



Walsall Council

Children's and Young People Scrutiny and Performance Panel

Meeting to be held on 17 APRIL 2008, AT 6PM

Your attendance is requested at the above meeting, which will be held at the Council House, Walsall. A list of the items of business to be considered at the meeting, together with any supporting papers is enclosed. Please bring the papers with you to the meeting.

MEMBERSHIP

Councillors: E. Hughes (Chair) E.E. Pitt (Vice Chair) Ahmed, Bird, Cassidy, Chambers, Khan, Martin, Micklewright	Non-Elected Voting Members: Lichfield Diocesan Education (1 - voting) Archbishop of Birmingham (1 - voting) Parent Governors (3 - voting) Primary Education Teacher (1 - non-voting) Secondary Education Teachers (1 - non-voting)
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Portfolio Holder : Councillor Zahid - Children's services

Walsall Council encourages the public to exercise their right to attend meetings of Council, Cabinet and Committees.

Agendas and reports are available for inspection from the Council's Scrutiny Team at the Council House, Walsall (Telephone 01922 652080) or on our website www.walsall.gov.uk.

Some items are discussed in private because of their confidential nature, and reports on these are not available for the public. A guide to the types of information which are available to the public can also be found on our website or at the Civic Centre.

Corporate Performance Management, The Council House, Walsall, WS1 1TW
Contact: (Angela Walker) ☎ 01922 653609 E-mail: walkera@walsall.gov.uk
www.walsall.gov.uk

ITEMS FOR BUSINESS

1.	Apologies	
2.	Substitutions	
3.	Declarations of interest and party whip	
4.	Minutes of previous meeting 14 February 2008	<u>Enclosed</u>
5.	Forward plan 7 April 2008	<u>Enclosed</u>
6.	Briefing note from Property Services working group A briefing note informing the panel of progress towards the objectives of the Property Services Working Group will follow	<u>To follow</u>
7.	Education contributions from section 106	<u>Enclosed</u> Susan Lupton
8.	Attainment information – detail report The Attainment report collates the performance and attainment of children and young people for the academic year 2006-2007. The progress of ethnic minority pupils is listed and tracked from 2003-2007 in the 2 nd part of the report.	<u>Enclosed</u> Sue Wedgwood
9.	Update on Youth service action plan – Louise Hughes A verbal update on progress with the Youth Service Action Plan	<u>Verbal update</u>
10.	Complaints Annual report This report meets the legal requirement to report annually on council procedures for complaints and representations relating to the social care services of the Children & Young People directorate, in accordance with the Local Authorities Social Services Act 1970 as amended by the Children Act 1989 and by subsequent legislation.	<u>Enclosed</u> John Pryce- Jones and Paul Cooper
11.	Positive Activities Working Group initiation document Panel to comment on and agree the initiation document for the Positive Activities Working group. An updated version of the document will be provided at the meeting, draft enclosed.	<u>Draft Enclosed</u>
12.	Carry Over Items for 2008/09 To consider, what issues and working groups should be recommended for continuation during 2008/09.	<u>Enclosed</u>

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CHILDREN'S AND YOUNG PEOPLE SCRUTINY AND PERFORMANCE PANEL

14 February 2008 at 6 p.m.

Panel Members present	E. Hughes (Chair) E.E.Pitt (Vice-Chair) B Cassidy K Chambers M Ahmed H Khan	
Non-Elected Non-voting Members	B. Grainger D. Jones	Secondary School Teacher Representative Primary School Teacher Representative
Non-Elected voting Members	Evelyn Chawira	Parent Governor
Officers present	Pauline Pilkington Louise Hughes Karen Adderley Ian Taylor Tim Ferguson Beth Jones Tom McNeil Nikki Ehlen	Assistant Director Assistant Director Project Manager Education Contract Chief Executive Connexions (Black Country) Head of Partnership and Performance Project Officer Interim Assistant Director Procurement Scrutiny Officer

59/07 CHANGE TO THE AGENDA

The Chair informed the panel of a change to the agenda; this was to receive items 9 and 11 prior to item 6.

60/07 APOLOGIES

Apologies for non-attendance were submitted on behalf of Councillors Bird, Martin and Paul Williams.

61/07 SUBSTITUTIONS

There were no substitutions for the duration of the meeting.

62/07 DECLARATIONS OF INTEREST AND PARTY WHIP

There were no declarations of interest or party whip identified at this meeting.

63/07 MINUTES OF PREVIOUS MEETING

Councillor Chambers requested that the third paragraph under minute 58/07 was amended to read; Councillor Chambers asked for Melanie's views on the settlement, Melanie Harmitt stated that it was a good settlement.

64/07 FORWARD PLAN

Members noted the forward plan.

65/07 ADOPTION INSPECTION FEEDBACK

Pauline Pilkington explained that in addition to the feedback on the adoption inspection she would give the panel an overall feel of how the Joint Area Review (JAR) had gone.

Members were informed that the adoption and fostering feedback had deemed the service to be satisfactory with no inadequate areas, and an action plan would address areas that needed improvement.

Members were informed that the JAR did not raise any issues that the Council were not already aware of, which officers considered positive. Verbal feedback indicated that the following judgements would be made of the following areas;

- 1) Safeguarding – good
- 2) Looked After Children- adequate
- 3) Children with disabilities – adequate
- 4) Service Management – good

The capacity to improve was deemed good, overall officers advised members that they were pleased with the feedback. The headline areas for improvement for 14 – 19 year old investment were as follows;

- 1) Services for Black Minority Ethnic Groups
- 2) The development of a strategy or a coherent approach to engaging young people
- 3) A more consistent approach to communicating with children, young people and professionals.

The panel were given feedback on areas in which the Council could improve;

Safeguarding – Risk Assessments could be more thorough and consistent, and the case load of social workers was considered to be high. It was also commented that social worker visits could be more frequent. Although no child was considered to be at risk as a result of these factors.

Looked After Children (LAC) – Residential homes needed to be improved, and the involvement of elected member and senior officers in their role as corporate parents could also be improved.

Children with Disabilities – It was picked up that Walsall had higher than average exclusions of children with disabilities, and an insufficient provision of respite care. Also communication about eligibility of direct payments needed to be improved.

14 – 19 Strategy – Good work existed but an identifiable strategy was needed and the number of children not in education, employment or training needed to be improved.

Members were informed that there needed to be a better measurement of quality of services and learning from complaints.

Councillor Hughes suggested that the condition of children's homes may be something that one of the working groups could consider as part of their work stream. As the chair of the looked after children committee he would be working to ensure improvements were addressed. Councillor E.E.Pitt suggested that it may be difficult for elected members to interact with looked after children due to full time jobs. Members further discussed the number of children with disabilities excluded from schools. Bob Grainger stated that where statistics were based on small numbers, they could be distorted by one case.

Pauline Pilkington emphasised that these were headline findings only, which may differ to those presented in the final report. Louise Hughes stated that the inspection was a 'deficit model' which looked at what was not right.

Councillor Chambers requested the final report from the inspection at a future meeting of the panel.

RESOLVED

The final JAR inspection report is taken to a future meeting of the panel.

65/07 – EDUCATION CONTRACT UPDATE

Louise Hughes presented an update on the education contract (annexed). Councillor Chambers requested that a copy of the presentation was sent to him outside of the meeting.

Councillor Hughes asked who would monitor the monthly and annual key performance indicators. Officers stated that this would be the contract management team. Louise Hughes discussed the future of the member project group and Walsall Education Board (WEB). Members expressed the opinion that WEB should continue and was working excellently. Louise Hughes stated that this was also the view of the project board.

Louise Hughes asked for the panel's views on the negotiation points within the presentation.

Bob Grainger expressed concern that performance indicators may not be meaningful on a monthly basis and these may need monitoring over a 3 year period. Officer agreed, and stated that they would be looking at trends over periods of time. Councillor E.E.Pitt also expressed concern about performance indicators, and stated that it needed to be about people and not ticking boxes.

Councillor Chambers requested that when available the client management structure was shared with the panel.

In terms of community engagement, members discussed how Serco officers could be involved in LNPs. It was considered important that schools were approached in the first instance. Councillor Khan stated that from a strategic point of view, the Council was aiming to produce good citizens, and needed a holistic approach.

In terms of national and regional links for schools, members discussed how Walsall could be showcased.

The panel discussed health and safety requirements of schools, and expressed the opinion that it was integral that head teachers were getting the support they required.

RESOLVED

That

- A copy of the presentation for item 11 is sent to Councillor Chambers.
- When available the client management structure is shared with the panel at a future meeting.

66/07 SAFEGUARDING WORKING GROUP REVIEW

As lead member for this working group Councillor Chambers presented the report to the panel. The work streams of the working group were detailed to the panel;

Domestic Violence – Nikki Ehlen informed members that Councillor Perry had provided the scrutiny team with an update to provide to the panel. This was that Domestic Violence has remained as a key target for the Safer Stronger Communities Board and as a refreshed Local Area Agreement target. If Neighbourhood Renewal Funding (NRF) fallout affected this Councillor Perry has sought preliminary agreement to mainstream fund the majority of its work. This will be finalised in the next few weeks.

Members endorsed the recommendations relating to domestic violence.

Bullying – As part of the review, members had met with Willenhall School, Councillor Chambers had received feedback from Willenhall School on the restorative justice approach. This feedback was that since December 2005, over 200 cases of bullying had been resolved through the process rather than the criminal justice system.

Dave Jones stated that there were problems in schools around cyber bullying; David Jones suggested that work was being completed at a national level. Bob Grainger agreed that guidance was needed on bullying through mobile phones.

Members endorsed the recommendations relating to bullying.

Safer Recruitment – Councillor Chambers emphasised that this was work in progress and praised the hard work of Kay Child in supporting the group.

Members discussed Criminal Records Bureau (CRB) checks and new regulations to be introduced in September 2008, which may allow CRB checks to become transferable.

RESOLVED

The panel approved the safeguarding children working group review with the following recommendations;

1. The relevant portfolio holder continues to champion the long term stability of the domestic violence forum at Cabinet and with partners keeping scrutiny informed of issues affecting the Domestic Violence Forum
2. That this review is referred to the Neighbourhoods Scrutiny Panel for consideration of the issues around domestic violence
3. That it is recommended to Cabinet that mainstream funding is pursued to ensure the future of the domestic violence forum
4. That Children's Services develop a toolkit or strategy within 4 months to provide schools with guidance on how to respond to incidents of bullying. Methods of dealing with cyber and mobile phone bullying should be included in the toolkit, this should be taken to the Children's and Young People Scrutiny and Performance Panel
5. Members are kept informed of progress made in safer recruitment through the Children's and Young People Scrutiny and Performance Panel on a quarterly basis

This review document should be sent to;

- Children's and Young People Scrutiny and Performance Panel
- Councillor Perry
- Cabinet
- Safer Walsall Borough Strategic Partnership
- Submitted as JAR evidence
- Posted on Safeguarding Board website

67/07 Sustainable Community Strategy

Tim Ferguson stated that this document was draft at this stage. The indications were that partners would sign up as a vision for Walsall. The panel were asked to give their individual feedback on the sustainable community strategy as a scrutiny panel or as individuals to Beth Jones. Councillor Hughes expressed that there was concern that there was not enough focus on children, although he appreciated the general nature of the document.

Tim Ferguson stated that he would feed this point back as part of the consultation process.

Beth Jones stated that the consultation period would end mid March. Councillor Hughes asked the panel to feedback by 7 March 2008.

68/07 LOCAL AREA AGREEMENT (LAA)

Members were given the background to the LAA. The inclusion of indicators was discussed. Tim Ferguson stated that the 16 mandatory indicators related to education and early years. Louise Hughes stated that the 16 mandatory indicators were all quantitative targets, and it should be ensured that qualitative targets were included to support the mandatory indicators. Tim Ferguson stated that the indicators that were

chosen were incredibly important as they would form the priorities for the Council and its partners.

Councillor Chambers asked what the panel's role could be in monitoring the performance of the indicators relating to children and young people. Louise Hughes stated that reporting information was available on the internet and through the Performance Management Information System (PIMS). Nikki Ehlen stated that the new scrutiny officer who would be supporting this panel in the future would be able to assist the group in using this system to consider performance information.

69/07 CONNEXIONS REPORT

Ian Taylor tabled copies of the latest Connexions newsletter (annexed). Louise Hughes gave a presentation to the panel on the Connexions service (annexed). The panel were asked for their opinion on how the Council should move forward.

Ian Taylor explained that core work was done by personal advisors, helping young people to access information to allow them to understand the world and how to be good citizens. Members were given information about the work of the Connexions service.

Councillor Chambers asked if the service was open to all young people, Ian Taylor stated that it was but that there was a tension between offering a service that met the needs of all young people and a service which met the needs of the most vulnerable young people.

Louise Hughes stated that she could provide a summary of the stakeholder report to the panel. The panel discussed the options for the future of the service and the local focus that was desired for Walsall. Members were informed that the stakeholder group preferred option 2 'Agree to continue to engage the existing provider to deliver Connexions Services for a period to be determined'.

Councillor Chambers asked where the strategic management would sit within the Council. Louise Hughes stated that it was envisaged that this would be within Children's services.

Members were informed that the current provider was considered to provide a good service but that the Council would be asking it to produce efficiency savings. Councillor E.E Pitt questioned whether these would be true efficiency savings. Ian Taylor confirmed that this would be the case.

The panel were informed that there were 2 bases in Walsall, but that a lot of outreach work was done, with a personal advisor in every secondary school.

The panel were informed that other local authorities in the Black Country had broadly come to the same conclusions. Members asked to see a summary report of the report to Cabinet.

Louise Hughes stated that greater accountability would be required for a service provided on the Council's behalf.

Ian Taylor suggested that the panel may wish to consider case studies to supplement the summary report.

The panel agreed to endorse option 2, in agreement with the stakeholder group. The panel expressed the opinion that when the report goes to Cabinet, the position of the other Black Country authorities should be considered.

RESOLVED

That;

- The panel agreed to endorse option 2, in agreement with the stakeholder group. The panel expressed the opinion that when the report goes to Cabinet, the position of the other Black Country authorities should be considered.
- An executive summary of the future management of Connexions Cabinet report is circulated to members outside of the meeting, along with case studies to supplement the report.

DATE OF NEXT MEETING:

The date of the next meeting was confirmed as 17 April 2008.

The meeting terminated at 8.35pm.

Chair:

Date:



Walsall Council

FORWARD PLAN OF KEY DECISIONS

**Civic Centre,
Darwall Street,
Walsall, WS1 1TP
www.walsall.gov.uk**

7 April 2008

FORWARD PLAN

The forward plan sets out decisions that are termed as “key decisions” which the Executive (Cabinet) intend to take over the following 4 months. Preparation of the forward plan helps the Council to programme its work. The purpose of the forward plan is to give plenty of notice and an opportunity for consultation on the issues to be discussed. The plan is updated each month with the period of the plan being rolled forward by one month and republished. The plan is available for public inspection at the Civic Centre Reception, Darwall Street, Walsall. Copies of the plan can be obtained from John Garner, Constitutional Services, Walsall MBC, Civic Centre, Darwall Street, Walsall, WS1 1TP, 01922 653500 or e-mail cabinetoffice@walsall.gov.uk. The forward plan can also be accessed from the Council’s website at www.walsall.gov.uk. The Cabinet are allowed to make urgent decisions which do not appear in the forward plan.

Please note that the decision dates are indicative and are subject to change. Please contact the above addressee if you wish to check the date for a particular item.

The Cabinet Members and their responsibilities are as follows:

Leader of the Council	Councillor John O’Hare
Children’s services	Councillor Zahid Ali
Communities and partnerships	Councillor Garry Perry
Environment	Councillor Rachel Walker
Finance and personnel	Councillor Al Griffiths
Leisure and culture	Councillor Louise Harrison
Procurement, transformation and performance management	Councillor Mohammed Arif
Regeneration	Councillor Adrian Andrew
Social care, health and housing	Councillor Barbara McCracken
Transport	Councillor Anthony Harris

The Cabinet agenda and reports are available for inspection by the public 7 days prior to the meeting of the Cabinet. The papers can be seen at First Stop Shop at the Civic Centre, Walsall. The papers are also available on the Council's website referred to above shortly before the meeting. Background papers are listed on each report submitted to the Cabinet and members of the public are entitled to see these documents unless they are confidential. The report also contains the name and telephone number of a contact officer. These details can also be found in the forward plan.

Meetings of the Cabinet are open to the public and take place in Conference Room 2 at the Council House, Walsall on a monthly basis. Occasionally there are items included on the agenda which are confidential and for those items the public will be asked to leave the meeting.

The forward plan does not list all decisions which have to be taken by the Council only "key decisions" which are those decisions which have a significant effect within the community or which involve considerable expenditure or savings.

Dates of Cabinet meetings for 2008/2009 are subject to approval at Adjourned Council meeting on 21 May 2008.

**FORWARD PLAN OF KEY DECISIONS
MAY TO AUGUST 2008 (7.4.08)**

1	2	3	4	5	6	7
Reference No./ Date first entered in Plan	Key decision to be considered (to provide adequate details for those both in and outside the Council)	Decision maker	Background papers (if any) and Contact Officer	Main consultees	Contact Member (All Members can be written to at Civic Centre, Walsall)	Date item to be considered
11/08 (7.1.08)	Local Area Agreement between the Council, as the accountable body for the Walsall Borough Strategic Partnership and central government	Council	Tim Ferguson 652481	Partners	Councillor O'Hare	19 May 2008
83/07 (18.5.07)	Sustainable community strategy	Cabinet Council	Clive Wright 654707	Partners, residents	Councillor O'Hare	18 June 2008 7 July 2008
30/08 (7.4.08)	Change for children – conclusion report	Cabinet	Karen Adderley 653303	Stakeholders, schools	Councillor Zahid Ali	18 June 2008
67/07 (9.7.07)	Home to school transport policy	Cabinet	Susan Lupton 686231	Service users	Councillor Zahid Ali	18 June 2008
65/07 (9.8.07)	Free entitlement to early years education 2008 onwards	Cabinet	Carl Britton 686282 Janet Hosking 686220	Schools	Councillor Zahid Ali	18 June 2008
82/07 (9.8.07)	Extended services funding 2008 to 2010	Cabinet	Carl Britton 686282	Schools	Councillor Zahid Ali	18 June 2008
24/08 (11.2.08)	Outcome of consultation on proposal to establish designated Special Educational Needs provision at Joseph Leckie Community Technology College	Cabinet	Susan Lupton 686231	Schools	Councillor Zahid Ali	18 June 2008
31.08 (7.4.08)	Approval of the Primary Capital Programme	Cabinet	Pam Grant 686287		Councillor Zahid Ali	18 June 2008

21/08 (11.2.08)	Neighbourhood Management Pilot Study	Cabinet	Julie Ball 654706	LNP, Birchills Project Reference Group	Councillor Perry	18 June 2008
32/08 (7.4.08)	Waste and recycling collection service – revised policies and communications plan	Cabinet	Mark Holden 652101		Councillor Walker	18 June 2008
33/08 (7.4.08)	Residual waste treatment facility – approval of Heads of Terms agreement with Staffordshire County Council to secure long term waste disposal capacity	Cabinet	Keith Stone 652100	Staffs CC, Warwickshire CC, internal	Councillor Walker	18 June 2008
34/08 (7.4.08)	Residential waste treatment facility at Coventry – procurement of alternatives for waste disposal as an alternative to landfill at locations in Coventry, Wolverhampton, Stoke and Dudley	Cabinet	D. Roberts 653957	Coventry CC, internal	Councillor Walker	18 June 2008
22/08 (11.2.08)	Approval of draft collective agreement covering new pay structure and assimilation arrangements, or, in the absence of such an agreement, alternative measures	Cabinet	Rob Pinkham	Trades Unions	Councillor Griffiths	18 June 2008
10/08 (7.1.08)	Strategic review of Leisure Centres – outline proposals for the Council’s major leisure assets	Cabinet	Chris Holiday 650339	Cabinet members	Councillor Harrison	18 June 2008
92/07 (10.10.07)	Corporate Asset Management Plan – management of the Council’s property portfolio	Cabinet	Steve Law 652075		Councillor Andrew	18 June 2008

59/07 (9.8.07)	To gain "in principle" support for the pursuit of compulsory purchase orders to help deliver the office corridor project	Cabinet	Paul Nicholson 652489 Richard Chadwick 652576	Walsall Regeneration Company	Councillor Andrew	18 June 2008
18/08 (11.2.08)	Office corridor – sale of land at Littleton Street, Walsall	Cabinet	Steve Law 652075 Paul Nicholson 652489	Urban Regeneration Company	Councillor Andrew	18 June 2008
59/06 (18.8.06)	Mellish Road Methodist Church – authorisation for further action	Cabinet	Simon Tranter 652543	English Heritage	Councillor Andrew	18 June 2008
9/08 (7.1.08)	The Regional Strategy Phase 2 revision – approval of response	Cabinet	Sandy Urquhart 652477	N/A	Councillor Andrew	18 June 2008
41/07 (9.7.07)	Review of transport policy with a view to meeting savings targets	Cabinet	B. Fencott 652704	Social care, and inclusion, voluntary sector, service users	Councillor McCracken	18 June 2008
29/08 (10.3.08)	Communities for Health Funding – to agree a programme of work funded by the Department of Health over 2 years	Cabinet	Tim Challans 650336	tPCT, Voluntary sector	Councillor McCracken	18 June 2008
102/07 (9.11.07)	Hollybank House reprovision	Cabinet	Karen Reilly	Staff, partner organisations, users carers	Councillor McCracken	18 June 2008
119/07 (10.12.07)	Decriminalised parking enforcement operational framework – approval of broad framework for directing enforcement activity across the borough	Cabinet	Paul Leighton 652458	PCT, Health Trust, Strategic Health Authority	Councillor Harris	18 June 2008
104/07 (9.11.07)	Highways repair and maintenance partnered framework – approval of scope	Cabinet	Keith Stone 653301	Internal and prospective partners	Councillor Harris	18 June 2008

34/07 (19.4.07)	Outcome of street trading review – including displays on the highway	Council	John Beavon 652214	Regulatory authorities, emergency services, Town centre partnerships, Chamber of Commerce, trade associations, stakeholders LNPs Internal	Councillor Walker	7 July 2008
39/07 (18.5.07)	Review of Licensing Act 2003 policy	Council	John Beavon 652214	Regulatory authorities, emergency services, Licensed trade associations, Pubwatch, Chamber of Commerce, voluntary groups, health bodies, internal	Councillor Walker	7 July 2008
67/06 (18.8.06)	Darlaston Strategic Development Area – authorisation to publish orders and processes	Cabinet	Steve Pretty 652598	Walsall Regeneration Co., Environment Agency, British Waterways, statutory undertakers, AWM	Councillor Harris	16 July 2008
15/08 (10.12.07)	Approval of sustainable travel to school strategy – response to new duties under the Education and Inspections Act	Cabinet	Laura Flemings 652437 Kate Mann 686361	Walsall Schools working party	Councillor Harris	16 July 2008

**CHILDREN AND YOUNG PEOPLE
SCRUTINY AND PERFORMANCE PANEL**

DATE: 17 April 2008

USE OF SECTION 106 EDUCATION CONTRIBUTIONS

Ward(s) All

Portfolios: Councillor Eddie Hughes, Children's Services

Summary of report:

This report provides details of the investment in school premises of section 106 contributions and sets out general investment priorities for the forthcoming period.

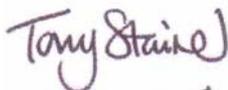
Background papers:

Report to the panel: 7 September 2006, 15 November 2006 and 18 October 2007
Papers relating to planning applications and contributions required and received.
Education SPD

Reason for scrutiny:

Following consideration of reports detailing all section 106 developer contributions for education, the Panel has asked for details of how section 106 monies are spent.

Signed:



Executive Director: Tony Stainer, Managing Director, Education Walsall

Date: 7 April 2008

Resource and legal considerations:

Policy GP3 of the UDP enables Section 106 contributions to be sought from developers. The Council currently collects contributions for education, affordable housing, open space and Healthcare. This follows new Supplementary Planning Documents (SPD) being adopted by the Council. The contributions are used to support the provision and improvement of services with education contributions being used to improve facilities at schools in the general area within which children residing in the dwellings are expected to be educated.

Citizen impact:

Local communities benefit from the use of Section 106 developer contributions for

the provision and improvement of education services and facilities.

Environmental impact:

Schemes funded through Section 106 developer contributions would use sustainable resources wherever possible and designs would incorporate developments to reduce the impact on the environment.

Performance management:

Developer contributions will assist the Council to fund the investments necessary to meet the demand for affordable housing, open space, education and health facilities required as a result of development.

Equality Implications:

None arising from this report.

Consultation:

The Education SPD was subject to full consultation with interested parties.

Contact Officer:

Susan Lupton – Strategic Leader: School Organisation, Admissions, Capital & Asset Management, Education Walsall,

Tel. 01922 686231

Susan.lupton@we.serco.com

1. ALLOCATION OF SECTION 106 DEVELOPER CONTRIBUTIONS

- 1.1 Developer contributions collected through the Education SPD provide additional resources for the provision and improvement of education facilities. All relevant planning applications for residential developments are assessed to establish whether a contribution is required for the primary and / or secondary sectors. The resulting contributions are subsequently invested in schools in the appropriate sector within 2 miles (primary schools) and 3 miles (secondary schools) of the development site.
- 1.2 Generally, section 106 developer contributions are ‘joined up’ with other capital resources in order to enable significant projects to be undertaken. Investment proposals are considered by Cabinet and are detailed in Cabinet reports on the Education Capital Programme.
- 1.3 For the primary sector, the Council has received contributions totalling £161,111; these relate to five development sites. None of these contributions have been

allocated to schemes; however, they will be used to part fund suitable schemes at schools in the relevant areas as soon as possible.

- 1.4 In the secondary sector, contributions totalling £1,243,074 have been received from developers in relation to 20 sites. Ten of these, totalling £691,607 have been allocated to schemes and details of these are provided in Appendix 1. The remaining contributions range from £4,000 to £160,000 and one is a stage payment which, when the balance is received, will enable a significant investment to be made.

2. **FUTURE INVESTMENT PROPOSALS**

2.1 Primary Sector

- 2.1.1 The government has announced a Primary Capital Programme which will result in very significant investment in primary schools over a 14 year period. Walsall has been advised that 15% of schools in this sector should be rebuilt or closed and that 35% should be significantly remodelled / refurbished. The remaining 50% of schools would not receive funding through the Primary Capital Programme; however, depending upon strategic priorities and the availability of resources, other funding may be used to fund necessary improvements.

- 2.1.2 It is proposed to maximise the opportunities provided by this programme by 'joining up' other resources in the education capital programme and also to include s 106 developer contributions in order to take forward the transformation of primary education. It is intended to link all major new schemes in the Education Capital Programme with the Primary Capital Programme

2.2 Secondary Sector

- 2.2.1 Walsall has been invited to bid for inclusion in Wave 6a of the Building Schools for the Future (BSF) Programme which will enable the provision of secondary education in the borough to be transformed. This bid will be submitted in April 2008 and the outcome is expected to be announced in June. A successful bid would enable Walsall to enter the BSF Programme earlier than originally envisaged.

- 2.2.2 In order to secure the greatest possible benefit from the investment of s 106 monies, it is proposed to add these to the BSF Programme where appropriate. This will be reviewed when the outcome of the bid is known so as to ensure that contributions are spent within the necessary timescales.

Investment of S 106 developer contributions

School	Project	Cabinet date	Total investment £	S 106 element £	Development site
Aldridge School – A Science school	Improvements to learning environment – main teaching block, concrete repairs and replacement curtain walling	20 June 2007	338,416.66	88,415.66	<ul style="list-style-type: none"> • 97 – 113 Walsall Road, Aldridge
Darlaston Community Science College	Refurbishment of main sports hall and changing rooms	19 Dec 2007	273,339	13,338.57	<ul style="list-style-type: none"> • Bonner & Co (Engineers) site on Cook Street, Wednesbury
Frank F Harrison Engineering College	Contribution towards new STEM (Science, Technology, Engineering and Maths) Centre development as part of specialist status award	14 June 2006	385,884.97	205,884.97	<ul style="list-style-type: none"> • Land Adj Walker Road and Taylor Avenue, Walsall: £135,000 • Land at Blakenall Heath & Victoria Avenue, Blakenall Site A: £30,488.16 • Land at Blakenall Heath & Victoria Avenue, Church Place Blakenall Site B: £17,149.59 • Site C.Land adjacent to Community Centre, Walker Road, Blakenall: £23,247.22
Joseph Leckie Community Technology College	Contribution towards new teaching block	20 June 2007	6,021,147.35	21,147.35	<ul style="list-style-type: none"> • Boundary Hotel site on Birmingham Road, Walsall
The Streetly School – A Specialist Sports College	Provision of changing rooms for sports hall including changing facilities compliant with Disability Discrimination Act	20 June 2007	462,821.18*	362,821.18	<ul style="list-style-type: none"> • Rawlins Tip site, Streetly :£233,761.77; • Cutler's site, Streetly: £74,800; • Filon Products site, Aldridge Road, Streetly: £54,259.41

*Property Services to provide overall project cost information when feasibility work completed.

BRIEFING NOTE

TO: Children & Young People Scrutiny and Performance Panel
DATE: 17 April 2008

RE: Attainment Report 2006/2007 and 2003-2007 Ethnic Minority Progress Report

Purpose

This briefing note introduces the attached reports, as requested by the Children and Young People Scrutiny and Performance Panel.

Attainment Report 2006/07

The Attainment report collates the performance and attainment of children and young people for the academic year 2006-2007.

The report provides up to date information on this year's performance and maps progress from 2003-2007.

Key headlines across key stages and areas are;

Foundation Stage (4/5 year olds)

- At Foundation Stage, the gap between the average score of the bottom 20% of achievers and 'all pupils' has narrowed substantially.
- There has been an improvement across all areas from 2006
- In Walsall, the majority of pupils leave the Foundation Stage working securely within the early learning goals as expected.

Key Stage 1 (6/7 year olds)

- More Walsall boys achieve L2+ in KS1 reading than boys nationally.
- Results in Walsall at KS1 show that pupils eligible for FSM do not achieve as well as those who are not however they do better than these pupils nationally.
- At Key Stage 1 (6 and 7 year olds) Walsall is now performing above or close to the National Average for reading, writing, mathematics and science.
- Reading continues to improve – now 44th highest performing authority nationally

Key Stage 2 (10/11 year olds)

- There are now fewer schools that are working below the floor targets at Key Stage 2.
- At Key Stage 2 Walsall is now performing close to the National Average at Key Stage 2, from a position of up to 7% points below in 2002 – now the joint highest performing in the Black Country across all subjects tested
- The rate of improvement faster than national (2003-2007), especially for boys in English (+10%) and Mathematics (+13%)

Key Stage 3 (13/14 year olds)

- No school is below the floor targets in all 3 subjects at KS3
- Point scores show that on average girls are working at Level 5b in English and boys at Level 5c, 1 point below national point scores
- The rate of improvement is faster than national (2003-2007) in all 3 subjects

Key Stage 4 (15/16 year olds)

- GCSE targets were met at 5+A*-C.
- Over the five year period ('03 to '07) the LA has shown significant improvement rising from 43% to 51% 5A*-C
- No school achieved below 30% 5+A*-C at GCSE – the government's national target for 2007.

