



## Scrutiny Committee 10 February 2015

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

For Information and  
comment

Wards Affected:  
ALL

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

#### 1. Introduction

##### 1.1. The local context

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

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

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

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

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

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

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

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

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<sup>1</sup> Schools includes academies

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

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

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

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

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

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

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

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

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

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

2.15. Evaluation

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

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

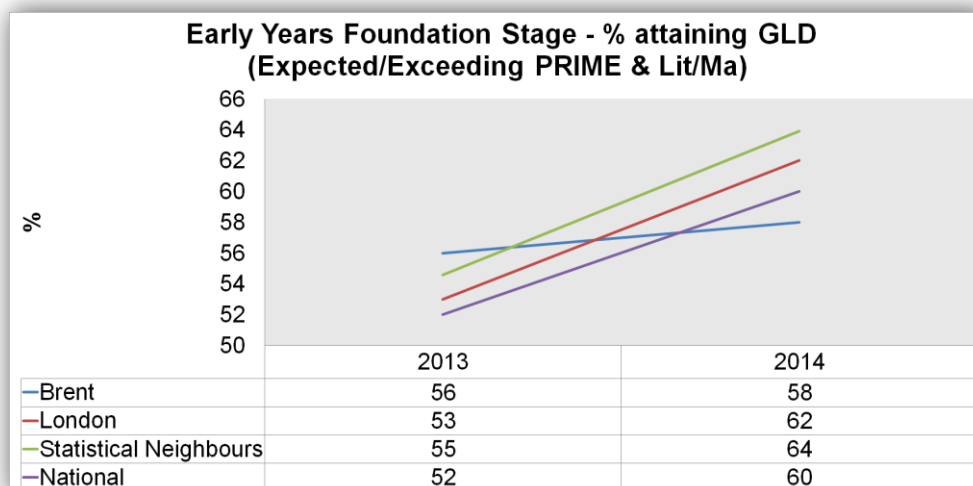
2.17. Key issues

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

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

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

#### 3.1. Early Years Foundation Stage



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

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

Data source: DfE SFR

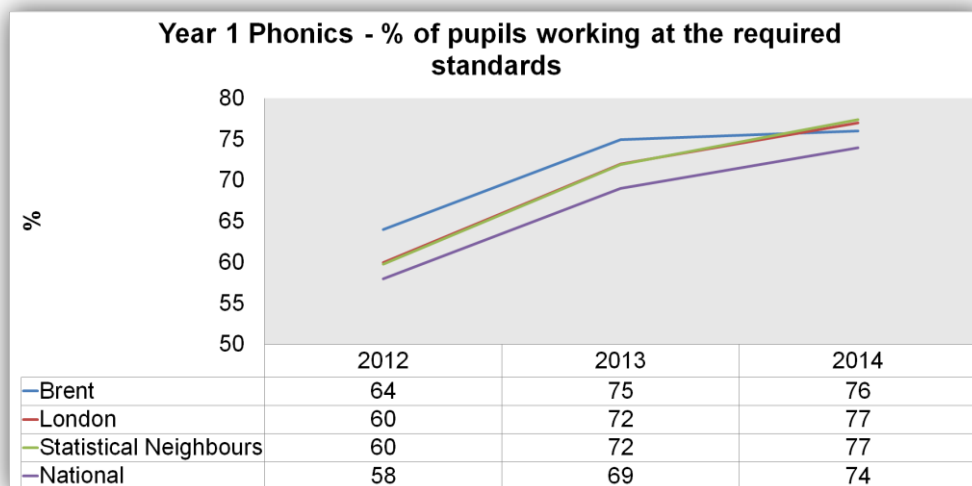
Equal or above National
Below National
Data not released/ available

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

<sup>2</sup> Children achieving a good level of development are those achieving at least the expected level within the following areas of learning: PRIME - communication and language; physical development; and personal, social and emotional development; plus literacy and mathematics.

