

Children, Young People and Families Scrutiny Panel

13 April 2016

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

Venue Committee Room 3 - Civic Centre, St Peter's Square, Wolverhampton WV1 1SH

Membership

Chair Cllr Peter O'Neill (Lab)
Vice-chair Cllr Arun Photay (Con)

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

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:

Contact Earl Piggott-Smith
Tel/Email Tel: 01902 551251 or earl.piggott-smith@wolverhampton.gov.uk
Address Democratic Support, Civic Centre, 1st floor, St Peter's Square,
Wolverhampton WV1 1RL

Copies of other agendas and reports are available from:

Website <https://wolverhamptonintranet.moderngov.co.uk/>
Email democratic.support@wolverhampton.gov.uk
Tel 01902 555043

Please take note of the protocol for filming, recording and use of social media in meetings, copies of which are displayed in the meeting room.

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

Agenda

Part 1 – items open to the press and public

Item No. *Title*

MEETING BUSINESS ITEMS

- 1 **Apologies**
- 2 **Declarations of interest**
- 3 **Minutes of the previous meeting (20.1.16)** (Pages 3 - 8)
[To approve the minutes of the previous meeting as a correct record]
- 4 **Matters arising**
[To consider any matters arising from the minutes]

DISCUSSION ITEMS

SECONDARY SCHOOL STANDARDS

- 5 **Brighter Futures: Improving Our Schools' Annual Report 2016** (Pages 9 - 34)
[Alex Jones, Assistant Director of Education (School Standards), to present report on City's current position with regard to Ofsted outcomes, end of key stage outcomes, partnership working and next steps.]
- 6 **Secondary school Ofsted outcomes and current Local Authority categorisation** (Pages 35 - 40)
[Alex Jones, Assistant Director of Education (School Standards), to present report on current Ofsted outcomes of all of the City's secondary schools – maintained and academy.]
- 7 **Academy Partnership Protocol** (Pages 41 - 68)
[Julien Kramer, Director of Education, to present report outlining a draft protocol for improved partnership working between the Council and Wolverhampton Academies and Free Schools]
- 8 **Wolverhampton Secondary School Sufficiency Strategy** (Pages 69 - 90)
[Trevor Pringle, Head of School Planning and Resources, to present report detailing the Council's strategy to inform the development of secondary teaching and learning provision across the City.]

Children, Young People and Families Scrutiny Panel

Minutes - 20 January 2016

Attendance

Members of the Children, Young People and Families Scrutiny Panel

Cllr Dr Michael Hardacre
Cllr Julie Hodgkiss
Cllr Peter O'Neill (Chair)
Cyril Randles
Cllr Martin Waite
Cllr Daniel Warren
Rosalie Watkins
Cllr Richard Whitehouse
Emmerson Morrison
Katie Blakemore

Employees

Earl Piggott-Smith	Scrutiny Officer
Kathy Roper	Head of Young Adults Commissioning

Witness

Alan Coe	Chair of Wolverhampton Safeguarding Board
----------	---

Part 1 – items open to the press and public

Item No. *Title*

- 1 Apologies**
Apologies were received from the following member(s) of the panel:

Cllr Christopher Haynes
Cllr Paula Brookfield
Cllr Arun Photay
- 2 Declarations of interest**
No declarations of interest were made relative to the under consideration at the meeting.

3 **Minutes of the previous meeting (25.11.15)**

That the minutes of the meeting held on 25.11.15, subject to the agreed changes, be approved as a correct record and signed by the Chair.

4 **Matters arising**

Minute 6 – Children’s Service Re-Design

The panel discussed if there were any further details about the future ownership of the proposed site for an outreach based at Valley Park Campus. The panel were advised that the plan is to remove all services from the site as it will change ownership. The site will be managed by an Academy from August 2016.

5 **Safeguarding Children's Board Annual: Report and Executive Summary 2014 - 2015**

Alan Coe, Independent Chair of the Wolverhampton Safeguarding Children Board, presented the main findings of the 2014-15 annual report. Independent Chair explained that the report was a final version and not a draft version as shown on the papers.

Independent Chair gave a short introduction to the essential responsibilities of the Council and other partners to protect the interests of children and young people in Wolverhampton. Independent Chair gave a brief outline of his work history and role in supporting the work of the Board to meet its responsibilities.

Wolverhampton Safeguarding Children Board is required under statute to produce an annual report detailing the work done and the progress against key priorities. Independent Chair commented on the relationship with schools where the Council has influence but not control due to changes in their governance and management arrangements.

Independent Chair commented that the Council has power through the licensing of premises and buildings to safeguard children and the work is much broader than being the responsibility of social care.

Independent Chair briefed the panel on the sections of the report which make reference to future risks and priorities. Independent Chair highlighted the relationship with GPs and schools, who are relatively independent, with their own governance presents a challenge in how best to engage them in the work of safeguarding.

Independent Chair commented on success in achieving 100 per cent return from schools in Wolverhampton. This figure compares to 20 per cent in the previous year. WSCB is offering safeguarding training and support to schools. However, the Independent Chair commented on the challenge in engaging with more GPs and this work was not easy.

Independent Chair commented on the challenge also presented by the growth of different faith groups across the city. Independent Chair explained that there are 80

different denominations and that WSCB cannot make demands that they meet safeguarding standards. Work is being done to build relationships with different faith groups.

The panel queried evidence presented to the on-going review of child sexual exploitation and the issues of female genital mutilation and the concerns that some GPs were fully engaged in reporting cases to the necessary bodies.

The panel queried the progress in getting known faith groups to complete a safeguarding return. The members of the Child Sexual Exploitation Review who are also members of the panel were advised that the response had been poor. Independent Chair explained that the situation is improving but it will need on-going work to build relationships with representatives of different faith groups. Independent Chair explained the work being done with GPs to raise awareness of the issue of female genital mutilation.

Wolverhampton CCG has been asked by the Board to present a report on the work done to raise awareness of their responsibilities under legislation to report concerns to the Board. The report will include details of the number of cases and reassurance that GPs are taking the necessary action.

Independent Chair explained that he is contracted to work 30 days a year on behalf of Board.

Independent Chair commented on the work done to build relationships with the teachers in the independent sector and also academies. Independent Chair explained that it has taken time to improve and also that the Board are keen to more work with schools.

The panel queried the effectiveness and quality of safeguarding training given to frontline professionals working with families and the opportunities to identify possible signs of abuse. Independent Safeguarding Chair explained that responsibility for managing health visitors will be transferred to the local authority later in the year. Independent Chair explained that the Board will be checking that everyone working with families will get the minimum safeguarding training and also ask questions. Independent Chair commented on the good work done with staff from Wolverhampton Homes and the support provided by Mark Henderson to raise the issue of safeguarding.

The panel commented that the annual report was very positive about the work done to protect children and also a very helpful document.

The panel queried the statement in the cover report that there were no direct equalities implications arising from the report. The panel commented that the groups of vulnerable children covered by the report would have protected characteristics; further some children are deliberately targeted because of their ethnic origin or religious beliefs.

Independent Chair accepted the point about the statement and agreed to discuss the matter further with Strategic Director: People .

The panel queried evidence presented to the child poverty scrutiny review which highlighted a number of concerns and the impact of high levels of poverty on

children. Independent Chair explained that the equalities issues are considered during the work done by Child Death Overview Panel. The work is led by Walsall.

The panel commented on the reference in the report to internet safety and queried the work done with school. The panel were concerned about issues of reported bullying in schools. Independent Chair explained that the Board had arranged a conference to discuss the issue of bullying and the level of underreporting.

The panel requested more details about the strategic work of the Board and information about review and intermediate and targets. Independent Chair agreed that more details would be provided.

The panel also queried that the advice and support given to children and young people to help protect them and concerns that incidents were not being reported.

The panel discussed the number of allegations against professionals detailed in the report and specifically those related in children homes. Independent Chair explained that extra arrangements to monitor children who are placed in homes outside Wolverhampton.

The panel discussed how the mental health needs of young were being met by the mental health trust and issues about safeguarding. The panel discussed the need to challenge services to check the quality of services being provided.

The panel discussed whether the safeguarding situation was getting better in Wolverhampton and the effectiveness of partnership working arrangements.

The panel commented if the number of children where there are safeguarding concerns was expected to increase following the MASH. The panel discussed that awareness about safeguarding may increase but this could lead to earlier interventions by professionals who will have access to better intelligence. This will also include better analysis of the data. Independent Chair shared findings from the experience of Birmingham and the issues of trafficked children and the benefits improved reporting.

The panel queried that given the high numbers of looked after children in Wolverhampton if there was evidence to suggest that social workers were under pressure not to add to this figure.

The Chair thanked Independent Chair for the evidence.

Resolved:

Independent Chair to meet with Strategic Director: People to talk about the improving the equalities statement.

- 6 **Draft Joint Special Educational Needs and Disabilities (SEND) Strategy**
Kathy Roper, Head of Commissioning - All Age Disability, gave a short overview of the aims of the strategy and invited panel comments on the proposals as part of the consultation process. Head of Commissioning explained the strategy aims to build on current good practice in supporting children and young people with special educational needs and disabilities.

The panel thanked Head of Commissioning for presenting the report. The panel commented that the document does not give a lot of details about transport for schools and the support available. Head of Commissioning explained the option for people to use personal budgets to meet their transport needs as an alternative to the direct provision of special services. Head of Commissioning explained that strategy aims to be less paternalistic and give people more choice about how they use their money.

The panel discussed the support available to people across the autistic spectrum and reports of the difficulty they experienced to get the help needed. Head of Commissioning commented on the recently drafted Autism Strategy which includes guidelines on diagnosis and assessment and the responsibilities of different agencies. The panel commented on the level of provision available when diagnosis has been completed. Head of Commissioning explained that the review has 23 recommendations and accepted the need to improve the current offer to better meet the needs of people with disabilities.

Head of Commissioning commented on the practical inclusion agenda to support children to receive education in mainstream settings.

The panel thanked Head of Commissioning for the report.

Resolved:

The panel comments on the Joint Special Educational Needs and Disabilities Strategy to be included as an appendix to the report presented to Cabinet when the consultation ends.

The meeting closed at 19:23

This page is intentionally left blank

Children, Young People and Families Scrutiny Panel

13 April 2016

Report title	'Brighter Futures: Improving Our Schools' Annual Report 2016	
Cabinet member with lead responsibility	Cllr Claire Darke Education	
Wards affected	All	
Accountable director	Julien Kramer (Education)	
Originating service	School Standards	
Accountable employee(s)	Alex Jones Tel Email	Assistant Director – School Standards 01902 55(5275) Alex.jones2@wolverhampton.gov.uk
Report to be/has been considered	Strategic Executive Board	23/2/16

Recommendation(s) for action or decision:

The Panel is recommended to:

1. Scrutinise the contents of the City's 'Brighter Futures: Improving Our Schools' Annual Report 2016.
2. Comment on the scope and effectiveness of City of Wolverhampton Council's response in securing the highest possible standards across all Wolverhampton schools.

1.0 Purpose

- 1.1 To inform members of the Children, Young People and Families Scrutiny (CYPF) Panel of the contents of the 'Brighter Futures: Improving Our Schools' Annual Report 2016. The report outlines the City's current position with regard to Ofsted outcomes, end of key stage outcomes, partnership working and next steps.
- 1.2 The CYPF Panel is invited to scrutinise the contents of the report and make any suggestions or recommendations that strengthen the council's ability to carry out its functions to monitor the performance of maintained schools in its area and ensure that where improvements are necessary, these are carried out effectively and expeditiously.

2.0 Background

- 2.1 To ensure that the Children and Young Peoples Scrutiny Panel are fully informed 'Brighter Futures: Improving Our Schools' Annual Report 2016.

3.0 Discussion

See Appendix A - Annual Report PDF (hard copies will be made available)

4.0 Financial implications

- 4.1 The cost of implementation and monitoring of the Council's actions to challenge and support schools to improve their end Ofsted outcomes has been included in the approved revenue budget for the Schools Standards service.

The cost of educational failure is however significant for the school, for the community and for the City in economic terms. It is therefore evident that the role of the Local Authority (LA) in supporting raising standards in schools has financially significant implications for the Council and for the City.

[OJ/24032016/A]

5.0 Legal implication

- 5.1 Under Section 13 of the Education Act 1996 the Council has a duty to contribute to the development of the community by securing efficient primary and secondary education and promote high standards in the city.

Recent improvements in attainment and in the performance of schools suggest that the Council's duties are being discharged.

[TS/23032016/F]

6.0 Equalities implications

6.1 Some pupils and some schools face greater challenges in achieving educational success; there are therefore profound equalities implications to the LA and to schools in ensuring that every child and young person achieves their full potential and every school provides good educational outcomes.

A coherent and effective strategy to support schools is in place and Ofsted regularly audit all of this work.

7.0 Environmental implications

7.1 There are no direct environmental implications arising from this report

8.0 Human resources implications

8.1 Where the Headteacher, staff or governors require support or training there can be significant human resource implications. The wider social costs of educational underachievement or failure have been previously referred to.

9.0 Corporate landlord implications

9.1 There are no direct corporate landlord implications arising from this report

10.0 Schedule of background papers

10.1 N/A

APPENDIX A
'Brighter Futures: Improving Our Schools' Annual
Report 2016.

Brighter Futures: Improving Our Schools

Annual Report 2016



wolverhampton.gov.uk

CITY OF
WOLVERHAMPTON
COUNCIL

Introduction

The City of Wolverhampton Council's vision is to create an education system in Wolverhampton that promotes the very highest standards for all children and young people, closes the attainment gap and allows every pupil in Wolverhampton to reach their full potential. The Council celebrates school autonomy and supports school leaders and teachers in leading City wide collaboration and school improvement.

Educational standards across the City are improving rapidly and this upward trend needs to continue to be built upon in order to ensure that the children and young people of Wolverhampton have the skills and confidence needed to reach their aspirational potential and who can then support the longer-term development and prosperity of the City.

In order to do this the Council, through its School Standards Service, will:

1. Maintain and build upon the effective working relationships with schools to facilitate the development of strong, local school to school support networks through a systems leadership and partnership working approach that involves all relevant stakeholders in the school improvement work across the City.
2. Implement a robust and effective challenge and support programme to all schools across the City through a staged and differentiated approach based on a schools individual position, in order to hold them fully to account for school improvement.
3. Complete a full audit of all governing boards to have a rag rated system to fully understand their needs and or requirements in regards to training and support. A recruitment and retention programme for governors. Comprehensive training package to train chair and inspiring chairs to give them the support and skills that will make their governing boards become the professional bodies which is required of them. There is also an induction and full training for all other governors. All of this training and support is fully subsidised by the Council

For more information please refer to the City of Wolverhampton School Improvement and Governance Strategy 2016 (Revised version)



City of Wolverhampton - School Context

- There are 40,798 (16% of the population) pupils on roll in 110 schools.
- 84 of these schools are maintained by the City of Wolverhampton Council, the rest are made up of academies or free schools.
- 58 (59%) of the Primary and Secondary schools in Wolverhampton are in the most deprived quintile nationally, as defined by Ofsted. There are no Wolverhampton schools classed as being in the least deprived category, as defined by Ofsted.
- 22% of pupils are eligible for Free School Meals and 24% have English as an additional language this is against national figures of 15.2% and 15% respectively.
- 18% of pupils have Special Educational Needs. This is against a national average of 15%.



