



Annual Review 2020-21



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Introduction

Unprecedented in its nature and scale, the pandemic has brought a second year of formidable challenge. Again, our leaders, teachers, staff, and governors in schools have responded to this challenge with remarkable commitment to ensure that adverse impacts on our children have been minimised and that they have continued to flourish.

The value and strength of school-led collaborative partnership working has never been so important. It has been inspiring to see the openness and trust between leaders as they focused not only on supporting their own school but on helping others too.

The pandemic has touched the lives of every child and every family and has laid bare huge inequalities and widening achievement gaps. Yet, despite its challenges, it also highlighted the deeper strengths of the borough and of its schools and communities, and the power of the collaboration between them. Communities have come together to look after young and old; schools have been a bedrock of support to families in need.

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At a time when pressures on schools have never been as relentless, and collaboration cannot all be face to face, we have a stronger and more supportive educational community in Camden than ever before.

The situation has provided a once-in-a-generation opportunity to reflect on how we can build on these strengths and refresh our ambitions for our education system in Camden.

Hence, a major focus for Camden Learning over the past year has been the development of Building Back Stronger, Camden's Education Strategy to 2030.

This rests on the belief that education has the power to transform lives. Out for consultation between October and December 2021, the strategy is the result of our family of schools, Camden Learning, Camden Council and our communities thinking hard about how to create a better future for our young people and for Camden.

The strategy is based on the twin pillars of excellence and equity. Our schools do not

The diversity of our school population represents a new and promising future, where difference is a source of strength and respect and diversity create innovation and creativity.

have to choose between achieving excellence or supporting children who start from a position of disadvantage. As this Review demonstrates, a system that benefits disadvantaged children benefits everyone. The strategy aims to build a sustainable and more inclusive school system based on collaboration, bringing schools together not only to enrich the quality of education for children and young people but also to help overcome financial pressures.

This current review focuses on the academic year 2020-2021. As always, the achievements recorded here rest on the work of the children and young people of Camden. The diversity of our school population represents a new and promising future, where difference is a source of strength and respect and diversity create innovation and creativity. The many successes recorded in this Review rest too on the enormous efforts of our leaders and all involved in our schools, and on the unfailing commitment of the staff and directors of Camden Learning, the Council and our key partners and supporters.

We look forward to working with you all in the coming year to make sure the vision set out in Building Back Stronger is implemented. This will help us ensure that all our children have the best possible start in life and move into adulthood as well qualified, confident lifelong learners, able to relate well to others, to drive change for social good, and to progress towards fulfilling lives. An ambitious vision but working together, we can make it a reality.

Jon Abbey, Managing Director and Christine Gilbert, Independent Chair



The Camden Learning Partnership

Camden Learning is a school-led partnership, working as an independent not-for-profit company since 2017.

A joint enterprise between Camden schools and Camden Council, Camden Learning operates for the collective benefit of local schools and their pupils. All Camden schools have chosen to belong to the partnership, so membership includes academies and hospital schools as well as Church schools, voluntary controlled, foundation and community schools. All are committed to working together not only for the good of their own school but for the benefit of all Camden children. They share a powerful moral purpose and a determination to make an ambitious difference to the lives of children and young people in the area.

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The collaborative nature of the partnership means that it can address local issues of both quality and equity which could not easily be tackled by schools working alone. The Council commissions Camden Learning to deliver a range of services and outcomes on its behalf and holds it to account for successful delivery through a formal contract. The company is overseen by a board of directors from schools, the community, business, higher education and the Council.



Our vision

We want Camden to be a place where everyone has a chance to learn and thrive. This means ensuring that every child enjoys learning and achieves well, so all leave school as confident, successful learners and good citizens.

Our partnership promise

Camden Learning will:

- Make sure every child is known, valued and thrives
- Support early learning as the foundation for success
- Create opportunities so every teacher enjoys teaching and keeps improving
- Build connections to support school and area improvement, innovation, and excellence
- Share intelligence and act on evidence
- Welcome challenge
- Celebrate success
- Work with other public services, such as health and housing
- Learn from, and contribute to, the best practice in the world.

Our goals

- High standards
- Exceptional schools
- No child left behind
- Joint endeavour
- A centre of innovation and educational excellence

The Camden Learning Partnership

Our School Improvement offer

Camden Learning has been commissioned by Camden Council to lead and offer a range of education services to support all schools. These include school improvement, governor services, health and wellbeing, music, safeguarding & inclusion, attendance, and the STEAM (science, technology, engineering, arts, and maths) programme.

All Camden schools are signed up to our school Improvement offer, refreshed for 2021-23.

A universal entitlement for member schools includes support such as one Standards Meeting per academic year, two Camden Learning Professional Partner half day visits per year and Ofsted leadership advice. Some schools, identified as Schools Requiring Additional Support (SRAS), receive additional, bespoke support such as additional Camden Professional Partner (CPP) time, school website and safeguarding checks. Schools are encouraged to self-identify if they need additional help to address a problem.

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While all Camden schools receive our core 'member support service', funded by the Council, additional tailored support and packages can be purchased. The core service includes Headteacher briefings, Camden Conversations, expert advice for governors and school leaders and access to the termly Chair of Governors' Forum and the termly meetings of the primary and secondary Chairs' Networks.

Our tiered subscription service meets schools' differing needs. Schools purchase a subscription to meet their requirements, then draw down against this subscription as they receive services throughout the year. Schools taking the highest level of subscription receive the greatest discount on the rates paid for these services. For example, all secondary schools participated in a secondary moderation and network package focused on agreed moderation principles and strengthening teacher assessed grading for the summer 2021 exams.

Our school-improvement work is intelligence and evidence-based, rooted in the management and analysis of high-quality data and risk-based assessment, but its delivery is very much school-led.

Our school-improvement work is intelligence and evidence-based, rooted in the management and analysis of high-quality data and risk-based assessment, but its delivery is very much school-led. This means that local schools work together to support each other, and that Camden Learning makes the best use possible (often through brokerage arrangements) of the vast range of expertise that exists within our schools.

Achievements in 2020-21

The Covid-19 pandemic has brought formidable challenges to all sections of society over the past two years.

Schools across the country have been at the front line of our collective response to the pandemic. In Camden, the importance of their role at the heart of their communities was clear. We saw inspiring examples of schools working closely and practically with families as pressures mounted at home.

The commitment to collaborative working among our schools, the Council, our key partners, and our communities, has once again been vital to the wellbeing of Camden children and young people, especially the most vulnerable. Camden Learning has played a key role in nurturing and supporting this collaboration, in channelling communication around the pandemic and its impact among schools and partners, in brokering support where needed, keeping vulnerable pupils visible, and in ensuring that a focus on agreed priorities has been maintained through difficult times. Camden Learning's success in supporting change is evident in the achievements and progress against those priorities.

