

CABINET

17 November 2020

Title: Annual Education Performance Review 2019/20	
Report of the Cabinet Member for Educational Attainment and School Improvement	
Open Report	For Decision: Yes
Wards Affected: All	Key Decision: No
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Summary	
<p>The purpose of this annual report is to review educational and participation performance in Barking and Dagenham in 2019/20 in relation to the five priorities of the Education & Participation Strategy 2018-22 and in the context of Covid 19. The strategy's priorities are:</p> <ol style="list-style-type: none">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 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;4) working collaboratively to strengthen the wellbeing and resilience of all children, young people and the wider school community which nurtures them; and5) 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.	
<p>Exceptionally this year, due to Covid 19, there is little test and examination data to report. Schools have been closed to the majority of pupils for approaching half of the 2019/20 academic year. Nevertheless, there is still much positive activity to highlight under the other priorities in the Education & Participation Strategy 2018-22. This affords us the opportunity to focus in more detail on initiatives that are supporting children and young people's health, wellbeing, creative and cultural opportunities, and safety.</p>	

This report includes updates on: the proportion of schools rated 'Good' or better by Ofsted; exclusions; Looked After Children's validated 2018/19 results; Higher Education; and the proportion of young people not in Education, Employment or Training (NEET) or whose post 16- destinations are 'unknown'.

Headlines include:

- At 31 August 2020, the proportion of schools rated 'Good' or 'Outstanding' by Ofsted was 91.5% (54/59 schools), the same as last year¹. This is well above the latest published national benchmark (86% in March 2020) and just under (the equivalent of one school below) the London benchmark (93% in March 2020).
- Exceptionally strong partnership work has been demonstrated between schools, BDSIP, the Council and partners during Covid 19. The borough's tracking and brokering of support for vulnerable pupils was identified as a positive example of this. Strengths from this work are being incorporated into continuing arrangements with all schools, and in a pilot of the 'Team Around the School' approach, delivered in partnership with Community Solutions, with three primary schools.
- Numbers of young people progressing to Higher Education from Barking and Dagenham institutions rose by 8% between 2018 and 2019. Nearly 40% of young people progressed to the most competitive (i.e. top third) institutions.
- Between 2019 and 2020, the proportion of Year 12s and 13s in Barking and Dagenham who were not in education, employment or training (NEET) or whose post 16 destination was 'unknown' remained stable at 3.5% (equating to a little over 200 young people), better than London (4.2%) and national (5.5%) benchmarks. This followed a three-year trend of the borough's NEET rate improving faster than the national average.
- In terms of supporting children and young people's health, wellbeing, and creative and cultural education, six secondary schools are embedding the 'Arts Award' into their Year 7 curriculum in September. This will result in nearly 1,600 Year 7 students achieving a certificate in the Arts by November 2020.
- The 'Step Up, Stay Safe' programme launched successfully in August 2020 with a 'Lost Hours' community campaign, urging parents take more responsibility for their children by asking them where they are (particularly during the hours immediately after school). There were over 30,000 views of the launch video and 190,000 impressions (number of people who have seen the post on social media) by early September.
- The Council commissioned an external overarching review of the borough's Additional Resource Provisions (ARPs)² in 2019/20. The findings were largely very positive, with most ARPs supporting pupils well to allow them to make good progress and all ARPs offering a suitably broad and balanced curriculum.
- Validated 2018/19 results for Looked After Children (LAC) were strong. The borough is in the top performance quartile A nationally for: Key Stage 2 (KS2) Expected Standard in Reading, Writing and Maths combined; KS2 Expected Standard in Grammar, Punctuation and Spelling; and Key Stage 4 Progress 8. Barking & Dagenham ranked 2nd in the country for KS2 Expected Standing in Reading, Writing and Maths.

¹ The proportion of schools rated 'Good' or better at August 2019 was very close at 91.7%.

² ARPs are hosted in mainstream schools and provide specialist education for pupils with SEND.

- The LA commissioned an external peer review of the Virtual School in 2019/20. The review evidenced that the Virtual School is effective in supporting outcomes for the majority of pupils, while making some recommendations to further strengthen the School's partnership working.

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; and
- (ii) Note performance against the priorities of the Education and Participation Strategy 2018-22 as set out in section 3 of the report and in the dataset at Appendix A to the report, acknowledging that 2019/20 updates are made to lines 25-28 of the dataset only and are provisional.

Reason(s)

Achieving the best possible outcomes and opportunities for all children and young people, including the most vulnerable, is central to the 'The Barking & Dagenham Corporate Plan 2020-22' and to the vision in the Borough Manifesto.

The Council's strategic priorities include 'Prevention, Independence and Resilience'. Within this priority, the following themes are particularly relevant to the progress, achievements and developments set out in in this Annual Education Performance Review 2019/20:

- Every child gets the best start in life and all children can attend and achieve in inclusive, good quality early years settings and local schools.
- More young people are supported to achieve success in adulthood through higher, further education and access to employment.
- Children, families and adults in Barking & Dagenham living safe, happy, healthy and independent lives.
- Working together with partners to deliver improved outcomes for children, families and adults.

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

Continuing to support BDSIP, and work in close collaboration with the borough's family of schools and education partners, is vital to collectively driving forward outcomes for the borough's children and young people. This will be particularly critical going forward given the challenging Covid 19 context for pupils, families, and schools.

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 The November 2019 Cabinet report provided an update on the first year of the new strategy. This report reviews further progress, mainly focussing on priorities 1, 3, 4 and 5 in section 3 of the report. It also updates Cabinet on key developments nationally and locally including in relation to the Covid 19 context.
- 1.4 Prior to Covid 19, there was increased recognition by the government of the financial pressures faced by schools, particularly in relation to the High Needs Block which in Barking and Dagenham received the highest uplift of 17% for 2020/21. Nevertheless, funding pressures on schools continue to be very challenging and it remains to be seen how the impact of Covid 19 may exacerbate pressures.
- 1.5 Supporting BDSIP in its second year of operation has been a strong focus in 2019/20. Launched in April 2018, BDSIP was created to provide Barking and Dagenham schools with high quality support to raise education standards further through sharing proven best practice and enabling schools to design and purchase services with the greatest impact.
- 1.6 The Council commissions BDSIP to undertake specific work with schools. This is particularly in the areas of School Improvement and SEND. The Council and BDSIP have shared objectives in the areas of Governors Services and Positive Destinations for Young People. This year saw the return of two Inclusion staff from BDSIP to the Council, following careful work to clarify some of the roles and responsibilities around SEND and Inclusion.
- 1.7 With 93% of the borough's schools signed up to BDSIP as at September 2020, the company's contribution to delivery of the priorities in the Education & Participation Strategy 2018-22 and to supporting schools as they recover during Covid 19 is key.

