

Update: Quality of schools' recovery  
post Covid-19

Overview & Scrutiny Committee  
9 July 2024

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# The current cohort of children and young people – transition points

- Current Y13 taking A Levels and other qualifications – took the very adapted first GCSE exams after Covid. Their Year 9 and Year 10 (First year of GCSE course) was disrupted
- Current year 11 – taking GCSEs. Had very disrupted Years 7 and 8
- Current Year 6 pupils – Taking SATs. Had very disrupted Years 2 and 3
- Current Reception class (end EYFS) started nursery at the end of Covid

# Outcomes – Early Years Foundation Stage 2023

The percentage of LBBD pupils achieving a Good Level of Development has increased by 2.7% but is still below that of 2019 (-7.2%). The gap to London has narrowed slightly. In 2019, LBBD was broadly in line with national but is now slightly below. The recovery for our youngest children is slower than for London and national.

Good Level of Development	2019	2022	2023
LBBD	72.4	62.5	65.2 (-7.2)
London	74.0	67.8	69.1 (-4.9)
England	71.8	65.2	67.3 (-4.5)

# Key Stage 2 2023

(the gap to national is shown in brackets).

Combined Reading, Writing and Maths	B & D 2019	B & D 2022	B&D 2023	London 2023	National 2023
Expected Standard	65.6 (+0.3)	60.3 (+1.4)	61.0 (+1.2)	66.6	59.8
Higher Standard	11.2 (+0.6)	6.6 (-0.6)	6.1 (-1.9)	12.2	8.0

The combined Expected Standard in Reading, Writing and Maths is slightly above 2022 but is still below 2019. However, it is slightly above national. The Higher Standard has fallen slightly and is just below national. Maths and Grammar Punctuation and Spelling remain above national at both Expected and Higher Standards.

# 2023 Outcomes - GCSE

		B & D 2019	B & D 2022	B&D 2023	London 2023	National 2023
<b>9-4 EN &amp; MA</b>		61.9	68.5	66.0	71.2	65.4
<b>9-5 EN &amp; MA</b>		42.6	50.6	48.5	54.1	45.5
English	9-4	75.8	79.0	77.2	80.8	75.0
	9-5	60.6	65.8	64.6	69.1	60.8
Maths	9-4	67.3	72.7	70.1	74.7	70.4
	9-5	47.9	55.4	52.7	58.4	51.0
<b>EBacc including 9-4 in En and Maths</b>		22.1	29.5	25.7	34.4	24.3
<b>EBacc including 9-5 in En and Maths</b>		15.1	20.7	17.7	25.1	17.1
<b>Attainment 8</b>		46.5	49.3	48.0	50.6	46.4
<b>Progress 8</b>		0.17	0.13	0.24	0.27	-0.03

- Policy of grade deflation in place to counteract inflated teacher assessed grades of Covid
- Few allowances made even though most students still suffering from the disruption of Covid 19
- Pre-pandemic 2019 results provide the best comparison as test conditions very similar
- Nationally, in 2023, there has been a fall in GCSE grades 9-4 for the second year running.
- Although a fall from 2022, LBBD is still bucking the national trend with the improvements made against 2019 with increases in all published headline indicators at Key Stage 4 when compared with 2019; something of an achievement given the context.

# 2023 Outcomes: Post 16 - Best ever

A level only	B&D 2019	B&D 2022	B&D 2023	London 2023	National 2023
A*-E	96.3	98.4	98.6	97.1	97.1
A*-C	67.2	78.6	78.0	76.8	74.6
A*-B	38.8	53.3	51.5	54.7	51.3
A*/A	14.7	24.3	20.5	28.0	25.1

- Best ever results excluding the pandemic years - real progress for Barking and Dagenham
- A particularly hard year for A Level candidates - first formal examinations since their Key Stage 2 tests at the age of 11
- The best comparator with 2023 - results of 2019 as there were few concessions made despite this cohort having their whole Key Stage 4 experience disrupted by Covid.
- They are either above or close to national average for 2023.
- Even with the potential barriers and the government's stated aim of grade deflation, all headline indicators improved compared with 2019
- Results even matched or exceeded those of 2022 which were teacher assessed during pandemic.
- LBBD sixth forms are highly inclusive so results are impressive  
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# Looked After Children's outcomes

Some really positive outcomes for our Looked After Children at both Key Stages 2 and 4. Progress 8 is targeted by the Virtual School Team as an area to work on.

