



# Education Excellence Strategy(EES) 2021 – 2024

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**CITY OF**  
**WOLVERHAMPTON**  
C O U N C I L

Our mission:  
Working as one to  
serve our city



**CITY OF  
WOLVERHAMPTON**

# **RELIGHTING OUR CITY**

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**RESET, RECOVER AND RELIGHT**



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# 5 Key priorities



# Creating more opportunities for young people

- Investment of £2.5m to create opportunities for young people
- Drive 'opportunity through learning', supporting schools to drive up standards
- We will continue to support our most vulnerable young people

TACKLING THE ISSUES  
THAT MATTER

**YOU TOLD US THAT**

YOU WANT **TO HAVE YOUR  
OPINIONS HEARD**

**MORE AND BETTER  
OPPORTUNITIES**

**GOOD EDUCATION TO  
FULFIL POTENTIAL**

US TO SUPPORT **SOCIAL,  
EMOTIONAL HEALTH  
AND WELLBEING**

# Generate more jobs and learning opportunities

**TACKLING THE ISSUES  
THAT MATTER**

**YOU TOLD US THAT**

**INVESTING IN JOBS AND  
SKILLS SHOULD BE THE NO.1  
PRIORITY FOR THE COUNCIL**

**WE NEED TO PREPARE OUR YOUNG PEOPLE  
WITH SKILLS FOR THE FUTURE**

**WE SHOULD MAXIMISE THE POTENTIAL OF  
THE GREEN ECONOMY**

**WE NEED MORE GOOD QUALITY**

**ADVICE AND SUPPORT  
FOR THOSE OUT OF WORK**

- We're supporting local people into work, training or an apprenticeship
- We'll future proof our economy, building skills for the future
- Work with partners to create new jobs and opportunities



A nighttime photograph of a city square. In the foreground, several fountains are illuminated with bright green light, spraying water upwards. The ground is paved with large, light-colored stones. In the background, there are buildings with lit windows and storefronts. Purple vertical light poles are spaced along a pedestrian walkway. A large, dark green bush is visible on the left side of the image.

# Education Excellence Strategy 2021 – 2024

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## Current strategy

### Headlines:

- LA has a duty to monitor the effectiveness of schools
- 2018 – 2021, so was in need of revision
- Aspects: categorisation; challenge and support; core visits; school improvement boards; review activity; bespoke input
- Positive impact on standards
- Challenge of changes in Inspection focus and methodology

# Current strategy

## Impact:

- Positive re Ofsted judgements
- 7% increase in schools judged good (G2) or better between 2018 and 2020, and
- from 2014 – 2020 a sustained improvement enabling Wolverhampton to align with national data sets from 70% in 2014 at G2 or above, compared with the national of 79% at G2 or above.
- % of schools judged to be inadequate in Wolverhampton has also fallen to 1 percentage point below national (3% compared to 4%).



# Collaboration and Consultation

## Proposal and successes:

- January 2021 - Consult school leaders on current school improvement strategy; its strengths and weaknesses -  
*Microsoft form* ✓
- Set up a task and finish group to formulate new SI strategy, including representation from early years and school leaders –  
*Microsoft form* ✓
- Keep good practice ✓
- Create a model that also supports and includes early years settings ✓
- Continue to use a model of graded support ✓
- Explore how we can share information across teams to support schools more effectively ✓
- Formulate new strategy in readiness for summer 2021 launch ✓

# Collaboration Summary



Key activity:



2x Issue of Microsoft forms to gather information – 16 responses



Consultation group - 6 HT / leaders from across a range of schools



Range of meetings with Phil Leivers, Linda Brown, Stacey Henderson and members of Education Excellence Team



Listening to leaders and wider council partners

# Consultation group

Carol McNally  
Holy Trinity  
(Primary)

Aiden Edmunds  
Westacre Infant  
School (Infant)

Kate Charles  
Stowlawn Primary  
(Primary)

Laura Thackaberry  
Penn Fields School  
(Special)

Lorraine Dawney  
Green Park  
(Special)

Natalie Showell  
Low Hill Nursery  
(Nursery)

PVI / Child Minder  
Consultation by  
phone / teams



# Education Excellence Strategy

## Key changes:

- New relationship with leaders in schools and education settings
- Change in title – **Education Excellence Strategy**
- Focus on partnership and collaboration – collective responsibility
- Parity with early years settings and PVI's
- Activity to be underpinned by council's core values
- ***Very positive feedback thus far***

