



Department
for Education

School accountability reform – school profiles, improvement and intervention

Government consultation

Launch date 3 February 2025

Respond by 28 April 2025

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Foreword by Secretary of State for Education

Every child and young person in England should have the opportunity to succeed, no matter what their background is, their circumstances or the neighbourhood in which they live. That mission to spread opportunity will be delivered through this government's drive for high and rising standards in every school, enabling all children and young people to achieve and thrive.

Looking across the system, there is much to be proud of, and there have been areas of significant improvement, thanks to the tremendous effort and dedicated professionalism of our leaders, teachers and staff, with support from parents and families.

But, despite the successes, the reality is that too many have missed out. Children with special educational needs and those who are disadvantaged or vulnerable, are too often let down. Too many young people are not thriving at school or not even attending. Too many schools are stuck in a cycle of underperformance over many years. We need to do better.

We need a better accountability system – one which sets clear and ambitious expectations, drives improvement, and spreads excellence.

Our reformed accountability system must put children at the centre, but also work for parents, carers and schools. Our proposed accountability framework will be more demanding, with a clearer focus on what matters most in ensuring a great education. It will increase transparency and access to high-quality information through Ofsted's new school report card. It will be backed up by robust and effective intervention which will deliver the improvements needed.

One of my first acts as Secretary of State was to put an end to the use of single headline grades in school inspections, with immediate effect. They were too blunt for parents and no longer effective in driving outcomes for children. I also announced plans to introduce new richer and sharper reporting through a report card system, which will apply to all areas Ofsted inspects.

Ofsted report cards will provide clearer and more granular information about the performance of providers. In schools, they will also help drive a self-improving system - identifying aspects in which a school needs support to improve, and any in which a school can support others.

In the future, we want to go further – to provide a picture of performance in between Ofsted school inspections. That is why we are proposing school profiles - an accessible one-stop shop for information on schools, incorporating Ofsted report cards but also presenting a range of up-to-date performance data and other information that matters to parents – all in one place.

Where pupils are being let down, we will ensure the right intervention is in place. We will never shy away from requiring structural change where it is needed, given the role strong trusts have played in driving up standards, but we should also look to utilise a greater range of intervention approaches over time. We need to deploy the right tools for the right job. That is what our proposals are about.

Our new Regional Improvement for Standards and Excellence (RISE) teams will play an increasingly pivotal role - starting with stuck schools - drawing in excellence from the sector and enabling bespoke interventions designed to help secure urgent improvement in schools that need it. And we will go further - in a truly self-improving system, RISE will have a universal role - signposting schools to the most effective practice and bringing them together to share knowledge and build success.

The government has set out proposals for change through this consultation, and Ofsted's parallel exercise. We need your thoughts and expertise, so that together we can shape an improved accountability system. Please do send us your views.

About this consultation

The government was elected with a strong mandate to reform and improve the inspection and accountability arrangements of schools.

This consultation, alongside Ofsted's complementary consultation, is a part of the work being undertaken to deliver on this mandate.

Ofsted reform

[Ofsted's Big Listen consultation](#)¹ gave children, parents², providers and professionals the opportunity to provide feedback on its work. The outcome shows clearly that change is needed to Ofsted's approach and practice, and Sir Martyn Oliver, HM Chief Inspector, is taking that forward. We welcome this commitment, and the initial changes Ofsted has already made under Sir Martyn's leadership (see [Ofsted's Big Listen action monitoring report](#)³).

Ofsted's consultation

<https://www.gov.uk/government/consultations/improving-the-way-ofsted-inspects-education>

Part of Ofsted's commitment to reform is the introduction of a renewed inspection framework for its education inspections of early years, state-funded schools, independent schools, further education and skills provision, and initial teacher education. This will also entail a new, improved, reporting approach, in the form of report cards, across these remits.

Ofsted's proposals cover how inspections across these remits could operate in future and how outcomes could be reported through Ofsted report cards.

Ofsted is seeking views on proposals which cover:

- a new set of clearer and distinct evaluation areas. The proposals for these are designed to reflect the particular needs of each sector;
- new evaluation scales for inspections, to provide a clearer picture of performance;
- a set of remit specific toolkits covering each of the proposed evaluation areas, providing a structure for inspections;

¹ www.gov.uk/government/consultations/ofsted-big-listen

² References to parents in this document are references to parents, carers and families.

³ www.gov.uk/government/news/ofsted-publishes-big-listen-action-monitoring-report-and-announces-trials-of-new-inspection-approach

- the presentation of inspection findings and supporting information in a report card, providing a clear and granular picture of performance across the range of areas evaluated;
- a working definition of inclusion, and how Ofsted proposes to evaluate it;
- inspection arrangements that will give more emphasis to professional dialogue between inspectors and leaders;
- a more improvement-focussed approach to monitoring for state-funded schools; and
- identifying state-funded schools that are falling into the statutory category of causing concern.

The Department's consultation

This set of proposals and consultation is designed to complement Ofsted's.

Chapter 1 sets out our overall approach to improving school accountability and proposes some principles to guide accountability reform in England.

Chapter 2 covers our future vision for school profiles, which we propose will incorporate Ofsted's school report cards and a range of other information to provide a one-stop shop of information about schools.

Chapter 3 sets out how we propose to ensure all schools improve, intervening (including structurally) where necessary, and ensuring our new Regional Improvement for Standards and Excellence (RISE) teams support and challenge schools to deliver high and rising standards for all children.

