



**Community and Wellbeing Scrutiny
Committee**
28 March 2018

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

Annual School Standards and Achievement 2016-2017

Wards Affected:	All
Key or Non-Key Decision:	N/A
Open or Part/Fully Exempt: (If exempt, please highlight relevant paragraph of Part 1, Schedule 12A of 1972 Local Government Act)	Open
No. of Appendices:	One • Data
Background Papers:	None
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1.0 Purpose of the Report

- 1.1 A report on school standards and achievement was last presented to the Community and Wellbeing Scrutiny Committee in March 2017.
- 1.2 This next annual report is being presented to the Community and Wellbeing Scrutiny Committee, March 2018.
- 1.3 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.

- 1.4 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.
- 1.5 The aims in the Plan were to achieve:
All primary, secondary and special schools in the Borough would be rated 'good' or 'outstanding' by Ofsted by 2017.
All special schools will be 'good' or 'outstanding'.
- 1.6 At the Community and Wellbeing Scrutiny Committee on 29 March 2017, 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.

2.0 Recommendation

- 2.1 The Community and Wellbeing Scrutiny Committee is asked to note the report on the Annual School Standards and Achievement 2016-2017 and to consider the report.

3.0 Detail

Statutory duties

- 3.1 The Local Authority has a statutory duty (Children Act 2004, 2006) to act as the champion for all children and young people in the Borough and is responsible for maintaining an overview of the effectiveness of all schools including sponsored academies, converter academies, free schools, the local college, and registered early years settings and registered training providers. The Local Authority also has a statutory duty 'to promote high standards and fulfilment of potential in schools so that all children and young people benefit from at least a good education.' (The Education Act 2011). 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.
- 3.2 The Local Authority has statutory powers of intervention in schools within the maintained sector if it has concerns about the quality of provision. Where there are concerns about an academy's standards, leadership or governance, the Local Authority is expected to raise them directly with the Regional Schools Commissioner. If the concern is safeguarding, the Local Authority has a statutory responsibility to address this directly with the academy.
- 3.3 National policy for school improvement has continued to change. In September 2015, Ofsted introduced a new common inspection framework for all providers of education to children and young people. In 2016, the Education and Adoption Act extended the role of the Regional Schools Commissioner (RSC) in monitoring and intervening in maintained schools causing concern and introduced the coasting schools category. Incorporating these changes to the RSC, the Department for Education (DfE) published its revised Schools Causing Concern Guidance in March 2016. In the same month the DfE

published the White Paper Educational Excellence Everywhere which set out the government's five year plan to build on and extend the reforms it had introduced since 2010. Whilst many of the policies set out in the White Paper have been significantly revised or abandoned, changes to the school funding formula are being implemented, and the government has reaffirmed its commitment to the school-led system by introducing the Strategic School Improvement Fund in 2017 overseen by the Regional Schools Commissioners, and administered and delivered by Teaching School Alliances.

Collaborative arrangements

- 3.4 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 Director of Children's Services (DCS), 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 led by Brent schools.
- 3.5 The partnership board approved a new Strategic Framework for School Effectiveness in Brent 2017-20 on 29 November 2017. This guides the work of the Setting and School Effectiveness Service. The strategic framework reflects the Brent 2015-19 Borough Plan's ambition that Brent schools are amongst the best and that Brent children and young people achieve to their potential. The plan recognised that the majority of Brent's schools have been judged as good or better by Ofsted, but asserts that all schools should be at least good. It also recognises that whilst the attainment levels of the Borough's children have improved significantly in recent years, this must continue, and all children from all communities in all parts of the Borough must achieve well. The plan also asserts the need to make sure that Brent young people have the very best opportunities to improve their lives in and out of school, and are in the best possible position to move into further and higher education and employment. This priority is aligned to the Brent 2020 vision for the Borough which sets employment and skills as one of the five key priorities for improving local people's opportunities and life chances.
- 3.6 The Strategic Framework for School Effectiveness acknowledges that school leaders have the proven expertise and experience to support school improvement. The collaborative school-led partnerships are a key feature of Brent's education provision with improvement being driven by local schools. The continuing development of the school-led Brent Schools Partnership (BSP) and the two Brent-based Teaching School Alliances (TSAs) are excellent examples of schools taking a leading role in supporting school effectiveness. Where the Local Authority needs to intervene in schools to bring about rapid improvement it commissions and brokers school-to-school support from its partners: the TSAs, BSP, National Leaders of Education (NLEs) and NLGs, and the leaders of outstanding and good schools.
- 3.7 The BSP is a network of subscribing schools which have come together with the common aim of securing the best possible outcomes for children and young people in Brent. The BSP aims to support each school to ensure that high quality educational opportunities are provided in all Brent schools. The BSP has continued to develop its role in offering school-to-school support over the last

