



**TRAFFORD**  
**COUNCIL**

## **Improving Schools Together**

# **Framework for Monitoring, Challenge, Support, and Intervention in Schools**

**Effective from: February 2026**

**Review date: August 2026**

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## **SECTION 1 THE STATUTORY CONTEXT**

This document sets out the framework through which Trafford Local Authority (LA), in partnership with schools and other stakeholders will discharge its statutory duty to promote continuous improvement and address any underperformance in Trafford schools.

**This document must be read in conjunction with the statutory guidance ‘Support and Intervention in Schools. [Support and intervention in schools - GOV.UK](#)**

Trafford LA has a range of statutory duties regarding schools, which include:

- Promoting high standards of education and ensuring fair access to education.
- Identifying schools causing concern and undertaking timely interventions to raise standards.
- Intervening directly to bring about rapid improvement in schools causing concern.
- Establishing positive relationships with academies and multi-academy trusts.

The local authority must exercise its education functions with a view to promoting high standards.

Beyond the statutory duty, local authorities have considerable freedom as to how they deliver their statutory responsibilities. Local authorities should act as champions of high standards of education across maintained schools in their area.

### **Safeguarding**

Local authorities have overarching responsibility for safeguarding and promoting the welfare of all children and young people in their area, regardless of the types of educational settings they attend.

## **SECTION 2 SCHOOLS ELIGIBLE FOR INTERVENTION**

Trafford LA will carry out its statutory duties as detailed in the Support and Intervention in Schools document, November 2025.

### **OTHER SCHOOLS ELIGIBLE FOR ADDITIONAL SUPPORT**

We will also identify schools that would benefit from an offer of additional support.

We will identify schools that have not failed but are showing the warning signs that suggest they may need support.

We will be proactive in helping the existing leadership team find and access that support.

These schools will be identified based on a range of information from LA officers along with external data sets and Ofsted reports.

We will discuss how the offer of support will operate and consider the best model of support to move the school forwards.

The RD role may be asked help identify and commission this support if needed – but it would be for academies and schools to make the final decision about the support they want.

## **SECTION 3 RISK ASSESSMENT**

Trafford LA has a responsibility to rigorously monitor the progress being made by maintained schools at risk/causing concern and to ensure that they are appropriately challenged to bring about rapid and sustained improvements.

The LA maintains a register of schools requiring additional monitoring, challenge, and support. This is reviewed and updated regularly.

There will be other occasions where schools may be placed on the register; for example, when the LA has strong grounds to believe a school is no longer providing a good education for pupils or there are specific issues relating to leadership and management and/or standards and/or safeguarding.

If schools are placed on the LA's register, inclusion on the register remains **confidential** to the schools involved.

### **Roles and responsibilities for risk assessment, risk management and early support in Local Authority maintained schools**

#### **School leadership, including governing bodies, should:**

- self-evaluate regularly and robustly against appropriate national performance benchmarks, and Trafford data including those set by the DfE and Ofsted.
- use this process to drive improvement.
- build sustainable capacity to ensure that all pupils achieve their full potential.
- identify where improvement requires external support.

- engage with external support and challenge where school effectiveness is not securely good.

**The Primary or Secondary School Improvement Advisors will:**

- work with maintained schools identified as at risk of not securing the 'expected' standard in any of the individual aspects of school performance at their next inspection.
- challenge and support school self-evaluation and allied improvement planning to improve outcomes for learners.
- review the impact and identify next steps.
- discuss with the school any additional support needs and liaise with the Director of Education Standards and Performance.
- regularly review, monitor, and evaluate progress towards becoming a securely good school.
- keep the risk classification of schools under review, to recommend where support needs to be enhanced or scaled back.

**The Director of Education Standards and Performance will:**

- Work with the LA School Improvement Advisors, quality assurance partners, relevant LA service team managers, Diocesan Directors, and system leaders to agree and broker appropriate support packages for schools.
- Hold schools to account through regular core group meetings.

**Risk analysis and school categorization processes.**

The Director of Education Standards and Performance along with the School Improvement Advisors are responsible for undertaking the initial identification of schools that are potentially at risk. This categorization meeting takes place termly. In the Autumn Term, the analysis is based on latest outcomes (including statutory assessments and external examinations), considering the school 's categorization in the previous year.

The following data sources will inform the decision about risk and categorization:

- Statutory and end of key stage assessments, tests, and examination results.
- Attendance/persistent/ severe absence data including for vulnerable groups.
- Trends over time in any of the above indicators.
- Trends in exclusion data.
- The outcomes of the last Ofsted inspection and any HMI monitoring inspections and data.
- School's own assessment information.
- School self-evaluation.
- Information from reports produced during the quality assurance process.
- Information provided by other Children's Service Teams including any issues with governance e.g. SEND, Education of Vulnerable Children, HR, H&S and Finance.
- The Section 175 audit submitted by schools to the LA.
- The outcome of any investigations following complaints about safeguarding issues at a school.

