



**Walsall Council**

## **Education Overview and Scrutiny Committee**

**Tuesday 3 September 2024 at 6:00PM**

**Conference room 2 at the Council House, Lichfield Street, Walsall**

[Livestream Link](#)

**Membership:**

Councillor N. Latham (Chair)  
Councillor C. Towe (Vice-Chair)  
Councillor S. Ditta  
Councillor L. Harrison  
Councillor A. Hicken  
Councillor S. Hussain  
Councillor N. Gultasib  
Councillor L. Rattigan  
Councillor W. Rasab  
Councillor E. Russell  
Councillor G. Singh-Sohal

**Non-Elected  
Voting Members:**

K. Hinton (Archdiocese of Birmingham Representative)  
Vacancy (Diocese of Lichfield)  
  
Vacancy (Parent Governor Representative – Primary)  
C. Pruden (Parent Governor Representative – Secondary)  
Vacancy (Parent Governor Representative – Special)

**Non-Elected  
Non-Voting Members:**

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

**Portfolio Holder:**

Councillor P. Kaur – Education and Skills

**Quorum:**

4 Members

Democratic Services, The Council House, Walsall, WS1 1TW  
Contact name: Nikki Gough Telephone: 01922 654767 Email: [nikki.gough@walsall.gov.uk](mailto:nikki.gough@walsall.gov.uk)  
[Walsall Council Website](#)

**If you are disabled and require help to and from the meeting room,  
please contact the person above**

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:

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

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

Access to information: Exempt information

Part 1

Descriptions of exempt information: England

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

## **Part 1 – Public Session**

**1. Apologies**

To receive apologies for absence from Members of the Committee.

**2. Substitutions**

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

**3. Minutes of the previous meeting**

To approve and sign the minutes of the meeting held on 23 July 2024.

*(Enclosed, Pages 1 -5)*

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

To receive declarations of interest or the party whip from Members in respect of items on the agenda.

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

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

**6. Attendance Update**

To provide an update of how Walsall continues to meet its statutory responsibility regarding attendance in schools.

*(Enclosed, Pages 6 -11)*

**7. Children Missing Education and Elective Home Education**

To provide an update on how Walsall continues to meet its statutory responsibilities in relation to Children Missing Education and Elective Home Education.

*(Enclosed, Pages 12 -19)*

**8. Suspensions and Exclusion Update**

To provide an update on how Walsall continue to meet its statutory responsibility in regard to suspensions and exclusions from schools.

*(Enclosed – Pages 20 - 24)*

**9. Areas of Focus**

To review the Committees work programme and the Forward Plans for Walsall Council and the Black Country Executive Committee.

*(Enclosed – Pages 25 -33 )*

**10. Recommendations Tracker**

To consider progress on recommendations from the previous meeting.

*(Enclosed – Page 34)*

**11. Date of next meeting**

To note that the date of the next meeting will be on 22 October 2024.

# **Minutes of the Education Overview and Scrutiny Committee held in a Conference Room, Walsall Council House**

**Tuesday, 23 July 2024 at 6.00 PM**

## **Committee Members present:**

Councillor N. Latham (Chair)  
Councillor C. Towe (Vice-Chair)  
Councillor A. Hicken  
Councillor S. Hussain  
Councillor L. Rattigan  
Councillor W. Rasab  
Councillor E. Russell  
Councillor G. Singh-Sohal

## **Portfolio Holder:**

Councillor P. Kaur – Education and Skills

## **Officers Present:**

S. Kelly – Director (Access and Inclusion)  
R. Beards – Head of Service (Inclusion)  
N. Perks – Quality Assurance Team Manager  
R. Thomas – Head of Access  
M. Powis – Senior Democratic Services Officer

The Chair gave welcome and introductions.

### **74. Apologies**

Apologies were received Sharon Guy, Kathleen Hinton and Councillor Harrison.

### **75. Substitutions**

There were no substitutions for the duration of the meeting.

### **76. Declarations of Interest and Party Whip**

There were no declarations of interest or party whip.

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

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

**78. Minutes**

A copy of the Minutes of the meeting held on the 26 March 2024 were submitted [annexed].

**Resolved:**

**That the minutes of the meeting held on 26 March 2024 a copy having previously been circulated, be approved, and signed by the Chair as a true and accurate record.**

**79. Areas of focus – 2024/25**

The Director of Access and Inclusion, Sharon Kelly, along with fellow Access and Inclusion Officers presented an overview of the Children's Services directorate (see annexed).

In responses to questions from Members following the presentation included:

- The Borough's family of schools included 5 single academy trusts, 40 multi-academy trusts and 30 federation schools.
- The Borough was a net importer of pupils and a chosen place for parents and carers to send their children to school.
- As of the end of June 2024, 91% of schools in Walsall were good or outstanding, which was slightly below the national figure of 93%.
- The family school model has proven to be highly advantageous for Walsall, notably the Lighthouse Federation, which has garnered national acclaim.
- Financial pressures within the sector were continuing due to increasing demands and insufficient central funding.
- There was a view that further academisation of schools within the Borough would continue to strain public finances and resource ineffectively remaining vulnerable schools.
- The Council had improved EHCP completion and compliance timescales above national averages with 90% of cases completed within 20 weeks.
- Recruitment and retention of education psychologists continued to be an issue within the sector. Members were reassured that the Council had increased the number of psychologists.
- EHCP growth was a result of numerous factors such as the COVID pandemic, high deprivation areas, access to information and an under recognition of needs within an education setting.
- School Admissions was an area of interest for Members and as such, further discussion was required for the Committee to understand processes, procedures and legislation in this area.

- Monthly performance report breakdown of good/outstanding, primary/secondary, academy and maintain schools would be circulated regularly to Members.
- Due to a change in national government, there was likely to be legislative changes within the Education sector. Therefore, there was a consensus that the Committee would be flexible to changing the work programme subject to urgent items such as national policy changes.

The Director of Access and Inclusion outlined the proposed work programme for the municipal year, which had been agreed by the Chair. As such, the following items were considered and agreed for inclusion:

- Attendance Elective Home Education
- Children Missing in Education
- Exclusion and Suspensions
- SEND Developments including Designated Schools Grant
- Home to School Transport
- Inclusion Hub
- Budget Setting 2024/2025
- Specialist Provision Plan and Mainstream Pupil Place Planning and Capital Strategy
- School Admissions and Fair Access Protocol
- School Attainment Data
- Ofsted Data and Outcomes
- Family of School Development and Schools Causing Concern
- Skills Strategy and Development including Employment Pathways
- Post 16 including Not in Education, Employment or Training and Vulnerable Groups
- Alternative Provision – SEND
- School Readiness and Early Year Foundation Stage, Outcomes including Phonics
- Early Years SEN Development
- Childcare Sufficiency and Wraparound Programs
- Quarter 2 Financial monitoring

To assist with discussions, Members noted proposals for the following workshops during the municipal year:

- Workshop to be scheduled prior to 19 November 2024 to focus on School Admissions (process/procedures/myth busting).
- Workshop to be scheduled prior to 9th January 2025 meeting to focus on School Attainment Data, Ofsted data and outcomes.

## **Resolved**

### **1. That, the following items be included in the work programme for the municipal year 2024 – 2025:**

- **Attendance Elective Home Education**

- Children Missing in Education
  - Exclusion and Suspensions
  - SEND Developments including Designated Schools Grant
  - Home to School Transport
  - Inclusion Hub
  - Budget Setting 2024/2025
  - Specialist Provision Plan and Mainstream Pupil Place Planning and Capital Strategy
  - School Admissions and Fair Access Protocol
  - School Attainment Data
  - Ofsted Data and Outcomes
  - Family of School Development and Schools Causing Concern
  - Skills Strategy and Development including Employment Pathways
  - Post 16 including Not in Education, Employment or Training and Vulnerable Groups
  - Alternative Provision – SEND
  - School Readiness and Early Year Foundation Stage, Outcomes including Phonics
  - Early Years SEN Development
  - Childcare Sufficiency and Wraparound Programs
  - Quarter 2 Financial monitoring
2. That, the Committee arrange two workshops during the municipal year to facilitate and aid discussion of School Admissions and School Attainment.



