

Summary of Results - 2005

4th October 2005



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All figures in this report are based on unvalidated performance data for 2005.

Most figures have been rounded throughout this report.

↑ improved ↓ declined = the same

 bringing service to life	<h2>School Standards 2005</h2>
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Key Stage 1


	Reading	Writing	Mathematics
Level 2+	82% (-1%)	80% (+1%)	89% (=)
Level 3	22% (-3%)	12% (-2%)	20% (-6%)
Distance to national (L2+)	3% (2% in 2004)	2% (3% in 2004)	2% (1% last year)

- New testing arrangements were introduced this year – beware when comparing results to those of last year.
- Improvements made last year have been sustained but not bettered this year.
- The gap between Walsall and all schools nationally is still too wide.
- Girls outperform boys in reading, writing and mathematics – but the gender gap has narrowed in reading, writing and science.
- Pakistani heritage pupils are the group to significantly underachieve; the small group of mixed White/Black Caribbean heritage pupils also underachieve in comparison to the cohort.
- High attaining girls - a potential issue for investigation.

	Boys %		Girls %		All %			Boys %		Girls %		All %	
	2+	3	2+	3	2+	3		2+	3	2+	3	2+	3
2004 Walsall							2005 Walsall						
Reading task/test	77	21	88	29	83	25	Reading task/test	78	19	87	26	82	22
Writing	72	10	87	19	79	14	Writing	74	9	86	16	80	12
Mathematics	87	28	91	24	89	26	Mathematics	87	23	91	16	89	20
Science TA	83	24	89	26	86	25	Science TA	84	23	88	20	86	21
2004 National							2005 National						
Reading task/test	81	24	89	33	85	29	Reading task/test	81	22	89	32	85	27
Writing	76	11	87	21	82	16	Writing	77	10	88	20	82	15
Mathematics	89	31	92	25	90	28	Mathematics	90	25	92	20	91	23
Science TA	88	27	91	25	90	26	Science TA	88	26	91	24	90	25

Statistical Neighbours – 2005

LEA	Reading L2+			Writing L2+			Mathematics L2+			Science L2+		
	ALL	B	G	ALL	B	G	ALL	B	G	ALL	B	G
Bolton	85	80	90	83	77	89	90	88	92	89	86	92
Bristol, City of	80	74	86	77	71	83	87	86	89	88	86	89
Coventry	82	78	86	79	75	84	88	87	89	86	84	87
Derby	85	82	88	81	77	86	89	88	90	88	87	89
Kirklees	86	83	90	84	79	88	92	91	93	90	90	91
Oldham	81	75	87	79	73	85	88	87	90	86	84	88
Rochdale	83	79	87	79	74	84	89	88	90	87	85	88
Stoke-on-Trent	80	77	84	77	71	83	86	84	88	85	84	86
Tameside	84	80	88	81	77	86	89	87	90	89	88	90
Wolverhampton	83	79	86	78	72	84	87	86	89	84	82	86
Walsall	82	78	87	80	74	86	89	87	91	86	84	88
Statistical Neighbours	83	79	87	80	75	85	89	87	90	87	86	89
National	85	81	89	82	77	88	91	90	92	90	88	91

 bringing service to life	<h1>School Standards 2005</h1>
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Key Stage 1 2005 by ethnicity

Ethnicity	No. of pupils matched	% Reading L2+	% Writing L2+	% Maths L2+
Other *	202	79	76	87
Bangladeshi	87	82	83	89
Black Caribbean	33	91	85	97
Indian	231	91	88	94
Pakistani	291	72	63	80
White	2475	83	81	90
White/Black Caribbean	73	82	77	86
Grand Total	3392	82	80	89

* Other includes those with an ethnic group not in the main 6 categories and those pupils who did not match to PLASC 2005

Key Stage 1 2005 by SEN status

SEN status	No. of pupils matched	% Reading L2+	% Writing L2+	% Maths L2+
School Action	375	40.8	37.1	59.2
No SEN	2840	91.0	88.3	95.8
School Action Plus	80	35.0	27.5	38.8
Statement of SEN	64	26.6	20.3	29.7
<i>No match to plasc 2005</i>	33	51.5	60.6	75.8
Grand Total	3392	82.5	79.7	89.0

 bringing service to life	<h2>School Standards 2005</h2>
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Key Stage 2