- 1.8 Ensuring that vulnerable children and young people are kept safe, remain in education, and are supported to achieve good educational outcomes rightly continued to receive growing national and local attention during 2019/20. The focus on vulnerable pupils has increased further during Covid 19 through the tracking of school attendance of this group. Alongside this, locally during Covid 19, Education colleagues have worked with schools and partners to broker support for vulnerable pupils and where appropriate their families.
- 1.9 This year, for the first time in many years, there was no annual Summer Headteachers' conference due to Covid 19. Education and participation performance is usually reviewed annually by Headteachers at this conference, with priorities agreed for the coming year.
- 1.10 Notwithstanding this, Headteachers have worked together more strongly than ever over the last six months. Whilst preparing for, and since, the full school reopening in September, Headteachers have worked tirelessly with the Council and BDSIP to reshape and adjust priorities in light of the Covid 19 context. This is reported in more detail in section 2 of the report.
- 1.11 In addition to the unique elements of the Covid 19 context, progress and achievements in 2019/20 in Barking and Dagenham have taken place against the following local backdrop:
- Continued rapid growth in numbers of pupils with high needs. This continues to place 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 2018/2019, 181 new Education, Health and Care (EHC) plans were issued. This increased in 2019 with 231 new EHC Plans being issued. So far this year, from January 2020 to October 2020, 227 EHC Plans have been issued. In addition, pupils with high needs continue to arrive in Barking and Dagenham from other local areas and countries. In the period January 2020 to October 2020, 61 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 21 new pupils with an EHC plan in the borough.
 - A growing borough with continued expansion of school places to meet demand. The total pupil population in Barking and Dagenham has increased from 30,967 (January 2010 Census) to 42,889 (May 2019 Census) excluding nursery and special schools. This is a 38.5% increase over this period of just under ten years. Expansion has been predominantly within the secondary sector and has seen new schools being constructed including phase 1 of Greatfields school and expansions of Robert Clack onto Lymington Fields and Barking Abbey across both sites. The planning of new primary and special school places is underway. This includes Ford View Primary school, Beam Park school, Greatfields Primary school, Pathways special school and Beam Bridge special school. A new primary phase building for Robert Clark school has already been constructed as part of the secondary expansion and will open in September 2021.
 - Reductions in schools' funding and significant cuts to the Council's dedicated education funding from government.

2. The Covid 19 context and implications

- 2.1 All schools in Barking and Dagenham worked exceptionally collaboratively with the Council during the unprecedented school closure between March and September this year and in preparation for full September reopening. This focussed particularly on:
- ensuring that all schools could operate and open safely;
 - providing a school place for vulnerable pupils and Key Workers' children and, later, for priority year groups;
 - tracking the attendance of, and brokering support for, vulnerable pupils and where appropriate their families;
 - supporting pupils and their families with remote learning as much as possible; and
 - facilitating provision of Free School Meals (FSM) and hampers.
- 2.2 All schools were open for vulnerable pupils and Key Workers' children during the lockdown period, with schools largely operating on a rota basis with their staff. Over the Easter holiday period, all schools where there was a need remained open. A number of school sites were open over the two May Bank Holidays. Some schools collaborated with other schools to consolidate sites.
- 2.3 Overall, between the end of March and early July, significant increases were seen in the total number of pupils attending school on site, in numbers of vulnerable pupils attending school and numbers of Key Workers' children attending school.
- 2.4 By the end of week commencing 8 June, most primary phase schools had re-opened more widely to at least some priority year groups. Total pupil numbers on site grew particularly rapidly during the first few weeks of June, approximately doubling each week.
- 2.5 By mid June, almost 1,000 Year 6 pupils had returned to school to finish their primary phase education - just under a third of the Year 6 cohort. This was positive as it was important for as many of these pupils as possible to be able to complete their primary education with the teachers and school staff who know them best and could support their transition to secondary school.
- 2.6 In June, secondary schools started to bring on site up to 25% of pupils in Year 10 and Year 12 and numbers continued to increase the following week. Secondary schools were asked to provide some face to face opportunity for these year groups – not the full time offer that primary schools were requested to provide.
- 2.7 Attendance of pupils in ARPs, with EHC plans, and pupils in special schools showed increases, supported by successful targeted work that was undertaken by the Local Authority (LA) in partnership with schools.
- 2.8 Since the end of March, the Council's Human Resources (HR), Health and Safety, Public Health and Education teams, alongside the Director of Public Health, have continued to support and closely advise schools. To support partnership working, fortnightly virtual meetings with Headteachers and Council officers, chaired by the Director of Education Commissioning, have taken place. These have provided an effective forum to address challenges and share strong practice.

- 2.9 Schools have been required to report positive Covid 19 cases to the Department for Education (DfE) and Director of Public Health.

Priorities between March and September

Supporting schools to reopen safely

- 2.10 The Council, trade union and school colleagues worked on reviewing and updating the 'Schools Reopening' risk assessment' template ready for schools to use in June and September. This incorporated and complies with national guidance and was developed with local expertise from Education, Public Health and HR. Schools were required by the DfE to revise, consult on and publish their risk assessments. LA colleagues also worked with schools to develop individual risk assessment templates for staff and pupils at risk.
- 2.11 The Council supported a number of schools where the initial return of pupils proved challenging due to the size or layout of the school when working to DfE guidelines. This was particularly the case with Infant schools. For all schools, Education provided guidance around securing sufficient stocks of Personal Protective Equipment (PPE) through the LA's supply chain and offered the facility that if schools fell short, the LA would assist using its centrally procured stock. Guidance was also provided on signage, wash stations and, via Barking and Dagenham Together (BD Together), cleaning regimes, so that schools were fully prepared.
- 2.12 Public Health, in partnership with Education and Health, delivered webinars for schools on infection control and good hygiene practices as well as on Asthma.