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Our priorities and intended outcomes:



1. Building Camden Learning as a force for improvement

- A financially sustainable organisation drawing on excellent, highly trained people
- High levels of service take-up
- Exceptional engagement with stakeholders
- High participation from partner schools



2. Developing sustainable improvement in quality and equity

- All schools good and outstanding
- Attendance above national average
- Lower exclusions
- Greater expertise to tackle racism & inequalities
- Improved post-16 offer
- Improved health and wellbeing outcomes
- Effective safeguarding in all our schools



3. Supporting teachers and leaders so they thrive in Camden

- Effective aspiring leadership programmes in place contributing to a more representative workforce
- Exceptional professional development for school staff
- Excellent support for all school leaders
- Timely appointments to key roles
- Learning Hubs and networks positively impacting curriculum development and professional growth
- Camden Learning's work and impact reaching a wider audience



4. Enriching learning in Camden

- Increased take-up of STEAM pathways at 16 and 19
- Strengthening business and partnership working
- Increased participation in Music
- Safeguarding in Camden is strong
- Innovation and development arising from focused conversations

Our Priorities 2020-21

Priority 1: Building Camden Learning as a force for improvement

We said we would focus on:

-  **Developing a bold Camden Education Strategy to 2030.**
-  **Ensuring that Camden Learning's strategic, business and workforce planning support delivery of the new education strategy and the key requirements of the local authority's commission.**
-  **Refreshing the offer to schools 2021-23.**
-  **Recruiting additional directors to build the skills base and capacity of the Board.**
-  **Raising the profile of Camden Learning.**
-  **Supporting the development of local education partnerships across London and at national levels.**

The development of Building Back Stronger has been a major focus over the past year. Camden Learning has worked with our schools, Camden Council, and our communities to develop this vision as Camden's Education Strategy to 2030. Our wide-ranging fortnightly programme of Camden Conversations – eleven in total, with up to 100 attendees at some – has helped shape the strategy, creating opportunities for the whole educational community to come together to encourage fresh thinking and to learn from respected education thinkers from across the country. The popularity of these conversation sessions has prompted us to continue them into the new year.

Camden Conversations were a highlight of the week, a chance to avoid decision-making and to draw breath and think. Week after week something is said that challenges, inspires, provokes, and sometimes even annoys. Open to everyone interested in education, locally and nationally, they have been a really important development. Long may they last.

Headteacher

We have a new Camden Learning organisational structure, ensuring a continued focus on the delivery of our priorities.

Camden Learning will lead the implementation of much of the new strategy, so we need to identify the key people within Camden Learning and within schools to help us do that. We have a new Camden Learning organisational structure, ensuring a continued focus on the delivery of our priorities, and we have recruited to the vast

majority of posts within that. We now have a Director of STEAM and Partnerships and a Chief Operating Officer, strengthening leadership capacity across the company. A combination of direct recruitment and the commissioning of existing expertise from Camden schools has filled key positions to strengthen our professional development offer. Planning is also underway to improve our website as a vehicle for communication and resource content, and as an aid to improvement as the strategy is implemented.

Membership of the board of directors was reviewed in 2020-21, with the aim of broadening its make-up and increasing its diversity. We have appointed Latif Abdulkadir and Professor Qing Gu to bring expertise in community work and in educational research, respectively; Julian Turner, who contributed his valuable experience as a governor to the Board in the past, has now been co-opted so we can continue to benefit from that as well as his commercial expertise.

We have continued to build the reputation of Camden Learning as a significant organisation in the development of place-based partnerships and school improvement. We play a key role in establishing support for place-based partnerships through the Area-based Education Partnerships Association (AEPA). This brings together school-led partnerships across England. Its programme this past year has included a national conference and half-termly roundtables, bringing together education partnerships and school leaders to share good practice. Both the chair and the CEO have provided bespoke support to the development of other partnerships across the country.

Camden Learning led a national webinar as part of DfE Recovery Advisory Group's COVID Positive Working Practices "Learning from the Pandemic" series. This focused on the critical role schools played at the heart of communities during the pandemic, and the implications of this for the future.



Our Priorities 2020-21

Priority 2: Developing sustainable improvement in quality and equity

We said we would focus on:

-  **Supporting schools through the pandemic and its aftermath.**
-  **Encouraging greater access to the use of technology for learning and for engagement of parents.**
-  **Improving and strengthening KS2-KS3 transition.**
-  **Improving performance for disadvantaged students at KS4 Maths.**
-  **Promoting and supporting the health and wellbeing of our children and young people.**
-  **Producing and implementing a Post-16 Strategy and Plan.**
-  **Supporting schools in tackling the issues around racism raised by BLM.**
-  **Targeting improved outcomes for the most disadvantaged children and their families.**
-  **Improving attendance and reducing the number of exclusions.**
-  **Initiatives to overcome the barriers to learning that continue to damage the lives of young people.**

Camden Learning has worked closely with our schools and the local authority to ensure that the effects of the pandemic on our children and families – especially the most vulnerable – have been minimised. This has been evident in all aspects of our work, as documented in the Council's Building Equal Foundations report, for example, which underlined the need to tackle food poverty, promote good attendance at school and provide support for mental health in schools as key issues.

As part of the drive to harness the potential of technology, Camden Learning led the digital divide campaign and its co-ordination, with 5600 devices distributed to schools and young people. 240 of these were funded by £64,000 raised by the Camden Learning Crowdfunder campaign, and a further 98 were donated by local businesses. We know devices and wifi are not enough to ensure good access and will be seeking to address this through the implementation of the new education strategy.

In response to the new Early Years Foundation Stage (EYFS) Framework, Camden Learning has, in collaboration with the Early Years Team, provided training for schools, the private, voluntary, and

independent (PVI) sector and Children's Centres around its adoption. Early Years leaders from every Camden school attended these sessions, which are on-going, and are confident about implementing the statutory changes from September 2021.

We led on local work to strengthen the transition experience of pupils between Years 6 and 7, designing and publishing guidance and best practice on transition, and leading development of a universal transition electronic form agreed by all Camden schools. As part of this, we trialled the Vulnerability Matrix (devised with the Institute of Education Research Department), focusing on Special Educational Needs and Disability (SEND) and on young people at risk of gangs and exploitation. These developments were well-received by schools.

Four Camden secondary schools took part in a Richard Reeves Foundation funded maths improvement programme targeting Year 11 pupil premium students at risk of missing Grade 4 in maths GCSE. Over 81% of the 198 pupils involved achieved Grade 4, well above the project target of 70%. Funding will continue into next year, with increased scope to include a Year 10 cohort.

We know Camden needs to improve the quality, breadth, and take-up of post-16 education to meet the needs of every young person. During the year, Camden Learning commissioned a post 16 review that found our provision has significant gaps and duplications, with some sixth forms too small to be viable and with inconsistencies, especially for the non-A level cohort. This leads

The Richard Reeves funding was invaluable, it enabled us to strengthen our catch-up strategy coming out of lockdown. The ability to fund an academic coach had the biggest impact. Having a member of staff with sole responsibility for improving maths outcomes for the Richard Reeves cohort was something the students really felt the benefit of and we as a department felt grateful to have.

Head of Maths

to 24%, a figure slightly smaller than the national 'forgotten third', not having the basic qualifications or skills to get on the employment ladder. Too few Camden young people are accessing apprenticeships (currently 1% compared with 4% across England) and our outcomes in vocational and technical courses need to improve. Four priority areas were identified for post-16 strategic development: a new post-16 partnership, with a particular focus on the 'non-A-level' offer; greater access for young people to education, work, and opportunity, including growing apprenticeships; better information, advice, and guidance to support learning and job choices leading to economic opportunity. These have informed Building Back Stronger and will be integral to its implementation. We will be recruiting a post-16 lead to support this.

