



Children, Young People and Families Scrutiny Panel

8 February 2017

Time 6.00 pm **Public Meeting?** YES **Type of meeting** Scrutiny
Venue Committee Room 1 - 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 Paula Brookfield
Cllr Dr Michael Hardacre
Cllr Julie Hodgkiss
Cllr Rupinderjit Kaur
Cllr Welcome Koussoukama
Cllr Louise Miles
Cllr Lynne Moran
Cllr Mak Singh
Cllr Martin Waite
Cllr Daniel Warren

Conservative

Cllr Christopher Haynes

Quorum for this meeting is three Councillors.

Information for the Public

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Agenda

Part 1 – items open to the press and public

Item No. *Title*

MEETING BUSINESS ITEMS

- 1 **Apologies**
- 2 **Declarations of interest**
- 3 **Minutes of the previous meeting (7 December 2016)** (Pages 3 - 8)
[To approve the minutes of the previous meeting as a correct record]
- 4 **Matters arising**
[To consider any matters arising from the minutes]

DISCUSSION ITEMS

- 5 **Pupil Premium** (Pages 9 - 10)
[Neil Jarman, School Improvement Advisor, to present report]
- 6 **Improving outcomes within the early years** (Pages 11 - 28)
[Andrew Wolverson, Head of Service, Early Years, to present report]

Children, Young People and Families Scrutiny Panel

Agenda Item No: 3

Minutes - 7 December 2016

Attendance

Members of the Children, Young People and Families Scrutiny Panel

Cllr Harbans Bagri
Cllr Greg Brackenridge
Cllr Julie Hodgkiss
Cllr Rupinderjit Kaur
Cllr Lynne Moran
Cllr Peter O'Neill (Chair)
Cllr Udey Singh (Vice-Chair)
Cllr Daniel Warren

In attendance

Cllr Val Gibson Cabinet Member for Children and Young People

Employees

Emma Bennett	Service Director - Children and Young People
Alexandra Jones	Assistant Director - School Standards
Earl Piggott-Smith	Scrutiny Officer
Alison Shannon	Finance Business Partner

Part 1 – items open to the press and public

Item No. *Title*

- 1 **Apologies**
Apologies were received from the following members of the panel:

Cllr Mak Singh
Cllr Welcome Koussoukama
- 2 **Declarations of interest**
There were no declarations of interest recorded.
- 3 **Minutes of the previous meeting (5 October 2016)**
That the minutes of the meeting held on 5 October 2016 be approved as a correct record and signed by the Chair.

4 **Matters arising**

Minute 6 – Children Safeguarding Board Annual Report 2015/16

The panel agreed to receive a report on the work of MASH. The report to be presented to a future meeting.

5 **Draft Budget and Medium Term Financial Strategy 2017/18 - 2019/20**

Cllr Val Gibson, Cabinet Member Children and Young People, introduced the report and explained that a report detailing budget reduction and income generation amounting to £13.5 million was presented to Cabinet for approval. The panel were invited to comment on the proposals that fall within its remit as part of the formal consultation process.

Alison Shannon, Finance Business Partner, gave a brief outline of the proposals in Appendix B and C.

A summary of the panel discussion and comments on the proposals are shown below:

Supervised Contact Efficiencies

The panel discussed the implications for children of the proposal to decommission the contract with Spurgeons (a voluntary organisation). Emma Bennett, Service Director Children, commented that as a result of the reduction in demand for the service that a decision had already been made to de-commission the service. The Service Director reassured the panel that if there was a change in level of demand for supervised contact that the service could be recommissioned.

Children's Transformation Inclusion Support Income Generation

The panel discussed the proposals for delivering traded services to schools.

Youth Offending Team Efficiencies

The panel queried the decision to delete the vacant posts and the implications for the Youth Offending Team service which had rated as being high performing following an inspection. The panel queried the nature of the roles that will be deleted. The Service Director advised the panel that the vacancies had been held for some time and was confident that by changing working practices that effects of the decision could be mitigated.

The panel expressed concern about the decision as evidence suggested that that there had been no change in the demand for services provided by Youth Offending Team; which had been rated as being an exemplar in a previous report presented to the panel. The panel requested a report be presented to a future panel meeting to show if the proposed changes have had an impact on the services provided by YOT.

