

# Education & Participation Strategy

2018-2022





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# Foreword

I am delighted to introduce this new Education and Participation Strategy for 2018-22. This is a Council strategy developed in partnership with the borough's family of schools and key partners – Barking and Dagenham College, early years settings and Barking and Dagenham School Improvement Partnership (BDSIP), the new school improvement company for the borough.

We are certainly much closer to our goals than we were in November 2014, when the last strategy was approved. We know that achieving well at ages 16 and 18 is crucial so that young people can maximise the opportunities available to them as they move into adult life. The new name of this strategy recognises this and that we have further to go to close the gap with London, including at age 18, for all young people.

This third strategy builds on the Council's proud history of working strongly in partnership with schools and on the solid progress of the previous two strategies. Much has been achieved but there is still a lot to do to reach our two longstanding overarching objectives. These are for children and young people to have a place in a school, college or early years setting that is rated 'Good' or 'Outstanding' by Ofsted, and for them to have the best possible life opportunities, with exceeding national and then London standards as the key benchmark. The growth of the borough brings exciting career opportunities for young people, particularly in the fields of cultural and creative industries, construction, engineering and the digital economy. The Council is committed to using its influence and resources imaginatively to support aspiration, ambition and wellbeing for all of the children and young people who live and learn here.

**Councillor Evelyn Carpenter**  
**Cabinet Member for Educational**  
**Attainment and School Improvement**

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# An Education & Participation Strategy for 2018-22

## Introduction

2018 is a year of celebration for education, training, employment and skills for children and young people in Barking and Dagenham. Over the lifetime of the previous Education Strategy 2014-17, the proportion of the borough's schools judged 'Good' or 'Outstanding' by Ofsted increased by 19% points to reach 88% in 2018. At 4.2%<sup>1</sup>, the borough now has a smaller proportion of young people who are not in education, employment or training, or whose destination is Unknown, than the London average.

In Summer 2017, on average 1 in every 5 GCSEs taken in the borough was a grade higher than similar children nationally<sup>2</sup>. This ranked Barking and Dagenham as the 20th strongest performer for educational progress by age 16 in the country. April 2018 welcomed the launch of BDSIP, a not-for-profit organisation jointly owned by Barking and Dagenham schools and the Council. Uniquely placed to create tailored services responsive to emerging need and commissioned by the Council, BDSIP will bring a dynamic energy to the borough's educational performance and landscape. At the forefront of these achievements are Barking and Dagenham's schools and education and training partners who have driven forward progress and led this change.

The name of this strategy has been expanded from previous strategies. It now highlights young people's post-16 participation to reflect the importance that we place on supporting all children and young people into the best destinations at ages 16 and 18. An entitlement to accessing the best possible routes to developing skills, whether through Higher Education, Further Education or employment, is essential for every child and young person in the borough. The Mayor's new employment, education and training strategy 'Skills for Londoners', published in 2018, provides a helpful and timely backdrop for improving post 16 outcomes in Barking and Dagenham. The government's stated intention to introduce new and improved technical qualifications, which have parity of status with A-levels, will further increase vocational opportunities for young people aged 16 to 18.

Building on the considerable and inspiring achievements over the lifetime of the Education Strategy 2014-17, this Education & Participation Strategy for 2018-22 will embed the borough's successes and unite key outcomes and actions for education and participation in Barking and Dagenham.

1. Defined by the government's headline measure of the December to February average of the proportion of young people not in education, employment or training or whose destination is Unknown in 2017
2. Defined by the government's headline 'Progress 8' measure

# Vision

This strategy has 5 Priorities. These will be delivered in partnership with early years settings, the borough’s family of schools, BDSIP, Barking and Dagenham College and other Further and Higher Education providers in the borough.

Our vision for education and participation in Barking and Dagenham is two-fold: for all children and young people to have a place in a school, college or early years setting which is rated ‘Good’

or ‘Outstanding’ by Ofsted; and for them to have the best possible life chances, including at ages 16 and 18, with exceeding national and then London benchmarks as the goal.

Together this will make a significant, powerful contribution to the exciting long term vision laid out in the Borough Manifesto, ‘Barking and Dagenham Together’. This vision sets out that the borough will be a place:

- ✓ Percentage of new homes built compared to annual target.
- ✓ Additional affordable homes as a percentage of all new homes.
- ✓ Ratio of house prices to earnings.
- ✓ Median private sector rent.
- ✓ Council housing in decent conditions.

- ✓ Residents regularly participating in the community.
- ✓ People volunteering as reported in the Residents Survey.

- ✓ Waste Production per household (Kilograms).
- ✓ Recycling rates.
- ✓ Perception of "Litter and dirt in the streets", as measured in Residents Survey.

- ✓ People with Level 1 and above.
- ✓ People with Level 4 and above.
- ✓ Attainment 8 score per pupil.