# Council values

## PRIDE:

**P** – Put people first

**R** – Raise the city's profile and reputation

**I** – Inspire trust and confidence

**D** – Demonstrate a can-do and tenacious attitude to be a change agent

**E** – Empower people to innovate

# Improvement Activity

## The offer:

- Academies
- Early Years settings / child minders/out of school provision
- Local authority schools -maintained
- Additional / bespoke support if requested



# Improvement Activity - EYFS

## Key changes:

- All early years settings now included in the Education Excellence Strategy
- Greater parity – promotion of high expectations to enable our youngest children to receive high-quality provision
- Raise the status and profile of early years settings across the city

# Category update



ALPHA SYSTEM REMAINS



ADDITIONAL A CATEGORY -  
AS



ALIGNMENT WITH  
SUPPORT STATUS OF HIGH  
(C), MEDIUM (B1, B2) AND  
LOW (A, AS)



SCHOOLS AND EDUCATION  
SETTINGS ( EYFS) INCLUDED  
FOR PARITY



RECOGNITION OF SCHOOL  
STATUS AND CHANGES IN  
LEADERSHIP



FOCUS ON SUPPORT AND  
ALLOCATION OF  
RESOURCES



# Categorisation process

## Criteria / information reference:

- Focus on robust evidence / factual information
- Most recent Ofsted inspection judgment
- LA intelligence / dashboard\*
- Quality of leadership and management
- Governance
- Termly conversation – agree support



# Categorisation matrix

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	

# Categorisation matrix

<b>SCHOOLS</b> 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 <u>school</u> , 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	
<b>PVI / Child Minders</b>	LOW SUPPORT	Judged outstanding, good or met at	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		the last 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.

# Allocations for schools

## Summary:

- Academy basic allocation – 1 day
- Allocation modifications to facilitate 5 categories for LA schools
- $A = 5$ ;  $AS = 7$ ;  $B1 = 9.5$ ;  $B2 = 14.5$ ;  $C = 19$  days
- Allocations and activity based upon need and key priorities
- Allocations include pre-activity – school input – post activity

# Allocations for EYFS settings

## Summary:

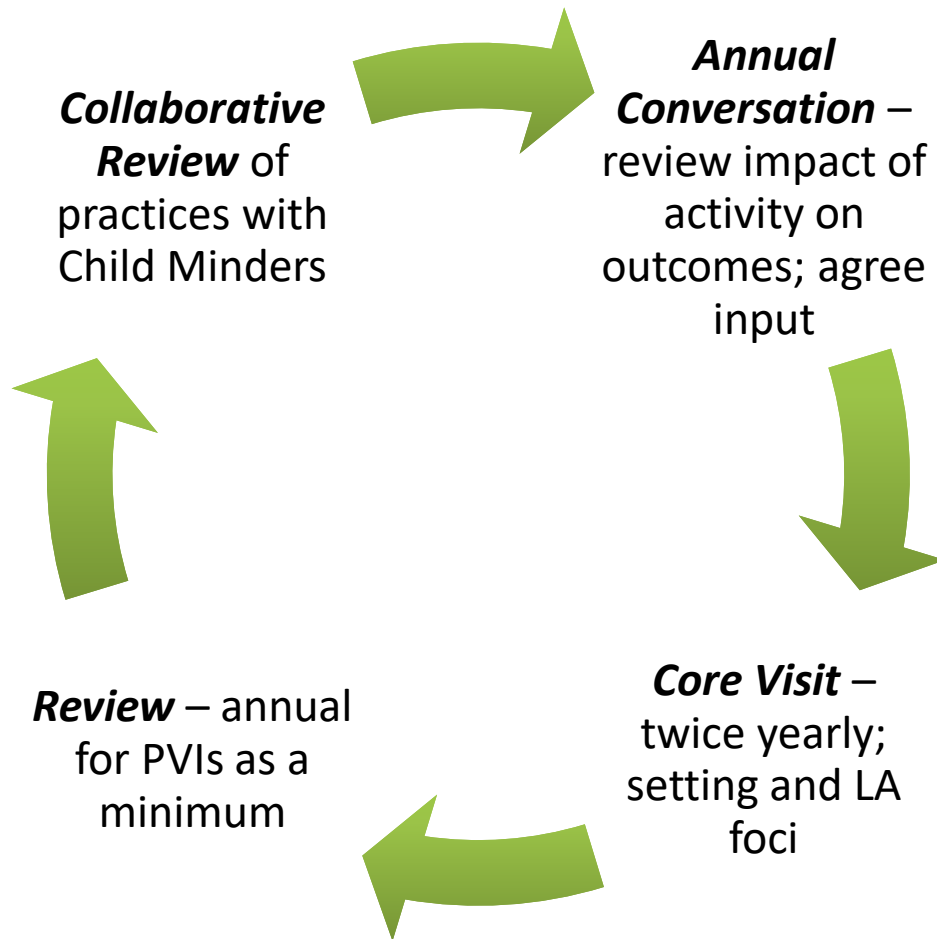
- Allocation modifications to facilitate 5 categories for EYFS settings
- A = 4; AS = 6; B1 = 8; B2 = 10; C= 12.5 days input
- Allocations and activity based upon need and key priorities
- Basic entitlement – annual conversation, review, 2 core visits
- Additional support based upon category and need