City of Wolverhampton - Ofsted Outcomes

The City's schools have been on a rapid journey of improvement in the last two years: Primary school Ofsted outcomes were in December 2013 the worst in the country when the Local Authority was rated 152nd out of 152 – the Local Authority is now rated as 135th in the country and is rising rapidly up the table.

Secondary schools have been on a similar journey with the Local Authority being rated as 108th in the country in December 2014 and this year being rated joint 81st and giving the City of Wolverhampton the accolade of being in the top 20% of most improved authorities in the country.

Ofsted School Ratings

Primary & Secondary (combined):

September 2013	▶ 63%	◀	Percentage of schools rated as good or outstanding, a 14% increase on previous assessment
September 2015	▶ 77%	◀	Percentage of schools rated as good or outstanding, a 3% increase on previous assessment
April 2016	▶ 80%	◀	Expected Percentage of schools rated as good or outstanding, a +2% increase on previous assessment
September 2016	▶ 85%+	◀	Expected Percentage of schools rated as good or outstanding

Secondary Schools:

September 2013	▶ 57%	◀	Percentage of schools rated as good or outstanding, a 22% increase on previous assessment
September 2015	▶ 77%	◀	Percentage of schools rated as good or outstanding, a 3% increase on previous assessment
April 2016	▶ 77%	◀	Expected Percentage of schools rated as good or outstanding, a +3% increase on previous assessment
September 2016	▶ 80%+	◀	Expected Percentage of schools rated as good or outstanding

Primary Schools:

September 2013	▶ 61%	◀	Percentage of schools rated as good or outstanding, a 13% increase on previous assessment
September 2015	▶ 74%	◀	Percentage of schools rated as good or outstanding, a 7% increase on previous assessment
April 2016	▶ 81%	◀	Expected Percentage of schools rated as good or outstanding, a +4% increase on previous assessment
September 2016	▶ 85%+	◀	Expected Percentage of schools rated as good or outstanding

- *Within this context of high levels of deprivation and an increasing number of disadvantaged pupils in the City the fact that the Wolverhampton now has 77% of its schools rated as good or outstanding by Ofsted, as at December 2015, compared to 79.5% nationally, just a 2.5% difference, is an achievement but it is not yet good enough – the aspirational target is that by September 2017 100% of schools in the City will be rated good or better when inspected.*

League Tables

The tables below shows how the City of Wolverhampton's percentage of good and outstanding Primary schools in the authority and national ranking compared to its statistical neighbours and the other West Midlands authorities; Our aim is to be ranked top in both categories.

National League Tables:

Name	% Good or better Primary Schools	National Ranking
<i>England</i>	85	
Peterborough	85	78
Coventry	84	89
Southampton	83	98
Sandwell	83	98
Stoke on Trent	79	114
Birmingham	78	119
Nottingham	75	133
Wolverhampton	74	135
Derby	72	139
Sheffield	72	139
Walsall	71	143

West Midland League Tables:

Name	% Good or better Primary Schools	National Ranking
<i>England</i>	85	
Solihull	89	46
Dudley	87	62
Coventry	84	89
Sandwell	83	98
Birmingham	78	119
Wolverhampton	74	135
Walsall	71	143



League Tables

The tables below show how the City of Wolverhampton's percentage of good and outstanding Secondary schools in the authority and national ranking in comparison to its statistical neighbours and the other West Midlands authorities.

The City has moved up 27 places in the national league tables this year, making Wolverhampton the most improved local authority in the West Midlands and in the top 20% most improved authorities in the country in 2015.

National League Tables:

Name	% Good or Better Secondary Schools	National Ranking
<i>England</i>	75	
Peterborough	84	51
Nottingham	83	57
Southampton	82	59
Sheffield	79	75
Wolverhampton	77	81
Birmingham	74	92
Derby	72	102
Walsall	67	116
Sandwell	57	130
Coventry	57	130
Stoke on Trent	51	141

West Midland League Tables:

Name	% Good or Better Secondary Schools	National Ranking
<i>England</i>	75	
Solihull	81	67
Wolverhampton	77	81
Birmingham	74	92
Walsall	67	118
Dudley	63	123
Coventry	57	130
Sandwell	57	130



Positive Comments

Over the last year Ofsted have made some positive comments about Wolverhampton City Council. These include but are not exclusive;

The local authority has played an effective role in helping move the school forward. It knows the school well and has an accurate view of its effectiveness. During regular focused visits from the local authority, senior leaders have opportunities to discuss school improvements.

The local authority helped set up the very effective link with the National Leader of Education and her national teaching school, which has supported improvement very well.

(Bilston CofE Primary)

The local authority has provided effective support and challenge to the school since the last inspection. The local authority advisor has visited the school frequently and the resultant reports have accurately acknowledged where improvements have been made and given clear advice about the next steps to be taken.

(Villiers Primary)

The local authority has made a significant contribution to this school's improvement because they responded quickly following the previous inspection. They put in a new governing body with a knowledgeable Chair. Knowing the current headteacher could not start straight away, the local authority seconded an interim headteacher from a local outstanding school to ensure continuity.

The current school improvement partner knows the school well. The support provided is good and has been an important factor in moving the school on.

(Woodthorne Primary)

The local authority has a strong contribution to the schools development since the previous inspection. The local authorities adviser visit the school termly, and this has helped it to build an accurate picture of the schools strengths and areas for improvement, The impact of the local authorities support in raising the quality of teaching has been significant.

(St Andrews CofE Primary)

The local authority provides a good level of support to the school that has successfully developed more effective governance, increased the rigour of target setting and improved the accuracy of leaders' monitoring of school performance.

(Castlecroft Primary)

The local authority knows the school well and provides termly support. Having witnessed the excellent leadership of the executive teacher, it approached the governors, who then agreed to support a local school. Leaders at Elston Hall have benefited from this relationship, as they have been able to practise and develop their skills at both schools.

(Elston Hall Primary)

The local authority also judges the school to be outstanding, and maintains an effective partnership providing moderation of teaching and learning, and assessments. They also hold the funding for disabled pupils and those who have special educational needs centrally. They provide advice on how to plan and meet these pupils individual needs.

Governors have benefited from training, for example, in safeguarding and how to make better use of data about pupils progress. As capacity in the school is exceptionally strong, leaders provide advice and support for weak and failing schools within the local authority.

(Holy Trinity Catholic)

End of Key-Stage Results 2014/2015

Early Years Foundation stage profile results:

- For pupils at the end of reception year in 2015 there is a 5% increase in the percentage assessed to 61% (from 56% in 2014 and 44% in 2013) as reaching a "good level of development".
- ✓ This is a rapidly improving picture for our youngest children in the City's schools, who enter settings well below the expected level for their age, and shows a return on the investment made by the LEP (Inspire) into a programme to develop teaching across EYFS last academic year. While this funding has now come to an end the programme has been made sustainable through partnership working between the School Standards Service, Elston Hall/St Bartholomew's Teaching School Alliance and Education Central.
- ✓ Despite these excellent improvements the aim is to continue to support and challenge our Early Years settings to strive for outstanding practice throughout the City and ensure the children of Wolverhampton have the best possible beginning to their education journey.

Key-stage 1 results:

- The percentage of pupils at level 2 + improved by 1% in reading to 88% (from 87% in 2014 and 83% in 2013). Wolverhampton's national position is 128th out of 152 Local Authorities (from 129th in 2014 and 145th in 2013)
- The percentage of pupils at level 2+ improved by 1% in writing to 83% (from 82% in 2014 and 79% in 2013). Wolverhampton's national position is 144th out of 152 Local Authorities (from 136th in 2014 and 147th in 2013)

- The percentage of pupils at level 2+ remained the same in maths at 89% (from 87% in 2013). Wolverhampton's national position is 146th out of 152 Local Authorities (from 139th in 2014 and 144th in 2013)
- The percentage of pupils working at or above the phonics screening threshold (a score of 32 or more) improved by 2% to 76% (from 74% in 2014 and 66% in 2013). Wolverhampton's national position is 88th out of 152 Local Authorities (from 74th in 2014 and 113th in 2013)
- ✓ While this is a slight % improvement on last year's results we are aware that the gap against national has widened at key-stage 1 and therefore this key-stage will be a clear focus for improvement going forward to ensure that gap is narrowed.

Key-stage 2 results:

- % pupils @ L4+ combined in reading, writing and maths: 80%
- ✓ This is increase on 2013/14 (+1%) and continues the 3 year upward trend.
- ✓ The City of Wolverhampton is now in-line with national figures (80%)
- ✓ Above 9/10 statistical neighbours
- ✓ Above 5/6 West Midlands authorities
- ✓ 79th out of 152 LA's (2014-70th, 2013-104th)
- ✓ City of Wolverhampton is above national figures for the attainment of disadvantaged pupils, with an upward trend and an increasing positive gap (69% compared to 66% nationally).

- % pupils making expected progress at end of key-stage 2:

Reading: 91%

- ✓ In line with national figures (91%)
- ✓ In line or above 9/10 statistical neighbours
- ✓ Above 5/6 of West Midlands Authorities
- ✓ 87th out of 152 LA's (2014-68th, 2013-105th)

Writing: 95%

- ✓ Above national figures (94%)
- ✓ In line or above all statistical neighbours
- ✓ Above all of West Midlands Authorities
- ✓ 50th out of 152 LA's (2014 -70th, 2013-55th)

Maths: 91%

- ✓ Above national figures (90%)
- ✓ In line or above all statistical neighbours
- ✓ Above 5/6 of West Midlands Authorities
- ✓ 62nd out of 152 LA's (2014 -68th, 2013-98th)

- ✓ This is a continuing upward trend of attainment and progress at the end of KS2 shows the impact that the support and challenge being given to our schools by Local Authority Officers is having effective and sustainable impact on pupil outcomes. This level of intervention needs to continue to build upon these positive outcomes and ensure that pupils at the end of their primary education enter secondary school ready for their next challenge.



Key-stage 4 results:

- The percentage of pupils gaining 5 or more GCSE's at A* to C grades (including English and maths) has improved by 6% to 52% (from 46% in 2014).
- ✓ Increase of 5% compared to a national increase of 0.5% and the highest increase across all of the West Midlands authorities.
- ✓ Wolverhampton's ranked position has improved by 18 places to 127th out of 152 Local Authorities (from 146th in 2014). This ranking places the City above the average for our statistical neighbours and in-line with the average for the rest of the West Midlands authorities.

- ✓ This is an excellent improvement on last year's GCSE results and shows the impact of the intensive work that the Local Authority has done to improve standards within its secondary school estate – offering high levels of challenge and support to not only its maintained schools but its academies too.

National League Tables:

Statistical Neighbours	KS4 5 GCSE's A* - C incl English & Maths
England	57%
Sheffield	54%
Birmingham	54%
Wolverhampton	52%
Coventry	51%
Southampton	51%
Walsall	51%
Peterborough	49%
Stoke on Trent	48%
Derby	48%
Sandwell	47%
Nottingham	42%

West Midlands League Tables:

Statistical Neighbours	KS4 5 GCSE's A* - C incl English & Maths
England	57%
Solihull	61%
Dudley	53%
Birmingham	54%
Wolverhampton	52%
Walsall	51%
Coventry	51%
Sandwell	47%



Post 16 Results (2014/15):

- ✓ Wolverhampton students continued to perform strongly in vocational subjects in 2015, making Wolverhampton an impressive 3rd in the country with an average points score of 740.4 at Key Stage 5.
- ✓ For all level 3 qualifications (A level, Academic and Vocational combined) the City of Wolverhampton is ranked 14th nationally (2014 - 12, 2013 - 39, 2012 - 84, 2011 - 109, 2010 - 137) for average point score per student, (753.1 compared to a national average of 717.8). The City a higher APS per student than any of our regional or Statistical Neighbours
- ✓ Nationally the City are ranked 26th nationally (2014 - 19, 2013 - 42, 2012 - 68, 2011 - 79, 2010 - 129, 2009, 145, 2008 - 145) for average point score per entry, (217.4 compared to a national average of 215.9) and the City have a higher APS per entry than any of our regional or Statistical Neighbours



Other Services Delivered by School Standards:

Governance:

The Governance Team, led by Emma Balchin, are in the process of implementing a robust system for evaluating the effectiveness of governing bodies which includes a minimum of:

- Scrutiny of schools most recent Ofsted reports for comments on governance
- The school's website and the publication of statutory information
- Information on the SFVS and from School Finance about how well the budget is managed
- Scrutiny of Governing Body minutes from last three full Governing Body meetings and any committees
- An audit and quality assurance of recent CPD undertaken by the whole Governing Body.
- A requirement for Head Teachers and Chairs of Governors to complete the local authority's self-review tool
- Intelligence gathering from School Improvement Advisors
- Evidence from School Improvement Board meetings (if in place).

The culmination of this evidence will enable the LA to give each Governing Body an overall rating (RAG), and make subsequent recommendations to immediately improve standards of governance.

Newly Qualified teachers:

The School Standards Team, led by Jo Horlock, are currently supporting over 130 Newly Qualified Teachers across the City through acting as their Appropriate Body through the DfE (the only approved AP in the

City) and via a comprehensive and impact driven programme of training events and conferences.



Citizenship, Language and Learning team (CLL):

The CLL Team, led by Mark Smith, are carrying out a number of projects which are aimed at:

- Improving Educational Outcomes of Wolverhampton Young People
 - Supporting New Communities to successfully integrate into Wolverhampton.
- ✓ No of Training Sessions Delivered (Central or In-School) 120+ (so far this academic year)

✓ No of School Support Visits made by members of the team= 190 (so far this academic year)

✓ No of Different Wolverhampton Schools Visited=59 (so far this academic year)

In addition to the direct work in schools the following innovative and cutting edge projects are being run:

Parent/Community Ambassadors:

Wolverhampton are the first LA outside of London to offer the Parent Ambassador Course which has won awards and is a published OFSTED model of good practice. Parent Ambassadors are community representatives (often from new to the country communities) and act as bridges between school and the community.

ESOL for Health:

This is a 6 week bespoke ESOL for Health Course for parents who are new to the community. The Course teaches the parents how to phone into school if their child is sick, how to register and use the GP and other NHS services (The Choose Well Model) and practical things such as understanding prescriptions and medicine labels.

