

## CABINET

12 November 2019

<b>Title:</b> Annual Education Performance Review 2018/19	
<b>Report of the Cabinet Member for Educational Attainment and School Improvement</b>	
<b>Open Report</b>	<b>For Decision:</b> Yes
<b>Wards Affected:</b> None	<b>Key Decision:</b> No
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<b>Summary</b> <p>The purpose of this report is to review educational and participation performance in Barking and Dagenham in 2018/19 in relation to the five priorities of the Education &amp; Participation Strategy 2018-22 (available at <a href="https://www.lbbd.gov.uk/education-and-participation-strategy">https://www.lbbd.gov.uk/education-and-participation-strategy</a>). These priorities are:</p> <ul style="list-style-type: none"><li>• A place in a 'Good' or 'Outstanding' school, college or early years setting for every child and young person;</li><li>• Exceeding national standards and then London standards across all headline performance areas. This includes A level where performance has traditionally been weaker;</li><li>• Supporting greater numbers of young people, including those with Special Educational Needs and/or Disabilities (SEND), to progress at ages 16 and 18 to high quality, appropriate destinations; and to reduce numbers of young people not in education, training or employment;</li><li>• Working collaboratively to strengthen the wellbeing and resilience of all children, young people and the wider school community which nurtures them; and</li><li>• Maximising the Council's wide range of influences and levers so that the Council can play an even stronger role in raising aspirations and increasing opportunity for the children and young people who live and learn here.</li></ul>	
<b>Performance headlines</b> <p>Progress towards these five priorities has been achieved in the broader context of the Council's long-established commitment to continue to raise education and participation standards in the borough and the first year of operation of Barking and Dagenham School Improvement Partnership (BDSIP). BDSIP is a non-profit company jointly owned by schools and the Council. BDSIP was created to further raise education standards by sharing proven best practice and enabling schools to design and purchase services with the greatest impact.</p>	

The academic year 2018/19 has yielded a mixed picture of successes and dips for Barking and Dagenham. All 2019 results and performance quartiles are provisional.

In summary:

- The proportion of schools judged by Ofsted as 'Good' or 'Outstanding' has improved from 88% at August 2018 to 91.7%<sup>1</sup> at August 2019. Barking and Dagenham continues to perform better than the national benchmark (85% at March 2019) and is almost at the London average (92% at March 2019).
- Early years provisional test results were solid, and primary results, mixed. At the Early Years Foundation Stage, following a dip last year, the borough's average 'Good Level of Development' (GLD) has risen to 72.4%, now above the national benchmark (71.8%) and narrowing the gap with London (74.1%). At Key Stage 2, the overall combined figure for Reading, Writing and Mathematics, at 65.5%, has fallen by 1.1% compared to the previous year. The national benchmark (64.8%) also declined although the borough remains at 0.7% above this. At the Higher Standard on this measure, Barking and Dagenham has improved to above the national average. This is important as attainment at the Higher Levels has been an area of longstanding challenge and priority. Key Stage 2 outcomes in all areas except Maths have declined at the Expected Standard compared to 2018. Maths and Grammar, Punctuation and Spelling (GPS) remain areas of strength and are both above the national average at the Expected Standard and Higher Standard.
- At GCSE, the borough has seen improvements from 2018 on all published headline measures. Barking and Dagenham's provisional grade 9-5 and above in English and Maths, at 42.5%, shows a 2.1% rise on the previous year and is now only slightly below the 2019 national benchmark of 43.2%. This measure constitutes the government's view of a good GCSE pass. The borough's provisional grade 5 and above in English has shown a 3.2% increase to 60.5%, with Maths at grade 5 and above improving by 2.2% to 47.7%. Barking and Dagenham's Attainment 8 score remained at 46.1 compared to last year and is fractionally below the 2019 national benchmark (46.7). The borough's 2019 Progress 8 score fell by 0.02 to 0.15 but remains significantly above the national benchmark and is provisionally in the top performance quartile A nationally.
- At A level, the picture is mixed. This continues to be a longstanding area of challenge for the borough. The new exams are proving tough, with drops in all four headline measures in Barking and Dagenham and nationally. Despite this, five of the borough's schools saw an improvement in the percentage of pupils achieving A\*-A. These highest grades enable more students to gain entry to the most competitive universities. Schools have fed back increasing success with young people getting into their chosen post 16 destinations including Oxford and Cambridge, prestigious employers and degree level apprenticeships. Headteachers have reported that most students have achieved the grades required to progress onto their intended destinations.
- On exclusions, the borough has generally performed well in comparison to the latest benchmarks. Provisional 2019 data for total permanent exclusions for Barking and Dagenham is 0.06%, better than 2017/18 London and national averages, in line with the local target and in the top performance quartile A nationally.
- Barking and Dagenham's Looked After Children (LAC) studying at the Virtual School

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<sup>1</sup> This figure is for all inspections during the 2018/19 academic year including one inspection result published in September 2019. It equates to 55 schools rated 'Good' or better out of a total of 60 schools with inspection results.

have performed strongly in 2019, outperforming looked after students nationally in most subject areas at Key Stage 1 and 2 (unvalidated results). For 2017/18, validated data at Key Stage 4 shows that Barking and Dagenham's LAC students performed better than LAC nationally in 'Attainment 8', 'Progress 8' and 'grade 4/C and above in English and Maths' - the government's headline performance measures at age 16.

