

Access and Inclusion Services Scrutiny presentation 2023



Children Living in Walsall

Updated May 2023

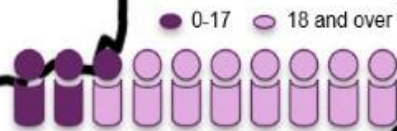
Population of 284,130

68,274 (24.0%) of whom are children aged 0-17

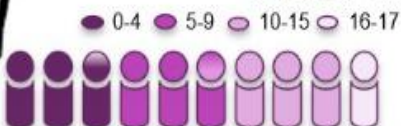
2021 census

The number of children and young people aged 0-17 is projected to rise to 71,822 by 2030

24.0% of the population are children and young people 2021 census



40.3% of Children are from BME backgrounds 2021 Census



27% of children are aged 0-4, 29% are aged 5-9, 34% are aged 10-15 and 11% are aged 16-17 2021 Census



38% of children live in poverty after housing costs Campaign to end child poverty – July 2022

Deprivation levels are high

In the Indices of Deprivation Affecting Children (IDACI), Walsall is the **19th most deprived Local Authority** in the country with 29% of neighbourhoods in the top 10% of most deprived neighbourhoods nationally which is the 15 highest.

Two of Walsall's three parliamentary constituencies are in the **top 50** constituencies with the highest levels of child poverty

Children and young people have more health challenges than their peers

3.7% of babies are born with a low birth weight

compared with 3.0% the West Midlands and 2.8% nationally (2021 data)

5.6 per 1,000 children die before their first birthday

compared with 5.6 in the West Midlands and 3.9 nationally (2019-2021 data)

1.8% of young girls get pregnant at 15,16 or 17

compared with 1.5% in the West Midlands and 1.3% nationally (2021 data)

95 per 100,000 are admitted to hospital as an inpatient for mental health issues

compared with 91 in the West Midlands and 100 nationally (2021-22 data)

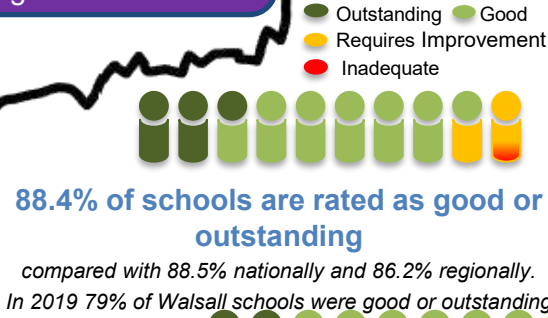
14.5 per 100,000 admitted to hospital for alcohol related issues

compared with 24.9 in the West Midlands and 29.3 nationally (2018-19 – 2020-21 data)

Schools and Education

There are 122 State-funded schools in Walsall. More children are attending good and outstanding schools, performance remains below that of regional and national comparators but is improving faster

-  8 Nursery Schools
-  85 Primary Schools
-  19 Secondary Schools
-  7 Special Schools
-  3 Pupil Referral Units
-  7 Independent Schools
-  23 Sixth Forms and 1 Further Education College



87.7% of learners attended Good or Outstanding schools
 compared with 87.9% nationally and 85.9% regionally.
 In 2019 73% of Walsall children attended good or outstanding schools

Exclusions are reducing, however, absence rates from school in Walsall are higher than comparators – particularly among secondary school age children.

The overall absence rate was 7.9%
 compared with 7.6% among stat neighbours, 7.8% in the West Midlands and 7.6% nationally

24.9% of children were persistently absent
 compared with 23.6% among stat neighbours, 24% in the West Midlands and 22.5% nationally

In 2020-21, the permanent exclusion rate from school was 0.08%
 compared with 0.07% among stat neighbours, 0.06% in the West Midlands and 0.05% nationally

In 2020-21, the suspension rate from school was 2.89%
 compared with 5.38% among stat neighbours, 4% in the West Midlands and 4.25% nationally

Significantly more children receive free school meals and numbers are increasing

33.1% at Primary

compared with 28.22% for stat neighbours, 27.4% in the West Midlands and 23.1% nationally

30.2% at Secondary

compared with 26% for stat neighbours, 24.5% in the West Midlands and 20.9% nationally

A high proportion of children in Walsall schools have English as an additional language

25.6% at Primary

compared with 25.2% for stat neighbours, 22.7% in the West Midlands and 21.2% nationally

20.5% at Secondary

compared with 20.6% for stat neighbours, 19.8% in the West Midlands and 17.5% nationally

A high proportion of children are overweight

24.4% in Reception

compared with 24.4% for stat neighbours, 23.7% in the West Midlands and 22.3% nationally

46.3% at Year 6

compared with 42.3% for stat neighbours, 40.8% in the West Midlands and 37.8% nationally

Education in Walsall

Children in Walsall are less likely than their peers to be 'school ready'. Outcomes in 2022 at EYFS and KS1 Phonics are lower than comparators and have fallen at a faster rate post-covid. The gap between Walsall and comparators is increasing.

