



Children, Young People and Families Scrutiny Panel

6 July 2016

Time 6.00 pm **Public Meeting?** YES **Type of meeting** Scrutiny
Venue Committee Room 3 - 3rd Floor - Civic Centre

Membership

Chair Cllr Peter O'Neill (Lab)
Vice-chair Cllr Udey Singh (Con)

Labour

Cllr Harbans Bagri
Cllr Greg Brackenridge
Cllr Julie Hodgkiss
Cllr Rupinderjit Kaur
Cllr Welcome Koussoukama
Cllr Louise Miles
Cllr Lynne Moran
Cllr Mak Singh
Cllr Daniel Warren

Conservative

Cllr Christopher Haynes

Co-opted Members

Leanne Dack- Parent Governor Representative
Portia Tsvangirai – Parent Governor Representative
Mrs R Watkins – Representing the Church of England
Mr C Randles - Representing the Roman Catholic Church
Kashmire Hawker – Representing Wolverhampton Youth Council

Quorum for this meeting is three Councillors.

Information for the Public

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

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

Agenda

Part 1 – items open to the press and public

Item No. *Title*

MEETING BUSINESS ITEMS

- 1 **Apologies**
- 2 **Declarations of interest**
- 3 **Minutes of the previous meeting (13 April 2016)** (Pages 5 - 10)
[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

- 5 **Parental Ambassadors Programme** (Pages 11 - 14)
[Alex Jones, Assistant Director- School Standards, to present report on the progress of the Parent Ambassadors Programme and to comment on the scope and effectiveness of Wolverhampton Council's response to securing the highest possible standards across all Wolverhampton schools.]
- 6 **School Improvement and Governance Strategy (revised version) 2016** (Pages 15 - 42)
[Alex Jones, Assistant Director – School Standards, to present updated report on the School Improvement and Governance Strategy]
- 7 **Local Authority School Improvement Inspection - Self Evaluation Document.**
(Pages 43 - 68)
[Alex Jones, Assistant Director - School Standards, to present report on the Local Authority School Improvement Inspection Self Evaluation Document]

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Children, Young People and Families Scrutiny Panel

Agenda Item No: 3

Minutes - 13 April 2016

Attendance

Members of the Children, Young People and Families Scrutiny Panel

Cllr Peter O'Neill (Chair)
Cllr Jasbinder Dehar
Cllr Christopher Haynes
Cllr Julie Hodgkiss
Cyril Randles
Cllr Daniel Warren
Cllr Richard Whitehouse
Rosalie Watkins
Cyril Randles
Kashmire Hawker
Frogert Cera
Isobel Ricketts

In Attendance

Cllr Claire Darke – Cabinet Member for Education

Employees

Bill Hague	Service Manager – School Places and Transport
Alexandra Jones	Assistant Director - School Standards
Julien Kramer	Director of Education
Earl Piggott-Smith	Scrutiny Officer
Trevor Pringle	Head of School Planning and Resources

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:

Councillor Michael Hardacre
Councillor Paula Brookfield
Councillor Arun Photay
Councillor Welcome Koussoukama
Councillor Martin Waite
- 2 **Declarations of interest**
The following members of the panel declared a non-pecuniary interest in agenda item 8 Wolverhampton Secondary School Sufficiency Strategy

Cyril Randles
Rosalie Watkins
Councillor Jasbinder Dehar
Councillor Daniel Warren

3 **Minutes of the previous meeting (20 January 2016)**

The panel agreed to amend the minutes to show Julien Kramer, Director of Education, as being in attendance at the meeting.

That the minutes of the meeting held on 20 January 2016, subject to the agreed changes, be approved as a correct record and signed by the Chair.

4 **Matters arising**

Minute 5 – Safeguarding Children’s Board Annual Report and Executive Summary 2014-15

Scrutiny Officer advised that further to the panel discussion about the equalities implications statement in the covering report it has been agreed with Gillian Ming that scrutiny will be involved much earlier in the drafting of the next annual safeguarding board report. A draft of the annual report will be shared with the panel when available.

5 **Brighter Futures: Improving Our Schools' Annual Report 2016**

Julien Kramer, Director of Education, introduced the report and highlighted the improvements in educational performance. The panel welcomed the positive messages about the progress made since the previous report was presented.

The panel queried the reason for not including a reference to the performance of local Pupil Referral Units (PRU). The Director of Education commented that the annual report provides a summary of overall educational performance. The performance of PRUs is monitored by the Council and Ofsted.

Alex Jones, Assistant Director – School Standards, agreed to present a report on the performance of the PRU element of this service to a future meeting of the panel. The report will be jointly prepared with the Head of Service Early Help.

The panel suggested that a future report showing the performance ranking in league tables should include a date of all Local Authority schools. The panel suggested that the annual report should also include a table to show trend in performance.

The Director of Education accepted the suggestion and agreed to include the change in the next annual report.

The panel welcomed the increase to 78 per cent of primary schools and 81 per cent of secondary schools in Wolverhampton rated by Ofsted as good or outstanding. The Assistant Director commented on planned changes in the assessment criteria and the need to continue efforts to build on achievements.

The Assistant Director noted that the Council monitors the performance of maintained schools and uses intelligence from different sources to decide the level of support needed. The Assistant Director explained that schools are allocated a local authority category which will determine the level of support provided.

The Director of Education commented on the improving picture detailed in the report and the work done with schools to strengthen partnership working arrangements.

The panel commented on the quality of the post 16 education offer in Wolverhampton. The Director of Education responded that the quality of the offer is improving. The panel discussed the importance of providing children with special educational needs a wider choice of educational options and providing information on options. The Director of Education explained that the Council has a statutory duty to support children with special needs. The Director of Education explained that a systematic audit of the post 16 service provision in Wolverhampton is being completed.

The Director of Education agreed to bring a report on post 16 support for children with special educational needs to a future meeting of the panel.

Cllr Claire Darke, Cabinet Member for Education, thanked the panel for the comments on the annual report and welcomed the progress made and work done to support the improvements.

Resolved

1. Assistant Director – School Standards and Head of Service Early Help to present report on the performance of pupil referral units in Wolverhampton to a future meeting.
2. Assistant Director – School Standards agreed to include suggested changes to the presentation of school league table performance in 2017 annual report.
3. Director of Education to present future report to panel on post 16 educational provision with a specific section on support offered to young people with special educational needs.

6 **Secondary school Ofsted outcomes and current Local Authority categorisation**

Julien Kramer, Director of Education, introduced the report and commented on the work with different schools to improve educational outcomes for all children in Wolverhampton. Alex Jones, Assistant Director- School Standards commented on the improvement in GCSE results and the expectation that future Ofsted judgements will show and attainment against a baseline.

The Assistant Director – School Standards, commented that the local cohort are awaiting Ofsted judgements on local schools, which when inspected would show a better picture of the progress made.

The panel welcomed the increase in the number of Wolverhampton schools rated as either good or outstanding. The panel queried the support offered to those schools where there are concerns about their educational performance.

The Assistant Director – School Standards explained that extra resources are available to monitor schools and to intervene where necessary to help improve educational standards.

The panel commented on the implications of Governments plans for schools and the future role of the local authority to intervene where there are concerns about poor educational outcomes for children and arrangements for local accountability of the service. The Director of Education briefed the panel on key headlines in the Government proposals that all schools will become an academy and the possible impact on the future role of local authorities.

The Director of Education explained that we are still awaiting more details about the plans, but based on his experience local authorities will have a continuing responsibility for key aspects of the education of children.

The panel queried the planned changes to the grading of exam results and what work was being done to make employers aware of the new grading criteria. The Assistant Director – School Standards gave a brief overview of the new grade criteria but explained that the service will have a better understanding of the impact when more information is published.

Resolved

The Assistant Director – School Standards agreed to present a report to a meeting of panel in September 2016 about changes to educational attainment grades.

7

Academy Partnership Protocol

Julien Kramer, Director of Education, briefed the panel on the main headlines in the report and the reasons for developing the protocol. The Director of Education explained that the protocol was aimed at building and improving local relationship with schools. The Director of Education explained that the growth in the number of academy schools and the recent Government proposals led to discussion about the future relationship with the Council.

The Director of Education outlined the benefits of the protocol and confirmed that there had been discussions with local head teachers and academy trusts about the development of the protocol.

The panel welcomed the proposal to introduce a protocol as detailed in the report. The panel queried if the protocol would cover issues such as the adoption of national employment agreements, for example, the recognition of trade unions. Trevor Pringle, Head of School Planning and Resources, explained that based on past experience the majority of schools have adopted policies and procedures developed by the Council and also national conditions of employment.

The panel queried how the protocol would deal with the issue of academies willingness to share market sensitive or information that could damage its reputation. Bill Hague, Service Manager School Places and Transport, explained that the local authority has a statutory duty for school admissions and has built up a good working relationships with schools, which did not breach issues of commercial confidentiality.

The panel queried the action being taken to inform young people about the proposals and how it might impact on their future education. The Director of Education welcomed the involvement of the pupil council and commented that they have a role in helping to raise awareness.

The Director of Education commented that the Council wants to improve the breadth of the post 16 education offer, but accepted that schools are struggling with class numbers. However, there is evidence that more young people are choosing to stay on at school rather than leave to take up other learning opportunities.

The Director of Education commented on plans for consulting more widely with school representatives and build on preliminary talks about the protocol.

Resolved

The panel welcomed the report.

8

Wolverhampton Secondary School Sufficiency Strategy

Julien Kramer, Director of Education, outlined the background to the report. The Director of Education explained that the Council has a duty to plan the development of secondary school provision.

The Director of Education explained that there was a projected increase of 20 per cent growth in Year 7 cohorts between 2015/16 and 2021/22.

Trevor Pringle, Head of School Resources and Planning, outlined the principles of the strategy and highlighted the need to consider if current provision was being used to maximum effect before considering options such as increasing capacity. The Head of School Resources and Planning commented on the link between the strategy and post 16 provision and how to improve the offer.

The panel queried if the Council would be expected to meet the cost for providing extra places to deal with the expected 'bulge' in school numbers. The Head of School Resources and Planning commented on the challenge facing the Council as the majority of secondary school provision is delivered by academies. The Head of School Resources and Planning commented on the previous investment to expand primary school provision. The Head of School Resources and Planning explained that the Council needs to find out details about current capacity across all secondary schools and identify areas of high demand for places.

The panel queried if the policy towards maintaining a number of surplus places to respond to changes in demand.

The panel commented on the cyclical nature of school planning. In response to a previous fall in the demand for secondary school places a number were closed and it was queried if these buildings could be re-used to meet the projected increase. The panel discussed changes in the use of previous school buildings which limits this is a possible solution. The Head of School Resources and Planning commented on challenge to planning and the range of factors that might impact on demand for school places.

The panel queried the process for predicting the growth in demand for post 16 provision given the different options available to young people. The Head of School Resources and Planning explained the methodology used to predict changes in future demand had been rated as following best practice.

The panel queried the impact of increasing number of schools appeals and the resources available to meet demand. Bill Hague, Service Manager School Places and Transport, detailed a number of changes made to respond to the increase in the number of appeals, for example, the introduction of an online appeal application form.

Resolved

The panel comments of the draft strategy to be considered.

The meeting closed at 19:38



Children, Young People and Families Scrutiny Panel

6 July 2016

Report title **Parental Ambassadors Programme**

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 555275 Alex.jones2@wolverhampton.gov.uk
Report to be/has been considered	Strategic Executive Board	3 May 2016

Recommendation(s) for action or decision:

The Panel is recommended to:

1. The report is to inform the Children and Young Peoples Scrutiny Panel of the success of the Parent Ambassadors Programme facilitated by the School Standards - Citizenship, Language and Learning Team (CLL).
2. Comment on the scope and effectiveness of City of Wolverhampton Council's response to securing the highest possible standards across all Wolverhampton schools and in supporting economic regeneration across the city as a whole.

1.0 Purpose

- 1.1 The Children and Young People Scrutiny 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 securing the highest possible standards across all Wolverhampton schools and in supporting economic regeneration across the city as a whole.