	English	Mathematics	Science
Level 4+	76.4% (+2.4%)	69.9% (+0.9%)	82.9% (+1.9%)
Level 5	25% (=)	26% (=)	40% (+6%)
Distance from L4+ target	-3% (-9% in 2004)	-11% (-12% in 2004)	N/A
Distance to national (L4+)	3% (3% in 2004)	5% (5% in 2004)	3% (5% in 2004)

- Key Stage 2: consistent year on year improvement since 2001.
- Recognised by the DfES as an improving authority.
- Targets not reached but the gap has closed between target and actual performance.
- Girls outperform boys in English and science but the gender gap in English has narrowed significantly and is now better than the national picture.
- High attaining girls under perform in mathematics and science.
- Fewer schools below the 65% threshold – a significant achievement and a focus of NRF funding. English reduced from 27 to 16 schools; mathematics from 34 to 27. Across both subjects a reduction from 39 to 30 schools.
- Pakistani heritage pupils are the group to significantly underachieve; although smaller in their numbers Bangladeshi, Black Caribbean and mixed White/Black Caribbean heritage pupils also underachieve in comparison to the cohort.
- Mathematics remains a challenge.
- With the exception of Indian heritage pupils, attainment for other minority ethnic groups in English (Level 4+) is below their peers.

	% boys		% girls		% all			% boys		% girls		% all	
	4+	5	4+	5	4+	5		4+	5	4+	5	4+	5
2004 Walsall							2005 Walsall						
English	68	18	80	32	74	25	English	72	19	81	32	76	25
Mathematics	69	27	69	25	69	26	Mathematics	70	29	70	23	70	26
Science	81	34	82	34	81	34	Science	83	42	83	39	83	40
2004 National							2005 National						
English	72	20	83	32	77	26	English	74	21	84	33	79	26
Mathematics	74	32	73	28	74	30	Mathematics	76	33	75	28	75	30
Science	85	42	86	42	86	42	Science	86	48	87	46	86	46

Statistical Neighbours - 2005

LEA	English Level 4+			Mathematics Level 4+			Science Level 4+		
	All	B	G	All	B	G	All	B	G
Bolton	78	-	-	76	-	-	85	-	-
Bristol, City of	70	-	-	67	-	-	79	-	-
Coventry	75	-	-	72	-	-	85	-	-
Derby	76	-	-	72	-	-	83	-	-
Kirklees	77	-	-	73	-	-	85	-	-
Oldham	75	-	-	75	-	-	84	-	-
Rochdale	75	-	-	73	-	-	83	-	-
Stoke-on-Trent	71	-	-	67	-	-	82	-	-
Tameside	81	-	-	77	-	-	88	-	-
Wolverhampton	74	-	-	67	-	-	82	-	-
Walsall	76	72	81	70	70	70	83	83	83
Statistical Neighbours	75	-	-	72	5	-	84	-	-
National	79	74	84	75	76	75	86	86	87

 bringing service to life	<h2>School Standards 2005</h2>
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Key Stage 2 2005 by ethnicity

Ethnicity	No. of pupils matched	% English L4+	% Maths L4+	% Science L4+
Other *	162	68	64	78
Bangladeshi	73	79	60	74
Black Caribbean	37	70	57	86
Indian	231	84	81	88
Pakistani	218	65	55	64
White	2625	77	71	85
White/Black Caribbean	66	74	76	80
Grand Total	3412	76	70	83

* Other includes those with an ethnic group not in the main 6 categories and those pupils who did not match to PLASC 2005

Key Stage 2 2005 by SEN status

SEN status	No. of pupils matched	% English L4+	% Maths L4+	% Science L4+
School Action	438	40.0	34.5	59.4
No provision	2693	88.3	80.8	90.8
School Action Plus	155	24.5	26.5	49.7
Statement of SEN	118	11.0	11.9	34.7
<i>No match to plasc 2005</i>	8	50.0	50.0	75.0
Grand Total	3412	76.5	69.9	82.9

 bringing service to life	<h2>School Standards 2005</h2>
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Key Stage 3

