

# Wiltshire Council Interim School Improvement Framework 2019-2020



## Foreword

---

The purpose of the School Improvement Framework is to promote and support the continual improvement of schools and outcomes for pupils. With national ambition for an increasingly sector-led improvement landscape, key partnerships are ever more significant and the need for transparent accountability to all stakeholders never more important.

Decisive action is needed when there is underperformance. Whilst schools largely remain responsible for their own improvement, it remains the duty of the Local Authority to act quickly when standards are declining to challenge school leaders, inform relevant partners, and in some circumstances, to intervene.

This document outlines the processes by which

- standards in schools are monitored;
- how school leaders will be supported and challenged; and
- when intervention will be needed.

Whilst overview and monitoring of school performance remains a Local Authority (LA) and Regional Schools Commissioner (RSC) responsibility, the integration of partners in quality improvement is significant in creating the school-led system. It is essential that the system works to support the strong, self-improving, self-sustaining school-led system to improve the educational outcomes for every child in Wiltshire. The Wiltshire Education Partnership (WEP) brings all stakeholders together to support the realisation of this aim.

**To create a strong, self-improving, self-sustaining school-led system to improve educational outcomes for every child in Wiltshire.**



**Pauline Church**  
Lead Member for Children's Services



**Terence Herbert**  
Corporate Director – Children  
and Education

## Contents

---

1. Our ambition for Wiltshire schools
2. Wiltshire Educational Partnership
3. Our duty to ensure school improvement
4. Our School Improvement Strategy 2019-2020
5. School support levels
6. Appendices:
  - a. Appendix 1 School Improvement Advisor Visit Note templates
  - b. Appendix 2 School Improvement Advisor Programme
  - c. Appendix 3 School Evaluation Protocol
  - d. Appendix 4 School Self-evaluation sample template
  - e. Appendix 5 Improvement Planning Documents
  - f. Appendix 6 Improvement Plan Review meeting (3 months after evaluation)
  - g. Appendix 7 Exit strategy
  - h. Appendix 8 Schools causing concern: Guidance for local authorities and Regional Schools Commissioners on how to work with schools to support improvements to educational performance, and on using their intervention powers. September 2019
  - i. Appendix 9 Protocols for working with Academies (being finalized)

## Our ambition for Wiltshire schools

---

Wiltshire Council Business Plan clearly identifies a commitment to:

- Promoting high educational standards for all children, working closely with education providers, schools, colleges and academies. This will be through securing new schools for a growing population, improvement advice, brokering school to school support and wider partnerships and providing support for leaders and governors.
- Work with schools to support children who are vulnerable to underachievement – including children from low-income families, those in care and those with Special Educational Needs or Disabilities (SEND).

To achieve this, key partnerships with Ofsted, the RSC, Teaching school Alliances, Diocesan Boards, academy providers and the Wiltshire Education Standards Board, are essential in supporting continued success and improvements for schools.

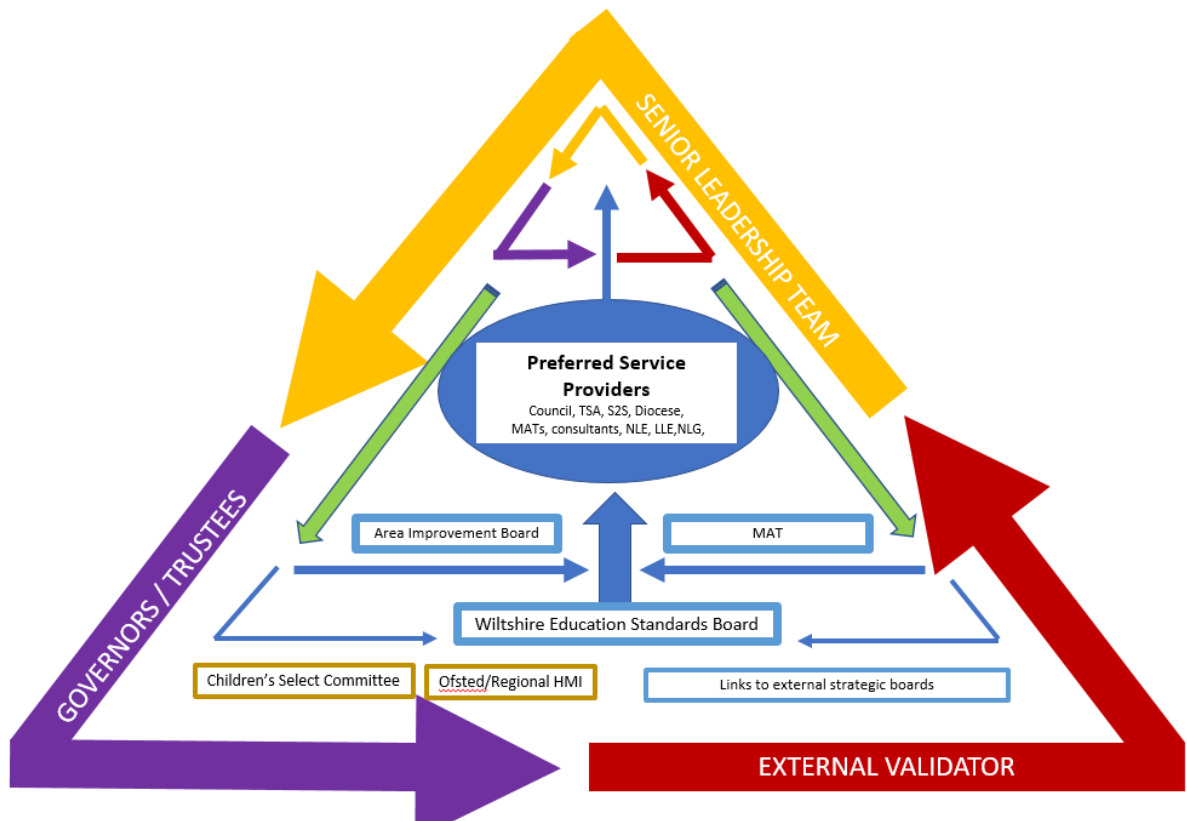
## Wiltshire Education Partnership

---

As part of this commitment to partnership and a school led support system, the Education Transformation Board established a core vision in supporting and developing this partnership approach: -

***‘to create a strong, self-improving, self-sustaining school-led system to improve the educational outcomes for every child in Wiltshire.’***

**Principles of the Wiltshire Education Partnership from 2018**



The above system diagram shows how the school led system works, with three corners of the triangle identifying key elements of the process.

Key themes for school improvement are reported to the **Wiltshire Education Partnership** through the **Wiltshire Education Standards Board (WESB)** that meets on a quarterly basis. Strategic actions and co-ordination of specific support strategies are developed. This board is tasked with ensuring that the thematic needs of schools and academies can be met through the providers of support within the county, through Teaching School Alliances and through other providers. These providers, collectively, need to be able to respond to demands placed upon schools for their continued improvement.

#### **Core Value Statement from the Wiltshire Education Partnership**

**‘To create a strong, self-improving, self-sustaining school-led system to improve the educational outcomes for every child in Wiltshire.’**

#### **Core values:**

- a collective will to make the above happen;
- to strive for excellence in all our schools;
- where every child is important;
- to have high expectations of ourselves, each other and for all our young people;
- to recognise that education is a key driver for embedding change.

#### **How can this be achieved?**

- by working together and in close partnership with all types of schools;

- by enabling and supporting schools to self-improve;
- maintaining a sustained focus on improving outcomes and experiences for all children, especially those who are LAC, SEN and disadvantaged;
- by monitoring data to enable schools to make informed decisions;
- convene/enable partnerships to develop;
- enhancing and developing a school-led system.

**Wiltshire Council stands for:**

- a recognition that high quality educational provision is key to the success of Wiltshire;
- continuous consultation with schools and its close partnership working;
- being a convener, enabler and supporter for school improvement;
- having a focus on improving educational outcomes for all children and young people.

