



# 2022/23

## Annual Review

Camden   
Learning





# Introduction

The past few years have been very challenging ones for those working in the field of education. Across the country, schools have supported families during the cost-of-living crisis while facing tightening budgets and rising costs. The disruption and dislocation of the Covid-19 pandemic continues to be felt – attendance rates have not recovered, and families' relationship with the school system has been shaken. In recent years 10 forms of entry have been removed from the Primary education phase due to falling pupil numbers, and falling rolls continue to impact on a number of Camden schools. In addition, the number of pupils with special educational needs is increasing. This is all at a time when the recruitment of staff in key areas is a concern locally as well as nationally, particularly in subjects like mathematics and computer science, but also classroom and support staff.

As a place-based, school-led organisation, Camden Learning gives us a strong footing from which to tackle these challenges. The collaborative working relationship between schools, the Council, key partners, and the wider community, has continued to prove its value in providing high quality educational experiences to our children and young people. Every single Camden school is signed up to the Camden Learning partnership, which is led by schools themselves, is increasingly evidence-based, and is aligned to the needs and priorities of the local area.

The establishment of the new North London Alliance Research School in Camden is a recognition of the quality of our local schools and demonstrates our commitment to the use of research evidence to improve our practice. Funded by the *Education Endowment Foundation* and led by Torriano Primary School in partnership with Parliament Hill School and

Eleanor Palmer and Brecknock Primary Schools, the Research School will help us develop research-informed professional development opportunities and further improve the educational experiences and outcomes for every Camden child.

We are proud of the considerable achievements of our local schools in the last year, and of the positive impact they have on the lives of children and young people and their families. Many of the individual stories that bring alive the impact of schools in Camden are highlighted in this report, and there is much to celebrate. However, we still have more to do if *all* our children and young people – including the most disadvantaged – are to have the very best educational experiences and achieve the outcomes that they deserve.



**Stephen Hall,**  
Chief Executive  
Officer, Camden  
Learning



**Dame  
Christine Gilbert,**  
Chair, Camden  
Learning



# Contents

This report sets out the progress and achievements of the Camden Learning partnership over the past year. It also identifies several areas where we know we have more to do.

**The report:**

- begins with a reminder of the **purposes, vision and priorities of Camden Learning**;
- followed by **a record of what was achieved against each of our priorities** – and also potential areas for development;
- then, in the section on School Performance and Outcomes, provides specific information about **the outcomes for children and young people this past year**;
- and ends with a report on the **financial position and sustainability of the Camden Learning Partnership** and information about the **Camden Learning Board** and the school membership of the partnership.



- 06 Camden Learning
- 07 Our Vision
- 09 Our Partnership Promise
- 09 Our School Improvement Offer
- 11 About Camden
- 12 Achievements in 2022–23
- 13 A Fair Start
- 16 An Excellent School Experience
- 30 Flourishing Lives
- 36 School Performance and Outcomes
- 46 Looking Forward
- 48 Finances
- 50 Our Board
- 52 Our School Members
- 53 Links

# Camden Learning

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



A joint enterprise between Camden schools and settings and the Council, 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 company, so, in addition to the Council, legal members include academies and hospital schools as well as Church schools, voluntary controlled, foundation and community schools. All are committed to working together for the good of all Camden children.

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 has chosen to have an independent chair and 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.

It is schools that lead and drive Camden Learning. They do so in a strong spirit of partnership and active collaboration, and relationships are central to the success of this 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. This is more important than ever in a year when the pressures of the cost of living have been making lives difficult for so many families.

## Our vision

**We want all our 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.

To achieve this purpose, which is articulated in ***Building Back Stronger, Camden's Education Strategy to 2030***, we need to provide an excellent education for every child in our schools. We recognise the importance of home learning and early childhood development, and we want to ensure that all young people, particularly

those from disadvantaged backgrounds and those with special educational needs and disabilities (SEND), move into adulthood as confident learners.

**Our ambitions for 2030**, therefore, are for all young people in Camden to have:

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

These three ambitions for 2030 are each based on the two pillars of equity and excellence. Our schools do not have to choose between achieving academic excellence or supporting children who start from a position of disadvantage. We believe a system which is better for disadvantaged children is better for everyone.

Underpinning our pillars of equity and excellence are four foundations to enable us to achieve the changes we want to achieve by 2030.

- **A strong place-based system:** a system that understands and reflects local demographics, histories and values.
- **An ambitious inclusive system:** a system that breaks down the barriers to learning by calling out inequalities, acting to address them, making sure children and young people feel a strong sense of belonging to school and community so that no one is left behind.
- **A collaborative and federating system:** a system where we use collaboration to motivate, learn and achieve better, taking



# Camden Learning

collective responsibility for all our children, working together in formal and informal partnerships, including federations, so they are served well.

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

## All Camden schools are committed to providing enrichment experiences for every child.

Achieving this vision demands a curriculum that is inclusive, inspiring, creative and horizon-broadening, and all Camden schools provide a curriculum designed to enable children to thrive. Camden has continued to support the enrichment of this curriculum through investment in initiatives such as **STEAM (Science, Technology, Engineering, Arts, and Maths)**<sup>2</sup> and through activities that enrich young people's education and lives, such as Camden Music. All Camden schools are committed to providing **enrichment experiences for every child**, ensuring that young people are given the opportunity to develop and pursue passions and interests, benefiting their wellbeing as well as their job prospects. This commitment is symbolised by the **Camden Enrichment Pledge**. We see this enrichment as a right for every child, not just for those whose families can afford it.

### Camden's enrichment pledge: curriculum plus for all

This pledge promises every pupil in a Camden school the opportunity to:

- See themselves in the curriculum and feel a strong sense of belonging to the school community.
- Perform music, drama and dance and experience performances not only in Camden but also in London's theatres and music venues.
- Learn to express themselves visually and creatively, often inspired by visits to London's museums and galleries.
- Understand Camden's and London's histories and cultures through local visits.
- Meet inspiring role models from a wide range of jobs and professions.
- Participate in physical and outdoor activities, including sports, teams and competitions.
- Learn how to achieve and maintain good physical and mental health.
- Know how to eat healthily, including how to cook and grow food.
- Take a position of responsibility and demonstrate leadership skills both in school and in the wider community.
- Develop enterprise skills, for example through support for a charity or local enterprise.
- Understand and feel part of a global and diverse world.
- Care for the environment and our 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 school improvement offer

The **Camden Learning school improvement offer** provides significant development opportunities for school leaders, including governors, and staff. Our school-led model provides enriching school to school support and the opportunity to work with and learn from colleagues across the borough. Schools benefit from the expertise within the company and can learn from successful practice outside Camden. The offer comprises:

- The core offer for all member schools.
- School Improvement Service Level Agreement (SLA) available to member schools.
- A range of packages that can be purchased in addition to the SLA as standalone services.

Further detail about the offer can be accessed via the [Camden Learning website](#)<sup>3</sup>.

Camden Learning supports schools with leadership and development, helping to ensure that they have the best people and practices in place. We want 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.

Our focus on building both excellence and equity into our local education system is intended to enrich learning and raise standards, ensuring that every child gets the right support to thrive. 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

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. The commissioned activity covers both a universal offer delivered to all schools, and a targeted offer to those schools identified as requiring additional support. This year we have developed our universal **Camden Professional Partner** offer to have a clearer focus each term for schools, so that they feel supported across the whole school year. Constructive challenge is part of that positive support.

Our school improvement work is evidence-informed: rooted in good use of data and research. It is a priority to strengthen this approach in 2023/4. Through a series of local hubs and a range of initiatives, often school-led, we explore what works in Camden and how we can develop practice. Schools work together, offering mutual support and enabling Camden Learning to harness and broker access to the vast range of expertise that exists within our schools and across the borough.

