

DIRECTORS' REPORT

ALL THROUGH SCHOOL GOVERNING BOARDS

AUTUMN TERM 2025

This term's report is prepared by BDSIP for the London Borough of Barking and Dagenham, and includes the following items:

For Action

1. Summary of Barking and Dagenham Schools' Results 2025 – Primary
2. Summary of Barking and Dagenham Schools' Results 2025 – Secondary
3. Meeting the requirements of the updated DfE Statutory RSE and Health Education Guidance (2025) through Healthy Schools
4. Careers and Destination Data Guidance for Schools (Secondary Schools)

For Information

1. DfE Governance Updates 2025
2. London Governors' Newsletter Autumn 2025
3. BDSIP Service Offer 2025/26

Elaine Allegretti, Director of People and Resilience

& Jane Hargreaves, Commissioning Director Education

1	Summary of Barking and Dagenham Schools' Results 2025 – Primary								
Purpose: The attached tables provide a summary of each school and the overall Local Authority results in national tests and examinations in 2025. All data are provisional and subject to change.									
Summary:									
Early Years Foundation Stage 2025									
LBB 2024	LBB 2025	Diff.	London 2024	London 2025	Diff.	National 2024	National 2025	Diff.	
67.2	67.9	0.7	70.0	70.7	0.7	67.7	68.3	0.6	
- Performance in GLD improved by 0.7pp in 2025. - This improvement is higher than the national improvement by 0.1pp, but LBB performance is still below national by 0.4pp. This is a slight narrowing of the 0.5pp gap in 2024. - The gap of 2.8pp between performance in LBB and London remains as it was in 2024.									
Phonics									
LBB 2024	LBB 2025	Diff	London 2024	London 2025	Diff.	National 2024	National 2025	Diff.	
80.3	79.5	-0.8	82.0	81.9	-0.1	80.2	80.0	-0.2	
- Performance fell slightly by 0.8pp in 2025 and was below national by 0.5pp. This gap has grown from 0.1pp in 2024. - This is a sharper fall than national performance which only fell by 0.2pp. - The gap between LBB and London performance has risen from 1.7pp to 2.4pp.									
Key Stage 2 2025									
KS2 – Expected standard									
	LBB D 2024	LBB D 2025	Diff.	Londo n 2024	Londo n 2025	Diff.	Nation al 2024	Nation al 2025	Diff.
RWM	62.8	66.4	3.6	68.6	68.6	0.0	61.1	62.2	1.1
Reading	74.6	77.5	2.9	79.6	79.3	-0.3	75.0	75.1	0.1
Writing (TA)	71.9	74.3	2.4	77.4	76.1	-1.3	72.2	72.3	0.1
Maths	75.4	78.0	2.6	80.0	79.6	-0.4	73.6	74.1	0.5
GPS	76.4	77.2	0.8	79.5	78.4	-1.1	72.8	72.6	-0.2

- Overall performance in RWM combined has increased by 3.6pp. This is significantly above the increase in performance in London which was 0 and above improvements in national performance of 1.1pp.
- The same pattern is seen in reading performance which increased by 2.9pp. Performance in London declined by 0.3pp and only increased nationally by 0.1pp.
- The same pattern of improvement can be seen in writing performance which increased by 2.9pp and is now above national by 2.0pp. However overall performance in writing is still 1.8pp below London.
- Performance in Maths is up by 2.6pp and is 3.9pp above national. The gap between LBBD and London has narrowed significantly from 4.6pp in 2024 to just 1.6pp in 2025.
- GPS performance has increased by 0.8pp and is also 4.6pp above national. Performance between LBBD and London has also narrowed from 3.1pp in 2024 to just 1.2pp in 2025.

