

# Access and Inclusion Services Scrutiny presentation 2024



# Councils have statutory duties and responsibilities

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

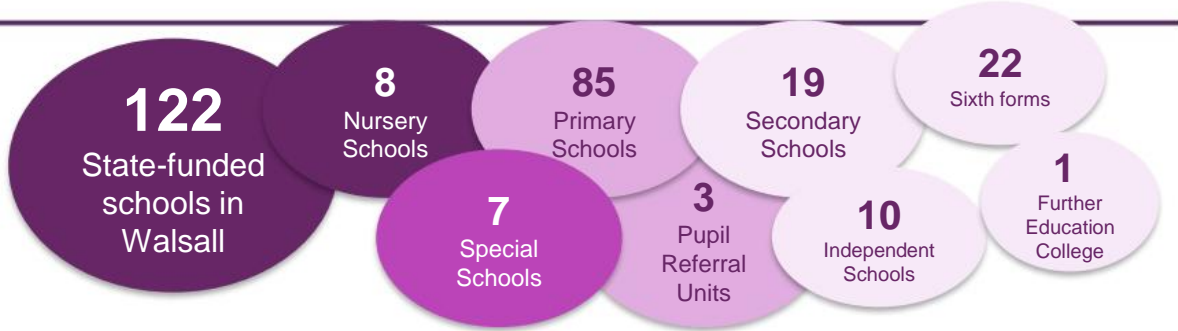
The 2013 government guidance in relation to the statutory responsibilities of the DCS and Lead Member for Children's services summarises some key points as follows:

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

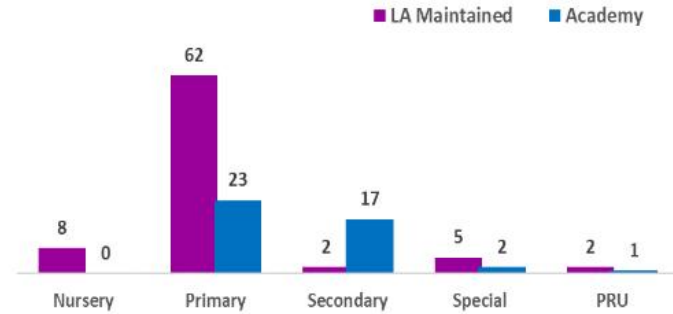
The Children Act 2004 includes the statutory responsibility for the Local Authority to ensure all Children and Young People (CYP) receive appropriate quality education. This requires the LA to receive sufficient assurance information and have sufficient authority within the education system to be able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

