

Education Excellence Strategy (EES) 2024 - 2027



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Foreword



This Education Excellence Strategy builds on the success of the Education Excellence Strategy 2021-2024. That strategy secured improved effectiveness of schools and settings, shown through improving outcomes and Ofsted comparators. The drive for educational excellence is resolute in the City of Wolverhampton.

The EES 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.

Many of the systems and processes within the Education Excellence Strategy (EES) 2021 - 2024 remain: the inclusion of Early Years Foundation Stage (EYFS) settings, the core offer, Team Around the School / Setting (TAS) meetings and the Headteacher Induction Programme (HTI).

The revisions in our updated strategy 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 further 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 all our schools and settings, whether local authority or academy schools.

We look forward to our continuing work with you.

Phil Leivers

Head of Education Excellence



PRIDE Values of City of Wolverhampton

The core values of PRIDE continue to 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.

Restorative Practice

In addition, the City of Wolverhampton is committed to 'restorative practices' and will use such an approach to attain the City's core values and to support a solution focused methodology to facilitate continuous school / setting improvement.

Introduction

1.1 The City of Wolverhampton Council's vision is to continue to provide 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 providers' autonomy and supports leaders and practitioners in leading City-wide collaboration and education improvement.

1.2 Educational standards across the City have improved. One of the ways in which the success of the previous strategy is demonstrated is through a 3% increase in schools judged 'Good' or better between 2022 (88%) and 2024 (91%). As of December 2023, the national data set for providers being judged Good or better was 91%, demonstrating the City of Wolverhampton is now above national and regional standards.

In addition, for the period 2022 – 2024, the percentage of providers judged as 'Requires Improvement' has fallen from 10% to 6%, with just 3% of providers judged as 'Inadequate'.

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 potential, supporting 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, 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 ensure that schools and settings equip them with the skills they need for their future life chances and the growth and development of the City.

1.5 In partnership with our schools / education settings, we will build a system where the highest quality of 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. We will achieve this 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 accountable for education improvement.
- Ensure safeguarding is accorded with the highest priority in all Wolverhampton education settings.

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.
- Where a local authority has concerns about academy performance it must raise them directly with the Department for Education.
- Where a local authority has concerns about an Early Years setting it must raise them directly with the childminder agency and /or Ofsted.

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.
- 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 to the local authority to intervene in maintained schools causing concern, which builds on existing statutory powers to ensure that every child is provided with the education and opportunities they deserve. The City of Wolverhampton Council will apply these powers of intervention when deemed to be appropriate. The Education Excellence team will take a joined-up approach and liaise with other teams within the local authority to gather evidence and information about schools' vulnerability so that appropriate support and intervention can be swiftly put in place when necessary.

Further statutory guidance can be found at:

https://assets.publishing.service.gov.uk/media/659d064e614fa20014f3aa63/Schools_causing_concern_guidance.pdf

Annual Survey

There will be an annual survey at the start of each academic year to identify schools and early years settings that have capacity to support vulnerable schools, particularly if a school goes into category following an Ofsted inspection. In this way, the local authority can provide a swift and appropriate package of support for those schools most in need.

Identifying best practice

In addition, as part of the survey, academies, maintained schools and Early Years settings will be invited to highlight any best practice / exemplary provision they wish to share more widely with others. On receipt of this information the Education Excellence team will validate this offer (before working with these settings to decide how best to share their case study/ offer) to ensure high standards in the City are maintained.

Addressing concerns

Schools and Early Years settings causing concern are typically identified through the work of the Education Excellence team and shared intelligence from across council teams and services. The work of the Education Excellence team is also designed to help reduce the occurrence of school's causing concern through its work with school and setting leaders.

Short notice visits to schools and settings

Where there are known or growing concerns about maintained schools in the City of Wolverhampton (risks might include safeguarding,

suspensions/exclusions, behaviour incidents, finance, community issues, staffing/leadership capacity, governance etc), in the spirit of continuous school / setting improvement, the Head of Service, Senior School Improvement Advisor and / or School Improvement Advisors have the authority to visit at short notice. If concerns are substantiated then these will be reported to the appropriate body (DfE, Ofsted, etc) to enable swift support and action.

Where there are known or growing concerns about early years settings in the City of Wolverhampton (risks might include safeguarding, welfare requirements, parental complaints/concerns, behaviour incidents, finance, community issues, staffing/leadership capacity), the Senior Advisor for Early Years, in consultation with the Early Years team, has a duty to report these concerns directly to Ofsted and as a result of this, funding arrangements may change.

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.

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 4.9)

3.6 That strong leadership and management can be progressed through commitment to ensure leaders in school and early years settings are outward facing and receptive to change to secure robust continuous improvement.

Where there are changes in senior leadership for local authority-maintained schools, Education Excellence would encourage the following:

- In the event of a headteacher appointment and the school's deputy headteacher being appointed to this role, Education Excellence would encourage the external appointment for the vacant deputy headteacher post.
- Similarly, in the event of a deputy headteacher appointment, and an existing member of staff appointed (e.g. assistant headteacher), the City would encourage an external appointment for the vacancy created.

3.7 That all schools who wish to explore and subsequently offer provision for two-year-olds, must have a conversation with the Early Years team to explore viability.

3.8 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 imperative 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.

Whilst the Education Excellence Team deliver the strategy to maintained schools and settings, bespoke support for academies can be procured from the team covering a wide range of aspects including school improvement services, curriculum / subject

support, assessment and Early Years Foundation Stage (EYFS). Should this be required, leaders should contact relevant personnel as indicated in the annexes.

3.9 That newly created Teaching Hubs and identified partners will further support schools and Early Years settings, working in partnership to improve the quality of education provision within the City.

