

**Education and Children's Services Overview and Scrutiny Committee**  
**11 October 2016**  
**Report of the Independent Chair of the Education Challenge Board and the**  
**Special Educational Needs, Disability & Inclusion (SENDI) Challenge Board**  
**Frances Done**

**Ward(s) All**  
**Portfolio; Councillor Rose Burley - Education and Children's Services**

**1. Executive Summary:**

The purpose of this report is to update the Committee on i) the work of the Education Challenge Board (the ECB) which was established in November 2014 and ii) the establishment of a new Special Educational Needs and Inclusion (SENDI) Challenge Board in June 2016, and progress to date.

The report outlines progress in relation to the current performance of schools and pupils, the implementation of the School Improvement Action Plan, the outcome of the recent re-inspection by OFSTED and the associated post OFSTED Action Plan.

The SENDI Challenge Board was established with the same independent chair as the Education Challenge Board. This report includes the new Board's Terms of Reference, information about progress to date and the Board's future priorities.

**1.1 Reason for Scrutiny:**

The OFSTED inspection report relating to local authority school improvement services published in June 2014 found that the local authority's arrangements for supporting school improvement were ineffective.

**1.2 Recommendations:**

Members are asked to note

- i) Progress to date
- ii) The establishment of the SENDI Challenge Board
- iii) The Board's concern about the current position in relation to the delivery of Education, Health and Care Plans (EHCP) for children with SEND and the action being taken
- iv) The importance of the Walsall wide review of the needs of children with SEND and the provision required to support them being completed in good time for the outcome to be considered as part of the Council's and health partners' budget planning processes for 2017/18.

**1.3 Background Papers:**

Walsall School Improvement Strategy and Action Plan.  
Walsall Inclusion Strategy

**1.4 Resource & Legal Considerations:**

None

**1.5 Citizen Impact:**

None

**1.6 Environmental Impact:**

None

**1.7 Performance Management:**

None

**1.8 Equality Implications:**

The work of the two Boards is focussed on securing equal opportunity for all Walsall children by giving every single child the best possible chance of success.

**1.9 Consultation:**

None

**1.10 Contact Officer:**

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**2. Background & Current Position**

The OFSTED inspection report relating to local authority school improvement services published in June 2014 found that the local authority arrangements for supporting school improvement were ineffective.

In response to OFSTED'S finding the Children and Young People's Partnership approved a School Improvement Strategy and a related Action Plan. One of the commitments in the Plan was the establishment of an Education Challenge Board with an independent chair which is monitoring progress and providing challenge for the implementation of Walsall's Strategy. This is being achieved by:

1. Providing constructive challenge to those responsible both for delivering improved outcomes in schools and those providing support to schools' improvement.
2. Monitoring the raising of standards at all key stages across all schools and academies.
3. Monitoring the proportion of schools judged good and better as well as those requiring improvement.
4. Evaluating the impact of improved leadership and management.
5. Evaluating the impact of the Council's School Improvement function.
6. Monitoring and evaluating the progress of the post Ofsted actions to ensure they are contributing to the strategic aims of the overall school improvement strategy.

In addition the Board is;

- Examining the progress being made in enabling schools to play a full role as the key universal service in the wider partnership for children.
- Reviewing the quality and impact of services available to support and challenge schools and other settings.
- Evaluating the impact of sector led improvement and research in practice on school improvement.

The membership of the Board comprises representatives of the Headteacher and Governor School Improvement Working Group; Secondary, Primary and Special School Headteachers, a business person from Walsall, and an academic from Birmingham City University in addition to the Portfolio Holder for Children and Young People, the Director of Children's Services and the Assistant Director, Access and Achievement. The Board meets every two months.

Since my last report the Education Challenge Board has focussed on three key areas, summarised in the report below namely;

- reviewing current performance of schools and pupils
- monitoring progress in implementing the School Improvement Action Plan and
- challenging and advising on the revised Action Plan arising from the recent re-inspection by OFSTED.

### **3. Reviewing Performance**

At each of its meetings the ECB carefully reviews the latest available performance data, drilling down where appropriate to identify issues and potential opportunities for improvement.

The high level scorecard reviewed at the September 2016 meeting is attached as Appendix A. This indicates performance relative to the success measures included in the revised School Improvement Strategy.

