



Achievement & Standards

2020/21 Summary

February 2022

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Introduction & Context



Executive Summary

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

As recognised, the challenges were compounded as the pandemic reached deep into a second year. All our schools remain good or outstanding, compared with 86% nationally, and as you will see in this report, the attainment levels of our children and young people continue to improve across KS4 and KS5 stages , with a summer series of TAGs

It is worth remembering that, in 2019, nearly three-quarters of children began school with a good level of development; almost three-quarters of pupils left primary school with the skills they would need for their next stage in learning; and more young people than ever before are achieving well in their GCSEs and A-Levels. And yet, we know, we have much further to go. For example, the chances of leaving school in Camden without a purposeful destination – with no education, no training and no job – remains higher for young people from a disadvantaged background compared with their peers. And while the number of pupils being excluded from Camden mainstream secondary schools had reduced as a trend over four years, there remains disproportionality of exclusion for some groups. These problems are not unique to Camden, but the impact of COVID-19 has brought the stark reality of growing inequalities even more sharply into focus and has reinforced our determination to do more about them.



Executive Summary (continued)

The DfE did not collect – and will not publish – any national, regional, local or constituency statistics for any primary school assessments for the 2020/21 academic year. Statistics would normally have included:

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

The ongoing disruption caused by the pandemic has made the progress of children in Early Years more difficult to assess. However, there is a general concern about the amount of learning lost, lower than expected pupil attendance and the impact on the social, emotional and communication aspects of children's development.

The Year 1 Phonics Test which was postponed until the 2020/21 autumn term, results were similar to previous years, with 81% of pupils reaching the expected standard. This is similar to national and London averages.

Due to a second year of cancelled secondary examinations in the summer of 2021, results this reporting year are based on Teacher Assessment Grades, rather than on the usual examination process and CAGs in 2020. TAGs in Camden were underpinned by a set of locally agreed principles of standardisation and moderation, which was a more thorough and accurate process than the previous year. Caution is therefore needed when benchmarking or making comparisons of performance over time.

Importantly, the gap between English and Maths at GCSE has narrowed both for a Strong pass (down from 19% to 12%) and for a Standard pass (down from 10% to 6%). However, this will continue to be a major focus for the future.

75% of pupils achieved at least grade 4 in GCSE English and Mathematics (known as a standard pass); this is an increase of 2% on 2020 results, and in line with increases nationally and for London.

Attainment 8 - Results for SEN Support pupils increased in 2021 and are now well above national averages and in line with London averages.

For A-Levels, the average points score of 39.4 which remains close to national averages.

The current inspection framework was introduced from September 2019 and there were some revised amendments made for September 2021, when the inspection of schools was resumed.

Ofsted Inspections in Camden in 2020/21

In the 2020/21 school year, No Camden school was inspected.

During the academic year 2021/22 six school inspections have taken place across Camden, three in primary schools and three in secondary schools, one was a no notice themed inspection.

- Three primary schools – Gospel Oak (Outstanding), St Paul's CE (Good), Holy Trinity St Silas (Good)
- Three secondary schools - Parliament Hill School one day themed inspection (Good), Maria Fidelis (Good) and Hampstead (Good).

At the end of July 2021, 100% of Camden schools were judged at Outstanding or Good:

- **31% of Primary schools are Outstanding, compared to 17% nationally.**
- **100% of secondary schools were Outstanding or Good, compared to 88% nationally.**

Outcomes by Key Stage



No Statutory Assessment in Primary Schools (2020/21)

As part of steps taken to reduce the spread of coronavirus and in recognition of the disrupted learning, the government announced that all exams due to take place in schools and colleges in England in summer 2021 were cancelled and that it would not publish any school or college level education performance data based on tests, assessments or exams for 2021.

The DfE will not publish (and did not collect in) any national, regional, local or constituency statistics for any primary school assessments for the 2020/21 academic year. This includes:

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

A summary of these assessments for 2018-19 are included on the following pages, for completeness.

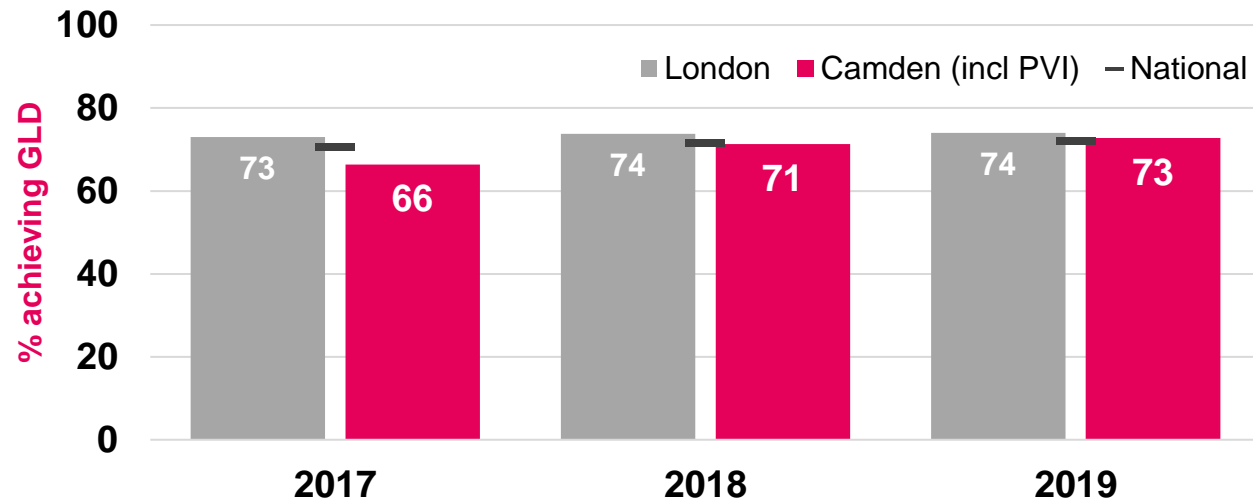
Accordingly, Camden Learning did not formally collect such data. However, all schools shared their KS2 outcomes from teacher assessments through the annual Standards' Meetings process. These indicate that, broadly, standards remained above national and above London levels, with progress remaining strong.

Early Years (2019)

There has been a three year improvement to achievement of GLD, with Camden now above the national average. Disadvantaged pupils perform better in Camden compared to nationally.

Children are defined as having reached a good level of development (GLD) at the end of the Early Years Foundation Stage Profile (EYFS) if they have achieved at least the expected level in:

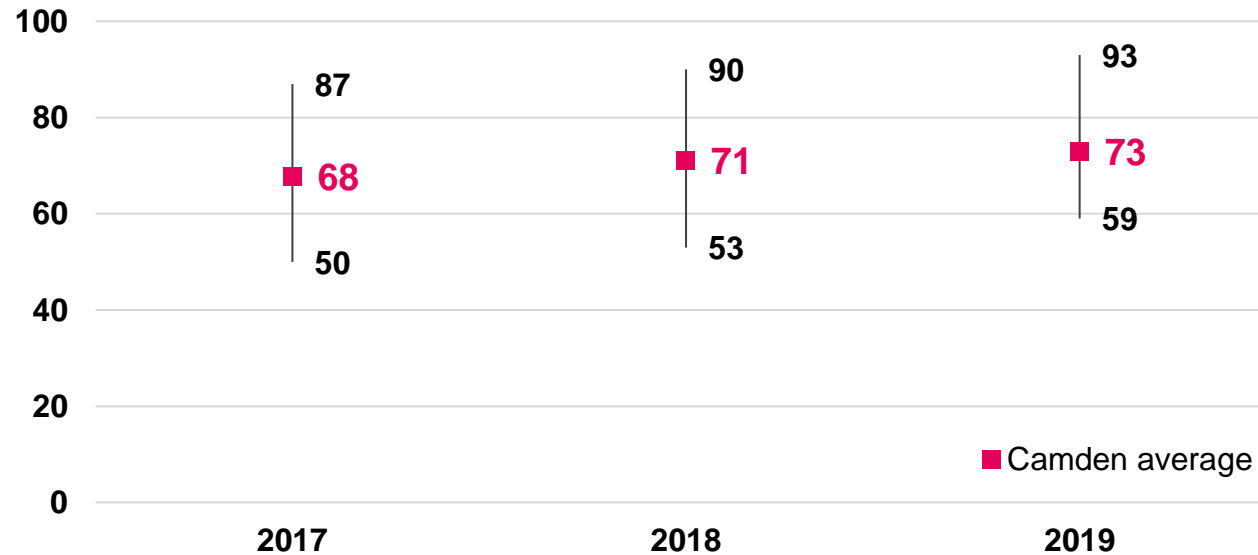
- All the early learning goals in the prime areas of learning (personal, social + emotional development; physical development; communication + language);
- and all the early learning goals in the specific areas of Literacy and Mathematics.



