

Education Overview and Scrutiny Committee

15 February 2024 at 18:00

Meeting Venue: Council Chamber at the Council House, Lichfield Street, Walsall

[Livestream Link](#)

Membership:

Councillor N. Latham (Chair)
Councillor P. Kaur (Vice-Chair)
Councillor S. Ditta
Councillor P. Gill
Councillor I. Hussain
Councillor S.B. Hussain
Councillor E. Morgan
Councillor L. Rattigan
Councillor C. Towe
Councillors G. Singh-Sohal
Councillor N. Gultasib.

Non-Elected Voting Members:

K. Hinton (Archdiocese of Birmingham Representative)
Vacancy (Diocese of Lichfield)

Vacancy (Parent Governor Representative – Primary)
C. Pruden (Parent Governor Representative – Secondary)
Vacancy (Parent Governor Representative – Special)

Non-Elected Non-Voting Members:

S. Guy (Primary Teacher Representative)
W. Duffus (Secondary Teacher Representative)

Portfolio Holder:

Councillor M. Statham – Education and Skills

Quorum:

Four Members

The Relevant Authorities (Disclosable Pecuniary Interests) Regulations 2012
Specified pecuniary interests

The pecuniary interests which are specified for the purposes of Chapter 7 of Part 1 of the Localism Act 2011 are the interests specified in the second column of the following:

Subject	Prescribed description
Employment, office, trade, profession or vocation	Any employment, office, trade, profession or vocation carried on for profit or gain.
Sponsorship	<p>Any payment or provision of any other financial benefit (other than from the relevant authority) made or provided within the relevant period in respect of any expenses incurred by a member in carrying out duties as a member, or towards the election expenses of a member.</p> <p>This includes any payment or financial benefit from a trade union within the meaning of the Trade Union and Labour Regulations (Consolidation) Act 1992.</p>
Contracts	<p>Any contract which is made between the relevant person (or a body in which the relevant person has a beneficial interest) and the relevant authority:</p> <p>(a) under which goods or services are to be provided or works are to be executed; and</p> <p>(b) which has not been fully discharged.</p>
Land	Any beneficial interest in land which is within the area of the relevant authority.
Licences	Any licence (alone or jointly with others) to occupy land in the area of the relevant authority for a month or longer.
Corporate tenancies	<p>Any tenancy where (to a member's knowledge):</p> <p>(a) the landlord is the relevant authority;</p> <p>(b) the tenant is a body in which the relevant person has a beneficial interest.</p>
Securities	<p>Any beneficial interest in securities of a body where:</p> <p>(a) that body (to a member's knowledge) has a place of business or land in the area of the relevant authority; and</p> <p>(b) either:</p> <p>(i) the total nominal value of the securities exceeds £25,000 or one hundredth of the total issued share capital of that body; or</p> <p>(ii) if the share capital of that body is more than one class, the total nominal value of the shares of any one class in which the relevant person has a beneficial interest exceeds one hundredth of the total issued share capital of that class.</p>

Schedule 12A to the Local Government Act, 1972 (as amended)

Access to information: Exempt information

Part 1

Descriptions of exempt information: England

1. Information relating to any individual.
2. Information which is likely to reveal the identity of an individual.
3. Information relating to the financial or business affairs of any particular person (including the authority holding that information).
4. Information relating to any consultations or negotiations, or contemplated consultations or negotiations, in connection with any labour relations matter arising between the authority or a Minister of the Crown and employees of, or office holders under, the authority.
5. Information in respect of which a claim to legal professional privilege could be maintained in legal proceedings.
6. Information which reveals that the authority proposes:
 - (a) to give any enactment a notice under or by virtue of which requirements are imposed on a person; or
 - (b) to make an order or direction under any enactment.
7. Information relating to any action taken or to be taken in connection with the prevention, investigation or prosecution of crime.
8. Information being disclosed during a meeting of a Scrutiny and Performance Panel when considering flood risk management functions which:
 - (a) Constitutes a trades secret;
 - (b) Its disclosure would, or would be likely to, prejudice the commercial interests of any person (including the risk management authority);
 - (c) It was obtained by a risk management authority from any other person and its disclosure to the public by the risk management authority would constitute a breach of confidence actionable by that other person.

Part 1 – Public Session

1. Apologies

2. Substitutions

To receive notice of any substitutions for a Member of the Committee for the duration of the meeting.

3. Minutes

To approve and sign the minutes of the meeting held on 11 January 2024.

(Enclosed, Pages 1 - 5)

4. Declarations of Interest

5. Local Government (Access to Information) Act, 1985 (as amended):

To agree that the public be excluded from the private session during consideration of the agenda items indicated for the reasons shown on the agenda.

6. Post-16 provision

An overview of the post-16 landscape in Walsall and the work of the Post-16 Strategy Group.

(Enclosed, Pages 6 - 12)

7. Post-16 Employment and Skills Service and Strategy

An update on the work of the Post-16 Employment and Skills Services and to update on the forthcoming Walsall Skills Strategy.

(Enclosed, Pages 13 - 19)

8. Alternative Provision

An update on Alternative Provision within Walsall Local Authority.

(Enclosed, Pages 20 - 26)

9. Attendance Report

To provide an update of school attendance data in Walsall and advise how Walsall continues to meet its statutory responsibility in regard to improving school attendance.

(Enclosed, Pages 27 -37)

10. Recommendation Tracker

To consider progress on recommendations from the previous meeting

(Enclosed, Pages 38 - 41)

11. Areas of Focus

To review the Committees Work Programme and the Forward Plans for Walsall Council and the Black Country Executive Committee.

(Enclosed, Pages 42 - 52)

12. Date of next meeting

The date of the next meeting will be 26 March 2024.

Minutes of the Education Overview and Scrutiny Committee held in the Council Chamber, Walsall Council House

Thursday, 11 January at 6.00 PM

Committee Members present:

Councillor N. Latham (Chair)
Councillor P. Kaur (Vice Chair)
Councillor S. Hussain
Councillor I. Hussain
Councillor E. Morgan
Councillor L. Rattigan

Portfolio Holder:

Councillor M. Statham – Education

Officers Present:

S. Kelly – Director (Access and Inclusion)
R. Thomas – Head of Access
L. Thompson – Head of Virtual School
N. Perks – Quality Assurance Team Manager
N. Gough – Democratic Services Officer

The Chair gave welcome and introductions paying testament to the outgoing Chair.

38. **Apologies**

Apologies were received from Councillors Towe and Clair Pruden.

39. **Substitutions**

There were no substitutions.

40. **Declarations of Interest and Party Whip**

There were no declarations of interest or party whip.

41. **Local Government (Access to Information) Act 1985 (as amended)**

There were no agenda items requiring the exclusion of the public.

42. **Minutes**

A copy of the Minutes of the meeting held on the 21 November 2023 were submitted [annexed].

Resolved:

That the minutes of the meeting held on 21 November 2023 a copy having previously been circulated, be approved and signed by the Chair as a true and accurate record.

43. **School Attainment data**

The Portfolio Holder introduced the report, and the Quality Assurance Team Manager highlighted the salient points (annexed). Members were informed that the report provided an overview of the key stage attainment results for 2023 compared to pre-pandemic levels.

Progress had been made in Walsall in reducing the gap to national. The year 1 phonics test was described, and it was noted that Walsall's data indicated that the gap between Walsall and national performance had widened from 2 percentage points in 2022 to 4 percentage points in 2023. Members were assured that this was an area of focus for the service, and reviews had been commissioned in the lowest performing schools.

The Committee was informed that in September 2023 there had been a return to pre-pandemic grading. Although the percentage of pupils achieving a grade 5 or higher in English and Maths reduced in 2023 in Walsall, levels were still above pre-pandemic levels and data was also comparable at national level.

Members challenged if good practice, of those schools performing better in relation to phonics, was being shared with those not performing so well.

Officers confirmed that this was the case – Members were informed that all schools had been ranked to offer targeted supported and focus visits to those that needed it. The Director gave an overview of priority areas, which included a focus on raising the attainment at key stage 2 with a target on phonics and early language.

The Committee congratulated the team, pupils, and staff for the hard work in raising results.

In response to questions from the Committee, Officers confirmed that the key area for focus based on the data was phonics and early reading (which was also a key area for Ofsted). In part this would be improved through school improvement partners and school clusters. Members questioned if there were phonics resources made available to Parents, Officers clarified that the best source of information would be the school and engaging the child in reading at home. The Portfolio Holder stated that the interaction between the teacher and the pupil was vital to mastering phonics, and this was why performance had been affected by the pandemic.

Further to this discussion, Members acknowledged that parents may not have a high level of literacy and questioned if there was support in place for them to enable the child to be supported at home. The Director explained that parents often learnt alongside their children – for example when schools ran phonics sessions. There were also adult education programmes and development programmes ran by children’s services – programmes aimed at Fathers were described.

Resolved

That the committee noted the provisional results available this year and the progress made in reducing the gap to national.

44. Ofsted Data and Outcomes

The Portfolio Holder introduced the report, and the Quality Assurance Team Manager highlighted the salient points (annexed). Members were informed that the report provided the latest Ofsted data for Walsall Local Authority and compared it with the national average over time. This shows the improvement journey the Authority had been on.

The Quality Assurance Team Manager described the types of Ofsted inspections to the Committee, alongside the performance of schools in Walsall which was now at national average.

A Member questioned what was being done in Walsall to improve attendance rates, and Officers stated that an update report would be considered by the Committee in February – this would provide an in-depth response on the issue.

The Portfolio Holder stressed that the team worked hard, and although the results might not be evident yet, the improvement of Ofsted ratings was an ongoing trend.

Resolved

That the Committee noted Walsall's Ofsted position and the progress made in reducing the gap to national.

45. Schools causing concern

The Portfolio Holder introduced the report, and the Quality Assurance Team Manager highlighted the salient points (annexed). Members were informed that the report provided an overview of the statutory duties that the local authority must undertake as part of the DfE 'Schools Causing Concern' (SCC) statutory guidance, together with the authorities own local protocols.

The Quality Assurance Team Manager explained that the process was managed and devised by the Authority, and where necessary school improvement plans were put in place.

In response to a question from a Member, Officers explained that if a school was rated as required 'improvement' or 'Inadequate' by Ofsted it would be categorised as 'red' which was of high concern to the Local Authority. It was noted that most schools rated as 'red' were due to Ofsted inspection outcomes. If a school was rated as 'red' it would be supported to become part of a federation – this model had been proven to work to improve standards.

