

CABINET

13 November 2018

Title: Draft Education and Participation Strategy 2018-22 and Schools' Annual Performance Review 2017-18	
Report of the Cabinet Member for Educational Attainment and School Improvement	
Open Report	For Decision
Wards Affected: All	Key Decision: Yes
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Summary	
<p>The purpose of this report is two-fold:</p> <ul style="list-style-type: none">• To present the draft Education and Participation Strategy 2018-22 to Cabinet Members for approval. <p>This strategy was previously known as the 'Education Strategy' and now has a new name which includes 'participation'. This highlights the greater focus that the Education and Participation Strategy 2018-22 places on improving outcomes and opportunities for young people aged 16 and over in the borough. The Education and Participation Strategy 2018-22 sets out five priorities for the borough – two of these are longstanding (priorities 1 and 2 below) and the remaining three are new (priorities 3, 4 and 5). Together the five priorities are:</p> <ol style="list-style-type: none">1) Ensuring that all children and young people have a place in a school, college or early years setting that is judged 'Good' or 'Outstanding' by Ofsted;2) Exceeding national and then London standards where we have not already achieved this;3) Improving opportunities for all young people post-16 and reducing the numbers of young people not in education, employment or training in the borough;4) Supporting the wellbeing and resilience of children and young people and the educational settings which nurture them; and5) Maximising the Council's levers and influences so that the Council can play an even stronger role in raising aspirations and increasing opportunities for the children and young people that live and learn here.	

- To review educational and participation performance in relation to the 2 overarching objectives of the previous Education Strategy 2014-17. These overarching objectives were:
 - 1) Ensuring that all children and young people have a place in a 'Good' or 'Outstanding' school or early years setting as rated by Ofsted; and
 - 2) Exceeding national standards and then London standards in all headline performance areas.

Performance headlines

Progress towards the two overarching objectives of the Education Strategy 2014-17 has been achieved in the wider context of the Council's long-established commitment to drive up education and participation standards in the borough, and the launch of Barking and Dagenham School Improvement Partnership (BDSIP) on 1 April 2018. BDSIP is a non-profit company jointly owned by schools and the Council.

Barking and Dagenham has made good progress over the lifetime of the Education Strategy 2014-17. In summary:

- 1) The proportion of schools judged 'Good' or 'Outstanding' in their Ofsted inspections has improved rapidly from 69% in 2014 to 88% at August 2018 – an increase of 19% points. Barking and Dagenham continues to perform more strongly than the national benchmark (86% at March 2018). The gap with London (92% at March 2018) is 4% and closing this remains a priority.
- 2) Outcomes for children and young people have improved across all phases and are now at least in line with national for most key indicators by age 16. There have been some areas of particularly strong performance – especially the borough's 2017 'Progress 8' score, the government's headline performance measure at age 16, which exceeded London and was amongst the best in the country. Barking and Dagenham's 2018 'Progress 8' score, while below London, was similarly strong placing us in quartile A and at 26th in the country.
- 3) In relation to the academic year 2017/18:
 - Primary test results at Key Stages 1 and 2 were broadly positive, with particularly strong results at Key Stage 2. At Key Stage 2, Barking and Dagenham has seen good improvements in every subject area except Maths. Maths, though, continues to perform well above the national benchmark at the expected standard.
 - At GCSE, the borough's provisional grade 9-5 and above in English and Maths, at 40%, has seen a 3% decrease from last year and has dropped below national which has broadly stayed the same. Barking and Dagenham's provisional 'Attainment 8' score of 46.0 is fractionally below the national figure of 46.5. The borough's provisional 'Progress 8' score of 0.18, whilst dropping slightly from last year, is still strong and significantly above the national score of 0. Whilst below the London average of 0.22, it places the borough around the middle of the 32 London boroughs and 26th nationally so in the top quartile A.
 - A-level performance presents a mixed picture. This continues to be a longstanding area of challenge for the borough, with drops in some headline measures. Positively, the borough achieved a 0.5% improvement in the proportion of students achieving top grades at A*-B against a national drop on this measure of 0.5%. These are the grades which enable more young people to gain entry to more competitive universities.

- In 2017, numbers of young people from borough education institutions progressing to Higher Education rose by 15% to 817 students, following a 15% fall in 2016. The numbers of young people going on to study at a top third institution rose by 1.6% to 313 students, representing 38% of this cohort. The 2017 report 'The Higher Education Journey of Young London Residents', highlighted that, since 2007, Barking and Dagenham has seen the largest increase, at 35%, in numbers of young people going on to Higher Education than any London borough as a resident cohort. Early indications for 2018 suggest further improvements and the best year to-date for the proportion of young people from the borough going on to Higher Education.

Recommendation(s)

The Cabinet is recommended to:

- (i) Approve the draft Education and Participation Strategy 2018-22, including the five priority areas, as set out at Appendix 1 to the report;
- (ii) Authorise the Director for Education, People and Resilience, in consultation with the Cabinet Member for Educational Attainment and School Improvement, to make any non-material amendments to the Strategy prior to its publication;
- (iii) Renew the Council's commitment to continuing to strengthen and develop our partnerships with Barking and Dagenham's family of schools, BDSIP, Barking and Dagenham College, CU London and other key partners to achieve the best possible outcomes and opportunities for the borough's children and young people;
- (iv) Note performance against the two overarching objectives of the Education Strategy 2014-17, as set out in section 2 of the report; and
- (v) Note the performance of schools in national tests and examinations, as set out in Appendix 2 to the report.

Reason(s)

Achieving the best possible outcomes and opportunities for children and young people is central to the Council's vision, set out in the Borough Manifesto, that Barking and Dagenham will be a place with high quality education and sustained attainment for all. Supporting the growth and development of BDSIP, and working in close collaboration with the borough's family of schools and education partners to share priorities and actions, makes best use of the borough's collective capacity to further expand school-led support and improve outcomes.