three years. This has included the identification of schools with expertise to become BSP specialist centres to lead school improvement support in an aspect of provision, for example: Black Caribbean pupil achievement; safeguarding.

3.8 The Brent Teaching School Alliance was established in 2014. It is led by Byron Court Primary School. Its partnership includes seven primary schools, one secondary school, one higher education institution and the Brent Schools Partnership. Woodfield Teaching School Alliance (WTSA) was established in 2013 and is led by Woodfield School. The WTSA partnership consists of three special schools, one primary school, one secondary school and an all-through school. In addition, in Brent there are six headteachers who are NLEs and there are two chairs of governors who are NLGs.

3.9 The 2017 to 2020 improvement priorities for school effectiveness in Brent have been agreed by the Strategic School Effectiveness Partnership Board (SSEPB) following consultation with partners and the Community and Wellbeing Scrutiny Committee's examination of the Annual School Standards and Achievement Report 2015-2016. The Brent Schools Partnership, Teaching School Alliances, schools, the Local Authority and other partners have already started to address the issues through their action plans and strategic groups, and the SSEPB will monitor their impact. The Strategic Framework's priorities for improvement are:

3.9.1 *Sustaining Ofsted good and outstanding judgements for all schools*

Brent is committed to all children and young people attending good and outstanding provision. Whilst there has been significant improvement in the proportion of good and outstanding provision, one secondary and two primary schools are currently not judged good or outstanding.

3.9.2 *Building leadership capacity across the borough including headteacher succession planning*

The recruitment of well qualified teachers and school leaders has become increasingly difficult in Brent and across London over the last three years. The school-led system established in Brent requires strong leaders to continue to improve their schools and to grow capacity to support improvement in other schools.

3.9.3 *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*

Over the last two years the Department for Education has raised its expectations of governance and in January 2017 published A Competency Framework for Governance. High quality governance is also a key feature of the school-led system and vital in challenging school leadership teams on underperformance including that of Brent's priority groups (refer to 4.9.5).

3.9.4 *Raising the standards and progress of pupils at the lowest performing schools*

A key issue for Brent continues to be the wide variation in the attainment and progress of pupils at different schools. At Key Stage 2, in 2017, the difference between the school with the highest proportion of pupils attaining the headline measure (meeting the expected standard in reading, writing and mathematics) and the school with the lowest proportion was 74 percentage points. Similar to the primary phase, there is a wide variation in attainment between secondary schools. The difference between the school with the highest proportion of

students attaining the headline Attainment 8 measure and the school with the lowest proportion was 32 points (equivalent to four GCSE grades per subject).

3.9.5 *Raising the attainment of priority groups*

Most of Brent's significant ethnic groups perform well compared to either the same group nationally or all pupils. However, three groups will be priorities for the next three years: Black Caribbean boys, Somali boys and girls, and Travellers of Irish heritage. The attainment of the Black Caribbean group is well below national averages, but this is primarily because of the very low attainment of Black Caribbean boys. The attainment gap for the Somali group has closed over recent years but in 2016 and 2017 was just below national averages, and below for attainment in 2017 for this group nationally at the end of Key Stage 2. Last year, the outcomes for the small group of Travellers of Irish Heritage improved significantly at primary level but were poor at secondary level.

Improving the outcomes for Brent children and young people with SEND is also a priority. Whilst attainment and progress in 2016 and 2017 compared well to pupils with SEND nationally, the gap with all pupils was too high, and middle prior attaining Brent pupils with SEN support made less progress than the national average in both the primary and secondary phases.

- 3.10 To support the framework, the Strategic School Effectiveness Partnership 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. The board also offers a strategic forum to discuss challenges and opportunities including responses to government consultations on policy changes, for example, the schools national funding formula.
- 3.11 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 Brent Schools Partnership), and the Setting and School Effectiveness Service.

