

CABINET

15 November 2022

Title: Annual Education Performance Review 2021/22 and Proposed Education Priorities for 2023-26	
Report of the Cabinet Member for Educational Attainment and School Improvement & Cabinet Member for Children’s Social Care and Disabilities	
Open Report	For Decision
Wards Affected: None	Key Decision: No
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Summary	
<p>This Cabinet report reviews the borough’s education and participation performance in 2021/22 in relation to the five priorities of the Education & Participation Strategy 2018-22.</p>	
<p>This report also sets out work in progress priorities for the Education and Participation strategic plan for 2023 – 2026. This will support delivery of the ‘The Barking and Dagenham Best Chance Strategy - Our partnership plan for babies, children, young people and their families – September 2022 – September 2025’. For the Education and Participation strategic plan for 2023-26, we are carrying forward the five existing priorities in the current strategy and we propose adding a further priority:</p>	
<ul style="list-style-type: none">• Strengthening outcomes, support and opportunities for vulnerable children and young people, including those with Special Educational Needs and/or Disabilities (SEND).	
<p>The five strategic priorities of the Education & Participation Strategy 2018-22, which were agreed by Cabinet in 2018, following consultation with schools and other education partners were:</p>	
<ul style="list-style-type: none">• a place in a ‘Good’ or ‘Outstanding’ school, college or early years setting for every child and young person.• exceeding national standards and then London standards across all headline performance areas. This includes A level where performance has traditionally been weaker.• supporting greater numbers of young people, including those with SEND, to progress at ages 16 and 18 to high quality, appropriate destinations; and to reduce numbers of young people not in education, training or employment;• working collaboratively to strengthen the wellbeing and resilience of all	

children, young people and the wider school community which nurtures them; and

- maximising 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.

The pandemic has impacted our children, young people and their families significantly, with academic learning and opportunities for development and growth lost, and children and young people's mental health, relationships and routines affected.

Key performance headlines are below. It is evident from 2022's results that our youngest children have been most affected by the pandemic. The youngest of these will have spent half of their lives in the pandemic.

2022 is the first year since 2019 that pupils sat public examinations, as during the pandemic teacher assessments were used. Comparing 2022 results with those of 2019 provides insight into understanding how Barking and Dagenham has performed.

These comparisons however should be treated with caution given the impact of the pandemic. We should consider that there have been some drops in 2022 results nationally compared to 2019, for example, at the Early Years Foundation Stage (EYFS) and Key Stage 1. EYFS and Key Stage 1 involve teacher assessments versus largely public examinations at Key Stages 2-5. At Key Stages 2-5, there is therefore the facility nationally for grade boundaries to be managed, which may have contributed to some of the 2022 improvements seen at these Key Stages.

Alongside this, national research shows that areas of deprivation have suffered most from the pandemic. Research from the Education Endowment Foundation (May 2022)¹ showed that: 'COVID-19-related disruption has negatively impacted the attainment of all pupils, particularly those from disadvantaged backgrounds'; and 'there is evidence that the attainment gap between disadvantaged students and their classmates has grown'. It also reported that 'there is some evidence that in primary schools, younger year groups (Key Stage 1 pupils) have been the most significantly affected'.

Further, the Covid Social Mobility & Opportunities (COSMO) study, led by UCL and the Sutton Trust² found that '80% of young people said their academic progress has suffered as a result of the pandemic'.

Therefore, in many ways, 2022 results are a new baseline nationally and for the borough. Yet, performance comparisons across future years will be difficult. It may take a number of years for the borough's children and young people to recover from the pandemic, with each new year group of pupils bringing their own needs. This year's Early Years Foundation Stage pupils will shortly be the next Key Stage 1 pupils, then the next Key Stage 2 pupils and so on.

It is vital that schools, Barking and Dagenham School Improvement Partnership (BDSIP), other education partners and a range of Council services, for example Inclusive Growth and Housing, work innovatively in partnership to support our children

¹ [Impact of Covid on Learning.pdf \(d2tic4wvo1iusb.cloudfront.net\)](https://www.cloudfront.net/d2tic4wvo1iusb/Impact_of_Covid_on_Learning.pdf)

² [Landmark study shows the impact of the pandemic on young people | COSMO \(cosmostudy.uk\)](https://www.cosmostudy.uk/)

and young people, particularly the youngest and those most vulnerable.

Key performance headlines (2022 data is provisional):

- At 31 August 2022, the proportion of schools rated 'Good' or 'Outstanding' by Ofsted stood at 95% (56/59 schools). This performance is, for the first time ever, above the latest published London benchmark (93% in December 2021). Barking and Dagenham is well above the national benchmark (87% in December 2021).
- At the Early Years Foundation Stage 'Good Level of Development', Barking and Dagenham's performance – 62.5% - dipped by 10% compared to 2019, with the national average (65.2%) dipping by 6.6%. At primary Key Stage 1, the borough's percentage of pupils achieving the Expected Standard in Reading, Writing and Maths (51.9%) declined in all subjects, resulting in a significant dip compared to 2019 (64.2%). The borough is below the national average (53.4%). This is a further indication of the impact of the pandemic on the youngest children.
- At Key Stage 2, the combined Expected Standard in Reading, Writing and Maths, positively, declined at a slower rate in Barking and Dagenham (with performance at 60%) than London and national, compared to 2019. The borough is 1.3% above the national average (58.7%).
- At GCSE, the borough gave its best ever performance on grades 9-5 in English and Maths at 50.4%, an increase of 7.8% compared to 2019 (42.6%). This is 0.6% above the national average (49.8%) for 2022. For grades 9-4 in English and Maths, the borough stands at 68.4%, an increase of 6.5% compared to 2019. This is just below the 2022 national (68.8%) average. The borough's Attainment 8 score is 49.2, an increase of 2.8 compared to 2019 (46.4), and above the national average (48.8) for 2022.
- At A Level, Barking and Dagenham's results improved on all key performance measures since 2019, with the rate of improvement for the borough faster than national with the exception of at the very highest grades A*-A. A*-B grades are crucial for entry to more competitive Higher Education destinations. While the borough (52.6%) remains below the national average (62.2%) for grades A*-B, Barking and Dagenham improved by over 13% compared to 2019.
- At primary, the performance of disadvantaged pupils (including those on Free School Meals or Looked After), pupils with SEND and pupils with English as an Additional Language (EAL) is positive, with these outperforming these groups of pupils nationally for the proportion of pupils with a 'Good Level of Development' (at the Early Years Foundation Stage) and at the Expected Standard for Reading, Writing and Maths at Key Stages 1 and 2. At secondary, the performance of disadvantaged pupils is encouraging, with this group outperforming this group of pupils nationally in Key Stage 4 performance measures Progress 8, Attainment 8 and 9-5 English and Maths. Performance at secondary for pupils with SEND and with EAL was mostly below national, with the exception of Progress 8 for pupils with an Education, Health and Care (EHC) plan.
- For Looked After Children (LAC) in 2020/21 at Key Stage 4, the borough's validated LAC performance for 9-4 in English and Maths was above the national average and in performance quartile B (the second best quartile). In 2021/22 at Key Stage 2 (unvalidated data), the borough's LAC performed above the national average for all Looked after Children in every subject,

with performance in Writing close to the Barking and Dagenham average for all pupils.

