

London Borough of Barking and Dagenham Education Strategy **Summer 2013 Review**



Our aim:

Rapid school improvement over the coming year will make sure that all our schools are good or better and variability in schools' progress is reduced, continuing our drive to exceed national averages for quality and attainment.



Foreword

In November 2011, Barking and Dagenham schools and the Council agreed the Education Strategy 2011 to 2014, which set 10 standards and seven priority areas for action. This mid-point review judges what has been achieved by August 2013, what remains to be done and to look beyond 2014 to reprioritise for the next three to five years.

The key principles of the strategy are:

- a further raising of the expected standards and shared ambition for all the children and young people that live here;
- a commitment to collective responsibility for all children and young people in Barking and Dagenham, not just those who attend a particular school through maintaining the family of local schools with its underlying principle of inclusive comprehensive provision;
- a commitment to improved outcomes and accelerated progress for children and young people through sustaining and refreshing the partnership between early years and child care settings, children's centres, schools, colleges and the Council; and
- making sure the pre-conditions for effective learning are in place through effective local authority intervention.

Our strategy is having an impact. Attainment on the headline measures at 11 and 16 is within a percentage point of the national average, and for the first time performance is above the national average in both English and Mathematics at GCSE (Summer 2012). In the broadest terms this means that children in Barking and Dagenham make better than expected progress from when they start school to age 16.





Progress over time

The borough has come a long way in raising standards: 20 years ago it was near the bottom of the national league tables. The recent Ofsted evidence report 'Unseen children: access and achievement 20 years on', which focuses on how young people from disadvantaged backgrounds are helped to succeed, shows that the borough is one of the highest performing areas in the country for the attainment of pupils with free school meals at GCSE (see Fig 1 – adapted from the report).

Key issues

Whilst progress has been made since 2011 towards all of the standards two significant groups of students, higher attainers and post16 young people, are still not meeting the standards we expect. 11 and 16 year olds have rapidly closed the gap to the national level and securing national and then London levels of performance are the next milestones for both phases.

Provisional Summer 2013 results for 11 year olds indicate a fall in reading. This is already a priority with a major project underway to recover and further improve standards.

A further issue is that whilst there is a general commitment to collective responsibility for all children, the capacity of different phases and also of individual schools varies too widely.

Secondary schools: Overall the secondary phase is strong with all but one school now judged good or outstanding by Ofsted. Robust school to school support is being provided to accelerate improvement in the single school in special measures, where good progress needs to continue to be made.

Primary schools have improved significantly over the last 3 years but below average numbers of schools are good or better. All schools are signed up to the standard of reaching at least Grade 2 Good by 2014. Strong school-to-school support and effective intervention and governance will be key to achieving this goal.

Our primary schools are raising attainment in challenging circumstances. We have the fastest rising population in the country with 1,000 more children entering reception classes in September 2012 than left to go to secondary school; high mobility; increasing cultural, faith and linguistic diversity and high levels of complex special educational needs.



Accelerating improvement: Our Focus for 2013 and beyond

This mid-point strategy review finds evidence of continued improvement against a backdrop of increasing challenge, through population growth, increasing levels of need and recruitment difficulties.

Standards are not yet at the levels the local authority, headteachers, governors and our community want. At nearly all stages, the standards sought by 2014 still provide significant challenges. In particular, at Key Stage 2 and GCSE, the national average and then the London average are interim targets.

The local authority's key strategy is to work with headteachers and to further encourage their commitment to local and pan authority partnerships for the benefit of all our children and young people. The local authority is striving to build on some very high quality examples of school-to-school support and also school improvement leadership led by schools. In the light of review findings, priority areas and actions for improvement are set out below.

Our two overarching objectives are:

- Every school a good or outstanding school; and
- Reaching national standards and beyond.

To achieve these we will:

A Further support the leadership of teaching through:

1. a renewed shared recruitment strategy;
2. supporting the development of the current teaching school to support primary recruitment;
3. supporting the bid for a second teaching school to train teachers in current areas of shortage – including primary and specialist SEN;
4. supporting and brokering school network led projects to improve teaching – with the primary reading project (nine schools) as a model;
5. signposting and brokering school-to-school support for teaching;
6. intervening where school leadership lacks the skills or capacity to improve the quality of teaching.
7. a focus on the teaching of reading from 2013 to 2015.