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

### 3.2. Primary Year 1 Phonics check



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

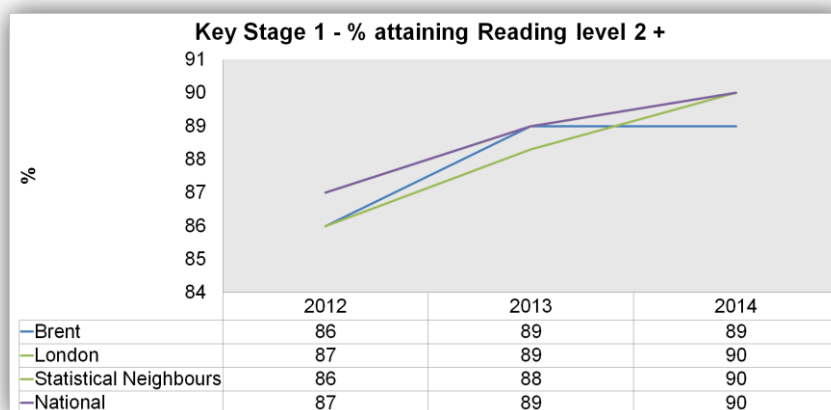
	Year 1 Phonics - % of pupils working at the required standards																	
	Boys			Girls			EAL			Non EAL			SEN			Non SEN		
	2012	2013	2014	2012	2013	2014	2012	2013	2014	2012	2013	2014	2012	2013	2014	2012	2013	2014
<b>Brent</b>	60	71	74	68	75	79	64	76	75	65	76	79	50	68	69	71	82	84
London	58	69	74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

Data source: DfE SFR

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

### 3.3. Primary Key Stage 1

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

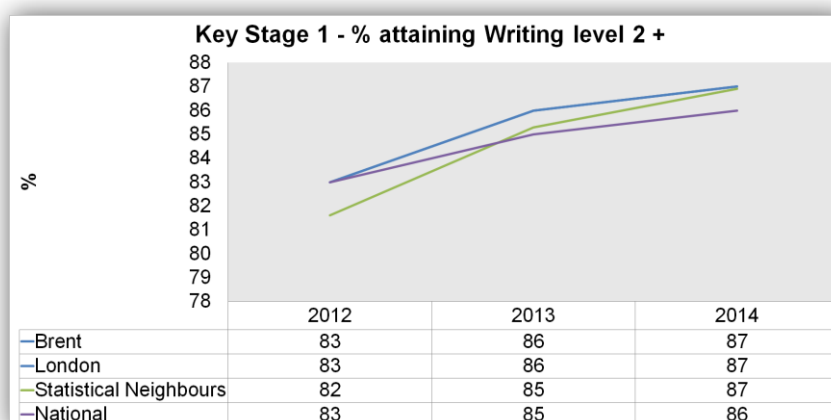


- 3.3.2. In 2014 the proportion of Brent pupils attaining Level 2 in reading remained at 89 per cent. This is one percentage point below the national, London and statistical neighbours averages of 90 per cent. Brent is above Enfield and in line with Haringey and Croydon.

