



Good to Great Schools Policy

Appendix 5

Brokering & Partner Schools

September 2024

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1.1 Brokering support

In school improvement, the term 'brokering' involves:

- identifying the range and type of support required to meet desired end of year outcomes;
- working with the school on its choice of sources of support, from local authority –traded services, external providers, other schools or partnerships;
- considering and passing requests to the local authority where the LaMA judges that resources controlled by the local authority are relevant.

Expectations will vary depending on the school's need for support, its circumstances, and its capacity to improve.

It is essential that LaMAs understand the local authority school categorisation procedure and the support entitlement each category attracts including financial support. This will make clear what resources the school might have to purchase for itself.

1.2 The essential element

The essential element in brokering support for a school is the **school's self-evaluation and priority-setting procedure**. From this, the LaMA will judge whether the school has the capacity to deliver upon its stated priorities without external support, or whether some external support will be required, to which areas and for how long and whether this is a traded offer.

If the school does have this capacity, the LaMA will wish to work with the school to monitor implementation of its development plan; if not, the LaMA has a role in helping the school decide what support is required, where it may be obtained and the effectiveness of this support once delivered.

The hours of support LaMAs may provide are approximate.

1.3 Models of support

Hackney Education recognises that often school-to-school support is a more effective approach to improving educational provision than local authority support. This will have many forms depending on need, circumstance and context and can be applied at local authority level. For example, a school may be commissioned to lead on a borough-wide initiative such as assessment for learning, reading or mathematics.

At individual school level, in discussion with senior managers and the Chair of Governors, we will consider all available strategies. This may mean sourcing the support that is required from:

- the school's own resources;
- the local authority as part of the package of measures specifically assembled and targeted to promote school improvement, either directly or by the local authority commissioning external services; traded services; external consultancy (independent, commercial or charitable); teaching school alliances; other schools; national leaders of education/governance.

1.4 Commissioning and 'partner' schools

1.4.1 Where agreed as part of the support, we will recommend a partner school on the following criteria:

- schools judged by Section 5 inspections to be good or outstanding for overall effectiveness
- schools that show consistently high levels of pupil performance or continued improvement over the last three years, and in addition be well above floor standards (as evidenced in published Department for Education data)
- schools which have demonstrated the capacity to provide significant and successful support to underperforming schools or individuals within a school-to school partnership or federation.
- A proven commitment to working in partnership with Hackney Education.

An essential requirement is to be clear about the role and responsibility of a partner school. The development of a contract of partnership agreement will be sought before this type of support takes place.

1.5 Components in Brokering



Agreed metrics of success		
Responsibilities of the school	Scope of work and responsibilities of partner school	HE monitoring: all partners held to account