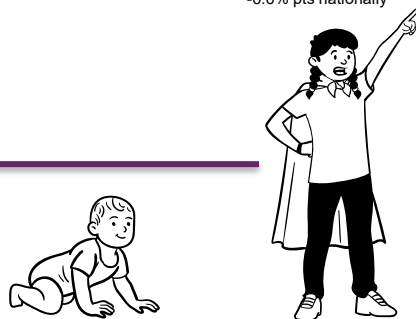
Girls perform better than boys, however, in 2022 girls performance fell more than boys and by a higher amount than girls nationally and regionally.

58.5% of children in Walsall achieved a **Good Level of Development**

↓ **9%pts** since 2019

Ranked **147** Out of 152 LAs

-6.4% points regionally
-6.4% points stat neighbours
-6.6% pts nationally



By Key stage 4 Walsall children have begun to close the gap with their regional and national peers. In 2022 the average points score for Attainment 8 fell, but not by as much as comparators and Progress 8 improved. The 2022 KS4 cohort had the second worst KS2 outcomes in the country, further evidencing their progress

46.3 Average points in **Attainment 8**

↓ **1.2pts** since 2021

Ranked **112** Out of 152 LAs

Ranked **0.8** Average **Progress 8**

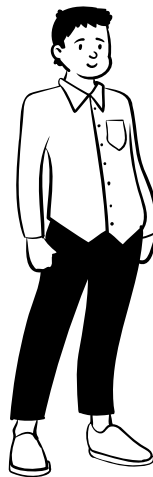
↑ **Improving**

Ranked **81** Out of 152 LAs

-2.0 pts regionally
-1.9 pts stat neighbours
-1.8 pts nationally

124 in 2021

93 in 2019



In 2020-21 40.5% of Walsall young people attended university – this is lower than their regional (43.2%) and national (44.4%) peers. Just 7.6% attend high tariff universities compared with 9.0% regionally and 11.4% nationally.

Between 2013-14 and 2016-17 the gap to comparators decreased, however since 2017-18 it has increased again.

By Key stage 2 Walsall children have begun to close the gap with their regional and national peers. Girls again perform better than boys. Outcomes in Walsall fell in 2022 but not by as much as comparators. The gap between Walsall and comparators is reducing.

56.0% of children in Walsall achieved a **Expected Standard**

↓ **5%pts** since 2019

Ranked **99** Out of 152 LAs

-6.0% points regionally
-6.0% points stat neighbours
-6.0% pts nationally



Walsall pupils generally perform quite well at post-16. Of the 783 students 18.4% of pupils have achieved 3 As at A-Level in 2022 and 29.0% have achieved at least two A-Grades and a B-Grade. Although both of these are lower than 2021, they are a slight improvement on 2020 and a huge improvement on previous years.

Walsall students generally perform better than their statistical and regional peers, although not as well as their national peers. However, the gap between the Walsall cohort and the national cohort has reduced for both indicators in 2022.

Less than half of adults in Walsall – 48.9% of those aged 18-64 - are qualified to Level 3 – this is the 23rd lowest in the country but the highest in the Black Country (Sandwell – 26.9%, Wolverhampton – 40.4%, Dudley – 42.1%)



Walsall Right for Children Vision

Our principles

- Listening and responding to the voices of children
- Restorative Practice... doing with, not for or to
- Focus on making a difference

What we will do

- We will help & support families to be their best
- We believe the best place for children is in a family home, or where this is not possible an alternative safe and nurturing place
- We take action when children and young people need to be protected
- We will work with our most vulnerable children and their families

Our priorities

- Localise working
- Quality of practice and support
- Improve achievement and close the gaps
- Develop a strong and clear workforce
- Review our partnership approach

How we will do it

- Get the basics right for our children: a common core which underpins practice
- Strong leadership informed by what works
- Bring the best and the range of what works
- Implement evidence informed change
- Promote the stability of children in all aspects of their life
- Develop a culture of being proud of what we achieve

How will we know we have made a difference?