Supporting school staff

- 2.13 Education, HR and trade union colleagues worked closely with schools to support increasing numbers of staff available to work on school sites. This enabled the great majority to return before the end of the Summer term, ready for September.

Tracking and supporting vulnerable pupils, and encouraging pupil attendance

- 2.14 From the outset of the lockdown period, Education Vulnerable Pupil Link Officers, supported by Social Care, Community Solutions and partners, worked closely with schools to track and keep in touch with vulnerable pupils and their families, brokering support where required. Targeted work, including with Special Educational Needs Coordinators (SENCOs) and Social Workers, has continued to support the attendance of vulnerable pupils. Alongside this, Education, Public Health and Communications colleagues have worked together on messaging to encourage all pupils back to school from September, while seeking to reassure parents, through videos with schools, for example.

Free School Meals (FSMs)

- 2.15 From week commencing 23 March, BD Together (the FSM provider for the majority of the borough's schools) arranged for a hot meal for FSM pupils attending school. For pupils not attending school, BD Together arranged for a weekly (and later

fortnightly) hamper to be distributed. BD Can and volunteers worked with schools to deliver the hampers. Numbers of FSMs increased on school sites.

- 2.16 For self-isolating residents, BD Together or BD Can delivered hampers to them. For a minority of families where a pupil attended school but the family lived far away and had no means of traveling to collect their hamper, arrangements were put in place so that the hamper could be collected at the nearest school. The hampers also provided schools with an additional way of keeping in touch with many vulnerable families.
- 2.17 At the end of March, the government launched a national FSM voucher scheme, which many of the borough's secondary schools participated in. The national scheme experienced difficulties. Other schools opted for supermarket vouchers rather than hampers. Education colleagues helped some schools to set this up.
- 2.18 Unfortunately, government guidance did not cover Universal Infant School Meals. Education colleagues raised this with the DfE. The LA worked closely with BD Can to offer support in terms of additional food provision and worked with partners to support families to apply for FSM.

Access to technology for remote learning

- 2.19 For pupils not attending school, schools provided remote learning opportunities, with hard copy work packs for those that required them. During the lockdown period, a number of schools loaned out their IT equipment to pupils who did not have adequate equipment for remote learning. This was not enough to meet need, with an estimated 30% of Year 10s not having access to appropriate IT. Council colleagues worked with schools to order government loaned digital devices for specific groups of disadvantaged pupils (as specified by DfE guidance). These devices took an extended time to arrive – close to the end of the Summer term.

Supporting transition year groups

- 2.20 The Council worked with schools to develop alternative Year 6-7 transition arrangements. These included virtual school tours and virtual meetings with school staff. The LA prioritised messaging around encouraging Year 6 pupils to return to school in June given their transition to secondary school.

Supporting young people to secure appropriate post 16 destinations

- 2.21 The Council worked with schools to successfully collect over 99% of pupils' 'Intended Destinations' data. This information has been used to work with post 16 partners to support young people into appropriate destinations wherever possible. Schools supported young people on A level results day to secure their desired destinations, with many students securing their original chosen university destinations or a destination that they wanted. The LA developed an agreement with Barking & Dagenham College so that specific data could be exchanged with them to reduce the chance of early exits by pupils from their courses in the first two weeks of term.

Mental health support for schools

- 2.22 Education colleagues have shared information about local and national support and resources around mental health to all schools. Education has also supported the organisation of virtual Hot Clinics by Children and Adolescent Mental Health Services (CAMHS) in which school staff discuss pupils they are concerned about (who are not already receiving services from CAMHS).

Early Years

- 2.23 The LA worked closely with nursery providers to ensure that there was sufficient childcare for critical workers and vulnerable children from March onwards. In the main, it was day nurseries and childminders who provided this, with up to 900 accessing childcare per week during the peak of the lockdown. All settings (apart from one) reopened in September and providers have been encouraged by the numbers of children returning. A comprehensive online offer for home learning was developed during lockdown and was accessed by parents and settings.
- 2.24 During the Summer, two pieces of guidance were developed by the Council in partnership with Headteachers to support schools with e-learning and with recovery for SEND pupils from September. These are discussed further in section 5 of the report.

3. Performance

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

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

- 3.2 At 31 August 2020, the proportion of schools rated 'Good' or 'Outstanding' by Ofsted was 91.5% (54/59 schools), the same as last year (see footnote 1). This is well above the latest published national benchmark (86% in March 2020) and just under the London benchmark (93% in March 2020).
- 3.3 The borough has an ultimate, longer term aspiration of 100% of schools rated 'Good' or better by Ofsted. At September 2020, there were 5 schools in the borough that are not yet 'Good' and are 'Requires Improvement', excluding the new Pathways school which will be inspected within 3 years of opening.
- 3.4 BDSIP are building on their work undertaken during 2019/20 in which an ex-Ofsted Inspector held individual meetings with Headteachers to discuss the implementation of Ofsted's new inspection framework. In 2020/21, provided that visits can be on site, a quality assurance activity will be part of visits to schools. Should Covid 19 prevent on site visits, challenge discussions will take place with those schools scheduled for an Ofsted inspection from January to July 2021.
- 3.5 Between September 2019 and end March 2020, Ofsted carried out 11 Section 8 inspections. Inspections were ceased at the start of the lockdown period.

- 3.6 Table 1 below shows nine of the schools that received Section 8 inspections during the 2019/20 academic year. Of particular note is Riverside Bridge special school which improved from 'Inadequate' to 'Good' in March 2020, with Ofsted noting that Leadership had the capacity to improve the school. James Cambell primary school dropped to 'Requires Improvement'. In addition to these, William Ford had a subject inspection and George Carey received an inspection focussed on safeguarding. The outcomes of these inspections were positive.
- 3.7 Currently 7 schools with inspection judgements are rated 'Outstanding', the same number as in 2018/19. 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. Nationally, the proportion of schools rated 'Outstanding' has dropped slightly under the new framework.
- 3.8 At the time of writing, Ofsted have not yet resumed inspections. Instead, they are carrying out visits to a sample of schools in the Autumn term to look at how they are responding to pupils' needs following their return to school. There will be a particular focus on vulnerable pupils including those with EHC plans.
- 3.9 In addition, the Health and Safety Executive indicated on 4 September that it would be carrying out spot checks – phone calls to a sample of schools - to evaluate the effectiveness of the measures taken for reopening to minimise the spread of Covid 19.

