

Camden Learning

GOVERNORS' NEWSLETTER



GOVERNORS' TRAINING

CLERKS' BRIEFING

Thursday 14 September
4pm



OFSTED FOR GOVERNORS

Wednesday 20 September
6-7pm



TRAUMA INFORMED PRACTICE

Thursday 21 September
12-1pm



CAMDEN GOVERNORS' BRIEFING

Thursday 28 September
6-7:30pm



HEADTEACHER AND STAFF PAY AND PERFORMANCE MANAGEMENT

Tuesday 03 October
6-7:30pm



ATTENDANCE FOR GOVERNORS

Thursday 05 October
6-7:30pm



GLOBAL MAJORITY GOVERNORS' NETWORK

Wednesday 11 October
6-8pm, Islington



NEURO DIVERSITY AND GOVERNING BOARDS

Tuesday 17 October
6-7pm



A MESSAGE FROM STEPHEN HALL

It's the end of my first year in Camden and it has been an invigorating and exciting time that's flown past. I've particularly enjoyed meeting so many Camden governors at the Governor Conference, at the Global Majority Governors' Network and at the Systems Leadership sessions.

I'm also excited by the progress made on Building Back Stronger (BBS), Camden's Education Strategy. BBS, and the way it aims to turn challenges into opportunities, is part of what attracted me to working in Camden and it's been great seeing its ambitions being realised this year.

The breadth, depth and reach of BBS is its hallmark. It covers the entire age range of Camden's young people from its emphasis on early years, through the Every Child Reading by 7 initiative, through the work on transition between primary and secondary up to how we ensure that the post 16 system benefits all. Post 16 is an area in which there has been great progress thanks to the commitment to collaborative working from Camden secondary schools – Sean Harford's presentation to secondary chairs in July highlighted the breadth of work done in aligning the T-Level offer across the borough and creating a single Camden prospectus.

BBS ensures we never lose sight of the importance of inclusion either. It's the driver for the work we're doing to support our governing bodies to be as diverse as the communities they serve. More widely, the Anti-Racist Hub have worked with Class 13 to put in place a 'train the trainer' model to allow anti-racist practice to be disseminated across all Camden schools while the SEND Hub has continued its work of identifying, testing and disseminating best practice.

BBS also engages with some of the other big issues facing us in the 21st century, including the challenges of the digital future and sustainability. For example, two Camden based ENTHUSE Partnerships of six-10 schools, funded by DeepMind, the leading artificial intelligence company have been set up. Next year, the digital learning plan will set out further actions and starting points to further develop the use of technology in Camden schools. Meanwhile, a researcher has been commissioned to share the work underway in Camden schools who use the UN's Sustainable Development Goals to inspire others about their potential for transformational change. This report is due in the Autumn term. Together, both will provide further fuel for schools to meet the emerging challenges.

BBS also sets a clear direction in the areas closest to governors, including partnerships between schools. This developed increasing momentum through the year, with new partnerships formed by Emmanuel with Holy Trinity and Hampstead Parochial and the creation of the H3 Federation (with Heath and Harmond, formerly CCfL, joining Haverstock as the 3 H's). This topic saw great engagement at the last Forum meeting, and further work is being done to identify and develop executive leaders.

It has also focused our attentions on how we support teachers and leaders. In one example, a new coaching offer funded by Camden Learning has been made available to all Camden headteachers giving them access to three coaching sessions during the coming year. This seeks to attract, develop and retain the best school leaders. Twelve schools have taken up the offer for a test and learn coaching series that takes a practical approach to practising and using coaching tools with school staff.

We are also thinking about accountability and how we capture the real story of the school. We have had Local Accountability (report card) Framework Test and Learn groups set up with school partners and have been engaging on a wider level with other areas working on similar projects and in the national policy space. This area has the potential to really improve the way in which we discuss our schools.

I wanted to conclude by thanking you. Your dedication and commitment are a massive contribution to Camden's schools and their success. I hope you have a great Summer before another successful year.