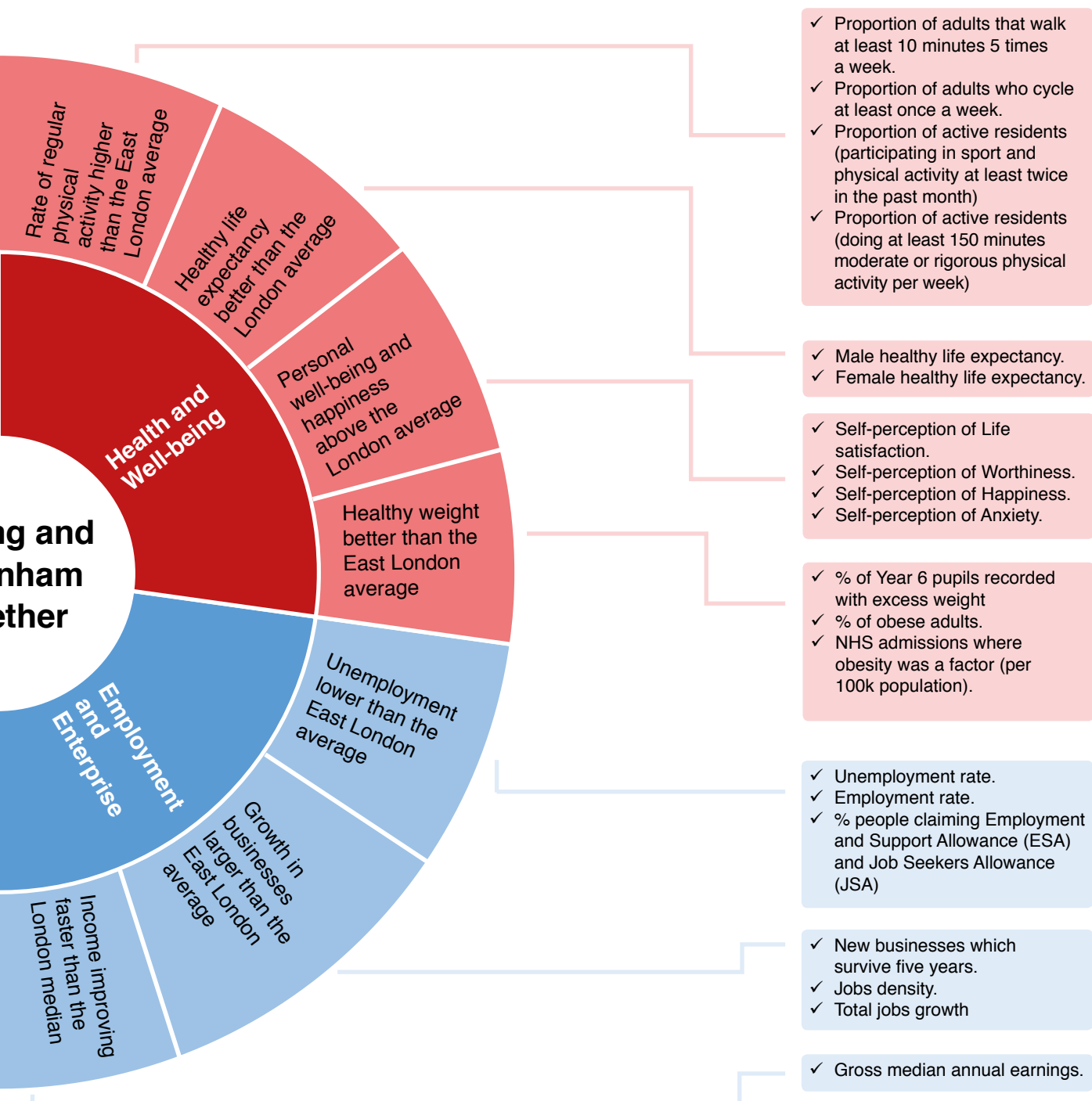
- ✓ Police recorded number of incidents of anti-social behaviour.
- ✓ Council recorded number of incidents of anti-social behaviour.
- ✓ Perceived safety measured by Residents Survey.
- ✓ Hate Crime reported to police.

- ✓ Domestic abuse offences per 1,000 residents.
- ✓ Average number of offences in previous 12 month per victim.



- With high quality education and sustained attainment;
- With access to lifelong learning, employment and opportunity for everyone;
- With access to great arts and culture which leads change in the borough; and
- Which supports residents to lead healthy and fulfilling lives.

This strategy is Barking and Dagenham’s key education and participation document which will drive progress towards the borough’s 2022 delivery targets set out in the Manifesto (see Figure 1 below).



# The 5 Priorities

**This strategy has 5 Priorities which represent our collective commitments. These are:**

- 1.** A place in a 'Good' or 'Outstanding' school, college or early years setting for every child and young person.
  - 2.** To exceed national standards and then London standards across **all** headline performance areas, including at A- level where performance has traditionally been weaker.
  - 3.** To support greater numbers of young people, including those with Special Educational Needs and/or Disabilities (SEND), to progress at ages 16 and 18 to top quality academic and vocational destinations.
  - 4.** To work collaboratively to strengthen the wellbeing and resilience of all children, young people and the wider school community which nurtures them.
  - 5.** To maximise the Council's wide range of influences and levers so that the Council can play an even stronger role in raising aspirations and increasing opportunity for the children and young people who live and learn here.
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# Headline Achievements

Early years settings, schools and Further Education and Higher Education providers across the borough have made huge progress over the life of the previous Education Strategy 2014-17. They are the vital driving force behind the Borough's progress and many successes. These include:

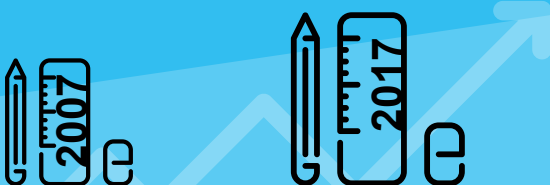
1. Almost 9 out of every 10 schools in the borough are now judged as 'Good' or 'Outstanding' by Ofsted, an increase of 19% points since 2014. We are within reaching distance - 4% - of the London average (92% at March 2018). A 4% increase is approximately 3 schools improving their ratings.
2. Barking and Dagenham is in the top performing quartile nationally for the headline 'Progress 8' indicator for education at age 16, better than the London average.
3. In 2017, the percentage of 5 year olds achieving a 'Good Level of Development' was higher than the national standard for the third year running.
4. Barking and Dagenham is amongst the best in the country for performance by Looked After Children by age 16.
5. Grammar, Punctuation and Spelling (GPS) and Maths at Key Stage 2 have progressed strongly and are now well above national standards. Writing, which has been challenging, also improved by 2% to beat the national standard (2018 provisional data).
6. The borough has seen especially strong performance at Key Stages 1 and 2 for disadvantaged pupils, pupils with Special Educational Needs (SEN) and pupils with English as an additional language (2017 data).
7. At the Higher Levels, we are making headway in what has been a longstanding area of challenge and priority. In 2018, at Key Stage 1 the borough exceeded national benchmarks for combined Reading, Writing and Maths and for these subjects individually. At Key Stage 2, the borough is above the national benchmark for Maths and GPS (2018 provisional data). Barking and Dagenham exceeded the national benchmark in English Literature at top GCSE grades in 2017.
8. Since 2007, a **35% increase** in the numbers of young people resident in Barking and Dagenham progressing to Higher Education. This increase is larger than any other London borough<sup>3</sup>. In 2017, **817 young people from the borough's education institutions went on to Higher Education.**