2.0 Background

- 2.1 Wolverhampton Schools receive a large number of children who are new to the country. In the 2014/15 academic year 852 new to the country children joined a Wolverhampton school (93.5% do not speak English as a first language). In this academic year numbers are likely to increase even further.

- 2.2 Schools in Wolverhampton have highlighted a huge challenge in engagement with new community groups due to language and cultural barriers. This was evidenced by higher persistent absenteeism amongst certain new community groups, lower attendance at school events and, in addition, other services (in particular health, for example GP registration) reported a low take up from new migrant groups. Similarly from focused group discussions with new community parents we found the following:

- Nearly all parents felt language prevented effective communication with and from schools;
- Half felt they lacked a "voice" with regards to their children's education;
- Over 70% were unaware of rights and responsibilities of parents in a UK setting;
- 50% were unaware of the services offered to children such as free dentistry, opticians etc.

- 2.3 Finally, there are very few employment opportunities (with a strong correlation to high poverty) for people from new to the country migrant groups, in particular:

- women who have children at school age;
- people from certain ethnic groups such as Roma;
- women who have recently received refugee status.

3.0 Discussion

- 3.1 To meet these challenges Wolverhampton's Citizenship, Language and Learning Team took the best practice that was developed in London and have become the first LA outside London to run a parent/community ambassador training programme for citizens from these vulnerable groups in the City. The role of the Parent Ambassador is:

- 1) Act as a two way liaison between schools and new community groups;
- 2) Assist with the admission of children from new community groups into the school;
- 3) Organise meetings with new community parents e.g. coffee mornings to inform and support them to access services available to community members in Wolverhampton (health, recreation, finance etc);

- 4) Signposting parents to sources of advice/information/guidance;
- 5) Act as interpreters during parent consultations;
- 6) Engaging Parents in school events and courses run into the school;
- 7) Supporting children in lessons by offering bilingual support.

- 3.2 The City of Wolverhampton programme provides a 24 hour (three hours a week) accredited Open College level 2 UK qualification training course in becoming a parent ambassador plus a voluntary placement in a local school. A member of the Citizenship, Language and Learning Team (CLL) Team delivers the course which is run in partnership with Wolverhampton Adult Education Service who fund the accreditation and carry out the verification.
- 3.3 After completion of the course, ambassadors are in position to obtain part time employment in school as a community ambassador. Six women have completed the course as part of the pilot project and of those five were previously unemployed; all five are now in part time employment in local schools - part funded by the schools and part funded by Business Innovation and Skills Grant.
- 3.4 Cohort two of the project is now running with seven participants who are all currently unemployed. They are all currently placed at different Wolverhampton schools and funding (Schools and Big Lottery) has been secured to ensure that they will all have a part time job at the end of the course.
- 3.5 Visits from the AES, Refugee Migrant Centre and other organisations throughout the course also allow learners not only to learn where to signpost other parents but also what training opportunities they could benefit from themselves if they were interested and wanted to get other/further qualifications.
- 3.6 The CLL team is looking at the opportunities on how we could work together with the Strengthening Families teams overseeing the Parent Champions Scheme to ensure that we do the best we can to allow the families to benefit from different opportunities and thrive.
- 3.7 We are beginning discussions with community based organisations in Wolverhampton on how the parent ambassadors could be used to support the community cohesion and the welcome of new arrivals in the city.
- 3.8 A celebration event is planned in June 2016 which the Mayor and other Council officials will be invited to.

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 LA in supporting raising standards in schools has financially significant implications for the Council and for the City.

[OJ/21062016/V]

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.

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 HR 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

Children, Young People and Families Scrutiny Panel

6 July 2016

Report title	School Improvement and Governance Strategy (revised version) 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 555275 Alex.jones2@wolverhampton.gov.uk
Report to be/has been considered	Strategic Executive Board	3 May 2016

Recommendation(s) for action or decision:

The Panel is recommended to:

1. Scrutinise the updated School Improvement and Governance Strategy (Appendix 1) for 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 The Children and Young People Scrutiny Panel updated School Improvement and Governance Strategy (Appendix 1) for 2016.
- 1.2 The Children and Young People Scrutiny 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 schools in its area and ensure that where improvements are necessary, these are carried out effectively and expeditiously.

2.0 Background

- 2.1 The School Improvement and Governance Strategy (Appendix 1) has been in use since September 2014 (first in draft form and then following approval by Cabinet).
- 2.2 The implementation of the strategy has had a significant impact on the number of schools in the City being judged to be good or better by Ofsted – increasing from a low of 63% in September 2013 to 79% in April 2016 with further significant improvements expected by September 2016.
- 2.3 The strategy has now been revised and refreshed based on experiences in the first 12 months of implementation and a consultation with Headteachers and Officers.

3.0 Discussion

The main changes to the document are:

- 3.1 Update of paragraph 1.6: to ensure alignment with Education's Corporate plan aims.
- 3.2 Update of Section 2 – Statutory Context: Updated to include the amendments to the Education and Inspections Act 2006 by the Education and Adoptions Act 2016. The amendments are:
 - a) Stating that every school judged 'inadequate' by Ofsted will be turned into a sponsored academy.
 - b) Giving new powers to the Secretary of State for Education to intervene in schools considered to be underperforming.
 - c) Expanding the legal definition of the 'eligible for intervention' category to include 'coasting' schools, and enable (but not require) the Secretary of State to turn such schools into sponsored academies or intervene in them in other ways.
 - d) Allowing the Secretary of State to issue directions, with time limits, to school governing bodies and local authorities, to speed up academy conversions.
 - e) Placing a new duty on schools and local authorities in specified cases to take all reasonable steps to progress the conversion
 - f) Requiring schools and local authorities in specified cases to work with an identified sponsor toward the 'making of academy arrangements' with that sponsor.
 - g) Removing the requirements for a general consultation to be held where a school 'eligible for intervention' is being converted to a sponsored academy.

- 3.3 Update of paragraph 4.2: to include the LA's actions should a school fall below government floor standards.
- 3.4 Inclusion of a paragraph on challenge and accountability of academies (paragraph 4.4)
- 3.5 Update of paragraph 4.5 to include the process for RAG rating of governing bodies.
- 3.6 Update of Annex 1 - Support Categories for Wolverhampton Schools to ensure an even more robust categorisation process for schools.

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 LA in supporting raising standards in schools has financially significant implications for the Council and for the City.

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- 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.

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 HR 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 1

School Improvement and Governance Strategy 2016

School Improvement and Governance Strategy

1. Introduction

- 1.1** The 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.
- 1.2** Educational standards across the City are improving rapidly and this upward trend will 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.
- 1.3** We believe that all families in Wolverhampton want their children to succeed in education. We believe they want an education system that values and celebrates high standards, and where no child is left behind as they learn and achieve through a broad and balanced curriculum.
- 1.4** We will ensure that our education system prepares all children and young people to become confident and responsible adult citizens. We will equip them with the skills they need for their own future economic prosperity, and that of the City.
- 1.5** In partnership with our schools we will build a school system where: the highest quality education is delivered in all Wolverhampton schools, all schools work together in a self-improving, self-sustaining school to school support system. Together we will act as the champion of pupils and families, particularly our most vulnerable.
- 1.6** The City of Wolverhampton Council will:
- Maintain and build upon the effective working relationships with schools to facilitate the development of strong, local school to school support networks through a systems leadership and partnership working approach that involves all relevant stakeholders in the school improvement work across the City.
 - Implement a robust and effective challenge and support programme to all schools across the City through a staged and differentiated approach based on a 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 enable them to fully understand their needs and or requirements in regards to training and support, instigate an effective recruitment and retention programme for governors and ensure there is a comprehensive training package for governors at every level.
 - Ensure that safeguarding is accorded with the highest priority in all Wolverhampton schools.

2. Statutory Context

- 2.1** The local authority's current statutory responsibilities for educational excellence are set out in section 13a of the Education Act 1996. That duty states that a local authority must exercise its education functions with a view to promoting high standards. Local authorities must discharge this duty within the context of increasing autonomy and changing accountability for schools, alongside an expectation that improvement should be led by schools themselves.
- 2.2** The Education and Inspections Act 2006 defined the strategic role of the local authority in the school improvement process:
- As 'champion' of the needs of children and young people and their families;
 - In the planning, commissioning and quality assurance of educational services;
 - In challenging schools and, where appropriate, to commission support and, if necessary, to intervene in the management and governance of the school; and
 - Where a local authority has concerns about academy performance it must raise them directly with the Department for Education.
- 2.3** The 2006 Act requires local authorities to respond to parental concerns about the quality of local schools and grants new powers to intervene earlier, in maintained schools, where performance is poor. Part 4 of the Act sets out measures for tackling school underperformance by:
- Enabling early action to tackle school underperformance so that it does not become entrenched and lead to formal school failure;
 - Ensuring that effective support and challenge is provided immediately when unacceptable standards are identified, so that improvements can be made quickly; and
 - Securing decisive action if a school in Special Measures fails to make sufficient progress, so that the education and life chances of pupils are safeguarded.
- 2.3** The Act differentiates between absolute low attainment (below floor standards) and relative under-performance where there may be declining or static performance by children and young people, under-performance by specific groups, or in specific subject areas. In all cases, early intervention is seen as the key in preventing school failure.
- 2.4** The Act gives revised powers to the local authority to intervene in maintained schools causing concern which builds on existing statutory powers to ensure that every child is provided with the education and opportunities they deserve. Wolverhampton City Council will apply these powers of intervention when deemed to be appropriate. Further statutory guidance can be found at <https://www.gov.uk/government/publications/schools-causing-concern>.
- 2.5** The Education and Adoptions Act 2016 amends the 2006 act by:
- Stating that every school judged 'inadequate' by Ofsted will be turned into a sponsored academy.
 - Giving new powers to the Secretary of State for Education to intervene in schools considered to be underperforming.
 - Expanding the legal definition of the 'eligible for intervention' category to include 'coasting' schools, and enable (but not require) the Secretary of State to turn such schools into sponsored academies or intervene in them in other ways.
 - Allowing the Secretary of State to issue directions, with time limits, to school governing bodies and local authorities, to speed up academy conversions.

- Placing a new duty on schools and local authorities in specified cases to take all reasonable steps to progress the conversion
- Requiring schools and local authorities in specified cases to work with an identified sponsor toward the 'making of academy arrangements' with that sponsor.
- Removing the requirements for a general consultation to be held where a school 'eligible for intervention' is being converted to a sponsored academy.

3. Shared principles

The Wolverhampton School Improvement Strategy is underpinned by the following key principles:

3.1 That every child or young person in Wolverhampton will reach their full potential and have a happy and positive school experience.

3.2 That every school in the City will make effective provision for children and young people with special educational needs and disabilities so that they can make good progress in their learning and can move easily on to the next stage of their education and have aspirations for employment and independent adult life.

3.3 That the outcomes of every child or young person in Wolverhampton are a collective responsibility:

While responsibility for improvement rests with individual schools as self-managing institutions; Wolverhampton City Council has a statutory duty (as outlined in Section 2) to challenge and, where it deems it necessary, to undertake timely interventions in schools to raise standards.

3.4 That transparency, mutual trust and partnership are vital to a self-improving system:

A clear and robust criteria for categorising each school, based on their level of effectiveness in providing a good level of education, will be shared with school leaders (See Annex 1). Once categorised, schools will receive differentiated levels of challenge and intervention from the local authority (see Annex 2) to ensure rapid and sustainable school improvement. Where a local authority has concerns about academy performance it will raise them initially with the school and then, if necessary, directly with the Secretary of State via the Regional Schools Commissioner and through Ofsted.

3.5 That strong leadership, management and governance are essential:

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

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

School to school improvement networks that are built on autonomy and strong professional relationships, are vital to ensure effective support is available to all schools. Through these networks, schools will take ownership and responsibility for their own and each other's performance and improvement.

