	<p align="center"><b>Community and Wellbeing Scrutiny Committee</b></p> <p align="center">Tuesday 24 November 2020</p>
	<p align="center"><b>Report from the Strategic Director Children and Young People</b></p>
<p><b>Update on schools and education, including action plan for raising achievement of British boys of Black Caribbean heritage</b></p>	

<b>Wards Affected:</b>	All
<b>Key or Non-Key Decision:</b>	n/a
<b>Open or Part/Fully Exempt:</b> <small>(If exempt, please highlight relevant paragraph of Part 1, Schedule 12A of 1972 Local Government Act)</small>	Open
<b>No. of Appendices:</b>	None
<b>Background Papers:</b>	Annual School Standards and Achievement Report 2018-2019 (published as a separate paper)
<b>Contact Officer(s):</b> <small>(Name, Title, Contact Details)</small>	<p>Brian Grady Operational Director Safeguarding, Partnerships and Strategy <a href="mailto:brian.grady@brent.gov.uk">brian.grady@brent.gov.uk</a></p> <p>John Galligan Head of Setting and School Effectiveness <a href="mailto:john.galligan@brent.gov.uk">john.galligan@brent.gov.uk</a></p>

## 1.0 Purpose of the report

- 1.1 The purpose of this report is to update the Community and Wellbeing Scrutiny Committee on schools and education in Brent, and the actions taken to raise the achievement of British boys of Black Caribbean heritage.
- 1.2 The Borough Plan 2019-23 sets out five strategic priorities, including: Every opportunity to succeed – working in partnership to support children and young people’s educational attainment and training. Within this strategic priority there is a commitment to support the continued improvement of provision for early years settings and schools – particularly helping the very small number which are not yet rated good by Ofsted. The Borough Plan also commits to collaboration with local school-led partnerships to improve the quality of education in Brent’s primary and secondary schools.
- 1.3 The Annual School Standards and Achievement Report 2017/18 was reviewed by the Community and Wellbeing Scrutiny Committee in March 2019. As part of the committee’s work programme it was resolved that school standards and achievement

would be reviewed again in 2020 because 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. However, the committee meeting of 22 April 2020 which was scheduled to discuss the Annual School Standards and Achievement Report 2018/19 was cancelled because of the pandemic. The report has been circulated as a background paper and to provide a public record of Brent's school standards and achievement in the academic year 2018/19.

## 2.0 Recommendation

- 2.1 Members of the scrutiny committee are recommended to note the contents of this report.

## 3.0 Detail

### Context

- 3.1 The governance arrangements of Brent schools have continued to change in response to national policy and to meet the needs of the borough and school communities. As at September 2020, Brent's schools are organised as follows:

Type of school	Nursery	Primary	Secondary	All-through	Special	Pupil Referral Unit	Total
Maintained Community	4	30	0	0	1	2	37
Maintained Voluntary-aided	0	15	2	0	0	0	17
Maintained Foundation	0	2	0	0	0	0	2
Multi Academy Trust	0	12	8	1	4	0	25
Single Academy Trust	0	1	4	1	0	0	6
Total	4	60	14	2	5	2	87