Stephen



PROGRESS OF CAMDEN'S POST 16 EDUCATION STRATEGY

Camden's secondary schools have been working together to build on their strengths as part of the borough's Post 16 Education Strategy.

An implementation group has been reporting to a partnership board of all Camden's secondary heads and progress across four areas of collaboration has been strong this year.

Areas of collaboration

Improving the borough's post 16 technical and vocational education offer:

A group of Camden schools has been collaborating to develop a borough-wide curriculum for technical and vocational education so students can choose from seven or eight T Level subjects.

Each one will be provided by a different Camden secondary school from September 2024 and

the potential subjects range from Business Management & Administration to Engineering & Manufacturing as well as Laboratory Science, Accountancy and Education & Childcare.

The schools have been exploring the potential for these new qualifications – equivalent to three A Levels – to provide interesting and challenging pathways for students who want to combine significant industry placements at local employers with their sixth form classroom studies.

Some schools have already secured industry partners and are planning their curriculum delivery and ways of working with those organisations. From September Camden Learning is putting in place a role to support schools in identifying employers and setting up and maintaining meaningful, sustainable school/industry partnerships.

Acland Burghley School has also successfully applied for significant government funding for specialist building refurbishment and equipment to support its Media, Broadcast & Production T Level, which will be offered from September 2024. This initiative is a great example of our family of schools coming together to provide a richer curriculum for students that would not be possible if schools operated in isolation from each other.

Developing a Life Futures Plan for all our secondary-aged students:

The implementation group has worked this year with students to identify what is needed to help all the borough's young people have a future plan.

Year 10, 12 and 13 students from Haverstock School, Hampstead School, Talacre Community Sports Centre and Westminster Kingsway College have taken part in the development of a proposal for the "Life Futures Plan" pilots to be carried out in 2023/24.

The students were asked to give their ideas on what the process, content and format might be for a "Life Futures Plan", drawing upon their experiences to date of careers education and when applying for their next steps in education.

The plan will aim to support students in those crucial transitions from school into further education or training and higher education and the world of work.

Hampstead and Haverstock have volunteered to carry out pilot schemes in 2023/24.

Evolving and expanding our schools' good practice in supporting applications to Oxford, Cambridge and wider Russell Group universities:

The "Flying High" initiative got off to a great start this year with Camden School for Girls (CSG) generously opened up its "masterclasses" to students from other schools in the borough. CSG staff also provided training for teachers on mock Oxbridge interviews, with six of Camden's other secondaries participating. In addition, CSG opened its doors to the parents of potential candidates from other schools for an

'Oxbridge information session' led by the University of Cambridge's admissions director.

The next step will be for schools to build on this by work collaboratively on enhancing the experience and confidence of students, especially those from disadvantaged backgrounds, applying to top universities. Different schools will provide university-level subject sessions which students from schools across the borough can attend.

For subjects such as medicine where applicant numbers are low in individual schools and there is not a specific A Level subject, opportunities will be sought to bring together those students from different schools to discuss topics such as ethical issues and to meet practising doctors and surgeons.

Building upon the interview training provided by CSG, schools will also have the chance to share teachers to conduct mock interview, so more students have the opportunity to face a "grilling by strangers".

Providing students with decision-making support by bringing together information and guidance about educational and training opportunities:

Our secondary schools are working to bring together curriculum information for Key Stages 3, 4 and 5, including the borough's T Level offer, so everything is explained to students earlier.

This is being coupled with information for young people about apprenticeships, other training and job opportunities in the borough, along with financial information needed to support educational decisions.

The planned Camden Prospectus will be a one-stop shop for students that will also support their future planning.

The progress of the Post 16 Education Strategy shows the power of working together across schools for students.