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

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

4. Local authority judgement of school effectiveness:

4.1 School Improvement Advisors (SIAs)

Where School Improvement Advisors are deployed they will seek to:

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

4.2 Categorisation of schools;

- Each Wolverhampton School will be placed in one of four local authority categories based on published criteria, (see Annex 1). **No school, however compelling its quantitative or qualitative data may move to a Category A until it has been judged to be at least good through a recent Ofsted Inspection.**
- **In addition, any school that is below DfE Floor Standards cannot be judged to be higher than a B2 regardless of the schools other circumstances and therefore will be issued with a pre-formal warning notice which may then lead, if effective action is not taken in a timely manner, to the LA using its formal powers of intervention.**
- In the Autumn Term, schools will be informed, by letter, of their local authority category and the reasons for it. This categorisation will be reviewed every term and if the risk factors for the school increase/decrease the schools category may be changed; schools will then be informed of any changes and the reasons why.
- Local authority School Improvement Advisors (SIAs) will be allocated to work with schools on the basis of need, as identified through the categorisation process.
- All schools will be provided with a core programme of challenge and intervention (see Annex 2). Where a local authority has concerns about academy performance it will raise them initially with the school and then, if necessary, directly with the Secretary of State via the Regional Schools Commissioner and through Ofsted.

4.3 Challenge and Accountability – Maintained Schools;

- Once categorised, schools will receive a differentiated level of challenge and intervention from the local authority through School Improvement Advisors (SIAs) (see Annex 2).
- School Improvement Advisors (SIAs) will provide differentiated levels of professional challenge to schools, in order to evaluate performance, identify priorities for improvement and plan effective change.
- School Improvement Advisors (SIAs) will act for and on behalf of the local authority and are the main conduit for local authority communication on school improvement.

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

4.4 Challenge and accountability – Academies;

(Set out in more detail in City of Wolverhampton Academies Protocol)

- 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 raise the issue with the Head teacher / Principal, Chair of Governors and, where appropriate, the provider. If necessary this will be followed by a visit from a school improvement advisor in order to be informed about potential solutions within an agreed timescale. If the Local Authority is then not satisfied that the concerns raised have been effectively addressed it will report its concerns to the Regional Schools' Commissioner.
- Where the Local Authority has concerns about an academy's safeguarding arrangements or procedures (arising as a result of investigations about individual children or otherwise), these concerns will be reported to the Education Funding Agency (EFA) who have the responsibility to take any necessary improvement action and monitor the situation.

4.5 Governance;

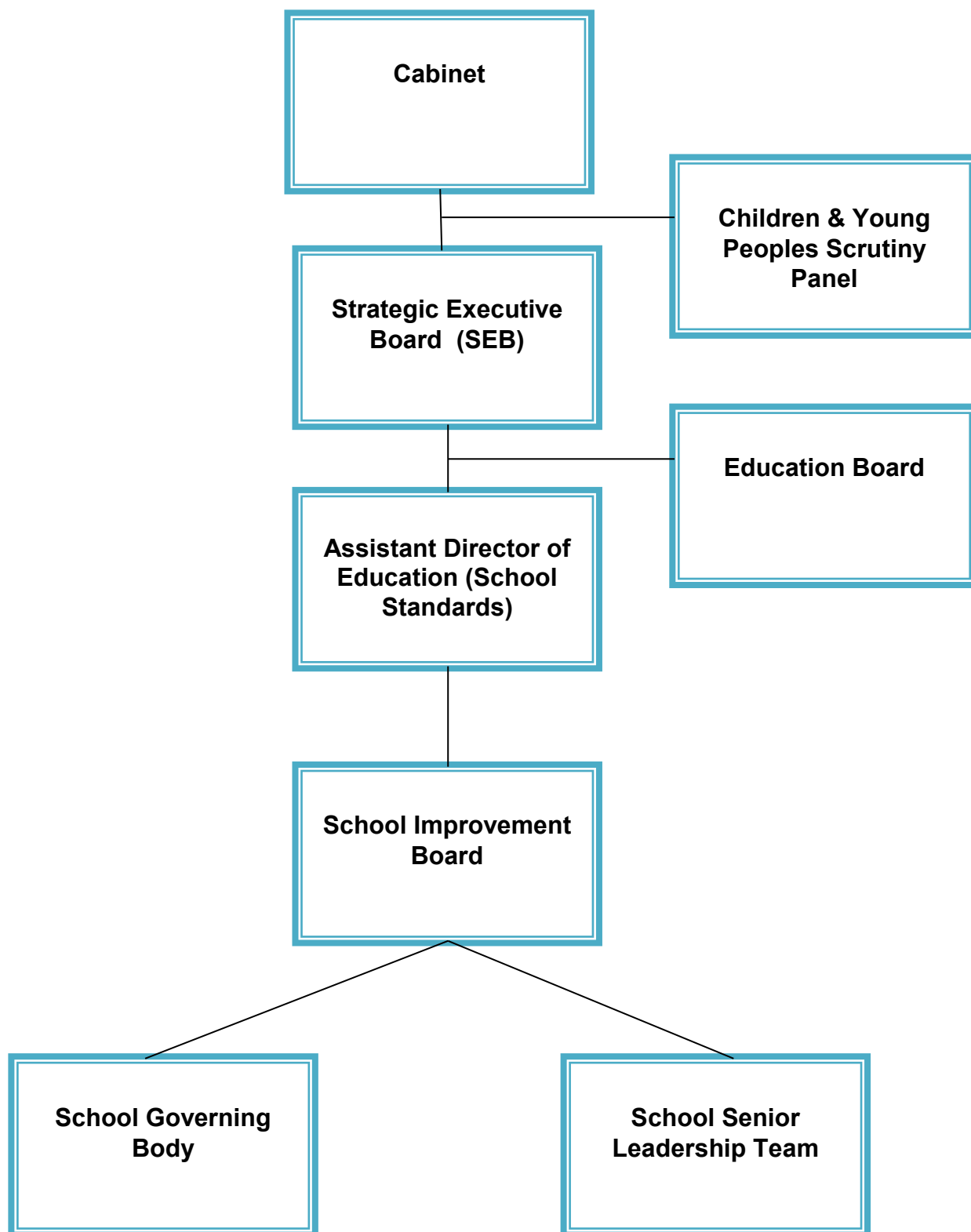
- The council's Governance Strategy (see Annex 4) outlines a robust system for evaluating the effectiveness of governing bodies which will include, a minimum of:
 - Scrutiny of schools most recent Ofsted reports for comments on governance
 - The school's website and the publication of statutory information
 - 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.
 - **RED** - **Fails to meet all critical standards**
 - **AMBER** - **Critical standards are all met; some core standards are missing**
 - **GREEN** - **All standards to enhance practice are effectively implemented**
- Any schools where the governing body has been rated as Red or Amber may be directed by the local authority to participate in a full review of governance by an independent National Leader of Governance (NLG), or, where support fails to see quick results, an Interim Executive Board (IEB) may be established (see 4.4 below).

4.6 Further Powers of intervention;

- The council reserves the right, where maintained schools are not making adequate improvements or are below floor standards to implement its further powers of intervention as outlined in 'Schools Causing Concern - the statutory guidance for local authorities' (March 2016).
- Where a local authority has concerns about academy performance it will raise them initially with the school and then, if necessary, directly with the Secretary of State via the Regional Schools Commissioner and through Ofsted.

5. Accountability Summary



Annex 1

Support Categories for Wolverhampton Schools

It is important for the Local Authority to consider how it groups schools with differing needs in order to proportionally justify targeting of finite support and resources (Judgements are based on the range of evidence available to the LA at the time of categorisation)

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

Categorisation	Rationale
<p>A</p> <p>Providing a good or better level of education</p>	<ol style="list-style-type: none"> 1. Judged good or outstanding by Ofsted at the last inspection. <p>and</p> <ol style="list-style-type: none"> 2. Judged securely good or outstanding by the LA through School Improvement Advisor work with the school and is therefore likely to be judged so at the schools next Ofsted inspection. 3. Leadership and management at all levels particularly senior leaders, middle managers and governors consistently demonstrate, through evidence and analysis of data, effective processes and structures which have a good impact on pupils' achievement and behaviour. 4. School Governors are RAG rated at Green by the LA. 5. School leaders and managers are accurate in their self-evaluation and judgements are evidence based, including robust data analysis. 6. School data is presented in a manner that is accessible to teachers, governors and school leaders and facilitates forensic analysis and rapid action to improve pupil outcomes 7. In mainstream schools, pupil achievement for reading, writing and mathematics for all groups of pupils is consistently above the national standards over the last 3 years. The school is able to evidence progress and attainment across foundation subjects. 8. In-year progress across the vast majority of year groups, pupil groups and core subjects is consistently strong and/or the gap is rapidly narrowing. 9. Nursery school child development and learning assessments on exit demonstrate that different groups make good and often outstanding progress from their starting points, and progress rates contribute to narrowing the attainment gap.. 10. In Special Schools the vast majority of pupils with shared starting points are making more than expected progress (Median and Upper Quartiles defined in Progression Guidance 2011); robust benchmarking and rigorous moderation of assessment ensures that challenging targets are set, and careful analysis of progress and development is leading to improved attainment, and pupils are well prepared for the next stage of their education. 11. The vast majority of teaching over time is good with an increasing percentage of outstanding teaching being evidenced. Any teaching requiring improvement is effectively and rapidly tackled by school leaders. No inadequate teaching is evident. 12. Provision for safeguarding meets all statutory requirements. 13. Behaviour is managed consistently well, all groups of pupils attend regularly and there are no or very few exclusions. 14. Special School and PRU attendance shows consistent improvements with secure systems and processes evidencing impact on upward attendance trends within school context where overall attendance is below national levels. 15. The school can evidence highly successful strategies for engaging with parents. There are very few concerns expressed by parents. 16. The school is effective in its outward facing links with other partners which contribute to and support school improvement processes, including working with and supporting other schools.

17. Other risk factors are considered to be low by the LA

Categorisation	Rationale
<p>B1</p> <p>Level of education provided requires improvement</p>	<ol style="list-style-type: none"> 1. Schools that have previously been judged good or outstanding at their last Ofsted inspection but are considered to be vulnerable sat the next inspection by the LA through the work of the School Improvement Advisor or school performance data. <p>Or</p> <ol style="list-style-type: none"> 2. School is judged as requiring improvement by Ofsted with Leadership and Management judged to be good and demonstrating good capacity to improve and this judgement continues to be evidenced through the work of the School Improvement Advisor with the school <p>Or</p> <ol style="list-style-type: none"> 3. School is judged to be requiring improvement at its last historic inspection (up to two years ago) but all evidence to the LA, through School Improvement Advisor work with the school, indicates that the school is likely to be judged to be good at its next inspection. 4. Leadership and management at all levels particularly senior leaders, middle managers and governors are secure and improving which is leading to improvements in pupils' achievement and behaviour and this can be clearly evidenced particularly through the analysis of data. 5. School Governors are RAG rated at least Amber by the LA with a clear action plan for improvement. 6. School leaders and managers are generally accurate in their self-evaluation and judgements are increasingly evidence based, including robust data analysis. 7. School data is presented in a manner that is accessible to teachers, governors and school leaders and facilitates forensic analysis and rapid action to improve pupil outcomes. 8. In mainstream schools, pupil achievement for reading, writing and mathematics for all groups is at or above the national standards or is improving rapidly over the last 3 years. The school is beginning to be able to evidence progress and attainment across foundation subjects. 9. Achievement shows a trend of improvement over time; although there may be some variability between one year and the next and/or between different groups. 10. In-year progress across most year groups, pupil groups and/or core subjects shows a trend of improvement over time and/or the gap is narrowing; although data may show a variable picture over the last three years. 11. Nursery school child development and learning assessments on exit demonstrate consistently good progress from their starting points. 12. In Special Schools most pupils with shared starting points are making expected/more than expected progress (Median and Upper Quartiles defined in Progression Guidance 2011); where benchmarking and rigorous moderation of assessment indicates pupils making less than expected progress/ are unlikely to make expected/higher attainment, a robust response is being made to increase progress and raise attainment.