- Barking and Dagenham has seen the largest growth in resident young people progressing to university of any London borough between 2007/8 to 2016/17. There has been a 5.2% increase in young people going to university from the borough's schools and a 17% increase in young people from the borough's schools going to top third universities, compared to the previous year.
- The proportion of young people in Barking and Dagenham who are not in Education, Employment or Training (NEET) or who are 'Unknown' is 3.5% (the December 18 - Feb 19 average). This proportion is better than London and national averages, with an improvement rate stronger than the national benchmark for the past 4 consecutive years.
- The borough's registration for the Artsmark award, a key programme of activities through which children and young people access their entitlement to cultural education, is the highest in London.
- Barking and Dagenham schools continue to outperform their peers in the achievement of the London Healthy Schools Award. With 100% of schools registered – one of only a handful of boroughs to achieve this - Barking and Dagenham has the third best performance in London at Silver (67%) and Gold (28%) level.
- The Council is participating in a range of work with key partners. This includes: the Early Years Transformation Academy which aims to reshape how early years services work together to identify language delay and strengthen interventions and support from practitioners and parents; the Cultural Education Partnership which promotes access and opportunity to cultural creative education; the Colin Pond awards to support top achieving GCSE students to continue to study in the borough; bursaries with CU London; and partnership work with Barking & Dagenham College to support routes into employment and training for young people with SEND.

### **Recommendation(s)**

The Cabinet is recommended to:

- (i) Renew the Council's commitment to continuing to strengthen and develop partnerships with Barking and Dagenham's family of schools, BDSIP, Barking & Dagenham College, CU London and other key partners to achieve the best possible outcomes and opportunities for the borough's children and young people, which is essential as delivery of the Education & Participation Strategy 2018-22 is collectively shared by these partners and the Council;
- (ii) Note performance against the five priorities of the Education & Participation Strategy 2018-22, as set out in section 2 of this report;
- (iii) Note the performance of schools in national tests and examinations as set out in Appendix 1 to this report; and
- (iv) Note the further achievements and progress of BDSIP in its first year of operation in Appendix 2 to this report.

## **Reason(s)**

Achieving the best possible outcomes and opportunities for children and young people, including the most vulnerable, is central to the Council's priorities in the Corporate Plan 2018-22 'No One Left Behind' - including 'Empowering People' and 'Inclusive Growth' - and to the vision in the Borough Manifesto. In particular, the Borough Manifesto sets out that Barking and Dagenham will be a place with high quality education and sustained attainment for all; access to lifelong learning, employment and opportunity for everyone; great arts and culture which leads change in the borough; and which supports residents to lead independent, healthy, safe and fulfilling lives.

Continuing to support the development of BDSIP, and working in close collaboration with the borough's family of schools and education partners to deliver shared priorities and actions, will make best use of the borough's collective resources to improve outcomes.

## **1. Introduction and Background**

### **Education & Participation Strategy 2018-22**

- 1.1 In November 2018, Barking and Dagenham's Education & Participation Strategy 2018-22, developed in partnership with the borough's schools, BDSIP, Barking & Dagenham College and CU London and young people, was agreed by Cabinet.
- 1.2 The Strategy's five priorities are:
  - 1) A place in a 'Good' or 'Outstanding' school, college or early years setting for every child and young person;
  - 2) Exceeding national standards and then London standards across all headline performance areas. This includes A level where performance has traditionally been weaker;
  - 3) Supporting greater numbers of young people, including those with SEND, to progress at ages 16 and 18 to high quality, appropriate destinations; and to reduce numbers of young people not in education, training or employment;
  - 4) Working collaboratively to strengthen the wellbeing and resilience of all children, young people and the wider school community which nurtures them; and
  - 5) Maximising the Council's wide range of influences and levers so that the Council can play an even stronger role in raising aspirations and increasing opportunity for the children and young people who live and learn here.
- 1.3 This report reviews performance in relation to the five priorities above and updates Cabinet on key developments in the national and local context over the past year.
- 1.4 The direction towards a school led education system, with accompanying reductions in central funding without corresponding reductions in Local Authority (LA) statutory duties, broadly remains. There continues to be increasing acknowledgement of the role of LAs within a place-based approach for school support and school improvement i.e. an acknowledgement of the need for locally based approaches. There has been some recognition recently by the government of the financial pressures faced by schools, particularly in relation to the High Needs Block.

- 1.5 Alongside this, ensuring that vulnerable children and young people are kept safe, included in education and supported to achieve good educational outcomes is a key area that has rightly received growing national and local attention.
- 1.6 For Barking and Dagenham, a key focus in 2018/19 has been working closely with BDSIP through the LA's commissioning and shareholder functions to help the company gain the best possible start in its support of the borough's schools. Launched in April 2019, BDSIP was created to provide Barking and Dagenham schools with support to raise education standards through sharing proven best practice and enabling schools to design and purchase services with the greatest impact. With 93% of the borough's schools signed up to the company at September 2019, BDSIP's contribution to delivery of the priorities in the Education & Participation Strategy 2018-22 is expected to be an important driver of success.
- 1.7 Performance is reviewed annually by headteachers at their Summer conference and priorities are agreed for the coming year. This is in the context of:
- A growing borough, with continued rapid expansion in secondary places. In 2018/19, the borough received an additional 1847 in year applications across reception to year 11, a 70% increase on the previous year. Seven secondary schools are growing year on year and have increased their intake. In 2018/19 Barking and Dagenham successfully secured investment of £5,339,400 to meet basic need. This has contributed to the secondary school expansion programme at barking abbey and Robert Clack.
  - Continued rapid growth in numbers of pupils with high needs. This is placing pressure on the borough's high needs block funding which, due to lagged central government funding arrangements, is not designed to match need. As an example of this rapid growth, in 2018/19, 181 new education, health and care plans were issued. Further, 68 pupils with EHC plans moved into the local area or arrived from other countries and required an EHC needs assessment and 40 pupils moved out of the local area. This resulted in a net increase of 28 new pupils with an EHC plan in the borough.
  - Reductions in schools' funding and significant cuts to the Council's dedicated education funding from government.

## 2. Performance

- 2.1 This section sets out performance in relation to the five priorities of the Education & Participation Strategy 2018-22. All 2019 results and performance quartiles are provisional.