B Further support the quality of school governance through:

1. establishing a Director's Steering Group to monitor and evaluate the impact of our work on improving governance;
2. supporting access to governors with skill sets in shortage areas;
3. providing strong professional advisory support to governors, linking with a range of partners;
4. providing improved access to professional clerks;
5. promoting high quality training and mentoring for governors and particularly chairs; and
6. actively intervening if governing bodies are providing insufficient support and challenge to their schools.

C Further the development of school led school improvement networks and support through:

1. signposting and brokering;
2. supporting collective models which address specific areas of underachievement (such as the primary reading project);
3. working with schools to ensure resources are directed to where they are most needed to impact on our key aims.



D Continue to focus on post-16 outcomes at all levels through:

1. implementing the key actions set out in the Raising Participation Strategy, through monitoring and analysing provision, impact and suitability in the 14 to 19 Strategic Partnership and NEET Boards;
2. independent advice and guidance (IAG) to organise an effective service that offers advice and feedback to students and schools.

E Continued shared focus on reaching for the highest levels of attainment through:

1. promoting quality first teaching which aims to shift performance for all students, but especially for higher attainers, so that more achieve A and A* at 16;
2. developing and expanding the primary reading project;
3. ensuring each school has robust policies for higher achievers and those with particular talent;
4. establishing cross borough excellence groups, matching those available for music and sport;
5. ensuring academic outcomes, including the performance of vulnerable groups and the effectiveness of intervention strategies is closely analysed by governing bodies so that they support and challenge their schools appropriately;
6. intervening and brokering specific support where children are underachieving or where school results are too variable;
7. ensuring our Special Educational Needs (SEN) offer is ambitious for all our children, and staff have the expertise and flexibility to meet an increased diversity of need.

Figure 1
Weakest and strongest performing local authorities by FSM pupil attainment and change in FSM pupil attainment from 2007 to 2012 all 11 and 16