- The results for Key Stage 4 5 A*-C **including English and Maths** are just over 35% and show a 6% increase over the five year period 2003-2007 which is 1% better than the national results over the same period

Key Stage 5 (Post 16)

- On average students achieve 3 'A' levels or equivalent.
- The average QCA point score both in terms of per candidate and per entry places us in 2nd place in all measures (males, females and all pupils) when compared to our Black Country partners.
- The percentage of young people staying on to higher education from school sixth forms has improved dramatically from 53% in 2005 to 85% in 2007.

Key Stage 5 (Post 16) continued

- There has been a significant increase (7.3%) in the percentage of young people staying on into full time education post 16.
- Targets to reduce the number of young people who are not in education, employment and training have been exceeded and Walsall is performing at the best it has ever done in getting young people into employment and training when they leave school

Ethnic Minority Achievement

- Nationally and in Walsall there have been concerns about the rate of progress for ethnic minority pupils, particularly at KS3 & KS4
- There have been pleasing gains by Bangladeshi and Black Caribbean girls in English and White-Black-Caribbean and Pakistani boys in mathematics at KS2.

Permanent Exclusions

- The Exclusions Team gained a Leading Aspects Award and are the only exclusions team to have achieved this award national
- Permanent exclusions have halved over the past 5 years with Walsall out performing both the national and statistical neighbourhood average.
- Attendance at primary and secondary has improved significantly with Walsall continuing to out perform the majority of local and statistical neighbours.

Fixed Term Exclusions

- Primary fixed term exclusions show more excluded but fewer (-11%) days lost.

Attendance / Absence

- 80% of primary and 40% of secondary schools green rated for attendance targets
- Primary improvements continued whilst secondary schools narrowly missed their attendance targets

Looked After Children (LAC)

- This year's results at GCSE are the best ever -46% of the cohort achieved 5+A*-G and 59% 1+ A*-G. However, improving the attainment and progress for Looked after Children remains a priority across all key stages.

Ofsted Inspections

- Overall 91% of schools inspected by Ofsted are judged satisfactory or above with 10% now judged as outstanding. This is the best performance ever for Walsall schools
- 2 secondary schools and 7 Primary schools have been graded as outstanding.

Other good news

- Walsall's SEN provision and services, and support for English as an additional language are nationally recognised good practice hubs.
- Walsall is one of only 18 authorities taking part in the Parent Support Adviser project following a successful bid to be included.
- Walsall is rated green for its Children's Centre programme with 10 new fully accredited centres now open and a further 5 on target to be delivered by March 2008.
- Walsall is the holder of the prestigious Quality Mark for Dyslexia awareness.

- One of only 8 authorities nationally to be invited to pilot The Basic Skills Quality Mark for early Years settings.
- One of only 10 authorities nationally piloting the Virtual School approach for children who are looked after by the Local Authority.
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Challenges for schools

- A continued focus on writing at Foundation Stage and KS1
- Maintaining the improvement of girls whilst raising that of boys across KS2 &3
- Narrowing the gap between ethnic minorities in Walsall and Nationally, especially at KS3 & 4
- Supporting pupils to make 2 levels progress from KS1-2, 2-3 and 3-4.
- Raising the attainment of looked after children at all key stages
- Moving our good schools to outstanding
- To ensure all primary schools perform at or above the floor targets and seek to improve year on year
- To embed the 14-19 strategy to ensure that all pupils have access to an appropriate curriculum enabling them to achieve their potential
- Develop partnerships to ensure sustained improvement through transition and beyond

2003-2007 Ethnic Minority Progress Report

The progress of ethnic minority pupils is listed and tracked from 2003-2007. Although our ethnic minority pupil progress continues to be a concern there has been progress made in specific ethnic groups as highlighted in the report. However, the support and focus on the performance of ethnic minority pupils will continue to be a major thrust, particularly at KS3 and KS4, to ensure that the attainment gap is narrowed.

The priorities for the future are;

- Continued development and support for Leaders of multi ethnic schools
- A drive to influence teaching and learning through the 5 day pedagogy and practice training
- Monitoring of the schools individual action plan in relation to the EMAG funding
- Support for the ethnic minority network of schools
- Influence the ITT (Initial Teacher Training) programme with local providers
- Implement mentor / coaches for young people
- EMA working group (Cllr Ali) action plan as an enhanced driver for development
- Effective use of assessment and tracking data at all phases to ensure continued progression to narrow the gap

Recommendations

To note the contents of the Attainment Report 2006/2007 and 2003-2007 Ethnic Minority Progress Report

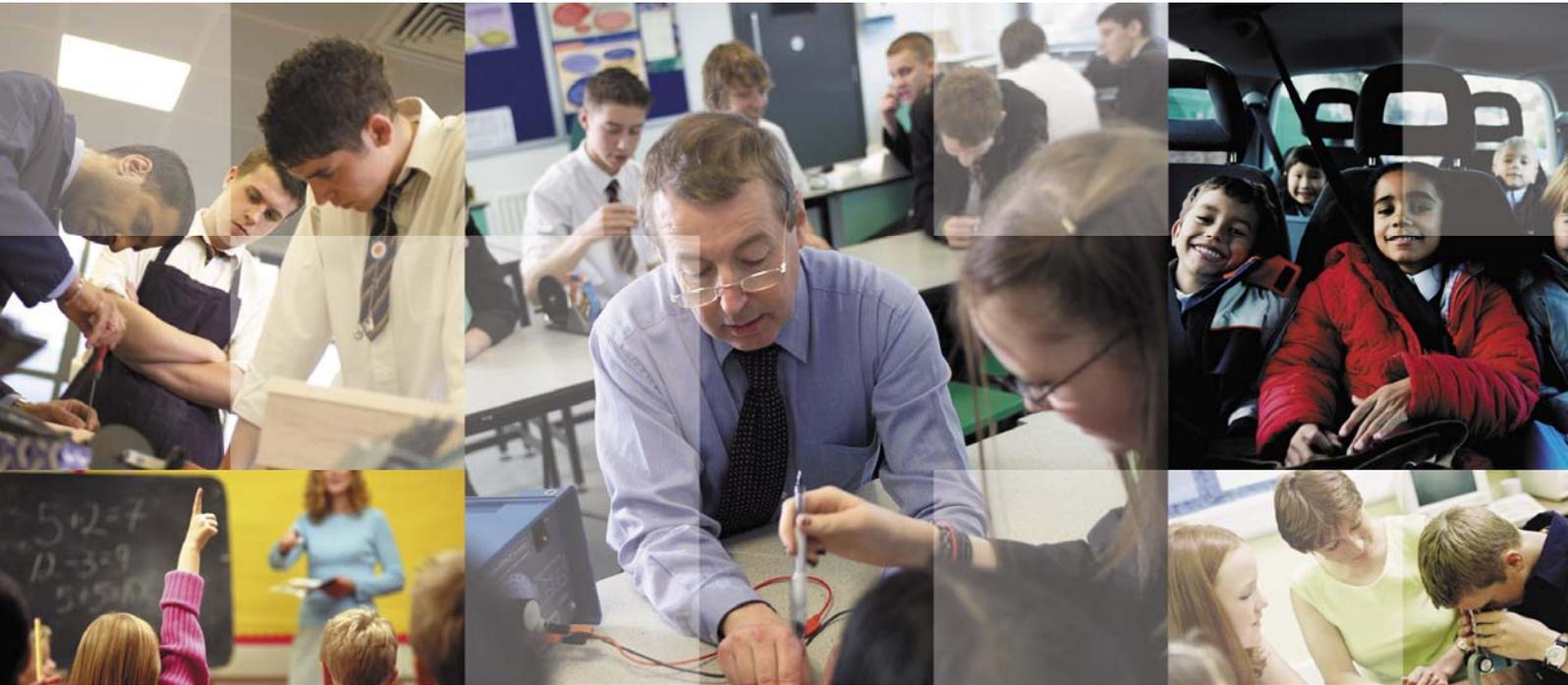
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Education Walsall



Attainment Report 2006-07 Version 2.4



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Borough Targets

Key Stage 2	Performance in 2007			Targets	
	National Performance	Statistical Neighbours	Walsall	2007 Target	2008 Target
English L4+	80	78	78	81	83
English L5	33	29	29	-	-
Mathematics L4+	77	75	75	80	83
Mathematics L5	33	29	27	-	-

Key Stage 3	Performance in 2007			Targets	
	National Performance	Statistical Neighbours	Walsall	2007 Target	2008 Target
English L5+	74	70	69	77	79
English L6+	33	29	27	-	-
Mathematics L5+	76	72	71	75	77
Mathematics L6+	56	51	50	-	-
Science L5+	73	69	68	74	77
Science L6+	41	36	35	-	-
ICT (TA) L5+	nk	nk	73	75	78
ICT (TA) L6+	nk	nk	25	-	-

Key Stage 4	Performance in 2007			Targets	
	National Performance	Statistical Neighbours	Walsall *	2007 Target	2008 Target
5+A*-C	62	55	51	51	56
5+A*-C Inc English & Maths	47	40	36	-	46
Average Points Score (Uncapped)	303.1	285.4	272.8	370.0	354.0

- 2007 data taken from latest DCSF statistical first release.

2007 Cohort Information

2007 Cohort information															
Number of pupils	KS1			KS2			KS3			KS4			KS5		
	All	Boys	Girls												
		3297	1700	1597	3284	1723	1561	3596	1891	1705	3828	1981	1847	1051	472
Special Educational Needs															
No Provision	2750	1337	1413	2554	1270	1284	2884	1424	1460	3143	1527	1616	1014	454	560
School Action	399	259	140	519	312	207	459	281	178	459	276	183	19	9	10
School Action Plus	80	60	20	128	86	42	95	75	20	76	59	15	3	1	2
With statements	43	28	15	71	52	19	127	93	34	146	117	29	4	3	1
Free School Meals															
FSM	810	413	397	731	407	324	657	333	324	620	355	265	61	22	39
Non FSM	2462	1271	1191	2541	1313	1228	2908	1540	1368	3204	1624	1580	979	445	534
Ethnicity															
Bangladeshi	104	56	48	85	37	48	49	34	15	55	31	24	18	4	14
Black Caribbean	35	15	20	34	18	16	67	31	36	94	37	57	14	7	7
Indian	229	121	108	206	117	89	242	126	116	233	108	125	173	75	98
Pakistani	322	169	153	254	143	111	180	112	68	178	105	73	74	28	46
White/Black Caribbean	69	38	31	61	32	29	70	38	32	69	31	38	9	3	6
White British	2307	1178	1129	2446	1280	1166	2771	1431	1340	3034	1581	1453	705	328	377
Other	231	123	108	198	96	102	217	119	98	152	77	72	58	27	31
EAL (%)															
First language- English	2627	1340	1287	2731	1418	1313	3092	1610	1482	3324	1720	1604	820	384	436
First language- Other	645	344	301	541	302	239	473	263	210	499	258	241	220	83	137

KS2 & KS3 information based on datafeed 4 – Aug 2007

KS4 & KS5 based on NCER datafeed- Oct 2007

Number of pupils not matched to census 2007

KS1 - 25

KS2 - 12

KS3 - 31

KS4 - 5

KS5 - 11

The Foundation Stage

Headlines

In Walsall, the majority of pupils leave the Foundation Stage working securely within the early learning goals as expected. There has been an improvement across all areas from 2006, most notably in calculation.

Closer moderation of the Foundation Stage Profile has led to an increase in the percentage of pupils working within the stepping stones and Early Learning Goals (ELGs) however the reduction in the percentage of pupils working fully at or beyond has continued overall and on average only a quarter of pupils are working at this level in most areas.

Numbers and labels for counting and physical development are areas where most pupils achieve 6+. The weakest area continues to be writing. In 2005 Walsall results tracked the National ones however they now appear much lower

Girls continue to perform better than boys in all areas.

National data are not available for 2007. Last year, the areas where Walsall results were lowest against National were: Language for communication and thinking (LCT) and Knowledge and understanding of the world (KUW).

FSP Target Areas 2007

FSP TARGETS		2007									Target 2008		
		Target			Actual			Difference			Target 2008		
		all	70% SOAs	30% SOAs									
(a)	% scoring 6 or more in all PSED scales	59.0	75.0	52.0	58.0	70.6	50.3	-1.0	-4.4	-1.7	67.0	80.0	60.0
(b)	% scoring 6 or more in all CLL scales	42.7	57.0	33.0	44.2	57.6	36.0	1.5	0.6	3.0	47.0	59.0	37.0
(c)	% achieving both (a) and (b)	38.0	54.0	29.0	39.2	51.8	31.4	1.2	-2.2	2.4	44.0	59.0	36.0
		Target			Actual			Difference			Target 2008		
		all children			all children			all children			all children		
(d)	% with total 78 points or more	60.0			59.9			-0.1			70.0		
(e)	% all children achieving (c) and (d)	38.0			39.0			1.0			44.0		
(f)	median point score	83.0			82.0			-1.0			87.0		
(g)	average score of lowest 20%	48.0			51.6			3.6			53.0		
(h)	% gap [(g) as % of (f)]	42.0			37.1			-4.9			39.0		

Includes data for Independent schools - Data taken from NCER KEYPAS

The '30% SOAs' refers to the Sure Start areas, those which are most deprived

The '70% SOAs' refers to the other areas, those which are not Sure Start areas

Generally the targets have been met - Target (h) has been exceeded substantially: the gap between the average score of the bottom 20% of achievers and 'all pupils' has closed more than expected

Foundation Stage Profile 2005-2007 LA summary by assessment scale and area of learning

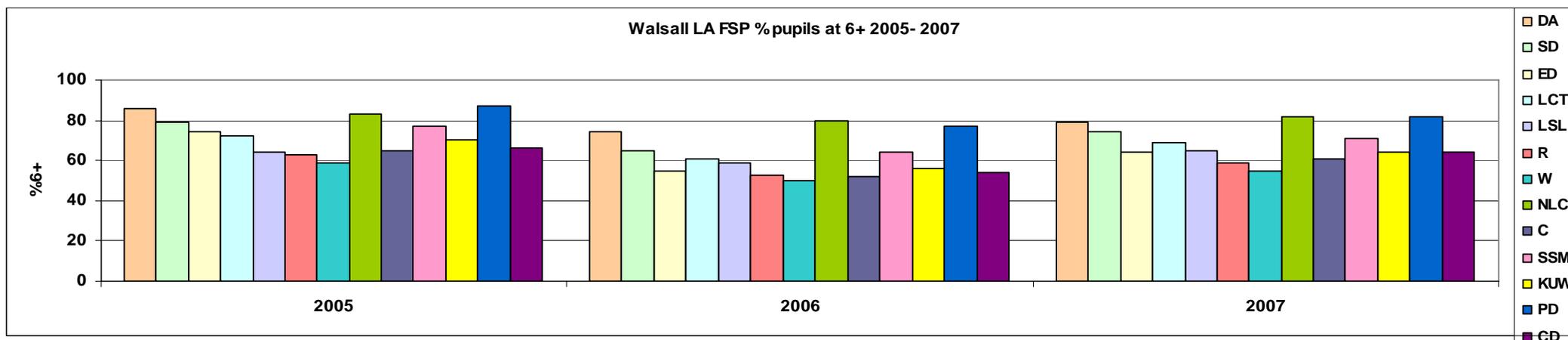
All pupils - % achieving			Working within stepping stones (0-3) %			Working within early learning goals (4-7) %			Working securely within early learning goals (6+) %			Working fully at and beyond early learning goals (8+) %		
			2005	2006	2007	2005	2006	2007	2005	2006	2007	2005	2006	2007
Personal, Social & Emotional Development	Dispositions & Attitudes	LA	2	3	2	48	64	68	86	74	79	50	33	30
		National	2	2	2	39	47	nk	90	88	87	59	51	nk
	Social Development	LA	5	8	5	60	73	79	79	65	74	35	19	16
		National	4	4	4	49	58	nk	83	80	80	47	38	nk
	Emotional Development	LA	7	14	7	52	60	67	74	55	64	41	27	26
		National	6	6	6	42	49	nk	81	77	76	52	45	nk
Communication, Language & Literacy	Language for Communication and Thinking	LA	10	13	8	54	65	72	72	61	69	36	22	21
		National	6	6	6	47	54	nk	81	78	78	47	39	nk
	Linking Sounds & Letters	LA	17	19	13	53	57	63	64	59	65	29	24	24
		National	14	17	14	50	54	nk	63	61	65	33	29	nk
	Reading	LA	10	14	8	65	70	75	63	53	59	26	17	17
		National	7	8	8	56	62	nk	72	68	69	36	30	nk
	Writing	LA	17	21	14	61	63	68	59	50	55	22	16	18
		National	17	18	15	56	59	nk	61	57	58	29	24	nk
Mathematical Development	Numbers as Labels and for Counting	LA	6	8	6	54	67	70	83	80	82	40	25	24
		National	3	4	3	44	52	nk	87	86	87	52	44	nk
	Calculating	LA	16	21	14	59	64	72	65	52	61	25	15	15
		National	9	12	10	51	58	nk	73	69	70	38	30	nk
	Shape, Space and Measures	LA	9	12	7	60	70	75	77	64	71	31	19	18
		National	7	7	6	51	59	nk	84	80	80	43	34	nk
Knowledge and Understanding of the World	LA	9	15	8	60	68	77	70	56	64	31	17	16	
	National	6	6	6	47	55	nk	81	77	77	47	39	nk	
Physical Development	LA	4	7	4	45	58	62	87	77	82	51	34	34	
	National	3	3	3	37	44	nk	90	88	88	60	52	nk	
Creative Development	LA	6	9	4	69	77	84	66	54	64	26	15	11	
	National	3	4	4	53	62	nk	81	34	78	43	34	nk	

Please note the National 2007 data for 4-7 and 8+ has not been published as is shown in the table above as not known. The statistical first release published by DCSF contains figures based on 4-8 and 9+ and are therefore not comparable to the data in the table above.

Foundation Stage Profile % 6+

% working securely within early learning goals (6+)		All					Boys					Girls				
		05	06	07	Imp 05-07	Imp 06-07	05	06	07	Imp 05-07	Imp 06-07	05	06	07	Imp 05-07	Imp 06-07
Dispositions & Attitudes (DA)	Walsall LA	86	74	79	-7	5	82	69	76	-6	7	90	79	82	-8	3
	National	90	88	87	-3	-1	87	84	84	-3	0	93	91	91	-2	0
Social development (SD)	Walsall LA	79	65	74	-5	9	74	61	68	-6	7	85	70	79	-6	9
	National	83	80	80	-3	0	79	75	75	-4	0	88	85	85	-3	0
Emotional development (ED)	Walsall LA	74	55	64	-10	9	67	50	58	-9	8	81	61	69	-12	8
	National	81	77	76	-5	-1	76	71	71	-5	0	86	82	82	-4	0
Language for communication & thinking (LCT)	Walsall LA	72	61	69	-3	8	68	57	65	-3	8	77	66	73	-4	7
	National	81	78	78	-3	0	77	74	74	-3	0	85	82	83	-2	1
Linkings sounds & letters (LSL)	Walsall LA	64	59	65	1	6	58	54	61	3	7	71	64	69	-2	5
	National	63	61	65	2	4	57	56	59	2	3	68	66	70	2	4
Reading (R)	Walsall LA	63	53	59	-4	6	57	49	55	-2	6	70	57	64	-6	7
	National	72	68	69	-3	1	67	63	64	-3	1	77	73	74	-3	1
Writing (W)	Walsall LA	59	50	55	-4	5	51	44	49	-2	5	67	56	62	-5	6
	National	61	57	58	-3	1	53	49	50	-3	1	70	66	67	-3	1
Numbers as labels (NLC)	Walsall LA	83	80	82	-1	2	80	78	80	0	2	86	82	83	-3	1
	National	87	86	87	0	1	85	85	85	0	0	89	89	89	0	0
Calculating (C)	Walsall LA	65	52	61	-4	9	61	50	60	-1	10	70	54	63	-7	9
	National	73	69	70	-3	1	70	67	68	-2	1	75	72	73	-2	1
Shape,space & measure (SSM)	Walsall LA	77	64	71	-6	7	73	61	68	-5	7	81	67	74	-7	7
	National	84	80	80	-4	0	81	78	78	-3	0	86	83	83	-3	0
Knowledge & understanding of the world(KUW)	Walsall LA	70	56	64	-6	8	68	54	62	-6	8	72	59	65	-7	6
	National	81	77	77	-4	0	79	76	76	-3	0	82	79	79	-3	0
Physical development (PD)	Walsall LA	87	77	82	-5	5	84	73	78	-6	5	90	81	86	-4	5
	National	90	88	88	-2	0	87	84	84	-3	0	93	92	92	-1	0
Creative development (CD)	Walsall LA	66	54	64	-2	10	59	48	57	-2	9	74	61	71	-3	10
	National	81	34	78	-3	44	76	71	71	-5	0	87	84	85	-2	1

Walsall LA FSP %pupils at 6+ 2005- 2007



Key Stage One

Headlines

Results in reading have stayed the same at L2+ and 2b+ and gone down by 1 percentage point at L3. Average point scores for reading are around L2b.

Girls continue to outperform boys in reading, there is a 10 percentage point difference at L2b.

In writing results have gone down at all levels. Average point scores for writing are around L2c. Girls outperform boys in writing with a difference in average point scores of almost a third of a level. There is a 15 percentage point difference at L2b.

In mathematics results have gone down at L2+ and 3+ and stayed the same at L2b+. Average point scores remain at L2b but have been decreasing since 2002; this may be due to the changes to the testing procedures over the past 5 years. Boys continue to do better at L3 in mathematics than girls.

As results have generally stayed the same or declined slightly, the same is true when analysing by ethnic group. The group where the decline appears most pronounced in all three areas are Black Caribbean pupils, specifically boys. However the numbers in this group are very small. The most noticeable improvements in all areas were achieved by White/Black Caribbean boys again this represents a relatively small group of pupils.

SEN

There has been a 12% increase in the percentage of pupils with statements achieving L2+ in reading, 1% in writing and 9% in mathematics whilst there has been a slight decline in percentages of pupils at school action achieving L2+ in all three areas.

FSM

In line with national research, pupils eligible for FSM do not achieve as well as those who are not with differences of around 10-12 percentage points between the 2 groups across the 3 areas.

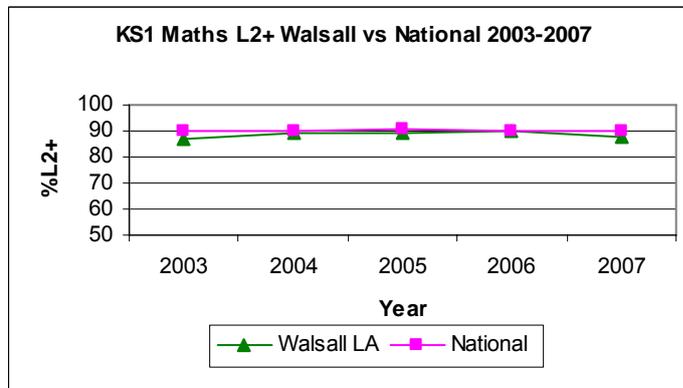
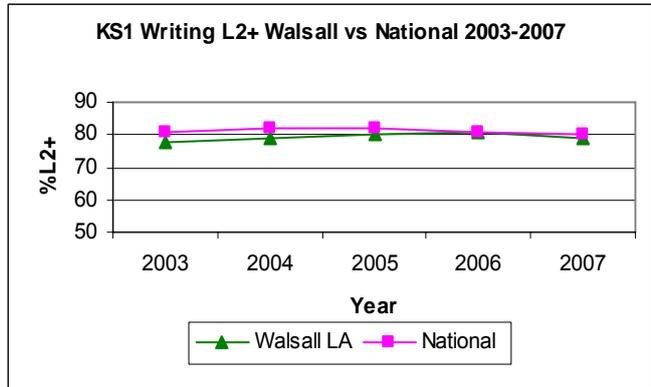
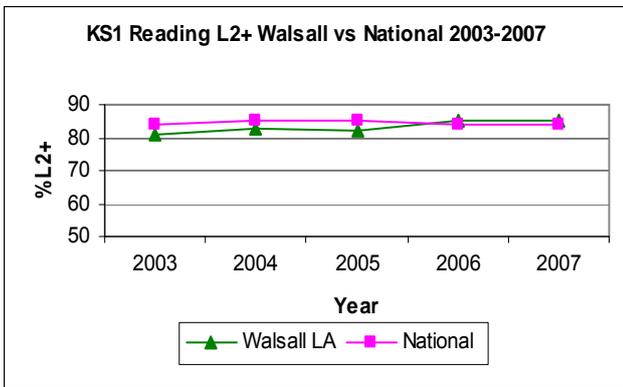
Based on KS1 2007 statistical first release – published by DCSF 30-08-07

Please note due to the changes at Key Stage 1 in 2005 teacher assessment is shown alongside test results for previous years.

% Level 2+		All						Boys						Girls					
		03	04	05	06	07	Imp 03-07	03	04	05	06	07	Imp 03-07	03	04	05	06	07	Imp 03-07
Reading	Walsall LA	81	83	82	85	85	4	78	77	78	82	82	4	85	88	87	89	88	3
	National	84	85	85	84	84	0	80	81	81	80	80	0	88	89	89	89	88	0
Writing	Walsall LA	78	79	80	81	79	1	72	72	74	76	74	2	83	87	86	86	85	2
	National	81	82	82	81	80	-1	76	76	77	76	75	-1	87	87	88	87	86	-1
Maths	Walsall LA	87	89	89	90	88	1	86	87	87	89	87	1	88	91	91	91	89	1
	National	90	90	91	90	90	0	89	89	90	89	88	-1	91	92	92	92	91	0

% Level 2B+		All						Boys						Girls					
		03	04	05	06	07	Imp 03-07	03	04	05	06	07	Imp 03-07	03	04	05	06	07	Imp 03-07
Reading	Walsall LA	66	66	68	71	71	5	62	58	62	66	66	4	70	74	74	75	76	6
	National	69	71	72	71	71	2	63	65	67	66	66	3	74	76	78	77	77	3
Writing	Walsall LA	57	60	57	59	56	-1	51	51	49	51	49	-2	64	69	65	67	64	0
	National	62	62	62	60	59	-3	54	53	54	52	51	-3	70	70	70	69	67	-3
Maths	Walsall LA	69	74	70	71	71	2	69	71	69	70	70	1	68	77	72	72	72	4
	National	73	75	74	73	74	1	73	74	73	72	73	0	74	76	75	74	75	1

% Level 3+		All						Boys						Girls					
		03	04	05	06	07	Imp 03-07	03	04	05	06	07	Imp 03-07	03	04	05	06	07	Imp 03-07
Reading	Walsall LA	24	25	22	23	22	-2	21	21	19	18	18	-3	27	29	26	28	26	-1
	National	28	29	27	26	26	-2	24	24	22	21	22	-2	32	33	32	30	30	-
Writing	Walsall LA	11	14	12	10	9	-2	8	10	9	7	6	-2	13	19	16	14	12	-1
	National	16	16	15	14	13	-3	11	11	10	9	9	-2	21	21	20	19	17	-
Maths	Walsall LA	24	26	20	19	18	-6	27	28	23	20	21	-6	21	24	16	18	15	-6
	National	29	28	23	21	22	-7	32	31	25	24	24	-8	27	25	20	19	20	-



Comparison with other authorities 2007

Based on KS1 2007 statistical first release – published by DCSF 30-08-07

Last years ranking is shown in brackets

KS1 Level 2+	Reading	Writing	Maths	Science
National Ranking 2007	44 (61)	86 (73)	104 (77)	91 (76)

Comparison to statistical neighbours* and the Black Country

LA	Reading		Writing		Maths		Science	
	%	Rank	%	Rank	%	Rank	%	Rank
Walsall	85	44	79	86	88	104	87	91
NATIONAL	84	40	80	80	89	80	89	89
Statistical neighbours								
Bolton	84	60	80	65	89	83	87	91
Coventry	80	117	77	104	87	114	87	91
Derby	81	110	77	104	88	104	87	91
Doncaster	82	95	77	104	89	83	88	78
Dudley	84	60	80	65	89	83	88	78
Peterborough	76	146	72	144	86	122	85	122
Rochdale	81	110	77	104	88	114	86	108
Rotherham	80	117	78	101	88	104	87	91
Tameside	83	79	79	86	89	83	85	122
Telford and Wrekin	83	79	80	65	89	62	87	91
Black Country								
Dudley	84	60	80	65	89	83	88	78
Sandwell	78	133	73	139	86	129	82	138
Wolverhampton	79	124	76	119	87	114	85	122

* The new Children's services statistical neighbours

Key Stage Two

Headlines

L4+ English

There has been no increase in English whereas nationally there has been a 1% increase.

Walsall girls and boys are 2% below the national averages for English. Girls continue to do better than boys; however boys' results in writing are in line with National.

Average point scores in reading for all pupils and boys are around L4b whereas girls are working just below 4a.

L4+ Mathematics

Mathematics has increased by 1%. Average point scores in mathematics for all pupils and boys are around L4b.

L4+ science

Science has gone up 3% and the gap has closed to 1% on the National figure. Average point scores in science for all pupils are around L4a and broadly in line with National.

L5+ English

Writing has declined by 1% and the gap between Walsall and National has increased to 4% points. In reading, the gap is narrowing between boys and National results however girls results have declined this year by 4% points whereas boys' have risen by the same amount. The gap between attainment at L5 in Walsall and nationally is 6% for boys and 5% for girls.

Nationally there is a 9% gap between girls and boys' writing, in Walsall the gap is 7% points.

L5+ Mathematics

Mathematics has fallen by 1% and the gap between Walsall and National is now 6% at L5+.

Girls' attainment has fallen by 4% points this year.

Nationally there is a 5% gap between girls and boys' mathematics, in Walsall the gap is 8% points.

L5+ science

Science has gone up 1% and the gap is closing slightly on the National figure of 46%.

Nationally there is a 1% gap between girls and boys' science, in Walsall the gap is 2% points.

Ethnicity

Whilst care must be taken as cohort sizes are relatively small, analysis of results by ethnic groups suggests pleasing gains in reading by Bangladeshi (+13%) and Black Caribbean girls (+8%), Pakistani boys (+10%) and White Black Caribbean pupils (+17%).