Children's Services Transformation

Cllr Gibson explained that the reasons for the reduction in the number of looked after children and the range of work done to build on previous progress aimed at reduced demand on specialist services.

Cllr Gibson explained the reduction in the number of looked after children from a total of 800 (2014) to current figure of 627, supported by detailed financial modelling work gave her confidence that the service could achieve the budget target of £2.5 million. The panel was advised that it costs the Council approximately £40,000 a week when a child is placed into care - this figure is based on the modelling work and comparisons with other local authorities.

The Service Director commented on the range of work being done to ensure that the right children are placed into care and other forms of targeted interventions used to support other children to remain with their families, where appropriate, as part of the transformation programme. The Service Director commented that a more targeted approach by the service will lead to change in the LAC profile.

The panel commented on the impact of proposals on the caseload for social workers and the work undertaken to monitor the situation. The Service Director reassured the panel that the social worker caseload is regularly reviewed and additional resources will be provided if needed to meet changes in demand.

The Service Director gave examples of different targeted interventions aimed at identifying families in need of support as part of the early help service offer to families. The Service Director advised that the plan is to provide more intensive support to families in a home setting at a much earlier stage with the aim that this will reduce the likelihood of a child requiring to being placed into care in the future.

The Youth Council representative queried if the members of the Children in Care Council had been consulted about the budget proposals. The Service Director commented that the Children in Care Council had been consulted about the about wider service changes proposed in the budget report.

Resolved:

1. The panel comments on the draft budget 2017/18 be included in the report to Scrutiny Board.
2. That a report be presented to a future meeting of the panel to show if the proposed changes to the Youth Offending Team service have impacted on the services provided to young people.

6

City of Wolverhampton - Vision for Education 2030

Alex Jones, Assistant Director – School Standards, introduced the report.

The Assistant Director advised the panel that the draft report will be revised to include comments received. The Assistant Director briefed the panel on the main highlights of 'The Vision for education 2030 – shaping a City of Learning' document. The panel were advised that work is being done to agree a definition of the term 'City of Learning' that will encourage the idea of lifelong learning.

The Assistant Director commented on the important economic and employment benefits that the provision of good schools can bring to the City.

The panel discussed the Ofsted outcomes target for primary and secondary schools summarised in the report. The panel welcomed the progress made to improve educational outcomes and the achievements to date. The panel queried if the report had been presented to City Board and Business Champions for comments. The Assistant Director confirmed that document has been shared with key groups.

The panel discussed the reference to the provision of support to vulnerable children and how schools use their funding. The Assistant Director explained that special schools have a delegated budget to meet the needs of vulnerable children.

The Assistant Director commented on the process used to set the educational targets to be a top performing council for education by 2030 at primary and secondary school level. The panel commented on the challenge in achieving this outcome at a time when the majority of secondary schools are independent of the local authority and budgetary cuts in the education service. The Assistant Director acknowledged the budgetary challenges facing the service but commented that the service has a good relationship with the vast majority of schools and is committed to building on progress made. The Assistant Director commented that the service is looking at schools budget surpluses estimated at £5-£6 million and challenging schools to explain their reasons for maintaining surplus balances of 20% - 30% above recommended levels – 5% primary school and 8% secondary schools. The service will focus on spending money on meeting the educational needs of current children in Wolverhampton. The Assistant Director explained the role of Schools Forum in challenging schools to explain reasons for maintaining budget surpluses above recommended levels and the sanctions it can impose.

The panel commented on the issue of increased demand for school places and the extent to which current provision can deal with the expected 'bulge' in pupil numbers, while still offering parents a choice. The Assistant Director commented that 97% of parents get an offer of a place at preferred choice of schools. The Assistant Director suggested that the panel might find it useful to invite the service lead responsible for managing the demand for places to present a report to a future meeting.

The panel discussed the range of challenges facing the educational service, for example, the shortage of teachers and the increase in the number of school appeals as signs of pressure on the service. The Assistant Director commented on the work done to make teaching an attractive and that investment in school facilities and improved educational results will help to support this aim. An assessment by Ofsted reported that 88% of quality of teaching in Wolverhampton schools was rated as being "good".

