

Education Outcomes 2022

As at end of December 2022 *(some data remains provisional)*



Walsall Council



IMPROVE
outcomes and
customer experience










IMPROVE
employee satisfaction
and engagement



IMPROVE
service efficiency
and performance

Ofsted Outcomes *as at November 2022*

-  8 Nursery Schools
-  85 Primary Schools
-  19 Secondary Schools
-  7 Special Schools
-  3 Pupil Referral Units
-  7 Independent Schools
-  23 Sixth Forms and 1 Further Education College

Schools in Walsall are improving. Currently 84% of schools in Walsall are rated as good or outstanding. This remains lower than national and regional performance but the gap is decreasing and has reduced from 3% points to 1% point regionally and from 5% points to 3% points nationally since September 2021. This is the first time the gap has reduced in a number of years.

There has also been a substantial increase in the percentage of pupils attending good and outstanding schools.

Since September 2021 when re-inspections started in earnest following the pandemic, 22 schools in Walsall have been inspected (and reports published). 68% (15) have improved to or remained good or outstanding compared to just 60% of schools regionally and 62% of schools nationally.

84%
of schools in Walsall are rated as
Good or Outstanding

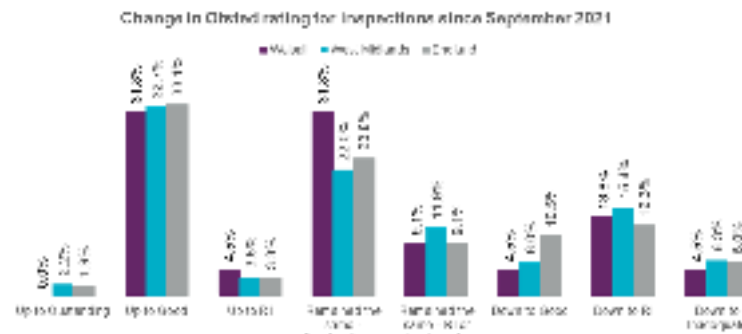
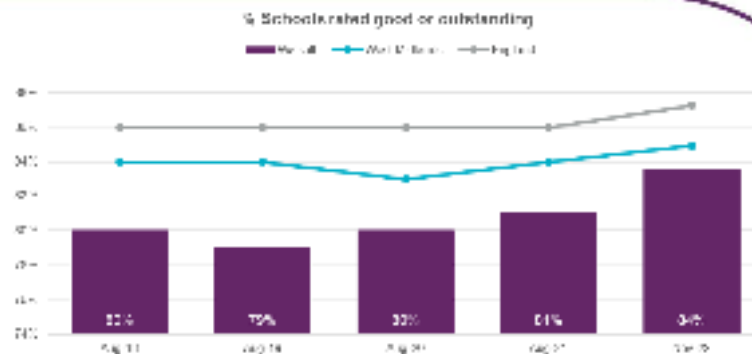
Gap between Walsall and West Midlands

1.0% pts
Gap is reducing

Gap between Walsall and West England

3.0% pts
Gap is reducing

68.2%
of the 22 schools in Walsall
inspected since September 2021
have improved to or remained
Good or Outstanding



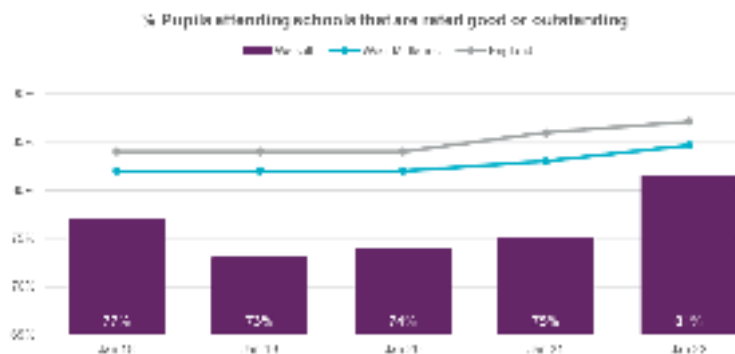
81%
of pupils in Walsall attend schools
that are rated as
Good or Outstanding

Gap between Walsall and West Midlands

4.0% pts
Gap is reducing

Gap between Walsall and West England

6.0% pts
Gap is reducing



Ofsted Outcomes



- 8 Nursery Schools
- 85 Primary Schools
- 19 Secondary Schools
- 7 Special Schools
- 3 Pupil Referral Units
- 7 Independent Schools
- 23 Sixth Forms and 1 Further Education College

School Ofsted Outcomes - Walsall	Outstanding	Good	Requires Improvement	Inadequate	Not yet inspected
Nursery	8				
Primary	11	62	11	1	
PRU		1	1		1
Secondary	3	12	4		
Special	2	3	1	1	
Grand Total	24	78	17	2	1

71%
of academies
Good or Outstanding
Compared to
80% regionally
81% nationally

90%
of maintained schools
Good or Outstanding
Compared to
91% regionally
93% nationally

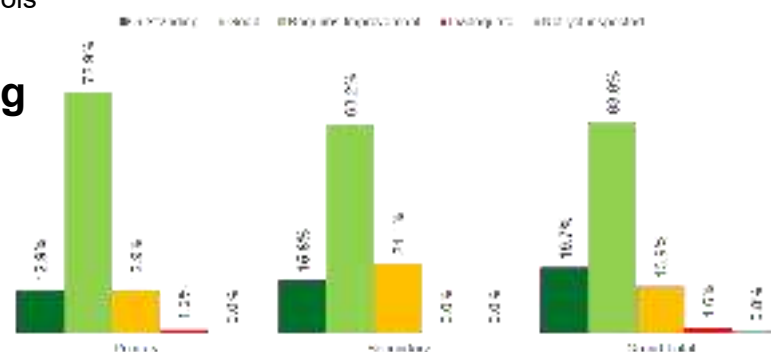
Just two schools in Walsall are rated as inadequate – Mary Elliott which was inspected in March 2022 and Busill Jones which was last inspected in April 2018 and is due to be inspected imminently.

Of the 17 schools that are rated as requires improvement, nine have not been inspected since 2018 or 2019 and are therefore due inspections imminently.

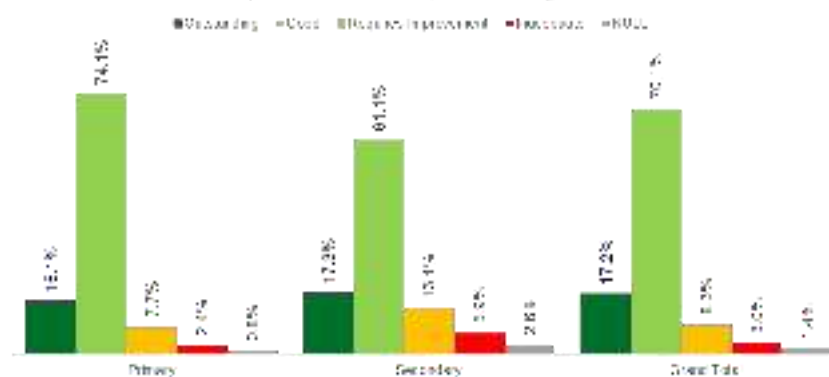
As an overall proportion of schools, Walsall has fewer schools that are graded inadequate than nationally and a higher proportion of schools that are graded as outstanding (largely due to the eight outstanding nurseries). However, fewer schools are graded as good with a higher proportion graded RI.

It would take just five of the ten schools awaiting inspection to improve from RI or inadequate to good or outstanding to bring Walsall in line with national performance (assuming that none of the currently graded good or outstanding schools fall to requires improvement or inadequate).

Inspection Outcomes by Phase - Walsall



Inspection Outcomes by Phase - England



Children Living in Walsall

Updated 10th April 2022

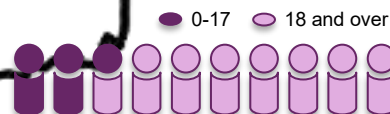
Population of 286,716

69,375 (24.2%) of whom are children aged 0-17

2020 mid-year population estimates

The number of children and young people aged 0-17 is projected to rise to 71,822 by 2030

24.2% of the population are children and young people 2020 mid-year population estimates



BME White



31.2% of Children are from BME backgrounds 2011 Census

0-4 5-9 10-14 15-17



28% of children are aged 0-4, 29% are aged 5-9, 28% are aged 10-14 and 15% are aged 15-17 2020 mid-year population estimates



39% of children live in poverty after housing costs Campaign to end child poverty – May 2021

Deprivation levels are high

In the Indices of Deprivation Affecting Children (IDACI), Walsall is the **19th most deprived Local Authority** in the country with 29% of neighbourhoods in the top 10% of most deprived neighbourhoods nationally which is the 15 highest.

Two of Walsall's three parliamentary constituencies are in the **top 50** constituencies with the highest levels of child poverty

Children and young people have more health challenges than their peers

4.2% of babies are born with a low birth weight

compared with 3.1% the West Midlands and 2.9% nationally (2020 data)

6.8 per 1,000 children die before their first birthday

compared with 5.6 in the West Midlands and 3.9 nationally (2018-2020 data)

2.5% of young girls get pregnant at 15, 16 or 17

compared with 1.8% in the West Midlands and 1.6% nationally (2019 data)

7.9 per 10,000 would be admitted to hospital as an inpatient for mental health issues

compared with 8.6 in the West Midlands and 8.8 nationally (2020-21 data)

1.5 per 10,000 admitted to hospital for alcohol related issues

compared with 2.5 in the West Midlands and 2.9 nationally (2018-19 – 2020-21 data)

Children attending Walsall Schools *as at January School Census 2022*



54,917

On roll in Walsall Schools

Free School Meals



33.1%

of children receive FSM in
Primary School

↑ **1.5%pts**

since 2021

1.7% pts regionally
1.7% pts stat neighbours
1.5% pts nationally

Gap between Primary FSM
in Walsall and stat neigh

➡ **4.9% pts** ⬅
Gap is reducing
(slightly)

Gap between Primary FSM
in Walsall and nationally

➡ **10.0% pts** ⬅
Gap is stable

30.2%

of children receive FSM in
Secondary School

↑ **2.7%pts**

since 2021
2.3% pts regionally
2.5% pts stat neighbours
2.0% pts nationally

Gap between Secondary
FSM in Walsall and stat neigh

➡ **4.3% pts** ⬅
Gap is Increasing
(slightly)