In mathematics there has been an improvement in results of Bangladeshi pupils, especially girls where there has been a 22% point rise. There have been increases in attainment of Black – Caribbean (+ 23%), White-Black-Caribbean (15%) and Pakistani boys (+14%).

SEN

There has been a 3% increase in the percentage of pupils with statements achieving L4+ in reading, 9% in writing and 3% in mathematics. There has also been an increase in percentages of pupils at school action plus achieving L4+ in all subjects. There has been a 1% decline in pupils at school action achieving L4+ in English.

FSM

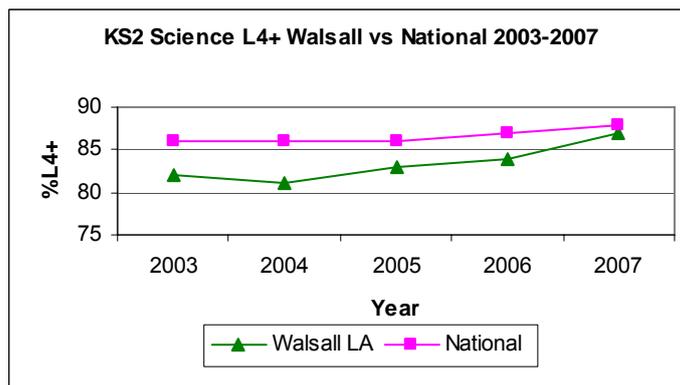
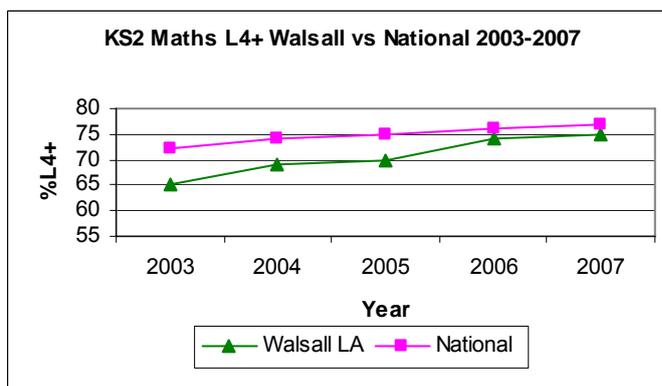
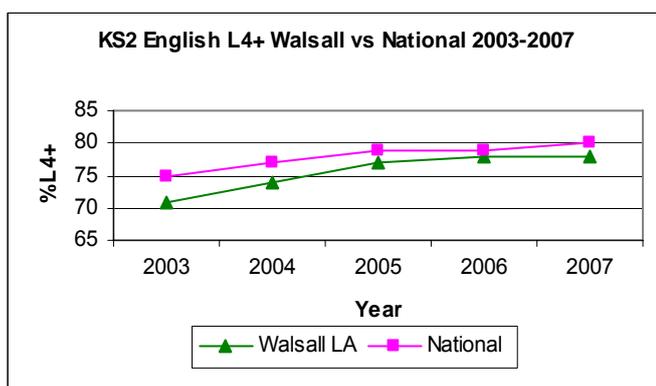
In line with national research, pupils eligible for FSM do not achieve as well as those who are not with differences of around 10-15 percentage points between the 2 groups across the 3 areas.

All ethnic groups have improved in science.

Based on KS2 2007 revised statistical first release – published by DCSF 05-12-07

% Level 4+		All					Boys					Girls							
		03	04	05	06	07	Imp 03-07	03	04	05	06	07	Imp 03-07	03	04	05	06	07	Imp 03-07
English	Walsall LA	71	74	77	78	78	7	64	68	72	72	74	10	78	80	81	84	83	5
	National	75	77	79	79	80	5	70	72	74	74	76	6	81	83	84	85	85	4
Maths	Walsall LA	65	69	70	74	75	10	65	69	71	73	78	13	65	69	70	74	73	8
	National	72	74	75	76	77	5	73	74	76	76	78	5	72	73	75	75	76	4
Science	Walsall LA	82	81	83	84	87	5	81	81	83	83	86	5	83	82	83	86	87	4
	National	86	86	86	87	88	2	86	85	86	86	87	1	87	86	87	87	88	1

% Level 5+		All					Boys					Girls							
		03	04	05	06	07	Imp 03-07	03	04	05	06	07	Imp 03-07	03	04	05	06	07	Imp 03-07
English	Walsall LA	22	25	25	29	29	7	17	18	19	22	24	7	26	32	32	37	33	7
	National	26	26	27	32	34	8	21	20	21	26	28	7	33	32	33	39	39	6
Maths	Walsall LA	23	26	26	28	27	4	26	27	29	30	31	5	20	25	23	27	23	3
	National	28	30	31	33	32	4	32	32	33	35	35	3	26	28	28	31	30	4
Science	Walsall LA	32	34	40	41	42	10	32	34	42	40	43	11	33	34	39	41	42	9
	National	40	42	47	46	46	6	40	42	48	45	46	6	41	42	46	46	46	5



Comparison with other authorities 2007

Based on KS2 2007 revised statistical first release – published by DCSF 15-12-07

Last years ranking is shown in brackets

KS2 Level 4+	English	Maths	Science	Test Aggregate (En, Ma & Sci)
National Ranking 2007	102 (88)	100 (95)	86 (113)	101 (100)

Comparison to statistical neighbours* and the Black Country

KS2 Level 4+	English		Maths		Science		KS1-2 CVA	Rank	Test Aggregate	
	%	Rank	%	Rank	%	Rank			%	Rank
Walsall	78	102	75	100	87	86	99.9	90	240	101
National	80		77		88				245	
Statistical neighbours										
Bolton	81	52	77	65	88	58	99.9	90	246	64
Coventry	78	102	74	113	86	105	99.8	105	238	113
Derby	75	135	72	134	83	143	99.3	150	230	142
Doncaster	79	86	77	65	88	58	99.7	126	244	79
Dudley	79	86	74	113	87	86	99.8	105	240	101
Peterborough	77	110	77	65	87	86	99.8	105	241	98
Rochdale	79	86	77	65	86	105	100.1	44	242	92
Rotherham	76	126	72	134	84	130	99.5	145	232	135
Tameside	81	52	77	65	89	39	99.9	90	247	58
Telford and Wrekin	78	102	74	113	86	105	99.6	133	238	113
Black Country										
Dudley	79	86	74	113	87	86	99.8	105	240	101
Sandwell	76	126	73	124	84	130	100.1	44	233	131
Wolverhampton	77	110	72	134	85	120	100.0	64	234	126

* The new Children's services statistical neighbours

Key Stage Three

Headlines

KS3 English

Results have stayed the same this year at L5+ and gone down by 2% at L6+. Whilst the gender gap appears to be closing, this is because there has been a slight rise in boys' performance and a fall in the performance of girls.

The gap between Walsall boys and the National average is 6% at both L5+ and L6+.
The gap between Walsall girls and the National average is 4% at L5+ and 5% at L6+.

Point scores show that on average girls are working at Level 5b in English and boys at Level 5c, 1 point below national point scores.

Walsall is ranked joint 5th when compared with our Statistical Neighbours and second in the Black Country.

Mathematics

The gains of 2006 have not been sustained and LA results have fallen by 2% whereas nationally they have also gone down but only by 1% at both levels.

Attainment of boys and girls has fallen. The gap between them at L5+ is 2% mainly due to the poor performance of girls. However, at L6+ boys are 1% ahead of girls.

Point scores have fallen. Girls are working on average at L5a (1 point below the national average) whereas boys are working at L5b, 2/3 of a level below the national average of 6c.

The gap between Walsall boys and the National average is 5% at L5+ and 6% at L6+.
The gap between Walsall girls and the National average is 4% at L5+ and 5% at L6+.

Walsall is ranked joint 5th when compared with our Statistical Neighbours and second in the Black Country.

Science

Results have stayed the same at L5+ and L6+.
Boys and girls are working at an average level of 5b.

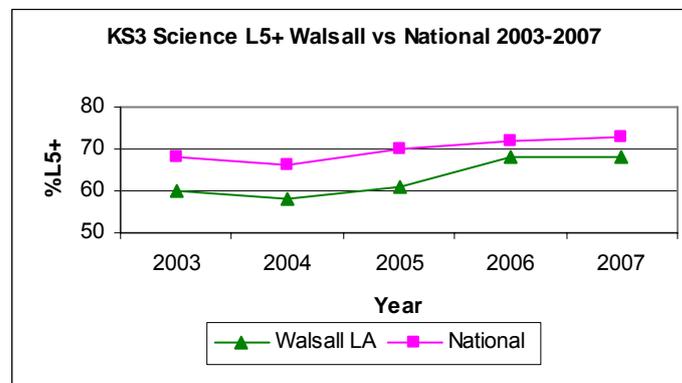
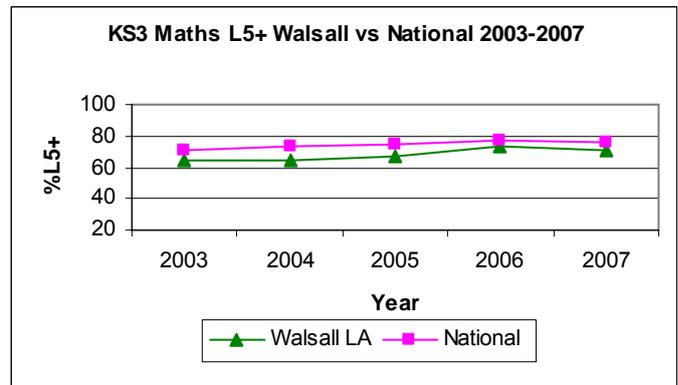
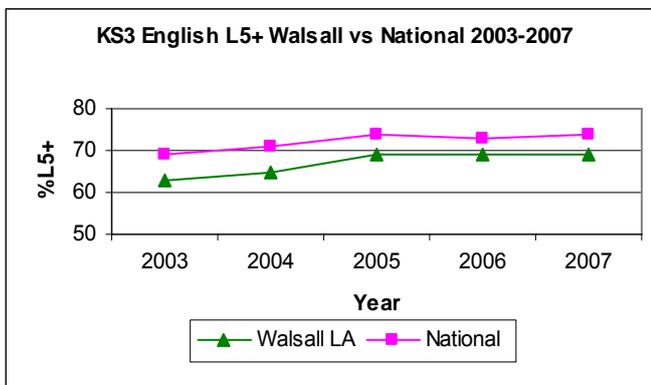
The gap between boys and girls is 2% at L5+ and 3% at L6+.
The gap between Walsall boys and the National average is 5% at L5+ and 7% at L6+.
The gap between Walsall girls and the National average is 4% at L5+ and 5% at L6+.

Walsall is ranked joint 4th when compared with our Statistical Neighbours and second in the Black Country. Walsall has slipped in the rankings from 2006. Overall, Walsall is ranked 112th in the country. This equals 6th against statistical neighbours and 2nd in the Black Country.

Based on Updated KS3 2007 statistical first release – published by DCSF 27-02-2008

% Level 5+		All						Boys						Girls					
		03	04	05	06	07	Imp 03-07	03	04	05	06	07	Imp 03-07	03	04	05	06	07	Imp 03-07
English	Walsall LA	63	65	69	69	69	6	57	59	60	59	62	5	69	72	79	78	77	8
	National	69	71	74	73	74	5	62	64	67	65	68	6	76	78	80	80	81	5
Maths	Walsall LA	64	65	67	73	71	7	64	64	67	71	70	6	64	67	68	75	72	8
	National	71	73	74	77	76	5	70	72	73	76	75	5	72	74	74	77	76	4
Science	Walsall LA	60	58	61	68	68	8	61	56	60	67	67	6	60	60	62	70	69	9
	National	68	66	70	72	73	5	68	65	69	71	72	4	69	67	70	73	73	4

% Level 6+		All						Boys						Girls					
		03	04	05	06	07	Imp 03-07	03	04	05	06	07	Imp 03-07	03	04	05	06	07	Imp 03-07
English	Walsall LA	28	29	28	29	27	-1	23	24	23	23	20	-3	34	34	34	36	35	1
	National	35	34	35	35	33	-2	28	27	28	27	26	-2	42	41	42	42	40	-2
Maths	Walsall LA	42	44	45	52	50	8	44	45	45	52	51	7	41	44	45	52	50	9
	National	49	52	53	57	56	7	49	52	53	57	57	8	50	52	53	57	55	5
Science	Walsall LA	32	26	29	35	35	3	35	26	30	35	34	-1	30	26	28	36	36	6
	National	40	34	37	41	41	1	41	34	38	41	41	0	40	34	36	41	41	1



Comparison with other authorities 2007

Based on Updated KS3 2007 statistical first release – published by DCSF 27/02/2008

Last years ranking is shown in brackets

KS3 Level 5+	English	Maths	Science	Test Aggregate (En, Ma & Sci)
National Ranking 2007	110 (103)	114 (105)	107 (100)	112 (104)

Comparison to statistical neighbours* and the Black Country

KS3 Level 5+	English		Maths		Science		Test aggregate	
	%	Rank	%	Rank	%	Rank	%	Rank
Walsall	69	110	71	114	68	107	208	112
National	74		76		73		223	

Statistical neighbours

Bolton	71	99	74	91	69	98	214	99
Coventry	70	102	73	100	70	89	213	101
Derby	74	80	75	84	70	89	219	87
Doncaster	67	125	71	114	70	89	208	112
Dudley	75	67	74	91	73	69	222	76
Peterborough	67	125	70	119	66	119	203	124
Rochdale	67	125	70	119	65	124	202	126
Rotherham	69	110	72	107	70	89	211	109
Tameside	73	88	72	107	68	107	213	101
Telford and Wrekin	70	102	72	107	69	98	211	109

Black Country

Dudley	75	67	74	91	73	69	222	76
Sandwell	62	143	62	148	57	147	181	147
Wolverhampton	68	121	67	135	62	132	197	132

* The new Children's services statistical neighbours

Key Stage Four

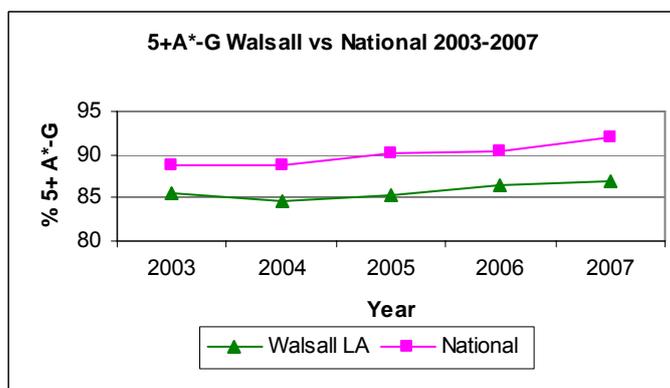
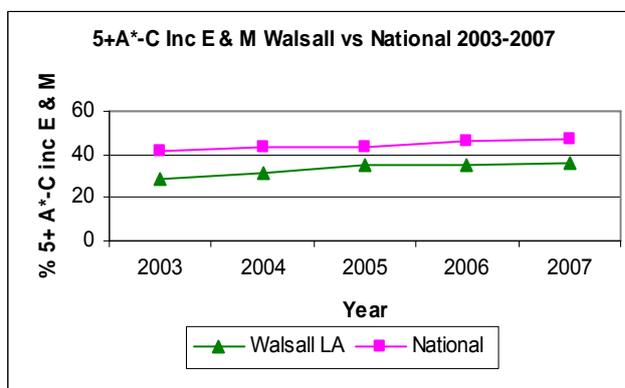
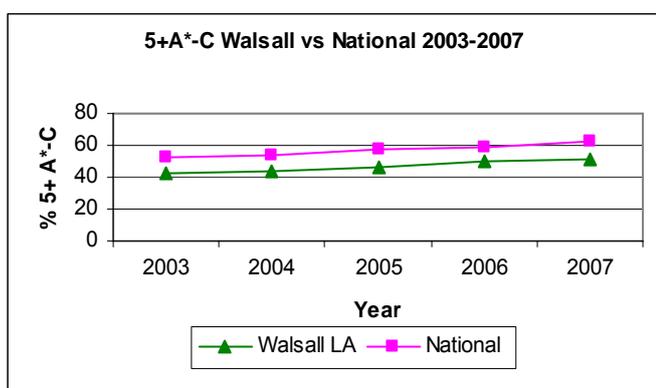
Headlines

Although the five year trend at Key Stage 4 is positive and strongly upward this particular years results were disappointing 'flat' at just over 50%. Whilst there were a number of schools that met or exceeded their targets a number of schools significantly under performed particularly in Maths or English and in few schools in both English and Maths.

- The overall target for this year for 5 A*-C was 51%. This has been achieved. There was no requirement to set a target for the 5 A*-C inc Eng and Maths.
- Over the five year period ('03 to '07) the LA has shown significant improvement rising from 43% to 51% 5A*-C
- In the pre-eminent new measure for KS4 the **5 A*-C including English & Maths**, Walsall is ranked 137th, 131st in the 5A*-G ranking, 136 in the 5A*-G including English & Maths and 145th in the old 5A*-C ranking.
- 8 of our 18 schools met or exceeded their 5A*-C target and 10 out of our 18 schools exceeded the 5A*-C including Eng & Maths results of last year.
- The target set for the Average Points Score (uncapped) was 370.0. Walsall fell short of that close to national target (375.5) and achieved 336.5.
- The results for Key Stage 4 5 A*-C are 51% and represent an 8% increase over the five year period 2003-2007 which is 1% below the national profile over the same period. Ten of our eighteen schools exceeded the 50% A*-C threshold
- The results for Key Stage 4 5 A*-C including English and Maths are around 36% which again is the same as last year and represents a 7% increase over the five year period 2003-2007 which is 1% better than the national results over the same period
- The results for boys Key Stage 4 5 A*-C are just over 44% which is the same as last year and represent a 14% increase over the five year period 2003-2007. This is 4% higher than the national profile over the same period. Girls achieved 58% which is 1% higher than last year and represents an 8% improvement over the five years which is the same as the National rate of improvement.
- The results for boys Key Stage 4 5 A*-C including English and Maths are just over 31% which again is the same as last year and shows a 5% increase over the five year period girls achieved 40% which is the same as last year and shows a 5% increase over the five years
- Against our statistical neighbours (changed from last year) we do not compare well. In all five key measures we are at the bottom (or next to the bottom in two measures) of the table.
- Compared to our Black Country Partners we are 4th out of 4 for 5A*-C, and 3rd out of 4 for 5A*-C inc English & Maths, 5A*-G, 5A*-G inc English & Maths and 'Any passes' . our rankings have declined in all areas.

*2007 LA data taken from DCSF Statistical first release 09-01-2008

GCSE		All					Imp 03-07	Boys					Imp 03-07	Girls					Imp 03-07
		03	04	05	06	07		03	04	05	06	07		03	04	05	06	07	
% 5+ A*-C	Walsall LA	43	44	46	50	51	8	30	37	41	44	44	14	50	50	51	57	58	8
	National	53	54	57	59	62	9	48	49	52	54	58	10	58	59	62	63	66	8
% 5+ A*-C Inc E & M	Walsall LA	29	31	35	35	36	7	26	27	32	31	31	5	35	36	39	40	40	5
	National	42	43	43	46	47	5	nk	nk	41	42	42	-	nk	nk	49	50	51	-
% 5+ A*-G	Walsall LA	86	85	85	86	87	2	85	83	83	84	83	-2	89	89	91	91	92	3
	National	89	89	90	91	92	3	87	86	88	88	90	3	91	91	93	93	94	3



Comparison with other authorities 2007

Based on revised KS4 2007 statistical first release – published by DCSF 09/01/2008

Last years ranking are shown in brackets

GCSE 2007	5+A*-C	5+A*-C inc En & Ma	Any passes	APS	Capped APS
National Ranking 2007	145 (126)	137 (125)	124 (132)	138 (133)	137 (128)

Comparison to statistical neighbours* and the Black Country

GCSE 2007	5+A*-C grades		5+ A*-C inc. English & mathematics GCSEs		5+A*-G grades		5+ A*-G inc. English & mathematics GCSEs		Any passes	
	%	Rank	%	Rank	%	Rank	%	Rank	%	Rank
Walsall	50.5	145	35.5	137	87.3	133	84.0	136	96.7	124
National	62.0		46.7		91.7		87.9		98.9	
Statistical Neighbours										
Bolton	54.8	120	40.1	111	90.2	107	87.2	116	97.2	110
Coventry	52.6	134	38.9	120	87.8	130	85.5	128	97.4	103
Derby	54.6	121	40.0	112	91.7	79	89.0	91	97.6	90
Doncaster	57.8	95	37.4	129	88.9	119	85.9	125	96.7	124
Dudley	56.9	100	43.6	86	93.1	44	91.7	41	98.0	66
Peterborough	56.3	101	37.6	128	87.6	132	82.9	141	96.7	124
Rochdale	55.9	107	41.9	96	90.8	95	88.4	100	97.2	110
Rotherham	54.6	121	39.0	118	89.4	116	87.5	112	97.0	118
Tameside	55.4	112	41.8	99	89.6	114	88.4	100	97.0	118
Telford and The Wrekin	55.2	114	40.8	107	92.3	63	89.6	81	98.0	66
Black Country										
Dudley	56.9	100	43.6	86	93.1	44	91.7	41	98.0	66
Sandwell	54.6	121	30.2	147	85.3	142	83.1	139	96.4	130
Wolverhampton	60.7	63	36.8	133	88.9	119	86.2	123	96.9	121

* The new Children's services statistical neighbours

Key Stage Five

Headlines

Key Stage 5 results have been stubbornly flat over the five year period 2003 to 2007.

New (vocational diploma and other vocational courses) curriculum provision is now being planned and introduced.

In terms of comparison with our Black Country neighbours and our new statistical neighbours our position is relatively speaking more positive than may at first sight be thought (overall second to Dudley and ahead of Wolverhampton and Sandwell, and depending on which measure is used 113 or 116 out of 147 local authorities nationally)

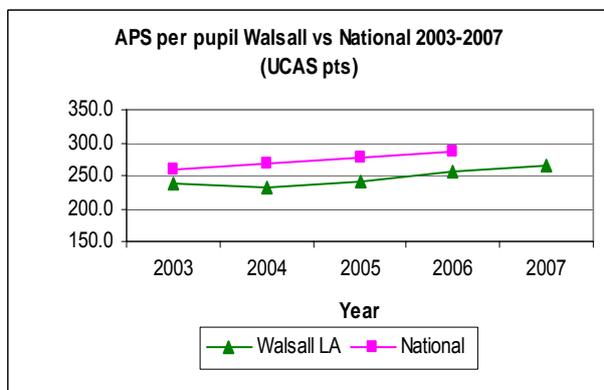
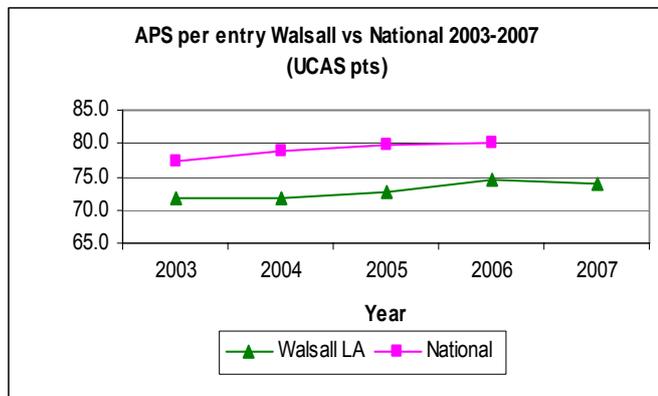
- The percentage of students attaining 1 or more passes was 77.3%, with 76.8% males and 77.7 females (a relatively narrow gender gap of 0.9%)
- The percentage of students attaining 2 or more passes was 72.5%, with 69.7% males and 74.6 females (a relatively speaking wider gender gap of 4.9%)
- The average QCA point score both in terms of per candidate and per entry places us in 2nd place in all measures (males, females and all pupils) when compared to our Black Country partners.
- The average QCA points score per candidate for all pupils was 650.2 (nationally 731.1), 640.9 for males (nationally 712.9) and for females was 656.9 (nationally 746.5). This ranked Walsall 118 of 147 of LA's nationally
- The average QCA points score per entry for all pupils was 196.9 (nationally 207.5), 192.1 for males (nationally 203.2) and for females was 200.5 (nationally 211.0). This ranked Walsall 113 of 147 of LA's nationally
- Compared with our new statistical neighbours we are 9th of 11 (average QCA score for males per candidate), 10th of 11 (average QCA score for females per candidate) and 10th of 11 (average QCA score for all pupils per candidate)
- Compared with our new statistical neighbours we are 5th of 11 (average QCA score for males per entry), 7th of 11 (average QCA score for females per entry) and 6th of 11 (average QCA score for all pupils per entry)
- Over the five year period 2003 – 2007 the average (Sec 96) points per candidate rose 34.6 points from 663.4 to 698.0, though there was a high point in 2006 of 701.7
- Over the five year period 2003 – 2007 the average (Sec 96) points per entry has remained relatively static falling from 195.6 points from to 194.4, with a high point in 2006 of 199.4

Key Stage Five		All						Boys						Girls					
		UCAS points					QCA Pts	UCAS points					QCA Pts	UCAS points					QCA Pts
		03	04	05	06	07	07	03	04	05	06	07	07	03	04	05	06	07	07
APS per entry	Walsall LA	71.8	71.8	72.6	74.5	74.0	196.9	69.5	70.5	72.3	74.7	72.5	192.1	73.9	72.8	72.8	74.4	75.2	200.5
	National	77.4	78.7	79.9	80.1	nk	207.5	74.5	76.1	77.5	77.7	nk	203.2	79.9	81.0	81.9	82.2	nk	211.0
APS per candidate	Walsall LA	236.9	231.7	239.6	254.9	265.6	650.2	229.2	230.0	239.0	255.8	260.3	640.9	243.4	233.0	240.1	254.1	270.0	656.9
	National	258.9	269.2	277.6	287.4	284.5	731.1	246.9	258.4	267.7	277.8	nk	712.9	269.4	278.6	286.1	295.7	nk	746.5

2003 to 2006 data relates is based on the UCAS points system

2007 data has been provided in 2 formats- UCAS points and QCA points.

UCAS point's data is taken from NCER EPAS while QCA point's data is taken from the revised DCFS statistical first release which was published 09-01-2008



Comparison with other authorities 2007

Based on KS5 2007 revised statistical first release – published by DCSF 09-01-2008

Last years ranking are shown in brackets

KS5 2007	APS per candidate	APS per entry
National Ranking 2007	118 (112)	113 (99)

Comparison to statistical neighbours* and the Black Country

LA	Average QCA point score by students achieving all Level 3 ³ qualifications:											
	Per candidate						Per entry					
	Males	Rank	Females	Rank	All pupils	Rank	Males	Rank	Females	Rank	All pupils	Rank
Walsall	640.9	104	656.9	123	650.2	118	192.1	107	200.5	115	196.9	113
National	712.9		746.5		731.1		203.2		211.0		207.5	
Statistical Neighbours												
Bolton	654.3	95	705.3	88	682.7	92	188.7	134	201.5	108	195.8	115
Coventry	628.3	117	684.7	102	660.7	107	192.9	100	204.4	93	199.6	92
Derby	638.0	110	682.7	103	662.5	105	199.0	59	203.6	98	201.6	78
Doncaster	647.7	100	703.9	89	679.0	95	184.5	142	193.8	136	189.8	141
Dudley	708.4	39	755.0	31	733.8	39	202.0	39	207.7	66	205.2	52
Peterborough	666.4	85	693.3	97	681.0	93	191.5	111	194.2	134	193.0	132
Rochdale	563.0	140	619.3	134	593.5	139	184.3	143	192.7	142	189.0	142
Rotherham	681.4	63	743.6	40	716.1	51	190.0	123	197.6	123	194.4	125
Tameside	715.8	35	716.4	76	716.1	51	190.5	119	203.5	99	197.8	108
Telford & The Wrekin	691.4	57	709.4	81	700.7	70	202.8	31	209.7	51	206.3	42
Black Country												
Dudley	708.4	39	755.0	31	733.8	39	202.0	39	207.7	66	205.2	52
Sandwell	574.1	138	574.2	146	574.1	142	182.8	145	184.5	147	183.7	147
Wolverhampton	495.6	146	636.3	129	571.8	143	173.1	147	195.2	132	185.8	146

* The new Children's services statistical neighbours

LA Transition Matrices

KS1 03 – KS2 07
Based on KS2 Datafeed 4

KS1 – KS2 English (KS1 is a sub-level of Reading and Writing APS)

KS1 R & W APS	KS2 English								Total
	2	3	4	5	A	B	N	T	
3	-	-	24% (162)	76% (519)	0% (1)	-	-	-	100% (682)
2A	-	1% (5)	52% (192)	47% (173)	0% (1)	-	-	-	100% (371)
2B	-	5% (36)	73% (555)	22% (169)	0% (2)	-	-	-	100% (762)
2C	0% (2)	21% (121)	69% (409)	9% (53)	1% (3)	0% (1)	0% (1)	-	100% (590)
1	2% (13)	44% (239)	44% (241)	1% (6)	2% (9)	6% (33)	1% (8)	-	100% (549)
W	5% (11)	33% (79)	11% (25)	2% (4)	2% (5)	37% (87)	11% (25)	1% (2)	100% (238)
Unmatched	3% (3)	21% (19)	41% (38)	16% (15)	-	14% (13)	3% (3)	1% (1)	100% (92)
Total	1% (29)	15% (499)	49% (1622)	29% (939)	1% (21)	4% (134)	1% (37)	0% (3)	100% (3284)

- 324 (10%) pupils failed to make the expected 2 levels of progress across the key stage
- Of the 787 who achieved L1 or below at the end of Key Stage , 355 (45%) achieved L4 or above at Key Stage2

KS1 – KS2 Reading

KS1 Reading	KS2 Reading								Total
	2	3	4	5	A	B	N	T	
3	-	0% (2)	11% (85)	89% (678)	0% (1)	-	-	-	100% (766)
2A	-	2% (11)	45% (288)	53% (336)	0% (2)	-	-	-	100% (637)
2B	-	8% (54)	57% (408)	34% (241)	-	0% (1)	1% (6)	-	100% (710)
2C	-	20% (98)	55% (263)	18% (84)	1% (5)	1% (5)	5% (24)	-	100% (479)
1	-	28% (128)	39% (178)	6% (27)	1% (6)	11% (50)	14% (66)	0% (1)	100% (456)
W	-	18% (24)	8% (11)	3% (4)	2% (2)	45% (58)	23% (30)	1% (1)	100% (130)
D	-	13% (1)	13% (1)	-	13% (1)	63% (5)	-	-	100% (8)
A	-	-	67% (4)	-	-	33% (2)	-	-	100% (6)
Unmatched	-	17% (16)	36% (33)	23% (21)	-	14% (13)	9% (8)	1% (1)	100% (92)
Total	-	10% (334)	39% (1271)	42% (1391)	1% (17)	4% (134)	4% (134)	0% (3)	100% (3284)