#### **Pupil performance**

A summary of the 2016 results is given below. However, comparisons with previous years are complicated by several recent changes in the way in which the DfE measure achievement and progress at some key stages

#### **Early Years 2016 Outcomes**

- The 'Good Level of Development' (GLD) for Walsall has improved by 4% rising from 61% to 65%.
- National GLD has also improved by 3% from 66% in 2015 to 69% in 2016
- The gap to national is around 4% which has narrowed by 1% on previous year.

#### **Year 1 Phonics Screening Test**

- The percentage of pupils passing the year 1 phonics screening test in Walsall rose by 3% from 79% to 82% in 2016.
- This outcome is 1% above national and Walsall has been above the national average since the test's inception in 2012.
- The national pass rate has risen by 4% in 2016 and the gap to Walsall has now narrowed to 1%.

#### **KS1 Outcomes**

With national curriculum changes for 2016 the DfE have introduced a new assessment measure for outcomes at KS1 and KS2. The new measure is "working at the expected standard" (EXS).

- Reading outcomes for 2016 indicate that 72% of pupils achieved the expected standard. This is 2% below the national average.
- Writing outcomes for 2016 indicate that 62% of pupils achieved the

- expected standard. This is 4% below the national average.
- Maths outcomes for 2016 indicate that 71% of pupils achieved the expected standard. This is 2% below the national average.

### **KS2 Outcomes**

Walsall has 7 schools with unpublished KS2 writing data\* which also affects the overall LA RWM and combined figures.

- These schools have reported issues with the NCA tools website in uploading their data to the DfE on deadline day.
- Reading outcomes for 2016 indicate that 60% of pupils achieved the expected standard. This is 6% below the national average.
- Writing outcomes for 2016 indicate that 71% (77%\*) of pupils achieved the expected standard. This is 3% below the national average.
- Maths outcomes for 2016 indicate that 67% of pupils achieved the expected standard. This is 3% below the national average.
- RWM combined outcomes indicate that 46% (50%\*) of pupils achieved the expected standard. This is 7% below the national average.

\*outcomes when those 7 schools missing data is included. The DfE will publish these in January.

The DfE has introduced a new progress measure for 2016. The national average score will always be zero and schools making more than the national level of progress will have a positive value and those below a negative value.

- Walsall's progress in reading was -1.0
- Walsall's progress in writing was +0.6
- Walsall's progress in maths was -0.3

### **Secondary - KS4**

- The DfE has introduced new assessment measures for outcomes at KS4. The new measures are Attainment 8 and Progress 8. Attainment 8 is the average point score achieved in 8 GCSE subjects.
- Progress 8 calculates how much progress has been made in those 8 subjects since the students undertook SATs testing at the end of primary school. The national Progress 8 will always be zero. Schools making more than the national level of progress will have a positive value and those below a negative value.
- Walsall's Attainment 8 Score is 46.2 and our Progress 8 score of -0.07.
- Walsall's 5+ A\*-C Inc. Eng & Ma has increased by 4.1% on 2015 outcomes. This is now above the 2015 national figure.
- Walsall has seen a substantial increase in % A\*-C passes in English of 7.9%. The LA is now 11% above national.
- The percentage of A\*-C passes in maths has improved by 2.6% and is now 1% above national.

### **Secondary – KS5**

The DfE have introduced new assessment points score for KS5. Comparisons to previous years are no longer possible.

- Walsall's average points per candidate 103.7pts.
- Walsall's average points per entry 31pts.

At this stage these results are 'highly provisional' and are very likely to improve when the DfE unvalidated results are released.

## School performance

The ECB also keeps under review the trend in OFSTED inspection judgements for Walsall schools.

Published OFSTED judgements on school inspections since December 2013 have shown an improving trend;

### Schools judged good or outstanding by OFSTED

December 2013	65.5%
June 2015	73.3%
December 2015	75%
September 2016	76.5%
National average	88.0%

Walsall's OFSTED inspection results, measured by this criterion, are therefore improving but the national rate of improvement is greater. It is clear that if the objective of reaching the national average of schools judged good or better by 2018 is to be achieved then Walsall's **rate** of improvement must significantly increase.

The Board is clear that, whilst the local authority's task is couched in terms of performance in comparison to the national results, the fundamental objective of all involved is to ensure that every single child in Walsall is given the best possible chance of success through the provision of excellent education at all levels

#### 4. Monitoring Progress on the School Improvement Strategy Action Plan

The ECB continues to focus on the achievement of activity to support significant improvement in the performance of Walsall schools. The Action Plan has focused on six priority areas;

1. Ensure strong leadership in all Walsall schools.
2. Ensure the Local Authority improvement strategy is fit for purpose.
3. Ensure the Local Authority maintains an accurate and comprehensive knowledge of the performance of all schools.
4. Ensure a robust and unambiguous approach to school categorisation, intervention and support.
5. Ensure high quality school improvement across all sectors.
6. Ensure effective school to school support across the Local Authority.

