



**Walsall Council**

# **Education Overview and Scrutiny Committee**

Meeting to be held on: **12 January 2023 at 6.00 P.M.**

Meeting to be held via: **Council Chamber, Walsall and Microsoft Teams**

Public access to meeting via: <https://www.walsallcouncilwebcasts.com>

## **MEMBERSHIP**

Chair

Councillor S. Ditta  
Councillor B. Bains  
Councillor R. Burley  
Councillor S. Cheema  
Councillor I. Hussain  
Councillor S.B. Hussain  
Councillor A. Hussain  
Councillor P. Kaur  
Councillor L. Rattigan  
Councillor C. Towe  
Vacancy

## **NON-ELECTED VOTING MEMBERS**

Lichfield Diocesan  
Representative  
Archbishop of  
Birmingham's  
Representative  
Parent Governors

Vacancy  
Vacancy  
Mrs Heena Pathan  
Vacancy  
Vacancy

## **NON-ELECTED NON-VOTING MEMBERS**

Primary Teacher  
Representative  
Secondary Teacher  
Representative

Ms Sharon Guy  
Ms Wendy Duffus

**PORTFOLIO HOLDER:** Councillor Mark Statham – Education and Skills

Democratic Services, Council House, Lichfield Street, Walsall, WS1 1TW  
Contact: Jack Thompson ☎ 01922 654196 E-mail: [jack.thompson@walsall.gov.uk](mailto:jack.thompson@walsall.gov.uk)

## ITEMS FOR BUSINESS

1.	<b>Apologies</b> To receive apologies for absence from Members of the Committee.	
2.	<b>Substitutions</b> To receive notice of any substitutions for a Member of the Committee for the duration of the meeting.	
3.	<b>Declarations of interest and party whip</b> To receive declarations of interest or the party whip from Members in respect of items on the agenda.	
4.	<b>Local Government (Access to Information) Act 1985 (as amended)</b> 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 (if applicable).	
5.	<b>Minutes</b> To approve and sign the minutes of the meeting held on 28 November 2022.	Enclosed
6.	<b>2022 Educational Attainment and Ofsted School Inspection Outcomes</b> To receive an update on the improving picture of Ofsted grading in Walsall Schools, the differing attainment results and the specific challenges facing Walsall children.	Enclosed
7.	<b>Schools White Paper, Schools Bill and Education Investment Areas</b> To receive information on the developments of the Schools White Papers and the Educational Investment Areas and to receive an update on the Schools Bills movement to the third reading in the House of Lords.	Enclosed
8.	<b>Update on Children's Strategic Alliance and Walsall Learning Alliance (WR4C)</b> To receive an update on the development of The Children and Young People Alliance and the Walsall Learning Alliance (WLA).	Enclosed
9.	<b>Corporate Financial Performance 2022/23 – 7 month position ended 31 October 2022</b> To receive an updated forecast financial position for 2022/23 based on the position to October 2022, as reported to Cabinet on 14 December 2022.	Enclosed
10.	<b>Draft Revenue Budget and Draft Capital Programme 2023/24 – 2026/27</b> To receive the draft budget, as reported to Cabinet on 14 December 2022. To also receive the draft revenue budget proposals and draft capital programmes relating to the Committee's remit.	Enclosed
11.	<b>Recommendation Tracker</b> To review progress with recommendations from previous meetings.	Enclosed
12.	<b>Areas of Focus</b> To review the Committees Work Programme and the Forward Plans for Walsall Council and the Black Country Executive Committee.	Enclosed

13.	<b>Date of next meeting</b> To note that the date of the next meeting will be 16 February 2023.	Enclosed
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## 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 an Overview and Scrutiny Committee 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.

**MINUTES OF THE EDUCATION OVERVIEW AND SCRUTINY COMMITTEE,  
COUNCIL CHAMBER, WALSALL COUNCIL HOUSE.**

**Tuesday 28 November 2022 at 6.00 P.M.**

**Committee Members present:**

Councillor S. Ditta (Chair)  
Councillor B. Bains  
Councillor R. Burley  
Councillor S. Cheema  
Councillor P. Kaur  
Councillor L. Rattigan

**Portfolio Holder:**

Councillor Mark Statham – Education and Skills

**Officers Present:**

Sharon Kelly - Director Access and Inclusion  
Rob Thomas - Head of Access  
Thomas Newman – Finance Business Partner for Children Services  
Jack Thompson – Democratic Services Officer

Welcome and introductions were made.

**32/22 Apologies**

Apologies were received from Councillors: Towe, A. Hussain, S.B. Hussain, I. Hussain. Apologies were also received from the Co-opted member Sharon Guy.

**33/22 Substitutions**

There were no substitutions for the duration of the meeting.

**34/22 Declarations of Interest and Party Whip**

There were no declarations of interest or party whip for duration of the meeting.

**35/22 Local Government (Access to Information) Act 1985 (as amended)**

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

**36/22 Minutes**

A copy of the Minutes of the meeting held on the 11 October 2022 was submitted [annexed].

**Resolved:**

That the minutes of the meeting held on 11 October 2022, a copy having previously been circulated, be approved and signed by the Chair as a true and accurate record.

**37/22 School Place Planning for Early Years Sufficiency, Primary, Secondary, Post 16 and Special Schools.**

The Portfolio Holder for Education and Skills updated the Committee on the Boroughs position in regard to school places. He highlighted that the majority of childcare providers, such as nurseries, were returning to pre-pandemic levels. There was an expected decrease in demand for primary school places. Plans had been made to accommodate 150 new secondary school places from September 2023. Due to increased demand the Council was currently remodelling the way it predicted the amount of special school places required. Moreover, there had been 6.3 percent increase in statutory assessments and therefore the Borough would need more places and a capital case would be made for further funding for Special Educational Needs (SEN) school places.

The Head of Access added that the Council had a statutory duty to provide mainstream and SEN places within the Borough. The Council completed assessments to predict demand for school places in mainstream schools and was aiming to produce the same information for SEN places by 2023. Up to 90% of early years places had been taken up and due to low birth rates, there had been a decrease in the amount of demand for primary school places. The Council was preparing to reduce the number of places in primary school in a sustainable way. Finally, he added that any increase in the amount of SEN school places would be modelled on the increase in the amount of Education, Health and Care Plans (EHCPs) and using data from the latest census.

A discussion took place around the amount of school places offered in the Borough and the effect additional places in schools which were already full would have on pupils' education. The Head of Access informed the Committee that those schools accepting additional children which were already at capacity but could not take any more pupils due to a lack of space. The Council had agreed more places with schools but would be provided with capital funding to support more places such as additional classroom space. Furthermore, every pupil was entitled to funding from national government and that schools taking on more pupils would have an increased budget enabling them to hire more staff.

A Member asked for an update on the proposed free school in the Borough. The Head of Access responded that the Council, Department for Education and the school proposer were carrying out a site proposal and curriculum exercise. The free school was planned to open in 2025 but the Council was requesting it to open for Year 7 pupils in September 2024. Additional due diligence work was required before proceeding.

A Member asked if the Council was working to place specialist staff for SEN children within mainstream schools instead of creating new special school places. The Head of Access responded that Council was taking an approach that would aim to see pupils with SEN needs remain in mainstream schools and the Council was working with schools to achieve this. The Council had employed two head teachers on part time contracts to help deliver specialist staff for schools, however, the Council would still need to develop further special school places.

A Member asked if the expansion of T-Levels would put pressure on sixth forms within the Borough. The Director for Access and Inclusion responded that there was a national push for these qualifications but there was increased pressure on sixth forms within the Borough regardless. The sixth forms within the Borough would need to work together to pull resources and use multiple sites to help meet the needs of pupils. The Chair added that T-Levels did not put further pressure on schools, but the aim was that these qualifications would overtake apprenticeships and offer an alternative route for pupils into university but also provide work experience at the same time.

A discussion took places around how the Council took into account pupils travelling into the Borough to attend school. The Head of Access informed the Committee that the model the Council used did take into account pupils travelling into the Borough to attend school and that there had been an increase in the number of children doing this in recent years. Furthermore, the Council had to abide by the admissions policy. The Director for Access and Inclusion added that parents could express a preference and not a choice and that the Council had a legal responsibility to provide a suitable school place. It was therefore in parents' best interest to make as many preference choices as possible when applying. Officers agreed that the Committee would be provided with the number of children traveling into the Borough for school outside of the meeting.

A Member asked if there was a time scale for the creation of the Social Care Internship mentioned in the report. The Director of Access and Inclusion responded that the Council had allocated funding for these internships, however, they were only at the preliminary stages. Officers were happy for this to be a future item for the Committee to consider in March 2023.

A Member asked if any information had been received regarding the SEN free school. The Head of Access responded that further information would be provided by the Department for Education at the end of February 2023.

A Member asked if any forward planning was carried out by the Council when housing developments were approved to ensure adequate of childcare provision. The Head of Access responded that planning for this was done through the Childcare Sufficiency Assessment and that a report on this would be circulated to Members shortly. The report would include the Childcare Sufficiency Assessment and would include information about certain Wards in regard to predicted increases in the demand for childcare due to approved housing development and the amount of childcare provided by the market. It



might be the case that in future the Council would need to support further development of the Childcare market to make sure there were enough places, however, there were currently enough places to meet demand. The Director for Access and Inclusion added that it was a fine balancing act to make sure enough places were available, but the Council would not intervene to make places available to parents on their doorstep. This was due the childcare provides needing financial stability, so some parents would be expected to travel to access childcare.

**Resolved:**

- That information would be provided to Members of the Committee on the number of children travelling into the Borough for school outside of the meeting.
- That a report on internships would be presented to the Committee at a future meeting.
- That a report on the Childcare Sufficiency Assessment would be presented to the Committee at a future meeting.
- That the Committee considered the content of the report.

**38/22 Corporate Financial Performance – Quarter 2 Financial Monitoring Position for 2022/23**

The Portfolio Holder for Education and Skills informed the Committee that the directorate had an overspend of £400,000 and had used £180,000 of reserves. This overspend was due to the increase in the requirements for EHCP assessments and the use of agency staff to reduce waiting times. Furthermore, there was a risk of an additional £930,000 overspend due to the potential increase in the amount of funding needed for SEN and the subsequent need to further EHCP provision and Education Psychology Assessments. As service transformation plan for 2022/23 was being implemented and would generate a saving of £680,000. These savings were expected to be delivered by the end of March 2023. The total capital programme for the services under the remit of the Committee was £37.52 million, £18.46 million was expected to be utilised in the financial year 22/23 and remaining £19.06 million carried into the financial year 23/24.

The Finance Business Partner for Children's Services picked out the salient points within the report and explained the overspend in more detail (see annexed). The Director for Access and Inclusion added that the majority of the overspend was due to the use of agency staff with the SEN teams and for EHCPs specifically. The Director for Access and Inclusion also informed Members that by the new year there would be a fully staffed team for EHCPs, consisting of internal secondment and external appointments. These new staff would remove the cost pressure created by agency staff.

A discussion took place around the use of the capital budget and the amount being carried over to the next financial year. The Director for Access and Inclusion informed the Committee that it was not unusual for as some projects

had not been finished and therefore the money had not been spent. Reports on future spending of the capital budget would be brought to the Committee future. The Director for Access and Inclusion added that the use of the capital budget required the right planning and modelling.

A Member asked if the potential overspend around EHCPs included in the report would be factored into the budget setting taking place in January 2023. The Director of Access and Inclusion responded that the Council had modelled the increase in EHCP demand to request additional funding. Furthermore, the Council would keep this under review and had put in a business case for more staffing. The Finance Business Partner for Children's Services added that there had been a request for four more posts, but this had yet to be finalised. The Portfolio Holder for Education and Skills added that ECHPs had been problematic for many councils and that it was good that Walsall Council had met its statutory target.

**Resolved:**

- That a report on future spending of the capital budget would be presented to the Committee at a future meeting.
- That the Committee note the revenue and capital forecast for the financial year end 2022/23.

**39/22 Recommendation Tracker**

The Democratic Services Officer updated the Committee on the recommendation tracker.

The Democratic Services Officer informed the Committee that the data on EHCP applications and the Accelerated Access Plan had been shared with Members. The Director for Access and Inclusion took the Members of the Committee through the salient figures contained within data on ECHP applications.

A discussion took place around the increase in the amount of ECHPs being processed by the Council. The Director for Access and Inclusion informed members that there were three main reasons for this increase: the Council was working through the Covid backlog in applications, the was national general increase in applications and that with the return of children back to the classroom more schools were referring children for EHCPs that would have been missed due to home schooling during the pandemic.

A Member asked when the Council expected the amount of EHCP applications to level out. The Director for Access and Inclusion responded that the Council was expecting the growth in ECHPs taper out by March 2023. Furthermore, that the year groups in which EHCP applications were being made was becoming lower each year which meant children with SEN needs were being identified and support was being put in place earlier as a result.

**Resolved:**

That the Recommendation Tracker be noted.

**40/22 Areas of Focus**

The Democratic Services Officer informed the Committee of the items on the areas of focus scheduled for the next meeting of the Committee in January 2023.

Following a discussion on the agenda for the next meeting it was agreed to merge two items.

**Resolved:**

That the items scheduled for the next meeting on 'attainment and improving educational outcomes' and 'increasing the number of good and outstanding schools' be merged.

**41/22 Date of next meeting**

The date of the next meeting was scheduled for the 12 January 2023.

There being no further business, the meeting terminated at 18:48.

Signed:

Date:

**12<sup>th</sup> January 2023**

**2022 Educational Attainment and Ofsted School Inspection Outcomes**

**Ward(s):** All

**Portfolios: Cllr Mark Statham – Education and Skills**

**1. Aim**

The aim of this report is to provide the Committee with an overview of the current Ofsted Outcomes for Walsall Schools and of the 2022 academic outcomes across the main school Key Stages, including showing where improvements are being made, where there remains gaps to regional, national and statistical neighbour comparators and where attainment between groups of students with varying needs differs.

**2. Recommendations**

1. That the Committee recognise the improving picture of Ofsted gradings in Walsall Schools.
2. That the Committee note the differing attainment results and the specific challenges facing Walsall children, particularly at the Early Years Foundation Stage.

**3. Report detail – know**

**Inspection Result**

- 3.1. In The attached report sets out the current Ofsted gradings for Walsall Schools and the academic outcomes across all key stages from Early Years Foundation Stage to Post-16. Please see full report for further details.
- 3.2. Please note that some of the data in the report remains provisional and may change slightly when final information is released by the Department for Education.

**Governance, review and ongoing monitoring**

- 3.3. School performance is regularly monitored through the Local Authority's Schools Causing Concern Protocol which draws together various data points to highlight where a school may need additional support.
- 3.4. The improvement of academic outcomes is being reviewed by the Walsall Learning Alliance who will work with Walsall schools to understand where the key gaps are support schools in improving outcomes for Walsall's pupils.

**4. Financial**

- 4.1. There are no direct financial implications to this report.

## **5. Reducing Inequalities**

- 5.1. The report highlights where performance differs for various groups across Walsall including those who have English as an Additional Language (EAL), those who are in receipt of Free School Meals and those with a recognised Special Educational Need or disability (SEND).
- 5.2. This information will be used in the work being undertaken with Walsall Schools to identify where additional support and improvements can be delivered to improve outcomes for children within these cohorts.

## **6. Decide**

- 6.1. The Committee may decide to request further information or assurance in respect of these outcomes.

## **7. Respond**

- 7.1. Walsall EHC Team will continually seek feedback from families and settings inputting to the EHC process, as well as statutory partners.

## **8. Review**

- 8.1. This information will be shared across various forums including with schools and partners, will be updated as validated information is released and used in planning improvements across the borough.

## **Background papers**

None

## **Authors**

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# Education Outcomes 2022

**As at end of December 2022** *(some data remains provisional)*



**Walsall Council**

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**IMPROVE**  
outcomes and  
customer experience










**IMPROVE**  
employee satisfaction  
and engagement



**IMPROVE**  
service efficiency  
and performance

# Ofsted Outcomes *as at November 2022*

-  **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

Schools in Walsall are improving. Currently 84% of schools in Walsall are rated as good or outstanding. This remains lower than national and regional performance but the gap is decreasing and has reduced from 3% points to 1% point regionally and from 5% points to 3% points nationally since September 2021. This is the first time the gap has reduced in a number of years.

There has also been a substantial increase in the percentage of pupils attending good and outstanding schools.

Since September 2021 when re-inspections started in earnest following the pandemic, 22 schools in Walsall have been inspected (and reports published). 68% (15) have improved to or remained good or outstanding compared to just 60% of schools regionally and 62% of schools nationally.

**84%**  
of schools in Walsall are rated as  
**Good or Outstanding**

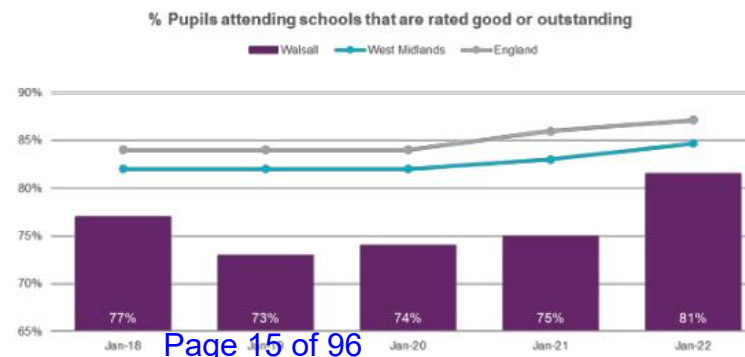
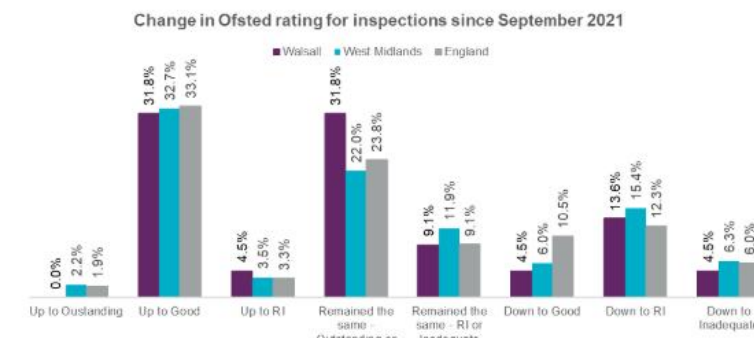
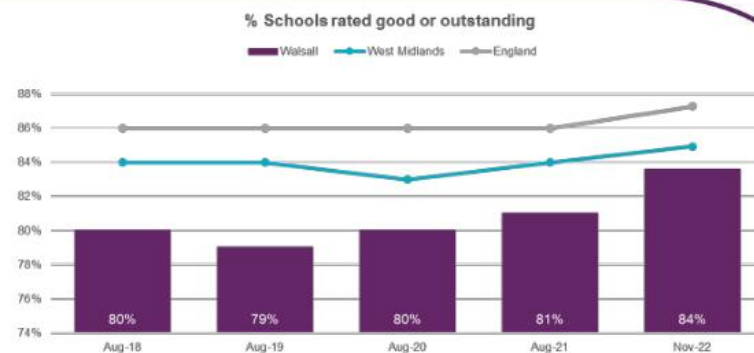
Gap between Walsall and West Midlands

**1.0% pts**  
Gap is reducing

Gap between Walsall and West England

**3.0% pts**  
Gap is reducing

**68.2%**  
of the 22 schools in Walsall  
inspected since September 2021  
have improved to or remained  
**Good or Outstanding**



**81%**  
of pupils in Walsall attend schools  
that are rated as  
**Good or Outstanding**

Gap between Walsall and West Midlands

**4.0% pts**  
Gap is reducing

Gap between Walsall and West England

**6.0% pts**  
Gap is reducing



# Ofsted Outcomes

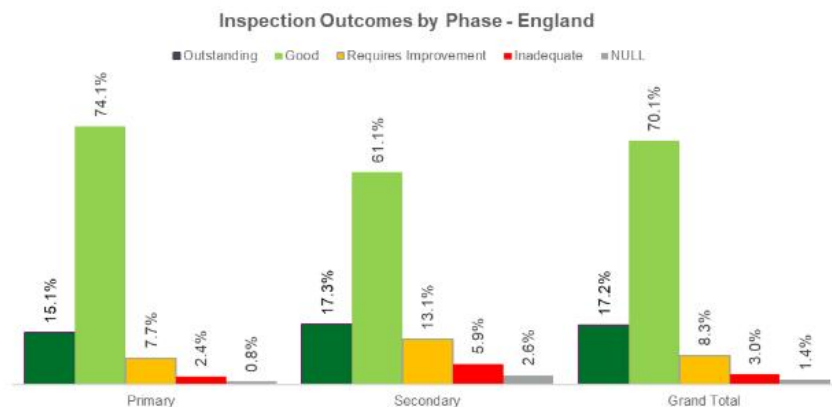
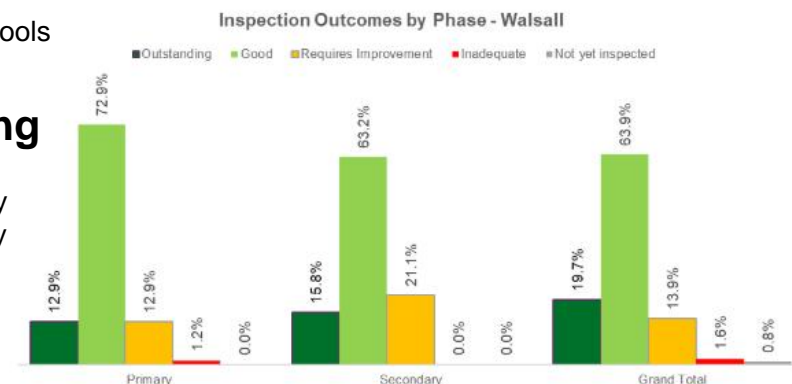


- 8 Nursery Schools
- 85 Primary Schools
- 19 Secondary Schools
- 7 Special Schools
- 3 Pupil Referral Units
- 7 Independent Schools
- 23 Sixth Forms and 1 Further Education College

School Ofsted Outcomes - Walsall	Outstanding	Good	Requires Improvement	Inadequate	Not yet inspected
Nursery	8				
Primary	11	62	11	1	
PRU		1	1		1
Secondary	3	12	4		
Special	2	3	1	1	
Grand Total	24	78	17	2	1

**71%**  
of academies  
**Good or Outstanding**  
Compared to  
80% regionally  
81% nationally

**90%**  
of maintained schools  
**Good or Outstanding**  
Compared to  
91% regionally  
93% nationally



Just two schools in Walsall are rated as inadequate – Mary Elliott which was inspected in March 2022 and Busill Jones which was last inspected in April 2018 and is due to be inspected imminently.

Of the 17 schools that are rated as requires improvement, nine have not been inspected since 2018 or 2019 and are therefore due inspections imminently.

As an overall proportion of schools, Walsall has fewer schools that are graded inadequate than nationally and a higher proportion of schools that are graded as outstanding (largely due to the eight outstanding nurseries). However, fewer schools are graded as good with a higher proportion graded RI.

