



School Support and Development Strategy



Published: September 2026
Review Date: October 2027

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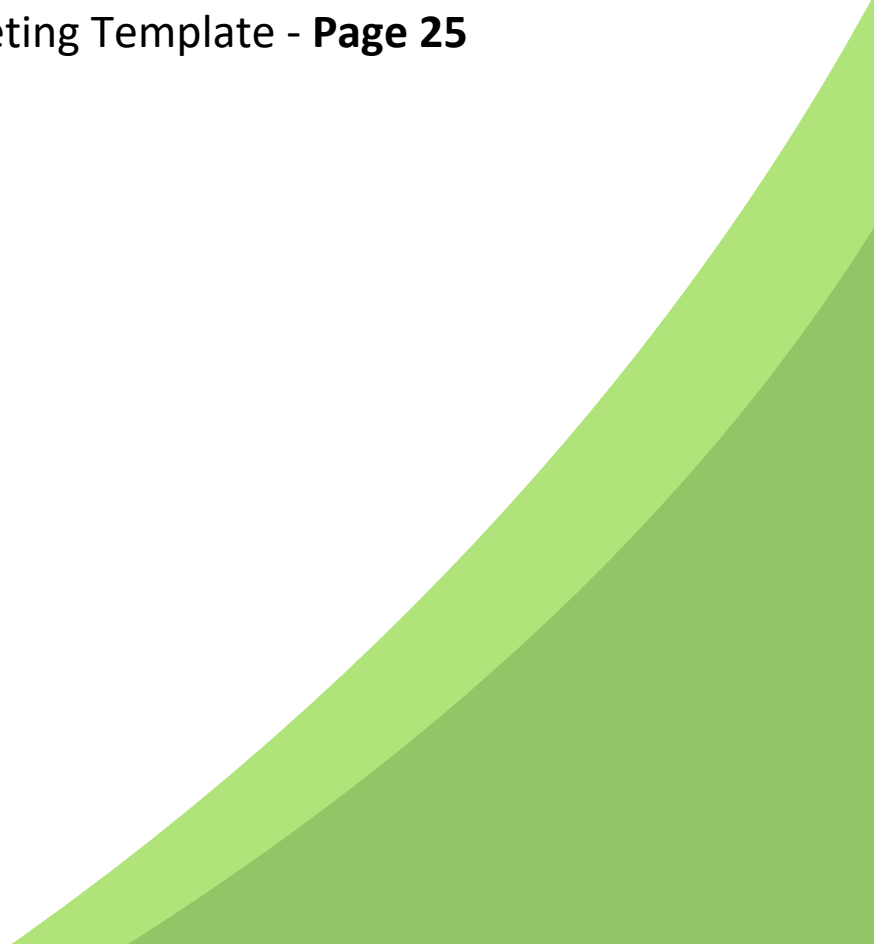
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Camden Learning Commitment

Since Camden Learning was founded in 2017, all Camden schools have been active partners in co-constructing a model based on the principle that collective effort achieves more. We are united by a powerful moral purpose and determination to make a significant difference to the lives of children and young people. Our work is underpinned by the values of excellence and social equity, recognising that a successful education system must cater to all. This involves understanding and adapting to the diverse needs of our community, especially those who need us most.

In a self-improving system, schools take ownership of problems, and solutions are seen to be available from within the school system, provided schools work together to diagnose the problems and devise solutions in their mutual interests, (Hargreaves, 2010). The school system is not simply an amalgam of isolated schools but a collection of groups of schools that sometimes need to collaborate in order to get better, both individually and at system level.

A self-improving system embodies collective responsibility. The architecture of this rests on:

- Maximising the benefits of school clusters to drive improvement and efficiency.
- Prioritising local solutions tailored to community needs.
- Encouraging co-construction and collaboration between schools.
- Embedding the use of evidence and research to inform practice.
- Broadening the role and reach of system leadership.
- Fostering mutual accountability, rather than relying on top-down professional review.

As a successful locally aligned area partnership, Camden Learning works with all Camden Schools to create a sustainable model of a self-improving school system. Our aim is to draw expertise from Camden schools advised by other professionals, experts and advisers.

When supporting a self-improving system, the role of Camden Learning is to:

- Work collegially with all school partners, drawing on shared expertise to inform approaches.
- Identify and model effective and innovative practice to inspire improvement.
- Provide both challenge and support where outcomes fall short of comparable benchmarks.
- Ensure Camden's professional development offer is high-quality, responsive, and attractive to external participants.
- Support all staff groups at every stage of their career journey.
- Create and nurture opportunities for innovation, linking practice to educational research.
- Use school and setting feedback to continuously refine and enhance practice.
- Adopt a cycle of thinking, testing, and learning to drive system-wide development.
- Champion diversity by ensuring underrepresented groups in the workforce are promoted and supported, while addressing systemic barriers to success.