- 250 pupils (8%) failed to make the expected 2 levels of progress across the key stage
- 874 pupils (27%) achieved 3 or more levels of progress across the key stage

KS1 – KS2 Writing

KS1 Writing	KS2 Writing								Total
	2	3	4	5	A	B	N	T	
3	-	1% (3)	49% (171)	50% (175)	-	-	-	-	100% (349)
2A	-	6% (38)	66% (439)	28% (188)	0% (2)	-	-	-	100% (667)
2B	-	19% (157)	68% (548)	12% (98)	0% (3)	-	0% (2)	-	100% (808)
2C	-	43% (283)	50% (331)	5% (33)	0% (1)	0% (3)	1% (6)	-	100% (657)
1	-	64% (303)	25% (120)	0% (1)	1% (6)	6% (29)	3% (15)	-	100% (474)
W	-	40% (87)	7% (15)	0% (1)	1% (2)	38% (81)	13% (27)	1% (2)	100% (215)
D	-	13% (1)	-	13% (1)	13% (1)	63% (5)	-	-	100% (8)
A	-	43% (6)	29% (4)	-	7% (1)	21% (3)	-	-	100% (14)
Unmatched	-	40% (37)	29% (27)	12% (11)	-	14% (13)	3% (3)	1% (1)	100% (92)
Total	-	28% (915)	50% (1655)	15% (508)	0% (16)	4% (134)	2% (53)	0% (3)	100% (3284)

- 652 (20%) pupils failed to make the expected 2 levels of progress across the key stage
- 541 pupils (16%) achieved 3 or more levels of progress across the key stage

- Below expected 2 levels progress
- Expected 2 levels progress
- Below expected 2 levels progress

Codes and their meanings

A – Absent
D/T – Disapplied

B – Working below the level of the test
W – Working towards Level 1

N – Failed to register a level
in the Level 3-5 test

KS1 – KS2 Mathematics

KS1 Maths	KS2 Maths								Total
	2	3	4	5	A	B	N	T	
3	-	0% (2)	24% (185)	75% (576)	0% (1)	-	-	-	100% (764)
2A	-	4% (34)	66% (508)	29% (228)	1% (4)	-	0% (1)	-	100% (775)
2B	-	19% (128)	69% (456)	10% (67)	1% (4)	0% (1)	0% (3)	-	100% (659)
2C	2% (9)	40% (227)	53% (302)	2% (10)	1% (3)	1% (7)	3% (16)	-	100% (574)
1	3% (11)	46% (147)	22% (70)	1% (2)	1% (3)	20% (63)	8% (25)	-	100% (321)
W	10% (8)	16% (13)	7% (6)	-	1% (1)	46% (37)	20% (16)	-	100% (81)
D	-	-	14% (1)	14% (1)	14% (1)	57% (4)	-	-	100% (7)
A	-	-	64% (7)	9% (1)	-	27% (3)	-	-	100% (11)
Unmatched	-	24% (22)	48% (44)	13% (12)	1% (1)	12% (11)	2% (2)	-	100% (92)
Total	1% (28)	17% (573)	48% (1579)	27% (897)	1% (18)	4% (126)	2% (63)	-	100% (3284)

- 585 (18%) pupils failed to make the expected 2 levels of progress across the key stage
- 541 pupils (16%) achieved 3 or more levels of progress across the key stage

KS1 – KS2 Science

KS1 sub-level based on APS	KS2 Science									Total
	2	3	4	5	A	B	L	M	N	
3	-	0% (1)	15% (117)	85% (669)	0% (2)	-	-	-	-	100% (789)
2A	-	1% (6)	44% (237)	55% (297)	1% (3)	-	-	-	-	100% (543)
2B	-	7% (52)	60% (452)	33% (247)	0% (1)	-	-	-	0% (1)	100% (753)
2C	0% (2)	13% (56)	64% (281)	22% (95)	0% (2)	0% (1)	-	-	-	100% (437)
1	1% (7)	29% (156)	54% (285)	9% (48)	1% (4)	5% (24)	-	0% (1)	1% (6)	100% (531)
W	2% (3)	29% (40)	29% (40)	4% (6)	3% (4)	24% (34)	1% (1)	-	8% (11)	100% (139)
Unmatched	1% (1)	16% (15)	41% (38)	29% (27)	-	9% (8)	-	-	3% (3)	100% (92)
Total	0% (13)	10% (326)	44% (1450)	42% (1389)	0% (16)	2% (67)	0% (1)	0% (1)	1% (21)	100% (3284)

- 234 (7%) pupils failed to make the expected 2 levels of progress across the key stage
- 1028 pupils (31%) achieved 3 or more levels of progress across the key stage

- Below expected 2 levels progress
- Expected 2 levels progress
- Below expected 2 levels progress

Codes and their meanings

A – Absent

D/T – Disapplied

B – Working below the level of the test
W – Working towards Level 1

N – Failed to register a level
in the Level 3-5 test

KS2 – KS3 English

KS2 English	KS3 English									
	3	4	5	6	7	A	B	N	M, P or T	Total
2	6% (2)	38% (13)	3% (1)			15% (5)	15% (5)	24% (8)		100% (34)
3	10% (52)	43% (217)	26% (134)	0% (1)		7% (35)	4% (20)	9% (48)		100% (507)
4	1% (12)	16% (220)	63% (879)	15% (211)	1% (13)	3% (48)	0% (2)	1% (12)	0% (1)	100% (1398)
5	0% (3)	1% (4)	32% (207)	45% (290)	20% (132)	1% (9)		0% (1)		100% (646)
A	13% (2)	25% (4)	13% (2)			19% (3)		31% (5)		100% (16)
B	9% (13)	12% (18)	3% (5)			7% (10)	42% (62)	28% (41)		100% (149)
M		25% (2)	63% (5)	13% (1)						100% (8)
N	14% (8)	17% (10)				27% (16)	15% (9)	27% (16)		100% (59)
T						100% (1)				100% (1)
Z		67% (2)	33% (1)							100% (3)
Unmatched	2% (18)	15% (113)	34% (263)	21% (164)	13% (102)	5% (36)	5% (39)	5% (37)	0% (3)	100% (775)
Total	3% (110)	17% (603)	42% (1497)	19% (667)	7% (247)	5% (163)	4% (137)	5% (168)	0% (4)	100% (3596)

- 5% of the cohort (163 pupils) were absent during the test period
- 498 pupils (14%) failed to make the expected 1 level of progress across the key stage
- 505 pupils (14%) achieved 2 or more levels of progress across the key stage

KS2 – KS3 Mathematics

KS2 Maths	KS3 Maths											
	2	3	4	5	6	7	8	A	B	N	T or V	Total
2	6% (2)	51% (18)	26% (9)					6% (2)	3% (1)	9% (3)		100% (35)
3	1% (4)	15% (99)	49% (321)	26% (168)	4% (23)	0% (1)		5% (32)	0% (1)	0% (2)		100% (651)
4		1% (14)	9% (113)	35% (422)	43% (525)	10% (117)	0% (4)	2% (23)			0% (1)	100% (1219)
5			0% (2)	4% (28)	23% (164)	54% (380)	18% (126)	0% (1)				100% (701)
A		20% (4)	30% (6)	25% (5)	5% (1)			15% (3)	5% (1)			100% (20)
B	4% (5)	47% (55)	9% (11)					8% (9)	24% (28)	8% (10)		100% (118)
N	11% (8)	51% (39)	22% (17)					11% (8)	1% (1)	4% (3)		100% (76)
T								100% (1)				100% (1)
Unmatched	1% (10)	8% (60)	14% (106)	19% (148)	24% (186)	20% (158)	9% (69)	3% (26)	1% (4)	1% (6)	0% (2)	100% (775)
Total	1% (29)	8% (289)	16% (585)	21% (771)	25% (899)	18% (656)	6% (199)	3% (105)	1% (36)	1% (24)	0% (3)	100% (3596)

- 3% of the cohort (105 pupils) were absent during the test period
- 256 pupils (7%) failed to make the expected 1 level of progress across the key stage
- 1353 pupils (37%) achieved 2 or more levels of progress across the key stage

KS2 – KS3 Science

KS2 Science	KS3 Science										
	2	3	4	5	6	7	A	B	N	M, P, T, V or NR	Total
2	4% (1)	58% (14)	17% (4)				17% (4)		4% (1)		100% (24)
3	2% (10)	24% (100)	50% (211)	11% (44)	1% (3)		8% (32)	1% (5)	3% (14)		100% (419)
4	0% (6)	3% (41)	24% (322)	49% (671)	17% (227)	2% (29)	3% (36)	0% (4)	1% (16)	1% (7)	100% (1359)
5		1% (6)	2% (20)	22% (197)	42% (382)	32% (290)	2% (16)		0% (2)	0% (2)	100% (915)
A		33% (8)	29% (7)	17% (4)	8% (2)	4% (1)	8% (2)				100% (24)
B	9% (5)	22% (12)	19% (10)	2% (1)			4% (2)	35% (19)	7% (4)	2% (1)	100% (54)
N	4% (1)	42% (10)	17% (4)				21% (5)		17% (4)		100% (24)
Z			100% (2)								100% (2)
Unmatched	1% (5)	6% (47)	15% (118)	31% (243)	23% (180)	14% (111)	4% (28)	2% (17)	2% (19)	1% (7)	100% (775)
Total	1% (28)	7% (238)	19% (698)	32% (1160)	22% (794)	12% (431)	3% (125)	1% (45)	2% (60)	0% (17)	100% (3596)

- 3% of the cohort (125 pupils) were absent during the test period
- 703pupils (19%) failed to make the expected 1 level of progress across the key stage
- 611 pupils (17%) achieved 2 or more levels of progress across the key stage

- Below expected 2 levels progress
- Expected 2 levels progress
- Below expected 2 levels progress

Codes and their meanings

- A – Absent
- B – Working below the level of the test
- N – Failed to register a level
- M – Marks missing
- P – Past
- T – Disapplied
- V – No test level awarded, mixed tier papers taken by the pupil
- Other – M, P, T, V or No Result

KS2 – GCSE English

KS2 English	GCSE English Grade											Total
	U	G	F	E	D	C	B	A	A*	A*-C	A*-A	
B	21% (15)	32% (23)	25% (18)	15% (11)	6% (4)	-	-	-	-	-	-	100% (71)
N	18% (11)	23% (14)	25% (15)	27% (16)	7% (4)	-	-	-	-	-	-	100% (60)
2	9% (3)	13% (4)	25% (8)	41% (13)	9% (3)	3% (1)	-	-	-	3% (1)	-	100% (32)
3	4% (31)	7% (47)	19% (136)	36% (250)	25% (175)	8% (56)	0% (3)	-	-	8% (59)	-	100% (698)
4	1% (14)	1% (23)	3% (56)	13% (209)	27% (446)	39% (643)	14% (235)	2% (38)	0% (2)	55% (918)	2% (40)	100% (1666)
5	0% (3)	-	0% (2)	0% (4)	5% (44)	24% (211)	38% (334)	24% (211)	7% (63)	94% (819)	31% (274)	100% (872)
6	-	-	-	-	-	-	-	-	100% (1)	100% (1)	100% (1)	100% (1)
Total	2% (77)	3% (111)	7% (235)	15% (503)	20% (676)	27% (911)	17% (572)	7% (249)	2% (66)	53% (1798)	9% (315)	100% (3400)

- 748 pupils (45%) who achieved L4 failed to achieve a good GCSE pass in English
- 53 pupils (6%) who achieved a L5 failed to achieve a good GCSE pass in English

KS2 – GCSE Mathematics

KS2 Maths	GCSE Maths Grade											Total
	U	G	F	E	D	C	B	A	A*	A*-C	A*-A	
B	21% (13)	33% (21)	40% (25)	5% (3)	2% (1)	-	-	-	-	-	-	100% (63)
N	25% (23)	46% (42)	23% (21)	5% (5)	1% (1)	-	-	-	-	-	-	100% (92)
2	6% (3)	33% (16)	43% (21)	16% (8)	2% (1)	-	-	-	-	-	-	100% (49)
3	7% (54)	13% (95)	28% (207)	33% (242)	14% (106)	5% (36)	0% (2)	-	-	5% (38)	-	100% (742)
4	4% (70)	2% (30)	5% (75)	18% (302)	26% (428)	28% (463)	14% (231)	2% (36)	0% (4)	45% (734)	2% (40)	100% (1639)
5	2% (14)	-	-	2% (16)	6% (49)	21% (182)	31% (274)	29% (250)	10% (89)	91% (795)	39% (339)	100% (874)
6	-	-	-	-	-	-	6% (1)	38% (6)	56% (9)	100% (16)	94% (15)	100% (16)
Total	5% (177)	6% (204)	10% (349)	17% (576)	17% (586)	20% (681)	15% (508)	8% (292)	3% (102)	46% (1583)	11% (394)	100% (3475)

- 905 pupils (55%) who achieved L4 failed to achieve a good GCSE pass in Mathematics
- 79 pupils (9%) who achieved a L5 failed to achieve a good GCSE pass in Mathematics

KS2 – GCSE Science

KS2 Science	GCSE Science Grade											Total
	U	G	F	E	D	C	B	A	A*	A*-C	A*-A	
B	29% (6)	29% (6)	33% (7)	10% (2)	-	-	-	-	-	-	-	100% (21)
N	26% (5)	21% (4)	42% (8)	11% (2)	-	-	-	-	-	-	-	100% (19)
2	24% (4)	18% (3)	41% (7)	12% (2)	6% (1)	-	-	-	-	-	-	100% (17)
3	12% (43)	22% (79)	34% (125)	22% (80)	9% (31)	1% (5)	0% (1)	-	-	2% (6)	-	100% (364)
4	3% (51)	4% (65)	12% (171)	24% (358)	28% (408)	21% (310)	6% (82)	2% (29)	0% (5)	29% (426)	2% (34)	100% (1479)
5	1% (6)	0% (4)	1% (13)	4% (45)	15% (157)	32% (333)	23% (245)	16% (172)	8% (82)	79% (832)	24% (254)	100% (1057)
6	-	-	-	-	-	-	-	100% (1)	-	100% (1)	100% (1)	100% (1)
Total	4% (115)	5% (161)	11% (331)	17% (489)	20% (597)	22% (648)	11% (328)	7% (202)	3% (87)	43% (1265)	10% (289)	100% (2958)

- 1053 (71%) pupils who achieved L4 failed to achieve a good GCSE pass in Science
- 225 pupils (21%) who achieved a L5 failed to achieve a good GCSE pass in Science

- Below expected progress
- Expected progress

Codes and their meanings

- B – Working below the level of the test
- N – Failed to register a level

Performance against Targets

Targets vs. actual %

2007 data is provisional

	2005 %		2006 %		2007 %	
	Target	Actual	Target	Actual	Target	Actual
Key Stage 2 L4+						
English	79	77	80	78	81	78
Mathematics	81	70	80	74	80	75
Key Stage 3 L5+						
English	74	69	76	69	77	69
Mathematics	69	67	73	73	75	71
Science	63	61	70	68	74	68
ICT (TA)	73	68	74	72	75	73
Key Stage 4						
5+ A*-C	46	46	48	50	51	51
Uncapped APS	40.7	38.2	369.2	333.2	370.0	272.8

Number of schools in Walsall performing below national floor targets (excluding special schools)

Please note: For consistency purposes - these figures include schools which may have since closed, opened or amalgamated

KS2 L4+ Based on Datafeed 4 (Below 65%)	English	Maths	English & maths
Year			
2003	32	40	28
2004	27	32	19
2005	16	28	13
2006	15	21	11
2007	13	19	8

KS3 L5+ Based on Datafeed 4 (Below 50%)	English	Maths	Science	English & maths	English & science	Maths & science	All 3 subjects
Year							
2003	4	4	5	3	4	4	3
2004	3	3	8	2	3	3	2
2005	2	2	4	1	1	2	1
2006	3	0	3	0	3	0	0
2007	1	0	2	0	0	0	0

GCSE 5+A*-C	Below 15%	Below 20%	Below 25%	Below 30%
Year				
2003	0	0	0	1
2004	1	1	2	2
2005	0	1	1	1
2006	0	0	2	2
2007	0	0	0	0

KS1 Ethnic Minority Progress

As usual care must be taken when analysing data as groups are small.

Headlines

Bangladeshi pupils' attainment fell this year

Black Caribbean pupils' attainment dropped sharply with boys' attainment falling over 20% in all 3 subject areas from last year; however the cohort number is small (35 pupils in total).

The attainment of **Indian** pupils fell slightly in all areas but remains above the National average for that group.

There has been a pleasing improvement in the performance of **Pakistani** pupils in reading and writing, particularly for boys but there was a 2% drop in Maths.

The attainment of **mixed White/Black Caribbean** pupils improved in reading and Maths but fell in writing although boys' attainment rose in all three subjects. Results nevertheless remain above the National average for that group.

Reading Level 2 and above

ALL PUPILS	Reading L2+ All pupils									
	2003		2004		2005		2006		2007	
	LA	NAT	LA	NAT	LA	NAT	LA	NAT	LA	NAT
Bangladeshi	70	75	81	76	82	78	86	78	77	79
Black Caribbean	81	79	82	81	91	81	96	80	71	81
Indian	90	88	91	89	91	88	92	89	90	88
Pakistani	72	76	73	77	72	77	80	77	81	77
White/Black Caribbean	88	83	84	83	82	82	84	82	88	81
White British	82	91	83	86	83	86	85	86	86	85
Other	72	-	79	-	79	-	84	-	81	-

BOYS	Reading L2+ Boys									
	2003		2004		2005		2006		2007	
	LA	NAT	LA	NAT	LA	NAT	LA	NAT	LA	NAT
Bangladeshi	53	71	73	72	71	74	84	74	79	75
Black Caribbean	86	74	75	76	100	75	93	75	53	75
Indian	89	85	87	86	92	86	90	86	87	86
Pakistani	69	72	69	73	72	73	78	73	82	72
White/Black Caribbean	84	78	84	77	76	77	75	77	87	76
White British	79	90	78	82	78	82	82	82	82	81
Other	68	-	69	-	74	-	83	-	79	-

GIRLS	Reading L2+ Girls									
	2003		2004		2005		2006		2007	
	LA	NAT	LA	NAT	LA	NAT	LA	NAT	LA	NAT
Bangladeshi	83	78	89	81	95	82	87	82	75	82
Black Caribbean	76	84	89	86	86	86	100	85	85	86
Indian	92	91	97	92	90	91	94	91	94	92
Pakistani	76	81	78	81	72	81	81	81	80	82
White/Black Caribbean	94	88	83	89	85	88	92	88	90	87
White British	86	92	89	90	88	90	90	90	90	89
Other	75	-	89	-	83	-	84	-	82	-

Writing Level 2 and above

ALL PUPILS	Writing L2+ All pupils									
	2003		2004		2005		2006		2007	
Ethnicity	LA	NAT	LA	NAT	LA	NAT	LA	NAT	LA	NAT
Bangladeshi	65	73	80	74	83	75	91	75	79	77
Black Caribbean	74	74	74	75	85	76	93	76	69	75
Indian	90	86	86	86	88	86	89	86	88	85
Pakistani	70	73	69	73	63	73	73	73	77	72
White/Black Caribbean	88	79	76	79	77	78	83	79	81	78
White British	78	91	80	83	81	84	81	83	79	82
Other	68	-	74	-	76	-	78	-	75	-

BOYS	Writing L2+ Boys									
	2003		2004		2005		2006		2007	
Ethnicity	LA	NAT	LA	NAT	LA	NAT	LA	NAT	LA	NAT
Bangladeshi	47	69	68	68	71	69	89	70	79	72
Black Caribbean	86	67	63	69	92	69	93	69	47	68
Indian	88	82	78	81	90	82	87	82	86	81
Pakistani	69	67	63	68	57	69	69	67	75	66
White/Black Caribbean	84	73	71	71	72	71	71	73	76	71
White British	72	90	73	77	75	79	75	77	74	76
Other	59	-	67	-	68	-	77	-	68	-

GIRLS	Writing L2+ Girls									
	2003		2004		2005		2006		2007	
Ethnicity	LA	NAT	LA	NAT	LA	NAT	LA	NAT	LA	NAT
Bangladeshi	79	78	91	80	97	80	92	81	79	82
Black Caribbean	65	81	83	82	81	83	92	82	85	83
Indian	94	89	97	91	86	90	92	90	91	89
Pakistani	70	79	75	79	69	78	77	79	78	78
White/Black Caribbean	94	86	81	86	79	86	92	85	87	85
White British	84	92	87	88	87	89	87	88	85	87
Other	75	-	81	-	84	-	78	-	82	-

Maths Level 2 and above

ALL PUPILS	Maths L2+ All pupils									
	2003		2004		2005		2006		2007	
Ethnicity	LA	NAT	LA	NAT	LA	NAT	LA	NAT	LA	NAT
Bangladeshi	80	83	88	83	89	86	85	84	86	86
Black Caribbean	81	84	88	85	97	86	100	86	77	85
Indian	95	92	94	92	93	92	96	92	92	92
Pakistani	78	83	78	83	79	84	83	83	81	83
White/Black Caribbean	96	90	91	88	86	89	86	88	87	89
White British	87	91	90	91	90	92	91	91	89	91
Other	81	-	86	-	87	-	85	-	85	-

BOYS	Maths L2+ Boys									
	2003		2004		2005		2006		2007	
Ethnicity	LA	NAT	LA	NAT	LA	NAT	LA	NAT	LA	NAT
Bangladeshi	66	83	88	82	82	84	87	84	86	85
Black Caribbean	93	82	81	83	100	83	100	84	60	82
Indian	95	91	93	91	95	91	96	91	91	91
Pakistani	80	81	74	82	76	82	83	81	82	80
White/Black Caribbean	92	88	92	87	88	87	79	87	82	87
White British	86	90	88	90	88	91	89	90	89	90
Other	75	-	83	-	82	-	87	-	86	-

GIRLS	Maths L2+ Girls									
	2003		2004		2005		2006		2007	
Ethnicity	LA	NAT	LA	NAT	LA	NAT	LA	NAT	LA	NAT
Bangladeshi	92	83	89	85	97	87	82	85	85	87
Black Caribbean	71	87	94	88	95	89	100	87	90	88
Indian	94	93	97	93	91	93	95	93	93	93
Pakistani	75	84	82	84	84	85	82	84	80	85
White/Black Caribbean	100	92	89	90	85	91	92	90	94	90
White British	89	92	92	92	91	93	92	93	90	92
Other	85	-	88	-	91	-	83	-	83	-

KS2 Ethnic Minority Progress

Headlines

Attainment overall has improved for all of our ethnic groups although some groups remain significantly below the National comparator for similar pupils.

The attainment of **Bangladeshi** pupils rose in all three subject areas, particularly for girls who had a 22% improvement in Maths. However there is still a 5% negative residual against all pupils nationally in English and 4% in Maths.

Black Caribbean pupil attainment rose dramatically in Maths and Science and for girls in English. There is a positive residual of 6% against all pupils nationally in Maths.

Indian pupil attainment fell slightly in English but rose in Maths and Science, however there is still a positive residual of 4% against all pupils nationally in English and 5% in Maths.

Pakistani pupil attainment improved in all subject areas with boys' attainment in English improving by 10% in English and 14% in Maths and Science. However there is still a negative residual of 7% against all pupils nationally in English and 5% in Maths.

Mixed White/Black Caribbean pupil attainment improved in all subject areas with boys' attainment in English improving by 25% in English and 13% in Maths, girls attainment improved by 16% in Science. This puts them at 11% above the national average for all pupils in English, 14% above the national average for all pupils in Maths and 16% in Science.

English Level 4 and above

ALL PUPILS	KS2 English Level 4+ All pupils									
	2003		2004		2005		2006		2007	
	LA	NAT	LA	NAT	LA	NAT	LA	NAT	LA	NAT
Bangladeshi	70	69	76	72	80	73	63	75	72	77
Black Caribbean	75	68	75	70	70	71	71	73	74	74
Indian	78	80	88	83	85	83	91	85	89	85
Pakistani	57	61	57	68	66	67	59	70	65	72
White/Black Caribbean	70	73	69	75	74	77	78	77	95	79
White British	72	76	75	78	77	80	79	80	78	81
Other	69	-	61	-	68	-	76	-	78	-

BOYS	KS2 English Level 4+ Boys									
	2003		2004		2005		2006		2007	
	LA	NAT	LA	NAT	LA	NAT	LA	NAT	LA	NAT
Bangladeshi	70	63	79	67	64	69	56	71	57	73
Black Caribbean	65	61	67	61	65	63	70	65	67	66
Indian	71	76	85	79	79	79	90	81	89	82
Pakistani	47	55	53	62	62	62	51	65	61	67
White/Black Caribbean	59	67	64	68	76	71	69	71	94	73
White British	65	70	69	73	73	75	73	75	74	77
Other	60	-	47	-	60	-	72	-	71	-

GIRLS	KS2 English Level 4+ Girls									
	2003		2004		2005		2006		2007	
	LA	NAT	LA	NAT	LA	NAT	LA	NAT	LA	NAT
Bangladeshi	69	75	71	78	97	77	70	80	83	81
Black Caribbean	81	75	80	79	75	80	73	81	81	82
Indian	84	84	92	87	91	87	92	89	90	89
Pakistani	65	67	61	75	70	72	69	76	69	77
White/Black Caribbean	79	79	76	82	71	83	88	84	97	85
White British	79	81	81	84	81	85	85	85	83	85
Other	78	-	77	-	77	-	80	-	84	-

Maths Level 4 and above

ALL PUPILS	KS2 Maths Level 4+ All pupils									
	2003		2004		2005		2006		2007	
	LA	NAT	LA	NAT	LA	NAT	LA	NAT	LA	NAT
Bangladeshi	59	64	60	67	62	68	60	70	68	72
Black Caribbean	64	59	65	61	57	61	56	62	71	65
Indian	71	77	82	80	81	80	84	81	87	82
Pakistani	49	58	50	61	55	62	53	64	62	67
White/Black Caribbean	64	67	68	69	75	70	78	71	87	73
White British	67	73	70	75	71	76	76	77	76	78
Other	57	-	60	-	64	-	70	-	78	-

BOYS	KS2 Maths Level 4+ Boys									
	2003		2004		2005		2006		2007	
	LA	NAT	LA	NAT	LA	NAT	LA	NAT	LA	NAT
Bangladeshi	75	65	75	69	56	70	67	72	60	75
Black Caribbean	43	57	67	58	59	59	52	61	78	65
Indian	70	79	83	81	79	80	87	81	91	83
Pakistani	48	60	52	62	62	64	51	65	65	69
White/Black Caribbean	63	68	69	68	78	71	78	69	91	74
White British	67	74	69	75	71	76	75	77	78	79
Other	60	-	57	-	59	-	71	-	79	-

GIRLS	KS2 Maths Level 4+ Girls									
	2003		2004		2005		2006		2007	
	LA	NAT	LA	NAT	LA	NAT	LA	NAT	LA	NAT
Bangladeshi	43	63	43	66	69	67	53	67	75	69
Black Caribbean	78	60	64	64	55	63	64	63	63	64
Indian	72	75	81	79	82	79	81	81	82	80
Pakistani	50	57	49	60	50	60	54	62	58	65
White/Black Caribbean	65	66	66	69	71	70	78	72	83	72
White British	66	73	71	74	71	75	77	76	73	77
Other	54	-	63	-	69	-	70	-	77	-

Science Level 4 and above

ALL PUPILS	KS2 Science Level 4+ All pupils									
	2003		2004		2005		2006		2007	
	LA	NAT	LA	NAT	LA	NAT	LA	NAT	LA	NAT
Bangladeshi	76	77	69	78	75	78	72	79	82	83
Black Caribbean	89	78	85	78	86	79	71	79	85	82
Indian	86	88	88	87	88	87	90	88	93	89
Pakistani	64	72	65	73	65	73	65	73	76	78
White/Black Caribbean	76	85	85	84	80	85	85	85	98	87
White British	84	88	83	87	85	88	87	88	87	89
Other	73	-	68	-	78	-	82	-	85	-

BOYS	KS2 Science Level 4+ Boys									
	2003		2004		2005		2006		2007	
	LA	NAT	LA	NAT	LA	NAT	LA	NAT	LA	NAT
Bangladeshi	88	77	71	79	69	78	72	79	78	83
Black Caribbean	83	76	87	75	88	76	70	76	89	79
Indian	82	88	91	87	85	86	90	87	93	88
Pakistani	59	72	62	72	65	73	62	73	76	77
White/Black Caribbean	75	85	83	83	81	85	86	83	97	86
White British	83	87	83	87	85	87	85	87	87	88
Other	68	-	62	-	81	-	80	-	81	-

GIRLS	KS2 Science Level 4+ Girls									
	2003		2004		2005		2006		2007	
	LA	NAT	LA	NAT	LA	NAT	LA	NAT	LA	NAT
Bangladeshi	64	78	67	78	80	78	72	80	85	83
Black Caribbean	94	80	84	81	85	81	73	83	81	85
Indian	91	88	85	87	92	87	90	89	92	90
Pakistani	67	72	69	73	64	73	69	74	75	79
White/Black Caribbean	76	86	86	85	79	86	84	87	100	88
White British	85	88	83	87	84	88	88	88	88	89
Other	78	-	74	-	75	-	83	-	88	-

KS3 Ethnic Minority Progress

Headlines

Bangladeshi pupils – the cohort for Bangladeshi pupils at KS 3 shows that 69% of the cohort is boys. Bangladeshi pupil attainment fell sharply in all three subject areas. The average negative residual is 14% against all pupils nationally in all subjects.

Black Caribbean pupil attainment rose sharply for boys, +14% in English, 8% In Maths and 6% in Science, with girls falling 10% in English and remaining static in Maths and Science. There is a positive residual against the national average in all three subject areas.

Indian pupil attainment improved in all subject areas. There is a positive residual against the national average in all three subject areas.

Pakistani pupil attainment improved in all subject areas, boys and girls improved by 9% in English, girls fell by 9% in Maths. However there is still a negative residual of 18% against all pupils nationally both English, 23% in Maths and 25% in Science.

Mixed White/Black Caribbean pupil attainment improved slightly in English, particularly for boys and fell sharply in Maths and Science. There is still an average negative residual of 16% in all subjects

* National data not yet available for KS3 therefore comparators are based on 2006 data.

