



**Community and Wellbeing Scrutiny  
Committee**

29 March 2017

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

For Information and  
comment

Wards Affected:  
ALL

**Annual School Standards and Achievement Report  
2015-2016**

**1.0 Subject**

- 1.1 A report on school standards and achievement was last presented to the Overview and Scrutiny Committee in February 2016.
- 1.2 This report is being referred to the Community and Wellbeing Scrutiny Committee, March 2017.

**2.0 Rationale**

- 2.1 This report meets Brent Council's strategic priorities and policies, and affects the wellbeing of the Borough's communities and residents because school standards are a corporate priority for Brent Council as set out in the Brent Borough Plan 2015-19.
- 2.2 The stated aims of the Plan included:
- Working with the Brent Schools Partnership and other education partners to support and challenge local schools to ensure that all of them provide a high quality education.
- 2.3 The aim in the Plan is that:
- All primary, secondary and special schools in the Borough will be rated 'good' or 'outstanding' by Ofsted by 2017.

**3.0 Selection**

- 3.1 At the Overview and Scrutiny Committee on 27 February 2016, it was resolved that school standards and achievement would be scrutinised again after one year. School standards and achievement are of concern to a large number of the Borough's residents, and address a corporate priority as set out above.

## **4.0 Information**

### **Statutory Duties**

- 4.1 The local authority has a statutory duty (Children Act 2004, 2006) to act as the champion for all children and young people in the borough and is responsible for maintaining an overview of the effectiveness of all schools including sponsored academies, converter academies, free schools, the local college and training providers. The local authority also has a statutory duty ‘to promote high standards and fulfilment of potential in schools so that all children and young people benefit from at least a good education.’ (The Education Act 2011). Any child learning within the borough is a Brent pupil regardless of the form of governance of the school. Brent Council is therefore responsible for maintaining a full overview of the effectiveness of all schools and local education provision.

### **Collaborative arrangements**

- 4.2 Brent’s Strategic School Effectiveness Partnership Board was established in 2014 to ensure that there is a clear strategic oversight of educational provision in Brent. The board is convened and chaired by the Strategic Director Children and Young People, and has representation from all school effectiveness partners in Brent. Its membership includes school leaders (headteachers and a National Leader of Governance (NLG)) from each phase of education, the Brent Schools Partnership (BSP), and the two local Teaching School Alliances (TSAs) led by Brent schools.
- 4.3 The partnership board keeps under review the Strategic Framework for School Effectiveness in Brent 2014-17 which governs the work of the Setting and School Effectiveness Service. The strategic framework reflects the borough plan’s ambition that all Brent children attain as highly as they can in good and outstanding schools. The board provides a forum for agreeing local arrangements for the provision of school-to-school support and intervention in schools causing concern, and the monitoring and evaluation of the impact of the support and intervention. It also offers a strategic forum to discuss challenges and opportunities including responses to government consultations on policy changes, for example, the proposed schools national funding formula and increase of selective education.
- 4.4 To agree the practical operation and implementation of the board’s decisions and to determine agenda items for the board, there is also a School Effectiveness Partnership Group. The group’s members are the leaders of school-to-school support in Brent (the Teaching School Alliances and BSP), and the Setting and School Effectiveness Service.
- 4.5 The Strategic Framework for School Effectiveness recognises that school leaders have the proven expertise and experience to support school improvement. Collaborative school-led partnerships are now a key feature of Brent’s education provision with improvement being driven by local schools. The Brent Schools Partnership (BSP) which includes Woodfield Teaching School Alliance and Brent Teaching School Alliance, has continued to develop its role in offering school-to-school support over the last year. It has identified schools with expertise to become specialist centres to lead school improvement support in an aspect of provision, for example mathematics and safeguarding. In addition, in Brent there are seven headteachers who are National Leaders of Education (NLEs) and one who is a Local Leader of Education, and there are two chairs of governors who are NLGs. Where the local authority needs to intervene in schools to bring about rapid improvement it has over the last year commissioned and brokered services from Brent’s

school-to-school support partners: the two Teaching School Alliances, the BSP, NLEs and NLGs.

### **The Setting and School Effectiveness Service**

- 4.6 The work of the Setting and School Effectiveness Service is guided by the Strategic Framework for School Effectiveness and is focused on meeting the local authority's statutory responsibilities. When the unvalidated primary and secondary results are published in the summer, the service produces an annual school performance profile for each school based on pupil outcomes data. On this basis, schools are provisionally identified as performing well, at risk of underperforming or underperforming. Discussions then take place with school leaders to agree their school's category against the criteria published in the strategic framework. The agreed category determines the level of support and intervention that the school receives from the service. The service has a small team of centrally-based officers, School Effectiveness Lead Professionals (SELPs) who are assigned to work with a group of schools.
- 4.7 When a school is identified as causing concern, the service establishes a Rapid Improvement Group (RIG) chaired by a senior school effectiveness officer to monitor and challenge the leadership on the impact of the school's improvement plan. The group meets half termly for up to 18 months (extended in exceptional circumstances for schools issued a warning notice to 24 months). The membership of a RIG includes the headteacher, the chair of governors and the link SELP. Where issues remain or there has not been rapid enough improvement the local authority uses its powers of intervention which include issuing a warning notice and applying to the Secretary of State to replace the governing board with an Interim Executive Board (IEB).
- 4.8 During the last academic year two IEBs were in place. One was replaced by a full governing board because the local authority agreed that the school had significantly improved. The school was inspected shortly afterwards and judged by Ofsted as good. The second IEB will be replaced in April this year because of the school's improvement and an agreement with its feeder infant school to form a hard federation.

### **School governance**

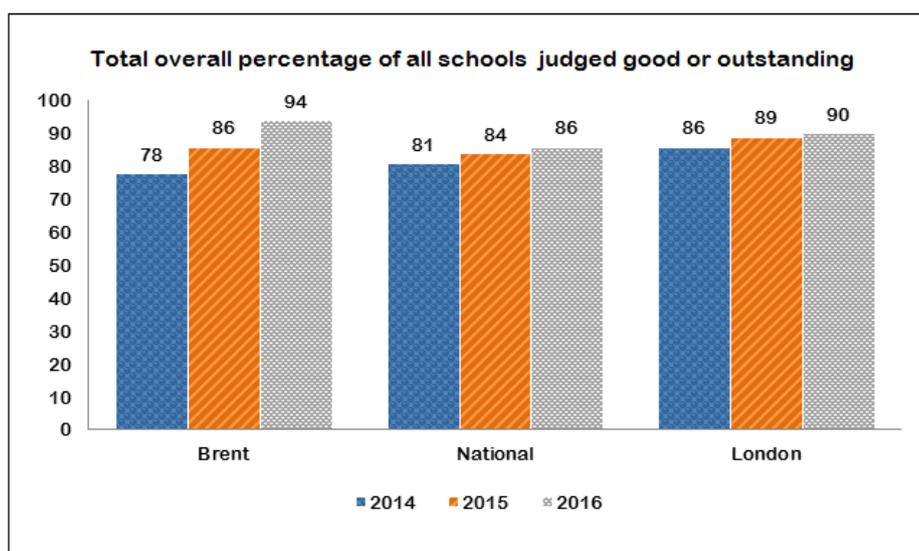
- 4.9 The Setting and School Effectiveness Service includes governor support. The service assists governing boards in ensuring that schools are able to comply with national legislation, local policy and best practice. The team offers a comprehensive training and development programme for governors. Over the last year the Department for Education has raised its expectations of governance and in January 2017 published [A Competency Framework for Governance](#). For this reason, improving the quality of governance will be a priority in the revised Strategic Framework for School Effectiveness which will be launched later this year. Local partners, including the BSP are also developing a governor development programme offer to schools.

4.10 The governance arrangements of Brent schools have continued to change. Over the last year an infant and a junior school amalgamated. There are currently 84 schools:

Type of school	Nursery	Primary	Secondary	All-through	Special	Pupil Referral Unit	Total
Maintained Community	4	31	0	0	3	2	40
Maintained Voluntary-aided	0	18	2	0	0	0	20
Maintained Foundation	0	2	0	0	0	0	2
Sponsored Academy	0	3	3	1	0	0	7
Converter Academy	0	4	6	2	1	0	13
Free School	0	1	1	0	0	0	2
Total	4	59	12	3	4	2	84

4.11 In March 2016 the Department for Education published the White Paper – Educational Excellence Everywhere which proposed significant changes to school provision including a national funding formula and all schools becoming academies by 2022. The policy on mandatory academy conversion has since been dropped along with most of the other white paper proposals. However, the consultation on the schools national funding formula proposal closed last week, and if it is introduced will significantly reduce funding for Brent schools.

### Overall school effectiveness



4.12 The overall effectiveness of Brent schools has continued to improve in particular in the primary and secondary phases. At the end of the last academic year, 94 per cent of Brent schools were judged good or outstanding, an increase of eight percentage points on the previous year's figure of 86 per cent. This put Brent eight percentage points above the national average of 86 per cent and above the London average of 90 per cent. The figure was just below the borough plan's target of 95 per cent for 2016. All nursery and special schools, and pupil referral units have been judged as at least good.