**All Camden schools have chosen to belong to Camden Learning.**

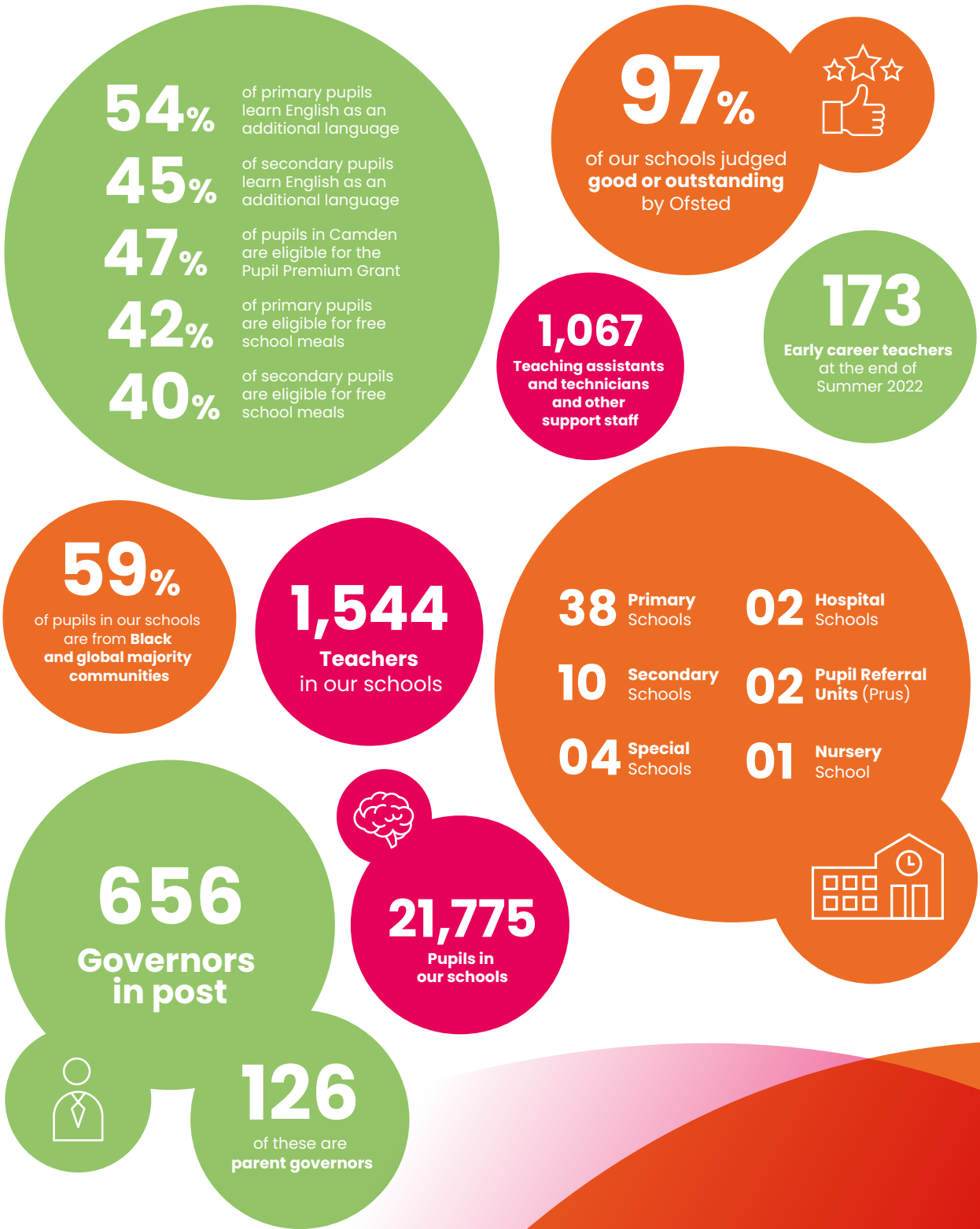
It is a testament to the success and effectiveness of our area-based school partnership model that **all Camden schools have chosen to belong to Camden Learning.** They are not only legal members of the company but have also signed up to our SLA for the next two years. Overall, the order value for packages and the SLA has

increased by around £35,000. This confirms the commitment to our collaborative approach to improving the lives of the children and young people of Camden, and it will facilitate further opportunities for peer-to-peer learning and continued local partnership work.

As part of our **ongoing process of organisational development**, Camden Learning has appointed a new Director of Learning, and a new Senior Adviser for Safeguarding and Inclusion took up post in December 2022. A Research Adviser and a Schools and Partnerships Manager for the STEAM team have been recruited for the school year 2023/24. A secondary PSE took up post in the autumn term joining our Primary PSE adviser who started earlier in 2023. Three additional members of staff, who will give direct support to schools, have also been added to the Inclusion Team for 2023/24.

The new commission from Camden Council for 2023–2026 has been agreed and will include increased capacity to support schools with attendance, SEND and SENDIASS, with much of the health and wellbeing offer being moved back to public health. We reached the end of the first two-year training cycle of the *Early Career Framework (ECF)* cycle, and new legislative changes now require the assessment element of qualification for ECF to sit with regional teaching schools and not the local authority. However, we have successfully negotiated with Central London Teaching School Hub to ensure our schools continue with Camden Learning as the one point of contact.

# About Camden





# Achievements in 2022/23

## Educational outcomes for the children and young people of Camden continue to exceed those nationally and compare well with those across London.

Details of these are summarised in the later section on *School Performance and Outcomes*.

Using our three ambitions for 2030 from Camden's education strategy, *Building Back Stronger*, we describe some of the key achievements over the past year and also areas for development.



## Ambition 1 – A Fair Start

**By 2030, we want every child to have a more equal start in life, to ensure that they have the support and skills necessary to succeed in education. The outcome gap between children growing up in disadvantage and poverty in Camden and the national average will be narrowed.**

- The ongoing impact of the Covid pandemic on the education of children and young people is well documented, with mental health and high levels of absenteeism being among the causes for concern. The effects of poverty and stress on the most disadvantaged pupils and their families have been especially marked. This reinforces the imperative for genuinely joined-up working between local schools and other educational settings, Council, social and health services, voluntary and community services. *Building Back Stronger* emphasises the critical role that schools play in this – making connections, acting as convenors, and most importantly, building relationships and trust. The importance of **rooting schools at the heart of their communities** has never been more evident and Camden Learning has a central role to play in this. We have made progress this past year but need to enhance partnerships working across schools, services and different organisations.
- We want **all Camden children to thrive and be ready to learn in school**. To ensure the joined-up approach that this requires, Camden Learning has worked closely with the Council, health services and voluntary and community services this past year. Our links with Camden's Children's Centres and

Family Hubs and children's safeguarding and social care services, for example, provide networks with **parents as prime partners in their children's learning**. These enable families to access the support, information and services they need. They also support transition into early years education settings. *Camden Kids Talk* is one example of this work, with its aim of improving communication, speech and language from pregnancy to age 5. It has been launched in Children's Centres and is to be implemented in eight primary schools and Thomas Coram Nursery in 2024. The Health and Wellbeing team has also been active in supporting families to access uniforms and food, and information about free school meals (FSM), which has been particularly important at a time when the cost-of-living crisis has increased families' need for additional support. Camden schools also participated in the National School Breakfast Club programme introduced by the government last year, with those schools that were not eligible being offered a needs-based grant of up to £3,000 to support the provision of school breakfasts.



# Achievements in 2022/23

- The Early Years Hub has continued to offer professional growth opportunities for Early Years teachers and leaders and supported implementation of the revised Early Years Foundation Stage (EYFS) statutory framework. The Hub, with 16 participating schools, was led by Thomas Coram Children's Centre and Brookfield Nursery and Primary School.

Brecknock, Brookfield, Hawley, Christopher Hatton, and Torriano Primary Schools have worked together through the **EYFS Oracy Initiative** to deepen teacher knowledge and understanding of the oracy curriculum across EYFS and Year 1 and the expectations of pupils at the end of each year group. An **end of year report**<sup>4</sup> on this work was published at the end of the year.



*"The opportunity to share learning with other schools collaboratively, looking at different settings and how they used the oracy techniques ... looking at my settings through other practitioners' eyes was really powerful."*

**Participant in Oracy initiative**

- The work of the Health and Wellbeing team has been increasingly important, post Covid, in promoting and supporting Camden Learning's efforts **to ensure the wellbeing and mental health of our children and young people**. We recruited new PSHE (Personal, Social, Health and Economic) specialists at both primary and secondary and established primary PSHE, PE and Mental Health networks. Evaluations of our *Families for Life* healthy lifestyle and cooking programmes showed a 55% increase in fruit and vegetable intake among participating families. *Growing sessions* enabled five schools to develop new partnerships with local sustainable development organisations, including ZSL, Royal Parks, OmVed Gardens and Foodscape Food. The *Families for Life (FFL) Community Champions* project trained volunteers to offer outreach support across the community, talking to parents and raising awareness about services that can help improve health and wellbeing. In the summer of 2023, following a re-organisation of public health arrangements between Islington and Camden, the Health and Wellbeing



team reverted to the direct management of Camden Council. However, the strong links that have been established will continue to benefit Camden schools and we have emphasised Camden Learning's commitment to continued close partnership working in the coming year.

- In the wake of the pandemic, the physical and mental health of our young people is more challenged than ever. The work of the Health and Wellbeing team has been important in the process of raising awareness and understanding. The team organised the *Health-Related Behaviour Questionnaire*, which was completed by over 2,600 pupils from 23 primary and 7 secondary schools. The results included many positive indicators; most children and young people in Camden are happy and feel safe at school, and cigarette smoking has continued to

decline significantly. There are areas for concern however, including increasing worry about mental health – either their own or that of someone in their family – and about online safety. More young people are taking up vaping, and more pupils sometimes feel afraid to go to school because of bullying. The findings of the survey have given schools a deeper understanding of the health, wellbeing and safety of their students.



