

**Children's Services and Education
Scrutiny Board**

**Monday 22 October, 2018 at 5.00 pm
in Committee Room 2
at the Sandwell Council House, Oldbury**

Agenda

(Open to Public and Press)

1. Apologies for absence.
2. Members to declare:-
 - (a) any interest in matters to be discussed at the meeting;
 - (b) the existence and nature of any political Party Whip on any matter to be considered at the meeting.
3. To confirm as correct records the minutes of the meetings held on:
 - (a) 23 July 2018;
 - (b) 27 September 2018.
4. School Place Planning
5. Education Performance – Against National and Regional Comparisons

Date of next meeting – 12 November, 2018

J Britton
Chief Executive

Sandwell Council House
Freeth Street
Oldbury
West Midlands

Distribution:

Councillors Underhill (Chair);

Councillors S Davies and M Y Hussain (Vice-Chairs);

Councillors Akhter, Allen, Ashman, Hevican, Hickey, M Hussain, Phillips and Shaeen.

Co-opted Members:-

Rev P French (Church of England Diocese representative)

Vacant (Roman Catholic Archdiocese representative)

Tahira Majid (Primary School Governor representative)

Vacant (Secondary School Governor representative)

Agenda prepared by Deb Breedon
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Children's Services and Education Scrutiny Board

Apologies for Absence

The Board will receive any apologies for absence from the members of the Board.

Children's Services and Education Scrutiny Board

Declaration of Interests

Members to declare:-

- (a) any interest in matters to be discussed at the meeting;
- (b) the existence and nature of any political Party Whip on any matter to be considered at the meeting.

**Minutes of the Children's Services and Education
Scrutiny Board**

**23th July, 2018 at 5.00pm
at Sandwell Council House, Oldbury**

Present: Councillor Underhill (Chair);
Councillor M Y Hussain (Vice-Chair);
Councillors Akhter, Ashman, Hevican, M Hussain,
and Shaeen.

Rev P French (co-opted member);
Mrs T Majid (co-opted member).

Apologies: Councillor Allen, S Davies, Hickey and Phillips

In attendance: Josie Barnette, Family Information Service Manager;
Andrew Timmins, Group Head, Education, Skills and
Employment.

20/18

Minutes

Resolved that the minutes of the meeting held on 4th June, 2018
be approved as a correct record.

21/18

Childcare Sufficiency Report 2018/19

The Family Information Services Manager and the Group Head, Education, Skills and Employment provided the annual childcare sufficiency report highlighting how the Council was meeting its duty to secure sufficient childcare under the Children's and Families Act 2014 and in line with the requirements of the March 2018 Early Education and Childcare Statutory Guidance for Local Authorities. The 11 recommendations arising from the findings of the Child Sufficiency Report 2018/19 were detailed in the report for the Board to consider. Members were advised that comments from the Board would be taken into consideration by Cabinet when it received the annual Childcare Sufficiency report at its meeting 25 July 2018.

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From the comments and questions by members of the Scrutiny Board the following responses were made and issues highlighted:-

- The report highlighted that quality of childcare in Sandwell was 89% good or outstanding but there was not sufficient childcare in some areas and a need to encourage take of childcare places in others.
- There had been progress against the 2017 Childcare Sufficiency Report (CSR) recommendations. Childcare providers had received a wide range of support through visits and meetings; Additional childminders came forward and some new provision opened with nurseries and schools offering play schemes.
- There was a need to monitor provision in the community as there were changes that needed to be considered such as Jubilee Park provision, Tipton Toddlers was a community provider had ceased to provide childcare, the family information services manager indicated that this would be picked up with the local schools.
- It was highlighted that good nursery provision was essential, some of the Board felt that school based provision was better preparation for school however it was agreed that a good balance between private or voluntary sector (PVI) and schools was good for children and offered a range of provision for parents to make their choice.
- PVI and schools delivered early years provision and were paid the same rate by the Government.
- In relation to Sandwell Schools offering provision it was highlighted that it was more expensive for schools to provide places in early years.
- All early year's provision was inspected by Ofsted, including childminders, to maintain and monitor consistent levels of quality in early years provision.
- Wednesbury had a good supply of nursery places but there was a shortage of childminders. It was assumed that there might be a greater use of family members or private help from friends in this area and other areas of Sandwell.
- The Board heard that childminders offered flexible arrangements for many working parents which could be convenient during holiday periods when schools were closed. It was considered that parents received penalties from day nurseries for lateness, nonattendance and the like and could call a parent to collect a child if they were ill. It was considered that childminders had more flexibility and could vary arrangements in agreement with

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- the parents and that some working parents and families would benefit from childminders caring for their child.
- The Chair indicated that the Council had made provision for childcare places for parents who wanted to return to study, but many could not afford to take up the place.
 - The Chair voiced concern that the Council was making a decision on provision of childcare for the parents rather than the parents being invited to have a say on what provision they wanted. She requested further information about how the Council gathered information and how parents were consulted.
 - The Family Services Information Manager advised that demographic data was supplied by Research Sandwell, supply of childcare places extracted from Capita One database and a survey of childcare providers and schools and quality data was from Capita One database and the Early Years Team. She suggested that the Council could work with Children's Centres and look at talking to childminders in the same way foster carers have been consulted.
 - The Chair asked if the Council had talked to the Job Centre about career path for people who could be a childminder and how job seekers and parents who study could benefit from flexible working hours in their own home.
 - It was suggested that additional information about benefits, who to contact about childcare and childminders etc. could be shared to raise awareness.
 - The Board was advised that there were a lot of calls from parents returning to College and training in September. Officers go to the College to information share about childcare and respond to questions.
 - The Chair suggested it would be helpful to find out how many enquiries were actually reaching childcare providers and indicated that this would be where feedback from parents would be interesting.
 - In relation to marketing and information sharing about childcare the Board was advised that there were a number of channels used: List from DfE, Leaflets. Facebook page, etc to help put things in perspective.
 - It takes 4-6 months for private childminders to go through the start-up process. There is a lot of paperwork, a high level of involvement and of record keeping; the recent childminders through the recruitment process had achieved good standard. There was a range of training available for them to attend.
 - All childminders have been briefed on the website regarding GDPR - data protection guidance and were on board.

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- The Board heard that newcomers to the UK engaged with childcare and nursery provision and managed to get by using broken English speaking.

The Chair thanked officers for presenting the report and responding to questions. She advised matters raised would be brought to the Cabinets attention, in particular that historically information from parents had been gathered to inform childcare place planning and numbers of parents wanting to study or return to work and that this information was valuable to plan for future provision.

Resolved:-

- (1) that the Children's Services and Education Scrutiny Board receive the Childcare Sufficiency Report 2018-19 and endorse the 11 recommendations arising from the findings of the report;
- (2) that the comments and observations of the Children's Services and Education Scrutiny Board be referred to Cabinet 25 July 2018 for information when considering the report.