	<p>13. The quality of teaching is rapidly improving and there is very little inadequate teaching evident. Any teaching deemed inadequate is effectively and rapidly tackled by school leaders.</p> <p>14. Provision for safeguarding meets all statutory requirements</p> <p>15. Behaviour is managed well, all groups of pupils attend regularly and there are very few or reducing numbers of exclusions.</p> <p>16. Special School attendance and PRU shows consistent improvements with secure systems and processes evidencing impact on upward attendance trends within school context where overall attendance is below national levels.</p> <p>17. Engagement with parents is secure and the vast majority of parents express contentment with the school.</p> <p>18. Outward facing links are increasing. School leaders are taking the opportunity to work with other schools in the network and beyond.</p> <p>19. Risk factors such as a no substantive headteacher in post, newly appointed headteacher, high turnover of staff, a high number of NQTs and exceptional circumstances are accurately identified and are considered to be having minimal impact on standards by the LA.</p>
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Categorisation	Rationale
<p>B2</p> <p>Level of education provided requires improvement</p>	<p>1. School is judged as requiring improvement by Ofsted and demonstrates limited capacity to improve; this judgement continues to be evidenced through the work of the School Improvement Advisor and/or school performance data</p> <p>Or</p> <p>2. Schools that have previously been judged good or outstanding at their last Ofsted inspection but are considered to be very vulnerable at next inspection by the LA through the work of the School Improvement Advisor work with the school and/or school performance data</p> <p>Or</p> <p>3. The school is below DfE floor standards.</p> <p>4. Aspects of leadership and management, teaching and learning or behaviour and safety require improvement and/or school leaders do not yet consistently demonstrate effective processes and structures, or accuracy in its self-evaluation and they demonstrate limited capacity to improve.</p> <p>5. School Governors are RAG rated Amber or Red by the LA and there is little evidence of capacity to improve.</p> <p>6. The LA, through School Improvement Advisor work with the school, has identified areas of fragility within attainment & progress data in specific subjects, with particular groups or in identified year groups</p> <p>7. Pupil progress for English and mathematics has fallen below the national standards over the last three years and/ or the school has fallen below government floor targets in one or more area. In-year progress across certain year groups, pupil groups and/or core subjects shows a declining picture over time and/or the gap is not narrowing or is widening.</p>

8. Nursery school child development and learning assessments on exit do not consistently evidence expected progress from their starting points In Special Schools there is inconsistent evidence of pupils making expected/more than expected progress from their starting points; benchmarking and moderation of assessment have limited impact on pupils making less than expected progress/ are unlikely to make expected/higher attainment.
9. Special School and PRU attendance shows limited improvements with systems and processes that do not consistently evidence impact on upward attendance trends within school context where overall attendance is below national levels.
10. The majority of teaching is requires improvement across the school and there may be some elements of inadequate teaching that is slow to be effectively tackled.
11. Behaviour is managed appropriately, most groups of pupils attend regularly or attendance is improving and there are few or a reducing number of exclusions.
12. Provision for safeguarding meets requirements.
13. The school is starting to develop suitable strategies for engaging with parents.
14. The school does not fully participate in its outward facing links with other partners, including the LA and, in particular, the School Improvement Advisors, to contribute to or support their school improvement processes.
15. The school is not effectively using its budgets and resources to improve academic outcomes for all pupils and/or holds a deficit balance and/or holds a surplus balance above the recommended limits.
16. Risk factors such as a no substantive headteacher in post, newly appointed headteacher, high turnover of staff, a high number of NQTs and exceptional circumstances are considered to be significant by the LA.

Categorisation	Rationale
<p>C</p> <p>Level of education provided has serious weaknesses or school is in special measures</p>	<p>1. School is judged as having serious weakness or requiring special measures by Ofsted.</p> <p>Or</p> <p>2. Overall the LA, through the work of the School Improvement Advisor with the school, judges that the quality of education to be inadequate. There are key aspects that require significant improvement.</p> <p>Or</p> <p>3. The school is below DfE floor standards and demonstrates limited capacity to improve outcomes.</p> <p>4. Leadership and management does not consistently demonstrate effective processes and structures including the accuracy of self-evaluation and data analysis. Leaders and managers are not taking sufficiently effective steps towards securing good behaviour..</p>

5. Leadership and management of the school particularly senior leaders, middle managers and governors may or may not have the capacity to make the necessary improvements in a timely manner.
6. School Governors are RAG rated at Red by the LA and there is little evidence of capacity to improve.
7. Pupil progress is inadequate over the last three years in English and/or mathematics, and/or for different groups.
8. Nursery school child development and learning assessments on exit do not consistently evidence expected progress from their starting points.
9. In Special Schools there is limited evidence of pupils making expected/more than expected progress from their starting points; as a result of inconsistent benchmarking and moderation, there is insufficient evidence of pupil progress and attainment being impacted.
10. The vast majority of teaching over time requires improvement and does not secure the good progress of pupils. Inadequate teaching is not effectively addressed by school leadership.
11. The school's arrangements for safeguarding pupils do not meet statutory requirements and give cause for concern. The number of exclusions is high, or rising.
12. Attendance is consistently low for all pupils or groups of pupils and shows little sign of improvement
13. Special School and PRU attendance shows limited improvements with systems and processes that do not consistently evidence impact on upward attendance trends within school context where overall attendance is below national levels.
14. The schools strategies for engaging parents are weak and parents have expressed little confidence in the school.
15. The school does not engage effectively in outward facing links with other partners, including the LA and, in particular, the School Improvement Advisors, to contribute to or support their school improvement.
16. The school is not effectively using its budgets and resources to improve academic outcomes for all pupils and/or holds a deficit balance and/or holds a surplus balance above the recommended limits (Supported through evidence from Finance Officers)

Annex 2: **Notional School Improvement Advisor Time Allocation**

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

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

Schools are able to purchase additional SIA time through an SLA if they should so wish.

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

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

Other School Improvement Advisor Time:

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- Attendance at and reporting of Ofsted/HMI Meeting @ 0.5+ day/meeting
- Additional support for Headteacher (all maintained schools) & senior leadership) appointment processes. Academies/Free schools are able to purchase this support through an SLA should they so wish.
- Completion of Headteacher references only.

Annex 3:

School Improvement Board (SIB)

Membership

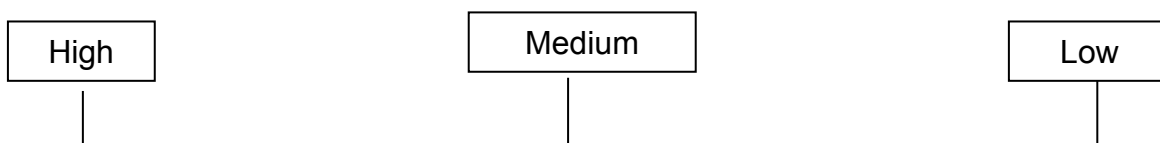
At-Risk School Advisor (Chair)
School Improvement Advisor
Headteacher*
Other senior School Leaders
Chair of Governors (or appropriate substitute)
Other school governors*

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

Terms of reference

- All schools judged by the local authority as being 'at risk' and placed into Category B or C of the local authority categories (see annex 1) will be subject to challenge through regular individual School Improvement Board meetings (SIB).
- SIB meetings will be chaired by a senior local authority officer.
 - C Cat schools will receive at least half termly SIB Meetings (more if required)
 - B2 Cat schools will receive half termly SIB Meetings
 - B1 Cat Schools will receive termly SIB Meetings
- There will be a minimum expectation of attendance from the Headteacher and Chair of Governors, although wider participation from school leadership teams and governors will be encouraged.
- The meetings will follow a set agenda that will be shared with all members of the SIB prior to the meeting. All meetings will be minuted by a LA administrator.
- The body of the meeting will be led by the Headteacher and Chair of Governors who will present evidence of impact against the schools priorities for improvement; both since inspection and/or since the previous SIB meeting.
- At the end of the meeting the following School Risk Assessment will be completed:
 - Each member attending the SIB the meeting will be asked the following question and be expected to indicate where they think the school is on the continuum.

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



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

Annex 4:

Governance Strategy:

Vision

Improving School Leaders —→ Improving Schools —→ Improving Outcomes

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

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

Sir Michael Wilshaw (Chief Inspector of Schools)

1. Background and Scope:

- 1.1 New forms of governance are becoming more widespread, and increased levels of responsibility are being demanded of governors as schools become more autonomous, whilst at the same time the local authority’s role is being challenged through political, social and fiscal pressures.
- 1.2 This increased level of challenge means governing bodies will need to be better equipped to take on the responsibility and accountability for the school’s strategic leadership, and to develop their role of challenge and support.
- 1.3 The Local Authority’s new School Improvement and Governance Strategy will support the development of strong and effective school leadership ensuring all schools in Wolverhampton offer an outstanding level of education for all of our children and young people.

2. The council’s Statutory Duties with regard to School Governance

- 2.1 The council has a duty to promote educational excellence as set out in section 13a of the Education Act 1996. That duty states that a local authority must exercise its education functions with a view to promoting high standards. The Education and Inspections Act 2006 further defined the strategic role of the local authority in the school improvement process:
 - As ‘champion’ of the needs of children and young people and their families;
 - In the planning, commissioning and quality assurance of educational services; and,
 - In challenging schools and, where appropriate, to commission support and, if necessary, to intervene in the management and governance of the school.
- 2.2 With regard to school governance each local authority has a duty towards:
 - Recruiting Local Authority Governors,
 - Ensuring that information and training is available to governors to enable them to undertake their role effectively.

- Strengthening governing bodies and creating Interim Executive Boards (IEB's) where a governing body is failing in its responsibilities.
- Using statutory powers of intervention under the Education and Inspections Act (2006).
- Agreeing and Making Instruments of Governance for all maintained schools.

3.0 The Council expects its school governors to:

- (i) Champion improved outcomes for all children and young people in Wolverhampton
- (ii) Consider national and local priorities and challenge decisions that could be detrimental to improved educational outcomes.
- (iii) Set high expectations through promoting Wolverhampton as a place that children and young people can be proud of
- (iv) Focus on challenging schools to close gaps in attainment and progression and exceed national averages, particularly for vulnerable groups of children and young people.
- (v) Maintain an understanding of and communicate the council's priorities and developments at governing body meetings
- (vi) Maintain an awareness of the school's local area, community and local priorities
- (vii) Promote the expectation that to be retained as a Governor who can effectively drive school improvement, the core training offered by the LA will be taken up by all governors.

4. Recruitment & retention:

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

4.1 Recruitment and retention of local authority governors

(Please see the full policy and procedure on the recruitment and retention of Local Authority Governors for further information regarding criteria for appointments, qualifications and disqualifications, expectations, and the procedure appointment to an IEB or Governing Board.)

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

4.2 The Local Authority Nominations Panel

- All expressions of interest must be submitted to the Local Authority for consideration by the nominations panel
- Membership of the Panel consists of:
 - Assistant Director for School Standards (Director of Education for IEB members)
 - School Workforce and Governance Manager
 - School Workforce and Governance Coordinator

4.3 Local Authority (LA) support and development for governors

- The LA will provide support through forums, training and the development of resources for our members of governing boards to ensure all governors are fit for purpose and can effectively support and challenge schools' Senior Leadership Teams and act as a conduit for information between the LA and schools.

5. Evaluating the effectiveness of Governing Bodies

5.1 The council has implemented a robust audit system for evaluating the effectiveness of governing boards. The minimum evidence taken into account is:

- 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.
- Intelligence gathering from School Improvement Advisors
- Evidence from School Improvement Board meetings.

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

- **RED** - **Fails to meet all critical standards**
- **AMBER** - **Critical standards are all met; some core standards are missing**
- **GREEN** - **All standards to enhance practise are effectively implemented**

5.3 This rating will then be communicated to all Head Teachers and Chairs of Governors with recommendations for action, who will then be given the opportunity to respond to the rating by providing further evidence, if appropriate.

5.4 The authority will then make a final judgement for each school. Any schools rated as red or amber may be directed by the local authority to participate in a full review of governance by an independent National Leader of Governance (NLG), or, where support fails to see quick results, an Interim Executive Board may be established. See DfE 'Schools Causing Concern Jan 2015)

6. Training and development for governors

6.1 There is a need to improve standards of Governance across the city and therefore a programme of continuous professional development is critical if governors are to fulfil their statutory roles and contribute to excellent outcomes for children and young people across the City.

