

Appendix 1

Camden Learning Commission system Achievement Targets

The Commission runs from 2023 to 2026 with an option to extend for two further years to 2028

As part of the commissioned activity, Camden Council is including a series of system-wide outcome targets. It is recognised that these targets reflect the work of more than just Camden Learning, but include schools, SEND, Early Help and Early Years colleagues, and the Virtual School too. However, failure to achieve these targets would act as a warning about system-level performance and require a collective response, including from Camden Learning, as well as a review of activity and impact. Making progress towards these targets is therefore a shared endeavour and this would need considerable professional collaboration and planning. Nevertheless, the Details in the Delivery columns below reflect the expectations placed on Camden Learning in terms of action and activities. Camden Learning would also be expected to work closely with Council teams who interact with schools, particularly in the development of *Building Back Stronger* and the implementation of *the SEND Strategy*.

School and pupil outcomes (relating to the public accountability framework)

- All Camden schools will be graded good or better in their Ofsted inspection judgement.
- No school is judged 'inadequate' due to safeguarding concerns.
- Any school graded as 'Requires Improvement' will be judged to have made at least adequate progress and be on track to achieve good or better in their monitoring report.
- Attainment in Key Stage 2 SATs (Reading: Writing: Maths) and at KS4 (L5+ in English & Maths) will be maintained in the top quartile of London Authorities.
- The percentage of children achieving Attainment 8 to be above the London Average.
- The attainment of disadvantaged (FSM) pupils will be above the London average (Key Stages 2,4)
- There will be continued (year-on-year) improvement in GCSE outcomes for all lower-performing groups.

Post 16

- The proportion of pupils from Camden Secondary Schools progressing to higher education will be maintained at or near the London average.

- That the proportion of pupils attaining Level 2 (English and maths) and Level 3 qualifications by the appropriate age is above the average of London Authorities.
- The proportion of pupils from Camden Secondary Schools progressing to tertiary education, or any sustained employment or education destination will be at least in line with the London average.

Exclusions and Attendance

- School attendance at all phases is above the London average.
- That the level of suspensions (fixed-term exclusions) will be below both the London and national levels.

SEND

- Achievement of pupils with SEND is above that of their peers nationally in all schools and shows year-on-year improvement.
- School confidence in advice and support for SEND from Camden Council improves year by year.

Governors

- Demonstrable improvement in diverse representation within Governing Bodies.

Delivery of Building Back Stronger and SEND Strategy

- Deliver all activities and outputs of Building Back Stronger and the SEND strategy that are relevant to Camden Learning.
- Support the Test and Learn approach to delivery of Opportunity Centres.

Camden Learning Commissioned Activity

Table 1. Commissioned Outcomes to be delivered by The Provider

Area 1 School Improvement

Output	Delivery
No new school fails or is judged to 'Require Improvement'. Any existing category school is supported on a plan for improvement	Schools Requiring Additional Support self-identify or are captured through Camden Learning's risk management process (SRASS). SRASS Termly meetings are used to identify red- and amber-rated schools. Commissioner (or identified representative of the Commissioner) attends SRASS meetings and receives all minutes.
Annual identification of priorities: annual judgment set between school and council of its current RAG status strengths, development areas and improvement priorities	On request provide evidence of CPP programme at each school. Provide each school with a summary dashboard as part of CPP programme. Managed by CPP who will provide appropriate challenge and support All school reports available for the Commissioner (or identified representative of the Commissioner)
Camden Council has a detailed knowledge of its schools	Provide annual report to the Commissioner and Council Committees as appropriate. Half-termly update for the Commissioner on issues relating to all schools Any significant concern (including headteacher change) to be reported to the Commissioner immediately
Red- and amber-rated schools are supported to become good quickly enough.	Improvement boards and enhanced CPP support (and from others) and challenge. Half-termly/ Termly Project Boards scheduled, optional Commissioner attendance at all meetings. Project Board reports to be made available to the Commissioner on request
Initial Teacher Training operates effectively within Camden	Schools given direct support. Teacher training managed and monitored by Camden Learning consultants and School-Led Improvement Group, in liaison with schools and, where necessary, with Teaching School Hub/Alliance
Schools are supported to be Ofsted ready	Providing advice and support on Ofsted Policy and compliance. Camden Learning supports Leaders and GBs during an inspection - timely intervention and advice before inspection are given where appropriate