	English	Mathematics	Science	ICT
Level 5+	69% (+3%)	67% (+1%)	61% (+3%)	68% (+3%)
Level 6+	27% (-1%)	45% (+1%)	29% (+3%)	21% (+5%)
Distance from L5+ target	-5% (-5% in 2004)	-2% (-6% in 2004)	-2% (-7% in 2004)	-5% (-7% in 2004)
Distance to national (L5+)	-5% (-5% in 2004)	-7% (-7% in 2004)	-9% (-8% in 2004)	-1% (-2% in 2004)

	% Boys			% Girls			% All		
	5+	6+	7+	5+	6+	7+	5+	6+	7+
2004 Walsall									
English	59	24	6	73	34	8	66	28	7
Mathematics	64	45	19	67	44	17	66	44	18
Science	56	26	8	60	26	8	58	26	8
ICT	56	15	2	68	18	4	65	16	3
2004 National									
English	64	27	7	77	41	13	71	34	10
Mathematics	72	52	24	74	52	22	73	52	23
Science	65	34	11	67	35	11	66	34	11
ICT	63	22	4	71	27	5	67	25	4

	% Boys			% Girls			% All		
	5+	6+	7+	5+	6+	7+	5+	6+	7+
2005 Walsall									
English	59	22	7	79	33	6	69	27	6
Mathematics	67	45	22	68	45	20	67	45	21
Science	60	29	10	62	28	7	61	29	8
ICT	-	-	-	-	-	-	68	21	3
2005 National									
English	67	28	-	80	41	-	74	34	-
Mathematics	73	53	-	74	53	-	74	53	-
Science	69	38	-	70	36	-	70	37	-
ICT	65	22	-	74	27	-	69	25	-

- Improvement in all 3 subjects for the first time.
- Improvement against mathematics, science and ICT targets.
- Girls outperform boys in all three subjects – significantly so in English. The gap is narrowing in mathematics and science but has widened in English.
- Pakistani heritage pupils are the group to significantly underachieve; although smaller in numbers Bangladeshi, Black Caribbean and mixed White/Black Caribbean pupils also underachieve in comparison with the cohort.

 bringing service to life	<h1>School Standards 2005</h1>
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Key Stage 3 2005 by ethnicity


Ethnicity	English Level 5+		Maths Level 5+		Science Level 5+	
	No. of matched pupils	% L5+	No. of matched pupils	% L5+	No. of matched pupils	% L5+
Other *	155	71	159	67	155	57
Bangladeshi	51	57	59	58	51	37
Black Caribbean	101	70	103	59	101	54
Indian	224	80	230	81	224	74
Pakistani	183	48	189	49	183	31
White	3146	69	3176	68	3146	63
White/Black Caribbean	68	75	68	59	68	56
Grand Total	3928	69	3984	67	3928	61

* Other includes those with an ethnic group not in the main 6 categories and those pupils who did not match to PLASC 2005

Key Stage 3 2005 by SEN stage

SEN status	English Level 5+		Maths Level 5+		Science Level 5+	
	No. of matched pupils	% L5+	No. of matched pupils	% L5+	No. of matched pupils	% L5+
School Action	457	28	460	29	457	20
No SEN	3198	80	3251	77	3198	71
School Action Plus	102	13	102	16	102	14
Statement of SEN	162	4	162	8	162	9
<i>No match to plasc 2005</i>	9	67	9	44	9	44
Grand Total	3928	69	3984	67	3928	61

Some pupils sat their Maths results early this year hence there is a larger cohort of KS3 pupils who did Maths than English and/or Science.

 bringing service to life	<h2>School Standards 2005</h2>
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GCSE results

- Awaiting national data.
- Good improvement overall.
- Some schools made significant gains – Alumwell (8%), Frank F (6%), Rushall (6%), Willenhall (11%), Pool Hayes (11%), Sheffield (11%), Blue Coat (11%) and Shire Oak (7%).
- Just 2 schools are below the national 5+A*-C threshold of 30%.
- Too many young people leave without a single qualification.
- Too few pupils attain 5+A*-C (including English and mathematics)