Our list of partners (not exhaustive) continues to grow and includes: ConnectEd, Teaching School Hub, Computing Hub, Music School, SHAW maths Hub, RE Hub, Science Learning Centre/STEM Hub, NAHT/ Prospect Union, Best Practice Network, Ambition institute, Early Years, NCER/Angel Solutions (Perspective Lite), Interschool partnerships/clusters, FFT, Regional HMI, Educational Psychology services, Special Needs Early Years services, SALT and counselling services.

3.10 The City of Wolverhampton Council will work in partnership with the 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.

City of Wolverhampton Council's judgement of school effectiveness

4.1 School Improvement Advisors (SIAs), Advisory Teachers (AT) and Early Years Team:

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

- Focus on the overall quality of education provided by the school / education setting, in particular the current 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.
- Local Authority Officers, especially School Improvement Advisors, will be appointed to support schools, based on their knowledge, expertise, experience and skills. Leaders can discuss their requirements with the Head of Service (where Education Excellence are involved). However, the final decision will be made by the local authority as part of its statutory duties.

4.2 Categorisation of Local Authority maintained schools:

Each Wolverhampton School / EYFS setting will be placed in one of five / three respectively, 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.

When there is a new headteacher in post, with no previous headship experience, the school will initially be identified as a

‘B1’. This enables more days of support to be allocated to the school.

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).

The Education Excellence Strategy recognises the context in which smaller schools operate, for example one form entry (1FE) schools. Common challenges include:

- Subject leadership – many leaders may be responsible for 2 or 3 subjects
- Teacher and leader workload
- Potentially limited career progression opportunities
- Capacity to cover absence, attend training, support Early Career Teachers (ECTs), collaboration, moderation, implementation of new initiative or expectations
- Funding due to small / low pupil numbers
- Costs of SLAs and resources

In order to provide effective support, the allocation of School Improvement Advisors will also be taken into consideration to ensure those with experience of leading smaller schools can

provide relevant and pragmatic advice, as well as signposting opportunities for networking and collaboration.

Where viable and capacity allows, additional time can be allocated from Education Excellence to smaller schools and settings, especially where key training has been missed. This will be negotiated at an individual school / setting level.

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 Childminders:

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

There is an expectation for high standards from the outset to ensure children get off to a great start and subsequently are ready for transfer into school. The cycle of setting improvement and support operates from January to January, and in the spring 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), Advisory Teachers and the Early Years team (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 Council.
- 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.
- TAS meetings will also take place for those schools where there is a new headteacher in post and therefore identified as a B1. This is to ensure the local authority provide effective and timely support for leaders who are new to the role of headteacher.

- 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 wraparound 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, PVI 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:

PVI Settings

- Specific allocations from Quality and Access and the Early Years Childcare and Development Officer will be determined according to the setting's category (see Annex 2) and individual setting's circumstances.
- All PVIs 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 Advisor 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.

From September 2024:

Challenge and support for Childminders :

- Pre-registration visits support and advice regarding how to register, signposting to relevant documentation, suitability checks and information.
- Specific allocations from Quality and Access and the Early Years Childcare and Development officers will be determined according to the setting's category (see Annex 2) and individual setting's circumstances.
- Annual conversations for childminders from the previous strategy have been removed.
- Newly registered childminders will have a meeting with the Senior Advisor for Early Years after the first year of opening.
- Support for Childminders could be in the form of: access to training, bespoke 'Stay and Play' sessions, quality of education exploration, welfare requirement visits, funding / business

support, employment of childminder assistants and how to carry out supervisions.

- 'Requires Improvement' and 'Inadequate' settings will 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 Advisor for Early Years and, where viable, meetings will be held virtually to facilitate collaboration.
- 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 the availability and capacity of the Education Excellence team.
- All academies will be entitled to a day's support, the focus of which will be determined by the academy itself.
- Those schools who offer two-year-olds provision will have an Early Years annual conversation to support the development of early years, in addition to termly support visits from a member of the Early Years team.

- Where there is a group of schools belonging to an Academy chain, leaders within such settings may wish to pool their allocated days to enable common training / support across teams for example. The allocated SIA for the academy group will work collaboratively with academy leaders to facilitate this.
- Where the City of Wolverhampton Council has concerns about the performance of an academy, for example through analysis of available data, website information, the current 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.

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 and Skills Funding Agency (ESFA) and Ofsted.

4.9 Development of Governance

“The department’s vision of robust and effective governance in every school and trust, and tackling areas of governance weakness, continues to be a priority. There is significant work to be done to get all pupils back on track, which means your role in monitoring how core school budgets, catch-up funding and Pupil Premium are 5 being spent has never been more vital. This can only happen when we have people with the necessary skills and knowledge on each governing board and where those boards are accessing support and independent advice from a professional and effective clerk. More than ever we also need diverse boards and the Handbook has been updated to emphasise the expectation that recruitment processes should encourage volunteers from a wide range of backgrounds, cultures and perspectives, that better reflect the communities they serve. 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 2023)

The Local Authority’s Statutory Duties with regard to School Governance

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. The local authority’s Education Excellence

Strategy 2024-2027 will support the development of strong and effective school leadership ensuring all schools in Wolverhampton offer an outstanding level of education for all our children and young people.