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

# Schools in Walsall

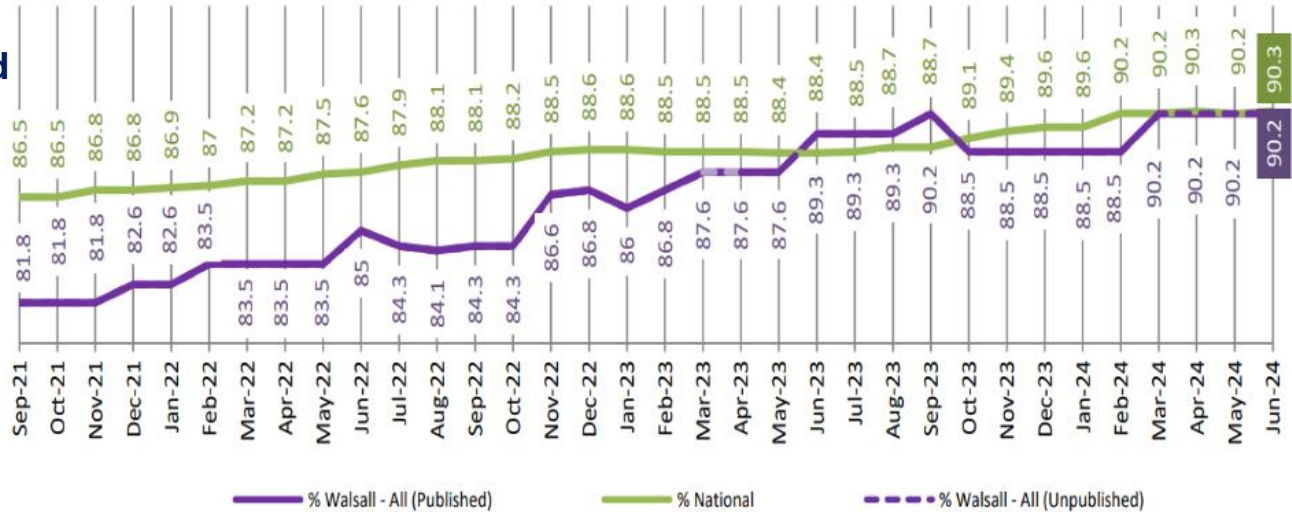


Schools by type



Overall effectiveness

% of Schools achieving Good or Better grade



As of June 2024  
90.2% of schools were Good or Outstanding

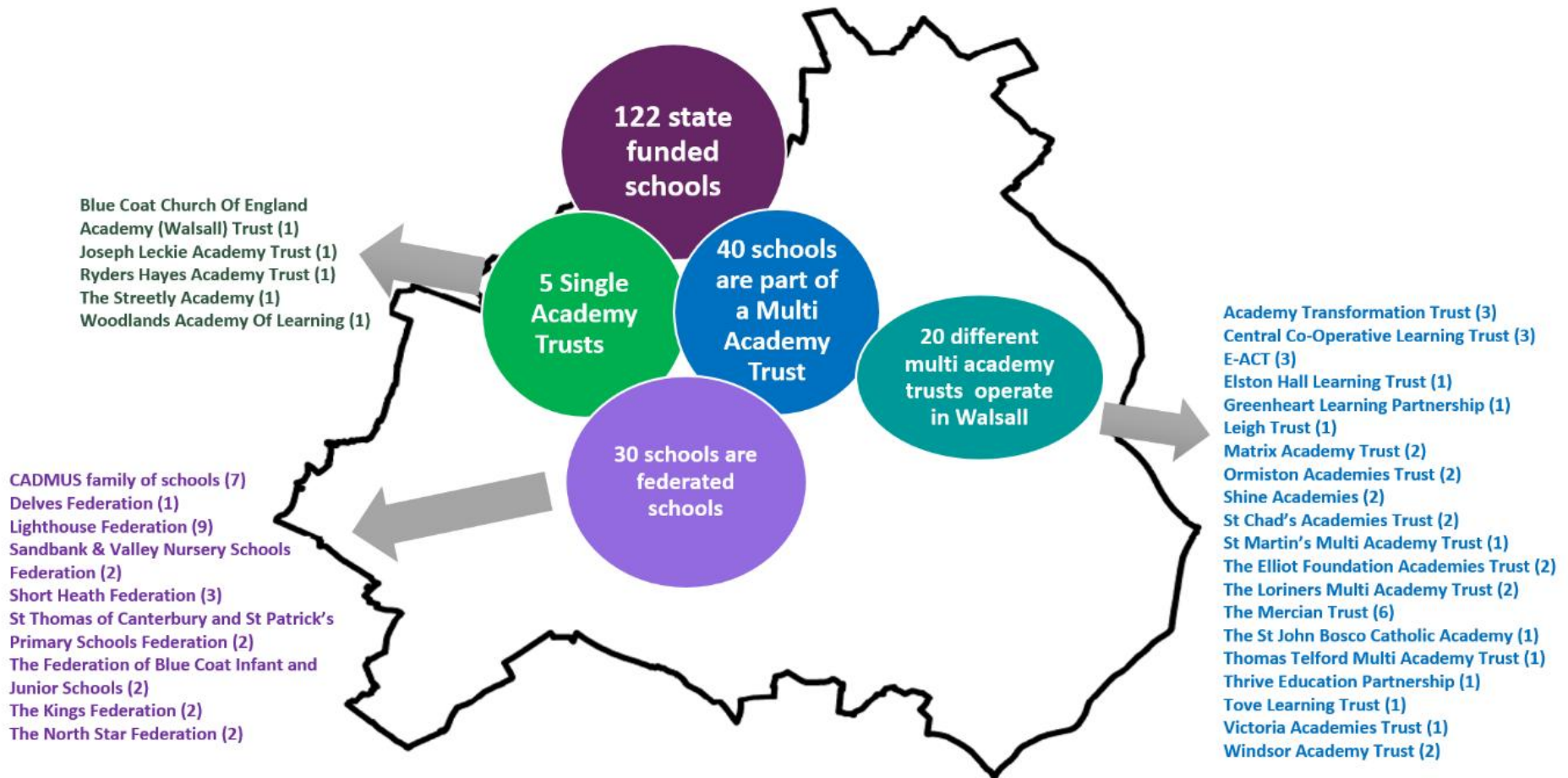
compared with 90.3% nationally

Walsall All Schools & National Data - retaining all school grades

% of Good or Better for all Schools



# Walsall Families of Schools (Updated June 24)



# Education in Walsall

Children in Walsall are less likely than their peers to be 'school ready'. Outcomes in **2023** at EYFS and KS1 Phonics remain lower than comparators, however rates improved faster in Walsall in 2023 compared to national rates.

Performance at the end of the EYFS differs greatly between different subgroups. Gender, FSM eligibility, SEN status, deprivation and ethnicity all have impacts on outcomes.

**63.5%**  
of children in Walsall achieved a  
**Good Level of Development**

**↑ 5%pts**  
**since 2022**  
Compared with  
+2.3% points regionally  
+2.0% pts nationally

Ranked  
**132**  
Out of 152 LAs  
based on  
2023 published data



By Key stage 2 Walsall children have begun to close the gap with their regional and national peers. Girls again perform better than boys. Outcomes in Walsall fell in 2022 but not by as much as comparators and improved in **2023**. The gap between Walsall and comparators is reducing.

**59.0%**  
of children in Walsall achieved a  
**Expected Standard**  
In RWM

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

Ranked  
**85**  
Out of 152 LAs in  
2023  
Compared with  
129 in 2019

By Key stage 4 Walsall children have begun to close the gap with their regional and national peers. In **2023** the average points score for Attainment 8 fell, but not by as much as comparators. The average progress 8 score in Walsall has decreased from -0.11 in 2019 to -0.20 in 2023.

**44.2**  
Average points in  
**Attainment 8**

**↓ 2.2pts**  
**since 2022**  
Compared with  
-2.7 pts regionally  
-2.5 pts stat neighbours  
-2.3 pts nationally

Ranked  
**108**  
Out of 152 LAs  
compared with  
112 in 2022

**0.20**  
Average  
**Progress 8**  
**↓ 0.12 since 2022**  
Ranked  
**121**  
Out of 152 LAs  
compared with  
81 in 2022

In 2021-22 44.7% of Walsall young people attended university – this is lower than their regional (45.1%) and national (46.8%) peers. Just 9.7% attend high tariff universities compared with 10.6% regionally and 13.4% nationally.

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

Post-16 performance in Walsall in 2023 has decreased compared to last year. Caution is advised when comparing overtime due to changes to the grade boundaries and methods of assessment for 2021/22. 11.6% of pupils have achieved 3 As at A-Level in 2023 and 18.8% have achieved at least two A-Grades and a B-Grade. Although both are lower than 2021, they are a slight improvement on 2019.

Walsall students generally perform better than their statistical peers and are more in line with their regional peers, although not as well as their national peers. The gap between the Walsall cohort and the national cohort has reduced for those achieving 3 As at A-Level, but increased for those achieving at least two A-Grades and a B-Grade.

Over half of adults in Walsall – 58.9% of those aged 16-64 - are qualified to Level 3 – this is the 26<sup>th</sup> lowest in the country but on par with Dudley (62.3%) and Wolverhampton (60.3%).