SEVEN CAMDEN SCHOOLS JOIN GREEN DRAGON'S DEN EVENT

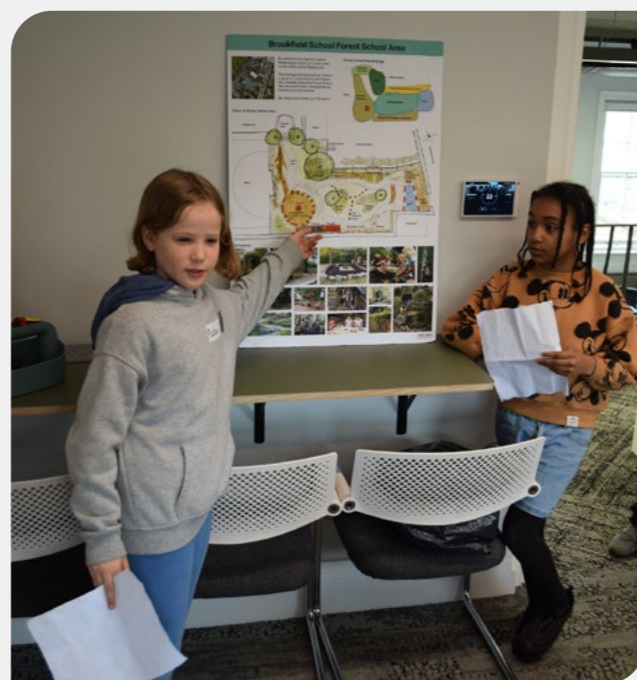
Fifty primary pupils from seven Camden schools have taken part in a Green Dragon's Den event organised by the [Camden Climate Alliance](#), [Think and Do Camden](#) and [Camden Learning](#).

The event was designed to align with the [Camden School Climate Charter](#), so that schools could create a project to help them deliver on their charter commitments or, for those that weren't signatories, to deliver a climate project. The session also closely aligned with Camden's education strategy by encouraging students to be socially and morally responsible changemakers, to think critically and to be good collaborators and communicators.

The aims of the event were:

- To inspire students to develop sustainability projects for their school
- To connect businesses with local school projects and deliver grants of £100-£500 to projects
- To inspire senior leadership teams to get excited about embedding climate action across their school
- To encourage pupils to become climate influencers in their school and equip them with the skills to plan a project and its delivery, whilst building confidence in collaborating with each other and presenting
- To form a Dragon's Den ecosystem with students from other schools

Years 4 and 5 pupils presented to six 'dragons' and when students weren't pitching they took part in educational workshops throughout the day on rewilding with Transition Kentish Town, waste with Veolia, and air quality with the [Camden Clean Air Initiative](#).



The dragons were:

- Cllr Nasim Ali, then Mayor of Camden
- Cllr Marcus Boyland, Cabinet Member for Best Start for Children and Families
- Hdayet Otaky, Deputy Youth MP and Environment Sub-group Lead
- Neil Panton, Troup Bywaters + Anders
- Halima Khan, Think and Do Camden
- Emily Walker-Smith, Think and Do Camden

Pupils also received talks from Camden STEAM Ambassador St George Berkeley Group. Jonathan Brookes, the group's Head of Responsible Business spoke to pupils about the work of a major contractor within communities and the importance of sustainable design.

There was a common theme among projects pitched across the day, with many of the schools pitching for funding for fruit salad gardens, greenhouse projects, school forests and rewilding initiatives to transform disused school spaces.



The April event was hosted by built environment specialists Troup Bywaters + Anders at their head office in Somers Town with Brookfield, Brecknock, Edith Neville, Hawley, Rhyl, Kentish Town and Torriano schools all attending.

Delivery of the event and funding of projects would not have been possible without the support of local businesses. Thanks to all those businesses involved.



If your school is not already a signatory to the [Camden School Climate Charter](#), please encourage it to join. They can sign up [here](#).



CHRISTOPHER HATTON WINS EDUCATION BUSINESS AWARD

Christopher Hatton Primary School has signed off the year in style by winning an Education Business Award for "Outstanding Progress".