It would take just five of the ten schools awaiting inspection to improve from RI or inadequate to good or outstanding to bring Walsall in line with national performance (assuming that none of the currently graded good or outstanding schools fall to requires improvement or inadequate).



# Children Living in Walsall

Updated 10<sup>th</sup> April 2022

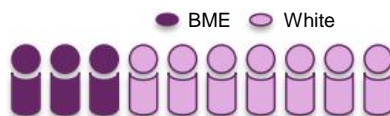
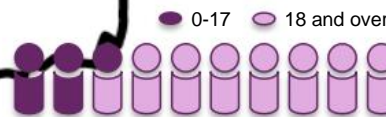
Population of 286,716

69,375 (24.2%) of whom are children aged 0-17

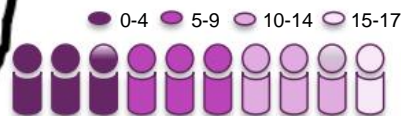
2020 mid-year population estimates

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

24.2% of the population are children and young people 2020 mid-year population estimates



31.2% of Children are from BME backgrounds 2011 Census



28% of children are aged 0-4, 29% are aged 5-9, 28% are aged 10-14 and 15% are aged 15-17 2020 mid-year population estimates



39% of children live in poverty after housing costs Campaign to end child poverty – May 2021

## 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

4.2% of babies are born with a low birth weight

compared with 3.1% the West Midlands and 2.9% nationally (2020 data)

6.8 per 1,000 children die before their first birthday

compared with 5.6 in the West Midlands and 3.9 nationally (2018-2020 data)

2.5% of young girls get pregnant at 15, 16 or 17

compared with 1.8% in the West Midlands and 1.6% nationally (2019 data)

7.9 per 10,000 would be admitted to hospital as an inpatient for mental health issues

compared with 8.6 in the West Midlands and 8.8 nationally (2020-21 data)

1.5 per 10,000 admitted to hospital for alcohol related issues

compared with 2.5 in the West Midlands and 2.9 nationally (2018-19 – 2020-21 data)

# Children attending Walsall Schools *as at January School Census 2022*



**54,917**

**On roll in Walsall Schools**

## Free School Meals



**33.1%**

of children receive FSM in  
**Primary School**

↑ **1.5%pts**

since 2021  
1.7% pts regionally  
1.7% pts stat neighbours  
1.5% pts nationally

Gap between Primary FSM  
in Walsall and stat neigh

→ **4.9% pts** ←  
Gap is reducing  
(slightly)

Gap between Primary FSM  
in Walsall and nationally

→ **10.0% pts** ←  
Gap is stable

**30.2%**

of children receive FSM in  
**Secondary School**

↑ **2.7%pts**

since 2021  
2.3% pts regionally  
2.5% pts stat neighbours  
2.0% pts nationally

Gap between Secondary  
FSM in Walsall and stat neigh

← **4.3% pts** →  
Gap is Increasing  
(slightly)

Gap between Secondary FSM  
in Walsall and nationally

← **9.3% pts** →  
Gap is Increasing

Significantly more children receive  
free school meals and numbers are  
increasing

## Language & Ethnicity



Significantly more children have  
English as an additional  
language

**25.6%**

of children have EAL in  
**Primary School**

↑ **0.7%pts**

since 2021  
0.3% pts regionally  
0.1% pts stat neighbours  
0.3% pts nationally

Gap between Primary EAL in  
Walsall and stat neigh

← **0.4% pts** →  
Gap is increasing

Gap between Primary EAL in  
Walsall and nationally

← **4.4% pts** →  
Gap is increasing

**20.5%**

of children have EAL in  
**Secondary School**

↓ **0.6%pts**

since 2021  
0.3% pts regionally  
0.1% pts stat neighbours  
0.3% pts nationally

Gap between Secondary EAL  
in Walsall and stat neigh

→ **-0.1% pts** ←  
Gap is reducing

Gap between Secondary EAL  
in Walsall and nationally

→ **3.0% pts** ←  
Gap is reducing



## Special Educational Needs and Disabilities



**3.5%**

of children in Walsall  
schools have an  
**EHCP**

**2.1%** in Primary

**1.9%** in Secondary

↑ **0.2%pts**

since 2021  
0.2% pts regionally  
0.3% pts stat neighbours  
0.3% pts nationally

Gap between EHCP in  
Walsall and stat neigh

← **0.5% pts** →  
Gap is Increasing

Gap between EHCP in  
Walsall and national

← **0.5% pts** →  
Gap is Increasing

**12.6%**

of children in Walsall  
schools receive  
**SEN Support**

**14.1%** in Primary

**11.6%** in Secondary

↑ **0.7%pts**

since 2021  
0.3% pts regionally  
0.4% pts stat neighbours  
0.4% pts nationally

Gap between SEN  
Support in Walsall and  
stat neigh

→ **0.2% pts** ←  
Gap is reducing

Gap between SEN  
Support in Walsall and  
national

→ **0.0% pts** ←  
Gap is reducing

Fewer children have an identified special educational need. For children with an EHCP the gap to stat neighbours and national is similar for both primary and secondary. However, more children receive SEN Support in primary school than comparators, but fewer continue to receive support in secondary schools.

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**Walsall Council**

**PROUD** OF OUR PAST, OUR PRESENT AND FOR OUR FUTURE

# Early Years Foundation Stage – Reception Year

**3,853 children in the EYFS cohort  
in 2022**



**1,052 (27.3%)** eligible for Free School Meals (FSM)  
*this is lower than the 33.1% of children in primary schools who are eligible for FSM*



**910 (23.6%)** had a first language that was believed to be other than English (EAL)  
*this is lower than the 25.6% of children in primary school who are EAL.*



**486 (12.6%)** had SEN

**414 (10.7%)** had SEN Support  
*this is lower than the 14.1% of primary school children in receipt of SEN Support*



**72 (1.9%)** had an EHCP  
*this is lower than the 2.1% of primary school children with an EHCP.*



**1,272 (33.0%)** were born in the Autumn term, **1,261 (32.7%)** were born in the Spring term, **1,320 (34.2%)** were born in the Summer term.



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**EYFS Foundation Stage** is a statutory assessment of children's development at the end of the early years foundation stage and is made up of an assessment of the child's outcomes in relation to the 17 early learning goals (ELGs).

Children are assessed against the EYFS at the end of their reception year at school. The EYFS consists of 17 early learning goals within seven categories. These are:

## **Communication and Language**

Listening, Attention and Understanding ELG  
Speaking ELG

## **Personal, Social and Emotional Development**

Self-Regulation ELG  
Managing Self ELG  
Building Relationships ELG

## **Physical Development**

Gross Motor Skills ELG  
Fine Motor Skills ELG

## **Literacy**

Comprehension ELG  
Word Reading ELG  
Writing ELG

## **Mathematics**

Number ELG  
Numerical Patterns ELG

## **Understanding the World**

Past and Present ELG  
People Culture and Communities ELG  
The Natural World ELG

## **Expressive Arts and Design**

Creating with Materials ELG  
Being Imaginative and Expressive ELG

For each ELG, teachers must judge whether a child is:

- meeting the level of development expected at the end of the EYFS (expected);
- not yet reaching this level (emerging)

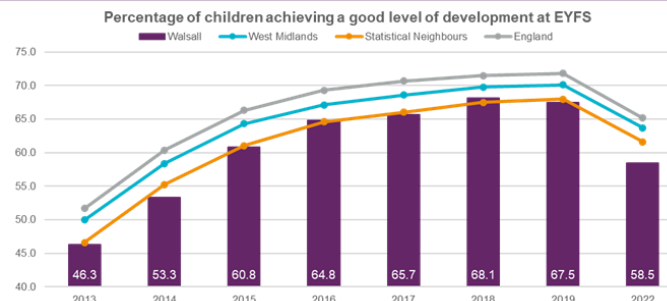


# Early Years Foundation Stage – Reception Year

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

**↓ 9%pts**  
since 2019  
Compared with  
-6.4% points regionally  
-6.4% points stat neighbours  
-6.6% pts nationally

Ranked  
**147**  
Out of 152 LAs  
Compared with  
138 in 2019



## Language & Ethnicity

**56.3%**  
of children with EAL in Walsall  
achieved a  
**GLD**

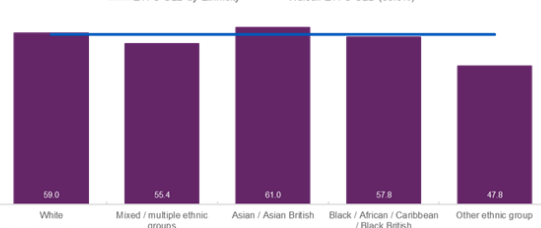
**↓ 7.7%pts**  
since 2019  
-4.7% pts regionally  
-6.9% pts nationally

**59.6%**  
of children with out EAL in Walsall  
achieved a  
**GLD**

**↓ 9.4%pts**  
since 2019  
-6.5% pts regionally  
-6.9% pts nationally

Gap between children with and  
without EAL in Walsall  
**3.3% pts**  
Gap is reducing

Children achieving a good level of development at EYFS by ethnicity



## Gender

**51.9%**  
of boys in Walsall achieved a  
**GLD**

**↓ 7.1%pts**  
since 2019  
-7.0% pts regionally  
-7.3% pts nationally

**65.0%**  
of girls in Walsall achieved a  
**GLD**

**↓ 11.0%pts**  
since 2019  
-6.4% pts regionally  
-6.1% pts nationally

Gap between boys and girls in  
Walsall  
**13.1% pts**  
Gap is reducing

## Free School Meals

**45.4%**  
of children in receipt of FSM in  
Walsall achieved a  
**GLD**

**↓ 11.6%pts**  
since 2019  
-6.5% pts regionally  
-6.1% pts stat neighbours  
-7.9% pts nationally

**63.4%**  
of children not in receipt of FSM in  
Walsall achieved a  
**GLD**

**↓ 7.6%pts**  
since 2019  
-5.5% pts regionally  
-5.5% pts stat neighbours  
-5.2% pts nationally

Gap between FSM and non FSM in  
Walsall  
**18.0% pts**  
Gap is increasing

## Special Educational Needs and Disabilities

**1.4%**  
of children with an  
EHCP in Walsall  
achieved a  
**GLD**

**↓ 1.6%pts**  
since 2019  
-2.0% pts regionally  
1.0% pts stat neighbours  
1.4% pts nationally

**14.7%**  
of children with SEN  
Support in Walsall  
achieved a  
**GLD**

**↑ 0.7%pts**  
since 2019  
-3.6% pts regionally  
-3.9% pts stat neighbours  
-6.1% pts nationally

Gap between EHCP and SEN  
Support  
**13.3% pts**  
Gap is increasing



# Early Years Foundation Stage – Reception Year

**58.5%**

of children in Walsall achieved a

**Good Level of Development**

**↓ 9%pts**

since 2019

Compared with

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

Ranked

**147**

Out of 152 LAs

Compared with

138 in 2019

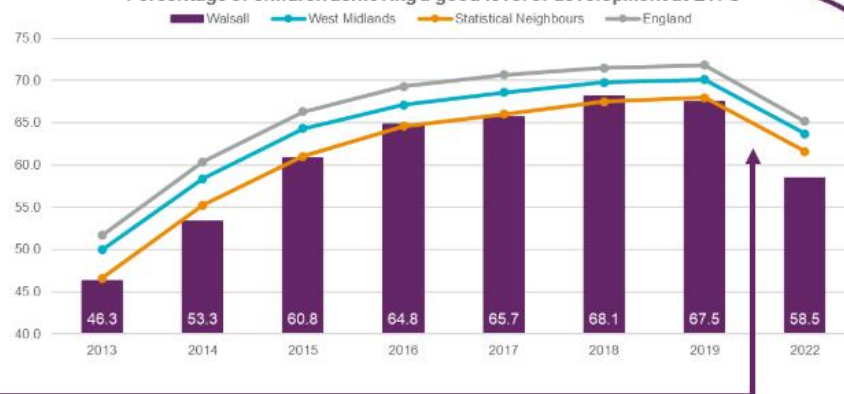
The fall in the proportion of children achieving GLD is likely to be down to the impact of the Covid-19 pandemic on this cohort of children, many of whom will have missed out on early nursery schooling and other important social interactions which would support them to become 'school ready'. Reduced oversight by professionals including GPs and Health Visitors may have also contributed to early development delays not being identified and addressed prior to children starting school. Comparator results have also fallen; however, Walsall's result has dropped further.

The proportion of children achieving GLD in Walsall has always been below national and regional comparators, although the gap was reducing, but in previous years, Walsall was either broadly in line with or slight below statistical neighbours, however, in 2022, the gap has widened across all comparators.

There is a significant difference between Walsall's performance and those of comparators across the seven areas of learning within the EYFS. Walsall has performed below comparators across all areas, however, the gap in some areas is bigger than others with Walsall children being assessed as further behind comparators significantly in Maths and Understanding the World.

The Understanding the World category features the early learning goal of understanding other cultures and communities and the natural world, so this is an area that may have been particularly impacted by the effects of lockdown on this cohort.

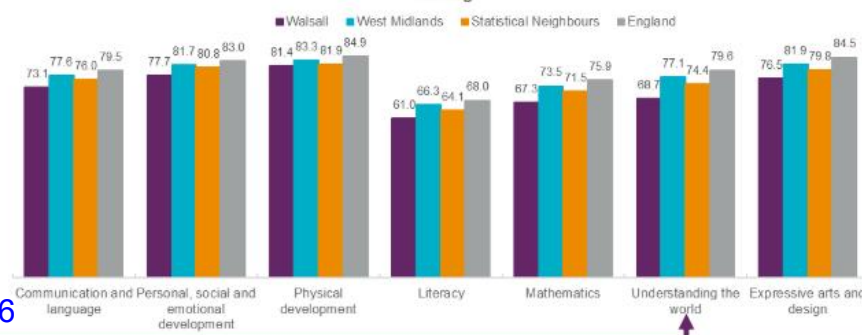
Percentage of children achieving a good level of development at EYFS



Difference between Walsall and comparators for children achieving a good level of development at EYFS - over time



Percentage of children achieving expected level of development by area of learning



# Early Years Foundation Stage – Reception Year

♂ **51.9%**  
of boys in  
Walsall  
achieved a  
**GLD**

↓ **7.1%pts**  
since 2019  
-7.0% pts regionally  
-7.3% pts nationally

Gap between boys and girls in Walsall  
➔ **13.1% pts** ➔  
**Gap is reducing**

Difference between boys and girls achieving a good level of development at EYFS - 2022



♀ **65.0%**  
of girls in  
Walsall  
achieved a  
**GLD**

↓ **11.0%pts**  
since 2019  
-6.4% pts regionally  
-6.1% pts nationally

## Gender

Girls perform better than boys overall with 51.9% of boys achieving GLD compared with 65.0% of girls. As with the overall cohort, both have fallen in 2022, however, girls have fallen more significantly by 11.0% points from 76.0% compared with a 7.1% point drop for boys from 59.0%. The fall in the outcome for boys is broadly in line with comparators, whereas the reduction in girls outcomes is higher than comparators.

This means that the gap between boys and girls in Walsall has reduced and is slightly smaller than the gap between boys and girls nationally and regionally. However, the gap between Walsall boys and their comparators has remained broadly the same, whereas the gap between girls and their comparators has increased.

Research has shown that in the Early Years, girls tend to develop language skills earlier than boys, giving them a head start in reading, writing and maths when they start school. It is therefore to be expected that girls are more likely to have a good level of development. What is not clear is why girls in Walsall development in Walsall has fallen more than boys and their national and regional peers.

## Language & Ethnicity

Children who have English as an additional language (EAL) are slightly less likely to achieve a good level of development at EYFS in Walsall than their peers for whom English is their first language. Historically, children with EAL have performed in line with regional comparators, but below national comparators, whereas children without EAL have performed below all comparators. In 2022, both cohorts outcomes fell (from 64.0% to 56.3% for children who were EAL and from 69.0% to 59.6% for children who were not EAL) increasing the gap with comparators, however, the reduction for children with EAL was lower than for those without, reducing the gap between Walsall cohorts.

Children from Asian backgrounds are slightly more likely to achieve a GLD at EYFS than their counterparts, whereas children from mixed ethnicity backgrounds are less likely to achieve a GLD.

**56.3%**

of children with  
EAL in Walsall  
achieved a  
**GLD**

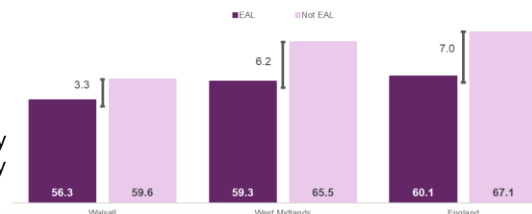
↓ **7.7%pts**

since 2019  
-4.7% pts regionally  
-6.9% pts nationally

Gap between children with and  
without EAL in Walsall

➔ **3.3% pts** ➔  
**Gap is reducing**

Difference between children with EAL and those without EAL achieving a good level of development at EYFS - 2022



**59.6%**

of children with out  
EAL in Walsall  
achieved a  
**GLD**

↓ **9.4%pts**

since 2019  
-6.5% pts regionally  
-6.9% pts nationally

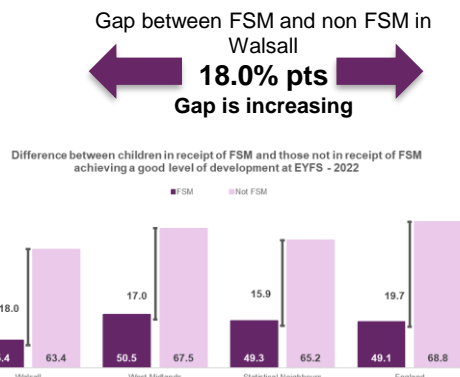
# Early Years Foundation Stage – Reception Year

**45.4%**  
of children in receipt of  
FSM in Walsall  
achieved a  
**GLD**

↓ **11.6%pts**  
since 2019  
-6.5% pts regionally  
-6.1% pts stat neighbours  
-7.9% pts nationally

**63.4%**  
of children not in receipt  
of FSM in Walsall  
achieved a  
**GLD**

↓ **7.6%pts**  
since 2019  
-5.5% pts regionally  
-5.5% pts stat neighbours  
-5.2% pts nationally



## Free School Meals

Children in receipt of Free School Meals (FSM) generally perform worse than children who are not in receipt of FSM and in Walsall that gap has been increasing over time.

Walsall's children with FSM have generally performed better than or in line with their comparators, whereas children not in receipt of FSM have performed similarly or better than statistical comparators but worse than regional and national comparators.

Again, both cohorts have seen a decline in outcomes in 2022, with the reduction in the percentage of children in receipt of FSM being the most significant down from 57.0% to 45.4% compared with children who aren't in receipt of FSM falling from 71.0% to 63.4%. This has resulted in both the gap between children in Walsall increasing and the gap for both cohorts with comparators increasing.

This suggests that children who live in poverty are more likely to have been negatively impacted by the pandemic. The reasons for this are complex but are likely to include less access to support and technology for early learning during lockdown and parents with lower levels of education that are less able to support their child's early development.

## Special Educational Needs and Disability

Children in receipt of SEN Support or an EHCP are significantly less likely than their peers to reach a good level of development by the end of the EYFS.

The proportion of children with an EHCP that achieve a GLD has fallen between 2019 and 2022 – while this is unsurprising given the pandemic and matches the pattern seen regionally and nationally, however, the proportion of children with an EHCP achieving GLD among stat neighbours has increased.

There is a slightly different picture for children with SEN Support where performance has increased in contrast to comparators, however, as the increase has not been as large as the decrease for children in receipt of an EHCP, the gap between the two cohorts has increased.

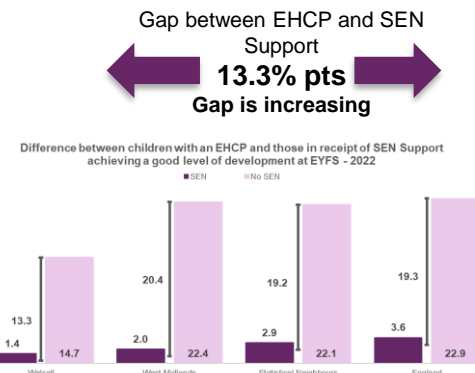
Despite the increase in the proportion of children with SEN Support achieving GLD, it remains that significantly fewer reach the expected standards than among comparators.

**1.4%**  
of children with an  
EHCP in Walsall  
achieved a  
**GLD**

↓ **1.6%pts**  
since 2019  
-2.0% pts regionally  
1.0% pts stat neighbours  
-1.4% pts nationally

**14.7%**  
of children with SEN  
Support in Walsall  
achieved a  
**GLD**

↑ **0.7%pts**  
since 2019  
-3.6% pts regionally  
-3.9% pts stat neighbours  
-6.1% pts nationally



# Key Stage 1 Phonics - Year 1



**3,804 children in the Phonics cohort in 2022**



**1,278 (33.6%) eligible for Free School Meals (FSM)**

*this is slightly higher than the 33.1% of children in primary schools who are eligible for FSM*



**956 (25.1%) had a first language that was believed to be other than English (EAL)**

*this is slightly lower than the 25.6% of children in primary school who are EAL.*

**538 (14.1%) had SEN**

**436 (11.5%) had SEN Support**

*this is lower than the 14.1% of primary school children in receipt of SEN Support*

**102 (2.7%) had an EHCP**

*this is higher than the 2.1% of primary school children with an EHCP.*

**The Phonics Screening Check** is a statutory test for all year 1 pupils to complete at the end of the school year before moving on to year 2. It was first introduced in 2012 as a way to measure if children are meeting the expected level of phonic decoding skills. This is to ensure that students are developing their reading skills to standard.

In the test, students will need to decode 40 words. There is a mix of real words and pseudo-words so that students are using their knowledge of phonics to decode the words and not just relying on memory.

To pass the test, students need to score a minimum of 30-32 correctly decoded words of the 40 total. If a student doesn't pass the test, extra support will be provided to them in year 2 to help improve their abilities. Then at the end of the year, they can retake the screening check.