KS2 – Higher standard

	LBB D 2024	LBB D 2025	Diff	Londo n 2024	Londo n 2025	Diff.	Nation al 2024	Nation al 2025	Diff.
RWM	7.3	8.0	0.7	11.8	12.7	0.9	7.7	8.4	0.7
Readin g	27.6	36.4	8.8	34.3	39.7	5.4	28.9	33.3	4.4
Writing (TA)	10.3	11.4	1.1	18.3	18.1	-0.2	13.0	12.8	-0.2
Maths	28.7	32.9	4.2	32.5	34.6	2.1	24.1	26.3	2.2
GPS	39.1	39.9	0.8	42.8	39.4	-3.4	32.2	29.6	-2.6

- Combined RWM at the higher standard has improved by 0.7pp at the same improvement rate as the national. London improvement was higher at 0.9pp. The gap between LBBD performance and London has widened slightly from 4.5pp in 2024 to 4.7pp in 2025.
- Improvements in reading at the higher standard have increased significantly by 8.8pp on 2024. This is a higher rate of improvement than London and the national. Reading performance is higher than the national by 3.1pp and the gap between LBBD and London performance has halved from 6.7pp in 2024 to 3.3pp in 2025.
- Writing performance increased by 1.1pp whilst it declined nationally and across London. However, performance was still 1.4pp below national and the gap between LBBD and London remains wide at 6.7pp (down from 8.0pp in 2024).
- Performance in Maths rose by 4.2% and this is a higher rate of improvement than London and the national. Performance is 6.6pp above national and the gap between LBBD and London has halved from 3.8pp in 2024 to 1.7pp in 2025.
- In GPS, LBBD performance has risen by 0.8pp and is above both London and the national by 0.5pp and 10.3pp respectively!

Recommendations:

Governors are asked to review the information provided and compare the performance and trend of their school with other local schools, the overall Local Authority position and most importantly the national figures and, where available, London. Clear evaluative comments need to be recorded for the performance of their school in 2024/25.

1. How do results compare with national and local averages – above, below, well above, well below, in line? Pay particular attention to other schools' results in LBBB as there is some variation across the borough, despite commonality in context. What is your school's plan to improve outcomes where necessary? Caution should be exercised with small cohorts as one child can make a significant difference.
2. Where the school's performance has declined, governors will need to request a detailed analysis of results and how the school is planning to reverse the trend.
3. Are there differences in the performance of different classes or groups of pupils? Why? Can you see evidence of the impact of the school's use of the Pupil Premium?
4. How do results compare with estimates? Look back at previous governing board minutes for these.

2	Summary of Barking and Dagenham Schools' Results 2024 – Secondary
Purpose: The attached tables provide a summary of each school and the overall Local Authority results in national tests and examinations in 2025. All data are provisional and subject to change. Summary: Key Stage 4 GCSE 2025 The 2025 GCSE cohort were in the final year of primary school when the pandemic hit in 2020. End of key stage 2 tests were cancelled and the quality of their transition programme into secondary school was significantly impacted. As a result, there will be no Progress 8 data attributed to this cohort. The rates of progress (against national) in Barking and Dagenham schools across key headlines continue to outperform national trends. This is the second year that grading has returned to pre-pandemic standards. In light of this, rates of attainment in LBBD have bucked the national trend as the vast majority of outcomes are well above 2019 levels. Attainment 8 is the average score obtained by a pupil for their best 8 GCSE results across a range of prescribed subjects. The provisional Attainment 8 score for the borough is 49.1, up from 47.2 in 2024 and 46.5 in 2019. GCSE results 2025 • For the 9-4 English and Maths measure, Barking and Dagenham's performance is 68.1%, an increase of 2.6pp on 2024, and significantly above the 61.9% attained in 2019. • For the 9-5 English and Maths measure, performance has again improved. This year 47.7% of pupils attained this measure, up 0.8pp from the 46.9% achieved in 2024 and 5.1pp above the 2019 attainment. • Grades awarded in English are up across the board. 79% of pupils achieved at least a grade 4 pass in English, up 2.9pp from 2024. In seven schools at least 80% of pupils achieved this grade. • Achievement at grade 5 in English is also up to 65%, a 2.7pp increase from 2024. • There was a further 2.3pp increase in grade 7+ achievement in English, from 25.4% in 2024 to 27.7% in 2025. In one school, an incredible 50% of the cohort achieved grade 7 or above in English. • Improvement in grades awarded in Maths can be seen in 71.8% of pupils achieving at least a grade 4 pass, up 2pp from 2024. • Achievement at grade 5 in Maths remained steady at 52.2%, extending the increase from 2019 to 4.3pp. • Performance at grade 7+ in Maths is 20.3%. This is down slightly by 1pp on the 2024 achievement.	

The EBacc measure, introduced in 2010, comprises English Language and Literature, maths, 2x sciences, geography or history and an MFL subject.