The primary responsibility for school improvement rests with the schools themselves. Rigorous self-evaluation ensures that weaknesses and strengths are reliably identified, and rapid action ensures areas of development improve swiftly. As a school-led partnership, Camden Learning provides a platform for peer and external challenge and support, informing robust self-evaluation and promoting the sharing of innovation and effective practices. Camden's Education Strategy, "Building Back Stronger," articulates the ambition for all Camden children to receive an excellent educational experience provided by ambitious and inclusive schools.

Camden schools are committed to continuous improvement. We uphold high expectations that all members of the community will contribute to the shared vision that every child can achieve to a high standard, regardless of background or circumstance. This vision is underpinned by a refusal to accept anything less than an excellent education for every child, aiming to narrow the achievement gap between the most and least advantaged.

The Camden Learning School Improvement approach is underpinned by the following principles:

- That the outcomes of every child or young person are a collective responsibility.
- To work in partnership with schools in developing sustained self-led improvement.
- That every school / education setting in Camden will make effective provision for all children and young people so that they make good progress in their learning, can move successfully on to the next stage of their education, and aspire for employment and independence in adult life.
- Acknowledgement that while responsibility for improvement rests with individual schools/education settings as self-managing institutions, Camden Council commissions Camden Learning to undertake a statutory duty to challenge and, where it deems it necessary, to undertake timely interventions in schools to raise standards.

School Self Evaluation

Effective schools know themselves well. They draw on evidence systematically collected, identify their strengths and frankly discuss their weaknesses. They are prepared to measure themselves against the high standards set by others and are committed to taking effective action to further improve the outcomes for their pupils. School self-evaluation should be rooted in the school's context, statutory responsibilities and normal improvement processes. Evidence should cover safeguarding; inclusion; curriculum and teaching; achievement; attendance and behaviour; personal development and wellbeing; leadership and governance; and, where applicable, early years and post-16 provision.

Successful, self-evaluating schools will regularly ask themselves rigorous questions about:

- Academic standards and progress for all pupils.
- The effectiveness of teaching and curriculum provision, with a sharp focus on disadvantaged pupils and those with special educational needs and/or disabilities (SEND).
- The well-being of both pupils and staff.
- The extent to which learning is sufficiently challenging and responsive to individual needs.
- The identification and removal of barriers to learning and wider school improvement.
- The effectiveness of leadership at all levels.
- The quality of governance in setting direction, providing challenge, and holding the school to account.
- The robustness of quality assurance and the effectiveness of data analysis systems.
- The consistency with which policies are implemented across the school.
- The school's capacity to embrace opportunities and external developments, including learning from the experiences and successes of others.

Defining a process

Schools should shape for themselves a self-evaluation process that is clear, fair and transparent.

- It needs to be rigorous, evaluative and based on robust evidence.
- It should be integrated with routine management systems, embedded in school improvement planning, and not be undertaken solely for the purpose of inspection.
- It should incorporate the views of their stakeholders to inform actions.
- The school's recorded summary of its self-evaluation process should be updated at least annually and be evaluative of the impact of its action on learners.

Evaluating effective processes

The methods a school uses to identify its strengths and weaknesses need not be uniform or complex. In the most effective schools, processes are clear, purposeful, and straightforward. Whatever the chosen approach, the following tests of effectiveness should be applied:

- Does the self-evaluation benchmark the school's performance against other schools, particularly those that are most comparable?
- Is the evaluation grounded in a robust range of evidence, incorporating the perspectives of key stakeholders such as staff, pupils, and parents?
- Does it actively engage key people within the school and directly inform improvement planning?
- Most importantly, does it lead to meaningful and effective action?



The Camden Learning Commission

Local authorities have considerable freedom as to how they deliver their statutory responsibilities. Camden Council commission Camden Learning to act as champions of high standards of education across maintained schools, and all Camden schools are members, so in doing so:

- Understand the performance of Camden Schools, using data as a starting point to identify any school that is underperforming, while working with them to explore ways to support progress.
- Work closely with the diocese and other local partners to ensure schools receive the support they need in reaching and sustaining self-led improvement and success.
- Where underperformance has been recognised in a school, combine local and regional expertise to ensure the right approach.
- Encourage all schools to take responsibility for their own improvement, support and enable other schools to access the support they need to improve.

The success of schools is a shared responsibility. Camden Learning has a duty to promote high standards in Camden schools, ensuring every child fulfils their potential and flourishes. Where it becomes evident that a school cannot be supported to improve through its own efforts, the LA commissions Camden Learning to give active and additional support.