9. A significant 18% point increase in the proportion of young people from the borough's education institutions progressing to the more competitive top third universities between 2014 and 2017. This now represents more than a third of the cohort of young people going to Higher Education.
10. A sharp decline in East London in the proportion of young people who are not in education, employment or training or whose destination is Unknown, now represented at 4.2% of the borough and better than the London average. Barking and Dagenham has made faster progress than national level for 3 years in a row.

3. The Higher Education Journey of Young London Residents, December 2017: [https://www.londoncouncils.gov.uk/sites/default/files/The%20Higher%20Education%20Journey%20of%20Young%20London%20Residents%202017%20-%20London\\_1.pdf](https://www.londoncouncils.gov.uk/sites/default/files/The%20Higher%20Education%20Journey%20of%20Young%20London%20Residents%202017%20-%20London_1.pdf)

# The Local Picture

These successes have been achieved by the hard work and dedication of early years providers, schools and education and training partners in the context of a borough with the 12th highest levels of deprivation and the youngest population in the country.

**Barking and Dagenham has seen unprecedented demand in school and early years places – an increase of 36% between 2007 and 2017.**



There were around 7555 more children and young people in Barking and Dagenham schools in September 2018 than there were in September 2014. These challenges will continue, with a 17% increase in current pupil numbers predicted between now and 2022. Rapid growth in Primary aged children has moved firmly into the secondary sector, leading to an increase of 850 pupils due to start in secondary school in September 2018, compared to 2014. This is the equivalent of 28 new forms or nearly 3 large secondary schools.

Like many other Local Authorities, dramatic increases have been seen in the number of children and young people with SEND who require a specialist placement or additional support - and in the complexity of needs which they present. Across London, those with Statements or Education, Health and Care (EHC) Plans, requiring specialist provision, has risen by 22 % since 2010. The borough’s schools, Further Education providers and the Council are required to provide these resources from the High Needs Block of the Dedicated Schools Grant (DSG). This has for many years not kept pace with Barking and Dagenham’s population growth and need.

The Council remains committed to placing children and young people with SEND who require



additional support in mainstream schools wherever possible and appropriate. Two new special schools are planned to open in the coming year. Further government reductions in the DSG are expected during the lifetime of the Education & Participation Strategy 2018-22. It will be of utmost importance that, collectively, schools, the Council, Further and Higher Education providers and other education partners build on our strong history of innovative partnership work. This will include maximising support from the newly established BDSIP and expertise from the Schools Forum.

## Challenges

### Post 16 outcomes and participation

Barking and Dagenham’s biggest challenge is to accelerate progress at ages 16 and 18 to meet and then exceed performance at national and then London standards. This is where the gap with performance benchmarks is greatest. The ‘Education in England: Annual Report 2018’ by the Education Policy Institute highlighted the important role that Careers Information,

4. Education in England: Annual Report 2018’ by the Education Policy Institute: <https://epi.org.uk/our-mission-and-purpose/>



Advice and Guidance (IAG) plays in supporting opportunity for all children and young people during their education<sup>4</sup>. This will help enable young people to pursue courses and employment pathways that meaningfully inspire them.

Despite significant work by schools, Barking & Dagenham College and partners, evidence suggests that too many young people are leaving educational opportunities in the borough by age 17, particularly during the first year of post 16 education. All education, training and employment partners need to collaborate closely to ensure that the right courses and qualifications – both academic and vocational - are offered and information about these is widely available. A clear 'line of sight' to employment is needed. Regional reviews and local feedback have demonstrated that particular improvements are needed for pathways to employment and training for young people with SEND.

### Early years foundations

Enabling greater numbers of young people to succeed at age 16 and beyond is very much connected to ensuring that children in the

borough have the best start in life. In Barking and Dagenham, despite performance which has met or been close to the national benchmark on the headline 'Good Level of Development' measure, the 'Inequality Gap' at early years between the lowest performing children and their peers remains stubbornly wider than national – and growing. This gap becomes much harder to close once children move through school. Addressing this is paramount if all children are to achieve their goals and dreams in early years, adolescence and into adulthood.

### Attainment at the highest levels

After struggling to meet national standards in this area at Key Stages 1, 2 and 4 for several years, the borough's performance at higher levels improved hugely between 2014-17. Barking and Dagenham now meets or exceeds national benchmarks in all subjects at Greater Depth at Key Stage 1, in Maths and GPS at the Higher Standard at Key Stage 2 and in English Literature in 2017 at top GCSE grades. We are in line with national figures for Maths at Grade 7 or higher (2017 data). The challenge now is to raise performance at Key Stage 2 Reading at the Higher Level and improve Key Stage 2 Higher Level performance across the board to close the gap with London benchmarks.

### Specialist provision and support for children and young people with SEND

Particularly rapid growth has been seen in the number of children and young people with SEND who require a specialist placement. At the same time, increasing numbers of the youngest children and their families need support from the borough's highly respected Portage service. Support needs for children and young people with SEND continues to rise in line with the borough's increasing 0-5 year old population. Barking and Dagenham schools are highly inclusive, with more children and young people with an EHC Plan in mainstream schools than the national average. Families rightly continue to expect inclusive local provision. However, the growth in costs and diminishing resources remains highly challenging for schools, Barking and Dagenham College and the Council in particular.