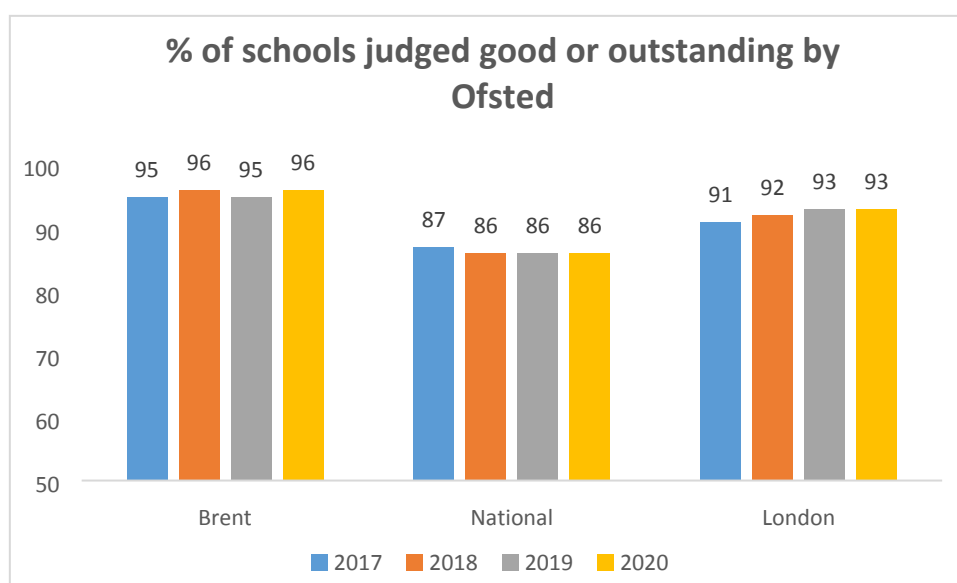
- 3.2 There are 87 state funded schools in Brent. At the start of the academic year 2019/20, three voluntary aided primary schools joined a locally led multi-academy trust and from September 2020 a new secondary school opened as part of another locally led multi-academy trust to meet the increased demand for secondary places.
- 3.3 Two primary maintained community schools that had been working in partnership for three years formed a hard federation from September 2020. There are four other hard federations with one governing board and an executive headteacher each leading two schools: two community nursery schools; a community infant and community junior school; a community infant and foundation junior school; a voluntary aided infant school and a voluntary aided junior school. In addition, there is one partnership between two community primary schools with an interim executive headteacher and separate governing boards.
- 3.4 The total school population has stayed stable over the last three years. The number of children and young people of statutory school age is 48,512<sup>1</sup>. There has though been a change in demographics affecting the primary and secondary phases differently. Over the last three years the number of primary age pupils has fallen by 2.6 per cent, whereas at secondary there has been an increase of 5.2 per cent. The

<sup>1</sup> Most recent data on school characteristics is taken from the School Census, January 2020

largest ethnic groups of statutory school age are: Asian Indian (16 per cent), White British (eight per cent), White Eastern European (eight per cent), Black Somali (seven per cent), Black Caribbean (six per cent), Asian Pakistani (four per cent) and Afghan (three per cent).

- 3.5 The diverse nature of Brent’s population poses a range of challenges for schools, the most significant of which include the integration of pupils arriving late to the UK education system, high general mobility, language development needs and deprivation. This diversity is not a fixed picture but rather there are rapid changes to the population. A very high proportion of pupils have English as an Additional Language (65 per cent) and a large proportion of under 16s were born outside the United Kingdom, 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 largest spoken first languages other than English are: Gujarati (nine per cent), Arabic (eight per cent), Somali (six per cent), Romanian (five per cent), Urdu (three per cent), Tamil (three per cent), Portuguese (three per cent) and Polish (two per cent).
- 3.6 In addition to new arrivals, socio-economic pressures placed on many of Brent’s families combined with a housing stock which relies heavily on privately rented accommodation, contribute to relatively high levels of pupil turnover in many of our schools. The proportion of Brent pupils who are disadvantaged<sup>2</sup> is 24 per cent. There is a higher proportion of pupils identified as disadvantaged in the secondary phase (28 per cent).

### Overall school effectiveness



- 3.7 The Education Inspection Framework was significantly revised with effect from September 2019. This more challenging framework gives most of its weighting in determining a school’s overall effectiveness to ‘The quality of education’ which is a new judgement on the substance of education delivered by a school. Good schools and outstanding special and nursery schools are inspected within a five-year cycle, normally in the fourth year. The majority of schools in Brent fall into this cycle. From January 2021, the government, subject to parliamentary approval, intends to re-

<sup>2</sup> Measured by the percentage of pupils allocated Pupil Premium funding

introduce regular inspection of the outstanding schools which have been exempt from routine inspection.