4.13 In September 2015, Ofsted introduced a new common inspection framework for all providers of education to children and young people. During the last academic year there were 18 inspections. The Ofsted judgements increased at ten schools (two inadequate to good, five requires improvement (RI) to good and three good to outstanding). The College of North West London also moved from RI to good. Six schools remained good, and a

primary academy was judged good at its first inspection. The judgement on one primary academy was lowered from good to RI.

- 4.14 This academic year, to date, twelve inspection reports have been published. One secondary academy previously judged inadequate has been judged as good, one RI secondary school has been judged good, seven primary schools and one secondary have remained good, one special school moved from good to outstanding and another special school remained outstanding. There are now no schools judged inadequate in Brent and all of the secondary schools that have been inspected are good or outstanding. Three schools are currently RI, a foundation school, a community school and an academy.
- 4.15 In the 2015-2016 academic year, Brent missed its target for schools judged good or outstanding by one percentage point. However, this was a significant improvement on the four point gap in 2015 and the seven point gap in 2014. The continuous improvement in the quality of leadership in Brent schools, the impact of school-led partnerships and the rigorous approach to monitoring, challenging and supporting schools outlined in the Strategic Framework for School Effectiveness has led to this accelerated improvement. The Ofsted inspection cycle of two and a half years for schools judged RI means that two Brent schools currently judged RI are not due an inspection until the 2017-2018 academic year.

### **Standards and Achievement**

- 4.16 The performance measures for schools and colleges were changed in 2016 to reflect the curriculum and qualification reforms that have been introduced since 2014 and were announced in the 2010 Schools White Paper: The importance of teaching and the 2011 Review of Vocational Education – The Wolf Report. As a consequence it is not possible to make comparisons with previous years.
- 4.17 Brent performed well against the national averages in 2016 for the primary and secondary headline attainment measures but was below London at the end of Key Stage 2 and just below London at the end of Key Stage 4. The borough performed very well in measures of pupil progress. It was significantly above the national averages at both key stages, and above the London average at Key Stage 4 and in mathematics at Key Stage 2.

### **Primary**

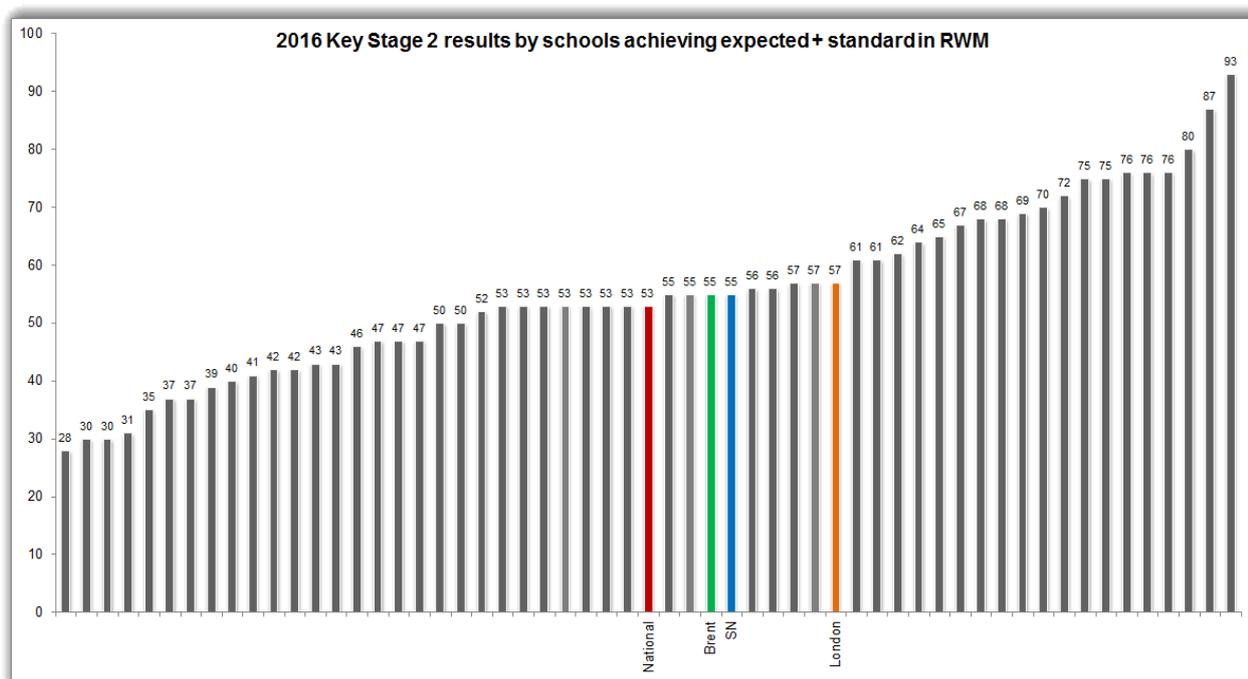
- 4.18 In 2016, Brent was above the national averages for all primary school headline indicators. The attainment of children at the end of the Early Years Foundation Stage improved, closing the gap with the national average. However, Brent was just below or in line with the averages for London and statistical neighbours<sup>1</sup> for all of the headline indicators with the exception of the high level of progress made by pupils in mathematics.
- 4.19 For primary schools the new headline measure is the proportion of pupils attaining the expected standard in reading, writing and mathematics at the end of Key Stage 2. In 2016, for Brent this was 55 per cent compared to the national average of 53 per cent and the London average of 59 per cent.
- 4.20 The new primary headline measures of progress relate to pupil performance in Key Stage 2. In 2016, the average progress scores for Brent pupils were above the national averages

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<sup>1</sup> Statistical neighbours are 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.

for reading, writing and mathematics. Brent is below the London average for reading and writing but well above London for mathematics.

4.21 A key issue for Brent continues to be the wide variation in the attainment of pupils at different primary schools. The Setting and School Effectiveness Service is working with the schools where outcomes are a concern to ensure rapid improvement<sup>2</sup>.

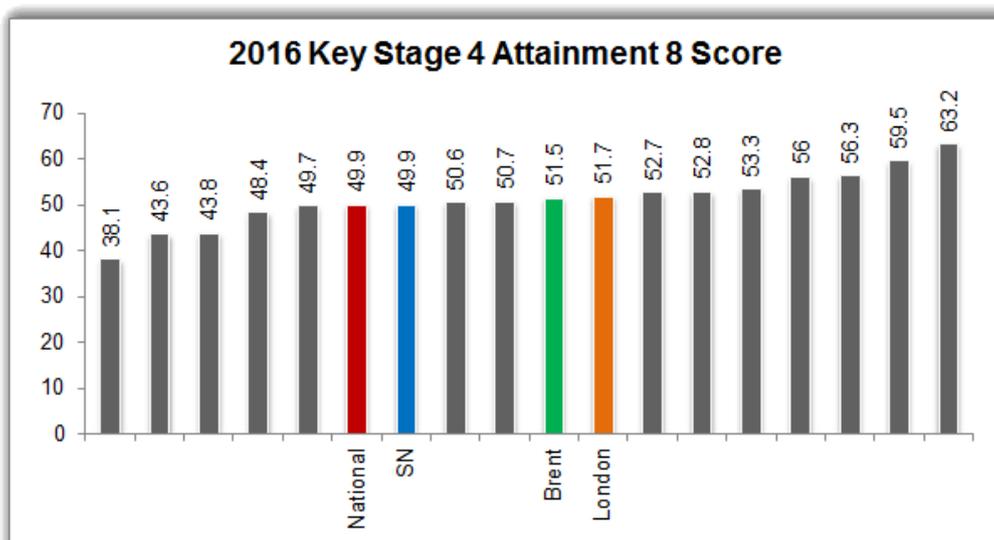


4.22 At Key Stage 2, the difference between the school with the highest proportion of pupils attaining the headline measure (meeting the expected standard in reading, writing and mathematics (RWM)) and the school with the lowest proportion was 65 percentage points. No primary schools were below the Department for Education’s floor standard because the progress made by pupils at Key Stage 2 in reading, writing and mathematics at all schools was above the minimum threshold.