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

- 2.2 At 31 August 2019, the proportion of schools rated 'Good' or 'Outstanding' by Ofsted was 91.7%<sup>2</sup>. This is up from 88% in August 2018 and is fractionally below the borough's local target (92%) and the latest London average (92% at March 2019). The national average for this measure is 85% at March 2019.

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<sup>2</sup> This figure is for all inspections during the 2018/19 academic year including one inspection result published in September 2019. It equates to 55 schools rated 'Good' or better out of a total of 60 schools with inspection results.

- 2.3 The borough has an ultimate, longer term aspiration of 100% of schools rated 'Good' or better by Ofsted. At September 2019, there are 5 schools in the borough that are not yet 'Good' excluding the new Pathways school which will be inspected within 3 years of opening.
- 2.4 Ofsted carried out 18 inspections or visits in 2018/19 - a lower number than the previous year but still just under a third of the borough's schools.
- 2.5 Table 1 below shows schools which were inspected between September 2018 and July 2019 and the outcomes. Overall, 2018/19 has largely seen good improvements in Ofsted inspection outcomes. This has included Greatfields' first inspection result of 'Good' in July and Grafton Primary moving from a 'Good' to an 'Outstanding' judgement in May. Mayesbrook Park – the borough's Alternative Provision - Eastbury Primary, Marks Gate Infants and Goresbrook have improved from 'Requires Improvement' to 'Good'.
- 2.6 Riverside Bridge special school, rated 'Inadequate' by Ofsted in September 2018, has progressed steadily, with Ofsted judging in its inspection report that leadership at Riverside Bridge had the capacity to improve the school. An Ofsted monitoring visit to Riverside Bridge in March 2019 stated that effective action was taking place and that the school has been ably supported by LA advisers. Elutec – a standalone academy - improved from 'Inadequate' to 'Requires Improvement' in July.
- 2.7 Currently 7 schools with inspection judgements are rated 'Outstanding', up from 6 schools in 2017/18. Whilst inspectors are recognising and giving credit for outstanding leadership, it is proving challenging with the increasingly tougher inspection framework to raise the proportion of the borough's schools rated Grade 1 – 'Outstanding' overall.

**Table 1: Ofsted inspection outcomes**

School	Previous grade	Latest grade	Comment
Marks Gate Junior	2	2	These schools have amalgamated from 1 September 2019.
Marks Gate Infants	3	2	
Mayesbrook Park (Alternative Provision)	3	2	
Thomas Arnold	2	2	
Rush Green	2	2	
William Bellamy	2	2	
John Perry	2	2	
Eastbrook	3	3	
Valence	2	2	
Furze Infants	2	2	
Riverside Secondary	2	2	
St Joseph's	2	2	
Elutec	4	3	
Eastbury Primary	3	2	
Grafton	2	1	
Greatfields	0	2	First inspection since opening.

Goresbrook	3	2	
Southwood	2	3	Inspection published in September 2019.

#### Key

1 = Outstanding

2 = Good

3 = Requires Improvement

4 = Inadequate

### **Priority 2 - Exceeding national standards and then London standards across all headline performance areas.**

#### Primary

- *Early Years Foundation Stage:* After a dip last year, the provisional average 'GLD' for Barking and Dagenham has improved to 72.4%, now above national (71.8%). The borough has narrowed the gap with London (74.1%). Table 2 below shows early years 'Good Level of Development' performance.
- *Key Stage 1* – the percentage of pupils achieving the Expected Standard and working at Greater Depth has, broadly, dipped in all subjects for the borough compared to 2018 apart from Greater Depth in Maths. Writing at Greater Depth and Maths at the Expected Standard and Greater Depth remain above the national benchmarks. The gap to London has widened in all areas. Since the introduction of new assessments in 2016/17, a number of schools have seen a decline in all subject areas with the exception of Maths. Table 3 below shows Key Stage 1 performance.
- *Key Stage 2* – The overall combined figure for Reading, Writing and Mathematics, at 65.5%, has fallen by 1.1% compared to 2018 but remains 0.7% above the national benchmark (64.8%) which also declined. At the Higher Standard, Reading, Writing and Maths (combined) improved to above the national average. This is positive as attainment at the Higher Levels has been a longstanding challenge and priority. It also suggests that attainment in the borough is becoming more spread. Results have dipped from 2018 in all subject areas apart from Maths at the Expected Standard and Higher Standard and GPS at the Higher Standard. Maths and GPS remain areas of strength and above national benchmarks at the Expected Standard and Higher Standard. Table 4 below shows Key Stage 2 performance.
- Going forward, the Council will carry out a detailed analysis of primary outcomes in partnership with schools and BDSIP. Together, work will be undertaken to develop a targeted approach to supporting the performance of schools who are furthest from London standards, including through school to school support.

**Table 2: Early years 'Good Level of Development' performance**

<b>Good Level of Development</b>	<b>2017</b>	<b>2018</b>	<b>2019</b>
LBBB	71.6	71.3	72.4
London	73.0	73.8	74.1
England	70.7	71.5	71.8

**Table 3: Key Stage 1 performance**

The gap to the national benchmark is shown in brackets.

	<b>B &amp; D 2017</b>	<b>B &amp; D 2018</b>	<b>B &amp; D 2019</b>	<b>London 2019</b>	<b>National 2019</b>
Reading, Writing & Maths combined					
Expected Standard	65 (+1)	65 (=)	64.2 (-0.7)	68.9	64.9
Working at greater Depth	13 (+2)	13 (+1)	11.2 (=)	14.0	11.2
Reading					
Expected Standard	77 (+1)	75 (=)	73.3 (-1.6)	77.5	74.9
Working at greater Depth	27 (+2)	27 (+1)	23.9 (-1.1)	27.6	25.0
Writing					
Expected Standard	69 (+1)	70 (=)	68.8 (-0.4)	72.7	69.2
Working at greater Depth	18 (+2)	18 (+2)	15.1 (+0.3)	17.8	14.8
Maths					
Expected Standard	77 (+2)	76 (=)	75.7 (+0.1)	78.5	75.6
Working at greater Depth	24 (+3)	24 (+2)	23.8 (+2.1)	25.3	21.7

**Table 4: Key Stage 2 performance<sup>3</sup>**

The gap to the national benchmark is shown in brackets.