The annual prize goes to a UK primary school that has made outstanding progress in the management of its facilities, finances and human resources and can demonstrate an increase in its educational performance.

Judges said the Camden school had a "well-devised curriculum" which was delivered by "passionate teachers". They added that a "wide range of high-quality enrichment" was another reason why 'Hattoneers' continued to receive an outstanding education.

The awards aim to celebrate the outstanding work, commitment and achievements of the education sector nationwide and recognise the vital work schools do in shaping future generations.

Winners were presented with their awards by two-time Olympian Donna Fraser OBE at a glittering ceremony in the heart of the City of London at the Royal Leonardo Hotel.

Christopher Hatton claimed the prize in its category after beating off competition from five other schools on the shortlist, coming from as far afield as Lincolnshire, Bradford and Northumberland.

KEEPING CHILDREN SAFE IN EDUCATION (KCSIE)

Last month the Department for Education (DfE) published the latest version of [Keeping Children Safe in Education \(KCSIE\)](#). This is statutory guidance and all schools must comply with it from September.

Most of the changes are just tweaks of wording including:

- A change of language in Paragraph 175 from children missing education to children absent from school to differentiate between children without a school place and those who are persistently absent from school
- Changes of wording in Part 5, which covers child on child sexual violence and harassment to ensure consistency with the DfE behaviour guidance
- Updates to Annex B to reflect that legal age of marriage has changed to 18

There are however three more substantial changes that governors need to be aware of as these may affect current school practice.

The first relates to safer recruitment practice with a requirement in Paragraph 221 that schools and colleges should inform shortlisted candidates that online searches may be done as part of due diligence checks.

The second relates to the letting of school premises to third party organisations such as youth groups, after-school activities and community groups. Your lease agreement should already ensure those organisations have appropriate safeguarding arrangements. Paragraph 167 of the new guidance now provides greater guidance on what those safeguarding arrangements should be, linking to the DfE non-statutory guidance [Keeping Children Safe in Out of School Settings](#) and stating schools should expect organisations to meet these.

Paragraph 377 also sets out the schools safeguarding responsibilities in respect of those who attend activities on the school site organised by third parties. If a school becomes aware of an allegation relating to an incident that happened when the premises were let to an external organisation the school should follow their own safeguarding policies and procedures, including contacting the Local Authority Designated Officer (LADO) where appropriate.

The final significant change relates the use of filtering and monitoring systems to protect children from potential harms when they are working online in school. This has been introduced in response to the new DfE [filtering and monitoring standards](#) for schools and colleges. You should already be meeting most, if not all, of these standards. However, this latest version of KCSIE does make several changes which are spread across paragraphs 14, 103, 124, 138, 141 and 142.

Schools should ensure they are aware of these, which state they should:

- Ensure all staff receive appropriate safeguarding training, which covers online safety and includes an understanding of expectations, applicable roles and responsibilities in relation to filtering and monitoring
- Identify and assign roles and responsibilities to manage filtering and monitoring systems
- Review filtering and monitoring provision at least annually
- Block harmful and inappropriate content without unreasonably impacting teaching and learning
- Have effective monitoring strategies in places that meet their safeguarding needs

Governing bodies should therefore review the standards and ensure their school's online systems are keeping children safe and the school's practice is compliant with them. The UK Safer Internet Centre has produced a [guide for education settings](#) that you might find useful.

The Camden Safeguarding Children Partnership (CSCP) will be updating their model policies to reflect these changes, but governors should also ensure they are aware of what has changed and that their school's practice from September reflects the new guidance.



DROP IN GCSE AND A LEVEL GRADES EXPECTED

Ofqual (the Office of Qualifications and Examinations Regulation) has [written to governors and trustees alerting them to the likely fall in GCSE and A level results this year](#).

Dr Jo Saxton, Ofqual's Chief Regulator, has advised that comparisons with 2019 are more meaningful than with 2022.