Roma Steering Group:

The CLL team are chairing a multi-agency steering group that aims to support the successful integration of the Roma Community into Wolverhampton Schools and Wolverhampton in general. The group includes educational practitioners, health practitioners, social services and representatives from the Roma Community.

FRED (Fathers Reading Every Day):

The team are working with the Fatherhood Institute to pilot the FRED programme aimed at encouraging fathers (or male carers) to read with their children on a regular basis.

Making it REAL (Raising Achievement in Early Literacy):

The team are working in partnership with the Early Childhood Unit at the National Children's Bureau (funded by the DfE) to launch the "Making it REAL Project" in Wolverhampton (engaging with children and families through home visits and literacy events; Practitioners work in partnership with parents to raise early achievement in literacy. This has been shown to have a powerful impact on children's outcomes and in family literacy practice.

Key School Improvement Partners:

Schools and Academy Trusts

27% of LA schools are Academies: These are made up of 12 secondary schools (67% of all secondary schools) and 15 primary schools (24% of all primary schools), and 2 special schools.

The largest Multi Academy Trust in Wolverhampton is the Central Learning Partnership (CLPT) which has Heath Park and Moseley Park Secondary Schools, Woden Primary School, Wolverhampton Vocational Training Centre and Westcroft Sports & Applied Learning Centre in the Academy.

Other trusts are St Martins Academy Trust which includes St Martins, Field View and is about to add Grove Primary School and Education Central which includes Smestow School and Wednesfield High.

The rest of the schools are converter academies.

Teaching Schools

Teaching Schools were announced in the Schools White Paper, The Importance of Teaching, published in November 2010. Teaching Schools bring together provision for training and development from initial teacher training (ITT) through to headship under a single, school designation.

Schools work together within a Teaching School Alliance - a group of schools and other partners supported by the leadership of a teaching school. This includes all those schools that benefit by receiving support, as well as Strategic Partners that lead on a certain aspect of delivery. Alliances may be cross phase and cross sector, work across local authorities and may include different types of organisations.

- The Wolverhampton Teaching Schools are Elston Hall and St. Bartholomew's teaching school alliance, Heath Park and Broadmeadow Nursery Teaching School Alliance and Manor Teaching School.

✓ Manor Primary School are the longest established teaching school in the City and offers an outstanding variety of training including leadership training and teaching training that have had excellent outcomes across schools within Wolverhampton and beyond.

✓ Elston Hall and St. Bartholomew's (EHSB Alliance) are a new partnership which delivers focused support to schools from across the city to ensure children receive the best learning outcomes.

✓ Heath Park and Broadmeadow Nursery Teaching School Alliance offers the opportunity to be trained by a successful school that are willing and able to offer not only basic training but also mentoring and more tailored training depending on the needs of the schools.

The Local Authority is committed to working closely with each of our teaching school alliances to ensure a coherent deployment of specialist support across all the school in the City.

Schools Forum

The City of Wolverhampton Schools Forum is constituted and conducted in accordance with the Schools Forum Regulations (England) 2012 (as amended) and the Schools Forum Operational and Good Practice Guide 2015 (DfE)

The Forum is well attended and its members are drawn from the respective maintained and

academy school sectors. There is also some representation from non-school organisations, such as nursery and 16-19 education providers. The Cabinet Lead for Education, Head of school Planning & Resources and Director of Education are regular attendees.

The forum acts as a consultative body on some issues and a decision making body on others.

The forum acts in a consultative role for:

- changes to the local funding formula (the local authority makes the final decision)
- proposed changes to the operation of the minimum funding guarantee
- changes to or new contracts affecting schools (e.g. school meals)
- arrangements for pupils with special educational needs, in pupil referral units and in early years provision

The forum decides:

- how much funding may be retained by the local authority within the dedicated schools grant (e.g. for providing an admissions service or providing additional funding for growing schools)

- any proposed carry forward of deficits on central spend from one year to the next
- proposals to de-delegate funding from maintained primary and secondary schools
- changes to the scheme of financial management

The Forum is exercising an increasingly appropriate strategic challenge and this is evidenced in a number of recent decisions. For example in 2015/16, the Forum has approved the establishment of a Scheme for the Control of School Balances and mandated officers to challenge over 20 schools about the high levels of balances retained by these. The Forum has also voted to establish a Growth Fund to support an ambitious expansion of primary school provision. The Forum has also commissioned an independent review of centrally retained and de-delegated expenditures and is striving to ensure that informs consultation responses and decisions.

The Schools Forum is currently considering its role in the targeting of resources at school improvement priorities across the City.



Local Educational Partnership:

Local Education Partnership is responsible for delivering Wolverhampton's Building Schools for the Future regeneration programme.

Wolverhampton Building Schools for the Future (BSF) is a £270-plus million project to transform Wolverhampton schools serving secondary age pupils. BSF will see 25 schools in the city revamped and two new academies built.

Inspire was set up to deliver this project and is made up of three key partners:

- Wolverhampton City Council
- Inspiredspaces – the private sector developer
- Building Schools for the Future Investments LLP (a joint venture between Partnerships UK and the Government's Department for Children, Schools and Families)

The LEP (Inspire) has funded two major school improvement projects in schools across the City of Wolverhampton:

1. A leadership transformation project across all of the schools in Wolverhampton:

The programme is known as WALC (Wolverhampton Aspirational Leadership Challenge) and is a facilitated learning environment for school leaders at every level and is being run in partnership with Edge Hill University.

The programme is based on the premise that breaking the cycle of poverty starts with education and the key to driving up standards in schools is through strong and effective leadership and management.





The programme is badged as:

- ◆ **Improving leadership**
- ◆ **Improving schools**
- ◆ **Improving lives**

The programme has been successfully launched from September 2015, with 50+ schools and over 100 guests in total including the Mayor of Wolverhampton and Cllr Claire Darke,

The Programme is already showing the signs of having significant impact on the improvement in leadership in the City's schools:

- ✓ 2 new teaching school alliances in the city
- ✓ 40 schools have attended the "Ofsted preparation" workshops
- ✓ 12 schools (24 senior leaders) are attending the "Chimp Mind Management" Programme for good to outstanding schools.
- ✓ 8 new Headteachers and their Deputy Heads are attending the New Headteachers Induction Programme
- ✓ 10 Headteachers and their Deputy Heads are attending the Supported Headteachers Programme which is bespoke and tailored to their individual school's needs.
- ✓ The "Aspiring Headteachers" programme has been launched in January 2016.
- ✓ 36 schools (3 cohorts) have completed the HMI "Peer to Peer" Review training facilitated by the services School Improvement Advisors.
- ✓ 14 Chairs of Governors are attending the Chairs training Programme to improve the leadership of schools governing bodies.
- ✓ 10 further training sessions for governors, covering a range of subjects, have been well attended.

2. Early Years Improvement Project:

The programme was delivered in partnership with Education Central and was aimed at giving “the youngest children in the City a flying start to their education and improve their life chances”.

- ✓ 60 teachers from 21 schools participated in the project.
- ✓ At every stage of the evaluations good progress was made in the vast majority of schools involved.
- ✓ 9 of the schools were inspected during the period of the project and all were judged to have good early years provision.
- ✓ Attainment at the end of Early Years has improved across the City.
- ✓ The original project was brought to a successful conclusion conference with a well-attended conference high-profile



The excellent work of the project is now being continued, beyond its original funding, by the Elston Hall & St Bartholomew's Teaching School Alliance with the support of Education Central.



Next Steps:

School Standards Corporate Plan objective for 2016 is to:

“Challenge and support schools to provide the best education for children and young people”

We will achieve this through:

1. Maintaining and building upon the effective working relationships with schools to facilitate the development of strong, local school to school support networks through a systems leadership and partnership working approach that involves all relevant stakeholders in the school improvement work across the City.
2. Implementing a robust and effective challenge and support programme to all



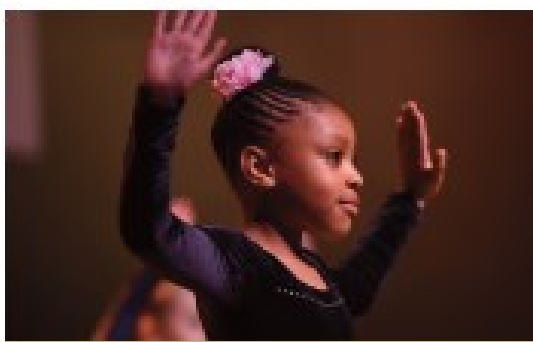
schools across the City through a staged and differentiated approach based on a schools individual position, in order to hold them fully to account for school improvement.





In addition, the service will:

- ✓ Continue to build on the already excellent working relationship with all key Government departments – Regional HMI, Regional Schools Commissioner and Department for Education.
- ✓ Continue to improve Ofsted outcomes
 - 85% good or better primary and secondary schools by September 2016
 - An aspiration target of 100% good or better primary and secondary schools by September 2017



- ✓ Continue to improve end of key stage outcomes for all children and young people in the City
 - EYFS = 66% (+5%)
 - **Key-stage 1** = Reading 90% (+2%)
Writing 85% (+2%)
Maths 91% (+2%)
 - **Key-stage 2** = New baseline being set for this academic year due to changes to assessment processes (target to be above national figures).
 - **Key-stage 4** = New baseline being set for this academic year due to changes to assessment processes (target to be above national figures).
- ✓ Improve transition across EYFS and KS1.
- ✓ Develop a comprehensive and inclusive Post-16 offer.

This page is intentionally left blank

Children, Young People and Families Scrutiny Panel

13 April 2016

Report title **Secondary school Ofsted outcomes and current Local Authority categorisation**

Cabinet member with lead responsibility	Cllr Claire Darke Education
Wards affected	All
Accountable director	Julien Kramer (Education)
Originating service	School Standards
Accountable employee(s)	Alex Jones Assistant Director – School Standards Tel 01902 5275 Email Alex.jones2@wolverhampton.gov.uk
Report to be/has been considered	Strategic Executive Board 12/4/16

Recommendation(s) for action or decision:

The Scrutiny Panel is recommended to:

1. Scrutinise the current position of the City's secondary schools with regards to Ofsted and the Local Authority's own categorisation.
2. Comment on the scope and effectiveness of City of Wolverhampton Council's response in securing the highest possible educational standards across all Wolverhampton secondary schools.

1.0 Purpose

- 1.1 To inform members of the Children and Young People Scrutiny Panel (CYPF) of the current Ofsted outcomes of all of the City's secondary schools – maintained and academy.
- 1.2 The CYPF is invited to scrutinise the contents of the report and make any suggestions or recommendations that strengthen the Council's ability to carry out its functions to monitor the performance of maintained schools in its area and ensure that where improvements are necessary; these are carried out effectively and expeditiously.








2.0 Background

- 2.1 To ensure that the CYPF Panel are fully informed of the Wolverhampton's position with regard to secondary education and the improvements in Ofsted outcomes.

3.0 Discussion

- 3.1 Current Secondary school performance table:

+ Each maintained school in the authority is allocated a LA Category based on a range of evidence (data, schools visits, Ofsted etc.). The categories range from A (school is securely good or better and is expected to remain so at next inspection), B1 (school is improving and should be judged to be good at next inspection), B2 (school is vulnerable and at risk of not being good at next inspection) and C (school is in an Ofsted category of special measures or is at risk of being so when inspected). Each maintained school is then allocated a differentiated amount of LA School Improvement Advisor time based on its category. Academies receive a 1 day desk top review and report at the start of each academic year and any concerns are then reported to the Regional Schools commissioner.

School	School Type	Current Ofsted Judgement	% 5 GCSE's (with English & maths)	Current LA Category+
Aldersley High School	Secondary Academy	Good	50% 	Academy
Colton Hills Community School	Secondary	Good	40% 	B1
Coppice Performing Arts School	Secondary	Requires Improvement	46% 	C
Heath Park High School	Secondary Academy	Outstanding	65% 	Academy
Highfields School	Secondary Academy	Good	73% 	Academy
Moreton Community School	Secondary	Good	35%* 	B1
Moseley Park School	Secondary Academy	Good	79% 	Academy

North East Wolverhampton Academy	Secondary Academy	Requires Improvement	32% ↓	Academy
Our Lady & St Chad Catholic Academy	Secondary Academy	Good	49% ↓	Academy
Smestow School	Secondary Academy	Good	56% ↓	Academy
South Wolverhampton and Bilston Academy	Secondary Academy	Requires Improvement	28% ↑	Academy
St Edmunds Catholic School	Secondary Academy	Good	64% ↑	Academy
St Matthias School	Secondary	Good (pending QA)	45% →	A
St Peters Collegiate School	Secondary Academy	Outstanding	67% ↑	Academy
The Kings C of E School	Secondary	Good	31%** ↓	B1
Wednesfield High School	Secondary Academy	Unclassified (Sponsored academy that has yet to be inspected)	45% →	Academy
Wolverhampton Girls High School	Secondary Academy	Outstanding	99% →	Academy

*Moreton Community School – results low due to a number of English GCSE results discounted due to exam malpractice at the school.

**The Kings School – results low due to a number of pupils following an English GCSE route that does not count in league tables.

3.2 The Local Authorities overall percentage of good or better secondary schools is now at 81 per cent (as of 1 April 2016), up from just 57 per cent in September 2013. The City is now rated as joint 81st in the country (up from 108th last year) giving the City of Wolverhampton the accolade of being in the top 20 per cent of most improved authorities in the country.

3.3 The percentage of pupils gaining five or more GCSE's at A* to C grades (including English and maths) has improved by six per cent to 52 per cent (from 46 per cent in 2014).

- Increase of five per cent compared to a national increase of 0.5 per cent and the highest increase across all of the West Midlands authorities.
- **Wolverhampton's ranked position has improved by 18 places to 127th out of 152 Local Authorities (from 146th in 2014).** This ranking places the City above the average for our statistical neighbours and in-line with the average for the rest of the West Midlands authorities.
- This is an excellent improvement on last year's GCSE results and shows the impact of the intensive work that the Local Authority has done to improve standards within its secondary school estate – offering high levels of challenge and support to not only its maintained schools but its academies too.

4.0 Financial implications

- 4.1 The cost of implementation and monitoring of the Council's actions to challenge and support schools to improve their end Ofsted outcomes has been included in the approved revenue budget for the Schools Standards service.

The cost of educational failure is however significant for the school, for the community and for the City in economic terms. It is therefore evident that the role of the Local Authority in supporting raising standards in schools has financially significant implications for the Council and for the City.

[OJ/24032016/A]

5.0 Legal implications

- 5.1 Under Section 13 of the Education Act 1996 the Council has a duty to contribute to the development of the community by securing efficient primary and secondary education and promote high standards in the city.

Recent improvements in attainment and in the performance of schools suggest that the Council's duties are being discharged.

[TS/15032016/E]

6.0 Equalities implications

- 6.1 Some pupils and some schools face greater challenges in achieving educational success; there are therefore profound Equalities implications to the LA and to schools in ensuring that every child and young person achieves their full potential and every school provides good educational outcomes. A coherent and effective strategy to support schools is in place and Ofsted regularly audit all of this work.