		<b>B &amp; D 2017</b>	<b>B &amp; D 2018</b>	<b>B &amp; D 2019</b>	<b>London 2019</b>	<b>National 2019</b>
Combined Reading, Writing and Maths	Expected Standard	62.9 (+0.9)	66.6 (+1.6)	65.5 (+0.7)	70.0	64.8
	Higher Standard	8.4 (- 0.6)	9.3 (-0.7)	11.2 (+0.7)	13.8	10.5
Reading	Expected Standard	72.5 (+0.5)	75.3 (-0.7)	72.9 (-0.3)	76.9	73.2
	Higher Standard	21.3 (-3.7)	26.6 (-1.4)	26.3 (-0.6)	30.7	26.9
	Average Scaled Score	103.5 (-0.5)	104.8 (-0.2)	104.3 (-0.1)	105.4	104.4
Writing	Expected Standard	76.4(+ 0.4)	79.3 (+0.3)	78.9 (+0.4)	81.8	78.5
	Higher Standard <i>Teacher assessment</i>	17.5 (- 0.5)	18.9 (-1.1)	17.9 (-2.3)	23.8	20.2
Maths	Expected Standard	80.7 (+5.7)	79.5 (+3.5)	80.3 (+1.6)	82.9	78.7
	Higher Standard	25.3 (+2.3)	25.5 (+1.5)	30.3 (+3.7)	33.8	26.6
	Average Scaled Score	105.2 (+1.2)	105.0 (+1.0)	105.7 (+0.7)	106.4	105.0
GPS	Expected Standard	81.5 (+3.5)	82.8 (+4.8)	82.6 (+4.6)	82.5	78.0
	Higher Standard	39.5 (+8.5)	42.7 (+7.7)	45.6 (+9.9)	45.0	35.7
	Average Scaled Score	107.5 (+1.5)	107.8 (+1.8)	108.2 (+1.9)	108.2	106.3

<sup>3</sup> Attainment in Reading, Writing and Maths (combined) for Key Stage 2 are directly comparable to 2018 but not to previous years due to changes to teacher assessment frameworks.

## Secondary

### Key Stage 4/GCSE results

- This is the third year of the new GCSEs and the second year where most subjects are examined according to the new, tougher examination system. Barking and Dagenham's results show that many secondary schools have successfully adapted to these changes. The borough has seen improvements in all published headline indicators.
- Two Barking and Dagenham schools reported around six students achieving a 'clean sweep' of seven grade 9s, with schools reporting that they have several students with six or seven grade 9s. A very small number of students - 837 nationally - achieved a 'clean sweep' in seven or more grade 9s in the exams.
- The borough's provisional combined grade 5 in English and Maths, at 42.5%, shows a 2.1% rise on the previous year and is slightly below the 2019 national benchmark (43.2%). This measure constitutes the government's view of a good GCSE pass.
- Barking and Dagenham's provisional combined grade 4 result in English and Maths, at 61.8%, shows a 1.8% increase on the previous year and is around 3% below the 2019 national benchmark (64.6%). A grade 4 is viewed favourably by many employers.
- The borough's provisional grade 5 and above in English has shown a 3.2% increase to 60.5%. The provisional grade 4 and above in English, at 75.6%, is 1.1% higher than the previous year. Maths has seen improvements at grade 4 and above of 2.4% to 67.1%, and at grade 5 and above, a 2.2% improvement to 47.7%.
- At the highest grades, Barking and Dagenham has improved by 1.8% at grade 7 and above in English to 23.1% and has seen a 3.5% increase in Maths at grade 7 and above to 20.7% compared to 2018.
- Despite the above improvements the borough's Attainment 8 score remained at 46.1, fractionally below the 2019 national benchmark (46.7%).
- Barking and Dagenham has generally scored highly on the government's headline Progress 8 score since its introduction 3 years ago. The borough's 2019 Progress 8 score fell by 0.02 to 0.15 but remains significantly above the national benchmark and is provisionally in the top performance quartile A nationally.
- Table 5 below shows Key Stage 4 GCSE performance.

**Table 5: Key Stage 4 GCSE performance**

		<b>B &amp; D 2018</b>	<b>B &amp; D 2019</b>	<b>London 2019</b>	<b>National 2019</b>
4 – 9 English & Maths		60.0	61.8	68.5	64.6
5 – 9 English & Maths		40.4	42.5	48.8	43.2
English	4 – 9	74.5	75.6	80.5	75.9
	5 - 9	57.3	60.5	67.2	60.6
	7 - 9	21.3	23.1	Not yet available	Not yet available
Maths	4 – 9	64.7	67.1	72.5	70.1
	5 - 9	45.5	47.7	53.7	49.0

7 - 9	17.2	20.7	Not yet available	Not yet available
EBacc. including 9-5 in English and Maths	13.4	14.9	23.8	17.1
Attainment 8	46.1	46.1	49.6	46.7
Progress 8	0.17	0.15	0.22	-0.03

### Key Stage 5/post 16 school results

- Nationally and locally, the new A level exams have proved challenging and all four headline A level performance measures saw decreases. These dips were greater for the borough.
- Performance at the very highest grades in Barking and Dagenham - A\* - A - declined by 1.8% compared to a national fall of 1.3%. Five of the borough's schools saw an improvement in the proportion of pupils achieving A\* - A. These highest grades enable more students to gain entry to the more competitive universities including Oxford and Cambridge. Nonetheless this performance measure remains the most challenging for Barking and Dagenham, with the gap to the national benchmark remaining at 10.9%.
- Barking and Dagenham's pass rates at A\*-C fell by 7.1% from 2018 to 67.4%, compared to a 1.7% fall nationally. Barking and Dagenham's A\*-E pass rate fell to 96.7% and is now below the national benchmark (97.5%).
- Despite this challenging context, schools have reported increasing success with young people getting into their chosen post 16 destinations including Russell Group universities, prestigious employers and degree level apprenticeships. There is also growing evidence that sixth form education in the borough is enabling more young people to gain access to the more competitive courses and careers.
- Entries in General Vocational and Technical qualifications have increased since 2018. In total there were 675.5 entries in the borough 2019 compared with 641 in 2018. On average, pupils achieved a High Merit (Merit+) for both qualification types with significant improvement in Vocational Technical subjects in particular.
- Table 6 below shows the performance for A levels and vocational qualifications.

