

Time	5.00 pm	Public Meeting?	YES	Type of meeting	Executive
Venue	Committee Room 3, Third Floor - Civic Centre, St Peter's Square, Wolverhampton WV1 1SH				

Membership

Chair	Cllr Roger Lawrence (Lab)
Vice-Chair	Cllr Peter Bilson (Lab)

Labour

Cllr Steve Evans
Cllr Val Gibson
Cllr Louise Miles
Cllr Hazel Malcolm
Cllr Lynne Moran
Cllr John Reynolds
Cllr Sandra Samuels OBE
Cllr Paul Sweet

Quorum for this meeting is five Councillors.

Information for the Public

If you have any queries about this meeting, please contact the Democratic Services team:

Contact	Philippa Salmon
Tel/Email	Tel: 01902 555061 or philippa.salmon@wolverhampton.gov.uk
Address	Democratic Services, Civic Centre, 1st floor, St Peter's Square, Wolverhampton WV1 1RL

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Some items are discussed in private because of their confidential or commercial nature. These reports are not available to the public.

Agenda

Part 1 – items open to the press and public

Item No. *Title*

MEETING BUSINESS ITEMS

- 1 **Apologies for absence**

- 2 **Declaration of interests**

- 3 **Minutes of the previous meeting** (Pages 3 - 10)
 [For approval]

- 4 **Matters arising**
 [To consider any matters arising from the minutes of the previous meeting]

DECISION ITEMS (AMBER - DELEGATED TO THE CABINET)

- 5 **Wolverhampton Response to South Staffordshire Plan Issues and Options Consultation** (Pages 11 - 18)
 [To approve the City of Wolverhampton Council response to the South Staffordshire Plan Issues and Options Consultation.]

- 6 **Joint Public Mental Health & Wellbeing Strategy** (To Follow)
 [To approve the Joint Public Mental Health and Wellbeing Strategy.]

- 7 **School Improvement Strategy 2018-2021** (Pages 19 - 54)
 [To approve the School Improvement Strategy 2018 – 2021.]

CITY OF WOLVERHAMPTON COUNCIL	Meeting of the Cabinet Minutes - 21 November 2018
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Attendance

Members of the Cabinet

Cllr Roger Lawrence (Chair)
Cllr Peter Bilson (Vice-Chair)
Cllr Steve Evans
Cllr Val Gibson
Cllr Louise Miles
Cllr Hazel Malcolm
Cllr Lynne Moran
Cllr Paul Sweet

Employees

Tim Johnson	Managing Director
Ged Lucas	Strategic Director of Place
Claire Nye	Director of Finance
Emma Bennett	Director of Children's Services
Meredith Teasdale	Director of Education
Richard Lawrence	Director of Regeneration
Ross Cook	Service Director of City Environment
Tracey Christie	Head of Legal Services
John Roseblade	Head of City Transport
Jaswinder Kaur	Democratic Services Manager
Philippa Salmon	Democratic Services Officer

Part 1 – items open to the press and public

- | <i>Item No.</i> | <i>Title</i> |
|-----------------|--|
| 1 | Apologies for absence
Apologies for absence were received from Councillors John Reynolds and Sandra Samuels OBE. |
| 2 | Declaration of interests
Councillor Val Gibson declared a non-pecuniary interest in Item 14 - Secondary School Expansion Programme 2019-2020 and Primary School Provision as a Governor of Ormiston NEW Academy. |
| 3 | Minutes of the previous meeting
That the minutes of the previous meeting held on 17 October 2018 be approved as a correct record and signed by the Chair. |

4 **Matters arising**

There were no matters arising from the minutes of the previous meeting.

5 **Treasury Management Activity Monitoring -Mid Year Review 2018-2019**

Councillor Louise Miles presented the Treasury Management Activity Monitoring - Mid Year Review 2018-2019 for recommendation to Council. The report provided a monitoring and progress report on treasury management activity for the second quarter of 2018-2019 as part of the mid-year review, in line with the Prudential Indicators approved by Council in March 2018.

Resolved:

That Cabinet recommends that Council notes:

1. That a mid-year review of the Treasury Management Strategy Statement has been undertaken and the Council has operated within the limits and requirements approved in March 2018.
2. That a revenue net overspend of £2.2 million for the General Fund and an underspend of £12,000 for the Housing Revenue Account (HRA) are forecast from treasury management activities in 2018-2019.
3. That the detailed guidance notes for the Code of Practice on Treasury Management and the Prudential Code have recently been published by CIPFA and are under review by the Director of Finance. Therefore, the Treasury Management Statements for 2018-2019 are still based on the Council's interpretation of these Codes.
4. The updated position on the revised guidance on Local Government Investments and Minimum Revenue Provision as detailed in paragraphs 2.6 and 2.7 of the report.
5. The position regarding the Money Market Fund reform which is effective from 21 January 2019 and will require an update to the Annual Investment Strategy for 2018-2019 as detailed in paragraph 5.11 of the report.

6 **Capital programme 2018-2019 to 2022-2023 quarter two review**

Councillor Louise Miles presented the Capital programme 2018-2019 to 2022-2023 quarter two review for approval and recommendation to Council. The report provided an update on the 2018-2019 financial performance of the General Fund and Housing Revenue Account capital programmes and the revised forecast for 2018-2019 to 2022-2023 as at quarter two of 2018-2019. The report also recommended revisions to the current approved General Fund capital programmes covering the period 2018-2019 to 2022-2023.

Resolved:

The Cabinet recommends that Council:

1. Approves the revised medium term General Fund capital programme of £338.9 million, an increase of £17.9 million from the previously approved programme.
 2. Approves the net additional General Fund resources of £17.9 million identified for;
 - i. New projects totalling £20.1 million (section 4 of the report);
 - ii. Existing projects net reduction totalling £2.2 million (section 3 of the report).
1. That the General Fund virements detailed at Appendix 4 to the report be approved for;

- i. Existing projects totalling £11.0 million;
 - ii. New projects totalling £767,000.
2. That the HRA virements totalling £4.5 million detailed at Appendix 4 to the report be approved for;
- i. New project totalling £4.5 million.
3. That it be noted that there are two projects requiring additional internal and external resources included in this report, but which are subject to a separate detailed project report also on this agenda. The inclusion of these projects is for budget approval purpose and is on the assumption that the approval to progress with the projects is given. As the progression is dependent on that decision, if the projects are not approved, the capital programme will be reduced accordingly. The names of the projects are:
- Average Speed Enforcement - Wolverhampton
 - Average Speed Enforcement - Walsall, Sandwell and Dudley.

7 **Revenue Budget Monitoring 2018-2019**

Councillor Louise Miles presented the Revenue Budget Monitoring 2018 -2019 for approval. The report provided a projection of the likely revenue outturn position for the General Fund and Housing Revenue Accounts, compared with the Council's approved revenue budgets for 2018-2019. The report was the second report of the financial year detailing the likely outturn projection for 2018-2019.

Resolved:

1. That the use of £410,000 from the Highway Management Reserve to fund various works and schemes be approved as detailed at paragraph 7.5 of this report.
2. That the use of £75,000 from the Transformation Reserve to fund a Project Manager post for 16 months over 2018-2019 to 2019-2020 be approved as detailed at paragraph 7.6 of this report.
3. That the use of £140,000 from the Future Works Reserve to support Agresso System upgrade be approved as detailed at paragraph 7.7 of this report.
4. That the use of £1.3 million from the Adult Social Care Reserve to support cost pressures across the service be approved as detailed at paragraph 7.8 of this report.
5. That the use of an additional £50,000 from the Budget Contingency Reserve to fund the academy conversion deficit be approved as detailed at paragraph 9.8 of this report.
6. That 12 virements totalling £1.6 million, for transfers within directorates, be approved as detailed in Appendix 7 to this report.
7. That the write off of three Non-Domestic Rates (NDR) debts totalling £27,606.41 be approved as detailed in Appendix 8 to this report.
8. That the write off of 5 sundry debts totalling £164,051.54 be approved as detailed in Appendix 9 to this report.
9. That it be noted that the overall projected outturn for the General Fund for 2018-2019 is forecast to be an overspend in the region of £1.7 million.
10. That it be noted that at this stage in the financial year it is difficult to forecast redundancy costs. However, based on recent years it is anticipated that the cost of redundancies can be met from reserves.
11. That it be noted that 693 council tax accounts totalling £307,511.55, as detailed in paragraph 10.5 of this report, have been approved by for write off by the Director of Finance in accordance with the Council's Financial Procedure Rules.

12. That it be noted that 119 Non-Domestic Rates (NDR) debts totalling £680,774.76, as detailed in paragraph 10.6 of this report, have been approved by for write off by the Director of Finance in accordance with the Council's Financial Procedure Rules.
13. That it be noted that 94 sundry debt accounts totalling £74,497.79, as detailed in paragraph 10.3 of this report, have been approved by for write off by the Director of Finance in accordance with the Council's Financial Procedure Rules.
14. That it be noted that 39 housing benefit overpayments totalling £7,778.36, as detailed in paragraph 10.10 of this report, have been approved for write off by the Director of Finance in accordance with the Council's Financial Procedure Rules.
15. That it be noted that five debts relating to Business Improvement District (BID) totalling £513.70, as detailed in paragraph 10.7 of this report, have been approved for write off by the Director of Finance in accordance with the Council's Financial Procedure Rules.
16. That it be noted that a £15.5 million surplus on the Housing Revenue Account (HRA) is projected compared with a budgeted surplus of £15.2 million as shown at Table 9 and in detail at Appendix 6 to this report. The projected increased surplus of £261,000 will be used to redeem debt in line with the HRA Business Plan.

8 **Average Speed Enforcement Across the Black Country**

Councillor Steve Evans presented the Average Speed Enforcement across the Black Country report for approval. The approved proposal detailed the development and introduction of an Average Speed Enforcement system in partnership with Dudley MBC, Sandwell MBC, Walsall MBC, West Midlands Combined Authority, West Midlands Police and Police and Crime Commissioner, for the financial year 2018-2019 and future years.

