



Education Overview and Scrutiny Committee

11 January 2024 at 18:00

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

[Livestream Link](#)

Membership:

Councillor S. Ditta (Chair)
Councillor P. Kaur (Vice-Chair)
Councillor P. Gill
Councillor I. Hussain
Councillor S.B. Hussain
Councillor N. Latham
Councillor E. Morgan
Councillor L. Rattigan
Councillor C. Towe
Vacancy
Vacancy

Non-Elected

Voting Members:

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

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

Non-Elected

Non-Voting Members:

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

Portfolio Holder:

Councillor M. Statham – Education and Skills

Quorum:

Four Members

Democratic Services, The Council House, Walsall, WS1 1TW
Contact name: Nikki Gough Telephone: 01922 654767 Email: 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:

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

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

Access to information: Exempt information

Part 1

Descriptions of exempt information: England

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

Part 1 – Public Session

1. Apologies

2. Substitutions

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

3. Minutes

To approve and sign the minutes of the meeting held on 21 November 2023.

(Enclosed, Pages 1 - 7)

4. Declarations of Interest

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

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

6. School Attainment Data

An overview of key attainment data and comparison to pre-pandemic levels.

(Enclosed, Pages 8 - 65)

7. Ofsted Data and Outcomes

The latest Ofsted data for Walsall Council.

(Enclosed, Pages 66 - 72)

8. Schools Causing Concern

An overview of the statutory duties that the local authority must undertake as part of the DfE 'Schools Causing Concern' (SCC) statutory guidance.

Enclosed, Pages 73 - 109)

9. Recommendation Tracker

To consider progress on recommendations from the previous meeting

(Enclosed, Pages 110 - 113)

10. Areas of Focus

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

(Enclosed Pages 114 - 126)

11. Date of next meeting

The date of the next meeting will be 15 February 2024.

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

Tuesday, 21 November at 6 PM

Committee Members present:

Councillor S. Ditta (Chair)
Councillor P. Kaur (Vice Chair)
Councillor T. Jukes
Councillor N. Latham
Councillor C. Towe
Councillor P. Gill
Councillor L. Rattigan

K. Hinton
W. Duffus

Portfolio Holder:

Councillor M. Statham – Education

Officers Present:

S. Kelly – Director (Access and Inclusion)
T. Collier – Finance Manager
J. Nash – Head of SEND
R. Thomas – Head of Access
L. Thompson – Head of Virtual School
N. Gough – Democratic Services Officer

25. **Apologies**

Apologies were received from Councillors S. Hussain and I. Hussain.

26. **Substitutions**

Councillor T. Jukes substituted for Councillor S.B. Hussain.

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

There were no declarations of interest or party whip.

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

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

29. **Minutes**

A copy of the Minutes of the meeting held on the 3 October 2023 were submitted [annexed].

Resolved:

That the minutes of the meeting held on 3 October 2023 a copy having previously been circulated, be approved and signed by the Chair as a true and accurate record.

30. **Corporate Financial Performance – Quarter 2 Financial Monitoring Position for 2023/23**

The Finance Manager presented the report and highlighted the salient points (annexed). The Committee was informed that the report summarised the forecast revenue and capital financial position for 2023/24.

The forecast revenue outturn for 2023/24 for the services under the remit of the Education Overview and Scrutiny Committee was an overspend of £0.83m after the net use of reserves of £0.08m.

In response to a query from a Member, the Director (Access and Inclusion) described the demand on educational psychologists; a business case had been completed for the recruitment of extra staff - this included the use of apprentices and trainees. It was noted that there was a national shortage of educational psychologists, which had resulted in the use of agency staff at an elevated cost. To improve recruitment levels there was a need to make Walsall an attractive place to work - a review had taken place of the pay and of the work of educational psychologists. It was anticipated that a further 12.8

educational psychologists would be recruited, and modelling had taken place to ensure future needs were met and budgeted for.

In response to questions in relation to the home school transport service, the Portfolio Holder stated that the service was demand regulated and although numbers were forecast, demand had been higher than expected, however not everyone who was eligible used the service. The Head of Access stated that the service delivered independent travel training for students and the provision of a personal travel budget, this was alongside supporting young people to attend a local school.

Officers confirmed that the underutilisation of the use of grants did not have a negative impact on the service. Members were informed that agreement for delegation of grants had been agreed, and this had allowed further work to be completed with schools.

Resolved

That the Committee note the revenue and capital forecast for the financial year end 2023/24 for the services under the remit of the committee.

31. Draft Revenue Budget and Draft Capital Programme 2024/25 – 2027/28

The Portfolio Holder (Education and Skills) introduced the report to the Committee, and the Finance Planning Manager presented further detail of the proposals. Members considered the budget proposals presented and sought further information and assurances on a number of the proposals contained within the draft revenue budget and draft capital programme 2024/25 – 2027/28.

In response to a question, the Portfolio Holder clarified that any further savings proposals would not be divided equally amongst service areas but would be based on the demand to and needs of the service. Further challenge was provided in relation to staffing costs, and the reasons why this figure was different for each year. The Director (Access and Inclusion) stated that the figures were set according to demand which were profiled and modelled for each year accordingly.

Clarification was provided by Officers in relation to the capital investment in school buildings, the Committee was informed that this investment was aimed at maintaining the school estate and was based on the school estate survey.

Resolved

1. The Committee considered and noted the draft revenue budget proposals 2024/25 – 2027/28 to date that related to the remit of the Education Overview and Scrutiny Committee.

2. The Committee considered and noted the draft capital schemes 2024/25 – 2027/28 included in the draft capital programme that relate to the remit of the Education Overview and Scrutiny Committee.
3. The Committee noted that the revenue budget for 2024/25 is currently not balanced, with a gap of c£18m, and requested that a further report be considered by the Education Overview and Scrutiny Committee if there any significant changes to draft proposals outlined relating to services within the committee's remit.

32. **Specialist Provision Plan and SEN school places**

The Portfolio Holder introduced the report (annexed) and highlighted links to the budget proposals. The Head of Access provided an overview of the current position of Special Educational Needs and Disability (SEND) specialist provision within the Local Authority. A five-year plan had been created to ensure that statutory responsibility for having sufficient school places was met.

The Committee was informed that significant work had taken place to review the additional specialist places needed for the next 3-5 years. Significant additional capacity was being made available at special schools and mainstream schools with resourced provision.

Members were advised that several mainstream schools had agreed to provide a specialist resource provision, and this would create 72 additional places, there were also other potential developments which would create an additional 50 places.

In response to challenge, the Head of Access stated that ideally SEN would be provided in each locality, and this was part of the modelling – although there was a limit on how many places a school could support. Further questions were asked in relation to the funding and training arrangements for staff within the specialist resource provision. The Committee was advised that service level agreements were in place with these schools, who were funded a set rate. There was an expectation that teaching staff were SEND trained by specialist staff.

Officers were asked if the impact of the specialist provision could be described, the Director stressed that the provision of these places was new, however the biggest quality assurance measure was Ofsted inspections and initial indications had been extremely positive. There had been a focus on disproportionality of exclusions, especially in relation to children with SEN and EHCPs, and evidence was suggesting that there has been a decrease in the primary sector compared to national statistics. Informal feedback was positive and suggested it was working well.

Members were informed that private providers were Ofsted regulated and monitored through commissioning and quality assurance arrangements.

Further questions were asked, the Head of Access stated that the specialist provision was intended to provide for a range of complex needs and a combination of needs. The Director added that the provision was strategically planned according to the needs of the children. The Portfolio Holder stated that the intention was to provide high quality provision, which were inclusive within communities.

Resolution

That the Specialist Provision Plan and SEN School Places report be noted.

33. Mainstream School Pupil Place Planning

The Portfolio Holder introduced the report, and the Head of Access highlighted the salient points (annexed), including school place planning and free school development.

The Committee was advised that the Council had a statutory duty to ensure that there were sufficient school places for resident children who needed a school place. To meet this duty the Council had to understand the changes in the population to ensure sufficient capacity was provided.

Members were informed that continued falling birth rates suggested that there would be a 13% surplus in primary school places across the Borough, this may mean that discussions with schools would need to take place, to consider reducing published admission numbers so that schools did not become financially unsustainable. It was stressed that this would only happen where appropriate, as part of a strategic conversation, and that there would be no school closures. A report would be taken to Cabinet in 2026/27. The Director stated that although there may a reduction in PAN, there was an opportunity to support the SEND need and enable specialist resource provision.

Further information was provided on secondary school placement sufficiency, Members were informed that there was a forecasted shortfall of 308 year 7 places against the schools published admission numbers for September 2024. Nine schools had offered an additional 199 places without requiring any works to be undertaken and two additional schools were in the process of having works completed to create a further 110 places.

Members welcomed cooperation from secondary schools but questioned the cost of such a scheme. It was clarified that if there were capital amendments the Local Authority would receive funding for all pupil growth. The Director agreed that quality assurance was important and informed Members that only those schools that were rated good or outstanding by Ofsted would be invited to take part (or if required improvement are on the trajectory to improve).

Resolved

That the Education Overview and Scrutiny Committee:

- Noted falling birth rates impact on surplus places in primary schools, which will mean a requirement for conversations with schools about possibly reducing their Published Admission Number, or alternatives, to ensure a school does not become financially unsustainable.
- Request a further report on primary places in Spring or Summer term.
- Notes the positive working to meet the forecasted demand for places with secondary schools.

34. **School Admissions Update**

The Portfolio Holder introduced the report, and the Head of Access highlighted the salient points (annexed). The report provided an update on the school admissions activities undertaken by the Admissions and Education Sufficiency Team.

The Committee was informed that the Council worked in conjunction with its neighbouring local authorities to co-ordinate the phased admissions rounds – the application process was explained. A discussion was held around the number of preferences expressed and requirements in relation to this.

A series of questions ensued; Officers explained that the request for a specialist school place took place as part of the EHCP process. Members were informed that the admissions team visited the community to raise awareness and provide assistance in relation to the admission process.

Members commended the work of the School Admissions Team and acknowledged the challenges it faced.

Resolved

That the Education Overview and Scrutiny Committee

- Notes the School Admissions Update report.
- Notes that all children who submitted an on-time application to Walsall for a secondary place in 2023 were made an offer of a school place even though the demand had also increased.

35. **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.

36. **Areas of Focus**

Resolved that:

The Areas of Focus be noted.

37. **Date of next meeting**

The date of the next meeting is scheduled for 11 January 2024.

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

Signed:

Date:

Schools Attainment Data

Ward(s): ALL

Portfolios: Education and Skills Councillor Statham

1. Aim

1.1. Schools' attainment data is statistical information showing how well pupils in Walsall have done in public examinations taken at key points in their educational journey. This report provides an overview of the key stage attainment results for 2023 compared to pre-pandemic levels.

2. Recommendations

2.1. For the committee to note the provisional results available this year and the progress made in reducing the gap to national.

3. Report detail – Know

3.1. Following are the assessments children undertake during their school career.

- Early Years Foundation Stage (EYFS)– reported as whether a child has achieved a 'Good Level of Development'. Undertaken at the end of reception. (Statutory)
- Phonics Screening – reported as achieved the standard. Undertaken at the end of Year 1 and repeated at the end year 2 if not achieved in year 1. (Statutory)
- Keystage 1 (KS1) Reading, Writing and Maths assessments. Reported as 'working at the expected standard'. Undertaken at the end of Year 2. (Statutory)
- Keystage 2 (KS2) Reading, Writing and Maths assessments. Reported as 'working at the expected standard'. Undertaken at the end of Year 6. (Statutory)
- Keystage 4 (KS4) GCSE Exams. Generally reported as the percentage of students achieving a grade 5 or above. Undertaken at the end of Year 11. (Non-Statutory)

- Keystage 5 (KS5) A-Level or Vocational Exams. Generally reported as an average point score. Undertaken at the end of Year 13. (Non-Statutory)

4. Early Years Foundation Stage (EYFS)

4.1. The EYFSP is an assessment of children's development and learning at the end of the reception year. There are 17 scales covering seven areas of learning. One point is awarded for a child whose profile shows he or she is 'emerging,' two points are awarded for 'expected' and 'A' for a child who is unable to assess or an exemption applies.

4.2. Good level of development (GLD) Children are defined as having reached a good level of development at the end of the EYFS in the reception year if they have achieved at least the expected level for the early learning goals (ELG's) in:

- the prime areas of learning - personal, social and emotional development (PSED); physical development; and communication and language.
- the specific areas of mathematics and literacy.

4.3. The framework changed on 1 September 2021, which included the removal of the 'exceeded' judgement and the LA's statutory duty to moderate assessments.

All 17 ELG's have been reviewed and changed from the existing framework.

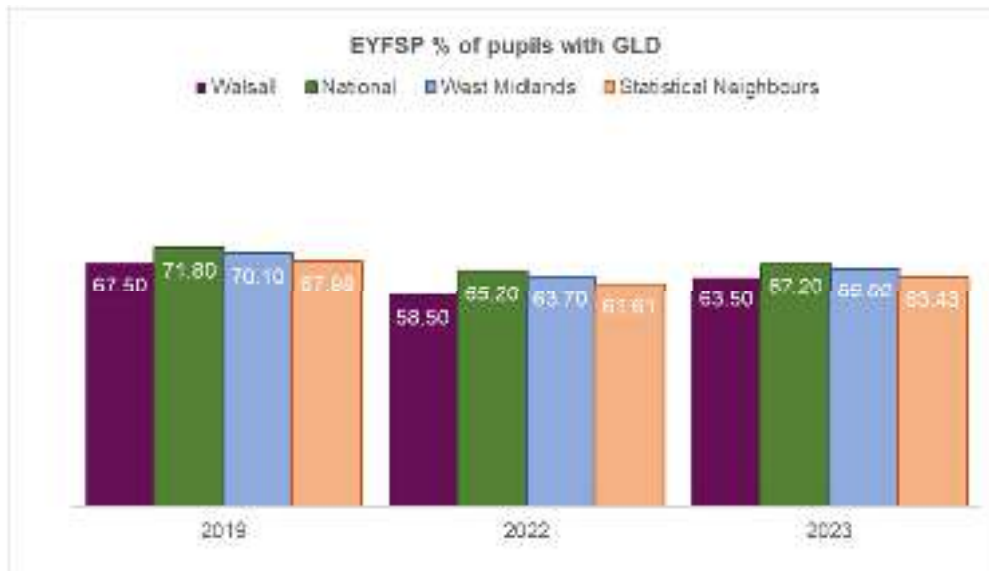
- A stronger emphasis on pre-reception learning
- Maths has more focus on shapes and measures
- PSED includes more on self-care and healthy eating

The headline measure of 'a good level of development' will still be reported and based on whether a child is assessed as 'expected' in the first 12 ELG's.

4.4. The latest Early Years Foundation Stage Profile results were released by the Department for Education (DfE) on 30th November 2023.

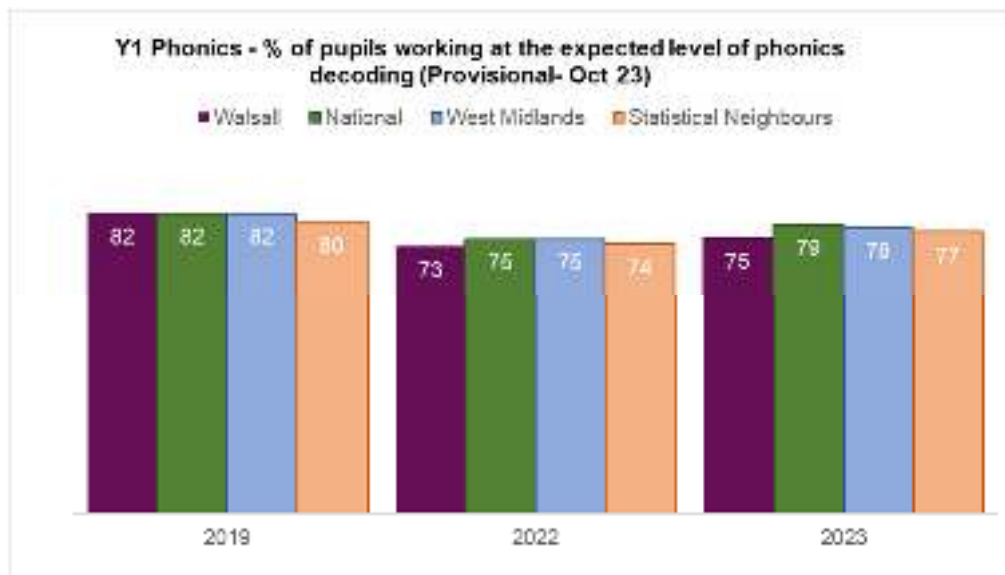
4.5. The percentage of Walsall pupils achieving a "good level of development" increased from 58.5% in 2022 to 63.5% in 2023. This remains below the pre-pandemic figure of 67.5%.

4.6. Latest comparable national data, shows a national increase of 2% between 2022 and 2023, whilst Walsall increased by 5% on 2022 outcomes. Walsall remains 3.7% below national figures, but the gap in performance has narrowed.



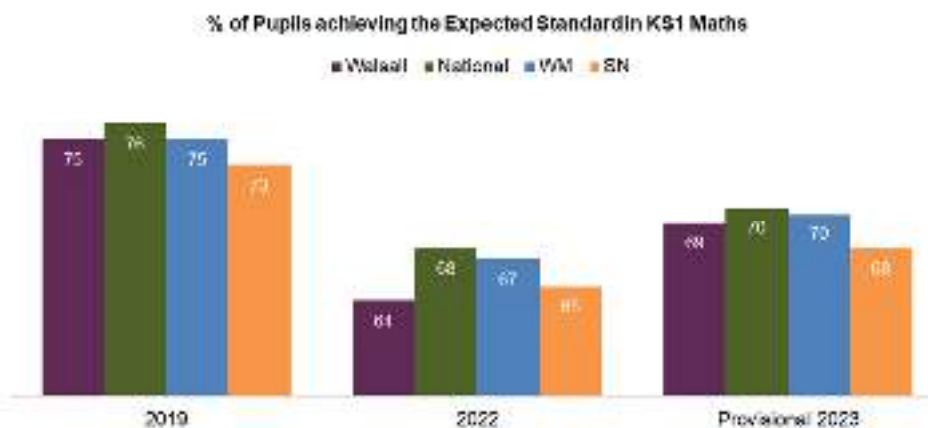
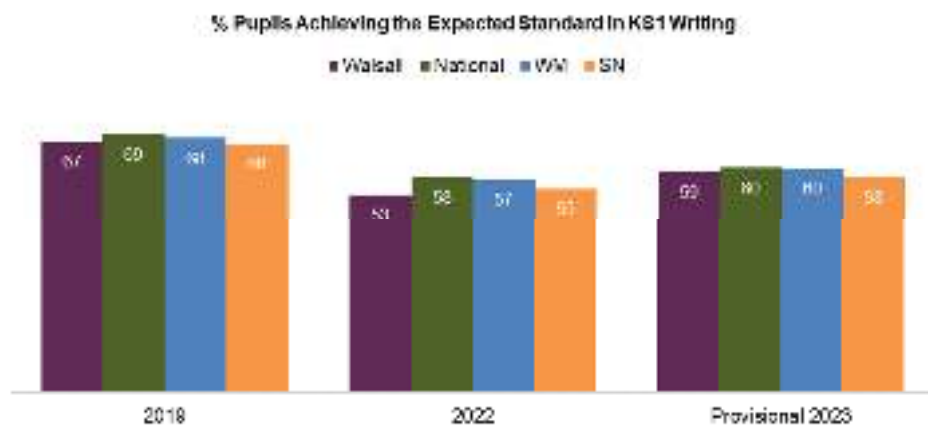
5. Phonics Screening Check

- 5.1. Pupils take the Phonics Screening Check at the end of year one, when most children have reached six years of age. The check is designed to confirm whether pupils have learnt phonic decoding to an appropriate standard.
- 5.2. The test comprises 20 real words, and 20 pseudo-words that each pupil must read aloud to the check administrator. Each pupil is, therefore, given an overall mark for the phonics screening check out of 40.
- 5.3. Each year, after the checks have been administered, the DfE announce the phonics screening threshold mark. If a pupil has scored at or above the threshold mark, they are said to be 'working at the expected standard of phonic decoding' (WA).
- 5.4. The latest Phonics dataset was released by the Department for Education (DfE) on 12th October 2023.
- 5.5. The percentage of Walsall pupils working at expected level improved compared to 2022, but remains below pre-pandemic level. This is also true at national level.
- 5.6. The gap between Walsall and National Performance has widened from 2 percentage points in 2022 to 4 percentage points in 2023.
- 5.7. This is an area of focus for us this year. We are currently commissioning phonics reviews in the lowest performing schools and working with schools on improvement programs.