**Table 6: A level and vocational qualifications performance**

A level only	B&D 2017	B&D 2018	B&D 2019	National 2019
A*-E	98.6	98.6	96.7	97.5
A*-C	75.9	74.5	67.4	75.6
A*-B	44.2	45.4	38.7	51.4
A*/A	16.1	16.4	14.6	25.5

<b>Academic qualifications</b>	<b>B&amp;D 2017</b>	<b>B&amp;D 2018</b>	<b>B&amp;D 2019</b>	<b>National 2019</b>
A Level APS <sup>4</sup> per entry (schools only)	29.32	30.75	29.37	32.90
Academic APS per entry (schools only)	29.40	30.98	29.66	33.07

<b>Vocational qualifications</b>	<b>B&amp;D 2017</b>	<b>B&amp;D 2018</b>	<b>B&amp;D 2019</b>	<b>National 2019</b>
Applied General APS per entry (schools only)	38.47	28.35	27.90	29.21
Tech Level APS per entry (schools only)	31.63	25.32	29.38	32.12

### **Performance of groups**

- Provisional 2019 results show that the borough's disadvantaged pupils (those receiving Free School Meals or Looked After Children) outperformed the same group nationally in Key Stage 1 for Reading, Writing and Maths (individual subjects) at the Expected Standard, and at Key Stage 2 in Reading, Writing and Maths combined, in these subjects individually at the Expected Standard and in Grammar, Punctuation and Spelling.
- Pupils with SEN at Key Stage 1, and pupils with English as an Additional Language at Key Stage 1 and 2, performed better than the same groups nationally.
- Pupils with SEN at Key Stage 2 performed above the national benchmark in Reading, Writing and Maths combined and in Grammar, Punctuation and Spelling but below the national benchmark in Reading and Writing.
- At Key Stages 1 and 2, White British pupils continue to perform below national benchmarks for this group.

### **Exclusions**

2.8 The borough has generally performed well on exclusions in comparison to the latest benchmarks. Provisional 2019 data for total permanent exclusions for Barking and Dagenham is 0.06%, better than 2017/18 London and national averages, in line with the local target and in the top performance quartile A nationally. This is in the context of increasing fixed term exclusions nationally and an apparent rise in

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<sup>4</sup> A level Average Point Score (APS) grade C=210 points. Each grade is worth +30 points so A\*=300 points, A=270, B=240, C=210, D=180 and E=150 points. Other qualifications such as a BTEC have equivalent points awarded for Pass, Merit and Distinction.

incidents of anti-social, and sometimes unsafe, activities involving young people across the London area.

- 2.9 In 2017/18, Barking and Dagenham was in the top performance quartile A nationally for total, permanent and fixed exclusions in both the primary and secondary phases.

### Looked After Children (LAC)

- 2.10 As Corporate Parent, the LA has a particular responsibility to support and promote the best possible outcomes for children and young people in its care. A key means through which the LA carries out this duty is through the Virtual School.
- 2.11 2018/19 results for LAC students are provisional until 31 March 2020 when cohort numbers are finalised.

### 2018/19 unvalidated data

#### 2018/19 Key Stage 1 and 2 results – unvalidated

- Provisional Key Stage 1 results show that the borough’s LAC students performed better than LAC students nationally in all subjects except Science, where the borough is 2% below this national benchmark.
- At Key Stage 2, Barking and Dagenham’s LAC students outperformed LAC students nationally in all subjects by a significant margin.
- Tables 7 and 8 below shows Key Stage 1 and Key Stage 2018/19 performance for LAC students.

**Table 7: Key Stage 1 performance for LAC students**

%>Expected Standard	2018/19 B&D LAC (7)	2018/19 B&D All	2018/19 National LAC
Reading	57	73	52
Writing	57	69	42
Maths	57	76	48
Science	57	81	59

**Table 8: Key Stage 2 performance for LAC students**

%>Expected Standard	2018/19 B&D LAC (20)	2018/19 B&D all	2018/19 National LAC
Reading	70	73	48
Grammar, Punctuation and	65	82	52

Spelling			
Maths	65	80	51
Writing TA	75	79	50
Reading, Writing and Maths	60	66	36

2.12 Unvalidated 2018/19 Key Stage 4 results for Barking and Dagenham's LAC students (including Attainment 8, average Progress 8 and Grade 4/C or above in English and Maths) will not be published until later in the academic year, with validated results available around April 2020.

### 2017/18 validated data

2.13 The final 2017/18 data is included as it was not published until after last year's annual report to Cabinet.

#### *Key Stages 1 and 2 – validated data for 2017/18*

- At Key Stage 1, the borough's LAC students matched or exceeded their non looked after peers in the borough in most (three out of four) subjects, with all of the borough's LAC students meeting the Expected Standards in Maths.
- At Key Stage 2, the borough's LAC students outperformed looked after children nationally in all subjects.
- Tables 9 and 10 below shows performance in 2017/18 for Key Stage 1 and Key Stage 2 for LAC students.

