

Wirral School Effectiveness Banding Criteria

	Criteria	LA Role
Band 1	<ul style="list-style-type: none"> • The school is likely to be evaluated as good or outstanding with strong capacity for improvement and able to deliver support other schools • Led by highly effective system leaders and governors with the capacity to support other schools and undertake outreach work • Safeguarding is effective and the school is fully engaged in supporting pupil welfare and wellbeing. • Self-evaluation is robust and accurate • Outcomes consistently compare favourably to national standards and has good value-added scores including those of vulnerable groups of pupils • Provision for all groups of learners, including gender, disadvantaged and SEND is good or outstanding • Teaching at all key stages is effective and the school’s curriculum meets the needs of its pupils 	<ul style="list-style-type: none"> • SAP visit focused on school improvement, outcomes and school self-evaluation. • Support for Headteacher recruitment (shortlisting and final interview) • Access to governor school improvement networks (Edsential) • Access to LA professional development and consultancy • LA performance information • Additional intervention brokered as necessary and agreed with the LA officer and the leadership of the school. • Access to briefings and termly Headteacher improvement networks
Band 2	<ul style="list-style-type: none"> • The school is likely to be evaluated as good and this is confirmed through its most recent Ofsted inspection • The school was judged at inspection to ‘require improvement’ however, the school has good capacity within leadership and is highly likely to be judged ‘good’ if inspected or evaluated by external consultants • One which has good leadership and governance • Performance outcomes are close to national standards and data indicates improvement. Vulnerable groups are performing as well as, or better than, other pupils • Any initial concerns around attendance, behaviour, exclusions, complaints, governance, HR or finance may have been identified that require close monitoring • Safeguarding is effective and pupil’s wellbeing is considered 	<ul style="list-style-type: none"> • SAP visit focused on school improvement, outcomes and school self-evaluation. • Support for Headteacher recruitment (shortlisting and final interview) • LA performance information • Access to governor school improvement networks (Edsential) • Access to LA professional development • Annual meeting with SSA focused on school improvement, outcomes and school self-evaluation. • Additional intervention brokered as necessary and agreed with the LA officer and the leadership of the school. • Access to briefings and termly Headteacher improvement networks

<p style="text-align: center;">Band 3 Support & Challenge</p>	<ul style="list-style-type: none"> • Judged to be ‘requires improvement’ (RI) by Ofsted in its last inspection. • Currently judged as ‘good’ or ‘outstanding’ but is highly likely to be judged ‘RI’ if inspected or evaluated by external consultants • There are concerns about leadership and/or governance • There are concerns around attendance, behaviour, viability, exclusions, complaints, governance, HR or finance have been identified • There is a decline in pupil performance over time. Vulnerable groups may not be effectively supported, and teaching and learning is inconsistent • Standards do not compare favourably to those nationally • Has been in the past ‘causing concern’ and is showing early signs of improvement, but is not yet consistently performing well • Safeguarding is effective but pupils’ welfare or wellbeing may not be fully supported • Has had 1 or more ‘qualifying complaint’ from Ofsted 	<ul style="list-style-type: none"> • SAP visit focused on school improvement, outcomes and school self-evaluation. • Support for Headteacher recruitment (shortlisting and final interview). • Expectation of attendance at governor school improvement networks (Edsential) • LA performance information. • Prioritised access to LA professional development • A School Partnership Improvement Plan will be put in place. This will be developed by the school leadership team and governors and will form the basis of meetings. Termly visits (minimum) from SSA with half termly Teams/ phone call or visit as appropriate. • Support & Challenge meeting in Autumn Term and as necessary after that dependent on progress towards agreed actions. This will be further prioritised by need. • Additional support commissioned from professional partnerships, teaching schools, alliances or trusts and other LA services. • Access to briefings and termly Headteacher improvement networks
<p style="text-align: center;">Band 4 Team Around the School*</p>	<ul style="list-style-type: none"> • School is considered high risk and vulnerable: <ul style="list-style-type: none"> - judged as RI for the last two inspections - judged as serious weaknesses or special measures - at risk of being judged serious weaknesses or special measures or a third RI judgement • Quality Leadership is limited at all levels • Safeguarding is ineffective and there may be concerns about pupils’ safety and wellbeing. • Standards are significantly below national • Standards do not compare favourably to national for a sustained period • Vulnerable groups may not be effectively supported, and teaching and learning is inconsistent • There are significant concerns around attendance, viability, behaviour, exclusions, complaints, governance, HR or finance • Complex weaknesses which may include leadership/governance, behaviour and teaching and learning • High persistence absence (PA), high levels of exclusions and attendance is significantly below the national average • Serious financial concerns • External monitoring, including by HMI indicates that progress is not rapid or sustained 	<ul style="list-style-type: none"> • SAP visit focused on school improvement, outcomes and school self-evaluation. • Access to briefings and termly Headteacher improvement networks. • Support for Headteacher recruitment (shortlisting and final interview). • Expectation of attendance at governor school improvement networks. • LA performance information. • Prioritised access to LA professional development • A School Partnership Improvement Plan will be put in place. This will be developed by the school leadership team and governors and will form the basis of the half-termly meetings. • Possible safeguarding audit. • Initial meeting in Autumn 1 and then half-termly Schools Causing Concern Review with senior LA Officers. This will be further prioritised by need. • Half termly visit from SSA. • Additional support commissioned from professional partnerships, teaching schools, alliances or trusts. • Financial support for improvement may be considered • A range of officers are involved in supporting the school – e.g. finance, governor support officers, inclusion and HR • Access to briefings and termly Headteacher improvement networks

*Team Around the School (TAS) These involve key officers from a number of services including school improvement, finance, inclusion, strategic planning and human resources. The purpose is to discuss issues / concerns and provide solutions to our very complex and vulnerable schools.

We use a ‘best-fit’ approach to banding, decided by the LA and informed by information shared by schools. Schools do not have to fit with all bullet points in each band.