6. Key Stage 1 (KS1)

- 6.1. Pupils participate in KS1 Teacher Assessments at the end of year 2 (when most pupils reach the age of 7) in reading, writing, maths, and science.
- 6.2. KS1 assessments will become non-statutory from the 2023/24 academic year onwards. The cohort that entered year 2 in Autumn 2023 have taken the new statutory Reception Baseline Assessment (RBA).
- 6.3. The latest provisional KS1 dataset was released by the Department for Education (DfE) on 12th October 2023. Currently, the statistical neighbour average has not been published. Therefore, the average has been calculated based on the individual local authority's data released in the provisional statistics.
- 6.4. Improvements are seen across Reading, Writing and Maths compared to 2023, biggest improvements in Writing (+6 percentage points). Performance remains below pre-pandemic levels, this is same as national levels.
- 6.5. The gap between Walsall and national performance is narrowing for all three subjects.



7. Key Stage 2 (KS2)

7.1. Pupils take national curriculum assessments in year 6 at the end of KS2, when most will reach age 11 by the end of the school year. Pupils take tests (commonly referred to as SATs) in reading, maths and grammar, punctuation and spelling (GPS) and receive a teacher assessment (TA) in reading, writing, maths and science.

7.2. The data released by DfE provides provisional statistics on attainment in the following KS2 assessments:

- Reading test

- Maths test
- Grammar, Punctuation and Spelling (GPS) test
- Writing TA

7.3. The main KS2 measure is the percentage of children who reach the expected standard in both the reading and maths test and writing teacher assessment (RWM).

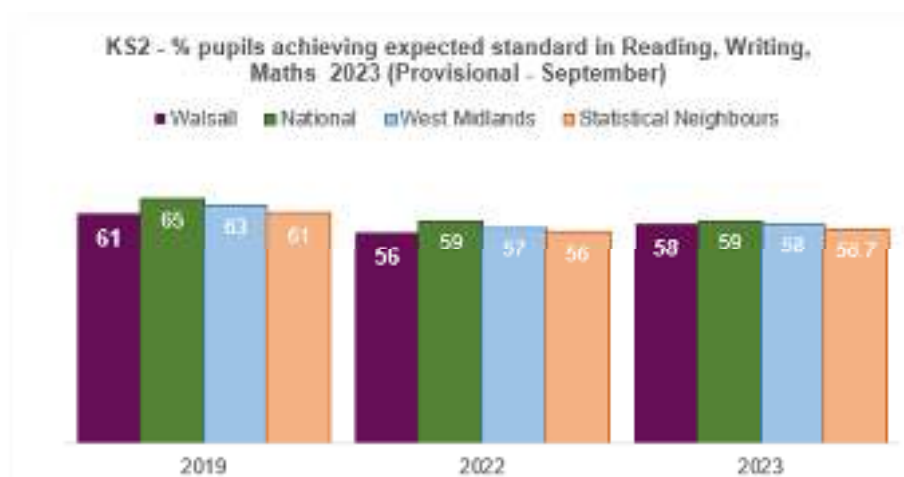
7.4. The latest provisional KS2 dataset was released by the Department for Education (DfE) on 12th September 2023.

7.5. The percentage of Walsall pupils achieving expected level in reading, writing and maths increased in 2023, but remains below pre-pandemic level. This is also true at national level.

7.6. The gap between Walsall and National Performance has closed to one percentage points in 2023, from 3 percentage points in 2022.

7.7. Reading performance: dropped by 2 percentage points, as did national performance.

7.8. Writing and Maths performance improved by 3 percentage points.



8. Key Stage 4 (KS4)

8.1. Pupils take GCSE exams at the end of Key Stage 4.

8.2. In 2023, most GCSE exams returned to normal following the pandemic.

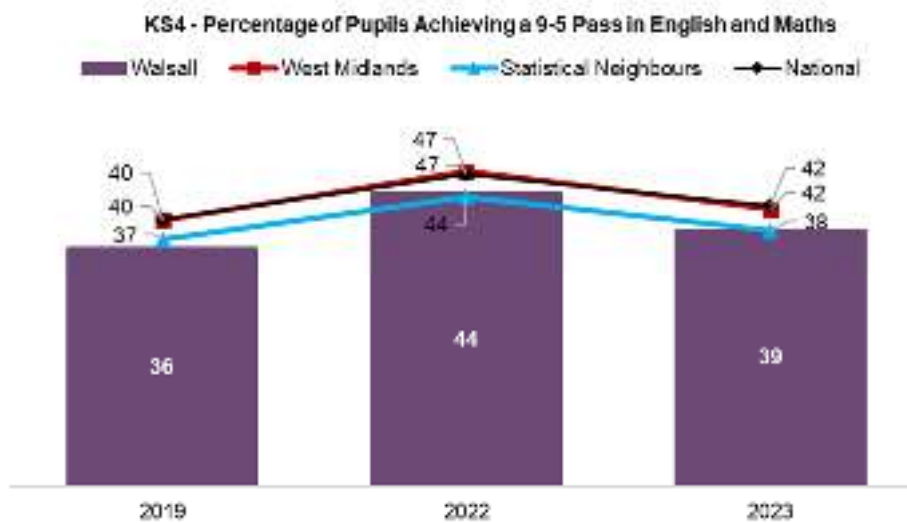
8.3. 2023 KS4 students may still have experienced some disruption to their education during the pandemic. Therefore, during their exams, pupils were supported in GCSE maths, physics and combined science with formulae and equation sheets, grades have been protected, and exams have been spaced out to increase revision time.

8.4. Last September, Ofqual confirmed a return to pre-pandemic grading in 2023. Grading included an allowance for disruption so that pupil's overall results will be like

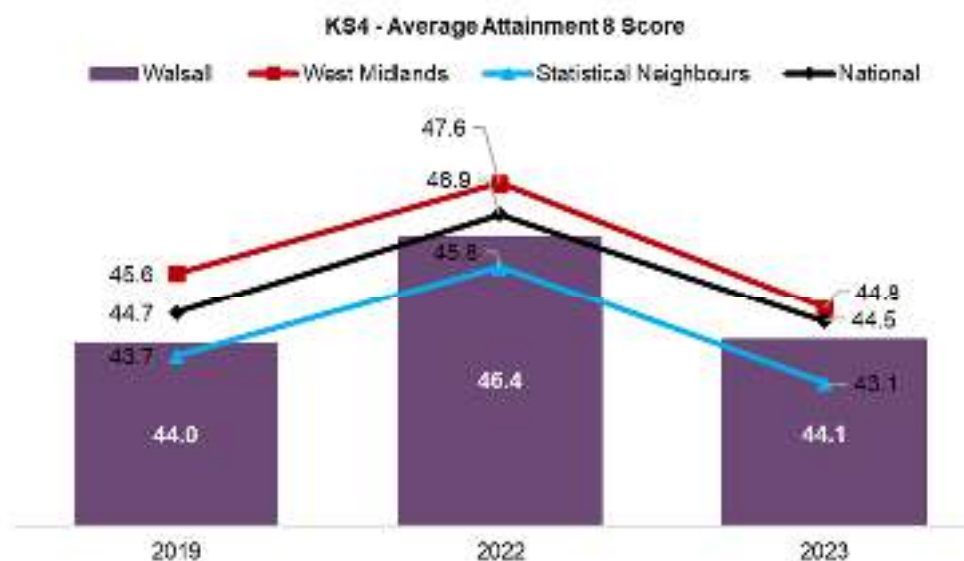
those received in 2019. Where the national performance was found to be lower than it was prior to the pandemic, senior examiners promised to make allowances when setting grade boundaries. This means that a student should be just as likely to achieve a particular grade this year as they would have been before the pandemic.

8.5. The latest provisional KS4 dataset was released by the Department for Education (DfE) on 19th October 2023. Validated data is expected to be released in February 2024 and changes to results are highly likely.

8.6. Percentage of pupils achieving a grade 5 or higher in English and Maths reduced from 44% in 2022 to 39% in 2023. However this is above pre-pandemic levels (36%). This is also true at national level.



8.7. Attainment 8 scores also fell in 2023, remaining on par with pre-pandemic levels for Walsall, same as national levels.



9. Key Stage 5 (KS5)

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

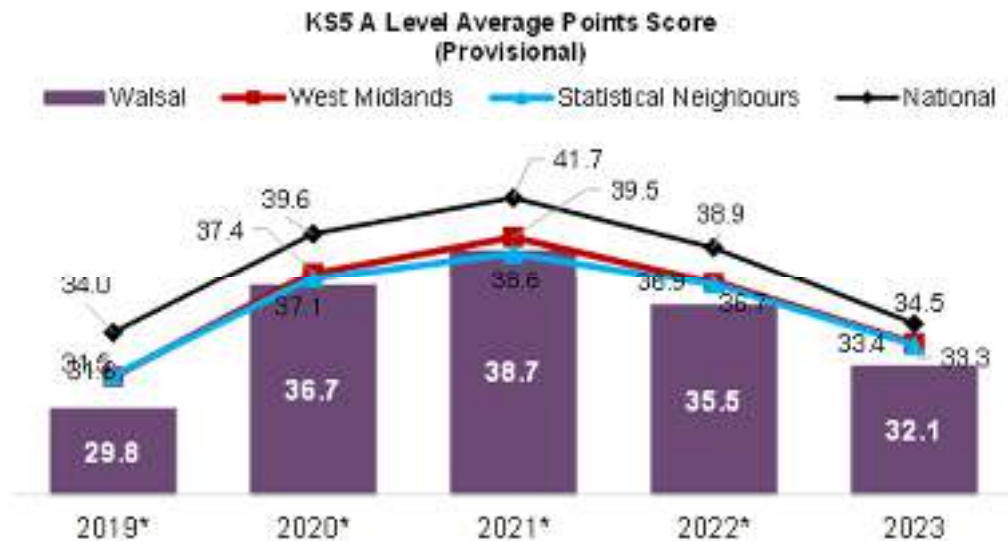
9.2. To be included in a particular performance cohort for a provider, the student must have entered for at least one of the following qualifications:

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

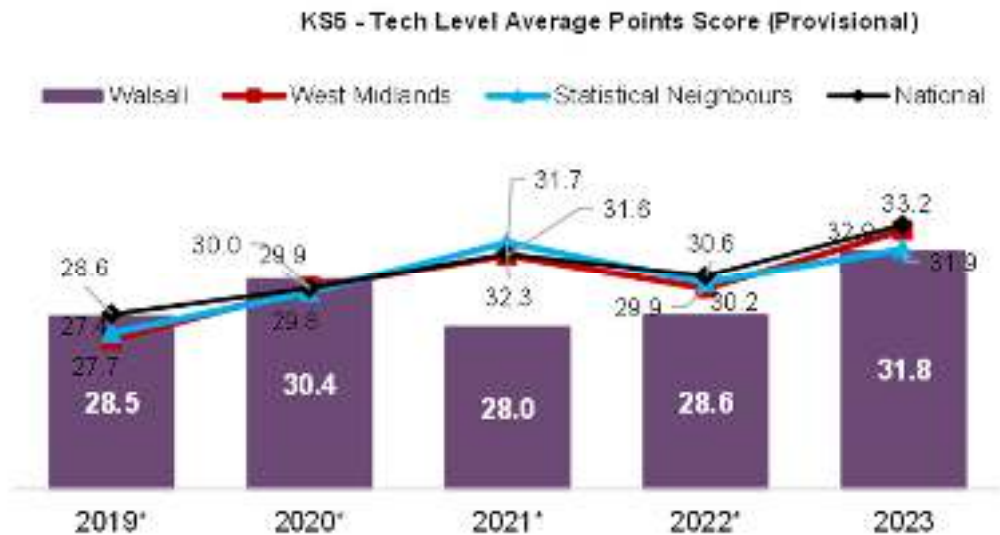
9.3. The latest provisional KS5 dataset was released by the Department for Education (DfE) on 16th November 2023. Validated data is expected to be released in January 2024 and changes to results are highly likely.

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

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

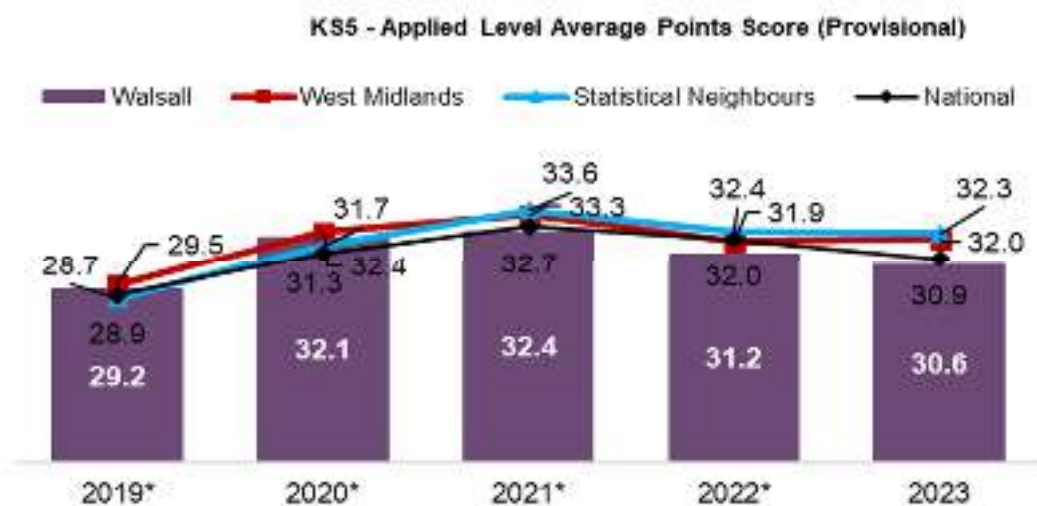


9.6. The average point score for Tech has improved from 28.5 points in 2019 to 31.8 points in 2023. However, the gap to national has increased when compared to pre-pandemic.



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

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



9.9. How are we planning to improve attainment?- Priority Education Investment Area (PEIA)

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. Walsall was identified as a Priority area.

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.

Priority Education Investment Areas are areas that have been selected based on low KS2 and 4 attainment and high rates of disadvantage.

The core PEIA offer includes Intervention in 2RI+ schools, Trust Capacity Funding, Levelling up Premium, Connect the Classroom funding for Ofsted graded Requires Improvement and inadequate schools.

The additional PEIA offer for targeted schools includes Local needs fund, CEO Development Programme, Connect the Classroom program (at schools).

The Local Needs Funding for Walsall PEIA is £2.7 million. The programme will run until March 2025.

Our priorities for Walsall are:

Raising attainment in English (KS2 and KS4)

Raising attainment in Maths (KS2 and KS4)

Oracy (including SEND)

Our focus for the programme is to work with school leaders to understand challenge and improve outcomes for Walsall pupils through individual p[rograms targeted at:

- Oracy and SEND
- KS2 English
- KS4 English
- KS2 Maths
- KS4 Maths

- Metacognition and self-regulation

What has happened since September 2023:

- Launch event held for all schools
- Invites to Tender (ITTs) were issued
- Bids were reviewed and moderated in accordance with DfE procurement procedures
- Successful bids approved by Regional Director
- Grant offer letters completed

What happens next:

- Each program lead to contact target schools, based on pupil outcomes 2022 and 2023
- PEIA program work to commence by January 2024 at latest

9.10 Attached as Appendix A is an overview of the program content for each strand of work, and the delivery partner that has been commissioned.

10. Conclusion

10.1. Outcomes for children in Walsall have broadly improved this year upon last years outcomes. Results at this stage are still provisional and validated outcomes will not be available until the new year. With the exception of Year 1 Phonics, the gaps are closing to national across the board. The councils school improvement team is now working with those targeted schools to improve their Phonics teaching and pupil outcomes.

11. Reducing Inequalities

11.1. Pupil outcomes in our nursery and primary schools have improved this year on last year’s outcomes. The gap to national is closing in all measures, with the exception of Y1 Phonics.

Phase	Measure	2023 vs 2022	Vs National - gap
EYFS	% Achieving good level of development	Better	Improving
Y1 Phonics	% at expected level	Better	Widening
KS1	% Achieving expected standard - Reading	Better	Improving
	% Achieving expected standard - Writing	Better	Improving
	% Achieving expected standard - Maths	Better	Improving
KS2	% Achieving expected standard - Reading, Writing and Maths	Better	Improving

11.2. Secondary schools outcomes at KS4 for the percentage of students achieving 5+ in English and Maths and achieving the Ebacc have improved this year on 2019 outcomes prior to the pandemic.

Phase	Measure	2023 vs 2019	Vs National - gap
KS4	% Achieving 5+ in English and Maths	Better	Improving
	% Achieving Ebacc	Better	Improving

11.3. Where provisional results are available for measures this year these have been included.

Year 1 Phonics % Working at the Expected Level						
Group	2019		2022		2023	
	Walsall	National	Walsall	National	Walsall	National
All Pupils	82	82	73	75	75	79
Disadvantaged*	75	71	62	62	67	67
FSM	74	70	62	62	66	66
EAL	83	82	75	75	79	78
SEN Support	46	48	37	44	41	48
SEN with EHCP	16	19	14	19	13	20

Please Note: Disadvantaged* - National figures are unavailable in the SFR, therefore the figures been taken from NCER (25.10.2023).

11.4. 67% of disadvantaged Y1 pupils in Walsall achieved the expected standard in phonics in 2023, 5% higher than in 2022. Walsall remains in line with National average.

11.5. The percentage of children eligible for free school meals (FSM) and working at the expected level has increased 4% from 62% in 2022. Walsall equals the national average for this group, as the national average has also increased from 62% in 2022 to 66% in 2023.

11.6. 79% of EAL Y1 pupils in Walsall achieved the expected standard in Phonics in 2023, 4% higher than in 2022. Walsall has moved above the national average by 1% compared to 2022 when Walsall was in line with national average of 75%.

11.7. 13% of Y1 pupils in Walsall with an EHC Plan achieved the expected standard in Phonics in 2023, 1% decrease from 2022, compared to national which has increased by 1%. Pupils with SEN support shows a 4% increase from 37% in 2022 to 41% in 2023. The gap to national remains unchanged at 7%.

11.8. The table below displays the percentage of KS1 pupils reaching the expected standard, in reading, by vulnerable group.

