

## CABINET

14 November 2023

<b>Title:</b> Annual Education Performance Review 2022/23 and Education and Participation Strategic Plan 2023-26	
<b>Report of the Cabinet Member for Educational Attainment and School Improvement &amp; Cabinet Member for Children’s Social Care and Disabilities</b>	
<b>Open Report</b>	<b>For Decision</b>
<b>Wards Affected:</b> None	<b>Key Decision:</b> No
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<b>Summary</b>	
<p>This Cabinet report reviews the borough’s education and participation performance in 2022/23 in relation to the five priorities of the Education &amp; Participation Strategy 2018-22.</p> <p>The priorities of the Education &amp; Participation Strategy 2018-22 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 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> <p>A near final draft of the Education &amp; Participation Strategic Plan (EPSP) 2023-26 is also attached at Appendix B. This plan falls under ‘The Barking and Dagenham Best Chance Strategy - Our partnership plan for babies, children, young people and their families – September 2022 – September 2025’ and will support delivery of it. The EPSP 2023-26 largely carries forward the existing priorities in the current strategy, whilst incorporating a further priority of:</p> <ul style="list-style-type: none"><li>• Strengthening outcomes, support and opportunities for vulnerable children and</li></ul>	

young people, including those with Special Educational Needs and/or Disabilities (SEND).

This is a challenging time for children and young people. Research by the Prince's Trust 'Class of Covid Report 2022'<sup>1</sup> shows that '49% feel anxious on a daily basis', '51% feel their aspirations are now lower now as a result of global events since 2020' and '58% worry the costs of living crisis will prevent them reaching their goals'. In 2022/23, Year 13 pupils took exams for the first time in several years, having sat no GCSE exams and having had extremely disrupted schooling for Key Stage 4. Year 11 took GCSEs, having had very disrupted Years 8 and 9. Year 2 had no nursery experience, and little social contact during critical stage of development.

Following the re-introduction of public examinations in 2022 after the pandemic, the Government's intention this year was to bring down grade inflation at GCSE and A Level caused by the 2020 and 2021 policy of teacher assessed grades during the pandemic. Nationally, the expectation was that, in a number of areas, grades would drop in comparison to 2022 results.

In fact, Barking & Dagenham's schools largely bucked this trend with some very positive improvements at A Level and GCSE. These are results that the Borough's young people and schools should be proud of.

**Key performance headlines are summarised below** (please note that 2023 data is provisional and a small number of benchmarks, alongside some results data, are not published by the Department for Education (DfE) until November 2023):

- At 31 August 2023, the proportion of schools rated 'Good' or 'Outstanding' by Ofsted stood at 95% (56/59 schools). This increased to 96.6% (57/59 schools) in September 2023, following publication of Ofsted's inspection report for one school which was inspected in July 2023. This performance is just above the latest published London benchmark (96% at August 2023<sup>2</sup>), and well above the national benchmark (89% at August 2023<sup>3</sup>). Very positively, inspection feedback from Ofsted for 4 schools with ungraded inspections indicated that these schools could be rated 'Outstanding' if they had a full Section 5 inspection.
- At the Early Years Foundation Stage, the percentage of Barking and Dagenham pupils achieving the Good Level of Development - 65.2% - rose by 2.7% in 2023 compared to 2022. The national benchmark (67.3%) rose by slightly less (2.1%). The gap to London, for the borough, has decreased in 2023 compared to 2022.
- At Key Stage 1, the borough's percentage of pupils achieving the Expected Standard in Reading, Writing and Maths Combined (56.3%) improved on 2022 (51.9%) but is lower than 2019 (64.2%). The borough is slightly above the national average (56%) in 2023, having been below national in 2022. The borough is below the 2023 London average (60.7%).
- The borough's combined Expected Standard in Reading, Writing and Maths remained the same as 2022 – 60.3% - and is broadly in line with national – but below London (65.2%) in 2023. The borough remains below its 2019 result (65.6%), reflecting the national picture. Maths and Grammar, Punctuation and Spelling (GPS) remain above national and continue to be areas of strength at both Expected and Higher Standards.

<sup>1</sup> [Document\\_TheClassofCovid\\_Report.pdf \(princes-trust.org.uk\)](https://www.princes-trust.org.uk/class-of-covid-report-2022)

<sup>2</sup> Source: published DfE statistical release for August 2023

<sup>3</sup> Source: published DfE statistical release for August 2023

- At GCSE, although the borough has dipped from its 2022 results, Barking & Dagenham bucked the national trend with increases in all published headline measures compared to 2019. For grades 9-4 English and Maths, the borough's performance is 65.8%, an increase of 3.9% on 2019, above the 2023 national average (65.1%) but below London (71%). Grades 9-5 in English and Maths, at 48.4%, represents a 5.8% increase on 2019 and is only 2.2% short of the borough's 2022 result which was the best ever for Barking and Dagenham. On this measure, our 2023 performance is above the 2023 national average (45.3%) by 3.1% but below London (53.9%). Barking and Dagenham performed strongly on Progress 8 (at 0.23), better than national (-0.03) but below London (0.27)
- This year's A Level results are the best ever, excluding the pandemic years, for Barking and Dagenham, representing significant progress. For A\*- B grades, there has been an impressive improvement of 13%, with the borough just 0.9% behind national. This is particularly important as this enables more young people to access the most competitive Higher Education (HE) course and apprenticeships. For A\*- C grades, an 11.4% rise to 78.6% means the borough is, for the first time, above national (75.4%) by 3.3%. For A\*- A, Barking & Dagenham has improved by 5.7% on 2019, with the gap to national closing from 11.1% in 2022 to 6.1% this year.
- At primary, the performance of disadvantaged pupils (including those on Free School Meals or Looked After), pupils with SEND and with English as an Additional Language (EAL) is positive, with these outperforming these groups of pupils nationally in the proportion of pupils with a 'Good Level of Development' (at the Early Years Foundation Stage) and at the Expected Standard for Reading, Writing and Maths at Key Stages 1 and 2.
- At secondary - GCSE - the performance of disadvantaged pupils and pupils with EAL outperformed these groups of pupils nationally across headline measures such as of Progress 8, Attainment 8 and 9-5 English and Maths. Pupils with SEN Support were above the national average for this group of pupils in Progress 8.
- For Looked After Children (LAC) in 2021/22 at Key Stage 4, the borough's validated Key Stage 4 Progress 8 score has remained strong. It is in the B performance quartile nationally (the second strongest quartile), better than the national average for this measure.
- Numbers of young people progressing to Higher Education (HE) from Barking and Dagenham institutions rose by 8% between 2021 and 2022, representing 81% of the Year 13 cohort. Over a third of those progressing to HE gained places at the most competitive universities. This included 8 young people to Oxford or Cambridge and 1 to the University of Philadelphia (Ivy League). 23 young people secured degree level apprenticeships in organisations including the National Grid, Kone Ocado, TFL (in Engineering), Deutsche Bank (in Digital marketing), Jaguar Land Rover (in Business) and Allen & Overy (in Legal).
- Between December 2022 and February 2023, 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 at 2.9%, equalling the borough's best position last year and equating to around 200 young people. The borough is better than national and London benchmarks and in the top performance quintile nationally.
- A March 2023 Ofsted Thematic Review of Barking & Dagenham's Alternative Provision (AP) was generally very positive. This highlighted that the borough's AP is clearly defined and understood, focusses on supporting mental health and engagement, that vulnerable children and young people are nurtured, supported and achieve well, and children know they are missed if they are not present.

- Annual quality assurance visits to the borough's Additional Resourced Provisions (ARPs<sup>4</sup>) were carried out in Summer 2023. All ARPs were assessed as at least 'effective'. The visits highlighted a wealth of strong practice, accompanied by a strong commitment and passion for children and young people, many of whom present a range of complex and often highly challenging behaviours and needs.
- Working with the borough's Virtual School for LAC, BDSIP has developed an e-learning platform for borough-wide access to training to support children with a Social Worker. The evaluation of the first two courses in Attachment and Adverse Childhood Experiences (ACEs)/Trauma showed that 2/3 of colleagues in schools found the content 'extremely useful', with 1/3 deeming it 'useful'.
- Barking & Dagenham's well-established Cultural Education Partnership (CEP), called 'Inspiring Futures', is the first Cultural Education Partnership to have successfully applied for an Arts Council Place Partnership Grant, securing £461,000 to develop a creative and cultural alternative provision for students with Social, Emotional and Mental Health needs at risk of exclusion over the next 3 years.
- The borough's Holiday Activities and Food (HAF) programme is in its third year, with engaging holiday programmes with a food offer that meets School Food Standards, over the Christmas, Easter and Summer Holidays. The majority of food was provided via BD Group, with 85% of places going to children and young people eligible for benefits-related Free School Meals or otherwise vulnerable. With strong school engagement, 17 of the borough's schools hosted programmes. Around 3,200 children and young people were reached through the Summer 2023 programme, more than 1,000 over Christmas, and 1,924 over Easter. This was significantly more than the year before.

