

# Children, Young People and Families Scrutiny Panel

8 July 2015

**Time** 6.00 pm **Public Meeting?** YES **Type of meeting** Executive

**Venue** Committee Room 2 - Civic Centre, St Peter's Square, Wolverhampton WV1 1SH

## Membership

**Chair** Cllr Peter O'Neill (Lab)

**Vice-chair**

### Labour

Cllr Paula Brookfield  
Cllr Jasbinder Dehar  
Cllr Dr Michael Hardacre  
Cllr Julie Hodgkiss  
Cllr Rupinderjit Kaur  
Cllr Welcome Koussoukama  
Cllr Martin Waite  
Cllr Daniel Warren

### Conservative

Cllr Christopher Haynes  
Cllr Arun Photay

### Liberal Democrat

Cllr Richard Whitehouse

Quorum for this meeting is two Councillors.

## Information for the Public

If you have any queries about this meeting, please contact the democratic support team:

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# Agenda

## Part 1 – items open to the press and public

*Item No.*    *Title*

### MEETING BUSINESS ITEMS

- 1            **Apologies**
- 2            **Declarations of Interest**
- 3            **Election of Vice Chair**
- 4            **Minutes of previous meeting (18.3.15) (Pages 1 - 6)**

### PRE-DECISION SCRUTINY

To give pre-decision consideration to the following report

- 5            **Primary School Organisation Strategy 2015-2018 (Pages 7 - 24)**

[Bill Hague, Service Manager - School Places and Transport, to present report on the Primary School Organisation Strategy 2015-2018 and an update with regard to the Council's 2015 Primary School Expansion Programme.]

### DISCUSSION ITEMS

- 6            **Role of the local authority in raising school standards of attainment (Pages 25 - 44)**

[Jim McElligott, Director of Education, to present briefing on the legislative responsibilities of the local authority to support the raising of school educational standards and to monitor performance]

- 7            **Wolverhampton Children, Young People and Families Plan 2015-2025 (Pages 45 - 62)**

[Kush Patel, Strategic Improvement Development Officer, to present Wolverhampton Children, Young People and Families Plan. The plan sets out the priorities for the next 10 years and how the Children's Trust partners will work together so that families in Wolverhampton have 'healthy, happy lives'.]



# Children and Young People Scrutiny Panel

## Minutes - 18 March 2015

### Attendance

#### Members of the Children and Young People Scrutiny Panel

Cllr Julie Hodgkiss (Chair)  
Cllr Paula Brookfield  
Cllr Christopher Haynes  
Cllr Martin Waite  
Cllr Daniel Warren  
Cllr Jasbinder Dehar

#### Invited Councillors

Cllr Val Gibson  
Cllr Phil Page

Cyril Randles

Emma Curran

Tanya Kasinganeti

Kashmire Hawker

Church of England – Diocese of Lichfield

Wolverhampton Youth Council

Wolverhampton Youth Council

Wolverhampton Youth Council

#### Employees

Earl Piggott-Smith  
Emma Bennett  
Rachel King  
Elaine O'Callaghan  
Alexandra Chilcott

Scrutiny Officer  
Service Director - Children and Young People  
Deputy Head of Social Inclusion  
Business Change Manager  
Head of Standards and Vulnerable Pupils

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## Part 1 – items open to the press and public

*Item No.*    *Title*

- 1        **Apologies for absence**  
Apologies were received from the following:  
  
Cllr Dr Michael Hardacre  
Cllr Lorna McGregor  
Cllr Peter O'Neill  
Cllr Mrs Wendy Thompson  
Hadeel A Ahmad
  
- 2        **Declarations of interest**  
Cllr Jasbinder Dehar and Cyril Randles declared a non-pecuniary interest in agenda item 5 "End of stage outcomes – validated results from 2013/2014 academic year."

- 3 **Minutes of the previous meeting 14.1.15**  
The minute of meeting 14.1.15 were approved as a correct record and signed by the Chair.
- 4 **Matters arising**  
The Scrutiny Officer agreed to send out details of a draft schedule of work linked to the report Emotional and Psychological Well Being Services Strategy for Children and Young People 2013-2016.
- 5 **End of Key Stage outcomes - validated results from 2013/2014 academic year**  
Alexandra Chilcott, Head of Standard and Vulnerable Pupils, gave a brief overview of the validated key stage results from 2013/14 academic year. Alexandra provided details of the how Wolverhampton's education results compare with the regional and national comparators. Panel commented that that the overall education results were a good news story of Wolverhampton.

Cllr Hodgkiss suggested that the Panel look at each key stage outcome to give members the opportunity to make comments and or ask questions about the results.

#### **Early Years Foundation Stage**

No panel comments or questions.

#### **Key Stage 1 validated results**

The Panel commented on Wolverhampton's performance and the progress from previous years. The Head of Standard and Vulnerable explained the attainment results need to be considered with some caution as some comparator schools start their children much earlier than Wolverhampton. The Head of Standard and Vulnerable Pupils explained that the average statistical neighbour figure quoted should have been 55% and not 32.75% as quoted in the report.

The Panel commented on the impact of reduction in the early intervention grant and also the change from being a ring fenced budget on the results. Emma Bennett, Service Director, Children and Young People, explained that there was no reduction in Children Centre provision. The changes in the budget affected were background services rather than front line provision. Cllr Page commented that many of the services were also delivered in the community and not in Children Centres

#### **Key Stage 2 validated results**

The Panel commented positively on the results for key stage 2. Head of Standards and Vulnerable Pupils explained that there is an inspection that future results will show even better results, but there is currently a lag in OFSTED inspections. It is expected that following future inspections that Wolverhampton will move up the national local authority rankings tables.

#### **Key Stage 4 validated results**

The Panel queried the results for St Peter's Collegiate Church of England school which showed that no children achieved 5 or more A\* to C GCSE's . The Head of Standards and Vulnerable Pupils explained that the reasons for the results and that secondary school advisor had been appointed to support schools with their curriculum development to avoid a repeat of the circumstances that led to this situation.

The Panel commented on the reasons for the number of schools with scores for english and mathematics below the England median figure. The Head of Standard and Vulnerable Pupils explained changes in assessment process which has affected school results following changes introduced by the Department for Education. For example, that BTEC results are no longer included in the count for five good GSCEs. The Panel comments on the merits of allowing children to sit exams early.

Cllr Page explained the local authority is only able to offer advice to schools on their curriculum and their work on going to maintain a positive working relationship with schools and academies. The local authority can if they have concerns about a school raise their concerns to the regional schools commission in order to hold them to account.

The Head of Standard and Vulnerable Pupils explained the work being done with done to build relationships with academies.

The Panel commented on the validity of school league tables as a measure of the performance and the criticism from teaching bodies. The Panel commented on the issue of children who may develop later and get much higher academic results, but who may score very highly using the current assessment process which is based on predicted score.

The Panel commented on the assessment of special needs children and how they will be affected by the changes.

### **Post 16 validated results**

The Panel praised the improved results but queried the reference to the number of students going onto higher education, when other data highlighted the high rate of youth unemployment. There was concern that the improved results do not translate into jobs when they leave school. The Head of Standard and Vulnerable Pupils commented on the impact of the raising of the compulsory school leaving age from 16 to 18.

The Panel queried the impact on the number of children currently recorded as NEETs (Not in Education, Employment or Training) as a result of this change.

### **Resolved**

The Panel welcomed the report and supported plans to improve educational performance standards across all Wolverhampton schools.

## **6 Families r First Programme**

Emma Bennett, Service Director, Children and Young People, gave a brief overview of the families r first programme since the previous report in October 2014. Service Director described the key aims of the programme. A key priority was to support families through early intervention work so that the right children were admitted into care. Service Director commented that there had been a slight decline in the numbers of looked after children.

Service Director explained that CP referred to are child protection cases and CIN are children in need cases.

Service Director explained the tiers of support available to families under the programme. The rate of children being admitted into care has slowed down. Based on previous trends before the programme it would have been expected that 80 more children would have been added to the list of looked after children, there has been a net gain of 10 children in the period since the introduction of the programme.

The Panel commented on the evidence that the improvements were as a result of the programme or other changes such as changes to personal. Service Director explained the gateway into the care system had been tightened and offers more challenge to social workers to look at alternative support arrangements rather than care.

Service Director explained the work being done with a data analyst which had provided detailed information about the profile and characteristics that will help to identify families at risk and provide appropriate support. The information will help the service to decide where to focus its resources by identifying risk factors. Service Director commented on the particular needs of young parents and the work done to offer them support and the discussions with different services to work together.

The Panel commented on the concerns about how the different agencies working with families manage the balance between meeting their own responsibilities to protect children and working together to provide support in a more co-ordinated way. Service Director explained the powers of the police to intervene and work being done to build confidence in their professionalism and trust about how best to manage risks.

Service Director commented on the benefits of multi-agency and the sharing of information to support targeted interventions before the situation escalates and this would require more intensive support.

Service Director outlined future plans for the programme.

The Panel congratulated on the LGiU Councillor Achievement Award to Cllr Gibson which was nominated for the success of the families r first programme.

The Panel commented on the increase in the number of children in placements and the numbers of children on full care orders.

Service Director commented on the link between deprivation and number of children admitted into care and the work done to look at the risk factors. Service Director gave details of a number of funded projects and support available and the importance of services working together. Service Director commented that would have look at the

interventions to better to reduce the number of young people looked after in placement.

The Panel commented on the difficulties in managing risks in situations where there is evidence of abuse or neglect. The Panel wanted to congratulate the work of those involved in the programme.

Service Director commented on the work done to introduce the 'threshold model' so that all the different agencies understand their respective responsibilities and they can each support families and criteria that should be used before a decision is taken to admit a child into care. Service Director commented on the importance of professional judgement so that the right children are admitted into care.

Service Director commented on the impact of poverty and the challenge of getting families to engage with services. Service Director commented on the impact of child poverty.

The Panel commented on the best way of sharing the good news about the families r first programme with other Councillors and to raise awareness about the support available to families. Service Director and Cabinet Member commented on the possibility of an all member event and agreed to think about how the information could be shared

### **Resolved**

The Panel welcomed the presentation and the progress in meeting the needs of children and young people.

Service Director to advise the Panel on options for sharing information about the progress of the families r first programme and its impact on stabilising the numbers of looked after children.

### **7 The role, remit and priorities of the Early Help Service 5-18**

Rachel King, Head of Service, Early Help Service, gave a brief overview of the background to the new service model and the reasons for reorganising the service to achieve agreed savings and better services.

Head of Service explained the background to the introduction of MASTs and the changes made following a peer safeguarding review of the service. Head of Service outlined the new restructured service and the move from a child focus model to a family focused model of working.

Head of Service explained the introduction of new model of early help service to 5-18 is supported by the Troubled Families programme. Head of Service outlined the achievements of the programme to date and plans for the phase of the programme. The next phase of the programme starts in April and has profile funding for the next five years. Wolverhampton has been guaranteed funding for 12 months and has a target for supporting 2840 families over the 5 year duration. Head of Service explained that local authorities will be able to suggest their own key performance

indicators and will need to develop an Outcomes Plan. The measures will need to be agreed by the Department of Local Government.

The Panel welcomed the success of the programme and also report in detailing the progress. The Panel supported the focus in early intervention and targeted support.

Head of Service explained that a key part of the next phase of the programme is sharing knowledge and intelligence about families. This will involve looking at database and agreeing an information sharing protocol.

The panel commented on the reasons behind the achievement of 100% of payment by results in February 2015. Head of Service explained the work done to provide evidence of the work being done with families identified by the programme. Cllr Gibson commented on the difficulty in getting details of families and sharing the information.

The Head of Service commented on the target of engaging with 2840 families in the phase 2 of the programme starting in April 2015 and the work being planned to ensure the right families are targeted for support. The panel discussed the merits of payment by results schemes and the risks to the Council undertaking the work with no guarantee of payment. The Head of Service explained the funding process for the scheme. Cllr Gibson commented on the work being planned to promote the programme with Head teachers.

### **Resolved**

The panel welcomed the report. The panel welcomed a further progress report in 18 months to review progress

The meeting closed a 19:40



# Children, Young People and Families Scrutiny Panel

8 July 2015

<b>Report title</b>	Primary School Organisation	
<b>Cabinet member with lead responsibility</b>	Councillor Claire Darke Education	
<b>Wards affected</b>	All	
<b>Accountable director</b>	Dr J McElligott (Director of Education)	
<b>Originating service</b>	Education	
<b>Accountable employee(s)</b>	Bill Hague	Service Manager, School Places and Transport
	Tel	01902 556943
	Email	bill.hague@wolverhampton.gov.uk
<b>Report to be/has been considered by</b>		

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## Recommendation(s) for action or decision:

The Panel is recommended to:

1. Conduct pre-decision scrutiny and refer comments to Cabinet.

## Recommendations for noting:

The Panel is asked to note:

1. This item is being considered as pre-decision scrutiny and will therefore not be available to call-in once a decision is made by the Executive.