Our Priorities 2020-21

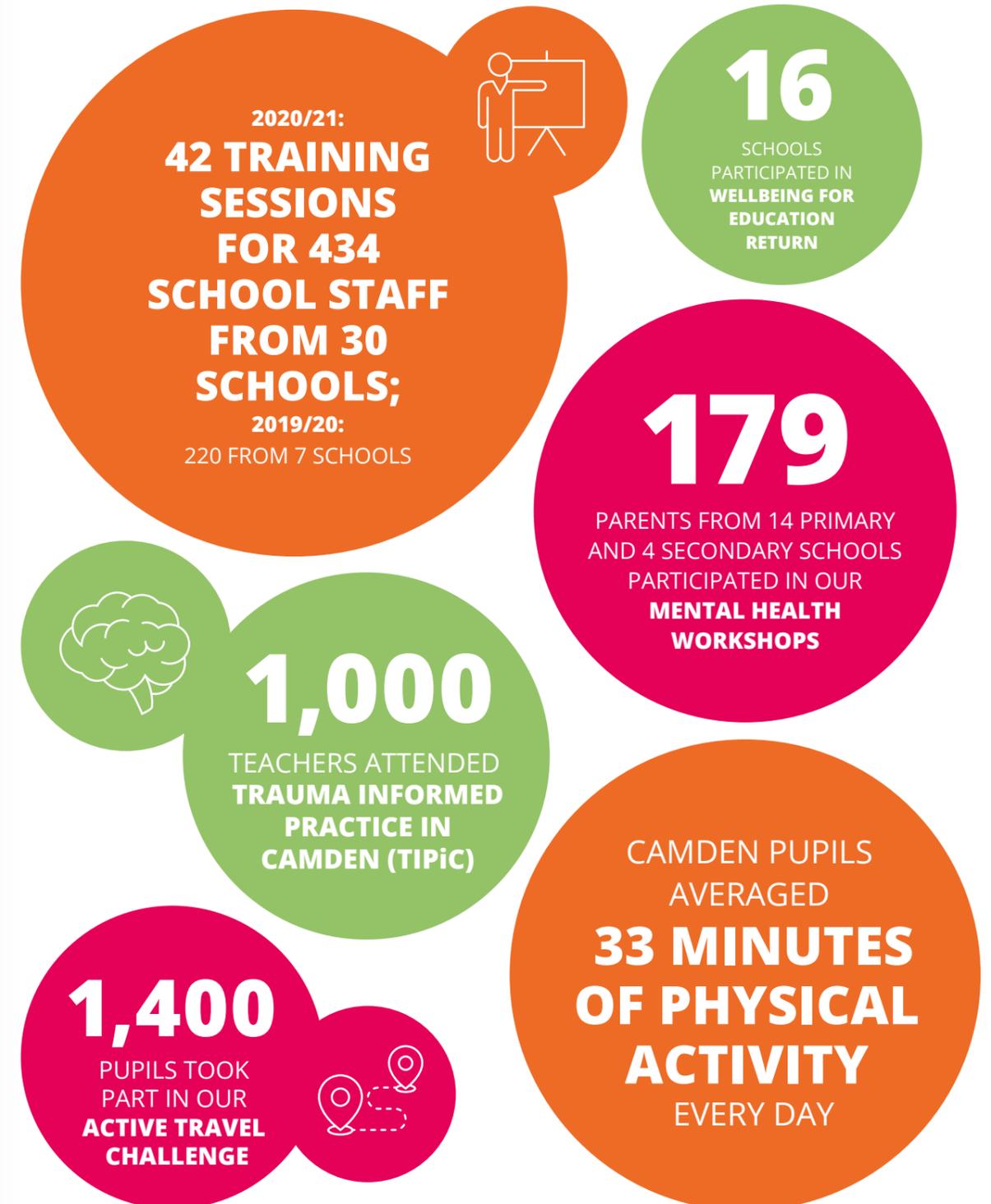


The pandemic contributed to a significant increase in demand for training from our Health and Wellbeing Team. Issues around mental health and well-being were a growing concern, which we helped tackle through programmes like Wellbeing for Education Return, Peer Support for Staff Wellbeing, our Wellbeing Champions initiative for pupils, and our mental health workshops for parents. Camden is implementing a borough-wide approach to ensure that 'Trauma Informed Practice' underpins our work with vulnerable children and their families who have experienced trauma in their lives. With support from Camden Learning, CAMHS, Royal Free Hospital Children's School and Robson House, Camden's Educational Psychological Service is delivering Trauma Informed Practice in Camden (TIPiC) training and follow-up support to 19 schools. Initial evaluations show that staff are better equipped to support children who may be dealing with trauma, that school policies and systems have changed to support a trauma-informed response, and that staff wellbeing has improved.

Our work to tackle health and obesity continued through our support for physical activity, active travel, and healthy eating in schools and at home. We supported schools in preparing for the new statutory Relationship and Sex Education (RSE) requirements, and we began piloting Project Resilience, with schools and medical professionals from University College London Hospital, to support young people at the transitional stage between child and adult.

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Health and Wellbeing



Our Priorities 2020-21

The Camden Learning Anti-Racism Hub, with 22 participating schools working in partnership with The Black Curriculum, has had impact in tackling issues around racism. Feedback from schools has been highly positive, Take-up of governor training around diversity and equalities has also been strong. The Safeguarding & Inclusion Team has been supporting schools to address disproportionality in exclusions. We have, for example, facilitated discussions between schools about disproportionality through our Peer-to-Peer Inclusion Review programme, with nine Secondary Schools engaging in reviews to address issues around disproportionate exclusions. We will be monitoring the impact of this in the coming year.

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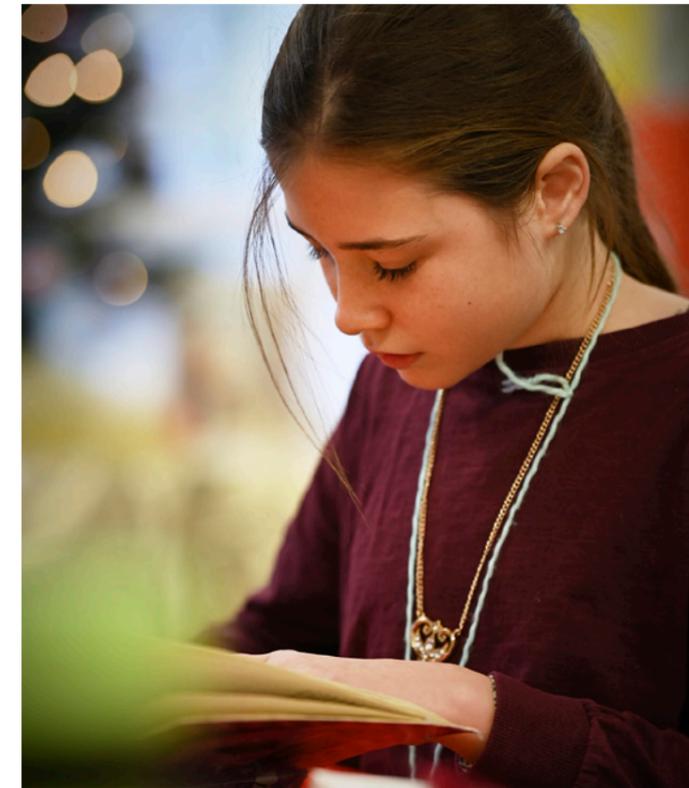
The Attendance Service ran weekly online meetings on attendance guidance for schools and distributed weekly term-time attendance newsletters, provided training on attendance support mechanisms for families and attended fortnightly safeguarding meetings with social workers. Attendance levels inevitably fluctuated across the school year because of the pandemic. Comparable attendance data with other local authorities is not currently available, but school weekly returns over summer 2021 indicate that attendance was broadly in line with national levels. We recognise that the recovery of attendance levels post-pandemic is an on-going area of concern, and it will be a focus of our work with schools and partners in the coming year.



