

Education Strategic Partnership Board Workplan



Click here for the Telford & Wrekin Education Strategic Partnership Board Charter: [10567_partnership_charter_a4_8pp_v5.pdf](#)

Click here for the Telford & Wrekin Partnership Board Website: <https://www.telford.gov.uk/TESPB>

Working in partnership is a key component of practice within public sector services which is defined as a working relationship where more than one professional work together to improve the lives of vulnerable citizens. For partnership working to be effective, several key elements must be observed and adopted by those working in partnership. These elements are described by the Social Care Institute for Excellence (2016) as respect for one another, empowerment, joint decision making, sharing of power and independence.



Independent Chair:
Gill Eatough



Education & Skills Director:
Simon Wellman

The vision for our Education Strategic Partnership Board

The vision for our Board is to bring together education leaders from across all sectors in Telford and Wrekin to work together to provide the best possible education and care for the young people of the Borough. The aim is to work strategically with key groups of Head Teachers and leaders that recognises their priorities and supports and challenge their work so collectively we can focus on whole system improvements across our schools. The Board believes that by collaborating, sharing and developing great practise in our organisations all our children can achieve their potential, at each stage in their education and development, to becoming successful young adults who have a real sense of belonging in Telford.

Education Strategic Partnership Board Workplan



TELFORD & WREKIN

EDUCATION STRATEGIC PARTNERSHIP BOARD



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Theme/Title	Issues	Actions	Key Performance Indicators (KPIs)	RAG Rating	LA Team Involvement	Board Sponsor	By/When?	Working Updates
Sense of Place: schools working collaboratively together	Implications of new bill to schools and LA Changes to bill as it progresses through stages Board needs representation and attendance of education leaders - importance of collaboration Board must demonstrate its work is relevant and is focussed on key issues across the Borough	1. Board is relevant and focussed 2. Board members are informed and challenging 3. Board has an impact on raising standards in schools and focussed on its work via the work plan 4. The work of the Board is well communicated to key partners and stakeholders 5. Board develops a Telford Education Charter which sets expectations and standards for all schools in the area	TWESPB is making a difference Collaboration and partnership are valued by all leaders in the Borough Board reviews regularly the outcomes of the plan Plan identifies key emerging priorities as Board self-reviews and tracks data		Simon Wellman Jo Britton	Gill Eatough	Ongoing	

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Early Years	<p>Young children and families need to be prepared for school</p> <p>Issues link to Speech and language, Motor skills, behaviour</p> <p>T & W need to increase % children with GLD to 75% from the National average of 68%</p> <p>Independent Self Care and Toileting</p> <p>Foundational Knowledge with PVI Sector</p> <p>Engage with Public Health Visiting Team</p>	<p>1.Focus on LA strategy of 5x5 and 10x10 and its impact</p> <p>2. Monitor the work and impact of family hubs on readiness for school life</p> <p>3. Understand the progress of GLD and where gaps are in the Borough</p> <p>4. Work with private providers for impacts</p>	<p>Data demonstrates increase in % children achieving GLD</p> <p>Clear strategies are in place to support school readiness</p> <p>Primary Heads are able to report the impact of this work on young children</p>		<p>Rebecca Carey</p> <p>Lisa Seymour</p> <p>Chris Thursfield</p> <p>Claire Williams</p>	<p>Claire Whiting</p> <p>Christobel Cousins</p>	<p>Summer 2028</p>	

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Key Stage 2/3 Transition in Maths	No shared pedagogy of Maths teaching at KS2/3 Lack of joint working with SLs and HODs to look at transition issues in Maths Staff may need a greater focus on basic skills and methodology - professional development Disadvantage gap too wide at KS2	1. Plan with Heads to organise cross phase meetings and a conference with maths focus. Autumn 1 - To be organised for first half term - ensure Secondary 2. Schools and clusters engaged and involved. (Telford Maths Strategy). 3. Agree common methodologies and teaching strategies 4. Identify support from STSA 5. Identify good practice - where are the successes?	Maths specialists understand key issues Shared curriculum aims and methodology across phases Y6/Y7 progress in maths improves		Rebecca Carey Michelle Bishton	Paul Roberts Christobel Cousins	December 2025	