# Achievements in 2022/23

## Ambition 2 An Excellent School Experience

**By 2030, we will ensure that all young people leave Camden schools as knowledgeable, intellectually curious and collaborative learners who drive change for social good. They will have skills and achievements in a broad range of areas, including outstanding academic performance; and, through a relentless focus on inclusion and equity, we will improve the learning and outcomes of children from disadvantaged and vulnerable groups so there is no gap between them and national averages.**

- 97% of Camden schools are judged by Ofsted to be good or better – well above the national average. Of the thirteen Camden schools receiving an Ofsted inspection during 2022–3, all were found to be at least good, with four rated as outstanding. There is no room for complacency, however. The achievement levels of our children and young people continue to compare well overall with national comparators, but there are areas – such as the achievement of disadvantaged pupils and attendance rates – where improvement is needed. We also need to be ambitious about continuous improvement so that all children thrive in our schools. Our processes for monitoring and identifying issues as they emerge are robust, and all schools have received information to support risk assessments and to inform the annual standards discussions between Camden Learning and each school. All Camden schools undertake regular discussions with Camden Professional Partners (CPPs), who visit termly

to support ongoing school improvement priorities. In 2022–23 ten schools received additional support for improvement through project boards: four Primary; two Additional Resource Provisions (ARP); and four Secondary. Schools report that this additional support has been valuable in focusing on key priorities and commissioning further support where needed.

- A key goal of *Building Back Stronger* is to ensure that **a good, local school place is available for every Camden child**. Effective **place-planning** is fundamental to this, especially in a period of falling pupil numbers. The strength of the cohesive, partnership-based approach to planning and development among Camden schools has been a key factor in enabling us to address the challenge of falling numbers. While Camden Council has overall responsibility for school place planning, schools themselves are front and centre of this process, and their cooperation and willingness to seek partnership and

federation has facilitated the best outcomes in a period of difficult decision-making. In order to manage falling school rolls (resulting mainly from a 24% reduction in birth rates in the borough), 10 forms of entry were removed from our reception intake. Difficult decisions have included four school closures, the most recent being the closure confirmed during the summer term 2023 of St Dominic's Catholic Primary School. Over the last two years, admissions into primary schools have begun to stabilise, and the most recent forecast data indicate that previous rates of decline will abate in the medium term. Schools have been supported by Camden Learning in shaping these decisions and exploring potential collaborative arrangements to address viability issues.

- *Building Back Stronger* sets out a vision for a **collaborating and federating system** to motivate, learn and achieve better, and to take collective responsibility for *all* our children. Following a conference in September 2022, Camden Learning, the two Diocese and the Council worked together to advise on the development of such a system. This led to the publication of an agreed partnership position statement: *Towards Greater Collaboration and Structural Partnerships*, which provides a guide for formal partnerships and clarifies the roles of Camden Learning and Camden Local Authority in relation to school partnerships.





# Achievements in 2022/23

- There are now six partnerships overseen by Executive Headteachers ranging from groups of two to up to five schools. In April 2023, the H3 Federation formed a 'hard federation' with a shared Governing Body having oversight of Haverstock secondary schools and Heath and Harmood schools.
- A series of development sessions on partnerships for school leaders and governors in Spring and Summer 2023 explored the role of system leaders and the practicalities of forming partnerships, to support schools looking to form partnerships. An *interactive school map* has been provided to schools, showing contextual data and geographical locations for all schools in Camden. A questionnaire exploring the current context and appetite for structural partnerships in Camden has been

completed by schools and the results analysed. Gospel Oak, Netley, Rhyl and Fleet schools have led the development of a *toolkit of supporting resources* for use by schools when forming partnerships. Some school leaders have submitted expressions of interest in future executive leadership roles, facilitating the creation of a register of future system leaders.

- Learning Hubs and other school-led initiatives – comprising 'networks of practice' in specialist areas – are central to the partnership approach of Camden schools in supporting school improvement and professional development. In 2022–23 there were five Learning Hubs: the Anti-Racist Hub, the Early Years Hub, the Primary Maths Hub, the SEND Hub and the STEAM Hub. In addition, a number of effective *School Led Initiatives* involved

## Improving Maths transition into schools, between phases and settings

*"I was so surprised to see how different the pedagogy was at secondary school, and I thought about what that meant for the learning behaviours of my students."*

*"The biggest impact of this has been challenging teachers from KS2 and KS3 to work with the existing barriers – pedagogical differences that are intrinsic to each key stage – and to find ways to ease these. This has not been about subject knowledge or 'content' as much as it has been about thinking deeply about how our approaches impact upon pupils' experience of mathematics lessons."*

### Participants in KS2–KS3 Maths Transition Initiative

groups of schools working together on a range of issues and themes: transition, (with a focus in 2022–3 on primary to secondary schools); oracy and KS2–KS3 maths transition. The learning from these networks has been summarised in an **end of year report** for each, exemplifying the value of this approach and the change that can be achieved when schools work together to develop practice. An initiative on local accountability, begun last year with 15 'developer schools', is looking at ways to create a school profile which captures the real story of the school.

- Subject specific networks at both primary and secondary school level have continued to offer support and professional development to teachers in their curriculum specialism. These networks cover 18 subject areas: English; maths; science; computing; RE; history; geography; art; design and technology; drama; psychology; music; religious education; PE; modern foreign languages; business and economics; sociology; and vocational provision.
- Knowledgeable **and skilled leaders and teachers are** fundamental to continued improvement in Camden schools, and a sense of being valued and supported is critical to the **recruitment and retention** of staff who love working in Camden.
- Camden Learning's CEO, Stephen Hall, led a programme of three system leadership development sessions. They were designed to increase staff skills and confidence to collaborate across schools and included learning about executive leadership and hearing from current executive headteachers: 24 stakeholders attended and provided very positive feedback. A separate session was held at the Governor conference in the Spring of 2023.

*"Great to hear the positives of partnership working, etc. Great to hear how it was working from a serving Executive Headteacher. It was great today and really relevant to my current stage of professional development."*

### Participants in System Leadership sessions





# Achievements in 2022/23

- Camden's Early Career Framework (ECF) and National Professional Qualification (NPQ) programmes have been very successful and are a vital tool in the **recruitment and retention of high-quality staff**. The ECT programme is even attended by teachers from schools outside the borough. The Camden staff retention rate of 92.5% is better than the national figure of 87.5%. Our NPQ programme welcomed another group of aspiring senior leaders this year and established a pilot literacy group. These programmes now have more than a hundred participants. Our NPQ completion rate is high, and many participants have already secured promotions within Camden's schools. Proposals to offer two more local NPQ programmes for 2023/4 are underway.



## Camden Learning's ECT and NPQ Offer

A quality assurance of Camden Learning's ECT/NPQ provision carried out by the Education Development Trust praised Camden Learning's strong working relationship with schools and the fact that *"the delivery of the national frameworks in Camden benefits from this."*

*"I would also like to take this opportunity to thank you. Thank you for everything you have been doing; all your support, help, kind words and every little suggestion. I have learnt so much and feel privileged to be working with you."*

**NPQ participant**

*"Great to meet new Camden teachers and enjoy the opportunity to share ideas, problems, reflections and general ECT feelings and worries. Also useful to build friendships."*

**ECT programme participant**



- Our *Induction and Mentoring programme for new Heads* provides important support and development opportunities for new senior leaders in Camden schools which, together with the close partnership links between schools, has contributed to effective succession planning. Many senior posts are filled through promotions within the borough, as was the case for a number of Camden schools undergoing leadership changes over the past year. We are also actively exploring ways to promote and encourage greater diversity in the leadership of Camden schools in addition to our Black and Global Majority Governors network.
- A revised *Professional Development Framework* was published in June, setting out Camden Learning's commitment to core professional development opportunities for teachers, heads, other school staff and governors. Collaborative networks and professional learning communities are at the heart of this provision.
- Governors continue to play an important leadership role in schools** and are

supported in this through a range of training opportunities, resources, forums, and our specialised clerking services. The third annual *Diversity Monitoring Survey*, carried out in the summer term 2023, confirmed the continued under-representation on governing bodies of governors with Black and Global Majority backgrounds. The Governor Diversity Working Party has been active in promoting the role of governors and strengthening diversity, through promotional events, for example. These have included visits to the Camden Parents' Forum, the Camden Black Workers' Group and the Swiss Cottage Parents' Group. In June, the British Somali Community Centre, together with Camden Learning, hosted an online event for members of the Somali community, which attracted over 20 attendees. The Working Party has also developed a new suite of resources, including guidance on recruitment, additional resources to support advertisement and selection, and revised terms of reference.



# Achievements in 2022/23

- October 2022 saw the first meeting of the new Global Majority Governors Network, a new forum for Black and Global Majority governors. A joint endeavour between governors in Camden and Islington, the network aims to:

- promote school governance and to support participants to feel confident in their role and to take up leadership positions.
- provide a safe space for Black and Global Majority governors to discuss issues they may not want to address at governor meetings.

The network met three times during the year, with high attendance levels. Themes discussed included the performance of groups, the role of the arts, supporting pupils with SEND, and governor recruitment.



