

Annual Review 2021-22



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Introduction

In yet another challenging year, our school leaders and staff continued to respond with outstanding professionalism and a relentless determination to do the very best for children and young people.

The value and strength of school-led collaborative partnership working has never been so important, and the openness and trust between leaders as they have worked together to support other local schools as well as their own has been truly inspiring.

There is certainly no let-up in the challenges ahead and **Building Back Stronger: Camden's Education Strategy to 2030** will need to be robust enough to meet them head-on. Schools can see the impact of the pandemic on many children, but particularly on the most disadvantaged and vulnerable. Long term poverty is getting worse, and many families will be struggling this coming year to manage a significantly higher cost of living. At the same time, there are significant funding pressures on schools themselves, with many leaders reporting that staffing reductions are inevitable if they are to live within their budgets.

Camden Learning has come together as a school-led partnership over the last few years and will continue to lead and respond to change, including support in managing these challenges. Our experience during the pandemic underlined the importance of schools, Council, communities, and Camden Learning all connecting with each other. We saw the strength and creativity that came from working within such a supportive community and the many benefits for children, young people and their families. A strong, mutually supportive education community, closely connected to other local services, will be essential in meeting these challenges.

At the end of March, the DfE launched its White Paper, Opportunity for all: strong schools with great teachers for your child. There are many things here that we would all endorse, for example, the registration of children being educated at home. However, it is the policy direction to stimulate growth of multi-academy trusts that has attracted most attention both locally and nationally. The White Paper wants to 'spread the benefits of the best multi-academy trusts so that every child learns with the benefits of a strong, supportive family of schools'. We have a head start here because the community of schools within Camden Learning provides this base. This isn't to suggest we shouldn't look carefully at Camden Learning to see how it might develop over the next few years. We know it needs to evolve to meet the ambitions of Building Back Stronger and to take us to where we want to be. However, the bedrock of our work remains a place-based system. We believe schools work better and grow stronger if they know and are embedded in their local system.

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After several years of stability, the leadership of Camden Learning has experienced significant change this past year. It is important to record our sincere thanks to Angela Mason and Jon Abbey, both of whom left Camden Learning during the year. Their immense contribution over the past few years cannot be overstated. Angela relinquished her

role on the Camden Learning Board after stepping down as a councillor, while Jon has moved on to become Corporate Director of Children's Services in Islington. Our thanks and very best wishes are with them. We look forward to building on their legacy with Cllr Marcus Boyland, who replaces Angela as Camden Council's Cabinet Member for Best Start for Children and Families and Stephen Hall, Camden Learning's new CEO.

This review focuses on the academic year 2021-2022 and presents just some of the many achievements. Looking across assessments, tests and examination results in 2022, we see the impact of the pandemic most strongly reflected in the assessment of our youngest children. Although still provisional as we went to press, it is to the credit of schools that performance at other ages has held up well and we are above both London and national performance in many areas. The wide range of achievements presented here rests on the work of the children and young people of Camden, on the enormous efforts of school leaders and staff, and on the commitment of the staff and directors of Camden Learning, the Council and our key partners. We are grateful to them all.

The implementation of Building Back Stronger will gather pace in 2022/3 and we look forward to working with you in that endeavour. We want to make sure we are doing more to ensure that all our children have the best possible start in life, an excellent school experience and move into adulthood as confident lifelong learners, able to relate well to others, drive change for social good, and making progress towards fulfilling lives in work, training and education.



Tracey Caldwell,
Interim Managing Director
(April – August 2022)



Dame Christine Gilbert,
Chair, Camden Learning

Camden Learning

Camden Learning is a school-led partnership, established as an independent company in 2017.

It is a not-for-profit company set up for the benefit of local children and local schools. All Camden schools have chosen to belong to the partnership, so members include academies and hospital schools as well as Church schools, voluntary controlled, foundation and community schools. They are committed to working together for the good of all Camden children.

Camden Council played a leading role in establishing Camden Learning. It saw the partnership as a good way of addressing local issues of quality and equity which could not easily be tackled by individual 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, higher education and the Council. The directors report formally to the members of the company – all schools and the Council – at an annual general meeting.

Schools lead and drive Camden Learning but they do so in a strong spirit of partnership and active collaboration.

Schools lead and drive Camden Learning but they do so in a strong spirit of partnership and active collaboration. Relationships are central to the success of the partnership. Through Camden Learning, schools have taken responsibility for their own collective performance, supporting each other to help improve achievements and wellbeing in schools across Camden. Staff and governors from schools work together, extending knowledge, expertise and skills across the system to drive improvement. They share a powerful moral purpose and a determination to make an ambitious difference to the lives of children and young people.

Staff and governors from schools work together, extending knowledge, expertise and skills across the system to drive improvement.



Our vision

Camden is a place where everyone has a chance to thrive and where nobody gets left behind.

We want all young people to leave Camden schools as:

- Ambitious, knowledgeable, and intellectually curious critical thinkers, ready to continue learning throughout their lives so they can live, work and manage the challenges of an uncertain world with confidence and skill
- Good communicators and collaborators able to put across their thoughts, feelings and ideas, working well with other people
- Healthy individuals able to manage their own physical and mental well-being, stay safe, lead fulfilling lives, and have positive relationships
- Creative and enterprising, able to think creatively and ready to participate positively in life and succeed in work
- Socially and morally responsible changemakers, who not only understand their rights and respect the rights of others but are also able to contribute actively to their community and to the planet.

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
- Active, global citizens

The Camden Learning Partnership

Our school improvement offer

Camden Learning supports schools with their leadership and development, helping to ensure that they have the best people 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. We provide and broker development opportunities for teachers, headteachers, other practitioners and governors.

We are focused on building both excellence and equity in our local education system to enrich learning and raise standards, ensuring that every child gets the right support to thrive and reach their potential. We do this by creating a strong partnership between schools, the Council, local public services such as health and care services, and others with an interest in education. Bringing our schools together in this way creates a stronger local system that serves children well by sharing expertise, driving improvement and developing excellent practice.

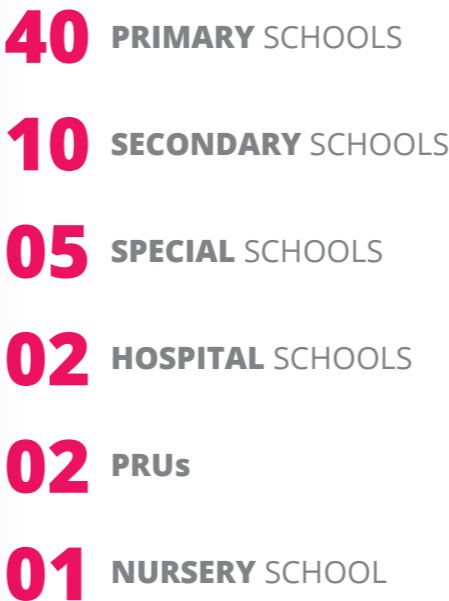
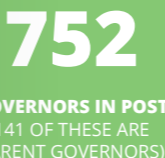
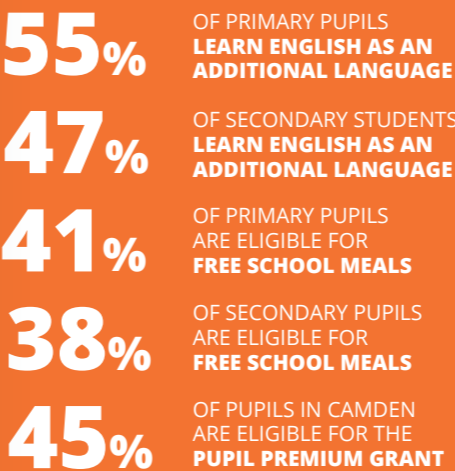
Camden Learning provides a range of school improvement services, funded primarily through a commission from the London Borough of Camden and others paid for directly by schools. Commissioned activity covers both a universal offer provided for all schools and a targeted offer to those schools identified as requiring additional support.



