

Notice of Meeting

OVERVIEW AND SCRUTINY COMMITTEE

Wednesday, 7 June 2023 - 7:00 pm
Council Chamber, Town Hall, Barking

Members: Cllr Glenda Paddle (Chair); Cllr Dorothy Akwaboah (Deputy Chair); Cllr Andrew Achilleos, Cllr Donna Lumsden, Cllr Fatuma Nalule, Cllr Ingrid Robinson, Cllr Paul Robinson, Cllr Muazzam Sandhu, Cllr Phil Waker and Cllr Mukhtar Yusuf

Co-Opted Members (for education matters only): Glenda Spencer, Sarfraz Akram, Sajjad Ali and Richard Hopkins

By Invitation: Cllr Elizabeth Kangethe

Date of publication: 30 May 2023

Fiona Taylor
Chief Executive

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Please note that this meeting will be webcast via the Council's website. Members of the public wishing to attend the meeting in person can sit in the public gallery on the second floor of the Town Hall, which is not covered by the webcast cameras. To view the webcast online, click [here](#) and select the relevant meeting (the weblink will be available at least 24-hours before the meeting).

AGENDA

1. Apologies for Absence

2. Declaration of Members' Interests

In accordance with the Council's Constitution, Members are asked to declare any interest they may have in any matter which is to be considered at this meeting.

3. Minutes - To confirm as correct the minutes of the meeting held on 10 May 2023 (Pages 3 - 8)

4. Update: How are we incorporating Race & Social Justice work into our schools' education programmes? (Pages 9 - 33)

5. **Update: Quality of Schools' Recovery Post Covid-19 (Pages 35 - 56)**
6. **Readiness for the SEND Area Inspection (Pages 57 - 77)**
7. **Draft Work Programme 2023/24 (Pages 79 - 81)**
8. **Any other public items which the Chair decides are urgent**
9. **To consider whether it would be appropriate to pass a resolution to exclude the public and press from the remainder of the meeting due to the nature of the business to be transacted.**

Private Business

The public and press have a legal right to attend Council meetings such as the Overview & Scrutiny Committee, except where business is confidential or certain other sensitive information is to be discussed. The list below shows why items are in the private part of the agenda, with reference to the relevant legislation (the relevant paragraph of Part 1 of Schedule 12A of the Local Government Act 1972 as amended). ***There are no such items at the time of preparing this agenda.***

10. **Any confidential or exempt items which the Chair decides are urgent**

Our Vision for Barking and Dagenham

**ONE BOROUGH; ONE COMMUNITY;
NO-ONE LEFT BEHIND**

Our Priorities

- Residents are supported during the current Cost-of-Living Crisis;
- Residents are safe, protected, and supported at their most vulnerable;
- Residents live healthier, happier, independent lives for longer;
- Residents prosper from good education, skills development, and secure employment;
- Residents benefit from inclusive growth and regeneration;
- Residents live in, and play their part in creating, safer, cleaner, and greener neighbourhoods;
- Residents live in good housing and avoid becoming homeless.

To support the delivery of these priorities, the Council will:

- Work in partnership;
- Engage and facilitate co-production;
- Be evidence-led and data driven;
- Focus on prevention and early intervention;
- Provide value for money;
- Be strengths-based;
- Strengthen risk management and compliance;
- Adopt a “Health in all policies” approach.

The Council has also established the following three objectives that will underpin its approach to equality, diversity, equity and inclusion:

- Addressing structural inequality: activity aimed at addressing inequalities related to the wider determinants of health and wellbeing, including unemployment, debt, and safety;
- Providing leadership in the community: activity related to community leadership, including faith, cohesion and integration; building awareness within the community throughout programme of equalities events;
- Fair and transparent services: activity aimed at addressing workforce issues related to leadership, recruitment, retention, and staff experience; organisational policies and processes including use of Equality Impact Assessments, commissioning practices and approach to social value.

MINUTES OF OVERVIEW AND SCRUTINY COMMITTEE

Wednesday, 10 May 2023
(7:01 - 8:52 pm)

Present: Cllr Glenda Paddle (Chair), Cllr Dorothy Akwaboah (Deputy Chair), Cllr Andrew Achilleos, Cllr Fatuma Nalule, Cllr Ingrid Robinson, Cllr Paul Robinson, Cllr Muazzam Sandhu, Cllr Phil Waker and Cllr Mukhtar Yusuf; Sajjad Ali and Richard Hopkins

Also Present: Cllr Saima Ashraf

Apologies: Cllr Donna Lumsden, Glenda Spencer and Sarfraz Akram

42. Declaration of Members' Interests

There were no declarations of interest.

43. Minutes (4 April 2023)

The minutes of the meeting held on 4 April 2023 were confirmed as correct.

44. Barking & Dagenham Traded Partnership: Repairs & Maintenance

The Cabinet Member for Community Leadership and Engagement introduced an update on the Barking and Dagenham Traded Partnership Repairs and Maintenance service. It was noted that:

- Whilst the position in terms of repairs and maintenance had not been good, the Council had been addressing performance.
- It was vital that the Council met the demand for repairs, so that residents lived in decent homes which were maintained properly.
- The Council had recently engaged subcontractors to meet demand.
- The Council now had assurance around its repairs and maintenance data and was closely monitoring the data.

As part of the update to the Committee, the Strategic Director, My Place (SDMP) also advised that:

- The current data provided to the Committee looked significantly different to that previously presented, inasmuch that it was now known that the system used at that time produced inaccurate data, due to how cases were previously opened and closed.
- The team had since introduced a new Power BI system for testing the data, which provided much more granular data and a clearer picture of trend analyses and error points. As such, it was not possible to compare present data with that provided previously.
- The figures in the report had been based on those from six weeks prior, when the report had been drafted, and had moved on since this point. The team now had much more reliability and assurance around the figures, with the resulting now being used to improve the service and enable the repairs to be risk-rated

- and actioned as quickly as possible.
- Additional contractors had been onboarded to help action repairs. It was anticipated that by period six, the Council would be in a very strong position in terms of the backlog. Work was also being front-loaded. The Council currently had 5,000 outstanding repairs; however, 2-3,000 would be within its normal range of outstanding repairs and as such, there was a 50/50 split of repairs that were currently within target and those that were not. At the end of the financial year, the team had split anything that had come into the system prior to 1 March 2023, and anything that came in after this; this enabled a four-week period for the team to focus entirely on overdue repairs.
 - Lots of work was being undertaken, specifically around data, performance and setting the expectations of the operatives and staff as to what was expected of them going forward. Whilst figures were not currently still where the service aimed to be, work would continue to improve these.
 - Additional regulatory changes were anticipated in the near future, with the service needing to be ready for and already preparing for these by bringing forward and completing as many repairs as possible to achieve targets.
 - A new Chief Executive Officer (CEO) had started at Barking and Dagenham Maintenance Services (BDMS), as well as a new Managing Director and a new team of external consultants, who were supporting the Power BI system to ensure accurate data.
 - Significant risk was still present in terms of legal disrepair, including damp and mould cases, repairs, and voids. Whilst nationally, there had been a significant focus on damp and mould cases, the Council had a plan to address these.
 - Phase one of the service recovery plan centred around clearing the current backlog and ensuring that the business as usual (BAU) cases were underway, with phase two being around ensuring that changes made were sustainable. The team had introduced some new key targets to be adhered to, such as a ten-day turnaround time for getting properties surveyed where damp and mould cases had been identified and a twenty-day turnaround included in that ten days, for the initial works to be completed. A new team had been set up within the Council as part of its compliance function, that was monitoring this.
 - The Council had made damp and mould, its seventh area of compliance. Cases sat within the Compliance team, who monitored the works through the damp and mould pathway. Previously, when cases were completed, these would be closed down, with residents then having to begin the reporting process again if they were unsatisfied with works undertaken; jobs were now kept open even after repairs were undertaken, with the Council checking in with residents at the three-month and six-month markers, to ensure that residents were satisfied.
 - The Council had also now started to profile where damp and mould cases were occurring, to understand and target any wider structural issues. The Council had also put into its contract with BDMS, a 20% post-inspection rate for BDMS to undertake on its subcontractors and its own operatives, and the Council also did its own percentage of minor checks on these inspections.
 - The Council had interrogated and verified every single piece of compliance information and was confident that the information was entirely up-to-date and accurate. It was now looking to do this with its repairs, as some of that data had not yet been verified, and the Power BI system was enabling the Council to understand any errors. Within the next six months, it was hoped that all information would be verified, all home visits carried out and a robust set of data and insights produced.

In response to questions from Members, the SDMP stated that:

- A key challenge would be in improving the behaviours, cultures and the outputs of staff that were delivering on this work, which could mean management changes to ensure that staff were being well-led.
- Whilst it was difficult to determine whether productivity had already improved, discussions were being had with operatives to realign them with expectations. Whilst operatives were keen to do a good job, productivity had not yet changed and the improvements made had been mainly due to employing sub-contractors to fill in the gaps in service. The Council and BDMS were now also working more closely, with BDMS working hard to improve its service, such as through employing new disrepair surveyors.
- As part of redefining the contractor service, the Council had been very clear about its objectives and expectations of BDMS. It had also discussed multi-skilling training opportunities with operatives, which would enable operatives to undertake more tasks as needed in residents' homes and prevent multiple operatives needing to attend a single job. It was also hoped that this would empower operatives to be able to carry out any repairs that they saw and deemed necessary when attending jobs. The Council was also expecting BDMS to have a strong management, that dealt with performance issues in a consistent manner.
- The modelling of service delivery was based on the number of regular jobs, and those that were outstanding. The throughput was calculated as a percentage of the jobs coming in, which was a standard industry calculation, and the Council benchmarked itself against similar boroughs; however, there was a caveat in that whilst boroughs may have similar stock sizes, these may not all be in the same condition.
- Service targets had been set by the SDMP, which were within the 'good' range as classified by the sector. Whilst these targets were stretching, it was felt that aspirational targets were important as what the Council expected for its customers. These targets were under constant review, with the SDMP meeting on a weekly basis with BDMS and its Data Insight team to monitor these. Power BI was very helpful in helping colleagues to pinpoint any issues and begin to embed changes to improve these.
- The Contact Centre within the Council was set up to answer BDMS calls and there was also an online triaging form that could be used. The Council was looking at how processes could be streamlined to make these simpler.
- The Housing Revenue Account (HRA) was a set amount of money, that the Council was having to use to cover more than ever before, such as compliance work, repairs, planned works, planned maintenance works and fireproofing. As such, there were tensions over this funding, which were common to all local authorities. The Council was allocating its resources to ensure its buildings were safe and secure (such as to damp and mould cases), and this may mean that it would spend less on such things as replacing and upgrading kitchens and bathrooms.
- By month six, a decision would need to be made as to whether the current BDMS contract could continue, or whether other arrangements would need to be made.
- The Council was picking up "red flags" earlier; when disrepair cases came through, there was usually a pattern to these in that those who had been through a complaints procedure and said that they had exhausted this, were

likely to take a disrepair claim. Legal disrepair companies were also knocking on residents' doors and enticing people into contracts, with the Council working to educate people as to these and having introduced some extra resources from MyPlace into the Law and Governance Team to assist with this work.