1. Introduction and Background

1.1 In November 2014, Barking and Dagenham schools and the Council agreed the Education Strategy 2014-17. The two overarching objectives for education were:

- For all children and young people to have a place in a school or early years' setting that is judged 'Good' or 'Outstanding' by Ofsted; and

- For all children and young people to have the best possible life opportunities by the time they leave school, with achieving national and then London benchmarks as key milestones.
- 1.2 This report reviews performance over the lifetime of the Education Strategy 2014-17 in relation to its two overarching objectives and goes on to present the new Education and Participation Strategy for 2018-22 for Cabinet Members' approval.
- 1.3 Over the lifetime of the Education Strategy 2014-17, the government has continued to advocate for the virtues of a school-led education system, accompanied by reductions in education funding, while acknowledging the important role that local authorities continue to play in education and participation. Local authorities continue to hold largely the same statutory responsibilities for education and participation as they did in 2014.
- 1.4 In Barking and Dagenham, progress and achievements have been made in a challenging financial context accompanied by increasing pressures from growth in demand for school places. During 2014-17, the borough has seen:
- Continued expansion in secondary school places as the bulge in Primary school age children has progressed into the secondary phase. Over £53 million has been successfully invested in Barking and Dagenham over the lifetime of the previous Education Strategy 2014-17 to meet basic need in the provision of school places, both mainstream and much-needed additional and special provision – with a further £40 million invested through the Free Schools Programme. This has enabled the creation of over 7,500 additional school places.
 - A sharp growth in the number of children and young people requiring additional or specialist provision, particularly pupils with complex needs, to a larger extent than in other local authorities. This has continued to place increased pressure on the borough's 'High Needs' funding block where levels of central government funding have not kept pace with local demand.
 - Further reductions in education funding and increased pressures on schools' budgets in line with the trends of recent years.
- 1.5 In addition, between 2014-17 the government introduced changes to the content and assessment at Key Stage 2, and changes to content and exams at GCSE and Key Stage (both A-level and vocational qualifications) which have made these qualifications tougher.

2. Performance

- 2.1 This section sets out performance against the two overarching objectives of the Education Strategy 2014-17. Progress across the borough is reviewed regularly including with Headteachers at their annual Summer conference.

Objective 1: A place in a 'Good' or 'Outstanding' school or early years setting for every child and young person.

- 2.2 At the end of August 2018, the proportion of schools judged 'Good' or 'Outstanding' by Ofsted was 88%, a drop of 3% from the previous year. This decrease is due to changes in inspection outcomes for two schools - Thames View Junior, a previously uninspected school, receiving a 'Requires Improvement' judgement and Eastbrook

not improving to a 'Good' Ofsted rating. Ofsted also amended the criteria about which schools are included in the dataset for this measure so that Eastbury Primary is now included.

- 2.3 This decrease of 3% takes place in the wider context for Barking and Dagenham in which the proportion of the borough's schools judged 'Good' or 'Outstanding' by Ofsted has increased significantly over the lifetime of the Education Strategy 2014-17. In 2018, the proportion of Barking and Dagenham's schools rated 'Good' or 'Outstanding' by Ofsted remains above the national benchmark (86% at March 2018). While we are below the London average (92% at March 2018), closing this gap remains a priority.
- 2.4 In the academic year 2017-18, a total of twenty-three school inspections were carried out by Ofsted - a much heavier number of inspections than the two previous years. Seventeen 'Section 8' monitoring inspections were carried out (i.e. short inspections for schools judged as 'Good' or inspections for schools judged 'Requiring improvement' or with serious weaknesses). Six 'Section 5' inspections (i.e. standard inspections) were carried out.
- 2.5 A summary of inspection changes is set out in table 1 below with commentary underneath. All of the borough's 'Section 8' inspections of local authority-maintained schools were positive.

Table 1: School Inspection Results and Changes

Key

Grade 1= Outstanding

Grade 2=Good

Grade 3=Requires Improvement

Grade 4=Inadequate

School	Previous	Latest	Comment
All Saints Secondary	2	2	
Becontree Primary	2	2	
Eastbrook all through	3	3	
Eastbury Community	2	2 – Published in September 2018	
Elutec x 2 inspections	4	4	Section 8 monitoring inspection.
Furze Infant	2	2	Recommended for a full inspection as potentially 'Outstanding'.
George Carey Primary	2	2	
Grafton Primary	2	2	Recommended for a full inspection as potentially 'Outstanding'.
Hunter's Hall Primary	2	2	
The Leys Primary	2	2	
Jo Richardson Community	2	2	

School	Previous	Latest	Comment
Manor Infant & Longbridge	2	2	
Manor Junior	2	2	
Marsh Green Primary	2	2	
Richard Alibon Primary	2	2	
Riverside Bridge Special	0	4 – Published September 2018	First Ofsted inspection since opening.
Riverside Primary	0	2 – Published September 2018	First Ofsted inspection since opening.
St Peter's Primary	2	2	
Sydney Russell all through	1	1	Section 8 monitoring inspection.
Thames View Junior	0	3	First Ofsted inspection since conversion.
Trinity School (a special school)	1	1	4 th Outstanding judgement.
Warren Secondary	0	2	First Ofsted inspection since conversion.

- 2.6 Furze Infants and Grafton Primary are being recommended for a 'Section 5' inspection within two years as the Ofsted team is of the view that these schools are close to an 'Outstanding' judgement. Trinity School, a special school, maintained its 'Outstanding' judgement for the 4th time.
- 2.7 Currently six schools with inspection judgements are judged 'Outstanding' and this has not changed over the course of the year. While inspectors are recognising, and giving credit, for outstanding leadership in schools, it is proving very difficult on the new, tougher framework to make inroads into the borough's target of 20% of schools (or 12 schools) judged as Grade 1 i.e. 'Outstanding' overall.
- 2.8 Warren Secondary, a non-maintained school, had its first inspection and was judged to be 'Good'. Thames View Junior, also a non-maintained school, had its first 'Section 5' inspection and was judged to 'Require Improvement'. Elutec, a standalone academy currently in special measures, has had two 'Section 8' inspections which highlighted important areas for improvement. Eastbrook, an all through community school, had a 'Section 5' inspection and was also judged to 'Require improvement'.
- 2.9 The two remaining 'Requires Improvement' local authority-maintained schools – Mayesbrook Park and Marks Gate Infants – are making good progress towards a successful Ofsted outcome at their next inspection.