Gap between Secondary FSM
in Walsall and nationally

➡ **9.3% pts** ⬅
Gap is Increasing

Significantly more children receive
free school meals and numbers are
increasing

Language & Ethnicity



Significantly more children have
English as an additional
language

25.6%

of children have EAL in
Primary School

↑ **0.7%pts**

since 2021
0.3% pts regionally
0.1% pts stat neighbours
0.3% pts nationally

Gap between Primary EAL in
Walsall and stat neigh

➡ **0.4% pts** ⬅
Gap is increasing

Gap between Primary EAL in
Walsall and nationally

➡ **4.4% pts** ⬅
Gap is increasing

20.5%

of children have EAL in
Secondary School

↓ **0.6%pts**

since 2021
0.3% pts regionally
0.1% pts stat neighbours
0.3% pts nationally

Gap between Secondary EAL
in Walsall and stat neigh

➡ **-0.1% pts** ⬅
Gap is reducing

Gap between Secondary EAL
in Walsall and nationally

➡ **3.0% pts** ⬅
Gap is reducing



Special Educational Needs and Disabilities



3.5%

of children in Walsall
schools have an
EHCP

2.1% in Primary

1.9% in Secondary

↑ **0.2%pts**

since 2021
0.2% pts regionally
0.3% pts stat neighbours
0.3% pts nationally

Gap between EHCP in
Walsall and stat neigh

➡ **0.5% pts** ⬅
Gap is Increasing

Gap between EHCP in
Walsall and national

➡ **0.5% pts** ⬅
Gap is Increasing

12.6%

of children in Walsall
schools receive
SEN Support

14.1% in Primary

11.6% in Secondary

↑ **0.7%pts**

since 2021
0.3% pts regionally
0.4% pts stat neighbours
0.4% pts nationally

Gap between SEN
Support in Walsall and
stat neigh

➡ **0.2% pts** ⬅
Gap is reducing

Gap between SEN
Support in Walsall and
national

➡ **0.0% pts** ⬅
Gap is reducing

Fewer children have an identified special educational need. For children with an EHCP the gap to stat neighbours and national is similar for both primary and secondary. However, more children receive SEN Support in primary school than comparators, but fewer continue to receive support in secondary schools.



Walsall Council

PROUD OF OUR PAST, OUR PRESENT AND FOR OUR FUTURE

Early Years Foundation Stage – Reception Year

**3,853 children in the EYFS cohort
in 2022**



1,052 (27.3%) eligible for Free School Meals (FSM)
this is lower than the 33.1% of children in primary schools who are eligible for FSM



910 (23.6%) had a first language that was believed to be other than English (EAL)
this is lower than the 25.6% of children in primary school who are EAL.



486 (12.6%) had SEN

414 (10.7%) had SEN Support
this is lower than the 14.1% of primary school children in receipt of SEN Support



72 (1.9%) had an EHCP
this is lower than the 2.1% of primary school children with an EHCP.



1,272 (33.0%) were born in the Autumn term, **1,261 (32.7%)** were born in the Spring term, **1,320 (34.2%)** were born in the Summer term.



EYFS Foundation Stage is a statutory assessment of children's development at the end of the early years foundation stage and is made up of an assessment of the child's outcomes in relation to the 17 early learning goals (ELGs).

Children are assessed against the EYFS at the end of their reception year at school. The EYFS consists of 17 early learning goals within seven categories. These are:

Communication and Language

Listening, Attention and Understanding ELG
Speaking ELG

Personal, Social and Emotional Development

Self-Regulation ELG
Managing Self ELG
Building Relationships ELG

Physical Development

Gross Motor Skills ELG
Fine Motor Skills ELG

Literacy

Comprehension ELG
Word Reading ELG
Writing ELG

Mathematics

Number ELG
Numerical Patterns ELG

Understanding the World

Past and Present ELG
People Culture and Communities ELG
The Natural World ELG

Expressive Arts and Design

Creating with Materials ELG
Being Imaginative and Expressive ELG

For each ELG, teachers must judge whether a child is:

- meeting the level of development expected at the end of the EYFS (expected);
- not yet reaching this level (emerging)



Early Years Foundation Stage – Reception Year

58.5%
of children in Walsall
achieved a
**Good Level of
Development**

↓ 9%pts
since 2019
Compared with
-6.4% points regionally
-6.4% points stat neighbours
-6.6% pts nationally

Ranked
147
Out of 152 LAs
Compared with
138 in 2019



Language & Ethnicity

56.3%
of children with EAL in Walsall
achieved a
GLD

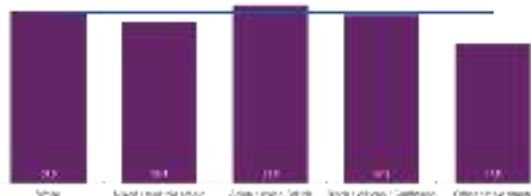
↓ 7.7%pts
since 2019
-4.7% pts regionally
-6.9% pts nationally

59.6%
of children with out EAL in Walsall
achieved a
GLD

↓ 9.4%pts
since 2019
-6.5% pts regionally
-6.9% pts nationally

Gap between children with and
without EAL in Walsall
3.3% pts
Gap is reducing

Children achieving a good level of development at EYF5 by ethnicity



Gender

51.9%
of boys in Walsall achieved a
GLD

↓ 7.1%pts
since 2019
-7.0% pts regionally
-7.3% pts nationally

65.0%
of girls in Walsall achieved a
GLD

↓ 11.0%pts
since 2019
-6.4% pts regionally
-6.1% pts nationally

Gap between boys and girls in
Walsall
13.1% pts
Gap is reducing

Free School Meals

45.4%
of children in receipt of FSM in
Walsall achieved a
GLD

↓ 11.6%pts
since 2019
-6.5% pts regionally
-6.1% pts stat neighbours
-7.9% pts nationally

63.4%
of children not in receipt of FSM in
Walsall achieved a
GLD

↓ 7.6%pts
since 2019
-5.5% pts regionally
-5.5% pts stat neighbours
-5.2% pts nationally

Gap between FSM and non FSM in
Walsall
18.0% pts
Gap is increasing

Special Educational Needs and Disabilities

1.4%
of children with an
EHCP in Walsall
achieved a
GLD

↓ 1.6%pts
since 2019
-2.0% pts regionally
1.0% pts stat neighbours
-1.4% pts nationally

14.7%
of children with SEN
Support in Walsall
achieved a
GLD

↑ 0.7%pts
since 2019
-3.6% pts regionally
-3.9% pts stat neighbours
-6.1% pts nationally

Gap between EHCP and SEN
Support
13.3% pts
Gap is increasing

Early Years Foundation Stage – Reception Year

58.5%

of children in Walsall achieved a

Good Level of Development

↓ 9%pts

since 2019

Compared with

-6.4% points regionally
-6.4% points stat neighbours
-6.6% pts nationally

Ranked

147

Out of 152 LAs

Compared with

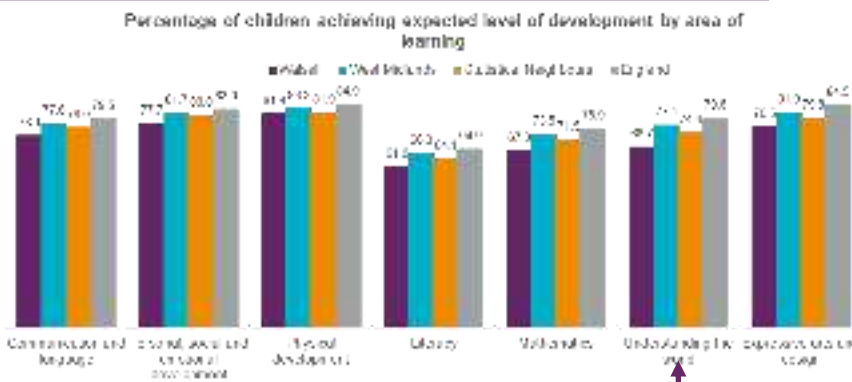
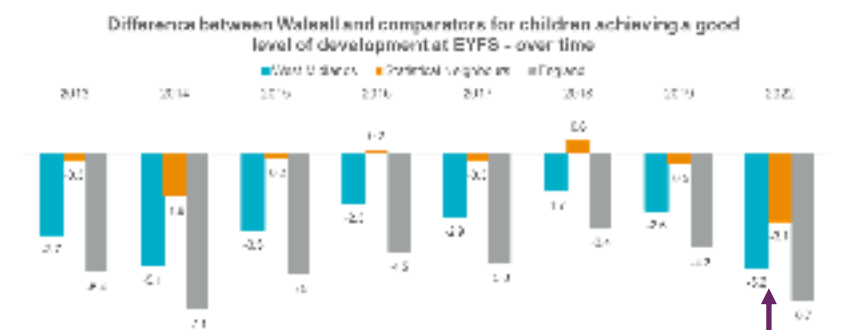
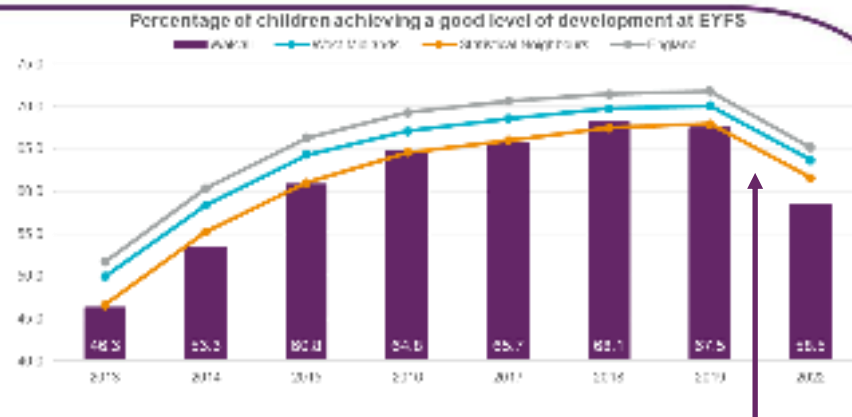
138 in 2019

The fall in the proportion of children achieving GLD is likely to be down to the impact of the Covid-19 pandemic on this cohort of children, many of whom will have missed out on early nursery schooling and other important social interactions which would support them to become 'school ready'. Reduced oversight by professionals including GPs and Health Visitors may have also contributed to early development delays not being identified and addressed prior to children starting school. Comparator results have also fallen; however, Walsall's result has dropped further.

The proportion of children achieving GLD in Walsall has always been below national and regional comparators, although the gap was reducing, but in previous years, Walsall was either broadly in line with or slight below statistical neighbours, however, in 2022, the gap has widened across all comparators.

There is a significant difference between Walsall's performance and those of comparators across the seven areas of learning within the EYFS. Walsall has performed below comparators across all areas, however, the gap in some areas is bigger than others with Walsall children being assessed as further behind comparators significantly in Maths and Understanding the World.

The Understanding the World category features the early learning goal of understanding other cultures and communities and the natural world, so this is an area that may have been particularly impacted by the effects of lockdown on this cohort.