Under its school improvement commission, the company offers an extensive range of training, CPD and consultancy services, covering governor services, health and wellbeing, music, safeguarding & inclusion, attendance, and the STEAM (science, technology, engineering, arts, and maths) programme. Our services are delivered through a tailored mix of Camden Learning staff, school staff and external experts.

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.

About Camden



Highlights from 2021/22

In yet another extraordinarily challenging year, the strong collaborative partnership between our schools, the Council, our key partners, and our communities, has once again underpinned some genuinely inspiring examples of working together to ensure the wellbeing of Camden children and young people.

Camden Learning has played a leading role in nurturing and supporting this work, channelling communication around the pandemic and its impact, brokering support where needed, keeping vulnerable pupils visible, and in ensuring continued focus on agreed priorities through difficult times. The achievements set out below highlight some of our key successes, as well as indicating where there is more work to be done.



Priority 1: Building Camden Learning as a force for improvement

Camden Learning has played a significant part in developing **Building Back Stronger: Camden's Education Strategy to 2030**, which was agreed by Camden Council in January 2021. This has huge significance for us in Camden Learning and will drive initiatives and activities. The strategy aims to continue improving education in Camden for all children, including responding to the challenges raised by the pandemic, to falling pupil numbers, and to pressures on school funding. Camden Learning – working alongside schools and Camden Council – will be leading on the implementation of many of the initiatives in the strategy over the coming years.

Building Back Stronger: Camden's Education Strategy to 2030

In its drive for equity and excellence, the Strategy identifies three strategic ambitions for 2030:

All children and young people will have:

- A Fair Start
- An Excellent School Experience
- Flourishing Lives

Underpinning these ambitions are four foundations:

- A strong place-based system
- An ambitious inclusive system
- A collaborative and federating system
- Think, Test and Learn, a system which emphasises learning, research and evidence



Highlights from 2021/22

We will need to use our local strengths, working together as a connected community of schools, Council, and Camden Learning, to address how Camden Learning should evolve to support deeper collaboration and partnership. We will also need to consider how we will hold all schools within our Camden family of schools in the future whilst responding constructively to potential government initiatives.

Camden Learning plays a leading role in developing place-based partnerships across England.

Part of this future will be the strength of our partnerships. As a Steering Group member of the Area-based Education Partnerships Association (AEPA), Camden Learning plays a leading role in **developing place-based partnerships** across England. We led this year's development programme with events including a national

conference (Leading Education Locally) and regular roundtable events on topics such as Rethinking Assessment, the White Paper and the Green Paper.

As part of our drive for improvement across all parts of the education systems and to better support our school governors, we launched the first of our new, twice-termly **Governors' Newsletters** in November 2021. These have kept governors informed of key developments, local and national, and helped to ensure a continuous review and record of our direction. Feedback from Governors has shown that this has been well received and is an "excellent" publication.

We launched the first of our new, twice-termly Governors' Newsletters in November 2021.

Changes made last year to **build the Board's skills base and capacity** bore fruit this year, with Latif Abdulkadir and Professor Qing Gu, bringing significant expertise in community work and in educational research to the table. There were some changes this year too. Angela Mason stepped down as a councillor in May and so left the Camden Learning Board. Angela played a major role not only in establishing Camden Learning back in 2017 and in driving its development but also in producing Building Back Stronger. She will be sorely missed but leaves us a strong legacy in both the partnership and the Strategy.

Angela has been replaced by Marcus Boyland, Cabinet Member for Best Start for Children and Families in Camden, who has served as a school governor for many years. Councillor Boyland ensures continued ties with the Council from his experience in the technology, financial and social and political research sectors. Again this year, we were fortunate to receive very direct support from Cllr Georgia Gould, the Leader of Camden Council and Jenny Rowlands, the Chief Executive of Camden Council, both of whom attended our residential conference with headteachers in Brighton last March.

After almost five years as Camden Learning's first Managing Director, Jon Abbey left us in April to become Islington Council's new Director of Children's Services. We were very sorry to see Jon go, but we have recruited a most able replacement in Stephen Hall, previously Assistant Director for School Standards and Improvement at Hackney Council.



Highlights from 2021/22



Priority 2: Developing sustainable improvement in quality and equity

As ever, our schools responded impressively to the tough challenges of 2021/22. These ranged from managing covid-related absence and the impact of unusually hot weather as well as providing ongoing support for learning and the many social and emotional difficulties children were experiencing. Camden Learning operated as a **first point of contact for the borough's schools through the pandemic**, with an expanded role in supporting and advising schools. We were asked by the DfE to host a national webinar, 'Schools at the heart of their communities', in the summer of 2021.

All ten Camden secondary schools took part in the government-led Summer School programme as part of pandemic catch-up plans. With a particular focus on provision for students transitioning to Year 7, over 1,000 pupils were invited to attend. Overall attendance was over 95%, and feedback from schools was very positive. Also, 260 primary pupils from nine primary schools attended the DfE supported Holiday Activity Fund programme.

One example of excellent work throughout the pandemic is that of Regent High School. A silver winner in the Pearson National Teaching Awards, the school was also shortlisted for Secondary School of the Year in the Times Educational Supplement (TES) School Awards.

"This national award is a huge achievement that recognises the work of every member of staff, teachers, SLT, governors and the support we get from Camden Learning. It is wonderful to see such national recognition for the success of Regent High and the community we serve."

Gary Moore, Headteacher , Regent High School

The generosity of school leaders in supporting schools other than their own continued to inspire. For example, governors from Gospel Oak Primary, St Paul's Church of England Primary, Hampstead School, West Hampstead Primary School, Maria Fidelis Catholic School, Christopher Hatton Primary School and Parliament Hill School gave considerable time to sharing learning from their Ofsted inspection experiences. Working together as a community in this way helps strengthen our local system.

The successful merger of Rhyl and Carlton primary schools in September 2021 showed how something special can be achieved with collaborative partnership in response to a challenge. Faced with falling school rolls, the two schools merged to create the Rhyl Community Primary School across two sites, providing both a new school and a host of on-site community services.

"Rhyl is a unique and leading example of how a primary school is about both excellent education and providing child, family and community support right through from birth to secondary school."

"I'm very proud that we are creating a better future for so many families."

Executive Head Teacher Helen Connor, Rhyl School

Ofsted inspectors returned to inspecting schools following delays due to the pandemic, and the framework expectations have remained high. Five primary and four secondary schools were inspected with one Outstanding, six Good and two categorised as Requires Improvement.

