



**Community Wellbeing Scrutiny
Committee**
18 March 2019

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

**Raising the Achievement of Boys of Black Caribbean
Heritage in Brent**

Wards Affected:	All
Key or Non-Key Decision:	
Open or Part/Fully Exempt: <small>(If exempt, please highlight relevant paragraph of Part 1, Schedule 12A of 1972 Local Government Act)</small>	Open
No. of Appendices:	None
Background Papers:	None
Contact Officer(s): <small>(Name, Title, Contact Details)</small>	<p>Brian Grady Operational Director Safeguarding, Partnerships and Strategy brian.grady@brent.gov.uk</p> <p>John Galligan Head of Setting and School Effectiveness john.galligan@brent.gov.uk</p>

1.0 Purpose of the report

- 1.1 School standards are a corporate priority for Brent Council as set out in the Borough Plan 2019-23 which was agreed by Full Council in February 2019. The plan sets out five strategic priorities, including: Every opportunity to succeed – working in partnership to support children and young people’s educational attainment and training.
- 1.2 There is a commitment to raise the attainment of particular groups and narrow the gap with their peers for boys of Black Caribbean heritage as well as other groups including Somali boys and girls and Travellers of Irish heritage. It is felt justified for this report to focus on boys of Black Caribbean heritage because according to the data presented to committee on school standards in March 2018, their attainment is improving but at a slower rate than other groups and in effect they are falling further behind. The report showed that at the end of Key Stage 2 the attainment of boys of Black Caribbean heritage had increased by four percentage points but the gap with the national average for all pupils had widened to 23 points below the national

average. In 2016, Brent's boys of Black Caribbean heritage were 19 points below the national average for all pupils.

2.0 Selection

- 2.1 Members of the scrutiny committee discussed the underachievement of certain groups among Brent's pupils, including boys of Black Caribbean heritage, when it discussed the annual School Standards and Achievement report in March 2018. As part of the committee's discussions to agree its new work programme for 2018/19, members agreed they wanted a dedicated report on the underachievement of boys of Black Caribbean heritage in Brent.
- 2.2 This report covers the items requested for inclusion by the Chair of the Community and Wellbeing Scrutiny Committee.

3.0 Information

- 3.1 The most underperforming group nationally is white disadvantaged boys and this is also the case in London. The boys of Black Caribbean heritage group (including boys of mixed Black Caribbean heritage) is also underperforming nationally and London-wide. Of all Brent's significant groups, boys of Black Caribbean heritage is the only group which has continued to significantly underperform over the last three years.
- 3.2 There has been extensive research over decades which has identified the most significant factors that lead to successful outcomes for pupils of Black Caribbean heritage in schools. The findings fall into the following broad areas:
- Effective leadership to ensure that pupils of Black Caribbean heritage achieve well and that achievement gaps are narrowed
 - Teachers and school leaders' knowledge, skills and understanding of the factors that lead to the underachievement of Black Caribbean pupils
 - Effective parental engagement
 - Raising aspiration and ambition for pupils at all levels
 - High quality teaching, learning and assessment, and early intervention and support for pupils who are underachieving, or are at risk of underachievement.
 - Relevant and motivational curriculum where black achievement is embedded in and integral to the curriculum offered
 - Pupil voice, and pupil engagement and contribution to their own success.
 - Tackling racism and stereotyping.
- 3.3 The 2018 regional data for the performance of groups is not available. However, the Greater London Authority's (GLA's) 2017 Annual Education Report shows that the performance of this group across London was similar to Brent. As a consequence the GLA commissioned a research report Boys on Track - Improving support for Black Caribbean and Free School Meal-Eligible White Boys in London which was published on 10 December 2018. The report identified seven key 'areas for action', which are:
1. Enhancing pupils' emotional wellbeing and mental health.
 2. Working with parents and families, involving them in their children's education.
 3. Securing access to high quality early years provision.
 4. Raising teachers' expectations and addressing their biases.

5. Recruiting and retaining a more diverse teaching workforce.
6. Enhancing access to work experience opportunities, careers guidance, and support into employment.
7. Encouraging peer support among young people.

These findings are not dissimilar to the research findings over previous decades.