The future of this particular performance measure will be determined in autumn 2025 as part of the DFE-commissioned curriculum and assessment review.

However, performance on the EBacc (English Baccalaureate) group of subjects has also improved for LBBB schools:

- The average point score for the EBacc in LBBB is 4.27, up from 4.12 in 2024.
- For 9-4 EBacc, the borough's performance is 25.9%, up from 24.8% in 2024.
- For 9-5 EBacc, Barking and Dagenham's performance is 17.3%, which is in line with attainment in 2024

	LBBB 2019	LBBB 2022	LBBB 2023	LBBB 2024	LBBB 2025	London 2024 (2025 data published in October 2025)	National 2024 (2025 data published in Nov/Dec 2025)
English and Maths							
% 9-4	61.9	68.5	66.0	65.5	68.1	72.0	65.4
% 9-5	42.6	50.6	48.5	46.9	47.7	55.1	46.2
English							
% 9-4	75.8	79.0	77.2	76.1	79.0	81.3	74.9
% 9-5	60.6	65.8	64.6	62.3	65.0	69.4	60.7
Maths							
% 9-4	67.3	72.7	70.1	69.8	71.8	75.4	70.3
% 9-5	47.9	55.4	52.7	51.8	52.2	59.9	52.0
EBacc including English and Maths							
% 9-4	22.1	29.5	25.7	24.8	25.9	35.7	25.4
% 9-5	15.1	20.7	17.7	17.2	17.3	26.5	18.1
Attainment 8							
Score	46.5	49.3	48.0	47.2	49.1	50.8	46.1
Progress 8							
Score	0.17	0.13	0.24	0.24	-	0.29	-0.03

A level results 2025

Improving A level performance, particularly at the top grades, has been a long-standing priority and challenge in the borough and performance is moving comfortably in the right direction.

The 2025 results are closely in line with the best recorded results reported in 2023 (excluding the pandemic years). It can be argued that this is a more significant achievement as the examinations in 2025 included none of the additional support/concessions candidates were afforded in 2023.

This perhaps makes this an even more impressive achievement.

There were over 2800 entries in LBBD schools for A levels in 2025. This is a higher total than in 2024 and yet outcomes have improved; this bucks the national trend.

At A Level, all key performance measures (except A*-E pass rates) remain above those of 2023 which were the best results recorded in LBBD.

This is a significant achievement for our young people and an indication of the strong practice and high expectations of our schools. Whilst the A*-E pass rates are slightly lower than in 2023, they still remain above the average for England.

All schools maintain inclusive sixth forms and offer a curriculum which provides technical and vocational qualifications alongside A Levels. Both the academic and vocational routes support our young people to progress to Higher Education including onto Degree Apprenticeships. Increasing numbers of young people in LBBD are opting to undertake Applied General and Technical Level qualifications.

The tables below provide comparative information for A level performance in 2025:

- At A*-A, performance in LBBD is up 2.6pp on 2024 outcomes and the gap between LBBD and England has narrowed from 9.6% in 2024 to 7.3% in 2025.
- At A*-B, again performance in LBBD is up by 5.4pp and the gap between LBBD and England has halved from 6.7% to 3.0%.
- At A*-C, performance in LBBD is up by 2.9pp and the gap between LBBD and England has almost closed from 0.8% in 2024 to 0.2% in 2025.
- At A*-E, performance is up by 0.3pp on the 2024 outcomes. Performance continues to be above England.

A* - A				
2025		Comparison		
LBBD	England	LBBD vs. England 2025	LBBD: 2019-2025	National: 2019 - 2025
21.3%	28.6%	LBBD 7.3% below National	+ 6.6%	+ 2.8%

A* - B				
2025		Comparison		
LBBD	England	LBBD vs. England 2025	LBBD: 2019-2025	National: 2019 - 2025
52.9%	55.9%	LBBD 3.0% below National	+ 14.1%	+ 4.2%

A* - C				
2025		Comparison		
LBBD	England	LBBD vs. England 2025	LBBD: 2019-2025	National: 2019 - 2025
78.5%	78.7%	LBBD broadly in line with National	+ 11.3%	+ 2.9%

A*-E Pass rate				
2025		Comparison		
LBBD	England	LBBD vs. England 2025	LBBD: 2019-2025	National: 2019 - 2025
98.1%	97.8%	LBBD broadly in line with National	+ 1.8%	+ 0.3%

Recommendations:

Governors are asked to review the information provided and compare the performance and trend of their school with other local schools, the overall Local Authority position and most importantly the national figures and, where available, London. Clear evaluative comments need to be recorded for the performance of their school in 2024/25.