- 3.8 During the academic year 2019/20, the overall effectiveness of Brent schools increased by one percentage point to 96 per cent of Brent schools judged good or outstanding by Ofsted. Brent continued to be well above the national average of 86 per cent and above the London average of 93 per cent.
- 3.9 14 schools were inspected in the last academic year (2019/20). All were judged good or outstanding. One nursery school retained its judgement of good, nine primary schools remained good, one primary school inspected for the first time was judged outstanding, one secondary school remained good, a secondary school previously requires improvement was judged good and a special school was judged outstanding.
- 3.10 All nursery schools, secondary schools, pupil referral units and special schools are now good or outstanding. Of the 59 primary schools inspected, 57 are good or outstanding and two are judged as requires improvement. Both are due re-inspection in the current academic year 2020/21.
- 3.11 In preparation for the introduction of the new Education Inspection Framework there was a high level of partnership work. An Ofsted Senior HMI presented the framework to the 2019 spring term meeting of Senior Officers with Headteachers and the spring meeting of Senior Officers with Chairs and Vice Chairs of Governors.
- 3.12 Brent was also fortunate that four schools, a primary, a secondary and two special schools volunteered to be part of the Ofsted pilot inspections in the spring term of 2019. The headteachers of these schools shared their learning at the summer term Senior Officers Meeting with Headteachers and at Brent Annual Governors' Conference in July 2019. In addition, Brent Schools Partnership held briefings for headteachers on the framework. To further support schools, the headteachers of a primary and a secondary school shared their experiences of being inspected under the new framework at the Meeting with Headteachers in January 2020.
- 3.13 In March 2020, Ofsted paused its inspection schedule because of the pandemic and the closure of schools to all pupils except vulnerable children and the children of key workers. Ofsted is intending to restart school inspections in the spring term 2021. Schools reopened for all pupils from September 2020, and as an interim measure prior to recommencing the inspection schedule, Ofsted has introduced assurance visits. The purpose of these interim visits is to reassure and inform parents, government and the public about how schools are managing the return to full education for all pupils.
- 3.14 The visits are not inspections and do not result in graded judgements, although Ofsted can convert a visit to an inspection if inspectors identify concerns. During the visits, inspectors work collaboratively with leaders to understand:
- The barriers that the school has faced, and may still be facing, in managing the return to full education for all pupils
  - How leaders are ensuring that all pupils are taught the school's curriculum, including contingency planning for the use of remote education and the use of catch-up funding to close gaps in pupils' learning

- How pupils are settling back into expected routines and behaviour, including regular attendance
  - How any identified and specific issues related to special educational needs, disabilities, health, care, well-being issues for particular groups of pupils are being addressed
  - The school's safeguarding arrangements.
- 3.15 Brent has also been fortunate that a primary school and a secondary school volunteered to take part in Ofsted's pilot interim visits at the start of the 2020/21 autumn term. The headteachers then shared their experiences with other headteachers at a webinar organised by Brent Schools Partnership. Ofsted has so far published letters following its visits to two Brent schools (a primary and a secondary), which both highlighted the positive work that the schools have done to ensure a smooth return to full time education for their pupils.

### **Standards and achievement 2019-20**

- 3.16 After schools closed for all pupils except vulnerable children and the children of key workers in March 2020, the Department for Education (DfE) announced that the summer 2020 primary key stage statutory assessments and GCSE, A Level and Level 3 vocational examinations would be cancelled. In May 2020, the DfE announced that it would not be publishing any performance tables, and stated that it would not hold schools to account on the basis of assessment data from summer 2020, and that the data should not be used by others, such as Ofsted, local authorities, academy trusts, and so on to hold schools or teachers to account. There will therefore be no validated achievement and standards data for 2019/20 to measure the continuing improvement in the outcomes of Brent pupils and groups of pupils available to report to the Community and Wellbeing Scrutiny Committee.

### **Vulnerable children**

- 3.17 Brent's definition of vulnerable children is:
- Children who are assessed as being in need under Section 17 of the Children Act 1989, including children and young people who have a child in need plan, a child protection plan or who are a looked-after child
  - Children who have an education, health and care plan
  - Children who have been assessed as otherwise vulnerable by educational providers or at the local authority's discretion (including children's social care services). This might include children and young people on the edge of receiving support from children's social care services, adopted children, those at risk of becoming NEET (not in employment, education or training), those living in temporary accommodation, those who are young carers.
- 3.18 When schools were partially closed in March 2020, the Department for Education highlighted the importance of schools remaining open for vulnerable children. To support school leaders to maintain provision for this group, the local authority expected schools to work in locality clusters. The Brent school clusters (Harlesden, Kilburn, Kingsbury, Wembley and Willesden) have since played a key role in providing mutual support in addressing the extraordinary issues that have impacted on the leadership and operation of schools. The clusters have in a short space of time re-established themselves as a key component of the borough's school-to-school support.