- 3.4 It was clear to all education partners in Brent that there has been a huge amount of national and regional research projects into the reasons for underperformance, but not enough sustained and embedded action to address the issues of under-performance and not enough dissemination of best practice to ensure that this group attains results that are comparable to the very highest attaining groups.
- 3.5 To address the concerns raised at the Community and Well-being Scrutiny Committee and put in place the strategy to address the issues, a Black Caribbean Strategy Group was established by the Brent Schools Partnership (BSP). This consists of headteachers and senior representatives from schools across all phases, the local authority, the Teaching School Alliances and the BSP. This strategy group is chaired by the headteacher of the BSP Specialist Centre for Black Caribbean Achievement (Chalkhill Primary School). Chalkhill was chosen because of the quality of its work in improving the outcomes for pupils within this group. Over the last two years, Chalkhill's leaders have been sharing their best practice with other schools through training, school visits, shared activities including aspirational careers events and advice.
- 3.6 The strategy group has met regularly since September 2017 and developed a strategic framework setting out actions to be taken by a range of stakeholders to strengthen capacity and expertise in schools to raise the achievement of pupils of Black Caribbean heritage, and to support parents to contribute to their children's learning and their personal social and emotional development. To deliver this, in March 2018, the Strategic School Effectiveness Partnership Board (SSEPB) agreed to develop a proposal from the Director of Children's Services to Schools Forum.
- 3.7 The proposal was agreed by the SSEPB in May 2018 and presented to Schools Forum in June. Schools Forum approved the initiative and £561,750 of funding over two years. The initiative includes the following strands:
 - A supported rigorous and robust analysis of the performance of pupils of Black Caribbean heritage and the effectiveness of key aspects of schools' practice to ensure the pupils achieve well.
 - The designation of a Black Caribbean Achievement Champion in every school in Brent for a period of two years. The Champion will lead on the school's plan to improve outcomes for pupils of Black Caribbean heritage, including monitoring its impact and engagement with parents/carers.
 - A programme of half termly training for Black Caribbean Achievement Champions to ensure high levels of skills and competencies to deliver their role effectively, leading to real impact on outcomes in schools.
 - A programme of training for groups of staff and for school governors.
 - The development of online resources for parents on strengthening their role and contribution to improving their children's learning and progress, and reducing the likelihood of their children being excluded from schools. This would provide links to opportunities for accreditation, face-to-face advice and workshops. The resources will draw on the experience and expertise of local community groups.
 - Leadership and management of the overall Black Caribbean Strategy, including regular collation and analysis of the attainment and progress of pupils of Black Caribbean heritage.

- 3.8 The aim is that within two years, practice will be embedded to ensure sustainability for the future, and that at the end of two years there will be measurable impact in the outcomes data for boys of Black Caribbean heritage. The funding has been allocated to the Brent Schools Partnership to lead and manage the programme. The BSP will provide reports to the Schools Forum on the delivery of the milestones and their impact.
- 3.9 The programme has started with the appointment during the autumn term 2018 of a Champion to lead this work in nearly all schools. The Champion is tasked with evaluating the quality of provision for this group using the audit framework Success for All, Raising Boys of Black Caribbean heritage Achievement which has been devised and trialled last year by Brent Schools Partnership. The Champion has been supported through a training programme which enables peer networking and will receive one day of support from a BSP School Improvement Specialist to complete the audit. The audit evaluates the education of boys of Black Caribbean heritage for each of the following areas: outcomes; the effectiveness of leadership and management; the quality of the curriculum and teaching, learning and assessment; personal development, behaviour and welfare. The audit includes interviews with pupils, parent and governors, and includes an evaluation of the strength of communication with parents and community links.
- 3.10 From the audit, the Champion will be able to identify what is working well and to put in place a plan to address the areas requiring improvement. This process also enables the identification of best practice to disseminate across the borough through the network of Champions and will inform other borough-wide actions.
- 3.11 The project is very much focused on ensuring the best possible provision for every boy. It is important to state that over 40 per cent of the group are meeting national expectations for results at the end of the primary and secondary phases, and their success must be celebrated alongside the success of the majority of pupils in Brent. This project is aiming to ensure that the boys in the 20 percentage point gap also attain their full potential. The evaluation of provision in each school will identify the factors that affect the group and individual pupils which may vary across the borough. It is important to avoid any over-generalisation of the factors that may be affecting the boys who are underperforming. The Champion is instead expected to monitor the data for every boy which includes their attendance and progress data (that school leaders usually collect from teachers every term), and to put in place the appropriate actions and interventions that address any individual boy's underperformance.
- 3.12 Governing boards have an important role in improving the outcomes for this group. Ofsted's school inspection handbook states that in forming its judgement on the quality of leadership and management inspectors will evaluate "how effectively leaders monitor the progress of groups of pupils to ensure that none fall behind and underachieve, and how effectively governors hold them to account for this." For this reason the 2017 Annual Governors' Conference theme was 'Outcomes for all: the role of governors in ensuring all groups of pupils achieve their very best'. The conference included two case studies of successful practice. The headteacher and chair of governors of Kingsbury Green Primary School presented their work "Strong Governance: ensuring achievement for all" showing how their data tracking and scrutiny of data had led to the improvement of attainment of the school's priority groups including boys of Black Caribbean heritage and Chalkhill Primary School presented a case study of its work with parents which has improved attainment for this group. This best practice has informed the audit tool. The conference also helped governors to understand the importance of attainment for all groups however small in numbers they may be.