	KS1 Reading					
	2019		2022		2023	
	Walsall	National	Walsall	National	Walsall	National
All Pupils	73	75	64	67	67	68
Disadvantaged	65	62	52	51	56	54

FSM	64	60	51	51	56	54
EHCP	18	13	11	12	10	12
SEN Support	27	33	22	30	23	32

11.9. 56% of disadvantaged KS1 pupils in Walsall achieved the expected standard in reading in 2023, 4% higher than in 2022. Walsall remains above the National average widening the gap slightly from 1% to 2% above.

11.10. 56% of free school meals eligible KS1 pupils in Walsall achieved the expected standard in reading, 5% higher than in 2022. The gap to national has widened from matching the national average in 2022 to 2% above in 2023.

11.11. 10% of KS1 pupils in Walsall with an EHC Plan achieved the expected standard in reading in 2023, 1% lower than in 2022. Walsall remains below the national average from 1% below in 2022 to 2% below in 2023.

11.12. 23% of KS1 pupils in Walsall with SEN support achieved the expected standard in KS1 reading in 2023, 1% higher than in 2022. The gap to national widened slightly from 8% below in 2022 to 9% below in 2023.

11.13. Percentage of pupils achieving a 9-5 pass in English and maths by vulnerable group.

	% Achieving 9-5 Pass in English & Maths					
	2019		2022		2023	
	Walsall	National	Walsall	National	Walsall	National
All Pupils	36	40	44	47	39	42
Disadvantaged	22	25	27	30	21	25
FSM	18	23	26	29	21	25
EHCP	2	6	5	7	4	7
SEN Support	11	17	15	23	14	21

11.14. 21% of disadvantaged KS4 pupils in Walsall achieved a 9-5 pass in English and maths in 2023, 6% lower than in 2022. Walsall remains below the National average widening the gap slightly from 3% in 2022 to 4% below in 2023.

11.15. 21% of free school meals eligible KS4 pupils in Walsall achieved a 9-5 pass in English and maths, 5% lower than in 2022. The gap to national has widened slightly from 3% below in 2022 to 4% below in 2023.

11.16. 4% of KS4 pupils in Walsall with an EHC Plan achieved a 9-5 pass in English and maths in 2023, 1% lower than in 2022. Walsall remains below the national average widening the gap from 2% below in 2022 to 3% below in 2023.

11.17. 14% of KS4 pupils in Walsall with SEN support achieved a 9-5 pass in English and maths in 2023, 1% lower than in 2022. The gap to national has narrowed from 8% below in 2022 to 7% below in 2023.

11.18. EBacc APS by vulnerable group.

	EBacc APS					
	2019		2022		2023	
	Walsall	National	Walsall	National	Walsall	National
All Pupils	3.69	3.87	3.93	4.08	3.79	3.87
Disadvantaged	2.88	3.09	3.04	3.20	2.88	2.98
FSM	2.66	2.92	3.03	3.14	2.83	2.96
EHCP	0.71	1.07	0.96	1.14	1.06	1.11
SEN Support	2.18	2.66	2.52	2.89	2.58	2.76

11.19. The EBacc APS for disadvantage KS4 pupils in Walsall has decreased compared to 2022 by 0.16. Walsall remains below the national average, but the gap has closed compared to 2022 from 0.16 to 0.10.

11.20. The EBacc APS for FSM eligible KS4 pupils in Walsall has decreased compared to 2022 by 0.20. Walsall remains below the national average, and the gap has narrowed slightly by 0.02 from 0.11 to 0.13.

11.21. The EBacc APS for KS4 pupils with an EHC Plan in Walsall has increased compared to 2022 by 0.10. Walsall remains below the national average, but the gap has closed compared to 2022 from 0.18 to 0.05 below.

11.22. The EBacc APS for KS4 pupils with SEN Support in Walsall has increased compared to 2022 by 0.06. Walsall remains below the national average, but the gap has closed compared to 2022 from 0.37 to 0.18 below.

11.23. A Level Average Point Score by vulnerable group.

11.24. Caveat - This data is based on the state funded schools only (this does not include the colleges).

	A 'Level Average Points Score Per Entry					
	2019		2022		2023	
	Walsall	National	Walsall	National	Walsall	National
All Pupils	29.6	32.9	35.6	38.2	32.1	34.5
Disadvantaged	27.1	28.8	29.9	33.9	28.6	30.4
FSM	26.1	28.8	29.6	33.7	28.1	30.3
EHCP	c	30.9	45.7	36.1	16.0	32.5
SEN Support	c	30.7	33.6	36.0	27.1	32.5

11.25. The average points score per entry for disadvantaged A 'Level pupils in Walsall was 28.6 points, 1.3 points lower than in 2022. Walsall remains below the National average closing the gap from 4 points below in 2022 to 1.8 points below in 2023.

11.26. The average points score per entry for free school meals eligible A 'Level pupils in Walsall was 28.1 points, 1.5 points lower than in 2022. Walsall remains below the National average narrowing the gap from 4.1 points below in 2022 to 2.2 points below in 2023.

11.27. The average points score per entry for A 'Level pupils with an EHC Plan in Walsall was 16 points, a decrease of 29.7 points compared to 2022. Walsall moves below the National average widening the gap from 9.6 points above in 2022 to 16.5 points below in 2023.

11.28. The average points score per entry for A 'Level pupils with SEN support in Walsall was 27.1 points, a decrease of 6.5 points compared to 2022. Walsall remains below the National average widening the gap from 2.4 below in 2022 to 5.4 below in 2023.

8.0 Decide

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

9.0 Respond

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

10.0 Review

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

Background Papers

Appendix A is an overview of the program content for each strand of PEIA work, and the delivery partner that has been commissioned.

Author(s)

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✉ nick.perks@walsall.gov.uk

And

Business Insights



Walsall

Priority Education Investment Area

Overview of programs and Delivery Partners

Walsall PEIA Local Partnership Board members



Dame Mo Brennan,
Chair



Colleen Male,
Walsall LA



Sharon Kelly,
Walsall LA



Max Vlahakis
Schools Forum / Cadmus



Karl Rogerson
Billesley Research School



Dawn Dandy,
DFE WM



Dan Parkes,
The Mercian Trust



Dawn Haywood,
Windsor Academy Trust



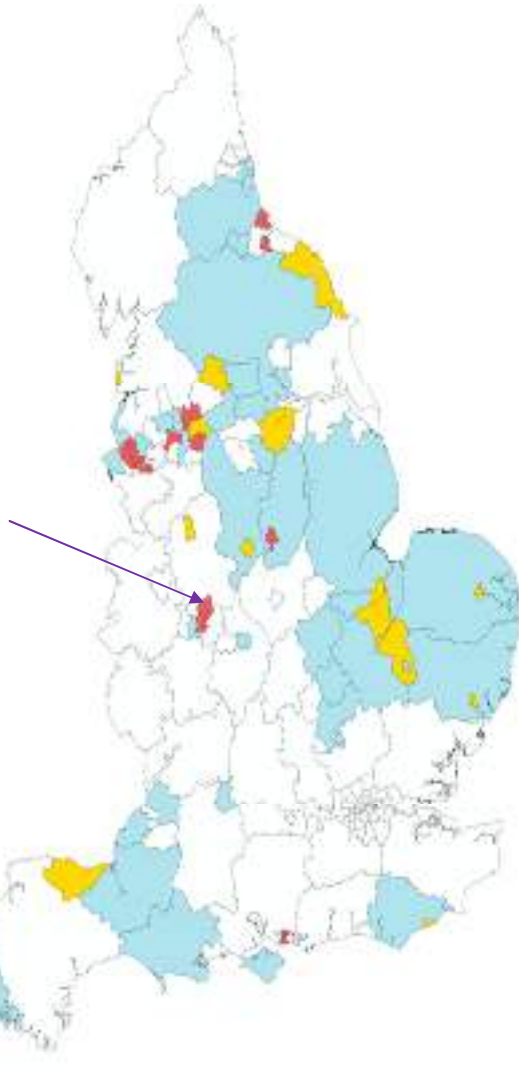
Justine Lomas
Archdiocese (Catholic)



Mark Davis
Diocesan Board (C of E)

The why, what and when

Walsall



■ Priority EIA (Not an Opportunity Area)
 ■ Priority EIA (Opportunity Area)
 ■ EIA
 ■ Not an EIA

Priority Education Investment Areas are areas that have been selected based on low attainment and high rates of disadvantage.

The core EIA offer: Intervention in 2RI+ schools, Trust Capacity Funding, Levelling up Premium, Connect the Classroom (RI and inadequate schools).

The additional PEIA offer: Local needs fund, CEO Development Programme, Connect the Classroom (at schools).

Local Needs Funding for Walsall PEIA is £2.7 million. The programme will run until March 2025.

Our priorities for Walsall are:

- Raising attainment in English (KS2 and KS4)
- Raising attainment in Maths (KS2 and KS4)
- Oracy (including SEND / SLCN / work with family hubs and stronger practice hubs)

Getting into the detail: The focus

Our focus is to work with school leaders to understand challenge and improve outcomes for Walsall pupils in:

- Oracy and SEND
- KS2 English
- KS4 English
- KS2 Maths
- KS4 Maths
- Metacognition and self-regulation



Metacognition and self-regulation



Impact (months) ⓘ

+7 months

Metacognition

'Is about the ways learners monitor and purposefully direct their learning'

'For example, having decided that a particular cognitive strategy for memorisation is likely to be successful, a pupil then monitors whether it has indeed been successful and then deliberately changes (or not) their memorisation method based on that evidence.'

Self-regulation

Cognition, metacognition and motivation

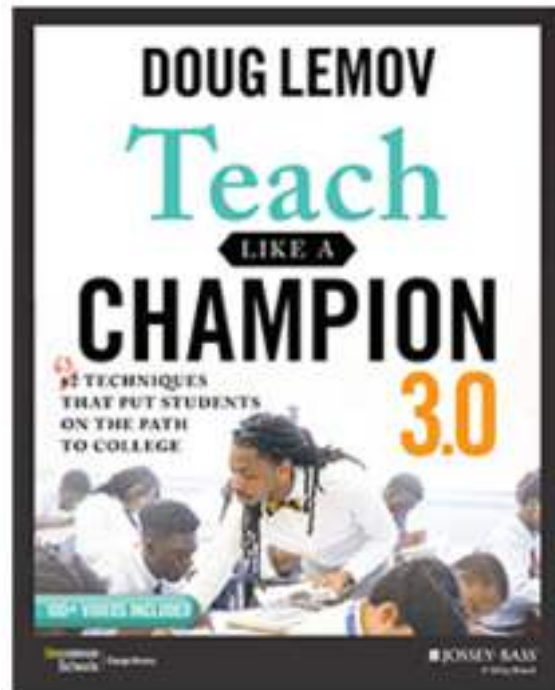
'The extent to which learners are aware of their strengths and weaknesses and the strategies they use to learn. It describes how they can motivate themselves to engage in learning and develop strategies to enhance their learning and to improve.'

METACOGNITION AND
SELF-REGULATED LEARNING
Guidance Report



Teach Like a **CHAMPION**™

Metacognition and self-regulation



Our mission is to dramatically improve teaching through the study of exceptional teachers. By sharing what we learn, we aim to help schools create classrooms that are radically better for children, especially in communities where systemic inequalities and discrimination have left students with limited access to high quality education.



Teach Like a **CHAMPION**®

Metacognition and self-regulation



The aim / purpose

The aim of this strand is to improve teacher and learner effectiveness with a focus on developing metacognition and self-regulation to improve student outcomes at KS2 and KS4 with a focus on English and maths.

Who for?

20 schools across Walsall LA



Teach Like a **CHAMPION**®

KS2 English

Raising Attainment at KS2 in Writing



MANOR
MULTI ACADEMY TRUST



MANOR
TEACHING SCHOOL HUB
*Proudly serving South Staffordshire,
Walsall and Wolverhampton*

KS2 English

► Our overall aims:

To support 20 schools, improve outcomes in writing at KS2 overall and to close the attainment gap in writing for disadvantaged learners.

To leave each school with sustainable structures, systems and processes that will leave a legacy of strong T&L of writing across KS2 so improvement continues beyond the project.

KS2 English



Programme is constructed drawing on EEF research base: Strand 4 and 5 EEF Improving Literacy at KS 2 guidance:

Strand 4

Teaching writing composition strategies through modelling and supporting practice

Strand 5

Developing pupils' transcription and sentence construction skills through extensive practice

4



Teach writing composition strategies through modelling and supported practice

- Writing can be thought of as a process made up of five components:
 - planning;
 - drafting;
 - revising;
 - editing; and
 - publishing.
- Effective writers use a number of strategies to support each component of the writing process. For example, planning can be improved through the strategy of goal-setting. Describe and model how, when, and why pupils should use each strategy, support pupils to practice with feedback, then gradually reduce support as pupils increasingly use the strategies independently.
- Giving pupils a reason to write—and someone to write for—can support effective writing and provide opportunities to teach pupils how to adapt their writing for different audiences and purposes.

5



Develop pupils' transcription and sentence construction skills through extensive practice

- Fluent writing supports composition because pupils' cognitive resources are freed from focusing on handwriting, spelling, and sentence construction and can be redirected towards writing composition. Extensive practice, supported by effective feedback, is required to develop fluent transcription skills.
- Monitor pupils' handwriting to ensure accurate letter formation habits, providing effective feedback to promote efficient and fluent handwriting.
- Consider the types of spelling error pupils are making to identify appropriate strategies for improving pupils' spelling. Explicitly teach spellings and provide pupils with extensive opportunities to practice them. Pupils should also practice sentence combining and other sentence construction techniques.

KS2 English

- ▶ A 4 term support and development programme
- ▶ Launch event for School Senior Leader, English Leader, Governor or Trust Leader
- ▶ English leads Leaders live programme (7 sessions) based around live observations of outstanding practice of effectively teaching writing across KS2
- ▶ KS2 teacher programme online twilights (7 sessions run several times)
- ▶ 3 Specialist Leader days in school timed strategically for maximum impact, working alongside English Leaders/ SLT to ensure ownership and skills transfer:
 - ▶ Joint analysis and diagnosis
 - ▶ Planning for CPD across KS2 Teachers
 - ▶ Assessment and Moderation materials
 - ▶ Planning models
- ▶ Digital materials inc. classroom video to support cultivation of high-quality teaching of writing

KS2 English



KS2 English - Benefits

- ▶ Involvement of experienced SLEs with deep literacy expertise
- ▶ Learning journey tailored to the needs of your school through the joint analysis and diagnostic activities
- ▶ Programme design supports the Leaders to gain the understanding and supports their ability to implement across their own school
- ▶ Teacher sessions can be made available to all or a selected audience from your school
- ▶ Designed to take account of workload implications
- ▶ Opportunity to see great practice
- ▶ Building a support network across the 20 schools on the programme



KS4 English

28TH SEPTEMBER 2023



Shannon Bull
English Specialist



David Lowbridge-Ellis
Director of
School Improvement



Lynsey Draycott
CEO



Jodie Till
Deputy Director of
School Improvement



AIM

IMPROVE ENGLISH GCSE OUTCOMES IN THE SHORT TERM (2024, 2025) AND SUSTAIN THESE IMPROVEMENTS INTO THE FUTURE.

OUR STARTING POINT

HAVING GREAT TEACHERS DOES NOT ALWAYS CORRELATE TO PUPILS ACHIEVING GREAT OUTCOMES.

WE WILL SUPPORT WHEREVER YOU NEED US

**STRATEGY + CAPACITY + PACE
= IMPROVEMENT**

Our school improvement experience has affirmed that excellent practice exists in all schools, wherever they are in their improvement journeys. There will doubtless be many excellent English practitioners in the schools involved who will be able to bolster everything Matrix is bringing to the project, adding capacity to the project team.

Stronger English outcomes do not happen in isolation

Where appropriate, we can provide support with:

- Improving reading and writing – common approaches to reading, writing and intervention (at KS3 and KS4)
- SEND
- Behaviour
- Data

Solving persistent problems together

OPEN TO LEARN

HIGH-CANDOUR – GOING BOTH WAYS

WE ARE AVAILABLE – 'NO ISSUE IS TOO SMALL'

A blue bowling ball is positioned in the foreground on a wooden bowling lane. The lane extends into the distance, where several bowling pins are visible, slightly out of focus. The text 'Implementation is a process, not an event' is overlaid in the center of the image.

**'Implementation
is a process, not
an event'**

Phase Overview

**Phase 1
Explore**

Autumn 2023



**Phase 2
Prepare**

January - March
2024



**Phase 3 & 4
Deliver and Sustain**

Summer 2024 until end
of Spring 2025 (3 terms)

Explore Phase

Autumn 2023: 2 days per school

24

Step 1

**Preparation
for the visit**

Step 2

**Curriculum
Conversations**

Step 3

**Implementation
and impact**

Step 4

**Feedback
and
feedforward**

Prepare Phase

Spring 2024: 3-4 days per school

Collaborate with leaders to implement bespoke action plans for each school.

Study visits.

Face to face CPD (with remote option where appropriate).

Bespoke CPD opportunities for each school

- ▶ English Language and Literature common approaches
- ▶ KS3 and 4 curriculum and assessment packages
- ▶ Subject knowledge and pedagogy
- ▶ Leader coaching
- ▶ Teacher coaching
- ▶ Support with data analysis and intervention
- ▶ Masterclasses (7-9, 4-5)
- ▶ Resources to support intervention

Deliver Phase

Summer 2024 onwards.
3 terms.

Minimum of 1.5 days per school each term.

Monitor plans, adapting where required.

Additional CPD.

Further study visits if required.

Final conference

'No issue is too small'

WalsallEnglish@matrixacademytrust.co.uk

Email goes directly to Matrix project team who will respond within 24 hours
(Monday to Friday)

CEOs and headteachers will have direct contact
phone number of project lead

Funded by



Department
for Education

ENGLISH HUBS
St John Bosco National English Hub

Aims of the English Hub Programme

2023-2024

Aims of The English Hub Programme

Key priority:

To improve outcomes in early reading

Delivered through 3 key objectives:

- Excellent teaching of early reading through systematic synthetic phonics
- Closing the word gap- excellent teaching of early language
- Encouraging a love of reading among your pupils

Teachers to support teachers

Literacy Specialist are fully trained in supporting and coaching all teaching staff.

Tiers of Support

1. **Early Reading Event**- 2 hours online event
2. **2-Day Audit** 1 day in school 1 day online
3. **CPD Training** sessions delivered online, we offer sessions representing the 3 aims of the English Hub Programme, TSRC Transforming you Reading Culture and Early Language both accredited DfE courses and each Hub can also offer training, webinars and conferences.
4. **Partner School**- Following the Audit you can receive Intensive support days that is bespoke to your school.
5. **Funding** available. The English Hub will decide which funding resources you will receive, English Hub or Accelerator Funding.

Accelerator Funding for English 2023-2024

The Accelerator Fund for English in 23/24 has been devised to ensure that all schools can apply for funding to purchase and embed a Systematic Synthetic Phonics (SSP) programme.

The following state funded schools are eligible for Accelerator Fund intervention in 23/24:

Infant schools

Primary schools

Junior schools

Special schools (Primary)

Pupil Referral Units with primary school aged children.

Please contact Marie Powell marie.powell@st-johnbosco.sandwell.sch.uk

Funding available

All courses are FREE to attend.

You can claim attendance fee for HT and RL to attend the online Early Reading Event of £80 per person (Max of 2 people per school)

You can claim £100 for releasing your Reading Leader to cover supply costs for Audit day in school.