- MyPlace was working to undertake older disrepairs cases as quickly as possible, as well as to triage newer cases and to deal with these in a different way, to keep the amount of these down.
- The Council had three different voids targets: one for minor voids (e.g. where residents moved out, the Council received the keys, undertook minor cleaning, decoration and compliance tests and the property was in good condition), one for major voids (e.g. a major component needed replacing, such as a new roof or kitchen) and one for decent voids (e.g. where two or three major components needed replacing). Whilst the Council could turn around minor voids quickly, this was often not the case for major and decent voids, and it needed to focus on improving these in future.
- The sector was in an ever-increasing regulatory environment, and incidents also led the sector to rethink its priorities and how it carried out works. The Government was also currently piloting four-yearly inspection regimes. It was essential that the Council focused on improving its current service, as well as had the necessary time to plan and look towards the future.
- Both the Council's workforce and the subcontractors' workforce were monitored on their progress and data.

The Committee asked that the SDMP return in six months' time, to report on the progress of the service.

45. Regulator of Social Housing, Update Report - Health and Safety Compliance

The Cabinet Member for Community Leadership and Engagement introduced an update on the Regulator of Social Housing Health and Safety Compliance. It was noted that:

- The Council was very committed to the health, safety and wellbeing of its residents, and had worked very closely with the Regulator.
- It was on track to complete all works and had met regularly with the Regulator over the previous 18 months. Positive engagement had been undertaken, with the Council updating the Regulator on its action plans and roadmaps. Lots of engagement had also been undertaken with residents.
- Whilst there was greater intervention from the Government in terms of regulatory processes, all local authorities were affected by this. The Council was working with the Government and was clear on what it was delivering.

The SDMP also advised on the following:

- In February 2022, the Regulator formally announced that the Council had been found non-compliant in all six areas of compliance that were monitored, which was largely due to the Council not having the relevant data to evidence its certifications and inspections.
- The Council had since verified every piece of information through its new True Compliance system, through which it was able to robustly report its compliance position to the Regulator.

- The Council had set a roadmap of getting back to a position of full compliance by August 2023; progress now showed that this would be achieved by the end of May 2023. The final action had been to ensure that a five-year electrical testing programme for all domestic properties was in place, which had been mobilised in May. This programme would conclude in 2026 and was spread across four different contractors, to lessen the risk of non-achievement. These contractors were being monitored very closely.
- Engagement with the Regulator had been essential in helping the Council to consider the cause of its previous non-compliance, opportunities missed and the necessary assurances that needed to be put in place, to prevent future issues.
- The Council had been fully transparent throughout the process. It was going to enter into a voluntary undertaken with the Regulator, to show that it was committed to the health, safety and well-being of its residents and to show that it wished to learn from its previous mistakes.
- The Council was using the process followed for its compliance journey, for that of its repairs service and to improve its repairs position.

In response to questions from Members, the SDMP stated that:

- Prior to compliance, the Council was using different systems to present and record information which had led to there being a number of non-verified certificates and gaps in its knowledge of the data. As such, the Council could not previously be clear on what it had tested. Whilst there was a level of tolerance in compliance, in resolving its issues, the Council had taken a completely risk-averse approach and had ensured that every single piece of information had been tested and verified.
- A report had been commissioned by BDMS in Autumn 2021 for Pennington Choices to undertake a compliance health check; this had found non-compliance across a number of areas. The Council then worked with BDMS to resolve any issues, with a decision then taken to undertake a health check of the Council's own services. Pennington Choices completed this in November 2021, which showed that the Council was also non-compliant. On the basis of this, the Council self-referred itself to the Regulator, who had also concluded that the Council was non-compliant at this time.
- The Council had established a new Compliance leadership team with a dedicated Head that was focused solely on delivering on compliance, rather than on procurement, contracts and compliance as under the previous structure. The Council had also relied on Savills to undertake its Fire Risk Assessment (FRAs). The Council had a two-year contract with Savills, to firstly ensure service recovery, and secondly to ensure firm foundations and then to train Council staff so that they could undertake these professional inspections themselves.
- Whilst by law, there was six regulatory areas that needed to be considered, the Council had added damp and mould as a seventh area, to ensure that this had sufficient focus.
- The Council's Executive Team had also highlighted to Directors and Heads of Service, the importance of ensuring that compliance health, safety and wellbeing was the responsibility of all teams across the Council.
- The Council was also undertaking work with residents as to their awareness of compliance testing and why this was important.

The Chair highlighted the importance of all departments communicating effectively together and expressed her support that this was now occurring. She noted that this item would return to the Committee in the new municipal year.

46. Work Programme

The Work Programme was agreed.

OVERVIEW AND SCRUTINY COMMITTEE

7 June 2023

Title: Update: How are we incorporating Race & Social Justice work into our schools' education programmes?	
Report of the Commissioning Director Education	
Open Report	For Information
Wards Affected: All	Key Decision: No
Report Author: Natasha Cock and colleagues from Education Commissioning and Barking & Dagenham School Improvement Partnership (BDSIP)	Contact Details: E-mail: jane.hargreaves@lbdd.gov.uk
Accountable Director: Jane Hargreaves, Commissioning Director Education	
Accountable Strategic Leadership Director: Elaine Allegretti, Strategic Director, Children's and Adults	
<p>Summary</p> <p>In 2021/22, the Local Authority commissioned Barking & Dagenham School Improvement Partnership (BDSIP) to facilitate a Race and Social Justice project led by the Borough's schools. This aim was to take a joined up, longer-term look at these issues of significant importance to our young people, their families, our school staff and community. The project is now well into its second year.</p> <p>'Inspiring Futures', the Borough's Cultural Education Partnership (CEP), was first established in 2012. It nurtures links between cultural organisations and the Borough's schools to develop and embed cultural leadership; support accreditation and celebration of cultural activities and achievements; and clarify, strengthen and provide experiences of pathways into the creative and cultural sector for children and young people.</p> <p>Together, both initiatives are making key contributions towards harnessing diversity and representation in the Borough, whilst strengthening anti-racism practice and recognising the important links to pupils' and staff wellbeing.</p>	
<p>Recommendation(s)</p> <p>The Overview and Scrutiny Committee is recommended to:</p> <ul style="list-style-type: none"> (i) Note the positive progress of the RSJ and CEP initiatives' work with schools and partners; and (ii) Use their role to help celebrate and further promote awareness of these programmes across Barking and Dagenham and beyond. 	

Reason(s)

These initiatives support the Council's aim of no one left behind. They support the corporate priorities of supporting residents to live healthier, happier, independent lives and to prosper from good education, skills development and secure employment.

1. Financial Implications

Implications completed by: Kofi Adu, Group Finance Manager

- 1.1 The Local Authority provided funding of circa £25,000 per annum to BDSIP to facilitate a Race and Social Justice project in LBBD schools. This funding will continue into year three of this project.

2. Legal Implications

Implications completed by: Nicola Monerville, Principal Solicitor, Safeguarding

- 2.1 This report asks that the Committee note the positive progress of the RSJ and CEP initiatives' work with schools and partners; and use their role to help celebrate and further promote awareness of these programmes across Barking and Dagenham and beyond. No decision is required.

Public Background Papers Used in the Preparation of the Report: None

List of appendices:

- Appendix 1: 'Update: How are we incorporating Race & Social Justice work into our schools' education programmes?' Presentation
- Appendix 2: Expansion of Acronyms in Presentations for 7 June 2023 Overview and Scrutiny Committee



Appendix 1

Update: How are we incorporating Race & Social Justice work into our schools' education programmes?

Overview & Scrutiny Committee

7 June 2023





Race and Social Justice programme update

7 June 2023

Natasha Cock, Paramjit Roopra and Ben Spinks



Background - a brief reminder



- The RSJ programme is strongly school led and focused
- Prior to launch, extensive research was undertaken examining practice in other parts of the country and engaging leading experts in the field, including Paul Miller, Professor of Educational Leadership and Social Justice
- The programme launched with a headteachers' conference in September 2021 – attended by 92 delegates with an average evaluation score of 4.9 / 5
- The programme is intended to encompass the whole school, reflected in three themes:
 - Student experience and inclusion
 - Staff experience, including recruitment and progression
 - Curriculum

Key features of the programme

- The RSJ charter - sets out tangible commitments the school makes
- The self-evaluation tool – allows schools to assess progress and identify priorities
- A network of 45+ RSJ facilitators who help convene the work in their schools and share practice across the borough
- Programme leadership:
 - Paramjit Roopra, Northbury and Thomas Arnold, lead headteacher
 - Marilyn Johnson, Marsh Green and Lara Marsh, Rose Lane, lead facilitators
 - Ben Spinks, BDSIP, convenor

Barking and Dagenham Race and Social Justice Charter

We are proud that Barking and Dagenham is one of London's most diverse boroughs. We are determined that all our young people, particularly the most disadvantaged, should have the best possible start in life.

We believe that:

- Ethnic background or racial group must not negatively impact students' experience of school, their educational outcomes, or life chances
- The staff and leadership of our schools and borough must fully reflect our diversity
- Schools' curriculum must reflect and celebrate the diversity of our borough

Our school embraces our role in making these beliefs a reality. We have:

1. **A named lead facilitator for race and social justice** - co-ordinating work in our school and between schools
2. **A lead governor for race and social justice** - who ensures our governing body consistently considers how the school is addressing issues of race and social justice
3. **Used the Barking and Dagenham race and social justice self-evaluation tool** to identify priority areas we need to address **in our school improvement plan**
4. **A curriculum intent** which is explicit in representing and celebrating the diversity of people and communities in our borough
5. **Recruitment and progression** practices which create fair, equitable pathways for all candidates and employees, ensuring we reflect the communities we serve
6. **A commitment to staff development** - ensuring all our people have the skills and confidence to address issues of race and are knowledgeable about the communities we serve
7. **A clear commitment to working with pupil voice**, ensuring that the views of young people are central our approach
8. **Established links with our community** and engaged families in the development of the school's approach to race and social justice



Programme highlights



Facilitators' network:

- Meets approx. termly – regularly attended by 35+ schools
- External training – for example in diversifying the curriculum and racial literacy
- Shares good practice between schools
- Identifies challenges and priorities

Headteachers' training:

- Racial literacy – April 2022
- Psychological safety and difficult conversations – May 2023
- Integrated to annual headteachers' conferences 2022 and 2023

Governors - key theme of annual governors' conferences October 2021 and October 2022

Leeds Beckett anti-racism award

15 schools are signed up to the programme:

- Barking Abbey
- Eastbury Primary
- Eastbrook Primary
- Five Elms
- Grafton
- Henry Green
- Hunters Hall
- James Cambell
- Marsh Green
- Mayesbrook Park
- Northbury
- Rose Lane
- Southwood
- Sydney Russell
- Thomas Arnold

Information about RSJ has been added to BDSIP's [website](#), with information about:

- the RSJ programme – including case studies
- how we recruit
- how we can work with and support others

Inspiring Futures Conference, 17 November 2022



- RSJ was at the heart of this year's Inspiring Futures conference, which was jointly badged with the RSJ programme. The day focused on diversity and representation, sharing practical examples of how young peoples' voice can be harnessed around themes of identify, sense of place, and wellbeing.
- Hosted at the Barbican, and attended by delegates from schools and cultural organisations.
- Included a workshop on the RSJ programme, strategic leadership of cultural change and successes to-date.