Resolved:

1. That authority be delegated to the Cabinet Member for City Environment, in consultation with the Service Director of City Environment, to approve the implementation of the Average Speed Enforcement system and phased roll out across Wolverhampton.
2. That authority be delegated to the Head of City Transportation to lead the development and implementation of the Average Speed Enforcement system on behalf of the Black Country authorities Dudley MBC, Sandwell MBC and Walsall MBC including the design, procurement, advertising and any consultation required to introduce the system.
3. That authority be delegated to the Head of City Transportation to lead the negotiations with West Midlands Police to develop and implement a collaboration agreement covering the management and operation of the Average Speed Enforcement system on behalf of the Black Country authorities.
4. That authority be delegated to the Director of Governance to enter into collaboration agreements with the other Black Country authorities, West Midlands Combined Authority, West Midlands Police and the Police and Crime Commissioner to implement, manage and operate the Average Speed Enforcement System.
5. That it be noted that the capital costs included in this report have been incorporated into the 'Capital programme 2018-2019 to 2022-2023 quarter two review' report which is also on this agenda and will subsequently be reported to

Full Council for approval on the 5 December 2018, assuming that Cabinet approval to progress with the project is given. As the progression is dependent on that decision, if the project is not approved, the capital programme will be reduced accordingly.

9 **Roadworks Permitting**

Councillor Steve Evans presented the Roadworks Permitting report for approval. The introduction of permit schemes across the West Midlands Combined Authority area would ensure better co-ordination of all works, and closer monitoring of those who were responsible for installing and maintaining highways' and utilities' infrastructure, and their contractors. The system was designed to be self-financing and the costs and benefits of the scheme and level of fees would be reviewed on a regular basis.

Resolved:

1. That authority be delegated to the Head of City Transportation to lead the development and implementation of the Highway Permit Scheme including any consultation required.
2. That, subject to there being no significant objections or substantial changes, authority be delegated to the Cabinet Member for City Environment, in consultation with the Service Director for City Environment, to:
 - a. Approve the detailed plans and undertake Statutory Consultation on the proposed permit scheme
 - b. Consider objections, determine the final scheme and notify any objectors of the decision.
 - c. Approve and publish the final permit scheme.
 - d. Sign off the implementation of the final scheme and complete any statutory processes.
3. That authority be delegated to the Cabinet Member for City Environment, in consultation with the Service Director for City Environment, to approve the introduction of a Highway Permit Scheme for Wolverhampton.
4. That authority be delegated to the Cabinet Member for City Environment and the Cabinet Member for Resources, in consultation with the Strategic Director for Place and Director of Finance, to approve any budgets to deliver this scheme and set and implement charges for a finalised permitting scheme.
5. That it be noted that associated with the permitting scheme is a fundamental in-house review of the National Street Gazetteer. It is proposed to consult on any significant changes simultaneously so that the new permitting scheme can be implemented using the most accurate street data available.

10 **Establishing the Regional Adoption Agency (Adoption@Heart) as a hosted model in the City of Wolverhampton Council**

Councillor Paul Sweet presented the Establishing the Regional Adoption Agency (Adoption@Heart) as a hosted model in the City of Wolverhampton Council report for approval. The new Regional Adoption Agency would combine the adoption services for the local authority areas of Dudley Metropolitan Borough Council (MBC), Sandwell MBC, Walsall MBC and City of Wolverhampton Council. All local authorities were expected to deliver their adoption services through a Regional Adoption Agency by 2020. Funding had been secured from the Department for Education to cover the costs of setting up the new agency.

Resolved:

1. That the establishment of the Regional Adoption Agency be approved.
2. That City of Wolverhampton Council's acceptance that the approval of adopters is a function that will be delegated to the Regional Adoption Agency be approved.
3. That the revised service design, structure and governance of the Regional Adoption Agency as a 'hosted' model be approved.
4. That City of Wolverhampton Council be approved as the host authority for the Regional Adoption Agency and that the TUPE transfer of employees into City of Wolverhampton Council to work within the Regional Adoption Agency be approved.
5. That the revised proposed financial model and funding contributions from the four Councils be approved.
6. That the establishment of a Lead Members Regional Adoption Agency Board to enable Lead Members from the four Councils to collectively execute their responsibilities in respect of monitoring outcomes for children in care be approved.
7. That authority be delegated to the Cabinet Member for Resources and the Cabinet Member for Children and Young People, in consultation with the Director of Finance and the Director for Children's Services, to approve the funding agreement.

11

Prescribed Alterations to Specialist Educational Provision

Councillor Lynne Moran presented the Prescribed Alterations to Specialist Educational Provision report for approval. The report detailed the outcomes of pre-publication consultation and representation on the proposed prescribed alterations to specialist educational provision at Penn Hall School, Tettenhall Wood School and Warstones Primary School, and sought approval to permanently implement the proposed prescribed alterations.

Resolved:

1. That, in accordance with statutory guidance, the outcomes of Prepublication Consultation and Representation in relation to the proposed prescribed alterations to Penn Hall School, Tettenhall Wood School and Warstones Primary School be formally considered.
2. That the proposed prescribed alterations to Penn Hall School be approved.
3. That the proposed prescribed alterations to Tettenhall Wood School be approved.
4. That the proposed prescribed alteration to Warstones Primary School be approved.
5. That it be noted that the two prescribed alterations to Penn Hall School are classified as related proposals which are interdependent and cannot be considered in isolation of one another.
6. That it be noted that the two prescribed alterations to Tettenhall Wood School are classified as related proposals which are interdependent and cannot be considered in isolation of one another.
7. That it be noted that the capital costs included in this report have been incorporated into the 'Capital programme 2018-2019 to 2022-2023 quarter two review' report which is also on this agenda and will subsequently be reported to Full Council for approval on 5 December 2018, assuming that Cabinet approval to

progress with the project is given. As the progression is dependent on that decision, if the project is not approved, the capital programme will be reduced accordingly.

12 **Exclusion of press and public**

That in accordance with Section 100A(4) of the Local Government Act 1972 the press and public be excluded from the meeting for the following items of business as they involve the likely disclosure of exempt information relating to the financial or business affairs of any particular person (including the authority holding that information).

13 **Appropriation of Land at Railway Street for Planning Purposes**

In the absence of Councillor John Reynolds, Councillor Peter Bilson presented the Appropriation of Land at Railway Street for Planning Purposes report, that was exempt as it contained information relating to the financial or business affairs of any particular person (including the authority holding that information). The report was agreed subject to an amendment to the first recommendation.

Resolved:

1. That it be resolved with immediate effect to appropriate land known as Railway Street car park shown edged red on the Plan at Appendix 1 to this report which is held by City of Wolverhampton Council as highway land having a temporary use as a public car park to Planning Purposes (for an office led commercial and office mixed use development with scope for ancillary retail, residential and leisure uses falling within Classes A2, A3, A4, A5 B1a, C3 and D2 of Town & Country Planning (Use Classes Order) 1987 (as amended) under Section 122 of the Local Government Act 1972 in connection with the proposed development, redevelopment or improvement of the City of Wolverhampton which is likely to contribute to the economic, social or environmental well-being of the City Council's area.
2. That it be noted that the appropriation of the car park is necessary and in the public interest to secure the benefits of redevelopment of the site.
3. That it be noted that appropriation of the site will enable the development to proceed without the risk of an injunction from adjoining landowners.
4. That it be noted that appropriation will limit the level of compensation payments to the value of the diminution in value of affected properties.
5. That it be noted that at its meeting on 20 February 2018, Cabinet declared the Council's land holding at Railway Street car park surplus to requirement.
6. That it be noted that the parcel of land in question is one of numerous development sites outlined in the Interchange Master Development Agreement (2006) and subsequent amendments. The MDA places obligations on Neptune Developments Limited (now ION) to develop these sites.
7. That it be noted that the parcel of land in question has been identified as a development site in the City Centre Area Action Plan, adopted September 2016.
8. That it be noted that Appropriation of the land for planning purposes under s.122 of the Local Government Act 1972 is one of the criteria required to be satisfied in order to engage s.203 of the Housing and Planning Act 2016.
9. That it be noted that when s203 of the 2016 Act is engaged s204 provides that compensation will be paid on a diminution in value basis. If the interests to be

overridden relate to private Rights to Light, damages may also be payable in lieu of an injunction.

14 **Secondary School Expansion Programme 2019-2020 and Primary School Provision**

Councillor Lynne Moran presented the Secondary School Expansion Programme 2019-2020 and Primary School Provision report for approval, that was exempt as it contained information relating to the financial or business affairs of any particular person (including the authority holding that information).

Resolved:

1. That the formal proposal for schools to be included within the Secondary School Expansion Programme 2019-2020 be approved.
2. That permission be granted to enter into formal negotiations with Academy Trusts.
3. That it be agreed to receive further reports detailing the proposed works and the arrangements with various schools and academies and detailed cost plans before capital budgets are agreed.
4. That it be noted that, in addition to the proposed Secondary School Expansion Programme 2019-2020, projected levels of secondary demand suggest that further significant investment in additional school places may be required in the future to ensure that supply can meet demand. This may be over and above the approved capital programme.
5. That it be noted that the Secondary School Expansion Programme 2019-2020 involves both temporary and permanent solutions to meet short and medium-term demand. This approach has been taken to ensure that an oversupply of school places is not created. Future demand may be influenced as a consequence of the United Kingdom leaving the European Union, and through the establishment of free schools within the City.
6. That it be noted that the funding strategies to support the Secondary School Expansion Programme 2019-2020 will be subject to approval through the appropriate governance mechanisms.
7. That it be noted that pupil forecasts for future primary cohorts show that further uplifts may be required in certain planning areas from 2020. The Local Authority is not proposing any primary expansion programmes at present; however, Cabinet are asked to note the proposal from the Education and Skills Funding Agency (ESFA) to open a primary free school in the City. The Secretary of State is the decision maker in relation to any applications to establish a Free School.
8. That it be noted that the Council is not in full control of all the factors relating to the effective and timely supply of school places. The Regional Schools Commissioner is responsible for determining if academies can expand.