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

Data source: DfE SFR

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

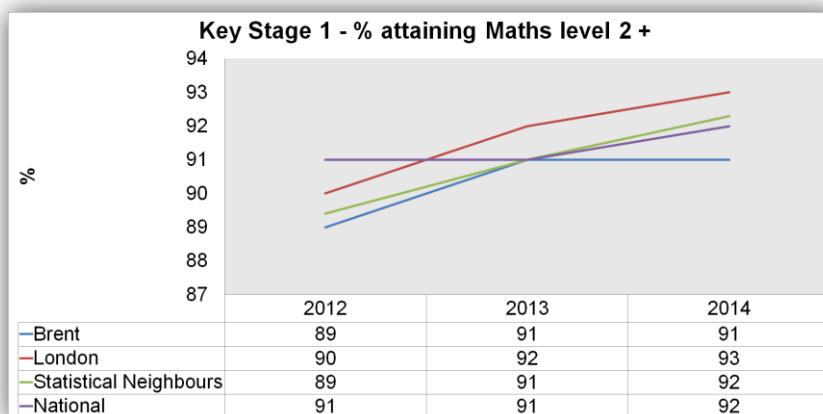


- 3.3.4. The proportion of Brent pupils attaining Level 2 in writing increased by one percentage point to 87 per cent compared to 2013. This is one percentage point above the national average of 86 per cent and in line with both the averages for London and statistical neighbours. Brent performed above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