Objective 2: Exceeding national standards and then London standards

Primary

- 2.10 Summer 2018 saw some important achievements, particularly at Key Stage 2.
- 2.11 At Early Years Foundation Stage, the proportion of children in Barking and Dagenham achieving a 'Good Level of Development' (GLD) decreased by 0.3% against a national increase of 0.8%. At 71.3%, the borough's average GLD result is fractionally below the national benchmark (71.5%). This is the first time that we have dipped below the national benchmark for three years and bringing this result back to above national and then closing the gap with London is a priority.
- 2.12 Table 2 below shows changes in the GLD score for the past three years for Barking and Dagenham, London and England.

Table 2: GLD scores from 2016-2018 for Barking and Dagenham, London and England

Good Level of Development	2016	2017	2018
LBBDD	69.9	71.6	71.3
London	71.2	73.0	73.8
England	69.3	70.7	71.5

- 2.13 This year is the second time that the new and more challenging national curriculum, which was introduced in 2014, has been assessed at Key Stages 1 and 2. Key Stage 1 results are broadly positive, with the proportion of pupils achieving the expected standard and working at greater depth (i.e. the higher standard) reaching or exceeding the national benchmark in all subjects. Working at greater depth in both Writing (+1%) and Maths (+2%) are above the national benchmark. Results nationally, however, have improved at a faster rate in the past year than in Barking and Dagenham.
- 2.14 Table 3 below sets out Key Stage 1 results from 2016 to 2018 including London and national benchmarks. Percentages above have been rounded to the nearest whole number. The gap to the national benchmark is shown in brackets.

Table 3: Key Stage 1 results from 2016-2018 for Barking and Dagenham, London and England

	B & D 2016	B & D 2017	B & D 2018	London 2018	National 2018
Reading, Writing & Maths combined					
Expected Standard	63 (+3)	65 (+1)	65 (=)	69	65
Working at greater depth	10 (+1)	13 (+2)	13 (+1)	15	12
Reading					
Expected Standard	75 (+1)	77 (+1)	75 (=)	78	75
Working at greater depth	24 (=)	27 (+2)	27 (+1)	28	26
Writing					
Expected Standard	68 (+3)	69 (+1)	70 (=)	73	70
Working at greater depth	14 (+1)	18 (+2)	17 (+1)	19	16
Maths					
Expected Standard	75 (+2)	77 (+2)	76 (=)	79	76
Working at greater depth	21 (+3)	24 (+3)	24 (+2)	25	22

- 2.15 At Key Stage 2, outcomes are particularly strong and show improvements from the borough's 2017 results in almost all areas aside from Maths. Maths, though, continues to perform well-above the national benchmark at the expected standard.
- 2.16 The overall combined figure for Key Stage 2 Reading, Writing and Maths has increased by 3% from last year's results and, at 66%, remains 2% above national. However, working at the higher standard in Reading, Writing and Maths combined remains 1% point the national benchmark.
- 2.17 There have also been improvements at the expected standard in Key Stage 2 Reading and Writing and Grammar, Spelling and Punctuation (GPS). This picture is mirrored at the higher standard in these subjects. Significantly, the borough's improvement in Reading at the higher standard has halved the gap to the national benchmark.
- 2.18 Table 4 below sets out Key Stage 2 results from 2016 to 2018 including London and national benchmarks. Percentages above have been rounded to the nearest whole number. The gap to the national benchmark is shown in brackets.

Table 4: Key Stage 2 results from 2016-2018 for Barking and Dagenham, London and England

		B & D 2016	B & D 2017	B & D 2018	London 2018	National 2018
Combined Reading, Writing and Maths	Expected Standard	58(+5)	63 (+2)	66 (+2)	69	64
	Higher Standard	6 (+1)	8 (-1)	9 (-1)	13	10
	Score					
Reading	Expected Standard	65(-1)	72 (=)	75 (=)	78	75
	Higher Standard	15 (-4)	21 (-4)	26 (-2)	31	28
	Average Scaled	102 (-1)	104 (=)	105 (=)	106	105
Score						
Writing	Expected Standard	80 (+6)	77 (+1)	79 (+1)	81	78
	Higher Standard	17 (+2)	18 (=)	19 (-1)	23	20
	<i>Teacher assessment</i>					
Maths	Expected Standard	77 (+7)	81 (+6)	79 (+4)	80	75
	Higher Standard	19 (+2)	25 (+2)	25 (+1)	30	24
	Average Scaled	104 (+1)	105 (+1)	105 (+1)	106	104
Score						
GPS	Expected Standard	78(+5)	81 (+4)	82 (+5)	82	77
	Higher Standard	30 (+7)	40 (+9)	42 +8)	43	34
	Average Scaled	105 (+1)	108 (+2)	108 (+2)	108	106
Score						

Secondary

- 2.19 In 2017- 2018, 20 new style GCSEs were published following reforms to the grading of English, English Literature and Maths. The new exams are tougher with increased content and are mostly assessed by final exams rather than coursework. The new GCSEs are graded 9 to 1, with 9 being the top grade, 4 equivalent to a grade C and the new standard pass, 5 as the new good GCSE 'pass' and 8 equivalent to an A* under the previous grading system.
- 2.20 In Barking and Dagenham, the provisional grade 9-5 and above in English and Maths, at 40%, has seen a 3% decrease from last year and has dropped below national which has broadly stayed the same. Barking and Dagenham's provisional

'Attainment 8' score of 46.0 is fractionally below the national figure of 46.5. The borough's provisional 'Progress 8' score of 0.18, whilst dropping slightly from last year, is still strong and significantly above the national score of 0. Whilst below the London average of 0.22, it places the borough 17th of the 32 London boroughs and 26th nationally so in the top quartile A.