National Context

The Department for Education's Support and intervention in schools statutory guidance, effective from 7 September 2026, sets out the responsibilities of local authorities in relation to maintained schools requiring support or intervention. It also explains how the Department for Education's Regions Group, acting on behalf of the Secretary of State, will approach intervention in maintained schools and academies. The guidance covers schools judged by Ofsted to require significant improvement or special measures, "stuck" schools that meet the statutory coasting definition, warning notices, governance failures and the intervention powers available to local authorities and the Secretary of State.

Regional Improvement for Standards and Excellence (RISE) operates through two levels of support. Universal RISE is available to all schools and promotes improvement by signposting effective practice, supporting peer-to-peer collaboration and connecting schools and responsible bodies with relevant improvement programmes, hubs and networks. Its national priorities are attainment, with a particular focus on English and mathematics; inclusive mainstream practice; reception-year quality; and attendance.

Targeted RISE intervention provides mandatory, bespoke support for eligible schools. This includes "stuck" schools that have not experienced a change of responsible body since their previous inspection and, from September 2026, schools judged by Ofsted to require significant improvement. RISE advisers work with the school and its responsible body to identify improvement needs and, where appropriate, arrange support from a high-quality organisation. RISE teams have access to funding to support this work and review progress and engagement regularly.

Camden Learning will work constructively with RISE teams, schools and responsible bodies to ensure that support reflects the local context. It will seek to contribute local expertise, broker effective school-to-school support and identify strong local organisations and approaches that could support eligible schools, where this is consistent with the intervention agreed by the Department for Education.

Ofsted's renewed education inspection framework and report-card system was introduced in November 2025. The updated state-funded school inspection toolkit, version 2.0, applies to inspections from 7 September 2026. Ofsted grades six core evaluation areas:

- inclusion
- curriculum and teaching
- achievement
- attendance and behaviour
- personal development and wellbeing
- leadership and governance

These are graded using a five-point scale: urgent improvement, needs attention, expected standard, strong standard and exceptional.

Safeguarding is evaluated separately as 'met' or 'not met'. Early years and post-16 provision are graded as additional evaluation areas where applicable. Ofsted does not award a single overall-effectiveness grade under this framework. These changes aim to drive improvements and support high-quality education. Camden Learning will ensure that all Camden schools are well prepared for meeting the requirements of the new inspection framework and align its work to celebrate strength and provide support against each of the evaluation criteria.

Wider offer that supports schools to remain strong

Camden Learning works in partnership with schools to increase their self-knowledge and capacity to improve through brokering a range of development and support strategies. This includes supporting and facilitating:



School Evaluation and Improvement

Accurate school-based self-evaluation, drawing on nationally recognised criteria.
Collation and analysis of a range of quantitative data, with feedback.
Development pathways for leaders, emphasising their role in school self-evaluation.



Curriculum and Inclusive Practice

Supported development of the curriculum: its leadership; communication and language, reading, writing and mathematics; inclusive curriculum, culture and practices.
The identification and assessment and teaching of pupils with special educational needs (SEND).



Targeted Support and Pupil Outcomes

Working with schools to identify underperformance in groups of subjects or particular categories of pupil, with a particular focus on the performance of disadvantaged pupils.
Attendance and exclusions support and guidance.



Professional Learning and Collaboration

Coaching and mentoring for both new and experienced Headteachers.
A responsive programme of continuous professional development informed by arising local and national priorities for teachers, teaching assistants and other support staff agreed with school leaders.
A range of learning hubs and joint practice development using school expertise to develop and explore expert pedagogy, disseminating learning to all Camden Schools.
Support from other schools and classroom practitioners.



Innovation and Strategic Leadership

School led initiatives that align with local priorities, seeking to find solutions and new ways of working to meet the aims of our shared vision and education strategy.



Governance and Safeguarding

Governor development and support.
Safeguarding support and guidance.



Financial and Operational Support

Advice on school budgets and financial planning.

Feedback and evaluations are sought from schools to seek impact and improve the way we work.

The collection and analysis of data across all key stages ensures that schools can 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.

Systems in place to support knowledge building include:

- An Autumn term meeting for each school held with the headteacher and Chair of Governors, led by the Camden Professional Partner (CPP) to agree overall effectiveness and identify key priorities. 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 dedicated CPP to inform and support school development priorities. Reports from visits circulated to the Headteacher, Chair of Governors, Director of Learning and CEO of Camden Learning.
- Published school data is shared with key stakeholders including Headteachers and Chairs of Governors, the independent Chair of Camden Learning, the Camden Learning Board, CEO and Director of Learning and Impact at Camden Learning and the local authority via its scrutiny process.
- Reports from CPPs, peer reviews and associate consultants identify strengths and any issues of cause for concern including those related to leadership and management, the overall quality of education, rates of progress for all groups, and safeguarding of children including pupil behaviour.
- Monthly Camden Learning School Improvement Team meetings chaired by the Director of Learning and Impact and attended by School Improvement Advisers.
- A termly SRAS meeting of Camden Council Heads of Service, led by Camden Learning at which risk registers are considered, and common areas of concern identified.
- Risk register meetings between the CEO of Camden Learning, Director of Learning and Impact and advisers to evaluate evidence and agree the level of action on any identified concerns.
- A half-term school-led improvement group (SLIG) made up of school leaders, to oversee the planning, implementation, and evaluation of Camden Learning's professional development programme.
- Ongoing reporting of advisory visits including those offering advice and guidance in primary and secondary curricula, middle and senior leadership, Post 16, Inclusion, Safeguarding and Governance.
- Camden Learning Performance Committee held termly, which is a sub-committee of the Camden Learning Board. It monitors the implementation of this policy and ensures the Board has an up-to-date understanding of performance and need across Camden.