SACRE delivers statutory requirements Schools deliver high-quality collective worship and RE in line with statutory requirements	Effective Support to the Camden Standing Advisory Committee on Religious Education and the Agreed Syllabus Conference
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Area 1 Achieve the Aims of Building Back Stronger

Output	Delivery
Provide support to Camden Schools in realising the aims of Building Back Stronger	<p>Support the implementation of Building Back Stronger as it relates to Camden Learning-commissioned activities (and relevant Council-led initiatives, e.g., Early Years)</p> <p>Review the learning from the first two Opportunity Centres with the intention of supporting their development and establishing up to 5 Opportunity Centres based on effective practice. Work with council officers to explore additional and necessary funding, including from schools and businesses, for a sustainable model of Opportunity Centres.</p>
As part of a wider collaborative approach, schools are challenged and supported to respond constructively and proactively to achieve this with partner schools or local clusters. BBS is built into all aspects of CL's work with schools.	Camden Learning, through CPPs, supports schools in the analysis of data as it relates to wider collaboration. This is supported and challenged as part of the CPP programme. Opportunities are created for the sector to lead on BBS activities and initiatives.

Area 2 Stakeholder Engagement

Output	Delivery
Cordial and effective relations are managed with national, regulatory, and regional field force colleagues	Attend annual/termly meetings with Ofsted and, where necessary meeting of Camden DCS with DfE/RSC and senior regional Ofsted delegations.

<p>Using CL itself as an exemplar of a vibrant and successful model. CL will continue to raise the profile of area- based partnerships so there is greater understanding of their potential in supporting the development of a more coherent national system,</p> <p>CL will continue to engage vigorously at both Chair and CEO levels, and through the Director of STEAM and Partnerships who makes a vigorous contribution and leads the AEPA secretariat to support regional and national development across London (through the London Education Partnerships Group) and through the Area- based Education Partnerships Association (AEPA)</p>	<p>Camden will use its resources to support the development of area-based education partnerships, especially its support for the AEPA as this is an effective vehicle to raise their profile and their potential with opinion formers and policy makers.</p>
	<p>Effective liaison with London Education, training and skills agencies and bodies – Wellcome Trust, GLA, etc.</p>
	<p>Effective relationships with Diocesan Education Boards in relation to the leadership, management, and effectiveness of relevant schools within Camden.</p> <p>Camden Learning attendance at termly Diocesan meetings</p>
<p>Camden Learning operates as single point of contact for schools in relation to all areas set out within this commission and more generally</p>	<p>Actions relating to BBS' regular Monitoring Reports are followed up effectively within CL.</p>

Area 2 Stakeholder Engagement Council/Headteachers/Governors

Output	Delivery
<p>Relationships and communications with schools and stakeholders are maintained and developed to ensure effective strategic decision-making in the context of school improvement</p>	<p>Managing effective cycle of half-termly headteacher meetings held with necessary relevant officers in partnership with the Commissioner The plethora of meetings that exist are well supported and effective.</p>
	<p>All minutes and agendas to be shared with Commissioner or representative Managing effective cycle of half-termly Governors' meetings, held with necessary CL staff and/or Camden officers</p>
	<p>Timely and high-quality responses to Members' Enquiries, FOIs, and complaints</p>
<p>Camden Schools are supported to ensure that high-quality Governors are appointed, reflecting the diversity of the Borough</p>	<p>Provide strategic and operational support to ensure GBs can make effective governor appointments, including support for increasing diversity</p> <p>Annual CL report of Governor vacancies/appointments</p>

