

CABINET

10 November 2015

Title: Education Strategy 2014-2017 and Schools' Annual Performance Review 2014/15	
Report of the Cabinet Member for Education and Schools	
Open Report	For Information
Wards Affected: All	Key Decision: No
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Accountable Director: Helen Jenner, Corporate Director of Children's Services	
Summary The report reviews performance in relation to the two overarching objectives of the Education Strategy 2014-2017 – outcomes in national tests and examinations and Ofsted judgments. It sets out key actions to meet these objectives in the context of a strong partnership approach across the family of schools.	
Recommendation(s) The Cabinet is recommended to: (i) Note the performance against the overarching objectives within the Education Strategy 2014-17, as set out in section 2 of the report; (ii) Endorse the priorities for 2015/16 as set out in paragraph 3.1 of the report; (iii) Reaffirm the Council's commitment to continuing the strong partnership with all schools in the Borough to achieve the best possible outcomes and opportunities for children and young people; and (iv) Note the performance of schools in national tests and examinations as set out in Appendix 1 to the report.	
Reason(s) Supporting the best possible outcomes for children and young people is central to the Council's vision and priorities. Working together as a family of schools, in partnership with the Council to share objectives and actions, makes the best use of the capacity of schools to support others and collectively improve outcomes for children and young people.	

1. Introduction and Background – Education Strategy 2014-2017

1.1 In November 2014, Barking and Dagenham schools and the Council agreed the Education Strategy for 2014-2017. The two overarching objectives for education are:

- for all of our children and young people to have a place in a good or outstanding school or early years setting; and
- for them to have the best possible life opportunities by the time they leave school with reaching national and then London averages as key milestones.

1.2 Four principles underpin the Education Strategy:

- a further raising of the expected standards and shared ambition for all the children and young people who live here;
- a commitment to the family of local schools and settings and a collective responsibility for **all** of the children and young people in Barking and Dagenham;
- a commitment to sustain and refresh the partnership between early years and childcare settings, children's centers, schools, colleges and the Council which has been a critical factor in the improved outcomes for children and young people;
- ensuring the pre-conditions for learning are in place through effective early intervention and inclusive practices.

1.3 This report reviews performance in relation to the two overarching objectives of the strategy and updates Cabinet on key developments in the local and national context over the past year.

1.4 Since November 2014, strategies for Early Years Education and Special Educational Needs and Disabilities (SEND) have been developed to link with and complement the Education Strategy. The SEND Strategy is being finalised and will be published shortly, while the Early Years Education Strategy is attached at Appendix 2.

1.5 Performance is reviewed annually by headteachers at their summer conference and priorities are agreed for the coming year. This is in the context of:

- i) a growing borough with three new schools from 1 September 2015. (Riverside Primary, Riverside Bridge (special) and ELUTEC (East London University Technical College - a 14-19 provision which moved into the borough from Havering). This takes the total to 59;
- ii) continued growth in numbers, with particular pressure on schools' funding from the growth in numbers of children and young people with high needs;
- iii) an inspection of the local authority school improvement services in November 2014;
- iv) a new government with a stated intention to encourage both academy freedoms for all schools and for more outstanding leaders to take responsibility for groups of schools;
- v) The Education and Adoption Bill which increases central powers over schools deemed coasting (not improving rapidly enough) through the Regional Schools Commissioners;

- vi) a new primary curriculum and a further increase in expectations for achievement in GCSEs.

2. Proposal and Issues

- 2.1 This section sets out performance in relation to the overarching objectives.

Objective 1 - A place in a good or outstanding school or early years setting for every child and young person

- 2.2 As of 31 August 2015, 77% of schools in Barking and Dagenham are judged good or outstanding by Ofsted. Nationally the proportion is 82%. The borough is closing the gap with national, however, secondary performance is still stronger than primary and is above national on this measure. Primary performance continues to narrow the gap to national – with around 3 more schools needing to move from requires improvement to good in the next inspection to reach the national level. After two years of very heavy inspection activity with over 80 inspections and HMI visits, 2014/15 saw a much lighter level of inspection with 9 full inspections in total.
- 2.3 Primary performance has improved steadily over the past five years from below 50% to 76% (31 August 2015). The national position is 82%.
- 2.4 In 2014/15 there were 41 primary phase schools with inspection judgements (as new academies Dorothy Barley Junior and Thames View Junior have no judgement.) Of those, 31 are judged “Good” or “Outstanding”, including four which are “Outstanding”. The table below shows the seven primary schools which were inspected during the 2014/15 school year. Of these, two moved from “Requires Improvement” to “Good” and one from “Good” to “Outstanding”. The others showed improvement but not enough to change their overall grading. During this period no school declined.