- Annual quality assurance visits to the borough's Additional Resourced Provisions (ARPs³) were carried out in Summer 2022. All ARPs were assessed as at least 'effective'. The visits highlighted a wealth of strong practice, accompanied by a strong commitment and passion for children and young people, many of whom present a range of complex and often highly challenging behaviours and needs.
- Between 2019 to 2022, 'Inspiring Futures', the borough's Cultural Education Partnership (CEP), increased the number of schools and colleges it engaged with from 34 to 61. In July 2022, the CEP delivered in partnership the immersive Film Skills Event for secondary schools in the borough. The event was held at UCL PEARL with 500 students from Key Stage 3 and 4 and was reported on by BBC London ([\(208\) Dagenham hopes to become London's next TV and film hub - YouTube](#))
- Numbers of young people progressing to Higher Education from Barking and Dagenham institutions rose by 5% between 2020 and 2021. 47 % of young people progressed to the most competitive institutions, up from 46% in 2020.
- Additional information for young people aged 18+ in 2021 shows that at least 25 young people secured degree level apprenticeships, an increase on 2020.
- Between December 2021 and February 2022 (the national performance measure), the proportion of Year 12s and 13s in Barking and Dagenham who were not in education, employment or training (NEET) or whose post 16 destination was 'unknown' stood at 2.9% (equating to around 190 young people). This is the borough's best ever figure and a better position than a number of neighbouring boroughs. Barking and Dagenham has retained its position of being in the second highest performance quintile nationally for its proportion of NEETs and 'unknowns'.
- The borough's 'From Roads to Communities' project, led by community partners Spark2Life, Box Up Crime and Studio 3 Arts and coordinated by the Council, entered its final year of delivery of a programme of activities for young people at risk of exploitation. This project forms part of the borough's 'Step Up, Stay Safe' multiagency partnership. Highlights of 'From Roads to Communities' include working with over 2,000 young people to date, 55% of which are estimated to be at risk of criminal activity and 27% involved in some form of criminal activity. The project was visited by the Deputy Mayor of London, who was extremely impressed by the quality of work.
- The borough's Holiday Activity and Food (HAF) Programme entered its second year. Over 20 providers were commissioned to deliver engaging activities with a food offer to pupils eligible for Free School Meals or who were otherwise vulnerable over the Christmas, Easter and Summer holidays. 19 of the borough's schools hosted programmes alongside community venues, with 2,258 individual pupils reached during the Summer 2022 programme alone.

³ ARPs provide specialist education provision for pupils with SEND and are hosted in mainstream schools.

Recommendation(s)

The Cabinet is recommended to:

- (i) Reaffirm the Council's commitment to strengthening and developing partnerships with Barking and Dagenham's family of schools, Barking and Dagenham School Improvement Partnership (BDSIP), Barking & Dagenham College, CU London, UCL PEARL and other key partners to achieve the best possible outcomes and opportunities for the borough's children and young people;
- (ii) Note performance against the priorities of the Education and Participation Strategy 2018-22 as set out in section 2 of the report and in the dataset at Appendix A to the report; and
- (iii) Note the proposed priorities for the Education and Participation strategic plan for 2023-26 as set out in Appendix B.

Reason(s)

Achieving the best possible outcomes and opportunities for all children and young people, including the most vulnerable, is central to the vision in the Borough Manifesto and 'The Barking and Dagenham Best Chance Strategy - Our partnership plan for babies, children, young people and their families – September 2022 – September 2025'.

The Borough Manifesto sets out that Barking and Dagenham will be a place: with high quality education and sustained attainment for all; with access to lifelong learning, employment and opportunity for everyone; with great arts and culture which leads change in the borough; and which supports residents to lead independent, healthy, safe and fulfilling lives.

'The Barking and Dagenham Best Chance Strategy - Our partnership plan for babies, children, young people and their families – September 2022 – September 2025' sets out the following shared priorities and intentions:

- We want our children and young people to get the best start, be healthy, be happy and achieve.
- We want our children and young people to thrive in inclusive schools and settings in inclusive communities.
- We want our children and young people to be safe and secure, free from neglect, harm and exploitation.
- We want our children and young people to grow up to be successful young adults.

1. Introduction and Background

- 1.1 The borough's achievements in education and participation in 2021/22 have taken place in a challenging context.

The local context

- 1.2 Child poverty in Barking and Dagenham is amongst the highest in London boroughs and the country, with almost half of children living in households on the poverty line. The borough has the highest proportion of children (aged 0–17) in the UK, with almost three in ten residents (29.9%) under 18. Barking and Dagenham also has the highest proportion (8.8%) of under 5s in the UK and the highest levels of Year 6 overweight or with obesity in England.
- 1.3 2021, particularly the Autumn term, continued to bring disruption to schools and pupils as a result of the pandemic. Some of our youngest children have suffered the most from the pandemic. Headteachers have reported rising numbers of children coming into Reception with increased and more complex needs. This has been seen in Early Years settings too. The pandemic has affected children's communication and language development, and many schools and settings have noticed significant delays in children's speech and language progress. Schools and settings are making more referrals for external help than before the pandemic but are also waiting longer for this specialist help.
- 1.4 In line with the national picture, schools in Barking and Dagenham are welcoming ever increasing numbers of children with complex needs into mainstream schools. In line with the national trend, numbers of Education, Health and Care Plans (EHCPs) in the borough have increased, with a 35% increase in the borough since 2019. The total number of EHCPs stands at 2,090 (end September 2022). Over the past year, services have struggled to meet demand. This has affected EHC plan timeliness, the provision of therapies and health support and the provision of specialist places. Additional temporary staffing has been brought in to help meet need.
- 1.5 The demand for more specialist education places in Barking and Dagenham is concentrated in the specialisms Autistic Spectrum Condition (ASC) and Social, Emotional and Mental Health (SEMH). To increase the provision of places, a new Additional Resource Provision (ARP) was opened at Valence Primary School. The Partnership Learning Trust who operate Riverside Bridge special school was approached to consider expanding by 90 places, utilising the City Farm School site in Thames Road. The Trust and the school were very supportive and submitted an application to the DfE. Riverside Bridge opened the new provision in September 2022, with 30 places, and will grow each year by 30 places until it reaches 90 places.
- 1.6 An additional special school has been agreed by the DfE who will commission the build direct. Oxlow Bridge special school will be built on the former Pondfield depot site. It is planned to open in September 2024 and will provide a further 90 places. Pathways School, operating alongside the Riverside Bridge expansion on the City Farm site, has its permanent school currently being constructed in South Dagenham. This will be completed in 2023 which will enable the school to operate at its full capacity of 90 places. In addition, the Council will submit a bid in October

2022 to open a further special school which will focus on ASC and are planning further ARP places through expansion of existing provision and creating new provision.

- 1.7 The High Needs Budget has continued to face ongoing pressures due to increases in complex cases of children with SEND. As a result, one- off exceptional payments were made to support schools with increased costs, based upon schools with more than 1% of banded children in mainstream schools and academy schools. This cost over £2.1m from the High Needs Budget. The LA continues to support schools with high costs due to SEND pupils.
- 1.8 There is anticipated pupil demand arising from new major housing developments in Barking and Dagenham. There are currently 4 DfE approved Free school projects in the pipeline. There are 3 primary schools, Ford View Beam Park, Mallard Primary Barking Riverside and Greatfields Primary in central Barking. These will be developed over the next five years. For secondary provision, Beam High is planned to open in September 2028 and is within the Peabody development in South Dagenham. For some other areas of the borough, schools have experienced a reduction in demand for primary Reception places. There are a number of contributing factors to this. It is likely, based on 5 year forecasts, that demand here will remain static during this period. A review will be undertaken to look at the planned admission numbers for those schools impacted, with a view to collectively reducing planned admission numbers so that these schools have certainty in terms of financial planning.
- 1.9 The financial year 2021/2022 saw the second year of five year annual reductions to the Central Schools Services Block (CSSB) within the Dedicated Schools Grant (DSG), imposed by the DfE. It will impact on schools and LA services and over the 5 years will remove £1 million of funding which supports: Trewern Outdoor Education Centre, the Community Music Service, BDSIP, Schools Estates and School Games Organisers. These services are implementing new models of delivery to mitigate these reductions.