English Level 5 and above

ALL PUPILS	KS3 English Level 5+ All pupils									
	2003		2004		2005		2006		2007	
	LA	NAT	LA	NAT	LA	NAT	LA	NAT	LA	NAT
Bangladeshi	61	58	56	62	57	68	71	66	57	nk
Black Caribbean	65	56	69	61	70	67	83	67	81	nk
Indian	84	78	85	80	80	83	82	82	86	nk
Pakistani	49	57	51	58	48	64	49	62	56	nk
White/Black Caribbean	57	62	69	66	75	68	60	69	61	nk
White British	62	70	66	72	69	75	68	73	67	nk
Other	56	-	49	-	71	-	58	-	55	-

BOYS	KS3 English Level 5+ Boys									
	2003		2004		2005		2006		2007	
	LA	NAT	LA	NAT	LA	NAT	LA	NAT	LA	NAT
Bangladeshi	74	51	53	53	61	60	74	56	59	nk
Black Caribbean	56	46	67	51	62	56	65	56	77	nk
Indian	82	91	83	74	74	78	77	77	79	nk
Pakistani	43	50	44	51	35	57	37	54	46	nk
White/Black Caribbean	52	53	55	57	64	58	50	61	55	nk
White British	57	63	59	65	59	68	59	66	61	nk
Other	50	-	43	-	70	-	45	-	46	-

GIRLS	KS3 English Level 5+ Girls									
	2003		2004		2005		2006		2007	
	LA	NAT	LA	NAT	LA	NAT	LA	NAT	LA	NAT
Bangladeshi	45	66	58	70	52	75	65	76	53	nk
Black Caribbean	72	66	71	71	75	77	93	77	83	nk
Indian	86	84	86	86	86	89	87	88	93	nk
Pakistani	56	65	60	66	67	72	62	71	71	nk
White/Black Caribbean	62	70	78	75	86	77	70	77	69	nk
White British	68	77	74	78	79	81	78	81	74	nk
Other	63	-	56	-	73	-	70	-	66	-

Maths Level 5 and above

ALL PUPILS	KS3 Maths Level 5+ All pupils									
	2003		2004		2005		2006		2007	
	LA	NAT	LA	NAT	LA	NAT	LA	NAT	LA	NAT
Bangladeshi	53	57	50	62	58	64	74	69	59	nk
Black Caribbean	59	53	70	57	59	60	77	64	79	nk
Indian	81	79	82	80	81	82	85	85	90	nk
Pakistani	48	55	52	59	49	61	56	66	53	nk
White/Black Caribbean	67	62	63	65	59	65	77	70	59	nk
White British	64	72	66	74	68	75	72	78	71	nk
Other	57	-	58	-	67	-	64	-	62	-

BOYS	KS3 Maths Level 5+ Boys									
	2003		2004		2005		2006		2007	
	LA	NAT	LA	NAT	LA	NAT	LA	NAT	LA	NAT
Bangladeshi	59	57	53	62	55	64	74	69	65	nk
Black Caribbean	56	49	69	53	57	57	69	61	77	nk
Indian	80	78	82	80	81	81	85	85	87	nk
Pakistani	49	56	54	58	44	62	49	66	51	nk
White/Black Caribbean	65	60	50	62	55	63	79	70	61	nk
White British	64	71	64	73	68	74	71	77	70	nk
Other	59	-	54	-	74	-	57	-	61	-

GIRLS	KS3 Maths Level 5+ Girls									
	2003		2004		2005		2006		2007	
	LA	NAT	LA	NAT	LA	NAT	LA	NAT	LA	NAT
Bangladeshi	45	57	46	62	62	64	73	70	47	nk
Black Caribbean	61	56	71	60	60	63	81	67	81	nk
Indian	82	80	83	81	81	83	85	85	93	nk
Pakistani	47	54	49	59	55	61	65	66	56	nk
White/Black Caribbean	69	65	72	68	63	67	75	71	56	nk
White British	64	73	67	75	68	75	74	78	71	nk
Other	54	-	62	-	59	-	72	-	63	-

Science Level 5 and above

ALL PUPILS	KS3 Science Level 5+ All pupils									
	2003		2004		2005		2006		2007	
	LA	NAT	LA	NAT	LA	NAT	LA	NAT	LA	NAT
Bangladeshi	47	49	44	50	37	53	69	57	61	nk
Black Caribbean	54	51	63	48	54	54	74	58	75	nk
Indian	77	73	76	71	74	74	79	78	83	nk
Pakistani	35	47	38	46	31	50	49	54	48	nk
White/Black Caribbean	63	60	57	58	56	61	63	66	58	nk
White British	61	70	58	68	63	71	68	74	67	nk
Other	54	-	45	-	57	-	57	-	54	-

BOYS	KS3 Science Level 5+ Boys									
	2003		2004		2005		2006		2007	
	LA	NAT	LA	NAT	LA	NAT	LA	NAT	LA	NAT
Bangladeshi	59	48	43	48	36	53	69	55	71	nk
Black Caribbean	54	47	57	42	57	50	65	55	71	nk
Indian	77	71	74	69	72	73	77	77	79	nk
Pakistani	38	47	35	44	23	50	43	52	44	nk
White/Black Caribbean	57	58	50	54	58	59	66	64	57	nk
White British	61	70	57	67	62	71	67	74	67	nk
Other	55	-	45	-	61	-	49	-	51	-

GIRLS	KS3 Science Level 5+ Girls									
	2003		2004		2005		2006		2007	
	LA	NAT	LA	NAT	LA	NAT	LA	NAT	LA	NAT
Bangladeshi	32	50	46	51	39	54	69	59	40	nk
Black Caribbean	54	54	71	52	52	57	79	62	78	nk
Indian	76	74	77	73	76	75	81	78	87	nk
Pakistani	32	47	43	47	42	51	56	55	56	nk
White/Black Caribbean	69	62	62	62	54	63	60	67	59	nk
White British	61	70	60	69	63	71	69	74	68	nk
Other	54	-	46	-	53	-	64	-	56	-

KS4 Ethnic Minority Progress

Headlines

As usual care must be taken when analysing data as groups are small.

Attainment of the majority of ethnic minority pupils has remained static or fallen slightly.

At 5A*-C and 5A*-C including English and Maths, the gap between pupils nationally and locally remains and is a concern. The groups with the greatest gaps are: Pakistani, White Black Caribbean, White British, Bangladeshi pupils. Boys and girls in these groups have negative residuals when compared to National data.

The attainment of **Bangladeshi** pupils rose at 5A*-C however the gains made by girls at 5A*-C including English and Maths are negated by the same decline in boys' performance.

Black Caribbean pupil attainment rose for boys at 5A*-C however the attainment of girls declined sharply in both measures.

The attainment of **Indian** pupils has declined by 6%.

The attainment of **Pakistani** pupils has declined at 5A*-C and remained static at 5A*-C including English and Maths, mainly because of the poor performance of boys.

The attainment of **Mixed White/Black Caribbean** pupils has declined at both measures.

5+A*-C

ALL PUPILS	5+A*-C All pupils									
	2003		2004		2005		2006		2007	
	LA	NAT	LA	NAT	LA	NAT	LA	NAT	LA	NAT
Bangladeshi	22	46	31	48	37	53	36	56	42	58
Black Caribbean	47	33	29	36	42	42	55	44	51	49
Indian	67	65	64	67	73	70	78	71	73	74
Pakistani	29	42	32	45	31	48	37	51	30	53
White/Black Caribbean	31	40	32	40	42	44	46	47	39	49
White British	43	51	43	52	46	55	49	57	50	60
Other	-	-	41	-	52	-	42	-	49	-

BOYS	5+A*- C Boys									
	2003		2004		2005		2006		2007	
	LA	NAT	LA	NAT	LA	NAT	LA	NAT	LA	NAT
Bangladeshi	20	39	11	41	48	47	40	50	33	52
Black Caribbean	44	25	21	27	35	33	44	36	47	42
Indian	62	60	64	62	69	65	72	67	66	70
Pakistani	23	36	27	39	28	43	30	45	18	47
White/Black Caribbean	8	32	24	34	36	38	39	39	38	42
White British	35	46	37	47	41	50	43	53	44	55
Other	-	-	30	-	45	-	39	-	45	-

GIRLS	5+A*-C Girls									
	2003		2004		2005		2006		2007	
	LA	NAT	LA	NAT	LA	NAT	LA	NAT	LA	NAT
Bangladeshi	25	53	57	55	26	59	31	62	52	64
Black Caribbean	51	40	40	44	49	49	69	52	53	56
Indian	72	70	64	72	77	76	85	77	79	79
Pakistani	37	48	38	52	35	54	47	58	47	60
White/Black Caribbean	47	47	37	45	46	50	50	54	41	55
White British	50	57	50	57	51	60	56	62	57	64
Other	-	-	51	-	58	-	45	-	53	-

5+ A*-C including English and mathematics

ALL PUPILS	5+A*-C including English and Maths All pupils							
	2003	2004	2005		2006		2007	
	LA	LA	LA	NAT	LA	NAT	LA	NAT
Bangladeshi	14	25	24	35	30	39	28	41
Black Caribbean	30	24	32	27	38	29	27	33
Indian	53	54	64	57	62	59	58	62
Pakistani	24	24	22	33	23	34	23	37
White/Black Caribbean	22	20	26	31	31	33	20	34
White British	31	33	35	43	34	44	35	46
Other	-	24	40	-	25	-	34	-

BOYS	5+A*-C including English and Maths Boys							
	2003	2004	2005		2006		2007	
	LA	LA	LA	NAT	LA	NAT	LA	NAT
Bangladeshi	15	7	30	31	29	35	20	36
Black Caribbean	25	19	28	21	32	23	26	27
Indian	46	57	58	52	58	54	52	56
Pakistani	17	21	21	29	17	30	11	33
White/Black Caribbean	5	13	12	26	26	27	22	28
White British	26	28	32	39	30	40	31	42
Other	-	18	34	-	23	-	30	-

GIRLS	5+A*-C including English and Maths Girls							
	2003	2004	2005		2006		2007	
	LA	LA	LA	NAT	LA	NAT	LA	NAT
Bangladeshi	14	48	17	38	31	42	39	46
Black Caribbean	36	30	36	33	46	36	28	39
Indian	61	51	70	63	67	64	63	67
Pakistani	33	27	24	37	31	39	38	42
White/Black Caribbean	36	24	39	35	34	37	19	40
White British	37	38	38	47	39	48	40	50
Other	-	29	46	-	27	-	37	-

Narrowing the gap

Results for all pupils at KS1 are equal to and in some cases better than the national averages. In order for Walsall pupils to close the gap with the national average, the table below shows the additional numbers of pupils who would need to achieve the expectations.

	All pupils	Boys	Girls
KS2			
English	66 pupils	34	31
Mathematics	66 pupils	17	47
Science	33 pupils	17	16
KS3			
English	360 pupils	170	188
Mathematics	180 pupils	95	68
Science	180 pupils	95	68
KS4			
5+A*-C	459 pupils	277	166
5+A*-C inc English and mathematics	459 pupils	218	203

The following shows the numbers of pupils needed to reach expected levels in order to close the gap with the LA average for English and Mathematics.

In many cases there are positive residuals.

	Bangladeshi	Pakistani	Indian	White-Black Caribbean	White British	Black - Caribbean
KS2						
English	5 pupils	33 pupils	+11	+17	78=	4 pupils
Mathematics	6 pupils	33 pupils	+12	+12	+1	4 pupils
KS3						
English	3 pupils	14 pupils	+22	-3 2	+3	+17
Mathematics	6 pupils	32 pupils	+19	-12 8	71=	+8
KS4						
5+A*-C inc English and mathematics	4 pupils	21 pupils	+8	-15 10	=	8 pupils

Free School Meals

Key Stage One

KS1 Reading Level 2+		2005	2006	2007
Eligible for FSM (%)	Walsall LA	72	77	76
	National	70	69	69
Not eligible for FSM (%)	Walsall LA	86	89	88
	National	89	88	87

KS1 Writing Level 2+		2005	2006	2007
Eligible for FSM (%)	Walsall LA	68	70	70
	National	66	65	63
Not eligible for FSM (%)	Walsall LA	83	85	82
	National	86	85	84

KS1 Maths Level 2+		2005	2006	2007
Eligible for FSM (%)	Walsall LA	80	84	81
	National	81	80	80
Not eligible for FSM (%)	Walsall LA	92	92	91
	National	93	92	92

KS1 Overall APS		2005	2006	2007
Eligible for FSM (%)	Walsall LA	13.4	14.3	13.6
	National	nk	nk	nk
Not eligible for FSM (%)	Walsall LA	15.4	16.7	15.4
	National	nk	nk	nk

Key Stage Two

KS2 English Level 4+		2005	2006	2007
Eligible for FSM (%)	Walsall LA	62	61	64
	National	60	61	62
Not eligible for FSM (%)	Walsall LA	80	83	82
	National	82	83	83

KS2 Maths Level 4+		2005	2006	2007
Eligible for FSM (%)	Walsall LA	54	59	64
	National	56	58	60
Not eligible for FSM (%)	Walsall LA	74	78	79
	National	78	79	80

KS2 Science Level 4+		2005	2006	2007
Eligible for FSM (%)	Walsall LA	70	72	79
	National	72	73	75
Not eligible for FSM (%)	Walsall LA	87	88	89
	National	89	89	90

KS2 Overall APS		2005	2006	2007
Eligible for FSM (%)	Walsall LA	24.9	25.2	25.6
	National	24.2	24.9	nk
Not eligible for FSM (%)	Walsall LA	27.6	28.0	28.0
	National	27.4	27.9	nk

Key Stage Three

KS3 English Level 5+		2005	2006	2007
Eligible for FSM (%)	Walsall LA	47	46	47
	National	51	50	nk
Not eligible for FSM (%)	Walsall LA	74	73	72
	National	78	77	nk

KS3 Maths Level 5+		2005	2006	2007
Eligible for FSM (%)	Walsall LA	44	53	49
	National	51	56	nk
Not eligible for FSM (%)	Walsall LA	72	77	76
	National	78	81	nk

KS3 Science Level 5+		2005	2006	2007
Eligible for FSM (%)	Walsall LA	33	44	45
	National	44	48	nk
Not eligible for FSM (%)	Walsall LA	68	73	72
	National	74	77	nk

KS3 Overall APS		2005	2006	2007
Eligible for FSM (%)	Walsall LA	28.9	29.8	29.7
	National	30.5	31.1	nk
Not eligible for FSM (%)	Walsall LA	34.0	34.7	34.5
	National	34.6	35.9	nk

Key Stage Four

5+A*-C		2005	2006	2007
Eligible for FSM (%)	Walsall LA	24	26	25
	National	30	33	36
Not eligible for FSM (%)	Walsall LA	51	53	55
	National	59	61	63

5+A*-C Inc E & M		2005	2006	2007
Eligible for FSM (%)	Walsall LA	13	16	13
	National	18	20	21
Not eligible for FSM (%)	Walsall LA	39	39	40
	National	46	48	49

Exclusions

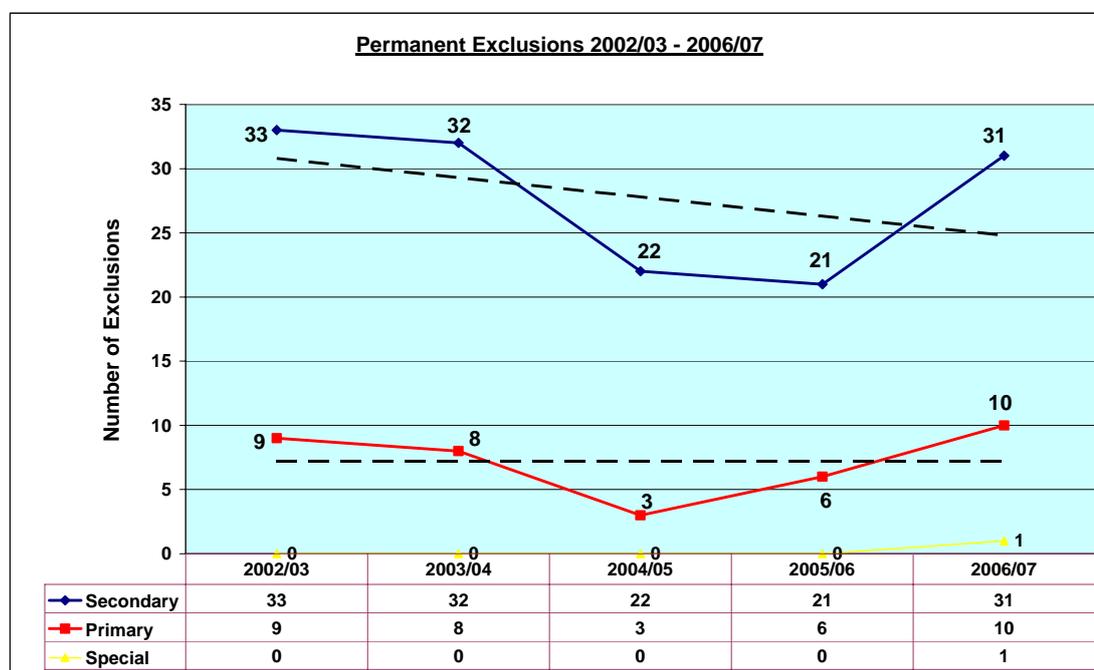
Behaviour

Performance Data and trends

DfCSF have forecast a rise nationally in both fixed term and permanent exclusions

Permanent Exclusions

	2005/06	2006/07	Diff	Comment
Primary	6	10	4	Number has risen over last two years (3 in 2004/05)
Secondary	22	31	9	First rise for a long time – still less than half of the 2001/02 number of exclusions



Fixed Term (2005/06 validated: 2006/07 not validated)

Secondary	Tot. No. Exc.	Tot. No. Pupils	Tot. No. of days lost
2005/06	1488	1219	5279
2006/07	1565	1242	5483
Difference	+5%	+2%	+4%

Primary	Tot. No. Exc.	Tot. No. Pupils	Tot. No. of days lost
2005/06	272	193	858
2006/07	330	247	763
Difference	+21%	+28%	-11%

Targets

Permanent Exclusions

LA target for all schools combined is 0.8 per thousand pupils (0.08%) from 2006 through to 2009. This target was a maintenance target as the LA exclusion figures have year on year been approximately 50% lower than the national figure.

Fixed Term Exclusions

Fixed Term exclusion targets have only been set for Secondary schools.

	2004/05	2005/06	2006/07	2007/08
Out run	2463	1488	1565	
Target	2010	1834	1648	1463
Difference	+453	-346	-83	

LA action to support

The Exclusions Team gained a Leading Aspects Award and are the only exclusions team to have achieved this award nationally

The Ruiz Centre (PRU) delivers pro-active programmes of support for Primary and KS 3 pupils at risk of exclusion from school.

For Key Stage 4 pupils at risk of exclusion alternative curriculum opportunities are provided in line with the Government's Increased Flexibility in the Curriculum, 14-19 and Lifelong Learning Strategies through the New Leaf Centre.

Behaviour Support is devolved and delivered through the school collaboratives

Development of school partnerships to address issues of behaviour and attendance Managed moves protocol in place

Pupil Referral Units

Ruiz Centre (KS3) and Behaviour Support

- Ruiz Centre was part of Ofsted survey into good practice in PRU's. Findings of survey published in Ofsted publication : Pupil referral Units ' Establishing Successful Practice in Pupil Referral Units and Local Authorities
- Awarded Serco Chairmans Recognition Award in Bringing Service To Life
- Achieved Healthy Schools Status
- The menu of provision, delivered by the Behaviour Support Team was been welcomed by schools and feedback from Head Teachers has been positive. Requests for intervention have shown a move away from individual to whole school intervention

The "Peer mentoring" programme implemented in New Invention primary, by the In School Support team was considered highly effective and feedback

- from Heads report its success has impacted on neighbouring schools. This was featured in an article in November's School News.
- In order to offer support for parents, and as an additional strategy our drive to raise standards and improve behaviour in schools, a 9 week parenting course. 'Nine Steps to Positive Parenting' was developed and run, as a pilot scheme, at King Charles JMI School, Walsall. The general feedback from both parents and professionals who attended was that the course had been a valuable experience for all, providing support, practical ideas and a raised awareness of the importance of the parenting role.

New Leaf Centre (KS4) and Alternative Provision

- Pupil accreditation has increased from 108 to 121 showing an increase from 1.12 per student to 1.94 per student.
- The New Leaf Centre team were successful in gaining a Leading Aspect award, Serco Chairman's Recognition Award, Black Country Quality Award for Careers Education and Guidance, Healthy Schools Status and Eco Schools status.
- 100% of lesson observations were judged as satisfactory or above.
- New Senior Leadership Team now in post, with a focus on ECM, after successful TLR review.
- Pupils from 14 secondary schools were supported through the APP panel and Alternative Curriculum Programme.
- In total New Leaf supported 122 pupils an increase from 108 05/06.
- Participated in OFSTED survey inspection on PRUs with Good judgements throughout.

Shepwell Centre (KS3 and 4 Medical)

- Of the 3 year 11 pupils, one has secured full time work, following a successful period of work experience organised by the Centre. And the other 2 pupils have secured places on college courses at Walsall and Sutton Coldfield. Therefore, none of the pupils are NEET.
- **Ofsted survey** - In June 2007, Ofsted conducted a survey visit as part of a study of PRUs that have progressed rapidly since being in Special Measures. The Inspectors were able to reaffirm the findings of the February 2006 Ofsted Inspection and concluded that the Centre was making good progress in their bid to move to 'outstanding.'
- **Shepwell** won the council of the year award in the category for Special Schools and the Serco chairman award, Bringing Service To Life.
- **SAT's Results** - The 6 pupils in year 9 all completed SATs and exceeded targets set by their home school. Most of them achieving level 5 or above.
- **GCSE Results**. – Again all year 11 students were entered for a range of GCSE subjects and achieved grades above those which had been predicted by their home school.
- **Additional qualifications** – All pupils have been able to gain Basic First Aid, a first belt in Judo and an award in canoeing. In addition key stag 4 pupils were able to achieve a Basic Food Hygiene certificate.

School Partnerships (Behaviour and Attendance) and Anti-Bullying

- 22 Learning Mentors completed the 5 Day National Training.
- 118 pupils accessed the KH2 Centre during the last academic year and there was a 100% success in reintegration back into main stream school.
- Over 1/3rd of schools have attended training for the Web Based Anti-bullying System. The system is now live and currently in use.
- The Web Based Anti-bullying System is now rolling out across care homes, leisure services, Walsall College etc as part of a pilot programme.
- A multi service anti-bullying training package has been developed for delivery across all schools and services.
- Walsall's first Anti-bullying conference was attended by 450 C&YP. Walsall's 2nd Annual Anti-bullying Conference is supported by Beatbullying, Anti-bullying Alliance, Nick Owen, Dame Kelly Holmes and local businesses from across Walsall. This year's conference is focused around community responsibility and is being held on 21st November 2007, to support Anti-bullying week (19th – 23rd November 2007).

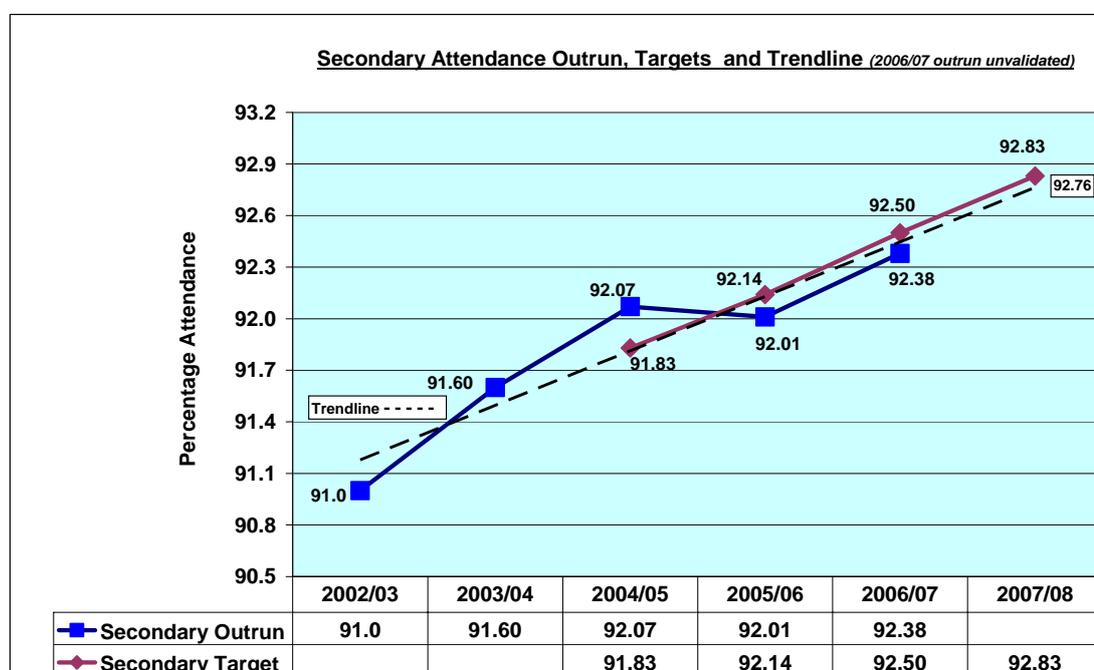
Attendance and Absence

Attendance (Secondary)

All Absence figures quoted for secondary schools are based on September 2006 to May 2007 and have been collected locally. School census information for this period will not be available until October 2007 and therefore the figures are not verified.

Performance Data and Trends

	2004/05	2005/06	2006/07	Diff 05/06 – 06/07	Target 07	Target 08	Progress to 2008 target
Secondary Absence	7.93	7.99	7.62**	-0.28	7.50	7.17	▶



Targets

Walsall Secondary Schools Combined Absence Target for 2006-07 is 7.5%

Walsall Secondary Schools Combined Absence for 2006-07 is 7.62%

Difference is - 0.12% (Off Target)

Secondary absence is now collected through the school census and not through FORVUS. There are indications that when the 2006-07 end of year absence data is submitted through the school census in October 07 some of the 0.12% deficit will be rectified.

No. of Walsall Mainstream Secondary Schools	2006-07 Target Met	2006-07 Target Not Met
18	7	11

Early indicators are that of the 11 schools who have not met the absence target to date, 5 will do so at the point of the official submission of the school census in October.

LA action to support

7 of the 11 secondary schools who have not met the target are PA schools for 2007-08 and the successful PA strategy is in place to address as a corrective measure.

Of the other 4, the PA strategy and targeted response is in place for 2 for 2007-08. 1 school has a new head teacher and is introducing new measures to address absence. The remaining school is a Grammar school with an excellent absence achievement normally. There is only 1 PA pupil in this school and he had been genuinely ill.

Corrective measures have been put in place to support schools to meet 2007-08 targets.

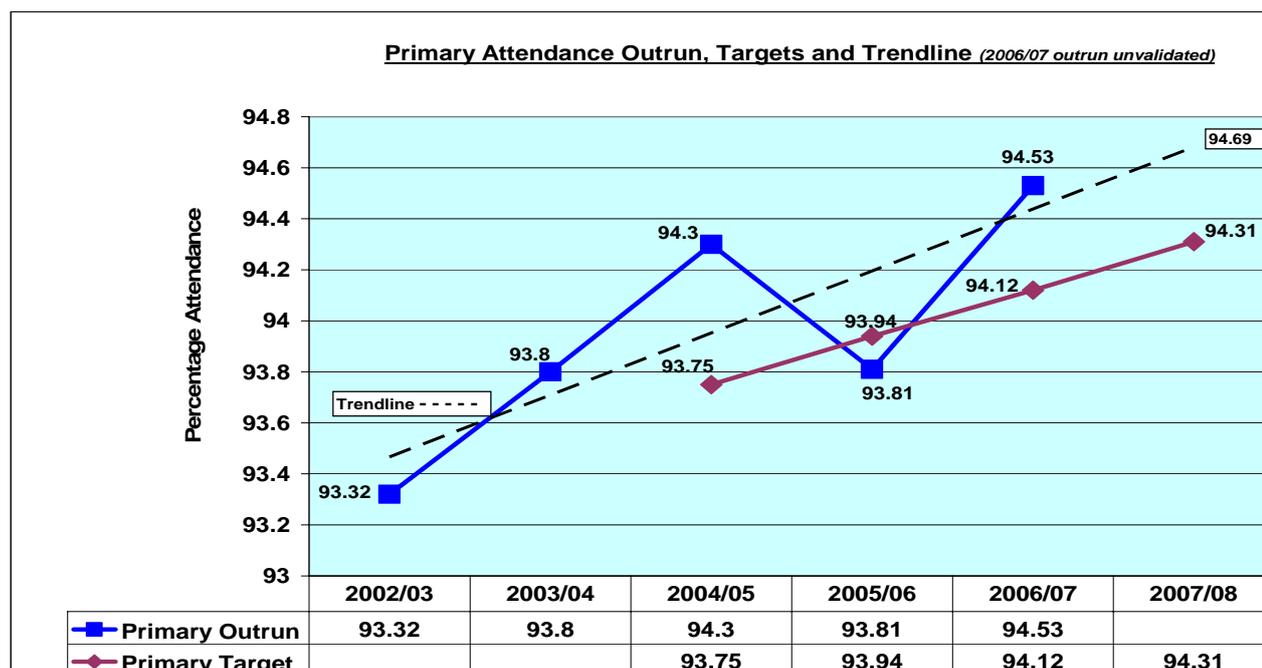
Measures includes the introduction of an Attendance Shop, reducing TT holidays, promoting the rewards incentive scheme, targeting PA pupils through ASW caseload and legal process.

Monitoring process will be in place again throughout this year, each term, to highlight schools not on trajectory to meet 2007-08.

Attendance (Primary)

Performance Data and trends

	2004/05	2005/06	2006/07	Diff 05/06 – 06/07	Target 07	Target 08	Progress to 2008 target
Primary	5.70	6.19	5.47*	-0.72	5.88	5.69	▲



Targets

Primary information has been collected through FORVUS and demonstrates that for all Walsall Primary schools as a whole are performing at 0.41% better than the 2006-07 targets and 0.22% better than 2007-08 target.

No. of Walsall Primary Schools – 86

Met Target GREEN	0.10% off Target AMBER	Not Met Target RED
58	8	18

LA action to support

Corrective measures have been put in place to support schools to meet 2007-08 targets.

Measures include the introduction of an Attendance Shop, reducing TT holidays, promoting the rewards incentive scheme, targeting PA pupils through ASW caseload and legal process.

Looked After Children

Due to the number in the cohort changing this information may change before 30th September

Key Stage 2 Cohort LAC

Of the KS2 cohort placed with Walsall, 30% achieved L4+ in Maths, 25% in English and 35% in science.

Of the pupils in this cohort 3 (15%) moved placement in year 6.

