



Telford & Wrekin
Co-operative Council

Protect, care and invest
to create a better borough



Telford and Wrekin Education Excellence and Assurance Framework

September 2026 – July 2027



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THINK - don't print!

Introduction

As Director of Education and Skills for Telford & Wrekin Council, I am pleased to introduce the Telford and Wrekin Education Excellence and Assurance Framework.

This framework is a key component of our shared commitment to improving outcomes for children and young people and delivering our ambition to be a truly Child Friendly Borough.

In Telford and Wrekin, children and young people are at the heart of everything we do. Through our Children and Young People Strategy and the work of the Education Strategic Partnership Board, we are clear that every child deserves the opportunity to achieve, belong and thrive in a high-quality, inclusive education setting. This framework sets out how we will work collectively, across schools, trusts, the local authority and wider partners, to deliver on that ambition.

We are proud of the strong partnership culture across our Borough. The Education Strategic Partnership Board brings together system leaders with a shared moral purpose; to secure the best possible outcomes for all learners, particularly our most vulnerable children. This framework strengthens that partnership by providing a clear, consistent approach to support, challenge and accountability, ensuring that no child or young person is left behind.

Our approach is rooted in early identification, collaboration and shared responsibility. We want to celebrate what is working well across our schools, while also ensuring that where challenges arise, we respond quickly and effectively. Through initiatives such as Team Around the School, regular engagement with leaders, and alignment with wider partnership priorities, we aim to build capacity, strengthen leadership and sustain improvement across the system.

Importantly, this framework reflects our commitment to working with our schools and partners, not doing to. It is designed to foster openness, trust and professional dialogue, creating the conditions for continuous improvement while maintaining a sharp focus on the lived experiences and outcomes of our children and young people.

We are ambitious for every child in Telford and Wrekin. We want all children and young people to feel safe, valued and supported, and to leave education well-prepared for their next steps in learning, employment and life. This framework is a practical expression of that ambition, ensuring that the right support and challenge is in place to enable every setting, and every learner, to succeed.

I would like to thank all colleagues, school leaders and partners who continue to work so collaboratively in the best interests of our children and young people.

Rebecca Carey Interim Director Education and Skills



Our service area, Telford and Wrekin Virtual School, is responsible for the education of care experienced young people as well as children supported through wider extended Virtual School headteacher duties. This includes those with a social worker, kinship care arrangements, and children who were previously looked after. As a service, we are wholeheartedly committed to fostering robust partnerships across all settings throughout the local authority.

We firmly believe that collaborative working and the sharing of expertise are the keys to enhancing outcomes for children and young people. Our approach is built on principles of open communication, mutual support, and a shared vision for success, ensuring every setting feels valued and empowered as part of our wider community. We are excited to continue this collective journey and to make a positive impact across the borough for all of our young people.

Michelle Salter Virtual School Head Teacher

The Access and Sufficiency Service works in partnership with all schools to ensure every child can access a local mainstream place through fair admissions, underpinned by detailed sufficiency planning. Travel assistance is provided to eligible pupils to ensure this is not a barrier to education. We collaborate closely with leaders to deliver capital projects that further enhance our learning environments. Through this approach, we aim to provide access to the right place for every child across Telford and Wrekin.

Adam Womack Head of Service: Access and Sufficiency

The Achievement and Enrichment Service is committed to working in genuine partnership with education settings across Telford and Wrekin to drive high standards, secure strong outcomes, and maintain a cohesive, ambitious education system. We lead with a shared commitment to excellence, using robust intelligence, clear expectations and collective accountability to strengthen provision from the early years through to post-16. By fostering constructive professional relationships, promoting system leadership and cultivating a culture of continuous improvement, we work collaboratively across all sectors to ensure that every child and young person in the Borough can achieve their full potential.

Scott Thomas-White Interim Head of Achievement & Enrichment Service

The Alternative Provision Service works in partnership with schools and settings across the Borough to develop the sense of belonging for young people to enable them to thrive in their educational environment. The service offers a range of interventions, both in school and offsite, to support young people and support schools to build capacity to meet need. We provide the statutory services for young people permanently excluded or with significant medical needs and our ethos is to work with schools to provide this support earlier reducing the need for suspension and exclusion. We work with a range of providers to ensure a rich alternative provision offer across the Borough to provide schools and settings with a range of options to meet the diverse spectrum of young people's needs.