*"I think the GMGN has great potential to enact change within our respective school communities and across the board because of the level of compassion we have as a unit. I appreciate having this space where I can share any concerns I have and hear experiences from other Governors of a Global Majority background. There was great discourse, especially around how language is used to address the academic performance of children from Global Majority backgrounds."*

**Member of GMGN**

- **Literacy skills** are critical to ensuring a fair start for our children. This is reflected in Camden's *Building Back Stronger* strategy which identifies **Every Child Reading by Seven (ECR7)**<sup>5</sup> as a major development priority. Led by Richard Cobden and Argyle Schools, this initiative involved three key strands: a campaign to promote engagement; effective school provision for all children; and additional support for children at risk. All schools involved have audited their teaching of reading from Nursery to Year 2 and strengthened their teaching of phonics and practice

in identifying appropriate interventions for a range of different needs. Important external partnership links were made with the Council's Early Years Team, The British Library and Camden Library service. All Camden primary schools have been offered support, training, and newly developed resources such as the ECR7 0-3 booklets for parents of pre-school children.

*"Day 1 of Meg Dixon's training got me thinking differently about 'stuck' children and I was inspired to do some research of my own. This led to me trialling a specific intervention with a child with whom everything else seemed to have failed."*

**Literacy lead, ECR7 school**

- Education must **prepare children for a future of universal digital access**, and we want *all* Camden schools to have the tools to enable this. Camden Learning has developed an ambitious three-year *Digital Learning Plan* with detailed input from school leaders, in partnership with a respected external expert in educational technology and digital learning. The plan will launch in Autumn 2023, overseen by a Digital Learning Plan Implementation Group. It aims to build on existing and developing partnership working to foster collaboration, creativity and critical thinking.

Funded by the leading artificial intelligence company, DeepMind, two Camden-based ENTHUSE Partnerships, comprising up to ten schools each have been set up.

Each Partnership has identified an area of focus for the two-year programme, such as KS2 to KS3 transition in computer science and increasing the number of girls taking Computer Science GCSE. The programme has a particular focus on disadvantaged pupils.

## Opportunity Centres

We know that every child needs to be able to learn beyond the school day. Our **Opportunity Centres** will help close the gulf between those who have good housing, IT equipment and connectivity and those who do not.

Two school-based Opportunity Centres, currently being trialled at Acland Burghley and La Sainte Union schools, will provide students with evening, weekend and holiday access to learning and technology, as well as small group tutoring, information, advice and guidance, and enrichment activities. The *Test and Learn* model will enable Camden Learning to evaluate the impact in summer 2024.



# Achievements in 2022/23

- *Building Back Stronger* sets out our determination to support the development of **schools that are ambitious and inclusive**. Our Anti-racist Hub, has been working with the organisation Class 13 to deliver a 'train the trainer' model, with learning to be disseminated across all schools. Our well attended Headteacher conference in February, with an inspiring contribution from Baroness Floella Benjamin, included two sessions focused on equalities and anti-racism, and on developing an anti-racist curriculum. A major initiative was the organisation of *Social Justice Leadership* training sessions, led by Professor Paul Miller, which used case studies from around the world to help over 100 leaders and governors reflect on their equalities duties and deepen their understanding of social justice.

*"Once you understand what deficit thinking is, you can't unsee it. It's everywhere in our education system. Working with the Hub, I am beginning to see how to change that in our conversations, in our systems and our policies. Being non-racist is simply not enough, we have to be anti-racist and anti-deficit in everything we do."*

**Participant in Anti-racist Hub training on deficit thinking**



## UNICEF Rights Respecting Schools Award (RRSA)

Camden Learning commissioned the Centre for Education and Youth (CfEY) to capture the work of schools in Camden accredited with the UNICEF RRSA, and to explore the impact of participation in the initiative on:

- attainment and attendance
- behaviour and wellbeing
- reduction in prejudice and discriminatory attitudes
- teacher recruitment and retention.

The study highlighted the benefits of a whole school approach. For example, staff found that having the award embedded throughout school activities complemented existing work rather than creating new additional commitments. Also, although some staff felt unsure about

the RRSA at first, school leaders reported that others had sought out careers at their schools because of the Award.

One Kentish Town Primary pupil described how, with a friend, she had been able to break up an argument in the playground without an adult's help, by explaining to her peers how their negative behaviour was infringing on each other's rights and the rights of the children around them.

*"It actually felt kind of sad and happy at the same time: sad because they're fighting and happy because we kind of just sorted it."*

**Kentish Town pupil**

- As indicated earlier, the *Camden Enrichment Pledge* promises **every pupil in a Camden school the opportunity to perform music, drama and dance, to experience performances, and to learn to express themselves visually and creatively**. The Camden Learning Music team has once again excelled with its leadership and support in this area. Over 2000 children from every Camden school performed in the **Camden Schools Music Festival** at the Royal Albert Hall in April 2023, with excellent feedback from schools, parents and audience members. A livestream option introduced this year reached 7000 devices in 71 countries. Take-up of musical instruments also continues to be strong, with 35 primary schools participating in the whole-class first-access instrumental lessons scheme, with at

least one year-group having a weekly class instrumental lesson for one year, while 928 hours of individual instrumental tuition were delivered each week in Autumn term 2023.

- Our ambitions and duty of care for **children and young people with SEND** are essential to our commitment to inclusion. To that end, the Council's **Camden Local Area SEND Strategy**<sup>6</sup> was launched in the autumn term 2022. Complementing *Building Back Stronger* and overseen by Camden's SEND Inclusion Board, increasing the overall inclusivity of schools is a key goal of the strategy. The ECT Programme and Curriculum Networks have received additional dedicated SEND and inclusion support around the successful planning, adaption and delivery of the curriculum.



# Achievements in 2022/23

*“What a fantastic and inspirational event to take place on one of London’s biggest stages. Music and the arts are incredibly important for children, not only to inspire creativity but to connect young people, improve health and wellbeing and give students the chance to have fun. Events like this add to Camden schools’ rich curriculum and showcase the wonderful talent we have across our schools, enabling everyone to celebrate the importance of music in our schools and lives.”*

**Councillor Marcus Boyland, Cabinet Member for Best Start for Children and Families**



## The SEND Hub

- Funded by Camden Learning and led by Kentish Town, with 17 schools involved.
- Played an important role in identifying, testing and disseminating good practice.
- Themes explored by the Hub during the year to support inclusion include curriculum implementation for pupils with SEND, assessment and next steps, and transition for all phases.
- An **end of year report**<sup>4</sup> on the work of the Hub was published at the end of the year, confirming its value to participants.

*“Very practical – we were able to use many of the ideas in school with some of our children with more complex needs.”*

*“Very good networking opportunity. Particularly enjoyed the training from Royal Free Hospital School.”*

- Given the increase in numbers of children and young people with SEND and their families needing support, Camden Council has funded additional capacity for **SENDIASS** provision (Special Needs and Disabilities Information and Advice and Support Service). The SENDIASS team has been expanded and, along with the ongoing provision of responsive advice and guidance, one specific example of our work with families this year was a **SENDIASS Parent Feedback Conference Day** in March 2023. This was held in conjunction with the Special Parent/Carer Forum and enabled parents to share their experience with service leads and directly shape the SEND Strategy.
- Camden’s SENDCO Forum has been an active network, focusing on pressing issues

and the provision of intensive development training using the expertise and experience of those in the peer network. One example of this was the work with schools on how to use the Camden Trauma Informed Practice (TIPiC) model together with school behaviour management policies and procedures to increase inclusion and personal success for pupils.

- Camden Learning has increased the input of SEND and Inclusion-related CPD in its support offer (e.g. *SEND Planning for Curriculum Leads*). Coupled with the development work on adaptive teaching, this has contributed to some Camden schools having a more integrated approach to inclusion for all learners. SENDCOs across the Forum report with confidence that teachers in Camden are



# Achievements in 2022/23

very clear that the ownership of support for SEND pupils is their responsibility and does not sit only with SEND specialists.

- The strong correlation between attendance and attainment, and the links between mental health problems, behaviour difficulties and school refusal, make it essential that we **improve attendance rates and avoid exclusions**. We have been working hard to address this, through support in schools and through family networks. **Levels of exclusions and suspensions are now relatively low in Camden**, reflecting not only the drive to reduce them but also the collaborative and inclusive culture of our schools. However, overall absence in primary schools has risen to 6.5%, and to 8.4% in secondary schools, and **absence rates** in Camden are now above the national average. We are tackling this with urgency, and we have plans in place to effect improvement. The Pupil Attendance Service has provided training to schools and governing bodies to ensure they are familiar with the new DfE attendance guidance introduced in September 2022. A range of initiatives and activities have aimed to support schools in developing strategy and to signpost good practice resources. Schools needing additional support have been identified, with targeted work underway overseen by Attendance Project Boards. The *Attendance Strategy and Resources for Schools* were also relaunched and will be updated again once the *DFE Attendance Consultation* is published later this year.
- To complement this drive for better attendance and fewer exclusions, Camden Learning has been working as part of an alliance in successful partnership with two local community groups (the Winch and the Somali Youth Resource and

Development Centre), with Future First (a national charity using alumni to give schools support), with Camden Council, and with two schools (UCL Academy and Acland Burghley). Funding for **Inspiring Inclusion** was provided initially by the Esmee Fairbairn Foundation, and then supplemented by a grant from the Mayor of London's New Deal for Young People. Activities have included mentoring and youth activities, capacity building to upskill and support local organisations to deliver mentoring, embedding youth voice and participation opportunities, and connecting local organisations to ensure better cross-sector collaboration to enable smoother transitions for young people across services. The two community groups have provided in-person, in-place mentoring for racially marginalised young people in years 8 and 9, initially in the two schools, but increasing to four in 2023-24.