80. **Areas of Focus**

**Resolved that:**

The Areas of Focus be noted.

81. **Recommendation Tracker**

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

[Annexed]

**Resolved:**

That the recommendation tracker be noted.

82. **Date of next meeting**

The date of the next meeting will be held on 3 September 2024.

There being no further business, the meeting terminated at 19:40p.m.

Signed:

Date:

## **Education Overview and Scrutiny Committee**

### **Attendance Update**

**Wards** All

**Service:** Access Service

**Portfolio:** Councillor Kaur, Education and Skills.

#### **1. Aim**

The aim of this report provides an update of on how Walsall continues to meet its statutory responsibility regarding attendance in schools.

#### **2. Recommendations**

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

#### **3. Report detail**

##### **3.1 Attendance – overview**

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

##### **3.2 Attendance – Statutory Duties of the LA**

On 29 February, the Department for Education (DfE) published a revised version of 'Working together to improve school attendance' as statutory guidance from 19<sup>th</sup> August 2024.

The guidance sets out expectations of schools, trusts and local authorities drawn from the best practice across the system. Since the guidance was originally published in May 2022, there has been significant progress in implementation across Walsall.

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

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

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

### **3.3 DfE – Statistical Release**

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

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

Only the full year absence release gives a definitive view of pupil absence.

Termly publications can be affected significantly by term length with findings from these releases for indicative purposes only and the results should be treated with caution.

The DfE monitors pupil absence levels using two key measures - overall absence rate and persistent absence (PA) rate.

These key measures are calculated for pupils who are of compulsory school age - ie aged between 5 and 15 as at the start of the academic year (31 August).

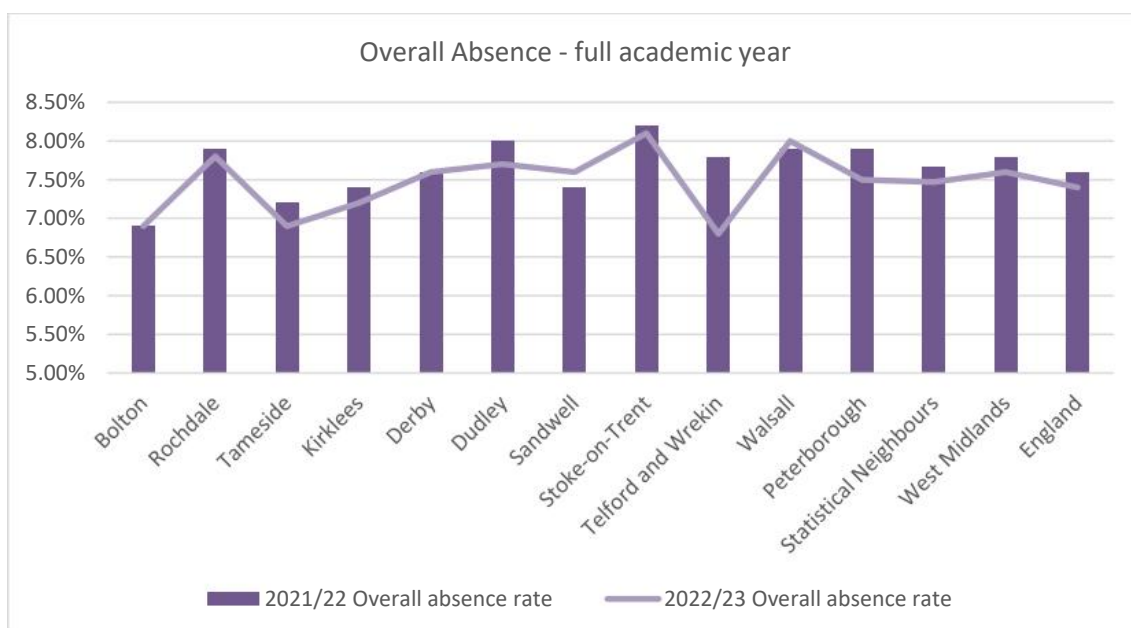
Overall absence is the aggregated total of all authorised and unauthorised absences.

Authorised absence is absence with permission from a teacher or other authorised school representative - including absences where a satisfactory explanation has been provided. For example, through illness.

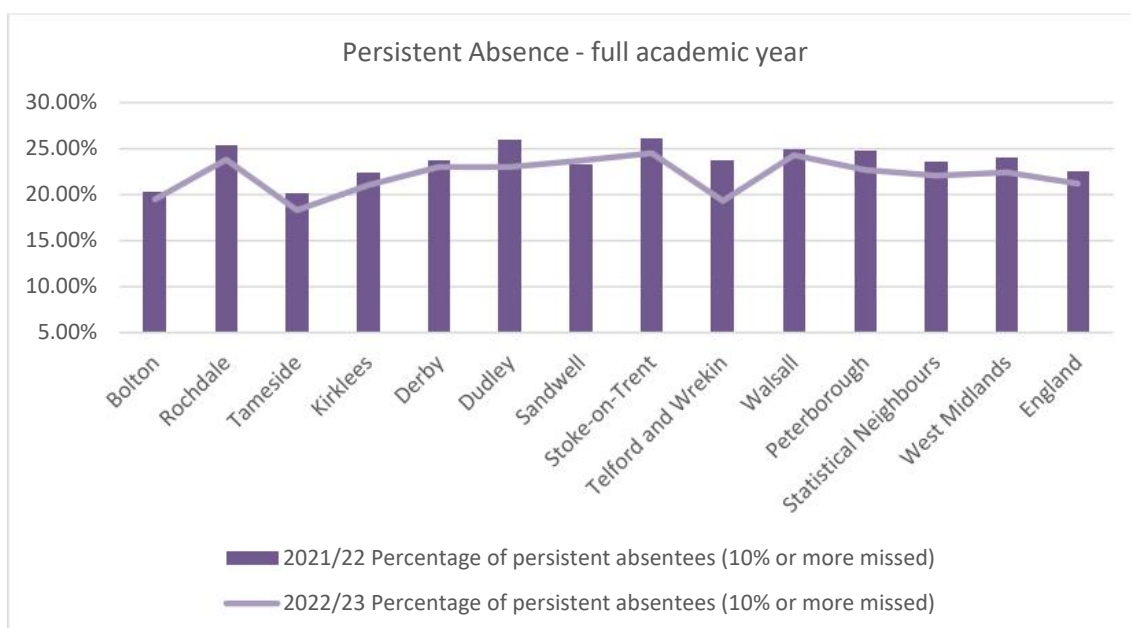
Unauthorised absence is absence without permission from the school. This includes all unexplained or unjustified absences and arrivals after registration has closed.

Persistent absence is when a pupil enrolment's overall absence equates to 10% or more of their possible sessions.

The 2022/23 academic year is the latest full year data.