Camden Maths GCSE results have historically not been as strong as our English GCSE results and below London and National averages, with a significant gap between disadvantaged and non-disadvantaged students. Improvement here has been a key priority. Four Camden secondary schools participated in the **two-year improvement programme**

funded by the Richard Reeves Foundation (RRF), targeting disadvantaged students in Years 10 and 11 for whom schools receive pupil premium funding and who are at risk of missing a Grade 4 maths GCSE.

The Richard Reeves funding enabled a member of staff in the schools to be trained and supported to deliver a maths mastery curriculum, acting as a coach for the targeted pupils, with responsibility for improving maths outcomes. Results showed Year 10 students making 1.15 grades progress on average, which exceeded the 1.0 grade programme target. 56% of the Year 11 cohort achieved Grade 4 or above in maths GCSE. While this was below the programme target of 70%, the average grade progress was 1.48 grades – far surpassing the 1.0 grade progress per student target. Furthermore, grade progress at one school (Regent High) was 1.75 grades, with 88% of the cohort achieving Grade 4. The programme undoubtedly delivered meaningful improvement and we are grateful to RRF for their investment.

Highlights from 2021/22

Attendance levels in Camden schools are below what they should be and Camden Learning has been working with schools and the DfE this year to improve them. The newly launched DfE data system allows schools and local authorities to see live attendance data, enabling earlier identification and intervention. This is set for mandatory adoption from September 2023, but 35 Camden schools have already adopted it voluntarily. Camden Learning has worked with schools to review and renew attendance strategies in preparation for these changes. We worked with a DfE Attendance Advisor on an attendance audit in the summer term, focusing on six schools as Attendance Pilots, reviewing data and practice to improve attendance. Five of the six schools saw an increase in attendance over the period of the programme. We are determined to improve attendance levels in Camden schools to among the best in the country and so this remains a key priority for 2022/3.

Provisional data indicates that **suspensions and exclusions** in Camden primary schools remain low (below both Inner London and National levels). Exclusions from our secondary schools are also lower than National and Inner London levels. Schools have prioritised this and made great strides. The excellent work done through the Rhyl Reintegration Inclusion Satellite at primary level and the Camden Reintegration Base (CRiB) at Haverstock School at secondary level have undoubtedly had an impact in reducing suspensions. We intend to build on this work in the coming year, for example with the introduction of a new database which will provide improved data to aid our understanding of pupils at risk of exclusion.



Inspiring Inclusion Pilot Project

Camden Learning partnered with The Winch, Somali Youth Development & Resource Centre (SYDRC), Future First (FF), Acland Burghley and UCL Academy schools, and Camden Council to deliver the Inspiring Inclusion pilot programme during the year. The project, funded by the Esmée Fairbairn Foundation, was rooted in the conviction that a coordinated partnership delivering community-led interventions – based around the needs of the young person and using the influence of role models and mentors – can increase participation, reduce exclusions and bring about improved outcomes and opportunities.

The pilot provided intensive one-to-one mentoring for two cohorts (33 boys aged 13 to 14 vulnerable to exclusion) referred by the schools. It also saw past pupils return to the classroom as role models, talking about their lives since school.

While the short-term nature of the project precluded evidence of clear outcome gains, there was good evidence of positive impact on the targeted pupils. Pupil surveys, for example, confirmed positive change in all outcome areas, such as sense of belonging, safety and wellbeing, self-efficacy, experience of school, empowerment to act.

A funding application has been submitted to the Esmée Fairbairn Foundation to extend the work to more pupils and schools.

“In terms of behaviour it's improved because when there's someone to talk to like you, you can get all the stress out of your mind, so that I can behave properly and you don't cause problems in class or outside of class.” – Mentee

“When [the mentor] has advice or opinions, because you know that he trusts you and respects you, then you will trust and respect him back.” – Mentee

“I remember I had an argument, and I spoke to [my mentor], and he told me to speak wisely. So I spoke wisely, and I got myself out of the situation. And even the teacher was surprised at the way I was speaking.” – Mentee

“The power of this work is the power of the role models – matching young people with mentors who are near peers who can understand where the mentee is coming from, they don't have to explain circumstances or to justify or explain themselves – that has been crucial.” – Programme Lead

Highlights from 2021/22

Camden has a Parent Carer Forum and a high-quality SENDIASS service, both of which advocate strongly for parents on a range of special needs issues. These are vibrant, well-attended and well thought of, but we are determined to do even better in proactively seeking the view of parents, carers and young people, particularly in the case of parents of children and young people receiving SEND support. Camden Learning and the SENDIASS service contributed to a programme of engagement, consultation, co-production, and delivery for a refreshed **SEND strategy** for Camden. This focuses on three priorities: make life easier for families of children and young people with SEND; support children and young people with SEND to thrive in learning, health and wellbeing; and enable young adults with SEND to build a good life locally. The new strategy is expected to be in place early in 2022-23.

A Post-16 Partnership Board, a Post-16 Education Strategy Implementation Working Group, and a T Level Working Group have been established to oversee implementation of Camden's new **Post-16 Strategy and action plan**. This was developed during the year to support the ambitions of Building Back Stronger and aims to: develop a more coherent and inclusive sixth form system for Camden; improve the non-A level offer; and to develop technical and vocational education, including T Levels. It will also strengthen links with Oxbridge and Russell Group universities, and with Capital City College Group. It has been good to see secondary schools work so collaboratively and so constructively in developing a good T Level offer across Camden in their proposal to the DfE.



In the face of increasing food poverty and insecurity, the **Health and Wellbeing Service** strengthened its support to schools on breakfast clubs, on food growing and Free School Meal uptake, and on supermarket vouchers to families for taking part in virtual cooking programmes.

Mental health continued to be an important focus for our support. 23 Mental Health leads from 16 Primary, 4 Secondary and 1 Special School attended Mental Health Leads training, while 252 parents from 11 primary and two secondary schools took part in our mental health workshops. Also, 139 pupils from nine primary and two secondary schools took part in our Wellbeing Champions programme. An event in July 2022, with 35 students attending, brought champions from the different schools together to celebrate achievements and deliver presentations about their successes and future hopes.

This year's **Race to Health**, was themed around the Queen's Jubilee and visited some of London's landmarks and parks. Overall, pupils from 12 primary schools logged 836,684 physical activity minutes. **King's Cross Academy** pupils came out on top, averaging over 50 minutes of physical activity every day.

Christ Church School's reputation for excellent artwork was again at the fore, with their Happiness Project inspiring an art exhibition with some remarkable pieces of work by pupils focusing on the importance of positive mental health and wellbeing.

Led by Camden's Educational Psychological Service, with support from Camden Learning, training and support on **Trauma Informed Practice** (TIPiC) was provided to six schools this year, involving 260 school staff. With the aim of equipping staff to better support children who are dealing with trauma, an evaluation of pre- and post- data, case studies, and audits has shown clear improvements in school ethos, in staff skills and wellbeing, and in children's wellbeing: these improvements remain evident up to 12 months later.



Mental health continued to be an important focus for our support.