Attainment	2019	2020	2021	2022	2023	Rank	Quartile	Latest England Ave
% of Looked After Pupils Reaching the expected standard in Grammar, Punctuation and Spelling	64.0			50.0	-	-	-	50.0
% of Looked After Pupils Reaching the expected standard in Reading, Writing and Maths	59.0			50.0	46.0	19	A	37.0
Children Looked After - KS4 Average Attainment 8 Score	23.0	28.7	22.3	19.9	24.8	17	A	19.4
Children Looked After - KS4 Average Progress 8 score	-0.9			-1.3	-1.4	94	C	-1.3
% LAC Achieving 9-4 pass in English and maths GCSEs	27.3	44.8	30.80	-	35.1	5	A	20.0

# Pupil Attendance

## School Attendance Headlines – most recent full year data 2022/23

- Overall Absence rate has worsened to 7.0% from the previous year (6.6%) but remains better than national (7.4%).
- Persistent Absence (10% or more missed) rate has worsened by 1.1% to 21.8% and is worse than national 21.2%.
- Severe Absence (50% or more missed) rate has stayed the same for three years 1.2%. Nationally SA has worsened from 1.1% to 2.0% in the same period.

### Areas of Strength

- Primary Severe Absence 0.2% better than national.
- Secondary Overall Absence 1.7% better than national.
- Secondary Persistent Absence 4.2% better than national.
- Secondary Severe Absence 1.5% better than national.

### Areas of Concern

- Primary Overall Absence 0.7 % worse than national.
- Primary Persistent Absence 4.7% worse than national.
- Special Overall Absence 1.6% worse than national.
- Special Persistent Absence 11% worse than national.
- Special Severe Absence 0.9% worse than national.

## Current year attendance data

Year to date information taken from DfE View Your Education Data – Overall Absence is 0.4% better than national. Persistent Absence is 2% worse than national.

\*this information should only be treated as indicative as not all schools share their data. 54/60 schools (90%) in LBBB share attendance data.



# Outcomes – other

## Not in Education Employment or Training (NEET)

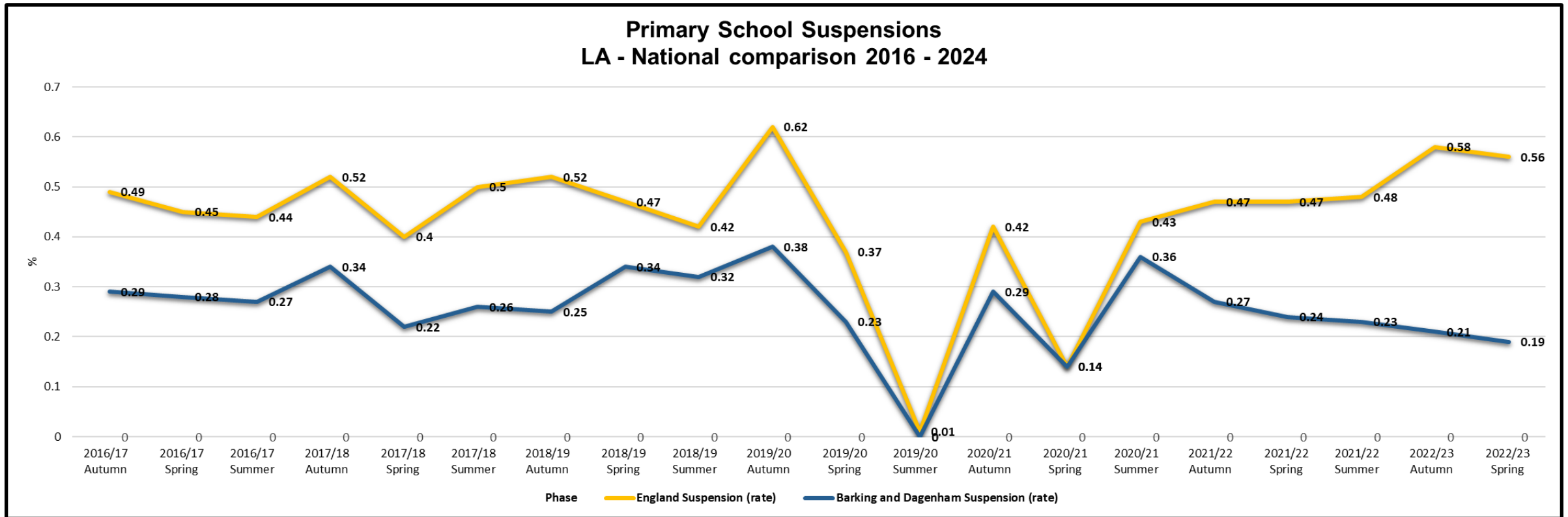
In 2023, the borough's NEET + Unknowns increased by 0.6%, wholly due to a rise in NEETs, to 3.6%.