CITY OF WOLVERHAMPTON COUNCIL	Cabinet 12 December 2018
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Report title	Wolverhampton Response to South Staffordshire Local Plan Issues and Options Consultation	
Decision designation	AMBER	
Cabinet member with lead responsibility	Councillor John Reynolds City Economy	
Key decision	Yes	
In forward plan	Yes	
Wards affected	All Wards	
Accountable Director	Richard Lawrence, Director of Regeneration	
Originating service	Planning	
Accountable employee	Michele Ross	Lead Planning Manager (Sub-Regional Strategy)
	Tel	01902 554038
	Email	Michele.ross@wolverhampton.gov.uk
Report to be/has been considered by	Regeneration Leadership Team	6 November 2018
	Place Leadership Team	12 November 2018

Recommendations for decision:

The Cabinet is recommended to:

1. Approve the following principles as the basis of the Council's response to the South Staffordshire Local Plan Issues and Options consultation:
 - a. Support for the preferred housing growth option of local housing need plus 4,000 homes of Greater Birmingham and Black Country Housing Market Area need;
 - b. Support for a mix of spatial options which deliver a proportionate amount of housing on the edge of the Black Country in line with the Housing Market Area Strategic Growth Study areas of search, subject to the findings of the joint South Staffordshire and Black Country Green Belt Review and other evidence;
 - c. Support for the sites submitted by the Council to South Staffordshire as part of the "Call for Sites", as approved by Cabinet Resources Panel on 2 October 2018;
 - d. Support for the employment growth option to allocate additional employment land to help address unmet cross boundary employment land needs for the Black Country, in

locations which are the most accessible by a choice of means of transport to the Wolverhampton workforce;

- e. Request for acknowledgement that, if approved, the West Midlands Interchange application would contribute towards unmet Black Country need for employment land and logistics provision;
- f. Support for the existing Brinsford Strategic Park and Ride site allocation and request that this project and other supporting infrastructure which increases access to the rail network should be promoted in the new Plan;
- g. Request that the impact of developments on the wider transport network is assessed, and that developments minimise trip generation through all available mechanisms;
- h. Request that development links effectively to the strategic transport network and avoids excessive pressure on sensitive transport links.

1.0 Purpose

- 1.1 To summarise the content of the South Staffordshire Local Plan Issues and Options Consultation and the implications for Wolverhampton and to approve the principles for a City of Wolverhampton Council response to the consultation.

2.0 Background

- 2.1 The South Staffordshire Site Allocations Document (SAD), which allocates sites for housing and employment development up to 2028, was adopted in June 2018. The SAD included a commitment to carry out an immediate review and submit a new Local Plan for examination by 2021 which would address longer term development needs up to 2037, including those arising from the Greater Birmingham and Black Country Housing Market Area (HMA). The Local Plan will be supported by evidence prepared jointly with the Black Country authorities to support the Black Country Plan, including a Green Belt Review, which was commissioned in September 2018, and employment land evidence.
- 2.2 On 2 October 2018, Cabinet (Resources) Panel approved the submission of a number of Council-owned sites to South Staffordshire Council for development as part of the “Call for Sites” for the Local Plan.
- 2.3 South Staffordshire Council published an Issues and Options Consultation ([Weblink](#)) for the new Local Plan on 8 October 2018 with a consultation response deadline of 30 November 2018. South Staffordshire adjoins the north and west boundary of Wolverhampton, and it is important that the South Staffordshire Local Plan and the Black Country Plan are prepared in a consistent and complementary manner, building on a history of successful joint working.

3.0 Summary of the South Staffordshire Local Plan Issues and Options Consultation

- 3.1 The Issues and Options report explains that South Staffordshire’s housing need up to 2037 is 5,130 homes. Around 4,000 of this can be delivered on land committed, allocated or safeguarded through the SAD. It is acknowledged that there is also a need for the authority to accommodate part of the estimated 60,855 home shortfall in the HMA up to 2036, of which the majority originates in Birmingham and the Black Country.
- 3.2 Five housing growth options are put forward for consultation. The preferred option is to contribute 4,000 homes towards the HMA shortfall, based on the minimum capacity of the four areas of search identified for South Staffordshire in the HMA Strategic Growth Study. These are described as:
 - an urban extension north of Penkrige (1,500 homes);
 - an employment-led urban extension north of Wolverhampton around the i54 employment site (1,500 homes);
 - dispersed development north of Codsall / Bilbrook (500 homes); and
 - dispersed development on the western edge of Wolverhampton / Stourbridge (500 homes)

The other options propose contributing 0, 1,900, 12,000 or 20,000 homes respectively towards the shortfall.

- 3.3 In terms of employment land, the report states that South Staffordshire have a small surplus of land to meet their own needs but anticipate playing a role in delivering unmet needs from the Black Country – the amount of which will be subject to progress on the Black Country Plan. The report also notes that an application for a c.300 ha logistics site (West Midlands Interchange) at Four Ashes is currently being considered by the Secretary of State.
- 3.4 The report then goes on to set out six spatial distribution policy options for delivery of the preferred housing option and potential employment land requirements. These include increasing the average density of housing sites, expanding existing South Staffordshire settlements, small and large-scale urban extensions on the edge of the Black Country, and new freestanding settlements. Maps are provided showing the location of potential development sites submitted through the “Call for Sites” to date. These include sites within the HMA areas of search and a range of sites on the fringe of Wolverhampton. Given the scale of housing proposed, and the requirement to locate housing close to where need arises, it is likely that a combination of options will be required, including urban extensions to the Black Country.
- 3.5 It should be noted that the spatial policy options maps are indicative only and show the locations of all sites submitted for consideration to date, rather than preferred sites for development. The next stage of consultation – the Preferred Options – will propose specific sites for development, following completion of key evidence.

4.0 Implications for Wolverhampton and principles for a response

- 4.1 The preferred housing growth option would represent a substantial 30% increase in housing completions compared to recent trends. It is unlikely that higher growth options would be sustainable. Given the proximity of the Black Country to South Staffordshire, it is reasonable to claim all of the 4,000 homes being offered by South Staffordshire towards meeting Black Country housing needs. This would be a welcome contribution towards the estimated 22,000 home shortfall which the Black Country Plan must address.
- 4.2 The potential for South Staffordshire to provide additional, high quality employment land to meet the needs of the Black Country is also welcomed, building on the successful delivery of the i54 site. To help meet the employment needs of Wolverhampton it is important that such sites have high levels of accessibility to the Wolverhampton workforce.
- 4.3 A number of the spatial policy options could involve significant housing and / or employment development close to the boundary of Wolverhampton. This could have implications in terms of infrastructure such as transport, education and open space, and

could impact on the environmental quality and amenity of areas at the edge of Wolverhampton. Any developments would need to be carefully located and planned, therefore it is vital that close joint working on all of the relevant issues continues throughout the Plan preparation process.

- 4.4 In terms of transport infrastructure implications, close engagement will be required with Staffordshire County Council. As the gateway to the West Midlands, it is critical that the impact on the transport network of trip generation is assessed not just in the immediate vicinity of development but also in the corridors giving access into the urban area. Developments should minimise trip generation, through local provision of services, high-quality multi-modal connectivity and maximising opportunities arising from future transport developments e.g. growth in electric vehicle usage. Good access to the rail network and provision of supporting infrastructure such as sufficient park and ride capacity are essential. Any impact of the implementation of HS2 should be taken into account and high-quality pedestrian and cycling infrastructure should be incorporated for local journeys and first / last mile links.
- 4.5 Development should link effectively to the strategic transport network, in particular high-capacity corridors such as the A449 and the proposed M6 link road, avoiding excessive pressure on sensitive transport links such as the A454, the urban A460 and non-strategic routes. Where transport link improvements are required to mitigate trip generation impacts, appropriate funding mechanisms should be secured.
- 4.6 Therefore, it is proposed that the following principles form the basis for a City of Wolverhampton Council response to the consultation:
- Support for the preferred housing growth option of local housing need plus 4,000 homes of HMA need;
 - Support for a mix of spatial options which deliver a proportionate amount of housing on the edge of the Black Country in line with the HMA Strategic Growth Study areas of search, subject to the findings of the joint South Staffordshire and Black Country Green Belt Review and other evidence;
 - Support for the sites submitted by the Council to South Staffordshire as part of the “Call for Sites”, as approved by Cabinet Resources Panel on 2 October 2018;
 - Support for the employment growth option to allocate additional employment land to help address unmet cross boundary employment land needs for the Black Country, in locations which are the most accessible by a choice of means of transport to the Wolverhampton workforce;
 - Request for acknowledgement that, if approved, the West Midlands Interchange application would contribute towards unmet Black Country need for employment land and logistics provision;

- Support for the existing Brinsford Strategic Park and Ride site allocation and request that this project and other supporting infrastructure which increases access to the rail network should be promoted in the new Plan;
- Request that the impact of developments on the wider transport network is assessed, and that developments minimise trip generation through all available mechanisms.
- Request that development links effectively to the strategic transport network and avoids excessive pressure on sensitive transport links.

5.0 Evaluation of alternative options

5.1 The alternative option is for the Council not to respond to the consultation. This option is not viable, given the implications of the Local Plan for Wolverhampton could be significant.

6.0 Reasons for decision

6.1 The South Staffordshire Local Plan could have significant implications for Wolverhampton therefore it is important that the Council submits a response to each stage of consultation.

7.0 Financial implications

7.1 There are no immediate financial implications arising from this report. Any staffing costs associated with responding to the consultation will be met from the approved Planning budget 2018-2019. At future stages in the Local Plan process implications may arise for infrastructure provision in Wolverhampton, which will be addressed in future reports.
[ES/22112018/B]

8.0 Legal implications

- 8.1 As a neighbouring authority, South Staffordshire Council is required to work with the Council on the preparation of their Local Plan documents, under the “duty to cooperate”. The “duty to cooperate” in relation to planning of sustainable development was enacted by Section 110 of the Localism Act 2011 inserting a new Section 33A into Part 2 of the Planning and Compulsory Purchase Act 2004. The National Planning Practice Guidance states that the duty to co-operate places a legal duty on local planning authorities to engage constructively, actively and on an ongoing basis to maximise the effectiveness of Local Plan preparation in the context of strategic cross boundary matters.
- 8.2 The duty to cooperate is not a duty to agree. But local planning authorities should make every effort to secure the necessary cooperation on strategic cross boundary matters before they submit their Local Plans for examination. Local planning authorities must demonstrate how they have complied with the duty at the independent examination of their Local Plans. If a local planning authority cannot demonstrate that it has complied with the duty then the Local Plan will not be able to proceed further in examination. Local planning authorities will need to satisfy themselves about whether they have complied with the duty. As part of their consideration, local planning authorities will need to bear in

mind that the cooperation should produce effective and deliverable policies on strategic cross boundary matters.