The Board has discussed progress in relation to one or two priority areas at each meeting. Since my last report to the Partnership there have been areas of progress including the development and roll out of the Walsall School Leadership Strategy and the building of a framework for school to school improvement support. Both of these have been achieved in close collaboration with teaching schools and headteachers across the whole system. Whilst these are developments which are still very much 'work in progress' they are both key to future improvement in educational outcomes for Walsall children.

The ECB has recognised a growing level of confidence in Headteachers that the authority is genuinely committed to moving towards a more enabling and

sustainable model of school improvement support. This is also evidenced by much greater level of contact with schools by the Portfolio Holder and Children's Services senior leadership involving regular and co-ordinated visits to schools.

It is also helpful that since my last report the authority has finally, after some significant delay, achieved permanent appointments to key posts in the School Improvement Team including the Head of Service (SENDI), the Lead for School to School Improvement and the Head of Governor Services. Stability in senior staffing in the school improvement function is clearly important in achieving future improvement but it is also a key factor affecting the confidence of Governors and Headteachers across Walsall for whom the rate of staff turnover has been a major issue.

The ECB continues to provide challenge on the key areas for improvement and these are referred to in the paragraph below about the outcome of the most recent OFSTED re-inspection of the local authority's arrangements for supporting school improvement (LASI).

## **5. Ofsted Re-inspection in March 2016 & Key Areas for Further Improvement.**

OFSTED re-inspected the authority in March 2016 and reported on the outcome to the Director of Children's Services on 7<sup>th</sup> April. At its May meeting the ECB reviewed the OFSTED letter which concluded that there had been improvement, including improved leadership, since the 2014 inspection but that there was still a great deal to be done, reflecting that the percentage of good or better schools in Walsall was still around 10 per cent below the national average.

The letter outlined areas where improvement had been achieved and also key areas for future improvement. The letter acknowledged that the introduction of the ECB had 'sharpened the way the authority monitors the impact of actions taken to secure school improvement..... This is a credible initiative.' OFSTED also acknowledged the value of elected member visibility commenting that 'Many headteachers and principals have said that the increased visibility of the Elected Cabinet Member and the authority's senior officers has earned the trust and co-operation of more Walsall schools than was previously the case.'

In response to the LASI letter a Post Ofsted Action Plan has been prepared with the following key priorities;

1. Raise standards in all primary and secondary schools, and accelerate the progress pupils make so that their achievement at least matches national figures.
2. Close the achievement gaps between disadvantaged pupils and others, and improve the achievement of pupils who have special educational needs or disability so they make at least as much progress as other pupils nationally.
3. Make sure that the interventions and support provided for primary and secondary schools enable all schools to provide and then maintain a good or better standard of education.
4. Use assessment information and other key performance indicators to identify those schools at greatest risk of decline, including those that had previously been subject to 'light touch' support.

5. Where necessary, intervene sooner and more effectively in order to prevent a decline in school performance, making sure that the local authority fully exercises its formal powers of intervention, as set out in the Education and Inspection Act 2006, in those schools where leadership, governance, or both, are weak.
6. Improve attendance and reduce the rate of fixed-term and permanent exclusions to at least match national averages.
7. Make sure that the allocation of resources and personnel deployed to support and challenge schools are targeted to school partnership clusters where there is greatest need.

The ECB reviewed and challenged a draft of this Action Plan at both its July and September meetings together with the success criteria against which progress is being monitored. The success criteria included in the Action Plan are, for the most part, focussed on Walsall achieving national average performance in relation to both schools and pupils by 2018.