The national context

- 1.10 In March 2022, the government published education reforms and SEND reforms in the Education White Paper and SEND Green Paper respectively. There is a new SEND inspection framework, with a focus on individual children and young people and interfaces with social care on vulnerable children.
- 1.11 Looking forward, the cost of living crisis, with rising energy prices and inflation will continue to force families to make difficult choices and, in an area such as Barking and Dagenham, will exacerbate current challenges around poverty, health inequalities, housing and employment.
- 1.12 Throughout all the above, schools and Headteachers have continued to work tirelessly in partnership with the Council. The Summer 2022 Headteachers conference, followed by a strategic meeting with Headteachers in September 2022, provided valuable opportunities for the Council and Headteachers to discuss priorities for 2023 – 2026. These are firmly rooted in ‘The Barking and Dagenham Best Chance Strategy – Our partnership plan for babies, children, young people and their families – September 2022 – September 2025’.

2. Performance update

2.1 This section sets out performance in relation to priorities of the Education & Participation Strategy 2018-22.

Priority 1 - a place in a 'Good' or 'Outstanding' school, college or early years setting for every child and young person

2.2 At 31 August 2022, the proportion of schools rated 'Good' or 'Outstanding' by Ofsted stood at 95% (56/59 schools). This performance is, for the first time ever, above the latest published London benchmark (93% in December 2021). It is well as above the national benchmark (87% in December 2021).

2.3 The borough has an ultimate, longer-term aspiration of 100% of schools rated 'Good' or better by Ofsted. At August 2022, there were 3 schools in the borough not yet rated 'Good' or rated 'Requires Improvement', excluding Pathways, a special school, due to be inspected in 2022/23.

2.4 Barking and Dagenham School Improvement Partner (BDSIP), the Council's preferred school improvement partner, provided school improvement support to the borough's schools, including to a number of those listed in the table below. This included:

- School Improvement Partners (SIPs), who worked closely with Headteachers and schools' senior leadership teams to challenge and support schools' improvement journey. For example, SIPs undertook quality assurance visits in schools.
- Provision of curriculum support and training in key areas including English as an Additional Language, English, Maths and Science.
- Delivery of targeted improvement support to schools identified as vulnerable by the Council.
- Inclusion support, working closely with SENCOs to develop inclusion policy and practice in schools

2.5 From September 2021, Ofsted phased a return to the inspection cycle with greater emphasis on schools graded 'Requires Improvement' at their last inspection or which were historically 'exempt' from inspections as 'Outstanding' schools.

2.6 Between September 2021 and end July 2022, Ofsted carried out 5 inspections – a combination of Section 5 full inspections and Section 8 inspections of Good schools. All went positively and are set out below:

School	Date of inspection & Type	Judgement	Comment
The Sydney Russell School	Full Inspection 15 & 16 September 2021 and 7 December 2021	Good	This was the first inspection of the Sydney Russell School as an Academy. The previous 'Outstanding' judgement was also from a previous OFSTED inspection framework.

			Behaviour & Attitudes and Personal Development were graded 'Outstanding.'
Thames View Junior School	Full Inspection 3 & 4 November 2021	Good	Previous inspection was 'Requires Improvement'.
Henry Green Primary School	Inspection of a 'Good' school 30 November & 1 December 2021	Good	Henry Green continues to be a Good school.
Eastbrook School	Full Inspection 7 & 8 December 2021	Good	Previous inspection was 'Requires Improvement'.
Northbury Primary School	Inspection of a 'Good' school 2 February 2022	Good	Northbury Primary continues to be a Good school.

2.7 Priority 2 - Exceeding national standards and then London standards across all headline performance areas

2.8 Early Years Foundation Stage (EYFS)

- 2.8.1 The EYFS assessment is carried out in the final term of the year in which a child reaches age 5.
- 2.8.2 It is intended to provide a reliable, valid and accurate assessment of each child's development at the end of the EYFS. It is made up of an assessment of the child's outcomes in relation to 17 Early Learning Goals (ELG).
- 2.8.3 Children are defined as having reached a Good Level of Development (GLD) at the end of the EYFS if they have achieved at least the expected level for the ELGs in prime areas of learning, Mathematics and Literacy.
- 2.8.4 It is recognised that the impact of Covid has been hardest on the youngest children. As a consequence, nationally and locally, it was anticipated that the overall GLD would be notably down compared to 2019.
- 2.8.5 2022 was also the first year that the Local Authority had no role in moderating EYFS results for individual schools. This duty was removed by the government in 2020.
- 2.8.6 The below table shows that the percentage of Barking and Dagenham pupils achieving the GLD (62.5%) fell by 9.9% in 2022 compared to 2019, while the national benchmark (65.2%) also fell - by 6.6%. The gap to London, for the borough, has increased.

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

- 2.8.7 To address the gaps in children’s language and vocabulary development, schools have been ensuring that children learn in an environment rich with language, with a focus on extending vocabulary and practising speech. Children have missed out on hearing stories, singing and having conversations.
- 2.8.8 There is a lot of well published research showing that the Home Learning Environment (HLE) is fundamental to children’s language development from the early stages of their life. In addition, the HLE has been shown to be related to school readiness, as well as educational outcomes in the early stages of education right through to adolescence.
- 2.8.9 The HLE forms the foundation for children to develop across a range of domains including cognitive development and socioemotional development. Importantly, it is the first years of life when the HLE has the most importance, and, as such, what happens in these early stages can have far reaching effects on all aspects of their adult life. To this end, the Council’s Early Years service has developed a range of home learning resources which have been well used by both parents, schools and settings.

2.9 Key Stage 1

- 2.9.1 At Key Stage 1, the borough’s percentage of pupils achieving the Expected Standard in Reading, Writing and Maths (51.9%) declined, in all subjects, resulting in a significant dip compared to 2019 (64.2%). The borough is below the national average (53.4%).
- 2.9.2 The percentage of pupils working at Greater Depth at Key Stage 1 also declined in all subjects, compared to 2019. Maths at Greater Depth remains above the national benchmark.
- 2.9.3 The gap to London has widened in all areas.
- 2.9.4 The table below sets out these results, with the gap to national shown in brackets.

	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

2.10 Key Stage 2

2.10.1 The Expected Standard in Reading, Writing and Maths, positively, has declined at a slower rate in Barking and Dagenham than London and national, compared to 2019, and is 1.3% above the national average. Working at the Higher Standard fell at a faster rate and is now below the national average. Maths and Grammar, Punctuation and Spelling (GPS) remain areas of strength, remaining above national averages at the Expected and Higher Standards.

2.10.2 These results shown in the table below, with the gap to national shown in brackets.

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

2.11 Secondary results

2.12 GCSEs

2.12.1 There is much to celebrate here, with increases in all published headline measures, compared to 2019. The borough gave its best ever performance on grades 9-5 in English and Maths at 50.4%, an increase of 7.8% compared to 2019 (42.6%). This is 0.6% above the national average (49.8%) and below the London average (57.3%) for 2022.

