

Leadership Briefing Thursday 16th February 2017

CITY OF
WOLVERHAMPTON
COUNCIL

Our mission:
Working as one to
serve our city



wolverhampton.gov.uk

Welcome

Julien Kramer
Director of Education

Making Progress

- HMI comments: a strong service, good attainment trends over three years, with evidence of innovation.
- RSC comments: robust evidence of strong partnership working, good levels of confidence.
- West Midlands Academies Regional Development Group: strong local partnerships with capacity to grow.

LGA Corporate Peer Review

- How impressed we have been by what you have achieved.
- **We see repeatedly** the credibility you have; the number and credibility of those who engaged in your support. Your partners are really up for it.
- It's like coming into a different organisation.
- You're the only authority to be able to host both a peer review and an Ofsted- shows both resilience and capability.
- **You have become** the Go - To place in the West Midlands for good practice.

LGA Corporate Peer Review

- Your lead role in the Black Country **is apparent**.
- The strength of organisational leadership, and the depth of team support **are apparent**.
- Your workforce have done you proud. People believe in you.
- A workforce which is energised, proud to work here, and real ambassadors for the council

LGA Corporate Peer Review

- Shift from not where you've come from, but where your going.
- You have built strong trust, confidence and credibility.
- There is very strong leadership on recovery and stabilising.

LGA Corporate Peer Review

- People trust you, see you as a team, really complimentary about the progress being made.
- People want to work for you.

The fun is coming back!

School Standards Updates

Alex Jones

Assistant Director – School Standards

The vision for education 2030

Lad IS

Shaping a city of learning

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Our vision for the City of Wolverhampton in 2030

In 2030 the City of Wolverhampton will be
a thriving university city of opportunity where we...



Our education vision for 2030

The City of Wolverhampton Council's vision is to create an education system for all of our children and young people that:

- Promotes the very highest standards.
- Raises their attainment and closes the gap.
- Inspires them to reach their full potential.
- Delivers a city of learning.*
- Ensures a bright future in a fast changing, progressive city.

City of Learning

* We aspire that the City of Wolverhampton becomes a city of learning where:

·An ethos of quality underpins the provision of continuous learning opportunities for all children, young people and citizens within the city.

·Partners work together to create an education system that provides local solutions to local challenges.

·Access to learning is available for all levels and to all ages with increased participation from hard to reach/disadvantaged communities.

·Learning is innovative, technologically advanced and narrows the skills gap to develop a highly skilled workforce, joining skills to future business needs.



Foreword from Cabinet Member for Education, Cllr Claire Darke: shaping the city's future

We have an ambitious vision to make the City of Wolverhampton a place people come to from far and wide to invest, work, shop, study and play.

We want to become a thriving 'smart city', internationally renowned for its booming economy and skilled workforce, rich diversity and a commitment to fairness and equality which ensures everyone has the chance to benefit from its success.

Education has a key part to play in ensuring we make this vision a reality, and we are committed to ensuring that our young people have outstanding opportunities at every stage of their education – from nursery through to university and beyond. Wolverhampton is committed to becoming a city of learning that celebrates and develops continuous learning opportunities.

More than 42,000 students attend schools in the City of Wolverhampton, with thousands more studying at our thriving college and university or on apprenticeships with local employers.

Our schools have been on a rapid journey of improvement in the last few years, with the council investing more than £300 million rebuilding or refurbishing every secondary school and expanding primary schools to cope with demand.

Pupils and teachers are responding well to this investment in their future – Ofsted outcomes have improved dramatically, with 83% of the city's schools now rated good or outstanding, compared to 65% just three years ago.*

Results have also improved rapidly during this period, with outcomes for our youngest children improving for four years running and performance at Key Stage 2 the best in

Birmingham and the Black Country. GCSE results achieved the national average level for the first time in 2016, and post-16 results continue to be among the best in the whole country.

These improvements have been possible through the strong partnership working between the council, schools, further and higher education providers and local businesses.

We recognise these improvements are just the beginning of our education journey. Today's children are the workforce of tomorrow and central to our city's future success, and we will strive to ensure that we give everyone the very best education – and the very best chance to succeed.