[TS/19112018/R]

9.0 Equalities implications

9.1 A screening has been carried out for equalities implications and this concluded that a full Equality Analysis was not required for the recommendations of this report, as they do not involve a change to Council services, functions, policies or procedures.

10.0 Environmental implications

10.1 There are no direct environmental implications arising from this report.

11.0 Human resources implications

11.1 There are no human resources implications arising from this report.

12.0 Corporate landlord implications

12.1 On 2 October 2018, Cabinet (Resources) Panel approved the submission of a number of Council-owned sites to South Staffordshire Council for development as part of the “Call for Sites” for the Local Plan. This report recommends that these sites are promoted for development through the Local Plan process.

13.0 Health and Wellbeing implications

13.1 There are no health and wellbeing implications arising from this report.

14.0 Schedule of background papers

Cabinet (Resources) Panel, 2 October 2018 – [‘Black Country and South Staffordshire Plan Reviews – Call for Sites Submissions’](#)

South Staffordshire Site Allocations Document – June 2018

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CITY OF WOLVERHAMPTON COUNCIL	Cabinet 12 December 2018
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Report title	School Improvement Strategy 2018-2021	
Decision designation	AMBER	
Cabinet member with lead responsibility	Councillor Lynne Moran Education and Skills	
Key decision	Yes	
In forward plan	Yes	
Wards affected	All Wards	
Accountable Director	Meredith Teasdale, Director of Education	
Originating service	Education	
Accountable employee	Amanda Newbold	Head of School Improvement
	Tel	01902 555882
	Email	Amanda.newbold@wolverhampton.gov.uk
Report to be/has been considered by	Education Leadership Team	29 October 2018
	Strategic Executive Board	6 November 2018

Recommendation for decision:

The Cabinet is recommended to:

Approve the School Improvement Strategy 2018-2021.

1.0 Purpose

1.1 This report accompanies the School Improvement (SI) Strategy 2018-2021. It summarises the current position of school improvement and makes recommendations to revise the previous version of the School Improvement and Governance Strategy 2017. The SI Strategy makes provision for the Council to carry out its functions to monitor the performance of schools in the city and ensures that, where improvements are necessary, these are carried out effectively and expeditiously.

2.0 Background

2.1 The School Improvement and Governance Strategy was first presented to the Council in 2014, at which time school performance in the city was below national averages in terms of academic outcomes as well as the proportion of schools judged to be good or outstanding by Ofsted. The Strategy has been reviewed annually with minor amendments being made and approved by the Executive.

2.2 Performance of schools has improved significantly during the last three academic years and consequently a number of further changes are being proposed in the revised SI Strategy. At the same time, the number of schools converting to or being sponsored by academies has also increased and the SI Strategy reflects the need for changing relationships with schools and with regional partners.

2.3 School effectiveness (as judged by Ofsted) over the course of the School Improvement Strategy 2014 to 2017:

Academic Year	Proportion of schools judged to be good or Outstanding by Ofsted as at 31 st August 2014 to 2018	
	Wolverhampton	National
2013-2014	73%	79%
2014-2015	77%	82%
2015-2016	83%	86%
2016-2017	86%	87%
2017-2018*	90%**	86% ***

* methodology change ** June 2018

***March 2018

2.4 Change in school type over the course of the School Improvement and Governance Strategy 2014 to 2017:

Academic Year	Ratio of Wolverhampton maintained schools to academies & free schools		
	LA maintained schools	Wolverhampton Academies	National Academies
2013-2014	83%	17%	17%
2014-2015	76%	24%	21%
2015-2016	67%	33%	25%
2016-2017	59%	41%	29%
2017-2018	53%	47%	33%

2.5 Performance of schools during the period of the Strategy has improved. Children in Wolverhampton enter school at levels below national averages and by the end of the Foundation Stage (2018) good progress is made so that approximately 69% of children attain the Good Level of Development. This has increased over the last five years.

2.6 Performance at the end of Early Years Foundation Stage

Good Level of Development	2013	2014	2015	2016	2017	2018
National	52%	61%	66%	69%	71%	72%
Wolverhampton	44%	57%	61%	62%	66%	69%

2.7 Performance at the end of Key Stage 1

Approximately 65% of children leave Key Stage 1 having met the expected standard of attainment in all the subjects of reading, writing and maths. This is similar to national levels of attainment. In each separate subject, in 2018, pupils attained approximately 1 percentage point lower than national averages with 74% achieving the standard in reading, 69% in writing and 75% in maths. Overall, 11% of children achieve greater depth in all three subjects.

2.8 Currently, there is a gap in the performance of boys and girls at the end of Key Stage 1, with more girls reaching the expected standard than boys in all three areas. For children eligible for pupil premium, the gap between this group and their peers is 11 percentage points. The gap for children whose first language is not English, is 3 percentage points when compared to children who have English as a first language. Approximately 14% of children with SEND reach the expected standard in all three subjects.

2.9 Performance at the end of Key Stage 2

Attainment in reading, writing and maths reaches similar to national levels at the end of Key Stage 2. The proportion of children attaining the expected standard in all three subjects has increased over the last three years.

Reading, writing and maths combined	2016	2017	2018
National	53%	61%	64%
Wolverhampton	53%	60%	64%

2.10 Performance in each subject separately continues to rise with the proportion of children achieving the expected standard in writing (80%) and in the grammar, punctuation and spelling (78%) test (GPS) being above national averages. In reading (74%) and in maths (75%), there is a 1 percentage point gap from the national average in each subject.

- 2.11 Increasing numbers of children attain the higher standard in reading (25%) and maths (20%) and greater depth in writing (21%); 9% of pupils attain this level across all three subjects. These figures are just below national averages.
- 2.12 Currently, there is still a gap in the performance of boys and girls at the end of Key Stage 2. However, this is similar to national figures at 9 percentage points. A larger proportion, of children in the city who are eligible for pupil premium reach the expected standard in reading, writing and maths than national. This is also increasing each year, at a greater rate than national figures. By the end of Key Stage 2, similar proportions of children with English as an additional language and with English as a first language reach the expected standard in all three subjects. Approximately 22% of children with SEND reach the expected standard in all three subjects.
- 2.13 Progress across Key Stage 2 remains significantly above national averages. In reading this is +0.9, in writing it is +1.2, in maths it is +0.5 and in GPS it is +1.6. This is the third successive year that Wolverhampton has achieved significantly above average performance across all KS2 progress measures.

2.14 Performance at the end of Key Stage 4

Provisional outcomes indicate that Progress 8 increased slightly from the previous year to -0.05. This reflects the improving national picture but remains slightly below the national average, currently showing as -0.02. Attainment measures dropped slightly from 2017 to 44.2. Although provisional, and subject to change, comparisons with similar local authorities rank the city well in its statistical neighbour group.

- 2.15 The proportion of pupils attaining a strong (9-5) pass in both English and Maths has increased to 36% but this remains below national levels (40%). The proportion achieving a standard pass is also below national at 57% compared to 59%.
- 2.16 The current picture is that the gap in performance of boys and girls widens at Key Stage 4, with fewer boys than girls attaining the GCSE in both English and maths. At 11 percentage points, this gap is wider than national for attainment, although the progress gap between boys and girls in the city is narrower than national levels (0.46 compared to 0.5).
- 2.17 Gaps for pupils with English as an additional language have reversed in Key Stage 4 with more pupils in this group achieving strong passes in English and maths, and pupils in this group achieving a higher Attainment 8 score than their peers.

2.18 Performance at the end of Key Stage 5

At Post 16, approximately 9% of Wolverhampton pupils attained 3+ A grade A levels compared to 13% last year. This is below the national levels. The proportion of pupils attaining AAB grade A levels in at least two facilitating subjects was almost 13% compared to 16% nationally. The average points score per entry for A levels is also below national averages. The gap between the performance of boys and girls at this measure

has narrowed this year. Please note that this data is provisional and unvalidated and is therefore subject to change when validated results are available in Spring 2019.

3.0 Key revisions to the School Improvement Strategy

- 3.1 The Council's vision for Education 2030 outlines its commitment to ensuring young people have outstanding opportunities at every stage of their education. The journey of improvement for schools in the city continues to require a balance of challenge, support and intervention that reflects the changing role and responsibility of local authorities in today's education system. The revised SI Strategy details how implementation of school improvement strategies increasingly involves regional and local partners and stakeholders including the Regional Schools Commissioner, Diocesan Authorities, Multi-Academy Trust Boards, Teaching Schools and Ofsted.
- 3.2 The revised Strategy incorporates governance as one aspect of school improvement. Challenge, support and evaluation of governance is offered through the SI Strategy in order to develop all aspects of leadership and management in maintained schools.
- 3.3 Training and development of the school workforce is central to the continuing improvement in the quality of teaching and learning and leadership and management in schools. The strategy outlines the Council's comprehensive plans for professional development across subjects, phases and career stages from Newly Qualified Teachers (NQTs) to headteachers.
- 3.4 The revised SI Strategy sets out how collaboration between schools, including targeted peer to peer reviews, are pivotal to strengthening school improvement in the city; this aspect of school improvement, facilitated by experienced LA school improvement advisors, enables leaders to focus on specific areas of school practice that have been identified for improvement either at a school or cluster level, or as a city-wide priority.
- 3.5 Local Authority maintained schools continue to be categorised according to the risk of not achieving a 'Good' judgement at their next Ofsted inspection. The range of criteria to determine the categorisation has been updated to ensure that attainment and progress of pupils at each Key Stage is taken into account more rigorously when categorising schools. Academies continue to receive a table top analysis of performance; this is also discussed in detail with the Chairs of Single and Multi-Academy Trusts as part of the Director of Education's annual meeting.
- 3.6 Since the launch of the Strategy in 2014, the organisation of the Education Directorate and the School Improvement team has changed, impacting on the membership of the School Improvement Boards (SIBs) and more recently the Autumn term Challenge and Support meetings. These amendments are reflected in the revised SI Strategy.
- 3.7 Allocation of school improvement advisor days remain closely linked to each school's categorisation, with schools in most need of support and challenge receiving the highest allocation of days. One additional day per A and B1 school and 2 days for B2 and C (see Annexe 1 of SI Strategy) schools have been included to create additional flexibility into

the use of the allocated days so that peer reviews and focussed project work from various members of the school improvement team can be part of the bespoke offer to all schools regardless of categorisation.