2.12.2 For grades 9-4 in English and Maths, the borough stands at 68.4%, an increase of 6.5% compared to 2019. This is just below the national (68.8%) average and below the London average (74.1%) for 2022.

2.12.3 The borough's teacher assessed grades for 2021 were only marginally above examination results for 2022; and the examination results for Maths and English grades 9-5 in 2022 were, in fact, slightly above teacher assessed grades in 2021. Ofqual stated that results in 2022 would fall broadly midway between those of 2019 and those of 2021. Nationally, this is the case. Barking and Dagenham's results are closer to its 2021 results. This is encouraging and demonstrates the resilience of our young people in the face of extreme challenges such as the pandemic. The results also indicate that robust and accurate teacher assessment processes took place in Barking and Dagenham's schools last year.

2.12.4 The borough's provisional grade 4 and above in English at 78.9% is 3.1% above its 2019 performance. This is in line with the national average and below the London average (83.4%) for 2022. The provisional grade 5 and above in English has shown a 5.2% increase to 65.8%, compared to 2019. Barking and Dagenham's performance is above the 2022 national average (65.5%) and the gap to London (72.0%) has narrowed.

2.12.5 Maths in the borough has seen improvements, compared to 2019, at grade 4 and above, of 5.4% to reach 72.7%. This is just below the 2022 national average (72.8%) and below the London average (77.2%). Maths at grade 5 and above saw an improvement of 7.3% to reach 55.2% for the borough. This is above the 2022 national average (54.7%) but below the London average (61.7%).

2.12.6 For EBacc subjects for grades 9-5, Barking and Dagenham's performance is 20.6%, 5.5% higher than in 2019 (15.1%). This is above the national average (20.2%) by 0.4% and below the London average (28.5%). For grades 9-4 in EBacc, the borough's performance is 29.5%, an increase of 7.4% from 2019 (22.1%). This is above the national average (26.8%) by 2.7% but below the London average (37.3%).

2.12.7 As a result of the above improvements, the borough's Attainment 8 score has seen a 2.8 point increase to 49.2. This is above the 2022 national average (48.8) and below performance for London (52.6).

2.12.8 The borough's average Progress 8 score is 0.14. While this dipped compared to 2019 (0.16), the borough remains in the top performance quartile A for this measure. Barking and Dagenham's performance remains strong compared to national (-0.03) and is below the London average (0.23).

2.12.9 Full results are set out in the table below.

	B & D 2019	B & D 2022	London 2022	National 2022
9-4 EN & MA	61.9	68.4	74.1	68.8
9-5 EN & MA	42.6	50.4	57.3	49.8
English 9-4	75.8	78.9	83.4	78.9
English 9-5	60.6	65.8	72.0	65.5

Maths 9-4	67.3	72.7	77.2	72.8
Maths 9-5	47.9	55.2	61.7	54.7
EBacc including 9-4 in En and Maths	22.1	29.5	37.3	26.8
EBacc including 9-5 in En and Maths	15.1	20.6	28.5	20.2
Attainment 8	46.4	49.2	52.6	48.8
Progress 8	0.16	0.14	0.23	-0.03

2.13 Key Stage 5 Post 16 2022

2.14 A levels

2.14.1 Overall, these are very encouraging results for Barking and Dagenham. On all key performance measures, A level results have improved since 2019, in many cases by a significant margin.

2.14.2 In most cases, the rate of improvement between 2019 to 2022 for Barking and Dagenham was faster than national, with the exception of at the very highest grades A*-A, where the gap to national has widened slightly by 1.9%. On the key indicator A*-B, crucial for entry to more competitive Higher Education destinations, the gap to national has reduced from 2019.

2.14.3 Please see the table below for results. Further comparative data will be published in November 2022.

A level only	B&D 2018	B&D 2019	B&D 2022	National 2022
A*-E	98.6	96.7	98.4	98.4
A*-C	74.5	67.5	78.1	82.1
A*-B	45.4	39.0	52.6	62.2
A*/A	16.4	14.8	23.6	35.9

2.14.4 Specifically:

- For A*-A grades, the borough improved by 8.8% compared to 2019, with the gap to national widening slightly by 1.9%. Barking and Dagenham is below the national average for 2022.
- For A*-B grades, while the borough remains below the national average, Barking and Dagenham improved by over 13.6% compared to 2019. Between 2019 – 2022, the borough closed the gap to national by 2.5%.
- For A*-C grades, while the borough remains below the national average, Barking and Dagenham improved by 10.6% compared to 2019. Between 2019 – 2022, the borough closed the gap to national by 4%.
- For A*-E pass rate, the borough is in line with the national average and 1.7% higher than in 2019. Between 2019 - 2022, Barking and Dagenham has improved at a faster rate than national by 0.8%.

- Before the results were published, Ofqual stated that the percentages of students achieving each grade for 2022 would be at a mid-point between 2019 (the last set of public examinations before the pandemic) and 2021 (teacher assessed grades). When the borough's 2022 examination outcomes are compared with the borough's teacher assessed outcomes of 2021, there is a decline in results. However, the borough's outcomes do sit at the midpoint between 2019 and 2021, as expected, except for the higher grades (A*-A). The percentage of Barking and Dagenham students achieving A*-A is below the midpoint whereas nationally, the percentage of students achieving A*-A grade was above the mid-point. This suggests that there is room for improvement at the highest grades.

2.15 Technical and professional qualifications

2.15.1 Entries in Applied General Vocational and Technical qualifications have continued to increase steadily. In 2022, generally, pupils achieved an average grade of Distinction for Applied General Vocational in most schools with the average grade of Distinction for all Vocational Technical subjects in all schools.

2.15.2 At post 18, there is also a continuing trend of young people securing scholarships abroad and degree level apprenticeships. In 2021, 25 young people secured degree level apprenticeships. 11 Basketball and 10 Football scholarships were also secured by young people.

2.16 Performance of groups

2.16.1 At primary in the borough, the performance of disadvantaged pupils (including those on Free School Meals or Looked After), pupils with SEND and with EAL is positive, with these outperforming these groups of pupils nationally in the key performance measures of the proportion of pupils with a 'Good Level of Development' (at the Early Years Foundation Stage) and at the Expected Standard for Reading, Writing and Maths at Key Stages 1 and 2.

2.16.2 At primary, with the exception of Key Stage 2, the performance of boys and girls in the borough were below the England averages for these groups.

2.16.3 Pupils from an Asian background performed above the national average for this group at EYFS, Key Stage 1 and Key stage 2. Pupils from a Black background were above the national average for this group at Key Stage 1 and Key Stage 2, while pupils from a mixed background were above the national average for this group in EYFS and Key Stage 2. However, pupils from a White background were below the national averages for this group at EYFS, Key Stage 1 and Key Stage 2, with performance of White British pupils particularly low.

2.16.4 At secondary, the performance of disadvantaged pupils is encouraging, with this group outperforming this group of pupils nationally in the Key Stage 4 performance measures Progress 8, Attainment 8, 9-5 English and Maths, and EBacc (Average Point Score). The performance of boys and girls is above the national averages for these groups across these same headline measures.

2.16.5 At secondary, the performance of SEND and EAL pupils in the borough is below performance for these groups nationally, except for Progress 8 for pupils with an Education, Health and Care plan.