- 2.21 9-5 in English remains comfortably above the national average and whilst this year this indicator saw a drop of 7%, this was smaller than the national fall of just under 9%. Maths remains the key area for improvement on the 9-5 indicator as it sits 4% below the national average. This has been a longstanding challenge and whilst there has been significant improvement in recent years, clearly the new examinations have proved very challenging.
- 2.22 For the English Baccalaureate (EBacc.), the borough's average point score (APS) per entry was 3.93 which compares relatively favourably with the national benchmark (4.04) and London (4.41). The numbers of pupils entered, at 38%, has increased from the previous year. However success rates are below national and this is an area where further improvements are needed.
- 2.23 Table 5 below sets out headline Key Stage 4 results for Barking and Dagenham, London and England.

Table 5: Headline Key Stage 4 results for Barking and Dagenham, London and England

State Funded	B & D 2017	B & D 2018	London 2018	National 2018
4 – 9 EN & MA	63.6	60.0	67.7	64.2
5 – 9 EN & MA	43.1	40.2	48.5	43.2
English 4 – 9	78.5	74.4	Not available	69
5 - 9	64.1	57.0		52
7 - 9	25.5	21.0		
Maths 4 – 9	68.0	64.7	Not available	69
5 - 9	47.2	45.4		49
7 - 9	19.2	16.3		
EBacc. including 9-5 in English and Maths	18.9	13.3	No longer published nationally	No longer published nationally
EBacc. APS All		3.93	4.41	4.04
English		4.85	5.27	4.94
Maths		4.34	4.76	4.52
Attainment 8	46.7	46.0	49.2	46.5
Progress 8	0.23	0.18	0.22	0.00

- 2.24 Some of the borough's schools have seen inspiring successes in headline GCSE results. At Elutec, there have been significant rises in headline measures for Grade 4 and above in English and for Grade 4 and above in Maths. Riverside School has built on their very positive first set of results from last year to achieve 75.5% on Grades 9 – 4 and 60.8% on Grades 9 – 5 in English and Maths. These results make it the top performing school in the local authority followed by All Saints. Jo Richardson and Sydney Russell have also seen steady improvements in these headline indicators.

Post 16

- 2.25 This is the second year of significant changes to A-level content which has seen A-levels move to 100% of end of year exams in a further eleven subjects. This now includes Geography, Music and Religious Studies. Most main A-levels subjects have now been changed to incorporate the new requirements. In Barking and Dagenham, 2018 brought with it over 200 additional A-level entries compared with 2017.
- 2.26 In the borough A-level pass rates improved slightly at A*-B, and fell at A*-C and A*-E. There was a slight increase in the average points score for A-levels and the average grade achieved by young people remains a solid grade C. Nationally, with the exception of A*-A which remained unchanged, the pass rate fell by up to 0.7% for each of the headline indicators.
- 2.27 An increase in the proportion of students achieving top grades at A*, A or B is a critical improvement in Barking and Dagenham as it is these grades which enable entry to the more competitive universities. This measure for the borough saw a small increase of 0.5% to just below 45%, against a national drop of 0.5%, which reduced the gap to national to 8%.
- 2.28 The borough's most challenging indicator for A-level is performance at the very highest grades, A*-A, which dropped slightly by 0.1% to 16.0% against no movement at national level. This is the measure where the borough's gap with the national benchmark remains the widest by almost 11%. Pass rates at grades A*-C fell by 2.0% in the borough to 73.9%, compared to a 0.7% fall nationally to 77.1%. The borough's performance at grades A*-E fell slightly to 98.4% however Barking and Dagenham remains above the national benchmark of 97.8%.
- 2.29 The rest of the picture in Barking and Dagenham is mixed, with 6 out of 10 schools driving forward successfully with the new challenging A-levels in terms of their results while the remaining four schools have seen drops on some of the headline indicators.
- 2.30 Headteachers are reporting that most students have achieved the grades they required to go on to their intended destinations, with increasing numbers of Barking and Dagenham students choosing to go the more competitive universities. There is increasing evidence that sixth form education in the borough is enabling more young people to enter more competitive courses and careers. For example, in Summer 2018, 6 students from Robert Clack secured places to study Medicine - more than ever before. Evidence that our young people are being supported onto degree-level apprenticeships with prestigious firms such as Ernst & Young is increasing.
- 2.31 As with A-levels, vocational courses have also become tougher. For reporting, these are split into Applied General and Tech level. Similar to the national picture, the average point score for these qualifications has fallen. For Applied General qualifications, the average grade in Barking and Dagenham has fallen from a distinction last year to a high merit, and for Tech levels, from a distinction to a merit. Apart from the increased challenge of the qualifications, the reasons for these drops are not clear at the moment. They will be explored further with the 14-19 Partnership.

2.32 Tables 6 and 7 below sets out provisional results from 2016-2018 for all A-levels and vocational qualifications for Barking and Dagenham and England.

Table 6: Results from 2016-2018 for A-levels for Barking and Dagenham and nationally

A-level only	B&D 2016	B&D 2017	B&D 2018	National 2018
A*-E	99.7	98.6	98.4	97.8
A*-C	77.7	75.9	73.9	77.1
A*-B	46.3	44.2	44.7	53.1
A*/A	15.2	16.1	16.0	26.7
Best 3 A-levels - APS ¹	31.94	32.68	32.08	33.20

Table 7: Results from 2016-2018 for level 3 qualifications for Barking and Dagenham and England *

All qualifications (APS per entry – state funded school only)	B&D 2016	B&D 2017	B&D 2018	National 2018
All Level 3	31.02	31.96	30.17	32.02
Academic - A Level	28.84	29.32	30.53	32.15
Academic – All	28.94	29.40	30.77	32.33
Vocational - Applied General	36.90	38.47	28.36	29.01
Vocational - Tech Level	35.49	31.63	25.32	31.43

*This covers all state-funded mainstream schools, academies, free schools, city technology colleges (CTCs) and state-funded special schools. Excludes FE sector colleges, pupil referral units (PRUs), alternative provision (AP), hospital schools, non-maintained special schools, other government department funded colleges, independent schools, independent special schools and independent schools approved to take pupils with Special Educational Needs (SEN).

Performance of key groups

2.33 Locally, headline performance for key groups was strong at Key Stage 1 for Writing and at Key Stage 2 for combined Reading, Writing and Maths. However, the picture is more mixed at Key Stage 1 Reading and Maths.