Resolved

That the committee noted the effectiveness of the Schools Causing Concern protocols and recognised the improvement journey schools in Walsall have been on.

46. Recommendation Tracker

The Committee received the tracker of recommendations from previous meetings, including progress made and outstanding items.

[Annexed]

Resolved:

That the recommendation tracker be noted.

49. Areas of Focus

Resolved that:

The Areas of Focus be noted.

50. **Date of next meeting**

The date of the next meeting is scheduled for 15 February 2024.

There being no further business, the meeting terminated at 19:10.

Signed:

Date:

Post-16

Ward(s): ALL

Portfolios: Education and Skills Councillor Statham

1. Aim

1.1. This report provides an update on post-16 within Walsall LA

2. Summary

2.1. This report will provide scrutiny committee with an overview of the post-16 landscape in Walsall and the work of the Post-16 Strategy Group.

3. Report detail – Know

3.1. Within Walsall there are 19 secondary schools and Walsall College, which is a further education provider (FE). Walsall does not have a sixth form centre, the nearest provider being the Sutton Coldfield A-Level Centre, which is part of the Birmingham Metropolitan College. Brownhills Ormiston Academy* is the exception and does not currently have a sixth form.

1. Aldridge School
2. Barr Beacon School
3. Bloxwich Academy
4. Blue Coat Academy
5. *Brownhills Ormiston Academy**
6. Grace Academy
7. Joseph Leckie
8. Ormiston Academy
9. Pool Hayes Academy
10. Queen Mary's Grammar
11. Queen Mary's High
12. Shire Oak Academy
13. St Francis of Assisi R.C.
14. St Thomas More R.C.
15. The Streetly Academy
16. Walsall Academy
17. Walsall Studio School
18. West Walsall E-ACT
19. Willenhall E-ACT
- 20. Walsall College (FE)**

Schools and settings will have their own admission criteria for their sixth form that they will publish on their websites alongside their sixth form provision. Walsall College is an FE provider and offers a wide range of vocational and academic courses.

3.2. The Post-16 Strategy Group works to ensure that a broad and vibrant borough-wide offer of education and training is accessible for all students across the borough. It will seek opportunities to maximise the choice for the learner and actively engage with students to improve quality of the post-16 curriculum and therefore raise post-16 student outcomes across the borough.

3.3. Driven not only by local and regional employer need, the post-16 offer will raise aspirations and generate opportunity for diverse and rewarding career pathways into further and higher study, promoting social mobility and personal development.

3.4. The post-16 offer will see all providers working in collaboration to create an efficient and sustainable model of post-16 provision across the borough. In conjunction with high quality impartial career advice and guidance that meets all the statutory requirements. We will strive to ensure that every young person leaving school post-16 has a confirmed progression route.

3.5. The main aims of the group are:

1. To strengthen awareness of choice across a diverse portfolio of opportunity at post-16 education and training and to ensure that academic and vocational post-16 choices for all students in the borough are maximised.
2. To ensure that all providers share provision plans to enhance curriculum development across the borough and our neighbouring authorities.
3. To address barriers to accessing provision for post-16 learners across the borough and our neighbouring authorities.
4. To ensure strategies which encompass the needs of all young people, including the most able and those with SEND (see SEND banding document for SEND definition) are all linked together.
5. To ensure a high-quality post-16 provision for students with SEND and to target appropriate provision designed to support those with special educational needs and disabilities.
6. To ensure that care leavers are catered for in all provisions.
7. To generate parity of esteem across the post-16 offer by monitoring and sharing good practice, whilst respecting that different qualifications and training suits different learners, as linked to their intended career next steps.
8. To establish an information sharing protocol.

9. To use destinations data and Labour Market Intelligence (LMI) to help inform the post-16 borough-wide offer on an annual basis.
10. To work with the Black Country LEP and Careers Hubs to ensure that Gatsby Benchmarks are prioritised, and provision meets the needs of the labour market.
11. To maintain an IAG network for the benefit of all students, including links with the Walsall apprenticeship strategy.
12. To monitor and report on the impact of the Walsall Post 16 Steering Group in order to improve progress against these aims.
13. To target appropriate provision for young people aged 16-19 years old who are at risk of becoming NEET or are identified as NEET.

3.5 The current priorities within the post-16 strategy group are:

1. Implementation of the SEND and AP plan in relation to post-16 to support effective transitions and sustainable post-16 placements. This will also encompass preparation for adulthood to ensure children and young people will have improved transitions and access to a range of suitable, ambitious pathways post-16.
2. Mapping Walsall's post-16 offer and work with all providers and the SEND team to ensure all young people have successful transitions into post-16 placements. The group are working with key delivery partners to gather relevant data on the post-16 courses offered and their pupil take up to ensure the group have a true picture of what courses are available, how many students are taking up the offer and how these compare against the labour market findings.
3. Updated Student Survey - in 2023, a survey was carried out to capture young people's experiences of careers advice, identifying appropriate placements and transitions into those placements. This year the group are reviewing the survey to capture the views of young people in Y11, rather than in Year 12 when the last study was conducted. The aim of undertaking the survey is to gather pupil voice to highlight any gaps in provision and what advice young people feel they need, to inform future planning and implementation in this area.
4. To assess the sufficiency of course places across the post 16 landscape to ensure that students can access the right course(s) to continue their studies within Walsall settings. With schools and the College working in collaboration with each other, the aim is to offer a broad range of provision, tailored to the needs of all students who are transitioning from KS4 into KS5. Using modelling and historical student preferences, we will have insight to trends in student course preferences and post 16 cohort sizes, to inform planning for future provision.

3.6. Walsall are working closely with the Combined Authority to implement The West Midlands Combined Authority all-age careers strategy. This is part of the wider

ambition to ensure that the careers education, advice and guidance offer across the region is fit for purpose and meeting the needs of all residents and employers now and in the future. This includes a mapping exercise to evaluate careers advice provision across Walsall schools to evidence the current offer and how it is being developed to feed into the wider post-16 strategy.

4. Key Stage 5 (KS5) Data Information

4.1. In KS5, young people undertake A-Level or Vocational Exams. These are generally reported as an average point score and are undertaken at the end of Year 13. (Non-Statutory).

4.2. Headline attainment measures for KS5 are the average point score (APS) per entry which report level 3 qualifications by four performance cohorts (A level, academic, applied general, and tech level). The average point score per entry is calculated by dividing the total number of points achieved by students in a particular cohort by the total size of entries for those students.

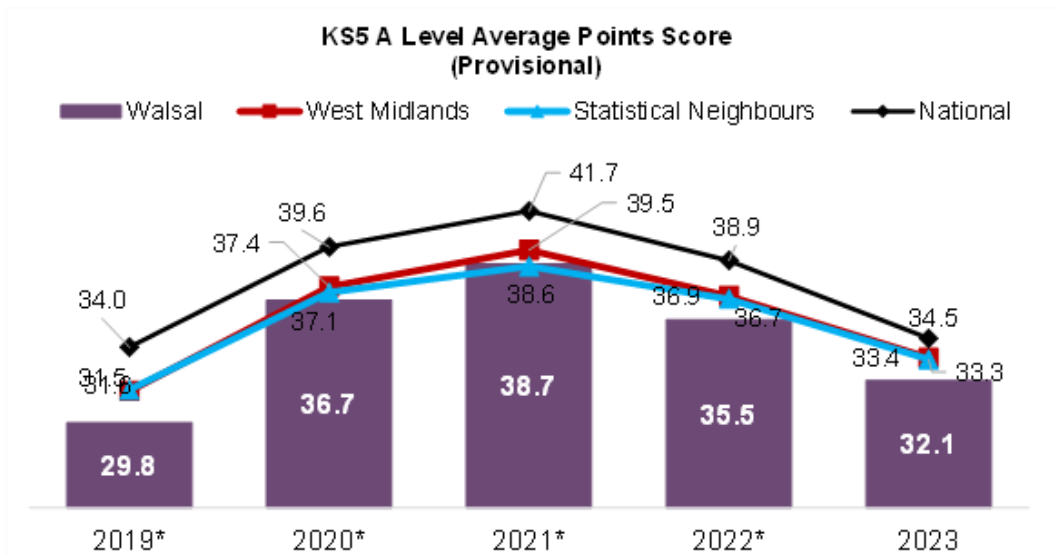
4.3. To be included in a particular performance cohort for a provider, the student must have entered for at least one of the following qualifications:

- **A Level** qualifications cover applied single award AS or A levels or applied double award AS or A levels. This covers students at the end of advanced level study who were entered for at least one A/AS level, applied single A/AS level, applied double A/AS level or combined A/AS level during 16-18 study. It does not include those pupils taking Tech levels.
- **Academic** qualifications cover A levels and a range of other academic qualifications taken at level 3, including AS levels, the International Baccalaureate, Applied A levels, Pre-U, Free-standing mathematics qualifications and the extended project.
- **Applied general** qualifications are defined by the DfE as 'rigorous level 3 qualifications for post-16 students who wish to continue their education through applied learning and that equip students with transferable knowledge and skills. These qualifications are reported in terms of a Distinction*/Distinction/Merit/Pass rather than a grade at A Level/Academic.
- **Tech levels** are defined by the DfE as 'rigorous level 3 qualifications for post-16 students wishing to specialise in a specific industry or occupation and that develop specialist knowledge and skills to enable entry to employment or progression to a related higher education course. These qualifications are reported in terms of a Distinction*/Distinction/Merit/Pass rather than a grade at A Level/Academic.