## **1.0 Purpose**

- 1.1 This paper provides information to inform pre-decision scrutiny. The report introduces the draft Primary School Organisation Strategy 2015-2018 and provides an update with regard to the Council's 2015 Primary School Expansion Programme.
- 1.2 A report will be taken to Cabinet on 22 July 2015 recommending;
  - a. That Cabinet note the outcome of consultation on the Primary School Organisation Strategy 2015–2018.
  - b. That Cabinet approve the Primary School Organisation Strategy 2015–2018.
  - c. That Cabinet note the current status of the 2015 Primary School Expansion Programme.
  - d. That Cabinet approve the delegation of authority to the Cabinet Member for Education, in consultation with the Director of Education and Director of Finance, to accept suitable tenders for the capital works required as a result of the enlargement of the 2015 Primary School Expansion Programme (as detailed within Section 4 of this report).

## **2.0 Background**

- 2.1 Local Authorities have a duty to ensure the sufficiency of school places.
- 2.2 Levels of demand for primary school places in Wolverhampton have increased markedly in recent years. In order to meet demand, the Council has recently invested in the provision of a significant number of additional primary school places in areas of high demand across the City.
- 2.3 Levels of demand are anticipated to continue to increase in the short term and projections suggest that additional school places will need to be introduced into the school estate in order to ensure that sufficient school places are available.
- 2.4 On 24 June 2014, Cabinet noted the potential need to amend the 2015 Primary School Expansion Programme as a result of external influences and the potential resultant call on resources.
- 2.5 Adopting a flexible approach is crucial in order to undertake successful school place planning in the current environment. Given the potential for the both the establishment of new free school provision and the constantly changing demographics of the City, it is essential that the factors that influence both demand and supply are closely monitored.

## **3.0 Draft Primary School Organisation Strategy 2015-2018**

- 3.1 The draft Primary School Organisation Strategy 2015-2018 outlines strategic policy with regard to primary school organisation and provides a framework to guide the future development of primary school provision in the City.

- 3.2 In light of the changing educational environment and the dynamic demographic position, strategic policy with regard to primary school organisation is subject to annual review.
- 3.3 The development of the draft Primary School Organisation Strategy 2015-2018 has been informed by contributions from senior representatives across Education and the maintenance of an issues log which highlighted potential changes to the predecessor strategy (Primary School Organisation Strategy 2014-2017).
- 3.4 Following approval from Strategic Executive Board on 28 April 2015 and in order to support the development of the Strategy, key stakeholders including; Headteachers and Chairs of Governors of all Infant, Junior and Primary Schools in the City, all Ward Councillors, Trade Union Representatives, local Diocesan Authorities, local Educational Trusts, members of Wolverhampton's Schools Forum and Wolverhampton Schools' Improvement Partnership were consulted.
- 3.5 Consultation with stakeholders commenced on 11 May 2015 and concluded on 29 May 2015. Consultation documents were distributed via email, hard copy and were also made available through the weekly School Bulletin (the main communication mechanism between the Council and Headteachers across Wolverhampton). In addition, Council representatives attended meetings of Wolverhampton's Schools Forum (21 May 2015) and Wolverhampton Schools' Improvement Partnership's Directors (15 May 2015) to introduce the draft Strategy.
- 3.6 The Council received no formal responses during the consultation period. The strategy was well received at Schools Forum and Directors of Wolverhampton Schools' Improvement Partnership were understanding of the issues facing the school estate.
- 3.7 A copy of the draft Primary School Organisation Strategy 2015-2018 can be found at Appendix A.
- 3.8 The draft Primary School Organisation Strategy, aligned with the Council's School Improvement and Governance Strategy, seeks to secure sufficient school places where high quality education is provided that contribute to improved educational outcomes across the City. The strategies recognise the Council's role in ensuring sufficiency of provision and in influencing the quality of education provided regardless of how schools are organised or governed.
- 3.9 The draft Primary School Organisation Strategy 2015-2018 contains frameworks to support both the identification of schools for expansion and, in cases where there is considerable surplus capacity, the removal of provision.
- 3.10 The draft Strategy also highlights that the Council is not in full control of all factors relating to the effective and timely supply of school places. In order to ensure that the needs of families and pupils can continue to be met effectively it may, on occasion, be necessary for the Council to adopt a more responsive approach to school place planning.

## **4.0 2015 Primary School Expansion Programme**

- 4.1 Levels of demand for primary school places in Wolverhampton have increased significantly in recent years. In order to ensure sufficient school places continue to be available the Council developed the 2015 Primary School Expansion Programme (2015 PSEP).
- 4.2 The existing 2015 PSEP will introduce an additional 840 primary school places in ten primary schools across the City. The Programme includes both permanent expansions and the introduction of bulge classes (time limited expansions of the capacity of individual year groups within schools).
- 4.3 Council representatives have worked closely with expanding schools to develop capital investment schemes that will effectively meet the needs of pupils.
- 4.4 The Royal School Wolverhampton
- 4.4.1 The Royal School Wolverhampton is currently an independent, fee paying school based in the south of the City. Following a strategic review initiated in 2012, the School's Governing Body proposed that the School ceases to be independent and fee paying and converts to free school status with effect from September 2015. As part of the conversion process, the School also proposed an expansion to enable it to cater for additional pupils.
- 4.4.2 On 9 March 2015, it was announced that the Secretary of State for Education had determined that The Royal School Wolverhampton's application should proceed to the pre-opening stage of the free school opening process.
- 4.4.3 However, the Department for Education recently advised The Royal School Wolverhampton and Wolverhampton City Council that the agreed ministerial view is that the school will be better placed to open in September 2016.
- 4.4.4 The Council had factored the conversion and expansion of The Royal School Wolverhampton into its strategic planning and the expected additional capacity formed a key part of the range of solutions employed to meet anticipated demand with effect from September 2015. The conversion and expansion was included in the Council's strategic plans in order to protect the existing school estate and to ensure that scarce Council resources were effectively employed.
- 4.4.5 In order to ensure sufficiency of provision, Council representatives have worked closely with schools across the south of the City to urgently implement contingency plans and enlarge the 2015 PSEP.
- 4.5 Four additional schemes have been introduced into the 2015 Primary School Expansion Programme. Schools were selected for expansion in accordance with criteria as detailed within the approved Primary School Organisation Strategy 2014-2017;

- Parental Choice – schools which are most popular with parents
- School Performance - schools judged as ‘Good’ or ‘Outstanding’ by Ofsted
- Attainment - schools whose end of key stage results consistently exceed floor standards
- School Leadership – schools with stable and proven leadership
- Location – schools located within areas of high demand
- Viability for expansion – schemes which can be most easily and efficiently implemented
- Value for money - schools that can most cost effectively be expanded.

It should be noted that given both the scale of previous expansion programmes and the need to consider the practicality of delivering school places in a timely manner, that available options to enlarge the Programme were severely constrained.

4.6 The following schools have been selected for expansion:

- Holy Trinity Catholic Primary School (Bilston East Ward)
- Lanesfield Primary School (Spring Vale Ward)
- Springdale Infant School/Springdale Junior School (Merry Hill Ward)
- St Bartholomew’s CE Primary School (Penn Ward).

4.7 Holy Trinity Catholic Primary School:

4.7.1 Holy Trinity Catholic Primary School is a highly popular and successful school judged Outstanding by Ofsted.

4.7.2 Holy Trinity Catholic Primary School is currently a one form entry school (30 places per year group). In order to meet demand, the school’s Reception admission limit will be increased from 30 to 45 in the 2015/16 academic year. This bulge cohort will flow through the school and the Reception admission limit will revert to 30 in 2016/17.

4.7.3 Council representatives have worked closely with the school to develop a capital investment scheme which will meet school and pupil needs. In order to enable the school to accommodate additional pupils, the school will be provided with a single modular construction classroom with self-contained cloakroom and toilet provision.

4.8 Lanesfield Primary School:

4.8.1 Lanesfield Primary School is a popular and successful school judged Good by Ofsted.

4.8.2 Lanesfield Primary School is currently a 1.5 form entry school (45 places per year group). In order to meet demand, the school’s Reception admission limit will be increased from 45 to 60 in the 2015/16 academic year. This bulge cohort will flow through the school and the Reception admission limit will revert to 45 in 2016/17.

- 4.8.3 Council representatives have worked closely with the school to develop a capital investment scheme which will meet school and pupil needs. In order to enable the school to accommodate additional pupils, the school will benefit from the addition of a new classroom to an existing teaching block.
- 4.9 Springdale Infant and Springdale Junior Schools:
- 4.9.1 Springdale Infant and Junior Schools are popular and successful schools judged Good by Ofsted.
- 4.9.2 Springdale Infant School and Springdale Junior School are currently two form entry schools (60 places per year group). In order to meet demand, Springdale Infant School's Reception admission limit will be increased from 60 to 75 in the 2015/16 academic year. This bulge cohort will flow through both the Infant and Junior schools and Springdale Infant School's Reception admission limit will revert to 60 in 2016/17.
- 4.9.3 Additional pupils will be catered for through the utilization of existing accommodation.
- 4.10 St Bartholomew's CE Primary:
- 4.10.1 St Bartholomew's CE Primary School is a highly popular and successful school judged Outstanding by Ofsted.
- 4.10.2 St Bartholomew's CE Primary School is currently a 1.5 form entry school (45 places per year group). In order to meet demand, the school's Reception admission limit will be increased from 45 to 60 in both the 2015/16 and 2016/17 academic years. These bulge cohorts will flow through the school and the Reception admission limit will revert to 45 in 2017/18.
- 4.10.3 Council representatives have worked closely with the school to develop a capital investment scheme which will meet school and pupil needs. In order to enable the school to accommodate additional pupils, the school will be provided with a double modular construction classroom block with self-contained cloakroom and toilet provision.

## **5.0 Financial implications**

- 5.1 The capital requirements of the enlargement of the 2015 Primary School Expansion Programme will be met through a combination of the additional Basic Need top-up grant (£1.764 million) received by the Council in 2015/16 and the remaining contingency funding identified in the existing 2015 Primary School Expansion Programme (£399,000). This unallocated funding was included within the report on Capital Outturn 2014/15 considered by Cabinet on 23 June 2015.
- 5.2 Increasing the admission limits of schools also has revenue budget implications for expanding schools. On the 9 October 2014, the Schools' Forum agreed to the establishment of a Growth Fund to support the needs of pupils in expanding schools. As a consequence, expanding schools are supported through

the use of the Dedicated Schools Grant (DSG) and therefore do not require any additional commitment from the Council. As detailed within this report external developments beyond the Council's control have resulted in the need to expand additional schools, the potential consequences of this are an overspend of the Growth Fund in 2015/16. Any overspend will need to be met through DSG resources from 2016/17.

[MF/19062015/B]

## **6.0 Legal implications**

- 6.1 Under sections 13 and 14 of the Education Act 1996 (as amended by the Education Acts 2006 and 2011), a local education authority has a general statutory duty to ensure that there are sufficient school places available to meet the needs of the population in its area. The local authority must promote high educational standards, ensure fair access to educational opportunity and promote the fulfilment of every child's educational potential. It must also ensure that there are sufficient school places in their area and promote diversity and increase parental choice. To discharge this duty the local authority has to undertake a planning function to ensure that the supply of school places balances the demand for them.
- 6.2 The Education and Inspections Act 2006 requires local authorities to promote choice and diversity when carrying out their strategic duties in relation to the provision of new school places.

[TS/22062015/L]

## **7.0 Equalities implications**

- 7.1 An initial equality analysis has been undertaken with regard to the draft Primary School Organisation Strategy 2015-2018 and a full equality analysis is not required. The draft Primary School Organisation Strategy 2015-2018 focusses on the supply of sufficient high quality school places for primary school pupils who may belong to groups with different characteristics protected by the Equality Act 2010.

## **8.0 Environmental implications**

- 8.1 This report does not have any direct environmental implications.

## **9.0 Human resources implications**

- 9.1 This report does not have any direct human resource implications.