2.34 Girls have continued to perform better than boys across the Primary phase although, for all subjects, this gap has narrowed with the exception of Key Stage 1 Maths. Pupils with English as an Additional Language performed particularly well, with improvements across all subjects at Key Stages 1 and 2. The performance of disadvantaged pupils and pupils with Special Educational Needs (SEN) have both improved in Key Stage 1 Writing and combined Reading, Writing and Maths at Key Stage 2, with pupils with SEN closing the gap with emerging national benchmarks for all pupils at Key Stage 2. The performance of White British pupils continues to lag behind the performance of all pupils nationally across Key Stages 1 and 2.

¹ Please note that this 'Best 3 A-levels' data is for state funded schools only. The 'Best 3 A-levels' data in Appendix 2 (Education dataset) is for state funded schools and Barking and Dagenham College.

Exclusions and absences

- 2.35 The local picture in these areas is broadly positive. Recent provisional 2017-18 data shows a further reduction in overall absence at primary and secondary (3.8% and 4.6% respectively). Absence at primary and secondary is better in Barking and Dagenham than the England average (3.9% and 5% respectively) but remains worse than the London average (3.7% and 4.4% respectively). Barking and Dagenham are in quartile A for performance on overall absence for state funded secondary schools.
- 2.36 The borough has generally performed well on permanent exclusions at both the primary and secondary phases. Total permanent exclusions have dropped to 0.04% in 2017-18 (provisional) compared to 0.07% last year. Performance is better than the 0.09% London average and the England average of 0.10% (based on 2017 data).

Looked After Children (LAC)

- 2.37 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. A key mechanism for this is through the Virtual School. The early results for 2018 are set out below. Results for looked after children are provisional until 31 March 2019 when cohort numbers are finalised.
- 2.38 The borough's Virtual School has supported these students at Key Stage 2 and Key Stage 4 in a number of ways, for example:
- Providing extra Pupil Premium Plus funding to Primary schools for 6 hours of 1:1 tuition to support Year 6 students with their national curriculum test preparation;
 - Providing tuition to Unaccompanied Asylum Seeking children and young people in the short term where a new school place was being sought for them and for students who missed sessions at school;
 - Offering three different mentoring services this year, each with different strengths, to best meet the needs of young people. Some of these services are short term and others are longer term with the possibility of providing support for a number of years. The Virtual School has offered a counselling service and purchased bespoke counselling for young people who need this.

Key Stage 2 unvalidated 2018

- 2.39 This year's cohort comprised 31 students which is considerably larger than last year's cohort of 17 students, of which 6 students became looked after during the course of the academic year.
- 2.40 Nine of the thirty-one students have Education, Health and Care (EHC) Plans, one student is undergoing assessment for an EHC plan and one student has been identified by their school as requiring additional support. Six students were educated in Borough, representing 19% of the cohort. All of these students were educated in maintained schools, one of which was a special school. The remaining

twenty-five students were educated out of borough. Of these students, twenty-three were educated in maintained schools of which one student was in a special school, one student was in an independent school and one student was in an independent residential placement.

- 2.41 The unvalidated Key Stage 2 test results show that 64% of eligible students met the expected standard in the combined score for Reading and Maths - a 14% improvement on the previous year – and less than 0.5% below the national average for all children.

Key Stage 2 validated data for 2016/17

- 2.42 The final data for looked after children for the academic year 2016-17 is included in this report as it was not validated and published until after last year's Annual Education Performance Cabinet Report. The Key Stage 2 looked after children cohort was made up of seventeen students – eleven boys and six girls. Six of these students had EHC plans and a further eight students were identified as requiring additional help by their schools.
- 2.43 Table 8 below sets out Key Stage 2 results between 2016-17 for looked after children in Barking and Dagenham, all children in Barking and Dagenham and looked after children nationally.

Table 8: Key Stage 2 results between 2016-17 for looked after children in Barking and Dagenham, all children in Barking and Dagenham and looked after children nationally

% At or above the Expected Standard	2016			2017		
	LBBD LAC	LBBD all	National LAC	LBBD LAC	LBBD all	National LAC
Reading	55	65	41	50	72	45
Grammar, Punctuation and Spelling	55	78	44	50	81	50.0
Maths	55	76	41	36	80	46
Writing	55	79	46	36	79	48
Reading, Writing and Maths combined	55	58	25	29	65.5	32.0

- 2.44 The results show that the students performed better than their peers nationally in Reading and Grammar, Punctuation and Spelling but below in Maths and Writing. The overall Reading, Writing and Maths was also slightly below national. Maths and Writing were not significantly weaker in the previous year and with such small cohorts it is difficult to identify significant patterns. The Virtual School is monitoring the situation closely and allocated additional funding to support Year 6 students with their preparation for the 2018 tests.

Key Stage 4 – GCSE

2017-18 cohort

- 2.45 The 2017-18 Year 11 cohort consisted of forty-nine students, seventeen of whom arrived after the start of Key Stage 4 and so were part of the Virtual School for less than 2 years.
- 2.46 Of these forty-nine students, four were Unaccompanied Asylum-Seeking Children who have English as an Additional Language, seven students had an EHC plan and one student required additional school support. Eighteen were educated in borough and thirty-one attended school outside Barking and Dagenham. The majority of students (twenty-five) attended maintained secondary schools. For the remaining students, due to need and individual circumstances, seven attended Independent schools, one attended an Alternative Education provision, six attended Pupil Referral Units, two attended college, four received home tuition and four students were in secure units.
- 2.47 GCSE results are collected by the Virtual School from all of the schools which their pupils attend. The official validated results for looked after children at GCSE are published in April 2019 once cohort numbers are considered ‘fixed’ and will be reported in the November 2019 Annual Education Performance Report to Cabinet.

GCSE Validated data – Summer 2017

- 2.48 Table 9 below sets out the GCSE validated data for Summer 2017.