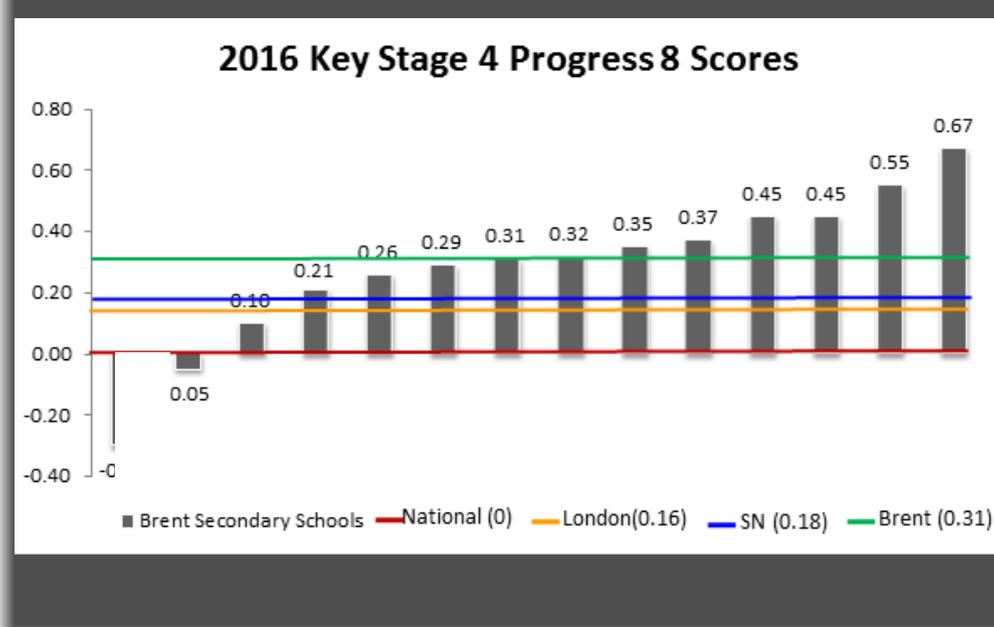
<sup>2</sup> The Brent Strategic Framework for School Effectiveness 2014-2017 sets out the details.

## Secondary

- 4.23 The new headline measures for secondary schools are the Attainment 8 score and the Progress 8 score. The average attainment in Brent was 51.5, above the national average and average for statistical neighbours and marginally below London. The average progress that Brent students made in eight GCSE subjects at secondary school was well above the national average, statistical neighbours and London. At Key Stage 5 Brent performed similarly to the national and London averages for each of the three new measures.



- 4.24 Similar to the primary phase, headline figures mask the variation in the performance of schools. The difference between the school with the highest proportion of students attaining the headline measure and the school with the lowest proportion is 25 points (three GCSE grades per subject). The graph above shows the variability of outcomes between schools at Key Stage 4, and the graph below the variation in progress made by students at different secondary schools. The difference between the progress of students at the highest scoring school and the lowest is 0.72 (approximately two thirds of a GCSE grade). No secondary schools were below the Department for Education's floor standard because the average progress made by students at all schools was above the minimum threshold.



## **The performance of Groups**

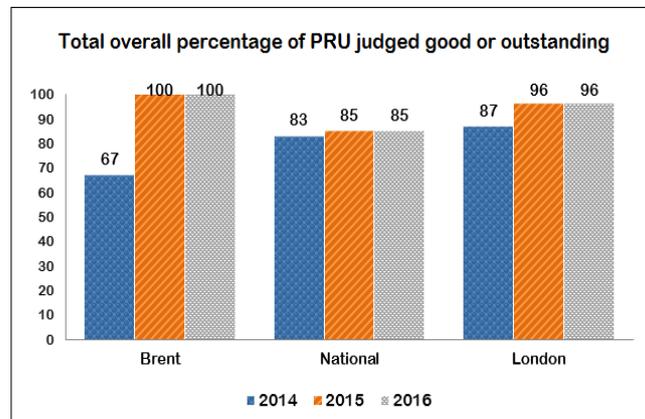
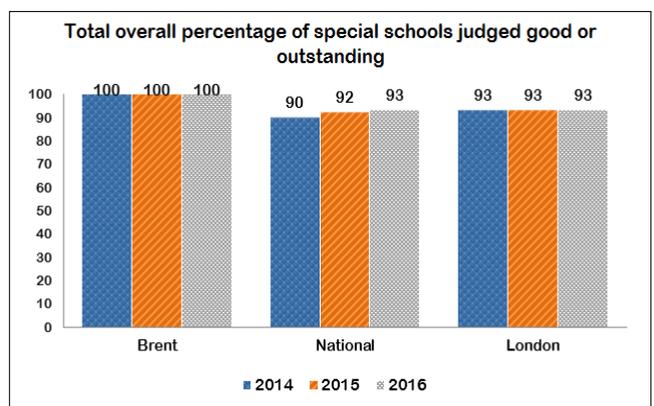
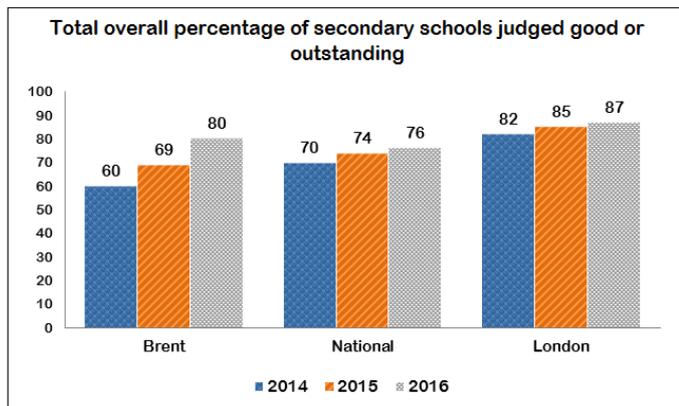
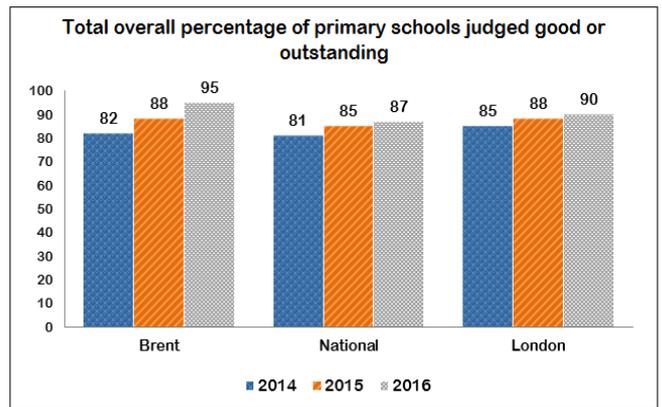
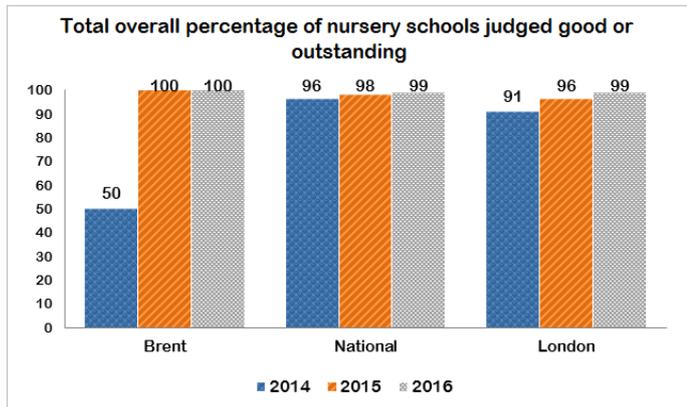
- 4.25 The Setting and School Effectiveness Service monitors school standards and achievement by gender, disadvantage, special educational needs and/or disabilities (SEND), ethnic group and English as an additional language (EAL).
- 4.26 Under the new performance measures the gender gap between boys and girls continues. However, the gap at primary is less than the national gap, and boys made more progress than girls at secondary school. Brent children and young people with SEND perform well against pupils with SEND nationally but the gap with all pupils is too high. Pupils with EAL make above average progress at Brent schools and attain well compared to national averages.
- 4.27 Most of Brent's significant ethnic groups perform well compared to either the same group nationally or all pupils. However the Somali group is just below national averages for attainment and below for all headline measures for this group nationally. The Black Caribbean group is well below national averages, but this is primarily because of the very low attainment of Black Caribbean boys. The outcomes for the small group of Travellers of Irish Heritage have improved significantly at primary level but remain poor at secondary level. Primary schools have put in place a number of initiatives to better meet the needs of Travellers and to improve their attendance which have had impact.
- 4.28 The continued low performance of Black Caribbean boys is a major concern. It is therefore now a priority of the Children and Young People's department, and the Strategic School Effectiveness Partnership Board has agreed that it must be a priority for the revised school effectiveness strategy which comes into effect from September. As a consequence the BSP and Teaching School Alliances are prioritising sharing best practice and supporting schools to address the attainment gap. The Setting and School Effectiveness Service has analysed this group's data for all schools at all key stages to identify the best performing schools, and is working with community partners to support schools to address the issue.

## **Conclusion**

- 4.29 The Strategic Framework for School Effectiveness in Brent 2014-2017 has been successful in meeting the corporate aim of improving the quality of education in Brent to at least 'good' at all secondary and special schools and nearly all primary schools. Standards and achievement are above national averages at all key stages and the gap at early years has significantly closed. Standards at the end of compulsory school age are at the London average and students make more progress at secondary school than the London average.
- 4.30 Brent is unique in its high proportion of pupils with EAL (63 per cent) and under 16s born outside the United Kingdom (19 per cent), many starting formal education in England much later than their peers, often with little or no English, and sometimes with no experience of any formal education. The 2016 results illustrate how rapidly pupils make progress in Brent schools compared to nationally.
- 4.31 The revised Strategic Framework for School Effectiveness will be launched in September 2017. The key priorities will be: raising the attainment of groups, specifically Black Caribbean boys and pupils with SEND; raising the standards and progress of pupils at the lowest performing schools; ensuring that school governance meets national quality expectations and that governing boards are equipped to challenge school leaders to address the underperformance of groups in their schools; sustaining Ofsted good and outstanding judgements at all schools.