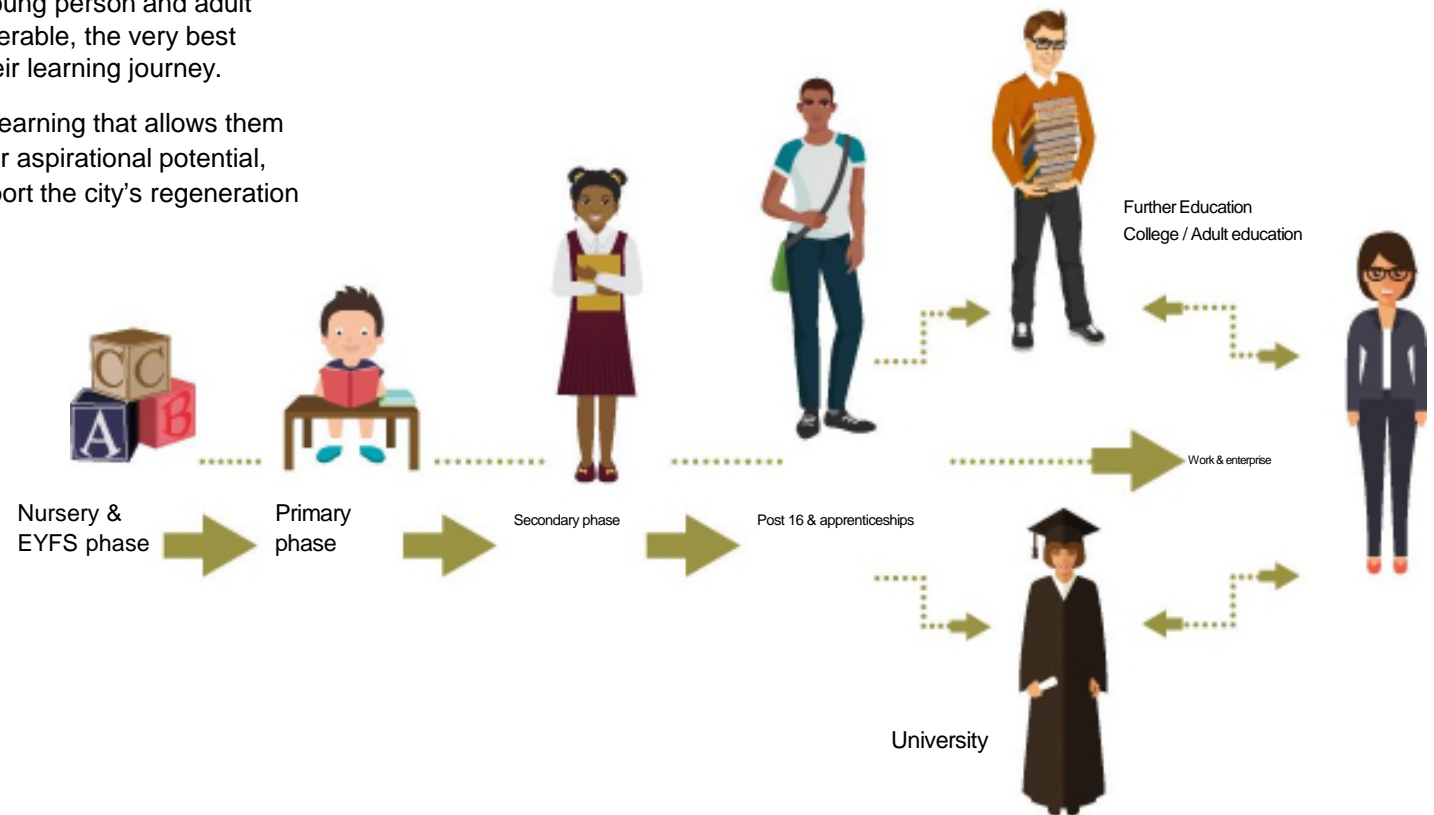
*As of September 2016

The journey of education in the City of Wolverhampton

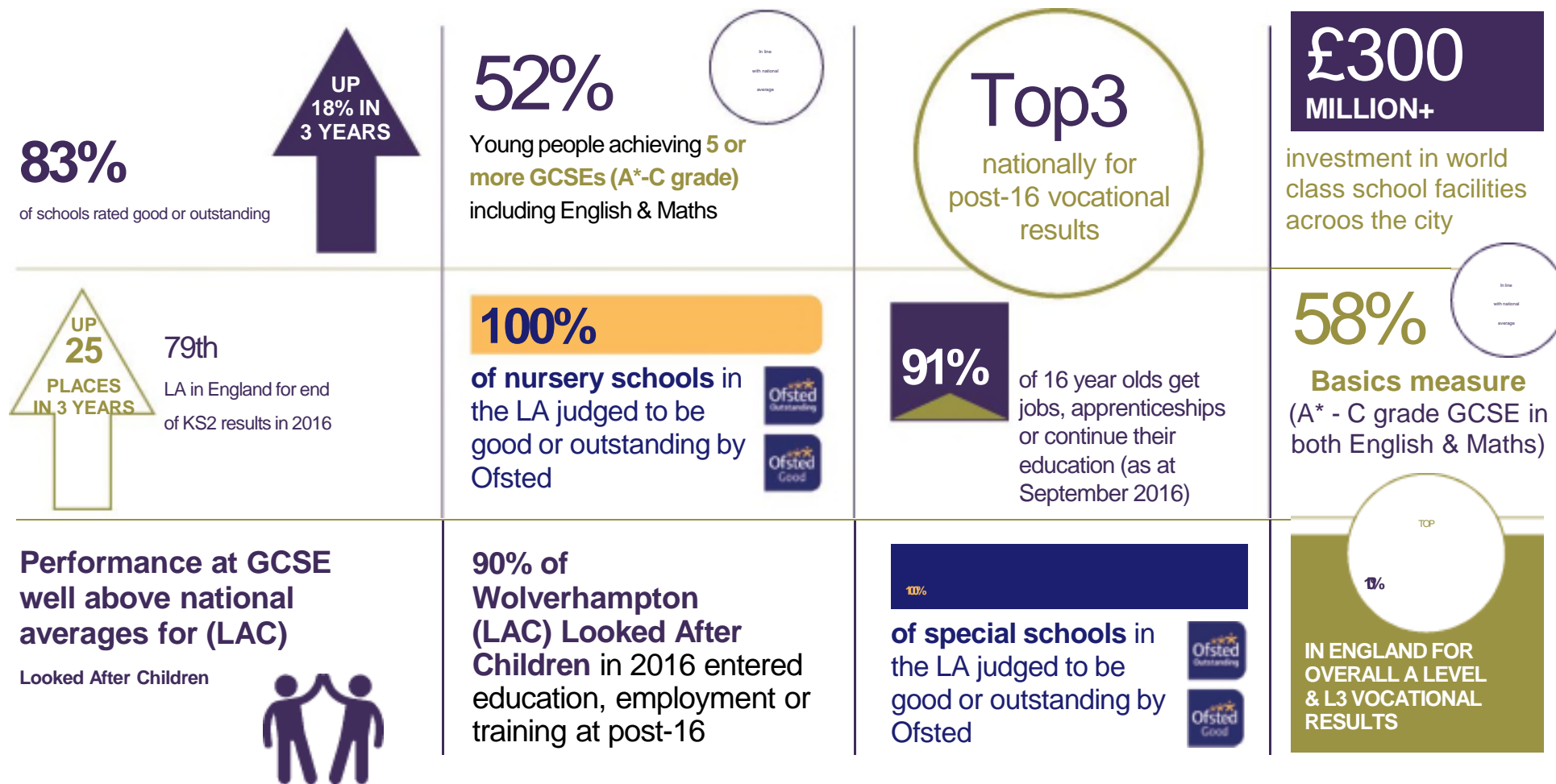
The council aspires to offer every child, young person and adult learner in the city, including our most vulnerable, the very best educational provision at every stage of their learning journey.

We encourage a commitment to life-long learning that allows them to believe in their own ability, to reach their aspirational potential, improve their economic success and support the city's regeneration and prosperity.

To help promote lifelong learning across the city, Wolverhampton is committed to becoming a city of learning that supports individual empowerment and social inclusion. This is supported by our city commitment to promoting equality and social justice supported by economic, educational and cultural regeneration.

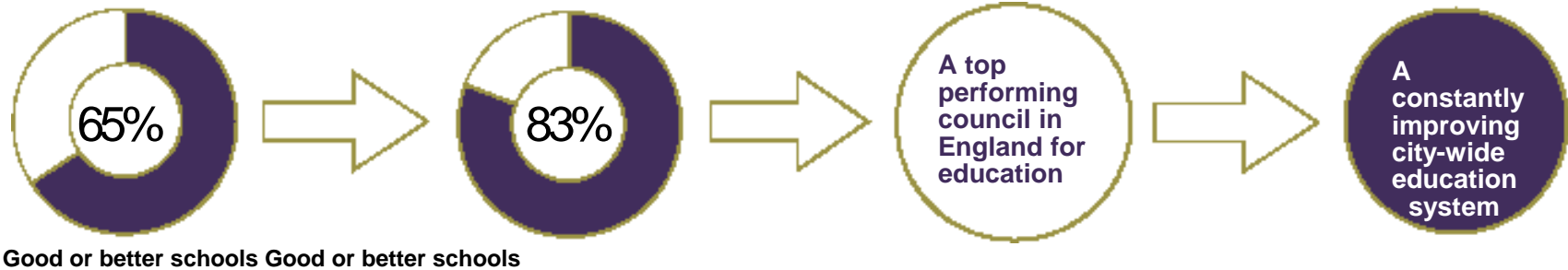


Our journey of education transformation in the city so far:



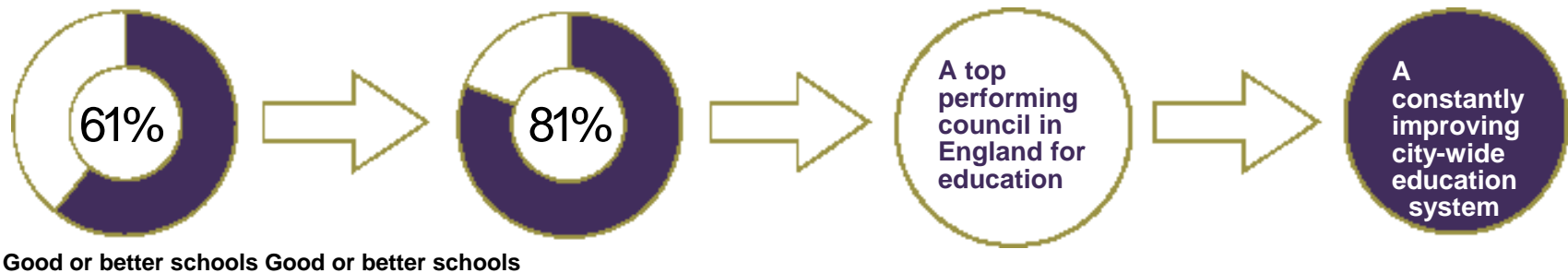
Ofsted outcomes – all schools

September 2013 September 2016 September 2020 September 2030



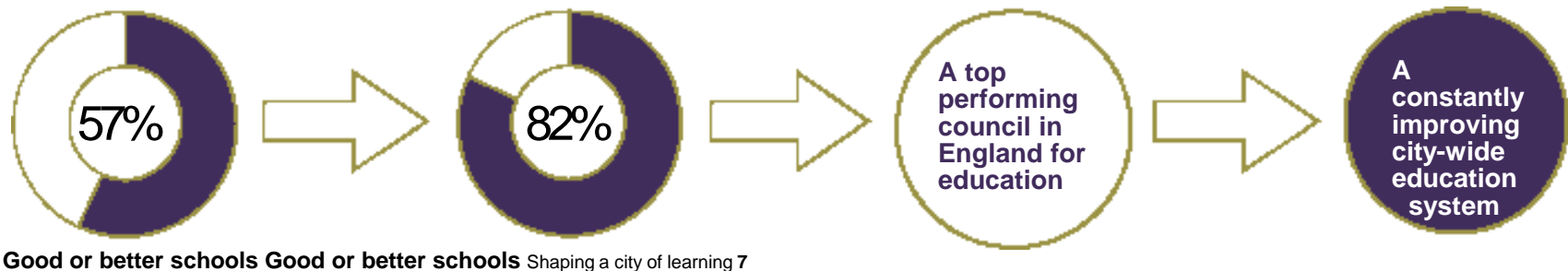
Ofsted outcomes – primary schools

September 2013 September 2016 September 2020 September 2030



Ofsted outcomes – secondary schools

September 2013 September 2016 September 2020 September 2030



Shaping the future: delivering our vision for 2030

Partnership working to deliver improved outcomes for children and young people:

The council will:

- Promote outstanding standards of early year's provision to ensure that all children are school ready.
- Relentlessly focus on the highest levels of support, challenge and intervention to ensure every school and provider in the city provides an outstanding level of education that meets the needs of every learner, from the most vulnerable to those who are gifted and talented.
- Continue to support the development of teaching school alliances and the establishment of local school support networks in order to support school autonomy, whilst continuing to raise educational standards regardless of a school's designation.
- Work closely with education providers to develop strong links with local businesses and ensure that employability and enterprise skills underpin every provider's curriculum

offer. These strong partnerships will better prepare our young people for the world of work. This commitment will continue to be supported by the city's Business Champions.

- Provide all young people access to a full-range of impartial careers advice and guidance that enables them to make informed future choices. The offer to young people will be inclusive and promote access to all academic and vocational pathways, including apprenticeships and other further and higher opportunities.
- Continue to work with schools and partners to ensure that appropriate levels of high quality school places, in inspiring and cutting-edge world class schools, are available for every learner and ensure that parents have a realistic chance of gaining a place in a preferred school for their child.