In addition to the priority areas for further improvement identified by OFSTED the ECB also intends to provide challenge and advice in relation to additional areas of importance;

- i) Governor support services: whilst there has been improvement achieved during 2015 and 2016 there is a need for greater clarity about the respective roles of the Walsall Governors' Association and the school improvement team's Governor Services. It is also important that a clear longer term action plan should be agreed for this area. Following the appointment of a permanent Head of Governor Services the ECB expects to review progress in these two areas at its meeting in November.
  - ii) Sixth form provision: The ECB regards this area of improvement as crucial for ensuring that all Walsall young people are able to access appropriate post 16 educational opportunities. A review of post 16 education is currently underway and the ECB will consider the outcome of the review with a view to identifying opportunities to improve both access and performance.
  - iii) The performance of Academies: in my 13<sup>th</sup> January 2016 report I drew attention to the fact that whilst many maintained schools still have scope for improvement, the performance of some Academies, and particularly sponsored Academies, is a cause of concern. This continues to be the case and whilst OFSTED's letter did not refer to this issue specifically it did refer to the positive working relationships established with sponsored Academies and most multi Academy trusts and the regular contact between the Executive Director of Children's Services and the Regional Schools Commissioner, who is responsible for Academies. Sponsored Academy performance will remain something that the ECB will focus on given the impact of their results on Walsall's overall performance, and most important, the impact on educational outcomes for the Walsall children who attend them.
- 6. Establishment of a Special Educational Needs, Disability & Inclusion Challenge (SENDI) Board.**

Over the last twelve months the ECB has given significant attention to the data

available in the authority's '*Narrowing the Gap*' data pack. This pack provides an analysis of Walsall's performance relative to national performance with respect to children with particular characteristics such as ethnic minority status, children entitled to free school meals and children with SEND. This has enabled the Board to identify areas where Walsall's performance is particularly poor relative to national performance.

As a result, a particular area of focus has been the performance of children with SEND. The ECB has supported the improvement support work taking place in this area but has been concerned that progress has been much too slow. In Spring 2016 the Executive Director of Children's Services decided that this area of work needed greater focus and would benefit from stronger external challenge. Consequently I agreed to chair a new SENDI Challenge Board, aligning its operation with that of the ECB to maximise the impact of both. The Terms of Reference and current membership of the new Board are attached as Appendix B.

The SENDI Challenge Board has met twice so far and has had initial discussions relating to the revision and updating of the Walsall Inclusion Strategy published in 2015, including success measures. Alongside this an Action Plan and scorecard are being developed. These will take account of the statutory responsibilities of Walsall Council, the CCG, NHS England, public health, schools, Early Years, Adult Services and other key partners who share responsibility for ensuring that children with SEND and other vulnerable children get the support they need to achieve their potential.

Key priorities for the revised Strategy which has the overall objective of improving outcomes for children with SEND and other vulnerable children include;

- Commissioning of specialist provision
- Parent and carer participation
- Delivering high quality Education, Health and Care Plans in accordance with required timescales
- Developing an integrated 0-25 service
- Ensuring the voice of each child is heard
- Developing a personal budgets policy
- Ensuring effective links between Early Help/Early Years strands and SENDI improvement work.

In relation to the third bullet point above, the Board has expressed concern that the authority is currently not fulfilling its responsibilities in relation to delivering Education, Health and Care Plans for children with SEND within the statutory timescales. This is causing frustration to parents/carers and schools. The Board has been assured by the new Head of Service (SENDI) that she is giving high priority to identifying the causes of this situation and implementing a plan of action to resolve it as soon as possible. The Board has requested an update on this at its November meeting.

Included in the Terms of Reference of the new SENDI Challenge Board is a responsibility for oversight of progress in relation to the completion of the Walsall wide review of the needs of children with SEND and the provision required to support them. The review will include the development of a five-year plan which responds to the findings. The very slow progress of this review, which was initiated in 2014, has been a cause of some loss of



confidence by Headteachers and other professionals involved in or affected by provision for pupils with SEND.

Members of the Scrutiny Committee are asked to note the crucial importance of this review being completed in time for the associated five-year plan to be considered as part of the Council's and health partners budgetary planning process for 2017/18. Notwithstanding Headteachers' concerns about delays to the review I am pleased that Primary, Secondary and Special School Headteachers are contributing very enthusiastically to the work of the newly established SENDI Challenge Board.

## **7. Conclusion & Next Steps**

The progress made in improving educational outcomes for children in Walsall and in improving the performance of Walsall schools has been acknowledged by OFSTED following its recent re-inspection and this reflects a high level of commitment and effort since 2014 by leaders and staff at all levels across the Council, schools and partner organisations. However, if the authority is to achieve its objective for every Walsall child, and in particular to achieve the challenging targets set in the School Improvement Strategy, the current rate of progress will have to be significantly increased.