Table 1: Ofsted inspection outcomes

School	Previous grade	Latest grade	Comment
St Margarets CoE	2	2	-
Godwin	2	2	-
Beam	2	2	-
Ripple	2	2	-
Dagenham Park	2	2	-
Dorothy Barley Infants	2	2	-
Village Infants	2	2	-
James Cambell	2	3	-
Riverside Bridge	4	2	-

Key

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

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

Summer 2020 results days

- 3.10 The run up to Key Stage 4 and Key Stage 5 results days saw unprecedented levels of change in government guidance and direction. This resulted in considerable

confusion and uncertainty for pupils and schools. The government made a U-turn after A level results were awarded but before GCSE results had been.

- 3.11 The initial set of A level grades were withdrawn and replaced by centre assessed grades unless the Ofqual standardised grade was higher. GCSE was replaced at the last minute by centre assessed grades unless the Ofqual grade was higher.
- 3.12 On A level results day, despite significant changes to school grades, Headteachers reported that, in the main, universities were helpful and flexible in their approach to accepting students where standardised grades had fallen short of school assessments. GCSE results day where centre assessed grades were awarded from the outset was a much more positive experience for pupils and schools.
- 3.13 This year's Key Stage 4 and Key Stage 5 results are exceptional and hopefully unique. They were never intended to be published or compared with previous years' results. Their comparative use is extremely limited, particularly given that there is no standardisation nationally. Ofsted will use 2019 results as a starting point for future comparisons. There will be no publication of performance tables for 2020. Schools will use the results for their own internal evaluation purposes.
- 3.14 On 19 August, the government set out a statement confirming that standardised BTEC and other vocational qualifications were going to be published. On 20 August, this decision was reversed. It was announced that grades would be reviewed so that the process would be in line with the assessments for GCSEs and A levels in order not to disadvantage this group of young people. In Barking and Dagenham, around 700 young people took these kinds of qualifications at age 16 or 19 in 2019. The late decision to move to centre assessed grades was a welcome step towards repairing some of the damage to young people's opportunities and outcomes.

Key Stage 4

- 3.15 Positively, most schools saw a small number of increases based on the Ofqual awarded grades. Many of these changes were limited to the highest or lowest grades so were not around key grade boundaries. Similar to last year, Headteachers reported some outstanding performances, with some students achieving grades 8s and 9s in most of their subjects. A relatively small number of pupils in this age group had their BTEC results delayed.

Key Stage 5

- 3.16 All schools worked hard and successfully on the day to help secure university places for students who wanted one. There may be some students who wish to pursue their original destinations as a result of upgrades. Given the flexibility of universities reported by schools to many of our students, it is thought that this may be fewer than elsewhere.
- 3.17 Many schools reported significant numbers of students going to Russell Group and other competitive universities including Bath, Warwick, Nottingham, Southampton, LSE, Imperial and Kings and Oxbridge.

Looked After Children (LAC)

- 3.18 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.
- 3.19 2018/19 results for LAC students were provisional until 31 March 2020 when cohort numbers were finalised.
- 3.20 Validated 2018/19 results were strong. The borough is in the top performance quartile A nationally for: Key Stage 2 (KS2) Expected Standard in Reading, Writing and Maths combined; KS2 Expected Standard in Grammar, Punctuation and Spelling; and Key Stage 4 Progress 8. Barking & Dagenham ranked 2nd in the country for KS2 Expected Standing in Reading, Writing and Maths.
- 3.21 Please see table 2 below for Key Stage 1 2018/19 LAC results. At Key Stage 1, the borough is above the national average on all measures except Reading. The cohort comprised seven students, three of whom had EHC plans.

Table 2: Key Stage 1 for LAC students

%>Expected Standard	2018/19 B&D LAC (7)	2018/19 B&D All	2018/19 National LAC
Reading	50	73	52
Writing	50	69	43
Maths	60	76	49
Science	70	81	60

- 3.22 Please see table 3 below for KS2 2018/19 LAC results. The borough is above the national benchmark for all measures outlined below. The cohort was made up of 22 students, 12 girls and ten boys. Of these students, seven students had EHC plans and a further 3 students were identified as requiring additional help by their schools.

Table 3: Key Stage 2 for LAC students

% >Expected Standard	2018/19 B&D LAC (22)	2018/19 Quartile/Rank	2018/19 B&D all	2018/19 National LAC
Reading	68	N/A	73	49
Grammar, Punctuation and Spelling	64	17/A	N/A	53
Maths	64	N/A	80	51
Writing TA	73	N/A	79	50
Reading, Writing and Maths	59	2/A	N/A	37

- 3.23 Please see table 4 below for KS4 2018/19 LAC results. As with KS2, the borough is above the national benchmark for all measures outlined below. Of the 21 eligible students, 12 were girls and nine were boys. Nine students had an EHC plan and a further 2 were in receipt of additional support.

Table 4: Key Stage 4 for LAC students

	2018/19 B&D LAC (21)	2018/19 Quartile /Rank-	2018/19 B&D all	2018/19 National LAC
KS4 Average Attainment 8 Score	21.3	42/B	46.4	19.2
KS4 Average Progress 8 score	-0.94	31/A	0.16	-1.23
Grade 4/C or above in English and maths GCSEs	No longer available			

- 3.24 In 2018/19, Barking and Dagenham was in the top performance quartile A nationally for exclusions for LAC (the percentage of pupils looked after for at least 12 months with at least one fixed term exclusion) and overall absence and unauthorised absence for LAC.

Exclusions (all pupils)

- 3.25 The borough has generally performed well on exclusions in comparison to the latest published benchmarks. 2018/19 data for total permanent exclusions for Barking and Dagenham is 0.06% - better than the national average, marginally better than the London average, in line with the local target and in the top performance quartile A nationally. This was in the context of increasing fixed term exclusions nationally.

