

Appendix 1

Education Excellence Strategy (EES) 2021 – 2024

Foreword

This Education Excellence Strategy builds on the success of the School Improvement Strategy 2016-2021. That strategy secured improved effectiveness of schools and outcomes for children and young people, and this strategy now intends to continue that drive for educational excellence.

There are a number of significant differences. This strategy now includes Early Years settings as well as schools. Whilst recognising there are differences in the support, the principles and approach to improvement are consistent, the strategy also recognises the importance of the ongoing work to support inclusion across schools and settings. The approach of a 'Team Around the School / Setting' is made more explicit to secure the necessary support a school or setting may require.

In addition, this new strategy, is underpinned by a commitment to promote and advance equality of access and opportunity across all settings, to eliminate discrimination, foster good relations across all protected characteristics in all its activities and functions, to ensure no child or young person is left behind, so enabling the best possible outcomes for all.

The strategy also identifies explicitly the support a new headteacher can receive, so demonstrating our commitment to the professional development of leaders within the City.

The revisions have arisen following discussions with school and setting leaders and consultation with corporate services. Their contributions have been invaluable.

The next three years will no doubt bring about changes to the education system, however whatever these may be, the schools and settings will continue to strive for education excellence so that children and young people are successful. This strategy is the City of Wolverhampton Council's offer to securing continued improvement in partnership with schools and settings.

Phil Leivers (Head of Education Excellence Service)

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Pride Values of City of Wolverhampton

The core values of PRIDE underpin the City of Wolverhampton's partnership with schools, with a keen focus to:

- Put the customer first – children and young people are at the heart of all our decision making and actions
- Raise the profile of the city – continue to raise Ofsted good and outstanding provision and educational achievement
- Inspire trust and confidence – through open and strong leadership
- Demonstrate a can-do and tenacious attitude – problem solving and commitment to plan, do and review so promoting success
- Empower people to innovate

1 Introduction

1.1 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 education provider's autonomy and supports leaders and practitioners in leading City-wide collaboration and education improvement.

1.2 Educational standards across the City have improved. The success of the previous Strategy is demonstrated through a 7% increase in schools judged 'good' or better between 2018 (80%) and 2020 (87%). In August 2020, the national data set for providers being judged good or better was 86%, so demonstrating the City of Wolverhampton is now in line with national standards.

- In addition, for the period 2018 – 2020, the number of providers judged as 'requires improvement' has fallen from 12% to 11%, as well as the number of providers judged as 'inadequate' decreasing from 8% to 3%.
- This upward trend will be built upon 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 / education settings, we will build a system where the highest quality education is delivered in all Wolverhampton settings, all of which will work together in a self-improving, self-sustaining peer-to-peer support system. Together we will act as the champion of children and families, particularly our most vulnerable.

1.6 The City of Wolverhampton Council will:

- Maintain and build upon the effective working relationships with schools / education settings to facilitate the development of strong, local peer-to-peer support networks through a systems leadership and partnership working approach, that involves all relevant stakeholders in the education improvement work across the City
- Implement a robust and effective challenge and support programme to all schools / education settings across the City, through a staged and differentiated approach based upon each setting's individual position, to hold them fully to account for education improvement
- Ensure safeguarding is accorded with the highest priority in all Wolverhampton education settings.

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 / education settings, alongside an expectation that improvement should be led by schools / education settings themselves.

2.2 The Education and Inspections Act 2006 defined the strategic role of the local authority in the school / education settings 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 / education settings and, where appropriate, to commission support and, if necessary, to intervene in the management and governance of the school / education setting and
- Where a local authority has concerns about academy performance it must raise them directly with the Department for Education.

2.3 The 2006 Act requires local authorities to respond to parental concerns about the quality of local schools and grants new powers to intervene earlier, in maintained schools, where performance is poor. Part 4 of the Act sets out measures for tackling school underperformance by:

- Enabling early action to tackle school underperformance so that it does not become entrenched and lead to formal school failure
- Ensuring that effective support and challenge is provided immediately when unacceptable standards are identified, so that improvements can be made quickly, and
- Securing decisive action if a school in 'special measures' fails to make sufficient progress, so that the education and life chances of pupils are safeguarded.

2.4 The Act gives revised powers 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. The City of Wolverhampton Council will apply these powers of intervention when deemed to be appropriate. Further statutory guidance can be found at

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/922910/schools_causing_concern1.pdf (September 2020)

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
- 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 City of Wolverhampton Education Excellence 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 / learning experience.

3.2 That every school / education setting 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 aspire 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 / education settings as self-managing institutions, the City of Wolverhampton Council has a statutory duty (as outlined in **section 2**) to challenge and, where it deems it necessary, to undertake timely interventions in schools / education settings to raise standards.

3.4 That transparency, mutual trust and partnership are vital to a self-improving system: Clear and robust criteria for categorising each school, based on their level of effectiveness in providing a good level of education is shared with school / education settings' leaders (See **Annex 1**). Once categorised, schools / education settings will receive differentiated levels of challenge and intervention from the local authority (see **Annex 2, 3 and 4**) to ensure rapid and sustainable improvement. Where a local authority has concerns about an academy's performance, it will raise them initially with the school and the trust and then, if necessary, directly with the Secretary of State via the Regional Schools Commissioner and if necessary, Ofsted.

3.5 That strong leadership, management and governance are essential:

Headteachers/setting leaders and governors are ultimately responsible for the performance of the schools / education settings' they lead. Governing bodies, therefore, need to effectively challenge and hold school / education settings' leadership teams appropriately to account to ensure good outcomes for all pupils. The effectiveness of school / education settings' 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 **section 4.8**)

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

Peer-to-peer improvement networks that are built on autonomy and effective professional relationships, are vital to ensure effective support is available to all schools / education settings. Through these networks, schools / education settings will take ownership and responsibility for their own and support each other's performance and improvement.