All three chapters will be of interest to those who work in or lead schools, and those who are in any way responsible for them. We think parents and carers will also be interested in the proposals across the consultation. We are very keen to hear your views.

Wider reform

While this consultation focuses specifically on accountability for state-funded schools, there are a range of developments and reforms that are being taken forward or considered to accountability in other areas of the education and social care system.

These include the following:

Early years

In early years, Ofsted is responsible for the registration, regulation and inspection of early years provision in England. Ofsted's parallel consultation seeks views on new reporting arrangements for early years. The proposals broadly reflect the report card

approach being proposed for schools. The aim is to provide a more comprehensive assessment of the effectiveness of a setting in meeting the needs of children and babies, and maintaining high standards of safety, quality and care in education.

Early years provision in a state school setting will be inspected and reported on as part of the school inspection. Where a school has early years as well as other key stages (e.g. infant and primary schools), there is a proposed 'early years in schools' specific evaluation area. Ofsted's proposal is to align the inspection of school-based and non-school-based early years provision as far as possible.

Early years entitlement funding

Regulations governing childcare entitlements allow local authorities to withdraw funding from, or refuse to fund, childcare entitlement places at settings, based on their Ofsted inspection outcome. In light of the removal of single headline grades, we are working on proposals for a new approach with local authorities and other stakeholders. This includes the option for a new intervention point based on the makeup of the Ofsted report card. This will also be informed by the outcome of the Ofsted consultation. The sector will be engaged with, and informed about, the updated regulations as they proceed.

Further education and skills

Ofsted's consultation proposes introducing report cards across various remits, including further education and skills, from Autumn 2025. In relation to schools, the Department's consultation proposes going further in future, through the introduction of school profiles. We will explore whether this approach should be extended to further education institutions.

Intervention in further education and skills

Ofsted's inspection judgements play a key role in a wide range of the Department's engagement and accountability activity with the further education and skills sector. The removal of single headline grades and the introduction of report card arrangements will mean a different approach to these activities is needed. We will work with the sector and stakeholders over the coming months to consider a proportionate and relevant approach to how Ofsted grades are used in future across the range of engagement and accountability activity.

Independent schools

Non-association independent schools will continue to be inspected against [The Education \(Independent School Standards\) Regulations 2014](#)⁴ ("the Standards") and the

⁴ www.legislation.gov.uk/ukSI/2014/3283/made

[Early years foundation stage \(EYFS\) statutory framework](#)⁵ if applicable. Therefore, our intervention to support school improvement will continue to be based on the existing requirement for independent schools to meet the Standards at all times. Ofsted's consultation proposes that compliance (or non-compliance) with the Standards will be clearly evidenced in report cards, with detail provided in a section titled 'Independent School Standards'.

Ofsted's proposal is to align the inspection of non-association independent schools with state-funded schools as far as possible. Where requirements in the Standards have no equivalent in the toolkit for state-funded schools, for example specific requirements about premises in Part 5 of the Standards, Ofsted will still inspect against these Standards and report on compliance. The overall assessment of whether the school consistently meets these Standards will be accounted for in the evaluation of leadership and management.

This broadly aligns with Ofsted's current approach under the Education Inspection Framework of aligning inspections of state-funded and non-association independent schools as much as is feasible, whilst also making it clear where the Standards have been complied with or not.

Initial Teacher Education (ITE)

Ofsted inspects ITE provision across all four phases (early years, primary, secondary and further education). For ITE that leads to the award of Qualified Teacher Status (QTS) the Secretary of State accredits providers and sets the mandatory criteria that all accredited providers must comply with to retain accreditation. Ofsted inspections provide the Department with evidence of the quality of provision and compliance with the criteria, and we may withdraw accreditation from providers who receive two consecutive 'less than good' inspection outcomes from Ofsted. We will adapt the intervention points and withdrawal of accreditation policy to reflect the removal of single headline grades and the new evaluation areas, on which Ofsted are consulting. We will also work with Ofsted to review the length of the inspection cycle. The sector will be engaged with, and informed about, these updated policies as they are developed.

For the 2024/25 academic year, as we transition to the new system of report cards, Ofsted will undertake alternative quality-assurance activity, in the form of thematic monitoring visits, across the full ITE remit, rather than full inspections. This interim activity will ensure that a focus on high-quality provision is maintained, and assess implementation of the new quality requirements, including Intensive Training and Practice and mentoring requirements for QTS programmes, as well as the expansion of the ITE remit to cover a wider range of further education teacher training courses.

⁵ www.gov.uk/government/publications/early-years-foundation-stage-framework--2

Planned re-inspections will continue, to conclude activity from the previous inspection cycle.

Children’s social care, area SEND, and Childminder Agency inspections

Ofsted intends to consult and engage the sector on reforms to local authority children’s services inspection (ILACS) and social care common inspection framework (SCCIF) in due course.

Working with CQC, Ofsted is reviewing the area SEND framework in the first half of 2025, with a view to making enhancements to the framework by Summer 2025. Ofsted will consult on more substantive changes to the area SEND framework separately and in due course.

Childminder Agency inspections are not in scope for this consultation due to their unique role (they do not directly provide education or care).

Who is this consultation for

- Parents and carers;
- Pupils;
- Those involved in leading, governing, teaching or supporting in state funded schools (including local authorities and academy trusts);
- Groups representing education leaders, teachers, support staff, trustees and governors; and
- Third sector organisations and others that provide improvement support to state funded schools.