It is intended that the establishment of the new SENDI Challenge Board will enable greater challenge and support to be given to those responsible for improving the educational outcomes for children with SEND and other vulnerable children. The contribution of the wider Children's Services partnership members to this area of work is crucially important to success.

I intend to report again on the work of both Challenge Boards in Spring 2017.

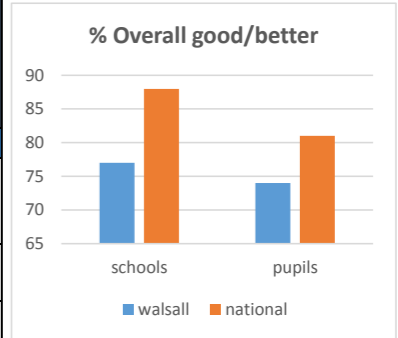
Author: Frances Done

Attachments; Appendix A Education Challenge Board September 2016 high level Scorecard  
Appendix B SENDI Challenge Board Terms of Reference

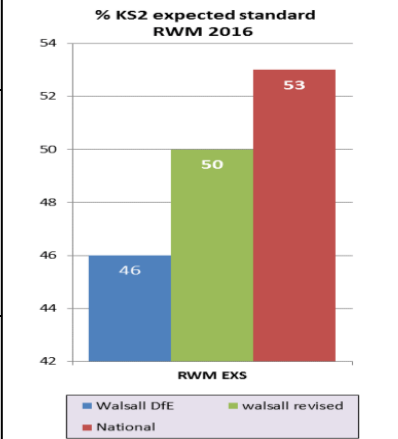
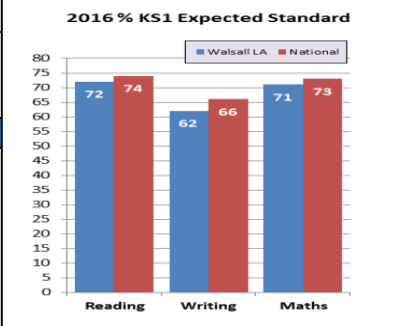
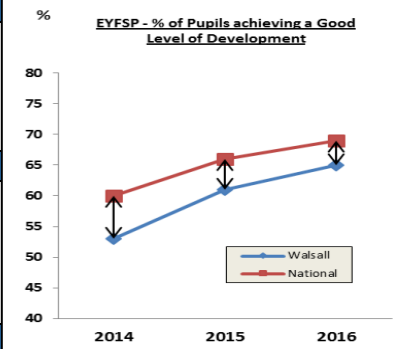
## Success Measures Scorecard 2015/18

**Priority** **Overview: Key measures of School Improvement Strategy (for detail see scorecards A), B) and C)**

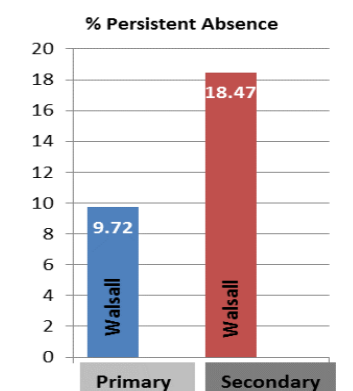
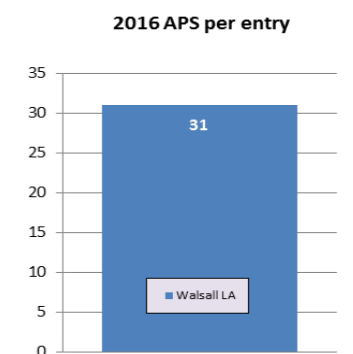
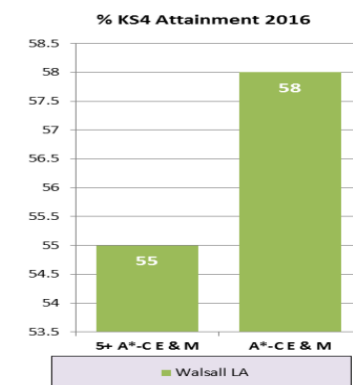
Measure	Baseline Sept -14	Actual Sept - 15	Actual Sept 16	Target	Longer term target	RAG	Progress Aut 2015
	% schools % pupils	%Schools % pupils	% schools % pupils	% schools % pupils	% schools % pupils		
<b>Overall - By July 2019 the proportion of good or outstanding schools matches or exceeds the Statistical neighbour / National average</b>							
WALSALL	70% schools 65% pupils	75% schools 71% pupils	77% schools 74% pupils	reduce gap to national by 40% +	0% gap to national (2019)		gap reduced with national for % schools but slower progress for % pupils
Statistical Neighbours	77% schools 74% pupils	78% schools 75% pupils	tbc	n/a	n/a	n/a	n/a
NATIONAL	80% schools 70% pupils	84% schools 79% pupils	88% schools 81% pupils	n/a	n/a	n/a	n/a