Effective, well interconnected communications between Camden, Camden Learning and GBs. GBs understand their decision-making routes and processes to help ensure that the Camden school system is both proactive and responsive to local and school-level issues and priorities	Development and updating of policies relevant and required for governing bodies
	Brokerage of Chair-to-Chair support and mentoring
	Offer of a Governor Development Programme (Traded Service) relevant to school

Area 3 Head Teacher Performance and Performance Management

Output	Delivery
Timely advice provided relating to succession planning. Support to ensure quality headteacher appointments are made.	Support and advise GBs and attendance at shortlisting and interview (1 day) to represent the DCS (1.5 days per school)
	Report back to the Commissioner on process and outcome
Governors are supported to provide effective performance management of headteachers	Live list of Camden School Leadership shared with Commissioner
	Support and advice with challenging situations e.g., headteacher competency.
	Camden Professional Partners ensure support available to GB for PM processes (traded service)
	Provide intelligence to the Commissioner and schools to inform school priorities and succession planning

Area 4 Safeguarding

Output	Delivery
<p>All reasonable steps taken to ensure that all schools are safeguarding compliant</p>	<p>Ensure that Schools are compliant with KCSIE legislation. Working with Children's Social Care, ensure that Camden policy is compliant with KCSIE and communicated with Schools.</p> <p>Termly meetings between Camden Learning and Camden Social Care representatives.</p>
	<p>Bi-Annual Section 11 compliance (incl. annual website checks to ensure compliance and inclusion); including follow through with all (including independent schools) and reports to CSCP</p>
	<p>Attendance at CSCP of senior staff member of CL</p>
	<p>Responding in a timely manner to enquiries relating to safeguarding concerns from Ofsted</p>
	<p>Running designated Teacher meetings</p>
	<p>Senior CL representation at the Camden Safeguarding Children Partnership</p>
	<p>All reasonable steps are taken to ensure that all schools are judged effective for safeguarding</p>

Area 5 Statutory Assessment Duties

Output	Delivery
The Council is fully compliant and provides high-quality assessment, moderation, and 'checks' of school administration	CL takes responsibility for management of statutory moderation and relevant checks with heads, including considerable awareness raising with heads so expectations are clear before the moderation process actually begins.
	Statutory moderation of testing and carrying out checks carried out by schools 4 moderators x 12 schools x 0.5

Area 6 Inclusion and CME

Output	Delivery
Provide effective accountability and management oversight for the Inclusion service, managing statutory exclusion process and requirements and CME process, with high-quality and timely reporting.	Management of the statutory, exclusion and CME procedures. Provide relevant and timely data checks including managing data team Reports to Commissioner and committees as appropriate

Area 7 Attendance and EHE

Output	Delivery
Oversight and management of Pupil Attendance Service (PAS), including improving attendance with the aim that no school falls below Ofsted measures.	Management of attendance and licensing in accordance with all statutory and relevant guidance procedures. Appropriate liaison with Camden Early Help services.
Refreshing of the current attendance strategy in the light of the improvement that is expected.	Monitoring, supporting and compliance with statutory duties for EHE children, including safeguarding duty
Children educated at home (in accordance with the duty of the PAS service) are identified and the quality of their education is known to the Council.	

Area 8 Closing Attainment Gaps

Output	Delivery
Differential outcomes for priority underachieving groups are identified and targeted with strategies agreed to address gaps.	Regular and consistent reporting of differential attainment gaps to the Commissioner and Council
	Provide support to Schools Leadership to identify and implement appropriate strategies to tackle sectional underachievement
	Collate and share best practice across schools with an understanding of impact

Area 9 Post-16 Transformation

Output	Delivery
A post-16 strategy and plan to improve the non-A level pathway, grow apprenticeships, strengthen A level provision, and improve information, advice, and guidance for students	Lead work across all Camden secondary schools and other major sixth form and FE providers, business partners and agencies to develop a coordinated and well-resourced 'Camden post-16 offer'. Updated and maintained in response to changing national policy and local business priorities.