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

Data source: DfE SFR

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



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

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

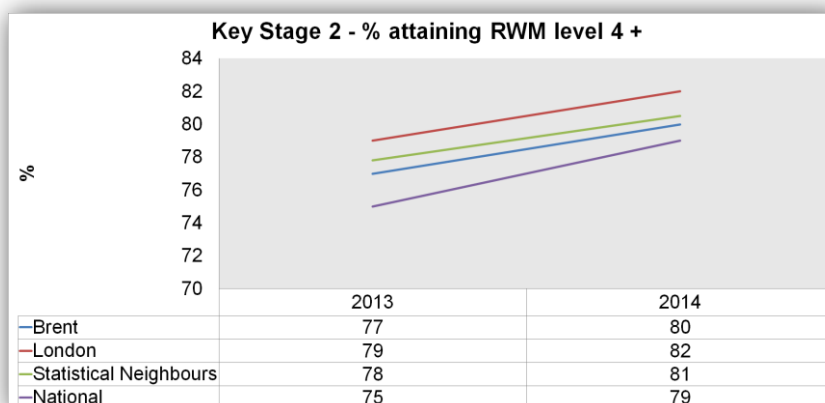
Data source: DfE SFR

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



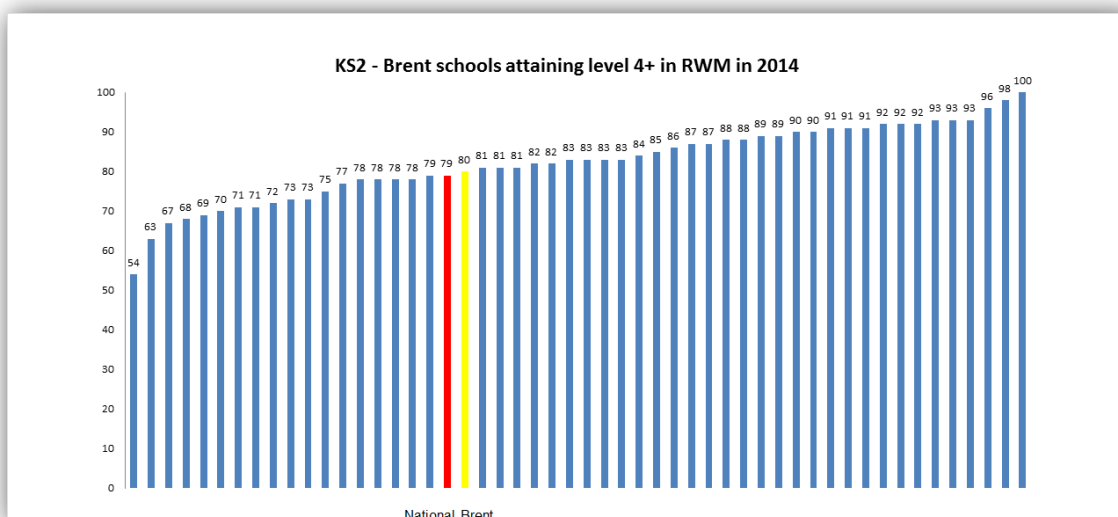
### 3.4. Primary Key Stage 2

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



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

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



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

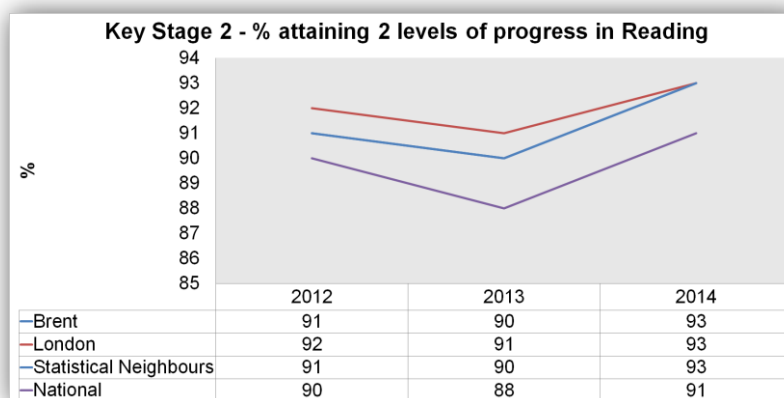
- fewer than 65 per cent of pupils at the end of key stage 2 (KS2) achieved level 4 or above in reading, writing and mathematics and
- below the average percentage of pupils at the end of KS2 made expected progress in reading and

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

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

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

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

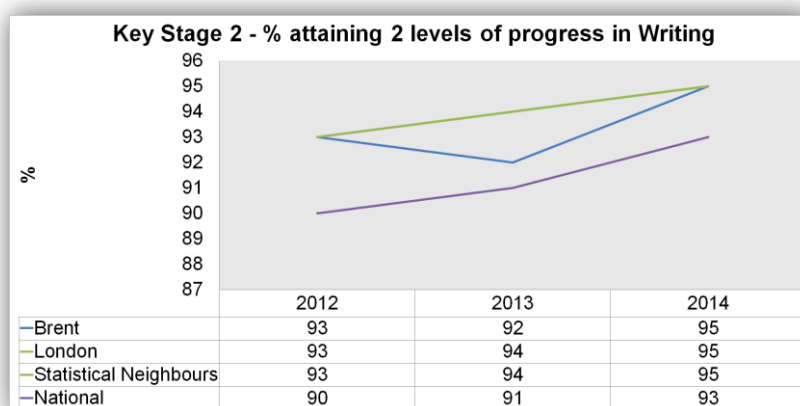


- 3.4.6. The second measure at Key Stage 2 is the percentage of pupils making expected progress between Key Stage 1 and Key Stage 2 in English and in mathematics which is two levels from the end of Key Stage 1. The proportion of Brent pupils making the expected two levels of progress in reading in 2014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

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

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

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

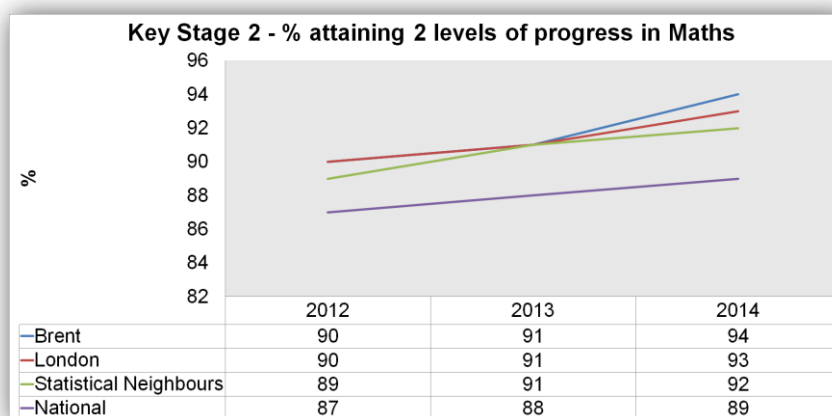


3.4.8. In 2014, the proportion of Brent pupils making the expected two levels of progress in writing increased by four percentage points to 96 per cent. This is one percentage point above the national average and the averages for London and Brent's statistical neighbours. Brent's performed above Croydon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