**Table 9: Key Stage 1 for LAC students**

%>Expected Standard	2017/18 B&D LAC (4)	2017/18 B&D All	2017/18 National LAC
Reading	75	75	51
Writing	75	70	42
Maths	100	76	49
Science	75	82	58

**Table 10: Key Stage 2 for LAC students**

% >Expected Standard	2017/18 B&D LAC (23)	2017/18 Quartile/Rank	2017/18 B&D all	2017/18 National LAC
Reading	61	N/A	74	51
Grammar, Punctuation and	61	A/11	82	50

Spelling				
Maths	57	N/A	79	47
Writing TA	70	N/A	78	49
Reading, Writing and Maths	44	B/20	66	35

#### *Key Stage 4 – validated data for 2017/18*

- At Key Stage 4, Barking and Dagenham’s LAC students performed better than looked after students nationally in ‘Attainment 8’, ‘Progress 8’ and ‘grade 4/C and above in English and Maths’. These are the government headline performance measures.
- Table 11 below shows Key Stage 4 performance for LAC students.

**Table 11: Key Stage 4 for LAC students**

	<b>2017/18 B&amp;D LAC (30)</b>	<b>2017/18 Quartile /Rank-</b>	<b>2017/18 B&amp;D all</b>	<b>2017/18 National LAC</b>
KS4 Average Attainment 8 Score	23.3	A/15	46.1	18.8
KS4 Average Progress 8 score	-1.07	B/40	0.17	-1.24
Grade 4/C or above in English and maths GCSEs	10%	-	60%	8%

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

#### **Post 16 Participation**

- Barking and Dagenham has seen the largest growth in resident young people – an increase of 65% - progressing to university of any London borough between 2007/8 to 2016/17. There has been a 5.2% increase in young people going to university from the borough’s schools and a 17% increase in young people from the borough’s schools going to top third universities, compared to the previous year.
- The borough's proportion of young people who are NEET or 'Unknown' is 3.5% (the December 2018 – February 2019 average and the headline performance measure). This equates to around 200 young people. This percentage is both better than London and national averages, with an improvement rate stronger than the national average for the past 4 years.
- The Council established a panel to help support Care Leavers into education, employment and training. This is impacting positively, with the borough’s NEET performance figures for Care Leavers now better than the national average.
- The Council has been working with Barking & Dagenham College to launch the college’s ‘Reach Programme’, a programme of supported internships for young people with SEND with the aim of moving them into sustained employment.

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

- The Council is participating with key partners in the Early Years Transformation Academy. This programme aims to reshape how partners and services work together around early identification of language delay and to support parents and practitioners to improve children's outcomes through targeted interventions.
- The Cultural Education Partnership continues to progress in establishing the entitlement for all young people to benefit from high quality cultural education, including opportunities to work with major arts partners within hubs of schools. A successful bid for Challenge London funds has enabled full time focus on key priorities, with increased visibility and capacity to develop wide-ranging collaboration to benefit young people. This includes enabling all schools to achieve Artsmark status, with the borough's registration for the award already being the highest in London. Key priorities for the coming year include: the mapping of entitlement across each year and phase of education; and the direct engagement of young people as leaders and producers in the cultural decisions that affect them, so that young people as leaders will become the norm.
- Barking and Dagenham schools have continued to outperform their peers in the achievement of the London Healthy Schools Award. With 100% of schools registered - one of only a handful of boroughs to achieve this - the borough has the third best performance in London at Silver (67%) and Gold (28%) level, behind Ealing and Tower Hamlets. The number of schools achieving Bronze award in the borough is also well above average.
- The borough's School Games Organisers continue to organise and deliver a range of sporting activity across 17 sports. Barking and Dagenham finished 5/33 in the Schools Shield 2019, representing the combined the finishing position of the school team representing each borough for every sport. The borough's previous best position was 13<sup>th</sup>.
- The Council, in partnership with schools, hosted a conference on 'Fulfilling potential: Promoting resilience – Growth Mindset in Schools' in collaboration with the renowned 'Growth Mindset' leader Carol Dweck, in September 2019.
- The Local Transformation Partnership Board, chaired by the Clinical Commissioning Group, continues to work collaboratively towards the provision of a range of mental health and Children, Adolescent and Mental Health Services (CAMHS) to schools and young people, including Star Workers in schools, the More than Mentor programme, the online platform Kooth (with local uptake stronger than neighbouring boroughs) and an annual mental health conference for young people.
- There has been considerable work with partners over the past year to draw together approaches to help young people to keep themselves safe from exploitation. This is under the programme name known as 'Step Up, stay Safe' and includes a campaign to increase parents' awareness of potential risks to young people during the hours immediately after school (the 'lost hours'). The task over the coming year is to roll out the programme and increase the visibility of the offer for schools and young people.
- BDSIP and the Council have worked in partnership to broker the 'Votes for Schools' programme in a number of schools. This interactive programme has enabled Barking and Dagenham's children and young people to engage in

debate about topical issues which affect them, with key themes fed back to the LA.

**Priority 5 – to maximise the Council’s wide range of influences and levers so that the Council can play an even stronger role in raising aspirations and increasing opportunity for the children and young people who live and learn here.**