**A self-improving, self-sustaining, strong school will have the following characteristics**

- motivated and have a desire for self-improvement;
- reflective;
- culture of research and review;
- strong problem solvers;
- resilient;
- partnership working for the right reasons (equity, trust and joint outcomes).

**Recognised by:**

- effective leadership;
- strong, embedded, relevant curriculum;
- continuous CPD;
- strong committed staff;
- staff loyalty;
- strong strategic planning;
- using evidence to improve pupil outcomes;
- financial stability;
- knows its strengths and weaknesses.

## **Our duty to ensure school improvement**

---

Local Authorities have a statutory duty as set out in section 13a of the 1996 Education Act:

**Duty to promote high standards and fulfilment of potential**

(1)A local education authority in England must ensure that their relevant education functions and their relevant training functions are (so far as they are capable of being so exercised) exercised by the authority with a view to—

- (a) promoting high standards,
  - (b) ensuring fair access to opportunity for education and training, and
  - (c) promoting the fulfilment of learning potential by every person to whom this subsection applies.
- (2) Subsection (1) applies to the following—
- (a) persons under the age of 20;
  - (b) persons aged 20 or over and for whom an EHC plan is maintained.

The DfE statutory guidance ‘ **Schools causing concern** - Guidance for local authorities and Regional Schools Commissioners on how to work with schools to support improvements to educational performance, and on using their intervention powers’ September 2019 (Appendix 8), sets out expectations that the Local Authority will, in partnership with the Regional Schools’ Commissioner, identify vulnerable schools, implement appropriate early intervention strategies including powers of intervention, develop effective relationships with all school leaders and governors and facilitate a school-led improvement system.

This ‘standards duty’ is universal and applies to all maintained schools and academies. By supporting and enabling strong school leadership and management, including governance, and through early intervention when necessary, we aim to work in partnership with schools to bring about the best possible education for our children and young people.

To meet this duty the Wiltshire School Effectiveness service will:

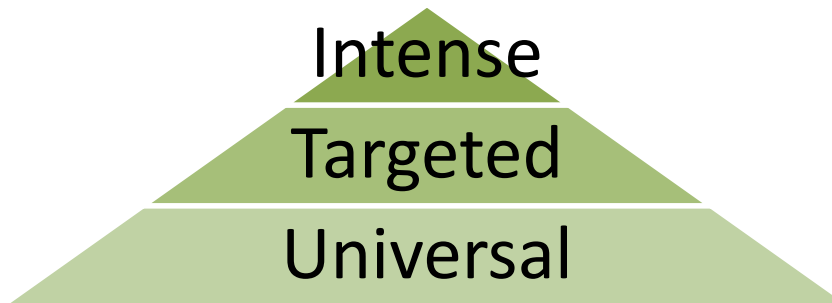
- Show a relentless commitment to raising standards through high quality learning, teaching and leadership based on self-evaluation and self-improvement;
- Promote robust governance of schools;
- Identify and disseminate best practice and challenge all schools to build upon this exemplification through developing effective school to school support
- Intervene early and establish constructive dialogue where a school is identified as causing concern with advice and support but to use powers to warn schools where improvement is not sufficient;
- Use clear criteria when identifying schools causing concern, with particular emphasis on schools that are under-performing; to commission co-ordinated support from appropriate sections of Wiltshire School Effectiveness service and other providers such as NLEs and teaching schools, targeted at those issues which bring about speedy improvement;
- Build the capacity of school leadership and management so that it is secure enough to generate self-improvement;
- Work in partnership with appropriate partners to commission support for schools;
- Enable failing schools to be quickly removed from Special Measures and those with Serious weaknesses to address issues promptly;

- Be decisive in using the full range of intervention powers if schools are not making adequate progress.

## Our school improvement strategy 2019-2020

---

Wiltshire School Effectiveness School Improvement Offer to maintained schools has a 3-tiered approach according to the categorisation of school:



### **Universal Support:**

As a commitment to drive up standards across Wiltshire, all maintained schools will receive the equivalent of 3 whole days commissioned support from the School Improvement Advisor (SIA). These professionals will be instrumental in driving up standards within and across schools in Wiltshire, providing support and challenge and enable the local authority to identify schools at risk of underperformance and an earlier stage to predict and prevent this happening.

1.5 days per year will be focused upon working with school leaders to agree the support level required for the school through the Wiltshire school support level criteria with the remaining 1.5 days being used by the school to focus on school improvement work. Academies may purchase this same support through the school effectiveness team. All schools may purchase additional time for Headteacher's performance management.

The School Effectiveness Service along with Teaching Schools and other partners provide a range of other traded services and CPD offers to support schools in their school improvement.

### **Targeted Support:**

Schools with identified areas for improvement or trends in underperformance with aspects of their outcomes, e.g. disadvantaged gap, lower performance in writing, outcomes for SEND pupils will be identified to receive targeted support to address these areas, this will be via letter and the school improvement advisor.

Support may be in the form of networks, reviews, CPD, teaching hubs and will be charged at a subsidised rate for maintained schools. This targeted work will be linked to the School Effectiveness service strategy and is aimed at reversing the decline in standards in schools and promoting a self-improving system.