Issue date

The consultation was issued on 3 February 2025.

Enquiries

If your enquiry is related to the policy content of the consultation please email Accountability-reform.CONULTATION@education.gov.uk

If your enquiry is related to the DfE e-consultation website or the consultation process in general, you can contact the DfE Ministerial and Public Communications Division by email: coordinator.consultations@education.gov.uk, telephone: 0370 000 2288 or via the [DfE Contact us page](#).

Additional copies

Additional copies are available electronically and can be downloaded from [GOV.UK DfE consultations](#).

Deadline

The consultation closes on 28 April 2025.

How to respond

Respond online

To help us analyse the responses please use the online system wherever possible. Visit [DfE consultations on GOV.UK](#) to submit your response.

Other ways to respond

If for exceptional reasons, you are unable to use the online system, for example because you use specialist accessibility software that is not compatible with the system, you may request an alternative format of the form.

By email

Accountability-reform.CONULTATION@education.gov.uk

By post

School Accountability Reform Consultation Team
Department for Education
Sanctuary Buildings, 20 Great Smith Street
London
SW1P 3BT

Results and next steps

Both we and Ofsted will undertake further engagement during the consultation period with partners. For the Department, this will include a discovery research project to inform the development of school profiles. In addition, Ofsted will be piloting and testing its proposed approaches during the consultation period.

The results of Ofsted and our consultations, and the consultation responses, will be [published on GOV.UK](#) before the end of the Summer 2025 term.

Subject to the outcome of Ofsted's consultation, it is intended that Ofsted will carry out a programme of engagement and communications with the sector throughout September and up to October half term, to make sure that providers are ready for the new inspections which will then start in November. Ofsted will also complete its final testing and inspector training during this period. The intention is that there is a notice period equivalent to one term between the publication of Ofsted's post-consultation inspection materials and the start of inspections under the new arrangements.

In relation to the proposals on school intervention, following responses to the consultation, and prior to implementation, we will publish amended policy guidance on accountability and intervention in schools. Subject to the responses we will also amend regulations to provide for intervention in stuck schools if they do not improve.

Chapter 1 - Accountability in the state-funded school system

Accountability mechanisms play a critical role in the school system. They should exist to:

- drive high and rising standards and promote a self-improving system, including by setting clear requirements and expectations, and encouraging behaviours that put pupils first, help them to achieve and thrive and keep them safe;
- provide useful information and assurance to parents and the public about the quality of provision and outcomes for pupils; and
- identify where swift and effective action must be taken to bring about improvement in provision for pupils.

In recent years however, these purposes have not been met. The school accountability system in England has instead provided low information for parents and has not done enough to support a self-improving system.

[Independent NatCen research](#)⁶ conducted as part of Ofsted's Big Listen found that only 38% of respondents supported the use of single-word judgements for overall effectiveness. This had the lowest support of all approaches that parents were asked to consider in the survey.

Under the single headline grades in place until the end of the 2023/24 academic year, 78% of schools were rated as good in their most recent inspection. That is a reflection of millions of hours of hard work by school leaders and staff. Yet by definition, such a large proportion of schools spanned a wide range of educational performance. There are schools rated as good in both the top and bottom 1% for attainment. In its response to the Big Listen⁷, Ofsted reported that only 1 in 8 respondents agreed that the number of good and outstanding providers was truly reflective of the overall quality of schools.

That is why the Secretary of State acted quickly to remove single headline grades, and why Sir Martyn Oliver has been implementing changes at Ofsted following the Big Listen consultation.

Improving school accountability must mean strengthening not weakening it. We should always remember that education is high stakes for the pupils who go through it, and they are entitled to a system which expects and ensures high standards.

Further reform is needed to improve confidence and ensure the school accountability arrangements contribute effectively to high and rising standards, including supporting

⁶ <https://assets.publishing.service.gov.uk/media/66d06d7f59b0ec2e151f84c4/ofsted-big-listen-research-with-the-public-parents-carers-NatCen-Research.pdf>

⁷ <https://www.gov.uk/government/consultations/ofsted-big-listen>

recruitment and retention of expert teachers and leaders. Done well, our changes will be a powerful contributor to achieving our mission to break down the barriers to opportunity for every child and young person. It will help to deliver high and rising standards in our schools, improving children's outcomes and enabling them to thrive.

Effective school accountability –purpose and principles

We propose to deliver improvements based on the principles that school system accountability arrangements must:

- drive high and rising standards, supporting all children and young people to achieve and thrive;
- provide assurance to parents, giving them clear, transparent and reliable information to inform choices – recognising the breadth of what a school does across a range of criteria, including achievement and attendance;
- give school leaders, staff and responsible bodies granular insights with sufficient detail about the quality of different elements to help all schools move forward towards excellence;
- encourage collaboration through the system – so that providers work together for the benefit of all children, young people and learners, drawing on excellence and identifying areas for improvement – creating a truly self-improving system;
- be delivered consistently, transparently and to the highest professional standards, with arrangements that are fair and credible – recognising limitations in data, taking appropriate account of context while maintaining high expectations for all children and young people, and only holding schools to account for those things they can control;
- be proportionate, taking account of the impact on workload and the wellbeing of leaders, teachers and staff;
- be coherent with clear and distinct roles and responsibilities for different actors in the system; and
- have an emphasis on identifying those providers in need of additional help so that tailored and proportionate intervention can be provided at the right time, including taking action to change the organisation that governs a school where it is necessary to bring about improvement.