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Case studies

Schools have been sharing their practice through the facilitators' network. The following slide shares some examples of this work – [click on each image to access the full-size pdf](#)



Barking Abbey

A Case Study in Race & Social Justice Barking Abbey School

Before RSJ

The student and staff makeup consisted of...

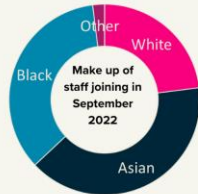


Recruitment:

- Publish your process
- Provide feedback.
- Blind selection.
- Actively reach out to underrepresented communities.
- Representation is important.
- At every stage of shortlisting consider, as a panel, your potential biases
- Be prepared to make changes.

Through RSJ

The population of staff joining are more representative of the student population...



Retention:

- Embed careers conversations into your process.
- Associate or Acting roles.
- Information sessions.
- Provide mentoring for colleagues looking to move into SLT.
- Conduct exit interviews for staff
- Consider secondment.

Marsh Green

A Case Study in Race & Social Justice Marsh Green Primary School



Marilyn Johnson

"The memory of being seven stands vividly in my mind.

Growing up in the diverse area of Newham, I was juggling really massive thoughts about different identities. Despite being at a school where the pupil makeup was deeply multicultural, no teachers in the school looked like me. Sometimes I had the feeling that as a child I was different, not ideal.

And at the back of my mind was an uncomfortable truth that because I was black there were some mean people in the world who wouldn't like me.

Those thoughts haven't really left me..."

Key outcomes from staff survey

- Staff members of colour stated less of a sense of belonging in the school community (none reporting that they felt a very strong sense of belonging although many expressed feeling a sense of belonging)
- Staff members of colour felt like more could be done to promote cultural diversity across the school
- Hardly anybody had had training on race and social justice. However levels of confidence in tackling racism or dealing with race and social justice issues within school was high



"Our work on RSJ has opened the door to more difficult conversations about race and culture between members of staff. We have always had open conversations with children but less so with staff. The RSJ's training sensitively set out what is acceptable and made us all see situations from different points of view. This is so positive and has directly impacted on the culture of our school." - Headteacher

"I was deeply moved, encouraged and inspired by the RSJ's training. I wished I had it sooner or at University when I was training to be a teacher! Maybe it could be a yearly inset at our school. - Class Teacher

"One day I had a "wow" moment. We were learning about Martin Luther King and listened to his "I have a Dream" speech. As soon as he said the first line the whole class spontaneously clapped and cheered. This is a moment I will cherish forever!" - Class Teacher

"The race and social justice training was excellent, and it was a well needed conversation" - Mid day assistant

An empowering visit:

Visible Role Models of Colour – Nathaniel Peat

I am writing this letter to thank you for visiting our school, Marsh Green Primary, and for all your powerful and inspiring messages. It was such a privilege to have such a young entrepreneur come to our school just to encourage us to fly towards our dreams!



Eastbury Primary

A Case Study in Race & Social Justice Eastbury Primary School

Grace Abwooli & Zaheer Ahmed

"At Eastbury, our vision is to make diversity and anti-racism central to our curriculum and practice so that everyone feels valued and know they truly belong."

Aims (4 R's)

- 1. Improve diversity and representation across the curriculum.
- 2. Re-frame our existing curriculum to reflect and celebrate diversity all year round.
- 3. Teach explicitly about racism and anti-racism.
- 4. Improving recruitment practices.

RSJ Books Purchased

For all children, it's important that the stories they encounter at school provide both "mirrors" and "windows".

- **Mirror** - a story that reflects your own culture and helps build your identity (e.g. a main character that looks like you)
- **Window** - a story that offers you a view into someone else's experience (e.g. a main character who is different from you)

By providing books that do this, you're challenging the implicit racism of an all-white or majority-white library or book corner.

We have purchased a wide range of books which celebrate differences for our school library, which are visible and easy for children to locate.

Race & Gender in the Curriculum: Key texts

Race and Social Justice	Colourism	Belonging/Identity	Gender Identity/Stereotype
Year 1: Don't touch my hair	Year 2: The colours of Us	Year 1: My Hair	Year 1: Julian is a Marmoid, Pink is for boys
Year 2: Hey You!	Year 4: Sunflower Sisters	Year 2: Coming to England	Year 2: Not all Princesses dress in pink
Year 3: Rosa Parks: Little Parks: Little People, Big dreams	Year 6: Salsa	Year 3: Perfectly Norman	Year 3: My shadow is pink
Year 4: Malala's Magic Pencil	Year 5: Nelson Mandela: Long Walk to Freedom	Year 4: Eyes that kiss in the corners	Year 4: Bill's New frock
Year 5: Something Happened in our Town, The undefeated	Year 6: The faraway truth	Year 5: The proudest Blue	Year 5: Nan The Lonely Fisherman
		Year 6: Pride	Year 6: Pride



RSJ Diversity Training

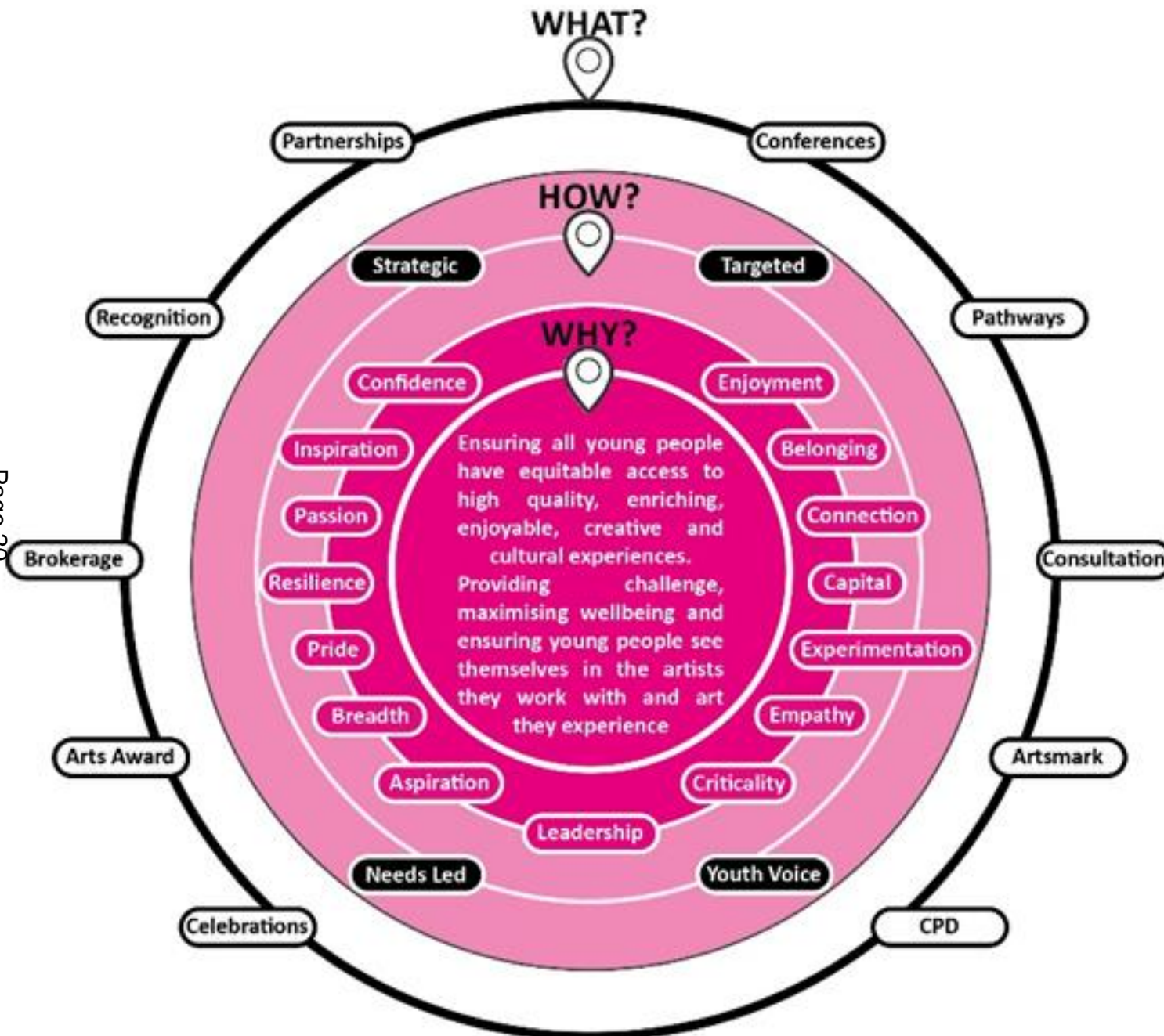
- Throughout the session staff explored the following topics:
- What is racism and what does it look like?
 - Unconscious and conscious biases
 - The use and misuse of language
 - Microaggressions
 - How to talk about race? (What should you say? What shouldn't you say?)

More of what's happening...