- In 2019, **73% of pupils achieved a 'good' level of development** in Camden settings (including schools and PVI sectors). This is a big **improvement on previous years**, and is now **above the national average (71%)** and **close to London averages (74%)**.
- Results for **Camden schools only also improved**, with 73% of pupils achieving a 'good' level of development.
- **Writing** remains the **weakest outcome area** across Camden, as in 2017 (and this is the **same as national results**), with 72% of pupils achieving at least the expected level.
- Across Camden schools, **% GLD ranges from 59% to 93%**, which suggests there are **wide variations** in the learning and development of children on entry to Camden primary schools. However, this **variation narrowed** over the **last three years**.

Early Years (2019) - summary

% pupils achieving GLD: school variation

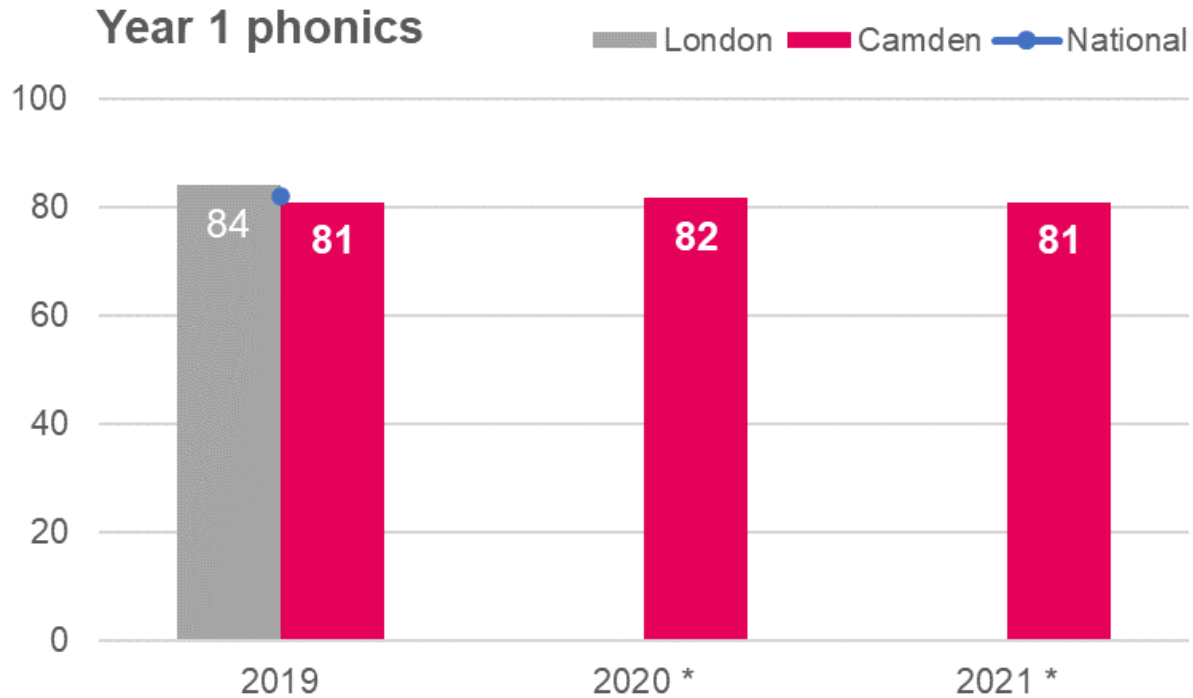


Across Camden schools, % GLD ranges from 59% to 93%, which suggests there are wide variations in the learning and development of children on entry to Camden primary schools. However, this variation has narrowed over the last three years.

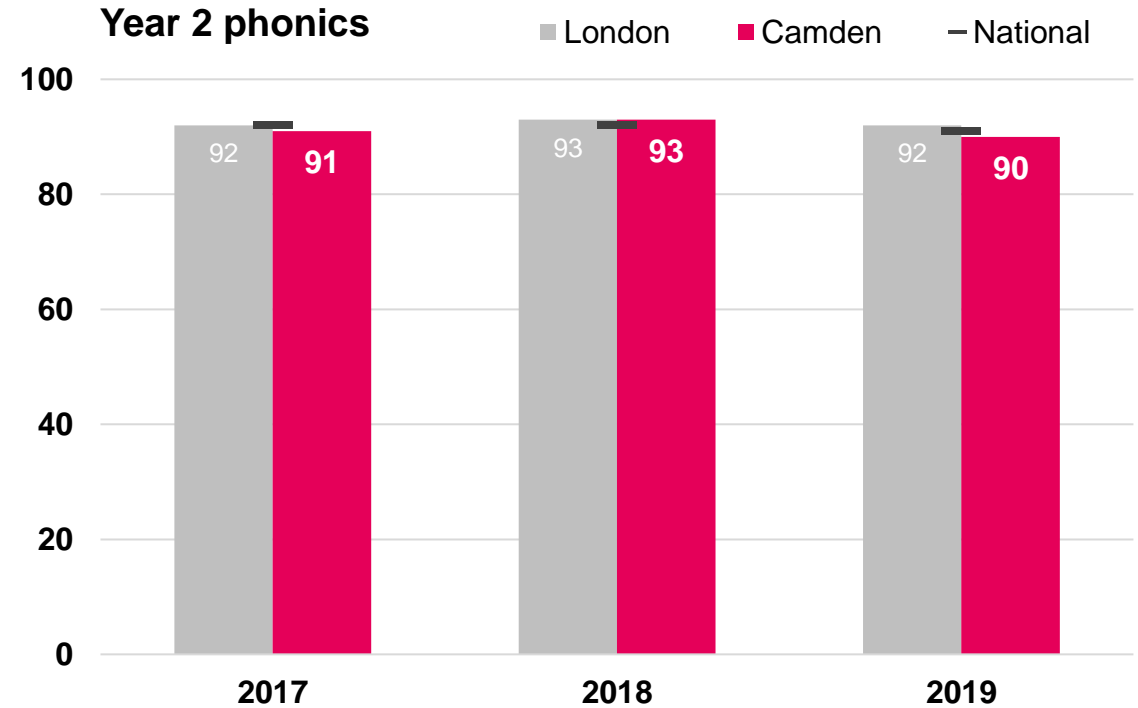
83% of pupils in Camden schools for EYFS in 2019 had nursery experience

- **Overall Strengths** – Up to 2019 there is a **three year improvement trend of GLD** and Camden is now **above the national average** and **close to the average in London**. The % of disadvantaged pupils achieving the expected standard is higher in all 17 aspects of the curriculum, with the gap for those achieving GLD -14% compared to -17% nationally.
- **Concerns** – Despite COVID **some schools remain significantly below national averages**. Gap between boys and girls achieving GLD is -14%. **Writing is an area for improvement, especially for boys and disadvantaged pupils**.
- **Next Steps** – Targeted support for 17 schools via **EYFS hub**. Provide **forum for EYFS leaders** sharing best practice re: remote education. Opportunities for **collaboration for schools** who are **early adopters** of EYFS reforms. **Dissemination of information from DfE** to all schools and EYs providers to ensure they are ready for introduction of reforms from September 2021. Further **develop processes for young children with SEND transitioning into schools** from other EYs providers in Camden. 14 Camden schools are using a Camden Learning EY tracker to record the attainment of pupils in the new EY Framework.

The gap between the highest and lowest achieving schools widened for Y1 phonics in 2021



Year 1 - In summer 2021, pupils did not take a phonics screening check, and instead were assessed in December 2021 (when they were in Year 2). **Results were similar to previous years**, with 81% of pupils reaching the expected standard. This is **similar to national and London averages**.