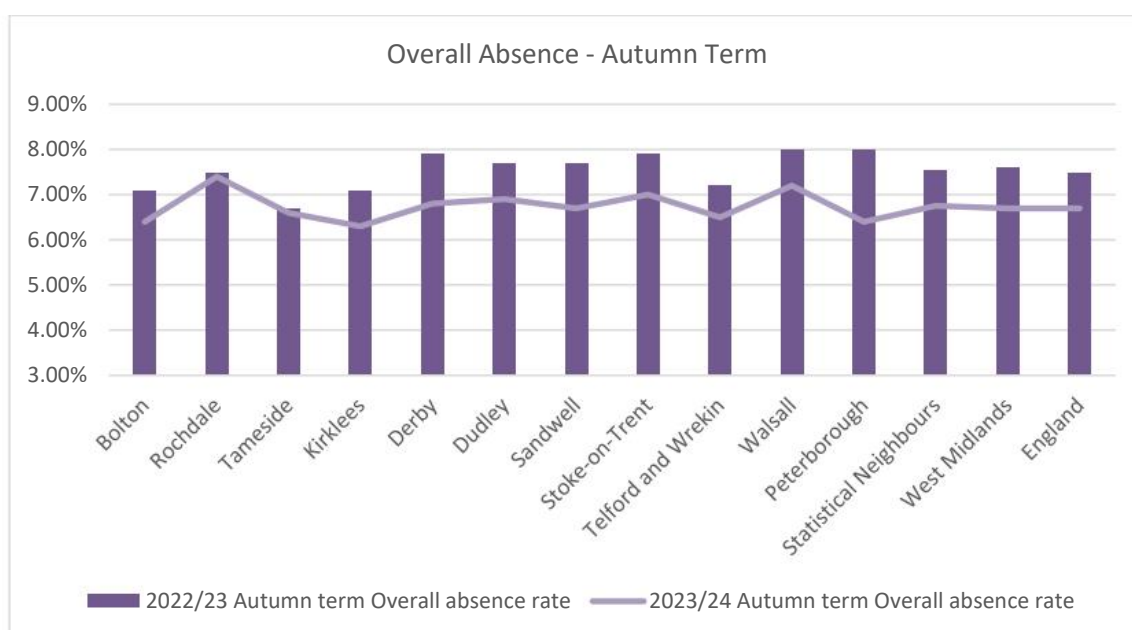


Walsall's overall absence increased by 0.10% in 2022/23 compared to the previous academic year. Overall absence in Walsall was 0.60% higher than the national average.

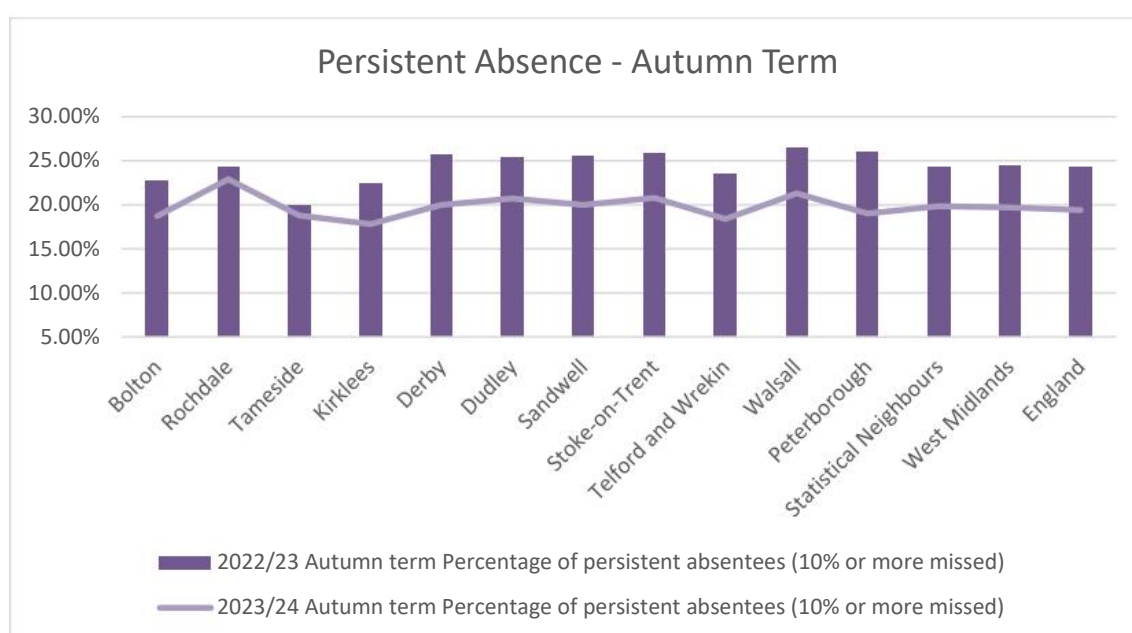


Walsall's persistent absence decreased by 0.60% in 2022/23 compared to the previous academic year. Persistent absence in Walsall was 3.10% higher than the national average.

The latest data release is for the Autumn term 2023/24.



Walsall's overall absence decreased by 0.10% in 2023/24 compared to the previous academic year. Overall absence in Walsall was 0.50% higher than the national average.



Walsall's persistent decreased by 5.20% in 2022/23 compared to the previous academic year. Persistent absence in Walsall was 1.90% higher than the national average.

Experimental official statistics produced from daily data submitted automatically by schools to the Department are available in the [Pupil attendance in schools](#) publication. Due to the timeliness of the data and that they are based on a subset of schools, the figures are estimates that we expect to change as registers are adjusted. They should be viewed as an early indicator for the data provided in later national statistics releases.

### 3.4 How the Local Authority is continuing to support improvements in school attendance

The LA has worked with a DfE allocated strategic attendance officer to develop attendance processes, review data ensure attendance is considered across all relevant

services, and build strong links with schools, families and other partners to develop a whole school culture of excellent attendance across our schools. These plans have been recognised by the advisor as being rigorous and demonstrating good practice.

As part of our action plan, we discussed how Walsall schools share attendance data with the LA and have monthly performance meetings with a LA attendance officer focusing on strengths, concerns, and next steps. Half-termly data comparisons identify increases and decreases, and weekly attendance trackers support targeted support meetings. Each school has a named point of contact who routinely works with schools to tackle the fundamental challenges that they face, using lessons learned from other schools. The termly 'Targeting Support Meetings' that have been established has been really positive received and schools feel confident in how to adapt their processes to meet their new expectations. A self-assessment tool has been developed to help schools identify where there is good practice in relation to reducing pupil absence and to identify where further strategies need to be developed to ensure maximum attendance by all pupils. This has been shared with schools and is used as part of the termly meeting and support and challenge conversations.

A working group of headteachers, NHS practitioners and LA colleagues from social care, early help, SEN and inclusion services has also been established over the last academic year, and half termly meetings take place. This group provides opportunities for schools to shape improvements across Walsall. The focus of the group is to support schools and families in ensuring school attendance is a key priority for all and share good practice where individual schools have had improved school attendance. Attendance is a key priority as part of our wider 'belonging' approach and reduce absences, suspensions and exclusions by making inclusion and belonging a reality in Walsall.

The Early Help Support in Walsall is embedded, and schools can provide early preventative support, and know how to source further advice and interventions when required. Walsall's Early Help Partnership recognises that an effective Early Help offer is not the responsibility of one single agency. It requires a partnership approach from all stakeholders working with children, young people, their families and the community. Schools are aware of referral processes and are advised to do so (if not already) where there are potential indicators of concern for children and their families and can be used to enhance and support collective understanding of risk.

The Virtual School monitors Walsall's children's attendance using 'Looked After Call', providing daily emails to highlight unauthorised absences and authorised absences over three days. A dedicated attendance officer follows up on poor attendance. The vulnerability matrix in the Inclusion Hub tracks and monitors attendance of children with a social worker. Staff liaise with schools and social workers to raise awareness of poor attendance. Training is provided for teachers and safeguarding leads to improve educational outcomes. The Head of the Virtual School reports on attendance at monthly and termly social care performance meetings.

It is the legal responsibility of every parent to make sure their child receives that education either by attendance at a school or by education otherwise than at a school. Where parents decide to have their child registered at school, they have an additional legal duty to ensure their child attends that school regularly. This means their child must attend every day that the school is open, except in a small number of allowable circumstances such as being too ill to attend or being given permission for an absence in advance from the school.