- RSJ Self-Evaluation completed
- Working group established to support and help drive the initiative.
- Working along side the school council to gather the children's views.
- New books in our school library celebrating different cultures.
- Black history month and RSJ page on our school website - showcasing all work round race/diversity throughout the year.
- Staff training on "Diversity in the classroom".
- African Drumming and Dance Workshops
- Black History Week Exhibition - held within our school next week
- Work along side middle leaders to diversify the entire curriculum - a work in progress
- Anti-Racism Workshops for children
- Visit other schools
- Additional Staff training - Black Curriculum
- Participate in Leeds Bucket - Anti-Racist School Award
- Updates on our website



**Inspiring Futures |
The Cultural Education
Partnership |
2022-23
Martin Russell**



The longest existing Cultural Education Partnership (CEP) in London and 1 of 3 original pilot CEP programs

Key priorities:

- Developing and embedding cultural leadership
- Accreditation and celebration of cultural activities and achievements
- Clarifying, strengthening and experiencing pathways into the creative and cultural sector

By:

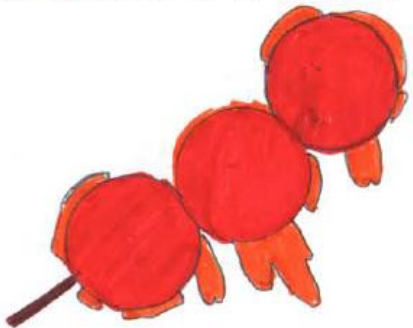
- Continued professional development and learning
- Developing cultural and creative opportunities for young people within the borough
- Developing pathways for young people into the creative, cultural and digital industries.

INIVA Workshops | October 2022

Artist Holly Graham partnered with an arts psychotherapist to deliver a series of leadership workshops at Northbury Primary School and Eastbrook Secondary School. This led up to the Young Peoples Makerspace (highlighted in one of the next slides).

They created a recipe book based on the impact of the sugar trade and its links to the lives of young people in LBBD.





**BING TANG
HU LU**

TEHILA

INTRODUCTION

TODAY we are going to make BING TANG HU LU that my mum told me it is a famous treat in China. If you haven't tried it get ahead it's time to cook.



Bing Tang Hu Lu China

menu

INGREDIENTS:

- Apples
- bananas
- grapes
- oranges
- Hawthorns
- water
- sugar

Equipment

- wooden sticks
- pot
- plate

get ready to see a world of flavor!

METHOD:

- 1) Put some fruits (ones from menu) on the wooden stick and put it on the plate
- 2) put the sugar and water in the pot and wait for it to dissolve.
- 3) After it dissolves dip the fruits on the sugar water (It's easier to pour the sauce)



Roots and Routes | Over 200 copies of the book were printed and distributed to school students

THE INSPIRING FUTURES 2022 CONFERENCE

INSPIRING
FUTURE

Young Creatives Makerspace | November 2022

100 Primary School Pupils
80 Secondary School Pupils

Partners: Barking & Dagenham College, A Space, INIVA
Supported by NEL ICB

School students were invited to explore their sense of identity, place, and belonging and its relationship with mental health and wellbeing. Young people worked with cultural organisation Iniva, therapeutic support service 'A Space' and artist Holly Graham to artistically respond to the provocation of identity and wellbeing. Creative activities were led by students from the schools who participated in the workshops.



Annual Conference | November 2022

Exploring the Role of Diversity, Representation and Identity in a C21 Creative Curriculum

- Held at the Barbican Centre, London
- 120 guests from schools, cultural organisations and strategic partners
- 90% of all contributors were from the Global Majority
- Keynote presentation by Kay Rufai and the SMILING-Boys Project

“It was clear to me that the schools and cultural organisations in Barking & Dagenham are really keen and ready to engage with delivering a creative but also representative and anti-racist curriculum in the borough.” Conference participant

THE INSPIRING FUTURES

2022 CONFERENCE

EXPLORING THE ROLES OF DIVERSITY,
REPRESENTATION, AND IDENTITY IN A 21ST CENTURY
CREATIVE CURRICULUM

BIOGRAPHIES

John Akinde

Both a creative entrepreneur and community engagement specialist. Since 2014, John has delivered and managed community and youth engagement projects for various organisations and agencies within London, engaging young people in various environments which include PRU's and prisons. John has a significant amount of experience working with marginalised communities, particularly with young people at risk of youth violence. He set up and co-runs a community leadership programme in Barking and Dagenham, which seeks to activate the leadership potential of young people aged 16 to 25. As an artist, rapper and writer, John Akinde has built an influential following undertaking creative commissions from HuffPost, Metro, BBC and many more – making both art and entertainment material for mass audiences through music, spoken word, film and theatre. Most recently, he was commissioned by Sky Arts and Creative England to develop a short film.



Karena Johnson

Karena Johnson is an award-winning artist who has worked for over 20 years as a theatre director, curator, conceptualiser and producer, championing emerging artists, new audiences and diversity. In her current role as Artistic Director and CEO of Hoxton Hall, Karena led the re-launch of the grade II listed Victorian Music Hall in the heart of the East End in 2015, with a new vision of innovative theatre, music, comedy and a youth arts programme.



Her pioneering career includes being Artistic Director of The Broadway, Barking; Acting Artistic Director of Contact Theatre, Manchester; Artistic Director of Kushite Theatre Company; and Theatre Programmer at Oval House Theatre. She has also been an Associate at Theatre Royal Stratford East, Nottingham Playhouse and NOW festival, as well as led a range of international projects.

Her work has been recognised by with a TMA special award nomination for “theatre with cojones” for her Spin Season at The Broadway, an artistic response to the local election race between Labour and the BNP. Karena has also won Arts and Business award for Diversity.



barbican



Barking &
Dagenham

“

The panel discussion was extremely accessible. Often these things can be a little about people sounding clever and one up-manship. Your panel was populated by experts in their field but there was absolutely none of this. It was a rich and varied discussion defined by openness and authenticity. The first workshop I attended (art and poetry) was my favourite of the two with the facilitator encouraging participants to get creative in a very short period of time. The keynote was fantastic; loved his delivery, the interactivity and his use of videos

”

Conference participant

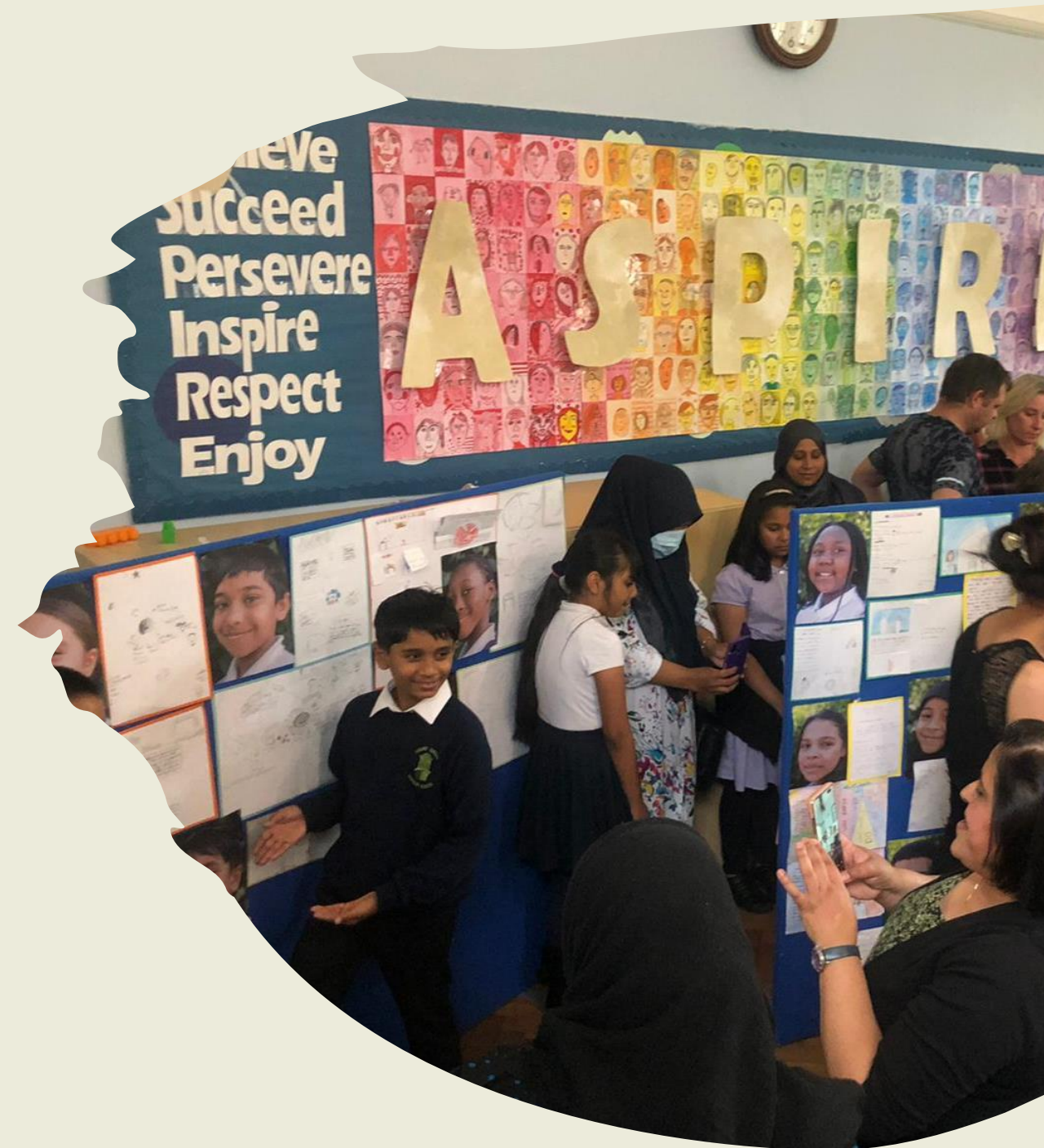


The Story of Me | Year 2 | Developing Diverse Models of Literacy Development

The Story of Me is a project led by Inspiring Futures and seven primary schools in LBBD. It aimed to look at how storytelling and theatre-making helps to develop diverse and representative literacy curricula. A two year programme, it has been funded by the Paul Hamlyn Foundation and has placed artists from the Global Majority and under represented communities with teachers to develop the curriculum.

14 Artists, 21 teachers, 2 cultural organisations 1400+ pupils

Now in its final term, the project will produce a comprehensive evaluation and toolkit for all primary schools – far reaching impacts in all 7 schools has been clear.



“

Many schools express that they feel that the work is beginning to become second nature – and hence they are disappointed the work with artists is beginning to wind down! Across the project there has been a key change in the way senior leadership has viewed this work, with many becoming advocates for how this work becomes school wide, and continues well beyond the project.

It has also been interesting to see the teachers that have been engaged across the two years become real experts and champions for the arts in education, and engaging across other aspects of our work, such as our Film CPD sessions, which they have independently signed up to.

”

Film Skills and Education

Working in close partnership with Film Barking and Dagenham to diversify the industry at point of entry.

- 2 Screen For Skills Events in **June 2022** and **February 2023**.
- February Event reached:
 - Over 70 teachers
 - Over 25 partners
 - Over 100 parents/community stakeholders engaged
 - Over 1200 students engaged
- Pilot Film Enterprise Project with Greatfields AP students
- Access for all secondary schools to Crew Room Academy digital training hub
- CPD and Workshops across the year





Primary Schools Film Skills Day | March 2023

60 pupils from 3 primary schools attended BDC to get hands on with their TV Production Studio, VR technology and the E-Sports Arena

Children unravel the secrets of TV

CHILDREN became film directors for day to see what it's like working behind the scenes in television.