The Education and Inspections Act 2006 further defined the strategic role of the local authority in the school improvement process, specifically regarding school governance, that it has a duty towards:

- Recruiting 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 setting high standards for the role, conduct and professionalism of their governors including the expectation that governors undertake training or 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 (IEBs) where this has been approved by the Regional Schools Commissioner.
- Agreeing and making Instruments of Government for all maintained schools once they have reviewed their constitution.
- Ensuring school governance arrangements are published on school websites and populate governance fields on Get Information About Schools (GIAS)



Threads that will be prioritised as part of this Strategy document period are:

1 Recruitment and Retention of Governors

- The Local Authority is committed to working with schools, employees and the wider community to develop a pool of prospective governors recruited from a broad professional field with wide ranging skills. This will be done by a termly recruitment campaign locally and in conjunction with National partners such as governors for Schools and NGA.
- The Local Authority is committed to ensuring all new governors take part in an induction program, and receive a role description.
- The Local Authority expects all governors to exercise the 3 core functions of governance, abide by their Schools Governor Code of Conduct and uphold the Nolan Principles

2 Improving/Maintaining Effective Governance

Local Authority support for Governing Bodies:

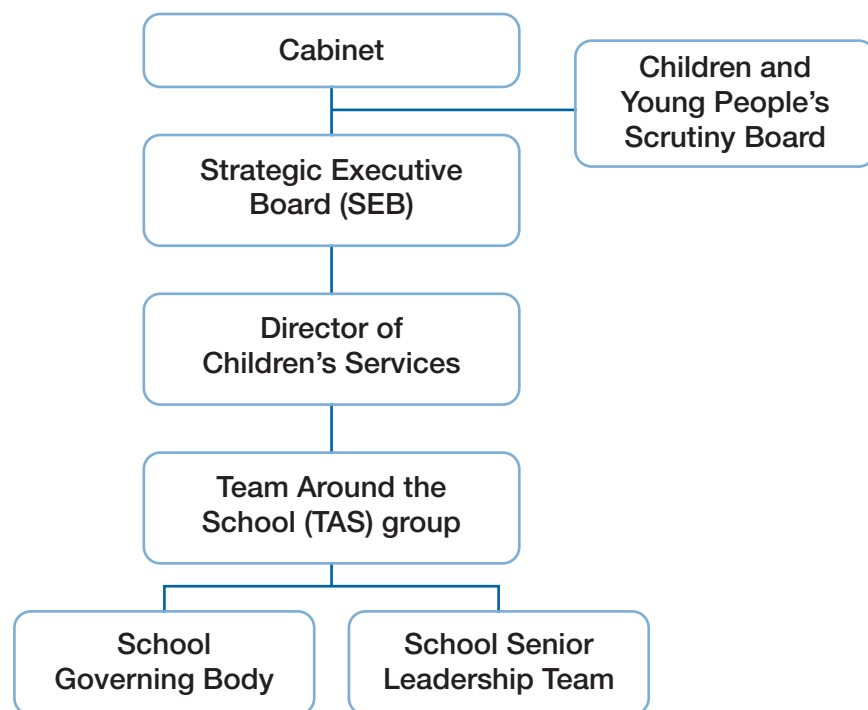
- The Local Authority will provide information and support for all maintained school governing bodies to review their constitution and where necessary amend their Instrument of Government.
- The Local Authority will provide Maintained Schools with an External Governance Audit, when required and provide a RAG rated action plan.

Local Authority support and development for individual governors:

- The Local Authority will provide support through training and the development of resources for our members of governing boards to ensure all are fit for purpose and can effectively support and challenge schools' senior leadership teams (SLT). This will be done via the NGA Learning Link Platform as well as by face-to-face training offered locally.
- The Local Authority will provide up-to-date information and guidance to ensure that governing bodies and individual governors are informed to make the best decisions for their school.

Accountability summary

Following the publication of validated data sets each autumn, an annual 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

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. Academy schools within a MAT can pool days to facilitate greater efficiency for training etc.
Out of hours / wraparound Care (school registration)							Minimum of 1 day per year	
Out of hours / wraparound 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	

New Category	Proposed Support Status	Ofsted Reference	LA Reference	Leadership and Management	Governance	EYFS Business Ref	NEW Allocated days of support	NEW Key Activity
PVI / Childminders A – providing a good or better education	LOW SUPPORT	Judged Outstanding, Good or ‘met’ at the last Ofsted inspection. Securely Good in all areas including all welfare requirements	Work with the Early Years team demonstrates that the setting’s curriculum intentions are met and are 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.	Effectiveness of leadership and management is proven and strong. All key documentation is in place and safeguarding practices are robust. 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.	N/A	Well established business, sustainability and sufficiency plans are in place; clear understanding of funding; local authority terms and conditions adhered to; Occupancy levels are above 80%.	Up to 4 days per year from the wider Early Years team	Support visits and yearly review focusing on 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. Potentially 1FE schools where capacity is limited, so additional days are needed	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. Potentially limited leadership capacity in a 1FE setting, so additional time is needed.	Developing and improving, but potential vulnerability. Governance is rated at least amber by the local authority.		7 days per year in first year following G2 (including a review)	Extra 1 day – to be negotiated together: School and CWC / LA

New Category	Proposed Support Status	Ofsted Reference	LA Reference	Leadership and Management	Governance	EYFS Business Ref	NEW Allocated days of support	NEW Key Activity
PVI / Childminders AS – providing a Good or better education AS = <i>A+support</i>	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.	N/A	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 B1 - category also for new headteachers	MEDIUM SUPPORT	Schools that have previously been judged Good or Outstanding at their last Ofsted inspection but there may be evidence of some vulnerability at the next inspection as shown through the school's work with the local authority / School Improvement Advisor or school performance data OR	School is judged to be Requiring Improvement at its last inspection, and local authority 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 headteacher to post with no previous headship experience. In the case of a new headteacher in school, whilst the category is identified as a B1, this does not automatically mean the local authority have concerns about the effectiveness of the school. In this case, the B1 is used to identify additional days of support.	School Governance is RAG-rated at least amber by the local authority with a clear action plan for improvement.		9.5 days per year	