## **10.0 Corporate landlord implications**

10.1 All capital works required to support the enlargement of the 2015 Primary School Expansion Programme will be commissioned appropriately through the Corporate Landlord.

## **11.0 Schedule of background papers**

- Cabinet (23 June 2015) Capital budget outturn 2014/15 including quarter one capital budget monitoring 2015/16 and financial strategy
- Cabinet (Resources) Panel (10 February 2015) 2015 Primary School Expansion Programme – Funding Strategy/Programme Enlargement
- Cabinet (12 November 2014) Final Decision Regarding the 2015 Primary School Expansion Programme
- Special Children & Young People Scrutiny Panel (4 November 2014) Final Decision on the 2015 Primary School Expansion Programme
- Council (17 September 2014) 2015 Primary School Expansion Programme – Funding Strategy
- Cabinet (Resources) Panel (9 September 2014) 2015 Primary School Expansion Programme – Funding Strategy
- Individual Executive Decision Notice (August 2014) 2015 Primary School Expansion Programme – Outcome of Initial Consultation.
- Cabinet (25 June 2014) Primary School Organisation.
- Children and Young People Scrutiny Panel (19 June 2014) Primary School Organisation.



## **DRAFT PRIMARY SCHOOL ORGANISATION STRATEGY 2015 - 2018**

### **1. Introduction**

#### **Background**

This Strategy is a key feature of Wolverhampton City Council's approach to meeting its statutory duties as an advocate for parents and families, supporting vulnerable children and championing educational excellence.

Underpinning both the Council's Corporate Plan and Wolverhampton's Children, Young People and Families Plan 2015 - 2025, this document details the significant challenges that the Council faces with regard to the sufficiency and distribution of primary school places in the City and outlines a set of recommendations to guide the future development of primary school provision across Wolverhampton.

The Primary School Organisation Strategy, aligned with the Council's School Improvement and Governance Strategy, seeks to secure sufficient school places where high quality education is provided that contributes to improved educational outcomes across the City. The two Strategies recognise the Council's role in ensuring sufficiency of provision and in influencing the quality of education provided regardless of how schools are organised or governed.

The principles that have guided the development of this Strategy are:

- The right of every child to fulfil their potential
- The needs of local communities
- The value of partnership working
- The need to respond effectively to the dynamic demographic position
- The requirement to consider the sustainability of the school estate
- The need to ensure resources are used efficiently.

#### **Context**

##### **Key Statutory Duties:**

Councils are under a statutory duty to ensure that there are sufficient school places in their area, promote high educational standards, ensure fair access to educational opportunity and promote the fulfilment of every child's educational potential. They must also ensure that there are sufficient schools in their area, promote diversity and increase parental choice.

There is a legal requirement that any class containing infant aged children (five, six and seven year olds) will not exceed a maximum of 30 pupils with a single class teacher, other than when an additional pupil admitted fits the criteria for an 'excepted' pupil (as defined in the School Admissions Code).

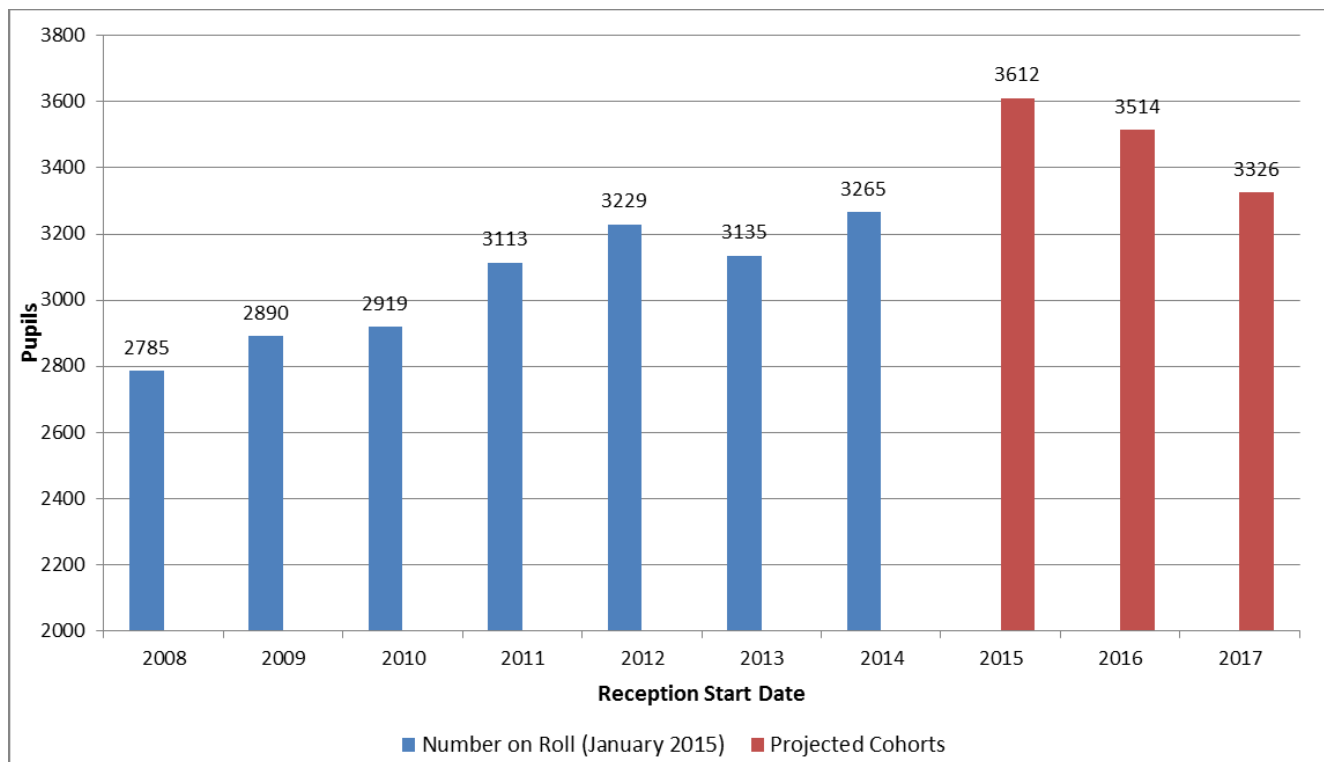
## Demand:

The main challenge that the City faces, in relation to the organisation of primary school provision, is ensuring that sufficient high quality school places are available to meet the needs of local communities across the City.

As illustrated in Figure 1, levels of demand for primary school provision across the City have increased significantly in recent years. This upsurge has been primarily driven by an increase in the number of births to Wolverhampton residents; a 23% increase between 2002 and 2013 (Office for National Statistics).

In order to meet demand, the Council has recently invested heavily in the provision of additional primary school places in a number of areas of high demand across the City. Pupil projections suggest that the size of Reception cohorts across the City will peak in the 2015/16 academic year.

Figure 1: Numbers on Roll by National Curriculum Year and Projected Citywide Reception Cohorts



Source: School Census (January 2015), ONE Database (January 2015) and Wolverhampton City Council (2014)

As demand has increased, the number of surplus school places has reduced and levels of surplus within lower year groups are now constrained. Figure 2 below illustrates the levels of surplus in each national curriculum year group and the recent fluctuations in the size of individual cohorts.

Figure 2: Surplus and Demand by National Curriculum Year Group (January 2015)

National Curriculum Year Group (2014/15)	Number on Roll	Surplus Places Against Admission Limits (Percentage)	Overall Cohort Fluctuation Since Cohort was in Reception (January Census)	Cohort Fluctuation January 2014 to January 2015
R	3265	109 (3.3%)	N/A	N/A
1	3135	152 (4.7%)	+10	+10
2*	3229	31 (1.0%)	+138	+65
3	3113	89 (2.8%)	+83	+26
4	2919	261 (8.3%)	+44	-15
5	2890	288 (9.1%)	-17	-30
6	2785	379 (12.0%)	+17	-22

\*Please note that in order to meet levels of demand for places in Year 2 that three schools in the City have recently introduced additional capacity by agreeing to admit significantly above their admission limits.

As illustrated in Figure 2, the primary school estate is being impacted upon by the recently observed growth in the size of existing younger cohorts. Anecdotal evidence suggests that this growth is also being experienced by neighbouring local authorities and is likely to be the consequence of migration rates.

### **Autonomous School System:**

Central government policy initiatives, including the establishment of Free Schools and the conversion of schools to Academy status, have changed the landscape in which education is delivered and school organisation is undertaken.

Legislation dictates that, when considering the establishment of a new school, Free School/Academy proposals should be considered in the first instance and that Academy Trusts can apply directly to the Secretary of State to make significant changes to individual establishments.

The Council is not in full control of all factors relating to the effective and timely supply of school places and as a consequence, successful partnership working is of paramount importance in order to ensure that the needs of the city's communities can be met.

The Council recognises the value of sustaining an effective partnership with all schools regardless of their status or governance arrangements. In order to support the Council with its duty to ensure the supply of sufficient school places within an increasingly autonomous school system, the Council will seek to establish and maintain a strong working partnership with Free Schools, Academies, Trusts, the Department for Education, the Education Funding Agency and local Diocesan Authorities.

Opportunities to expand on the number of Free Schools in the City will be explored in order to meet basic need; however introducing additional Free School provision in geographically appropriate locations and in a timely manner presents a significant challenge. In order to ensure that the needs of families and pupils in Wolverhampton can continue to be met effectively it

may, on occasion, be necessary for the Council to adopt a more responsive approach to school place planning and to develop contingency plans to cater for external influences on the supply of school places.

## **2. Primary School Organisation**

This section details the key recommendations that the Council will use to guide the organisation of the primary estate:

### **School Size**

In order to ensure the efficient use of resources, whilst avoiding the loss of a more personal primary ethos, it is recommended that primary schools in the City provide a minimum of 30 places per year group (one form entry) and a maximum of 90 places per year group (three form entry).

Larger primary schools (2 form entry and above) can potentially offer: greater opportunity for specialism, a workforce that has a wider spectrum of experience and expertise, increased opportunity to offer a broad and balanced curriculum, greater flexibility to cover staff absence, increased potential to provide strategic leadership succession opportunities, the opportunity to use resources more efficiently and an increased ability to respond to change more readily. This Strategy supports the development of larger schools, where appropriate.

### **Admission Limits**

Admission limits will be managed in accordance with Infant Class Size Regulations and in order to promote the most efficient use of resources. This Strategy recommends that admission limits, which exceed a form of entry (i.e. 30 pupils), are either set as full forms of entry (multiples of 30) or half forms of entry (multiples of 15).

### **Surplus Place Position**

Surplus places are school places that have not been filled.

This Strategy recommends that a minimum level of surplus within each year group of 5% (against admission number) is available at a citywide level.

A level of surplus is essential in order to provide for parental choice, to allow for fluctuations in demand and to offer flexibility to cater for mid-year entrants. Too few surplus places can result in reduced parental choice, increased travel times, and increased class sizes. However, too great a number of surplus places can lead to the inefficient use of resources.

To ensure that pupils can access a local school and that pupils' travel times are reasonable this Strategy recommends that, where required, a primary school place is available within a maximum of two miles (walking distance) of each primary school pupils' home. An aspiration of this Strategy is to offer pupils a school place within their local community.

In order to support this aspiration the Council employs Primary Planning Areas. The City has been divided into three planning areas which enable a localised approach to be adopted when

developing solutions and reporting upon primary school organisation. This approach also recognises the differing pressures facing local communities across the City.

### **The Introduction of Additional School Places**

In order to meet rising demand for primary school places the Council will continue to consider, where feasible, the expansion of existing schools across the City. However, it should be noted that, given the scale of recent expansion programmes, there are a limited number of remaining opportunities available within the existing primary school estate.

The following factors will be considered when prioritising potential school expansion schemes:

- Parental Choice – schools which are most popular with parents
- School Performance - schools judged as ‘Good’ or ‘Outstanding’ by Ofsted
- Attainment - schools whose end of key stage results consistently exceed floor standards
- School Leadership – schools with stable and proven leadership
- Location – schools located within areas of high demand
- Viability for expansion – schemes which can be most easily and efficiently implemented
- Value for money - schools that can most cost effectively be expanded.

In order to safeguard the sustainability of the school estate, the expansion of existing schools will be investigated in the first instance, prior to considering the introduction of new provision.

In order to support the needs of pupils in expanding schools and in line with the Education Funding Agency’s recommended approach, the Council will seek the continued support from Schools’ Forum for a Growth Fund to support resultant revenue needs of schools which are required to provide extra places in order to meet basic need.