The panel queried building 'snagging' issues at schools redeveloped as part of the Building Schools for the Future programme and delay in completing the necessary work. The Assistant Director advised the panel that discussions are on-going to get the necessary work done at the two schools concerned and was confident that the issues will be resolved.

The panel queried the proposal to establish an arms-length wholly owned trading company and the risks to plan. The Assistant Director explained that the majority of the cost of the schools standards service is provided by schools and current trading activity. Furthermore, the provision of the service does not provide a financial burden on the Council. The establishment of a fully traded company would allow the service to make a profit, which is not possible at present. The change would also allow the service to bid for lottery funding.

The panel commented on the recent results of the PISA and the poor performance of UK when compared to other countries, when considering local results of 15-year-olds in reading, mathematics and science (with a focus on mathematics). The Assistant Director acknowledged the challenge to close the educational performance gap and that more work will need to be done to improve future results.

The panel discussed the demand the places at popular schools and the resulting increase in the number of school appeals.

The panel welcomed the draft document.

Resolved:

1. The panel comments on the draft City of Wolverhampton Council's Vision for Education 2030 to be considered when finalising the draft.
2. A report on plans for meeting the demand for schools places to be presented to a future meeting.
3. A report on impact of increasing pupil numbers on the schools appeals service to be presented to a future meeting.

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Title: Pupil Premium

Prepared by: Neil Jarman (School Improvement Adviser-Primary) **Date:** 27th January 2017

Intended audience: Internal ☐ Partner organisations ☐ Public ☒ Confidential ☐

Purpose or recommendation

The report is to inform Children and Young People's Scrutiny Panel: what is Pupil Premium Funding and why it is available

Background and context

The pupil premium is additional funding for schools in England to raise the attainment of disadvantaged pupils of all abilities and to close the gaps between them and their more affluent peers. In the 2016 to 2017 financial year, schools received the following funding for each child registered as eligible for free school meals at any point in the last 6 years:

- £1,320 for pupils in reception year to year 6
- £935 for pupils in year 7 to year 11
- Schools will also receive £1,900 for each pupil identified as having left local-authority care because of 1 of the following:
 - adoption
 - a special guardianship order
 - a child arrangements order
 - a residence order
- If a pupil has been registered as eligible for free school meals and has also left local-authority care for any of the reasons above, they will attract the £1,900 rate.

Children who have been in local-authority care for 1 day or more also attract £1,900 of pupil premium funding. Funding for these pupils is managed by the Virtual School Head-an officer in the local authority that has responsibility for the learning and progress of Looked After Children.

There has also more recently been money made available via the introduction of the Early Year Pupil Premium for 3 and 4 year olds with the aims of bridging the gap between the most and least advantaged children and their readiness for school.

Schools can choose how to spend this additional funding and whilst there is guidance available to them it is entirely at their discretion. However the effectiveness of the school's spending of this additional money is a key focus for scrutiny when Ofsted inspect a school as they judge the performance of Disadvantaged pupils with schools being expected to be improving the achievement of pupils from this group as a result of the additional money provided.

The highly effective work of Elston Hall Primary School and St Stephen's CE Primary School in the use of Pupil Premium funding has resulted in them being nominated for and winning national and regional recognition.

From the 1 September 2016, local authority schools have been asked to publish their strategy for the school's use of the pupil premium on their websites.

Financial implications

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.

[AV/30012017/V]

Legal implications

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.

Equalities implications

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.

Environmental and Corporate landlord implications

There are no direct environmental implications arising from this report

Human resources implications

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.



Children & Young People Scrutiny Panel

8 February 2017

Report title	Improving outcomes within the early years	
Cabinet member with lead responsibility	Councillor Val Gibson Children & Young People	
Wards affected	All	
Accountable director	Linda Sanders, People	
Originating service	Early Intervention	
Accountable employee(s)	Andrew Wolverson Tel Email	Head of Early Intervention 01902 551272 Andrew.wolverson@wolverhampton.gov.uk
Report to be/has been considered by		

Recommendation(s) for action or decision:

The Panel is recommended to:

1. Provide feedback on the Early Years Strategy
2. Endorse the principles and values of the plan

Recommendations for noting:

The Panel is asked to note:

1. The contents of the Early Years Strategy

1.0 Purpose

- 1.1 The purpose of this report is to:
- Inform Scrutiny Panel of the progress on the development of the Early Years Strategy which includes the City's definition of school readiness.
 - To brief panel members on the Early Years Strategy consultation process, currently being undertaken.
 - To seek the views of the Scrutiny Panel on the key areas contained within the strategy.