Where all voluntary support options are unsuccessful or are not appropriate, the local authority's school attendance support team will liaise with the school and the early help lead practitioner or social worker (where applicable) to take forward attendance legal intervention and to formalise support and/or enforce attendance.

In line with new DfE guidance we have reviewed the way we work to ensure:

- robust assessments of parents' failings is evident in the support that has been offered,
- all support to remove any barriers to education, has been exhausted
- formalised support has been implemented or considered,
- and we feel that taking forward an attendance prosecution will bring about change.

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

There are no direct financial implications of the report.

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

The local authority will continue to identify characteristics of good practice in addressing inequalities in school attendance with particular attention to the following factors, gender, ethnicity, and Special Educational Needs (SEN).

#### **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 elective home education.

#### **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.

### **Author**

Rob Thomas

Head of Access

☎ 01922 652984

\* [rob.thomas@walsall.gov.uk](mailto:rob.thomas@walsall.gov.uk)

Robyn Turner

Specialist Officer – Education Attendance service

☎ 01922 652822

\* [robyn.turner@walsall.gov.uk](mailto:robyn.turner@walsall.gov.uk)

## **Education Overview and Scrutiny Committee**

### **Children Missing Education and Elective Home Education**

**Wards** All

**Service:** Access Service

**Portfolio:** Councillor Kaur, Education and Skills

#### **1. Aim**

The aim of this report provides an update of on how Walsall continues to meet its statutory responsibility in regard to:

- Children Missing Education (CME)
- Elective Home Education (EHE)

#### **2. Recommendations**

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

#### **3. Report detail**

##### **3.1 Children Missing Education (CME)**

Children are classed as 'Children Missing Education' if they are compulsory school age and not registered at a school and are not receiving suitable education otherwise than at a school. Children are of compulsory school age from the start of the first school term after their fifth birthday until the last Friday in the June of the academic year in which they turn 16 years of age.

Children Missing Education (CME) are distinct from Children Missing from Education (CMfE). This term is used to refer to children who are on roll at a school but not attending regularly or full time.

Children missing education are at significant risk of underachieving, being victims of harm, exploitation, or radicalisation, and becoming part of the NEET cohort (not in education, employment or training) once these cease to be compulsory school age.

Effective information sharing between parents, schools, local authorities, and other agencies is critical to ensuring that all children of compulsory school age are safe and receiving suitable education.

Local Authorities have a legal duty under section 436A of the Education Act 1996 to decide to identify children missing education. Local Authorities should consult the parents or carers of a child when trying to establish whether a child is in receipt of a suitable education. Those children identified as not receiving suitable education should be returned to full time education either at a school or in alternative provision.

A child can become open to Walsall Local Authority as a child missing education (CME) for a variety of reasons. These can include Children and Young People who:

- move to Walsall from a different local authority area or from outside the UK and are unable to secure a school place that is within a reasonable distance of their new home address via either primary or secondary mid-year process.



- fail to take up the school place that is offered to them via the phased admissions process, the mid-year admissions process or Walsall's Fair Access Process.
- are removed from a school roll after a long period of unexplained absence, or after failing to return from an extended or unauthorised holiday.
- have previously been open to the local authority as being electively home educated (EHE) but are deemed by the local authority not to be in 'receipt of a satisfactory education.'
- who are Walsall residents and have who have been permanently excluded from school. In these circumstances, the local authority will open these children and young people as missing education whilst ensuring that appropriate six-day provision is secured for pending the outcome of the governing body hearing process and decision.
- have an Education, Health, and Care Plan (EHCP) and for whom the local authority is unable to secure a permanent education provision that can meet their special educational needs. In these circumstances, the local authority will put in place temporary tuition, but the child will still be opened as child missing education until suitable permanent education provision can be secured via the EHCP consultation process.

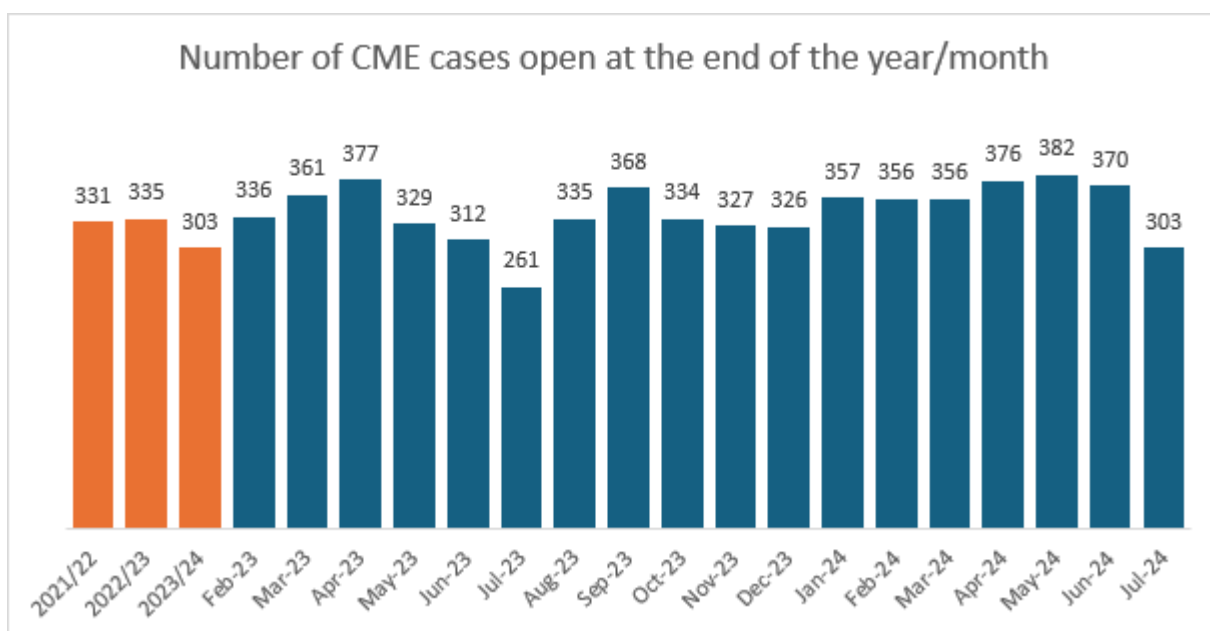
### **3.2 Walsall Children Missing Education Process**

When a child is opened to CME, they are allocated a caseworker and become subject to the local authority's monitoring procedures, working closely with the school admissions team an offer where possible will be made through the midyear admission process. Failing a place being able to be offered through the midyear admissions process the child will be taken the ether the Primary or Secondary Fair Access Protocol. If a child does not taken up an allocated school place then the CME team will establish the reasons for this.

- If a school is refusing to admit a child, then then the matter will be escalated in accordance with the Department for Education's direction to admit process.
- If a parent is refusing to take up the offer of a school place, then the matter will be escalated via the school attendance order process.
- Any child that is open to Walsall CME must be seen by a relevant lead professional on a regular basis or the CME team will commission the education welfare service to undertake a home visit every 20 days or more regularly if deemed appropriate.

Walsall currently have 303 children open to CME as per the month of July 2024, this is the lowest the Children Missing Education numbers have been since July 2023.

During the summer period, the figure may increase as whilst parent/careers can still submit midyear admission applications they cannot be processed until the schools return following the summer break.



The majority of the cases that are open to children missing education are for children who are New to the UK or moved from another borough cases. All children that arrive in Walsall as New to the UK are immediately open to CME.

There are 134 children open to CME that have been offered a school place through midyear admissions or Fair Access panel that have been offered school places and we are awaiting confirmation of them going on roll at their allocated school.

There are 100 children open to CME that are in the process School Attendance Order process as due to parental engagement they are not taking up a school place that has been allocated to them.