3.7 That newly created Teaching Hubs, and identified partners, 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 resources are effectively deployed to improve school standards and the outcomes for all children including the most vulnerable, using best value principles.

4. City of Wolverhampton Council's judgement of school effectiveness

4.1 School Improvement Advisors (SIAs):

Where School Improvement Advisors are deployed, or members of the Early Years team, they will seek to:

- Focus on the overall quality of education provided by the school / education setting, in particular the curriculum offer including the quality of teaching and learning to ensure high-quality provision for all, so enabling positive outcomes
- Respect the school's and setting's autonomy to plan its own development and commission its own support
- Give professional challenge to school leaders and governors, setting managers and owners in the spirit of continuous improvement.

4.2 Categorisation of LA maintained schools:

Each Wolverhampton School / EYFS setting will be placed in one of **five** local authority categories based on published criteria, (see **Annex 1**). No school or setting, however compelling its quantitative or qualitative data may move to a Category A until it has been judged to be at least good through its most recent Ofsted Inspection.

Categories relate to the level of support provided to each setting, and is shown in the number of days allocated to the school / setting

Priority is given to those schools and settings who need the most support given the circumstances in which they operate. Many factors will affect categorisation ranging from schools judged to be newly good, settings with a first headship post or wider challenges e.g. financial; staffing etc (see **Annex 2**).

If and where applicable, -consideration will be made in relation to the local authority using its formal powers of intervention when determining a school's category.

In the autumn term, schools and settings will be informed of their local authority category and the reasons for it.

This categorisation will be reviewed termly and if the risk factors for the school / setting increase or decrease the school's category may be changed. School leaders will be involved in discussions to inform the best level of support and subsequent category.

- School Improvement Advisors (SIAs) will be allocated to work with schools based on need, as identified through the categorisation process
- Additional members of Education Excellence will be allocated to key activity where appropriate e.g. reviews/ health check activity
- All schools will be provided with a differentiated core programme of challenge and support (see **Annex 2, 3 and 4**).

Please note, all schools who offer provision for two-year-olds, will receive termly visits from members of the Early Years team.

4.3 Categorisation of EYFS – PVIs and Child Minders:

Categorisation for EYFS settings follow a similar methodology to schools to enable greater parity and equality across all education settings.

For those settings who have funded places, there is a keen expectation for high standards from the outset to ensure children get off to a great start and subsequently are ready for transfer into school.

In the autumn term, EYFS settings will be informed of their local authority category and the reasons for it.

This categorisation will be reviewed regularly and if the risk factors for the setting increase or decrease the setting's category may be changed; child minders, nursery managers and / or nursery owners will be involved in discussions to inform the best level of support and subsequent category. (see **Annex 1**)

- The Senior Advisor for Early Years, Quality and Access Officers and the Early Years and Childcare Development Officer will be allocated to work with settings based on need, as identified through the categorisation process.

Please note, all settings will be able to access pre-registration guidance and support from the Early Years team.

4.4 Challenge and Accountability – Maintained Schools:

- Once categorised, schools and settings will receive a differentiated level of challenge and support from the local authority through School Improvement Advisors (SIAs) and advisory teachers (see **Annex 2**)
- School Improvement Advisors (SIAs) will provide bespoke and differentiated levels of professional challenge and support to schools, to evaluate performance, identify priorities for improvement and support planning for effective change
- School Improvement Advisors (SIAs), and members of Education Excellence will act for and on behalf of the City of Wolverhampton Council and are the main conduit for its communication on school improvement
- Specific allocations of SIA and advisory teacher time will be determined according to the school's category (see **Annex 2**) and individual school's circumstances

- All maintained schools in Categories B and C will also be challenged and supported through regular Team Around the School meetings (TAS) (see **Annex 4**) which will enable relevant information to be shared, and for wider input / support from across teams within the City of Wolverhampton
- TAS meetings will be chaired by a member of Education Excellence and attended by wider local authority personnel as needed, with a minimum expectation of attendance from the headteacher and chair of governors, although wider participation from school leadership teams and governors will be encouraged where appropriate
- The headteacher and chair of governors will present evidence of impact since the last TAS meeting against the school's priorities for improvement as agreed, as well as local authority officers sharing the impact of their activity where relevant. This information will then be used to inform next steps and identified support.

4.5 Team Around the Setting Dashboard:

- All of our maintained settings will have access to the schools' statutory compliance dashboard, which uses analytics solutions technology to triangulate data in order to prioritise support. The dashboard is primarily for the use of headteachers, business managers and governors as a compliance management tool, and is regularly updated. Users will see information relating to their own settings only, through secure login access, whilst local authority partners will see all settings' information pertinent to for their area, such as Audit Services. The dashboard is underpinned by our schools' statutory compliance board, which seeks to provide wrap around support based on the triangulated intelligence from the dashboard. The dashboard can also be made available to academies. (see **Annex 5**)

4.6 Challenge and Accountability – Early Years settings, PVIs and Child Minders:

- Once categorised, settings will receive a differentiated level of challenge and support from the local authority through the Senior Advisor for Early Years, Quality and Access Officers and the Early Years Childcare and Development Officer (see **Annex 2**).
- The Senior Advisor for Early Years, Quality and Access Officers and the Early Years Childcare and Development Officer will provide bespoke and differentiated levels of professional challenge to EYFS settings, to evaluate provision, performance, identify priorities for improvement and support the planning for effective change.

The Senior Advisor for Early Years and wider EYFS team will act for and on behalf of the City of Wolverhampton Council and are the main conduit for its communication on education improvement:

- Specific allocations from Quality and Access, and the Early Years Childcare and Development Officer officers will be determined according to the setting's category (see **Annex 2**) and individual setting's circumstances
- All settings will also have an annual conversation which will aim to capture the impact of support and activity, as well as identifying priorities for improvement (see **Annex 3**)
- All settings will also be challenged and supported through regular Team Around Setting meetings (TAS) (see **Annex 4**), which will be proportionate to the category of the setting. Such an approach will enable relevant information to be shared and for wider input from across teams within the City of Wolverhampton

- TAS meetings will be chaired by the Senior Adviser for Early Years and attended by wider local authority personnel as needed e.g. SNEYS, SALT teams etc with an expectation of attendance from the setting manager and owner. Where viable meetings can be held virtually to facilitate collaboration, including a member of the local authority being at the setting to support
- The meeting should enable the manager and owner of the setting, in partnership with the local authority, to share activity and update the impact of action taken, as well as agreeing further support and key priorities
- In the case of child minders, the local authority will be sympathetic to the capacity and availability of registered staff.