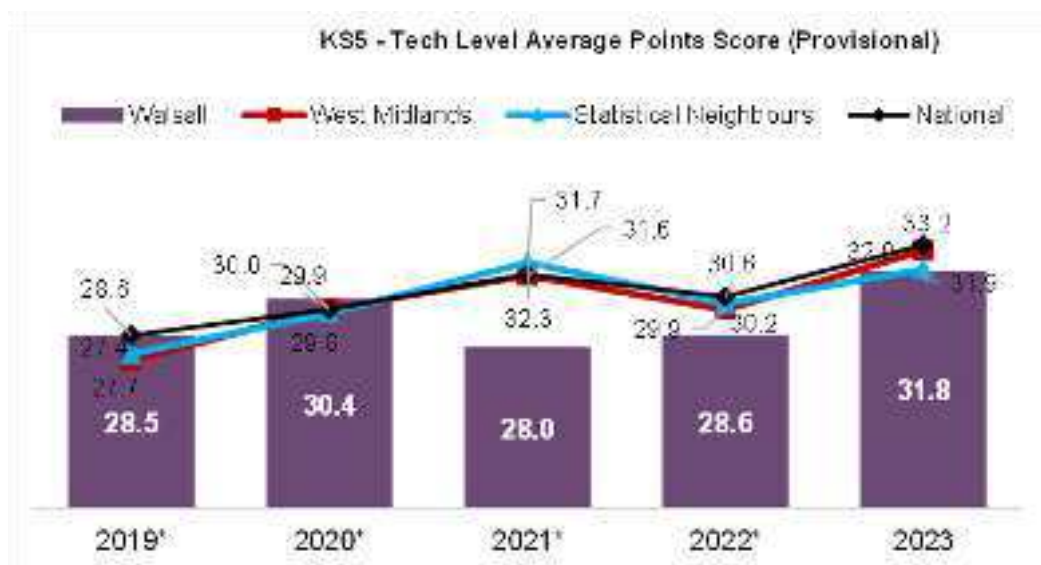
4.4. The latest provisional KS5 dataset was released by the Department for Education (DfE) on 16th November 2023. Validated data is expected to be released in January 2024 and changes to results are highly likely.

4.5. There was a reduction in the average points per entry for the A Level cohort, reflecting national trend. However, both national and Walsall rates are higher than pre-pandemic levels.

4.6. The gap between Walsall and national performance narrowed again in 2023, to 2.4 points gap for A Level average points score.

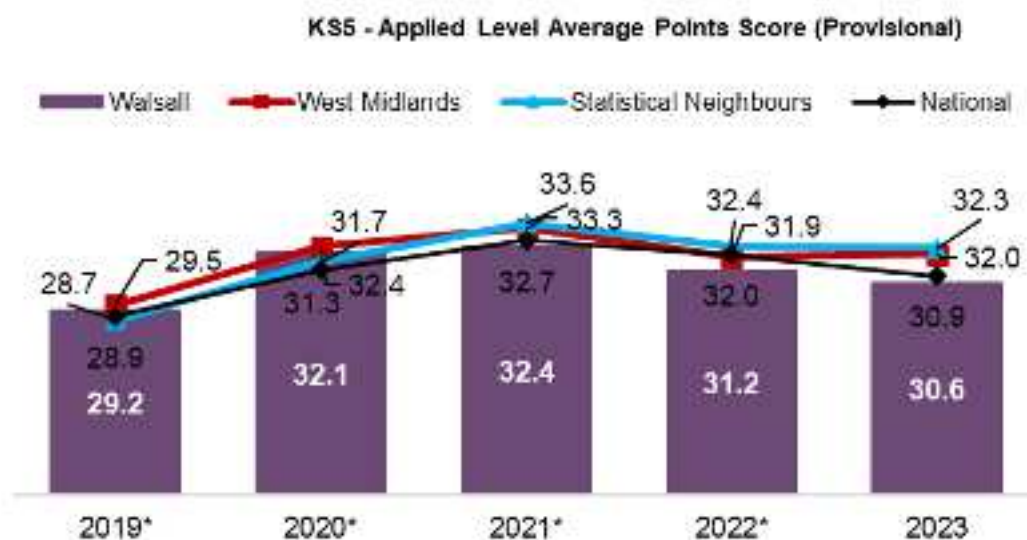


4.7. The average point score for Tech has improved from 28.5 points in 2019 to 31.8 points in 2023. However, the gap to national has increased when compared to pre-pandemic.



4.8. The average point score for Applied General in Walsall has improved on pre-pandemic levels. This is also true at national level.

4.9. The gap between Walsall and national performance has closed to 0.3 points in 2023, from 0.8 percentage points in 2022.



5. Conclusion

5.1. In conclusion, post-16 provision and outcomes remain a focal area for our Local Authority. We have made progress by creating the post-16 strategy group to drive priority areas forward and build relationships and trust between our providers.

A key focus moving forward is the mapping of post-16 provision across Walsall, to ensure the retention of Walsall learners within Walsall post 16 providers. By closing the loop between the requirements of the local labour market, careers advice in schools and the post 16 course offer, we will have school leavers with the right qualifications to enter workplace or move on to higher education.

The next 12 months will see further efforts to further develop our post-16 offer, to ensure good quality and positive outcomes across all post-16 settings in our region to ensure pupil's get the right support, in the right place and at the right time.

6.0 Decide

6.1 The committee may decide to request further information on the education outcomes of children within Walsall.

7.0 Respond

7.1 Any recommendations made by the committee will be responded to by the appropriate service area.

8.0 Review

8.1 The actions and outcomes within this report are monitored by Access & Inclusion SMT and by individual schools.

Author(s)

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15 February 2024

Post-16 Employment and Skills Service and Strategy

Ward(s): Boroughwide

Portfolios: Councillor Statham - Education and Skills

1. Aim

To update Members on the work of the Post-16 Employment and Skills Services and to update on the forthcoming Walsall Skills Strategy.

2. Recommendations

Members to review the current service offer and to consider future targeting of the services to specific key groups and future resourcing of new services.

3. Report detail

Raising the Participation Age (RPA) legislation requires all young people in England to continue in education or training until at least their 18th birthday. Local authorities have a statutory duty to 'assist, encourage, support and enable' young people aged 13-19 (and young adults with a learning difficulty and/or disability up to the age of 25) to participate in education or training. Local authorities are also required to ensure sufficient education places are available to meet the needs of this population in their area. Local Authority retain responsibility for providing targeted support for vulnerable young people and to provide regular statistical returns on participation including data on those Not in Education, Employment and Training (NEET) to Department for Education. To complement these statutory duties, local authorities voluntarily provide employment and skills support which are typically reliant on external grant and resources to sustain services.

3.1 Background

In England, in 2000, 13.7% of young people aged 18-24 were NEET and in 2023, that figure still stands at 13.8%. Since 2000 and prior to the 2020 pandemic, significant progress had been made to reduce young unemployment, but current figures suggest the rates are rising again. This phenomenon is not without consequences with strong evidence that being NEET or unemployed while young has a scarring effect on young people's outcomes hence increasing their likelihood of unemployment or low wages later on in life, of developing poor physical or mental health, and risks of gaining a criminal record.

Rising youth unemployment is a national issue, in the West Midlands region it is especially stark. Across the West Midlands Combined Authority (WMCA) latest figures show in November 2023 there were 23,885 young people aged 18-24 claiming unemployment-related benefits, and regional youth claimant rate (8.5%)

is much higher than the UK average (5.0%), with particularly high rates of youth unemployment in Wolverhampton (10.9%), Birmingham (9.4%), Walsall (9.2%).

	Youth Claimant count (Nov23)	Youth claimant rate (Nov23)	% change since pre-pandemic (Mar20)	% change since Nov22	% change since Oct23
UK	277,590	5.0%	16.6%	8.1%	1.3%
WM 7 Met	23,885	8.4%	24.0%	9.9%	-0.6%
Birmingham	12,155	9.4%	33.5%	12.7%	1.7%
Coventry	2,215	5.2%	44.3%	9.9%	-0.4%
Dudley	1840	7.8%	5.1%	8.6%	2.2%
Sandwell	2,740	9.6%	29.6%	12.3%	2.0%
Solihull	840	5.6%	1.8%	11.3%	5.0%
Walsall	2,060	9.2%	7.6%	11.4%	-2.6%
Wolverhampton	2,330	10.9%	22.0%	12.6%	0.9%

Spending time unemployed under the age of 23 has been linked to lower wages even twenty years on, and those who are NEET between the ages of 18-19 are 20% more likely to be unemployed even ten years later. This indicates that the effects of time spent neither learning nor earning are a prospective restraint on an individual's potential across the span of their working life. Troublingly, young people from disadvantaged backgrounds are significantly more likely than their better-off peers to be NEET, with clear consequences for long term social mobility.

In addition, recent increases in economic inactivity have been driven largely by young people, many of whom are inactive because of health-related reasons. The picture is even more stark for young people in our most deprived wards, and furthermore for those with particular characteristics, including care leavers, young offenders, young people with disabilities and some ethnic minorities.

On skills levels, 16,400 of the working age population have no qualifications in Walsall requiring 5,693 to be upskilled to meet regional averages. At a higher level, only 27.2% or 46,900 of Walsall residents possess a NVQ Level 4+.

3.2 Employment and Skills Service

The strategic objective of the service is to work collaboratively with the WMCA, local authorities, employers, partners and training providers to address these challenges through continuous review and development of solutions. Locally, our role is to ensure that every Walsall resident aged 16+ has the opportunity to thrive and reach their full potential. The service provides access to devolved local skills provisions, good quality jobs and progression to sustainable careers. To achieve this, we aim to understand and help address the barriers faced by our residents through signposting to key specialist services ie health, housing, debt, counselling.

Our support is predominantly focused on those who are NEET, providing good quality careers information and advice to help improve current skills levels and better connect people to the labour market in order to increase their potential to access employment opportunities. Our main aim is to provide employability support to all residents regardless of their personal characteristics or employment status, however some grant programmes may limit support to specific groups.

3.3 Walsall Works

Launched in 2012, the programme name (Walsall Works) provides the brand recognition required to engage residents, employers, partners and providers. Our offer is inclusive and extends to economically inactive people who are currently not working, unemployed benefit claimants who are actively seeking employment or those who are employed in low waged jobs or those with an aspiration through developing workplace skills. We work with local employers to understand the demands of the local labour market and bring forward local employment opportunities to our residents of all ages. Our free job brokerage service matches current job vacancies to participants registered on our programmes.

Qualified Advisors will support people to improve employability but also their key skills ie communication, timekeeping, presentation, problem solving, team working as well as improving CVs, job searching and assisting with registration to courses. We host job vacancies on our website www.walsallworks.com, through weekly jobs bulletin and on all social media platforms, and these also helps to promote our outreach services. Jobs fairs and group sessions are delivered weekly and provide a valuable opportunity for participants to meet employers and training providers. Walsall Works host an series of events across the borough as well as focussed events to market pre-employment, apprenticeships and placements.

We have robust relationships with our further education and independent training providers so that we can actively market the plethora of training budget devolved and available in the borough and provisions across the wider region.

During 2023, Walsall Works secured 665 positive outcomes for participants, ranging from employment, apprenticeships, part or full time training, self-employment and work placements. Of these, 83 positive outcomes were secured for young people aged 16-18 and 142 positive outcomes for those 19-24 years.