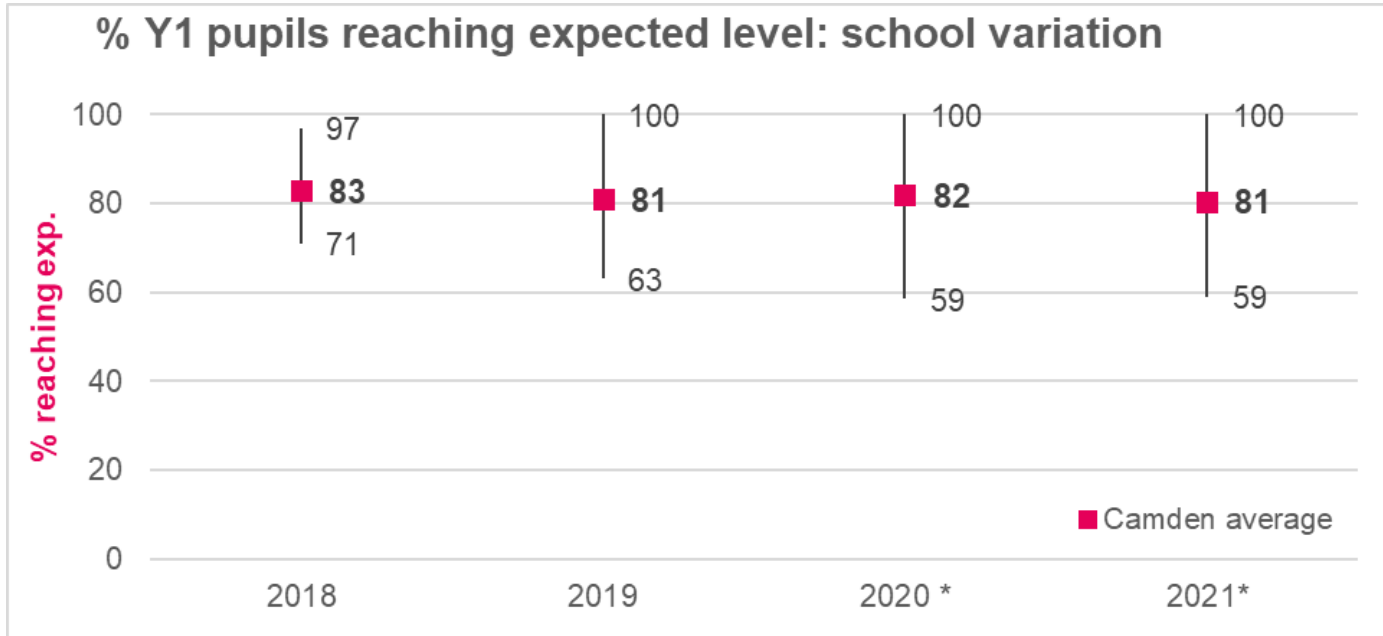


Based on 2019 data - by the end of **Year 2** 93% of pupils reached the expected standard. This is **similar to national and London averages**.

At the end of Year 2, 357 pupils had not achieved the expected standard whilst in Year 1. 235 (66%) went on to achieve the standard by the end of Year 2.



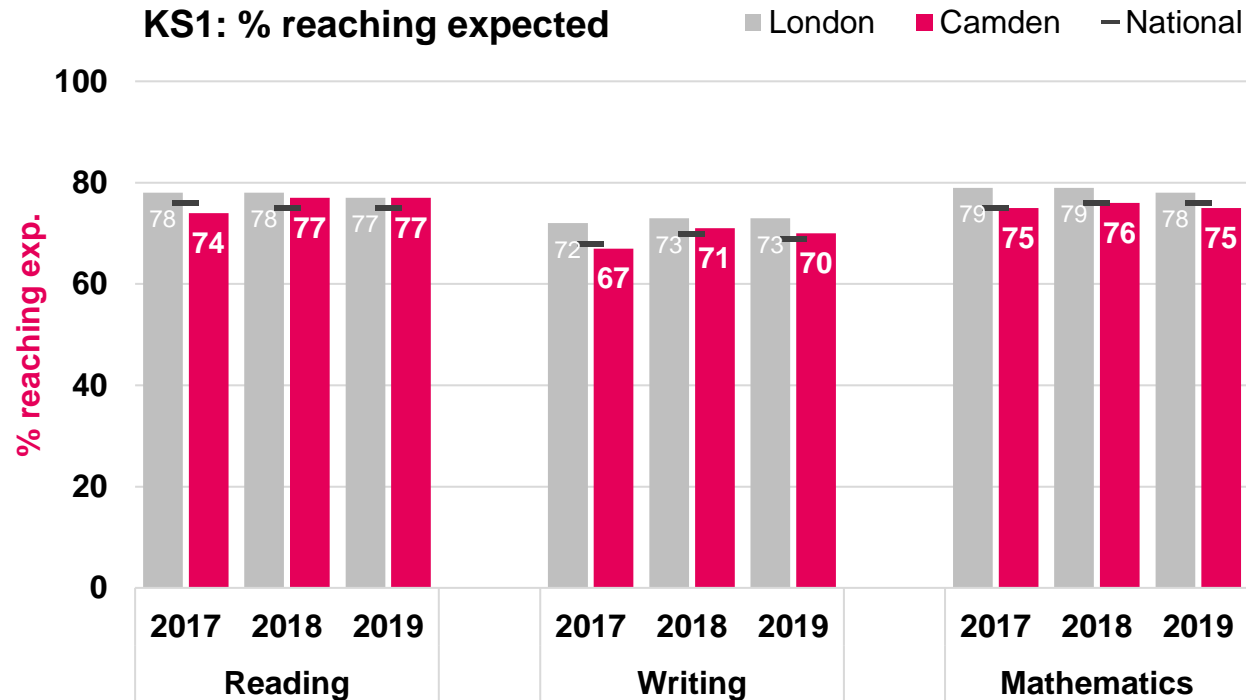
Phonics - summary



- The phonics screening check is a statutory assessment for all pupils at the end of Year 1 (typically aged 6) to check whether they have reached the expected standard in phonics decoding. All state funded primary schools with a Year 1 cohort have to administer this check. Those pupils who did not meet the standard in Year 1 or were not tested must be re-checked at the end of Year 2.
- * Due to covid, in 2020 and 2021, pupils were instead checked in Autumn of that year, rather than in summer of Year 1.
- The gap between the highest and lowest schools has remained the same in Autumn 2021 (41% in 2020 and 2021), though this is wider than in 2018 (gap was 26%).
- There are 6 schools that were below 70% in December 2021.

- **Overall Strengths** – With the importance of early reading, schools continued with a strong focus on reading and phonics, schools have reviewed their own approach and resources for the teaching of early reading. Results are comparable, with 81% broadly in line **with previous Yr 1 checks**, however, one could argue that figure could also represent a 6+ month gap had emerged. **Outcomes are broadly in line with London and National averages.**
- **Concerns** – The **gap between the highest and lowest schools has remained wide. 6 schools had fewer than 70%** pupils achieving the expected standard (last year, 3 schools was lower than 70%).
- **Next Steps** – **Ofsted expectations** regarding **early reading shared** with EYFS leaders and literacy leaders. Schools focusing strongly on early reading, on line phonics-checked as part of Standards meetings and CPP visits. **Continued training offer** for all school staff on agreed phonics programme and catch-up. Signposting to DfE English hub for phonics and closing the word gap for EYFS and KS1 staff. 26 schools are using **Little Wandle** for their Phonics teaching.

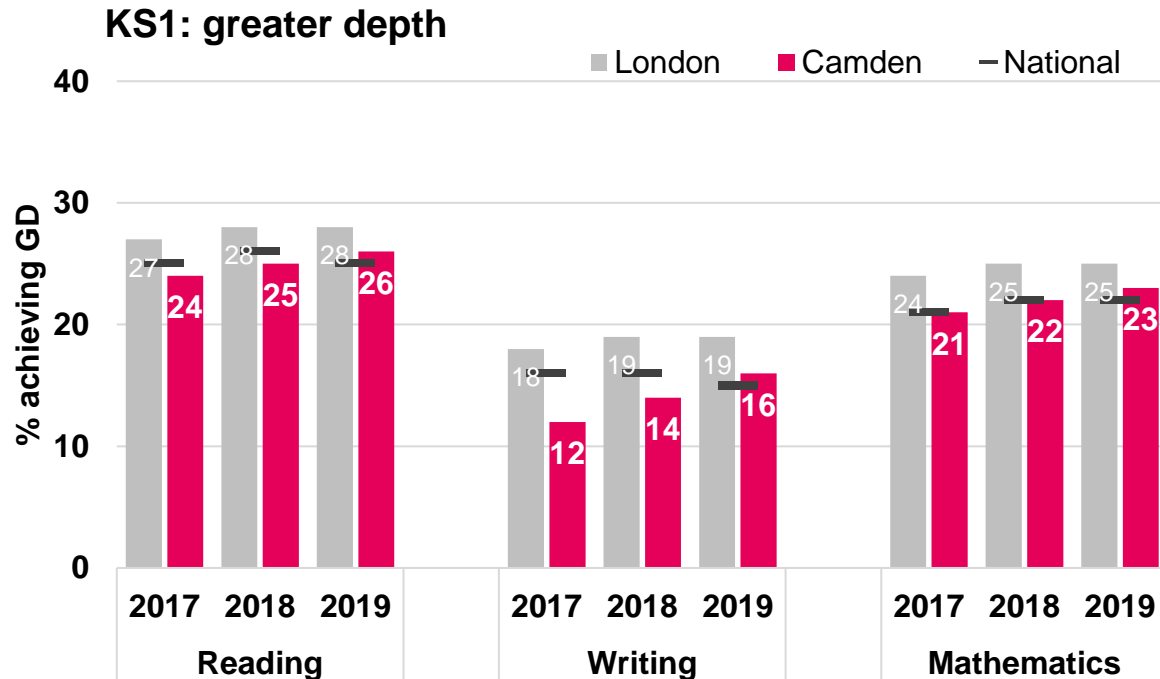
Camden remains in line with national results and has narrowed the gap to London averages in 2019