Measure	Baseline Sept 2014	Actual Sept 15	Actual Sept 16	Target 2016	Longer term target	RAG	Progress Aut 2015
<b>EYFS - Achievement in EYFS matches or exceeds the national average by July 2017.</b>							
EYFS Good Level of Development	LA 53%, Nat, 60%, SN 55%	LA 61%, Nat 66%, SN 62%	LA 65%, Nat 69% based on indicative 2016 data. SN TBC	reduce baseline gap by half	0 gap to national, July 2017		LA improved by 4%, national by 3% Gap to national reduced from 7% in 2014 to 4% in 2016
<b>Year 1 Phonics- In July 2015 and ongoing, Achievement in Y1 Phonics continues to exceed that in national/statistical neighbours.</b>							
Achieving the expected standard	LA 75%, Nat, 74%, SN 72%	LA 79% Nat 77% SN 75%	LA 82%, Nat 81% based on indicative 2016 data	maintain	maintain (2018)		LA improved by 7% from baseline, 3% from 2015 Target Achieved: National average exceeded
<b>KS1 - The proportion of pupils reaching the expected standard matches or exceeds the national average by July 2018</b>							
KS1 Reading - At or above the expected standard	LA 89%, Nat, 90%, SN 87%	LA 90% Nat 90% SN 88%	LA 72%, Nat 74% based on indicative 2016 data	To achieve above national (2016)	To achieve above national (2018)		Cannot compare new measures to previous years. Gap to national 2% based on early data as of 05.07.16
KS1 Writing - At or above the expected standard	LA 84%, Nat, 86%, SN 84%	LA 86% Nat 88% SN 85%	LA 62%, Nat 66% based on indicative 2016 data	0 gap to national (2016)	To achieve above national (2018)		Cannot compare new measures to previous years. Gap to national 4% based on early data as of 05.07.16
KS1 Maths - At or above the expected standard	LA 91%, Nat, 92%, SN 90%	LA 92% Nat 93% SN 91%	LA 71%, Nat 73% based on indicative 2016 data	0 gap to national (2016)	To achieve above national (2018)		Cannot compare new measures to previous years. Gap to national 2% based on early data as of 05.07.16
<b>KS2 - The proportion of pupils reaching the expected standard matches or exceeds the national average by July 2018</b>							
KS2 Combined Reading, Writing and maths working at or above the expected standard	LA 73%, x Nat, 79%, SN 77%	LA 76%, Nat, 80%, SN 78%	LA 46%, Nat 53% based on DfE SFR. Walsall based on full dataset is 50%. TBC Jan 2017	0 gap to national (2016)	0 gap to national (2018)		Cannot compare new measures to previous years. Currently the LA hold two datasets for KS2 results. The dataset that the DfE have reported shows 7 schools with missing Writing TA data. This dataset reports the Walsall Average as 46% and the National as 53%. These are the published figures. A second dataset from our Nexus software is more complete however and shows only 4 schools with missing TA results. This dataset reports the LA figure as 49.6%. It is thought that once missing TA data is included the Walsall average will rise to 50%. This will be confirmed in December. National however is also expected to rise.
KS1-2 Reading progress score	n/a	n/a	LA -1.0 provisional. SN TBC	Above national (>0)	tbc		A new progress measure introduced in 2016. A score of 0 means pupils on average, do about as well as those with similar prior attainment nationally. • A positive score means pupils on average do better • A negative score means pupils do worse
KS1-2 Writing progress score	n/a	n/a	LA 0.6 provisional. SN TBC				
KS1-2 Maths progress score	n/a	n/a	LA -0.3 provisional. SN TBC				
KS2 Combined Reading, Writing and maths Disadvantaged/Non Disadvantaged Gap working at or above the expected standard	LA 20%, Nat, 17%, SN 18%	LA 16% gap-provisional	LA 24% gap provisional. NAT & SN TBC	0 gap to national (2018)	To achieve above national (2018)		Due to new curriculum in 2016, outcomes cannot be compared to previous years. Based on Nexus reports 33.6% of disadvantaged pupils achieved the expected standard compared to 57.6% of those not disadvantaged.