7.0 Environmental implications

- 7.1 There are no direct environmental implications arising from this report.

8.0 Human resources implication

- 8.1 Where the Headteacher, staff or governors require support or training there can be significant HR implications. The wider social costs of educational underachievement or failure have been previously referred to.

9.0 Corporate landlord implication

- 9.1 There are no direct Corporate Landlord implications arising from this report.

10.0 Schedule of background papers

- 10.1 N/A

This report is PUBLIC
[NOT PROTECTIVELY MARKED]

This page is intentionally left blank

Children, Young People and Families Scrutiny Panel

13 April 2016

Report title	City of Wolverhampton Academy Protocol - A framework for improved partnership working between the Council and Wolverhampton Academies & Free schools	
Cabinet member with lead responsibility	Councillor Claire Darke Education	
Wards affected	All	
Accountable director	Julien Kramer, Education	
Originating service	School Planning & Resources	
Accountable employee(s)	Trevor Pringle	Head, School Planning & Resources
	Tel	01902 555043
	Email	Trevor.pringle@wolverhampton.gov.uk
Report to be/has been considered by	List any meetings at which the report has been or will be considered, e.g.	

Recommendation(s) for action or decision:

The Scrutiny Panel is recommended to:

1. To note the implications of the new White Paper, "Educational Excellence Everywhere", the growing number of academy schools and the importance of securing an effective dialogue and improved working relationship with these schools.
2. To scrutinise and comment upon a proposed protocol designed to promote more effective dialogue and improved working relationships with academy schools.
3. Suggest any matters for amendment/ inclusion.

1.0 Purpose

- 1.1 A growing number of schools within the City have already become academy schools. A list of current academy schools is detailed in **Appendix A**. Academy schools employ their staff directly, may vary their curriculum and operate largely independently of the Council. Recent announcements by the Government in connection with their new White Paper, Educational Excellence Everywhere, and announcements in connection with national formula funding changes make clear that the Government proposes to bring forward legislation to require all schools to become academies.
- 1.2 The City of Wolverhampton Council is committed to working positively with all academies, sponsors and new providers to ensure continuous school improvement and realise the vision for children's education in Wolverhampton, as set out in our Corporate Plan and current School Improvement Strategy. We wish to create an education system that promotes the very highest standards for all children and young people, closes the attainment gap and allows every pupil in Wolverhampton to reach their full potential.
- 1.3 In support of the above it is proposed to invite academy trusts and individual academy schools to sign a new Protocol setting out mutual expectations and shared commitments. A draft of this document is attached at **Appendix B**.

2.0 Background

- 2.1 The growth in the number of academy schools in the City and the implications of the new White Paper and recent government announcements require the City Council to review how it engages with academy and free schools.
- 2.2 The principles informing the Protocol are set out in **Appendix B**.
- 2.3 The Protocol sets out respective roles and responsibilities in terms of safeguarding and the continuous improvement in the educational outcomes of Wolverhampton's children and young people.
- 2.4 This Protocol supports the development of productive open dialogue between the Council and all City Academies and is intended to apply to all convertor and sponsored Academies and Free Schools. It is envisaged that the Protocol itself will be subject to regular review in the light of operational experience and the enactment of new legislation.
- 2.5 Following consideration by Scrutiny it is proposed to invite individual academy trusts and schools to consider signing up to this protocol.
- 2.6 The Protocol will be reviewed initially in the Spring Term of 2017 following a period of operation and feedback from academy and free school partners.

3 Financial implications

- 3.1 There are no financial implications arising immediately from this Report. Academy schools are currently funded centrally through the same funding formula used for maintained Wolverhampton schools. Adoption of the Protocol will help improve dialogue with academy schools around this and other matters of shared concern. [MF/31032016/S]

4. Legal implications

- 4.1 There are no immediate legal implications arising from this Report. The adoption of the Protocol will however provide a basis for greater transparency and improved dialogue about matters of shared concern. It should also underpin future collaborative endeavour. [Legal Code: TS/18032016/A]

5. Equalities implications

- 5.1 There are no equality implications arising from this Report.

6.0 Environmental implications

- 6.1 There are no direct environmental implications arising from this Report

7.0 Human resources implications

- 7.1 Academy schools are the employer of all staff engaged at their schools and therefore there are no direct HR implications for the Council arising from this Report.

8.0 Corporate landlord implications

- 8.1 There are no direct Corporate Landlord implications arising from this report. The adoption of the Protocol will however provide a basis for improved dialogue around estate management and future collaborative activity around estate sufficiency.

9.0 Schedule of background papers

- 9.1 N/A

APPENDIX A**Academies in Wolverhampton (April 2016)**

Name of Academy	Conversion Date	Trust
South Wolverhampton and Bilston Academy (Secondary)	1 September 2009	Wolverhampton Academy Trust
North East Wolverhampton Academy (Secondary)	1 September 2010	Wolverhampton Academy Trust
Heath Park (Secondary)	1 December 2011	Central Learning Partnership Trust
Moseley Park (Secondary)	1 June 2012	Central Learning Partnership Trust
S. Peter's Collegiate Church of England (Secondary)	1 October 2012	S. Peter's Collegiate CE Academy Trust
Aldersley High (Secondary)	1 January 2013	Aldersley High School Trust
Woden Primary School (Primary)	1 April 2013	Central Learning Partnership
St Edmund's Catholic Academy (Secondary)	1 July 2013	Bishop Cleary Catholic Multi Academy Company
SS Mary and John's Catholic Academy (Primary)	1 July 2013	Bishop Cleary Catholic Multi Academy Company
St Teresa's Catholic Academy (Primary)	1 July 2013	Bishop Cleary Catholic Multi Academy Company
The Giffard Catholic Primary Academy and Nursery (Primary)	1 July 2013	Bishop Cleary Catholic Multi Academy Company
St Michael's Catholic Academy and Nursery (Primary)	1 July 2013	Bishop Cleary Catholic Multi Academy Company
Perry Hall (Primary)	1 July 2013	Perry Hall Multi Academy Trust
Smestow School a Specialist Sports College (Secondary)	1 February 2014	Education Central

St Jude's Primary Schools	1 March 2014	Lichfield Diocese
Wolverhampton Girls' High (Secondary)	1 April 2014	Wolverhampton Girls' High School Trust
Berrybrook Primary School	1 April 2014	Perry Hall
Northwood Park Primary School	1 January 2015	TBC
Wednesfield High Specialist Engineering Academy (Secondary)	1 January 2015	Education Central Multi Academies Trust
Corpus Christi Catholic Primary Academy	1 March 2015	
Holy Rosary Catholic Primary Academy	1 March 2015	
Our Lady and St Chad Catholic Academy	1 March 2015	
St Mary's Catholic Primary Academy	1 March 2015	
Field View Primary School	1 March 2015	St Martin's Multi Academy Trust
St Martin's Church of England Primary School	1 March 2015	St Martin's Multi Academy Trust
Grove Primary	1 April 2016	St Martin's Multi Academy Trust
Elston Hall Primary School	1 October 2015	Elston Hall Multi Academy Trust
Highfields	1 December 2016	Highfields
Palmers Cross	1 April 2016	Elston Hall Multi Academy Trust
Northern House (Wolverhampton)	1 February 2016	Northern House Multi Academy Trust

Primary	15
Secondary	12
Specials	1

APPENDIX B

City of Wolverhampton

Academy Protocol

**A framework for improved partnership working between
The City of Wolverhampton Council and Wolverhampton
Academies & Free schools**

March 2016

Contents

1. Purpose and key principles
2. Partnership working
3. School improvement
4. Data sharing
5. Admissions and school place planning
6. Vulnerable children (including children looked after) and safeguarding
7. Special educational needs and disabilities
8. Exclusions and fair access
9. School attendance
10. Traded services
11. Major incidents

1. Purpose and key principles

Purpose

1.1 This Protocol provides a framework to promote cooperation and partnership working between the City of Wolverhampton Council and all academies and free schools operating across the City. The Protocol sets out respective roles and responsibilities in terms of safeguarding and the continuous improvement in the educational outcomes of Wolverhampton's children and young people.

1.2 This Protocol supports an open dialogue between the Council and all City Academies and applies to convertor and sponsor Academies and Free Schools.

1.3 The City of Wolverhampton Council is committed to working positively with all academies, sponsors and new providers to ensure continuous school improvement and realise the vision for children's education in Wolverhampton, as set out in our Corporate Plan; to create an education system in Wolverhampton that promotes the very highest standards for all children and young people, closes the attainment gap and allows every pupil in Wolverhampton to reach their full potential. The Council celebrates school autonomy and supports school leaders and teachers in leading City wide collaboration and school improvement.

1.4 We believe that all families in Wolverhampton want their children and young people to succeed in education. We believe they want an education system that values and celebrates high standards, and where no child is left behind as they learn and achieve through a broad and balanced curriculum. We will ensure that our education system prepares all children and young people to become confident and responsible adult citizens. We will equip them with the skills they need for their own future economic prosperity, and that of the City.

1.5 Our strategy for achieving this, in partnership with a self-improving, self-sustaining school to school support system, is set out in the current Wolverhampton School Improvement Strategy. This states that the City of Wolverhampton will:

- Maintain and build upon the effective working relationships with schools to facilitate the development of strong, local school to school support networks through a systems leadership and partnership working approach that involves all relevant stakeholders in the school improvement work across the City.
- Implement a robust and effective challenge and support programme to all schools across the City through a staged and differentiated approach based on a schools individual position, in order to hold them fully to account for school improvement.
- Complete a full audit of all governing boards to have a rag rated system to fully understand their needs and or requirements in regards to training and support. A recruitment and retention programme for governors. Comprehensive training package to train chair and inspiring chairs to give them the support and skills that will make their governing boards become the professional bodies which is required of them. There is also an induction and

full training for all other governors. All of this training and support is fully subsidised by the Council

- Ensure that safeguarding is accorded with the highest priority in all Wolverhampton schools; and
- Maintain an Education Board with the remit to (a) hold the Director of Education accountable for educational performance in Wolverhampton through a corporate, cross-directorate monitoring and review of the performance in all schools and settings; and (b) remove barriers to attainment by mobilising the assets and resources of the City Council.

1.6 The council celebrates school autonomy and supports school leaders and teachers in leading City wide collaboration and school improvement. Together we can act as the champion of pupils and families, particularly our most vulnerable. We believe that:

- All schools and colleges will take collective responsibility for all the improved outcomes of all the children in the City;
- 0-19 education provision within the City should be inclusive and organised to enable children to avoid transition dips and realise their full potential;
- All schools should have a common intent to work together to share good practice, actively address underperformance and support City schools in challenging circumstances regardless of their status.

•

Key principles

1.7 The Council and Wolverhampton Academy Trusts agree to the following key principles which underpin this Protocol:

- To work in partnership on all matters relating to the education and welfare of children and young people;
- To support an inclusive culture and ensure that the City can meet the needs of all vulnerable children, including those who are identified with special education needs and disabilities (SEND) and those children who are looked after (LAC);
- To raise issues and concerns about any aspect of council or academy performance in an open and transparent manner;
- To act fairly and with impartiality at all times and show mutual respect;
- To actively participate in local partnerships and other forums, including collaborations between schools and other settings, related to improving educational outcomes for children and young people;
- To agree to share data in line with the agreed protocol and not use information or data publicly in a manner that criticises other providers;
- To work together to ensure all Wolverhampton's learners remain safe and secure.

2. Partnership working

Context

2.1 The number of academies in Wolverhampton has grown significantly over the last few years and will continue to grow. A number of sponsors/providers are now represented in the City including:

Aldersley High School Trust	St Martin's Multi Academy Trust
Bishop Cleary Catholic Multi Academy Company	St Peters Colleigate CE Academy Trust
Education Central Multi Academy Trust	Elston Hall Multi Academy Trust
Northwood Park Single Academy Trust	The Wulfrun Academy Trust
	Northern House Multi Academy Trust
Perry Hall Multi Academy Trust	Wolverhampton Academy Trust
Pope John XXIII Catholic Multi Academy Trust	Wolverhampton Girls' High Academy Trust

It is anticipated that this list will continue to expand in the months to come.

In order to identify and share best practice and achieve continuous improvement in educational and wellbeing outcomes for Wolverhampton's children and young people it is essential that the Council and the various Academy Trusts work closely together.

Agreed protocol

2.2 The Council agrees to:

- Recognise that some Academy Trusts in the City are keen to expand, develop local hubs and broaden their influence. The Council will work closely with Academy Trusts to achieve this and where appropriate it will contribute to improved outcomes for children and young people;
- Invite Academy partners to participate in all networks and forums co-ordinated by the Council and have full access to the range of traded services offered by the Council;
- Ensure that academies have appropriate representation on the Schools Forum.

2.3 Academy partners agree to:

- Share best practice with others and promote high quality teaching & learning practices;

- Continue to work in partnership with local schools, including participating within local learning communities and providing practical assistance to other schools upon request wherever possible.

2.4 Both parties agree to:

- Open communications, and meetings as necessary, where there are any local issues/concerns or strategic developments.

3. School Improvement

Context

3.1 The underlying principle of school improvement is that all schools, including academies, are responsible for their own improvement. The City of Wolverhampton Council acknowledges this principle, respects the independence and autonomy of all academies and wishes to maintain a constructive and fruitful relationship with all academies.

3.2 Academies are accountable to the Secretary of State for Education through the Regional Schools Commissioner. Therefore, the Council will focus its school improvement activity on the schools the Council continues to maintain into the future, in line with DfE expectations and guidance.

3.3 The local authority has no statutory powers of intervention in academy schools but is expected to refer any concerns it may have to the Secretary of State, via the Regional Schools Commissioner.

3.4 The local authority will continue to strive to secure 'efficient' primary, secondary and further education in order to meet the needs of the local population.

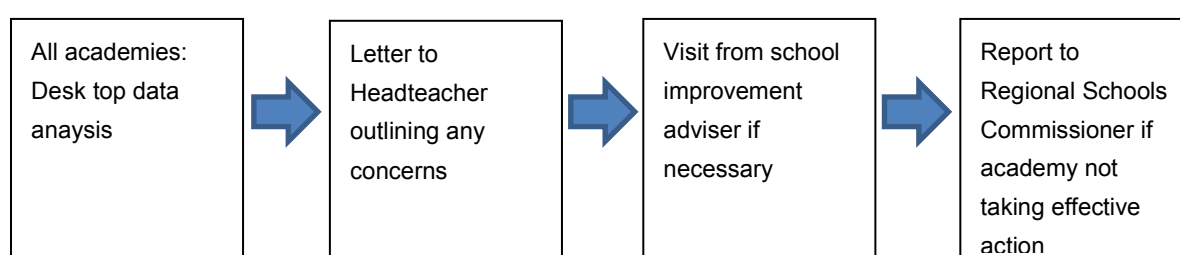
3.5 Local authorities can therefore look at the overall performance in their area (including academies) using data available to them such as RAISEonline summary reports and OFSTED Inspection Dashboards, Local Authority Interactive Tool, National Consortium for Examination Results and DfE's Keys to Success, together with any data supplied voluntarily by academies.