Area 10 STEAM and Partnership Service

Output	Delivery
Building further opportunities from STEAM and business partnerships within the curriculum, careers education and extra-curricular opportunities	The number of opportunities identified and delivered is recorded and reported to the Commissioner
	STEAM Service works with schools and businesses to deliver outputs.
STEAM hub increases participation, outcomes, and curriculum development in STEAM subjects	Impact assessments are made and recorded and reported to the Commissioner

Area 11 Support for supplementary education and community cohesion

Output	Delivery
Community and supplementary education outcomes are strong and promote cohesion	Monitoring, and keeping accurate record of Supplementary School provision and the impact of their work, including their websites, and providing information as required

	Raising concerns with the DCS regarding non-regulated schools and Radicalisation and Extremism
	Working with community safety team and supporting any recommendations resulting from those interactions with relevance for Schools

Area 12 Supporting the improvement of pupils with SEND

Output	Delivery
Achievement of pupils with SEND is above that of their peers nationally in all schools	Performance of pupils with SEND within schools is monitored and challenged by schools but this is also supported through the CPP, and Camden Learning SEND staff
Share practice and support to deliver high-quality inclusive pedagogy.	Provide advice and support to schools on the implementation of Local and National policies and procedures affecting schools, e.g., Accessibility Strategy and the Local Offer.
	Support to Camden Schools through the maintenance of the SENCO network Management and support of high-quality specialist teachers
Management and Delivery of SENDIASS service	SENDIASS provides high-quality service and independent advice, as judged by parents, carers, professionals and young people.
Provide support to Camden Schools in realising the aims of the SEND Strategy	Support the implementation of the SEND strategy primarily as it relates to Camden Learning commissioned activities but support also the Council's interaction with schools on SEND, particularly in terms of relationships.

Area 13 Effective brokerage and account management of traded services

Output	Delivery
Council school support services operating through the SLA traded services agreement are well promoted, given the timely instructions, and provided with feedback to the Traded Services Board chaired by the DCS or representative.	<p>The Business Development Team works with Council traded service providers who 'opt in' to market and promote the service and to provide market feedback to services in the scheme.</p> <p>Collectively bargained offers such as recruitment agency supply arrangements, are performance managed and receive market feedback from customers in order to help to continually improve quality and VFM.</p> <p>Service the Traded Service Board – regular market feedback received by the Board, analysed, and disseminated to individual services</p>

Area 14 Management of the service of the CLC

Output	Delivery
Provide a service that is value for money, respected and used by Primary Schools.	Ensure that the CLC is well managed and developed in agreement with Camden Council and the Camden Learning Board.

Area 15 Management of the Camden Music Service

Output	Delivery
Camden Music Service is well managed and developed	Ensure that the Music Service is well managed and operates within financial limits agreed with Camden Council but is also well prepared to respond energetically and positively to any changes in the funding of Music Hubs proposed by Arts Council England (ACE)

Area 16 PHSE

Output	Delivery
Support Primary and special schools to implement high-quality PSHE, including statutory Relationships and Health Education Support Secondary and special schools to implement high-quality PSHE including statutory Relationships and Sex Education and Health Education as above.	Provide a training and support programme for PSHE Coordinators to embed high-quality PSHE provision and to meet the statutory requirements for RHE in primary/special and RSHE in secondary /special schools
Improve the knowledge and skills of teachers (PSHE Leads) to reduce the harm from alcohol and drug misuse	Provide guidance and support for schools on developing a drugs policy, teaching drug education and curriculum in line with the statutory requirements for Health Education
Share practise of schools with RSE embedded in their curriculum.	Provide guidance, training, and support for schools on Relationships and Sex Education in the curriculum, including delivering PSHE leads networks