(Meeting ended at 5.45pm)

Contact Officer: Deb Breedon Democratic Services Unit 0121 569 3896

**Minutes of the Children's Services and Education
Scrutiny Board**

**27th September, 2018 at 5.00pm
at Sandwell Council House, Oldbury**

Present: Councillor Underhill (Chair);
Councillors S Davies and M Y Hussain (Vice-Chairs);
Councillors Allen, Ashman, M Hussain, Phillips,
Rollins, and Shaeen.

Apologies: Councillor Hevican, Reverend P French and Mrs T
Majid (co-opted members).

In attendance: Chris Ward – Director Education, Skills and
Employment;
Melanie Barnett – Group Head Safeguarding
Assessment Team
Paul Hayward - Team Manager, Learning and
Culture -School Organisation & Planning
Martyn Roberts – Team Leader Planning
Moira Tallents - SEN Advisor, Children & Young
Peoples Services

21/18 **Proposed expansion of The Westminster School, Rowley
Campus, Curral Road, Rowley Regis, West Midlands (Key
Decision Ref. No. SMBC0309)**

The Chair advised the Board that she had requested the proposal to expand capacity of The Westminster School to come to Scrutiny Board to discuss the outcome of the statutory consultation exercise and options available.

The Director Education, Skills and Employment advised that the reason for the report going to Cabinet before scrutiny was purely about timing of meetings. He advised that the options proposed built on the last two years of work with EVOLVE, working towards the expansion of The Westminster School, and that if the decision had not been made at Cabinet on 19th September, 2018, the Council was legally required to refer the matter to the schools' adjudicator for decision. He

**Children's Services and Education Scrutiny Board –
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highlighted that the Council was keen to have local decisions for local schools.

From the comments and questions by members of the Scrutiny Board the following responses were made and issues highlighted:-

- There had been a 23% increase in Educational, Health and Care Plans (EHCP) to 2000 per annum.
- The Education Authority was having to increase the number of specialist school places.
- Consideration had been given as to what additional provision was required and what could be better utilised within our existing schools.
- There was a need to look at expansion of 6th form provision.
- The Council had worked closely with The Westminster School to consider three sites.
- It was proposed to expand The Westminster School into the adjoining educational building occupied by Whiteheath Education Centre. Other buildings would have been too preventative and expensive, that is why the preferred option was for the school to move into the adjacent Whiteheath Education Centre double storey building as this could happen very quickly.
- The proposal impacted directly on the Whiteheath Education Centre which would have to relocate to another site.
- The expansion would lead to more young people with disabilities in Sandwell being able to attend a special school for Moderate Learning Difficulties (MLD).
- The site in Tipton proposed for Whiteheath had previously been used as a school facility and minor adjustments, changes and adaptations had been highlighted in a letter received from the Centre to make the site user friendly.
- The Headteacher was recently appointed and was said to be open to change. She had seen the potential to adjust and decorate the building to meet the needs for the relocation of the Centre. A different approach would be taken, to work with half of the young people in the building while others were out working off site thereby offering the same level of support whilst rationalising the building.
- The Whiteheath Education Centre had a £250,000 surplus last year. The Headteacher could offer respite care and different ways of working. This was something there was no detail on yet however it was hoped that some children could be helped to re-integrate into mainstream school earlier.

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- The Management Committee of Whiteheath Education Centre did not have the same right of appeal under the regulations as a governing body of a school subject to a prescribed alteration.
- Many special schools had a good budget. Schools Forum could review school carry forward and there would always be challenge. The Council was trying to achieve a system change.
- The Council would meet with the Head Teacher of Whiteheath Education Centre at the Tipton Campus to agree a programme of works for the unit. The unit was fully accessible. The Board was advised that there was a potential issue with a connecting fire door with Q3 Academy Tipton, but that fire officers were looking at their options to resolve the problem.
- The Director advised that the proximity of the nursery was a real opportunity for the young people from Whiteheath Education Centre to work with children.

The Board asked further questions and was advised as follows:

- There had been two parts to the consultation period; the first part resulted in 650 positive responses from parents and the community; the second part was the statutory notice process when some concerns had been raised and passed to Cabinet.
- The Director advised that it was always difficult when an Education Authority wanted to move a school from one site to another.
- The Board was advised that Partners were very positive, looking at getting more Special Educational Needs and Disability (SEND) children into work and living independently and that the future looked good for Sandwell as a community and for the future of Sandwell.
- The Partnership was happy to have a school willing to push young people to achieve their best at a young age, sometimes it was considered that parents could be overprotective.
- The Sandwell Community School Tipton had been a Pupil Referral Unit for 7 years and would need refurbishing. The Whiteheath Education Centre had been based at the Rowley Campus for 7 years.

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- There would be no additional travel costs to transport young people around the Borough.
- There would be a significant difference in the way the adjacent secondary school, Q3 Academy Tipton would be run now that the Academy Trust had taken over its management. It would take a year or two but the Centre needed to be used as part of the campus of learning. It would keep evolving as it moved on.

The Chair thanked officers for presenting the report and responding to questions. She advised that matters raised would be brought to the attention of Cabinet in a briefing note.

Resolved:-


- (1) that the Children's Services and Education Scrutiny Board receive the report and that the comments and observations of the Children's Services and Education Scrutiny Board be referred to the Cabinet Member for information.

(Meeting ended at 5.32pm)

Contact Officer: Deb Breedon Democratic Services Unit 0121 569 3896

REPORT TO EDUCATION SCRUTINY BOARD

22 October 2018

Subject:	School Place Planning
Cabinet Portfolio:	Councillor Simon Hackett - Cabinet Member for Children's Services
Director:	Director of Children's Services – Lesley Hagger Director – Education, Skills and Employment – Chris Ward
Contribution towards Vision 2030:	
Contact Officer(s):	Sue Moore, Group Head, Education Support Services, sue_moore@sandwell.gov.uk Paul Hayward, Team Manager – School Organisation and Development paul_hayward@sandwell.gov.uk

DECISION RECOMMENDATIONS

That Children's Services and Education Scrutiny Board:

1. Considers the council's actions with regards to school place planning and how it proposes to continue to deliver new secondary places in the light of a £nil basic need allocation for 2021/22 from the Department for Education (DfE).
2. Makes any comments and recommendations as necessary.

1 PURPOSE OF THE REPORT

- 1.1 To provide an update on how the council continues to undertake its statutory responsibilities with regard to meeting the increased demand for school places particularly in the secondary sector.
- 1.2 To outline the impact of a £nil basic need allocation for 2020/21 and estimated allocations for future years.

2 **IMPLICATIONS FOR SANDWELL'S VISION**

- 2.1 The recommendation in this report supports the desire of the council to focus resources on the specific needs and aspirations of the community. This contributes to the Council's Vision 2030 Ambition 1 – Raising aspirations and resilience, Ambition 3 – Young people to have skills for the future, Ambition 4 – Raising the quality of schools.

