

WALSALL SCHOOL ORGANISATION COMMITTEE

WEDNESDAY, 26TH JANUARY, 2005

REPORT OF HEAD OF DEMOCRATIC SERVICES

**PROCEDURE FOR THE APPROVAL OF THE
DRAFT SCHOOL ORGANISATION PLAN 2004-09**

1.0 Purpose of Report

- 1.1 To inform Members of the procedures for the approval of the School Organisation Plan 2004-09, following the conclusion of the 11 week period for public consultation on the Draft Plan which ended on 16th November, 2004.

2.0 Recommendation

- 2.1 School Organisation Committee is requested to consider the Draft School Organisation Plan in line with the procedure set out in Paragraph 4.0 of the report.

3.0 Background

- 3.1 The School Organisation Plan is a contextual document. The Plan draws conclusions about the need to add or remove school places within the Local Education Authority (LEA).
- 3.2 Once agreed by the School Organisation Committee, the Plan helps the LEA, schools, promoters, parents and local communities to understand the need for places and establish future demand. It serves as the basis against which the School Organisation Committee can consider subsequent proposals for changes to schools, such as the establishment or closure of a school or a change to a school's standard number.
- 3.3 The Plan cannot contain references to individual schools, therefore, school-level data is appended to the Plan.

4.0 Procedure for Approval of the Draft School Organisation Plan 2004-09

- 4.1 The Draft School Organisation Plan was published for public consultation on 16th September, 2004. The statutory 2 month public consultation period ended on 16th December, 2004.

- 4.2 Within 1 month of the above closing date, the LEA must submit the Draft Plan to the School Organisation Committee (together, where appropriate, with any objections and the LEA's observations on the objections).
- 4.3 Upon receipt of the Draft Plan and any objections, the School Organisation Committee has 2 months in which to reach a decision on the Plan. Committee may decide whether to:-
- (a) approve the Draft Plan, with or without modifications;
 - (b) themselves prepare a Plan for publication by the Local Education Authority as their approved Plan;
 - (c) refer the Draft Plan to the Adjudicator, who would then be responsible for approving the Plan.

Any decision relating to a motion to adopt (a) or (b) above should be taken unanimously with each group exercising a collective single vote.

- 4.4 Members may wish to propose their own modifications. These modifications would have to be voted upon by each group of the Committee and would only be approved if supported unanimously.
- 4.5 Where there is no unanimity, the Committee will be invited to vote on whether or not they wish to prepare a Plan for publication (vote by groups). If there is no unanimity upon this motion, the Committee may vote to refer the Plan to the Schools Adjudicator, or to defer further consideration of the Plan until a future meeting.
- 4.6 If unanimous agreement cannot be reached within 2 months of the date of submission to School Organisation Committee, then responsibility for approving the Plan will automatically pass to the Adjudicator.
- 4.7 Once the Plan is agreed by the Committee (or Adjudicator), it will be published in the approved manner with copies available from public libraries, internet, etc.

R.F. WILLIAMS,
Head of Democratic Services.

School Organisation Committee

26 January 2004

Draft School Organisation Plan 2004/5 – 2008/9

Comments were received from the following organisations during the statutory consultation period:

- The Archdiocese of Birmingham
- The Church of England, Diocese of Lichfield
- The Learning and Skills Council, The Black Country
- A school governor.

The comments received are attached, together with Education Walsall's observations, for consideration by the School Organisation Committee.

1 The Archdiocese of Birmingham

Education Walsall's observations

Proposed amendment

Page 28 Secondary Pupil Numbers: amend line 4

"...Queen Mary's Schools, St Thomas More and St Francis of Assisi (both of which were established to serve part of neighbouring authorities in addition to Walsall), and the Walsall Academy ...".

2 The Church of England, Diocese of Lichfield

Education Walsall's observations

No amendments proposed.

3 The Learning and Skills Council, The Black Country

Education Walsall's observations

(a) Proposed amendment

Page 15, bullet point 5: amend line 1

"The strategic approach to the 14 – 19 learning continuum is based"

(b) No amendment proposed.

(c) Proposed amendment

Page 23, paragraph 2: amend line 1

"...post – 16 school places, and the size and performance of school sixth forms will be monitored, as will the level of collaboration between schools (and with other providers) and the quality of provision."

Page 23, paragraph 3: add additional sentence.

"Where appropriate, collaborative arrangements will also be developed with other partners."

(d) Proposed amendments

Page 34, paragraph 1: insert additional sentence

"In addition, many young people take up opportunities provided by Work Based Learning providers".

Page 34, paragraph 2: insert "G (b)" after Appendix.

Page 44, Secondary Sector, bullet point 5: amend by adding

"... in terms of pupil numbers and standards."

4 A School Governor

Education Walsall's observations

The comments relate to page 22, Small Schools (fewer than 150 pupils). No amendments are proposed. The comments received do not take account of the basis on which authorities and schools receive funding and the requirements of the locally agreed Fair Funding formula. The date of the PLASC (Pupil Level Annual Schools Census) is determined by the DfES and is held in mid January. Almost all pupils have been admitted to reception classes in primary schools by this date.

12 OCT 2004

ARCHDIOCESE

OF BIRMINGHAM



Director of Schools:
Rev Fr Marcus Stock M.A., S.T.L.



DIOCESAN SCHOOLS COMMISSION

61 Coventry Road
Coleshill
Birmingham
B46 3EA

George McQueen
Education Walsall
Planning Admissions and Transport Unit
Education Development Centre
Pelsall Lane
WALSALL WS4 1NG

Telephone: 01675 430230
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Email: bdsc@bdsc.org.uk
Web-site: www.bdsc.org.uk

Our Ref: G-304-McQueen-11-10-04-MQ-SS

11 October 2004

Dear George

Re: Draft School Organisation Plan 2004-2009

I am writing to thank you for sending me a copy of the draft SOP, and to compliment you on the quality of the content and its presentation and readability.

I have only one comment to make. Appendix H shows that, for the past five years, approximately 30% of the cross-border transfers from other LEAs have been into our two Catholic Secondary schools. The reason for relatively large numbers of children from outside the borough entering these schools is that they were established to serve not just Walsall but, in the case of St Thomas More, parts of Wolverhampton, and, in the case of St Francis of Assisi, parts of Staffordshire, particularly Lichfield and Tamworth.

It occurs to me that you may wish to make reference to this in the section headed "Secondary Pupil Numbers" on page 28 as a partial explanation for the cross-border flow into Walsall.

This is merely a suggestion, and I shall not be offended if you do not take it up!

Yours sincerely


Mike Quinn
Assistant Director



THE CHURCH
OF ENGLAND
DIOCESE OF LICHFIELD

11th October 2004

For the Attention of

Mr G McQueen
Education Walsall
Education Development Centre
Pelsall Lane
Rushall
Walsall
WS4 1NG

Board of Education

Dear Sir

Consultation on the Draft School Organisation Plan for Walsall

Thank you for your letter dated 16th September 2004 and the Draft School Organisation Plan for 2004-2009.

On behalf of the Lichfield Diocesan Board of Education (Church of England) I would like to make the following comments/observations on the Draft Plan.

- (i) The Strategic Vision for Walsall provides a sound and responsive framework, which recognises the contributions and aspirations of all stakeholders involved in the Education Service. Particularly welcome is the statement that the plan seeks to develop diversity of provision (page 14)
- (ii) The recognition of the contribution made by all types of school, including voluntary aided or voluntary controlled church denominational schools is most welcome as well as the assurance that 'no significant readjustment of the proportion of places in denominational schools is planned' are significant statements (pages 19 and 22)
- (iii) It is noted that Education Walsall will use a 10% guideline as the extent to which the number of places should exceed projected pupil numbers (page 23)
- (iv) The Diocese is prepared and willing to participate fully in consultations through a Borough Wide Review of surplus places (page 35 and 43)

Our Ref: JSC/DR/TE1/Serco

22 October 2004

1st Floor,
Black Country House
Rounds Green Road,
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B69 2DC
T 0845 0194186
F 0121 3454777

www.lsc.gov.uk
info@lsc.gov.uk

Mr T Edinborough
Education Walsall
Education Development Centre
Pelsall Lane
Rushall
Walsall
WS4 1NG



Learning+Skills Council
The Black Country

Dear Trevor

Draft School Organisation Plan 2004-9

Thank you for sending us the above plan. Having reviewed it please find below comments/observations (referencing is slightly difficult, perhaps paragraph numbering might assist future documents?).

- (a) • Page 15, 2nd bullet point and penultimate bullet point. The former would be an early point to show that 'learning environments' indicates delivery by other providers. This is particularly important in the context of the 'visionary' tone of this paragraph. The latter paragraph pulls this out more but would benefit from mentioning the 14-19 continuum rather than splitting the learning timescale as 11+ and post-16.
- (b) • Page 19, 5th paragraph, again referencing "including provision from other providers" would illuminate the point about differentiation more.
 - Page 21, you mention Walsall's Behaviour Support Plan – if possible would you send a copy to Jenny Brett here at the LSC. ✓ sent
- (c) • Page 23, 1st paragraph, the LSC would want performance, as well as size, of School Sixth Forms highlighted here. It also needs to be more specific about collaboration between schools and other providers (rather than just other schools). The following paragraph should make reference to Work Based Learning providers too, as well as FE colleges.
- (d) • Page 34, This clearly needs to mention Work Based Learning providers. Also. The staying-on rates for the FE college need to be contained within the Annexes (currently not there). I also feel that this section does need to underline the intent to monitor School Sixth Form provision, both in terms of staying-on rates/size and performance. I am happy for you to reference discussions with the LSC regarding poorly performing, small sixth forms

(the tables in the annexes are worrying and partners may need to pick this up in our 14-19 discussions and we will in our joint LSC/Education Walsall meetings). This emphasis could also be brought out on Page 44 in the Conclusions on the Secondary Sector.

I hope you find these comments helpful and I look forward to receiving the final version of the plan.

Yours sincerely

PP
PA to 
Julie Cosgrove
Young People's Learning Director

Copies to: Jaine Clarke, Jenny Brett

George McQueen

From: system@stoat.rmpic.co.uk
Sent: 30 September 2004 11:26
To: schoolorganisation@we.serco.com
Subject: Data posted to form 1 of http://www.walsallgfl.org.uk/school_organisation_response.htm

Username: Scott Johnson
UserEmail: Scottjohnson@teacher.com
Tl: School governor - trainee teacher
Date: 30/09/04
Time: 11:25:36
Remote Name: 193.63.174.10
Remote User:
HTTP User Agent: Mozilla/4.0 (compatible; MSIE 6.0; Windows NT 5.0; .NET CLR 1.1.4322)

S1:

77 Walsall road
Aldridge
Walsall
WS9 0AU

Comments:

I applaud the fact that throughout your organisation plan you havnt stated that closure of small schools is a major part of the plan, however i do have cause to object, on the part where you state that small school (fewer than 150 pupils) are likely to be merged, by this are you implying that a small school provide sub standard education for its pupils - when there is a wealth of evidence to the contrary. I feel that a falling birth rate therefore could be used to reduce class sizes and provide non contact time for staff, which of course is in the work load agreement. I hope that you dont close or merge smaller schools just to balance the surplus capacity return. One last point is why do you use the PLASC results form january, when most schools especially in foundation stage take on pupils after christmas and again in some schools at easter, results which look really bad on this january return would look good if you were to do hte census at the end of the school year - of ! course this then constantly makes a school look like its intake is poor year on year because the class has moved on to the next class by the next PLASC in january.

Many thanks for reading this and i hope my comments will be taken into account when planning school places.

Draft School Organisation Plan

2004/5 – 2008/9

Bringing Learning to Life

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Section 1

Introduction, Process and Timetable

Introduction – Bringing Learning to Life

The Draft School Organisation Plan for 2004/5 – 2008/9 sets out the Authority's plans to meet its statutory responsibility to secure sufficient education provision within the Borough of Walsall. It also sets out how the Authority plans to meet its obligations to promote higher standards of attainment and achievement. It does so by establishing the changing need for school places and the strategy for meeting those identified needs.

In proposing this draft School Organisation Plan Education Walsall is seeking both to provide clarity in respect of needs and plans as well as provide a basis for consultation with local partners. Schools, local communities and many others are encouraged to comment on these proposals and help shape the finally agreed School Organisation Plan.

Though the plan sets out how the Authority intends to ensure sufficient places and how surplus places will be reduced, it is much more than that. It is in effect a vision for learning – a vision for learning being developed in partnership with headteachers and other partners working on behalf of children and young people in Walsall. That vision is based on innovation and creativity, the development of higher standards, the promotion of high expectations backed by increased opportunity. The purpose of the vision for learning is to ensure that all children and young people will have the opportunity and encouragement to realise their ambition. Our vision is one of bringing learning to life.

The draft School Organisation Plan is part of a series of strategic plans which together explain the vision and the means by which it can be achieved



Elaine Simpson

Managing Director – Education Walsall

Comments on the Draft Plan should be made in writing to George McQueen, Education Walsall, Planning, Admissions and Transport Unit, Education Development Centre, Pelsall Lane, Rushall, Walsall, WS4 1NG or by fax on (01922) 686373 or by email to schoolorganisation@we.serco.com The closing date for the receipt of objections and comments is 5.00 pm on 16 November 2004.