- 2019 **KS1** results fell in both **Writing and Maths**, and remained the same as 2018 in **Reading**.
- Camden remains **in line with national results** for 2019 and has **narrowed the gap to London** averages.
- For % pupils reaching **greater depth**, 2019 results show **improvement in all subjects** and are now **above national averages** and **closer to London averages**.
- Across Camden, the % **pupils reaching the expected** standard varies between schools, and when looking at this **variation** compared to 2016 and 2018, there has been a **widening in all subjects**, meaning more variation in the learning and development of pupils at the end of KS1.
- **KS1 will be non-statutory from 2023.**

Key Stage 1 (2019) - summary

Improvements in recent years at greater depth has narrowed gaps to national and London averages.

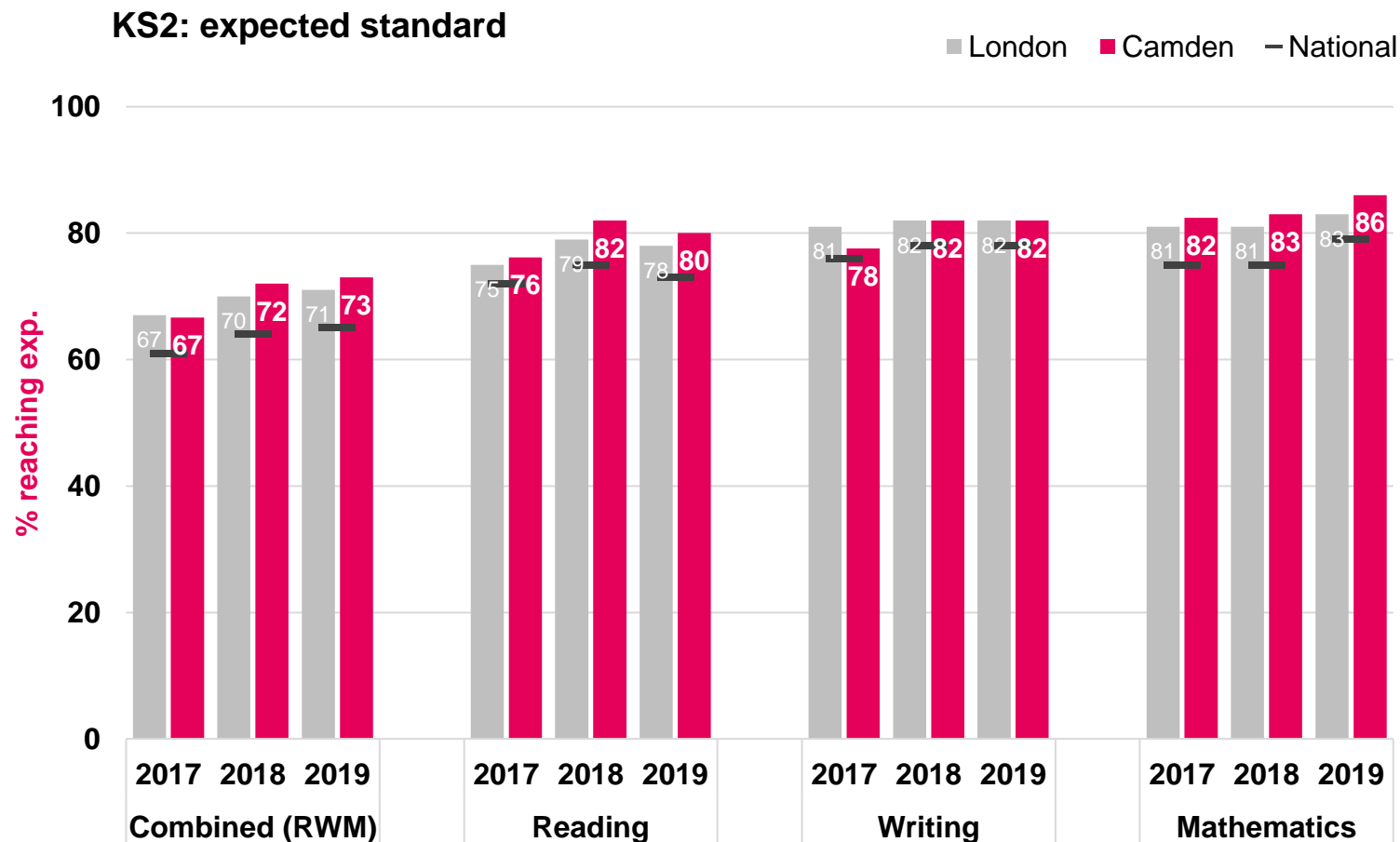


For % pupils reaching greater depth, 2019 results show improvement in all subjects and are now above national averages and closer to London averages.

- **Overall Strengths** – Broadly in line with national at expected over three years, representing good progress. **Increased proportion** of pupils **gaining greater depth** in all subjects. Good progress from end of EYFS to the end of KS1.
- **Concerns** – The **breadth of variation** between the **highest and lowest schools is increasing**, particularly in Writing and Maths. No KS1 data for 2020 and 2021 and concern for a widening disadvantaged gap..
- **Next Steps** – Continue the **focus on greater depth for all subjects**. **Targeting** those schools where there is the **largest variation** at the expected standard, as part of **Schools Requiring Additional Support**. CPPs to provide intensive support over Yrs 3 and 4 - impact of remote education. Focus and action on those pupils not reaching age-related expectations and building in catch-up.

Key Stage 2 - Attainment (2019)

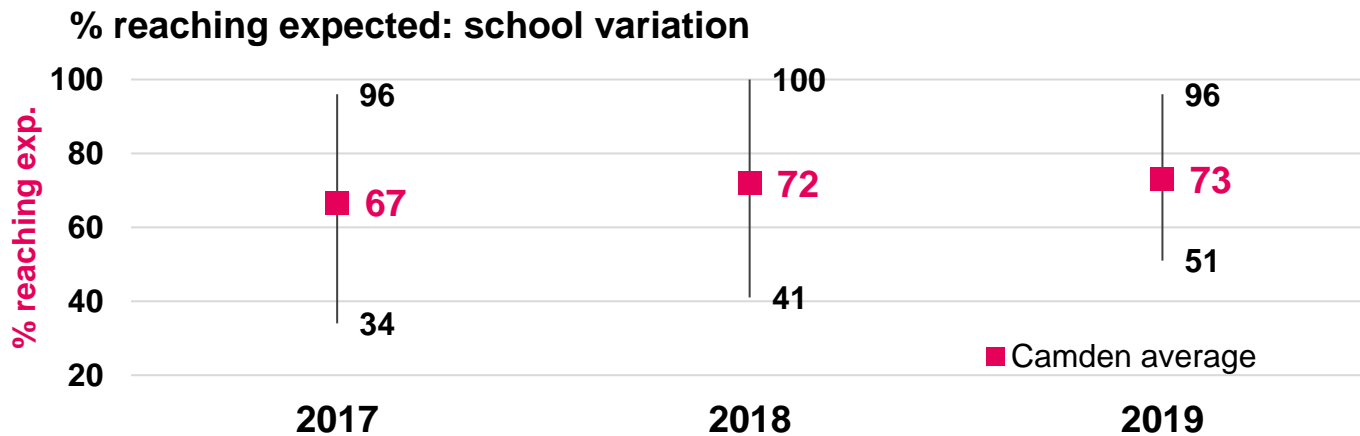
In all subjects, Camden was well above the national average and above or in line with London averages



- 73% of pupils achieved the **expected standard in Reading, Writing and Mathematics**, which was **well above the national average (65%)** and **above the London average (71%)**.
- This also represented an **increase from 2018**.
- Camden's 2019 results mirrored the national/London picture, with a **slight reduction in Reading**, but remained the **same in Writing** and **increasing in Maths**.
- Camden ranked joint **9th nationally** out of 151 local authorities for the combined measure at the **expected standard** and **joint 8th nationally** at the **greater depth** (Camden at 16%, and compared to national / London averages of 11% / 14%).