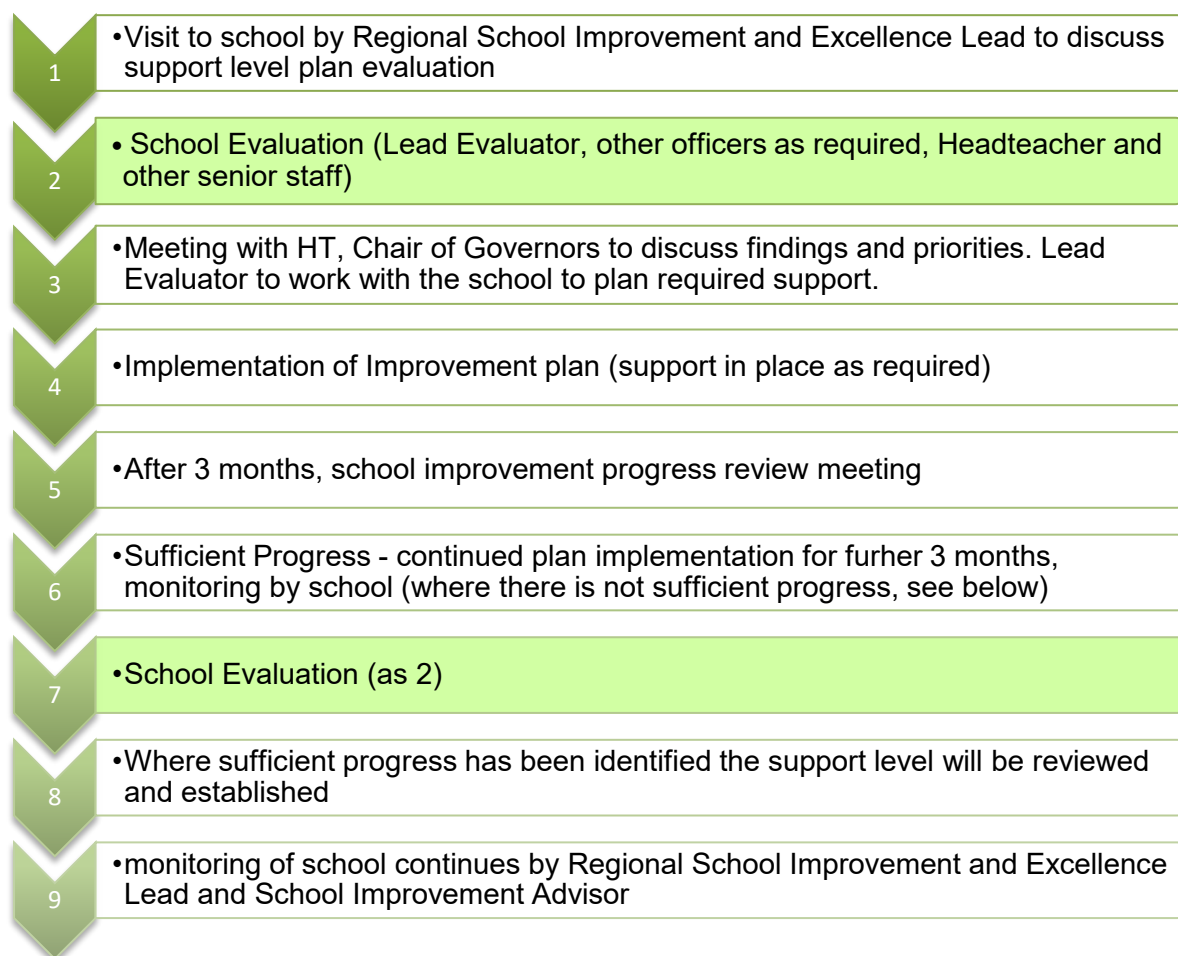
### **Intensive Support:**



Schools who are identified as vulnerable in the ‘vulnerable’ or ‘causing concern’ categories will receive intense support to drive rapid improvements through a 6-month evaluation and raising achievement process intended to secure capacity as quickly as possible. In summary the process includes:

- Evaluation of needs through a school evaluation or following an Ofsted report
- A targeted and planned support
- 3-month school improvement progress review meeting
- Final 6-months evaluation of progress.

The process is outlined below.



### **Where there has been insufficient progress after 3 months:**

If there is insufficient engagement with the improvement process leading to concern about progress after 3 months, the LA will issue a formal notice of concern to the Head and Chair of Governors outlining the evidence for concern and actions needed to remedy the situation.

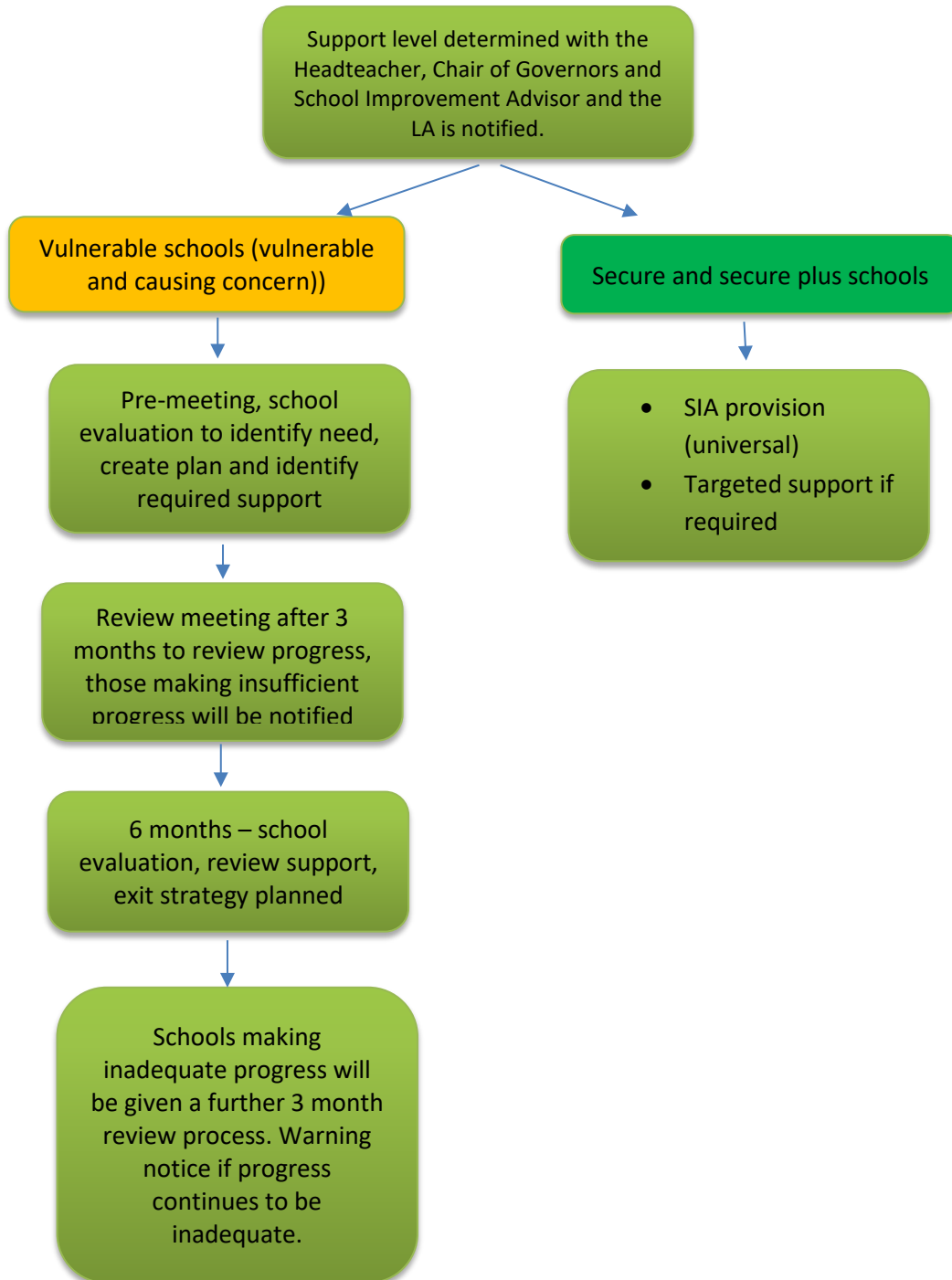
Following this notification:

- A further 3 months implementation may be given.
- The support level will change to causing concern.
- A school evaluation may be put in place together with a review meeting
- If progress insufficient – DfE School Causing Concern procedure. See <https://assets.publishing.service.gov.uk/government/uploads/system/uploads/>

[attachment\\_data/file/754974/Schools causing concern guidance- November 2018.pdf](#)

- If progress is now sufficient go to 9.

### Overview of school support, challenge and LA intervention



## **Categorisation:**

The local authority recognises that on occasions, schools do not have the capacity to determine and effect improvement at certain times, and as a result they may need additional support to secure the quality of provision.

The level of support assigned to each school will be agreed in partnership with the school. This would usually take place with the School Improvement Advisor, the Headteacher and Chair of Governors.

Good practice would mean that the support level is reviewed on a termly basis by the Head of School Effectiveness and Regional Lead and Excellence Officers and any change to the support level would be agreed, again usually with the School Improvement Advisor. This change will be formally recorded through a visit report or letter.

The Local Authority recognises that there are many reasons which might make a school become vulnerable at a particular time and the anticipated level of risk would necessitate a change in the assigned support level. The agreed support level can be changed at any time in partnership with the school.

There are four levels of support which are agreed in partnership with each school. These levels would trigger different approaches. Table 1 below presents a **summary of key characteristics** for each support level; this is a best fit model however some aspects have a larger influence on the vulnerability of the school. This will be discussed with the SIA, Headteacher and Chair of Governors.

All schools will work together with the School Improvement Advisor to agree their school's categorisation either at the end of the school year in late July or at the very beginning of the year in September. Once the category has been agreed, the Headteacher, Chair of Governors and School Improvement Advisor will inform the LA through returning the statement of categorisation form (*appendix 1*).