1. How do results compare with national and local averages – above, below, well above, well below, in line?

2. At A Level, whilst recognising the improvements, are there strategies in place to address any gaps between the school results and national and are there strategies in place to maintain strong results?
3. At Key Stage 4, are there any trends in the performance of pupils in maths? Why is this?
4. How do results compare with estimates/predictions? Look back at previous governing board minutes for these.

3	Meeting the requirements of the updated DfE Statutory RSE and Health Education Guidance (2025) through Healthy Schools
	Purpose: This report is to inform Governors about the new DfE statutory guidance on Relationships, Sex and Health Education (RSHE) which was published in July 2025. Schools have until 1 September 2026 to follow the guidance. This is the first update to RSHE guidance since 2019 and follows extensive consultation. For schools in Barking and Dagenham, involvement with the Healthy Schools London programme supports them to ensure that they are meeting the requirements of this guidance and adopting a whole school approach to improving the health and wellbeing of their children and young people. Summary: The structure of the 2025 guidance is similar to the 2019 version. It sets out content for primary and secondary phase, but with a new emphasis on teaching children skills alongside knowledge. The following key principles are new and should be adopted by schools when developing their RSHE curriculum: • Engagement with pupils • Engagement and transparency with parents • Positivity • Careful sequencing • Relevant and responsive • Skilled delivery of participative education • Whole school approach There is additional content for both primary and secondary phases to cover new and emerging topics. Many schools in the borough are already delivering a comprehensive programme of PSHE education (personal, social, health and economic education) and are likely to be covering many of the objectives laid out in this guidance. By September 2026, or earlier if ready, schools will need to ensure that relevant policies are up to date and accessible via the school website and that all children are able to access the curriculum regardless of any special educational needs. Teaching and learning will need to be monitored, evaluated and assessed as with other statutory subjects. The Healthy Schools London programme gives schools tools and support to reflect on their current practice, identify areas of need and measure the impact of improvements and we recommend schools engage with this offer. Recommendation: Governors are asked to: • Support their school in preparing to implement this new guidance by September 2026 • Ensure that oversight of RSE and Health Education falls within the remit of a Lead Governor • Ensure their school has an up to date RSE policy (this may form part of a wider RSHE or PSHE policy) • Support their school to engage with or maintain Healthy Schools Status and use the Healthy Schools London programme as a school improvement tool for the health and wellbeing of the whole school community.

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Background Information:

Relationships, Sex and Health Education 2025 -

[https://assets.publishing.service.gov.uk/media/689c57087b2e384441636190/RSH
E Statutory Guidance - July 2025.pdf](https://assets.publishing.service.gov.uk/media/689c57087b2e384441636190/RSH_E_Statutory_Guidance_-_July_2025.pdf)

4	Careers and Destination Data Guidance for Schools
	Purpose: This report informs Governors about changes to statutory guidance for careers guidance in for education and training providers, as well as the issuing of non-statutory destination data guidance. Summary: Changes to the statutory guidance for careers guidance are summarised below, and places some new duties on schools. The revised guidance was issued alongside destination data guidance, which is designed to support schools to measure destination measures and data to improve careers provision. Recommendation: Governors are asked to: • note the changes to careers statutory guidance and assess whether their school meets the new requirements; • familiarise themselves with the destinations data guidance and enquire how their schools are using destination data and measures.
	Contact Officer: Erik Stein – Head of Participation, Opportunity and Wellbeing 020 8227 3163 Erik.stein@lbbd.gov.uk

Background Information:

‘Careers guidance and access for education and training providers’¹ was first published in March 2015, with updated guidance being issued on 16th October 2018. The 2015 guidance set out the ways in which schools must meet their statutory duties around ensuring pupils are provided with independent careers guidance from Year 8 to Year 13, as well as September Offers of education/ training for Year 11s and Year 12s and KS4 and KS5 destination measures.