Unknowns fell to 0.0% for the first time ever recorded.

This places the borough in the 2nd quintile nationally (provisional figures). The borough's performance was just below London but better than National Averages, which were 3.4% and 5.4% respectively.

# Primary Exclusions Summary

The LA has historically performed well against the national average and we continue to do so against a worsening national trend of primary suspensions. LBBD have invested heavily in a programme of alternative provision which work both in schools via advice and support; and out of school placement. Additionally, the LA has a strong interagency co-working model with health, social care and the third sector.

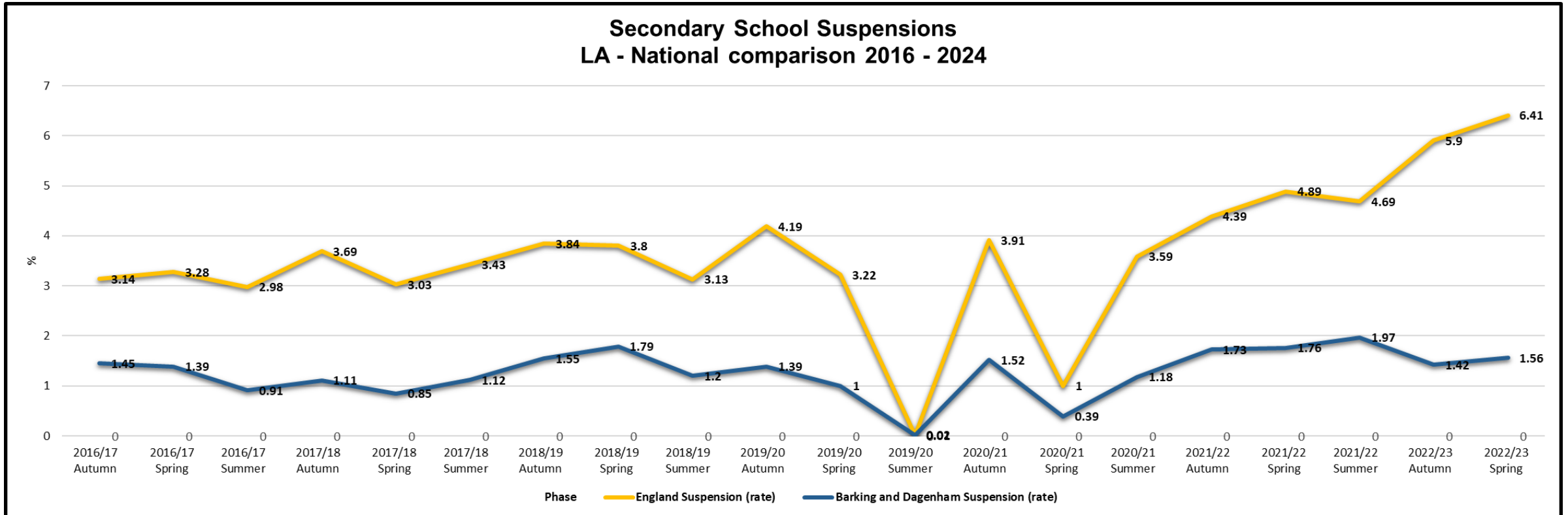


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# Secondary Exclusions Summary