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

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

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



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

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

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

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

#### 3.4.12. Evaluation

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

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

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

#### 3.4.15. Key issues

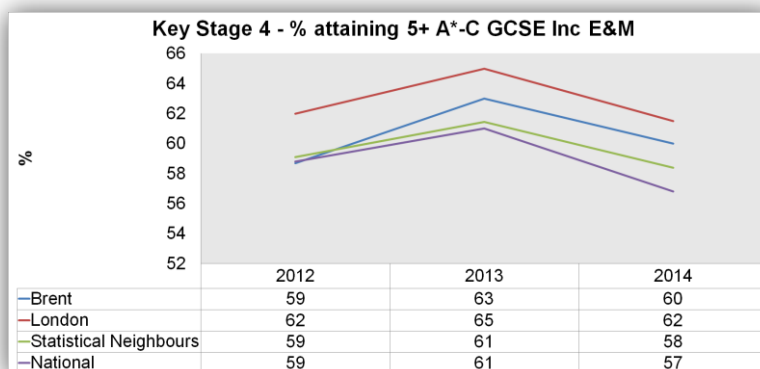
A key issue is the relative underperformance of EAL children in the Early Years Foundation Stage and the phonics check in Year 1.

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

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

### 3.5. Secondary Key Stage 4

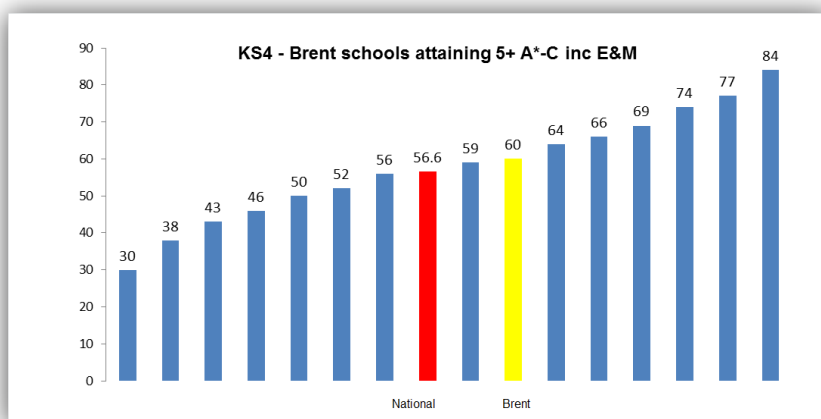
3.5.1. This year's headline measures have been affected by a number of changes to the examination system and a change in the methodology used to calculate the indicators. This negates the validity of comparison with the results of previous years.



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

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

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



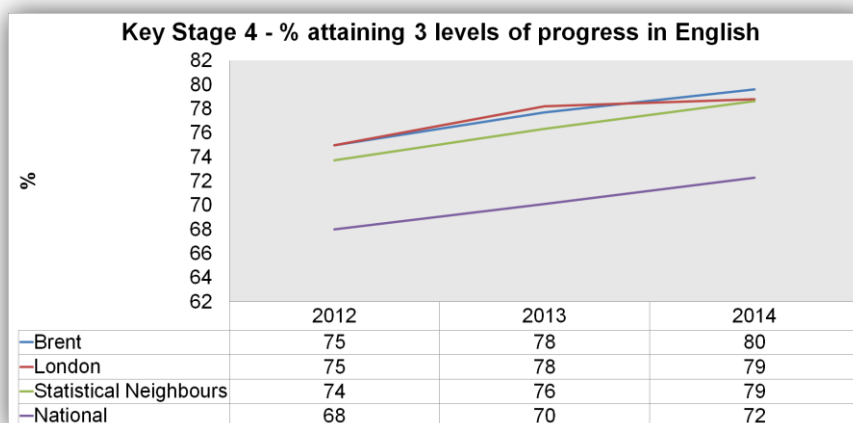
3.5.4. The figure is 30 per cent at the lowest performing school (a sponsored academy – Crewst Boys' Academy) which is below the government's floor standard. The sponsor closed this school on 1 September 2014, when it was amalgamated with the sponsor's other academy in Brent – Crest Girls' Academy).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