3 **BACKGROUND AND MAIN CONSIDERATIONS**

- There has been a 26% increase in Sandwell births from 3727 (2001/2) to 5058 (2012/13);
- The birth rate has since reduced and is now fluctuating between 4600 and 4800;
- 5200 new primary places have been provided including 390 “bulge” places;
- The LA continues to respond to a significant increase in inward migration and retention - 33% increase of “new to UK” applications in 2 years. As a result, midyear places have increased by 220 over the last 4 years.
- LA expansion policy is to prioritise schools that are rated “good or outstanding”, are easy to expand and are in areas of projected high demand.
- Shireland Technology Primary, a new free school will open in September 2019 providing an additional 420 places in Smethwick.

4 **THE CURRENT POSITION**

4.1 **Secondary**

- Work has begun to deliver the additional 485 new year 7 places that are needed for September 2019, to accommodate the first significant increase in projected pupil numbers;
- Projects include a second new secondary school delivered by the council through the presumption route: West Bromwich Collegiate Academy on Kelvin Way, West Bromwich will provide 150 Year 7 places each year. For September 2019, the Academy will admit 175 students to assist with meeting the anticipated demand in the area;

- Expansions of George Salter and Shireland Collegiate Academies, providing an additional 105 new year 7 places;
- A number of secondary schools have agreed to take extra pupils in 2019 to assist the council in managing the delay of a new school to be delivered by the Education and Skills Funding Agency, who have yet to confirm an opening date;
- Future new provision is also planned at Bristnall Hall Academy, Holly Lodge High, Wood Green Academy, Q3 Academy Great Barr and an exciting Free School proposal involving the City of Birmingham Symphony Orchestra.

4.2 Basic Need Funding

- The Council received a £nil basic need allocation for 2020/21;
- By applying the methodology used by the DfE, we have estimated another £nil allocation for 2021/22;
- Undertaking the same exercise for a further two years identifies a tentative allocation of approximately £7m for 2022/23 and £15m for 2023/24, however this doesn't take into account any changes to the DfE model or the future provision of capacity through the delivery of a free school;
- The implications for the Council are that unless funding is identified it will be at significant risk of failing in its statutory duty of ensuring a sufficient supply of school places. The council is continuing to discuss the implications of the nil basic need capital allocation with the DfE;
- The completion of Q3 Langley and West Bromwich Collegiate Academies will be delayed by a further 3 years (funding required circa £19m);
- The expansion of a further 4 secondary schools needed for 2020-22 will be delayed by at least 4 years (circa £20m);
- The cost of delivering a temporary solution in the interim;
- The DfE have confirmed an additional £2.5m towards the cost of delivering West Bromwich Collegiate Academy in the form of a targeted "one off" free school grant. Sandwell is one of 20 Councils identified and is one of 7 who received a £nil allocation.

5 CONSULTATION (CUSTOMERS AND OTHER STAKEHOLDERS)

- 5.1 The necessary statutory consultation process takes place for maintained schools that permanently expand; Academies are obliged to consult as part of their proposals to expand.

6 ALTERNATIVE OPTIONS

- 6.1 There are no alternative options.

7 STRATEGIC RESOURCE IMPLICATIONS

- 7.1 Funding for new school provision comes from the council's basic need allocation from central government.

8 LEGAL AND GOVERNANCE CONSIDERATIONS

- 8.1 There are no direct legal and governance considerations as a result of these recommendations. In accordance with the Education Act 1996 the council has a statutory duty to ensure there are a sufficient number of school places available for the children of Sandwell. The council is required to follow a prescribed statutory process when making a permanent expansion to a maintained school. Academies are also required to undertake a consultation exercise as part of any expansion proposal. Such proposals are considered and decided by the Regional Schools Commissioner.

9 EQUALITY IMPACT ASSESSMENT

- 9.1 All groups are potentially affected by the policy of expansion. This report demonstrates that this is uniformly applied in response to where pupil demand is expected although size and type of expansion is restrictive as it is dependent on the availability of government capital funding.

10 DATA PROTECTION IMPACT ASSESSMENT

- 10.1 There are no data protection implications in this report.

11 CRIME AND DISORDER AND RISK ASSESSMENT

- 11.1 There are no crime and disorder issues relevant to the recommendation in this report.
- 11.1 In so far as risk is concerned, the council's strategic risk register currently includes a red risk around school place planning: SOPB 2 - If

the LA is unable to exert sufficient strategic control over school place planning and the direction of capital investment, then it will be unable to deliver on its statutory duties. An appropriate project management structure is in place, and the School Organisation Programme Board meets on a regular basis.

12 SUSTAINABILITY OF PROPOSALS

- 12.1 Plans for future school provision are only sustainable with continuing government funding directly to the LA through basic need or through the provision of new places via the government's free school programme.

13 HEALTH AND WELLBEING IMPLICATIONS (INCLUDING SOCIAL VALUE)

- 13.1 A sufficient level of school places in local areas where there is demand is of benefit to the local community. Enhanced community provision is often included when schools expand their facilities.

14 IMPACT ON ANY COUNCIL MANAGED PROPERTY OR LAND

- 14.1 There is no direct impact in the recommendation on any council managed property or land.

15 CONCLUSIONS AND SUMMARY OF REASONS FOR THE RECOMMENDATIONS

- 15.1 The report outlines the council's past actions and future plans with regard to school place provision. Consequentially the recommendation is to note the report.

16 BACKGROUND PAPERS

- 16.1 None

17 APPENDICES:


None

Director of Children's Services – Lesley Hagger

Director – Education, Skills and Employment – Chris Ward

CHILDREN'S SERVICES AND EDUCATION SCRUTINY BOARD

22 October 2018

Subject:	Education Performance – Against National and Regional Comparisons
Cabinet Portfolio:	Councillor Simon Hackett - Cabinet Member for Children's Services
Director:	Director – Education, Skills and Employment – Chris Ward
Contribution towards Vision 2030:	
Contact Officer(s):	Rebecca Flowers, Education Systems' Support and Data Analysis Manager rebecca_flowers@sandwell.gov.uk 0121 569 8357

DECISION RECOMMENDATIONS

That Children's Services and Education Scrutiny Board:

1. Considers the content of this report and the relevant performances at each Key Stage.
2. Recommends that the Cabinet Member for Children's Services, Executive Director of Children Services and Director – Education, Skills and Employment convene individual performance meetings with headteachers, academy principals and their sponsors where there are causes for concern.
3. Make any comments and recommendations as necessary.

1 PURPOSE OF THE REPORT

- 1.1 To summarise attainment in Sandwell and make comparisons with national attainment, neighbouring authorities and statistical neighbours. 2018 data is provisional and therefore is subject to change.