Secondary suspensions are climbing in LBBDD but not as sharply as the national picture which, post COVID is seeing an unprecedented rise. The most common reasons are persistent disruptive behaviour and assaults. Although these reasons are also dominant in LBBDD, additional factors such as weapons, CCE and drugs also fuel this figure. Again, strong pre-emptive and reactive measures are in place and schools work strongly with the LA and each other sharing intelligence and joint interventions contributing to the depressed figure.



# Stresses on the system

- Mental health and anxiety problems still prevalent
- Demand for EHCP assessment remains at high level (now standing at 500 per annum and potentially increasing)
- The cost-of-living crisis continues to impact on our disadvantaged and vulnerable children
- Take up of early years places is still slightly below pre-Covid levels (less than 10%) in actuals. However, percentage take up for 3-and-4-year-olds has increased.
- Shortage of specialist places results in children with complex needs in mainstream. Specialist places in ARPs have increased but still not sufficient.

# Staffing

- Staff absence rates continue to be much higher in schools than pre-Covid with Headteachers reporting that staff are still much less resilient
- Severe recruitment issues also continue for teaching assistants, specialist nurses, educational psychologists, speech and language therapists, occupational health therapists
- Impact on all children but particularly the most vulnerable with SEND in both mainstream and special schools exacerbated by the extreme shortage of specialist places

# JRF report

The impact of hardship on primary schools and primary and community healthcare: Joseph Rowntree Foundation June 2024

The report asks this question: ‘what impact hardship is having on the delivery of services in primary schools and primary and community healthcare setting such as GP surgeries.’

‘The findings are stark: services are staggering under the weight of hardship. Services are spending significant resources, time, funding, emotional energy, and in some cases, whole job roles, trying to deal with the consequences of hardship. It diverts resources and adds to demand and workloads, which has knock-on impacts on pupils, families and patients who are not directly experiencing hardship.’

- ‘Hunger has become an everyday occurrence and schools are having to respond.’
- ‘Getting tired, hungry and upset children ready to learn eats into resources and classroom time. Parents and carers breaking down in tears at the school gates and looking to the school for help also takes up time and resources, with some schools creating job roles specifically to respond to this need.’
- ‘It ...places additional pressure on schools, exacerbating existing challenges like workloads, resources and funding, and affecting staff stress and moral’

## Strengths in the Response

Ofsted Inspections: **96.7%** of LBBB schools are good or better – above London average

Since May 2023: 31 inspections

7 secondary inspections:

- 4 x 'Outstanding' (All graded inspections)
- 2 x 'Good' (1 x graded; 1 x ungraded)
- 1 x will be re-inspected as sufficient evidence seen to suggest 'Outstanding' (ungraded)

22 Primary inspections:

7 x graded

- 1 retains its 'outstanding' judgement
- 4 retain their 'Good' judgement
- 2 go from RI to Good
- 1 goes from Good to RI

15 x ungraded: all retain their good judgement

- 3 will be re-inspected as sufficient evidence seen to suggest outstanding

2 Special School inspections

- 1 retains outstanding (ungraded)
- 1 'good' for first inspection (graded)

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# Pupil Wellbeing and Learning

- Best Chance Strategy continues to drive actions in Education
- Wellbeing/Personal Development identified in Ofsted inspections as a strength
- Anna Freud and Mental Health in Schools initiatives support improved mental health and resilience to supplement established Thrive/trauma informed practice
- Inclusion Charter now in place, encompasses Nurture Principles

# Conclusions

- Academic outcomes are recovering well particularly for the older students
- Anxiety and poor mental health continue to impact on schools and in particular, attendance
- Poverty and deprivation is taking its toll on our schools.
- Staffing recruitment and retention for SEND specialists affecting our most vulnerable
- However, our schools are doing really very well indeed according to Ofsted