3.4 Careers Information Advice and Guidance (CIAG)

Schools will make their own arrangements to provide impartial CIAG, but through a traded services we are currently delivering this in all Special Schools, the Ladder and SEED School. We also hold an annual contract with Virtual School to support vulnerable young people in education establishments in and outside the borough. The overall aim is to ensure that every child has a known progression pathway.

3.5 NEETs Prevention

Walsall Works offers supports to NEET young people and bridges the gap between services offered in education, post 16 providers, youth clubs, charities and careers services. Post Black Country Impact funding, we have maintained close partnership with key services in order to source referrals of our most vulnerable young people from the Teenage Pregnancy Unit, Care Leavers Team, Transitional Leaving Care Team, Early Help Team, SEND Team (including those with ECHP's), Youth Justice Service, Under 25's Street, Police Partnership and Family Hubs. We also receive referrals of young people at risk of becoming NEET from education providers and local authority services ie children missing education, home school elected services, early help services, young carers.

The service is delivered face to face on a one-to-one basis from various settings in our co-location venues below, established in 20 locations across the borough. Advisors will meet young people regularly to create clear action plans focussing on tackling barriers that may prevent progression into training, education, apprenticeship, job placements or employment opportunities.



An employer engagement officer works closely with Advisors to better understand participant aspirations and career goals, in order to bring forward relevant opportunities. In this academic year, we have attended two secondary school careers events to raise awareness of our service and the labour market. We also continue to promote our offer through various forums represented by education ie Post 16 Group, SEND Group, Walsall Learning Alliance, WASH, Early Help..

3.6 Special Education Needs

To improve our intelligence gathering we collect information from participants which allows us to analysis our service users, improve services and triage new participants to ensure they get the most appropriate and relevant support from us. The data below outlines the number of young people aged 16-25 who have disclosed they have a health barrier, learning difficulty or physical disability. This data does not account for those who choose not to disclose this personal information, but does include those who have a current ECHP in place.

Learning Difficulty / Disability	2023	2022
Asperger's Syndrome	4	3
Autism Spectrum Disorder	14	19
Disability Affecting Mobility	3	6
Dyslexia/Dyscalculia	14	9
EHCP (Educational Health Care Plan)	15	1
Hearing Impairment	1	2
Learning Difficulty	11	11
Mental Health Difficulty	22	36
Other Physical Disability	2	7
Yes (But Prefer Not To Say)	4	7
Social and Emotional Difficulties	5	6
Visual Impairments	1	1
Totals	96	108

3.7 NEETs Tracking

The management of our Client Caseload Information System (CCIS) is contracted to Prospects Services (Shaw Trust) who tracks the status of young people in year 11 to 13 for statistical returns to DfE. Prospects provide the local authority with real time information to identify those who are not participating in education or those without destinations. Prospects collect the data but do not provide any local follow up to re-engage those who have become NEET or who are ‘Not Known’ to mainstream education. There is a heavy reliance on the Employment and Skills Team to make contact with these young people and to engage them in our services. Considerable work has been undertaken this past year to improve data sharing agreements, to ensure that the tracking of our most vulnerable young people is accurate in order to closely identify those who are NEET.

Further improvements to the tracking systems include the use of private emails, phone numbers, home addresses so that we may use all communication methods to ascertain the current status of young people and provide the most accurate NEETs figures to DfE. We have used this information to write to parents and to conduct home visits. We can also use the emails to better communicate our offer, events and other support services.

December 2023 figures (latest full month reporting) are showing significant improvements from the start of the academic year, with NEET figures of 1.7% and Not Knows at 5.3%. The Not Knowns being a difficult subset to validate, but significant work is ongoing to make contact, including email and postal campaigns as well as visits to last known addresses of these young people in order to understand where they are and what they are currently doing in terms of education, training or employment.

Current December 23 Stats - RPA				
Year 12	Year 13	Combined	Target	
95.8%	88.8%	92.3%	94.9%	
Current December 23 Stats - NEET				
Year 12	Year 13	TOTAL	Current %	Target
53	81	134	1.7%	1.7%
Current December 23 Stats - Not Known				
Year 12	Year 13	TOTAL	Current %	Target
82	332	414	5.3%	5.4%

3.8 Careers Enterprise Company (CEC)

The CEC is the national body for careers education in England, delivering support to schools and colleges to deliver modern, 21st century careers education. Careers Hubs bring together schools, colleges, employers, and apprenticeship providers in a local area. Their goal is to work together and help schools and colleges improve how they prepare young people for their best next steps following education.

All WM Local Authorities, with the exception of Walsall, have now transitioned the responsibility for leading and managing a team of Enterprise Coordinators to continue the facilitation of high-quality careers and enterprise education for 11–18-year-olds. This is more effective delivery enables better alignment to local economic and skills priorities and will improve career outcomes and achieve

sustainable change at a local and national level. It ensures careers service delivery is consistently of a high quality, aligning to the Gatsby Benchmarks and performance requirements set in a grant agreement with CEC.

CEC Co-ordinators will provide support to schools to delivering CIAG against the 8 Gatsby Benchmarks identified as the core priorities within a good quality careers and enterprise programme in schools. These are:

- Stable careers programme
- Learning from career and labour market information
- Addressing the needs of each pupil
- Linking curriculum learning to careers
- Encounters with employers
- Experiences of workplaces
- Encounters with further and higher education
- Personal guidance

A report has been prepared for CMT to consider the transfer of funding to the local authority to manage and steer the work of 1.5 FTE CEC Co-ordinators and in the meantime these staff are regularly meeting with the Employment and Skills Team to improve collaboration, update on progress of schools and share action plans.

3.9 Skills Strategy

The West Midlands Employment and Skills Strategy will be launched in February 2024 by the Mayor of WM Midlands, creating a timely opportunity for Walsall to review its local employment and skills priorities to ensure better alignment to both local and regional aims. The Walsall Skills Strategy, led by members of the Walsall Employment and Skills Board, will provide a clear overview and strategic plan with partners to agree focus areas and developing solutions to key skills challenges. The strategy will recognise the role of learning, skills and good work practices in supporting individuals to create economic growth and will highlight how devolution enables us to create a more integrated and impactful employment and skills system that delivers better outcomes for residents and businesses.

4. Financial information

The BC Impact terminated on 31 July 2023, resulting in reduction of staff and financial resources to target and support young people, which has created some challenges. Due to the uncertainty with long term funding, the Employment and Skills team received resignations from staff on short term contracts and from staff whose posts could no longer be funded despite securing grant funding through Commonwealth Games Legacy and Shared Prosperity Funding. The quota of staff in the service reduced from 35 FTE's to 25 FTE's and business cases were submitted to senior officers to recommend retention of the current team structure and to consider the need to mainstream the services, so that there is no further risk with losing qualified staff due to fixed term employment contracts.

Less reliance on short term grant funding, will significantly help to mitigate the risks of young people aged 16+ becoming long term NEET and provide a continuation of much needed employability services within the local authority. Therefore, there is a need to plan and review staffing structures to support the continuation of the LA's statutory duties to support vulnerable young people with SEND, those in care

and young offenders. A reduction in resources for this provision could have an impact on the levels of 'not known' and NEET young people, and potentially on the levels of youth unemployment.

The team have secured £800,000 grant funding through the Commonwealth Games Legacy Funding (CWG) for two years which has four delivery strands, which one focussing specifically on the reduction of NEETS aged 16-19. £600,000 grant funding has also been earmarked through Shared Prosperity (SPF) People and Skills pillar for one year from April 2024. We continue to have dialogue with the WMCA on a fully funded universal employment support service delivered by local authorities in the region.

The transition of CEC Co-ordinators will release some CEC grant funding to partially cover the costs of 1.5 FTE's, which has to be match funded through the local authorities and for two years this is being committed through the CWG funding.

There is a legal contract in place with Prospects Services for a 2+1+1 year contract, which we are part way through and the cost for this service is approximately £50,000 per year which is being met through mainstream funding. Withdrawal of this level of tracking and monitoring could be a risk to meeting our minimum statutory requirements and reporting on destination outcomes. This service provides early identification and referral for support for our vulnerable young people at risk of becoming long term NEET.

5. Reducing Inequalities

The service offer is inclusive to all and provides a positive impact on all demographics and socio-economic groups ie age, gender, ethnicity, status, geographies base in our communities. The service is essential support for young people to remain in education and training and evidence shows as health inequalities are affected by poor education.

6. Decide

Members to consider how the services outlined could be resourced and sustained. Members to identify when and how often they wish to receive reports.

7. Respond

The impact of funding reductions will be reported back to the Committee and will inform future planning for the staff structures.

8. Review

Report further progress on post 16 delivery to the Education Committee in 2022.

Author

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Alternative Provision

Ward(s): ALL

Portfolios: Education and Skills Councillor Statham

1. Aim

1.1 This report provides an update on Alternative Provision within Walsall LA.

2. Summary

2.1 This report provides an overview of what alternative provision (AP) is, current practice within AP, an overview of Walsall's quality assurance process and framework, and our future strategy with a focus on supporting our AP providers and young people within AP.

3. Report detail – Know

3.1 For the purposes of the Statutory Guidance for Local Authorities January 2013, the definition of Alternative Provision is as follows:

'Education arranged by local authorities for pupils who, because of exclusion, illness or other reasons, would not otherwise receive suitable education; education arranged by schools for pupils on a fixed period exclusion; and pupils being directed by schools to off-site provision to improve their behaviour.'

3.2 The Council has statutory duties to provide Alternative Education Provision for Walsall resident pupils of compulsory school age defined as the above.

3.3 Alternative Providers deliver a range of alternative approaches to providing access to education for young people who are excluded or at risk of exclusion, at risk of disengaging from mainstream school provision or otherwise require alternative education provision to meet their educational entitlement. It is crucial to provide a safe and supportive environment for these vulnerable children and young people to ensure good outcomes for them.

4. Processes and Procedures within Alternative Provision:

4.1 Each Alternative Provision has their own safeguarding policy and identified safeguarding staff within their provision, in line with Keeping Children Safe in Education 2022 and Working Together to Safeguard Children 2023.

4.2 The local authority employs a team of 4 AP Keyworkers and an AP Manager who are all Level 2 trained and form part of the safeguarding team for pupils in AP. This team supports the safeguarding team at the New Leaf Pupil Referral Unit (PRU) or other Alternative Provision providers on our AP framework. The keyworkers' main role is to support the students in their AP setting(s). They work with KS4 students and providers to improve attendance and help resolve any issues to avoid a breakdown of placements.

