



Good to Great Schools Policy

Appendix 3

Levels of support and key responsibilities

September 2024

Working for every child



Good to Great Schools Policy

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1.1 Levels of support

Schools will be placed in one of five support levels based upon the LA's view of overall performance and the capacity to sustain improvement. Principally this will be derived from the programme of core visits and other monitoring intelligence, for example, from Hackney Education divisions such as human resources, finance, SEN, admissions and attendance.

The key indicators that are always considered:-

- Outcomes – do learners achieve what they should?
- The ambition for providing high-quality education for all pupils and how this is enacted in practice
- Leadership and Management including governance – how effective are these?
- Overall effectiveness including capacity to improve

By capacity to improve we mean the proven ability of the school to continue improving based on its self-evaluation, what the school has accomplished so far and the quality of its systems to maintain improvement.

By ambition we mean a clear vision for providing high-quality education to all pupils which is realised through strong, shared values, policies and practice and the extent to which this ensures all pupils successfully complete their programmes of study.

The level of support is determined by Hackney Education, in discussion with the school and the LaMA, as necessary to maintain current standards if they are above national expectations and/or rapidly secure improvement if they are not. Schools can also self-identify for additional support in discussion with their SIP/LaMA. This support would follow the processes as outlined below.

Core Support

Schools that are considered as successfully self-evaluating and self improving schools require no, very low or light touch support. These schools have, at least, good sustained capacity to improve and demonstrate ambition for pupils. Maintained schools receiving Core support will have three school improvement partner visits each year. Additional support can be brokered through the traded services team.

Focused Support

Where it is identified that a school has good capacity to improve, but has **one or two specific aspects** of its work which necessitates support (e.g. specific subject areas), the school will be identified for focussed support.

The school will receive an **additional 14 hours support from an allocated Leadership and Management adviser during the year** to support the school in evaluating progress and/or broker support for the aspects which require improvement from other service areas or school partners. A Team Action Group plan will be drafted detailing the end of year outcomes for these aspects.

Impact from the support given will be evaluated and reported at termly TAG (Team Action Group) meetings and inform the overall Hackney Education risk assessment.

See appendix four.

Focussed Support (Team Around the School)

Where a school has good capacity to improve but has aspects of its work not directly linked to the quality of education which necessitate support, the school may also receive focused support to ensure a coordinated approach. The Assistant Director will liaise with the wider Hackney Education team to broker support for the aspect(s) which are causing concern. The relevant service area will support the school to develop an action plan/and or supportive actions to address issues for that aspect. Impact from the support given will be evaluated and reported at termly meetings with key stakeholders

Enhanced Support

Schools receiving Enhanced Support can demonstrate sufficient capacity to manage improvement alone. However, with some additional support, targeted to specific aspects, subject or key stages, progress could be accelerated.

Any school graded 3 or at the risk of being judged as Requires Improvement from an Ofsted inspection will be automatically categorised for additional enhanced or intensive support. These schools may also receive HMI monitoring visits and will receive an Ofsted inspection within two years. This category will include schools where there is in-school variation in standards or progress and no consistent trend over time of improving teaching, or where there are wider concerns over the quality of education.

Schools in the enhanced category will be supported by a LaMA who will also complete the SIP visits for the school. In addition, the school may receive an **additional 14 hours a term** support from the allocated Leadership and Management adviser to support the school in evaluating progress and/or broker support from other service areas or school partners. Schools in this category may also receive a one day LA review at an agreed point in the year to support the self-evaluation process or as a measure of impact of agreed actions.

An action plan will be drafted detailing the end of year outcomes for the aspects needing additional support. The result of this evaluation will be reported to termly risk assessment meetings. Impact from the support given will be evaluated and reported at termly TAG (Team Action Group) meetings and inform the overall Hackney Education risk assessment. See appendix four.

Schools receiving Intensive A or Intensive B Support will be considered as requiring sustained additional support.

Intensive A - schools judged by Hackney Education to require improvement because they were graded 3 in previous inspections and there is a high risk of being graded the same in the next inspection, schools that have had a significant decline in performance or schools that cannot yet demonstrate sufficient capacity to improve.

Intensive B: those judged by Ofsted as having serious weaknesses or requiring special measures or schools where Hackney Education has significant concerns about the standards of performance and an Ofsted judgment of good could be at risk.

Schools in the intensive category will be supported by a LaMA who will also complete the SIP visits for the school. In addition, the school may receive a minimum of **additional 14 hours a term** support from the allocated Leadership and Management adviser to support the school in evaluating progress and broker support from other service areas/ school partners.