### **Bulge Classes**

In specific circumstances, where local demand is predicted to rise and then fall within a short period of time, the Council will consider the introduction of bulge classes. These are time limited expansions of the capacity of individual year groups within a school, for example, a temporary increase of a school’s admission limit by one form of entry in an individual year group to meet demand. Bulge classes would only be considered when the permanent expansion of a school to meet demand would not be sustainable.

### **The Introduction of Additional Capacity into Existing Cohorts**

Whilst it is recognised that introducing additional capacity, at points other than standard years of entry, can potentially destabilise both individual cohorts and the wider school estate, the recently observed level of growth in specific primary cohorts has resulted in a need to introduce additional capacity into existing cohorts.

As illustrated in Figure 2 (page 2), some existing primary school cohorts have recently grown significantly and levels of surplus in specific year groups have reduced considerably. As a consequence, and in order to ensure that pupils can access school provision within a

reasonable distance of their home address, the Council has recently worked closely with schools to introduce additional capacity into existing cohorts to cater for rising demand.

In order to support the needs of pupils in schools that introduce additional capacity into existing cohorts, the Council will seek approval from Schools' Forum through the aforementioned Growth Fund to support the resultant revenue needs of schools that have provided additional places in order to meet demand.

Given the restricted levels of surplus across younger primary year groups and the continuing growth of existing year groups, there is a potential requirement for further additional capacity to be introduced into existing cohorts in the future.

### **Vertical Grouping**

Vertical Grouping (or the employment of mixed age classes) is most commonly employed in primary schools with intakes of 45 or 75 and works successfully in a number of schools across the City. However, the use of this structure can increase the complexity of planning and delivering the curriculum.

When an opportunity or need arises consultation will be conducted with Headteachers and Governors to consider increasing or reducing admission limits in schools with existing 45 or 75 admission limits. This Strategy recommends that the introduction of additional 45 or 75 admission limits only be considered once other practical solutions have been exhausted.

### **Intervention**

The Council will consider proposing the adoption of structural solutions (including both federation and sponsored academy status) in order to improve standards in underperforming schools.

#### **Federations:**

Federations offer schools the opportunity to share best practice and support one another. The term federation is used to describe the creation of formal shared governance structures, which enable schools to raise standards and enhance provision by sharing resources, staff, expertise and facilities. There are a variety of federation models that allow schools to choose which model best suits their needs.

Regardless of the federation model adopted, individual schools retain their identity, continue to receive individual school budgets, have separate Ofsted inspections and report on performance individually.

Federating schools can have a number of benefits, including:

- Providing a structured way for schools to learn from each other and share best practice
- Offering opportunities for improved teaching and learning through increased specialism
- Building capacity across the federation
- Saving on planning and administration time

- Offering better support and development opportunities for School Governors
- Providing broader career opportunities across the federation
- Extending curriculum entitlement.

#### Sponsored Academies:

In certain circumstances, the Council will facilitate the sponsorship of schools to become academies or support eligible schools to convert to academy status. Such steps will only be taken to support the overall improvement of education in the City, including the raising of pupils' attainment and progress.

Where appropriate, the Council will work with other agencies to identify locally sourced sponsors to support the conversion of schools.

In order to improve the quality of education across the City the Council will continue to recommend the adoption of structural solutions (including federations and sponsored academy status) and seek to influence the implementation of effective governance arrangements that promote school improvement.

#### **Specialist Provision**

This Council recognises the value of some specialist provision being attached to primary schools. For example, sensory resource bases are the most appropriate way to meet the needs of pupils with sensory needs and this Strategy requires that any primary school reorganisation does not detrimentally impact on such provision.

It should be noted that resource base provision across the City is commissioned by the Council and that service level agreements are in place with individual providers/schools.

#### **Infant and Junior School Provision**

This Strategy recommends that the Council invites responsible bodies (e.g. Governing Bodies or Trusts) to consider the merger or amalgamation of infant and junior schools whenever the Headship of a school becomes vacant. For merger to be considered, the leadership of the establishment that is proposed for expansion must be at least 'Good'.

Bringing infant and junior schools together offers a number of advantages, including:

- Reducing the number of major transitions that pupils face
- Reducing the likelihood of lost learning at the beginning of Key Stage 2
- Increasing the opportunity for specialist teachers to work with a wider range of pupils
- Providing the opportunity for a consistent approach to the curriculum to be adopted
- Ensuring the continuity of teaching, learning and achievement
- Cost savings through economies of scale.

Please note that, in this context:

- The 'merger' of infant and junior schools is the process of joining the schools together by discontinuing one establishment and expanding and altering the age range of the other.
- The term amalgamation relates to the process of joining the schools together by discontinuing both establishments and creating a new school.

### **Removal of Maintained Provision**

In certain circumstances the Council will consider the removal of maintained provision.

This Strategy requires that the Council considers the closure of a school if the school meets two or more of the following criteria:

- The school is judged Inadequate by Ofsted
- The performance of pupils at the school is unacceptably low
- The school has a significant number of surplus places
- There are significant suitability issues in respect of the school's accommodation and/or site
- Closure could be effected without denying any pupils access to at least one alternative school with available places within a maximum of two miles (walking distance) of their home.<sup>1</sup>
- The substantive Headteacher has left or is leaving.

Prior to initiating any statutory processes to close a school, the Council will consult with the school's Headteacher and the Chair of the school's Governing Body to discuss how the criteria may apply to their school. As part of this process the Council will review and consult with schools' Governing Bodies regarding:

- The likely impact of a school's closure on other schools in the local area, taking account of numbers on roll and the capacity of schools to enhance provision for children and families
- Projected levels of future demand
- The importance of the school to the wider community
- The condition, suitability and sufficiency of school facilities.

### **Estate Management**

It is recommended that a long term approach is taken to the management of educational assets in order to ensure that fluctuations in demand can be effectively and efficiently catered for. Where appropriate, sites should be reserved as contingency to cater for anticipated increases in demand, such as that resulting from new housing developments. However, it should be recognised that adopting a longer term approach will result in short-term budgetary pressures as sites must be secured and maintained.

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<sup>1</sup> If the closing school is denominational, then alternative denominational provision should be available within a maximum of two miles of pupils' homes, where appropriate.



Where circumstances arise that present the opportunity to use existing school accommodation in different ways, this Strategy would require that priority is given to the provision of statutory school places.

### **Change Management**

Whilst any primary school reorganisation or development scheme seeks to minimise disruption to pupils and parents and avoid any longer term detriment to pupils, it is recognised that making significant changes to individual establishments can have a disruptive effect on the delivery of education.

This Strategy requires that schools are effectively supported through the change process; schools can request additional school improvement support as required.

### **Other Considerations**

This strategy requires that when considering primary school organisation:

- The Council works closely with Diocesan Authorities and other bodies representing local schools' religious denominations to ensure that an appropriate balance of denominational and community places are available.
- That, if at all possible, the need for compulsory redundancy is avoided.
- Equal opportunities are promoted and that particular groups of children are not disadvantaged.

### **Strategy Review**

The Strategy will be subject to review on an annual basis.

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# Children, Young People and Families Scrutiny Panel

8 July 2015

<b>Report title</b>	Role of the local authority in raising standards of attainment	
<b>Cabinet member with lead responsibility</b>	Councillor Claire Darke Education	
<b>Wards affected</b>	All	
<b>Accountable director</b>	Dr James McElligott (Director of Education)	
<b>Originating service</b>	Education	
<b>Accountable employee(s)</b>	Alex Chilcott	Head of School Standards
	Tel	01902 555275
	Email	Alex.chilcott@wolverhampton.gov.uk
<b>Report to be/has been considered by</b>		

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## Recommendations for noting:

The Panel is recommended to:

1. Receive the report and note the legislative responsibilities of the local authority with regard to supporting the raising of school educational standards.
2. Note the work taking place to challenge and support schools in raising school educational standards.

## **1.0 Purpose**

- 1.1 This paper provides information on the legislative responsibilities of the local authority in supporting the raising of school educational standards.

## **2.0 Background**

- 2.1 A local authority's 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 In the context of this new relationship between the local authority and schools, 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.

- 2.4 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 seen as the key in preventing school failure.

- 2.5 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. Wolverhampton City Council will apply these powers of intervention when deemed to be appropriate.
- 2.6 A new Education and Adoption Bill was introduced in the House of Commons on 3 June 2015 which makes provision about schools in England that are causing concern, including provision about their conversion into Academies and about intervention powers; and to make provision about joint arrangements for carrying out local authority adoption functions in England.
- 2.7 The Education and Adoption Bill is intended to close loopholes and speed up the turnaround of failing schools and is part of the government's plan to give every single child the best start in life.
- 2.8 The government has identified that previously, campaigners could delay or overrule failing schools being improved by education experts by obstructing the process by which academy sponsors take over running schools. In some cases campaigners have delayed intervention by drawing out debates, refusing to provide important information and blocking vital decisions.
- 2.9 The Education and Adoption Bill is intended to close these loopholes and speed up the turnaround of failing schools and is part of the government's plan to give every single child the best start in life. The provisions contained in the Bill are intended to force councils and governing bodies to actively progress the conversion of failing schools into academies, removing roadblocks which previously it claims, left too many pupils languishing in underperforming schools.
- 2.10 The new rules also make clear that in the future every single school rated 'inadequate' by Ofsted will be turned into an academy.
- 2.11 The Bill also includes plans to tackle coasting schools by putting them on a notice to improve. These schools will be given support from teams of expert headteachers, with those schools that continue to be unable to demonstrate a clear plan for improvement given new leadership.
- 3.0 How City of Wolverhampton is implementing its statutory duties**
- 3.1 The School Improvement and Governance Strategy was approved in December 2014 (although it has been operational since September 2014).
- 3.2 The strategy clearly outlines the Local Authority's approach to challenging schools and holding school leaders to account for improving standards in their schools. This includes the implementation of the following actions:
- (i) Every maintained school within the City has been placed within a LA category based on published criteria and has been informed of this by letter. These categories have been reviewed at the start of each term and any changes have

been communicated to schools. (See Background Paper 1 – School Categorisation Document)

- (ii) All schools have received a differentiated level of challenge and intervention from the local Authority School Improvement Advisors dependant on their category. (See Background Paper 2 – Advisor Allocation Document)
- (iii) All maintained schools in LA Categories B2 and C have also been challenged and held to account through regular individual School Improvement Board meetings (36 schools in total so far this academic year) which are chaired by the Head of School Standards and require the attendance of the headteacher and Chair of Governors as a minimum. This has led to rapid improvements in standards in these schools and improved outcomes for the children and young people who are educated in them; this in turn had led to improved Ofsted outcomes for those schools inspected(See Background Paper 3 – Ofsted Outcomes Document) .

3.3 The Local Authority has also used its statutory powers of intervention to further challenge schools that are not improving at a rapid enough pace:

- 1 pre-warning notice
- 4 warning notices
- 5 IEB's
- Strengthening of two governing bodies with additional governors.

3.4 This has enabled the LA to stabilise the downward trend in educational standards in all of these schools and improve outcomes for well over a 1000 of our most vulnerable children and young people.

3.5 All Governing Bodies in maintained schools are currently in the process of being RAG rated. Once rated any schools where the governing body has been rated as Red or Amber will be directed by the local authority to participate in a full review of governance by an independent National Leader of Governance or, where support fails to see quick results an IEB may be established.

3.6 The School Standards Team have also been successful in a bid (£300K in year 1 with the possibility of two further years funding) from the Local Education Partnership (Inspire) to support the implementation of a school leadership development programme. This programme will support schools to improve their leadership skills to meet the challenges of school improvement. The programme is being delivered in partnership Edge Hill University.

## **4.0 Financial implications**

4.1 As part of the overall drive to improve standards the Local Authority has also increased focus on the level of balances held by schools. During 2014/15 schools that met any of the following criteria met with Local Authority officers to discuss plans for balances and to assess whether the plans were appropriate for the needs of the school:

Category A : Schools with balances in excess of 15% of income for more than 5 years.

Category B : Schools with balances in excess of 5% (secondaries) or 8% (primary, special, nursery and PRU) of income and had a satisfactory or requires improvement judgement at their last OFSTED inspection.

Category C : Schools with balances in excess of 5% (secondaries) or 8% (primary, special, nursery and PRU) of income for two consecutive years.

4.2 Whilst schools are allowed to plan their finances over the medium and maintain balances to support this process, the Department for Education has issued clear guidelines that resources provided should be for the children currently in schools. Where schools are holding balances there should be clear plans for the use of those resources. Where schools are without clear plans for the use of balances the local authority can claw back and redistribute balances where there is evidence that this would be beneficial. The Local Authority is currently in discussion with one school in the city where there are concerns around the proposed use of balances when compared to the attainment needs within the school.