What children will tell us:

- I feel safe, secure and supported
- I feel happy, loved and respected
- I feel that my voice is heard
- I feel listened to and valued
- I feel that my needs are met
- I feel that my family is strong and happy
- I feel that my family is safe and secure
- I feel that my family is supported
- I feel that my family is valued
- I feel that my family is respected
- I feel that my family is loved

What impact we will experience from a service point of view:

- We will see a reduction in the number of children in care
- We will see a reduction in the number of children in hospital
- We will see a reduction in the number of children in the youth justice system
- We will see a reduction in the number of children in the care of the police
- We will see a reduction in the number of children in the care of the courts
- We will see a reduction in the number of children in the care of the health service
- We will see a reduction in the number of children in the care of the education system
- We will see a reduction in the number of children in the care of the housing system
- We will see a reduction in the number of children in the care of the social care system
- We will see a reduction in the number of children in the care of the community care system
- We will see a reduction in the number of children in the care of the voluntary sector
- We will see a reduction in the number of children in the care of the independent sector

Our obsessions

- We develop quality connections, conversations and relationships
- We know our children and families well
- We are all champions for Walsall children



Councils have statutory duties and responsibilities

These duties include ensuring sufficiency of good quality school places, home to school transport, and being satisfied children are receiving a suitable education.

The 2013 government guidance in relation to the statutory responsibilities of the DCS and Lead Member for Children's services summarises some key points as follows:

- To ensure access to high quality education provision for all disabled children and those with SEN including provision of AP and provision outside mainstream
- To ensure fair access to school
- To deliver suitable home to school transport arrangements
- To provide high quality Early Years provision

The Children Act 2004 includes the statutory responsibility for the Local Authority to ensure all Children and Young People (CYP) receive appropriate quality education. This requires the LA to receive sufficient assurance information and have sufficient authority within the education system to be able to deliver on this responsibility

It is the direct responsibility of a school to provide a quality education for children on role and to maximise their attendance. The LA has responsibility for those excluded, those Electively Home Educated (EHE), those who are missing from education and new arrivals into an area who require a school place.

Access and Inclusion Structure and Services



Structure and Services

Director Access and Inclusion Sharon Kelly

Head of Service Access Rob Thomas

- School admissions and appeals
- Attendance and access support teams
- Elective Home education
- Home to School Transport
- Children missing education
- School organisation and place planning
- Childcare sufficiency

Head of Service Inclusion Judith Nash

- EHCP assessment team
- Educational Psychologists
- Specialist Inclusion team including HI/VI and Early years SEN specialists
- Early years team
- Governor Services
- Schools and Post 16 Quality Assurance
- Alternative Provision (AP)

Head of Virtual School Lorraine Thompson

- Vulnerable Learners Hub
- Primary support team
- Secondary support team
- SEND caseworker
- Educational Psychologist
- Speech and Language specialist
- Business support team
- Inclusion team
- Career advisors

Key Issues

- ❖ Priority Education Investment Area
- ❖ SEND and AP Local Area Inspection Framework-Pressures in the SEND sector and increasing needs– ensuring inclusion for all
- ❖ School Attendance and Children Not In School
- ❖ Extended duties of Virtual School and Vulnerable Learners Hub
- ❖ Pupil place planning – Secondary demand and Specialist places
- ❖ Extension in Childcare offer
- ❖ Improving the numbers of good and outstanding Schools
- ❖ Gap in educational outcomes especially Early Years
- ❖ Joining up the skills agenda and employment pathways

Strategic risk implications

- a) Currently the local authority retains the statutory accountability for outcomes for children and young people but in a backdrop of diminishing resources and authority (beyond influence) to deliver against such accountabilities
- b) Public perception remains that local authorities still “run” schools
- c) As schools further academise or federate the risk is that the local authority is left with a small number of vulnerable and of concern schools but without the resources to effectively support them
- d) For some academy settings strategic oversight will not be local

How we are responding to these changes

- Walsall Right 4 Children
- Priority Education Improvement Area Board
- Childrens Strategic Partnership
- Family Hubs
- Walsall Learning Alliance
- Walsall Families of Schools
- Walsall Specialist Provision Review
- Specialist Inclusion Services Review