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

- 3.26 Numbers of young people progressing to Higher Education from Barking and Dagenham institutions rose by 8% between 2018 and 2019. Nearly 40% of young people progressed to the most competitive (i.e. top third) institutions. 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.
- 3.27 In 2020, the numbers of young people progressing to Higher Education from the borough's schools rose again - by 95 young people to reach 895. This represents an increase of 12% compared to 2019 and continues the borough's upward trend.
- 3.28 Between 2019 and 2020, the proportion of Year 12s and 13s in Barking and Dagenham who were not in education, employment or training (NEET) or whose post 16 destination was 'unknown' remained stable at 3.5% (equating to a little over 200 young people), better than London (4.2%) and national (5.5%) benchmarks. This followed a three-year trend of the borough's NEET rate improving faster than the national average. Barking and Dagenham retains its position of being in the second quintile nationally with regards to NEETs and 'unknowns'.
- 3.29 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 continuing to be significantly better than the national average and currently at 65% EET. The Council's extensive Provider Forum has been proactive during the Covid 19 lockdown period and worked collaboratively to deliver effective offers to NEET young people, both remotely and now in person.

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

- 3.30 The Cultural Education Partnership (CEP) 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. This includes enabling all schools to achieve Artsmark status. With 35 schools in the borough (57%) registered for the programme 'Artsmark', Barking & Dagenham has the highest registration in London (with this latter benchmark at 19%). Further successes over the past year include:
- Over 85% of our schools participating in meaningful engagement with the borough's CEP).
 - 6 secondary schools embedding the 'Arts Award' into their Year 7 curriculum in September. Nearly 1,600 Year 7 students will achieve a certificate in the Arts by November 2020.
 - 35 cultural partners and 9 Higher Education/strategic partners actively engaged in delivery and support of cultural activities in schools, from international partners like Hay Festival to local partners such as Studio 3 Arts.
 - 8 Creative School Hubs in operation (groups of neighbouring schools working in partnership) with new partnerships emerging.
 - The CEP supported 3 large scale Creative, Cultural & Digital Industry vocational/progression events, developed and delivered by secondary schools.
 - In 2019, over 100 young people attended the 'Young Peoples Makerspace' conference. Over 60 teachers and cultural professionals attended the annual CEP conference.
- 3.31 Barking and Dagenham schools have continued to outperform their peers in the London Healthy Schools Award. With 100% of schools registered - one of only a handful of boroughs to achieve this - the borough has amongst the highest participation in, and achievement of, Healthy Schools in London, particularly at Silver and Gold level.
- 3.32 The borough's School Games Organisers (SGOs) found the Summer term challenging with school sports competitions cancelled due to Covid 19. However, they continue to engage schools through the Games and Physical Education Teachers Network meetings. They have innovated by supporting schools to take part in the London Virtual Games - Barking and Dagenham had 10 schools participate, 1700 pupils upload their results/scores and the borough finished 9th overall in the competition. They are looking at bespoke development of apps as a further means to supporting school competition. SGO special projects have continued to support the Dance Teachers Network with Continuing Professional Development (CPD) and access to the regional Centres for Advance Training.

- 3.33 As mentioned earlier in the report, during Covid 19, CAMHS have piloted weekly virtual 'Hot Clinics' for school staff to discuss pupils whose mental health and wellbeing they are concerned about (for pupils not already receiving support from CAMHS). This has facilitated quicker access to therapeutic intervention for children and young people where the school has been concerned about wellbeing. The online Kooth offer (<https://www.kooth.com>) has been extended to include primary aged children and access to online wellbeing groups. This is being promoted by CAMHS and the School Nursing Service. For young people with enduring mental ill health, commissioners and the Children's Principal Social Worker have developed a Mental Health Transitions Pathway, in the first instance with young people known to Social Care, and are seeking to replicate this for education. This is so that young people returning to education after a period in hospital or who need support to access Adult Social Care are supported to continue their education.
- 3.34 There has been considerable work with partners to draw together multi disciplinary approaches to help young people to keep themselves safe from exploitation, known as the 'Step Up, stay Safe' (SUSS) partnership programme. This has involved key Council and external stakeholders including Children's Services, Community Safety, Community Solutions, the Police, schools and youth and community organisations. The programme launched successfully in August 2020 with a 'Lost Hours' community campaign, urging parents take more responsibility for their children by asking them where they are (particularly during the hours immediately after school). Impressively, there were over 30,000 views of the launch video and 190,000 impressions (number of people who have seen the post on social media) by early September.
- 3.35 To further support the aims of SUSS, the borough successfully bid for over £1m in funding from the Greater London Authority's 'Young Londoners' Fund' on programmes to reduce and prevent serious youth violence. This has now entered its third quarter of delivery, with plans to create a Young Person's Steering Group.
- 3.36 The Violence Reduction Unit (VRU) awarded the LA further funding to support community organisations, with the potential for this to strengthen the 'Parental and Community Engagement' theme of 'SUSS'.
- 3.37 Unfortunately, due to Covid 19, the last element of the Early Years Transformation Academy (EYTA) needed to be cancelled, coupled with key Health staff being moved to support the pandemic. Despite these setbacks, the EYTA experience will help the borough to continue to reshape how partners and services work together around the early identification of language delay and to support parents and practitioners to improve children's outcomes through targeted interventions and ultimately improve school readiness.

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.

- 3.38 Council colleagues have been working in partnership with Community Solutions and three primary schools to pilot a 'Team Around the School' approach', in which the school and family support services will meet on a regular basis to have a shared

conversation about pupils they have concerns about. Early Help or, if appropriate, more intensive support, is then arranged where required.