Early Years Foundation Stage – Reception Year

51.9%
of boys in
Walsall
achieved a
GLD

↓ **7.1%pts**
since 2019
-7.0% pts regionally
-7.3% pts nationally

Gap between boys and girls in Walsall
→ **13.1% pts** ←
Gap is reducing

Difference between boys and girls achieving a good level of development at EYFS - 2022



65.0%
of girls in
Walsall
achieved a
GLD

↓ **11.0%pts**
since 2019
-6.4% pts regionally
-6.1% pts nationally

Gender

Girls perform better than boys overall with 51.9% of boys achieving GLD compared with 65.0% of girls. As with the overall cohort, both have fallen in 2022, however, girls have fallen more significantly by 11.0% points from 76.0% compared with a 7.1% point drop for boys from 59.0%. The fall in the outcome for boys is broadly in line with comparators, whereas the reduction in girls' outcomes is higher than comparators.

This means that the gap between boys and girls in Walsall has reduced and is slightly smaller than the gap between boys and girls nationally and regionally. However, the gap between Walsall boys and their comparators has remained broadly the same, whereas the gap between girls and their comparators has increased.

Language & Ethnicity

Children who have English as an additional language (EAL) are slightly less likely to achieve a good level of development at EYFS in Walsall than their peers for whom English is their first language. Historically, children with EAL have performed in line with regional comparators, but below national comparators, whereas children without EAL have performed below all comparators. In 2022, both cohorts' outcomes fell (from 64.0% to 56.3% for children who were EAL and from 69.0% to 59.6% for children who were not EAL) increasing the gap with comparators, however, the reduction for children with EAL was lower than for those without, reducing the gap between Walsall cohorts.

Children from Asian backgrounds are slightly more likely to achieve a GLD at EYFS than their counterparts, whereas children from mixed ethnicity backgrounds are less likely to achieve a GLD.

56.3%

of children with
EAL in Walsall
achieved a
GLD

↓ **7.7%pts**

since 2019
-4.7% pts regionally
-6.9% pts nationally

Gap between children with and
without EAL in Walsall

→ **3.3% pts** ←
Gap is reducing

Difference between children with EAL and those without EAL achieving a good level of development at EYFS - 2022



59.6%

of children with out
EAL in Walsall
achieved a
GLD

↓ **9.4%pts**

since 2019
-6.5% pts regionally
-6.9% pts nationally

Early Years Foundation Stage – Reception Year

45.4%
of children in receipt of FSM in Walsall achieved a **GLD**

↓ **11.6%pts**
since 2019
-6.5% pts regionally
-6.1% pts stat neighbours
-7.9% pts nationally

63.4%
of children not in receipt of FSM in Walsall achieved a **GLD**

↓ **7.6%pts**
since 2019
-5.5% pts regionally
-5.5% pts stat neighbours
-5.2% pts nationally

Gap between FSM and non FSM in Walsall
18.0% pts
Gap is increasing



Free School Meals

Children in receipt of Free School Meals (FSM) generally perform worse than children who are not in receipt of FSM and in Walsall that gap has been increasing over time.

Walsall's children with FSM have generally performed better than or in line with their comparators, whereas children not in receipt of FSM have performed similarly or better than statistical comparators but worse than regional and national comparators.

Again, both cohorts have seen a decline in outcomes in 2022, with the reduction in the percentage of children in receipt of FSM being the most significant down from 57.0% to 45.4% compared with children who aren't in receipt of FSM falling from 71.0% to 63.4%. This has resulted in both the gap between children in Walsall increasing and the gap for both cohorts with comparators increasing.

This suggests that children who live in poverty are more likely to have been negatively impacted by the pandemic. The reasons for this are complex but are likely to include less access to support and technology for early learning during lockdown and parents with lower levels of education that are less able to support their child's early development.

Special Educational Needs and Disability

Children in receipt of SEN Support or an EHCP are significantly less likely than their peers to reach a good level of development by the end of the EYFS.

The proportion of children with an EHCP that achieve a GLD has fallen between 2019 and 2022 – while this is unsurprising given the pandemic and matches the pattern seen regionally and nationally, however, the proportion of children with an EHCP achieving GLD among stat neighbours has increased.

There is a slightly different picture for children with SEN Support where performance has increased in contrast to comparators, however, as the increase has not been as large as the decrease for children in receipt of an EHCP, the gap between the two cohorts has increased.

Despite the increase in the proportion of children with SEN Support achieving GLD, it remains that significantly fewer reach the expected standards than among comparators.

1.4%
of children with an EHCP in Walsall achieved a **GLD**

↓ **1.6%pts**
since 2019
-2.0% pts regionally
1.0% pts stat neighbours
-1.4% pts nationally

14.7%
of children with SEN Support in Walsall achieved a **GLD**

↑ **0.7%pts**
since 2019
-3.6% pts regionally
-3.9% pts stat neighbours
-6.1% pts nationally

Gap between EHCP and SEN Support
13.3% pts
Gap is increasing



Key Stage 1 Phonics - Year 1



3,804 children in the Phonics cohort in 2022



1,278 (33.6%) eligible for Free School Meals (FSM)

this is slightly higher than the 33.1% of children in primary schools who are eligible for FSM



956 (25.1%) had a first language that was believed to be other than English (EAL)

this is slightly lower than the 25.6% of children in primary school who are EAL.

538 (14.1%) had SEN

436 (11.5%) had SEN Support

this is lower than the 14.1% of primary school children in receipt of SEN Support

102 (2.7%) had an EHCP

this is higher than the 2.1% of primary school children with an EHCP.



The Phonics Screening Check is a statutory test for all year 1 pupils to complete at the end of the school year before moving on to year 2. It was first introduced in 2012 as a way to measure if children are meeting the expected level of phonic decoding skills. This is to ensure that students are developing their reading skills to standard.

In the test, students will need to decode 40 words. There is a mix of real words and pseudo-words so that students are using their knowledge of phonics to decode the words and not just relying on memory.

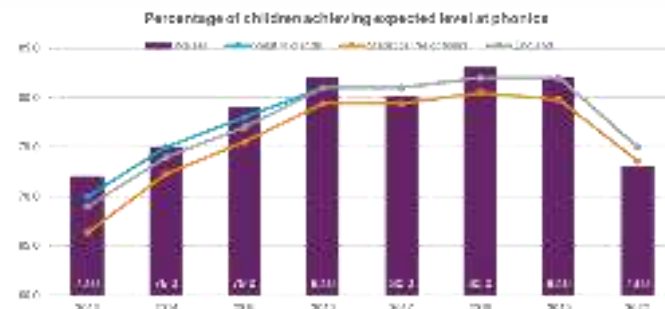
To pass the test, students need to score a minimum of 30-32 correctly decoded words of the 40 total. If a student doesn't pass the test, extra support will be provided to them in year 2 to help improve their abilities. Then at the end of the year, they can retake the screening check.

Key Stage 1 Phonics - Year 1

73.0%
of children in Walsall
achieved a
**Expected
Standard**

↓ 9%pts
since 2019
Compared with
-7.0% points regionally
-6.2% points stat neighbours
-7.0% pts nationally

Ranked
119
Out of 152 LAs
Compared with
63 in 2019



Language & Ethnicity

75.0%
of children with EAL in Walsall
achieved a
Expected Standard

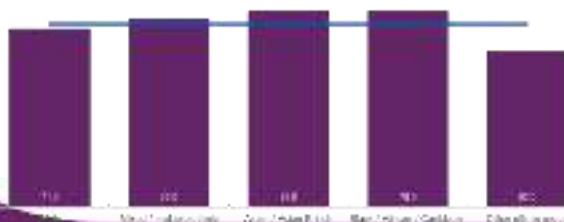
↓ 8.0%pts
since 2019
-6.0% pts regionally
-7.0% pts nationally

73.0%
of children with out EAL in Walsall
achieved a
Expected Standard

↓ 10.0%pts
since 2019
-6.0% pts regionally
-6.0% pts nationally

Gap between children with and
without EAL in Walsall
2.0% pts
Gap is increasing

Children achieving expected level at phonics by ethnicity



Gender

70.0%
boys in Walsall achieved a
Expected Standard

↓ 8.0%pts
since 2019
-6.0% pts regionally
-6.0% pts nationally

76.0%
girls in Walsall achieved a
Expected Standard

↓ 11.0%pts
since 2019
-7.0% pts regionally
-6.0% pts nationally

Gap between boys and girls in
Walsall
6.0% pts
Gap is reducing

Free School Meals

62.0%
of children in receipt of FSM in
Walsall achieved a
Expected Standard

↓ 12.0%pts
since 2019
-8.0% pts regionally
-8.0% pts nationally

78.0%
of children not in receipt of FSM in
Walsall achieved a
Expected Standard

↓ 7.0%pts
since 2019
-5.0% pts regionally
-5.0% pts nationally

Gap between FSM and non FSM in
Walsall
16.0% pts
Gap is increasing

Special Educational Needs and Disabilities

33.0%
of children with
SEN in Walsall
achieved a
Expected Standard

↓ 9.0%pts
since 2019
-7.0% pts regionally
-5.0% pts nationally

80.0%
of children without
SEN in Walsall
achieved a
Expected Standard

↓ 9.0%pts
since 2019
-6.0% pts regionally
-6.0% pts nationally

Gap between SEN and non non-SEN
in Walsall
47.0% pts
Gap is stable

Key Stage 1 Phonics - Year 1

73.0%

of children in Walsall achieved a

Expected Standard

↓ 9%pts

since 2019

Compared with

-7.0% points regionally
-6.2% points stat neighbours
-7.0% pts nationally

Ranked

119

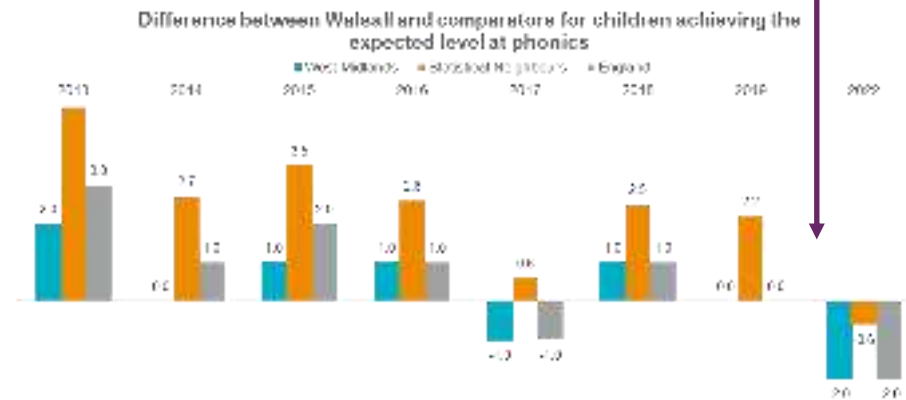
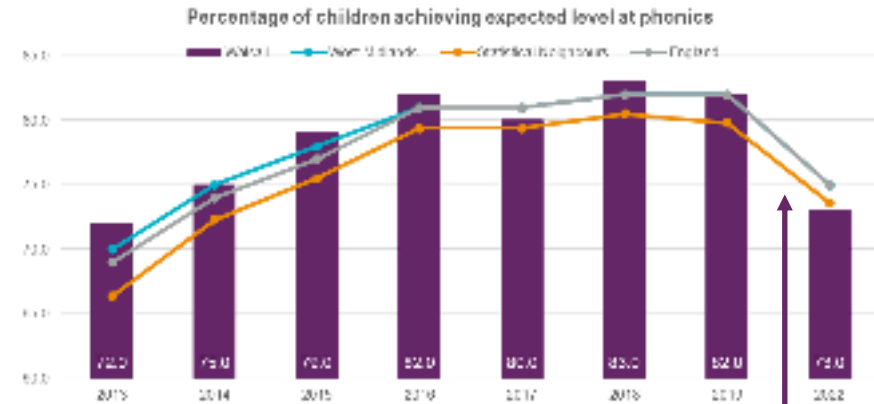
Out of 152 LAs

Compared with

63 in 2019

Historically, Walsall has performed better at Phonics than comparators, although the gap has been closing in recent years. In 2022 results in the percentage of children achieving the expected level at phonics fell nationally, however, Walsall's result fell more than comparators from 82.0% in 2019 to 73.0% in 2022. This meant that for the first time, Walsall result was lower than all comparator groups.