Highlights from 2021/22

Argyle Primary School Trauma Informed Practice (TIPiC) project

Working in collaboration with the Robson House Outreach Team, the Camden Educational Psychology Service and the Camden Learning Health and Wellbeing Team, Argyle Primary School identified some key areas for development as part of a TIPiC project. These were: staff knowledge and skills about trauma; staff wellbeing, and pupil wellbeing.

Staff said that their knowledge and skills about trauma improved significantly during the project and that they felt better able to identify and employ collectively agreed actions, policies and procedures to promote and support wellbeing. They also felt better able to share concerns with the leadership team, while the leadership team felt that the consultations and frameworks provided by the TIPiC support helped them to respond more effectively to staff needs. Staff also generally felt well supported by and connected to each other within the school community. The consensus view also was that children's behaviour and wellbeing also improved significantly as a result of the work.

"The most useful part of the intervention was all of it... having a safe space to share how we feel, having the time to be able to learn new and effective strategies on how to handle different situations. I will apply the knowledge learnt in terms of how to interact with different people who have experienced trauma and how to handle it. Although it was focused on children, the knowledge can also be applied to everyday life with adults, which I found amazing. I have new skills that I can use in both work and daily life. I'd love more of these sessions and opportunities." – Teaching Assistant



Highlights from 2021/22



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

Introduction of the new **Early Career Framework (ECF)** was a major change this year. Camden Learning leads on delivery of both this and the **National Professional Qualifications (NPQs)**. We have worked with schools to implement the new ECF, ensuring the support for Early Careers Teachers (ECTs) that is crucial to teacher retention as well as professional development. This year, 105 Year 1 ECTs were trained, including 23 from outside the borough. Attendance was consistently high and feedback very positive, reflected by the high take up in the second year.

“Great to meet other new Camden teachers and enjoy the opportunity to share ideas, problems, reflections and general ECT feelings and worries.”

“The teachers who led the sessions were approachable and engaging. It was useful and enjoyable to discuss techniques with other teachers.”

“My mentor has been extremely supportive, understanding and helpful. Her feedback has been invaluable and her patience and listening skills have been so helpful during a challenging year.”

Quotes from ECTs

Whilst early career support is essential, teacher retention is at its most critical after five years: 35% leave the profession before this milestone. Our new offer of **National Professional Qualifications (NPQs)** aims to nurture and develop mid-career teachers. We delivered the NPQ for Senior Leadership, aimed at aspiring school leaders; and the NPQ for Leading Teaching Development, for those moving into middle leadership. We had 75 Camden teachers in our first four cohorts, with an even primary/secondary split. Eight of our ten secondaries and 50% of our primaries have at least one teacher on the programme.

The Camden **primary curriculum networks** are a good example of schools working together to support mutual improvement, developing statements of intent, implementation and impact, and helping to build confidence in leading on good practice and curriculum design. The main focus of Camden Learning's support for the networks this year was on general primary curriculum issues, responding to school concerns to ensure that schools get the kind of support they really need. New primary networks are planned for autumn 2022 – for Art, DT, History, Geography – and we aim to re-energise and quality assure other subject networks.

“I was so impressed by the current and future leaders I met during the day – Camden schools will be in safe hands with them.”

Deputy Director DFE (observing a Camden NPQ Senior Leadership day)



Highlights from 2021/22

Holy Trinity & St Silas C of E Primary School is one example of how good practice can be spread and shared through our primary networks. The school received a Platinum Artsmark award – the highest possible for arts provision for a school – demonstrating how to embed arts in the curriculum, quality extracurricular activities, close working with artists and arts organisations, and arts outreach work with other schools and organisations.

“We are immensely proud to have achieved this prestigious award which is testament to our inspiring curriculum and ethos at the school. We are committed to sharing our learning and facilities with the community and other schools.”

Lorraine Dolan, Headteacher,
Holy Trinity & St Silas

We also continued to support the development of **secondary subject networks** during the year, with strong turnout at the February KS3 assessment meetings, for example. The groundwork was also laid for the launch of sixteen networks in 2022/23.

Camden’s **Learning Hubs**, led by schools, help to harness the exceptional experience, skills and talent in our schools, and to strengthen our local culture of collaborative working through the creation of communities of practice. The hubs for SEND, Primary Maths, Early Years STEAM and Anti-Racism were active during the challenges of the past year, providing well-received support to those involved. Attendance at each hub varied between 7 and 15 schools, and 35 schools attended at least one hub

All primary and secondary schools have continued to receive comprehensive analyses of performance. These provide school results by key groups – along with Camden, London, and national benchmarks – helping to **support rigorous school self-evaluation and planning**. Also, 15 primary schools commissioned a bespoke tracker to collate and analyse termly assessment data for pupils from nursery through to Year 6. An annual scorecard for each school is used in Annual Standards Meetings, in which a thematic conversation – covering overall effectiveness, quality of education, behaviour and attitudes, personal development, and leadership and management – enables potential risk areas to be identified and planned for.

The Camden Schools Requiring Additional Support programme recognises the need for support early, identifies where an improvement notice may be required, and puts project boards in place to support improvement. Five schools were identified as needing additional support. These undertook **tailored improvement programmes** overseen by a Project Board chaired by Camden Learning. In keeping with the collaborative nature of our schools-led system, strong local schools have often provided some of the support agreed in the programmes, as have Camden Learning staff and sometimes, external experts. This support was aided by additional Camden Professional Partner (CPP) time.



Highlights from 2021/22



Priority 4: Enriching learning in Camden

There are now 67 **STEAM (Science, Technology, Engineering, Arts and Maths)** employers working with us, and over 300 STEAM employee volunteers supporting Camden's students, offering everything from career talks and mock interviews to mentoring and work experience. The Camden STEAM Board comprises 15 key partners – including major local employers such as Google and the Francis Crick Institute, Camden councillors and headteachers – aiming to better connect employers and students over the next five years.



Teachers, employers and students from Central Saint Martins successfully collaborated through our STEAM Hub in designing curriculum projects focused on local area challenges. For example, early years students worked with architecture firm Bennetts Associates to design an eco-city of the future, and Key Stage 3 pupils explored social and ecological evolution in Euston's public realm. These projects also helped the young people involved to see how they might be changemakers in their local area. Our virtual work experience programme, prioritising those from disadvantaged backgrounds, has also benefited local students: for example, 120 Camden students a year will now have Google experience on their CV.

A work experience placement for every post-16 student who wants one.

The new five-year STEAM strategy, launched in April 2022, focuses especially on apprenticeships and work experience, with a mission to ensure a work experience placement for every post-16 student who wants one, and that every young person in a Camden school should benefit from STEAM opportunities. Currently, about half of Camden's schools are deeply involved with STEAM.

Torriano and Brecknock Primary Schools

Torriano and Brecknock Primary schools worked to support the development of their children as changemakers in their community. They emphasised the importance of place and the power of partnership in achieving their ambitions of securing access and opportunity and driving community change. Young people clearly articulated their desire for healthy, sustainable environments.

Working together, and in partnership with Camden STEAM, the schools set about 'greening the grey' of their community, focusing on careers education, raising aspirations through curriculum, and on partnership with employers who are focused on carbon efficiency, health and wellbeing.