6.2 The local authority recruitment and retention policy therefore includes a core programme of training and support aimed at ensuring all governors are fit for purpose and can effectively support and challenge schools' Senior Leadership Teams.

6.3 This core package will include:

- A 12 month training programme that supports new chairs of governors in their first year in post through a range of twilight training sessions and personalised support. This training package will

also target 'Chairs in Waiting' and those chairs highlighted as ineffective through the local authority's RAG rating system.

6.4 Running in conjunction with the above, and capitalising on the school to school support model, will be a package of networking, mentoring and coaching from effective Chairs of Governors from other local schools. For all other governors, a series of critical twilight training sessions will target the essential skills to be an effective governor.

6.5 The core training will be funded by the Local Authority, wherever possible, and as outlined in the 'Role Profile' and retention policy, there will be a high expectation that all governors will attend this training in order to become, and remain, an effective governor of a Wolverhampton School.

6.6 In addition to the core training programme, described above, the local authority will increase its use of bespoke training to meet specific needs of Governing boards National Leaders of Governance (NLG's). NLG's are highly effective chairs of governors, who use their skills and experience to support the development of effective governance in other schools. The use of NLG's will be targeted at those governing bodies who are judged to be the most vulnerable through the local authority RAG rating.

This strategy clarifies the expectations of governors across the city. Wolverhampton City governors will be motivated, skilled school leaders, recruited and retained through more efficient and effective practices, who champion early evaluation and identification of where training and development, support and challenge or indeed LA intervention is required in their schools.

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Children, Young People and Families Scrutiny Panel

6 July 2016

Report title **Local Authority School Improvement Inspection - Self Evaluation Document**

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 555275 Alex.jones2@wolverhampton.gov.uk
Report to be/has been considered	Strategic Executive Board	3 May 2016

Recommendation(s) for action or decision:

The Scrutiny Board is recommended to:

1. Scrutinise the Local Authority School Improvement Inspection Self Evaluation Document (Appendix 1).
2. Comment on the scope and effectiveness of City of Wolverhampton Council's response to a possible inspection of the LA's school improvement services by Ofsted and in securing the highest possible standards across all Wolverhampton schools.

1.0 Purpose

- 1.1 To inform The Children and Young People Scrutiny Panel of the School Standards preparation for a possible Local Authority School Improvement Inspection including the services draft self-evaluation document (Appendix 1).
- 1.2 The Children and Young People Scrutiny 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 schools in its area and ensure that where improvements are necessary, these are carried out effectively and expeditiously.

2.0 Background

- 2.1 The Handbook for the Inspection of Local Authorities (September 2015) outlines the process for the inspection of LA school improvement services.
- 2.2 The LA will be given up to five days' notice of the inspection; which will take two weeks.

Week 1 will include a number of focus school inspections (approx. 10) and a telephone survey of further Headteachers.

Week 2 onwards will be an on-site inspection of the local authority which will include:

- Initial meeting with DCS and/or Director of Education and the Head of School Improvement Services at the authority – to outline process, set timetable for week and share finding of week 1.
- Analysis of data, LA's assessment of school performance and LA self-evaluation document.
- Meetings with elected members, senior and operational staff, school-based staff and other stakeholders.
- Feedback at the end of the inspection.

- 2.3 The final report will then be published within 28 days of the end of the inspection. The LA is then required to respond with a written statement setting out its actions in light of the inspection findings.

3.0 Discussion

- 3.1 The following preparation for a possible inspection has been completed:
 - Draft Self-evaluation document (SEF) has been completed by the Assistant Director of Education in consultation with other services and stakeholders (Appendix 1)
 - Once SEF is approved an action plan for the key areas for development will be finalised (Paper to follow)
 - A full range of case studies, data analysis, policies have been compiled to evidence the self-evaluation document (hard copies are available for Panel to view if required)
 - Stakeholder groups of headteachers, governors and other key partners are in the process of being organised and briefed.

- A Logistics Plan and Comms Plan are in the process of being completed by Assistant Director of Education with the support of Sean Seagal and Paul Brown.

- 3.2 The attached Self Evaluation (SEF) outlines the councils current position against the key areas outlined in the Framework for the Inspection of Local Authorities (September 2015), including the key strengths and areas for development.
- 3.3 Once approved the SEF (and its appendices) will be updated on a termly basis to show the progress that the council is making against its priorities.

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 LA in supporting raising standards in schools has financially significant implications for the Council and for the City.

[OJ/21062016/Q]

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.

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 HR 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 1

Local Authority School Improvement Self –Evaluation Document

Wolverhampton LA

School Standards Service

Self-evaluation of the Local Authority's Arrangements for School Improvement (April 2016)

CONTEXTUAL INFORMATION

THE CITY: (Appendix CI1)

Wolverhampton is the 19th largest city in the country, has a population of 251,557 and is proud of the diversity that this encompasses, with 35.5% of its residents from BME communities. Population projections show that the balance of the population is likely to change significantly over the next couple of decades; with an increase in the number of children and older people and fewer working age people.

The population is predicted to grow by 8.9% by 2037, to 273,300, with the aged 19 or below cohort expected to increase by 7%. A total of 57,658 children and young people under the age of 18 years live in Wolverhampton. This is approximately 22.8% of the total population in the area.

As of October 2015, the local unemployment rate is significantly higher than that for the wider West Midlands region. It is also higher than the local Black Country average (Dudley, Sandwell, Walsall and Wolverhampton) and well more than double the national unemployment rate. Wolverhampton has the fourth highest JSA claimant rate, at 3.8%, of all 326 English Local Authorities and the third highest youth unemployment claimant rate at 5.7%, of all 326 Local Authorities.

Wolverhampton ranks 12th (from 20th in 2010) out of 326 Local Authority areas in the Indices of Deprivation Affecting Children (IDACI) 2015 with approximately 31.5% of the local authority's children and young people (aged 0 – 17) are living in poverty; this rises to 50% in 10 LSOA's. This is higher than the national average. This is particularly relevant when placing educational achievement into a relevant context as Wolverhampton pupils start their education journey from starting points that are well-below national average.

- The percentage of pupils known to be eligible and claiming free school meals was 22.4% in January 2015, which is over 7ppts higher than the national average for England of 15.2%.
- In 2015 over 650 new to country arrivals were placed in the City's schools; this is likely to continue to increase.
- 24.3% of pupils in Wolverhampton schools speak English as an additional language (over 9,000 pupils speaking more than 140 languages in January 2015), which is 7ppts higher than the national average for England of 17.3%.
- The mobility of pupils is also a particular challenge for a number of schools in Wolverhampton. According to the most recent school census (January 2015), 8.4% of the Year 5/6 school population (237 of 2815 pupils) joined their school in the previous two years.
- Wolverhampton's school population in 2015 was 40856. This figure is projected to grow very rapidly and there is increasing pressure on primary school places. This is expected to translate into secondary pressures within the next five years.
- 17.4% of pupils attending Wolverhampton schools in Spring 2015 had special educational needs and disabilities (SEND) compared to 15.4% nationally. This includes 3.0% (1261 pupils) with a statement of SEN or EHCP. The proportion of the latter group of pupils in Wolverhampton is high compared to most of our Statistical neighbours, and higher than the national average of 2.8%.

- 49.1% of pupils are from black or minority ethnic (BME) groups, compared to 28.6% nationally

OVERVIEW OF CITY EDUCATIONAL PROVISION:

- There are 114 schools in the City - 60 of which are classed as most deprived or deprived by Ofsted. The City has only 1 school in the least deprived category.
- The city invests significantly in early years provision so that children have as positive start as possible to their formal education. 93% of eligible 3 and 4-year olds access free early education, compared to 96 % nationally, ranking the City 113th nationally. 82% of 2 year olds in funded early education with good or outstanding providers (compared to 85% nationally) and 73% of 3 and 4 year olds (up 9% on 2014) which is below the national figure of 85%.
- Wolverhampton's primary school provision consists of 7 nursery schools, 5 infants schools, 5 junior schools, 64 primary schools. Of these 48 are maintained schools, 3 are sponsored academies, 12 are academy converters and 1 is a free school (Overall 20% are academies).
- There are 21 secondary schools, including 5 maintained schools and 12 academies of which 1 is a single sex selective girl's academy, 4 are sponsor led, 2 are free schools and 5 are Independent Schools. There is also 1 FE Colleges in the City.
- Wolverhampton has 8 Special Schools (specialist designations), of these: 5 are maintained, 2 have academy status and 1 is a free school. 6 out of 8 are currently judged as Good or Outstanding, with 2 currently un-classified.
- Outreach to schools is currently held by the 6 Special Schools identified as Good/Outstanding. Feedback to Special Schools who provide outreach would indicate that mainstream schools benefit from wide-ranging outreach support in the form of INSET and peer-to-peer support.
- There are 10 mainstream schools with an attached resource provision for SEND. Of these 4 provide secondary and 6 primary places. This provision is currently under review (Appendix C12)
- There are 4 Pupil Referral Units in Wolverhampton: 1 primary, 1 KS3, 1 KS4 and 1 medical needs.

OVERVIEW OF ATTENDANCE :

- The overall absence rate has significantly decreased for primary schools, from 5.4 per cent in 2012/13 to 4.3 per cent in 2013/14. The percentage of primary pupils classed as persistent absentees have decreased, from 3.7 per cent to 2.2 per cent.
- The overall absence rate has decreased for secondary schools, from 6.4 per cent in 2012/13 to 5.2 per cent in 2013/14. The percentage of secondary pupils classed as persistent absentees have decreased, from 7.7 per cent to 5.0 per cent..
- As a result of adaptations to practice following changes in legislation in September 2013 around leave of absence in term time, Wolverhampton has seen a significant drop in the number of persistently absence pupils, both in primary and secondary, with the main reason of unauthorised holiday, suggesting the issuing of penalty notices is having an impact. Wolverhampton's absence and persistent absence in both primary and secondary is higher than the national average and also high compared to statistical neighbours. However, further analysis shows that Wolverhampton's overall reduction in absence and PA across

both phases is improving more rapidly across the academic years than the national average. Behaviour & Attendance Officers employed by the local authority undertake Statutory Legal work to support improvement of attendance in schools. This can involve meetings to inform of the consequences of continued poor attendance and action through the Magistrates' Court, which can result in a number of outcomes, ultimately involving a prison sentence of up to 3 months. In 14/15 for cases where the local authority intervened there was a 7.7% average reduction in unauthorised absence

OVERVIEW OF EXCLUSIONS :

- The data shows a significant increase in the number of permanent exclusions during 13/14 and 14/15 – This is due to a number of reasons; schools no longer collectively fund the preventative element of the Behaviour Support Service. This is offered as a traded package of support to school but in 14/15 only 18 schools (all primary) bought in the support. In addition there has been a change to local policy and practice. Historically schools would put a pupil out of school and the Local Authority would take responsibility for sourcing alternative provision in order to avoid a permanent exclusion and this resulted in a number of years of zero permanent exclusions. This practice was reviewed and it was felt that it was not encouraging schools to take responsibility for their more challenging pupils and led to artificially low exclusion rates.
- Permanent exclusions for primary schools in 2013/14 were 6, in 2014/15 there were 14. So far in 2015/16 there have been 2.
- Permanent exclusion for secondary schools in 2013/14 were 4, in 2014/15 there were 29. So far in 2015/16 there have been 11.
- The most recent DfE data release for 13/14 shows that Wolverhampton permanent exclusions were below the national average and those of statistical neighbours. However, as the significant increase was in 14/15 we await the DfE release in July 2016 to confirm Wolverhampton's current position.
- During 14/15, 73% of primary permanently excluded pupils were placed in provision by the 6th day, so far in 15/16 this is 80%. Similarly, during 14/15, 71% of secondary permanently excluded pupils were placed in provision by the 6th day, so far in 15/16 this is 78%.

Key Achievements:

- ✓ Significant drop in persistent absences at both primary and secondary.
- ✓ Overall nearly 80% of all permanently excluded pupils are placed in provision by 6th day.