# Activity headlines for schools

- **(C&S) - Autumn Conversation** – review impact of activity on outcomes; agree input
- **Core Visit** – spring (school) and summer (LA)
- **Review** – options: EYFS, Key Stage; Equalities; Curriculum; subjects, aspects; PPG, whole school SEND
- **Status Check** – readiness for Inspection (B2 / C schools)
- **(SIB) - Team Around the School**
- **Focused Support** – input to develop key aspects to improve outcomes
- **Bespoke support** – input to develop HT / SLT knowledge and skills

# Activity headlines for EYFS settings



- ***Status Check*** – readiness for Inspection (C settings where applicable)
- ***Team Around the Setting***
- ***Focused Support*** – to develop leadership and management capability
- ***Additional support*** – *as needed e.g Business support*

# Key activity 1

Previous title	New title	Value ref (PRIDE)	Input	EYFS context	Duration in setting	Personnel involved	Location of activity
Challenge and Support	Autumn Conversation for schools  Annual conversation for education settings	I D E	Autumn C schools – September B schools – October A schools - November (will replace autumn core visit) <b>Review impact of activity on outcomes for pupils (school activity and LA / EE activity)</b> <b>agree input together – collaborative</b>	For education settings – an annual conversation with no set date; to be agreed on an individual basis.	90 mins	<u>HoS</u> / SSIA + allocated SIA Others by invitation of school and SIA (agreed in advance)  EYFS LA Officers	School     Education setting
Core Visit	Core Visit	P I D E	Termly All schools A – C <b>1 LA agenda (summer)</b> <b>1 school focus (spring)</b>	2 visits during the course of the year.	3 hours (mix of meetings and school activity) – <i>show what you say</i>	Allocated SIA and school leaders  EYFS LA Officers	School    Education setting

# Key activity 2

Review	Review (TBC) <b>Options:</b> <ul style="list-style-type: none"> <li>• EYFS,</li> <li>• Key Stage reviews, Equalities, curriculum subjects and aspects,</li> <li>• Early Reading PPG</li> <li>• Whole school SEND review</li> </ul>	P R I D E	C - 4 in total to include 2 status / health checks B2 - 3 reviews to include 1 status / health check per year B1 - 2 reviews AS – 1 review  <i>Schools may wish to explore a cyclical model over time to gain a comprehensive understanding of the setting</i>	All settings to have a yearly review as a minimum (up to 1 day) C education settings to receive 2 reviews	1 day  2 days	Allocated SIA + identified members of Education Excellence Team  EYFS LA Officers	School
Focused support	Focused support	P R I D E	<b>School's choice</b> for identified input: review / project work / SI activity	Education setting's choice based upon individual needs	Out of allocation	Allocated SIA + identified members of Education Excellence Team  EYFS LA Officers	
Pre-Ofsted health check	Status / health Check	P R I D E	B2 and C schools B2 - once per year C – twice per year Those expecting inspection within the school year (offer to all LA schools / setting)	Settings in the Ofsted window to be offered health check – focus on statutory welfare requirements and curriculum offer (up to 0.5)	2 days	Allocated SIA + identified members of Education Excellence Team  EYFS LA officers	School