New Category	Proposed Support Status	Ofsted Reference	LA Reference	Leadership and Management	Governance	EYFS Business Ref	NEW Allocated days of support	NEW Key Activity
<p>PVI / Childminders B - level of education provided Requires improvement <i>(please note, there is only a B category, no B1 or B2 for PVI / Childminders)</i></p>	MEDIUM SUPPORT	<p>Setting shows vulnerability of not attaining a G2 at the next inspection. Or has been judged as Requires 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>	<p>New nursery setting or childminder provision less than 12 months old.</p> <p>Key roles in place such as SENCo and room leads but support needed in embedding roles and responsibilities.</p> <p>Welfare requirements are being met consistently but safeguarding audit might highlight some areas for improvement.</p> <p>Settings who have previously been judged as Outstanding or Good at the previous inspection but are now considered by the local authority to be very vulnerable at the next inspection through work with the Early Years team and engagement with the local authority.</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>Leaders are committed to improving practitioners' knowledge to enhance and improve provision.</p> <p>Leaders engage effectively with children, their parents and others in their community, including schools and other local services.</p> <p>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.</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>	N/A	<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.</p> <p>Supervisions not driving change</p> <p>Lack of impact from CPD</p> <p>Concerns around the premises</p> <p>Policies not up to date Ofsted not informed of changes</p>	Up to 10 days of support	<p>Initial whole setting review focusing on teaching and learning and welfare requirements.</p> <p>Annual conversation, 2 core visits, termly TAS meetings.</p> <p>2 additional days for leadership and management support and development.</p> <p>3.5 days of additional bespoke support or training opportunities</p>

New Category	Proposed Support Status	Ofsted Reference	LA Reference	Leadership and Management	Governance	EYFS Business Ref	NEW Allocated days of support	NEW Key Activity
SCHOOLS B2 – level of education provided Requires Improvement	MEDIUM SUPPORT	School is judged as Requires Improvement by Ofsted and demonstrates limited capacity to improve; this judgement continues to be evidenced through the work of the School Improvement Advisor and/or school performance data OR	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 local authority 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. <i>Eg:</i> <ul style="list-style-type: none"> 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 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 little impact. 	School Governance is RAG-rated amber or red by the local authority and there is limited evidence of capacity to improve.		14.5 days per year	Extra 1 day – to be negotiated together: School and CWC / local authority

New Category	Proposed Support Status	Ofsted Reference	LA Reference	Leadership and Management	Governance	EYFS Business Ref	NEW Allocated days of support	NEW Key Activity
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 local authority, 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 there is insufficient capacity to improve outcomes OR	<p>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>Eg:</i></p> <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. 	School Governance is RAG-rated red by the local authority and there is little evidence of capacity to improve. There are unfilled vacancies on the governing board and a lack of skills are contributing to ineffective governance		19 days per year	

New Category	Proposed Support Status	Ofsted Reference	LA Reference	Leadership and Management	Governance	EYFS Business Ref	NEW Allocated days of support	NEW Key Activity
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.	N/A	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.	Up to 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 (AFS) and non-funded Childminders (NFEYS)

Category AFS and NFEYFS	Allocation	NOTES
School	1 day per year	AFS to work with allocated SIAs to agree input. Schools within an academy chain may wish to pool their allocated days to facilitate greater efficiency for training and support as needed Additional support can be procured.
Childminder	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: <ul style="list-style-type: none"> • 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
Childminder	Up to 4 days		Offer may include: <ul style="list-style-type: none"> • Support visits • Training group or individual • Funding and business support 							

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 preparation (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 preparation 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 preparation	Offer: <ul style="list-style-type: none"> • 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
Childminder	Up to 6 days		Offer may include <ul style="list-style-type: none"> • Support visits • Training group or individual • Funding and business support • Additional days for leadership and management support including Ofsted preparation 						

CATEGORY: B1 (medium support) = 9.5 days / up to 10 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 This is also the category allocated where there is a new headteacher in post.	9.5 days	SIA – Autumn Conversation preparation (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 preparation and write up		Core Visit 0.5 + visit report 0.5 TAS meeting (0.5) Review 1.0 + 1.0 preparation and write up		Review foci to be agreed with HT and SIA

CATEGORY: B2 (medium support) schools only= 14.5 days

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 preparation (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 preparation and 1.0 write up		Core Visit 0.5 + visit report 0.5 TAS meeting (0.5) Review 1.0 + 1.0 preparation 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

B ONLY CATEGORY : PVI and Childminders

Category B medium support	Allocation	Preparation Tasks	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2	Note
PVI	Up to 10 days	Annual Conversation preparation	Offer: <ul style="list-style-type: none"> • 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 preparation) 						1.5 days focused support – to be agreed between owner and manager and EYFS officer
Childminder	Up to 10 days	Annual Conversation preparation	Offer may include: <ul style="list-style-type: none"> • Support visits • Training group or individual • Funding and business support • Additional days for leadership and management support including Ofsted preparation • Termly TAS meeting 						

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 preparation (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 preparation 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 preparation and write up	Core Visit 0.5 + visit report 0.5 TAS meeting (0.5) *Review 1.0 + 1.0 preparation and write up	TAS meeting (0.5) *Status check Review 2.0 +1.0 preparation and 1.0 write up	4 reviews per year to include *Status check X2 per year (can replace 2 reviews in the term)
PVI	Up to 12.5 days	Annual Conversation preparation	Offer: <ul style="list-style-type: none"> • 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 preparation) 						3.5 days focused support – to be agreed between owner and manager and EYFS officer
Childminder	Up to 12.5 days	Annual Conversation preparation	Offer: <ul style="list-style-type: none"> • 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 preparation) 						3.5 days focused support – to be agreed between owner and manager and EYFS officer

Core Visits for maintained schools and settings:

Spring Core Visit focus: this will be determined by school leaders in order to support substantive School Improvement activity and to reduce workload. In addition, attendance information and data will also be gathered to maintain a robust focus on pupils being in schools so that they can learn and subsequently attain positive outcomes.

Summer Core Visit focus: this will be determined by the Education Excellence team in order to support the local agenda and identify provision e.g. training, support, work with wider teams and allocation of

finite resources for the new academic year. In addition, attendance information and data will also be gathered to maintain a robust focus on pupils being in schools so that they can learn, and subsequently attain positive outcomes.

There will also be a specific reference to the Education Excellence Strategy to ensure leaders, and especially those stepping into headship within the City of Wolverhampton, fully understand expectations, roles and responsibilities.