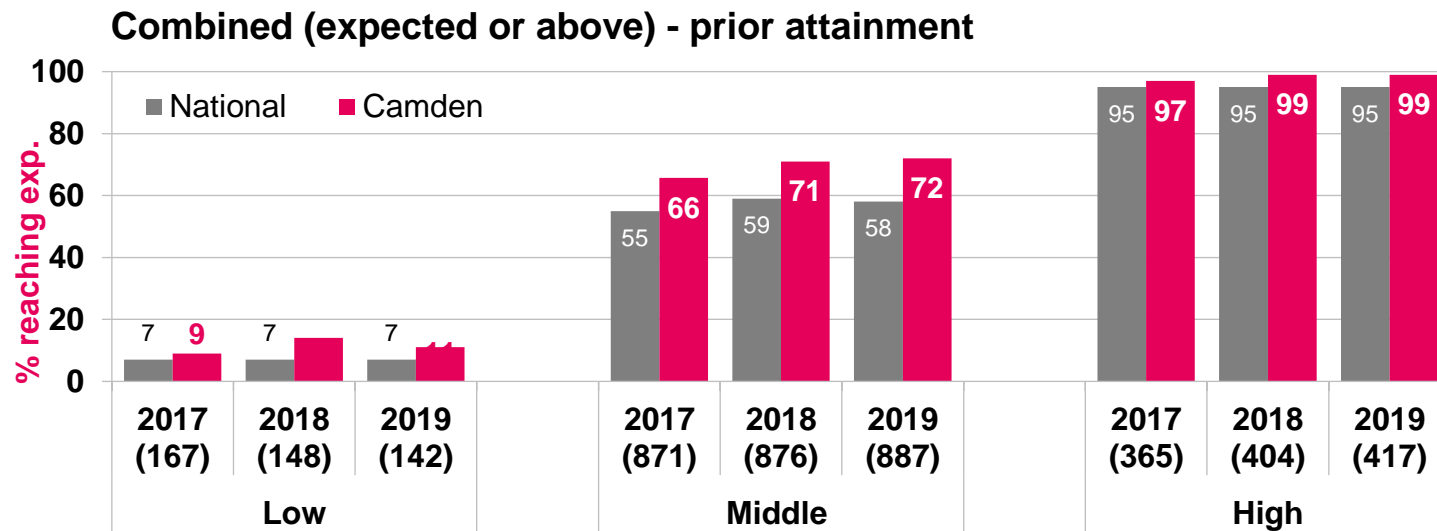
Key Stage 2 - Attainment (2019)

The variation in % reaching the expected standard decreased, due to an improvement in the schools with lowest results



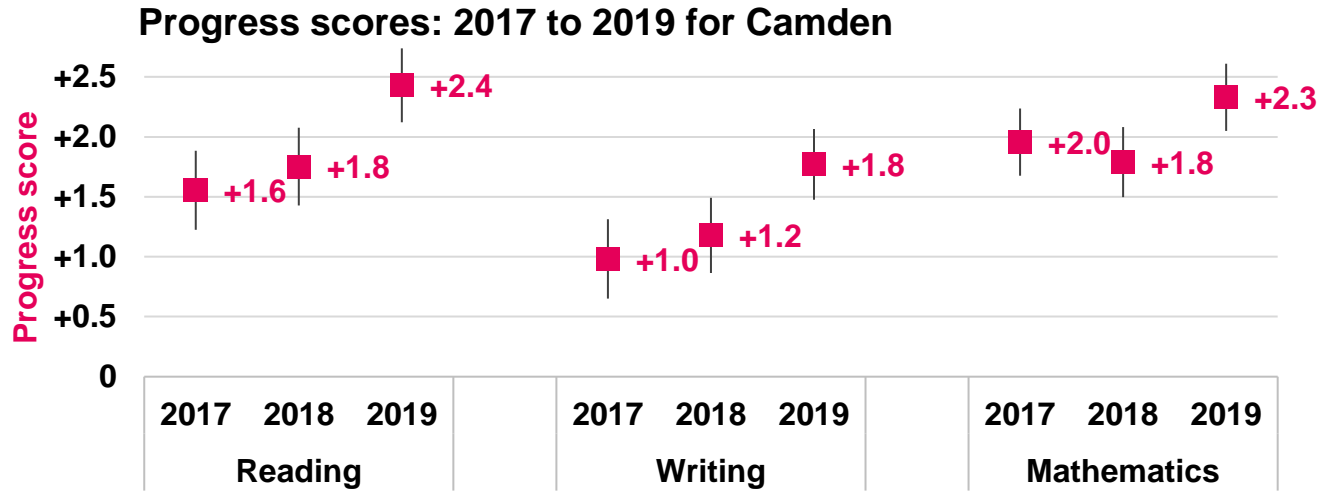
- Across Camden schools, the % pupils reaching the expected standard varies between schools. The **gap narrowed** following an **improvement in the schools with the lowest results**.
- 8 schools were below the national average of 65% in 2019 (compared to 11 schools in 2017).

- Prior attainment – from each KS1 starting point, **Camden schools are well above 2019 national averages**.
- Most pupils have middle prior attainment (Level 2 at KS1) and 72% achieved the expected standard in the combined measure, which is 14ppts above the 2019 national average of 58%.



Key Stage 2 - Progress (2019)

Progress scores remain significantly above the national average for all subjects, and most schools have at least average progress



- Since 2016, progress is a value-added measure. Progress scores are calculated for Reading, Writing and Maths by comparing the KS2 test and assessment results of pupils with the results of pupils in schools across England who started with similar assessment results at the end of KS1.
- **Progress scores remain significantly above the national average** for all subjects, and with significant increases in 2019.
- Camden ranks **2nd** in the country for **Reading**, **3rd** for **Writing** and **2nd** for **Maths**.

The black error bars show confidence intervals of progress scores

- The DfE KS2 performance tables compare the progress of pupils in all schools in the country.
- **Most schools** in Camden were **at least average** in term of their **progress scores** in 2019, with only one school below average (for Writing).
- Camden as an LA is **above the national average**.

Compared to national average	Number of Camden schools		
	Reading	Writing	Maths
Well above (~ 10% of schools nationally)	15	13	13
Above (~ 10% of schools nationally)	10	3	12
Average (~ 60% of schools nationally)	15	23	15
Below (~ 10% of schools nationally)			
Well below (~ 10% of schools nationally)		1	



Key Stage 2 (2019) - Summary

Overall Strengths

- **2019 progress and attainment** was **significantly above National and London** performance.
- Camden ranked **2nd** in the country for Reading, **3rd** for Writing and **2nd** for Maths.
- At standards meetings KS2 combined remained high based on TA