Andy Cooke Head of Alternative Provision

The SEND Service is committed to working in partnership with education settings, families and wider services across Telford and Wrekin to secure strong outcomes and promote inclusion for children and young people with special educational needs and disabilities. We lead with a shared commitment to high expectations and early, needs-led support, working collaboratively to build capacity within settings and strengthen practice across the system. Through clear communication, collective accountability and constructive professional relationships, we aim to ensure a cohesive and ambitious approach to SEND, so that every child and young person feels valued, understood and able to thrive within their educational community.

Laura Goodfellow Head of SEND and Personalisation

Service areas across the local authority are committed to working collaboratively with education settings to ensure that all children and young people across the Borough are supported to achieve, belong, and thrive. This commitment is underpinned by clear and purposeful communication, the effective sharing of intelligence, and a shared responsibility for maintaining high standards. Through this collective approach, we aim to secure consistency and quality in practice, ensuring that support is aligned and responsive to need.

We recognise that the external and educational landscape continues to evolve, and that decisions must be taken with a clear and consistent focus on the best interests of children and young people across the authority. Through the Telford and Wrekin Education Excellence and Assurance Framework, we seek to ensure that every child and young person receives the right support, in the right place, at the right time. Central to this is constructive dialogue and collaborative working with education settings across the borough, enabling us to build a coherent system that promotes and embeds best practice, and encourages learning from, and with, one another.

Michelle Bishton Quality Assurance Specialist

Telford and Wrekin – A Co-operative Council

Being a Co-operative Council is about us working together with our residents, partners and local organisations to collectively deliver the best we can for Telford and Wrekin. We believe that how we do things is just as important as what we do. That is why we have adopted Co-operative values.

Our co-operative values provide the framework for how we will work. They set out the basis for the Council's relationship, or "deal", with residents, a commitment for what the Council will do but also that we are asking our residents to accept and act on their own responsibilities.

Openness and honesty

- We will be open and honest in the way we work and make decisions and communicate in a clear, simple and timely way.
- We would like everyone to be open and honest about what they want to improve in their community.

Ownership

- We will be accountable for our own actions and empower others with the skills to help themselves.
- We would like everyone to the best of their abilities, to take action and responsibility for themselves and their community.

Fairness and respect

- We will respond to people's needs in a fair and consistent way.
- We would like everyone to respect and care for themselves and others, valuing the different ideas and skills that people bring and treating each other as equals.

Involvement

- We will work together with our communities, involving people in decisions that affect their lives and be prepared to listen and take on new ideas.
- We would like everyone to work with and support others, get involved and share their views to help us develop the way we do things.

The local authority is committed to using these principles to achieve the local priorities and shared principles in place.