### **Recommendation(s)**

The Cabinet is recommended to:

- (i) Reaffirm the Council's commitment to strengthening and developing partnerships with Barking and Dagenham's family of schools, BDSIP, Barking & Dagenham College, CU London, and other key partners such as Health to achieve the best possible outcomes and opportunities for the borough's children and young people;
- (ii) Note performance against the priorities of the Education and Participation Strategy 2018-22 as set out in section 2 of the report and in the dataset at Appendix A to the report; and
- (iii) Endorse the draft Education and Participation Strategic Plan 2023-26 as set out in Appendix B to the report.

### **Reason(s)**

To assist the Council in achieving its vision and priorities in the Borough Manifesto, Barking & Dagenham Corporate Plan 2023-226 and Barking and Dagenham Best Chance Strategy - Our partnership plan for babies, children, young people and their families – September 2022 – September 2025.

<sup>4</sup> ARPs provide specialist education provision for pupils with SEND and are hosted in mainstream schools.

## **1. Introduction and Background**

- 1.1 The borough's achievements in education and participation in 2022/23 have taken place in an increasingly challenging context post pandemic and given the cost-of-living crisis – a 'double whammy effect' for our children and young people.

### **The local context**

- 1.2 Barking and Dagenham has the highest proportion in England and Wales, at 26.1%, of residents aged under 16<sup>5</sup>. Levels of child poverty in the borough are the third highest in England and Wales, with 46% of children estimated to live in poverty. 62.4% households in the borough have at least one measure of deprivation – the highest proportion in England and Wales. Barking and Dagenham also has the second highest proportion of households in England and Wales living in a property without enough bedrooms (at 17.8%) – a measure which impacts on children and young people's quality of life.
- 1.3 Following the pandemic, Headteachers have continued to report rising numbers of children entering Reception with increased and more complex needs. This has been seen in Early Years settings too. Young children who remained in the home during lockdown are demonstrating greater needs around speech and language development. Schools and settings continue to make more referrals for external help than before the pandemic but also continue to wait longer for this specialist help. Take up of early years place remains below pre-Covid levels but is increasing.
- 1.4 Schools are also reporting increased numbers of children and young people at all ages suffering from mental health and anxiety problems.
- 1.5 Following the pandemic, securing sufficient work experience placements for young people remains challenging. Barking & Dagenham School Improvement Partnership (BDSIP) is exploring new models of securing and delivering work experience, going forward, to strengthen outcomes in this area.
- 1.6 In line with the national picture, Barking and Dagenham schools are welcoming ever increasing numbers of children with complex needs into mainstream schools. For example, requests for assessments for Education, Health and Care Plans (EHCPs) doubled in the borough between 2021 and 2022 to 526 in this year. This is greater than the national increase of 23% during this period. As a result, demand for appropriate specialist places in the borough has continued to outstrip places available. At the same time, over the past year, services have struggled to meet demand. This has affected EHCP timeliness, the provision of therapies and health support and the provision of specialist places. To help address this, additional capacity has been brought into the Council's Education team.
- 1.7 The Council has worked tirelessly with schools and partners to create additional specialist education places, while supporting children and young people with SEND in mainstream as far as possible where this is appropriate for them. The

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<sup>5</sup> As at Census day.

demand for increased specialist places in Barking and Dagenham remains concentrated in the specialisms of Autistic Spectrum Condition (ASC) and Social, Emotional and Mental Health (SEMH). During the academic year 22/23, 155 new specialist places were created. In the current year 2023/24, an additional 56 places have been created or are planned. Riverside Special School were asked to consider extending their age range from 4-16 to 4-19 so to offer some students a sixth form opportunity. The school and the Partnership Learning Trust welcomed the opportunity and submitted a business case to the DfE supported by the LA. This was subsequently approved and this year they will be able to offer 6 places initially.

- 1.8 The additional special school approved by the DfE, called Oxlow Bridge, has been fully designed and recently secured local Town Planning approval. The next final stage is approval by the Greater London Authority (GLA) after which the scheme will commence construction on site. The DfE have advised that the school will open in September 2025 as opposed to September 2024 as originally planned. This has been due to a number of delays in its design development. The new school will be located on the former Pondfield Depot site. Pathways special school who have been operating from the temporary location at City Farm are scheduled to move into their permanent, purpose built school in late October / early November 2023, which is located in south Dagenham. The Council submitted a bid to the DfE in October 2022 to open a further special school. However, we were advised that we were not successful on this occasion.
- 1.9 A one-off payment of £2.4m was agreed and made to schools from the High Needs Budget to help alleviate the financial pressures schools are facing due to the ongoing demand and complex cases of children with SEN. The High Needs Budget continues to face ongoing pressures due to increases in the numbers of children with high and complex needs.
- 1.10 Barking & Dagenham is expecting a Local Area SEND Inspection imminently. Preparations for this are underway, including a renewed SEND Partnership Board.
- 1.11 In terms of school places more broadly, there is anticipated demand arising from new major housing developments in Barking and Dagenham. Previously 4 DfE approved Free Schools were in the pipeline for development including Fords View - Beam Park, Mallard Primary - Barking Riverside, Greatfields Primary – Barking, and Beam High Secondary - South Dagenham. Currently Greatfields Primary will open in 2024/25, and Fords View and Mallard will open from 2026/27 when there is sufficient demand of places. Beam High with agreement was cancelled by the DfE following a review of secondary capacity and demand. For some other areas of the borough, schools have experienced a reduction in demand for primary Reception places. There are a number of contributing factors to this. It is likely, based on five-year forecasts, that demand here will remain static during this period. A review is underway to look at the school estate and reducing planned admission numbers so that these schools have certainty in terms of pupil numbers and financial planning.
- 1.12 Lastly, the financial year 2022/23 saw the third year of five-year annual reductions to the Central Schools Services Block (CSSB) within the Dedicated Schools Grant (DSG), imposed by the DfE. It will impact on schools and LA services and over the 5 years will remove £1 million of funding which supports: Trewern Outdoor

Education Centre, the Community Music Service, BDSIP, Schools Estates and School Games Organisers. These services are implementing new delivery models to mitigate these reductions.

### **The national context**

- 1.13 In September 2022, the government introduced additional responsibilities on LAs around attendance, which has also declined nationally following the pandemic. The Council's Education team has increased capacity in its Inclusion team to further strengthen attendance support for schools.
- 1.14 In March 2023, the government published the 'SEND and Alternative Provision Improvement Plan: Right Support, Right Place, Right Time' in recognition of the significant challenges and complexity nationally and locally in the SEND landscape. In tandem, there is a new SEND inspection framework, which focusses on individual children and young people and with interfaces with Social Care for vulnerable children.
- 1.15 Looking forward, the continuing cost of living crisis, with rising energy prices and high inflation will continue to force families to make difficult choices and, in an area such as Barking and Dagenham, continue to exacerbate pre-existing challenges around poverty, health inequalities, housing and employment.
- 1.16 Throughout all the above, schools and Headteachers have continued to work passionately and committedly with the Council. The Summer 2023 Headteachers conference, preceded by strategic meetings with Headteachers, provided valuable opportunities for the Council and Headteachers to focus in detail on some of the key priorities for 2023 – 2026.

## **2. Performance update**

- 2.1 This section sets out performance in relation to priorities of the Education & Participation Strategy 2018-22.
- 2.2 **Priority 1 - a place in a 'Good' or 'Outstanding' school, college or early years setting for every child and young person**
  - 2.2.1 At 31 August 2023, the proportion of schools rated 'Good' or 'Outstanding' by Ofsted stood at 95% (56/59 schools). This increased to 96.6% (57/59 schools) in September 2023, following publication of Ofsted's inspection report for one school which was inspected in July 2023. This performance is just above the latest published London benchmark (96% at August 2023<sup>6</sup>), and well above the national benchmark (89% at August 2023<sup>7</sup>). All LA maintained schools are 'Good' or better.
  - 2.2.2 In addition, Annual quality assurance visits to the borough's ARPs were carried out in Summer 2022. All ARPs were assessed as at least 'effective'. The visits, carried out by senior Education leads and external consultants, many with experience as Ofsted inspectors, highlighted a wealth of strong and often inspiring practice.