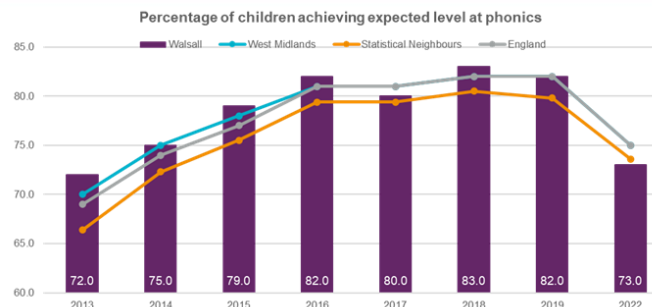


# Key Stage 1 Phonics - Year 1

**73.0%**  
of children in Walsall  
achieved a  
**Expected  
Standard**

**↓ 9%pts**  
since 2019  
Compared with  
-7.0% points regionally  
-6.2% points stat neighbours  
-7.0% pts nationally

Ranked  
**119**  
Out of 152 LAs  
Compared with  
63 in 2019



## Language & Ethnicity

**75.0%**  
of children with EAL in Walsall  
achieved a  
**Expected Standard**

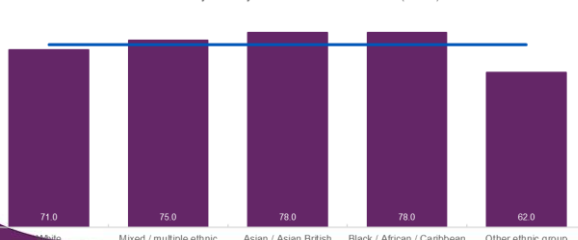
**↓ 8.0%pts**  
since 2019  
-6.0% pts regionally  
-7.0% pts nationally

**73.0%**  
of children with out EAL in Walsall  
achieved a  
**Expected Standard**

**↓ 10.0%pts**  
since 2019  
-6.0% pts regionally  
-6.0% pts nationally

Gap between children with and  
without EAL in Walsall  
**2.0% pts**  
Gap is increasing

Children achieving expected level at phonics by ethnicity



## Gender

**70.0%**  
boys in Walsall achieved a  
**Expected Standard**

**↓ 8.0%pts**  
since 2019  
-6.0% pts regionally  
-6.0% pts nationally

**76.0%**  
girls in Walsall achieved a  
**Expected Standard**

**↓ 11.0%pts**  
since 2019  
-7.0% pts regionally  
-6.0% pts nationally

Gap between boys and girls in  
Walsall  
**6.0% pts**  
Gap is reducing

## Free School Meals

**62.0%**  
of children in receipt of FSM in  
Walsall achieved a  
**Expected Standard**

**↓ 12.0%pts**  
since 2019  
-8.0% pts regionally  
-8.0% pts nationally

**78.0%**  
of children not in receipt of FSM in  
Walsall achieved a  
**Expected Standard**

**↓ 7.0%pts**  
since 2019  
-5.0% pts regionally  
-5.0% pts nationally

Gap between FSM and non FSM in  
Walsall  
**16.0% pts**  
Gap is increasing

## Special Educational Needs and Disabilities

**33.0%**  
of children with  
SEN in Walsall  
achieved a  
**Expected Standard**

**↓ 9.0%pts**  
since 2019  
-7.0% pts regionally  
-5.0% pts nationally

**80.0%**  
of children without  
SEN in Walsall  
achieved a  
**Expected Standard**

**↓ 9.0%pts**  
since 2019  
-6.0% pts regionally  
-6.0% pts nationally

Gap between SEN and non non-SEN  
in Walsall  
**47.0% pts**  
Gap is stable

# Key Stage 1 Phonics - Year 1

**73.0%**

of children in Walsall  
achieved a

**Expected  
Standard**

**↓ 9%pts**

since 2019

Compared with

-7.0% points regionally  
-6.2% points stat neighbours  
-7.0% pts nationally

Ranked

**119**

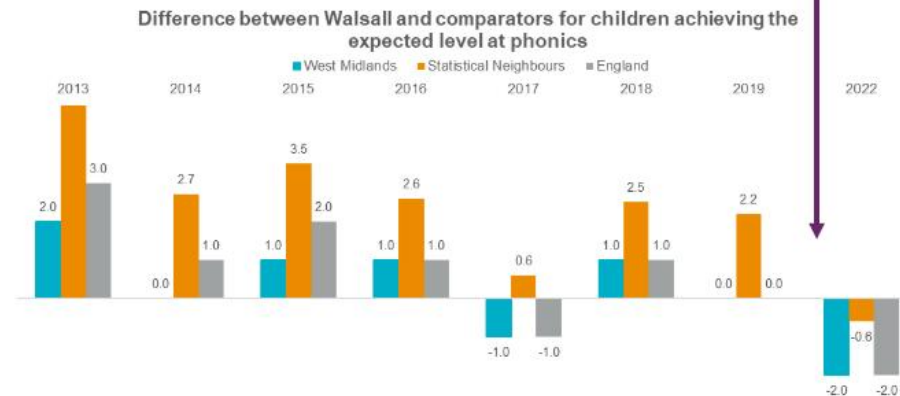
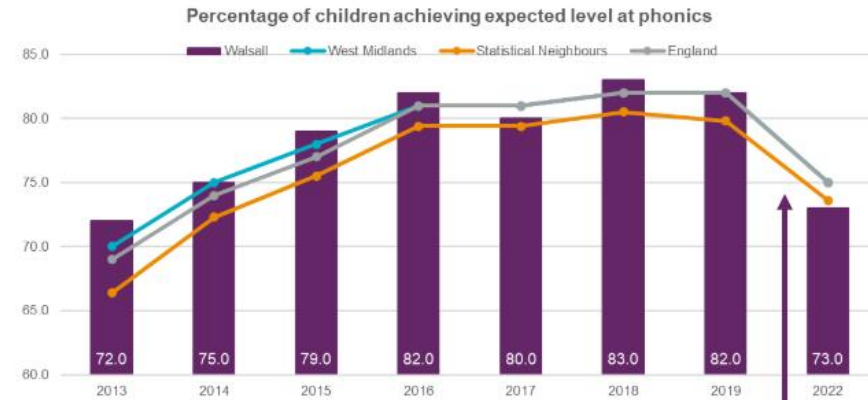
Out of 152 LAs

Compared with

63 in 2019

Historically, Walsall has performed better at Phonics than comparators, although the gap has been closing in recent years. In 2022 results in the percentage of children achieving the expected level at phonics fell nationally, however, Walsall's result fell more than comparators from 82.0% in 2019 to 73.0% in 2022. This meant that for the first time, Walsall result was lower than all comparator groups.

Children are assessed in phonics at the end of year one. The 2022 cohort of children will have missed out on much of their final year of nursery education and their reception year would have been disrupted. This has had an impact on their ability to reach the expected standard in phonics. This is particularly stark for Walsall children who, as the EYFS GLD results show, tend to start reception less 'school ready' than their peers.



# Key Stage 1 Phonics - Year 1

## Gender

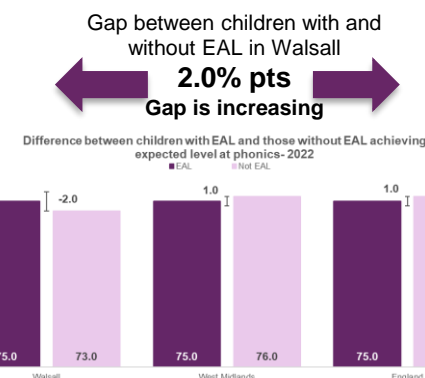
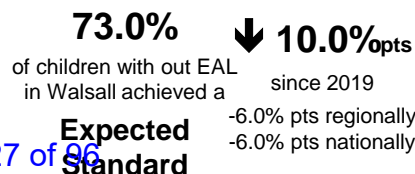
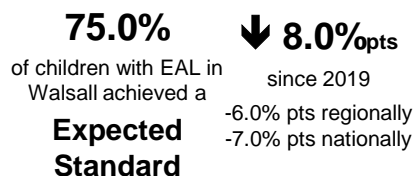
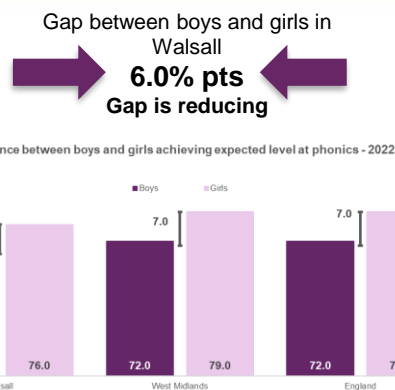
As with the proportion of children achieving GLD at EYFS, girls perform better in phonics than boys with 76.0% achieving the expected standard in Walsall compared with 70.0% of boys, however, the gap is smaller in phonics at just 6% points. Also similarly to GLD, girls have dropped at a faster rate than boys in 2022 – down 11% points compared with 8% point for boys. This has had the effect of reducing the gap between girls and boys in Walsall, but increasing the gap between Walsall girls and boys and their national and regional counterparts. For the first time, the gap between Walsall girls attainment with comparators is bigger than the boys.

## Language & Ethnicity

All ethnic groups other than children from White backgrounds perform better than the Walsall average. This is a change from EYFS.

For Phonics attainment, the gap between children who have EAL and those who do not is reduced completely compared with EYFS. In fact, in Walsall, children who have English as an additional language generally perform better at phonics than those who do not. This is in contrast to regional and national comparators where there is still a slight gap towards children who are not EAL. This is likely to be affected by the higher proportion of children with EAL in Walsall and that fact that those who do not have English as a first language have likely learned to speak or improved their English while learning phonics, supporting them to perform better in the assessment.

Walsall children who are EAL perform in line with their comparators, whereas performance for children who do not have EAL in slightly worse.



# Key Stage 1 Phonics - Year 1

**62.0%**

of children in receipt of FSM in Walsall achieved a

**Expected Standard**

↓ **12.0%pts**

since 2019  
-8.0% pts regionally  
-8.0% pts nationally

**78.0%**

of children not in receipt of FSM in Walsall achieved a

**Expected Standard**

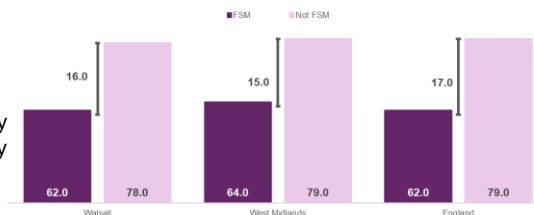
↓ **7.0%pts**

since 2019  
-5.0% pts regionally  
-5.0% pts nationally

Gap between FSM and non FSM in Walsall

← **16.0% pts** →  
**Gap is increasing**

Difference between children in receipt of FSM and those not in receipt of FSM achieving expected level at phonics - 2022



## Special Educational Needs and Disability

The gap in performance at phonics for children with SEN is significant. 80.0% of children without SEN perform to expected standards compared with 33.0% of children with SEN. The gap between children with and without SEN in Walsall is larger than the gap regionally or nationally although has not increased in 2022 as both cohorts have reduced at the same rate.

As with other cohorts, performance for both cohorts has fallen in 2022. Whereas performance of children with SEN has always been lower than comparators, performance for children without SEN is lower than that of comparators for the first time since 2017.

**33.0%**

of children with SEN in Walsall achieved a

**Expected Standard**

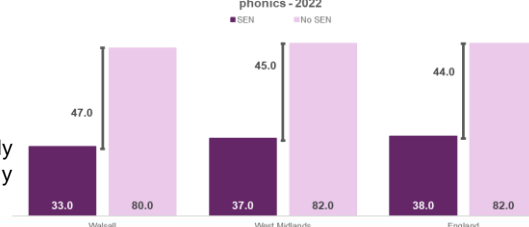
↓ **9.0%pts**

since 2019  
-7.0% pts regionally  
-5.0% pts nationally

Gap between SEN and non non-SEN in Walsall

← **47.0% pts** →  
**Gap is stable**

Difference between children with and without SEN achieving expected level at phonics - 2022



**80.0%**

of children without SEN in Walsall achieved a

**Expected Standard**

↓ **9.0%pts**

since 2019  
-6.0% pts regionally  
-6.0% pts nationally



# Key Stage 2 – Year 6 (SATs)



**3,936 children in the KS2 cohort in 2022**



**1,450 (36.8%)** eligible for Free School Meals (FSM)  
*this is higher than the 33.1% of children in primary schools who are eligible for FSM*



**1,016 (25.8%)** had a first language that was believed to be other than English (EAL)  
*this is in line with the 25.6% of children in primary school who are EAL.*

**803 (20.4%)** had SEN

**628 (16.0%)** had SEN Support



*this is higher than the 14.1% of primary school children in receipt of SEN Support*

**175 (4.4%)** had an EHCP



*this is more than double the the 2.1% of primary school children with an EHCP.*

**Key Stage 2** headline measures, which for 2022 will not be published at school level, include progress and attainment measures in the key three subjects of reading, writing and maths. These are:

- the percentage of pupils achieving the 'expected standard' at the end of Key Stage 2
- the percentage of pupils who achieve at a higher standard
- the pupils average scaled score
- the pupils' average progress:

The percentage of pupils achieving the expected standard in Reading, Writing and Maths is a combined measure across the three subjects.

To be counted towards the measure, a pupil must have a scaled score of 100 or more in reading and a scaled score of 100 or more in mathematics; and have been teacher assessed in writing as 'working at the expected standard' or 'working at greater depth'.

The percentage of pupils achieving at a higher standard is also a combined measure across the three subjects. To be counted towards the measure, a pupil must have a 'high scaled score' of 110 or more in reading and mathematics; and have been teacher assessed in writing as 'working at greater depth'.

# Key Stage 2 – Year 6 (SATS)

**56.0%**

of children in Walsall achieved

**Expected Standard**

In RWM

↓ **5%pts**

since 2019

Compared with

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

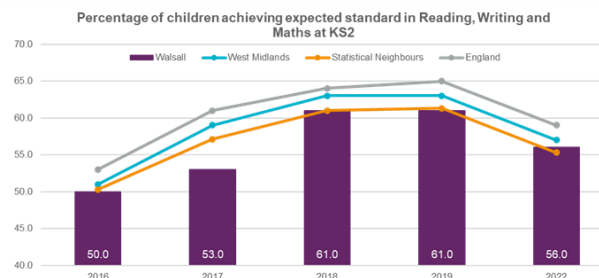
Ranked

**99**

Out of 152 LAs

Compared with

129 in 2019



## Language & Ethnicity

**59.0%**

of children with EAL in Walsall achieved

**Expected Standard**

↓ **5.0%pts**

since 2019

-3.0% pts regionally  
-4.0% pts nationally

**55.0%**

of children with out EAL in Walsall achieved

**Expected Standard**

↓ **6.0%pts**

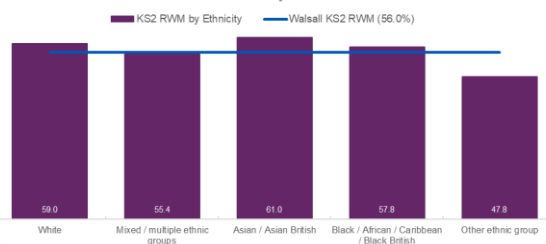
since 2019

-7.0% pts regionally  
-7.0% pts nationally

Gap between children with and without EAL in Walsall

← **4.0% pts** →  
Gap is increasing

Children achieving expected standard in Reading, Writing and Maths at KS2 by ethnicity



## Gender

♂ **51.0%**

boys in Walsall achieved

**Expected Standard**

↓ **5.0%pts**

since 2019

-5.0% pts regionally  
-6.0% pts nationally

♀ **61.0%**

girls in Walsall achieved

**Expected Standard**

↓ **6.0%pts**

since 2019

-7.0% pts regionally  
-7.0% pts nationally

Gap between boys and girls in Walsall

→ **10.0% pts** ←  
Gap is reducing

## Free School Meals

**42.0%**

of children in receipt of FSM in Walsall achieved

**Expected Standard**

↓ **2.0%pts**

since 2019

-4.0% pts regionally  
-5.0% pts nationally

**64.0%**

of children not in receipt of FSM in Walsall achieved

**Expected Standard**

↓ **3.0%pts**

since 2019

-4.0% pts regionally  
-3.0% pts nationally

Gap between FSM and non FSM in Walsall

→ **22.0% pts** ←  
Gap is reducing

## Special Educational Needs and Disabilities

**13.0%**

of children with SEN in Walsall achieved

**Expected Standard**

↓ **3.0%pts**

since 2019

-5.0% pts regionally  
-4.0% pts nationally  
[Page 30 of 96](#)

**67.0%**

of children without SEN in Walsall achieved

**Expected Standard**

↓ **4.0%pts**

since 2019

-5.0% pts regionally  
-6.0% pts nationally

Gap between SEN and non non-SEN in Walsall

→ **54.0% pts** ←  
Gap is decreasing



**Walsall Council**

**PROUD** OF OUR PAST, OUR PRESENT AND FOR OUR FUTURE



# Key Stage 2 – Year 6 (SATS)

**56.0%**

of children in Walsall achieved a

**Expected Standard**

In RWM

**↓ 5%pts**

since 2019

Compared with

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

Ranked

**99**

Out of 152 LAs

Compared with

129 in 2019

Across the KS2 measures, Walsall's performance is broadly in line with statistical comparators but is lower than regional and national comparators. In the overall Reading, Writing and Maths assessment and reading, the gap between Walsall and comparators is reducing, however in grammar, punctuation and spelling and maths, the gap is increasing.

In the overall reading, writing and maths assessment, Walsall performance fell in 2022 by 5% points from 61.0% of pupils achieving the expected standard in 2019 to 56.0% of pupils achieving the expected standard. Historically, Walsall's performance has been lower than comparators, but the reduction in Walsall's 2022 performance was lower than the reductions in regional, national and statistical neighbours which means that Walsall's performance is now slightly above that of statistical neighbours with a reduced gap to regional and national comparators.

This cohort of children were in year 2 in 2018. Their KS1 results were

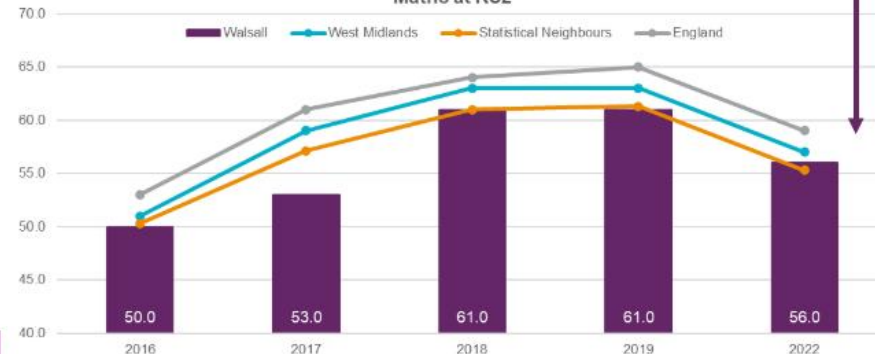
- Reading – 73% (WM -1%pts, SN +0.7%pts, Nat -2%pts)
- Writing – 65% (WM -4%pts, SN -1.8%pts, Nat -5%pts)
- Maths – 74% (WM -1%pts, SN +0.4%pts, Nat -2%pts)

When comparing the gap in performance to regional, statistical and national comparators, they have maintained their performance, despite the impact of Covid.

Percentage of children achieving levels of performance across KS2



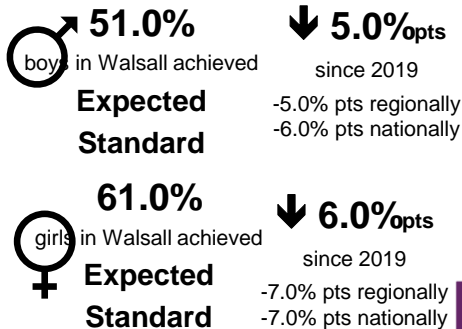
Percentage of children achieving expected standard in Reading, Writing and Maths at KS2



Difference between Walsall and comparators for children achieving expected standard in Reading, Writing and Maths at KS2



# Key Stage 2 – Year 6 (SATs)



## Language & Ethnicity

Most children perform in line in with the overall Walsall result, with children from Asian backgrounds performing significantly better. Children from other ethnic backgrounds perform worse, however this is a very small cohort of children.

Children who have English as an additional language continue to perform better than their counterparts for whom English is their first language at KS2 with the gap widening when compared to earlier attainment points. The drop in performance for children with EAL has also been lower at just 5% points from 64.0% to 59.0% compared with a fall of 6% points for children who are not EAL from 61.0% to 55.0%. It is likely that there is a link between better performance for pupils who are EAL and those who are from Asian ethnic backgrounds, however, this requires further analysis.

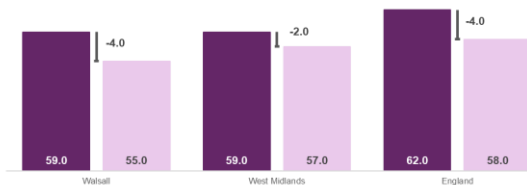
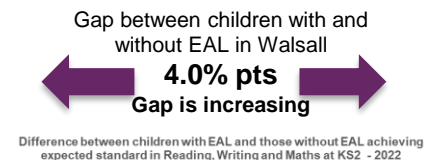
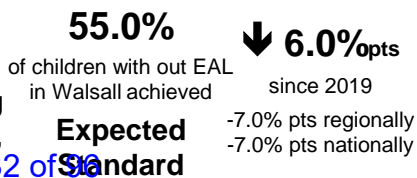
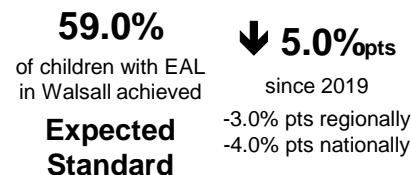
However, despite that drop in performance for children who are EAL being smaller locally to that of children who are not EAL, it was larger than the reduction in performance for comparators, whereas the reduction in performance for non-EAL children was smaller than comparators, meaning that overall the gap with comparators for EAL children has widened slightly, while reducing for non-EAL children.

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## Gender

Girls performance at KS2 is again better than boys and the gap between the two cohorts is bigger than the gap regionally and nationally. However, similarly to EYFS and phonics, girls performance has fallen more than that of boys between 2019 and 2022. The percentage of boys achieving the expected standard in RWM fell by 5% points from 56.0% to 51.0%, the percentage of girls achieving the expected standard fell by 6% points from 67.0% to 61.0%, thereby reducing the gap slightly.

However, a similar pattern was seen amongst comparators which means that overall, the gap between Walsall girls performance and their regional and national peers has reduced by more than the same gap for the boys.





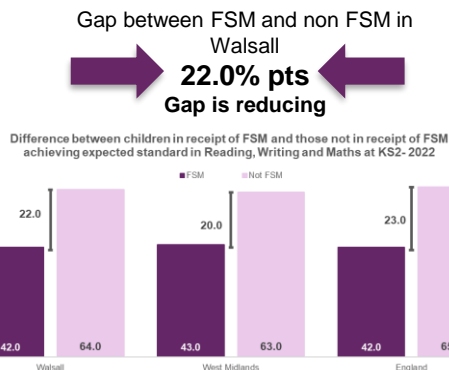
# Key Stage 2 – Year 6 (SATs)

**42.0%**  
of children in receipt of FSM in Walsall achieved  
**Expected Standard**

**64.0%**  
of children not in receipt of FSM in Walsall achieved  
**Expected Standard**

↓ **2.0%pts**  
since 2019  
-4.0% pts regionally  
-5.0% pts nationally

↓ **3.0%pts**  
since 2019  
-4.0% pts regionally  
-3.0% pts nationally



## Special Educational Needs and Disability

Children with SEN in Walsall generally perform worse than their peers with SEN regionally and nationally. However, in 2022, the drop in performance for Walsall children with SEN achieving the required standard at KS2 in RWM was lower at just 3% points from 16% to 13% compared to the drop nationally and regionally, thereby reducing the gap. The reduction in performance for children without SEN was also lower than regional and national comparators, reducing by 4% points from 71% to 67%.