3.6 The Wolverhampton School Improvement Strategy outlines a core programme of challenge and intervention for all schools. For academies and free schools the minimum allocation of time, from a school improvement adviser, is a one day desk top data analysis, production of a summary report identifying key priorities with an accompanying letter to the Headteacher every Autumn Term. The Strategy will be amended in accordance with the enactment of new legislation as required.

Schools causing concern

3.7 Statutory DfE guidance regarding 'schools causing concern' sets out the local authority's role in relation to maintained schools that are causing concern. It underlines the importance of early intervention and swift and robust action to tackle failure, including the use of Warning Notices and Interim Executive Boards (IEBs) in maintained schools. The guidance is clear about the Government's expectation that academy status, with the support of a strong sponsor, is the best way of securing lasting improvement in these circumstances.

3.8 The Council's approach to 'schools causing concern' is set out in our school improvement strategy. In relation to academies the procedure is summarised as follows:



3.9 Where the local authority has concerns about the performance of an academy, for example following the annual desk top data analysis, it will in the first instance write to the individual establishment to discuss the issue with the Headteacher / Principal, Chair of Governors and, where appropriate, the provider. If necessary this will be followed by a visit from a school improvement adviser in order to be informed about potential solutions within an agreed timescale. If the Local Authority is not satisfied that concerns have been effectively addressed it will report concerns to the Regional Schools' Commissioner.

3.10 Rapid intervention may also mean raising concerns about safeguarding at an Academy (refer to Section 6 of the Protocol). Where the Local Authority has concerns about the an academy's safeguarding arrangements or procedures (arising as a result of investigations about individual children or otherwise), these concerns will be reported to the Education Funding Agency (EFA) who have the responsibility to take any necessary improvement action and monitor the situation.

Agreed protocol

3.11 The Council agrees to:

Work with academies and sponsors, particularly where:

- An Academy is consistently below minimum standards of performance or the desk top data analysis identifies specific areas of concern;

- The Council has been made aware of parental / community concerns;
- There are reported safeguarding concerns;
- If requested by the Academy, attend the feedback session with Ofsted at the end of a Section 5 inspection.

3.12 The Academy agrees to:

- Respond to any queries or concerns raised following the Local Authority's annual desk top data analysis, including meeting with a school improvement adviser if requested by the Council;
- For Key Stage 1 and 2 statutory assessment requirements, the Academy must consider and advise whether it wishes to be included in the Council's monitoring and moderation visit arrangements or part of the statutory moderation arrangements of another local authority;
- Work with an allocated School Improvement Advisor from the Council, if defined as an academy causing concern, to provide the Council with information and reassurance to confirm that plans are in place to address any identified concerns;
- Inform the Local Authority of a Section 5 Ofsted inspection and the provisional outcome of that inspection;

3.13 In the case of large Academy Trusts, who are responsible for more than one academy in the City, a school improvement adviser will request an annual meeting with the Executive Headteacher and Chair of the Trust to discuss pupil outcomes across the Trust and the wider role of the Trust in city wide school improvement.

4. Data sharing

Context

The Council retains the responsibility for certain functions in relation to Academies e.g.

Education, Health and Care needs assessments; Education, Health and Care plans; pupil place planning; co-ordinating admission arrangements for transfer groups; prosecution of parents for non-attendance; placing pupils in alternative provision (notably following permanent exclusion or children looked after placements); etc.

In order to administer these functions the Council is required to maintain an up to date and relevant central pupil database. The Council's preferred method to maintain this database is to run weekly data feeds from schools' management information systems which are stored and updated on the Council's central pupil database. This also allows the Council to support schools and academies that have purchased local authority services through traded services agreements.

The key benefits of agreeing to a shared protocol around data can be summarised as follows:

- Maintaining the quality of pupil data
- Reducing the administrative burden on academies - data will only be inputted once but used many times for the benefit of children
- Ensuring appropriate access to information to provide better services for children and assist in safeguarding
- Supporting academies to retain knowledge around statutory data returns
- Supporting the development of Academy Trusts
- Enabling school improvement advisers to fulfil their duties where these services have been purchased by an academy.

Agreed protocol

Data transfer feeds

This concerns the secure transfer of child level information from each School's Information Management Systems to the central pupil database within the Local Authority. Information is transferred via a secure transfer mechanism which must conform to the Council's requirements.

The Council agrees to:

- Prepare formal data exchange agreements as necessary
- Make the data available to identified children's services professionals via the Capita ONE system removing the need for them to contact the Academy directly
- Notify the Academy if the Council becomes aware of any inaccuracies in the data they receive to ensure that data held by both parties is accurate and up to date
- Provide advice and guidance to support the data transfer process.

The Academy agrees to:

- Respond positively to requests from the Council to enter into formal data exchange arrangements as required
- Transfer weekly updates of child level personal data (including on / off roll data, attendance marks and may in the future include exclusions) via an agreed secure transfer mechanism
- Make the necessary changes to the Information Management systems if / when informed by the Council's Education Information Services Team of discrepancies in any data held.

School Census

The School Census is a statutory return completed by all state sector schools within England. Data is collected on the third Thursday in January and May and the first Thursday in October. Data items vary according to each census but all three census returns include child level personal data.

The Academy agrees to:

- Work with the Council to resolve any duplicate enrolment / dual registration issues with LA maintained schools
- Work with the Council to resolve any discrepancies in pupil exclusion data.

Attainment data collections

The Council uses attainment data to target the provision of services to schools and localities where there is the greatest need in order to improve outcomes for the City.

Attainment data is required to be submitted to the DfE at the end of Foundation Stage, Key Stage 1 and Key Stage 2, plus Phonics Check data for Year 1 pupils (and Year 2 pupils who did not pass in Year 1).

Only the KS2 data can be submitted to the DfE by academies. EYFSP, KS1 and Phonics have to be submitted to the DfE via COLLECT; currently DfE do not give academies access to submit this data themselves. The Council is therefore required to collect this from academies and submit it on their behalf.

The Council requests a set of headline Key Stage 4 outcomes from all secondary schools to be received by on publication day (3rd Thursday in August).

The Council requests a set of headline Key Stage 5 outcomes from all secondary schools with post 16 provision, to be received on publication day 2nd Thursday in August.

The Council agrees to:

- Collect EYFSP, KS1 and Phonics data from academies and submit it to the DfE on their behalf
- Support the transfer process by giving the Academy advice on the collection, recording and submission of the data required by the DfE.

The Academy agrees to:

- Transfer data to the Council within required timescales, for Foundation Stage, Key Stage 1 and Year 1 and Year 2 phonics in CTF (common transfer file) format
- Provide a set of headline Key Stage 4 (from all secondary phase academies), to be received on publication day (3rd Thursday in August).
- Provide a set of headline Key Stage 5 data (from post 16 providers), to be received on publication day (2nd Thursday in August).

Both parties agree to:

- A shared timetable for the submission of data.

Young People's Participation Data

Local Authorities have a range of statutory duties in respect of young people's participation in education and training. These include:

Securing sufficient suitable education and training provision for all young people aged 16 to 19 and for those up to age 25 with a learning difficulty assessment (LDA) or Education, Health and Care (ECH) plan in their area.

Local authorities must promote the effective participation in education and training of 16 and 17 year olds in their area with a view to ensuring that those persons fulfil the duty to participate in education or training. Local authorities must make arrangements – i.e. maintain a tracking system - to identify 16 and 17 year olds who are not participating in education or training.

Local authorities should provide strategic leadership in their areas to support participation in education, training and employment. To discharge this duty, local authorities must collect information about young people in their area in order to identify those who are not participating, or who are at risk of not doing so, and to target their resources on those who need them most.

Local authorities are expected to continue to work with schools to identify those who are in need of targeted support or who are at risk of not participating post-16. They will need to agree how these young people can be referred for intensive support, drawn from the range of education and training support services available locally.

Every young person who reaches the age of 16 or 17 in any given academic year is entitled to an offer of a suitable place, by the end of September, to continue in education or training the following year. Local authorities are required to lead this September Guarantee process for:

- 16 year olds who are educated in their area; and
- 17 year olds who are resident in their area.

The Council agrees to:

- Collect intended destination information on year 11 students and provide updates on those who do not have an intended destination and work with them across the summer to secure a post 16 place
- Provide regular updates on the destinations of young people who have transitioned to year 12 in line with the DfE KS4 Destination Performance Indicator and an annual activity survey with a full breakdown of information.
- Provide support to Careers Guidance staff through the Careers Education, Information, Advice and Guidance Service on a termly basis and review the latest DfE Destination Performance Indicator data for KS4 and KS5.

The Academy agrees to:

- Adhere to the requirements of a separate data sharing agreement with the Council to provide data in relation to young people's Intended Destinations, September Guarantee and Activity survey data.

In addition, where the Academy delivers post-16 provision, the Academy agrees to:

- Adhere to the requirements of a post 16 data sharing agreement with the Council, sharing on roll data to enable the Council to track young people's participation post 16 and to work with the academy to provide support where a young person is at risk of becoming NEET or has become NEET.

External Attainment Data Sources

The Department of Education has deemed that Local Authorities have an automatic right to attainment data of all schools located within their area, regardless of type.

The City of Wolverhampton Council currently receives pupil level attainment and estimate information from the National Consortium for Examination Results (NCER), DfE's Key to Success website and FFT. All data used is derived from the National Pupil Database.

Children looked after (Children in Care) reconciliation

In order to ensure accurate data on the status of children who are looked after, this data reconciliation process will take place once every half term.

The Council agrees to:

- Provide advice, guidance and the necessary tools to make the data return.
- Undertake a reconciliation of the data and check the validity of common status for every pupil both in Wolverhampton and / or time in the care of other Local Authorities
- Inform the Academy of any changes that are recognised to ensure accurate data is being held in the Information Management System of the academy.

The Academy agrees to:

- Return looked after children data on a half termly basis
- Make the necessary changes to the Information Management systems if / when informed by the Council's One Team of discrepancies in any of the data held.

Fair processing of data

The Council agrees to:

- Only process data if a condition from Schedule 2 of the Data Protection Act 1998 is met. The Council will use the data to provide and plan services for children. Data will only be used in the best interests of the individual.

The Academy agrees to:

- Notify data subjects (pupils and adults) of which organisations their personal data may be shared with using the privacy notices recommended by the DfE.

Appropriate Security Measures

The Council agrees to:

- Comply with the seventh principle of the Data Protection Act 1998 regarding security and arrangements are in place, in order to protect the integrity and confidentiality of the information held. Any personal data that is held electronically will be password protected.

Both parties agree:

- Not to transfer personal information by unsecure email, only to use secure electronic mechanisms such as the Shared Secure Environment (SSE), Proofpoint, AVCO, AVCO Anycomms +, GCSX secure email, S2S, etc.

Designated officers

Both parties will agree to:

- Confirming which individuals (designated officers) are authorised to send and receive data to be shared
- Ensure that all of its designated officers are fully conversant with the provisions of this Protocol and receive training regarding Data Protection principles.

5. Admissions and school place planning

Context

The Local Authority has a statutory duty to ensure that every child in Wolverhampton has a school place and to increase opportunities for parental choice. Academies have a vital role in contributing to the overall capacity of school places in Wolverhampton.

There is currently significant pressure on school places which the Council is addressing by expanding primary schools and planning for the future expansion of secondary schools. The Council is also proposing to review the adequacy of special schools and develop a more inclusive mainstream education.

Agreed protocol

The Council agrees to:

- Ensure the annual co-ordinated admissions processes are administered in accordance with the Admissions Code and will consult academies on the annual schemes
- Co-ordinate In-year admissions for all schools in Wolverhampton including academies.

The Academy agrees to:

- Share accurate and timely information regarding their school capacity and available places.
- Actively engage in strategic place planning processes and share relevant information in support of that process

- Participate in Wolverhampton's Fair Access Protocol.

Both parties agree to:

- Meet to discuss any admissions dispute and seek to avoid any application to the Secretary of State for Education to direct the admission of any child.

6. Vulnerable children (including looked after children) and safeguarding

Context

Section 175 of the Education Act 2002 places a duty on local authorities (in relation to their education functions and governing bodies of maintained schools and further education institutions, which include sixth-form colleges) to exercise their functions with a view to safeguarding and promoting the welfare of children who are pupils at a school, or who are students under 18 years of age attending further education institutions. The same duty applies to independent schools (which include Academies and free schools) by virtue of regulations made under section 157 of the same Act.

Section 157 of the Education Act 2002 requires that proprietors of independent schools (which includes Academies and Free Schools) *must* make arrangements to safeguard and promote the welfare of pupils and in doing so have regard to statutory guidance. This will include Working Together 2015, Dealing with Allegations of Abuse Against Teachers and Other Staff 2012 and Keeping Children Safe in Education'. Working Together (March 2015) also defines the statutory objectives of the Local Safeguarding Children Board (LSCB).

Local Authorities have a duty under the Children Act 1989 to safeguard and promote the welfare of a child looked after by them (i.e. a child subject to a care order (or an interim care order) or who is accommodated by the local authority). This includes a particular duty to promote the child's educational achievement, wherever they live or are educated.

The Children and Families Act 2014 amended the Children Act 1989 to require local authorities to appoint at least one person for the purpose of discharging the local authority's duty to promote the educational achievement of its looked after children - the Virtual School Head (VSH). The Council has established a virtual school lead by a VSH.

All children looked after (children in care) should have a Personal Education Plan (PEP) which is part of the child's care plan or detention placement plan.

Promoting the education of looked after children - statutory guidance for local authorities July 2014

The Council has a named Designated Officer (DO) in line with part four of the statutory guidance 'Keeping children safe in education'. All allegations made against staff by children in a school / nursery setting must be reported to the named Designated Officer (formerly known as the Local Authority Designated Officer or LADO) immediately an allegation has been made or a concern raised.

Details of the requirements placed on all schools can be found on the Wolverhampton Safeguarding Children Board website: <http://www.wolvesscb.org.uk/>

Agreed protocol

The Council agrees to:

- Provide a dedicated link worker to the Academy from the virtual team within the Council's education service and allocate an education case worker for each looked after child in the Academy.

