



**Good to Great Schools Policy**  
Appendix 2  
**Monitoring and risk assessment**

September 2021

# Good to Great Schools Policy

## Appendix 2

### 1.1 How we define monitoring, challenge, support and intervention

(see 2.3 in the Good to Great Schools Policy)

**Monitoring** is checking that what is intended to happen has happened. In other words, are we doing what we say we are doing? It is the process of collecting evidence to judge the school's effectiveness and it is a key management tool. For schools receiving Focussed, Enhanced and Intensive support there is additional monitoring to judge the effectiveness of the authority's support and the school's improvement.

**Support and Challenge** is the planning, marshalling and coordination of appropriate activities, personnel and resources, to create improvement in identified area(s) of weakness.

**Brokering** is the matching of support to school. This may involve LaMAs approaching settings who have proven success in school improvement to support schools on identified areas.

**Intervention** is the direct action taken by the Local Authority to ensure the quality of provision in schools. It includes the consideration of full statutory powers to oversee the process of the school's improvement – as set out above.

### 1.2 Capturing Intelligence and risk assessments from divisions

In order to ensure that its support is focused on those most in need, Hackney Education will monitor the performance of each school and assess the risks to school improvement. This is outlined in the next section. It is recognised that there are other factors such as a school re-organisation, a Headteacher being absent on long-term sick leave or a difficult budget situation, which may affect a school's performance or capacity for improvement.

### 1.3 Risk assessment

Information and risk assessment from service areas including Attendance, Finance, Governor support, Health and Safety, Human Resources, ICT, Property, Safeguarding and Support for Children and Young People (including Education Psychology and Inclusion) is collected and discussed every term.

Each service area maintains a series of traffic light assessments to gauge the level of risk facing a school.

**School Alert System:** The LA operates a school alert system at the Divisional Level. Identified risks and significant concerns are reported and alerted to officers via email, divisional risk reporting and TAG reporting.

If shared concerns emerge, a case conference will be called. If no other issues emerge, the Leadership and Management Adviser refers the alert back to its original source, to be dealt with at that level. When a case conference has been held, action will be determined and, in the vast majority of cases, agreed with schools.

All schools service risk assessments meeting each term.

Supported Schools Programme risk assessment and progress meetings half termly (School Improvement) termly (all services):

Does the planned support meet all the key issues?

Are the targets sharp, precise and measurable?

Are the actions being taken leading to progress within an agreed timescale?

Evaluation of progress against targets to date

**TAG/TAS meetings to agree:**

**End of year outcomes**

**Evidence to be collected against progress targets/end of year outcomes**

**Baseline progress to date**

**Review impact of support**

**Next steps/actions**

**Invite other LA personnel**

Risk analyses by Hackney Education teams: report progress, concern and identify risks.

All schools

Actions by teams to support school key issues

Hackney Education teams, if appropriate, invited to attend and contribute to TAG/case conferences

**Strategy meeting to review:**

Evaluation of progress against targets to date

Revision of action plan

Increase/reduction/realignment of support

Remedial actions if needed

Any new arising concerns or risks

**Identification of actions for new or adjusted support plan**

Hackney Education teams adjust:

Actions

Liaise with LaMAs

**Review meetings**