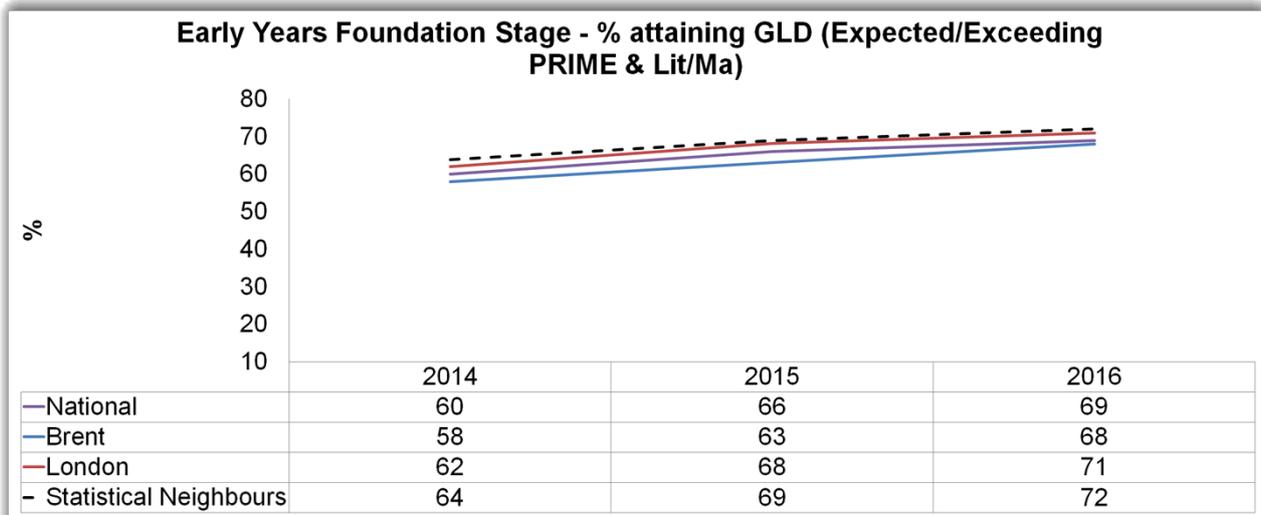
## 5.0 Data

### 5.1 Ofsted judgements by phase (July 2016)



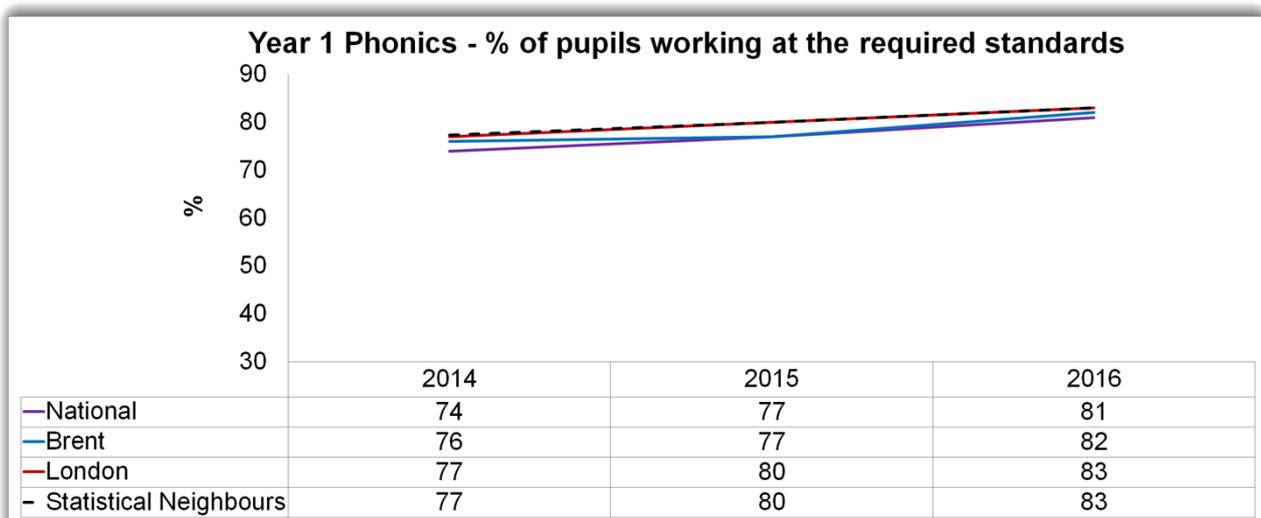
## 5.2 Primary Standards and Achievement

### 5.2.1 Early Years Foundation Stage



In 2016, Brent's figure for the proportion of children attaining a good level of development<sup>3</sup> and above increased to 68 per cent, an increase of five percentage points compared to 2015 (63 per cent). This is one percentage point below the national average which increased to 69 per cent, three percentage points below the London average and four percentage points below the average for Brent's statistical neighbours.

### 5.2.2 Year 1 Phonics Screening



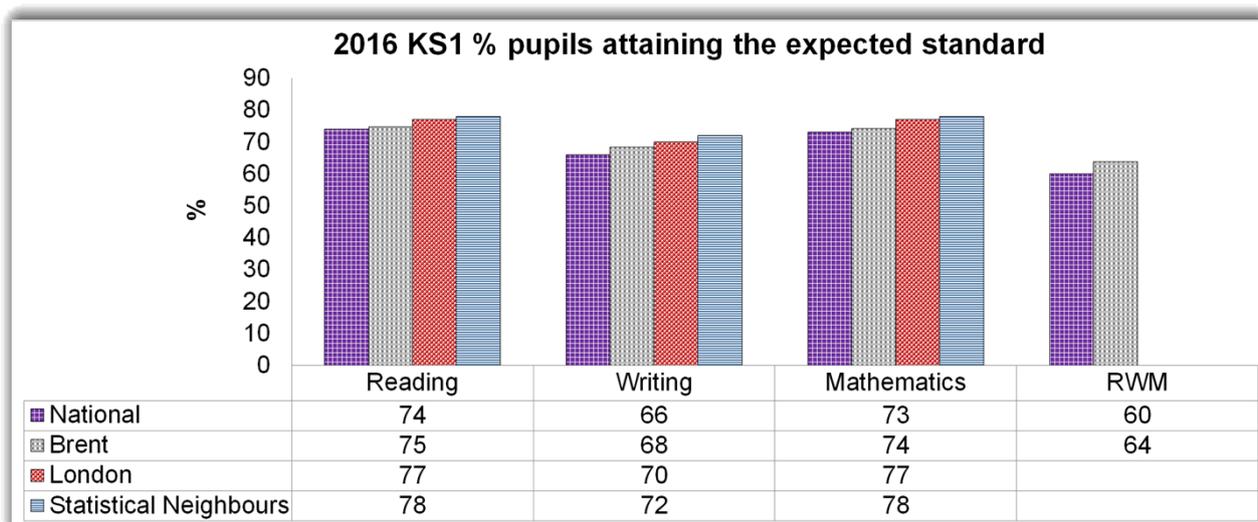
The proportion of Brent pupils working at the required standards for phonics<sup>4</sup> increased by five percentage points to 82 per cent compared to 2015 (77 per cent). The Brent average rose to one percentage point above the national average which increased to 81 per cent, to one percentage point below the London average and one percentage point below the average for Brent's statistical neighbours.

<sup>3</sup> Children attaining a good level of development are those attaining 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>4</sup> The phonics screening check is a short, light-touch assessment to confirm whether individual pupils have learnt phonic decoding to an appropriate standard. The screening check is for all Year 1 pupils in maintained schools, academies and free schools. Pupils who do not meet the required standard of the check in Year 1 are tested again in Year 2.

## 5.2.3 Key Stage 1

5.2.3.1 The assessment of attainment in reading, writing and mathematics at Key Stage 1 changed in 2016 following the introduction of the new national curriculum in 2014. Reading and mathematics are now assessed by tests and writing is teacher assessed. Although the tests are set externally, they are marked by teachers within the school. The previous national curriculum levels have been replaced by a standardised score which determines whether pupils are attaining the expected national standard or exceeding it by working at greater depth. As this is the first year under the new curriculum, the results cannot be directly compared to previous years.



5.2.3.2 In 2016, the proportion of Brent pupils attaining the expected standard in reading was 75 per cent. This is one percentage point above the national average, and two percentage points below the London average and three percentage points below Brent's statistical neighbours.