The Academy agrees to

- Commit to participating in local arrangements for the early identification of children and young people at risk of underachievement and poor outcomes and to utilise local referral arrangements (e.g. the Common Assessment Framework (CAF) where appropriate to access locally co-ordinated support services offered by the Council and other agencies and to work in partnership with them
- Contact the Council's Designated Officer immediately if there is a safeguarding allegation against a member of staff and report the information on the notification form.
- Recognise the particular role of the Council as the corporate parent of Wolverhampton's looked after children, and will share data, progress and concerns as it would with any other parent
- Commit to the Personal Education Plan (PEP) process to support the personalised learning of a looked after child including termly updates of the PEP and attendance at meetings as appropriate.
- Appoint a designated member of staff (the 'designated teacher') to have responsibility to promote the educational achievement of looked after children who are registered pupils at the academy.
- Ensure that the designated teacher is a qualified teacher, a headteacher or acting headteacher at the academy and that the designated teacher undertakes appropriate training

- Commit to contributing to the local arrangements for the planning and monitoring of progress of Wolverhampton's Children who are looked after , including half termly data reports to the Council.

Both parties agree to:

- Meet to discuss any disputes involving an Academy in relation to the assessment, support, progress or placement of any vulnerable pupil (special educational need, looked after child or child at risk of exclusion, etc).

7. Special education needs and disabilities

Context

All academies, as state funded schools, have a duty to comply with Special Educational Needs & Disability (SEN&D) legislation (Children & Family Act 2014, Section 3), the SEN&D regulations, the SEN Code of Practice 2014 and Equality Act 2010.

Head Teachers and Governing Bodies should have particular regard to Sections 1, 4, 6, 8, 9 and 10 of the current SEN Code of Practice, 2014. Academies, through their DfE contract, are subject to the national SEN funding formula, which the City of Wolverhampton Council is fully compliant with.

Parents and young people aged 16 - 25 have the following rights of redress, should the educational setting, Governing Body or Local Authority fail in their duty to provide, if the parent / young person disagrees with a decision or feels that there is discriminatory practice:

- the setting's and / or LA's complaints procedure
- an appeal to the First Tier Tribunal (for LA decisions)
- a claim against the responsible body (Chair of Governors, proprietor or LA) for disability discrimination to the First Tier Tribunal
- a complaint to the LA Ombudsman (Schools and LA) or Ofsted.

Maintained schools and PRUs must ensure that pupils from Year 8 until Year 13 are provided with independent careers guidance. Academies are subject to this duty through their funding agreements.

Agreed protocol

SEND Code of Practice

Academies will:

- Have due regard to the statutory guidance within the current SEN Code of Practice and the relevant legislation and regulations cited in the Code when carrying out duties towards all pupils with special education needs and disabilities.

Managing placements

Inclusion, and inclusive educational practice in mainstream settings, remains the central tenet of the SEN&D reforms. It continues to be a fact that the vast majority of children and young people with SEN&D will continue to be educated in mainstream settings. Only children and young people with the most complex special educational needs will be educated in specialist settings.

The Council will seek to maintain a broad spectrum of special education provision in the city including: mainstream education, with support resourced provision, attached to mainstream settings special education.

The Council will continue to work with all educational establishments within the local authority boundary, and with its neighbouring local authorities, to forecast and plan sufficient places to meet the needs of all pupils, including pupils with Statements of Special Educational Needs or Education, Health & Care Plans that require placement in a specialist educational setting.

Academies are subject to the same admissions arrangements as maintained schools for pupils with Statements of Special Educational Needs or Education, Health & Care Plans. The Relevant legislation is in Sections 33 and 39 of the Children and Families Act 2014.

Parents / Carers of pupils with Statements of Special Educational Needs or Education, Health & Care Plans can express a preference of school or academy for their child to attend. Mainstream education cannot be refused by a local authority on the grounds that it is not suitable. If a child's parent or a young person makes a request for a particular nursery, school, academy or post-16 institution in these groups the local authority must comply with that preference and name the school, academy or college in the EHC plan unless:

- it would be unsuitable for the age, ability, aptitude or SEN of the child or young person, or
- the attendance of the child or young person there would be incompatible with the efficient education of others, or the efficient use of resources.

The Council must consult the governing body, principal or proprietor of the academy concerned and consider their comments very carefully before deciding whether to name it in the child or young person's EHC plan, sending the academy a copy of the draft plan.

Where a local authority names an academy in a Statement of Special Educational Needs or Education, Health & Care Plan, the academy must admit the pupil. All placements are subject to annual review and routes of recourse, as described above.

8. Exclusions and fair access

Context

The City of Wolverhampton Council respects the independence of academies to exclude pupils in line with government guidance, but will offer constructive support to academy schools in Wolverhampton with regard to the use of permanent and fixed term exclusions.

Exclusions in Wolverhampton have historically been high, but through partnership working, effective protocols and viable alternatives, permanent exclusions have reduced significantly. Fixed period exclusions are decreasing.

There is recognition that exceptionally a child may need to be placed on a reduced timetable but this must be monitored for safeguarding purposes in line with the guidance that all schools and academies have signed up to, as the child is considered to be at risk of becoming a child missing education.

Agreed protocol

The Council agrees to:

- Work with the Academy to support the commissioning of alternative provision and development of bespoke provision to meet local need
- Funding in relation to and permanently excluded pupil will be recovered and redistributed to support that child's continued education as detailed below;

The Academy will:

- Where a pupil is permanently excluded passport the remainder of the age weighted pupil unit (AWPU) for that financial year to the Council, based on the calculation set out within the School and Early Years Finance (England) Regulations 2012.

The City's Fair Access Protocol (which has been agreed by the majority of Head Teachers across the City) will apply to the determination of any placements. (This will be reviewed on a regular basis and all schools will be encouraged to contribute to this.)

The Academy agrees to:

- Support the Council in reducing permanent exclusions for vulnerable groups by consulting the local authority when considering the exclusion of any child but particularly children in care, those with a statement of special educational need and others who are particularly vulnerable;
- Copy the Council in on any exclusion letters sent to parents - the Council will enter the data into the Capita ONE database;
- Engage with other schools in their geographical cluster and city wide to explore best practice and potential solutions to reduce both fixed and permanent exclusions.

9. School attendance

Context

The Local Authority has a statutory duty to ensure that parents / carers meet their duty to ensure that their children are educated at school or otherwise. This is met through the work of the Council's Education Welfare Service.

Agreed protocol

The Council agrees to:

- Discharge its responsibilities to ensure that parents meet their responsibilities including where appropriate to undertake legal actions in respect of non-school attendance.

The Academy agrees to:

- Provide the Local Authority, as required by the Pupil Regulations (2006) and amendments, with:
- a return of any pupil whose absence has been unauthorised for a continuous period of not less than ten school days. (Pupil Attendance Review Meetings between the school and the School Attendance Service is the agreed way of discharging this duty)
- any correspondence received by the schools where parents have requested that their child is removed from the school roll as they intend to educate their child at home
- any amendments to the school roll where pupils have been removed. This met through the completion of a migration report.

Both parties agree to:

- Have regular meeting between designated officers and school staff to ensure that robust plans are in place for individual pupils whose attendance is a concern
- Work together to help promote the importance of school attendance across the City.

10. Traded Services

Context

The City of Wolverhampton is proud to provide a wide range of quality services to City schools.

The Council published the 2016/17 directory of traded services in January 2016.

For 2017/18 academies the Council will develop traded services contracts with separate Academy terms and conditions recognising that academies are independent charitable companies and therefore require different and more robust legal agreements.

Agreed protocol

The Council agrees to:

- Where economically viable, continue to offer traded services to both LA maintained and academy schools
- Invite Academies input and advice as to how Council traded services may be improved, and about any additional services that it may be appropriate for the Council to provide

The Academy agrees to:

- Sign and return the formal agreement (stating where an academy wishes to take up one or more of the services on offer) and operate in accordance with it
- Provide reasonable feedback in response to request about how services can be improved.

11. Major incidents

Context

On rare occasions a school or academy may face a major incident. This might be a critical incident associated with trauma, or a number of incidents requiring urgent action and / or closure. Schools and academies should have contingency plans in place to deal with major incidents.

Agreed protocol

The Council agrees to:

- Liaise closely with any academy who experiences a critical event and deploy its resources e.g. communications, staff, educational psychologists and any other support teams as is relevant and practicable to support children and their continued learning.
- There will be no difference between LA maintained schools and academies in relation to the critical incident support provided by the Education Psychology Team.

The Academy agrees to:

- Maintain appropriate insurance covers and individual business continuity plans
- Inform the appropriate senior council official of any major/ critical incident and to assist the Council in any dealings with statutory bodies resulting from a major event.

Both parties agree to

- Provide and regularly update contact(s) details for emergencies including out of hours

Signed by:

Julien Kramer

Director of Education, City of Wolverhampton

Date:

Signed by:

On behalf of Academy Trusts operating schools within the City of Wolverhampton

Date:

This Protocol will be the subject of an initial review in the Spring of 2017 and thereafter on an annual basis

1.0 Purpose

- 1.1 This report sets out the Council's strategy to inform the development of secondary teaching and learning provision across the City for the next decade.
- 1.2 Scrutiny is briefed upon the underlying secondary demographic changes, key strategic objectives, associated challenges and the steps being taken by the Education Service and its strategic partners to identify and address these.
- 1.3 Of necessity current development work is currently focused upon ensuring sufficiency of supply. This is however being complemented by closer partnership working with schools and other post 16 providers to ensure that the needs of our learners and those of the City as a whole are being met.
- 1.4 Scrutiny is briefed upon the key principles informing current thinking, activity being undertaken and is invited to comment upon these.

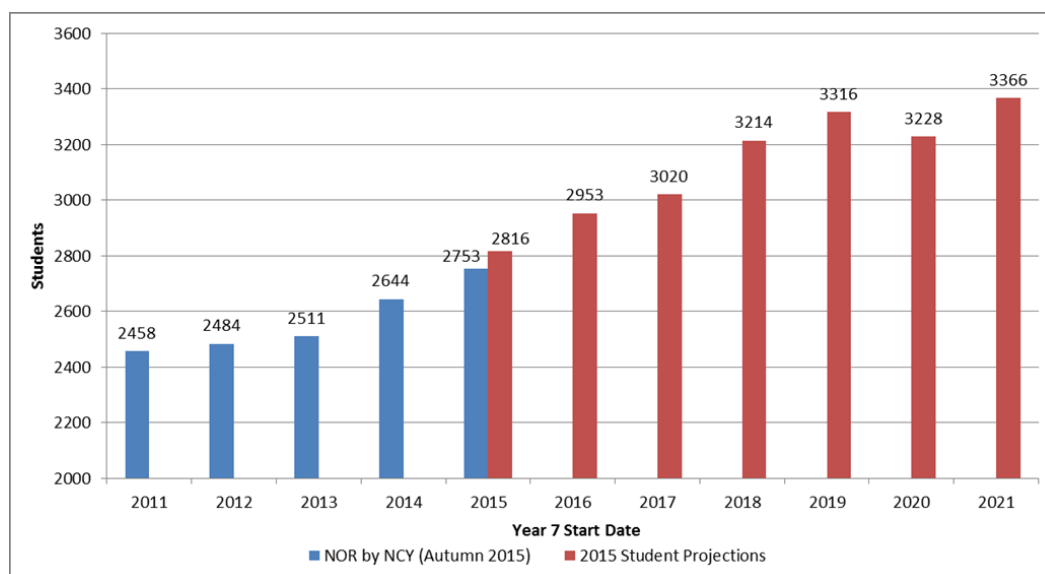
2.0 Report

- 2.1 **Duty to secure supply of sufficient places:** The Council currently has a statutory duty to secure a sufficient supply of school places. It does not however have to supply these places itself and there are a range of possible promoters who might wish to increase their existing secondary capacities or indeed establish new provision.
- 2.2 **Building Schools for the Future (BSF) planning assumptions:** Although the programme delivered exciting secondary and special school learning environments the recent BSF programme did not significantly change the distribution of provision and largely replicated existing capacity anticipated at 2007 as part of the Strategy for Change. Since then there has been a national demographic surge at primary level that will inevitably present in larger secondary cohorts.
- 2.3 **Demographic Projections:** The 2015/16 secondary position is set out in the table below.

Secondary NCY (2015/16)	Places	Number on Roll (Autumn 2015)	Surplus Places	Surplus %
Year 7	3,045	2,753	292	9.6
Year 8	2,881	2,644	247	8.6
Year 9	2,903	2,511	399	13.7
Year 10	3,043	2,484	565	18.6
Year 11	2,893	2,458	448	15.5

2.4 From the above figures it is projected that there will be a 20% growth in Year 7 cohorts between 2015/16 and 2021/22.

2.5 **Projected Year 7 Cohorts** are shown in the chart below.



2.6 Year 7 demand is currently predicted to exceed current levels of supply in 2018/19.

2.7 City wide analysis of data suggests that there is however a need to introduce additional capacity during 2016/17 for September 2017 in order to offer an appropriate level of surplus and to plan to meet longer term cohort growth.

2.8 **Projected secondary growth requirements**

Current analysis of secondary requirements suggest that there is a need to secure an annual Year 7 PAN increase as follows to achieve a 6% surplus (and enable an appropriate level of parental choice) across the City:

- 2017/18: 140 additional Year 7 places (700 additional places across Y7 – Y11)
- 2018/19: 210 additional Year 7 places (1050 additional places across Y7 – Y11)
- 2019/20: 105 additional Year 7 places (525 additional places across Y7 – Y11)
- 2020/21: No additional Year 7 places
- 2021/22: 60 additional Year 7 places. (300 additional places across Y7 – Y11)

2.9 It is also anticipated that there will be a further requirement in 2022/23 to create in the region of 300 additional Year 7 places.

2.10 Whilst the Council will naturally seek to secure provision at lowest cost from within the existing estate the above theoretically equates to additional provision in the City and it may yet prove necessary for the Council to consider this option in partnership with a suitable sponsor.

2.11 **Other factors** – Planning to accommodate rising numbers is challenging given the interplay of a range of disparate factors:

- Nature of estate governance – the majority of secondary schools are academies and are therefore their own admission authority
- Curriculum offer varies significantly with various specialisms
- Accommodating a rising SEND population.
- School performance is also varied
- The Council is not in control of some factors e.g. delays experienced in the conversion of the Royal school – Academy trusts control the majority of the secondary school estate.
- Site and planning constraints.
- A need for provision to complement broader regeneration and housing development plans.

All of the above are impacted by parental preference – the key determinant in school place allocation.

- 2.12 In addition to the above the Council must also overcome potential obstacles to change such as the fact that four of the schools concerned are subject to Public Finance Initiatives which make any subsequent remodeling very difficult.
- 2.13 There is also a need to successfully interpret and respond to cross border movements. The Council has recently seen an increasing proportion of children from neighbouring authorities electing to seek a secondary place within the City. This is likely to increase given current proposals by Dudley Council to close The Coseley School (secondary provision adjacent to the south of Wolverhampton).
- 2.14 In view of the geographical supply pressures that are likely to present in the south of the City and the need to accommodate an influx of pupils back to Wolverhampton it is likely that the Council will need to identify a potential contingency site(s) to accommodate future growth.