School Organisation Plans – Process and Timetable

The School Standards and Framework Act 1998 provided a framework for arrangements to allow decisions on school organisation to be taken at a local level. Each Local Education Authority has a School Organisation Committee to make decisions on school organisation proposals previously made by the Secretary of State for Education and Skills and to approve the School Organisation Plan for the area. The Committee is not a committee of Walsall Council but is an independent body.

The School Organisation Plan provides the context within which changes to educational provision will be considered by the School Organisation Committee. Plans must be published at intervals that do not exceed three years. In the light of recent developments in school organisation, Education Walsall has taken this opportunity to update and revise the Plan published in 2003.

This Plan sets out how Walsall proposes to meet its statutory duty to secure sufficient primary and secondary education provision to meet the needs of its population during the next five academic years from 2004/5 to 2008/9 in order to promote higher standards of attainment.

Walsall is responsible for publishing the draft School Organisation Plan; the School Organisation Committee is responsible for determining and approving the final content of the Plan.

Timetable

Formal consultation commences	16 September 2004
Consultation Period	2 months
End of formal consultation	16 November 2004
Draft Plan and comments forwarded to School Organisation Committee by	16 December 2004
Plan approved by School Organisation Committee by	16 February 2005
Publication of Approved Plan	within 1 month

**Public Notice****Draft School Organisation Plan 2004/5 to 2008/9
Walsall's Blueprint for School Organisation**

Walsall Council has today published a Draft School Organisation Plan for Walsall. The Draft Plan is available for inspection at all Walsall public libraries during normal opening hours and at the Education Walsall offices at the Education Development Centre, Pelsall Lane, Rushall, Walsall, WS4 1NG between the hours of 8.45 am and 5.15 pm, Monday to Thursday, and until 4.45 pm on Friday. The Draft Plan is also on the Internet at www.educationwalsall.com

In considering the future number of school places that should be available in Walsall over the next five years, the Council has taken into account the likely demand for places at all types of maintained schools. When considering proposals to add or remove places the Council has to have regard to factors such as the number of children in a local area, parental preferences, school performance and school buildings. The Draft Plan concludes that the total number of pupils in primary schools is continuing to decrease and this trend is expected to continue. Currently approximately 12% of places in primary schools are unfilled and 16 schools have more than 25% surplus places. This growing imbalance between the demand for and supply of primary school places, including those in nursery settings, will need to be addressed over the period of this Plan. In the secondary sector, a further increase in post 16 staying on rates is anticipated and this may help mediate the reduction in pupil numbers which are currently projected to fall by 1,900 by 2011.

Comments on any aspect of the draft Plan and objections to any aspect of the draft Plan should be made in writing and sent to George McQueen, Education Walsall, Planning, Admissions and Transport Unit, Education Development Centre, Pelsall Lane, Rushall, Walsall, WS4 1NG or faxed on (01922) 686374 or emailed to schoolorganisation@we.serco.com by 5.00 pm on 16 November 2004.

The draft School Organisation Plan, together with all the comments and the Authority's observations on them, will be presented to the School Organisation Committee for Walsall by 16 December 2004 and will be considered by the Committee by 16 February 2005.

A further public notice will be published when the School Organisation Committee has given its approval to the Plan. The final Plan will be published and made available in the same places as the draft Plan.

Signed **Annie Shepperd**
 Chief Executive

Date **16 September 2004**

Section 2

A Strategic Vision for Walsall

A Strategic Vision for Walsall

Introduction

• Serco, as Education Walsall, is working in a strategic partnership with Walsall Metropolitan Borough Council to transform the leadership and management of the provision of education services in the Borough. Central to the vision is our partnership with headteachers, teachers and governors across the borough, to promote high expectations, increase opportunities and further raise standards of achievement. Our vision and mission is to maximise opportunity, expectation and achievement for all groups of learners and to empower all groups and individuals to be able to make progress equally. We will seek to do that through the development of interdependent schools and learning centres – self managing, self evaluating and self determining – organisations which are strong enough and empowered enough to develop innovative, flexible and creative learning environments in which individual pupil and student expectations and entitlements can flourish. Education Walsall is committed to the development of a learning community through a commitment to ***bring learning to life***.

•Our strategic vision is to add value to the work of our schools and learning centres (real or virtual) such that they are able to achieve standards and progress above the national average and in excess of those of our statistical neighbours; and to deliver entitlements to our pupils, staff in schools, parents and governors through a commitment and strategy to improve on previous best.

•Key elements of the strategic vision relating to school organisation are identified below. They have taken account of and have drawn from a number of plans and key documents designed to develop provision and aspects of provision across the borough, including: -

- Bringing Learning to Life Plan 2004/05;
- The Strategy for Differentiated Support in Schools;
- The Local Learning & Skills Council Plan for Post 16;
- The Asset Management Plan;
- The Early Years Development and Childcare Strategic Plan;
- The Early Years Development and Childcare Implementation Plan;
- The Vision for Inclusion in Education;
- SEN Plan;
- Accessibility Plan;
- The Behaviour Support Plan;
- Walsall Borough Neighbourhood Renewal Plan;
- Walsall Borough Community Strategy.

Key Elements for School Organisation

- The School Organisation strategy is based on and linked to the Borough-wide strategy for school improvement. This is a comprehensive strategy for the development of a family of interdependent, self-managing, self-evaluating and self-determining schools. The continuum of effectiveness has been developed in consultation with headteachers to enable schools and Education Walsall to identify the current stage of development of every school and the level and degree of support needed and provided to ensure further advancement along the continuum of effectiveness. School evaluation utilises a variety of indicators which promote an all encompassing and 360 degree view and assessment of a school's progress and is at the heart of the strategy to raise standards. The specific strategy in respect of schools which are cause for concern is set out in the Education Development Plan and The Strategy for Differentiated Support to Schools.
- The School Organisation strategy will form an integral part of the multi professional team approach to our work in schools which seeks to ensure that all schools receive co-ordinated, well managed and highly focused services to support and challenge them in their quest to raise standards. The multi professional approach is made manifest through the School Focused Groups – clusters of schools working with a defined group of skilled professionals.
- The School Organisation strategy is focused on the raising of standards of achievement through ensuring and developing further the quality of places offered. Education Walsall's key objective is to raise the levels of achievement and the Bringing Learning to Life Plan sets out the specific actions to bring the strategy to success. The Strategy for Differentiated Support to Schools identifies the approach and actions to deal with underperformance and low standards. The school organisation strategy will ensure that performance, attainment and achievement provide key indicators both for the provision of additional places and for the removal of surplus places in areas of greatest over capacity.
- The School Organisation strategy is based on the celebration and further development of diversity of provision amongst schools and learning centres. Secondary schools in the Borough have been successful in developing a high level of diversity through the acquisition of specialist status and the School Organisation strategy seeks to maximise the impact of that success through families of schools. Furthermore the School Organisation strategy will seek to further develop that diversity and to promote more innovative forms of both collaboration and diversity amongst all phases of education.
- The School Organisation strategy is based on the needs of Walsall's diverse learner groups and on closing the attainment gaps exhibited by different groups of learners. The evidence to date suggests that different groups of learners are both achieving at different levels and also making progress at different rates. The strategy will ensure that the achievement of different groups of learners is known and understood and informs the decision making process. This element of the strategy will seek to protect the learning and achievement needs of vulnerable learners including those in the care of the local authority.
- The School Organisation strategy is integrally linked to the strategy for capital. Through structural cohesion the strategy will ensure that there is synergy between capital, asset management and school place planning and organisation. The strategy includes seeking

innovative ways of attracting capital funding in order to further develop high quality places in the borough. Support from the Targeted Capital Fund and other capital funds will be sought to provide innovative solutions to the over supply of places in the primary sector whilst the authority will be active in seeking to ensure an early place in the programme associated with Building Schools for the Future.

- The School Organisation Plan provides the opportunity for the Borough to be visionary in creating environments for learning which are proactive and not focused simply on a reaction to the movement in places and place provision. The strategy will focus on the development of varied learning environments utilising learning technologies and high levels of innovation to secure learning environments which enable all learners to realise their ambitions.

- The strategy for school improvement is based on developing interdependent, self-managing, self-evaluating and self-determining schools utilising a continuum of effectiveness; it is focused on delivering higher levels of achievement and continual improvement on previous best.

- The strategy is underpinned by a commitment to seek to meet the needs of all learners especially those with special educational needs. This includes a planned full review of special school provision matched against identified needs and developing national policies for special educational needs – in particular the changing role of special schools. In reviewing the provision and need there will also be a further move to increase the number of specialist places available in mainstream schools and to strengthen the relationship between special schools and mainstream learning environments. This will include and be dependent upon placing an additional focus on early identification of need and response to need.

- The strategy for primary schools will focus on the collaborative development of a vision for learning in primary years and the development of a series of guarantees and entitlements for pupils from nursery education through to the start of secondary education. The vision for learning will be developed in partnership with headteachers, teachers and governors across the Borough and build on successful best practise wherever it is to be found. As with developments in the secondary sector, it is highly likely that the vision for learning will require collaboration between schools and learning centres and be built on increasing levels of diversity.

- The strategic approach to post-11 education is based on the developing vision for learning emerging from collaboration between headteachers and other providers. The strategy is based on entitlements for learners and the development of collaborative provision across the Borough. This collaborative approach will extend into the post-16 environment and engage in partnership with other providers. Learners will have the opportunity to gain maximum advantage from more than one learning environment within the borough and be enabled to benefit from a rich, varied and innovative curriculum offer.

- The School Organisation strategy will provide a bridge into further and higher education. The bridge into the further and higher education sectors will be for learners in a quest both to raise levels of attainment and to translate those higher levels of attainment into progression into further success. The bridge into further and higher education will also be for teachers and headteachers in that there will be a strategic link between the Borough's

schools and the University of Wolverhampton based in Walsall. This strategic link will be focused on developing teaching styles and strategies, the further use of new technologies and the development of virtual learning environments.

- Walsall has a developing strategic approach to inclusion based on identifying and removing the barriers that particular groups of children, young people and adults may face in becoming valued, self-confident and achieving learners within their local community. The strategy for inclusion will underpin the strategy for school organisation in ensuring effective provision for all learners including and especially for those who are the most vulnerable.

- The strategic approach to developing community cohesion is based on an understanding of and a response to the diverse needs and aspirations of the communities we serve. We are committed to the concept of schools being at the heart of the community they serve and on extending provision for local communities through planned and managed partnerships with other agencies and groups serving the needs of communities. The strategic approach will seek to utilise and develop key agendas including the Extended Schools strategy and the strategy for Federation of schools.

- Walsall's partnerships and networks beyond the Borough will be strengthened and utilised in providing innovative ways forward.

- The strategy for School Organisation will be characterised by innovation in seeking to develop cutting edge practices on behalf of Walsall's learners.

Section 3

Principles & Processes

Continuous Improvement

This School Organisation Plan for Walsall is about creating an Education Service which builds on existing strengths, provides an understanding of the knowledge on which our community is based and promotes the values and aspirations of school and lifelong education. Changes to schools will be driven by school improvement issues and will be focused on raising standards of achievement.

The Plan proposes that Walsall works in partnership with all those involved in education and invests in the process of modernisation and change. The Plan is about approaching this change so that schools have a lasting impact on pupil achievement, equality of opportunity and the development of the full potential of every young person.

Developments in the primary phase will be based on the vision for learning emerging from consultation with headteachers and on the outcomes from the geographical and themed reviews of provision which will take place during the lifetime of this plan.

In the secondary phase, developments will be based on the vision for learning emerging from consultation with headteachers. In secondary schools every pupil should have their particular aptitudes and abilities recognised and developed to the full. The demands of society are significantly greater than those made of secondary schools in the past and so this Plan recognises that new opportunities need to be sought and taken if standards are to be raised. These opportunities include initiatives such as Excellence in Clusters, specialist school programmes, targeted intervention in the weakest schools and Academy investment.

Provision within schools needs to be increasingly differentiated. Under the influence of local management of schools and a culture of strong school leadership, schools are forging distinct missions with increasing confidence, whether as specialist schools, community schools, foundation schools, voluntary aided or voluntary controlled church denominational schools, academies or special schools.

Schools should plan to embrace the principles of inclusion and equality of opportunity. They should be tailoring provision to meet the full range of individual talents with particular character and ethos. This Plan promotes those policies and principles which underpin the achievement of individual potential through inclusion and equality of opportunity.

School Performance and Parental Preference

When considering proposals to add or remove school places, Walsall will consider the factors stated above and also parental preference and school performance. We will have regard to how well schools perform in Key Stage tests and the most recent Ofsted grades for standards, quality of education, climate (behaviour and attitude of pupils), leadership and management. A school's overall performance will be categorised in the Continuum of School Effectiveness which has been developed with schools by the School Effectiveness Service. Comparisons will be made nationally with schools within the same benchmark groups – schools are placed in groups dependent upon their free school meal percentage and the prior attainment of pupils.