The last Ofsted Inspections of Walsall local authority children's services and SEN reports noted:

*An inclusion policy and enhanced tracking and monitoring of vulnerable pupils' attendance are now in place. Leaders know where children are and provide comprehensive support if they are not in school.*

*The children missing education (CME) team ensure regular multi-disciplinary oversight of those pupils who are not attending an educational setting. For example, professionals within the speech and language therapy team help families accurately understand pupils' needs so appropriate provisions can be identified. Regular meetings with senior officers in the local partnership keep the profile of these children and young people with SEND high.*

### **3.3 Elective Home Education (EHE)**

Elective Home Education (EHE) is the term that is used to describe a choice by parents to provide education for their children at home or in some other way they desire, instead of sending them to school full time. There is only a voluntary register for EHE. If a child has never attended school parents have no legal obligation to notify the local authority or to seek consent if they intend to home educate their child. If a child is withdrawn from school for EHE the school has an obligation to notify the local authority.

The local authority has a statutory duty (under s.436A of the Education Act) to make arrangements to enable it to establish the identities, so far as it is possible to do so, of

children in its area who are not receiving a suitable education. We do this by working closely with various partners including: parents, school admissions (including children missing education and pupil tracking teams), Special educational needs service, Attendance service, Data matching Team, local schools & colleges, School health, Early help, educational psychologists, social workers, and other neighbouring authorities.

The EHE service is responsible for identifying and recording compulsory school aged children who are home educated. The service also makes enquiries as to whether that education satisfies legal requirements. If it is deemed that the educational provision at home is unsuitable, we also have rigorous processes to return the child/young person to school.

The last Ofsted Inspection of Walsall local authority children's services report noted '*There is robust oversight of children who are electively home educated (EHE). There is strong partnership working with schools through a new EHE policy and positive relationships with families.*

### 3.4 Elective Home Education (EHE) Data

The Elective Home Education publication provides data reported by local authorities on children in EHE in England. The latest EHE dataset was released by the Department for Education (DfE) on 29<sup>th</sup> February 2024. The information below is extracted from their dataset

### 3.5 Total National EHE Registrations

Number of EHE Registrations between 2022/23 Autumn Term and 2023/24 Autumn...



The above data show the total number of EHE reported by local authorities in England.

The graph shows that in England, over 12 months, EHE enrolments increased by over 11,000 children. It's noteworthy that EHE numbers often drop from the Summer to Autumn term because post-16 learners are no longer of compulsory school age and are therefore closed to EHE.

### 3.6 Termly change in EHE registrations

#### EHE Registrations breakdown by % Termly Change

Year & Term	Region	Current Term Registrations	Previous Term Registrations	Change (No.)	Change (%)
2022/23 Summer term	National	97600	86200	11400	13.2
2022/23 Summer term	WM	11130	9990	1140	11.4
2022/23 Summer term	SN	4820	4120	700	17.0
2022/23 Summer term	Walsall	510	440	70	15.9

The table above shows an increase in registrations from the Spring term of 2022/23 to the Summer term of 2022/23 on a nationwide level, within the region of the West Midlands, among statistical counterparts, and for Walsall Council specifically.

### 3.7 Opened and closed EHE registrations

#### Opened In Year, Closed In Year and ...



The graph depicts the count of children in Walsall who began and concluded their EHE from the academic year 2016/2017 through 2023/24. There has been a consistent increase in the number of children commencing EHE compared to those concluding it across all years, with the exception of 2019/20 when school closures were widespread during the Covid pandemic, leading to a net growth in the EHE population. It is noted that most of the children who finished EHE either rejoined their former schools or were directed to Children Missing Education (CME).

### 3.8 Registration Framework

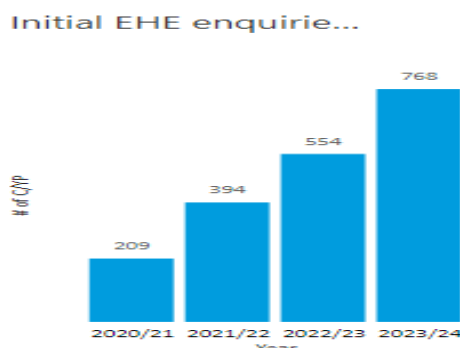
Currently, no definitive legal structure exists for local authorities to systematically oversee home education, nor are parents required to collaborate with any attempts by the authorities to monitor it. Local authorities are responsible for ensuring that children

who might not be receiving an appropriate education are identified as much as possible. Unless a local authority confidently determines that a child being educated at home is getting a suitable full-time education, that child remains within the purview of this responsibility.

While we operate a voluntary Elective Home Education (EHE) register the compilation of the EHE register relies on data provided by parents, educational institutions, other local authorities, Early Help services, School Nursing teams, Social Workers, Health Visitors, School Admissions teams, the Attendance service, and the Special Educational Needs department, among others. We have improved our database to include all siblings of children who are home-educated, allowing us to verify the enrolment status of any siblings not currently listed in a school's register.

The anticipated transition from a voluntary to a statutory register for home-educated children was addressed in the King's July 2024 speech, outlining the 'Children's Wellbeing Bill.' The bill will enforce a legal obligation on local authorities to support families who educate at home and manage a registry of children not in school (CNIS). It will also legally require parents to report when their child isn't attending mainstream schools. Currently, only schools are mandated to inform authorities if a child is deregistered for home education, and while parents often volunteer this information, they are not obliged by law, raising concerns about 'hidden children' who go unnoticed because they've never been registered in a school system.

### 3.9 Early intervention prior to EHE registration



The above data show the number of initial EHE enquiries received by academic year.

Given that Elective Home Education (EHE) can have significant consequences for the child, the EHE service aims to provide parents with advice and support before they make a firm decision to homeschool. Thanks to early intervention strategies, out of 768 initial inquiries about EHE, only 405 children have become EHE. We have developed strong collaborative ties with schools and parents. All schools have consented to participate in Pre EHE discussions, and most parents are open to considering the support offered in schools and by other agencies before committing to EHE.

The pre Elective Home Education (EHE) meetings also serve as an important reminder to parents that by opting for home education, they are taking on the full responsibility for their child's education, as well as their social, emotional, and mental welfare. Moreover, it is highlighted in these sessions that no financial support is provided for EHE, which has contributed to keeping the most vulnerable children within the school system. Additionally, these meetings provide an opportunity to address any school-related issues that might be

influencing the parents' consideration of EHE. The involvement of other professionals beyond the school and EHE officers, such as referrals to Early Help, SENDIAS, and School Nursing, has been integral to securing the best possible result for the child.

### 3.10 EHE closures 1<sup>st</sup> Sep 2023 to 31<sup>st</sup> June 2024

#### Outcome on Closure

Outcome on Closure	Alternative Provision		Emigrated		Moved - Other Local Authority		No Further Action		No Outcome Recorded		Other		Refer - CME		Refer - Pupil Tracking		Re-integrated now in School		Virtual School		Total	
Primary Reason for EHE Registration	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
DissatisfactionSchool general					2	1.1%			1	0.6%	1	0.6%	15	8.6%			11	6.3%	2	1.1%	32	18.4%
Philosophical or preferential			1	0.6%	3	1.7%	4	2.3%			2	1.1%	12	6.9%			7	4.0%			29	16.7%
Mental health					1	0.6%	1	0.6%	2	1.1%	4	2.3%	12	6.9%			7	4.0%			27	15.5%
Other					3	1.7%			1	0.6%			3	1.7%			8	4.6%			15	8.6%
Lifestyle choice											1	0.6%	6	3.4%			6	3.4%			13	7.5%
DissatisfactionSchool Bullying					1	0.6%	1	0.6%					4	2.3%			6	3.4%			12	6.9%
DissatisfactionSchool SEND					1	0.6%							4	2.3%			5	2.9%			10	5.7%
Parent did not give reason									1	0.6%			5	2.9%			4	2.3%			10	5.7%
Unknown	1	0.6%			2	1.1%			1	0.6%			4	2.3%			2	1.1%			10	5.7%
Did not get school preference													3	1.7%			4	2.3%			7	4.0%
Risk of School Exclusion									1	0.6%			1	0.6%	2	1.1%					4	2.3%
Difficulty access school place									2	1.1%			1	0.6%							3	1.7%
Health concerns Covid-19			1	0.6%																	1	0.6%
Physical health													1	0.6%							1	0.6%
<b>Total</b>	<b>1</b>	<b>0.6%</b>	<b>2</b>	<b>1.1%</b>	<b>13</b>	<b>7.5%</b>	<b>6</b>	<b>3.4%</b>	<b>9</b>	<b>5.2%</b>	<b>8</b>	<b>4.6%</b>	<b>71</b>	<b>40.8%</b>	<b>2</b>	<b>1.1%</b>	<b>60</b>	<b>34.5%</b>	<b>2</b>	<b>1.1%</b>	<b>174</b>	<b>100.0%</b>

The above table show the number of EHE closures with reasons.