Pupils from Ripple Primary dropped in at Barking and Dagenham College to see its East London Institute of Technology in action.

They tried their hand at being a presenter on camera, a production director and having a go with lighting.

Nine-year-old Maryam Zahra got a real buzz and an insight into how TV works.

"The virtual production screen was amazing," she said. "I now know when I watch programmes on TV that the background might be created on a screen and not real."

The youngsters had their own photoshoot and learned what it's like behind and in front of the camera.

Ripple Primary's arts teacher Marta Dobrowolska said: "The visit helps develop their interest in careers to land their dream job later."

The school trip was part of Barking and Dagenham Council's "Inspiring Futures" creative careers partnership with the college.



Pupils from Ripple Primary learn secrets of TV at Barking & Dagenham College



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Far From the Norm | BLKDOG | March 2023

Inclusive performances for schools only at the Broadway Theatre of the international touring show by Olivier Award winning Botis Seva, born and raised in Dagenham. Post Show Talk to raise aspiration and demonstrate that from adversity can grow success, recognition and reputation. **450 young people**

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**For 7 June 2023 Overview & Scrutiny Committee
Expansion of acronyms in presentations**

Item: Update: How are we incorporating Race & Social Justice work into our schools' education programmes

RSJ – Race & Social Justice
BDSIP – Barking & Dagenham School Improvement Partnership
INIVA – Institute of International Visual Arts
NEL ICB – North East London Integrated Care Board
CPD – Continuing Professional Development
VR technology – Virtual Reality Technology

Item: Update on Quality of schools' recovery post Covid 19

SATs – Standard Assessment Tests
Ofqual – Office of Qualifications and Examinations Regulation
GPS – Grammar, Punctuation and Spelling
EN & MA – English & Maths
EBacc – English Baccalaureate
PEX – Permanent exclusion
SEND – Special Educational Need and/or Disability
AP – Alternative Provision
CYP – Children and young people
SALT – Speech and Language Therapist

Item: Readiness for the SEND Area Inspection

RAG – Red, Amber, Green
Ofsted – Office for Standards in Education, Children's Services and Skills
CQC – Care Quality Commission

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OVERVIEW AND SCRUTINY COMMITTEE

7 June 2023

Title: Update: Quality of Schools' Recovery Post Covid-19	
Report of the Commissioning Director Education	
Open Report	For Information
Wards Affected: All	Key Decision: No
Report Author: Jill Baker - Interim Head of School Performance and Partnerships	Contact Details: E-mail: jill.baker@lbbd.gov.uk
Accountable Director: Jane Hargreaves, Commissioning Director Education	
Accountable Strategic Leadership Director: Elaine Allegretti, Strategic Director, Children's and Adults	
<p>Summary</p> <p>During the Covid-19 pandemic, schools closed with pupils learning online. Even on their return to school, schools opened and closed, sometimes partially, creating more disruption in the education of our children and young people. Disadvantaged children and young people were particularly affected by the pandemic. The challenges post-pandemic to support our pupils were unknown territory for schools. The gaps in curriculum learning were relatively easy to identify and rectify; however, the impact on the wellbeing of our pupils and staff, mental health in particular, is ongoing. Schools are still in recovery mode and will probably be so for many years to come.</p>	
<p>Recommendation(s)</p> <p>The Overview and Scrutiny Committee is recommended to:</p> <ul style="list-style-type: none"> (i) Note the challenges schools face and their successes; and (ii) Use their role to ensure schools can continue to support our children and young people in recovering from impacts of the pandemic. 	
<p>Reason(s)</p> <p>The lives of a whole generation of children and young people were disrupted by the pandemic. It is critical that all support schools in their efforts to rebuild the confidence and wellbeing of our children and young people. This work supports the Council's aim of no one left behind. It supports the corporate priorities of supporting residents to live healthier, happier, independent lives and to prosper from good education, skills development and secure employment.</p>	

1. Financial Implications

Implications completed by: Kofi Adu, Group Finance Manager

- 1.1 During Covid-19, schools were financially supported by the Local Authority and Central Government to ensure continuity of teaching and learning, especially for the most vulnerable pupils.
- 1.2 Schools continued to receive their core funding allocations. This happened regardless of any periods of partial or complete closure and this ensured schools were able to pay staff and meet other regular financial commitments.
- 1.3 The Local Authority also continued to pay top-up and other high needs funding to schools. This ensured that the employment and payment of staff supporting pupils with Special Educational Needs and Disabilities (SEND) continued.
- 1.4 In addition to passporting core funding to schools during Covid-19, the following additional financial support was provided to schools:
 - COVID-19 catch up premium and Digital Education Platforms;
 - Tutoring fund for disadvantaged pupils;
 - Coronavirus Job Retention Scheme (CJRS) for staff who were furloughed by the school; and
 - Funding for exceptional costs incurred by schools relating to premises costs, cleaning costs and Free School Meals.

2. Legal Implications

Implications completed by: Nicola Monerville, Principal Solicitor, Safeguarding

- 2.1 The Corona Virus Act 2020 expired two years after it was passed (on 25 March 2022).
- 2.2 Schools must have regard to the:
 - Education Act 1996, S.19 which places a duty of local authorities to provide education to children of school age.
 - S.175 of The Education Act 2002 sets out the safeguarding duty of state schools.
 - The Equality Act 2010: Providing protection from discrimination on the basis of protected characteristics, such as disability, sex, race and sexual orientation.
 - The Children and Families Act 2014: This legislation introduced Education, Health and Care Plans (EHCPs) to help get education, health care and social care services working together more effectively to meet young people's needs.

Public Background Papers Used in the Preparation of the Report:

- The Prince's Trust Class of Covid: Report 2022
https://www.princes-trust.org.uk/Document_TheClassofCovid_Report.pdf

List of appendices:

- Appendix 1: 'Update: Quality of schools' recovery post Covid-19 – a mixed picture' Presentation

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Update: Quality of schools' recovery
post Covid-19 – a mixed picture

Jill Baker, Head of School
Performance and Partnerships

Overview & Scrutiny Committee
7 June 2023

The current cohort of children and young people – transition points

- Current Year 13 – taking exams for the first time having sat no GCSE exams and having had extremely disrupted schooling for Key Stage 4 (KS4)
- Current Year 11 – taking GCSEs. Had very disrupted Years 8 and 9
- Current Year 6 pupils – Taking SATs. Had very disrupted Years 3 and 4
- Current Year 2 – Had no nursery experience and little social contact during critical stage of development



THE FUTURE OF THE CLASS OF COVID

49%

feel anxious about their future on a daily basis

51%

feel their aspirations for the future are lower now as a result of global events since 2020, such as the pandemic and now a cost of living crisis

35%

feel their life is spiralling out of control

40%

are feeling less in control than ever



THE JOURNEY TO WORK

36%

of young people think their job prospects will never recover from the pandemic

51%

of young people agree the expected recession makes them more concerned than ever for their job security

33%

no longer think they will achieve their career goals



COST OF LIVING FEARS

For **60%**

of young people surveyed, the cost of living crisis was most likely to make them feel uncertain about the future.

58%

worry the cost of living crisis will prevent them from reaching their goals

35%

agree their salary no longer covers their rent or mortgage



CONFIDENCE, RESILIENCE, DETERMINATION

51%

of young people feel less confident in their future now than before the pandemic began

49%

agree living through the pandemic has made them more resilient, and more determined to achieve their goals (52 per cent)

66%

of young people agree that having a clear career path and having the right skills for work (65 per cent) will make them feel more in control of their life

Exam grades are going 'back to normal'. But for our stressed-out teenagers, normal is a long way off.

[Gaby Hinsliff](#) *The Guardian* 28.04.23

After three years of pandemic grade inflation, caused first by teachers having to conjure up grades and then by exam boards making understandable allowances for what children had been through, this is the year that exam regulator Ofqual finally plans to ratchet GCSE and A-level grades [back down to normal](#) (though with some leeway on the borderline). The trouble is that in many schools, **normal still feels a very long way off.**

This year's results will be a crucial litmus test of what all this turbulence has meant, not just for secondary school pupils sitting formal exams, but for primary school children doing SATs.

Outcomes – Primary 2022

2022 was the first year since 2019 that pupils had taken public examinations and tests as teacher assessments were used for 2020 and 2021. These results indicate the impact of the pandemic on the youngest children in particular.

Early Year Foundation Stage 2022

National 65.2%; Barking and Dagenham 62.5%. The percentage of LBBD pupils achieving a Good Level of Development has fallen 9.9%, while the national figure also fell by 6.6%. The gap to London has increased.

Good Level of Development	2018	2019	2022
LBBD	71.3	72.4	62.5
London	73.8	74.0	67.8
England	71.5	71.8	65.2

	B & D 2018	B & D 2019	B & D 2022	London 2022	National 2022
Reading, Writing & Maths combined Expected Standard	65.2 (-0.1)	64.2 (-0.7)	51.9 (-1.5)	58.7	53.4
Working at Greater Depth	13.1 (+1.4)	11.2 (=)	5.7 (-0.2)	9.0	5.9
Reading Expected Standard	74.9 (-0.5)	73.3 (-1.6)	65.2 (-1.7)	70.3	66.9
Working at Greater Depth	26.6 (+1.0)	23.9 (-1.1)	16.7 (-1.3)	21.6	18.0
Writing Expected Standard	70.0 (+0.1)	68.8 (-0.4)	55.5 (-2.1)	62.7	57.6
Working at Greater Depth	17.5 (+1.6)	15.1 (+0.3)	7.3 (-0.7)	11.7	8.0
Maths Expected Standard	76.2 (+0.1)	75.7 (+0.1)	65.6 (-2.1)	71.1	67.7
Working at Greater Depth	23.6 (+1.8)	23.8 (+2.1)	15.6 (+0.5)	19.7	15.1

Key Stage 1 2022

(The gap to national is shown in brackets).

The percentage of pupils achieving the Expected Standard and working at Greater Depth has declined in all subjects. Maths at Greater Depth remains above national. However, the gap to London has widened in all areas.

