

Children, Young People and Families Scrutiny Panel

13 April 2016

Report title	'Brighter Futures: Improving Our Schools' Annual Report 2016	
Cabinet member with lead responsibility	Cllr Claire Darke Education	
Wards affected	All	
Accountable director	Julien Kramer (Education)	
Originating service	School Standards	
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Report to be/has been considered	Strategic Executive Board	23/2/16

Recommendation(s) for action or decision:

The Panel is recommended to:

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

1.0 Purpose

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

2.0 Background

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

3.0 Discussion

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

4.0 Financial implications

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

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

[OJ/24032016/A]

5.0 Legal implication

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

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

[TS/23032016/F]

6.0 Equalities implications

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

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

7.0 Environmental implications

7.1 There are no direct environmental implications arising from this report

8.0 Human resources implications

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

9.0 Corporate landlord implications

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

10.0 Schedule of background papers

10.1 N/A

This report is Public
[NOT PROTECTIVELY MARKED]

APPENDIX A

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

Brighter Futures: Improving Our Schools

Annual Report 2016



wolverhampton.gov.uk

CITY OF
WOLVERHAMPTON
COUNCIL

Introduction

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

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

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

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

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



City of Wolverhampton - School Context

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



City of Wolverhampton - Ofsted Outcomes

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

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

Ofsted School Ratings

Primary & Secondary (combined):

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

Secondary Schools:

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

Primary Schools:

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

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

League Tables

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

National League Tables:

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

West Midland League Tables:

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



League Tables

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

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

National League Tables:

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

West Midland League Tables:

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



Positive Comments

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

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

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

(Bilston CofE Primary)

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

(Villiers Primary)

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

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

(Woodthorne Primary)

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

(St Andrews CofE Primary)

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

(Castlecroft Primary)

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

(Elston Hall Primary)

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

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

(Holy Trinity Catholic)

End of Key-Stage Results 2014/2015

Early Years Foundation stage profile results:

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

Key-stage 1 results:

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

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

Key-stage 2 results:

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

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

Reading: 91%

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

Writing: 95%

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

Maths: 91%

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

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



Key-stage 4 results:

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

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

National League Tables:

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

West Midlands League Tables:

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



Post 16 Results (2014/15):

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



Other Services Delivered by School Standards:

Governance:

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

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

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

Newly Qualified teachers:

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

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



Citizenship, Language and Learning team (CLL):

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

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

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

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

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

Parent/Community Ambassadors:

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

ESOL for Health:

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

Roma Steering Group:

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

FRED (Fathers Reading Every Day):

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

Making it REAL (Raising Achievement in Early Literacy):

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

Key School Improvement Partners:

Schools and Academy Trusts

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

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

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

The rest of the schools are converter academies.

Teaching Schools

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

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

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

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

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

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

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

Schools Forum

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

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

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

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

The forum acts in a consultative role for:

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

The forum decides:

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

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

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

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



Local Educational Partnership:

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

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

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

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

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

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

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

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





The programme is badged as:

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

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

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

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

2. Early Years Improvement Project:

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

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



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



Next Steps:

School Standards Corporate Plan objective for 2016 is to:

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

We will achieve this through:

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



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





In addition, the service will:

- ✓ Continue to build on the already excellent working relationship with all key Government departments – Regional HMI, Regional Schools Commissioner and Department for Education.
- ✓ Continue to improve Ofsted outcomes
 - 85% good or better primary and secondary schools by September 2016
 - An aspiration target of 100% good or better primary and secondary schools by September 2017
- ✓ Continue to improve end of key stage outcomes for all children and young people in the City
 - EYFS = 66% (+5%)
 - **Key-stage 1** = Reading 90% (+2%)
Writing 85% (+2%)
Maths 91% (+2%)
 - **Key-stage 2** = New baseline being set for this academic year due to changes to assessment processes (target to be above national figures).
 - **Key-stage 4** = New baseline being set for this academic year due to changes to assessment processes (target to be above national figures).
- ✓ Improve transition across EYFS and KS1.
- ✓ Develop a comprehensive and inclusive Post-16 offer.