The chart below shows the predicted and actual levels of attainment of this year's KS2 cohort

KEY STAGE 2 SATs PREDICTIONS												
KS2	MATHS				ENGLISH				SCIENCE			
	Predicted	%	Actual	%	Predicted	%	Actual	%	Predicted	%	Actual	%
Didn't sit	2	10%	4	20%	2	10%	4	20%	2	10%	4	20%
Below Level 3	6	30%	1	5%	7	35%	3	15%	5	25%	1	5%
Level 3	7	35%	9	45%	5	25%	5	25%	6	30%	6	30%
Level 4	6	30%	6	30%	7	35%	5	25%	8	40%	6	30%
Level 5	1	5%	0	0%	1	5%	3	15%	1	5%	3	15%
Total	20											

KS3 Cohort LAC

Of the KS2 cohort placed with Walsall, 10% achieved L5+ in Maths, 13% in English and 20% in science.

The chart below shows the predicted and actual levels of attainment of this year's KS3 cohort

KEY STAGE 3 SATs PREDICTIONS												
KS3	MATHS				ENGLISH				SCIENCE			
	Predicted	%	Actual	%	Predicted	%	Actual	%	Predicted	%	Actual	%
Didn't sit	2	7%	10	33%	2	7%	12	40%	2	7%	11	37%
Below 3	5	18%	0	0%	4	14%	5	16%	7	25%	1	3%
Level 3	9	32%	7	23%	10	36%	2	6%	7	25%	4	13%
Level 4	11	39%	9	30%	11	39%	7	23%	8	29%	8	27%
Level 5	2	7%	3	10%	5	18%	4	13%	6	21%	6	20%
Level 6	1	4%	1	3%	0	0%	0	0%	0	0%	0	0%
Total	28		30		28		30		28		30	

GCSE Cohort LAC

46% of the cohort achieved 5+A*-G and 59% 1+ A*-G.

The chart below indicates the predicted and actual levels of attainment for this year's cohort at the end of KS4

GCSE PREDICTIONS				
	Predicted	%	Actual	%
Eligible to sit	42		39	
Not Taking	17	40%	17	44%
5 - A*-C	5	12%	4	10%
5- A*-G	17	40%	18	46%
1- A*-G	25	60%	22	59%

- **Website for looked after children.** – The website has been developed in consultation with young people and corporate partners. The site was officially launched at the beginning of September 2007.
- **Virtual Learning environment.** - Education Walsall has been developing its VLE since September 2007. The VLE will enable vulnerable/looked after children to access on line learning, save coursework and receive additional support wherever they are placed. GCSE Maths and English are now on the site. Additional subjects will be added throughout the year.
- **Benchmarking Document** – Effective practice to raise the attainment of looked after children. The document has been designed to enable schools to self assess their practice in supporting the education of looked after children. It is anticipated that all schools will aspire to be leading in their practice. Consultations began in September 2007 and one secondary school has achieved leading status.

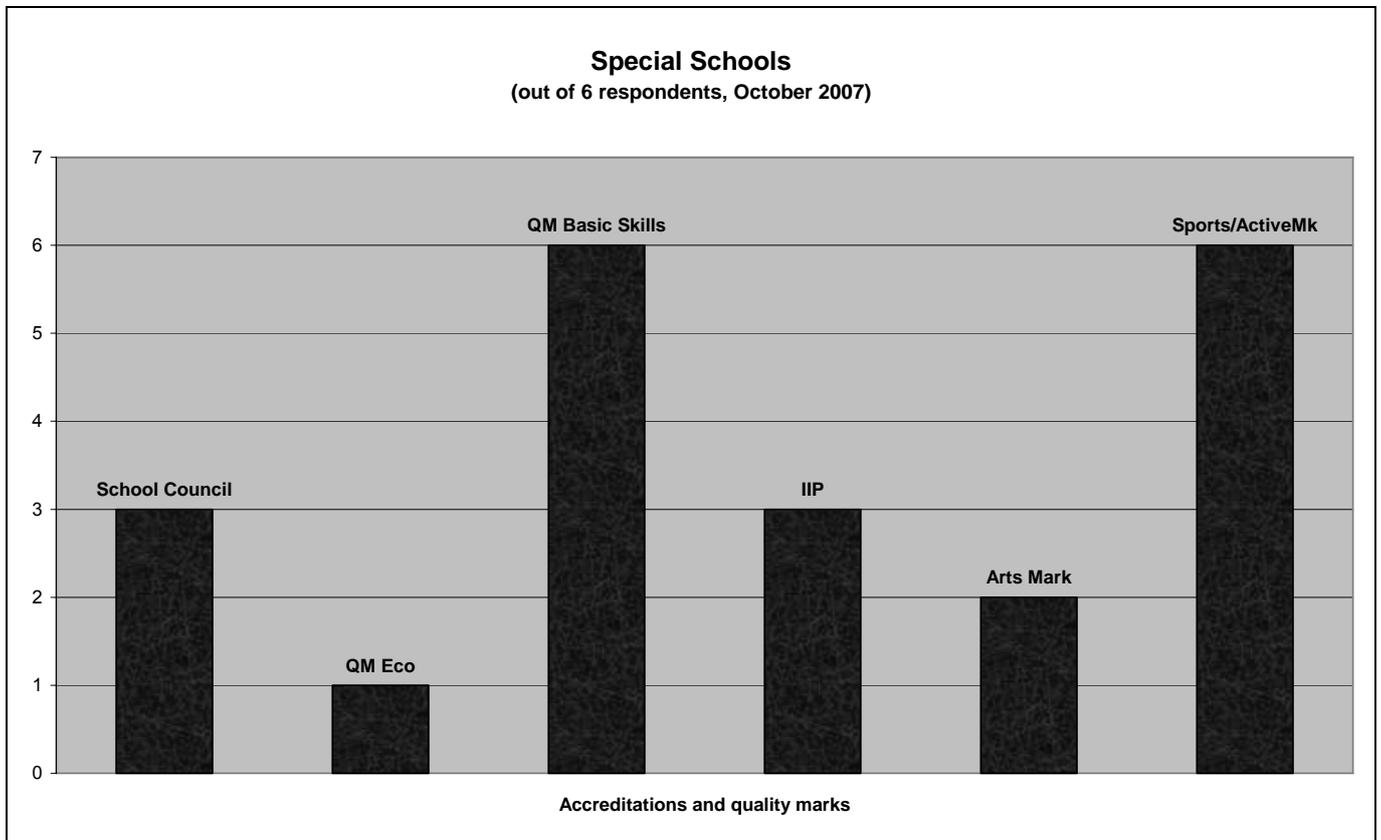
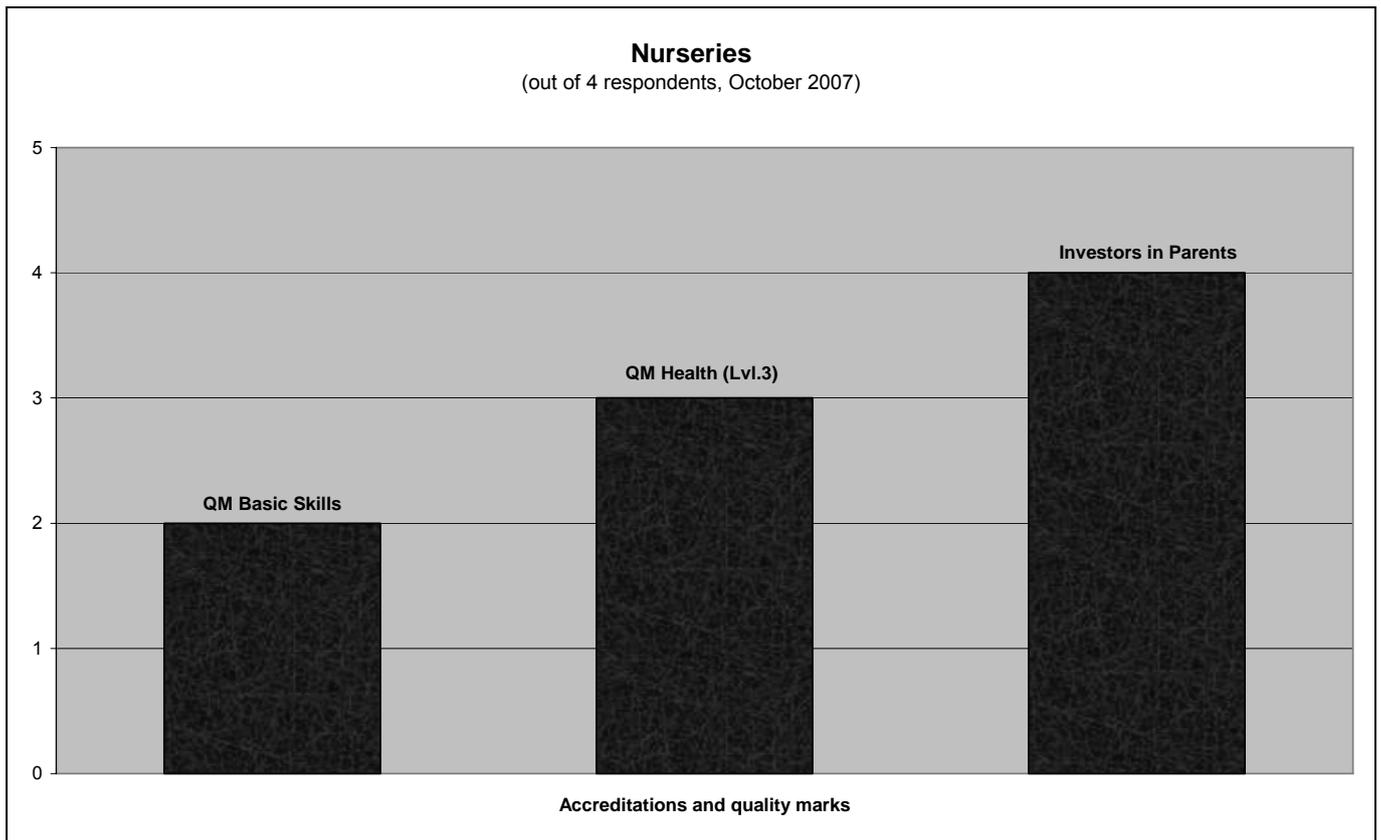
Ofsted Inspections Sep 2005 to Nov 2007

Data source: Ofsted
Table updated 22-01-08

Stage	Number of School Inspections	Category (%)							% 1 or 2			
		NTI	NTI/ Removed	Out of category	Outstanding	SM	SM/ Closed	No Category	Effectiveness	Personal Development	Leadership and Management	Economic Well Being
Primary	76	7%	3%	3%	9%	3%	1%	75%	50%	84%	54%	53%
PRU	3							100%	100%	100%	100%	100%
Secondary	19	5%	5%	11%	11%	5%	0%	63%	32%	68%	47%	63%
Special	2	0%	0%	0%	50%	0%	0%	50%	100%	100%	100%	100%
All	100	6%	3%	4%	10%	3%	1%	73%	49%	82%	55%	57%

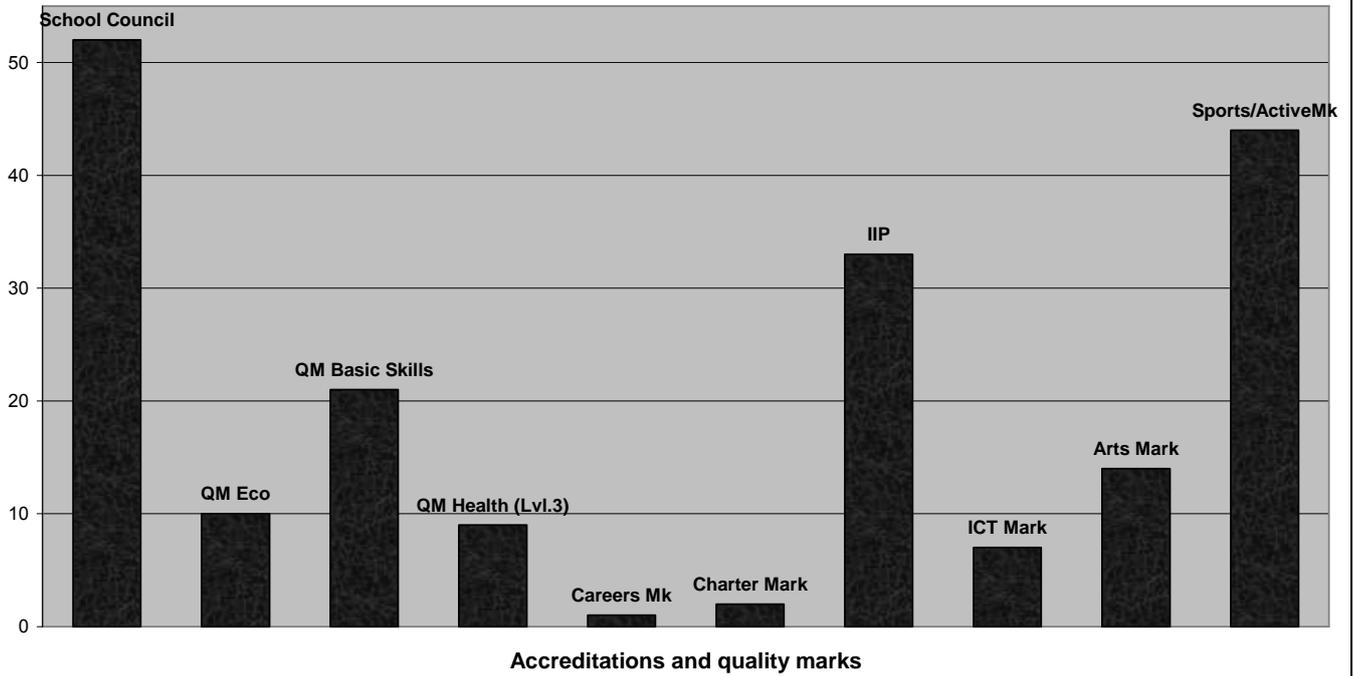
- From September 2005 there have been a total of 100 school inspections across nursery, primary, special and secondary schools. Of the 100 schools inspected 10 schools were judged to be outstanding:
- Across all schools, 5% of primary leadership, 6% of secondary leadership and 100% of special school leadership were judged to be outstanding.
- Overall, 12% of all schools within Walsall have outstanding leadership and 56% judged to be good or outstanding.
- Progress within the foundation stage continues to improve with 69% of provision judged to be good or outstanding.
- Of schools inspected during the period of September 2005 – 2007, excluding the PRU's (Pupil Referral Units), 52% of Governing Bodies were judged to be good or outstanding in their role.
- 82% of all schools inspected were judged to be good or outstanding in supporting pupils adopting safe practices.
- 76% of schools are judged to be good or outstanding in supporting pupils to adopt a healthy lifestyle.
- Inspections showed 82% of all schools inspected to be judged good or outstanding in encouraging pupils to make a positive contribution to the community.
- 90% of schools inspected were judged to be good or outstanding in providing a culture and ethos where learners enjoy their education.
- 57% of schools are providing good or outstanding provision to help learners develop skills that will contribute to their future economic well-being.

Charter and Quality Marks



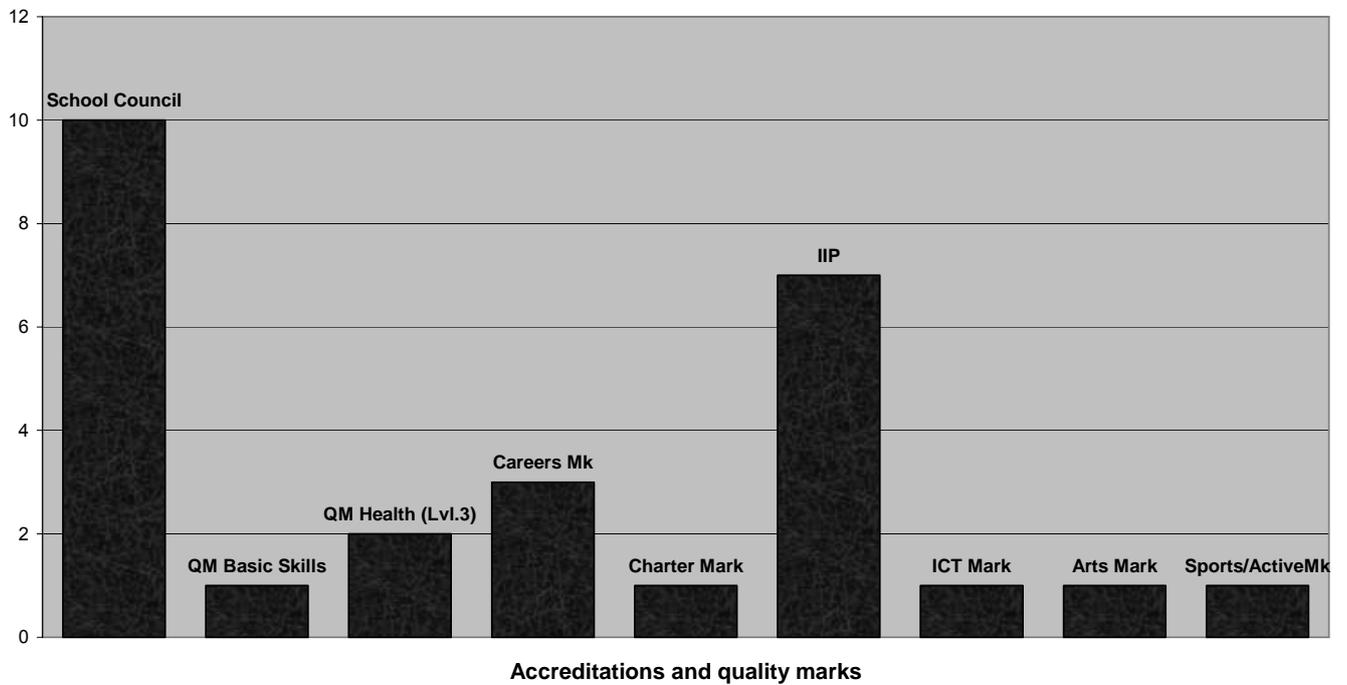
Primary schools

(out of 72 respondents at October 2007)

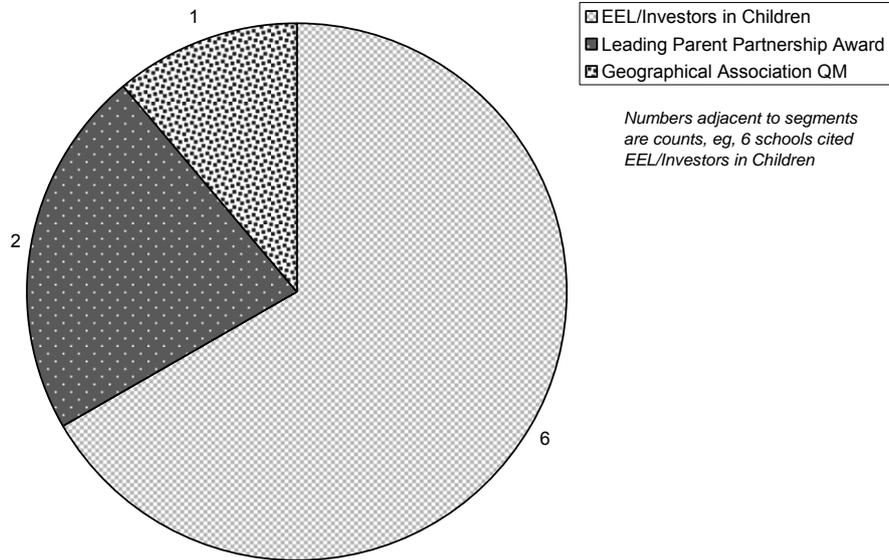


Secondary schools

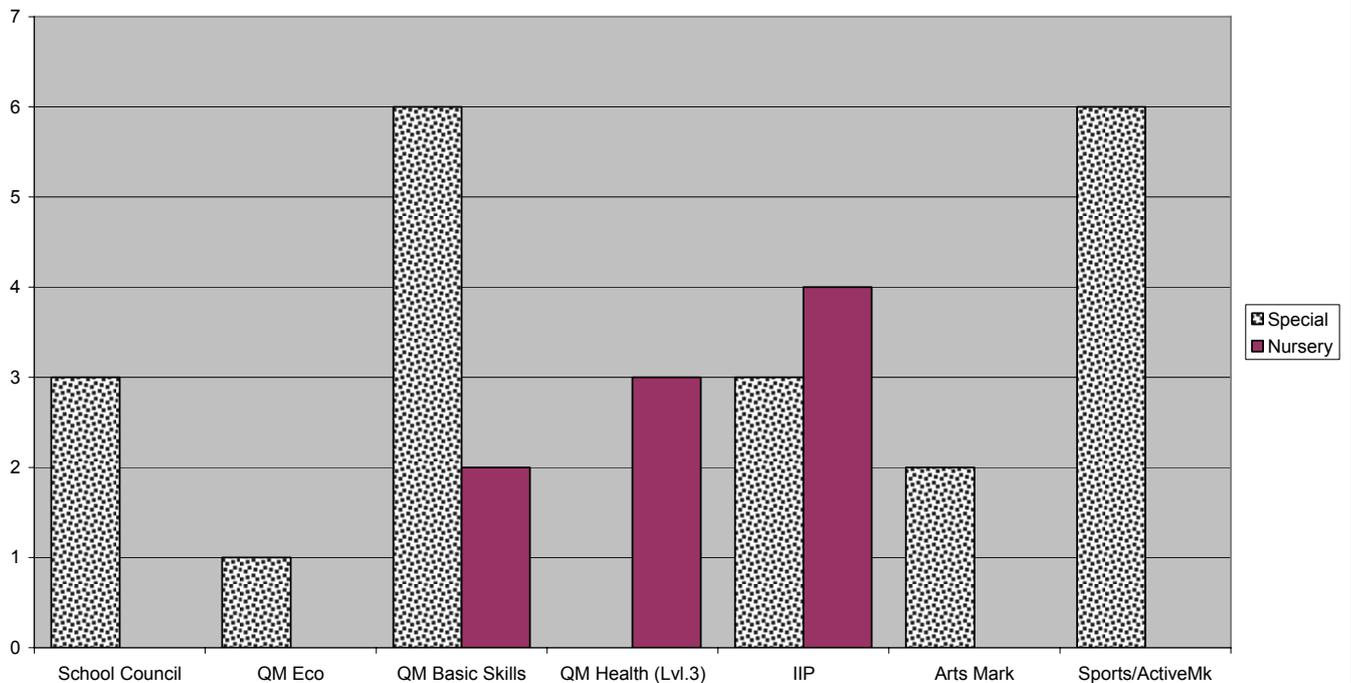
(out of 11 respondents at October 2007)



A subset of other Accreditations, Quality Marks, and Initiatives
 (all schools, out of 93 respondents by October 2007)



Nurseries and Special schools
 (out of 4 Nursery respondents, and 6 Special respondents, at October 2007)



2003-2007 Ethnic Minority Progress Report - Walsall LA

KS1 Headlines

Bangladeshi pupils' attainment fell this year

Black Caribbean pupils' attainment dropped sharply with boys' attainment falling over 20% in all 3 subject areas from last year; however the cohort number is small (35 pupils in total).

The attainment of **Indian** pupils fell slightly in all areas but remains above the National average for that group.

There has been a pleasing improvement in the performance of **Pakistani** pupils in reading and writing, particularly for boys but there was a 2% drop in Maths.

The attainment of mixed White/Black Caribbean pupils improved in reading and Maths but fell in writing although boys' attainment rose in all three subjects. Results nevertheless remain above the National average for that group.

Reading Level 2 and above

ALL PUPILS	Reading L2+ All pupils									
	2003		2004		2005		2006		2007	
Ethnicity	LA	NAT	LA	NAT	LA	NAT	LA	NAT	LA	NAT
Bangladeshi	70	75	81	76	82	78	86	78	77	79
Black Caribbean	81	79	82	81	91	81	96	80	71	81
Indian	90	88	91	89	91	88	92	89	90	88
Pakistani	72	76	73	77	72	77	80	77	81	77
White/Black Caribbean	88	83	84	83	82	82	84	82	88	81
White British	82	91	83	86	83	86	85	86	86	85
Other	72	-	79	-	79	-	84	-	81	-

BOYS	Reading L2+ Boys									
	2003		2004		2005		2006		2007	
Ethnicity	LA	NAT	LA	NAT	LA	NAT	LA	NAT	LA	NAT
Bangladeshi	53	71	73	72	71	74	84	74	79	75
Black Caribbean	86	74	75	76	100	75	93	75	53	75
Indian	89	85	87	86	92	86	90	86	87	86
Pakistani	69	72	69	73	72	73	78	73	82	72
White/Black Caribbean	84	78	84	77	76	77	75	77	87	76
White British	79	90	78	82	78	82	82	82	82	81
Other	68	-	69	-	74	-	83	-	79	-

GIRLS	Reading L2+ Girls									
	2003		2004		2005		2006		2007	
Ethnicity	LA	NAT	LA	NAT	LA	NAT	LA	NAT	LA	NAT
Bangladeshi	83	78	89	81	95	82	87	82	75	82
Black Caribbean	76	84	89	86	86	86	100	85	85	86
Indian	92	91	97	92	90	91	94	91	94	92
Pakistani	76	81	78	81	72	81	81	81	80	82
White/Black Caribbean	94	88	83	89	85	88	92	88	90	87
White British	86	92	89	90	88	90	90	90	90	89
Other	75	-	89	-	83	-	84	-	82	-

Writing Level 2 and above

ALL PUPILS	Writing L2+ All pupils									
	2003		2004		2005		2006		2007	
	LA	NAT	LA	NAT	LA	NAT	LA	NAT	LA	NAT
Ethnicity										
Bangladeshi	65	73	80	74	83	75	91	75	79	77
Black Caribbean	74	74	74	75	85	76	93	76	69	75
Indian	90	86	86	86	88	86	89	86	88	85
Pakistani	70	73	69	73	63	73	73	73	77	72
White/Black Caribbean	88	79	76	79	77	78	83	79	81	78
White British	78	91	80	83	81	84	81	83	79	82
Other	68	-	74	-	76	-	78	-	75	-

BOYS	Writing L2+ Boys									
	2003		2004		2005		2006		2007	
	LA	NAT	LA	NAT	LA	NAT	LA	NAT	LA	NAT
Ethnicity										
Bangladeshi	47	69	68	68	71	69	89	70	79	72
Black Caribbean	86	67	63	69	92	69	93	69	47	68
Indian	88	82	78	81	90	82	87	82	86	81
Pakistani	69	67	63	68	57	69	69	67	75	66
White/Black Caribbean	84	73	71	71	72	71	71	73	76	71
White British	72	90	73	77	75	79	75	77	74	76
Other	59	-	67	-	68	-	77	-	68	-

GIRLS	Writing L2+ Girls									
	2003		2004		2005		2006		2007	
	LA	NAT	LA	NAT	LA	NAT	LA	NAT	LA	NAT
Ethnicity										
Bangladeshi	79	78	91	80	97	80	92	81	79	82
Black Caribbean	65	81	83	82	81	83	92	82	85	83
Indian	94	89	97	91	86	90	92	90	91	89
Pakistani	70	79	75	79	69	78	77	79	78	78
White/Black Caribbean	94	86	81	86	79	86	92	85	87	85
White British	84	92	87	88	87	89	87	88	85	87
Other	75	-	81	-	84	-	78	-	82	-

Maths Level 2 and above

ALL PUPILS	Maths L2+ All pupils									
	2003		2004		2005		2006		2007	
	LA	NAT	LA	NAT	LA	NAT	LA	NAT	LA	NAT
Ethnicity										
Bangladeshi	80	83	88	83	89	86	85	84	86	86
Black Caribbean	81	84	88	85	97	86	100	86	77	85
Indian	95	92	94	92	93	92	96	92	92	92
Pakistani	78	83	78	83	79	84	83	83	81	83
White/Black Caribbean	96	90	91	88	86	89	86	88	87	89
White British	87	91	90	91	90	92	91	91	89	91
Other	81	-	86	-	87	-	85	-	85	-

BOYS	Maths L2+ Boys									
	2003		2004		2005		2006		2007	
	LA	NAT	LA	NAT	LA	NAT	LA	NAT	LA	NAT
Ethnicity										
Bangladeshi	66	83	88	82	82	84	87	84	86	85
Black Caribbean	93	82	81	83	100	83	100	84	60	82
Indian	95	91	93	91	95	91	96	91	91	91
Pakistani	80	81	74	82	76	82	83	81	82	80
White/Black Caribbean	92	88	92	87	88	87	79	87	82	87
White British	86	90	88	90	88	91	89	90	89	90
Other	75	-	83	-	82	-	87	-	86	-

GIRLS	Maths L2+ Girls									
	2003		2004		2005		2006		2007	
	LA	NAT	LA	NAT	LA	NAT	LA	NAT	LA	NAT
Ethnicity										
Bangladeshi	92	83	89	85	97	87	82	85	85	87
Black Caribbean	71	87	94	88	95	89	100	87	90	88
Indian	94	93	97	93	91	93	95	93	93	93
Pakistani	75	84	82	84	84	85	82	84	80	85
White/Black Caribbean	100	92	89	90	85	91	92	90	94	90
White British	89	92	92	92	91	93	92	93	90	92
Other	85	-	88	-	91	-	83	-	83	-

KS2 Headlines

Attainment overall has improved for all of our ethnic groups although some groups remain significantly below the National comparator for similar pupils.

The attainment of **Bangladeshi** pupils rose in all three subject areas, particularly for girls who had a 22% improvement in Maths. However there is still a 5% negative residual against all pupils nationally in English and 4% in Maths.

Black Caribbean pupil attainment rose dramatically in Maths and Science and for girls in English. There is a positive residual of 6% against all pupils nationally in Maths.

Indian pupil attainment fell slightly in English but rose in Maths and Science, however there is still a positive residual of 4% against all pupils nationally in English and 5% in Maths.

Pakistani pupil attainment improved in all subject areas with boys' attainment in English improving by 10% in English and 14% in Maths and Science. However there is still a negative residual of 7% against all pupils nationally in English and 5% in Maths.

Mixed White/Black Caribbean pupil attainment improved in all subject areas with boys' attainment in English improving by 25% in English and 13% in Maths, girls attainment improved by 16% in Science. This puts them at 11% above the national average for all pupils in English ,14% above the national average for all pupils in Maths and 16% in Science.