- 3.39 The Council commissioned the consultancy organisation ISOS to undertake research to better understand factors underpinning the borough's A level performance which has been a longstanding area of challenge. The research showed that a mix of factors inform this picture including: higher levels of disadvantage in the borough; lower levels of higher prior attainment; challenges relating to particular subjects such as Science including the recruitment and retention of teachers; family expectations around subject choice; and challenges faced by some pupils around their wellbeing needs. Further information about how this work will be taken forward is set out below.
- 3.40 The Council commissioned an external overarching review of the borough's ARPs in 2019/2020. The borough's highly regarded ARP model has been used by Barking and Dagenham for over 20 years. It was agreed that it was time to evaluate its effectiveness in light of the sharp increases in the borough of numbers of pupils with high or complex needs and the increased complexity of these needs. The overarching review looked at the extent to which children and young people with SEND who are placed in ARPs were receiving the right support, at the right time and in the right place. 50% of ARPs were visited and interviews and focus groups were held with parents, pupils, school staff, LA staff, BDSIP and Health. The findings were largely very positive, with most ARPs supporting pupils well to allow them to make good progress and all ARPs offering a suitably broad and balanced curriculum. The LA is continuing to work creatively with Health to develop an offer for ARPs so that they can meet pupils needs and outcomes within EHC plans during Covid 19.
- 3.41 The LA commissioned an external peer review of the Virtual School in 2019/20. The review evidenced that the Virtual School is effective in supporting outcomes for the majority of pupils and made some recommendations to further strengthen the School's partnership working. These include establishing a management committee, with relevant partners represented, work on which is underway.
- 3.42 The Colin Pond awards, in conjunction with the Council, is now in its fourth 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.
- 3.43 Barking & Dagenham College plays a key role in supporting and contributing to the five priorities in the borough's Education & Participation Strategy 2018-22. The Ofsted rated 'Good' college educates around 3000 young learners including 275 young apprentices and as such helps to raise the participation rates and outcomes of young people within the borough. The college plays a key role in supporting those with SEND to progress to further education and training and high-quality employment through the new REACH Programme. The College has been praised by Ofsted for its outstanding support for students and works hard to strengthen the wellbeing and resilience of young people. Opening in 2020, Barking & Dagenham College is one of only 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 benefits from a £14.3 million brand new facility at the college held in partnership with Coventry University and global employers such as Huawei and TfL. In addition, in 2020, the college became one of just 20 that have been chosen from across the country to participate in WorldSkills UK's new Centre of Excellence programme. Barking & Dagenham College is a large apprenticeship provider and holds the Mayor's Construction Academy (MCA) Kite mark, which seeks to identify and recognise high-quality construction skills training provision in London.

4. BDSIP

4.1 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. BDSIP has now been running for two years. The partnership relationship with the Council is strong, with both organisations working closely together with schools. Delivery highlights in BDSIP's second year of operation have included:

- Delivery of advice and guidance to schools during Covid 19, focused on effective use of e-learning and online teaching and curriculum resources. This includes development of a micro-site ([see here](#)) to help provide advice to schools.
- Delivery of an Ofsted readiness check to all schools, conducted by an experienced former ex-Ofsted inspector and focused on the new Ofsted inspection framework and process. The outcomes of each check are used to inform further BDSIP support to schools, as well as the Commissioning Director for Education's regular challenge meetings with Headteachers.
- Delivery of a programme of inclusion compliance visits to ensure schools are meeting key inclusion requirements, with follow-up advice and support where required.
- Provision of an extensive programme of support around the introduction of the new Ofsted inspection framework, including two conferences for Headteachers and senior leaders led by a former senior Ofsted inspector and national lead for inclusion. Attended by over 100 delegates, the conferences were rated 4.72 (first event) and 4.51 (second event) out of 5 by delegates for having been useful in helping to prepare for the new framework. Follow-up briefings delivered by Headteachers who had early inspections under the new framework have also been used to build understanding of the focus of these inspections.
- 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 SENCOs, and delivery of a major SEND conference which was rated very 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.
- Introduced a number of new services in response to priorities identified by schools. These include counselling and speech and language therapy.

- In response to Covid 19, redesigned its entire CPD offer and moved to online delivery via Zoom. This has enabled BDSIP to engage a stronger range of external speakers than would have been possible for face-to-face training.

Other key services

- 4.2 BDSIP has inherited a legacy of strong work in the area of work experience and careers support, 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. The majority of the borough's secondary schools buy into the work experience programme (despite work experience not being a statutory requirement), with around 2500 placements a year, taking place across some 250-300 employers. The work experience service consistently exceeded its targets – placing 93% of young people in work experience placements, with 79% receiving one of their first choice placements and 100% of LAC placed successfully. Similarly, in relation to careers advice, between 98% of young people in Year 11 were seen for an individual careers interview in every school. 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.
- 4.3 All secondary schools who purchase the careers advice service through BDSIP have now moved the service online, with young people receiving careers interviews and advice online via Zoom. Online careers advice was also provided throughout lockdown, with support targeted to vulnerable young people and those who schools identified as being at risk of becoming NEET.
- 4.4 It has not been possible to deliver work experience since the start of lockdown in March and BDSIP do not currently anticipate any schools undertaking work experience before February at the earliest. A digital offer to provide work-related learning opportunities, for example with employers setting challenges to teams of young-people online and young people presenting their work back via Teams/Zoom, is currently in development and will launch after the October half-term break.

5. Priorities for 2020 and beyond

- 5.1 The focus for the 2020/21 academic year is to work in partnership with BDSIP and other Council teams to support schools to: continue to operate safely during the Covid 19 period; and recover to the best of their abilities to help all pupils catch up while ensuring they can continue to receive a high quality education in this challenging context - for example, if a pupil needs to self-isolate. This work will take place in the broader context of the five priorities set out in the Education & Participation Strategy 2018-22.
- 5.2 Alongside this, the Council will work with schools to continue to maintain a strong focus on tracking and brokering support for vulnerable pupils and where appropriate their families, including pupils with an EHC plan and those with a Social Worker. This work has been identified as a strength during the Covid 19 period. As such, elements of these processes are being incorporated into continuing arrangements

with schools and into the 'Team Around the School' pilot. The pilot will be evaluated towards the end of the Autumn term, with next steps agreed.