- 3.19 Nearly all schools stayed open during the period of partial closure which ended in July 2020, and most schools remained open for vulnerable children and the children of key workers during the spring holiday in April and the half term in May, with many also staying open on public holidays. Social workers, education welfare officers and Brent Virtual School teachers worked with schools and the families of vulnerable children over this period to support their children's full attendance. To support vulnerable pupils with their learning from April 2020, the DfE began to issue digital devices (laptops, tablets and 4G wireless routers) to local authorities to distribute to schools.
- 3.20 In May 2020 the Strategic School Effectiveness Partnership Board, chaired by the Strategic Director Children and Young People, agreed that the Strategic Framework for School Effectiveness 2017-20 which directs the work of the Setting and School Effectiveness service should be extended for one year until 2021 with relevant updates because:
- Several national policy developments affecting the support and monitoring of school effectiveness including the reorganisation of Teaching School Alliances to support schools on a regional basis are currently underway or have been delayed
  - The impact of the pandemic on schools and the continuity of education when schools closed on 20 March 2020 for all pupils except vulnerable children and the children of key workers
  - Ofsted has paused its cycle of school inspections because of the Covid-19 pandemic.
- 3.21 It was agreed that the Strategic Framework should add vulnerable children to the borough's priority groups. This is because the Timpson Review of School Exclusion in May 2019 highlighted the low attainment of this group nationally, and the work of local schools and the local authority over the period of partial closure to support vulnerable children's continued attendance at schools during the pandemic also highlighted the need to continue to improve the outcomes of vulnerable children in Brent. The revised framework was approved by the Board in September and circulated to all schools by the Strategic Director in October 2020. Monitoring the attendance, attainment and progress of vulnerable children is now an agenda item at all school effectiveness meetings with schools.

### **Full reopening of schools**

- 3.22 Schools reopened for all pupils in September 2020. The DfE set the following expectations for their reopening, to:
- Teach an ambitious and broad curriculum in all subjects from the start of the autumn term, but make use of existing flexibilities to create time to cover the most important missed content
  - Aim to return to the school's normal curriculum in all subjects by summer term 2021
  - Plan on the basis of the educational needs of pupils
  - Develop remote education so that it is integrated into school curriculum planning.
- 3.23 Schools also planned their support for pupils' mental health and wellbeing, recognising that some pupils will have been exposed to a range of adversity and trauma including bereavement, anxiety and in some cases increased welfare and safeguarding risks.
- 3.24 From the outset, Brent schools have been assessing their pupils to identify the gaps in their learning which has informed on-going modifications to the delivery of the

curriculum. To support schools to close the gaps the DfE announced the Covid-19 Catch-up Premium in July. This is additional funding to support pupils who fell behind in their learning during the first lockdown period. Schools are using the funding to accelerate progress through tailored teaching activities which include:

- Small group or one-to-one tuition
- Extra teaching capacity including after school lessons.

3.25 During their partial closure, Brent schools quickly developed their on-line teaching platforms and resources to teach pupils remotely. They also provided teaching and learning packs for children who did not have the required access for online learning. The development of remote learning has been on-going to ensure that when pupils or teachers have to isolate because of Covid-19 outbreaks, their learning and teaching can continue as seamlessly as possible. The DfE is continuing to distribute digital devices to schools to support pupils that have to isolate because of Covid-19.

3.26 Following recent government announcements, it is expected that all Early Years Foundation Stage (EYFS) and primary National Curriculum assessments and tests will go ahead in summer 2021. GCSE, A Level and vocational qualification examinations are also scheduled to take place with a later start time to give schools more teaching time. The examinations are being modified to give schools and the pupils optional questions to assess the parts of the subject syllabus that were taught. The cancelled summer 2020 Year 1 phonics screening check has been rescheduled for Year 2 pupils in the second half of the autumn term 2020/21, and the local authority is collecting the results from all primary schools to submit to the DfE.