4.3 There will be a further review of surplus balances held by schools at the end of 2014/15 and particular challenge will be directed at schools that have not achieved plans detailed to be completed during 2014/15.  
[OJ/25062015/N]

## **5.0 Legal implications**

5.1 Under section 13 of the Education Act 1996 (as amended by the Education Acts 2006 and 2011), a local authority must promote high educational standards, ensure fair access to educational opportunity and promote the fulfilment of every child's educational potential.

5.2 The Council also needs to be aware of the proposed terms of the Education and Adoption Bill as set out in part 2 of this report.  
[Legal Code: TS/23062015/K]

## **6.0 Equalities implications**

6.1 The local authority is duty bound to promote high educational standards and ensure fair access to educational opportunity and promote the fulfilment of every child's potential.

## **7.0 Environmental implications**

7.1 This report does not have any direct environmental implications.

## **8.0 Human resources implications**

8.1 This report does not have any direct human resource implications.

## **9.0 Corporate landlord implications**

9.1 This report does not have any direct corporate landlord implications.

## **10.0 Schedule of background papers**

10.1 Support Categories for Wolverhampton Schools

10.2 Notional School Improvement Advisor Time Allocation

10.3 Wolverhampton City Council Ofsted Outcomes 2013-2016



## Background Paper 1

### Support Categories for Wolverhampton Schools

**It is important for the Local Authority to 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)**

Categorisation	Rationale
<p style="text-align: center;">A</p> <p>Providing a good or better level of education</p>	<p><i>All/vast majority of the following apply:</i></p> <ul style="list-style-type: none"> <li>• Judged good or outstanding by Ofsted at the last inspection.</li> <li>• Judged securely good or outstanding by both the school and the LA and likely to be judged so at the schools next Ofsted inspection.</li> <li>• School leaders and managers are accurate in their self-evaluation.</li> <li>• Nursery schools results are consistently above national outcomes for similar schools.</li> <li>• In mainstream schools, pupil achievement for English and mathematics for all groups of pupils is consistently above the national standards over the last 3 years.</li> <li>• In-year progress across all, year groups, pupil groups and core subjects is consistently good and/or the gap is rapidly narrowing.</li> <li>• Special schools attainment is consistently above the Progression Guidance (2011) outcomes and in-school data consistently indicates challenging targets are set and met by the vast majority of pupils.</li> <li>• Almost all teaching overtime is good or better, with a small proportion requiring improvement. No inadequate teaching is evident.</li> <li>• Behaviour is managed consistently well, all groups of pupils attend regularly and there are no or very few exclusions.</li> <li>• Provision for safeguarding meets all statutory requirements.</li> <li>• Leadership and management at all levels particularly senior leaders, middle managers and governors consistently demonstrate effective processes and structures which have a good impact on pupils' achievement and behaviour.</li> <li>• The school has highly successful strategies for engaging with parents. There are very few concerns expressed by parents.</li> <li>• The school is effective in its outward facing links with other partners which contribute to and support school improvement processes.</li> <li>• Risk factors such as a newly appointed headteacher, high turnover of staff, a high number of NQTs and exceptional circumstances are</li> </ul>

	accurately identified and considered to be low by the LA.
<p>B1 Requires Improvement</p>	<p><i>Many of the following apply:</i></p> <ul style="list-style-type: none"> <li>• Schools that have previously been judged good or outstanding at their last Ofsted inspection but are considered to be vulnerable at next inspection by the LA.</li> <li>• Judged as requiring improvement by Ofsted with Leadership and Management judged to be good and demonstrating good capacity to improve.</li> <li>• School leaders and managers are generally accurate in their self-evaluation.</li> <li>• Nursery Schools results are consistently above or at national outcomes for similar schools.</li> <li>• In mainstream schools, pupil achievement for English and mathematics for all groups is at or above the national standards over the last 3 years.</li> <li>• Achievement shows a trend of improvement overall; although there may be some variability between one year and the next and/or between different groups.</li> <li>• In-year progress across all year groups, pupil groups and/or core subjects is improving and/or the gap is narrowing; although data may show a variable picture over the last three years.</li> <li>• Special schools attainment is consistently at or above the Progression Guidance (2011) outcomes and in-school data consistently indicates challenging targets are set and met by the majority of pupils.</li> <li>• The quality of teaching is improving and there is little inadequate teaching evident. (If there is a small proportion, this is being addressed effectively).</li> <li>• Behaviour is managed suitably or well, most groups of pupils attend regularly and there are few or a reducing number of exclusions.</li> <li>• Leadership and management at all levels particularly senior leaders, middle managers and governors are secure and improving which is leading to improvements in pupils' achievement and behaviour.</li> <li>• Provision for safeguarding meets all statutory requirements</li> <li>• Engagement with parents is secure and the vast majority of parents express contentment with the school.</li> </ul>

	<ul style="list-style-type: none"> <li>• Outward facing links are increasing. School leaders are taking the opportunity to work with other schools in the network and beyond.</li> <li>• Risk factors such as a newly appointed headteacher, high turnover of staff, a high number of NQTs and exceptional circumstances are accurately identified and are considered to be having minimal impact on standards by the LA.</li> </ul>
<p>B2</p> <p>Requires Improvement</p>	<p><i>Many of the following apply:</i></p> <ul style="list-style-type: none"> <li>• Leadership and management judged as requiring improvement at the last Ofsted inspection (grade 3)</li> <li>• The School and LA has identified areas of fragility within attainment &amp; progress in specific subjects, with particular groups or in identified year groups.</li> <li>• Aspects of leadership and management, teaching and learning or behaviour and safety require improvement.</li> <li>• Nursery Schools results are below national outcomes for similar schools.</li> <li>• In mainstream schools, pupil achievement for English and mathematics for all groups has a downward trajectory over time.</li> <li>• Pupil progress for English and mathematics is below the national standards over the last three years.</li> <li>• In-year progress across certain year groups, pupil groups and/or core subjects shows a declining picture and/or the gap is not narrowing or is widening.</li> <li>• Special schools attainment is below the Progression Guidance (2011) outcomes and in-school data consistently indicates challenging targets are not met by the majority of pupils.</li> <li>• The quality of teaching is not consistently good or better across the school and there may be some elements of inadequate teaching that is yet to be effectively tackled.</li> <li>• Behaviour is managed appropriately, most groups of pupils attend regularly and there are few or a reducing number of exclusions.</li> <li>• Provision for safeguarding meets requirements.</li> <li>• Leadership and management at all levels does not yet consistently demonstrate effective processes and structures, or accuracy in its self-evaluation.</li> <li>• The school is developing suitable strategies for engaging with parents.</li> <li>• The school does not fully participate in its outward facing links with other partners to contribute to or support their school improvement processes.</li> <li>• 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.</li> </ul>

	<ul style="list-style-type: none"> <li>• Risk factors such as a newly appointed headteacher, high turnover of staff, a high number of NQTs and exceptional circumstances are considered to be high by the LA.</li> </ul>
<p>C Serious Weakness or Special Measures</p>	<p><i>Any of the following apply:</i></p> <ul style="list-style-type: none"> <li>• Judged as having serious weakness or requiring special measures by Ofsted.</li> <li>• Overall the LA judges that the quality of education to be inadequate. There are key aspects that require significant improvement.</li> <li>• The school is below national floor standards.</li> <li>• Pupil progress is inadequate over the last three years in English and/or mathematics, and/or for different groups.</li> <li>• There are insufficient levels of good teaching over time to secure the good progress of pupils. Inadequate teaching is not effectively addressed by school leadership.</li> <li>• 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.</li> <li>• Leadership and management does not consistently demonstrate effective processes and structures including the accuracy of self-evaluation.</li> <li>• Leaders and managers are not taking sufficiently effective steps towards securing good behaviour. Attendance is consistently low for all pupils or groups of pupils and shows little sign of improvement.</li> <li>• 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 in a timely manner.</li> <li>• The schools strategies for engaging parents are weak and parents have expressed little confidence in the school.</li> <li>• The school does not engage effectively in outward facing links with other partners to contribute to or support their school improvement .</li> <li>• 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</li> </ul>



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## Background Paper 2: Notional School Improvement Advisor Time Allocation

<u>Work Plan</u>	<u>Time Allocation/year</u>
<p><b><u>Academies/Free Schools</u></b> A minimum of: 1 day desk-top data analysis and evaluation of school development plan, write up of summary report identifying key priorities and letter to headteacher/Autumn Term.</p>	<p>1+ day Total = 1+ day/year</p>
<p><b><u>Category A schools</u></b> 1 day data analysis and evaluation of school development plan, write up of summary report identifying key priorities and letter to headteacher/Autumn Term.</p> <p>0.5 core visit/term*</p> <p>0.5 completion of Note of Visit , update of LA report, monthly strategic updates, additional support for HT appointments/term.</p>	<p>1 day 1.5 days 1.5 days Total = 4.0 days/year</p>
<p><b><u>Category B1 schools</u></b> 1 day data analysis and evaluation of school development plan, write up of summary report identifying key priorities and letter to headteacher/Autumn Term.</p> <p>0.5 core visit/term*</p> <p>Attendance at SIB Meeting/term</p> <p>1 day monitoring and review, in school, of identified and agreed priorities and report/term*</p> <p>0.5 completion of Note of Visit , update of LA report, monthly strategic updates/term.</p>	<p>1 day 1.5 days 1.5 days 3.0 days 1.5 days Total = 8.5 days/year</p>

<b><u>Category B2 schools</u></b>	
1 day data analysis and evaluation of school development plan, write up of summary report identifying key priorities and letter to headteacher/Autumn Term.	1 day
0.5 core visit/term*	1.5 days
Attendance at SIB Meeting/half term	3 days
1 day monitoring and review, in school, of identified and agreed priorities and report/half term **	6 days
0.5 completion of Note of Visit , update of LA report, monthly strategic updates/half term.	3 days
	<b>Total = 14.5 days/year</b>
<b><u>Category C schools</u></b>	
1 day data analysis and evaluation of school development plan, write up of summary report identifying key priorities and letter to headteacher/Autumn Term.	1 day
0.5 core visit/term*	1.5 days
Attendance at SIB Meeting/half term (or more regularly if necessary)	3+ days
1+ day monitoring and review, in school, of identified and agreed priorities and report/half term* *	6+ days
Full 2 day 'Inspection Health Check' review of school and report/year**	2 days
0.5 completion of Note of Visit , update of LA report, monthly strategic updates/half term.	3 days
	<b>Total = 16.5+ days/year</b>