- The Colin Pond awards, in conjunction with the Council, is now in its third year of providing over 50 annual scholarships to the borough’s top achieving GCSE students who will remain in the borough to study A levels. Impact analysis has demonstrated that ‘staying on’ rates for the top 10 and 20 achievers in participating schools have increased by 5% and 10% respectively. Average Attainment 8 and Progress 8 scores of the top 10 and top 20 young people in these schools have increased markedly since the introduction of the Colin Pond Bursary in 2017.
- The Council has worked closely with CU London to provide a range of bursary opportunities that saw an extra £95,000 invested into Barking and Dagenham schools between 2018-19 and continues to broker partnerships with a range of Higher Education providers as part of the Aimhigher programme.
- Barking & Dagenham College and the Council continue to work in strong partnership. Educating around 3000 young learners and delivering 275 apprenticeships of which 251 students have High Needs, the college is working very positively to support routes into employment and training for some of these young people. In addition, Barking & Dagenham College hosts the borough’s annual Cultural Education Partnership conference. The college is one of 12 Institute of Technology centres in the UK and is a flagship government initiative set to improve the technical education of the boroughs’ residents. The borough will benefit from a £14.3 million brand new facility at the college held in partnership with Coventry University and global employers such as Saint Gobain, Huawei and TFL. Barking & Dagenham College are a large Apprenticeship provider and have the Mayors Construction Academy (MCA) Kite mark.
- The majority of the borough’s secondary schools now buy into a work experience programme delivered through BDSIP (despite work experience not being a statutory requirement) with around 2500 placements a year taking place across some 250-300 employers. 100% of LAC who are in a school that provides work experience undertake it. A range of additional work-related learning opportunities are also provided, working in partnership with large employers such as City Airport and the recently launched London East Enterprise Adviser Network which the Council manages as part of Local London.
- A small piece of work has been commissioned to better understand the borough’s A level performance which has not improved this year. This will include the examination of performance in particular subjects and whether the move away from Arts subjects (where performance has traditionally been strong) to increasingly popular Science, Technology, Engineering and Maths (STEM) subjects has had an impact. The recommendations will be acted upon with schools and BDSIP.

- The Council is coordinating research in partnership with Goldsmiths College, University of London, schools and education partners into what is working well and areas for development in careers Information, Advice and Guidance.

### **3. BDSIP**

#### *Services delivered on behalf of the Council*

3.1 BDSIP delivers a significant contract on behalf of the Council. This is focused on School Improvement and Inclusion activity, comprising a universal service and more targeted support to priority schools. During its first year of operation, the Council and BDSIP prioritised the development of a close partnership working relationship. Delivery highlights in BDSIP's first year of operation have included:

- Delivery of practical, hands on inclusion support to schools and individual pupils at greatest risk of exclusion, guiding schools to develop effective, tailored strategies for keeping young people in school wherever possible and appropriate.
- Delivery of strategic support to Inclusion, including convening and facilitating networks of Special Educational Needs Coordinators, and major SEND and speech and language conferences which were rated highly by delegates.
- Provision of curriculum support and training to schools in key areas including English as an Additional Language, English, Maths and Science.
- Delivery of additional, targeted improvement support to schools identified as vulnerable by the Council's Commissioning Director Education.
- Successful management of transition support for young people moving from primary to secondary school.
- Successful delivery of Key Stage 2 moderation which was rated as extremely strong practice by the Standards and Testing Agency.

#### *Other key services*

3.2 In addition to its important work in School Improvement and Inclusion, BDSIP delivers careers advice and work experience to the majority of the borough's secondary schools.

3.3 BDSIP has inherited a legacy of strong work in this area, evidenced by the growth in the number of young people successfully moving onto higher education courses. BDSIP continues to build on this work, delivering strong performance in both careers and work experience. For example, the work experience service consistently exceeded its targets – placing over 90% of young people in work experience placements, with over 75% receiving one of their first choice placements and 100% of LAC placed successfully. Similarly, in relation to careers advice, between 80% and 100% of young people in year 10 were seen for an individual careers interview in every school (with those schools nearer 80% choosing to spend some of their careers adviser time delivering group work sessions focused on different careers pathways).

3.4 Further detail about BDSIP's achievements and progress in 2018/19 is set out in Appendix 2.

## **Priorities for 2019/20 and beyond**

- 4.1 The focus for the 2019/20 academic year is to make firm progress on the five priorities in the Education & Participation Strategy 2018-22 highlighted above.
- 4.2 Supporting BDSIP in its second year of operation to support schools and flourish will form a significant part of this work. The Council's commissioning specifications and quality assurance arrangements for monitoring the performance of BDSIP have been strengthened for the 2019/20 academic year. Delivery of services commissioned by the Council and their contribution to the five priorities in the Education & Participation Strategy 2018-22 will continue to be reviewed monthly at monitoring meetings with BDSIP's Chief Executive and Senior Leadership Team.
- 4.3 The borough's drive for progress will take place in a challenging national and local context. Locally, there is continuing rapid growth in the number of children and young people with High Needs and in the complexity of the needs they present, including numbers of pupils with an EHC plan. This places pressure on the LA's and schools' budgets and resources. Effective management of the High Needs Block, which remains historically underfunded, with schools will be crucial. The challenging financial situation faced by schools and the LA will require ongoing monitoring.
- 4.4 Alongside this, ensuring there is sufficient specialist provision in the borough, including through the new Pathways school from September 2019, will be vital. A new special school is required in the next 3 years.
- 4.5 The new Ofsted inspection framework was introduced in September 2019. It is likely to be tougher for the small number of the borough's schools not yet rated 'Good' by Ofsted, and whose inspection window falls in 2019/20, to seek to move to a 'Good' rating this academic year. The LA will continue to provide high quality support to all LA maintained schools and challenge to academies.
- 4.6 A focus on the quality of provision for the most vulnerable children and young people will continue. An overarching review of the LA's ARPs is planned for the Spring term 2019/20. The Council commissions just under 400 places for children and young people in in ARPs. ARPs are attached to mainstream schools and provide a higher level of support for children with SEND. They are popular with parents and allow children to access mainstream activities and specialist support to meet their needs. The review will be led by an experienced former Her Majesty's Inspector and will include wider support for children and young people's health and wellbeing needs. It will focus on the key question: Are young people with SEND in the borough's ARPs receiving the right support, in the right place, at the right time?
- 4.7 The LA will continue to work determinedly with key partners to support all children to have the best start in life, to help keep children and young people safe, in education and in their families, and to promote children and young people's health, wellbeing and resilience. Particular attention will be given to Barking and Dagenham's most vulnerable children, young people and their families.