As elsewhere, the number of children and young people in Elective Home Education (EHE) rose sharply in the early stages of lockdown. EHE guidance and resources were updated in April 2021, and additional hours for the EHE Advisor and EHE officer were funded during January to July to reflect the increased workload. We have also undertaken, with SEND colleagues, termly audits of children and young people receiving EHE. The latest figures indicate a significant fall in EHE numbers over the last year, almost back to pre-pandemic levels.

Camden's exclusion figures have been below national and London levels, but lockdown has made current benchmarking comparisons difficult. The Primary Inclusion Forum has helped ensure that primary permanent exclusions are a rarity (0 in 2020-21), while the base set up at Rhyl Satellite has helped reduce fixed-term primary exclusions. At secondary level, both permanent and fixed term exclusions, while still below pre pandemic levels, increased last year, although the new base at Haverstock, Camden Reintegration Base (CRIB) helped to mitigate the increase. Camden Learning will be working with schools and partners in the coming year to ensure that the 11 recommendations on reducing exclusions made by Council Scrutiny Members are implemented. The Safeguarding & Inclusion Team led the Peer-to-Peer Inclusion Review programme focused on disproportionality in exclusions, and we have continued to develop our partnership work with the Somali Youth Development and Resource Centre (SYDRC), The Winch and Future First which will be providing mentoring programmes targeted at black boys at risk of exclusion in the coming year.

All schools have been given individual support from Camden Learning to help ensure effective safeguarding policies and practices are in place. This has included training around specific issues, such as the pandemic, the Ofsted Review on Sexual Harassment and Prevent. A Section 11 Safeguarding Audit, completed by all schools, was reported, with findings and key themes, to the Camden Safeguarding Children Partnership (CSCP) in November. Children Missing Education (CME) policy and procedures were revised, and our close relationships with key stakeholders enabled these to be shared effectively and CME kept visible and followed up to ensure safeguarding. Guidance, preparation, and implementation support for changes in Keeping Children Safe in Education (KCSiE), which became effective from September 2021, has been an important strand of our work this year.



Our Priorities 2020-21

Priority 3: Supporting teachers and leaders so they thrive in Camden

We said we would focus on:

- Using excellent practitioners from Camden schools to create and develop better practice.
- Providing data, analysis, and review services to support school self-evaluation and planning.
- Bespoke support for schools with additional needs.
- Strengthening professional learning and development in Camden.
- Effective arrangements to embed the new Early Career Framework.
- Supporting the new set of learning hubs to maximise their effectiveness.
- Supporting subject networks in the primary sector.
- Recruitment and retention to recruit and retain leaders and teachers, and to accelerate progress towards a workforce more reflective of the community.



We have continued to use outstanding practitioners identified in Camden schools to support and create better practice through, for example, our work with schools with additional needs, our Continuing Professional Development (CPD) offer, peer review programmes, Early Career Framework (ECF) development and the work of our hubs and networks.

The Camden SRAS programme identifies the need for support early, identifies where improvement notices are required, and puts project boards in place to support improvement. In keeping with the collaborative nature of our schools-led system, outstanding

As I have reflected further on our inspection experience this week, I felt it important to acknowledge the support that Camden Learning gives to schools like ours. I was able to draw heavily on the support that teachers receive from Camden Learning. Governor training is excellent, with input of the highest quality keeping us up to date on an ever changing and complicated educational landscape. More generally, Camden Learning has kept us focused on the really important things over the last 2 years of Covid disruption. All of this professional work is much appreciated.

Chair of Governors

and well-performing local schools often lead this support. In addition, effective schools lead on areas that influence school improvement through our thematic Learning Hubs, funded through Camden Learning.

Camden Learning collates the timely provision of comprehensive data and its analysis so that schools can self-evaluate performance. An annual score card for each school is used to inform discussion at standards meetings, enabling Camden Learning to broker improvement support more effectively where need is identified.



Our Priorities 2020-21

Our CPD programme in 2020/21 drew on effective practice from our two teaching schools, networks, lead practitioners and our improvement partners. In response to feedback on the pandemic, the programme has been adapted to meet the changing needs of schools and pupils. Most courses were online to maximise safety and minimise movement between settings. More CPD sessions focused on support around mental health, both for staff and for pupils, including sessions on the pupils' wellbeing as they returned to school post lockdown. With so many pupils needing to carry on their education remotely, we delivered CPD sessions on remote learning, which were evaluated without exception as useful or very useful. Overall, our CPD programme was rated excellent by 83% of participants and good or excellent by 100%.

Notwithstanding the impact of the pandemic on contact arrangements, our training programme for New Qualified Teachers (NQTs), delivered by Camden schools, was providing well-received support for 93 NQTs in 34 schools at the end of summer 2021. The opportunity to collaborate with the network of NQTs working across Camden schools was welcomed by our new teachers, who were completing their induction in very difficult circumstances.

The one-year NQT programme is being replaced – as part of the new national professional framework for teachers – by a 2-year Early Career Framework (ECF) programme. Camden has partnered with

the Education Development Trust (EDT) to deliver this over the coming year. Early take-up is excellent, with all local schools with Early Career Teachers (ECTs) signing up to our offer, along with a number of secondary ECTs from other London boroughs. We will also be offering two of the new National Professional Qualifications (NPQs): the NPQLTD (Leading Teacher Development) and NPQSL (Senior Leadership), which are the next steps in the new framework. We will be focusing strongly on tracking talent – with a particular emphasis on black, Asian and leaders from ethnic minorities – that can provide the next generation of Camden headteachers.

The Growing Great Teachers programme gave me the courage to try new things in the classroom, knowing that there was always support to fall back on.

Maths NQT



Despite lockdowns and school closures, the Camden Learning hubs continued running remotely. The work of the Anti-Racism hub was noted earlier. The Digital Learning hub supported primary and secondary schools in their move towards online teaching and learning, helping to develop the use of different online learning platforms and innovative ways of harnessing technology, while the Coding hub supported the teaching of coding. The work of the Mental Health learning hub, working closely with the Camden Learning Health & Wellbeing team, was extremely important during this challenging time in helping schools manage and support pupils' mental health.

Camden Learning commissioned a senior leader to lead overall support for primary subject leaders, with leaders from other schools leading on specific subjects, with primary networks operating in Art & Design; Design & Technology; Humanities; Religious Education; and Foreign Languages. Although some of these networks are in the early stages, they have begun developing statements of intent, implementation, and impact, and are building confidence in leading on good practice and curriculum design. However, their operations and impact have inevitably been disrupted by Covid, and we will need to review the way support for them is provided in the coming year.

The Mental Health Learning Hub provided great support for schools during a second disrupted year. The availability of teacher resources and lesson plans, resources and ideas to support pupils and staff; and School Breathe resources were enormously useful to the wider well-being programme.

Headteacher

Our Priorities 2020-21

Priority 4: Enriching learning in Camden

We said we would focus on:

 **Engaging children and young people as active Camden citizens.**

 **Strengthening governor engagement across schools.**

 **Embedding STEAM opportunities and partnerships.**

 **Strengthen youth safety and resilience.**

 **Integrating Music within Camden Learning to increase participation.**

 **Evaluating our work on safeguarding.**

 **Establishing the Camden Learning Centre (CLC) as a going-concern and force for support and inspiration.**

 **Creating opportunities for conversations about current issues and future thinking.**



Camden Learning is driving work to engage our children and young people as active citizens, and our partnership work shows that local employers too are increasingly motivated by this – by a sense of civic duty, and by projects related to sustainability. One example of this work has been a series of experiential learning projects, developed through STEAM, involving young people in positive local change around homelessness and designing a new high street. Also, the annual Shout Out event provided young people with the opportunity to share their projects and campaigns on mental health, climate, and the education strategy. Camden Learning has also supported schools in their work with young people on the response to Everyone's Invited; to peer-on-peer abuse; to the Black Lives Matter movement; and to the work of Youth Champions on systemic racism in school.