Schools and providers will:

- Work in close partnership with the council and their established school support networks to provide an outstanding level of education that meets the needs of every learner, from the most vulnerable to those who are gifted and talented.
- Create and maintain inspiring and cutting edge educational environments that offer high quality places to every learner in the city.
- Ensure that employability skills underpin curriculum development for all learners and that they build effective partnerships with local businesses in order to prepare our young people for the world of work, support economic success and to enable them to contribute to the future regeneration of the city.
- Engage effectively with the full-range of impartial careers advice and guidance that enables all learners to make informed future choices.

·Supporting the most vulnerable: The

council will:

·Ensure, with the support of local partners, stakeholders and providers and with the engagement of parents/carers and learners, that there is in place a well planned continuum of provision from birth to age 25 that meets the needs of children and young people with special educational needs and disabilities (SEND) and maximises their progression into employment.

·Ensure that Looked after Children (LAC) are given top priority and support to access the best possible educational experience and achieve their future potential and economic success.

·Continue to provide outstanding support for young people at risk of offending to ensure that they have excellent life chances and experience economic success.

·Support the emotional wellbeing and resilience of our children and young people through the HeadStart programme and beyond.

·Schools and providers will:

· Ensure that their provision is fully inclusive for all learners across the city regardless of background, disability or special educational need.

· Support the emotional wellbeing and resilience all of their learners.



Educational leadership:

The council will:

- Maintain a strong Education Directorate led by a Director of Education that ensures we can continue to effectively fulfil our statutory role as well as continuing to strive for excellence for every learner in the city.
- Continue to deliver high quality leadership training and development to schools and providers that ensures that staff at every level, from teaching assistant to head teacher, have outstanding leadership skills that drive up standards and improve outcomes for all of the city's learners.
- Challenge and intervene in any schools, regardless of designation, where standards of leadership, including governance, do not promote the very highest standards of education.
- Strive to ensure that school governors have the skills, determination and resilience to challenge and support school leaders to drive continuous improvements in the schools they have responsibility for.

Schools and providers will:

- Ensure that staff, at every level of the organisation, have the appropriate skill set to be effective leaders of education and drive up standards for all learners.
- Ensure that governors have the skills, determination and resilience to challenge and support school leaders to seek continuous improvements in the schools they have responsibility for.



·Commercial and digital transformation:

The council will:

- Develop a city of learning that includes an innovative, technologically advanced city centre learning quarter offering academic, vocational, return-to-learn, adult education and higher education opportunities. The city's schools and providers will be supported to meet challenges and transform education and training for future learners.
- Continue to support the development of digitally innovative and future-proofed learning environments and curriculums that ensure that our learners leave school as some of the most technologically capable young people in the country.
- Establish an arms-length, wholly owned trading company that offers a range of high quality services to schools - in the city, regionally and nationally.

·Schools and providers will:

- Engage effectively with the council and partners to support the development of a city of learning that includes an innovative and technologically advanced city centre learning quarter.
- Ensure that learning environments and curriculums are digitally innovative and future-proofed to ensure that learners leave school as some of the most technologically capable young people in the country.

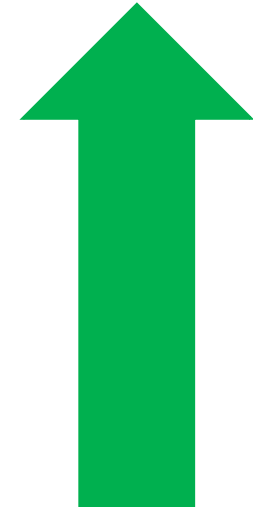




Current Ofsted position

Current Ofsted Position of LA (December 2016):

- Good and Outstanding:
- Primary 84% (from 81% in July 2016)
- Secondary 75%
- Special 100%
- Nursery schools 100%
- Primary & Secondary Combined: 82%
- **All schools 85% (from 83% in July 2016)**



2015/16 Validated Results

Early Years Foundation Stage:

- For pupils at the end of reception year in 2016 there was a 2% increase in the percentage assessed as reaching a good level of development (to 62%). The gap between Wolverhampton's figures and national did however widen (last year's gap 5% this year's gap 7%). **Wolverhampton's national position is 145th out of 152 Local Authorities compared to 134 in 2015.**

Key Stage 1:

- Key stage 1 reading - 71% of pupils achieved the expected standard (or above) in reading compared to 74% nationally. **Wolverhampton's national position is 116th out of 152 Local Authorities compared to 128th in 2015 (up 12 places nationally).** We are 3rd against our statistical neighbours and 4th in the region.
- Key stage 1 writing - 62% of pupils reached the expected standard (or above) in writing compared to 65% nationally. **Wolverhampton's national position is 115th out of 152 Local Authorities compared to 144th in 2015 (up 29 places nationally).** We are 3rd against our statistical neighbours and 3rd in the region.
- Key stage 1 maths - 71% of pupils reached the expected standard (or above) in maths compared to 73% nationally. **Wolverhampton's national position is 93rd out of 152 Local Authorities compared to 146th in 2015 (up 53 places nationally).** We are 2nd against our statistical neighbours and 3rd in the region.

2015/16 Validated Results cont...

Key Stage 2:

- Key stage 2 reading writing and maths combined_(The percentage of pupils who achieved the expected standard or above in all of reading writing and maths combined) - 53% of pupils reached the expected standard (or above) in reading, writing and maths combined which is in line with national. **Wolverhampton's national position is 79th out of 152 Local Authorities the same position as in 2015.** We are joint 1st against our statistical neighbours and 2nd in the region.
- Key stage 2 writing - 74% of pupils reached the expected standard (or above) in writing, the same as the national figure. **Wolverhampton's national position is 67th out of 152 Local Authorities up on the 2015 position which was 100th (up 23 places nationally).** We are 2nd against our statistical neighbours and 2nd in the region.
- Key stage 2 maths - 69% of pupils reached the expected standard (or above) in maths, compared to 70% nationally. We are 2nd against our statistical neighbours and 2nd in the region. **Wolverhampton's national position is 79th out of 152 Local Authorities up on the 2015 position, which was 83rd (up 4 places nationally).**
- Key stage 2 reading - 63% of pupils reached the expected standard (or above) in reading, compared to 66% nationally. **Wolverhampton's national position is 103rd out of 152 Local Authorities down on the 2015 position, which was 93rd.** We are 2nd against our statistical neighbours and 2nd in the region.

2015/16 Validated Results cont...

Key Stage 4:

- 47% of pupils achieved the attainment 8 (A8) standard compared to 48% nationally. **Wolverhampton's national position is 127th out of 152 Local Authorities.** We are 5th against our statistical neighbours and 6th in the region.
- Average progress for Wolverhampton pupils between Key Stage 2 and Key Stage was -0.14 **Wolverhampton's national position is 114th out of 152 Local Authorities.** We are 7th against our statistical neighbours and 4th in the region.
- 58% of pupils achieved an A* - C grade GCSE in both English and maths compared to 59% nationally. **Wolverhampton's national position is 124th out of 152 Local Authorities.** We are 4th against our statistical neighbours and 4th in the region.
- 15% of pupils achieved the English Baccalaureate measure compared to 23% nationally. **Wolverhampton's national position is 143rd out of 152 Local Authorities.** We are joint 6th against our statistical neighbours and 6th in the region.
- 52% of pupils achieved 5 or more A* - C grade GCSE's including English and maths compared to 53% nationally. **Wolverhampton's national position is 123rd out of 152 Local Authorities up on the 2015 position which was 127th (up 4 places nationally).** We are joint 4th against our statistical neighbours and 4th in the region.

Free Maths Training – 1st Sessions Feedback

100% good or outstanding on evaluations

“Very knowledgeable staff and fantastic content”

“Very imaginative approaches”

“Loved it all... every maths teacher should take it!”

“Most useful course ever”

“Really made me think about my own teaching of maths”

“Just brilliant!”

“Best training session I have ever attended without exception”

“Looking forward to session 2”

Future dates (Session 2):

Key Stage 1 – 27th March 2017

Lower KS2 – 30th March 2017

Upper KS2 – 31st March 2017

Plus a whole school session and competition at the end of summer term – date tbc.

Other Updates:

- New School Standards Posts
- Armed Forces Writing Competition
- NQT Support and partnership work with the Outstanding Manor Teaching School Alliance.