Results based on data from schools

	All pupils	Girls	Boys
5+A*-C or equivalent GCSE	47% (+4)	52% (-2)	42% (+5)
1+ A*-G	96% (+3)	97% (+2)	94% (+4)
5+ A*-C including English and Maths	36% (+5%)	39% (+3)	32% (+5)
5+ A*-G including English and Maths	83% (+ 5%)	87% (+5)	79% (+5)
Distance from Target	+1% (-5% in 2004)	N/A	N/A
Distance from National			

A levels 2005

2+ passes at A level 77 (-3)

Results based on very early data from schools. Awaiting DfES statistics disk.

Percentage difference from National

↑ improved ↓ declined = the same
 1% represents around 30-35 pupils at each key stage

Key Stage 1	Level 2+		Level 3	
	2004	2005	2004	2005
Reading	-2	-3 ↓	-4	-5 ↓
Writing	-3	-2 ↑	-2	-3 ↓
Mathematics	-1	-2 ↑	-2	-3 ↓
Science	-4	-4 =	-1	-4 ↓

Key Stage 2	Level 4+		Level 5	
	2004	2005	2004	2005
English	-3	-3 =	-1	-1 =
Mathematics	-5	-5 =	-4	-4 =
Science	-5	-3 ↑	-8	-6 ↑

Key Stage 3	Level 5+		Level 6+	
	2004	2005	2004	2005
English	-5	-5 =	-6	-7 ↓
Mathematics	-7	-7 =	-8	-8 =
Science	-8	-9 ↓	-8	-8 =
ICT	-2	-1 ↑	-9	-4 ↑

 bringing service to life	Performance against targets
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Performance against targets (%) agreed with the DfES

	2004		2005		2006	
	Target	Actual	Target	Actual	Target	Actual
Key Stage 2						
English (L4+)	83	74 (-9)	79	76 (-3) ↑	80	
Mathematics (L4+)	81	69 (-12)	81	70 (-11) ↑	80	
Key Stage 3						
English (L5+)	69	64 (-5)	74	69 (-5) =	76	
Mathematics (L5+)	72	66 (-6)	69	67 (-2) ↑	73	
Science (L5+)	65	58 (-7)	63	61 (-2) ↑	70	
ICT (L5+)	72	65 (-7)	73	68 (-5) ↑	74	
Key Stage 4						
5+A*-C GCSE	48	43 (-5)	46	47 (+1) ↑	48	

 bringing service to life	<h2>Gender Issues</h2>
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Girls (%) advantage over boys