- 3.13 To highlight the role of governors in the current initiative a joint local authority and BSP meeting was held for Chairs and Vice Chairs of Governors in January 2019 to inform them of the detail and set the expectations of their leaders. The meeting was very well attended and has led to governing boards holding leaders to account, for example, asking for the Champion to attend a full governing board meeting to update them on the progress and impact of their work.
- 3.14 Parental engagement is key to improving outcomes, which is why the initiative is also working with parents to develop resources that will help them to best engage with and support their children's learning. The on-line resource is currently in the development stage and supported by consultation with groups of parents, and governors will be also be consulted about its development following the high level of interest from parent governors at the January meeting.
- 3.15 The Borough Plan's strategic priority 'Every opportunity to Succeed' states that a desired outcome is the "Improvement in key stage results for boys of Black Caribbean heritage". As a consequence all services across Brent Council have been considering how their delivery could be modified or developed to better support the outcomes of this group. For example, under the strategic priority 'Strong foundations' the Borough Plan highlights the roll-out of family hubs which will be important in engaging the parents and children to ensure that they are supported to get the very best outcomes.
- 3.16 The Borough Plan also states the council's commitment to contextual safeguarding which will support services to understand and respond to the risks that some of the boys within this group face in their neighbourhoods, schools and online.

Conclusion

- 3.17 School leaders across the borough have overwhelmingly supported the initiative for raising the achievement of boys of Black Caribbean heritage. They have appointed Black Caribbean Achievement Champions, signed commitment forms and released their staff for training. Outcomes are time-lagged and as this initiative has just started the largest improvement in outcomes should be evident at the end of the programme in 2020.
- 3.18 The 2018 educational outcomes data for boys of Black Caribbean heritage shows that attainment at Key Stage 2 increased, and that the gap with the national average has remained the same halting last year's increase. Similarly gaps remain constant at Key Stage 4. The expectation is that the strong commitment demonstrated by local school leaders over the last year to improving the achievement of boys of Black Caribbean heritage and the council's commitment in the new Borough Plan will reduce the gaps at all key stages by 2020 and will close the gaps by 2023.

4. Data

4.1 School roll

- 4.1.1 The January 2018 School Census data shows that there are 1,930 boys of Black Caribbean Heritage in Brent schools forming four percent of the whole school population. The percentage has remained constant over the last three years. Of these 39 per cent (750) are disadvantaged pupils (entitled to support from the Pupil Premium grant) which is significantly above the Brent average of 31 per cent.

4.1.2 The data on ethnic groups for each school is not published. Of Brent's 85 schools, at five schools boys of black Caribbean heritage are more than ten per cent of the school roll and at a further 21 schools the group is over five per cent of the school roll. Four Brent schools do not have any boys of Black Caribbean heritage. These schools have also been encouraged to support and participate in the project.