### Progress of disadvantaged groups

The Education Policy Institute’s ‘Education in England: Annual Report 2018’ placed Barking and Dagenham amongst the top Local Authorities in the country which have narrowed the ‘disadvantage gap’ in attainment the most since 2012. However there are a number of groups of children and young people in the borough who are still not doing as well as their peers and where, collectively, partners need to continue to focus attention. Looked after children perform strongly but continue to need additional, high quality and tailored support to help them perform well and access high quality post 16 opportunities. Post 16 participation outcomes and destinations for some White British young people fall behind other groups. Children and young people with SEND often make good progress. However, their post 16 pathways need to be better tailored to enable

their independence and employment wherever possible. Families of pupils with SEND need to receive comprehensive, personalised Information, Advice and Guidance about progression opportunities much sooner to help them plan. The DfE’s recently introduced statutory national guidance for Local Authorities, ‘Promoting the Education of Looked After Children and Previously Looked after Children’ will be key in supporting improved attainment for this group<sup>5</sup>.

### Wellbeing and resilience

We know that children and young people need support growing up to help keep themselves safe, for example, from risky behaviours and situations where they are vulnerable to being exploited. In a 2017 Public Health Survey, commissioned by the Council, of a sample of over 2, 200 secondary students from Barking and Dagenham schools, 27% of students



responded that they had experienced at least one of a list of abusive behaviours while in a relationship with a boyfriend/girlfriend. Schools already play a pivotal role in helping young people to respect one another and to stay safe, which in turn has benefits for young people's wellbeing. The Council will step up its work with schools and education partners to help make Barking and Dagenham a place where young people respect other young people and have the knowledge, skills and support to help keep themselves safe.

Further, supporting wellbeing and resilience is a theme which children and young people have highlighted is important to them. The same Public Health survey showed that 85% of students worried about particular issues, most commonly school attainment and future career. Only 33% of students scored a high measure of resilience and 9% said that there are no adults they can trust - a key determinant of resilience. Starkly, the same survey showed that 30% of students reported feeling optimistic about the future 'rarely' or 'none of the time'. At the same time, at the end of Foundation Stage, the % of children achieving early learning goals in personal, social and emotional development is below national and London averages.

Nationally, research shows that 50% of mental health problems are established by age 14, and 75%, by age 24<sup>6</sup>. In a poll by Young Minds and the Children's Society, over 60% of young people said that social media had a positive impact on relationships with friends but 40% reported that social media had made them feel bad about themselves<sup>7</sup>. A growing body of national evidence also indicates that school staff face challenges to their wellbeing at work.

Evidence highlighted by Public Health England states that young people with better health and wellbeing are likely to achieve better academically. It shows that effective social and emotional competencies are associated with greater health and wellbeing and better achievement.<sup>8</sup> Connections between positive wellbeing and stronger academic performance were further supported by the 2018 Education Policy Institute's report 'Education in England: Annual Report 2018'<sup>9</sup>

This mix of local and national evidence supports the need for a concerted effort by partners to improve children and young people's wellbeing. The particular context of Barking and Dagenham will require a determined, energetic and creative focus on the 5 Priorities from all of us.

5. DfE statutory national guidance 'Improving the Education of Looked After and Previously Looked after Children', February 2018: <https://www.gov.uk/government/publications/promoting-the-education-of-looked-after-children>
6. Kessler RC, Berglund P, Demler O, Jin R, Merikangas KR, Walters EE. (2005). Lifetime Prevalence and Age-of-Onset Distributions of DSM-IV Disorders in the National Comorbidity Survey Replication. Archives of General Psychiatry, 62 (6) pp. 593-602. doi:10.1001/archpsyc.62.6.593: <https://www.mentalhealth.org.uk/statistics/mental-health-statistics-children-and-young-people>
7. Young Minds and the Children's Society, Inquiry Report: Safety Net: Cyberbullying's impact on young people's mental health, 2018: [https://youngminds.org.uk/media/2189/pcr144b\\_social\\_media\\_cyberbullying\\_inquiry\\_full\\_report.pdf](https://youngminds.org.uk/media/2189/pcr144b_social_media_cyberbullying_inquiry_full_report.pdf)
8. Public Health England: The link between pupil health and wellbeing and attainment: A briefing for Headteachers, governors and staff in education settings. November 2014: <https://www.gov.uk/government/publications/the-link-between-pupil-health-and-wellbeing-and-attainment>
9. Education in England: Annual Report 2018' by the Education Policy Institute: <https://epi.org.uk/our-mission-and-purpose/>

## 5 Priorities for 2018-22:

### Priority 1:

Ensuring that every child or young person in the borough has a place in a school, college or early years setting that is judged 'Good' or 'Outstanding' by Ofsted.



There are two main strands to this priority:

- 1) While the vast majority of the borough's early years settings and schools are judged by Ofsted as 'Good' or 'Outstanding', we must continue to drive performance until we reach the time when all early years settings and schools meet this fundamental benchmark. Increasing the proportion of early years settings and schools that are judged as 'Outstanding' by Ofsted must also be a priority. The expectation is that all new schools and early years settings will be judged 'Good' or better at their first inspection.
- 2) There is a critical need in Barking and Dagenham to manage a sufficient supply of places at the right locations which are ably led, high quality and inclusive. This includes effectively meeting the demand for places for children and young people with SEND. Particular attention will be paid to:
  - a) Continuing to forecast pupil numbers using a combination of data including birth rates, demographic changes, migration patterns, house building and data supplied by the GLA. This indicates, along with School Capacity Survey data returns, school planning areas which require greater capacity to meet demand. Going forward, this is likely to come from new communities arising from urban regeneration and new housing developments to the North and South of the borough, and in Barking Town Centre.
  - b) Ensuring that the timing of any new provision remains of the highest priority so that the borough can meet demand as it arises. Where possible, we will support schools to grow incrementally, on a year by year basis, starting in Reception for Primary stage and in Year 7 for Secondary stage. Reviewing demand in Barking and Dagenham will include the types of specialist provision that will likely be required. Current plans include creating more places at Additional Resourced Provisions and two new special schools.
  - c) Ensuring that the planning, timing and construction of developments aligns with our forecast requirements and that developments are appropriate in terms of location and size.