The Setting and School Effectiveness Service

- 3.12 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 the leaders of maintained schools annually to agree their school's category. 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.
- 3.13 Schools categorised as LA1 and LA2 are expected to lead their own improvement with the support of the school-led partnerships. When a school is identified as vulnerable or underperforming (LA3 and LA4), the service establishes a Rapid Improvement Group 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 the group includes the headteacher, the chair of governors and the link SELP. The Rapid Improvement Group is tasked with agreeing the necessary school improvement support from TSAs, the BSP and other schools. 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).

- 3.14 Schools identified as LA3 and LA4 may be entitled to access additional funds from the Schools Causing Concern Budget if they meet the criteria. The budget is delegated by the Schools Forum from the Dedicated Schools Grant. Rapid Improvement Groups are required to submit a formal application for funding, with the support of a School Effectiveness Lead Professional, outlining the purpose for which the funding is required, the anticipated impact on pupil outcomes together with information about the school's own budget.
- 3.15 During the last academic year one IEB was in place in a school that was judged Requires Improvement in its inspection in 2015. The IEB was replaced by a governing board in April 2017 because of the school's improvement and an agreement with its feeder infant school to form a hard federation. Shortly afterwards, in May, the school was inspected and was judged good.

School governance

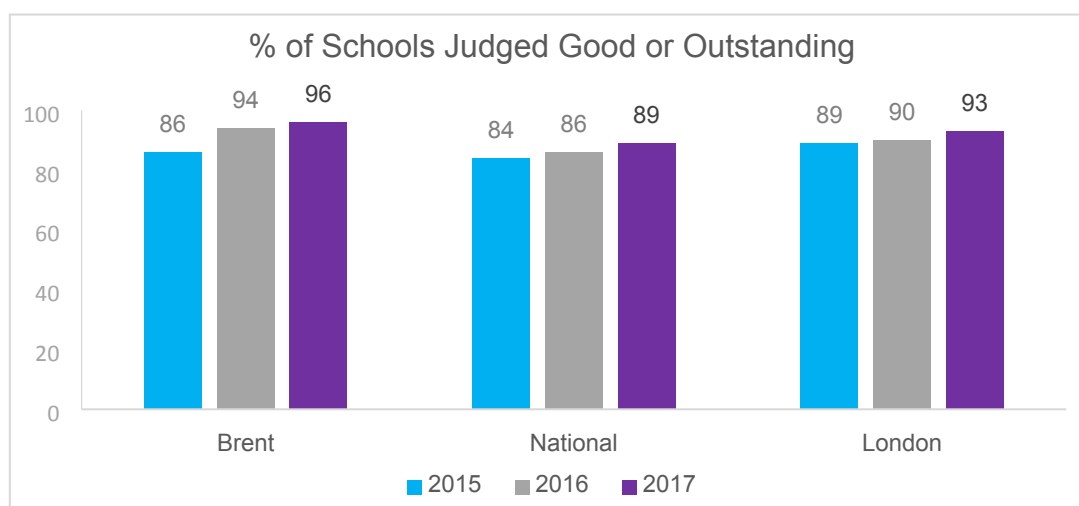
- 3.16 Ensuring that school governance meets national quality expectations is a school effectiveness priority to meet the increased expectations of governors and governing boards set out in A Competency Framework for Governance.
- 3.17 The governance arrangements of Brent schools have continued to change over the last year in response to national policy and to meet the needs of the Borough and school communities. As at March 2018, Brent's schools are organised as follows:

Type of school	Nursery	Primary	Secondary	All-through	Special	Pupil Referral Unit	Total
Maintained Community	4	31	0	0	2	2	39
Maintained Voluntary-aided	0	18	2	0	0	0	20
Maintained Foundation	0	2	0	0	0	0	2
Sponsored Academy	0	4	3	1	0	0	8
Converter Academy	0	4	7	1	2	0	14
Free School	0	1	1	0	0	0	2
Total	4	60	13	2	4	2	85

- 3.18 The most recent changes over the last academic year have included: two hard federations between junior and infant schools; a special school converting to academy status to lead a multi-academy trust sponsoring a special free school; an all-through school separating as a secondary school and primary school within the same multi-academy trust.