4.7 Challenge and Accountability – Academies:

- The local authority seeks to work in close partnership with academy CEOs and their respective schools to ensure quality provision for all children and young people within the city. Academy chains are able to procure additional support from Education Excellence by negotiation, subject to availability and capacity
- All academies will be entitled to a day's support, the focus of which will be determined by the academy itself
- Where the City of Wolverhampton Council has concerns about the performance of an academy, for example through analysis of available data, website information, the curriculum offer and the latest Ofsted report, it will in the first instance write to the individual establishment to raise the issue and provide an external perspective to the headteacher / principal, chair of governors and, where appropriate, the single or multi-academy trust board
- If invited, this may include a visit from a School Improvement Advisor in order to be discuss the school's plans for potential solutions within an agreed timescale.

Please note, academies who offer provision for two-year-olds, will receive termly visits from members of the Early Years team.

4.8 Further powers of intervention:

- If the City of Wolverhampton Council is not satisfied that the concerns raised are being effectively addressed, it will share its concerns with the Regional Schools' Commissioner and Ofsted
- Where the City of Wolverhampton Council, through its safeguarding service, 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) and Ofsted.

5. Development of Governance

Purpose:

"Governance has never been more critical to the education of our nation's young people. The governance duty is, above all, to drive relentless ambition for the young people served by our schools' system, whatever the circumstances. The leadership and check-and-balance you provide is essential in monitoring and reviewing risks and plans, as well as in supporting your school leaders to implement plans that support staff and pupils and ensure that all children receive the education they deserve, whatever the circumstance."

Baroness Elizabeth Berridge

Parliamentary Under Secretary of State for Schools

(taken from the Governors Handbook October 2020)

This strategy outlines the Council's commitment and approach to securing the effective governance of maintained schools in the City and supporting individuals to be effective in carrying out their governor role. In addition, it also sets out the Council's role in supporting this within the context of its statutory responsibilities, national and local strategies, initiatives and developments.

Vision:

The local authority 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. Effective governance drives school improvement and enables young people to raise their aspirations, fulfil their potential and develop the right skills to play a positive part in the life of the City.

The local authority will strengthen and develop effective school governance through:

- Communicating effectively with stakeholders and governing bodies the Council's objectives and duties to deliver educational excellence
- Strengthening governing bodies by operating a skills-led recruitment model for all governors and working with and developing national leaders of governance; and
- Maintaining an "intelligence-led" approach to ensuring that the Council and governing bodies are effectively discharging their statutory duties, driving school improvement and improving outcomes for children and young people
- Offering a comprehensive support to schools to enable effective governance.

Context:

Role of the governing body

Governing bodies are required to fulfil their statutory responsibilities for the conduct of the school with a view to promoting high standards of educational achievement by:

- Ensuring that the vision, ethos and strategic direction of the school are clearly defined
- Ensuring that the headteacher performs his/her responsibilities for the educational performance of the school, and
- Ensuring the sound, proper and effective use of the school's financial resources (*as defined by The School Governance (Roles, Procedures and Allowances) (England) Regulations 2013*).

Role of the local authority

The local authority has a number of statutory duties in relation to the governance of maintained schools:

- Recruitment of local authority governors
- Maintaining up-to-date records of all governors in maintained schools
- Ensuring all maintained school governing bodies have governor code of conduct policies, which make explicit high standards for the role, conduct and professionalism of their governors including the expectation that governors undertake training and development

- Ensuring that information and training is available to governors to enable them to undertake their role effectively and to fill any skills gaps needed to contribute to the effective governance of the school
- Using the local authority's statutory powers of intervention under the Education and Inspections Act (2006) by strengthening governing bodies and supporting the implementation of Interim Executive Boards (IEB's) where this has been approved by the Regional Schools Commissioner
- Agreeing and making instruments of government for all maintained schools
- Ensuring school governance arrangements are published on school websites and populate governance fields on 'Get Information About Schools' (GIAS).

The local authority expects its school governors to:

- Champion improved outcomes for all children and young people in Wolverhampton
- Consider national and local priorities, and challenge decisions that could be detrimental to improved educational outcomes
- Focus on challenging schools to close gaps in attainment and progression and exceed national averages, particularly for vulnerable groups of children and young people
- Have in place appropriate monitoring arrangements to identify signs of failure in relation to governors' oversight of finance, safety or performance standards (*Department for Education Schools Causing Concern Statutory Guidance – January 2018 - Non-Statutory Guidance Relating to Governance in Maintained Schools*)

Current challenges for governing bodies:

- Recruitment and retention of skilled, effective governors and chairs to ensure appropriate support and challenge
- Reducing school budgets that require high levels of financial management by the governing body
- The challenging context of new curriculum requirements (as set out in the Education Inspection Framework 2019), assessment/testing and qualification frameworks
- Maintaining the well-being of all stakeholders within the school community and in light of Covid restrictions and challenges (where relevant)

Objectives of the Strategy

This strategy will:

- Assist the local authority to fulfil its statutory requirements in respect of governance
- Support the development and maintenance of high-quality school governance
- Support individual governors to develop and maintain the appropriate knowledge, skills and understanding to fulfil their statutory duties and drive school improvement, and
- Contribute towards a good or better judgement of the Local Authority's support for governors in all quality audits.