Together, the proposals within the Department's and Ofsted's linked consultations are intended to deliver improvements that are consistent with these principles.

Question 11⁸: Do you agree that these are useful principles for delivering improvements to school accountability?

⁸ Questions start with number 11 in this document as the first 10 questions cover personal respondent information (see '[List of consultation questions](#)' section at end of document).

Question 12: Are there any other principles that we should consider?

Roles and responsibilities in accountability for state-funded schools

One of the principles for school accountability that we propose above, is clear and distinct roles and responsibilities for the actors in the school system. On this basis, we have set out the summary below.

The role of government is to set the accountability framework under which schools in England operate. At the core of this framework sits the responsible body for each school – the trust for an academy; and the governing body and local authority for a maintained school – which are accountable for the schools they run and, within that, the achievement and welfare of the pupils they teach. Diocesan boards also have statutory functions with respect to the faith schools that they oversee.

A second key part of the accountability framework is the Department itself which acts as the steward and regulator for the school system. This function is exercised by the Department's Regions Group on behalf of the Secretary of State. Their role is to support schools in providing a high-quality education for all pupils and intervening where necessary to ensure that acceptable standards are delivered. This role is shared with local authorities with respect to maintained schools. To fulfil this role, the Department has the ability to change the organisation that governs certain schools. We refer to this as structural intervention in this document. The Department also has a range of other intervention tools. The Department collects and publishes a range of data relating to state schools to provide transparency to the public on school performance and enable families to make informed choices.

Third, Ofsted conducts independent inspections of all state-funded schools in England and reports on how they are performing. In future, it will do so via a report card which, as part of a fuller assessment of a school's qualities, will identify schools' strengths and areas where improvement is needed. This includes reporting where a school has an aspect of practice that might be considered exemplary and reporting where a school falls into a statutory category of concern or has aspects of its performance that need attention. The Ofsted report card will inform the Department's decisions (as the regulator) on whether to take improvement action. Where appropriate, Ofsted will monitor schools to check whether sufficient progress is being made to improve. In the future, we intend that Ofsted school report cards will be incorporated into the Department's proposed school profiles.

A visual description at **Annex A** sets out how the roles would operate under the proposals within this consultation.

Chapter 2 – School Profiles

Summary

Ofsted school report cards will provide broader and richer information about the quality of provision and outcomes for pupils at the time of an Ofsted inspection. Proposals for report cards are covered in Ofsted’s parallel consultation.

This chapter proposes that in future the Department should go further by introducing school profiles. These would build on, and incorporate, school report cards, bringing together a wider range of up-to-date information about schools into a single place. We are seeking your views on the merits of introducing school profiles, and the information you would want included in them.

Purpose and principles

Having the right information about schools is important to parents, school professionals, the Department and others. That information plays a critical role in supporting high and rising standards in schools.

Currently, when parents and school professionals are looking for information about a school, they may find this in a number of places. For example, inspection reports are found on Ofsted’s website and performance data is found on the Department’s website. Parents may also look at other sources such as school websites and may speak to other parents. We want to make it easier for people to find the information they need.

Ofsted school report cards will provide clearer and more helpful information on school performance based on the findings of Ofsted’s school inspections - a point-in-time assessment - alongside specific data that contributed to that assessment.

In the future there is an opportunity to go even further and move beyond the periodic information provided in report cards, to a much more comprehensive approach which brings together regularly updated information – the performance information that becomes available in between Ofsted inspections.

Our proposal is for a single accessible place - a ‘one-stop shop’ - where parents and professionals can go to see the broad range of information about a school. This would include the Ofsted report card, up-to-date performance information and a range of other helpful information. The Department is responsible for the collection and presentation of this school performance data and is therefore well placed to further extend the information available to parents and professionals through a single product. This will be the “school profile”.

We want school profiles to meet the needs of a range of users, with different requirements for the type of information needed, and different preferences for how information is accessed and presented. We want your views on how to achieve this.

Introduction and development

We are proposing to introduce a new digital service, operated by the Department, which would:

- include the information from Ofsted's new school report cards;
- be regularly updated with the Department's most recent school performance data. This would include more up-to-date data from the Department's existing [Compare School and College Performance](#)⁹ website about how a school is performing against key performance metrics (e.g. the attainment and progress of a school's pupils at KS2, KS4 and 16-18), alongside Ofsted's point-in-time reporting. We will also explore if it is helpful to allow easy comparisons, including between schools with similar characteristics, or in similar areas; and
- include other useful information from a variety of different sources. This could, for example, include information from schools themselves or the Department's other data collections such as the School Census.

School profiles are an exciting opportunity. There are a range of options and possibilities for developing them, and there will be different views about what they should include. We want to hear your views through this consultation.

We want to ensure the digital service is carefully designed around user need and accessibility. We will carry out user research on scope (including the extent to which the Department's existing digital services should be incorporated), breadth and functionality, the first stage of which will begin in parallel with this consultation. We will also explore whether the digital service should include profiles for further education institutions.

Following feedback from the consultation and user research, we expect to have a fuller understanding on the scope and design needs. We are expecting to release and pilot a first version in the 2025/26 academic year, and further develop the service based on continuous user research thereafter.