Children are assessed in phonics at the end of year one. The 2022 cohort of children will have missed out on much of their final year of nursery education and their reception year would have been disrupted. This has had an impact on their ability to reach the expected standard in phonics. This is particularly stark for Walsall children who, as the EYFS GLD results show, tend to start reception less 'school ready' than their peers.



Key Stage 1 Phonics - Year 1

Gender

As with the proportion of children achieving GLD at EYFS, girls perform better in phonics than boys with 76.0% achieving the expected standard in Walsall compared with 70.0% of boys, however, the gap is smaller in phonics at just 6% points. Also similarly to GLD, girls have dropped at a faster rate than boys in 2022 – down 11% points compared with 8% point for boys. This has had the effect of reducing the gap between girls and boys in Walsall, but increasing the gap between Walsall girls and boys and their national and regional counterparts. For the first time, the gap between Walsall girls attainment with comparators is bigger than the boys.

Language & Ethnicity

All ethnic groups other than children from White backgrounds perform better than the Walsall average. This is a change from EYFS.

For Phonics attainment, the gap between children who have EAL and those who do not is reduced completely compared with EYFS. In fact, in Walsall, children who have English as an additional language generally perform better at phonics than those who do not. This is in contrast to regional and national comparators where there is still a slight gap towards children who are not EAL. This is likely to be affected by the higher proportion of children with EAL in Walsall and that fact that those who do not have English as a first language have likely learned to speak or improved their English while learning phonics, supporting them to perform better in the assessment.

Walsall children who are EAL perform in line with their comparators, whereas performance for children who do not have EAL is slightly worse.

75.0%
of children with EAL in Walsall achieved a
Expected Standard

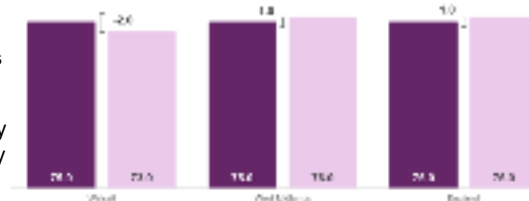
↓ **8.0%pts**
since 2019
-6.0% pts regionally
-7.0% pts nationally

73.0%
of children with out EAL in Walsall achieved a
Expected Standard

↓ **10.0%pts**
since 2019
-6.0% pts regionally
-6.0% pts nationally

Gap between children with and without EAL in Walsall
2.0% pts
Gap is increasing

Difference between children with EAL and those without EAL achieving expected level at phonics - 2022



Key Stage 1 Phonics - Year 1

62.0%

of children in receipt of FSM in Walsall achieved a

Expected Standard

↓ **12.0%pts**

since 2019
-8.0% pts regionally
-8.0% pts nationally

78.0%

of children not in receipt of FSM in Walsall achieved a

Expected Standard

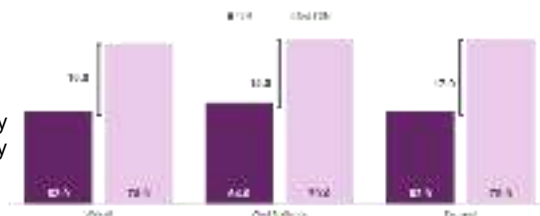
↓ **7.0%pts**

since 2019
-5.0% pts regionally
-5.0% pts nationally

Gap between FSM and non FSM in Walsall

← **16.0% pts** →
Gap is increasing

Difference between children in receipt of FSM and those not in receipt of FSM achieving expected level in phonics - 2022



Free School Meals

Performance at phonics for children in receipt of FSM has reduced significantly in 2022 down 12% points from 74.0% to 62.0%. This is a significantly bigger reduction than children who are not in receipt of free school meals for whom performance has fallen by 7% points from 85.0% to 78.0%.

Historically the gap between children in receipt of free school meals and those who are not has been smaller in Walsall than among comparators, however, the fall in performance amongst the FSM cohort has increased the gap between the FSM and non-FSM cohort from 11% points to 16% points which is higher than regional and just 1% point below the national gap.

Special Educational Needs and Disability

The gap in performance at phonics for children with SEN is significant. 80.0% of children without SEN perform to expected standards compared with 33.0% of children with SEN. The gap between children with and without SEN in Walsall is larger than the gap regionally or nationally although has not increased in 2022 as both cohorts have reduced at the same rate.

As with other cohorts, performance for both cohorts has fallen in 2022. Whereas performance of children with SEN has always been lower than comparators, performance for children without SEN is lower than that of comparators for the first time since 2017.

33.0%

of children with SEN in Walsall achieved a

Expected Standard

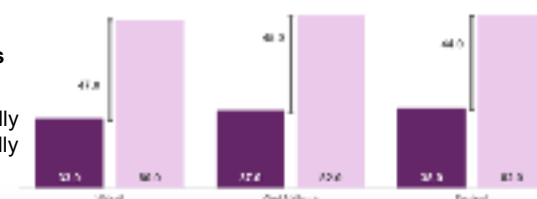
↓ **9.0%pts**

since 2019
-7.0% pts regionally
-5.0% pts nationally

Gap between SEN and non non-SEN in Walsall

← **47.0% pts** →
Gap is stable

Difference between children with and without SEN achieving expected level in phonics - 2022



80.0%

of children without SEN in Walsall achieved a

Expected Standard

↓ **9.0%pts**

since 2019
-6.0% pts regionally
-6.0% pts nationally

Key Stage 2 – Year 6 (SATs)



3,936 children in the KS2 cohort in 2022



1,450 (36.8%) eligible for Free School Meals (FSM)
this is higher than the 33.1% of children in primary schools who are eligible for FSM



1,016 (25.8%) had a first language that was believed to be other than English (EAL)
this is in line with the 25.6% of children in primary school who are EAL.

803 (20.4%) had SEN

628 (16.0%) had SEN Support



this is higher than the 14.1% of primary school children in receipt of SEN Support

175 (4.4%) had an EHCP



this is more than double the the 2.1% of primary school children with an EHCP.

Key Stage 2 headline measures, which for 2022 will not be published at school level, include progress and attainment measures in the key three subjects of reading, writing and maths. These are:

- the percentage of pupils achieving the 'expected standard' at the end of Key Stage 2
- the percentage of pupils who achieve at a higher standard
- the pupils average scaled score
- the pupils' average progress:

The percentage of pupils achieving the expected standard in Reading, Writing and Maths is a combined measure across the three subjects.

To be counted towards the measure, a pupil must have a scaled score of 100 or more in reading and a scaled score of 100 or more in mathematics; and have been teacher assessed in writing as 'working at the expected standard' or 'working at greater depth'.

The percentage of pupils achieving at a higher standard is also a combined measure across the three subjects. To be counted towards the measure, a pupil must have a 'high scaled score' of 110 or more in reading and mathematics; and have been teacher assessed in writing as 'working at greater depth'.

Key Stage 2 – Year 6 (SATS)

56.0%

of children in Walsall achieved

Expected Standard

In RWM

↓ **5%pts**

since 2019

Compared with

-6.0% points regionally
-6.0% points stat neighbours
-6.0% pts nationally

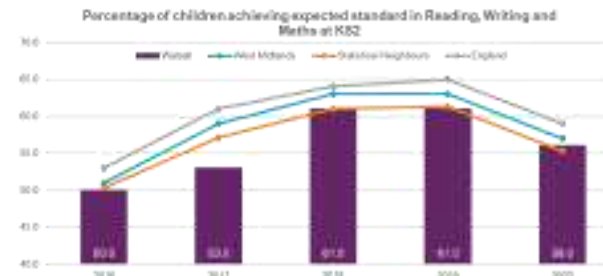
Ranked

99

Out of 152 LAs

Compared with

129 in 2019



Language & Ethnicity

59.0%

of children with EAL in Walsall achieved

Expected Standard

↓ **5.0%pts**

since 2019

-3.0% pts regionally
-4.0% pts nationally

55.0%

of children with out EAL in Walsall achieved

Expected Standard

↓ **6.0%pts**

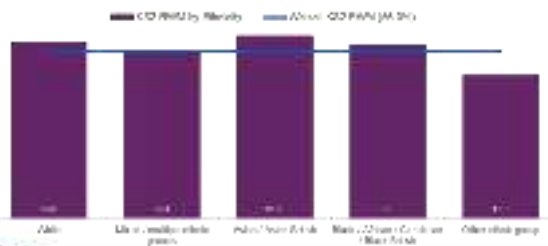
since 2019

-7.0% pts regionally
-7.0% pts nationally

Gap between children with and without EAL in Walsall

← **4.0% pts** →
Gap is increasing

Children achieving expected standard in Reading, Writing and Maths at KS2 by ethnicity



Gender

♂ **51.0%**

boys in Walsall achieved

Expected Standard

↓ **5.0%pts**

since 2019

-5.0% pts regionally
-6.0% pts nationally

♀ **61.0%**

girls in Walsall achieved

Expected Standard

↓ **6.0%pts**

since 2019

-7.0% pts regionally
-7.0% pts nationally

Gap between boys and girls in Walsall

→ **10.0% pts** ←
Gap is reducing

Free School Meals

42.0%

of children in receipt of FSM in Walsall achieved

Expected Standard

↓ **2.0%pts**

since 2019

-4.0% pts regionally
-5.0% pts nationally

64.0%

of children not in receipt of FSM in Walsall achieved

Expected Standard

↓ **3.0%pts**

since 2019

-4.0% pts regionally
-3.0% pts nationally

Gap between FSM and non FSM in Walsall

→ **22.0% pts** ←
Gap is reducing

Special Educational Needs and Disabilities

13.0%

of children with SEN in Walsall achieved

Expected Standard

↓ **3.0%pts**

since 2019

-5.0% pts regionally
-4.0% pts nationally

67.0%

of children without SEN in Walsall achieved

Expected Standard

↓ **4.0%pts**

since 2019

-5.0% pts regionally
-6.0% pts nationally

Gap between SEN and non non-SEN in Walsall

→ **54.0% pts** ←
Gap is decreasing

Key Stage 2 – Year 6 (SATs)

56.0%

of children in Walsall achieved a

Expected Standard

In RWM

↓ 5%pts

since 2019

Compared with

-6.0% points regionally
-6.0% points stat neighbours
-6.0% pts nationally

Ranked

99

Out of 152 LAs

Compared with

129 in 2019

Across the KS2 measures, Walsall's performance is broadly in line with statistical comparators but is lower than regional and national comparators. In the overall Reading, Writing and Maths assessment and reading, the gap between Walsall and comparators is reducing, however in grammar, punctuation and spelling and maths, the gap is increasing.