- **Keeping children and young people safe** is a key priority for all services in Camden. Camden Learning continues to provide information, training and support to key stakeholders to ensure that policies are in place and effectively monitored. This has included safeguarding reviews and self-audit tools as well as responsive support when issues arise. Raising awareness of and addressing trauma experienced by children and young people through Camden's *Trauma Informed Practice (TIPiC)* work has continued to be an important strand of Camden Learning's support work. In June, for instance, a TIPiC conference was attended by 41 people from 17 schools to explore the impact of domestic violence and its associated trauma.

## Parents' Responses to SENDIASS

**Many parents have said that SENDIASS are the first people to listen to them and to really understand their situation/concerns.**

*"Was nice to know that somebody actually cares about your situation and went out of their way to find out the answer and get back to you in a reasonable timeframe."*

*"Your service made a huge difference for my family life, especially my daughter with special needs and I feel my child needs are better understood than they were."*

*"Friendly staff who understood where I was coming from and didn't use jargon."*

*"Helped me understand what I need to ask the school and try to get the right support in place for my child."*

*"When I talk to you I feel always more clear about the options I have. Most than all I feel supported and understood at the human level and I always find encouragement, support and hope after I talk to you."*

*"Thank you so much! I feel out of my depth as one problem is solved and another arises. I really do appreciate it so much, I can't explain!!!!"*





# Achievements in 2022/23

## Ambition 3 Flourishing Lives

**By 2030, all young people, including those from disadvantaged backgrounds, will 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 or education.**

- A key priority for Building Back Stronger is the **improvement of the quality, breadth and take-up of post-16 education in Camden**, and **greater access to education, work and opportunity**. We saw good progress in many activities and initiatives but a key area for development in 2024 is to find ways of providing better access to good quality careers education, including information, advice and guidance.
- Schools have worked very well together and the newly-established **Post 16 Partnership Board**, has focused on three initiatives:
  - improving technical education in Camden by developing a T Level curriculum provided by schools across the borough;
  - raising the confidence of students, especially from disadvantaged backgrounds, in applying for Oxford, Cambridge and wider Russell Group universities;
  - and encouraging students to prepare for their next steps in education, training and work through developing an approach to a Life Futures Plan process.
- Eight of our ten secondary schools have now identified **T Level** subject areas of interest for students. Three of these will deliver T Levels from September 2024 in: Media, Broadcast and Production (Acland Burghley School); Laboratory Science (Maria Fidelis Catholic School); and Management and Administration (Haverstock School). Two of these schools already have partnerships set up with sector-leading organisations that will provide the extensive industry placement experience necessary for students to complete their T Level successfully. Camden Learning is supporting all our schools in securing relationships with employers. The other five schools are finalising their decisions on which T Level subjects they will provide from either September 2025 or 2026. From those dates, Camden students should also be able to choose T Levels in: Education and Childcare; Healthcare Science; Legal, Finance and Accounting; and Engineering. Camden's joined-up approach to a T Level curriculum also enabled us to take advantage in October 2023 of joint teacher professional development provided free by the Education and Training Foundation.

- The **Flying High** initiative, designed to develop links with high status universities, got off to a successful start in the spring term 2023 when Camden School for Girls (CSG) opened up access for students from all our secondary schools to their masterclass series of events. These sessions were led by experts in their field covering a wide variety of topics, for example, across literature, history and science. Additionally, joint training was held in the summer term 2023 for Camden teachers wishing to know more about interviewing student applicants for Oxbridge colleges. The medium-term plan is now that these teachers can support each other across our schools by sharing interviewing to provide a more realistic experience for students of being interviewed by someone they don't know.
- Finally, pilots were set up in Haverstock School and Hampstead School with Y8/9 students to develop **Life Futures Plans**. This initiative aims to give all our young people the knowledge, skills and confidence to make the right choices in their next steps in education, training or work. The pilots are built upon earlier work done with students from Hampstead School, Haverstock School, Talacre Community Centre and Westminster Kingsway College during which our implementation group gathered ideas from older students about what would have helped them make those decisions. The pilots will be evaluated in the summer and autumn 2024.
- **Camden's STEAM programme** aims to reach every young person in Camden schools, from Early Years to Year 13, with high-quality employer experiences that develop their skills and confidence. The revised STEAM Strategy 2022-25 was launched in March 2023. The launch event was attended by the Mayor of London

and aimed to secure further employer partnerships. The Camden STEAM Hub – which is fully funded for Camden primary and secondary schools – supports meeting the objectives of the strategy. The Hub is flourishing, with 27 schools actively involved, including six new members.





# Achievements in 2022/23

- Camden STEAM Work Experience Week brought together over 250 Year 12 students from all Camden secondary schools and Westminster Kingsway College in July 2023.

The event provided students with a total of 18 different work experience placements with STEAM employers, compared with nine in 2022. These included Google, Lendlease, Camden Spark, Camden Council Inclusive Economy, Camden Council Digital Services, Hoare Lea, BAM Nuttall, Bennetts Associates, British Library, Moonbug, Labtech, British Land, and Arup Architecture.

Google hosted 100 young people at their HQ, offering them the chance to work with mentors and architects collaborating on plans for the new Google HQ space in Kings Cross. Camden schools are Google's only school work experience programme globally.

Moonbug Entertainment enabled students to explore creative roles, from scriptwriting to digital design, while Lendlease, a global property development company, showcased a diverse range of roles in engineering, architecture, and software design.

*"I gained the knowledge and experience of different departments in the creative and media industry. For example, we had a talk from the data analysts at Moonbug who showed us the do's and don'ts of gathering and analysing data."*

*"I gained the confidence to speak publicly and share my ideas to the group as well as being able to work in a team."*

**Year 12 STEAM Work Experience Week students**



- Building a **generation of changemakers who will work with impact on the communities** and who understand their rights and respect the rights of others is an explicit goal of *Building Back Stronger*. Camden Council and Camden Learning have been active through a range of events and initiatives aimed at creating opportunities for young people to work together on the concerns facing them and their communities, and on developing young people's local leadership skills. Examples of these include schools' work to involve pupils in thinking about sustainable development and a green future, such as the *Green Dragon's Den* project and the pursuit of the *UN Sustainable Development Goals*. Our continuing work with the Francis Crick Institute Education Outreach Programme has encouraged more young people to be confident in thinking of themselves as scientists.

## Green Dragon's Den

In April 2023, 50 primary pupils from seven Camden schools took part in this event, designed to align with the *Camden School Climate Charter* and organised by the Camden Climate Alliance, Think and Do Camden and Camden Learning.

Pupils from Years 4 and 5 presented pitches to six 'dragons' and took part in educational workshops on:

- rewilding with Transition Kentish Town;
- waste with Veolia;
- and air quality with the Camden Clean Air Initiative.

Pitches for funding included those for fruit salad gardens, greenhouse projects, school forests and rewilding initiatives to transform disused school spaces.



# Achievements in 2022/23

- Camden Learning commissioned reviews from the Centre for Education and Youth (CfEY), on schools' practice in using [UN Sustainable Development Goals](#)<sup>8</sup> and tackling climate change. Five of the Camden schools engaging in the UN SDGs participated in the review. The participating schools (Christopher Hatton, Parliament Hill, Torriano, Brecknock and UCL Academy) are weaving the 17 UN SDGs throughout the curriculum to improve oracy, develop leadership skills and enhance the local environment. The pupils themselves are leading on the change they want to see: eating less meat at lunchtime and ensuring fish is sustainably sourced; growing fruit and vegetables; removing plastic wrapping from packed lunches; banning plastic straws and recycling glass bottles; using active travel to and from school; lobbying the catering provider to ban single use plastics.

*"I feel really proud and knowing that we are really doing something powerful and that could make a proper change."*

**Torriano pupil**

- Camden schools have a long-standing partnership with the Crick Institute through the **Francis Crick Institute Education Outreach Programme (EOP)**, which aims to encourage pupils to be confident in thinking of themselves as scientists. [An independent \(October 2022\) report by the University of Bristol](#)<sup>7</sup> on the impact of the EOP in Camden schools concluded that the EOP "provides

a rubric for thinking about engagement of schools that exceeds individual activities, the impact for which seeps well beyond the satisfaction gained by learners or teachers from experiencing science in novel way." One of the most positive effects reported was on female pupils' aspirations as science learners.

**Richard Watermeyer, Professor of Higher Education at the University of Bristol, said:**

*"The EOP makes a huge contribution to Camden schools and the lives of the borough's children, their teachers and parents. It has really pulled the Crick into the heart of the local community. But it's so much more than just about opening up science. It's about inclusive community building and providing opportunities for everyone in Camden to get engaged with the Crick regardless of their background or ability."*





# School Performance and Outcomes

2023 saw a return to pre-pandemic grading at Key Stage 4 and Key Stage 5, so, as the DfE advises, comparisons to previous years should be made with caution.



