



Good to Great Schools Policy
Appendix 2
Monitoring and risk assessment

September 2023

Good to Great Schools Policy

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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 or 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 and commissioning settings who have proven success in school improvement to support schools in 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, Property, Parental Engagement, 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, the Assistant Director for School Performance & Improvement is informed and a team around the school meeting 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 team around the school meeting has been held, any actions will be determined and, in the vast majority of cases, agreed with schools.

1.4 Monitoring the progress of schools