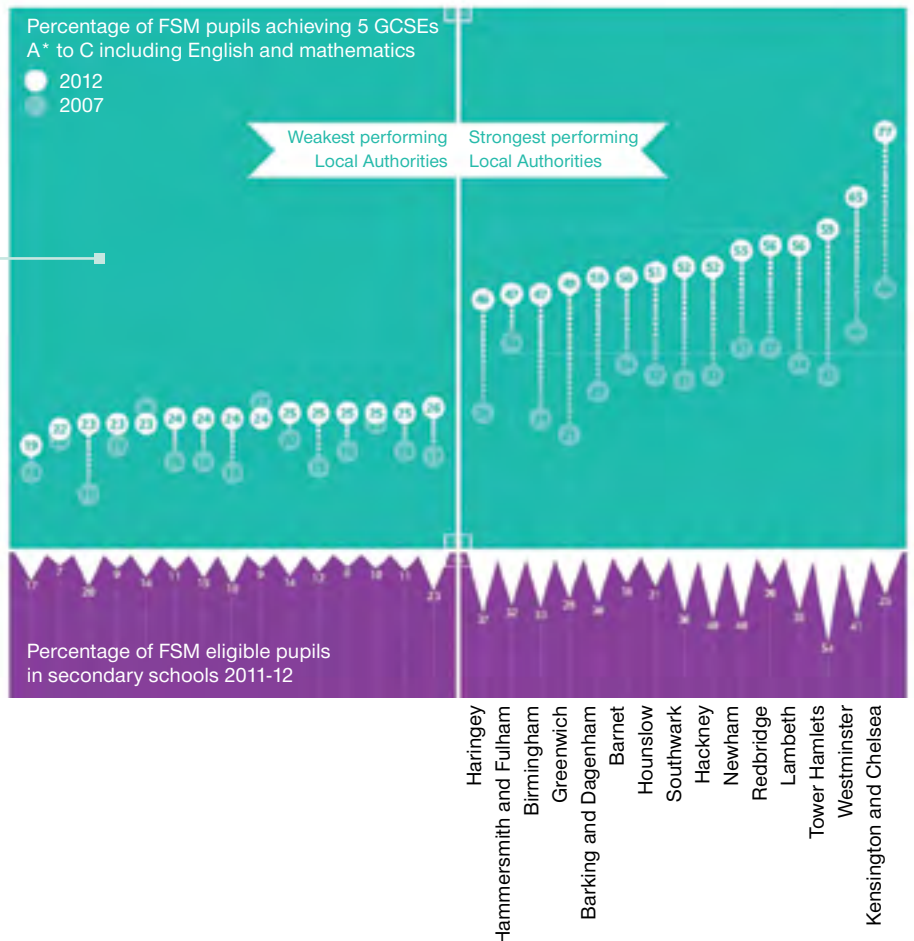
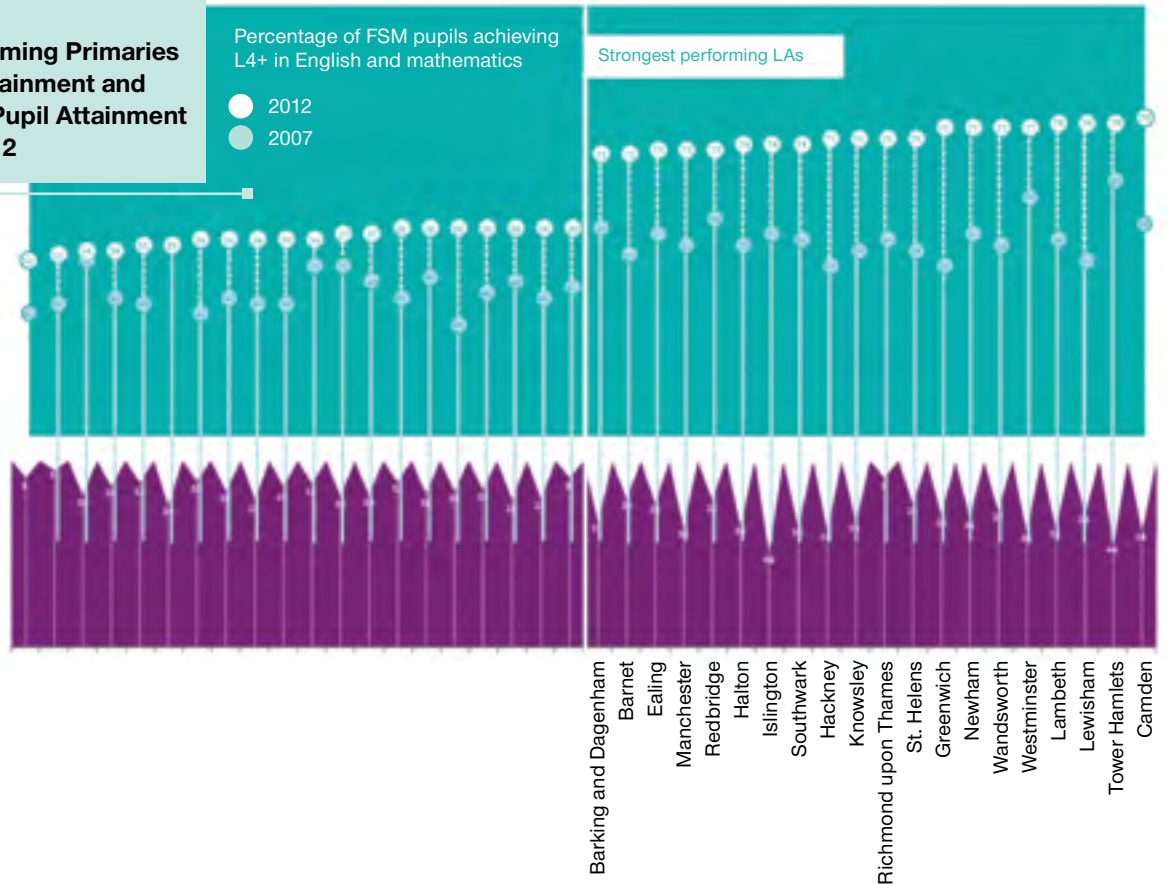