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 Advisor 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 Advisor, Senior Advisor 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 / setting's 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 Advisor 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.
- Schools identified as a B1 as a result of a new headteacher to post are also subject to a TAS in the spirit of additional support.
- 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 or B Early Years settings will receive termly TAS meetings.
- C category schools / Early Years 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 the 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 & 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 Exclusion	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?
18/09/2019	Full	Good	8	Fully	0



Annex 6

Headteacher Induction (HTI)

The City of Wolverhampton recognises the transition from deputy headship to headship is significant. A headteacher 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.

In addition, where there is a new headteacher to post, the school is identified as a B1 initially to ensure additional support and time is allocated to the school and new leader.

The City's Headteacher Induction programme (HTI) is an established offer to support those who have transitioned into this role. From 2023, the offer was extended to deputy headteachers in the process of applying for headship, or looking to transition within two years.

The offer is comprehensive and complements wider induction activity including support for new governors and SENCOs.

Whilst the offer is primarily aimed at local authority schools, new academy leaders are welcome to access content which supports their role, as well as providing good opportunities to network with leaders across the City.

The offer does not replace any recognised input e.g. NPQH, but is an offer to run parallel, with a focus on 'the business of headship' and the day to day challenges this role typically encounters.

The School Improvement Senior Advisor leads this programme, typically over two years, in partnership with wider council departments.

Contact: linda.brown@wolverhampton.gov.uk

Annex 7

Education Excellence Team - EYFS offer

Education Excellence Early Years Foundation Stage (EYFS) Team summary of services & support

Education Excellence: the full offer can be found on the WVES platform which captures the offer from across the various teams: School Improvement Advisors; Advisory Teachers; CLL team; Safeguarding; Governance Support; Research and Assessment and the Music Service.

Wolverhampton Education Services.
<https://wves.wolverhampton.gov.uk>

The SENCO induction programme and SENCO network offer is also hosted on WVES. <https://wves.wolverhampton.gov.uk/Page/23961>

For the Headteacher Induction Programme, please contact Linda Brown for more details. linda.brown@wolverhampton.gov.uk

Wolverhampton Governance Service and Training is hosted on GovernorHub – use your log on to access the tab or log on here. <https://governorhub.com>

Education Excellence Team:

Head of Service: Phil Leivers

EYFS team:

Stacey Henderson - Senior Advisor for Early Years

Sophie Cross - Early Years Advisory Teacher

Claire Hardiman - Early Years and Childcare Development Officer

*Rachel Cook, Wendy Round, Claire Whittaker, Faye Boucher
- Quality and Access Officers*

*Donna Evison – Research and Assessment Manager
(funding, census, EYFS profile etc)*

*Gurpreet Ghateaura and Helen Payton
– Early Years and Data Support Officers*



EYFS

The EYFS team offer high quality support to Childminders, PVI's, Nursery schools and Primaries with EYFS provision. The Early Years team, in partnership with other members of Education Excellence deliver the Education Excellence Strategy. Included in this is support for individual settings, schools and childminders, Early Years update sessions, reception and nursery practitioner network sessions, dedicated time on SIA days, bespoke support and training for settings and schools including reviews, modelling, business support, Welcomm training, wraparound provision, support for ECT and those new to Early Years and childcare sufficiency.

Contact: stacey.henderson@wolverhampton.gov.uk

Senior Advisor for Early Years

The Senior Advisor for Early Years is the allocated School Improvement Advisor for all maintained nursery schools in the city.

In addition, the role includes:

- Leading and managing the EYFS team in the City.
- Leads Early Years update sessions
- Chairing Annual Conversations
- Main contact for EYFS funding disputes
- Supporting and holding settings to account through the Education Excellence Strategy to ensure high quality EYFS provision for all
- Ofsted contact for EYFS provision for the local authority and DfE

Contact: stacey.henderson@wolverhampton.gov.uk

EYFS Advisory Teacher

The EYFS Advisory Teacher supports EYFS provision within school-based settings.

In addition, the role includes:

- Support for Early Career Teachers (ECTs) in EYFS
- Leads Reception and Nursery Practitioner network sessions
- Leads EYFS leads' network sessions
- Bespoke school support for EYFS
- Delivery of training
- Lead for EYFS reviews in schools
- Work with School Improvement Advisors as part of school review activity

Contact: sophie.cross@wolverhampton.gov.uk

Early Years and Childcare Development Officer

Key activity includes:

- Setting up of new providers or extension of current provision
- Sufficiency and sustainability support for school nurseries and PVI settings
- Responsibility for the Childcare Sufficiency Assessment
- Business and marketing support
- Being a lead for specific Early Years projects
- Development of resources to support home learning for children 0-5 years through Stay and Play sessions, online training and

child development documents which support parents in their understanding of early years

- Lead on the Early Years update sessions and Childminder sessions

Contact: claire.hardiman@wolverhampton.gov.uk

Quality and Access Officers

Key activity includes:

- Supporting Early Years Managers and practitioners (PVI, Childminders, schools with provision for 2-year-olds and wraparound services)
- Undertaking of setting reviews
- Taking a lead role in Annual Conversations
- Exploration of the quality of education and Welfare Requirement audits with settings
- Leading Nursery Practitioner Network sessions
- Leading on the Early Years update sessions and Childminder sessions
- Bespoke support for EYFS settings
- Delivery of training, including preparation for Ofsted

Contacts: rachel.cook@wolverhampton.gov.uk
wendy.round@wolverhampton.gov.uk
claire.whittaker@wolverhampton.gov.uk
faye.boucher@wolverhampton.gov.uk

Early Years and Data Support Officers

Key activity includes:

- Supporting settings and schools by providing advice and guidance with the statutory Early Years Census data collection and with validating and quality assuring returns from settings and schools
- Leading in the collection and collation of all funding data relating to Early Years provision in Wolverhampton
- Providing high quality information and support in the delivery and maintenance of accurate records for free entitlement funding for 2-, 3- and 4-year-olds, including the recording of child attendance and payment to settings.
- Supporting the Early Years team and other School Improvement Officers to provide information, manage data and support Senior Managers in the Education Excellence Service.