Telford and Wrekin Education Strategic Partnership Board

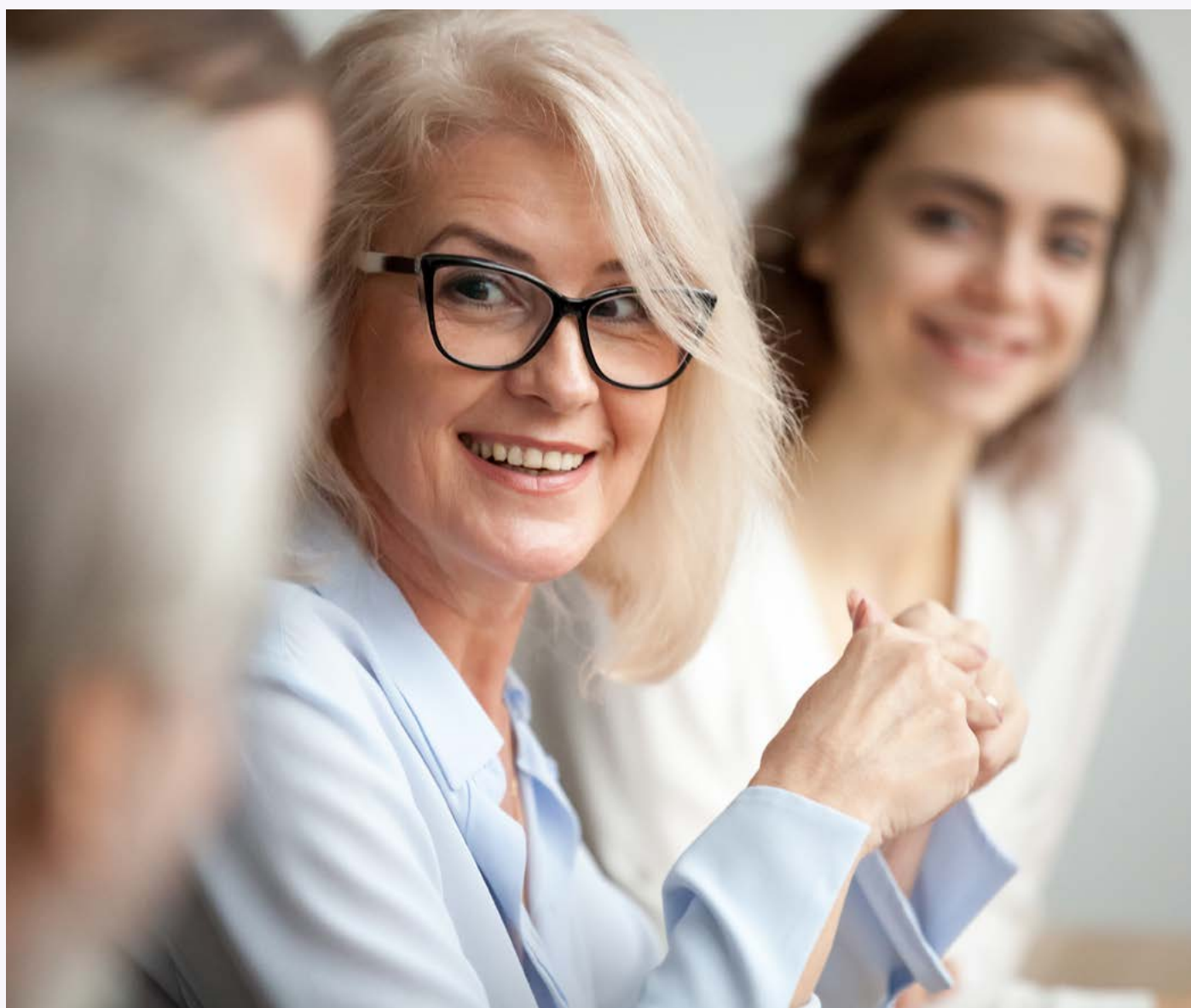
Telford and Wrekin Education Strategic Partnership Board aims to bring together education leaders from across all sectors in Telford and Wrekin to work collaboratively to provide the best possible education and care for the borough's young people.

The partnership board works strategically with key groups, recognising their priorities and supporting and challenging their work, so that collectively we can focus on whole-system improvements across our schools.

The board believes that, by collaborating, sharing, and developing best practice in our organisations, all our children can achieve their potential at each stage of their education and development, becoming successful young adults who have a real sense of belonging in Telford and Wrekin.

The Telford and Wrekin Education Strategic Partnership Board is made up of education leaders from the early years sector, primary, secondary and special schools, post-16 providers, diocese and the local authority. The partnership provides an opportunity for discussion and consultation between leaders of Telford and Wrekin, focused on education and promoting opportunity for all children and young people.

The Telford & Wrekin Education Excellence and Assurance Framework is designed to complement the work of the partnership board, ensuring that educational provision supports our children to achieve, belong and thrive.