The letter explains that when students began their GCSE and A level courses in 2021 [Ofqual set out a two-year plan](#) to return to pre-pandemic grading.

Last September [Ofqual confirmed that this year there would be a return to pre-pandemic grading](#). It means this year's national results are expected to be lower than in 2022 and therefore it is highly likely that your school or college's headline results will be lower than last year.

GLOBAL MAJORITY GOVERNORS' NETWORK

This year saw Camden and Islington councils jointly launch the Global Majority Governors' Network.

Aimed at Black, Asian and Other Ethnicity governors, but open to all, the network met three times with a high number of governors at each event.

Themes discussed so far have included the performance of groups, the role of the Arts, the role of schools in supporting pupils with SEND and recruitment onto boards.

The group has played an effective role in galvanising governors, who are now equipped with their own hub.

We look forward to seeing it continue to develop in 2023-24.

Booking is available through the Governor Hub, so please join us if you are interested.

EVENT HELD TO ATTRACT GOVERNORS FROM SOMALI COMMUNITY

Last month Camden Learning teamed up with the British Somali Community Centre near King's Cross to host an online event aimed at attracting more governors from this community.

The meeting, which attracted about 20 attendees, included a discussion led by four past and present governors from the Somali community who articulated the satisfaction that the role had given them, while addressing perceived potential barriers.

It proved as successful event and we have already matched one attendee with a school hoping to appoint them as a governor.

This will provide a model for future events, so please let us know if you'd like to contribute or host a similar session in another of Camden's many communities.

CELEBRATING SUCCESS AT CAMDEN STEAM WORK EXPERIENCE WEEK 2023

Thank you to each secondary school for supporting students to take part in STEAM Work Experience Week. The week brought together over 250 enthusiastic Year 12 students from all Camden secondary schools and the college. The programme aimed to provide students with insights and hands-on experience at a range of STEAM employers across the borough. The week was filled with exciting opportunities and eye-opening encounters, ensuring that students left inspired and motivated to pursue careers in Camden's thriving STEAM economy.



With the support of Camden businesses and institutions, a total of 17 different work experience placements were made available to the students. These placements included a broad range of STEAM employers including Google, Lendlease, Camden Spark, Camden Council Inclusive Economy, Camden Council Digital Services, Hoare Lea, BAM Nuttall, Bennetts Associates, British Library, Moonbug, SCS JV, St George, Labtech, Models 1, British Land, Arup Architecture, and Cadent Gas. Through authentic real-world projects, mentorship, and exposure to STEAM roles in Camden, the students left with a newfound passion for STEAM careers and a clearer vision of their professional paths.

One of the highlights of the week was at our flagship STEAM Work Experience partner, Google, who hosted 100 young people for the fourth year at their HQ in 6 Pancras Square. Students had the

chance to work closely with mentors and architects, collaborating on plans for the new Google HQ space in Kings Cross. The focus was on considering equity and environmental issues, fostering a sense of responsibility towards the community and the planet. Students demonstrated outstanding presentation skills to creatively showcase their ideas at Google to an audience of over 100!

Moonbug Entertainment provided students with an incredible opportunity to explore creative roles, from scriptwriting to digital design. Participants gained valuable insights into storyboard design and music creation, immersing themselves in the world of imagination and artistic expression. Meanwhile, Lendlease, a global property development company, showcased a diverse range of roles. Engineers, architects, and software designers opened their doors to the students, allowing them to witness

first-hand the multifaceted nature of property development. One of the highlights of this placement was the chance to meet a blast engineer during a visit to Arup, which left a lasting impression on the students, and using an AI programme to generate images to re-design parts of Euston. See more highlights of the week [here](#).