The role of CPPs

The role of the CPP is to provide support and challenge to the Headteacher and school to ensure that it is well placed to meet its strategic intent and provide quality education for all its pupils. CPPs offer advice, insight, support and guidance, working with school leaders on their school improvement activity. The CPP is Camden Learning 'on the ground' and can connect quickly with Camden Learning's CEO or Director of Learning and Impact.

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

CPPs will 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 Build Back Stronger.
- 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.

Process of assessment and allocation of support

Accurate self-evaluation enables school leaders to recognise where additional capacity, focus, or targeted support may be beneficial, even if a school has not been identified through the formal risk assessment process set out in this policy.

Strengths and areas of risk within school settings will be identified on an ongoing basis. This will draw both on local intelligence and on the criteria established through the termly risk assessment process (see Appendix A).

The evidence will be considered collectively to reach a local assessment of the school's current effectiveness, capacity to improve and appropriate level of support.

Universal Support

Where a school is judged to be at least 'expected standard' in every applicable graded evaluation area—including 'strong standard' or 'exceptional', and safeguarding is 'met', with attainment, progress and other performance indicators presenting no significant concerns, the school will normally receive universal support.

This comprises of 3 half day visits per year from a Camden Professional Partner (CPP) with a focus on standards, curriculum and inclusive practice, this is in addition to the wider Camden Learning improvement offer.

Camden Learning provides two levels of additional support — Focused and Targeted. Both aim to strengthen school improvement and ensure high-quality education and well-being for all pupils. The type of support offered depends on the nature and scale of the issues identified.



Focused support is light-touch and time-limited, designed for schools with good overall capacity but requiring help with one or two specific aspects of practice.

Targeted support is more intensive, applied where there are unresolved issues posing significant risks to pupils' education or well-being, and may involve strengthened governance.

Focused Support and Targeted Support are Camden Learning's local support categories. They are distinct from the DfE's targeted RISE intervention and do not, by themselves, indicate statutory eligibility for intervention.

Focused support

Identification

Focused support is typically identified through school self-evaluation, through CPP visits or through data outcomes. It is applied where a school demonstrates overall capacity to improve but has one or two specific aspects of practice requiring supported action. These aspects may place the school at risk of being judged less than the expected standard in one or more Ofsted evaluation areas.

Process of entry / review (see Appendix B)

- DoLI and CPP agrees with school leaders the areas of focus
- DoLI and CPP work with the school to agree plan for development
- Identified additional support organised
- Termly review points to check progress against priorities

Support Offer

Schools identified for focused support will receive:
1.5 days of additional CPP/Advisory support.

Accountability

Termly review meetings will be held to evaluate progress against the identified areas of focus

The CPP and Headteacher will be jointly responsible for preparing and circulating documentation in advance of review meetings.

Review meetings will be chaired by the Director of Learning and Impact.

Requesting focused support

School leaders can, at any point in the academic year, approach Camden Learning and make a request for focused support. Each request would be considered on its own merit with key aims agreed alongside the school leadership team.



Targeted support

Identification

Targeted support is initiated following consideration of the evidence base set out in Appendix A, where there is an unresolved issue that poses a risk to pupils' education and/or personal well-being. In such cases, Camden Learning and school leaders agree that additional support is required. Priorities and key aims are jointly established and aligned with the school's own action planning. A core aim of targeted support is to return the school to the universal offer at the earliest possible stage, ensuring that weaknesses are resolved and improvements are sustainable.

Underlying principles

- Responsibility for addressing educational or human resource issues lies with the Headteacher and Governing Body, unless they are demonstrably unable to fulfil this role.
- There must be a common understanding of the concerns and a shared agreement that intervention is necessary. Where a school fails to engage with the discussion of issues or with improvement strategies proposed, Camden may invoke its formal warning powers.
- Additional resources must be used effectively to address the key issues, with the Headteacher and governing body leading planning and implementation.
- Where leadership and governance lack the necessary capacity, a key priority of targeted support will be to strengthen these areas, including within the governing body.
- Any evidence of emerging problems will be shared with the Headteacher and chair of governors at the earliest opportunity.
- Progress towards agreed outcomes be judged insufficient, more formal intervention powers may be considered.