4.2 Exclusions

2016-17				2017/18			
Brent Permanent Exclusions (PEX)	Black Caribbean boys PEX	% of total PEX	% of Black Caribbean cohort PEX	Brent PEX	Black Caribbean boys PEX	% of total PEX	% of Black Caribbean cohort PEX
59	10 (4)	17%	0.67%	47	7 (1)	14.9%	0.47%
Brent Fixed Term Exclusions (FTEEx)	Black Caribbean boys FTEEx	% of total FTEEx	% of Black Caribbean cohort FTEEx	Brent FTEEx	Black Caribbean boys FTEEx	% of total FTEEx	% of Black Caribbean cohort FTEEx
1611	200	12%	13.55%	1634	175	10.7%	11.86%

4.2.1 The data on the fixed (FTEEx) and permanent exclusions (PEX) of Brent residents shows that both the fixed term exclusions and permanent exclusions of boys of Black Caribbean fell in 2018 compared to 2017. This mirrors the overall fall in exclusions in the borough. However, when compared to the proportion of boys of Black Caribbean heritage on roll (four per cent), the group is significantly over-represented in fixed and permanent exclusions.

4.3 Outcomes

Early Years Foundation Stage

Early Years Foundation Stage % attaining GLD - 2018				
DfE category	Cohort	LA	National	GAP
AIND	613	79	80	-1
APKN	192	72	66	6
BAFR	464	71	71	0
BSOM	263	69	68	1
BCRB	282	68	70	-1
WBRI	307	80	74	6
WEEU	422	64	63	1
WROM	6	67	35	32
All Pupils	3757	70	72	-2

4.3.1 At the Early Years Foundation Stage, in 2018, of Brent's significant ethnic groups the attainment of a good level of development (GLD) of the Asian Indian (AIND), Asian

Pakistani (APKN) and White British (WBRI) groups was at or above the national average for all pupils. The Black African (BAFR) group was marginally below the national average. The Black Somali (BSOM), Black Caribbean (BCRB), White Eastern European (WEEU) and White Roma (WROM) groups were between three and eight percentage points below the national average.

Early Years Foundation Stage - % attaining GLD - 2018				
DfE category	Cohort	LA	National	GAP
BCRB - Boys	149	64	62	2
All Pupils	3757	70	72	-2

4.3.2 The attainment of boys of Black Caribbean heritage was eight percentage points below the national average for all pupils but two percentage points above the national average for this group.

Key Stage 1

KS1 - % of pupils attaining the expected standard in 2018										
DfE category	Cohort	Reading			Writing			Maths		
		LA	National	GAP	LA	National	GAP	LA	National	GAP
AIND	588	80	84	-4	78	82	-4	84	86	-2
APKN	203	76	72	4	67	68	-1	73	72	1
BAFR	212	80	78	1	74	74	0	77	76	1
BSOM	327	74	75	-1	65	70	-4	74	76	-1
BCRB	331	78	73	5	63	65	-2	70	70	0
WBRI	336	81	76	4	72	70	2	82	77	5
WEEU	456	72	67	5	67	64	3	77	73	4
All Pupils	3893	75	75	0	68	70	-2	75	76	-1

4.3.3 In 2018, of Brent's significant ethnic groups, the attainment for the Asian Indian (AIND), Black African (BAFR) and White British (WBRI) groups was above the national averages for all pupils in reading, writing and mathematics. The Asian Pakistani (APKN) and Black Caribbean (BCRB) groups were also above in reading, at or above in mathematics but below in writing. The Black Somali (BSOM) and White Eastern European (WEEU) were below the national average for all pupils in all three subjects.

KS1 - % of pupils attaining the expected standard in 2018										
DfE category	Cohort	Reading			Writing			Maths		
		LA	National	GAP	LA	National	GAP	LA	National	GAP
BCRB - Boys	141	73	69	4	55	58	-3	66	66	0
All Pupils	3893	75	75	0	68	70	-2	75	76	-1

4.3.4 Boys of Black Caribbean heritage were below in all three subjects; two percentage points in reading, 15 percentage points in writing and ten percentage points in mathematics.

Key Stage 2

KS2 - % of pupils attaining the expected standard in 2018													
DfE category	Cohort	RWM			Reading			Writing			Maths		
		LA	National	GAP	LA	National	GAP	LA	National	GAP	LA	National	GAP
AIND	527	65	77	-12	72	81	-9	78	87	-9	83	88	-5
APKN	218	67	61	6	77	70	7	78	77	1	82	75	7
BAFR	675	65	66	-1	75	75	0	76	80	-4	79	78	2
BSOM	341	60	64	-3	70	72	-3	70	78	-8	78	78	0
BCRB	378	47	55	-8	64	70	-6	69	73	-4	63	66	-3
WBRI	331	73	65	9	83	76	7	83	79	4	81	75	6
WEEU	334	58	57	1	70	65	5	68	71	-3	77	74	3
All Pupils	3644	63	64	-1	73	76	-3	76	79	-3	78	76	2