2.0 Background

- 2.1 In November 2016 Cabinet received a report informing it of the progress made toward developing an Early Years Strategy aimed at improving outcomes for children and families from conception to age five.
- 2.2 Cabinet approved the stakeholder consultation process that took place on the draft strategy, and agreed to receive a further report outlining how consultation had shaped and influenced the strategy and the City's definition of school readiness.

3.0 Early Years Strategy consultation

- 3.1 Consultation opened on the 14 December 2016 with the publication of the online document through Survey Monkey and will close on 17 February 2017. As well as Survey Monkey, a variety of consultation methods are being used, including focus groups for Early Years Professionals, Early Years Universal Practitioners speaking directly to parents at the groups they attend across the city, and dedicated agenda items at partners' meetings.
- 3.2 The key areas the consultation is seeking views and agreement on are:
- The City's Definition of School Readiness.
 - The principles underpinning the Strategy.
 - The four themes the strategy is organised around; good maternal health, parental engagement, high quality education and workforce development.
- 3.3 Every effort has been made to encourage stakeholders to share their views through social media, City People, and awareness raising publicity. Consideration has also been given as to how the consultation can be made as accessible as possible when gathering views. Whilst the responses from completing Survey Monkey will be contained the flexibility of the other methods of consultation should allow for greater scope. For example when consulting with parents, workers are using I Pads to enable parents to complete the survey, supporting them if they needed help completing it and are also contacting professionals directly to gather their views.

- 3.4 Four community stakeholder events are being held across the city to gather Early Years Professionals views, and partner meetings that will be attended include Association of Special Provision in the City, Children and Young People's Scrutiny Panel, Health and Wellbeing Board, and the Leadership Briefing for Head Teachers. So far only one event has been held (23 January 2017) with another one due on 25 January 2017 and two further events week commencing 30 January 2017.

4.0 Survey outcomes

- 4.1 To date (the consultation does not close until 17 February 2017) 50 surveys have been completed, 20 from professionals, 28 from parents, and two from other sources.
- 4.2 Regarding **the school readiness definition**, 41 respondents thought the statement clearly set out the expectations for children to be ready for school. Nine did not.
- 4.3 From the nine respondents who thought that the definition did not clearly set out the right expectations, the responses set out in the table below were received:

Number of respondents	Response
Five	The definition should incorporate expectations both on children and parents around independence skills such as toilet training, dressing, eating and drinking, sitting ready to listen, listening per se, feeling confident and ready for the challenge of school.
One	There should be a SMART objective within the definition.
One	A child cannot be "forced" to be excited and felt that the right environment with good high quality teaching and interaction will enthuse and excite a child.
One	The definition contains nothing but incidental remarks about the capacity of parents to parent to the correct level. The respondent challenged the strategy to address how if parents have not supported their children in those critical first few years, how can short term interventions hope to overcome this deficit.
One	Individual needs. Specific expectations of a child. How this will be achieved within school, guidelines to help define how parents could be supported

- 4.4 Regarding **the principles** respondents were asked on a scale from one to five (with one being low and five being high) how important they thought the following statements are as principles for the strategy. The table below shows that the majority of respondents felt that all four principles were highly important:

	1	2	3	4	5	TOTAL
Work with families to achieve positive and sustainable outcomes, safely preventing family breakdown	1	0	6	12	31	50
Deliver a whole system approach, enabling close working with partners with clarity on roles and responsibilities	0	0	4	11	35	50
Build employee confidence and skills, and empower and support to work creatively and innovatively with families	1	1	4	15	29	50
Provide affordability and enable the financial sustainability of children's services in the future	1	0	2	15	32	50

4.5 In respect of the key strategic priorities grouped into four themes, there was overwhelming support for all of the objectives within the themes.