The updated 2018 guidance outlines additional statutory requirements on schools, as well as making recommendations for effective practice. This is in the context of the introduction of Gatsby (best practice) benchmarks for careers education and guidance, increased OFSTED focus, the introduction of Enterprise Advisers and Labour Market Information. Schools now must:

- Have a Careers Leader in place to lead a careers programme. This must be a named person with email and telephone contact details published on the school's website.
- Have a Careers policy and programme published in the school website.
- Ensure technical education, training and apprenticeship providers have access to pupils to ensure vocational pathways are adequately signposted.

Schools now should:

- Begin to adopt the Gatsby best practice benchmarks for careers education and guidance and ensure they are in place by the end of 2020.
- Offer seven encounters with employers, at least one a year from Year 7 to Year 13 (including STEM) by the end of 2020.
- Have one experience of a work placement by 16 and one further by 18.
- Have a named governor with strategic interest in careers education and guidance and employer engagement
- Keep records of the careers and enterprise development of all pupils individually.
- Assess how successful their careers education and guidance programme is for pupils.

'Destinations Data - A Good Practice Guide for schools'² was also published in October 2018. The guidance clarifies the differences and similarities between the two types of data on student progression and suggests ways they can be used to improve provision.

Destinations data and destination measures both record the destination of a student. Destination measures are the official statistics on sustained destinations, published two years after a student completes their Key Stage 4 (GCSE) or Key Stage 5 (Level 3) study at school or college. Destinations data is a much broader term, including any information on the intended or actual destination of the student, collected by the school, local authority or other bodies. Destinations data is internal to the school. Destination measures are: external; published on performance tables; and a key headline accountability measure.

Destinations data includes intended and actual destinations. It is current (live) and is recorded on the National Client Caseload Information System (NCCIS) maintained by local authorities. It can be used by schools to support young people realising their aspirations and to identify those who are at risk of becoming NEET (Not in Education, Employment or Training) by, e.g. comparing actual with intended destinations.

Destination measures are the data that the Department for Education publishes in performance tables. The headline measure is the proportion of students staying in education or employment for at least two terms. After a year of data collection and a further year for verification destination measures are published two full years after the young person completes key stage 4 or 16-18 study. They are a reliable and verifiable measure of sustained destinations and can, therefore, be used by schools to measure the ongoing success of their careers provision and advice, e.g. by assessing the range and distribution of sustained pupil destinations.

For the first time in 2019 publication will include destinations of 16 to 18 students who entered 'approved' level 2 qualifications and will also show whether further

education is undertaken at level 3, level 2 or below. Future plans include: publishing longer term destinations 1, 3 & 5 years after key stage 4. Please note that the Barking and Dagenham School Improvement Partnership offers secondary schools careers advice and guidance for pupils, a review of careers education and other related programmes as part of its traded service offer. For more information please visit <https://bdsip.co.uk/bdsip-our-service-offer/>

¹ Full guidance can be downloaded from <https://www.gov.uk/government/publications/careers-guidance-provision-for-young-people-in-schools>

² Full guidance can be downloaded from <https://www.gov.uk/government/publications/how-to-use-destinations-data>

Information items

1	DfE Governance Updates 2025
Purpose: To make governors aware of the updated governance guidance which was published by the DfE at the end of the Summer Term. Summary: Separate governance updates have been produced for Maintained Schools and Academy Trust Boards. The Academy Trust Handbook and the Financial Support and Oversight for Academy Trusts have also been updated. Changes include procurement, school funding information, reporting on the use of Pupil Premium and Sports funding, and the legal basis for keeping admissions and attendance registers. The latest documents can be found here: Governance in Maintained Schools Governance in Academy Trusts Academy Trust Handbook Financial Support and Oversight in Academy Trusts The National Governance Association's summaries of the updates for 2025 are attached. Recommendation: The DfE expects that the updated guidance should be read in full by the: • Governing body chair and vice chair • Committee chairs • Governance professional • Headteacher Contact Officer: Jackie Day Governor Services Manager 07866 912860 jackie.day@bdsip.co.uk	

2	London Governors' Newsletter Autumn Term 2025
The Autumn Term newsletter produced by London Co-ordinators of Governor Services (LCOGS) is attached. This term's report includes behaviour, attendance, and the new EYFS framework.	
Contact Officer:	
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3	BDSIP Service Offer 2025/26
BDSIP offers a range of services to support schools. Further details of the current service offer can be found by following the link on the enclosed flyer.	