The Camden STEAM programme has continued to provide great opportunities for young people's access to Camden's thriving creative, digital, and scientific sectors, as well as creating new opportunities in response to COVID-19. A new STEAM Board has been appointed to support the development of a new STEAM strategy and scaling of the successful pilot. The Board includes members from Google, Lendlease, Donmar Warehouse, UCL, Knowledge Quarter, Bennetts Associates, Ted Baker, Francis Crick Institute and LocalGlobe, alongside Camden headteachers and Cabinet Members.

In 2020/21, 133 Camden students from Years 11-13 had a work experience placement through the Virtual Work Experience programme. Places were prioritised for students eligible for Pupil Premium and students from Black, Asian, and other ethnic groups. We also partnered with Google for the UK launch of the Google Career Certificates programme, with Google providing 500 licences offering free professional skills training for 16- to 18-year-olds, in specialisms such as IT support, data analytics, project management and user experience design.

The Camden STEAM Hub provides a unique opportunity for teachers to engage in the co-design of curriculum with Camden employers, providing children and young people with aspirational and diverse pathways to success... Camden has been a trailblazer in this field, and I am thrilled that the STEAM initiative has prominence within the new Camden Education Strategy to 2030.

Headteacher, Primary School

As part of Camden's Black History Season, the STEAM Futures programme saw young people from schools interviewing successful Black STEAM Ambassadors from a range of careers. Camden STEAM also partnered with the Women@Facebook group to deliver Camden Girls' Rising, introducing 45 Year 12 young women to female mentors from a range of tech and non-tech jobs at Facebook.

The integration of Music into our operations continued apace, although the pandemic has been a real challenge. At the end 2019, 2,500 Camden children in primary schools were learning an instrument through our programme, and 8,850 hours of instrumental teaching were being provided in schools – 300 hours more than the previous year – but the pandemic reduced this to 245 in the 2020 summer term. Recorded video lessons for use in class and at home were offered, although use of these was patchy. Ensemble activities reduced too, but our online ensemble rehearsal trials have paid dividends in 2021, with good take-up for the new year. We continued to operate our Saturday music centres, with limited numbers, and to rehearse our Youth Orchestra, Concert Band, and Youth Jazz Band – and to run holiday music courses throughout the year. As part of the LH Summer Jazz programme, we staged a public evening concert with our Youth Jazz Band at Lauderdale House in June.

Our Priorities 2020-21



The Camden Learning Centre (CLC) has provided support to schools during the pandemic, on the best use of learning platforms and technology, including Google Classroom, Padlets, and Seesaw. Support has included school visits to provide practical advice, surgeries, after school coding clubs, lessons delivered directly into classrooms and lunchtime and twilight sessions on remote learning resources. Stability around CLC finances has been encouraging, with cost reductions and clearer business direction in 2020/21.

Thank you for giving my kids (and myself) such a thrilling life experience. They will remember it for years to come.

Parent (about holiday music course)

Governing bodies adapted quickly to new ways of working in challenging times, making excellent use of videoconferencing meetings. Camden Learning supported this transition with guidance on best practice to clerks and Chairs on working in a virtual environment, and with the provision of online governor training sessions. Our governor conference, with Participation as a theme, was over 50% better attended than last year. Camden Learning had a key role on the Diversity Working Group, set up in consultation with the National Black Governors Network to address the lack of diverse ethnic representation in school governorship in Camden. A survey of governors – set to be an annual event – was undertaken, and interviews were held across 11 schools to inform the work of the group. A report with recommendations for governing bodies and schools, published in November 2021, will be important in terms of future developments and the co-design of solutions.

For me, and the children in the orchestra, it was a really special experience. Having the opportunity to play on the stage at the Albert Hall, and to play such a joyful piece of music, based on the children's own ideas, was truly memorable for all the right reasons! It was a real privilege to be a part of this.

Primary School Teacher (about Royal Albert Hall concert)

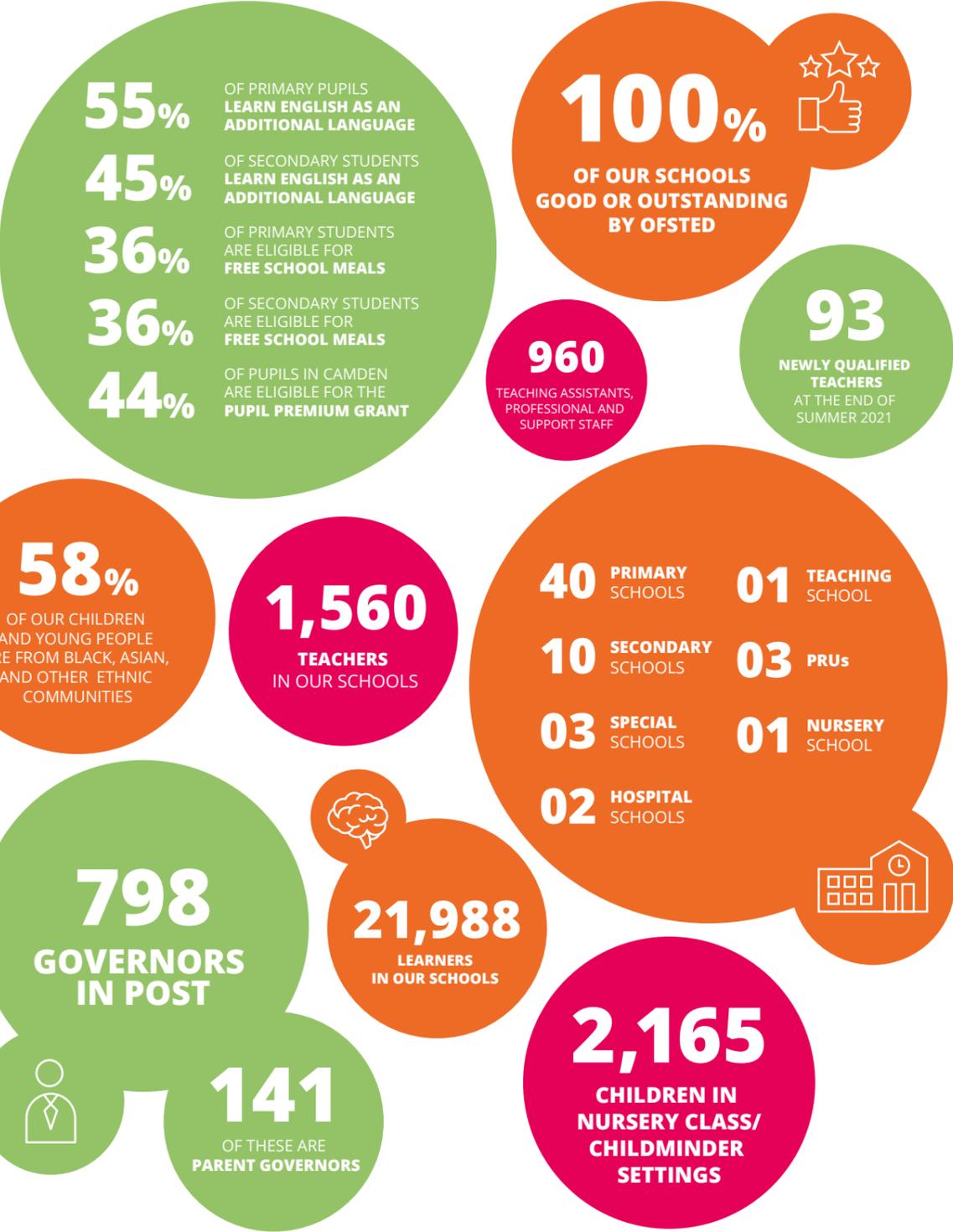
Camden Learning continues to work with key partners to access support for our children and young people to strengthen safety and resilience. Examples include: strategic collaboration/sharing best practice between schools through the Peer to Peer process; community-led mentoring projects (SYDRC/Future First); 'Solutions not Sides' (Prevent programme); administering 'vulnerability' grant (SIT). This is part of wider Inclusion/Safeguarding work, which is subject to scrutiny and challenge through the Camden Safeguarding Children Partnership (CSCP).



