

## **Resources and Performance Scrutiny Performance Panel**

**3<sup>rd</sup> February, 2005**

### **Education - Information Pack**

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**Walsall**

**Local Education Authority**

**Inspection Report**

**Date of Inspection: October 2004**

**Reporting Inspector: Kevin Jane HMI**

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## **Basic information**

Name of LEA:	Walsall Local Education Authority
LEA number:	335
Address of LEA:	Council House Lichfield Street Walsall WS1 1TZ
Reporting Inspector:	Kevin Jane HMI
Date of Inspection:	October 2004

## Summary

### Introduction

The Metropolitan Borough of Walsall in the Black Country is a mixture of urban, suburban and rural communities. The population has declined in the last ten years. The percentage of the school population from minority ethnic groups is well above the national average. Although there are areas of affluence, there is considerable deprivation. Rates of unemployment, teenage pregnancy and crime are all above the national averages and very low levels of post-16 qualifications present challenges to the council and schools.

Standards of attainment in schools, at all key stages, are consistently below national averages although against similar authorities<sup>1</sup> the picture is more mixed. Nevertheless, there has been a steady rise in standards over the last four years although not fast enough to make a significant difference to the gap with national averages.

As a result of the last Ofsted inspection, the Secretary of State for Education and Skills directed that all education services should be outsourced to address the weaknesses in the performance of the LEA. The council has now entered into a contract with Serco Ltd, which, as Education Walsall, serves as the council's education department.<sup>2</sup> In restructuring education services, there have been some new appointments and redefinition of roles for existing staff. There have also been some significant changes within the council. It adopted a leader and cabinet constitutional arrangement in May 2002 and, following local elections in May 2004, a new administration was formed with the Conservatives in overall control.

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<sup>1</sup> The Metropolitan Borough of Walsall LEA's statistical neighbours are : Bolton, Wolverhampton, Coventry, Oldham, Tameside, Kirklees, Stoke on Trent, Rochdale, City of Derby, City of Bristol.

<sup>2</sup> Throughout this report the term 'officer' refers to those employees of Serco Ltd, who as Education Walsall, are regarded as 'managers' by the council.

## Main findings

**Summary:** Walsall local education authority (LEA) is now highly satisfactory. There has been good progress in a short time and, in partnership with the council, Education Walsall has transformed the majority of education functions to a position where all are satisfactory or better. There is now a sense of common purpose amongst elected members, officers and schools. All are committed to improving the education service. The trust, support and confidence of schools have been fully restored as a result of good leadership by senior officers. The strategy for improving education is good and there are emerging strengths in the strategy for pupils with special educational needs and the promotion of social inclusion. There is a commitment to continuous improvement based on partnership work, robust approaches to monitoring, evaluation and performance management. There is a close correlation between the LEA's own evaluation and the outcomes of this inspection. The LEA knows that much remains to be done. Some plans and intentions, while focused and appropriate, have been articulated only recently and are not fully implemented. Attainment at all key stages requires improvement and further efforts are needed if the LEA is to meet its own aspirations to make all schools excellent. The progress made to date indicates that the LEA has good capacity for further improvement.

Areas of strength	Areas of weakness/for development
<b>Corporate leadership of education</b>	
<ul style="list-style-type: none"> <li>Leadership of senior officers</li> <li>Schools confidence in and support for corporate and educational leadership</li> <li>Arrangements for consultation and decision-making</li> </ul>	<ul style="list-style-type: none"> <li>Consistency and quality of team planning</li> </ul>
<b>Strategy for education and its implementation</b>	
<ul style="list-style-type: none"> <li>Strategy for school improvement</li> <li>Definition of monitoring, challenge and intervention</li> <li>Intervention in underperforming schools</li> <li>Effectiveness of the LEA in relation to admissions to schools</li> </ul>	<ul style="list-style-type: none"> <li>Levels of attainment consistently remain below national averages in all key stages</li> <li>The effectiveness of the LEA in discharging asset management planning</li> <li>Development of school autonomy</li> <li>High level of surplus pupil places in primary schools in particular.</li> </ul>
<b>Support to improve education in schools</b>	
<ul style="list-style-type: none"> <li>Support for information and communication technology</li> <li>Support for school governors</li> <li>Assuring the supply and quality of teachers</li> <li>Planning and provision of personnel services</li> </ul>	<ul style="list-style-type: none"> <li>The provision for gifted and talented children</li> <li>Limited information to schools on service standards</li> <li>Information for schools about alternative service providers</li> </ul>
<b>Support for special educational needs</b>	
<ul style="list-style-type: none"> <li>Strategy for SEN and inclusion</li> <li>The role of special schools in outreach work</li> </ul>	<ul style="list-style-type: none"> <li>Evaluation of impact of the SEN strategy on pupils' learning and achievement</li> </ul>
<b>Support for social inclusion</b>	
<ul style="list-style-type: none"> <li>Provision for, and attainment of, looked after children</li> <li>Co-operative multi-agency working</li> </ul>	<ul style="list-style-type: none"> <li>Monitoring of racial incidents</li> </ul>



## Recommendations

### **Key recommendations**

**The strategy for school improvement and its implementation:** Further build and promote schools' capacity to manage and improve themselves and reduce their dependence on the LEA.

**Asset management planning:** Produce and implement a properly funded plan to improve the condition of school buildings with measurable targets to reduce the backlog of repairs.

### **Other recommendations**

#### **Corporate leadership of education**

**Strategies to promote continuous improvement, including Best Value:** Ensure that all team plans are consistent in quality, include resource allocations and have clear success criteria.

#### **Strategy for education and its implementation**

**Providing school places:** Finalise and implement a strategy to reduce surplus capacity in primary schools, taking full account of the condition and suitability of school buildings.

#### **Support to improve education in schools**

**Support for gifted and talented pupils:** Establish and implement an action plan to expand the support for gifted and talented pupils to all schools.

#### **Planning, provision, effectiveness and value for money of services to support school management**

- Provide schools with service standards and performance information on the management support services they receive from Education Walsall and the council.
- Develop, in partnership with schools and other service providers, an extended range of suppliers from whom these services can be procured.
- Provide schools with improved access to information and communication on the LEA's website.

#### **Support for special educational needs**

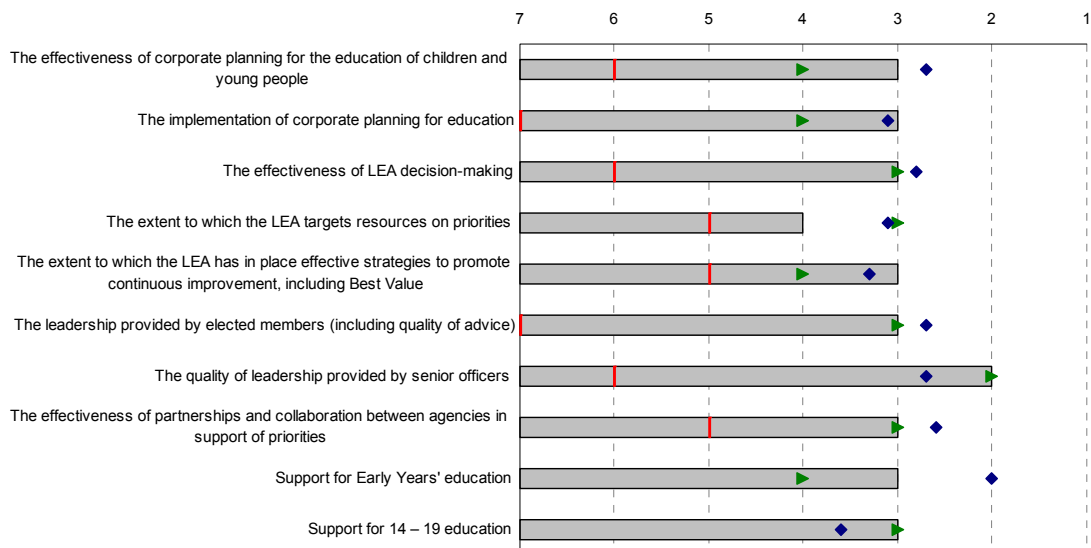
#### **Support for social inclusion**

**Provision for pupils educated other than at school:** Develop and implement an LEA-wide system of managed moves for pupils.

**Promoting racial equality:** Ensure that all schools return racial incident reports in the specified timescale and that racial incidents are reported formally to elected members.

## Section 1: Corporate leadership of education

### Summary table of judgements



The bar represents the grade awarded to the LEA, the triangle represents the LEA's self-evaluation grade, the vertical line represents the LEA's previous grade and the diamond represents the average grade of all LEAs inspected in the last year. 1 = Very Good, 2 = Good, 3 = Highly Satisfactory, 4 = Satisfactory, 5 = Unsatisfactory, 6 = Poor, 7 = Very Poor.

### Corporate planning for education and its implementation

1. In the last inspection, corporate leadership and management of education were matters of serious concern. Corporate planning was poor and the implementation of corporate plans for education was very poor. There has been significant progress since that time and corporate planning and its implementation are now highly satisfactory.

2. The council has published an agreed, clearly defined and suitably ambitious vision for the next five years based on wide consultation. Education is at the heart of the vision and the key priority to 'make our schools great' includes four pledges for which councillors have lead responsibility for the current year. Each pledge was derived directly from major scrutiny or cabinet reports and reflects key objectives in the strategic plans of Education Walsall. There is widespread understanding and support for the vision and priorities. Financial planning ensures that the pledges are, in the main, affordable and formal reports on progress are made every six months. Current reports demonstrate that implementation is within the budget allocated and meets the planned deadlines.

3. A clear planning framework has been established stating the relationship between the vision, strategic planning, service planning and individual performance planning. It is succinct and understood by all partners. In determining the strategic choices for the next financial year, the council and senior officers have recognised the need to align more explicitly the vision and pledges with the key plans and

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service plans of Education Walsall in order to bring about better coherence to planning. Work is already in hand to achieve this.

4. A number of important factors account for the significant progress made in Walsall since the last inspection. A learning executive group has been established and acts as the strategic group for ensuring that corporate and key partner contributions are co-ordinated. In addition, the Walsall Education Board (WEB) is an effective group that includes councillors, key partners and stakeholders and performs the important function of monitoring the strategic, and successful, partnership that exists between Education Walsall and the council. Clarity on respective roles and responsibilities, improved decision-making processes and good leadership by senior officers has brought about improvements in education service delivery, which was previously fragile. A steady rise in attainment and attendance and a reduction in schools causing concern demonstrate the progress made. There is a determination to bring about further, necessary improvement. Importantly, the trust and confidence of schools in the leadership of councillors and senior officers have been restored. Improved consultation and involvement in decision-making by schools and partners have led to a sense of common purpose which makes the capacity for further improvement highly promising.

5. Approaches to partnership work, monitoring and evaluation of service provision and performance management have improved and are contributing well to a culture of increased effectiveness and high expectations. Moreover, there has been no reluctance in taking difficult decisions. Effective communication and consultation have done much to maintain the support and commitment of schools who are no longer cautious in their optimism. This is a significant achievement.

### **Decision-making**

6. At the time of the last inspection the authority did not take decisions effectively. There was a significant backlog of tasks competing for urgent attention and the scrutiny function was weak. Rapid progress has been made in this area and decision-making is now highly satisfactory.

7. The process includes detailed consultation with stakeholders. Consultation with headteacher focus groups, monthly monitoring meetings with the cabinet member, policy advice from the Walsall Education Board, early consideration of cabinet decisions by the scrutiny and performance panel and regular briefings with opposition elected members all contribute to more effective and transparent decision-making. In particular, an elected member development programme has been established and the scrutiny function has been re-designated as a scrutiny and performance panel with an agreed annual forward plan. The panel has addressed and contributed to improvement in matters related to looked after children, the 14-19 strategy, attendance and behaviour.

8. The secure partnership between Education Walsall and the council has ensured that the council operates with similar decision-making processes to a council without formal intervention. Respective roles and delegated responsibilities are

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clearly understood enabling Education Walsall to make rapid decisions where necessary. The council has taken difficult decisions within the last two years such as school closures, the creation of the federated school, review of the funding formula and the recently developed strategy for special educational needs (SEN) and inclusion. All are evidence of the council taking a more strategic and timely approach to decision-making than was the case two years ago.

### **Targeting of resources**

9. This was previously unsatisfactory. Substantial progress has been made; financial decisions are taken much more openly, and the allocation of resources to priorities is now satisfactory.

10. Capital and revenue spending on education in 2004-05 fully reflects the council's pledge to increase investment in schools. All additional revenue funding has been passed on to schools and a further £1 million has been added to the budget with the explicit aim of raising standards in primary schools. Increases in the School Formula Funding Share (SFFS) have been limited under current DfES funding arrangements, so that the schools' budget per pupil remains lower than the average for similar authorities. However, the gap has narrowed significantly in comparison with 2003-04. The council has been successful in attracting additional revenue such as Neighbourhood Renewal Funding. It has been far less successful in attracting additional capital funding to reduce the high level of maintenance backlog in schools and to support the rationalisation of primary and special school provision.

11. As a result of thorough review, Education Walsall has re-aligned the use of retained funding to support its priorities and those of schools. This has resulted in improved resources to deal with behaviour support and reductions in the amounts budgeted for strategic management. In total, the budgets for central functions are a little lower than in similar authorities. Staff supported from centrally-controlled budgets are deployed effectively to support those schools most in need. Budget monitoring by the council and Education Walsall is rigorous.

12. In contrast to 2003-04, the current budget delegated to schools forms a higher proportion of the schools budget than the national average and that for similar authorities. The Schools Forum has taken a prominent role in reviewing the school funding formula. Though not yet complete, the work undertaken so far has brought far greater clarity and simplicity to aspects such as the delegation of funding for SEN and premises. Schools are now much more positive about the educational rationale behind the school funding formula. Plans are already in place to review the effectiveness of the formula changes at the end of the financial year.

13. The level of reserves held in schools' budgets fell during 2003-04 to a little over 6% of the budget allocation. A small minority of primary schools and about a quarter of secondary schools carried forward deficits into 2004-05. However, about 40% of primary schools carried forward significant surpluses. Officers monitor and challenge effectively the quality of resource management in schools. Appropriately, Education Walsall requires those schools with significant balances to justify their

positions. At least two-thirds of the schools with large surpluses have clear plans for the use of their reserves, with many setting aside revenue funding to pay for building projects.

### **Strategies to promote continuous improvement, including Best Value**

14. This function was unsatisfactory at the time of the last inspection. Since then, much has been done to improve performance management, and it is now highly satisfactory. The council and Education Walsall have forged an effective partnership based on shared values and objectives. Though a detailed contract underpins the partnership, the document forms only a safety net and is not used mechanistically as a basis for monitoring and performance. It is indicative of the strength of this partnership that both parties have agreed that all bonuses and penalties relating to the meeting of contractual targets should be re-invested in the education service. This arrangement has already led to the provision of lap-top computers for looked after children, for example.

15. There is a strong culture of continuous improvement within Education Walsall. Its newly revised People Strategy links the performance of individual staff directly to the achievement of objectives and to improvements in performance indicators. There is a clear planning framework and review cycle, though there is some variability in the quality of team plans, some containing too little reference to resource requirements and success criteria. Managers review performance regularly, reporting a wide range of national and local performance indicators to senior managers, to elected members and the Walsall Education Board. The new climate of trust within the authority has enabled much wider sharing of data and information between schools and with elected members. The information is well used to analyse performance and to set new objectives as necessary.

16. A Best Value review (BVR) of the council's provision for looked after children has resulted in significant improvement. Schools' concern about the catering service has contributed effectively to a review of the service. Education Walsall has itself conducted a range of reviews that have adopted best value principles to tackle areas of its work where performance has caused concern. In aspects of SEN provision, for example, consultants have provided a good degree of external challenge and the reviews have resulted in significant service improvements. Schools complete annual best value statements to an agreed format that encourages them to challenge their own performance and to use, self-critically, the wide range of benchmark information provided for them.

#### ***Recommendation***

- Ensure that all team plans are consistent in quality, include resource allocations and have clear success criteria.

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**Leadership by elected members and advice given to them**

17. Elected members now provide highly satisfactory leadership where previously it was poor. Councillors and senior officers of the council and Education Walsall have more effective working relationships, a shared sense of purpose and agreement about the priorities for improving the quality of education and social inclusion. Education is central to the council's five-year vision for the borough. Continuity has been maintained following recent local elections although some councillors responsible for education are new to their posts. Nevertheless, there is widespread support and understanding of the priority for education and the four pledges for the current year. Consequently, schools have increased confidence in elected members and no longer see them as an impediment to progress.

18. Elected members are represented on the Walsall Education Board and are appropriately informed about the progress of the strategic objectives. Key policy decisions are also subject to planned and regular discussions at cabinet, scrutiny and overview committee and the Walsall Education Board. In this way, elected members make decisions in accordance with the direction of the Secretary of State for Education and Skills and are able to monitor all aspects of performance.

**Leadership by senior officers**

19. At the time of the last inspection officers had to deal with extreme political interference and were making slow progress in improving services. The leadership of education services has been transformed over the last two years and it is now good.

20. Central to the success is the strong and effective partnership between the most senior officers of the council and those of Education Walsall. Respective roles and responsibilities are clearly understood by schools and key partners. Through the work of an able senior team, a shared commitment to school improvement and inclusion has been established and communicated effectively. Officers have invested considerable efforts in building relationships with schools and have achieved a good balance between support and challenge. Trust and confidence have been fully restored; officers and politicians listen to the views of schools, involve them in decision-making, and consult and communicate effectively. A clear strategy for school improvement and inclusion has been established which is informed by comprehensive data. This is contributing to a sense of common purpose now present in the borough and is evident in the steady rise in attainment, attendance and in the reduction in the number of schools in formal categories of concern.

**Strategic partnerships**

21. Since the last inspection a clear framework for partnership arrangements has been defined. It is well co-ordinated and informed by the objectives of the Walsall strategic partnership. The framework has ensured that strategic and operational partnerships are now highly satisfactory.

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22. Senior education officers have clear cross-cutting responsibilities in key partnership groups, ensuring that there is education representation in, for example, health and social care, the economic forum, the safer Walsall partnership and community engagement. At this level, a learning executive group monitors the work of the Walsall Education Board, the 14-19 strategic forum, the lifelong learning alliance and, through the Children and Young People's Strategic Partnership, the Early Years and Childcare Partnership. This arrangement avoids duplication of effort, resources are better deployed and progress monitored more efficiently.

23. Partnerships at operational levels, particularly in relation to school-based partnerships, have benefited from the commitment made by senior officers. Schools value the opportunity and encouragement to take a lead role in the dissemination of best practice and supporting each other, especially in schools causing concern. In addition, the use of specialist colleges, Beacon schools, the Excellence Cluster, behaviour and attendance project groups and literacy initiatives has contributed to demonstrable improvements in attendance, attainment and the performance of schools.

### **Support for Early Years**

24. Good progress has been made and the support for early years is now highly satisfactory. This function was not inspected fully during the last inspection. Since that time, five Sure Start programmes have been established and support has been subject to an extensive review by Education Walsall. Support for early years is prioritised in the Education Development Plan (EDP) and the Early Years Development and Childcare Plan; it is also one of the council's key pledges for education in the vision for Walsall. Planning has secured a good understanding between officers, partners and stakeholders about the priorities. The budget reflects the priorities and, together with good leadership, accounts for the highly satisfactory progress being made against targets. The Early Years Partnership is well supported by Education Walsall and respective roles and responsibilities are clear and understood.

25. Comprehensive data about the range and type of provision in each ward have been developed, which are used to ensure a better balance of providers and settings, particularly in the more deprived wards. Information for parents, overseen by the parent forum, is both clear and informative. Additionally, guidance is available for prospective providers, including a wide range of training opportunities.

26. Good quality guidance has been developed and published for all settings to support curriculum planning, profiling, assessment and self-evaluation. Monitoring by school improvement advisers shows that it is beginning to be used in most maintained settings. However, no settings have yet been accredited with quality assurance schemes and only half the number of settings targeted for accreditation are working towards it. Arrangements to support young children with SEN are well established through the multi-agency working in the *'team around the child'* initiative.

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**Support for 14-19 education**

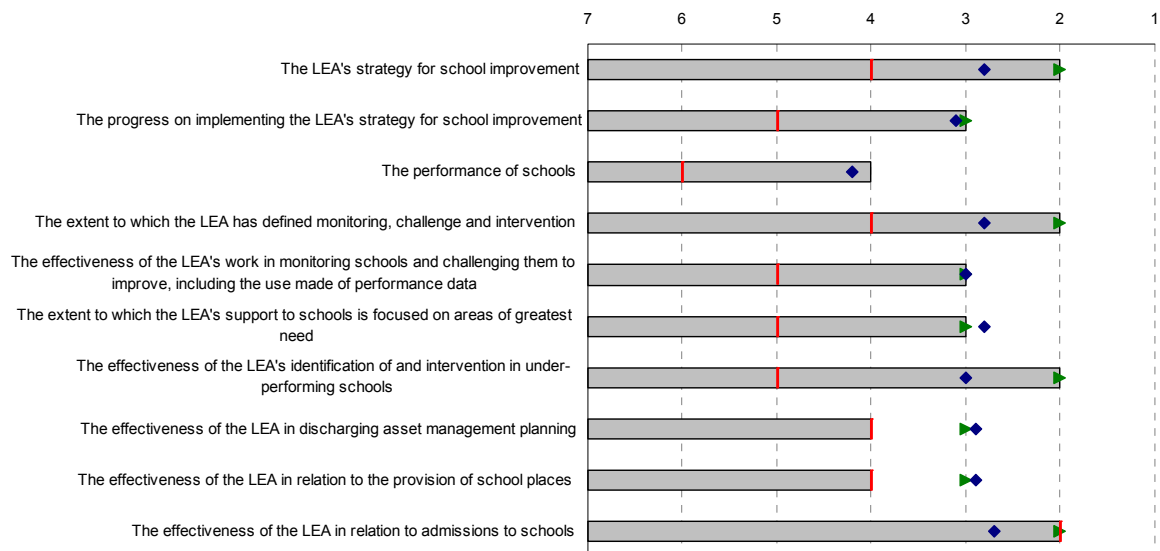
27. The support for 14-19 education is highly satisfactory. Education Walsall has taken the lead in developing the local action plan and has set out a clear and shared vision for improving 14-19 education, which is understood by schools and other partners. A newly-appointed 14-19 strategy manager is responsible for its implementation and he is well supported by senior officers and others in the 14-19 strategic partnership. The partnership has established a climate of co-operation in which schools, other external agencies, training providers, the local learning and skills council, and a college of further education work together to widen choice and improve participation. Schools and other providers work together well to find local solutions.

28. Challenging targets have been set for the reduction in the number of 16-year-old school leavers not involved in employment, education or training. Schools have been well supported in developing their Key Stage 4 curriculum to meet the needs of different groups of pupils and there are sound plans to increase the range and number of level 2 and level 3 courses available. No schools achieved fewer than 25% A\*-C grades at General Certificate of Secondary Education (GCSE) or equivalent in 2004 although standards of attainment remain below national averages. GCE A level and other Level 3 course results are broadly average. While the 14-19 action plan is in the early stages of its implementation, its good quality means that the LEA is well-placed to bring about the necessary further improvement.



## Section 2: Strategy for education and its implementation

### Summary table of judgements



The bar represents the grade awarded to the LEA, the triangle represents the LEA's self-evaluation grade, the vertical line represents the LEA's previous grade and the diamond represents the average grade of all LEAs inspected in the last year. 1 = Very Good, 2 = Good, 3 = Highly Satisfactory, 4 = Satisfactory, 5 = Unsatisfactory, 6 = Poor, 7 = Very Poor.

### The strategy for school improvement and its implementation

29. The strategy for school improvement is good and its implementation is highly satisfactory. The main strength of the improvement since the last inspection is that support for social inclusion and for the curriculum, teaching and learning, have been successfully brought together. Increasingly, these separate elements are becoming mutually reinforcing. The strategy builds effectively on the greatly improved relations between Education Walsall and the schools.

30. The general principles of the strategy are sound and set out clearly. They are based on the objective of closing the gap with national attainment and the belief that schools are the chief agents of their own improvement. Attainment has improved, and the school improvement priorities, selected on the basis of good data analysis and up-to-date knowledge of the schools, reflect Education Walsall's commitment to raising standards. To date, however, the gap has not closed significantly and the ambitious attainment targets which have been missed for the last two years are unlikely to be met in 2006. However, there has been striking success in work with underperforming schools, based on knowledge of the schools which enables support to be deployed effectively and there are currently no schools requiring special measures

31. Each school receives a basic allocation of three days of monitoring and support a year from its school improvement adviser (SIA). Although this basic

allocation is relatively large, it is justified by the scale of improvement required and the success of such intervention. It is likely to remain necessary until schools' independence of Education Walsall becomes stronger. New procedures for the deployment of support are to be implemented soon and these have the potential to strengthen school autonomy. A school-focussed team, comprising support from the SIA and other services is to be allocated to each school. This development is too new to be properly assessed.

32. Building on the planned introduction of new and more rigorous school self-evaluation, Education Walsall intends to involve the schools more extensively in the assessment of their own needs for support, and this is likely to strengthen them as agents of their own improvement. At present, too few are able to take on fully the responsibility for their own improvement as envisaged in the strategy. These changes are intended to reinforce the joint working of school improvement and social inclusion services. They provide a good foundation for the expansion of the Excellence Cluster, which currently serves a part of the borough and which is scheduled to expand to the rest of the borough next year. The strength of the work to date has been in bringing different elements of support for pupils together, for example in the use of learning mentors.

33. School admissions arrangements are good and contribute to the strategy for education by their smooth working, and particularly through their success in the reintegration of excluded pupils. However, there is room for improvement in both asset management planning and the provision of school places, both of which have weaknesses in their strategic, and particularly financial, planning.

34. Taken as a whole, the strategy for school improvement is strong. There is clear evidence of improvement since the last inspection and some evidence of the outcomes of that improvement in the growing success of the education system. There is good reason to have confidence in the capacity of the LEA, in partnership with Education Walsall, to make further improvement in the implementation of the strategy.

#### ***Recommendation***

- Further build and promote schools' capacity to manage and improve themselves and reduce their dependence on the LEA.

#### **The LEA's monitoring, challenge and intervention in schools and the targeting of support**

35. The arrangements for monitoring, challenge, intervention, and support in schools, have improved and are now good. Schools understand the arrangements well. Each school is assigned to one of four categories, ranging from those which need least support to those requiring most, because they have been identified by Ofsted or by Education Walsall officers as causing particular concern. The system for categorising them is robust because it is based partially on objective measures, such as attainment, and partly on the specific circumstances of the school, for

example a significant change in the intake of pupils. Headteachers know and have agreed with the categories in which their schools have been placed. They also believe that relationships with advisers have improved to the point that they are now prepared to accept challenge by them in a way that would not have been possible before.

36. Monitoring and challenging schools, combined with the use of data, are highly satisfactory. Education Walsall knows its schools well and, with higher quality data provision, is beginning to improve the process of setting targets. This year, for the first time, schools will be able to set targets on an individual pupil basis and make more informative comparisons and predictions by using externally produced and validated analyses. These improvements have the potential to build a stronger link between the target-setting process and schools' planning for their own improvement. This link has been weak in many schools until now.

37. Better use of data has improved the deployment of support to where it is most needed. This is now done in a highly effective way, for example in a recent initiative to improve the initial teaching of literacy. In addition to the support deployed under Education Walsall's system of categories, other sources of advice are made available as necessary in order to sustain schools through a period of improvement, for example, in coming out of the category of concern.

### **Effectiveness of the LEA's identification of, and intervention in, underperforming schools**

38. The work to improve schools causing concern has become strikingly more effective. It was unsatisfactory at the time of the last inspection and is now good. There were nine schools either requiring special measures or having serious weaknesses at the time of the last inspection. There are now only two. This success is due to systematic and determined work and the SIAs' knowledge of the schools, which has enabled the early identification of problems. The project teams set up when a school is identified as causing concern have used a broad range of support and intervention, including the removal of delegated powers. Headteachers view the processes favourably, though they judge that the planning of a school's exit from the category of concern is not made sufficiently explicit.

### **Asset management planning**

39. This was satisfactory at the time of the last inspection. Since then, although many aspects of asset management have improved, there has been only limited progress in reducing the backlog of repairs to school buildings. Asset management planning is satisfactory overall.

40. The previous inspection recommended urgent improvement to the poor condition of the borough's schools. The backlog is still among the highest 25% of LEAs in England and many of the repairs need urgent action. There is clear ambition to improve school buildings. The condition and capacity of all school buildings has

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been assessed and there are plans to determine their suitability more thoroughly. Clear criteria, which schools understand, establish priorities for capital projects.

41. The council has actively explored a variety of sources to raise the funds to address the maintenance backlog and it has had some success, for example, in attracting targeted capital. Other funding sources have been identified but further decisions remain to be taken before the necessary resources are secured.

***Recommendation***

- Produce and implement a properly funded plan to improve the condition of school buildings with measurable targets to reduce the backlog of repairs.

**Providing school places**

42. This function remains satisfactory. The council has adjusted its secondary provision to meet changes in demand, including the provision of additional accommodation in some schools to reduce overcrowding and to cater for increasing numbers of post-16 students. Consultation is underway to reduce the number of special schools as part of the LEA's strategy for SEN and inclusion.

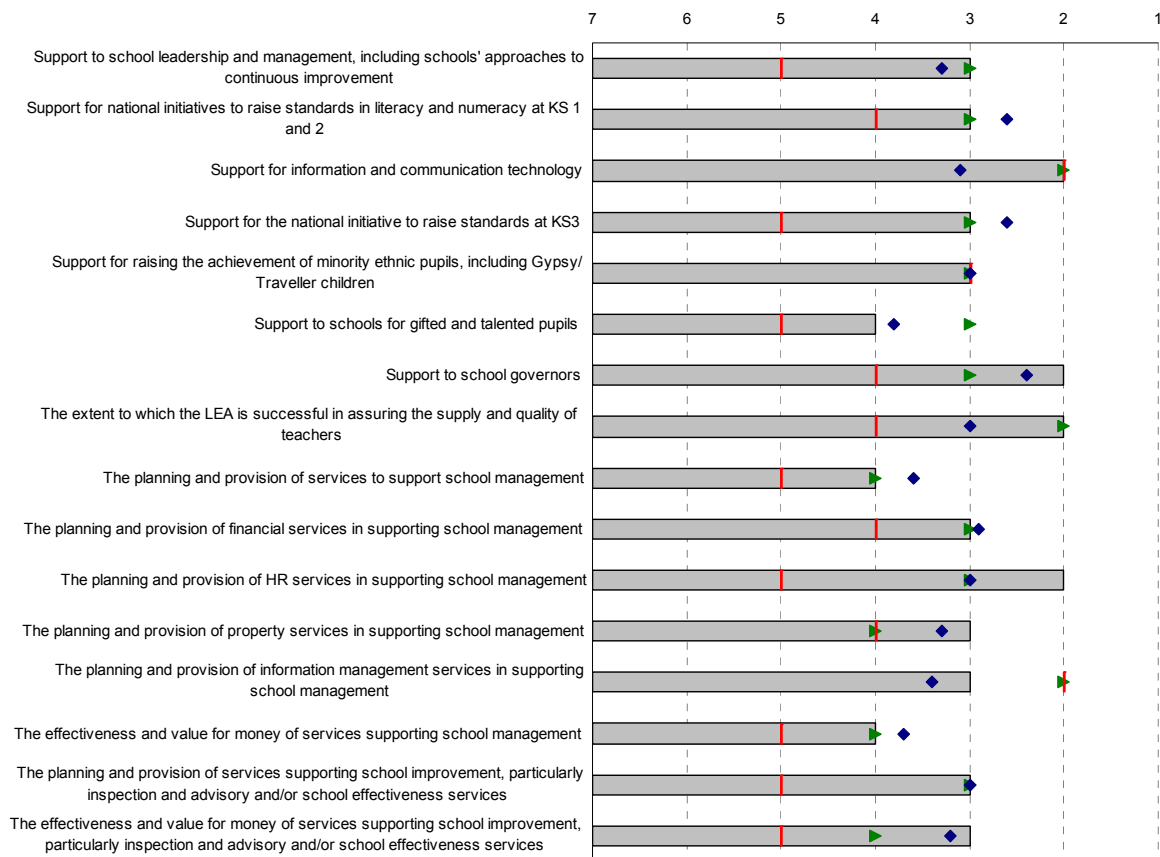
43. Surplus capacity in primary schools grew from 8.5% in 2001-02 to 12.4% in 2002-03. Following the closure of one primary school, surplus capacity has fallen slightly to 12.2%, but this remains too high, especially as a further decrease in the number of primary aged pupils is forecast. About one school in six has at least a quarter of its places empty. Further closures are anticipated, three of which have been agreed by the school organisation committee with a further three subject to consultation. There are outline plans for the further review of primary school provision. These rightly take into account the condition of school buildings and the quality of education in schools, but it is not yet clear how any changes will be funded.

***Recommendation***

- Finalise and implement a strategy to reduce surplus capacity in primary schools, taking full account of the condition and suitability of school buildings.

## Section 3: Support to improve education in schools

### Summary table of judgements



The bar represents the grade awarded to the LEA, the triangle represents the LEA's self-evaluation grade, the vertical line represents the LEA's previous grade and the diamond represents the average grade of all LEAs inspected in the last year. 1 = Very Good, 2 = Good, 3 = Highly Satisfactory, 4 = Satisfactory, 5 = Unsatisfactory, 6 = Poor, 7 = Very Poor.

### Support for school leadership, management and continuous improvement

44. Education Walsall has made significant improvements in its support for school leadership and management since the last inspection and this is now highly satisfactory. A major factor is the clarity and openness with which Education Walsall communicates with schools. This, in turn, has gained schools' trust and confidence in the LEA's capacity to lead them forward.

45. There is a consistent and well co-ordinated focus across the full range of functions on the development of leadership and management in schools. This co-ordination extends beyond the advisory service to include SEN and inclusion support, resource management and the management of human resources. The management structure within Education Walsall supports and promotes this co-ordination effectively. Sound performance management arrangements help to ensure that

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good intentions are translated into action, and that any underperformance is identified and challenged.

46. The authority has identified appropriately the need to increase schools' autonomy but self-evaluation in schools remains a key area for development. Education Walsall is applying well-designed strategies in a range of school improvement services to equip schools' staff and governors with the skills to become more effective in identifying and acting upon weaknesses. School inspections over the last year indicate that this focus is bearing fruit, with the leadership of headteachers judged consistently to be good or better. There has also been a significant improvement in the quality of governance, reflecting the authority's effective support in this area.

47. Officers and school improvement advisers are deployed effectively, targeting schools most in need according to clear criteria. These schools are improving at a faster rate than others in areas such as attendance and exclusions, and in the performance of pupils for whom English is an additional language.

48. Education Walsall identifies and disseminates good practice well. There is an effective network of leading teachers in primary schools, and lead departments help promote good practice in secondary schools. Good work in developing potential heads of secondary departments in subjects where recruitment is difficult, also helps ensure that the momentum of improvement is maintained.

49. Schools are generally satisfied with the management support services that they buy from Education Walsall or from the council, and the services are of at least satisfactory quality. However, more work is needed to develop schools' awareness of the range, quality and cost of services available from other providers.

### **Support for the national initiatives at Key Stages 1 and 2**

50. The support for the national initiatives at Key Stages 1 and 2 is now highly satisfactory.

51. The primary strategy team is valued highly by schools; their work is coherently planned and delivered, and targeted at areas of greatest need. The support provided is timely and well focused. A network of leading teachers helps to share good practice and their work is well co-ordinated. The primary numeracy and literacy strategy teams have good mutual links and with other school improvement services, including the Key Stage 3 strategy team. Links with early years support are developing. Further improvements to the way support is co-ordinated are planned and this has the potential to strengthen the teams' effectiveness further.

