



Statutory School Improvement and Support Strategy

Building Back Stronger: A Fair Start, An Excellent School Experience and Flourishing Lives.

Version: June 2023

1. Statutory School Improvement & Support Strategy

Camden's Education Strategy, **Building Back Stronger**, clearly sets out the ambition that all Camden children receive an excellent educational experience, ensuring a good local school place for every child that is provided by ambitious and inclusive schools.

Camden schools share a commitment to seeking continuous improvement. We have high expectations that all members of this community will contribute to the shared vision that all children can achieve to a high standard regardless of background or circumstance. Underpinning this is a refusal to accept that children should receive anything less than excellent education, narrowing the gap between the achievement of the most and least advantaged.

It is recognised that the responsibility for school improvement primarily rests with schools themselves. Rigorous self-evaluation ensures that weaknesses and strengths are reliably identified and rapid action ensures areas of development rapidly improve. As a schools led partnership, Camden Learning provides a platform for peer and external challenge and support that informs robust self evaluation and seeks to find and share innovation and the most effective practice.

The success of schools is a shared responsibility. Local authorities (LA) and Local School Partnerships have a duty to promote high standards in their schools and to ensure every child fulfils their potential and flourishes. Where it is evident that a school cannot be supported to improve through its own efforts, the LA may then use its statutory intervention powers, including commissioning other organisations, such as Camden Learning, to give active and additional support where necessary.

The [Schools Causing Concern Guidance for Local Authorities](#) (Revised in Oct 2022), places a statutory duty on all local authorities in England, in exercising their functions in respect of maintained schools causing concern, to have regard to any guidance given from time to time by the Secretary of State. The guidance sets out the factors Local Authorities and Regional Directors (RD) will consider, and the process they will follow, to decide the right approach to supporting a school to improve. Camden Council has commissioned Camden Learning to discharge this statutory school improvement and monitoring activity.

Prevention and early intervention in Schools Requiring Additional Support (SRAS) lies at the heart of the approach of Camden Learning, which is directly commissioned by Camden LA, to ensure that the education of pupils is adversely affected for as short a time as possible, and to avoid an LA informal warning notice or a formal notice issued by the Regional Director, when school performance falls well below the national average for progress and attainment and or an Ofsted judgement is less than good.

Accurate self-evaluation will support school leaders to identify where they would also benefit from the additional capacity and support offered through a project board approach despite not being initially identified through risk assessment processes outlined in this policy. School leaders can at any point in the academic year approach Camden Learning and request to form a project board to support their improvement journey. Each request would be considered on its own merit alongside the criteria outlined in appendix D, with key aims agreed alongside the school leadership team.

The fundamental mechanism for detecting early concerns about schools and about their capacity to improve hinges on the work of Camden Learning. The collection and deep analysis of data across all key stages ensures that schools are able to benchmark their performance against others, and Camden Learning is able to use this, alongside ongoing evaluations of broader performance measures to identify vulnerable schools as well as those that are performing well and may have the capacity to support others.

Camden Professional Partners play a central role in the continued support and monitoring of school performance. Working alongside Headteachers, they seek to establish a common understanding of current performance, priorities and support accurate school self-evaluation.

In the first half of the autumn term, a meeting is held with the head and chair of governors of every school (including Free schools and Academies) to agree on the overall effectiveness of the school and its capacity to improve. Whilst the information from standards meetings and regular analysis of data is a key component of intelligence about a school, it is the sharing and analysis of intelligence with professionals working across all services that underpins school improvement - including school attendance, exclusions, SEND, finance, governance and human resources. This intelligence is shared with schools through an annual school scorecard that is shared with each school ahead of the standards meeting.

Systems in place to alert Camden Learning about concerns and to develop responses including early intervention, can be found in appendices 1, 2 and 3 which explain these processes in more detail. The processes include:

- Reports from CPPs, peer reviews and associate consultants identifying any issues of cause for concern including leadership and management, quality of education, rates of progress for all groups, safeguarding children including pupil behaviour
- School Improvement team meetings between the CEO of Camden Learning, Director of Learning and school improvement advisers to evaluate evidence and agree the level of action on any concerns
- Half termly or termly Schools Requiring Additional Support (SRAS) project board meetings of representatives of school services, schools and Camden Learning advisers to discuss identified concerns, review evidence of the progress of schools in addressing concerns, agree packages of support for schools and determine whether a school can be removed from the SRAS list.
- An agenda item at monthly Camden Learning School Improvement Team meetings chaired by the Director of Learning and attended by School Improvement Advisers.
- All published school data shared with headteachers and chairs of governors, the Director of Children Services, CEO of Camden Learning and Director of Learning and the Chair of the CL Board.
- An Autumn term meeting for each school held with heads and Chairs of Governors, led by a Camden Professional Partner (CPP) to agree overall effectiveness and identify key priorities for schools. The CEO and Director of Learning from Camden Learning attend a cross section of primary, secondary and special school meetings

- A termly programme of visits from a CPP to inform and support school development priorities. Reports from visits circulated to the Headteacher, Chair of Governors and Director of Learning and CEO of Camden Learning.
- Camden Learning has a Performance Committee which is a sub-committee of the main Board. It monitors the implementation of this policy and ensures the Board always has an up-to-date understanding of performance and need across Camden.