Process of entry / review (see Appendix B)

- DoLI and CPP agrees with school leaders the key aims and targets.
- DoLI and CPP work with the school to agree plan for additional support.
- Identified additional support organised
- Half termly review meeting with school, CoG, CPP, Camden Learning.

Support Offer

Schools will receive up to six days of additional CPP/Advisory support, including a review of identified focus areas. Additional brokered, funded support for specific priorities will be agreed through the review meetings.

Accountability

Half-termly review meetings will be convened, moving to termly where a school demonstrates sustained good progress. Meetings will be chaired by the Director of Learning and Impact or the CEO, with attendance from the Chair of Governors, Headteacher, CPP, and other senior staff as appropriate.

The CPP and Headteacher will prepare and circulate key documents and evaluations to support monitoring.

Governance and Partnership

Where governance needs strengthening, Camden Learning will help recruit additional governors for maintained schools and liaise with the LDBS or Diocese of Westminster for voluntary aided schools. Support may include brokering partnerships with stronger schools, appointing an Executive Headteacher, or developing a collaboration or soft federation. If a school and its Governing Body fail to act on concerns, Camden Learning and the Local Authority may use statutory intervention powers under the Education and Inspections Act.

Roles and responsibilities

The school leaders will:

- Ensure accurate and rigorous self-evaluation against key priorities.
- Ensure that key leaders, including Governors are familiar with the agreed and any actions or outcomes resulting from monitoring.
- Ensure school development/action planning addresses the priorities outlined.
- Actively engage with the process, including providing outcome measures against agreed priorities.
- Prepare and circulate key documents and evaluations to support the monitoring process.

The Targeted Support Lead (typically the CPP) will:

- Be a key point of contact between the school, leaders, Governors and Camden Learning.
- Analyse and interpret school data with the school.
- Agree priorities and solutions.
- Support and challenge the process of school evaluation in key areas and check the school's evaluation of its performance.
- Identify strengths and areas for development.
- Broker support in line with the targeted support aims.
- Ensure record of consultant and CPP visits are circulated and support in collating evidence for targeted support review meetings.
- Advise on school progress and next steps.

Targeted Support Meetings will:

- Follow a review cycle looking at priorities set.
- Use evidence informed practice as a basis of evaluation.
- Provide a platform for shared agreement on identified support within a framework of joined up working, linking specialist support to the action plan delivery.
- Produce a written report of each meeting point that outlines current impact and next steps.

Progress, Evaluation and Exit

Where progress is made against the criteria set out in Appendix A and review meetings evidence sustained improvement over time, a re-categorisation will be agreed by the Chair in consultation with the Headteacher, Chair of Governors and CPP. If approved, an exit strategy will be developed which will include a planned reduction in support, in agreement with the school, leaders and Governors. This would result in a revert to focused or universal support as appropriate. Should sufficient progress against the identified targets for the school not be made within 18 months of targeted support commencing, the result could be a pre warning notice or formal warning notice, as set out in as summarised in Appendix C and in the current DfE statutory guidance. The procedures for re-designation can happen at any point in a review or inspection cycle.



School Improvement Support Matrix

Categorisation	Definition	Camden Learning provision
Universal offer	No arising concerns, school self-evaluation robust, school has effective leadership capacity.	• Termly school visits from CPP, including a standards conversation at first visit. • Additional 0.5-day orientation visit when the adviser or Headteacher is new to the school. • Additional 0.5-day visit for post 16 provision and for ARP provision.
Focused Support	Some specific areas of development which are priorities, but school demonstrate the capacity to resolve with specific support. Immediate risk to any areas of Ofsted evaluation low. School has requested additional support that meets the criteria in Appendix A.	• Termly school visits from CPP, including a focused standards conversation at first visit. • Additional 0.5-day orientation visit when the adviser or Headteacher is new to the school. • 1.5 Days additional CPP/Advisor support including review of focus areas to support school action planning and evaluation. • Termly review meeting in relation to identified areas of focus to evaluate impact and progress.
Targeted Support	The school is judged to be at risk of not being found 'secure' in one or more Ofsted evaluation areas and is judged at risk in one or more area identified in Appendix A.	• Termly school visits from CPP, including a focussed standards conversation at first visit. • Additional 0.5-day orientation visit when the adviser or Headteacher is new to the school. • Up to 6 days additional support including a review of focus areas to support school action, planning and evaluation. • Brokered, funded additional support for specific school priorities. • Half termly meetings (moving to termly where a school is judged to be securely on track to meeting aims). Meetings chaired by the Director of Learning and Impact or CEO and attended by the Chair of Governors, Headteacher and CPP with other senior staff as appropriate.

Appendix A

Targeted support is established after considering the evidence base outlined in the criteria set down in Appendix A.