Local priorities for education 2026 – 2027

The local authority is committed to ensuring that all children and young people in our area achieve, belong and thrive within our educational settings. We believe

- That every child has the right to a high-quality, inclusive education that nurtures their aspirations, promotes their wellbeing, and supports their development into confident, resilient and engaged members of their communities.
- That close partnerships with early years providers, schools, colleges, families and wider services can support the creation of environments where every child and young person feels safe, valued and included, fostering strong relationships, a sense of belonging, and respect for diversity. Every child will receive the best possible start in life when they begin school. Settings will promote children's development, wellbeing and readiness for learning, and ensure early identification of any barriers.
- That through championing the voice and lived experience of children, young people and their families, our settings will ensure that decision-making puts all children and young people at the centre.
- That partnership working with all educational settings to ensure every child receives the best possible start in life when they begin school. We will promote children's development, wellbeing and readiness for learning, and ensure early identification of any barriers.
- The local authority will monitor, support and hold settings to account for the quality and impact of their provision through regular oversight, use of performance information and targeted challenge where needed, ensuring that all children enter school ready to thrive.
- That every setting will make effective provision for all 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 adulthood and their next steps.
- That the outcomes of every child or young person in Telford and Wrekin are a collective responsibility. While responsibility for improvement rests with individual settings as self-managing institutions; Telford and Wrekin has a statutory duty to challenge and, where it deems it necessary, to undertake timely interventions in settings to raise standards.
- That transparency, mutual trust and partnership are vital to a self-improving system. Clear and robust criteria for working with each educational setting, based on their level of effectiveness in providing a good level of education is shared with setting leaders.
- That strong leadership, management and governance are essential. Leaders and governors are ultimately responsible for the performance of the schools they lead. Governing bodies, therefore, challenge effectively and hold school leaders to account appropriately, to ensure good outcomes for all pupils. The effectiveness of school governance will therefore be considered as part of the risk assessment for classification (see section 6).
- That an effective self-improving setting led system of support is vital. Setting-to-setting improvement networks that are built on autonomy and effective professional relationships, are vital to ensure effective support is available to all educational settings. Through these networks, settings will take ownership and responsibility for their own and support each other's performance and improvement, with a recognition that we are stronger together.



The Local Authority's statutory responsibilities, including support and intervention in schools

The Education and Inspections Act 2006 defines 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
- Where a local authority has concerns about academy performance it must raise them directly with the Department for Education.

Section 72 of the Education and Inspections Act 2006 places a statutory duty on all local authorities in England, in exercising their functions in respect of maintained schools which are eligible for intervention (within the meaning of Part 4 of the Education and Inspections Act 2006), including those in a category of concern, ('requires significant improvement' or 'special measures') and 'stuck' schools (schools which have met the coasting definition), to have regard to any guidance given from time to time by the Secretary of State. [Support and intervention in schools.](#)

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.** This standard duty is universal and applies to maintained schools and academies alike. Local authorities must discharge this duty within the context of increasing autonomy and changing accountability for schools, and alongside an

expectation that improvement should be led by schools themselves.

We commit to acting as a champion of high standards of education across both maintained and academy schools in Telford and Wrekin. In our maintained schools we will:

- Understand the performance of maintained schools, using data as a starting point to identify any maintained school that is underperforming, while working with them to explore ways to support progress;
- Work closely with the Regions Group, diocese and other local partners to ensure our maintained schools receive the support they need to improve;
- Where underperformance has been recognised in a maintained school, we commit to proactively working with the Regions Group, combining local and regional expertise to ensure the right approach, including sending warning notices, and using intervention powers where this will improve leadership and standards;
- Encourage high-performing maintained schools to take responsibility for their own improvement; support other maintained schools; and enable other maintained schools to access the support they need to improve.

The [Support and intervention in schools](#) statutory guidance sets out that should a local authority have any concerns about an academy's standards, leadership or governance, they should raise these directly with Regions Group. The Regions Group will apply the same rigour to the academies and free schools in their regions, as the local authority will apply to maintained schools in their area.



The 2006 Act granted statutory powers to local authorities, to intervene 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.

These responsibilities are further described in the Support and Intervention in Schools guidance (updated November 2025)

Local authorities are also subject to a number of duties relating to children and young people with SEND, safeguarding, PRUs and governance.



The role of the Director of Children's Services

Section 18 of the Children Act 2004 requires each local authority to appoint a Director of Children's Services (DCS).