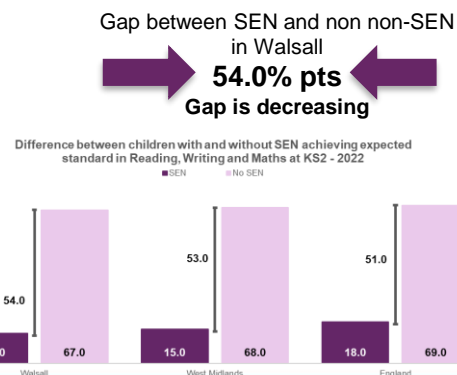
Although the gap to comparators across both cohorts is reducing, the gap between children with SEN and those without has reduced by just 1% point and remains higher than the gap between the same cohorts regionally and nationally.

**13.0%**  
of children with SEN in Walsall achieved  
**Expected Standard**

**67.0%**  
of children without SEN in Walsall achieved  
**Expected Standard**

↓ **3.0%pts**  
since 2019  
-5.0% pts regionally  
-4.0% pts nationally

↓ **4.0%pts**  
since 2019  
-5.0% pts regionally  
-6.0% pts nationally



## Free School Meals

The gaps in performance at KS2 for children who are from disadvantaged backgrounds and for those who are in receipt of free school meals is significant. Just 43.0% of children from disadvantage backgrounds achieved the expected levels in RWM at KS2 compared with 65.0% of children from non-disadvantaged backgrounds. Results for children in receipt of free school meals is similar and there is likely to be a significant overlap with these two cohorts. 42.0% of children in receipt of FSM reached the expected standards compared with 64.0% of those not in receipt of FSM.

Given Walsall's high levels of deprivation and need, the lower performance of children in these cohorts has a significant impact on Walsall's overall results and this is borne out through comparing Walsall's results to the national and regional results. For the FSM cohort, performance is just 1% point lower than regional and is in line with national and for the non-FSM cohort, performance is 1% point better than regional and 1% point lower than national. Despite this, the overall result for Walsall is 3% points lower than national, suggesting that the higher numbers of children achieving a lower result are having the impact of suppressing the overall result.

# Key Stage 4 – Year 11 (GCSEs)



**3,657 children in the KS4 cohort in 2022**



**1,019 (27.9%)** eligible for Free School Meals (FSM)  
*this is lower than the 30.2% of children in secondary schools who are eligible for FSM*



**721 (19.7%)** had a first language that was believed to be other than English (EAL)  
*this is slightly lower than the 20.5% of children in secondary school who are EAL.*

**507 (13.9%)** had SEN



**388 (10.6%)** had SEN Support  
*this is higher than the 11.6% of secondary school children in receipt of SEN Support*



**175 (4.4%)** had an EHCP  
*this is more than double the 1.9% of secondary school children with an EHCP.*

**Performance at KS4, GCSE level is measured through a set of key indicators.** Pupils who are taking GCSEs are graded from 9 – 1 with 9 being the highest score and 1 the lowest. A grade 4 (equivalent to a C) is considered a pass and a grade 5 (equivalent to a high C, low B) is considered a good pass.

**Attainment 8** measures pupils' attainment across 8 qualifications including:

- maths (double weighted) and English (double weighted)
- 3 qualifications that count in the English Baccalaureate (EBacc) measures
- 3 further qualifications that can be GCSE qualifications (including EBacc subjects) or technical awards from the DfE approved list Performance tables

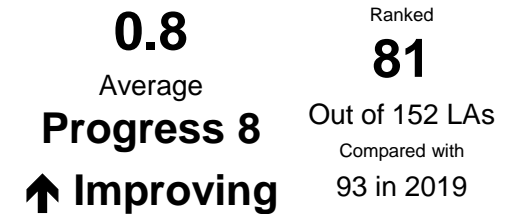
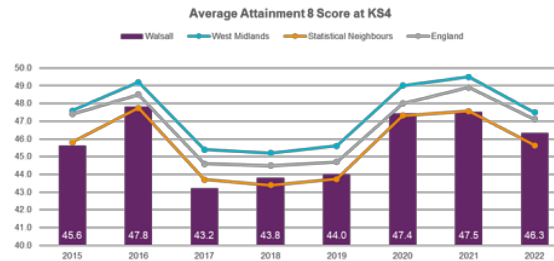
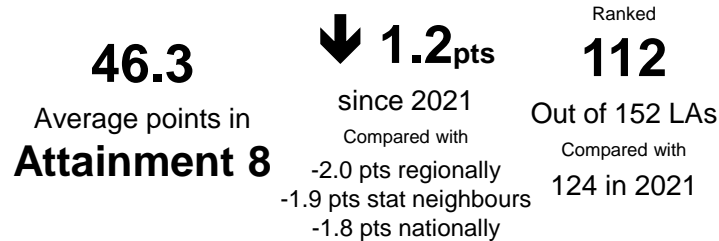
**Progress 8** aims to capture the progress that pupils in a school make from the end of primary school to the end of KS4. It is a type of value-added measure, which means that pupils' results are compared to other pupils nationally with similar prior attainment. Every increase in grade a pupil achieves in their Attainment 8 subjects counts towards a school's Progress 8 score.

The greater the Progress 8 score, the greater the progress made by the pupil compared to the average for pupils with similar prior attainment.

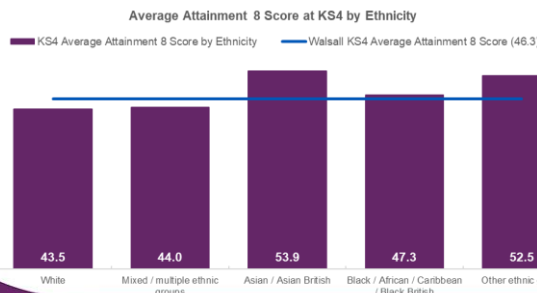
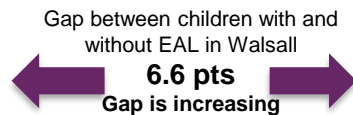
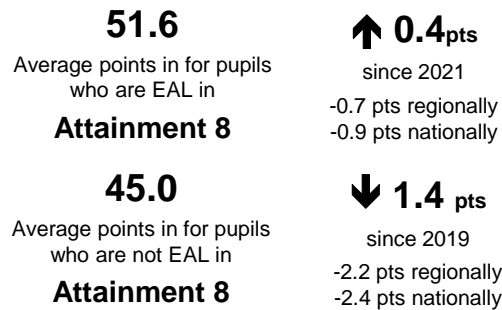
- a score of zero means pupils in this school on average did as well at KS4 as other pupils across England who got similar results at the end of KS2
- a score above zero means pupils made more progress, on average, than pupils across England who got similar results at the end of KS2
- a score below zero means pupils made less progress, on average, than pupils across England who got similar results at the end of KS2

**English Baccalaureate** – The EBacc entry measure reports the percentage of pupils entered for the EBacc. To enter the EBacc, pupils must take up to eight GCSEs across five subject 'pillars' of English, Maths, Science, Language and Humanities.

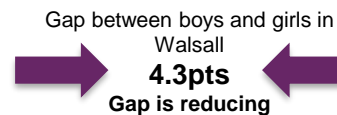
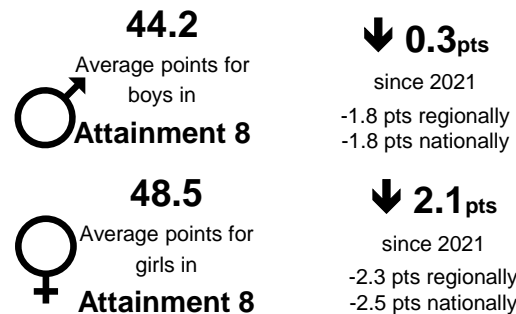
# Key Stage 4 – Year 11 (GSCEs)



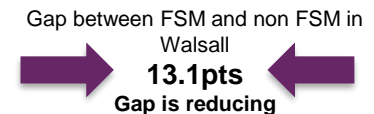
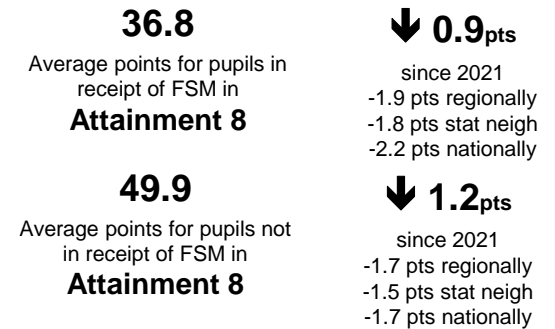
## Language & Ethnicity



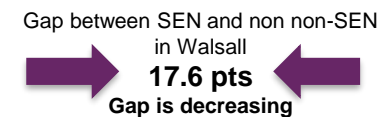
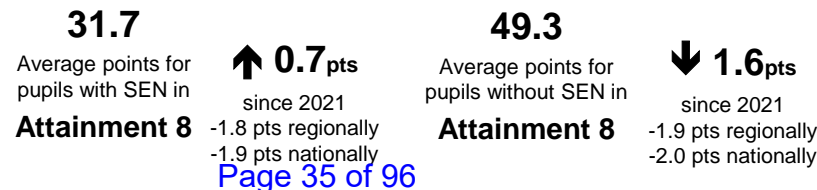
## Gender



## Free School Meals



## Special Educational Needs and Disabilities



# Key Stage 4 – Year 11 (GSCEs)

**46.3**

Average points in  
**Attainment 8**

↓ **1.2pts**

since 2021  
Compared with  
-2.0 pts regionally  
-1.9 pts stat neighbours  
-1.8 pts nationally

Ranked  
**112**

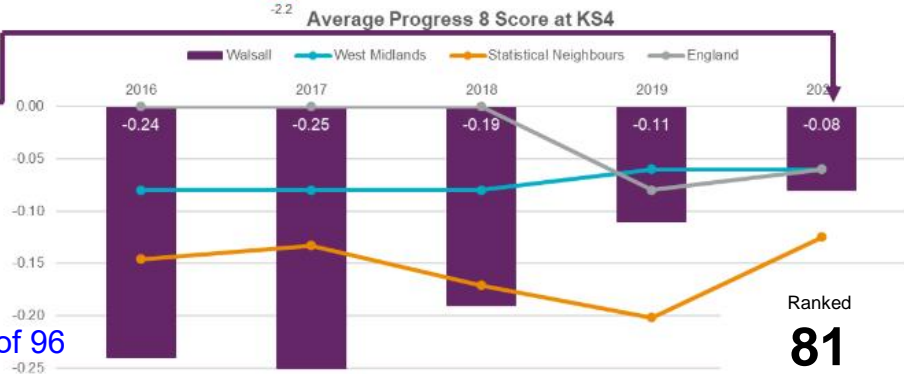
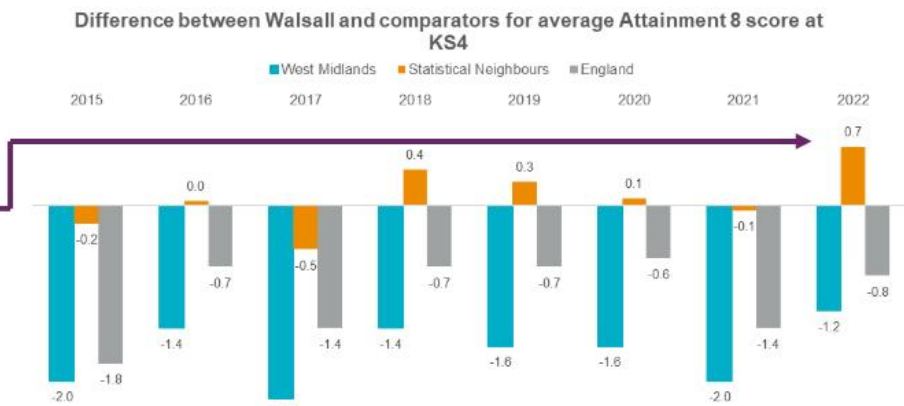
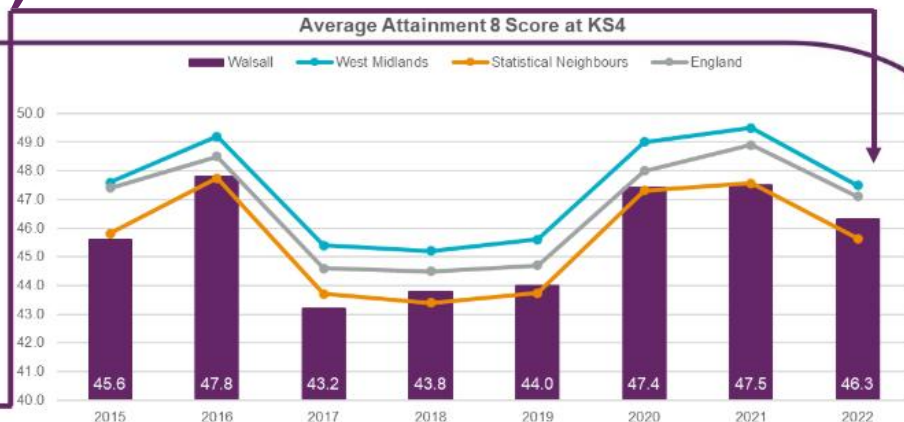
Out of 152 LAs  
Compared with  
124 in 2021

In Attainment 8 performance, Walsall average point score is lower than regional and national comparators but better than statistical neighbours. 2022 is the first year that normal examinations have resumed following the teacher assessments of 2020 and 2021 during the pandemic. Although Walsall's average point score has reduced, it has not fallen at the same as comparators meaning that the gap to regional and national comparators has reduced.

This cohort of children were in year 6 in 2017. Their KS2 results were the second worst in the country with just 53% achieving the expected level in KS2 Reading, Writing and Maths and Walsall being ranked joint 148 out of 150. The improvement in rank and a reduction in the gap to comparators in Attainment 8 achievement is therefore incredibly positive – particularly in light of the Covid pandemic and the disruption this cohort would have faced during year 9 and year 10.

This improvement is also visible within the average Progress 8 Score where the result for Walsall has improved to -0.08. This is better than statistical neighbours and is only a small gap to national and regional results. Walsall's ranking in Progress 8 is higher than Attainment 8.

The vastly improving Progress 8 results over time show the progress that Walsall children have been making and improvements within secondary schools given the historic low levels of KS2 performance in a way that the Attainment 8 average points scores do not adequately demonstrate. Although there is still improvements to be made to ensure that Walsall children progress at the same rate as their peers, with better recognition of SEN in Walsall and improving school standards, Walsall is making progress in the right direction.



Ranked  
**81**

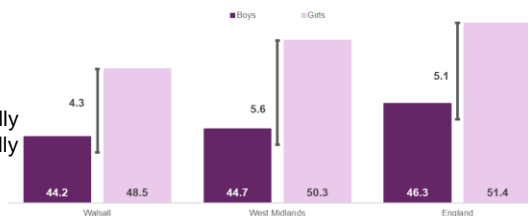
Out of 152 LAs  
Compared with  
93 in 2019

# Key Stage 4 – Year 11 (GSCEs)

**44.2**  
Average points for boys in  
**Attainment 8**  
↓ **0.3pts**  
since 2021  
-1.8 pts regionally  
-1.8 pts nationally

**48.5**  
Average points for girls in  
**Attainment 8**  
↓ **2.1pts**  
since 2021  
-2.3 pts regionally  
-2.5 pts nationally

Gap between boys and girls in  
Walsall  
**4.3pts**  
Gap is reducing  
Difference between average Attainment 8 score for boys and girls at KS4 - 2022



## Gender

Girls perform better than boys in Attainment 8, but as with other key stages in 2022, their performance has fallen at a faster rate in 2022. Girls performance has fallen by 2.1 pts from 50.6 to 48.5 whereas boys have only fallen by 0.3 pts from 44.5 to 44.2. This has reduced the gap between boys and girls in Walsall from 6.1 pts to 4.3 pts and it is now smaller than the gap to comparators.

However, performance for both Walsall boys and Walsall girls is lower than their respective comparators although the gap for boys is smaller than the gap for girls. Despite this, gaps to comparators for both cohorts have reduced in 2022.

Girls also make better progress than boys with girls Progress 8 score being 0.10 compared with -0.24 for boys.

## Language & Ethnicity

As with Key Stage 2, pupils with English as an additional language achieve better than their counterparts for whom English is their first language and while pupils with EAL in Walsall have improved their performance in 2022, in contrast to their regional and national comparators, performance has fallen for pupils who are not EAL, increasing the gap from 4.8 pts to 6.6 pts.

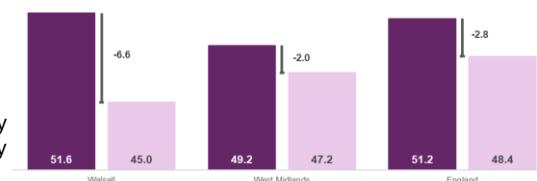
Pupils with EAL in Walsall perform better than comparators regionally and for the first time in 2022, nationally, whereas pupils without EAL perform worse. However, in 2022, the gap between Walsall and comparators for the non EAL cohort has reduced.

Pupils with EAL also have better Progress 8 scores than those without. In 2022, children with EAL in Walsall had a Progress 8 score of 0.55 compared with -0.21 for boys.

**51.6**  
Average points in for pupils who are EAL in  
**Attainment 8**  
↑ **0.4pts**  
since 2021  
-0.7 pts regionally  
-0.9 pts nationally

**45.0**  
Average points in for pupils who are not EAL in  
**Attainment 8**  
↓ **1.4 pts**  
since 2019  
-2.2 pts regionally  
-2.4 pts nationally

Gap between children with and without EAL in Walsall  
**6.6 pts**  
Gap is increasing  
Difference between average Attainment 8 score for pupils with and without EAL KS4 - 2022





# Key Stage 4 – Year 11 (GSCes)

**36.8**

Average points for pupils in receipt of FSM in  
**Attainment 8**

↓ **0.9pts**

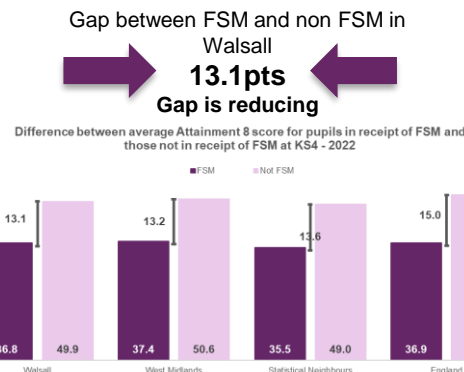
since 2021  
-1.9 pts regionally  
-1.8 pts stat neigh  
-2.2 pts nationally

**49.9**

Average points for pupils not in receipt of FSM in  
**Attainment 8**

↓ **1.2pts**

since 2021  
-1.7 pts regionally  
-1.5 pts stat neigh  
-1.7 pts nationally



## Free School Meals

Again, as with other Key Stages, pupils who are in receipt of free school meals performance worse than their counterparts who do not receive free school meals. They also make less progress with FSM pupils having a Progress 8 score of -0.46 compared to a Progress 8 score of 0.07 for pupils not in receipt of FSM.

Despite this, performance has fallen by less for pupils in receipt of FSM by 0.9 pts from 37.7 to 36.8 compared with 1.2 pts for those not in receipt of FSM from 51.1 to 49.9 reducing the gap between the two cohorts.

Both cohorts have also fallen less than regional and national comparators meaning the gap to regional and national has decreased and the higher performance than statistical neighbours has increased for both cohorts.

## Special Educational Needs and Disability

There is a gap in performance of 17.6 points between children with SEN and those without. This is slightly lower than the national gap of 17.7 but larger than the regional gap of 17.1.

In 2022, performance for pupils with SEN Support increased by 0.7 pts from 31.0 to 31.7, whereas performance for pupils without SEN reduced by 1.6 points from 50.9 to 49.3. This has reduced the gap between the two cohorts.

The change in performance for both cohorts is also better than regional and national comparators meaning the gap in performance for both cohorts has reduced in 2022.

**31.7**

Average points for pupils with SEN Support in  
**Attainment 8**

↑ **0.7pts**

since 2021  
-1.8 pts regionally  
-1.9 pts nationally

Gap between SEN Support and non-SEN in Walsall

**17.6pts**

Gap is decreasing

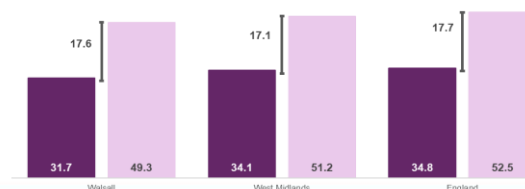
Difference between average Attainment 8 score for pupils with SEN Support and those without SEN at KS4 - 2022

**49.3**

Average points for pupils without SEN in  
**Attainment 8**

↓ **1.6pts**

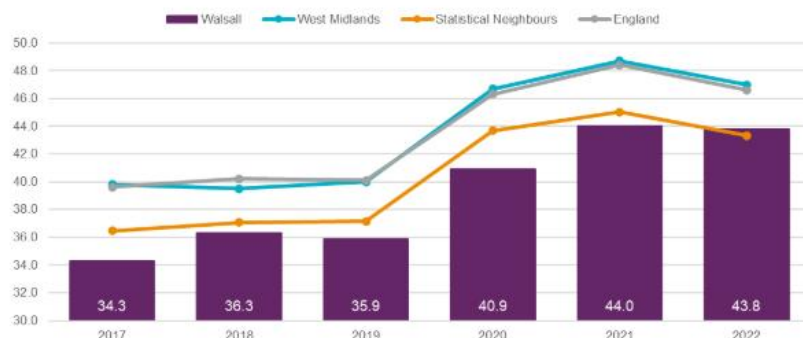
since 2021  
-1.9 pts regionally  
-2.0 pts nationally



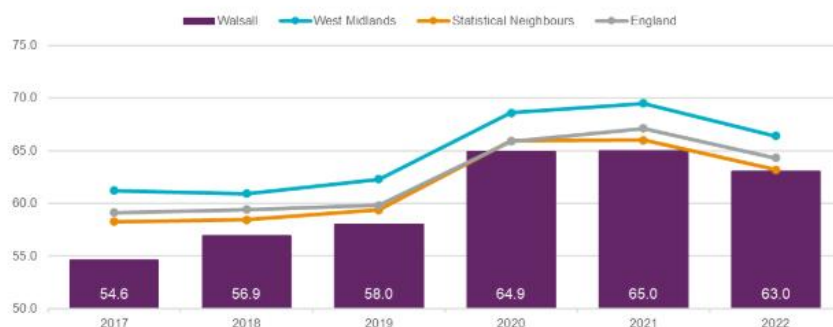
# Key Stage 4 – Year 11 (GSCEs)

## English and Maths

Percentage of pupils achieving 9-5 pass in English and Maths at KS4



Percentage of pupils achieving 9-4 pass in English and Maths at KS4



The proportion of pupils in Walsall who achieve a 'good' pass of 9-5 in English and Maths has been increasing but historically has been below comparators. It is a similar picture for the proportion of children achieving a pass of 9-4.