# Strategic risk implications

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

# Key Areas of Focus

- ❖ Government and National policy inc. Priority Education Investment Area
- ❖ SEND and AP Local Area Inspection Framework-Pressures in the SEND sector and increasing needs
- ❖ School Attendance and Children Not In School
- ❖ Extended duties of Virtual School and Vulnerable Learners Hub
- ❖ Pupil place planning – Secondary demand and Specialist places
- ❖ Extension in EY Childcare offer and Wraparound
- ❖ Improving the numbers of good and outstanding Schools and Family of Schools
- ❖ Gap in educational outcomes
- ❖ Joining up the skills agenda and employment pathways -NEETS

# How we are responding to these changes

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





# Our WR4C aspiration

Walsall  
Right 4  
Children

## Our Aspiration:

“Every Child and Family in Walsall is understood, feels happy and safe, with a strong sense of belonging enabling them to learn, achieve and succeed.”



## Our Foundations

We will focus on understanding children’s lived experience and how we can improve them

We will work with children, young people and families and their local communities enabling them to make positive and sustainable connections

We will focus on or actively addressing gaps in equality and racism.

We will learn and improve together – we will drive a culture of continuous improvement by diligently closing the learning loop

We will continue to be proud of what we do and celebrate our achievements



# WR4C Education Strategy

## OUR STRATEGIC PRIORITY

To ensure children have the best possible start and are safe from harm, happy, healthy and learning well

## WR4C EDUCATION STRATEGY 2023 - 2024 OUR INCLUSION STATEMENT

We believe it is imperative that every child and young person, whatever their age, identity, circumstances, ability or need has a sense of belonging, is listened to, and feels respected and valued. We will honour our duty to ensure EVERY child has their rightful place in our family of schools.

## OUR PLEDGES...

We put children and families at the centre of all we do

We champion the vulnerable

We identify the holistic needs of all CYP from the earliest opportunity

We focus on equity and excellence

We celebrate the unique strengths of every child

We listen to our families and work in partnership to find solutions

We have high support and high challenge

## OUR KEY PRIORITIES

Develop Inclusive Provision

Improve Outcomes

Protect the Vulnerable

## OUR STRATEGIES

### ACCESS STRATEGY

- Sufficiency
- Fair Access
- Attendance
- Quality
- Outcomes
- Family of Schools

### VULNERABLE LEARNERS STRATEGY

- Virtual School
- Inclusion hub
- BRICS
- Belonging
- Early Intervention

### SPECIAL NEEDS STRATEGY

- Early identification
- SEND Support
- EHC Framework
- PFA
- Working Together

### ALTERNATIVE PROVISION STRATEGY

- Needs based
- Provision
- Pathway
- Quality
- Skills

## OUR APPROACHES

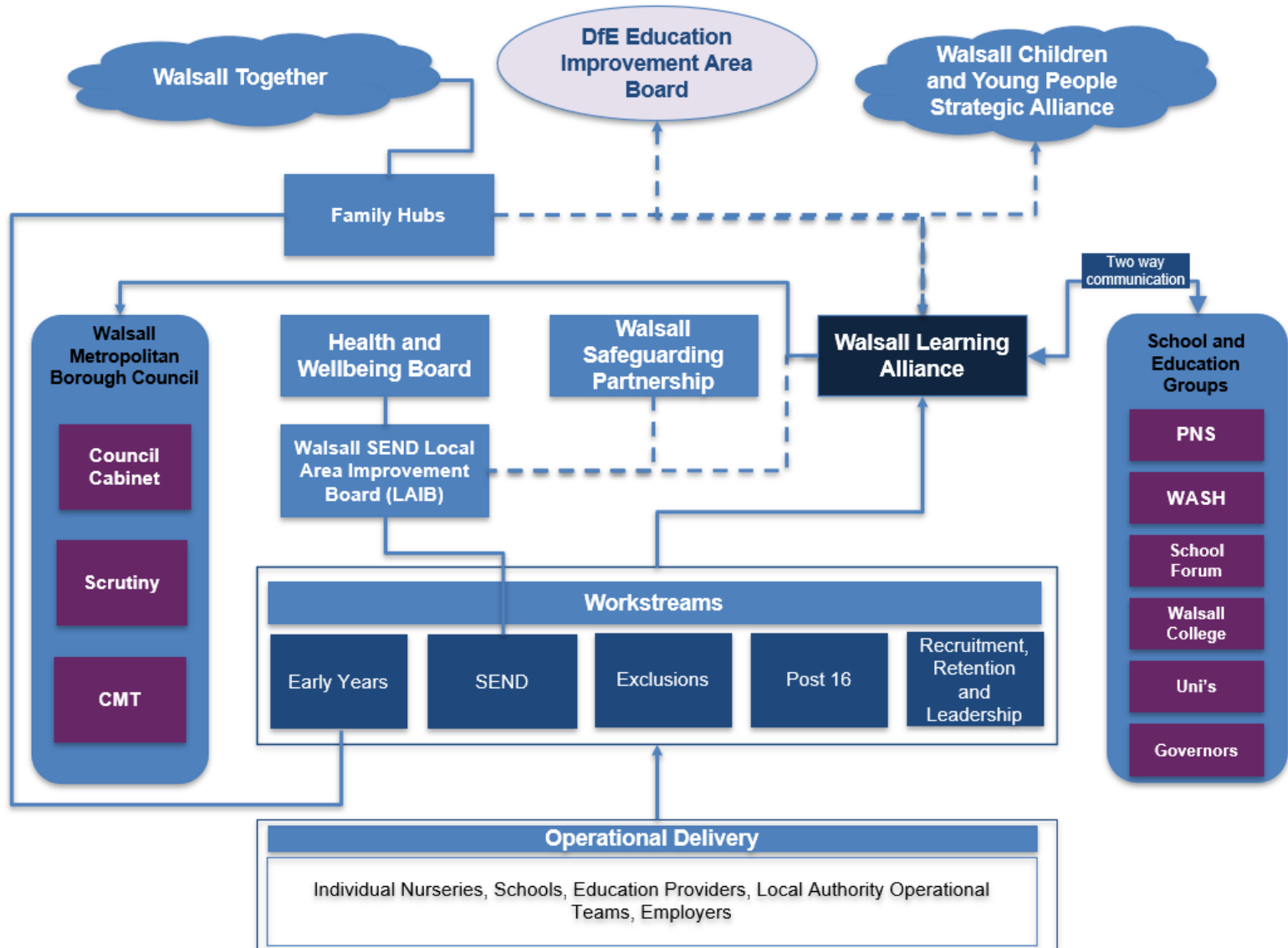
Guidance and toolkits, services and support. Implementation and vision planning