Areas for Development:

- ❖ SEND review of provision underway – to be completed by September 2017
- ❖ More monitoring of early intervention of attendance support by LA since transfer to traded model in April 2015.
- ❖ Continue to develop the "Troubled Families" programme to support selected families improve school attendance.
- ❖ Development of "Exclusion Prevention" guidance for schools

OVERVIEW OF WOLVERHAMPTON'S OFSTED PERFORMANCE:

- 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 (January 2016) and is rising up the league tables.

- Secondary schools have been on a similar journey with the Local Authority being rated as 108th in the country in December 2014 and in 2015 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.




Primary & Secondary (combined):

September 2013 (63%)  +14% September 2015 (77%)  +2% April 2016 (79%)  +6+% September 2016 (predicted) (85+%)

Secondary Schools:

September 2013 (57%)  +20% September 2015 (77%)  +4% April 2016 (81%)  September 2016 (predicted) (81+%)

Primary Schools:

September 2013 (61%)  +13% September 2015 (74%)  +4% April 2016 (78%)  +6% (min) September 2016 (predicted) (85+%)

- **Nursery schools:** All nursery schools are judged to be good or better. Strengths identified have been used by the Local Authority to improve outcomes, provision, leadership and management of other Nursery schools. Eg Bilston Nursery – Eastfield Nursery, Ashmore Park Nursery- Phoenix Nursery
- **Special Schools:** All special schools are judged to be good or better apart from New Park Academy and the free school which are currently un-classified.
- **PRU's:** The primary PRU is currently in Special Measures and awaiting conversion; all of the other PRU's are judged to be Good.

Key Achievements:

- ✓ Rapid improvements in Ofsted outcomes from 63% in September 2013 to 79% in April 2016 with further improvements predicted by September 2016 (85%).
- ✓ Secondary Ofsted position now at joint 81st in the country (December 2016) from 108th in December 2015.

- ✓ All nursery schools and special schools in the City are at least good.

Areas for Development:

- ❖ Primary school performance requires further challenge to ensure all RI schools are rapidly moved to good or placed in a strong academy partnership.
- ❖ Percentage of outstanding schools to improve.

OVERVIEW OF WOLVERHAMPTON'S END OF KEY-STAGE PERFORMANCE (Appendix OWEOKSP1)

Early Years Foundation Stage (Appendices OWEOKSP2 & OWEOKSP3)

- 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 an upward trend for the last three years – although the gap between the City and national has widened slightly.
- Outcomes for disadvantaged (FSM) children in the City in 2015 are in-line with the national average at 51% (from 47% in 2014) an achievement when the very low starting point of these children is taken into consideration.
- The local gap between boys and girls achieving a GLD is 15ppts which is in line with the gap seen nationally.

Key Stage 1 (Appendix OWEOKSP4)

- While the City has a 5 year upward trend for attainment at key-stage 1 across all subjects it still remains significantly below national figures.
- The percentage of pupils at level 2 + improved by 1% in reading to 88% compared to 90% nationally (from 87% in 2014 and 83% in 2013). While this is a three year improvement trend it still remains significantly below national figures. 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% compared to 88% nationally (from 82% in 2014 and 79% in 2013). While this is a three year improvement trend it still remains significantly below national figures. 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% compared to 93% nationally (from 87% in 2013) and this remains significantly below national figures. 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% compared to 77% nationally (from 74% in 2014 and 66% in 2013). This is a three year improvement trend. Wolverhampton's national position is 88th out of 152 Local Authorities (from 74th in 2014 and 113th in 2013). Outcomes for disadvantaged pupils in the City remains above national figures for the third year running at 70% compared to

66% nationally .

Key Stage 2 (Appendix OWEOKSP5)

- The percentage of pupils @ L4+ combined in reading, writing and maths: 80% placing the City of Wolverhampton in-line with national figures (80%). This is increase on 2013/14 (+1%) and continues the 3 year upward trend. The City is now above 9/10 statistical neighbours and 79th out of 152 LA's. Lower and middle prior-attainers both attain above national figures with the city significantly above for combined results, higher attainers achieve in-line with national figures.
- City of Wolverhampton is significantly above national figures for the attainment of disadvantaged pupils at combined L4+, with an upward trend and an increasing positive gap (72% compared to 70% nationally). The City is also above national for disadvantaged pupils in all individual subjects with sig+ in reading and SPaG.
- Combined L5 attainment is slightly below national at 23% compared to 24% nationally. Although L5 maths attainment is 2% below national figures at 43% compared to 45% and is Sig-. Middle and higher prior-attainers both attain significantly above national figures in both combined and all individual subject.
- Combined L5 attainment for disadvantaged pupils is significantly above national figures at 15% compared to 13% nationally. Attainment for pupils with EAL attain significantly above national for combined L5 attainment at 26% compared to 21% nationally.
- The City is in the top 30% Local Authorities in the country for KS1-KS2 value added for all subjects (from 49th in 2013). The LA is ranked for mathematics at 29th percentile (from 47th percentile in 2013), reading at 35th percentile (from 61st percentile in 2013) and writing at 24th percentile (from 46th percentile in 2013). These are significant improvements across all subjects and shows impact of LA actions over the last two years.
- The percentage of pupils making expected progress at end of key-stage 2 in reading: 91% placing the City in-line with national figures (91%). The City is now in-line or above 9/10 statistical neighbours and 87th out of 152 LA's (2014-68th, 2013-105th). Expected progress of disadvantaged pupils in reading is slightly below national at 92% compared to 95% nationally.
- The percentage of pupils making expected progress at end of key-stage 2 in writing: 95% placing the City above national figures (94%). The City is now in-line or above all statistical neighbours and 50th out of 152 LA's (2014-70th, 2013-55th).). Expected progress of disadvantaged pupils in writing is slightly below national at 89% compared to 92% nationally.
- The percentage of pupils making expected progress at end of key-stage 2 in maths: 91% placing the City above national figures (90%). The City is now in-line or above all statistical neighbours and 62nd out of 152 LA's (2014-68th, 2013-98th). Expected progress of disadvantaged pupils in maths is below national at 89% compared to 91% nationally.

- The percentage of pupils making more than expected progress at end of key-stage 2 in reading: 38% placing the City well-above with national figures (33%). More than expected progress of disadvantaged pupils in reading is well above national at 39% compared to 33% nationally.
- The percentage of pupils making more than expected progress at end of key-stage 2 in writing: 41% placing the City well-above national figures (36%). More than expected progress of disadvantaged pupils in writing is above national at 38% compared to 37% nationally.
- The percentage of pupils making more than expected progress at end of key-stage 2 in maths: 38% placing the City well-above national figures (34%). More than expected progress of disadvantaged pupils in maths is below national at 32% compared to 37% nationally.

Key Stage 4

- 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) compared to 56% nationally. 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 though is still significantly below national figures – this is mainly due to the performance of boys in the City who only attain 44% GCSE's with English and Maths compared to 51% nationally; Girls attain at just 1% below national at 59%. Higher attaining pupils also perform well below national figures.
- Disadvantaged pupils in the City perform at national levels with 35% achieving 5 A-C (with English and Maths). Looked After Children in particular perform above national figures with 23% achieving 5 A-C (with English and Maths) compared to just 16% nationally.
- The percentage of pupils making expected progress from KS2 to KS4 in English is just below national figures at 66% compared to 69% nationally. Pupils making more than expected progress is also just below national at 28% compared to 30% nationally. 56% of disadvantaged pupils make expected progress and 21% make better than expected progress in English (no national figures available)
- The percentage of pupils making expected progress from KS2 to KS4 in maths is just below national figures at 63% compared to 66% nationally. Pupils making more than expected progress is also just below national at 28% compared to 30% nationally. 49% of disadvantaged pupils make expected progress and 18% make better than expected progress in maths (no national figures available)

Post 16: (Appendix OWEOKSP6)

- 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 has 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

Key Stage 4 Destinations:

- Overall percentage of pupils going to sustained education or employment/training destination (destinations in 2013/14 of 2012/13 Key Stage 4 pupils) is in line with national at 91% for all pupils and 85% for disadvantaged pupils.

Special School Achievement:

- Wolverhampton Special Schools are not consistently uploading data to CASPA to provide within city comparison. Ofsted's Data Dashboard Trend data is likely to be unreliable in Special Schools because the co-hort can vary so greatly year on year and across the whole school. The LA has now ensured that CASPA will be used as a benchmarking tool in order to analyse all special schools data which will be submitted to the LA from Summer 2016. In addition CASPA can be used by any LA maintained school in order to track progress and benchmark pupils significantly below age related expectations.
- Measured against 2011 Progression Guidance, 6 out of 7 of our Special Schools continue to ensure good or outstanding outcomes for the majority of pupils;

Key Achievements:

- ✓ The percentage of children in receipt of FSM achieving a good level of development at end of EYFS is above national figures – this is from a very slow starting point on entry due to high levels of deprivation in the City.
- ✓ The percentage of disadvantaged children achieving the required standard for phonics in year 1 is well above national figures.
- ✓ The percentage of pupils attaining combined L4 at end of KS2 is now in line with national figures and is well above national for disadvantaged pupils.
- ✓ L5 attainment for disadvantaged pupils and those pupils with English as an additional language is significantly above national.
- ✓ The City is in the top 30% Local Authorities in the country for KS1-KS2 value added for all subjects (from 49th in 2013). The LA is ranked for mathematics at 29th percentile (from 47th percentile in 2013), reading at 35th percentile (from 61st percentile in 2013) and writing at 24th percentile (from 46th percentile in 2013)
- ✓ KS1-2 more than expected progress in all subjects for all pupils and for disadvantaged pupils is well above national.
- ✓ KS4 attainment (5 GCSE's with English and maths) for disadvantaged pupils is in line with national and for LAC is well above national.
- ✓ KS5 L3 vocational and L3 combined vocational and academic is well above national.

Areas for Development:

- ❖ EYFS performance while improving still requires further development – in particular transition to KS1.
- ❖ KS1 achievement overall requires significant improvement.
- ❖ KS2 higher attainment in maths.
- ❖ Boys attainment at KS4 (5 GCSE's with English and maths) requires significant improvement.
- ❖ Higher attainment at GCSE level need improvement.
- ❖ Benchmarking of special school data.

Aspect 1: Corporate leadership and strategic planning

The City of Wolverhampton Council's vision for Education 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.” (Appendix CLSP1)

This vision is fully aligned with the council's strategic vision and ensures that elected members are well informed, fully engaged in the education and school improvement agenda and are able to robustly challenge officers. The City of Wolverhampton Council Corporate plan (Appendix CLSP2) has raising standards in Education as one of the council's key strategic goals and this is cascaded down into the School Standards Corporate plan objective for 2016 (Appendix CLSP3) which is to “challenge and support schools to provide the best education for children and young people”. The approach to delivering this aim is clearly detailed in the City of Wolverhampton School Improvement and Governance Strategy 2016 (Appendix CLSP4) which was written in consultation with schools, the strategic leadership of the Council and Cabinet. Regular updates on education planning are provided by the Education Directorate to Strategic Executive Board of the Council, the Elected Member for Education, C&YP Scrutiny Panel and full Council (Appendix CLSP5) – ensuring that all are able to confidently challenge and question officers and hold them to account for their actions and school performance.

Wolverhampton School Improvement and Governance Strategy (Appendix CLSP4) was put in place from September 2014, after the appointment of a new Head of Service (now Assistant Director of Education), in response to the LA's Ofsted position and focus school inspections in Summer 2014. The strategy was implemented following a thorough consultation process with all Headteachers via Headteachers briefings, schools e-bulletin and the various schools networks. The impact of the strategy is currently being reviewed and evaluated, through consultation with Headteachers and will be amended to reflect this evaluation as well as any changes in local circumstances and/or national policy. The Councils Audit Team is currently in the process of auditing the implementation of the strategy and the outcomes of this will also be reflected in the reviewed policy from Easter 2016 (Appendix CLSP6).