Question 13: Do you agree a school profile should be the place users can see the most recent performance information, where it is available?

⁹ www.compare-school-performance.service.gov.uk

Question 14: Is there other information published by the Department that you would like to see in a school profile in future? This could include, for example, relevant data on pupil characteristics, workforce or finance.

We think there is also merit in exploring options that go further than just bringing together information from Ofsted and the Department by providing information from other sources.

Question 15: Are there other pieces of information that you might expect or want to routinely see in a school profile? This could include, for example, information from schools themselves such as its ethos or the breadth of, and pupil engagement in, curriculum enrichment activities.

Question 16: Do you have any further comments on our proposal for a new school profile service operated by the Department?

Chapter 3 – Intervention

Summary

This chapter proposes a better and faster approach to school improvement with more effective, timely, and proportionate intervention where it is needed to ensure all pupils receive the high-quality education they deserve.

The proposals would mean that in future:

- a school judged by Ofsted to require special measures will continue by default to receive structural intervention. A maintained school will become an academy, and an existing academy will be transferred to a new trust;
- in the short term, while RISE teams focus on stuck schools and build capacity, a school judged to require significant improvement will also continue by default to receive structural intervention. From September 2026, we propose a different approach whereby the school will receive mandatory targeted intervention from a RISE team. Ofsted will monitor regularly, and inspect the school after 18 months. Structural intervention will then be the default if the necessary improvements have not been made;
- schools that have consistently underperformed over time (stuck schools) and have not had a change of structure since their last inspection, will receive mandatory targeted intervention from a RISE team. Structural intervention will be the default if the necessary improvement is not made within two years;
- RISE teams will work across all schools providing a universal service, signposting to effective practice, and bringing schools together to share knowledge and innovation;
- overall, we expect that mandatory intervention, through both structural intervention and targeted RISE intervention, will cover around twice the number of schools¹⁰ as are currently covered.

Introduction

Ensuring all schools are delivering high and rising standards requires an accountability system with all its elements working in pupils' best interests. The proposals in this consultation and Ofsted's parallel consultation are designed to operate together, and to deliver for pupils. This means a renewed Ofsted inspection framework, which is more demanding but fair, and an improvement and intervention system which is effective, fast and proportionate.

¹⁰ This is a comparison of the yearly average over the previous two years of the number of schools that received mandatory structural intervention under the previous government, compared to the number of schools we estimate will receive mandatory intervention on average each year, through both structural and targeted RISE intervention, over the next three years.

The proposed reforms to inspection would see schools evaluated in a wider range of discrete areas – the priority areas that drive high and rising standards, and which are necessary for pupils to thrive and thereby achieve. The proposals would also see a new reporting scale, helping parents and schools gain a clearer and more granular understanding of the level of performance in each of the key evaluation areas. The findings would then be set out in Ofsted’s school report card, increasing transparency and accessibility.

The school report card would identify where a school has an aspect of its practice which is exemplary and should be shared widely across the system. It would also identify schools that are causing concern and schools with aspects that are graded attention needed. Ofsted’s proposals would see greater use of monitoring, focused on particular areas of need and assessing where improvement has been made.

We need to strengthen and broaden our range of intervention tools and increase their reach. We propose to ensure structural intervention for schools that need it, and to introduce new intensive, mandatory and targeted intervention from our new RISE teams focused on the specific challenges a school is facing, as identified through the Ofsted inspection process. Our RISE teams will also offer universal support, fostering a self-improving school system by spreading effective practice between schools.

Regional Improvement for Standards and Excellence (RISE)

From this month, we are introducing new RISE teams across the country. They will comprise senior, experienced leaders from the sector who have driven school improvement, supported by officials from our Regions Group who will work closely with responsible bodies in their local areas. Our new RISE teams will operate at two levels. They will provide:

- **a mandatory targeted service to schools that Ofsted identifies as needing to improve and which have not had a change of responsible body since their last inspection.** The intervention will be bespoke, based on the specific issues in the school. RISE teams will arrange for a high-quality organisation (for instance, a strong, local trust) to work with the school through its responsible body, and will have funds available for supporting activity. Ofsted will monitor the school’s improvement progress, with RISE teams regularly reviewing implementation progress and engagement with the targeted RISE intervention. The Department, as regulator, may also use its intervention powers¹¹ to ensure engagement with RISE teams and the interventions they have arranged. These include, for maintained schools, requiring the governing body to enter into arrangements for the provision of advisory services,

¹¹ In relation to maintained schools these are powers set out in sections 66A-69 of the Education and Inspections Act 2006. In relation to academies, the Secretary of State may issue a termination warning notice specifying the actions which a trust must take.

appointing additional governors and imposing an interim executive board, to help create the conditions for improvement; and

- **a universal service.** We want to foster and encourage a self-improving school system where all schools, alongside their responsible body, can navigate a path to improvement. To drive up standards, RISE teams will work with all schools to signpost them to the most effective practice, including DfE hubs; encourage peer-to-peer support; and bring schools together to share their knowledge and innovation. The proposed exemplary category in Ofsted's new framework will identify schools that others can look towards to develop their own practice in particular areas. RISE teams will draw from this as they signpost schools and trusts to the most effective practice and support all local schools to work together. RISE teams will organise regional events, conferences and networking opportunities, enabling schools and trusts to come together to discuss issues and share best practice drawing on expertise from across the whole school system, and acting as a catalyst for improvement across all schools.