Strands of Activity

1. Recruitment, development and retention of skilled, effective governors

a) Governor Recruitment

- Work with the local business community and wider community to promote the benefits of becoming a governor and reflecting the diversity of our community as role models for our young people
- Provision/operation of a skills-based governor nomination process, which will include the promotion of the governors' skills audit
- Provision of a suite of recruitment materials for schools/governing bodies
- Provision of parent and staff governor election procedures.

b) Provision of a consistent approach to Governor Induction

- Provision of induction training and information
- Guidance on effective school-based induction processes
- Maintain an up-to-date record of all governors within maintained schools.

c) Provision of advice and guidance to support effective school governance

- Provision of high-quality guides, toolkits and materials
- Provision of governor training and development activities in line with the needs identified in governors' skills audit
- Signposting to national governance leadership development programmes.
- Provision of succession planning support for "aspiring" chairs / vice-chairs.

2. Improving / maintaining effective governance

a) Supporting effective, systematic governing body external governance audits

- Promotion of and access to whole governing body self-evaluation materials / toolkit / professional support
- Provision of rigorous external governance audits, in line with DfE guidance, on a regular basis, providing a 'RAG' rated action plan
- Publication and sharing of best practice via website and newsletters.

b) Supporting the review of the governing body constitution

- Provision of support to governing bodies in ensuring the constitution of the body is reviewed regularly
- Making and changing of 'Instrument of Government' when reviewed.

c) Providing targeted support for governing bodies to address specific issues identified through the local authority's school improvement work

- Provision of bespoke programmes of support to governing bodies of schools identified as causing concern
- Use of local authority's statutory intervention powers, including the issuing of warning notices, the appointment of additional governors and the establishment of Interim Executive Boards (IEBs) where necessary.

d) Developing local authority knowledge and understanding of governing bodies to ensure the provision of appropriate and effective support

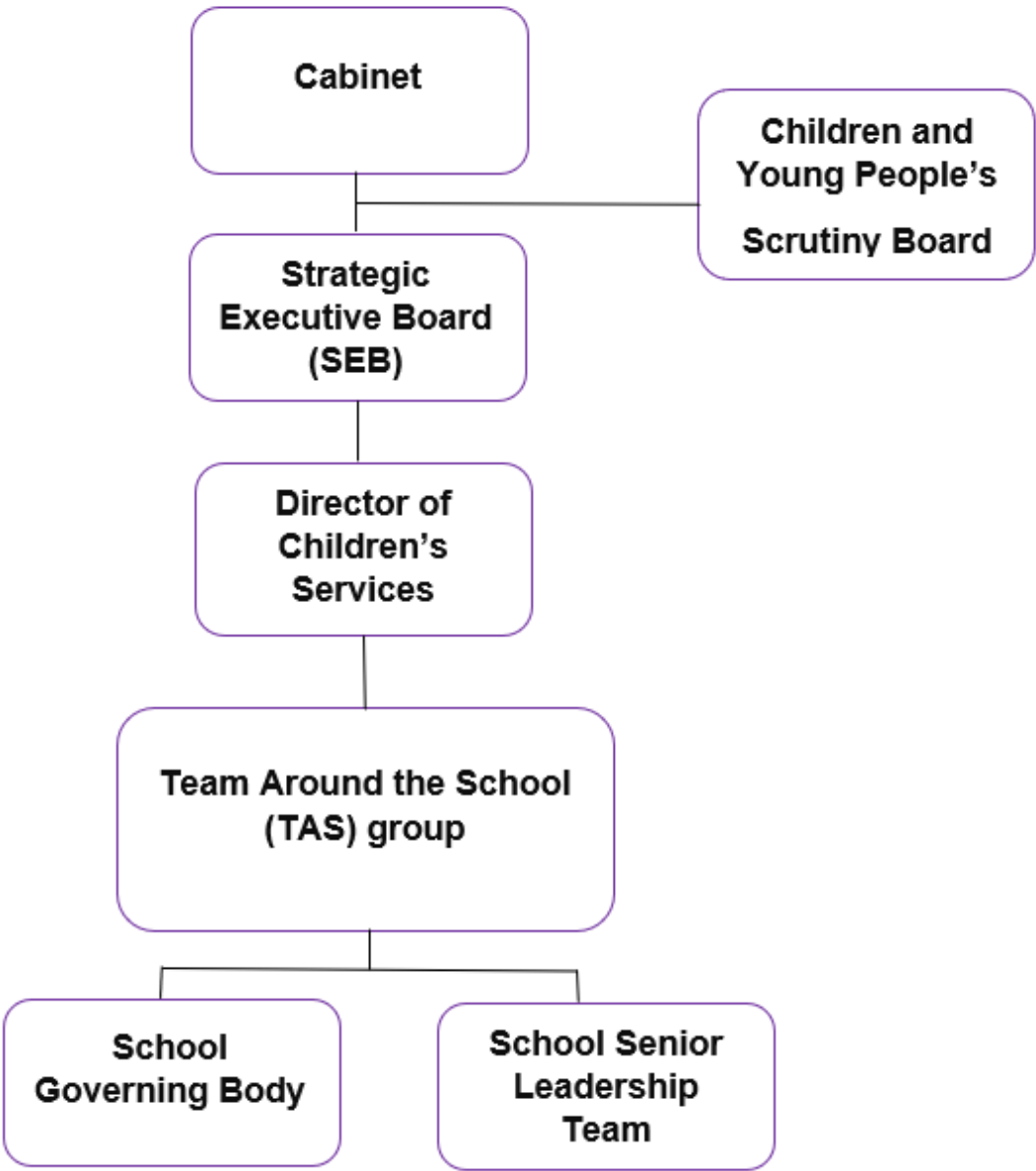
- Development of effective information sharing systems
- Input into the school / education setting improvement framework processes

- Keeping up to date with national governance developments through the National Governance Association (NGA), DfE and other organisations.

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Accountability Summary

Following the publication of validated data sets each autumn, a report will be provided in January which will capture attainment and achievement headlines, including overviews regarding Ofsted judgements.