You can claim £150 per day for Intensive Support to cover supply costs for releasing your Reading Leader.

A few comments from schools that have graduated the programme.

I'd like to thank you on behalf of all at Stanley Road for the support that you have given us with Early Reading and phonics. We had Ofsted in last week and they were very complimentary about it.

Thank you so much for all of the support you and Mel have provided us with this year, it has honestly been an invaluable experience. Our children and staff have gained tremendously and we really look forward to building on what we have created at Villiers.

I am SO proud of all that our team has achieved! Your support and guidance have been outstanding, We have all learned so much from this process and your support and I would like to say the biggest THANK YOU to you and to our fabulous team.

We are very happy with support we have received and the positive impact it has had on both our teaching of phonics and our phonics outcomes. Thanks again for everything, it has been a great experience.

KS2 Maths Standard, Enhanced and Intensive offers



Primary Teaching for Mastery Work Groups focus on school-wide development

- [Mastering Number Reception/KS1 \(NCP23-07a\) – Register Here](#)
- [Readiness \(NCP23-08\) – Register Here](#)
- [Development \(NCP23-09\) – Register Here](#)
- [Years 5-8 Continuity \(NCP23-19\) - Register Here](#)







SKTM Programmes

focus on individual practitioner development

- [Early Years Teachers \(NCP23-25\) – Register Here](#)
- [Primary Teachers \(NCP23-26\) – Register Here](#)
- [Primary TAs \(NCP23-27\) – Register Here](#)
- [Primary ECTs Phase 1 \(NCP23-28a\) – Register Here](#)
- [Primary ECTs Phase 2 \(NCP23-28b\) - Register Here](#)

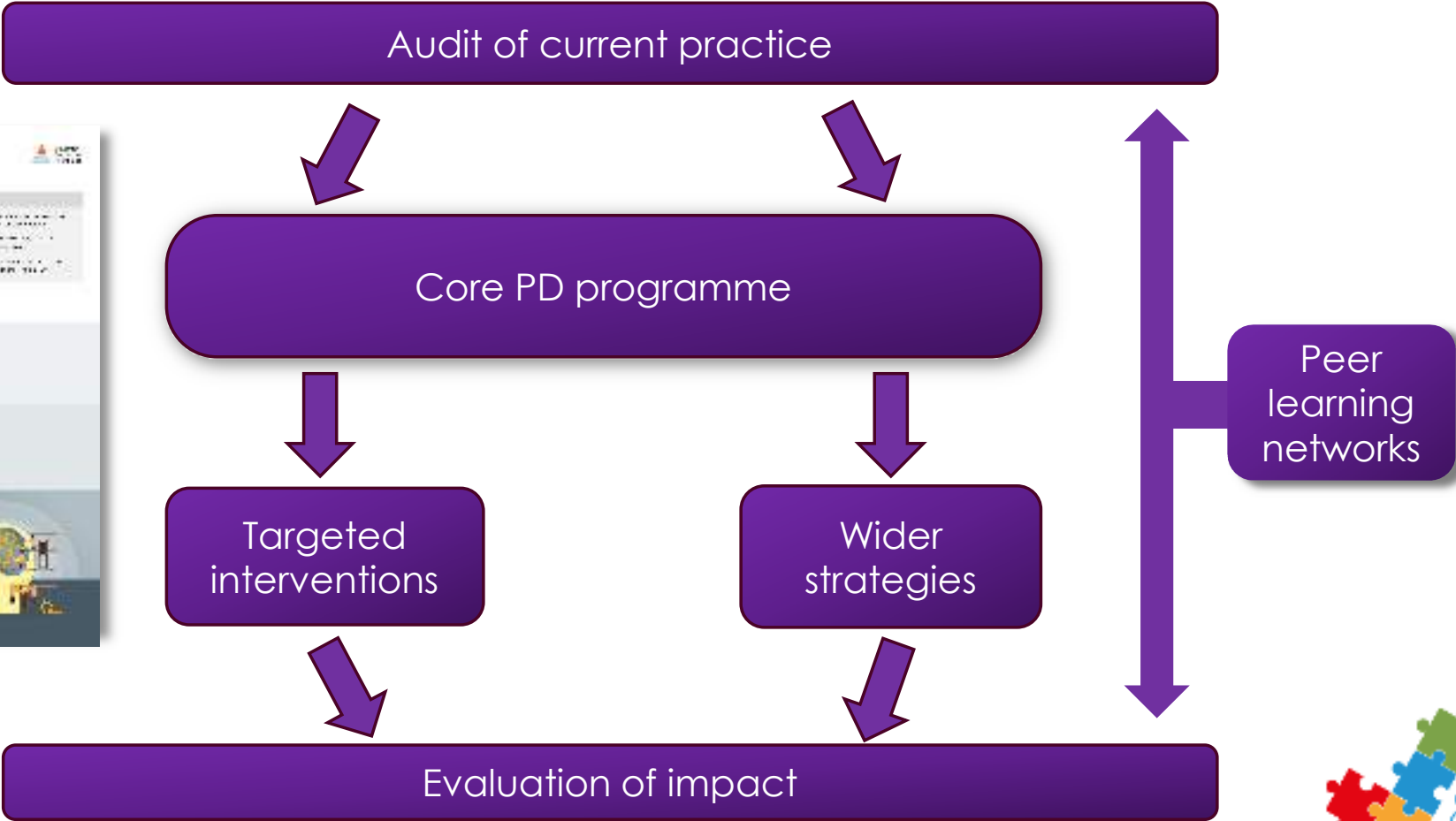
Enhanced and Intensive offer will be bespoke and depend on the need of the individual school

KS4 Maths: Standard, Enhanced and Intensive offers

		<p style="text-align: center;">Secondary Work Groups Focus on school-wide development</p> <ul style="list-style-type: none"> • Mastery Development (NCP23-12) – Register Here • Years 5-8 Continuity (NCP23-19) – Register Here • Cross Phase – Supporting Low Attainers (NCP23-20) – Register Here
		<p style="text-align: center;">SKTM Programmes focus on individual practitioner development</p> <ul style="list-style-type: none"> • Secondary ECTs (NCP23-29a/b) – Register Here • Secondary Non-specialist Teachers (NCP23-30b) – Register Here • Secondary TAs (NCP23-32) – Register Here • SKTM (Core Maths Teachers – Post 16+) (NCP23-22) – Register Here
		<p style="text-align: center;">Professional Learning Communities focus on collaboration for continuous development</p> <ul style="list-style-type: none"> • Maths Subject Leaders Community (NCP23-15) – Register here • Maths MAT Leaders Community (NCP23-16) – contact mathshub@painsley.staffs.sch.uk

Enhanced and Intensive offer will be bespoke and depend on the need of the individual school

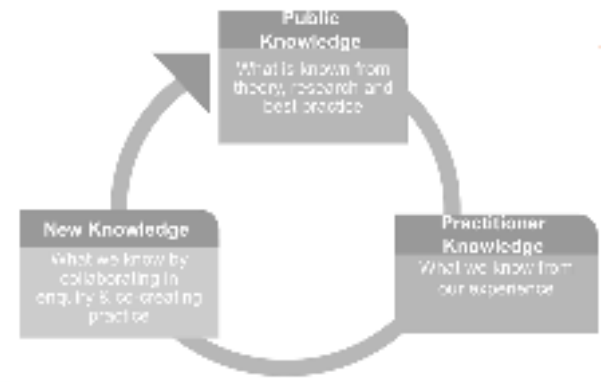
Billesley Research School : Oracy and SEND



Billesley Research School : Oracy and SEND

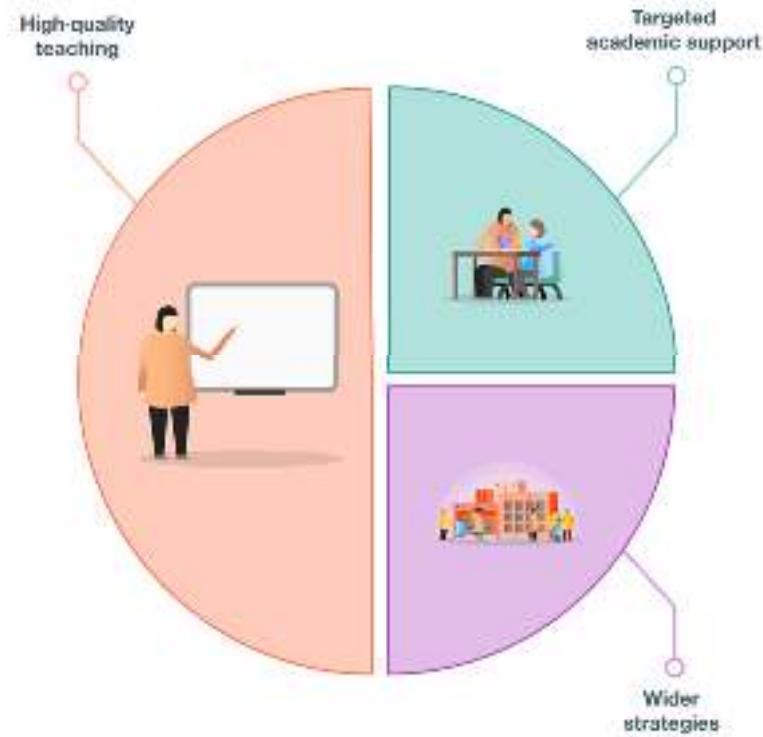


Co construction of knowledge



Billesley Research School : Oracy and SEND

A Tiered approach to School Improvement

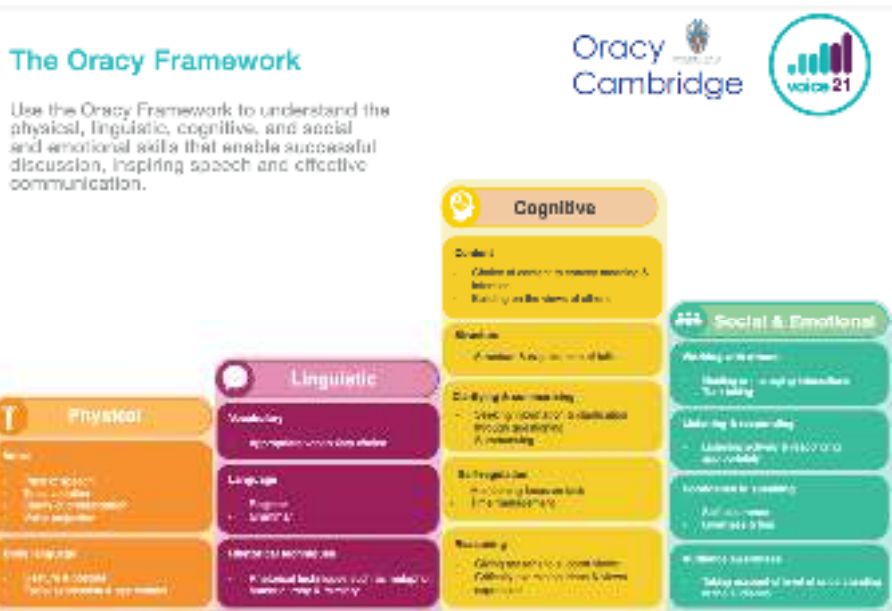


Billesley Research School : Oracy and SEND

Making a difference for pupils with SEND



Oracy in the Early Years



Targeted Interventions

41



Programme:
Talk with Talkers with Children (TWITCH)

Age Range: 2-5 years

Sign up now
[Visit the website for more information and sign up.](#)

Sign up now
[Visit the website for more information and sign up.](#)

Programme:
Concept Cat

Age Range: 5-7 years

Sign up now
[Visit the website for more information and sign up.](#)

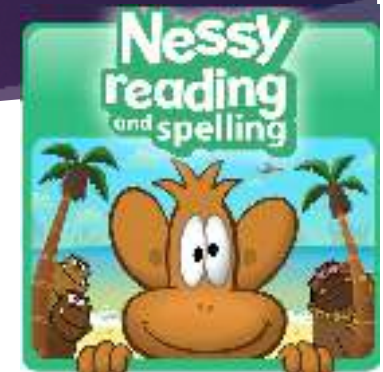
Sign up now
[Visit the website for more information and sign up.](#)

Programme:
Early Years Conversation Project

Age Range: 3-5 years

Sign up now
[Visit the website for more information and sign up.](#)

Sign up now
[Visit the website for more information and sign up.](#)



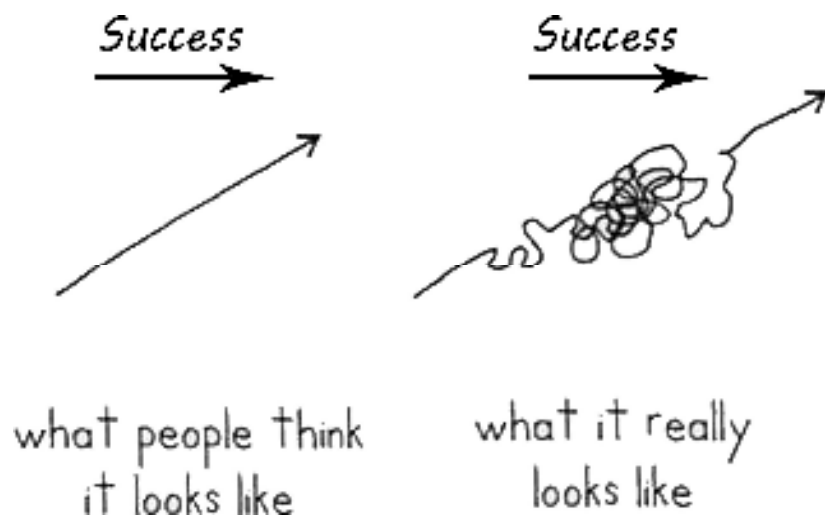
Billesley Research School : Oracy and SEND

Wider strategies

- EAL practitioner programme
- Philosophy for Children training programme
- Our creative partners programme
- Teaching assistant training programme
- EEF Learning Behaviours training programme



Billesley Research School : Oracy and SEND



“Change in education is easy to propose, hard to implement, and extraordinarily difficult to sustain.”

Hargreaves and Fink (2006) ‘Sustainable Leadership’



School leader briefing – EYFS and Oracy

School leader briefing – Making a difference for Pupils with SEND



Ofsted Data and Outcomes

Ward(s): ALL

Portfolios: Education and Skills Councillor Statham

1. Aim

- 1.1. This report provides the latest Ofsted data for Walsall LA and compares it with the national average over time.

2. Recommendations

- 2.1. For the committee to note Walsall's Ofsted position and the progress made in reducing the gap to national.

3. Report detail – Know

- 3.1. The education inspection framework (EIF) sets out how Ofsted inspects maintained schools, academies, non-association independent schools, further education and skills provision and registered early years settings in England.
- 3.2. The framework has been devised by His Majesty's Chief Inspector for use from September 2019. It sets out the principles that apply to inspection, and the main judgements that inspectors make when carrying out inspections of maintained schools, academies, non-association independent schools, further education and skills providers and registered early years settings in England.
- 3.3. The framework reflects relevant legislation for each type of setting. These inspections are carried out under section 5 of the Education Act 2005 (as amended); the Education and Inspections Act 2006; section 109 of the Education and Skills Act 2008; The Education (Independent School Standards) Regulations 2014; and the Childcare Act 2006. All inspections carried out using the framework will meet relevant legislative requirements.
- 3.4. Inspection provides independent, external evaluation and identifies what needs to improve in order for provision to be good or better. It is based on gathering a range of evidence that is evaluated against an inspection framework and takes full account of our policies and relevant legislation in areas such as safeguarding, equality and diversity.
- 3.5. Ofsted carry out graded and ungraded inspections of maintained schools and academies in England under sections 5 and 8 of the Education Act 2005.

3.6. Graded inspections are carried out under section 5 of the Education Act 2005. They were previously known as section 5 inspections. In graded inspections, Ofsted's full framework is followed, and inspectors grade the school for each of the key judgements:

- Quality of Education
- Behaviour and attitudes
- Personal development
- Leadership and management
- Any relevant provision (early years and/or sixth form)
- Overall effectiveness

3.7. At the end of a graded inspection (section 5), schools receive a graded judgement:

- 1 – Outstanding
- 2 – Good
- 3 – Requires Improvement
- 4 – Inadequate

3.8. Ungraded inspections are carried out under section 8 of the Education Act 2005. They were previously known as section 8 inspections of good and outstanding schools. An ungraded inspection differs from a graded inspection because it does not result in individual graded judgements. Instead, it focuses on determining whether the school remains the same grade as it was at its previous graded inspection.

3.9. All independent schools are inspected at the direction of the Department for Education (DfE), which is the registration authority for independent schools. Therefore, Ofsted may be commissioned to carry out an inspection of an independent school at any time.

3.10. All Walsall calculations exclude independent schools and FE colleagues.

3.11. Make-up of schools in Walsall:



8 Nursery Schools



85 Primary Schools



19 Secondary Schools



7 Special Schools

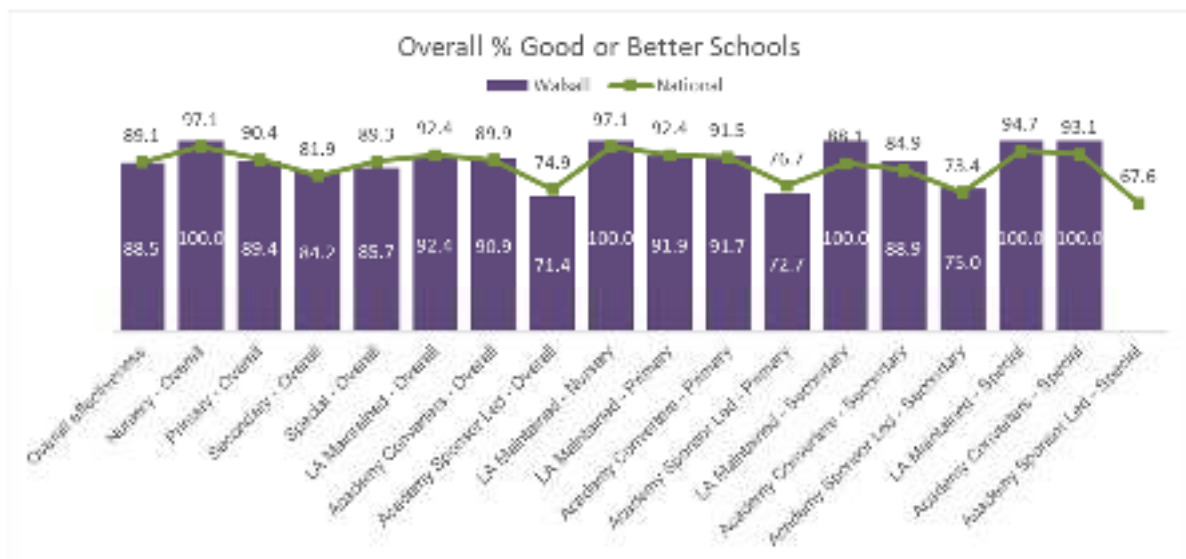


3 Pupil Referral Units

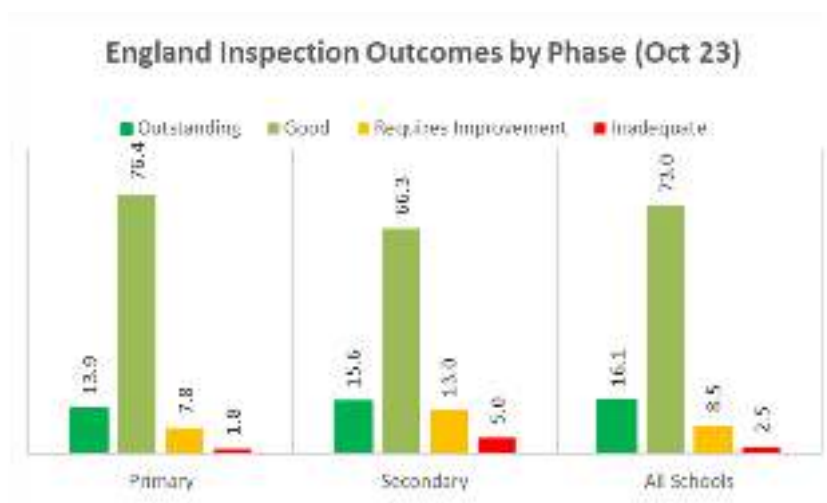
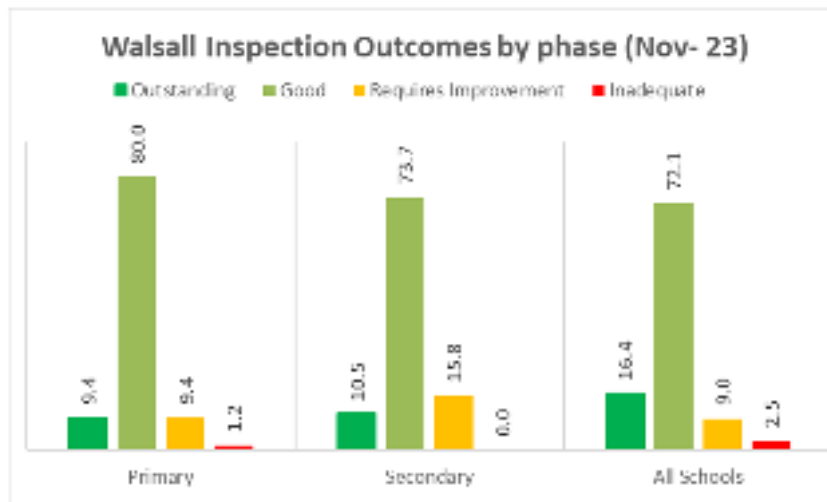
4. School Ofsted Outcomes

4.1. The current Walsall school ofsted picture is based on section 5 published reports as of 30th November 2023, national is based on published reports up to the 30th October 2023.