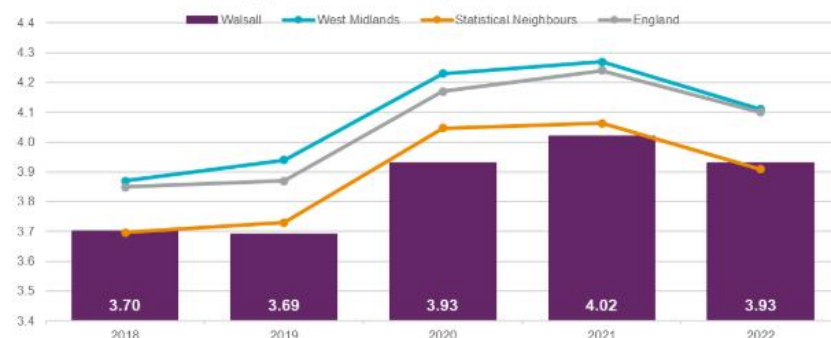
However in 2022, while the proportion of pupils achieving a pass across both cohorts decreased, the decrease was lower than that of comparators. This means that the gap has reduced between Walsall's results and those of comparators and for the first time a higher proportion of pupils in Walsall have achieved a 'good' pass of 9-5 than statistical neighbours.

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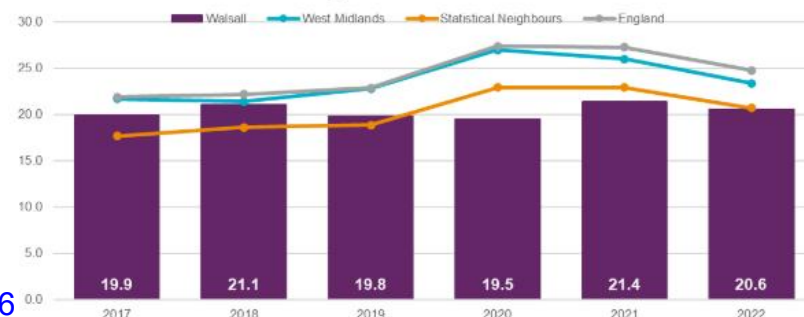
## English Baccalaureate

Historically, fewer children in Walsall have been entered for the Ebacc than across comparators, however, for the first time in 2022 a higher proportion of pupils in Walsall were entered than statistical neighbours (32.4% compared to 35.5% regionally, 30.8% stat neighbours and 36.0% nationally). As with the English and Maths results, performance in Walsall has fallen in 2022 but at a slower rate than comparators, reducing the gap.

Average point score in the English Baccalaureate at KS4



Percentage of pupils achieving the English Baccalaureate including 9-4 in English and Maths at KS4



# Post 16 – Year 13



## 1,759 students in the Level 3 Post-16 cohort in 2022

**1,294 Academic Students**

**813 Applied General Students**

**214 Tech Level Students**

In Walsall fewer students reach a level 2 qualification (GCSE or equivalent) by the time of their 19<sup>th</sup> birthday. In 2021 (2022 data not yet available), just 74.9% had achieved at least one level 2 qualification compared to 80.1% regionally, 77.9% among statistical neighbours and 81.6% nationally.

For students who were in receipt of free school meals this falls to 56.3% compared to 79.0% for students not in receipt of FSM resulting in an inequality gap of 22.7%pts.

53.0% of students achieve a level three qualification compared to 57.4% regionally, 54.5% among statistical neighbours and 59.8% nationally.

For students in receipt of FSM, just 35.2% achieve a level 3 qualification compared to 57.0% of those not in receipt of FSM resulting in an inequality gap of 21.7%pts.

### Post 16

The headline attainment measure is reported by cohort: for level 3 - A level, academic, applied general, and tech level. A student can be reported in more than one cohort, for example, a student who enters both A level and applied general qualifications will contribute to an institution's performance in both attainment measures.

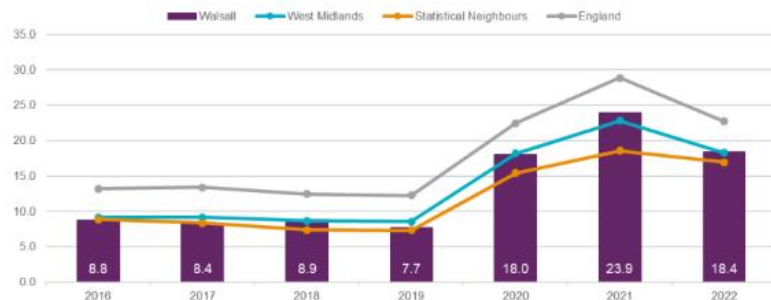
A-Levels are traditional academic subjects whereas applied general and tech level qualifications are more vocational.



# Post 16 – Year 13

## A-Levels

Percentage of students achieving 3+ A Grades at A-Level



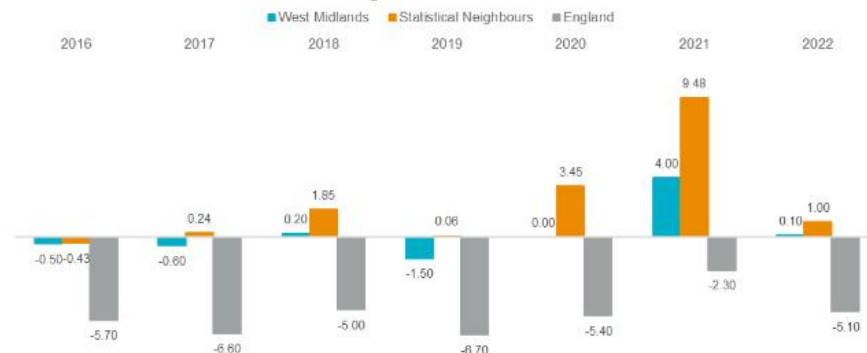
Percentage of students achieving AAB Grades at A-Level



Difference between Walsall and comparators for percentage of students achieving 3+ A Grades at A-Level



Difference between Walsall and comparators for percentage of students achieving AAB Grades at A-Level

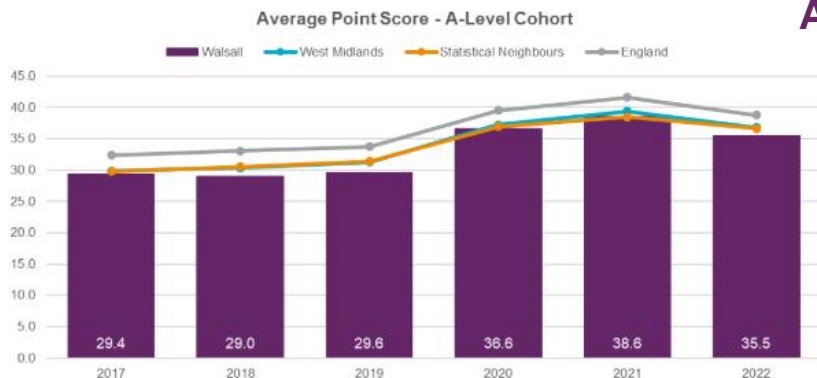


Walsall pupils generally perform quite well at post-16. Of the 783 students 18.4% of pupils have achieved 3 As at A-Level in 2022 and 29.0% have achieved at least two A-Grades and a B-Grade. Although both of these are lower than 2021, they are a slight improvement on 2020 and a huge improvement on previous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

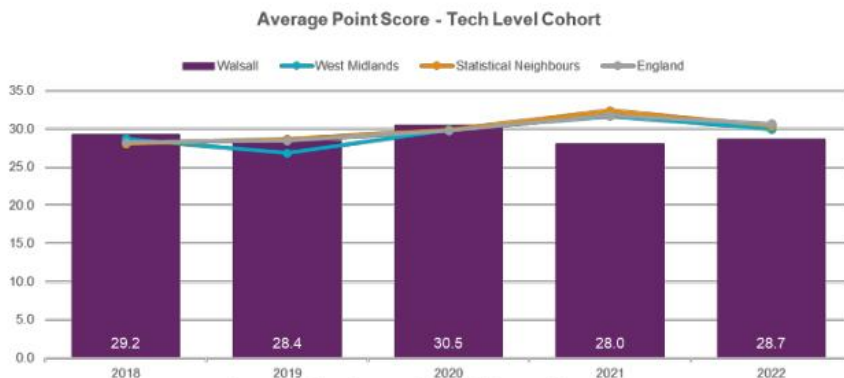
# Post 16 – Year 13

## A-Levels

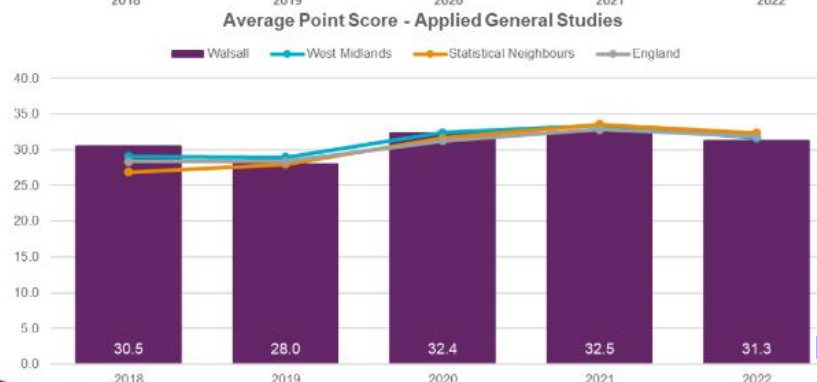


Although higher achieving students perform well at A-Level, overall, the A-Level cohorts perform slightly less well than their national, regional and statistical neighbour peers. Performance is slightly better than comparators in the less academic areas.

In terms of the average point score for the A-Level cohort, there has been a 3.1 point reduction in 2022. This is a bigger reduction than comparators and the gap has widened to -1.3pts to regional, -1.1pts to stat neighbours and -3.2pts to national.



In contrast the average point score for the technical cohort has increased, although it remains below comparators. For this cohort the gap has reduced from -3.7pts to -1.3pts to regional, from -4.4pts to -1.7pts to statistical neighbours and from -3.8pts to -2.0pts to national.



The average point score for the Applied General Studies cohort has fallen slightly, by 1.2pts. This is a smaller drop than regional results, reducing the gap from -1.0pts to -0.4pts, the same reduction as stat neighbours, maintaining the gap at -1.1pts but a larger drop compared to national results, increasing the gap from -0.4pts to -0.6pts.

**January 2023**

**Title of the Report: Schools White Paper, Schools Bill and Education Investment Areas**

**Ward(s): All**

**Portfolios: Councillor Mark Statham**

**1. Aim**

The purpose of this report is to highlight:

- a) Developments within Schools White Paper and Education Investment Areas.
- b) To provide update on Schools Bills movement to third reading in House of Lords.

**2. Recommendations**

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 – know**

3.1 The Schools White Paper ‘Opportunity for all: Strong schools with great teachers for your child’ sets out a long term vision for a school system that helps every child to fulfil their potential, founded on achieving world class literacy and numeracy. It has targets that, by 2030, 90% of primary school children are meeting the expected standard in reading, writing and maths; and that the average GCSE grades in both English language and maths are raised to 5. It aims to achieve these ambitions by ensuring an excellent teacher for every child; high standards of curriculum, attendance and behaviour; targeted support for every child who needs it; and a stronger and fairer school system that works for every child.

3.2 The schools white paper includes:

**Chapter 1: An excellent teacher for every child by 2030**

Every child will be taught by an excellent teacher trained in the best-evidenced approaches. To achieve this, the government will expand on existing policies by:

- delivering 500,000 teacher training and professional development opportunities across Initial Teacher Training (ITT), the Early Career Framework and National Professional Qualifications by 2024
- raising teachers starting salaries to £30,000 by 2023 and offering incentives for new teachers in specific subjects who choose to work in disadvantaged schools
- retaining the focus on pupil premium as a driver of attainment for disadvantaged pupils
- asking Ofsted to inspect all ITT providers by July 2024 and then every three years

New proposed policies include:

- a new scholarship to attract talented language graduates and training to support more engineers to teach physics
- a new Leading Literacy National Professional Qualification available from September 2022
- a new National Professional Qualification for Early Years Leadership
- initiatives to attract trainees and recognise high-quality teaching qualifications from all over the world

### **3.3 Chapter 2: Delivering high standards of curriculum, behaviour and attendance**

By 2030, every child will be taught a broad and ambitious curriculum in a school with high expectations and strong standards of behaviour. To achieve this, the government will expand on existing policies by:

- establishing Oak National Academy as an arms-length curriculum body, offering free resources for teachers
- working closely with the Education Endowment Foundation and Ofsted, to ensure work is informed by the best available evidence and aligns with best practice
- making no changes to the national curriculum, with GCSEs and A-levels remaining in place
- introducing Mental Health Support Teams that provide extra capacity for early support and advising school staff
- strengthening Relationships, Sex and Health Education, as well as statutory safeguarding guidance

New proposed policies include:

- all mainstream schools to run a 32.5-hour week minimum by September 2023
- revising the behaviour, suspension and permanent exclusion guidance
- introducing a National Professional Qualification in Behaviour and Culture for all teachers and leaders
- launching a National Behaviour Survey to gather stakeholder views on behaviour and wellbeing in their school
- introducing legislation to establish a register for children not in school
- legislation to create statutory guidance on attendance that requires every school to publish a clear attendance policy
- a new literacy and numeracy digital test for a sample of year 9 pupils to estimate performance nationally

- legislation to modernise rules on recording attendance which will provide a blueprint for other parts of the system
- a network of modern foreign language hubs, and effective professional development for language teachers
- updating plans to support sport and music education and producing a new cultural education plan
- a new careers programme for primary schools in areas of disadvantage and improved professional development for teachers and leaders on careers

### **3.4 Chapter 3: Targeted support for every child who needs it**

By 2030, every child who falls behind in English or maths will get the right support to get back on track. To achieve this, the government will expand on existing policies by:

- providing up to 6 million tutoring courses by 2024 cementing tuition as a permanent feature of the school system
- equipping schools to robustly and routinely identify children who need support, including those with SEND

New proposed policies include:

- a Parent Pledge – that for any child “falling behind” in English and maths, parents should receive timely and evidence-based support, funded largely by pupil premium, making it easier for schools to use this money to support literacy and numeracy where needed
- new guidance on providing catch-up support and conducting effective assessments for children who have fallen behind
- tutoring as a core academic option in the pupil premium menu
- reform of the SEND and Children’s Social Care systems
- an investment of £2.6 billion in high needs capital investment over the next three years to deliver new places and improve existing provision for children and young people with SEND or with those requiring alternative provision
- equipping the DfE new Regions Group to hold local authorities and academy trusts to account for local delivery for children and young people with SEND

### **3.5 Chapter 4: A stronger and fairer school system**

By 2030, all children will benefit from being taught in a family of schools, with their school in a strong multi academy trust or with plans to join or form one.

To achieve this, the government will expand on existing policies by nurturing a system of strong trusts where all schools will be in or joining a multi academy trust (MAT). This will include:

- new powers enabling the Secretary of State to bring a local authority’s-maintained schools into the academy system where a local authority has requested this as part of their local strategic plan
- an expectation that most trusts will be on a trajectory to either serve a minimum of 7,500 pupils or run at least 10 schools
- local authorities establishing new MATs where too few strong trusts exist. Local authority trusts will be regulated in the same way as any other trust, and the government will ensure that safeguards are in place

to effectively manage any potential for conflicts of interest, both for the trust, and the local authority.

- clearer expectations for trusts over providing high-quality, inclusive education, school improvement, financial management, parental engagement and workforce deployment, training and retention
- investing in 55 Education Investment Areas across the country where outcomes are poor in English and maths
- transitioning to a direct National Funding Formula, without local amendment

New proposed policies include:

- a CEO development programme for established leaders
- £86 million to be committed to trust capacity funding over the next 3 years
- all trusts having local governance arrangements for their schools to be responsive to stakeholders.
- good schools requesting that the regulator agrees to the school moving to a stronger trust
- local Safeguarding Partnerships to commission safeguarding audits every three years

To support the new policy proposals of the white paper, the DfE, through the 2022 Queen's Speech included a government commitment to a Schools Bill to reform education. The government said the bill would “help every child fulfil their potential wherever they live, raising standards and improving the quality of schools”. It also said the bill would deliver “essential safeguarding measures to ensure that more children receive a suitable and safe education”. The background notes accompanying the speech explained this would be achieved through legislation on: the structure and regulation of academies; implementing a direct funding formula; the school attendance regime; a register for children not in school; an increase in Ofsted's power to inspect non-registered schools; and strengthening the current teacher misconduct regime. Most of the commitments in the bill had been included in the government white paper on schools, 'Opportunity for all: Strong schools with great teachers for your child' as described above.

The bill, introduced in the House of Lords on 11 May 2022, included 69 clauses, of which 32 dealt with the regulation of academies and trusts.

The bill was due for its third reading in the Lords but during her first appearance as education secretary before the Commons committee, Gillian Keegan said the government would not be progressing with the schools bills.

Gillian Keegan told the education committee that many of the bill's ambitions could still be implemented without legislation, including reforms to schools funding in England, and said the government remained committed to legislating on protections for faith schools joining multi-academy trusts and development of a children not in school register.

Whilst we await further information, in Walsall, we are still moving towards the National Funding Formula working with Schools Forum and we have a working group looking at the attendance guidance to agree what we would still continue to implement as good practice. We are also continuing to record our 'Children Not in School' including, but not exclusively, children who are electively home educated and children missing education. We are also moving forward at pace with our



'Family of Schools' model and supporting all schools to become part of a stronger family of schools either through joining a MAT or Federation.

### **3.6 Priority Education Investment Area Update**

In March 2022, the Secretary of State (SoS) for Education announced the selection of 24 Priority Education Investment Areas (Priority Areas), in Opportunity for all: strong schools with great teachers for your child.

The Priority Areas Programme will address entrenched underperformance, including in literacy and numeracy, in areas with some of the highest rates of disadvantage in the country. Walsall was identified as a Priority area.

During the Autumn term the Regional Directors group convened a Local Area Partnership board to move this work forward. Partnership Boards are advisory groups whose members offer expertise and knowledge relevant to the local Priority Area. Partnership Boards have no legal status or statutory authority.

The Partnership Board's role is to use data, their expertise, and their knowledge of the local education landscape and challenges to inform decision making by the DfE Regional Director on how to improve attainment at both KS2 and KS4. The Partnership Board will share and analyse school performance and other relevant data to help identify the main challenges to improving outcomes for children and young people. The Partnership Board will help identify a range of interventions, each with a strong evidence base, to address these challenges, using a robust theory of change model to ensure that activity leads to the desired impact.

Following a Local Needs data analysis the following emerging areas of focus were agreed for Walsall

- Early Years Foundation Stage (EYFS)
- Key Stage 2 maths
- SEND Learners
- Progress 8
- Attendance

The Partnership Board will support the monitoring of progress on key metrics that will evidence the impact of interventions and suggest any necessary adjustments. Recommendations made by the Partnership Board are advisory.

The Partnership Board will contribute to the development of a Priority Area Delivery Plan that will set out a vision for the future education landscape of the area, as well as a theory of change showing how the use of the local needs fund, alongside access to key DfE programmes will lead to improvements in educational attainment at KS2 and KS4.

We have completed the draft version of Walsall's Delivery Plan which is with the Regional Director prior to submission to Minister. We expect this to be agreed by January 2023.

Once Priority Area Delivery Plans have been signed off by Ministers, the Partnership Board will regularly review the progress and implementation of these to ensure that interventions and priorities remain on track and advise on

necessary action to take where this is not the case.

Decisions are the responsibility of the DfE Regional Director, who will consider the recommendations and advice given by the Partnership Board.

Partnership Boards are distinct and discrete from [Advisory Boards](#) that are responsible for advising and challenging regional school commissioners (RSCs) on the decisions they make under the RSC decision making framework.

### **Membership of Partnership Boards**

The DfE Regional Director appoints a chair for the Partnership Board. This may be an existing chair of a local partnership structure that will also act in the capacity as a Local Partnership Board for the Priority Area, or a newly appointed chair, or a DfE official.

The DfE Regional Director, supported by the chair, decided on the membership of the Partnership Board, to include the people with the right skills and expertise to drive improvement at KS2 and KS4 in the Priority Area.

The Chair is responsible for ensuring the effective functioning of Partnership Board meetings, keeping them focused on achieving the aims set out in the Priority Area Delivery Plan. The Chair, working closely with the DfE Regional Director, should encourage the Partnership Board to work together as an effective team, building their skills, knowledge and experience.

The membership for Walsall partnership board is

<b>Member type</b>	<b>Name and position of member</b>
<b>Independent Chair</b>	Dame Maureen Brennan
DfE member	Dawn Dandy Phil Reed, (Deputy)
LA member	Sally Rowe, Executive Director: Children's Services
LA member	Sharon Kelly, Director: Access and Inclusion, Children's Services
Archdiocese of Birmingham	Justine Lomas, Dep Director for School Improvement, Birmingham Diocese Education Service
Diocese of Lichfield	Claire Shaw, Director of Education LDBE  Matthew Welton Assistant Director of Education LDBE
MAT member	Dawn Haywood, CEO Windsor Academy Trust
MAT member	Dan Parkes, CEO The Mercian Trust
Maintained primary sector	Max Vlahakis, COO, Cadmus Family of Schools and Executive Headteacher Leighwood School. Chair of Schools Forum.
EEF Research School representative	TBC
Non- member	Rich Jones (DfE)

Non-member	Katie Pritchard (DfE)
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Once the Delivery Plan has been agreed and we have permission to publish it will be forwarded to members.

### ***Financial information***

4. The National Funding Formula changes will be approved by Schools forum and Cabinet and will come to Scrutiny as a separate paper in the New Year. We are yet to receive confirmation on the value assigned to the Partnership board. This funding will be approved by DfE and spent in line with the minister/Regional directors approved Delivery plan. There has been no new burdens money identified for any of the work in the schools bill, so anything we do choose to take forward will only be progressed through current resources, and new ways of working, or with future business cases in the next STP budget setting process.

### ***Reducing Inequalities***

5. The government's aim is to reduce inequalities across the educational sector. The white paper marks the start of a journey towards an education system in which all children benefit from the high standards of the best schools and families of schools, bringing them closer to achieving their literacy and numeracy missions year by year. It will form part of a wider programme of change, alongside the SEND Review, Independent Care Review, Skills for Jobs White Paper and Levelling Up White Paper.

### **6. 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 the Schools White Paper and work of the Education Investment Priority Area Partnership board.

### **7. Respond**

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

### **8. Review**

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

The Delivery Plan for the Local Area Partnership board will be reviewed via the Regional director and Ministers.