Assessment Updates

Jo Horlock
NQT & Assessment Advisor

Assessment Update: Local Authority assessment arrangements for 2016-2017

- EYFS Profile: in August 2016 we were told that this would remain a statutory assessment for all children in the academic year in which they turn 5.
- Phonics screening remains statutory for all children in year 1 as well as any in year that either didn't take it in Y1 (e.g. newly arrived this year or those who didn't meet the threshold in Y1). The LA has a statutory duty to monitor 10% of schools during phonics screen week. This will always be an LA officer.
- KS1: our statutory duty for end of KS1 assessment includes monitoring of the administration and storage of test materials and moderation of writing, mathematics and reading.
- KS2: again the LA have a statutory duty to monitor 10% of schools administering the test during test week and a minimum of 25% of schools for their teacher assessment of writing

1 EYFSP

April 6th – EYFS Conference with keynote from HMI Deborah Udakis

- Notification of moderation letters out April 25th
- Meet the moderator May 2nd
- Intra-LA moderation Wednesday 24th May or Thursday 25th May.
Every Year R teacher should attend one of these sessions, particularly important if you were not on the moderation rota. Otherwise it will trigger a moderation.
- Cusp clinics Tuesday May 20th and Wednesday May 21st – by appointment only. Further dates will be arranged if required.

There is also an NQT programme running separately

2 KS1

- Still using the Interim Teacher Assessment Framework. For a child to be judged to be meeting any standard they must meet all of the statements within that standard, except for the handwriting statement. The handwriting statements only become limiting factors at Greater Depth.
- All moderators will undertake training written by STA. There will also be a standardisation exercise that all moderators must take and must achieve 100% accuracy on.
- Moderation is a professional dialogue in which the class teacher will 'present' the child through a discussion about their interests, strengths and attainment with respect to the ITAF statements.
- Schools will be notified if they are to be moderated on May 19th
- They can CHOOSE to submit the data to the moderator in advance of the visit* so that we can confirm our selection of children for moderation 24 hours before the visit. *THIS IS NOT A STATUTORY REQUIREMENT.

KS 1 key dates:

01/02 March 2017	KS1 moderation – interim judgements*
21/22 March 2017	KS1 moderation of maths and writing*
15/23 May 2017	KS1 moderation of maths, reading and writing*
27 April 2017	Phonics Screening training for staff new to Y1*

*Please book on via standards.training@Wolverhampton.gov.uk

19 May	Schools to be informed of KS1 moderations
23 May	Meet the moderator

2 KS2

- Still using the Interim Teacher Assessment Framework. For a child to be judged to be meeting any standard they must meet all of the statements within that standard, except for the handwriting statement. The handwriting statements only become limiting factors at Greater Depth.
- All moderators will undertake training written by STA. There will also be a standardisation exercise that all moderators must take and must achieve 100% accuracy on.
- Moderation is a professional dialogue in which the class teacher will 'present' the child through a discussion about their interests, strengths and attainment with respect to the ITAF statements.
- Schools will be notified if they are to be moderated on May 19th
- They can CHOOSE to submit the data to the moderator in advance of the visit* so that we can confirm our selection of children for moderation 24 hours before the visit. *THIS IS NOT A STATUTORY REQUIREMENT.

Key Dates for KS2 staff

08/16 March 2017	KS2 moderation – interim judgements*
28/29 March 2017	KS1 moderation of maths and writing*
17/22 May 2017	KS1 moderation of maths, reading and writing*

* Please book on via standards.training@Wolverhampton.gov.uk

19 May	Schools to be informed of KS1 moderations
24 May	Meet the moderator
29 June	Submission date
4 July	Results published on NCA tools

The statutory bit: Wolverhampton's Appeals Policy

If you disagree with the moderator even after discussion you must contact the LA as soon as possible explaining what the disagreement is about.

A senior person will re-moderate the work, on new forms and without knowing what the previous decision was.

If this does not bring a greater degree of confidence into the situation we will appoint a team from Sandwell LA to come and re-moderate again; new forms will be used to moderate the same pieces of work. This will take place on June 29th. This result must then stand for reporting purposes although the appeal can then be escalated to STA. They will permit a change of results after submission, if they deem it to be appropriate.

A final note

Thank You for...

- Supporting your staff and releasing them to train and act as LA moderators
- Supporting all of the moderators by making them so welcome in your school during the moderation visit

And a massive thank you to all of your Y2 and Y6 teachers for always being so well organised and presenting the evidence they have for each of the standards. All of the moderators were very grateful and very complimentary about the way staff had prepared for moderation last year.

Education Library Service

16 February 2016

Charlotte Johns

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Our mission:
Working as one to
serve our city



Background

- Libraries Transformation Programme
- Draft Library Strategy 2017 – 2027
 - 16 branch libraries
 - Home Library Service
 - Education Library Service
- Consultation 27 February – 21 May

Draft Vision / Strategy

- **No proposals to reduce the number of libraries in Wolverhampton**
- Improving the offer: **Vibrant, Modern, Sustainable**
- Six strategic aims:
 - **Supporting reading and literacy**
 - **Promoting learning and improving skills**
 - **Increasing the use of digital services**
 - **Promoting and enabling health & wellbeing**
 - **Widening access to quality information**
 - **Broadening access to culture**

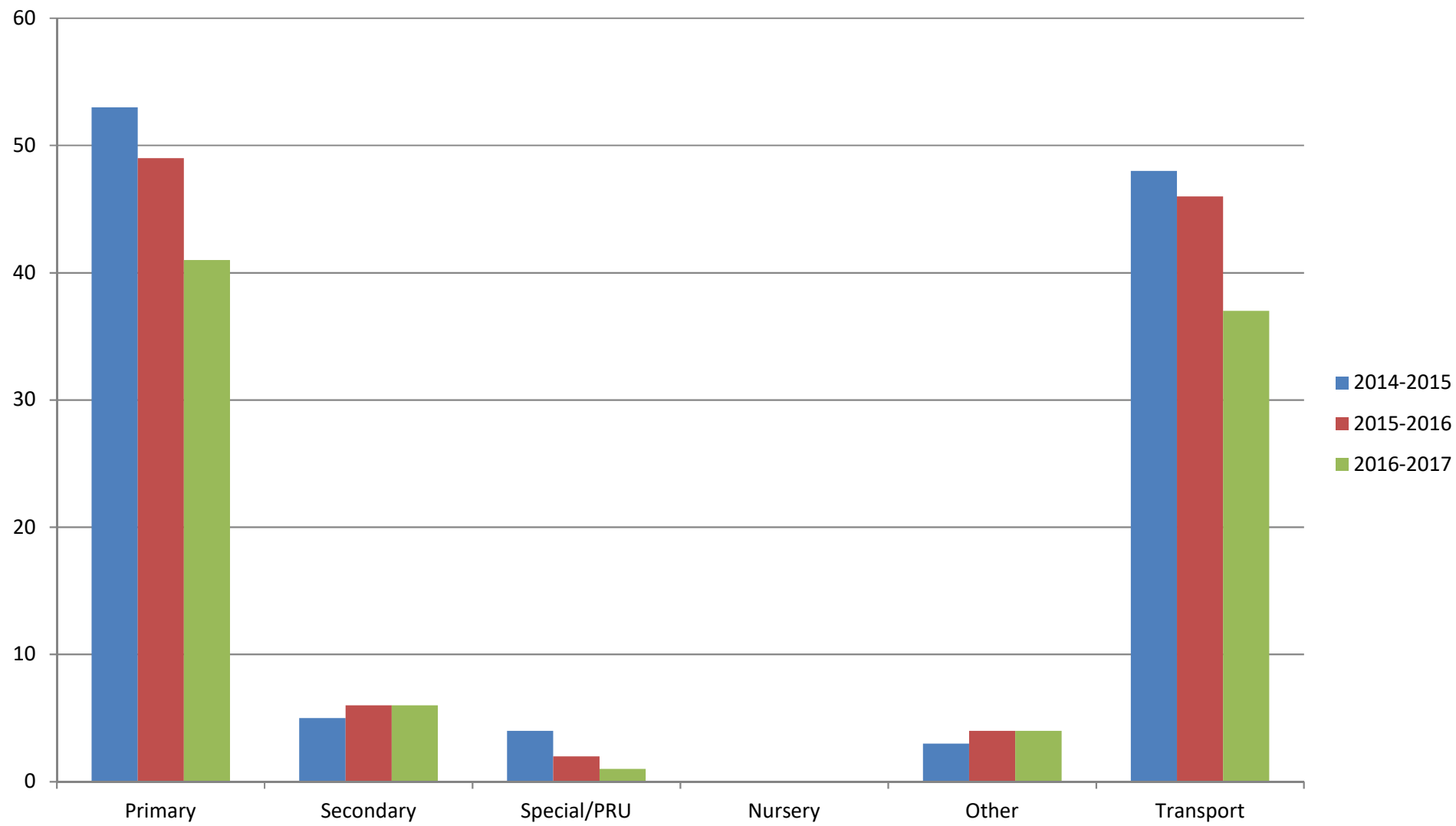
Education Library Service

- Part of the traded services to schools offer, funded via an SLA.
- Based at Parkfields site.
- Provides learning materials to schools including an extensive range of books and artefacts.
- The service also provides specialist advice, and the popular school reading competition.

Education Library Service

- In 2016-17 schools paid £1500 per annum.
- In the Autumn term alone, 855 boxes of materials were issued, with a total value of over £140,000.
- Anticipated cost in 2017-18 of £1700 per annum.