Measure	Baseline Sept 2014	Actual Sept 15	Actual Sept 16	Target 2016	Longer term target	RAG	Progress Aut 2015
KS2 Combined Reading, Writing and maths SEN/Non SEN Gap working at or above the expected standard	LA 57%, Nat, 52%, SN 53%	58% gap - provisional	LA 46.2% gap provisional. NAT & SN TBC	0 gap to national (2018)	0 gap to national (2018)	TBC	Due to new curriculum in 2016, outcomes cannot be compared to previous years. Based on Nexus reports 8.7% of SEN pupils achieved the expected standard compared to 54.9% of those pupils with no SEN provision
<b>KS4 - By July 2018 LA average attainment will be at least in line with statistical neighbours and/or national average</b>							
KS4 Achieving 5 or more good GCSE's including English and maths	LA 49%, Nat, 53%, SN 53%	LA 50% NAT 53% SN 51%	LA 54.9% highly provisional	0 gap to national (2018)	To achieve above national (2018)	TBC	LA improved by 5.9 % from baseline.
KS4 Achieving a good GCSE in both English and in Maths	LA 51.0%, NAT 55.7%	LA 52.7%, NAT 55.8%	LA 58.1% highly provisional. NAT TBC	0 gap to national (2018)	To achieve above national (2018)	TBC	LA improved 7.1% from baseline. National data will be published in October 2016
KS4 Attainment 8 Score ( new measure to be reported from 2016)	n/a	n/a	LA 46.2% highly provisional. NAT TBC	0 gap to national (2018)	To achieve above national (2018)	TBC	no historical data as this is a new measure from 2016 onwards.
KS4 Progress 8 Score	n/a	LA 0.6	LA -0.07 highly provisional. SN TBC	n/a	To achieve above national (2018)	TBC	no historical data as this is a new measure from 2016 onwards. Data for 2015 reflects one school who opted into P8 early.
KS4 5+A*-C including English and maths Disadvantaged/Non Disadvantaged Gap	LA 28%, Nat, 27%, SN 29%	not yet available	available in Jan 17	reduce baseline gap by a third	0 gap to national (2018)	TBC	TBC
KS4 5+A*-C including English and maths SEN/Non SEN Gap	LA 47%, Nat, 45%, SN 46%	not yet available	available in Jan 17	reduce baseline gap by a third	0 gap to national (2018)	TBC	TBC
<b>KS5 - By July 2018 LA average attainment will be at least in line with statistical neighbours and/or national average</b>							
KS 5 APS per pupil	LA 695.4, Nat, 714.0, SN 663.5	LA 764 NAT 700, SN 664	LA 103.7 NAT & SN TBC	0 gap to national (2016)	To achieve above national (2018)	TBC	<b>The points system has changed significantly in 2016.</b> Outcomes are based on data submitted to the LA from schools for results day. Changes in the A Level points system in 2016 means that average point score data can no longer be compared historically. National data is due to be published in October
KS 5 APS per entry	LA 209.5, Nat 214.6, SN 208.5	LA 215 NAT 215, SN 210	LA 31.0 NAT & SN TBC	0 gap to national (2016)	To achieve above national (2018)	TBC	
KS5 Students remaining in an education destination	LA 78% NAT 72%	not yet available	available in Jan 17	maintain	To achieve above national (2018)	TBC	
<b>Persistent absence to meet or be better than the national average by July 2018</b>							
Primary % Persistent Absence (new 10% methodology for 2015)	LA 2.0% NAT 1.9%	LA 10.6% NAT 8.4%	LA 9.72% - Proxy figure from Capita One	reduce baseline gap by a third	0 gap to national (2018)	TBC	Based on 2015-16 proxy data from Capita one, Absence has decreased by 0.88% from the previous year.
Secondary % Persistent Absence (new 10% methodology for 2015)	LA 5.5% NAT 5.3%	LA 14.2% NAT 13.8%	LA 18.47% - Proxy figure from Capita One	reduce baseline gap by a third	0 gap to national (2018)	TBC	Based on 2015-16 proxy data from Capita one, Absence has increased from the previous year by 4.27%. data is provisional only and subject to change. Two Academy schools do not submit pupil level files to the LA so therefore are not included here.
<b>Exclusions to meet or be better than the national average by July 2018</b>							
Primary % Permanent Exclusions	LA 0.04% NAT 0.02%	LA 0.04% NAT 0.02	LA 0.07% - Proxy Figure from Capita One	reduce baseline gap by a third	0 gap to national (2018)	TBC	Based on 2015-16 proxy data from Capita one, exclusions remain in line with 2015 outcomes with a slight increase from the baseline figure
Secondary % Permanent Exclusions	LA 0.23% NAT 0.13%	LA 0.21% NAT 0.15	LA 0.65% - Proxy figure from Capita One	reduce baseline gap by a third	0 gap to national (2018)	TBC	Exclusions have increased by 0.38% from the 2015 outcome however data is highly provisional and subject to change .Two Academy schools do not submit pupil level files to the LA so therefore are not included here.
<b>NEET to continue to be lower than the national average by July 2018.</b>							
% young people not in education, employment or training.	LA 4.60% NAT 4.67%	tbc	LA 4.0% - July 16 figure	maintain	positive gap to national (2018)	TBC	currently achieved, maintain