Support may be initiated from school self-identification of need against the criteria below or identified by Camden Learning. An unresolved problem which puts at risk the education and/or personal well-being of pupils indicates that a school needs additional support. This is an agreed approach between Camden Learning and the school leadership team to work together to meet specific aims.

Criteria

Schools would require additional support where one or more of the following applies:

- i. The school is at risk of an Ofsted evaluation area being judged as 'needs attention' or 'serious concern'.
- ii. 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.
- iii. Evidence of declining progress of all pupils, especially disadvantaged pupils and where there is a widening gap against the national average for other pupils.

In particular, for Secondary Schools:

- A level and/or GCSE results are poor against attainment and/or progress 8, or English and Maths at a standard pass when compared to London or national benchmarks
- 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

In particular, for Primary Schools:

- EYFS or Key Stage 2 outcomes are poor, taking the context and size of particular cohorts into consideration.
- 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 leaders low expectations which are impacting on pupils' achievement.
- Evidence of a narrowed or weak curriculum offer for any groups of pupils.

In particular, 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.

Appendix A

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

vi. The latest inspection report identifies one or more applicable evaluation areas as 'needs attention' or 'urgent improvement', safeguarding as 'not met', or identifies the school as requiring significant improvement or special measures. Legacy inspection outcomes will be considered where required by the DfE's transitional intervention criteria.

vii. Serious concerns about pupils' behaviour (overall inside the classroom, during transition, breaktimes and talking to staff) or safety in the school. High level and upward trajectory of exclusions and suspensions.

viii. The school is significantly above the median for absence and the school is insufficiently rigorous in addressing the issue. Low attendance - high level of persistent absences / consistently low overall pupil attendance with leaders not demonstrating sufficient capacity to improve this.

ix. Evidence that any area of the school is not improving securely or rapidly enough to meet at least the expected standard across the applicable OFSTED evaluation areas.

x. There are serious weaknesses in leadership and/or governance, including weaknesses that are prejudicing, or are likely to prejudice, pupils' standards, safety or wellbeing, and these are not being addressed effectively by leaders or the responsible body. 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 school 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. Evidence of off rolling.

xvii. 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 about their provision for pupils with SEND.

Appendix A

- vi. 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.
- xi. Tension within community groups and or between different cultural groups, which adversely affects relationships in the school.
- xx. 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.
- xxi. 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. Safeguarding is not effective or statutory safeguarding requirements are not met, including a high number of similar complaints. Indicators may include:
 - 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 B

Structure of Meetings (Focused Support)

Initial Meeting

This meeting will be attended by the Headteacher, CPP and Director of Learning and Impact. Key aims will be agreed and aligned with the school development plan.

At the initial meeting, key priorities and expected end of support outcomes will be agreed. There will be no more than 3 key priorities.

The category and type of support needed will be discussed. Following the meeting, the CPP and school leadership will map out the agreed additional support to be 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.

Subsequent Meetings

These meetings will also be attended by the Headteacher, CPP and Director of Learning and Impact and will take place termly.

The focus of the discussion will be the impact of support identified against the key actions and the agreement of next steps / additional support, where need is identified. A summary letter of the meeting will be shared following the meeting detailing progress and next steps.

Appendix B

Structure of Meetings (Targeted Support)

Initial Meeting

This meeting will be attended by the agreed Targeted Support Chair, Headteacher, relevant senior leaders (in agreement with the Chair), the Chair of Governors and CPP. Key aims will be agreed and aligned with the school development plan.

At the initial meeting, key priorities and expected end of support outcomes will be agreed with the Headteacher and Chair of the Governing board. There will be no more than 4 key priorities.

The meeting will consider the school's agreed improvement priorities, including any areas identified in its latest Ofsted report card or legacy inspection report, alongside current local evidence. The resulting plan will specify intended outcomes, actions, support, responsible persons, milestones and review dates. Considered areas may include:

- Safeguarding
- Leadership and Governance
- Inclusion
- Curriculum and teaching
- Achievement
- Attendance and Behaviour
- Personal Development and wellbeing
- Early years in schools (where applicable)
- Sixth form in schools (where applicable)

The category and type of support needed will be discussed. Following the meeting, the CPP and school leadership will map out the agreed additional support to be 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 on 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. Agreement of action plan.
6. Support from Camden Learning and other partners & plan for brokered support.
7. Identify follow up actions with dates and date of future meetings.

Appendix B

Structure of Meetings (Targeted Support)

Subsequent Meetings

These meetings will also be attended by the agreed targeted support Chair, Headteacher, Chair of Governors and CPP and take place at 8-10 weekly intervals.

A short report template will be completed by the Headteacher on an agreed format that outlines the schools' actions, impact and evidence 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, including the progress and risk outcomes will be shared prior to the meeting along with the report.