Outcomes indicate that Camden schools have once again responded well to the challenges of the past year. 97% of Camden schools continue to be good or better, well above national averages, and the number of outstanding primary schools has increased. All school inspections since September 2022 have resulted in good or better outcomes, with an increasing number of outstanding judgements.

Educational outcomes for the children and young people of Camden continue to exceed those nationally and compare well with those across London but it is essential that we retain our focus on continuous improvement. Concerns remain about the impact of lost learning through lower attendance, the need to improve outcomes at KS4 and KS5 and closing the achievement gap between disadvantaged pupils and their peers.

In the following sections, the term **Disadvantage Gap** refers to the gap in grades between disadvantaged pupils and non-disadvantaged pupils. Disadvantaged pupils are those who have been in receipt of free school meals (FSM) at any point during the preceding six years. This includes any child looked after by the local authority.

## Early Years Foundation Stage

**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.

Percentage of children achieving a Good Level of Development (GLD)



- In 2023, **68% of pupils achieved a 'good' level of development** in Camden settings (including schools and Private, Voluntary Independent sectors). This is an increase of 3 percentage points over 2022, and much in line with national and London averages.
- **Disadvantage Gap:** The gap between disadvantaged pupils and all other pupils is -14%, which is unchanged in recent years. It is significantly narrower than the national gap for 2023 (-20%), but in line with the London gap.

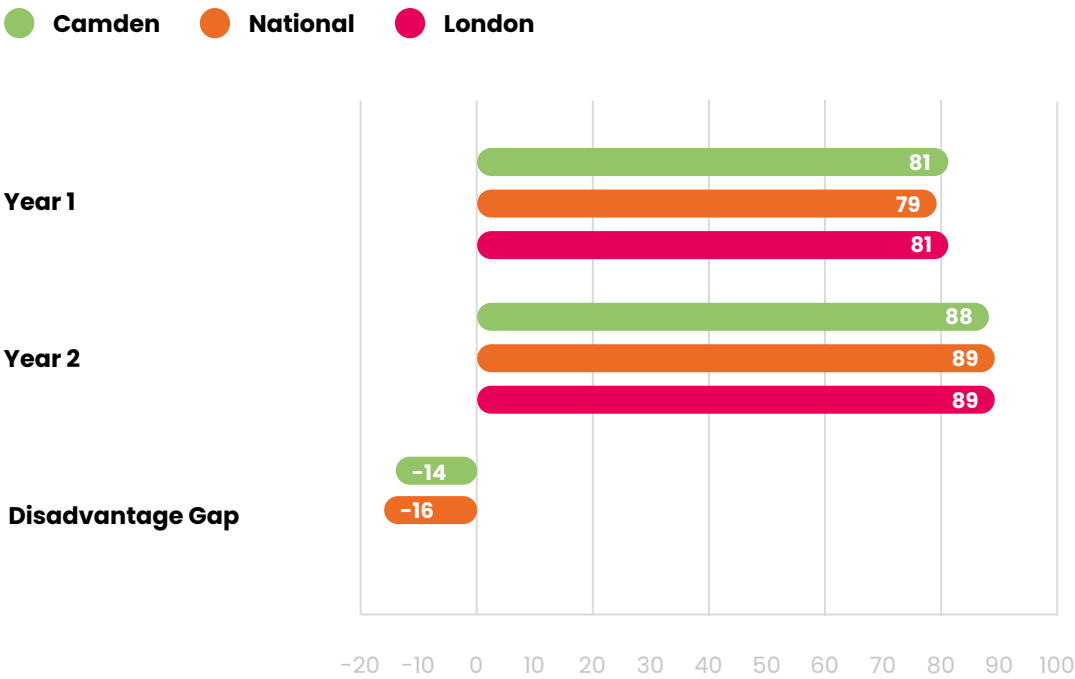


# School Performance and Outcomes

## Primary Years

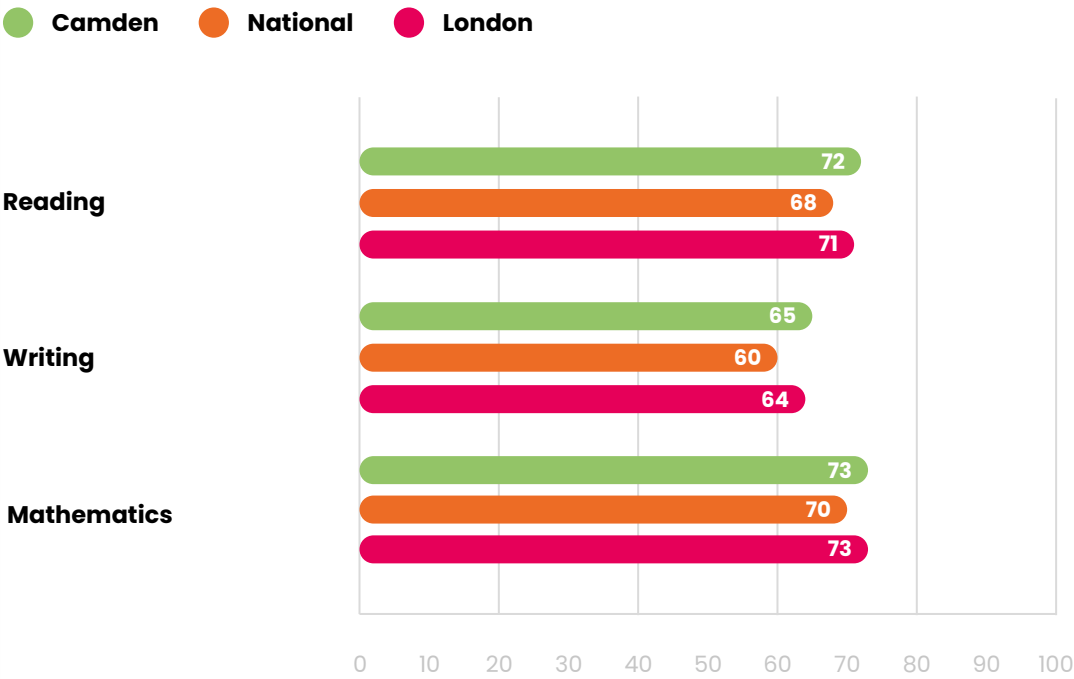
### Key Stage 1

Percentage of pupils meeting the expected standard in phonics



- In 2023, **81% of Year 1 Camden pupils met the expected standard in Phonics.** This is an increase of 4 percentage points over 2022. It is in line with the London average and above the national figure.
- **88% of Year 2 Camden pupils met the standard**, which is very slightly below (1%) the national and London averages.
- **Disadvantage Gap:** The 2023 gap is -14%, similar to recent years and narrower than the national disadvantage gap for 2022 (-20%).

Percentage of children reaching the expected standard in reading, writing and maths



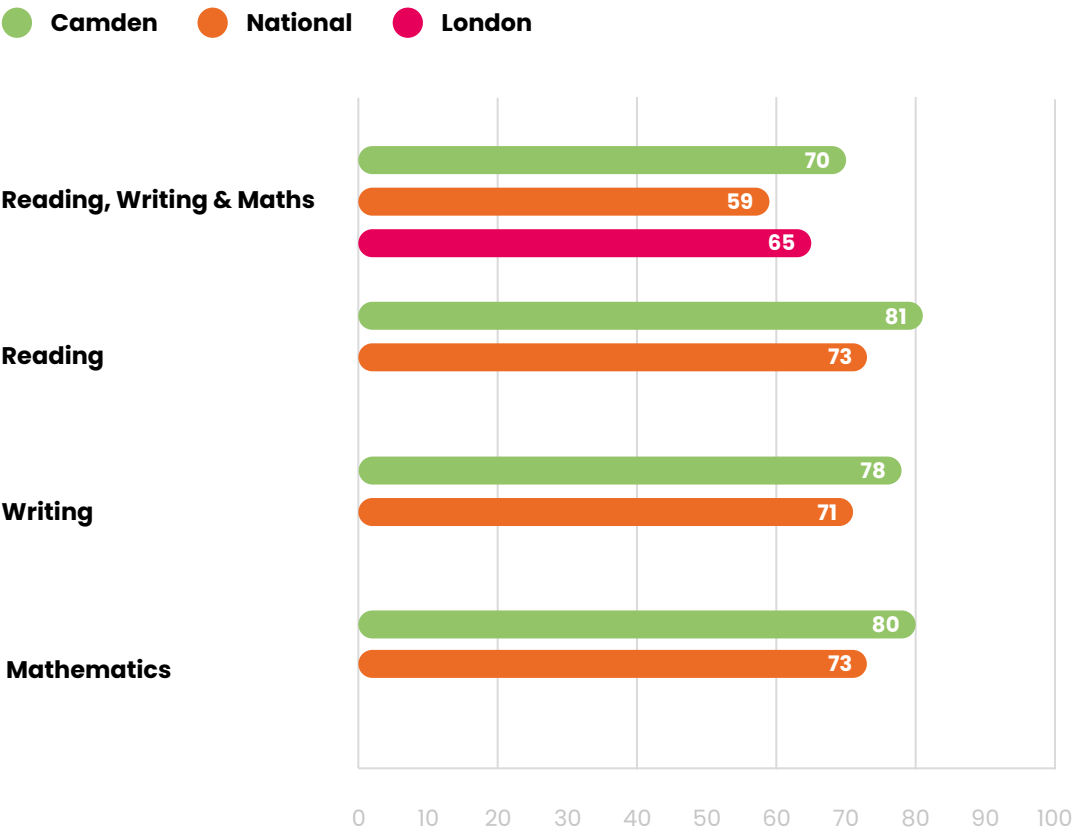
- KS1 results in Camden recovered slightly in 2023. However, they have held up well in comparison with national and London averages.
- **72% of pupils reached expectations in Reading. The Disadvantage Gap for reading is -15%**, significantly wider than in recent years. This is narrower than the national gap this year of 19%.
- **65% of pupils reached expectations in Writing.** Although this compares well with national and London results, it is of considerable concern. The **Disadvantage Gap for writing is -17%**, wider than in recent years (for example, -13% in 2022 and -15% in 2019), but narrower than the national gap of 21%.
- **73% of pupils reached expectations in Maths**, which is a 2 percentage point increase over 2022. This is above the national average and in line with the London average. **The Disadvantage Gap for Maths is -13%**, the same as last year and very slightly wider than in 2019. It is significantly narrower than the national average of 20% for 2023.