		B & D 2018	B & D 2019	B & D 2022	London 2022	National 2022
Combined Reading, Writing and Maths	Expected Standard	66.6	65.6	60.0	64.4	58.7
	Higher Standard	(+1.6) 9.3	(+0.3) 11.2	(+1.3) 6.6		
		(-0.7)	(+0.6)	(-0.6)	10.7	7.2
Reading	Expected Standard	75.3	72.9	75.3	78.1	74.5
	Higher Standard	(-0.7) 26.6	(-0.9) 26.3	(+0.8) 26.8	32.5	27.8
	Average Scaled Score	(-1.4) 104.8	(-0.9) 104.3	(-1.0) 104.7	105.8	104.8
		(-0.2)	(-0.2)	(-0.1)		
Writing	Expected Standard	79.3	78.9	67.7	73.0	69.5
	Higher Standard	(+0.3) 18.9	(=)	(-1.8)		
	Teacher assessment	(-1.1)	17.9	9.8	17.2	12.8
		(-2.4)	(-3.0)			
Maths	Expected Standard	79.5	80.4	73.0	76.9	71.4
		(+3.5) 25.5	(+1.3) 30.3	(+1.6) 25.5	30.2	22.5
	Higher Standard	(+1.5) 105.0	(+3.5) 105.7	(+3.0) 104.3	105.4	103.8
	Average Scaled Score	(+1.0)	(+0.6)	(+0.5)		
GPS	Expected Standard	82.8	82.8	74.7	77.8	72.5
	Higher Standard	(+4.8) 42.7	(+4.3) 45.6	(+2.2) 34.5	37.4	28.3
	Average Scaled Score	(+7.7) 107.8	(+9.7) 108.1	(+6.2) 106.2		
		(+1.8)	(+1.7)	(+1.1)	107.0	105.1

Key Stage 2 2022

(The gap to national is shown in brackets).

The combined Expected Standard in Reading, Writing and Maths has declined at a slower rate than both London and national and is now 1.3% above national. However, working at the Higher Standard fell at a faster rate and is now below national. Both Maths and Grammar, Punctuation and Spelling remain areas of strength and remain above national at both the expected and higher standards.

Outcomes - GCSE

	B & D 2019	B & D 2022	London 2022	National 2022
9-4 EN & MA	61.9	68.5	74.3	69.0
9-5 EN & MA	42.6	50.6	57.5	50.0
English 9-4	75.8	79.0	83.6	79.0
9-5	60.6	65.8	72.1	65.6
Maths 9-4	67.3	72.8	77.3	72.9
9-5	47.9	55.4	61.8	54.9
EBacc including 9-4 in En and Maths	22.1	29.5	37.4	26.9
EBacc including 9-5 in En and Maths	15.1	20.7	28.6	20.3
Attainment 8	46.5	49.3	52.7	48.9
Progress 8	0.16	0.13	0.23	- 0.03

- 2022 - Increases in all published headline indicators at Key Stage 4.
- Teacher assessed grades for 2021 only marginally above the examination results for 2022
- The examination results for Maths and English grades 9-5 in 2022 were, in fact, slightly above the teacher assessed grades in 2021.

Ofqual stated that the results in 2022 would fall broadly midway between those of 2019 and those of 2021 and, nationally, this is the case. LBBB results are closer to the 2021 results demonstrating the resilience of our young people and staff. The results also indicate that robust and accurate assessment processes took place in LBBB schools last year.

Outcomes – Post 16

A level only	B&D 2018	B&D 2019	B&D 2022	London 2022	National 2022
A*-E	98.6	96.7	98.6	97.7	98.2
A*-C	74.5	67.5	78.6	80.9	82.2
A*-B	45.4	39.0	53.2	61.1	62.5
A*/A	16.4	14.8	24.1	35.0	36.4

- Overall, these are very positive results for Barking and Dagenham. For A levels, on all key performance measures, results have improved since 2019 and in many cases by a significant margin.
- The rate of improvement between 2019 to 2022 for Barking and Dagenham - faster than national, with the exception of for the very highest grades, where the gap to national has widened slightly by 1.3%. On the key indicator A*-B, crucial for Higher Education destinations, the gap to national has reduced from 2019 (12.7% to 9.3%).
- For A*-E pass rate, LBBD is in line with the national average, above London and 1.9% higher than in 2019. Between 2019 - 2022, LBBD has improved at a slightly faster rate than national.
- Still work to do at higher grades

Pupil Attendance

This is the year-to-date data, but it is provisional and only taken from the 50 schools that sign up to sharing data. It is the most accurate live data we have.

THIS IS THE LATEST DATA

'Pupil attendance since week commencing 12 September - year to date' for Primary, Secondary and Special in Barking and Dagenham and England for 2022/23

[Move and reorder table headers](#)

		London	England
		Barking and Dagenham	
Total	Overall absence rate	no data	7.6%
	Persistent absence rate	no data	22.6%
Primary	Overall absence rate	6.5%	6.1%
	Persistent absence rate	23.1%	18.5%
Secondary	Overall absence rate	7.9%	9.2%
	Persistent absence rate	25.8%	27.2%
Special	Overall absence rate	18.1%	13.7%
	Persistent absence rate	45.9%	39.8%

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Government has introduced a national initiative as attendance is still below pre-Covid levels.

one borough; one community; no one left behind

**Barking &
Dagenham**

Outcomes - other

Not in Education Employment or Training (NEET)

In 2022, the Borough's NEET + Unknown performance has improved by 0.8% compared to a year ago and is now the lowest ever recorded at 2.7%. This places the Borough in the top quintile nationally for the first time, having been in the bottom quintile as recently as 2016. The Borough's performance remains above the London and National averages, which were 3.4% and 4.7% respectively.

Exclusions January 2023 LA Data Matrix

- National data seems to suggest we are doing well against other LAs. The latest published data in the LA Data Matrix is from 2020/21.
- Primary suspensions are slipping against national, and we expect that primary and secondary PEX will slip this year. We also expect that secondary suspensions, although a challenge within the LA, will compete favourably nationally.

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Exclusions and Suspensions												
	2016/17 %	Rank	2017/18 %	Rank	2018/19 %	Rank	2019/20 %	Rank	2020/21 %	Rank	Latest Quartile Band	Latest England Ave
Permanent - Primary (State-funded)	0.00	30	0.00	33	0.00	28	0.01	60	0.00	1	A	0.01
Permanent - Secondary (State-funded)	0.18	65	0.11	32	0.15	49	0.07	33	0.07	48	B	0.10
Total Permanent Exclusions (rounded)	0.07	52	0.04	26	0.06	38	0.03	33	0.03	44	B	0.05
Suspensions - Primary (State-funded)	0.84	34	0.82	34	0.91	47	0.61	38	0.79	59	B	0.99
Suspensions - Secondary (State-funded)	3.75	5	3.09	4	4.56	8	2.40	3	3.11	5	A	8.48
Total Suspensions (rounded)	1.87	4	1.65	3	2.34	8	1.44	6	1.83	7	A	4.25

Suspensions and Exclusions

Primary Suspensions (in a scale of A-D)

Reducing compared with this point last year
One school is in Quartile D Above National and London
Other schools in Quartile C
One school in Quartile B is above London

Average % suspension figures are:

London	=	0.54%
National	=	0.99%

Primary Permanent Exclusions (PEX)

Three primary schools have PEX a pupil
Already exceeded the total for last year
One through school has PEX a year 2 pupil. This case is still ongoing and yet to be resolved.

Secondary Suspensions (in a scale of A-D)

Four secondary and through schools are at Quartile D

Average % suspension figures are:

England	=	8.48%
London	=	5.11%

Secondary Permanent Exclusions (PEX)

Two schools are higher than National.
Overall, the LA is lower than National but higher than London.

Stresses on the system

- Schools report increased numbers of children and young people suffering from mental health and anxiety problems
- Young children who have remained in the home during lockdown are demonstrating greater needs around speech and language development
- There has been a doubling of requests for Education, Health and Care Plan (EHCP) assessments - now standing at 500 per annum
- The cost-of-living crisis is impacting on our disadvantaged and vulnerable children – ‘double whammy’ effect
- Take up of early years places still below pre-Covid levels

Staffing

- Staff absence rates reportedly much higher in schools
- Headteachers report that staff are much less resilient
- Severe recruitment issues for Teaching Assistants, Specialist Nurses, Educational Psychologists, Speech and Language Therapists, Occupational Health Therapists

Impact on all children but particularly the most vulnerable with SEND in both mainstream and special schools

Strengths in the Response

Ofsted Inspections

Since September

- 5 secondary inspections: 1 x graded and 4 x ungraded
 - Graded – Outstanding
 - Ungraded – same outcome x 4 ‘There is enough evidence of improved performance to suggest that the school could be judged outstanding if we were to carry out a graded (section 5) inspection now.’
- 3 Primary inspection: 3 x ungraded
 - All retain their ‘Good’ judgement
- 95% of LBBD schools are good or better – above London average

Ofsted Alternative Provision Thematic Review – March 2023

Some of our most vulnerable well catered for

Ofsted said:

- **We think you are doing this right** because AP is clearly defined and understood – focus on mental health, engagement rather than suspension.
- **Ambition and care for each child ensures nearly every child either gets back to mainstream or has appropriate provision.**
- **Vulnerable CYP are nurtured, supported and achieve well in B&D.**
- Strategy has reduced suspensions.
- **Children here know they are missed if they are not present** – someone is always going to check.
- Effective – emotional support underpinned by Thrive/trauma-informed approaches. At Erkenwald, we saw children given emotional support to achieve well in their lives.

Pupil Wellbeing and Learning

- Best Chance Strategy introduced
- Wellbeing identified in Ofsted inspections as a strength
- Nurture/Thrive strategies continue to develop and expand – schools see it as important
- Nurture principles introduced and in process of being introduced into every school
- Developing an Inclusion Charter
- Bereavement Clinics delivered by CAMHS from end April 2021 continue
- Guiding Principles and other key documents re. SEND revised and reinvigorated
- Education / Health Speech and Language Initiative – 1 x Advisory Teacher for Speech and Language & 2 SALT specialists recruited

OVERVIEW AND SCRUTINY COMMITTEE

7 June 2023

Title: Readiness for the SEND Area Inspection	
Report of the Commissioning Director Education	
Open Report	For Information
Wards Affected: All	Key Decision: No
Report Author: Jane Hargreaves, Commissioning Director Education	Contact Details: E-mail: jane.hargreaves@lbbd.gov.uk
Accountable Director: Jane Hargreaves, Commissioning Director Education	
Accountable Strategic Leadership Director: Elaine Allegretti, Strategic Director, Children's and Adults	
<p>Summary</p> <p>Barking and Dagenham is expecting a SEND area inspection within the next 12 months. It is an inspection of the arrangements within the local area, which includes Education, Health and Social Care.</p> <p>The new Inspection Framework was first implemented in January 2023. The first inspection in London took place in March. Areas are expected to undertake a self-evaluation (SEF) of strengths and areas for improvement. Our SEF and action plan are working documents which are regularly updated and can be discussed with the Committee as requested.</p> <p>The new inspection framework will be challenging for Barking and Dagenham and for many other areas given the pressures and staff shortages across the system. The presentation attached sets out the main areas for improvement which we have identified and key actions which partners need to take. It also provides feedback on the Thematic Review of Alternative Provision (AP) led by Ofsted, which took place over three weeks in March and actions we are taking to improve readiness.</p> <p>Ofsted's letter to us following their Thematic Review visit is attached as Appendix 1.</p>	
<p>Recommendation(s)</p> <p>The Overview and Scrutiny Committee is recommended to:</p> <p>(i) Note the improvement priorities and inspection requirements; and</p> <p>(ii) Use their role to support the improvement priorities, in particular:</p> <ul style="list-style-type: none"> - Improving the local offer for children, young people and families with SEND; and - Improving training and employment opportunities for young people with SEND. 	