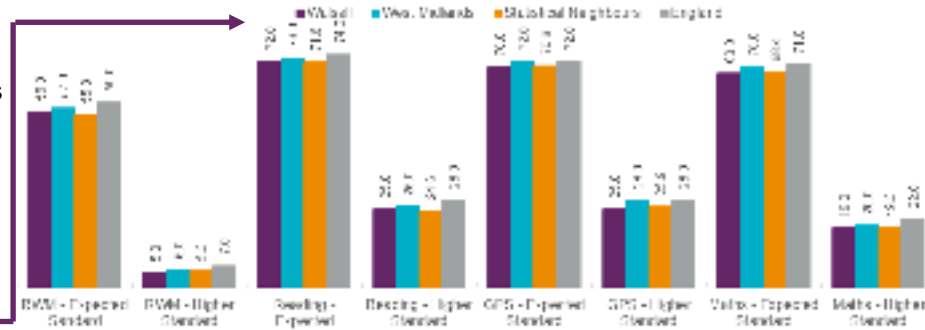
In the overall reading, writing and maths assessment, Walsall performance fell in 2022 by 5% points from 61.0% of pupils achieving the expected standard in 2019 to 56.0% of pupils achieving the expected standard. Historically, Walsall's performance has been lower than comparators, but the reduction in Walsall's 2022 performance was lower than the reductions in regional, national and statistical neighbours which means that Walsall's performance is now slightly above that of statistical neighbours with a reduced gap to regional and national comparators.

This cohort of children were in year 2 in 2018. Their KS1 results were

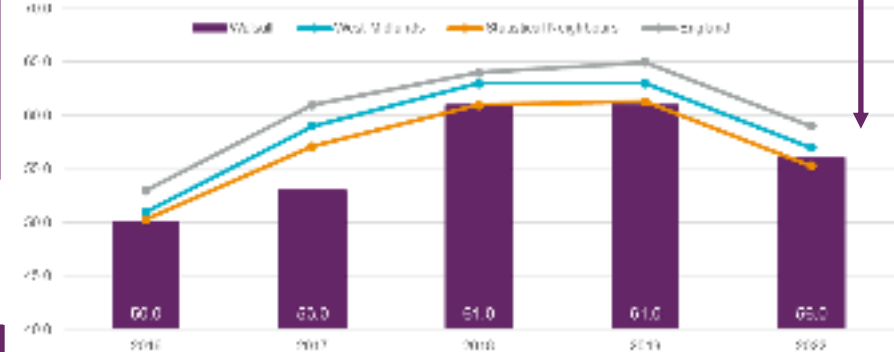
- Reading – 73% (WM -1%pts, SN +0.7%pts, Nat -2%pts)
- Writing – 65% (WM -4%pts, SN -1.8%pts, Nat -5%pts)
- Maths – 74% (WM -1%pts, SN +0.4%pts, Nat -2%pts)

When comparing the gap in performance to regional, statistical and national comparators, they have maintained their performance, despite the impact of Covid.

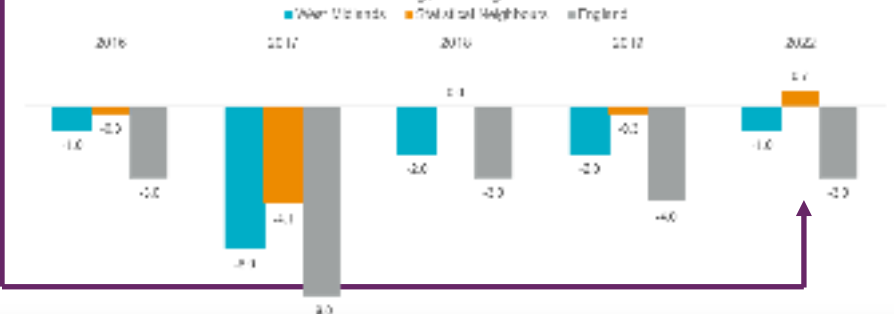
Percentage of children achieving levels of performance across KS2



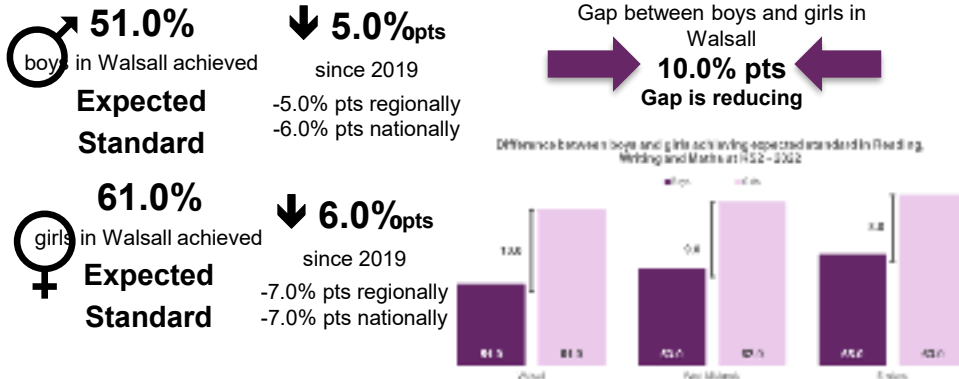
Percentage of children achieving expected standard in Reading, Writing and Maths at KS2



Difference between Walsall and comparators for children achieving expected standard in Reading, Writing and Maths at KS2



Key Stage 2 – Year 6 (SATS)



Language & Ethnicity

Most children perform in line in with the overall Walsall result, with children from Asian backgrounds performing significantly better. Children from other ethnic backgrounds perform worse, however this is a very small cohort of children.

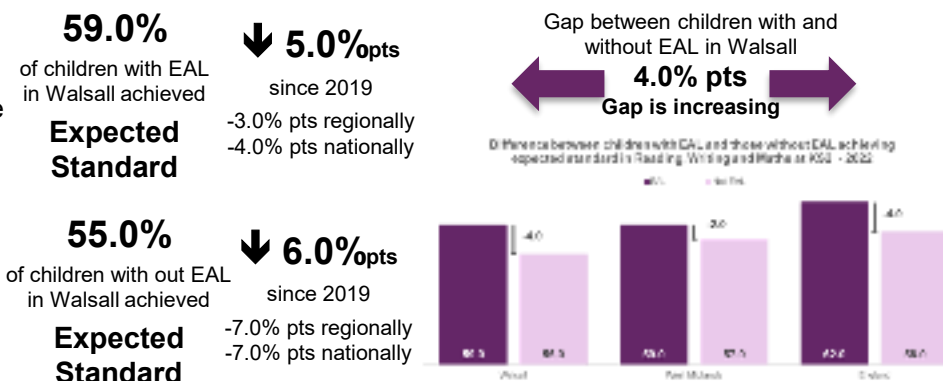
Children who have English as an additional language continue to perform better than their counterparts for whom English is their first language at KS2 with the gap widening when compared to earlier attainment points. The drop in performance for children with EAL has also been lower at just 5% points from 64.0% to 59.0% compared with a fall of 6% points for children who are not EAL from 61.0% to 55.0%. It is likely that there is a link between better performance for pupils who are EAL and those who are from Asian ethnic backgrounds, however, this requires further analysis.

However, despite that drop in performance for children who are EAL being smaller locally to that of children who are not EAL, it was larger than the reduction in performance for comparators, whereas the reduction in performance for non-EAL children was smaller than comparators, meaning that overall the gap with comparators for EAL children has widened slightly, while reducing for non-EAL children.

Gender

Girls performance at KS2 is again better than boys and the gap between the two cohorts is bigger than the gap regionally and nationally. However, similarly to EYFS and phonics, girls performance has fallen more than that of boys between 2019 and 2022. The percentage of boys achieving the expected standard in RWM fell by 5% points from 56.0% to 51.0%, the percentage of girls achieving the expected standard fell by 6% points from 67.0% to 61.0%, thereby reducing the gap slightly.

However, a similar pattern was seen amongst comparators which means that overall, the gap between Walsall girls performance and their regional and national peers has reduced by more than the same gap for the boys.



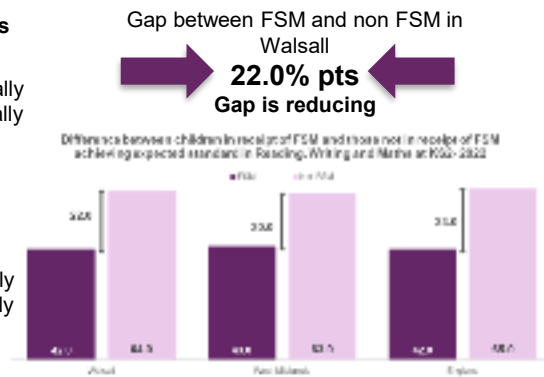
Key Stage 2 – Year 6 (SATS)

42.0%
of children in receipt of FSM in Walsall achieved
Expected Standard

↓ **2.0%pts**
since 2019
-4.0% pts regionally
-5.0% pts nationally

64.0%
of children not in receipt of FSM in Walsall achieved
Expected Standard

↓ **3.0%pts**
since 2019
-4.0% pts regionally
-3.0% pts nationally



Special Educational Needs and Disability

Children with SEN in Walsall generally perform worse than their peers with SEN regionally and nationally. However, in 2022, the drop in performance for Walsall children with SEN achieving the required standard at KS2 in RWM was lower at just 3% points from 16% to 13% compared to the drop nationally and regionally, thereby reducing the gap. The reduction in performance for children without SEN was also lower than regional and national comparators, reducing by 4% points from 71% to 67%.