Categorisation will be identified using the grid below:

<i>It is not expected that a school will demonstrate all characteristics within the support level</i>			
<b>Secure plus</b>	<b>Secure</b>	<b>Vulnerable</b>	<b>Causing concern</b>
Good and outstanding schools with no known concerns that have the capacity to provide external support.	Schools judged as good or outstanding but recognized that capacity to provide external support may be limited, perhaps due to a new head teacher or temporary staffing issues.	Schools judged by Ofsted to require improvement (RI); schools judged as good  OR outstanding identified as causing concern; schools where analysis of performance data places them at serious risk of decline.	Schools judged by Ofsted to be inadequate,  OR in receipt of a formal warning notice. OR If inspected, the school is likely to be in a category of concern.
<b>Safeguarding effectiveness</b>			
<ul style="list-style-type: none"> <li>• A strong culture of safeguarding is evident.</li> <li>• Procedures have been seen to comply with statutory requirements and appear to be effective.</li> </ul>	<ul style="list-style-type: none"> <li>• A culture of safeguarding is evident.</li> <li>• Procedures have been seen to comply with statutory requirements. The school practice reflects LA advice about highly effective procedures.</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Concerns have been raised about safeguarding arrangements at the school.</b></li> <li>• <b>A strong culture of safeguarding is not yet evident.</b></li> </ul>	<ul style="list-style-type: none"> <li>• <b>Safeguarding procedures are not compliant</b></li> <li>• <b>Culture of safeguarding is not evident.</b></li> </ul>
<b>Standards</b>			
<ul style="list-style-type: none"> <li>• Outcomes are consistently above national for all pupils and the APA shows well above national / high standards.</li> <li>• Many areas of pupil performance, including vulnerable groups, are significantly above national.</li> <li>• SEND and disadvantaged pupils have consistently and exceptionally high achievement. Progress for pupils is significantly above national.</li> </ul>	<ul style="list-style-type: none"> <li>• Outcomes are consistently above national for all pupils</li> <li>• APA shows at least average.</li> <li>• There are no significant gaps between the progress of different groups of pupils</li> </ul>	<ul style="list-style-type: none"> <li>• Outcomes are below national or declining.</li> <li>• Progress is below and often significantly below national</li> <li>• APA shows concerns.</li> <li>• Disadvantaged and SEN pupils make slow progress and/or significant and widening gaps between groups</li> </ul>	<ul style="list-style-type: none"> <li>• Standards are significantly below national and not improving</li> <li>• APA shows underperformance.</li> <li>• Standards of attainment and progress were consistently low for a number of years</li> <li>• Low achievement for SEND and disadvantaged pupils</li> </ul>
<b>Quality of Provision</b>			

<ul style="list-style-type: none"> <li>• Quality of teaching, learning and assessment is consistently high and embedded securely. Teachers have the capacity to support other schools.</li> <li>• An ambitious full curriculum is coherently planned and sequenced</li> </ul>	<ul style="list-style-type: none"> <li>• Quality of teaching, learning and assessment is consistent and mostly embedded.</li> <li>• The curriculum has clear intent, implementation and impact.</li> </ul>	<ul style="list-style-type: none"> <li>• Quality of teaching, learning and assessment is not consistent across the school or within key stages</li> <li>• Areas of the curriculum are missing, weak, lack coherence and structure and do not provide sufficient progression.</li> </ul>	<ul style="list-style-type: none"> <li>• Quality of teaching, learning and assessment is insufficient to provide effective progress</li> <li>• Curriculum is weak or missing in some important subject areas and lacks structure, coherence and progression.</li> </ul>
<b>Leadership and Management</b>			
<ul style="list-style-type: none"> <li>• The school's processes for self-evaluation are accurate, rigorous and inform improvement</li> <li>• Governance is highly effective, the governing body knows the school well (internal and independent information used to inform this) challenges the leadership, is aspirational for the school and can clearly evidence the impact of their work.</li> <li>• The leadership team and Governing Body has the capacity to support other schools.</li> <li>• Effective middle and senior leaders are highly skilled in supporting others.</li> </ul>	<ul style="list-style-type: none"> <li>• The school's processes for self-evaluation are accurate and inform improvement</li> <li>• Governance is effective, the governing body knows the school well (internal and independent information used to inform this) challenges the leadership, is aspirational for the school and can clearly evidence the impact of their work.</li> <li>• Effective middle and senior leaders are skilled in supporting others.</li> </ul>	<ul style="list-style-type: none"> <li>• Leadership and management, including governance, require additional support or capacity is limited</li> <li>• the governing body has limited impact and is failing to hold the school to account.</li> <li>• The governing body has limited succession planning leading to unfilled posts leading to skills gaps and unfilled statutory roles.</li> <li>• Senior leaders are new and/or inexperienced.</li> <li>• Performance management is not effectively established</li> <li>• Persistent vacancies on governing body and/or meetings are not quorate</li> <li>• Headteacher vacancy or temporary absence</li> <li>• Headteacher has an inappropriate teaching commitment</li> <li>• Staff capacity limited due to high turnover, staff vacancies, recruitment or retention issues</li> <li>• Weaknesses in SEN or Pupil Premium provision</li> <li>• Middle leadership capacity for improvement is underdeveloped</li> </ul>	<ul style="list-style-type: none"> <li>• Governors and /or school leaders are not fulfilling statutory duties</li> <li>• The governing body is ineffective; in some cases an IEB or a paid governor consultant is required to enable the governing body to function and fulfil its statutory duties.</li> <li>• Leaders are failing to address and improve school improvement priorities leading to sustained underperformance.</li> <li>• The school has been issued with a warning notice in line with the statutory guidance for schools causing concern</li> <li>• Headteacher vacancy</li> <li>• Chair of Governors vacancy</li> </ul>
<b>Pupil and parental engagement</b>			

<ul style="list-style-type: none"> <li>• Attendance is above national figures for all pupils and groups.</li> <li>• Persistent absence is below national and followed up in an appropriate way so as to improve it.</li> <li>• Exclusion of pupils is very rare</li> <li>• Parents are highly engaged and are very positive about the school</li> </ul>	<ul style="list-style-type: none"> <li>• Pupil attendance is at least in-line with LA or national averages</li> <li>• Persistent absence is rare and followed up in an appropriate way</li> <li>• Parents are engaged and are positive about the school</li> </ul>	<ul style="list-style-type: none"> <li>• Attendance is low or declining and/or persistent absence is rising</li> <li>• Levels of permanent and fixed term exclusions are higher than average and/or rising</li> <li>• Falling rolls or high level of unexplained pupil mobility</li> <li>• Parents' perceptions are negative or deteriorating</li> <li>• Significant number of Ofsted complaints</li> </ul>	<ul style="list-style-type: none"> <li>• Attendance is low and not improving and/or persistent absence is rising. The school has done little to address this issue.</li> <li>• Levels of permanent and fixed term exclusions are higher than average and/or rising</li> <li>• Falling rolls or high level of unexplained pupil mobility; evidence of off-rolling</li> <li>• A high level of parental dissatisfaction and complaints.</li> <li>• High number of complaints to Ofsted</li> </ul>
<b>Financial management</b>			
<ul style="list-style-type: none"> <li>• Strategic plans in place demonstrating effective deployment of resources</li> <li>• All aspects of strategy and financial planning are interlinked allowing for a positive budget.</li> <li>• Forward planning enables for efficient and effective use of school resources.</li> </ul>	<ul style="list-style-type: none"> <li>• Strategic plans in place demonstrating effective deployment of resources</li> <li>• Secure budget with some carry forward.</li> <li>• Strategic planning is well matched to the budget</li> <li>• SFVS is completed and submitted on time, governors are involved with this process</li> </ul>	<ul style="list-style-type: none"> <li>• Budget deficit or significant underspend</li> <li>• Concerns over financial management strategy and/or competency</li> <li>• Small surplus in-year surplus with large and increasing deficit in future 3-5 year projection.</li> <li>• Actions taken to reduce deficit are limited and / or the school is reluctant to put in place actions to address this</li> </ul>	<ul style="list-style-type: none"> <li>• Significant concerns over financial management strategy and/or competency</li> <li>• Increasing deficit budget with no significant actions to recover overspend</li> <li>• Delegated financial powers are removed</li> </ul>

## School Improvement in academies

The local authority has a duty to promote high standards in all schools in Wiltshire. The local authority will work closely with the RSC to monitor standards in academies and will offer support where required. The Academy Protocols (appendix 9) outline the local authority's commitment to work with all schools. The local authority will arrange an annual meeting with the principal and the Chair of the Governing Board to ensure effective working relationships are fostered.