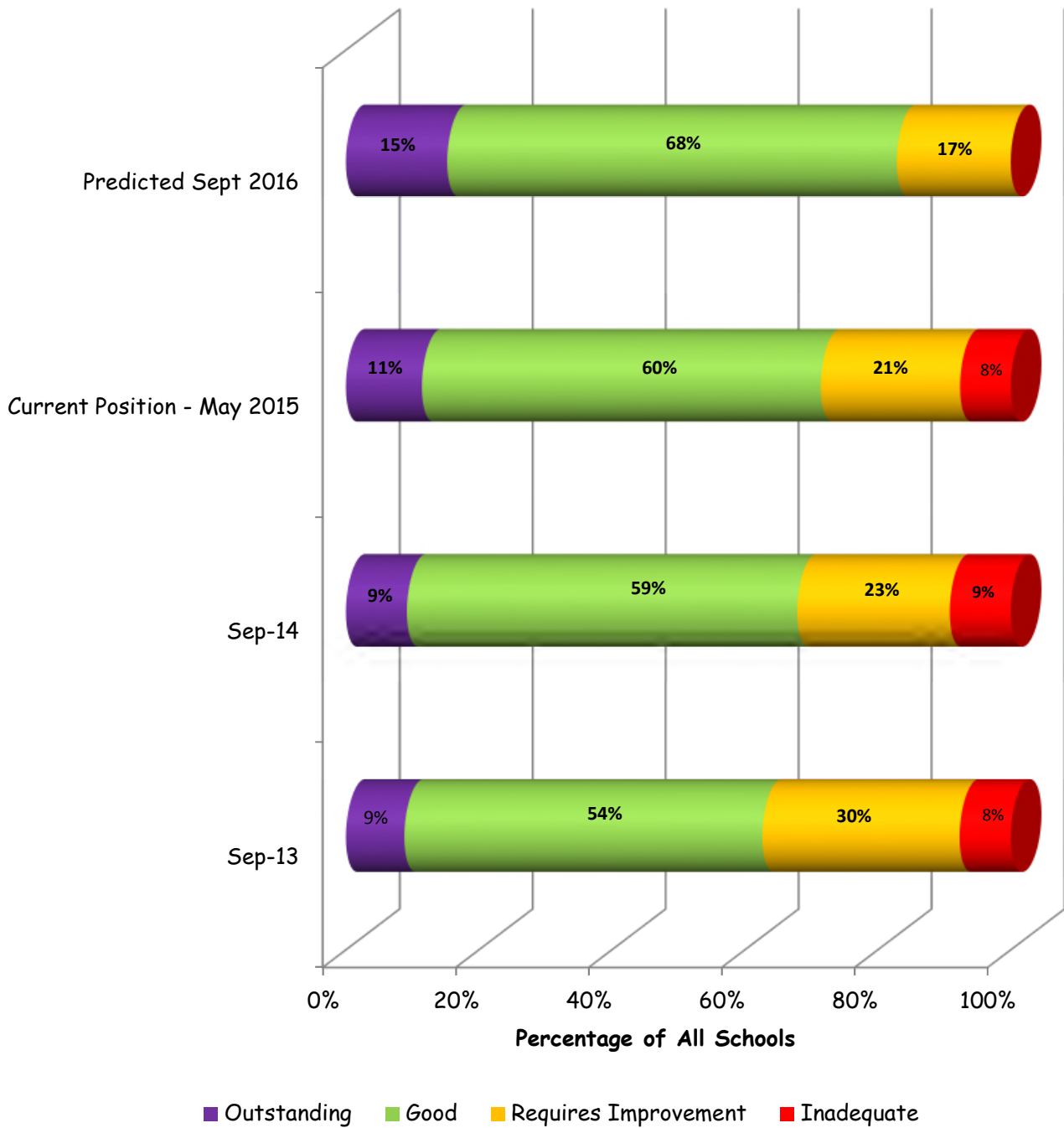
**\* School Improvement Advisors termly core visits to schools will follow a set agenda (to be shared with school leaders prior to the visit) that covers school data analysis, Ofsted four judgement areas, impact and progress against Ofsted priorities since the last inspection and any actions set from 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).**

**\*\* Termly 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).**

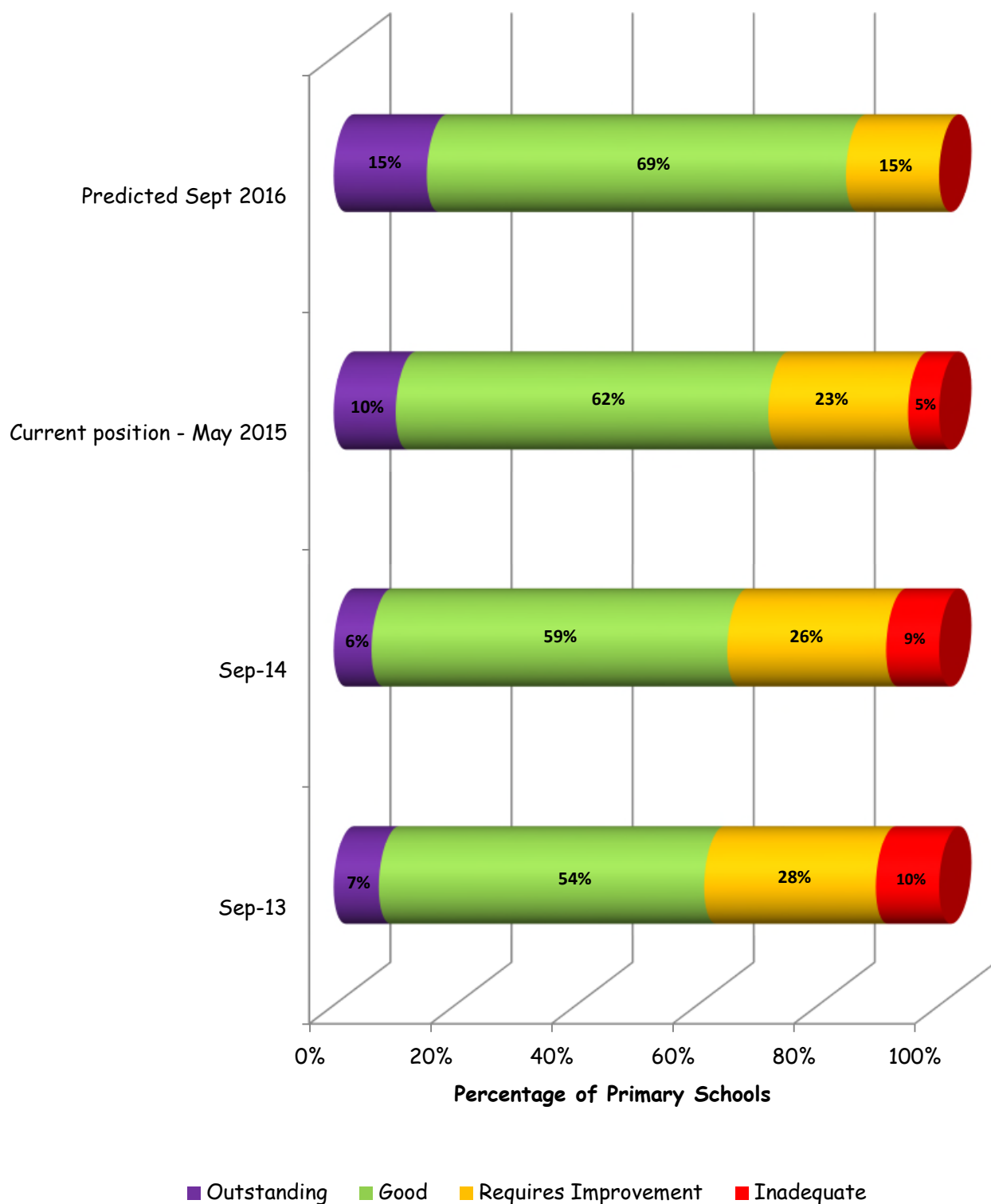
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Wolverhampton  
City Council  
Ofsted Outcomes  
2013-2016

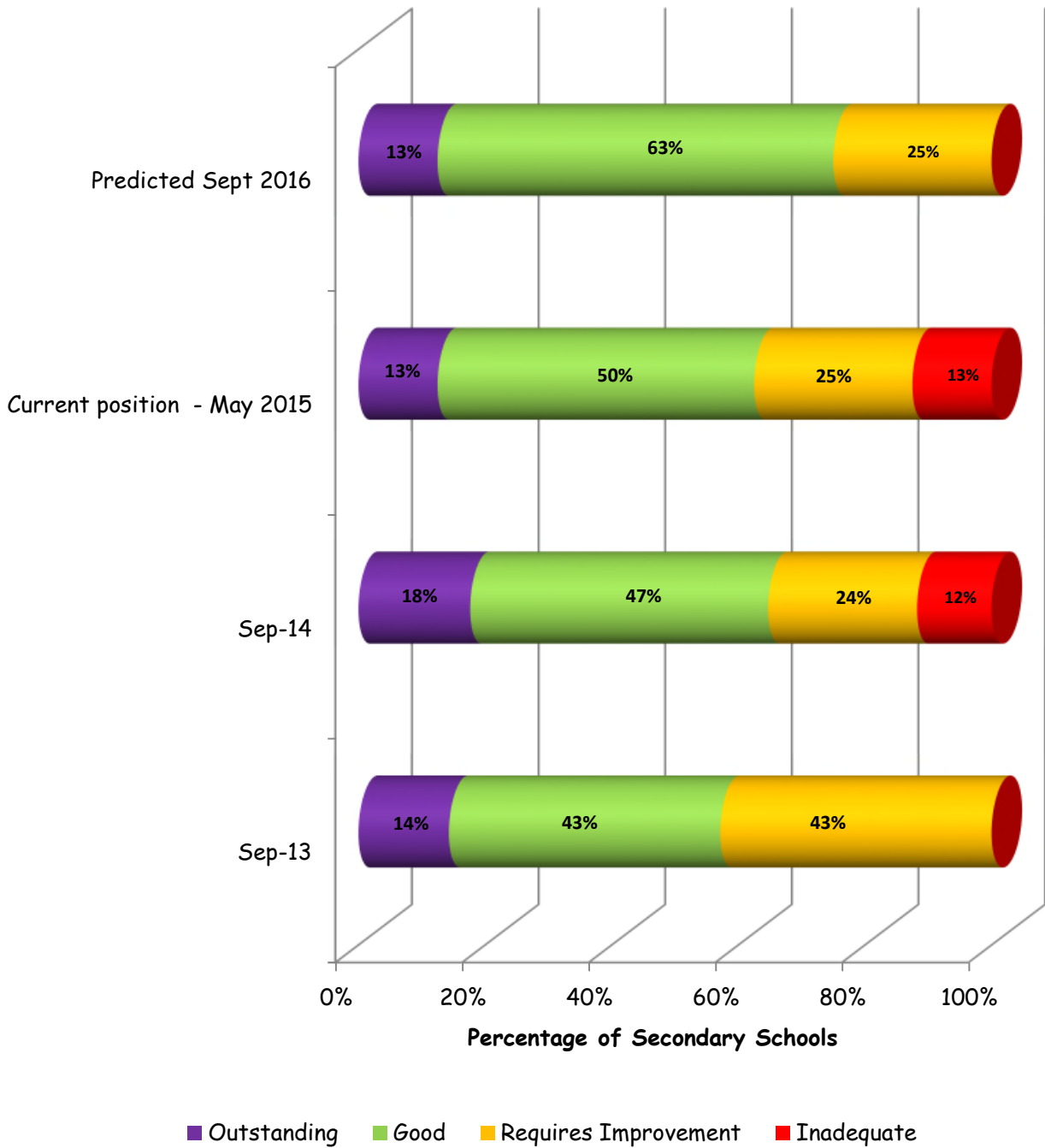
# All Schools OFSTED Inspection Grades



# Primary School OFSTED Inspection Grades



# Secondary School OFSTED Inspection Grades





# Children, Young People and Families Scrutiny Panel

## 8 July 2015

<b>Report title</b>	Children Young People & Families Plan 2015-25	
<b>Cabinet member with lead responsibility</b>	Councillor Val Gibson Children and Young People	
<b>Wards affected</b>	All	
<b>Accountable director</b>	Linda Sanders, Strategic Director, People	
<b>Originating service</b>	Children & Young People	
<b>Accountable employee(s)</b>	Kush Patel	Strategic Improvement Development Officer
	Tel	01902 550354
	Email	Kush.patel@wolverhampton.gov.uk
<b>Report to be/has been considered by</b>	Strategic Executive Board	23 June 2015
	Children's Trust Board	20 May 2015
	People Leadership Team	11 May 2015

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### Recommendation(s) for action or decision:

The Scrutiny Panel is recommended to:

1. To support Wolverhampton's Children, Young People & Families Plan 2015-25.
2. To endorse the Children's Trust Board governance arrangements.

## Purpose

- 1.1 The purpose of the Children, Young People & Families Plan is to set out what Children's Trust partners will do so that children, young people and families in Wolverhampton can live healthy, happy lives. This plan sets out priorities for the next ten years. Comments are invited on how we feedback the progress of the plan. The plan is attached at Appendix A.

## 2.0 Background

- 2.1 On October 31 2010 the coalition government announced an overhaul of Children's Trusts. This included revoking all statutory guidance on Children's Trusts. The changes meant that: schools will no longer have a duty to co-operate through Children's Trusts, local authorities will no longer be required to set up Children's Trust Boards and Children's Trusts will no longer be required to publish a local Children and Young People's Plan.
- 2.2 It is important to note that this does not mean the abolition of Children's Trusts. The basic duty to co-operate, set out in the Children Act 2004, continued. However, there was greater flexibility in the local partnership arrangements to improve children's well-being.
- 2.3 Children's services have seen significant changes at both national and local levels. There have been changes in organisational structures and in service delivery across the children's services partnership. Funding changes have meant that some health-related initiatives have ended or are being delivered and targeted in new ways. New legislation has abolished Primary Care Trusts and has set up groups of General Practitioners (GP's) who are responsible for commissioning many areas of child health provision. Health and Wellbeing Boards have been established. Local Authorities have taken responsibility for public health. We have seen the introduction of new types of schools, schools becoming responsible for commissioning services, and responsibility for school improvement being increasingly shared between the local authority and schools themselves.
- 2.4 Amongst so much change, the strategic oversight was ever more important. The previous Children and Young People's Plan expired in 2014. In deciding whether a new plan was going to be developed, the Lead Member for Children and Families along with the Service Director consulted with stakeholders on the future direction of Children's Trust. The conclusion was an overwhelming commitment to continue with Wolverhampton Children Trust Board and the development of a new children, young people and families plan. There was a unanimous commitment by Board members on;
  - Wanting the best for our children, young people & families
  - Partnership working and to supporting the wider regeneration of the city
  - Children, young people and families being the centre of everything we do



➤ Utilising resources effectively and efficiently

2.5 The Children's Trust Board consists of Wolverhampton City Council, Clinical Commissioning Group, West Midlands Police, Royal Hospital Trust, Wolverhampton College, Black Country Foundation Trust, Schools and Wolverhampton Third Sector. The board gives strategic leadership, direction and drives change. Appendix B shows the governance arrangements.