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Key Stage 4 outcomes	<p>Concerns regarding performance at KS4 in all measures across majority of secondary schools - A8 focus</p> <p>Maths continues to be a significant area of concern. Do we have high enough aspirations of young people in Maths - perception of maths is hard.</p> <p>Lack of sharing of issues and successes in Maths teaching between schools</p> <p>Are there appropriate shared curriculum models</p> <p>Recruitment of specialist Maths teachers a major concern</p>	<ol style="list-style-type: none"> 1. LA Think Tank to address underachievement at KS4 - exceptional meeting with CEOs and Key HTs 2. Focus on closing disadvantage gap with key strategies 3. HODs Maths conference to focus on key issues and identify good practice to raise attainment in Maths across Borough 4. KS4 expertise - where is it locally and nationally? 5. Work closely with Telford College to improve outcomes at Grade 4 5. Recruitment and training of Maths teachers - next steps? 	<p>KS4 outcomes improve too at least national</p> <p>Maths performance impacts on other GCSE KPIs</p> <p>Reduce disadvantage gap</p> <p>Curriculum review - use of alternative models</p>		<p>Rebecca Carey</p> <p>Michelle Bishton</p>	<p>Fiona Seddon</p> <p>Lawrence Wood</p> <p>Paul Roberts</p> <p>Gill Eatough</p>	<p>Summer 2026</p>	

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Theme/Title	Issues	Actions	Key Performance Indicators (KPIs)	RAG Rating	LA Team Involvement	Board Sponsor	By/When?	Working Updates
Suspensions	Maintain low suspensions in primary Reduce high secondary suspensions in identified schools Need for Alternative provision/curriculum models for identified/disengaged students	<ol style="list-style-type: none"> 1. Review successful strategies 2. Work with key MATs and Telford College to consider alternative curriculum models e.g. College/school link programme to support KS4 students at risk of becoming NEETs 4. Develop network of school and AP providers 5. Map AP intervention model using unregistered providers 6. Continue termly tracking of data for Board to review progress 7. Direct support for high suspending schools through Action Plans 8. Identify key strategies for complexity of need in very young children in primary schools 	Primary and secondary suspensions below national Decrease in secondary suspensions over 12 months PX remain low across all schools		Andy Cooke	Brynley Evans Jo Edgar Jo Weichlbauer	Ongoing	

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EHE	Telford has very high numbers of EHE compared to our neighbours EHE increases into KS4 - issues of curriculum models? HTs struggle to engage parents who demand EHE	<ol style="list-style-type: none"> 1. Understand reasons for EHE 2. Research successful strategies in other LAs 3. Process of EHE for parents requires review - change to national policy? 4. Review traffic light pilot project that identifies young people at risk of EHE and its impact 5. Board reviews data termly to track improvements 	Reduction in EHE - secondary focus New processes in place for EHE applications		Rebecca Carey/Scott Thomas White	Paul Roberts Samantha Griffiths Claire Whiting	Autumn 2025	

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SEND	<p>Continued pressure on special school places.</p> <p>Huge increase in EHCPs and applications matching national picture.</p> <p>Funding for High Needs in crisis with budget not meeting need.</p> <p>Fairshare across Borough is improving but still an issue for specific schools.</p> <p>Mental health and anxiety are significant in children and young people – resources are extremely limited to support these issues.</p> <p>Continue to upskill schools re. attachment & trauma needs to enable children to continue to access education.</p>	<ol style="list-style-type: none"> 1. LA wide Strategy for SEND Sufficiency needs establishing. 2. Review consistency of SEND offer in mainstream schools 3. Review the impact of SEND Hubs in meeting needs of children attending hubs 4. Track SEND data to improve Fairshare across the Borough, so certain schools are not disproportionately impacted. 5. Understand the funding challenges for the Borough and the impact of this on SEND provision. 6. React to potential new Government policy on children and young people with SEND. 	<p>SEND strategy in place</p> <p>All stakeholders clear on SEND strategy.</p> <p>Hubs are having a positive impact.</p> <p>Funding issues understood by Board</p>		Laura Goodfellow	Gail Butele Claire Whiting Nicola Davis Abi Martin	Ongoing	