↑ improved ↓ declined = the same

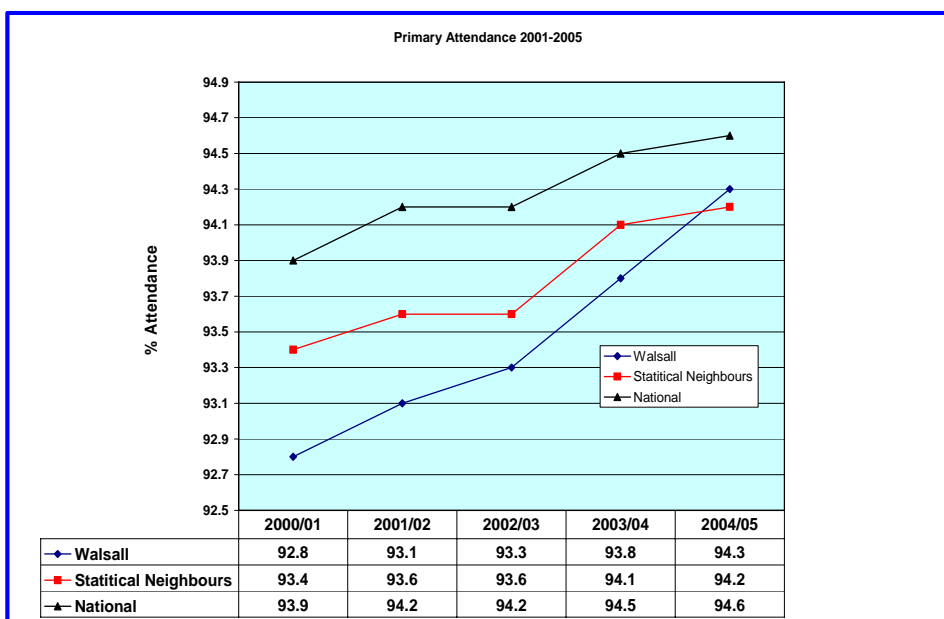
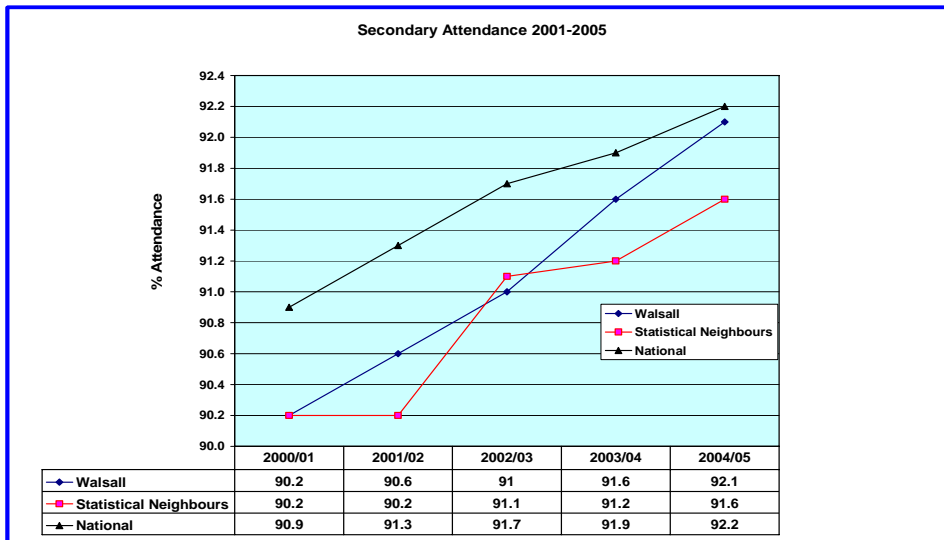
1% represents around 30-35 pupils at each key stage

Key Stage 1	WALSALL				NATIONAL			
	Level 2+		Level 3		Level 2+		Level 3	
	2004	2005	2004	2005	2004	2005	2004	2005
Reading	+11	+9 ↑	+8	+7 ↑	+8	+8 =	+9	+10 ↓
Writing	+15	+12 ↑	+9	+7 ↑	+11	+11 =	+10	+10 =
Mathematics	+4	+4 =	-4	-7 ↓	+3	+2 ↑	-6	-5 ↑
Science	+6	+4 ↑	2	-3 ↓	+3	+3 =	-2	-2 =

Key Stage 2	WALSALL				NATIONAL			
	Level 4+		Level 5		Level 4+		Level 5	
	2004	2005	2004	2005	2004	2005	2004	2005
English	+12	+9 ↑	+14	+13 ↑	+11	+10 ↑	+12	+11 ↑
Mathematics	0	0 =	-2	-6 ↓	-1	-1 =	-4	-5 ↓
Science	+1	0 ↑	0	-3 ↓	+1	+1 =	0	-2 ↓

Key Stage 3	WALSALL				NATIONAL			
	Level 5+		Level 6+		Level 5+		Level 6+	
	2004	2005	2004	2005	2004	2005	2004	2005
English	+14	+20 ↓	+10	+11 ↓	+13	+13 =	+14	+13 ↑
Mathematics	+3	+1 ↑	-1	0 ↑	+2	+1 ↑	0	0 =
Science	+4	+2 ↑	0	-1 ↑	+2	+1 ↑	+1	-2 ↓
ICT	+12	TBA	+3	TBA	+8	+9 ↓	+5	+5 =