As indicated in the table, the principal reasons for concluding Elective Home Education (EHE) registrations in the 2023-24 period were 'general dissatisfaction with school' (32), 'philosophical or preferential reasons' (29), and 'mental health concerns' (27). The most frequent outcomes upon termination were 'referral to Children Missing Education (CME)' (71) and 'reintegrated into school' (60). These figures reflect the effectiveness of our EHE monitoring as out of 174 closed cases, most of the children have either resumed formal schooling or are in the process of doing so through the CME pathway.

Due to mental health being a key factor in parents deciding to homeschool, the EHE service now includes a full-time Emotional Literacy Support Officer. This officer provides individual, virtual, and group support for children with emotional or mental health issues. This service aids in their return to school, facilitates connections with school health services, and assists parents in providing appropriate full-time education. Regular sessions by the Emotional Literacy Support Officer also allow for better monitoring of homeschooled children.

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

There are no direct financial implications of the report.

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

Our aim is to work towards the position where the needs of all young people are addressed in school or alternative provision and parents are only electing to home educate as a positive choice rather than being evoked due to dissatisfaction or conflict with schools

## **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 elective home education.

## **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.

## **Author**

Rob Thomas

Head of Access

☎ 01922 652984

\* [rob.thomas@walsall.gov.uk](mailto:rob.thomas@walsall.gov.uk)

Alex Groom

Admissions & Education Sufficiency Service Manager

☎ 01922 652583

\* [alex.groom@walsall.gov.uk](mailto:alex.groom@walsall.gov.uk)

Manni Uppal

Specialist Officer for Elective Home Education

☎ 01922 652937

\* [manni.uppal@walsall.gov.uk](mailto:manni.uppal@walsall.gov.uk)

## **Education Overview and Scrutiny Committee**

### **Suspensions and Exclusions Update**

**Wards** All

**Service:** Access Service

**Portfolio:** Councillor Kaur, Education and Skills

#### **1. Aim**

The aim of this report provides an update of on how Walsall continues to meet its statutory responsibility in regard to suspensions and exclusions from schools.

#### **2. Recommendations**

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

#### **3. Report detail**

##### **3.1 Exclusions**

For many pupils, exclusions may not be necessary, as other strategies can manage behaviour. However, if approaches towards behaviour management have been exhausted, then suspensions and permanent exclusions will sometimes be necessary as a last resort. This is to ensure that other pupils and teaching staff are protected from disruption and can learn in safe, calm, and supportive environments. Schools and local authorities should not adopt a 'no exclusion' policy as an end in itself. This can lead to perverse incentives for schools not to exclude even when exclusion may be a way for a pupil to access Alternative Provision which will help ensure an excluded pupil remains engaged in education. In some cases, a 'no exclusion' policy can present safeguarding issues and expose staff and pupils to unreasonable risks. Instead, schools and local authorities should work to create environments where school exclusions are not necessary because pupil behaviour does not require it.

##### **3.2 Walsall School Suspensions and Exclusions**

The government supports headteachers in using suspension and permanent exclusion as a sanction when warranted as part of creating calm, safe, and supportive environments where both pupils and staff can work in safety and are respected. To achieve this, suspension and permanent exclusion are sometimes a necessary part of a functioning system, where it is accepted that not all pupil behaviour can be amended or remedied by pastoral processes, or consequences within the school.

Only the headteacher of a school can suspend or permanently exclude a pupil on disciplinary grounds. A pupil may be suspended for one or more fixed periods (up to a maximum of 45 school days in a single academic year), or permanently excluded.

A suspension, where a pupil is temporarily removed from the school, is an essential behaviour management tool that should be set out within a school's behaviour policy. A pupil may be suspended for one or more fixed periods (up to a maximum of 45 school days in a single academic year).



A suspension does not have to be for a continuous period. A suspension may be used to provide a clear signal of what is unacceptable behaviour as part of the school's behaviour policy and show a pupil that their current behaviour is putting them at risk of permanent exclusion. Where suspensions are becoming a regular occurrence for a pupil, headteachers and schools should consider whether suspension alone is an effective sanction for the pupil and whether additional strategies need to be put in place to address behaviour.

A permanent exclusion is when a pupil is no longer allowed to attend a school (unless the pupil is reinstated). The decision to exclude a pupil permanently should only be taken:

- in response to a serious breach or persistent breaches of the school's behaviour policy; and
- where allowing the pupil to remain in school would seriously harm the education or welfare of the pupil or others such as staff or pupils in the school.

For any permanent exclusion, headteachers should take reasonable steps to ensure that work is set and marked for pupils during the first five school days where the pupil will not be attending alternative provision. Any appropriate referrals to support services or notifying key workers (such as a pupil's social worker) should also be considered.

### **3.3 Walsall support**

As part of our engagement with schools to review existing and to help reduce future exclusions, officers from both Access and Inclusion and the Early Help Service have reviewed and updated Walsall's existing exclusion policy and processes.

This is to ensure there is clarity about:

- The processes that need to be followed by both schools and the Local Authority in terms of notifying all relevant parties about suspensions (fixed period) and permanent exclusions.
- the levels of support that should be provided by both the Local Authority and Walsall schools to children, young people and their parent and carers prior to, at the point of and post exclusion, dependent on whether the exclusion is fixed period or permanent.
- The level of support and, where appropriate, challenge that should be provided by the Local Authority to schools prior to, at the point of and, post exclusion, dependent on whether the exclusion is fixed period or permanent Plan and SEN Support Permanent

In addition, the Inclusion Hub have recently extended their role to include support for those young people at risk of permanent exclusion from schools and to work with schools, families and other professionals to reduce the need for pupils to be excluded.

### 3.4 Published Data



In the most recent published statistical data from the DfE for 2022/23 academic year, the permanent exclusion rate in Walsall has remained at 0.09% which is no change from the 2021/22 academic year.

By comparison the rate for national – 0.11%, West Midlands – 0.15% and Statistical Neighbours – 0.15% have increased and are all above Walsall.

Similarly with suspensions, Walsall's rate of 5.87% is lower than national – 9.33%, West Midlands – 8.59% and Statistical Neighbours – 11.63%

As with previous years, the most common reason across all permanent exclusions is persistent disruptive behaviour. The same reason is also the most common across all suspensions. Boys continue to have higher number of suspensions and permanent exclusions than girls. Suspensions peak in year 9 with permanent exclusions peaking in year 10.