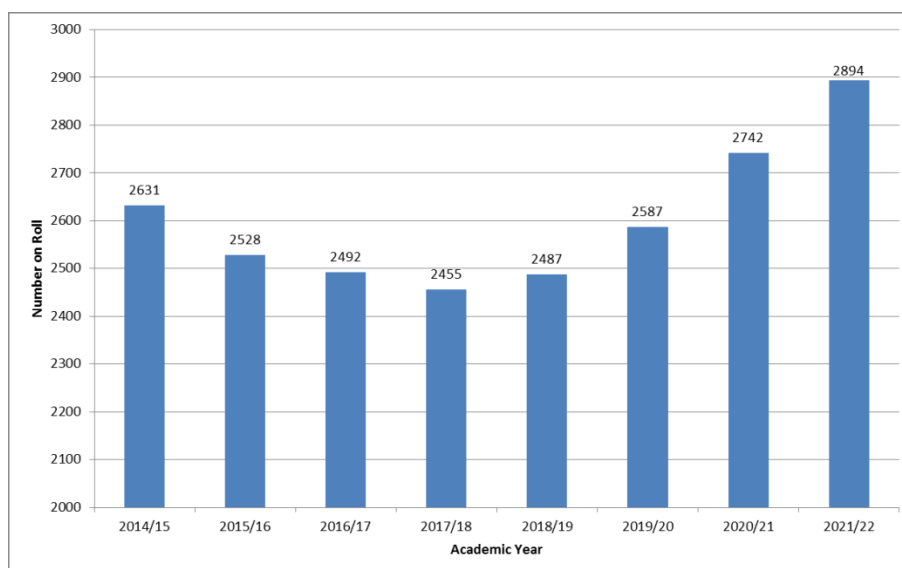
2.15 Development of Secondary Sufficiency Strategy 2016-18

- 2.15.1 In view of the factors identified above secondary Headteachers have already been briefed upon the above challenges and invited to comment upon a number of key draft strategic planning principles designed to secure sufficiency of secondary supply in recent well attended workshops. Work will continue in refining and developing these and these inform the Secondary Sufficiency Strategy 2016 -18 (**Annex A**).
- 2.15.2 The Draft Secondary Sufficiency Strategy 2016-18 will be subject to consultation with key partners during the summer term 2016. Consultees will include; Headteachers and Principals of secondary providers in the City, Academy Trusts and Chairs of Governors of local secondary schools, all Ward Councillors, Trade Union Representatives and Diocesan Authorities.

2.16 Post 16 demographic considerations

- 2.16.1 Given the above secondary pressures there is also a need to consider how this will impact on the post 16 landscape and the capacity of the City to respond to the City Council's skills agenda.

2.16.2 Post 16 cohort projections are shown in the table below.



2.17 In summary from the above there is a projected increase in post 16 demographic from 2018/19 and an anticipated growth of 18% between 2017/18 and 2021/22.

2.18 The need for both short term and long term planning

It is clear from the above that there is a need to undertake both short term and longer term planning to ensure a sufficient supply of secondary and post 16 places.

2.19 Given the largely autonomous nature of the secondary and post 16 estate there is a need to engage stakeholders in extended dialogue whilst at the same time undertaking further detailed analysis at a local level to ensure a full understanding of the challenges and options open to the Council. This work is currently being undertaken and recent workshops with Headteachers have identified a number of potential planning principles and priorities that will inform planning.

2.20 Actions being taken to identify future secondary estate options

In order to gain a fuller understanding of the secondary estate and the opportunities that present the Education Department has tendered for external consultants to undertake a thorough needs analysis encompassing:

- Localised analysis of demand.
- Local issues impacting on curriculum delivery.
- Changing population needs and the identification of appropriate support mechanisms.

2.21 Securing the continuing engagement of stakeholders

Having regard to the Draft Secondary Sufficiency Strategy (**Annex A**) external consultants will also be working with education stakeholders (officers/ maintained/

Academy/ UTC/ potential new Sponsors) and will make practical recommendations for strategic change that are supported by partners and capable of being implemented to meet need within the necessary timescales.

- 2.22 In a separate programme of activity every school head teacher/ principal has also been visited and invited to share their aspirations and vision for their future estate and the role they envisage their establishment could play in developing a more coherent and collaborative learning estate across the City.
- 2.23 The Education Service is also engaged with Connect Ed – a local schools’ company whose membership comprises the majority of City schools. Connect Ed provides a framework for school to school support as well as a bespoke service to recruit and train new teachers.
- 2.24 As a Board member of the Company, the Director of Education will ensure that broader objectives and considerations within this report inform local developments and that local solutions to our challenges are actively encouraged and developed.
- 2.25 The above will help develop shared practicable longer term options and resources strategies to meet strategic duties, stakeholder aspirations and learner and parent preferences. There will however also be a need to respond to national developments particularly in the area of continued academisation and post 16 provision.
- 2.26 In order to ensure on-going transparency and an open dialogue with school representatives a Secondary School Organisation Group is planned to be established during the summer term 2016. This group will monitor progress in securing sufficient secondary school places and will include a nominated Headteacher representative(s).
- 2.27 Emergent Post 16 Curriculum Developments - The Black Country Area Based Review**

The government is leading a restructure of the post-16 education and training sector through a series of area based reviews. This explicitly seeks to create more financially stable and efficient providers and secure improved collaboration across the different types of institution. The main focus is Further Education and Sixth Form Colleges although the review will also encompass school based provision. The Black Country Area Based Review is planned to take place in April 2016.

- 2.28 As set out above there is an on- going programme of workshops with secondary school representatives to develop a shared understanding, secure engagement and active participation in the planning process to ensure delivery against education and skills priorities for the City. The first two workshops have been very well attended with the majority of secondary schools being represented and fully engaged. These workshops have identified a number of key post planning principles that will inform workflow priorities and planning.
- 2.29 Discussions with the University of Wolverhampton and Wolverhampton College are also underway to explore developing and promoting new opportunities for

collaboration with a particular focus on pre – apprenticeship, apprenticeship and higher apprenticeship programmes.

2.30 The University and College continue to explore new teaching and learning opportunities for Wolverhampton learners and to promote further and higher education as aspirational progression routes.

2.31 The role of the Educational School Standards Improvement Service

The Educational School Standards Improvement Service will continue to:

- Provide targeted and differentiated levels of challenge and support for coasting secondary schools; schools below floor targets and those schools deemed to be vulnerable at inspection – as detailed in the School Improvement and Governance Strategy 2016.
- Work strategically with existing School Improvement Partnerships/ Teaching School Alliances to promote school to school support.
- Work with the early Help and Safeguarding teams to maintain focus on improving attendance and reducing absence as a priority to support raising standards, narrow the attainment gap and to ensure the safeguarding of all children.

2.32 Summary of current Strategic Planning Principles

Strategic planning for future provision across the city will be informed by the Draft Secondary Sufficiency Strategy (Annex A). In order to ensure that post 16 needs are adequately identified and met the Council has engaged an external consultant to undertake a detailed review of post 16 provision to identify strategic options for the City. As outlined above broad agreement has already been reached with school partners around key planning principles and this will inform workflow priorities and planning.

2.33 The Education Service will ensure that all strategic developments are joined up and that colleagues in the People and Place Directorates are also fully engaged in consultation and future planning. Throughout this work the Education Service will also be alert to the implications and impact of new legislation stemming from the White paper, Educational Excellence Everywhere.

2.34 Scrutiny is invited to comment upon **Annex A**.

2.35 The importance of meeting timelines

Given the scale of the above projected demand and the need to introduce additional capacity with effect from academic year 2017/18 it is imperative that work is undertaken in a timely manner.

2.36 Capital and governance implications

Funding for new provision is traditionally through basic need grant application and there is inevitably a delay in processing this by central government. Equally

authorities across England are facing similar challenges and it is unlikely that this would be funded in full in a timely manner.

The Council may therefore also need to give consideration to prudential borrowing and also the establishment of new provision in partnership with suitable sponsor(s) given the absence of capital funding and the restrictions placed upon local authorities in establishing new schools (all new schools must be academies/Free Schools).

3.0 Financial implications

- 3.1 The Council has previously agreed to fund the Primary Expansion Programme through prudential borrowing in advance of receipt of Basic Need Grant from the DfE. The allocation for 2017/18 of £4.2 million is not yet committed on specific schemes and is part of the calculation for repayment of the previous borrowing. It would be available for use on secondary expansion if that were considered a greater priority. The Authority has recently been notified of its 2018/19 Basic Need Allocation which will be £361,932. Further representations are being made to DfE as this level of funding is likely to be insufficient to meet the future capital requirements . There are a range of options around the provision of future capacity and a full appraisal will be required as part of future reports.
- 3.2 External support is being procured to assist in reviewing the existing estate and identification of options. Approval for funding from a corporate reserve will need to be considered given existing pressures on the Education budget.
- 3.3 As part of the Primary Expansion Programme the Schools Forum agreed to centrally retain an element of the Dedicated Schools Grant to create a Growth Fund to support the short term teaching and learning pressures generated by expanding schools. It is likely that the Schools Forum's consent will be required to the extension of Growth Fund provisions to the secondary sector which would cause further pressures on the Dedicated Schools Grant which will be subject to a per pupil cash freeze over the lifetime of the current Parliament. The recent consultation proposals from DfE on the introduction of a national funding formula will also impact on the nature and level of future support to secondary schools. It is also anticipated that there will also be additional pressures upon Council services such as School Admissions and Democratic Support (Appeals) as teams process a rising number of applications within a fixed or declining resource base.
[MF/31032016/V]

4.0 Legal implications

- 4.1 Under Section 13 of the Education Act 1996 the Council has a duty to contribute to the development of the community by securing efficient primary and secondary education in the city. The Education Act 1996 also requires such functions to be carried out with a view to promoting high standards.
- 4.2 The Council has a statutory responsibility to ensure that there are sufficient school places available. 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.

- 4.3 Proposals to alter the structure of schools need to comply with the provisions in the School Organisation (Prescribed Alterations to Maintained Schools) (England) Regulations 2013. As such, any specific proposals will require individual legal advice based on any specific proposal. Any alterations would need to comply with the Council's Constitution and all relevant legislation.
[TS/20012016/S]

5.0 Equalities implications

- 5.1 There are no immediate equalities implications arising from this report.

6.0 Environmental implications

- 6.1 There are no direct environmental implications arising from this Report

7.0 Human resources implications

- 7.1 There are no HR implications arising from this Report.

8.0 Corporate landlord implications

- 8.1 This report recommends the need to identify a potential contingency site for further school development. This matter will require consideration by the Corporate Landlord Board.

9.0 Schedule of background papers

- 9.1 Cabinet (12 November 2014) – Final Decision Regarding the 2015 Primary School Expansion Programme.

1. Executive Summary

The main challenge that the City of Wolverhampton faces in relation to the organisation of secondary school provision is ensuring that sufficient high quality school places are available to meet the needs of local communities across the City. The recently witnessed increase in demand for primary provision in the City, will impact significantly on the City secondary estate in the short to medium term and additional capacity will be required to cater for the demographic uplift. This Strategy outlines anticipated levels of future demand and key policy decisions adopted by the Council to guide the ongoing development of the City's secondary school estate.

2. Introduction

Background

This strategy provides an outline of the City of Wolverhampton Council's secondary school organisation policy and offers a framework to guide the future development of the secondary school estate in the City.

Underpinning the Council's Corporate Plan, Wolverhampton's Children, Young People and Families Plan 2015-2025 and the Joint Special Educational Needs and Disabilities Strategy this document details the basic need challenge facing the City and outlines the approach adopted by the Council to meet this challenge.

The Secondary Sufficiency Strategy, aligned with the Council's School Improvement and Governance Strategy, seeks to secure sufficient high quality school places to improve educational outcomes across the City. The two strategies recognise the Council's role in ensuring an appropriate number of school places and in influencing the quality of education provided regardless of how schools are organised or governed.

The principles that have directed the development of this strategy are:

- Improving educational outcomes to support the longer term development and prosperity of the city
- Promoting choice and diversity of provision
- The need to effectively meet the needs of local communities
- A recognition of the importance of effective partnership working
- The need to ensure resources are used efficiently.

Context

Key Responsibilities:

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.

In 2015, Central Government raised the age of participation to 18. Local Authorities are required to develop a local strategy against the following criteria:

- To work with schools, colleges, training providers and employers to ensure a sufficient local curriculum offer.
- To provide careers advice from year 8 to year 13 – minimal statutory role focussing on supporting vulnerable learners.
- To track and record young people’s progression from education and training.
- To identify numbers of NEET (young people not in education, employment or training) or “unknowns” on local Client Caseload Information Systems.
- To provide additional support for young people with special needs (age 25); those in care; young offenders; young parents or those with specific support needs including mental health and substance misuse.

The Department for Education monitors progress against the aforementioned criteria and evaluates performance against national targets.

Autonomous School System

Central Government policy initiatives, including the establishment of Free Schools and University Technical Colleges coupled with the conversion of schools to academy status, have recently changed the landscape in which education and the Council’s statutory responsibilities are delivered. As illustrated in Figure 1, in February 2016 there was a diverse range of secondary provision in Wolverhampton.

Figure 1: Mainstream Secondary Establishments (February 2016)

Establishment Type	Count
Academy - Secondary	12
Community - Secondary	4
Free School - Secondary	1
University Technical College	1
Voluntary Aided - Secondary	1
Total	19

Appendix A illustrates the location of each secondary establishment in the City in February 2016. Please note that both The British Sikh School and the West Midlands Construction UTC are expected to relocate to new permanent sites during the 2016/17 academic year.

The diversity of the school estate in Wolverhampton is expected to be further enhanced in September 2016 when an independent school in the City (The Royal School Wolverhampton) converts to Free School status and expands. Subject to approval from the Secretary of State, this would introduce the City’s first All-through Free School. 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 continue to be met effectively.

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 have established a strong working partnership with Free Schools, Academies, Trusts, the Department for Education, the Education Funding Agency, the Regional Schools Commissioner for the West Midlands, neighbouring local authorities private sector partners and local Diocesan Authorities.

The relationship between the Council and Academies/Free Schools in the City is governed by the Council's 'Academy Protocol'. This Protocol provides a framework to promote cooperation and partnership working between the City of Wolverhampton Council and all Academies and Free Schools operating across the City. The Protocol sets out a shared ambition for our children to realise their full potential and our commitment to work together and share best practice to secure this. The Protocol sets out respective roles and responsibilities in terms of safeguarding and the continuous improvement in the educational outcomes of Wolverhampton's children and young people.

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 students 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.