## 5. Financial Implications

- 5.1 This section has been completed by Kofi Adu, Group Finance Manager.
- 5.2 The total Dedicated School Grant (DSG) allocations for the year 2018/19 was £218,341k after recoupment adjustments in respect of academies of £46,568k. The overall final outturn position on the DSG was an overspend of £1,902. This is made up as shown in the table 12 below.

**Table 12: Financial outturn position for the DSG**

	<b>Budget</b>	<b>Period 14 Final Out-turn</b>	<b>Period 14 Variance</b>
	<b>£'000</b>	<b>£'000</b>	<b>£'000</b>
Schools block	167,174	166,897	(276)
Early years block	21,319	20,663	(656)
High needs block	27,289	30,287	2,998
Central block	2,559	2,395	(164)
<b>Total</b>	<b>218,341</b>	220,243	1,902
Brought forward DSG balance (inc. growth fund)			3,548
Less: Growth fund			(500)
<b>DSG balance for 31st March 2019</b>			1,146

- 5.3 The overspend on the High Needs block is largely driven by demand. This was partially offset by a transfer of funds from the Schools Block and additional grant funding announced mid-year and some underspends in the other DSG blocks. There are approximately £4m of pressures that will need to be offset through a combination of actions including demand management and efficiency savings. The level of overspend on the demand/needs driven areas suggest that the pressures will continue into the next financial year.
- 5.4 The latest government announcements indicate that we are likely to receive between an 8-17% increase in High Needs funding from next year 2020/21. This increase will equate to around £2.4 -£5m before academy recoupment. This is a much needed boost in funding due to the increasing demand pressure we are currently facing. However, we welcome this announcement with caution since our census data may have an impact on the final allocation which cannot be confirmed with certainty at this stage.

5.5 The latest forecasts indicate that 2019/20 may be the most challenging year for the borough with High Needs pressures of around £4million against a DSG reserve of £2.6 million.

## 6. Legal Implications

6.1 Not applicable as confirmed by Lucinda Bell, Education Lawyer.

## 7. Other Implications

7.1 **Risk Management** – Principal risks are potential further national financial cuts affecting the Council’s ambition for improved outcomes for young people. Collective delivery of the new Education & Participation Strategy for 2018-22 by education partners and the Council and increasing collaborative working to grow capacity will help to mitigate this. Management action and monitoring are in place to control and review the borough’s transition to the National Funding Formula and the pressures on the High Needs Block.

7.2 **Contractual Issues** – None.

7.3 **Staffing Issues** – Following the launch of BDSIP on 1 April 2018, the LA’s 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. This will continue in 2019/20.

7.4 **Corporate Policy and Equality Impact** – The priorities set out in the Education & Participation Strategy 2018-22 represent a significant opportunity to improve outcomes for all children and young people, including the most vulnerable, in the face of a challenging financial context. 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.

7.5 The Education & Participation Strategy 2018-22 connects directly to the Borough Manifesto which sets out the long-term vision, aspirations and targets for the borough. The Education & Participation Strategy 2018-22 is informed by the themes and priorities set out in the Corporate Plan 2018-22 including ‘Empowering People’ and ‘Inclusive Growth’. 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 Joint Health and Wellbeing Strategy incorporates focusses on the best start in life for the youngest children and the wellbeing and resilience of children and young people, mirroring priorities and key elements of the Education & Participation Strategy 2018 22.

- 7.6 **Safeguarding Adults and Children** – The Education & Participation Strategy 2018 - 22 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 through supporting those most vulnerable and those at risk of exploitation through a joined up approach rooted in contextual safeguarding; reducing inequalities in educational attainment and opportunity; and supporting joined up working with key partners, including Social Care, Health and the Police.
- 7.7 **Health Issues** – A priority of the Education & Participation Strategy 2018-22 is building collective responsibility across key partners, including Health, and the community for children and young people’s wellbeing and resilience. Schools have demonstrated strong support by, for example, building sports networks, use of School Games Coordinators and by high levels of success in the Healthy Schools Programme. Work with key partners, including Health, through the Early Years Transformation Academy and in support of the provision of a range of mental health services for children and young people will support these objectives.
- 7.8 **Crime and Disorder Issues** – The Education & Participation Strategy 2018-22 emphasises a collective responsibility for children and young people. Relations with the police are generally positive. Schools highly value the community police officers based in their schools and have strongly expressed their concerns about reductions. The Education & Participation Strategy 2018-22 promotes increased collaborative working between education partners and the Council which will be key in helping to keep children and young people safe.
- 7.9 **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/2019-early-years-foundation-stage-assessment-and-reporting-arrangements-ara>

Assessment and Reporting Arrangements KS1:

<https://www.gov.uk/government/publications/2019-key-stage-1-assessment-and-reporting-arrangements-ara>

Assessment and Reporting Arrangements KS2:

<https://www.gov.uk/government/publications/2019-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-2018-to-2019>

Statistical First Release KS1: <https://www.gov.uk/government/statistics/phonics-screening-check-and-key-stage-1-assessments-england-2019>

Statistical First Release KS2: <https://www.gov.uk/government/statistics/national-curriculum-assessments-key-stage-2-2019-provisional>

Statistical First Release KS4 / GCSE: <https://www.gov.uk/government/statistics/key-stage-4-performance-2019-provisional>

Statistical First Release KS5 / A Level: <https://www.gov.uk/government/statistics/a-level-and-other-16-to-18-results-2018-to-2019-provisional>

Statistical First Release Pupil Absence: <https://www.gov.uk/government/statistics/pupil-absence-in-schools-in-england-autumn-2018-and-spring-2019>

Statistical First Release Exclusions: <https://www.gov.uk/government/statistics/permanent-and-fixed-period-exclusions-in-england-2017-to-2018>

Statistical First Release LAC: <https://www.gov.uk/government/statistics/outcomes-for-children-looked-after-by-las-31-march-2018>

### ***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:** Education dataset
- **Appendix 2:** Further achievements and progress of BDSIP in its first year of operation.