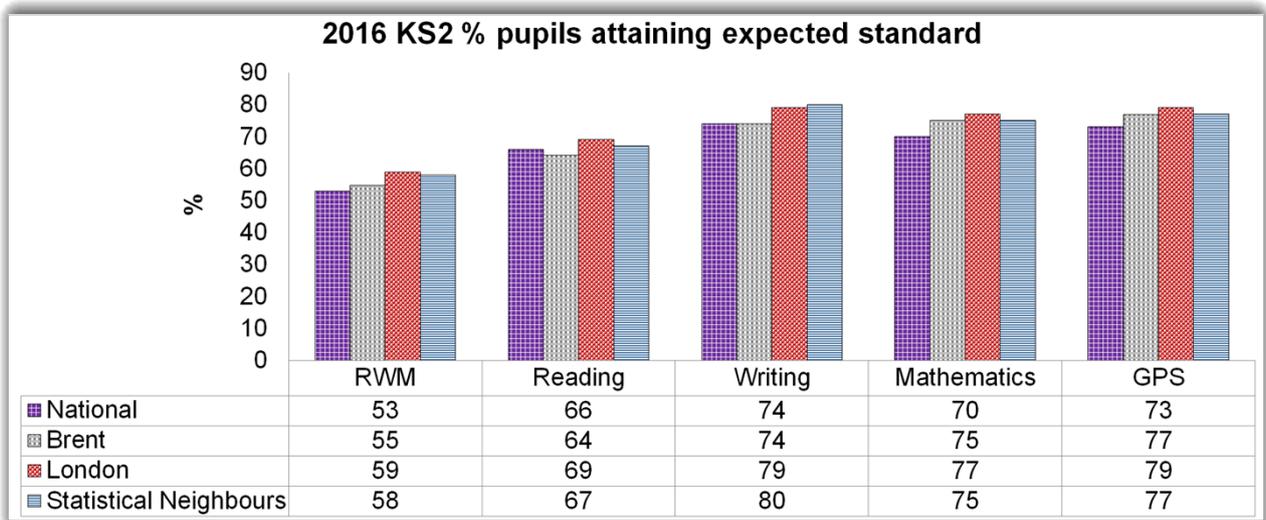
5.2.3.3 The proportion of Brent pupils attaining the expected standard in writing was 68 per cent which is two percentage point above the national average, two percentage points below the London average and four percentage points below Brent's statistical neighbours.

5.2.3.4 Brent's proportion of pupils attaining the expected standard in mathematics was 74 per cent. This is one percentage point above the national average, three percentage points below the London average and four percentage points below Brent's statistical neighbours.

5.2.3.5 For the combined measure, 64 per cent of Brent's pupils attained the expected standard in reading, writing, and mathematics (RWM) which is four percentage points above the national average. Figures for London and statistical neighbours are not available.

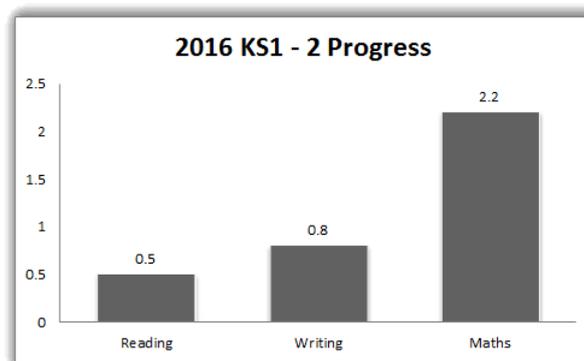
## 5.2.4 Key Stage 2

5.2.4.1 In 2016, Key Stage 2 assessment was also changed to reflect the demands of the new national curriculum. Levels were replaced by scaled scores to determine whether pupils were meeting the expected national standards and exceeding them by working at greater depth. Reading, mathematics, and grammar, punctuation and spelling (GPS) were assessed by test and writing was assessed by teachers.



5.2.4.2 The new headline measure of primary school attainment introduced in 2016 is the proportion of pupils attaining the expected standard in reading, writing, and mathematics combined. For Brent, 55 per cent of pupils attained this measure. This is two percentage points above the national average, four percentage points below the London average and three below statistical neighbours.

5.2.4.3 The new headline Key Stage 2 pupil progress measures compare the progress made by groups of pupils with similar attainment at the end of Key Stage 1 to the national average attainment for the group at the end of Key Stage 2. The national average is benchmarked at zero. A plus score indicates that pupils have made more progress than the national average.



Progress scores	Brent	England	London
Reading	0.5	0	0.9
Writing	0.8	0	1.1
Mathematics	2.2	0	1.5

5.2.4.4 Brent pupils' average progress in reading, writing and mathematics was above the national average, below London in reading and writing, but well above the London average in mathematics.

## 5.2.5 Brent Key Stage 2 results by school

DfE	School	Cohort	ATTAINMENT		Avg. Progress Score			OFSTED	
			% RWM		Reading	Writing	Maths	Overall Judgement	Date
2000	Anson Primary School	50		53	3.5	2.8	2.8	G	25/03/2015
6906	Ark Academy	58		53	-2.9	-2.2	-1.2	O	24/11/2010
2021	Ark Franklin Primary Academy	82		57	-0.5	1.6	1.1	G	21/06/2016
3603	Avigdor Hirsch Torah Temimah Primary	29		62	1.4	-0.9	1.2	G	28/09/2016
2049	Barham Primary School	90		53	1.3	1.3	4.6	G	10/03/2016
2075	Braintcroft Primary School	113		40	-2.7	1.3	0.7	G	19/11/2013
2003	Brentfield Primary School	59		47	-1.4	-1.3	2.6	G	06/10/2016
2006	Byron Court Primary School	89		69	3.8	5.2	4.1	O	22/03/2012
2068	Chalkhill Primary School	60		68	1.7	2.5	5.5	G	09/03/2016
3301	Christ Church CofE Primary School	26		50	-0.8	3.9	1.1	G	02/10/2014
2056	Donnington Primary School	30		47	-3.2	-2.9	-3.1	G	07/02/2013
2055	Elsley Primary School	61		37	-3.1	0.2	2.0	G	17/01/2017
2074	Fryent Primary School	60		42	-2.0	-0.2	1.3	G	04/06/2014
2067	Furness Primary School	58		43	0.3	2.3	0.7	G	11/06/2015
2022	Gladstone Park Primary School	89		55	-0.9	0.7	0.7	~	~
2017	Harlesden Primary School	30		35	1.2	3.5	3.0	G	15/07/2014
5949	Islamia Primary School	58		67	0.8	3.1	1.8	G	29/11/2016
3302	John Keble CofE Primary School	53		37	-0.6	-4.9	-0.5	G	26/09/2013
2024	Kingsbury Green Primary School	87		50	-0.6	0.8	2.7	O	03/02/2016
2028	Leopold Primary School	59		46	0.8	2.6	-2.6	G	28/11/2011
2031	Lyon Park Junior School	174		30	-2.0	-2.5	3.2	G	17/12/2013
5202	Malorees Junior School	58		57	2.3	-0.1	0	R	11/03/2015
2066	Mitchell Brook Primary School	57		53	3.4	1.6	3.0	O	03/11/2015
2073	Mora Primary School	55		42	0.4	4.1	1.9	G	03/12/2014
2018	Mount Stewart Junior School	90		76	-0.3	2.8	2.8	O	10/10/2012
2064	Newfield Primary School	51		28	-3.0	1.4	-3.2	R	14/05/2015
5201	North West London Jewish Day School	33		76	4.8	3.1	4.7	G	05/02/2013
2034	Northview Junior and Infant School	30		70	2.2	3.1	4.5	G	22/11/2011
5200	Oakington Manor Primary School	84		75	4.8	2.1	6.2	O	07/07/2010
2071	Oliver Goldsmith Primary School	59		72	1.6	1.7	3.5	G	08/05/2014
3500	Our Lady of Grace Catholic Junior School	59		93	3.7	2	5.5	O	23/10/2012
3508	Our Lady of Lourdes RC Primary School	29		41	1.4	6.3	1.1	G	06/07/2016
2038	Park Lane Primary School	60		53	1.6	6.4	5.3	G	27/09/2016
5410	Preston Manor School	58		31	SUP	SUP	SUP	G	14/06/2016
2039	Preston Park Primary School	90		55	1.0	-2.9	3.5	G	26/02/2014
3303	Princess Frederica CofE Primary School	57		68	3.5	-0.8	1.6	G	24/01/2017
2041	Roe Green Junior School	120		61	-1.1	-1.4	1.7	G	31/01/2017
2070	Salisbury Primary School	87		53	4.7	0	3.6	G	09/03/2016
3601	Sinai Jewish Primary School	87		64	1.0	-3.3	1.2	G	20/01/2015
2029	St Andrew and St Francis CofE Primary	59		47	0.1	0.3	1.4	~	~
3501	St Joseph RC Junior School	70		76	1.0	-1.0	1.3	O	28/11/2011
5203	St Joseph's Roman Catholic Primary School	62		87	4.5	1.2	6.0	O	16/01/2013
3511	St Margaret Clitherow RC Primary School	30		53	-0.1	-2.3	4.8	G	04/11/2015
3505	St Mary Magdalen's Catholic Junior School	90		52	-0.2	1.7	1.7	G	03/07/2014
3308	St Mary's CofE Primary School	40		56	-0.4	1.3	3.6	G	11/12/2012
3602	St Mary's RC Primary School	51		43	-2.1	0.9	0.4	G	23/03/2016
3506	St Robert Southwell RC Primary School	49		61	0.7	0	4.2	G	22/01/2013
2076	Sudbury Primary School	120		56	0.6	0.4	3.2	R	17/11/2015
5204	The Kilburn Park School Foundation	54		65	1.7	7.8	1.0	G	15/03/2016
2057	The Stonebridge School	90		30	-2.4	-0.1	0.2	G	20/03/2013
2020	Uxendon Manor Primary School	60		75	0	3.8	3.6	G	10/07/2013
3605	Wembley Primary School	120		39	-2.9	-5.2	-0.1	G	08/03/2016
2053	Wykeham Primary School	60		80	1.4	0.2	2.3	O	24/03/2015

National Floor Standard Threshold

65% -5.0 -7.0 -5.0

SUP = supressed for privacy

In 2016, a school was above the national floor standard threshold if:

- At least 65% of pupils met the expected standard in reading, writing and mathematics or
- The school achieved sufficient progress scores in all three subjects: at least -5 in reading and -7 in writing and -5 in mathematics.

