

School Improvement Strategy 2018-2021



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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).

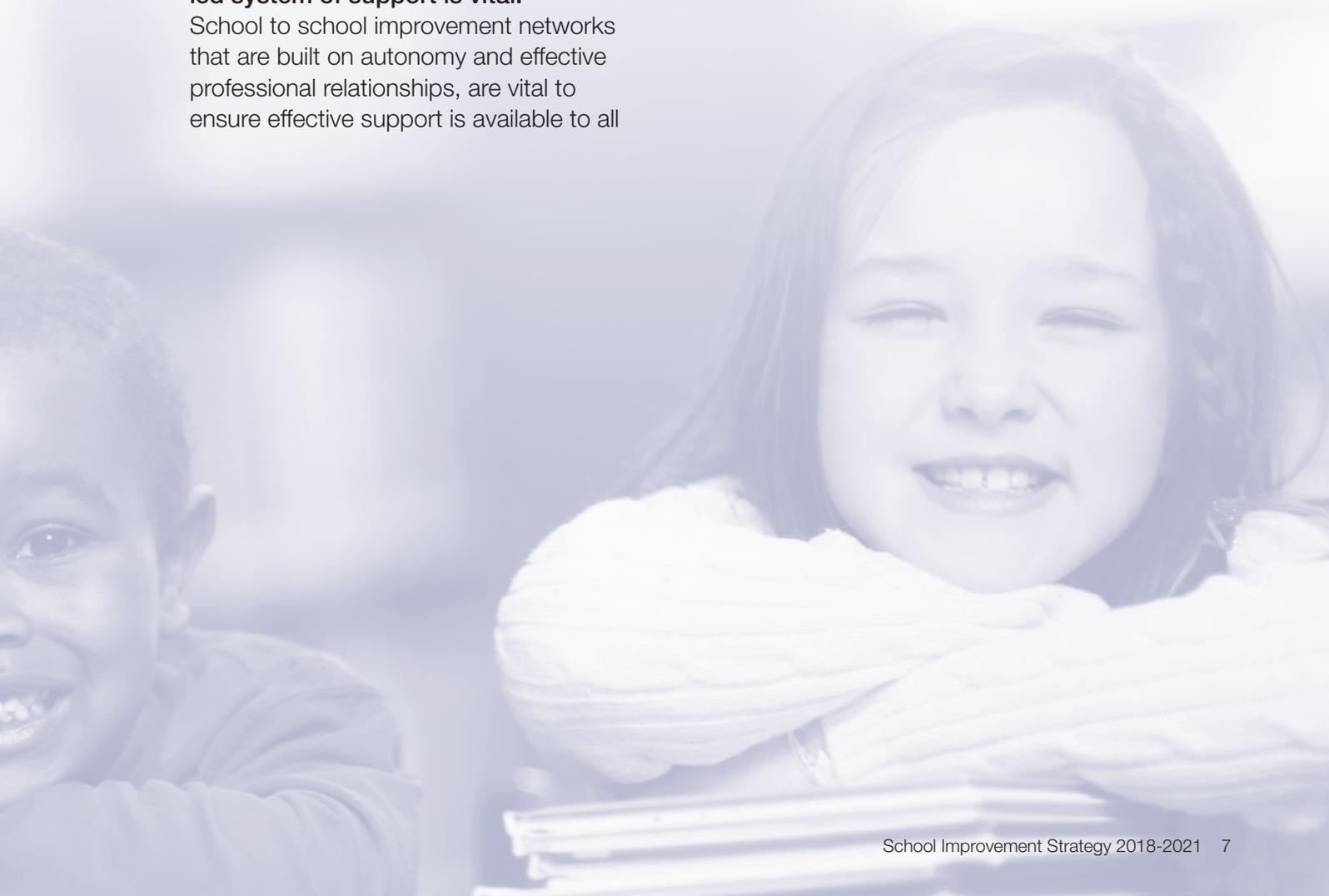
3.6 That an effective self-improving school led system of support is vital:

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.