Walsall's Bringing Learning to Life Plan 2004/05 is a detailed action plan to support school improvement. The School Organisation Plan and any detailed proposals for changes to school organisation will reflect the priorities stated in the bringing Learning to Life Plan:

Priority Areas:

- 1 Improving attainment in early years and across key stages 1 and 2
- 2 Raise attainment at key stage 3
- 3 Raise attainment 14 – 19
- 4 Narrow attainment gaps
- 5 Schools Causing Concern
- 6 Enhancing Educational Inclusion
- 7 Information and Communication Technology
- 8 Strategic Role of Education Walsall.

The main purposes of the Plan are:

- 1 To ensure all schools are well led
- 2 To ensure all pupils are taught well
- 3 To narrow attainment gaps and raise pupil attainment in the core subjects of English, Mathematics and Science in particular
- 4 To celebrate all we achieve.

Raising Educational Standards through Asset Management Planning

Walsall's Asset Management Plan (AMP) will help to deliver school sites and buildings which contribute to the raising of standards of education for all children in the borough, and at the same time improve the working environment and health and safety of staff and pupils. All LEAs have a duty to prepare an Asset Management Plan in partnership with head teachers, governors and diocesan bodies.

Asset Management Plans focus on three areas - condition, sufficiency and suitability - to determine and prioritise need. Condition needs focus on the physical state of premises to ensure safe and continuous operation. Sufficiency needs focus on the quantity and organisation of places within and across schools. Suitability needs focus on the ability of premises to meet curriculum and management needs. In reality more than one of these needs may be addressed in a project with innovative capital planning.

The priorities for School Places and Organisation stated in the Asset Management Plan are taken directly from the recommendations of the approved School Organisation Plan.

The Asset Management Plan sets out the criteria by which the Capital requirements identified within the Schools Organisation Plan will be prioritised and seeks to match requirements against the most appropriate funding stream.

The AMP process also maintains data on the quantity of school places, the suitability of accommodation and the condition of buildings in order that these factors can be utilised in determining Capital Building Programmes.

Capital Investment

Capital resources for investment in education premises are available from a variety of sources and include formulaic and bid-based allocations made available by the government either as grant or permission to borrow, contributions from housing developers and income from the sale of land and property. From the 2004/05 financial year, the government has relaxed the controls on capital spending by Councils and the new 'Prudential Guidelines' allow Councils to borrow additional capital, however, the cost of this falls on local Council tax payers.

Inclusion

Developing more inclusive schools for pupils with special educational needs is a priority of the Walsall Education Development Plan. Walsall has a long standing policy of seeking to provide education for pupils in mainstream schools wherever possible. Where pupils require special school provision, we will seek to enable them to become involved in partial day integration with children in mainstream schools wherever practicable and appropriate.

The strategy for special needs includes a fundamental review of special school provision and a further move to increase the number of specialist places available in mainstream schools.

Through the Schools Access Initiative, the government provides funds to modify and improve school accommodation and facilities to help meet the requirements of the Disability Discrimination Act 1995 (as amended by the Special Educational Needs and Disability Act 2001). Priorities are identified through the ongoing Access Audit being undertaken in all schools.

As regards social inclusion, the Walsall Behaviour Support Plan describes the work of the various local agencies to improve the inclusive nature of the school environment.

The criteria for admission to community and voluntary controlled schools give top priority to Children in Public Care (looked after children) and those who would fall under Disability Discrimination legislation. Other admission authorities also give special consideration to looked after children.

Community Cohesion and Diversity

The Authority will continue to work with schools and learning centres in recognising and responding to the rich diversity reflected in our communities, to ensure that the learning needs of all groups and individuals underpin both provision and the focus on achievement and quality.

In addition and in support of this principle, the Authority will seek to utilise and develop key agendas, including the Extended School strategy, to ensure that planning reflects the concept of schools being at the heart of the community they serve. Changes to schools will take account of the dynamic relationships between and within communities. The school organisation strategy will focus on Extended Schools and ensure every opportunity is taken to meet the needs of local communities. The quality of local partnerships and consultation with service users will be at the heart of this element in particular.

Gypsy, Traveller, Showmen (Fairground) and Circus Families

Walsall belongs to the West Midlands Consortium Education Service for Travelling Children (WMCESTC). Throughout the year, places in schools are requested by parents or by WMCESTC staff. Short term support in schools is provided by WMCESTC where there is identified need.

Families may take up residence in local housing or on local authority or private sites, and their children will require school places on a permanent basis even though families may still travel away for work purposes occasionally.

Denominational Provision

The Authority will continue to plan together with the Diocesan Boards to provide sufficient Catholic and Church of England school places. No significant readjustment of the proportion of places in denominational schools is planned.

Primary Schools, Nursery Classes and Nursery Schools

Primary and Nursery places will be reviewed, concurrently, on a geographical basis during the lifetime of this Plan

Through the utilisation of the outcomes of reviews and membership of the Nursery Review Group, Walsall will work strategically with the Early Years Development and Childcare Partnership to ensure a balance of provision across the borough, in particular in areas of social disadvantage, to limit the number of unfilled nursery places and to align nursery numbers with schools' admission numbers.

The outcomes of the reviews will be used to significantly reduce the number of schools where surplus capacity is in excess of 25%. As part of this process consideration will also be given to the amalgamation of infant and junior schools to reduce capacity and increase levels of achievement.

Small Schools (fewer than 150 pupils)

Small schools have management overheads which are not dissimilar to those of larger schools. Whilst Walsall will support schools which experience budget problems because of a temporary decrease in numbers, amalgamation will generally be proposed where a school regularly has a school roll of fewer than 150 pupils and regularly admits below its admission number. This does not apply to special schools or nursery schools where different considerations are more relevant.

Post-16 Education

Walsall and its partners are committed to improving rates of participation in post-16 education and developing lifelong learning. The 14-19 Strategic Group has been established to develop an overall vision and strategy. The Group includes representation from Walsall head teachers, councillors and officers, Learning and Skills Council, WALCAT, Higher Education, Connexions, Urban Regeneration Unit, Walsall Lifelong

Learning Alliance, Education Business Partnership, Government of the West Midlands and the Strategic Race Equality Partnership.

Through the 14-19 Strategic Group, the demand for post-16 school places and the size of school sixth forms will be monitored, as will the level of collaboration between schools and the quality of provision. This Group is responsible for the implementation of the approved 16-19 Action Plan, which includes key activities in the areas of collaboration, work-based training, special needs key skills and value added data.

Schools are encouraged to expand their curriculum range to offer a wider choice to groups who have not in the past taken up opportunities for post-16 education. Walsall encourages collaborative arrangements between schools with sixth forms and local further education colleges in order to expand the range of courses on offer in both further education and school settings.

An area-wide inspection of education and training in Walsall was undertaken in October 2000 by Ofsted, the Further Education Funding Council Inspectorate and the Training Standards Council. The report was published in April 2001 and the findings generally demonstrate good standards in terms of achievement and progression, teaching and learning, support and guidance and value for money. Issues for attention include strategic planning and co-operation, access and participation, provision for students with special educational needs and support for curriculum developments.

Special Schools

Walsall will continue to monitor and review its provision of special schools and specialist resourced provision during the period of this Plan so as to ensure that the places available match closely the incidence of disability and learning difficulty in the Borough. In particular there will be a full review of special schools and a further move to increase the number of specialist places available in mainstream schools.

Following a review of the SEN strategy and framework for supporting children with special needs, a new SEN Plan, which is part of the Vision for Inclusion, has been produced.

Planning the Supply of School Places

Walsall has a statutory duty to provide sufficient school places for pupils of compulsory school age. In addition, Walsall provides places for younger places in nursery classes and schools, and, for older pupils, in school sixth forms.

Resources must be used in the most efficient and cost effective way to raise educational standards in the Borough. This requires the balance between the supply of school places and demand for school places to be reviewed regularly and any identified imbalances to be addressed in order to ensure cost effective sufficiency of provision. Current imbalances must be assessed in the light of the trends in pupil numbers projected for future years and government initiatives which impact on the availability of school places.

Education Walsall uses 10% as a guideline for the extent to which the number of places planned for future intakes should exceed the projected number of pupils. This is in line with Audit Commission recommendations and recognises the dynamics of changing pupil populations. Some level of surplus places is necessary to maintain the denominational

mix of schools, to provide flexibility in the system, to cater for changing patterns of entry and to cater for parental preferences. It does not equate to a surplus places level of 10%.

Details of the number of pupils and places at all schools are reported annually to the Secretary of State. The DfES takes a particular interest in those schools where the level of surplus places exceeds 25% and expects a local review to take place. In some areas the impact of falling pupil numbers has been concentrated in a limited number of schools. Where this occurs, provision will be reviewed across the relevant local area as it is not normally appropriate to review one school in isolation.

Walsall will seek to reduce surplus capacity at schools that do not attract sufficient pupils to meet their Admission Number. This may be as a result of demographic changes, such as a falling birth rate or fewer children in the local area. Surplus capacity can be reduced by removing temporary accommodation, finding alternative uses for surplus rooms - for example, community use - and by the amalgamation or closure of schools. Where appropriate, funding to support the removal of surplus places will be sought from the DfES.

The expansion of popular and successful schools will be considered and, in doing so, Walsall will be mindful of the impact on surplus places. We will seek to expand schools where there is a projected shortfall of places within schools in an area (usually 2 miles for primary schools, 3 miles for secondary schools) as a result, for example, of large scale housing development, the closure of a neighbouring school(s), major changes in demographic trends or as part of a programme to remove surplus places in neighbouring schools. Where appropriate, funding for expansion will be sought from housing developers through section 106 agreements.

School organisation proposals will take account of:

- the quality of education for pupils;
- parental preference;
- the condition and suitability of school buildings.

Communication and Consultation

Whenever school organisation proposals are under consideration, there will be full consultation with all stakeholders including parents, staff and governors. Consultation will be undertaken in an open, transparent manner. All will be kept informed of developments throughout the process.

Walsall has established nine Local Neighbourhood Partnerships in the Borough. Whenever a specific proposal affects an area served by a Local Neighbourhood Partnership, Education Walsall will keep the Partnership informed, involved and consulted.

The Walsall Admission Forum will be formally consulted on the School Organisation Plan.

Section 4

Demographic Information relevant to the Supply of School Places

PUPIL NUMBERS

Each year, Education Walsall produces forecasts of pupil numbers for the following five years. These projections are based on the number of births in Walsall in the relevant year, pupil numbers based upon PLASC and the September Pupil Count, new housing developments and trends in the pattern of admissions.

Primary Pupil Numbers

Forecasts of primary pupil numbers are provided in Table 1 below. These are based upon actual and estimated birth data provided by the office for national statistics (ONS). In July each year, details of births, by ward, in the year to the end of the preceding December are received and all projections are updated. This however does not allow pupil numbers to be estimated for the whole of the planning period: forecasts for these later years are based upon birth estimates provided by ONS. These estimates are updated every few years but in recent years these projections have been rather higher than the actual births which subsequently occurred. In view of this complex relationship, Education Walsall's estimates of births are based upon an evaluation of the relationship between the ONS projection and information obtained from other sources.

Table 1: Actual and projected births in Walsall

Birth Year	School Admission Year	Total Number of Births	Status of Births Data
1993/1994	1998/1999	3,559	Actual
1994/1995	1999/2000	3,515	Actual
1995/1996	2000/2001	3,457	Actual
1996/1997	2001/2002	3,511	Actual
1997/1998	2002/2003	3,497	Actual
1998/1999	2003/2004	3,385	Actual
1999/2000	2004/2005	3,296	Actual
2000/2001	2005/2006	3,225	Actual
2001/2002	2006/2007	3,227	Actual
2002/2003	2007/2008		Half actual, half estimate
2003/2004	2008/2009		Estimate
2004/2005	2009/2010		Estimate

Births in the Local Neighbourhood Partnership Areas, expressed as a percentage of Walsall births vary from year to year and this in turn affects the projected number of pupils admitted to reception classes in any year.

Table 2: Local Neighbourhood Partnership Area births as a percentage of Walsall births, 2001/2002

Local Neighbourhood Partnership Area	% of Walsall births
Aldridge South and Streetly	5.8%
Blakenall and Bloxwich	15.3%
Brownhills and Aldridge North	9.3%
Darlaston	10.7%
Palfrey and Pleck	13.9%
Pelsall and Rushall	8.2%
Pheasey and Paddock	6.8%
St Matthews and Birchills Leamore	15.9%
Willenhall	14.1%
Walsall	100%

Overall reception numbers are then determined by establishing the relationship between the number of pupils who actually entered reception classes in the last three years and the number of births in the appropriate preceding years and then applying the three-year average to the births data. The data is adjusted to take account of new housing.

For Walsall as a whole, this results in a slight reduction in the number of pupils for whom primary school places must be provided. This reduction in numbers varies slightly from year to year and is not evenly distributed across the different areas of the Borough as Table 3 shows.

Table 3: Relationship between births and intake into Reception classes, 2003

Local Neighbourhood Partnership Area	Reception Year intake as % of births in appropriate preceding year
Aldridge South and Streetly	185.0%
Blakenall and Bloxwich	102.5%
Brownhills and Aldridge North	81.4%
Darlaston	90.7%
Palfrey and Pleck	106.3%
Pelsall and Rushall	85.4%
Pheasey and Paddock	125.1%
St Matthews and Birchills Leamore	67.1%
Willenhall	94.2%
Walsall	97.8%

Several factors contribute to this admissions pattern. A number of schools are located close to the border with neighbouring authorities and extra-district pupils are able to gain admission to Walsall schools on distance criteria. In addition, the movement of families because of housing developments impacts upon the demand for places in both the origin and destination areas.