**No Brent schools were below the floor standard.** However, one school met the Department for Education's new coasting school criteria because progress was too low in reading. The Setting and School Effectiveness Service has been supporting the school to improve reading.

## 5.2.6 Key Stage 2 - Performance of Groups

### 5.2.6.1 Gender

KS2 - % of pupils attaining the expected standard in 2016													
	Cohort	Reading			Writing			Maths			RWM		
		LA	National	GAP	LA	National	GAP	LA	National	GAP	LA	National	GAP
Male	1614	62	62	0	70	68	2	77	70	7	52	50	2
Female	1795	67	70	-3	79	81	-2	75	70	5	57	57	0
All Pupils	3409	64	66	-2	75	74	1	76	70	6	55	53	2

The Brent average for the proportion of girls attaining the expected standard in reading, writing and mathematics at Key Stage 2 in 2016 was five percentage points above boys' attainment. Boys' attainment was 2 percentage points above the average for all boys nationally and just below the national average for all pupils.

### 5.2.6.2 Disadvantaged compared to non-disadvantaged pupils

Disadvantaged pupils are defined as pupils who have been eligible for free school meals at any point in the previous six years or are children looked after. Schools receive additional funding through the Pupil Premium Grant to support these pupils to close the gap with non-disadvantaged pupils.

KS2 - % of pupils attaining the expected standard in 2016													
	Cohort	Reading			Writing			Maths			RWM		
		LA	National	GAP	LA	National	GAP	LA	National	GAP	LA	National	GAP
Dis-adv	1291	60	52	8	70	63	7	69	57	12	48	39	9
Non-dis	2118	67	72	-5	76	79	-3	80	75	5	58	60	-2

In 2016 the Brent average for disadvantaged pupils attaining the expected standard in reading, writing and mathematics was 48 per cent. This is well above the national average for disadvantaged pupils (39 per cent) but ten percentage points below the Brent average for non-disadvantaged pupils and 12 percentage points below the national average for non-disadvantaged pupils.

### 5.2.6.3 Pupils with Special Educational Needs and/or Disabilities (SEND)

KS2 - % of pupils attaining the expected standard in 2016													
	Cohort	Reading			Writing			Maths			RWM		
		LA	National	GAP	LA	National	GAP	LA	National	GAP	LA	National	GAP
SEND	635	33	29	4	37	28	9	41	32	9	18	14	4

In 2016 Brent pupils with SEND attaining the expected standard in reading, writing and mathematics was 18 per cent which above the national average for pupils with SEND but well below the Brent and national averages for all pupils.

## 5.2.6.4 Ethnic Groups

KS2 - % of pupils attaining the expected standard in 2016													
Cohort	Reading			Writing			Maths			RWM			
	LA	National	GAP	LA	National	GAP	LA	National	GAP	LA	National	GAP	
AIND	425	60	71	-11	73	83	-10	82	82	0	56	64	-8
APKN	248	67	56	11	76	73	3	76	68	8	56	47	9
BAFR	535	65	64	1	75	76	-1	76	72	4	54	54	0
BSOM	299	59	59	0	71	73	-2	76	72	4	50	48	2
BCRB	301	57	57	0	65	70	-5	57	59	-2	39	42	-3
WBRI	319	78	67	11	75	74	1	78	69	9	64	54	10
WIRT	6	83	51	32	67	33	34	67	31	36	50	18	32
All Pupils	3409	64	66	-2	75	74	1	76	70	6	55	53	2

Of Brent's significant ethnic groups, in 2016, Black Caribbean (BCRB) was 14 percentage points below the national average for all pupils attaining the expected standard in reading, writing and mathematics at the end of Key Stage 2 and the Black Somali (BSOM) group was three percentage points below. The attainment of the whole Black African group (BAFR), Asian Pakistani (APKN) and White British (WBRI) groups was above the national average and above the group nationally. Although the Asian Indian (AIND) group was above the national average, the Brent average was below the average for this group nationally. The small group of Travellers of Irish Heritage (WIRT) attained close to the national averages and well above the average for this group nationally. The results for the Gypsy and Roma group cannot be reported because there were less than five pupils.

### Black Caribbean Boys

KS2 - % of pupils achieving the expected standard in 2016													
Cohort	Reading			Writing			Maths			RWM			
	LA	National	GAP	LA	National	GAP	LA	National	GAP	LA	National	GAP	
BCRB - Boys	159	52	66	-14	58	74	-16	55	70	-15	34	53	-19

The breakdown for Black Caribbean boys in Brent shows that attainment in reading, writing and mathematics combined at the end of Key Stage 2 was 19 percentage points below the national average for all pupils.

## 5.2.6.5 Pupils with English as an Additional Language (EAL)

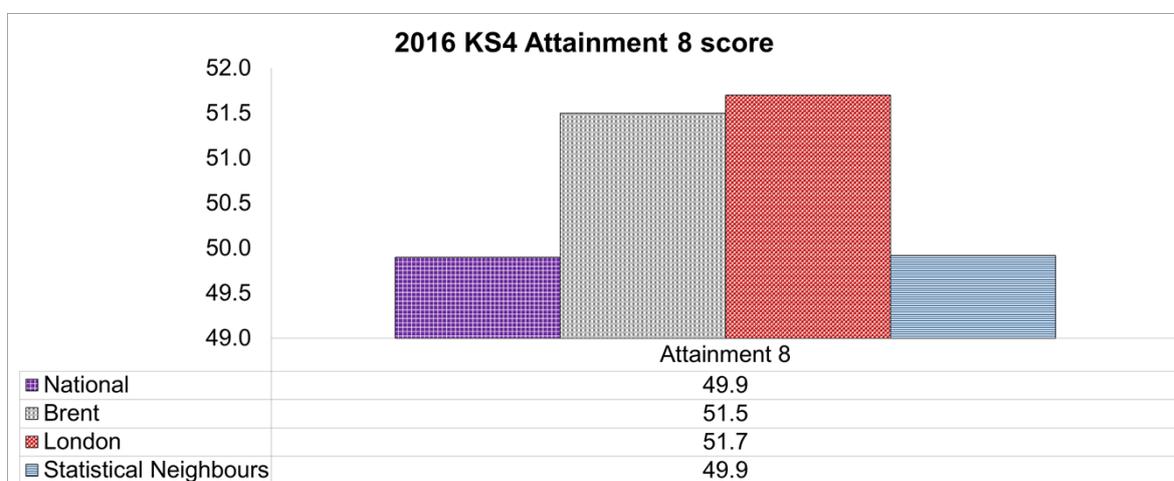
KS2 - % of pupils attaining the expected standard in 2016													
Cohort	Reading			Writing			Maths			RWM			
	LA	National	GAP	LA	National	GAP	LA	National	GAP	LA	National	GAP	
EAL	2279	62	58	4	74	73	1	78	72	6	53	50	3

In 2016, the proportion of Brent pupils with EAL attaining the expected standard in reading, writing and mathematics was 53 per cent which is above the national average for pupils with EAL and in line with the national average for all pupils.