### **Actions for raising the achievement of British boys of Black Caribbean heritage**

3.27 The most recent School Census data shows that there are 1,810 British boys of Black Caribbean heritage attending Brent schools. This is four per cent of the school population. Of all Brent's significant ethnic groups, boys of Black Caribbean heritage is the only group which has continued to significantly underperform over the last three years.

3.28 In June 2018, the Schools Forum approved funding for 'Raising the Achievement of British boys of Black Caribbean heritage in Brent schools' programme led by the Brent Schools Partnership to address the concerns raised at a previous Community and Wellbeing Scrutiny Committee.

3.29 Brent Schools Forum agreed the funding for Brent Schools Partnership to deliver the following actions:

- The designation of a Black Caribbean Achievement (BCA) Champion in every school in Brent for a period of two years
- A supported rigorous and robust audit framework to analyse the performance of pupils of Black Caribbean heritage, and the effectiveness of key aspects of schools' practice to ensure British pupils of Black Caribbean heritage achieve well
- A programme of half termly training for BCA champions to ensure high levels of skills and competencies to deliver the role effectively leading to real impact on outcomes in schools
- A programme of training for school staff and 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.

- 3.30 There is much to be celebrated about the way that schools in Brent have engaged in the programme aimed at raising the achievement of British boys of Black Caribbean heritage. This has had a very positive impact on the attainment for this group of pupils in Brent. The most recent validated data (2018/19) shows a significant reduction in gaps in the attainment of British boys of Black Caribbean heritage against all pupils at Key Stage 2 and at Key Stage 4. For the end of EYFS there has also been a significant improvement. For Key Stage 1, concerns remain.
- 3.31 A review of this initiative's progress, shows that across Brent there is a much greater focus and determination in schools to tackle the legacy of underachievement of British boys of Black Caribbean heritage. The leadership provided by the Black Caribbean (BCA) Champions, supported by their headteachers has been strong in the majority of schools engaged in the programme.

### **Black Caribbean Achievement Champions**

- 3.32 There are 78 BCA champions in 73 Brent schools. In some schools more than one leader has been designated as a BCA Champion. The majority of the champions have a strong profile in their schools and are either part of the senior leadership team (SLT) or are able to work with the SLT to drive forward improvement strategies in their school.
- 3.33 Some schools have created BCA teams which have led to staff across the school working together to address the barriers to raising the attainment of British boys of Black Caribbean heritage. Where schools have appointed a BCA Governor Champion, it demonstrates there is strong strategic leadership from the governing board to raise the attainment of this group.
- 3.34 The work of the champions in ensuring greater engagement of parents of children of Black Caribbean heritage has led to a real transformation in the way that many parents are engaging to support their children's learning, and working with their child's school to develop provision to improve outcomes.
- 3.35 The leadership capacity created through the designation of a BCA Champion has made a significant contribution to ensuring that raising achievement is a strategic priority in schools leading to a range of actions aimed at tackling the legacy of underachievement of this group of pupils.

### **Black Caribbean Achievement audit**

- 3.36 68 schools have had a BCA audit supported by a Brent Schools Partnership (BSP) School Improvement Specialist. An analysis of the issues identified through the audit across Brent has been carried out, and has informed the content of the training and support available for schools.
- 3.37 The need for a stronger emphasis on whole school training on 'unconscious bias' has been identified as a key priority in order to ensure that raising the attainment of pupils of Black Caribbean heritage is recognised as a whole school issue, and not just the responsibility of school leaders and governors. An increasing number of schools are seeking such training from the BSP, which they are funding from their individual school CPD (continuing professional development) budgets.
- 3.38 During 2020, schools have been able to draw in a half-day BSP external review to assess the progress they have made against the recommendations made in their BCA audit. Assessments of how schools have been progressing suggests that the





<b>BBBCH</b>	37.3	44.0	-6.7	33.7	35.5	-1.8	38.9	36.7	2.2
<b>All pupils</b>	64.7	61.2	3.5	49.8	46.4	3.4	50.2	46.7	3.5