Contacts: gurpreet.ghateaura@wolverhampton.gov.uk
helen.payton@wolverhampton.gov.uk

Education Excellence Team - Primary offer

Education Excellence Primary and EYFS summary of services & support

Education Excellence: the full offer can be found on the WVES platform which captures the offer from across the various teams: School Improvement Advisors; Advisory Teachers; CLL team; Safeguarding; Governance Support; Research and Assessment and the music service.

Wolverhampton Education Services.
<https://wves.wolverhampton.gov.uk>

The SENCO induction programme and SENCO network offer is also hosted on WVES. <https://wves.wolverhampton.gov.uk/Page/23961>

For the Headteacher Induction Programme, please contact Linda Brown for more details. linda.brown@wolverhampton.gov.uk

Wolverhampton Governance Service and Training is hosted on GovernorHub – use your log on to access the tab or log on here. <https://governorhub.com>

Education Excellence Team:

Head of Service: Phil Leivers

SIA team:

Linda Brown, Louise Mututa, Kay Mason, Kathryn Bailey, Stacey Henderson

Advisory Teachers:

Jo Horlock (Assessment and ECTs),
Sandeep Vashisht (Mathematics), Sophie Cross (Early Years)

EYFS team:

Stacey Henderson, Sophie Cross, Claire Hardiman,
Rachel Cook, Wendy Round, Claire Whittaker, Faye Boucher

CLL Team:

Mark Smith, Lauren Thornet, Helen Handford, Claire Sumner

Safeguarding: Kelly Jones

PSHE: Amanda Evans

Music Service: Ciaran O'Donnell (Head of Service)

Research and Assessment:

Donna Evison, Mark Glover, Gurpreet Ghateaura



SIA Team

The SIAs, in partnership with other members of Education Excellence deliver the Education Excellence Strategy. Included in this is support for individual schools, SIA days, support and training for governors as well as support for new headteachers in the city through the Headteacher Induction Programme.

https://www.wolverhampton.gov.uk/sites/default/files/pdf/Education_Vision_-_finalprinted.pdf

EYFS

The EYFS team offer high quality support to Childminders, PVI's, Nursery schools and Primaries with EYFS provision. The Early Years Team, in partnership with other members of Education Excellence deliver the Education Excellence Strategy. Included in this is support for individual settings, schools and childminders, Early Years update sessions, reception and nursery practitioner network sessions, dedicated time on SIA days, bespoke support and training for settings and schools including reviews, modelling, business support, Welcomm training, wraparound provision, support for ECT and those new to early years and childcare sufficiency.

Contact: stacey.henderson@wolverhampton.gov.uk

Special Educational Needs and Disabilities (SEND)

There is an identified SIA for SEND, Kathryn Bailey, to enable high quality support for both mainstream and specialist provision. Extensive offer through collaboration with SEND and Inclusion personnel. Key activity includes SEND reviews, SENDCO development through the Wolverhampton SENDCo Induction programme and SEND network meetings, as well as input to the Headteacher Induction programme. In addition to this activity, SIA for SEND is the allocated School Improvement Advisor for the special schools and pupil referral units in the City, providing support and challenge to leaders under the Education Excellence Strategy.

Contact: kathryn.bailey@wolverhampton.gov.uk

Safeguarding

The School Safeguarding Officer will offer a single point of contact for all schools regarding safeguarding issues.

The Officer will provide high quality and professional auditing, advice and training on schools' safeguarding issues to Nurseries, Primary, Secondary and Special Schools, Academies and Pupil Referral Units.

The Officer will have a flexible approach to address all arising safeguarding issues in all settings, so that support is provided in a timely manner. Bespoke work for a setting can be structured and provided appropriately.

Contact: kelly.jones@wolverhampton.gov.uk

Maths

The role of the Mathematics Advisory Teacher is to provide advice, support and challenge to schools and settings to ensure improved outcomes in mathematics. Key activity includes providing bespoke school support by working in close partnership with subject leaders; conducting whole school maths reviews to evaluate the overall quality of maths provision; delivering CPD to schools and settings and leading termly subject network meetings. In addition, the advisory teacher leads innovative projects such as the Maths and SEND Project and the Disadvantaged Girls and Maths Project

Contact: sandeep.vashisht2@wolverhampton.gov.uk

Citizenship, Language and Learning (CLL)

The CLL team is a traded service which is currently free for all local authority Maintained Primary Schools. They support schools to improve literacy outcomes (reading and writing) and also support around the inclusion of children who speak English as an Additional Language. They have specialists in EYFS/KS1 and KS2 and support schools through reviews, central and in school CPD, joint planning sessions for teachers, team teaching, supporting subject leaders and plenty of other things!

Contact: mark.smith2@wolverhampton.gov.uk

Science

Support, from the local authority, for science can be accessed through the following offers:

- Subject leader networks
- End of year moderation of teacher assessment in science for Years 1&2, 3&4, 5&6. (There is no charge for participation in these events.)
- Annual science conference
- Updates with ideas for science week, etc
- Support with reviewing the science provision in school, when requested.

Contacts: jo.horlock@wolverhampton.gov.uk

louise.mututa@wolverhampton.gov.uk

Further support, in the form of networks and CPD, is also available from:

- Wolverhampton University Outreach and STEM Response Team
- Science Learning Hub

Music

The focus is on developing the whole child.