The RISE teams will build upon and replace the National Leaders of Education (NLEs) programme which has delivered school-to-school support across the country. The current cadre of NLEs will continue to support schools through the existing school improvement offer until the end of their designations, and may seek to work with the Department as future RISE advisers or as part of high-quality organisations providing specialist support.

Schools causing concern

Ofsted's parallel consultation sets out its proposed renewed framework. This will play an important role in identifying schools that will benefit from intervention in order to secure high standards for children. As part of this, the Ofsted school report card will make clear where a school is causing concern and, within this, whether a school requires special measures or requires significant improvement. Currently, if Ofsted judges a maintained school to either require significant improvement or special measures, the requirement on the Secretary of State is the same. By law, the Secretary of State must issue a maintained school with an academy order. For an academy, the Department pursues a general approach of issuing the trust with a termination warning notice.

Intervention for schools that require special measures

Where Ofsted has determined that a school requires special measures, that means it has judged that the school is not providing an acceptable education for pupils and does not have capacity to bring about the necessary improvement. In these circumstances, we believe that the best way to secure the necessary improvement is through structural intervention – so that a maintained school would become an academy, and an existing academy would be transferred to a new and strong trust. For these schools, being part

of an excellent group of schools should provide the right environment and ongoing support in which rapid progress can be made so that pupils receive the high-quality education they deserve.

Proposal

We therefore propose that where a school requires special measures, the default approach for both maintained schools and academies should be structural intervention.

Ofsted is proposing that these schools have six monitoring inspections within 24 months, unless the issues have been resolved earlier. RISE teams will also engage with schools in a category of concern to ensure that improvement starts immediately.

Question 17: Do you agree that a school which is judged by Ofsted to require special measures should normally be subject to structural intervention? Please explain your answer.

Intervention for schools that require significant improvement

As explained above, the law currently states that if Ofsted judges a maintained school to require significant improvement or special measures, the Secretary of State is required to issue it with an academy order. The law distinguishes between the two categories of concern. Where Ofsted judges that a school requires significant improvement, that means it is of the view that the responsible body may have the capacity to improve the school, unlike a school in special measures.

Proposal

Through the Children's Wellbeing and Schools Bill, we have proposed a change in law that will change the duty on the Secretary of State to issue an academy order to a power to do so. We propose that, if Parliament approves the change in the law, we will over time change our approach to how we intervene in a school which requires significant improvement, recognising Ofsted's view that the responsible body may have the capacity to improve the school.

Schools that require significant improvement are, by their nature, some of the most vulnerable in the country, defined in law as performing significantly less well than they might in all circumstances reasonably be expected to perform. For this reason, even though their leadership may not have been identified as failing, they are currently subject to structural change. However, that process takes time to raise standards: 40% of maintained schools in a category of concern took over a year to join a new trust¹², with further time required to embed improvements.

¹² Between September 2022 and September 2025, 40% of all schools in a category of concern took over a year to convert into sponsored academies, based on the publication date of their Ofsted inspection and the date on which they opened as a sponsored academy.

For that reason, we want to move to an approach that uses the capacity to improve identified by Ofsted, and supports these schools to change more quickly. The conditions for making this change must be that we have an established support structure and that we retain the ability to act if there is a lack of engagement or if the school is not improving. Therefore, while we are building the capacity of the new targeted RISE service and that of the wider schools' system, we propose that structural intervention should continue to be the default for schools that require significant improvement. RISE teams will, however, engage through the transition to ensure improvement begins immediately. From September 2026, after a full academic year of RISE's operation, we propose to mandate RISE intervention in schools judged to require significant improvement, delivering a bespoke package of challenge and support to target areas of weakness identified in Ofsted report cards, instead of moving directly to structural change.

Ofsted is proposing that schools that require significant improvement will have five monitoring inspections within 18 months, unless the issues have been resolved earlier. If, after that, the school is still causing concern, Ofsted would conduct a full reinspection. If the school is still judged to require significant improvement or has 'needs attention' ratings, our default approach will be to make structural change.

We will also be ready, where necessary, to use other intervention powers in parallel. This includes, for maintained schools, requiring the governing body to enter into arrangements for the provision of advisory services, appointing additional governors and imposing an interim executive board, to help create the conditions for improvement. We have other levers with respect to academies to strengthen governance¹³.

Following the conclusion of this consultation we will publish detailed guidance setting out how the Secretary of State will exercise the power to intervene in schools.

Question 18. Do you agree that, until September 2026, while we build improvement capacity, schools that require significant improvement should normally be subject to structural intervention? Please explain your answer.

Question 19. Do you agree that from September 2026, in schools that require significant improvement, targeted RISE intervention should be deployed to give the school targeted support to improve, before moving to structural intervention if necessary? Please explain your answer.

¹³ In relation to maintained schools these are powers set out in sections 66A-69 of the Education and Inspections Act 2006. In relation to academies, the Secretary of State may issue a termination warning notice specifying the actions which a trust must take.

Intervention for ‘stuck’ schools

There are also currently over 600 schools, educating over 300,000 children that were graded requires improvement at their most recent inspection and were also graded below good at their previous Ofsted inspection¹⁴. This means that in many cases children have spent their whole primary or secondary years in schools that are consistently underperforming. We are therefore categorising such schools as stuck. We need to do more to speed up improvement in these schools.