52. Low levels of literacy on entry to the Foundation Stage and Key Stage 1 are being tackled through a number of recently established and suitable intervention programmes. Support from the English as an additional language team (EAL) has been well focussed on schools with the largest number of minority ethnic pupils. The Key Stage 1 results in these schools are improving at a faster rate than in other primary schools. Results are improving more rapidly at Key Stage 2 than at Key

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Stage 1, where they have remained similar for the last three years until an improvement in 2004. At Key Stage 2, the results have remained consistently below those for similar authorities and below the national average, although they have risen steadily and at a rate which exceeds the national trend.

### **Support for the national initiative at Key Stage 3**

53. Support for the Key Stage 3 strategy has improved and is now highly satisfactory. Earlier weaknesses in the transfer of data between Key Stage 2 and Key Stage 3 have been addressed and the Key Stage 3 strategy is firmly established in schools.

54. The use of data to set targets for pupils is well established. School targets are challenging and include those for pupils who enter Key Stage 3 with lower levels of attainment than those expected nationally. A useful pilot initiative is addressing how better use of assessment may raise standards.

55. Schools are very positive about the quality and impact of the support they receive. The strategy for supporting attainment at Key Stage 3 is well understood and is targeted where improvement is needed most. All of the strands of the Key Stage 3 strategy are being implemented appropriately and lead departments play a significant role in spreading good practice. The strategy team has good links with other parts of the school improvement service which are developed through regular meetings. As at Key Stages 1 and 2, planned improvements to the work of the school improvement advisers have the potential to strengthen these links further.

56. Results have risen sharply in schools that have received the most support. The progress made by pupils between Key Stages 2 and 3 is higher than in similar LEAs. Evidence from school inspections shows that the proportion of good teaching at Key Stage 3 is better than in similar LEAs. Attendance is increasing and exclusion rates are falling. In 2004, unvalidated results indicate that the proportion of pupils achieving the expected level in the core subjects was similar to the previous year although more pupils achieved the higher levels. However, overall attainment at Key Stage 3 remains below the national average.

### **Support for raising the achievement of minority ethnic pupils, including Gypsy and Traveller children**

57. Previously, the support for this function was highly satisfactory and it remains so. Education Walsall has responded well to the recommendation in the previous report. Data is now comprehensive and used effectively to support and challenge individual schools. Schools are provided with an analysis of their attainment data, categorised by ethnic origin, and comparative data for the population as a whole. The attainment and rate of improvement of Indian and Black Caribbean children are relatively high whereas Pakistani children show the poorest attainment levels. A range of appropriate actions to help raise the achievement of underperforming minority ethnic groups has been identified. For example, there has been a particular focus on training for early years practitioners, concentrating on

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diversity issues and the needs of children of asylum seekers, and a Children's Fund project targets support for disaffected boys from Pakistani, Bangladeshi and African Caribbean communities.

58. Consultants, funded through the minority ethnic achievement grant, are deployed effectively. For African Caribbean pupils, for example, a consultant is developing curriculum materials for personal, social and health education. The West Midlands Consortium Education Service for Travelling Children provides appropriate specialist support for Gypsy and Traveller pupils. The service also provides strategic and operational functions and comprehensive data analysis.

### **Support for gifted and talented pupils**

59. This was unsatisfactory at the time of the last inspection. It has improved and is now satisfactory overall although progress with the expansion of support in the primary phase, beyond the Excellence Cluster, has been slow. Education Walsall does not expect this to extend to all primary schools for another year.

60. All secondary schools, but less than half of primary schools, receive support. There is a developing policy framework for all schools, but it has yet to be developed into a plan of action. Specialist schools are used as sources of expertise and, for talented pupils, provision in sport and in the arts, particularly music, is developing well. Those schools currently receiving support work well together; for example, in training and the exchange of ideas which have led to adopting new approaches. However, the evidence of improved attainment at higher levels is mixed. The support has yet to secure consistently high results for the most able pupils.

#### ***Recommendation***

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| <ul style="list-style-type: none"><li>• Establish and implement an action plan to expand the support for gifted and talented pupils to all schools.</li></ul> |
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### **Support for school governors**

61. Support for school governors has improved significantly and is now good. Education Walsall has a good understanding of the quality of governance in schools and school inspection reports indicate good improvement over the last year. Schools value the service they now receive from Education Walsall. There is good support for recruiting school governors. The service has targeted groups representing minority ethnic groups with the aim of promoting governing bodies that are more representative of the local communities. Governor vacancies are comparatively low.

62. A comprehensive training programme is offered to school governors. Centrally-run courses are well attended and highly regarded by participants. The content and timing of training programmes are also tailored responsively to the needs of individual governing bodies. The training seeks appropriately to develop governors' ability to challenge performance in their schools as well as informing them about new developments and statutory requirements. Communication with



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governors is generally good. A newsletter is published each term and governors receive regular briefings on emerging issues in their individual schools.

### **The supply and quality of teachers**

63. This function is now good. Data management, in particular, is much more robust; data are analysed well to predict future needs and identify action in a clear strategy for the recruitment and retention of staff. Although there are no major recruitment problems in Walsall, the strategy identifies where improvements are needed and has resulted, for example, in improving the retention of newly-qualified teachers. Also, in partnership with secondary schools, there are well-conceived initiatives to develop the potential of existing teachers as future heads of department in some key subject areas where it is hard to attract high quality candidates from outside the borough.

64. There is a coherent framework for continuing professional development (CPD) based on a career progression model for leaders and managers, teachers and support staff. It is well regarded and supported by schools. A particular strength of the programme is its explicit reference to how local professional development links to achieving the strategic objectives of Education Walsall such as in the development of the strategy for SEN and inclusion.

65. Mentoring and induction arrangements, including good quality guidance materials, for headteachers and newly qualified-teachers are firmly established and national training programmes promoted well. The arrangements for monitoring and supporting newly-qualified teachers' induction and development are particularly good.

### **Planning, provision, effectiveness and value for money of services to support school management.**

66. These functions are now satisfactory overall. Schools receive a comprehensive range of management support services to a standard that is at least satisfactory. The authority publishes a clear and timely prospectus of support services on offer from Education Walsall and from the council. An annual trade fair supplements this, where schools can discuss with each service provider the options available to them. Schools can generally tailor the level of services they choose to their specific needs. However, the information provided about alternative providers is limited and schools receive little support to help them to procure services from elsewhere.

67. Schools receive inadequate information on the standard of service they should expect from support services. Education Walsall recognises this and is planning to provide more information in the prospectus of support services for next year. Although the standards are not published, the performance of services and the outcomes are subject to frequent monitoring and close scrutiny as part of the contract management arrangements. The high and, in some cases, increasing level

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of buy-back of support services is a good indication that schools value the services they receive.

68. The value for money of most management support services is satisfactory. Services have been market tested by many schools that previously used other suppliers, and by the council as part of the procurement of the strategic partnership contract with Education Walsall. Services provided to schools by the council and by Education Walsall are regularly assessed following the general principles of Best Value reviews.

***Recommendations***

- Provide schools with service standards and performance information on the management support services they receive from Education Walsall and the council.
- Develop, in partnership with schools and other service providers, an extended range of suppliers from whom these services can be procured.

69. Financial services have improved and are now highly satisfactory. Schools report an increased level of satisfaction with the quality of financial information they receive from the LEA. They rate the quality of financial support and advice as better than satisfactory, although their views compare unfavourably with those of schools in most other LEAs. A few schools report that the service is sometimes unable to provide the timely support to which they are entitled through the service level agreement.

70. Easily accessible data enable schools to benchmark their spending against that in similar schools. The council has recently introduced a new finance system that allows schools on-line access to their financial records. Schools that have not yet transferred to the new system continue to receive monthly budget monitoring reports which are helpfully set out in a format that matches consistent financial reporting requirements. Schools report that these statements are generally accurate and that links with payroll are reliable.

71. The LEA has entered into partnership with another provider to supply schools with helpful budget-modelling software and associated training. This supports the LEA's active and effective efforts to improve the quality of resource management in schools as part of its broader strategy to increase school autonomy.

72. Personnel support was unsatisfactory at the time of the last inspection. There has been significant progress in addressing the issues raised then, particularly in building the capacity of the personnel support service and updating the personnel manual for schools. The human resources function is now good. The service is responsive to the needs of individual schools and provides good professional advice. Schools cite adequate staffing levels, good leadership and guidance in the form of a comprehensive human resources manual as the reasons why this service performs

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so well. The service contributes to the aim of increasing schools' autonomy in managing personnel issues.

73. Monitoring and challenge of personnel management practices in schools are conducted effectively. Sickness rates in Walsall's schools, for example, have fallen significantly from an annual average of 12 days per teacher to 7 days. The service maintains positive relations with staff representative bodies and the industrial relations climate is healthy. Contracts of employment are issued too slowly but the rate is improving as schools become more rigorous in ensuring that appropriate checks on potential employees are complete before their employment begins.

74. Property services have improved and are now highly satisfactory. Schools report an increasing level of satisfaction with the technical support they receive on maintaining their school buildings and managing building projects. Schools value the personal contact they have with surveyors and the advice they receive. Most schools buy back the service, but some technical support is provided to schools that choose to make their own contractual arrangements for building works. The helpful technical support and responsive repairs service provided are particularly valued by schools.

75. Information management services were good at the time of the last inspection when no fieldwork was undertaken. While progress has been made in many areas, some aspects of information management have not kept pace with the rapid developments in this field and it is now highly satisfactory.

76. Schools are satisfied with the authority's approach to managing information, the way it communicates with them, and the technical support they receive for ICT. There are clear protocols for managing communications with schools and requesting data. Communications to groups of schools are generally included in a monthly newsletter. All mass communications are checked for quality and managed in such a way that schools do not feel over-burdened with information. Likewise, schools are content with the way the authority handles requests for information. For example, there is a single pupil database, and statistical information is transferred securely on-line. Schools can also choose to use on-line financial accounting. All schools have fast internet connections.

77. However, schools do not have electronic access to some key documents and information. For example, the new finance guidance document is only currently available in a cumbersome paper format. The information that is available to schools on-line is dispersed across several different websites which reduces the ease of access. Some user groups, such as school governors, are not adequately provided for. The council recognises that it needs to develop in these areas and it is currently finalising a new strategy for ICT.

***Recommendation***

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| <ul style="list-style-type: none"><li>• Provide schools with improved access to information and communication on the LEA's website.</li></ul> |
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**Planning, provision, effectiveness and value for money of services supporting school improvement, particularly inspection and advisory services.**

78. The planning, provision, effectiveness and value for money of services supporting school improvement were unsatisfactory at the time of the last inspection. Since then, Education Walsall has appointed well-qualified staff to key posts and has improved the deployment of support to schools. These areas of work are now highly satisfactory.

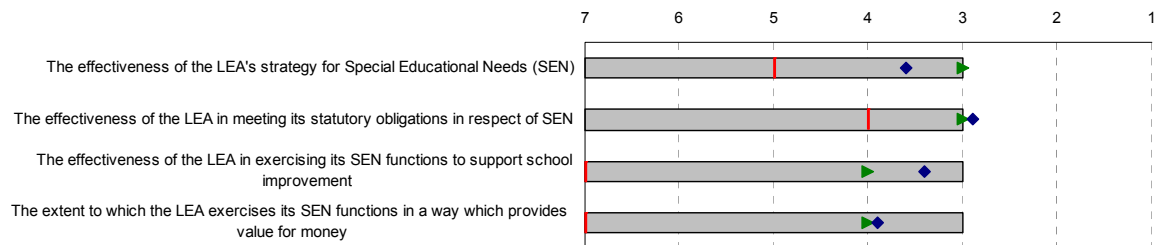
79. Education Walsall has recognised that all its services can contribute to improving schools and, in particular, to developing their capacity for effective self-management. This recognition is reflected in the organisation's structure, which requires close co-operation between school improvement advisers, staff whose expertise lies in the fields of SEN and inclusion, and officers specialising in management support services, such as finance and personnel. The new school-focused teams offer an innovative approach by including professionals from other council services and from the health service.

80. School improvement services are underpinned by a clear planning structure and an effective performance management system. There is some variability in the quality of team plans, but all focus on the improvement of key national and local performance indicators. Managers are, therefore, well aware of strengths and weaknesses and take decisive action when necessary. Appropriately, Education Walsall provides differentiated levels of centrally-resourced support in proportion to schools' needs. Schools value this approach and have access to additional advisory support should they require it through the Black Country School Improvement Partnership.

81. Centrally-retained budgets for school improvement are a little lower than in similar authorities, though they are supplemented by an above average level of non-devolved Standards Fund. School improvement services provide highly satisfactory value for money. However, schools with the lowest level of need for support receive generous allocations of centrally-funded time. Education Walsall is seeking to develop schools' capability for self-evaluation from a comparatively low base but as schools improve these skills, this generous level of support will be too high.

## Section 4: Support for special educational needs (SEN)

### Summary table of judgements



The bar represents the grade awarded to the LEA, the triangle represents the LEA's self-evaluation grade, the vertical line represents the LEA's previous grade and the diamond represents the average grade of all LEAs inspected in the last year. 1 = Very Good, 2 = Good, 3 = Highly Satisfactory, 4 = Satisfactory, 5 = Unsatisfactory, 6 = Poor, 7 = Very Poor.

### The strategy for SEN

82. Good progress has been made with the strategy for SEN. It is now highly satisfactory and has many good features. A major strength of the strategy is that provision for SEN is securely rooted in the corporate strategies for promoting inclusion and school improvement.

83. The significant weaknesses identified at the time of the last inspection have been addressed robustly. The trust and confidence of schools have been gained as a result of comprehensive consultation and effective leadership. Schools are much clearer about the way in which budgets for SEN are allocated and there is a shared understanding of respective responsibilities. The new arrangements fully reflect the SEN code of practice and promote early identification of need and school-based action. Schools are increasingly confident that the approach results in a fairer distribution of resources. Special school headteachers are actively involved in supporting inclusive practice. They provide expert advice to mainstream schools and promote the inclusion of pupils with SEN into local schools.

84. Partnership work is central to the SEN strategy. Education Walsall has made good links with social services, health services, parent groups, the West Midlands Regional Partnership and voluntary agencies. These effective relationships provide opportunities for joint work and funding for innovative projects to further promote inclusive practice within the borough in line with the vision for inclusion. Previous concerns about the management of the parent partnership officers have been resolved. The parent partnership officer remains under the management of the council and is not an employee of Education Walsall. Consequently the parent partnership team is now able to provide a strong, independent voice for parents.

85. Changes made to the management and organisation of the Educational Psychology and SEN support services have had a positive impact on the coherence of provision and in the levels of satisfaction with the services expressed by schools.

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Renamed as the Consultation and Inclusion Support Service (CISS), it is better equipped to provide consultation and advice to school staff as well as responding to the needs of individual pupils. The school-focused teams provide a good model for identifying whole school developments and supporting early intervention to meet pupils' needs. This initiative is still at an early stage of implementation and evaluation of its impact has not yet been implemented.

86. Education Walsall has already recognised the need to improve the procedures for identifying whole school targets for children with SEN and for monitoring how well these pupils achieve. The delivery plan for 2004–2008 appropriately identifies these as areas for future development. Therefore, the capacity to develop the SEN strategy further is good.

### **Statutory obligations**

87. Arrangements to meet statutory obligations are highly satisfactory. Good progress has been made in developing systems and procedures to fulfil statutory duties and to ensure that the allocation of resources is transparent and proportionate to need. Comprehensive information about the SEN strategy is published on Education Walsall's website. Good relationships and effective links with statutory and voluntary agencies have been forged at both strategic and operational levels.

88. The new ways of working reflect fully the SEN Code of Practice. The introduction of the school-focused team provides schools with access to specialist expertise and advice early in the process of assessment and many more pupils have their needs met within the normal school arrangements. The proportion of statements of SEN completed in 18 weeks is in line with national averages and has improved although completion continues to be delayed by health advice. The involvement of school-based staff on the statutory assessment panel promotes effective moderation across schools and identifies where individual schools require further support. The contents and tone of correspondence to parents are much improved. However, there has been a small number of occasions when the local guidance for communicating with parents has not been followed and this has had an adverse effect on relationships between parents, the school and Education Walsall.

89. Recruitment of additional staff to the educational psychology service and the monitoring and assessment team has further increased Education Walsall's capacity to meet its statutory obligations. Annual reviews are attended by officers and systematic monitoring of out-of-borough placements has begun.

90. The strong parent partnership service is independent of Education Walsall and provides comprehensive and impartial information, guidance and support that are valued by parents. The work of the service is supporting the reduction of appeals to tribunal.

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**SEN functions to support school improvement**

91. Very good progress has been made in addressing the poor provision identified at the time of the last inspection. The effectiveness of Education Walsall in supporting school improvement through exercising its SEN function is now highly satisfactory.

92. The improvements to this function have been achieved by very good leadership, an effective consultation and training programme, the restructuring of the SEN support services and the introduction of more open funding arrangements. Good guidance is available to identify what schools should be doing to support pupils with different levels of need and to enable them to review and evaluate their provision. Comparative SEN data are provided as part of the annual target-setting process when targets for the lowest attaining 20% of pupils are discussed. Special schools are equally well supported and challenged with a growing use of performance data to evaluate the impact of their provision. The monitoring and assessment team regularly examines the progress of pupils with statements of special educational need at the time of the annual review.

93. Special schools involvement in promoting inclusive practice is highly valued by mainstream schools. Consultation and funding arrangements have led to the effective identification and use of expertise to support mainstream schools. Further consultation on specialist provision includes formalising the role of special school outreach work.

94. The management of the CISS is now highly satisfactory. The re-organised service has a clear focus on consultancy and advice, and works with schools to develop their capacity to support a diverse range of SEN. The approach is also proving to be an efficient model for accessing and planning for the use of SEN services. The monitoring and evaluation of support for SEN in school improvement have been strengthened by the introduction of the school-focused teams. This innovative model provides effective communication between school improvement advisers and CISS. The approach is responsive to schools' needs and encourages them to review and evaluate their provision. However, at this early stage, the records of the school-focused team meetings do not include sufficient detail about what is to be achieved by the intervention of multi-agency teams and therefore do not provide a sufficiently rigorous platform for later evaluation and challenge.

**Value for money**

95. Education Walsall provides highly satisfactory value for money in its SEN functions. There have been significant improvements to this function since the last inspection when value for money was poor. Weaknesses have been tackled rigorously through the comprehensive SEN consultation process, restructuring of the support services and the appointment of additional well-qualified staff to the monitoring and assessment team. The total cost of SEN provision is in line with that for similar LEAs.

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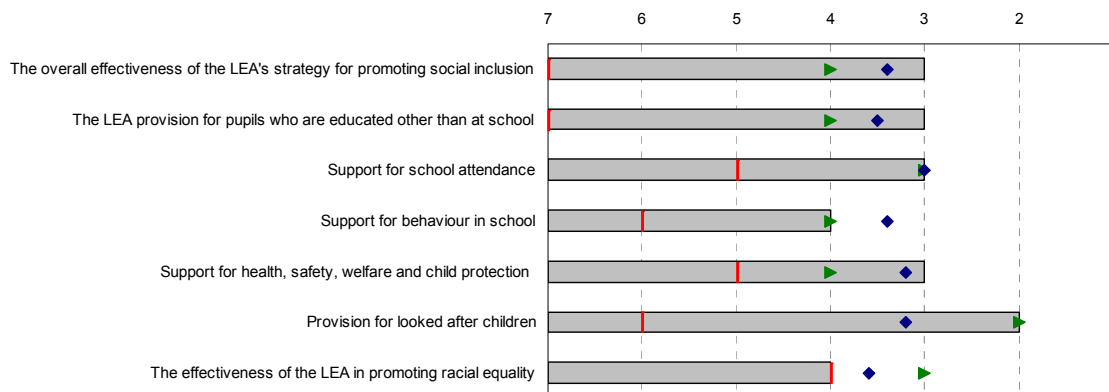
96. The very effective leadership provided by Education Walsall has developed the trust and confidence of schools that funding will be delegated fairly, therefore benefiting pupils with the greatest needs. The mechanisms for delegating and accounting for funding for SEN are transparent and provide clarity about the respective responsibilities of schools and Education Walsall for pupils with different levels of need. This improved transparency is welcomed by schools, as are the arrangements introduced to provide funding for pupils with more complex or long-term needs without the need for a lengthy and expensive statementing process.

97. The new arrangements for the allocation of SEN funding provide effective systems for planning, monitoring and evaluating SEN spending. Budgets are monitored regularly and Education Walsall makes very good use of benchmarking data, including that provided by Ofsted school inspections and the SEN Regional Partnership, to evaluate the impact of provision and to prioritise future developments. There is a coherent disability access plan and targets to provide local provision for those pupils with SEN currently educated outside the borough, all of which are intended to lead to further efficiencies in the use of resources. These developments are being positively supported by multi-agency working to identify opportunities to extend local provision.



## Section 5: Support for social inclusion

### Summary table of judgements



The bar represents the grade awarded to the LEA, the triangle represents the LEA's self-evaluation grade, the vertical line represents the LEA's previous grade and the diamond represents the average grade of all LEAs inspected in the last year. 1 = Very Good, 2 = Good, 3 = Highly Satisfactory, 4 = Satisfactory, 5 = Unsatisfactory, 6 = Poor, 7 = Very Poor.

### The strategy for social inclusion

98. Previously very poor, this aspect of work has improved significantly, and it is now highly satisfactory. The recommendations made at that time have been fully addressed. Social inclusion, a key priority in the vision for Walsall, is reflected in the strategic aims of Education Walsall. Plans to close the gap between the achievement of different groups of children and young people and to improve their participation in education are clearly defined. The strategy is understood by elected members who have allocated additional funds as part of the council's neighbourhood strategy. As a result, the capacity for further improvement is highly promising

99. There is active involvement in work with other agencies to improve services for children and young people. This involvement is effective in securing good co-operation and information-sharing in order to co-ordinate better the use of resources and develop greater safeguards for children at risk.

100. Education Walsall has improved the quality and effectiveness of its work in this area and now delivers better services to schools. This has been achieved by skilful reorganisation of teams and responsibilities. There is greater emphasis on meeting basic needs, such as places for pupils out of school, and on ensuring that services are effective and well regarded. Managers are well qualified and deployed effectively. Development plans are monitored regularly, with progress reported to elected members and the Walsall Education Board. Reasonable steps are taken to meet statutory requirements.

101. A considerable factor in the improvement since the last inspection is the quality of communication with, and involvement of, key partners. Schools are particularly appreciative of the extent to which they have been consulted and report

high levels of confidence in officers and a growing sense of shared purpose. The provision of support for attendance and behaviour is beginning to meet schools' needs. The co-ordination of work between school improvement and inclusion service staff through the school-focused teams has the potential to avoid unnecessary duplication and offers a sound basis for supporting and challenging schools. While progress has been rapid, some changes are not yet fully embedded and greater attention is needed to develop school autonomy and to implement Education Walsall's role in brokering school-led partnerships.

### **Provision for pupils educated other than at school**

102. Previously judged very poor for failing many of the borough's most vulnerable pupils, provision and systems for pupils educated other than at school are now highly satisfactory. This has been achieved by investing in additional pupil referral units (PRU) and remedying the deficiencies in an existing unit which was providing an unacceptable standard of education in 2002. All pupils without a school place now receive 25 hours of tuition and there is capacity to support early intervention in order to prevent exclusion.

103. The number of exclusions has significantly reduced and the management of re-integration has improved. Although provision has been increased considerably, less is spent on this than in comparable LEAs, thus providing good value for money. The progress of children educated at home is appropriately monitored. Those without a school place are subject to a rigorous multi-agency process to determine the best way to meet their needs. Elected members receive comprehensive reports on exclusions and the quality of provision is now subject to the same accountability and improvement systems that govern schools.

104. The strategy for improving provision for pupils educated other than at school is good and matches the overarching strategy and plans in the updated and comprehensive behaviour support plan. Within the provision, there is a range of options for different ages of pupils excluded from school and those unable to attend for health or other reasons. Alternative education for excluded pupils at Key Stage 4 is developing well, delivered through work place providers, further education and the use of tailored programmes, many leading to accreditation.

105. The arrangements for children not in school are organised in order to secure a return to mainstream education. In some cases, schools organise this themselves through 'managed moves' which are preventing exclusion. There is currently no Walsall-wide system for co-ordinating this. The arrangements lack consistency and there is only limited monitoring of their impact.

### ***Recommendation***

- Develop and implement an LEA-wide system of managed moves for pupils.

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**Support for attendance**

106. Support for attendance was unsatisfactory at the time of the last inspection and is now highly satisfactory. Attendance remains below the national average but there has been overall improvement and the gap between Walsall's performance and national averages has narrowed significantly for primary and secondary schools, with a very marked improvement for special schools.

107. Restructuring of the service and additional recruitment to education welfare services (EWS) has resulted in suitably differentiated support to schools and vulnerable pupils. The teams are now deployed on the basis of accurate attendance data and by information arising from school-focused teams. They work in partnership with schools, focusing on a range of supportive and preventive action. High-profile activities such as the frequent truancy sweeps, concentration on particular schools, higher levels of prosecutions, and fast-track prosecutions have raised the awareness of children, parents and local communities of the importance of school attendance.

108. The EWS provides good quality guidance and training to schools. Agreements with each school detail the amount of support provided and headteachers report a growing confidence in the work of the team. Well-focused inter-agency work is undertaken by linking education welfare officers to other services or developments; for example the attendance of looked after children is identified as a priority and linked to the actions in the Excellence Cluster. The attendance of Gypsy and Traveller children is improving.

**Support for behaviour**

109. Support for behaviour has improved and is now satisfactory. Services have been reviewed and reorganised to provide more co-ordinated and coherent support for schools in managing pupils' behaviour.

110. The behaviour support plan has been updated and offers a strategic framework for the delivery of services, including those linked to the SEN strategy. There is now a well-defined continuum of support that includes access to vocational and informal education programmes and a good range of provision for meeting the needs of all pupils. Appropriate plans have been developed to increase the number of local specialist placements for children with behavioural difficulties and to provide them with better access to services offered by health and social services. There is a coordinated approach that joins up the Key Stage 3 and primary behaviour and attendance strategies through sharing expertise and joint training.

111. Significant progress has been made in reducing exclusions and there are now fewer independent appeals and more comprehensive guidance to schools, parents and carers covering the exclusion procedure. The behaviour support team has a comprehensive referral process and a system of allocating and reviewing support needs, but no apparent means of targeting the service except through issues identified by school-focused teams. The service is now beginning to be well

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regarded by schools as it improves its response to their needs and the outcomes for pupils.

112. The council is committed to improving behaviour and has funded increased levels of support for all schools, particularly access to different forms of mentoring. However, there is currently no behaviour service that schools can purchase and this is limiting the potential for effective schools to become more autonomous in responding to the challenges of teaching children with behavioural difficulties.

### **Support for health, safety, welfare and child protection**

113. The council retains responsibility for health and safety while Education Walsall has contractual responsibility for child protection. The close working partnership between the council and Education Walsall ensures these two separate but related functions are performed highly satisfactorily.

114. The council continues to take reasonable steps to meet its responsibilities for safeguarding the health and safety of pupils. Risk assessments are undertaken and schools are issued with model policies and guidance to increase their awareness of their responsibilities. Additional guidance and training packages have been produced following the recent appointment of a health and safety manager.

115. At the time of the last inspection the arrangements for protecting children from significant harm were unsatisfactory. Good progress has been made in this area and the support provided is now highly satisfactory. A senior officer from Education Walsall takes strategic responsibility for child protection issues and very good working relationships have been established with other agencies. There is effective partnership and clear commitment at a strategic level for multi-agency working. Schools have greater confidence in the agreed procedures and their contact with social services has improved. Education Walsall takes an active role in the area child protection committee (ACPC) and is making a positive contribution to future provision as a member of a sub-group planning a move from the ACPC to a Safeguarding Board.

116. At operational levels, the recruitment of an education manager for child protection has led to improvements in the quality of support to schools. Schools have received training and good guidance about the thresholds and protocols for referral to social services. The take-up of required training and the records of designated teachers in schools are now more rigorously monitored. Education Walsall has recognised the need for more robust monitoring and evaluation of schools' child protection procedures and has identified these as areas for future development.

### **Provision for looked after children**

117. Provision for looked after children has significantly improved and is now good as a result of the effective leadership by senior officers and collaboration across departments. The council has examined its role as corporate parent and

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following awareness training for councillors, a corporate parenting strategy has now been adopted. The portfolio holder for education is actively involved and acts as a champion for looked after children. Elected members also attend excellence awards events and visit children's homes. They receive progress reports and have full and active participation in all corporate parenting forums. New elected members are offered support through their induction programme.

118. Systems have been introduced to identify, monitor and promote the achievement of looked after children. Realistic and challenging targets are set out in the new EDP and the progress of this group is closely monitored at school level by a designated teacher and by the looked after children's team. The team has agreed the information to be shared and has established a common database that offers a comprehensive picture of Walsall's looked after children. Almost every admissions authority in Walsall has ensured that its admissions criteria offer improved access to school places for looked after children.

119. For these pupils, attainment at age 11 is in line with national averages. At age 16 the number gaining 5 or more GCSEs at grade A\*- C is more than twice the national average and those gaining 1 or more GCSE at grade A\*- G is well above the national average. The percentage of looked after children who were permanently excluded is below the national average.

120. The completion of personal education plans (PEPs) has considerably improved since the last inspection; 90% are now completed. Processes have been improved through the training of social workers and by introducing targets into their performance management procedures. Social workers now have a growing awareness of the value and importance of PEPs. The scrutiny of PEPs is effective but currently lacks a more systematic and qualitative approach. Given the progress that has been achieved in establishing effective support, educational and social prospects for looked after children in Walsall are highly promising.

### **Promoting racial equality**

121. Performance in promoting race equality remains satisfactory as this is insufficiently embedded within all education service functions. For example the recruitment of minority ethnic teachers and support for council or contractor employees are not well advanced. However, the work in combating racism has continued and efforts have focussed on improving the attainment of children from minority ethnic groups. This has been identified as a priority in the EDP which also includes appropriate action to improve leadership and promote partnership.

122. Model policies, action plans and guidance have been issued to schools and headteachers have access to appropriate training. However, monitoring by Education Walsall currently only focuses on the extent to which schools comply with policy rather than their development and use of the guidance and support materials.

123. Racial incident report procedures are in place and returns from schools are analysed but it is unclear how the analysis is used. Too few schools make the

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regular returns expected in the specified timescale although there is appropriate challenge in schools where returns are not made or no policy has been established. There is no annual report to elected members on racial harassment incidents but this is discussed at the corporate equalities board.

124. The council has addressed the weakness identified in the last inspection that departments were working in isolation. There is now greater co-ordination through regular meetings with the council's corporate equalities board. Liaison with minority ethnic communities is strong. Consultative forums have been established to improve links between communities and education service representatives. Neighbourhood partnerships, on which headteachers are active participants, facilitate useful dialogue with minority ethnic communities. There has been a positive and supportive response from the education service in helping schools where tensions exist as a result of recent international events.

***Recommendation***

- Ensure that all schools return racial incident reports in the specified timescale, and that racial incidents are reported formally to elected members.

## Appendix A

### Record of Judgement Recording Statements

Name of LEA :	Walsall Local Education Authority
LEA number:	335
Reporting Inspector:	Kevin Jane HMI
Date of Inspection:	October 2004

No	Required Inspection Judgement	Grade	Fieldwork *
	<b>Context of the LEA</b>		
1	The socio-economic context of the LEA	5	
	<b>Overall judgements</b>		
0.1	The progress made by the LEA overall	2	
0.2	Overall effectiveness of the LEA	3	
0.3	The LEA's capacity for further improvement and to address the recommendations of the inspection	2	
	<b>Section 1: Corporate strategy and LEA leadership</b>		
1.1	The effectiveness of corporate planning for the education of children and young people	3	
1.2	The implementation of corporate planning for education	3	
1.3	The effectiveness of LEA decision-making	3	
1.4	The extent to which the LEA targets resources on priorities	4	
1.5	The extent to which the LEA has in place effective strategies to promote continuous improvement, including Best Value	3	

1.6	The leadership provided by elected members (including quality of advice)	3	
1.7	The quality of leadership provided by senior officers	2	
1.8	The effectiveness of partnerships and collaboration between agencies in support of priorities	3	
1.9	Support for Early Years education	3	
1.10	Support for 14 – 19 education	3	
<b>Section 2: Strategy for education and its implementation</b>			
2.1	The LEA's strategy for school improvement	2	
2.2	The progress on implementing the LEA's strategy for school improvement	3	
2.3	The performance of schools	4	
2.4	The extent to which the LEA has defined monitoring, challenge and intervention	2	
2.5	The effectiveness of the LEA's work in monitoring schools and challenging them to improve, including the use made of performance data	3	
2.6	The extent to which the LEA's support to schools is focused on areas of greatest need	3	
2.7	The effectiveness of the LEA's identification of and intervention in underperforming schools	2	
2.8	The effectiveness of the LEA in discharging asset management planning	4	
2.9	The effectiveness of the LEA in relation to the provision of school places	4	
2.10	The effectiveness of the LEA in relation to admissions to schools	2	NF
<b>Section 3: Support to school leadership and management, including schools' efforts to support continuous improvement</b>			
3.1	Support to school leadership and management, including support for schools' approaches to continuous improvement	3	



3.2	Support for national initiatives to raise standards in literacy and numeracy at KS 1 and 2	3	
3.3	Support for information and communication technology	2	NF
3.4	Support for the national initiative to raise standards at KS3	3	
3.5	Support for raising the achievement of minority ethnic pupils, including Gypsy/ Traveller children	3	
3.6	Support to schools for gifted and talented pupils	4	
3.7	Support for school governors	2	
3.8	The extent to which the LEA is successful in assuring the supply and quality of teachers	2	
3.9	The planning and provision of services to support school management	4	
3.9a	The planning and provision of financial services in supporting school management	3	
3.9b	The planning and provision of HR services in supporting school management	2	
3.9c	The planning and provision of property services in supporting school management	3	
3.9d	The planning and provision of information management services in supporting school management	3	
3.10	The effectiveness and value for money of services supporting school management	4	
3.11	The planning and provision of services supporting school improvement, particularly inspection and advisory and/or school effectiveness services	3	
3.12	The effectiveness and value for money of services supporting school improvement, particularly inspection and advisory and/or school effectiveness services	3	
<b>Section 4: Support for special educational needs</b>			
4.1	The effectiveness of the LEA's strategy for special educational needs	3	

4.2	The effectiveness of the LEA in meeting its statutory obligations in respect of SEN	3	
4.3	The effectiveness of the LEA in exercising its SEN functions to support school improvement	3	
4.4	The extent to which the LEA exercises its SEN functions in a way which provides value for money	3	
<b>Section 5: Support for social inclusion</b>			
5.1	The overall effectiveness of the LEA's strategy for promoting social inclusion	3	
5.2	The LEA provision for pupils who have no school place	3	
5.3	Support for school attendance	3	
5.4	Support for behaviour in schools	4	
5.5	Support for health, safety, welfare and child protection	3	
5.6	Provision for looked after children	2	
5.7	The effectiveness of the LEA in promoting racial equality	4	

*\*NF' under fieldwork means that no fieldwork was conducted on this function during this inspection.*

**JRS numerical judgements are allocated on a 7-point scale:**

Grade 1: Very good; Grade 2: Good; Grade 3: Highly satisfactory; Grade 4: Satisfactory; Grade 5: Unsatisfactory; Grade 6: Poor; Grade 7: Very poor

**Note:** in the case of JRS 1: socio-economic context of the LEA and JRS 2.3: performance of schools, grades relate to comparisons against national averages:

- Grades 1-2: Well above
- Grade 3: Above
- Grade 4: In line
- Grade 5: Below
- Grades 6-7: Well below.

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## Appendix B

### Context of the inspection

This inspection of Walsall LEA was carried out by Ofsted in conjunction with the Audit Commission under section 38 of the Education Act 1997.

This report provides a commentary on the inspection findings, including:

- the progress the LEA has made since the time of its previous inspection in 2002;
- the overall effectiveness of the LEA and its capacity to improve further;
- the LEA's performance in major aspects of its work;
- recommendations on areas for improvement.