It was such a privilege to be part of the Governors' Diversity Working Group and I'm extremely proud of the research report that has come out of it. I'm personally looking forward to seeing how our recommendations are implemented ... and then seeing how we can move the project forward. Our work certainly is not over.

Governor member of Diversity Working Group

About Camden: September 2021



School Performance and Outcomes

All Camden Schools are rated good or outstanding

As Covid continued to spread across the country, schools nationally were once again caught up in its impact. The Government announced that, as in the previous year, many external assessments, and examinations due to take place in summer 2021 would be cancelled. It also confirmed that it would not be appropriate to publish school or college level education performance data based on tests, assessments, or exams for 2021.

Local attendance and exclusion data, too, is not comparable with previous years.



Primary years

The DfE did not collect or publish the usual national, regional, or local statistics for primary school assessments for the 2020-21 academic year. Statistics would normally have included:

- Early years foundation stage profile
- Key stage 1
- Key stage 2

Accordingly, Camden Learning did not formally collect such data. However, all schools shared their KS2 outcomes from teacher assessments through the annual Standards Meetings process. These indicate that, broadly, standards remained above national and above London levels, with progress remaining strong.

The KS1 Phonics Test was postponed until the 2020-21 autumn term, with 81% of Year 2 pupils reaching the expected standard at that time – similar to the 2019-20 Year 1 phonics check. No national averages for the year 2 autumn check were published last year.

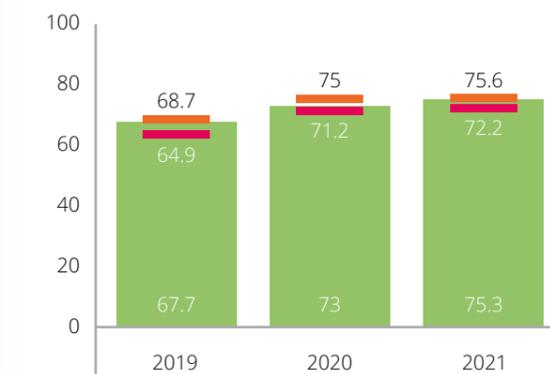
Given the disruption caused by the pandemic and the cancellation of assessments and examinations in 2020 and 2021, caution is needed when making comparisons with previous years or with other areas.

Secondary years

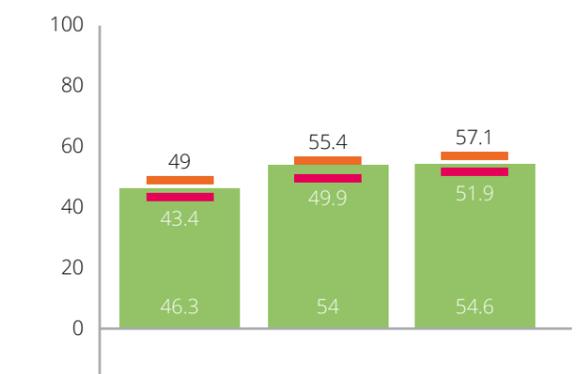
Due to the cancellation of all secondary examinations in the summer of 2021, results this year are once again based on Teacher Centre Assessment Grades, rather than on the usual examination process. Caution is therefore needed when making comparisons of performance over time.

- Importantly, the gap between English and Maths at GCSE has narrowed both for a Strong pass (down from 19% in 2019 to 12% in 2021) and for a Standard pass (down from 10% in 2019 to 8% in 2021). This will continue to be a focus for the future.
- 75% of pupils achieved a standard pass (4+) in both their English and Maths GCSEs. This represents an 8ppt increase from 2019 and 2ppt increase from 2020.
- For A-Levels the Average Point Score (APS) per entry is 6.5 points higher than in 2019 – up from 32.9 to 39.4 in 2021. When expressed as a grade this is up from grade C+ to B overall.

% pupils achieving a standard pass (C+/4+) in English and Maths at the end of KS4