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<sup>6</sup> Source: published DfE statistical release for August 2023

<sup>7</sup> Source: published DfE statistical release for August 2023

2.2.3 The borough has an ultimate aspiration of 100% of schools rated 'Good' or better by Ofsted. At August 2023, there were 2 schools in the borough not yet rated 'Good', excluding Pathways, a special school, still to be inspected in 2023/24.

2.2.4 Between September 2022 and end July 2023, Ofsted carried out 12 inspections – a combination of Graded (Section 5 full inspections) and Ungraded (Section 8 inspections of Good schools). All went positively and are set out below:

School	Date of inspection & Type	Judgement	Comment
Riverside School	Graded Inspection 5 & 6 October 2022	Outstanding	This was a graded inspection to confirm that Riverside could move from being a good school to an outstanding school.
Barking Abbey School	Ungraded Inspection 6 & 7 December 2022	Good*	Barking Abbey continues to be a good school. *In addition, the report stated, 'There is enough evidence of improved performance to suggest that the school could be judged outstanding if we were to carry out a graded (section 5) inspection now. The school's next inspection will be a graded inspection'. The school is likely to be re-inspected in the next 12-18 months.
Jo Richardson Community School	Ungraded Inspection 24 & 25 January 2023	Good*	Jo Richardson continues to be a Good school. *In addition, the report stated, 'There is enough evidence of improved performance to suggest that the school could be judged outstanding if we were to carry out a graded (section 5) inspection now. The school's next inspection will be a graded inspection'. The school is likely to be re-inspected in the next 12-18 months.
Parsloes Primary School	Ungraded Inspection 24 & 25 January 2023	Good	Parsloes continues to be a Good school.
The Warren School	Ungraded Inspection 7 & 8 February 2023	Good*	The Warren continues to be a Good school. *In addition, the report stated, 'There is enough evidence of improved performance to suggest that the school could be judged outstanding if we were to carry out a graded (section 5) inspection now. The school's next inspection will be a graded



			inspection'. The school is likely to be re-inspected in the next 12-18 months.
George Carey Church of England Primary School	Ungraded Inspection 22 & 23 February 2023	Good	George Carey continues to be a Good school.
All Saints Catholic School and Technology College	Ungraded Inspection 8 & 9 March 2023	Good*	All Saints continues to be a Good school. *In addition, the report stated, 'There is enough evidence of improved performance to suggest that the school could be judged outstanding if we were to carry out a graded (section 5) inspection now. The school's next inspection will be a graded inspection'. The school is likely to be re-inspected in the next 12-18 months.
Dorothy Barley Junior School	Ungraded Inspection 28 & 29 March 2023	Good	Dorothy Barley continues to be a Good school.
Roding Primary School	Ungraded Inspection 17 & 18 May 2023	Good	Roding continues to be a Good school.
St Peter's Catholic Primary School	Ungraded Inspection 20 & 21 June 2023	Good	St Peter's continues to be a Good school.
St Joseph's Catholic Primary School (Dagenham)	Ungraded Inspection 27 & 28 June 2023	Good	St Joseph's continues to be a Good school.
Southwood Primary School	Graded Inspection 3 & 4 July 2023	Good	Previously Requires Improvement, Southwood is now a Good school.

2.2.5 All of the borough's schools use Barking & Dagenham School Improvement Partnership (BDSIP)'s services in some capacity and 95% are partial owners of the business. BDSIP, the Council's preferred school improvement partner, provided school improvement support to schools, including many of those listed in the table above. This included:

- School Improvement Partners (SIPs), who worked closely with Headteachers and schools' senior leadership teams to challenge and support schools' improvement journey. For example, SIPs undertake quality assurance visits to LBBB maintained schools.
- Provision of curriculum support and training in key areas including English as an Additional Language, English, Maths and Science.
- Delivery of targeted improvement support to schools identified as vulnerable by the Council.
- Inclusion support, working closely with SENCOs to develop inclusion policy and practice in schools.

2.2.6 Further, to support the borough's strategy around inclusion and bring school leaders together to explore and share best practice, BDSIP has facilitated two successful conferences:

- In March 2023, leaders for inclusion and SEND attended the *SEND Conference 2023: A Vision for Inclusion*, where the average evaluation was 4.8 out of 5.
- In June 2023, BDSIP worked with a group of our Headteachers to deliver a conference focused on two key themes: the strategic leadership of inclusion and staff wellbeing. The average evaluation was 4.5 out of 5.

2.2.7 In response to the increase in children with complex needs in the borough's primary schools, BDSIP practitioners have visited 12 settings to provide practical, hands-on support and training, as well as bespoke resource packs and curriculum plans. On average, at the end of the programme of support, schools reported an average improvement score from 5.5 to 7.9 out of 10 across:

- Quality of Teaching and Learning
- Quality of Emotional Regulation
- Quality of Enabling Environments
- Confidence of Staff

2.2.8 This programme has been recommissioned by the Council for 2023-24 to continue to build on existing good practice and to reach more schools.

2.2.9 Since January 2023, BDSIP has distributed a weekly news bulletin for senior leaders in schools, highlighting key educational updates, nationally and locally, and a range of Continuing Professional Development (CPD). The feedback is extremely positive.

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

### **Early Years Foundation Stage (EYFS)**

2.3.1 The EYFS assessment is carried out in the final term of the year in which a child reaches age 5.

2.3.2 It is intended to provide a reliable, valid and accurate assessment of each child's development at the end of the EYFS. It is made up of an assessment of the child's outcomes in relation to 17 Early Learning Goals (ELG).

2.3.3 Children are defined as having reached a Good Level of Development (GLD) at the end of the EYFS if they have achieved at least the expected level for the ELGs in the prime areas of learning, Mathematics and Literacy.

2.3.4 It remains the issue that the impact of the pandemic has been hardest on the youngest children. As a consequence, nationally and locally, the overall GLD remains lower than pre-pandemic levels.

2.3.5 2022 was also the first year that the Local Authority had no role in moderating EYFS results for individual schools. This duty was removed by the government in

2020. As a result there was no external moderation of the EYFS profile although an extensive training programme on making the assessments was well attended by schools.

- 2.3.6 The below table shows that the percentage of Barking and Dagenham pupils achieving the GLD (65.2%) rose by 2.7% in 2023 compared to 2022. The national benchmark (67.3%) also rose by 2.1%. The gap to London, for the borough, has decreased in 2023 compared to 2022.

<b>Good Level of Development</b>	<b>2018</b>	<b>2019</b>	<b>2022</b>	<b>2023</b>
LBBD	71.3	72.4	62.5	65.2
London	73.8	74.0	67.8	69.1
England	71.5	71.8	65.2	67.3

- 2.3.7 To continue to address the gaps in children’s language and vocabulary development, schools have been ensuring that children learn in an environment rich with language, with a focus on extending vocabulary, reading stories and practising the correct speech sounds through a systematic approach to phonics.
- 2.3.8 It is interesting that some schools are achieving a GLD well above national and London averages, while several schools are significantly below these averages. This is an area for further exploration with BDSIP and School Improvement Partners.
- 2.3.9 In the EYFS, BDSIP has continued to support schools through training which has included a focus on language and communication skills; moderation of assessment judgements in the 7 key areas of learning; network meetings which have included a focus on personalised planning for children with additional needs; and school visits which have focused on the quality of provision.

### **Key Stage 1**

- 2.3.10 At Key Stage 1, the borough’s percentage of pupils achieving the Expected Standard in Reading, Writing and Maths Combined (56.3%) improved on 2022 (51.9%) but is still lower than 2019 (64.2%). The borough is very slightly above the national average (56%) in 2023 having been below national in 2022.
- 2.3.11 The percentage of pupils working at Greater Depth at Key Stage 1 Reading, Writing and Maths Combined (6.4%) has also improved on 2022 but is still lower than in 2019 (11.2%); this is also the picture nationally.
- 2.3.12 Separately, Reading, Writing and Maths at Greater Depth are slightly above the national benchmark in 2023 whereas they are all very slightly below national for the Expected Standard. The overall outcomes would be described as broadly in line with national outcomes. There remains a gap to London in all areas.
- 2.3.13 The table below sets out these results, with the gap to national shown in brackets.