- 3.19 The Setting and School Effectiveness Service includes governor support services. The service assists governing boards in ensuring that schools are able to comply with national legislation, local policy and best practice. As part of its core offer to schools, the service provides: specialist advice and support for governing boards; reconstitution and membership advice; induction for all new governors and management board members; a termly governance report; clerking brokerage. The team also offers a comprehensive training programme, for boards that subscribe to the School Compliance and Governor Training service level agreement, which provides all governors, management board members, clerks and associate members with training opportunities to enhance the effectiveness of the board and fulfil their statutory duties.
- 3.20 To enhance the quality of governance Brent Council launched its project “Developing strong governance across all Brent Schools” at the autumn 2017 meeting of “Senior officers with Chairs and Vice Chairs of Governors”. The project is focusing on recruitment, retention and the development opportunities available to governors with different levels of experience, from those newly appointed to those with extensive periods of office. The BSP has also developed its governor development programme offer to schools.

Overall school effectiveness



- 3.21 The overall effectiveness of Brent schools has continued to improve. At the end of the last academic year, 96 per cent of Brent schools were judged good or outstanding, an increase of two percentage points on the previous year's figure of 94 per cent. This put Brent seven percentage points above the national average of 89 per cent and three points above the London average of 93 per cent. The figure was, however, below the Borough plan's target of 100 per cent for 2017. The target has been met for nursery and special schools, and pupil referral units.
- 3.22 During the last academic year there were 27 inspections. The Ofsted judgements increased at five schools (one inadequate to good, three requires improvement (RI) to good and one good to outstanding). 15 schools remained good, two remained outstanding and one remained requires improvement. One primary school went from good to inadequate. Two academies and one free school were inspected for the first time. The secondary free school was judged outstanding, the primary academy was judged good and the secondary academy was judged requires improvement.

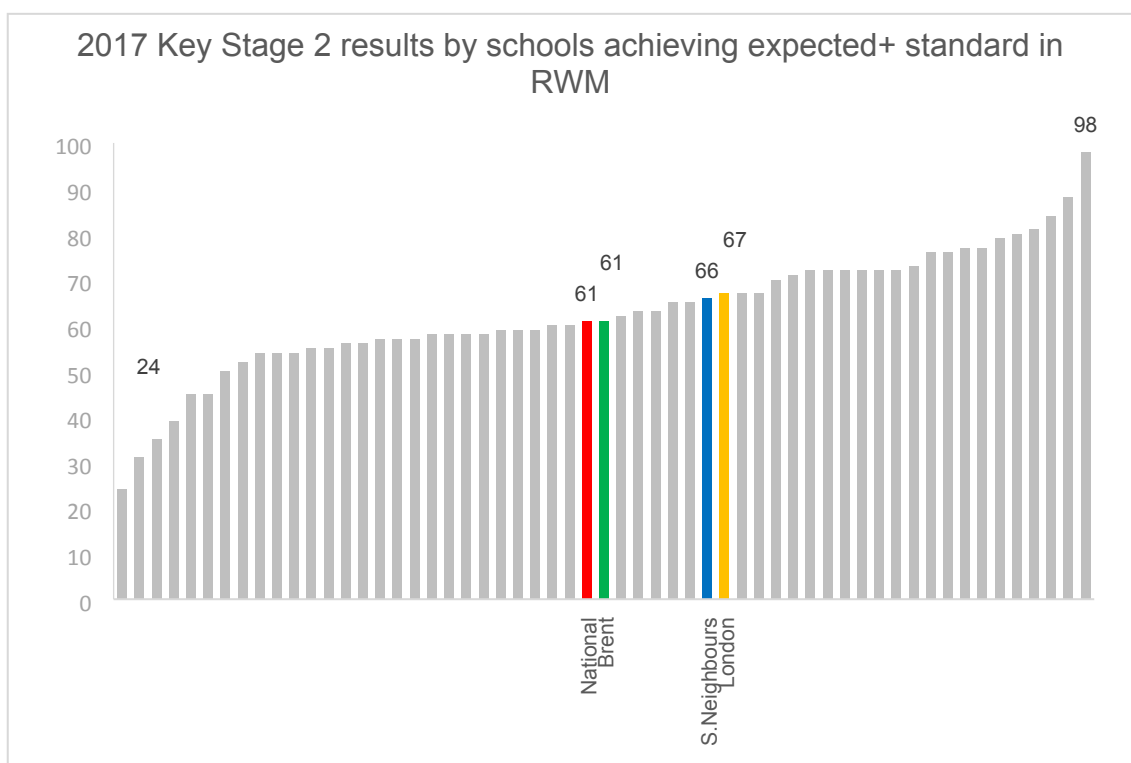
- 3.23 This academic year, to date, six inspection reports have been published. One primary academy has been judged as good in its first inspection, three primary schools have remained good, two pupil referral units have remained good and one primary school has moved from outstanding to good. One of the primary schools retaining good has been informed that it will receive a full Section 5 inspection within two years because the short Section 8 inspection indicates that it could be outstanding.
- 3.24 There is currently one maintained school judged inadequate, and two schools judged RI, a sponsored secondary academy and a maintained primary school. In the 2016-2017 academic year, Brent missed its target in the Borough plan for all schools to be judged good or outstanding by four percentage points (three schools out of eighty-five), but met the target for all special schools to be good or outstanding.

