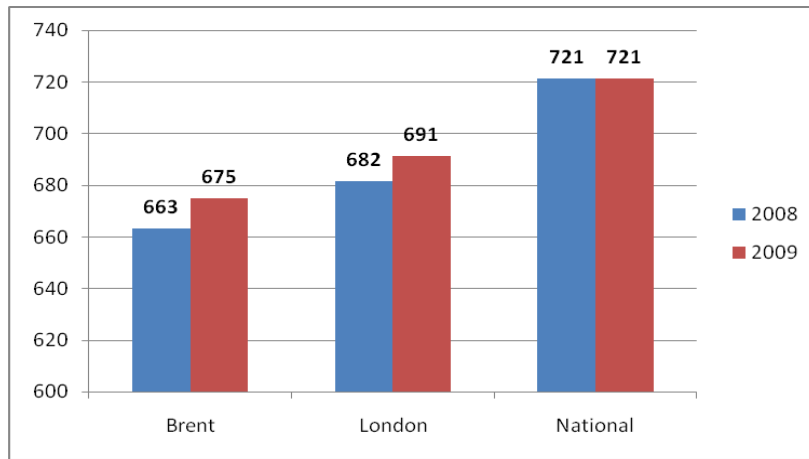
- In 2009, the proportion of Brent's young people eligible for free schools meals (FSM) attaining Level 3 by age 19 was high compared to the national average. The attainment gap (24% points) between young people eligible and not eligible for FSM is just below the national gap (25% points).

4.7.3 Level 3 point scores



Level 3 average point score per entry

- Brent's Level 3 average point score per entry (one A Level equivalent) increased in 2009 and remained above the national average.



Level 3 average point score per student

- Brent's Level 3 average point score per learner was below the national and London averages. However, the rate of improvement in performance was better than the rate of improvement for London. In addition, the gap between the Brent average and the national average narrowed. Brent's point score is approximately one A Level grade below the London average and 1.5 grades below the national average.

4.7.4 Level 3 A Level Value-added

- In 2009, A Level value-added was graded 4 (Very Good) by the Advanced Level Performance System (ALPS). Brent is within the top 40% for value-added nationally.