2 IMPLICATIONS FOR SANDWELL'S VISION

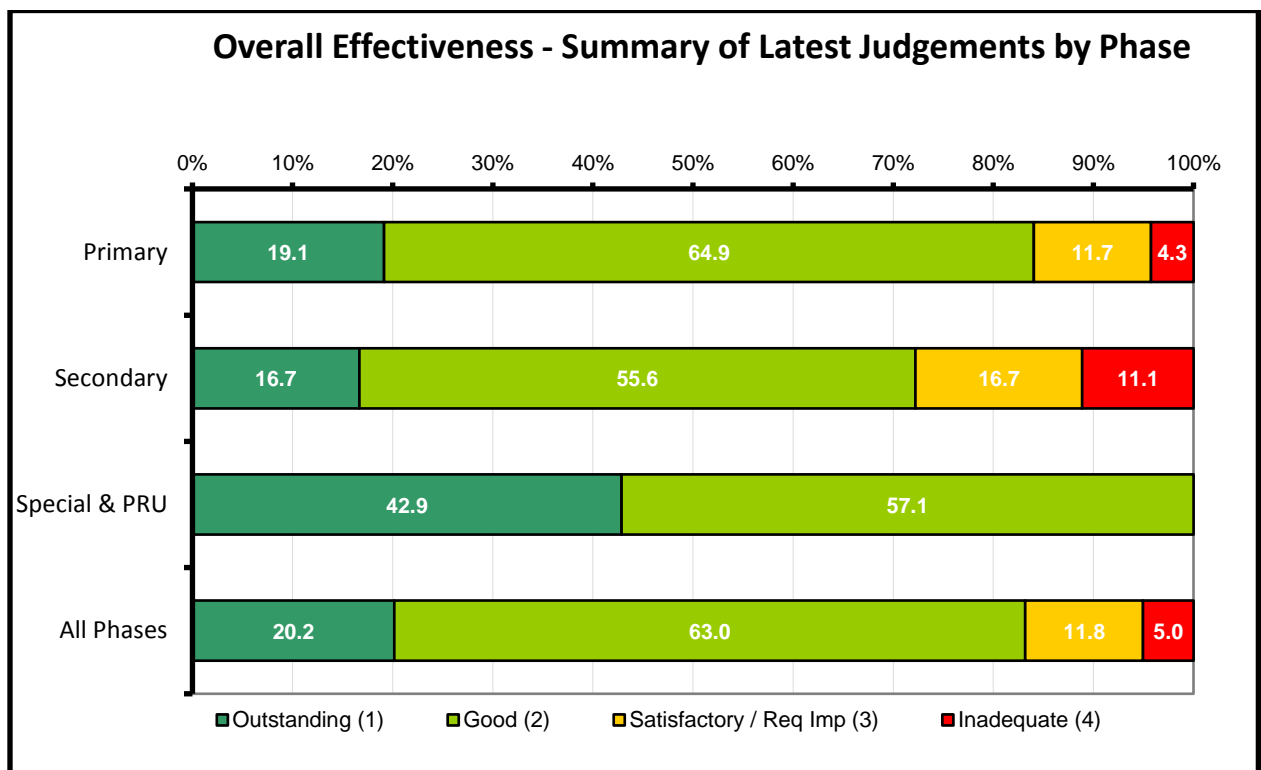
- 2.1 This report supports ambition 3. "Our workforce and young people are skilled and talented, geared up to respond to changing business needs and to win rewarding jobs in a growing economy" and ambition 4. "Our children benefit from the best start in life and a high-quality education throughout their school careers with outstanding support from their teachers and families" by providing evidence about the quality of education within Sandwell across all Key Stages from reception to Post 16 education.

3 BACKGROUND AND MAIN CONSIDERATIONS

- 3.1 This is the annual report to members on the performance of schools.
- 3.2 In the primary sector there are 94 schools, 20 of which were academies in summer 2018.
- 3.3 In the secondary sector there are 19 schools, of these 14 are academies. Q3 Langley hasn't yet had a set of results.

4 THE CURRENT POSITION

4.1 Ofsted Summary (as at 31/09/2018)

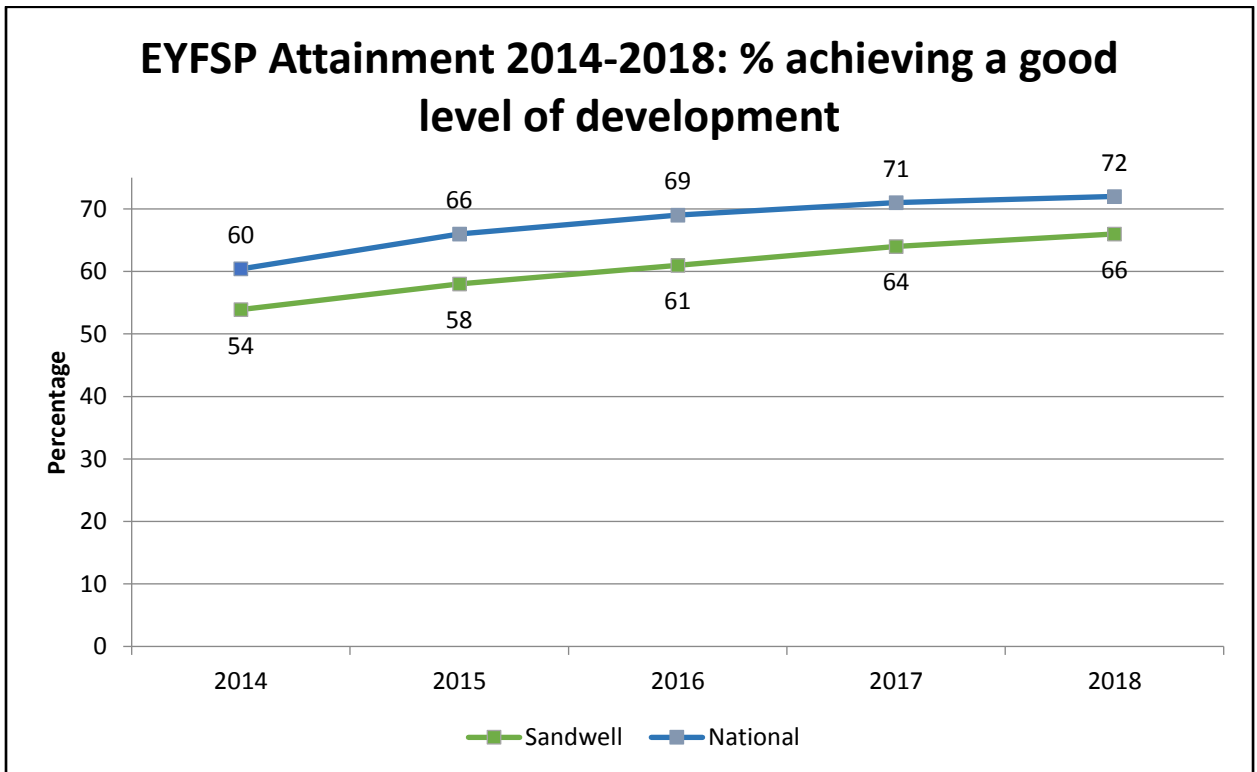


- Currently **84% of Sandwell primary schools** are judged by Ofsted to be good or better. Published data, as at 31 March 2018, showed that 86% of

Sandwell schools were judged to meet this standard which matched the national figure.