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Lead organisation	Headline Actions
<b>Schools and early years</b>	<ul style="list-style-type: none"> <li>a) School and early years Leaders to continue to develop partnerships which support school/setting-led improvement and share strengths and expertise, particularly around improving children’s communication, early language skills and vocabulary.</li> <li>b) Teaching Schools partnerships to further develop and deliver a range of high quality professional development programmes including training, coaching and bespoke school to school support</li> <li>c) Teaching school partnerships to offer high quality career development programmes for newly qualified teaching staff through to staff in leadership positions, including staff who are excelling in their roles.</li> </ul>
<b>BDSIP</b>	<ul style="list-style-type: none"> <li>a) Maintain regular networks which promote and strengthen school to school support, including through peer review and challenge.</li> <li>b) Deliver an annual offer for School Improvement support and professional development which successfully engages schools and over time demonstrably supports improvements in inspection outcomes and in children and young people’s achievements.</li> <li>c) Provide effective strategies and support which enables the recruitment and retention of the highest quality</li> </ul>
<b>Barking and Dagenham Council</b>	<ul style="list-style-type: none"> <li>a) Continue to work in partnership with government and school providers with a strong track record to ensure that new school places created are of high quality.</li> <li>b) Work constructively with BDSIP so that the company:               <ul style="list-style-type: none"> <li>o Offers the right support in priority areas which leads to improvements;</li> <li>o Recruits and retains high quality staff; and</li> <li>o Evolves in response to the needs of local schools and the local context.</li> </ul> </li> <li>c) Work in partnership with the borough’s family of schools and BDSIP to identify early signs of schools in difficulties and enable effective support to recover.</li> <li>d) Deliver setting to setting support and bespoke central and setting-based training by the Early Years Quality Improvement Team.</li> </ul>

## Priority 2:

Exceeding national standards, and then London standards, in areas where this still needs to be achieved.

This Education & Participation Strategy 2018-22 will drive further improvements in education standards across the borough in all headline performance measures. In particular, significant and positive changes are expected for measures below national benchmarks, and for those areas where the national benchmark has been met but London is not yet in sight (for example, Key Stage 2 Reading). Where performance is on par with London, exceeding this benchmark must be the ambition.

Lead organisation	Headline Actions
<b>Schools and early years settings</b>	<ul style="list-style-type: none"> <li>a) Maintain a concerted focus on improving attainment and progress in Reading, Writing and Maths in early years and all Key Stages and on further closing the gap for disadvantages groups.</li> <li>b) Develop and implement effective mechanisms for sharing best practice, learning and resources across the borough's family of schools.</li> <li>c) Put in place a range of high quality opportunities which support Newly Qualified Teachers (NQTs) to increase their knowledge and skills.</li> <li>d) Use and share data more effectively to track the lowest attaining children in early years and plan strategies to help them catch up.</li> <li>e) Focus on developing children's language and vocabulary through adults modelling language and use of the recognised strategy of 'commentary' in early years settings.</li> </ul>
<b>BDSIP</b>	<ul style="list-style-type: none"> <li>a) Provide high quality consultancy support to schools which raises attainment at all Key Stages and particularly in Reading, Writing and Maths.</li> <li>b) Provide a range of high quality CPD opportunities including on School Improvement and Ofsted preparation and involve experts both within and beyond Barking and Dagenham.</li> <li>c) Secure and facilitate joint collaboration opportunities locally, in London and beyond which support greater attainment, progress and achievement e.g. with the GLA.</li> </ul>
<b>Barking and Dagenham Council</b>	<ul style="list-style-type: none"> <li>a) Through commissioning oversight of BDSIP, ensure a determined focus and strong challenge function on achieving the best outcomes for all children and young people, including those from vulnerable groups.</li> <li>b) Use the Council's communications channels and networks to promote and celebrate successes of children and young people and their settings.</li> <li>c) Use opportunities provided by 'Peer Reviews' in early years to focus on what makes a difference to closing the 'Word gap' and 'Inequality gap' for disadvantaged young children.</li> </ul>





### Priority 3:

Increasing the numbers of young people, progressing to high quality, appropriate destinations post 16 and post 18, including young people with SEND, and reducing numbers of young people not in education, training or employment.

A strong focus is needed on increasing the numbers of all young people who progress to Higher Education and on widening access to high quality training and employment routes including apprenticeships. Raising awareness of vocational post 16 qualifications and their value and improving the quality and timeliness of IAG before and after age 16 is key. Particular attention will be paid to pathways, opportunities and support for young people with SEND, young people who have left care and other vulnerable groups to remove some of the barriers to securing good post 16 opportunities, including employment, they face.