## OUR KEY STRATEGIC PARTNERS

Walsall Learning Alliance, Children's Strategic Alliance, CEO/Federated Leaders Forums, Safeguarding Partnership, Community Safety Partnership, Family Hubs, LAIB, PEIA Board



# Walsall Strategic CYP Ecosystem



# Partnership working with School Leaders

Strategic

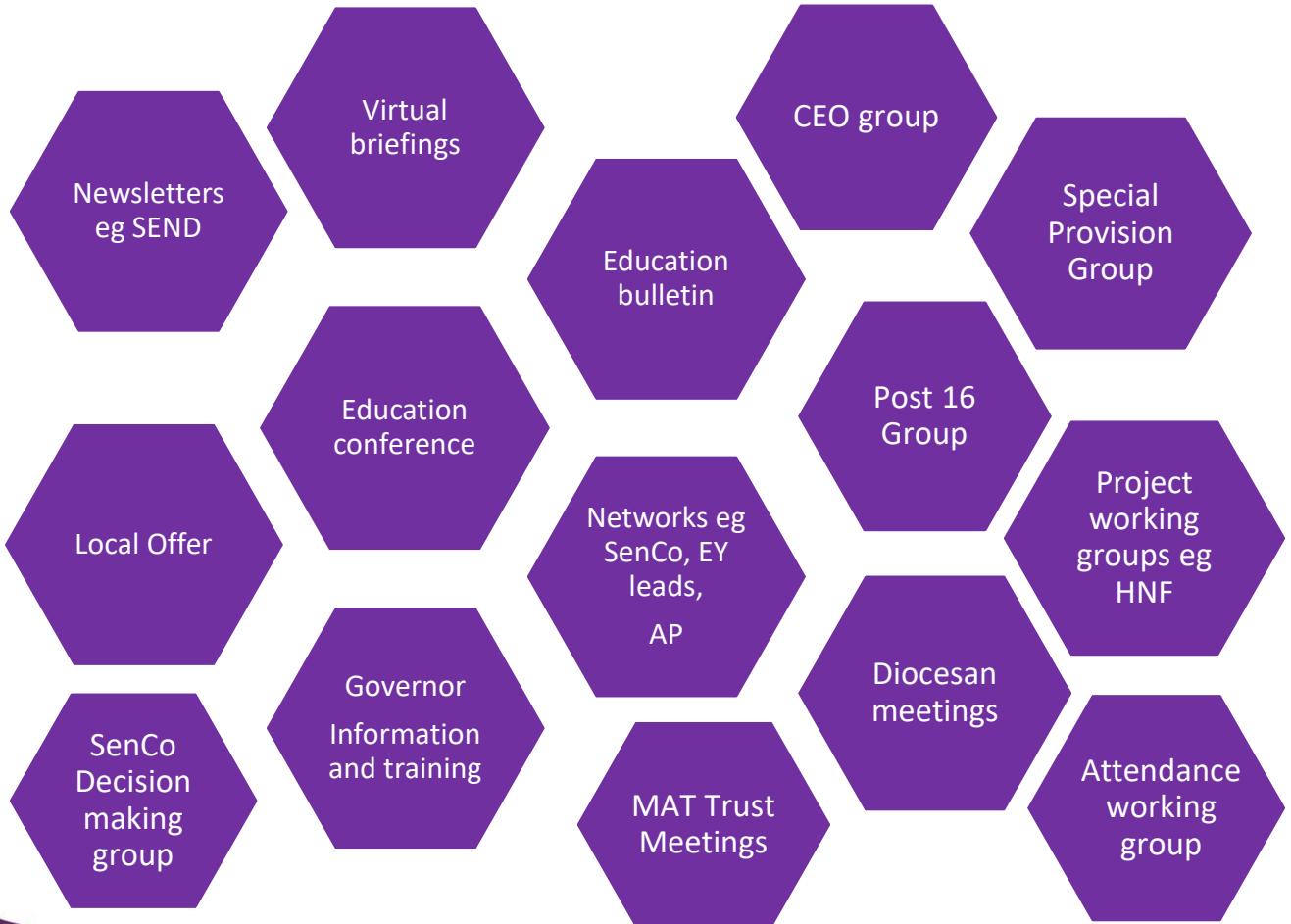
Walsall Learning Alliance

Regional Partnership Board

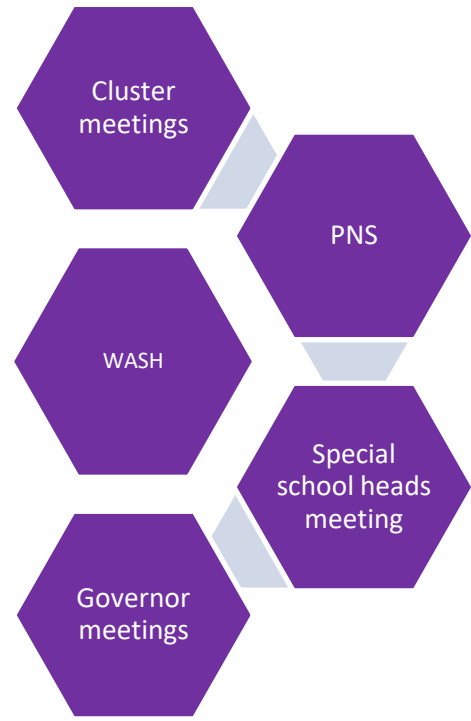
LAIB

Childrens Strategic Partnership

Communication and engagement



## By Invite...



# Access and Inclusion Structure and Services



# Structure and Services

**Director Access and Inclusion  
Sharon Kelly**

**Head of Service  
Access  
Rob Thomas**

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

**Head of Service  
Inclusion  
Rachael Beards**

- EHCP assessment team
- Educational Psychologists
- Specialist Inclusion team including HI/VI and Early years SEN specialists