- Currently **72% of Sandwell secondary schools** are judged to be good or better. This has fallen from 77% of schools being judged to meet that standard as at 31 March 2018. Nationally at that point 76% of secondary schools received these judgements.

4.2 Early Years Foundation Stage Profile (EYFSP)

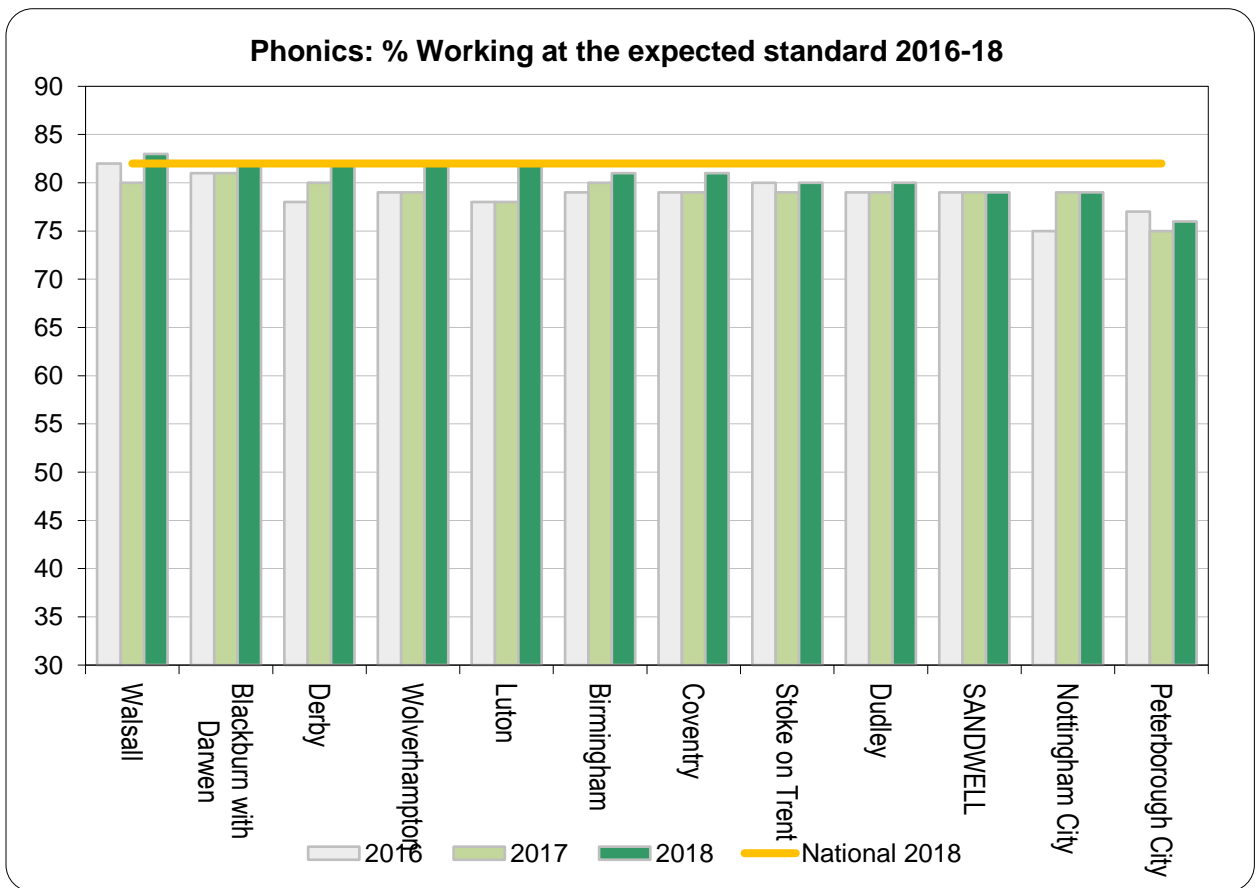


Source: Data Intelligence Unit,

* Dudley is included for reference but is not actually a statistical neighbour

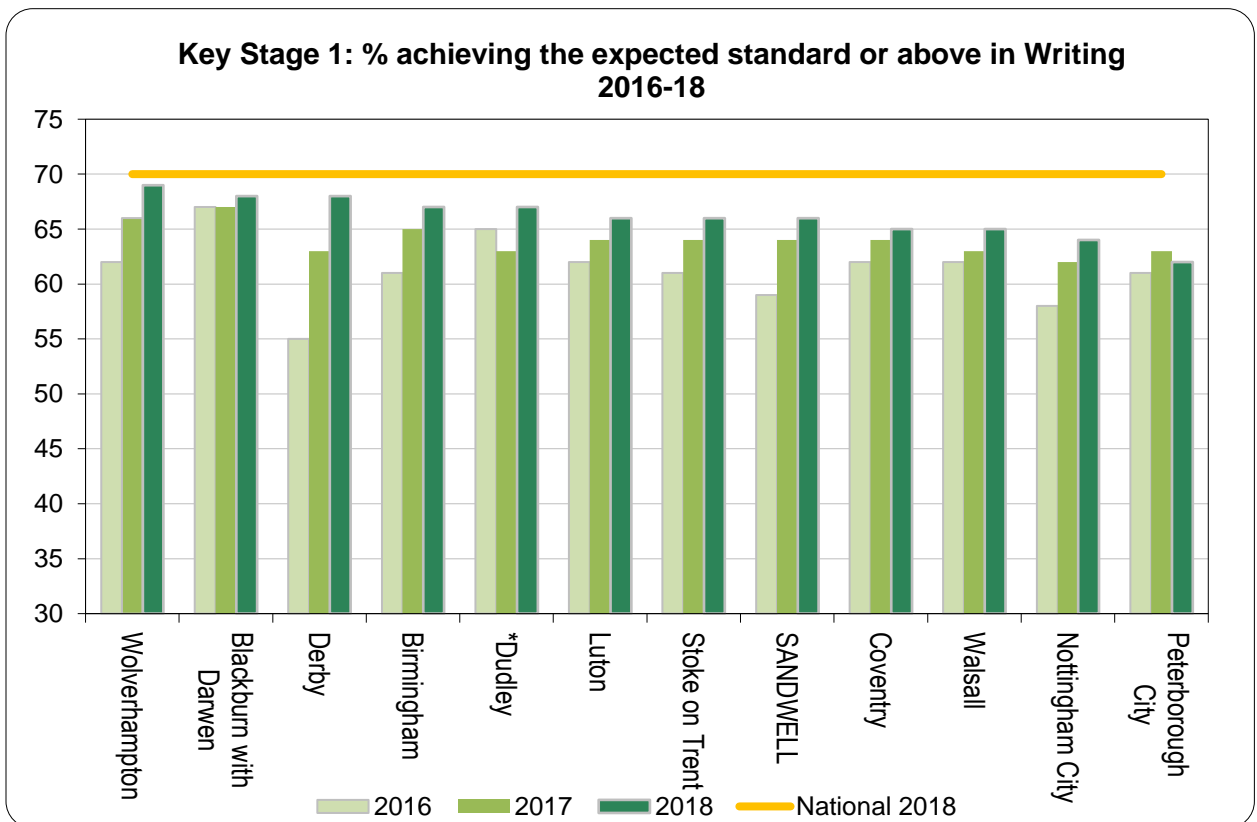
- **66%** of pupils in Sandwell achieved a good level of development in 2018 compared with **72%** nationally. This was a **2 percentage point (ppt) improvement** on the previous year; nationally the rate of improvement was **1 ppt**.
- Sandwell made faster than national improvement in certain areas of learning within the profile; in particular, Literacy and Mathematics were up 2 ppts in Sandwell but did not improve nationally. The largest gap to national performance is in Understanding of the World.