Annex 1

Support Categories for Wolverhampton Schools

Annex 1 - categorisation

New Category	Proposed Support Status	Ofsted reference	LA reference	Leadership and Management	Governance	EYFS Business ref	NEW Allocated days of support	NEW key activity
Academies and Free schools (AFS)							1 day per year* <i>*Those schools with provision for two-year-olds, will receive termly core visits for EYFS</i>	Day of support to be determined by the academy and allocated SIA
Out of hours / Wrap Around Care (school registration)							Minimum of 1 day per year	
Out of hours / Wrap Around Care (non-school registration)							Termly support visit	
SCHOOLS A – providing a good or better education	LOW SUPPORT	Judged good or outstanding by Ofsted at the last inspection; securely good	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 school's next Ofsted inspection.	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 positive impact on pupils' achievement and behaviour.	School Governors are RAG-rated as green by the LA.		5 days per year	
PVI / Child Minders	LOW SUPPORT	Judged outstanding, good or 'met' at the last	Work with the early years team demonstrates that the setting's curriculum intentions are met and are	Effectiveness of leadership and management is proven and strong. All key documentation is in place and safeguarding practices are robust.	NA	Well established business, sustainability and	4 days per year from the wider	Support visits and yearly review focusing on

A – providing a good or better education		Ofsted inspection. Securely good in all areas including all welfare requirements	sufficiently challenging for all children. A high-quality setting which is welcoming, safe and stimulating where all children can enjoy learning and grow in confidence. All necessary steps are taken to keep children safe. There is a clear understanding and embedded vision regarding the EYFS curriculum intent, implementation and impact.	Owner fully involved and supportive of the setting, including driving change with the manager. High quality training and CPD opportunities are in place and accesses allow for reflective practice. Partnership working is effective. Equality of opportunity is evident. SEND provision and policies meet individual needs and highly effective working relationships with outside agencies and parents secures positive outcomes.		sufficiency plans are in place; clear understanding of funding; LA terms and conditions adhered to; Occupancy levels are above 80%.	Early Years team	teaching and/or learning and welfare requirements.
SCHOOLS AS – providing a good or better education AS = A+support	LOW SUPPORT	Recently judged as good following a previous judgement of Requires Improvement.	Judged as newly good; some vulnerability due to a recently awarded ‘good’, however, no sustained history of G2, hence additional support (AS) in the first year.	Leadership and management is improving, but needs additional support and guidance to consolidate this to ensure G2 at next inspection and / or HT is new to the school with previous headship experience. Offer of a school review to provide a baseline.	Developing and improving, but potential vulnerability. Governance is rated at least amber by the LA.		7 days per year in first year following G2 (including a review)	Extra 1 day – to be negotiated together: School and CWC / LA
PVI / Child Minders AS – providing a good or better education AS = A+support	LOW SUPPORT	Recently judged as good following previous judgement of Requires Improvement.	Judged as newly good; some vulnerability due to a recently awarded ‘good’, however, no sustained history of G2, hence additional support (AS) in the first year.	All leaders have a clear and ambitious vision to provide high quality care and education for all. Some guidance might be required on staffing and teaching and learning expectations. Extra support is needed to ensure a judgement of good at the next inspection; or there is a new manager in post who has previous managerial experience.	NA	Some funding support needed; sufficiency and sustainability plans in place; possible concerns over occupancy.	6 days per year in the first year of becoming good	
SCHOOLS B1 – level of education provided requires improvement	MEDIUM SUPPORT	Schools that have previously been judged good or outstanding at their last Ofsted inspection but there may be evidence of some	School is judged to be requiring improvement at its last inspection, and LA evidence suggests, through School Improvement Advisor activity with the school, the school is likely to be judged to be good at its next inspection.	Leadership and management at all levels particularly senior leaders, middle managers and governors is secure and improving which is leading to improvements in pupils’ outcomes and / or there is a new HT to post with no previous headship experience.	School Governance is RAG-rated at least amber by the LA with a clear action plan for improvement.		9.5 days per year	

		vulnerability at the next inspection as shown through the school's work with the LA / School Improvement Advisor or school performance data OR						
PVI / Child Minders B1 – level of education provided requires improvement	MEDIUM SUPPORT	Settings have been judged as outstanding, good or 'met' at their last inspection, but current evidence shows vulnerability.	New nursery setting or childminder provision less than 12 months old. Key roles in place such as SENCo and room leads but support needed in embedding roles and responsibilities. Welfare requirements are being met consistently but safeguarding audit might highlight some areas for improvement.	Leaders are committed to improving practitioners' knowledge to enhance and improve provision. Leaders engage effectively with children, their parents and others in their community, including schools and other local services. Leaders engage with their staff and are aware of the main pressures on them. They are realistic and constructive in the way they manage staff, including their workload.		Some funding support needed; sufficiency and sustainability plans in place; possible concerns over occupancy. Some concerns over term and conditions being consistently met and / or concerns re staff turnover.	Up to 10 days of support	Initial whole setting review focusing on teaching and learning and welfare requirements. Annual conversation, 2 core visits and 1.5 days of focused support.
SCHOOLS B2 – level of education provided requires improvement	MEDIUM SUPPORT	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	Schools that have previously been judged good or outstanding at their last Ofsted inspection but are considered to be very vulnerable at the next inspection by the LA as shown through the school's work with the School Improvement Advisor and engagement with Education Excellence.	Aspects of the quality of education, behaviour and attitudes, and personal development require improvement; school leaders do not yet consistently demonstrate effective processes and structures, and therefore have limited capacity to improve at the pace required. Eg <ul style="list-style-type: none"> <i>Evidence of limited improvement in standards of attainment that are below average</i> <i>Gaps in progress and outcomes that are well below average for disadvantage and vulnerable groups (including SEND).</i> <i>High rates of pupil absence, persistent absence, fixed-term and permanent exclusions. Safeguarding concerns</i> <i>Teaching is not consistently good</i> <i>Weak governance</i> <i>High levels of parental concerns and complaints including those made to Ofsted. Inadequate progress arising from HMI monitoring visits</i> 	School Governance is RAG-rated amber or red by the LA and there is limited evidence of capacity to improve.		14.5 days per year	Extra 1 day – to be negotiated together: School and CWC / LA