# School Performance and Outcomes

## Key Stage 2 (Provisional)

Percentage of children reaching the expected standard in reading, writing and maths



- In 2023, KS2 results largely followed the national trend in all subjects and remained well above national averages and above most London averages.
- **70% of pupils reached expectations in the combined measure of reading writing and maths** – a 1 percentage point decrease on 2022, but well above national and London levels. The **Disadvantage Gap** was -16%, a little wider than in 2019, but narrower than 2022 and much narrower than the national gap of -22%.
- **81% of pupils reached expectations in Reading**, which is a 4 percentage point decrease on 2022 but well above the 2023 national result (which also saw a fall in 2023). The **Disadvantage Gap for KS2 reading** was -13%, narrower than the national gap for 2023 (-18%)

- **78% of pupils reached expectations in Writing**, 7 percentage points above the provisional 2023 national figure, and the same as 2022 results in Camden. The **Disadvantage Gap for KS2 writing** is -14%, much narrower than the national gap for 2023 (-19%)
- **80% of pupils reached expectations in Maths**, which is a 3 percentage point decrease on 2022 but still well above national results (which increased by 1ppt). The **Disadvantage Gap for KS2 maths** was -11%, much narrower than the national gap for 2023 (-20%)

## Provisional Key Stage Two (KS2) – Progress scores

- 2023 progress scores remain significantly above the national average for all subjects.





# School Performance and Outcomes

## Secondary Years (Provisional)

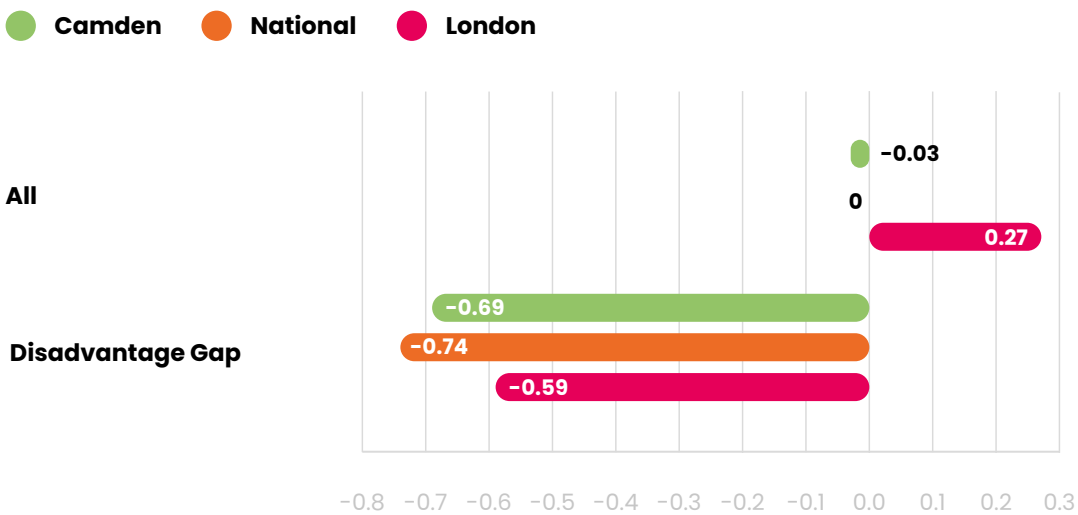
2023 saw a return to pre-pandemic grading, and we have noted the DfE's advice that comparisons with previous years should be made with caution.

### Key Stage 4

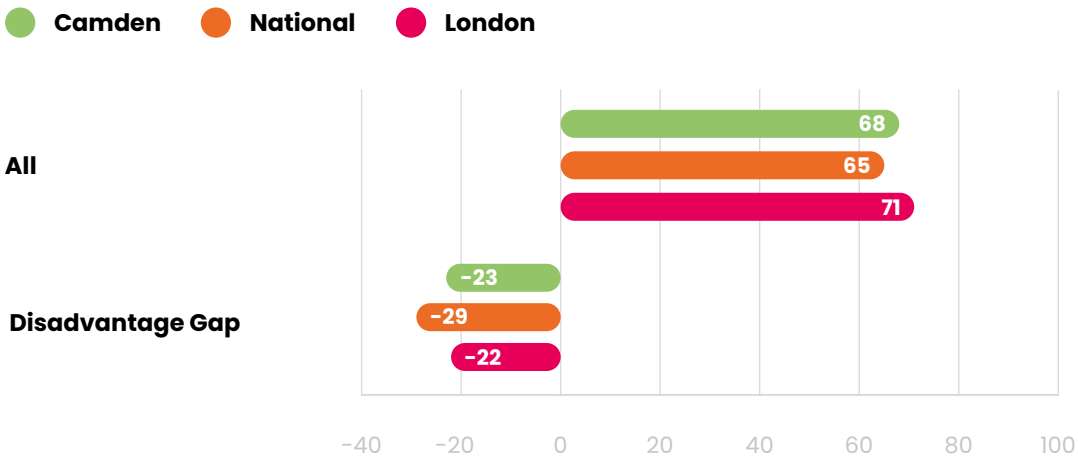
#### Attainment 8



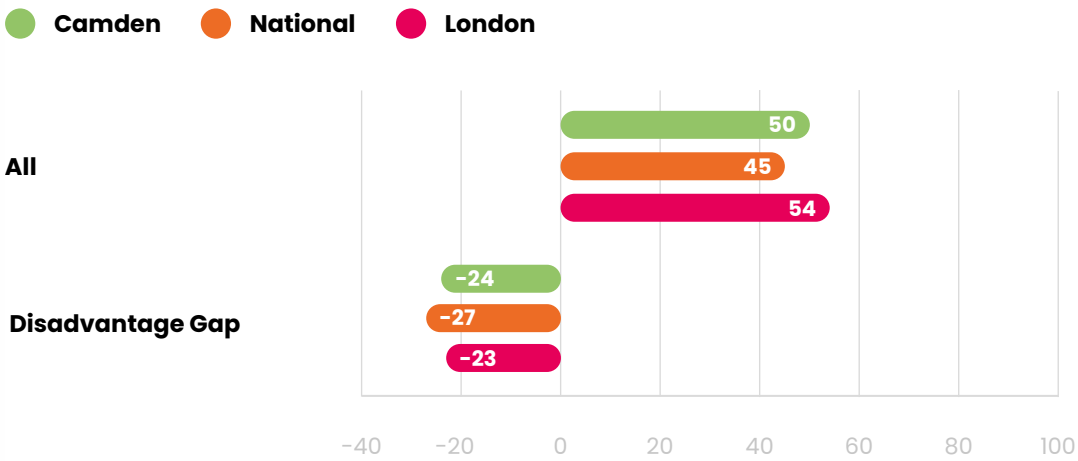
#### Progress 8 (Score)



#### GCSE Maths and English Standard Pass (Grade 9-4)



#### GCSE Maths and English Strong Pass (Grade 9-5)



- Results overall in Camden in 2023 are above national comparators, but lower than London averages.
- **68% of pupils achieved a standard pass (4+)** in both their **English and maths GCSEs**. This is higher than the national average (65%), but lower than that for London. The **Disadvantage Gap in Camden, at -23%**, is slightly wider than the London average but significantly narrower than the national gap.
- **50% of pupils achieved a strong pass (5+)** in **both their English and maths GCSEs**. This is above the national average but below that for London. The **Disadvantage Gap** is -24%, slightly wider than the London gap but narrower than the national gap.