English Level 4 and above

ALL PUPILS	KS2 English Level 4+ All pupils									
	2003		2004		2005		2006		2007	
	LA	NAT	LA	NAT	LA	NAT	LA	NAT	LA	NAT
Bangladeshi	70	69	76	72	80	73	63	75	72	77
Black Caribbean	75	68	75	70	70	71	71	73	74	74
Indian	78	80	88	83	85	83	91	85	89	85
Pakistani	57	61	57	68	66	67	59	70	65	72
White/Black Caribbean	70	73	69	75	74	77	78	77	95	79
White British	72	76	75	78	77	80	79	80	78	81
Other	69	-	61	-	68	-	76	-	78	-

BOYS	KS2 English Level 4+ Boys									
	2003		2004		2005		2006		2007	
	LA	NAT	LA	NAT	LA	NAT	LA	NAT	LA	NAT
Bangladeshi	70	63	79	67	64	69	56	71	57	73
Black Caribbean	65	61	67	61	65	63	70	65	67	66
Indian	71	76	85	79	79	79	90	81	89	82
Pakistani	47	55	53	62	62	62	51	65	61	67
White/Black Caribbean	59	67	64	68	76	71	69	71	94	73
White British	65	70	69	73	73	75	73	75	74	77
Other	60	-	47	-	60	-	72	-	71	-

GIRLS	KS2 English Level 4+ Girls									
	2003		2004		2005		2006		2007	
	LA	NAT	LA	NAT	LA	NAT	LA	NAT	LA	NAT
Bangladeshi	69	75	71	78	97	77	70	80	83	81
Black Caribbean	81	75	80	79	75	80	73	81	81	82
Indian	84	84	92	87	91	87	92	89	90	89
Pakistani	65	67	61	75	70	72	69	76	69	77
White/Black Caribbean	79	79	76	82	71	83	88	84	97	85
White British	79	81	81	84	81	85	85	85	83	85
Other	78	-	77	-	77	-	80	-	84	-

Maths Level 4 and above

ALL PUPILS	KS2 Maths Level 4+ All pupils									
	2003		2004		2005		2006		2007	
	LA	NAT	LA	NAT	LA	NAT	LA	NAT	LA	NAT
Bangladeshi	59	64	60	67	62	68	60	70	68	72
Black Caribbean	64	59	65	61	57	61	56	62	71	65
Indian	71	77	82	80	81	80	84	81	87	82
Pakistani	49	58	50	61	55	62	53	64	62	67
White/Black Caribbean	64	67	68	69	75	70	78	71	87	73
White British	67	73	70	75	71	76	76	77	76	78
Other	57	-	60	-	64	-	70	-	78	-

BOYS	KS2 Maths Level 4+ Boys									
	2003		2004		2005		2006		2007	
	LA	NAT	LA	NAT	LA	NAT	LA	NAT	LA	NAT
Bangladeshi	75	65	75	69	56	70	67	72	60	75
Black Caribbean	43	57	67	58	59	59	52	61	78	65
Indian	70	79	83	81	79	80	87	81	91	83
Pakistani	48	60	52	62	62	64	51	65	65	69
White/Black Caribbean	63	68	69	68	78	71	78	69	91	74
White British	67	74	69	75	71	76	75	77	78	79
Other	60	-	57	-	59	-	71	-	79	-

GIRLS	KS2 Maths Level 4+ Girls									
	2003		2004		2005		2006		2007	
	LA	NAT	LA	NAT	LA	NAT	LA	NAT	LA	NAT
Bangladeshi	43	63	43	66	69	67	53	67	75	69
Black Caribbean	78	60	64	64	55	63	64	63	63	64
Indian	72	75	81	79	82	79	81	81	82	80
Pakistani	50	57	49	60	50	60	54	62	58	65
White/Black Caribbean	65	66	66	69	71	70	78	72	83	72
White British	66	73	71	74	71	75	77	76	73	77
Other	54	-	63	-	69	-	70	-	77	-

Science Level 4 and above

ALL PUPILS	KS2 Science Level 4+ All pupils									
	2003		2004		2005		2006		2007	
	LA	NAT	LA	NAT	LA	NAT	LA	NAT	LA	NAT
Bangladeshi	76	77	69	78	75	78	72	79	82	83
Black Caribbean	89	78	85	78	86	79	71	79	85	82
Indian	86	88	88	87	88	87	90	88	93	89
Pakistani	64	72	65	73	65	73	65	73	76	78
White/Black Caribbean	76	85	85	84	80	85	85	85	98	87
White British	84	88	83	87	85	88	87	88	87	89
Other	73	-	68	-	78	-	82	-	85	-

BOYS	KS2 Science Level 4+ Boys									
	2003		2004		2005		2006		2007	
	LA	NAT	LA	NAT	LA	NAT	LA	NAT	LA	NAT
Bangladeshi	88	77	71	79	69	78	72	79	78	83
Black Caribbean	83	76	87	75	88	76	70	76	89	79
Indian	82	88	91	87	85	86	90	87	93	88
Pakistani	59	72	62	72	65	73	62	73	76	77
White/Black Caribbean	75	85	83	83	81	85	86	83	97	86
White British	83	87	83	87	85	87	85	87	87	88
Other	68	-	62	-	81	-	80	-	81	-

GIRLS	KS2 Science Level 4+ Girls									
	2003		2004		2005		2006		2007	
	LA	NAT	LA	NAT	LA	NAT	LA	NAT	LA	NAT
Bangladeshi	64	78	67	78	80	78	72	80	85	83
Black Caribbean	94	80	84	81	85	81	73	83	81	85
Indian	91	88	85	87	92	87	90	89	92	90
Pakistani	67	72	69	73	64	73	69	74	75	79
White/Black Caribbean	76	86	86	85	79	86	84	87	100	88
White British	85	88	83	87	84	88	88	88	88	89
Other	78	-	74	-	75	-	83	-	88	-

KS3 Headlines

Bangladeshi pupils – the cohort for Bangladeshi pupils at KS 3 shows that 69% of the cohort is boys. Bangladeshi pupil attainment fell sharply in all three subject areas. The average negative residual is 14% against all pupils nationally in all subjects.

Black Caribbean pupil attainment rose sharply for boys, +14% in English, 8% In Maths and 6% in Science, with girls falling 10% in English and remaining static in Maths and Science. There is a positive residual against the national average in all three subject areas.

Indian pupil attainment improved in all subject areas. There is a positive residual against the national average in all three subject areas.

Pakistani pupil attainment improved in all subject areas, boys and girls improved by 9% in English, girls fell by 9% in Maths. However there is still a negative residual of 18% against all pupils nationally both English, 23% in Maths and 25% in Science.

Mixed White/Black Caribbean pupil attainment improved slightly in English, particularly for boys and fell sharply in Maths and Science. There is still an average negative residual of 16% in all subjects

* National data not yet available for 2007

English Level 5 and above

ALL PUPILS	KS3 English Level 5+ All pupils									
	2003		2004		2005		2006		2007	
	LA	NAT	LA	NAT	LA	NAT	LA	NAT	LA	NAT
Bangladeshi	61	58	56	62	57	68	71	66	57	nk
Black Caribbean	65	56	69	61	70	67	83	67	81	nk
Indian	84	78	85	80	80	83	82	82	86	nk
Pakistani	49	57	51	58	48	64	49	62	56	nk
White/Black Caribbean	57	62	69	66	75	68	60	69	61	nk
White British	62	70	66	72	69	75	68	73	67	nk
Other	56	-	49	-	71	-	58	-	55	-

BOYS	KS3 English Level 5+ Boys									
	2003		2004		2005		2006		2007	
	LA	NAT	LA	NAT	LA	NAT	LA	NAT	LA	NAT
Bangladeshi	74	51	53	53	61	60	74	56	59	nk
Black Caribbean	56	46	67	51	62	56	65	56	77	nk
Indian	82	91	83	74	74	78	77	77	79	nk
Pakistani	43	50	44	51	35	57	37	54	46	nk
White/Black Caribbean	52	53	55	57	64	58	50	61	55	nk
White British	57	63	59	65	59	68	59	66	61	nk
Other	50	-	43	-	70	-	45	-	46	-

GIRLS	KS3 English Level 5+ Girls									
	2003		2004		2005		2006		2007	
	LA	NAT	LA	NAT	LA	NAT	LA	NAT	LA	NAT
Bangladeshi	45	66	58	70	52	75	65	76	53	nk
Black Caribbean	72	66	71	71	75	77	93	77	83	nk
Indian	86	84	86	86	86	89	87	88	93	nk
Pakistani	56	65	60	66	67	72	62	71	71	nk
White/Black Caribbean	62	70	78	75	86	77	70	77	69	nk
White British	68	77	74	78	79	81	78	81	74	nk
Other	63	-	56	-	73	-	70	-	66	-

Maths Level 5 and above

ALL PUPILS	KS3 Maths Level 5+ All pupils									
	2003		2004		2005		2006		2007	
	LA	NAT	LA	NAT	LA	NAT	LA	NAT	LA	NAT
Bangladeshi	53	57	50	62	58	64	74	69	59	nk
Black Caribbean	59	53	70	57	59	60	77	64	79	nk
Indian	81	79	82	80	81	82	85	85	90	nk
Pakistani	48	55	52	59	49	61	56	66	53	nk
White/Black Caribbean	67	62	63	65	59	65	77	70	59	nk
White British	64	72	66	74	68	75	72	78	71	nk
Other	57	-	58	-	67	-	64	-	62	-

BOYS	KS3 Maths Level 5+ Boys									
	2003		2004		2005		2006		2007	
	LA	NAT	LA	NAT	LA	NAT	LA	NAT	LA	NAT
Bangladeshi	59	57	53	62	55	64	74	69	65	nk
Black Caribbean	56	49	69	53	57	57	69	61	77	nk
Indian	80	78	82	80	81	81	85	85	87	nk
Pakistani	49	56	54	58	44	62	49	66	51	nk
White/Black Caribbean	65	60	50	62	55	63	79	70	61	nk
White British	64	71	64	73	68	74	71	77	70	nk
Other	59	-	54	-	74	-	57	-	61	-

GIRLS	KS3 Maths Level 5+ Girls									
	2003		2004		2005		2006		2007	
	LA	NAT	LA	NAT	LA	NAT	LA	NAT	LA	NAT
Bangladeshi	45	57	46	62	62	64	73	70	47	nk
Black Caribbean	61	56	71	60	60	63	81	67	81	nk
Indian	82	80	83	81	81	83	85	85	93	nk
Pakistani	47	54	49	59	55	61	65	66	56	nk
White/Black Caribbean	69	65	72	68	63	67	75	71	56	nk
White British	64	73	67	75	68	75	74	78	71	nk
Other	54	-	62	-	59	-	72	-	63	-

Science Level 5 and above

ALL PUPILS	KS3 Science Level 5+ All pupils									
	2003		2004		2005		2006		2007	
	LA	NAT	LA	NAT	LA	NAT	LA	NAT	LA	NAT
Bangladeshi	47	49	44	50	37	53	69	57	61	nk
Black Caribbean	54	51	63	48	54	54	74	58	75	nk
Indian	77	73	76	71	74	74	79	78	83	nk
Pakistani	35	47	38	46	31	50	49	54	48	nk
White/Black Caribbean	63	60	57	58	56	61	63	66	58	nk
White British	61	70	58	68	63	71	68	74	67	nk
Other	54	-	45	-	57	-	57	-	54	-

BOYS	KS3 Science Level 5+ Boys									
	2003		2004		2005		2006		2007	
	LA	NAT	LA	NAT	LA	NAT	LA	NAT	LA	NAT
Bangladeshi	59	48	43	48	36	53	69	55	71	nk
Black Caribbean	54	47	57	42	57	50	65	55	71	nk
Indian	77	71	74	69	72	73	77	77	79	nk
Pakistani	38	47	35	44	23	50	43	52	44	nk
White/Black Caribbean	57	58	50	54	58	59	66	64	57	nk
White British	61	70	57	67	62	71	67	74	67	nk
Other	55	-	45	-	61	-	49	-	51	-

GIRLS	KS3 Science Level 5+ Girls									
	2003		2004		2005		2006		2007	
	LA	NAT	LA	NAT	LA	NAT	LA	NAT	LA	NAT
Bangladeshi	32	50	46	51	39	54	69	59	40	nk
Black Caribbean	54	54	71	52	52	57	79	62	78	nk
Indian	76	74	77	73	76	75	81	78	87	nk
Pakistani	32	47	43	47	42	51	56	55	56	nk
White/Black Caribbean	69	62	62	62	54	63	60	67	59	nk
White British	61	70	60	69	63	71	69	74	68	nk
Other	54	-	46	-	53	-	64	-	56	-

KS4 Headlines

As usual care must be taken when analysing data as groups are small.

Attainment of the majority of ethnic minority pupils has remained static or fallen slightly.

At 5A*-C and 5A*-C including English and Maths, the gap between pupils nationally and locally remains and is a concern. The groups with the greatest gaps are: Pakistani, White Black Caribbean, White British, Bangladeshi pupils. Boys and girls in these groups have negative residuals when compared to National data.

The attainment of **Bangladeshi** pupils rose at 5A*-C however the gains made by girls at 5A*-C including English and Maths are negated by the same decline in boys' performance.

Black Caribbean pupil attainment rose for boys at 5A*-C however the attainment of girls declined sharply in both measures.

The attainment of **Indian** pupils has declined by 6%.

The attainment of **Pakistani** pupils has declined at 5A*-C and remained static at 5A*-C including English and Maths, mainly because of the poor performance of boys.

The attainment of **Mixed White/Black Caribbean** pupils has declined at both measures.

5+A*-C

ALL PUPILS	5+A*-C All pupils									
	2003		2004		2005		2006		2007	
	LA	NAT	LA	NAT	LA	NAT	LA	NAT	LA	NAT
Bangladeshi	22	46	31	48	37	53	36	56	42	58
Black Caribbean	47	33	29	36	42	42	55	44	51	49
Indian	67	65	64	67	73	70	78	71	73	74
Pakistani	29	42	32	45	31	48	37	51	30	53
White/Black Caribbean	31	40	32	40	42	44	46	47	39	49
White British	43	51	43	52	46	55	49	57	50	60
Other	-	-	41	-	52	-	42	-	49	-

BOYS	5+A*- C Boys									
	2003		2004		2005		2006		2007	
	LA	NAT	LA	NAT	LA	NAT	LA	NAT	LA	NAT
Bangladeshi	20	39	11	41	48	47	40	50	33	52
Black Caribbean	44	25	21	27	35	33	44	36	47	42
Indian	62	60	64	62	69	65	72	67	66	70
Pakistani	23	36	27	39	28	43	30	45	18	47
White/Black Caribbean	8	32	24	34	36	38	39	39	38	42
White British	35	46	37	47	41	50	43	53	44	55
Other	-	-	30	-	45	-	39	-	45	-

GIRLS	5+A*-C Girls									
	2003		2004		2005		2006		2007	
	LA	NAT	LA	NAT	LA	NAT	LA	NAT	LA	NAT
Bangladeshi	25	53	57	55	26	59	31	62	52	64
Black Caribbean	51	40	40	44	49	49	69	52	53	56
Indian	72	70	64	72	77	76	85	77	79	79
Pakistani	37	48	38	52	35	54	47	58	47	60
White/Black Caribbean	47	47	37	45	46	50	50	54	41	55
White British	50	57	50	57	51	60	56	62	57	64
Other	-	-	51	-	58	-	45	-	53	-

5+ A*-C including English and mathematics

ALL PUPILS	5+A*-C including English and Maths All pupils							
	2003	2004	2005		2006		2007	
	LA	LA	LA	NAT	LA	NAT	LA	NAT
Bangladeshi	14	25	24	35	30	39	28	41
Black Caribbean	30	24	32	27	38	29	27	33
Indian	53	54	64	57	62	59	58	62
Pakistani	24	24	22	33	23	34	23	37
White/Black Caribbean	22	20	26	31	31	33	20	34
White British	31	33	35	43	34	44	35	46
Other	-	24	40	-	25	-	34	-

BOYS	5+A*-C including English and Maths Boys							
	2003	2004	2005		2006		2007	
	LA	LA	LA	NAT	LA	NAT	LA	NAT
Bangladeshi	15	7	30	31	29	35	20	36
Black Caribbean	25	19	28	21	32	23	26	27
Indian	46	57	58	52	58	54	52	56
Pakistani	17	21	21	29	17	30	11	33
White/Black Caribbean	5	13	12	26	26	27	22	28
White British	26	28	32	39	30	40	31	42
Other	-	18	34	-	23	-	30	-

GIRLS	5+A*-C including English and Maths Girls							
	2003	2004	2005		2006		2007	
	LA	LA	LA	NAT	LA	NAT	LA	NAT
Bangladeshi	14	48	17	38	31	42	39	46
Black Caribbean	36	30	36	33	46	36	28	39
Indian	61	51	70	63	67	64	63	67
Pakistani	33	27	24	37	31	39	38	42
White/Black Caribbean	36	24	39	35	34	37	19	40
White British	37	38	38	47	39	48	40	50
Other	-	29	46	-	27	-	37	-

Narrowing the gap

Results for all pupils at KS1 are equal to and in some cases better than the national averages.

In order for Walsall pupils to close the gap with the national average, the table below shows the additional numbers of pupils who would need to achieve the expectations.

	All pupils	Boys	Girls
KS2			
English	66 pupils	34	31
Mathematics	66 pupils	17	47
Science	33 pupils	17	16
KS3			
English	360 pupils	170	188
Mathematics	180 pupils	95	68
Science	180 pupils	95	68
KS4			
5+A*-C	459 pupils	277	166
5+A*-C inc English and mathematics	459 pupils	218	203

The following shows the numbers of pupils needed to reach expected levels in order to close the gap with the LA average for English and Mathematics.

In many cases there are positive residuals.

	Bangladeshi	Pakistani	Indian	White-Black Caribbean	White British	Black - Caribbean
KS2						
English	5 pupils	33 pupils	+11	+17	78=	4 pupils
Mathematics	6 pupils	33 pupils	+12	+12	+1	4 pupils
KS3						
English	3 pupils	14 pupils	+22	-3 2	+3	+17
Mathematics	6 pupils	32 pupils	+19	-12 8	71=	+8
KS4						
5+A*-C inc English and mathematics	4 pupils	21 pupils	+8	-15 10	=	8 pupils

PRIORITIES

- Continued development and support for Leaders of multi ethnic schools
- A drive to influence teaching and learning through the 5 day pedagogy and practice training
- Monitoring of the schools individual action plan in relation to the EMAG funding
- Support for the ethnic minority network of schools
- Influence the ITT (Initial Teacher Training) programme with local providers
- Implement mentor / coaches for young people
- EMA working group (Cllr Ali) action plan as an enhanced driver for development
- Effective use of assessment and tracking data at all phases to ensure continued progression to narrow the gap



Walsall Council

Corporate Performance Management – Customer Care Team

Title	Annual Report 2006-2007
Subject	Children's Services complaints and representations
Creator	Paul Cooper
Version	5.1
Date	July 2007
Status	Final

1 Introduction

- 1.1 The Local Authority Social Services Act 1970 (as amended by the Children Act 1989) requires the provision of an annual report on the statutory complaints and representations procedures.
- 1.2 The previous annual report covered an interim period from 1st August 2005 to 30th June 2006. This enabled future annual reporting to be brought back into line with the cycle of reporting that exists within the authority.
- 1.3 This is the first full annual report where information is sourced from one database. Respond has been used to record and monitor statutory complaints and representations since August 2005, thereby covering the whole of this reporting period.

2 Background information

- 2.1 At mid 2005, the population of Walsall was 253,463 (Office for National Statistics), with 60596 (23.9%) being children under the age of 18. As at 1st April 2006, Walsall had 456 looked after children (74.9 LAC per 10,000 of all children in Walsall – Looked after Children Information report (December 2006)). Complaints were received from 8 looked after children (less than 2% of all LAC).

2.2 Previous targets - the following targets were established in the interim annual report of 2005 / 2006.

- i. The use of mediation should continue as a means of maintaining the reduction in complaints escalating to stage 2 and achieving customer satisfaction. (appendix 1 graph vi)
- ii. The number of complaints received from children and young people should increase (CH13) from 14% to 20% of all complaints received. This can be achieved through increased awareness, publicity materials and training events. (appendix 1 graph ii)
- iii. The total number of complaints received with regard to children's services should increase to at least 90. The total number of representations regarding children's services should increase from 21% to 25% of all representations received. (appendix 1 graph ix)
- iv. The number of complaints acknowledged within timescales should be maintained in excess of 95%. (appendix 1 graph iv)
- v. An increase in the number of complaints reported to the customer care team using the internal log format (WSC0076a&b). (appendix 1 graph iii)
- vi. The number of complaints receiving a response within 20 working days should be at least 75%. (appendix 1 graph v)
- vii. The programme of training should continue and attendance should be monitored and reported on by the Customer Care Team. A target of all managers being appropriately trained should be endorsed by CSMT. (section 4)
- viii. The 'learning from complaints' working group should develop a proposed format for capturing and monitoring opportunities for the department to improve the delivery of its services.

These have been achieved with one exception (iii); 88 complaints were received when the target was an increase to 90. However this still shows an increase of 22% on the previous year.

With regard to point viii, the working group that was established will be seeking to present its findings in August 2007.

Evidence for all targets and achievements is demonstrated within the main body of the report and evidenced in appendix 1.

3. Revision of guidance & regulations

The previous report referred to the impending changes to regulations and guidance issued by the DfES. These were initially expected to be effective from April 2006 but were not issued until July 2006, with an implementation date of 1st September 2006. A briefing paper was provided to CSMT in September 2006 (see appendix 2)

The main areas of change are: -

- A reduction in the statutory timescale for a stage 1 response to 10 working days;
- An extension of the scope of the Children Act (1989) complaints to include new entitlements of adoptive parents under the Adoption & Children Act 2002;
- An extension of the functions which may be complained about under section 26 of the Children Act (1989);
- The inclusion of a 12 month time limit from the date of the incident to making a complaint or representation which must be considered by the authority. However the Customer Care Manager holds a level of discretion on this matter.

3.1 The procedures have been rewritten to reflect these changes. Following guidance from our legal department, the revised procedures were published in December 2006.

3.2 All service users should have access to the complaints and representations procedures. In order to achieve this, information is included in LAC packs and, more recently, in Foster Carer recruitment and training materials; Independent Reviewing Officers distribute information leaflets to children and young people at statutory reviews.

3.3 The information leaflet was revised following the new regulations and guidance and was published in November 2006.

4. Training

4.1 In this reporting period, there were 3 training events that considered the complaints process for children's services in Walsall and how to structure a stage 1 response letter. These were attended by a total of 20 members of staff across children's services, including strategic managers and senior practitioners.

It was envisaged that more people would attend the training events. The issue of making this training compulsory was discussed at CSMT in October 2006 as a target within the interim annual report. CSMT endorsed a target of all managers being appropriately trained. Due to low numbers attending and other constructive feedback, the programme of training delivery has been revised for 2007/08 (see appendix 3). The revised programme has considered the needs of staff across children's services and has two programmes running – one aimed directly at residential services only and another aimed at all managers and senior practitioners who may be required to respond to a complaint at stage 1.

- 4.2 The customer care team is involved in the delivery of part of the induction training to new members of staff. This is an opportunity to ensure that new staff are aware of their responsibilities and the rights of our customers within the compliments and complaints procedures.
- 4.3 The regulations require that an Independent Person is appointed to each complaint by a child, where the complaint is moving to stage 2 of the procedures. The provision of this was re-tendered and the contract awarded to Spurgeon's Childcare from 2006. The customer care team have provided direct training and support to those in the role of Independent Person.
- 4.4 At the end of June 2006, the contract for the provision of advocacy was awarded to NYAS (National Youth Advocacy Service), having previously been delivered by NCH. The customer care team has been involved in the provision of training to advocates and would anticipate this continuing once the new contract is well established and effective networking is in place. The Customer Care Team is represented at quarterly forum meetings regarding the delivery of advocacy.

5. Mediation

Mediation has been developed as a means of assisting complainants to achieve satisfactory outcomes to their complaints without the need to progress to stage 2. It is clear that problem solving is more effective than complaint investigation in terms of the expenditure of money and time. Complainants who have used mediation as a means of resolution have reported feeling valued through the process and the customer has received a positive outcome to a negative experience.

The figures in appendix 1 graph vi demonstrate that the number of stage 2 investigations has continued to reduce and this is in direct proportion to the success of mediation.

Mediation aims to achieve the aspirations of Walsall Council; an increase in the effective use of staff time, the identification of learning opportunities and satisfied customers.

6. Scorecard developments

The scorecard has been developed and local indicators have been introduced. Quarterly reports and information is presented to performance board concerning the issues complained about, linked with complaint resolution and performance in terms of timescales. The three indicators in use are: -

- CH7 – Number of complaints received in period
- CH8 – Number of complaints responded to within timescales
- CH13 – Number of complaints received from a child or young person

7. Learning from Complaints

This working group was established to consider the opportunities for learning that are presented by every complaint. The findings from this working group will be presented to CSMT in August 2007 and will seek approval for a 6 month pilot of the proposed process.

8. Revised targets for 2007/08

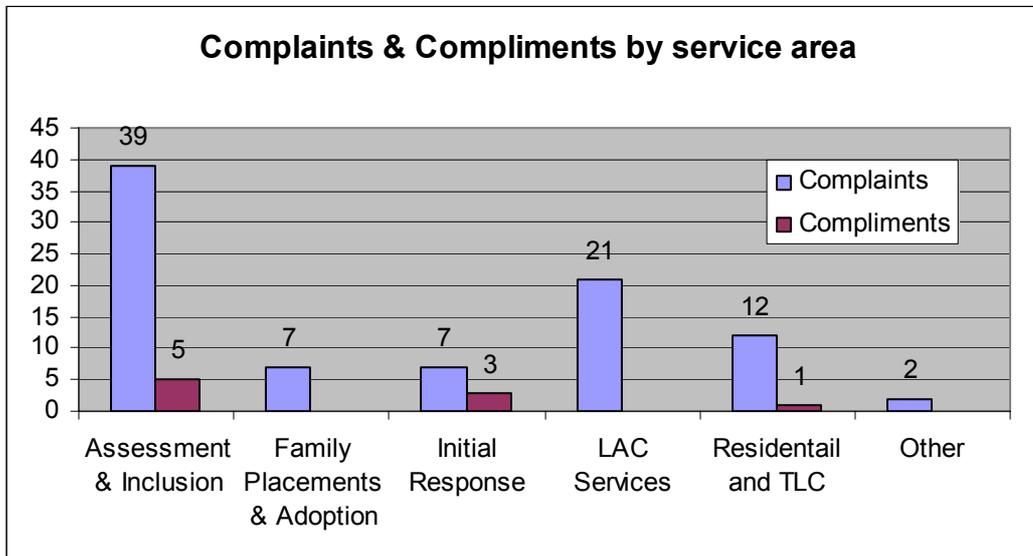
- i. The use of mediation to achieve customer satisfaction should continue. 100% of complainants, where the complaint is not satisfied with the outcome at stage 1 and it is appropriate, will be offered mediation as an Alternative Dispute Resolution.
- ii. The number of complaints received directly from children and young people should be maintained in excess of 20% of all complaints regarding children's services (CH13). This can be achieved through continued staff training, publicity and the raised awareness of service users and their families.
- iii. The total number of complaints received regarding children's services should increase to at least 95.
- iv. The total number of representations regarding children's services should be maintained in excess of 25% of all statutory representations received.

- v. The number of complaints acknowledged within timescales (5 working days) should be maintained in excess of 95%.
- vi. The number of complaints received using the internal log format (WSS 76a and 76b) should increase from the present 6%.
- vii. The number of complaints receiving a response at stage 1 within 10 working days should be increased to at least 60%. The previous timescale of 20 working days should continue to be reported on. The percentage of complaints being responded to in 20 working days should be maintained in excess of 80%.
- viii. The revised programme of training should be monitored and reported on to CSMT.
- ix. That the Customer Care Team work with family placements to develop the training package delivered to foster carers to include complaint specific training. This should commence from September 2007.
- x. The proposals for learning from complaints will provide for a pilot period and will allow for reporting on this within the year 2007 – 08. Depending on the outcomes and findings, this will seek to achieve the process being fully implemented on 1st April 2008.

9. Recommendations

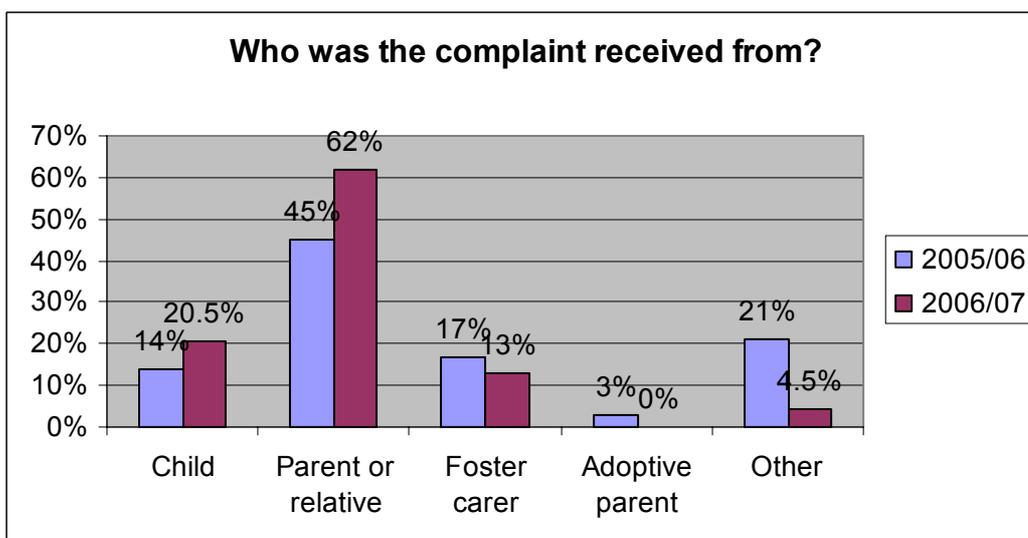
- That CSMT endorse the proposals for the learning from complaints process
- That CSMT endorse the contents of this annual report and the targets contained within
- That panel approve the revised programme of training and managers agree to encourage attendance as appropriate to the aims and objectives of the individual and the council.

Graph (i)



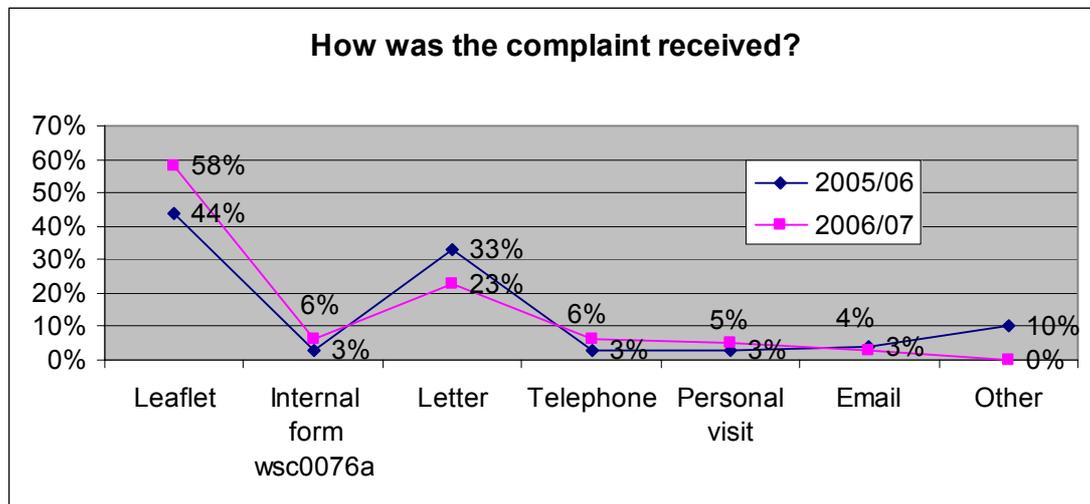
Graph (i) demonstrates that the A&I service area received 44% of all children’s services complaints with LAC services receiving 24%. This is an increase for both service areas of 6% of all complaints. When compared to last year’s figures. The number of compliments received and reported to the Customer Care Team has shown a slight increase. The number of complaints reported with regard to the Family Placement Teams has shown a decrease of 4% of all complaints received.