In the event of a school 'requiring improvement', judged to require a Section 5 inspection within 18 months or given a IA warning notice

In conversation with the school headteacher, the Chair of Governors and when relevant representatives from the Diocese, an action plan is agreed e.g. specialist advisers, additional CPP support, brokering of Camden school leaders and lead practitioners. Plans will include clear timelines, agreed actions from the school and agreed monitoring and evaluation processes. (Appendix A School Intervention Flow Chart and B: Improvement Package Process)

Where appropriate a review will be negotiated and commissioned from Camden Learning.

An improvement project board is established after considering the evidence base outlined in the criteria set down below (Appendix D). The project board monitors and evaluates progress against the action plan and is chaired by the CEO of Camden Learning (or senior nominee). One of the aims of the project board is always to remove the school from a category of RAS at the earliest possible opportunity ensuring weaknesses have been resolved and progress is sustainable.

If governance requires strengthening, Camden Learning will support the governing body of maintained schools to find and appoint additional governors, whilst liaising with the LDBS and Diocese of Westminster for voluntary aided schools.

As part of the support plan, Camden Learning may broker and facilitate a partnership with another local effective school, through the appointment of an Executive Head or the development of a soft federation or collaboration.

If the school does not respond to the LA's concerns swiftly enough, the LA may invoke its statutory powers of intervention according to the [Education and Inspections Act 2006](#). These include issuing a formal improvement notice to the governing body, suspending the governing body's right to a delegated budget, proposing to the Secretary of State the appointment of an Interim Executive Board (IEB) to replace the Governing Body, or requiring the school to collaborate with another school or to federate, considering closure. This decision about using the LA's statutory powers will be made between Camden Learning's CEO and Camden's DCS.

Schools Causing Concern: DfE Statutory Guidance for LAs and Regional Directors (RD) October 2022

This statutory guidance describes the processes local authorities and RDs may take in schools that are eligible for intervention within the meaning of Part 4 of the Education and Inspections 2006 Act. These include:

Schools that have failed to comply with a Camden LA improvement notice – *Local authorities may give warning notices to their maintained schools where they have concerns about unacceptable educational performance, a breakdown in leadership and governance, or where the safety of pupils or staff may be being threatened. RD's may give a warning notice to a maintained school where they have concerns about a breakdown in leadership and governance, or where the safety of pupils or staff may be being threatened. Where a maintained school does not comply with a warning notice, it will become eligible for formal intervention. The warning notice process for maintained schools is described in more detail in Chapter 2 of this guidance.*

Schools that have been judged inadequate by Ofsted or are judged to be coasting– *An academy order must, in line with statutory requirements, be issued for all maintained schools that have been judged inadequate by Ofsted, requiring them to become sponsored academies. When an academy is judged inadequate by Ofsted, the RD is able to terminate the funding agreement with the existing academy trust and move the academy to a new trust.*

From 1st September 2022, the Secretary of State has the discretionary power to intervene in maintained schools that are coasting (not making necessary improvements). i.e. those that have 2,3 or 4 consecutive Ofsted judgments of less than Good if they have received their most recent Ofsted inspection under Section 5 of the Education Act 2005 since 01 May 2021.

When a school becomes eligible for intervention, the RD will assess the capacity of the school to achieve rapid and sustained improvements and whether intervention should be recommended to support the school to improve. The RD will consider the school's specific circumstances, including but not limited to:

- Inspection evidence relating to the school and its predecessor institutions, in particular, evidence concerning the quality of leadership and management, including both graded inspections under section 5 of the Education Act 2005, and monitoring inspections under section 8 of the Education Act 2005;
- the trajectory of school inspection outcomes and whether the RD has confidence that any initial improvements will continue without intervention;
- Performance data and other quantitative information, where it is available;
- The local context and any additional information provided by the school and Local Authority on receipt of notification of the school's eligibility for intervention (and, where relevant, information provided by the relevant religious body)

The RD will also consult the relevant local authority and in the case of a foundation or voluntary school, the trustees of the school, the person or persons who appoint the foundation governors, and (in the case of a school that has a religious character) the appropriate religious body. When considering the use of intervention powers in Church schools, the RD will continue to have regard to the Church [memoranda of understanding](#).