Overall % Good or Better Schools	Walsall [Published] All Schools (30/11/23)	National (30/10/2023)
Overall effectiveness	88.5	89.1
Nursery - Overall	100.0	97.1
Primary - Overall	89.4	90.4
Secondary - Overall	84.2	81.9
Special - Overall	85.7	89.3
LA Maintained - Overall	92.4	92.4
Academy Converters - Overall	90.9	89.9
Academy Sponsor Led - Overall	71.4	74.9
LA Maintained - Nursery	100.0	97.1
LA Maintained - Primary	91.9	92.4
Academy Converters - Primary	91.7	91.5
Academy Sponsor Led - Primary	72.7	76.7
LA Maintained - Secondary	100.0	88.1
Academy Converters - Secondary	88.9	84.9
Academy Sponsor Led - Secondary	75.0	73.4
LA Maintained - Special	100.0	94.7
Academy Converters - Special	100.0	93.1
Academy Sponsor Led - Special		67.6
Walsall Rank - Oct 2023		96/152



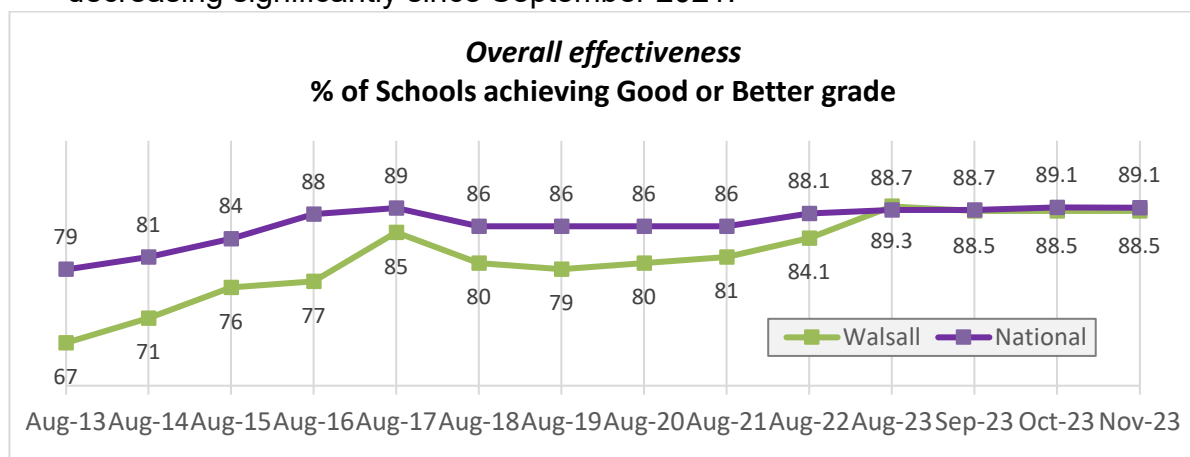
4.2. Just three schools in Walsall are rated as inadequate. As an overall proportion of schools, Walsall is on par with national schools that are graded inadequate.



4.3. 92.4% (73) of LA maintained schools are good or outstanding, identical when compared to national (92.4%).

4.4. 81.4% of academies (35) are good or outstanding, compared to 85.3% nationally.

4.5. Schools in Walsall are improving. Currently 88.5% of schools in Walsall are rated as good or outstanding. The gap to national is 0.6 percentage points and has been decreasing significantly since September 2021.



4.6. Below is a breakdown of all Walsall schools, and national data, graded inspection (section 5) published reports based on each judgement area.

All School - Published Ofsted reports - Judgement Summary

All Schools by Ofsted Judgement									
	Nov-23	Good / Better	Outstanding	Good	Requires Improvement	Inadequate	Total Inspections	No Data	Total Schools
Overall effectiveness	LA Maintained	92.4% (73)	22.8% (18)	69.6% (55)	6.3% (5)	1.3% (1)	79	0	79
	Academy Converters	90.9% (20)	9.1% (2)	81.8% (18)	9.1% (2)	-	22	0	22
	Academy Sponsor Led	71.4% (15)	-	71.4% (15)	19% (4)	9.5% (2)	21	0	21
	All Schools	88.5% (108)	16.4% (20)	72.1% (88)	9% (11)	2.5% (3)	122	0	122
Quality of education	LA Maintained	79.3% (23)	3.4% (1)	75.9% (22)	17.2% (5)	3.4% (1)	29	50	79
	Academy Converters	92.9% (13)	14.3% (2)	78.6% (11)	7.1% (1)	-	14	8	22
	Academy Sponsor Led	64.3% (9)	-	64.3% (9)	28.6% (4)	7.1% (1)	14	7	21
	All Schools	78.9% (45)	5.3% (3)	73.7% (42)	17.5% (10)	3.5% (2)	57	65	122
Behaviour and attitudes	LA Maintained	96.6% (28)	13.8% (4)	82.8% (24)	-	3.4% (1)	29	50	79
	Academy Converters	85.7% (12)	21.4% (3)	64.3% (9)	14.3% (2)	-	14	8	22
	Academy Sponsor Led	85.7% (12)	-	85.7% (12)	14.3% (2)	-	14	7	21
	All Schools	91.2% (52)	12.3% (7)	78.9% (45)	7% (4)	1.8% (1)	57	65	122
Personal development	LA Maintained	93.1% (27)	10.3% (3)	82.8% (24)	3.4% (1)	3.4% (1)	29	50	79
	Academy Converters	100% (14)	35.7% (5)	64.3% (9)	-	-	14	8	22
	Academy Sponsor Led	85.7% (12)	7.1% (1)	78.6% (11)	14.3% (2)	-	14	7	21
	All Schools	93% (53)	15.8% (9)	77.2% (44)	5.3% (3)	1.8% (1)	57	65	122
Effectiveness of leadership & management	LA Maintained	93.7% (74)	27.8% (22)	65.8% (52)	5.1% (4)	1.3% (1)	79	0	79
	Academy Converters	95.2% (20)	19% (4)	76.2% (16)	4.8% (1)	-	21	1	22
	Academy Sponsor Led	81% (17)	4.8% (1)	76.2% (16)	14.3% (3)	4.8% (1)	21	0	21
	All Schools	91.7% (111)	22.3% (27)	69.4% (84)	6.6% (8)	1.7% (2)	121	1	122
Early years provision	LA Maintained	95.1% (39)	19.5% (8)	75.6% (31)	4.9% (2)	-	41	38	79
	Academy Converters	81.8% (9)	9.1% (1)	72.7% (8)	18.2% (2)	-	11	11	22
	Academy Sponsor Led	83.3% (10)	-	83.3% (10)	8.3% (1)	8.3% (1)	12	9	21
	All Schools	90.6% (58)	14.1% (9)	76.6% (49)	7.8% (5)	1.6% (1)	64	58	122
Sixth form provision	LA Maintained	100% (1)	-	100% (1)	-	-	1	78	79
	Academy Converters	100% (8)	50% (4)	50% (4)	-	-	8	14	22
	Academy Sponsor Led	88.9% (8)	-	88.9% (8)	-	11.1% (1)	9	12	21
	All Schools	94.4% (17)	22.2% (4)	72.2% (13)	-	5.6% (1)	18	104	122

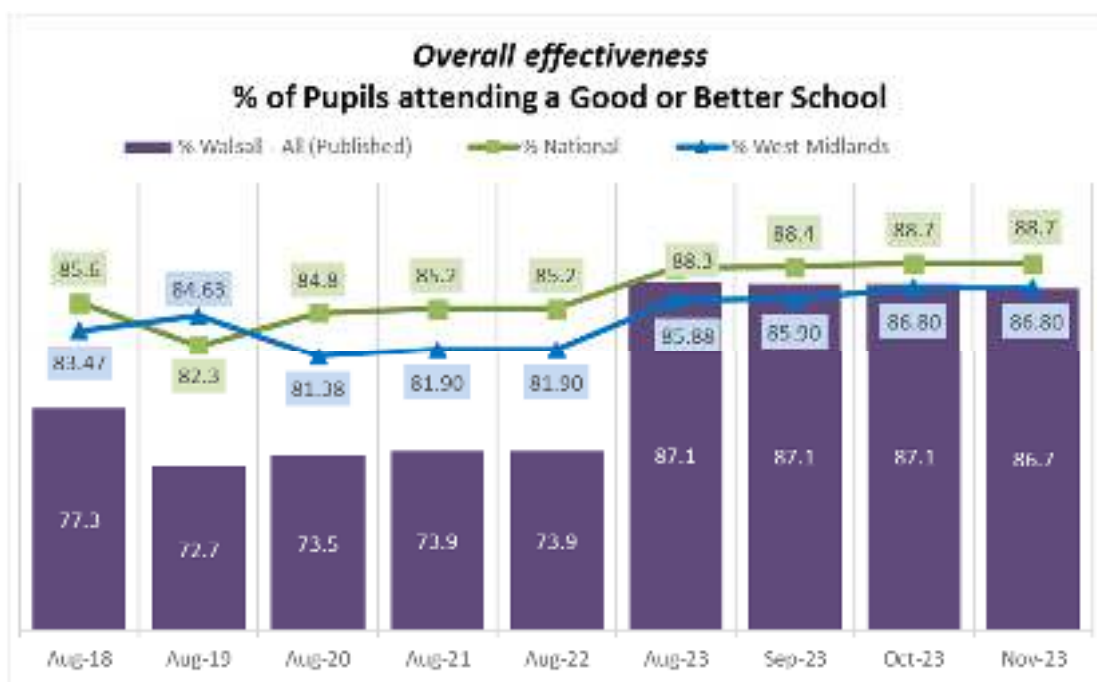
5. Conclusion

5.1. The long-term trend of positive Ofsted outcomes within Walsall has been improving since 2013. Along the journey, we have seen the DfE change the methodology of those schools who count towards the good or better measure (circa 2016) which affected Walsall more than national. We have also seen changes to the Ofsted inspection framework and how schools are inspected. We have seen a trend of closing the gap to the national average, with an accelerated improvement in recent years. Walsall will continue to monitor all schools and settings within Walsall as part of its schools causing concern process and target support at those schools in most need.

6. Reducing Inequalities

6.1. Attending a school that is Good or better has a proven impact of increasing life chances for all our children. As our schools improve more children are now attending Good or better schools.

6.2. There has been a substantial increase in the percentage of pupils attending good and outstanding schools. 86.7% of pupils in Walsall attend schools that are rated as good or outstanding.



6.3. The gap between Walsall and national is reducing and has reduced from 8.3% points in August 2018 to 2% points in November 2023.

7.0 Decide

7.1 The committee may decide to request further information on the ofsted outcomes of Walsall schools.

8.0 Respond

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

9.0 Review

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

Author(s)

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And

Business Insights

Schools Causing Concern

Ward(s): ALL

Portfolios: Education and Skills Councillor Statham

1. Aim

1.1. This report provides an overview of the statutory duties that the local authority must undertake as part of the DfE 'Schools Causing Concern' (SCC) statutory guidance, together with the authorities own local SCC protocols.

2. Recommendations

2.1. For the committee to note the effectiveness of our SCC protocols and recognise the improvement journey schools in Walsall have been on.

3. Report detail – Know

3.1. The Government's 2019 Manifesto sets out the intention to intervene in schools where there is entrenched underperformance. A key element of those plans is to ensure that schools that have been judged less than Good in their two most recent Ofsted inspections can benefit from the support of a strong multi-academy trust. It is the Secretary of State's policy that all schools should be able to benefit from being part of a strong multi-academy trust.

3.2. Schools that are not making necessary improvements will be eligible for intervention action to support them to improve. This will follow the Schools Causing Concern Legal Framework described below. Once eligible, the relevant Regional Director (RDs, formally known as regional schools commissioners) will also assess each school on a case by case basis and take into account any representations a maintained school's governing body and local authority or an academy's trust and, where relevant, the religious body, wish to make, before deciding whether intervention and further support are necessary.

3.3. In order to promote high standards in schools and support the government's levelling up agenda, the Secretary of State introduced a new intervention measure from 1st September 2022.

The new measure applies to a school if:

- The school's overall effectiveness at its most recent Ofsted inspection under section 5 of the Education Act 2005 was 'Requires Improvement' (RI), and
- The school's overall effectiveness was also below Good at the inspection under section 5 of the Education Act 2005 immediately before the most recent inspection.

3.4. The Secretary of State chose to update the existing coasting schools regulations so that schools judged less than Good in their two most recent Ofsted inspections will be covered by the coasting definition. Schools that meet this definition are referred to in this guidance as schools that are not making necessary improvements.

3.5. The power to intervene in schools not making necessary improvements is discretionary and so once eligible, the relevant RD will assess each school on a case-by-case basis. The RD will consider any representations a maintained school's governing body and local authority or an academy's trust and, where relevant, the religious body, wish to make, before deciding whether intervention and further support are necessary.

4. Schools Causing Concern Legal Framework

4.1. Section 72 of the Education and Inspections Act 2006 places a statutory duty on all local authorities in England, in exercising their functions in respect of maintained schools causing concern, to have regard to any guidance given from time to time by the Secretary of State.

4.2.

The DfE SCC guidance covers and refers to the following legislation:

- maintained "schools causing concern" (within the meaning of section 44 of the Education Act 2005)
- maintained schools that are "eligible for intervention" (within the meaning of Part 4 of the Education Act 2006)
- School Standards and Framework Act 1998
- Education Act 2002, including Schedule 2
- Education Act 2005
- Education and Inspections Act 2006 ("the 2006 Act")
- Apprenticeships, Skills, Children and Learning Act, 2009 (which amends the 2006 Act)
- The School Governance (Transition from an Interim Executive Board) (England) Regulations 2010 ("Transition Regulations")
- Academies Act 2010
- Education Act 2011 (which amends the 2006 Act, and Schedule 14)

- Children and Families Act 2014
- Education and Adoption Act 2016 (which amends the 2006 Act and the Academies Act 2010)
- The Coasting Schools (England) Regulations 2022

4.3. Local authorities, who must have regard to it as statutory guidance on how they use their powers of intervention in their maintained schools.

5. Local Authorities – SCC Duties

5.1. Beyond the above statutory duty, local authorities have considerable freedom as to how they deliver their statutory responsibilities. Local authorities should act as champions of high standards of education across maintained schools in their area, and in doing so should:

- a) Understand the performance of maintained schools in their area, using data as a starting point to identify any maintained school that is underperforming, while working with them to explore ways to support progress;
- b) Work closely with the relevant RD, diocese and other local partners to ensure maintained schools receive the support they need to improve;
- c) Where underperformance has been recognised in a maintained school, proactively work with the relevant RD, combining local and regional expertise to ensure the right approach, including sending warning notices, and using intervention powers where this will improve leadership and standards; and
- d) Encourage Good and Outstanding maintained schools to take responsibility for their own improvement; support other maintained schools; and enable other maintained schools to access the support they need to improve.

5.2. The School Improvement Monitoring and Brokering Grant will be provided to local authorities to assist them in fulfilling these core school improvement activities for the maintained schools in their area.

5.3. These core school improvement activities extend beyond exercising of statutory intervention powers but do not extend to a duty to provide or fund school improvement services themselves; and relate only to schools they maintain, rather than academies which are accountable to the Secretary of State. However, should a local authority have any concerns about an academy's standards, leadership or governance, they should raise these directly with the relevant RD.

5.4. Where a local authority has concerns about an academy or free school's safeguarding arrangements or procedures (arising as a result of investigations about individual children or otherwise), these concerns should be raised to the DfE as the body with responsibility for ensuring that academy trusts comply with their Funding Agreements.

5.5. Local authorities may give warning notices to their maintained schools where they have concerns about unacceptable educational performance, a breakdown in

leadership and governance, or where the safety of pupils or staff may be being threatened.

- 5.6. Where a maintained school does not comply with a warning notice, it will become eligible for formal intervention. Where a maintained school has become eligible for intervention, local authorities and RDs have specific powers they may use to bring about improvement.
- 5.7. Warning notices can be given to schools that are causing concern but are not currently eligible for intervention. Both RDs and local authorities may issue warning notices but there are differences in the circumstances under which they may be issued.
- 5.8. Failure to comply with a warning notice will make a maintained school 'eligible for intervention' under Sections 60 and 60A of the 2006 Act. Local authorities and RDs will use their discretion to decide whether the use of formal powers is necessary. Local authorities should use warning notices to hold their schools to account and should work together with RDs where they judge that a warning notice is necessary. The local authority must give a copy of any warning notice they issue to the relevant RD; similarly, an RD must give a copy of any warning notice they issue to a maintained school to its local authority.
- 5.9. Local authorities may only issue warning notices to their maintained schools under the following circumstances:
- a) the standards of performance of pupils at the school are unacceptably low and are likely to remain so; or
 - b) there has been a serious breakdown in the way the school is managed or governed which is prejudicing, or likely to prejudice, such standards of performance; or
 - c) The safety of pupils or staff at the school is threatened (whether by a breakdown of discipline or otherwise)
 - d) The governing body have failed to comply with a provision of an order under section 122 of the Education Act 2002 (teachers' pay and conditions) that applies to a teacher at the school; or have failed to secure that the head teacher of the school complies with such a provision

6. School Governance

- 6.1. Local authorities should take an active interest in the quality of governance in maintained schools. Local authorities should promote and support high standards of governance, recognising where a maintained school could improve and encouraging governing bodies to do so. They should be champions for high quality school governance; help ensure that governors have the necessary skills; and have in place appropriate monitoring arrangements to identify signs of failure in relation to governing bodies' oversight of finance, safety or performance standards.