Concerns

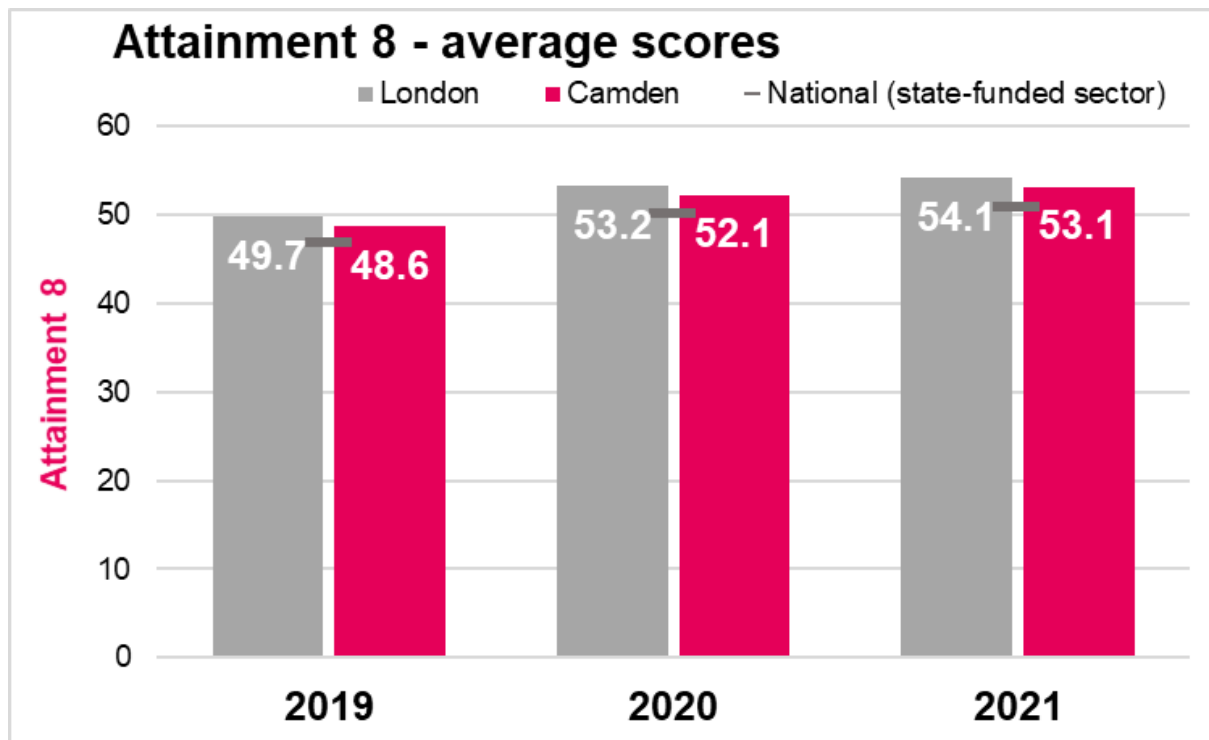
- **Gaps in learning** for **Year 6** going into **Year 7**.
- No KS2 data for 2020 and 2021.

Next Steps

- Identify **schools at risk** – target those schools expecting an Ofsted.
- **Strengthen transition** between KS2 and KS3-linked to Education Strategy.
- Construct a local strategy for **catch-up** for pupils **over three years**, using the **NTP principles**.

Key Stage 4 - Attainment 8 (2021)

Results in Camden in 2021 were higher than in 2020, and improvements were largely in line with improvements nationally and for London



Teacher Assessed Grades (TAGs) were awarded in 2021, and across Camden, the majority of schools worked together on **shared principles of moderation**. This strengthened the validity of the results in 2021.

Attainment 8 (A8)

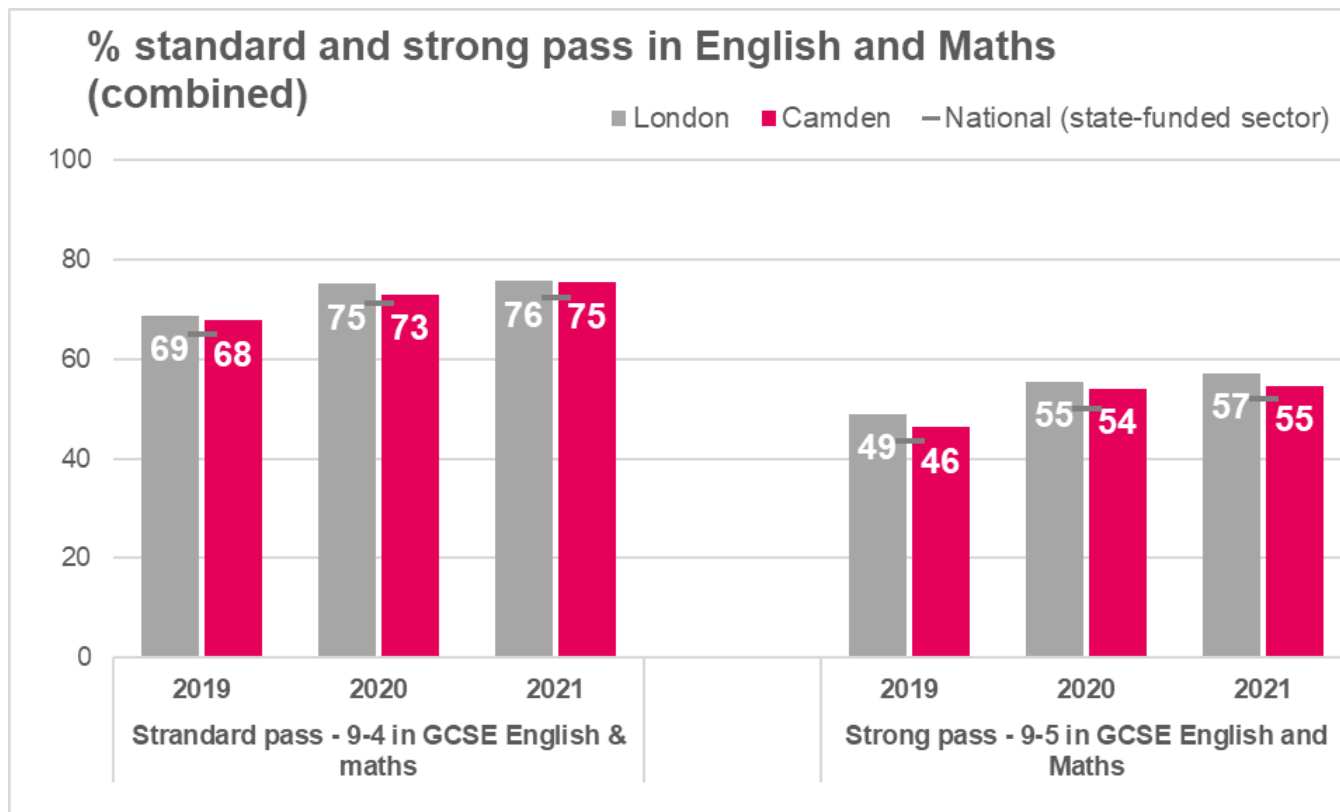
- Camden has **performed better than** the **national averages** for A8 for the **last 3 years**, and **improvements** in 2021 are **in line** with increases **nationally** and for **London**.

Attainment 8 is an accountability measure introduced in 2016. This calculates how well each pupil did across 4 elements (or buckets):

- English – double weighted and best result of English Language or English Literature.
- Mathematics – double-weighted.
- English Baccalaureate (EBacc) – three EBacc GCSEs (best results in science, humanities (history / geography) and languages).
- Other – best results in 3 other subjects.

Key Stage 4 - Attainment (2021)

Results in Camden in 2021 in English and Maths were higher than in 2019, and improvements were largely in line with increases nationally and for London



Standard pass

- 75% of pupils achieved at least grade 4 in GCSE English and Mathematics (known as a standard pass).
- This is an improvement of 2% on 2020 results, and **in line with increases nationally and for London.**

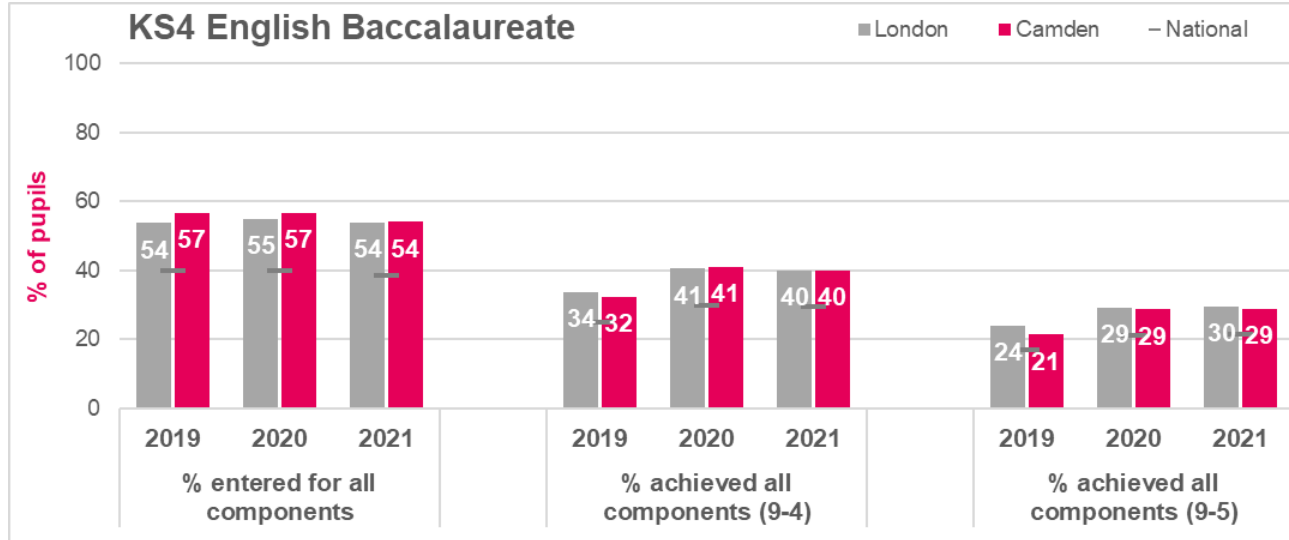
Strong pass

- 55% of pupils also achieved at least grade 5 in GCSE English and Mathematics (known as a strong pass).
- This is an increase of 1% on 2020 results, and is also **in line with increase nationally and for London.**

Note these results are based largely on teacher assessments (CAGs), and Progress 8 is not available for 2019/20 or 2020/21. Comparisons to previous years needs to be made with caution.