- 5.3 During the Summer, Council colleagues and school leaders worked closely with a seconded Ofsted inspector to develop two key pieces of work:
- 'Innovative E-Learning in Barking & Dagenham': This document provides a framework to support the requirement for all schools to have an e-learning plan in place by the end of September. It is important for schools to have e-learning plans in place for all year groups and, for Years 11 and 13, one which supports the most important elements of examination requirements. BDSIP will be supporting schools to implement this framework, including through BDSIP's training offer, network meetings and curriculum support.
 - 'Supporting recovery for SEND provision - September 2020-21'. This document supports school leaders and SENCOs in supporting pupils back into education from September. It sets out three priorities:
 - getting therapies in place;
 - early individual reviews of provision and progress – setting out individual plans with targets and catch up required;
 - a support strategy in case of a second lockdown or need for self-isolation.BDSIP will be working with the LA to support schools and ARPs with these priorities, particularly priority 3 in order to ensure that pupils have access to quality e-learning education. The Council will also complete and issue a document on 'SEND guiding principles' to support schools and settings more broadly.
- 5.4 A particular focus will be required on ensuring the right support is in place for year groups taking exams in 2021. As highlighted above, the Council and BDSIP will be working with schools to support this. There is still considerable risk around the 2021 GCSE and A level exams; both from potential disruption to face to face teaching this year; and from the time available to fully cover exam requirements.
- 5.5 Improving A level performance is a collective priority. The LA will share learning from the ISOS research with Headteachers and Governors. Actions going forward will include: the refocussing of the 14-19 Partnership Group, which includes schools, Barking & Dagenham College, BDSIP and Council colleagues; strengthening partnership work and the sharing of good practice across schools; and bringing in experts outside of the borough for support.
- 5.6 Going forward, it is likely that the educational outcomes of numbers of pupils will be affected given the amount of class time missed in school during the lockdown period and the likely disruption to face to face teaching that will occur in the coming months. Research, for example, by the Sutton Trust³, has highlighted that disadvantaged pupils are most likely to be adversely impacted upon from the Covid 19 period. Ensuring that the right support is in place for these pupils will be critical, particularly through effective recovery support for pupils with SEND and accessible, creative and focussed e-learning opportunities

³ Covid 19 and Social Mobility: Impact Brief 1 – School shutdown: <https://www.suttontrust.com/our-research/covid-19-and-social-mobility-impact-brief/>

- 5.7 Supporting children and young people's health and wellbeing remains a key priority over the next year. Creative and cultural education plays an important role in this. Recent research⁴ indicates that there is promising evidence that 'other arts activities can support children's social development, including improving prosocial skills, social competence and socio-emotional development. There is also strong evidence that arts engagement can enhance aspects of social cohesion, including reducing individual loneliness and isolation...'. Priorities in 2020/21 for the Cultural Education Partnership include:
- working out what cultural creative education entitlement looks like in terms of inclusion, promoting anti-racism, and access;
 - understanding the impact of Covid 19 on creative and cultural activities and the need to align creative cultural activities even more closely with the broader health and wellbeing agenda for children and young people;
 - further engaging young people as active leaders - particularly how we empower children and young people to make decisions and how we support and enable them to act on them.
- 5.8 The Council, schools and partners will continue to develop the 'Step Up, Stay Safe' programme so that it can meet the evolving needs of the borough. Priorities going forward include launching the 'Lost Hours' campaign specifically in schools and delivering a workshop with Members in December 2020 to review progress and outline next steps.
- 5.9 The LA was pleased that the proposed baseline for Reception children due to start in September 2020 was postponed to 2021. During the remainder of this academic year, the focus will be on preparing schools for the statutory baseline assessment, supporting the implementation of the revised statutory framework for early years and preparing for the last LA moderation of the early Years Foundation Stage. Work is underway on an Early Years Strategic Plan which will encompass all of the above and key learning from the EYTA.
- 5.10 Following the Black Lives Matter (BLM) movement this year, work is being planned around the following: listening to and exploring young people's views on BLM including through the BAD Youth Forum; and incorporating thinking around BLM into the borough's cultural creative education activities. BDSIP will work with schools to provide support including around the curriculum and a potential conference.
- 5.11 Supporting BDSIP in its third year of operation to support schools and continue to flourish will remain crucial. The Council's commissioning specifications with BDSIP have been amended to reflect the transfer of the two Inclusion staff back to the Council. In monthly performance monitoring meetings between the Council and BDSIP, adequate time and space will be given to discussing how BDSIP can continue to best support schools in the Covid 19 context through commissioned activities, as well as via BDSIP's traded offer.

⁴ Evidence Summary for Policy: The Role of Arts in Improving Health and Wellbeing. Report to the Department for Digital, Culture, Media and Sport, April 2020:
<https://www.gov.uk/government/publications/evidence-summary-for-policy-the-role-of-arts-in-improving-health-and-wellbeing>

- 5.12 The borough's drive for progress during this unprecedented period will take place alongside other challenges, some of which are set out at the start of this report. 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 will continue to place pressure on the LA's and schools' budgets and resources. Effective management of the High Needs Block with schools will be crucial. The challenging financial situation faced by schools and the LA will require ongoing monitoring.
- 5.13 Ensuring there is sufficient specialist provision in the borough will be vital. A new special school – Pathways – opened in September 2019 and Beam Bridge is planned to be open by 2023 on the former Pondfield depot site. Going forwards, a further special school will be needed in the next 5 years to meet demand.
- 5.14 Our priorities for future school places and capital investment are further primary provision in Barking Town centre. Two 3 Form Entry primary schools are required to meet the demand arising from housing developments under construction or with planning permission. A further primary school will be required on Barking Riverside by 2023 to meet the demand from this new community. Mayesbrook Park School remains an important priority in terms of improving their current facilities and expanding the number of places available for young people. The Robert Clark Primary phase has already been constructed as part of the secondary expansion and will open in September 2021.
- 5.15 Looking forward to 2023/2024, pupil numbers are forecast to grow to approximately 50,035, a 16.6% increase on current figures. Work will continue to secure sites, funding and school operators to ensure the necessary social infrastructure is in place.
- 5.16 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 2020/21, 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.

6. Financial Implications

Implications completed by: Kofi Adu, Group Finance Manager.

