



Barking & Dagenham

Appendix 1

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

Jill Baker, Head of School
Performance and Partnerships

Overview & Scrutiny Committee
7 June 2023

one borough; one community; no one left behind

The current cohort of children and young people – transition points

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



THE FUTURE OF THE CLASS OF COVID

49%

feel anxious about their future on a daily basis

51%

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

35%

feel their life is spiralling out of control

40%

are feeling less in control than ever



THE JOURNEY TO WORK

36%

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

51%

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

33%

no longer think they will achieve their career goals



COST OF LIVING FEARS

For **60%**

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

58%

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

35%

agree their salary no longer covers their rent or mortgage



CONFIDENCE, RESILIENCE, DETERMINATION

51%

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

49%

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

66%

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

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

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

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

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

Outcomes – Primary 2022

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

Early Year Foundation Stage 2022

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

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

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

Key Stage 1 2022

(The gap to national is shown in brackets).

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

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

Key Stage 2 2022

(The gap to national is shown in brackets).

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

Outcomes - GCSE

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

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

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

Outcomes – Post 16

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

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

Pupil Attendance

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

THIS IS THE LATEST DATA

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

Move and reorder table headers

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

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

one borough; one community; no one left behind

**Barking &
Dagenham**

Outcomes - other

Not in Education Employment or Training (NEET)

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

Exclusions January 2023 LA Data Matrix

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

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

Suspensions and Exclusions

Primary Suspensions (in a scale of A-D)

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

Average % suspension figures are:

London = 0.54%

National = 0.99%

Primary Permanent Exclusions (PEX)

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

Secondary Suspensions (in a scale of A-D)

Four secondary and through schools are at Quartile D

Average % suspension figures are:

England = 8.48%

London = 5.11%

Secondary Permanent Exclusions (PEX)

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

Stresses on the system

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

Staffing

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

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

Strengths in the Response

Ofsted Inspections

Since September

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

Ofsted Alternative Provision Thematic Review – March 2023

Some of our most vulnerable well catered for

Ofsted said:

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

Pupil Wellbeing and Learning

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