**Schools Manager  
Nick Perks**

- Early Years Team
- Governor Services
- Schools and Post 16 Quality Assurance
- Alternative Provision (AP)

**Head of Virtual  
Schools  
Lorraine Thompson**

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

# Appendices



# Access and Inclusion

## Strategic areas of focus





# WR4C SEND Strategy

**Strategic priority To ensure children have the best possible start and are safe from harm, happy, healthy and learning well**

## **Aims**

*Develop Inclusive Provision to meet need*

*Improve outcomes*

*Identify needs and protect vulnerable children and young people*

## **SEND Strategy Coproduced Vision...**

### **Guides**

**(Walsall's Approach to...)**

### **Toolkits**

### **Pillars**



Early Identification

- Graduated Approach
- identification From birth

- Ordinarily Available Prvision

EHC Framework

- EHC Assessment
- EHC Reviews
- Vulnerable Children with an EHC

- EHC Handbook
- QA Framework

Preparation for Adulthood

- Independence and Skills
- Transitions

- Effective Outcomes

Working Together

- Coproduction and Engagement
- Local Offer
- Working across Ed, Health and Soc

- Quality Advice

# Vulnerable Learners Strategy

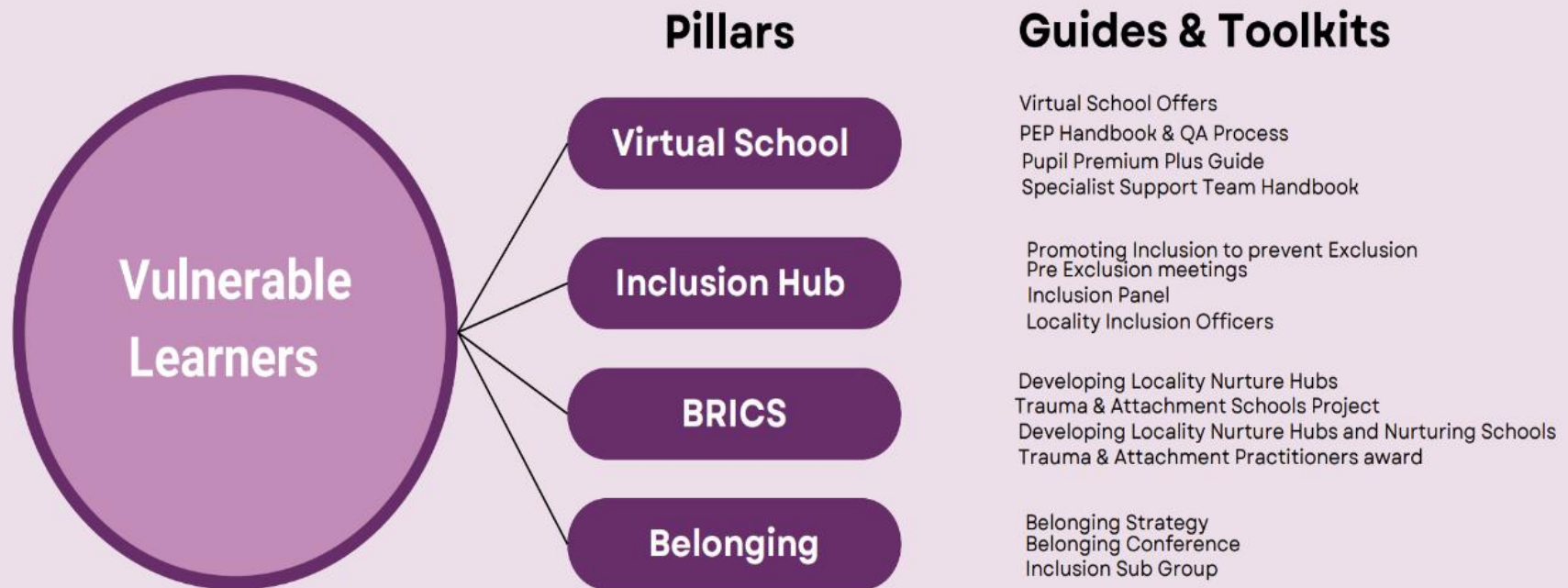
Strategic priority to ensure children have the best possible start and are safe from harm, happy, healthy and learning well

## Aims

*To improve the educational outcomes of children in care and care leavers*

*To promote the education of children with a social worker, children who were previously in care and those with kinship carers*