Key Stage 4 - EBacc Attainment (2021)

EBacc entries and attainment remained above national averages, and broadly in line with London averages



Entered

- 54% of pupils were entered for all components of the EBacc, which is **much higher than the national average** of 39%.
- % pupils entered for all components **declined in Camden in 2021 by 3%**, which is more than the decreases nationally and for the London average (both reduced by 1%).

Achieved 4+

- 40% of pupils achieved 4+ in all components, which is a slight decrease on 2020 results and in line with the reductions for both national and London averages.

Achieved 5+

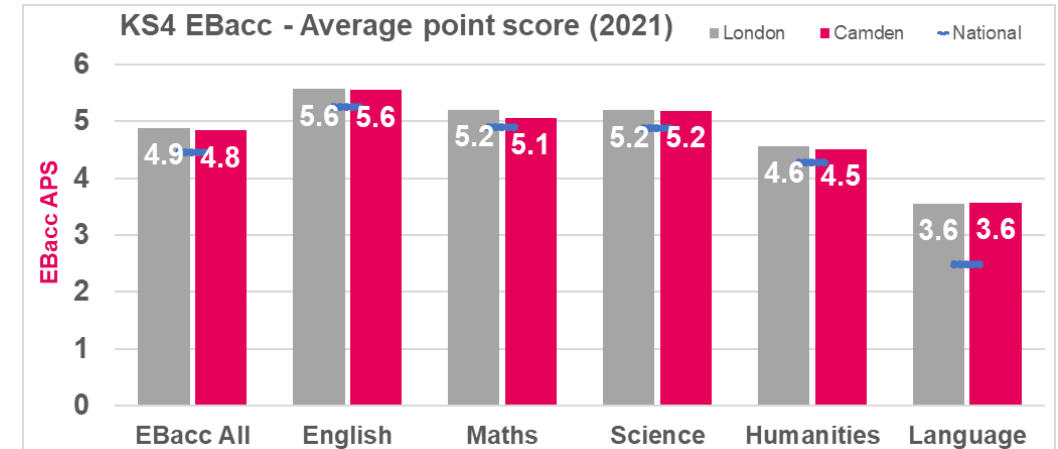
- 29% achieved 5+, same as in 2020 and now slightly below the London average (at 30%).

EBacc point score

- The average point score in Camden was 4.8, **above national** (4.5) and **close to London**. For each component, Camden is also higher than national, especially in Languages (where pupils are on average 1 to 2 grades higher).

% Entered for each component

- The EBacc is made up of a series of different GCSE components, and Camden has **similar proportions entered** into each of these, in line with **national** and **London**, apart from **Languages, where Camden are well above national**, though similar to London.

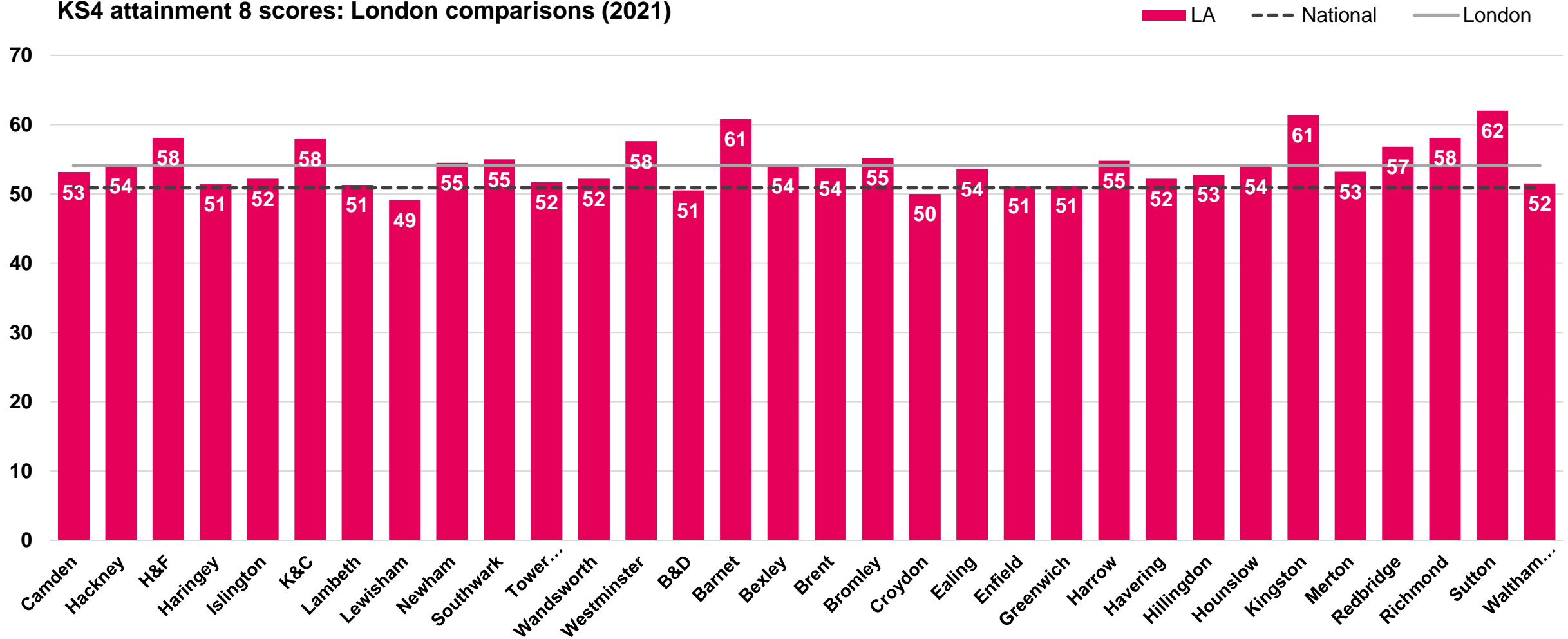




KS4 London Comparisons: Attainment 8

Camden is above national, but remains below London averages and positioned 19th in London (out of 32 boroughs), up from 20th last year.

KS4 attainment 8 scores: London comparisons (2021)



KS4 - Statistical Neighbour Comparisons

Camden ranks 6/11 compared to statistical neighbours for many KS4 measures, which is an improvement over the last few years

- Looking at national rankings, of 150 local authorities, Camden ranks in the top third for all measures and the ranking has improved over the last three years.
- The key measure for KS4 is progress 8 and this was not calculated in 2020 or 2021.