- 6.1 The Dedicated Schools Grant (DSG) funding and outturn for 2019/20 are set out in table 5 below. The total DSG allocation for the year, after recouplement, was £221,539k. The in-year overall outturn position for the DSG is an overspend of £1,476k. This is a net effect of £1,507k overspend on High Needs, £303k overspend on early years, and £334k underspend on Schools Block. This overspend will be Funded from the overall DSG reserve. There is sufficient funding in the reserve to cover this but it is now reduced to £1.726m. This is less than 1% of total DSG.
- 6.2 The High Needs Budget after direct funding for post 16 places and academy schools is £28.714m. The revised budget after transfer of £1,039k from the Schools Block equates to £29.753m. The High Needs outturn for the year is £31.260m, resulting in an overspend of £1.507m.

- 6.3 The early years outturn position of £303k consists of £884k underspend on 2 year olds and an overspend of £1,187k on 3 and 4 year olds. The underspend on the Schools Block is due to a combination of favourable prior year grant adjustments and an overspend of £76k on centrally retained growth funding.
- 6.4 We have taken a prudent view and assumed that the overspend on 3 and 4 year olds will not be refunded by the DfE. In previous years, adjustment in respect of the January Census is passed through in June the following financial year. However, in view of Covid 19, along with the absence of the May census, the DfE is yet to announce details of how retrospective early years funding adjustments would be applied.
- 6.5 The provisional High Needs budget allocation for 2020/21 is an increase of 17% on the previous year and the Schools block allocation received a minimum funding guarantee increase of 2% in 2020/21.

Table 5 - 2019/20 DSG Outturn Position

	Funding £'000	Block Transfers	Revised Funding	Expenditure Forecast March 2020	Deficit (surplus) at as March £'000
Schools Block – ISB	168,020	(1,039)	166,981	166,646	(334)
Early Years Block	22,230		22,230	22,533	303
High Needs Block	28,714	1,039	29,753	31,260	1,507
Central Block	2,575		2,575	2,575	0
Total	221,539		221,539	223,014	1,476
b/f DSG balances					(3,202)
Unallocated DSG reserves (surplus)					(1,726)

- 6.6 The Central Schools Services Block has been reduced by 20% in 2020/21 by the DfE. This is the first year of cuts to the historical commitments funded from the Central Block. The budget for the historical commitment is £1.526m. A reduction of 20% is equivalent to £305k. The historical commitment will continue to reduce by 20% for the next 4 years. Services funded from the Central Block include Trewern Outdoor Education Centre, the Community Music Service, BDSIP commissioning, school games and schools' estates, so pressures in these areas will need to be managed.

7. Legal Implications

Implications completed by: Lucinda Bell, Education Lawyer.

- 7.1 This report asks that the Council's commitment to strengthen and develop partnerships between the borough's schools and other organisations is renewed, that delegation for non-material changes to this report before publication is given to the DCS and that the contents of information within it are noted. Cabinet is not

required to make any decisions about which legal comments are needed. There are therefore no further legal comments.

8. Other Implications

- 8.1 **Risk Management** – Principal risks are potential further national financial cuts affecting the Council's ambition for improved outcomes for young people and financial pressures on schools and Education due to funding reductions as well as Covid 19. Collective delivery of the Education & Participation Strategy 2018-22 by education partners and the Council and increasing collaborative working to grow capacity will help to mitigate some of this. Management action and monitoring are in place to control and review the pressures on the High Needs Block. There remains ongoing uncertainty about examinations in 2021 along with the periodic need for young people to self-isolate. Whilst robust remote learning arrangements can mitigate this, they cannot wholly replace on site teaching.
- 8.2 **Contractual Issues** – The Council's commissioning contract with BDSIP is now in its third year. The contract allows for an extension.
- 8.3 **Staffing Issues** – As highlighted above, two Inclusion posts have returned to the Council from BDSIP, following a careful review of roles and responsibilities. There remain pressures on the core Council team in its oversight of our vulnerable groups. Work to review some key senior posts is taking place in 2020/21.
- 8.4 **Corporate Policy and Equality Impact** – The priorities set out in the Education & Participation Strategy 2018-22 represent a significant opportunity to improve outcomes for all children and young people, including the most vulnerable, while addressing and managing the unique challenges which Covid 19 presents. This, in turn, should serve to help mitigate risks to inclusion during Covid 19. An example of this is work to support recovery for SEND provision set out paragraph 5.3.

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 priorities in 'The Barking & Dagenham Corporate Plan 2020-22', particularly 'Prevention, Independent and Resilience'. The Council's Equality and Diversity Strategy sets out the borough's approach to equality and diversity. The strategy has 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.

- 8.5 **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 by 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 partnership working, including through the 'Step Up, Stay Safe' programme, with key partners such as Social Care, Health and the Police.

- 8.6 **Health Issues** – A priority of the Education & Participation Strategy 2018-22 is building collective responsibility across key partners, including Health, and the community for children and young people’s wellbeing and resilience. Covid 19 further underlines the importance of this. 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 and through the CEP. Work with key partners, including Health, though the legacy of the EYTA and in support of the provision of a range of mental health services for children and young people will support these objectives. During the 2020/21 academic year, we will be working with BHRUT to deliver the Healthy London Partnership’s Asthma Pathway, which will see every child and young person with Asthma with a prevention and crisis plan. Specialist Asthma nurses will support and train school staff so that they are confident in supporting the health needs of their pupils.
- 8.7 **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 to helping to keep children and young people safe, including through the ‘Step Up, Stay Safe’ programme.
- 8.8 **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. Owing to Covid 19, the centre has been closed, and staff furloughed. Currently, overnight residential visits are not permitted. The centre will reopen when allowed to resume residential visits.

Public background papers used in the preparation of the report:

- <https://explore-education-statistics.service.gov.uk/find-statistics/permanent-and-fixed-period-exclusions-in-england> (2018/19 exclusions data)
- <https://www.gov.uk/government/statistics/key-stage-4-performance-2019-revised> (2018/19 Key Stage 4 data)
- <https://www.gov.uk/government/statistics/a-level-and-other-16-to-18-results-2018-to-2019-revised> (2018/19 Key Stage 5 data)
- <https://www.lbbd.gov.uk/education-and-participation-strategy> (Education & Participation Strategy 2018-22)
- <https://bdsip.co.uk/wp-content/uploads/2020/05/2020-strategy-final-public-facing.pdf> (BDSIP Strategy 2020-23)

List of appendices:

- Appendix A: Education Performance dataset 2019/20