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

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

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

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

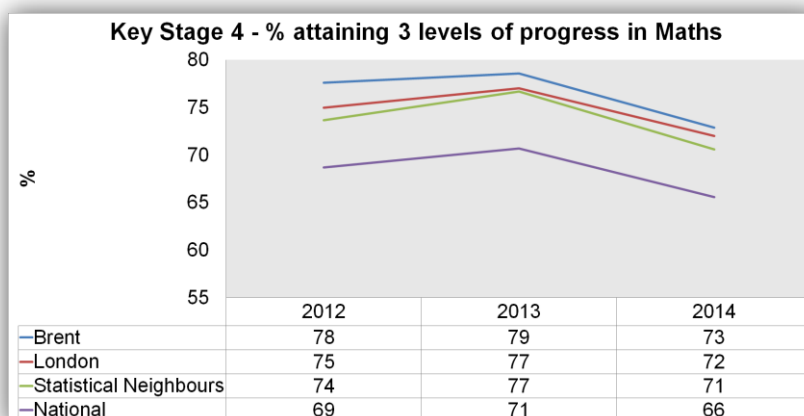


- 3.5.6. Brent's 2014 average for the proportion of pupils making expected progress between Key Stage 2 and Key Stage 4 in English is 80 per cent which is above the national average of 72 per cent and the London average of 79 per cent. Brent performed above six of its statistical neighbours: Hackney,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

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

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

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



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

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

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

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

### 3.5.10. Evaluation

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

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

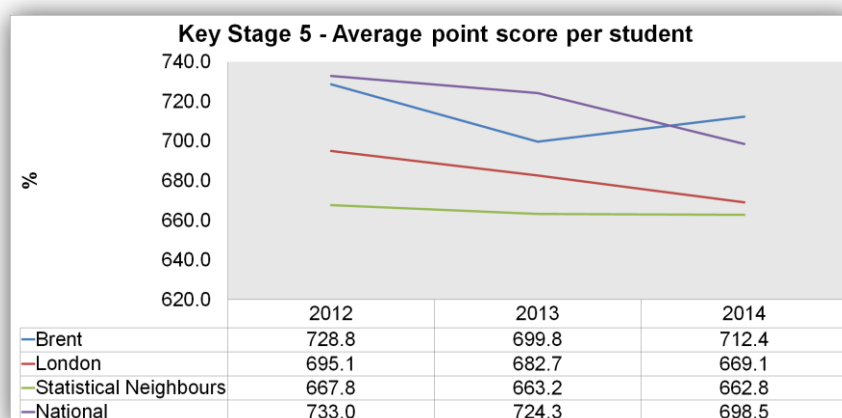
"This is the first year that the different units that make up a particular GCSE have all had to be examined in the summer term. In previous years, students were able to take these units over the length of the course, as long as 40 per cent of the assessment was taken at the end (known as the 'terminal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