## Appendix 1

School		DfE No.	
School Improvement Advisor			
Dates of Visits			
Support level			
Ofsted Inspection Date		Outcome	
Inspection Priorities Summary	<i>Please <u>summarise</u> key priorities from the most recent Ofsted report</i>		


Wiltshire Priorities Summary	<p><i>Based on analysis of local data, comparison of local and national data and that of statistical neighbours and should be considered alongside schools' own priorities as appropriate.</i></p> <p><i>Achievement at higher standard, greater depth at all Key Stages</i>  <i>Gaps between disadvantaged learners and all pupils</i>  <i>Increase the percentage of good and outstanding places</i></p>
------------------------------	--

Safeguarding Effectiveness	<p><b>Date safeguarding audit completed and submitted:</b></p> <p><b>Date safeguarding plan approved by governors:</b></p>
----------------------------	---


<b>Annual Performance Assessment</b>
<p><b>KS1 category:</b></p> <p><b>KS2 category:</b></p> <p><i>The APA is the categorisation based on a set of performances at the end of KS2 and is a starting point for conversation; the regular and ongoing risk assessment is indicative of the school's journey, effectiveness of leadership and management and quality of teaching and learning. Together, these will be used to inform the nature and quality of improvement, risk management and intervention as appropriate to each school.</i></p>

<b>Outcomes for Pupils</b>			
<b>% reaching ARE/GD</b>	<b>National</b>	<b>Wiltshire</b>	<b>School</b>

*Evaluative commentary by SIA covering statutory outcomes for the end of the previous year against national and trends in progress and attainment – progress and attainment including an evaluative commentary about vulnerable groups.*

<b>Visit 1: Priorities / Categorisation and planning for the year for SIA support and other support required including planned partnership working with schools</b>	<b>Date:</b>
<b>Others involved</b> HT, CoG, ...	<i>Please insert the initials only of those involved in the meeting which should include HT, CoG and other members of SLT as appropriate.</i>
<b>Significant changes in context/emerging issues</b>	<i>Significant changes may constitute an increased risk e.g.</i> <ul style="list-style-type: none"> <li>• <i>Changes of staff, especially if new to Reception, Year 2 or Year 6</i></li> <li>• <i>NQT appointments, concerns re performance.</i></li> <li>• <i>Building work, governance, falling numbers, concerns around attendance and exclusions</i></li> <li>• <i>Are there any identified performance concerns around staff</i></li> </ul> <p><b><i>Better to identify a risk that never becomes tangible than to ignore something which later leaves the school vulnerable.</i></b></p>
<b>Priorities for Improvement and Development</b>	<p><b><i>Ask authentic, probing and challenging questions to identify priorities for improvement through analysis of need</i></b></p> <p><b><i>WHAT</i></b> <i>does the data and experience tell us?</i>  <i>are the greatest barriers?</i>  <i>is the need?</i>  <i>is/are the foci?</i>  <i>do we hope will change?</i></p> <p><b><i>HOW</i></b> <i>will you share your priorities and involve others?</i>  <i>will they take ownership of these priorities?</i>  <i>will action be funded, implemented?</i>  <i>will you monitor and evidence the impact?</i>  <i>will you know you've been successful?</i></p> <p><b><i>DO</i></b> – <i>Use current data/experience to identify clear priorities which are amenable to change</i></p> <p><b><i>DON'T</i></b> – <i>Start with a solution, miss the biggest area of need, have a very broad focus</i></p> 



<p><b>Agreed actions to secure improvement</b></p>	<p><b>Agree actions that are appropriate and sufficiently robust to affect rapid and sustained improvement including planned actions for the SIA. Identify any other support required including possibility of working with other schools to develop school to school support and challenge. Include timelines and dates for agreed support by SIA</b></p> <p><i>Based on evidence of what has-and hasn't worked before</i>  <i>Include actions to address all prior Ofsted recommendations</i>  <i>Include actions to address the most important priorities</i>  <i>Help schools consider;</i></p> <ul style="list-style-type: none"> <li>• <i>what, when, by whom, cost implications...</i></li> <li>• <i>potential for support within, between and beyond schools</i></li> <li>• <i>what's likely to go wrong,</i></li> </ul> <p><b>HOW</b> <i>will actions be shared, involve others, take ownership?</i>  <i>have similar issues been tackled elsewhere?</i>  <i>strong is the evidence behind a solution?</i>  <i>cost effective is it?</i>  <i>will it be implemented, monitored, evaluated?</i></p> <p><b>DO</b> – <i>Build on success and include interventions found to be effective</i>  <i>Encourage schools to look broadly across a range of evidence</i></p> <p><b>DON'T</b> – <i>Be novel for novelty's sake</i></p>
<p><b><u>Summary</u> evaluation</b></p>	<p><i>The level of risk is based on the evidence of actions to address weaknesses and improve outcomes, capacity to improve and other significant risk factors.</i></p>
<p><b>Additional Comments LA officer/Headteacher</b></p>	

<b>School Improvement visits:</b>		<b>Date:</b>
<b>Focus of Visit:</b>		
<b>Others involved HT, CoG, ...</b>		
<b>Significant changes in context/emerging issues</b>		
<b>Overview of school Improvement activity undertaken</b>	<p><i>Outline school improvement activities undertaken – focus, those involved and the outcomes and intended impact.</i></p> <p><i>Outline next steps and agreed further actions to further secure impact</i></p>	
<b>Progress on actions to secure improvement</b>	<p><b><i>What can be seen that supports school evaluation of progress against agreed actions?</i></b></p> <p><i>Have events, training, resources been put in place?</i></p> <p><i>Have potential obstacles and barriers been mitigated?</i></p> <p><i>Test whether what was expected to happen is being realised</i></p> <ul style="list-style-type: none"> <li>• <i>In discussion with school leaders</i></li> <li>• <i>Evidenced through T, L &amp; A</i></li> <li>• <i>Evidence in classroom organisation, management, behaviour</i></li> <li>• <i>Triangulated through book scrutiny, discussion, pupil voice.</i></li> </ul> <p><i>Are there signs of early success or failure?</i></p> <ul style="list-style-type: none"> <li>• <i>Are we on track, what needs to be improved?</i></li> <li>• <i>Is there capacity for continued improvement?</i></li> </ul> <p><b>DO</b> – Look for first hand evidence: discussion, classrooms, books Acknowledge common problems to getting things done</p> <p><b>DON'T</b> – Rigidly follow something that isn't working Encourage review and adjustment</p>	
<b>Agreed actions to secure further improvement</b>		
<b>Additional Comments LA officer/ Headteacher</b>		

<b>End of Year Visit: Impact</b>		<b>Date:</b>
<b>Others involved HT, CoG, ...</b>		
<b>Significant changes in context/emerging issues</b>		
<b>Impact of actions to secure improvement</b>	<p><i>Triangulate a range of evidence to evaluate and verify any marked effect or influence as a result of the school's work-IMPACT.</i></p> <p><i>Has it worked?</i></p> <p><i>Is there evidence of success: classroom, books, data?</i></p> <p><i>Have milestones been reached, outcomes achieved?</i></p> <p><i>Is this worth sharing more widely?</i></p> <p><i>What next, is there more to be done?</i></p> <ul style="list-style-type: none"> <li>• <i>Recognise strengths</i></li> <li>• <i>Celebrate successes</i></li> <li>• <i>Identify emerging issues</i></li> </ul>	
<b>Priorities for continued improvement</b>	<p><i>Which actions, interventions, approaches have had the greatest impact?</i></p> <p><i>The 5 WHYs? ? ? ? ?</i></p> <p><i>Begin to consider emerging issues, questions and challenges regarding school next steps and priorities for further improvement.</i></p>	
<b>Summary evaluation</b>		
<b>Additional Comments LA officer/ Headteacher</b>		