- Information received directly from schools or governors.
- Information received from other sources working with schools such as system leaders and Executive Headteachers.
- Concerns raised by Diocesan Directors, the DfE or the RG.
- Qualifying complaints or significant parental/community/other 3rd party concerns including those raised by or about governors.

Following the initial analysis of the information, combined with information provided during the Autumn Term Quality Assurance Visit, a judgement of the degree of risk will be made and schools will be provisionally placed into a risk and support category.

### **Quality Assurance Visits.**

Quality Assurance visits will be made in the Autumn and Summer Terms to all maintained schools by Local Authority School Improvement Advisors (SIAs) or appointed Quality Assurance Partners (QUASPs).

Academies that host a LA commissioned provision will also receive a visit to discuss this provision. (e.g. where the academy has a small specialist class (SSC)).

The visit will enable:

- School leaders to engage with external scrutiny of their self-evaluation, identified priorities, improvement planning and the range of evidence that underpins these.
- The local authority to fulfil its statutory obligation to know its schools.
- The local authority to identify capacity, where support is needed and challenges to ensure all pupils are receiving the best education possible.

In addition, the report generated from school visits, along with other evidence, will provide SIS with the knowledge needed for Ofsted conversations with the local authority.

Appointed Quality Assurance Partners are experienced headteachers of schools that have a current Ofsted category of 'good' or 'outstanding'. They have the full backing of their own Governing body in undertaking the work.

Trafford's Quality Assurance Partners will work under the direction of the School Improvement Service who will deploy and monitor their work across the year.

Quality Assurance Partners (QUASPs) will be carefully inducted into the role through a programme of support, training, and quality assurance.

### **Communication of Categorization.**

Schools, on initial assessment of risk, will be contacted and the concerns discussed before the finalization of the placement on the Monitoring, Challenge and Support register.

## **TRAFFORD LOCAL AUTHORITY SCHEDULE OF SUPPORT**

### **Commissioning and brokerage of support to schools at risk.**

Trafford LA is committed to providing support and/or challenge for maintained schools placed on the risk register:

- Identification of prioritised need, considering local/community context.
- Prioritisation of practitioner-based support.
- The impact of previous support provided.
- Learning taken from research findings that maximise impact
- Empowering and developing a professional learning community.
- A commitment to celebrating and sharing success/effective practice.

The LA works in partnership with the RG, SIAs, a range of Local Authority services, the diocese, and school system leaders in the brokerage, implementation, monitoring, evaluation and reporting of support to schools on the monitoring challenge and support register.

### **Monitoring the progress of schools at risk.**

Throughout the year, the School Improvement Advisors and the Director of Education Standards and Performance will monitor and evaluate the progress being made by schools. Core Group minutes and reports for schools at risk will include clear judgements about progress and will capture information about concerns and any allied support needs (including from other services/partnerships).

Based on the on-going evidence gathered and conversations with schools, decisions will be taken about:

- The capacity of leaders, governors, and the school to improvement.
- The level of challenge required.
- The commissioning of any further support needed.
- The need to take further action, including possible intervention and the issuing of a Notice of Concern, or a Warning Notice.

## **SECTION 4**

### **SPECIAL SCHOOLS**

Local authorities are subject to a range of duties under the Children and Families Act 2014 and the Equality Act 2010 relating to children and young people with special educational needs (SEN) and disabilities (SEND). Information on local authority responsibilities in relation to children with SEND can be found in the SEND Code of Practice.

Special Schools will also follow the same quality assurance processes as mainstream schools.

The LA to commission places for SEND pupils in both LA maintained and academy schools.

The LA must keep their education provision for children and young people with SEN or disabilities under review. To be assured of the quality of the provision, all special schools will receive a quality assurance visit in the autumn and summer terms.

## **SECTION 5**

### **PUPIL REFERRAL UNITS (PRUs)**

#### **POWERS OF INTERVENTION IN PRUs**

While pupil referral units are maintained by the LA, they are not included in the definition of a 'maintained school'. Regulations give the Secretary of State specific powers of intervention in PRUs.

#### **LOCAL AUTHORITY PRU RISK ASSESSMENT PROCESS**

The PRU provision should be good quality, registered where appropriate, and delivered by high quality staff with suitable training, experience, and safeguarding checks. It should have clearly defined objectives relating to personal and academic attainment. Where an intervention is part-time or temporary, to help minimize disruption to a pupil's education, it should complement and keep up with the pupil's current curriculum, timetable, and qualification route. If a pupil is referred to off-site provision on a part-time basis, they should attend school as usual on the days on which they are not in the alternative provision.

To ensure the PRU delivers a high-quality education for all its pupils the PRU will be asked to complete the quality assurance document.

Regular meetings will take place throughout the year to check on the progress of pupils and any additional support needed. These visits will be agreed between the LA and the provision.

Additionally, the LA will also conduct quality assurance visits in line with other maintained schools.