## 5.3 Secondary Standards and Achievement

### 5.3.1 Key Stage 4

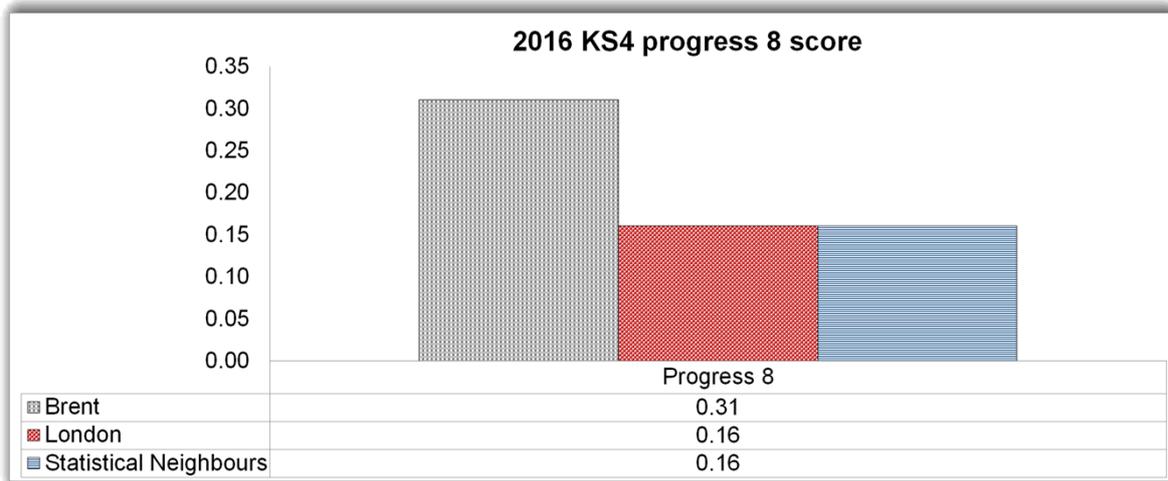
5.3.1.1 In 2016, the Department for Education (DfE) introduced new headline measures of secondary school performance. The new measures are based upon student progress (Progress 8) and attainment (Attainment 8) in eight GCSE subjects. Attainment 8 measures the performance of students across eight qualifications including mathematics (double weighted) and English (double weighted), three other subjects that count in the English Baccalaureate (EBacc)<sup>5</sup> measure and three further qualifications that can be GCSE qualifications (including EBacc subjects) or any other non-GCSE qualifications approved by the DfE.



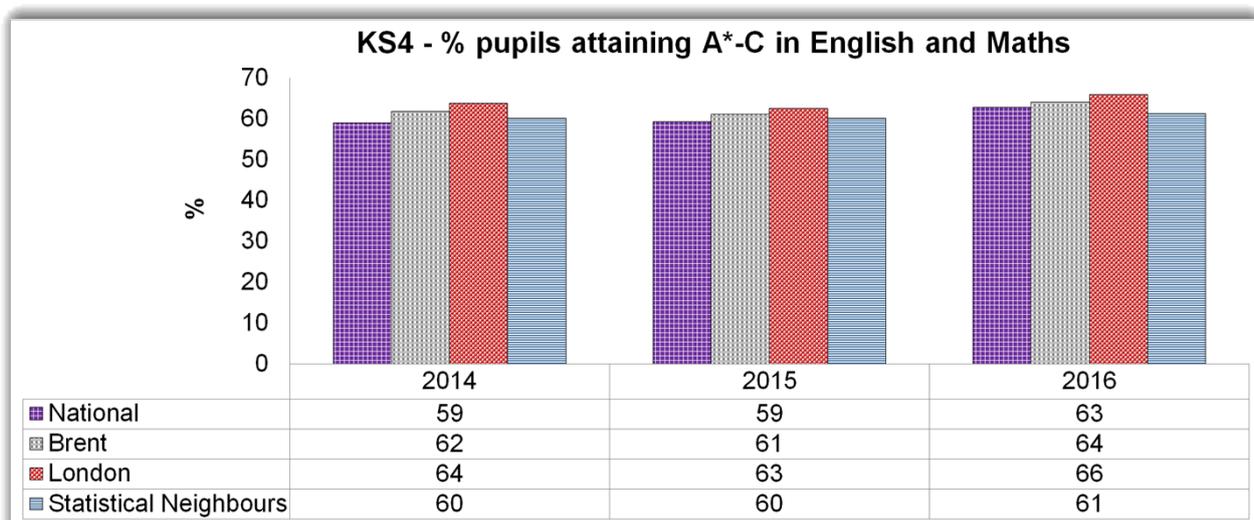
5.3.1.2 Brent's Attainment 8 score was 51.5 in 2016, marginally below the London average of 51.7 and above the national average and statistical neighbour average of 49.9. This indicates that students in Brent attained an average of grade B and above in eight GCSE subjects.

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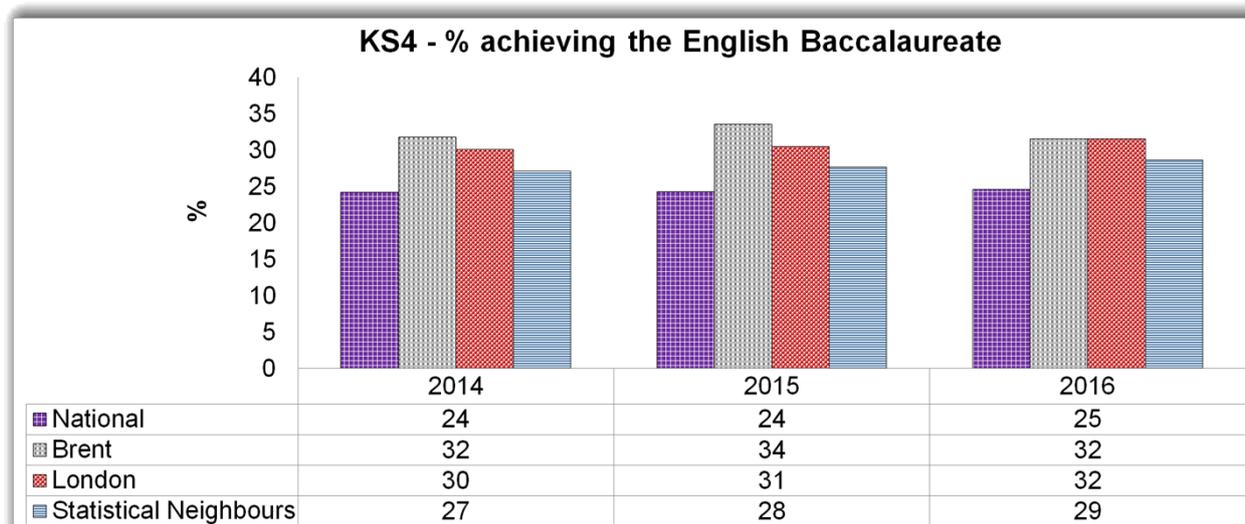
<sup>5</sup> The EBacc is made up of: English; mathematics; history or geography; the sciences; a language



5.3.1.3 Brent's score on Progress 8 was 0.31 which indicates that on average the students in Brent made a third of a grade more progress in each of their eight subjects at secondary school than students nationally. This is above the average progress made by students in London (0.16) and Brent's statistical neighbours (0.16).



5.3.1.4 In 2016, Brent's figures for the proportion of students attaining grades A\*-C in English and maths increased to 64 per cent, an increase of three percentage points compared to 2015 (61 per cent). This is above the national average, two percentage points below the London average and three percentage points above the average for Brent's statistical neighbours.



5.3.1.5 In 2016, the proportion of Brent students attaining the English Baccalaureate decreased to 32 per cent points compared to 2015 (34 per cent). This is seven percentage points above the national average, in line with the London average and three percentage points above the average for Brent's statistical neighbours.

### 5.3.2 Brent Key Stage 4 results by school

DFE	School	Progress 8 score	Attainment 8 score	% of pupils achieving A*-C in English and maths GCSEs	% of pupils who achieved English Baccalaureate	% of pupils entered for English Baccalaureate	OFSTED	
							Overall Judgement	Date
5405	Alperton Community School	0.55	49.7	67	17	26	G	14/07/2016
6906	Ark Academy	0.32	53.4	70	39	63	O	24/11/2010
4001	Ark Elvin Academy	~	38.1	38	7	17	~	~
6905	Capital City Academy	0.26	48.5	56	15	32	G	18/11/2015
5400	Claremont High School	0.37	56.0	71	51	83	O	13/05/2015
5404	Convent of Jesus and Mary Language College	0.21	50.7	56	26	52	G	18/04/2013
4033	JFS	0.45	63.3	85	53	64	G	08/11/2016
5402	Kingsbury High School	0.35	52.9	65	37	76	G	16/09/2014
5407	Newman Catholic College	-0.05	43.8	54	10	24	G	15/11/2016
5410	Preston Manor School	0.10	50.6	58	31	62	G	14/06/2016
5403	Queens Park Community School	0.29	52.7	73	18	23	G	23/02/2016
5406	St Gregory's Catholic Science College	0.45	56.4	82	53	85	G	15/10/2013
6907	The Crest Academies	0.31	43.6	52	23	51	G	18/10/2016
4006	Wembley High Technology College	0.67	59.6	66	51	88	O	30/09/2008
<b>Brent</b>		<b>0.31</b>	<b>51.5</b>	<b>64</b>	<b>32</b>	<b>55</b>		
<b>London</b>		<b>0.16</b>	<b>51.9</b>	<b>66</b>	<b>32</b>	<b>50</b>		
<b>National</b>		<b>-0.03</b>	<b>49.9</b>	<b>63</b>	<b>25</b>	<b>40</b>		

Source: 2015/16 key stage 4 attainment data (revised)

Above National
Below National

No Brent schools were below the Department for Education’s (DfE’s) floor standard of -0.5 on the Progress 8 measure and there are no secondary schools that meet the DfE’s new coasting schools criteria.