	<b>B&amp;D 2019</b>	<b>B&amp;D 2022</b>	<b>B&amp;D 2023</b>	<b>London 2023</b>	<b>National 2023</b>
Combined Reading, Writing & Maths Expected Standard	64.2 (-0.7)	51.9 (-1.5)	56.3 (+0.3)	60.7	56.0
Working at Greater Depth	11.2 (=)	5.7 (-0.2)	6.4 (+0.2)	9.4	6.2
Reading Expected Standard	73.3 (-1.6)	65.2 (-1.7)	66.3 (-2.0)	71.0	68.3
Working at Greater Depth	23.9 (-1.1)	16.7 (-1.3)	19.1 (+0.3)	22.5	18.8
Writing Expected Standard	68.8 (-0.4)	55.5 (-2.1)	60.0 (-0.1)	64.4	60.1
Working at Greater Depth	15.1 (+0.3)	7.3 (-0.7)	9.3 (+1.1)	12.0	8.2
Maths Expected Standard	75.7 (+0.1)	65.6 (-2.1)	68.8 (-1.6)	73.1	70.4
Working at Greater Depth	23.8 (+2.1)	15.6 (+0.5)	16.5 (+0.1)	20.8	16.4

## Key Stage 2

2.3.14 The combined Expected Standard in Reading, Writing and Maths has remained the same as 2022 but is still below 2019 (-5.3%). However, it is still broadly in line with national. The Higher Standard has fallen slightly and is just below national (-1.9%). Maths and Grammar Punctuation and Spelling remain above national and continue to be areas of strength at both Expected and Higher Standards.

2.3.15 These results shown in the table below, with the gap to national shown in brackets.

	<b>B &amp; D 2019</b>	<b>B &amp; D 2022</b>	<b>B&amp;D 2023</b>	<b>London 2023</b>	<b>National 2023</b>
Combined Reading, Writing & Maths Expected Standard	65.6 (+0.3)	60.3 (+1.4)	60.3 (+0.9)	65.2	59.4
Higher Standard	11.2 (+0.6)	6.6 (-0.6)	6.1 (-1.9)	11.9	8.0
Reading Expected Standard	72.9 (-0.9)	75.8 (+0.9)	71.6 (-1.0)	76.1	72.6
Higher Standard	26.3 (-0.9)	27.0 (-1.0)	27.0 (-1.9)	33.4	28.9
Average Scaled Score	104.3 (-0.2)	104.7 (-0.1)	104.8 (0.3)	106.1	105.1
Writing Expected Standard	78.9 (=)	68.9 (-0.8)	71.4 (-)	75.3	71.4
Higher Standard <i>Teacher assessment</i>	17.9 (-2.4)	10.0 (-2.8)	10.2 (-3.2)	18.1	13.4

Maths Expected Standard	80.4 (+1.3)	73.3 (+1.7)	74.6 (+1.7)	78.5	72.9
Higher Standard	30.3 (+3.5)	25.6 (+3.1)	28.1 (+4.2)	32.1	23.9
Average Scaled Score	105.7 (+0.6)	104.4 (+0.6)	105.0 (+0.8)	106.0	104.2
GPS Expected Standard	82.8 (+4.3)	76.1 (+3.4)	74.7 (+2.4)	77.9	72.3
Higher Standard	45.6 (+9.7)	35.2 (+6.9)	35.9 (+5.8)	38.9	30.1
Average Scaled Score	108.1 (+1.7)	106.3 (+1.2)	106.0 (+1.1)	106.8	104.9

2.3.16 BDSIP facilitated moderation in a total of 20 primaries across Key Stages 1 and 2. This process found that:

- A range of high quality texts are being used as models for writing.
- The vast majority of schools are well-prepared and knowledgeable.
- Grammar and spelling are particularly strong in all schools.
- This Year 6 had been more impacted by the pandemic than the previous cohort as they missed the beginning of Key Stage 2. Consequently, there were fewer writers at Greater Depth standard.

### **Secondary results 2023 - GCSEs**

2.3.17 Although below the borough's 2022 results, the borough is still bucking the national trend with the improvements made against 2019 with increases in all published headline indicators at Key Stage 4 - a real achievement given the context. The government's plan this year was to bring down grade inflation caused by the 2020 and 2021 policy of teacher assessed grades during the pandemic. This year, all students in England sat examinations with few allowances even though most are still suffering from the disruption of the pandemic. Students were supported in the 2022 examinations with pre-released material and guidance on examined curriculum areas. The pre-pandemic 2019 results therefore provide the best comparison as test conditions were very similar. Nationally, it has been reported that in 2023, there has been a fall in GCSE grades 9-4 for the second year running.

2.3.18 For grades 9-4 English and Maths, the borough's performance is 65.8%, an increase of 3.9% on 2019. The borough's 2023 performance is above the 2023 national average (65.1%) by 0.7% but below London (71%)

2.3.19 The provisional combined grades 9-5 in English and Maths at 48.4% represent a 5.8% increase on 2019 and is only 2.2% short of the 2022 results which were the best ever in Barking and Dagenham. The borough's 2023 performance is above the 2023 national average (45.3%) by 3.1% but below London (53.9%).

2.3.20 The provisional grade 4 and above in English is 77.2%, 1.4% better than 2019. The provisional grade 5 and above in English has shown a 3.9% increase on 2019 to 64.5%.

- 2.3.21 Maths at grade 4 and above for the borough is 69.8%, an improvement of 2.5% on 2019, and at grade 5 and above is 52.5%, a 4.6% increase on 2019.
- 2.3.22 For the EBacc (English Baccalaureate) group of subjects for grades 9-5, Barking and Dagenham's performance is 17.5%, 2.4% higher than in 2019 (15.1%). The borough's 2023 performance is above the 2023 national average (17.0%). For grades 9-4 EBacc, the borough's performance is 25.5%, an increase of 3.4% from 2019 (22.1%). The borough's 2023 performance is also above the 2023 national average (24.2%).
- 2.3.23 Barking & Dagenham's Attainment 8 score for 2023 is 47.9, a 1.4 point rise on 2019 and 1.4 points below 2022. It is 1.6 points above the national average for 2023 but below London (50.5).
- 2.3.24 The 2023 Progress 8 score for Barking and Dagenham pupils is strong at 0.23, a 0.06 point rise compared to 2019 and 0.10 points above 2022. This is well above national (-0.03) but below London (0.27).
- 2.3.25 The results are set out in the table below.

	<b>B &amp; D 2019</b>	<b>B &amp; D 2022</b>	<b>B &amp; D 2023</b>	<b>London 2023</b>	<b>National 2023</b>
9-4 En & Ma	61.9	68.5	65.8	71.0	65.1
9-5 En & Ma	42.6	50.6	48.4	53.9	45.3
9-4 English	75.8	79.0	77.2	80.7	74.8
9-5 English	60.6	65.8	64.5	69.0	60.6
9-4 Maths	67.3	72.7	69.8	74.6	70.2
9-5 Maths	47.9	55.4	52.5	58.3	50.8
EBacc including 9-4 in En and Ma	22.1	29.5	25.5	34.2	24.2
EBacc including 9-5 in En and Ma	15.1	20.7	17.5	24.9	17.0
Attainment 8	46.5	49.3	47.9	50.5	46.3
Progress 8	0.17	0.13	0.23	0.27	-0.03

- 2.3.26 BDSIP have supported this progress through delivery of Subject Networks in English and Maths at Key Stage 4 which are well-attended. Following a change in staffing, Science networks are re-establishing but early feedback is positive.

### **Key Stage 5 Post 16 2023 - A Levels**

- 2.3.27 This year's A level results represent significant progress for Barking and Dagenham and are the best ever excluding the pandemic years. This was a particularly hard year for A Level candidates, as these were the first formal examinations since their Key Stage 2 tests at the age of 11.
- 2.3.28 As with the GCSE results, the best comparator are the results of 2019 as there were few concessions made despite this cohort having their whole Key Stage 4 experience disrupted by Covid. Even with the potential barriers and the government's stated aim of grade deflation, the students have improved on all headline indicators from 2019: some of the results have even matched or

exceeded those of 2022 which were teacher assessed. Given that Barking & Dagenham sixth forms are highly inclusive, there is much to be proud of in these results.