- 6.2. Local authorities should have arrangements in place for maintaining up to date records of governors in maintained schools. This should include contact details for chairs of governing bodies to aid direct communication with those who are accountable for maintained schools. It should also enable them to carry out any necessary due diligence including identifying governors who sit on more than one governing body. Information held by the local authority should also be made available to the Department for Education upon request.
- 6.3. A ground for local authorities to issue a warning notice, is that there has been a serious breakdown in the way the school is managed or governed, which is prejudicing, or is likely to prejudice, pupils' standards of performance.
- 6.4. Local authorities should identify additional support or consider issuing a warning notice to a maintained school where the governing body is failing to deliver one or more of its three core strategic roles resulting in a serious breakdown in the way the school is managed or governed. The decision to issue a warning notice would depend on the severity of the case.
- 6.5. The core strategic roles of a governing body are;
- a) Ensure clarity of vision, ethos and strategic direction
 - b) Hold the headteacher and Senior Leadership Team to account for the educational performance of the school and its pupils, and the performance management of staff; and
 - c) Oversee the financial performance of the school and make sure its money is spent appropriately, and to secure value for money.
- 6.6. Evidence that governors may be failing to deliver on one or more of these strategic roles could include, but is not restricted to:
- a) evidence of poor financial management and oversight, such as consistent overspending of the school's budget beyond agreed thresholds.
 - b) high governor turnover
 - c) a significant, unexplained change to their constitution
 - d) the governing body having an excessive involvement in the day to day running of the school
 - e) lack of appropriate engagement with data. This might include, but is not limited to, data on pupil learning and progress, or staff recruitment; and/or
 - f) not sufficiently managing risks associated with strategic priorities and school improvement plans.
- 6.7. Local authorities should work with RDs where they judge that a warning notice is necessary. Once it has been determined that a local authority or RD will issue a warning notice to a maintained school, they must give the notice in writing to the governing body of the school.

The notice must set out:

- a) the matters on which their concerns are based
- b) the action the governing body is required to take in order to address the concerns raised
- c) the period within which the governing body must comply or secure compliance with that action (the compliance period); and
- d) the action the local authority or RD is minded to take (under one or more of sections 63 to 69 of the Education and Inspections Act 2006 or otherwise) if the governing body does not take the required action.

6.8. When a governing body has failed to comply with a warning notice to the satisfaction of the RD or local authority within the compliance period, and the issuing local authority or RD has given reasonable written notice that they propose to intervene, a school is eligible for intervention and further action may be taken.

6.9. Local authority and the Secretary of State powers may require a governing body to enter into arrangements with a view to improving the performance of the school.

6.10. A notice may require the maintained school:

- a) to enter into a contract or other arrangement for specified services of an advisory nature with a specified person (who may be the governing body of another school)
- b) to make arrangements to collaborate with the governing body of another school.
- c) to make arrangements to collaborate with a further education body; or
- d) to take specified steps for the purpose of creating or joining a federation.

6.11. Section 65 of the 2006 Act enables the local authority to apply to the RD for consent to constitute the governing body of a maintained school as an Interim Executive Board (IEB), and section 69 enables the RD to require the governing body of a maintained school to be constituted as an IEB. Both of these powers must be exercised in accordance with Schedule 6 of the 2006 Act.

7. Walsall's SCC Process .

Please see Appendix A for our SCC protocol

7.1. Local authorities should use warning notices to hold their schools to account and should work together with RDs where they judge that a warning notice is necessary. Walsall Local Authority aims to establish the best possible working relationship with schools based on the principles of partnership, mutual trust and respect. We hold fast to the principle that intervention should always be in inverse proportion to success.

7.2. These protocols recognise that schools are autonomous, that most schools and settings are successful and that the majority offer good or outstanding provision for children and young people. Nevertheless, there may be occasions when the Local

Authority is obliged to intervene in the best interests of children, young people and their families.

7.3. Walsall LA categorises all schools formally each term, during a SCC meeting where a wide range of quantitative and qualitative information is considered. During these meetings the group, which includes managers from across the education service and is chaired by the Quality Assurance Teams Manager; focus on all aspects of a school's performance.

7.4. The group may consider some of the following where they apply to a particular school or setting:

- Little or no improvement in standards of attainment that are below average
- Wide gaps in progress and outcomes that are well below average for disadvantage and vulnerable groups (including SEND).
- High rates of pupil absence, persistent absence, fixed-term and permanent exclusions
- Safeguarding concerns
- Weak governance
- High levels of parental concerns and complaints including those made to Ofsted
- Inadequate progress arising from HMI monitoring visits
- Rapid or significant reductions in pupil numbers
- Significant changes in staffing
- Financial deficit or financial mismanagement
- Reluctance to acknowledge concerns and address weaknesses
- Reported incidents to suggest there is a breakdown of leadership or governance.
- Notes of Progress and Impact visits which report poor progress and continued weak performance with little or no impact.

8. School Categorisation

8.1. All schools and settings across Walsall will be categorised according to their level of concern to the Local Authority. For 2023-24 we are using 3 categories for our schools:

- **GREEN = no concern at this time.** This may well be due to a recent Ofsted grading of Good or Outstanding. Schools in this category will be encouraged to be part of the delivery/sharing of good practice and offer support and challenge to other Local Authority schools.
- **AMBER = of low concern to the Local Authority.** This may, for example, be due to a high turnover of staff or a dip in standards/outcomes. It may be due to low attendance, high persistent absence and/or exclusions.

- **RED = of high concern to the Local Authority.** These schools may have had significant changes of staff including senior leadership. The school's data may have declined rapidly or be historically below national. Governance at these schools may well be a concern. These schools may have significant problems with poor attendance, high persistent absence and/or exclusions. All Special Measures /Inadequate schools will automatically be categorised as RED schools. Schools whose Ofsted grade has declined from Good or Outstanding to Requires Improvement (RI) will also be automatically categorised as a RED school. Schools that are coasting will also be categorised as a RED school.

8.2. Walsall currently has 12 schools that have been classified as red schools and 22 that are amber. Of the 12 Red schools, 6 are maintained schools and 6 academies. These classifications are predominantly based on the schools current Ofsted grade of 'less than good'.

8.3. Of the 20 amber schools, 12 of these are local authority-maintained schools and the remainder academies. These schools have been categorised as 'amber' based upon a range of criteria that includes but is not limited to, student outcomes, attendance, suspensions, exclusions and leadership and management.

School RAG Ratings September 2023

	Green			Amber			Red		
	22/23	22/23	23/24	22/23	22/23	23/24	22/23	22/23	23/24
Nursery	8	8	8	0	0	0	0	0	0
Primary	58	68	64	21	12	14	7	6	7
Secondary	9	14	12	8	3	3	2	2	3
All Though	0	0	0	1	0	1	0	0	0
Special	3	4	4	2	2	2	2	1	1
PRU	1	1	1	0	0	0	1	1	1

9. Progress and Impact Visits

9.1. If a school or setting is judged as being Special Measures/Inadequate, Requires Improvement or has a Warning Notice, it is automatically designated a School Causing Concern (Red) and will therefore be eligible for a Progress and Impact visit and potentially a Team Around the School (TAS) approach. The number of Progress and Impact visits will be dependent on each individual school or setting basis and need.

9.2. LA Maintained School Visits for 2023/24

- All Green schools to receive a 'keeping in touch' Challenge and Support Visit.

- Amber school receive a targeted 'Challenge and Support' visit relating to their area(s) of concern.
- Red schools have up to 6 'Challenge and Support' visits per year and may also have team around the school (TAS) meetings as required.

9.3. Red and amber schools or settings are regularly reviewed and changed as circumstances change. A written record is made of all Progress and Impact visits and shared with the school or setting. The purpose of these meetings is to check on the progress the school is making, carry out monitoring and any broker further support or interventions.

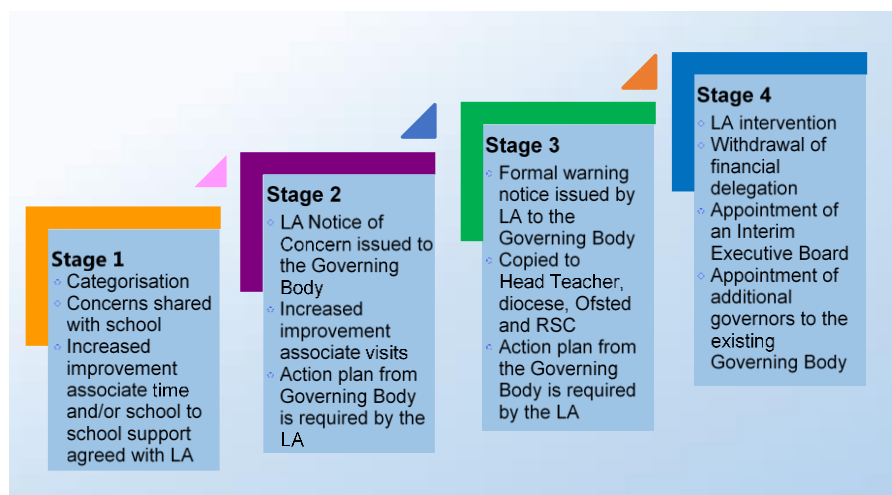
10. Escalation and Intervention

10.1. The Schools Causing Concern group will be the responsible body for the escalation and intervention process in relation to maintained schools.

The Local Authority will issue Local Notices of Concern if:

- Schools do not engage in the quality assurance and challenge process.
- Schools engage in the quality assurance and challenge process but are not proven to be taking effective action in securing rapid and sustained progress.
- where there are ongoing safeguarding issues.

The Stages of Escalation: Action available to the Local Authority



10.2. At all stages the aim is to enable the school or setting to become self-improving and self-sustaining. It is an expectation therefore that the leadership of the school, within a reasonable time and is able to operate independently of support.

10.3. The Local Authority will maintain dialogue with schools and settings to evaluate progress achieved and communicate any continuing concerns.

10.4. Progress and Impact meetings are time sensitive. If sufficient progress is made, the Head Teacher and Chair of Governors is informed in writing. If progress is not evident and rapid improvement achieved, the Local Authority's response will be escalated to a more formal warning notice which is copied to the RD.

11. Conclusions

11.1. The Local Authority works with ALL schools and settings where there is a need for accelerated improvement.

In partnership with Walsall schools and settings the Local Authority:

- a) encourages schools and settings that are good or outstanding to support other schools and develop capacity to bring about system wide and sustainable improvement across the borough.
- b) promotes the Family of School strategy across all Walsall establishments, where schools and settings formally collaborate to form stronger partnerships.
- c) promotes school to school support, placing this at the heart of system wide arrangements to help ensure a good school for every child in every cluster and locality.
- d) supports and challenges schools and settings to remain good or outstanding and improve from Ofsted 'Requires Improvement' and 'Inadequate' judgments in the shortest possible time; and supports schools in responding to national policy changes and government initiatives.

12. Reducing Inequalities

12.1. The SCC process forms the central part of our strategy to ensure that all children in Walsall, regardless of their social-economic backgrounds, to have the opportunity to attend a good or outstanding school.

13. Decide

13.1. The committee may decide to request further information on the SCC process within Walsall.

14. Respond

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

15. Review

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

Background Papers

Appendix A Schools Causing Concern Protocol

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Schools Causing Concern

Protocol for Monitoring, Challenge, Support & Intervention in Schools, and Settings.

WALSALL COUNCIL

Reviewed November 2023

2023-2026

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INTRODUCTION

The Government's 2019 Manifesto sets out the intention to intervene in schools where there is entrenched underperformance. The vast majority of schools in England are judged Good or Outstanding by Ofsted.

The Secretary of State has chosen to update the existing coasting schools regulations so that schools judged less than Good in their two most recent Ofsted inspections will now be covered by the coasting definition. Schools that meet this definition are referred to in this guidance as schools that are not making necessary improvements.

In order to promote high standards in schools and support the government's levelling up agenda, the Secretary of State has introduced a new intervention measure from 1st September 2022.

The new measure applies to a school if:

- The school's overall effectiveness at its most recent Ofsted inspection under section 5 of the Education Act 2005 was 'Requires Improvement' (RI), **and**
- The school's overall effectiveness was also below Good at the inspection under section 5 of the Education Act 2005 immediately before the most recent inspection.

This document outlines Walsall Council's protocols and procedures for all its school settings in relation to Monitoring, Challenge, Support and Intervention.

The Local Authority adheres to the statutory guidance for local authorities given by the Department for Education, on behalf of the Secretary of State. Section 72 of the Education and Inspections Act 2006 places a statutory duty on all local authorities in England, in exercising their functions in respect of maintained schools causing concern, to have regard to any guidance given from time to time by the Secretary of State.

This guidance covers:

- maintained "schools causing concern" (within the meaning of section 44 of the Education Act 2005);
- maintained schools that are "eligible for intervention" (within the meaning of Part 4 of the Education Act 2006);
- other maintained schools about which the local authority and/or Secretary of State have serious concerns which need to be addressed; and
- academies causing concern.

SECTION 1: STATUTORY CONTEXT

Part 4 of the Education and Inspections Act 2006 (2006 Act) provides LAs with specific school improvement functions, including powers to warn and intervene in schools causing concern, through issuing a warning notice setting out actions the governing body are to make – with powers to require the governing body to enter into arrangements, to appoint additional governors, to provide for the governing body to consist of interim executive members, or to suspend the right to a delegated budget, if the governing body fails to take the required action.

In exercising these statutory functions, LAs are under a duty to have regard to Section 13A of the Education Act 1996 which places a general statutory duty on LAs to exercise their relevant education functions with a view to promoting high standards, and to our statutory Schools Causing Concern (SCC) guidance, which is given by the Secretary of State under Section 72 of the 2006 Act. This guidance sets expectations that LAs should:

- Understand the performance of maintained schools in their area, using data as a starting point to identify any that are underperforming, while working with them to explore ways to support progress;
- Work closely with the relevant RD, diocese and other local partners to ensure schools receive the support they need to improve;
- Where underperformance has been recognised in a maintained school, proactively work with the relevant RD, combining local and regional expertise to ensure the right approach, including sending warning notices and using intervention powers where this will improve leadership and standards;
- Encourage good and outstanding maintained schools to take responsibility for their own improvement; support other schools; and enable other schools to access the support they need to improve.

Safeguarding Statutory Duties:

Local authorities have a responsibility for safeguarding and promoting the welfare of all children and young people in their area, regardless of the types of educational settings they attend. We have a number of statutory duties under the 1989 and 2004 Children Acts, which make this clear. In order to fulfil these duties effectively, we will seek to work in partnership with all schools (maintained schools, Academy trusts, religious bodies (where appropriate), independent schools) and further education and sixth form colleges Walsall.

Additionally, there are two other statutory documents that provide guidance on the roles and responsibilities for safeguarding: ‘Keeping Children Safe in Education’¹ and ‘Working Together to Safeguard Children’². The guidance makes clear what all education

¹ Keeping Children Safe in Education: <https://www.gov.uk/government/publications/keeping-children-safein-education--2>

² Working Together to Safeguard Children: <https://www.gov.uk/government/publications/working->

institutions (including academies and free schools) should do to safeguard children in their care.

Where we have concerns about an Academy or Free school's safeguarding arrangements or procedures (arising as a result of investigations about individual children or otherwise), we will raise these concerns with the Education and Skills Funding Agency (ESFA) who have responsibility for ensuring that Academy trusts comply with their Funding Agreements.

Where we have a concern about an independent school's safeguarding arrangements or procedures (arising as a result of investigations about individual children or otherwise), we will report these to the Independent Education Division at the DfE, who have responsibility for enforcing the independent school standards and taking regulatory action where necessary.

Where we have concern about safeguarding at a maintained school, we may use our intervention powers as set out in this guidance.

Schools' governing bodies and proprietors should ensure that the school or college contributes to inter-agency working in line with statutory guidance Working Together to Safeguard Children (2015). Schools and colleges should work with local safeguarding arrangements, social care, the police, health services and other services to promote the welfare of children and protect them from harm.

Role of the Regional Directors:

Regional Directors (RDs) will have discretion to decide which schools will need additional support and challenge in order to improve, and in which schools intervention by the DfE will be required.

These include:

1. **Schools that have failed to comply with a warning notice** – Local authorities may give warning notices to their maintained schools where they have concerns about unacceptable educational performance, a breakdown in leadership and governance, or where the safety of pupils or staff may be being threatened.
2. RDs may give a warning notice to a maintained school where they have concerns about a breakdown in leadership and governance, or where the safety of pupils or staff may be being threatened. Where a maintained school does not comply with a warning notice, it will become eligible for formal intervention.
3. **Schools that have been judged Inadequate by Ofsted** – An academy order must, in line with statutory requirements, be issued for all maintained schools that have been judged Inadequate by Ofsted, requiring them to become sponsored academies. When an academy is judged Inadequate by Ofsted, the RD is able to terminate the

funding agreement with the existing academy trust and move the academy to a new academy trust.

4. **Schools that are not making necessary improvements** – RDs may intervene in a school that has met the following criteria:

- the school's overall effectiveness at its most recent Ofsted inspection under section 5 of the Education Act 2005 was Requires Improvement (RI), **and**
- the school's overall effectiveness was also below Good at the inspection under Section 5 immediately prior to the most recent such inspection

The power to intervene in schools not making necessary improvements is discretionary and so once eligible, the relevant RD will assess each school on a case-by-case basis before deciding whether intervention and further support are necessary. RDs will only consider taking action in schools with 2, 3 or 4 consecutive less than Good judgments if they have received their most recent full Ofsted inspection since 1 May 2021.

Schools where there is a long-term history of underperformance (5 or more consecutive below 'Good' judgements) may be considered for intervention regardless of the date of their last Ofsted inspection.

SECTION 2: MONITORING, CHALLENGE, SUPPORT AND INTERVENTION IN SCHOOLS AND SETTINGS IN WALSALL

Roles and Responsibilities:

Schools and settings are responsible for their own performance and the achievement and inclusion of all their pupils.

- They should regularly review their performance and plan for continuous improvement with maximum freedom to make decisions and manage resources.
- The Governing Body should set the broad strategy for the school's development through the cycle of performance assessment, target setting, action planning and review.
- The most effective schools are open in sharing their own good practice and look for best practice elsewhere locally, nationally and internationally.

Warning notices can be given to schools that are causing concern but are not currently eligible for intervention. Both RDs and local authorities may issue warning notices but there are differences in the circumstances under which they may be issued.

Local authorities may issue warning notices to their maintained schools under the following circumstances:

1. the standards of performance of pupils at the school are unacceptably low and are likely to remain so.
2. there has been a serious breakdown in the way the school is managed or governed which is prejudicing, or likely to prejudice, such standards of performance.
3. The safety of pupils or staff at the school is threatened (whether by a breakdown of discipline or otherwise).
4. The governing body have failed to comply with a provision of an order under section 122 of the Education Act 2002 (teachers' pay and conditions) that applies to a teacher at the school; or have failed to secure that the head teacher of the school complies with such a provision.