The projected total number of primary pupils is calculated for each year by moving forward the numbers in the existing primary year groups and incorporating the projected number of reception pupils to be admitted in that year.

Secondary Pupil Numbers

Forecasts of secondary pupil numbers are calculated in a similar way to primary numbers but are based upon the Year 6 cohort and the relationship between this and the intake into secondary schools. The relationship is complex because of the admission arrangements of the Queen Mary's Schools and the Walsall Academy and also the cross-border flow into and out of Walsall. In September 2003, pupils admitted to Year 7 in Walsall secondary schools (excluding Walsall Academy) were 102.2% of the Year 6 cohort in January 2003. This indicates that Walsall is a net importer of pupils and details of pupil numbers are provided in Table 4 below.

Table 4: Cross-border transfers 1998 - 2004

Year 6 to Year 7 transfers	Sept 1998	Sept 1999	Sept 2000	Sept 2001	Sept 2002	Sept 2003	Sept 2004
INTO Walsall from other LEAs	451	444	610	523	546	524	606
FROM Walsall into other LEAs	272	242	233	253	250	231	247

Volatility in Pupil Numbers

School rolls in Walsall are not volatile: they are not affected by a nearby defence establishment or seasonal employment opportunities. In certain wards, however, certain school rolls are affected by a women's refuge, the Showman's guild site and traveller sites, and a number of asylum seekers' families have also been housed within Walsall.

The Denominational Dimension

Assessment of the demand for denominational places is based upon the three year average of the proportion of admissions in the relevant year groups to schools in these sectors.

Housing Developments

Housing developments in Walsall and adjacent areas of neighbouring authorities are monitored as they may indicate a demand for additional school places. Research suggests that, on average, 100 additional houses result in an increase of 43 children of school age (4 nursery-aged children, 20 primary-aged, 16 secondary aged and 3 post-16 pupils). However, the sector of the housing market that properties are aimed at impacts on this, as does the extent to which the development results in a redistribution of the existing population within an area.

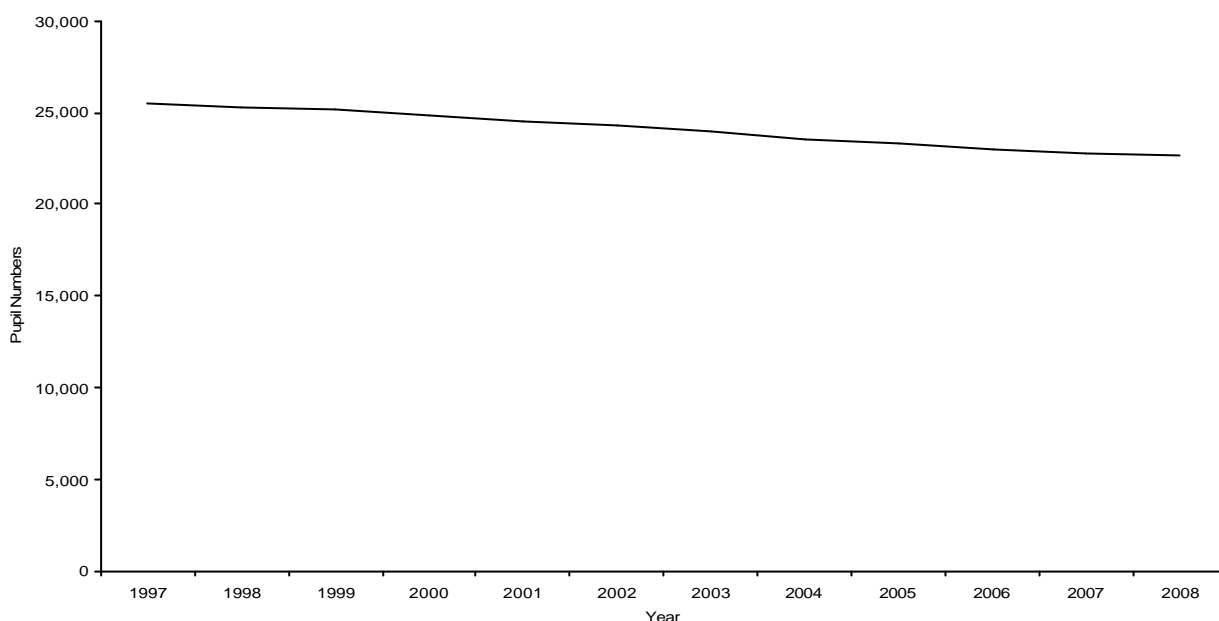
Where appropriate, section 106 agreements are negotiated with housing developers to secure contributions towards the cost of providing additional school places.

Trends in Nursery Pupil Numbers

The number of pupils in nursery schools and classes is falling. This pattern is expected to continue because of the falling birth rate in Walsall and the availability of full-time provision in other settings.

Trends in Primary Pupil Numbers

In recent years the total number of primary pupils in Walsall peaked at 25,451 in 1996/97 academic year. Since then, numbers have decreased and current projections are for this trend to continue throughout the period of this Plan. Figure 1 and Table 5 provide full details of the actual (to January 2004) and projected total primary pupil numbers.

Figure 1: Primary pupil numbers in Walsall from 1997 to 2008Table 5: Primary pupil numbers in Walsall from 1997 to 2008

Academic Year	Total number of primary pupils (January)
1996/1997	25,451
1997/1998	25,261
1998/1999	25,115
1999/2000	24,806
2000/2001	24,562
2001/2002	24,281
2002/2003	23,968
2003/2004	23,544
2004/2005	23,272*
2005/2006	22,955*
2006/2007	22,748*
2007/2008	22,661*

* Projected

From the peak of 25,451 in 1996/97, the number had fallen by 7.5% by the 2003/04 academic year and projected numbers suggest that by 2007/08 the reduction will have increased to 11%. Although the projected numbers are subject to revision when details of the actual births for the relevant years are known, they do, nevertheless, give a clear indication of the likely trend in pupil numbers and provide the demand context against which the provision of primary school places should be assessed.

Over the last seven years the number of pupils admitted to reception classes has fluctuated although the general trend shows a decline in numbers. This is evidenced by Table 6 below which provides details of the number of pupils, by year group, in primary schools.

Table 6: Primary pupil numbers, by year group, in Walsall 2004 (Jan)

Year Group	Number of pupils
Year 6	3,414
Year 5	3,415
Year 4	3,321
Year 3	3,286
Year 2	3,411
Year 1	3,383
Reception	3,310

Admission numbers are projected to continue to reduce over the next few years.

Trends in Secondary Pupil Numbers

The trend in secondary pupil numbers is affected by the establishment of the Walsall Academy which opened in September 2003 and does not constitute part of the maintained school sector in the Borough. Pupil numbers prior to this date are as reported to the DfES and therefore include pupils at the Academy.

The total number of secondary pupils rose from 20,078 in 1996/97 to 21,834 in 2002/03 and is projected to peak in the 2004/05 academic year. However, pupil numbers will fall for the rest of the period of this Plan as smaller cohorts transfer from the primary sector. Details of the total number of secondary pupils are provided in Figure 2 and Table 7 below.

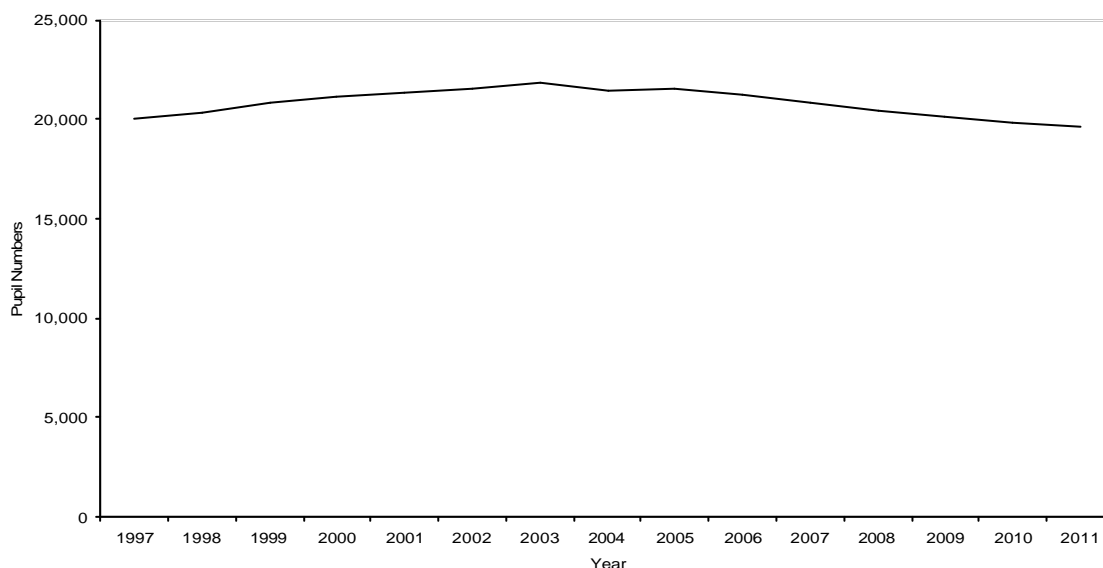
Figure 2: Secondary pupil numbers in Walsall from 1997 to 2008

Table 7: Secondary pupil numbers in Walsall from 1997 to 2008

Academic Year	Total number of secondary pupils (January)
1996/1997	20,078
1997/1998	20,324
1998/1999	20,808
1999/2000	21,097
2000/2001	21,384
2001/2002	21,571
2002/2003	21,834
2003/2004	21,481
2004/2005	21,526*
2005/2006	21,266*
2006/2007	20,886*
2007/2008	20,443*
2008/2009	20,104*
2009/2010	19,870*
2010/2011	19,632*

* Projected

Details of projected under-16 and post-16 pupil numbers are provided in Table 8 below. The number of post-16 pupils will change to reflect changes in post-16 staying-on rates and details of these for individual schools are provided in Appendix E.

Table 8: Secondary pupil numbers, by age, in Walsall from 2002 to 2010

Academic Year	Actual/ Projected	Under 16	Post-16	Total Secondary
2001/2002	Actual	18,573	2,996	21,571
2002/2003	Actual	18,838	2,998	21,834
2003/2004	Projected	18,849	2,928	21,481
2004/2005	Projected	18,650	2,876	21,526*
2005/2006	Projected	18,418	2,848	21,266*
2006/2007	Projected	18,017	2,869	20,886*
2007/2008	Projected	17,525	2,918	20,443*
2008/2009	Projected	17,184	2,920	20,104*
2009/2010	Projected	17,083	2,787	19,870*

* Projected

The average staying-on rate for Walsall is currently 43%.

SCHOOL PLACES

Around 49,000 children are educated in mainstream schools maintained by Walsall Council. Approximately 23,500 of these pupils are in the primary sector and approximately 21,500 in the secondary sector. In addition, about 3,800 attend nursery provision on a part-time basis in nursery and primary schools. Appendix A provides full details of the provision of school places in Walsall.

Nursery Places

Walsall provides a total of 4,460 part-time nursery places for children who have attained the age of three and are below compulsory school age. A total of 3,640 places are in

nursery classes in 74 infant and primary schools. The remaining 820 places are in Walsall's eight nursery schools. In addition, there is some provision for nursery-aged pupils with special educational needs in three special schools.

In January 2004, 14.4% of places in nursery classes and schools were unfilled; 23 of these settings had more than 25% of places unfilled. Some of these places would be taken up at the start of the summer term.

Primary Places

Children reach compulsory school age at the beginning of the term following their fifth birthday. In Walsall, a primary school place is offered at the beginning of the academic year in which children have their fifth birthday. The majority of primary schools normally admit all pupils at the start of the autumn term although a small number of pupils may not take up their place until later in the school year.

Walsall provides a total of 23,544 primary school places in 93 schools (12 infant, 12 junior and 69 primary schools).

Over the period covered by this Plan, the demand for primary school places will continue to fall as a result of the declining birth rate in recent years. This will result in an increasing imbalance between overall pupil numbers and the supply of school places.

In January 2004, the level of surplus places in the primary sector was 12.2%. This equates to a total of 3,235 net surplus places across 73 schools; 16 primary schools had more than 25% surplus places.

In January 2004, the number of pupils on roll at 16 primary schools exceeded the net capacity, indicating potential overcrowding. Four schools had 10% or more pupils in excess of their net capacity. The number of large classes in many schools is being reduced as a result of the infant class size limit which is increasingly affecting junior class sizes as smaller cohorts move up through the school.

There are seven (three infant and four primary) small schools with less than 150 pupils excluding pupils in nursery classes.

Secondary Places

The demand for secondary school places is projected to peak in the 2004/05 academic year. Numbers are projected to fall for the rest of the period of this Plan following transfer of smaller cohorts from the primary sector.