Standards and achievement

- 3.25 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. The 2017 GCSE results for English and mathematics were the first set following the introduction of reformed qualifications in 2015. The revised GCSEs are mainly assessed by a terminal examination to test more demanding content, which has been developed by government and the exam boards.

Primary

- 3.26 At Key Stage 2 the Borough performed well in the measures of pupil progress. It was above the national averages for reading, writing and mathematics and above the London average for mathematics.
- 3.27 However, whilst attainment rose at Key Stage 2 in Brent it did not increase as fast as the national and London averages and as a consequence was below both averages for reading and writing. This highlights the need to accelerate the progress pupils make in English during the primary phase.
- 3.28 For primary schools the headline attainment measure is the proportion of pupils attaining the expected standard in reading, writing and mathematics at the end of Key Stage 2. In 2017, for Brent this was 61 per cent compared to the national average of 61 per cent and the London average of 67 per cent.
- 3.29 A key issue for Brent continues to be the wide variation in the attainment of pupils at different primary schools. 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 74 percentage points.



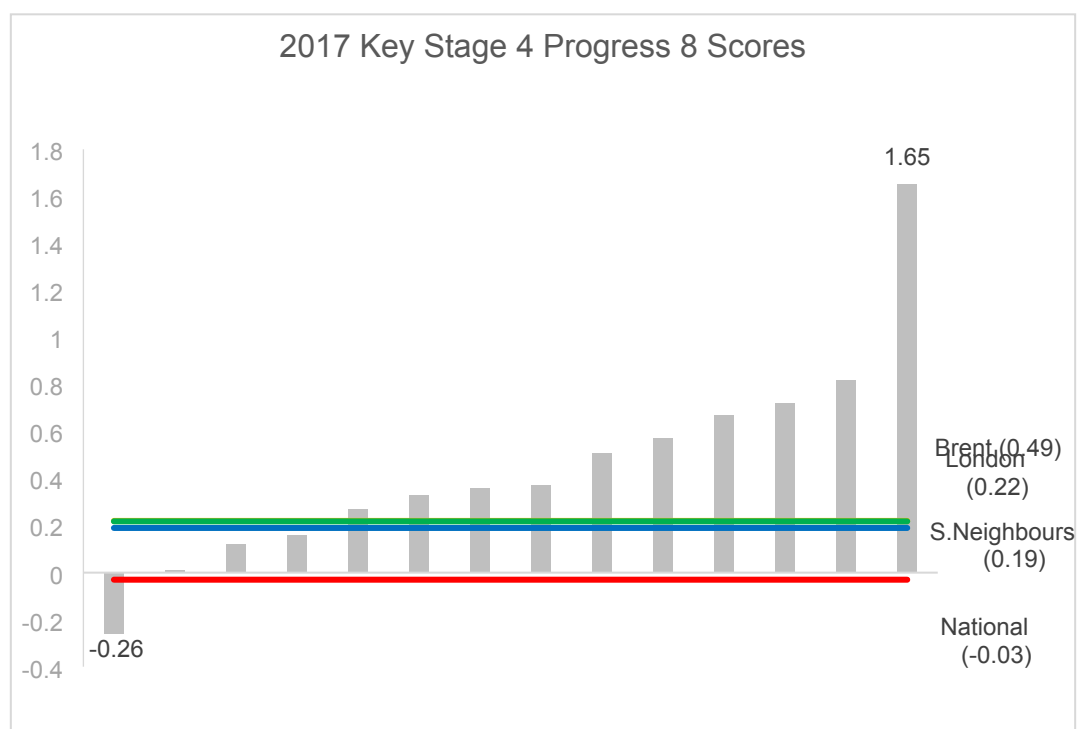
- 3.30 The Setting and School Effectiveness Service is working with the schools where outcomes are a concern to ensure rapid improvement¹ and the Brent Teaching School Alliance is applying to the Strategic School Improvement Fund for resources to support schools with the lowest attainment in reading to improve.
- 3.31 **No primary schools were below the Department for Education's floor standard because the progress made by pupils at Key Stage 2 in reading,**