Their project explored the potential for community sustainable power generation and aimed to 're-wild' the school inside and out. Community voice was at the heart of this work, making use of the activism of children and parents to improve our environment, with schools and parents tackling immediate issues such as air pollution, as well as learning skills in supportive technology.

The Camden Learning music team has continued to **promote and support the importance of music in the lives of our children and young people**. The number of children and young people having instrumental lessons grew again this year: 2088 children had individual instrumental lessons, and 1730 primary students participated in free whole class instrumental lessons. The Music Service supported 39 instrumental or vocal groups involving 585 students at weekends and holidays, while the number of instrumental groups in schools reached 87.

The Camden Spring Festival celebrated the strength of singing in the borough, featuring almost all our primary schools in nine concerts hosted by secondary schools over 10 days in March. The concerts – livestreamed to parents, friends, and relatives across 68 countries – involved 1,000 children. The festival also featured some of Camden's young musicians in three concerts at major London venues. The Somers Town Sinfonia – a partnership between the Camden Music Service, the Royal Academy of Music, the Young Persons Concert Foundation and Regent High School, and involving young instrumentalists from five primary schools, is flourishing.



Highlights from 2021/22

Camden Learning Centre (CLC) has continued to develop its services. 34 of Camden's 39 maintained primary schools bought services, such as Primary Creative Computing. The service supported schools, advising headteachers and subject leaders and providing training sessions. Demand for support and guidance on virtual learning platforms – especially Google Classroom – accelerated during the pandemic and has continued to grow. CLC also ran school assemblies and provided sessions for parents during Online Safety Week and contributed to the Camden Summer University programme during school summer holidays.



Our Governor Conference focused on two key themes: the Camden Education Strategy, now in place; and the work off the Governor Diversity Working Group. Eight key recommendations from the Diversity Working Group formed the basis of an action plan to strengthen governorship and representativeness. Induction was identified as one of the key elements in successful recruitment and retention, and our new **Governor Induction Pledge** – to be introduced next year – will set clear induction expectations for new governors, including that each should be assigned a buddy or mentor. A new Governor Recruitment Portal, to be established on the Camden Learning website, aims to attract candidates and features a video campaign with Camden governors from a range of backgrounds talking about the role.

Camden Learning has been working with partners to **encourage conversations about current issues and to stimulate action for a better future**. Camden Council's **Climate Action Plan** aims to reduce carbon emissions to 'net zero' by 2030, and the **Camden School Climate Charter** provides a framework for schools' contributions. Twenty-three Camden schools have already signed the charter. Over 80 students from seven secondary schools attended the end of May **Sustainers Fest**, an event to stimulate critical thinking about the climate crisis and to encourage morally and socially responsible citizenship.



Torriano Primary School's STEAM project, Dig a Little Deeper, has explored how improving the local environment could have a positive effect. Each year group looked at a different aspect of climate change and sustainability, and the students took part in a host of activities including replanting and redesigning playgrounds, building habitats for 'mini beasts', birds and bees, installing a skip garden, redesigning bus lanes and footpaths outside the school and installing solar panels on the roof.

At **Parliament Hill School**, the creation of The Sustainers movement inspired a comprehensive response to climate action. Students were supported to advocate and develop their ideas, including the formation of 'Parli Climate Action' and an exciting range of initiatives. They successfully lobbied for plastic-free catering and called on governors to support their campaign for a climate change curriculum. They also designed a 'bug hotel', set up a school swap shop to encourage clothes reuse, organised a litter pick involving students and staff, and led fundraising for a Feminist Orchard where each tree will be dedicated to a famous feminist.

Highlights from 2021/22

The Camden School Climate Charter

The School Climate Charter is a local framework to empower schools to play their part in making Camden a zero-carbon borough by 2030. As a signatory of the charter, schools will declare a Climate and Ecological Emergency and commit to deliver actions that contribute to addressing the climate crisis, thereby supporting Camden Council's Climate Action Plan 2020-2025 and net zero ambition. The charter launched during COP26 in November 2021 and, as of November 2022, has 25 signatories all working to deliver climate projects in their schools.

Commitments fall into two areas:

- 1. As educators – schools commit to teaching young people to be environmentally literate.
- 2. As organisations – schools commit to ensuring any decisions around managing premises, purchasing goods and managing resources take into account their impact on the environment.

The 10 Charter Commitments cover:

- 1. Sustainability and the curriculum
- 2. Single-use plastics
- 3. Waste
- 4. Food
- 5. Transport
- 6. Energy
- 7. Procurement and circular economy
- 8. Re-wilding/biodiversity
- 9. Make climate action fun and engaging
- 10. Climate justice

Camden Learning and the Tim Parry-Jonathan Ball Peace Foundation has been working with a group of young people from Maria Fidelis and Regent High to develop their leadership skills as Peace Ambassadors. This work, funded through the Prevent programme, supports Camden's ambitions to build a generation of changemakers who will work with impact in their communities.

One young Peace Ambassador said:

"Peace is more than just avoiding conflict. Peace is about understanding, respecting and accepting the views and beliefs of others. Young people's views need to be considered as we will be the ones dealing with the consequences of decisions that are being made by the older generation now."

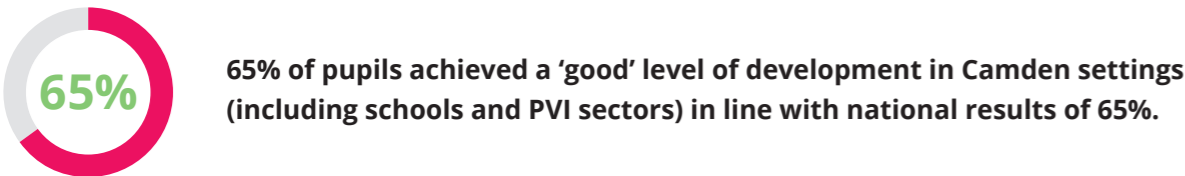


School Performance and Outcomes

At Key Stage 2 and above, pupils in Camden schools undertook externally marked national examinations in 2022, for the first time since these were suspended due to the pandemic in 2020. No school or college level education performance data were published in 2020 or 2021.

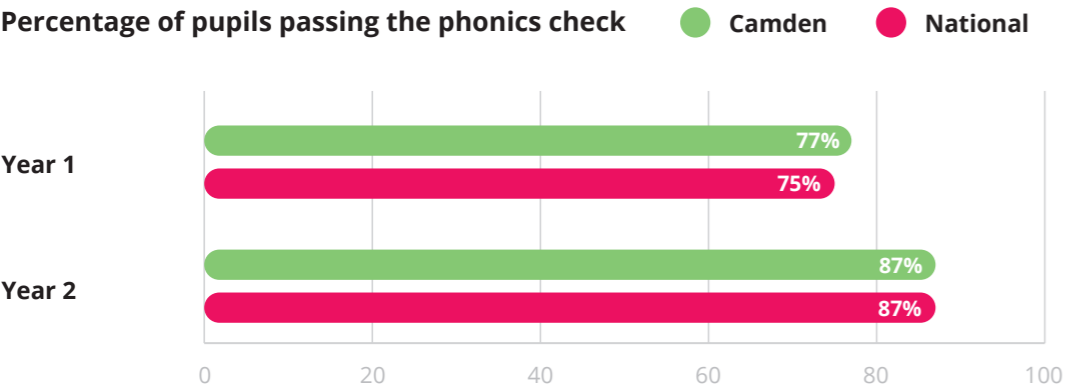
Outcomes indicate that schools have responded well to the disruption caused by school closures, through remote learning, catch up programmes and tailored intervention. Camden schools overall performed well. However, particular concerns remain over the impact of lost learning on the youngest pupils.