Take Up



Key Questions

- **Demand** – is there any/will there be for this service going forward?
- **Offer** – is it right? what is needed? how does the offer or model need to improve/change?

Areas to consider

- How satisfied are you with the service?
- Does the service provide value for money?
- Is it relevant and support the improvement of educational attainment?
- Is the service accessible and convenient?
- Is the offer/model right?
- Do you plan on subscribing?
- What are links like with your local library?
- How could we improve these?

Consultation

- Online survey to be sent to all schools – whether they subscribe or not.
- 12 weeks - 27 February – 21 May 2017
- Final strategy at Cabinet – 19 July 2017

What will happen next

- Collate feedback - deadline 21 May
- Consider findings
- Propose a way forward for the Education Library Service
- Cabinet – 19 July

Contact

More information available at:

www.wolverhampton.gov.uk/mylibraryservice

Charlotte Johns

Head of Strategic Programmes

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Exclusions Update for Governors

**Emma Balchin
School Workforce Manager**

Ofsted's view...

Exclusions are considered by Ofsted as part of the risk assessment process to inform when a school should be inspected:

- Permanent or fixed-term exclusions have risen sharply
- Remained high over time,
- There are disproportionate exclusions of a particular group of pupils (eg. pupil premium),
- The rate of repeated exclusions, (not just the overall number)

Permanent exclusions reported to the LA (8.2.17)

Table 1 - Permanent exclusions reported to LA (as of 26.9.16)

		2012/13	2013/14	2014/15	2015/16	2016/17
Pupils Permanently excluded from Wolverhampton Schools	Primary	0	5	14	20	7
	Secondary	0	3	29	68	21
	Special/PRU	0	2	0	3	1
Withdrawn / Overturned		0	0	3	7	3
Total		0	10	43	91	29 to date
Number overturned by governors		-	0	2 (5%)	2 (2%)	1 (3%)
Independent Panel Reviews		0	1 (upheld)	6 (4 upheld)	2 (awaiting outcome)	0

Implications of increased permanent exclusions

- When a pupil is permanently excluded this inevitably impacts on the young person's educational outcomes because their education is disrupted.
- For all permanently excluded pupils who reside in Wolverhampton, there is a statutory duty for Wolverhampton local authority to ensure full time education provision is in place from day 6 of the exclusion.
- Sourcing appropriate provision within a timely fashion can be a challenge. It is not possible to transfer a permanently excluded pupil to another mainstream school within 6 days because exclusion guidance states the child should remain on the excluding school roll until the Governors Discipline Committee meeting is held and the time has expired in which parents can lodge an independent appeal. This can be up to 30 days after the permanent exclusion is issued.

Implications of increased permanent exclusions cont...

- When placing permanently excluded pupils at day 6 the La is reliant on PRU provision or small alternative providers like Re-entry.. This affects the amount of hours provision that can be offered
- Once permanently excluded pupils can be placed back in mainstream school parents have to apply for a new school place. School Admissions always deal with such cases as a priority and allocate permanently excluded pupils via the Fair Access protocol as 'hard to place'.
- The rise in permanent exclusion is therefore increasing the number of hard to place pupils being allocated to schools. For example, until recently there was an agreement that all secondary schools would take 3 hard to place pupils in each number above their standard admissions rates but for year 11 this has had to be increased to 4 per school.
- Hard to place pupils are often the cases that schools are slow to admit or raise concerns about admitting and this results in the young person being out of school for an unreasonable amount of time and the case has to be escalated to the Fair Access and Children Missing Education Panel.

There has also been a worrying trend in the number of fixed term exclusions

- Wolverhampton' fixed term exclusion rates for 2014/15 were above the national average.

Table 6 – Fixed term exclusion official DfE statistical release to include national and statistical neighbour comparison

	2012/13		2013/14		2014/15	
	Number of FPE	% of the school pop	Number of FPE	% of the school pop	Number of FPE	% of the school pop
National Figures	267,520	3.52	269480	3.50	154060	1.98
Wolverhampton	960	2.50	1270	3.22	1170	2.92

Next Steps

- Exclusion Prevention meetings
- In July 2016 the local authority launched guidance on 'Exclusion Prevention Meetings'. The rationale behind such meetings is for schools to call a professionals meeting when a young person is identified as at risk of permanent exclusion. The meeting gives an opportunity to discuss what support has been tried to date and explore other ideas and alternatives to try and avoid permanent exclusion. Headteacher's were consulted when this guidance was being written. However, permanent exclusions have continued to be issued and at this time, none of the excluding schools have called an 'Exclusion Prevention meeting' as far as we aware.

Vulnerable Young People Team:

Rachel King - Head of Service Specialist Support, 01902 555955

Ruby Hothi - Vulnerable YP Team Manager, 01902 550621

Governors' roles:

- Of the 91 permanent exclusions issued in 2015/16 only 2 of these were overturned by the Governor's Discipline Committee. Further training for governors is being provided to ensure they understand their roles and responsibilities around exclusions and are confident enough to challenge a Head teacher's decision where appropriate.
- Before an exclusion meeting takes place a member of the team will contact the chair of governors to ensure they have assured themselves the school has taken all appropriate steps available to them in the support of a pupil before resorting to uphold permanent exclusion.
- Specific Governor's training sessions to be held on 24th April and 14th November
- Joint presentation between Workforce team and Vulnerable YP Team at Governors Forum on 29th March

What can you do?

- Following analysis of exclusion data a select group of Headteachers and Chair of Governors were asked to attend a meeting to discuss the current issue being faced by schools, share good practice and explore ways in which the local authority and schools can work more closely together to prevent/ reduce permanent exclusions.
- Following this senior managers are developing an action plan and further guidance on what a graduated response would look like, as well as some agreed criteria for permanent exclusion.

What should have happened before a permanent exclusion?

- Use the Early Help Assessment to help identify the holistic needs of the child and develop and clear plan of support.
- Basic behaviour management strategies should be tried – time out, choices/ consequences, individual behaviour plans with behaviour targets/ rewards.
- Parents should be involved in the plan of support and there should be clear communication between home and school.
- Some schools can access in-school pastoral support e.g: nurture groups, school counsellor, mentor , internal learning support units where they can deliver intense individualised programmes of support to try and avoid exclusion.
- All alternatives to permanent exclusion should have been tried and this should include external advice (e.g. from an education psychologist or short term placement in alternative) where all internal school interventions have failed to bring about necessary change.

Governance Audit Update

Main Findings and Updates

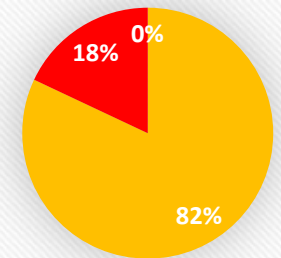
Auditing all governing boards

Since March 2016 Wolverhampton's School Workforce Team have been undertaking an Audit of the Governance of all schools within the City of Wolverhampton Council

Our current Audit Tool was developed by the City of Wolverhampton Council's School Workforce Team in conjunction with local governors and NLGs, and is based on nationally recognised best practise in Governance.

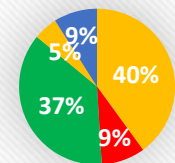
It helps Governing Boards to review their systems and practices, as well as ensuring the school is making the most of local authority support.

Baseline Audit



Green Amber Red

Current Position



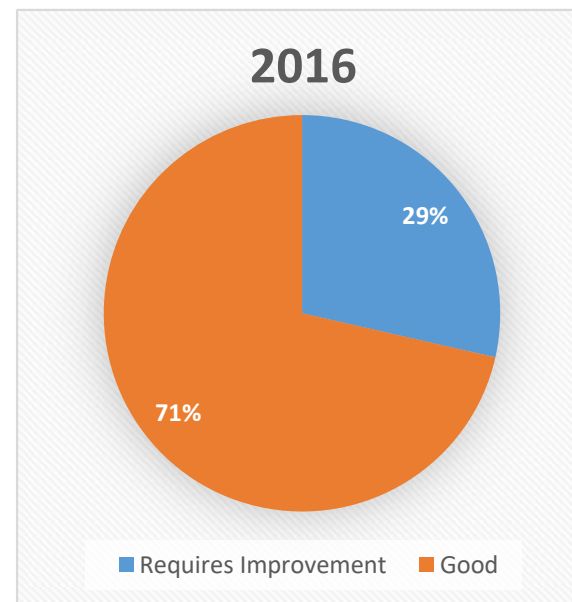
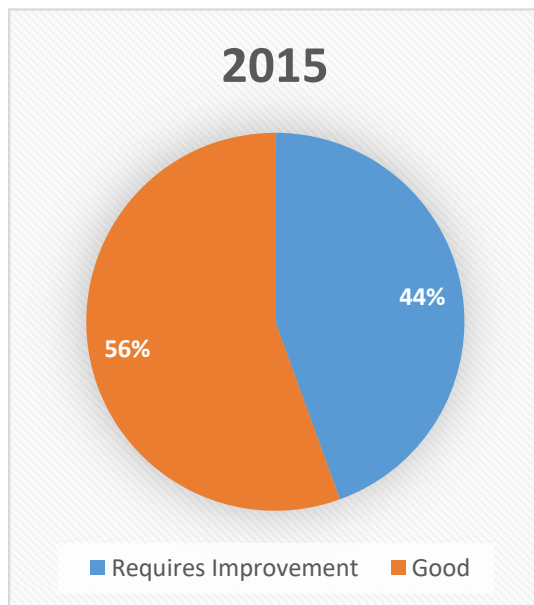
Amber Red
Green Booked
Not booked

Auditing all governing boards, cont.