Through the implementation of the School Improvement and Governance Strategy (Appendix CLSP4) the LA provides coherent and consistent challenge to maintained schools to ensure a good quality of education for all. The strategy reflects the need to rapidly improve educational standards across the authority while still allowing schools to exercise their autonomy. It clearly outlines the LA's approach to challenging all schools in the City through a staged and differentiated approach based on the schools individual LA category which is based on a clear, published and fully consulted criterion. All schools are informed, through a letter (Appendices CLSP7 & CLSP8), of their LA School category at the start of the Autumn term of each academic year; this letter outlines the category, the evidence base for the school categorisation, the level of advisor time the school will receive, which is clearly differentiated, and whether or not the

school will be placed within the school improvement board process and if so the frequency of the meetings. School categories are reviewed half termly by the school improvement team and any changes are communicated with the school through the same format as above. The strategy also clearly outlines the processes for challenging and supporting schools in each category including the School Improvement Board process and the LA's use of statutory powers (see accountability flowchart in School Improvement Strategy 2016).

When a school is found by the LA, Ofsted or through their own self-evaluation, to require support, training or leadership and management expertise this is brokered by the LA through local partnership working – this may be through one of the City's three teaching school alliances, Connect-Ed (Wolverhampton schools network), local Academy Trusts or through local quality assured independent providers (Appendix CLSP9)

This strategy is reinforced through transparent communication and consultation with schools through a variety of methods that includes: consistent communication of school categorisation (Appendix CLSP8), half-termly Leadership Briefings (Appendix CLSP10), weekly electronic school bulletins (Appendix CLSP11), consistent use of agenda's and paperwork for advisor visits (Appendix CLSP12) and a service website with all relevant documentation (www.wolverhampton.gov.uk/article/7615/School-Standards-Service). These messages are further reinforced to school governors through Chairs/LA governors Forum (Appendix CLSP13) and a Governors e-bulletin (Appendix CLSP14) which mirror those given to schools.

The strategy has proved to be very effective in enabling schools to improve as well as preventing schools from deteriorating – this is clearly evidenced through the improvements in the % of primary and secondary schools increasing from 63% in September 2013 to 79% in April 2016. In addition, the number of schools categorised as “high-risk” by the LA is rapidly reducing due to structured and differentiated challenge provided by LA through the processes outlined in the School Improvement Strategy which includes a School Improvement Board process for these schools. The LA's ambitious target is for all schools in the City to be judged to be good or better by September 2017 with an increasing number of these being judged to be outstanding.

The City no longer has an Area Prospectus platform or conducts the full 16-19 statement of need (last completed 2012). Therefore this currently means that the Council are not able to fully articulate the Post 16 offer across the City and therefore cannot ensure that the City is fully exercising its duty in relation to securing sufficient provision for 16-19 year olds – This information is however currently (April 2016) being collated in preparation for the post 16 area based review. The Connexions service delivers the September Offer and reports on participation rates which evidence high rates of engagement across the City and the Education Directorate, in partnership with People and Place, have commissioned a full review of post 16 provision through an independent consultant. Participation of all 16-18 year old in education, training or apprenticeship is promoted in a number of different ways but the core RPA message is communicated via the Keep on Learning campaign (<http://www.wolverhampton.gov.uk/keeponlearning>). This campaign has included marketing via City billboards and social media. The LA's Connexions service provides targeted support to those young people at risk but they also deliver the September Offer, ensuring young people have secured their next step. The

Education Business Partnership team deliver a range of activities in schools that reinforce the participation message but have also worked with local employers to raise their awareness and understanding. The LA also promotes participation through a number of partners including, Wolverhampton College and local training providers. Events such as local Job Fairs and the Real Apprentice road show support the participation message. (Appendices OWEOKSP6, CLSP15 & CLSP16)

Key Achievements:

- ✓ Rapid and effective whole council response to the LA's Ofsted position and focus school inspections in September 2014 leading to a fully aligned City Council vision for Education being implemented.

Areas of Development:

- ✓ City-wide post-16 provision in need of full review.

Aspect 2: Monitoring, challenge, intervention and support

The LA's School Improvement and Governance Strategy (Appendix CLSP4) clearly sets out the LA's approach to supporting schools and intervening in schools that are causing concern, particularly in respect of LA maintained schools. It details the process taken by the LA for supporting and challenging all of the schools in the authority through a transparent, coordinated and differentiated approach that effectively contributes to school improvement whilst still recognising and supporting school autonomy.

All School Improvement Advisors (SIA's) are ex-Headteachers or school senior leaders and have a thorough understanding of school improvement processes, which have been supportive of over 120 Ofsted Inspections in the City. SIA's have in-depth knowledge and understanding of the maintained schools to which they are allocated (Appendices MCIS1, MCIS2, MCIS3, MCIS4, MCIS5 & MCIS6). The use of pertinent data has supported an upward trajectory of performance of learners and schools within Wolverhampton. This is indicative of the increased precision and coherence in the use of data sets by the Local Authority to review and revise improvement strategies (Appendix MCIS9). The services Research and Assessment Team provide comprehensive and effective individual datasets for every school (Appendix MCIS10) in the City that include pupil performance in addition to further information linked to attendance, exclusions and a school's present budgetary position allow for the review of the effectiveness of school improvement strategies to be undertaken regularly. The SIA's utilise this data, along with their own intelligence gathering from school visits, to challenge and benchmark outcomes against a tiered use of performance data at national, regional, city and individual school levels. In addition the criteria applied to indicate effectiveness allow adjustments to be made to improvement strategies that enhance achievement within schools and groups of pupils within the city. This understanding is then utilised to categorise schools against the published LA (Appendix CLSP7) and allocated Advisor time (Appendix MCIS11) in a differentiated manner to offer flexible, bespoke levels of support and challenge to schools.

This approach has led to improved outcomes across schools, for example: (Appendices MCIS12 & MCIS13)

B2 schools:[A comparison of performance at L4+]

67% performed better in SPaG than in 2014

83% performed better in Reading

83% performed better in Writing

100% performed better in Maths

50% performed better in RWM

C schools:[A comparison of performance at L4+]

78% scored higher in SPaG

44.4% scored higher in Reading

89% schools scored higher in Writing

55.5% scored higher in Maths

67% scored higher in RWM

Recent Ofsted inspection reports acknowledge that the local authority support is effective and well-targeted at those schools that need it the most:

"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 improvement. 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 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 headteacher, 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 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 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 benefitted 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)

"The local authority has made a strong contribution to the school's development since the previous inspection. The local authority's adviser visits the school termly, and this has helped it to build an accurate picture of the school's strengths and areas for improvement. The impact of the local authority's support in raising the quality of teaching has been significant" (St Andrew's CofE Primary)

Schools are quickly identified as weak or causing concerns through the school categorisation process, outlined in the School Improvement and Governance strategy, and are tackled promptly and decisively. A differentiated programme of support is provided to these schools (for Category C schools this amounts to 16.5+ officer days, for B2 schools 14.5 officer days, for B1 schools 8.5 officer days and A schools 4 officer days per year)). No school can move to an A category until it has received a judgement of Good or better from Ofsted and schools are therefore continuously monitored until that time. The reduction of support for good or better schools ensures not only the most effective targeting of the LA's finite resources to where they are needed the most but also ensures that good or better schools take responsibility for their own school improvement processes (Appendix CLSP4).

In addition, School Improvement Board meetings (Appendices MCIS14, MCIS15, MCIS16 & MCIS17) are also implemented for those schools placed in LA B or C categories – these are used to hold school leaders robustly to account for rapid school improvement against their priorities. Sustained underachievement is swiftly tackled through either the establishment of a strong partnership with a local partner school (with a possible view to a future structural solution being implemented) or the use of LA statutory powers of intervention. SIB's ensure that the school is working effectively towards its OfSTED priorities and that action plans and support work are fit for purpose, quality assured and targeted towards to most effective actions to ensure rapid and responsive school improvement. The impact of this process can be seen through the improvements in data, for example: Of those primary schools identified as being a Category C at the start of the 2014/15

academic year: 22% of them improved in all areas (SPaG, Reading, Writing, Maths, combined) 78% improved in 3 or more areas and of those schools identified as being a Category B2 at the start of the 2014/15 academic year: 50% of them improved in all areas [GPS, Reading, Writing, Maths, RWM] 83% improved in 3 or more areas. A City secondary school subject to the SIB process since going into Special Measures in Summer 2014 has just moved from SM directly to good; the actions of the LA in challenging and supporting the school to this outcome have been praised (see appendix – case study St Mathias)

Since the implementation of the School Improvement and Governance strategy the LA has deployed its formal powers of intervention promptly and decisively to ensure rapid and effective improvements are made in failing schools: (Appendices MCIS18, MCIS19, MCIS20 & MCIS21)

- 3 pre-warning notice
- 3 warning notices
- 4 IEB's
- 2 strengthening of governing bodies with additional governors

In the past 18 months, the LA has successfully started to engage local systems leaders from good and outstanding schools as well as the LA's three teaching school alliances, to support improvements in those schools most in need across the City. This has led to the number of high-risk schools in the authority reducing at a rapid pace – from 18 schools in September 2014 to just 7 in April 2016 – and the establishment of many new and very successful local partnerships that effectively support improvement of school standards and pupil achievement across the City (Appendices MCIS20, MCIS21 & MCIS22)

In addition, the LA has actively promoted school-to-school improvement partnerships through its implementation of HMI's Peer to Peer review programme – this was initially supported by HMI and targeted at RI schools but has since been further developed by School improvement Advisors to support good schools looking to move to outstanding. These groups of schools have continued to work together beyond the life of the project and are beginning to develop into established networks of school to school support (Appendix MCIS23).

Some of the headteachers that took part in the project made the following comments:

“It has been the single most useful thing in developing both my confidence as a head but also understanding the process of school review”

“An intense but useful experience”

“This has been a really useful piece of professional development. It was challenging, though provoking and developed professional and personal skills due to the nature of the tasks carried out in the reviews and the feedback being given. Thank you!”

The Headteachers Development Programme (Appendix MCIS24) delivered at a fully subsidised rate, ensures that not only are Headteachers supported in all aspects of school leadership in their first twelve months in post or when they require support during their career they are also encouraged to build and develop sustainable networks that will further support their development and support effective school improvement in the future. ASPIC (Association of Special Provision in

the City) meets regularly to share practice and develop consistent response to DfE statutory guidance and LA Advice across the Special Schools within the City.

The continued development of effective school to school networks is a key area of development over the next twelve months. The LA is working closely with schools in to explore approaches to school to school working that would allow for improvements within individual schools but also across the group of schools in:

- Teaching and Learning
- Leadership
- Pupil Outcomes.

This pilot programme of activity will initially be developed with two groups who would largely be self-selecting based around schools that are already holding informal discussions. Furthermore this might allow for school leadership's to examine and explore possible opportunities for future academy partnerships if appropriate. This programme would be supportive of governance change taking place in a well-managed and well informed way leading to the minimum disruption to Wolverhampton children and their learning. [\(See appendices – School to school Collaboration pilot project\)](#)

The LA continues to deliver quality services to schools in order to support schools improvement; these are funded either through Service level agreements (Appendix MCIS25 & <https://cloudw.sharepoint.com/sla>) or DSG funding in some cases (Appendix MCIS26). The services are well regarded and have an increasingly high level of take-up from our schools, both maintained and academies. The LA are now exploring a variety of options around the creation of an arms-length trading company in order to fully utilise and strengthen its services to schools offer beyond its statutory requirements.

The LA also works strategically with the three teaching school alliances in the City ensuring that their work is targeted effectively at the high-risk schools in the city – these relationships will continue to develop and build over the next twelve months with greater levels of partnership working and joint delivery of school improvement and support services. In addition, there are a number of private providers in Wolverhampton, including Connect-Ed into which the vast majority of schools buy in, with whom the LA is committed to building excellent relationships with in the future in order to quality assure and support service delivery to its schools.