% pupils achieving a strong pass (5+) in English and Maths at the end of KS4



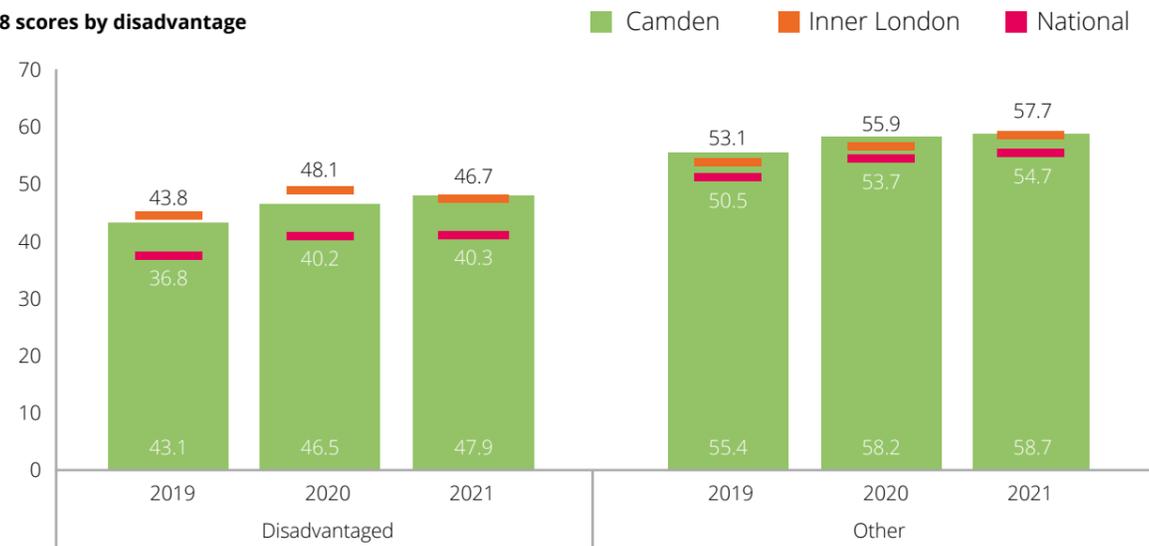
■ Camden ■ Inner London ■ National

School Performance and Outcomes

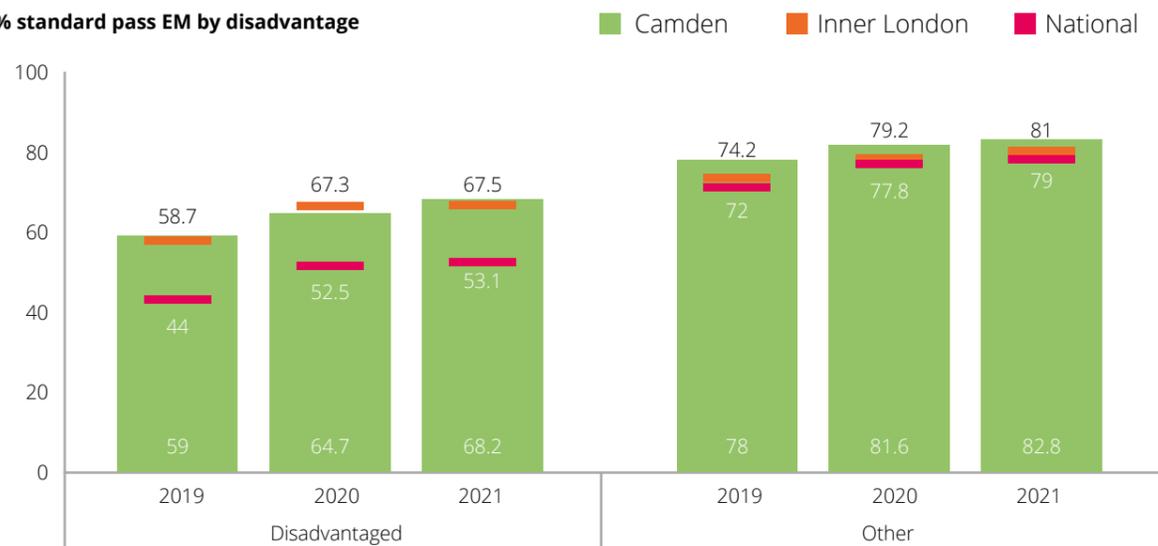
KS4 disadvantaged pupils

- Attainment 8 scores for disadvantaged pupils have increased: the gap between disadvantaged and other pupils in Camden is similar to last year's (11 points, as against 14 nationally and 11 in Inner London).
- 68% of disadvantaged pupils achieved a Standard pass in English and Maths – similar to Inner London and 15 percentage points above the national average.
- 43% of disadvantaged pupils achieved a Strong pass in English and Maths – similar to Inner London and 11 points above the national average.

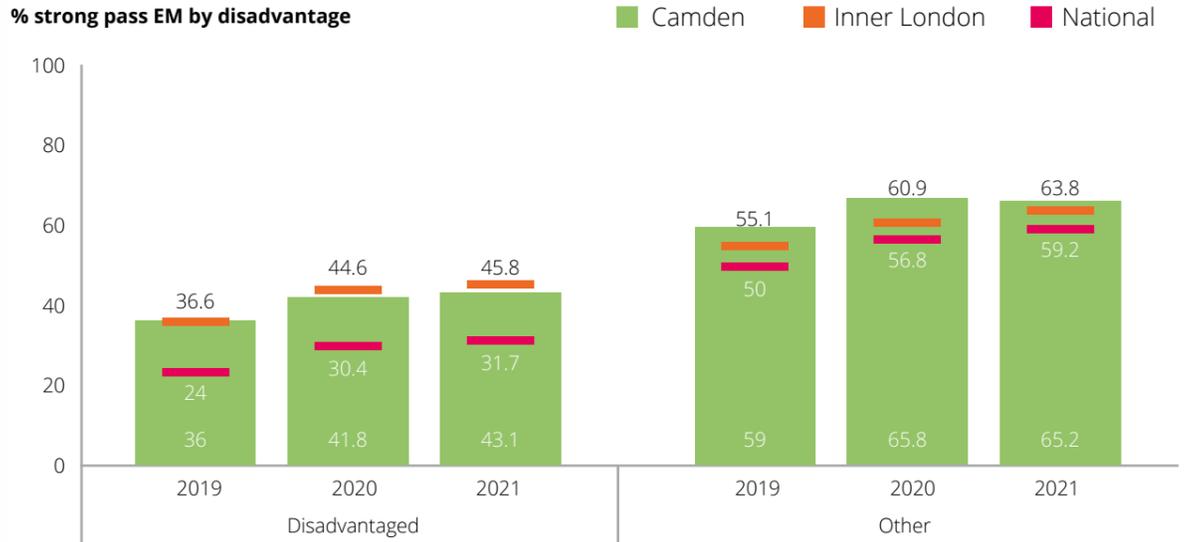
A8 scores by disadvantage



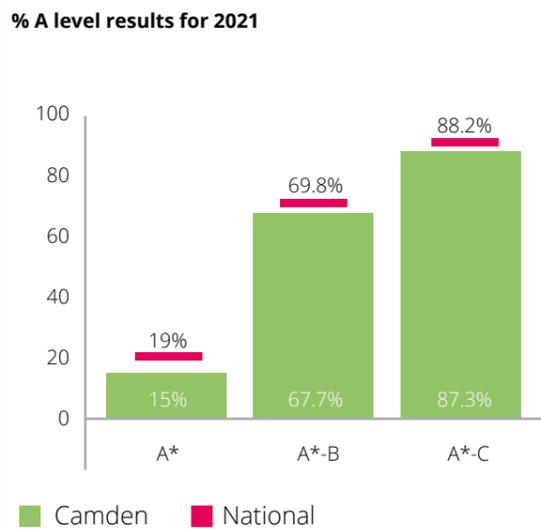
% standard pass EM by disadvantage



% strong pass EM by disadvantage



% A level results for 2021



*Results for the previous two years are based on Centre Assessment Grades, rather than on the usual examination process. Caution is therefore needed when making comparisons of performance over time.

Finances 2020-21

The principal source of income to the company was through its commission from the London Borough of Camden.

The range of services provided through the commission from Camden Council has increased in recent years. Commissioned services include school improvement, health and wellbeing, governor services, the Camden Learning Centre, Camden SENDIASS services, Inclusion and Attendance. Commission for these services represents about 80% of Camden Learning's revenue. In addition to these commissioned services, Camden Learning also manages STEAM and Partnership work and the work of Camden music services.

The balance of revenue was derived from schools, predominantly within the borough, who pay Camden Learning for school improvement or other service, including training, CPD, and targeted consultancy provided by our staff and consultants' network.



Source	2021 £	2020 £
■ Provision of services to London Borough of Camden	3,401,008	3,236,636
■ Income from traded services to schools in Camden*	655,232	774,381
■ Grant income	98,701	13,471
■ Income from other local authorities	23,624	10,778
■ Other income	123,408	91,238
	4,301,973	4,126,504

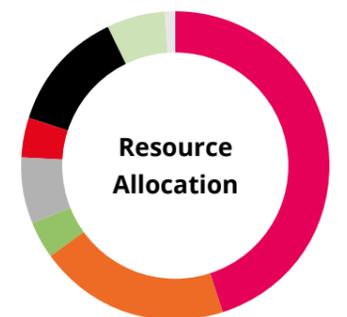
* The Covid pandemic impacted on in year demand for traded services compared with pre pandemic levels



Resource allocation

Resources, including those for business support costs and overheads, were allocated to service delivery as follows:

■ School Improvement	45%
■ Health and Wellbeing	20%
■ Governor Services	4%
■ Camden Learning Centre	7%
■ SENDIASS	4%
■ Inclusion Services	13%
■ Attendance	6%
■ Music Services (service management)	1%



All surplus after taxation, will be re-invested in the company to ensure Camden Learning has a sustainable long-term future improving services to our school members.

Looking Forward

Camden Learning works with schools to improve teaching and learning, sharing responsibility for the achievements and wellbeing of children and the excellence of all schools.

This means supporting schools with their development and helping to ensure that they have the best leadership and practices in place. We aim to attract and retain the very best teachers, headteachers and school leaders, and to promote a culture of creativity and innovation amongst local practitioners. The expectation is that they all commit to the partnership but contribute to it too. We create development opportunities for teachers, headteachers, governors and other practitioners, connecting individuals and schools to learn together and accelerate improvement. Teachers have told us this is a source of great professional motivation for them and makes them keen to remain in Camden.