<b>Dates of planned visits:</b>	<b>Activity</b>
•	•
<b>Circulation:</b>	<b>Others:</b>
Head teacher Chair of Governors (provide CoG school e-mail) SE Admin School Support File	<p><i>Include names of others for whom specific information may be of relevance e.g.</i></p> <p><i>Andrew Howard      NQT/Assessment</i></p> <p><i>Simon Watkins        Governance</i></p> <p><i>Natalia Reyner        EYFS</i></p>

## Appendix 2 - The School Improvement Advisor Programme

The standard programme provides the services of a designated School Improvement Advisor (SIA) to:

- Work with the headteacher, senior leadership team and governing body as appropriate to provide personalised and targeted support and challenge based on a shared analysis of the annual performance assessment (APA), the school's strengths and areas for development.
- Discuss the school's priorities for the coming year by considering information provided by the school on its APA, Ofsted outcomes, national test results, trends over time, pupil achievement data and analysing the evidence for the school's improvement.
- Challenge the school where necessary, particularly on its capacity to improve and whether it is focusing on the most important priorities for improvement and development
- Monitor progress and impact of agreed actions to secure continued improvement and support school leaders to identify and report the level of risk.
- Provide detailed reports with recommendations as appropriate to share with headteachers, senior leaders, governing body, CEO as appropriate.
- Assist with the preparation for Ofsted inspection including support with self-evaluation and validation of the school's judgements against Ofsted criteria, summarising evidence of progress in the schools' self-evaluation document, preparing staff and governors for the process of inspection.
- Liaise and share information with the Regional School Improvement and Excellence Lead about the school to identify strengths, capacity for improvements and to swiftly identify vulnerabilities and necessary support.

### The standard SIA programme will include: -

Three full day or 6 half day visits to cover aspects of continued development and evaluation of:

- Effectiveness of Leadership and Management including:  
identification of priorities, developing capacity to improve, planning and delivering support and challenge to enable the school to achieve its key priorities
- Actions leading to improvements  
including the quality of provision, teaching, learning and assessment, EYFS or post 16 provision and outcomes, vulnerable groups, promotion of excellence
- Outcomes for children and learners including impact of actions, evidence of improvement, identification of next steps

- 1.5 days of this time it to discuss position of the school, school development planning and priorities. This would be a maximum of ½ day per large term.
- 1.5 days to be used as the school wishes to support its school improvement priorities, e.g. evaluations, middle leadership training, pupil premium review. This could be combined with other schools to develop school to school support and develop leadership capacity.
- Support at the time of an Ofsted inspection and any HMI monitoring visits, by telephone or visit.
- One half day visit for headteacher performance management (HTPM) review is available to support school and the governors, **(this is extra to the 3 full days and is chargeable to all schools)**

## Appendix 3 - School Evaluation Protocol

The Evaluation will be planned alongside the head, senior leadership team and governors and all should be contributing to the process. The Lead Evaluator will carry out pre-planning and then meet with the school senior team to use documents in the school to plan the day. Under no circumstances should information including personal information about pupils, staff or any individual be sent by email.

1. The Lead Evaluator will prepare for the review by gaining an overview of the school's recent performance. They will use all available evidence to develop an initial picture of the school's performance. This will be done before the planning meeting with school colleagues. The initial planning will be informed by analysis of:
  - Previous inspections; in particular areas for development of the most recent Ofsted inspection report
  - Visit Reports
  - Data and trends taken from the most recent statutory data.
  - Information on the school's website, including its pupil premium strategy (rationale and evaluation)
  - The statutory sharing with parents of curriculum information, which will provide an initial assessment of the breadth and balance of the school's curriculum
  - The presence and suitability of the safeguarding guidance, and information about the promotion of equality of opportunity and other information for parents

The Lead Evaluator will work with the Headteacher and Governors to ensure that there is an agreed focus and methodology for the actual review. This will be recorded and shared following this meeting and prior to the review.

2. The following information should be made available by the school for preparation for the review when the lead evaluator meets the head and other school colleagues to plan the evaluation. Any documentation will be needed **during the meeting** and not in advance. The evaluation team will use the documentation to support planning of the review day. Planning will be carried out by the Lead Evaluator with the headteachers, CoGs and other staff and governors as appropriate. These documents below **will not be removed from the school** and will only be used as reference documents in establishing the focus of the evaluation.

**Note: No additional work or preparation should be needed and if the documentation is not in place then it should not be created.**

- A summary of any school self-evaluation
- The current school improvement plan, including any strategic planning that sets out the longer-term vision for the school

- Analysis of exclusions, pupils taken off roll, incidents of poor behaviour and any use of internal isolation
- Analysis of bullying, discriminatory and prejudicial behaviour, either directly or indirectly, including racist, sexist, disability and homophobic bullying
- The process used for referrals made to the designated safeguarding lead in the school and those that were subsequently referred to the local authority, along with brief details of the resolution
- An up-to-date attendance analysis for all groups of pupils
- The school timetable, current staff list and times for the school day
- Information about pre-planned interruptions to normal school routines (which would normally be avoided through co-planning with the Headteacher)
- School policy and protocol regarding lesson observations
- Any specific reasons why any teachers should not be observed, for example where they are subject to capability procedures
- Records of the evaluation of the quality of teaching, learning and assessment
- Documented evidence of the work of those responsible for governance and their priorities
- Any reports of external evaluation of the school, including any review of governance or use of the pupil premium funding.

### **3. During the review (1 day)**

The Headteacher (and other staff as appropriate) will be encouraged to work alongside the team during the review and undertake joint activities as part of the process of evaluation.

- Meetings will be arranged and may include:
  - Governors (at least the Chair and those identified as monitoring specific functions within the school)
  - Subject and/or Phase Leaders
  - The Headteacher
  - Senior Leaders
  - Groups of Students
  - Teachers with specific responsibility for SEN, Safeguarding, Teaching and Learning, Assessment, Pupil Premium
  - Parents
  - Teaching or Learning Assistants
- Information about staff absence and other practical issues must be available at the start of the day

- Lessons will be observed and will normally be the priority for the review, individual gradings will not be made and this should be communicated to teachers in advance of the evaluation
- As much time as possible should be used to gather evidence about the quality of teaching, learning and assessment in lessons and other learning activities. Pupils' work should be scrutinised, and pupils should be talked to about their work to gain an insight into both their understanding and their engagement in learning, and their perceptions of the typical quality of teaching in a range of subjects.
- Arrangements for feedback to the governing body and Senior Leadership is led by the lead evaluator

**Evaluation of quality of education could include:**

- visiting lessons to gather evidence about teaching, learning and assessment
- evidence from observing pupils learning in any other learning activity  
This range of evidence will inform the evaluation of pupils' progress, pupils' personal development, behaviour and welfare, and the impact of leaders' and managers' improvements to teaching and assessment.
- It is good practice to ensure that the lead evaluator works with the headteacher on the process/protocols for observing in lessons.
- Activities should cover as wide a range of subjects, key stages and ability groups as possible.
- It is recommended that teachers should not be informed in advance about which classes will be visited, to allow flexibility
- Not all teachers and classes will necessarily be observed particularly in larger primary schools and secondary schools

**Activities may include (it is recommended that these are in line with the processes and policies of the school)**

- short visits to several lessons
- short observations of small group teaching
- observing learning in lessons, talking with pupils about their work and scrutinising their work
- tracking a class or specific group of pupils as they go from lesson to lesson, to assess their experience of the school day or part of the school day.
- joint observations of teaching and learning carried out with the headteacher and/or senior staff.
- Joint work scrutiny

**The school's internal assessment and performance information**

The school's own performance information presented by the school for current pupils across year groups and previous cohorts should be



considered, alongside other evidence gathered during the inspection on progress, attainment, attendance and exclusion.

The overall consistency in performance, trends of improvement or decline, and differences in the performance of groups, but only where groups are large enough for valid inferences should be considered.