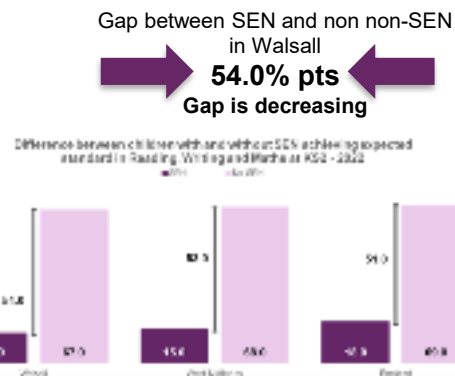
Although the gap to comparators across both cohorts is reducing, the gap between children with SEN and those without has reduced by just 1% point and remains higher than the gap between the same cohorts regionally and nationally.

13.0%
of children with SEN in Walsall achieved
Expected Standard

↓ **3.0%pts**
since 2019
-5.0% pts regionally
-4.0% pts nationally

67.0%
of children without SEN in Walsall achieved
Expected Standard

↓ **4.0%pts**
since 2019
-5.0% pts regionally
-6.0% pts nationally



Free School Meals

The gaps in performance at KS2 for children who are from disadvantaged backgrounds and for those who are in receipt of free school meals is significant. Just 43.0% of children from disadvantage backgrounds achieved the expected levels in RWM at KS2 compared with 65.0% of children from non-disadvantaged backgrounds. Results for children in receipt of free school meals is similar and there is likely to be a significant overlap with these two cohorts. 42.0% of children in receipt of FSM reached the expected standards compared with 64.0% of those not in receipt of FSM.

Given Walsall's high levels of deprivation and need, the lower performance of children in these cohorts has a significant impact on Walsall's overall results and this is borne out through comparing Walsall's results to the national and regional results. For the FSM cohort, performance is just 1% point lower than regional and is in line with national and for the non-FSM cohort, performance is 1% point better than regional and 1% point lower than national. Despite this, the overall result for Walsall is 3% points lower than national, suggesting that the higher numbers of children achieving a lower result are having the impact of suppressing the overall result.

Key Stage 4 – Year 11 (GCSEs)



3,657 children in the KS4 cohort in 2022



1,019 (27.9%) eligible for Free School Meals (FSM)
this is lower than the 30.2% of children in secondary schools who are eligible for FSM



721 (19.7%) had a first language that was believed to be other than English (EAL)
this is slightly lower than the 20.5% of children in secondary school who are EAL.

507 (13.9%) had SEN



388 (10.6%) had SEN Support
this is higher than the 11.6% of secondary school children in receipt of SEN Support



175 (4.4%) had an EHCP
this is more than double the 1.9% of secondary school children with an EHCP.

Performance at KS4, GCSE level is measured through a set of key indicators. Pupils who are taking GCSEs are graded from 9 – 1 with 9 being the highest score and 1 the lowest. A grade 4 (equivalent to a C) is considered a pass and a grade 5 (equivalent to a high C, low B) is considered a good pass.

Attainment 8 measures pupils' attainment across 8 qualifications including:

- maths (double weighted) and English (double weighted)
- 3 qualifications that count in the English Baccalaureate (EBacc) measures
- 3 further qualifications that can be GCSE qualifications (including EBacc subjects) or technical awards from the DfE approved list Performance tables

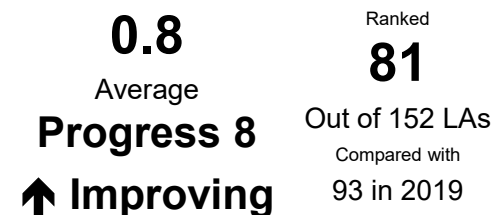
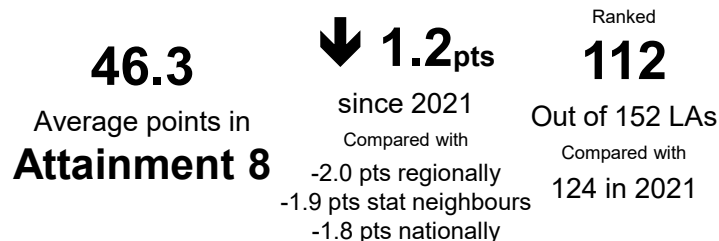
Progress 8 aims to capture the progress that pupils in a school make from the end of primary school to the end of KS4. It is a type of value-added measure, which means that pupils' results are compared to other pupils nationally with similar prior attainment. Every increase in grade a pupil achieves in their Attainment 8 subjects counts towards a school's Progress 8 score.

The greater the Progress 8 score, the greater the progress made by the pupil compared to the average for pupils with similar prior attainment.

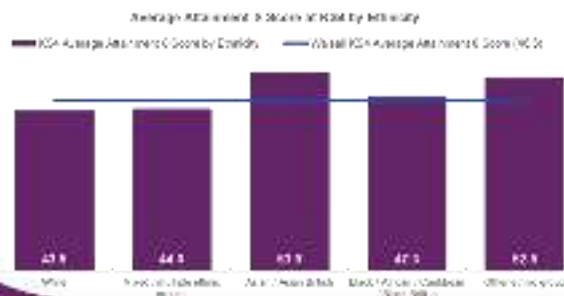
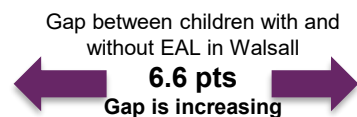
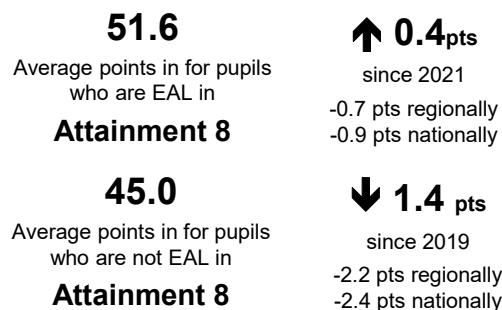
- a score of zero means pupils in this school on average did as well at KS4 as other pupils across England who got similar results at the end of KS2
- a score above zero means pupils made more progress, on average, than pupils across England who got similar results at the end of KS2
- a score below zero means pupils made less progress, on average, than pupils across England who got similar results at the end of KS2

English Baccalaureate – The EBacc entry measure reports the percentage of pupils entered for the EBacc. To enter the EBacc, pupils must take up to eight GCSEs across five subject 'pillars' of English, Maths, Science, Language and Humanities.

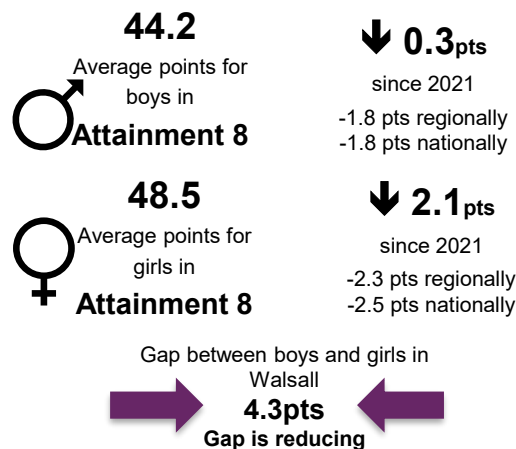
Key Stage 4 – Year 11 (GSCEs)



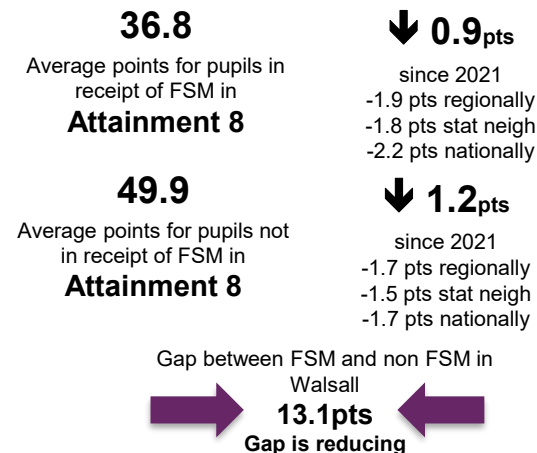
Language & Ethnicity



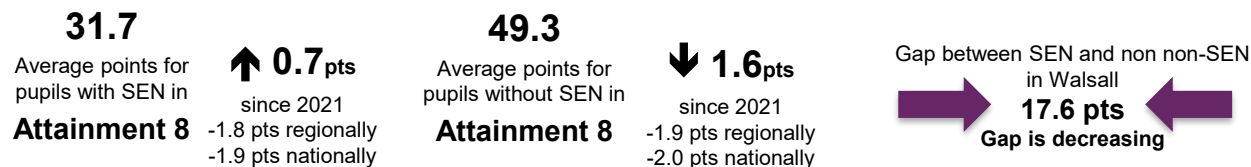
Gender



Free School Meals



Special Educational Needs and Disabilities



Key Stage 4 – Year 11 (GSCEs)

46.3

Average points in
Attainment 8

↓ **1.2pts**

since 2021
Compared with
-2.0 pts regionally
-1.9 pts stat neighbours
-1.8 pts nationally

Ranked
112

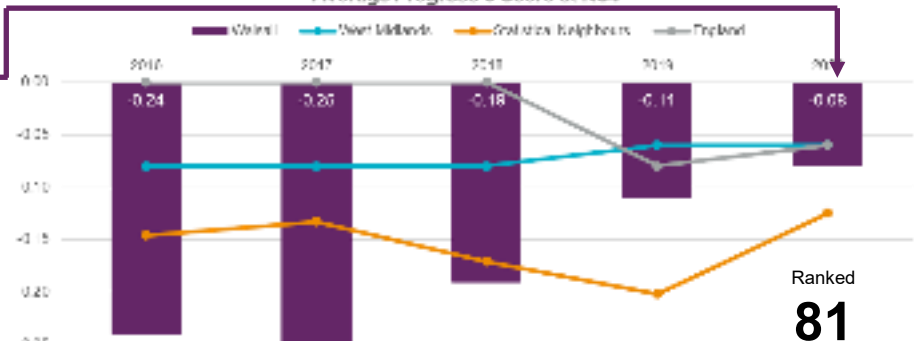
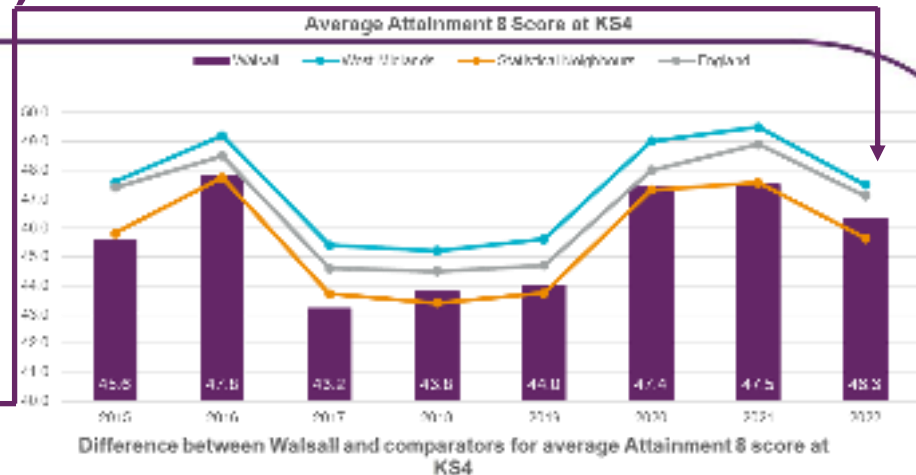
Out of 152 LAs
Compared with
124 in 2021

In Attainment 8 performance, Walsall average point score is lower than regional and national comparators but better than statistical neighbours. 2022 is the first year that normal examinations have resumed following the teacher assessments of 2020 and 2021 during the pandemic. Although Walsall's average point score has reduced, it has not fallen at the same as comparators meaning that the gap to regional and national comparators has reduced.