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Children in Care, additional needs & wider VSHT extended duties	<p>CIC SEND needs are not identified sooner prior to entering care.</p> <p>Increase in EHCPs and applications for new CIC both within T&W & out of area.</p> <p>Fairshare across Borough for CIC – certain schools have significantly higher numbers than others</p> <p>Young people are entering care older links to vulnerability CSE/ CCE- open to YOS.</p>	<ol style="list-style-type: none"> 1. Track CIC data to ensure Fairshare. 2. Understand the required implementation of national social care reforms in the Borough 3. Review Closing the attainment Gap for CiC. 4. Track attendance and suspensions data for CiC 	<p>CIC are placed in appropriate settings to ensure positive outcomes for all. Reduction in the number of suspensions for new CIC at identified schools. Improved outcomes at KS4</p>		Michelle Salter	Jo Weichlbauer	On going through the year Annual VSHT reports and presentations to Board	

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Post - 16	<p>Outcomes at A level are not at national.</p> <p>Changes to post-16 qualifications are not understood and change repeatedly.</p> <p>Retention in Borough of Post -16 students is an issue - Stay Near Go Far Campaign</p> <p>There is a need for clear pathways for KS4 students from school to post-16 to encourage staying in Telford.</p> <p>HE links and pathways are not well understood.</p>	<ol style="list-style-type: none"> 1. Students need to be more aspirational post-16 2. Students supported to be on appropriate courses 3. Schools understand the post-16 offer locally 4. Ensure high parental engagement 5. Work with employers to support pathways and qualifications required for skilled workforce 6. LA Skills Strategy embedded with post-16 providers and employers 	<p>Improved outcomes at A level</p> <p>Increased take up in Telford provision of post-16 students</p> <p>Increase in HE local offer</p> <p>Well understood</p> <p>Skills strategy in place across Borough which is monitored by the Board to review impact.</p>		Richard Probert Tara Foran	Lawrence Wood Abi Martin Adam Jones	Summer 2026	

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Safeguarding	<p>Ensure safeguarding remains a high-profile issue in Telford</p> <p>Effective links needed between TWESPB and safeguarding Board</p> <p>Good data sharing in place but needs to continue</p> <p>Retain regular safeguarding updates to Board</p> <p>Ensure schools have a voice</p> <p>Consistency in referrals from schools</p>	<ol style="list-style-type: none"> 1. High levels of confidence in safeguarding procedures across Borough 2. Board receives termly reports on data and issues 3. Effective links and strategy between Board and Safeguarding Board 4. Schools highly engaged in processes and confident referrals are managed well 	<p>Data demonstrates effective systems in place across Borough to keep children safe</p> <p>Board well briefed on current position, emerging issues and actions</p>		Scott Thomas - White	Sally Sixsmith	<p>On going through the year</p> <p>Termly reports and presentations to Board</p>	

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Borough Education Strategy	There is a need for a Borough Education strategy. The strategy focuses on Working Together has Key Objectives and targets linked to the TWESP work plan	1. Draft Education strategy prepared 2. Consultation over the strategy with key partners 3. Board retains oversight and monitors impact of strategy	A clear, concise education strategy is established The Board has oversight of the strategy, and its work drives the strategy		Simon and Team Key work group to lead	Gill Eatough	Summer 2026	

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