Walsall has 19 secondary schools and, in January 2004, seven had some surplus capacity giving an average for the sector of 5.1%. In eleven schools the number of pupils on roll exceeded the net capacity, indicating potential overcrowding. No school had 10% or more pupils in excess of net capacity.

Post 16 Provision

Post 16 provision in Walsall is provided by 18 secondary schools and one Further Education college.

The majority of schools do not have a set number of places for sixth form pupils. Where possible, in order to promote continuity and progression and where suitable courses of study are available, schools continue to provide places for their existing pupils. Details of the staying-on rates for secondary schools are provided in Appendix G (b) and in Appendix ... for the Further Education College.

CHANGES IN SCHOOL ORGANISATION CURRENTLY IN PROGRESS

Details of recent changes in school organisation are provided in Appendix

Primary Schools

Statutory proposals for the closure of Clothier Street, Lakeside and Little London Primary Schools from 31 August 2006 and the establishment of a 2 FE replacement school from 1 September 2006 were approved by the School Organisation in July 2004.

A Borough-wide review of surplus places with a particular focus on those areas where schools have more than 25% surplus places will be undertaken during the next year and plans drawn up to address these issues.

No other statutory proposals have been published in the period from September 2003.

Special Schools

Education Walsall proposes to undertake a full review of special schools and to increase inclusion levels by further developing specialist SEN places in mainstream schools through the development of specialist resourced provision.

SPECIAL EDUCATIONAL NEEDS PROVISION**Special Schools**

There are seven maintained special schools in Walsall. Details of the range of provision across these schools are provided in Table 9 below.

Table 9: Special schools in Walsall

Type of Special Needs Catered For	Age Range	Number of Schools	Planned Places	Number of Pupils
Emotional and behavioural difficulties	5-16	1	61	57
Moderate learning difficulties	4-19	2	231	221
Severe learning difficulties	2-14	2	148	144
Severe learning difficulties	13-19	1	56	49
Physical difficulties	2-19	1	56	47
Total	2004	7	552	518
	2003	7	552	507

In January 2004, 518 pupils (1.05% of all Walsall pupils) were on roll at special schools in Walsall and details of the age range of pupils are provided in Appendix Although this figure is higher than in 2003, the general trend is one of reducing numbers, it is anticipated that this trend will continue with greater inclusion of pupils in mainstream settings.

Designated Special Educational Needs Provision

Walsall has specialist resourced provision in four mainstream schools and these currently have 39 pupils on roll. Details of this provision are shown in Table 10 below.

Table 10: Specialist resourced provision in mainstream schools

Type of Unit	Primary aged pupils	Secondary aged pupils
Speech and Language – Primary	12	n/a
Support Centre for Specific Learning Difficulties – Secondary	n/a	18
Hearing Impaired – Primary	6	n/a
Hearing Impaired – Secondary	n/a	3
Total Pupils	18	21

Walsall Pupils Educated in other LEAs

Although there are no formal arrangements with other LEAs for the provision of places for Walsall pupils with special educational needs, in January 2004, 66 Walsall pupils attended schools in other local education authorities (this includes looked after children living and educated outside Walsall). Details of this are provided in Table 11 below.

Table 11: Walsall pupils attending special schools in other LEAs 2003/4

LEA	Pupils in mainstream schools		Pupils in special schools		Total	
	Primary	Secondary	Primary	Secondary	Primary	Secondary
Birmingham	3	4	4	5	7	9
Dudley	1	1	1	1	2	2
Sandwell	4	5	1	0	5	5
Staffordshire	4	4	0	2	4	6
Wolverhampton	2	10	2	2	4	12
Other LEAs	6	2	0	2	6	4
Total	20	26	8	12	28	38

Pupils from Other LEA Educated in Walsall schools

Although Walsall has no formal arrangements with other LEAs for the provision of places for pupils with special educational needs, there are currently 86 pupils attending Walsall schools (this includes looked after children living and educated outside Walsall). Details of this are provided in Table 12 below.

Table 12: Pupils from other LEAs attending special schools in Walsall 2003/4

LEA	Pupils in mainstream schools		Pupils in special schools		Total	
	Primary	Secondary	Primary	Secondary	Primary	Secondary
Birmingham	1	20	1	6	2	26
Dudley	0	0	0	0	0	0
Sandwell	0	6	1	5	1	11
Staffordshire	4	14	0	5	4	19
Wolverhampton	1	6	4	8	5	14
Other LEAs	0	1	1	2	1	3
Total	6	47	7	26	13	73

Pre-school Children

Three special schools have places for children from the age of 2 (one school for children with physical needs and two for children with severe learning difficulties). In addition, 24 places are reserved across the nursery schools to provide an environment suitable for the extended assessment of children below compulsory school age who have special educational needs. The number of such places in any one nursery school setting is limited to 3 children.

Pupils with Special Educational Needs

In mainstream schools, 1.8% of pupils have a statement of special educational needs (SEN) and 12.7% of pupils have special educational needs but are not statemented (ie are registered at School Action or School Action Plus) in accordance with the Code of Practice for Special Educational Needs. Details by sector are provided in Table 13 below.

Table 13: Pupils with Special Educational Needs
(Source: PLASC, January 2004)

Sector	SEN Pupils with a Statement	SEN Pupils without a Statement	Total Pupils with SEN	Total Pupils on Roll
Nursery & Primary	329 1.2%	3,562 13.0%	3,891 14.2%	27,325
Secondary	538 2.5%	2,637 12.3%	3,175 14.8%	21,481
Special	513 100%	0	513 100%	513
Walsall Total	1,380 2.8%	6,199 12.6%	7,579 15.4%	49,319

PROVISION FOR LOOKED AFTER CHILDREN

The Children Act (1989) identifies children looked after by the local authority as those who:

- are accommodated by the local authority under a voluntary agreement with the parents;
- are under a Care Order made by the court to give shared parental responsibilities to the local authority.

Every school in Walsall has a designated teacher with specific responsibilities for looked after children.

Admission arrangements have been updated in line with the Code of Practice and community and voluntary controlled schools give priority to looked after children in relation to admissions. Voluntary aided and foundation schools have also made provision for these pupils in their admission arrangements.

PROVISION FOR PUPILS OUT OF SCHOOL

As in other LEAs, a number of children in Walsall are educated in non-school settings.

Pupil Referral Units (PRUs)

Walsall has three pupil referral units which are currently attended by 82 pupils. Places are established to support a maximum number based on prior demand. Consultation is ongoing to enable the units to work more flexibly at an earlier stage of intervention. Details of pupil numbers are provided in Table 14 below.

Table 14: Pupils on roll at PRUs. April 2004

Pupil Referral Units	Primary-aged	Secondary-aged
Pupils with Medical Needs (Shepwell Centre)	n/a	14
Key Stage 2 / Key Stage 3 (Field Road Centre)	3	15
Key Stage 4 (New Leaf Centre)	n/a	50
Total Pupils	3	79

Education other than at School (EOTAS)

Pupils who are unable to attend school because of long-term illness receive support from the Complementary Education Service. The total number of pupils taught by the Service fluctuates during the year and demand is affected by the type of surgical work undertaken in hospitals in Walsall and regionally. In April 2004, a total of 100 pupils received education through this service.

Table 15: Pupils educated by the Home and Hospital Tuition Service, April 2004

		Primary	Secondary
Home Tuition	2004	13	23
	2003	1	20
Hospital Based	2004	29	35
	2003	37	27
Total	2004	42	58
	2003	39	47

Pupils Educated at Home

A small number of parents choose to educate their children at home (Education Otherwise). In January 2004, a total of 33 pupils were educated in this way. Their education and welfare is monitored by the off-site manager within the Complementary Education Service.

Section 5

Conclusions & Recommendations

Conclusions

Walsall has a statutory duty to provide sufficient school places for pupils of compulsory school age. In addition, Walsall provides places for younger places in nursery classes and schools, and, for older pupils, in school sixth forms.

Resources must be used in the most efficient and cost effective way to raise educational standards in the Borough. This requires the balance between the supply of school places and demand for school places to be reviewed regularly and any identified imbalances to be addressed in order to ensure cost effective sufficiency of provision. Current imbalances must be assessed in the light of the trends in pupil numbers projected for future years and government initiatives which impact on the availability of school places.

For Walsall as a whole, the key issue at present is one of falling pupil numbers in the primary sector and also in the secondary sector as smaller cohorts transfer from the primary sector.

When the removal of surplus places is necessary, Education Walsall will continue to explore all options with governors, and diocesan authorities where appropriate, as we are keen to maintain and further develop the good relationships which have been built up over the years by working in partnership to effectively address educational issues.

Primary Sector

- The total number of pupils in primary schools is continuing to decrease and this trend is expected to continue.
- In January 2004 there were 12.2% (3,235) surplus places in primary schools.
- Between January 2003 and January 2004, the total number of primary pupils decreased by 424; this is approximately equivalent to two 1 FE primary schools.
- The surplus places position in primary schools is predicted to deteriorate further. By January 2008, pupil numbers are projected to fall by approximately 900; this is equivalent to four 1 FE primary schools.
- In January 2004, 16 (17%) primary schools had more than 25% surplus places.
- In January 2004, three infant and four junior schools had fewer than 150 pupils on roll (excludes pupils in nursery classes).
- The number of places in nursery classes and nursery schools is considerably in excess of the demand for such places. In January 2004, 14.4% of places were unfilled and 23 providers had 25% or more places unfilled.
- The reduction in pupil numbers is uneven across the Borough.

Secondary Sector

- The total number of pupils in secondary schools peaked in January 2003. Some recovery is projected for January 2005 but numbers are then forecast to fall by approximately 1,900 by 2010/11.
- The balance between under 16 and post 16 pupils is expected to fluctuate over the next few years with a fall in the number of under 16s and fluctuations in post 16s.
- In January 2004 there were 5.1% (1,120) surplus places and only one school had more than 25% surplus places. These statistics will be significantly reduced when the rationalisation of accommodation at Rushall Community College is completed in 2004.
- There is a need to plan for a projected reduction in the number of secondary education places in Walsall.
- Post 16 provision needs to be monitored.
- There is an opportunity to be creative in the provision of innovative learning environments.

Recommended Actions:

1 Provision of Places

Walsall will continue to seek to remedy any projected shortfall in school places identified in the School Organisation Plan.

Education Walsall will continue to manage the provision of school places in order to limit the amount of surplus capacity in the borough and to reduce to a minimum the number of schools with 25% or more surplus capacity. Where there are large percentages of surplus capacity, consideration will be given to amalgamating schools, the removal of temporary accommodation to reduce capacity, finding alternative uses for surplus accommodation and the closure of schools where numbers or demand are low.

2 Primary and Nursery

Education Walsall will, in view of the declining number of nursery and primary-aged pupils, undertake a phased review of primary and nursery school places, using the Local Neighbourhood Partnership areas. Details of the schools in these areas are provided in Appendix E.

Where a primary school's admission number is amended, the number of nursery places at the school will be reviewed and correspondingly amended as appropriate.

Where appropriate, Education Walsall will consider the amalgamation of schools to increase capacity and improve standards of achievement.

3 Secondary/Post-16

Education Walsall will continue to provide support for secondary schools wishing to seek Specialist College status in order to maximise the number of specialist schools in the borough and further develop diversity of secondary provision. Single specialist status for individual schools is favoured. Currently 70% of secondary schools have specialist status.

In conjunction with the Learning and Skills Council, Education Walsall will bring forward plans to improve co-ordination of post-16 provision including collaborative arrangements between schools and other providers and provision for post-16 SEN students. The developing vision for learning will encompass post-16 provision.

Secondary pupils will be enabled to take full advantage from more than one learning environment as part of their studies and thereby raise participation levels at post-16.

The actions identified in the 14-19 Action Plan will be taken forward to address levels of participation and access to post-16 provision. It is anticipated that this will increase the rate of participation by up to 5%.

4 Special Educational Needs

Through strategies for early identification and the annual review of purchased places, Education Walsall will monitor its provision of special schools and specialist resourced provision during the period of the Plan so as to ensure that the places available match closely the incidence of disability and learning difficulty in the borough.

Education Walsall proposes to undertake a full review of special schools and to increase inclusion levels by further developing specialist SEN places in mainstream schools.

5 Diversity and Federation

Education Walsall will seek to develop the extended school philosophy wherever appropriate in order to develop individual and exciting possibilities.

Full use will be made of legislation relating to the establishing of federations and the formation of federations will be promoted within phase, across phase and focused on strands of development where appropriate.

6 Disadvantage and Entitlement

Education Walsall will seek innovative and creative solutions for the significant number of pupils who do not attend school on a regular basis.

Guarantees of entitlement for all pupils and students will be developed and Education Walsall will ensure that these are used to underpin decisions relating to the provision of places.

Education Walsall will ensure that consideration of school organisation issues is based on an understanding of the disadvantage, underachievement and attainment gaps of different groups of learners.

7 Environment for Learning

Education Walsall will seek to replace and/or redevelop building stock which provides inappropriate learning environments.

Modern technologies will be used to provide appropriate and innovative learning environments and the possibility of creating a City Learning Centre for Walsall will be explored further.

Education Walsall will seek to develop the use of virtual learning environments and will use and develop new technologies to facilitate collaboration between schools/ learning centres and further and higher Education.