School	Previous Judgement	Latest Judgement	Comment
Henry Green Primary	3	3	Good for Behaviour & Safety
Parsloes Primary	3	3	Good for Behaviour & Safety and Early Years Foundation Stage
Richard Alibon Primary	3	2	
St Joseph’s Dagenham	2	2	
St Teresa Primary	2	1	
James Cambell Primary	3	2	
Valence Primary	2	2	Outstanding for Leadership & Management and Behaviour & Safety

Key

- 1 = Outstanding
 2 = Good
 3 = Requires Improvement
 4 = Inadequate

- 2.5 Trinity Special School was inspected in November 2014 and sustained its outstanding grade for the third time. It is one of the very few special schools in the country to have done so. Trinity continues to make an outstanding contribution to the education of children and young people with exceptional needs both within the school and more widely across the borough. The headteacher is supporting the development of the new Riverside Bridge School.
- 2.6 Only one secondary school was inspected in the 2014/15 school year, the new Riverside School which was judged good. Seven of the nine secondary schools or 78% are now judged good or outstanding (The Warren closed and reopened as an Academy and has no judgement, ELUTEC is awaiting its first inspection this year.) This is above the national of 73% for secondary schools.
- 2.7 In summary – 2014/15 has seen further improvement in inspection performance. The improvement and the actions taken by schools and the local authority were commended by Ofsted as largely the right ones. The service has taken action in response to recommendations of the report. For the four local authority schools which are not on course to meet the target of all schools good by December 2015, monitoring boards are in place and the local authority is working with governors to put a strong partnership such as a federation or Executive Headteacher in place. When the eight remaining LA schools are judged good this would take us to around 90% of schools good or better, on the way to our target of 100%. Please note that not all of the schools on target for good by December 2015 are in the timeframe for an Ofsted inspection in that period.
- 2.8 Currently six of the 53 schools with inspection judgements (11%) are judged outstanding. The target of 20% represents 12 of the 59 schools. Clearly this remains a challenging target
- 2.9 There are currently three schools graded good by Ofsted which the local authority judges to be outstanding, two of which are expected to be inspected in 2015/16. We judge that a further four are very close to outstanding and should consolidate their achievements this coming year although they may not be inspected. This would take the total to 25%.

Objective 2 – Exceeding national standards and then London standards

- 2.10 Summer 2015 saw a strong set of primary results with the borough at or above the national average on most indicators, in line with London for the two younger age groups and within 2% of London for the headline combined reading, writing and mathematics result at Key Stage 2. In the secondary phase results showed a mixed picture with the GCSE headline performance falling and solid improvements post 16. (Appendix 1 provides a summary of results.)
- 2.11 This year saw particular improvements in the following areas:
- **Early Years Foundation Stage** (age 5)
 - 8% improvement on the headline indicator of a good level of development - to above national and in line with London for the first time;
 - The borough was recognised in Ofsted's Annual Report for 2015 as having the 10th highest percentage of children nationally, eligible for

free school meals who achieved a good level of development at the end of EYFS in 2014.

- **Key Stage 1 (age 7)**
 - improvements in reading, writing and maths – above national for all three at L2B+, in line with London for reading and maths, closing the gap in writing;
 - above national performance for high attainers in reading, writing and maths for the first time;
 - above London performance at L3+ for both writing and maths, in line for reading

- **Key Stage 2 (age 11)**
 - good progress on all headline data
 - at national for Level 4 combined reading, writing and maths, and within 0.5% for 'a good Level 4' while closing the gap with London for both measures;
 - above national for expected progress in writing and in maths and in line for reading;
 - in line with London for expected progress in writing and closing the gap in both reading and maths
 - above national for spelling, punctuation and grammar at all levels including the highest levels and closing the gap with London;
 - for highest levels the gap to national is within 1.5% in maths and writing, it remains a challenge in reading;

- **Post 16**
 - At A Level the A*-E pass rate has improved to above national. Performance at A*-C has also improved and is narrowing the gap to national. Further improvement at A*-B is key to enabling more of our students to gain entry to the most competitive universities.

GCSE performance (16 year olds)

- 2.12 Last year Barking and Dagenham was 5% above the national average despite a small dip in a year of volatile results across the country. Summer 2015 saw a 5% drop in performance for the headline 5A*-C including English and maths indicator to 53%. (This figure may rise slightly when the final results are published in January when all discounted pupils are included.) Results are in line with the national average but below London which also fell by 2% to 60%.
- 2.13 Whilst the national 2015 average has remained broadly the same as last year, this has masked huge fluctuations in results in some schools, including high performing ones both locally and nationally. This volatility seems to be caused mainly by examination boards raising the pass marks for a grade C, particularly in maths. In this context Dagenham Park and Eastbrook made notable improvements on the headline 5A*-C including English and maths indicator.
- 2.14 Attainment in the EBacc subjects improved in most schools but there is still too big a gap between Barking and Dagenham (20%), national (23%) and London (30%) figures.