Lead organisation	Headline Actions
<b>Schools and Barking &amp; Dagenham College</b>	<ul style="list-style-type: none"> <li>a) Maintain the drive to close the gap with London on headline performance indicators by ages 16 and 18.</li> <li>b) Improve data and information sharing between the Council, secondary schools, Specialist Alternative Provision, and Barking and Dagenham College to better support young people to get onto the right courses and succeed on them.</li> <li>c) Undertake a programme of work to reduce the level of course drop out by students at post 16, in particular between Years 12 and 13.</li> </ul>
<b>Schools</b>	<ul style="list-style-type: none"> <li>a) Primary schools to start early in raising aspirations and awareness of potential careers with children and their families.</li> <li>b) Ensure that independent Careers IAG and work-related learning opportunities (learning about work, in work and through work) are accessed by all students in Secondary schools and Specialist Alternative Provision.</li> </ul>

<b>Barking &amp; Dagenham College</b>	<ul style="list-style-type: none"> <li>a) Develop and promote access to a wider range of high quality apprenticeships at all levels and share the college's expertise in this field with education partners.</li> <li>b) Provide high quality, accessible and impartial careers advice through careers cafes in Barking Town Centre and Rush Green and other opportunities for young people.</li> <li>c) Develop partnership opportunities with BDSIP (e.g. employers' groups) which expand relationships with businesses and employers and lead to the development of a wider range of high quality post 16 and post 18 pathways.</li> <li>d) Continue to develop a broader, more flexible curriculum for vocational pathways.</li> <li>e) Work in partnership with schools to offer high quality work related learning opportunities which broaden the horizons of children and young people.</li> <li>f) Pilot new ways of supporting young people in pathways (e.g. through a 'fast track' programme to university and through skills accreditation programmes).</li> </ul>
<b>BDSIP</b>	<ul style="list-style-type: none"> <li>a) Increase the number and breadth of high quality work experience opportunities for young people with both local and City-based employers.</li> <li>b) Ensure a relevant, effective and up to date independent Careers IAG service is attractively marketed to schools and young people.</li> </ul>
<b>Council</b>	<ul style="list-style-type: none"> <li>a) Working with schools and Further and Higher Education providers, develop post 16 pathways and opportunities for young people from vulnerable groups, including those with SEND, Children in Need and those leaving care, to help them stay in education and move into employment.</li> <li>b) Coordinate research with young people and education partners into what is working well and areas for development in Careers IAG. Promote findings to improve practice.</li> <li>c) Through relationships with businesses and employers, broker and secure more career-related opportunities for children and young people in the borough.</li> <li>d) Maintain and further develop a network of locally and regionally funded providers that work to prevent and reduce the proportion of young people not in education, employment or training ('NEET').</li> <li>e) Continue to effectively track all young people in Years 12 and 13 and reduce the proportion of young people whose destinations are Unknown. Maintain robust referral systems to provide support for those identified as 'NEET'.</li> </ul>
<b>CU London</b>	<ul style="list-style-type: none"> <li>a) Deliver events for young people, particularly Years 12 and 13, to access information to support informed decisions about Higher Education progression.</li> <li>b) Continue to develop a range of flexible post 18 curriculum for career focussed roles.</li> <li>c) Support local schools and colleges to offer young people accessible, impartial advice on progression routes in Higher Education.</li> <li>d) Liaise with local organisations to offer young people opportunities to remove some of the barriers to securing high quality post 18 opportunities.</li> <li>e) Continue to offer and develop an environment that enables life-shaped learning around an individual's personal and/or professional commitments.</li> <li>f) Support the development of local organisations' pathway and progression programmes to ensure that Higher Education is an accessible exit route.</li> </ul>

## Priority 4:

Building the wellbeing and resilience of children and young people and the education settings which nurture and support them.

There is clear evidence that emotional wellbeing is a key factor for academic achievement and improved outcomes in later life. The Department for Education has found that, on average, children with higher levels of emotional, behavioural, social and school wellbeing, had higher levels of academic achievement and were more engaged in school. An international study by the Office of

Economic Cooperation and Development (OECD) has showed a correlation between emotional wellbeing and school success.<sup>11</sup> An increasing body of research supports the links between the role of physical activity in helping to prevent and manage mental health problems, while growing evidence into the impact of cultural activities demonstrates its positive effects on wellbeing, for example, through influencing happiness and relaxation<sup>12</sup>.

Education and training partners have a fundamental responsibility to promote a safe, open and supportive culture around wellbeing. Supporting children, young people and staff to learn approaches to build their resilience as a means of taking care of their wellbeing is an essential part of this. Evidence from the 2017 Public Health Survey of young people directly contributes to the inclusion of this priority. We also need to understand more about the health and wellbeing experiences of our children and young people.



Lead organisation	Headline Actions
<b>Schools and early years</b>	<ul style="list-style-type: none"> <li>a) Make explicit a collective pledge to balance a focus on children and young people's achievements with a focus on supporting their wellbeing.</li> <li>b) Participate in, and shape, a Schools' Wellbeing Forum to share good practice, learning, opportunities .</li> <li>c) Provide regular opportunities which help pupils and staff gain knowledge and skills to support their emotional and physical wellbeing.</li> <li>d) Listen to children and young people's views about wellbeing and resilience and use this to improve support.</li> <li>e) Strengthen arrangements to support children and young people's transitions between Key Stages, particularly early years to Year 1 and Year 6 to Year 7.</li> </ul>
<b>Barking &amp; Dagenham College</b>	<ul style="list-style-type: none"> <li>a) Working in partnership with schools, provide appropriate emotional, physical and practical support for students transitioning from school to college.</li> <li>b) Support, share practice and develop a transition programme to support 'T-shaped skills' (i.e. transferable and technical skills) in young people.</li> </ul>
<b>BDSIP</b>	<ul style="list-style-type: none"> <li>a) Build a resource or network for schools of key local and national services, support and training, including from the voluntary sector, around emotional and physical wellbeing.</li> <li>b) Develop and promote training for school staff about wellbeing and resilience.</li> </ul>
<b>Council</b>	<ul style="list-style-type: none"> <li>a) Coordinate a Schools' Wellbeing Forum which brings together expertise, learning, and good practice in supporting children and young people's health and wellbeing.</li> <li>b) Commission a Wellbeing Survey for Primary age children in the borough to better understand their experiences and views to inform priorities and practice.</li> <li>c) Commission BDSIP to bring in national experts to Barking and Dagenham to help shape schools' and the borough's collective response to feedback from Headteachers about: the potential merits of a 0-3 years check/common assessment tool and better access for schools to early help services.</li> <li>d) Working with education partners: <ul style="list-style-type: none"> <li>- Continue to develop the Cultural Education Partnership (CEP) so that young people have access to a richness of cultural and creative experiences which support their wellbeing; and</li> <li>- Maintain and develop strong networks for health and sporting opportunities which support the wellbeing and resilience of children and young people.</li> </ul> </li> <li>e) Use feedback from children and young people to systematically inform Council policies which impact on children and young people.</li> <li>f) Ensure that Community Solutions and all partners, including primary health care providers, work in a joined up way with schools and early years settings to explore and develop new ways of working together<sup>13</sup>.</li> </ul>