It is the Secretary of State's policy that all schools should be able to benefit from being part of a strong multi-academy trust. Therefore, there will be a presumption in favour of issuing the maintained school with an academy order so that it may join a strong multi academy trust unless exceptional circumstances apply. The best course of action will always be informed by an assessment of the particular circumstances of the school, and the needs of its pupils.

Camden Council and Camden Learning would always seek local partnership approaches over that of a multi academy trust intervention.

Warning notices in maintained schools

Local authorities may issue warning notices to their maintained schools under the following circumstances:

1. Low standards of pupil performance

The detail of what constitutes “low standards of performance” is set out in section 60(3) of the 2006 Act. Local authorities may continue to exercise their discretion when issuing warning notices on the grounds of low standards of pupil performance.

2. Breakdown in the way a maintained school is managed or governed

Another ground for issuing a warning notice is that there has been a serious breakdown in the way the school is managed or governed, which is prejudicing, or is likely to prejudice, pupils’ standards of performance.

Local authorities (or RDs where, for example, a local authority has failed to act swiftly enough, either in a particular case or generally in the past, or lacks the capacity to do so) should identify additional support or consider issuing a warning notice to a maintained school where the governing body is failing to deliver one or more of its three core strategic roles resulting in a serious breakdown in the way the school is managed or governed.

The decision to issue a warning notice would depend on the severity of the case. The core strategic roles of a governing body are to:

- Ensure clarity of vision, ethos and strategic direction; 20
- Hold the headteacher and Senior Leadership Team to account for the educational performance of the school and its pupils, and the performance management of staff; and
- Oversee the financial performance of the school and make sure its money is spent appropriately, and to secure value for money.

Evidence that governors may be failing to deliver on one or more of these strategic roles could include, but is not restricted to:

- evidence of poor financial management and oversight, such as consistent overspending of the school's budget beyond agreed thresholds.
- high governor turnover;
- a significant, unexplained change to their constitution;
- the governing body having an excessive involvement in the day to day running of the school;
- lack of appropriate engagement with data. This might include, but is not limited to, data on pupil learning and progress, or staff recruitment; and/or
- not sufficiently managing risks associated with strategic priorities and school improvement plans.

3. The safety of pupils or staff at a maintained school is threatened (whether by a breakdown of discipline or otherwise)

Where local authorities, or an organisation such as Camden Learning acting on the Councils behalf, are concerned that the safety of pupils or staff at a maintained school is threatened, whether by a breakdown of discipline or otherwise, they should issue a warning notice. Local authorities should have regard to the statutory guidance on roles and responsibilities for safeguarding: 'Keeping Children Safe in Education' and 'Working Together to Safeguard Children'. The guidance makes clear what all education institutions (including academies and free schools) should do to safeguard children in their care

4. **The governing body has failed to comply with a provision of an order under section 122 of the Education Act 2002 (teachers' pay and conditions) that applies to a teacher at the school; or have failed to secure that the head teacher of the school complies with such a provision.**

The local authority must give a copy of any formal warning notice they issue to the relevant Regional Director (RD); similarly, an RD must give a copy of any warning notice they issue to a maintained school to its local authority. Again, Camden Learning would work closely with the LA in these instances. In the case of a school with a religious designation, the local authority or RD should raise concerns with the appropriate religious body at the earliest opportunity. In Camden's case, the CEO would be doing this.

Beyond this statutory guidance, 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 their schools, and in doing so should:

- Understand the performance of maintained schools in their area, using data as a starting point to identify any that are underperforming, while working with them to explore ways to support progress;
- Work closely with the relevant Regional Director, diocese and other local partners to ensure schools receive the support they need to improve;
- Where underperformance has been recognised in a maintained school, proactively work with the relevant RD, combining local and regional expertise to ensure the right approach, including sending warning notices and using intervention powers where this will improve leadership and standards; and
- Encourage good and outstanding maintained schools to take responsibility for their own improvement; support other schools; and enable other schools to access the support they need to improve.

The LA will ensure, through its commissioning processes that it takes responsibility for meeting these functions, and in so doing will work closely with Camden Learning to fulfil their statutory responsibilities. (Appendix A: School Intervention Flow Chart and Appendix C: Formal Intervention Procedures)

2. School Support

Camden Learning coordinates and helps lead a range of support to schools. This includes:

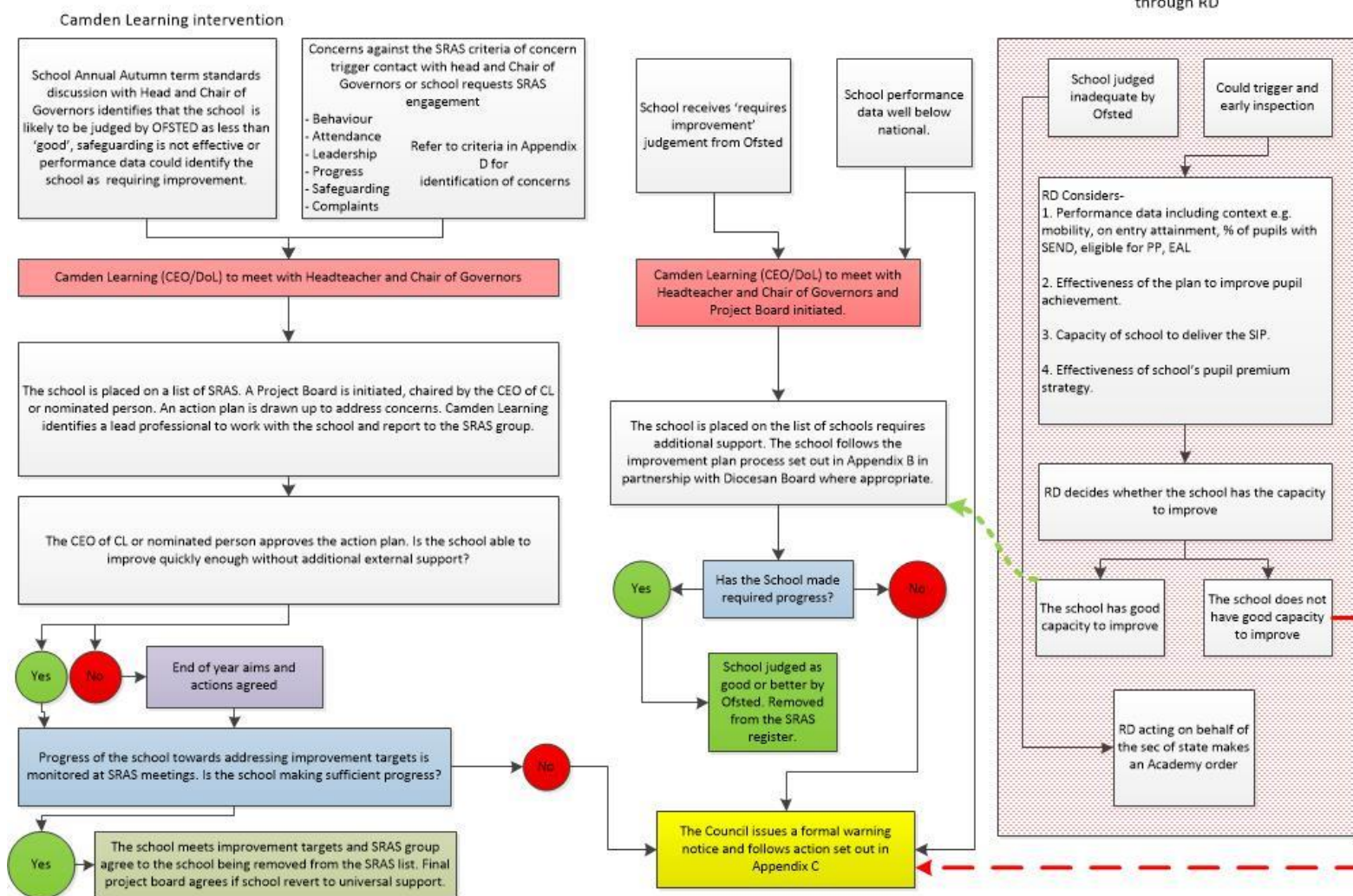
- Bespoke packages of support provided or commissioned by Camden Learning and agreed with Head Teachers;

- Brokerage of collaboration with another local school /school leader
- A range of learning hubs across the borough to take forward projects and initiatives to provide solutions to similar problems, to promote joint practice development and to ensure consistency against end of key stage assessment;
- A programme of Continuous Professional Development, including support for ECT, Leadership, Governance and Safeguarding;
- A range of traded services which schools can purchase;

Feedback and evaluations are sought from schools to continuously improve services to them.

Appendix A Improvement Support Process

Appendix A: School Intervention Flow Chart



Appendix B Improvement Package Process

- Where a school is categorised as a School Requiring Additional Support (SRAS), the resulting action plan will reflect the priorities in the School Development Plan and identified during the half termly project board meetings. The project board monitors and evaluates progress against the action plan and is chaired by the CEO of Camden Learning or their representative. One of the aims of the project board is always to remove the school from the SRAS category at the earliest possible opportunity. The project board will report through the Chair of Governors to the governing body but does not replace the functions of the governing body.
- If governance requires strengthening, Camden Learning will support the governing body in finding and appointing additional governors for maintained schools, whilst liaising with the LDBS and Diocese of Westminster for voluntary aided schools
- As part of the support plan Camden Learning may broker and facilitate partnership with another stronger school, and or through the appointment of an Executive Head, and the development of a collaboration or soft federation
- If the school and the governing body do not respond to the Camden Learning's concerns- and therefore the LA's concerns, the LA may invoke its statutory powers of intervention according to the Education and Inspections Act. (See Appendix C)