4.3 Phonics - Year 1



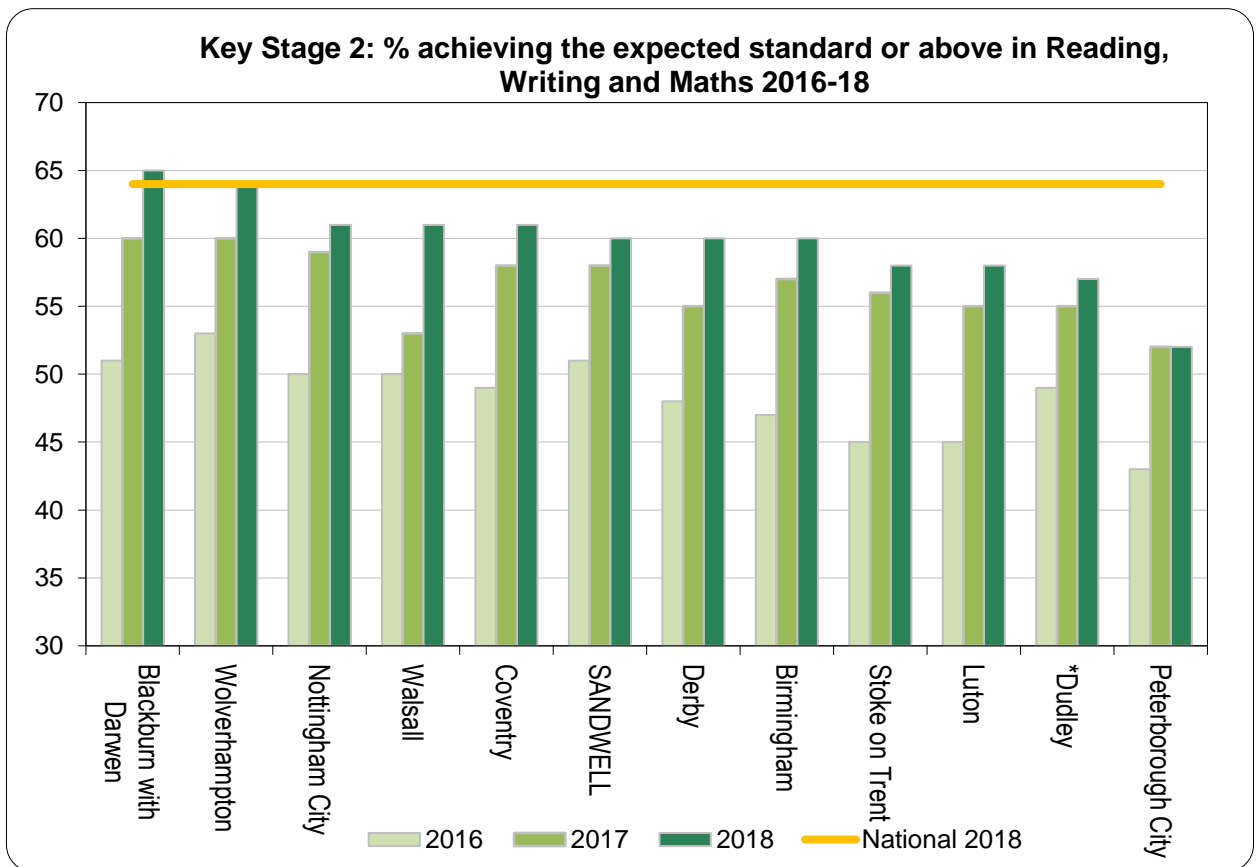
- **79%** of year 1 pupils in Sandwell were deemed to be working at the required standard in 2018. There was no change from the previous year in Sandwell but nationally saw an improvement of **2 ppts**. Sandwell is now **4 ppts below the national percentage** in 2018.
- The proportion of Sandwell pupils achieving the expected standard by the end of year 2 has decreased by **1 ppt** from last year to **90%**. This is **2 ppts** below the national proportion.
- In 2018, Sandwell is ranked **137th** out of the 150 local authorities with published data; this is a drop of 25 places from last year. This is based on pupils working at the required standard.
- Sandwell is ranked joint **9th from the top** when compared to our statistical neighbours.

4.4 Key Stage 1 (KS1)



- Writing remains the subject where the fewest pupils attain the expected standard or above, however, there was a 2 ppt improvement from last year. The **gap to national performance remains at 4 ppts** with **66%** of Sandwell pupils reaching the expected standard or above compared with 70% nationally.
- Attainment of the expected standard or above is **3 ppts below the national** figure in maths (73%); this is an **improvement of 2 ppt** compared to last year. The distance between Sandwell and the national figure at achieving greater depth in maths (19%) is also 3 ppts.
- **Reading** attainment in Sandwell at the expected standard or above (71%) is **4 ppts below the national figure**; the gap to the higher standard is also **4 ppts**. The gap to national performance has decreased from last year in both cases by **1 ppt** in the expected standard and the higher standard.
- Sandwell is ranked **132 out of 150** authorities when looking at the average rank for those achieving the expected standard or above in reading, writing and maths. This is a decline of 1 place.
- Sandwell is ranked joint **5th from the top** for each of writing and maths but **9th from the top** in reading when compared to statistical neighbours.