- 2.15 We saw a 3% improvement in the achievement of 5A*-G (Level 1) qualification by age 16; this is well above national and is also above London levels for the first time.
- 2.16 At 76%, expected progress in English remained above both the national (70%) and London averages (75%) despite following the headline indicator with a drop of 5%. A 1% drop in maths progress to 64% was in contrast to the equivalent rise nationally to 67%. However, the London average also fell by 1% to 71% resulting in the gap remaining unchanged.
- 2.17 All the indications are that examinations are getting tougher and this is set to continue with the new GCSEs which are first examined in 2017.

The performance of groups

- 2.18 As well as headline performance for all pupils, the performance of different groups is reported. In Barking and Dagenham key strengths are – outcomes for pupils entitled to free school meals which are amongst the best in the country and the performance of pupils who speak English as an additional language. Groups which have not been performing as well as the national are those with SEN and White British pupils. We have also historically had a lower proportion of pupils than national getting the highest levels and grades at the end of each phase but this is starting to change and we are seeing an improvement for this group, particularly in the primary phase.

Looked After Children

- 2.19 As Corporate Parent the Council has a particular responsibility to support and promote the best possible outcomes for children and young people in its care. One of the mechanisms for doing this is through the Virtual School. A new Head of the Virtual School took up post in April 2015.
- 2.20 The early results are set out below. Results for Looked After Children are provisional until 31 March 2016 when cohort numbers are finalised.
- 2.21 **KS2 Results** - KS2 results have improved this year. The 2014-2015 year 6 cohort was slightly larger than last year at 25 compared with 22. 60% of the cohort achieved a L4 in Reading, Writing and Mathematics, compared to 57% in 2014. In 2015 68% achieved a L4 in Reading, 60% achieved a L4 in Writing and 68% achieved a L4 in Mathematics. 16% of students have an Education Health and Care (EHC) plan compared to 21% of students last year. 17 children were educated in borough (68%) including 1 student in a maintained special school. Of the other 8 students, 4 were in maintained out of borough schools (16%), 1 received tuition via the Virtual School (4%) and 3 were in Independent residential placements (12%).
- 2.22 **KS4 Results** - This was a larger cohort of students than last year. There were 57 year 11 students (compared with 22 last year) with 9 students arriving as speakers of other languages (ESOL) during the year. 11. (22%) of the eligible cohort achieved 5 A*-C grades (the same as last year); only 14% of those included maths and English. This was down from last year where 22% of students achieved this. 36% had an EHC plan compared to 31% last year. 36 students were in mainstream education (21 in borough and 15 out of borough), 8 were in Independent residential placements, 11 were in alternative provision and 2 were in a secure unit. This was a

challenging cohort and students were supported in various ways by the Virtual School, including 6 students receiving 1:1 tuition. The advisory teachers supported students with poor attendance and those at risk of permanent exclusion.

Post 16 Participation

- 2.23 From 1 September 2014 the duty on young people to participate in learning was extended to their 18th birthday. There has been good progress in reaching the target of reducing the proportion of young people aged 16-19 whose destinations are not known to the authority. Between June 2014 and June 2015 this decreased from 10.8% to 6.8% or 547 young people, a reduction of 319 young people. The number of NEET young people has also fallen from 520 to 450 although this needs to fall by a further 150 to reach the London average target of 4.9%. In the same period combined Y12 and Y13 participation increased from 87.6% to 89.8%, now above the national average of 89.5% and one of the highest increases in London.
- 2.24 In 2014 the number of young people progressing to university increased by 56 (7%) to 853 with 170 (20%) of these young people winning places at the more competitive Russell Group universities.

3. Priorities for 2015/16

- 3.1 Progress towards targets and priority areas for joint action are reviewed and agreed annually with headteachers. Particular areas of focus for 2015/16 are:
- i) shared drive to improve where national/London averages not yet met – particularly reading (KS2), maths (GCSE), performance at the highest grades at Post 16;
 - ii) narrowing the gaps for groups which are underperforming – white British, SEND, high attainers in some areas;
 - iii) post 16 participation rates – working with all partners to continue to increase the proportion of young people in education, employment and training;
 - iv) strengthening and formalising school partnerships, including exploring new forms of governance and collaboration so that all schools can benefit;
 - v) supporting implementation of the SEND strategy in particular maintaining the Schools' Forum led commitment to educating young people with SEND locally as far as possible;
 - vi) areas which headteachers at their conference particularly asked the local authority to focus on:
 - a. Get the underpinning services joined up with effective Finance, HR, Governance, Health and Safeguarding;
 - b. Strengthen formal induction for new Headteachers;
 - c. Improve capacity of schools to develop middle leaders;
 - d. Drive forward cross-phase working towards a 3-16 continuum
 - e. Take every opportunity to celebrate and publicise achievement and use this to drive aspiration and ambition;
 - f. Continue drive to understand and narrow gaps for key groups;

- g. Recruitment in an increasingly challenging national context – with recruitment of secondary mathematics teachers as one example of particular challenge.

