

DIRECTORS' REPORT
PRIMARY 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. Meeting the requirements of the updated DfE Statutory RSE and Health Education Guidance (2025) through Healthy Schools

For Information

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

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& Jane Hargreaves, Commissioning Director Education

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| 1 | Summary of Barking and Dagenham Schools' Results 2025 – Primary |
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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 D 2024 | LBB D 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 D 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 D and London remains as it was in 2024.

Phonics

| LBB D 2024 | LBB D 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 D 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. | London 2024 | London 2025 | Diff. | National 2024 | National 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 LBB 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 LBB 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 |
| Reading | 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 LBB 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 LBB 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 LBB 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 LBB and London has halved from 3.8pp in 2024 to 1.7pp in 2025.
- In GPS, LBB 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.

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| 2 | Meeting the requirements of the updated DfE Statutory RSE and Health Education Guidance (2025) through Healthy Schools |
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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)

Information items

| 1 | DfE Governance Updates 2025 |
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| | <p>Purpose: To make governors aware of the updated governance guidance which was published by the DfE at the end of the Summer Term.</p> <p>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</p> <p>The National Governance Association’s summaries of the updates for 2025 are attached.</p> <p>Recommendation:</p> <p>The DfE expects that the updated guidance should be read in full by the:</p> <ul style="list-style-type: none"> • Governing body chair and vice chair • Committee chairs • Governance professional • Headteacher |
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