Graph (ii)



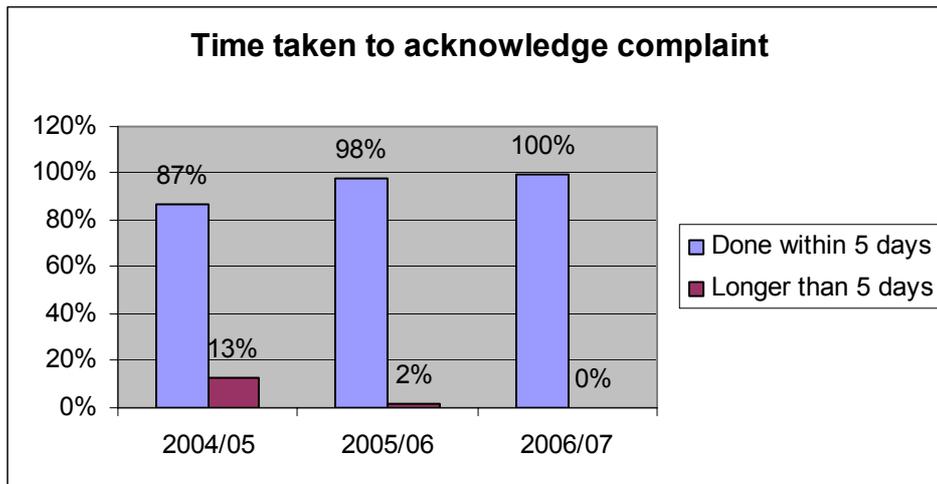
Graph (ii) demonstrates that there was an increase of almost 50% in the number of complaints received from children and young people. This exceeds the target agreed by CSMT in the previous report. This increase can be attributed to a raised awareness of children and young people and the staff and carers who support them. There has also been a marked reduction in the number of complaints received from people in the 'other' category. This demonstrates a better understanding of the software being utilised and a better use of the systems and information available to the customer care team. The number of complaints received from a relative of a children or young people has increased by 38%. Almost 60% of the complaints received from a relative were with regard to the Assessment & Inclusion service.

Graph (iii)



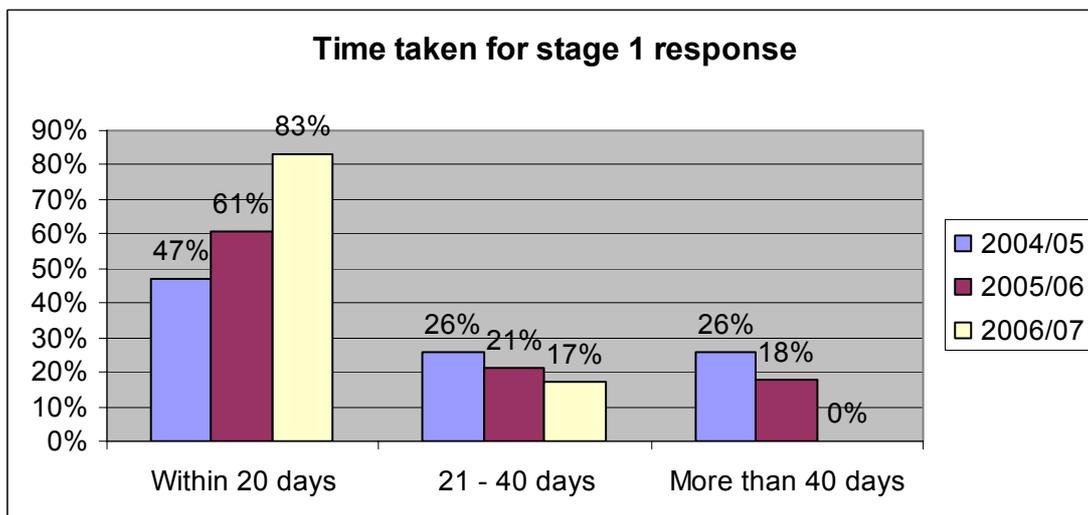
This graph shows an increase in the use of the internal log form from 3% to 6% of all complaints received, achieving the target agreed by CSMT. There is a marked increase in the use of the Comments Compliments & Complaints leaflet, demonstrating an increase in availability and access to the leaflet. This is countered by a decrease in the use of letters and a total reduction in the number of complaints categorised as 'other', demonstrating clear improvements in recording within the Customer Care Team.

Graph (iv)



Regulations require that all complaints are acknowledged within 5 working dates of receipt by the local authority. Graph (iv) demonstrates that all complaints were acknowledged within the given timescale with average time taken being just 1 day. This reflects improvements in processes within the Customer Care Team and an increase in the awareness of requirements across children's services.

Graph (v)

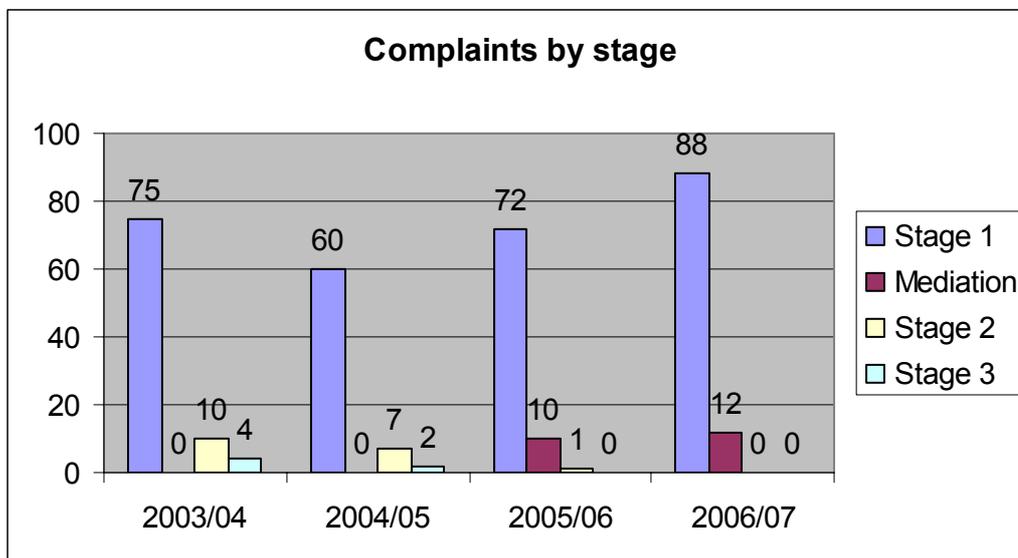


Graph (v) provides clear evidence of big improvements in response times with 83% of complainants being provided with a response within 20 working days. No complaints took more than 40 days to receive a response at stage 1. It should also be noted that there have been improvements in the quality of stage 1 responses. This can be partly attributed to the impact of training and

better networking, with managers making use of the support offered by the customer care team.

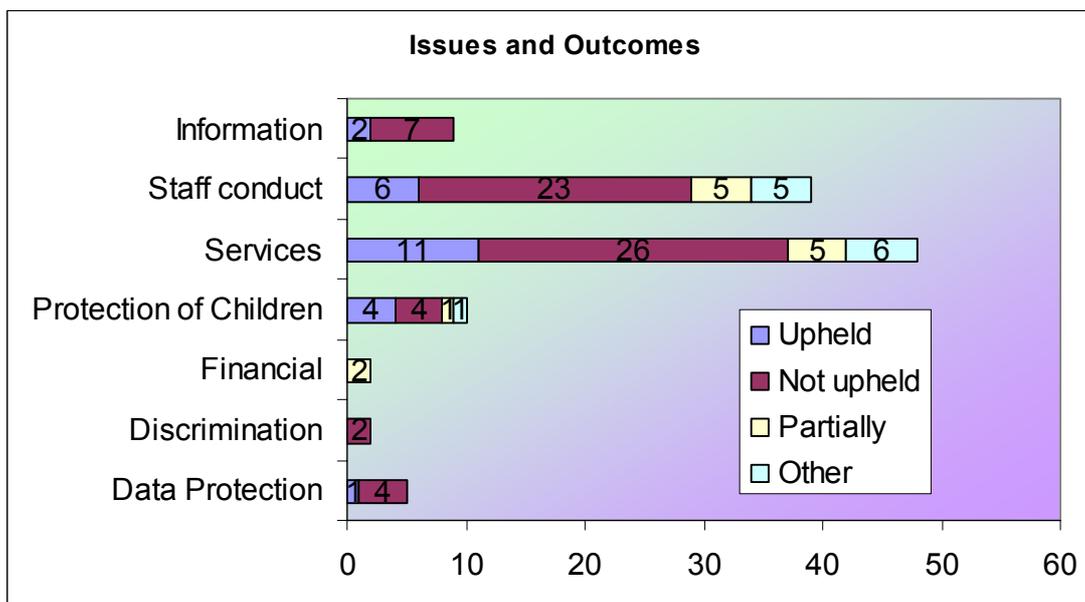
In September 2006, the timescales for this changed and the requirement is for responses to be made within 10 working days unless the complaint is complex when the timescale can be extended to 20 working days. It is worth noting that, for complaints received after 1st September (the date that new regulations came into force), 59% of complaints were responded to within 10 working days.

Graph (vi)



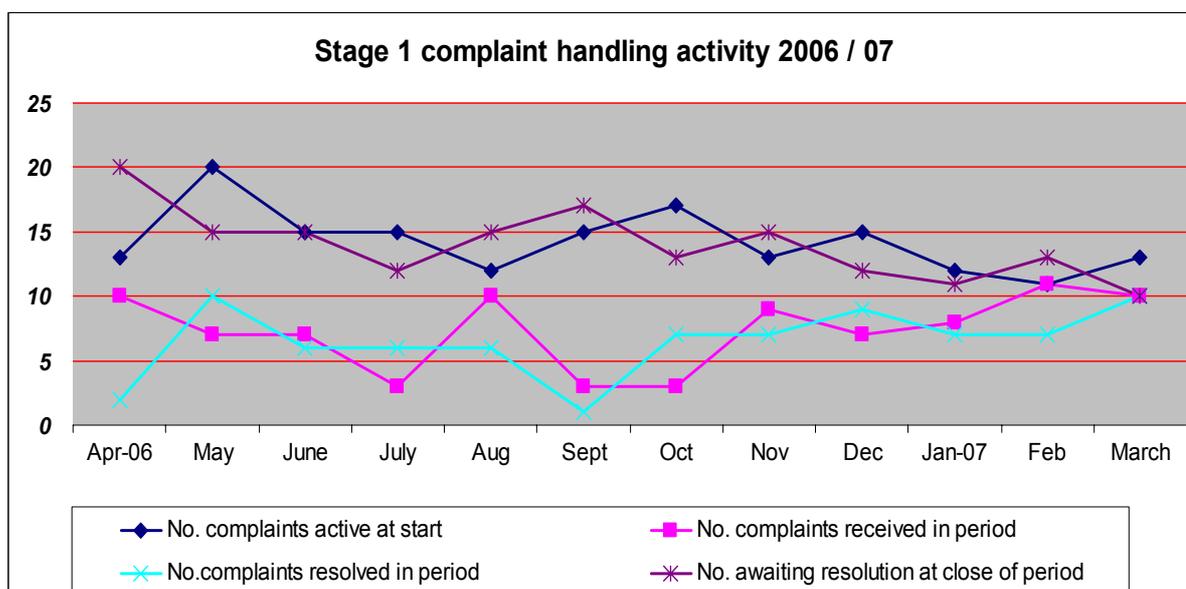
This demonstrates a continued increase in the number of complaints received and processed at stage 1 of the procedures. There is also a continued increase in the successful use of mediation with no stage 2 investigations taking place as a direct result. This results in no requirement for stage 3 reviews and provides better financial and time management for the council.

Graph (vii)



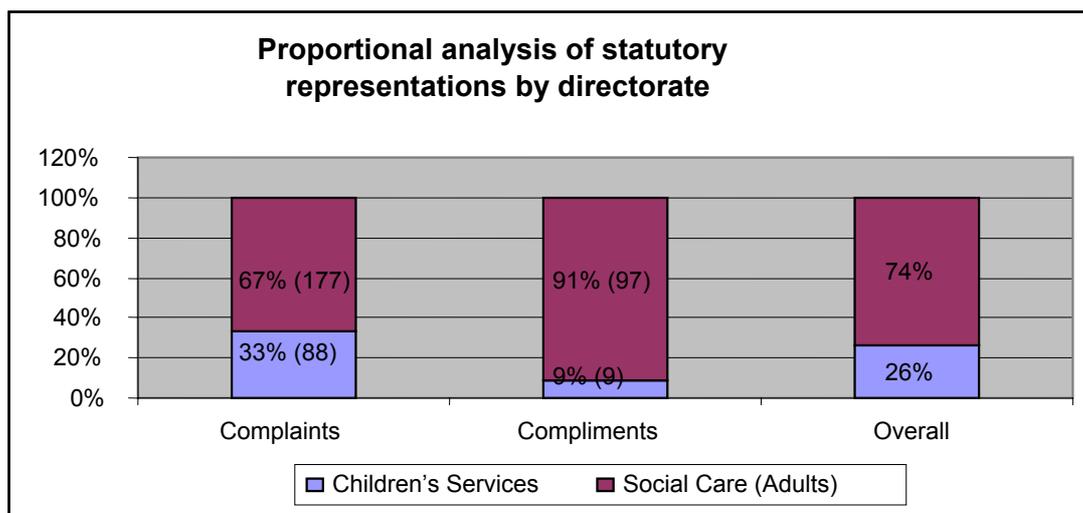
Graph (vii) provides evidence of the nature of complaints and their outcomes. The total number of issues complained about was 115 (some complaints have multiple issues). The majority of complaints relate to the services that are provided and staff conduct in the delivery of these. 56% of all complaints were not upheld, compared to 45% in the previous report and 21% were upheld (20% last year). 11% of complaints were partially upheld, a decrease on last year's 13%.

Graph (viii)



Graph (viii) demonstrates the volume of complaints handling within the Customer Care Team. It is based on the receipt of complaints and compares these to the number resolved month on month.

Graph (ix)



Graph (ix) compares the proportion of representations received relating to children's services with those relating to social care. The target agreed in last year's report was for an increase from 21% to 25% of all representations under statutory procedures. This graph shows that one third of complaints related to children's services, a substantial increase. This is offset by the number of compliments received in social care services. However, the overall figure of 26% still demonstrates that the target was achieved.

Briefing Report

Prepared for: Pauline Pilkington & CSMT

From: Paul Cooper, Customer Care Team

Subject: Changes in regulations and guidance affecting Walsall Complaints and Representations Procedures – Children's Services

Urgency: High

Background

The Children Act 1989 Representations Procedure has been amended following lengthy consultation by CSCI. Statutory Instrument 2006 No. 1738 comes into effect from 1st September 2006. The aim of this paper is to brief Walsall Children's Services Directorate on the specific changes.

The new regulations were published in July and the supporting guidance was published at the beginning of August. The changes to regulations reflect changes in legislation (most noticeably the implementation of the Adoption & Children Act 2002 and the government paper 'Every Child Matters').

There is a reference throughout the regulations and guidance to Local Authorities working 'expeditiously' to gain a satisfactory resolution to a complaint. There is also a focus on maintaining contact with the complainant and explaining any delays throughout the process.

Noticeable changes

1. **The change in timescales at stage 1** – The revised timescales at stage 1 state that resolution should be reached within 10 days of the start date of a complaint. This is half of the previous 20 day timescale afforded. The start date is defined as the date on which the local authority received the complaint, the date on which an advocate is appointed or the date when it is decided that the person making the representation has sufficient interest to warrant it being considered.
2. **Extended timescale at stage 1** – The period may be extended by the local authority where the representation is considered to be complex. The period of extension is to a maximum of 10 additional days.

3. **Stage 2 timescales** – For stage 2 investigations, the report prepared by the Investigating Officer should be sent out within 25 days of the agreed start date for the second stage.
4. **Extended timescale at stage 2** – If the 25 day timescale cannot be met, the complainant must be informed of the reasons and an extension up to 65 days from the start date at stage 2 may be agreed.
5. **Request for review panel** – The main change here is that the panel shall consist of 3 independent people, one of whom will act as the chair: Previously, Councillors made up part of the panel. The regulations do not state who should conduct the organisation of this process. However Walsall has historically had this provision coordinated by Constitutional Services. Following the panel's findings, it was the responsibility of the Director of Social Services to respond. However, Walsall does not have a Director of Social Services and it could be assumed that this responsibility will fall to the Director of Children's Services, namely David Brown.
6. **What may be complained about?** – the regulations provide that the following new functions may be the subject of a complaint: -

Children Act 1989

- The decision by the Local Authority to initiate care and supervision orders
- The effect of the care order and the Local Authority's actions and decisions where a care order is made
- Control of parental contact with children in care
- How supervisors perform their duties when a supervision order is in force
- Matters not relating to the court but have regard to applications for, and duties in relation to, child assessment orders
- Matters relating to applications for emergency protection orders and decisions relating to the return of children who have been removed
- Where social work information or report has gone to court, the child can complain about the accuracy of the report

Adoption Services (under 2002 act and 2005 regulations)

- Provision of adoption support services insofar as these enable adoptive children to discuss matters relating to their adoption (reg 3)
- Assessments and related decisions for adoption support services (reg 3 (iv & v))
- Placing children for adoption, including parental responsibility and contact issues (s. 18 to 29 of 2002 act)
- Removal of children who are or may be placed by adoption agencies (s.30-35)
- Removal of children in non-agency cases (s.36-40)

- Duties on receipt of a notice of intent to adopt (s.44)
- Duties set out in regulations in respect of: -
 - A local authority considering adoption for a child (pt 3)
 - A proposed placement of a child with prospective adopters (pt 5)
 - Placement and reviews (pt 6)
 - Records (pt 7)
 - Contact

Complaints and Special Guardianship Support Services

- Financial support for Special Guardians
- Support groups for children with regard to Special Guardianship
- Assistance in relation to contact
- Therapeutic services for children and young people
- Assistance to ensure continuation of relationship between child and Special Guardian

Procedures and public information is presently being reviewed by the Customer care Team and will be made available as soon as is practicably possible.

Training in Children's Services is available to staff and managers on the following 3 dates: -

21st September 2006

23rd November 2006

11th January 2007

Places can be booked by contacting Mel Guest on 650581.

Complaints and Representations (Children's Services)

Training calendar 2007-08

Mon 23 rd April 2007	Lichfield Road (residential) only
Weds 23 rd May 2007	Children's services
Tues 19 th June 2007	Residential Services only
Thurs 12 th July 2007	Children's services
Weds 19 th Sept 2007	Residential Services only
Tues 30 th Oct 2007	Children's services
Thurs 6 th Dec 2007	Residential Services only
Weds 23 rd Jan 2008	Children's services
Tues 4 th March 2008	Residential Services only

The training dates allocated as 'Residential services only' are for all residential staff, including domestic staff and unit managers. The training will look at roles and responsibilities of the individual and aims to raise the awareness and importance of the complaints function in giving the child a route through which to be heard.

Those dates indicated as 'Children's services' are aimed at managers from all levels, senior practitioners and residential unit managers and their assistants. This training will consider the need for these individuals to complete stage 1 investigations and how to format a robust and helpful stage 1 response.

All training dates will take place at Manor Farm and run from 10 am to 12:30.

Booking details are available through Mel Guest at OD

Tel: 650581
Email: questm@walsall.gov.uk

Any queries regarding the courses and their content, please contact Paul Cooper

Tel: 650490
Email: cooperpaul@walsall.gov.uk

In addition, the report sets out the service's performance targets for the current year. These included the following:

- Continued focus on the use of mediation techniques in appropriate cases
- Likewise a continued focus on the submission of complaints and representations directly by children and young people
- An increase in the number of total number of complaints and representations that are made
- Continued focus on set timescales for acknowledging the receipt of new complaints (5 working days), and on responding promptly to non-complex complaints and all other complaints
- The development of training – both for managers and for foster carers
- A six month pilot study of the learning from complaints procedure, implemented from September 2007
- The development of service standards relating to the service.

A further report will be submitted later this year on the service's performance in these respects, including targets for the future. However, panel members are advised that the initial findings of the learning from complaints pilot study, which ran from September 2007 to February 2008, are that complaints and other representations provide our services with a rich source of information about the young people who use and rely upon our services, and can highlight areas where services need to review and revise current procedures and practice. A detailed report will be prepared for submission to the performance boards of both the Children & Young People and Social Care & Inclusion directorates with a view to 'roll out' these arrangements as a key part of our complaints handling procedures, whereby at the conclusion of a complaint, a short meeting is arranged between the relevant service manager and an officer of the Customer Care team, to review the process, to identify learning points for the service leading to specific action to review and revise procedures and practice as appropriate.

The statistics contained within the attached report have been produced by the Customer Care team utilising dedicated complaints monitoring and reporting software 'Respond'. This development has assisted the service to report on complaints and representations to directorate and service performance boards, to assist in tracking complaints and ensuring the prompt response and resolution of those complaints. Improvements in our systems have facilitated the further development of our systems for learning from complaints, a key target for the year.

Also, changes in the internal structure of Corporate Performance Management have enabled the development of closer working links between the council's corporate complaints handling arrangements 'Tell Us', arrangements for responding to the Local Government Ombudsman and the statutory arrangements for Adult Services and Children's Services, enabling good practice to be shared, and use of resources to be used to maximum effect.

Background papers:

The Statutory Children's Services Complaints & Representations Report for 2006/07, prepared for submission to senior managers of the Children & Young

People directorate, which is appended to this report. The report is available to local residents via the council web site.

Reason for scrutiny:

The report is presented here for scrutiny in order that Members may be informed about performance in this area of council activity, including the achievement of previous performance targets.

Resource and legal considerations:

The council's procedures for complaints and representations, including the preparation of an annual report, meet statutory requirements.

Citizen impact:

The provision of arrangements for complaints and representations, the promotion and provision of publicity about those arrangements to service users and clients, and the delivery of training and awareness raising sessions about the arrangements, reflect the importance attached to the service, which enables service users and clients to raise any concerns they may have, and to have those concerns promptly addressed. The development of enhanced arrangements for learning from complaints and other representations received from service users, will help enable the service to be fine tuned, and to meet expectations.

Environmental impact:

There is no specific environmental impact arising from the service, or from issues raised in this report.

Performance management:

As noted above, the service reports on its performance, and on complaints received, to performance boards on a regular and on-going basis. Complaints and representations from service users are a valuable source of customer feedback about our services, and steps have been taken to develop further arrangements for learning from complaints. Following the recent evaluation of the pilot study, the results will be shared with directorate performance boards, and action taken to build these arrangements into on-going procedures for complaints and representations.

Equality Implications:

Arrangements for the receipt of complaints and representations from service users, and for learning from complaints received, link across to arrangements to reduce and eliminate inequality in service provision and in the community.

Consultation:

The Customer Care team seeks the views of complainants and those making representations on the way in which their complaint or comment has been dealt with. The team works closely with the services concerned, through training, open days, through performance boards, and day to day contact, to ensure that its service continues to meet the needs of the directorate and its services.

Contact Officer:

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Customer Care Manager
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cooperpaul@walsall.gov.uk

BRIEFING NOTE

TO: Children and Young Peoples Scrutiny and Performance Panel

DATE: 17 April 2008

RE: Positive Activities Working Group

Purpose

To appoint a working group to consider and make recommendations to Cabinet on positive activities for young people following a motion from Council on 23 April 2007.

Background

At its meeting on 23 April 2007 Council agreed the following motion:

As from 8.1.07 under section 6 of the Education and Inspections Act 2006, local authorities are expected to secure access for young people to “positive activities” including youth clubs, sports facilities and arts projects. “Positive activities might include sports clubs, cultural events, volunteering schemes or arts projects but the scope is broad and activities can be educational or recreational – so long as they contribute to young people’s well being”. Projects should be delivered in partnership with the voluntary and community sector.

This Council therefore requests the Children and Young People’s Scrutiny Panel to consider this duty and investigate the provision for positive activities available to different age groups. Furthermore, the responsible Cabinet Member provides a report together with any recommendations from Scrutiny to full Council (within six months) as to the implementation of the requirement of the 2006 Act.

The Panel resolved to appoint a working group to consider this issue on 6 September 2007.

Following a review of scrutiny procedures each new working group will now be formally set its terms of reference, through an initiation document, by the convening Panel.

A suggested initiation document, containing the working groups terms of reference, is attached at Appendix 1 to this report.

If the Panel decide to approve the initiation document and terms of reference for the working group it is suggested that the Panel appoint a group of Members to complete the project.

Recommendations

That: (a) subject to any comments Members may have, the initiation document for the Positive Activities Working Group be approved;

and:

(b) the Panel consider the Membership of the Working Group

Author

Angela Walker

Performance and Scrutiny Officer

☎ 01922 653609

walkera@walsall.gov.uk

Walsall Council Scrutiny and Performance Panel Work Group
Initiation Document

Work Group Name:	Positive Activities Working Group
Panel:	Children’s and Young People Scrutiny and Performance Panel
Municipal Year:	2007/08
Lead Member:	Councillor Chambers
Lead Officer:	Dave Haq (Louise Hughes)
Support Officer:	
Membership:	Councillor K Chambers Councillor E Hughes Councillor R Martin

1. Context	<p>Why has this work group been set up? Consider the main drivers behind it</p> <p>To respond to the Council motion on Youth Service (23rd April 2007) As from 8.1.07 under section 6 of the Education and Inspections Act 2006, local authorities are expected to secure access for young people to “positive activities” including youth clubs, sports facilities and arts projects. “Positive activities might include sports clubs, cultural events, volunteering schemes or arts projects but the scope is broad and activities can be educational or recreational – so long as they contribute to young people’s well being”. Projects should be delivered in partnership with the voluntary and community sector.</p> <p>This Council therefore requests the Children and Young People’s Scrutiny Panel to consider this duty and investigate the provision for positive activities available to different age groups. Furthermore, the responsible Cabinet Member provides a report together with any recommendations from Scrutiny to full Council (within six months) as to the implementation of the requirement of the 2006 Act.</p> <p>A progress report went from Children’s and Young People Scrutiny Panel to Council 5.11.07.</p>
2. Objectives	<p>What do you want it to achieve? It is important to have clearly defined outcomes at the start to give the working group direction and ensure it adds value.</p> <p>To consider the duty to secure access for young people to “positive activities”, as per the council motion. The proposal is to consider pre aged 13 (so key stage 2 aged 9-13 period of transition and ‘vulnerable ‘ time in development) and then post aged 13 (which extends up to the age of 19). With a focus on:</p> <ul style="list-style-type: none"> • The existing youth offer • Mindful of the engagement of vulnerable groups LAC, C&YP with learning and physical disabilities • Current compliance with legislation (Education Act 2006)
3. Scope	

	<p>What should be included and excluded?</p> <ol style="list-style-type: none"> 1. Comparisons / benchmarking (both process and data) statistical and geographical neighbours and any authorities with recognised good practice. 2. Evidence outside of activities e.g. ward walk, visits out, Councillor awareness of facilities in their ward. 3. Information about the STAR academy (voluntary organisation specialist IT and media) who are looking at a system developed and run by young people via mobiles and web. 4. Contact Passenger Transport Agency and ask that they contact the Children’s Trust to discuss how they identify and engage with children and young people. 5. Investigate how children and young people access opportunities to raise aspirations to achieve and improve their opportunities and the impact on future in terms of career. 6. Including the positive campaign by youth services promoting children and young people to challenge negative perceptions 7. Consideration of NEET (not in education, employment or training) figures and impact of work in this area. 8. Needs of not only vulnerable groups but also vulnerable times in development for children and young people. 9. Louise Hughes explained the current work that was looking to establish children area partnerships (CAPs) and that this may inform the work of the working group. 10. Consideration of the voluntary sector. 11. In addition it was recognised that the outcomes from the JAR inspection and the youth service inspection (when available) and also the key elements and priorities of the every child matters framework should also be considered.
4.	Who else will you want to take part?
	<p>Think about who else, other than lead officers and members, it would be useful to include either as part of the working group or to bring information at specific points. For example- partners, stakeholders, other authorities.</p> <p>A possibility to utilise a trainee or someone engaged in research (as part of studies e.g. Wolverhampton University) to assist with information gathering.</p> <p>The Passenger Transport Authority (PTA) was keen to engage with young people and to identify with key stakeholder groups and that he was aware there is currently an application for community radio with Ofcom and was interested how the youth offer had been considered within this.</p>
5.	Timescales & Reporting Schedule

Walsall Council Scrutiny and Performance Panel Work Group
Initiation Document

	<p>Needs to be completed within the same municipal year and so should be able to report to full panel by the last meeting at the latest but consider the subject- is there anything else that it may need to tie into (e.g. academic or financial year or to coincide with national/sub-regional developments) How often will update be provided to full panel?</p> <p>To be completed at Positive Activities Working Group 9 April 2008</p>
<p>6. Risk factors</p>	
	<p>Are there any obstacles that can be predicted? For example, is it dependent on other organisations outside your control and duty to cooperate. Identifying these factors early should help minimise their impact.</p> <p>To be completed at Positive Activities Working Group 9 April 2008</p>

Date Agreed:		Date Updated:	
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Timetable:

To be inserted once dates agreed.

BRIEFING NOTE

**TO: CHILDREN AND YOUNG PEOPLES SCRUTINY AND PERFORMANCE
PANEL**
DATE: 17 APRIL 2008

RE: CARRY OVER ITEMS

Purpose

To consider, what issues and working groups should be recommended for continuation during 2008/09.

Report

As this is the last meeting of the 2007/08 municipal year it is prudent for all scrutiny and performance panels to consider what issues and working groups it would like to recommend the panel considers in 2008/09 once it has been reconstituted after the election.

Suggested carry over items for the Children & Young Peoples Scrutiny and Performance Panel work programme for 2008/09 are:

1. Positive Activities Working Group
2. Every Disabled Child Matters Charter
3. Youth Service Action Plan
4. School out-turn figures

If Members have any other suggestions for carry over items they are welcome to make these at the meeting.

Recommendations

That, subject to any comments that Members may wish to make, the carry forward items for 2008/09 be agreed.

Author

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