Figure 2
Strongest Performing Primaries
by FSM Pupil Attainment and
Change in FSM Pupil Attainment
from 2007 to 2012



Ten standards and seven priority areas for action - November 2011 Education Strategy

1. Every family should be able to send their child to a good or outstanding local school – an Ofsted good is the local floor standard.
2. Every young person leaves school with a recognised qualification.
3. Sufficient inclusive education places of the right quality, both mainstream and special, to meet the full range of needs and provide best value. Performance indicators – all attainment indicators plus percentage of children and young people with a statement in mainstream schools and percentage of children with statements in local provisions.
4. No primary school below the floor standard of 60% in 2012 and a commitment to raising the floor standard to 65% in 2013 and 70% in 2015 to keep pace with government policy and equip our young people for secondary school.
5. An overall raising of expectation by the end of the primary phase with a commitment to an overall target of 75% at L4 English and mathematics by 2012 and 80% by 2014 and 90% two levels of progress in English and mathematics separately. (2011 floor standards 87% and 86%)

6. No secondary school below the locally agreed floor standard of 50% 5A* to C including English and mathematics by 2012. (2011 national 35% rising to 40% in 2012 and possibly 50% in 2015).
7. A locally agreed target of 70% 5A* to C at GCSE including English and mathematics by 2014 (top quartile performance 58% in 2010/top 10% - 62.5%), with quartile C in the English Baccalaureate and 85% three levels of progress.
8. A cross phase commitment to raise the proportion of young people achieving the highest levels.
 - 20% A/A* at GCSE in mathematics by 2014
 - 20% A/A* at GCSE in English by 2014
 - 30% Level 5 in English at the end of KS2 by 2014 (2011 23%)
 - 35% Level 5 in mathematics at the end of KS2 by 2014 (2011 30%)
9. A continued raising of expectations at Level 3/A Level.
 - A* to C 78% by 2014 (2011 69.3/national 76%)
 - Average Point Score (APS) per pupil 765 by 2014 (2011 664)
 - APS per entry 230 by 2014 (2011 215)
10. Appropriate pathways and provision for all young people, including high quality alternative provision to be in place so that all are supported to remain in education, gain a recognised qualification, and to make at least expected progress.
 - Attendance – Ofsted good performance for primary and secondary attendance.
 - Permanent exclusions – maintain below national average performance -0.05 of the school population. (Provisional 2011 performance – 0.07, current national 0.08.)



Seven priority areas for action

1. Improving the quality of teaching and learning
2. Primary performance
3. GCSE performance
4. Post 16 performance
5. Improving the proportion of young people who achieve the highest levels for their age
6. Providing sufficient school places
7. Developing partnerships and governance to support the above



Review findings Summer 2013

For each of the ten standards and seven priority areas we asked ourselves:

1. Are we making sufficient progress against the standards?
 2. Are they still robust and challenging?
 3. Are we taking the right actions? If not – what do we need to do differently?
- And, subsequently, given the evidence of the last 18 months do any of our priorities need to change or be amended?
 - In almost all cases the standards continue to provide challenge for 2014. The end of Key Stage 2 standard at 80% Level 4 and 30/35% Level 5 in English and mathematics by 2014 appeared less challenging after the 2012 Summer results. Level 5 targets were already met and the 2012 results rapidly closed the gap to the national results. However, the change nationally, in the way results are calculated from 2013 has restored the level of challenge to these targets and provisional results at 11 indicate a fall in reading. The local authority has retained the target of 80% in reading, writing and mathematics for 2014 to reflect the national position. National and then London averages are always milestones and will continue to be next targets.
 - Since 2011, performance has improved against all standards apart from sub-sections of Standard 8 – proportions achieving the highest levels, (GCSE A and A*) and Standard 9 Level 3/A Level performance.
 - Areas of particularly strong performance are:
 - Ofsted performance of secondary schools with two more moving to good this year;
 - Reduction in number of schools below floor standards;
 - Key Stage 2 performance in 2012 (7% improvement at Level 4 to within 1% of national and Level 5 standard met);
 - GCSE performance (above national average for English and mathematics and gap to national closed to within 1% Summer 2012);
 - Attendance – further improvements (Ofsted Grade 1 performance);
 - Exclusions – falling and 96% of schools judged good for behaviour;
 - School places – the borough continues to expand and manage the fastest increasing school population in the country;
 - Partnerships – some strong examples of individual effective school to school support – through federations, internal NLE support, use of neighbouring NLE/teaching alliance and primary/secondary partnerships. This is a key area for further development in 2013/14.
 - Areas where progress needs to accelerate:
 - A and A* attainment at GCSE and A Level;
 - Level 3/A Level performance – which rose slightly on one and fell on two measures in 2012 following strong improvement in 2010 and 2011. To this has to be added the proportion of young people who remain in education and training Post 16 and 17 which is low;
 - Performance at 11 - provisional 2013 results indicate that performance in relation to the national average has slipped with reading as the key issue.
 - Whilst the proportion of primary schools judged good or outstanding has improved significantly over the last three years overall, it has not made gains over 2012/13;
 - The quality of teaching remains the key barrier to moving to good and is a priority for 2013/14. (See additional comments on recruitment.)
 - Governance – a renewed approach is required to recruit governors with the skill sets required and to support governing bodies.



Ten key facts about Barking and Dagenham's children, young people and schools

- 1 Barking and Dagenham is home to 60,000 children and young people, 31% of the total population of 191,000.
- 2 The borough is experiencing one of the fastest rising birth rates in the country. In September 2012, one thousand more children entered Reception than left Year 6 to go to secondary school. Our forecasts indicate that the combined primary and secondary populations (Year R to Year 11) will grow by around 10,000 over the coming five years to 2017/18.
- 3 46% of all primary aged children and 33% of all pupils at secondary school in Barking and Dagenham do not hold English as a first language. The average for England is 17% and 13% respectively.
- 4 Approximately one in three children in Barking and Dagenham is born into poverty, higher than the national average of one in five.
- 5 There are 44 primary phase schools, 10 secondary schools, one special school and one pupil referral unit in Barking and Dagenham. One primary school is an Academy and one secondary is a Free School.
- 6 There are 10 maintained schools with sixth forms, (including one special school), one further education college, a Technical Skills Academy and one adult college.
- 7 Barking and Dagenham is ranked 99 out of 152 local authorities for attainment at age 11 and 77 out of 151 at age 16. (2012 performance)
- 8 74% of Disadvantaged* pupils and 82% of Other** pupils in Barking and Dagenham achieved the expected level in both English and maths at age 11, compared with 68% and 84% nationally for each group. Barking and Dagenham is ranked 20 out of 152 local authorities for attainment at 11 for pupils on free school meals.
- 9 50% of Disadvantaged* pupils and 64% of Other** pupils in Barking and Dagenham achieved five A* to C GCSEs or equivalent, including English and maths, compared with 39% and 66% nationally. Barking and Dagenham is ranked 11 out of 152 local authorities for achievement of pupils on free school meals at 16.
- 10 Currently (June 2013) 0.8% (43) of 16 to 17 year olds in Barking and Dagenham are in employment without any training opportunities associated with their job while 5.3% (280) are not in any kind of employment or training.

* Disadvantaged pupils are defined as those in receipt of the Pupil Premium funds (Looked After Pupils are those who are FSM Ever6 - have ever been FSM in the past 6 years).

** Other pupils are those who are not in the Disadvantaged group.

All attainment data is based on 2012 validated results.