Reason(s)

The improvements set out in the presentation, SEF and Action Plan are necessary not just for inspection, but because of the impact that they have on the lives of children and young people with SEND and their families.

The work programme supports the Council's aim of no one left behind. It supports the corporate priorities of supporting residents to live healthier, happier, independent lives and to prosper from good education, skills development and secure employment.

1. Financial Implications

Implications completed by: Kofi Adu, Group Finance Manager

- 1.1 The Local Authority is expecting a SEND Area inspection within the next 12 months. Additional temporary staff have been recruited to provide support in preparation for the inspection. Funding provision has been made from the High Need budget to assist with any financial commitments in preparation for the inspection.

2. Legal Implications

Implications completed by: Nicola Monerville, Principal Solicitor, Safeguarding

- 2.1 Ofsted and the CQC carry out joint inspections of local areas at the request of the Secretary of State for Education under section 20(1)(a) of the Children Act 2004. At their discretion, they may also carry out monitoring inspections of local areas using their power in section 20(2) of the Children Act 2004.
- 2.2 The SEND Area inspection is to ensure that local area partners are complying with relevant legal duties relating to children with SEND.

Those relevant legal duties are contained in the Human Rights Act 1998, Equality Act 2010, Children and Families Act 2014 and SEND code of Practice.

Public Background Papers Used in the Preparation of the Report:

- [SEND Area Inspection Framework and handbook](#)
- [Special Educational needs and Disabilities \(SEND\) and Alternative Provision \(AP\) Improvement Plan](#)

List of appendices:

- Appendix 1: 'Readiness for SEND Area Inspection' Presentation
- Appendix 2: Ofsted Letter: Thematic Review of Alternative Provision (AP)

Overview & Scrutiny Committee

**Readiness for SEND Area Inspection
Wednesday 7th June**

Jane Hargreaves – Commissioning Director Education

one borough; one community; no one left behind

The SEND Local Area Inspection Framework

Two main areas of focus:

- The impact of its Local Area Partnership's SEND arrangements on the experiences and outcomes of children and young people with SEND.
- How the Local Area Partners work together to plan, evaluate and develop the SEND system.

Local Area SEND Inspections Key questions

- Children and young people's needs are identified accurately and assessed in a timely and effective way
 - Children, young people and their families participate in decision-making about their individual plans and support
 - Children and young people receive the right help and support at the right time
 - Children and young people are well prepared for their next steps and achieve strong outcomes
 - Children and young people with SEND are valued, visible and included in their communities
-
- Leaders are ambitious for children and young people with SEND
 - Leaders actively engage and work with children, young people and families
 - Leaders have an accurate, shared understanding of the needs of children and young people in their local area
 - Leaders commission services and provision to meet the needs and aspirations of children and young people
 - Leaders evaluate services and make improvements
 - Leaders create an environment for effective practice and multi-agency working to flourish

Local Area SEND Self Evaluation Form (SEF) and Action Plan

3 key questions:

1. What do you know about the impact of your arrangements for children and young people with SEND?

2. How do you know it?

3. What are your plans for the next 12 months to improve the experiences and outcomes of CYP with SEND?

Local Area SEND SEF – Priorities

Within these eleven areas, we identified six Main Priority Areas:

- **Strengthening the SEND Processes**

To continue to strengthen the SEND Team through improved substantive staffing in order to improve timeliness. To improve induction procedures and improve the retention rates through more effective staff development and support. To improve communication procedures with families, partners and providers

- **Joint Working**

The Board needs to address the critical shortage of specialist health professionals' advice and support. There must be greater use of joint commissioning leading to effective provision of therapies. Recognising that staff shortages are having an impact and improving recruitment and retention. We will also work more closely with parents, carers and young people and establish genuine co-production

- **The Guiding Principles (Assess, Plan, Do, Review. – meeting needs in mainstream without an EHCP)**

We need to ensure that there is effective identification of needs at the earliest possibility in the life of the young person. To ensure that the graduated response of 'Assess, Plan, Do, Review' cycle is implemented fully across Education, Health and Social Care.

Local Area SEND SEF – Priorities cont'd

- **Improving the Local Offer** Recognition that the 'Local Offer' is more than information but is the offer that is available to all members of the community who have additional needs from 0-25 years of age across Education, Health and Adult Social care. As we develop provision in the Borough, we will invite co-production over the descriptions and how to access them, through an information rich system to allow easy research to everyone.
- **Sufficiency of Places and associated resource** To meet the increase in demand which has led to significant pressures on available provision, we will continue to work creatively and positively with schools and partners to increase local specialist places in line with our commitment to inclusive education.
- **Data collection and analysis** To understand the demands and how they are being met, we need to improve data gathering and analysis systems relating need and provision to the demographics of the Borough. We need to understand health, social care and education issues and provision, particularly with SEND. This will allow greater planning to meet future need.

Local Area Action Plan

The Action Plan has been written as a direct response to the issues raised in the SEF. They are gathered within the eleven Area Inspection areas and cross referenced to the six main priority areas

The issues have had actions identified along with those responsible for the actions. There are then expected outcomes for each action, along with timescale, and these will be 'RAG rated' and monitored closely by the SEND Area Board.

1. Children and young people's needs are identified accurately and assessed in a timely and effective way						
What we need to Improve and how we will do it						
Linked Areas to the SEF	Action	Lead	Programme Timescale	Impact	RAG	
Priority Area 1 Strengthening the SEND Processes						
Timeliness of EHCPs – address deterioration during 2022 from previously good performance.	Implement recovery plan to clear the backlog with additional staffing.	SMc	Jan-Dec 2023	Increasing numbers of EHCPs are produced within the 20 week deadline (see recovery plan for targets)		

Thematic Review of Alternative Provision (Ofsted, CQC and Social Care)

Oral Feedback – main messages

- We think you are doing this right.
- Ambition and care for each child ensures nearly every child gets back to mainstream or has appropriate provision.
- There is high quality alternative provision – the generosity of shared expertise of Mayesbrook is a key feature.
- Vulnerable children & young people are nurtured, supported and achieve well in Barking & Dagenham.
- Children here know that they are missed if they are not present.

Priority Actions

- Working systematically for the rest of this year to clear the backlog of EHCP assessments and improve timeliness.
- Appointing to key posts – Head of Statutory SEND Services
Virtual Headteacher SEND
Family Liaison post
Post 16 lead
- Keeping up with creation of new specialist places
- Work with parents and partners to improve Post 16 opportunities – and avoiding the cliff-edge at 25 – including re-establishing relationships with leadership of Barking and Dagenham College
- Improving support for parents and families – through Early Help/Heathway Centre
- Working with partners to improve access to therapies & recruit to Educational Psychologist vacancies

Inspection Preparation

- The SEND Area inspection is resource heavy – confirmed by the experience of the Thematic Review.
- Graham Pirt – An experienced consultant has helped us to prepare 3 key documents:
 - SEF, Action Plan and Strategy for the partnership
- Next priority is to appoint some inspection coordination capacity to draw together significant data and information required from the partners – as set out in Annex A of the inspection framework and to make sure we have the right documentation where there are gaps.

In summary

There are considerable – especially in practice in schools and settings – very high needs of inclusion.

There are many pressures and strains in the system including shortages of therapists and Educational Psychologists and we continue to work to increase the resources in the EHC team.

We mainly keep the focus on priority actions to address areas of weakness and combine our support for crosscutting areas – the Local Offer, Post 16 opportunities, support for families and the sufficiency of key staff.

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24 April 2023

Elaine Allegretti, Strategic Director, Children and Adults
Zina Etheridge, CEO ,NHS North East London Integrated
Care Board
CC: Mark Aspel, Diane Jones

Dear Ms Allegretti and Ms Zina Etheridge

Ofsted and CQC visit to Barking and Dagenham

Following the Ofsted and Care Quality Commission (CQC) joint visit to Barking and Dagenham, I write on behalf of His Majesty's Chief Inspector of Education, Children's Services and Skills and the Chief Inspector of Primary Medical Services and Integrated Care of CQC to summarise the visit's findings. Thank you for the time you made available to participate in this thematic visit on alternative provision (AP).

Ofsted carried out this visit under a section 118(2) request from the Department for Education. The CQC provided assistance to Ofsted under paragraph 9(1) of schedule 4 to the Health and Social Care Act 2008.

The visit was carried out as part of a thematic review, the outcome of which will be aggregated into a national report to support whole-system improvement. This national report will be published on Ofsted's and CQC's websites. It was not a graded inspection.

Thank you for contributing valuable information. During the visit, we spoke to local area leaders, children and young people attending AP, their families, and the education, health and care professionals who work with them. We examined relevant documents and visited a sample of alternative providers.

Context

The purpose of this series of visits is to aggregate insights from across the AP system, to learn from existing practice and to identify opportunities for improvement.

You can find more information about how inspectors carried out the visit at: <https://www.gov.uk/government/publications/thematic-reviews-of-alternative-provision-in-local-areas>

Inspectors shared detailed information at the end of the visit. This included:

The role of alternative provision

We were told:

- In Barking & Dagenham the purpose of AP is to improve mental health, behaviour, and attendance alongside ensuring that CYP are engaged in education attainment rather than being suspended or excluded. The focus is on CYP aged 4 - 16. However, you acknowledge that preparation for post 16 is a significant step for many CYP attending AP on a long-term basis.
- The borough has established arrangements to differentiate between specialist and alternative provision through the 'hot clinics' which hold the multi-agency expertise to triage CYP to the provision best able to meet their needs, whether that is primarily education, health, or social services. Further assessment is increasingly undertaken on admission to ARPs, to ensure that CYP are in the right place at the right time.
- You have developed an outreach programme that aims to keep CYP in mainstream education. These interventions focus on supporting those with mental health and/or social emotional difficulties. Thrive and Trauma Informed approaches are closely allied to the programmes. A very small proportion of AP is commissioned directly by schools. In these cases, quality assurance is maintained through the support structures in place in each designated area.
- Most parents and carers understand the purpose of AP in Barking and Dagenham. However, you have recognised that some parents need additional access to information and advice that will be developed through your plans for a renewed website and an inclusion charter.

