

Annex 4 - Risk Assessment Process

1. Categorisation meetings have taken place taking into consideration a range of information including prior outcomes data, Ofsted, rates of attendance and exclusion; financial surplus and deficit budgets; safeguarding issues; parental complaints and local contextual knowledge.
2. In addition, a Key Support Needs Assessment (KSNA) has been designed as a means of categorising schools. It incorporates a range of risks in a self-evaluation process which allows for the identification of both vulnerabilities in individual schools, and to identify wider Surrey issues which will need to be addressed at a county- wide strategic level. It identifies eight risk areas:
 - safeguarding;
 - governance;
 - school leadership;
 - staffing;
 - quality of education;
 - behaviour and attitudes;
 - finance and
 - estates.
3. Head Teachers. with other senior leaders and governors, are asked to complete and return this.
4. The very great majority of maintained schools returned their KSNA. Those that have not will all be visited. In addition, approximately 60 maintained schools will be visited by a S&C partner (NLE) to provide external validation and bench marking of the self-assessment process
5. This information is being used to determine whether schools need to be identified as either Support and Challenge (S&C) or Light Touch (LT) in the same way as for 2019/20. In this way SAfE will ensure that all schools receive the support and challenge they need to develop and improve.
 - Light Touch: Good and outstanding schools with no known concerns
 - Light Touch +: Schools judged as good or outstanding but recognized that capacity to provide external support may be limited, perhaps due to a new

Headteacher or temporary staffing issues, or specific targeted support is needed

- Support and Challenge: Schools judged by Ofsted to require improvement (RI); schools judged as good or outstanding identified as vulnerable to a decline in Ofsted grading; schools where analysis of performance data places them at serious risk of decline
- Support and Challenge +: Schools judged by Ofsted to be inadequate or likely to be judged by Ofsted as inadequate at the next inspection or where there are serious and significant other concerns.

6. Currently there are 38 S&C schools. All S&C schools have been allocated a SAfE adviser and an attached S&C partner (NLE). All S&C schools have a robust action plan. A process is in place to support funding of the support where necessary.

	Total	Good Progress	Partial Progress	Little Progress
Primary Support and Challenge	34	15	13	6
Secondary Support and Challenge	2	2	0	0
Special and PRU	2	1	1	0

7. Of the 34 primary schools, 6 have been identified as concerning in terms of their lack of progress against targets. Each of these schools will receive full teaching and learning, governance and EYFS reviews in the Spring Term to establish a baseline of progress which incorporates the impact of the COVID situation. If it is felt at this point that the leadership and governance in the school is not sufficient to achieve the required improvement, SAfE will liaise with the LA to determine the implementation of statutory intervention powers.
8. All special schools and PRUs will have a one day risk assessment visit by a specialist NLE consultant this academic year. All attached units are being reviewed by a specialist consultant.