2.16.6 Barking and Dagenham pupils from Black or Asian backgrounds performed better than the national averages for these groups in all key performance measures in the secondary phase. Pupils from Mixed and White backgrounds performed below the national averages for these groups.

2.17 Exclusions

2.17.1 Barking & Dagenham has generally performed well on exclusions in comparison to the latest published benchmarks for 2020/21. Total permanent exclusions (PEX) was in performance quartile B nationally (the second strongest performance quartile) at 0.03%. This was against a national average of 0.05%.

2.17.2 Primary PEX was ranked 1st in the country out of all Local Authorities in 2020/21 (in the top performance A quartile).

2.17.3 The borough's performance on secondary PEX is in performance quartile B nationally. There is no evidence an upward trend.

2.17.4 Performance is strong in secondary suspensions (formerly known as fixed term exclusions), remaining in top performance quartile A nationally.

2.17.5 Increases in the borough's primary fixed term suspensions are becoming a concern, despite being in performance quartile B nationally in 2020/21.

2.17.6 Strategies to reduce suspensions and permanent exclusions include a Social, Emotional and Mental Health (SEMH) workstream. This is delivered in partnership with schools, where a set of nine nurture principles have been developed, supported by a detailed handbook for schools, which, once agreed, will further promote the inclusion of children and young people with SEMH difficulties. It is also vital that staff in schools have the right knowledge and skill set to deal with the challenges they face. The Council in partnership with BDSIP is planning to provide high calibre training for school staff to ensure that children with higher levels of need are well supported.

2.18 Looked After Children (LAC)

2.18.1 As Corporate Parent, the LA has a particular responsibility to support and promote the best possible outcomes for children and young people in its care. A key means through which the LA carries out this duty is through the Virtual School.

2.18.2 The Virtual School team tracks attendance, attainment and progress; delivers training to designated teachers, social workers, foster carers and school governors; offers advice and consultation to social workers with issues such as school admissions; coordinates education interventions; distributes resources to students; and attends Personal Education Plan meetings.

2.18.3 Virtual Schools have also been given the responsibility of overseeing outcomes and attendance for Children with a Social Worker and advising schools on best practice. A new member of staff in the Virtual School has been appointed to lead this work.

%EXS	LBBB LAC (4)	LBBB All	National LAC
Reading	25	65	45
Writing	25	55	34
Maths	50	65	43
Science	25	73	57
RWM	25	51	25

2.19 **KS1 Unvalidated data 2021-22 (until 31-03-2023)**

2.19.1 With only four students in this Key Stage, the above data does not provide a clear picture around performance. Some of these are children with SEND. The Virtual School will be giving schools Pupil Premium+ funding and National Tuition Funding to ensure all students are given extra support.

2.20 **KS2 Unvalidated data 2021-22 (until 31-03-2023)**

%EXS	LBBB LAC (12)	LBBB All	National LAC
Writing	66	67	43
Reading	67	75	52
GPS	50	74	48
Maths	50	73	45
RWM	50	60	32

2.20.1 The above Key Stage 2 data shows a very positive picture, with the borough's Looked after Children above the national average for all Looked after Children in every subject. The Virtual School's aim is to move closer to Barking and Dagenham averages for all pupils, which is the case for Writing and Reading. The Virtual School's Year 6 students took part in an online Maths intervention to support them. Some of these are children with SEND.

2.21 **Validated Data for 2018/19**

2.22 **Key Stage 1**

	2019 (7)	2019	2019	2020	2021
% >EXS	LBBB LAC	LBBB All	National LAC		
Reading	50	73	52	No data	No data
Writing	50	69	43	No data	No data
Maths	60	76	49	No data	No data
Science	70	81	60	No data	No data

2.22.1 The borough's LAC pupils performed better than LAC nationally, with the exception of Reading.

2.23 Key Stage 2

	2019 (22)		2019	2019	2020	2021
% >EXS	LBBD LAC	Quartile/ Rank	LBBD all	National LAC	LBBD LAC	LBBD All
Reading	68		73	49	No data	No data
G,P & S	64	17/A	82	53	No data	No data
Maths	64		80	51	No data	No data
Writing TA	73		79	50	No data	No data
R, W and M	60	2/A	66	37	No data	No data

2.23.1 The borough's LAC pupils performed better than LAC nationally across all performance measures. Six students from this cohort have been placed on the Virtual School's 'Aspire Higher' register, supporting them to aspire to Higher Education.

2.24 Validated data available for 2018/19, 2019/20 and 2020/21

2.25 Key Stage 4

Looked after Children		2019	2020	2021	Rank	Quartile	Latest England Ave
KS4 Average Attainment 8 Score		23.0	25.4	22.3	85	C	23.2
KS4 Average Progress 8 score		-0.94			31	A	-1.2
% Achieving 9-4 pass in English and maths GCSEs		27.30	37.90	30.8	54	B	28.8

2.25.1 With the exception of 2018/19, the above set of validated data is based on Teacher Assessed Grades due to the pandemic.

2.25.2 The borough's 2018/19 Key Stage 4 Progress 8 score was strong, in the top performance quartile A nationally and better than the national average.

2.25.3 The borough's 2020/21 Key Stage 4 Attainment 8 score dipped and Barking and Dagenham is slightly below – by 0.9% - the national average. It is challenging to pinpoint an overarching reason for this. As the Virtual School has very small cohorts, one student can have a large effect on the overall percentage point. The

Virtual School will continue to support and challenge schools to ensure that our students are met with aspirational targets and supported well to achieve.

2.25.4 At GCSE for 2020/21, the borough's LAC performance for 9-4 in English and Maths was above the national average and in performance quartile B nationally.

2.26 Destinations (LAC)

2.26.1 Of the year 12 cohort of 49 young people, only 6 have yet to secure a place at Sixth Form or college. Those 6 young people all have an allocated Virtual School lead, who will be working directly with the young person to support them into appropriate education. The other 43 students include 9 at Barking & Dagenham College and other students at Barking & Dagenham College's Technical Skills Academy. 5 students have stayed on at their Sixth Forms, with others attending their local Sixth Form or Further Education colleges.

Priority 3 – to support greater numbers of young people, including those with SEND, to progress at ages 16 and 18 to high quality, appropriate destinations; and to reduce numbers of young people not in education, training or employment.

2.27 Numbers of young people progressing to Higher Education (HE) from Barking and Dagenham institutions rose by 5% between 2020 and 2021, representing 88% of the entire Year 13 cohort. Nearly 47% of young people progressed to the most competitive institutions, up from 46% in 2020. This included 6 young people to Oxford or Cambridge and 1 to Harvard. Barking and Dagenham has seen the largest growth in resident young people – an increase of 65% - progressing to university of any London borough between 2007/8 to 2016/17, double that of the nearest Local Authority rival. Two students from Robert Clack have received Surveyors' Bursary awards of £30k each to study property related degrees at their 1st choice universities.

2.28 Between December 2021 and February 2022 (the national performance indicator), the proportion of Year 12s and 13s in Barking and Dagenham who were not in education employment or training (NEET) or whose post 16 destination was 'unknown' decreased significantly from 3.7% to 2.9%, the borough's best ever position and equating to around 190 young people. This is a stronger position than a number of neighbouring boroughs and is anticipated to be better than national and London benchmarks. Barking and Dagenham has retained its position of being in the second performance quintile nationally.