Strategic planning

We were told:

- Since the pandemic, strategic planning has developed significantly in response to an increase in the numbers needing access to AP and has been tackled with a sense of energy and purpose. The AP strategy is an integral component of Barking and Dagenham's Best Chance Strategy.

- Education, health, and care work together to plan, oversee and commission AP that meets the needs of CYP. There are suitable vehicles for communicating the strategy with partners, including schools. School leaders are equal stakeholders in the AP strategy. However, you are aware that the strategy has not yet fully considered child and parent voice.
- The strategy is designed to make sure that the area has the right type, quantity, and range of AP to meet the needs of CYP, but it is not a strait jacket. There is the flexibility to recognise emerging needs, identify the gaps to be filled and to consider where that requires additional provision. The forums in place enable information sharing from a wide range of services, including MASH, CAMHS, police. All key commissioning decisions are made through these forums.
- All commissioned providers, whether registered or unregistered, know the standards required of them. Providers that offer full-time provision for KS4 CYP must support them to achieve 5 GCSEs including English and mathematics. These providers must employ qualified teachers.
- There are clear pathways and thresholds to access the right service at the right time. These are underpinned by a shared understanding of the vital importance of safeguarding across all partners. The annual audits of all providers are an important tool that informs commissioning of a range of resources.
- You report good outcomes for CYP because partners work and plan together. For instance, regular collaborative learning days enable partners to share, learn and reflect.
- Most parents are very happy with the quality of the AP offered to their children. However, many do not agree that they are consulted before this takes place, as part of the decision-making process.

Commissioning decisions

We were told:

- Commissioning decisions are made in order to meet individual needs. All partners are involved in those decisions because the starting point of CYP referral is the shared reflective space provided through the hot clinics. These triage and ensure that those needing AP are progressed to the relevant expert panel. CYP with the highest and most immediate need are fast-tracked to the most appropriate assessment service, e.g., CAMHS
- The development of a shared online AP system enables providers to regularly upload the pupil level information required. B&D use this to review and

benchmark outcomes for each CYP. This informs the next round of commissioning.

- You explained that AP partners strive to ensure that B&D can provide for the needs of all your children through the commissioning process. Providers are only commissioned when oversight arrangements assure suitable quality and an ability to work within the vision set out by the framework. Non-LA commissioned AP is rare, and usually only where a child presents with a need not previously seen. Schools discuss these commissions with their Education Inclusion partners so they are included in the reporting and reviewing structures set up as part of the AP strategy. This means that new and emerging needs can be identified and included in the commissioning process.
- Any unregistered AP is carefully vetted through a stringent application process. It is only commissioned where it meets identified needs in the borough.
- The strategic arrangements for the delivery and oversight of B&D AP framework mean that sometimes commissioners commission their own provision. Most commissioners are also stakeholders in some way. You are considering how to assure independent oversight of commissioning decisions and how to respond to challenges.
- Commissioning processes are flexible enough to take account of emerging needs. Those schools that do occasionally commission their own AP can also commission the Flexilearn service. This is part of your AP framework offer which will complete quality assurance checks on behalf of schools. Schools have great trust in this service because it offers the same level of quality assurance that is required of LA commissioned provision.

Oversight arrangements

We were told:

- B&D strategy ensures that schools maintain oversight and responsibility for their CYP through dual registration. The aim is to keep CYP within their school community regardless of where they may be learning. Communication between schools and APs is frequent and focused on the suitability, safety, and quality.
- B&D have oversight of all CYP from all schools and in all AP. This includes out-of-area placements. AP providers report a range of measures to the LA regarding the quality and impact of their provision. AP partners review the information to measure the effectiveness of the AP strategy against their key measures of attendance, suspensions, reintegration, and emotional well-being.

- Partners have clear criteria by which to measure the success and impact of each AP. Currently there is no comparison across different types of AP in order to assess which has the most impact. This means that weaker provision is not necessarily identified.
- QA processes for assessment of quality and impact are not yet holistic across education, health, and social care. Each partner holds their own data which is dependent on the processes they follow to measure impact and the measures they select to monitor. They do not bring it together to consider the bigger picture.
- Although B&D have suitable systems in place to monitor those CYP in AP out of borough, you are aware that these are stronger for LAC than non-LAC. Evidence at this point, including that from parents, suggests that oversight of those who are provided with home tuition as part of the whole of their AP package is less effective.
- The very small group of CYP that do not achieve positive outcomes are those who have the most complex emotional needs, including LAC, alongside delays in identification of EHCP needs and delays in assessment such as those for ASD and ADHD. This is also the group that is most likely to have the least successful AP option of home tuition.
- Leaders feel that the relative weakness of home tuition provision is a national issue which would benefit from further investigation and information.

Transition

We were told:

- Transition and re-integration to mainstream is not an add-on here. It is an integral part of the AP plan for each CYP. APs have a longer reach than their on-site work. They work hard to establish the trust needed to successfully work with CYP, which supports their ability to maintain long term contact at times of stress or difficulty.
- Some providers go well beyond their brief to support their vulnerable learners to make a successful transition at post 16, maintaining contact and support for two or more years.
- Those APs that provide FT or long term for KS4 CYP all have transition to post 16 plans. However, these nearly always stop at the front door of the post 16 placement. You have noted that this potentially leaves some very vulnerable CYP without the access to support that they need to successfully maintain their placement. You are currently considering how the most successful approaches can be developed further. You felt that it would be useful to have more government guidance about funding and support for post-16 transition from AP.

Enabling factors and barriers

We were told:

- We saw clarity of vision and high quality AP supported by strategic planning and outcomes-based commissioning. You explained that this helped to ensure that the borough had the right type of AP and the right amount, even as the school-age population continues to increase alongside an associated increase in need.
- A shared strategic and operational commitment from all partners means provision is well-matched to need and allows for continuous development to ensure that remains the case. You are thinking about how to help commissioned providers to develop their offer through changes to funding.
- Leaders spoke of their ambition for and care of each and every child and the aim that the vast majority either return to mainstream or access an appropriate specialist setting. Where APs offer long term full-time provision, they are required to support CYP to achieve a minimum of 5 GCSEs. Only those providers who employ qualified teachers are commissioned by the partnership.
- You and your partners are proactive in identifying next steps. The collaborative approach is increasingly enabling gaps to be recognised and a proactive response to immediate and emerging needs.
- You have put processes in place to assure yourselves that all AP in B&D is of high quality. The generosity with shared knowledge and expertise across all educational providers is a feature of this partnership and its impact on CYP.
- Systems are in place to track those LAC in AP to out of borough placements. However, the quality of this tracking has many variables to contend with and the resources are not yet well-enough established to tackle some of the issues these raise, such as completion of significant assessments that are needed to inform decisions about AP that will meet these CYP's needs. Leaders felt that this is exacerbated by the lack of national standards or guidance in relation to information and resource sharing for LAC nationally.

Impact of arrangements on children and young people

We were told:

- Vulnerable CYP are nurtured, supported, and achieve well in AP. A measure of the impact on CYP is the significant reduction in suspensions and permanent exclusions so that more CYP are in education and achieving their potential.
- B&D CYP know that they are missed if they are not there. They know that someone will always check where they are and how they are. Records show

that the impact of this is increased engagement demonstrated through increased attendance.

- LAC and those known to YOS who are referred to AP are expedited where neurodevelopmental assessments are indicated which ensures timely assessments and diagnosis. In addition, all vulnerable children are risk assessed against their increasing needs and risks in respect to expedition for assessment. As a result, they get the support they need and the placement they need quickly.
- The needs-based offer from the B&D AP partnership reflects the broadest range of interests of CYP including those who enjoy space, practical skills, and nature. As a result, CYP can engage in education in ways that enable them to succeed.
- CYP with SEMH in AP have a range of very effective support across the three B&D partners. Thrive and Trauma Informed approaches in schools are increasing. Highly targeted support for the most emotionally vulnerable means that CYP who may not be in school at all can achieve well in their education and in their lives.
- There is a shared understanding across all partners, that the needs of the family are be taken into account as part of the support provided to the CYP. The hot clinics are a key enabler in this, ensuring that there is a holistic approach to meeting needs that starts with the cause rather than the symptom.

Next steps

We will use the information we have gathered when writing the national report that sets out our findings. We plan to publish this in Autumn 2023.

Yours sincerely

Mel Ford

His Majesty's Inspector, Ofsted

Louise Hocking

His Majesty's Inspector, Ofsted

Sarah Smith

Children's Services Inspector, CQC

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Draft Overview and Scrutiny Committee: Work Programme 2023/24

Officers must ensure reports are cleared by the relevant internal board and include legal and financial implications at least

Meeting	Agenda Items	Officer(s)	Cabinet Member/ Presenter	Executive Board Deadline	Governance Service's Final Deadline
12 July 2023	Employment Support Review	Tess Lanning/James Coulstock	Councillor Bright	12pm, Thursday 15 June	12pm, Friday 30 June
	Heritage	Ann Marie Peña/James Coulstock			
13 September 2023	The Housing Offer for Vulnerable Groups	Chris Bush and Rebecca Ellsmore	Councillor Worby and Councillor Ashraf	12pm, Thursday 17 August	12pm, Friday 1 September
	Waste (Provisional)	Leona Menville	Councillor Haroon		
11 October 2023	Working with Faith Communities in Barking and Dagenham	Monica Needs/Rhodri Rowlands	Councillor Ashraf	12pm, Thursday 14 September	12pm, Friday 29 September

	Medium-term Financial Plan	Philip Gregory	Councillor Twomey		
8 November 2023	Flytipping	Rebecca Johnson	Councillor Haroon	12pm, Thursday 12 October	12pm, Friday 27 October
	Parks	Rebecca Johnson	Councillor Haroon		
5 December 2023	Metropolitan Police Item (Update on actions arising from Baroness Casey Review/progress of Metropolitan Police Turnaround Plan)	Borough Commander/Superintendent Rhodes/Gary Jones	Councillor Ghani	12pm, Thursday 9 November	12pm, Friday 24 November
24 January 2024	Budget Scrutiny	Philip Gregory	Councillor Twomey	12pm, Thursday 14 December	12pm, Friday 12 January
	BDTP and BDMS Update Report	Leona Menville	Councillor Ashraf		
14 February 2024	Compliance Update Report: 2 years on (from self-referral to the Regulator of Social Housing)	Leona Menville	Councillor Ashraf	12pm, Thursday 18 January	12pm, Friday 2 February

13 March 2024	TBC			12pm, Thursday 15 February	12pm, Friday 1 March
17 April 2024	TBC			12pm, Thursday 21 March	12pm, Friday 5 April
12 June 2024	TBC			12pm, Thursday 16 May	12pm, Friday 31 May

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