The summary is followed by more detailed judgements on the LEA's performance of its individual functions, which sets the recommendations for improvement into context.

All functions of the LEA have been inspected and judgements reached on how effectively they are performed. Not all functions were subject to detailed fieldwork, but in all cases inspectors reached their judgements through an evaluation of a range of material. This included self-evaluation undertaken by the LEA, data (some of which were provided by the LEA), school inspection information, HMI monitoring reports, and audit reports. In addition, the inspection team considered the earlier Ofsted/Audit Commission report on this LEA and a questionnaire seeking the views of all schools on aspects of the work of the LEA. In those areas subject to fieldwork, discussions were held with LEA officers and members, headteachers and governors, staff in other departments of the local authority, diocesan representatives, and other agencies and LEA partners.

The functions that were not subject to detailed fieldwork in this inspection were:

- |  |
|--|
| <ul style="list-style-type: none"><li>• the effectiveness of the LEA in relation to admissions to schools;</li><li>• support for information and communication technology.</li></ul> |
|--|

Inspection judgements are made against criteria that can be found on the Ofsted website. For each inspected function of the LEA an inspection team agrees a numerical grade. The numerical grades awarded for the judgements made in this inspection are to be found in Appendix A. These numerical grades must be considered in the light of the full report. Some of the grades are used in the Comprehensive Performance Assessment profile for the education service.

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## **Context of the LEA**

The Metropolitan Borough of Walsall in the Black Country is a mixture of urban, suburban and rural communities. The population has declined in the last decade and is currently just over 250,000. Approximately 13.6% of the population are of minority ethnic heritage and there is a small but growing number of asylum seekers. Although there are areas of relative affluence, there is significant social deprivation and Walsall ranks in the top 20% of most deprived local authorities nationally. Rates of unemployment, teenage pregnancy and crime are all above national averages and very low levels of post-16 education qualifications contribute to the generally deprived picture. As a consequence, Walsall qualifies for the majority of national and regional funding programmes.

There are now 49,319 pupils of school age in 127 maintained schools with the percentage of the school population from minority ethnic heritage well above the national figure. There are currently 8 nursery schools, 93 primary schools, including 12 infant and 12 junior schools, 19 secondary schools (all of which have sixth form provision), 7 special schools and three pupil referral units. This number is slightly lower than the position at the last inspection after planned amalgamations and school closures. A new city academy opened in 2003. Of the 19 secondary schools, 17 have specialist status. One primary school holds Beacon status. There are currently no schools requiring special measures and 2 have serious weaknesses. This represents a significant improvement on the position at the time of the previous inspection.

There is universal provision in a variety of settings for all three and four year olds whose parents want it and the current take-up is around 97%. The borough has five Sure Start programmes in operation. The percentage of pupils who are eligible for free school meals is above the national average at both primary and secondary level. The percentage of primary age pupils with a statement of special educational need is below national averages but in line for secondary age pupils.

## **The performance of schools**

Pupils' attainment at the ends of Key Stages 1, 2 and 3 is consistently below national averages and at the end of Key Stage 2, it has also been frequently below averages in similar authorities. In the GCSE, performance is below national averages both for the number of pupils gaining 5 or more A\*-C grades and 5 or more A\*-G grades. It is also below that of similar authorities on the second of these measures. Value added measures show that pupils make poor progress in Key Stage 4.

There has been improvement in attainment at the ends of all key stages, and preliminary, unvalidated figures for 2004 show that improvement has continued. However, the rate of improvement, though comparatively rapid, has not been fast enough to make a significant difference to the gap with national averages.

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In 2003, the LEA missed its targets for pupils' attainment. The gaps were often wide and the LEA was not on track to meet its targets for 2004. The unvalidated figures for 2004 show that the targets were not met.

Inspections show that there are fewer good or very good schools than in the country as a whole and that substantially more primary and secondary schools require improvement.

Attendance in primary schools is below that in similar areas and well below the national level. In secondary schools it is in line with the average on both comparisons. In both phases, attendance has improved. Exclusions from both primary and secondary schools were in line with national levels in 2001, the latest year for which comparative figures are available.

**Funding data for the LEA**

<b>Schools budget</b>	<b>Walsall</b>	<b>Statistical neighbours average</b>	<b>Metropolitan Average</b>	<b>England Average</b>
	£ per pupil	£ per pupil	£ per pupil	£ per pupil
Individual schools budget	2,759	2,820	2,812	2,900
Standards fund delegated	68	74	62	63
Excellence in Cities	25	43	54	35
Education for under fives (non-ISB)	53	62	50	85
Strategic management	34	45	34	30
Special educational needs	157	97	118	126
Grants	42	23	31	26
Access	26	66	56	60
Capital expenditure from revenue	0	19	19	24
<b>Total schools budget</b>	<b>3,164</b>	<b>3,254</b>	<b>3,239</b>	<b>3,354</b>
Schools formula spending share	3,007	<b>3,092</b>	3,066	3,197

Source: DfES Comparative Tables 2004-05

<b>LEA budget</b>	<b>Walsall</b>	<b>Statistical neighbours average</b>	<b>Metropolitan average</b>	<b>England average</b>
	£ per pupil	£ per pupil	£ per pupil	£ per pupil
Strategic management	93	118	119	99
Specific Grants	7	13	11	14
Special educational needs	29	28	27	36
School improvement	31	<b>32</b>	36	38
Access	101	99	108	142
Capital expenditure from revenue	0	2	1	2
Youth and Community	89	83	77	75
<b>Total LEA budget</b>	<b>349</b>	<b>374</b>	<b>379</b>	<b>406</b>

Source: DfES Comparative Tables 2004-05

**Note:**

**All figures are net**

**Funding for schools in financial difficulties excludes transitional funding.**

**Averages quoted are mean averages; the original DfES Comparative Tables quote median average figures, not the mean average.**

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## Notes

No.	Description	2002/03 Out-turn	Quartile 2002/03	2003/04 Out-turn	Quartile 2003/04	2004/05 out-turn	Trend over the last two years
BV 38	% of 15 year old pupils in schools maintained by the local education authority achieving 5 or more GCSEs at grades A*-C or equivalent.	42.30%	3	43.30%	3	43.5%	↑
BV 40	% of pupils in schools maintained by the Local Education authority achieving Level 4 or above in the Key Stage 2 Mathematics test.	67.6%	3	65.2%	4	68%	↑
BV 41	% of pupils in schools maintained by the Local Education authority achieving Level 4 or above in the Key Stage 2 English test.	68.1%	4	71.1%	3	73%	↑
BV 45	% of half days missed due to total absence in secondary schools.	9.4%	3	9%	3	8.10%	↑
BV 46	% of half days missed due to total absence in primary schools maintained by the local education authority.	7%	4	6.6%	4	6.20%	↑
BV 181a	% of 14 year old pupils in schools maintained by the local education authority achieving Level 5 or above in the Key Stage test in English	65%	3	63%	3	64%	↑
BV 181b	% of 14 year old pupils in schools maintained by the local education authority achieving Level 5 or above in the Key Stage test in Mathematics	60%	3	64%	3	66%	↑
BV 181c	% of 14 year old pupils in schools maintained by the local education authority achieving Level 5 or above in the Key Stage test in Science.	59%	3	60%	3	58%	↓



## Draft Scrutiny Questions

### Overall

There are a lot of red indicators - can you give us an overview of the reasons for this and the general prospects for improvement

What are the implications of these red indicators in terms of the council achieving its vision of excellence by 2008 and are you confident that your portfolio area can improve enough to score at least a 3

How are you using best practice from top performing authorities to inform your policies and interventions

Can you give us an overview of the contract with SERCO – what incentives are within the contract in terms of penalties and rewards related to performance

### BV38

There is a 1% improvement in out turn since 2002/3 but performance has dropped from last year.

Can you outline the reason for this

How does this compare to performance of councils that you benchmark against

What measure have you put in place to improve this level of performance

What are the realistic prospects and timescale for meeting this target

### BV40

This outturn has improved by 0.4% since 2002/03. Can you give us an overview of the context for this

What interventions have you in place or have planned to ensure progress towards this target

Are you satisfied with this rate of improvement

What is the timescale that you have set for achieving this target

### BV41

Can you explain to us the context for the improvements that have been made at KS 2

What rate of improvement do you anticipate over the next three years

What are the implication of this improvement for improving GCSE results

BV45

How would you explain the significant improvements that have been made in reducing absences

Have there been any changes in recording methods that could account for this improvement

Do you think you can improve further, and if so, to what extent.

BV46

Can you outline the context for the improvement that have been made in reducing absences

Are there particular interventions that have been put in place recently that explain this

BV181 general

Can you help us understand why some results for 14 year old pupils are improving, ie Maths, while others are falling, such as Science

What projections have been made to predict how these trends will impact on GCSE results

Is this a local or a national trend

BV181a

Can you give us an overview as to why there has been a drop in performance since 2002/2003

What plans have you in place or planned to drive up performance in this area

BV181b

Can you give us the context for the improvements in Maths at age 14 that have been made since 2002/2003

Are there lessons from this that are transferable to other subject area

BV181c

Can you give us an overview as to why there has been a drop in performance since 2002/2003

What plans have you in place or planned to drive up performance in this area

## Comprehensive Performance Assessment - 2004 (v.14.07)

### Walsall LEA



#### OVERALL RATING

Current Performance	Indications of Improvement	Capacity to Sustain Improvement
<b>2 star (upper)</b>	<b>Proven</b>	<b>Secure</b>

#### SUMMARY INFORMATION

	Current Performance	Indications of Improvement	Capacity to Sustain Improvement
Sum of the Weighted scores	46.00	20.39	35.00
Sum of Weights	18.00	9.00	13.00
<b>Overall Average Score <sup>1</sup></b>	<b>2.56</b>	<b>2.27</b>	<b>2.69</b>
<b>Category <sup>2</sup></b>	<b>2 star (upper)</b>	<b>Proven</b>	<b>Secure</b>

1. The Overall Average Score for each perspective is calculated using all indicators in the perspective across the 5 aspects. It multiplies each indicator's score by its associated weight (i.e. the weighted score), and then dividing the **sum of the weighted scores** by the **sum of the weights** (shown above). In a few instances where indicators are not applicable to some LEAs, the sum of the weighted scores and the sum of the weights are adjusted accordingly (i.e. the indicator(s) and its weight(s) are not included in the calculations). The overall average score is then compared to the category thresholds (see 2 below) and the final category determined. Further details on the indicators used can be found on the scorecard and the CPA Education Guidelines.

2. The Overall Average Score thresholds for the Current Performance star ratings are as follows:

**3 star** is obtained if the overall average score is less than or equal to 2.37

**2 star (upper)** is obtained if the overall average score is more than 2.37 but less than or equal to 2.79

**2 star (lower)** is obtained if the overall average score is more than 2.79 but less than or equal to 3.34

**1 star** is obtained if the overall average score is more than 3.34 but less than or equal to 3.75

**- star** is obtained if the overall average score is greater than 3.75

The Overall average score thresholds for the improvement categories are as follows:

**'Proven'** and **'Secure'** are obtained if the overall average scores are less than or equal to 3

**'Not Proven'** and **'Not Secure'** are obtained if the overall average scores are greater than 3

# Comprehensive Performance Assessment - Walsall LEA (v.14.07)

## Current Performance ( A )

## Improvement ( B )

## Capacity ( C )

School Improvement (1)

Label	Weights	Indicator	Data	Score <sup>1</sup>
1_A1	1	Percentage of schools causing concern (excluding inadequate sixth forms)*	179	2
1_A2	0.5	2003 KS2 English Average Point Score*	26.22	4
1_A3	0.5	2003 KS2 Mathematics Average Point Score*	25.69	4
1_A4	0.5	2003 KS2-KS3 VA*	99.40	3
1_A5	0.5	2003 KS3 GCSE VA*	88.90	3
1_A6	1	JRS 3.3 - support for information and communication technology	2	1
1_A7	1	JRS 2.1 - LEA's strategy for school improvement	2	1
1_A8	1	JRS 1 (socio-economic context of LEA) - JRS 2.3 (performance of schools)	1	2

AVERAGE SCORE<sup>2</sup> = 2.17

Label	Weights	Indicator	Data	Score <sup>1</sup>
1_B1	0.5	Percentage of primary schools causing concern Trend (2002 to 2004)*	-3.18	1
1_B2	0.5	Percentage of secondary schools causing concern (excluding inadequate sixth forms) Trend (2002 to 2004)*	-5.00	1
1_B3	0.5	KS2 English Average Point Score Trend (2001 to 2003)*	0.04	5
1_B4	0.5	KS2 Mathematics Average Point Score Trend (2001 to 2003)*	0.17	2
1_B5	0.11	KS3 English Average Point Score Trend (2001 to 2003)*	0.51	2
1_B6	0.11	KS3 Mathematics Average Point Score Trend (2001 to 2003)*	0.75	1
1_B7	0.11	KS3 Science Average Point Score Trend (2001 to 2003)*	0.31	5
1_B8	0.67	GCSE Average Point Score Trend (2001 to 2003)*	0.57	3
1_B9	1	JRS 2.2 - progress on implementing the LEA's strategy for school improvement	3	2
1_B10	1	GCSE 5+ A*-C Percentage Trend (Schools <25% in 1999) (2001 to 2003)*	5.58	1

AVERAGE SCORE<sup>2</sup> = 2.08

Label	Weights	Indicator	Data	Score <sup>1</sup>
1_C1	1	Percentage of schools graded V or G for management and efficiency	77.78	4
1_C2	1	JRS 1.4 - extent to which LEA targets resources on priorities	4	3
1_C3	1	JRS 3.11 (JRS 3.10) - planning and provision of services supporting school improvement	3	2
1_C4	1	JRS 3.12 (JRS 3.11) - effectiveness & value for money of services supporting school improvement	3	2
1_C5	1	EOP Grade	4	3

AVERAGE SCORE<sup>2</sup> = 2.80

Special Educational Needs (2)

Label	Weights	Indicator	Data	Score <sup>1</sup>
2_A1	1	JRS 4.2 - effectiveness of LEA in meeting statutory obligations in respect of SEN	3	2
2_A2	1	Percentage of pupils for whom a statement is issued for the first time within 18 weeks*	26.40	5

AVERAGE SCORE<sup>2</sup> = 3.50

Label	Weights	Indicator	Data	Score <sup>1</sup>
2_B1	1	JRS 4.3 - effectiveness of LEA in exercising its SEN functions to support school improvement	3	2

AVERAGE SCORE<sup>2</sup> = 2.00

Label	Weights	Indicator	Data	Score <sup>1</sup>
2_C1	1	JRS 4.1 - effectiveness of LEA's strategy for SEN	3	2

AVERAGE SCORE<sup>2</sup> = 2.00

Social Inclusion (3)

Label	Weights	Indicator	Data	Score <sup>1</sup>
3_A1	0.5	2004 Primary Attendance Rate*	93.82	3
3_A2	0.5	2004 Secondary Attendance Rate*	91.60	3
3_A3	1	2003 GCSE 1+ A*-G Percentage (children in public care)*	92.31	1
3_A4	1	2003 GCSE 1+ A*-G Percentage*	94.13	4
3_A5	1	JRS 5.4 - support for behaviour in school	4	3
3_A6	1	JRS 3.5 - support for raising the achievement of minority ethnic pupils, including Traveller children	3	2

AVERAGE SCORE<sup>2</sup> = 2.60

Label	Weights	Indicator	Data	Score <sup>1</sup>
3_B1	0.5	Primary Attendance Rate Trend (2002 to 2004)*	0.37	1
3_B2	0.5	Secondary Attendance Rate Trend (2002 to 2004)*	0.44	1
3_B3	1	Percentage of pupils receiving alternative tuition reintegrated into schools*	22.94	2
3_B4	1	GCSE 1+ A*-G percentage Trend (2001 to 2003)*	-0.85	5

AVERAGE SCORE<sup>2</sup> = 2.67

Label	Weights	Indicator	Data	Score <sup>1</sup>
3_C1	1	JRS 5.1 - overall effectiveness of LEA's strategy for promoting social inclusion	3	2
3_C2	1	JRS 5.7 - effectiveness of LEA in promoting racial equality	4	3
3_C3	1	Percentage of schools graded V or G for climate	87.96	4

AVERAGE SCORE<sup>2</sup> = 3.00

Strategic Management of Life Long Learning Education (4)

Label	Weights	Indicator	Data	Score <sup>1</sup>
4_A1	1	15-17 year old participation rates in education and training	77.00	3
4_A2	1	Insp judgements for Percentage V, G provision for foundation stage	50.00	4

AVERAGE SCORE<sup>2</sup> = 3.50

Label	Weights	Indicator	Data	Score <sup>1</sup>
No indicators				

AVERAGE SCORE<sup>2</sup> = -

Label	Weights	Indicator	Data	Score <sup>1</sup>
4_C1	1	JRS 1.8 - effectiveness of partnerships and collaboration between agencies in support of priorities	3	2

AVERAGE SCORE<sup>2</sup> = 2.00

Strategic Management of Life Long Learning Education (5)

Label	Weights	Indicator	Data	Score <sup>1</sup>
5_A1	1	JRS 0.2 - overall effectiveness of the LEA	3	2
5_A2	1	JRS 1.3 - effectiveness of LEA decision-making	3	2
5_A3	0.5	JRS 2.9 - effectiveness of LEA in relation to the provision of school places	4	3
5_A4	0.5	JRS 2.10 - effectiveness of LEA in relation to admissions to schools	2	1

AVERAGE SCORE<sup>2</sup> = 2.00

Label	Weights	Indicator	Data	Score <sup>1</sup>
No indicators				

AVERAGE SCORE<sup>2</sup> = -

Label	Weights	Indicator	Data	Score <sup>1</sup>
5_C1	1	JRS 0.3 - LEA's capacity for further improvement and to address recommendations of the inspection	2	1
5_C2	1	JRS 1.5 - extent to which LEA has in place effective strategies to promote continuous improvement, including Best Value	3	2
5_C3	1	Percentage of schools graded V or G overall	56.48	5

AVERAGE SCORE<sup>2</sup> = 2.67

OVERALL AVERAGE SCORE<sup>3</sup> = 2.56

OVERALL AVERAGE SCORE<sup>3</sup> = 2.27

OVERALL AVERAGE SCORE<sup>3</sup> = 2.69

Notes:

1 For JRS indicators scores are calculated so that grades 1 and 2 equate to a score of 1; grade 3, 4 and 5 equate to scores of 2, 3 and 4 respectively and grades 6 and 7 equate to a score of 5.

For non-JRS indicators scores please consult CPA guidance.

2 The average score for each aspect within a perspective is calculated by multiplying each indicator's score in the aspect by its associated weight, added together (i.e. the sum of the weighted scores) and then divided by the sum of the weights.

3 The Overall Average Score for each perspective is calculated using all indicators in the perspective across the 5 aspects. It is not the aggregated average of the average scores FOR EACH ASPECT within the perspective shown above. It is calculated by multiplying each indicator's score by its associated weight (i.e. the weighted score), and then dividing the sum of the weighted scores by the sum of the weights.

PLEASE NOTE Where an indicator is not applicable, this indicator and its weighting are not included in the calculations in notes 2 and 3 above.

4 For more information on the indicators, please see the 'Contents and Operation of the Education Profile' at [www.ofsted.gov.uk/leas](http://www.ofsted.gov.uk/leas)

5 For indicators 1\_C3 and 1\_C4, the JRS scores in brackets are the Spring 2004 equivalents.

\* = Thresholds from the 2002/2003 model used to calculate scores

- = Not applicable

BOLD = changes to the model for 2004

# Comprehensive Performance Assessment - 2003

## Walsall LEA



Office for Standards  
in Education

Aspect	Current performance	Indications of improvement	Capacity to sustain improvement
School Improvement	3.25	2.87	3.40
SEN	3.00	5.00	5.00
Social Inclusion	3.30	1.67	4.00
Life Long Learning	3.50	-	4.00
Strategic Management	4.00	-	4.67
Average Score	3.39	2.70	4.00
<b>Category<sup>1</sup></b>	<b>1 star</b>	<b>Proven</b>	<b>Not Secure</b>

### Notes:

- Details of how categories are scored can be found in the CPA Education Guidelines.
- The Average Score thresholds for the Performance star ratings are as follows:
  - 3 star is obtained if the Average Score is less than or equal to 2.37
  - 2 star (upper) is obtained if the Average Score is more than 2.37 but less than or equal to 2.79
  - 2 star (lower) is obtained if the Average Score is more than 2.79 but less than or equal to 3.34
  - 1 star is obtained if the Average Score is more than 3.34 but less than or equal to 3.75
  - star is obtained if the Average Score is greater than 3.75

# Comprehensive Performance Assessment - Walsall LEA (v.12.11)

## Current Performance ( A )

## Improvement ( B )

## Capacity ( C )

### School Improvement (1)

Label	Indicator	Data	Score <sup>1</sup>
1_A1	Percentage of schools causing concern (excluding inadequate sixth forms)	6.14	5
1_A2	2002 KS2 English Average Point Score <sup>2 (0.5), 3</sup>	26.19	4
1_A3	2002 KS2 Mathematics Average Point Score <sup>2 (0.5), 3</sup>	26.15	4
1_A4	2002 KS2-KS3 VA <sup>2 (0.5)</sup>	99.80	3
1_A5	2002 KS3-GCSE VA <sup>2 (0.5)</sup>	97.80	4
1_A6	JRS 14 - support to schools for raising standards in curriculum use of ICT	2	1
1_A7	JRS 4 - effectiveness of strategy for school improvement	4	3
1_A8	JRS 1 (Context) - JRS 2 (Performance)	0	3
AVERAGE SCORE =		3.25	

Label	Indicator	Data	Score <sup>1</sup>
1_B1	2001-2003 Percentage of primary schools causing concern Trend <sup>2 (0.5)</sup>	-1.06	3
1_B2	2001-2003 Percentage of secondary schools causing concern (excluding inadequate sixth forms) Trend <sup>2 (0.5)</sup>	-2.50	2
1_B3	2000-2002 KS2 English Average Point Score Trend <sup>2 (0.5), 3</sup>	0.00	5
1_B4	2000-2002 KS2 Mathematics Average Point Score Trend <sup>2 (0.5), 3</sup>	0.25	2
1_B5	2000-2002 KS3 English Average Point Score Trend <sup>2 (0.167), 3</sup>	0.70	1
1_B6	2000-2002 KS3 Mathematics Average Point Score Trend <sup>2 (0.167), 3</sup>	0.24	5
1_B7	2000-2002 KS3 Science Average Point Score Trend <sup>2 (0.167), 3</sup>	0.56	5
1_B8	2000-2002 GCSE Average Point Score Trend <sup>2 (0.5), 3</sup>	1.36	1
1_B9	JRS 5 - progress in implementing strategy for school improvement	5	4
1_B10	2000-2002 GCSE 5+ A*-C Percentage Trend (Schools <25% in 1999) <sup>3</sup>	4.32	2
AVERAGE SCORE =		2.87	

Label	Indicator	Data	Score <sup>1</sup>
1_C1	Percentage of schools graded V or G for management and efficiency <sup>1</sup>	75.68	3
1_C2	JRS 6 - allocation of resources to priorities	5	4
1_C3	JRS 25 - performance management of services to support school improvement	4	3
1_C4	JRS 27 - effectiveness of services to support school improvement	5	4
1_C5	EDP Grade	4	3
AVERAGE SCORE =		3.40	

### Special Educational Needs (2)

Label	Indicator	Data	Score <sup>1</sup>
2_A1	JRS 30 - effectiveness of LEA in meeting statutory obligations	4	3
2_A2	Percentage of pupils for whom a statement is issued for the first time within 18 weeks <sup>4</sup>	65.10	3
AVERAGE SCORE =		3.00	

Label	Indicator	Data	Score <sup>1</sup>
2_B1	JRS31 - effectiveness in exercising functions to support school improvement	7	5
AVERAGE SCORE =		5.00	

Label	Indicator	Data	Score <sup>1</sup>
2_C1	JRS 29 - effectiveness of strategy for SEN	6	5
AVERAGE SCORE =		5.00	

### Social Inclusion (3)

Label	Indicator	Data	Score <sup>1</sup>
3_A1	2003 Primary Attendance Rate <sup>2 (0.5), 3</sup>	93.20	4
3_A2	2003 Secondary Attendance Rate <sup>2 (0.5), 3</sup>	91.32	3
3_A3	2002 GCSE 1+ A*-G Percentage (children in public care) <sup>2</sup>	50.00	3
3_A4	2002 GCSE 1+ A*-G Percentage <sup>2</sup>	95.91	3
3_A5	JRS 39 - LEA support for behaviour	6	5
3_A6	JRS 16 - support for EM and Traveller children	3	2
AVERAGE SCORE =		3.30	

Label	Indicator	Data	Score <sup>1</sup>
3_B1	2001-2003 Primary Attendance Rate Trend <sup>2 (0.5), 3</sup>	0.20	1
3_B2	2001-2003 Secondary Attendance Rate Trend <sup>2 (0.5), 3</sup>	0.55	1
3_B3	Percentage of pupils receiving alternative tuition reintegrated into schools <sup>2</sup>	15.97	2
3_B4	2000-2002 GCSE 1+ A*-G percentage Trend <sup>1</sup>	0.70	2
AVERAGE SCORE =		1.67	

Label	Indicator	Data	Score <sup>1</sup>
3_C1	JRS 33 - overall effectiveness of the LEA in promoting social inclusion	7	5
3_C2	JRS 42 - effectiveness of the LEA in combating racism	4	3
3_C3	Percentage of schools graded V or G for climate <sup>1</sup>	85.55	4
AVERAGE SCORE =		4.00	

### Life Long Learning (4)

Label	Indicator	Data	Score <sup>1</sup>
4_A1	16-17 year old participation rates in education and training	77.00	3
4_A2	Ins judgements for Percentage V, G provision for foundation stage	46.67	4
AVERAGE SCORE =		3.50	

Label	Indicator	Data	Score <sup>1</sup>
AVERAGE SCORE =			

Label	Indicator	Data	Score <sup>1</sup>
4_C1	JRS 49 - effectiveness of the co-ordination of actions in support of priorities	5	4
AVERAGE SCORE =		4.00	

### Strategic Management of Education (5)

Label	Indicator	Data	Score <sup>1</sup>
5_A1	JRS 52 - overall effectiveness of the LEA	7	5
5_A2	JRS 45 - effectiveness of decision making	6	5
5_A3	JRS 34 - extent to which LEA meets its requirements (places) <sup>2 (0.5)</sup>	4	3
5_A4	JRS 36 - extent to which LEA meets its requirements (admissions) <sup>2 (0.5)</sup>	2	1
AVERAGE SCORE =		4.00	

Label	Indicator	Data	Score <sup>1</sup>
AVERAGE SCORE =			

Label	Indicator	Data	Score <sup>1</sup>
5_C1	JRS 51 - capacity of the LEA to improve	6	5
5_C2	JRS 7 - effectiveness of strategies to promote continuous improvement	5	4
5_C3	Percentage of schools graded V or G overall <sup>4</sup>	53.64	5
AVERAGE SCORE =		4.67	

OVERALL AVERAGE SCORE =		3.39	
OVERALL AVERAGE SCORE =		2.70	
OVERALL AVERAGE SCORE =		4.00	

#### Notes:

- For JRS indicators scores are calculated so that grades 1 and 2 equate to a score of 1; grade 3, 4 and 5 equate to scores of 2, 3 and 4 respectively, and grades 6 and 7 equate to a score of 5. For non-JRS indicators scores please consult CPA guidance.
- Variables given a weighting when calculating average. The weighting applied is given in brackets.
- Thresholds from the 2002 model used to calculate scores
- BOLD - changes to the model for 2003
- For more information on the indicators, please see the 'Contents and Operation of the Education Profile' at [www.ofsted.gov.uk/lea](http://www.ofsted.gov.uk/lea)

Comprehensive Performance Assessment (v.7)



Please Select LEA: 

Walsall

Office for Standards  
in Education

Aspect	Current performance	Indications of improvement	Capacity to make further improvement
School Improvement	3.4	3.2	3.6
SEN	3.0	5.0	5.0
Social Inclusion	3.0	2.3	4.0
Life Long Learning	3.5	-	4.0
Strategic Management	4.0	-	4.3
Average Score	3.4	3.1	4.0
Category <sup>1</sup>	*	-	

Notes:

1. Details of how categories are scored can be found in the CPA Education Guidelines.
2. The Average Score thresholds for the Performance star ratings are as follows:

3 star is obtained if the Average Score is less than or equal to 2.38

2 star is obtained if the Average Score is less than or equal to 3.34 but more than 2.38

1 star is obtained if the Average Score is less than or equal to 3.75 but more than 3.35

- star is obtained if the Average Score is greater than 3.75



# Comprehensive Performance Assessment - Walsall LEA (v.7)

School Improvement

Special Educational Needs

Social Inclusion

Life Long Learning

Strategic Management of Education

Current Performance

Improvement

Capacity

<table><tr><th>Indicator</th><th>Data</th><th>Score<sup>1</sup></th></tr><tr><td>Percentage of schools in special measures</td><td>3.3</td><td>5</td></tr><tr><td>2001 KS2 English Average Point Score<sup>2 (19-02)</sup></td><td>26.1</td><td>4</td></tr><tr><td>2001 KS2 Mathematics Average Point Score<sup>2 (19-02)</sup></td><td>25.5</td><td>5</td></tr><tr><td>2001 KS3 English Average Point Score<sup>2 (19-02)</sup></td><td>31.7</td><td>4</td></tr><tr><td>2001 KS3 Mathematics Average Point Score<sup>2 (19-02)</sup></td><td>32.8</td><td>4</td></tr><tr><td>2002 KS3 Science Average Point Score<sup>2 (19-02)</sup></td><td>31.7</td><td>4</td></tr><tr><td>2001 GCSE Average Point Score<sup>2 (19-02)</sup></td><td>35.2</td><td>4</td></tr><tr><td>JRS 14 - Support to schools for raising standards in curriculum us</td><td>2</td><td>1</td></tr><tr><td>JRS 4 - effectiveness of strategy for school improvement</td><td>4</td><td>3</td></tr><tr><td>JRS 1 (Context) - JRS 2 (Performance)</td><td>0</td><td>3</td></tr><tr><td>AVERAGE SCORE =</td><td>3.4</td><td></td></tr></table>	Indicator	Data	Score <sup>1</sup>	Percentage of schools in special measures	3.3	5	2001 KS2 English Average Point Score <sup>2 (19-02)</sup>	26.1	4	2001 KS2 Mathematics Average Point Score <sup>2 (19-02)</sup>	25.5	5	2001 KS3 English Average Point Score <sup>2 (19-02)</sup>	31.7	4	2001 KS3 Mathematics Average Point Score <sup>2 (19-02)</sup>	32.8	4	2002 KS3 Science Average Point Score <sup>2 (19-02)</sup>	31.7	4	2001 GCSE Average Point Score <sup>2 (19-02)</sup>	35.2	4	JRS 14 - Support to schools for raising standards in curriculum us	2	1	JRS 4 - effectiveness of strategy for school improvement	4	3	JRS 1 (Context) - JRS 2 (Performance)	0	3	AVERAGE SCORE =	3.4		<table><tr><th>Indicator</th><th>Data</th><th>Score<sup>1</sup></th></tr><tr><td>Percentage of special measures primary schools in &gt; 18 months<sup>2</sup></td><td>75.0</td><td>4</td></tr><tr><td>Percentage of special measures secondary schools in &gt; 24 months<sup>2</sup></td><td>0.0</td><td>1</td></tr><tr><td>1999-2001 KS2 English Average Point Score Trend<sup>2 (19-02)</sup></td><td>0.4</td><td>3</td></tr><tr><td>1999-2001 KS2 Mathematics Average Point Score Trend<sup>2 (19-02)</sup></td><td>0.0</td><td>4</td></tr><tr><td>1999-2001 KS3 English Average Point Score Trend<sup>2 (19-02)</sup></td><td>0.1</td><td>4</td></tr><tr><td>1999-2001 KS3 Mathematics Average Point Score Trend<sup>2 (19-02)</sup></td><td>0.2</td><td>5</td></tr><tr><td>1999-2001 KS3 Science Average Point Score Trend<sup>2 (19-02)</sup></td><td>0.7</td><td>4</td></tr><tr><td>1999-2001 GCSE Average Point Score Trend<sup>2 (19-02)</sup></td><td>1.2</td><td>1</td></tr><tr><td>JRS 5 - progress in implementing strategy for school improvement</td><td>5</td><td>4</td></tr><tr><td>1999-2001 GCSE 5+ A*-C Percentage Trend (Schools&lt;=25% in 1999)</td><td>1.0</td><td>4</td></tr><tr><td>AVERAGE SCORE =</td><td>3.2</td><td></td></tr></table>	Indicator	Data	Score <sup>1</sup>	Percentage of special measures primary schools in > 18 months <sup>2</sup>	75.0	4	Percentage of special measures secondary schools in > 24 months <sup>2</sup>	0.0	1	1999-2001 KS2 English Average Point Score Trend <sup>2 (19-02)</sup>	0.4	3	1999-2001 KS2 Mathematics Average Point Score Trend <sup>2 (19-02)</sup>	0.0	4	1999-2001 KS3 English Average Point Score Trend <sup>2 (19-02)</sup>	0.1	4	1999-2001 KS3 Mathematics Average Point Score Trend <sup>2 (19-02)</sup>	0.2	5	1999-2001 KS3 Science Average Point Score Trend <sup>2 (19-02)</sup>	0.7	4	1999-2001 GCSE Average Point Score Trend <sup>2 (19-02)</sup>	1.2	1	JRS 5 - progress in implementing strategy for school improvement	5	4	1999-2001 GCSE 5+ A*-C Percentage Trend (Schools<=25% in 1999)	1.0	4	AVERAGE SCORE =	3.2		<table><tr><th>Indicator</th><th>Data</th><th>Score<sup>1</sup></th></tr><tr><td>Percentage of schools graded V or G for management and efficiency</td><td>72.3</td><td>4</td></tr><tr><td>JRS 6 - allocation of resources to priorities</td><td>5</td><td>4</td></tr><tr><td>JRS 25 - performance management of services to support school improvement</td><td>4</td><td>3</td></tr><tr><td>JRS 27 - effectiveness of services to support school improvement</td><td>5</td><td>4</td></tr><tr><td>EDP Grade</td><td>4</td><td>3</td></tr><tr><td>AVERAGE SCORE =</td><td>3.6</td><td></td></tr></table>	Indicator	Data	Score <sup>1</sup>	Percentage of schools graded V or G for management and efficiency	72.3	4	JRS 6 - allocation of resources to priorities	5	4	JRS 25 - performance management of services to support school improvement	4	3	JRS 27 - effectiveness of services to support school improvement	5	4	EDP Grade	4	3	AVERAGE SCORE =	3.6	
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AVERAGE SCORE =	3.0																																																																																														
Indicator	Data	Score <sup>1</sup>																																																																																													
2000-2002 Primary Attendance Rate Trend <sup>2 (19-02)</sup>	-0.1	3																																																																																													
2000-2002 Secondary Attendance Rate Trend <sup>2 (19-02)</sup>	0.0	3																																																																																													
Percentage of pupils receiving alternative tuition reintegrated into mainstream	21.7	2																																																																																													
1999-2001 GCSE 1+ A*-G PC Trend	0.7	2																																																																																													
AVERAGE SCORE =	2.3																																																																																														
Indicator	Data	Score <sup>1</sup>																																																																																													
JRS 33 - overall effectiveness of the LEA in promoting social inclusion	7	5																																																																																													
JRS 42 - effectiveness of the LEA in combating racism	4	3																																																																																													
Percentage of schools graded V or G for climate	83.0	4																																																																																													
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- Notes:
- For JRS indicators scores are calculated so that: grades 1 and 2 equate to a score of 1; grade 3, 4 and 5 equate to scores of 2, 3 and 4 respectively; and grades 6 and 7 equate to a score of 5.
  - For non-JRS indicators scores are calculated so that the 'best' 10% of LEAs are scored as 1, the next 20% as 2, the middle 40% as 3, the next 20% as 4, and the 'worst' 10% are scored as 5.
  - Variables given a weighting when calculating average. The weighting applied is given in brackets.
  - If the corresponding 'performance' indicator is scored at 1, variable is also automatically given a score of 1.