10. Gutman, L. & Vorhaus, J (2012). The Impact of Pupil Behaviour and Wellbeing on Educational Outcomes. DfE [https://www.gov.uk/government/uploads/system/uploads/attachment\\_data/file/219638/DFE-RR253.pdf](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/219638/DFE-RR253.pdf)

11. OECD, Equity and Quality in Education, 2013: <https://www.oecd.org/education/school/50293148.pdf>

12. Fujiwara D et McKerron G, Cultural activities, artforms and wellbeing, 2015:

[https://www.artscouncil.org.uk/sites/default/files/download-file/Cultural\\_activities\\_artforms\\_and\\_wellbeing.pdf](https://www.artscouncil.org.uk/sites/default/files/download-file/Cultural_activities_artforms_and_wellbeing.pdf)

13. As set out in 'Statutory guidance on the roles and responsibilities of the Director of Children's Services and the Lead Member for Children's Services: For Local Authorities', DfE, April 2013.

## Priority 5:

Maximising the Council’s wide range of influences and levers so that the Council can play an even stronger role in raising aspirations and improving outcomes for children and young people who live and learn here.

For the first time, a priority is included which explicitly sets out where the Council will focus its energy, influences and levers to support education, training and employment outcomes for children and young people. Today, the Council, in collaboration with BDSIP and the borough’s schools and education and training partners, operates through rich networks of provider-partnerships, often extending far outside the borough. The Council is determined to bring its influence to bear on wider strategic partnerships to enhance opportunities for young people. Securing CU (Coventry University) London’s base in Dagenham and bringing London’s newest film studios to the borough are important examples of the impact the Council will continue to have in driving aspirations and opportunities for residents. The sixth form bursary provision and housing offer, which will enable teachers wishing to work and live in Barking and Dagenham the opportunity to rent high quality accommodation at 80% of the market rent, are just two examples of recent initiatives. Others will come forward.

Lead organisation	Headline Actions
<b>Barking and Dagenham Council</b>	Work with education and other partners on: <ol style="list-style-type: none"> <li>a) Consolidating and developing further housing initiatives which make the borough a more affordable place for school, college and early years staff to live and work.</li> <li>b) Celebrating the successes of children, young people and schools and staff in the borough (e.g. through the CU London awards) and publicising how the Council is championing and creating new opportunities to support children and young people’s education and participation.</li> <li>c) Increasing the resources and support available to help young people continue to study post 16 through the Council’s connections and levers.</li> <li>d) Commissioning BDSIP to look at recruitment agency practice and resulting pressures on schools, disseminating findings to drive improvements.</li> <li>e) Reviewing and renewing the Council’s approach to supporting a good start for all children.</li> <li>f) Help facilitate the coordination of a borough-wide post 16 ‘prospectus’ and approach to Careers IAG.</li> </ol>



# Partnerships and Opportunities

Barking and Dagenham is fortunate to be called 'home' by a number of well-developed and new collaborations. The longstanding partnership between the Council and schools has provided the foundation for much of the improvement in outcomes for children and young people over past decades. Most recently this has been enhanced by strengthening and developing relationships with existing and new education, training, skills and employment providers. This includes local teaching schools and community and private sector organisations with a keen interest in improving the life chances of the borough's children and young people.

## Barking and Dagenham School Improvement Partnership

This Education and Participation Strategy 2018-22 comes at a time of huge opportunity for Barking and Dagenham. BDSIP, a new not for profit company jointly owned by local schools and the Council, was launched on 1st April 2018. The company was created to provide headteachers with support to raise standards higher through sharing proven best practice between schools and enabling schools to design and purchase services with the greatest impact. With 93% of the borough's schools signed up to the company, BDSIP's contribution to this strategy is expected to be significant, energetic, responsive and a key driver of considerable success. The long-term aim for BDSIP is to help make the government's vision for a school-led school improvement system a reality by flourishing as a model of excellent practice.

## Further Education and Higher Education partnerships

Barking & Dagenham College (BDC) is a longstanding and national award-winning partner for the Council and schools, educating over 3,400 Barking and Dagenham post 16 residents. BDC offers high quality technical



and professional training, including through its Technical Skills Academy in Barking Town Centre, study programmes and internships through to traineeships and apprenticeships. The college's new Centre for Advanced Technologies is under development which will support skills for new and emerging industries e.g. film, modern methods and digital engineering at levels 3, 4 and 5. Working closely with employers, BDC supports young people to progress to university, directly into employment or to advance their career to the next level.

Going forward, Barking and Dagenham College will support this strategy's priorities through: promoting a parity of esteem between academic and vocational qualifications, including through access to the new T Levels; widening access to high quality apprenticeships at all levels; developing creative and cultural pathways to employment and centres of excellence in SEND support; and increasing post 16 participation.