The offer includes:

- Charanga music software and CPD package
- Whole Class Instrumental Tuition in Key Stages 1 and 2
- Group instrumental and vocal tuition at all Key Stages
- Bespoke ensemble delivery in schools.
- Curriculum support for Early Years, KS1, KS2
- Small group teaching of musical instruments in Primary
- Support for singing in Primary schools
- Access to free instrument loan scheme for any pupil living in Wolverhampton taught within SLA agreements
- Practice diaries for students and parents' evenings
- Funded internal examinations
- Wellbeing for schools!
- Access to free large scale performance events
- Booking a live performance in your school
- Templates, evaluation and advisory support for subject leads.
- Access to Wolverhampton Music Service ensembles
- Access to the network of CPD and training

Contact: ciaran.o'donnell@wolverhampton.gov.uk



Equalities

The Education Excellence team works with schools to support improvements in provision and outcomes for pupils across a range of equalities priorities.

Support includes:

- Pupil Premium network and drop in days
- RE reviews
- RE curriculum and leadership support
- Equality, Diversity and Inclusion reviews
- Staff training
- Strategic planning for additional funding (Pupil Premium, National Tutoring)
- Monitoring, evaluation and learning support with a focus on equity

Contact: phil.leivers@wolverhampton.gov.uk
linda.brown@wolverhampton.gov.uk

Assessment and ECTs

The Assessment & ECT Advisor has a statutory responsibility for moderating teacher assessment (TA) judgements in English writing at the end of Key Stage 2 and monitoring the administration of both the Key Stage 1 Phonics Screening Check and the Key Stage 2 statutory assessment tests (KS2 SATs) in all maintained schools held by the local authority and any academies and free schools who have chosen to appoint the local authority for this duty.

A planned programme of support is also offered for the moderation of non-statutory TA in English writing and science in Years 1-5 and maths in Years 2 and 4.

Additionally, the ECT advisory role requires the postholder to provide guidance and support for any ECT who may be experiencing difficulties during their induction period. Phase 1 of this support is offered to all ECTs through the provision of a series of training events planned to inform practice with respect to identified local need.

Contact: jo.horlock@wolverhampton.gov.uk

Research and Assessment Team

The team, along with other members of Education Excellence deliver the Education Excellence Strategy by providing the wider service, schools and settings data support to ensure accurate and timely statutory DfE data collections are met. This informs the understanding of performance and supports challenge. The team are responsible for the collection and collation of data relating to Early Years provision in the City.

In addition, supporting schools and settings in the delivery of maintaining accurate records for the extended entitlement for those families who meet the criteria, including the recording of child attendance and payments to settings.

A data traded service is available which includes:

- NCER Perspective lite account – full suite of performance data reports and interactive analysis
- Access to FFT Aspire

Contact: donna.evison@wolverhampton.gov.uk

Governor services and support

The SLA for Governor Support will change slightly from September 2024. The team will provide assistance with governor recruitment and governor support and advice free to all schools, maintained or academy. Through GovernorHub there is access to resources, toolkits, sample documents and lots of governance information which is also free to access. Maintained schools can access an External Audit of Governance with a tailored Action Plan as part of the service and this is also available to Academies for a subsidised fee.

All maintained school governors will be provided with a subscription to the NGA's Learning Link Platform, which offers over 65 training sessions accessible 24/7 as well as a bespoke training offer for all governing bodies on topics they require.

Contact: kay.mason@wolverhampton.gov.uk

Personal, Social, Health Education (PSHE)

A free advisory offer for all schools in Wolverhampton.

The advisory service for RSHE and PSHE includes:

- Access to RSHE, PSHR programmes of study, including lesson plans and resources, policy development and planning visits
- PSHE audits to ensure compliance and statutory curriculum requirements
- Free access to commissioned quality assured resources
- Specialist support and CPD for the PSHE subject lead
- Bespoke support and guidance for Health Education provision
- Support for schools re Ofsted requirements for PSHE
- Opportunity to join the focus group to help shape provision across the City

Contact: amanda.evans@wolverhampton.gov.uk



Education Excellence Team - Secondary offer

Education Excellence Secondary summary of services & support

The WVES platform captures the offer from all teams in the Education Excellence service area (School Improvement Advisors, Advisory Teachers, the Citizenship, Language and Literacy team, the Schools Safeguarding Officer, Research and Assessment and the Music Service): Wolverhampton Education Services

The SENCO induction programme is hosted on WVES:
<https://wves.wolverhampton.gov.uk/Event/2414>

We also run a Headteacher Induction Programme. This is not currently hosted on WVES. For more details please contact Linda Brown:
linda.brown@wolverhampton.gov.uk

Please also subscribe to our weekly Education Provider Bulletin for up to date information about our offer throughout the academic year including newly added training, updates and projects.

You can find out more about our offer to schools and the aims of our service in the Education Excellence Strategy (EES).

You can find out more about City of Wolverhampton Council's strategy for education here:
https://www.wolverhampton.gov.uk/sites/default/files/pdf/Education_Vision_-_finalprinted.pdf

Wolverhampton Governance Service and Training is hosted on GovernorHub – use your log on to access the tab or log on here.
<https://governorhub.com>

Education Excellence Team:
Head of Service: Phil Leivers

School Improvement Advisory (SIA) team:
Linda Brown, Louise Mututa, Kay Mason, Kathryn Bailey, Stacey Henderson

Advisory Teachers:
Jo Horlock (Assessment and ECTs), Sandeep Vashisht (Mathematics)

Citizenship, Language and Learning (CLL) Team:
Mark Smith, Lauren Thornett, Helen Handford, Claire Sumner

Safeguarding: Kelly Jones

Governance Co-ordinator: Vacant

PSHE Advisory Teacher: Amanda Evans

Music Service: Ciaran O'Donnell (Head of Service)

Research and Assessment:
Donna Evison, Mark Glover, Gurpreet Ghateaura, Helen Payton

School Improvement

Every secondary school in Wolverhampton is able to access school improvement support through the Education Excellence Strategy. This means that we are able to provide a dedicated focus on the 11-18 phase within our service.