### **3.0 Progress with developing the Children, Young People & Families Plan**

3.1 The Children, Young People & Families Plan is a ten year plan. The development of the plan was overseen by the Children's Trust Board.

3.2 The plan is based on the principles of; working in genuine collaboration with children and families; mutual respect of the rich culture of our City; intervening early and effectively, being proactive and not waiting until crisis point; embracing innovation, & being more creative; remembering happiness is important and striving for the highest standards.

3.3 It has been developed through a range of organisations working together to share information and through seeking the views of children, young people, parents and carers. This plan wants to achieve an improvement in how healthy and happy children, young people and families living in Wolverhampton are. From the information gathered, there were four clear priority areas. These are:

- Child Poverty
- Education, Training and Employment
- Family Strength
- Health

3.4 To measure the success of the priorities, a broad suite of outcomes and performance measures has been identified. This will allow a comprehensive analysis to be undertaken which will inform and reassure the Children's Trust Board that the priorities of the Board are being met and highlight any areas of potential concern.

3.5 The Children Trust Board is keen to ensure stakeholders, children, young people and families are kept informed on progress. In February 2015, the Children Trust formally approved the Plan, setting out the priorities for the next ten years. The event was attended by over 200 delegates from the public, private and voluntary sector. The Board reaffirmed their commitment in keeping stakeholders involved through annual events, newsletters and annual reports.

### **4.0 Financial implications**

4.1 There are no direct financial implications associated with the development of the Children, Young People & Families Plan. In implementing the Plan, areas may be

identified that require additional resources. These will need to be met through existing budgets in relation to the Council's engagement in this work.

[NM/24062015/S]

## **5.0 Legal implications**

5.1 There are no immediate legal implications arising from this report.

[Legal Code: TS/24062015/L]

## **6.0 Equalities implications**

6.1 An Equalities analysis was completed alongside the development of the Plan. Moreover, equalities is embedded within the performance function of the Plan. All accountable organisations will have an equalities strand which must be reported on as part of the performance update. A key element of the plan is reducing inequalities, nationally, regionally and locally in all 4 priority areas.

## **7.0 Environmental implications**

7.1 There are no environmental implications.

## **8.0 Human resources implications**

8.1 There are no human resources implications.

## **9.0 Corporate landlord implications**

9.1 There are no corporate landlord implications.

## **10.0 Schedule of background papers**

10.1 None

**HEALTHY,  
HAPPY  
FAMILIES**



**WOLVERHAMPTON CHILDREN,  
YOUNG PEOPLE & FAMILIES PLAN  
2015-2025**





# ABOUT THIS PLAN

THE CHILDREN'S TRUST IN WOLVERHAMPTON WANTS CHILDREN, YOUNG PEOPLE AND THEIR FAMILIES TO BE HEALTHY AND HAPPY.

THE PURPOSE OF THIS PLAN IS TO SET OUT WHAT CHILDREN'S TRUST PARTNERS WILL DO SO THAT CHILDREN, YOUNG PEOPLE AND FAMILIES IN WOLVERHAMPTON CAN LIVE HEALTHY, HAPPY LIVES. WHEN THE WORDS 'WE' AND 'OUR' ARE USED IN THIS PLAN IT REFERS TO CHILDREN'S TRUST PARTNERS. THIS PLAN SETS OUT OUR PRIORITIES FOR THE NEXT 10 YEARS. THE CHILDREN'S TRUST IN WOLVERHAMPTON IS RESPONSIBLE FOR ENSURING THAT THE AIMS OF THIS PLAN ARE DELIVERED.

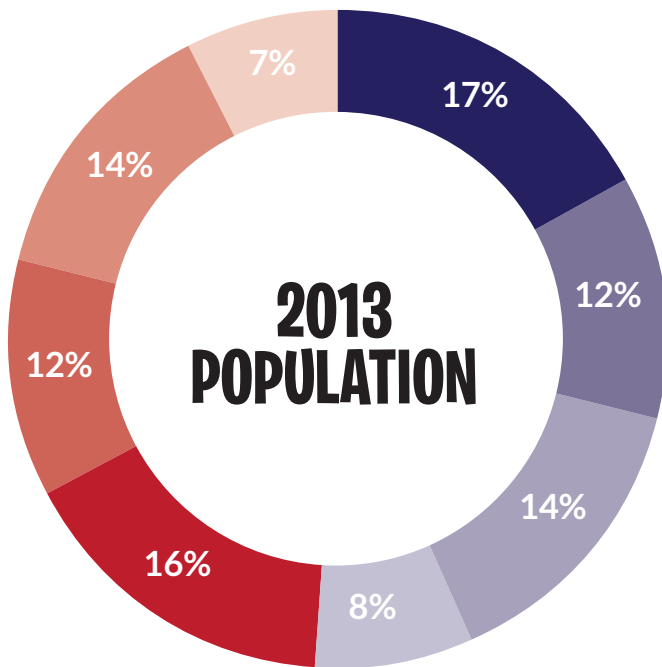
## About Children, Young People and Families in Wolverhampton<sup>2</sup>

Wolverhampton has a population of 251,557. About 25% of Wolverhampton's population is children and young people (aged 0-19). 4.5% of 0-19 year olds in Wolverhampton are disabled. There are currently 63,177 children and young people (aged 0-19) living in the city and the numbers are rising. In the last 10 years, the number of children aged 0-15 in Wolverhampton has increased by 1,367 – but over a quarter of this increase was seen in just one year between 2012 and 2013. Over the life of this plan, the numbers of children and young people are likely to continue to rise and we need to make sure that services in the city can continue to meet the needs of the growing population of children, young people and their families. We predict that between 2015-2025, the 0-19 year old population in the city will have grown by over 1,000. The chart below shows the current proportion of 0-19 year olds by gender and age.

<sup>1</sup>Wolverhampton City Council, Royal Wolverhampton Hospital Trust, Wolverhampton Clinical Commissioning Group, Wolverhampton School Improvement Partnership Board, Black Country Partnership Foundation Trust, Wolverhampton Voluntary Sector Council, West Midlands Police, City of Wolverhampton College.

<sup>2</sup>Statistics used in this section are the most recent available at the time of writing and are taken from the 2011 Census or Office of National Statistics Mid-year Estimates 2013.





### Males & Females 0-19

Male 0-5	10,723	17%
Male 6-10	7,615	12%
Male 11-16	9,058	14%
Male 17-19	4,997	8%
Female 0-5	10,141	16%
Female 6-10	7,355	12%
Female 11-16	8,714	14%
Female 17-19	4,574	7%

In terms of ethnicity, most 0-19 year olds in Wolverhampton are of White ethnicity (59%), with the next highest proportion being those of Asian/Asian British ethnicity at 20%. 0-19 year olds of Mixed heritage (11%) or Black/African/Caribbean/Black British (8%) are lower in proportion. 2% of 0-19 year olds in Wolverhampton are of other ethnicity (2011 census).

Over a quarter of 0-15 year olds live in lone parent households and around 44% live in households that have a married couple or a couple in a same sex civil partnership. A further 15% live in households with a co-habiting couple and 13% are living in households that are not 'one family' households.

Wolverhampton is in the 6% most deprived areas in the country and levels of deprivation in the city continue to rise. The recession has caused a significant increase in the number of people receiving key out-of-work benefits in Wolverhampton. As of April 2014, 6.3% of the city's population claim Job Seekers Allowance, which is one of the highest rates nationally. Nearly one third of children in the city live in poverty and almost 60% of all 0-15 year olds living in the city, live in a deprived area.







## How we developed this plan

This plan has been developed through a range of organisations working together to share information and through seeking the views of children, young people, parents and carers. We gathered lots of information that organisations already had about the needs of children, young people and families living in Wolverhampton to identify the key things we needed to address so that children, young people and families can live healthy, happy lives. We then asked children, young people, parents and carers what they thought we should do in relation to the key areas of need we identified. This information gathering is called needs analysis. The key information we considered can be found on [www.wolverhamptoninprofile.org.uk](http://www.wolverhamptoninprofile.org.uk).

We used the information we gathered through the needs analysis to develop the vision, priorities and outcomes for the plan.

## What does this plan want to achieve?

This plan wants to achieve an improvement in how healthy and happy children, young people and families living in Wolverhampton are. From the information we gathered, there were four clear priority areas – if we tackle these we can really make a difference in making children, young people and families' lives healthier and happier. The four priority areas are:

- Child Poverty
- Education, Training and Employment
- Family Strength
- Health

This section outlines what we found out through the needs analysis and what we are going to do about it.

# CHILD POVERTY



## What did the needs analysis tell us?

Nearly one third of children in Wolverhampton live in poverty. Wolverhampton continues to have higher levels of child poverty than our Black Country neighbours and nationally. Wolverhampton is the 20th most deprived local authority (out of 152 authorities nationally). Over 82% of Wolverhampton children in poverty live in households where no one is working. 59% of all 0-19 year olds living in Wolverhampton live in a deprived area.

Reducing Child Poverty is a key priority under *Wolverhampton's City Strategy 2011-26*. Wolverhampton also has a Child Poverty Strategy which aims to reduce child poverty levels in the city.

## What are we going to do about it?

We aim to **reduce the harm caused by child poverty**. The Wolverhampton child poverty strategy is already focussing on reducing child poverty. This plan will focus on reducing the harm to children, young people and families caused by child poverty. We will ensure our activities are targeted at improving the health, education, employment and living conditions of children, young people and families living in poverty.





# EDUCATION, TRAINING & EMPLOYMENT



## What did the needs analysis tell us?

Wolverhampton has a higher number of young people not in education, employment or training (NEETs) than the England average (6.0 compared to 5.2). The percentage of young people achieving 5 or more A\*-C GCSEs including Maths and English is above average for the rest of the country (61.0% compared to 59.2% in 2013). Wolverhampton has high Secondary school absence rates compared to the England average.

As at October 2014 68% of primary pupils and 67% of secondary pupils were attending good or outstanding schools - this is likely to place Wolverhampton amongst the lowest levels nationally. Youth unemployment in Wolverhampton is twice the national average.

The recession has caused a significant increase in the number of people receiving key out-of-work benefits in Wolverhampton. As at August 2014, Wolverhampton has the second highest youth unemployment claimant rate, at 9.0%, of all 326 English local authorities. Over 14,000 children in poverty live in households where no one is working. This is almost 83% of all children in poverty within Wolverhampton. There are around 9,800 households with dependent children in the city where no one in the household works.

## What are we going to do about it?

We aim to **increase achievement and involvement in Education, Training and Employment** through ensuring services are in place which aim to:

- Improve school readiness
- Increase early engagement with schools
- Improve attainment
- Improve school attendance
- Improve quality of education provision
- Increase participation of 16-18 year olds in Education, Training and Employment
- Increase the number of parents in paid work



# FAMILY STRENGTH

## What did the needs analysis tell us?

The numbers of Looked After Children in Wolverhampton continues to rise. Looked After Children are those who need to be cared for by the Local Authority because they can no longer stay in the family home. Looked After Children are normally cared for in foster families or residential care homes. The needs analysis highlighted four key areas in relation to reasons for the children no longer being able to stay in the family home. These are:

- Family violence and child physical abuse
- Poor home environment, overburdened parents and high levels of neglect
- Children, mainly adolescents with behaviour problems and poor family relationships
- Young children exposed to risks from parental substance misuse and criminal activity

## What are we going to do about it?

We aim to increase the number of **families that are strong**. We will ensure our activities aim to:

- Increase parenting skills and resilience
- Reduce domestic violence
- Reduce parental substance misuse
- Reduce neglect
- Support parents with their mental ill-health



# HEALTH

## What did the needs analysis tell us?

Wolverhampton has the highest rate of infant deaths in the country (death of a live born baby before the age of one year). The gap between Wolverhampton and the national average in relation to infant deaths has increased in the last 20 years. The rate of children who die before their first birthday has increased in the last two years. The percentage of children who are recorded as overweight or obese remains high within the City. In the last year of primary school (Year 6) 41.8% of children are either overweight or obese. This is compared to 33.5% which is the average for England.