Early years



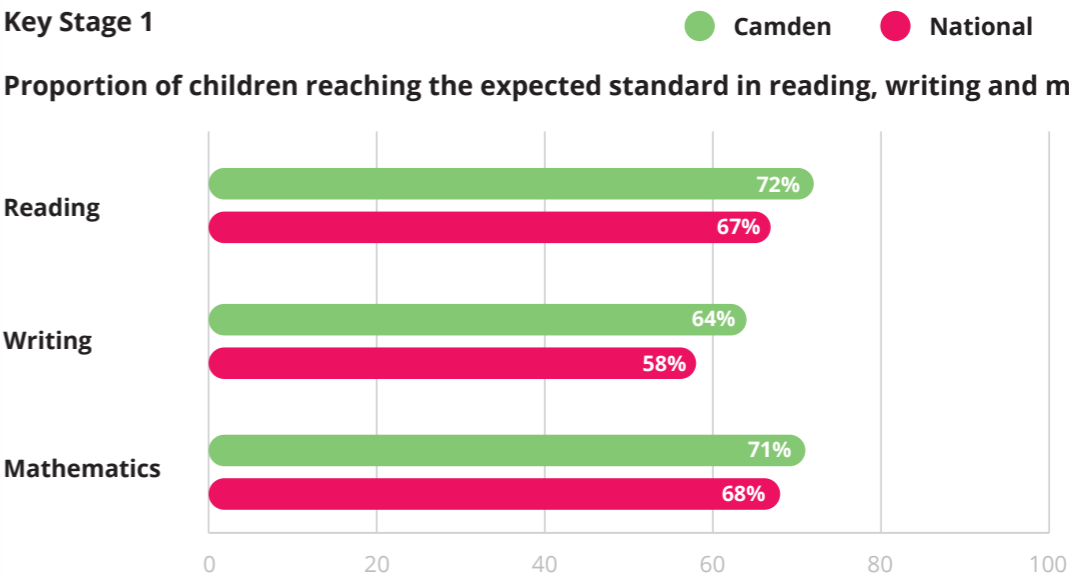
A Good Level of Development

Children achieving a good level of development are those achieving at least the expected level within the following areas of learning: communication and language; physical development; personal, social and emotional development; literacy and mathematics.

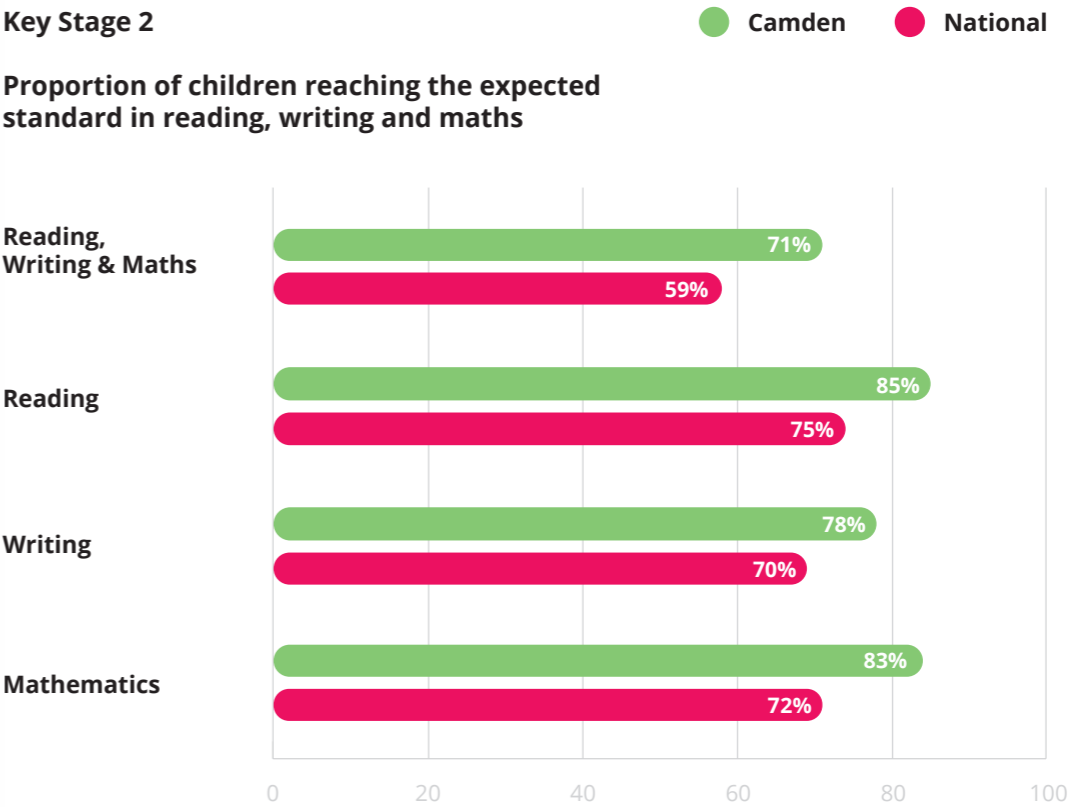


Primary years

Key Stage 1
Proportion of children reaching the expected standard in reading, writing and maths