4.3 Walsall has an AP procurement framework, which has recently reopened for new tenders. AP providers across the country can apply to go onto that framework, so that the LA can place students at that setting. The local authority commissions and undertakes up to 3 types of quality assurance (QA) audits via onsite visits, before students are placed at these settings. We commission QA visits for the standard of education being provided, to all providers and then on an annual basis. The LA also commissions health and safety and safeguarding audits for those providers that are not registered schools.

4.4 Walsall has two pupil referral units (PRUs), one behavioural (New Leaf) and one medical (Shepwell Centre). In addition to these PRU's, we commission a wide range of alternative provisions to meet the needs of our students and provide a good selection of qualifications for our pupils to access. We currently have 23 providers on the Alternative Provision Framework, which comprises of 6 registered independent schools and 17 unregistered providers. An example of an unregistered provider being 'Walsall Construction Training Ltd' where students enroll upon vocational gas, electrical or plumbing courses. An example of one of the registered independent schools on the framework is Sandwell Valley School, which is currently graded as outstanding by Ofsted in 2022.

4.5 With the new tender process now open, we hope to attract a larger number of AP providers to the framework, so that Walsall has a broad AP offer that can deliver wide range of courses, qualifications, and high-quality support to ensure good outcomes for our young people. All new providers applying to be part of Walsall's AP framework, are subject to quality questions and moderation throughout the procurement process and once on the framework will be part of the quality assurance processes.

4.6 Alternative provision can be set up by the public, voluntary and private sectors. There is no requirement for the majority of alternative providers to register with any official body and no formal national arrangements to evaluate their quality. Any provider of education should be registered as an independent school if it meets the DfE criteria – that it provides full-time education to five or more pupils of compulsory school age, or one such pupil who is looked-after or has an Education Health and Care Plan.

4.7 The unregistered providers Walsall's AP framework are subject to 3 annual audits to evaluate their suitability and quality. Only those providers that meet our QA criteria will have students placed at that setting. Registered schools that have a recent Ofsted inspection that satisfies our QA process, will receive annual visits to ensure the quality of education is suitable for our students. Where the QA process raises concerns, the

AP Manager/Quality Assurance Team Manager will work with the provider to remedy the situation. If this concern cannot be addressed or is of a serious nature, the LA will remove students from that setting and possibly remove/suspend the provider from the AP framework.

4.8 We currently have Walsall students at 6 registered providers and 13 unregistered provisions. We have 55 permanently excluded children in KS4 are placed in alternative providers for their education provision.

4.9 All Alternative Providers are encouraged to complete a Section 175 Audit to identify areas for development around safeguarding.

4.10 The AP Managers Meeting, held termly, has a safeguarding and pupil outcome focus and is a forum to share good practice across AP.

5. Walsall Context

5.1 The majority of the pupils within AP are male with identified vulnerabilities. Many of the cohort have identified SEND, with or without an EHC plan, or with SEMH needs and also many on free school meals and a number of children in care. There are pupils on child protection, child in need, early help plans, however most of the cohort are not open to social care services. Upon entering Alternative Provision, attendance can be low, however this improves quickly for the majority of pupils in KS4.

6. Walsall Alternative Provision Framework and Quality Assurance:

6.1 Walsall's Alternative Provision Framework and Quality Assurance Process aims to:

- Improve provider performance.
- Establish better collaboration between commissioners and Alternative Providers.
- Safeguard and promote the wellbeing of all children accessing education in the Alternative Provision (AP) sector.
- Ensure all learners receive consistently high- quality teaching and learning experiences and their statutory entitlement.
- Inspire confidence across Alternative Providers and support the culture of continual improvement within the AP sector.
- Raise the profile of Alternative Providers in Walsall.
- Enable recognition and sharing of good practice across schools, colleges and other providers.

6.2 The purpose of the framework is for commissioners of AP (Schools and the LA) to work closely with providers to fulfil the aims above. It is an Ofsted expectation that all commissioners of AP quality assure that provision to ensure it meets the needs of their young people. Where the LA has commissioned provision from its AP framework, the LA will undertake fully its QA processes prior to making a student placement. Where a school in Walsall has independently commissioned an AP placement for a student(s), then that school is responsible the quality of education and safeguarding of those students whilst attending that AP setting.

6.3 The local authority quality assurance audit describes the minimum standards expected of providers to be included in the framework, the Local Authority will undertake this element of the QA process when commissioning AP providers. There is an expectation that to be included within the directory Alternative Provision providers sign up to the QA process as described in this document.


6.4 The Safeguarding QA is currently completed by the Alternative Provision Manager and the Teaching and Learning QA is completed by Reflective Education, on behalf of the Local Authority.


The Quality Assurance Audit covers five themes as follows:


1. Safeguarding
2. Health and Safety
3. Admissions, Guidance and Support
4. Quality of Education
5. Outcomes for learners

6.5 QA Ratings

All self-evaluation and QA visits will use a standard RAG rating:

 RED – Requirement not met or significant deficiencies; urgent improvement needed.

 AMBER – Requirement partially met; processes to be enhanced or embedded.

 GREEN – Requirement fully met.

7. Safeguarding Quality Assurance Process:

7.1 Our current Quality Assurance (QA) process for AP includes annual inspections, performance reviews, and adherence to statutory requirements. This process also addresses safeguarding measures in AP settings through inspections, staff support, and monitoring of safeguarding policies and procedures. The process is a supportive one, allowing the setting and QA facilitator to identify areas of strength and weakness and implement an action plan for development.

Of the 23 providers on the current AP framework, only 1 provider is rated as RED and will not be considered as part of the student placement process. 24 providers have been QA this year so far.

7.2 Walsall QA process ensure that there are:

- **Frequent Inspections:** Annual audit to ensure ongoing compliance with safeguarding and quality teaching standards.
- **Comprehensive Training:** Mandatory, up-to-date safeguarding training for all

AP staff from the Local Authority.

- **Robust Data Analysis:** Effective data collection and analysis to identify trends and areas requiring improvement.
- **Multi-Agency Collaboration:** Strengthened partnerships between the Local Authority, AP providers, and external agencies.

7.3 We work with our AP settings to ensure they operate according to best practice and have made progress with ensuring that robust safeguarding procedures are followed within all of our AP providers. The audits have highlighted that Alternative Provisions have the following are in place at providers:

- Alternative Provisions have a named DSL.
- Staff in Alternative Provisions are accessing the relevant training to fulfil their safeguarding duties and keep children safe.
- WSPB guidance and agreed inter agency procedures are clearly referenced in their policies.
- Pupils in Alternative Provision know who the DSL is and how to report concerns.
- Alternative Provisions understand their duties and responsibilities to keep children safe from harm.
- Safer Recruitment processes are in place.
- Alternative Provisions have robust policies and procedures in relation to safeguarding.
- Staff know how to make referrals to social care and other external agencies.
- Alternative Provisions include safeguarding within their curriculum offer.
- Alternative Provisions know where to seek support and signposting around safeguarding.
- Alternative Provisions receive regular updates from the Safeguarding Coordinator-Education in Walsall.

7.4 We will be offering and signposting safeguarding training packages to our AP providers on the framework going forward. This will ensure that staff in settings have an up to date understanding of safeguarding issues and also for providers to meet all their safeguarding statutory requirements and support vulnerable learners.

8. Future Development

8.1 *A better understanding of the numbers and needs of Walsall pupils in Alternative Provision*

Walsall LA will be undertaking a data gathering exercise in conjunction with our schools to collect information on the numbers of students placed/attending alternative provision that have been commissioned directly by mainstream schools. Walsall LA will provide support to our schools to ensure they are commissioning their AP's safely and the students are progressing appropriately.

Nationally, Ofsted have raised some concerns about the appropriateness of some AP and a lack of oversight by schools of their students attending these settings. The LA's new procurement framework will be published on the councils [Local Offer website](#). This

will allow schools to be able to check on AP providers QA outcomes that they may be thinking of commission places directly with.

We will also be working with our schools and providing them with our audit checklist(s), so teachers in schools that are looking to commission AP places, have a process they can build on to ensure that the placements are safe and suitable for their students.

8.2 Supporting New Leaf Centre

The New Leaf Centre is a vital partner in our mission to provide quality Alternative Provision. They have demonstrated dedication to the well-being and development of the children and young people they serve. The local authorities AP Keyworker team work closely with the New Leaf Centre staff and provide additional capacity for the school in managing their safeguarding procedures. Along with other LA staff the teams work together to ensure that KS4 students 6-day entitlement is fulfilled. For permanent exclusions, the local authority must arrange suitable full-time education for the pupil to begin no later than the sixth school day of the exclusion.

8.3 12 Month Strategy to Support our Alternative Provisions

Moving forward, our strategy for supporting pupils within Alternative Provision will be to their unique needs and in line with all Alternative Provision guidance and legislation:

A. Support the SEN needs of students within AP: The AP Team will be collaborating closely with the providers and the Local Authority SEND Team to ensure the robust assessment of pupil's entering AP is completed and ongoing support is identified and monitored, to support progress and wellbeing.

B. Tailored Training Programs: Based on the findings from the safeguarding QA audits, we will support APs to design and implement tailored support plans for their settings. These programs will ensure that all staff receive signposting, support and appropriate training including specialised training related to their roles, through WSCP and external agency training.

C. Collaboration Enhancement: Effective collaboration with external agencies is vital for all AP settings. We will facilitate a closer working relationship between Alternative Provisions and relevant external agencies, such as social services, mental health professionals, and local authorities through partnership events. Regular Alternative Provision managers meetings and information-sharing protocols have been established and will continue next academic year to ensure the continuation of strong relationships with AP's and the staff in AP feel supported to provide the robust support systems for children and young people. Working with providers to identify additional resources or funding streams that they may be eligible to apply for.

D. Ongoing Monitoring and Evaluation: Throughout our development, we will maintain a robust system of monitoring and evaluation. Regular progress reviews, feedback mechanisms, and data analysis will help ensure that our support to AP remains effective and responsive to the evolving needs of the children and young people they serve.

Continuous Improvement Culture: Through the Quality Assurance process, we aim to instill a culture of continuous improvement within the Alternative Provisions. This will

involve ongoing support, creation of support plans, training, evaluation of safeguarding processes, and a commitment to adapting to emerging best practices across the sector.