*To reduce the number of children excluded from school*



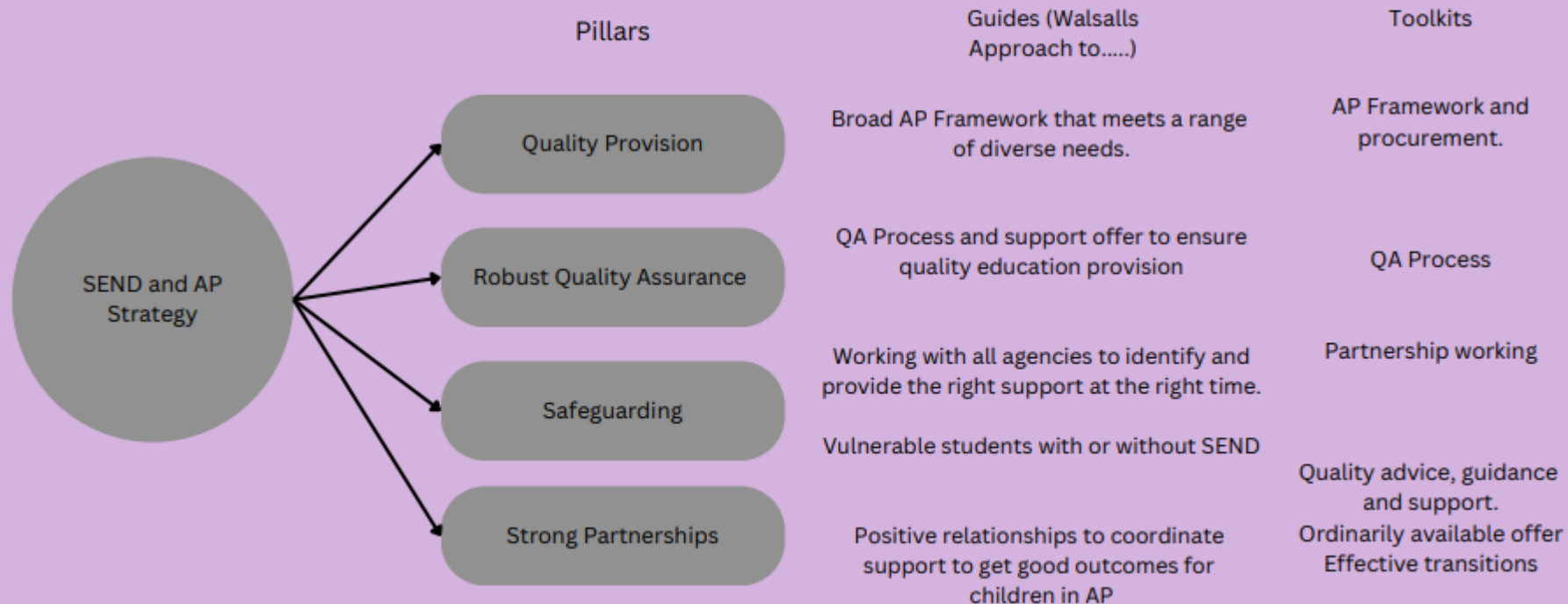
# WR4C AP Strategy

## AP Strategy

Strategic priority: To ensure children in AP get a quality educational offer and the right support as early as possible

### Aims

- A have supportive and quality alternative Provision offer.
- To develop support and intervention placements to ensure young people are successful in mainstream school



# WR4C Early Years Strategy

## Early Years Strategy

Strategic Priority: To ensure children have the best possible start and are safe from harm, happy, healthy and learning well.

### Aims

All children:

- go to schools and settings that are good or outstanding.
- make excellent progress by the age of 5 years.
- have their individual and special needs identified and met.

Guides

Toolkits

Pillars

3 Focus Visits to PVI groups and childminders

RAG Rating template/Focus of Visits (Walsall)

RAG rating/ additional visits to Red and Amber settings

EYFS Statutory Framework (National)

Profile Data and Early Years Improvement Plans shared with all settings and services annually.

Good levels of Development for areas of learning data set (National)

Comprehensive programme of training and projects matched to need, following annual data analysis.

Good levels of Development for all groups data set (National)

Broker training delivered by other teams eg Neglect, GCPT, SEN, Health Projects, Food for Life, etc

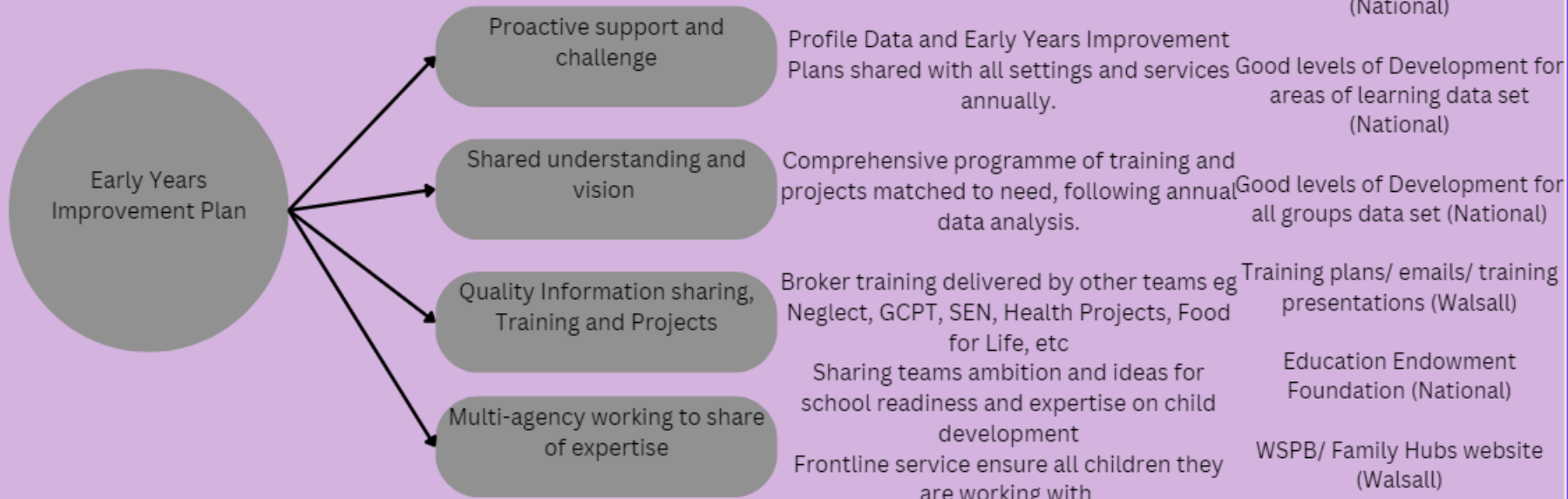
Training plans/ emails/ training presentations (Walsall)

Sharing teams ambition and ideas for school readiness and expertise on child development

Education Endowment Foundation (National)

Frontline service ensure all children they are working with

WSPB/ Family Hubs website (Walsall)