2.3.29 Please see the table below for results. Please note that London benchmarks are not available until November 2023.

<b>A level only</b>	<b>B&amp;D 2019</b>	<b>B&amp;D 2022</b>	<b>B&amp;D 2023</b>	<b>National 2023</b>
A*-E	96.3	98.4	99.1	97.2
A*-C	67.2	78.6	78.6	75.4
A*-B	38.8	53.3	51.8	52.7
A*/A	14.7	24.3	20.4	26.5

2.3.30 Specifically:

- For A\*- A grades, LBBB improved by 5.7% on 2019 with the gap to national closing from 11.1% in 2022 to 6.1% this year.
- For A\*- B grades, there has been an impressive improvement of 13% and the borough is now just 0.9% behind national. This is particularly important as this represents more young people being able to access places in Higher Education and apprenticeships.
- For A\*- C grades, an 11.4% rise means that LBBB is now above national average (by 3.3%) for the first time.
- For A\* - E grades, LBBB is 1.9% above national and above the LBBB teacher assessed 2022 results.

2.3.31 A newly appointed BDSIP Senior School Improvement Adviser (for secondary schools) is developing an approach to ensure meaningful engagement in curriculum networks for Key Stage 5.

### **Technical and professional qualifications**

2.3.32 Entries in both Applied General Vocational and Technical qualifications remain strong with pupils achieving an average grade of Distinction for Applied General Vocational in most schools and the average grade of Distinction for all Vocational Technical subjects in all schools.

2.3.33 At post 18, 23 young people secured degree level apprenticeships, e.g National Grid, Kone Ocado, TFL (in Engineering), Deutsche Bank (in Digital marketing), Jaguar Land Rover (in Business) and Allen & Overy (in Legal)

### **Performance of groups**

2.3.34 At primary in the borough, the performance of disadvantaged pupils (including those on Free School Meals or Looked After), pupils with SEND and with EAL is positive, with these outperforming these groups of pupils nationally in the key performance measures of the proportion of pupils with a 'Good Level of Development' (at the Early Years Foundation Stage) and at the Expected Standard for Reading, Writing and Maths at Key Stages 1 and 2.

- 2.3.35 At primary, the performance of girls in the borough was above the England average at Key Stages 1 and 2 for this group. However, the performance of both boys and girls in the borough was below the England averages for these groups in the Early Years Foundation Stage.
- 2.3.36 Pupils from an Asian background performed above the national average for this group at EYFS, Key Stage 1 and Key stage 2. Pupils from a Black background were above the national average for this group at Key Stage 1 and Key Stage 2. However, pupils from a mixed background as well as pupils from a White background were below the national averages for these groups at EYFS, Key Stage 1 and Key Stage 2, with performance of White British pupils particularly low.
- 2.3.37 At secondary – GCSE - boys, girls, disadvantaged pupils and pupils with EAL outperformed these groups of pupils nationally across the headline measures Progress 8, Attainment 8, 9-5 English and Maths and EBacc Average Point Score. SEN Support pupils were above the national average for this group of pupils in Progress 8.
- 2.3.38 The performance of pupils from Black and Asian backgrounds are above the national average for these groups across Progress 8, Attainment 8, 9-5 English and Maths and EBacc Average Point Score, while pupils from a Mixed background were above national in Progress 8 and Attainment 8. The performance of pupils from a White background remains below the national average for this groups for all measures.
- 2.3.39 During school improvement and inclusion visits to individual schools, BDSIP and the Education team discuss support for any groups of children and young people who have not performed as well as expected. Support for schools to further strengthen outcomes for children and young people with SEND and other vulnerable groups is also incorporated into training and conferences arranged by BDSIP and Education.

### **Exclusions**

- 2.3.40 Barking & Dagenham has generally performed well on exclusions in comparison to the latest published benchmarks for 2021/22. Total suspensions (SPN) was in the top performance quartile A nationally at 2.91%. This was against a national average of 6.91%. Total Permanent Exclusions (PEX) was in the top performance quartile A nationally at 0.04%. This was against a national average of 0.08%.
- 2.3.41 Primary PEX was ranked 52nd in the country out of all Local Authorities in 2021/22 (in the second strongest performance B quartile nationally).
- 2.3.42 The borough's performance on secondary PEX is in the top performance quartile A nationally. There has been a slight upward move (i.e. worsening) of 0.01% on last year but it remains low over the last 5 years.
- 2.3.43 Secondary suspensions remains less than half of the national average and is therefore in the top performance quartile A nationally.
- 2.3.44 The borough's primary fixed term suspensions have slightly reduced against a nationally increasing picture, resulting in quartile A nationally in 2021/22.



2.3.45 Working closely with schools, strategies to reduce suspensions and permanent exclusions have included:

- Working on Year 6 and Year 7 transition, improvements have been made in the transition from Primary feeder schools to Secondary schools through joint planning especially for vulnerable pupils. This helps support pupils and reduce suspension and exclusion in Year 7.
- Continuing to develop a nurturing and trauma informed approach in many schools through a 'hub model', providing 'Thrive' specialist support in relation to healthy relationship development and supporting pupil mental health and wellbeing. Nurture principles are in process of being introduced into every school.
- Establishing a 'strategic inclusion working group' to review the current range of 'Inclusion' in the borough. Partners from Education, Social Care, Health, Police and children and young people will help develop a future inclusion strategy and the development of a 'Barking and Dagenham Inclusion Charter'. The idea of the 'Inclusion Charter' will be a partnership to increase inclusion in our schools and reduce suspensions and permanent exclusions further. It will also help identify education needs and the targeting of resources to ensure children and young people remain in education and thrive in a nurturing community.
- Preparing for the introduction of a new digitised system and interface between schools and the Local Authority called 'Foresight Inclusion'. This will bring together several Inclusion areas in one system. It will provide schools with a quicker system for raising cases and accessing resources and support. We know that the earlier the intervention the greater reducing risk of suspensions, permanent exclusions and improving attendance.
- The borough's Alternative Provision framework runs parallel to our mainstream education offer and supports pupils who require additional or specialist support in short term provision to support their education needs and continued participation in education. It also prepares them for return to mainstream education or a specialist longer term provision. We have further strengthened our quality assurance system for this, working closely with Alternative Provision providers.

### **Looked After Children (LAC)**

2.3.46 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.

2.3.47 The Virtual School team tracks attendance, attainment and progress; delivers training to designated teachers, social workers, foster carers and school governors; offers advice and consultation to social workers with issues such as school admissions; coordinates education interventions; distributes resources to students; and attends Personal Education Plan meetings.

2.3.48 The borough's report from the LA's July 2023 Inspection of Barking and Dagenham's Children's Services highlighted positively that:

- An increase in the capacity of the virtual school has assisted with improving the educational attainment for children in care. Children are provided with additional support to better achieve in school and the Virtual School works effectively to avoid exclusions.
- Children benefit from personal education plans that are regularly updated to track educational progress and ensure that children have access to leisure interests and activities. Most children make progress from their starting points when they enter care.

### **Key Stage 1 Unvalidated data 2022-23 (until 31-03-2024)**

<b>KS1</b>	<b>2023 (5)</b>	<b>2023</b>	<b>2023</b>
<b>% &gt;EXS</b>	LBBB LAC	National LAC	LBBB All
Reading	80	46	66
Writing	80	35	60
Maths	100	46	69
Science	100	57	76
Reading, Writing and Maths	80	31	56

2.3.49 Although a small cohort of 5, this is a pleasing set of results for some of our youngest students, with all results well above averages for the performance of National LAC and all LBBB children. We have managed to secure some additional capacity within our EYFS and Key Stage 1 cohorts, and this has led to improved standards and support.

### **Key Stage 2 Unvalidated data 2022-23 (until 31-03-2024)**

<b>KS2</b>	<b>2023 (21)</b>	<b>2023</b>	<b>2023</b>
<b>% &gt;EXS</b>	LBBB LAC	National LAC	LBBB All
Reading	52	52	71
Writing Teacher Assessment	47	46	71
Maths	57	48	75
Grammar, Punctuation and Spelling	52	48	75
Reading, Writing and Maths	43	34	60

2.3.50 The Key Stage 2 data shows a very positive picture, with the borough's Looked after Children achieving the national standard or above in every subject. The Virtual School's aim is to move closer to Barking and Dagenham averages for all students. The Virtual School's Year 6 students benefitted from additional funding for tuition to support them. We are particularly proud that all our students took their SATs and achieved a grade. In addition, one student passed the 11+ is moving on to a grammar school.