The Department will introduce its targeted RISE intervention from this month for stuck schools. In advance of Ofsted school report cards being introduced later this year, schools will be eligible to receive bespoke RISE interventions if they:

- were previously due to receive structural intervention after 1 January 2025 but have had that intervention revoked when the previous government’s “2RI” policy for structural intervention was halted; and/or
- are a ‘stuck’ school – defined as a school that was graded requires improvement – or equivalent¹⁵ - at its most recent Ofsted inspection and was also graded below good at its previous inspection; and
- have not had a change of structure since their last inspection.

Proposal

Following the introduction of Ofsted school report cards, we propose to update our definition of stuck schools as ‘schools which receive an attention needed rating against leadership and governance, which were graded below good – or equivalent - at their previous Ofsted inspection’. This definition reflects the fact that effective leadership and governance is critical to delivering high standards. Overtime, this will mean that once a school has been inspected twice under the new inspection framework it will be deemed stuck if it has on both occasions received an attention needed rating against leadership and governance.

In order to make stuck schools eligible for intervention we propose to amend The Coasting Schools (England) Regulations 2022 to apply to schools meeting the definition of ‘stuck’, both before and after the introduction of Ofsted school report cards.

Where a stuck school, supported through RISE, has not achieved new secure ratings, as proposed in Ofsted’s parallel consultation, in all areas within two years, the default will be to move to structural intervention. For schools that are already stuck where their

¹⁴ Based on published Ofsted management information on state-funded school inspections and outcomes, as at 31 December 2024.

¹⁵ For this purpose, we propose to treat a sub-judgement of requires improvement for leadership and management and/or quality of education for a school inspected in 2024/25 academic year as equivalent to a previous single headline grade of requires improvement.

most recent inspection was under the current framework, the two-year period for improvement will begin from the date Ofsted school report cards are introduced. For schools that become stuck through a new inspection following the introduction of Ofsted school report cards, the two-year period will begin from the date the inspection report is published.

Question 20. Do you agree that following the introduction of Ofsted school report cards, we should define stuck schools as set out above? Please explain your answer.

Question 21. Do you agree with our proposed intervention approach for stuck schools and that we should amend regulations to give effect to this? Please explain your answer.

Other schools eligible for targeted intervention from RISE teams

Proposal

We know that Ofsted inspections are periodic, and some schools cannot wait until their next inspection to begin to receive help. Therefore, we propose that RISE teams also engage with schools, via their responsible bodies, where there are concerning levels of pupil attainment, including large year-on-year declines.

Question 22. Do you agree that RISE should also engage with schools that have concerning levels of pupil attainment? Please explain your answer.

Question 23. What is the appropriate measure and approach for understanding if a school has attainment results of significant concern or shows a sharp decline in year-on-year pupil attainment, and may need external help to address these concerns?

Impact

Equalities

The Equality Act 2010 includes the Public Sector Equality Duty which requires public authorities to have due regard to the need to:

- eliminate discrimination, harassment, victimisation and any other conduct that is prohibited by or under the Act
- advance equality of opportunity between persons who share a relevant protected characteristic and persons who do not share it
- foster good relations between persons who share a relevant protected characteristic and persons who do not share it

The characteristics protected by the Equality Act are age; disability; gender reassignment; marriage and civil partnership (this only applies to aim 1 of the duty); pregnancy and maternity; race; religion or belief; sex; and sexual orientation. To inform our ongoing assessment of the impact of our proposals on persons with protected characteristics, we are interested in your views through the following questions.

Question 24: Do you believe the proposed arrangements (any or all) would have a positive/negative impact on particular groups of learners or staff because of their protected characteristics? Please explain your answer, specifying which proposal your response relates to.

Question 25: Do you have any suggestions for how any potential negative impacts on particular groups of learners or staff could be mitigated, or positive effects enhanced?

Workload and wellbeing

We are committed to considering and embedding staff workload and wellbeing in everything that we do. With that in mind, we would like to know:

Question 26: What do you consider are the likely staff workload and wellbeing implications and/or burdens of the proposals in this consultation? Please specify which proposal your response relates to.

Question 27: Do you have any suggestions for how any potential negative impacts on workload and wellbeing could be mitigated, without negative effects on standards for children? Please specify which proposal your response relates to.

Question 28: What steps could be taken to help reduce or manage any burdens leading up to and during the introduction of the proposed arrangements, without negative effects on standards for children? Please specify which proposal your response relates to.

List of consultation questions

About You

1. What is your name?

2. What is your email address?

Please note: It is helpful to have your email address if we want to contact you about your answers to the questions in this consultation. You do not have to give your email address, and your views will be considered whether or not you give your email address.

3. Are you happy to be contacted directly about your response? (Options: Yes; No)

Please note: The Department may wish to contact you directly about your responses to help our understanding of the issues. If we do, we will use the email address you have given above.

4. Are you responding as an individual or on behalf of an organisation? (Options: Individual; Organisation)

If you are responding as an individual, we will consider the views within your response to this consultation to be your personal views. If you are responding on behalf of an organisation, we will consider the views within your response to this consultation to be those of your organisation and not necessarily your personal views.

5. If you are responding as an individual, how would you describe yourself?

(Options: student, pupil or learner; parent or carer; teacher, tutor or lecturer; researcher, academic or education expert; governor; other member of the public)

If more than one applies, please select the one that you think is most important to understanding your consultation response.