Table 9: GCSE validated data for Summer 2017

	2016	2016	2016	2017			2017	2017
	LBBB LAC	LBBB all	National LAC	LBBB LAC (28)	Rank	Quartile	LBBB all	National LAC
KS4 Average Attainment 8 Score	22.5	46.9	22.8	26.9	11	A	43.9	19.3
KS4 Average Progress 8 score	-1.12	+0.01	-1.14	-0.36	5	A	+0.06	-1.18
Grade 4/C or above in English and maths GCSEs	NA	NA	NA	35.7	4	A	63.6%	17.5

- 2.49 These validated results show that the borough’s looked after students performed strongly in the Summer 2017 GCSE exams. They exceeded the national average for all looked after children on the headline ‘Attainment 8’ and ‘Progress 8’ measures. Their collective performance places Barking and Dagenham in the top quartile A for the academic year 2016-17 and amongst the best in the country. Two students from this cohort stand out in particular, with one having achieved level 8 in English and Maths and four A* and four A grades at their maintained borough

school. This student is now studying A levels. The second student achieved the equivalent of five GCSE exams at grade C and is also now studying for their A-levels. Through the Virtual school, we will continue to focus on closing the gap in attainment between the borough's looked after children and their non-looked after peers.

Post 16 participation

- 2.50 The borough has made huge strides over the past five years to reduce the proportion of our young people who are not in education, employment or training (NEET). In 2013, the proportion of young people who were not in education, training or employment or whose destination was unknown was 13.7%².
- 2.51 Barking and Dagenham has improved at a faster rate than national level for the past 3 years. For 2017 as defined by the national headline measure, 4.2%³ in the borough (240 young people) were NEET or had 'Unknown' destinations, a fall of 1.4% from the previous year. This figure of 4.2% is better than both the national (6%) and London (5%) benchmarks for the first time, placing Barking and Dagenham in the second highest quintile nationally for performance.
- 2.52 The majority of the borough's improvement has been seen in reducing the proportion of young people whose destination is 'Unknown', with NEET figures remaining stable but still comparatively high. A number of initiatives are underway to further drive down the proportion of young people in the borough who are not in education, employment or training and specifically those in more vulnerable groups.
- 2.53 For Higher Education, in 2017 numbers of young people from borough education institutions progressing to Higher Education rose by 15% to 817 students, following a 15% fall in 2016. The numbers of young people going on to study at a top third institution also rose by 1.6% to 313 students, representing 38% of this cohort. The 2017 report 'The Higher Education Journey of Young London Residents', highlighted that, since 2007, Barking and Dagenham has seen the largest increase, at 35%, in numbers of young people going on to Higher Education than any London borough as a resident cohort. Early indications for 2018 suggest further improvements and the best year to-date for the proportion of young people from the borough going on to Higher Education.

3. New Education and Participation Strategy for 2018-2022

- 3.1 The Education and Participation Strategy for 2018-22 has been developed in consultation with the borough's family of schools, Barking and Dagenham College, CU London, the 14-19 Partnership and young people. The resulting 5 priorities for the new Education and Participation Strategy are set out below:

² As defined by the previous headline measure of the November-January average of the proportion of 16 and 17 year olds who are either NEET or whose education status is Unknown (i.e. may include NEETs).

³ As defined by the headline measure of the December 2017 to February 2018 average of the proportion of 16 and 17 year olds who are either NEET or whose education status is Unknown (i.e. may include NEETs). Please note that due to changes in calculations for this measure, LBBDD's 2017 figure of 4.2% is calculated on a different basis (using a December to February average) than LBBDD's 2013 figure of 13.7% (when a November to January average was used – see footnote 2).

- 1) **All children and young people will have a place in a school, college or early years setting judged 'Good' or 'Outstanding' by Ofsted:** It is of paramount importance that the borough continues to improve on this headline performance measure towards 100% of schools, colleges and early years settings judged 'Good' or 'Outstanding' by Ofsted.
 - 2) **Exceeding national and then London standards, where we have not already achieved this:** In 2017, Barking and Dagenham had already reached or exceeded London standards in small number of measures including 'Progress 8'. However stronger progress is needed at the Early Years Foundation Stage on GLD performance and to close the borough's 'Inequality Gap', at GCSE and for all headline A-level indicators.
 - 3) **Improving opportunities for young people post-16 and post-18 and reducing the numbers of young people not in education, employment or training:** The percentage of young people in the borough who are not in education, employment or training or with an Unknown destination has reduced significantly since 2013 when this figure was 13.7%. At 4.2% for 2017 (see footnote 3 above), Barking and Dagenham has beaten both the national and London benchmark but there is further to go to reduce the proportion of young people who are NEET. Improvements are needed to widen the range of post 16 pathways for all young people, particularly young people with SEND. High quality independent Careers Information, Advice and Guidance in schools for all children and young people will play an integral part in this.
 - 4) **Supporting the wellbeing and resilience of children and young people and the educational settings which nurture them.** This is a priority which children and young people have told us is important to them. Its relevance is borne out by research and consultations in the borough, for example, carried out by Public Health and the Barking and Dagenham Cultural Education Partnership. Nationally, it is recognised that incidences of mental health problems amongst children and young people are rising.
 - 5) **Maximising the Council's levers and influences so that the Council can play an even more active role in raising aspirations and increasing opportunities for children and young people who learn and live here.** The Council has become increasingly successfully at marshalling its levers and influences in a more coordinated fashion to support schools and outcomes for children and young people. Over the next four years, we will continue to develop this, with a particular focus on initiatives which support recruitment and retention of the highest quality teachers, drive up standards and opportunities for young people aged 16 and over and create new pathways and support for our younger generations. Capturing children and young people's views in more systematic ways will form an important part of this.
- 3.2 Delivery of the Education & Participation Strategy 2018-22 is collectively shared by key education partners and the Council. As such, this strategy presents a timely opportunity to renew the Council's commitment to continuing to strengthen and develop our partnerships with Barking and Dagenham's family of schools, BDSIP, Barking and Dagenham College, CU London and other partners to achieve the best possible outcomes and opportunities for the borough's children and young people.