As part of the Local Authority support and challenge with schools within Walsall, it was identified that a higher number than average of permanent exclusions was from one Academy Trust. A focussed project of support was provided by our Early Help service, working with the Trust to identify and support pupils and families where permanent exclusion was identified as a risk. Outcomes of this work include:

- Alternative Provision education at Community Footprints – girl's sessions for hair and beauty
- Accessing school nursing core offer that was not previously taken up
- Summer transition planning through HAF for September 2024 year 7 intake
- Opened a new internal support centre within the school for young people put forward as a concern
- Joint home visits from school and family support worker to better understand the young people and their families needs
- School based meetings with young people and early help staff to better understand the young people voice and how this impacts on their learning where they may be experiencing trauma or have their own individual needs.

The project is continuing into the next academic year and it is anticipated that a reduction in permanent exclusions will be seen.

### **3.5 Walsall Learning Alliance**

The Walsall Learning Alliance is a strategic group comprising representatives from all sectors of education in Walsall, that recognises a collective responsibility and accountability for improving the outcomes of all Walsall's children and young people.

The Alliance has several priorities - one of which is inclusion/exclusion. The aim - to reduce suspensions and exclusions in Walsall and for all schools to be fully inclusive. To address this priority, the group considered what is already known about suspensions and exclusions in Walsall, initially this was data driven, and then identified what further information is required and through breaking into workshop groups, identified possible next steps. Further information was shared, considering research and learning from external reviews (drawn from case studies of individuals).

As a result, a smaller focus group has been formed, this group includes representatives from a range of sectors. Colleagues have been included who are not members of the alliance but who are known will have a valid contribution to make. One of the key areas of focus for the group was to bring schools and other professionals together in one place to discuss how Walsall can reduce suspensions and exclusions work towards an inclusion agenda by developing a 'belonging' approach for all pupils and making 'belonging' a reality in Walsall.

The event took place in April in the Town Hall and was the first time in Walsall that we have brought colleagues from a such a wide range of sectors all under one roof, to look at our common goals, and what we can achieve by working together collaboratively, and across sectors and specialisms.

The day allowed us time to collectively think, listen and learn about the experiences of our vulnerable children and young people in the borough, how we can help shape their futures, and how we can ensure they feel valued, wanted, and listened to.

We had the opportunity to hear from some of our children directly, who draw upon some of their personal insights and experiences. We also heard the voices of their parents, and from professionals who support them daily, to ensure they feel a sense of belonging in their school and in their community.

A real focus of the day was around suspensions, exclusions, CME, EHE, school attendance and SEND.

The outcome from the event was a refocussed and energised group of professionals who all re-affirmed the belief to 'belonging' and would continue to work together towards supporting young people to remain in their schools, accessing specialist support where appropriate and a genuine commitment making 'belonging' a reality in Walsall.

## **4. Financial information**

There are no direct financial implications of the report but all pupils who are permanently excluded from schools go 'on roll' at the New Leaf Centre for assessment and provision of education. The funding for New Leaf comes from the High Needs Block of the Dedicated Schools Grant through the high needs local funding formula.

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

Our aim is to work towards the position where the needs of all young people are addressed in school or alternative provision and parents leading to reduced suspensions and exclusions.

## **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 elective home education.

## **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.

### **Background papers**

#### **Author**

Rob Thomas

Head of Access

☎ 01922 652984

\* [rob.thomas@walsall.gov.uk](mailto:rob.thomas@walsall.gov.uk)

Other officers to contact:

Alex Groom

Admissions & Education Sufficiency Service Manager

☎ 01922 652583

\* [alex.groom@walsall.gov.uk](mailto:alex.groom@walsall.gov.uk)

## Education Overview and Scrutiny Committee: Work programme 2024/5

Main agenda items	3.9.24	22.10.24	19.11.24	9.1.24	13.2.24	25.3.24
<b>Theme: Children not in School</b>						
Attendance and Elective Home Education (EHE)	X					
Children Missing Education (CME)	X					
Exclusion and Suspensions	X					
<b>Theme: Inclusion</b>						
SEND Developments inc. Designated Schools Grant (DSG)		X				
Home to School Transport (H2ST)		X				
Inclusion Hub		X				
Budget Setting 2024/25		X				
<b>Theme: School Place Planning</b>						
Specialist Provision Plan (inc. SEN school places) and Mainstream Pupil Place Planning and Capital Strategy			X			
Quarter 2 financial monitoring			X			
Fair Access Protocol (inc. School Admissions)			X			
<b>Theme: Outcomes</b>						
School Attainment Data and Priority Education Investment Areas and Ofsted Data and Outcomes				X		
Family of Schools Development and Schools Causing Concern				X		
<b>Theme: Skills and development</b>						
Skills Strategy and Development including Employment pathways					X	
Post 16 inc. Not in Education Employment Training (NEETS) and vulnerable groups					X	
Alternative Provision inc for SEND					X	
<b>Theme: Early years</b>						
School Readiness and EYFS (Early Year Foundation Stage) Outcomes inc phonics						X
Early Years Special Educational Needs (SEN) Development						X
Childcare Sufficiency and Wraparound Programs						X



## **FORWARD PLAN OF KEY DECISIONS**

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

**5 August 2024**

## FORWARD PLAN

The forward plan sets out decisions that are termed as “key decisions” at least 28 calendar days before they are due to be taken by the Executive (Cabinet). Also included on the plan are other decisions to be taken by the Cabinet (“non-key decisions”). Preparation of the forward plan helps the Council to programme its work. The purpose of the forward plan is to give plenty of notice and an opportunity for consultation on the issues to be discussed. The plan is updated each month with the period of the plan being rolled forward by one month and republished. Copies of the plan can be obtained from Democratic Services, Walsall MBC, Council House, Walsall, WS1 1TW [craig.goodall@walsall.gov.uk](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  
SEPTEMBER 2024 TO DECEMBER 2024  
(05.08.2024)**

1	2	3	4	5	6		
7	Reference No./ Date first entered in Plan	Decision to be considered (to provide adequate details for those both in and outside the Council)	Decision maker	Background papers (if any) and Contact Officer	Main consultees	Contact Member (All Members can be written to at Civic Centre, Walsall)	Date item to be considered
42/24 (2.7.24)	<b>Article 4 direction for Houses in Multiple Occupation (HMOs):</b>  To approve the making of a borough-wide, non-immediate Article 4 direction to remove permitted development rights for the change of use from dwellinghouses to smaller HMOs.  To issue public notice of the Article 4 direction for a period of at least 6 weeks to allow for representations.	Cabinet  Key Decision	David Holloway  <a href="mailto:David.Holloway@walsall.gov.uk">David.Holloway@walsall.gov.uk</a>	Internal Services	Cllr Andrew	11 September 2024	
44/24 (5.8.24)	<b>Walsall Electric Vehicle Chargepoint Strategy:</b>  To approve the Walsall Electric Vehicle Chargepoint Strategy.	Cabinet  Key Decision	Nicola Byrne  <a href="mailto:Nicola.Byrne@walsall.gov.uk">Nicola.Byrne@walsall.gov.uk</a>  Matt Crowton	Internal Services	Cllr Andrew	11 September 2024	



			<a href="mailto:Matt.Crowton@walsall.gov.uk">Matt.Crowton@walsall.gov.uk</a>			
32/24 (4.6.24)	<b>Appointment of Contractor for Civic Centre and Council House Decarbonisation Works:</b>  To appoint a contractor for decarbonisation works at the Civic Centre and Council House.  <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>	Internal Services	Cllr Andrew	11 September 2024
23/24 (18.3.24)	<b>Commercial Strategy:</b> To agree the strategic approach to generating income, reducing costs, fostering an entrepreneurial culture, forming partnerships, and investing in businesses to support local economies and social objectives	Cabinet  Key Decision	Michele McPherson  <a href="mailto:Michele.McPherson@walsall.gov.uk">Michele.McPherson@walsall.gov.uk</a>	Internal Services	Cllr M. Statham	11 September 2024
33/24 (4.6.24)	<b>West Midlands Children's Residential Homes Framework:</b>  To agree call off contracts with Residential Children's Homes providers under the West Midlands Regional Framework.	Cabinet  Key Decision	Sally Gamston  <a href="mailto:Sally.Gamston@walsall.gov.uk">Sally.Gamston@walsall.gov.uk</a>	Internal Services  Regional stakeholders (during tender development)	Cllr Elson	11 September 2024