Multi Academy Trusts & Single Academy Trusts

Academy Trusts

Sponsor/ CEO and email	Academies	Phase	Current Ofsted Grade
Academy Transformation Trust (ATT) Sir Nick Wellar Office@attrust.org.uk	Jubilee Academy North Walsall Academy Pool Hayes Academy Caldmore Primary Academy Phoenix	Primary Primary Secondary Primary Special	Good (January 2021) Good (November 2018) Good (April 2022) Good (November 2019) Good (Nov 2022)
Church of England Central Education Trust (CECET) David Smith postbox@bluecoatacademy.org	Blue Coat C of E Academy	Secondary	Good (24 January 2023)
Central Co-operative Learning Trust Bernadette Hunter dbacon@centralclt.com	Blackwood - Converted January 2022 Brownhills West Primary School - Converted February 2022 Greenfield Primary School - Converted 1 April 2023	Primary Primary Primary	Good (Oct 2016) Good (May 2017) Good (Jan 2023)

MATs & SATS

E-ACT Tom Campbell info@e-act.org.uk	Reedswood E-ACT Academy West Walsall E-ACT Academy Willenhall E-ACT Academy	Primary Secondary Secondary	Good (November 2021) Good (17 Jan 2023) Good (Oct 2017) RI (Feb 2023)
Elston Hall Learning Trust Mr K Grayson enquiries@ehlt.org.uk	Pheasey Park Farm School	Primary	Good (24 May 2016)
Joseph Leckie Academy Trust James Ludlow j.ludlow@josephleckieacademy.co.uk	Joseph Leckie Academy	Single Academy Trust	Good (November 2021)
Loriners Multi Academy Trust Gerry Healy postbox@parkhall-inf.walsall.sch.uk	Park Hall Infant Academy Park Hall Junior Academy	Primary Primary	Good (November 2022) Good (March 2022)
Matrix Academy Trust Lynsey Draycott postbox@matrixacademytrust.co.uk	Bloxwich Academy Barr Beacon	Primary & Secondary Secondary	Good (November 2021) Good (Nov 2022)

MATs & SATS

Ormiston Academies Trust Nick Hudson info@ormistonacademies.co.uk	Ormiston Sheffield Community Academy Brownhills Ormiston Academy	Secondary	Good (25 January 2023) Good (May 2017)
Ryders Hayes Academy Trust Sally Miner postbox@ryders-hayes.co.uk	Ryders Hayes Academy	Single Academy Trust	Good (February 2020)
Shine Academies Gemma Draycott enquiries@shineacademies.co.uk	Lodge Farm Busill Jones Primary School	Primary Primary	Good (November 2019) -
St Chad's Academies Trust Sarah Cockshott office@stchads.uk	All Saints National Academy Birchills C of E Academy	Primary Primary	RI (January 2022) Good (Feb 2023)
St John Bosco Catholic Academy Dave Carter admin@sjbca.co.uk	St Bernadette's Catholic Primary	Primary	Good (June 2021)
The Elliot Foundation Academies Trust Hugh Greenway hugh.greenway@elliotfoundation.co.uk	Croft Academy Woods Bank	Primary Primary	RI (April 2022) Good (January 2017)

MATs & SATS

<p>The Mercian Trust</p> <p>Daniel Parkes info@the.merciantrust.org</p>	<p>Aldridge School Queen Mary's Grammar Queen Mary's High</p> <p>Walsall Studio School The Ladder School Shire Oak</p>	<p>Secondary</p>	<p>Good (May 2022)</p> <p>-</p> <p>Outstanding (November 2021)</p> <p>Good (October 2019)</p> <p>-</p> <p>RI (April 2022)</p>
<p>The Streetly Academy</p> <p>Billy Downie b.downie@thestreetlyacademy.co.uk</p>	<p>The Streetly Academy</p>	<p>Single Academy Trust</p>	<p>Good (Oct 2022)</p>
<p>Thomas Telford Multi Academy Trust</p> <p>Sir Kevin Satchwell info@thomastelfordutc.com</p>	<p>Walsall Academy</p>	<p>Secondary</p>	<p>Good (December 2019)</p>
<p>Thrive Education Partnership</p> <p>Richard Chapman enquiry@thrive.ac</p>	<p>Mary Elliot Academy – joined from 1 April 2023</p>	<p>Special</p>	<p>-</p>