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

Where a school is judged to not be on track, additional interventions such as the implementation of rapid improvement plans supported by enhanced advisory support, will be identified.

The report template will be circulated to the Headteacher, Chair of Governors and CPP. It is expected that the Chair to 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 relevant Governing Body meeting.

Agenda for subsequent meetings:

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 findings from visits.
4. Chair of Governors to report on any additional board actions.
5. Impact of support offered and any next steps/revision of support.
6. Identify follow up actions with dates.
7. Chair to outline overall progress against agreed priorities and whether on track or not on track to fully meet them by the end of the support period.
8. Dates of future meetings.

Appendix C

Purpose and status

This appendix summarises the Department for Education's arrangements for supporting and intervening in schools. It reflects the statutory guidance *Support and intervention in schools*, effective from 7 September 2026, and the current Regional Improvement for Standards and Excellence (RISE) arrangements.

The statutory guidance sets out:

- the responsibilities and intervention powers of local authorities in relation to maintained schools
- how the Department for Education's Regions Group acts on behalf of the Secretary of State
- the circumstances in which maintained schools and academies may become eligible for intervention, and
- the support and intervention arrangements for schools identified through Ofsted inspection

For the purposes of the guidance, the responsible body is the governing body of a maintained school or the academy trust board for an academy.

This appendix provides an overview only. Decisions in individual cases will be made in accordance with the current legislation and statutory guidance.

Principles underpinning support and intervention

Schools and their responsible bodies retain primary responsibility for securing improvement. Local authorities, academy trusts, dioceses, Regions Group, RISE teams and other improvement partners are expected to work collaboratively to identify concerns early and ensure that appropriate support is provided.

Formal intervention may be considered where a school:

- is judged by Ofsted to require significant improvement or special measures
- meets the statutory definition of a "stuck" school
- has failed to comply with a warning notice
- has significant weaknesses in leadership, governance or financial management, or
- presents concerns relating to the safety of pupils or staff.

Intervention should be proportionate to the seriousness and urgency of the concerns, the school's capacity to improve and the action already being taken by its responsible body.

Appendix C

Ofsted categories of concern

There are two statutory categories of concern:

- Requires significant improvement: the school is performing significantly less well than it might reasonably be expected to perform but does not meet the statutory test for special measures. This was described as “serious weaknesses” before November 2025.
- Special measures: the school is failing to provide an acceptable standard of education and those responsible for leading, managing or governing the school are not demonstrating the capacity to secure the necessary improvement.

A judgement of “needs attention” in one or more Ofsted evaluation areas does not, by itself, place a school in a statutory category of concern. However, it may lead to Ofsted monitoring and could contribute to a school meeting the statutory coasting or “stuck” definition.

Maintained schools eligible for intervention

A maintained school is eligible for statutory intervention where:

- Ofsted judges it to require significant improvement or special measures
- it meets the statutory coasting or “stuck” definition and its governing body has been notified of this by the Secretary of State, or
- it has failed to comply with a warning notice within the specified compliance period.

Once a maintained school becomes eligible for intervention, the local authority and the Secretary of State, acting through Regions Group, have discretionary powers to take action. The response will depend on the nature and severity of the concerns and the school’s capacity and willingness to improve.

“Stuck” schools

The Department for Education uses the term “stuck” school for a maintained school or academy that meets the statutory coasting definition.

A school may meet the entry conditions where its most recent Ofsted inspection resulted in one of the following:

- an overall effectiveness judgement of requires improvement under the previous inspection framework
- a judgement of requires improvement for quality of education and/or leadership and management where the inspection took place between 2 September 2024 and 10 November 2025
- a grade of “needs attention” for leadership and governance under the report-card framework introduced from 10 November 2025

and the school was also judged below good, or the relevant equivalent, at the immediately preceding inspection.

Appendix C

A school may also meet the definition where:

- its most recent inspection identified provision below the expected standard in one or more assessment areas, without placing the school in a category of concern, and
- at the immediately preceding inspection, the school was judged to be in a category of concern.

A school remains “stuck” until Ofsted judges it to be at least at the expected standard in all applicable assessment areas, or it meets the equivalent standard under an earlier inspection framework.

Meeting the definition does not, on its own, mean that the local authority can exercise statutory intervention powers. For a maintained school, the Secretary of State must notify the governing body that the school has been identified as meeting the coasting definition before it becomes eligible for intervention on this basis.

Regional Improvement for Standards and Excellence

RISE operates through two complementary levels of support.

Universal RISE

Universal RISE is available to all schools, irrespective of their Ofsted outcome or intervention status. It supports a self-improving school system by:

- signposting effective and evidence-informed practice;
- promoting peer-to-peer collaboration and school-to-school support;
- connecting schools and responsible bodies with relevant programmes, hubs and networks; and
- improving coordination between national and regional school-improvement activity.
-

The national priorities for Universal RISE are:

- attainment, with a particular focus on English and mathematics;
- inclusive mainstream practice;
- reception-year quality; and
- attendance.