- 3.8 The current Strategy is scheduled for an annual review. However, this Strategy is designed to be implemented over a three-year period and would therefore not require formal review until September 2021.

4.0 Evaluation of alternative options

- 4.1 The option to proceed without the revised School Improvement Strategy could lead to a reduction in standards of performance and Ofsted judgements in schools which may:
- Limit the Council's opportunity to work in collaboration and influence partners and stakeholders in the city and in the region
 - Restrict the flexibility and effectiveness of the council's school improvement offer to all LA maintained schools in the city
 - Reduce opportunities for school workforce development through CPD that is linked specifically to identified city-wide school improvement priorities
 - Lose the potential benefits and strengthening of the system gained through facilitated school to school peer reviews and other targeted projects and school improvement interventions
 - Limit the LA's ability to identify soon enough schools that have underperformance in Key Stages other than KS2 and KS4
 - Slow down the movement of LA schools judged to be Good or Outstanding
 - Increase the risk of reputational damage to the council, and the city as a whole, if schools are judged to be requiring improvement or inadequate
 - Impact negatively on the Council's strong relationships that have been re-established over the last few years with current school leaders.

5.0 Reasons for decision

- 5.1 The decision to adopt the revised SI Strategy reinforces the Council's vision for education. It would demonstrate the Council's commitment to continue to invest in education, specifically in school improvement as part of the regeneration of the city.

6.0 Financial implications

- 6.1 The cost of implementation and monitoring of the Council's actions to challenge and support schools to improve school performance and increase the number of positive Ofsted inspections has been included in the approved revenue budget for the school improvement service. Ongoing monitoring and review of budgets is taking place in line with the council's policies.

- 6.2 The cost of educational failure is however significant for individual children, for schools, for the community and for the city in economic terms. It is therefore evident that the role of the LA in supporting raising standards in schools has financially significant implications for the Council and for the city.

[JB/01112018]

7.0 Legal implications

- 7.1 Under Sections 13 & 13A of the Education Act 1996 the Council has a duty to contribute to the development of the community by securing efficient primary and secondary education and promoting high standards in the city.
- 7.2 Recent improvements in attainment and in the performance of schools in Wolverhampton suggest that the Council's duties are being currently being discharged, although this now needs to be maintained.
- 7.3 Changes in accountability for schools are noted in the SI Strategy document.

[LW/10112018/A]

8.0 Equalities implications

- 8.1 Some pupils and some schools face greater challenges in achieving educational success; there are therefore profound equalities implications to the Council and to schools in ensuring that every child and young person achieves their full potential and every school provides good educational outcomes.
- 8.2 Analysis of performance data, as part of the School Improvement Advisors' allocation of time for schools, enables a thorough review of outcomes for pupils across the range of vulnerable groups including gender, disadvantage, ethnicity and prior attainment. This also informs the bespoke and targeted offer of support and development to schools.

9.0 Environmental implications

- 9.1 There are no environmental implications as a result of the proposed SI Strategy changes.

10.0 Human resources implications

- 10.1 There are no Human Resources implications for the Council as a result of the proposed strategy changes. However, for schools, national data and anecdotal reports suggest that there are recruitment and retention issues in relation to teaching staff and school leaders; one aspect of partnership in the city is currently considering how to address this issue at a local level.

11.0 Corporate landlord implications

- 11.1 There are no corporate landlord implications as a result of the proposed strategy changes.

12.0 Health and Wellbeing Implications

12.1 Information in Section 2 of this report demonstrates that the quality of education offered to children in the city is improving through the implementation of a School Improvement Strategy. Furthermore, evidence indicates that education contributes to the social and economic factors which are the strongest determinants, accounting for approximately 40%, of health outcomes. The SI strategy aims to further improve academic outcomes for children and young people at each Key Stage of their experience of education, preparing them to be ready for success at the next phase of their education, training or future employment.

13.0 Schedule of background papers

13.1 [School Improvement and Governance Strategy 2017](#)

14.0 Appendices

Appendix 1 - School Improvement Strategy 2018-2021

School Improvement Strategy 2018-2021



Contents

Introduction	3
Statutory Context	4
Shared principles	6
City of Wolverhampton Council's judgement of school effectiveness	8
Accountability Summary	13
Annex 1 - Support Categories for Wolverhampton Schools	14
Annex 2 - Notional School Improvement Advisor Time Allocation	22
Annex 3 - Autumn Term Challenge and Support Meeting (<i>all maintained schools</i>)	24
Annex 4 - School Improvement Board	26

Introduction

- 1.1** The City of Wolverhampton Council's vision is to create an education system in Wolverhampton that promotes the very highest standards for all children and young people, closes the attainment gap and allows every pupil in Wolverhampton to reach their full potential. The council celebrates school autonomy and supports school leaders and teachers in leading City wide collaboration and school improvement - for more details please refer to the City of Wolverhampton Vision for Education 2030.
- 1.2** Educational standards across the City are improving rapidly and this upward trend will be built upon to ensure that the children and young people of Wolverhampton have the skills and confidence needed to reach their aspirational potential and who can then support the longer-term development and prosperity of the City.
- 1.3** We believe that all families in Wolverhampton want their children to succeed in education. We believe they want an education system that values and celebrates high standards, and where no child is left behind as they learn and achieve through a broad and balanced curriculum.
- 1.4** We will ensure that our education system prepares all children and young people to become confident and responsible adult citizens. We will equip them with the skills they need for their own future economic prosperity, and that of the City.
- 1.5** In partnership with our schools, we will build a school system where the highest quality education is delivered in all Wolverhampton schools and all schools work together in a self-improving, self-sustaining school to school support system. Together we will act as the champion of pupils and families, particularly our most vulnerable.
- 1.6** The City of Wolverhampton Council will:
- Maintain and build upon the effective working relationships with schools to facilitate the development of strong, local school to school support networks through a systems leadership and partnership working approach that involves all relevant stakeholders in the school improvement work across the City.
 - Implement a robust and effective challenge and support programme to all schools across the City through a staged and differentiated approach based on a school's individual position, to hold them fully to account for school improvement.
 - Implement a robust and effective support programme to all schools Governing Boards, through a staged and differentiated approach based on a school's individual position, to ensure that they are fully able to hold Headteachers and senior leaders to account for school improvement.
 - Ensure that safeguarding is accorded with the highest priority in all Wolverhampton schools.

Statutory Context

2.1 The local authority's current statutory responsibilities for educational excellence are set out in section 13a of the Education Act 1996. That duty states that a local authority must exercise its education functions with a view to promoting high standards. Local authorities must discharge this duty within the context of increasing autonomy and changing accountability for schools, alongside an expectation that improvement should be led by schools themselves.

2.2 The Education and Inspections Act 2006 defined the strategic role of the local authority in the school improvement process:

- As 'champion' of the needs of children and young people and their families;
- In the planning, commissioning and quality assurance of educational services;
- In challenging schools and, where appropriate, to commission support and, if necessary, to intervene in the management and governance of the school; and
- Where a local authority has concerns about academy performance it must raise them directly with the Department for Education.

2.3 The 2006 Act requires local authorities to respond to parental concerns about the quality of local schools and grants new powers to intervene earlier, in maintained schools, where performance is poor. Part 4 of the Act sets out measures for tackling school underperformance by:

- Enabling early action to tackle school underperformance so that it does not become entrenched and lead to formal school failure;
- Ensuring that effective support and challenge is provided immediately when unacceptable standards are identified, so that improvements can be made quickly; and
- Securing decisive action if a school in Special Measures fails to make sufficient progress, so that the education and life chances of pupils are safeguarded.

2.3 The Act differentiates between absolute low attainment (below floor standards) and relative under-performance where there may be declining or static performance by children and young people, under-performance by specific groups, or in specific subject areas. In all cases, early intervention is the key in preventing school failure.

2.4 The Act gives revised powers to the local authority to intervene in maintained schools causing concern which builds on existing statutory powers to ensure that every child is provided with the education and opportunities they deserve. City of Wolverhampton Council will apply these powers of intervention when deemed to be appropriate. Further statutory guidance can be found at <https://www.gov.uk/government/publications/schools-causing-concern>.

2.5 The Education and Adoptions Act 2016 amends the 2006 act by:

- Stating that every school judged 'inadequate' by Ofsted will be turned into a sponsored academy.
- Giving new powers to the Secretary of State for Education to intervene in schools considered to be underperforming.
- Expanding the legal definition of the 'eligible for intervention' category to include 'coasting' schools, and enable (but not require) the Secretary of State to turn such schools into sponsored academies or intervene in them in other ways.
- Allowing the Secretary of State to issue directions, with time limits, to school governing bodies and local authorities, to speed up academy conversions.
- Placing a new duty on schools and local authorities in specified cases to take all reasonable steps to progress the conversion
- Requiring schools and local authorities in specified cases to work with an identified sponsor toward the 'making of academy arrangements' with that sponsor.
- Removing the requirements for a general consultation to be held where a school 'eligible for intervention' is being converted to a sponsored academy.

Shared Principles

The City of Wolverhampton School Improvement Strategy is underpinned by the following key principles, which are reflected in the Education Vision 2030:

- 3.1 That every child or young person in Wolverhampton will reach their full potential and have a happy and positive school experience.**
- 3.2 That every school in the City will make effective provision for children and young people with special educational needs and disabilities so that they can make good progress in their learning and can move easily on to the next stage of their education and aspire for employment and independent adult life.**
- 3.3 That the outcomes of every child or young person in Wolverhampton are a collective responsibility:**
While responsibility for improvement rests with individual schools as self-managing institutions; City of Wolverhampton

Council has a statutory duty (as outlined in Section 2) to challenge and, where it deems it necessary, to undertake timely interventions in schools to raise standards.