School	Governance Audit: IAG Rating	Governance Audit Date	Does the Governing Board understand their role and responsibilities?	Does the strategic planning cycle drive the Governing Board's agenda and activities?	Can the Governing Board clearly link their policies, decisions and actions to the School Improvement Plan?	Has the school improved over the last three years and can we clearly see the Governing Board's contribution to this?	Has the Governing Board developed long term plans for the school with clear priorities linked to the School Improvement Plan?	Is the Governing Body able to analyse data efficiently i.e. using online, OFSTED and FFT data dashboard etc? What other data is requested?	Is there a clear partnership between governance and leadership where joint working can be evidenced?	Are the GB's financial management systems robust so that they can ensure best value for money?	Is performance management of the headteacher meeting minimum standards?	Has the GB completed a skills audit for their governing board and implemented a strategy that actively fills any gaps?	Do the Governors take the opportunity to access appropriate training to develop their skills and effectiveness and meet the needs of the Governing Board?	Evidence of attendance at training courses/forums and feedback to the Governing Board	Does the Governing Board's policy review schedule ensure compliance?	Does the GB regularly report on the work of the GB to their stakeholders? Does the GB gather the views of stakeholders and act upon the feedback given?	Does the GB have a professional / independent clerk who provides guidance and oversees the governing board's understanding and development needs?	Does the GB conduct a regular review of their effectiveness with clear evidence of the impact on school improvement?	Are meetings planned in advance with agendas that address the school's improvement priorities?	Does the Governing Board have a succession plan in place for all roles - Headteacher, Chair, Vice-Chair etc?	Does the Governing Board have an induction program in place for new governors?	Does the Governing Board keep itself informed of local and national good practice and collaborate with other schools and sectors to benefit the school?	Do governors regularly visit the school to get to know it and monitor implementation of the school strategy?	Does the GB carry out a regular 360° review of the chair's performance and re-elect the chair and vice-chair each year?
Ashmore Park & Phoenix Nursery School	Red	18/01/17																						
Bantock Primary School	Green	30/11/16	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1
Bilston C of E Primary School	Amber	23/11/16	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1
Broomfield Primary School	Green	04/11/15	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1
Bushbury Hill Primary School	Red	14/09/16	1	1																				
Bushbury Nursery School	Green	22/06/16	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1
Castlecroft Primary School	Green	11/11/16	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1
Christ Church CE Infant School	Red	18/01/17	1	1																				
Christ Church CE Junior School	Amber	12/04/16	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1
Cleopatra Primary School	Amber	22/04/16	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1
D'Eynsford Primary School	Amber	11/07/16	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1
Eastfield Nursery School	Green	14/09/16	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1
Eastfield Primary School	Amber	24/02/16	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1
Falling Park Primary School	Green	29/11/16	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1
Goldthorn Park Primary School	Red	15/12/16																						
Green Park School	Amber	13/01/16	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1
Lanesfield Primary School	Amber	19/07/16	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1
Long Knowle Primary School	Amber	14/01/16	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1
Lowdale Primary School	Green	05/02/16	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1
Merridale Primary School	Green	10/11/16	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1
Federation of Secondary PHSs	Green	26/09/16	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1
Moreton Community School	Green	12/05/16	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1
Penn Fields School	Green	23/02/16	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1
Penn Hall School	Green	08/12/15	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1
Rakecote Primary School	Amber	17/09/16	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1
Spring Vale Primary School	Amber	24/01/17	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1
Springdale Infant School	Amber	18/07/16	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1
Springdale Junior School	Amber	23/11/16	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1
St Alban's & St Thomas' C of E Primary	Green	12/05/16	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1
St Andrew's C of E Primary School	Green	20/07/16	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1
St Anthony's Catholic Primary School	Green	20/01/17	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1
St Luke's C of E Aided Primary School	Green	06/10/16	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1
St Michael's C of E Primary School	Green	04/05/16	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1
St Patrick's Catholic Primary School	Green	09/06/16	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1
St Stephens C of E & Parkfield Primary	Amber	03/05/16	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1
Stew Heath Primary School	Green	28/11/16	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1
Stowle Primary School	Green	13/09/16	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1
The Kings C of E School	Amber	13/10/16	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1
Trinity C of E Primary School	Green	18/10/16	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1
Uplands Junior School	Green	21/10/16	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1
Warrington Primary School	Amber	05/12/16	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1
West Park Primary School	Amber	20/09/16	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1
Westacre Infant School	Amber	10/11/16	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1
Whitegates Infant School	Amber	10/10/16	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1
Wilkinson Primary School	Amber	26/04/16	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1
Windsor Nursery School	Green	29/06/16	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1
Wodensfield Primary School	Red	23/11/15																						
Wodensfield Primary School	Amber	26/09/16	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1
Wood End Primary School	Green	21/07/16	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1
Woodfield Infant & Junior School	Red	14/12/16																						
Woodthorpe Primary School	Red	09/11/16																						
			47	48	47	47	48	49	49	48	49	49	48	41	50	31	51	31	50	29	32	41	43	17

Ofsted Leadership & Management

- Early indications show an improvement in Ofsted ratings for Leadership and Management



Case Study

Audit:	10/15	Rating: Red
Review:	02/17	Rating: Green

Governor quote

“The support you and your colleagues have provided in terms of the training and also the specific advice in connection to governance, process and general pragmatism has been invaluable to both myself as a ‘new’ governor and also to the whole Governing Board – and ultimately therefore, the school and the pupils. We have also seen an increase in parents choosing our school as a result of the positive appointment of a Governor specialist in Communication.”

Main Strengths

- 92% of Governing Boards in Wolverhampton can show they have made some contribution to the school's improvement over the last three years.
- 96% of schools can show some joint-working between Senior Leaders and Governors.
- 96% of Governing Boards have completed a skills audit.
- 94% of schools' strategic planning cycles drive the Governing Board's agendas.
- 96% of Board's are involved in budget management.

Main Areas for Development

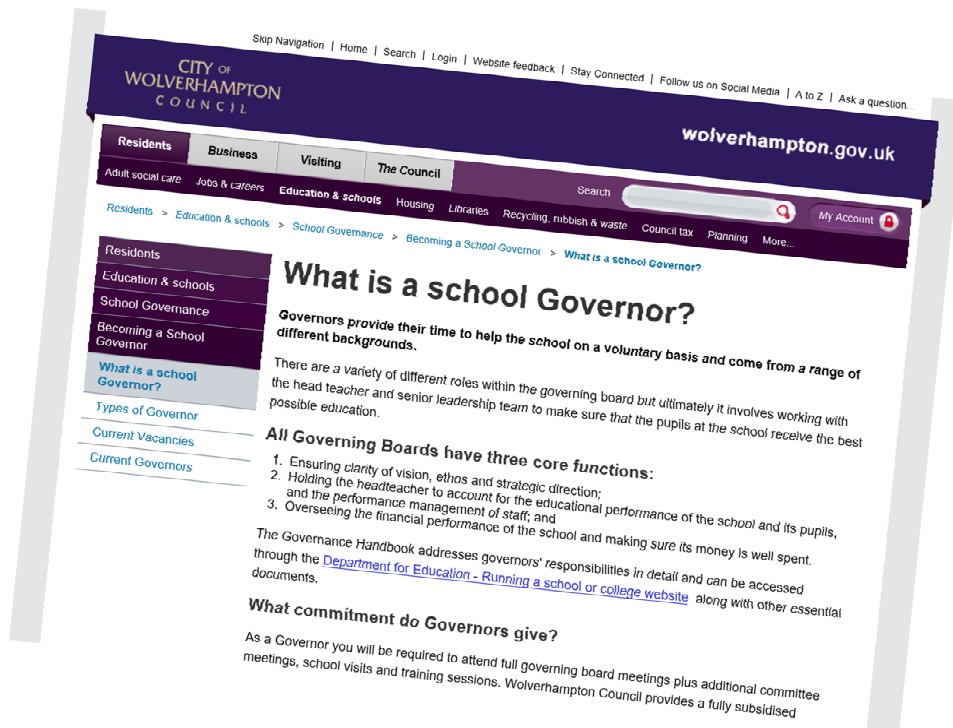
- 40% of schools need to improve Stakeholder engagement.
- 20% of schools audited need to increase their attendance at relevant training, and keep better records showing CPD for Governors.
- 53% of schools do not have a succession plan in place.
- 60% of schools do not conduct Governor Induction to ensure Roles & Responsibilities are understood.
- 35% of schools do not complete a thorough self-review, mandated by Ofsted as one of the key things every board should do for efficacy.