4.6 Respondents were also asked to identify if there were any other objectives they would expect to find or want to see. The feedback was as follows:

- One respondent asked for there to be reconsideration and development of the education and workforce development objectives to make a stronger strategy.
- Another identified parenting skills as the most important and to include the development of relationships between professionals and parents to ensure there is consistency in approach.
- A third respondent wanted to see an objective around healthy eating, as parents should be thinking about what their children are eating before starting school.
- A fourth respondent felt that this strategy appeared to be targeted at those on benefits and those who may need additional support because of traumatic events.

5.0 Financial implications

5.1 The need has been identified for a 0.4 fulltime equivalent Early Years Improvement role. These costs have been funded from in year savings achieved through the Children's Transformation Service Redesign.

5.2 In addition, on-going support has been identified for parent resources. Based on previous investment through the 2-year-old offer in similar resources the on-going estimated cost of this would be in the region of £18,000 per annum. Funding has been identified from the Children's Transformation Service Redesign to fund this provision. This would provide the ability for a mix of hard copy and digitally accessible resources.

[JF/31012017/R]

6.0 Legal implications

6.1 There are no legal implications arising from this report

[JB/31012017/Q].

7.0 Equalities implications

- 7.1 Ensuring that every child gets the best start in life has been a key aspiration outlined within early years policy for the past 10 years. The proposals set out within this report seek to ensure that no child, regardless of background, is disadvantaged in the educational outcomes they can secure.
- 7.2 Impact of the strategy on ensuring no child is left behind, irrespective of circumstance, will be measured through action plans which will consider all equalities implications and reported through the Strengthening Families Board to Children's Trust Board.

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Early Years Strategy

8 February 2016

Andrew Wolverson

CITY OF
WOLVERHAMPTON
COUNCIL

Our mission:
Working as one to
serve our city

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Underpinning values

- Everyone's responsibility. Starts at conception
- Targeted, early support for those who need it most
- Social class, income, living conditions, parent's own education levels
- Importance of the home learning environment
- Parental engagement, parents as the first educator
- Quality of provision

Definition of school readiness

For the purpose of this strategy school readiness is defined as:
“Children will be able to express their needs, feelings and wants. A school will ensure that children feel heard and understood by their practitioners. Children will be excited, enthused and demonstrate a willingness to learn both inside and outside of the classroom”.

Guiding Principles



Wolverhampton is committed to:

- Putting the best interests of the child at the heart of decision making.
- Taking a holistic approach to the wellbeing of a child.
- Working with children, young people and their families on ways to improve wellbeing.
- Advocating preventative work and early intervention to support children, young people and their families.
- Believing professionals must work together in the best interests of the child.



We will:

- Work with families to achieve positive and sustainable outcomes, safely preventing family breakdown.
- Deliver a whole system approach, enabling close working with partners with clarity on roles and responsibilities.
- Build employee confidence and skills, and empower and support to work creatively and innovatively with families.
- Provide affordability and enable the financial sustainability of children's services in the future.

The strategy (1)

Good maternal health

- This theme focuses on ensuring there is a consistent approach to the delivery of health services for families with a clear pathway from conception to age five, in line with the Healthy Child Programme.

Parental engagement

- This theme focuses on developing the provision of universal services for families in order to support parental engagement. Parents will be supported to develop good parenting skills to enable them to help their child(ren) achieve their full potential.

The strategy (2)

High quality education

- This theme focuses on ensuring all children in the city have access to high quality pre-school experience and education which will enhance and improve their Primary and Secondary Education.

Workforce development

- This theme focuses on challenging and supporting schools and childcare providers to deliver the best education for children and young people through developing a highly skilled Early Years workforce with strong and effective leadership and management.

Good maternal health

Parents

Professionals



✓ Will be engaged in health/ universal services at the earliest point and are clear about what is on offer across the city.