¹ The Brent Strategic Framework for School Effectiveness 2017-2020 sets out the details.

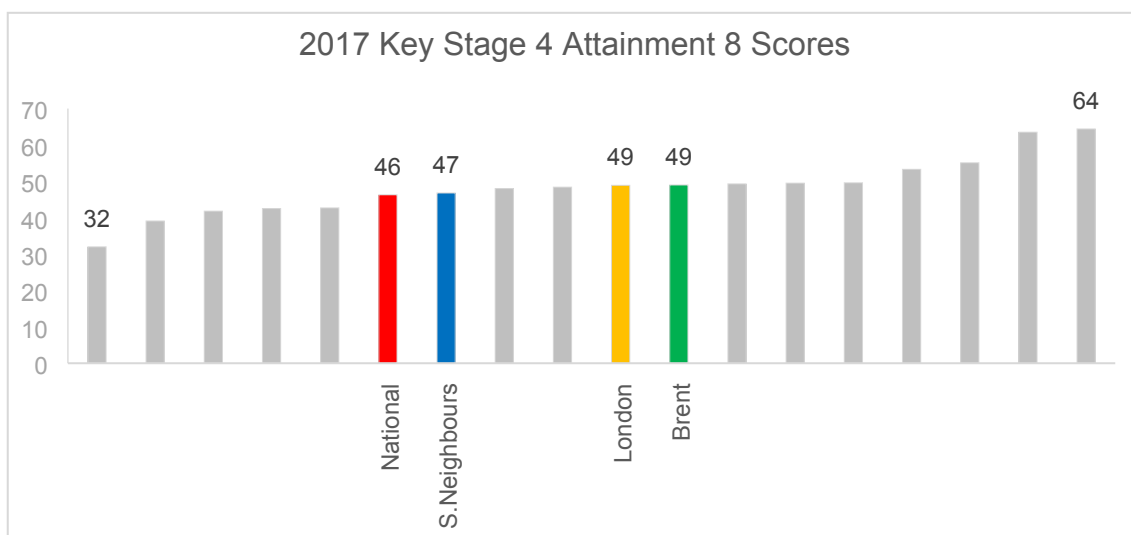
writing and mathematics at all schools was above the minimum threshold.

Secondary

- 3.32 Brent performed very well against the national and London averages in 2017 for the secondary headline attainment and progress measures. The Borough was above London and statistical neighbours for all Key Stage 4 measures for the first time. For the headline Progress 8 measure Brent was the second highest out of 151 local authorities in England. 13 out the 14 secondary schools with students sitting GCSEs were above the national average and ten schools were above the London and statistical neighbour averages.



- 3.33 Following the introduction of 'tougher GCSEs' the Attainment 8 scores fell nationally and in London compared to 2016. However, the average attainment in Brent fell by less and was 49 points, above the national average, London average and average for statistical neighbours. Similar to the primary phase, headline figures mask the variation in the performance of schools. The difference between the progress of students at the highest scoring school and the lowest is 1.39 (over a grade per subject). The graph above shows the variability of the progress of students between schools at Key Stage 4, and the graph below the variation in attainment of students at different secondary schools. The difference between the school with the highest Attainment 8 measure and the school with the lowest proportion is 32 points.