CU London, part of the award-winning Coventry University group, first opened its campus doors in the borough in 2017 and offers flexible Higher Education courses to meet the varied needs and lifestyles of young people and adults in the borough. CU London has restored and revitalised the former Dagenham Civic Centre into a top-quality learning environment, allowing the local residents of Barking and Dagenham the opportunity to locally access Higher Education, with approximately 30% of enrolled students are from the borough of Barking and Dagenham alone. CU London hopes that, with ambitious growth targets over the next 5 years, providing access to opportunities for thousands more local residents will ensure that no-one gets left behind in accessing the very best local opportunities in Higher Education.

CU London is committed to collaboration with local schools, colleges, employers and organisations to meet local and regional skills and employment

needs now and in the future. Furthermore, CU London is growing communities and partnerships as part of its wider civic responsibility. This includes the development of exciting new courses that respond to demand, including higher degree apprenticeships and in sectors such as digital, construction, public services, health and education. To help nurture an 'ecosystem' of ideas, opportunity and collaboration, CU London is proud to host Participatory City, the LBBB Film Unit and BDSIP and is providing a temporary home for the Future Youth Zone.

Moving forward, CU London is passionate in its support of this strategy through: Offering an accessible learning environment that allows flexibility for life-shaped learning, including offering career focussed programmes; Removing potential barriers for young people to access high quality post 18 opportunities through initiatives including awards and bursary schemes; Developing relevant curriculum to fit local industry demand; Working with local employers to increase graduate prospects; and increasing post 18 participation.

### Cultural and creative opportunities

The borough's thriving Cultural Education Partnership, one of the first in the country and recognised as best practice nationally, has engaged over 6000 children and young people in school-led creative, cultural education and wellbeing activities since 2015. The Education and Participation Strategy 2018-22 will see an expansion of these activities in line with the Cultural Education Partnership Strategy 2018-22. This supports the Council's huge ambition to promote cultural and creative talent, industries and participation within these across Barking and Dagenham, as set out in the Culture Strategy.

Dagenham will shortly become home to London's largest film studios and media complex, with significant and demonstrable potential for increased employment, work experience and apprenticeship opportunities in the visual and technical arts and allied industries for young people in the borough. These will be supported by the creation of new and expanded Higher and Further Education qualifications and pathways, and wider recognition of enrichment opportunities.

## Children and young people's voice

Barking and Dagenham has a very strong and well established democratic youth parliament in the BAD Youth Forum. More recently, a Young Mayor initiative has been introduced which is growing in strength. The Forum, alongside other forums such as Skittlz (the borough's Children in Care Council) is well positioned to take an increasingly strategic role in promoting the voice of children and young people in the development of Council policy and programmes as well as supporting the Council's vision to enable social responsibility and encourage civic pride. Barking and Dagenham's Future Youth Zone (managed by the national charity OnSide) will be the first of its kind London and will provide an enormous boost to the range of quality of youth provision that is available in the borough, supporting young people to fully reach their potential and to be heard.

## Community Solutions

The development of Community Solutions has seen the Council bring together a range of key preventative services working with children, young people and families for the first time. The Council will work closely with Community Solutions to ensure that vulnerable families receive the right support at the earliest opportunity to improve a broad range of life outcomes, and ultimately help families, children, young people to become more self-sufficient.

## Education and Skills Funding Agency (ESFA)

The Council has previously worked in successful collaboration with the ESFA to deliver new Free Schools on the ESFA's behalf through BeFirst, a company established to accelerate growth in Barking and Dagenham, and the Council's Local Education Partnership. This has proved invaluable for the Council and the Trusts that we have worked with. The ESFA are keen to replicate this model with future provision and will continue to work closely with the Council in bringing these schools to fruition. Our partnership with the ESFA offers opportunities to positively influence the design of developments, enabling school buildings to contribute effectively to educational attainment and a sense of civic pride across the borough.

# Conclusion

It is clear that Barking and Dagenham has several challenges on the horizon - supporting schools and early years settings which have not already done so to reach Ofsted's 'Good' and 'Outstanding' benchmark, driving up educational attainment so that more areas exceed London standards, and meeting the rising demand for places for children and young people with SEND are just some which are key. However, is it even clearer that this Education & Participation Strategy for 2018-22 brings with it a new energy, a sharper focus and a dynamism to the tasks in hand. The launch of BDSIP, preparations for new education and employment pathways connected to the new Film Studios, and opportunities to work with children and young people to understand their experiences of wellbeing, are already putting this into practice. The goal for 2022 is high quality education, attainment and post 16 participation experiences for children and young people in this borough. From early years right through to early adulthood, we have the partnerships, opportunities and expertise to achieve this.

# Appendix

## Ownership & Governance

This strategy has been developed with schools, Barking & Dagenham College, CU London, young people and other partners with a stake in improving outcomes and opportunities for children and young people in the borough. The priorities are a mix of longstanding and new outcomes, with the inclusion of a broader health and wellbeing priority linked directly to consultations with young people and wider partners.

Performance is reported annually to the Council at Cabinet meetings and will be discussed at the Education Improvement Board and at a young people's sub-group.

## Context

This Education and Participation Strategy 2018-22 will be delivered alongside the following key strategies and plans:

[Insert as weblinks]

- The Borough Manifesto – ‘Barking and Dagenham Together’
- The Corporate Plan 2018-22 – ‘No-One Left Behind’
- LBBD Early Years Strategy
- LBBD Inclusive Framework Strategy for Children and Young People with Special Educational Needs and/or Disabilities (SEND)
- LBBD School Places and Capital Investment Strategy
- Barking and Dagenham’s Cultural Education Partnership Strategy, ‘Create Develop Inspire’
- LBBD Culture Strategy
- LBBD Industry, Jobs and Skills Strategy
- LBBD Health & Wellbeing Strategy
- LBBD Diversity & Equality Strategy
- Greater London Authority ‘Skills for Londoners’ Strategy



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