### **Background papers**

School Attendance Bill and Children Not in School Bill Report included in Scrutiny Pack  
6<sup>th</sup> September 2022

**Author**

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Director Access and Inclusion

☎ 652895

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**12<sup>th</sup> January 2023**

**Update on Children's Strategic Alliance and Walsall Learning Alliance**

**Ward(s):** All

**Portfolios:** Cllr Mark Statham  
Portfolio Holder Education and Skills

**1. Aim**

- 1.1 This report is to update members on the development of The Children and Young People Alliance and Walsall Learning Alliance (WLA).
- 1.2 The Children and Young People Alliance provides an opportunity to develop a good understanding of the needs of children and young people in Walsall and system wide change which needs to take place to enable improved outcomes. As well as using this information to enable partners own organisation change it enables them to influence change for children and young people in other strategic spaces.
- 1.3 Walsall learning Alliance is a strategic board consisting of leaders from the education system in Walsall. It has a drive to achieve excellence through equity in models of school-led improvement reflecting individual and collective actions required to work towards achieving a model of "connected localism" for Walsall education settings. The purpose of the alliance is 'Improving the education and wellbeing of children, young people, and families across Walsall through collective accountability.'

**2. Recommendations**

- 2.1 That members support the work we are doing with partners through the development of a Walsall Children and Young People Strategic Alliance, and Walsall Learning Alliance, to secure better outcomes for children growing up in Walsall

**3. Report detail – know**

- 3.1 Walsall Right 4 Children (WR4C), launched in September 2018, is a whole system forward thinking transformation programme of which the first phase focussed on transformation across Council delivered Children's Services in ensuring we were supporting the right children, at the right time, in the right place for as long as it is needed. The outcome of this transformation leading to outstanding practice and

improved outcomes for children and young people in Walsall was recognised by Ofsted in November 2021.

- 3.2 As we were embedding our internal services we started to focus on Co-ordinating and influencing the establishment of a mature WR4C partnership platform to drive the delivery of the WR4C vision in January 2021.
- 3.3 We undertook a review of strategic partnership working around the agenda of children, young people and families. This review was undertaken in collaboration with the CCG, Walsall Health Trust, the Safeguarding Partnership and the Safer Walsall Partnership and raised some critical issues around the effectiveness of the partnership as well as some drivers for change, opportunities and solutions.
- 3.4 As a result all partner collectively agreed to a series of externally facilitated strategic partnership workshops to explore more effective strategic collaboration and decision making across the partnership in relation to children, young people and family business.

The workshop raised following key reflections that guided the thinking in the development of the children and Young People Strategic Alliance:

- Meeting the needs of children, young people and family's needs a mature strategic partnership approach. This is complex, especially with ongoing regional and local organisational change agenda's driven by budget reductions, national change agenda's e.g. academisation, Social Care review, Supporting People, integrated care agenda, etc
- The pandemic has enabled partners to come together with a common purpose, find solutions to get us through the challenges and support communities impacted by COVID19, establishing new ways of working that connects us better and make decisions in a timely way to support the most vulnerable.  
As we reset our activities in the context of the new normal it has given us lots of challenges as a partnership to reflect, check our moral compasses and rethink:
  - What is important?
  - What are we leaving behind?
  - What are we retaining and why, i.e. to what purpose?
- Partners agreed that we needed to work towards collective accountability through developing a systems leadership using an Alliance framework achieved through:
  - influence and 'nudge', not formal power
  - alignment around common vision or purpose: improved outcomes for service users
  - a focus on the outcomes and results, not the process
  - strong but robust and honest relationships
  - a mind-set, rather than specific actions and behaviours

- 3.5 The Children and Young People Alliance was launched in March 2022.

### **What is Walsall's Children and Young People Strategic Alliance? Vision and Purpose**

- 3.6 The Children and Young People Strategic Alliance recognises that "today's children are upstream adults" and is driven through a "Children First" vision to create a collaborative space critical to developing new ways of thinking and new ways of working driven by the voice of children, young people and their families.



- 3.7 Partners as part of the Alliance have signed up to working to one moral purpose: to regularly consider how the lived experience of children and young people in Walsall can be improved.
- 3.8 The Alliance provides an opportunity to develop a good understanding of the needs of children and young people in Walsall and system wide change which needs to take place to enable improved outcomes. As well as using this information to enable partners own organisation change it enables them to influence change for children and young people in other strategic spaces.

### **Membership**

- 3.9 Current members of the Alliance include: NHS Walsall, Black Country Integrated Care Board – CYP and Maternity; Primary care and Place development , Walsall Council – resilient Communities, Walsall Council Children’s Services; Public Health, Police, Walsall Together (ICB), Education, WHG, Safeguarding Board, Black Country Healthcare NHS Foundation Trust; Wolverhampton University.

The Alliance is supported by The Staff College as a critical friend bringing in in best practice, research evidence and healthy challenge.

### **Children and young people’s voice at the Centre of Strategic thinking and doing**

- 3.10 There has been three key pieces of engagement work undertaken with children and young people growing up in Walsall provided us with valuable and rich information that help us to understand their lived experience and the things Walsall partnerships need to consider in ensuring all children in Walsall can be happy, healthy, safe and learning well.

The key pieces of work are:

- An ethnographic Study on ‘growing up in Walsall’ – commissioned by Public Health - November 2020
- Big Conversation – Summer Daily Conversations programme – undertaking by Children’s Services during Summer 2021.
- The Big Ask/ The Big Answer undertaken by the children commissioner for England – September 2021

### **The Children and Young People Strategic Alliance Focus**

- 3.11 Listening to the voices of children and young people the Alliance considered what the issues were that ONLY this group could resolve in the best interest of children and young people living in Walsall? As a result they selected two key areas of focus:
- First 1001 days – recognising that investing in system wide change which supports children to have the best start in life will lay the foundations to
    - Improve the mental and physical health of the next generation
    - Reduce risky and anti-social behaviour and the cost they bring
    - Build skilled workforce to support a thriving community and Create a compassionate society
  - Exclusions – in selecting this priority the Alliance recognised that:

- It's not OK to fail Children
- Exclusions is a system failing a child – collective responsibility
- Therefore we need to find system solutions

The Alliance defined exclusions as the act of leaving someone out or the act of being left out and have an ambition of influencing a system change that focus' on increased sense of 'belonging'.

## Governance

- 3.12 As a partnership we agreed to focus on making the right connections and maximising opportunities rather than focus on formal governance arrangements. In order to do this we will be joining the dots to ensure we maximise opportunities to advocate and influence the right issues/topics in the right place:



- 3.13 The Alliance recognises that our schools and education settings are an important part of this collective model. The Alliance have therefore secured connectivity with the Walsall Learning Alliance ensuring that wider system issues affecting children's learning is consistently considered and improved.

## Walsall Learning Alliance

- 3.14 With support from The Staff College all partners in the education system completed the thinking around what the future partnership approach should look like which led to the inception of the Walsall Learning Alliance.

The agreed purpose of the Alliance is to:

*"improve the education and wellbeing of children, young people, and families across Walsall through collective accountability".*

- 3.15 Collectively the Alliance promises are:

### We will:

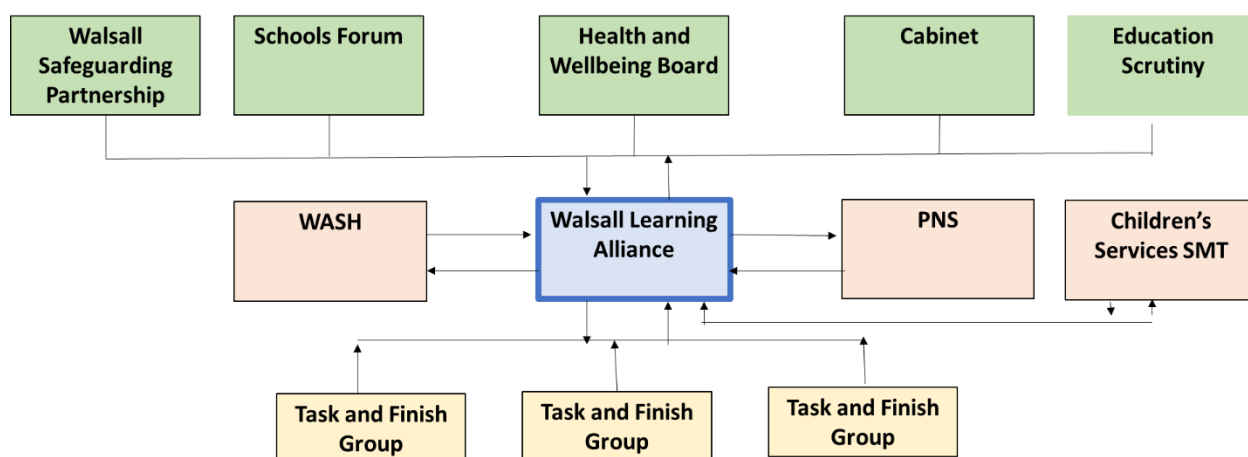
- Put the needs of children, young people, and families first
- Be a community which nurtures all our young people, enabling them to become effective citizens, serving the common good, in a rapidly changing world

- All work together for the best possible life chances for every child and family
- Build positive relationships through respect, openness, and trust
- Be accountable for innovation and continuous improvement across the Alliance

**This means:**

- Us all creating the sense of belonging in our schools, where children and families have pride in themselves and are ambitious for their future
- Families, educators, and employers working together
- Us all celebrating strengths and achievements whilst recognising the needs of all individuals and schools
- Us all working together with a shared commitment to develop inclusive practice that meets the needs of all our learners
- Us all being a learning community, which prepares our young people for life through fostering hope, ambition, and the prospect of a positive future
- Achieving excellence through equity of opportunity for all

**The Alliance's Role within the Education eco-system**



- 3.16 We recognise existing forums risk being territorial in terms of their areas of responsibility/ accountability. Established in the right way the Alliance is the mean of focussing the debate on partnership activities to deliver for the children and young people of the Borough. It will also be a key partner and conduit for the Childrens Strategic Alliance.

**Membership of WLA**

- 3.17 The membership as it currently stands is as follows:
- |  |   |
|--|---|
| Independent Chair  | 1 |
| Portfolio holder for Education   | 1 |
| Head teachers representing Primary Schools in Walsall, as nominated by Walsall Primary, Nursery and Special School Head teachers   | 2 |
| Head teachers representing Secondary Schools in Walsall, as nominated by the Walsall Association of Secondary Head teachers (WASH) | 2 |
| Special School Head teacher  | 1 |
| Nursery School Head teacher  | 1 |
| Teaching School Hub Head teacher   | 1 |
| Executive Director for Children's Services   | 1 |

Director – Access and Inclusion	1
Chairs of Governors (as nominated through Walsall Governance Association)	2
Birmingham City University	1
Wolverhampton University	1
Walsall College	1

All representatives were nominated from their relevant sectors and this does provide a breadth of buy in from the education system.

### **Our current priorities:**

- 3.18 The Alliance risks being overwhelmed if we try to solve every pressing issue facing children and young people at the same time. To that end we feel that the key areas where we may have immediate and cross partnership impact are:
- a) **SEND** – working across partners and in collaboration with children, young people, parents and carers to identify early learning needs and the right provision to meet those needs through mainstream and specialist settings.
  - b) **Raising standards** – working together to share best practice and challenge each other to continually raise educational outcomes for children and young people with all pupils educated in a school that is good or outstanding.
  - c) **Vulnerable groups** – the early identification and targeted support to those most vulnerable in our communities and their families enabling them to achieve their potential.
  - d) **Transition** – enabling children and young people to develop the skills confidence and resilience to transition successfully to the next stage of the educational and life journey.
  - e) **Recruitment and retention** – Walsall to be an exemplar in recruitment, retention and succession planning with effective professional development and wellbeing support to teachers and support staff in our schools. Staff want to come to Walsall and they want to stay.

### **Accountability**

3.18 The Alliance is accountable to the partners that sit around the table and contribute to improving outcomes for children and young people across the Borough.

### **Measuring Impact:**

- 3.19 Key to the longevity of the Alliance is the impact it can evidence in working in partnership to deliver improved outcomes for children young people, families and staff across all education settings.

The Alliance will determine the impact measures of its work dependent upon the priority under consideration. That having been said there is an overall expectation that the work of the Alliance board will be measurable over time in regard to:

Long term impact	Sustained improvement in outcomes for children and young people across Walsall including improved attainment and progress, reduced offending rates, reduced pupil expulsions and exclusions, the appropriate safeguarding and interventions through Early Help and social care.
Medium term impact	<p>The measurable impacts that the Alliance has had through the projects it has commissioned including:</p> <ul style="list-style-type: none"> <li>• Number of teachers having joined the Walsall NQT pool still teaching in Walsall after 3, 5 and 10 years.</li> <li>• Level of confidence of schools in meeting autism spectrum support and identification</li> <li>• Increases in the percentage of EAL pupils achieving a Good Level of Development</li> </ul>
Short term impact	<ul style="list-style-type: none"> <li>• Qualitative feedback on the quality of training and development offered through the projects commissioned through the Alliance</li> <li>• The recommendations being adopted by partners from evidence brought forward by the Alliance</li> </ul>

3.20 The Alliance led a conference for school leaders on 7<sup>th</sup> October where they relaunched the Alliance and also provided key updates to leaders through the attendance of DfE colleagues and HMI who provided sessions on the national direction and developments, and helped the alliance shape their thinking for the future and to agree/identify priorities.

#### **4. Financial information**

4.1 There are no financial information related to this development.

#### **5. Reducing Inequalities**

5.1 The aim of our Strategic work with partners is to ensure that all children have the right support, in the right place, at the right time, for as long as it is needed to enable them to be safe from harm, happy and learning well with self-belief, aspiration and support to be their best.

5.2 The Children and Young People Alliance is currently apply to be part of a partnership with Barnardo's to co-design a Children and young people's Health Equity framework. The Framework will be developed into a dynamic measurement tool which ICSs can use to gather the right information to focus ICS resource on the development of emotionally, mentally and physically healthy children. The tool will provide a practical solution to addressing wider determinants of health, which

lay the foundations of good health. Barnardo's and the Institute of Health Equity will lend their expertise in developing supporting interventions to take evidence-based action on equity indicators.

## **6. Decide**

- 6.1 To note the recommendations as set out in this report.

## **7. Respond**

- 7.1 The Director of Early help and Partnerships, with the Director of Access and Inclusion will work with both Alliances to ensure future development of the partnerships meet needs of our children and young people

## **8. Review**

- 8.1 Both Alliances will keep the impact of their work under review. The WLA will produce an annual report at the beginning of each academic year

### **Background papers**

None

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**Education  
Overview and Scrutiny Committee**

**12 JANUARY 2023**

**Corporate Financial Performance 2022/23 – 7 month position ended  
31 October 2022**

**Ward(s)** All

**Portfolios:** Cllr M Statham – Education and Skills

**1. Aim**

- 1.1 To inform the Committee of the updated forecast financial position for 2022/23 based on the position to October 2022, as reported to Cabinet on 14 December 2022, to allow the scrutiny of the financial performance of the council, and specifically for the services within the committee's remit.

**2. Recommendations:**

The Committee are requested to:

- 2.1 Note the forecast 2022/23 year-end financial position for the council as a whole – a predicted net revenue overspend of £11.33m (an increase of £5.21m since last reported to Cabinet in October 2022), and capital break even position after re-phasing of £92.64m into 2023/24. The section 151 Officer requested that all budgets be reviewed and that services identify mitigating actions to address the revenue position. Following this review, £11.28m of mitigating actions have been identified to address this, resulting in a marginal revenue forecast overspend of £0.05m. Any on-going pressures or undelivered savings not addressed in year will need to be considered as part of the 2023/24 budget process, putting pressure on that process. Officers are confident at this stage, based on known assumptions, that actions being taken will address this and outturn on budget.
- 2.2 Note and comment on the forecast 2022/23 year-end financial position for services within the remit of this committee – a predicted net revenue overspend of £0.75m and net capital break even position after re-phasing of £19.06m into 2023/24, subject to ongoing review.

**3. Report detail - Know**

- 3.1 This report summarises the forecast revenue and capital financial position for 2022/23, based on the position to October 2022, for services within the remit of the Education Overview and Scrutiny Committee, as reported to Cabinet on 14 December 2022. The full Cabinet report can be accessed by the following link:

[Corporate Financial Performance 2022/23 - Cabinet 14 December 2022](#)

3.2 The Quarter 2 financial position was last reported to this Committee on 28 November 2022, with the next Quarter 3 position planned to be circulated to scrutiny members following the report to Cabinet in February 2023. Given the worsening financial position reported to Cabinet on 14 December 2022 based on the October forecast (an increase of £5.21m since last reported to Cabinet in October 2022) and the mitigation to ensure we can outturn within budget by the year end, it was felt appropriate for each scrutiny to receive this update, along with the impact on services within the remit of their committees.

3.3 The forecast revenue outturn for 2022/23 for services within the remit of this committee as at the end of October 2022, is a net overspend of £0.75m against budget, net of the use of earmarked reserves. This represents an increase of £0.35m since the position reported to this Committee on 28 November 2022. Further details are shown in **Appendix 1**.

3.4 The forecast capital outturn for 2022/23 for services within the remit of this committee as at the end of October 2022, is expected to be break even after rephrasing of £19.06m into 2023/24. Further details of schemes are shown in **Appendix 2**.

#### **Resource and legal considerations:**

3.5 This report represents the forecast revenue and capital outturn as reported to Cabinet on 14 December 2022.

#### **Reducing inequalities:**

3.6 Services consider equality issues in setting budgets and delivering services. Irrespective of budgetary pressures the council must fulfil its equal opportunities obligations.

### **4. Decide**

4.1 This Committee is asked to note and comment on the forecast revenue and capital forecast for 2022/23 and consider the recommendations as set out.

### **5. Respond**

5.1 This report is for noting and comment by the Committee as above.

### **6. Review**

6.1 This report is for noting and comment by the Committee as above.

#### **Background papers:**

- Various financial working papers.
- Corporate Financial Performance 2022/23, as reported to Cabinet on 14 December 2022.

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**Forecast Revenue position 2022/23**  
**Services within the remit of the Education Overview and Scrutiny Committee**

**Revenue Forecast**

The forecast revenue outturn for 2022/23 for the services under the remit of the Education Overview and Scrutiny Committee is an overspend of £0.75m, net of the use of earmarked reserves of £0.21m, as shown in **Table 1**. The forecast revenue outturn shown is based on actual information from the financial system as at the end of October 2022, and discussions with managers regarding year end forecast and achievement of approved savings.

For completeness, the forecast revenue overspend for services under the remit of the Children's Services Overview and Scrutiny Committee is an overspend of £6.45m. This gives a total forecast position of an overspend of £7.2m for Children's Services directorate as at 31 October 2022.

**Table 1: Forecast revenue analysis 2022/23 by Service**

Service	Annual Budget	Year End Forecast	Net Use of Reserves	Action Plan	Draft Outturn after use of and transfer to Earmarked Reserves	Variance to Budget
	£m	£m	£m	£m	£m	£m
Access and Inclusion	2.02	3.34	(0.17)	-	3.17	1.15
Home to School Transport	6.00	6.00	(0.01)	-	5.99	(0.01)
<b>Total Children's Services</b>	<b>8.02</b>	<b>9.34</b>	<b>(0.18)</b>	-	<b>9.16</b>	<b>1.14</b>
Education funding – accountable body	(0.46)	(0.82)	(0.03)	-	(0.85)	(0.39)
<b>Total Services within remit of Committee</b>	<b>7.56</b>	<b>8.52</b>	<b>(0.21)</b>	-	<b>8.31</b>	<b>0.75</b>

The main variances are summarised in **Table 2** below.

**Table 2 – Reasons for revenue outturn variance**

Service	Variance £m	Explanation of Year End Outturn
Access and Inclusion	1.15	<ul style="list-style-type: none"> <li>£0.63m overspend on use of agency within the Special Education Needs team, relating to clearing a backlog of Education and Health Care Plan cases and meeting the ongoing demand.</li> <li>£0.44m overspend on use of agency within the Educational Psychology team due to a significant number of vacant posts.</li> <li>£0.08m various overspends across the service.</li> </ul>
Home to School Transport	(0.01)	

Education funding – accountable body	(0.39)	<ul style="list-style-type: none"> <li>• (£0.32m) of DSG High Needs funding to offset pressures across the service.</li> <li>• (£0.07m) recognition of non-attendance fine income.</li> </ul>
<b>Total Services within remit of this Committee</b>	<b>0.75</b>	

### ***Reasons for Movements***

The August forecast position reported to this Committee on 28 November 2022 was an overspend of £0.40m, net of the use of reserves, therefore a net increase of £0.35m over the 2 months. The key reasons for movements are detailed in **Table 3** below:

<b>Table 3 – Reasons for movements in variance</b>		
<b>Service</b>	<b>Movement £m</b>	<b>Explanation of Movement in Year End Variance</b>
Access and Inclusion	0.75	<ul style="list-style-type: none"> <li>• £0.18m increase in costs related to SEN assessment team. This is due to delays in recruitment to permanent staff therefore extending use of agency at a higher cost.</li> <li>• £0.44m increase in agency costs within the Educational Psychology team due to a number of posts becoming vacant therefore increasing the use of agency to ensure service continuity.</li> <li>• £0.13m other various increases across the service including extension of interim manager and other agency contracts and a small decrease in expected traded income.</li> </ul>
Home to School Transport	(0.01)	
Education funding – accountable body	(0.39)	<ul style="list-style-type: none"> <li>• (£0.32m) decrease in use of DSG now identified to offset pressures across the service.</li> <li>• (£0.07m) recognition of non-attendance fine income.</li> </ul>
<b>Total Movements for Services within remit of this Committee</b>	<b>0.35</b>	

### ***Reserves***

The total allocated reserves in 2022/23 for services under the remit of this committee are £2.67m, of which (£0.21m) has been used or committed to date.

The use of reserves includes (£0.10m) School Improvement grant reserve, (£0.02m) Wellbeing for Education grant reserve, (£0.03m) Non-attendance fine income reserve and (£0.06m) corporate pay award reserve. **Table 4** below splits out the use of / transfer to reserves across the services within the remit of this committee.

Table 4 - Summary of use of reserves and transfer to reserves				
Reserve Details	Allocated reserve	Use of reserve	Transfer to reserve	Balance of reserve
	£m	£m	£m	£m
Education funding-accountable body	2.32	(0.03)	0.00	2.29
Access & Inclusion (including home to school transport)	0.35	(0.18)	0.00	0.17
<b>Total Reserves</b>	<b>2.67</b>	<b>(0.21)</b>	<b>0.00</b>	<b>2.46</b>

### Risks

For the services under the remit of this committee, there are total risks of **£0.32m** which are not included in the above forecast. At this stage the risks are not a certainty and as such are not included in the monitoring position. There are no high risks relating to Education Services. If any risks became a certainty, they would need to be included in the forecast position as an overspend unless alternative action can be identified to mitigate these costs. A summary of the risk assessment is shown in **Table 5** below.

Table 5 – Revenue Risks 2022/23				
Risk	Value £m	Ongoing £m	One Off £m	Actions to manage risk
High	0	0	0	
Medium	0.32	0.32	0	The amber risks will continue to be monitored and reviewed with the service on a monthly basis.
Low	0	0	0	
<b>Total</b>	<b>0.32</b>	<b>0.32</b>	<b>0</b>	

The risks are linked to further potential increases to SEN numbers and the consequent impact on EHCP and Educational Psychology provision.