Appendix C Formal Intervention Procedures

Section 63 – 66A of the Education and Inspections Act 2006 gives the local authority and Regional Directors (RD) powers to challenge maintained schools to improve. The following actions can be taken:-

- Issuing a formal warning notice to the governing body. LAs (and RDs) may give warning notices to their maintained schools where they have concerns about unacceptable educational performance, a breakdown in leadership and governance, or where the safety of pupils or staff maybe threatened.
- To require the GB to enter into informal partnership arrangements
- Appointment of additional governors (Section 64)
- Suspending the governing body's right to a delegated budget (Section 66)
- Appointment of an Interim Executive Board (IEB) to replace the Governing Body (Section 65 *enables LA to apply to the RD for consent to constitute the GB of a maintained school as an IEB*)
- Requiring the school to collaborate with another school or to federate
- Advise on alternative organisation including possible Academy type approach.
- To enter into a contract or other arrangement for specified services of an advisory nature with a specified person (who may be the governing body of another school)
- To make arrangements to collaborate with the governing body of another school
- To make arrangements to collaborate with a further education body
- To take specified steps for the purpose of creating or joining a federation

Appendix D CRITERIA FOR INCLUSION INTO SRAS

- The school has been judged by Ofsted as Grade 3 requiring improvement
- The school is not graded by OFSTED as Grade 3, but is judged as at risk of that by Camden Learning
- to be vulnerable when inspected by Ofsted or identified by CL as such and requiring additional support
- Failure to meet statutory safeguarding responsibilities.
- A school itself has requested additional support that meets the criteria

Schools would require additional support where:

- (i) Performance data indicators may trigger early inspection including outstanding schools
- (ii) The school is in danger of being judged as requires improvement or worse
- (iii) Levels of attainment and/or pupils' progress and/or expectations of pupils' progress are below what would be expected over time for prior attainment in a core subject, a number of non-core subjects or in relation to a key group of pupils.
- (iv) Evidence of declining progress of disadvantaged pupils and a widening gap against the national average for other pupils
- (v) In particular
For Secondary Schools:
 - A level and/or GCSE results are poor against attainment 8 and progress 8
 - Evidence of serious underperformance over time by one or other gender, ethnic or another group
 - Evidence of poor progress of disadvantaged pupils and a widening gap against the national average for other pupils
 - Evidence of leaders low expectations of pupils' which are impacting on their achievement
 - High levels of exclusions, low pupil attendance and evidence of off rolling
 - Evidence of a narrowed or weak curriculum offer for any subjects or groups of pupils
For Primary Schools:
 - EYFS, Key Stage 1 or 2 outcomes are poor given starting points
 - The percentage of children reaching expectations in the phonics check is low when taking the context of the school and particular cohorts into consideration
 - Evidence of poor **progress** of disadvantaged pupils and a **widening** gap against the national and London average against the national /London average for other pupils
 - Evidence of serious underperformance by one or more pupil groups.
 - Evidence of poor **progress** by any group of pupils
 - Evidence of leaders low expectations which are impacting on pupils' achievement.
 - Evidence of a narrowed or weak curriculum offer for any groups of pupils

For Special Schools

- All of the above that apply to the pupils served by the school and in relation to the progress and outcomes pertinent to the curriculum and outcomes appropriate.
- Underperformance, expectations, progress and outcomes for pupils (where national measures are not suitable) are judged in comparison with those of pupils with similar needs nationally.

And for all types of school where there is/are:

- (vi) Inadequate progress in addressing the key issues for action identified in a previous Ofsted inspection report.
- (vii) Serious concerns about pupils' behaviour (Overall inside the classroom, during transition, breaktimes and talking to staff) or safety in the school
- (viii) The school is significantly above the median for absence and the school is insufficiently rigorous in addressing the issue.
- (ix) Evidence that the quality of education (intent, implementation or impact) is judged to be less than good and lack of strategies to get this to good or better quickly enough.
- (x) Serious failures in leadership or management which are not being addressed by the headteacher or governing body and which require external support to move forward. Examples include:
 - a. Failure to ensure high quality of teaching and curriculum offer
 - b. Failure to implement appropriate school improvement priorities
 - c. Failure to use resources effectively
 - d. Failure to develop other levels of management
 - e. Failure to meet statutory responsibilities, e.g. safeguarding, curriculum requirements
- (xi) Loss of confidence by a substantial number of students, parents or governors
- (xii) Staff disaffection that is likely to lead to unplanned instability
- (xiii) Serious shortages of resources, deficiencies in the use of resources or in accommodation which are adversely affecting standards and which are likely to lead to (i), (ii), (iii), (v), (vii) or (viii) above if not addressed promptly or financial instability.
- (xiv) Serious concerns about the management and operation of schools premises leading to heightened health and safety risks to children, staff or visitors. Failure to meet premises related legal or statutory duties or the premises being unavailable for extended periods of education leading to (i), (ii), (iii), (v), (vii), (viii), (ix), (x), (xi) or (xvii).
- (xv) Significant relationship or communication problems/serious conflict (e.g. between headteacher/staff, headteacher/governors or within the governing body),