4.3.5 At Key Stage 2, the Black Caribbean (BCRB) group was 17 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 four percentage points below. The attainment of the whole Black African group (BAFR), Asian Indian (AIND), Asian Pakistani (APKN) and White British (WBRI) groups was above the national average. The White Eastern European (WEEU) group continued to be six percentage points below. The results for the Travellers of Irish Heritage and Gypsy/Roma groups cannot be reported this year because there were less than five pupils.

KS2 - % of pupils attaining the expected standard in 2018													
DfE category	Cohort	RWM			Reading			Writing			Maths		
		LA	National	GAP	LA	National	GAP	LA	National	GAP	LA	National	GAP
BCRB Boys	189	41	49	-8	58	64	-6	58	64	-6	60	63	-3
All Pupils	3644	63	64	-1	73	76	-3	76	79	-3	78	76	2

4.3.6 There was a three percentage point increase in the attainment of boys of Black Caribbean heritage in reading, writing and mathematics combined at the end of Key Stage 2 compared to 2017. Although this was higher than the overall increase in Brent, it was the same as the increase in the national average. The gap therefore remained at 23 percentage points below the national average for all pupils.

Key Stage 4

Key Stage 4 - 2018										
DfE category	Cohort	Progress 8			Attainment 8			4+ in English and Maths		
		LA	National	GAP	LA	National	GAP	LA	National	GAP
AIND	465	1.24	0.72	0.52	50.6	56.3	-5.7	64.3	76.5	-12.2
APKN	175	0.62	0.23	0.39	50.3	45.7	4.6	68.6	57.4	11.2
BAFR	417	0.31	0.31	0.00	47.7	47.5	0.2	63.1	61.3	1.8
BSOM	215	0.30	0.21	0.09	45.7	44.8	0.9	57.7	56.7	1.0
BCRB	210	-0.32	-0.30	-0.02	38.0	39.6	-1.6	43.8	43.8	0.0
WBRI	114	-0.01	-0.14	0.13	51.3	46.1	5.2	70.2	59.8	10.4
WEEU	142	0.82	0.63	0.19	45.7	43.6	2.1	54.9	53.5	1.4
All Pupils	2858	0.54	-0.02	0.56	49.8	46.4	3.4	65	60.1	4.9

4.3.7 At Key Stage 4 in 2018 the attainment of the Black Caribbean (BCRB) group continued to be eight points below the national average for all students. The attainment of the Black Somali (BSOM) group increased to 45.7 points which narrowed the gap with the national average for all pupils to less than one point. The Asian Pakistani (APKN) and White British (WBRI) groups were also above the national average and above their group nationally, and the Asian Indian (AIND) was above the national average. With the exception of the Black Caribbean (BCRB) group, all of Brent's significant groups made more progress at secondary school than the national average for all students. The numbers for the Gypsy/Roma students and Travellers of Irish Heritage (WIRT) groups cannot be reported because the cohorts were below five.

Key Stage 4 - 2018										
DfE category	Cohort	Progress 8			Attainment 8			4+ in English and Maths		
		LA	National	GAP	LA	National	GAP	LA	National	GAP
BCRB Boys	97	-0.61	-0.59	-0.02	33.7	35.5	-1.8	37.1	36.2	0.9
All Pupils	2858	0.54	-0.02	0.56	49.8	46.4	3.4	65	60.1	4.9

4.3.8 The data for Boys of Black Caribbean heritage shows that attainment at the end of Key Stage 4 continued to be well below the national average. The attainment gap continues to be high at 13 points below the national average and 16 points below the Brent average (approximately one and half grades in each subject).

5.0 Financial Implications

5.1 There are no financial implications from this report.

6.0 Legal Implications

6.1 There are no legal implications from this report.

7.0 Equalities Implications

7.1 This report includes the analysis of gaps between ethnic groups including boys of Black Caribbean heritage. 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.

8.0 Consultation with Ward Members and Stakeholders

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

9.0 Member request

9.1 Cllr Ketan Sheth, Committee chair; 10 January 2019

Report sign off:

Gail Tolley
Strategic Director Children and Young People