Appendix 1 - School led partnerships

School and contact person	Specialism/Offer
All Saints Teaching School Contact: Kevin Wilson (HT All Saints RC School)	<ul style="list-style-type: none"> • Opportunities for primary school placements • Opportunities for middle leader development
Beam/Leys Federation Contact: Leigh Culyer (HT)	<ul style="list-style-type: none"> • A highly effective federation of vulnerable and strong schools which has improved outcomes for both schools • Provides model and support for federating schools • Strong model for improving teaching and pupil outcomes
Free School, Independent and Academy Partnerships	<ul style="list-style-type: none"> • Support for all schools and school providers to procure and share expertise within the Borough through partnership arrangements
Manor Junior School Contact: Caro Drumm (HT)	<ul style="list-style-type: none"> • Local Leader in Education
Partnership Learning Trust Contacts: Roger Leighton (HT Sydney Russell); Gary Wilder (Executive HT Warren/Furze Federation); Peter McPartland (Trinity School)	<ul style="list-style-type: none"> • Model for free school provision • Teaching school bid – to cover primary, secondary and special
Primary Alliance networks Contact: Ruth Ejvet – Chair of Primary Headteachers, David Reedy - Principal Adviser Primary	<ul style="list-style-type: none"> • Local networks of schools with specific foci and shared cross borough opportunities
Tollgate Teaching Alliance Contact: Caroline Stone - 0207 476 1848 or email teachingschool@tollgate.newham.sch.uk	<ul style="list-style-type: none"> • Partnership work to encourage Barking and Dagenham Schools' access to a range of opportunities from our nearest Primary Teaching School Alliance
Warren/Furze Federation Contact: Gary Wilder	<ul style="list-style-type: none"> • NLE and national support school • Leadership and management support • Self-review/Ofsted preparation • Highly effective data and tracking systems
Valence Primary, Hunters Hall Primary, Grafton Primary, John Perry Primary	<ul style="list-style-type: none"> • Primary Reading Comprehension Project expertise
Eastbury Comprehensive School Contact: David Dickson (HT) Ripple Primary School Contact: Roger Mitchell (HT)	<ul style="list-style-type: none"> • Pilot Cultural Education Partnership Steering Group representatives



Appendix 2 - Register of excellent practice

School	Area(s) of excellence
All Saints	Parents' evenings
Beam Primary	Outdoor Learning Environment Effective Dialogic Pedagogy
Becontree Primary	Progress and attainment data analysis
Dorothy Barley Infant	School Council
Dorothy Barley Junior	Marking
Eastbury	Sports leadership
Eastbrook	French teaching and learning EAL teaching and learning
Erkenwald Centre	Student circle time
Five Elms Primary	Early Years provision
Furze Infant	Classroom learning environments Professional development of teachers
Gascoigne Primary	EYFS
George Carey C of E Primary	Phonics teaching Provision for autism
Godwin Primary	Nursery (how they develop children's learning behaviours and prepare them for YR) NARP
Grafton Primary	A happy, vibrant learning environment
Henry Green Primary	EYFS
Hunters Hall Primary	Writing
James Cambell Primary	EYFS
John Perry Primary	ARP for autistic children
Jo Richardson	SMSC
Manor Junior	Effective feedback tutorials
Manor Longbridge	Effective interventions
Manor (Sandringham Road)	Key Stage 1 - Writing
Marsh Green Primary	Teachers' collaborative drive and shared ambition - sharing good practice
Northbury Junior	Progress in writing
Richard Alibon Primary	ARP for children with Complex Needs
Ripple Primary	EYFS, Behaviour and Safety of Pupils and Social Inclusion/Family Support
Riverside	Learning
St Joseph's (Barking)	Nursery
St Joseph's (Dagenham)	Training and management of teaching assistants
St Margaret's C of E	Family liaison
Thames View Junior	School Council Multiculturalism Attitudes and Behaviour
The Leys Primary	Attitudes and engagement
Thomas Arnold Primary	International primary curriculum
Trinity Special School	The quality of teaching and learning with ASD pupils
Village Infant	SEN teaching assistants
Warren Comprehensive	English progress and literacy
Warren Junior	An outstanding teacher in Y3 Professional development of teachers
William Bellamy Primary	Meeting behaviour needs of all pupils - even the most challenging EBD pupils.



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Publication reference number: MC7203
Date: October 2013



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