Local authorities should use warning notices to hold their schools to account and should work together with RDs where they judge that a warning notice is necessary. Walsall Local Authority aims to establish the best possible working relationship with schools based on the principles of partnership, mutual trust and respect. We hold fast to the principle that intervention should always be in inverse proportion to success.

SECTION 3: PROTOCOLS FOR IDENTIFYING, MONITORING, CHALLENGING, SUPPORTING AND INTERVENING IN MAINTAINED SCHOOLS CAUSING CONCERN

These protocols recognise that schools are autonomous, that most schools and settings are successful and that the majority offer good or outstanding provision for children and young people. Nevertheless, there may be occasions when the Local Authority is obliged to intervene in the best interests of children, young people and their families.

The identification of Schools and Settings:

The Local Authority maintains a list of Schools Causing Concern (SCC).

There are **two potential Ofsted judgements that are less than good (requires improvement and inadequate)**. Schools that are less than good will automatically be placed on the SCC register at the appropriate level.

However, there will be other occasions where schools may be placed on the SCC register; for example, when the Local Authority has strong grounds to believe a school is no longer providing a good education for pupils or there are specific issues e.g., safeguarding, concerns about the attainment or progress of vulnerable groups.

Schools may be placed on the SCC register for reasons other than an Ofsted inspection judgement of less than good, or the standards of performance of pupils at the school being unacceptably low and likely to remain so. A school's inclusion on the Local Authority's SCC register remains confidential to the schools involved, unless that school is issued with a Formal Warning Notice.

In maintained schools where a school has failed to make satisfactory progress, or the Local Authority has serious concerns in line with the statutory guidance it can issue a Formal Warning Notice.

The Local authority will work with the RD where they judge that a warning notice is necessary. Once it has been determined we will issue a warning notice to a maintained school, we will give the notice in writing to the governing body of the school. A Warning Notice will normally only be issued after the concerns had been fully discussed with the Governing Body, Head Teacher and, if appropriate the diocesan or foundation authorities and the concerns had not been addressed.

The notice will set out:

- the matters on which their concerns are based
- the action the governing body is required to take in order to address the concerns raised
- the period within which the governing body must comply or secure compliance with that action (the compliance period)
- the action the local authority or RD is minded to take (under one or more of sections 63 to 69 of the Education and Inspections Act 2006 or otherwise) if the governing body does not take the required action

When a governing body has failed to comply with a warning notice to the satisfaction of the RD or local authority within the compliance period, and the issuing local authority or RD has given reasonable written notice that they propose to intervene, a school is eligible for intervention and further action may be taken.

Categorisation:

All schools and settings across Walsall will be categorised according to their level of concern to the Local Authority.

For 2022-23 we are using 3 categories for our schools:

- **GREEN = no concern at this time.** This may well be due to a recent (within 3-4 yrs) Ofsted grading of Good or Outstanding. Schools in this category will be encouraged to be part of the delivery/sharing of good practice, support and challenge to other Local Authority schools.
- **AMBER = of low concern to the Local Authority.** This may be due to a high turnover of staff or dips in standards. It may be due to low attendance, high persistent absence and/or exclusions. Some vulnerable Good and RI schools will be automatically regarded as AMBER schools unless they are close to inspection and are high concern – where this is the case these will be categorised as RED schools.
- **RED = of high concern to the Local Authority.** These schools may have had significant changes of staff including senior leadership. The schools data may have declined rapidly or be historically below national. Governance at these schools may well be a concern. These schools may have significant problems with poor attendance, high persistent absence and/or exclusions. All Special Measures /Inadequate schools will be automatically be categorized as RED schools.

Criteria for rating: Please note that schools are regularly assessed using the information available to the Local Authority and the RAG will be amended to reflect the schools' circumstances at a specific time.

Progress and Impact Visit:

If a school or setting is in Special Measures/Inadequate, Requires Improvement or has a Warning Notice it is automatically designated a School Causing Concern or Priority School and will therefore be eligible for a Progress and Impact visit and potentially a Team Around the School approach, which will be coordinated and quality assured by the Quality Assurance Team Manager.

The number of Progress and Impact visits will be dependent on each individual school or setting basis and need.

LA Maintained School Visits for 2023 onwards;

- All Green schools to receive a 'keeping in touch' Challenge and Support Visit
- Amber school receive a targeted 'Challenge and Support' visit relating to their area(s) of concern.
- Red schools have up to 6 'Challenge and Support' visits per year and may also have team around the school meetings as required.

Priority Schools or settings are regularly reviewed and changed as circumstances change. A written record is made of all Progress and Impact visits and shared with the school or setting. The purpose of these meetings is to check on the progress the school is making, carry out monitoring, broker further support and interventions, lead key performance meetings and for schools to evidence the progress they are making and the impact on standards within the school.

Priority schools and settings are responsible for **leading and driving their own school improvement**.

Priority School/Settings Head Teachers are responsible for:

- Leading and driving their school's improvement in the identified areas
- Providing the allocated associate with the information needed to secure a high-quality visit within agreed timeframes and before the meeting takes place.
- Ensuring that, where appropriate, other members of the leadership team and or Governing Body are available to provide an input into the visit.
- Agreeing the definitive report, with the allocated associate and sharing the report with the Chair of Governors, within agreed timeframes.

Timelines for submission of notes of visits:

The visit report is an important record of improvement priorities which have been agreed between the allocated associate and the Head teacher and will usually contain recommendations for actions/support to move the school forward. Therefore, it is important that all key stakeholders are made aware of the outcomes of the visit as soon as possible.

- Report sent to Head teacher by the allocated associate to agree factual accuracy.
- Head teacher to return agreed report within 5 working days.
- Report sent to the Quality Assurance Team Manager electronically to upon receipt from school.
- Final report is retained in the school file by the Local Authority. All school visit forms will be subject to a quality assurance process by the school improvement team.
- School visit records may be used to provide evidence to Ofsted of school improvement activity.

Local Authority Schools Causing Concern Meetings:

The Local Authority holds termly SCC meetings. During these meetings the group, which includes managers from across the education service and is chaired by the Head of Inclusion or the Schools Quality assurance Manager; focus on all aspects of a school's performance. Concern group and sharing the findings/reports from the Progress and Impact visits.

The group may consider *some* of the following where they apply to a particular school or setting:

- Little or no improvement in standards of attainment that are below average
- Wide gaps in progress and outcomes that are well below average for disadvantage and vulnerable groups (including SEND).
- High rates of pupil absence, persistent absence, fixed-term and permanent exclusions
- Safeguarding concerns
- Less than 80% good and outstanding teaching
- Weak governance
- High levels of parental concerns and complaints including those made to Ofsted
- Inadequate progress arising from HMI monitoring visits
- Rapid or significant reductions in pupil numbers
- Significant changes in staffing
- Financial deficit or financial mismanagement
- Reluctance to acknowledge concerns and address weaknesses
- Reported incidents to suggest there is a breakdown of leadership or governance.
- Notes of Progress and Impact visits which report poor progress and continued weak performance with little or no impact.

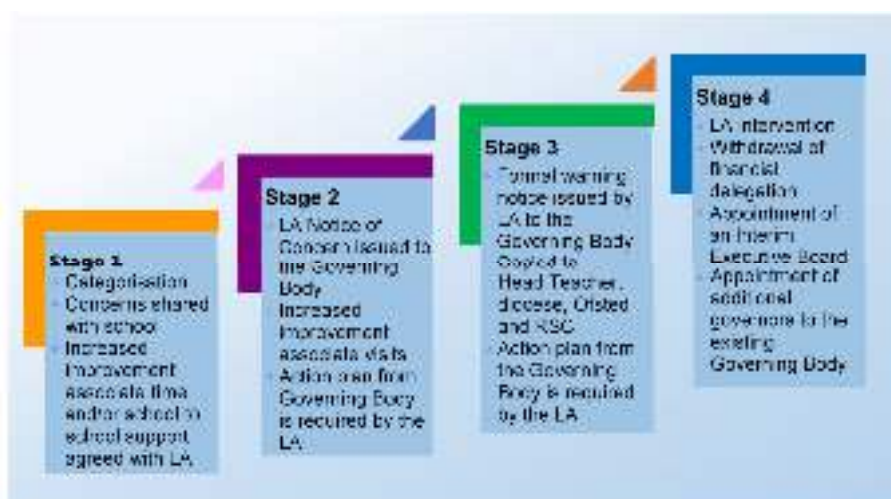
Escalation and Intervention:

The Schools Causing Concern group will be the responsible body for the escalation and intervention process in relation to maintained schools.

The Local Authority will issue Local Notices of Concern (LNoC) or Performance Standards, Safety Warning Notices (PSSWN) to maintain schools if:

1. they do not engage in the quality assurance and challenge process
2. they engage in the quality assurance and challenge process but are not proven to be taking effective action in securing rapid and sustained progress
3. where there are safeguarding issues which may result in a PSSWN notice being issued in the first instance

The Stages of Escalation: Action available to the Local Authority



At all stages the aim is to enable the school or setting to become self-improving and self-sustaining. It is an expectation therefore that the leadership of the school, within a reasonable time, is able to operate independently of support.

The Local Authority will maintain dialogue with schools and settings to evaluate progress achieved and communicate any continuing concerns.

Progress and Impact meetings are time sensitive. If sufficient progress is made, the Head Teacher and Chair of Governors is informed in writing. If progress is not evident and rapid improvement achieved, the Local Authority's response will be escalated to a more formal warning notice which is copied to the RD.

Stage 1

- a) Where a school has been identified as causing significant concern, the Head Teacher and Chair of Governors are invited to a meeting with the Local Authority to discuss and agree the schools plan to promote more rapid improvement.

Agreed actions are confirmed in writing.

b) Specific actions **may** include:

- arranging for a formal review of school effectiveness, or identified aspects such as the impact of leadership, governance, use of pupil premium, provision, teaching, learning and assessment
- creating a Rapid Recovery Plan with identified activity, development, milestones and impact measures
- skills and training needs or bespoke training, coaching and mentoring

Stage 2

If insufficient progress has been made and concerns about performance continue, the Local Authority may issue a Notice of Concern which requires the school's Governing Body to create a Rapid Recovery Plan which is time sensitive.

Stage 3

There are two types of warning notice that can be issued to maintained schools:

- Section 60 of the Education and Inspections Act 2006 sets out the provisions relating to a performance standards and safety warning notice. This section provides that either the Local Authority or the Secretary of State (and therefore RDs on behalf of the Secretary of State) may issue such a warning notice.
- Section 60A of the 2006 Act sets out the provisions relating to teachers' pay and conditions warning notices. This section provides that the Local Authority may issue such a warning notice.

It is expected that local authorities will use their powers to issue warning notices in the schools they maintain.

Such a warning notice may be given by a Local Authority in one of four circumstances:

1. the standards of performance of pupils at the school are unacceptably low and are likely to remain so; or
2. there has been a serious breakdown in the way the school is managed or governed which is prejudicing, or likely to prejudice, such standards of performance; or
3. The safety of pupils or staff at the school is threatened (whether by a breakdown of discipline or otherwise); or

4. The governing body have failed to comply with a provision of an order under section 122 of the Education Act 2002 (teachers' pay and conditions) that applies to a teacher at the school; or have failed to secure that the head teacher of the school complies with such a provision.

Stage 4: Formal powers and statutory interventions

Failure to comply with a warning notice will make a maintained school 'eligible for intervention' under Sections 60 and 60A of the 2006 Act. Local authorities and RDs will use their discretion to decide whether the use of formal powers is necessary.

RDs will issue a warning notice on grounds other than low standards of pupil performance where, in the RD's opinion, it is appropriate to act. Examples of this may include where the local authority has failed to act swiftly enough in a specific case, has generally not acted swiftly or robustly enough in the past, or lacks capacity to act.

The Secretary of State's power to issue a warning notice takes precedence over the local authority's, so the RD can also act where the local authority issues a warning notice that the RD does not consider to be robust enough, or where the RD does not consider that the action required by a local authority warning notice is robust enough.

When a governing body has failed to comply with a warning notice to the satisfaction of the RD or local authority within the compliance period, and the issuing local authority or RD has given reasonable written notice that they propose to intervene, a school is eligible for intervention and further action may be taken³.

The local authority or RD must have specified in the warning notice what action they were minded to take if the governing body failed to comply.

The powers in sections 63, 64, 66 and 66A of the 2006 Act must be exercised within a period of two months following the end of the compliance period. If the local authority or the RD fails to exercise these powers within this time, these powers can no longer be exercised and a new warning notice must be given in order to do so.

From 1st September 2022, the Secretary of State will have a discretionary power to intervene in maintained schools that are coasting (not making necessary improvements).

RDs will only notify maintained schools that they have met the definition of a school that is coasting (not making necessary improvements) and have 2,3 or 4 consecutive Ofsted

³ Section 60(1)(d) and 60A(1)(d) of the Education and Inspections Act 2006 as amended by the Education and Adoption Act 2016. Chapter 3 of this guidance explains the intervention powers in more detail. ²⁸ These powers are as follows: Section 63 contains the power to require the governing body to enter into arrangements; Section 64 contains the power to appoint additional governors; Section 66 contains the power to suspend the delegated budget and Section 66A contains the Secretary of States power to require governing body to enter into arrangements.

judgments of less than Good if they have received their most recent Ofsted inspection under Section 5 of the Education Act 2005 since 01 May 2021.

Schools where there is a long-term history of underperformance (5 or more consecutive less than Good Ofsted judgments) will be notified that they have met the definition of a school that is coasting (not making necessary improvements) regardless of the date of their last Ofsted inspection.

From the autumn term 2022 the RD (acting on behalf of the Secretary of State) will send a letter to the governing body of an eligible maintained school that is not making necessary improvements notifying them that the school has met the new coasting definition.

The effect of this letter is that the school becomes eligible for intervention. The RD will set out in the notification letter the likely timescales for further communication. Letters will be copied to the local authority and, where relevant, the religious body.

When a school becomes eligible for intervention, the RD will assess the capacity of the school to achieve rapid and sustained improvements and whether intervention should be recommended to support the school to improve. The RD will consider the school's specific circumstances, including but not limited to:

- Inspection evidence relating to the school and its predecessor institutions, in particular, evidence concerning the quality of leadership and management, including both graded inspections under section 5 of the Education Act 2005, and monitoring inspections under section 8 of the Education Act 2005;
- the trajectory of school inspection outcomes and whether the RD has confidence that any initial improvements will continue without intervention;
- Performance data and other quantitative information, where it is available;
- The local context and any additional information provided by the school and Local Authority on receipt of notification of the school's eligibility for intervention (and, where relevant, information provided by the relevant religious body).

The RD will also consult the relevant local authority and in the case of a foundation or voluntary school, the trustees of the school, the person or persons who appoint the foundation governors, and (in the case of a school that has a religious character) the appropriate religious body. When considering the use of intervention powers in Church schools, the RD will continue to have regard to the Church memoranda of understanding.

It is the Secretary of State's policy that all schools should be able to benefit from being part of a strong multi-academy trust. Therefore, there will be a presumption in

favour of issuing the maintained school with an academy order so that it may join a strong multi academy trust unless exceptional circumstances apply. The best course of action will always be informed by an assessment of the particular circumstances of the school, and the needs of its pupils.

There may be cases where the RD does not consider it necessary to issue an academy order to a maintained school not making necessary improvements. In each case, the particular circumstances of the school, and the needs of its pupils, will be assessed in the round, in order to establish the best course of action.

Maintained schools judged inadequate:

The Secretary of State has a duty to make an Academy Order in respect of any maintained school that has been judged inadequate by Ofsted, to enable it to become an Academy and receive additional support from a sponsor.

The RD, acting on behalf of the Secretary of State, will take responsibility for ensuring that the maintained school becomes a sponsored Academy as swiftly as possible, including identifying the most suitable Academy trust and brokering the new relationship between that trust and the maintained school. The Local Authority will work to support the RD in the identification of a suitable solution wherever possible.

IN CONCLUSION

The Local Authority works with ALL schools and settings where there is a need for accelerated improvement.

In partnership with Walsall schools and settings the Local Authority:

- encourages schools and settings that are good or outstanding to support other schools and develop capacity to bring about system wide and sustainable improvement across the borough.
- promotes the Family of School strategy across all Walsall establishments, where schools and settings formally collaborate to form stronger partnerships.
- promotes school to school support, placing this at the heart of system wide arrangements to help ensure a good school for every child in every cluster and locality.
- supports and challenges schools and settings to remain good or outstanding, and improve from Ofsted 'Requires Improvement' and 'Inadequate' judgments in the shortest possible time; and supports schools in responding to national policy changes and government initiatives.

APPENDIX 1: LOCAL AUTHORITY CATEGORISATION

Rationale

- I. Walsall Council (the Local Authority) is committed to improving educational outcomes for all its pupils. The Local Authority has powers to intervene where there are concerns about standards in maintained schools (and liaise with the Regional Director (RD) where we have concerns about an Academy of Free school). This categorisation process sets out how, working together with all maintained schools, we aim to identify, support and challenge schools about which we have concerns.
- II. The categorisation of schools is a key element of the quality assurance process. The Local Authority follows DfE *schools of concern* guidance when intervening in an underperforming school. You can access this document using the link below:
https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1111085/FINAL_FOR_PUBLICATION-Schools_Causing_Concern_Guidance_Update_Representations_edit_2.pdf
- III. We use a range of performance and soft intelligence data to categorise each school or setting. We also consider the historical performance of the school to inform the process and the experience and strength of the leadership and management of the school (including Governance), stability of staffing, whether the school is due inspection or has recently been inspected.
- IV. Categorisation will be reviewed on at least an annual basis, but the Local Authority may review and amend a school or settings category at any point within the year, should additional information warrant this

Assessment of school and settings safeguarding policies and procedures

The following intelligence will be also used to assess the resilience of each school's policies and procedures:

- the self-evaluation audit
- the outcome of any investigation(s) following complaints to Ofsted about safeguarding issues at a school; and
- any concerns raised by Walsall officers – for example, social workers, education welfare officers etc.

SCHOOL IMPROVEMENT SUPPORT FOR MAINTAINED SCHOOLS

Category	Local Authority: Proposed Action	School: Proposed Action
GREEN	<ul style="list-style-type: none"> - Participate in Ofsted Section 5 (graded) and section 8 (ungraded) inspections. - Broker support where appropriate. - Make recommendations for re-categorisation where appropriate. 	<ul style="list-style-type: none"> - Consider entering formal arrangements to support other schools. (Family of Schools Strategy) - Be able to provide rigorous and reliable evidence to support its self-evaluation. - Lead in school level work. - Lead in locality level work.
AMBER	<ul style="list-style-type: none"> - Participate in Ofsted Section 5 (graded) and section 8 (ungraded) inspections. - Broker support where appropriate. - Where required, look at Governance arrangements. 	<ul style="list-style-type: none"> - Respond to any areas of concern identified and gather evidence to demonstrate improvement. - Participate in school level work. - Participate in locality level work.
RED	<ul style="list-style-type: none"> - Participate in Ofsted Section 5 (graded) and section 8 (ungraded) inspections. - Broker support where appropriate. - Make recommendations for re-categorisation and /or escalation. - Where appropriate issue NoC or PSSWN. - Where required, look at Governance arrangements. - Make recommendations to the DfE or RD where relevant. - Work with the RD in regards to Direct Academy Orders and solutions. - Use formal powers of intervention where appropriate 	<ul style="list-style-type: none"> - Produce, deliver and evaluate Rapid Recovery Plan in a timely manner. - Explore structural options to improve leadership. - Participate in school level work. - Participate in locality level work.