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## ACHIEVEMENT AND ATTAINMENT TABLES 2004: KEY STAGE 2 TEST RESULTS

### Key Stage 2 Test Results: Walsall

Eligible pupils achieving Level 4 or above, and percentage absent or unable to access test

	Pupils eligible for Key Stage 2 assessment					English			Mathematics			Scien	
	total	With SEN											
				with statements	without statements	L4+	L5	A/D	L4+	L5	A/D	L4+	L5
<a href="#">LEA Average</a>			3.3%		17.2%	74%	25%		69%	26%		81%	34%
<a href="#">England Average</a>			3.4%		18.3%	78%	27%		74%	31%		86%	43%
<a href="#">Abbey Primary School</a>	22	1	4.5%	6	27.3%	68%	9%	0%	55%	18%	0%	91%	23%
<a href="#">Albion Road Junior School</a>	42	1	2.4%	7	16.7%	79%	17%	0%	74%	24%	0%	86%	38%
<a href="#">Alumwell Junior School</a>	81	3	3.7%	10	12.3%	73%	11%	0%	78%	31%	0%	78%	32%
<a href="#">Beacon Primary School</a>	48	0	0.0%	15	31.3%	31%	4%	2%	60%	15%	2%	65%	19%
<a href="#">Beechdale Primary School</a>	37	0	0.0%	11	29.7%	57%	8%	3%	38%	5%	5%	59%	5%
<a href="#">Bentley Drive Junior Mixed and...</a>	41	1	2.4%	4	9.8%	76%	29%	0%	66%	27%	0%	83%	24%
<a href="#">Bentley West Primary School Ad...</a>	50	1	2.0%	20	40.0%	72%	30%	2%	60%	22%	2%	82%	46%
<a href="#">Birchills Church of England Pr...</a>	33	1	3.0%	7	21.2%	58%	3%	0%	58%	9%	0%	79%	9%
<a href="#">Blackwood School</a>	73	0	0.0%	11	15.1%	95%	62%	0%	96%	64%	0%	99%	71%
<a href="#">Blakenall Heath Junior School</a>	54	0	0.0%	15	27.8%	70%	15%	2%	54%	11%	2%	69%	11%
<a href="#">Bloxwich CofE Primary School</a>	37	1	2.7%	4	10.8%	86%	19%	3%	76%	22%	3%	86%	27%
<a href="#">Blue Coat Church of England Ai...</a>	89	1	1.1%	12	13.5%	73%	17%	0%	60%	10%	0%	79%	28%

<a href="#">Brownhills West Primary School</a>	21	0	0.0%	5	23.8%	71%	14%	0%	62%	19%	0%	76%	24%
<a href="#">Busill Jones Primary School</a>	39	3	7.7%	5	12.8%	62%	13%	0%	72%	28%	0%	79%	38%
<a href="#">Butts Primary School</a>	32	0	0.0%	6	18.8%	69%	9%	0%	66%	25%	0%	69%	25%
<a href="#">Caldmore Community Primary Sch...</a>	20	1	5.0%	9	45.0%	50%	0%	0%	65%	0%	0%	80%	15%
<a href="#">Castlefort Junior Mixed and In...</a>	29	0	0.0%	11	37.9%	90%	55%	0%	90%	38%	0%	100%	38%
<a href="#">Christ Church CofE Primary Sch...</a>	34	1	2.9%	11	32.4%	62%	9%	0%	74%	12%	0%	82%	15%
<a href="#">Chuckery Primary School</a>	49	0	0.0%	11	22.4%	63%	12%	0%	67%	24%	0%	84%	33%
<a href="#">Clothier Street Primary School</a>	23	0	0.0%	2	8.7%	83%	22%	4%	83%	13%	4%	83%	17%
<a href="#">Cooper and Jordan Church of En...</a>	70	2	2.9%	5	7.1%	93%	34%	0%	86%	30%	0%	96%	56%
<a href="#">County Bridge Primary School</a>	34	1	2.9%	6	17.6%	71%	26%	0%	71%	29%	0%	88%	29%
<a href="#">Croft Community Primary School</a>	21	0	0.0%	6	28.6%	48%	0%	0%	38%	10%	0%	33%	5%
<a href="#">Delves Junior School</a>	90	2	2.2%	6	6.7%	82%	28%	0%	71%	30%	0%	90%	34%
<a href="#">Dorothy Purcell Junior School</a>	63	2	3.2%	8	12.7%	59%	19%	2%	54%	19%	2%	76%	30%
<a href="#">Edgar Stammers Junior School</a>	45	2	4.4%	4	8.9%	51%	4%	2%	53%	16%	2%	69%	16%
<a href="#">Elmore Green Primary School</a>	37	0	0.0%	6	16.2%	86%	46%	0%	78%	30%	0%	97%	62%
<a href="#">Green Rock Primary School</a>	29	1	3.4%	4	13.8%	66%	10%	3%	59%	24%	7%	72%	17%
<a href="#">Greenfield Primary School</a>	44	1	2.3%	7	15.9%	57%	14%	0%	66%	23%	0%	77%	23%
<a href="#">Harden Primary School</a>	29	0	0.0%	6	20.7%	24%	3%	0%	17%	3%	0%	14%	3%
<a href="#">Hatherton Primary School</a>	50	0	0.0%	15	30.0%	60%	6%	0%	50%	10%	0%	72%	20%
<a href="#">Hillary Primary School</a>	37	1	2.7%	14	37.8%	68%	16%	0%	51%	11%	0%	59%	22%
<a href="#">Holy Trinity Church of England...</a>	24	0	0.0%	2	8.3%	88%	38%	0%	88%	25%	0%	96%	46%
<a href="#">King Charles Primary School</a>	14	2	14.3%	3	21.4%	43%	0%	0%	43%	7%	0%	71%	7%

<a href="#">Kings Hill Primary School</a>	34	3	8.8%	7	20.6%	50%	12%	3%	65%	21%	6%	76%	21%
<a href="#">Lakeside Primary School</a>	15	3	20.0%	5	33.3%	53%	7%	0%	47%	13%	0%	73%	20%
<a href="#">Leamore Primary School</a>	35	0	0.0%	1	2.9%	94%	46%	0%	74%	9%	0%	77%	17%
<a href="#">Leighswood School</a>	68	1	1.5%	4	5.9%	91%	46%	0%	76%	35%	0%	91%	43%
<a href="#">Lindens Primary School</a>	54	0	0.0%	11	20.4%	91%	39%	0%	80%	28%	0%	94%	33%
<a href="#">Little Bloxwich CofE VC Primar...</a>	31	1	3.2%	4	12.9%	84%	19%	0%	81%	29%	0%	90%	45%
<a href="#">Little London Junior Mixed and...</a>	41	0	0.0%	1	2.4%	76%	10%	0%	66%	15%	0%	80%	20%
<a href="#">Lodge Farm Junior Mixed and In...</a>	50	1	2.0%	6	12.0%	94%	48%	0%	74%	24%	0%	88%	42%
<a href="#">Lower Farm Primary School</a>	47	0	0.0%	10	21.3%	89%	36%	0%	77%	28%	0%	96%	47%
<a href="#">Manor Primary School</a>	40	1	2.5%	6	15.0%	95%	48%	0%	90%	48%	0%	93%	50%
<a href="#">Meadow View JMI School</a>	61	0	0.0%	1	1.6%	80%	10%	0%	77%	30%	0%	77%	26%
<a href="#">Millfield Primary School</a>	34	1	2.9%	11	32.4%	59%	9%	3%	56%	3%	3%	79%	26%
<a href="#">Mossley Primary School</a>	44	2	4.5%	7	15.9%	84%	32%	0%	84%	45%	0%	98%	73%
<a href="#">New Invention Junior School</a>	88	3	3.4%	11	12.5%	85%	43%	0%	68%	40%	1%	89%	50%
<a href="#">North Walsall Primary School</a>	28	0	0.0%	7	25.0%	43%	11%	0%	29%	18%	0%	75%	25%
<a href="#">Old Church Church of England C...</a>	43	1	2.3%	6	14.0%	79%	7%	0%	81%	28%	0%	95%	33%
<a href="#">Palfrey Junior School</a>	57	3	5.3%	13	22.8%	86%	49%	4%	70%	18%	4%	88%	19%
<a href="#">Park Hall Junior School</a>	102	0	0.0%	15	14.7%	94%	60%	0%	88%	49%	1%	95%	48%
<a href="#">Pelsall Village School</a>	43	1	2.3%	14	32.6%	60%	26%	0%	63%	9%	0%	60%	16%
<a href="#">Pheasey Park Farm Primary Scho...</a>	86	2	2.3%	9	10.5%	90%	40%	0%	77%	43%	0%	95%	59%
<a href="#">Pinfold Street Junior Mixed an...</a>	59	0	0.0%	2	3.4%	56%	7%	5%	61%	19%	3%	64%	19%
<a href="#">Pool Hayes Primary School</a>	17	0	0.0%	9	52.9%	71%	24%	0%	53%	18%	0%	88%	41%
<a href="#">The Radleys</a>													

<a href="#">Primary School</a>	35	1	2.9%	4	11.4%	77%	17%	0%	57%	14%	0%	80%	31%
<a href="#">Redhouse Primary School</a>	19	0	0.0%	5	26.3%	79%	16%	0%	47%	16%	5%	74%	21%
<a href="#">Rough Hay Primary School</a>	35	3	8.6%	14	40.0%	57%	6%	0%	60%	9%	0%	66%	23%
<a href="#">Rushall Junior Mixed and Infan...</a>	35	1	2.9%	7	20.0%	60%	9%	0%	71%	23%	0%	74%	26%
<a href="#">Ryders Hayes Community School</a>	45	0	0.0%	20	44.4%	98%	20%	0%	96%	49%	0%	96%	56%
<a href="#">Salisbury Primary School</a>	28	0	0.0%	2	7.1%	64%	11%	0%	54%	14%	0%	64%	7%
<a href="#">Short Heath Junior School</a>	57	3	5.3%	10	17.5%	63%	12%	0%	60%	21%	0%	68%	16%
<a href="#">St Anne's Catholic Primary Sch...</a>	28	0	0.0%	1	3.6%	100%	64%	0%	93%	64%	0%	100%	82%
<a href="#">St Bernadette's Catholic Prima...</a>	23	0	0.0%	4	17.4%	87%	30%	0%	78%	39%	0%	91%	35%
<a href="#">St Francis Catholic Primary Sc...</a>	30	2	6.7%	5	16.7%	87%	23%	0%	80%	30%	0%	97%	50%
<a href="#">St Giles Church of England Pri...</a>	34	3	8.8%	5	14.7%	76%	26%	0%	82%	29%	0%	82%	24%
<a href="#">St James Primary School</a>	43	0	0.0%	10	23.3%	56%	14%	0%	60%	14%	0%	58%	9%
<a href="#">St John's Church of England Pr...</a>	44	0	0.0%	6	13.6%	80%	39%	0%	66%	32%	0%	86%	41%
<a href="#">St Joseph's Catholic Primary S...</a>	30	1	3.3%	10	33.3%	86%	41%	0%	72%	28%	0%	93%	43%
<a href="#">St Mary of The Angels Catholic...</a>	33	0	0.0%	4	12.1%	91%	33%	0%	94%	52%	0%	100%	67%
<a href="#">St Mary's The Mount Catholic P...</a>	30	0	0.0%	0	0.0%	100%	37%	0%	97%	60%	0%	93%	63%
<a href="#">St Michael's Church of England...</a>	43	1	2.3%	4	9.3%	74%	35%	0%	79%	49%	0%	91%	47%
<a href="#">St Patrick's Catholic Primary ...</a>	34	1	2.9%	3	8.8%	68%	15%	3%	59%	12%	3%	74%	26%
<a href="#">St Peter's Catholic Primary Sc...</a>	24	0	0.0%	3	12.5%	±	±	±	75%	21%	0%	88%	21%
<a href="#">St Thomas of Canterbury Cathol...</a>	22	0	0.0%	2	9.1%	85%	0%	0%	59%	9%	0%	77%	9%
<a href="#">Walsall Wood School</a>	17	1	5.9%	4	23.5%	53%	29%	6%	53%	12%	0%	71%	24%

<a href="#">Watling Street Primary School</a>	34	1	2.9%	4	11.8%	88%	38%	9%	88%	35%	6%	100%	68%
<a href="#">Whetstone Field Primary School</a>	35	0	0.0%	4	11.4%	91%	51%	0%	89%	49%	0%	100%	80%
<a href="#">Whitehall Junior Community Sch...</a>	62	1	1.6%	12	19.4%	58%	5%	0%	53%	15%	0%	65%	18%
<a href="#">Woodlands Primary School</a>	60	2	3.3%	14	23.3%	70%	23%	2%	75%	42%	2%	87%	40%
<b>Special Schools</b>													
<a href="#">Castle School</a>	5					≤	≤	≤	≤	≤	≤	≤	
<a href="#">Daw End School</a>	7					≤	≤	≤	≤	≤	≤	≤	
<a href="#">Jane Lane School</a>	12					0%	0%	0%	0%	0%	0%	25%	0%
<a href="#">Oakwood School</a>	2					≤	≤	≤	≤	≤	≤	≤	
<a href="#">Old Hall School</a>	13					0%	0%	0%	0%	0%	0%	0%	0%
<a href="#">Three Crowns School</a>	2					≤	≤	≤	≤	≤	≤	≤	

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## School and College Achievement and Attainment Tables 2004

Cohort Information and Results for students aged 15 at start of the school year: Walsall

	<a href="#">Cohort Information</a>					<a href="#">Results for students ag</a>		
	Number of students aged 15	with SEN, with statements		with SEN, without statements		% in age group obtaining the equivalent of :		% in gro with leas ent lev qua
		Number	%	Number	%	Level 2 (5 or more grades A*-C)	Level 1 (5 or more grades A*-G)	
<a href="#">LEA Average</a>			4.4%		10.3%	43.5%	84.7%	94.
<a href="#">England Average</a>			4.0%		11.9%	53.7%	88.8%	95.
<a href="#">Abu Bakr Girls' School</a>	21		0.0%		0.0%	38%	86%	
<a href="#">Aldridge School - A Science Co...</a>	255	3	1.2%	23	9.0%	51%	92%	
<a href="#">Alumwell Business &amp; Enterprise...</a>	141	6	4.3%	14	9.9%	23%	82%	
<a href="#">Barr Beacon Language College</a>	242	6	2.5%	19	7.9%	50%	95%	
<a href="#">Blue Coat Church of England Co...</a>	156	5	3.2%	19	12.2%	37%	87%	
<a href="#">Brownhills Community Technolog...</a>	169	7	4.1%	19	11.2%	34%	78%	
<a href="#">Darlaston Community Science Co...</a>	208	9	4.3%	32	15.4%	35%	87%	
<a href="#">Frank F Harrison Community Sch...</a>	126	7	5.6%	12	9.5%	48%	68%	
<a href="#">Hydesville Tower School</a>	26		0.0%		0.0%	77%	81%	
<a href="#">Joseph Leckie Community Techno...</a>	217	6	2.8%	42	19.4%	36%	82%	
<a href="#">Palfrey Girls School</a>	13		0.0%		0.0%	46%	100%	1
<a href="#">Pool Hayes Community School</a>	184	11	6.0%	14	7.6%	40%	85%	
<a href="#">Queen Mary's Grammar School</a>	93		0.0%		0.0%	100%	100%	1

<a href="#">Queen Mary's High School</a>	93		0.0%	1	1.1%	100%	100%	1
<a href="#">Rushall Community College</a>	105	3	2.9%	8	7.6%	9%	50%	
<a href="#">Second Chances</a>	5		0.0%		0.0%	=	=	
<a href="#">Shelfield Sports and Community...</a>	177	7	4.0%	57	32.2%	40%	77%	
<a href="#">Shire Oak School (A Science Co...</a>	228	8	3.5%	8	3.5%	48%	88%	
<a href="#">Sneyd Community School</a>	247	7	2.8%	15	6.1%	41%	84%	
<a href="#">St Francis of Assisi Catholic ...</a>	179	11	6.1%	19	10.6%	64%	94%	
<a href="#">St Thomas More Catholic School...</a>	226	2	0.9%	25	11.1%	46%	94%	
<a href="#">The Streetly School</a>	250	3	1.2%	6	2.4%	45%	89%	
<a href="#">Walsall Academy</a>	56	3	5.4%		0.0%	50%	71%	
<a href="#">Willenhall School Sports Colle...</a>	264	7	2.7%	43	16.3%	31%	89%	
<b>Special Schools</b>								
<a href="#">Castle School</a>	11					0%	0%	
<a href="#">Daw End School</a>	9					0%	0%	
<a href="#">Jane Lane School</a>	12					0%	0%	1
<a href="#">Mary Elliot School</a>	10					NE	NE	
<a href="#">Three Crowns School</a>	7					0%	0%	

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**Proposing new Statements within 18 weeks (Financial Year 04/05)**

<i>Month</i>	a) <i>Total Statements written</i>	b) <i>Number of Exceptions</i>	c) <i>No Statements written minus the exceptions</i>	d) <i>No of Statements written within 18 weeks</i>	<i>BV 43a</i>	<i>BV43b</i>
Apr-04	7	0	7	3	42.8%	42.8%
May-04	7	0	7	3	42.8%	42.8%
Jun-04	7	0	7	3	42.8%	42.8%
Jul-04	7	3	4	3	75.0%	42.8%
Aug-04	18	5	13	11	84.6%	61.1%
Sep-04	8	5	3	3	100.0%	37.5%
Oct-04	8	6	2	2	100.0%	25.0%
Nov-04	10	8	2	2	100.0%	20.0%
Dec-04	7	2	5	5	100.0%	71.4%
Jan-05						
Feb-05						
Mar-05						
<b>TOTAL</b>	<b>79</b>	<b>29</b>	<b>50</b>	<b>35</b>	<b>70.0%</b>	<b>63.3%</b>

**BV 43a - Percentage of Statements of SEN issued by the authority in a financial year which are prepared within 18 weeks without exceptions to the rule.**

**BV 43b - Percentage of Statements of SEN issued by the authority in a financial year which are prepared within 18 weeks with and without exceptions to the rule.**

**School Survey Analysis Report for:****Walsall LEA****Analysis of responses from:****All schools maintained by the authority**

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**Walsall LEA*****Analysis of responses from: All schools maintained by the authority***

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**Overview:**

This report contains an analysis of the responses from all schools within Walsall LEA to the core survey questions in the 'Survey of schools' views of their LEA', conducted in Summer 2004.

**Notes:**

- ♦ The 'survey of schools' views of their LEA' is a collaborative tool developed by the Audit Commission in partnership with OfSTED, Estyn, Local Education Authorities (LEAs), Headteacher and Governor associations. The primary purpose of the school survey is to act as a source of evidence about schools' perceptions of their LEA services and the support that they provide.
- ♦ The survey was conducted online during a seven-week period in the summer term of 2004. The survey was completed by 8,604 schools from 152 authorities in England and Wales (131 authorities in England and 21 in Wales).
- ♦ This report examines the responses to the questions in the 'core' survey, available to schools in all participating authorities, which cover five areas: LEA strategy, support for school improvement, facilitating access to services, access/promoting social inclusion and special educational needs.
- ♦ Schools were able to answer each question in the survey using one of six possible responses: (1) Very Good (2) Good (3) Satisfactory (4) Poor (5) Very Poor or (X) Unable to comment
- ♦ Further information about the survey project can be found at:

[www.audit-commission.gov.uk/schoolsurvey](http://www.audit-commission.gov.uk/schoolsurvey)

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**Walsall LEA*****Analysis of responses from: All schools maintained by the authority***

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**Contents:****1 Standard analysis - all participating authorities**

- ♦ The charts indicate the average rating from schools in this authority to each question in the core school survey - illustrated by the solid bars.
- ♦ If the bar is coloured blue, this indicates that the average rating from the schools in this authority is in the top quartile (the top 25%) of all the authorities involved in the survey, based on the average response from schools in each authority. If the bar is coloured red, this LEA is in the bottom quartile (the bottom 25%).
- ♦ The charts indicate the overall average response from all schools in all the 152 participating authorities. This is illustrated by the short black horizontal dash.
- ♦ The charts also indicate the authority with the lowest average rating (a square) and the LEA with the highest average rating (a triangle). These 'min' and 'max' authorities are not named; the figures are indicated in order to show the variation in the survey database.
- ♦ Composition of database:
  - ♦ The database consists of responses from schools in 152 authorities in England and Wales.
  - ♦ The calculation of the average (for both this authority and the overall average) is based on the ratings from all responding schools.
  - ♦ However, the quartile, min and max calculations exclude some authorities. If an authority achieved a response rate of less than the national average (39%), then the authority is excluded from the calculation.

**2 Standard analysis - all participating authorities in the same country**

- ♦ As per above, but the charts provide comparative information for only authorities/schools in the same country (England/Wales) as this authority, rather than all participating authorities.

**3 Percentage analysis**

- ♦ The charts contain a breakdown of the responses from the schools within this authority, examining the percentage of schools which responded using each available category (Very Good to Very Poor, N/A and No answer) to each question.

**4 Longitudinal analysis**

- ♦ This analysis compares the responses from schools in the authority to Summer 2004 survey and the previous survey, conducted in Summer 2003. The charts indicate the mean average response of schools in the LEA to each question in the core school survey for the two years - illustrated by the solid bars.
- ♦ If there is a statistically significant difference between the mean responses to the two surveys, the bar indicating the response to the current survey is coloured - blue if the current response is significantly better than the response to the previous survey, and red if it is significantly worse.
- ♦ Comparisons will only be made for the period covering the 3 years prior to the current (2004) survey, as the survey has changed considerably over time. Therefore, if the 'previous' survey was conducted prior to Summer 2001, the longitudinal analysis has not been produced.
- ♦ Note that surveys conducted prior to the first national survey in 2002 were usually carried out one term in advance of each LEA inspection. The term of the survey, rather than the term of the inspection, will be given in the analysis.

**Authority:****Walsall****Analysis report:****1. Standard analysis - all participating authorities****Analysis of responses from:****All schools maintained by the authority**

1. Standard analysis - all participating authorities  
Analysis of responses from: All schools maintained by the authority

Survey Question	Walsall			All participating authorities						
	Walsall LEA average	Standard deviation	Description of average (on the 5-point scale)	Max (highest LEA average)	Min (lowest LEA average)	All participating authorities average	Standard deviation	First quartile (25th percentile)	Third quartile (75th percentile)	Quartile [which Walsall LEA falls within, where 1 is highest and 4 lowest]
Section A: LEA Strategy										
A1: The effectiveness of the leadership provided by senior officers	1.87	0.78	Between Good and Very Good	1.02	3.49	2.31	0.86	2.00	2.44	1
A2: The effectiveness of the leadership provided by elected members	2.88	0.81	Between Satisfactory and Good	1.95	4.05	2.88	0.86	2.64	3.10	2
A3: The relevance of your LEA's priorities to your school	2.26	0.79	Between Satisfactory and Good	1.76	3.14	2.48	0.85	2.25	2.57	2
A4: The quality of your LEA's strategic planning for school improvement, including the EDP [ESP]	2.19	0.79	Between Satisfactory and Good	1.48	3.04	2.35	0.82	2.08	2.47	2
A5: The effectiveness of your LEA's implementation of its strategic plans for school improvement	2.31	0.81	Between Satisfactory and Good	1.71	3.18	2.50	0.82	2.25	2.64	2
A6: The effectiveness of your LEA's communication with your school	2.28	0.97	Between Satisfactory and Good	1.44	3.31	2.41	0.95	2.11	2.62	2
A7: The extent to which schools influence LEA policies/ plans/ procedures	2.42	0.86	Between Satisfactory and Good	1.68	3.63	2.81	0.91	2.43	2.96	1
A8: Your LEA's consultation on the planning and review of the education budget	2.30	0.86	Between Satisfactory and Good	1.63	3.51	2.67	0.93	2.29	2.86	2
A9: The educational rationale behind the school funding formula	2.31	0.82	Between Satisfactory and Good	1.91	3.78	2.84	0.92	2.51	3.00	1
A10: The effectiveness of LEA support to schools in bidding for external grants	3.09	1.12	Between Poor and Satisfactory	2.28	4.00	3.16	1.03	2.86	3.34	2
A11: Your LEA's effectiveness in encouraging schools to work together	2.26	0.90	Between Satisfactory and Good	1.61	3.42	2.55	0.95	2.25	2.81	2
A12: Your LEA's effectiveness in supporting your school in applying the principles of Best Value [N/A]	2.60	0.75	Between Satisfactory and Good	2.19	3.56	2.83	0.86	2.60	2.99	2
A13: Your LEA's support for the recruitment and retention of teachers	2.74	0.81	Between Satisfactory and Good	1.65	3.79	2.70	0.94	2.42	2.87	3
A14: The effectiveness of your LEA's strategy for managing information and data	2.49	0.88	Between Satisfactory and Good	1.45	3.23	2.52	0.93	2.21	2.73	2
A15: The effectiveness of electronic communication between schools and the LEA	2.53	0.95	Between Satisfactory and Good	1.69	4.07	2.64	0.98	2.22	2.82	2
A16: The Education service's effectiveness in working in partnership with other Council departments and with external agencies	2.72	0.71	Between Satisfactory and Good	2.20	3.87	2.95	0.80	2.67	3.12	2
A17: The quality of your LEA's support for the development of the schools forum [N/A]	2.15	0.79	Between Satisfactory and Good	1.68	3.31	2.58	0.78	2.29	2.71	1
A18: Overall, how good is your LEA's capacity to develop and implement strategy?	2.16	0.80	Between Satisfactory and Good	1.49	3.47	2.54	0.83	2.19	2.73	1

1. Standard analysis - all participating authorities  
Analysis of responses from: All schools maintained by the authority

Survey Question	Walsall			All participating authorities						
	Walsall LEA average	Standard deviation	Description of average (on the 5-point scale)	Max (highest LEA average)	Min (lowest LEA average)	All participating authorities average	Standard deviation	First quartile (25th percentile)	Third quartile (75th percentile)	Quartile [which Walsall LEA falls within, where 1 is highest and 4 lowest]
Section B: Support for School Improvement										
B1: The clarity of your LEA's definition of monitoring, support and intervention	2.28	0.77	Between Satisfactory and Good	1.56	3.06	2.33	0.84	2.09	2.52	2
B2: Your LEA's knowledge and understanding of your school	2.31	0.90	Between Satisfactory and Good	1.66	3.15	2.39	0.98	2.11	2.57	2
B3: Your LEA's effectiveness in challenging your school to perform better	2.21	0.78	Between Satisfactory and Good	1.61	3.02	2.34	0.88	2.10	2.52	2
B4: Your LEA's support to develop self-management (including self-evaluation) in your school	2.35	0.84	Between Satisfactory and Good	1.63	3.13	2.29	0.90	2.03	2.51	3
B5: Your LEA's support in developing leadership and management skills in your school	2.46	0.89	Between Satisfactory and Good	1.73	3.28	2.56	0.96	2.30	2.76	2
B6: Your LEA's support to develop the effectiveness of your governing body	2.58	0.93	Between Satisfactory and Good	1.73	3.44	2.62	0.94	2.32	2.73	2
B7: Your LEA's support for literacy	2.21	0.86	Between Satisfactory and Good	1.34	2.92	2.21	0.84	1.95	2.36	2
B8: Your LEA's support for numeracy	2.35	0.82	Between Satisfactory and Good	1.71	3.20	2.17	0.82	1.97	2.34	4
B9: Your LEA's support for ICT in the curriculum	2.03	0.87	Between Satisfactory and Good	1.52	3.50	2.51	0.98	2.13	2.79	1
B10: Your LEA's support for raising attainment at Key Stage 3	2.24	0.79	Between Satisfactory and Good	1.14	3.80	2.36	0.84	2.08	2.56	2
B11: The effectiveness of your LEA's support for the professional development of teachers, including NQTs	2.37	0.80	Between Satisfactory and Good	1.31	3.57	2.44	0.85	2.15	2.63	2
B12: The quality of your LEA's financial information, including comparative data	2.66	0.95	Between Satisfactory and Good	1.61	3.43	2.50	0.95	2.11	2.75	3
B13: Your LEA's support to your school for using pupil performance data to secure school improvement	2.44	0.91	Between Satisfactory and Good	1.32	3.15	2.35	0.92	2.03	2.55	3
B14: The effectiveness of your LEA's arrangements for disseminating good practice	2.77	0.85	Between Satisfactory and Good	1.76	3.49	2.77	0.87	2.48	3.00	2
B15: Your LEA's support for 14-19 education	2.88	0.94	Between Satisfactory and Good	1.50	3.80	2.73	0.93	2.29	2.94	3
B16: Your LEA's support for early years education	2.48	0.87	Between Satisfactory and Good	1.63	3.47	2.39	0.92	2.14	2.58	3
B17: Overall, how good is your LEA's capacity to support school improvement?	2.30	0.78	Between Satisfactory and Good	1.54	3.25	2.41	0.82	2.13	2.60	2

1. Standard analysis - all participating authorities  
Analysis of responses from: All schools maintained by the authority

Survey Question	Walsall			All participating authorities						
	Walsall LEA average	Standard deviation	Description of average (on the 5-point scale)	Max (highest LEA average)	Min (lowest LEA average)	All participating authorities average	Standard deviation	First quartile (25th percentile)	Third quartile (75th percentile)	Quartile [which Walsall LEA falls within, where 1 is highest and 4 lowest]
Section C: Facilitating Access to Services including Management Support Services										
C1: The clarity of service specification for services offered by your LEA	2.67	0.82	Between Satisfactory and Good	1.84	3.23	2.61	0.78	2.40	2.77	3
C2: Your LEA's support to make you an effective purchaser of traded services, whether from the LEA or from external providers	2.97	0.91	Between Satisfactory and Good	2.33	3.81	2.94	0.86	2.73	3.13	3
C3: The quality of financial support and advice	2.69	0.97	Between Satisfactory and Good	1.46	3.56	2.24	0.98	1.91	2.55	4
C4: The quality of payroll services	2.20	0.79	Between Satisfactory and Good	1.61	4.65	2.45	1.02	2.11	2.86	2
C5: The quality of professional personnel advice and casework	1.98	0.72	Between Good and Very Good	1.33	3.44	2.18	0.94	1.91	2.47	2
C6: The quality of building maintenance services	2.80	0.87	Between Satisfactory and Good	2.27	4.45	3.07	0.98	2.83	3.29	1
C7: The quality of programming and management of building projects	2.89	0.96	Between Satisfactory and Good	2.08	4.00	3.03	1.03	2.73	3.29	2
C8: The quality of technical support for ICT	1.97	0.79	Between Good and Very Good	1.65	4.53	2.80	1.05	2.33	3.10	1
C9: The quality of the facilities management services; cleaning, grounds maintenance and caretaking	2.87	0.84	Between Satisfactory and Good	2.11	3.91	2.86	0.88	2.63	3.11	3
C10: The quality of the catering service	3.11	1.02	Between Poor and Satisfactory	1.97	4.22	2.92	1.01	2.59	3.16	3
C11: Overall, how good is your LEA's capacity to facilitate access to high quality services?	2.70	0.75	Between Satisfactory and Good	2.29	3.60	2.82	0.76	2.61	3.05	2



1. Standard analysis - all participating authorities  
Analysis of responses from: All schools maintained by the authority

Survey Question	Walsall			All participating authorities						
	Walsall LEA average	Standard deviation	Description of average (on the 5-point scale)	Max (highest LEA average)	Min (lowest LEA average)	All participating authorities average	Standard deviation	First quartile (25th percentile)	Third quartile (75th percentile)	Quartile [which Walsall LEA falls within, where 1 is highest and 4 lowest]
Section D: Access/Promoting Social Inclusion										
D1: The effectiveness of your LEA's planning of school places	2.51	0.74	Between Satisfactory and Good	2.00	3.53	2.85	0.88	2.51	3.05	2
D2: The transparency of your LEA's asset management planning process	2.80	0.91	Between Satisfactory and Good	1.91	3.92	2.86	0.87	2.58	3.10	2
D3: The effectiveness of your LEA's co-ordination of the admissions process	2.35	0.87	Between Satisfactory and Good	1.70	3.79	2.73	0.91	2.35	2.93	1
D4: The effectiveness of your LEA's support for promoting pupil attendance	2.33	0.85	Between Satisfactory and Good	1.60	3.23	2.58	0.90	2.20	2.71	2
D5: Your LEA's management of the procedures for re-admission of excluded pupils	2.82	0.81	Between Satisfactory and Good	1.59	3.75	2.96	0.90	2.59	3.15	2
D6: The effectiveness of your LEA's support for gifted and talented pupils	2.89	0.83	Between Satisfactory and Good	2.19	3.83	2.89	0.83	2.69	3.03	2
D7: The effectiveness of LEA support for meeting the needs of pupils with English as an additional language	2.64	0.85	Between Satisfactory and Good	1.73	4.00	2.75	0.89	2.50	3.00	2
D8: The effectiveness of LEA support for meeting the needs of pupils from minority ethnic groups, refugees and Travellers	2.76	0.83	Between Satisfactory and Good	1.91	3.46	2.70	0.85	2.50	2.95	3
D9: The effectiveness of LEA support for looked-after children	2.84	0.88	Between Satisfactory and Good	2.00	3.18	2.70	0.81	2.44	2.85	3
D10: The effectiveness of LEA support for combating racism	2.51	0.79	Between Satisfactory and Good	1.90	3.26	2.61	0.76	2.39	2.74	2
D11: The effectiveness of LEA support for child welfare and protection	2.51	0.83	Between Satisfactory and Good	1.57	3.08	2.53	0.84	2.26	2.73	2
D12: The effectiveness of LEA support for health and safety in your school	2.78	0.85	Between Satisfactory and Good	1.74	3.41	2.50	0.86	2.29	2.67	4
D13: The reliability of home to school transport	2.69	0.93	Between Satisfactory and Good	1.88	3.25	2.61	0.85	2.45	2.79	3
D14: Overall, how well does your LEA promote access to education and social inclusion?	2.55	0.79	Between Satisfactory and Good	1.80	3.13	2.62	0.73	2.38	2.78	2

1. Standard analysis - all participating authorities  
Analysis of responses from: All schools maintained by the authority

Survey Question	Walsall			All participating authorities						
	Walsall LEA average	Standard deviation	Description of average (on the 5-point scale)	Max (highest LEA average)	Min (lowest LEA average)	All participating authorities average	Standard deviation	First quartile (25th percentile)	Third quartile (75th percentile)	Quartile [which Walsall LEA falls within, where 1 is highest and 4 lowest]
Section E: Special Educational Needs										
E1: The quality of your LEA's SEN strategy	2.36	0.86	Between Satisfactory and Good	1.78	3.47	2.74	0.88	2.39	2.89	1
E2: Your LEA's planning of SEN provision to meet identified needs	2.59	0.93	Between Satisfactory and Good	1.81	3.69	2.90	0.89	2.52	3.02	2
E3: The clarity of your LEA's rationale for the deployment of SEN funding	2.47	0.87	Between Satisfactory and Good	2.09	3.81	3.00	0.93	2.70	3.14	1
E4: The efficiency with which statutory assessments of pupils with SEN are made	3.27	0.90	Between Poor and Satisfactory	2.09	4.02	3.05	0.93	2.64	3.15	4
E5: Your LEA's effectiveness in developing your school's capacity to meet the needs of pupils with SEN	3.05	0.99	Between Poor and Satisfactory	2.06	3.60	3.07	0.93	2.70	3.22	2
E6: Your LEA's effectiveness in monitoring the progress of pupils with SEN at your school	3.17	0.91	Between Poor and Satisfactory	1.88	3.68	3.00	0.89	2.71	3.17	4
E7: The effectiveness of learning support [The effectiveness of the LEA's services to support the learning of pupils with the full range of SEN]	2.60	0.93	Between Satisfactory and Good	1.74	3.70	2.73	0.88	2.53	2.89	2
E8: The effectiveness of behaviour support	3.38	1.06	Between Poor and Satisfactory	1.71	3.82	2.91	1.04	2.52	3.08	4
E9: The effectiveness of educational psychology support	2.82	0.86	Between Satisfactory and Good	1.66	3.71	2.80	1.05	2.41	2.89	3
E10: Overall, how good is your LEA's capacity to support special educational needs?	2.86	0.88	Between Satisfactory and Good	1.97	3.67	2.93	0.84	2.56	3.08	2