particularly where these are having or are likely to have an adverse effect on pupil progress.

- (xvi)** High level and upward trajectory of exclusions and suspensions
- (xvii)** Low attendance - high level of persistent absences / consistently low overall pupil attendance
- (xviii)** Evidence of off rolling
- (xix)** Serious concerns about the school's provision for pupils with special needs:
 - a. Pupils' outcomes on their Education, Health and Care plans are not being met in an unacceptable proportion of cases
 - b. Needs of pupils, at School Support with ENG funding or those with Education Health and Care (EHC) plans, are not being met in an unacceptable proportion of cases.
 - c. The funding designated for pupils with SEND is not being used to support these pupils
 - d. An unacceptable number of parents and/or partner agencies have raised concerns about the school with regard to their provision for pupils with SEND
- (xx)** A number of the following issues need to be addressed:
 - a. Lack of educational/strategic direction by the leadership team and governing body
 - b. Weaknesses in the School Improvement Plan
 - c. Ineffective monitoring and evaluation processes
 - d. Poor staff development
 - e. Ineffective or under-developed management by a deputy headteacher, Senior Management Team or subject leaders.
- (xxi)** Tension within community groups and or between different cultural groups, which adversely affects relationships in the school
- (xxii)** The school has serious financial difficulties:
 - a. The school has financial difficulties which have led, or are likely to lead, to it requiring special support in relation to educational issues
 - b. Audit identification of serious financial management weaknesses.
- (xxiii)** The school has serious personnel difficulties:
 - a. The headteacher is on long term absence (or there is a vacancy) and/or the school either has no deputy headteacher or the deputy is unable or unwilling to act as headteacher.

- b. The headteacher's (or deputy headteacher's) management is inadequate
- c. There is a loss of confidence in the headteacher.
- d. There are persistent significant levels of staff absence and/or turnover.
- e. There are particularly problematic issues relating to, for example, discipline, grievance, dispute, qualifying complaints, or other issues
- f. The school is undergoing reorganisation or closure procedures
- g. There is evidence of significant falling rolls likely to impact on school finances

(xxii) The school has serious safeguarding issues including a series of complaints:

- a. Students report they do not feel safe in school
- b. High reporting of sexual harassment and child to child abuse
- c. The safeguarding and child protection policy is not kept up to date
- d. A safeguarding incident has highlighted inadequate procedures in place to protect children, that don't meet statutory requirements
- e. Capacity and effectiveness of the DSL in carrying out statutory safeguarding functions
- f. Inadequate reporting and record keeping systems, safer recruitment checks are not being carried out
- g. The single central record is not up to date or accurate and the relevant checks have not been made of all staff
- h. Risk assessments are not being carried out

(xxiii) The school has serious weaknesses in its response to the Prevent Duty:

- a. An incident has highlighted that procedures for identifying pupils at risk of radicalisation are inadequate
- b. The school has not addressed how it will prevent radicalisation and extremism

Appendix E Categories of Support

Categorisation of Support Offer as defined in Standards Meetings, and through SRAS meetings during the year