**5.3.3 Key Stage 4 - Performance of Groups**

**5.3.3.1 Gender**

		Key Stage 4 - 2016					
		Progress 8			Attainment 8		
Cohort		LA	National	GAP	LA	National	GAP
All Students	3049	0.31	0	0.31	51.5	49.9	1.6
Male	1520	0.47	-0.17	0.64	48.8	47.5	1.3
Female	1529	0.14	0.11	0.03	53.4	52.1	1.3

The Brent average Attainment 8 score for girls was four points above boys (half a higher grade in each subject). Boys’ attainment was one point above the average for all boys nationally and one point below the national average for all students. For the Progress 8 measure Brent boys made significantly more progress at secondary school than girls and the average for boys nationally (half a grade more progress in each subject).

### 5.3.3.2 Disadvantaged compared to non-disadvantaged students

Key Stage 4 - 2016							
	Cohort	Progress 8			Attainment 8		
		LA	National	GAP	LA	National	GAP
Dis-adv	1102	0.11	-0.38	0.48	46.0	41.1	4.9
Non-dis	1947	0.44	0.3	0.41	54.0	53.1	0.9

The Brent average Attainment 8 score for disadvantaged students was eight points below non-disadvantaged students. Brent disadvantaged student attainment was five points above the national average for disadvantaged students. For the Progress 8 measure Brent disadvantaged students made more progress at secondary school than all students nationally but less progress than non-disadvantaged students in Brent.

### 5.3.3.3 Students with Special Educational Needs and/or Disabilities (SEND)

KS4 - 2016							
	Cohort	Progress 8			Attainment 8		
		LA	National	GAP	LA	National	GAP
SEND	314	-0.32	-0.55	0.23	29.0	31.0	-2.0

The Brent average Attainment 8 score for students with SEND was two points below the national average for students with SEND and well below the average for all students. For the Progress 8 measure Brent students made more progress at secondary school than students with SEND nationally, but less progress than the average for all students (a third of a grade in each subject).

### 5.3.3.4 Ethnic Groups

Key Stage 4 - 2016							
	Cohort	Progress 8			Attainment 8		
		LA	National	GAP	LA	National	GAP
AIND	498	0.28	0.60	-0.32	54.2	57.0	-2.8
APKN	170	0.47	0.38	0.09	51.3	48.0	3.3
BAFR	440	0.38	0.21	0.17	47.6	50.0	-2.4
BSOM	250	0.25	0.29	-0.04	46.1	47.5	-1.4
BCRB	269	0.21	-0.20	0.41	43.7	45.0	-1.3
WBRI	172	0.11	-0.11	0.22	52.7	50.0	2.7
WIRT	5	-2.72	-1.16	-1.56	9.3	29.1	-19.8
All Students	3049	0.31	0	0.31	51.5	49.9	1.6

Of Brent's significant ethnic groups, in 2016, Black Caribbean (BCRB) was six points below the national average for all students and the Black Somali (BSOM) group was three points below. The Asian Pakistani (APKN) and White British (WBRI) groups were above the national average and above the group nationally, and the Asian Indian (AIND) was above the national average. All of Brent's significant groups made more progress at secondary school than the national average for all students nationally. There were no Gypsy/Roma students completing Key Stage 4, and just five Travellers of Irish Heritage (WIRT). The Attainment 8 and Progress 8 scores for Travellers were well below the national averages.

## Black Caribbean boys

KS4 - 2016							
	Cohort	Progress 8			Attainment 8		
		LA	National	GAP	LA	National	GAP
BCRB - Boys	122	-0.5	0	-0.5	39.3	49.9	-10.6

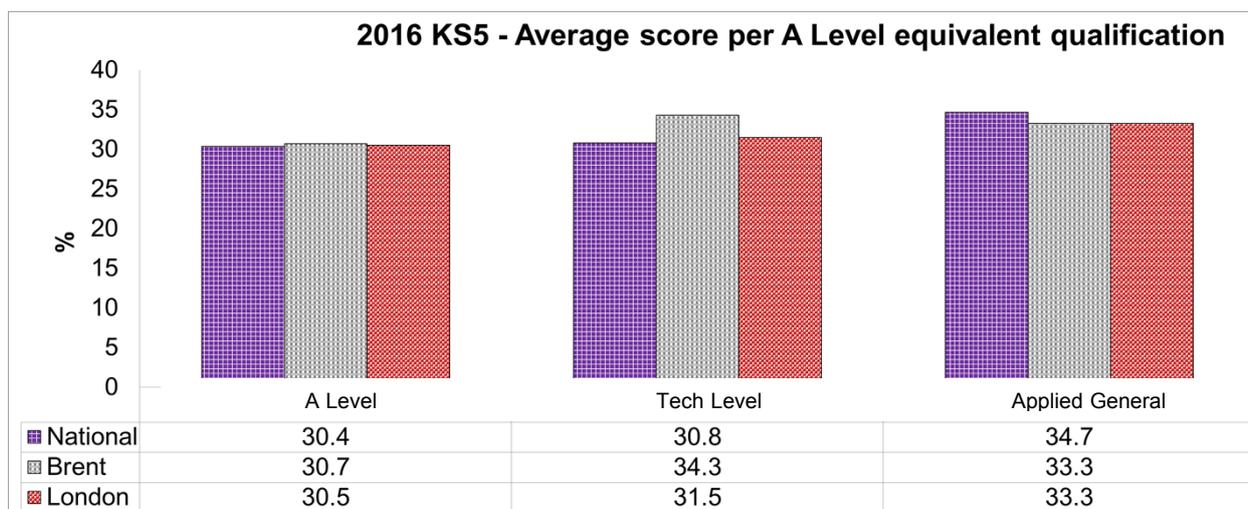
The data for Black Caribbean boys shows that attainment at the end of Key Stage 4 was well below the national average and that this was the only Brent significant group by ethnicity to make less progress than all students nationally.

### 5.3.3.5 Students with English as an Additional Language (EAL)

KS4 - 2016							
	Cohort	Progress 8			Attainment 8		
		LA	National	GAP	LA	National	GAP
EAL	1737	0.49	0.40	0.09	50.1	49.7	0.4

In 2016, Brent students with EAL attained above the national average for students with EAL and the national average for all students, and they made significantly more progress than all students nationally.

### 5.3.4 Post-16 Key Stage 5



5.3.4.1 Key Stage 5 results cover all state-funded mainstream schools, academies, free schools, maintained special schools and further education colleges. In 2016 the Department for Education changed the performance measures and consequently they cannot be compared with previous years.

5.3.4.2 Students on Level 3 programmes can study different qualifications: A Levels, Applied General (for example BTEC National Business); Tech Level (for example Mechanical Engineering). At Level 3 Brent secondary schools deliver mainly A Level courses, and some Applied General and Tech Level courses, and the College of North West London delivers mainly Tech Level and Applied General courses and some A Levels.

5.3.4.3 Brent's 2016 average A Level average point score per qualification was 30.7 marginally above the London average 30.5 and the national average 30.4. 10 points equals one A

Level grade. Therefore, on average, Brent students attained a grade C in each of their A Level subjects.

5.3.4.4 For Tech Level courses Brent's average point score was 34.25 which is above the London and national averages. Brent students also attained an average grade of C (33.3 points) in Applied General qualifications which is equal to the London average but below the national average.

### 5.3.5 Brent Key Stage 5 results by institution

School	A Level students	Tech Level students	Applied General students
APS per entry			
Alperton Community School	26.8	29.97	SUPP
Ark Academy	~	~	~
Ark Elvin Academy	23.7	~	~
Capital City Academy	22.7	SUPP	41.0
Claremont High School	27.8	~	32.4
Convent of Jesus and Mary Language College	25.1	~	29.2
JFS	41.0	~	SUPP
Kingsbury High School	28.2	39.47	33.5
Newman Catholic College	17.3	SUPP	37.7
Preston Manor School	32.1	~	SUPP
Queens Park Community School	27.4	SUPP	43.2
St Gregory's Catholic Science College	27.7	29.29	33.1
The Crest Academies	19.7	31.64	25.2
The College of North West London	14.4	29.71	26.4
Wembley High Technology College	34.8	~	50.0
<b>Brent</b>	<b>30.7</b>	<b>34.3</b>	<b>33.3</b>
<b>London</b>	<b>30.5</b>	<b>31.5</b>	<b>33.3</b>
<b>National</b>	<b>30.4</b>	<b>30.8</b>	<b>34.7</b>

Source: 2015/16 key stage 5 attainment data (revised)

Above National
Below National
SUPP = Suppressed to protect privacy

## 6.0 Financial Implications

6.1 There are no financial implications from this report.

## 7.0 Legal Implications

7.1 There are no legal implications from this report.

## 8.0 Diversity Implications

8.1 This report includes the analysis of gaps between groups of pupils by: gender; disadvantage; special educational needs and/or disabilities (SEND); English as an additional language (EAL); ethnic group. The analysis has been used to identify the priority groups for the 2017-2020 Strategic Framework for School Effectiveness, and to guide the work of Setting and School Effectiveness Service and its local school improvement partners.

## **Contact Officers**

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

John Galligan  
Head of Setting and School Effectiveness  
[john.galligan@brent.gov.uk](mailto:john.galligan@brent.gov.uk)

GAIL TOLLEY  
Strategic Director Children and Young People