8 Funding

Where appropriate, funding for expansion will be sought from either the DfES or from housing developers through section 106 agreements.

Funding for surplus place removal will be sought from the DfES where possible.

Education Walsall seeks to maximise external funding to support the provision of places. In recognising that Public/Private Partnerships are the major source for large-scale funding, Education Walsall will build on Walsall Council's experience of PFI implementation, will work closely with central government and will provide additional resources to help ensure the future success of PFI bids.

Walsall will continue to seek to take full and early advantage from the government's strategy for Building Schools for the Future and other funding streams which become available.

All funding streams will be managed strategically in order to facilitate progress in different areas simultaneously.

Section 6

Appendices

Explanatory Notes

All pupil numbers are as at January in the relevant year when the annual schools census (PLASC) is completed.

The Net Capacity is a measure of the number of places available based upon the teaching accommodation at a school.

The measurement of surplus places is based upon the Net Capacity. If a school's Net Capacity exceeds the number of pupils on roll, the numerical difference is the number of surplus places. These schools are over-capacity and could be considered to be overcrowded. No adjustment is made to the figures to take account of those schools where the number of pupils on roll exceeds the Net Capacity.

All percentages are rounded to the nearest whole number.

Control: C= Community; F= Foundation; VA = Voluntary Aided.

Denomination: C = Catholic; CE = Church of England; N = Non-denominational.

Appendix A – School Places in Walsall

Around 49,000 children are educated in mainstream schools maintained by Walsall. Approximately 23,500 of these pupils are in the primary sector and approximately 21,500 in the secondary sector. In addition, about 3,800 attend nursery provision on a part time basis in nursery and primary schools.

Numbers and Types of Schools**Nursery Schools**

School type	Total	Community	Foundation	CE		Catholic Aided
				Controlled	Aided	
Nursery	8	8	0	0	0	0

Primary Schools

School type	Total	Community	Foundation	CE		Catholic Aided
				Controlled	Aided	
Primary	69	48	2	9	1	9
Infant	12	9	1	1	1	
Junior	12	10	1		1	
Total	93	67	4	10	3	9

Secondary Schools

School type	Total	Community	Foundation	CE		Catholic Aided	Non Denominational Aided
				Controlled	Aided		
11 – 16	1	1					
11 – 18	18	9	4		1	2	2
Total	19	10	4	0	1	2	2

School Places**Nursery Schools**

School type	Total	Community	Foundation	CE		Catholic Aided
				Controlled	Aided	
Nursery	820	820	0	0	0	0

Nursery Classes in Primary Schools

School type	Total	Community	Foundation	CE		Catholic Aided
				Controlled	Aided	
Primary	2,977	2,158	143	338	52	286
Infant	663	559	52		52	
Junior						
Total	3,640	2,717	195	338	104	286

Primary Schools

School type	Total	Community	Foundation	CE		Catholic Aided
				Controlled	Aided	
Primary	20,112	14,418	927	2,503	420	1,844
Infant	2,768	2,083	238	182	265	
Junior	3,590	2,921	319		350	
Total	26,470	19,422	1,484	2,685	1,035	1,844

Secondary Schools

School type	Total	Community	Foundation	CE		Catholic Aided	Non Denominational Aided
				Controlled	Aided		
11 – 16	825	825					
11 – 18		10,901	5,558		1,062	2,393	1,353
Total	22,092	11,726	5,558	0	1,062	2,393	1,353

Post 16 Provision

Secondary Schools

Sector	Number of schools	Number on Roll (Jan 2004)
Community	9	1,209
Foundation	4	661
CE Aided	1	168
Catholic Aided	2	397
Non Denominational Aided	2	410
Total	18	2,845

FE College (Walcat)

	Number of Students
Year 12	1,029
Year 13	857
Year 14	515
Total	2,401

Pupil Numbers and Places, Summary

Sector	Pupils on Roll		Net Capacity [#]	
	No	%	No	%
NURSERY				
Non-denominational	3,163*	82%		
Catholic	263*	7%		
Church of England	410*	11%		
TOTAL	3,836*			
PRIMARY				
Non-denominational	18,231	77%	20,906	79%
Catholic	1,814	8%	1,844	7%
Church of England	3,499	15%	3,720	14%
TOTAL	23,544		26,470	
SECONDARY				
Non-denominational	17,898	83%	18,637	84%
Catholic	2,493	12%	2,393	11%
Church of England	1,090	5%	1,062	5%
TOTAL	21,481		22,092	
SPECIAL				
Non-denominational	513	100%		
Catholic	n/a	n/a		
Church of England	n/a	n/a		
TOTAL	513			

* Part time pupils

[#] Applies to primary and secondary schools only

Appendix B – Details of Recent Changes in School Organisation**Statutory Proposals in Walsall from 1999**

Publication Date	School	Description	Decision	Decision Maker	Decision Date
29 April 2004	New Primary School: South Willenhall	Establish a new school from 1 September 2006	Approved	School Organisation Committee	12 July 2004
29 April 2004	Clothier Street Primary School	Closure of a school – cease to maintain from 31 August 2006	Approved	School Organisation Committee	12 July 2004
29 April 2004	Lakeside Primary School	Closure of a school – cease to maintain from 31 August 2006	Approved	School Organisation Committee	12 July 2004
29 April 2004	Little London Primary School	Closure of a school – cease to maintain from 31 August 2006	Approved	School Organisation Committee	12 July 2004
23 May 2003	Manor Farm Secondary School	Closure of Manor Farm and reopen as Rushall Community College in Federation with Shelfield Sports and Community College from 1 September 2003	Approved	School Organisation Committee	7 July 2003
November 2002	Allens Rough Primary School	Closure of a school – cease to maintain from 31 August 2003	Approved	School Organisation Committee	21 January 2003
4 October 2001	Delves Junior School	Increase standard number to 90	Approved	School Organisation Committee	14 December 2001
4 October 2001	Lower Farm Primary School	Increase standard number to 60	Approved	School Organisation Committee	14 December 2001
July 2001	T P Riley Community Secondary School	Closure of a school – cease to maintain from 31 August 2003	Approved	School Organisation Committee	September 2001

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**Education
Walsall**

Appendix C - Nursery-aged Pupils in Walsall Primary & Nursery Schools

January 2004

* PTE = Part-time equivalent. Ages are as at 31 August 2003.

Full-time pupils and pupils filling enhanced places in nursery schools are counted as 2 part-time equivalents.

(Source: PLASC, January 2004 and Plan for Nursery Education Provision for 3 Year Olds 1999-2004)

Nursery Schools	Age 3 PTE*	Age 4+ PTE*	Total PTE*	Places	Unfilled Places		Over Capaci ty	Con trol	Deno minati on	Ward
					No.	%				
Alumwell	49	82	131	120			11			Pleck
Fullbrook		80	80	80						Palfrey
Lane Head	42	71	113	120	7	6%				Short Heath
Millfields	28	92	120	120						Bloxwich East
Ogley Hay	18	44	62	60			2			Brownhills
Rowley View	29	47	76	80	4	5%				Darlaston South
Sandbank	39	80	119	120	1	1%				Bloxwich West
Valley	39	79	118	120	2	2%				Blakenall

Nursery Classes in Primary Schools	Age 3 PTE*	Age 4+ PTE*	Total PTE*	Places	Unfilled Places		Over Capaci ty	Con trol	Deno minati on	Ward
					No.	%				
Abbey Primary	2	13	15	26	11	42%		C	N	Bloxwich West
Beacon Primary	7	31	38	65	27	42%		C	N	Willenhall North
Beechdale Primary	8	37	45	52	7	13%		C	N	Birchills/Leamore
Bentley Drive JMI		44	44	65	21	32%		C	N	Pleck
Bentley West Primary	17	55	72	78	6	8%		C	N	Bentley & Darl. N
Birchills CE Primary	5	47	52	52				VC	CE	Birchills/Leamore
Blackwood		66	66	78	12	15%		C	N	Streety
Blue Coat CE Infant		52	52	52				VA	CE	St Matthew's
Brownhills West Prim	7	17	24	26	2	8%		C	N	Brownhills
Busill Jones Primary	7	33	40	52	12	23%		C	N	Bloxwich West
Butts Primary	7	39	46	52	6	12%		C	N	St Matthew's
Caldmore Primary	11	29	40	52	12	23%		C	N	St Matthew's
Castlefort JMI	4	26	30	52	22	42%		C	N	Ald. N. & Wal. Wood
Christ Church CE JMI		26	26	26				VC	CE	Blakenall
Chuckery Primary	13	64	77	78	1	1%		C	N	Paddock
Clothier Street Pri		22	22	26	4	15%		C	N	Willenhall South
Cooper & Jordan Pri	1	50	51	52	1	2%		VA	CE	Ald. Cen. & South
County Bridge Pri	7	25	32	39	7	18%		C	N	Bentley & Darl. N.
Croft Community Primary	4	22	26	39	13	33%		C	N	Birchills/Leamore
Delves Infant	3	75	78	78				C	N	Palfrey
Edgar Stammers Inf	14	35	49	78	29	37%		C	N	Blakenall
Elm Street Infant	10	44	54	78	24	31%		C	N	Willenhall South
Green Rock Primary	2	23	25	52	27	52%		C	N	Bloxwich East
Greenfield Primary	10	29	39	52	13	25%		C	N	Rushall Shelfield
Harden Primary	5	41	46	52	6	12%		C	N	Blakenall
Hatherton Lane Pri	14	38	52	52				C	N	Birchills/Leamore
Hillary Primary	10	51	61	78	17	22%		C	N	Pleck
Holy Trinity CE Pri		26	26	26				VC	CE	Brownhills
King Charles Primary	4	27	31	52	21	40%		C	N	Bentley & Darl. N.
King's Hill Primary	3	49	52	52				C	N	Bentley & Darl. N.
Lakeside Primary	5	20	25	26	1	4%		C	N	Willenhall South

Appendix C - Nursery-aged Pupils in Walsall Primary & Nursery Schools

(Source: PLASC, January 2004 and Plan for Nursery Education Provision for 3 Year Olds 1999-2004)

Nursery Classes in Primary Schools	Age 3 PTE*	Age 4+ PTE*	Total PTE*	Places	Unfilled Places		Over Capacity	Control	Denomination	Ward
					No.	%				
Leamore Primary	15	22	37	52	15	29%		C	N	Blakenall
Leighswood		72	72	78	6	8%		C	N	Ald. Cen. & South
Lindens Primary	6	34	40	52	12	23%		C	N	Streetly
Little London JMI	7	34	41	52	11	21%		C	N	Willenhall South
Lodge Farm JMI	3	31	34	39	5	13%		C	N	Short Heath
Lower Farm Primary	4	14	18	26	8	31%		C	N	Bloxwich East
Manor Primary		37	37	52	15	29%		F	N	Streetly
Meadow View JMI	7	30	37	65	28	43%		C	N	Pheasey
Millfield Primary		24	24	26	2	8%		C	N	Brownhills
Mossley Primary	5	36	41	52	11	21%		C	N	Bloxwich West
Moxley Nur. & Infant	9	29	38	52	14	27%		C	N	Darlaston South
New Invention Infant		78	78	78				C	N	Willenhall North
North Walsall Primary	10	25	35	52	17	33%		C	N	Blakenall
Old Church CE Pri	13	40	53	52			1	VC	CE	Darlaston South
Palfrey Infant		89	89	91	2	2%		C	N	Palfrey
Park Hall Infant		52	52	52				F	N	Paddock
Pelsall Village	8	38	46	65	19	29%		C	N	Pelsall
Pheasey Park Farm Pri	8	85	93	91			2	F	N	Pheasey
Pool Hayes Primary	3	13	16	26	10	38%		C	N	Short Heath
Radleys Primary		26	26	26				C	N	Rushall Shelfield
Redhouse JMI		11	11	26	15	58%		C	N	Ald. Cen. & South
Rough Hay Primary	10	25	35	52	17	33%		C	N	Darlaston South
Rushall JMI		24	24	26	2	8%		C	N	Rushall Shelfield
Ryders Hayes Primary	4	48	52	52				C	N	Pelsall
Salisbury Primary	8	31	39	52	13	25%		C	N	Bentley & Darl. N.
St Anne's Catholic Prim.	2	19	21	26	5	19%		VA	C	Streetly
St Bernadette's Cath. Pri		22	22	26	4	15%		VA	C	Brownhills
St Francis Cath. Prim	4	18	22	26	4	15%		VA	C	Rushall Shelfield
St Giles CE Primary	11	35	46	78	32	41%		VC	CE	Willenhall South
St John's CE Primary	9	43	52	52				VC	CE	Ald. N. & Wal. Wood
St Joseph's Cath. Pri	1	25	26	26				VA	C	Darlaston South
St Mary of the Angels Cath		23	23	26	3	12%		VA	C	Ald. Cen. & South
St Mary's the Mount Cath.		26	26	26				VA	C	St Matthew's
St Michael's CE Primary	7	45	52	52				VC	CE	Pelsall
St Patrick's Catholic Pri	14	31	45	52	7	13%		VA	C	Birchills/Leamore
St Peter's Catholic Primary	10	16	26	26				VA	C	Bloxwich East
St Thos of Canterbury Cath.	16	36	52	52				VA	C	Blakenall
Sunshine Infant	5	25	30	52	22	42%		C	N	Blakenall
Walsall Wood	4	10	14	39	25	64%		C	N	Hatherton Rushall
Watling Street JMI		26	26	26				C	N	Brownhills
Whetstone Field Pri		26	26	26				C	N	Ald. Cen. & South
Whitehall Nurs. & Inf.	2	53	55	52			3	C	N	Palfrey
Woodlands Primary	13	36	49	52	3	6%		C	N	Short Heath
Walsall Total 2004 2003	642 [728]	3,194 [3,165]	3,836 [3,893]	4,460 [4,499]	643 [637]	14.4% [14.2%]	19 [31]			