Plans to support

- Governor training and networking events
- Regular newsletters and briefings
- Clerking
- Documents and policy templates
- Specific support on emerging issues e.g. exclusions
- Recruitment Strategy

Recruitment and Retention

Do you have the skills to help our schools get even better?



If you are interested in being a Governor take a look at our website and download the Expression of Interest form.

email
tara.roseblade@wolverhampton.gov.uk

or telephone 01902 55 4142

<http://www.wolverhampton.gov.uk/article/2553/School-Governance>

wolverhampton.gov.uk

Citizenship Language & Learning Update

Mark Smith
Citizenship Language & Learning
Team Lead

CLL Conference

17th March 8.30am – 4.00pm

**Please book
no later than
Tuesday 28th
February
2017 – to
allow for
workshop
organisation**

- The Literacy Shed – Keynote and Workshops
- Parliament's Education Service
- UNICEF – Rights Respecting Schools Award
- Tacking Extremism – Small Steps Consultants and Upstanding Neighbourhoods
- Schools for Sanctuary
- Transitioning & Embedding Literacy From Primary to Secondary

AND MORE!

Venue: GTG Training & Conference Centre, Bearing Drive, Wednesfield, Wolverhampton WV11 3SZ – lunch will be provided

Cost: Wolverhampton LA Schools & Schools with CLL Team SLA - £45.00 per head - £75.00 for two (subsidised rate) – All others £100.00 or £150.00 for two.

To Book – please email standards.training@Wolverhampton.gov.uk

wolverhampton.gov.uk

CLL Training (Free for LA Maintained and Schools with an SLA)

Year 6 Literacy Teaching to support and evidence writing at the expected standard and at greater depth

Tuesday 21st March: 13.00 – 16.30 at GTG Training & Conference Centre

Year 6 SATs Reading and GPS revision

Friday 7th April: 13.00 – 16.00 at GTG Training & Conference Centre

Year 5 Teachers – Supporting your children to start writing as a Year 6

Friday 5th May: 13.00 – 16.00 at GTG Training & Conference Centre

Also for SLA and LA Maintained Schools – from February half-term a weekly reading comprehension text with SATs standard reading questions

SLA

Assuming DSG funding is agreed all LA maintained schools will receive a Level ONE SLA providing:

- 5 days support
- Access to CLL Central training and lots more!

If you feel you may need more support please look at the SLA brochure for options or contact me.

Tel No. (55) 5237

Email: mark.smith2@Wolverhampton.gov.uk

wolverhampton.gov.uk

SEND Review Update

Alex Jones
Assistant Director – School
Standards

Local Area Review of SEND & Inclusion - Edited interim findings

Paul Senior

CITY OF
WOLVERHAMPTON
COUNCIL

Our mission:
Working as one to
serve our city



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Context and Drivers for Change

- Under clause 27 of the Children and Families Act, the LA must review its special educational provision, consulting a range of partners
- National fairer funding policy reform implications
- The changing Education policy landscape
- Preparing for future needs, closing local resource and provision gaps

A reminder...what's in scope

The review will consider existing arrangements for:

- Special school provision
- Outreach Support
- The role of Resource Bases
- Out of LA placements
- The role of PRUs and AP providers
- Mainstream school and pre school provider capacity
- Post 16 provision
- Reintegration strategy for learners placed out of City

Edited Interim Review Findings

Special School and Resource Base Provision:

- There is no evidence of a clear connected graduated response in planning provision across mainstream schools, resource bases, PRUs/ alternative provision and special schools, leading to a fragmented and non- cohesive continuum of provision.
- The current DfE designations of the resource bases and special schools do not meet current or future local needs.
- There is evidence of outcomes, data and local demand not consistently informing strategic planning of specialist provision. Examples of this include current arrangements for commissioning residential provision in special school settings and the unequal distribution across the City of resource base provision.
- Resource Bases in Wolverhampton are long-standing and an integrated part of a number of inclusive primary schools. Parents and carers of children accessing the settings are very supportive and appreciative of the provision, feeling that the settings have allowed their children to make progress from previous lower baselines. Pupils are largely accommodated in the resource bases with variable time spent in mainstream lessons (variable depending on learner needs).

Edited Interim Review Findings

- The level of need of pupils who attend or are supported through the resource bases currently varies considerably. At one extreme there are some pupils with severe learning difficulties who might later transfer to a special school, and at the other extreme there are some learners who could have their needs met in local primary schools with funds from the school's own resources.
- In the resource bases, staff working with learners with social and emotional difficulties often struggled to get external support from agencies. Considering the investment made in outreach support locally; the failure for there to be an SEMH outreach support, when considering the level of local needs in this area, is a major shortcoming.
- In recent years the resource bases have not been subject to periodic review, monitoring or evaluation and as a result, despite some operational joint working, the centres are working more in isolation than was originally intended. There have been recent developments being driven by RBs leaders and staff to improve joint working and sharing of practice.

Edited Interim Review Findings

Outreach:

- The authority has recognised the need to have a formal system in place for monitoring and evaluating the impact of the work of commissioned outreach provision from six of the local special schools. The LA invests £700k per annum in commissioning this support; but current outreach support arrangements appear to lack integrated working and strategic oversight. Whilst there are some examples of good casework practice with learners, the model as is fails to provide best value for money outcomes.

Edited Interim Review Findings

Statutory Assessment:

- In response to the need for reform, a dedicated task and finish group has recently been commissioned to review the work of the existing bands of difficulty (Matrix) system, with a view to developing a new model that will be future proofed and further responsive and flexible to local needs, replacing the current model.
- Good multi-agency working takes place in assessing needs and planning and reviewing provision, both at individual child and local area level, with a clear and effective focus on early identification and intervention.

Edited Interim Review Findings

Post 16:

- Whilst developments are underway to develop new provision and extend existing provision, currently the level and type of demand exceeds supply. The local post 16 offer for learners with additional needs lacks breadth and flexibility in response to the type and range of complex needs locally.

Interim Review Findings

Exclusions:

- Some schools failing to consistently follow the exclusion guidance.
- Some governing bodies not consistently understanding their roles and responsibilities around exclusion.
- Modified school timetables being used and not reviewed frequently or known to the local authority for monitoring and/ or tracking purposes, presenting safeguarding risks.
- Evidence of CYP attending alternative provision on a part time basis, often for prolonged periods, without regular reviews.
- Due to the large local investment in special schools and PRUs some schools are not implementing an effective graduated response prior to exclusions or alternative provision being sought.

Edited Interim Review Findings

Other Issues:

- Elective home education numbers rising locally, with limited management oversight weak, scrutiny and governance to inform local policy development and agency interventions.
- There is limited specialist CAMHS provision for children and young people with SEND, by comparison with statistical neighbour LA areas.
- There is a considerable wastage of assistive technology and equipment by special and mainstream schools when providing for learners utilising this provision. There is a need to develop a community equipment store type model for retaining and possible recycling of unused specialist equipment.
- Limited opportunities and variable quality of provision are provided for children with sensory impairment to access their full entitlement and inclusion in both the primary and secondary phases.

Milestones and timescales

(revised at request of stakeholders)

March 2017	SEND review report and recommendations to Stakeholders/ SEB/ Cabinet Member, with a view to progressing to formal consultation phase;
April 2017	Start of formal stakeholder consultation phase;
May 2017	End of formal stakeholder consultation phase;
June 2017	Post consultation phase report to SEB/ Cabinet Member with recommended next steps to approve proposal progression or not to proceed;
July 2017	Post consultation phase report to Cabinet with recommended next steps to approve proposal progression or not to proceed. The Cabinet Member will determine whether or not to progress to publishing a public notice regarding any proposal(s) to proceed;
September 2017	If the decision is to proceed, then a public notice will be written and published at any affected schools and local communities;

Milestones and timescales

September 2017	Following a published notice, there will be a further 4-week period whereby people can make representations to the Council that can be both objections as well as expressions of support for the proposals. This is the final opportunity for people and organisations to make their views known;
October 2017	Cabinet Member for Education and Skills will consider any representations in response to the notice and will decide whether to proceed with the proposal(s) or not;
October 2017	Subject to final Cabinet Member ratification a final and formal public notice will be written and published at any affected schools and local communities, advising that any changes will take effect from the 1 September 2016;
October 2017	Should a decision be made to reconfigure, amalgamate or decommission provision any specialist provision, then a formal four week staffing consultation process would take place including identification of staff that would be vulnerable to redundancy or changes in terms and conditions (5 weeks, including February half term period);
January 2018	If the decision is made to proceed, this is the date from which planned changes to affected specialist provision will commence from.