By focusing on these key areas and collaborating closely with the New Leaf Centre and the Alternative Provisions on our framework, we aim to enhance good practice in AP, ultimately providing a safer and more nurturing environment for the children and young people under their care. This strategic initiative aligns with our broader goal of ensuring the highest standards of safeguarding and quality education throughout our region's AP settings.

9. Conclusion:

In conclusion, Alternative Provision remains a focal area for our Local Authority. While we have made progress, there is room for continuous improvement, particularly in the areas of SEN support, training, collaboration with AP's and mainstream schools that commission AP. The next 12 months will see targeted efforts to support all pupils within AP and ensure good outcomes across all AP settings in our region to ensure pupil's get the right support, in the right place and at the right time.

10. Decide

10.1 The committee may decide to request further information on Alternative Provision.

11. Respond

11.1 Any recommendations made by the committee will be responded to by the appropriate service area.

12. Review

12.1 The actions and outcomes within this report are monitored by Access & Inclusion SMT and by individual schools.

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Education Overview and Scrutiny Committee

Attendance Update

Wards All

Service: Access Service

Portfolio: Councillor Statham

1. Aim

The aim of this report is to provide an update of school attendance data in Walsall and advise how Walsall continues to meet its statutory responsibility in regards to improving school attendance.

2. Recommendations

That the Education Overview and Scrutiny Committee considers the contents of this report and decides whether there should be further information or updates.

3. Report detail

Attendance – overview

The law entitles every child of compulsory school age to an efficient, full-time education suitable to their age, aptitude, and any special educational need they may have. It is the legal responsibility of every parent to make sure their child receives that education either by attendance at a school or by education otherwise than at a school. Where parents decide to have their child registered at school, they have an additional legal duty to ensure their child attends that school regularly.

Attendance – Statutory Duties of the LA

In May 2022, the Department for Education (DfE) published non-statutory guidance, 'working together to improve attendance'. From September 2022, this document replaced all previous guidance on school attendance for maintained schools, academies, independent schools, and local authorities except for the existing statutory guidance on parental responsibility measures.

The guidance makes clear that all local authorities are expected to:

- Rigorously track local attendance data to devise a strategic approach to attendance that prioritises the pupils, pupil cohorts and schools on which to provide support and focus its efforts on to unblock area wide barriers to attendance.
- Have a School Attendance Support Team which provides the following core functions free of charge to all schools (regardless of type):
 - Communication and advice: regularly bring schools together to communicate messages, provide advice and share best practice between schools and trusts within the area.
 - Targeting Support Meetings: hold termly conversations with schools, using their attendance data to identify pupils and cohorts at risk of poor

- attendance and agree targeted actions and access to services for those pupils.
 - Multi-disciplinary support for families: provide access to early help support workers to work intensively with families to provide practical whole-family support where needed to tackle the causes of absenteeism and unblock the barriers to attendance.
 - Legal intervention: take forward attendance legal intervention (using the full range of parental responsibility measures) where voluntary support has not been successful or engaged with.
- Monitor and improve the attendance of children with a social worker through their Virtual School.

The pressures on the Parliamentary timetable remain and legislation to make the guidance statutory was not in place before the beginning of the new academic year and therefore the guidance is not yet statutory. It remains a legislative priority for the Department and will continue to be pursued. This means that schools and local authorities should continue with their implementation as it may become statutory at short notice.

4. Attendance – Data

The school year

Generally, the academic year is made up of three terms - autumn, spring and summer. Each term has two parts (half-terms) which are usually separated by a half term break. To account for high levels of study leave and other authorised absences for pupils aged 15 in the second half of the summer term, all possible sessions and absences relating to this period for 15-year-olds (as at the start of the academic year) are removed prior to any analysis being undertaken and are not included in any published statistics.

Current termly publications

The DfE publishes termly pupil absence data and statistics via the following 3 National Statistics releases each year:

- autumn term data and statistics - published in May
- autumn and spring terms data and statistics - published in October
- full year data and statistics - published in March

Only the full year absence release gives a definitive view of pupil absence. Termly publications can be affected significantly by term length. Findings from these releases should be used for indicative purposes only and the results should be treated with caution.

Cohort used in absence measures

Absence information is collected and disseminated at enrolment level rather than pupil level. This means where a pupil has moved school throughout the year, they will be counted more than once as they have recorded attendance and absence at more than one school. All the enrolments at a school over the period in question

are included in the absence measures, not just the pupils on roll at a particular date.

Key absence measures

The DfE monitors pupil absence levels using two key measures - overall absence rate and persistent absence (PA) rate. These key measures are calculated for pupils who are of compulsory school age - i.e. aged between 5 and 15 as at the start of the academic year.

- Overall absence is the aggregated total of all authorised and unauthorised absences.
- Authorised absence is absence with permission from a teacher or other authorised school representative - including absences where a satisfactory explanation has been provided. For example, through illness.
- Unauthorised absence is absence without permission from the school. This includes all unexplained or unjustified absences and arrivals after registration has closed.

Latest data

The latest published statistical release includes data until Spring Term 2022/23 academic year.

		2021/22 Autumn term	2021/22 Autum and Spring term	2021/22 Full academic year	2022/23 Autumn term	2022/23 Autumn and Spring term
England	Authorised absence rate	5.30%	6.10%	5.10%	5.40%	4.70%
	Unauthorised absence rate	1.60%	1.90%	2.90%	2.10%	2.30%
	Overall absence rate	6.90%	7.90%	8.00%	7.50%	7.00%
	Percentage of persistent absentees - 10% or more sessions missed	23.50%	27.20%	26.40%	24.20%	20.60%
Walsall	Authorised absence rate	4.70%	5.60%	4.50%	5.00%	4.10%
	Unauthorised absence rate	2.20%	2.80%	4.10%	3.00%	3.60%
	Overall absence rate	6.90%	8.40%	8.60%	8.00%	7.70%
	Percentage of persistent absentees - 10% or more sessions missed	23.60%	28.60%	29.00%	26.50%	23.10%

This data shows a significant improvement in school attendance and reducing absence compared to previous published data for the 2021/22 academic year.

In addition to the published data, local authority indicative local data collection for the Autumn Term 2023/34. Whilst this data remains unpublished and should be treated with caution, it again shows an improvement in overall school attendance and reduced absence compared to the published data for 2022/23.

	2022/23 Autumn Term	2023/24 Autumn Term
Authorised absence rate	5.00%	3.65%
Unauthorised absence rate	3.00%	3.30%
Overall absence rate	8.00%	6.95%
Percentage of persistent absentees - 10% or more sessions missed	26.50%	22.49%

How the Local Authority and schools are continuing to support improvements in school attendance

A strategic working group of headteachers and other partners including Early Help, Social Care, Health, Police has been established over the last academic year, and half termly meetings take place. This group provides opportunities for all partners to shape improvements across Walsall focusing on attendance, refreshing expectations, sharing good practice and coordinating communication campaigns for schools, parents and carers that focuses on the attendance.

Appendix 1 is a copy of strategic working group newsletter that has been produced and circulated to all schools in Walsall.

Working with a research agency, the Department for Education has published a toolkit to support effective communication with families about school attendance.

The toolkit has been shared with all schools and can be accessed here [Toolkit for schools: communicating with families to support attendance - GOV.UK \(www.gov.uk\)](https://www.gov.uk/government/toolkits/toolkit-for-schools-communicating-with-families-to-support-attendance)

It includes:

- top tips for communicating with parents and carers about attendance.
- research that supports the suggested messages parents and carers engage with most and adaptable templates for communicating with parents and carers.

Walsall learning Alliance has also agreed a strategic priority to ensure all children attend and stay in school. With a focus on 'Belonging' they have developed a working group with representatives from all partners to identify barriers to attendance and causes of exclusions.

As well as sharing national research and best practice they are currently surveying schools to build the Walsall picture. The survey has been developed by the alliance to find out what support is on offer for children who are not attending and/or at risk of exclusion. The survey and is going out to all schools before half term and covering, in summary:

- What 'provisions' are currently operating in schools?
- What is their purpose?
- What training do staff have?
- What Alternative Provisions are schools using?

Information is also being gathered on 'Behaviour' policies in schools, looking for common themes, presence of relational practice, blanket policies for academies etc

The alliance are then planning a 'Belonging' conference later in the year to bring all schools together to share the findings, barriers to attendance/inclusion and

begin borough wide development planning to support full inclusion of all children in every school.

Attendance campaign

From 8 January, Government launched a national campaign to remind parents and carers of the importance of school attendance.

Local authorities and partners have been provided with a ready-made toolkit to support the campaign, and to shine a light on attendance on a national scale.

The campaign strapline is “moments matter, attendance counts”. Messaging for the communications have been developed from research into parental attitudes, as well as two local authority pilots at the end of 2023.

Campaign messages aim to primarily reach those parents and carers whose children are taking preventable odd days of absence – or “avoidable absence” – rather than children who face greater barriers to attendance, such as those with long term medical needs or special educational needs and disabilities.

Cross-council messaging – sharing resources with front-line services to promote attendance materials.

5. Financial information

There are no direct financial implications of the report.

6. Reducing Inequalities

In accordance with the Walsall Right for Children Strategy, the School Attendance Service is committed to ensuring that all children and young people are able to access appropriate, high quality, inclusive education to ensure the best possible outcomes, whatever their abilities or needs. We strive to encourage good school attendance to enable an environment where all children can achieve, feel safe and included.

7. Decide

Scrutiny may decide to note the current position.

The Committee may decide to request further information or assurance in respect of the progress of elective home education.

8. Respond

Any recommendations made by the Committee will be assessed against the Access and Inclusion work programme and performance board.

9. Review

All areas are under constant monitoring and assessment via Children's Services Performance Board.

Background papers

Scrutiny Paper – Children not in School – September 2023

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NEWSLETTER

SCHOOL ATTENDANCE SUPPORT SERVICE

“ATTENDANCE IS EVERYONE’S BUSINESS”



WELCOME

Welcome to the first edition of the Attendance Update. This update will provide you with key attendance information, updates from the Strategic Group for Improving Attendance and inform you about what is coming up. The newsletter will be published each half term.

STRATEGIC GROUP

A working group of headteachers was established in the Summer Term (21/22) to support development of new functions following the publication of the DfE's working together to improve school attendance guidance. Since September, the working group has evolved into a Strategic Group, encompassing a wider range of partners who share our commitment to improving school attendance. In addition to headteachers, we have welcomed partners such as the Police, Early Help, Lead for Neglect, Children's Social Care and Service Manager for Mental Health Teams in Schools.