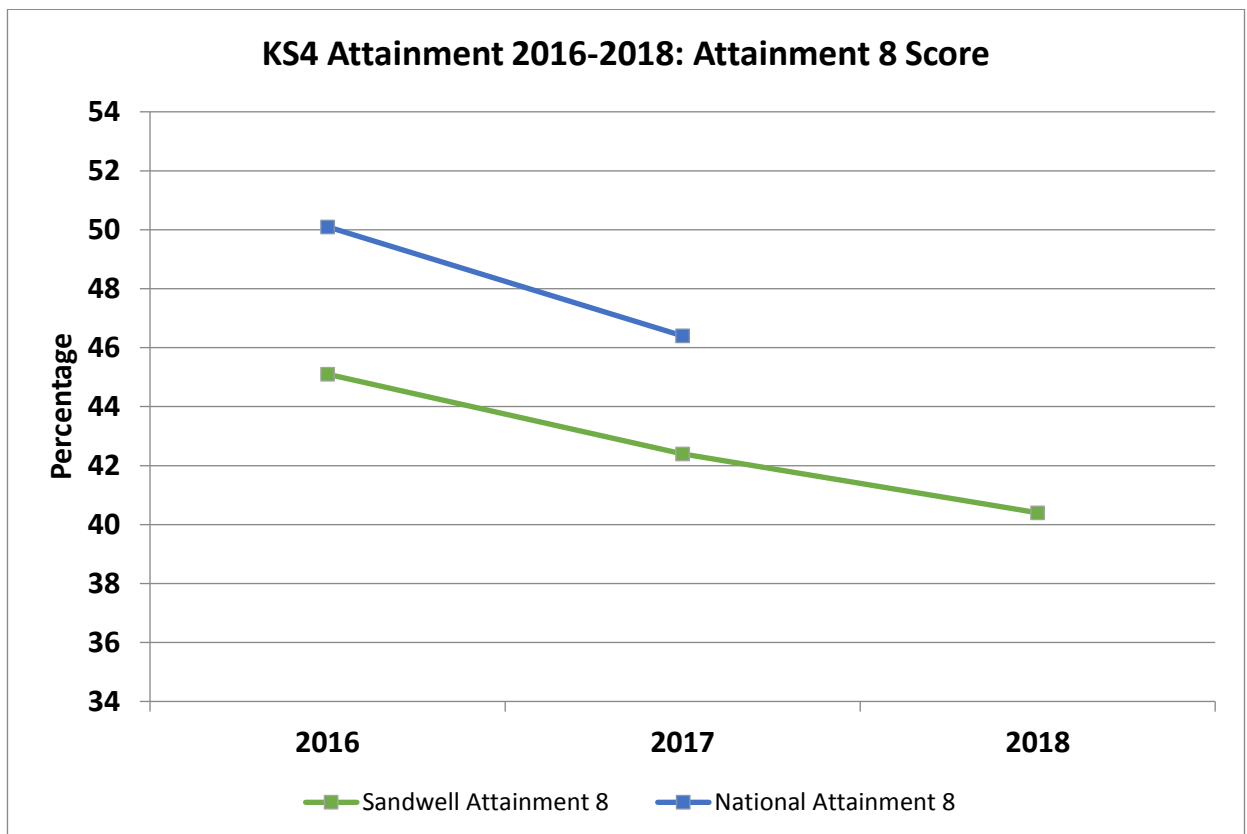
4.5 Key Stage 2 (KS2)



- Based on provisional data for 2018, 60% of pupils achieved the expected standard in reading, writing and maths combined compared to 64% nationally. This is an **improvement of 2 ppts** from 2017. **National performance also improved by 2 ppts.**
- Attainment of the expected standard or above is **3 ppts below the national figure in maths (72%)** and **within 2 ppts of the national figure in writing (76%)**. The progress measures in writing and maths demonstrate that pupils' **progress from KS1 is significantly above the national average.**
- **Reading** attainment in Sandwell at the expected standard or above (71%) is **4 ppts below the national figure**; the gap to the higher standard is **6 ppts**. The **gap to national performance has decreased** from last year by 2 ppts at the expected standard and 1 ppt at the higher standard. However, pupils are making **less progress in reading** than all other pupils nationally with similar prior attainment.
- Sandwell's performance for Grammar, Punctuation and Spelling **is in line with national performance** for both the expected standard (**77 ppts**), and the higher standard (**34ppts**).

- Sandwell is ranked **128th out of 149** authorities when looking at those achieving the expected standard or above in reading, writing and maths.
- Sandwell is ranked joint **6th out of its statistical neighbours** when looking at the percentage achieving the expected standard or above in reading, writing and maths.