2.3.51 The Virtual School is developing GDPR data sharing arrangements so that unvalidated Key Stage 4 results for LAC can be more easily shared with the Virtual School. Validated 2022/23 Key Stage 4 results for Barking and Dagenham's LAC students will be published in Spring 2024.

### Validated Data for 2021-22 - Key Stage 1

	2019 (4)	2019	2019	2022 (4)	2022	2022
% >EXS	LBBB LAC	National LAC	LBBB All	LBBB LAC	National LAC	LBBB All
Reading	50	52	73	25	45	65
Writing	50	43	69	25	33	56
Maths	60	49	76	50	43	66
Science	70	60	81	25	56	74

2.3.51 This cohort was very small - 4 students. Each child is being supported but it is statistically insignificant to compare the results as a group.

### Validated Data for 2021-22 - Key Stage 2

	2019 (22)	2019	2019	2022 (17)	2022	2022	2022
% >EXS	LBBB LAC	National LAC	LBBB all	LBBB LAC	Rank/ Quartile	National LAC	LBBB all
Reading, Writing and Maths	60	37	66	50	3/A	31	60
Grammar, Punctuation and Spelling	64	53	82	50	37/B	47	76
Maths	64	51	80	50	NA	44	73
Writing Teacher Assessment	73	50	79	67	NA	42	69
Reading	68	49	73	67	NA	52	76

2.3.52 The Virtual School's year 6 students performed better than their national peers across all performance measures and were placed 3<sup>rd</sup> nationally for their combined Reading, Writing and Maths scores. Six students from this cohort have been placed on the Virtual School's 'Aspire Higher' register, supporting them to aspire to Higher Education.

### Validated Data for 2021-22 - Key Stage 4

	2019 (21)	2019	2019	2022 (22)	2022	2022	2022
	LBBB LAC	LBBB all	National LAC	LBBB LAC	Rank/ Quartile	LBBB all	National LAC
KS4 Average Attainment 8 Score	20.6	46.1	19.1	19	NA	48	20
KS4 Average Progress 8 score	-0.94	+0.15	-1.28	-1.29	66/B	0.13	-1.3

- 2.3.53 The borough's 2021/22 Key Stage 4 Progress 8 score remains strong, in the B performance quartile nationally and better than the national average.
- 2.3.54 The borough's 2021/22 Key Stage 4 Attainment 8 remained at a similar level to last year, and Barking and Dagenham is slightly below – by 1% - the national average. It is challenging to pinpoint an overarching reason for this. As the Virtual School has very small cohorts, one student can have a large effect on the overall percentage point. The Virtual School will continue to support and challenge schools to ensure that our students are met with aspirational targets and supported well to achieve.

### **Destinations (LAC)**

- 2.3.55 Of the Year 12 cohort of young people: 13 progressed to Sixth Form/Academy; 26 progressed to college; 2 progressed to Riverside Bridge School or Trinity; 3 progressed to Barking Technical Skills Academy; and 2 are NEET. The Virtual School continues to work with all young people in Year 12 to support their education and they all have a named lead. As at 30 September 2023, 12 are yet to secure a place. Out of this group 6 have an EHCP and the Virtual School is working with the EHC team to secure their education placement.

### **Children with a Social Worker**

- 2.3.56 In 2022/23, the Virtual School created the new post of Assistant Headteacher for Children with a Social Worker to perform this extended role of the Virtual School, which was introduced by the government in 2021. The postholder has been supporting schools to help shine a spotlight on this vulnerable group by working with them to more easily identify, monitor and share effective practice to support their achievement.
- 2.3.57 In partnership with the Virtual School, BDSIP has developed an e-learning platform for borough-wide access to training that will support children with a Social Worker. The evaluation of the first two courses in Attachment and Adverse Childhood Experiences (ACEs)/Trauma showed that 2/3 of colleagues in schools found the content 'extremely useful' for their role, while 1/3 found it to be 'useful'.

## **2.4 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.**

- 2.4.1 Numbers of young people progressing to Higher Education (HE) from Barking and Dagenham institutions rose by 8% between 2021 and 2022, representing 81% of the entire Year 13 cohort. Over a third of those progressing to HE gained places at the most competitive 'top third' universities. This included 8 young people to Oxford or Cambridge and 1 to the University of Philadelphia (Ivy League). A further 9 young people went on to study medicine. 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 (the most recent data), double that of the nearest Local Authority rival.

- 2.4.2 Between December 2022 and February 2023 (the national performance indicator), 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' was held at 2.9%, equalling the borough's best position last year and equating to around 200 young people. This is a stronger position than national and London benchmarks. Due to a national increase in NEET and Not Knowns of 0.5%, Barking and Dagenham has improved its relative position and retains its position in the top quintile nationally.
- 2.4.3 For Care Leavers in Education, Employment or Training (EET), the borough's performance at the end of September 2023 is 60% (109/181 care leavers) – the same as the borough's 2022/23 end of year performance. We remain below our target of 65%, however we are above all comparators (National average of 55%, Statistical Neighbours average of 55% and the London average of 59%). Our end of September performance includes all former relevant children (whether open to the Council or not), whose birthday fell between April-September 2023, and their EET/NEET activity around their birthday.
- 2.4.4 The Council's extensive Provider Forum has continued to work collaboratively to deliver effective offers to young people who are NEET, with strong engagement. The Council's annual 'What Next?' Careers event, which is supported by the Forum, took place in July 2023 and directly supported 58 young people at immediate risk of NEET, our highest ever recorded attendance.
- 2.4.5 BDSIP shares partnership objectives with the Council in the area of supporting work experience and careers support. BDSIP's Aimhigher programme of events has included employer visits from organisations such as Enstar, Bellway Construction, CDW, ACCA and Adecco, along with a variety of industry ambassadors such as representatives from civil engineering, biomedical science, the legal profession and journalism. Event planning for students and parents in 2023-24 is underway with sessions to include Oxbridge Insights and Understanding Apprenticeships, and opportunities to meet ambassadors from the Healthcare and Medical Science and Creative and Media industries.
- 2.4.6 All Year 11 students in BDSIP's client schools received independent careers advice and guidance (IAG) from a fully qualified adviser. 91.64% of students reported that they found the advice very helpful and all students reported that they understood what they needed to do next to progress their plans. Advisers are working to ensure IAG is accessible for all students as part of meeting the Gatsby Benchmarks and students can request support from Year 7.
- 2.4.7 BDSIP continues to prioritise rebuilding the work experience placement pool, which has increased from 6 active employers with 9 active placements in December 2021 to 138 active employers providing 185 prospective placements in October 2023. In order to ensure that there are sufficient placements for our larger cohorts, the BDSIP Work Experience team work closely with schools, parents and young people to support those who are able to find their own work experience placement. BDSIP conducts employer checks for all 'own find' placements. Across 2022-23, BDSIP placed 1,463 students out of a possible 2,050 from 7 schools in Barking and Dagenham. Students who did not have a work experience placement remained in their school but the Work Experience team offered a programme for them to support work-related learning. Discussions

with other London providers has found that the delivery environment remains challenging following the pandemic so providers are consolidating across boroughs to share their employer pools. Consequently, BDSIP is working with Inspire! who now cover Newham, Hackney, Camden and Islington to trial a partnership arrangement for the delivery of work experience for Sydney Russell school in January 2024.

2.4.8 BDSIP is adapting their work experience programme to provide a more personalised offer for students with SEND or an EHCP and this has worked successfully with some special schools. These placements are fully or part-assisted, with guidance provided from BDSIP's Inclusion team to ensure appropriate support is in place to facilitate successful placements. Students receive a Careers IAG interview prior to matching them with an employer and BDSIP colleagues conduct a pre-placement visit with the student and a teacher from their setting to familiarise them with the journey and working environment.

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

### **Culture**

2.5.1 Inspiring Futures celebrated 10 years of supporting creativity, culture and the arts in schools in Barking and Dagenham. A toolkit for schools was produced in partnership with Studio 3 Arts for schools.