1. Standard analysis - all participating authorities  
Analysis of responses from: All schools maintained by the authority

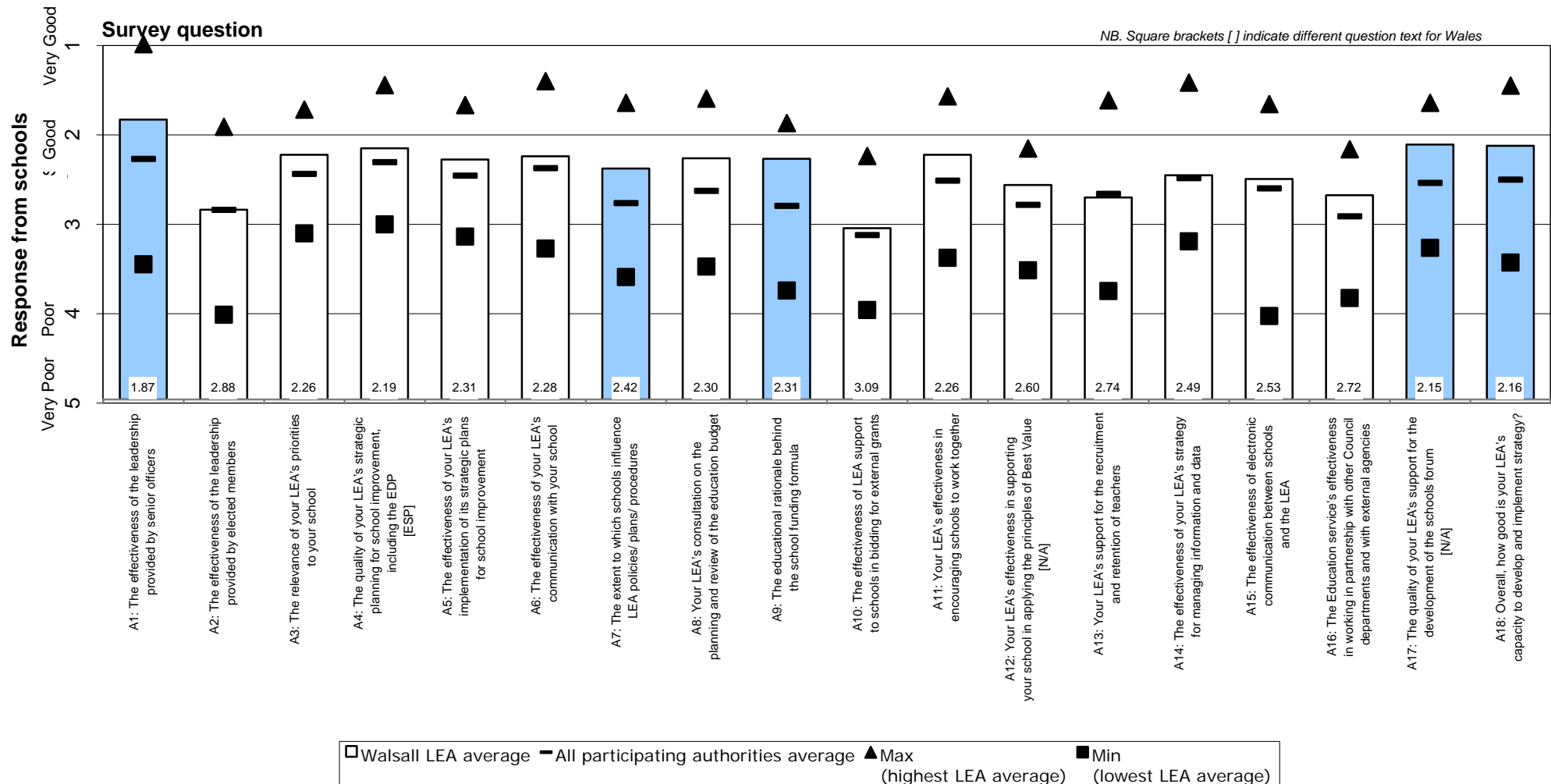
Survey Question	Walsall			All participating authorities						
	Walsall LEA average	Standard deviation	Description of average (on the 5-point scale)	Max (highest LEA average)	Min (lowest LEA average)	All participating authorities average	Standard deviation	First quartile (25th percentile)	Third quartile (75th percentile)	Quartile [which Walsall LEA falls within, where 1 is highest and 4 lowest]
Section W: Questions specific to Wales										
W1: The effectiveness of the LEA's arrangements for securing access to Welsh medium education			Between Good and Very Good	1.87	2.57	2.13	0.82	2.05	2.48	1
W2: The quality of the LEA's support for the Welsh language to meet the varied needs of different users			Between Good and Very Good	1.74	3.07	2.33	0.89	2.19	2.65	1
W3: How effectively the LEA secures Welsh-medium curriculum support for schools			Between Good and Very Good	1.96	3.27	2.36	0.89	2.28	2.65	1
W4: The effectiveness of the LEA in supporting the delivery of Y Cwricwlwm Cymreig			Between Good and Very Good	2.26	3.22	2.58	0.89	2.59	2.88	1
W5: The extent to which the LEA has been able to represent schools' interests in the local Community Council for Education and Training (CCET)			Between Good and Very Good	2.20	3.00	2.55	0.87	2.50	2.79	1
W6: The effectiveness of the LEA's assessment of and provision for pupils with SEN through the medium of Welsh			Between Good and Very Good	2.57	3.80	2.90	0.99	3.00	3.42	1

1. Standard analysis - all participating authorities  
Analysis of responses from: All schools maintained by the authority

If the LEA mean is shaded in blue, it is in the top 25% of LEAs in the comparison  
If the LEA mean is shaded in red it is in the bottom 25% of LEAs in the comparison

107 out of 130 schools responded to the survey, a response rate of 82%

## Section A: LEA Strategy

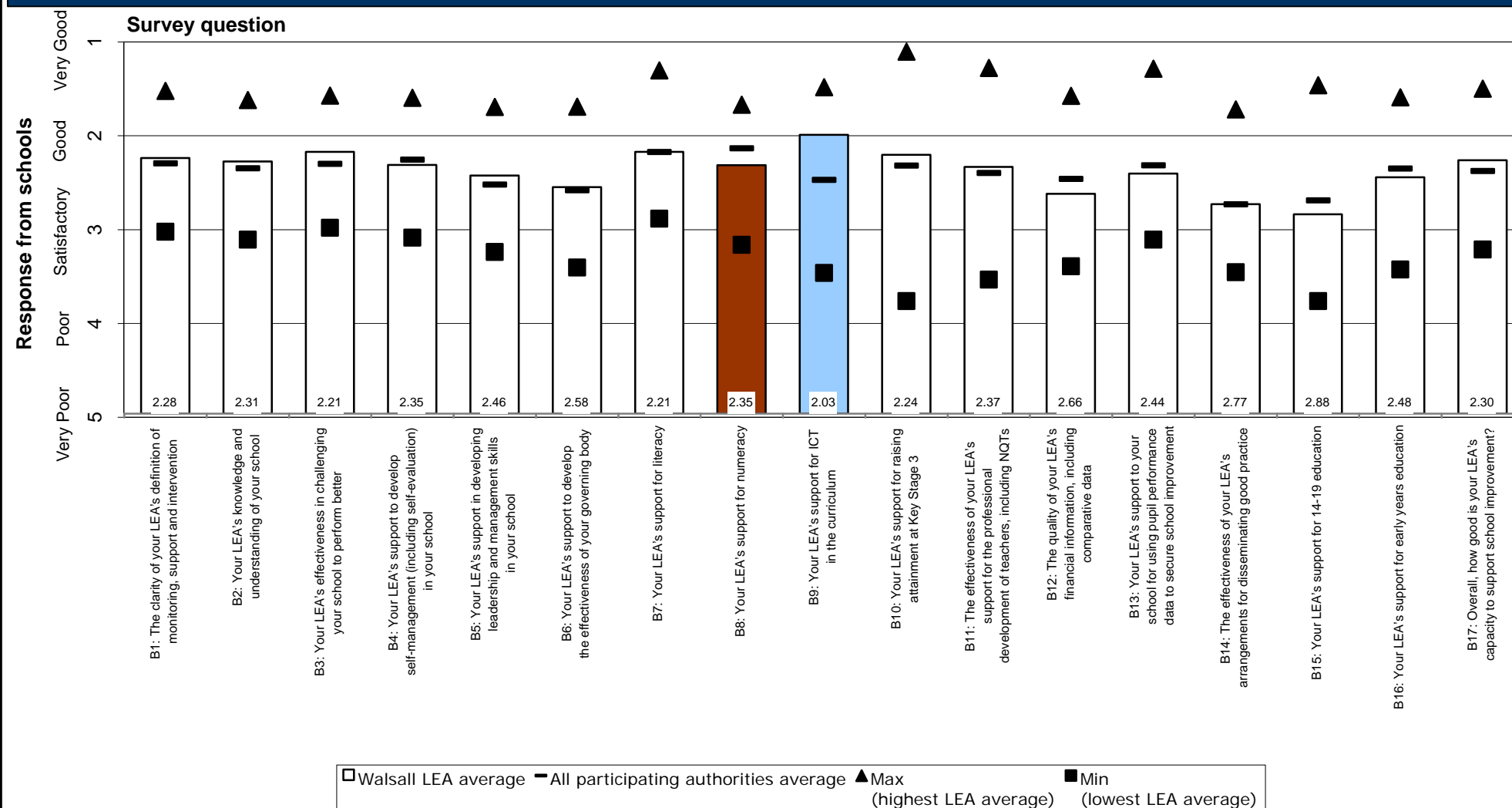


If the LEA mean is shaded in blue, it is in the top 25% of LEAs in the comparison

If the LEA mean is shaded in red it is in the bottom 25% of LEAs in the comparison

107 out of 130 schools responded to the survey, a response rate of 82%

## Section B: Support for School Improvement

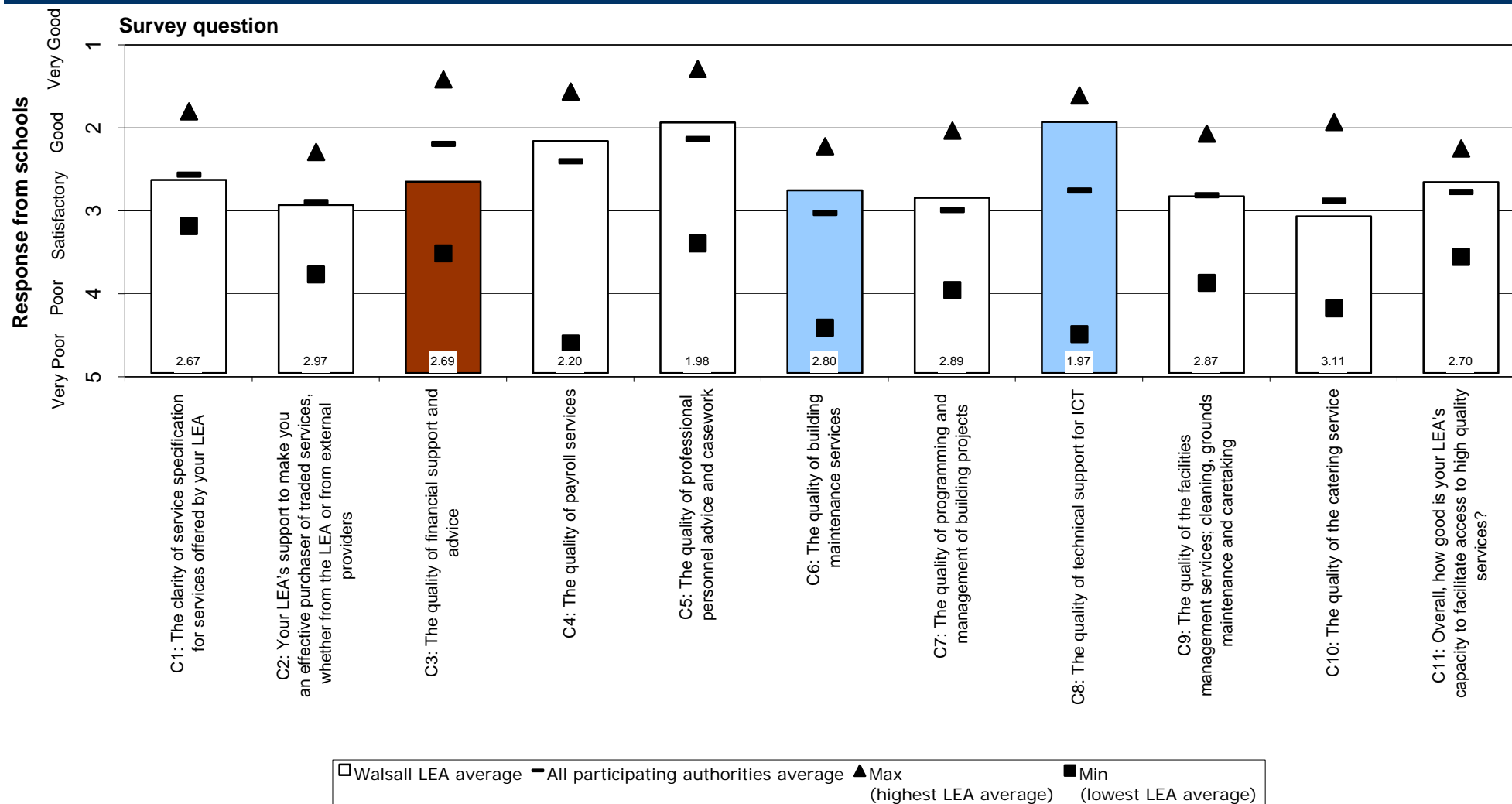


If the LEA mean is shaded in blue, it is in the top 25% of LEAs in the comparison

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## Section C: Facilitating Access to Services including Management Support Services

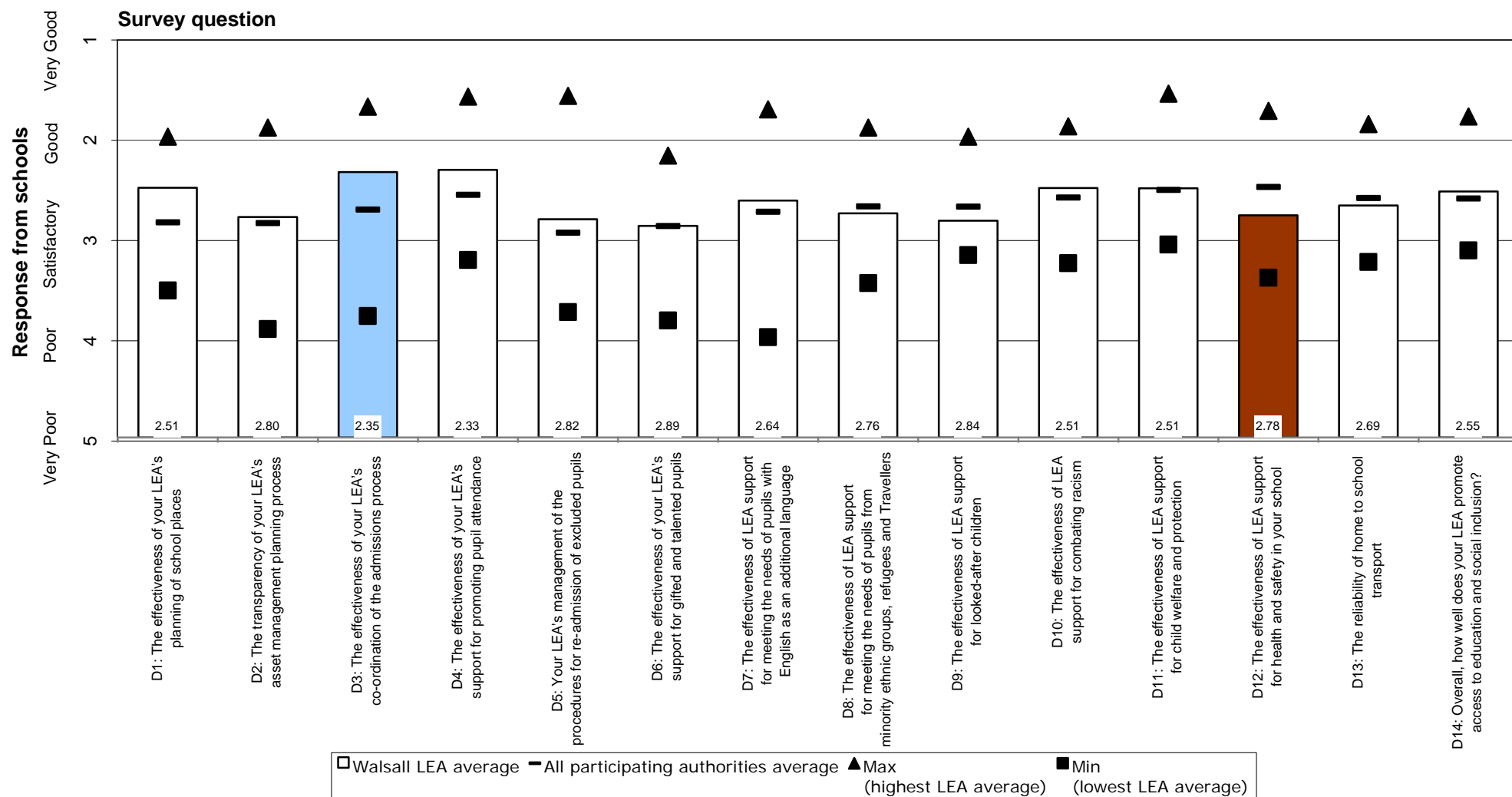


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## Section D: Access/Promoting Social Inclusion

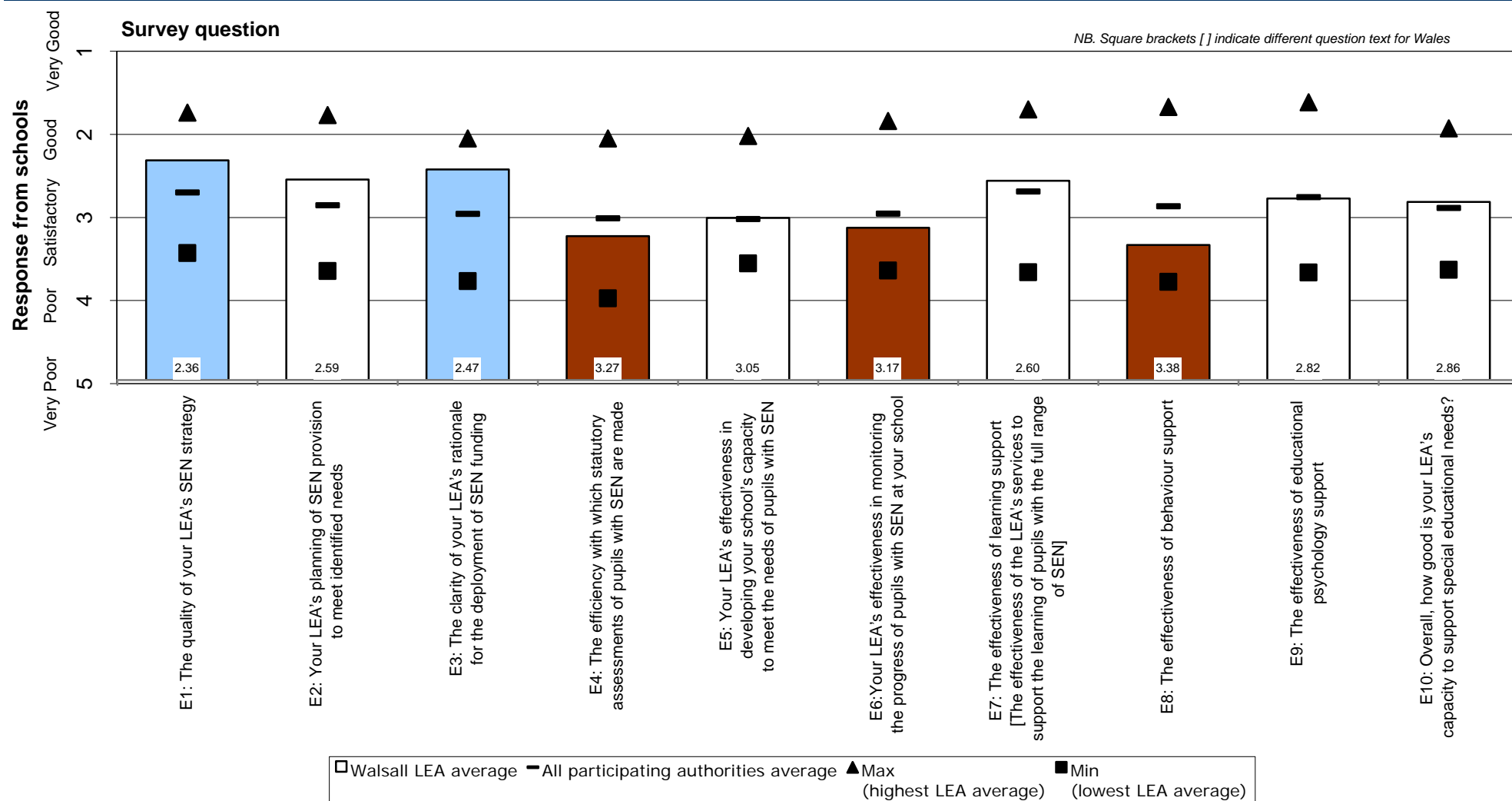


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## Section E: Special Educational Needs



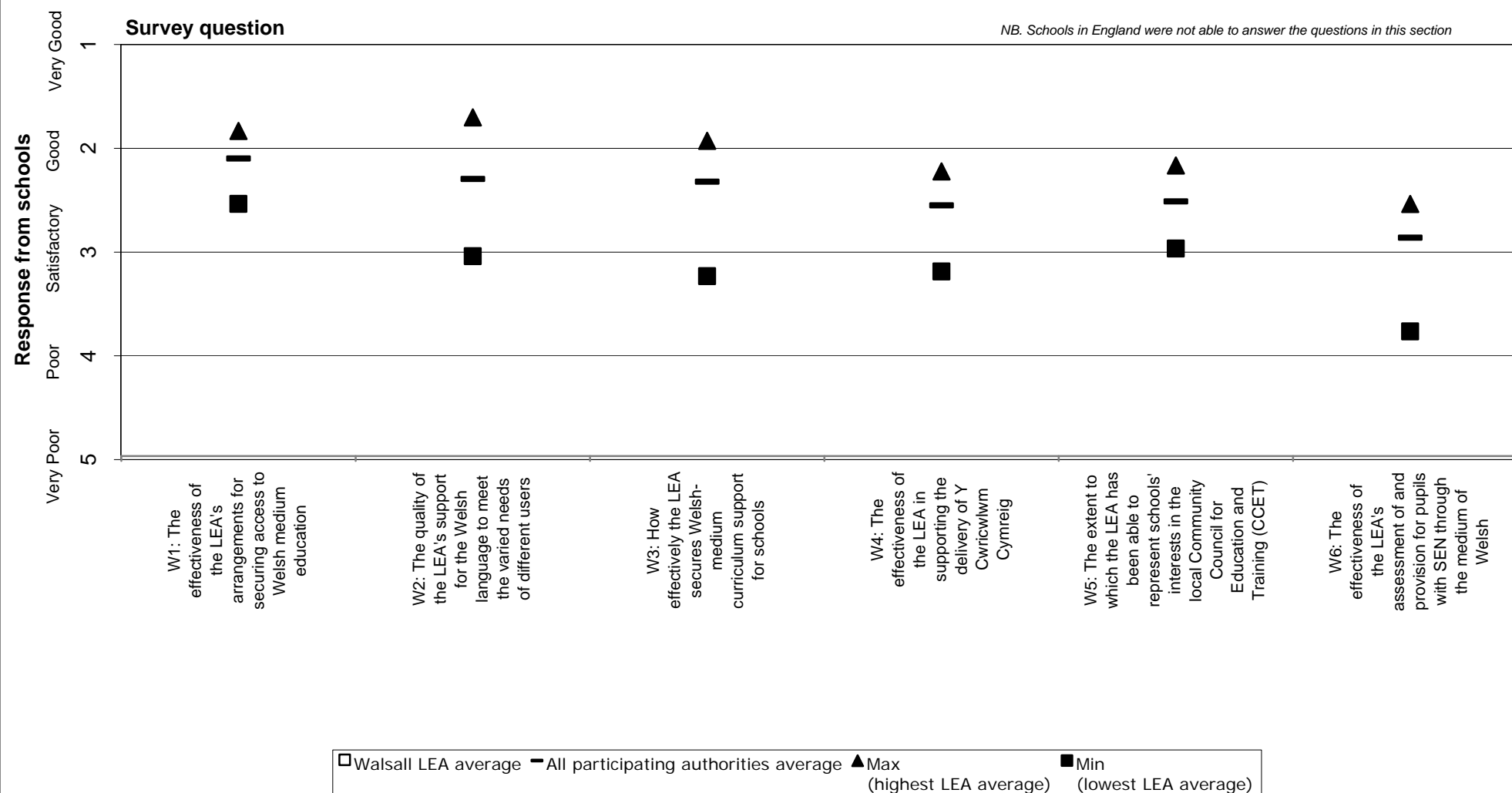


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107 out of 130 schools responded to the survey, a response rate of 82%

## Section W: Questions specific to Wales



**Authority:**

**Walsall LEA**

**Analysis report:**

**2. Standard analysis - all participating authorities  
in the same country**

**Analysis of responses from:**

**All schools maintained by the authority**

2. Standard analysis - all participating authorities in the same country  
Analysis of responses from: All schools maintained by the authority

Survey Question	Walsall			All participating authorities in England						
	Walsall LEA average	Standard deviation	Description of average (on the 5-point scale)	Max (highest LEA average)	Min (lowest LEA average)	All participating authorities in England average	Standard deviation	First quartile (25th percentile)	Third quartile (75th percentile)	Quartile [which Walsall LEA falls within, where 1 is highest and 4 lowest]
Section A: LEA Strategy										
A1: The effectiveness of the leadership provided by senior officers	1.87	0.78	Between Good and Very Good	1.02	3.49	2.33	0.86	2.07	2.46	1
A2: The effectiveness of the leadership provided by elected members	2.88	0.81	Between Satisfactory and Good	1.95	4.05	2.88	0.85	2.65	3.08	2
A3: The relevance of your LEA's priorities to your school	2.26	0.79	Between Satisfactory and Good	1.76	3.14	2.50	0.85	2.28	2.58	1
A4: The quality of your LEA's strategic planning for school improvement, including the EDP [ESP]	2.19	0.79	Between Satisfactory and Good	1.48	3.04	2.37	0.82	2.09	2.48	2
A5: The effectiveness of your LEA's implementation of its strategic plans for school improvement	2.31	0.81	Between Satisfactory and Good	1.71	3.18	2.52	0.82	2.28	2.67	2
A6: The effectiveness of your LEA's communication with your school	2.28	0.97	Between Satisfactory and Good	1.44	3.31	2.45	0.95	2.19	2.63	2
A7: The extent to which schools influence LEA policies/ plans/ procedures	2.42	0.86	Between Satisfactory and Good	1.68	3.63	2.83	0.90	2.47	2.97	1
A8: Your LEA's consultation on the planning and review of the education budget	2.30	0.86	Between Satisfactory and Good	1.63	3.51	2.68	0.92	2.29	2.88	2
A9: The educational rationale behind the school funding formula	2.31	0.82	Between Satisfactory and Good	1.91	3.78	2.84	0.92	2.49	2.99	1
A10: The effectiveness of LEA support to schools in bidding for external grants	3.09	1.12	Between Poor and Satisfactory	2.28	4.00	3.19	1.03	2.92	3.35	2
A11: Your LEA's effectiveness in encouraging schools to work together	2.26	0.90	Between Satisfactory and Good	1.61	3.42	2.58	0.95	2.35	2.84	1
A12: Your LEA's effectiveness in supporting your school in applying the principles of Best Value [N/A]	2.60	0.75	Between Satisfactory and Good	2.19	3.56	2.83	0.86	2.60	2.99	2
A13: Your LEA's support for the recruitment and retention of teachers	2.74	0.81	Between Satisfactory and Good	1.65	3.79	2.71	0.94	2.42	2.85	3
A14: The effectiveness of your LEA's strategy for managing information and data	2.49	0.88	Between Satisfactory and Good	1.45	3.23	2.56	0.93	2.26	2.75	2
A15: The effectiveness of electronic communication between schools and the LEA	2.53	0.95	Between Satisfactory and Good	1.69	4.07	2.68	0.98	2.34	2.83	2
A16: The Education service's effectiveness in working in partnership with other Council departments and with external agencies	2.72	0.71	Between Satisfactory and Good	2.20	3.87	2.98	0.80	2.70	3.15	2
A17: The quality of your LEA's support for the development of the schools forum [N/A]	2.15	0.79	Between Satisfactory and Good	1.68	3.31	2.58	0.78	2.29	2.71	1
A18: Overall, how good is your LEA's capacity to develop and implement strategy?	2.16	0.80	Between Satisfactory and Good	1.49	3.47	2.56	0.83	2.26	2.74	1

2. Standard analysis - all participating authorities in the same country  
Analysis of responses from: All schools maintained by the authority

Survey Question	Walsall			All participating authorities in England						
	Walsall LEA average	Standard deviation	Description of average (on the 5-point scale)	Max (highest LEA average)	Min (lowest LEA average)	All participating authorities in England average	Standard deviation	First quartile (25th percentile)	Third quartile (75th percentile)	Quartile [which Walsall LEA falls within, where 1 is highest and 4 lowest]
Section B: Support for School Improvement										
B1: The clarity of your LEA's definition of monitoring, support and intervention	2.28	0.77	Between Satisfactory and Good	1.56	3.06	2.34	0.85	2.10	2.52	2
B2: Your LEA's knowledge and understanding of your school	2.31	0.90	Between Satisfactory and Good	1.66	3.15	2.41	0.98	2.14	2.59	2
B3: Your LEA's effectiveness in challenging your school to perform better	2.21	0.78	Between Satisfactory and Good	1.61	3.02	2.35	0.88	2.13	2.52	2
B4: Your LEA's support to develop self-management (including self-evaluation) in your school	2.35	0.84	Between Satisfactory and Good	1.63	3.13	2.30	0.90	2.12	2.50	3
B5: Your LEA's support in developing leadership and management skills in your school	2.46	0.89	Between Satisfactory and Good	1.73	3.28	2.58	0.96	2.37	2.78	2
B6: Your LEA's support to develop the effectiveness of your governing body	2.58	0.93	Between Satisfactory and Good	1.83	3.44	2.65	0.94	2.35	2.79	2
B7: Your LEA's support for literacy	2.21	0.86	Between Satisfactory and Good	1.34	2.92	2.24	0.84	1.96	2.39	2
B8: Your LEA's support for numeracy	2.35	0.82	Between Satisfactory and Good	1.71	2.84	2.18	0.82	1.96	2.35	3
B9: Your LEA's support for ICT in the curriculum	2.03	0.87	Between Satisfactory and Good	1.52	3.50	2.53	0.98	2.15	2.82	1
B10: Your LEA's support for raising attainment at Key Stage 3	2.24	0.79	Between Satisfactory and Good	1.14	3.09	2.34	0.82	2.00	2.49	2
B11: The effectiveness of your LEA's support for the professional development of teachers, including NQTs	2.37	0.80	Between Satisfactory and Good	1.31	3.57	2.46	0.86	2.23	2.70	2
B12: The quality of your LEA's financial information, including comparative data	2.66	0.95	Between Satisfactory and Good	1.61	3.43	2.52	0.94	2.15	2.79	3
B13: Your LEA's support to your school for using pupil performance data to secure school improvement	2.44	0.91	Between Satisfactory and Good	1.32	3.15	2.37	0.92	2.06	2.56	3
B14: The effectiveness of your LEA's arrangements for disseminating good practice	2.77	0.85	Between Satisfactory and Good	2.07	3.49	2.80	0.86	2.57	2.99	2
B15: Your LEA's support for 14-19 education	2.88	0.94	Between Satisfactory and Good	1.50	3.80	2.75	0.94	2.29	2.94	3
B16: Your LEA's support for early years education	2.48	0.87	Between Satisfactory and Good	1.63	3.47	2.42	0.91	2.19	2.58	3
B17: Overall, how good is your LEA's capacity to support school improvement?	2.30	0.78	Between Satisfactory and Good	1.54	3.25	2.44	0.82	2.16	2.63	2

2. Standard analysis - all participating authorities in the same country  
Analysis of responses from: All schools maintained by the authority

Survey Question	Walsall			All participating authorities in England						
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Section C: Facilitating Access to Services including Management Support Services										
C1: The clarity of service specification for services offered by your LEA	2.67	0.82	Between Satisfactory and Good	1.84	3.23	2.62	0.78	2.41	2.78	3
C2: Your LEA's support to make you an effective purchaser of traded services, whether from the LEA or from external providers	2.97	0.91	Between Satisfactory and Good	2.33	3.81	2.95	0.86	2.79	3.15	3
C3: The quality of financial support and advice	2.69	0.97	Between Satisfactory and Good	1.46	3.56	2.27	0.98	1.92	2.64	4
C4: The quality of payroll services	2.20	0.79	Between Satisfactory and Good	1.65	4.65	2.50	1.03	2.16	2.99	2
C5: The quality of professional personnel advice and casework	1.98	0.72	Between Good and Very Good	1.33	3.44	2.17	0.95	1.90	2.47	2
C6: The quality of building maintenance services	2.80	0.87	Between Satisfactory and Good	2.27	4.45	3.08	0.98	2.84	3.28	1
C7: The quality of programming and management of building projects	2.89	0.96	Between Satisfactory and Good	2.13	4.00	3.04	1.03	2.75	3.28	2
C8: The quality of technical support for ICT	1.97	0.79	Between Good and Very Good	1.65	4.53	2.84	1.05	2.48	3.17	1
C9: The quality of the facilities management services; cleaning, grounds maintenance and caretaking	2.87	0.84	Between Satisfactory and Good	2.11	3.91	2.88	0.88	2.66	3.14	2
C10: The quality of the catering service	3.11	1.02	Between Poor and Satisfactory	2.20	4.22	2.97	1.01	2.63	3.29	3
C11: Overall, how good is your LEA's capacity to facilitate access to high quality services?	2.70	0.75	Between Satisfactory and Good	2.29	3.60	2.84	0.76	2.61	3.09	2

2. Standard analysis - all participating authorities in the same country  
Analysis of responses from: All schools maintained by the authority