The LA, through its School Improvement and Governance Strategy (Appendix CLSP4), continue to monitor standards in its Academies through an annual desk top analysis of data and trends. Any concerns are discussed with the Headteachers of the schools concerned through a meeting with the School Improvement Advisor for that school. This process and academy relations are outlined in the Academy's Protocol 2016 (Appendix MCIS27) which was established through a series of "getting to know" meetings with all academy trusts and sponsors in the City and a full consultation process. Where the standards in an academy continue to be a cause for concern the LA then reports those concerns to the DfE directly through regular meetings with the Regional Schools Commissioner, DfE Broker and DfE representatives – this has led to swift action being taken to tackle academy performance through a partnership approach from the LA and the RSC – in particular the current discussions around the possible re-brokering of a failing academy trust in the City has been a positive experience (Appendix MCIS28)

Across the City there are well-developed links to FE, vocational and higher education providers - for example: the Employability Partnership brings together ESF/Work Programme Providers, Wolverhampton Provider Network brings together apprenticeship, traineeship and study programme providers. There are both strategic and operational links with the college and the University. Operational links with the College include EBP SLA to support student work placements and the college are also a Board member of the Jaguar Land Rover Education Centre partnership. The Wolverhampton Graduate offer is delivered via a partnership with DWP, Wolverhampton City Council and the Uni. The purpose is graduate recruitment and retention. The Council is also working with the University (and funding) the Inspire programme providing support for graduates with disability or disadvantage (Appendices OWEOKSP6, CLSP15 & CLSP16). Further work on monitoring and challenging the quality of post-16 provision is needed and this will form part of the post-16 review currently being undertaken (Spring-Summer 2016) by an external consultant.

Key Achievements:

- ✓ Full restructure of Schools Standards Service has led to improved use of resources and a higher quality of targeted services in schools.
- ✓ Implementation of targeted and differentiated challenge and support to schools through the School Improvement and Governance Strategy has led to improved outcomes for schools.
- ✓ Quality services to schools beyond statutory functions offered to schools through SLA's

Areas of Development:

- ❖ Partnership working between key stakeholders and schools, while improved, still requires further development.
- ❖ A need to develop a new model for trading with schools in the City and sub-regionally.
- ❖ Further development and strengthening of relationships with academies across the City.
- ❖ Further work on monitoring and challenging the quality of post-16 provision in the City.

Aspect 3: Support and challenge for leadership and management (including governance)

The LA continues to build strong and effective working relationships with educational leaders in its area through effective communications (Half-termly leadership Briefings, weekly e-bulletins, Chairs/LA Governors Forum and governors e-bulletins CloudW web pages for NQTs and WALC) (Appendices CLSP10, CLSP11, CLSP14 & CLSP13) and strategic working relationships with teaching school alliances, academy sponsors and maintained schools supporting other schools, as well as “Peer to Peer” Reviews (Appendix MCIS23), School Improvement training and development days led by SIA’s and schools with effective practice (Appendix SCLM1).

In addition to the range of “in-house” training and support services, funded through SLA’s and DSG funding, the LA has from September 2015 offered a comprehensive and high-calibre, appropriately differentiated training programme for all schools leaders at every stage of their school career. The programme is fully subsidised and is offered to all schools in the authority regardless of designation; it is run in partnership with Edge Hill University and the Local Education Partnership (Inspire). The partnership has created a range of bespoke training and development programmes to meet the needs of school leaders throughout the city based around a number of strands – 1. Development and support of new Headteachers 2. Supported Headteachers development programme (aimed at B1 and B2 schools), 3. Ofsted preparation workshops for all Headteachers 3. Aspiring Headteachers and middle leader’s development programme 4. Chimp Mind Management Programme for good or better Headteachers and 5. A comprehensive training programme for Governors (Chairs, aspiring Chairs and all other governors). All of the leadership programmes are fully accredited through Edge Hill University and are attended by the headteacher and their deputy headteacher to ensure that the support is fully embedded and sustainable in the schools involved (Appendix SCLM2).

The local authority is providing strong support for schools on their role in the Prevent agenda and fundamental British values. The School Standards service has 8 PREVENT trainers that have delivered PREVENT to training to all schools and governing bodies across the City; the training has been adapted to local circumstances to ensure relevance and impact (Appendix SCLM3).

Support and challenge for school governance is well-developed across the authority. All maintained schools have reconstituted their Governing Bodies in the past 18 months and the service now holds a clean data set for every governing body (add link??) and there is now a clear and established process for a biannual refresh of the information as well as effective relationships with all of the City’s clerking providers to provide the service with updates as and when changes occur.

The service has given every governing body an initial RAG rating based on Ofsted Inspection reports, SIA work in the school and data – these RAG ratings have then been used to target support to governing bodies in a differentiated manner (Appendix SCLM4). This is now being built upon through a systematic process of audit and review involving; examining minutes of governing body meetings, interviewing Headteachers and Chairs of Governors, intelligence from School Improvement Board Meetings and School Improvement Advisors that will enable the service to effectively RAG rate the quality and effectiveness of each governing body and identify the personalised, targeted support necessary to drive improvement through a greater synchronicity between high risk schools and those governing bodies where support or intervention is most required (Appendices SCLM5, SCLM6 & SCLM7). Furthermore, the increase in participation (from 6 schools at the first forum to 40+ now) in the termly Chairs’ and Local Authority Governors’ Forums (Appendix CLSP13) enables participants to act as conduits of information both to and from the Council into and from schools. The success of the weekly Headteachers e-bulletin is now being capitalised upon with the

establishment of an e-bulletin for governors (Appendix CLSP14) to run alongside it and mirror the information sent to schools.

The recruitment and retention of governors was recently reviewed (Appendix SCLM9, <http://www.wolverhampton.gov.uk/article/2554/Becoming-a-School-Governor>) to ensure that it is skills lead and robust in terms of quality assurance processes. A nominations panel meets regularly to consider recruitment needs and applications; 16 new LA governors were recruited and placed in schools in 2014/15 through these new processes. The service is about to embark on a further recruitment campaign, both internally and with local charities and businesses (eg 100x100 & RAF campaigns) to establish a pool of 30+ governors good quality who are aware of emerging challenges to governance and are equipped with effective strategies to overcome them – these governors will be able to fill vacancies, support governing bodies with specific challenges where they have appropriate skills (eg: finance, HR) and be deployed into schools causing concern to strengthen governing bodies or become members of IEB's when necessary.

The service offers a range of quality development opportunities for governing bodies as part of the LEP leadership transformation programme, including: DfE Chairs and Aspiring Chairs – Leadership Development Programme, a core package of training for all governors on key-aspects of the role, additional training organised according to Chairs and LA forum need/emerging policy and practise, regular network meetings and briefings. As the training packages are fully-subsidised there is a high expectation that all governors in maintained schools will engage with the training and development programmes offered (appendices SCLM10 & SCLM11)

Since the implementation of the School Improvement and Governance strategy the LA has deployed its formal powers of intervention promptly and decisively to ensure rapid and effective improvements are made in failing schools:

- 3 pre-warning notice
- 3 warning notices
- 4 IEB's
- 2 strengthening of governing bodies with additional governors

Pre-warning and warning letters are issued alongside advice to governors which if implemented serves to improve practise immediately and in two cases has meant that the implementation of an IEB was not necessary (Claregate & East Park). The aim of the new audit process is, however, to begin to prevent governing bodies from requiring such formal interventions; RED RAG rated boards are supplied with a report (Appendix SCLM8) and clear recommended actions to improve and are followed up at both 3 and 6 months to ensure implemented, this may include bespoke training and support provided through the governors service. The LA are now also effectively supporting those schools at greatest risk into places of greater safety through effective local partnerships, leading to academy sponsorship.

Key Achievements:

- ✓ Effective communication from the LA to schools (inc governors) through a variety of formats now in place.
- ✓ Fully subsidised leadership transformation programme (WALC) offered to all schools from September 2015 to ensure effective school leadership is developed

at every level, inc governors.

- ✓ Strong support for schools around the PREVENT agenda and Fundamental British values.
- ✓ Effective and targeted use of LA Statutory Powers of Intervention where required.

Areas of Development:

- ❖ Completion of detailed RAG rating for every Governing Board in the City remains a priority.
- ❖ Continued work with schools at the greatest risk to ensure they are effectively partnered with a local academy trust to ensure improved outcomes.

Aspect 4: Use of Resources

The Council's budget setting processes are directly influenced by education priorities. These include consideration of corporate priorities/ performance indicators, emerging national and local issues, levels of current performance and targets for school improvement. Budget setting processes recognise statutory duties, changes in levels of demand for services, seek to secure value for money and are themselves informed by consultation with education & children's services stakeholders. Education is a priority area within the Corporate Plan (Appendix CLSP2) and this is reflected in the deployment of Education General Funds, capital investment, the deployment of partner resources and the deployment, monitoring and evaluation of the Dedicated Schools Grant. For example: the Council must make budget reductions of £134 million from 2014/15 through to 2018/19 - despite this the Council has been prepared to be flexible in its resource allocation in order to support Education priorities and Cabinet agreed in October 2014 to defer savings of £1 million approved for 2015/16 into later years and in February 2015 subsequently agreed to re-profile these further into savings of £250,000 in 2016/17 and 2017/18 and £500,000 in 2018/19. In addition, the Education Directorate effectively trades with schools within the authority and beyond generating additional income to support school improvement and ensuring that despite reductions in overall mainline funding the service continues to deliver "More for less" through a more targeted and effective (seen through improved outcomes) school improvement offer to all schools.

The Council is currently completing a £275 million secondary and special schools "Building Schools for the Future" Programme. Following independent verification of demographic projections the Authority has successfully bid for additional Basic Need allocations to reflect increased pressure on its places and in February 2015 and secured top up funding for 2015/16 of £1.8 million and £3.7 million for 2016/17. In 2017/18 it will receive Basic Need allocation of £4.1 million. The Council also agreed to ring fence capital receipts from the sale of sites released through the Building Schools for the Future programme to support the expansion of primary schools. In total the Council has invested £32.4 million, initially through prudential borrowing in advance of receipt of basic needs grant, on the primary school capital programme resulting in the expansion of 23 good or outstanding schools and worked with Free Schools to ensure sufficient places across the City

(see appendices – BSF programme/schools expansions). This can also be evidenced through the increasingly high number of secondary pupils from neighbouring authorities that chose to attend Wolverhampton secondary schools rather than their local school.

The Local Authority also maintains a positive working relationship with the Local Education Partnership and has successfully secured additional resources in successive years to drive forward its vision for school improvement and secure improved outcomes. This has included the Leadership Transformation Programme, Governors training programmes and an EYFS Project (Appendix UOR2 & EYFS Project final report)

The Council has a purposeful / robust relationship with the Schools' Forum (Appendix UOR3). All decisions about the use of the ring fenced Dedicated School Grant (DSG) are made in consultation with the Forum and, where significant changes are being considered, with the wider school community. In 2015/16 95% of the Local Authority school budget has been delegated at school level. This level of high delegation allows schools to have significant influence over the use of resources and enables them to commission services they identify as crucial to their school improvement priorities. Additionally Schools Forum has agreed to allocate £1.2 million of DSG to a growth fund to support expanding schools. An extensive, independent review of the centrally managed and de-delegated Dedicated School Grant was undertaken in autumn 2015. This review was commissioned by Schools Forum and has identified a number of areas for development and provides a basis for further development work. Reviews of all aspects of the local school funding formula are done in detailed discussions with sub group of School Forum. (see appendix – copy of review)

All schools are subject to review by Internal Audit (Appendices UOR5, UOR6 & UOR7) Reports are presented to Cabinet (Resources) panel on the level of balances held by schools in the city. Robust monitoring is undertaken on schools with licensed deficits. Schools with surplus balances are required to submit surplus balance returns, schools with surplus balances and poor outcomes are visited by LA officers to discuss the plans for the use of resources. Budget plans from all schools are submitted and reviewed twice a year.

In recognition and in support of the National priority around universal infant free school meals the Local Authority has made its own commitment to this agenda and agreed to discount the cost to schools to equate to the funding being provided.

Key Achievements:

- ✓ **Complete re-build of the secondary estate and refresh of the primary estate means excellent learning environments across the City.**

Positive relationship with Schools Forum ensures DSG funding is used to commission council services to effectively support school improvement priorities.

Areas of Development:

- ❖ Continue to deliver quality services to challenge and support school improvement in a climate of increasing budgetary restraints.