We are focused on building both excellence and equity in our local education system.



The pandemic has brought into sharp relief the challenges facing the entire education system, Camden schools included, highlighting huge inequalities and widening achievement gaps. And yet Camden schools have responded to those challenges with remarkable commitment, adapting with speed and focus to provide continuity of education, and working closely with communities to support families in need.

Crises, however, can often bring opportunities to refresh and renew. In Camden, we have taken the moment as an opportunity to refresh our ambitions for our local education system, developing the Camden Education Strategy to 2030 – Building Back Stronger. The outcome of our family of schools, Camden Learning, Camden Council and our communities working together collaboratively, this strategy will provide the foundation for Camden Learning's work over the coming years. We will use the first quarter of 2022 to incorporate feedback



from the consultation on the strategy and translate the relevant elements of Building Back Stronger into a strategy and delivery plan for Camden Learning.

At the heart of what we do will be our commitment to ensuring that all children have:

1. A Fair Start

2. An Excellent School Experience

3. Flourishing Lives

The twin pillars of equity and excellence will underpin our work, in recognition of the fact that our schools do not have to choose between achieving academic excellence or supporting children who start from a position of disadvantage: a system which is better for disadvantaged children is better for everyone.

Our service delivery will build on existing collaborative partnership work with Camden schools, the Council, our communities, health and care services, local business and other key partners, as we strive collectively towards our agreed ambitions for 2030.

Camden's Education Strategy to 2030

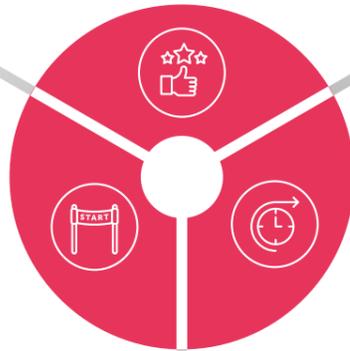
Our ambitions for 2030

An excellent school experience

- A good, local school place available for every Camden child
- Every child a reader by 7
- Knowledgeable and skilled leaders and teachers who love working and learning in Camden
- An inclusive, inspiring, creative and horizon-broadening curriculum in all our schools
- Harnessing technology to improve learning, schools and our local system
- Successful transition between settings and phases for every child
- Children's health and well-being supported through the ethos, curriculum and practices of school life
- Ambitious inclusive schools
- Opportunity Centres to facilitate learning beyond the school day
- A Camden accountability framework which captures the real story of the school

A fair start

- Thriving children who are ready to learn in school
- Rooting schools at the heart of their communities
- Parents as prime partners in their children's learning



Flourishing lives

- Building a generation of changemakers who will work with impact in their communities
- A post 16 education system that benefits all students
- Greater access for young people to education, work, and opportunity
- Better information, advice, and guidance to support learning and job choices which lead to economic opportunity
- A Camden 'Life Futures Plan' for every young person at 16+

Equity and Excellence

Our foundations for success



A strong place-based system: that understands and reflects local demographics, histories and values.



A collaborative and federating system: where we use collaboration to motivate, learn and achieve better, taking collective responsibility for all our children, working together in partnerships, including federations, so they are served well.



An ambitious inclusive system: that breaks down the barriers to learning by calling out and addressing inequalities; making sure children and young people feel a strong sense of belonging to school and community so that no one is left behind.



Think, test and learn: a system where we are constantly developing ideas and new approaches, learning from research and staying at the leading edge of new and effective practice in education by trialling new ways of working.

We want all our young people to leave Camden schools as: ambitious, knowledgeable, intellectually curious; good communicators and collaborators; healthy individuals; creative and enterprising; socially and morally responsible changemakers.



Our Board of Directors

Camden Learning is governed by a Board of Directors from schools, the community, business, higher education and the Council.

The Board met six times in 2020/21 to set strategic direction, oversee the implementation of the business plan, ensure performance and to assess and manage financial and operational risks. It also met for a development session. A Remuneration Committee was established and met twice. Some Directors also participated in task groups throughout the course of the year

The Board holds company leaders to account, ensuring Camden Learning's work delivers the greatest possible educational impact, high standards and good quality, value for money services. The Board fulfils the statutory requirements set out in the Companies Act (2006) and the School Companies Regulations (2002).



Jon Abbey
Managing Director



Latif Abdulkadir*
Teacher & Projects Manager at Somali Youth Development and Resource Centre



Alan Chesters
Chair of the Management Committee, Robson House



Katy Forsdyke
Headteacher, Christ Church Primary School, Hampstead



Christine Gilbert
Independent Chair, Visiting Professor, UCL Institute of Education



Qing Gu**
Professor of Leadership in Education & Director of UCL Centre of Educational Leadership



John Hayes
Headteacher, Gospel Oak Primary School and Executive Headteacher, Netley Primary School and Centre for Autism and Robson House PRU



Nicholas John
Headteacher, Acland Burghley School



Councillor Angela Mason
Cabinet Member for Best Start in Life, Camden Council



Gary Moore
Headteacher, Regent High School



Martin Pratt
Deputy Chief Executive, Executive Director Supporting People, London Borough of Camden



Julian Turner
Chair of Governors, LaSWAP Sixth Form Consortium

*Appointed 27 August 2021

**Appointed 3 November 2021

School Members

Nursery School

Thomas Coram Centre

Primary School Members

Abacus Belsize Primary School	Netley Primary School & Centre for Autism
Argyle Primary School	New End Primary School
Brecknock Primary School	Our Lady Roman Catholic Primary School
Brookfield Primary School	Primrose Hill Primary School
Carlton Primary School*	Rhyl Community Primary School
Christ Church of England Primary School (Hampstead)	Richard Cobden Primary School
Christ Church of England Primary School (Redhill Street)	Rosary Catholic Primary School
Christopher Hatton Primary School	St Albans Church of England Primary School
Edith Neville Primary School	St Dominic's Catholic Primary School
Eleanor Palmer Primary School	St Eugene De Mazenod Roman Catholic Primary School
Emmanuel Church of England Primary School	St George The Martyr Church of England Primary School
Fitzjohn's Primary School	St Joseph's Catholic Primary School
Fleet Primary School	St Luke's Church of England School
Gospel Oak Primary School	St Mary and St Pancras Church of England Primary School
Hampstead Parochial Church of England Primary School	St Mary's Kilburn Church of England Primary School
Hawley Primary School	St Michael's Church of England Primary School
Holy Trinity (Trinity Walk) Church of England Primary School	St Patrick's Catholic Primary School
Holy Trinity and St Silas Church of England Primary School	St Paul's Church of England Primary School
Kentish Town Church of England Primary School	Torriano Primary School
King's Cross Academy	West Hampstead Primary School
Kingsgate Primary School	

Secondary School Members

Acland Burghley School	Maria Fidelis Catholic School
Camden School for Girls	Parliament Hill School
Hampstead School	Regent High School
Haverstock School	UCL Academy
La Sainte Union Catholic Secondary School	William Ellis School

Special School/Pupil Referral Unit/Hospital School Members

Camden Centre for Learning	Swiss Cottage School
Frank Barnes School for Deaf Children	Robson House
Royal Free Hospital Children's School	Wac Arts College
The Children's Hospital School at Great Ormond Street Hospital & UCH	

* Closed July 2021





Camden Learning

11th Floor,
5 Pancras Square,
London N1C 4AG

☎ 020 7974 1122

✉ customersupport@camdenlearning.org.uk

camdenlearning.org.uk