# Key activity 3

School Improvement Board meetings	Team Around the School meeting (TAS)	R I D E	<b>Termly for B1 and B2 schools</b> <b>5 Half termly for C schools (exclude Aut 1)</b> <u>Opps</u> to celebrate successes where relevant Holding the school to account – <u>inc</u> GB Agenda – personal to the school, but appropriate reference to criteria cited Action plans formulated	<b>Termly for B1 and B2 education settings</b> <b>5 Half termly for C (exclude Aut 1)</b> <u>Opps</u> to celebrate <u>successes</u> Holding education settings to account Agenda – personal to the setting Action plans formulated	2 hours (Typically during the second half of the term)	<u>HoS</u> / SSIA + allocated SIA Others by invitation of school and SIA (agreed in advance)	School
Bespoke Support	Bespoke support	I D E	At school's request <b>Academy option – additional input can be purchased</b>	At an education setting's request <u>through the use of allocated days</u>	1 day	TBC	School



# Category A – low support

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

Category A – low support	Allocation		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		<u>1.0 day</u> 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)						<u>1.0 day</u> 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)						<u>1.0 day</u> focused support – to be agreed between owner and manager and EYFS officer

# Category AS – low support

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

Category AS – low support	Allocation		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 + <u>1.0 day</u> prep and write up – timing of review to be agreed between HT and SIA <b>PLUS</b> 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)						<u>1.0 day</u> 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)						<u>1.0 day</u> focused support – to be agreed between owner and manager and EYFS officer

# Category B1 – medium support

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

Category B1 – medium support	Allocation		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)						<u>1.5 day</u> 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)						<u>1.5 day</u> focused support – to be agreed between owner and manager and EYFS officer

# Category B2 – medium support

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

Category B2 – medium support	Allocation		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 <u>meeting</u> (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 - <u>2 day</u> 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 <u>meeting</u> (0.5 x3 = 1.5) 2 additional days for leadership and management support and development (including prep)						<u>3.5 day</u> 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 <u>meeting</u> (0.5 x3 = 1.5) 2 additional days for leadership and management support and development (including prep)						<u>3.5 day</u> focused support – to be agreed between owner and manager and EYFS officer

# Higher levels of support

## Examples:

- *Evidence of limited improvement in standards of attainment that are below average*
- *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 / provision is not consistently good*
- *Weak governance / business concerns*
- *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 little impact.*



# Category C – high support

**CATEGORY: C (high support) = 19 days / 14 days for EYFS settings**

Category C – high support	Allocation		Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2	NOTE
School	19 days	SIA – Autumn Conversation prep (1.0)	Autumn Conversation <u>meeting</u> (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 <u>meeting</u> (0.5 x6 = 3.0) 2 additional days for leadership and management support and development (including prep)						<u>3.5 day</u> 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 <u>meeting</u> (0.5 x6 = 3.0) 2 additional days for leadership and management support and development (including prep)						<u>3.5 day</u> focused support – to be agreed between owner and manager and EYFS officer

# Team Around the School

## Summary:

- Replaces previous SIB (school improvement board) meetings
- Focus on information sharing, support, challenge and collaboration
- Exploration of the wider context of schools
- Attendance of personnel; parties – by invitation as required
- Information Sharing Agreement protocols
- Dashboard information and development

# Sample dashboard for schools

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

# Team Around the Setting (EYFS)

## Summary:

- Replaces current TAS model of settings being rag rated red, amber, green
- TAS model only for B and C settings
- Focus on information sharing, support, challenge and collaboration
- Exploration of the wider context of a setting
- Attendance of personnel; parties – by invitation as required (SNEY SLT)
- Information Sharing Agreement protocols

# Improved collaboration

- Learn from remote activity across City of Wolverhampton teams
- Sharing of intelligence to support schools and settings
- Reduce replication
- Build upon current successes
- Consistency
- Facilitate high quality provision and support for school and setting leaders



# Headteacher Induction rationale



Re-define headteacher induction

Welcome information – transparency and familiarity

Offer to LA and Academies

Focus: 'Developing a Head for Business'

Reality of headship

Complimentary to NPQH

View to offer to DHTs in due course

# Headteacher Induction – anticipated input



- Welcome to Wolverhampton
- Local context of the city and communities
- Safeguarding
- HR / Personnel
- Finance
- Procurement
- Working within the law
- Facilities
- Governance
- Work with unions

# Headteacher Induction

- Input / offer during 2021/22
- Phase 1 - Open to new HTs and those within first 2 years
- Phase 2 – open to Deputy Heads applying for Headship
- Network opportunities
- Pairing with mentors
- Feedback and review