- **The fastest improving authority in the country.**
- 2/4 secondary and 13/15 primary schools taken off the priority list.
- 3/7 secondary and 26/41 primary have significantly reduced absence.
- Walsall secondary schools (at 92.1%) are now broadly in-line with the national average (92.2%) from being 0.7% below in 2001.
- Walsall primary schools (at 94.3%) have significantly reduced the gap with the national average from being 1.1% below in 2001 to only 0.3% in 2005.
- Borough targets have been achieved/exceeded.
- Our attendance rates at both Primary and Secondary are now better than the average for our statistical neighbours



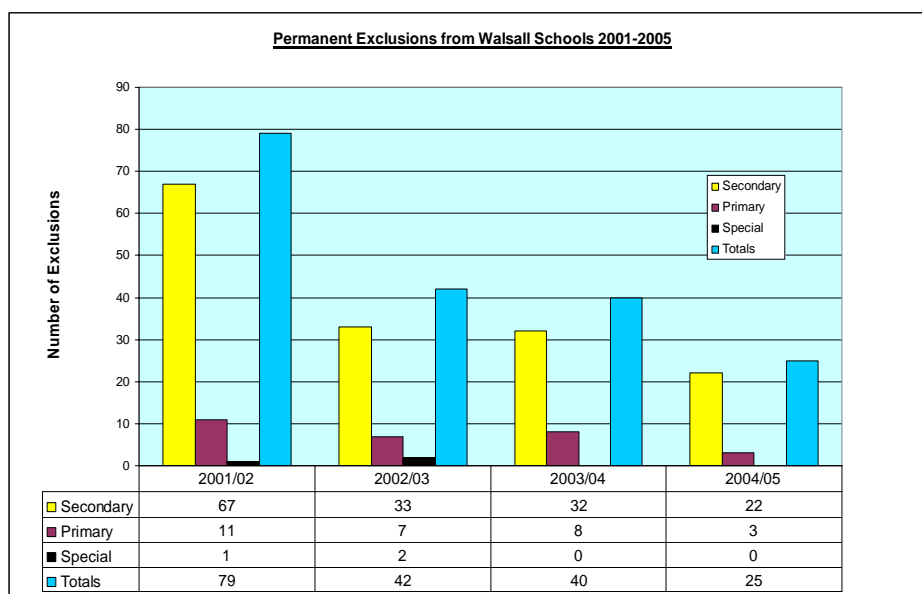
In 2001/02 permanent exclusions accounted for 0.15 pupils per thousand in Walsall compared to a National Average of 0.12 per thousand and a West Midlands average of 0.13 per thousand. At this time Walsall were 103rd out of 150 LEAs in the National Performance Table for Permanent Exclusions. By 2003/04 we had improved our position to 27th in the National Table with an exclusion rate of 0.08 pupils per thousand compared to the National figure of 0.13 and the West Midlands figure of 0.11. Indications are that nationally exclusions have increased during 2004/05 whereas Walsall has actually decreased again to 0.05 pupils per thousand and would be indicative of being 15th in the National Table compared to the National 2004 figures.

	2002	Diff	2004	Diff	2005	Diff
Walsall	0.15%		0.08		0.05%	
West Midlands	0.13%	+0.02%	0.11	-0.3%	N/A	
National	0.12%	+0.03%	0.13	-0.5%	0.13%**	-0.8%

**** (Note; Early indications from DfES are that permanent exclusions nationally for 2005 will rise compared to 2004)**

There were 40 permanent exclusions in the 2003/2004 academic year this was a decrease of 4.8% from 42 permanent exclusions in the previous year and a decrease of approximately 50% since 2001/2002 (79 exclusions). For the academic year 2004/2005 permanent exclusions have substantially decreased to 25. This is a decrease of 37.5%.