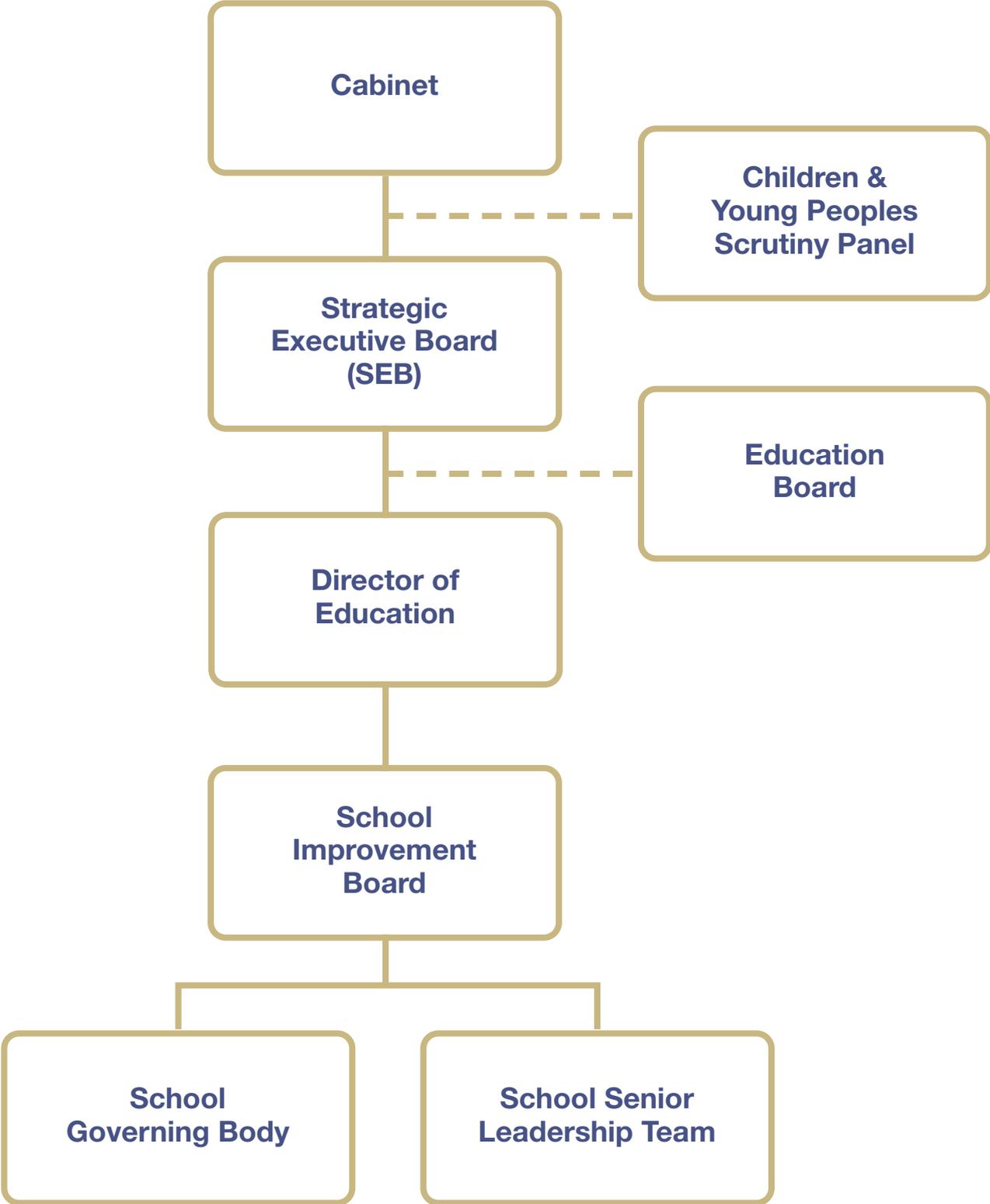
Local Authority (LA) support and development for governors:

- 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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