# Families of Schools



# Multi Academy Trusts & Single Academy Trusts

## Academy Trusts as of 01 June 2024

Academy Trusts			
Sponsor/ CEO and email	Academies	Phase	Current Ofsted Grade
<b>Academy Transformation Trust (ATT)</b> Sir Nick Wellar <a href="mailto:Office@atrust.org.uk">Office@atrust.org.uk</a>	1. Jubilee Academy 2. North Walsall Academy 3. Pool Hayes Academy 4. <u>Caldmore</u> Primary Academy 5. Phoenix	Primary Primary Secondary Primary Special	Good (01/ 2021) Good (11/ 2018) Good (04/ 2022) Good (11/ 2019) Good (11/ 2022)
<b>Church of England Central Education Trust (CECET)</b> David Smith <a href="mailto:postbox@bluecoatacademy.org">postbox@bluecoatacademy.org</a>	1. Blue Coat CE Academy	Secondary	Good (01/ 2023)
<b>Central Co-operative Learning Trust</b> Deb Bacon <a href="mailto:dbacon@centralclt.com">dbacon@centralclt.com</a>	1. Blackwood 2. Brownhills West 3. Greenfield	Primary Primary Primary	Good (10/2016) Good (01/ 2023) Good (01/2023)
<b>E-ACT</b> Tom Campbell <a href="mailto:info@e-act.org.uk">info@e-act.org.uk</a>	1. <u>Reedswood</u> E-ACT Academy 2. West Walsall E-ACT Academy 3. Willenhall E-ACT Academy	Primary Secondary Secondary	Good (11/ 2021) Good (01/ 2023) RI (02/ 2023)

# Multi Academy Trusts & Single Academy Trusts

## Academy Trusts as of 01 June 2024

Academy Trusts			
Sponsor/ CEO and email	Academies	Phase	Current Ofsted Grade
<b>Elston Hall Learning Trust</b> Mr K Grayson <a href="mailto:enquiries@ehlt.org.uk">enquiries@ehlt.org.uk</a>	1. Pheasey Park Farm School	Primary	Good (05/ 2016)
<b>Joseph Leckie Academy Trust</b> James Ludlow <a href="mailto:j.ludlow@josephleckieacademy.co.uk">j.ludlow@josephleckieacademy.co.uk</a>	1. Joseph Leckie Academy	SAT <sup>1</sup>	Good (11/ 2021)
<b>Loriners Multi Academy Trust</b> Gerry Healy <a href="mailto:postbox@parkhall-inf.walsall.sch.uk">postbox@parkhall-inf.walsall.sch.uk</a>	1. Park Hall Infant Academy 2. Park Hall Junior Academy	Primary Primary	Good (11/ 2022) Good (03/ 2022)
<b>Matrix Academy Trust</b> Lynsey Draycott <a href="mailto:postbox@matrixacademytrust.co.uk">postbox@matrixacademytrust.co.uk</a>	1. Bloxwich Academy 2. Barr Beacon Academy	Pri & Sec Secondary	Good (11/ 2021) Good (11/ 2022)
<b>Ormiston Academies Trust</b> Nick Hudson <a href="mailto:info@ormistonacademies.co.uk">info@ormistonacademies.co.uk</a>	1. Ormiston <del>Sheffield</del> Community Academy 2. Brownhills Ormiston Academy	Secondary Secondary	Good (01/ 2023) -
<b>Ryders Hayes Academy Trust</b> Sally Miner <a href="mailto:postbox@ryders-hayes.co.uk">postbox@ryders-hayes.co.uk</a>	1. Ryders Hayes Academy	SAT	Good (11/ 2023)
<b>Shine Academies</b> Gemma Draycott <a href="mailto:enquiries@shineacademies.co.uk">enquiries@shineacademies.co.uk</a>	1. Lodge Farm Academy 2. <del>Busill</del> Jones Academy	Primary Primary	Good (02/ 2024) -
<b>St Chad's Academies Trust</b> Sarah Cockshott <a href="mailto:office@stchads.uk">office@stchads.uk</a>	1. All Saints National Academy 2. <del>Birchills</del> CE Academy	Primary Primary	RI (02/ 2022) Good (02/ 2023)
<b>St John Bosco Catholic Academy</b> Dave Carter <a href="mailto:admin@sjbca.co.uk">admin@sjbca.co.uk</a>	1. St Bernadette's Catholic Academy	Primary	Good (04/ 2024)
<b>St Martin's Academy Trust, Wolverhampton Academy conversion</b> Ben Davis <a href="mailto:office@smartmat.co.uk">office@smartmat.co.uk</a>	1. Walsall Wood Academy	Com Primary	Good (10/2022) 02/ 2024 AC Letter