### 3.5.11. Key issues

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

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

## 3.6. Post 16 Key Stage 5



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

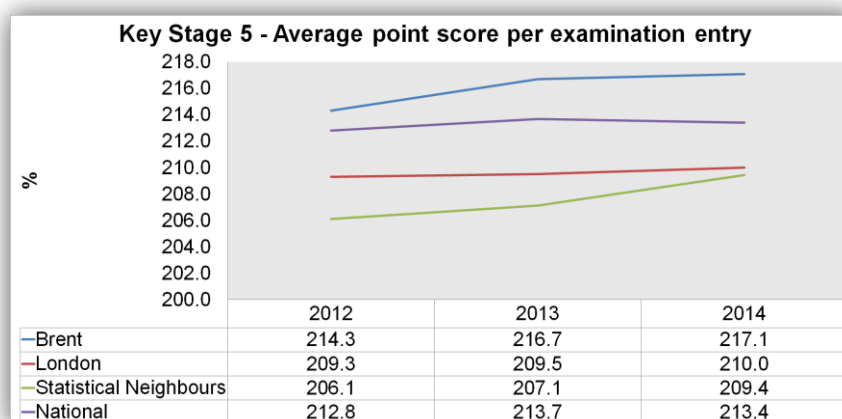
"For most GCSE subjects there was no winter 2013/14 examination series, so students did not have the opportunity to take their GCSEs early this year. The exceptions to this were Mathematics, English Language and English. In these subjects there was a winter examination series available to all students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

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

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

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

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



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

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

Data source :DfE SFR

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

Data source :DfE SFR

- 3.6.3. The proportion of Brent students achieving grades AAB or above at A Level in 2014 was 19.7 percent which is a fall of 0.7 percentage points compared to 2013 (20.4 percent). Brent remained above the national average which fell to 15.6 percent from 16.7 percent in 2013, and the London average which fell to 15.3 per cent from 16.6 per cent.

#### 3.6.4. Evaluation

Brent performed well at Key Stage 5 compared to London and its statistical neighbours in 2014. Brent's average point score per student increased following a fall in 2013 and is now above the national average. Whilst Brent improved, the London and national averages fell. On average Brent students attain one A Level grade higher than the London average and half an A Level grade higher than the national average.



### 3.6.5. Key issue

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

## 3.7. 16-18 Participation

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

## 3.8. Attendance and Exclusions

### 3.8.1. Sessional Absence

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

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

### 3.8.2. Persistent Absence

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

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

### 3.8.3. Exclusions

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

## 4. Closing the Gaps

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

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

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

### 4.1.4. Key Stage 1

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

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

#### 4.1.6. Key Stage 2

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

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

#### 4.1.8. Key Stage 4

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

Data Source: 2014 unvalidated LA RaiseOnline January 2015

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

## 4.2. Children Looked After

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

### 4.2.1. Key Stage 1

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

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

### 4.2.3. Key Stage 2

Percentage of CLA attaining level 4 or above at Key Stage 2									
2013					2014				
Cohort	LA	National Other	Diff		Cohort	LA	National Other	Diff	
Reading									
CLA	10	70	89	-19	13	46	92	-46	
Non Disadvantaged pupils	1706	89		0	1988	86		-6	
Gap		-19				-40			
Writing (TA)									
CLA	10	70	87	-17	13	23	89	-66	
Non Disadvantaged pupils	1706	88		1	1988	85		-4	
Gap		-18				-62			
Mathematics									
CLA	10	70	88	-18	13	54	90	-36	
Non Disadvantaged pupils	1706	90		2	1988	86		-4	
Gap		-20				-32			
English Grammar, Punctuation and Spelling									
CLA	10	70	79	-9	13	23	81	-58	
Non Disadvantaged pupils	1706	84		5	1988	79		-2	
Gap		-14				-56			

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

#### 4.2.5. Key Stage 4

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

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

#### 4.3. Ethnic Groups

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

##### 4.3.1. Early Years Foundation Stage

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

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

#### 4.3.2. Key Stage 1

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

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

#### 4.3.3. Key Stage 2

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

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

#### 4.3.4. Key Stage 4

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

Data source :EPAS (2014 not yet validated)

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

#### 4.3.5. Evaluation

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

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

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

#### 4.3.8. Key Issues

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

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

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

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

## 5. Looking ahead - our priorities

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

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

### 5.3. Key priorities for 2014-15

The key priorities for this year are to:

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

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## Appendix 1

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

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

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

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

## Appendix 2

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

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

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

## Appendix 3

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

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

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