Survey Question	Walsall			All participating authorities in England						
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Section D: Access/Promoting Social Inclusion										
D1: The effectiveness of your LEA's planning of school places	2.51	0.74	Between Satisfactory and Good	2.00	3.53	2.88	0.88	2.52	3.05	1
D2: The transparency of your LEA's asset management planning process	2.80	0.91	Between Satisfactory and Good	1.91	3.92	2.86	0.87	2.58	3.06	2
D3: The effectiveness of your LEA's co-ordination of the admissions process	2.35	0.87	Between Satisfactory and Good	1.70	3.79	2.75	0.91	2.37	2.92	1
D4: The effectiveness of your LEA's support for promoting pupil attendance	2.33	0.85	Between Satisfactory and Good	1.60	3.23	2.60	0.90	2.26	2.71	2
D5: Your LEA's management of the procedures for re-admission of excluded pupils	2.82	0.81	Between Satisfactory and Good	1.59	3.73	2.98	0.90	2.64	3.18	2
D6: The effectiveness of your LEA's support for gifted and talented pupils	2.89	0.83	Between Satisfactory and Good	2.19	3.53	2.88	0.82	2.68	3.00	3
D7: The effectiveness of LEA support for meeting the needs of pupils with English as an additional language	2.64	0.85	Between Satisfactory and Good	1.73	4.00	2.78	0.89	2.60	3.00	2
D8: The effectiveness of LEA support for meeting the needs of pupils from minority ethnic groups, refugees and Travellers	2.76	0.83	Between Satisfactory and Good	1.91	3.29	2.71	0.85	2.54	2.96	3
D9: The effectiveness of LEA support for looked-after children	2.84	0.88	Between Satisfactory and Good	2.00	3.18	2.72	0.80	2.53	2.85	3
D10: The effectiveness of LEA support for combating racism	2.51	0.79	Between Satisfactory and Good	1.90	3.26	2.62	0.76	2.41	2.79	2
D11: The effectiveness of LEA support for child welfare and protection	2.51	0.83	Between Satisfactory and Good	1.57	3.08	2.55	0.84	2.27	2.74	2
D12: The effectiveness of LEA support for health and safety in your school	2.78	0.85	Between Satisfactory and Good	1.74	3.41	2.51	0.87	2.30	2.66	4
D13: The reliability of home to school transport	2.69	0.93	Between Satisfactory and Good	1.88	3.25	2.63	0.85	2.45	2.78	3
D14: Overall, how well does your LEA promote access to education and social inclusion?	2.55	0.79	Between Satisfactory and Good	1.80	3.13	2.63	0.73	2.41	2.78	2

2. Standard analysis - all participating authorities in the same country  
Analysis of responses from: All schools maintained by the authority

Survey Question	Walsall			All participating authorities in England						
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Section E: Special Educational Needs										
E1: The quality of your LEA's SEN strategy	2.36	0.86	Between Satisfactory and Good	1.78	3.33	2.77	0.88	2.41	2.94	1
E2: Your LEA's planning of SEN provision to meet identified needs	2.59	0.93	Between Satisfactory and Good	1.81	3.56	2.92	0.90	2.57	3.07	2
E3: The clarity of your LEA's rationale for the deployment of SEN funding	2.47	0.87	Between Satisfactory and Good	2.09	3.81	3.02	0.92	2.70	3.14	1
E4: The efficiency with which statutory assessments of pupils with SEN are made	3.27	0.90	Between Poor and Satisfactory	2.09	3.55	3.08	0.93	2.76	3.20	4
E5: Your LEA's effectiveness in developing your school's capacity to meet the needs of pupils with SEN	3.05	0.99	Between Poor and Satisfactory	2.06	3.59	3.10	0.93	2.79	3.26	2
E6: Your LEA's effectiveness in monitoring the progress of pupils with SEN at your school	3.17	0.91	Between Poor and Satisfactory	1.88	3.68	3.02	0.88	2.73	3.20	3
E7: The effectiveness of learning support [The effectiveness of the LEA's services to support the learning of pupils with the full range of SEN]	2.60	0.93	Between Satisfactory and Good	1.74	3.44	2.72	0.89	2.49	2.89	2
E8: The effectiveness of behaviour support	3.38	1.06	Between Poor and Satisfactory	1.71	3.82	2.92	1.05	2.51	3.15	4
E9: The effectiveness of educational psychology support	2.82	0.86	Between Satisfactory and Good	1.66	3.71	2.82	1.06	2.43	2.90	3
E10: Overall, how good is your LEA's capacity to support special educational needs?	2.86	0.88	Between Satisfactory and Good	1.97	3.50	2.95	0.84	2.61	3.14	2

2. Standard analysis - all participating authorities in the same country  
Analysis of responses from: All schools maintained by the authority

Survey Question	Walsall			All participating authorities in England						
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Section W: Questions specific to Wales										
W1: The effectiveness of the LEA's arrangements for securing access to Welsh medium education										
W2: The quality of the LEA's support for the Welsh language to meet the varied needs of different users										
W3: How effectively the LEA secures Welsh-medium curriculum support for schools										
W4: The effectiveness of the LEA in supporting the delivery of Y Cwricwlwm Cymreig										
W5: The extent to which the LEA has been able to represent schools' interests in the local Community Council for Education and Training (CCET)										
W6: The effectiveness of the LEA's assessment of and provision for pupils with SEN through the medium of Welsh										

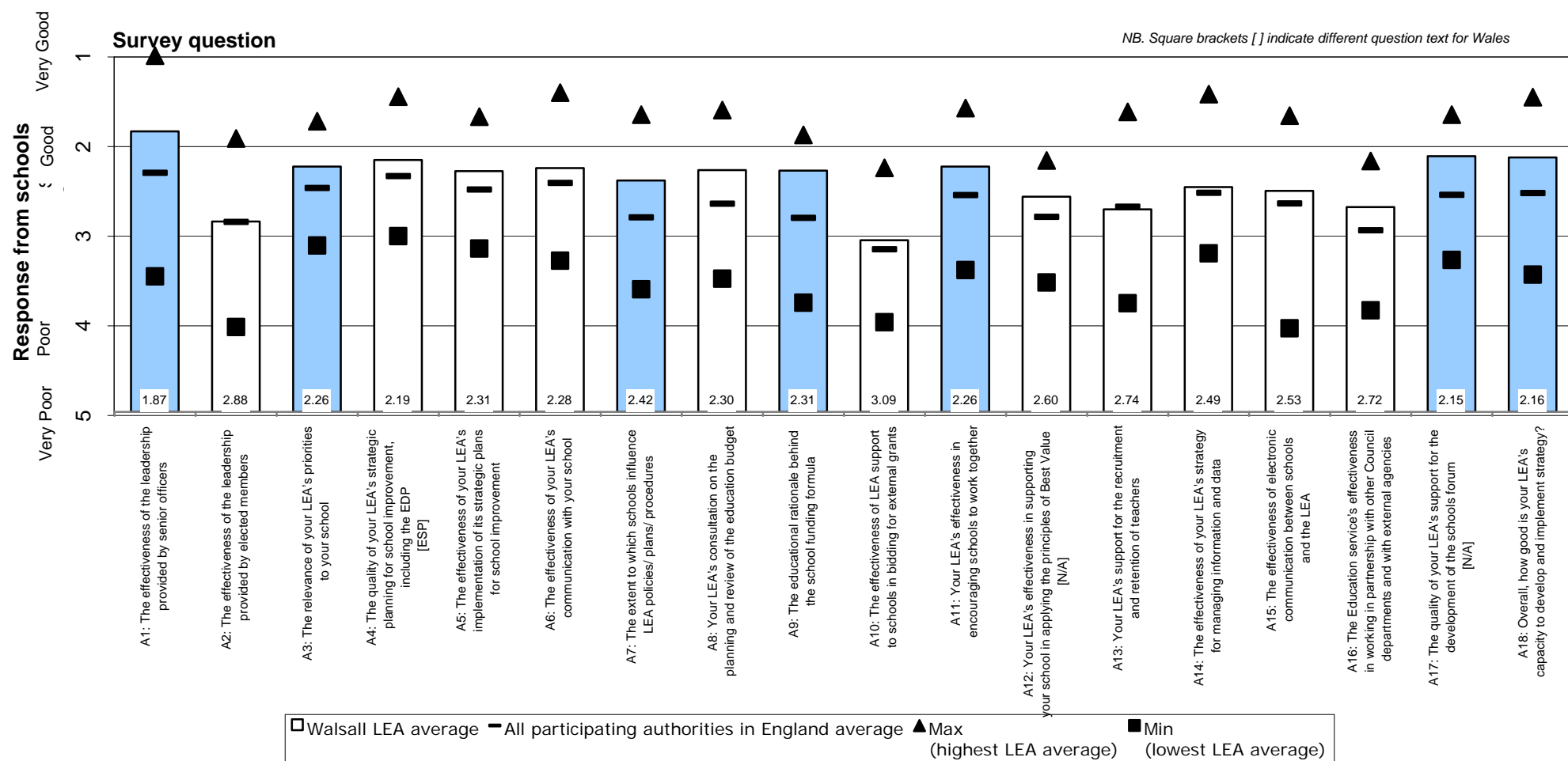


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Analysis of responses from: All schools maintained by the authority

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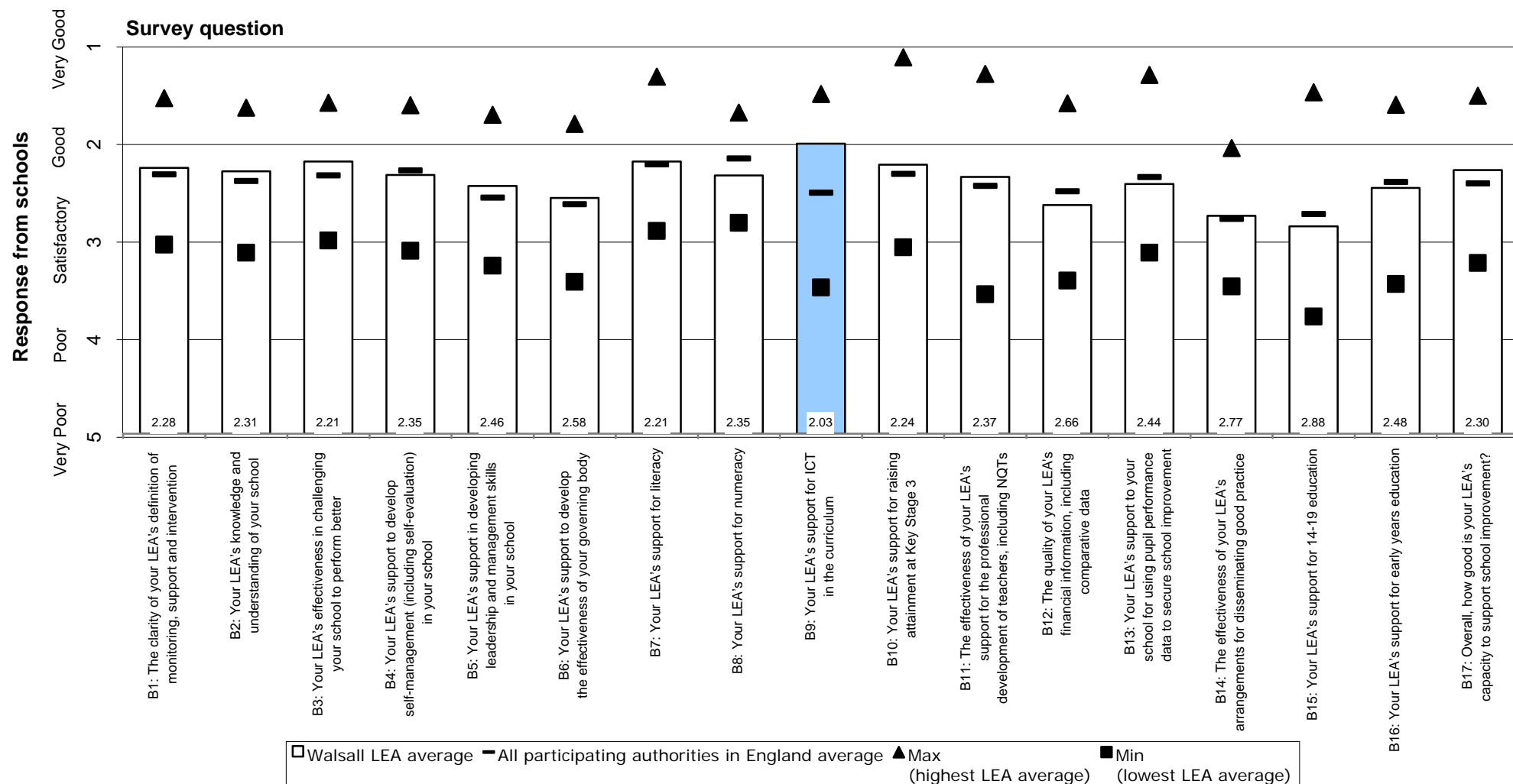
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**Section A: LEA Strategy**


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## Section B: Support for School Improvement

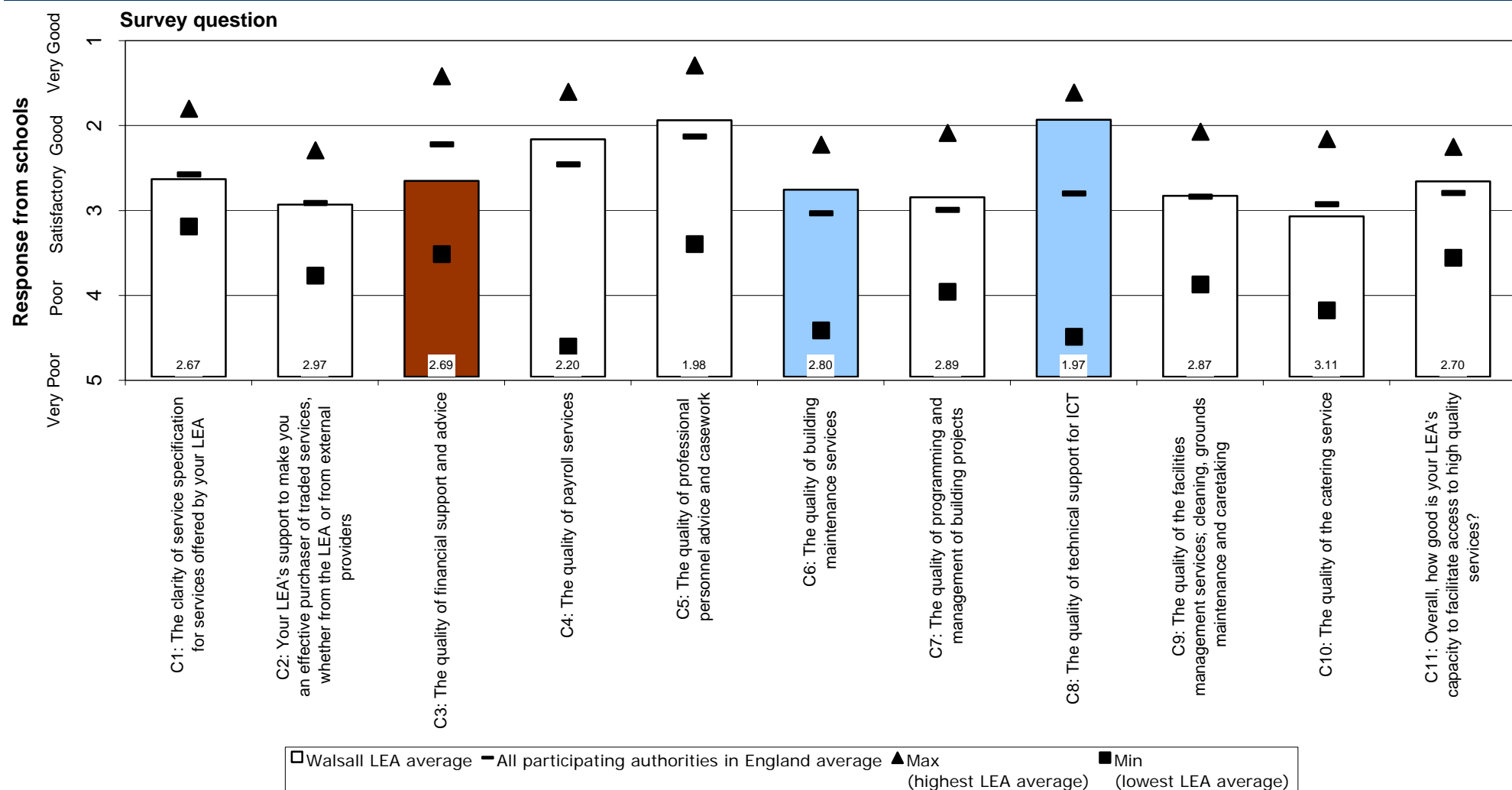


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## Section C: Facilitating Access to Services including Management Support Services



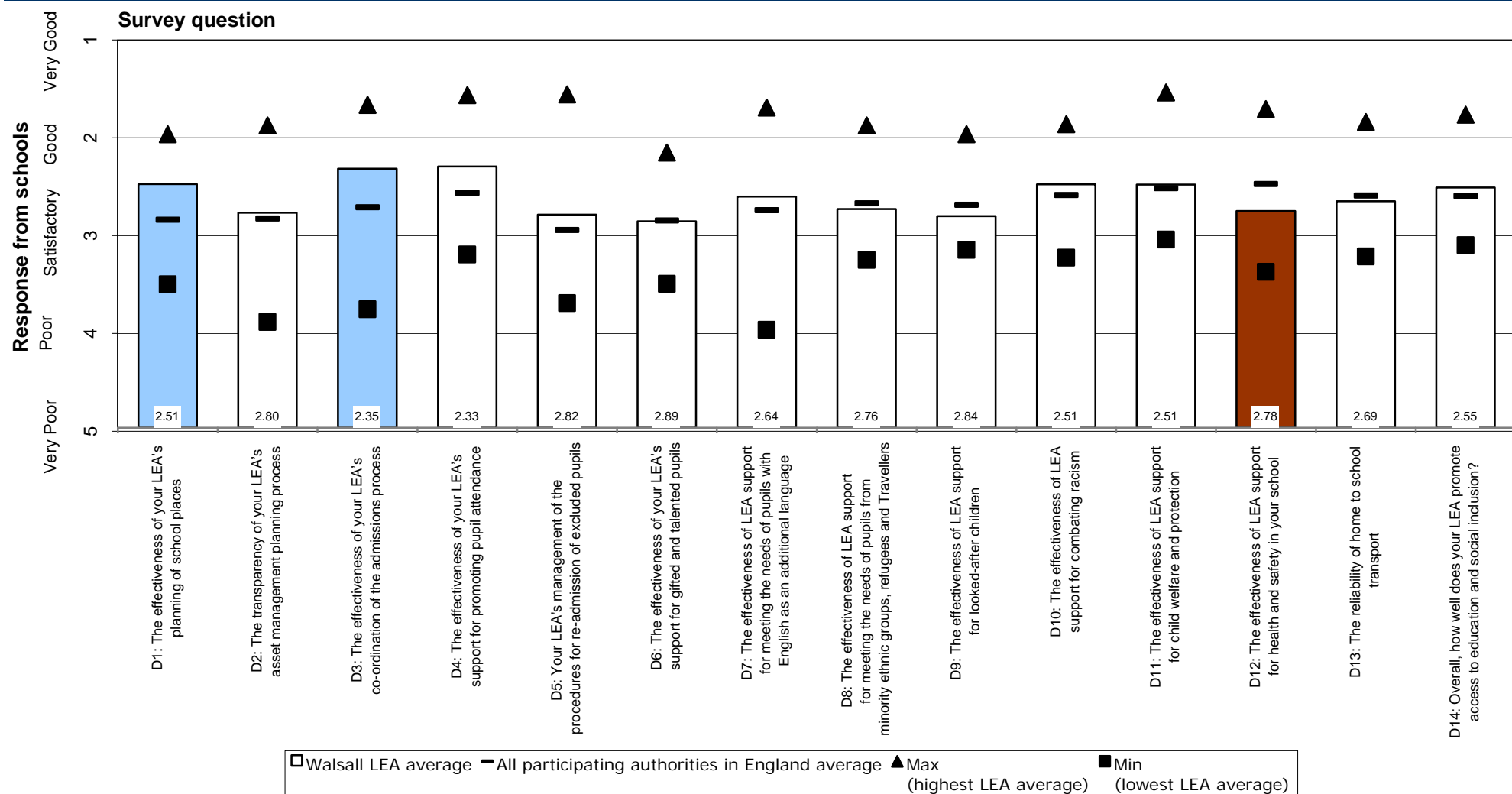
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## Section D: Access/Promoting Social Inclusion

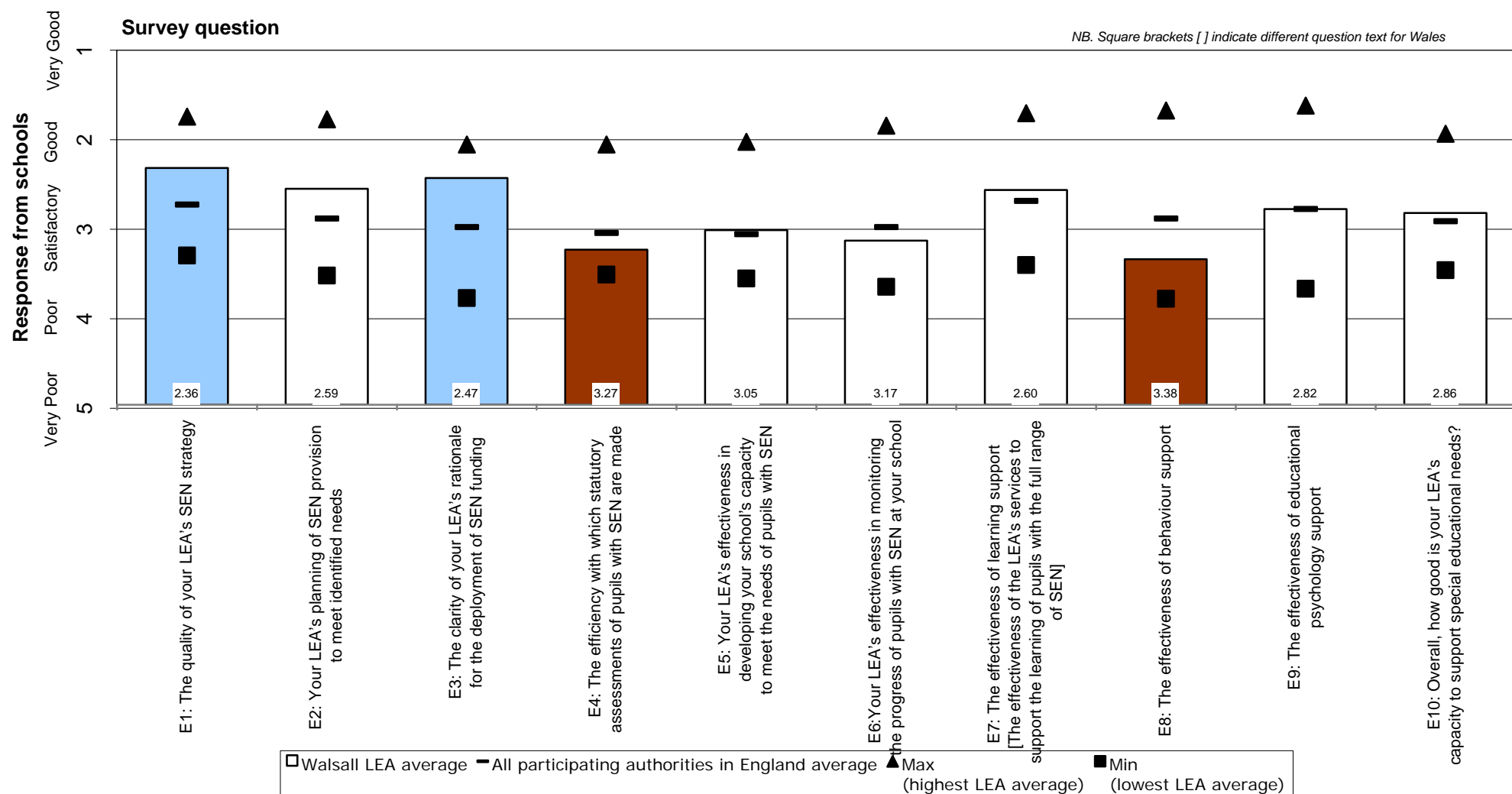


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## Section E: Special Educational Needs



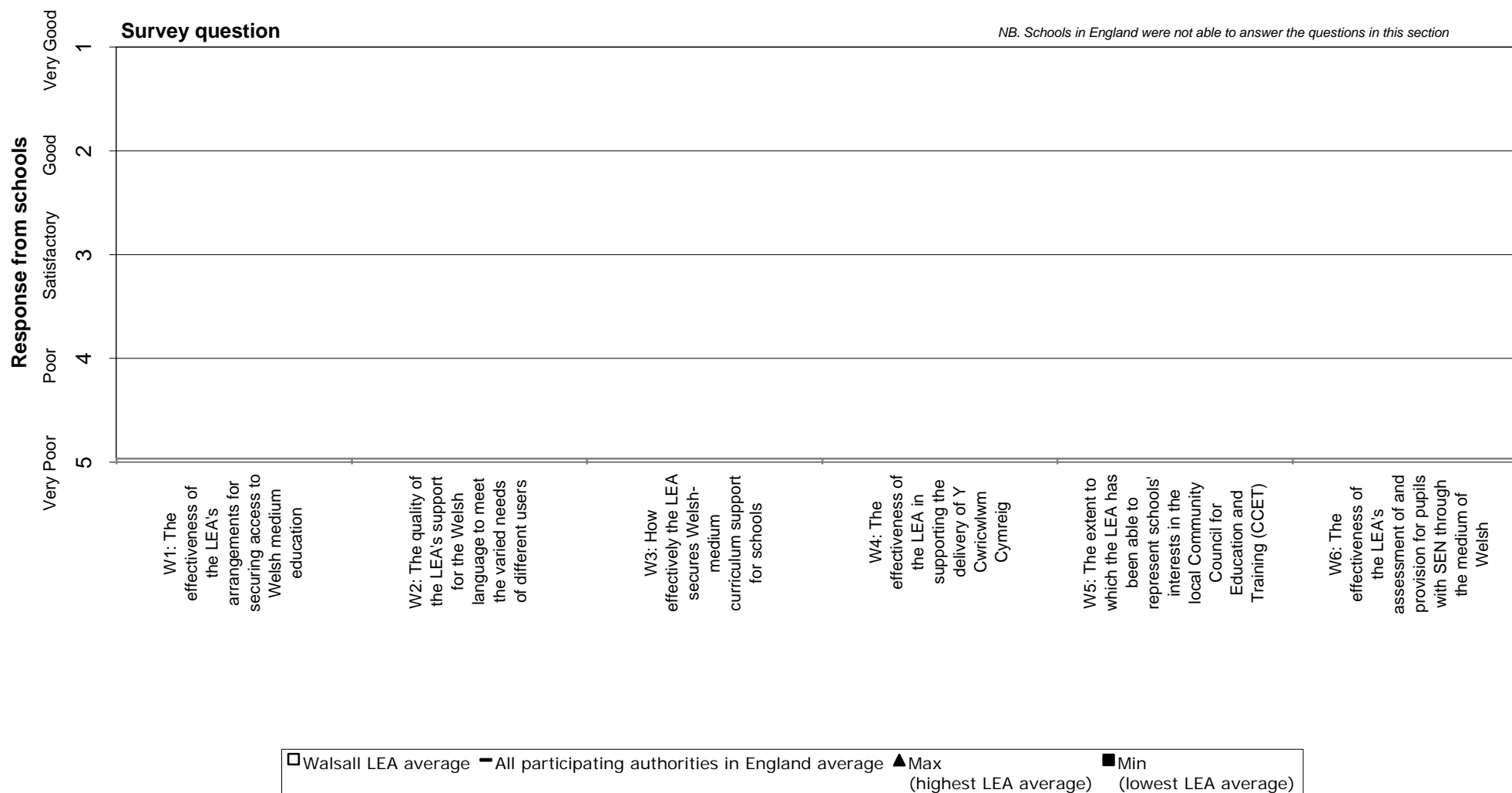
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## Section W: Questions specific to Wales



**Authority:****Walsall LEA****Analysis report:****3. Percentage analysis****Analysis of responses from:****All schools maintained by the authority**

Survey Question	Walsall															
	Very Good		Good		Satisfactory		Poor		Very Poor		Unable to comment		No answer		TOTAL	
	Number	Percentage	Number	Percentage	Number	Percentage	Number	Percentage	Number	Percentage	Number	Percentage	Number	Percentage	Number	Percentage
Section A: LEA Strategy																
A1: The effectiveness of the leadership provided by senior officers	38	36%	47	44%	20	19%	2	2%	0		0		0		107	100%
A2: The effectiveness of the leadership provided by elected members	3	3%	24	22%	45	42%	15	14%	2	2%	16	15%	2	2%	107	100%
A3: The relevance of your LEA's priorities to your school	16	15%	53	50%	33	31%	4	4%	1	1%	0		0		107	100%
A4: The quality of your LEA's strategic planning for school improvement, including the EDP [ESP]	16	15%	61	57%	24	22%	3	3%	2	2%	1	1%	0		107	100%
A5: The effectiveness of your LEA's implementation of its strategic plans for school improvement	14	13%	51	48%	35	33%	3	3%	2	2%	1	1%	1	1%	107	100%
A6: The effectiveness of your LEA's communication with your school	25	23%	39	36%	33	31%	8	7%	2	2%	0		0		107	100%
A7: The extent to which schools influence LEA policies/ plans/ procedures	11	10%	50	47%	32	30%	8	7%	2	2%	4	4%	0		107	100%
A8: Your LEA's consultation on the planning and review of the education budget	17	16%	48	45%	36	34%	2	2%	3	3%	1	1%	0		107	100%
A9: The educational rationale behind the school funding formula	13	12%	52	49%	30	28%	4	4%	2	2%	5	5%	1	1%	107	100%
A10: The effectiveness of LEA support to schools in bidding for external grants	9	8%	17	16%	36	34%	21	20%	11	10%	13	12%	0		107	100%
A11: Your LEA's effectiveness in encouraging schools to work together	21	20%	47	44%	31	29%	6	6%	2	2%	0		0		107	100%
A12: Your LEA's effectiveness in supporting your school in applying the principles of Best Value [N/A]	6	6%	40	37%	50	47%	8	7%	1	1%	2	2%	0		107	100%
A13: Your LEA's support for the recruitment and retention of teachers	5	5%	30	28%	48	45%	11	10%	2	2%	11	10%	0		107	100%
A14: The effectiveness of your LEA's strategy for managing information and data	11	10%	45	42%	40	37%	7	7%	3	3%	1	1%	0		107	100%
A15: The effectiveness of electronic communication between schools and the LEA	16	15%	34	32%	44	41%	10	9%	3	3%	0		0		107	100%
A16: The Education service's effectiveness in working in partnership with other Council departments and with external agencies	3	3%	24	22%	49	46%	3	3%	2	2%	25	23%	1	1%	107	100%
A17: The quality of your LEA's support for the development of the schools forum [N/A]	19	18%	46	43%	28	26%	1	1%	1	1%	12	11%	0		107	100%
A18: Overall, how good is your LEA's capacity to develop and implement strategy?	21	20%	50	47%	31	29%	2	2%	1	1%	0		2	2%	107	100%



Survey Question	Walsall															
	Very Good		Good		Satisfactory		Poor		Very Poor		Unable to comment		No answer		TOTAL	
Section B: Support for School Improvement																
B1: The clarity of your LEA's definition of monitoring, support and intervention	14	13%	53	50%	34	32%	3	3%	1	1%	1	1%	1	1%	107	100%
B2: Your LEA's knowledge and understanding of your school	17	16%	51	48%	28	26%	8	7%	2	2%	1	1%	0		107	100%
B3: Your LEA's effectiveness in challenging your school to perform better	16	15%	57	53%	27	25%	4	4%	1	1%	2	2%	0		107	100%
B4: Your LEA's support to develop self-management (including self-evaluation) in your school	14	13%	51	48%	32	30%	8	7%	1	1%	1	1%	0		107	100%
B5: Your LEA's support in developing leadership and management skills in your school	13	12%	45	42%	35	33%	12	11%	1	1%	1	1%	0		107	100%
B6: Your LEA's support to develop the effectiveness of your governing body	10	9%	43	40%	38	36%	11	10%	4	4%	1	1%	0		107	100%
B7: Your LEA's support for literacy	19	18%	54	50%	25	23%	5	5%	2	2%	2	2%	0		107	100%
B8: Your LEA's support for numeracy	12	11%	53	50%	33	31%	5	5%	2	2%	2	2%	0		107	100%
B9: Your LEA's support for ICT in the curriculum	33	31%	43	40%	27	25%	3	3%	1	1%	0		0		107	100%
B10: Your LEA's support for raising attainment at Key Stage 3	6	6%	14	13%	12	11%	1	1%	0		69	64%	5	5%	107	100%
B11: The effectiveness of your LEA's support for the professional development of teachers, including NQTs	13	12%	46	43%	38	36%	5	5%	1	1%	3	3%	1	1%	107	100%
B12: The quality of your LEA's financial information, including comparative data	11	10%	31	29%	47	44%	8	7%	5	5%	4	4%	1	1%	107	100%
B13: Your LEA's support to your school for using pupil performance data to secure school improvement	12	11%	46	43%	35	33%	5	5%	4	4%	5	5%	0		107	100%
B14: The effectiveness of your LEA's arrangements for disseminating good practice	7	7%	31	29%	51	48%	16	15%	2	2%	0		0		107	100%
B15: Your LEA's support for 14-19 education	3	3%	6	6%	16	15%	6	6%	1	1%	69	64%	6	6%	107	100%
B16: Your LEA's support for early years education	8	7%	33	31%	29	27%	5	5%	2	2%	26	24%	4	4%	107	100%
B17: Overall, how good is your LEA's capacity to support school improvement?	14	13%	53	50%	35	33%	4	4%	1	1%	0		0		107	100%

Survey Question	Walsall															
	Very Good		Good		Satisfactory		Poor		Very Poor		Unable to comment		No answer		TOTAL	
Section C: Facilitating Access to Services including Management Support Services																
C1: The clarity of service specification for services offered by your LEA	6	6%	39	36%	48	45%	12	11%	2	2%	0		0		107	100%
C2: Your LEA's support to make you an effective purchaser of traded services, whether from the LEA or from external providers	5	5%	25	23%	49	46%	22	21%	5	5%	1	1%	0		107	100%
C3: The quality of financial support and advice	12	11%	28	26%	43	40%	15	14%	3	3%	6	6%	0		107	100%
C4: The quality of payroll services	16	15%	51	48%	27	25%	3	3%	1	1%	9	8%	0		107	100%
C5: The quality of professional personnel advice and casework	24	22%	57	53%	16	15%	3	3%	0		7	7%	0		107	100%
C6: The quality of building maintenance services	5	5%	33	31%	46	43%	16	15%	3	3%	3	3%	1	1%	107	100%
C7: The quality of programming and management of building projects	8	7%	18	17%	42	39%	16	15%	4	4%	18	17%	1	1%	107	100%
C8: The quality of technical support for ICT	33	31%	46	43%	26	24%	2	2%	0		0		0		107	100%
C9: The quality of the facilities management services; cleaning, grounds maintenance and caretaking	5	5%	24	22%	52	49%	15	14%	3	3%	6	6%	2	2%	107	100%
C10: The quality of the catering service	5	5%	17	16%	42	39%	17	16%	10	9%	15	14%	1	1%	107	100%
C11: Overall, how good is your LEA's capacity to facilitate access to high quality services?	6	6%	30	28%	57	53%	9	8%	1	1%	4	4%	0		107	100%