4. Options Considered

- 4.1 **Do nothing – leave schools to work independently:** The Director of Children's Services has a statutory responsibility to champion outcomes for all children and young people in the borough. In its inspections of local authority school improvement functions – Ofsted is quite clear that local authorities should have an overview of standards and have arrangements in place to drive and promote good outcomes for young people.
- 4.2 **Work with schools, through a shared strategy, for the benefit of all children and young people, whilst respecting the autonomy of individual schools.** All schools in the Borough, regardless of status, are invited to join our family of schools and participate in the various networks outlined in the strategy. This is the approach agreed by Cabinet last year. It safeguards as far as possible opportunities for all children and young people in the borough and draws upon the capacity and resources of the strongest schools to support more widely. Work is being undertaken to strengthen and formalise partnerships between schools, to explore new forms of governance, to share expertise, drive up standards of teaching and learning, and position the authority and schools for the future.

5. Consultation

- 5.1 Headteachers were consulted at their annual conference in June 2015 and through the Education Improvement Board.

6. Financial Implications

Implications completed by: Daksha Chauhan, Group Accountant, CS Finance

- 6.1 There are no specific financial implications associated with this report. The Education Strategy 2014 - 17 was adopted in November 2014 and this report reviews performance against the overarching objectives of the strategy and requests endorsement of the priorities for 2015/16. If any additional costs do arise from this report, these will need to be met from existing resources.

7. Legal Implications

Implications completed by: Lucinda Bell, Education Lawyer

- 7.1 The Local Authority has various statutory duties that underpin the aims of this strategy. These include the promotion of high standards and the fulfilment of potential and fair access to educational opportunities for children of compulsory school age, to identify and be responsible for children with special educational needs in their area and to safeguard the welfare of pupils. Duties towards Looked After Children are outlined in the report. The Equality Act 2010 imposes a general duty to eradicate unlawful discrimination and advance equality of opportunity between groups.

8. Other Implications

- 8.1 **Risk Management** – The greatest risk is of the family of schools and the partnership with the Council fragmenting resulting in a lack of equality of opportunity for all children and families.

A shared strategy underpinned by common principles, objectives and actions represents an important way of working in partnership and drawing upon the capacity of strongly performing schools to work with those who currently need additional support.

- 8.2 **Staffing Issues** - Like many other local authorities the School Improvement Service in Barking and Dagenham has reduced severely and has lost 50% of core funded posts over the last four years.

Hence is it essential and right to move increasingly towards schools supporting each other through more formal alliances in order to increase capacity to support all schools to be good or outstanding as rapidly as possible.

- 8.3 **Corporate Policy and Customer Impact** - Ambition and expectation for our children and young people runs as a thread through the Corporate Vision and Priorities. This strategy underpinned by the strong partnership with schools represents an important way of achieving those ambitions for all of our children and young people.

An analysis of the needs of children and young people with different protected characteristics (Equality Act 2010) has been carried out and addressed throughout this strategy and annual performance review.

- 8.4 **Safeguarding Children** - This links to the first overarching objective – to be a good or outstanding school, children must be safeguarded. There is a duty under section 175 of the Education Act 2002 on the Authority to safeguard and promote the welfare of children, as well as on individual Governing Bodies to do the same.

- 8.5 **Health Issues** – The Education Strategy contribution to health is set out in the document Section 3.4.

- 8.6 **Crime and Disorder Issues** – The Education Strategy contribution to promoting social responsibility, spiritual, moral, social and cultural development is set out in the document Section 3.4.

- 8.7 **Property / Asset Issues** – The Strategy for Ensuring Sufficient School Places complements the Education Strategy. School places required and planned provision reported to Cabinet twice a year.

Public Background Papers Used in the Preparation of the Report:

- **Assessment and Reporting arrangements 2015**, Early Years Foundation Stage, Key Stages 1 and 2. <https://www.gov.uk/government/organisations/standards-and-testing-agency>

- **School performance Tables 2015 Statement of Intent.** This explains the measures that will be included in the official DfE tables published in the Autumn term:
http://www.education.gov.uk/schools/performance/download/Statement_of_Intent_2015.pdf
- **The Ofsted Inspection handbook September 2015** refers to how data are used as part of inspection, particularly paragraphs 76 – 79 on pages 24 – 25:
<https://www.gov.uk/government/publications/school-inspection-handbook-from-september-2015>
- **DFE Statistical data:**
<https://www.gov.uk/government/organisations/department-for-education/about/statistics#latest-statistical-releases>

List of appendices:

- **Appendix 1** Summary of results Summer 2015
- **Appendix 2** Early Years Education Strategy