Appendix D - Compulsory School-Aged Pupils in Primary Schools

(Source: PLASC, January 2004 and School Places Return, June 2004)

School	Pupils on Roll (NOR)	NCA	Surplus Places		Pupils Over Capacity	Control	Denomination	Ward
			Number	%				
Abbey Primary	150	210	60	29%		C	N	Bloxwich West
Albion Road Junior	175	242	67	28%		C	N	Willenhall South
Alumwell Infant	268	270	2	1%		C	N	Pleck
Alumwell Junior	345	360	15	4%		C	N	Pleck
Beacon Primary	291	420	129	31%		C	N	Willenhall North
Beechdale Primary	234	315	81	26%		C	N	Birchills Leamore
Bentley Drive JMI	339	420	81	19%		C	N	Pleck
Bentley West Primary	368	420	52	12%		C	N	Bentley & Darlaston North
Birchills CE Primary Com.	245	315	70	22%		VC	CE	Birchills/Leamore
Blackwood	518	525	7	1%		C	N	Streety
Blakenall Heath Junior	206	240	34	14%		C	N	Blakenall
Bloxwich CE JMI	293	315	22	7%		VC	CE	Bloxwich West
Blue Coat CE (A) Infant	238	265	27	10%		VA	CE	St Matthew's
Blue Coat CE (A) Junior	290	350	60	17%		VA	CE	St Matthew's
Brownhills West Primary	157	205	48	23%		C	N	Brownhills
Busill Jones Primary	246	315	69	22%		C	N	Bloxwich West
Butts Primary	210	210				C	N	St Matthew's
Caldmore Com. Primary	182	210	28	13%		C	N	St Matthew's
Castlefort JMI	188	210	22	11%		C	N	Aldridge N. & Walsall Wood
Christ Church CE (C) JMI	221	210			11	VC	CE	Blakenall
Chuckery Primary	382	466	84	18%		C	N	Paddock
Clothier Street Primary	162	206	44	21%		C	N	Willenhall South
Cooper & Jordan CE Primary	448	420			28	VA	CE	Aldridge Central & South
County Bridge Primary	183	210	27	13%		C	N	Bentley & Darlaston North
Croft Community Primary	144	206	62	30%		C	N	Birchills/Leamore
Delves Infant	270	270				C	N	Palfrey
Delves Junior	359	324			35	C	N	Palfrey
Dorothy Purcell Junior	205	216	11	5%		C	N	Darlaston South
Edgar Stammers Infant	136	180	44	24%		C	N	Blakenall
Edgar Stammers Junior	188	280	92	33%		C	N	Blakenall
Elm Street Infant	147	171	24	14%		C	N	Willenhall South
Elmore Green Primary	292	292				C	N	Bloxwich West
Green Rock Primary	201	243	42	17%		C	N	Bloxwich East
Greenfield Primary	281	315	34	11%		C	N	Rushall Shelfield
Harden Primary	239	315	76	24%		C	N	Blakenall
Hatherton Lane Primary	326	420	94	22%		C	N	Birchills Leamore
Hillary Primary	355	420	65	16%		C	N	Pleck
Holy Trinity CE Primary	203	208	5	2%		VC	CE	Brownhills
King Charles Primary	142	210	68	32%		C	N	Bentley & Darlaston North
King's Hill Primary	257	315	58	18%		C	N	Bentley & Darlaston North
Lakeside Primary	122	210	88	42%		C	N	Willenhall South
Leamore Primary	219	210			9	C	N	Blakenall
Leighswood	491	490			1	C	N	Aldridge Central & South
Lindens Primary	308	356	48	14%		C	N	Streety
Little Bloxwich CE Primary	206	210	4	2%		VC	CE	Bloxwich East
Little London JMI	223	313	90	29%		C	N	Willenhall South
Lodge Farm JMI	286	256			30	C	N	Short Heath

Appendix D - Compulsory School-Aged Pupils in Primary Schools

(Source: PLASC, January 2004 and School Places Return, June 2004)

School	Pupils on Roll (NOR)	NCA	Surplus Places		Pupils Over Capacity	Cont rol	Deno minat ion	Ward
			Number	%				
Lower Farm Primary	399	372			27	C	N	Bloxwich East
Manor Primary	267	297	30	10%		F	N	Streetly
Meadow View JMI	322	390	68	17%		C	N	Pheasey
Millfield Primary	198	210	12	6%		C	N	Brownhills
Mossley Primary	254	367	113	31%		C	N	Bloxwich West
Moxley Nursery and Infant	116	210	94	45%		C	N	Darlaston South
New Invention Infant	264	270	6	2%		C	N	Willenhall North
New Invention Junior	348	339			9	C	N	Willenhall North
North Walsall Primary	189	210	21	10%		C	N	Blakenall
Old Church CE Primary	306	300			6	VC	CE	Darlaston South
Palfrey Infant	261	270	9	3%		C	N	Palfrey
Palfrey Junior	294	360	66	18%		C	N	Palfrey
Park Hall Infant	270	238			32	F	N	Paddock
Park Hall Junior	405	319			86	F	N	Paddock
Pelsall Village	259	360	101	28%		C	N	Pelsall
Pheasey Park Farm Primary	625	630	5	1%		F	N	Pheasey
Pinfold Street JMI	343	406	63	16%		C	N	Darlaston South
Pool Hayes Primary	162	210	48	23%		C	N	Short Heath
Radleys The Primary	201	210	9	4%		C	N	Rushall Shelfield
Redhouse JMI	121	210	89	42%		C	N	Aldridge Central & South
Rosedale CE (C) Infant	180	182	2	1%		VC	CE	Short Heath
Rough Hay Primary	282	315	33	11%		C	N	Darlaston South
Rushall JMI	196	210	14	7%		C	N	Rushall Shelfield
Ryders Hayes	376	390	14	4%		C	N	Pelsall
Salisbury Primary	220	315	95	30%		C	N	Bentley & Darlaston North
Short Heath Junior	227	240	13	5%		C	N	Short Heath
St Anne's Catholic Primary	206	210	4	2%		VA	C	Streetly
St Bernadette's Catholic	170	175	5	3%		VA	C	Brownhills
St Francis Catholic Primary	201	200			1	VA	C	Rushall Shelfield
St Giles CE Primary	236	315	79	25%		VC	CE	Willenhall South
St James Primary	243	315	72	23%		C	N	Brownhills
St John's CE Primary	326	315	0		11	VC	CE	Aldridge N. & Walsall Wood
St Joseph's Catholic Primary	208	210	2	1%		VA	C	Darlaston South
St Mary of the Angels Catholic	215	210			5	VA	C	Aldridge Central & South
St Mary's The Mount Catholic	215	210			5	VA	C	St Matthew's
St Michael's CE Primary	307	315	8	3%		VC	CE	Pelsall
St Patrick's Catholic Primary	210	210				VA	C	Birchills/Leamore
St Peter's Catholic Primary	196	210	14	7%		VA	C	Bloxwich East
St Thomas of Canterbury Cath.	193	209	16	8%		VA	C	Blakenall
Sunshine Infant & Nursery	167	182	15	8%		C	N	Blakenall
Walsall Wood	143	210	67	32%		C	N	Aldridge N. & Walsall Wood
Watling Street JMI	189	210	21	10%		C	N	Brownhills
Whetstone Field Primary	223	210			13	C	N	Aldridge Central & South
Whitehall Junior Com.	258	320	62	19%		C	N	Palfrey
Whitehall Nursery & Infant	238	260	22	9%		C	N	Palfrey
Woodlands Primary	376	385	9	2%		C	N	Short Heath
Walsall Total	2004 2003	23,544 [23,968]	26,470 [26,948]	3,235 [3,334]	12.2% [12.4%]	309 [354]		

Appendix E – Primary and Nursery Places Review – Geographical Areas

Local Neighbourhood Partnership Area	Schools
Aldridge South and Streetly	Blackwood Primary Cooper & Jordan CE VA Primary Leighswood Primary Lindens Primary Manor Primary Redhouse JMI St Anne's Catholic Primary St Mary of the Angels Catholic Primary Whetstone Field Primary
Blakenall and Bloxwich	Abbey Primary Blakenall Heath Junior Bloxwich CE JMI Busill Jones Primary Christ Church CE (C) JMI Edgar Stammers Infant Edgar Stammers Junior Elmore Green Primary Green Rock Primary Harden Primary Leamore Primary Little Bloxwich CE (VC) Primary Lower Farm Primary Mossley Primary North Walsall Primary St Peter's Catholic Primary St Thomas of Canterbury Catholic Primary Sunshine Infant and Nursery Millfields Nursery Sandbanks Nursery Valley Nursery
Brownhills and Aldridge North	Brownhills West Primary Castlefort JMI Holy Trinity CE Primary Millfield Primary St Bernadette's Catholic Primary St James Primary St John's CE Primary Walsall Wood Watling Street JMI Ogley Hay Nursery
Darlaston	Bentley West Primary County Bridge Primary Dorothy Purcell Junior King Charles Primary King's Hill Primary Moxley Nursery and Infant Old Church CE (C) Primary Pinfold Street JMI Rough Hay Primary Salisbury Primary

	St Joseph's Catholic Primary Rowley View Nursery
Palfrey and Pleck	Alumwell Infant Alumwell Junior Bentley Drive JMI Delves Infant Delves Junior Hillary Primary Palfrey Infant Palfrey Junior Whitehall Junior Community Whitehall Nursery and Infant Alumwell Nursery Fullbrook Nursery
Pelsall and Rushall	Greenfield Primary Pelsall Village Radleys Primary, The Rushall JMI Ryders Hayes St Francis Catholic Primary St Michael's CE (C) Primary
Pheasey and Paddock	Chuckery Primary Meadow View JMI Park Hall Infant Park Hall Junior Pheasey Park Farm Primary
St Matthew's and Birchills Leamore	Beechdale Primary Birchills Church of England Primary Community Blue Coat CE (A) Infant Blue Coat CE (A) Junior Butts Primary Caldmore Community Primary Croft Community Primary Hatherton Lane Primary St Mary's the Mount Catholic Primary St Patrick's Catholic Primary
Willenhall	Albion Road Junior Beacon Primary Clothier Street Primary Elm Street Infant Lakeside Primary Little London JMI Lodge Farm New Invention Infant New Invention Junior Pool Hayes Primary Rosedale CE (C) Infant Short Heath Junior St Giles CE Primary Woodlands Primary Lane Head Nursery

Appendix F - Pupil numbers in Secondary Schools

(Sources: PLASC, January 2004 and School Places Return, June 2004)

School	Pupils on Roll	NCA	Surplus Places		Over Capacity	Control	Denomination	
			Number	%				
Aldridge School	1,497	1,489			8	F	N	
Alumwell Business & Enterprise College	969	1,145	176	15%		C	N	
Barr Beacon Language College	1,432	1,358			74	F	N	
Blue Coat CE Performing Arts Specialist College	1,090	1,062			28	VA	CE	
Brownhills Community Technology College	1,011	1,167	156	13%		C	N	
Darlaston Community Science College	1,128	1,365	237	17%		C	N	
Frank F. Harrison Community School	816	886	70	8%		C	N	
Joseph Leckie Community Technology College	1,431	1,414			17	C	N	
Pool Hayes Community School	1,084	1,084				C	N	
Queen Mary's Grammar School	675	643			32	VA	N	
Queen Mary's High School	694	710	16	2%		VA	N	
Rushall Community College	424	825	401	49%		C	N	
Shelfield Sports and Community College	1,086	992			94	C	N	
Shire Oak – A Science College	1,306	1,370	64	5%		F	N	
Sneyd Community School	1,386	1,355			31	C	N	
St Francis of Assisi Catholic School	1,057	999			58	VA	C	
St Thomas More Catholic School	1,436	1394			42	VA	C	
Streetly – A Specialist Sports College	1,398	1,341			57	F	N	
Willenhall School Sports College	1,561	1,493			68	C	N	
Walsall Total	2004 2003	21,481 [21,834]	22,092 [22,348]	1120 [998]	5.1% [4.5%]	509 [526]		

Appendix G – (a) Post-16 Pupils in Secondary Schools

(Source: PLASC January 1999 to 2004)