Survey Question	Walsall															
	Very Good		Good		Satisfactory		Poor		Very Poor		Unable to comment		No answer		TOTAL	
Section D: Access/Promoting Social Inclusion																
D1: The effectiveness of your LEA's planning of school places	7	7%	39	36%	45	42%	4	4%	1	1%	9	8%	2	2%	107	100%
D2: The transparency of your LEA's asset management planning process	6	6%	27	25%	40	37%	15	14%	3	3%	13	12%	3	3%	107	100%
D3: The effectiveness of your LEA's co-ordination of the admissions process	17	16%	41	38%	36	34%	7	7%	1	1%	5	5%	0		107	100%
D4: The effectiveness of your LEA's support for promoting pupil attendance	14	13%	54	50%	28	26%	9	8%	1	1%	1	1%	0		107	100%
D5: Your LEA's management of the procedures for re-admission of excluded pupils	3	3%	19	18%	34	32%	11	10%	1	1%	39	36%	0		107	100%
D6: The effectiveness of your LEA's support for gifted and talented pupils	2	2%	25	23%	37	35%	16	15%	2	2%	23	21%	2	2%	107	100%
D7: The effectiveness of LEA support for meeting the needs of pupils with English as an additional language	7	7%	19	18%	31	29%	9	8%	0		40	37%	1	1%	107	100%
D8: The effectiveness of LEA support for meeting the needs of pupils from minority ethnic groups, refugees and Travellers	5	5%	19	18%	37	35%	10	9%	1	1%	35	33%	0		107	100%
D9: The effectiveness of LEA support for looked-after children	5	5%	21	20%	38	36%	14	13%	2	2%	27	25%	0		107	100%
D10: The effectiveness of LEA support for combating racism	9	8%	31	29%	43	40%	4	4%	1	1%	19	18%	0		107	100%
D11: The effectiveness of LEA support for child welfare and protection	9	8%	43	40%	42	39%	7	7%	2	2%	4	4%	0		107	100%
D12: The effectiveness of LEA support for health and safety in your school	6	6%	28	26%	54	50%	10	9%	4	4%	4	4%	1	1%	107	100%
D13: The reliability of home to school transport	2	2%	14	13%	14	13%	3	3%	2	2%	68	64%	4	4%	107	100%
D14: Overall, how well does your LEA promote access to education and social inclusion?	10	9%	32	30%	51	48%	5	5%	1	1%	4	4%	4	4%	107	100%

Survey Question	Walsall															
	Very Good		Good		Satisfactory		Poor		Very Poor		Unable to comment		No answer		TOTAL	
Section E: Special Educational Needs																
E1: The quality of your LEA's SEN strategy	16	15%	45	42%	41	38%	2	2%	3	3%	0		0		107	100%
E2: Your LEA's planning of SEN provision to meet identified needs	10	9%	41	38%	39	36%	10	9%	4	4%	2	2%	1	1%	107	100%
E3: The clarity of your LEA's rationale for the deployment of SEN funding	10	9%	48	45%	35	33%	7	7%	3	3%	3	3%	1	1%	107	100%
E4: The efficiency with which statutory assessments of pupils with SEN are made	0		21	20%	42	39%	28	26%	10	9%	5	5%	1	1%	107	100%
E5: Your LEA's effectiveness in developing your school's capacity to meet the needs of pupils with SEN	3	3%	30	28%	39	36%	23	21%	9	8%	2	2%	1	1%	107	100%
E6:Your LEA's effectiveness in monitoring the progress of pupils with SEN at your school	3	3%	18	17%	48	45%	25	23%	8	7%	4	4%	1	1%	107	100%
E7: The effectiveness of learning support [The effectiveness of the LEA's services to support the learning of pupils with the full range of SEN]	9	8%	38	36%	38	36%	9	8%	4	4%	6	6%	3	3%	107	100%
E8: The effectiveness of behaviour support	4	4%	13	12%	31	29%	26	24%	14	13%	16	15%	3	3%	107	100%
E9: The effectiveness of educational psychology support	6	6%	27	25%	54	50%	12	11%	4	4%	3	3%	1	1%	107	100%
E10: Overall, how good is your LEA's capacity to support special educational needs?	6	6%	27	25%	52	49%	16	15%	4	4%	1	1%	1	1%	107	100%

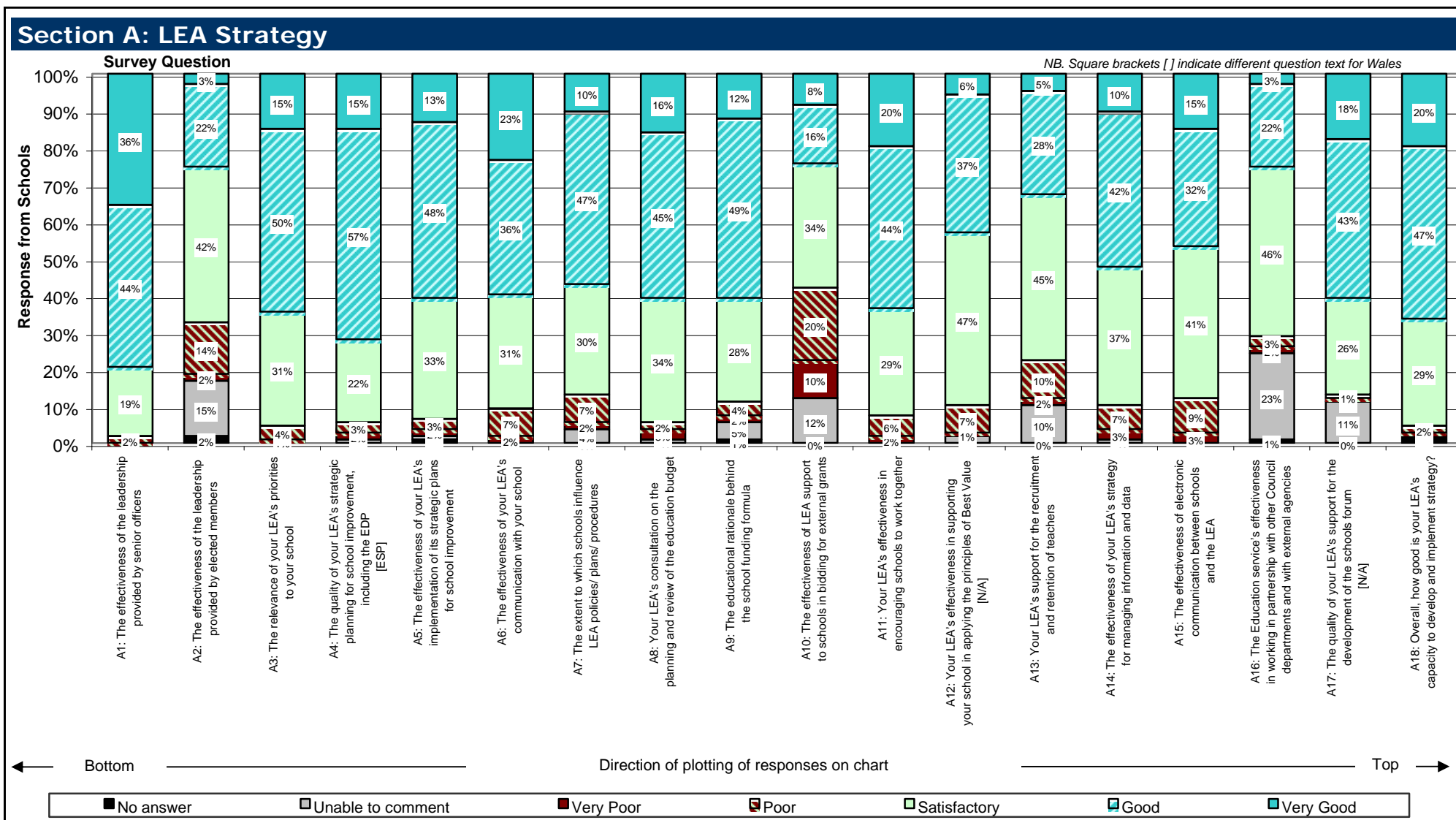
## 3. Percentage analysis

Analysis of responses from: All schools maintained by the authority

Survey Question	Walsall															
	Very Good		Good		Satisfactory		Poor		Very Poor		Unable to comment		No answer		TOTAL	
Section W: Questions specific to Wales																
W1: The effectiveness of the LEA's arrangements for securing access to Welsh medium education	0		0		0		0		0		0		0		0	
W2: The quality of the LEA's support for the Welsh language to meet the varied needs of different users	0		0		0		0		0		0		0		0	
W3: How effectively the LEA secures Welsh-medium curriculum support for schools	0		0		0		0		0		0		0		0	
W4: The effectiveness of the LEA in supporting the delivery of Y Cwricwlwm Cymreig	0		0		0		0		0		0		0		0	
W5: The extent to which the LEA has been able to represent schools' interests in the local Community Council for Education and Training (CCET)	0		0		0		0		0		0		0		0	
W6: The effectiveness of the LEA's assessment of and provision for pupils with SEN through the medium of Welsh	0		0		0		0		0		0		0		0	

Analysis of responses from: All schools maintained by the authority

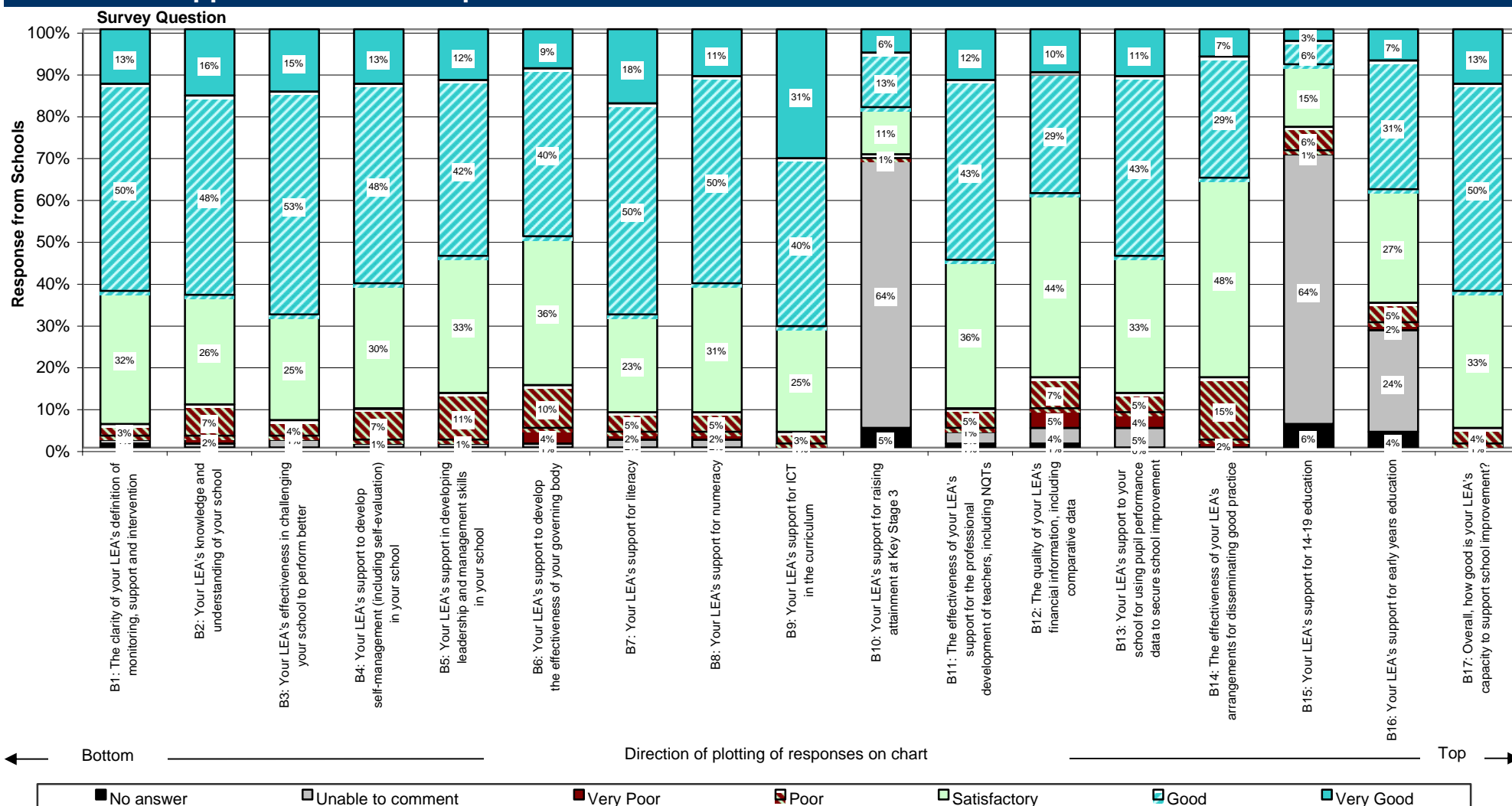
107 out of 130 schools responded to the survey, a response rate of 82%



Analysis of responses from: All schools maintained by the authority

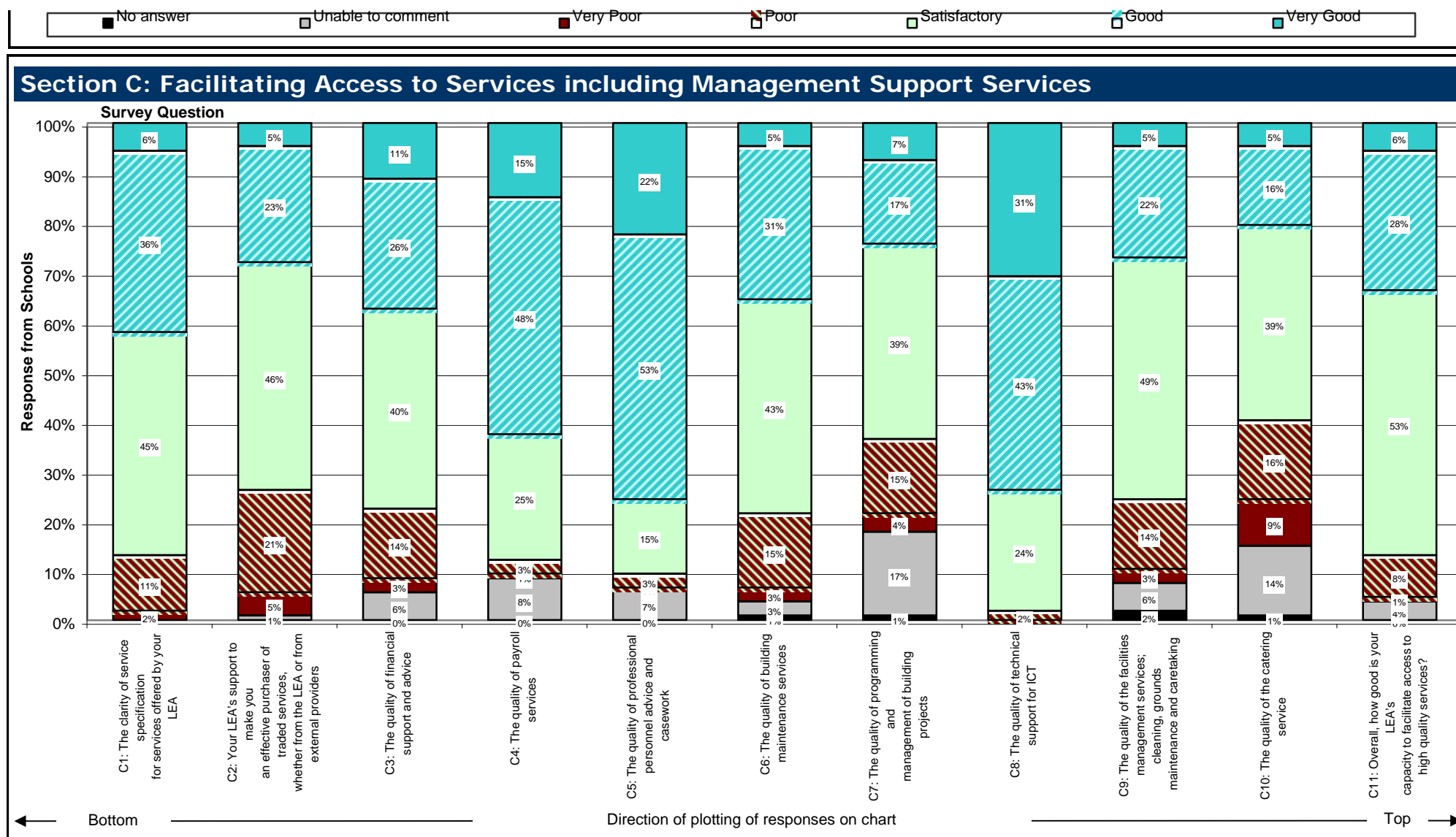
107 out of 130 schools responded to the survey, a response rate of 82%

## Section B: Support for School Improvement



Analysis of responses from: All schools maintained by the authority

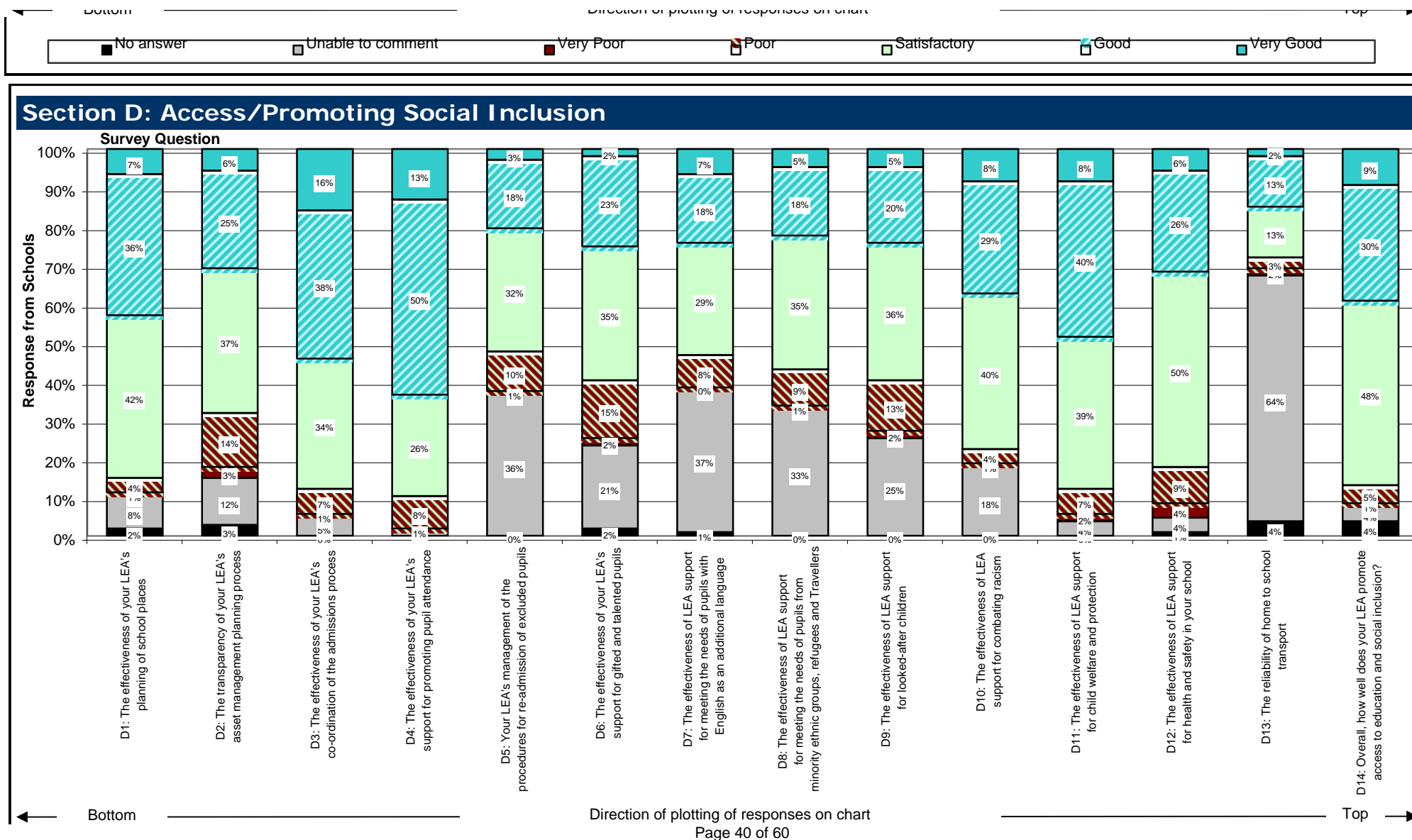
107 out of 130 schools responded to the survey, a response rate of 82%





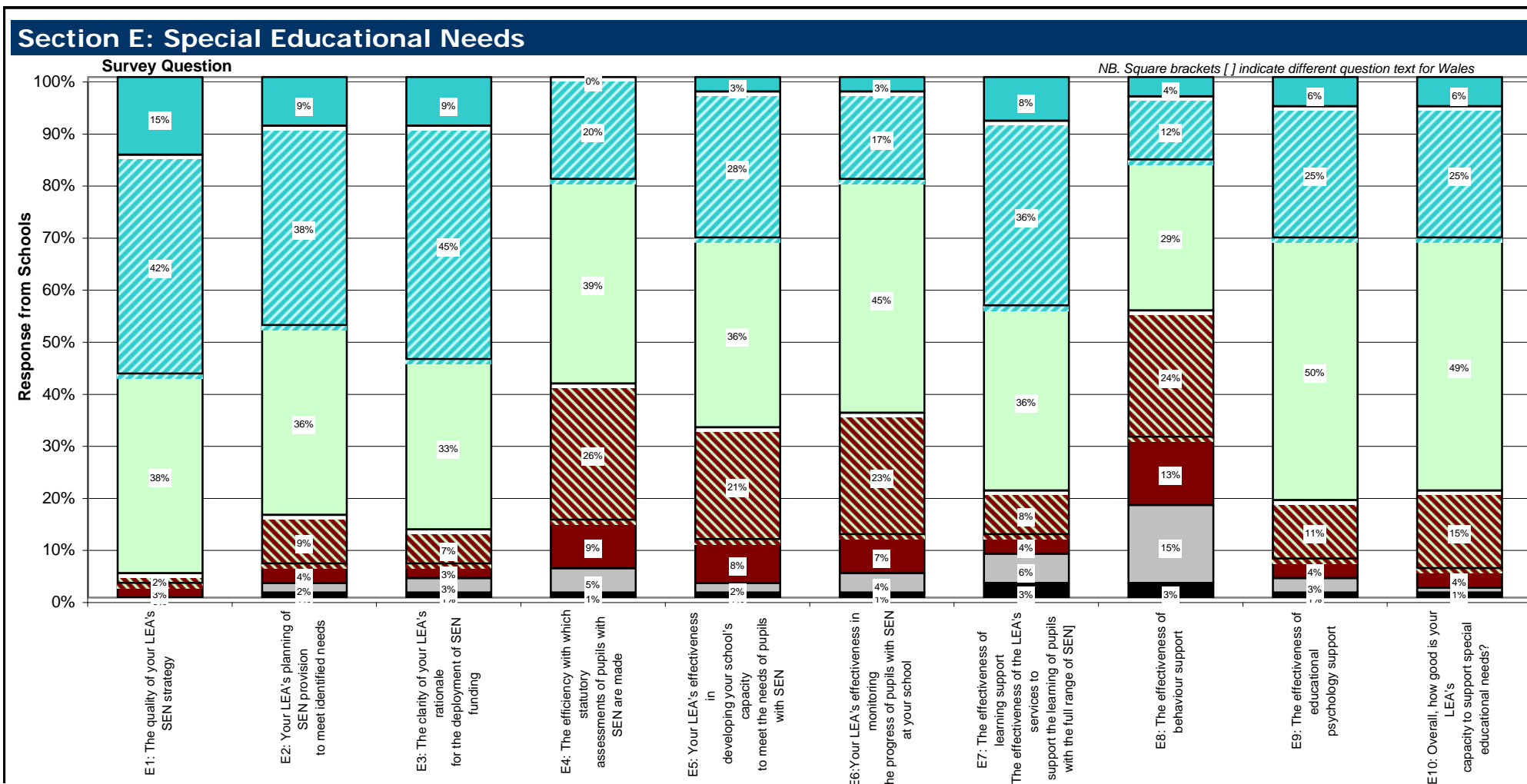
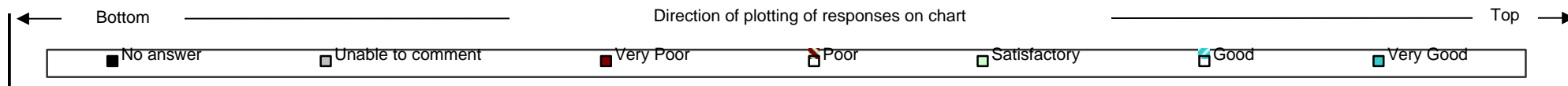
Analysis of responses from: All schools maintained by the authority

107 out of 130 schools responded to the survey, a response rate of 82%



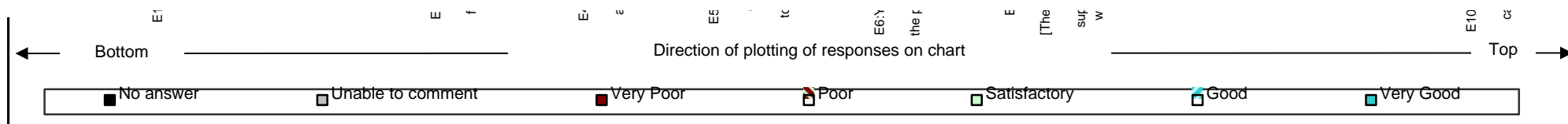
Analysis of responses from: All schools maintained by the authority

107 out of 130 schools responded to the survey, a response rate of 82%

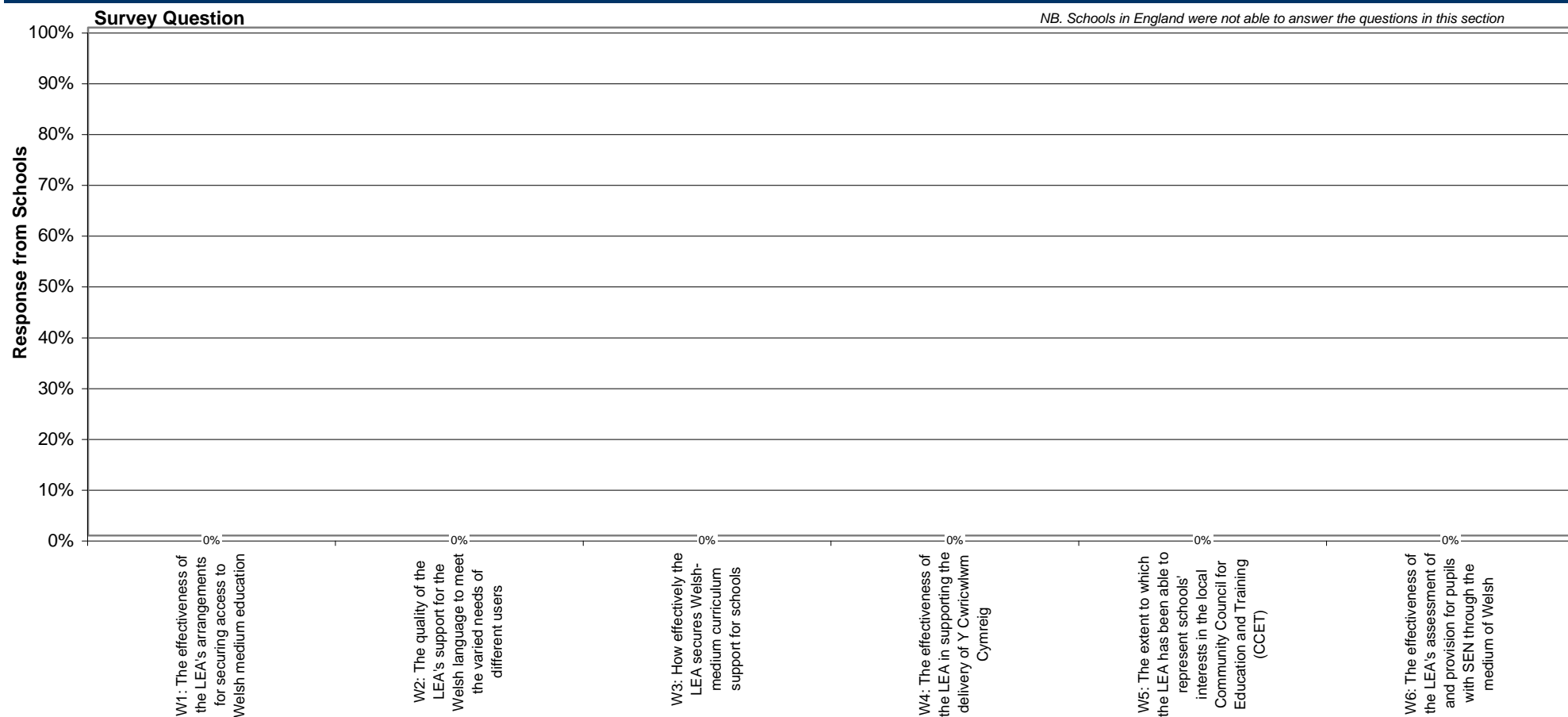


Analysis of responses from: All schools maintained by the authority

107 out of 130 schools responded to the survey, a response rate of 82%

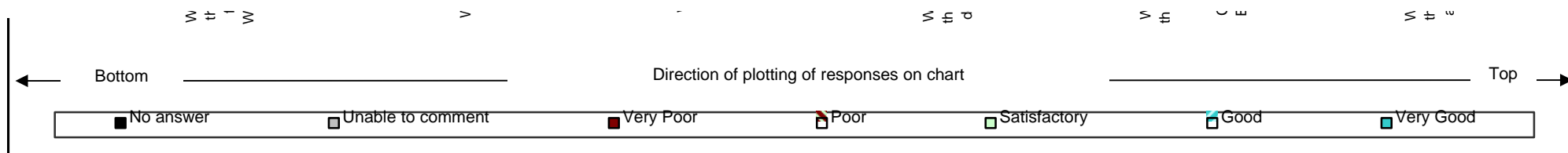


## Section W: Questions specific to Wales



Analysis of responses from: All schools maintained by the authority

107 out of 130 schools responded to the survey, a response rate of 82%



<b>Authority:</b>
<b>Walsall LEA</b>

<b>Analysis report:</b>
<b>4. Longitudinal analysis</b>

<b>Analysis of responses from:</b>
<b>All schools maintained by the authority</b>

Survey Question	Walsall						Statistical Test (t-test) of significance				
	Summer 2003 average (previous survey)	Summer 2003 standard deviation (previous survey)	Summer 2004 average (current survey)	Summer 2004 standard deviation (current survey)	% Change (Previous - Current)		Previous sample size [number of schools which answered the question]	Current sample size [number of schools which answered the question]	Total Sample Size	T-Test calculation	5% Test
Square brackets [ ] indicate different question text for Wales											
Section A: LEA Strategy											
A1: The effectiveness of the leadership provided by senior officers	2.47	0.83	1.87	0.78	15%	Better	38	107	145	-9.06	Significant
A2: The effectiveness of the leadership provided by elected members	3.83	0.70	2.88	0.81	24%	Better	30	89	119	-13.88	Significant
A3: The relevance of your LEA's priorities to your school	2.84	0.86	2.26	0.79	15%	Better	38	107	145	-8.49	Significant
A4: The quality of your LEA's strategic planning for school improvement, including the EDP [ESP]	2.62	0.64	2.19	0.79	11%	Better	37	106	143	-7.27	Significant
A5: The effectiveness of your LEA's implementation of its strategic plans for school improvement	2.91	0.77	2.31	0.81	15%	Better	33	105	138	-8.86	Significant
A6: The effectiveness of your LEA's communication with your school	2.50	0.76	2.28	0.97	5%	Better	38	107	145	-3.08	Significant
A7: The extent to which schools influence LEA policies/ plans/ procedures	3.06	0.83	2.42	0.86	16%	Better	36	103	139	-8.94	Significant
A8: Your LEA's consultation on the planning and review of the education budget	2.97	0.89	2.30	0.86	17%	Better	35	106	141	-9.06	Significant
A9: The educational rationale behind the school funding formula	3.54	0.82	2.31	0.82	31%	Better	35	101	136	-17.60	Significant
A10: The effectiveness of LEA support to schools in bidding for external grants	3.78	0.94	3.09	1.12	17%	Better	32	94	126	-7.60	Significant
A11: Your LEA's effectiveness in encouraging schools to work together	2.92	0.80	2.26	0.90	16%	Better	37	107	144	-9.30	Significant
A12: Your LEA's effectiveness in supporting your school in applying the principles of Best Value [N/A]	3.24	0.74	2.60	0.75	16%	Better	34	105	139	-10.02	Significant
A13: Your LEA's support for the recruitment and retention of teachers	3.09	0.89	2.74	0.81	9%	Better	32	96	128	-4.71	Significant
A14: The effectiveness of your LEA's strategy for managing information and data	2.89	0.74	2.49	0.88	10%	Better	37	106	143	-5.97	Significant
A15: The effectiveness of electronic communication between schools and the LEA	2.49	0.69	2.53	0.95	-1%	Worse	37	107	144	0.68	
A16: The Education service's effectiveness in working in partnership with other Council departments and with external agencies	3.29	0.86	2.72	0.71	14%	Better	24	81	105	-7.55	Significant
A17: The quality of your LEA's support for the development of the schools forum [N/A]	2.97	0.66	2.15	0.79	21%	Better	31	95	126	-12.82	Significant
A18: Overall, how good is your LEA's capacity to develop and implement strategy?	2.82	0.77	2.16	0.80	16%	Better	33	105	138	-9.84	Significant

Survey Question	Walsall						Statistical Test (t-test) of significance				
	Summer 2003 average (previous survey)	Summer 2003 standard deviation (previous survey)	Summer 2004 average (current survey)	Summer 2004 standard deviation (current survey)	% Change (Previous - Current)		Previous sample size [number of schools which answered the question]	Current sample size [number of schools which answered the question]	Total Sample Size	T-Test calculation	5% Test
<i>Square brackets [ ] indicate different question text for Wales</i>											
Section B: Support for School Improvement											
B1: The clarity of your LEA's definition of monitoring, support and intervention	2.64	0.76	2.28	0.77	9%	Better	36	105	141	-5.64	Significant
B2: Your LEA's knowledge and understanding of your school	2.64	0.83	2.31	0.90	8%	Better	36	106	142	-4.51	Significant
B3: Your LEA's effectiveness in challenging your school to perform better	2.54	0.78	2.21	0.78	8%	Better	35	105	140	-5.05	Significant
B4: Your LEA's support to develop self-management (including self-evaluation) in your school	2.65	0.77	2.35	0.84	7%	Better	34	106	140	-4.37	Significant
B5: Your LEA's support in developing leadership and management skills in your school	2.78	0.83	2.46	0.89	8%	Better	36	106	142	-4.38	Significant
B6: Your LEA's support to develop the effectiveness of your governing body	3.31	0.95	2.58	0.93	18%	Better	36	106	142	-9.11	Significant
B7: Your LEA's support for literacy	2.43	0.78	2.21	0.86	5%	Better	35	105	140	-3.16	Significant
B8: Your LEA's support for numeracy	2.54	0.85	2.35	0.82	5%	Better	35	105	140	-2.70	Significant
B9: Your LEA's support for ICT in the curriculum	1.83	0.61	2.03	0.87	-5%	Worse	36	107	143	3.19	Significant
B10: Your LEA's support for raising attainment at Key Stage 3	2.73	0.79	2.24	0.79	12%	Better	11	33	44	-4.08	Significant
B11: The effectiveness of your LEA's support for the professional development of teachers, including NQTs	2.72	0.68	2.37	0.80	9%	Better	32	103	135	-5.48	Significant
B12: The quality of your LEA's financial information, including comparative data	3.20	0.96	2.66	0.95	14%	Better	35	102	137	-6.65	Significant
B13: Your LEA's support to your school for using pupil performance data to secure school improvement	3.06	0.91	2.44	0.91	15%	Better	35	102	137	-7.95	Significant
B14: The effectiveness of your LEA's arrangements for disseminating good practice	3.06	0.86	2.77	0.85	7%	Better	36	107	143	-4.04	Significant
B15: Your LEA's support for 14-19 education	3.22	0.67	2.88	0.94	9%	Better	9	32	41	-2.81	Significant
B16: Your LEA's support for early years education	2.52	0.82	2.48	0.87	1%	Better	25	77	102	-0.47	
B17: Overall, how good is your LEA's capacity to support school improvement?	2.68	0.68	2.30	0.78	9%	Better	34	107	141	-6.14	Significant