Throughout the week, the impact on the students was immeasurable. Many students expressed their gratitude for the quality of the experience and the inspiration they gained from experiencing the broad number of roles within Camden's STEAM economy. Camden Learning's STEAM team extends its thanks to everyone involved in making this event a huge success. To the dedicated career leads and teachers who encouraged students to sign up and helped them prepare for these invaluable placements; to the employers for their commitment to designing and delivering such diverse and impactful work experience placements for a large number of students; and to partners Speakers for Schools, who provided essential support in the administration of the week. From promotion and recruitment to monitoring student attendance throughout the week, their contributions ensured the smooth delivery of this transformative program.



The Camden STEAM Work Experience Week has played a significant role in shaping the futures of the participating students. To that end we encourage schools to build feedback and reflection from the student experience into their personal development curriculum. Students should be supported to unpick the knowledge, skills and understanding of the various roles they experienced over the week to help them make informed choices about their future.

THIRD DIVERSITY SURVEY COMPLETED

Camden Learning has just completed its third diversity monitoring survey and with one of the strongest sets of data and methodologies in the country the information it provides continues to improve.

This year, participation in the survey rose again, approaching 46% compared to approximately 20% in 2021. And the repetition of the survey allows us to be more confident in the overall validity of the data.

The key headlines include:

- Governors from Black, Asian and mixed ethnicity backgrounds are underrepresented in comparison to the Camden's overall demographic and the school population. Governors from a White British background make up around 60% of our governors but this appears to be falling slightly.
- There are more female than male governors at around 60% to 40%.
- The number of governors reporting a disability is broadly in line with the Camden population.
- Governors are older than the population, with only 20% under 45 and only 6% below 35.
- There are fewer governors describing their religion as Muslim than amongst people in the Camden population as a whole.

Individualised responses will be sent to schools this summer and full analysis, including by sector, will be included in the annual report on diversity and inclusion produced by Camden Learning.

Camden's wish to boost diversity of its governing bodies reflects a national need to address the issue. The National Governors Association's found over 90% of respondents to its annual survey came from a White British background.

This year the Department for Education has introduced a requirement for schools to make the diversity data they collect widely accessible to the school community and public. The department encourages schools to collect and publish governing board diversity data, although board members can opt out of sharing their information at any time.

The data gathered by this survey will not be complete enough for individual governing bodies to have authoritative diversity information. Therefore governing bodies themselves remain best placed to know how representative and diverse they are so they can plan their recruitment and succession planning accordingly.

UNICEF GOLD AWARD FOR TORRIANO

Torriano Primary School has successfully retained its UNICEF UK "Rights Respecting School" gold award after a glowing inspection report by the global humanitarian organisation.

The report said Torriano showed "continued commitment by the whole school to place the Convention on the Rights of the Child (CRC) at the heart of policy and practice".

It added: "After many years engagement with the Rights Respecting School Award there is still innovation and creativity in the way it is taken forward and adapted."

UNICEF UK found that pupils "displayed a mature understanding of rights and the United Nations Sustainability Development Goals (SDGs)" and were "confident about the key concepts of rights", with the CRC referenced in all assemblies and linked across the curriculum using the rights icons. Executive headteacher Helen Bruckdorfer said rights "underpin everything and are part of the fabric of the school".

Torriano has also further developed its anti-racist policy and an active parent/carer's anti-racist working

group has been established. Children and staff have worked together to de-colonise the curriculum, further understand and develop anti-racist language and re-assessed how discriminatory incidences are reported.

The charity found that pupils were effectively empowered at the Kentish Town school, with their voice "highly valued" and that there is a "long tradition of applied learning" which has seen the children learn about SDGs and explore issues in their area and "make real changes to their environment". It highlighted such examples as pupils taking part in the "Transform our World" youth summit during COP27.

UNICEF UK said one pupil summed up Torriano's approach to global citizenship by saying: "We do a lot of learning about the world, and we know there are people struggling and we want to change that to make sure everyone has their rights."

NEWSLETTER NO 12 WILL BE PUBLISHED IN SEPTEMBER 2023.

Ideas for items all welcome, please send to:

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