<b>Key Stage 4 - % attaining GCSE grade 4+ in English and mathematics</b>									
	2017			2018			2019		
	LA	National	GAP	LA	National	GAP	LA	National	GAP
<b>BBBCH</b>	37.3	44.0	-6.7	37.1	36.2	0.9	48.9	39.4	9.5
<b>All pupils</b>	64.7	61.2	3.5	65.0	60.1	4.9	64.4	60.3	4.1

3.45 The data for Key Stage 4 shows a significant improvement. The gap in Attainment 8 was reduced by five points between British boys of Black Caribbean heritage and all pupils, down from 13 points to 8 points. There was also a significant increase of 12 percentage points (pcp) in the percentage of boys attaining a pass in GCSE English and mathematics, reducing the gap with the national average for all pupils from 23pcp in 2018 to 11pcp in 2019; in effect the gap was halved.

3.46 To ensure accelerated improvement, the Brent Schools Partnership programme has continued to support the role of BCA Champions by holding follow-up sessions at schools to evaluate progress against their improvement plans written following the audit of provision carried out as part of the programme in 2019. The evaluation process includes the analysis of 2019 outcomes, and setting new school specific actions to close gaps. The programme is also focusing its support for secondary schools on improving the progress of British boys of Black Caribbean heritage by attainment group, with a particular emphasis on improving the rate of progress for higher attaining boys who should be attaining the highest grades at GCSE.

<b>Key Stage 2 - % attaining the expected standard in reading, writing and mathematics</b>									
	2017			2018			2019		
	LA	National	GAP	LA	National	GAP	LA	National	GAP
<b>BBBCH</b>	38	47	-9	41	49	-8	58	51	7
<b>All pupils</b>	61	61	0	63	64	-1	68	65	3

<b>Key Stage 2 - % attaining the expected standard in reading</b>									
	2017			2018			2019		
	LA	National	GAP	LA	National	GAP	LA	National	GAP
<b>BBBCH</b>	52	61	-9	58	64	-6	66	62	4
<b>All pupils</b>	69	72	-3	73	76	-3	75	74	1

<b>Key Stage 2 - % attaining the expected standard in writing</b>									
	2017			2018			2019		
	LA	National	GAP	LA	National	GAP	LA	National	GAP
<b>BBBCH</b>	56	64	-8	58	64	-6	71	65	6
<b>All pupils</b>	75	76	-1	76	79	-3	80	79	1

<b>Key Stage 2 - % attaining the expected standard in mathematics</b>									
	2017			2018			2019		
	LA	National	GAP	LA	National	GAP	LA	National	GAP
<b>BBBCH</b>	60	64	-4	60	63	-3	74	69	5
<b>All pupils</b>	78	75	3	78	76	2	84	79	5

3.47 At Key Stage 2 the gap significantly narrowed in reading, writing and mathematics (RWM) combined. There has been an improvement of 17pcp representing a 70 per cent fall in the size of the gap. The gap fell from 23pcp to 7pcp. The largest improvements were in writing which increased by 13pcp and mathematics which increased by 14pcp. Reading increased by 8pcp. Based on this level of improvement there is a real possibility that the attainment gap for RWM combined at

the end of Key Stage 2 will soon be closed in Brent. Schools are therefore continuing with the actions that have led to these improvements in the current academic year with the expectation that the gap will be closed.

Early Years Foundation Stage - % attaining a good level of development									
	2017			2018			2019		
	LA	National	GAP	LA	National	GAP	LA	National	GAP
<b>BBBCH</b>	55	68	-13	64	62	2	70	62	8
<b>All pupils</b>	70	71	-1	70	72	-2	72	72	0

- 3.48 Significant improvement can also be seen in the data for the end of EYFS. There was an improvement of 6pcp, bringing the gap down to 2pcp. This is a 75 per cent reduction in the gap. Based on this rate of improvement this gap should also be closed soon.