The DCS bears statutory and professional responsibility for the leadership, strategic oversight, and effectiveness of all children's services within the authority.

This encompasses accountability for the full range of local authority functions relating to the education and social care of children and young people. The DCS must also ensure that appropriate, efficient, and well-governed systems are in place to support the discharge of these functions, including in circumstances where services are commissioned from external providers rather than delivered directly by the authority.

The work undertaken as part of the Telford and Wrekin Education Excellence and Assurance Framework provides essential support to the DCS in fulfilling these statutory duties. Working in close collaboration with schools and other educational settings, the framework provides constructive challenge to uphold high standards of education across all settings. In the case of maintained schools, the information gained from meetings with local authority officers from the different service delivery areas

provide an opportunity to share intelligence, identify emerging risks, and maintain oversight of safeguarding, inclusion, attendance, and educational standards at pace.

In the case of Academy schools, regular discussions between the DCS, and Chief Executive Officers of Multi-academy Trusts (MATs) are vital to ensuring strong, aligned system leadership across the local area. Like those meetings held with maintained school colleagues, these meetings will provide a structured opportunity to share intelligence, identify emerging risks, and maintain oversight of safeguarding, inclusion, attendance, and educational standards. By engaging CEOs directly, these discussions will support strategic collaboration, promote consistency of expectations, and ensure that local authority priorities are clearly understood and reflected across trusts. Equally, MAT leaders will be able to raise pressures, share effective practice, and contribute to joint problem solving, helping to build trust and a collective sense of responsibility for children and young people.

Stakeholders, partnerships and local system leaders for school improvement

We are committed to working with schools, special, alternative and mainstream provisions, and a range of school improvement partners and system leaders to ensure the children and young people in our Borough receive a good quality of education.

The School Performance Team will work alongside schools to provide support in the following circumstances:

- To follow up specific serious allegations, issues or incidents which may arise such as child protection, financial audit report or critical incident, and concerns raised by Ofsted;
- Recruitment of a new headteacher in maintained schools (statutory requirement) and academies if requested by governors;
- Visit, as required, to monitor the administration and/or special arrangements for end of phase tests and assessments;
- Visit to meet with members of inspection teams and attend Ofsted's inspection feedback meetings.

In academies, the local authority recognises that responsibility for school improvement lies with the multi-academy trust whilst retaining statutory duties related to attendance, safeguarding and special educational needs. We work closely with academy schools across these duties and welcome the opportunity to develop our relationships across wider aspects such as pupil outcomes.

Support for school governing boards

Telford & Wrekin Council fulfils its statutory duty to promote high standards in all maintained schools and education settings by providing systematic quality assurance of educational provision and the effectiveness of governance.

This responsibility applies across community, voluntary controlled, voluntary aided, and foundation schools, with the level of direct oversight reflecting each school's governance and employer arrangements. In community and voluntary controlled schools, where the local authority is the employer and holds responsibilities for admissions, land, and governance structures, the authority exercises a more direct role in assuring compliance and governance effectiveness.

In voluntary aided and foundation schools, where governing boards hold greater autonomy as employers and admissions authorities, the local authority retains its overarching duty to monitor performance, ensure safeguarding and curriculum compliance, and act where governance weaknesses present risks to pupils or standards.

Through proportionate monitoring, challenge, support, and intervention, the local authority ensures that all governing boards discharge their strategic, financial, and safeguarding responsibilities effectively and that every maintained school provides high-quality, inclusive education for its learners.



The review process

Telford and Wrekin Council uses a tiered approach to risk assess all schools based on 'best fit'. Where a maintained school presents a high number of risk indicators, this will prompt a conversation with the headteacher so that support can be tailored to need.

The consideration of risk is primarily about identifying and prioritising support. As such, some schools where outward risks may not be evident may still find themselves requiring a higher level of review because of the challenges they face, such as falling rolls, deficit budgets and/or ongoing HR issues. These additional factors present a real risk to a school, and leaders will need support to manage these risks.