2.5.2 The Arts Award Transition Programme grew its delivery for a third year in a row, with 10 secondary schools participating and 1800 Year 7 students achieving an Arts Award Discover certification from Trinity College London. This activity was delivered at Trinity SEND school for the first time. Feedback showed that:

- 78% Year 7 students increased in their happiness
- 62% Year 7 students increased in self esteem
- 76% Year 7 students increased in resilience

2.5.3 The Inspiring Futures conference 2022 took place at the Barbican Centre, with 112 attendees. The event focussed on Exploring the Roles of Diversity, Representation and Identity in a 21<sup>st</sup> Century Creative Curriculum working in partnership with BDSIP and the Race and Social Justice (RSJ) Programme.

2.5.4 Inspiring Futures is the first Cultural Education Partnership to successfully apply for the Arts Council Place Partnership Grant securing £461,000 to develop a creative and cultural alternative provision for students with SEMH at risk of exclusion over the next 3 years.

2.5.5 The Paul Hamlyn funded *Story of Me* programme, a two-year CPDL for teachers, concluded in July supporting curricula and pedagogical developments in creative approaches to making the curriculum more reflective and representative of pupils. Over 2 years we engaged 60 teachers, 14 artists with 434 days of artist time in school, 1600 pupils and 34 CDPL sessions.

2.5.6 Inspiring Futures completed the first year of film skills delivery in partnership with Film Barking and Dagenham, with:

- 1200 students engaged in workshops and careers events
- 70 teachers engaged with CPD
- Over 100 parents engaged with info session
- 25 Industry partners working with schools

2.5.7 Inspiring Futures brought international dance company Far From the Norm, led by Olivier Award winning choreographer Botis Seva, who was born in Dagenham, to the Broadway as part of their international tour to do 2 free performances to schools with an audience of 500 students.

### **Physical Activity**

2.5.8 The School Sports Partnership delivered its first full calendar of competitions and multisport events for primary, secondary and SEND schools. 95 separate events were delivered reaching a total number of 4762 participants. This includes 400 young sports leaders. 50 teachers attended physical activity CPD sessions.

2.5.9 New approaches to inclusive sports activities as well as elite competitions were introduced including new sports such as the Dragon Ball Festival, Martial Arts and Power Lifting, the latter has yielded national success. Girls Football was established with a £5000 grant from Barclays including a football tournament and introductory sessions. Teams have been established.

### **Food and nutrition**

2.5.10 This has been the first full year of delivery supporting the development of the Good Food Plan in LBBDD, working closely with Inclusive Growth and BDTogether. Work has included:

- Delivering workshops and visits for schools in partnership with Billingsgate Fish Market. 163 students attended from 4 schools.
- Developing a relationship with School Food Matters to deliver the CPD 'Cooking Without a Kitchen' to 14 delegates from 8 schools. Participants were given practical information on how to approach cooking in a classroom such as planning, recipe choices, allergens, nutritional tips room preparation.
- 8 primary schools were recruited to 'Know Your Onions' and 3 Secondary schools (including Trinity School) to Young Marketeers - both growing projects that lead to students taking their produce to sell at Barking Market. Around 170 students and 32 teaching staff took part across 11 schools.

### **Health and wellbeing**

2.5.11 Barking and Dagenham schools have continued to outperform their peers in the London Healthy Schools Award. With almost 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 (HSL), with 78% having achieved Bronze (vs 59% for London), and 55 schools having achieved Silver and 29 Gold.

- 2.5.12 BDSIP has continued to lead a borough-wide conversation on Race & Social Justice (RSJ) project. Two lead facilitators have been appointed from Rose Lane and Marsh Green Primaries, helping to co-ordinate the programme and provide supporting communications to schools, including the production of a newsletter for schools. The RSJ Facilitators' Network continues to meet termly with representation from at least 30 schools and a number of schools have presented case studies on their work in this area to the group. In addition, 13 schools are now signed up to completing the Leeds Beckett Anti Racist Award.
- 2.5.13 The borough's Holiday Activities and Food (HAF) programme is now in its third year, with engaging holiday programmes with a food offer, that meets School Food Standards, over the Christmas, Easter and Summer Holidays. The majority of food was provided via BD Group, with 85% of places going to children and young people eligible for benefits-related Free School Meals or otherwise vulnerable. Schools' engagement in HAF has been cited as a challenge nationally, however 17 of the borough's schools hosted programmes, some for the first time. Around 3,200 individual children and young people were reached through the Summer 2023 programme, 1,004 over Christmas, and 1,924 over Easter. This was significantly more than the year before, with additional funding secured through Public Health to expand the Easter programme. We were also able to provide food hampers to families in partnership with Better Food Shed.
- 2.5.14 In March 2023, we were successful in securing £2.1m in funding from the Department for Culture and Sport under their Youth Investment Fund programme for the redevelopment of the derelict Padnall Hall into a new youth centre for the Marks Gate Estate. This was the only successful Phase 2 and 3 (i.e. over £300k) bid to the Youth Investment Fund in the whole of London.
- 2.5.15 During 2022/23, the Council used part of its Housing Support Grant to support families of eligible Free School Meals pupils during school holiday periods. Funding was provided to schools which would purchase food vouchers and give them to families prior to each holiday. Support is set to continue until the Easter 2024 holidays after which it will cease.
- 2.6 **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.**
- 2.6.1 The Colin Pond awards, in conjunction with the Council, is now in its seventh year of providing over 60 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.
- 2.6.2 Following input from the research organisation ISOS, a renewed post 16 partnership, which comprises representatives from schools, Barking and Dagenham College, the Council and BDSIP, was developed and recommenced in Autumn term 2021. Through their work, subject networks have been set up to



support the continuing improvement of A level outcomes, across many A level subjects but particularly in Maths and Science and the highest grades in all subjects. These are led by expert teachers from Barking & Dagenham schools, supported by BDSIP to share good practice. This year, the post 16 partnership will once again meet regularly with a strong focus on encouraging our young people to stay in the borough for their post 16 education rather than going elsewhere. There will be a continued focus on securing the highest grades for young people, particularly at A\* to B grades.

- 2.6.3 Work is embedded with colleagues in Inclusive Growth to generate new education, training and employment opportunities for young people in the borough. This is looking to ensure that the borough's young people can benefit from opportunities in new industries such as the Film Studio, the Creative and Green industries and London Markets. This past year has seen particularly close partnership working with Inclusive Growth to develop and secure supported internship and employment routes for young people with SEND aged 18 – 24, including the coordination of the DfE's Internship Works programme.
- 2.6.4 Barking and Dagenham College's own supported internship programme, the 'Reach Programme', continues to grow year on year, with increasing number of employers on board and hosting high needs students, with some securing employment.
- 2.6.5 The 2022-23 academic year saw the first full year of full operations for Trewern Outdoor Education Centre since the pandemic. The Centre built on its pre-pandemic performance, with a total of 29 bookings by borough schools, compared to 25 in the first full year before the pandemic (43 schools overall). In addition, the Centre opened its new separate Lodge accommodation, designed for smaller and more targeted groups. 11 bookings were made for the Lodge, including by Pathways School who reported outstanding outcomes for their children and young people with SEND. The Centre also secured Thrive Ambassador status, the first Outdoor Education Centre in the country to do so. This reinforces the Centre's approach to delivering improved wellbeing outcomes through the provision of high quality residential outdoor education experiences.

### **3. Education & Participation Strategic Plan (EPSP) 2023 - 2026**

- 3.1 A near final draft of the EPSP for 2023-26 can be found at Appendix B. This strategic plan falls under 'The Barking and Dagenham Best Chance Strategy - Our partnership plan for babies, children, young people and their families, September 2022 - September 2025' and will support delivery of it.
- 3.2 The five priorities in the EPSP 2023-26 are:
- A place in a good or outstanding school or setting.
  - Supporting achievement for all, including children exceeding national then London standards.
  - Strengthening outcomes, support and opportunities for vulnerable children and young people, including those with SEND.
  - Supporting the wellbeing and resilience of children and young people.
  - Improving opportunities for young people post 16 and maximising numbers who are in education, employment and training.

3.3 The content of the draft EPSP 2023-26 has been consulted on with the borough's Headteachers.

#### **4. Financial Implications**

Implications completed by: Kofi Adu, Group Finance Manager.