		performance data OR		<ul style="list-style-type: none"> • <i>Rapid or significant reductions in pupil numbers</i> • <i>Significant changes in staffing</i> • <i>Financial deficit or financial mismanagement</i> • <i>Reluctance to acknowledge concerns and address weaknesses</i> • <i>Reported incidents to suggest there is a breakdown of leadership or governance.</i> • <i>Notes of Progress and Impact visits which report poor progress and continued weak performance with little impact.</i> 				
PVI / Child Minders B2 – level of education provided requires improvement	MEDIUM SUPPORT	Setting or childminder has been is judged as Requiring Improvement or not met by Ofsted. The setting or childminder is struggling to demonstrate the capacity to make the necessary changes. This is evidenced through the work of the early years team as well as information from outside services	<p>Settings who have previously been judged as outstanding or good at the previous inspection but are now considered by the LA to be very vulnerable at the next inspection through work with the early years team and engagement with the LA.</p> <p>Welfare requirements are being met but the safeguarding audit has highlighted areas for improvement.</p> <p>Correct documentation is not consistently in place.</p> <p>Quality of education is not good and does not meet the needs of all children</p>	<p>Provision to support children's personal development is not good.</p> <p>Any breaches of the statutory requirements for safeguarding and welfare and/or learning and development do not have a significant impact on children's safety, well-being and personal development.</p> <p>Provision for all children is not consistently good</p> <p>Quality of education is not good and does not meet the needs of all children. Leaders and managers have a clear vision for their setting but are unable to demonstrate how to bring about change and drive the improvements needed.</p>		Funding support needed; sufficiency and sustainability plans in place; possible concerns over occupancy; some concerns over terms and conditions being consistently met and / or concerns raised re staff turnover. Supervisions not driving change Lack of impact from CPD Concerns around the premises Policies not up to date Ofsted not informed of changes	10 days	Annual conversation, review activity, 2 core visits, termly TAS meetings. 2 additional days for leadership and management support and development. 3.5 days of additional bespoke support or training opportunities
SCHOOLS C – level of education provided has serious weaknesses or is in special measures	INTENSIVE / HIGH SUPPORT	School is judged as having serious weakness or requiring special measures by Ofsted OR	Overall the LA, through the work of the School Improvement Advisor with the school, judges the quality of education to be inadequate. There are key aspects that require significant improvement, and evidence suggests	Leaders and managers are not taking sufficiently effective steps towards securing a good quality of education. Pupils' behaviour and attitudes and personal development are weak. Leadership and management is ineffective, especially that of senior leaders, middle managers and governors, resulting in weak capacity to make the necessary improvements with the urgency required. <i>e.g</i>	School Governance is RAG-rated red by the LA and there is little evidence of capacity to improve. There are unfilled		19 days per year	

			there is insufficient capacity to improve outcomes OR	<ul style="list-style-type: none"> • Evidence of very limited or no improvement in standards of attainment that are below average • Wide gaps in progress and outcomes that are well below average for disadvantage and vulnerable groups (including SEND). • High rates of pupil absence, persistent absence, fixed-term and permanent exclusions • Safeguarding concerns • Teaching is not consistently good • Weak governance • High levels of parental concerns and complaints including those made to Ofsted. Inadequate progress arising from HMI monitoring visits • Rapid or significant reductions in pupil numbers • Significant changes in staffing • Financial deficit or financial mismanagement • Reluctance to acknowledge concerns and address weaknesses • Reported incidents to suggest there is a breakdown of leadership or governance. • Notes of Progress and Impact visits which report poor progress and continued weak performance with very little or no impact. 	vacancies on the governing board and a lack of skills are contributing to ineffective governance			
PVI / Child Minders C – level of education provided has serious weaknesses or is in special measures	INTENSIVE / HIGH SUPPORT	Safeguarding is ineffective. Breaches of EYFS requirements have a significant impact on the safety and well-being and/or the learning and development of children. The setting has received two previous 'requires improvement' judgements and it is still not good.	A poorly designed and implemented curriculum does not meet children's needs. The needs of babies and young children are not met. Children are not well prepared for school or the next stage of their learning, particularly those who are in receipt of additional funding. Children have a narrow experience that does not promote their understanding of people and communities beyond their own or help them to recognise and accept each other's differences.	Leaders require support, guidance and intervention to be able to improve the quality of education and care. Actions taken to tackle areas of identified weakness have been insufficient or ineffective. Practitioners have a poor understanding of the areas of learning they teach and the way in which young children learn. Strategies for engaging parents are weak and parents do not know what their child is learning or how they can help them improve. Mandatory training is not undertaken. Breaches of the statutory requirements have a significant impact on children's learning and development.	NA	Premises unsecured and unsuitable, including the learning environment and equipment available; terms and conditions not returned; occupancy levels below 50%; sufficiency and sustainability plans not in place; records and documentations not in place.	12.5 days per years	Offer: Annual conversation, 2 Reviews, 2 core visits. Half-termly TAS meetings, 2 additional days for leadership and management support and development; 3.5 days of additional bespoke support or training opportunities.