Secondary Exclusion figures fell for the third year running from 67 in 2001/2002 to 22 in 2004/2005 a decrease of 67%. The figure of 22 represents the lowest recorded number of secondary permanent exclusions in the last 11 years. Primary Exclusion figures fell for the third year running from 8 in the 2003/2004 academic year to 3 in 2004/2005 this is the lowest recorded number of Primary exclusions. There were no permanent exclusions from Special schools in Walsall for the second year running.



 bringing service to life	<h2>EDUCATION SUPPORT FOR LOOKED AFTER CHILDREN</h2>
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There are currently 300 looked after children of school age:

	IN BOROUGH	OUT OF BOROUGH
PRIMARY	83	45
SECONDARY	88	84


ATTAINMENT 2005

Key Stage 1 Attaining Level 2 or above												
	2000		2001		2002		2003		2004		2005	
	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.
Reading	53%	8	52%	14	64%	9	50%	10	46%	7	50%	6
Writing	67%	10	56%	15	57%	8	50%	10	33%	5	58%	7
Spelling	40%	6	52%	14	57%	8						
Mathematics	67%	10	56%	15	57%	8	50%	10	60%	9	83%	10
Cohort Size		15		27		14		20		15		12

Key Stage 2 Attaining Level 4 or above												
	2000		2001		2002		2003		2004		2005	
	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.
English	7%	1	29%	6	28%	8	21%	5	28%	7	37%	14
Mathematics	13%	2	19%	4	28%	8	29%	7	32%	8	24%	9
Science	47%	7	43%	9	38%	11	37%	9	48%	12	42%	16
Cohort Size		15		21		29		24		25		38

Key Stage 3 Attaining Level 5 or above												
	2000		2001		2002		2003		2004		2005	
	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.
English	35%	6	14%	3	16%	3	17%	5	14%	4	24%	8
Mathematics	35%	6	19%	4	16%	3	17%	5	11%	3	21%	7
Science	24%	4	14%	3	11%	2	17%	5	7%	2	24%	8
Cohort Size		17		21		19		30		28		34

Key Stage 4 GCSE attainment												
	2000		2001		2002		2003		2004		2005	
	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.
1 or more A*-G	73%	11	50%	9	92%	12	59%	13	52%	13	51%	16
5 or more A*-G	33%	5	33%	6	85%	11	41%	9	24%	6	35%	11
5 or more A*-C	7%	1	6%	1	15%	2	14%	3	8%	2	6%	2
Cohort Size		15		18		13		22		25		31

 bringing service to life	<h2>EDUCATION SUPPORT FOR LOOKED AFTER CHILDREN</h2>
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SEN Information relating to the 2005 cohort

Key Stage	School Action Plus	Statement of Special Educational Need	Attending a Special School
Key Stage 1		2 pupils (16%)	2 pupils (16%)
Key Stage 2	4 pupils (10%)	15 pupils (38%)	4 pupils (10%)
Key Stage 3	3 pupils (9%)	12 pupils (35%)	2 pupils (6%)
Key Stage 4		15 pupils (38%)	5 pupils (16%)

ATTENDANCE AND EXCLUSIONS 2005

PAF C24 Children looked after absent from school				
2000	2001	2002	2003	2004
20%	13%	9.8%	11.8%	9.1%
<p>Absences of looked after children remain consistently below the national average and the early indications are that this figure has remained below 10% for 2005.</p> <p>Over 100% improvement in the number of looked after children who have achieved 100% attendance rising from 4% to 9%.</p>				
Received a Permanent Exclusion from School				
10	1	1	1	2
<p>Exclusions of looked after children remain consistently below the national average and the early indications are that this figure has not exceeded 2 pupils in total for both in and out of borough placements.</p>				

MEASURES TO RAISE ATTAINMENT / ACHIEVEMENT

EASTER REVISION DAY

Academic Year 2005 saw the second intensive revision programme take place. The four young people who attended enjoyed considerable success in their GCSE's. All the young people on the programme achieved their predicted grades or better.

Young Person A -	6 A* - C in total 8 A* - G
Young Person B -	3 A* - C in total 8 A* - G
Young Person C -	3 A* - C in total 6 A* - G
Young Person D -	in total 7 A* - G

EDUCATIONAL PROFILE

The educational profile allows the Education Support Team to track and monitor the educational attainment of every looked after child both in and out of the borough. All looked after children are currently being set individual targets, which will be monitored on a termly basis.