4. Local and national context

- 4.1 Since the scrapping of the March 2016 Education White Paper, which prioritised a fully academised school-led system, the government has continued to support the overall direction of that policy paper. In this context, the creation and launch of BDSIP on 1st April 2018 is sensible and well placed - and other local authorities are following similar school improvement approaches.
- 4.2 The launch of BDSIP has afforded an exciting new delivery landscape for education and participation in Barking and Dagenham. As a schools-led and owned organisation, BDSIP is well placed to work with schools to design and shape the improvement services they need. This will help ensure that school-led improvement and peer support remains at the heart of the borough's approach to education and participation. At the same time, BDSIP is commissioned by the Council to deliver key services around school improvement, school governors, school inclusion and for children and young people with Special Education Needs in the borough.
- 4.3 2018-22 will bring with it key challenges which schools, BDSIP, the Council and key post 16 education and training partners will creatively need to work together to manage. These challenges will include:
- A continuing, sharply rising demand for additional support and specialist provision, particularly for children and young people with complex needs. Alongside this, continued effective management of the 'High Needs Funding Block' with schools will be crucial given the growth in demand against the lagged nature of central government funding arrangements. These arrangements are not designed to match current need;
 - Further expansion of secondary school places as the previous bulge in Primary age pupils continues to move into the Secondary phase; and
 - Future reductions in schools' funding and an even tighter financial envelope for the Council to work within. As set out in the Finance section below, the Council's dedicated education government funding has been drastically cut and the challenging financial situation faced by schools needs to be monitored.
- 4.4 BDSIP has launched to a strong start, with 93% of schools in the borough as members. BDSIP's vision is to provide consistently excellent services to schools, driving school improvement and the best possible outcomes for all of the borough's young people, particularly the most vulnerable. Key achievements since the organisation's launch on 1 April 2018 include:
- Ensuring a smooth set up and transition to the new organisation, prioritising service continuity and the establishment of new working arrangements with the Council;
 - Engaging customers, particularly Headteachers, to understand their existing experience of services and their aspirations for the future for children, young people and their schools;
 - Reviewing the existing service offer and developing the BDSIP offer for 2019-20; and
 - Delivering a balanced financial position in Quarter 1 of financial year 2018-19, with a small surplus of £11,000.

4.5 Locally, the decision to commission school improvement services and support ambition for children and young people through a school improvement company represents one of the biggest changes in the Council's school improvement arrangements since the service was set up, almost 30 years ago. The overriding priority for 2018-22 will be to work in partnership with schools to support BDSIP to establish successful and long-lasting foundations. This will enable the organisation to provide high quality support to the borough's family of schools in a time of increasing uncertainty and challenge and to play a critical role in delivery of the new Education and Participation Strategy 2018-22.

5. Consultation

5.1 The Education and Participation Strategy 2018-22 has been developed in close consultation and collaboration with:

- Barking and Dagenham headteachers, including at their Summer conference and through Education Improvement Board (EIB) meetings;
- Schools' Governing Bodies;
- The borough's Teaching Schools;
- BDSIP;
- Barking and Dagenham College;
- CU London;
- The 14-19 Partnership; and
- Young people at the Barking and Dagenham Youth Forum, including young people with SEND.

5.2 Findings from research with children and young people in the borough by Public Health and the Cultural Education Partnership have been incorporated.

5.3 Consultation on the draft Education and Participation Strategy 2018-22 has been undertaken at portfolio holder meetings with the Cabinet Member for Educational Attainment and School Improvement, Cabinet Member for Social Care and Health Integration and Cabinet Member for Employment, Skills and Aspiration. The strategy was reviewed by the Leadership Advisory Group in September 2018.

5.4 The new strategy and a draft of this report was considered and endorsed by the Corporate Strategy Group at its meeting on 19 September 2018.

6. Financial Implications

Implications completed by: Shaj Sivadasan, Principal Accountant Education

6.1 The financial outlook for schools and local authorities continue to be extremely challenging.

6.2 The education funding grant from central government is calculated in four blocks: schools, high needs, early years and central services based on the National Funding Formula (NFF). The Department for Education (DfE) intended to phase in the implementation of NFF over a two-year period starting in 2018-19. These "soft years" allow local authorities to continue to determine the formulas locally with the expectation of convergence towards the NFF by the start of the third year. The two-year time scale has now been extended by a further year so that local authorities

can continue to determine the local formulas in 2020-21. Full implementation of the NFF will see all mainstream schools being funded on uniform funding rates based on pupil characteristics with adjustment for differences in area costs.

- 6.3 For 2019-20 funding allocations, the government has announced an increase of least 1% on a per pupil basis compared to 2017-18 allocations. However, this funding settlement is substantially below the staffing and supplies cost pressures that schools are facing and in effect represents a real terms reduction in funding.
- 6.4 There are other cost pressures in the system. Previously, local authorities had been fully funded on a lagged historic basis for growth. Under the new model, local authorities would be funded on a lagged basis but at a substantially lower per pupil rate. The difference between funding received and funding passported to schools will have to be met from the overall funding settlement. Under the new arrangement, there is likely to be redistribution of funding from high growth areas such as Barking and Dagenham to other low growth areas. Increases in business rates, arising from capital expansions and cyclical revaluations, will also have to be met from the overall grant settlement with no provisions being made in the funding settlement.
- 6.5 As in previous years, there are on-going pressures on the 'High Need block', with a £1.612m overspend in 2017/18. Whilst Barking and Dagenham is expected to gain additional funding under the new model when this is fully phased in, a combination of increases in pupils qualifying for assistance due to changes in regulations, along with growth in population, means that demand is continuing to outstrip available resources. Management action and monitoring are in place to control and review this process.

7. Legal Implications

Implications completed by Lucinda Bell, Education Lawyer.