This cohort of children were in year 6 in 2017. Their KS2 results were the second worst in the country with just 53% achieving the expected level in KS2 Reading, Writing and Maths and Walsall being ranked joint 148 out of 150. The improvement in rank and a reduction in the gap to comparators in Attainment 8 achievement is therefore incredibly positive – particularly in light of the Covid pandemic and the disruption this cohort would have faced during year 9 and year 10.

This improvement is also visible within the average Progress 8 Score where the result for Walsall has improved to -0.08. This is better than statistical neighbours and is only a small gap to national and regional results. Walsall's ranking in Progress 8 is higher than Attainment 8.

The vastly improving Progress 8 results over time show the progress that Walsall children have been making and improvements within secondary schools given the historic low levels of KS2 performance in a way that the Attainment 8 average points scores do not adequately demonstrate. Although there is still improvements to be made to ensure that Walsall children progress at the same rate as their peers, with better recognition of SEN in Walsall and improving school standards, Walsall is making progress in the right direction.



Ranked
81

Out of 152 LAs
Compared with
93 in 2019

Key Stage 4 – Year 11 (GSCEs)

44.2
Average points for boys in
Attainment 8

↓ **0.3pts**
since 2021
-1.8 pts regionally
-1.8 pts nationally

48.5
Average points for girls in
Attainment 8

↓ **2.1pts**
since 2021
-2.3 pts regionally
-2.5 pts nationally

Gap between boys and girls in
Walsall
4.3pts
Gap is reducing

Difference between average Attainment 8 score for boys and girls in WSA - 2022



Gender

Girls perform better than boys in Attainment 8, but as with other key stages in 2022, their performance has fallen at a faster rate in 2022. Girls performance has fallen by 2.1 pts from 50.6 to 48.5 whereas boys have only fallen by 0.3 pts from 44.5 to 44.2. This has reduced the gap between boys and girls in Walsall from 6.1 pts to 4.3 pts and it is now smaller than the gap to comparators.

However, performance for both Walsall boys and Walsall girls is lower than their respective comparators although the gap for boys is smaller than the gap for girls. Despite this, gaps to comparators for both cohorts have reduced in 2022.

Girls also make better progress than boys with girls Progress 8 score being 0.10 compared with -0.24 for boys.

Language & Ethnicity

As with Key Stage 2, pupils with English as an additional language achieve better than their counterparts for whom English is their first language and while pupils with EAL in Walsall have improved their performance in 2022, in contrast to their regional and national comparators, performance has fallen for pupils who are not EAL, increasing the gap from 4.8 pts to 6.6 pts.

Pupils with EAL in Walsall perform better than comparators regionally and for the first time in 2022, nationally, whereas pupils without EAL perform worse. However, in 2022, the gap between Walsall and comparators for the non EAL cohort has reduced.

Pupils with EAL also have better Progress 8 scores than those without. In 2022, children with EAL in Walsall had a Progress 8 score of 0.55 compared with -0.21 for boys.

51.6
Average points in for pupils who are EAL in
Attainment 8

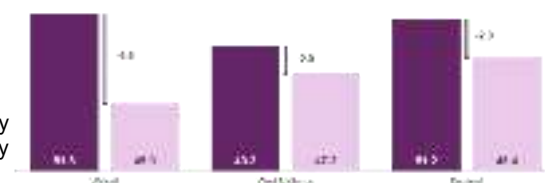
↑ **0.4pts**
since 2021
-0.7 pts regionally
-0.9 pts nationally

45.0
Average points in for pupils who are not EAL in
Attainment 8

↓ **1.4 pts**
since 2019
-2.2 pts regionally
-2.4 pts nationally

Gap between children with and without EAL in Walsall
6.6 pts
Gap is increasing

Difference between average Attainment 8 score for pupils with and without EAL WSA - 2022



Key Stage 4 – Year 11 (GSCes)

36.8

Average points for pupils in receipt of FSM in
Attainment 8

↓ **0.9pts**

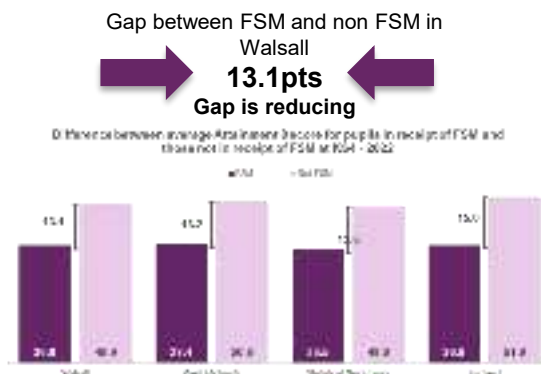
since 2021
-1.9 pts regionally
-1.8 pts stat neigh
-2.2 pts nationally

49.9

Average points for pupils not in receipt of FSM in
Attainment 8

↓ **1.2pts**

since 2021
-1.7 pts regionally
-1.5 pts stat neigh
-1.7 pts nationally



Free School Meals

Again, as with other Key Stages, pupils who are in receipt of free school meals performance worse than their counterparts who do not receive free school meals. They also make less progress with FSM pupils having a Progress 8 score of -0.46 compared to a Progress 8 score of 0.07 for pupils not in receipt of FSM.

Despite this, performance has fallen by less for pupils in receipt of FSM by 0.9 pts from 37.7 to 36.8 compared with 1.2 pts for those not in receipt of FSM from 51.1 to 49.9 reducing the gap between the two cohorts.

Both cohorts have also fallen less than regional and national comparators meaning the gap to regional and national has decreased and the higher performance than statistical neighbours has increased for both cohorts.

Special Educational Needs and Disability

There is a gap in performance of 17.6 points between children with SEN and those without. This is slightly lower than the national gap of 17.7 but larger than the regional gap of 17.1.

In 2022, performance for pupils with SEN Support increased by 0.7 pts from 31.0 to 31.7, whereas performance for pupils without SEN reduced by 1.6 points from 50.9 to 49.3. This has reduced the gap between the two cohorts.

The change in performance for both cohorts is also better than regional and national comparators meaning the gap in performance for both cohorts has reduced in 2022.

31.7

Average points for pupils with SEN Support in
Attainment 8

↑ **0.7pts**

since 2021
-1.8 pts regionally
-1.9 pts nationally

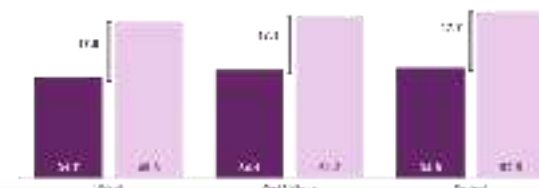
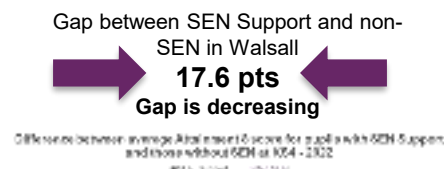
Attainment 8

49.3

Average points for pupils without SEN in
Attainment 8

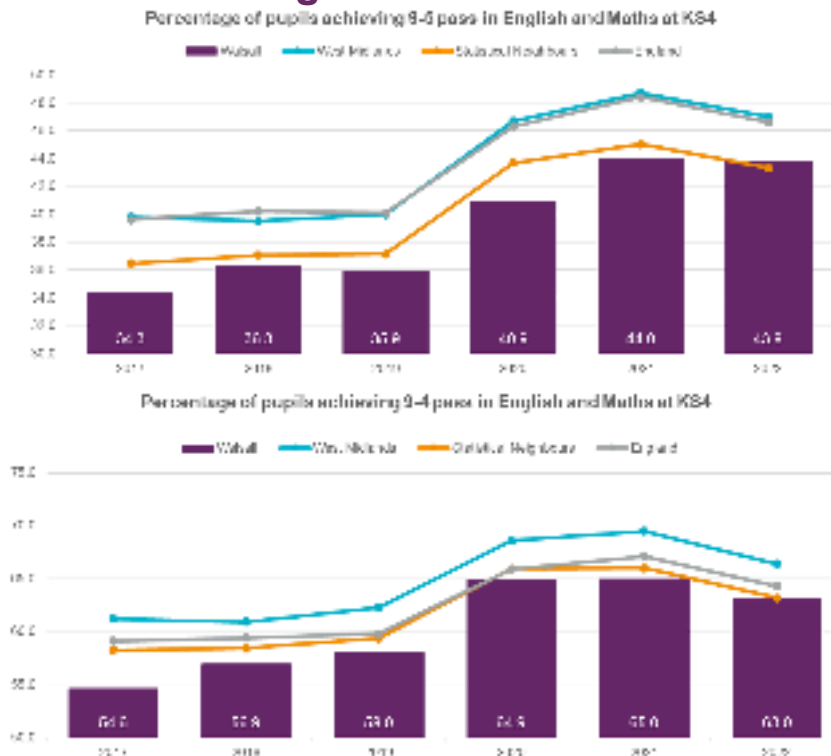
↓ **1.6pts**

since 2021
-1.9 pts regionally
-2.0 pts nationally



Key Stage 4 – Year 11 (GSCEs)

English and Maths

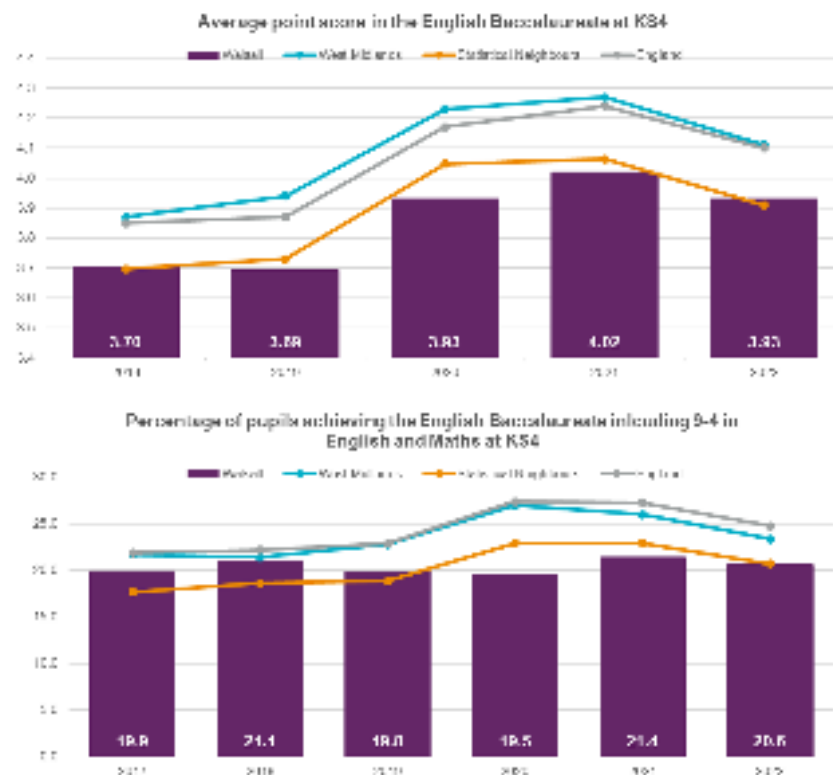


The proportion of pupils in Walsall who achieve a 'good' pass of 9-5 in English and Maths has been increasing but historically has been below comparators. It is a similar picture for the proportion of children achieving a pass of 9-4.