## What are we going to do about it?

We aim to **improve the health of children, young people and families** by ensuring that children, young people and their families receive the right support so that:

- Fewer children are obese
- Reduce the rate of infant mortality
- More parents with mental ill-health are supported through treatment
- More parents, children and young people who misuse substances are supported through treatment

## How will progress against this plan be measured?

Progress against each of the measures will be reported 4 times a year. Every 3 months one of the priorities will be looked at in more detail. This means that each priority will be looked at in detail at least once a year. If progress against measures is not improving, we will identify the issues and make recommendations that will improve progress.

Our priority is to...	The outcome for children, young people and their families will be that...	We will monitor our progress on outcomes by measuring...	
<b>Reduce the harm caused by child poverty</b>	Children, young people and their families living in poverty have improved health	Measures for this outcome are included in the priority 'Improve the health of children, young people and families'	
	Children and young people living in poverty have increased access and achievement in education	Measures for this outcome are included in the priority 'Increase achievement and involvement in education, training and employment'	
	More young people and parents living in poverty are in employment	Measures for this outcome are included in the priority 'Increase achievement and involvement in education, training and employment'	
	Families in poverty live in better housing conditions	The number of properties with families made decent/improved in the private sector	The number of energy efficiency measures carried out to property for families with children
		The number of families supported to sustain tenancies to prevent homelessness	Delivery of related outcomes in Wolverhampton's indebtedness plan (part of the Child Poverty Strategy)
		The number of families seeking help from the Citizens Advice Bureau in relation to debt	

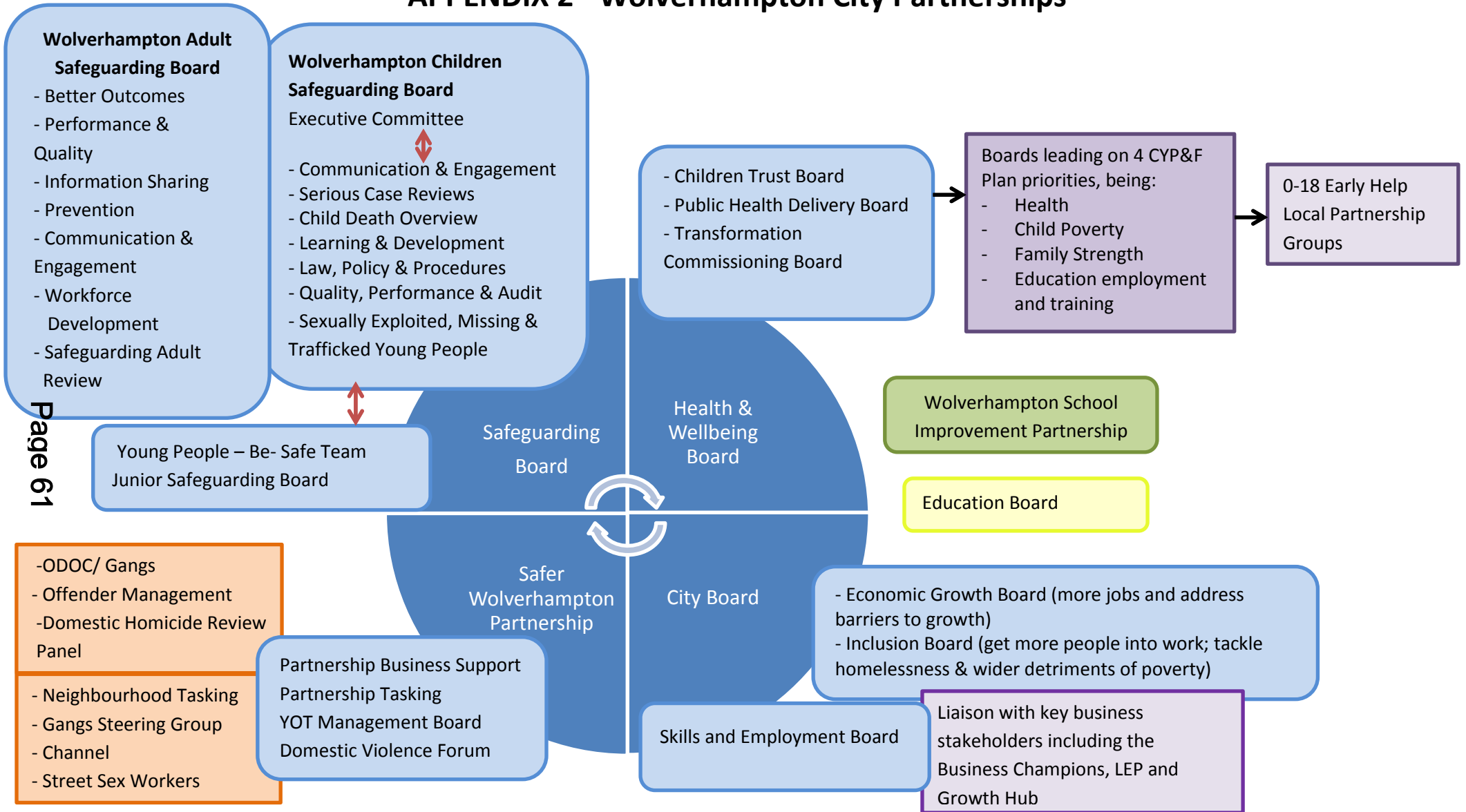
Our priority is to...	The outcome for children, young people and their families will be that...	We will monitor our progress on outcomes by measuring...
<b>Increase achievement and involvement in education, training and employment</b>	Young children are well prepared when they start school	The number of young children who develop a level of speech language and communication skills appropriate to their age and level of development
		The number of young children who meet the national average level of personal well-being, emotional development and social resilience and are able to take advantage of the learning opportunities available to them
	More young children are engaged early with schools	The number of children who have access to free nursery provision at ages 2, 3 and 4
		The number of children who are able to attend school nursery provision
	Children and Young People make good progress at school	The standards in schools and academies
	Children and Young People regularly attend school	School attendance and Absence rates
		School exclusions
		The number of pupils not in Full Time Education (PNIFTED)
		The number of hours of education provision provided.
	Children and Young People attend good quality schools	The quality of provision in schools and academies
	More 16-18 year olds are in education, employment and training	The number of young people aged 16-24 who are participating in apprenticeship schemes
		The number of young people 16-18 Not in education employment or training (NEET)
	More parents are in paid work	The number of parents in employment

Our priority is to...	The outcome for children, young people and their families will be that...	We will monitor our progress on outcomes by measuring...
<b>Make Families Stronger</b>	Families experience less domestic violence	The number of people who are reporting domestic violence to the Police for the first time
		The number of people who are reporting domestic violence to the police who have reported domestic violence to the police before
	Fewer parents, children & young people misuse substances	Measures for this outcome are included in the priority 'Improve the health of children, young people and families'
	Parents have better parenting skills and are more resilient	The number of children becoming <ul style="list-style-type: none"> <li>- children in need</li> <li>- subject of a child protection plan</li> <li>- Looked After Children</li> </ul> Information from Early Help services
		The number of parents receiving early help support with their parenting skills
	Fewer parents have mental ill-health	Measures for this outcome are included in the priority 'Improve the health of children, young people and families'
	Fewer children and young people are subject to neglect	The number of Early Help Assessments where neglect has been identified as a factor
		The number of referrals to Children's Services for reasons of abuse or neglect
		The number of children subject to Child Protection Plan for reasons of neglect

Our priority is to...	The outcome for children, young people and their families will be that...	We will monitor our progress on outcomes by measuring...
<b>Improve the health of children, young people and families</b>	Fewer children are obese	The number of obese children at school entry (4-5yrs)
		The number of obese children at school year 6 (10-11yrs)
	Reduce the rate of infant mortality	The number of babies dying in the first year of life
		The number of women smoking during pregnancy
		The uptake of women's Healthy Start Vitamins
	Fewer parents have mental ill- health	The number of adults who are receiving treatment/ successfully complete or maintain treatment for mental ill-health and are living with children
		The number of Early Help Assessments where the mental health of the parents has been identified as a factor
	Fewer parents, children & young people misuse substances	The number of adults who are in treatment/successfully complete treatment for drug or alcohol use and are living with children
		The number of children/young people who successfully complete treatment for drug/ alcohol use
		The number of Early Help Assessments where the substance misuse of the parents has been identified as a factor
		The number of Early Help Assessments where the substance misuse of children/young people has been identified as a factor



# APPENDIX 2 - Wolverhampton City Partnerships

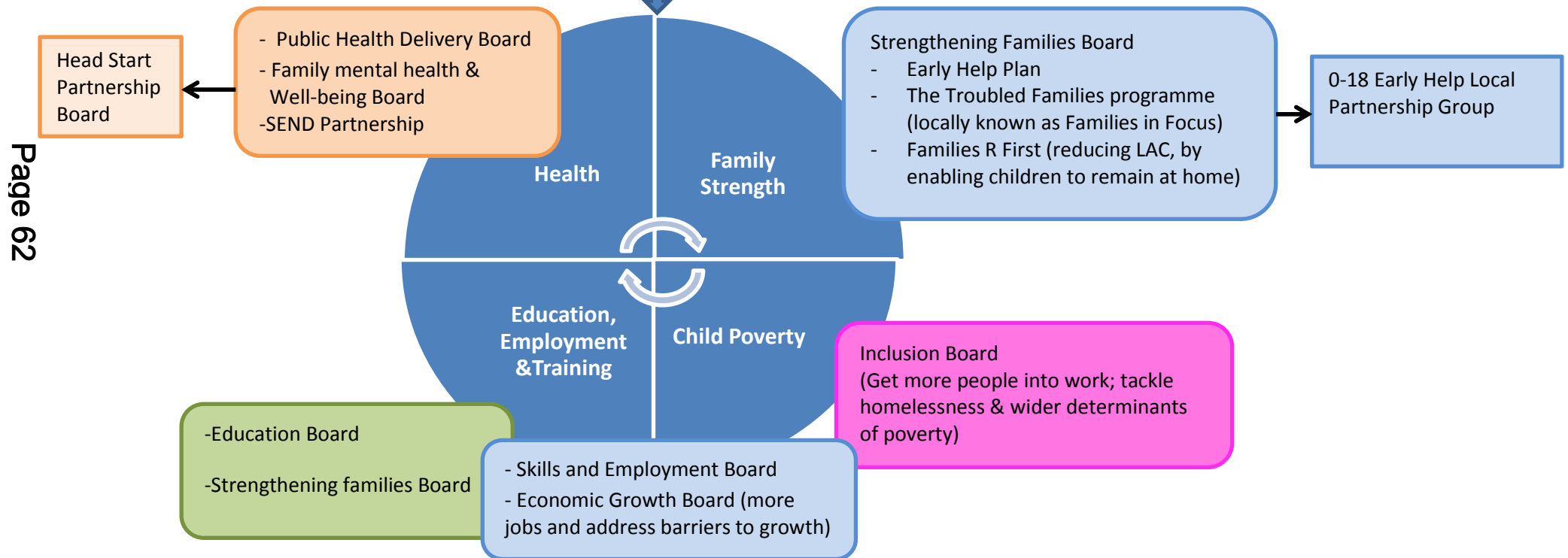


## STATUTORY HEALTH & WELLBEING BOARD

**RESPONSIBILITIES;** Joint Strategic Needs Assessment, Joint Commissioning Health & Wellbeing Strategy & Health Improvement Plan, GP Consortium accountability, Health Watch, Public Health, overview of Safeguarding, Annual Plans, Support local voice and patient choice.

## Wolverhampton Children Trust Board

**RESPONSIBILITIES;** Developing and delivering outcomes of the Children, Young People & Families Plan 2015-25.  
4 strategic priorities; Health, Child Poverty, Family Strength, Education Training & Employment.



This is also linked to the following strategies: Council's Corporate Plan, City Strategy, Children Young People & Families Plan, Child Poverty Strategy, , Local Policing & Crime Plan, Early Help Plan, Sufficiency Strategy, Corporate Parenting Strategy, Violence against Women & Girls Strategy, Reducing Gang Harm Strategy, Alcohol Strategy.