- 3.4 That transparency, mutual trust and partnership are vital to a self-improving system:**
Clear and robust criteria for categorising each school, based on their level of effectiveness in providing a good level of education is shared with school leaders (See Annex 1). Once categorised, schools will receive differentiated levels of challenge and intervention from the local authority (see Annex 2) to ensure rapid and sustainable school improvement. Where a local authority has concerns about academy performance it will raise them initially with the school and the trust and then, if necessary, directly with the Secretary of State via the Regional Schools Commissioner and if necessary, Ofsted.

3.5 That strong leadership, management and governance are essential:

Headteachers and governors are ultimately responsible for the performance of the schools they lead. Governing bodies, therefore, need to effectively challenge and hold school leadership teams appropriately to account to ensure good outcomes for all pupils. The effectiveness of school governance will therefore be quality assured with a robust system for evaluating the effectiveness of all governing bodies all set within the context of the Council's Governance Strategy (See Annex 3).

3.6 That an effective self-improving school led system of support is vital:

School to school improvement networks that are built on autonomy and effective professional relationships, are vital to ensure effective support is available to all

schools. Through these networks, schools will take ownership and responsibility for their own and support each other's performance and improvement.

3.7 Additional and strengthened teaching school alliances will further support schools working in partnership to improve the quality of education provision within the City.

3.8 The City of Wolverhampton Council will work in partnership with Schools Forum to ensure that resources are effectively deployed to improve school standards and the outcomes for all pupils, including the most vulnerable, using best value principles.

City of Wolverhampton Council's judgement of school effectiveness:

4.1 School Improvement Advisors (SIAs)

Where School Improvement Advisors are deployed, they will seek to:

- Focus on the overall quality of education provided by the school, in particular the progress and attainment of all groups of pupils
- Respect the school's autonomy to plan its own development and commission its own support.
- Give professional challenge to school leaders and governors.
- Provide evidence based judgements on school performance through core meetings, local authority reviews and data analysis.

4.2 Categorisation of LA maintained schools;

Each Wolverhampton School will be placed in one of four local authority categories based on published criteria, (see Annex 1). No school, however compelling its quantitative or qualitative data may move to a Category A until it has been judged to be at least good through its most recent Ofsted Inspection.



In addition, any school that is below DfE Floor Standards cannot be judged to be higher than a B2 regardless of the school's other circumstances. Consideration will be made in relation to the LA using its formal powers of intervention.

- In the Autumn Term, schools will be informed of their local authority category and the reasons for it. This categorisation will be reviewed mid way through the year and if the risk factors for the school increase or decrease the school's category may be changed; schools will be informed of any changes and the reasons why.
- School Improvement Advisors (SIAs) will be allocated to work with schools based on need, as identified through the categorisation process.
- All schools will be provided with a differentiated core programme of challenge and support (see Annex 2).

4.3 Challenge and Accountability – Maintained Schools;

- Once categorised, schools will receive a differentiated level of challenge and support from the local authority through School Improvement Advisors (SIAs) and advisory teachers (see Annex 2).
- School Improvement Advisors (SIAs) will provide bespoke and differentiated levels of professional challenge to schools, to evaluate performance, identify priorities for improvement and support the planning for effective change.
- School Improvement Advisors (SIAs) will act for and on behalf of the City of Wolverhampton Council and are the main conduit for its communication on school improvement.

- Specific allocations of SIA and advisory teacher time will be determined according to the school's category (see Annex 2) and individual school's circumstances.
- All maintained schools in Categories B and C will also be challenged and held to account through regular School Improvement Board meetings (SIB) (see Annex 3).
- SIB meetings will be chaired by a local authority officer and there will be a minimum expectation of attendance from the Headteacher and Chair of Governors, although wider participation from school leadership teams and governors will be encouraged.
- The Headteacher and Chair of Governors will present evidence of impact since the last SIB against the school's priorities for improvement.

4.4 Challenge and accountability – Academies;

- Where the City of Wolverhampton Council has concerns about the performance of an academy, for example following the annual desk top data analysis, it will in the first instance write to the individual establishment to raise the issue and provide an external perspective to the Headteacher / Principal, Chair of Governors and, where appropriate, the single or multi-academy trust board.
- If invited, this may include a visit from a School Improvement Advisor in order to be discuss the school's plans for potential solutions within an agreed timescale.
- If the City of Wolverhampton Council is not satisfied that the concerns raised

Improving School Leaders



Improving Schools



Improving Outcomes



are being effectively addressed, it will share its concerns with the Regional Schools' Commissioner and Ofsted.

Where the City of Wolverhampton Council, through its Safeguarding Service, has concerns about an academy's safeguarding arrangements or procedures (arising as a result of investigations about individual children or otherwise), these concerns will be reported to the Education Funding Agency (EFA) and Ofsted.

4.5 Further Powers of intervention;

- The City of Wolverhampton Council reserves the right, where maintained schools are not making adequate improvements or are below floor standards to implement its powers of intervention as outlined in 'Schools Causing Concern' document (January 2018).

4.6 Development of Governance

"All children and young people in Wolverhampton's schools achieve outcomes which exceed expectations by attending outstanding schools, where every governing body drives improved outcomes for young people through effective strategic leadership, challenge and support to the school."

"We want governors to work with the leaders of their schools to be both strategic and pragmatic in delivering good outcomes from all children and young people. We want them to strengthen schools' professional leadership by appointing the right people to the right jobs and we want them to hold school leaders to account for the progress and outcomes they achieve in schools."

Sir Michael Wilshaw

(Former Chief Inspector of Schools)

Background and Scope:

New forms of governance are becoming more widespread, and increased levels of responsibility are being demanded of governors as schools become more autonomous, whilst at the same time the local authority's role is being challenged through political, social and fiscal pressures.

This increased level of challenge means governing bodies will need to be better equipped to take on the responsibility and accountability for the school's strategic leadership, and to develop their role of challenge and support.

The Local Authority's School Improvement Strategy will support the development of strong and effective school leadership ensuring all schools in Wolverhampton offer an outstanding level of education for all our children and young people.

The council's Statutory Duties with regard to School Governance.

The council has a duty to promote educational excellence as set out in section 13a of the Education Act 1996. That duty states that a local authority must exercise its education functions with a view to promoting high standards. The Education and Inspections Act 2006 further defined the strategic role of the local authority in the school improvement process:

- As 'champion' of the needs of children and young people and their families;
- In the planning, commissioning and quality assurance of educational services; and,
- In challenging schools and, where appropriate, to commission support and, if necessary, to intervene in the management and governance of the school.

With regard to school governance each local authority has a duty towards:

- Recruiting Local Authority Governors,
- Ensuring that information and training is available to governors to enable them to undertake their role effectively.
- Strengthening governing bodies and supporting the implementation of Interim Executive Boards (IEB's) where this has been approved by the Regional Schools Commissioner.
- Using the LA's statutory powers of intervention under the Education and Inspections Act (2006).
- Agreeing and making Instruments of Governance for all maintained schools.

The Council expects its school governors to:

- Champion improved outcomes for all children and young people in Wolverhampton
- Consider national and local priorities and challenge decisions that could be detrimental to improved educational outcomes.
- Set high expectations through promoting Wolverhampton as a place that children and young people can be proud of
- Focus on challenging schools to close gaps in attainment and progression and exceed national averages, particularly for vulnerable groups of children and young people.
- Maintain an understanding of and communicate the council's priorities and developments at governing body meetings

- Maintain an awareness of the school's local area, community and local priorities
- Promote the expectation that to be retained as a Governor who can effectively drive school improvement, the core training offered by the LA will be taken up by all governors.

Recruitment & retention:

While these principles are aimed at local authority governors and prospective IEB members in the first instance, they will apply universally to the recruitment and retention of all governors.

- The Local Authority is committed to working with schools, employees, and the wider community to develop a pool of prospective Local Authority Governors and Interim Executive Board members recruited from a broad professional field with wide ranging skills.
- The Local Authority runs a termly recruitment campaign and seeks to raise the profile and status of governance through regular media coverage of the excellent work and achievements of our governors.
- As well as doing outreach promotions of school governance and the work of IEBs at high profile community events, the LA will also advertise any governor vacancies schools ask for support with, on the council website, and seek to facilitate skill based appointments.