The SIA post for secondary provision is vacant. Schools also have access to advisors with subject and area specialisms and our advisory teacher team through the EES.

Specific support includes:

- Reviews – subject, improvement
- Staff training
- Leadership development
- Curriculum planning
- Monitoring, evaluation
- Networks, workshops and other

Contact: linda.brown@wolverhampton.gov.uk

ECT

Additionally, the ECT advisory role requires the postholder to provide guidance and support for any ECT who may be experiencing difficulties during their induction period. Phase 1 of this support is offered to all ECTs, in collaboration with ConnectEd Partnership, through the provision of a series of training events planned to inform practice with respect to identified local need.

Contact: jo.horlock@wolverhampton.gov.uk



Special Educational Needs and Disabilities (SEND)

Kathryn Bailey is our SIA for SEND. Her role is to enable high quality support for both mainstream and specialist provisions. Our SEND offer is extended through collaboration with SEND and Inclusion personnel.

Specific support includes:

- SEND reviews
- SENDCO Induction Programme
- SEND Network meetings
- Support for ‘preparation for adulthood’ through the curriculum offer is also available.
- Training and support for SEND delivered through SIA days and in schools as requested
- Input for the Headteacher Induction Programme

Contact: kathryn.bailey@wolverhampton.gov.uk

Safeguarding

The School Safeguarding Officer will offer a single point of contact for all schools regarding safeguarding issues.

The Officer will provide high quality and professional auditing, advice and training on schools' safeguarding issues to Nurseries, Primary, Secondary and Special Schools, Academies and Pupil Referral Units.

The Officer will have a flexible approach to address all arising safeguarding issues in all settings, so that support is provided in a timely manner. Bespoke work for a setting can be structured and provided appropriately.

Contact: kelly.jones@wolverhampton.gov.uk

Maths

The role of the Mathematics Advisory Teacher is to provide advice, support and challenge to schools and settings to ensure improved outcomes in mathematics. Key activity includes providing bespoke school support by working in close partnership with subject leaders; conducting whole school maths reviews to evaluate the overall quality of maths provision; delivering CPD to schools and settings and leading termly subject network meetings. In addition, the advisory teacher leads innovative projects such as the Maths and SEND Project and the Disadvantaged Girls and Maths Project

Contact: sandeep.vashisht2@wolverhampton.gov.uk

CLL

The CLL team is a traded service which is currently free for all local authority Maintained Secondary Schools and available for purchase for academies. They support schools around improved literacy outcomes (including the vital importance of reading across all KS4 subjects) and also support around the inclusion of children who speak English as an Additional Language. They have a secondary specialists and support schools through Reviews, Central and In School CPD, Interventions (particularly, around reading fluency), supporting subject leaders, developing academic language in KS5 and plenty of other things!

Contact: mark.smith2@wolverhampton.gov.uk

Science

The provision for support in the development and enhancement of the science curriculum includes:

- The appointment of a consultation group for the development of the provision for science support across the City of Wolverhampton
- Review and evaluation of the curriculum provision through pupil voice, book trawls, a mini review of teaching and learning and Key Stage 3 provision.
- CPD offer for less experienced Key Stage 3 teachers who are teaching outside of their specialist area e.g. understanding progression in the five key ideas/ misconceptions in Key Stage 3 science/ literacy in science/ strengthening the teaching and

learning of forces in science/ strengthening the teaching and learning of energy in science

- The offer of termly subject leader networks

Contact: jo.horlock@wolverhampton.gov.uk

Music

The focus is on developing the whole child.

The offer includes:

- Charanga music software and CPD package
- Group instrumental and vocal tuition at all Key Stages, weekly for the academic year.
- Bespoke ensemble delivery in schools.
- Curriculum support for KS3.
- Small group teaching of musical instruments in secondary schools
- Access to the extensive free instrument loan scheme for any pupil living in Wolverhampton taught within SLA agreements.
- Practice diaries for students and parents' evenings
- Funded internal examinations process
- Wellbeing for schools!
- Access to free large scale performance events at The Halls Wolverhampton.
- Booking a live performance in your school.
- Templates, evaluation and advisory support for subject leads.

- Access to Wolverhampton Music Service ensembles to further support pupil learning.

- Access to a network of CPD and training

Contact: ciaran.o'donnell@wolverhampton.gov.uk

Equalities

The SIA post for equalities is vacant. The post works with schools to support improvements in provision and outcomes for pupils across a range of equalities priorities.

Specific support includes:

- Pupil Premium network
- Pupil Premium Reviews
- RE reviews
- RE curriculum and leadership support
- Equality, Diversity and Inclusion reviews
- Staff training
- Strategic planning for additional funding (Pupil Premium, National Tutoring)
- Monitoring, evaluation and learning support with a focus on equity

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linda.brown@wolverhampton.gov.uk

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All maintained school governors will be provided with a subscription to the NGA's Learning Link Platform, which offers over 65 training sessions accessible 24/7 as well as a bespoke training offer for all governing bodies on topics they require.

Contact: kay.mason@wolverhampton.gov.uk

Annex 8

Other City of Wolverhampton policies, strategies and documents which contribute to education provision:

SEND and Inclusion Strategy:

https://search3.openobjects.com/mediamanager/wolverhampton/asch/files/send_inclusion_strategy_2024-27.pdf

Education, Skills and Employment Strategy:

www.wolverhampton.gov.uk/sites/default/files/2024-01/Education%20Skills%20and%20Employment%20Strategy%202030.pdf

Education Place Planning Strategy:

<https://consultation.wolverhampton.gov.uk/school-organisation/placeplanning/>





Music provision:

<https://wolverhamptonmusicservice.org.uk>



You can get this information in large print, braille, audio or in another language by calling 01902 551155 or emailing translations@wolverhampton.gov.uk

wolverhampton.gov.uk 01902 551155

  [WolverhamptonToday](#)  [Wolverhampton_Today](#)  [@WolvesCouncil](#)

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