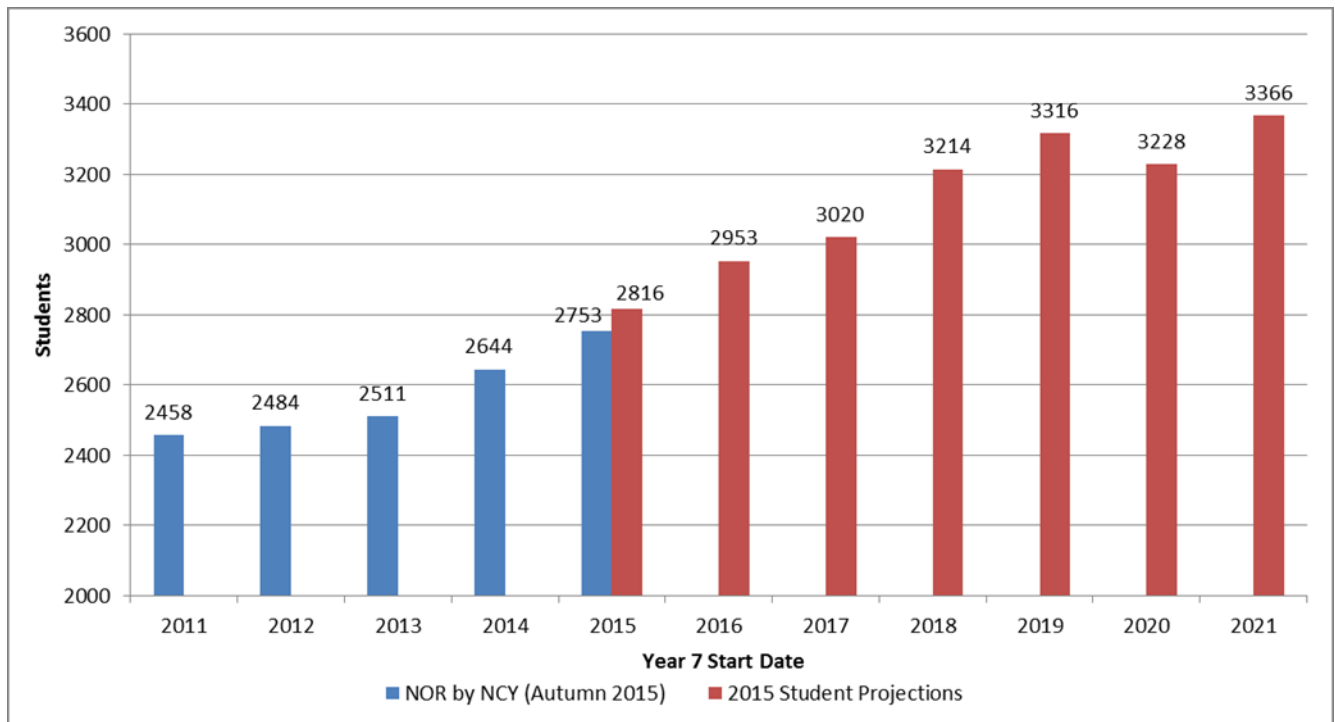
Demand

Levels of demand for secondary school provision in Wolverhampton are expected to increase significantly in the future as the bulge in pupil numbers in the City's primary schools moves through to the secondary estate. The City faces a considerable challenge to ensure that sufficient high quality school places are available to meet the needs of local communities moving forward. This upsurge in demand has primarily been driven by a marked increase in the number of births to Wolverhampton residents in recent years; a 24% increase between 2002 and 2014 (Office for National Statistics).

It should be noted that recent primary school expansion schemes have been funded through a combination of both central capital funding and constrained Council resources and that there remains uncertainty in respect of future central government capital funding allocations to meet basic need in the medium term.

As illustrated in Figure 2, levels of demand for secondary school provision in the City have increased significantly in recent years. In autumn 2015, the citywide Year 7 cohort in mainstream secondary provision (2,753) was 12% greater in size than the Year 11 cohort (2,458). The recently observed growth in the size of younger secondary cohorts is expected to accelerate in the short to medium term and projections suggest that between 2015/16 and 2021/22 Year 7 cohorts are likely to grow by 20%.

Figure 2: Numbers on Roll by National Curriculum Year and Projected Citywide Year 7 Cohorts



As evident in Wolverhampton’s primary school estate, the City has recently experienced an acceleration in the in-year growth of some existing secondary 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. Council representatives are closely monitoring fluctuations in the size of existing cohorts to ensure that incoming students can access educational provision within a reasonable distance of their home address.

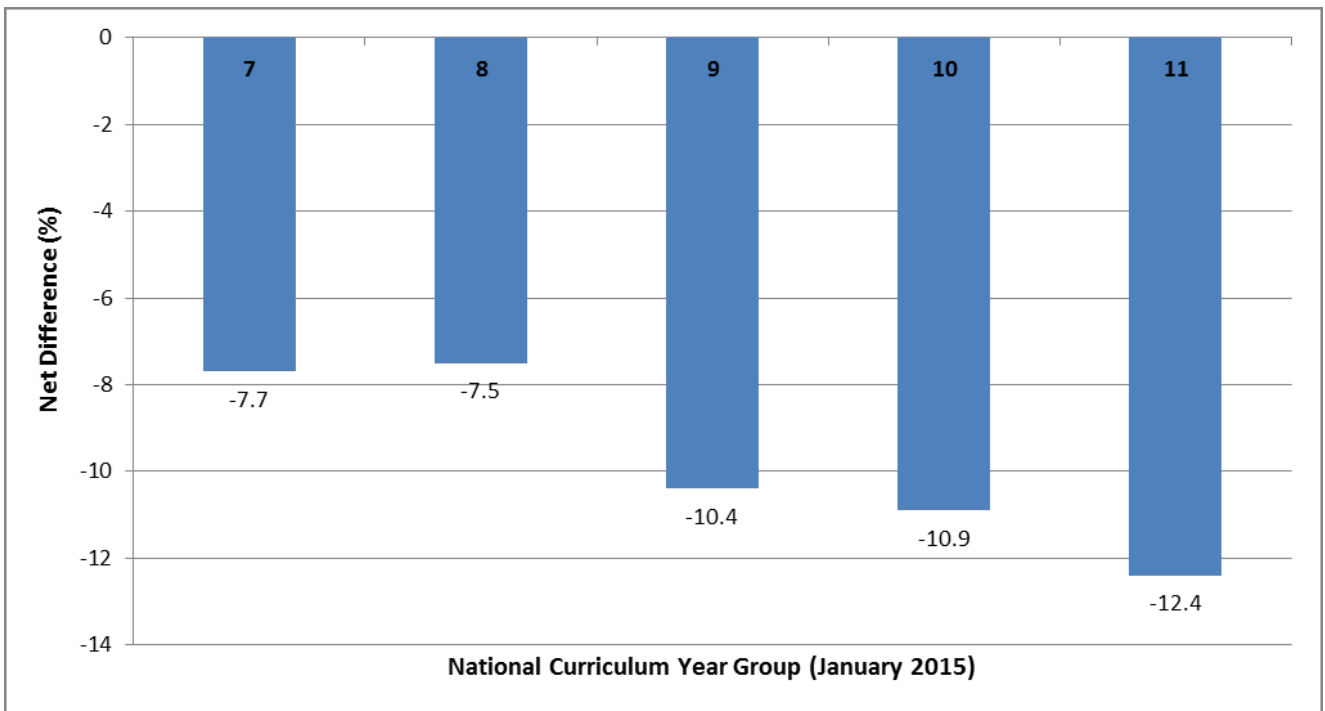
One of the key factors that influences demand for secondary school places in the City is the cross border movement of students. In January 2015, 1,116 secondary students who reside outside of Wolverhampton attended schools within the City (imports) and 2,501 secondary students who live in Wolverhampton attended schools outside of the City (exports). As illustrated in Figure 3, in January 2015 Wolverhampton was a net exporter of students in Years 7 to 11.

It should be noted that the scale of net loss has changed significantly in recent years; in January 2015 the net difference between imports and exports as a percentage of the school population in Year 7 was -7.7% compared with -12.4% in Year 11.

This change has been driven by both an increasing proportion of students residing outside of Wolverhampton attending a school in the City and a reduction in the proportion of students residing in Wolverhampton attending provision outside of the City.

Should this trend continue and the net difference reduce further, levels of future demand would be impacted upon and additional capacity would be required to meet demand. If Wolverhampton had experienced a zero net difference between imports and exports in January 2015, an additional 1,385 students would have been attending secondary schools in the City.

Figure 3: Net Difference between Imports and Exports as a Percentage of the School Population



3. Secondary School Organisation

This section details the key recommendations employed by the City of Wolverhampton Council to guide the organisation of the secondary estate:

School Size

In order to ensure the efficient use of resources and to support the longer term viability of individual establishments, it is recommended that secondary schools in the City offer a minimum of 150 places per year group (Year 7 to 11).

Larger secondary schools can potentially offer: an increased opportunity to respond effectively to change, greater flexibility to cover staff absence, increased opportunity to provide leadership succession opportunities and increased opportunity to use resources more efficiently. This strategy supports the development of larger secondary schools, where appropriate.

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 6% (against admission limits) is available at a citywide level.

A level of surplus is essential in order to offer increased opportunity for parental preference to be reflected in allocations, to allow for fluctuations in demand and to offer flexibility to cater for mid-year entrants. Too few surplus places can result in reduced opportunity for 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.

It should be noted that given the significant variations in both localised demand and the popularity of individual establishments, balancing levels of surplus across all schools is a significant challenge; adopting a planned, strategic approach to school place planning maximises opportunities to meet localised demand for school places and for individual establishments' positions to be considered.

To ensure that students can access a local school and that travel times are reasonable this Strategy recommends that, where required, a secondary school place is available within a maximum of three miles (walking distance) of each secondary school students' home. An annual dialogue will be established between representatives of Education and Transportation to review school access routes and citywide transportation requirements.

The Introduction of Additional School Places

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 achieve this ambition, the Council will seek to maximise the capacity of existing school sites and consider the appropriation of suitable land adjacent to existing school sites.

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 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.

The Council are committed to ensuring the implementation of practical solutions to meet the basic need challenge and will work closely with schools to develop appropriate schemes that consider students' needs and support the effective delivery of the curriculum.

In order to support the needs of students in expanding schools and in line with the Education Funding Agency's recommended approach, the Council will seek 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. Schools currently qualify for funding through the Growth Fund in the following circumstances:

- The school or academy has agreed with the LA to permanently increase its admission limit to meet basic need.
- The school or academy has agreed with the LA to provide a bulge class to meet basic need.
- The school or academy has agreed with the LA to expand in-year to meet basic need.

It should be noted that secondary schools have not previously required support via the Growth Fund and future calls on this fund would impact directly on Dedicated Schools Grant resources.

It is recognised that school funding is currently under review by central government and that at present there remains uncertainty regarding future funding mechanisms. This Strategy recognises the need for expanding schools to receive appropriate funding, in a timely manner, to meet students' needs.

When an expanding school is in the process of converting to academy status, the Council will seek to ensure that legal mechanisms are employed to ensure that the needs of the City are fulfilled and any approved investment is secured for the future.

Specifically the Council's legal representatives will seek to include reference to the enlarged capacity within relevant Commercial Transfer Agreements and representations will be made to the DfE to request that Funding Agreements reflect the capacity post-expansion.

The Introduction of Additional Capacity into Existing Cohorts

The size of citywide secondary school cohorts can fluctuate significantly in-year and in recent years some cohorts have grown significantly. It is recognised that as demand increases and levels of surplus reduce, that the introduction of additional capacity into existing cohorts may need to be considered in the future. However, introducing additional capacity, at points other than standard years of entry, can potentially destabilise individual cohorts, impact on school staffing structures and have significant budget implications.

This Strategy requires that the introduction of additional capacity into existing cohorts is only considered in response to significant demographic challenges and to support the needs of local communities. The introduction of additional capacity into existing cohorts should only be considered as a last resort and wherever possible should be avoided in Key Stage 4.

All-through Schools

An 'All-through School' is a school which provides both primary and secondary education.

In order to improve the diversity of the school estate in Wolverhampton the introduction of all-through schools will be explored in partnership with schools, where appropriate. Successful all-through schools can offer a number of benefits including:

- Reducing the number of transitions children face and reducing the risk of delayed learning at the start of secondary school
- Extending opportunities available to primary pupils; all-through schools can offer primary age pupils early access to specialist subject teaching and facilities
- Providing an additional opportunity to fully utilise the whole school estate to meet the anticipated future primary basic need challenge
- Providing school staff with wider career development opportunities
- Offering cost savings through economies of scale.

The introduction of all-through provision will only be considered where there is a demonstrable need for additional capacity in the local area and all-through provision would be an appropriate solution.

Temporary Accommodation

Across the secondary school estate in the City a small proportion of schools' schedules of accommodation include temporary facilities. Whilst it is recognised that the quality of temporary accommodation has improved significantly in recent years, this strategy requires that the replacement of temporary accommodation is prioritised, where appropriate.

Discontinuance of Maintained Provision

In certain circumstances the Council will consider the discontinuance 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 students 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 students access to at least one alternative school with available places within a maximum of three miles (walking distance) of their home.¹
- 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.

Intervention

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

Post-16 Provision

Recent central government initiatives including raising the participation age, the introduction of Post-16 Study Programmes and apprenticeship delivery require extensive partnership and collaboration in order to be successful.

¹ If the closing school is denominational, then alternative denominational provision should be available within a maximum of three miles of students' homes, where appropriate.

This strategy recognises the need for the Council to continue existing, and further expand, collaboration arrangements with educational establishments in the City including secondary schools/academies, the University of Wolverhampton and the City of Wolverhampton College.

This Strategy recognises that ensuring that learners can access a broad, high quality post-16 offer can be challenging given existing financial constraints. The role of local authorities is to lead in setting local and sub-regional priorities for 16-24 skills provision. Consequently, post-16 planning will continue to focus on how schools can best meet future need, but also support collaboration and partnership across all post 16 settings, informed by the needs and aspirations of its learners.

Effective collaboration between providers can offer a number of benefits including offering improved efficiency and value for money, providing a broader offer to students, countering existing recruitment issues and optimising opportunities for learners to debate and develop their understanding of key concepts.

Specialist Provision

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

Resource Base provision across the City is commissioned by the Council and service level agreements are in place with individual providers/schools. Council representatives are currently undertaking a review of specialist provision across the City. This review is aligned to the Council's Joint Special Educational Needs and Disabilities Strategy which aims to promote inclusion, maximize young people's opportunities to be independent and enable young people with special educational needs and disabilities to be recognised as fully integrated citizens with the ability to contribute to their local community.

Change Management

It is recognised that making significant changes to individual establishments can have a disruptive effect on the delivery of education. This strategy requires that any secondary school reorganisation or development scheme seeks to minimise disruption and avoid any longer term detriment to students.

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.

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.

Other Considerations

This strategy requires that when considering secondary school organisation:

- The Council works closely with Diocesan Authorities 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 is subject to review on a biennial basis.

Annex A: School Locations

Secondary Provision