PURPOSE & PRIORITIES

The purpose of the Strategic Group is to develop an Attendance Strategy to help the Local Authority, Schools, Settings and other services to understand what we need to do to work in a more coherent way, making the best use of resources available in order to ensure that:

- All children and young people can make the most of the opportunities provided by attending school;
- Systems are developed to provide the LA with accurate and contemporaneous attendance data;
- Data is used to identify patterns and trends and systems are responsive to these supporting schools to intervene early and prevent escalation of concerns;
- Through training and guidance, the workforce understands the LA's responsibilities for school attendance, they know who to contact for support and are confident to address concerns about school attendance;
- Responses to concerns about pupil absence at an individual, institutional, and locality level are co-ordinated across teams. Schools, parents, and children are clear about what support is on offer as well as their responsibilities.

The agreed priorities that we have collectively agreed upon are:

- Relationships & Communication
- Effective Intervention
- Systems & Data
- Workforce Development

KEY ACHIEVEMENTS

Since our initial meeting, we have successfully:

- Completed the draft action plan outlining our strategies and objectives;
- Drafted a survey (*more information below*) for parents/carers, schools and children & young people to help us gather valuable insights.

KEY ACTIVITIES

The key activities planned are:

- Convene a Task & Finish group dedicated to finalising the survey for distribution
- Meet with Attendance Leads across Walsall in order to plan an Attendance Network Session (*more information below*).



WONDE

Walsall is delighted to announce that Capita One is now working with Wonde to be able to connect and update our platform with the information inside schools' MIS systems SIMS, BROMCOMM etc.

A letter to schools has been circulated providing further information about WONDE and next steps.

If you have any queries, please contact Gretle.vanderMerwe@walsall.gov.uk

ATTENDANCE HUBS FOR SCHOOLS: APPLICATION RE-LAUNCH

The DfE have reopened the application process for schools to express an interest in joining an attendance hub. As you may recall, attendance hubs are led by senior leaders in schools with strong attendance practice from around the country. These schools share, in-depth, their successful strategies and resources for improving attendance. In return, supported schools are expected to revisit and revise their approach to managing attendance, and join half-termly virtual hub meetings to share practice, and discuss progress, and challenges.



For any schools wishing to express an interest in this, here is the application form <https://forms.office.com/e/w0Ycm4kdkM> and this website link [Attendance hubs - GOV.UK \(www.gov.uk\)](https://www.gov.uk). **The deadline for schools to express an interest in joining a hub is 15/01/24.**



TARGETING SUPPORT MEETINGS - SPRING TERM

Invites have been sent to all schools to book their Spring Term Targeting Support Meeting (TSM).

Thank you to all Schools for the support and positive feedback following the roll out of the Targeting Support Meetings.

REMINDER: IF YOU HAVE NOT YET BOOKED YOUR MEETING, PLEASE DO SO.



WHAT'S COMING UP...

School Attendance Network Meeting

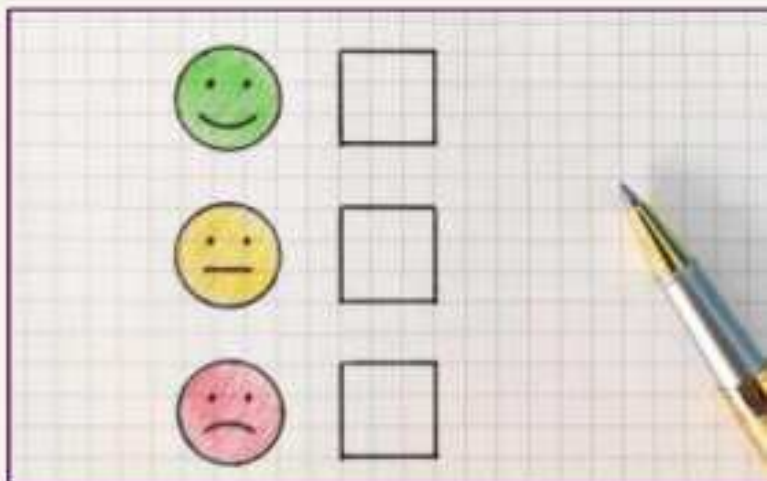
We will be hosting an opportunity for School Attendance Leads to discuss current attendance legislation, national guidance, local guidance, local processes and share good practice. Further details will be released.

Survey

In the Spring Term, we will be launching a survey to enable us to consult with schools, children, parents and carers to understand the barriers as well as enablers to good school attendance and what they need help with to achieve this.

The survey will be for:

1. **All schools** to enable us to identify what the barriers are to improving attendance, and what the more specific reasons are that are provided for absence.
2. **Children & young people** to find out what they enjoy and like about school, what their concerns are, why they might not want to attend, what support they feel is missing and what support they find useful to help them access school. Specific questions for transitioning from Y6 - Y7.
3. **Parent(s)/carer(s)** to find out what they know about attendance and the importance of regular attendance. What they feel are barriers to accessing school and if they know how to access support.



Attendance Campaign

The Government will launch a national attendance communications campaign aimed at parents and carers.

The campaign will take place January-March 2024 and remind families that **moments matter, attendance counts.**

A toolkit is available [here](#) for schools. Please use this resource and support the campaign throughout Spring term.



OTHER NEWS

Working Together to Improve School Attendance

New documents have been added! They now include:

- A 'Toolkit for schools: communicating with families to support attendance'
- Annex A: example attendance letters and emails to parents and carers'

[Working together to improve school attendance](#)

The Education Hub – Parent fines for Missing School: What you need to know

The Education Hub has provided guidance for parents to support the understanding of the risk of fines if their child misses school without a good reason.

For further information please visit: [Fines for parents for taking children out of school: What you need to know - The Education Hub \(blog.gov.uk\)](#)

Ofsted - Improving School Attendance

Persistent school absence is one of the most significant ongoing impacts of the pandemic.

Read the article here: <https://educationinspection.blog.gov.uk/2023/11/16/improvingschool-attendance/>

Watch "An update on attendance with Ofsted and the DfE" on YouTube

Illness & Absence

It is important to remind parents and carers about when it is appropriate for their child to attend school or not due to illness. The NHS have provided clear guidance available via their website at Is my child too ill for school? - [NHS \(www.nhs.uk\)](https://www.nhs.uk)

For further information, questions or queries please contact:

School Attendance Service Manager - Robyn Turner - robyn.turner@walsall.gov.uk - 01922 652822

Education Overview and Scrutiny Committee – Recommendation Tracker (22/23)

4 September 2023	Children not in School Update Report	That the Cabinet write to the Secretary of State for Education to implement the Children Not in School Register as soon as possible.	Jack Thompson	Complete		Report presented to Cabinet on the 18 October 2023. Committee e-mailed with decision.
		To request that Cabinet asks that the Government pay the fees for children in Elective Home Education to sit standardised examinations.	Jack Thompson	Complete		Report presented to Cabinet on the 18 October 2023. Committee e-mailed with decision.
		That the Cabinet note the concerns of the Education Overview and Scrutiny Committee regarding the disproportionately lower school attendance figures of boys, SEN pupils and those pupils receiving free school meals.	Jack Thompson	Complete		Report presented to Cabinet on the 18 October 2023. Committee e-mailed with decision.
		That the Committee receive an updated report on attendance in the future. An interim report being made available to Members of the Committee in January and a full school term	Jack Thompson/ Sharon Kelly/ Rob Thomas	In progress		On the agenda for 15 February 2024.

		update being presented at its meeting in February 2024.				
		<p>That the Committee receive the following additional information:</p> <ul style="list-style-type: none"> • The number of ongoing legal proceeding in relation to school attendance orders; • To seek advice on whether individual school attendance data can be shared with the Committee and to write to Members once this determination had been made; • To be given the percentage of change in the Total EHE Registrations table comparing the Council with regional and statistical neighbours; • To provide data on the number of referrals for exclusions to the Councils Inclusion Hub in the report on the Hub to be presented at the next 	Jack Thompson/ Rob Thomas/ Lorraine Thompson	In Progress		On the agenda for 15 February 2024.

		meeting of the Committee in October.				
	Send Developments Including EHC Systems – Report	That the areas used by the Council in determining a child/young adults’ preparation for adulthood be sent to Members of the Committee.	Judith Nash	In Progress		
		That information on the apprenticeships offered to those with EHCPs be shared with the Committee.	Judith Nash	Complete		E-mailed to Members on 29.1.24
	Learning Recovery - Report	That the Committee be presented with evidence of the work being undertaken by the Council to improve year one phonics as the gap between the Borough performance and the national average had widened.	Nicholas Perks	Complete		Presented at 11.1.24
		That school improvement contractors measure whether schools causing concern in relation to year one phonics have teachers who are qualified and/or experienced to teach phonics. That this be assessed through the work of improvement partners.	Nicholas Perks	Complete		Presented at 11.1.24

		That the Cabinet write to the Secretary of State for Education to request that Local Authorities education performance data should not include Academies (Multi Academy Trusts or Companies) as Local Authorities had no control over them and thus should not be judged on their performance.	Jack Thompson	Complete		Report went to Cabinet on 13 December 2023.
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Education Overview and Scrutiny Committee: Work programme 2023/24

Main agenda items	05/09/23	03/10/23	21/11/23	11/01/24	15/02/24	26/03/24
Theme: Children not in School						
Attendance	X					
Children Missing in Education (CME)	X					
Exclusion and Suspensions	X					
Theme: Inclusion						
SEND Developments inc EHCPs		X				
Inclusion Hub		X				
Transitions		X				
Learning Recovery		X				
Theme: School Place Planning						
Specialist Provision Plan inc SEN school places			X			
Mainstream Pupil Place Planning and Capital Strategy			X			
School Admissions			X			
Quarter 2 Financial Monitoring & Budget Setting 2024/25			X			
Theme: Outcomes						
School Attainment Data				X		
Ofsted Data and Outcomes				X		
Schools Causing Concern				X		
Theme: Skills and development						
Skills Strategy and Development					X	
Post 16 Provision					X	
Alternative Provision					X	
Attendance – full term update report					X	
Theme: Early years						
School Readiness and EYFS (Early Year Foundation Stage) Outcomes						X
Early Years SEN Development						X

Childcare Sufficiency and Plans						X
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FORWARD PLAN OF KEY DECISIONS

**Council House,
Lichfield Street,
Walsall, WS1 1TW**
www.walsall.gov.uk

8 JANUARY 2024

FORWARD PLAN

The forward plan sets out decisions that are termed as “key decisions” at least 28 calendar days before they are due to be taken by the Executive (Cabinet). Also included on the plan are other decisions to be taken by the Cabinet (“non-key decisions”). 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. Copies of the plan can be obtained from Democratic Services, Walsall MBC, Council House, Walsall, WS1 1TW craig.goodall@walsall.gov.uk and can also be accessed from the Council’s website at www.walsall.gov.uk. The Cabinet is allowed to make urgent decisions which do not appear in the forward plan, however, a notice will be included on the agenda for the relevant Cabinet meeting which explains the reasons why.