- 7.1 This report asks that Cabinet approves the draft Education and Participation Strategy 2018-22 and considers the review of the borough's performance in the academic year 2017/18 against the two principal overarching objectives of the Education Strategy 2014-17.
- 7.2 There are numerous legal duties imposed on the local authority to ensure that the education and training needs of children and young people in these areas are both sufficient and efficient.
- 7.3 These duties are imposed by various Acts, including the Education Act 1996, the Education and Skills Act 2008 and the Children and Families Act 2014. The sufficiency duties include education for children and young people with SEN and there is also a duty to keep such provision under review. Sufficiency duties apply from early education and childcare under the Childcare Act 2006, up to those who are age 25 if they have an EHC plan. There are also broad duties to encourage, enable and assist young people to participate in education or training. There is a duty to secure sufficient suitable education and training provision for all young people in their area who are over compulsory school age but under 19, or aged 19 – 25 and for whom an EHC plan is maintained.

- 7.4 In its statutory guidance, 'Participation of young people in education, employment or training', the Department for Education states that in order to fulfil this duty all authorities must have a strategic overview of the provision available in their area and to identify and resolve gaps in provision. The Authority must promote the effective participation in education and training of 16 and 17 year olds in their area, with a view to ensuring they fulfil the duty to participate in education or training. This includes identifying those not in education or training, offering support and encouraging them to find a suitable education or training place.

8. Other Implications

- 8.1 **Risk Management** – Principal risks are financial from national cuts to the Council's ambition for improved outcomes for young people. Collective delivery of the new Education and Participation Strategy for 2018-22 by education partners and the Council and increasing collaborative working to grow capacity will help mitigate this. Management action and monitoring are in place to control and review the borough's transition to the NFF.
- 8.2 **Staffing Issues** – Following the launch of BDSIP on 1st April 2018, the Education Core has reshaped itself so that remaining resources and expertise are aligned with statutory responsibilities, maintaining a strategic outlook and approach, providing support to BDSIP and building relationships with partners.
- 8.3 **Corporate Policy and Equality Impact** – The priorities set out in the Education and Participation Strategy for 2018-22 represent a huge opportunity to improve outcomes for all children and young people in the face of government funding cuts, including to more vulnerable individuals and groups. This, in turn, should serve to further improve inclusive access to education and participation services, strengthen fairness and equality in education and participation for all - including groups with protected characteristics - and improve children's, young people's and their families' experiences of education and participation in Barking and Dagenham.

The new Education and Participation Strategy 2018-22 connects directly to the Borough Manifesto which sets out the long-term vision, aspirations and targets for the borough. A key theme in the manifesto is 'skills and education' with an aspiration for educational attainment at all levels to be better than the London average. The Education and Participation Strategy 2018-22 is informed by the themes and priorities set out in the Corporate Plan 2018-22. The Council's Equality and Diversity Strategy sets out the borough's approach to equality and diversity. The strategy has specific actions to improve educational attainment and tackle inequality for specific groups where there are known issues or underachievement. The new Health and Wellbeing Strategy incorporates focusses on early years' education and the wellbeing and resilience of children and young people, mirroring key elements of the Education and Participation Strategy 2018-22.

- 8.4 **Safeguarding Adults and Children** – The Education and Participation Strategy aims to improve the wellbeing of children and young people (where relevant including up to the age of 25 for those with SEND). This includes supporting those most vulnerable in the borough, reducing inequalities in educational attainment and opportunity and supporting joined up working in the provision of education and participation services.

- 8.5 **Health Issues** – A key priority of the Education and Participation Strategy for 2018-22 is building collective responsibility for children and young people’s wellbeing and resilience. To date there has been strong support from schools for promoting health, for example, through building sports networks, use of School Games Coordinators and by high levels of success in the Healthy Schools Programme.
- 8.6 **Crime and Disorder Issues** – The Education and Participation Strategy for 2018-22 emphasises a collective responsibility for children and young people. Relations with the police are generally positive. Secondary schools highly value the community police officers based in their schools and have strongly expressed their concerns about reductions. The new strategy promotes increased collaborative working between education partners and the Council. This is likely to have benefits for joint working around preventing crime and disorder.
- 8.7 **Property / Asset Issues** – Trewern Outdoor Education Centre, owned by the Council, plays an important role in offering adventure and physical activities to school pupils in the borough, with particular benefits for emotional and physical wellbeing. Changes were made in 2018 to the financial and operational management of the centre to provide it with a more sustainable basis for the future.

Public background papers used in the preparation of the report:

Outlining data collected and processes involved

Assessment and Reporting Arrangements EYFS:

<https://www.gov.uk/government/publications/2018-early-years-foundation-stage-assessment-and-reporting-arrangements-ara>

Assessment and Reporting Arrangements KS1:

<https://www.gov.uk/government/publications/2018-key-stage-1-assessment-and-reporting-arrangements-ara>

Assessment and Reporting Arrangements KS2:

<https://www.gov.uk/government/publications/2018-key-stage-2-assessment-and-reporting-arrangements-ara>

Providing comparative local authority, London and national data

Statistical First Release EYFS: <https://www.gov.uk/government/statistics/early-years-foundation-stage-profile-results-2017-to-2018>

Statistical First Release KS1: <https://www.gov.uk/government/statistics/phonics-screening-check-and-key-stage-1-assessments-england-2018>

Statistical First Release KS2: <https://www.gov.uk/government/statistics/national-curriculum-assessments-key-stage-2-2018-provisional>

Statistical First Release KS4 / GCSE: <https://www.gov.uk/government/statistics/gcse-and-equivalent-results-2017-to-2018-provisional>

Statistical First Release KS5 / A Level: <https://www.gov.uk/government/statistics/a-level-and-other-16-to-18-results-2017-to-2018-provisional>

Statistical First Release Pupil Absence: <https://www.gov.uk/government/statistics/pupil-absence-in-schools-in-england-autumn-term-2017>

Statistical First Release Exclusions: <https://www.gov.uk/government/statistics/permanent-and-fixed-period-exclusions-in-england-2016-to-2017>

Statistical First Release LAC: <https://www.gov.uk/government/statistics/outcomes-for-children-looked-after-by-las-31-march-2017>

Explaining measures included in official DfE tables

School performance tables Statement of Intent:

<https://www.gov.uk/government/publications/school-and-college-performance-tables-statements-of-intent>

List of appendices:

- Appendix 1: Draft Education and Participation Strategy 2018-22 (including progress overview appendix); and
- Appendix 2: Education dataset.