2.29 For Care Leavers who are in Education, Employment or Training (EET), the borough's performance at end September 2022 is 68% (113/166 care leavers), better than the national average of 50%, the London average of 54% and higher than the borough's 2021/22 performance (62%). The includes all former relevant children (whether open to the Council or not), whose birthday fell between April-September 2022, and their EET/NEET activity around their birthday.

2.30 The Council's extensive Provider Forum has continued to work collaboratively to deliver effective offers to young people who are NEET, with strong engagement. The Council's annual 'What Next?' Careers event, which is supported by the Forum, took place in July 2022 and directly supported 45 young people at immediate risk of NEET.

Priority 4 – to work collaboratively to strengthen the wellbeing and resilience of all children, young people and the wider school community which nurtures them.

- 2.31 The CEP, called Inspiring Futures, entered its tenth year in 2022, the longest existing CEP in London. Between 2019 and 2022, Inspiring Futures:
- Increased the number of schools and colleges engaged from 34 to 61;
 - Increased the number of cultural organisations engaged with schools from 18 to 60;
 - Increased the number of young people engaged from 866 to 7,023;
 - Increased the number of education and youth professionals engaged in training from 36 to 1,179; and
 - Increased the number of Artsmark Registered Schools from 28 to 35, including the borough having 3 Platinum Schools.
- 2.32 Delivery in 2021/22 has focussed on embedding high impact programmes from the previous year during Covid and growing access to them. This included:
- 2.33 The Arts Award Programme increased from 6 to 8 secondary schools taking part, with over 1,500 Year 7 students achieving certification from Trinity College London – the single largest cohort submitted in the country for that year.
- 2.34 The Story of Me, a Paul Hamlyn Teacher Development funded project, completed its first year of activity with 7 primary schools, 21 teachers, 14 artists, 2 new cultural partners and 1,060 young people directly involved. Year 1 of the project was about research and experimentation between the artists and teachers looking at making the literacy curriculum more reflective and diverse using creative methodologies.
- 2.35 In July 2022 the CEP delivered in partnership the immersive Film Skills Event for secondary schools in the borough. The event was held at UCL PEARL with 500 students from Key Stages 3 and 4. The event yielded interest from BBC London, who reported on this here: [\(208\) Dagenham hopes to become London's next TV and film hub - YouTube](#)
- 2.36 The School Sports Partnership (SSP) were fully delivering programmes from the Spring term 2022, with a focus on widening participation as well as competition and elite sporting opportunities. New activities included:
- a powerlifting competition targeted at young people at risk of suspension
 - a SEND tenpin bowling competition
 - a partnership with West Ham United Women's Team for free tickets to all home games for school students and their families.
- 2.37 The Dance Network Association (DNA), supported by the SSP, created and delivered a mass dance piece titled 'The Jubilee Baton Relay'. The project reached 26 primary school and nursery settings, with 1,894 participants.
- 2.38 In June 2022, with the successful recruitment of a Coordinator post, the Food Education Partnership launched to support school engagement with the Good Food Plan and London's wholesale markets moving to Dagenham in 2025. The role seeks to strengthen food education in the curriculum, taking a 'seed to fork'

approach, developing healthy food habits in school through role modelling, increasing the awareness of pathways into food craft and hospitality industries, and delivering staff training by working with high quality industry partners, food entrepreneurs and supply chains.

- 2.39 Barking and Dagenham schools have continued to outperform their peers in the London Healthy Schools Award. With almost 100% of schools registered - one of only a handful of boroughs to achieve this - the borough has amongst the highest participation in, and achievement of, Healthy Schools in London (HSL), particularly at Silver (88% for LBBB compared to 36% for the HSL website) and Gold level (43% for LBBB compared to 16% for the HSL website).
- 2.40 The DfE sponsored Holiday Activities and Food (HAF) programme is now in its second year, with engaging holiday programmes with a food offer, that meets School Food Standards, commissioned for the Christmas, Easter and Summer Holidays. The majority of food was provided via BD Group, with 85% of places going to children and young people eligible for benefits-related Free School Meals or who were otherwise vulnerable. Schools' engagement in HAF has been cited as a challenge nationally, however 19 of the borough's schools hosted programmes, with more coming on board. 2,258 individual children and young people were reached through the Summer 2022 programme, 995 over Christmas, and 1,034 over Easter.
- 2.41 During 2021/22, the Council used part of its Housing Support Grant to support families of eligible Free School Meals pupils during school holiday periods. Funding was provided to schools which would purchase food vouchers and give them to families prior to each holiday.

Priority 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.

- 2.42 Annual quality assurance visits to the borough's ARPs were carried out in Summer 2022. All ARPs were assessed as at least 'effective'. The visits, carried out by external consultants and a senior Education lead, all with experience as Ofsted inspectors, highlighted a wealth of strong and often inspiring practice.
- 2.43 The Colin Pond awards, in conjunction with the Council, is now in its sixth year of providing over 50 annual scholarships to the borough's top achieving GCSE students who will remain in the borough to study A levels. Impact analysis has demonstrated that 'staying on' rates for the top 10 and 20 achievers in participating schools have increased by 5% and 10% respectively. Average Attainment 8 and Progress 8 scores of the top 10 and top 20 young people in these schools have increased markedly since the introduction of the Colin Pond Bursary in 2017. Sponsorship for the ceremony has been secured from BD Group for the second year in a row.
- 2.44 Following input from the research organisation ISOS, a renewed post 16 partnership, which comprises representatives from schools, Barking and Dagenham College, the Council and BDSIP, has been developed and recommenced in the Autumn term 2021. An independent chair with an expertise in the area has been

appointed to steer the group. Areas of focus will be strategies to support the continuing improvement of A level outcomes, particularly in Maths and Science and the highest grades in all subjects and developing vocational pathways. The group has met regularly and will continue this academic year to drive progress towards meeting national averages.

- 2.45 Work is embedded with colleagues in Inclusive Growth to generate new education, training and employment opportunities for young people in the borough. This is looking to ensure that the borough's young people can benefit from opportunities in new industries such as the Film Studio, the Creative and Green industries and London Markets. This past year has seen particularly close partnership working with Inclusive Growth to develop and secure supported internship and employment routes for young people with SEND aged 18 - 24. This has included a research piece with the Learning and Work Institute on developing a programme and the award of £350k from the DWP to develop it.
- 2.46 Barking and Dagenham College's own supported internship programme, the 'Reach Programme', continues to grow year on year, with increasing number of employers on board and hosting high needs students, with some securing employment.
- 2.47 The borough's 3-year Young Londoners Fund programme 'From Roads To Community' entered its final year in January 2022. Up to and including June 2022, 2,151 young people have been reached through the programme, 55% of which are estimated to be at risk of criminal activity or exclusion and 27% estimated to be involved in criminal activity. It is on track to exceed its targets for the final year, and was recently honoured with a visit from the Deputy Mayor for Children and Families at the Greater London Authority, who was very impressed with the provision and outcomes to date.
- 2.48 Joint working between the Youth Offending Service (YOS) and Children Missing Education Team has further strengthened to better identify and take forward actions around any Children Missing Education known to YOS.
- 2.49 During the academic year 2021/22, the third phase of the 'Lost Hours' campaign engaged parents of children in Years 5 and 6 as an early intervention before they transitioned into secondary school. This phase of the campaign focused on signposting parents to a new online mapping tool where they could find local activities to get their child into. It also included new artwork and messaging, designed in collaboration with local parents of Year 7 pupils, which addressed the issues of child online exploitation and recruitment into gangs, accelerated by the Covid 19 pandemic.
- 2.50 To further support Barking and Dagenham's young people with the opportunity to engage in positive activities, a bid is being prepared for the Department of Culture, Media and Sports' Youth Investment Fund. Should it be successful, the Fund will see the extensive refurbishment of a derelict community asset in the borough (Padnall Hall) alongside a range of community partners funded to deliver positive activities for local young people.