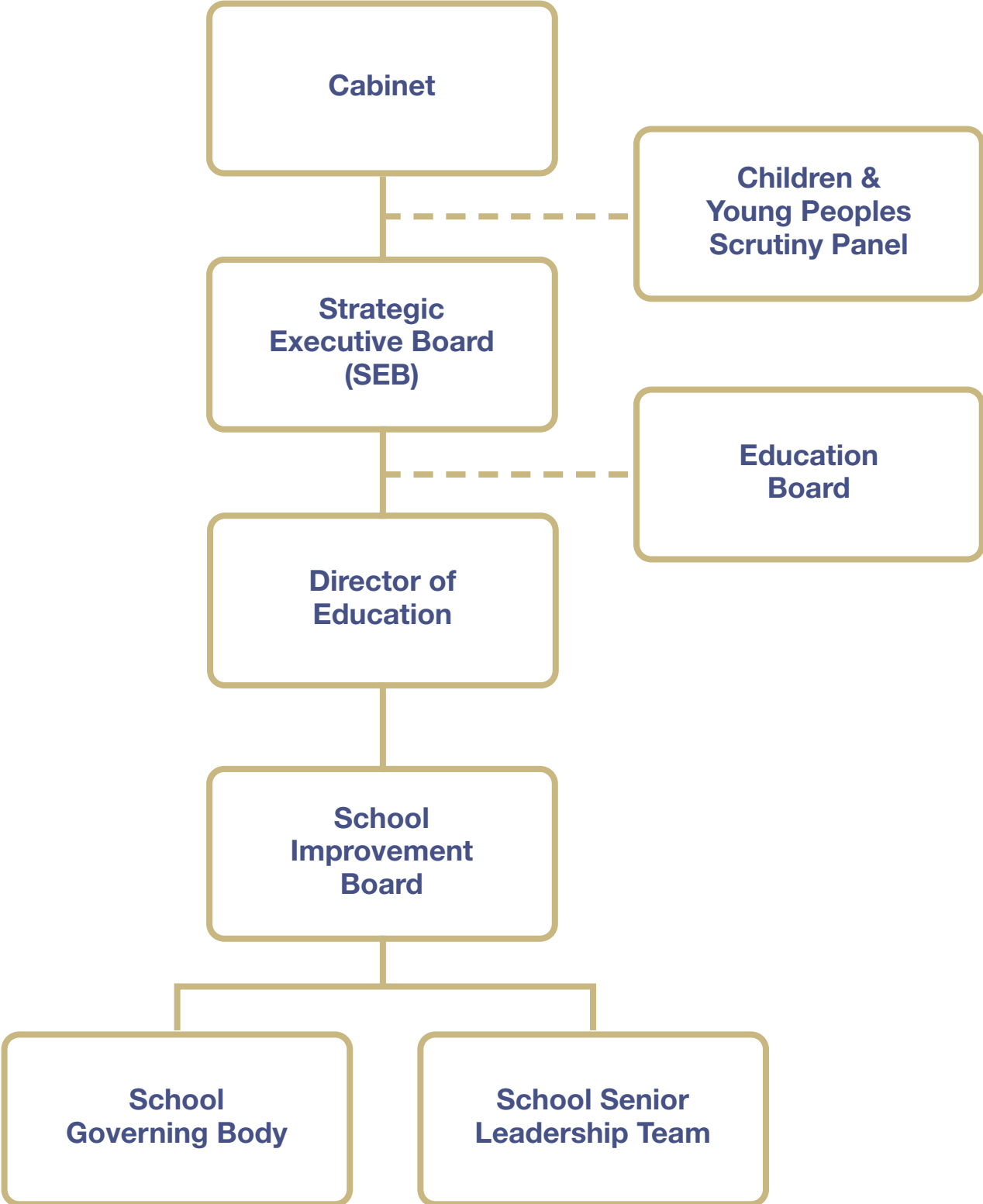
Local Authority (LA) support and development for governors:

- The LA will provide support through forums, training and the development of resources for our members of governing boards to ensure all governors are fit for purpose and can effectively support and challenge schools' Senior Leadership Teams and act as a conduit for information between the LA and schools.
- The LA will audit governance on an annual basis, leading to a RAG rating. This rating will then be communicated to all Head Teachers and Chairs of Governors with recommendations for action, who will then be given the opportunity to respond to the rating by providing further evidence, if appropriate.
- The authority will then make a final judgement for each school. Any schools rated as red or amber may be directed by the local authority to participate in a full review of governance by an independent National Leader of Governance (NLG), or, where support fails to see quick results, an Interim Executive Board may be established. See DfE 'Schools Causing Concern (Feb 2018).

Training and development for governors:

- There is a need to improve standards of Governance across the city and therefore a programme of continuous professional development is critical if governors are to fulfil their statutory roles and contribute to excellent outcomes for children and young people across the City.
- In addition to the core training programme, offered through an SLA, the local authority will increase its use of bespoke training to meet specific needs of Governing Boards National Leaders of Governance (NLG's). NLG's are highly effective chairs of governors, who use their skills to support governance in other schools.

Accountability Summary



Annex 1

Support Categories for Wolverhampton Schools

The Local Authority will consider how it groups schools with differing needs in order to proportionally justify targeting of finite support and resources.

Judgements are based on the range of evidence available to the LA at the time of categorisation.

Schools are placed in the category that is “best fit” based on the evidence gathered by School Improvement Advisors through their work in school and their professional judgement.

Categorisation

A Providing a good or better level of education

Rationale

1. Judged good or outstanding by Ofsted at the last inspection.

and

2. Judged securely good or outstanding by the LA through School Improvement Advisor work with the school and is therefore likely to be judged so at the school's next Ofsted inspection.
3. Leadership and management at all levels, particularly senior leaders, middle managers and governors consistently demonstrate, through evidence and analysis of data, effective processes and structures which have a positive impact on pupils' achievement and behaviour.
4. School Governors are RAG-rated as Green by the LA.

5. School leaders and managers are accurate in their self-evaluation and judgements are evidence based, including robust data analysis.
6. School data is presented in a manner that is accessible to teachers, governors and school leaders and facilitates forensic analysis and rapid action to improve pupil outcomes.
7. In mainstream schools, pupil achievement for reading, writing and mathematics for all groups of pupils is consistently above the national standards.
8. Progress across the majority of year groups, pupil groups and core subjects is consistently strong and/or improving.
9. Nursery school child development and learning assessments on exit demonstrate that different groups make good and often outstanding progress from their starting points, and progress rates contribute to narrowing the attainment gaps.
10. In Special Schools, the vast majority of pupils with shared starting points are making more than expected progress; robust benchmarking and rigorous moderation of assessment ensures that challenging targets are set, and careful analysis of progress and development is leading to improved attainment.
11. The vast majority of teaching over time is good with an increasing proportion of outstanding teaching being evidenced. Any teaching requiring improvement is effectively and rapidly tackled by school leaders. No inadequate teaching is evident.
12. Provision for safeguarding meets all statutory requirements.



13. Behaviour is managed consistently well and there are no or very few exclusions.
14. Attendance is at least in line with national averages or shows consistent improvements, with secure systems and processes evidencing impact through upward attendance trends within school context where overall attendance is below national levels.
15. The school can evidence highly successful strategies for engaging with parents. There are very few concerns expressed by parents.
16. The school is effective in its outward facing links with other partners which contribute to and support school improvement processes, including working with and supporting other schools.
17. Other risk factors are considered to be low by the LA.



Categorisation

B1 Level of education provided requires improvement

Rationale

1. Schools that have previously been judged good or outstanding at their last Ofsted inspection but are considered to be vulnerable at the next inspection by the LA through the work of the School Improvement Advisor or school performance data.

or

2. School is judged to be requiring improvement at its last inspection but all evidence to the LA, through School Improvement Advisor work with the school, indicates that the school is likely to be judged to be good at its next inspection.

- 3. Leadership and management at all levels particularly senior leaders, middle managers and governors are secure and improving which is leading to improvements in pupils' outcomes.
- 4. School Governors are RAG-rated at least Amber by the LA with a clear action plan for improvement.
- 5. School leaders and managers are generally accurate in their self-evaluation and judgements are increasingly evidence based, including robust data analysis. School Improvement planning demonstrates the school's capacity to improve.
- 6. School data is presented in a manner that is accessible to and understood by teachers, governors and school leaders and facilitates forensic analysis and rapid action to improve pupil outcomes.

7. In mainstream schools, pupil achievement for reading, writing and mathematics for all groups is at or above the national standards or is improving, though there may be some variability in attainment and or progress between one year and the next and/or between different groups but.
8. Nursery school child development and learning assessments on exit demonstrate consistently good progress from their starting points.
9. In Special Schools, most pupils with shared starting points are making expected or more than expected progress. Where benchmarking and rigorous moderation of assessment indicates pupils are making less than expected progress or are unlikely to make expected/higher attainment, a robust response is being made to increase progress and raise attainment.
10. The quality of teaching is good and improving and there is very little inadequate teaching evident. Any teaching deemed inadequate is effectively and rapidly tackled by school leaders.
11. Provision for safeguarding meets all statutory requirements.
12. Behaviour is managed well; and there are very few or reducing numbers of exclusions.
13. Attendance is at least in line with national averages or shows consistent improvements, with secure systems and processes evidencing impact through upward attendance trends within school context where overall attendance is below national levels.
14. Engagement with parents is secure and the vast majority of parents express contentment with the school.
15. Outward facing links are increasing. School leaders are taking the opportunity to work in collaboration with other schools in the network and beyond.
16. Risk factors such as a no substantive headteacher in post, newly appointed headteacher, high turnover of staff, a high number of NQTs, proximity to inspection, and exceptional circumstances are accurately identified and are considered to be having minimal impact on standards by the LA.
17. The school may hold a deficit or a surplus balance but plans are in place to address this.



Categorisation

B2 Level of education provided requires improvement

Rationale

1. School is judged as requiring improvement by Ofsted and demonstrates limited capacity to improve; this judgement continues to be evidenced through the work of the School Improvement Advisor and/or school performance data.
- or*
2. Schools that have previously been judged good or outstanding at their last Ofsted inspection but are considered to be very vulnerable at next inspection by the LA through the work of the School Improvement Advisor work with the school and/or school performance data for example, if the school is below DfE floor standards.
3. Aspects of leadership and management, teaching and learning, or behaviour and safety, require improvement; school leaders do not yet consistently demonstrate effective processes and structures, and therefore have limited capacity to improve and the pace required.
4. School Governors are RAG-rated Amber or Red by the LA and there is little evidence of capacity to improve.
5. School leaders and managers are at the early stages of accurate self-evaluation and some judgements may have limited evidence base. School Improvement planning lacks rigour.
6. The LA, through School Improvement Advisor work with the school, has identified areas of fragility within attainment and progress data in specific subjects, with particular groups or in identified year groups.

7. Attainment in English and mathematics has been below the national averages over the last three years and/ or the school has fallen below government floor standards in one or more areas.
8. Progress across certain year groups, pupil groups and/or core subjects shows a declining picture over time. Gaps in performance are not narrowing and may be widening.
9. Nursery school child development and learning assessments on exit do not consistently evidence expected progress from their starting points.
10. In Special Schools there is inconsistent evidence of pupils making expected/more than expected progress from their starting points; benchmarking and moderation of assessment have limited impact and those pupils making less than expected progress/ are unlikely to make expected/higher attainment.
11. The majority of teaching requires improvement across the school and there may be some elements of inadequate teaching that are slow to be effectively tackled.
12. Attendance shows limited improvements with systems and processes that do not consistently evidence impact on upward attendance trends within school context where overall attendance is below national levels.
13. Provision for safeguarding meets minimum requirements.
14. Behaviour is managed appropriately; there are few or a reducing number of exclusions.
15. Some opportunities to engage and build relationships with parents are evident.
16. School leaders do not fully participate in outward facing links with other partners and schools, or the LA, in particular, the work of School Improvement Advisors to contribute to or support school improvement processes.
17. Risk factors such as a close proximity to inspection, no substantive headteacher in post nor robust plans to recruit, newly appointed headteacher, high turnover of staff, a high number of NQTs and other exceptional circumstances are considered to be significant by the LA.
18. The school is not effectively using its budgets and resources to improve academic outcomes for all pupils and/or holds a deficit balance and/or holds a surplus balance above the recommended limits.