Reports on the performance of the looked after children are provided to School Improvement Advisers in their schools.

Performance can be monitored from before the child came into care.

This enables targeted intervention to help raise attainment.

PERSONAL EDUCATION PLANS (PEP)

Live Registrations	300
Completed PEP's	97%
Completed Reviews	81%

This high percentage of completed PEP's provides the vehicle to track and monitor the educational performance of looked after children.

PEP/BENCHMARKING PROCESSES – LEARNING FROM WALSALL EXPERIENCE

Launched in July 2005 the Walsall Benchmarking document for Designated Teachers and Schools has been recognised as good practice which other authorities are actively interested in pursuing further.

DISTANCE LEARNING

Laptop computers are installed with appropriate learning packages and issued to 120 looked after children in residential and foster care.

Looked after children and young people in all four residential units have had access to a laptop computer with Success Maker Enterprise installed.

During 2004/05 sixty four pupils have used the Team's subscription to the SAM Learning Website logging up more than four hundred hours on line. This enables looked after children to top up their educational experience concentrating on literacy and numeracy. It also raises the profile of education with foster carers and residential social workers. Appropriate training has been provided for foster carers, social workers and residential staff.



EDUCATION SUPPORT FOR LOOKED AFTER CHILDREN

LOOKED AFTER CHILDREN OUT OF BOROUGH INITIATIVE

This project focuses solely on tracking attendance and attainment for looked after children placed out the authority. Through this initiative, a structure has been set in place where children who are likely to return back into borough at any given time are tracked and monitored efficiently and effectively. Working alongside an alternative education provider in borough, has ensured that children are now more able to receive education immediately. This allows a smoother transition, and helps to increase the chances of the young person succeeding in both education and care placement.

THE EXCELLENT INITIATIVES

Following consultation with 100+ looked after children a system of rewards 'Excellent Initiatives' have been implemented. These consist of Excellent File KS1–4, Excellent Night Out KS4-KS4, Excellent Tea Party KS1 –2 and Excellent Morning of Magic for children in Special Schools. A total of 450+ children and young people, carers and the corporate partners will have attended all of the awards events during 2005. This successful range of activities involving parents, carers, young people, designated teachers and councillors is recognised as a truly corporate event celebrating the achievement of looked after children.

CONSULTATION MARCH 2005 – SEPTEMBER 2005

105 Young people consulted – 55 Male, 55 Female

Findings:

88% of LAC feel they are doing well in school

91% have no school worries

94% state they are rewarded for doing well at school

89% feel that being rewarded makes a difference

78% use their Excellent File

80% know their Designated Teacher

99% said there is someone to talk to in school if they have a problem.

As with the previous consultation the results of this latest consultation will assist with identifying priorities for service development.

RIGHT TO READ INITIATIVE

This initiative provides literacy support for looked after children in their placement. All children receive a book token on their birthday, which they are able to spend at Ottakers Book Shop. This helps improve literacy levels and raise parents/carers and social workers awareness of the importance of reading in order to raise attainment.

HOMEWORK SUPPORT

Additional funding up to December 2005 has enabled the Team to employ a Support Worker and a Teacher to provide educational support after school in foster carers homes and residential units to looked after children both in and out of borough preparing for exams. This has proved to be a positive initiative which has impacted significantly upon results at KS3 where they were predominantly employed.

RESPECT GROUP

The Education Support Team is actively involved in the Respect Group which represents the voice of the looked after child in Walsall. The Team is currently liaising with the Children's Participation officer with a view to progressing the Every Child Matters Agenda. See Consultation March 2005-September 2005.


EVERY CHILD MATTERS CONFERENCE – 18TH JULY 2005

The aim of the conference was to inform people working with vulnerable children and young people in Walsall of the services and support available for children and families in the borough and to consult with stakeholders re future priorities and service development.

It is recognised that working corporately with partner agencies will promote a more strategic supportive response to the outcomes identified in Every Child Matters - Change for Children.

TRAINING

The latest series of 12 training sessions have been delivered to a variety of corporate partners since February 2005. These are designed to raise the level of awareness and corporate responsibility with regard to the education of looked after children.

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