Categorisation	Definition	Current Offer
Universal offer	No arising concerns, school self evaluation robust, school has effective leadership capacity.	<ul style="list-style-type: none"> • 3 school visits per year including a standards conversation at first visit • Additional 0.5 day for a new school or new HT.
Specific Project Board (e.g. attendance, finance, Governance), complaints	Some specific areas risks to the school which are not directly related to the quality of education but may impact on it if not addressed.	<ul style="list-style-type: none"> • 3 school visits per year including a standards conversation at first visit • Additional 0.5 day for a new school or new HT. • Half termly or termly team around the school meetings • Additional support from the attendance team, Governor services, finance team as appropriate,
Watching Brief	Some specific areas of development which are priorities, but school demonstrates the capacity to resolve without additional resource. Immediate risk to Ofsted categorisation low.	<ul style="list-style-type: none"> • 3 school visits per year including a standards conversation at first visit • Additional 0.5 day for a new school or new HT. • 1.5 Days (12 hours) additional support including offer of External Review on focus areas to support school action planning and evaluation • Half Termly internal review of current position in relation to concerns at SRAS meeting
Targeted Project Board	As outlined in SRAS policy (appendix D) The school is not graded by OFSTED as Grade 3, but is judged by Camden Learning to be vulnerable if inspected by Ofsted so requiring additional support or a school has requested additional support that meets the criteria	<ul style="list-style-type: none"> • 3 school visits per year including a standards conversation at first visit • Additional 0.5 day for a new school or new HT. • Half termly project board meetings (moving to termly where a school is judged to be making sustained good progress) • 3 Days (24 hours) additional support including offer of External Review on focus areas to support school action planning and evaluation • Brokered funded additional support for specific school priorities
Improvement (intensive) Project Board	As outlined in SRAS policy (appendix D) The school has been graded by OFSTED as Grade 3, or is not currently but is judged by Camden Learning to be highly vulnerable when inspected by Ofsted and as such requiring additional support or school has been judged to Require Improvement	<p>School follows improvement plan as set out in appendix B of the SRAS policy in partnership with diocesan board as necessary</p> <ul style="list-style-type: none"> • 3 school visits per year including a standards conversation at first visit • Additional 0.5 day for a new school or new HT. • Half termly project board meetings • 6 Days (48 hours) additional support including offer of External Review on focus areas to support school action planning and evaluation • Brokered funded additional support for specific school priorities

Appendix F Process for Project Boards

Principles of Project Boards

A project board is established after considering the evidence base outlined in the criteria set down in the SRAS policy (Appendix D). An unresolved problem which puts at risk the education and/or personal well-being of pupils indicates that the school needs additional support.

The project board monitors and evaluates progress against the action plan and is chaired by the CEO of Camden Learning (or senior nominee). One of the aims of the project board is always to remove the school from a category of SRAS at the earliest possible opportunity, ensuring weaknesses have been resolved and progress is sustainable.

The underlying principles of project boards are that:

- the responsibility for the management of the solution of educational and human resource problems in a school rest with the headteacher and governing body unless they are unable to fulfil this function.
- there must be a common understanding of the issues giving cause for concern and a shared agreement that intervention is required. Where a school does not engage with discussing the issues or the necessary improvement strategies proposed through targeted support, Camden will use its formal warning powers.
- there should be a shared commitment to making effective use of additional resources to address the key issues, with the school's headteacher and governing body leading the planning and implementation of improvement strategies.
- where leadership and management do not have this capacity, a key focus of the targeted support will be in developing it, including within the governing body.
- information which indicates that there may be a problem will be shared with the headteacher and the chair of governors at the earliest appropriate opportunity.
- Should a school be judged to be making insufficient progress towards agreed outcomes, more formal powers might be considered.

The Role of the CPP

The role of the CPP is to provide support and challenge to the HT and school to ensure that it is well placed to meet its strategic intent and provide the best quality education for all its pupils. Part of the role of the CPP is identifying and planning support where a specific school challenge or risk is identified. The CPP is Camden Learning 'on the ground' and can connect quickly with Camden Learning's CEO or Director of Learning.

CPPs will signpost the school to relevant programmes and specialist support available and will act as a link between the school and the Camden Learning. The CPP will also promote and assist in the development of new ways of working to support sustainable improvement.

CPPs should quality assure self-evaluation and ensure that accurate school and pupil performance databases are maintained. CPPs will continuously refresh their expertise and skill sets to meet the new challenge presented by the changing education landscape.

The role of the CPP is to:

- provide support and challenge
- promote the aims of the Camden Education Strategy
- to identify and support where a specific school risk is identified.

- identify and signpost the school to relevant Camden Learning programmes and initiatives
- provide a link between the school and the partnership.
- promote and assist in the development of new ways of working
- ensure accurate school self-evaluation and record keeping is maintained

Support offered

Camden Learning coordinates and helps lead a range of support to schools. Camden Learning commissions and agrees with Headteachers bespoke packages of support. Additionally funded resources should be used to engender longer term increased capacity at the school e.g. through staff development, coaching and training, supported reviews and action planning. This support could include additional CPP visits above the core offer indicated in table. It cannot be used to supplement or provide salary for additional staff or for existing initiatives. In short, this type of funded support includes:

- Additional CPP days (as above)
- Funded training, reviews and support from CL or external providers brokered by CL
- Broker collaboration with another Camden school /school leader
- A range of collaborative learning experiences across the borough to take forward projects and initiatives to provide solutions to similar problems, to promote joint practice development and to ensure consistency against end of key stage assessment;
- Support for ECT, Leadership, Governance and Safeguarding

Roles and Responsibilities

The school will:

- Ensure accurate and rigorous self-evaluation against key priorities
- Ensure that key leaders, including Governors are familiar with the agreed priorities
- Ensure school development/action planning addresses the priorities outlined
- Actively engage with the SRAS process, including providing outcome measures against agreed priorities and completing a short template to report these to the project board.