✓ Will launch a pathway that all professionals who support children and families in the early years will sign up to that offers a consistent message and ensures the best start in life

✓ Will participate in services so that their children have the opportunity to receive high quality health care

✓ Will provide services at the appropriate milestones to ensure children get the best start in life

✓ Will understand their child's development milestones and how they can support them through their parenting

✓ Will provide antenatal classes that offer an attractive Early Parenting Programme to expectant parents and beyond including sessions focused on early attachment/bonding - Talk to your bump programme

✓ Will identify and make available a suite of multi - agency services to support expectant/new mothers at the earliest point. Especially those who may present with early signs of low mood or historical mental health issues

✓ Will support parents access to services already on offer e.g. SWITCH Programme, Therapeutic Support, Befriending services – Home Start

Parental engagement

Parents



Professionals



✓ Will increase their understanding of their child's developmental milestones and how they can support them

✓ Will develop skills and resilience to become their child's primary educator providing good home learning environments

✓ Will feel supported to participate in services

✓ Will access Bookstart, Play and Stay groups and other universal services

✓ Will support their children to access high quality Early Education Funding (EEF) for 2,3 and 4 year olds and Early Years Pupil Premium (EYPP)

✓ Will promote services available to families in their community in order to deliver prevention and early Intervention support

✓ Will provide child development resources regarding ages and stages to inform parents of expected progress

✓ Will promote awareness and access of the Wolverhampton Information Network website to support parenting

✓ Will support with school readiness by developing a holistic understanding which supports families

✓ Will increase the number of parent champions across the city

✓ Will develop the skills and knowledge of parent champions so that they can:

- Promote universal services
- Encourage other parents to access Early Education Funding
- Enable them to signpost and support families to other services available in their community

✓ Will raise awareness of Early Education Funding and improve the take up of places

✓ Will identify eligible children so that resources can be targeted to the right children and families at the right time

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High quality education

Children



Professionals



<ul style="list-style-type: none"> ✓ Will have increased Good Level of Development at the Early Years Foundation Stage and will attain in line with National expectations 	<ul style="list-style-type: none"> ✓ Will develop a clear pathway for parents and professionals that promotes a common understanding of child development and how this can be supported ✓ Will establish a robust transition protocol to support children's move onto statutory education including the sharing of data
<ul style="list-style-type: none"> ✓ Will not achieve to a lesser degree if they receive Early Years Pupil Premium compared to those not receiving Early Years Pupil Premium 	<ul style="list-style-type: none"> ✓ Will develop a school readiness definition to improve readiness for school for all children with particular regard to disadvantaged and vulnerable children at age 5
<ul style="list-style-type: none"> ✓ Will receive high quality pre-school education in settings that are judged to be good or outstanding 	<ul style="list-style-type: none"> ✓ Will provide high quality learning environments ✓ Will achieve and maintain a "Good" or above Ofsted judgement ✓ Will provide a support and challenge function within and to settings in order to develop and continually improve practice ✓ Will develop training materials, opportunities and practice to support providers in implementing changes in practice that will impact on children's outcomes
<ul style="list-style-type: none"> ✓ Will achieve successful outcomes as a result of early intervention 	<ul style="list-style-type: none"> ✓ Will track cohorts of children to monitor progress ensuring children at a disadvantage are fully supported ✓ Will use their best endeavours through the graduated approach to make sure that children with SEN get the support they need.

Workforce development

Children



Professionals



✓ Will learn in high quality learning environments

✓ Will share and disseminate good practice

✓ Will maintain a continuous cycle of staff development within the provision to ensure the stability and quality of the workforce

✓ Will develop and maintain Early Years forums to enable leaders and managers to enhance their knowledge of the sector and to build locality networks

✓ Will develop high levels of skills in graduate leaders

✓ Will access training support including model environments and peer support opportunities

✓ Will achieve to their full potential with those more disadvantaged than their peers progressing well.

✓ Will demonstrate an in depth knowledge of child development and how to support families

✓ Will embed effective key worker practice within provision

✓ Will implement observation planning and assessment to meet individuals needs and interests

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Views from the panel

- Definition of school readiness
- Underpinning values and principles
- Four themes
- Strategy available
<http://www.wolverhampton.gov.uk/CHttpHandler.ashx?id=11544&p=0>
- Full consultation available
<https://www.surveymonkey.co.uk/r/WPSNS76>

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