Key Stage 1 - % attaining the expected standard in reading									
	2017			2018			2019		
	LA	National	GAP	LA	National	GAP	LA	National	GAP
<b>BBBCH</b>	58	67	-9	73	69	4	68	66	2
<b>All pupils</b>	74	76	-2	75	75	0	74	75	-1

Key Stage 1 - % attaining the expected standard in writing									
	2017			2018			2019		
	LA	National	GAP	LA	National	GAP	LA	National	GAP
<b>BBBCH</b>	51	57	-6	55	58	-3	50	57	-7
<b>All pupils</b>	68	68	0	68	70	-2	68	69	-1

Key Stage 1 - % attaining the expected standard in mathematics									
	2017			2018			2019		
	LA	National	GAP	LA	National	GAP	LA	National	GAP
<b>BBBCH</b>	58	67	-9	66	66	0	66	68	-2
<b>All pupils</b>	75	75	0	75	76	-1	76	76	0

- 3.49 Whilst there were these improvements at the end of both the primary and secondary phases, and at the Early Years Foundation Stage, at Key Stage 1 there appears to have been a widening of gaps. Although, the data shows that the gap for mathematics (10pcp) has remained the same, there has been a widening of gaps in reading (by 5pcp) and in writing (by 4pcp). Identifying and addressing the reasons for these gaps at Key Stage 1 has been a key priority for the second year of the programme.
- 3.50 For EYFS, Key Stage 2 and Key Stage 4, it has been important to build on the success of the first year (2018/19) of the 'Raising the Achievement of British boys of Black Caribbean heritage' programme, maintaining the leadership focus in Brent schools on improving the outcomes, and strengthening further their provision and practice for this group of boys.

## Exclusions

2016-17				2017/18				2018-19			
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	Brent PEX	Black Caribbean boys PEX	% of total PEX	% of Black Caribbean cohort PEX
59	10 (4)	17%	0.67%	47	7 (1)	14.90%	0.47%	28	3	11%	0.16%
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	Brent FTEEx	Black Caribbean boys FTEEx	% of total FTEEx	% of Black Caribbean cohort FTEEx
1611	200	12%	13.55%	1634	175	10.70%	11.86%	1771	287	16%	15.58%

3.51 The data on the exclusions of Brent residents shows that permanent exclusions (PEX) of British boys of Black Caribbean have declined over the last three years and as a percentage of the cohort. However, the number and percentage of British boys of Black Caribbean heritage receiving a fixed term exclusion (FTEEx) rose in 2018/19. Reducing fixed term exclusions continues to be a priority for schools.

### Brent Black Community Action Plan

3.52 In July 2020, Brent Cabinet agreed the Brent Black Community Action Plan. The work of the Brent School Partnership led programme and the actions listed above support schools to meet the first theme of the plan, 'Early intervention: children, young people and families'. Specifically, the programme has helped schools to develop their curricula to better meet the needs of British boys of Black Caribbean heritage, and to enable them with the support of their families to fulfil their ambitions and aspirations.

### Conclusion

3.53 The effectiveness of Brent schools and the quality of education they provide continues to be strong when compared to national and regional averages. Schools benefit from strong partnership working with Brent Council, Brent Schools Partnership, Brent Teaching School Alliance and local school clusters which have also ensured that their leaders have been effectively supported to continue to improve their provision, and since the start of the pandemic to continue to meet the needs of their pupils and communities.

3.54 The Schools Forum funded programme 2018-20 to raise the achievement of British boys of Black Caribbean heritage led to significant closure of gaps in summer 2019 at nearly all key stages after a long period, as shown in the data for 2017 and 2018 of little change. Work though continues in schools with the support of Brent Schools Partnership to fully close the gaps and to reduce fixed term exclusions, with the expectation that the next published data for 2021 will show further improvement.

## 4.0 Financial implications

4.1 There are no financial implications from this report.

## 5.0 Legal implications

5.1 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). Brent Council is therefore responsible for maintaining a full overview of the effectiveness of all schools and local education provision.

## **6.0 Equality implications**

6.1 This report includes an analysis of gaps for British boys of Black Caribbean heritage and identifies improving the outcomes of vulnerable children as a priority for the borough. The analysis of outcomes is used to monitor the priority groups for the Strategic Framework for School Effectiveness, 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 update of the Strategic Framework for School Effectiveness and its strategic priorities.

**Report sign off:**

**GAIL TOLLEY**  
Strategic Director Children and Young People