# Multi Academy Trusts & Single Academy Trusts

## Academy Trusts as of 01 June 2024

Academy Trusts			
Sponsor/ CEO and email	Academies	Phase	Current Ofsted Grade
<b>The Elliot Foundation Academies Trust</b> Hugh Greenway <a href="mailto:hugh.greenway@elliottfoundation.co.uk">hugh.greenway@elliottfoundation.co.uk</a>	1. Croft Academy 2. Woods Bank Academy	Primary Primary	RI (June 2022) RI (March 2022)
<b>The Mercian Trust</b> Daniel Parkes <a href="mailto:info@the.merciantrust.org">info@the.merciantrust.org</a>	1. Aldridge Academy 2. Queen Mary's Grammar 3. Queen Mary's High 4. Walsall Studio School 5. The Ladder School 6. Shire Oak Academy	Secondary	Good (05/ 2022) Outstanding (03/ 2023) Outstanding (11/ 2021) Good (10/ 2019) - RI (12/ 2023)
<b>The Streetly Academy</b> Billy Downie <a href="mailto:b.downie@thestreetlyacademy.co.uk">b.downie@thestreetlyacademy.co.uk</a>	1. The Streetly Academy	SAT	Good (10/ 2022)
<b>Thomas Telford Multi Academy Trust</b> Sir Kevin Satchwell <a href="mailto:info@thomastelfordutc.com">info@thomastelfordutc.com</a>	1. Walsall Academy	Secondary	Good (12/ 2019)
<b>Thrive Education Partnership</b> Richard Chapman <a href="mailto:enquiry@thrive.ac">enquiry@thrive.ac</a>	1. Mary Elliot Academy	Special	Thrive Education Partnership from 01/04/2023
<b>Tove Learning Trust</b> Jamie Clarke <a href="mailto:secretary@tovelearning.org.uk">secretary@tovelearning.org.uk</a>	1. Grace Academy Darlaston	Secondary	Good (04/ 2022)
<b>University of Wolverhampton MAT</b> Professor Michelle Shaw <a href="mailto:info@greenheartlearning.org">info@greenheartlearning.org</a>	1. Edgar Stammers Academy	Primary	Good (01/ 2023)
<b>Victoria Academies Trust</b> Sharron Philpot <a href="mailto:enquiry@victrust.org">enquiry@victrust.org</a>	1. <del>Fibbersley</del> Park Academy	Primary	Good (04/ 2023)
<b>Windsor Academy Trust</b> Dawn Haywood <a href="mailto:info@windsoracademytrust.org.uk">info@windsoracademytrust.org.uk</a>	1. Goldsmith Academy 2. Rivers Academy	Primary Primary	Good (11/ 2022) Good (02/ 2022)
<b>Woodlands Academy of Learning</b> Tamsin Newton <a href="mailto:tnewton@woodlands.walsall.sch.uk">tnewton@woodlands.walsall.sch.uk</a>	1. Woodlands Academy of Learning	SAT	Good (03/ 2023)



# Federations

HARD FEDERATIONS			
Name	Schools	Phase	Current Ofsted Grade
<b>Blue Coat Federation</b> Executive Headteacher: Anthony Orlik <a href="mailto:aorlik@bluecoatfederation.co.uk">aorlik@bluecoatfederation.co.uk</a>	1. Blue Coat CE 2. Blue Coat CE	Infant Junior	Good (10/ 2022) Good (05/ 2019)
<b>Cadmus Family of Schools</b> Executive Headteacher/ Chief Operating Officer: Max Vlahakis <a href="mailto:mvlahakis@cadmusschools.co.uk">mvlahakis@cadmusschools.co.uk</a>	1. Alumwell 2. Butts 3. Chuckery 4. Leighswood 5. Millfield 6. Palfrey 7. Whitehall	Junior Primary Primary Primary Primary Junior Junior	Good (05/ 2023) Good (03/ 2019) Good (04/ 2018) Good (11/ 2020) Good (11/ 2019) Good (01/ 2022) Good (11/ 2022)
<b>Delves Federation</b> Executive Headteacher: Amanda Arnold <a href="mailto:aarnold@delvesinfantschool.co.uk">aarnold@delvesinfantschool.co.uk</a>	1. Delves 2. Delves	Inf & Nursery Junior	Out (04/) Good (01/ 2022)

# Federations

HARD FEDERATIONS			
Name	Schools	Phase	Current Ofsted Grade
<b>King's Federation</b> Executive Headteacher: Nin Matharu <a href="mailto:nmatharu@kings-hill.walsall.sch.uk">nmatharu@kings-hill.walsall.sch.uk</a>	1. Kings Hill 2. Salisbury	Primary Primary	Out (10/ 2020) Good (10/ 2018)
<b>Lighthouse Federation</b> Executive Headteacher/ Chief Operation Officer: Paul Drew <a href="mailto:pdrew@lighthousefederation.com">pdrew@lighthousefederation.com</a>	1. Barcroft 2. Beacon 3. <del>Blakenall</del> Heath (5/9/2023) 4. Castlefort JMI (9/9/22) 5. Lindens (9/9/22) 6. Meadow View (9/9/22) 7. Moorcroft Wood (24/5/23) 8. St James (24/5/23) 9. Sunshine (5/9/23)	Primary Primary Primary Primary Primary Primary Primary Primary Primary	Good (10/ 2022) Out (02/ 2024) Good (02/ 2017) Good (02/ 2020) Good (05/ 2023) Out (10/ 2022) Good (11/ 2018) Good (10/ 2018) Good (01/ 2022)
<b>North Star Federation</b> Headteacher: Kate Bargh <a href="mailto:kbargh@rushall.walsall.sch.uk">kbargh@rushall.walsall.sch.uk</a>	1. Oakwood 2. Rushall	Special Primary	Out (11/ 2019) Good (11/ 2020)
<b>Short Heath Federation</b> Headteacher: Cathy Draper <a href="mailto:cdraper@shorth Heath Federation.org.uk">cdraper@shorth Heath Federation.org.uk</a>	1. Lane Head 2. Rosedale CE 3. Short Heath	Nursery Infant Junior	Out (11/ 2019) Good (06/ 2023) Good (11/ 2022)
<b>Sandbank and Valley Nursery Schools Federation</b> Headteacher: Dawn Kelly <a href="mailto:dkelly@valley.walsall.sch.uk">dkelly@valley.walsall.sch.uk</a>	1. Sandbank 2. Valley	Nursery Nursery	Out (02/ 23) Out (03/ 2020)
<b>Converting to an academy</b> <b>New MAT to be called 'CLASS'</b>	1. Castle School 2. The Jane Lane School	Com Sec Special schools	Out (03/ 18) Good (10/23)

# Federations

SOFT FEDERATIONS			
Name	Schools	Phase	Current Ofsted Grade
<b>Open Circle Family of Schools</b>	<ol style="list-style-type: none"><li>1. Pinfold Street</li><li>2. <u>Shepwell</u> Short Stay</li></ol>	Primary PRU	Good (10/ 2022) Good (05/ 2019)
<b>Alumwell and Rowley View Nursery schools Federation</b>	<ol style="list-style-type: none"><li>1. Alumwell</li><li>2. Rowley View</li></ol>	Nursery Nursery	Out (11/ 2023) Out (09/ 2018)

# Any Questions