Annex 2

Categories, time allocation and activity

CATEGORY: Academies and Free Schools (ACF) and non-funded nurseries (NFEYFS)

Category AFS and NFEYFS	Allocation	NOTES
School	1 day per year	AFS to work with allocated SIAs to agree input. Additional support can be procured
PVI	1 day per year	Support with registration and area sufficiency. Opportunity to attend identified EYFS training
Child Minder	1 day per year	Support with registration and area sufficiency. Opportunity to attend identified EYFS training

CATEGORY: A (low support) = 5 days / 4 days for EYFS settings

Category A – low support	Allocation	Preparation tasks	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2	NOTE
School	5 days	SIA – Autumn Conversation prep (1.0)		Autumn Conversation meeting (Nov) (0.5 visit + 0.5 report)	Core Visit 0.5 + visit report 0.5		Core Visit 0.5 + visit report 0.5		1.0 day focused support – to be agreed between HT and SIA
PVI	Up to 4 days	Annual Conversation prep	Offer: Annual conversation (0.5) Review (0.5+0.5) 2 core visits (0.75 per visit = 1.5)						1.0 day focused support – to be agreed between owner and manager and EYFS officer
Child Minder	Up to 4 days	Annual Conversation prep	Offer: Annual conversation (0.5) Collaborative review activity (0.5+0.5) 2 core visits (0.75 per visit = 1.5)						1.0 day focused support – to be agreed between owner and manager and EYFS officer

CATEGORY: AS (low support) = 7 days (5+2) / 6 days for EYFS settings

Category AS – low support	Allocation	Preparation tasks	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2	NOTE
School	7 days	SIA – Autumn Conversation prep (1.0)		Autumn Conversation meeting (Nov) (0.5 visit + 0.5 report)	Core Visit 0.5 + visit report 0.5 *Review 1.0 + 1.0 prep and write up		Core Visit 0.5 + visit report 0.5		*Whole school review – 1.0 day + 1.0 day prep and write up – timing of review to be agreed between HT and SIA PLUS 1.0 days additional input to be agreed with HT and SIA
PVI	Up to 6 days	Annual Conversation prep	Offer: Annual conversation (0.5) Review (0.5+0.5) 2 core visits (0.75 per visit = 1.5) 2 additional days for leadership and management support and development (including prep)						1.0 day focused support – to be agreed between owner and manager and EYFS officer
Child Minder	Up to 6 days	Annual Conversation prep	Offer: Annual conversation (0.5) Collaborative review activity (0.5+0.5) 2 core visits (0.75 per visit = 1.5) 2 additional days for leadership and management support and development (including prep)						1.0 day focused support – to be agreed between owner and manager and EYFS officer

CATEGORY: B1 (medium support) = 9.5 days / 8 days for EYFS settings

Category B1 – medium support	Allocation	Preparation tasks	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2	NOTE
School	9.5 days	SIA – Autumn Conversation prep (1.0)	Autumn Conversation meeting (Oct) (0.5 visit + 0.5 report)	TAS meeting (Dec) (0.5)	Core Visit 0.5 + visit report 0.5 TAS meeting (0.5) Review 1.0 + 1.0 prep and write up		Core Visit 0.5 + visit report 0.5 TAS meeting (0.5) Review 1.0 + 1.0 prep and write up		Review foci to be agreed with HT and SIA

PVI	Up to 8 days	Annual conversation prep	Offer: Annual conversation (0.5) Review activity (0.5+0.5) 2 core visits (0.75 per visit = 1.5) Termly TAS meeting (0.5 x3 = 1.5) 2 additional days for leadership and management support and development (including prep)	1.5 day focused support – to be agreed between owner and manager and EYFS officer
Child Minder	Up to 8 days	Annual conversation prep	Offer: Annual conversation (0.5) Collaborative review activity (0.5+0.5) 2 core visits (0.75 per visit = 1.5) Termly TAS meeting (0.5 x3 = 1.5) 2 additional days for leadership and management support and development (including prep)	1.5 day focused support – to be agreed between owner and manager and EYFS officer

CATEGORY: B2 (medium support) = 14.5 days / 10 days for EYFS settings

Category B2 – medium support	Allocation	Preparation tasks	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2	NOTE
School	14.5 days	SIA – Autumn Conversation prep (1.0)	Autumn Conversation meeting (Oct) (0.5 visit + 0.5 report)	TAS meeting (Nov) (0.5) Review 1.0 + 1.0 write up	Core Visit 0.5 + visit report 0.5 TAS meeting (0.5) *Status check 2.0 + 1.0 prep and 1.0 write up		Core Visit 0.5 + visit report 0.5 TAS meeting (0.5) Review 1.0 + 1.0 prep and write up		3 reviews per year, to include x1 *Status check per year - 2 day review – timing to be agreed; other review foci to be agreed with HT and SIA PLUS + 1.0 days input to be agreed with HT and SIA
PVI	Up to 10 days	Annual conversation prep	Offer: Annual conversation (0.5) Review activity (0.5+0.5) 2 core visits (0.75 per visit = 1.5) Termly TAS meeting (0.5 x3 = 1.5) 2 additional days for leadership and management support and development (including prep)						3.5 day focused support – to be agreed between owner and manager and EYFS officer

Child Minder	Up to 10 days	Annual conversation prep	Offer: Annual conversation (0.5) Collaborative review activity (0.5+0.5) 2 core visits (0.75 per visit = 1.5) Termly TAS meeting (0.5 x3 = 1.5) 2 additional days for leadership and management support and development (including prep)	3.5 day focused support – to be agreed between owner and manager and EYFS officer
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CATEGORY: C (high support) = 19 days / 14 days for EYFS settings

Category C – high support	Allocation	Preparation tasks	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2	NOTE
School	19 days	SIA – Autumn Conversation prep (1.0)	Autumn Conversation meeting (Sept) (0.5 visit + 0.5 report) TAS meeting (0.5)	TAS meeting (0.5)(Nov) *Status check Review 2.0 +1.0 prep and 1.0 write up*	Core Visit 0.5 + visit report 0.5 TAS meeting (0.5)	TAS meeting (0.5) *Review 1.0 + 1.0 prep and write up	Core Visit 0.5 + visit report 0.5 TAS meeting (0.5) *Review 1.0 + 1.0 prep and write up	TAS meeting (0.5) *Status check Review 2.0 +1.0 prep and 1.0 write up	4 reviews pr year to include *Status check X2 per year (can replace 2 reviews in the term)
PVI	Up to 12.5 days	Annual conversation prep	Offer: Annual conversation (0.5) 2 Review activity (0.5+0.5 x2) 2 core visits (0.75 per visit = 1.5) Half-termly TAS meeting (0.5 x6 = 3.0) 2 additional days for leadership and management support and development (including prep)						3.5 day focused support – to be agreed between owner and manager and EYFS officer
Child Minder	Up to 12.5 days	Annual conversation prep	Offer: Annual conversation (0.5) 2 Collaborative review activities (0.5+0.5 x2) 2 core visits (0.75 per visit = 1.5) Termly TAS meeting (0.5 x6 = 3.0) 2 additional days for leadership and management support and development (including prep)						3.5 day focused support – to be agreed between owner and manager and EYFS officer