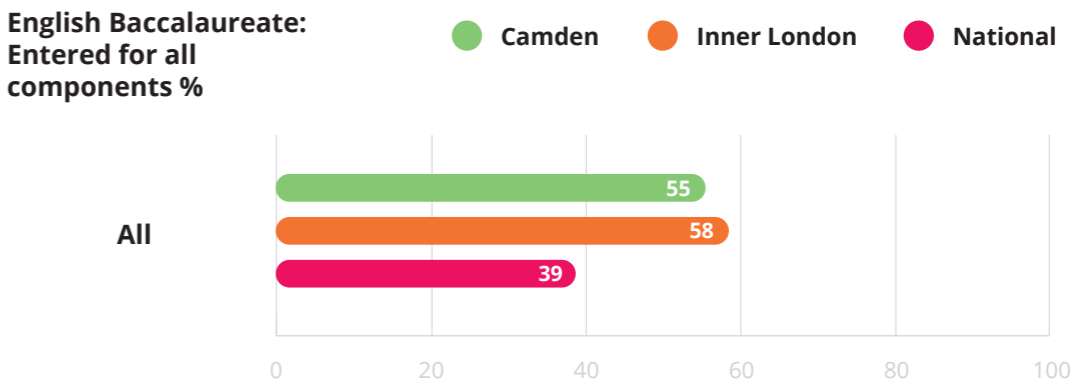
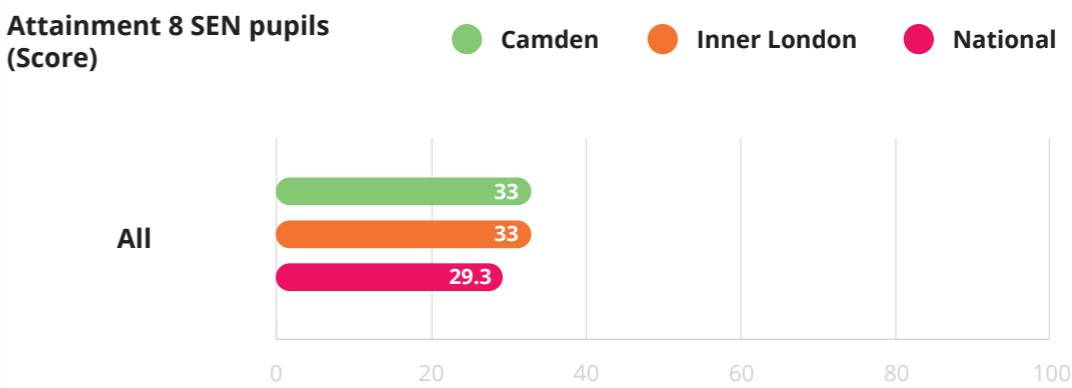
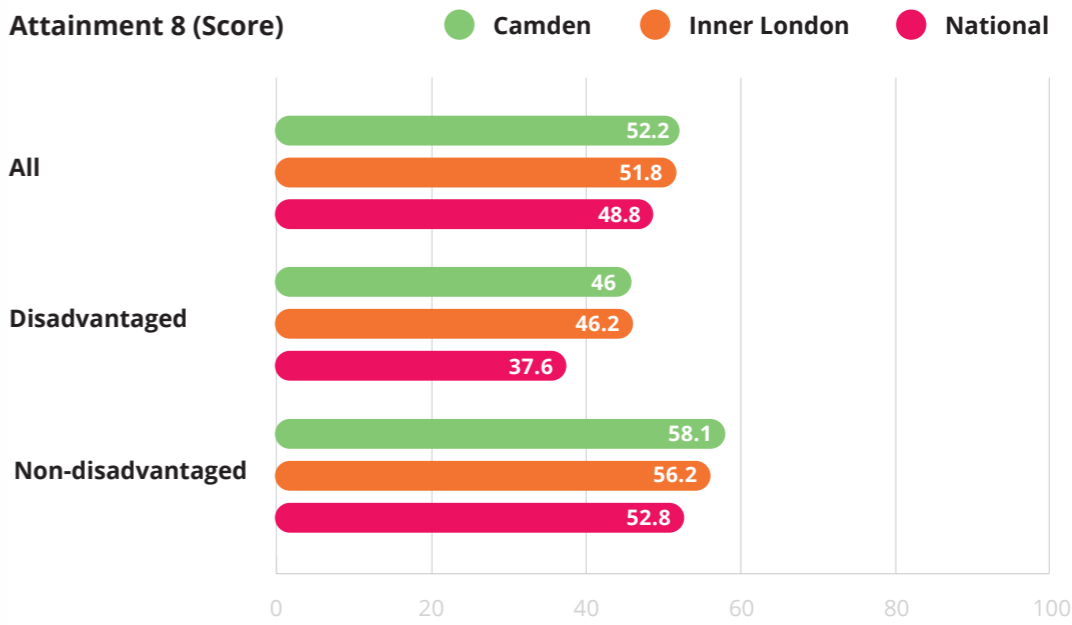
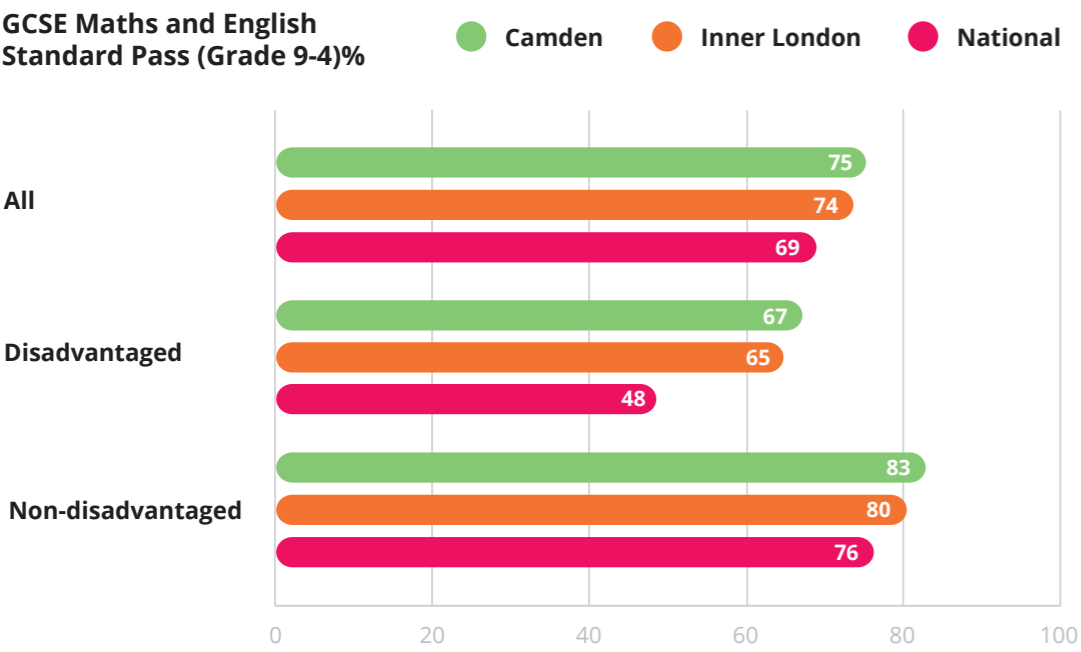


Key Stage 2
Proportion of children reaching the expected standard in reading, writing and maths



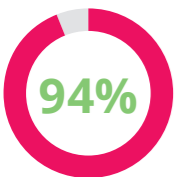
School Performance and Outcomes

Secondary years – Key Stage 4 (provisional)

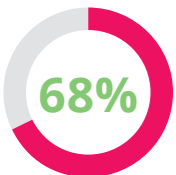


School Performance and Outcomes

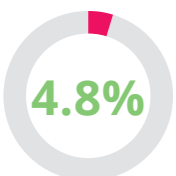
Post-16 – Key Stage 4 Destinations



94% of the 2019/20 Key Stage 4 cohort went on to sustained education destinations (pupil in the same destination two terms after they leave school) in 2020/21 which is 5% higher than nationally.



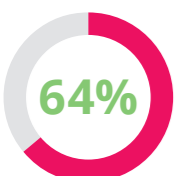
68% went on to a school sixth form.



4.8% of 16- to 17-year-olds in Camden were not in education, employment or training (NEET) or their activity was not known (November 2020). This is lower than national averages (8.2% nationally).

Key Stage 5 (provisional) and Post-16

The average points per entry of pupils in Camden school sixth forms was **37.1** for A-levels and **32.8** for applied general (non-academic) qualifications, which remains close to national averages.



64% of Level 3 school students went onto higher education straight after finishing their A-Levels.



Looking Forward

Camden Learning is fortunate to have recruited Stephen Hall as Chief Executive Officer to lead our work into the next few years of development. Stephen joined us from his previous post as Assistant Director for School Standards and Improvement at Hackney Education.