4.6 Key Stage 4 (KS4)

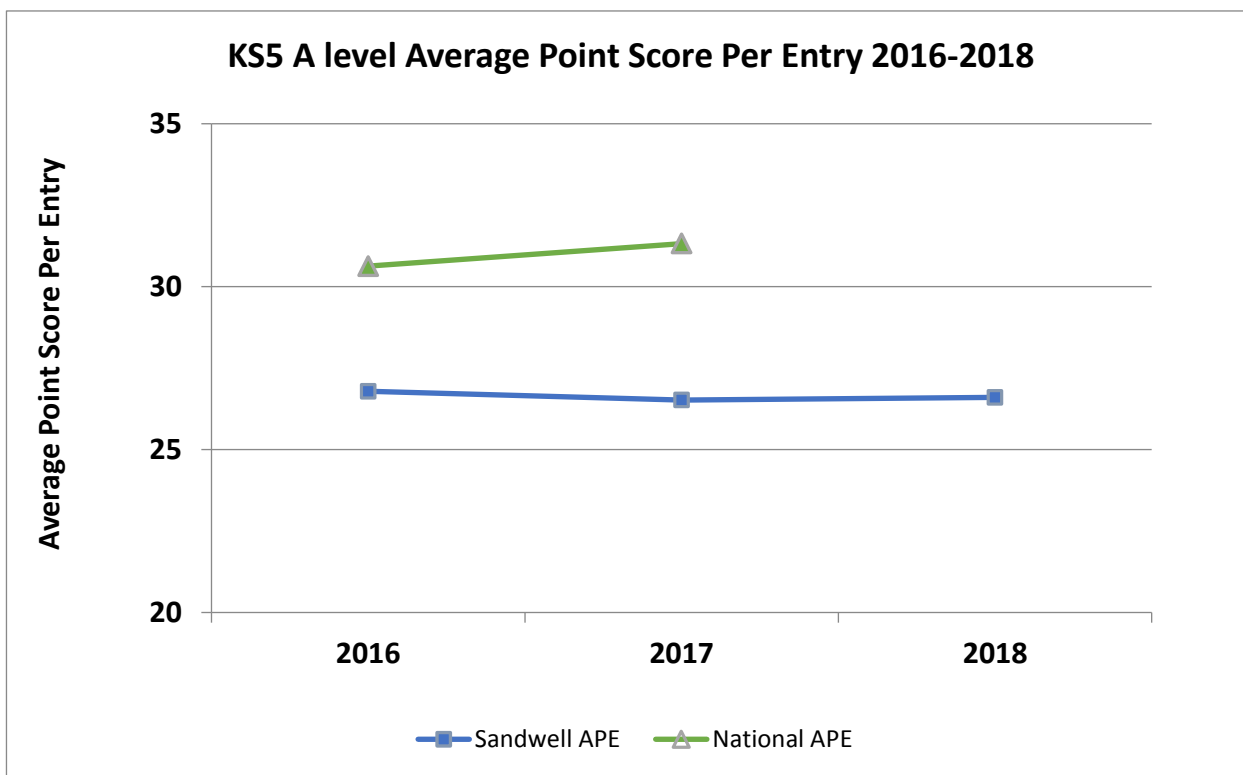


Source: Data Intelligence Unit, 2018 data is based on data shared from schools

- At Key Stage 4, continued changes as more GCSE subjects are reformed, mean that Attainment 8 scores are not directly comparable to previous years.
- Official provisional National, Local Authority (LA) and school data is not yet available for 2018 but will be published on the 16th October. However, based on data collected directly from Sandwell schools, **Sandwell continues to lag behind national** performance at Key Stage 4 when compared to National data for 2017.
- Early indications are that the Attainment 8 score has decreased by 2 to **40.4**.
- Based on both a standard pass and a strong pass, **GCSE English attainment has decreased** this year by 3 ppts.

- Based on both a standard pass and a strong pass, data shared from schools suggests that attainment in **GCSE Maths has remained consistent** at 57% and 34% respectively.

4.7 Key Stage 5 (KS5)



Source: Data Intelligence Unit, 18 data is based on data shared from schools

- Official provisional National, Local Authority (LA) and school data is not yet available for 2018 but will be published on the 16th October. 2018 data shared by schools indicates that **A Level results are below national** levels for 2017. A Level points per entry remains consistent from last year.
- Over the last two years, Sandwell students have generally **achieved well in vocational qualifications**, keeping in line with the national average. However, early figures from schools indicate a **possible decrease for 2018** in the Applied General measure with an average point score per entry of about 31.8 from 35.9.
- Historically many high-performing pupils leave Sandwell at aged 11 to go to grammar schools, and again at the end of year 11 to attend post-16 provision at FE and Sixth Form colleges mainly in Dudley and some in Birmingham; this reduces the KS5 performance for Sandwell and inflates the performance for Dudley. With the growth of A-level provision at Sandwell College this trend is starting to slow, but it will take some years to have a major effect on performance.

5 CONSULTATION (CUSTOMERS AND OTHER STAKEHOLDERS)

5.1 There is no consultation associated with this report.

6 ALTERNATIVE OPTIONS

6.1 There are no alternative options.

7 STRATEGIC RESOURCE IMPLICATIONS

7.1 There are no strategic resource implications arising from this report.

8 LEGAL AND GOVERNANCE CONSIDERATIONS

8.1 Educational excellence

The duties and responsibilities for local authorities state that working with head teachers, school governors and academy sponsors and principals, the local authority must promote educational excellence for all children and young people and is ambitious in tackling underperformance.

In their respective roles, the Director of Children Services and Cabinet Member are required to:

- take rapid and decisive action in relation to poorly performing schools, including using their intervention powers with regard to maintained schools and considering alternative structural and operational solutions;
- develop robust school improvement strategies, including choosing whether to offer such services in a competitive and open school improvement market, working beyond local authority boundaries;
- promote high standards in education by supporting effective school to school collaboration and providing local leadership for tackling issues needing attention which cut across more than one school, such as poor performance in a particular subject area across a cluster of schools.

9 EQUALITY IMPACT ASSESSMENT

9.1 There are no equality implications arising from this report.

10 DATA PROTECTION IMPACT ASSESSMENT

10.1 There are no data protection issues from this report.

11 CRIME AND DISORDER AND RISK ASSESSMENT

11.1 There are no crime and disorder implications arising from this report.

12 SUSTAINABILITY OF PROPOSALS

12.1 The directorate reports annually to members on the performance of schools.

13 HEALTH AND WELLBEING IMPLICATIONS (INCLUDING SOCIAL VALUE)

13.1 This report has no health and wellbeing implications.

14 IMPACT ON ANY COUNCIL MANAGED PROPERTY OR LAND

14.1 There are no implications of any council managed property or land in relation to this report.

15 CONCLUSIONS AND SUMMARY OF REASONS FOR THE RECOMMENDATIONS

15.1 Cabinet Members note the content of this report and the relevant performances at each Key Stage.

15.2 The Cabinet Member for Children's Services, Director of Children Services and Director of Education convene individual performance meetings with headteachers, academy principals and their sponsors where there are causes for concern.

16 BACKGROUND PAPERS

16.1 None.

17 APPENDICES

Appendix A Primary

APPENDICES

Appendix A – Primary

Key Stage 1: % achieving the expected standard or above in Writing 2017-18				
	Result	National Rank	Regional Rank	Stat Neighbour Rank
Herefordshire	73	25	1	
Staffordshire	73	25	1	
Solihull	72	41	3	
Warwickshire	71	58	4	
Telford and Wrekin	71	58	4	
Worcestershire	71	58	4	
National Average	70			
Regional Average	69			
Wolverhampton	69	82	7	1
Shropshire	68	98	8	
Derby	68	98		2
Blackburn with Darwen	68	98		2
Birmingham	67	116	9	4
Dudley	67	116	9	
Luton	66	131		5
Stoke-on-Trent	66	131	11	5
SN Average	66			
SANDWELL	66	131	11	5
Coventry	65	139	13	8
Walsall	65	139	13	8
Nottingham City	64	142		10
Peterborough City	62	149		11

Key Stage 2: % achieving the expected standard above in R/W/M 2017-18				
	Result	National Rank	Regional Rank	Stat Neighbour Rank
Herefordshire	68	29	1	
Warwickshire	67	40	2	
Solihull	66	47	3	
Telford and Wrekin	66	47	3	
Blackburn with Darwen	65	63		1
Wolverhampton	64	72	5	2
Staffordshire	64	72	5	
National Average	64			
Shropshire	63	89	7	
Regional Average	62			
Walsall	61	111	8	3
Nottingham	61	111		3
Coventry	61	111	8	3
Worcestershire	61	111	8	
Birmingham	60	128	11	6
Derby	60	128		6
SANDWELL	60	128	11	6
SN Average	60			
Stoke-on-Trent	58	144	13	9
Luton	58	144		9
Dudley	57	146	14	
Peterborough	52	149		11



Chris Ward
Director – Education, Skills and Employment