However in 2022, while the proportion of pupils achieving a pass across both cohorts decreased, the decrease was lower than that of comparators. This means that the gap has reduced between Walsall's results and those of comparators and for the first time a higher proportion of pupils in Walsall have achieved a 'good' pass of 9-5 than statistical neighbours.

English Baccalaureate

Historically, fewer children in Walsall have been entered for the Ebacc than across comparators, however, for the first time in 2022 a higher proportion of pupils in Walsall were entered than statistical neighbours (32.4% compared to 35.5% regionally, 30.8% stat neighbours and 36.0% nationally). As with the English and Maths results, performance in Walsall has fallen in 2022 but at a slower rate than comparators, reducing the gap.



Post 16 – Year 13



1,759 students in the Level 3 Post-16 cohort in 2022

1,294 Academic Students

813 Applied General Students

214 Tech Level Students

In Walsall fewer students reach a level 2 qualification (GCSE or equivalent) by the time of their 19th birthday. In 2021 (2022 data not yet available), just 74.9% had achieved at least one level 2 qualification compared to 80.1% regionally, 77.9% among statistical neighbours and 81.6% nationally.

For students who were in receipt of free school meals this falls to 56.3% compared to 79.0% for students not in receipt of FSM resulting in an inequality gap of 22.7%pts.

53.0% of students achieve a level three qualification compared to 57.4% regionally, 54.5% among statistical neighbours and 59.8% nationally.

For students in receipt of FSM, just 35.2% achieve a level 3 qualification compared to 57.0% of those not in receipt of FSM resulting in an inequality gap of 21.7%pts.

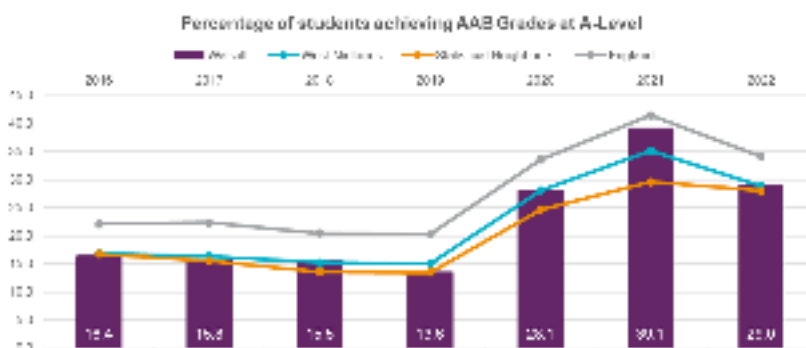
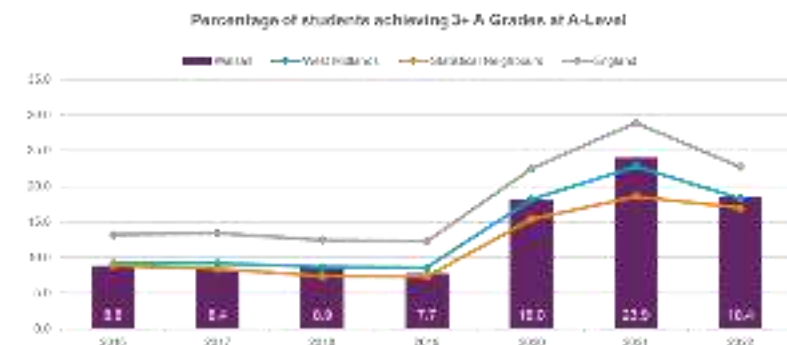
Post 16

The headline attainment measure is reported by cohort: for level 3 - A level, academic, applied general, and tech level. A student can be reported in more than one cohort, for example, a student who enters both A level and applied general qualifications will contribute to an institution's performance in both attainment measures.

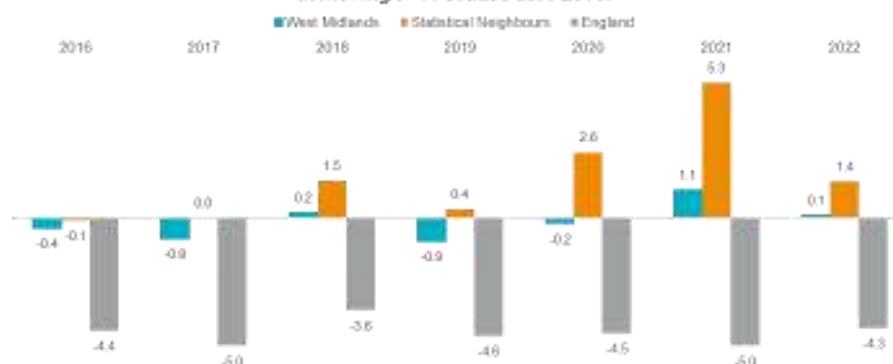
A-Levels are traditional academic subjects whereas applied general and tech level qualifications are more vocational.

Post 16 – Year 13

A-Levels



Difference between Walsall and comparators for percentage of students achieving 3+ A Grades at A-Level



Difference between Walsall and comparators for percentage of students achieving AAB Grades at A-Level

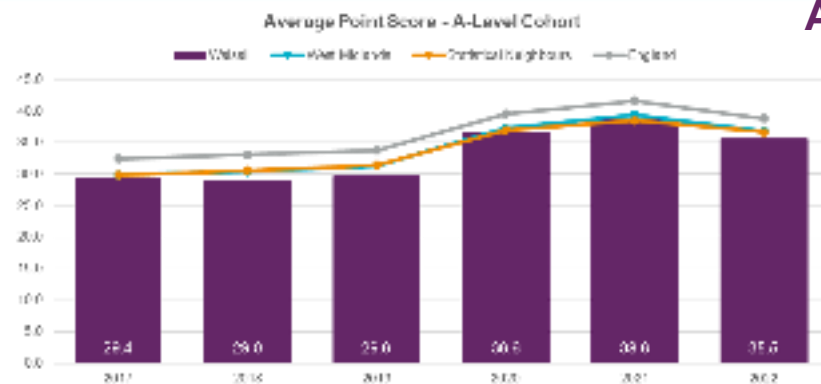


Walsall pupils generally perform quite well at post-16. Of the 783 students 18.4% of pupils have achieved 3 As at A-Level in 2022 and 29.0% have achieved at least two A-Grades and a B-Grade. Although both of these are lower than 2021, they are a slight improvement on 2020 and a huge improvement on previous years.

Walsall students generally perform better than their statistical and regional peers, although not as well as their national peers. However, the gap between the Walsall cohort and the national cohort has reduced for both indicators in 2022.

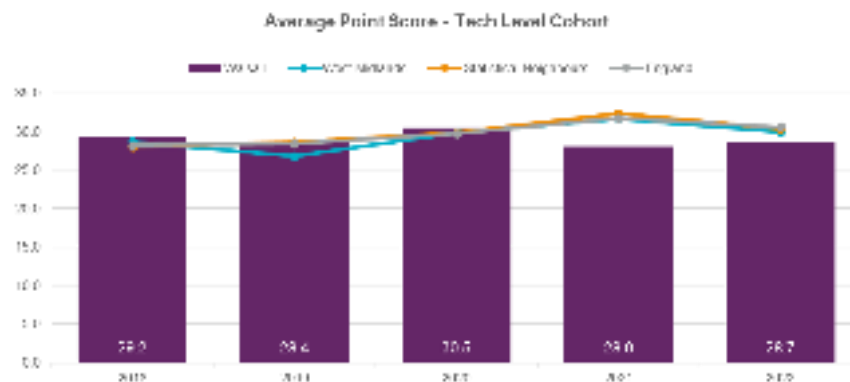
Post 16 – Year 13

A-Levels

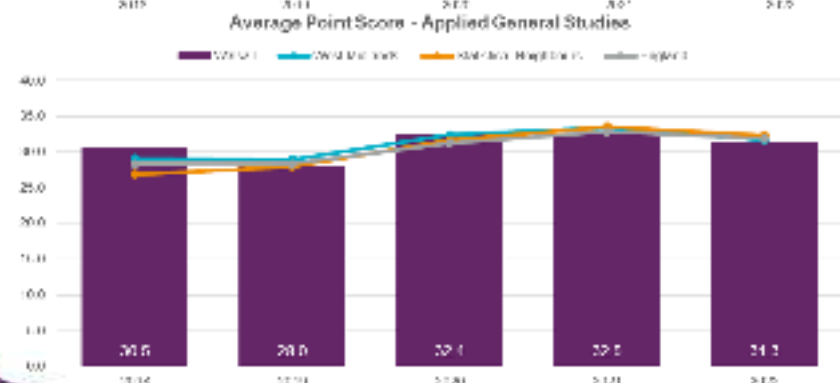


Although higher achieving students perform well at A-Level, overall, the A-Level cohorts perform slightly less well than their national, regional and statistical neighbour peers. Performance is slightly better than comparators in the less academic areas.

In terms of the average point score for the A-Level cohort, there has been a 3.1 point reduction in 2022. This is a bigger reduction than comparators and the gap has widened to -1.3pts to regional, -1.1pts to stat neighbours and -3.2pts to national.



In contrast the average point score for the technical cohort has increased, although it remains below comparators. For this cohort the gap has reduced from -3.7pts to -1.3pts to regional, from -4.4pts to -1.7pts to statistical neighbours and from -3.8pts to -2.0pts to national.



The average point score for the Applied General Studies cohort has fallen slightly, by 1.2pts. This is a smaller drop than regional results, reducing the gap from -1.0pts to -0.4pts, the same reduction as stat neighbours, maintaining the gap at -1.1pts but a larger drop compared to national results, increasing the gap from -0.4pts to -0.6pts.