Before that, Stephen was the Executive Headteacher of the Viridis Federation of Orchard, Southwold, and Hoxton Garden Schools in Hackney. He has extensive experience in and across schools and leadership, including working as an Advanced Skills Teacher and a National Leader in Education. Stephen is also an Ofsted inspector. Stephen’s many strengths will enable him to lead Camden Learning well, as it implements

Camden Learning’s work in 2022/3 will be focused on the implementation of Building Back Stronger as it is identified as the lead partner for many initiatives.

Building Back Stronger, responds confidently to national changes and helps to make even more of a difference to the lives of children and young people.

Camden Learning’s work in 2022/3 will be focused on the implementation of Building Back Stronger as it is identified as the lead partner for many initiatives. We lead on the majority of initiatives and will support Camden Council in their leadership of others.

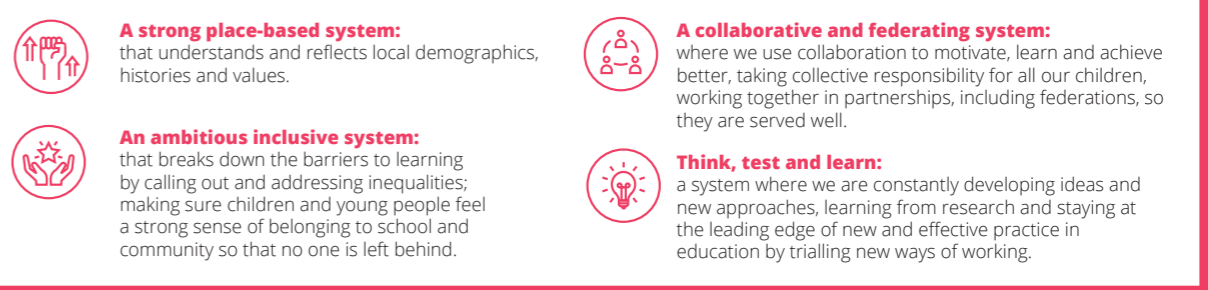


Camden’s Education Strategy to 2030

Our ambitions for 2030



Our foundations for success



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.

Looking Forward

To support the effective implementation of Building Back Stronger, Camden Learning will:

- Provide bespoke hands-on support, including challenge, to schools
- Share and integrate knowledge about effective practice, both within and beyond Camden, across schools and other services
- Stimulate and pump-prime system development
- Inject energy and encourage motivation locally to build professional capital to support learning and achievement
- Broker connections across schools, services and the community
- Keep the system under review, providing regular progress reports to the Council and community
- Communicate and celebrate success.

This strategy is rooted in a strong moral purpose and sets out a clearly articulated model for improvement. It articulates a vision for education supported by a set of common values and aspirations that have been strongly endorsed through the process of consultation. Nevertheless, the implementation of a wide-ranging and ambitious strategy with so many ambitions can appear daunting. It is important to recognise that many parts of the strategy are making explicit the excellent practice evident in some of our schools which we want to nurture, develop and extend across our educational community. We want to encourage greater involvement from schools in leading many of these initiatives.

We want to encourage greater involvement from schools in leading many of these initiatives.

The Chair of Camden Learning will chair an Education Strategy Board involving a range of key partners to review and evaluate progress. Good planning, including monitoring and evaluation, will be fundamental to successful implementation. The strategy is underpinned by an implementation plan which will be reviewed and refreshed on an annual basis. This means that we must listen hard, learn and adapt and we need to ensure we develop processes to help us do this well.



Finances

The main source of income for Camden Learning continues to be the commission contract to deliver education services for London Borough of Camden. This accounts for 76% of the total turnover.

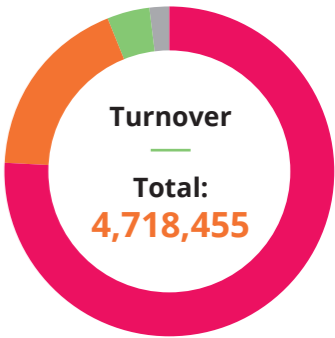
Commissioned services include school improvement, health and wellbeing, governor services, the Camden Learning Centre, Camden SENDIASS services, Inclusion and Attendance.

In addition to these commissioned services, Camden Learning also manages STEAM and Partnership work and the work of the Camden Music Service.

The balance of revenue was derived from schools who pay Camden Learning for school improvement or other services, including training, CPD, and targeted consultancy provided by our staff and consultants’ network.



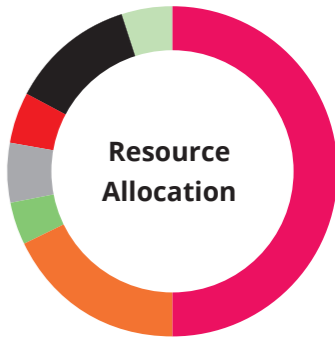
Income	2022 £	2021 £
■ Provision of services to London Borough of Camden	3,580,701	3,401,008
■ Provision of services to schools	853,200	655,232
■ Grant income	202,221	98,701
■ Income from other local authorities	0	23,624
■ Other income	82,333	123,407
	4,718,455	4,301,972



Resource allocation

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

■ School Improvement	50%
■ Health and Wellbeing	18%
■ Governor Services	4%
■ Camden Learning Centre	6%
■ SENDIASS	5%
■ Inclusion Services	12%
■ Attendance	5%



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.

All surplus after taxation, will be re-invested in the company to ensure Camden Learning continues to drive excellence and equity across the system and to improve services to our school members.

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 2021/22 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 development sessions. A Remuneration Committee met twice. Two Committees were established: the Finances and General Purposes Committee and a Performance Committee. 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).



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



Marcus Boyland
Cabinet Member for
Best Start for Children and
Families, Camden Council



Alan Chesters
Chair of the Management
Committee, Robson House



Katy Forsdyke
Headteacher, Christ Church
Primary School, Hampstead



**Dame
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



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

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
Christ Church of England Primary School (Hampstead)	Rhyl Community Primary School
Christ Church of England Primary School (Redhill Street)	Richard Cobden Primary School
Christopher Hatton Primary School	Rosary Catholic Primary School
Edith Neville Primary School	St Albans Church of England Primary School
Eleanor Palmer Primary School	St Dominic's Catholic Primary School
Emmanuel Church of England Primary School	St Eugene De Mazenod Roman Catholic Primary School
Fitzjohn's Primary School	St George The Martyr Church of England Primary School
Fleet Primary School	St Joseph's Catholic Primary School
Gospel Oak Primary School	St Luke's Church of England School
Hampstead Parochial Church of England Primary School	St Mary and St Pancras Church of England Primary School
Hawley Primary School	St Mary's Kilburn Church of England Primary School
Holy Trinity (Trinity Walk) Church of England Primary School	St Michael's Church of England Primary School
Holy Trinity and St Silas Church of England Primary School	St Patrick's Catholic Primary School
Kentish Town Church of England Primary School	St Paul's Church of England Primary School
King's Cross Academy	Torriano Primary School
Kingsgate Primary School	West Hampstead 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	
The Children's Hospital School at Great Ormond Street Hospital & UCH	





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