### **Meeting those responsible for governance**

The contribution of governors to the school's performance will be evaluated as part of the judgement on the effectiveness of leadership and management and should take place without the headteacher or senior staff.

The **lead evaluator will work with the headteacher during the day** to:

- provide a dialogue on emerging issues, including initial general findings about teaching, learning and assessment and to enable further evidence to be provided
- ensure that the headteacher is informed of any emerging or serious concerns.

The team will meet at different points during the day. The team should provide feedback to the lead evaluator to:

- Record important points from, and the outcomes of, all meetings and observations
- The headteacher should be involved in the final meeting at the end of the day to ensure that key issues are raised prior to the feedback to Governors and the leadership within the school. The main points for feedback to the school will be recorded as the meeting progresses.

### **Providing feedback**

The provisional verbal feedback meeting with the school should be delivered by the lead evaluator. Those connected with the school who may attend include:

- the headteacher and other senior leaders agreed between the lead evaluator and headteacher
- the chair of the school's governing body and as many governors as the school would like to attend

During this meeting, the lead evaluator will ensure that the headteacher and governors are clear:

- about the provisional grades awarded for each key judgement, based on the evidence provided and seen during the day; sufficient detail will be given by the lead evaluator to enable all to understand how judgements have been reached and for the governors to play a part in beginning to plan how to tackle any areas for improvement

- that the grades are provisional and must be treated as confidential and should not be shared beyond the school's leadership team and governors (including those unable to attend the final feedback meeting)
- that the main findings and recommendations for improvement will be referred to in the text of the report
- about the reasons for recommending any external review (governance, safeguarding and pupil premium)
- that the draft and final report is confidential between the LA and the school, however this would need to be shared at Ofsted inspection.
- that the draft report will be with the Headteacher within 5 working days and should be checked for factual errors
- that the final report should be shared and discussed with the governing body at the first possible occasion and within 10 working days of the Evaluation
- each evaluator should provide a summary of key issues to the lead evaluator to ensure that there is accurate, evidence based verbal feedback to the Governors and senior leaders.

## Appendix 4 - School Self Evaluation Sample document

Can be used by school's for self-evaluation. Regional officers may used for LA review preparation and planning meetings

Self-Evaluation Summary. Where is the school now?		
	School to complete and return 5 working days before meeting (please type in boxes)	LA officers to complete and send to school 10 working days before meeting
<b>Overall effectiveness</b>	<b>Current SEF Overall effectiveness</b>	<ul style="list-style-type: none"> <li>• <b>Ofsted grade:</b></li> <li>• <b>Ofsted Priorities:</b></li> </ul>
<b>Quality of Education</b>	<p>Please <b>summarise</b> your school self-evaluation of pupil outcomes. What is the data/ results telling you about:</p> <ul style="list-style-type: none"> <li>• Attainment <b>and</b> progress across school for</li> <li>• All children (statutory data and school's use of assessment)</li> <li>• SEND/ PP/ Male/female/ LAC</li> <li>• pupils who need to catch up</li> <li>• More able</li> <li>• Curriculum – knowledge and skills in respect to intent, implementation and impact; cultural capital.</li> </ul> <p>Evidence to support your evaluation</p>	<ul style="list-style-type: none"> <li>• Summary of any additional comments from analysis of results/ data across year groups</li> <li>• When was the last Teaching and learning review?</li> <li>• Can you verify the self-evaluation as a result of spending time in classrooms observing learning, reviewing books and talking to children?</li> <li>• Has subject and or department leadership been externally verified?</li> <li>• Comments</li> </ul>

<b>Behaviour and Attitudes</b>	<p>School self-evaluation of: Review from last year:</p> <ul style="list-style-type: none"> <li>• Exclusions</li> <li>• Attendance</li> <li>• Bullying incident logs</li> <li>• Discriminatory logs</li> <li>• Behaviour logs</li> <li>• Pupil attitudes</li> </ul>	Is there external monitoring and verification?
<b>Personal development</b>	<p>School self-evaluation of:</p> <ul style="list-style-type: none"> <li>• Schools' wider curriculum that promotes personal development</li> <li>• Links with community and impact on pupils</li> <li>• British values</li> <li>• SMSC development</li> <li>• RSE</li> <li>• Impact of schools work on personal development including vulnerable groups</li> </ul>	
<b>Leadership and Management</b>	<p>Evaluation of last year's SDP targets</p> <ul style="list-style-type: none"> <li>• How are leaders at all level having a positive impact on improving consistent teaching and learning and ensuring high expectations?</li> <li>• Evidence that CPD is improving teaching</li> <li>• What are strengths and weaknesses in teaching, learning and assessment</li> <li>• Subject/ department leadership</li> <li>• What are your plans to adapt the curriculum in the light of your self-assessment and review of results?</li> </ul>	<ul style="list-style-type: none"> <li>• Governor services comments Has the annual LA Safeguarding audit been carried out? Are there any areas to improve from the safeguarding audit?</li> <li>• Has the annual LA Safeguarding audit been carried out? Are there any areas to improve from the safeguarding audit?</li> <li>• External report</li> <li>• External agencies visit support</li> </ul> <p>Evidence to support your evaluation sent as attachment</p>

	<ul style="list-style-type: none"> <li>• School self-evaluation of governance: Do the governors have a GDP or section in the school SDP? Evidence they are holding leaders to account</li> <li>• Do governors have a SEF?</li> <li>• Impact of use of pupil premium</li> <li>• Evidence that there is an effective culture of safeguarding that identifies pupils, helps reduce risk of harm and manages allegations effectively.</li> </ul> <p>Evidence to support your evaluation sent as attachment</p>	
<b>LA support and challenge 2018-2019</b>	<ul style="list-style-type: none"> <li>• Was support and challenge effective in the last year?</li> <li>• Where support was least successful what would have improved the impact?</li> </ul>	
<b>Improvement plans. How does the school plan to improve and what is the expected impact?</b>		
	<b>School to send SDP 5 working days in advance of the meeting and verbally present a summary at the meeting. Answer questions below – please type in boxes</b>	<b>LA officers to complete in the meeting</b>

<b>School improvement planning</b>	<ul style="list-style-type: none"> <li>• Presentation of School SDP/RAP – where appropriate, the RAP will be drawn from the SDP. The SDP is a yearly plan drawn from the long-term strategic plan. The RAP is shorter to ensure an intense focus.</li> <li>• What are your main improvement priorities for the year and first two terms?</li> <li>• How has this been communicated to staff?</li> <li>• How will you check compliance and consistency?</li> <li>• How are you measuring success and what is the role of governors in monitoring this?</li> </ul>	<p>LA officers any further comments regarding the school improvement plan</p> <p><b>Actions health check</b></p> <ul style="list-style-type: none"> <li>• Is it focused on the key leadership actions that will have the biggest impact?</li> <li>• Will doing this lead to the achievement of the objective and impact on children’s attainment/progress?</li> <li>• Is it worded in a way that tells people what to do?</li> </ul> <p><b>Success criteria Health check</b></p> <ul style="list-style-type: none"> <li>• Is milestone monitoring regular enough?</li> <li>• Does it make clear what success will look like?</li> <li>• Does it show what difference will be made to children?</li> <li>• Is it expressed in a way that can be measured quantifiably?</li> <li>• Does the intended impact match the objective?</li> </ul> <p><b>Monitoring and evaluation health check</b></p> <ul style="list-style-type: none"> <li>• Does it tell you how the action and success criteria will be checked and by when?</li> <li>• Does it tell you who is responsible for checking?</li> <li>• Does it tell you who is responsible for reviewing the evidence?</li> </ul>
<b>Support requests</b>	<ul style="list-style-type: none"> <li>• What support do you need from LA officers this year? (this includes officers from early help, exclusions, attendance, governance, NQTs and finance)</li> <li>• If you are not being supported by the LA how are you getting external verification?</li> <li>• If you are not supported by the LA how do you know your advisors are quality assured and have a good track record of improvement and how are governors monitoring the impact of their work?</li> </ul>	<p>Allocation notes</p>

## Appendix 5 – Improvement Planning document

For use by Regional Lead / SIA with headteacher to plan support and actions linked to identified areas of improvement as above. These can be added to school's own improvement plans they are not intended as additional school based plans.