The CPP will:

- Be a key point of contact between Camden Learning and the School
- Analyse and interpret school data
- Agree priorities and solutions
- Support the process of school evaluation in key areas and check the school's evaluation of its performance
- Identify strengths and areas for development
- Challenge self-evaluation
- Broker support as required
- Produce record of visits
- Advise on school progress.
- If requested, carry out headteacher performance management

Structure of Project Board meetings

Initial Meeting

This meeting will be attended by the agreed project board Chair, Headteacher, Chair of Governors and CPP

At the initial meeting, key priorities and expected end of year outcomes will be agreed with the Headteacher and Chair of the Governing board. There will be no more than 4 key priorities. Expected outcomes should be measurable and demonstrate impact on pupil outcomes and/or the Quality of Education (intent, implementation, impact).

The category and type of support needed will be discussed. Following the meeting, the CPP and school leadership will map out the additional support provided by Camden learning.

The outcome of this meeting will be a short letter drafted by the Chair that outlines the issues facing the school and context, the category of support, agreed priorities, outcomes and types of support.

Dates for subsequent meetings will be agreed.

Agenda for the initial meeting:

1. Chair to define purpose of the meeting
2. Agree the end of year outcomes
3. Initial actions taken by senior and middle leaders and school development planning
4. Initial actions taken by governors
5. Support from Camden Learning and other partners & plan for brokered support
6. Identify follow up actions with dates
7. Dates of Future Meetings

Subsequent Meetings

These meetings will also be attended by the agreed project board Chair, Headteacher, Chair of Governors and CPP

A short report template will be completed on an agreed format that outlines the schools' actions and impact against the agreed priorities and next steps prior to the meeting. The impact any additional support from Camden Learning or brokered partners will be outlined.

The agenda below, including the progress and risk outcomes will be shared prior to the meeting along with the Project Board report

The Chair will agree the school progress against the agreed priorities and risk of not meeting them fully by the end of the academic year and indicate this on the report.

Where a school is judged to be making unsatisfactory progress, additional interventions such as the implementation of rapid improvement plans supported by weekly CPP meetings, and or wider interventions as outlined in this policy will be considered.

This report template will be circulated to the Headteacher, Chair of Governors and CPP.

It is expected that the Chair will circulate the completed report to relevant members of the Governing Body as it is an efficient way of ensuring all governors understand the key areas of improvement identified and what's been done to address concerns. It should also be a focus for discussion at the Governing Body meeting.

Agenda

1. Chair to define purpose of the meeting
2. School to present report on progress against outcomes and any contextual changes
3. CPP to report on progress towards outcomes (see key below)
4. Chair of Governors to report on any additional board actions
4. Impact of support offered and any next steps/revision of support
5. Identify follow up actions with dates
6. Chair to outline overall progress against agreed priorities and risk of not meeting them fully by the end of the academic year (see key below)
6. Dates of Future Meetings

Appendix F Template for Project Board Reports

Present: ???? (Chair), ???? (CP), ???? (Headteacher), ???? (CoG)

?????? Primary/Secondary School	Timescale for Support		Level of additional support:		Ofsted: How good is the school?			
	Date:	Start dd-mmm-yy	Exit dd-mmm-yy	Targeted	Intensive	Date: dd-mmm-yy Ofsted grade: ???		
End of Year (EoY) Aims 2023-24 <ul style="list-style-type: none"> ????? ????? ????? 			Key area(s) of focus Tracking and Year Group)	Expected Outcome	<i>Actual Dec</i>	<i>Actual Mar</i>	<i>Actual Jul</i>	
			1.					
			2.					
EoY Aim:								
Previous Actions	Current context and impact of actions			Next steps/Actions				
				(Indicate responsibility for actions with initial e.g. HT – Headteacher, CPP)				
EoY Aim:								
EoY Aim:								
Overall progress since previous PB	Good	Satisfactory	Unsatisfactory	Risk of not meeting all expected aims at year end		Low	Medium	High

Progress Made by School

Overall	
Good	Actions have noticeably accelerated progress, resulting in measurable improvements in all priorities.
Satisfactory	Actions have noticeably accelerated progress, resulting in measurable improvements in most priorities.
Unsatisfactory	Actions have not yet noticeably accelerated progress, and impact is not seen against most priorities

Overall Risk of not meeting end of year outcomes	
Low	The school will meet or exceed end of year outcomes.
Medium	End of year outcomes are likely to be met if the school continues with its current rate of progress.
High	There is a significant risk that the end of year outcomes will not be met.