# School Performance and Outcomes

## Post-16 Key Stage 4 Destinations

2022-23 data is not yet available.

- **93% of the 2020/21 Key Stage 4 cohort went on to sustained education destinations in 2021/22**, which is 6% higher than the national average.
- **68% of this cohort went on to a school sixth form.**
- **3.5% of 16- to 17-year-olds in Camden were not in education, employment or training (NEET) or their activity was not known (November 2022).** This is significantly lower than the London average of 8.3%.



## Key Stage 5 (Provisional) And Post-16

2023 saw a return to pre-pandemic grading, so comparisons to previous years should be made with caution.



### Average Point Score (APS)

- **A Levels** – the **APS per entry was 33.1**, which is equivalent to a grade C+. This is lower than provisional national and London averages.
- **Applied General (L3 vocational)** – the **APS was 28.2**, which is equivalent to a Merit +. This is lower than provisional national and London averages.
- **66% of Level 3 school students went onto higher education** straight after finishing their A-Levels in 2020/21

### School Attendance

- Attendance levels locally and nationally are falling and are a cause for concern.
- Overall absence in primary schools has risen to 6.5%, and to 8.4% in secondary schools, and **absence rates** in Camden are now above average. Ensuring pupils attend school, and providing support for those who need it, is a key priority for 2023-24. We have already begun to see some signs of improvement in attendance in 2023-24 compared to the previous year.



# Looking Forward

**School partnership can take many forms – from more dynamic single-issue collaborations to tighter and more structural partnerships – and different types of partnership can deliver benefits in different situations.**

In Camden, because of the commitment of all schools to locality-based collaborative working, schools themselves are in an excellent position to explore the most appropriate forms of partnerships for themselves. Camden Learning is well-placed to help broker and support such explorations, and the work of the past year has set out a framework for the future development of partnership and federation.

**Improving outcomes for all our children and young people and targeting help where it is most needed.**

It is essential that we maintain a focus through this collaborative local approach on improving outcomes for all our children and young people and targeting help where it is most needed. This focus is clearly reflected in the objectives set out in *Building Back Stronger* and, looking forward, many challenges lie ahead: the recruitment and retention of staff; improving the diversity of school leadership; fostering wellbeing and addressing mental health; strengthening inclusion; improving outcomes for children and young people with SEND and ensuring

schools with increasingly high levels of need are supported. In particular, we need to find ways to reduce the disadvantage gap and to improve attendance rates. There are other emerging issues that will also need attention, such as ensuring better outcomes for pupils at Key Stage 4 and 5. Tackling all these challenges effectively will require not only commitment and ambition, but also the experience, skills and application of the best practitioners. We need to find more innovative ways of engaging with, and making use of, learning from the work of these practitioners in our schools.

One example of such innovative development is the collaboration between several Camden schools in the formation of the North London Alliance Research School (NLARS), which will begin work in September 2023. Funded mainly by the Education Endowment Foundation, the NLARS is a collaboration between the lead Research School, Torriano Primary, and secondary partner, Parliament Hill, with additional associate schools Eleanor Palmer and Brecknock Primary. The Research School will help colleagues in Camden, as well as across London and the South East, to improve teaching practice through the best use of research evidence.



We will also need in Camden to respond effectively to changes in government legislation and guidance. For, example, changes to the statutory guidance on *Keeping Children Safe in Education (KCSIE)* have emphasised the significance of the *Equality Act 2010* to school safeguarding, and the need for appropriate checks of monitoring systems and filters in schools for online safety. Accordingly, Camden Learning has updated its Governor induction training for 2023-24, and a *Local Child Safeguarding Practice Review (LCSPR)* is underway through the Safeguarding Children Partnership.

Whatever the challenges, however, we are confident that the collaborative working practices of the Camden Learning partnership will continue to meet them. Our proposed new **Local Accountability Framework** will help to capture the real story of Camden schools and to ensure that our development work is rooted in clear evidence of what works in our local area. In all of this, we must not lose sight of the primary goal of improving the educational outcomes and life chances of all the children and young people of Camden.



# 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 73% of the total turnover.

Commissioned services include:

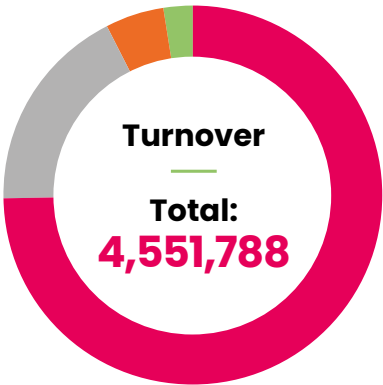
- school improvement;
- health and wellbeing;
- governor services;
- the Camden Learning Centre;
- Camden SENDIASS services;
- Inclusion;
- Attendance.

In addition to these commissioned services, Camden Learning also manages STEAM and Partnership work and 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	2023 £	2022 £
■ Provision of services to London Borough of Camden	3,412,644	3,580,701
■ Provision of services to schools	798,769	853,200
■ Grant income	236,018	202,221
■ Other income	104,357	82,333
	4,551,788	4,718,455



The slight reduction in income reflects a reduction in income from London Borough of Camden due to a number of one-off programmes in 2022 coming to an end.

## Resource allocation

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

School Improvement	51%
Health and Wellbeing	14%
Governor Services	5%
Camden Learning Centre	7%
SENDIASS	3%
Inclusion Services	14%
Attendance	6%

All surplus after taxation is re-invested in the company to ensure Camden Learning has a sustainable long-term future working with schools to improve the quality of education across schools, and that we continue to drive excellence and equity across the system so young people thrive.



# Our Board

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

The Board met as a group seven times in 2022/23 to set strategic direction, oversee the implementation of the business plan, assure 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, which now incorporates the role and responsibilities of the Remuneration 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).



**Christine Gilbert**  
Chair of Camden Learning



**Stephen Hall**  
Chief Executive Officer, Camden Learning



**Alan Chesters**  
Chair of Camden Learning’s Finance and General Purposes Committee and Chair of the Management Committee, Robson House



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



**Gary Moore**  
Headteacher, Regent High School



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



**Julian Turner**  
Co-opted Director



**Katy Forsdyke**  
Headteacher, Christ Church Primary School, Hampstead



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



**Nicholas John**  
Executive Headteacher, Acland Burghley School



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



**Tim Aldridge**  
Executive Director, Children and Learning



# Our School Members

## Register of Members Camden Learning Ltd Company Number 10238772

Primary Schools			
Abacus Belsize Free School	Emmanuel CofE	Kingsgate	St George the Martyr CofE
Argyle	Fitzjohn's	King's Cross Academy	St Joseph RC
Brecknock	Fleet	Netley	St Luke's CofE
Brookfield	Gospel Oak	New End	St Mary & St Pancras CofE
Christ Church, Hampstead, NW3	Hampstead Parochial CofE	Our Lady RC	St Mary's Kilburn CofE
Christ Church, Redhill St, NW1	Hawley	Primrose Hill	St Patrick RC
Christopher Hatton	Holy Trinity and Saint Silas CofE	Rhyl	St Paul's CofE
Edith Neville	Holy Trinity CofE, NW3	Richard Cobden	Thomas Coram Centre and Nursery School
Eleanor Palmer	Kentish Town CofE	Rosary RC	Torriano
		St Alban's CofE	West Hampstead
		St Eugene de Mazenod RC	

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

Special Schools / Hospital Schools / Pupil Referral Units	
The Children's Hospital School at Great Ormond St	Harmood School
Frank Barnes	WAC Arts College
Royal Free Hospital Children's School	Robson House
Swiss Cottage School Development and Research	Heath School

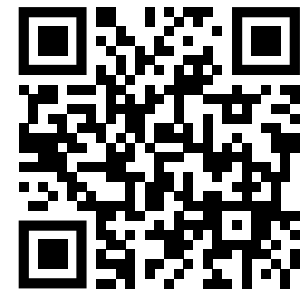
Council
London Borough of Camden

# Links



Page 7

<sup>1</sup> [\*\*Building Back Stronger, Camden's Education Strategy to 2030\*\*](#)



Page 8

<sup>2</sup> [\*\*STEAM \(Science, Technology, Engineering, Arts, and Maths\)\*\*](#)



Page 9

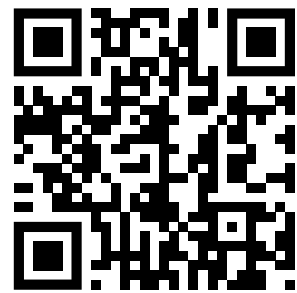
<sup>3</sup> [\*\*Our school improvement offer\*\*](#)



Page 14, 19, 27

<sup>4</sup> [\*\*Learning Hubs and initiatives end of year report\*\*](#)

# Links



Page 22

<sup>5</sup> [Every Child Reading by Seven \(ECR7\)](#)



Page 25

<sup>6</sup> [Camden Local Area SEND Strategy](#)



Page 34

<sup>7</sup> [An independent \(October 2022\) report by the University of Bristol](#)



Page 34

<sup>8</sup> [UN Sustainable Development Goals](#)







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