<b><u>LA support plan for schools graded as inadequate</u></b>						
<b><u>Area for Improvement 1 – xx.</u></b>						
<b>Success Criteria</b>						
<ul style="list-style-type: none"> <li>By (date)</li> </ul>						
<b><u>Monitoring</u></b>				<b><u>Evaluation</u></b>		
<b>Who</b>				<b>Who</b>		
<b>How</b>				<b>How</b>		
<b>and When</b>				<b>and When</b>		
<b>Lead Person</b>		HT - XX DH _ XX		<b>Others involved</b>		
		<b>Action</b>		<b>Start date</b>	<b>End date</b>	<b>Resources Needed</b>
						<b>Cost to School</b>
						<b>Cost to LA</b>
1.1						
1.2						

For use at Planning meeting for schools categorised as causing concern or vulnerable

LA Interventions- What is the role of the LA in supporting School improvement next?								
To be completed at the meeting								
Area for Improvement	Agreed LA Support Actions	What actions do the school need to take to secure success	By when	By whom	Expected impact on pupils	Monitoring activities	By when	By whom
	<b>Agreed LA monitoring and external verification actions</b>	Reported to	<b>By when</b>	<b>By whom</b>				



Date of next review meeting	
-----------------------------	--

## Appendix 6 - Improvement Plan Review meeting (3 months after evaluation)

### Purpose of this meeting

1. To review evidence provided by school about leadership impact- progress against the improvement plan milestones (15 mins)
2. To review the impact of LA support- progress against improvement plan expected impact (15 mins)
3. To formally review the LA support level of the school and the reasons for this judgement.(5 mins)
4. To identify and agree how LA resources can best be allocated to support the school in the next term (10 mins)
5. To identify and celebrate success and identify next steps in addressing problems(10 mins)
6. To set dates and expectations for the next review meeting.(5 mins)

School Improvement Plan, effectiveness of Leadership Review 1		
School to complete questions below and send updated improvement plan, most recent HT report to governors and supporting evidence 5 working days before the meeting		
Where have milestones been met? Celebration news to share		
Milestones not met	Area	Contributing factors

<b>Impact of LA support HT comment</b>						
<b>LA comment arising from meeting</b>						
<b>Raising attainment Plan, effectiveness and Impact of LA support Review 1</b>						
<b>Agreed LA Support Actions</b>	<b>Action RAG</b>	<b>Agreed school Actions</b>	<b>Action RAG</b>	<b>Expected impact on children</b>	<b>actual Impact school please comment/ evidence</b>	<b>Action RAG</b>
<b>LA officers please pre populate before sending out</b>						
<b>Agreed LA monitoring and external verification actions</b>	<b>Action RAG</b>	<b>Significant findings</b>	<b>Impact RAG</b>	<b>In the light of this review what actions do the school need to take to secure success in the next term? Complete at meeting</b>		
<b>In the light of this review do school meet the criteria for exit from LA support level?</b>						

## Appendix 7 – Exit Strategy

- The five non-negotiable criteria for exiting from intervention are made clear to all vulnerable schools at the beginning of the process.
- Where a school is able to show evidence of the criteria it is likely that independent sustainability of improvement can be maintained without additional input from the LA. These are:
  - Robust, rigorous, accurate and regular School Review and Self-Evaluation processes including evidence of regular reporting to the Governing Body and subsequent challenge.
  - A credible School Improvement Plan with outcomes focused milestones and monitoring in place.
  - Leadership is stable and suitably skilled at senior and middle leader level
  - Regular tracking and monitoring of progress and attainment against age-related expectations for all groups. Regular quality assurance and moderation of assessment to ensure accuracy across all subjects
  - A continuing professional development programme integrated into the School Improvement Plan and monitored for impact (for schools who are judged as requiring improvement or inadequate will only be eligible for the exit strategy once a judgement of good has been received from their next Ofsted inspection or they joined an academy).

Impact evidence will include some or all of the following:

- Consistent practice in teaching, learning and assessment across all year groups which has led to rapidly improving outcomes.
- The school is achieving the attainment and progress targets established in the improvement plan.
- The school's monitoring of in-year progress data indicates an upward trajectory is secure.
- Test results are above national.
- Evidence of additional capacity in the school's leadership team (including governance).

When the Regional School Improvement and Excellence Lead judges that the school is ready to exit from intervention, they will request that the Head of School

Improvement approves removal and that this is communicated in writing to the School's Governing Body and Headteacher.

**Appendix 8 – Schools causing concern: Guidance for local authorities and Regional Schools Commissioners on how to work with schools to support improvements to educational performance, and on using their intervention powers**

Department for Education September 2019

[https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment\\_data/file/831895/Schools\\_causing\\_concern.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/831895/Schools_causing_concern.pdf)

## **Appendix 9 – Protocols for working with academies – under construction**

Information about Wiltshire Council services can be made available on request in other languages including BSL and formats such as large print and audio.

Please contact the council by telephone 0300 456 0100,  
by textphone 01225 712500,  
or email [customerservices@wiltshire.gov.uk](mailto:customerservices@wiltshire.gov.uk)

如果有需要我們可以使用其他形式（例如：大字體版本或者錄音帶）或其他語言版本向您提供有關威爾特郡政務會各項服務的資訊，敬請與政務會聯繫，電話：0300 456 0100，文本電話：(01225) 712500，或者發電子郵件至：[customerservices@wiltshire.gov.uk](mailto:customerservices@wiltshire.gov.uk)

Na życzenie udostępniamy informacje na temat usług oferowanych przez władze samorządowe hrabstwa Wiltshire (Wiltshire Council) w innych formatach (takich jak dużym drukiem lub w wersji audio) i w innych językach. Prosimy skontaktować się z władzami samorządowymi pod numerem telefonu 0300 456 0100 lub telefonu tekstowego (01225) 712500 bądź za pośrednictwem poczty elektronicznej na adres: [customerservices@wiltshire.gov.uk](mailto:customerservices@wiltshire.gov.uk)

ولٹشائر کونسل (Wiltshire Council) کی سروسز کے بارے میں معلومات دوسری طرزوں میں فراہم کی جاسکتی ہیں (جیسے کہ بڑی چھپائی یا آڈیو ہے) اور درخواست کرنے پر دوسری زبانوں میں فراہم کی جاسکتی ہیں۔ براہ کرم کونسل سے 0300 456 0100 پر رابطہ کریں، ٹیکسٹ فون سے (01225) 712500 پر رابطہ کریں یا [customerservices@wiltshire.gov.uk](mailto:customerservices@wiltshire.gov.uk) پر ای میل بھیجیں۔

يمكن، عند الطلب، الحصول على معلومات حول خدمات مجلس بلدية ويلتشرير وذلك بأشكال (معلومات بخط عريض أو سماعية) ولغات مختلفة. الرجاء الاتصال بمجلس البلدية على الرقم ٠٣٠٠٤٥٦٠١٠٠ أو من خلال الاتصال النصي (تيكست فون) على الرقم ٧١٢٥٠٠ (٠١٢٢٥) أو بالبريد الإلكتروني على العنوان التالي: [customerservices@wiltshire.gov.uk](mailto:customerservices@wiltshire.gov.uk)

**This document was published by Wiltshire Council.**

You can contact us in the following ways:

**By telephone**

0300 456 0100

**By post**

Wiltshire Council, County Hall, Bythesea Road, Trowbridge, Wiltshire BA14 8JN

**By web**

[www.wiltshire.gov.uk](http://www.wiltshire.gov.uk)