Wolves in Wolves

February 2017

Jagtar Singh

CITY OF
WOLVERHAMPTON
COUNCIL

Our mission:
Working as one to
serve our city



Key Project Updates



40 Artists Engaged



30 Wolf Statues



Sponsors and Partners



Mini Wolves

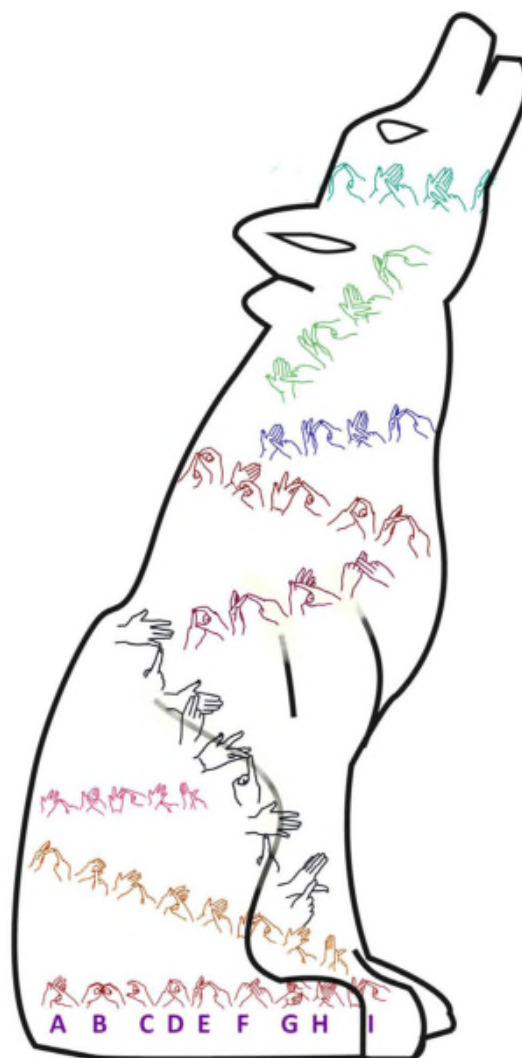


Social media

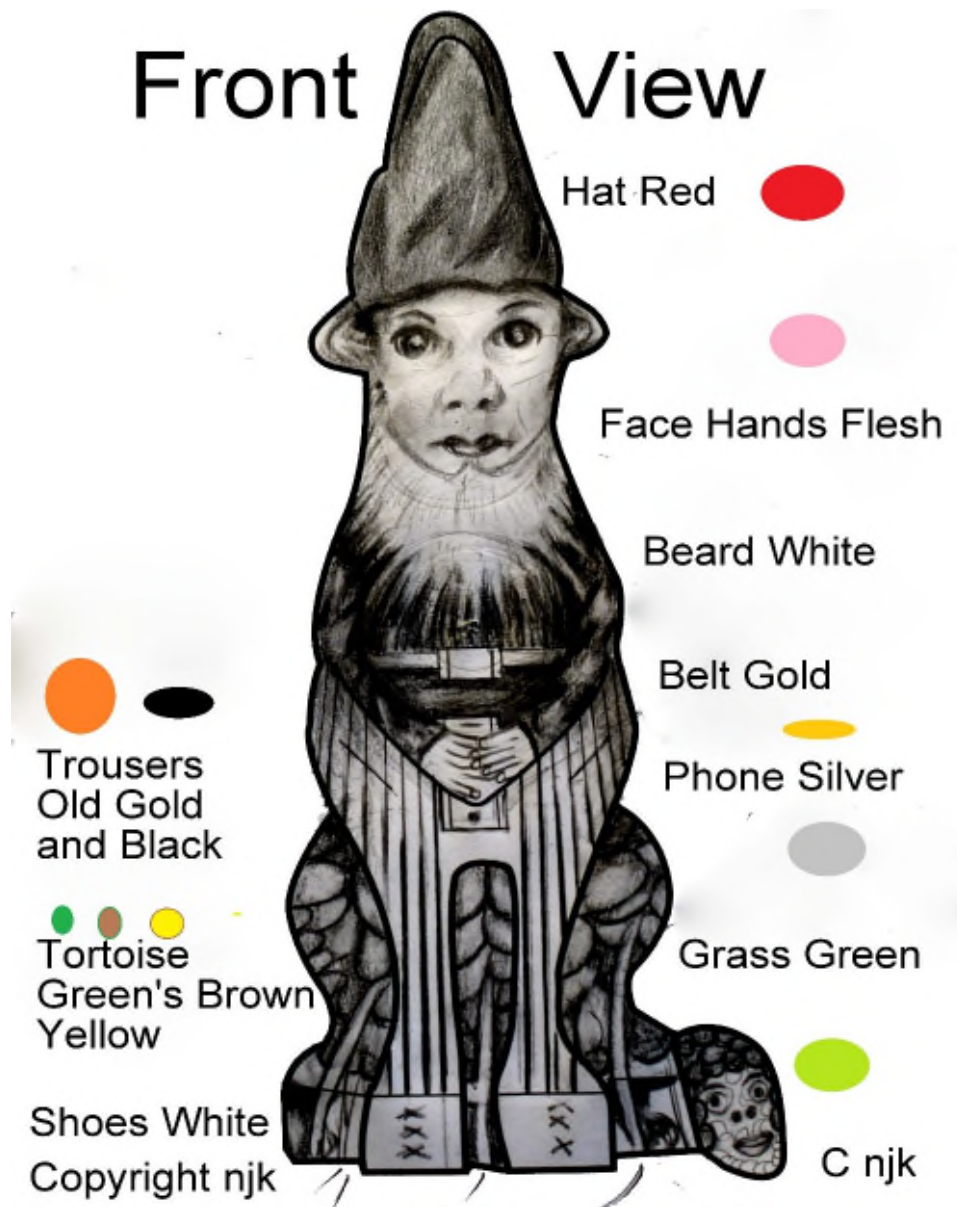
Sculptures



Example Designs



Example Designs



Example Designs



Example Designs



Sponsors and Partnerships



Outside Centre



Artsfest



wolverhampton.gov.uk

Schools engagement and mini wolves

- Primary schools signed up – expecting many more
- Design competition
- Children create own maps
- Exhibition at Art Gallery

Communications and Branding



Early Years Strategy

16 February 2016

Andrew Wolverson

CITY OF
WOLVERHAMPTON
COUNCIL

Our mission:
Working as one to
serve our city



wolverhampton.gov.uk

Underpinning values

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

Definition of school readiness

For the purpose of this strategy school readiness is defined as:

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

Guiding Principles



Wolverhampton is committed to:

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



We will:

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

The strategy (1)

Good maternal health

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

Parental engagement

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

The strategy (2)

High quality education

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

Workforce development

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

Good maternal health

Parents



Professionals



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

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

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

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

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

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

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

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

Parental engagement

Parents



Professionals



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

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

✓ Will feel supported to participate in services

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

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

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

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

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

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

✓ Will increase the number of parent champions across the city

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

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

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

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

High quality education

Children



Professionals



✓ Will have increased Good Level of Development at the Early Years Foundation Stage and will attain in line with National expectations

✓ Will develop a clear pathway for parents and professionals that promotes a common understanding of child development and how this can be supported

✓ Will establish a robust transition protocol to support children's move onto statutory education including the sharing of data

✓ Will not achieve to a lesser degree if they receive Early Years Pupil Premium compared to those not receiving Early Years Pupil Premium

✓ Will develop a school readiness definition to improve readiness for school for all children with particular regard to disadvantaged and vulnerable children at age 5

✓ Will receive high quality pre school education in settings that are judged to be good or outstanding

✓ Will provide high quality learning environments

✓ Will achieve and maintain a "Good" or above Ofsted judgement

✓ Will provide a support and challenge function within and to settings in order to develop and continually improve practice

✓ Will develop training materials, opportunities and practice to support providers in implementing changes in practice that will impact on children's outcomes

✓ Will achieve successful outcomes as a result of early intervention

✓ Will track cohorts of children to monitor progress ensuring children at a disadvantage are fully supported

✓ Will use their best endeavours through the graduated approach to make sure that children with SEN get the support they need.

Workforce development

Children



Professionals



- ✓ Will learn in high quality learning environments

- ✓ Will share and disseminate good practice
- ✓ Will maintain a continuous cycle of staff development within the provision to ensure the stability and quality of the workforce

- ✓ Will develop and maintain Early Years forums to enable leaders and managers to enhance their knowledge of the sector and to build locality networks
- ✓ Will develop high levels of skills in graduate leaders
- ✓ Will access training support including model environments and peer support opportunities

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

- ✓ Will demonstrate an in depth knowledge of child development and how to support families
- ✓ Will embed effective key worker practice within provision
- ✓ Will implement observation planning and assessment to meet individuals needs and interests

Views from the panel

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

CLOSING REMARKS and THANK YOU

A link to the PowerPoint presentation will be sent via The Bulletin