The local authority will review schools such as this using the schools requiring additional support register. This register will set out the risk indicators identified based on publicly available, local authority held and school provided information. The risk indicators will consider information including, but is not limited to the following:

- Safeguarding compliance and culture.
- Achievement data for pupils at the school.
- Outcomes of Ofsted inspections.
- Information contained in the Inspection Dashboard Summary Report (IDSR) as a starting point.

- Attendance data, including persistent absence, part-time timetables and elective-home education.
- Behaviour
- Suspension and exclusion levels.
- Inclusion for all pupils including those with SEND, disadvantaged pupils and those known to/ previously known to social care.
- The promotion of equality and diversity.
- Governance, including complaints and changes in school leadership.
- Admissions
- Provision for children in the early years/Post-16 education.
- Local contextual information.
- Information received from the Department for Education and/or Ofsted.
- Any other significant information/ concerns which are brought to the attention of the local authority,

School leaders and academy CEOs will be notified that the school has been placed on the register and school leaders will be invited to discuss this with the Head/s of Service connected to the identified risks.

Academy schools

To provide assurances to the DCS, representatives from our academy schools will be invited to discuss the review of the school related to the analysis of the information outlined above. In these schools, the academy CEO or designate, along with the headteacher will be invited to discuss the areas that the school is working on and areas of strength, along with areas for development across the academic year. These discussions are designed to be reflective and support the transfer of knowledge across stakeholders.

In academy schools where serious and significant vulnerabilities have been identified by either the local authority, the Regional Director, the Regions Group or Ofsted, further information would be needed to gain the assurances required for the DCS. In these schools, the local authority may consider that the school has not made and sustained progress to improve. A meeting between academy representatives and the Local Authority would be offered to discuss the areas of concern identified.

Maintained schools

To provide assurances to the DCS, all maintained schools will receive visits from the Quality Assurance Specialist (QAS) across the academic year. As for academies, these discussions are designed to be reflective and support the transfer of knowledge across stakeholders. The visits will focus on areas identified from analysis, the actions the school has set out on the School Development Plan (SDP) and the headteacher's own agenda. Core agenda items will also be discussed, and leaders' well-being is also considered.

Where risk indicators are identified, a Team Around the School meeting provides the opportunity for a coordinated meeting where school leaders, governors, the Quality Assurance specialist, and relevant local authority services work together to review performance, identify emerging risks, and ensure that timely support and challenge are in place to develop and maintain high standards.

Core settings		
Criteria	Level of quality assurance in local authority maintained schools	Review
School provided and local authority information indicates that there are low levels of risk indicators present. Outcomes in these schools are likely to be in line with or exceed national figures at statutory outcome points. Outcomes in these schools for disadvantaged pupils are likely to be in line with or exceed national figures at statutory outcome points. Evidence suggests that differences between these groups and national expectations are narrowing. Attendance in these schools is in line with or exceeds national figures. Statutory expectations related to Safeguarding are met.	A minimum of two focused visits per academic year. The first will take place in the autumn term, with the second in the spring or summer terms. Additional visits may be agreed between the QAS and school leaders where appropriate and considered on a case-by-case basis. Other local authority officers may be invited to undertake these visits in agreement with leaders and/or in line with statutory local authority obligations Findings from the review process will form the basis for the visit and is likely to include reference to indicators across areas outlined in the review process where it is considered appropriate. Discussion regarding outcomes and the school development plan is likely to be undertaken.	Where more significant risk indicators are identified from across other local authority service areas e.g. attendance, behaviour and/ or SEND, progression to the next tier will be considered and discussed with leaders. Further focused visits may be considered at this stage.