Survey Question  <i>Square brackets [ ] indicate different question text for Wales</i>	Walsall						Statistical Test (t-test) of significance				
	Summer 2003 average (previous survey)	Summer 2003 standard deviation (previous survey)	Summer 2004 average (current survey)	Summer 2004 standard deviation (current survey)	% Change (Previous - Current)		Previous sample size [number of schools which answered the question]	Current sample size [number of schools which answered the question]	Total Sample Size	T-Test calculation	5% Test
<b>Section C: Facilitating Access to Services including Management Support Services</b>											
C1: The clarity of service specification for services offered by your LEA	3.06	0.63	2.67	0.82	10%	Better	36	107	143	-6.36	Significant
C2: Your LEA's support to make you an effective purchaser of traded services, whether from the LEA or from external providers	3.26	0.75	2.97	0.91	7%	Better	34	106	140	-4.19	Significant
C3: The quality of financial support and advice	2.71	0.83	2.69	0.97	1%	Better	35	101	136	-0.28	
C4: The quality of payroll services	2.44	0.66	2.20	0.79	6%	Better	34	98	132	-3.78	Significant
C5: The quality of professional personnel advice and casework	2.76	0.90	1.98	0.72	19%	Better	33	100	133	-11.09	Significant
C6: The quality of building maintenance services	2.94	0.78	2.80	0.87	4%	Better	34	103	137	-2.07	Significant
C7: The quality of programming and management of building projects	2.93	0.74	2.89	0.96	1%	Better	30	88	118	-0.60	
C8: The quality of technical support for ICT	1.89	0.71	1.97	0.79	-2%	Worse	36	107	143	1.32	
C9: The quality of the facilities management services; cleaning, grounds maintenance and caretaking	2.59	0.66	2.87	0.84	-7%	Worse	34	99	133	4.35	Significant
C10: The quality of the catering service	2.91	0.77	3.11	1.02	-5%	Worse	33	91	124	2.54	Significant
C11: Overall, how good is your LEA's capacity to facilitate access to high quality services?	3.03	0.58	2.70	0.75	8%	Better	34	103	137	-5.87	Significant



Survey Question	Walsall						Statistical Test (t-test) of significance				
	Summer 2003 average (previous survey)	Summer 2003 standard deviation (previous survey)	Summer 2004 average (current survey)	Summer 2004 standard deviation (current survey)	% Change (Previous - Current)		Previous sample size [number of schools which answered the question]	Current sample size [number of schools which answered the question]	Total Sample Size	T-Test calculation	5% Test
Section D: Access/Promoting Social Inclusion											
D1: The effectiveness of your LEA's planning of school places	2.94	0.85	2.51	0.74	11%	Better	31	96	127	-6.03	Significant
D2: The transparency of your LEA's asset management planning process	3.22	0.80	2.80	0.91	11%	Better	27	91	118	-5.35	Significant
D3: The effectiveness of your LEA's co-ordination of the admissions process	2.65	0.75	2.35	0.87	7%	Better	31	102	133	-4.15	Significant
D4: The effectiveness of your LEA's support for promoting pupil attendance	3.26	1.06	2.33	0.85	23%	Better	31	106	137	-11.44	Significant
D5: Your LEA's management of the procedures for re-admission of excluded pupils	3.50	0.94	2.82	0.81	17%	Better	14	68	82	-7.02	Significant
D6: The effectiveness of your LEA's support for gifted and talented pupils	3.17	0.76	2.89	0.83	7%	Better	24	82	106	-3.58	Significant
D7: The effectiveness of LEA support for meeting the needs of pupils with English as an additional language	2.89	0.90	2.64	0.85	6%	Better	18	66	84	-2.64	Significant
D8: The effectiveness of LEA support for meeting the needs of pupils from minority ethnic groups, refugees and Travellers	3.00	0.79	2.76	0.83	6%	Better	17	72	89	-2.75	Significant
D9: The effectiveness of LEA support for looked-after children	3.27	0.94	2.84	0.88	11%	Better	22	80	102	-4.85	Significant
D10: The effectiveness of LEA support for combating racism	2.83	0.64	2.51	0.79	8%	Better	24	88	112	-4.81	Significant
D11: The effectiveness of LEA support for child welfare and protection	3.06	0.95	2.51	0.83	14%	Better	32	103	135	-7.19	Significant
D12: The effectiveness of LEA support for health and safety in your school	3.09	0.83	2.78	0.85	8%	Better	34	102	136	-4.22	Significant
D13: The reliability of home to school transport	3.42	1.16	2.69	0.93	18%	Better	12	35	47	-4.81	Significant
D14: Overall, how well does your LEA promote access to education and social inclusion?	3.12	0.81	2.55	0.79	14%	Better	34	99	133	-8.28	Significant

Survey Question	Walsall						Statistical Test (t-test) of significance				
	Summer 2003 average (previous survey)	Summer 2003 standard deviation (previous survey)	Summer 2004 average (current survey)	Summer 2004 standard deviation (current survey)	% Change (Previous - Current)		Previous sample size [number of schools which answered the question]	Current sample size [number of schools which answered the question]	Total Sample Size	T-Test calculation	5% Test
<b>Section E: Special Educational Needs</b>											
E1: The quality of your LEA's SEN strategy	3.41	0.71	2.36	0.86	26%	Better	32	107	139	-15.83	Significant
E2: Your LEA's planning of SEN provision to meet identified needs	3.48	0.76	2.59	0.93	22%	Better	33	104	137	-12.54	Significant
E3: The clarity of your LEA's rationale for the deployment of SEN funding	3.66	0.75	2.47	0.87	30%	Better	32	103	135	-17.15	Significant
E4: The efficiency with which statutory assessments of pupils with SEN are made	3.76	0.75	3.27	0.90	12%	Better	33	101	134	-6.89	Significant
E5: Your LEA's effectiveness in developing your school's capacity to meet the needs of pupils with SEN	3.65	0.77	3.05	0.99	15%	Better	34	104	138	-8.04	Significant
E6: Your LEA's effectiveness in monitoring the progress of pupils with SEN at your school	3.62	0.82	3.17	0.91	11%	Better	34	102	136	-6.09	Significant
E7: The effectiveness of learning support [The effectiveness of the LEA's services to support the learning of pupils with the full range of SEN]	2.84	1.00	2.60	0.93	6%	Better	31	98	129	-2.79	Significant
E8: The effectiveness of behaviour support	3.54	0.72	3.38	1.06	4%	Better	24	88	112	-2.01	Significant
E9: The effectiveness of educational psychology support	3.53	0.94	2.82	0.86	18%	Better	30	103	133	-9.22	Significant
E10: Overall, how good is your LEA's capacity to support special educational needs?	3.69	0.78	2.86	0.88	21%	Better	32	105	137	-11.72	Significant

Survey Question  <i>Square brackets [ ] indicate different question text for Wales</i>	Walsall					Statistical Test (t-test) of significance				
	Summer 2003 average (previous survey)	Summer 2003 standard deviation (previous survey)	Summer 2004 average (current survey)	Summer 2004 standard deviation (current survey)	% Change (Previous - Current)	Previous sample size [number of schools which answered the question]	Current sample size [number of schools which answered the question]	Total Sample Size	T-Test calculation	5% Test
<b>Section W: Questions specific to Wales</b>										
W1: The effectiveness of the LEA's arrangements for securing access to Welsh medium education								0		
W2: The quality of the LEA's support for the Welsh language to meet the varied needs of different users								0		
W3: How effectively the LEA secures Welsh-medium curriculum support for schools								0		
W4: The effectiveness of the LEA in supporting the delivery of Y Cwricwlwm Cymreig								0		
W5: The extent to which the LEA has been able to represent schools' interests in the local Community Council for Education and Training (CCET)								0		
W6: The effectiveness of the LEA's assessment of and provision for pupils with SEN through the medium of Welsh								0		

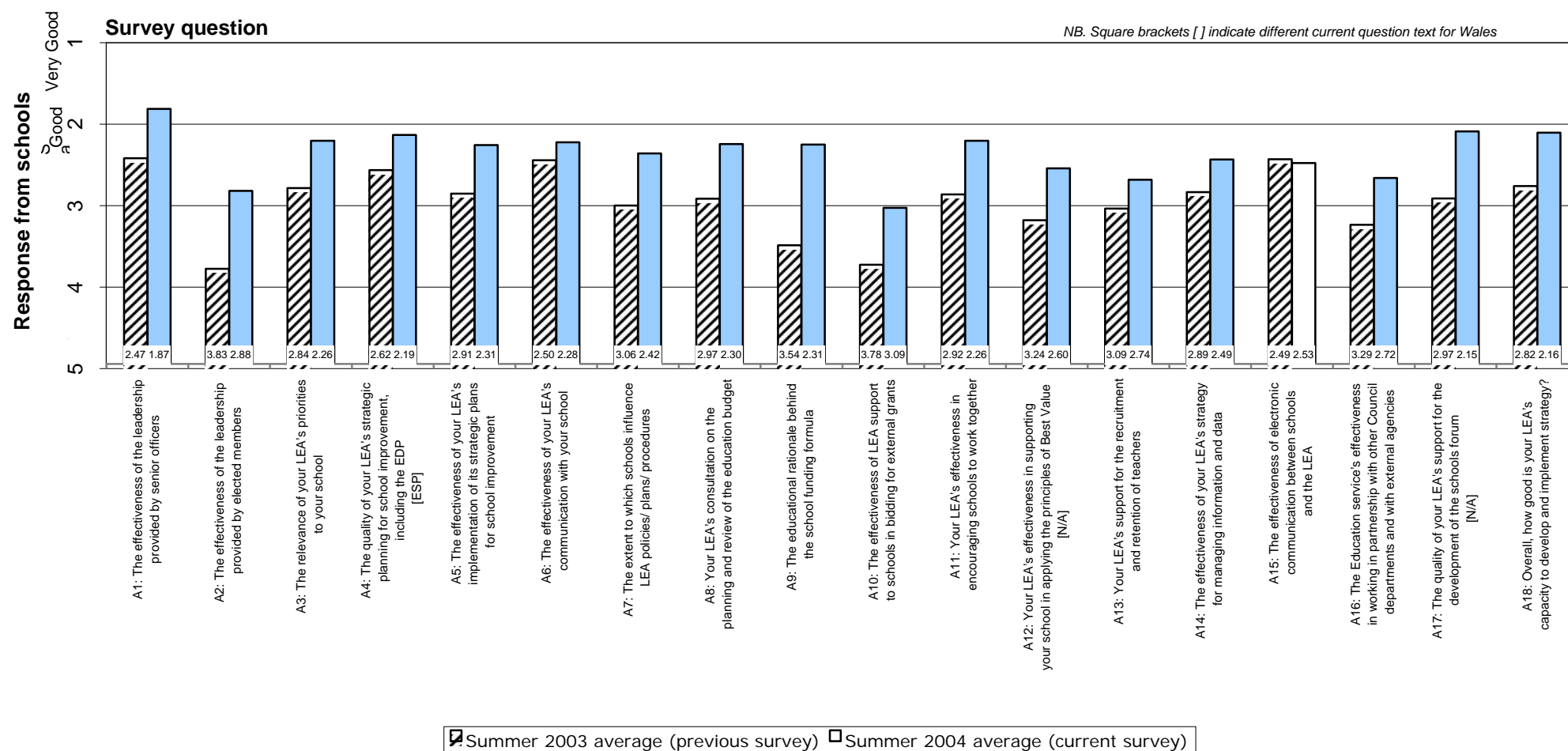
Analysis of responses from: All schools maintained by the authority

If the current survey bar is blue	This indicates that the score from the current survey is statistically significantly <u>better</u> than the score from the previous survey
If the current bar is red	This indicates that the score from the current survey is statistically significantly <u>worse</u> than the score from the previous survey

The response rate for the Summer 2003 survey was 29%

The response rate for the Summer 2004 survey was 82%

## Section A: LEA Strategy



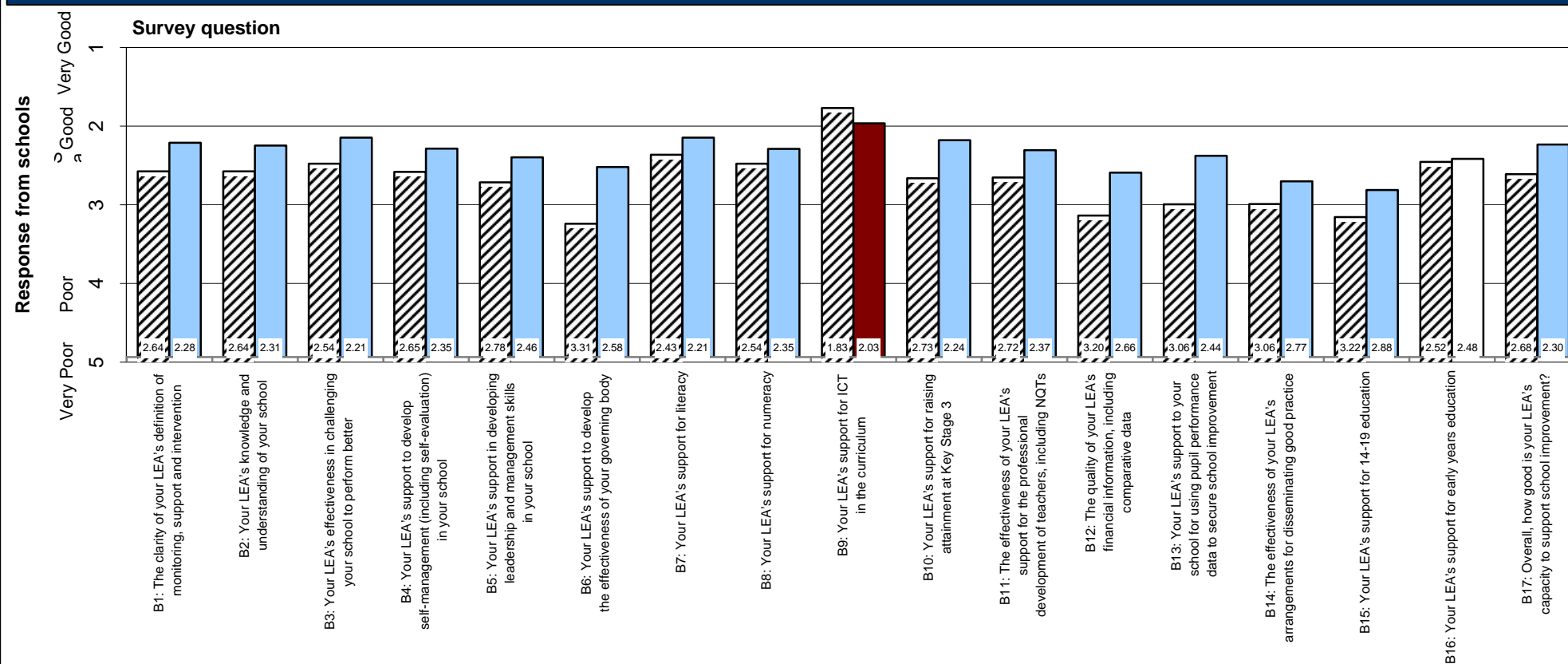
Analysis of responses from: All schools maintained by the authority

If the current survey bar is blue	This indicates that the score from the current survey is statistically significantly <u>better</u> than the score from the previous survey
If the current bar is red	This indicates that the score from the current survey is statistically significantly <u>worse</u> than the score from the previous survey

The response rate for the Summer 2003 survey was 29%

The response rate for the Summer 2004 survey was 82%

## Section B: Support for School Improvement





Analysis of responses from: All schools maintained by the authority

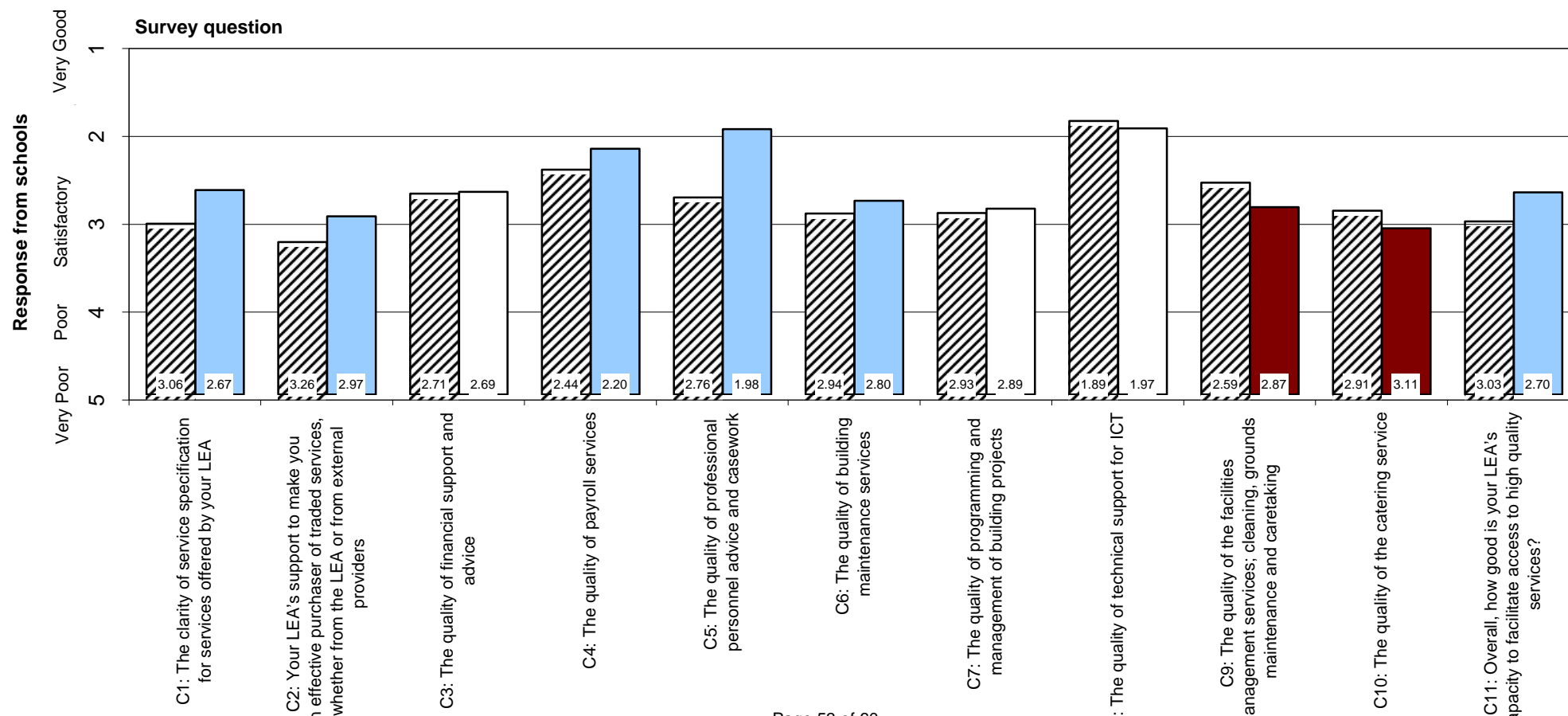
If the current survey bar is blue	This indicates that the score from the current survey is statistically significantly <u>better</u> than the score from the previous survey
If the current bar is red	This indicates that the score from the current survey is statistically significantly <u>worse</u> than the score from the previous survey

The response rate for the Summer 2003 survey was 29%

The response rate for the Summer 2004 survey was 82%

 Summer 2003 average (previous survey)  Summer 2004 average (current survey)

## Section C: Facilitating Access to Services including Management Support Services

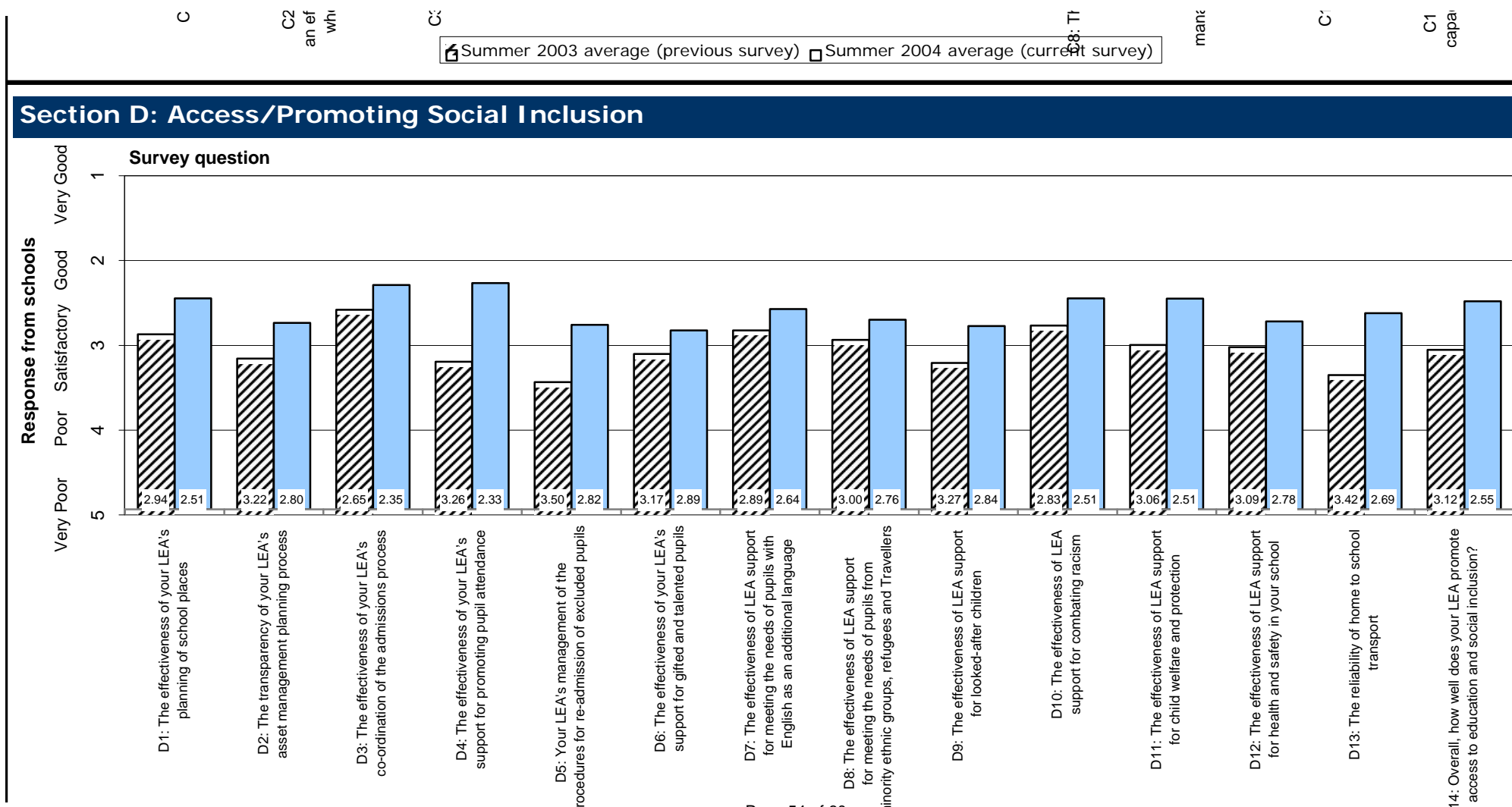


Analysis of responses from: All schools maintained by the authority

If the current survey bar is blue	This indicates that the score from the current survey is statistically significantly <u>better</u> than the score from the previous survey
If the current bar is red	This indicates that the score from the current survey is statistically significantly <u>worse</u> than the score from the previous survey

The response rate for the Summer 2003 survey was 29%

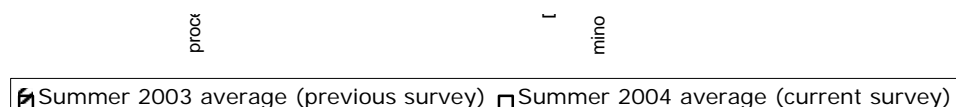
The response rate for the Summer 2004 survey was 82%



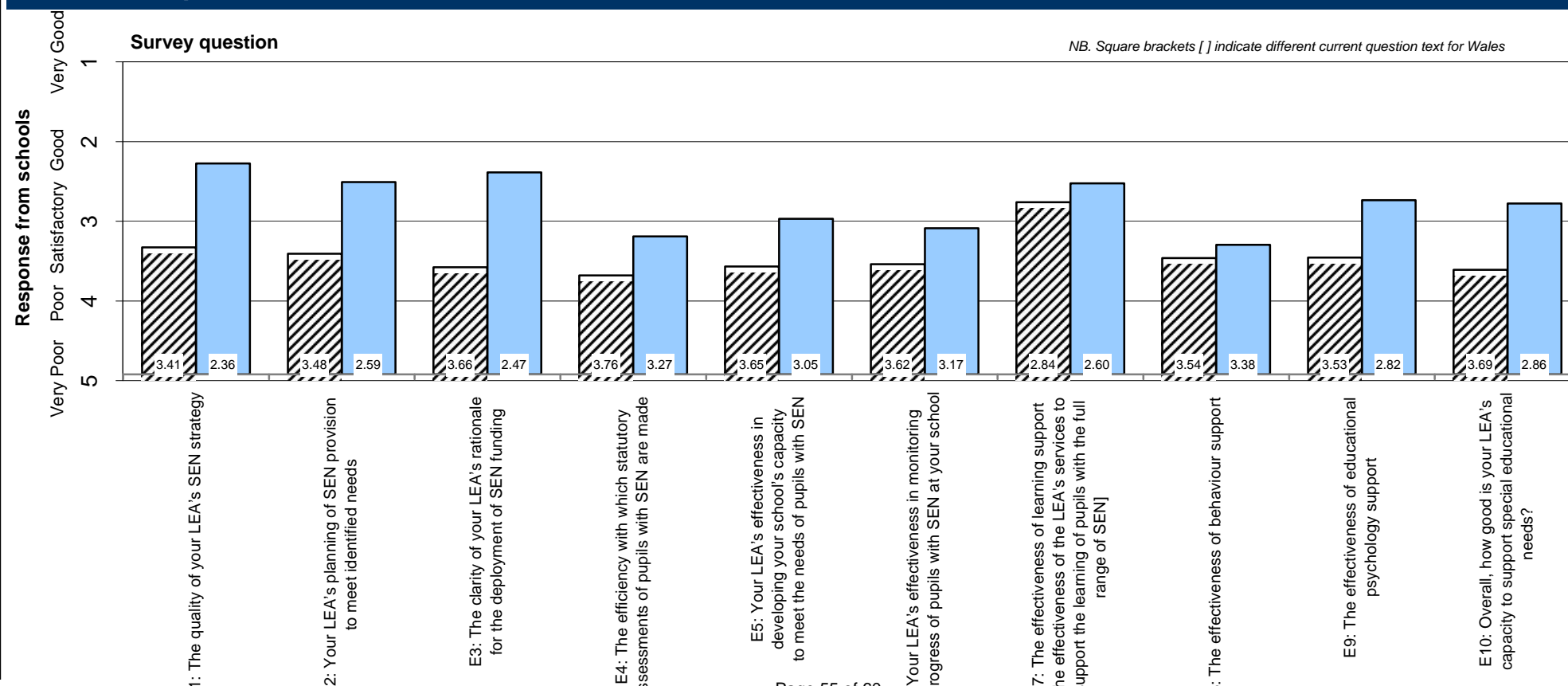
Analysis of responses from: All schools maintained by the authority

If the current survey bar is blue	This indicates that the score from the current survey is statistically significantly <u>better</u> than the score from the previous survey
If the current bar is red	This indicates that the score from the current survey is statistically significantly <u>worse</u> than the score from the previous survey

The response rate for the Summer 2003 survey was 29%
The response rate for the Summer 2004 survey was 82%



## Section E: Special Educational Needs





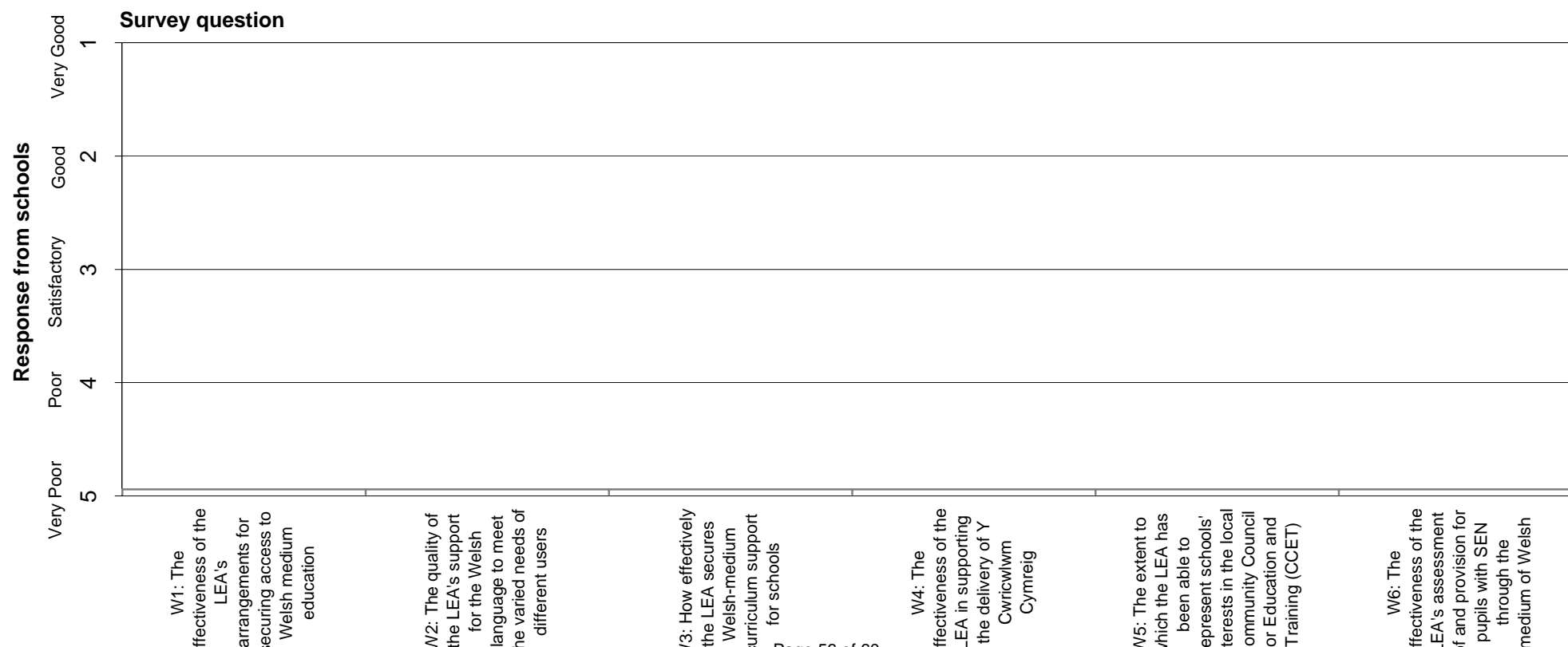
Analysis of responses from: All schools maintained by the authority

If the current survey bar is blue	This indicates that the score from the current survey is statistically significantly <u>better</u> than the score from the previous survey
If the current bar is red	This indicates that the score from the current survey is statistically significantly <u>worse</u> than the score from the previous survey

The response rate for the Summer 2003 survey was 29%
The response rate for the Summer 2004 survey was 82%

E1: T	E2: Y	E	E4: asset	E6: You the prog	E7: 1 [The e sup	E8: T	E c
<input checked="" type="checkbox"/> Summer 2003 average (previous survey) <input type="checkbox"/> Summer 2004 average (current survey)							

## Section W: Questions specific to Wales



## 4. Longitudinal analysis

Analysis of responses from: All schools maintained by the authority

If the current survey bar is blue	This indicates that the score from the current survey is statistically significantly <u>better</u> than the score from the previous survey
If the current bar is red	This indicates that the score from the current survey is statistically significantly <u>worse</u> than the score from the previous survey

The response rate for the Summer 2003 survey was 29%
The response rate for the Summer 2004 survey was 82%

effect of the current survey

W2: the effect of the current survey

W3: the effect of the current survey

effect of the current survey

W5: which of the current survey

effect of the current survey

☒ Summer 2003 average (previous survey)
 ☐ Summer 2004 average (current survey)

<i>Date of survey:</i>	Summer 2004
<i>Name of LEA:</i>	Walsall
<i>Phase of school:</i>	All schools maintained by the authority
<i>Date of previous survey:</i>	Summer 2003
<i>'All schools' Response rate for previous survey:</i>	29%
<i>Total no of schools in LEA:</i>	130
<i>Number of schools of this phase which responded:</i>	107
<i>Country:</i>	England

*Walsall LEA*

*Analysis of responses from: All schools maintained by the authority*

*29%*

*82%*

*82%*

*All participating authorities in England*

*107 out of 130 schools responded to the survey, a response rate of 82%*

No.	Description	Lead Officer	2002/03 Out-turn	2003/04 Out-turn	2004/05 Target	Quartile	2004/05 out-turn	Trend compared to 2003/04	Target
BV 38	% of 15 year old pupils in schools maintained by the local education authority achieving 5 or more GCSEs at grades A*-C or equivalent.	Tim German	42.30%	43.30%	48%		43.5%		R
BV 40	% of pupils in schools maintained by the Local Education authority achieving Level 4 or above in the Key Stage 2 Mathematics test.	Tim German	67.6%	65.2%	81%		68%		R
BV 41	% of pupils in schools maintained by the Local Education authority achieving Level 4 or above in the Key Stage 2 English test.	Tim German	68.1%	71.1%	83%		73%		R
BV 43a CPA	% of statements of special educational need issued by the authority in a financial year and prepared within 18 weeks excluding those affected by "exceptions to the rule" under the SEN code of practice.	Tim German	82%	30.8%	95%		NA		NA
BV 43b CPA	% of statements of special educational need issued by the authority in a financial year and prepared within 18 weeks including those affected by "exceptions to the rule" under the SEN code of practice.	Tim German	65.1%	26.4%	68%		NA		NA
BV 44	Number of pupils permanently excluded during the year from all schools maintained by the Local Education authority per 1,000 pupils at all maintained schools.	Tim German	1.7	0.85	0.99		NA		NA
BV 45	% of half days missed due to total absence in secondary schools.	Tim German	9.4%	9%	9%		8.10%		G
BV 46	% of half days missed due to total absence in primary schools maintained by the local education authority.	Tim German	7%	6.6%	6%		6.20%		R
BV 181a	% of 14 year old pupils in schools maintained by the local education authority achieving Level 5 or above in the Key Stage test in English	Tim German	65%	63%	69%		64%		R
BV 181b	% of 14 year old pupils in schools maintained by the local education authority achieving Level 5 or above in the Key Stage test in Mathematics	Tim German	60%	64%	72%		66%		R
BV 181c	% of 14 year old pupils in schools maintained by the local education authority achieving Level 5 or above in the Key Stage test in Science.	Tim German	59%	60%	65%		58%		R

**Walsall - Comparison of Best Value indicators with other Metropolitan Boroughs 2003/2004**

Indicator	BV 33	BV 34a	BV 34b	BV 38	BV 39	BV 40	BV 41	BV 43a	BV 43b	BV 44	BV 45	BV 46
Walsall Result 04	55.87	17.20	5.30	43.3	85.5	65.2	71.1	30.8*	26.4*	0.85	9.03	6.62
Walsall Quartile	4	3	2	3	3	4	3	4	4	1	3	4
1										0.85		
Top Quartile border	97.05	9.83	0.00	50.7	89.1	75.0	75.8	99.5	78.1	0.92	7.91	5.60
2			5.30									
Median	87.18	15.30	5.89	45.4	86.7	70.9	72.3	92.4	54.1	1.14	8.80	5.97
3		17.20		43.3	85.5		71.1				9.03	
Bottom Quartile border	72.19	18.65	10.67	41.9	84.1	67.4	70.0	75.5	42.7	1.58	9.43	6.36
4	55.87					65.2		30.8*	26.4*			6.62

**Walsall - Comparison of Best Value indicators with other Metropolitan Boroughs 2003/2004**

[illegible]