MATs & SATS

<p>Tove Learning Trust</p> <p>Jamie Clarke secretary@tovelearning.org.uk</p>	<p>Grace Academy Darlaston</p>	<p>Secondary</p>	<p>Good (April 2022)</p>
<p>University of Wolverhampton Multi Academy Trust</p> <p>Professor Michelle Shaw info@greenheartlearning.org</p>	<p>Edgar Stammers Academy</p>	<p>Primary</p>	<p>Good (17 Jan 2023)</p>
<p>Victoria Academies Trust</p> <p>Sharron Philpot enquiry@victrust.org</p>	<p>Fibbersley Park</p>	<p>Primary</p>	<p>RI (October 2019)</p>
<p>Windsor Academy Trust</p> <p>Dawn Haywood info@windsoracademytrust.org.uk</p>	<p>Goldsmith Academy Rivers Academy</p>	<p>Primary Primary</p>	<p>Good (Nov 2022) Good (January 2020)</p>
<p>Woodlands Academy of Learning</p> <p>Tamsin Newton tnewton@woodlands.walsall.sch.uk</p>	<p>Woodlands Academy of Learning</p>	<p>Single Academy Trust</p>	<p>Good (September 2017)</p>

Federations

Hard Federation	Schools	Phase
<p>Bentley Federation</p> <p>Principal: Kate Magner kate.magner@bentleyfederation.org.uk</p>	<p>Bentley West – in process of being issued with DAO</p> <p>King Charles</p>	<p>Primary</p> <p>Primary</p>
<p>Blue Coat Federation</p> <p>Executive Headteacher: Anthony Orlik aorlik@bluecoatfederation.co.uk</p>	<p>Blue Coat C of E Infant School</p> <p>Blue Coat C of E Junior School</p>	<p>Infant</p> <p>Junior</p>
<p>Cadmus Family of Schools</p> <p>Executive Headteacher/ Chief Operating Officer: Max Vlahakis mvlahakis@cadmusschools.co.uk</p>	<p>Alumwell Junior</p> <p>Butts Primary</p> <p>Chuckery Primary</p> <p>Leighswood</p> <p>Millfield Primary</p> <p>Palfrey Junior</p> <p>Whitehall Junior</p> <p>On Hold: James Watt Primary, Handsworth – waiting for Birmingham LA approval</p>	<p>Primary</p> <p>Primary</p> <p>Primary</p> <p>Primary</p> <p>Primary</p> <p>Junior</p> <p>Junior</p> <p>Primary</p>

Federations

<p>Delves Federation</p> <p>Executive Headteacher: Amanda Arnold aarnold@delvesinfantschool.co.uk</p>	<p>Delves Infant and Nursery</p> <p>Delves Junior</p>	<p>Infant and Nursery</p> <p>Junior</p>
<p>King's Federation</p> <p>Executive Headteacher: Nin Matharu nmatharu@kings-hill.walsall.sch.uk</p>	<p>Kings Hill Primary School</p> <p>Salisbury Primary school</p>	<p>Primary</p> <p>Primary</p>
<p>Lighthouse Federation</p> <p>Executive Headteacher/ Chief Operation Officer: Paul Drew pdrew@lighthousefederation.com</p>	<p>Barcroft Primary</p> <p>Beacon Primary</p> <p>Castlefort JMI – from 9th Sept 2022</p> <p>Lindens Primary – from 9th Sept 2022</p> <p>Meadow View – from 9th Sept</p> <p>Moorcroft Wood Primary – from 24 May 2023</p> <p>St James Primary – from 24 May 2023</p> <p>Blakenall Heath Junior & Sunshine N & I started consultation 13 June with view to complete by Sept 2023.</p>	<p>Primary</p> <p>Primary</p> <p>JMI</p> <p>Primary</p> <p>Primary</p> <p>Primary</p> <p>Primary</p>

Federations

<p>North Star Federation</p> <p>Headteacher: Kate Bargh kbargh@rushall.walsall.sch.uk</p>	<p>Oakwood Rushall Primary</p>	<p>Special Primary</p>
<p>Short Heath Federation</p> <p>Headteacher: Cathy Draper cdraper@shortheathfederation.org.uk</p>	<p>Lane Head Nursery Rosedale Church of England Infant Short Heath Junior School</p>	<p>Nursery Infant Junior</p>
<p>St Thomas of Canterbury and St Patrick's Primary Schools Federation</p> <p>Executive Headteacher: Jean Richmond jrichmond@st-thomas.walsall.sch.uk</p>	<p>St Thomas of Canterbury School (VA) St Patrick's Primary School (VA)</p>	<p>Primary Primary</p>
<p>Sandbank and Valley Nursery Schools Federation</p> <p>Headteacher: Dawn Kelly dkelly@valley.walsall.sch.uk</p>	<p>Sandbank School Valley School</p>	<p>Nursery Nursery</p>

Any Questions