School	2004 Year 12 only	2004 Year 13 only	1999 Post-16 Total	2000 Post-16 Total	2001 Post-16 Total	2002 Post-16 Total	2003 Post-16 Total	2004 Post-16 Total
Aldridge	96	87	192	200	184	199	199	183
Alumwell	84	58	96	113	136	136	120	152
Barr Beacon	106	83	163	198	204	230	220	198
Blue Coat CE	81	75	139	136	145	169	169	168
Brownhills	73	43	113	102	97	88	95	123
Darlaston	70	40	135	127	101	123	117	118
Frank F. Harrison	56	27	43	61	35	93	109	86
Joseph Leckie	110	84	153	162	171	162	220	242
Pool Hayes	63	26	96	111	116	129	120	89
Queen Mary's Grammar	105	86	180	187	197	203	185	192
Queen Mary's High	116	100	218	212	221	241	233	218
Shelfield	52	27	73	94	117	109	92	81
Shire Oak	77	56	57	69	76	139	164	135
Sneyd	76	41	128	135	120	116	107	117
St Francis of Assisi Catholic	87	71	102	120	131	171	185	160
St Thomas More Catholic	119	104	238	227	244	235	234	237
The Streetly	75	65	169	178	162	171	171	145
Willenhall	115	80	177	174	194	193	189	201
Walsall Post-16 Total	1,561	1,153	2,472	2,606	2,651	2,907	2,929	2,845

Appendix G – (b) Post-16 Staying-on Rates in Secondary Schools

School	1998 Y11 staying on 1999 Y12	1999 Y11 staying on 2000 Y12	2000 Y11 staying on 2001 Y12	2001 Y11 staying on 2002 Y12	2002 Y11 staying on 2003 Y12	2003 Y11 staying on 2004 Y12	2003 Y12 staying on 2004 Y13
Aldridge	41%	43%	38%	42%	38%	38%	90%
Alumwell	42%	48%	53%	47%	43%	53%	72%
Barr Beacon	44%	45%	47%	50%	48%	43%	86%
Blue Coat CE	48%	42%	47%	59%	50%	44%	83%
Brownhills	46%	36%	39%	35%	49%	39%	72%
Darlaston	45%	29%	29%	41%	31%	36%	65%
Frank F. Harrison	26%	32%	16%	56%	39%	39%	48%
Joseph Leckie	52%	52%	41%	47%	49%	48%	74%
Pool Hayes	34%	38%	40%	44%	40%	32%	38%
Queen Mary's Grammar	94%	106%	105%	105%	93%	111%	99%
Queen Mary's High	123%	102%	127%	131%	122%	121%	89%
Shelfield	31%	39%	44%	37%	43%	41%	57%
Shire Oak	36%	47%	38%	48%	42%	34%	59%
Sneyd Community	33%	40%	30%	33%	28%	31%	58%
St Francis of Assisi Catholic	39%	37%	43%	58%	56%	49%	72%
St Thomas More Catholic	59%	56%	60%	51%	61%	55%	72%
The Streetly	45%	41%	42%	42%	43%	31%	64%
Willenhall	46%	50%	45%	42%	48%	44%	63%
Walsall Staying-On Rates	44%	45%	44%	48%	46%	43%	71%

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Appendix H - Cross-Border Secondary Transfers (Year 6 to Year 7 transfer)

(Source: Secondary transfers database)

School	Transfers INTO Walsall from other LEAs						
	Sept 1998	Sept 1999	Sept 2000	Sept 2001	Sept 2002	Sept 2003	Sept 2004
Aldridge	1	1	4	1	2	1	8
Alumwell	2	1	2	0	0	0	0
Barr Beacon	70	46	97	86	92	72	93
Blue Coat CE	6	9	46	36	64	59	43
Brownhills	1	4	2	2	0	1	1
Darlaston	1	1	1	1	5	3	10
Frank F Harrison	0	0	0	0	0	1	0
Joseph Leckie	12	10	8	17	14	20	30
Pool Hayes	1	4	16	9	9	16	31
Queen Mary's Grammar	37	45	56	47	45	50	49
Queen Mary's High	29	24	46	48	40	46	40
Rushall	0	0	0	0	0	0	0
Shelfield	1	2	3	0	0	0	1
Shire Oak	0	0	3	1	1	1	5
Sneyd	1	1	2	2	2	3	1
St Francis of Assisi Catholic	79	83	88	70	84	72	79
St Thomas More Catholic	93	96	88	83	95	79	103
The Streetly	116	117	142	119	93	99	110
Willenhall	1	0	5	1	0	1	2
Total Transfers FROM other LEAs	451	444	609	523	546	524	606
	Transfers OUT of Walsall to other LEAs						
	Sept 1998	Sept 1999	Sept 2000	Sept 2001	Sept 2002	Sept 2003	Sept 2004
Total Transfers OUT OF Walsall INTO other LEAs	272	242	233	253	250	231	247
Net Imported Pupils	179	202	377	170	296	293	359

Appendix I - Special School Pupils

(Source: PLASC, Jan 2004 and Section 52 Return 2004/05)

School	Nursery Pupils	Primary Pupils	Secondary Pupils	Post-16 pupils	Total Pupils	Planned Places	Difference in Pupils & Places	Special School Type*	Age Range
Castle	n/a	22	59	22	103	110	-7	MLD	4-19
Daw End	n/a	14	40	n/a	54	61	-7	EBD	5-16
Jane Lane	n/a	37	70	10	117	121	-4	MLD	4-19
Mary Elliot	n/a	n/a	19	30	49	56	-7	SLD	14-19
Oakwood	5	35	16	n/a	56	60	-4	SLD	2-14
Old Hall	4	62	21	n/a	87	88	-1	SLD	2-14
Three Crowns	3	13	24	7	47	56	-9	PD	2-19
Walsall 2004	12	183	249	69	513	552	-39		
Total 2003	[17]	[180]	[247]	[68]	[507]	[552]	[-46]		

* Special School Type: schools serving pupils with: EBD - Emotional and/or Behavioural Difficulty; MLD - Moderate Learning Difficulty; PD - Physical Disability; or SLD - Severe Learning Difficulty.

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Appendix J – Pupils with Special Educational Needs in Nursery and Primary Schools

(Source PLASC, January 2004)

School	Pupils on Roll (NOR)	SEN Pupils		Control	Denomination
		Statement	No Statement		
Alumwell Nursery	131		7		
Fullbrook Nursery	80		8		
Lane Head Nursery	113	1	7		
Millfields Nursery	120	2	6		
Ogley Hay Nursery	62		2		
Rowley View Nursery	76		9		
Sandbank Nursery	119		5		
Valley Nursery	118	1	6		
Abbey Primary	165	2	33	C	N
Albion Road Junior	175	3	41	C	N
Alumwell Infant	268	4	30	C	N
Alumwell Junior	345	12	20	C	N
Beacon Primary	329	1	63	C	N
Beechdale Primary	279	3	46	C	N
Bentley Drive JMI	383	2	35	C	N
Bentley West Primary	440	3	75	C	N
Birchills CE Primary Com.	297	2	50	VC	CE
Blackwood	584	4	40	C	N
Blakenall Heath Junior	206	3	54	C	N
Bloxwich CE JMI	293	7	32	VC	CE
Blue Coat CE (A) Infant	290	1	14	VA	CE
Blue Coat CE (A) Junior	290	5	40	VA	CE
Brownhills West Primary	181	1	17	C	N
Busill Jones Primary	286	12	51	C	N
Butts Primary	256	2	36	C	N
Caldmore Com. Primary	222	3	57	C	N
Castlefort JMI	218	1	49	C	N
Christ Church CE (C) JMI	247	3	53	VC	CE
Chuckery Primary	459	3	84	C	N
Clothier Street Primary	184	1	20	C	N
Cooper & Jordan CE Primary	499	7	37	VA	CE
County Bridge Primary	215	1	42	C	N
Croft Community Primary	170	3	30	C	N
Delves Infant	348	8	41	C	N
Delves Junior	359	3	44	C	N
Dorothy Purcell Junior	205	3	37	C	N
Edgar Stammers Infant	185	1	43	C	N
Edgar Stammers Junior	188	7	26	C	N
Elm Street Infant	201	0	50	C	N
Elmore Green Primary	292	4	42	C	N
Green Rock Primary	226	2	34	C	N
Greenfield Primary	320	2	25	C	N
Harden Primary	285	1	48	C	N
Hatherton Lane Primary	378	2	65	C	N
Hillary Primary	416	6	87	C	N
Holy Trinity CE Primary	229	6	13	VC	CE
King Charles Primary	173	5	33	C	N
King's Hill Primary	309	3	82	C	N
Lakeside Primary	147	5	16	C	N
Leamore Primary	256	2	23	C	N
Leighswood	563	10	48	C	N

Appendix J – Pupils with Special Educational Needs in Nursery and Primary Schools
(Source PLASC, January 2004)

School	Pupils on Roll (NOR)	SEN Pupils		Control	Denomination
		Statement	No Statement		
Lindens Primary	348	2	35	C	N
Little Bloxwich CE Primary	206	1	23	VC	CE
Little London JMI	264	3	18	C	N
Lodge Farm JMI	320	5	40	C	N
Lower Farm Primary	417	4	27	C	N
Manor Primary	304	4	29	F	N
Meadow View JMI	359	1	2	C	N
Millfield Primary	222	3	37	C	N
Mossley Primary	295	3	38	C	N
Moxley Nursery and Infant	154	2	21	C	N
New Invention Infant	342	2	24	C	N
New Invention Junior	348	9	41	C	N
North Walsall Primary	224	4	38	C	N
Old Church CE Primary	359	3	48	VC	CE
Palfrey Infant	350	4	13	C	N
Palfrey Junior	294	14	53	C	N
Park Hall Infant	322	2	48	F	N
Park Hall Junior	405	2	53	F	N
Pelsall Village	305	2	51	C	N
Pheasey Park Farm Primary	718	5	84	F	N
Pinfold Street JMI	343	3	28	C	N
Pool Hayes Primary	178	2	35	C	N
Radleys The Primary	227	5	22	C	N
Redhouse JMI	132	4	31	C	N
Rosedale CE (C) Infant	180	1	10	VC	CE
Rough Hay Primary	317	7	84	C	N
Rushall JMI	220	6	26	C	N
Ryders Hayes	428	4	99	C	N
Salisbury Primary	259	1	8	C	N
Short Heath Junior	227	7	41	C	N
St Anne's Catholic Primary	226	1	4	VA	C
St Bernadette's Catholic	192	2	35	VA	C
St Francis Catholic Primary	223	4	36	VA	C
St Giles CE Primary	282	7	45	VC	CE
St James Primary	243	5	53	C	N
St John's CE Primary	378	2	18	VC	CE
St Joseph's Catholic Primary	234	2	61	VA	C
St Mary of the Angels Catholic	238	0	22	VA	C
St Mary's The Mount Catholic	241	1	9	VA	C
St Michael's CE Primary	359	2	36	VC	CE
St Patrick's Catholic Primary	255	2	33	VA	C
St Peter's Catholic Primary	222	2	15	VA	C
St Thomas of Canterbury Cath.	245	2	47	VA	C
Sunshine Infant & Nursery	197	0	21	C	N
Walsall Wood	157	3	28	C	N
Watling Street JMI	215	3	45	C	N
Whetstone Field Primary	249	2	13	C	N
Whitehall Junior Com.	258	5	21	C	N
Whitehall Nursery & Infant	293	1	3	C	N
Woodlands Primary	425	5	54	C	N
Walsall Total	27,325	329	3,562		

Appendix K – Pupils with Special Educational Needs in Secondary Schools

(Source: PLASC, January 2004)

School	Pupils on Roll (NOR)	SEN Pupils		Control	Denomination
		With a Statement	Without a Statement		
Aldridge School	1,497	17	133	F	N
Alumwell Business & Enterprise College	969	36	171	C	N
Barr Beacon Language College	1,432	22	156	F	N
Blue Coat CE Performing Arts Specialist College	1,090	33	119	VA	CE
Brownhills Community Technology College	1,011	44	108	C	N
Darlaston Community Science College	1,128	40	213	C	N
Frank F. Harrison Community School	816	38	170	C	N
Joseph Leckie Community Technology College	1,431	36	277	C	N
Pool Hayes Community School	1,084	40	150	C	N
Queen Mary's Grammar School	675	1	8	VA	N
Queen Mary's High School	694	1	0	VA	N
Rushall Community College	424	19	51	C	N
Shelfield Sports and Community College	1,086	30	305	C	N
Shire Oak – A Science College	1,306	35	110	F	N
Sneyd Community School	1,386	29	107	C	N
St Francis of Assisi Catholic School	1,057	45	88	VA	C
St Thomas More Catholic School	1,436	16	139	VA	C
Streetly – A Specialist Sports College	1,398	25	94	F	N
Willenhall School Sports College	1,561	31	238	C	N
Walsall Total	21,481	538	2,637		

Appendix L – Pupils with Special Educational Needs in Special Schools

(Source: PLASC, January 2004)

School	Pupils on Roll (NOR)	SEN Pupils		Control	Denomination
		With a Statement	Without a Statement		
Castle	103	103	0	C	N
Daw End	54	54	0	C	N
Jane Lane	117	117	0	C	N
Mary Elliot	49	49	0	C	N
Oakwood	56	56	0	C	N
Old Hall	87	87	0	C	N
Three Crowns	47	47	0	C	N
Walsall Total	513	513	0		