### Service Transformation Plan Benefits

Included within the budget for 2022/23 for services within the remit of this Committee are £0.68m of approved savings. **Table 6** gives an update on progress towards implementing these benefits:

Table 6: Delivery of 2022/23 approved savings – services within the remit of this Committee					
Saving	Total savings £m	Delivered (Blue) £m	To be delivered by 31/03/23 (Green) £m	Not fully guaranteed (Amber) £m	At High risk of non delivery (Red) £m
OP5 – Home to school transport – route optimisation	(0.22)		(0.22)		



OP17 – Reduction in use of agency and temporary staff	(0.12)		(0.12)		
OP25 – Increase traded services to schools	(0.05)		(0.05)		
OP26 – High needs funding review and provide specialist support to children with additional needs via use of DSG grant	(0.25)	(0.25)			
OP28 – Review and streamline the provision of specialist inclusion services and support	(0.04)		(0.04)		
<b>Total approved savings for services within remit of Committee</b>	<b>(0.68)</b>	<b>(0.25)</b>	<b>(0.43)</b>		

Each benefit is “BRAG” categorised as follows:

- Blue (delivered);
- Green (on track to be delivered with no issues at year end of 2022/23);
- Amber (not guaranteed at this stage but no major issues expected, some management action needed to ensure delivery) or,
- Red - (at high risk of not being achieved either in part or in full and therefore either alternative actions are required or a plan to ensure delivery is put back on track);

A Walsall proud resource plan has been agreed to provide additional support towards delivery.

**Forecast Capital position 2022/23**  
**Services within the remit of the Education Overview and Scrutiny Committee**

***Capital Forecast***

The capital programme for the services under the remit of the Education Overview and Scrutiny Committee, as at the end of October 2022, is £37.52m. It is currently expected to break even after rephrasing of £19.06m into 2023/24. A list of schemes within the remit of this committee is shown in **Table 7**.

<b>Table 7 – Capital Outturn 2022/23 – Services within the remit of this Committee</b>						
<b>Scheme</b>	<b>Approved Budget £m</b>	<b>Actual year to date £m</b>	<b>Forecast Outturn £m</b>	<b>Year End Variance £m</b>	<b>Proposed Carry Forward to 2023/24 £m</b>	<b>Variance Over / (Under) £m</b>
<b>Council Funded schemes</b>						
School Estate condition survey	0.25	0.00	0.25	0.00	0.00	0.00
School Temporary classrooms	0.25	0.24	0.25	0.00	0.00	0.00
<b>Total Council Funded Schemes</b>	<b>0.50</b>	<b>0.24</b>	<b>0.50</b>	<b>0.00</b>	<b>0.00</b>	<b>0.00</b>
<b>Externally Funded schemes</b>						
Devolved Formula Capital	1.84	0.21	1.84	0.00	0.00	0.00
Capital maintenance	6.41	2.54	4.28	-2.13	2.13	0.00
Basic Need	22.19	1.46	8.88	-13.31	13.31	0.00
High Needs Provisional Capital Allocation	6.03	0.00	2.41	-3.62	3.62	0.00
Academies	0.35	0.00	0.35	0.00	0.00	0.00
Goldsmith 2 Year Old Expansion	0.20	0.00	0.20	0.00	0.00	0.00
<b>Total External Funded Schemes</b>	<b>37.02</b>	<b>4.21</b>	<b>17.96</b>	<b>-19.06</b>	<b>19.06</b>	<b>0.00</b>
<b>Total Capital – Services within the remit of this Committee</b>	<b>37.52</b>	<b>4.45</b>	<b>18.46</b>	<b>-19.06</b>	<b>19.06</b>	<b>0.00</b>

There are currently plans in place to undertake a number of school expansions in order to create a new mainstream and special school places in future years. The funds carried forward above for Basic Need and High Needs Provisional Capital Allocation will be allocated to the costs of these schemes in future years.

**Education  
Overview and Scrutiny Committee**

**12 JANUARY 2023**

**Draft Revenue Budget and Draft Capital Programme 2023/24 – 2026/27**

**Ward(s)** All

**Portfolios:** Cllr M Statham – Education and Skills

**Executive Summary:**

The draft budget, as reported to Cabinet on 14 December 2022, includes the latest medium term financial outlook (MTFO) for the four year period from 2023/24 to 2026/27. It also outlines the draft revenue budget for 2023/24 to 2026/27 (including savings proposals for consultation), the draft capital programme for 2023/24 to 2026/27, and sets out the process and timescale for setting a legally balanced budget for 2023/24.

Our MTFO has been updated for all known pressures, including best professional assumptions on the impact of increasing demand and the cost of living on service delivery and finances. The Council is legally obliged to set a one-year balanced budget (2023/24), however a medium term approach is beneficial to allow for sound financial planning and to support future financial stability. This report presents a balanced budget for 2023/24, subject to changes arising from the settlement yet to be received. A number of savings proposals are also included for 2024/25 to 2026/27, with further options being identified to allow for a balanced budget over the period 2024/25 to 2026/27 aligned to the Council Plan and Proud activity.

The Autumn Statement was announced on 17 November 2022 and, whilst it has provided some further detail for 2023/24, the impact on our financial forecasts remains uncertain until we formally receive further policy documents, as referred to in the Statement, and our provisional core grant settlement which is expected in late December 2022, and which will be included in the final budget report to Cabinet and Council in February 2023.

The 2023/24 draft budget assumes a 2.99% general council tax increase. This is in line with Government referendum limits announced in the Autumn Statement on 17 November 2022, with the option to increase by a further 2% for the Adult Social Care Precept, which Cabinet are currently not minded to do, but are consulting on.

The total draft capital programme for 2023/24 is £110.09m. It sets out new capital investment funded from the council's own resources of £66.86m (funded by capital receipts and borrowing) and externally funded schemes of £43.23m (funded by capital grants) and represents a balanced programme for 2023/24. In addition, the report sets out a further three years of indicative proposals to 2026/27. Despite reductions in capital funding in recent years and going forward, the draft capital programme contains significant investment into highways, education, and housing to support vulnerable households through Health through Warmth and provision of aids and adaptations.

This report provides an extract of the Proud draft revenue savings proposals and investments / cost pressures for 2023/24 – 2026/27 by Proud Outcomes, which fall within the remit of the Education Overview and Scrutiny Committee for consideration. It also provides a summary of the draft capital programme for schemes within the remit of this Committee.

Feedback from the Committee on the draft revenue and capital proposals will be reported back to Cabinet on 8 February 2023, to inform the final draft budget to be recommended to Council on 23 February 2023. Any changes to draft revenue and capital budget proposals as a result of equality impact assessments and consultation will also be fed into the final budget report.

### **Reason for scrutiny:**

To enable consultation of the draft revenue and capital budget proposals for services within the remit of this Committee.

### **Recommendations:**

#### **That:**

1. The Committee are recommended to consider the draft revenue budget proposals attached that relate to the remit of this committee as shown in **Appendices 1 and 2**, and that feedback will be presented to Cabinet on 8 February 2023.
2. The Committee are recommended to consider the draft capital schemes included in the draft capital programme attached that relate to the remit of this committee as shown in **Appendices 3 and 4**, and that feedback will be presented to Cabinet on 8 February 2023.

### **Background papers:**

Various financial working papers.

### **Resource and legal considerations:**

Cabinet on 14 December 2022 were presented with a list of draft Proud revenue savings proposals for consultation and a list of investment/cost pressures by Proud outcome, along with a draft capital programme over the period 2023/24 to 2026/27.

The full Cabinet report can be accessed at the following link:

[Draft Revenue Budget and Capital Programme 2023/24 to 2026/27 - Cabinet 14 December 2022](#)

### **Maximising Outcomes through Budgeting 2023/24 onwards**

Our approach to budget setting was established for 2022/23 with overall financial savings expected to be delivered via Proud activity. For 2023/24 Proud work streams will continue to provide the 'enablers' to allow Directorates to deliver through Service Transformation Plans (STP's).

Directors and their Heads of Service were tasked with completion of new STP's linking their current and future service delivery with Council priority outcomes as per the Council Plan. This will allow for identification of potential transformation activity and associated savings for future financial years. Those identified to date are outlined within this report, with the need for further review to close the financial gap from 2024/25 onwards.

The Council Plan direction of travel approach will set out how the budget will be aligned to deliver the desired outcome i.e., through different amounts of delivery, coordination, influencing, signposting or regulating. A review of the current delivery model will be undertaken alongside the direction of travel and re-prioritised where appropriate to maximise value for money and overall delivery of outcomes and ensuring the 2023/24 onwards budget is built and developed on this moving forward.

### Investment / cost pressures

Further to the changes in assumptions, the draft budget 2023/24 – 2026/27 includes provision for growth and investment of c£111m (£50.52m of this is in 2023/24). Those investments relating to the remit of this Committee are shown at **Appendix 1** and total £4.76m over 4 years.

### Savings proposals

The Proud service transformation plans have identified £9.02m of financial benefit for 2023/24, in addition to the £7.28m identified in the budget report to Council in February 2022. There is also £1.95m identified for 2024/25 (in addition to £1.15m already identified), £854k for 2025/26 and £844k for 2026/27. Benefits / savings are classified into two categories:

1. Policy Proposals - which require an Executive decision to proceed, and which will be referred for public consultation and equality impact assessment. These total £1.16m in 2023/24.
2. Operational Proposals – savings which officers have delegations to implement; examples include restructures, back-office savings, operational efficiencies. These total £15.14m in 2023/24 (£19.94m over the four years).

Some proposals require investment to support delivery which will only be allocated if the relevant saving proposal is included within Cabinet's final budget report in February, once consultation and equality impact assessment has concluded.

Savings proposals outlined in the report to Cabinet on 14 December 2022 will ensure a balanced budget for 2023/24. A gap of £13.85m remains in 2024/25, with a further £12.56m saving requirement for 2025/26 and £8.54m for 2026/27 (after the delivery of the £3.10m saving identified for 2024/25, £854k for 2025/26 and £844k for 2026/27). Directors continue to work on identifying additional options for Members consideration through the STP process, and a further report will be presented to Cabinet outlining further options to balance the budget for 2024/25 onwards. A work stream review of the STP's is taking place to ensure that they maximise opportunities from the Proud ways of working and capabilities, and therefore capture the full benefits; to ensure they capture innovative thinking; and to challenge any opportunities to accelerate identified savings.

Those savings proposals relating to the remit of this Committee are shown at **Appendix 2** and total £396k over 4 years.

### Net investment / savings

The following summarises the net investment /(savings) by Directorate for 2023/24.

<b>Net Investment/savings by Directorate 2023/24</b>	<b>Investment £m</b>	<b>Savings £m</b>	<b>Net £m</b>
Adult Social Care, Public Health and Hub	8.00	(2.25)	5.75
Children's Services	13.41	(2.68)	10.73
Children's - Customer Engagement	0.45	(0.88)	(0.44)
Economy, Environment and Communities	1.53	(3.43)	(1.90)
Resources and Transformation	2.21	(1.68)	0.53
Central / Capital Financing*	24.92	(5.37)	19.56
<b>Total Net Investments by Directorate</b>	<b>50.52</b>	<b>(16.30)</b>	<b>34.23</b>

\*Central investment includes £12.5m of pay and pension costs which will be allocated to services following a detailed review of salary budget requirements, and £6.92m Social Care Grant which will be allocated to support both Adults and Children's Social Care when the allocations are confirmed. Central savings include £4.47m for Customer Access Management which will be allocated to services once plan finalised.

Therefore, when central investments are taken into account, all Directorates will see a net increase in budgets.

### Draft Capital Programme

The draft capital programme for 2023/24 is balanced and totals £110.09m. It sets out new capital investment funded from the council's own resources of £66.86m (funded by capital receipts and borrowing) and externally funded schemes of £43.23m (funded by capital grants). In addition, the report sets out a further three years of indicative proposals to 2026/27.

Those council funded schemes relating to the remit of this Committee are shown at **Appendix 3** totalling £3.00m over 4 years, and external funded schemes of £78.05m at **Appendix 4**.

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## APPENDIX 1

### Summary of New Growth and Investment 2023/24 to 2026/27 aligned to Proud Outcomes relating to the remit of this Committee

Directorate	Ref No	Details of Growth by outcome	2023/24 £	2024/25 £	2025/26 £	2026/27 £	Total £
<b>Education, training and skills enable people to contribute to their community and our economy</b>							
Children's Services, Education & Customer Engagement	5	Increase in demand for Home to school transport	1,095,861	841,977	1,191,977	1,000,000	4,129,815
<b>Total Education, training and skills enable people to contribute to their community and our economy</b>			<b>1,095,861</b>	<b>841,977</b>	<b>1,191,977</b>	<b>1,000,000</b>	<b>4,129,815</b>
<b>Children and young people grow up in connected communities and feel safe everywhere</b>							
Children's Services, Education & Customer Engagement	43	Additional capacity within Education Health and Care Plan Assessments due to increase in demand	302,020	0	0	0	302,020
	44	Capacity to cover additional responsibility on the local authority for elective home education, admission appeals and attendance responsibilities introduced in new legislation	181,411	0	0	0	181,411
	45	Reduction in traded services attendance income target due to schools directly employing their own staff in response to the new requirements of the school attendance procedures and bill	36,388	36,387	36,387	36,387	145,549
<b>Total Children and young people grow up in connected communities and feel safe everywhere</b>			<b>519,819</b>	<b>36,387</b>	<b>36,387</b>	<b>36,387</b>	<b>628,980</b>
<b>Total Growth and investment relating to the remit of this Committee</b>			<b>1,615,680</b>	<b>878,364</b>	<b>1,228,364</b>	<b>1,036,387</b>	<b>4,758,795</b>

## APPENDIX 2

### Benefits Realisation (Savings) for Proud activity by Outcome 2023/24 to 2026/27 relating to the remit of this Committee

#### A: Summary of Policy Proposals by Outcome 2023/24 – 2026/27

None relating to the remit of this Committee

#### B: Summary of Operational Proposals by Outcome 2023/24 – 2026/27

Directorate	Ref No	Detail of Operational Proposals by Outcome	2023/24 £	2024/25 £	2025/26 £	2026/27 £	Total £
<b>Education, training and skills enable people to contribute to their community and our economy</b>							
Children's Education & Customer Engagement	OP2	Home to School Transport review of contracts and route optimisation	(300,000)	0	0	0	(300,000)
	OP3	Increase top slice of Basic Need capital Funding Block	(96,000)	0	0	0	(96,000)
<b>Total Education, training &amp; skills enable people to contribute to their community &amp; our economy</b>			<b>(396,000)</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>(396,000)</b>
<b>Total Operational Proposals relating to the remit of this Committee</b>			<b>(396,000)</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>(396,000)</b>

Total Savings Proposals	2023/24 £	2024/25 £	2025/26 £	2026/27 £	Total £
A - Policy Proposals	0	0	0	0	0
B - Operational Proposals	(396,000)	0	0	0	(396,000)
<b>Total Savings Proposals relating to the remit of this Committee</b>	<b>(396,000)</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>(396,000)</b>

## APPENDIX 3

### Draft Capital Programme 2023/24 to 2026/27 – Council Funded Schemes relating to the remit of this Committee

#### Prior Year approval schemes

Directorate	Capital Scheme	Detail of Capital investment	2023/24 £	2024/25 £	2025/26 £	2026/27 £
<b>Education, training and skills enable people to contribute to their community and our economy</b>						
Children's, Education & Customer Engagement	School Estate Condition Survey	Ongoing provision to cover school conditions.	250,000	250,000	250,000	250,000
	School Temporary Classrooms	Ongoing provision for improving / replacing permanent mobile classrooms when they reach a state of disrepair. This has been held corporately to fund emergency costs arising.	250,000	250,000	250,000	250,000
<b>Total Prior Year Approval Schemes</b>			<b>500,000</b>	<b>500,000</b>	<b>500,000</b>	<b>500,000</b>

#### New Capital Schemes

Directorate	Capital Scheme	Detail of Capital investment	2023/24 £	2024/25 £	2025/26 £	2026/27 £
<b>Education, training and skills enable people to contribute to their community and our economy</b>						
Children, Education & Customer Engagement	Free School	Funding towards providing a free school in the borough.	1,000,000	0	0	0
<b>Total New Capital Schemes</b>			<b>1,000,000</b>	<b>0</b>	<b>0</b>	<b>0</b>

<b>Total Draft Capital Programme – Council Funded Schemes within the remit of this Committee</b>			<b>1,500,000</b>	<b>500,000</b>	<b>500,000</b>	<b>500,000</b>
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#### Development Schemes – consideration and funding subject to business case approval

- **High Needs Capital Provision SEND (Special Education Needs) Places** - Funding to support the current Special Education Needs within the Borough, where the grant received falls short of the places needed.

## APPENDIX 4

### Draft Capital Programme 2023/24 to 2026/27 – External Funded Schemes relating to the remit of this Committee

Directorate	Capital Scheme	Detail of Capital investment	2023/24 £	2024/25 £	2025/26 £	2026/27 £
<b>Education, training and skills enable people to contribute to their community and our economy</b>						
<b>Children's, Education &amp; Customer Engagement</b>	Basic Need	Paid to Local Authorities to support the capital requirement for providing new pupil places by expanding existing maintained schools, free schools or academies & establishing new schools (Department for Education-DfE). Confirmed Allocation for 2023/24.	10,748,251	10,748,251	10,748,251	10,748,251
	Devolved Formula Capital	Received by the Local authority then allocated out to individual schools as per allocations defined by the DfE. It is intended to provide schools with capital funding for improvement to buildings and other facilities, including ICT, or capital repairs / refurbishments and minor works. (Department for Education). Allocation not yet confirmed – assumed as per 22/23.	510,228	510,228	510,228	510,228
	Capital Maintenance	Allocated to the Local Authority on an annual basis to improve and maintain the condition of the school estate (buildings and grounds). Investment is prioritised on keeping school buildings safe and in good working order by tackling poor building condition, building compliance, energy efficiency, and health and safety issues. (Department for Education). Allocation not yet confirmed – assumed as per 22/23.	3,888,380	3,888,380	3,888,380	3,888,380
	High Needs Provisional Capital allocation	High Needs Provisional Capital Allocation (HNPCA) funding is paid to Local authorities to support the capital requirement for providing new SEND (Special Educational Needs and Disabilities) pupil places by expanding/improving existing maintained schools, free schools or academies. Confirmed Allocation for 2023/24.	4,365,293	4,365,293	4,365,293	4,365,293
<b>Total Draft Capital Programme – External Funded Schemes within the remit of this Committee</b>			<b>19,512,152</b>	<b>19,512,152</b>	<b>19,512,152</b>	<b>19,512,152</b>

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

30 June 2022	Areas of Focus	A work program for the municipal year be produced and be circulated to members of the Committee.	Jack Thompson	Complete	6 September 2022	Sent to members of the Committee with agenda for the meeting on the 6 September 2022.
		The suggested items of 'teenage pregnancy' and 'overweight children' be referred to the Social Care and Health Overview and Scrutiny Committee	Jack Thompson	Complete	14 July 2022	Members of the Social Care and Health Overview and Scrutiny Committee agreed to put these items on the Committee work program.
06 September 2022	Areas of Focus	Items suggested; young people's homelessness and the finance Funding formula to be added to the areas of focus for future meetings.	Reena Farmah	Complete	30 September 2022	Areas of Focus updated to include items.
	School Attendance Bill and Children Not in School Bill	To share the SEND inspection report with Members.	Reena Farmah	Complete	30 September 2022	Circulated to Members via email.
11 October 2022	Areas of Focus	That young people's homelessness be referred to the Children's Services OSC and removed from this Committee's Areas of Focus.	Edward Cook	Complete	17 November 2022	Areas of focus updated.
	Ofsted Local Area SEND Revisit Inspection	To share with Members, data on the number of EHCP applications in Walsall which have gone to tribunals.	Edward Cook	Complete	28 November 2022	Circulated to Members via email.

	Outcome and Actions	To share the Accelerated Access Plan document with Members, once available.	Edward Cook	Complete	28 November 2022	Circulated to Members via email.
28 November 2022	School Place Planning: Capital strategy for schools	To share with Members, data on the amount of pupils from out of the Borough now attending Walsall schools.	Jack Thompson	In progress		
		That a report on internships would be presented to the Committee at a future meeting.	Jack Thompson	In progress		
		That a report on the Childcare Sufficiency Assessment be presented to the Committee at a future meeting.	Jack Thompson	In progress		
	Corporate Financial Performance – Quarter 2 Financial Monitoring Position for 2022/23	That a report on future spending of the capital budget be presented to the Committee at a future meeting.	Jack Thompson	In progress		
	Areas of Focus	To merge the first two items on the work programme for January's meeting: 'Attainment and improving Educational Outcome' and 'Increasing the Number of Good and Outstanding Schools' and to reflect this change in the Committees Work Programme.	Jack Thompson	Complete	4 January 2022	Changes reflected in the agenda published on completed date.



## Education Overview and Scrutiny Committee: Work programme 2022/23

Main agenda items	06/09/22	11/10/22	28/11/22	12/01/23	16/02/23	28/03/23
<b>Theme: Children not in School</b>						
School Attendance Bill and Children Not in School Bill	X					
Children not in school (attendance, exclusions, elective home education and children missing education)	X					
Fair access and FAP	X					
Vulnerable Learners Hub	X					
<b>Theme: SEND</b>						
OFSTED Inspection Outcome and actions inc EHCP		X				
Transitions		X				
SEND and Alternative Provision Green Paper		X				
Special School Provision Plan		X				
<b>Theme: School Place and Capital Strategy</b>						
School Place Planning: Capital strategy for schools inc Early Years sufficiency, Primary, Secondary, Post 16 and Special Schools (inc Black Country plan impact and Free School development)			X			
Quarter 2 Financial Monitoring			X			
<b>Theme: Outcomes and improvements</b>						
Educational Attainment and Ofsted School Inspection Outcomes <sup>1</sup>				X		
Schools White Paper and Education Improvement Area				X		
Childrens Strategic partnership and Walsall Learning Alliance (WR4C)				X		
Budget Setting 2023/24: Corporate Financial Performance 2022/23 & Draft Revenue Budget and Draft Capital Programme 2023/24 - 2026/27				X		

<sup>1</sup> This item is the combination of two items previously listed on the work programme: Attainment and Improving Educational Outcomes & Increasing the Number of Good and Outstanding Schools.