45/24 (5.8.24)	<b>Walsall Youth Justice Strategic Plan 22/25 Annual Update Report:</b>  To receive and recommend to Council for approval, the annual youth justice plan and update report.	Cabinet Council Non-key Decision	Phil Rutherford  <a href="mailto:Philip.Rutherford@walsall.gov.uk">Philip.Rutherford@walsall.gov.uk</a>	Internal Services	Cllr Elson	11 September 2024
50/24 (5.8.24)	<b>Black Country Family Drugs and Alcohol Court (FDAC) Partnership contract:</b>  To approve a variation to the Black Country Family Drugs and Alcohol Court (FDAC) Partnership contract, to further extend the original term by 12 months.	Cabinet Key Decision	Paula Wilman  <a href="mailto:Paula.Wilman@walsall.gov.uk">Paula.Wilman@walsall.gov.uk</a>	Internal Services	Cllr Elson	11 September 2024
34/24 (4.6.24)	<b>Temporary Accommodation Regulator Registration:</b>  To approve registration with the Regulator of Social Housing for the purpose of providing additional Temporary Accommodation for homeless people.	Cabinet Key Decision	Neil Hollyhead  <a href="mailto:Neil.Hollyhead@walsall.gov.uk">Neil.Hollyhead@walsall.gov.uk</a>	Internal Services	Cllr Garcha	11 September 2024
43/24 (2.7.24)	<b>Secondary School Sufficiency:</b>  To consider the expansions of secondary schools in Walsall to support the requirement for additional school places to meet the Local Authorities statutory duty to ensure there are sufficient school places available across the borough for all Walsall residents.	Cabinet Key Decision	Alex Groom  <a href="mailto:Alex.Groom@walsall.gov.uk">Alex.Groom@walsall.gov.uk</a>	Internal Services	Cllr Kaur	11 September 2024

46/24 (5.8.24)	<b>Planning Obligations Supplementary Planning Document (SPD):</b>  To approve a draft SPD for consultation.	Cabinet  Key Decision	David Holloway  <a href="mailto:David.Holloway@walsall.gov.uk">David.Holloway@walsall.gov.uk</a>	Internal Services	Cllr Andrew	16 October 2024
40/24 (1.7.24)	<b>Draft Revenue Budget and Draft Capital Programme 2025/26 to 2028/29:</b>  To provide an updated medium term financial outlook, draft revenue budget and capital programme for 2025/26 to 2028/29, including savings proposals.	Cabinet  Non-key Decision	Ross Hutchinson  <a href="mailto:Ross.Hutchinson@walsall.gov.uk">Ross.Hutchinson@walsall.gov.uk</a>	Council tax payers, business rate payers, voluntary and community organisations, Internal Services	Cllr M. Statham	16 October 2024
41/24 (1.7.24)	<b>Corporate Financial Performance 2024/25:</b>  To report the financial position based on 6 months to September 2024.	Cabinet  Non-key Decision	Ross Hutchinson  <a href="mailto:Ross.Hutchinson@walsall.gov.uk">Ross.Hutchinson@walsall.gov.uk</a>	Internal Services	Cllr M. Statham	16 October 2024
35/24 (4.6.24)	<b>Walsall Housing Allocations Policy:</b>  To approve Walsall's Housing Allocations Policy which details how the Council will prioritise applicants for nomination to housing association properties.	Cabinet  Key Decision	Neil Hollyhead  <a href="mailto:Neil.Hollyhead@walsall.gov.uk">Neil.Hollyhead@walsall.gov.uk</a>	Public Consultation  Internal Services  Housing Associations	Cllr Garcha	16 October 2024
47/24 (5.8.24)	<b>Council Plan 2025-2029:</b>  To consider the final version of the Council Plan following consultation and recommend this to Council for approval.	Cabinet  Council Key Decision	Karen Griffiths  <a href="mailto:Karen.Griffiths@walsall.gov.uk">Karen.Griffiths@walsall.gov.uk</a>  Elizabeth Connolly	Internal Services, external stakeholders, other interested parties (via Public	Cllr Perry	11 December 2024

			<a href="mailto:Elizabeth.Connolly@walsall.gov.uk">Elizabeth.Connolly@walsall.gov.uk</a>	Consultation exercise)		
48/24 (5.8.24)	<b>Draft Revenue Budget and Draft Capital Programme 2025/26 to 2028/29 – Update:</b>  To provide an updated medium term financial outlook, draft revenue budget and capital programme for 2025/26 to 2028/29, including update to savings proposals, impact of Autumn Statement, and progress on budget consultation to date including feedback from Overview and Scrutiny Committees on the draft revenue and capital budget.	Cabinet  Non-key Decision	Ross Hutchinson  <a href="mailto:Ross.Hutchinson@walsall.gov.uk">Ross.Hutchinson@walsall.gov.uk</a>	Council tax payers, business rate payers, voluntary and community organisations, Internal Services	Cllr Perry	11 December 2024
49/24 (5.8.24)	<b>Treasury Management Mid Year Position Statement 2024/25:</b>  To note and forward to Council, for consideration and noting (and in line with the requirements of the Treasury Management Code of Practice (2017), the mid year report for treasury management activities 2024/25 including prudential and local indicators.	Cabinet  Council  Non-key Decision	Richard Walley  <a href="mailto:Richard.Walley@walsall.gov.uk">Richard.Walley@walsall.gov.uk</a>	Internal Services	Cllr Perry	11 December 2024
39/24 (1.7.24)	<b>Equality, Diversity and Inclusion Strategy 2024-2029:</b>	Cabinet  Key Decision	Karen Griffiths  <a href="mailto:Karen.Griffiths@walsall.gov.uk">Karen.Griffiths@walsall.gov.uk</a>	Internal Services, external stakeholders, other interested parties	Cllr Lee	11 December 2024

	To approve the final version of the Equality, Diversity and Inclusion (EDI) Strategy following consultation.		Elizabeth Connolly <a href="mailto:Elizabeth.Connolly@walsall.gov.uk">Elizabeth.Connolly@walsall.gov.uk</a>	(via Public Consultation exercise)		
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## Education Overview and Scrutiny Committee – Recommendation Tracker (24/25)

Meeting date	Agenda item	Action/Recommendation	Officer	Status	Target date	Notes
15 February 2024	<b>Attendance Report</b>	That the following information be circulated: <ul style="list-style-type: none"> <li>- attendance data for the academic year in comparison to statistical neighbours.</li> <li>- how many Walsall schools had signed up to join the attendance hubs.</li> </ul>	Rob Thomas	In progress	Tbc.	DfE asked for full list of attendance hubs. tbc when in public domain.
23 July 2024	<b>Areas of focus report 2024-25.</b>	Monthly performance report breakdown of good/outstanding, primary/secondary, academy and maintain schools to be circulated regularly to Scrutiny Members.	Sharon Kelly	In progress.	Ongoing.	
		Acronyms and glossary of terms to be circulated to Members	Sharon Kelly	In progress.	3 <sup>rd</sup> Sept 2024	
		Two workshops will be scheduled to focus on: <ol style="list-style-type: none"> <li>1. School Admissions (process/procedures/myth busting) – Prior to November</li> <li>2. School Attainment Data, Ofsted data and outcomes.</li> </ol>	Nikki Gough.		Workshop 1 - prior to 19 November 2024 Workshop 2 - prior to 9th January 2025.	Meeting subject to date being agreed by the Chair and Officers.