Categorisation

C Level of education provided has serious weaknesses or school is in special measures

Rationale

1. School is judged as having serious weakness or requiring special measures by Ofsted.

or

2. Overall the LA, through the work of the School Improvement Advisor with the school, judges that the quality of education to be inadequate. There are key aspects that require significant improvement. For example the school is below DfE floor standards and demonstrates insufficient capacity to improve outcomes.

or

3. 3. Leaders and managers are not taking sufficiently effective steps towards securing good quality teaching and learning, leadership and management, behavior and safety. Leadership and management of the school particularly senior leaders, middle managers and governors may or may not have the capacity to make the necessary improvements with the urgency required.
4. 4. School Governors are RAG-rated at Red by the LA and there is little evidence of capacity to improve. There are unfilled vacancies on the governing board and a lack of skills are contributing to ineffective governance.
5. 5. Leadership and management do not consistently demonstrate effective processes and structures including the accuracy of self-evaluation, data analysis and school improvement planning.

6. Attainment remains below national levels in several subjects or across a key stage or for particular groups across the school.
7. Pupil progress is inadequate over the last three years in English and/or mathematics, and/or for different groups.
8. Nursery school child development and learning assessments on exit do not consistently evidence expected progress from their starting points.
9. In Special Schools, there is limited evidence of pupils making expected/more than expected progress from their starting points; as a result of inconsistent benchmarking and moderation, there is insufficient evidence of pupil progress and attainment.
10. The vast majority of teaching over time requires improvement and does not secure the good progress of pupils. Inadequate teaching is not effectively addressed by school leadership in a timely manner.



11. The school's arrangements for safeguarding pupils do not meet statutory requirements and give cause for concern. The number of exclusions is high or rising.
12. Attendance is consistently low for all pupils or groups of pupils and shows little sign of improvement.
13. The school's strategies for engaging parents are weak and parents have expressed little confidence in the school.
14. The school does not engage effectively in outward facing links with other partners, including the LA and, in particular, the work of School Improvement Advisors to contribute to or support their school improvement.
15. The school is not effectively using its budgets and resources to improve academic outcomes for all pupils and/or holds a deficit balance and/or holds a surplus balance above the recommended limits.
16. Concerns around the safety of pupils or staff are identified.

Annex 2

Notional School Improvement Advisor Time Allocation

Work Plan (A minimum of:)

Time Allocation/year

Academies/Free Schools

1 day desk-top data analysis, write up of summary report identifying key priorities and letter to headteacher/Autumn Term with a follow up visit if applicable.

1+ Day

Total = 1+ Days /Year

Category A schools

1 day desk-top data analysis and evaluation of school improvement plan and preparation for Autumn Term Challenge and Support meetings.

1 Day

0.5 Challenge and Support meeting in Autumn Term, write up of summary report and agreed actions.

1 Day

0.5 core visits* spring and summer terms, write up of visit reports

2 Days

1 day for focused support, peer review, targeted project work on or school improvement priorities

1 Day

Total = 5+ Days /Year

Category B1 schools

1 day desk-top data analysis and evaluation of school improvement plan, and preparation for Autumn Term Challenge and Support meetings.

1 Day

0.5 Challenge and Support meeting in Autumn Term, write up of summary report and agreed actions.

1 Day

0.5 core visits* spring and summer terms, write up of visit reports

2 Days

Attendance at SIB Meeting/term

1.5 Days

1 day monitoring and review** in school of identified and agreed priorities (from the SIB) and writing of report/term

3 Days

1 day for focused support, peer review, targeted project work on work on city or school improvement priorities

1 Day

Total = 9.5+ Days /Year

Schools can purchase additional SIA time through an SLA if they should so wish.

* School Improvement Advisors termly core visits to schools will follow a set agenda (to be shared with school leaders prior to the visit) that is linked to the criteria of the LA category that the school is placed in. The agenda may cover school data analysis, Ofsted judgement areas, impact and progress against Ofsted priorities since the last inspection and any actions set from the previous core meeting. The meetings will form part of the statutory support and challenge function of the Local Authority. Judgements made will be based on Ofsted principle of Discussion, Observation, Data, and Documents (DODD).

** School Reviews and 'Inspection Health Checks' will be led by School Improvement Advisors and fully involve school senior leaders at every stage, (these reviews may be announced or unannounced). They will provide an objective and evidence led evaluation of the school's work, support for the school's self-evaluation and evidence for the Local Authority to support the categorisation process. Judgements made will be based on Ofsted principle of Discussion, Observation, Data, and Documents (DODD). The structure of such reviews or health checks will be determined by SIA/SIB Chair based on school context.

Work Plan (A minimum of:)

Time Allocation/year

Category B2 schools

1 day desk-top data analysis and evaluation of school development plan, write up of summary report identifying key priorities.

1 Day

0.5 Challenge and Support meeting in Autumn Term, write up of summary report and agreed actions.

1 Day

0.5 core visits* spring and summer terms, write up of visit reports
Attendance at SIB Meeting/ half term

2 Days

2.5+ Days

1 day monitoring and review** in school of identified and agreed priorities (from the SIB) and writing of report/ half term

6 Days

Full team 'Inspection Health Check' review** of school and report/year

4 Days

Plus, any other support, challenge and monitoring work as directed by the Head of School Improvement

Total = 16.5+ Days/ Year

Category C schools

1 day desk-top data analysis and evaluation of school development plan, write up of summary report identifying key priorities.

1 Day

0.5 Challenge and Support meeting in Autumn Term, write up of summary report and agreed actions.

1 Day

0.5 core visits* spring and summer terms, write up of visit reports
Attendance at SIB Meeting/ half term (or more regularly if necessary)

2 Days

2.5+ Days

1 day monitoring and review** in school of identified and agreed priorities (from the SIB) and writing of report/ half term

6 Days

Full team 'Inspection Health Check' review** of school and report, twice per year

4 Days

Plus, any other support, challenge and monitoring work as directed by the Senior SIA.

2+ Days

Total = 18.5+ Days/ Year

Other School Improvement Advisor Time:

- Attendance at and reporting of Ofsted/HMI Meeting @ 0.5+ day/meeting
- Additional support for Headteacher (all maintained schools) & senior leadership appointment processes. Academies/Free schools can purchase this support through an SLA should they so wish.
- Data Dashboard audit and review visits (for schools in the window for inspection)
- Completion of Headteacher references only.

Annex 3

Autumn Term Challenge and Support Meeting

(all maintained schools)

Membership

Head of School Improvement (*Chair*)

School Improvement Advisor

Schools Safeguarding Officer

(where applicable)

SEND Advisor *(where applicable)*

EYFS Advisory Teacher *(where applicable)*

Dis. Pupils Advisory Teacher

Exclusions Officer *(where applicable)*

Educational Psychologist *(where applicable)*

HR/Finance Officers *(where applicable)*

Headteacher*

Other Senior Leaders

Chair of Governors* *(or appropriate substitute)*

Other school governors

Purpose of Challenge and Support Meeting

- To explore the school improvement priorities for each maintained school in the City of Wolverhampton at the beginning of the new academic year.
- To establish and implement an appropriate and differentiated programme of challenge and support to enable the school and the local authority, in partnership, to rapidly raise standards and improve outcomes for all pupils.
- To ensure the best use of finite resources.

Terms of reference

- All schools, regardless of categorisation, will be asked to participate in a Challenge and Support Meeting each Autumn Term. Schools will be sent invitations during Summer term to optimise attendance.



- Challenge and Support meetings will be chaired by a senior local authority officer.
- There will be an expectation of attendance from the Headteacher and Chair of Governors, although wider participation from school leadership teams and governors will be encouraged.
- The meetings will follow a set agenda based on a desktop analysis and knowledge of the school from other sources. All meetings will be minuted.
- School improvement priorities and the dates and purpose of future SIA visits that academic year will be established at the Challenge and Support meeting to ensure a transparent and coordinated approach.



Annex 4

School Improvement Board (SIB)

Membership

Head of School Improvement (*Chair*)

School Improvement Advisor

Headteacher*

Other senior School Leaders

Chair of Governors (*or appropriate substitute*)*

Other school governors

**Mandatory (Meeting will be rearranged if no governors are in attendance)*

Terms of reference

- All schools judged by the local authority as being 'at risk' and placed into Category B or C of the local authority categories (see annex 1) will be subject to challenge through regular individual School Improvement Board meetings (SIB).
- SIB meetings will be chaired by a senior local authority officer.
- C Cat schools will receive at least half termly SIB Meetings (more if required)
- B2 Cat schools will receive half termly SIB Meetings
- B1 Cat Schools will receive termly SIB Meetings



- There will be a minimum expectation of attendance from the Headteacher and Chair of Governors, although wider participation from school leadership teams and governors will be encouraged.
- The meetings will follow a set agenda that will be shared with all members of the SIB prior to the meeting. All meetings will be minuted.
- The body of the meeting will be led by the Headteacher and Chair of Governors who will present evidence of impact against the school's priorities for improvement; both since inspection and/or since the previous SIB meeting.

- At the end of the meeting the following School Risk Assessment will be completed:

- Each member attending the SIB the meeting will be asked the following question and be expected to indicate where they think the school is on the continuum.

*“What is the risk of this school **not** being judged good/outstanding at the next Ofsted inspection?”*



- The key factors which will prevent the school being judged good/outstanding at the school's next Ofsted inspection will then be outlined and form the priorities for improvement that will be checked on at the next SIB meeting.

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Page 54