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 agenda and reports are available for inspection by the public 7 days prior to the meeting of the Cabinet on the Council’s website. 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. 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 will show where this is intended and the reason why the reports are confidential. Enquiries regarding these reasons should be directed to Democratic Services (craig.goodall@walsall.gov.uk).

“Key decisions” are those decisions which have a significant effect within the community or which involve considerable expenditure or savings. With regard to key decisions the Council’s Constitution states:

- (1) A key decision is:
 - (i) any decision in relation to an executive function which results in the Council incurring expenditure which is, or the making of savings which are, significant, having regard to the Council’s budget for the service or function to which the decision relates or
 - (ii) any decision that is likely to have significant impact on two or more wards within the borough.
- (2) The threshold for “significant” expenditure/savings is £500,000.
- (3) A decision taker may only make a key decision in accordance with the requirements of the Executive Procedure Rules set out in Part 4 of this Constitution.

**FORWARD PLAN OF KEY DECISIONS
FEBRUARY 2024 TO MAY 2024 (08.01.2024)**

1	2	3	4	5	6	7
Reference No./ Date first entered in Plan	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
50/23 (2.10.23)	Corporate Financial Performance 2023/24: To report the financial position based on 9 months to December 2023.	Cabinet Non-key decision	Vicky Buckley Vicky.Buckley@walsall.gov.uk	Internal Services	Cllr Bird	7 February 2024
51/23 (2.10.23)	Corporate Budget Plan 2024/25 – 2027/28, incorporating the Capital Strategy and the Treasury Management and investment Strategy 2024/25: To recommend the final budget and council tax for approval by Council.	Cabinet Council Key decision	Vicky Buckley Vicky.Buckley@walsall.gov.uk	Council taxpayers, business rate payers, voluntary and community organisations. Internal Services	Cllr Bird	7 February 2024 (Council: 22 February 2024)
52/23 (2.10.23)	Council Plan 2022/25 – Q2 23/24: To note the Quarter 2 2023/24 (outturn) performance against the Markers of Success in the Council Plan 2022/25.	Cabinet Non-key decision	Elizabeth Connolly Elizabeth.Connolly@walsall.gov.uk	Internal Services	Cllr Bird	7 February 2024
1/24 (8.1.24)	Walsall’s Regeneration Pipeline: To award a contract for the strategic partner framework.	Cabinet Key Decision	Joel Maybury Joel.Maybury@walsall.gov.uk	Internal Services	Cllr Andrew	7 February 2024

2/24 (8.1.24)	<p>Acquisition of a Strategic Town Centre Development Site:</p> <p>To approve the acquisition of a strategic town centre development site.</p> <p><i>This will be a private session report containing commercially sensitive information.</i></p>	Cabinet Key Decision	Nick Ford Nick.Ford@walsall.gov.uk	Internal Services	Cllr Andrew	7 February 2024
3/24 (8.1.24)	<p>Investment and Leasing Proposals for Council Owned Community Buildings:</p> <p>To support the continued delivery of services by the voluntary and community sector, through the signing of lease agreements and the underwriting of capital investment gaps for those occupying Council-owned properties. <i>This is an updated item previously included in the forward plan as entry 60/23.</i></p>	Cabinet Key Decision	Nick Ford Nick.Ford@walsall.gov.uk	Internal Services	Cllr Andrew	7 February 2024
65/23 (4.12.23)	<p>Materials Contract Awards:</p> <p>To award off-take and processing contracts for multiple recyclable materials.</p> <p><i>This will be a private session report containing commercially sensitive information.</i></p>	Cabinet Key decision	Katie Moreton Kathryn.Moreton@walsall.gov.uk Alan Bowley Alan.Bowley@walsall.gov.uk	Internal Services	Cllr Murphy	7 February 2024
4/24 (8.1.24)	<p>Walsall Balloon and Lantern Release Policy:</p>	Cabinet Non-key Decision	Jaki Brunton-Douglas Jaki.Brunton-Douglas@walsall.gov.uk	Internal Services	Cllr Murphy	7 February 2024

	Decision to be made on adopting the policy which will treat any 'releases' as litter.					
5/24 (8.1.24)	Fee Uplift Approach for Adult Social Care: To outline a revised approach to fee setting, fee uplifts and the links to quality across Adult Social Care services	Cabinet Key Decision	Andrew Osborn Andrew.Osborn@walsall.gov.uk	Internal Services	Cllr Pedley	7 February 2024
53/23 (2.10.23)	Determination of the Scheme for coordinated admissions, and the Admission Arrangements for Community and Voluntary Controlled Primary Schools for the 2025/26 academic year: To determine the scheme of admissions and admission arrangements for community and voluntary-controlled primary schools for 2025-26.	Cabinet Key Decision	Alex Groom Alex.Groom@walsall.gov.uk	Internal Services, Neighbouring Local Authorities, Schools, Faith Groups	Cllr M. Statham	7 February 2024
14/23 (6.2.23)	Growth Funding for Schools: To enable the Local Authority to fulfil its duty to secure sufficient primary and secondary school places, through the adoption of a policy for the application of revenue funding for school growth.	Cabinet Key Decision	Alex Groom Alex.Groom@walsall.gov.uk	Internal Services, Schools Forum	Cllr M. Statham	7 February 2024
6/24 (8.1.24)	Alternative Provision Contract: To approve the award contracts for the provision of Alternative Education.	Cabinet Key Decision	Laura Wood Laura.Wood@walsall.gov.uk	Internal Services	Cllr M. Statham	20 March 2024

58/23 (6.11.23)	High Needs Funding Formula 2024/25: To approve changes to the High Needs Funding Formula, as agreed by Schools Forum, to be used for the allocation of Dedicated Schools Grant – High Needs Block to schools in Walsall for the 2024/25 financial year.	Cabinet Key Decision	Richard Walley Richard.Walley@walsall.gov.uk	Schools Forum, Internal Services	Cllr M. Statham	20 March 2024
59/23 (6.11.23)	Early Years Funding Formula 2024/25: To Cabinet approve the Early Years Funding Formula, as agreed by Schools Forum, to be used as the allocation of funding to early years providers in Walsall.	Cabinet Key Decision	Richard Walley Richard.Walley@walsall.gov.uk	Schools Forum, Internal Services	Cllr M. Statham	20 March 2024
46/23 (4.9.23)	SEN Place Requirement: To approve finance for additional special educational needs school places.	Cabinet Key Decision	Alex Groom Alex.Groom@walsall.gov.uk	Internal Services	Cllr M. Statham	20 March 2024
66/23 (4.12.23)	Waste Management Strategy Update - Fryers Road Household Waste Recycling Centre redevelopment (HWRC): That Cabinet approve the pre-tender budget for the redevelopment of a larger Fryers Road HWRC and agree to use the Pagabo framework (design and build stages) for the procurement of Fryers Road HWRC.	Cabinet Key Decision	Katie Moreton Kathryn.Moreton@walsall.gov.uk Stephen Johnson Stephen.Johnson@walsall.gov.uk	Internal Services	Cllr Andrew Cllr Murphy	17 April 2024

67/23 (4.12.23)	Council Plan 2022/25 – Q3 23/24: To note the Quarter 3 2023/24 (outturn) performance against the Markers of Success in the Council Plan 2022/25	Cabinet Non-key decision	Elizabeth Connolly Elizabeth.Connolly@walsall.gov.uk	Internal Services	Cllr Bird	17 April 2024
57/23 (6.11.23)	Walsall Net-Zero 2041 Climate Strategy: To approve the Walsall Net-Zero 2041 Strategy.	Cabinet Key Decision	Katie Moreton Kathryn.Moreton@walsall.gov.uk	Internal Services	Cllr Flint	July 2024

Black Country Executive Joint Committee Forward Plan of Key Decisions

Published up to May 2024

Date Created	Key Decision	Contact Officer	Main consultee	Date of meeting
	Black Country Executive Joint Committee Governance			
04/09/2023	<p>Change Control and Delegated Authority</p> <p>Approval of BCJC Delegated Authority to the Single Accountable Body Section 151 Officer (SAB s151 officer) and approval of the revised Black Country Local Enterprise Partnership (BCLEP) Assurance Framework Change Control and Delegated Authority delegations, as detailed in the attachment of the report (BCLEP Assurance Framework Appendix 23).</p>	<p>David Moore David.Moore@walsall.gov.uk</p> <p>Mark Lavender Mark.Lavender@walsall.gov.uk</p>	Walsall Council	24/01/2024
	Land and Property Investment Fund			
04/12/2023	<p>Dudley Brownfield Land Programme</p> <p>Approval of the withdrawal of the Dudley Brownfield Land Programme project (Dudley Council) from within the Land and Property Investment Fund Programme.</p>	<p>Helen Martin Helen.Martin@dudley.gov.uk</p>	Dudley Council	24/01/2024

Date Created	Key Decision	Contact Officer	Main consultee	Date of meeting
04/12/2023	<p>Loxdale Residential Scheme</p> <p>Approval for the Accountable Body for the Land and Property Investment fund (Walsall Council) to proceed to enter into a Grant Agreement with Wolverhampton City Council to deliver the Land and Property Investment fund funded elements of the Loxdale Residential Scheme project with delivery to commence in the 2023/24 financial year.</p>	<p>Richard Lawrence Richard.Lawrence@wolverhampton.gov.uk</p>	<p>Wolverhampton City Council</p>	<p>24/01/2024</p>
04/12/2023	<p>Programme Management Costs</p> <p>Approval of the balance of Land and Property Investment Fund funds to be allocated to Accountable Body (Walsall Council) programme management costs, to cover additional due diligence and contracting costs associated with the replacement of a project.</p>	<p>David Moore David.Moore@walsall.gov.uk</p> <p>Mark Lavender Mark.Lavender@walsall.gov.uk</p>	<p>Walsall Council</p>	<p>24/01/2024</p>