Schools receiving Intensive support will also receive LA reviews, typically each term (see appendix 7), and be supported by the LAMA to write a Single Action Plan. These will be monitored by a TAG (Trust Action Group) see appendix 4.

1.2 Amount of support

The amount of additional support within the range offered by the LA will be determined in consultation with senior officers, the LaMA and the school, taking into account the trends and nature of improvements made by the school.

All schools requiring Focussed, Enhanced or Intensive support will receive visits to track improvement against agreed priorities and actions. The regularity will be agreed between school and attached officer, and with due regard to the timescale set for improvement. Schools receiving intensive levels of additional support will be expected to implement an action plan agreed between the Headteacher, Chair of Governors, attached and senior Officer, in line with the principles outlined in 2.2, the Good to Great Schools Policy.

When the LA categorises the level of additional support required by a school, a letter will be sent to the school to confirm this. A TAG report will confirm the areas for improvement and the timescale by which this is expected to be reached.

For schools requiring intensive levels of additional support there will be a discussion between the Headteacher, Chair of Governors, attached LaMA and Hackney Education senior officers to confirm the judgement.

1.3 Responsibilities:

Headteachers will have responsibility for:

- agreeing their action plan with the LaMA, monitoring impact and reviewing progress
- cross referencing plans with others
- populating the Team Action Group (TAG/TAS) template (appendix 4), once the system is familiar;
- sharing the strategic action and activity plans with relevant staff;
- designating a lead senior member of staff to coordinate the school's response to the plans and to support the Hackney Education in monitoring progress and impact;
- Informing and involving their Chair of Governors in the monitoring of action plans and advising the governing body accordingly.

LaMA will have responsibility for:

- identifying and assessing concerns and making these explicit with the Headteacher;
- communicating strengths, areas for improvement, barriers and risks through core visit reports or one day reviews (always carried out with another LaMA);
- alerting Hackney Education so that early action can be taken;
- assessing risk of slippage in any of the Ofsted key areas;
- giving a judgement on whether the school should cause concern, and what action is needed.
- ensuring TAG reports are completed.

For schools receiving Focussed, Enhanced or Intensive support, LaMAs will:

- be main point of contact with the Headteacher, (HT);
- have responsibility for determining the main targets and actions with the HT;
- coordinate support from Hackney Education and others involved in supporting school improvement e.g. external consultancy;
- monitor and evaluate progress towards agreed outcomes;
- inform senior officers and relevant Hackney Education school improvement professionals of school progress towards the agreed outcomes and the barriers to improvement.

1.3.1 The Single Plan

When a school is designated for enhanced or intensive support, the school will work with the

SIP or LaMA to draw up a single action plan. The plan will focus on the end of year outcomes but may also include other school improvement priorities. The plan will clearly define actions to be taken and will include a timeline. The plan will be reviewed at the end of each term. This review will form part of the information presented at the TAG.

1.4 Where a LaMA has concerns

There may be circumstances in which a LaMA has concerns about the capacity of a school to improve and cannot secure agreement on action through professional dialogue with the Headteacher and the governors.

Triggers for concern include:

- the school failing to address significant underperformance;
- risks to pupils' safety and well-being;
- significant budget problems without a secure recovery plan;
- the school failing to engage with the self-evaluation process;
- the school lacking the leadership capacity to improve;

Where the LaMA's advice is that the school's own actions will not enable it to improve, this advice may prompt Hackney Education to intervene in accordance with the local strategy for school intervention. This scenario could occur in failing or near-failing schools, but also in schools which are underperforming compared to other similar schools. In such cases, the LaMA is expected to inform the Head of Primary/Senior Primary Adviser or Secondary/Assistant Director who will subsequently consider what actions should follow. This may include informing the Headteacher and Chair of Governors and advising the Local Authority who, as a result, may consider initiating a review or changing the category of support.

1.5 Package of external support

It is for the school to draw upon whatever external support it needs to achieve its aims (except in the case of schools assessed by the local authority as requiring intensive levels of additional support).

Some of this support is likely to be provided by the local authority and will need to link with its priorities.

- The Leadership and Management Adviser and Headteacher may wish to agree a package of external support which should: match the school's priorities; make best use of links with other schools, which the School Improvement Partner may be able to help broker; and draw on support for services offered through the local authority or other partners. Funding for this support will be determined by the Assistant Director.