Focused settings		
Criteria	Level of quality assurance in local authority maintained schools	Review
School provided and local authority information indicates that there are higher levels of risk indicators present. Examples of this might include pupil outcomes, complaints, information related to behaviour and safeguarding. Please refer to 'The Review Process' for a more comprehensive list. Outcomes in these schools are typically to be in line with or below national figures at statutory outcome points. Outcomes in these schools for disadvantaged pupils are likely to be in line with or below national figures at statutory outcome points. Evidence suggests that differences between these groups and national expectations may be at risk of widening. Attendance in these schools is in line with or below national figures for all pupils and those in identified groups. Statutory expectations related to Safeguarding are met. Settings in this section would be placed on the schools requiring additional support register.	A minimum of six visits per academic year. This consists of three Team Around the School reviews and at least three focused visits. The Team Around the School reviews will be held termly between the local authority and leaders, including the Chair of Governors. Where appropriate, other local authority officers may be invited to attend. Attendance from other school colleagues may also be considered. Standing agenda items for meetings for enhanced settings will include how leaders are working towards the SDP providing accurate and evaluative impact measures, evidence or pupil progress across all groups and how monitoring is supporting the school to improve. Other agenda items may also be included and shared with leaders. Focused visits will be held termly and the focus agreed with leaders in advance. These may include visiting classrooms, reviewing books and curriculum documents. Where appropriate, other LA officers may be invited to attend. Additional visits may be agreed between the QAS and leaders where appropriate. and/or in line with statutory local authority obligations.	Where more significant risk indicators are identified from across other local authority service areas e.g. attendance, behaviour and/ or SEND, progression to the next tier will be considered and discussed with leaders. Further QA visits may be considered at this stage. Where schools can demonstrate that the areas of concern have been consistently and securely addressed, with evidence of this being sustained and maintained, the local authority will apply the review process to consider if evidence indicates a move to another tier is appropriate. In schools where outcomes for pupils remain below national, the school must be able to demonstrate progress towards reaching national expectations for pupils in all statutory phases. Findings from the review process outlined will form the basis for the consideration of review and is likely to include reference to indicators across areas outlined in the review process where it is considered appropriate.





Enhanced settings		
Criteria	Level of quality assurance in local authority maintained schools	Review
School provided and local authority information indicates significant risk indicator/s are evident. Examples of this might include pupil outcomes, complaints, information related to behaviour and safeguarding. Please refer to 'The Review Process' for a more comprehensive list. Outcomes in these schools are likely to be below national figures at statutory outcome points. However, this may not be the case for all settings. Outcomes in these schools for disadvantaged pupils are likely to be below national figures at statutory outcome points. Evidence suggests that differences between these groups and national expectations are widening. However, this may not be the case for all settings. Attendance in these schools is typically below national figures. However, this may not be the case for all settings. Statutory expectations related to Safeguarding are typically met, although this may not be the case. Settings in this section would be placed on the Schools requiring additional support register.	A minimum of nine visits per academic year. This consists of three Team Around the School reviews and at least six focused visits. Two focus visits will be held termly and the focus agreed with leaders in advance. These may include visiting classrooms, reviewing books and curriculum documents. Where appropriate, other local authority officers may be invited to attend. The Team Around the School meeting will be held termly between the local authority and leaders, including the Chair of Governors. Where appropriate, other local authority officers may be invited to attend. Attendance from other school colleagues may also be considered. Standing agenda items for meetings for enhanced settings will include how leaders are working towards the SDP targets, providing accurate and evaluative impact measures, evidence or pupil progress across all groups and how monitoring is supporting the school to improve. Additional visits may be agreed between the QAS and leaders where appropriate and/or in line with statutory local authority obligations.	Where schools can demonstrate that the areas of concern have been consistently and securely addressed, with evidence of this being sustained and maintained, the local authority will apply the review process. In schools where outcomes for pupils remain below national, the school must be able to demonstrate progress towards reaching national expectations for pupils in all statutory phases. Findings from the review process outlined will form the basis for the consideration of review and is likely to include reference to indicators across areas outlined in the review process where it is considered appropriate.

Academies

Special or mainstream schools who are accountable to the Regional Director's office and not the Local Authority for their performance, although do have a role to play in borough wide school improvement.

Leaders and CEOs will be informed when there is a change to the setting's position. The local authority will invite academies to share information which relates to the risk indicator/s which has been identified and how the local authority may work in partnership with the school to address this, except where the local authority is required to undertake statutory obligations.

Academies with any level of risk may commission activity from the Quality Assurance Specialist at any point across the academic year.