Theme: Children not in School (Revisited)	X	
Theme: SEND (Revisited)		X

**NB: The Outturn, Q1 and Q3 Finance reports to be by email circulation to the Committee.**

**Items to be scheduled:**

**Finance funding formula.**

**Council Internships**

**Childcare Sufficiency Assessment**

**Capital Budget Spending**



## **FORWARD PLAN OF KEY DECISIONS**

**Council House,  
Lichfield Street,  
Walsall, WS1 1TW**  
[www.walsall.gov.uk](http://www.walsall.gov.uk)

**5 December 2022**

## 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](mailto:craig.goodall@walsall.gov.uk) and can also be accessed from the Council’s website at [www.walsall.gov.uk](http://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](mailto: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  
JANUARY 2023 TO APRIL 2023 (5.12.22)**

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
110/22 (6.6.22)	<b>Draft Revenue Budget and Draft Capital Programme 2023/24 to 2026/27:</b>  To provide an updated medium term financial outlook, draft revenue budget and capital programme for 2023/24 to 2026/27, including savings proposals, and to set out the process and timescales for setting a legally balanced budget for 2023/24.	Cabinet  Non-key decision	Vicky Buckley  <a href="mailto:Vicky.Buckley@walsall.gov.uk">Vicky.Buckley@walsall.gov.uk</a>	Public  Internal Services	Cllr Bird	14 December 2022
121/22 (8.8.22)	<b>Corporate Financial Performance 2022/23:</b>  To report the financial position based on 7 months to October 2022, including the impact of Covid-19.	Cabinet  Non-key decision	Vicky Buckley  <a href="mailto:Vicky.Buckley@walsall.gov.uk">Vicky.Buckley@walsall.gov.uk</a>	Internal Services	Cllr Bird	14 December 2022
123/22 (8.8.22)	<b>Treasury Management Mid Year Position Statement 2022/23:</b>  The council is required through regulations issued under the Local Government Act 2003 to produce a mid-year position statement reviewing	Cabinet  Non-key decision	Lloyd Haynes  <a href="mailto:Lloyd.Haynes@walsall.gov.uk">Lloyd.Haynes@walsall.gov.uk</a>	Internal Services	Cllr Bird	14 December 2022

	treasury management activities and prudential and treasury indicator performance.					
135/22 (10.10.22)	<b>Renewal of the Council's insurance arrangements from 1st April 2023:</b>  To seek delegated authority to renew the Council's insurance arrangements from 1 April 2023	Cabinet Key Decision	Cabinet Report 14 February 2018 - Renewal of the Council's Insurance Arrangements from 1 April 2018  Marc Cox <a href="mailto:Marc.Cox@walsall.gov.uk">Marc.Cox@walsall.gov.uk</a>	Internal Services	Cllr Bird	14 December 2022
157/22 (7.11.22)	<b>Streamlining Black Country Ways of Working – Black Country Consortium:</b>  To provide an update on finalising an agreed way forward for streamlining ways of working across the Black Country, many of which have historically been coordinated through and by Black Country Consortium Ltd (BCC Ltd). The report builds from the agreements to date on the transition of the Black Country Local Enterprise Partnership and the collaborative Black Country based approach for the future accountability of LEP legacy funds utilising Association of Black Country Authorities as a mechanism if and when required.  <i>This will be a private session report containing commercially sensitive information.</i>	Cabinet Key Decision	Sarah Middleton (Chief Executive, Black Country Consortium Ltd.)  <a href="mailto:Sarah_Middleton@blackcountryconsortium.co.uk">Sarah_Middleton@blackcountryconsortium.co.uk</a>	Association of Black Country Authority Leaders	Cllr Bird	14 December 2022



136/22 (10.10.22)	<b>Black Country Enterprise Zone-Gasholders Site:</b>  To update on the direction of travel and seek approvals in relation to the preferred delivery approach, project funding and next steps to bring forward the site for employment generating uses.  <i>This will be a private session report containing commercially sensitive information.</i>	Cabinet  Key decision	Caroline Harper  <a href="mailto:Caroline.Harper@walsall.gov.uk">Caroline.Harper@walsall.gov.uk</a>	Internal Services	Cllr Andrew	14 December 2022
137/22 (10.10.22)	<b>Willenhall Framework Plan: Phase 1 Developer Partner Procurement Approach and Funding Update:</b>  To provide an update on the preferred developer partner procurement approach and funding position.  <i>This will be a private session report containing commercially sensitive information.</i>	Cabinet  Key Decision	Kauser Agha  <a href="mailto:Kauser.Agha@walsall.gov.uk">Kauser.Agha@walsall.gov.uk</a>	Internal Services	Cllr Andrew	14 December 2022
144/22 (7.11.22)	<b>UK Shared Prosperity Fund:</b>  To authorise officers to accept a funding allocation for UK Shared Prosperity Fund to utilise for project activity aligned with the UK Shared Prosperity Fund Investment Plan.	Cabinet  Key Decision	Philippa Venables  <a href="mailto:Philippa.Venables@walsall.gov.uk">Philippa.Venables@walsall.gov.uk</a>	Internal services	Cllr Andrew	14 December 2022
158/22 (07.11.22)	<b>Walsall Economic Strategy</b>  To approve an economic strategy for the borough.	Cabinet  Key Decision	Philippa Venables  <a href="mailto:Philippa.Venables@walsall.gov.uk">Philippa.Venables@walsall.gov.uk</a>	Internal services	Cllr Andrew	14 December 2022

126/22 (8.8.22)	<b>Strategic acquisition of a freehold heritage building in Walsall Town Centre:</b>  To seek approval to the freehold acquisition of a heritage property in Walsall Town Centre to support the preservation of the property.  <i>This will be a private session report containing commercially sensitive information.</i>	Cabinet  Key Decision	Nick Ford  <a href="mailto:Nick.Ford@walsall.gov.uk">Nick.Ford@walsall.gov.uk</a>  Bryte Legister  <a href="mailto:Bryte.Legister@walsall.gov.uk">Bryte.Legister@walsall.gov.uk</a>	Internal Services	Cllr Andrew	14 December 2022
161/22 (5.12.22)	<b>Responses to Local Plan Consultations:</b>  To agree responses to Local Plan consultations from Birmingham City Council, Stafford Borough Council and South Staffordshire District Council.	Cabinet  Key Decision	Neville Ball  <a href="mailto:Neville.Ball@walsall.gov.uk">Neville.Ball@walsall.gov.uk</a>	Internal Services	Cllr Andrew	14 December 2022
125/22 (8.8.22)	<b>Housing First contract award:</b>  To approve the contract award enabling the continuation of flexible support to former rough sleepers housed through the Housing First initiative.  <i>This will be a private session report containing commercially sensitive information.</i>	Cabinet  Key decision	Neil Hollyhead  <a href="mailto:Neil.Hollyhead@walsall.gov.uk">Neil.Hollyhead@walsall.gov.uk</a>	Internal services, service users, external stakeholders	Cllr Ali	14 December 2022
146/22 (7.11.22)	<b>Home Upgrade Grant (HUGs) Round 2 Procurement and Update:</b>  To approve the use of a Framework to appoint contractors to deliver government funds to help residents with	Cabinet  Key decision	David Lockwood  <a href="mailto:David.Lockwood@walsall.gov.uk">David.Lockwood@walsall.gov.uk</a>	Public, Internal Services	Councillor Ali	14 December 2022

	retro-fit works where they are not on the gas network.					
138/22 (10.10.22)	<b>Food for Life Contract:</b>  Cabinet is asked to delegate authority to the Director of Public Health to enter into appropriate contractual arrangements from 1 <sup>st</sup> April 2023 until 31 <sup>st</sup> March 2024, and subsequently authorize the sealing or signing of associated contracts, deeds or other related documents for the Food for Life contract.	Cabinet  Key Decision	Esther Higdon  <a href="mailto:Esther.Higdon@walsall.gov.uk">Esther.Higdon@walsall.gov.uk</a>  Paul Nelson  <a href="mailto:Paul.Nelson@walsall.gov.uk">Paul.Nelson@walsall.gov.uk</a>	Internal services	Cllr Flint	14 December 2022
130/22 (6.9.22)	<b>Sexual Health and 0-19 Contracts:</b>  To approve the extension of the integrated sexual health service, contract delivered by Walsall Healthcare NHS Trust from 1 April 2023 to 31 March 2024.  To delegate authority to the Executive Director of Adult Social Care, Public Health and Hub in consultation with the Portfolio Holder for Health and Wellbeing to extend contracts on behalf of the Council and to subsequently authorise the variations to the contractual arrangements for the services should this be required at any time during the term, in line with Public Contract Regulations and the Council's Contract Rules to 31 March 2024.	Cabinet  Key Decision	Tony Meadows  <a href="mailto:Tony.Meadows@walsall.gov.uk">Tony.Meadows@walsall.gov.uk</a>	Internal Services	Cllr Flint	14 December 2022

147/22 (7.11.22)	<b>We Are Walsall 2040: Consultation Feedback:</b>  To note the key findings from the consultation activities carried out over summer/autumn 2022, which will inform the We Are Walsall 2040 strategic borough plan.	Cabinet  Non-key decision	Karen Griffiths  <a href="mailto:Karen.Griffiths@walsall.gov.uk">Karen.Griffiths@walsall.gov.uk</a>  Policy & Strategy Unit  <a href="mailto:policyandstrategy@walsall.gov.uk">(policyandstrategy@walsall.gov.uk)</a>	Internal Services, Local partners/ stakeholders	Cllr Perry Cllr Wilson	14 December 2022
148/22 (7.11.22)	<b>Food Law Service Plan:</b>  The Food Standards Agency (FSA) requires all local authorities to prepare an annual service delivery plan to reflect the work required of food authorities by the FSA, under the requirements of the Food Standards Act 1999 and the framework agreement on local authority enforcement. In accordance with this requirement a Food Law Enforcement Service Plan 2022/23 has been prepared. Cabinet are asked to forward the Plan to Council for approval.	Cabinet  Council  Non-key decision	Paul Rooney  <a href="mailto:Paul.Rooney@walsall.gov.uk">Paul.Rooney@walsall.gov.uk</a>	Internal Services	Cllr Perry	14 December 2022  Council 9 January 2023
149/22 (7.11.22)	<b>Electronic Calls Monitoring Contract Extension:</b>  To approve the extension of the ECM contract with Access UK Ltd.	Cabinet  Key Decision	Tracy Simcox  <a href="mailto:Tracy.Simcox@walsall.gov.uk">Tracy.Simcox@walsall.gov.uk</a>	Internal Services	Cllr Pedley	14 December 2022
124/22 (8.8.22)	<b>Schools Mainstream Local Funding Formula 2023/24:</b>  That Cabinet approves the Mainstream Local Funding Formula, to be used for	Cabinet  Key Decision	ESFA – Schools revenue funding operation guide.  Richard Walley  <a href="mailto:Richard.Walley@walsall.gov.uk">Richard.Walley@walsall.gov.uk</a>	Internal Services  Schools Forum	Cllr M. Statham	14 December 2022

	the allocation of mainstream funding to schools in Walsall					
159/22 (7.11.22)	<b>Secondary School Sufficiency</b>  To approve funds for the creation of an additional 150 places in three Secondary Schools.	Key Decision	Alex Groom <a href="mailto:Alex.Groom@walsall.gov.uk">Alex.Groom@walsall.gov.uk</a>	Internal Services  Local partners/stake holders	Cllr. M. Statham	14 December 2022
160/22 (7.11.22)	<b>Special School Sufficiency</b>  To begin feasibility works to create to additional places in SEN Schools to meet additional demands.	Key Decision	Alex Groom <a href="mailto:Alex.Groom@walsall.gov.uk">Alex.Groom@walsall.gov.uk</a>	Internal Services  Local partners/stake holders	Cllr. M. Statham	14 December 2022
141/22 (10.10.22)	<b>Corporate Financial Performance 2022/23:</b>  To report the financial position based on 9 months to December 2022, including the impact of Covid-19.	Cabinet  Non-key decision	Vicky Buckley <a href="mailto:Vicky.Buckley@walsall.gov.uk">Vicky.Buckley@walsall.gov.uk</a>	Corporate Management Team and Internal Services	Cllr Bird	8 February 2023
142/22 (10.10.22)	<b>Corporate Budget Plan 2023/24 – 2026/27, incorporating the Capital Strategy and the Treasury Management and investment Strategy 2023/24:</b>  To recommend the final budget and council tax for approval by Council.	Cabinet  Key decision	Vicky Buckley <a href="mailto:Vicky.Buckley@walsall.gov.uk">Vicky.Buckley@walsall.gov.uk</a>	Council tax payers, business rate payers, voluntary and community organisations, Internal Services	Cllr Bird	8 February 2022  Council 23 February 2023
150/22 (7.11.22)	<b>Payments Project Contract Award:</b>  To award a contract to Capita/Pay360 Ltd (soon to be Access Group Ltd) for	Cabinet	Janice Freeman-Phillips  <a href="#">Page 87 of 96</a>	Internal Services	Cllr Bird	8 February 2023

	the provision of Pay 360 Licences and Capita/Pay360 Ltd services.	Key Decision	<a href="mailto:Janice.Freeman-Phillips@walsall.gov.uk">Janice.Freeman-Phillips@walsall.gov.uk</a>			
155/22 (7.11.22)	<b>Council Plan: Review of Achievements 2021/22:</b>  To note the Review of Achievements for 2021/22, highlighting successes and progress towards achieving our Council priorities.	Cabinet  Non-key decision	Meresh Kumari  ( <a href="mailto:meresh.kumari@walsall.gov.uk">meresh.kumari@walsall.gov.uk</a> )  Elizabeth Connolly  ( <a href="mailto:elizabeth.connolly@walsall.gov.uk">elizabeth.connolly@walsall.gov.uk</a> )	Internal Services	Cllr Bird	8 February 2023
107/22 (6.6.22)	<b>Procurement of Corporate Landlord Strategic Partner:</b>  To seek approval to the appointment of a strategic partner to support the programme of capital schemes related to the council's property portfolio.	Cabinet  Key Decision	Nick Ford  <a href="mailto:Nick.Ford@walsall.gov.uk">Nick.Ford@walsall.gov.uk</a>	Internal Services	Cllr Andrew	8 February 2023
145/22 (7.11.22)	<b>Town Centre Theatre Project:</b>  To agree next steps for the Town Deal Theatre project, setting out funding implications and options.  <i>This will be a private session report containing commercially sensitive information.</i>	Cabinet  Key Decision	Philippa Venables  <a href="mailto:Philippa.Venables@walsall.gov.uk">Philippa.Venables@walsall.gov.uk</a>	Internal services	Cllr Andrew	8 February 2022
129/22 (5.9.22)	<b>Update on Resilient Communities Safer Streets Programme:</b>  To report back on Safer Streets activity and recommend any adjustments/additions to the programme.	Cabinet  Non-key Decision	Paul Gordon  <a href="mailto:Paul.Gordon@walsall.gov.uk">Paul.Gordon@walsall.gov.uk</a>  <a href="#">Page 88 of 96</a>	Internal Services	Cllr Perry	8 February 2023



151/22 (7.11.22)	<b>Introduction of Council Tax Premium on unoccupied but furnished properties:</b>  Levy the premium on properties that are unoccupied and unfurnished for more than 12 months. Effective from 1 April 24	Cabinet to make recommen dation to Council	Mark Fearn  <a href="mailto:Mark.Fearn@walsall.gov.uk">Mark.Fearn@walsall.gov.uk</a>	Part of budget consultation	Cllr Ali	8 February 2023
156/22 (7.11.22)	<b>Healthy Lifestyles Contract and Smoking Cessation Contract Extensions:</b>  To delegate authority to the Director of Public Health and the Portfolio Holder for Health and Wellbeing. This will allow them to extend contracts on behalf of the Council and to subsequently authorise the variations to the contractual arrangements for the services should this be required at any time during the term, in line with Public Contract Regulations and the Council's Contract Rules.	Cabinet  Key Decision	Joe Holding  <a href="mailto:Joe.Holding@walsall.gov.uk">Joe.Holding@walsall.gov.uk</a>	Internal Services	Cllr Flint	8 February 2023
140/22 (10.10.22)	<b>High Needs Funding Formula:</b>  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 2023/24 financial year	Cabinet  Key Decision	Richard Walley  <a href="mailto:Richard.Walley@walsall.gov.uk">Richard.Walley@walsall.gov.uk</a>	Internal Services, Schools Forum	Cllr M. Statham	8 February 2023
152/22 (7.11.22)	<b>Renewal of the Council's Oracle Cloud Licenses:</b>	Cabinet  Key Decision	Ian Tuft  <a href="mailto:Ian.Tuft@walsall.gov.uk">Ian.Tuft@walsall.gov.uk</a>  Page 89 of 96	Internal Services	Cllr Bird  Cllr Ferguson	22 March 2023

	To renew the Council's Oracle cloud Licenses required for the operation of the Council's One Source system for HR, Payroll, Finance and Procurement from May 2023					
162/22 (5.12.22)	<b>Approval of the Black Country Joint Committee Collaboration Agreement:</b>  Delegate authority to the Executive Director for Resources and transformation to enter into legal agreements with WMCA relating to BC LEP Legacy funds.	Cabinet  Key Decision	Kelly Valente  <a href="mailto:Kelly.Valente@walsall.gov.uk">Kelly.Valente@walsall.gov.uk</a>	Internal services	Cllr Bird	22 March 2023
153/22 (7.11.22)	<b>Walsall's Homelessness and Rough Sleeping Strategy 2022 to 2027:</b>  To approve Walsall's Homelessness and Rough Sleeping Strategy, 2022 to 2027.	Cabinet  Key Decision	Neil Hollyhead  <a href="mailto:Neil.HollyHead@walsall.gov.uk">Neil.HollyHead@walsall.gov.uk</a>	Internal services, service users, external stakeholders	Cllr Ali	22 March 2023
154/22 (7.11.22)	<b>Early Years Funding Formula:</b>  That Cabinet approves the Early Years Formula, as agreed by Schools Forum, to be used for the allocation of funding to early years providers in Walsall	Cabinet  Key Decision	Richard Walley  <a href="mailto:Richard.Walley@walsall.gov.uk">Richard.Walley@walsall.gov.uk</a>	Schools Forum  Internal Services	Cllr M. Statham	22 March 2023

**Black Country Executive Joint Committee**  
**Forward Plan of Key Decisions Published up to April 2023**

<b>Date Created</b>	<b>Key Decision</b>	<b>Contact Officer</b>	<b>Main consultee</b>	<b>Date of meeting</b>
	<b>Black Country Executive Joint Committee Governance</b>			
09/05/2022	<b>Future working arrangements of the Black Country Executive Joint Committee</b>  Consider the future working arrangements in light of the receipt of Government correspondence dated 31 March 2022: Integrating Local Enterprise Partnerships into local democratic institutions.	Sarah Middleton <a href="mailto:Sarah_Middleton@blackcountryconsortium.co.uk">Sarah_Middleton@blackcountryconsortium.co.uk</a>	Dudley MBC Sandwell MBC Walsall MBC City of Wolverhampton Council	01/02/2023
06/06/2022	<b>Governance Principles: Enterprise Zones</b>  Approval of the amended Supplemental Deed of Governance Principles: Enterprise Zones, relating to the Black Country Executive Joint Committee Collaboration Agreement.	Simon Neilson <a href="mailto:Simon.neilson@walsall.gov.uk">Simon.neilson@walsall.gov.uk</a>	Walsall Council	01/02/2023

Date Created	Key Decision	Contact Officer	Main consultee	Date of meeting
	<b>Land and Property Investment Fund (LPIF)</b>			
03/10/2022	<b>Willenhall Garden City - Phase 1 (Moat Street and Villiers Street)</b>  Approval for the Accountable Body for the Land and Property Investment Fund (Walsall Council) to proceed to enter into internal Grant Agreement with Walsall Council, to deliver the Black Country Local Enterprise Partnership funded elements of the Willenhall Garden City – Phase 1 (Moat Street and Villiers Street) with delivery to commence in the 2022/23 financial year.	Simon Neilson <a href="mailto:Simon.neilson@walsall.gov.uk">Simon.neilson@walsall.gov.uk</a>	Walsall Council	01/02/2023
03/10/2022	<b>Dudley Brownfield Land Programme</b>  Approval for the Accountable Body for the Land and Property Investment Fund (Walsall Council) to proceed to enter into a Grant Agreement with Dudley Council, to deliver the Land and Property Investment Fund (LPIF), funded elements of the Dudley Brownfield Land	Helen Martin <a href="mailto:Helen.Martin@dudley.gov.uk">Helen.Martin@dudley.gov.uk</a>	Dudley Council	01/02/2023

Date Created	Key Decision	Contact Officer	Main consultee	Date of meeting
	Programme with delivery to commence in the 2022/23 financial year.			
07/11/2022	<p><b>Wolverhampton Stowheath Redevelopment for Housing</b></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 (LPIF), funded elements of the Stowheath Redevelopment for Housing project with delivery to commence in the 2022/23 financial year.</p>	<p>Richard Lawrence  <a href="mailto:Richard.Lawrence@wolverhampton.gov.uk">Richard.Lawrence@wolverhampton.gov.uk</a></p>	City of Wolverhampton Council	01/02/2023

Date Created	Key Decision	Contact Officer	Main consultee	Date of meeting
	<b>Growing Places Fund</b>			
05/12/2022	<p><b>Delegated Authority for Noting – Non-Key Decision</b></p> <p><b>Dudley Zoo Visitor and Education Centre Development Phase Project</b></p> <p>To note that the Executive Director for Economy, Environment and Communities within Walsall Council in his role as Chair of the Working Group has used his Delegated Authority to approve the Accountable Body for the Growing Places Fund (Walsall Council) to proceed to amending the Grant Agreement with the Dudley and West Midlands Zoological Society Ltd, to deliver the Growing Places Fund (GPF) funded elements of the Dudley Zoo Visitor and Education Centre Development Phase project with delivery to commence in the 2022/23 financial year.</p>	<p>Simon Neilson  <a href="mailto:Simon.neilson@walsall.gov.uk">Simon.neilson@walsall.gov.uk</a></p>	Walsall Council	01/02/2023

Date Created	Key Decision	Contact Officer	Main consultee	Date of meeting
	<b>Black Country Growth Hub</b>			
05/12/2022	<b>Black Country Growth Hub – For Noting</b> To note that the Accountable Body for the Growth Deal (Walsall Council) is requesting via Walsall Council’s Cabinet on 14 December 2022 approval to proceed to a Grant Agreement with the Black Country Consortium Ltd to deliver the Black Country Growth Hub Funding for 2022/2023.	Simon Neilson <a href="mailto:Simon.neilson@walsall.gov.uk">Simon.neilson@walsall.gov.uk</a>	Walsall Council	01/02/2023
	<b>Land and Property Investment Fund (LPIF)</b>			
05/12/2022	<b>Music Institute - Cable Plaza Site (Main Scheme)</b>  Approval for the Accountable Body for the Land and Property Investment Fund (Walsall Council) to proceed to amending its Grant Agreement with Dudley Council, to deliver the Land and Property Investment Fund (LPIF), funded	Helen Martin <a href="mailto:Helen.Martin@dudley.gov.uk">Helen.Martin@dudley.gov.uk</a>	Dudley Council	19/04/2023



Date Created	Key Decision	Contact Officer	Main consultee	Date of meeting
	elements of the Music Institute - Cable Plaza Site (Main Scheme) project with delivery to continue in the 2022/23 financial year.			