### Walsall SENDI Challenge Board Terms of Reference

#### Overall Purpose: Provision of oversight and challenge for Walsall MBC's SENDI Improvement Strategy

- **Membership**

- Independent Chair
- Cllr Burley - Portfolio Holder
- Cllr Towe - Main Opposition lead member
- David Haley DCS
- Lynda Poole Assistant Director
- Jane Bonner, Head of Service School Improvement
- Clare Goss/Phil Ward/Margaret Wiredu/Karen Grandison SENDI team
- Karen Marcroft, QA and Performance
- Kay Mills Special School Headteacher
- Christine Fraser Special School Headteacher
- Sean Davies Primary/Nursery Headteacher
- Jenny Garratt – Primary/ Nursery Headteacher
- Kate Bargh, Rushall Primary (ARP)
- Stephen Pritchard-Jones Shepwell School
- David Hassell - Walsall EBP
- CCG
- Public Health
- NHS England
- Early Years
- Special School Governor
- Adult Services

#### Support:

- Business Support Officer
- QA and Performance Support
- Finance Support

#### Meeting Schedule:

- 6 times per year
- Agenda to be agreed between Independent Chair and Assistant Director in liaison with Portfolio Holder and Head of Service SENDI.

## **Children's Services**

### **Remit:**

The Board will provide oversight for the development of Walsall MBC's SENDI Improvement Strategy. It will also provide challenge and support for Schools, SENDI support and advisory services and others who are responsible for implementing the Strategy and delivering the associated Action Plan. The Board's overriding focus will be on achieving substantially improved educational outcomes for pupils with SEND.

The Board will also provide challenge in relation to the Walsall wide review of needs of children with SEND and the provision made to support them, which will be delivered in autumn term 2016, along with a five year action plan. Subsequently the Board will monitor the implementation of the five year action plan.

### **The Board's remit will be achieved by:**

- Providing challenge to all key partners with joint responsibility for contributing to the local area's effectiveness in identifying and meeting the needs of children and young people with SEND and children in other vulnerable groups
- Providing oversight for the development of the SENDI Improvement Strategy, the associated Action Plan, ensuring that it is based on an accurate understanding of Walsall's effectiveness in fulfilling its responsibilities
- Advising on the development of an appropriate scorecard
- Monitoring progress against the SENDI Improvement Strategy
- Assisting in the identification of key areas where change and development is needed to remove barriers to progress and to enable the outcome of pupils with SEND and other children in vulnerable groups to be significantly improved
- Oversight of progress in relation to the completion of the Walsall wide review of the needs of children with SEND and the provision required to support them; and the development of a five year plan which responds to the findings of the review
- Providing challenge and support to all those involved in delivering improved outcomes for SEND pupils in Walsall including Schools, SENDI support and advisory services and specialist providers.

### **Role of the Independent Chair:**

- To keep the Board focused on the key objectives of the Walsall SENDI Improvement Strategy and its implementation
- To ensure that the Board focusses strongly on supporting the improvement of outcomes for children and young people with SEND, and those of children in other vulnerable groups
- To ensure that the Board's findings are regularly reported to the Children and Young People's Partnership.
- To represent the board to all stakeholders as appropriate.

### **Reporting:**

- To the Children and Young People's Partnership Board and to the Education and Children's Services Overview and Scrutiny Committee.

### **Links with:**

- Headteacher Associations, Walsall Governor Association, JNCC, Regional Schools Commissioner, Academy Sponsors.