APPENDIX 2: CATEGORSATION LETTER

To the Chair of Governors and Headteacher/Principal

CC Chief Executive of the Trust/Diocesan Board/RD (where appropriate)

ADDRESS

DATE:

Dear **INSERT**

School and Setting Categorisation Letter

Walsall Council is committed to improving educational outcomes for all children and young people across the borough. Our, 'Protocol for Monitoring, Challenge, Support & Intervention in Schools', sets out our ambition to secure excellence in all our schools.

Working together, we can enable all children and young people achieve their full potential in a climate of mutual trust and transparency. As such, we are setting out our arrangements for school challenge, support and intervention based on a professional dialogue. This will ensure that school improvement support and challenge is targeted to those schools that are most in need.

We have completed an annual analysis for each school, leading to a categorisation based on the level of concern regarding pupil outcomes, performance and standards. This letter notifies of your current categorisation for the start of the academic year.

We trust this will be helpful to inform both your discussions as a school leadership team and as a basis for our collaboration with you to deliver school improvement. Further details on the data and intelligence underpinning the categorisation are set out in our, 'Protocol for Monitoring, Challenge, Support & Intervention in Schools'.

Your schools is currently categorised for the academic year **xxxxxx** as (DELETE AS APPROPRIATE):

- **GREEN** – This means that your school will be supported by the school improvement team in good practice sharing. If a GREEN school is notified of inspection this term please contact the Quality Assurance Team Manager who will provide support during your inspection.
- **AMBER** – This means that a school improvement associate may contact you shortly to concerning the priority visit/s you will receive this year.
- **RED** – This means that a school improvement associate will contact you shortly to concerning the priority visit/s you will receive this year.

The headline reasons for this categorisation are:

Development Areas: (SAMPLE)

- Ofsted XXX
- Attendance XXX
- Exclusions XXX

Categorisation allows the Local Authority to differentiate and target our engagement with schools and secure the biggest impact for the benefit of pupils.

Categorisation is reviewed on at least an annual basis and the Local Authority will amend a school's category at any point where there is sufficient evidence to do so or where the Local Authority is alerted to circumstances that have changed significantly enough to impact on pupils, particular in regard to safeguarding matters.

Optional depending on RAG

Due to your school having not been graded as a green setting at this time, we would welcome your response to your current categorisation. Please contact Nick Perks nick.perks@walsall.gov.uk - Tel: 07944 279911 to discuss this mater in more depth or arrange a school visit.

I very much look forward to working with you over the coming year and wish you continued success in your school's improvement.

Yours sincerely

Sharon Kelly

Director for Access & Inclusion

APPENDIX 3: SAMPLE LOCAL AUTHORITY NOTICE OF CONCERN LETTER

Recorded Delivery

Private & Confidential

DETAILS

My ref: XXXXXXXX

Date: XXXXXXXX

Dear NAME

SCHOOL NAME

Notice of Local Authority Concern

As you will know, the Local Authority has statutory responsibilities to ensure that schools meet or exceed required standards, thereby providing good or outstanding education for all of our pupils.

As part of Walsall Local Authority's Schools Causing Concern Protocol, your school has been identified as currently causing concern. The reasons for this are:

- The inconsistency in performance information over time
- The outcome of the recent review commissioned by the school
- Vulnerability to an adverse Ofsted inspection outcome

As a result of the concern, I am issuing your school with a Notice of Local Authority Concern.

I would like to invite you, your Vice Chair of Governors and your headteacher to a meeting to discuss the implications of this Notice. During this meeting, actions to bring about rapid school improvement will be discussed. Should rapid improvement not be evident within the agreed timescale, I need to make you aware that escalation is to issue your school with a Performance Standards and Safety Warning Notice, as set out in Section 60 of the 2006 Education and Inspections Act.

Such an intervention enables the Local Authority to exercise powers, including a requirement for the Governing Body to enter into specified arrangements with a view to improving the performance of the school; appointment of additional governors; suspension of your delegated budget; appointment of an Interim Executive Board (IEB). The Warning Notice will also be

forwarded to Ofsted and is likely to trigger an inspection.

I hope that it will not be necessary to issue a Performance Standards and Safety Warning Notice and that improvements, can be made through this Local Notice of Concern. Please be assured that colleagues will continue to work with your school to help support the required school improvement action and we can discuss this more fully at our upcoming meeting.

The meeting has been arranged for, DATE where it is intended that expectations and timeframes for action will be agreed. The meeting will take place in my office at the above address, a map is attached.

Please contact a member of the school improvement administration team on XXXXXXXX email XXXXXXXXXXXXXXXX to confirm your attendance.

Yours sincerely

Sharon Kelly

Director for Access & Inclusion

**APPENDIX 4: SAMPLE PERFORMANCE STANDARDS AND SAFETY
WARNING NOTICE**

Address

WARNING NOTICE TO XXXXXXXXXXXXXXXX

DATE OF ISSUE – XXXXXXXXX

FOR THE ATTENTION OF THE CHAIR OF THE GOVERNING BODY

Dear XXXXXXXXXXXXXXXXXXXX,

As I am sure you are aware, the Local Authority has statutory responsibility to ensure that schools meet or exceed required standards, thereby providing good or outstanding education for all of our pupils.

We have been monitoring the progress of XXXXXXXXXXXXXXXXXXXX for a number of months given the Ofsted judgement in XXXXXXXXXX. It is our belief that the school needs to undertake more rapid strategic improvement to ensure that there is expected progress against the Post Ofsted Action Plan.

Therefore pursuant to section to Section 60 of the Education and Inspections Act 2006 and referred to in the document:-

‘Schools causing concern: guidance for local authorities and RDs’, published by the Department for Education, which can be found at:

[https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1111085/FINAL FOR PUBLICATION-Schools Causing Concern Guidance Update Representations edit 2 .pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1111085/FINAL_FOR_PUBLICATION-Schools_Causing_Concern_Guidance_Update_Representations_edit_2_.pdf)

The Council, has decided to issue a Performance Standards and Safety Warning Notice (PSSWN) to your Governing Body.

1. The matters on which the conclusion mentioned above is based, are as follows:-

- the standards of performance of pupils at the school are unacceptably low and are likely to remain so⁴
- there has been a serious breakdown in the way the school is managed or governed which is prejudicing, or likely to prejudice, such standards of performance; or

⁴ Low performance standards are explained in further detail in Section 60(3) of the Education and Inspections 2006 Act

- the safety of pupils or staff at the school is threatened (whether by a breakdown of discipline or otherwise).

2. The action which the Governing Body is required to take in order to remedy those matters

The action which the Governing Body is required to take is to ensure you have a sufficient plan and necessary capacity to bring about improvement.

We will need to see an action plan that clearly identifies your improvement strategies in order to address the concerns raised above.

- (i) Review the suitability, sufficiency appropriateness of support in order to agree a Service Level Agreement to act upon the issues raised above.
- (ii) In conjunction with the Headteacher identify the core entitlement of the Local Authority's support and Challenge Toolkit which the school must now fully utilise along with any additional options that are required for the following academic year.
- (iii) Provide a detailed and robust action plan with success criteria and impact milestones that is quality assured to be sufficient, rigorous and credible to bring about the necessary improvement of the school within an agreed timeframe.
- (iv) Provide evidence of how the Governing Body will robustly monitor and evaluate progress against the above action plan and any key issues highlighted in future reports including Ofsted inspection. The evidence should include an impact assessment of the actions taken by the Governing Board in response to sections 3 to 6 of the External Review of Governance carried out in XXXXXXXX.

3. Timescale for compliance with this Warning Notice

The period within which the Governing Body must comply or secure compliance with the above actions (the compliance period) is 15 working days from the date of the Warning Notice is given.

- The end date of compliance is XXXXXXXXXXXX

Please send your response to:

- Email: XXXXXXXXXXXXXXXX
- Post: XXXXXXXXXXXXXXXX

4. The action which the Council is minded to take if the Governing Body fail to take the required action

If the Governing Body fails to comply, or secure compliance, with this Warning Notice to the Council's satisfaction by the end of the compliance period, we will consider whether to use the intervention powers set out under sections 63-66 of the Education and inspections Act 2006, namely:

- Section 63 – power to require Governing Body to enter into arrangements
- Section 64 – power to appoint additional governors
- Section 65 – power to appoint an Interim Executive Board
- Section 66 – power to suspend right to a delegated budget.

If the Council, is satisfied with the information you provide and is reassured about the plans in place to achieve the required improvements, we will not take any further action (unless circumstances change) until it is has been possible to reflect on your school's performance based on 20XX results.

We are also sending a copy of the Notice to the Headteacher of the school and to Ofsted.

If you wish to discuss this please contact **XXXXXXXXXXXXXXXXXX**.

Yours sincerely,

Sharon Kelly

Director for Access & Inclusion

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

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

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

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

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

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

Childcare Sufficiency and Plans						X
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FORWARD PLAN OF KEY DECISIONS

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

4 DECEMBER 2023

FORWARD PLAN

The forward plan sets out decisions that are termed as “key decisions” at least 28 calendar days before they are due to be taken by the Executive (Cabinet). Also included on the plan are other decisions to be taken by the Cabinet (“non-key decisions”). Preparation of the forward plan helps the Council to programme its work. The purpose of the forward plan is to give plenty of notice and an opportunity for consultation on the issues to be discussed. The plan is updated each month with the period of the plan being rolled forward by one month and republished. Copies of the plan can be obtained from Democratic Services, Walsall MBC, Council House, Walsall, WS1 1TW craig.goodall@walsall.gov.uk and can also be accessed from the Council’s website at www.walsall.gov.uk. The Cabinet is allowed to make urgent decisions which do not appear in the forward plan, however, a notice will be included on the agenda for the relevant Cabinet meeting which explains the reasons why.

Please note that the decision dates are indicative and are subject to change. Please contact the above addressee if you wish to check the date for a particular item.

The Cabinet agenda and reports are available for inspection by the public 7 days prior to the meeting of the Cabinet on the Council’s website. Background papers are listed on each report submitted to the Cabinet and members of the public are entitled to see these documents unless they are confidential. The report also contains the name and telephone number of a contact officer. These details can also be found in the forward plan.

Meetings of the Cabinet are open to the public. Occasionally there are items included on the agenda which are confidential and for those items the public will be asked to leave the meeting. The forward plan will show where this is intended and the reason why the reports are confidential. Enquiries regarding these reasons should be directed to Democratic Services (craig.goodall@walsall.gov.uk).

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

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

**FORWARD PLAN OF KEY DECISIONS
JANUARY 2024 TO APRIL 2024 (04.12.2023)**

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
37/23 (7.8.23)	<p>Draft Revenue Budget and Draft Capital Programme 2024/25 to 2027/28 – Update:</p> <p>To provide an updated medium term financial outlook, draft revenue budget and capital programme for 2024/25 to 2027/28, 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.</p>	Cabinet Non-key Decision	Vicky Buckley Vicky.Buckley@walsall.gov.uk	Council tax payers, business rate payers, voluntary and community organisations. Internal services	Cllr Bird	13 December 2023
64/23 (4.12.23)	<p>Internal Audit Contract Award:</p> <p>To award a contract for the provision of an Internal Audit Service</p> <p><i>This will be a private session report containing exempt information.</i></p>	Cabinet Key Decision	Vicky Buckley Vicky.Buckley@walsall.gov.uk	Internal services	Cllr Bird	13 December 2023
63/23 (04.12.23)	<p>LGA Corporate Peer Challenge – Progress Review:</p>	Cabinet	Elizabeth Connolly	Internal Services	Cllr Bird	13 December 2023

	To note the Local Government Association's final Progress Review Report and their observations following the Corporate Peer Challenge revisit in October 2023	Non-key decision	Elizabeth.Connolly@walsall.gov.uk			
55/23 (6.11.23)	Walsall Borough Local Plan - Call for Sites: To agree authorisation for the Council to publicise and implement a Call for Sites exercise for the Walsall Borough Local Plan.	Cabinet Key Decision	David Holloway David.Holloway@walsall.gov.uk	Internal Services	Cllr Andrew	13 December 2023
56/23 (6.11.23)	Walsall Youth Justice Service Strategic Plan 2022-2025: To note and forward to Council for approval the Walsall Youth Justice Service Strategic Plan 2022-2025.	Cabinet Key Decision	Phil Rutherford Philip.Rutherford@walsall.gov.uk	Internal services YJS Partnership Board	Cllr Elson	13 December 2023
38/23 (7.8.23)	Treasury Management Mid Year Position Statement 2023/24: 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 2023/24 including prudential and local indicators.	Council Non-key Decision	Treasury Management Code of Practice. Richard Walley Richard.Walley@walsall.gov.uk	Internal services	Cllr Ferguson	13 December 2023
36/23 (7.8.23)	Healthy Eating for Children and Young People Programme: To seek approval to procure a new healthy eating and weight	Cabinet Key Decision	Esther Higdon Esther.Higdon@walsall.gov.uk	Internal Services Walsall Healthcare Trust	Cllr Flint	13 December 2023

	management programme for children and young people in Walsall. <i>This will include a private session report containing exempt information.</i>					
61/23 (6.11.23)	Walsall Tobacco Control Plan 2023-2027: To approve the Tobacco Control Plan.	Cabinet Key Decision	Joe Holding Joe.Holding@walsall.gov.uk	Internal services SWPB	Cllr Flint	13 December 2023
62/23 (06.11.23)	Adult Social Care Contributions Policy: To approve the continuation of an Adult Social Care Contributions Policy rather than a Charging Policy which encompasses a number of charging areas under the Care Act. The Contributions Policy will detail the framework as to how customers will be assessed for their adult social care contributions. The policy will however cover both residential and community assessments. The current policy is community assessments only.	Cabinet Key Decision	Kerrie Allward Kerrie.Allward@walsall.gov.uk	Internal Services	Cllr Pedley	13 December 2023
50/23 (2.10.23)	Corporate Financial Performance 2023/24: To report the financial position based on 9 months to December 2023.	Cabinet Non-key Decision	Vicky Buckley Vicky.Buckley@walsall.gov.uk	Corporate Management Team and Internal Services	Cllr Bird	7 February 2024
51/23 (2.10.23)	Corporate Budget Plan 2024/25 – 2027/28, incorporating the Capital Strategy and the Treasury Management and investment Strategy 2024/25:	Cabinet Council Key Decision	Vicky Buckley Vicky.Buckley@walsall.gov.uk	Council tax payers, business rate payers, voluntary and community organisations,	Cllr Bird	7 February 2024 (Council: 22 February 2024)

	To recommend the final budget and council tax for approval by Council.			Corporate Management Team and Internal Services		
52/23 (2.10.23)	Council Plan 2022/25 – Q2 23/24: To note the Quarter 2 2023/24 (outturn) performance against the Markers of Success in the Council Plan 2022/25.	Cabinet Non-key Decision	Elizabeth Connolly Elizabeth.Connolly@walsall.gov.uk	Internal Services	Cllr Bird	7 February 2024
57/23 (6.11.23)	Walsall Net-Zero 2041 Climate Strategy: To approve the Walsall Net-Zero 2041 Strategy.	Cabinet Key Decision	Katie Moreton Kathryn.Moreton@walsall.gov.uk	Internal Services	Cllr Flint	7 February 2024
39/23 (7.8.23)	Strategic Leisure Review: To update on the performance and impact of the four leisure facilities. To approve recommendations around the current and future facility stock.	Cabinet Key Decision	Stuart Webb Stuart.Webb@walsall.gov.uk	Internal services	Cllr Flint	7 February 2024
65/23 (4.12.23)	Materials Contract Awards: To award off-take and processing contracts for multiple recyclable materials.	Cabinet Key Decision	Katie Moreton Kathryn.Moreton@walsall.gov.uk Alan Bowley Alan.Bowley@walsall.gov.uk	Internal Services	Cllr Murphy	7 February 2024
54/23 (2.10.23)	Adult Social Care Commissioning Strategy 2023 – 2026:	Cabinet Key Decision	Nigel Imber – Nigel.Imber@Walsall.Gov.uk	Internal consultees Local and regional partners	Cllr Pedley	7 February 2024

	To approve an interim commissioning strategy.					
60/23 (6.11.23)	<p>Community Grant – Bloxwich Community Partnership:</p> <p>To agree funding and leasing arrangements in relation to Palace Play, Shop and Eat Blakenall Row, Walsall WS3 1LW</p>	Cabinet Key Decision	<p>Sarah Oakley</p> <p>Sarah.Oakley@walsall.gov.uk</p>	Bloxwich Community Partnership	Cllr Perry	7 February 2024
53/23 (2.10.23)	<p>Determination of the Scheme for coordinated admissions, and the Admission Arrangements for Community and Voluntary Controlled Primary Schools for the 2025/26 academic year:</p> <p>To determine the scheme of admissions and admission arrangements for community and voluntary-controlled primary schools for 2025-26.</p>	Cabinet Key Decision	<p>Alex Groom</p> <p>Alex.Groom@walsall.gov.uk</p>	<p>Internal consultees</p> <p>Public</p> <p>Local Authorities</p> <p>Schools</p> <p>Faith Groups</p>	Cllr M. Statham	7 February 2024
14/23 (6.2.23)	<p>Growth Funding for Schools:</p> <p>To enable the Local Authority to fulfil its duty to secure sufficient primary and secondary school places, through the adoption of a policy for the application of revenue funding for school growth.</p>	Cabinet Key Decision	<p>Alex Groom</p> <p>Alex.Groom@walsall.gov.uk</p>	<p>Internal services,</p> <p>Schools Forum</p>	Cllr M. Statham	7 February 2024

46/23 (4.9.23)	SEN Place Requirement: To approve finance for additional special educational needs school places.	Cabinet Key Decision	Alex Groom Alex.Groom@walsall.gov.uk	Internal services	Cllr M. Statham	7 February 2024
58/23 (6.11.23)	High Needs Funding Formula 2024/25: To approve changes to the High Needs Funding Formula, as agreed by Schools Forum, to be used for the allocation of Dedicated Schools Grant – High Needs Block to schools in Walsall for the 2024/25 financial year.	Cabinet Key Decision	Richard Walley Richard.Walley@walsall.gov.uk	Schools Forum Internal Services	Cllr M. Statham	20 March 2024
59/23 (6.11.23)	Early Years Funding Formula 2024/25: To Cabinet approve the Early Years Funding Formula, as agreed by Schools Forum, to be used as the allocation of funding to early years providers in Walsall.	Cabinet Key Decision	Richard Walley Richard.Walley@walsall.gov.uk	Schools Forum Internal Services	Cllr M. Statham	20 March 2024
66/23 (4.12.23)	Waste Management Strategy Update - Fryers Road Household Waste Recycling Centre redevelopment (HWRC): That Cabinet approve the pre-tender budget for the redevelopment of a larger Fryers Road HWRC and agree to use the Pagabo framework (design and build stages) for the procurement of Fryers Road HWRC.	Cabinet Key Decision	Katie Moreton Kathryn.Moreton@walsall.gov.uk Stephen Johnson Stephen.Johnson@walsall.gov.uk	Internal Services	Cllr Andrew Cllr Murphy	17 April 2024

67/23 (4.12.23)	Council Plan 2022/25 – Q3 23/24: To note the Quarter 3 2023/24 (outturn) performance against the Markers of Success in the Council Plan 2022/25	Cabinet Non-key Decision	Elizabeth Connolly elizabeth.connolly@walsall.gov.uk	Internal Services	Cllr Bird	17 April 2024
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Black Country Executive Joint Committee Forward Plan of Key Decisions

Published up to April 2024

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

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