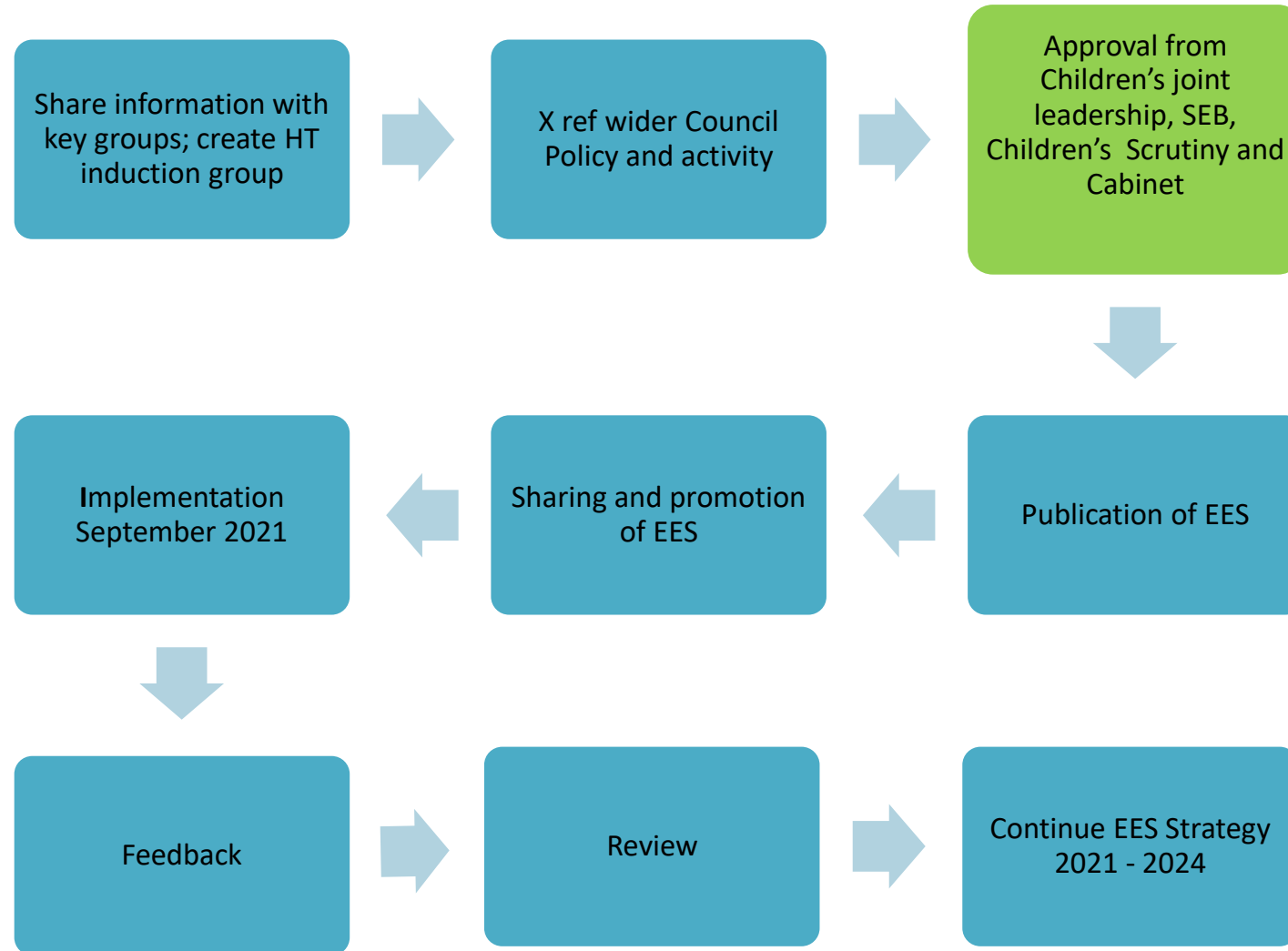


# Headteacher Induction timeline



- Meetings with key council departmental leads 25/5/21 and 16/7/21
- Share HT induction commitment at SIA day 9/6/21
- Microsoft form to gather views (closes 25/6/21)
- HT consultation group – July meeting
- Summer mapping
- Implement October 2021

# Next steps



# Questions





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