- 3.34 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 and there are no secondary schools categorised as a 'coasting school'.**

The performance of groups

- 3.35 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).
- 3.36 The gender gap between boys and girls continues. Boys' attainment at primary school increased in 2017 but not as fast as girls and the national, London and Brent averages. As a consequence the gender gap has widened. At secondary, in 2017 the performance of boys was positive compared to national averages and the attainment gap with girls narrowed. Brent children and young people with SEND perform well against pupils with SEND nationally at primary but less well at secondary. The gaps at both primary and secondary with the averages for all pupils is too high. Pupils with EAL make above average progress at Brent schools and attain well compared to national averages.
- 3.37 Most of Brent's significant ethnic groups perform well compared to either the same group nationally or all pupils. The Somali group continues to be just below national averages for attainment but has closed the gap with Somali pupils nationally and is now above at secondary. The Black Caribbean group continues to be well below national averages, and the attainment of Black Caribbean boys is still very low compared to national averages despite the increase in attainment at Key Stage 2. The outcomes for the Travellers of Irish Heritage could not be reported this year because the numbers are too small and Gypsy/Roma group could only be reported for Key Stage 2.
- 3.38 The continued low performance of Black Caribbean boys is a major concern. Black Caribbean boys are also a London and national priority group. In January 2018 Lambeth Council and the Institute of Education held a national conference entitled Raising the Achievement of Black Caribbean Pupils aimed at improving teaching and learning for Black Caribbean pupils in the classroom. This was well attended by Brent headteachers, the Brent Schools Partnership and the

local authority, and included an input from the headteacher of Barham Primary School on “Successful Strategies in Closing the Achievement Gap”.

- 3.39 Over the last year the priority of raising the attainment of Black Caribbean boys has been an agenda item at all meetings to ensure that all partners are aware and take ownership of the issue. Following last year’s report to scrutiny, the theme of the 2017 Annual Brent Governor’s Conference was ‘Outcomes for all: the role of governors in ensuring all groups of pupils achieve their very best’. The conference main speakers were leaders from two schools, Kingsbury Green Primary School and Chalkhill Primary School who shared their best practice in improving the outcomes for Black Caribbean pupils. The conference highlighted the local and national expectation that governing boards monitor the outcomes of groups of pupils and challenge leaders to address underperformance. Also in 2017, the Brent Schools Partnership designated Chalkhill Primary School as its specialist centre for the achievement of Black Caribbean pupils. The headteacher with the support of the BSP has established a strategy group with stakeholder representatives including Brent Council. The group is action focused and the BSP has launched its challenge programme for the performance of this group at each school. The BSP held a conference “Success for All” in February 2018 to support schools to improve the attainment of Black Caribbean Pupils which was very well attended by Brent headteachers. The impact of these actions should start to be evident in 2018 results.

Conclusion

- 3.40 The quality of education provision in Brent continues to improve with the overall effectiveness of schools being at its highest recorded level. However, three schools are not currently judged as good and the corporate target of 100 per cent of provision being judged good or outstanding has not been met. Standards and achievement have continued to improve at the end of the primary phase (Key Stage 2) and secondary phase (Key Stage 4), and 16-19 (Key Stage 5). The performance of secondary schools in 2017 was very strong, putting Brent’s attainment higher than London for the first time and the progress measure amongst the highest in the country.
- 3.41 Whilst the results at primary improved, attainment has not increased as fast as the national and London averages. This is particularly evident in pupil attainment in reading and writing, and the attainment of boys. The Setting and School Effectiveness Service is working with partners to address this, and supporting the Brent Teaching School Alliance’s bid for funding to work with the schools with the lowest outcomes in reading.
- 3.42 The performance of disadvantaged pupils and pupils with EAL continues to be strong, and the ethnic groups performing well last year continued to perform well against the national averages. However, the outcomes, in particular the attainment of the priority groups (Black Caribbean boys, Somali girls and boys and pupils with SEND) identified in the Strategic Framework for School Effectiveness 2017-2020 compared to national averages have not improved and will continue to be the main focus for improvement for the next few years.

4.0 Financial Implications

- 4.1 There are no financial implications from this report.

5.0 Legal Implications

5.1 There are no legal implications from this report.

6.0 Equalities Implications

6.1 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 is used to monitor the priority groups for the Strategic Framework for School Effectiveness 2017-2020, and to guide the work of Setting and School Effectiveness Service and its local school improvement partners.

7.0 Consultation with Ward Members and Stakeholders

7.1 Stakeholders were consulted on the formation of the Strategic Framework for School Effectiveness 2017-2020 and its strategic priorities.

Report sign off:

GAIL TOLLEY

Strategic Director Children and Young People