Targeted RISE intervention

Targeted RISE intervention provides mandatory, bespoke support for eligible schools. From September 2026, it applies principally to:

- “stuck” schools that have not experienced a change of responsible body since their most recent inspection; and
- schools judged by Ofsted to require significant improvement.

RISE advisers work with the school and its responsible body to identify the school’s particular improvement needs. Where appropriate, the RISE team will arrange support from a high-quality organisation, such as a strong academy trust or another organisation with relevant expertise. Funding may be made available to support the agreed improvement activity. Schools and their responsible bodies are expected to engage fully with Targeted RISE intervention. RISE teams review progress and engagement regularly. Where a school does not engage effectively, the Secretary of State may use discretionary intervention powers to require participation.

Appendix C

Improvement periods and monitoring

Schools judged to require significant improvement will normally receive Targeted RISE intervention rather than moving immediately to structural intervention. Ofsted will monitor the school and will normally inspect it after approximately 18 months.

If, following this period, the school:

- continues to require significant improvement, or
- has one or more evaluation areas graded “needs attention”

the Department for Education’s default approach will be to consider structural intervention.

“Stuck” schools receiving Targeted RISE intervention are normally given a two-year period to achieve at least the expected standard in all applicable assessment areas. For schools already identified as “stuck” following an inspection under the previous framework, the two-year period began in November 2025. If a “stuck” school does not reach at least the expected standard in all applicable assessment areas within the improvement period, structural intervention will normally be the default course of action.

Schools that have experienced a change of responsible body since their last inspection do not normally receive mandatory Targeted RISE intervention solely because of their previous “stuck” status. Their progress will be considered under the arrangements applying to the new responsible body.

Warning notices for maintained schools

A local authority may issue a warning notice to a maintained school where:

- pupils’ standards of performance are unacceptably low and are likely to remain so
- there has been a serious breakdown in the way the school is managed or governed that is prejudicing, or is likely to prejudice, standards
- the safety of pupils or staff is threatened, whether through a breakdown of discipline or otherwise, or
- the governing body has failed to comply with the statutory requirements relating to teachers’ pay and conditions, or has failed to secure the headteacher’s compliance

The local authority should normally work with Regions Group when considering a warning notice, unless the urgency of the circumstances requires immediate action. Regions Group may also issue performance standards and safety warning notices. However, it will normally use its power to issue a warning notice on the grounds of low pupil-performance standards only in exceptional circumstances. Only local authorities may issue teachers’ pay and conditions warning notices.

A warning notice must set out:

- the matters giving rise to concern;
- the action the governing body is required to take;
- the period within which it must comply; and
- the action that may be taken if the governing body does not comply.

Failure to comply with a warning notice within the specified period makes a maintained school eligible for intervention.

Appendix C

Statutory intervention powers

Where a maintained school is eligible for intervention, the local authority may:

- require the governing body to enter into arrangements intended to secure improvement
- appoint additional governors
- replace the governing body with an interim executive board, or
- suspend the governing body's right to a delegated budget

The Secretary of State, acting through Regions Group, has additional powers, including powers to:

- require the governing body to enter into improvement arrangements
- appoint additional governors
- establish or take responsibility for an interim executive board
- direct the local authority to close a school, or
- make an Academy Order

The use of these powers is discretionary and should be proportionate to the circumstances.

Following the Children's Wellbeing and Schools Act 2026, the Secretary of State is no longer under an automatic duty to make an Academy Order when a maintained school is judged to require significant improvement or special measures. For schools requiring significant improvement, the normal starting point from September 2026 is Targeted RISE intervention. For schools requiring special measures, there remains a strong presumption in favour of structural intervention, although the Secretary of State retains discretion in individual cases.

Appendix D



Targeted Support Meeting Report (2026-27)

Present:

School	Timescale for Support		Level of additional support:	Most recent Ofsted Inspection:
Date:	Start	Exit	Targeted	Date: Ofsted outcome:
End of Year (EoY) Aims 2026 - 27 •			Data (including attendance, including key groups)	
Previous Actions			Current context and impact of actions, outstanding actions.	Next steps/Actions
Key Aim:				
Key Aim:				
Overall Progress:			Current indicators would suggest the schools is on track to meet the agreed aims. Current indicators would suggest the school is not yet on track to meet the agreed aims. <<DELETE AS APPROPRIATE>>	
Overall Progress				
On Track	Measures of impact suggest that the school demonstrates sufficient capacity to meet key aims within 24 months of the inception of Targeted Support.			
Not on track	Measures of impact suggest that the school does not yet demonstrate sufficient capacity to meet key aims within 24 months of the inception of Targeted Support.			