Barking & Dagenham College

- 2.51 Barking & Dagenham College plays a key role in supporting and contributing to the

five priorities in the borough's Education & Participation Strategy 2018-22. The Ofsted rated 'Good' college educates around 2,900 young learners including 300 young apprentices (2020/21 data) and as such helps to raise the participation rates and outcomes of young people within the borough. The College has been praised by Ofsted for its outstanding support for students and works hard to strengthen the wellbeing and resilience of young people.

- 2.52 Barking & Dagenham College plays a key role in supporting SEND learners to progress to further education and training and high-quality employment through the REACH Programme. The programme has grown from strength to strength. The College has invested in its facilities for SEND which includes a custom-built kitchen, sensory room and music room.
- 2.53 During 2020-21, the East London Institute of Technology (IOT), one of the first 12 Institutes of Technology established in the UK, benefitted from significant capital investment to establish the Industry 4.0 Smart Factory, Renewables Lab, Hydraulics and Pneumatics Lab, Multimedia Studios, CyberHub, Creative Hub, iTek (Esports) and Computerised Numeric Control (CNC) workshop.

Barking & Dagenham School Improvement Partnership (BDSIP)

- 2.54 Launched in April 2018, BDSIP was created to provide Barking and Dagenham schools with high quality support to raise education standards further through sharing proven best practice and enabling schools to design and purchase services with the greatest impact.
- 2.55 All of the borough's schools use BDSIP services in some capacity and 95% are partial owners of the business.
- 2.56 Highlights of Council commissioned activity in BDSIP's fourth year of operation include:
- Leading a borough wide conversation on Race and Social Justice (RSJ). Led by a working group of Headteachers, this programme is examining issues of inclusion and student experience; staff recruitment, progression and experience; and curriculum in our schools. Now in its second year, the programme has engaged over 45 schools, each of whom has a lead facilitator helping to take forward work within their school and between schools. RSJ featured as the main theme at the annual governors' conference, also led by BDSIP – engaging chairs of governing bodies in the programme, and seeking their support in adopting a RSJ charter and nominating a lead governor for Race and Social Justice.
 - Undertaking initial work on the new responsibilities for Children with a Social Worker which have been given to the Virtual School by the DfE. This included data analysis around outcomes, and work with four schools who are achieving relatively strong outcomes to develop case studies which will inform future interventions.
 - To support Reading, working in close partnership with a school on the development of a Reading curriculum which includes implementation of research-based intervention programmes, beginning in the Early Years.

- Delivery of a range of training, including an accredited Early Literacy intervention programme which has delivered, on average, 8.7 months' progress in reading age in year 1 pupils in four pilot schools.
- A well-received Heads of Science Network, complemented by half termly visits to schools for school improvement advice and evaluation of classroom provision where requested. Networks for Physics Teachers and Science Technicians have also been well-received.
- A total of 85 visits to ARPs between April 2021 and March 2022, identifying a group of ARPs as good practice.
- Delivery of strategic support to Inclusion and SEND, including facilitating networks of SENCOs, ARP Leads and Behaviour Leads, and delivery of a SEND conference. For example, BDSIP arranged a regular network and other meetings with the borough's Social, Emotional and Mental Health (SEMH) ARPs, focusing on the Thrive model to support children's wellbeing and Leadership, in Autumn Term 2021, and on sharing good practice.
- Delivery of a programme of Inclusion compliance checks to ensure schools are meeting key Inclusion requirements, with follow-up advice and support where required.
- Delivery of practical, hands on Inclusion support to schools and individual pupils at greatest risk of exclusion, guiding schools to develop effective, tailored strategies for keeping young people in school wherever possible and appropriate.
- Supporting and overseeing SACRE on behalf on the Council. This included using award funding which BDSIP successfully won to deliver training in leading philosophy for children, focusing on the theme of 'hope'. This includes lesson plans for schools. 23 teachers attended and are implementing the approach in their schools with Year 5 pupils.
- BDSIP continued to offer a range of targeted services in response to priorities identified by schools. These include Counselling and Speech and Language therapy.

Other key services

- 2.57 The Aimhigher programme of events to introduce young people to a variety of career and further education pathways has involved BDSIP bringing in speakers from further afield, including teaching staff and current students from Russell Group Universities as far afield as Liverpool and Southampton. A blended programme of face-to-face and online events was delivered in 2021/22.
- 2.58 Careers events delivered for pupils included: Year 8/9 Cultural and Creative Industries morning; Year 8/9 STEM (Science, Technology, Engineering and Maths) Professions morning; Year 10 Introduction to Oxbridge; Year 8/9 Health Care and Medical Sciences Professions morning; Sessions on law, psychology, engineering, media; and 2 Year 13 Oxbridge interview sessions.
- 2.59 BDSIP's work experience service has been relaunched with schools, with a number of schools out on work experience between January and July 2022. The delivery environment remains challenging with a far smaller pool of employers acting as work experience hosts post-pandemic. BDSIP has continued to re-build the placement pool, with the number of employers/placements growing steadily.

2.60 Development of a new commissioning contract between the Council and BDSIP from April 2023 is underway.

3. Priorities for 2023 - 2026

3.1 The work in progress priorities for Education and Participation for 2023 to 2026 will support the shared outcomes and intentions of 'The Barking and Dagenham Best Chance Strategy - Our partnership plan for babies, children, young people and their families – September 2022 – September 2025'.

3.2 The five overarching priorities of the existing Education & Strategy 2018-22 will be carried forward. To these, will be added a further priority which emphasises support for those most vulnerable:

- Strengthening outcomes, support and opportunities for vulnerable children and young people, including those with SEND

3.3 The six draft priorities can be found at Appendix B. These will be further reviewed in light of feedback from Headteachers. A strategic plan for Education and Participation for 2023-2026 will incorporate these and be published in 2023.

4. Financial Implications

Implications completed by: Kofi Adu, Group Finance Manager.

DSG Outturn for 2021/22

4.1 The Dedicated Schools Grant reported an overall in-year underspend of £1.777m (please refer to DSG table below). This consists of an underspend on Early Years (EY) of £1,680k, an overspend on High Needs of £158k and a net underspend on the Schools Block of £255k.

4.2 The EY funding is based on prior year allocations and funding is only finalised using the previous two Spring Census data after year-end around July 2022. The underspend of £1,680k is made up of an in-year amount of £1,118k and £562k underspend brought forward from the previous year following DfE clawback adjustment. As in previous years, we have assumed a full claw back of the in-year underspend, although there will be a retained element.

4.3 The High Needs Overspend was £158k. This has been achieved despite making a one-off payment of £2.4m to schools to help alleviate the financial pressures schools were facing due to the ongoing demand and complex cases of children with SEN. The one-off payment supported pupils with band F/G/H that exceeds 1% of the total school population. This also includes Early Years SEN pupils at Reception and Private Voluntary & Independent settings.

4.4 The Schools block reported an underspend of £255k. This is the net effect of revised forecasts on growth fund requirements, based on the October 2021 Census, and adjusted falling rolls allocations. There was a reduced claim on the Growth Fund due to lower than anticipated September 2021 pupil number growth.