- 4.1 The Dedicated Schools Grant is reporting an overall in-year overspend of £591k (please refer to the DSG table below). This consists of an overspend on High Needs of £2,515k and a small overspend of £3k on the Central Services block. This combined overspend of £2,518k has been mitigated by underspends against the Early Years and Schools block of £1,307k and £620k, respectively.
- 4.2 The Early Years (EY) funding is based on prior year allocations and funding is only finalised using the previous Spring Census data. The underspend of £1,307k is made up of £154k for 2-year-old and £887k for 3- and 4-year-old (£1,041k). The central Early Years budget reported an underspend of £266k. As in previous years, we have assumed a full claw back of the in-year underspend of £1,041k – this being the sum of the underspend on the 2- and 3 and 4-year-old funding. Although there will be a retained element, this will not be known until July 2023.
- 4.3 The High Needs overspend is £2,515k. This has been achieved despite making a one-off payment of £2.4m to schools. The one-off payment of £2.4m was agreed and made to schools from the High Needs Budget to help alleviate the financial pressures schools are facing due to the ongoing demand and complex cases of children with SEN. The High Needs Budget continues to face ongoing pressures due to increases in the numbers of children with high and complex needs.
- 4.4 The school's block is reporting an underspend of £621k. An underspend of £309k relates to the growth fund and £312k represents the amount of loans repaid to the LA. This is the net effect of revised forecasts on growth fund requirements, based on the October 2022 Census, and the adjusted falling rolls allocations. There has been a reduced claim on the growth fund due to lower than anticipated September 2022 pupil number growth.
- 4.5 The total DSG reserves brought forward from 2021/22 is £10,664k. This amount is reduced by the in-year overspend of £591k to give the revised DSG reserve of £10,073k. We have assumed the full clawback of the early years underspend on the 2-year-old and 3- to 4-year-old funding of £1,041k, therefore adjusted reserve is £9,032k. £309k of this amount relates to the underspend of the growth fund allocation which is earmarked to support future growth proposals and schools facing falling rolls. £963k is the year-end balance held against the Schools Facing Financial Difficulty fund.

## DSG Table: 2022/23 Outturn:

	2022/23 Budget	2022/23 Outturn	Surplus (Deficit) Outturn
	£'000	£'000	£'000
Schools Block – ISB	180,624	180,004	621
Central Block	2,224	2,227	(3)
High Needs Block	44,509	47,024	(2,515)
Early Years Block	21,877	20,570	1,307
<b>Total</b>	<b>249,234</b>	<b>249,825</b>	<b>(591)</b>
DSG Surplus B/F			10,664
<b>Revised DSG Reserve</b>			<b>10,073</b>
<b>Less EY clawback</b>			<b>(1,041)</b>
<b>22/23 DSG Reserve</b>			<b>9,032</b>
Of which:			
SFFD retained		963	
Growth & Falling Fund C/F		309	
<b>Net DSG Reserve</b>			<b>7,760</b>

### 5. Legal Implications

Implications completed by Daniel Longe, Principal Solicitor for In-House Advocates

- 5.1 The LA has a number of statutory education duties which include establishing a Schools Forum, formulating and reviewing the schools funding formula; ensuring there are enough early education and school places to allow for parental choice; the promotion of educational excellence; school admissions; establishing and funding a Standing Advisory Committee for Religious Education (SACRE); Education Welfare; school attendance and exclusions, children missing education; responsibilities regarding employment of children; Special Educational & Health Needs; careers advice; monitoring of national curriculum assessments; outdoor education, music and creative provision for maintained schools; monitoring the education of the LA's Looked After Children; home to school transport; and safeguarding.
- 5.2 This report asks that the Council's commitment to the partnerships between the borough's family of schools and other key partner organisations be renewed in order to achieve the best possible outcomes for children and young people. The report also requests that Cabinet notes the contents of information within it regarding the Key Performance Indicators for schools and partner agencies for the 2022-2023 academic year and also to endorse the draft EPSP 2023-26.

## 6. Other Implications

- 6.1 **Risk Management** – Principal risks are potential further national financial cuts affecting the Council's ambition for improved outcomes for young people. There are continuing significant financial pressures on schools from the impact of the cost-of-living crisis and high inflation, alongside the continued growth in levels of need in the borough.

The increase in numbers of children and young people with high and complex needs is putting extreme pressure on the resources of the Council and its partners. This is evidenced by the doubling of EHCP requests in 2022. Whilst we are working persistently and creatively to respond to the need – there are strains upon staffing capacity, recruitment challenges and cost which cannot be fully mitigated.

Whilst management action and monitoring are in place to control and review the pressures on the High Needs Block, the legacy of historic underfunding of this block alongside growing numbers of children and young people with high and complex needs places severe pressures on schools as they strive to meet the needs of all children in their care.

A collective focus on delivering the EPSP 2023-26 by the Council and partners and continuing to strengthen partnership working to grow capacity can help to mitigate some, but not all, of this.

- 6.2 **Staffing Issues** – The Education team has increased its SEND staffing capacity. However there remain pressures on the core Council team in its oversight of vulnerable groups. Education is aiming to progress some additional business critical posts in 2023/24.

- 6.3 **Corporate Policy and Equality Impact** – The EPSP 2023-26 represents a significant opportunity to further improve outcomes for all children and young people, including the most vulnerable, while seeking to mitigate the impacts on these groups of the pandemic and cost of living crisis.

One of the five priorities in the Strategic Plan is 'Strengthening outcomes, support and opportunities for vulnerable children & young people, including those with SEND'. This includes working with Health partners to increase access to therapists such as in Speech and Language Therapy to help meet immediate need, further developing a Careers offer for LAC in the Virtual School, and working with schools to further support outcomes for children with a Social Worker. Another priority in the Strategic Plan – 'Supporting the wellbeing & resilience of children & young people' – includes working with schools to develop an 'Inclusion Charter' based on agreed inclusion principles, promoting inclusive and nurturing practice in schools through training and models of good practice, and supporting the schools-led Race & Social Justice project. These priorities and initiatives are examples of work which will aim to reduce inequity and increase opportunities for vulnerable groups and those with certain protected characteristics.

- 6.4 **Safeguarding Adults and Children** – The EPSP 2023 – 26 aims to further strengthen the wellbeing of children and young people, and particularly those most vulnerable including those with SEND. This includes through a focus on supporting attendance, as a protective factor; inclusion and keeping children and young people

in school; the Alternative Provision framework; the interface between schools and Social Care through a new MASH Education post; and promoting the voice of children and young people.

- 6.5 **Health Issues** – The EPSP 2023-26 aims to continue to build strong collective responsibility across all key partners, including in Health, for children and young people's health and wellbeing. This especially important given the increases in numbers of children and young people struggling with their mental health post pandemic.

Working with Health, schools and community partners to support children and young people with SEND is a key priority. There is a shortage of therapies nationally and locally for children with SEND. The Council, working with partners, has developed and commissioned some new projects to help improve access to Speech and Language, mental health support in schools and family support at home for children with SEND.

- 6.6 **Crime and Disorder Issues** – Schools with community police officers based with them highly value them. The EPSP 2023-26 aims to promote strong partnership working between the Council, schools and education partners, Social Care, Community Safety and the Police. This is key to helping to keep children and young people safe.

#### **Public background papers used in the preparation of the report:**

- Exclusions (Latest) <https://explore-education-statistics.service.gov.uk/find-statistics/permanent-and-fixed-period-exclusions-in-england>
- Absence (Latest) <https://explore-education-statistics.service.gov.uk/find-statistics/pupil-absence-in-schools-in-england>
- EYFS (2022) <https://explore-education-statistics.service.gov.uk/find-statistics/early-years-foundation-stage-profile-results>
- Key Stage 1 (2023) <https://explore-education-statistics.service.gov.uk/find-statistics/key-stage-1-and-phonics-screening-check-attainment>
- Key Stage 2 (2023) <https://explore-education-statistics.service.gov.uk/find-statistics/key-stage-2-attainment>
- Key Stage 4 (2023) <https://explore-education-statistics.service.gov.uk/find-statistics/key-stage-4-performance-revised>
- Key Stage 5 (2022) <https://explore-education-statistics.service.gov.uk/find-statistics/a-level-and-other-16-to-18-results>

#### **List of appendices:**

- **Appendix A** - Education dataset
- **Appendix B** - Draft Education & Participation Strategic Plan 2023-26