6. If you are responding on behalf of an organisation, which of the following best describes who/which part of the sector your organisation represents? (Options:

maintained primary school; primary academy; maintained secondary school or sixth form; secondary academy; 16-19 academy; maintained special school or alternative provision; special or alternative provision academy; other maintained school – e.g. middle school or boarding school; other academy school; independent school; academy trust; sixth form college; general further education colleges (including designated institutions); special post 16 institutions; local authority provider; independent training provider; childminder; maintained nursery school; private, voluntary or independent early years group setting; representative organisation or trade association; local authority; government organisation/agency; other (please specify))

If more than one applies, please select the one that you think is most important to understanding your consultation response.

7. What is the name of your organisation? (Free text 250 words)

8. What is your role within the organisation? (Free text 250 words)

9. Would you like us to keep your name and/or organisation confidential?

9a. Name: (Options Yes; No)

9b. Organisation: (Options: Yes; No)

10. Would you like us to keep your responses confidential? (Options: Yes; No)

If yes, please explain why you consider it to be confidential. (Free text 250 words)

Confidentiality

Information provided in response to this consultation, including personal data, may be subject to publication or disclosure under the Freedom of Information Act 2000, the Data Protection Act 2018, or the Environmental Information Regulations 2004. If you want all, or any part, of a response to be treated as confidential please explain why you consider it to be confidential. If a request for disclosure of the information you have provided is received, your explanation about why you consider it confidential will be taken into account, but no assurance can be given that confidentiality can be maintained. An automatic confidentiality disclaimer generated by your IT system will not, of itself, be regarded as binding on the Department for Education.

Privacy Notice

The personal data (name and address and any other identifying material) that you provide in response to this consultation is processed by the Department for Education as a data controller in accordance with the UK GDPR and Data Protection Act 2018, and your personal information will only be used for the purposes of this consultation. The Department for Education relies upon the lawful basis of article 6 (1) (e) of the UK GDPR which process this personal data as part of its public task, which allows us to process personal data when this is necessary for conducting consultations as part of our function. Your information will not be shared with third parties unless the law allows or requires it. The personal information will be retained for a period of 12 months following the closure of the consultation period, after which it will be securely destroyed. You can read more about what the Department for Education does when we ask for and hold your personal information in our personal information charter, which can be found here: [Personal information charter - Department for Education - GOV.UK \(www.gov.uk\)](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/674242/Personal-information-charter-Department-for-Education-2018.pdf)

Chapter 1

Question 11: Do you agree that these are useful principles for delivering improvements to school accountability? (Options: Strongly agree, agree, neither agree nor/disagree, disagree, strongly disagree)

Question 12: Are there any other principles that we should consider? (Free text 250 words)

Chapter 2

Question 13: Do you agree a school profile should be the place users can see the most recent performance information, where it is available? (Options: Strongly agree, agree, neither agree nor/disagree, disagree, strongly disagree)

Question 14: Is there other information published by the Department that you would like to see in a school profile in future? This could include, for example, relevant data on pupil characteristics, workforce or finance. (Free text 250 words)

Question 15: Are there other pieces of information that you might expect or want to routinely see in a school profile? This could include, for example, information from schools themselves such as its ethos or the breadth of, and pupil engagement in, curriculum enrichment activities. (Free text 250 words)

Question 16: Do you have any further comments on our proposal for a new school profile service operated by the Department? (Free text 250 words)

Chapter 3

Question 17: Do you agree that a school which is judged by Ofsted to require special measures should normally be subject to structural intervention? (Options: Strongly agree; agree; neither agree nor disagree; disagree; strongly disagree)

Please explain your answer (Free text 250 words)

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Please explain your answer (Free text 250 words)

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Impact

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Annex A - Overview of proposed accountability roles

	Better information about strengths and areas for improvement	Spreading effective practice and increasing collaboration	Intervening to ensure improvement where needed
Responsible body	Ensure high quality provision and outcomes for pupils. This includes responding to school report card findings	Work collaboratively – sharing effective practice and learning from other schools	Engage positively with RISE team support and intervention
Ofsted	Evaluation areas and scale mean schools are inspected and assessed on the component parts of great education provision, in a more precise and nuanced way	Evaluation recognises and incentivises schools to share best practice through the exemplary rating	Ofsted report card, and approach to monitoring, clearly identifies underperforming schools, and specifically identifies schools that are causing concern
	School report cards provide better information on school performance for parents, leaders and government	School report cards identify/advertise great practice which can be drawn upon	
	Monitoring schools in a category of concern provides assurance about progress and identifies where insufficient progress is made		
DfE	In future, school profiles provide a one-stop shop - bringing together a wide range of up-to-date information in an accessible and helpful way for parents	RISE teams signpost schools to great practice, as identified in Ofsted report cards	Structural intervention as default for schools in special measures.
		RISE teams encourage/direct sharing of good practice where improvement is required	Until September 2026 - structural intervention as default for schools that require significant improvement. From September 2026 – targeted RISE intervention for schools that require significant improvement (i.e. that have capacity to improve). Structural intervention by default if improvement not secured after 18 months
		RISE teams support the formation of strong groups of schools	Targeted RISE intervention for 'stuck' schools that haven't had structural change since their last inspection. Structural intervention by default for all 'stuck' schools if improvement not secured within 2 years. Targeted RISE intervention where there are concerning levels of pupil attainment



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