Standing agenda items for Team Around the School meetings for focused and enhanced settings will include how leaders are working towards the SDP providing accurate and evaluative impact measures, evidence or pupil progress across all groups and how monitoring is supporting the school to improve. Other agenda items may also be included and shared with leaders.

Where risk indicators present an urgent response is required, a Team Around the School meeting may be called outside of the typical timescales and may form part of an additional schools requiring additional support review in some circumstances.



The role of the local authority during inspections

The local authority recognises that it has a clearly defined role in the inspection of a maintained school. It has important supporting, oversight, and follow up responsibilities around the inspection process.

The local authority has no role in conducting inspections of maintained schools. Inspection is the sole responsibility of Ofsted or the Independent Schools Inspectorate. As such, the local authority cannot influence whether or when an inspection takes place, nor can it influence the judgements reached by inspectors.

Where concerns about a school are significant, the information held by the local authority may contribute to the inspectorate's wider risk assessment. However, the local authority does not direct or influence inspectors' decisions.

Although we do not inspect schools, we have an important role in our ongoing relationship with maintained schools outside the inspection process. This includes monitoring school performance data, identifying schools that may be causing concern, and providing advice, support, and appropriate challenge across the service directory areas at the local authority.

The local authority involvement in inspections typically consists of information sharing at the request of the lead inspector. The role of the local authority is impartial, with factual information known about the school shared with inspectors. This may include the sharing of more recent and relevant information held by the local authority for

example, recent suspension data or work to improve attendance.

Inspectors contact the local authority to request background information about the school and this may include discussion of the effectiveness of the setting's actions it has taken in response to under-performance.

During the inspection, senior officers from the local authority are available to provide ongoing support and information to school leaders. This is provided at the request of school leaders. School leaders may request that a senior officer is present for some or all of the inspection or that a senior officer attends the feedback meetings at the end of each day. Alternatively, they may request regular conversations with senior officers throughout the inspection process.

While responsibility for inspection lies primarily with the Quality Assurance Specialist, other senior officers may also be called upon to share their knowledge of the school or provide assistance during inspection.

In academies, free schools, and independent schools, the local authority has a limited role. Responsibility for governance, oversight, and improvement rests with the trust or proprietor. At the request of school or trust leaders, the local authority may share relevant and current information it holds with the inspection team. The local authority may attend the final inspection feedback meeting if invited by school or trust leaders.

Process for settings where further assurances are required

In settings where serious and significant vulnerabilities have been identified by either the local authority, the Regional Team of the DfE or Ofsted, more frequent visits would be undertaken to gain the assurances required for the DCS. In these schools, the local authority may consider that the school has not made and sustained progress to improve. These schools may also be evaluated to be or at risk of needing 'urgent attention' by Ofsted. They will also be schools who have not met the expected standard for safeguarding.

The local authority will seek assurances from any setting which, following inspection, is evaluated to need ongoing attention/require urgent attention/safeguarding

arrangements not met/ISS not met/in any of the Ofsted evaluation areas. In these cases, leaders, including those in academy schools, will be invited to meet with senior local authority officers to set out how they will address the areas identified and the expected timescale for this. A consistent action plan template will be shared with school leaders in advance of the meeting and serve as the agenda for the meeting.

In the case of an academy or independent school, the local authority will meet regularly with school leaders, CEO/delegate and/or the proprietor on a regular basis to gain assurances of the trust's school improvement strategy connected to inspection.

Notification

Notification of a setting being placed on the schools requiring additional support register will typically take place at the following points:

- **September to October** – to enable a review of statutory outcomes at all phases and for schools to reflect on the impact of their work across the previous academic year.
- **December** – for secondary settings to enable data release and analysis of this data.
- **February** – to enable reflection of impact across the Autumn term.
- **June** – to start discussions related to the review of the school development plan and consider next steps.

Should a school be placed on the schools requiring additional support register outside of the typical notification period, notification will be made at the point of placement.

The local authority will undertake schools requiring additional support reviews on a termly basis. The focus of these reviews will be to discuss the progress made by schools on the schools requiring additional support register and review if their place on the register remains appropriate.





Telford & Wrekin
Co-operative Council

Protect, care and invest
to create a better borough



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