- 4.5 The total DSG reserves before Early Years clawback is £9,238k. We have assumed full clawback of Early Years underspend of £1,118k. Therefore, adjusted reserves is £8,120k, of which £1,777k relates to the in-year movements discussed above. The DSG reserves includes brought forward balances of £7,461k and schools facing financial difficulties fund (SFFD) of £554k as well as £255k relating to the Growth and Falling Rolls fund respectively, which are earmarked to support future growth proposals and schools facing falling rolls.

	2021/22 Budget	2021/22 Actual Outturn	Surplus (Deficit) Outturn March 2022
	£'000	£'000	£'000
Schools Block – ISB	183,342	183,087	255
Central Block	2,360	2,360	0
High Needs Block	38,556	38,714	(158)
Early Years Block	21,223	19,543	1,680
Total	245,481	243,704	1,777
DSG Surplus B/F			7,461
Unadjusted DSG Reserves			9,238
Less EY clawback			(1,118)
21/22 DSG Reserves			8,120
Of which:			
SFFD retained			554
Growth & Falling Fund C/F			255
Net DSG Reserve			7,311

DSG Table: 2021/22 Outturn

5. Legal Implications

Completed by Daniel Longe, Principal Solicitor for Education, Children and Adult Safeguarding

- 5.1 The LA has a number of statutory education duties which include establishing a Schools Forum, formulating and reviewing the schools funding formula; ensuring there are enough early education and school places to allow for parental choice; the promotion of educational excellence; school admissions; establishing and funding a Standing Advisory Committee for Religious Education (SACRE); Education Welfare; school attendance and exclusions, children missing education; responsibilities regarding employment of children; Special Educational & Health Needs; careers advice; monitoring of national curriculum assessments; outdoor education, music and creative provision for maintained schools; monitoring the education of the LA's Looked After Children; home to school transport; and safeguarding.
- 5.2 This report asks that the Council's commitment to the partnerships between the borough's family of schools and other key partner organisations be renewed in order to achieve the best possible outcomes for children and young people. The

report also requested that Cabinet notes the contents of information within it regarding the Key Performance Indicators for school and partner agencies in line with the Education and Participation Strategy of 2018 to 2022 and also to note the proposed priorities for 2023 to 2026 in its Education and Participation Strategic Plan.

- 5.3 Cabinet is not required to make any decisions about which legal comments are needed.

6. Other Implications

- 6.1 **Risk Management** – Principal risks are potential further national financial cuts affecting the Council’s ambition for improved outcomes for young people and financial pressures on schools and Education due to funding reductions and Covid 19, alongside the continued growth in levels of need in the borough. Collective delivery of the Education & Participation Strategy 2018-22 by education partners and the Council and increasing collaborative working to grow capacity will help to mitigate some of this.

Whilst management action and monitoring are in place to control and review the pressures on the High Needs Block, the legacy of historic underfunding of this block places severe pressures on many schools as they strive to meet the needs of all the children in their care.

- 6.2 **Contractual Issues** – The Council’s contract with BDSIP commenced a two-year extension from 1 April 2021. A new contract, subject to agreement, is being developed to commence from April 2023.
- 6.3 **Staffing Issues** – There remain pressures on the core Council team in its oversight of vulnerable groups. Work to review some key senior posts took place in 2021/22 and will continue into 2022/23.
- 6.4 **Corporate Policy and Equality Impact** – The priorities set out in the Education & Participation Strategy 2018-22 represent a significant opportunity to improve outcomes for all children and young people, including the most vulnerable, while seeking to address the unique impacts on these groups of the pandemic.

The Education & Participation Strategy 2018-22 connects directly to the Borough Manifesto targets, the outcomes within ‘The Barking & Dagenham Corporate Plan 2020-22’, and aligns with ‘The Barking and Dagenham Best Chance Strategy - Our partnership plan for babies, children, young people and their families – September 2022 – September 2025’.

The Joint Health and Wellbeing Strategy incorporates a focus on the best start in life for the youngest children and the wellbeing and resilience of children and young people, mirroring priorities of the Education & Participation Strategy 2018-22.

A number of the performance headlines within this report should be celebrated, particularly in the challenging context of the pandemic impact. Improvement in educational attainment is a target within the Borough Manifesto. The latest performance shows the borough gave its best ever performance on grades 9-5 in English and Maths. Education outcomes for disadvantaged pupils in the borough

(which includes those on Free School Meals or Looked After) have outperformed the national averages for disadvantaged pupils at EYFS (Good Level of Development), Key Stages 1 and 2 and some headline Key Stage 4 measures. Despite most A level key performance measures remaining below the national average, 2022 saw improvements across all of these measures since 2019, in many cases by a significant margin. However, there remain areas of concern, particularly for our youngest children, and supporting our vulnerable groups remains a priority.

NEETs (including 'unknown' destinations) performance (2.9%) is the best ever figure. This is important for Inclusive Growth goals to ensure residents are in employment and have access to work and skills opportunities in the local economy.

Exclusions performance shows the effectiveness of school inclusion programmes and support which are vital for safeguarding and protecting vulnerable young people, including from exploitation.

Initiatives such as the HAF programme alongside schools' support for families make an important contribution to the Council's priority of supporting families during the cost-of-living crisis.

- 6.5 **Safeguarding Adults and Children** – The Education & Participation Strategy 2018 - 22 aims to improve the wellbeing of children and young people (including up to the age of 25 for those with SEND). This includes by supporting those most vulnerable and at risk of exploitation through reducing inequalities in educational attainment and opportunity; work on the 'Lost Hours' campaign; and supporting collaborative working with key partners such as Social Care, Health and the Police.
- 6.6 **Health Issues** – A priority of the Education & Participation Strategy 2018-22 is building collective responsibility across key partners, including Health, and the community for children and young people's wellbeing and resilience. The pandemic has further underlined the importance of this. There is a shortage of therapies nationally and locally for children with SEND. A priority in the coming year is to explore new models of delivery to help meet the need.
- 6.7 **Crime and Disorder Issues** – Schools with community police officers based with them highly value them. The Education & Participation Strategy 2018-22 promotes increased collaborative working between education partners and the Council which will be key to helping to keep children and young people safe, including through the Step Up, Stay Safe partnership programme.

Public background papers used in the preparation of the report:

Education & Participation Strategy 2018-2022: [LBBB-Education-and-Participation-Strategy-2018-2022.pdf](#)

Academic Year 2021/22: Key stage 1 and phonics screening check attainment
<https://explore-education-statistics.service.gov.uk/find-statistics/key-stage-1-and-phonics-screening-check-attainment>

Academic Year 2021/22: Key stage 2 attainment
<https://explore-education-statistics.service.gov.uk/find-statistics/key-stage-2-attainment>

Academic Year 2020/21: Permanent exclusions and suspensions in England
<https://explore-education-statistics.service.gov.uk/find-statistics/permanent-and-fixed-period-exclusions-in-england>

20/10/2022 - Academic Year 2021/22: Secondary school performance data in England
<https://explore-education-statistics.service.gov.uk/find-statistics/key-stage-4-performance-revised>

Forthcoming publications:

10/11/2022 - Academic Year 2021/22: A level and other 16 to 18 results: 2022
(provisional)

November 2022 - Academic Year 2021/22: Early years foundation stage profile results:
2021 to 2022

List of appendices:

- Appendix A: Education performance dataset 2021/22
- Appendix B: Proposed draft education priorities for 2023 – 2026