Annex 3

Autumn conversation / annual conversation for early years settings

Membership of the group from the City of Wolverhampton education Excellence Team:

- Head of Education Excellence (Chair)
- School Improvement Senior Advisor (Chair)
- School Improvement Advisors
- Senior Adviser for Early Years
- Advisory Teachers

School team:

- Headteacher
- Senior Leaders
- Chair of governors (or appropriate substitute)

Early Years

- Setting owner
- Setting manager
- Identified staff

Purpose of the Autumn / Annual Conversation

To establish and implement an appropriate balance of support and challenge to improve outcomes and raise standards for all children and young people.

To review the impact of activity on outcomes, from both the school / education setting and the local authority for the previous academic year.

To explore the school's / setting's priorities for the new academic year and to agree and allocate support in line with the school's / education setting category, so ensuring the best use of finite resources.

Terms of reference

- All schools, regardless of categorisation within ABC bandings, will be required to participate in the autumn / annual conversation. Schools / education settings will be sent invitations in advance to optimise attendance during the period allocated for this activity
- The autumn/ annual conversation will be chaired by either the Head of Education Excellence, School Improvement Senior Adviser, Senior Adviser for Early Years or a nominated representative who is not directly linked to the school / setting
- There will be an expectation of attendance from the headteacher and chair of governors, / setting owner and / or manager although other leaders / staff are encouraged to attend as appropriate
- The meetings will follow an agreed agenda, based upon information about the school / settings' provision and outcomes
- Improvement activity will be identified and mapped into the academic year, promoting strong partnership activity between education settings and the local authority.

Annex 4

Team Around the School / Setting

Membership

Membership of the group from the City of Wolverhampton education Excellence Team:

- Head of Education Excellence (Chair)
- School Improvement Senior Advisor (Chair)
- School Improvement Advisor
- Senior Adviser for Early Years where appropriate
- SNEYS team for early years, where appropriate
- Speech and language teams for early years, where appropriate
- Input from wider teams including: finance, health and safety, human resources, facilities, safeguarding as and where appropriate

School team:

- Headteacher
- Senior Leaders
- Chair of governors (or appropriate substitute)

Early Years setting:

- Setting owner
- Setting manager
- Identified staff

Terms of reference

- All schools / education settings categorised as B or C schools (medium and high support) will be required to engage in team around the school / setting (TAS) meeting to facilitate sustained improvement and improve outcomes for children and young people
- Members attending meetings will be based upon individual circumstances and also reference information which is held on the school's dashboard (for schools)
- TAS meetings will be chaired by a senior local authority officer
- B1 and B2 category schools / education settings will receive termly TAS meetings
- C category schools / education settings will receive half-termly TAS meetings
- Agreement sharing protocols will be explored to ensure that only pertinent and relevant information will be shared as appropriate to procure support and / or determine activity
- There is an expectation of attendance by the headteacher, chair of governors and identified leaders / personnel as appropriate, or in the case of early years settings, owners and managers
- Meetings will follow a set agenda, which will be shared in advance of the meeting and all meetings will be minuted
- The content of the meeting will be led by the headteacher and chair of governors, or in the case of early years settings, owners and managers who will share evidence of the impact of action taken as well as identifying current challenges and additional support needed from the local authority
- Schools and settings, and the local authority will work collaboratively to facilitate swift improvement including the allocation of support from wider teams if and where appropriate
- At the end of the meeting a risk assessment for school will be completed, identifying the level of vulnerability against a good judgement from Ofsted (high, medium or low) and for early years settings progress against meeting existing agreed priorities
- Key factors identified through discussion will form the basis for improvement priorities, which will be reviewed at the next TAS meeting.

Annex 5

TAS Dashboard example

Budget	Deficit/surplus meeting	Deficit/surplus %	Audit up to date?	Named DPO in place?	Business/site Manager training?
Surplus £10,000	Not applicable	1.2%	No 12/2014	Yes	Yes
H&S audit up to date?	H&S report outcome	H&S action plan progress	Health and Safety Provider	Legionella/asbestos practice in place?	Confirmation of SCR & Vetting checks
26/07/2020	Good	Good	Council – full package	Yes	Yes
Fire Safety Check return UTD?	Fire Risk Assessment Action Plan UTD?	MASH referrals academic year to date	Permanent exclusions	Continuity plans in place?	Confirmation of CP & safeguarding training?
Yes	No	3	0	No	Yes
Date of last OfSTED	Inspection type	Rating	Parent View?	Website compliant?	Suspensions, hearings, dismissals?
18/9/2019	Full	Good	8	Fully	0

Annex 6

Headteacher Induction

The City of Wolverhampton recognises the transition from deputy headship to Headship is significant. A Headteacher's role is a complex one, including many additional layers of responsibility beyond pupil outcomes.

The City of Wolverhampton is committed to enabling those new to local authority headship to have a programme of support and professional development through dedicated mentoring and a series of inputs to improve understanding of different aspects of leadership, including: health and safety, finance and facilities management for example.

The city's revised offer will be made available to all new headteachers commencing the academic year 2021/22, and compliments wider induction activity including support for new governors. The School Improvement Senior Adviser leads this programme in partnership with wider council departments.