KS4	Progress 8			Attainment 8			% standard pass English and maths (9-4)			EBacc - average points		
	2019	2020	2021	2019	2020	2021	2019	2020	2021	2019	2020	2021
Camden (national rank)	38	-	-	42	36	33	46	52	27	28	28	27
Camden (SN rank)	7	-	-	7	7	6	6	6	5	7	7	6
Camden	0.09	-	-	48.6	52.2	53.1	68	73	75.3	4.4	4.8	4.8
Barnet *	0.57	-	-	57.1	60.1	60.8	79	83	84.0	5.3	5.6	5.6
Greenwich	-0.18	-	-	45.3	50.2	51.2	62	70	70.8	4.0	4.4	4.5
Hammersmith & Fulham	0.27	-	-	53.9	56.1	58.1	74	78	81.0	5.0	5.2	5.4
Haringey	0.24	-	-	46.9	51.4	51.4	63	72	72.6	4.2	4.6	4.6
Islington	0.03	-	-	45.8	49.7	52.2	64	71	72.9	4.1	4.5	4.7
Kensington & Chelsea	0.32	-	-	53.6	58.0	57.9	76	82	82.6	4.8	5.1	5.1
Manchester	-0.11	-	-	43.3	47.2	47.7	56	64	64.1	3.8	4.2	4.2
Reading	0.02	-	-	50.5	54.0	55.4	63	72	73.2	4.5	4.8	4.9
Wandsworth	0.26	-	-	49.4	52.7	52.2	69	75	74.6	4.6	4.8	4.8
Westminster	0.48	-	-	53.4	57.1	57.6	75	82	82.4	4.9	5.2	5.3
London	0.22	-	-	49.7	53.2	54.1	69	75	75.6	4.5	4.8	4.9
National (state-funded sector)	-0.03	-	-	46.8	50.2	50.9	65	71	72.2	4.1	4.4	4.5
National (all schools)				44.7	48.0	48.9	60	66	67.1	3.9	4.2	4.2

*Barnet has a number of selective secondary schools

Source: 2021 data is validated and taken from 4th November 2021 SFR.

Overall Strengths

- **Attainment** for all components **remains above** the **National** comparator and broadly **in line with London** - Camden increased attainment in 2021, as did National and London comparators.
- 81% of the Richard Reeves Funded Cohort (100 students) made their targeted GCSE outcomes.
- Worth noting that the gap between English and Maths has reduced to 6% from 10% in 2019 (standard pass) and reduced from 19% gap to 12% (strong pass).

Concerns

- Even with the TAG outcomes in 2021, the **variability remains between English and Maths outcomes, especially with a strong pass.**
- Over time, the Open 'bucket'*, the pupils' three highest point scores in any three other approved academic or vocational subjects, is contributing to **lower P8**, and this remains a concern. However, we have not been able to measure this since 2019.
- **Low prior attainers had low A8 (2021) and significantly low P8 (2019).**

Next Steps

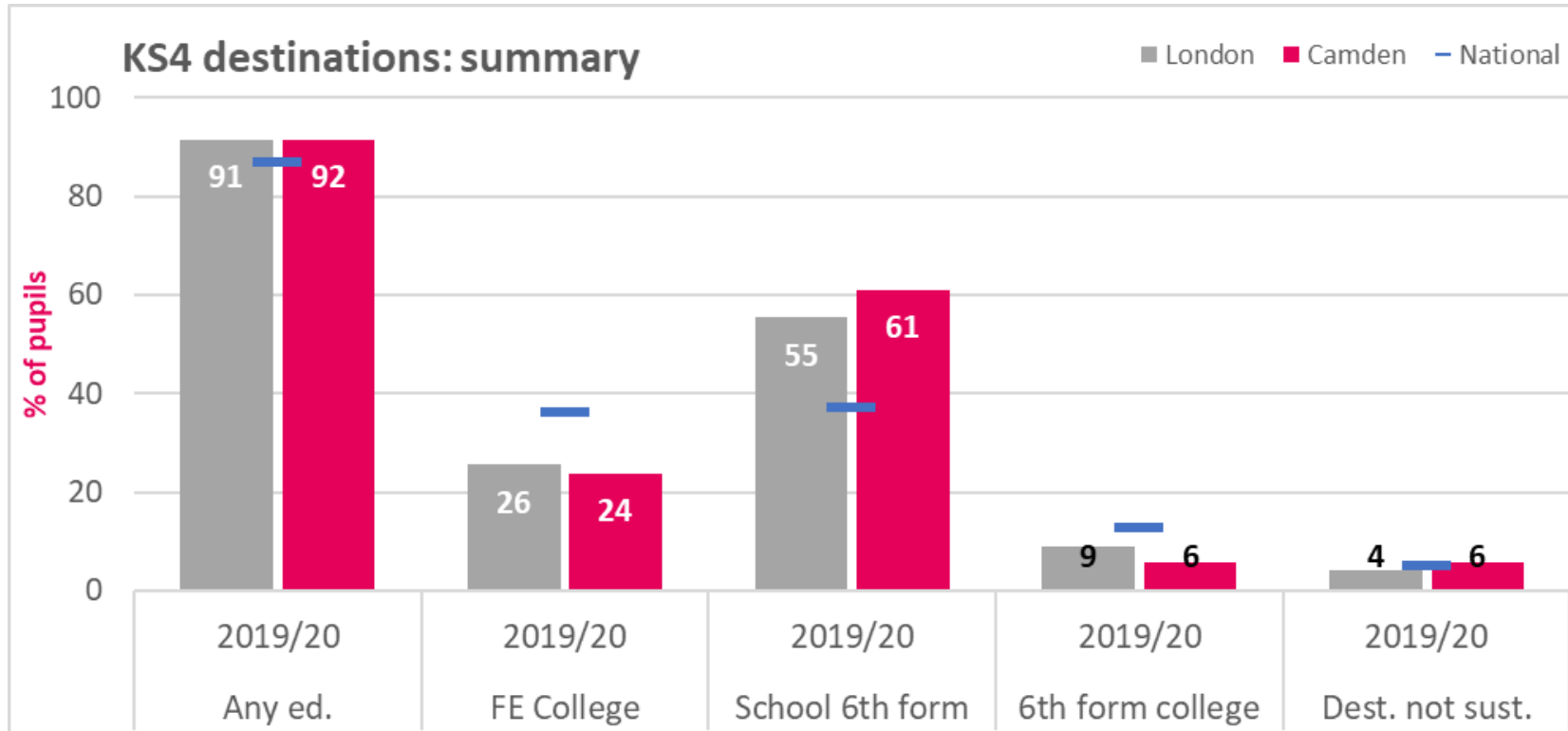
- Action - with **RRF funding targeting 200 disadvantaged students**, focus on **Maths performance**, on **low prior attainers**, **trailing coaching**, **half term intervention** programmes and **tracking progress termly.**
- Exploring options to capitalise on **NTP** and **catch up** over the **next 3 years.**
- Implement **mentoring** programme.

* P8 is made up of 3 'buckets': bucket 1 contains English and Maths results, bucket 2 contains three other EBacc subjects, and bucket 3, the Open bucket, contains 3 further qualifications.



Post-16 - KS4 Destinations

A higher proportion of the cohort went on to school sixth forms in Camden than compared to nationally and in London, which is not surprising given that all secondary schools in Camden have a sixth form



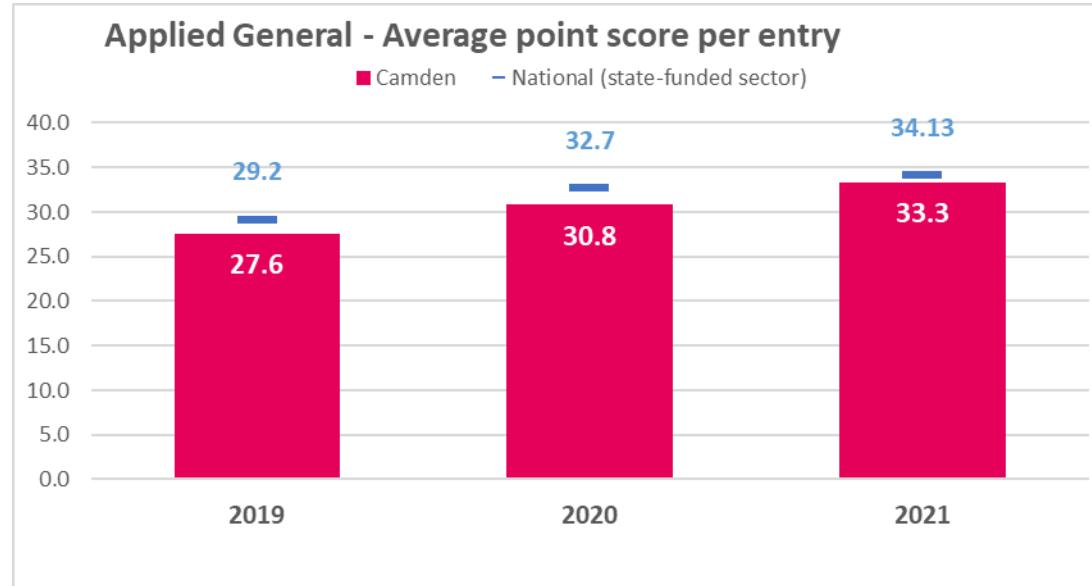
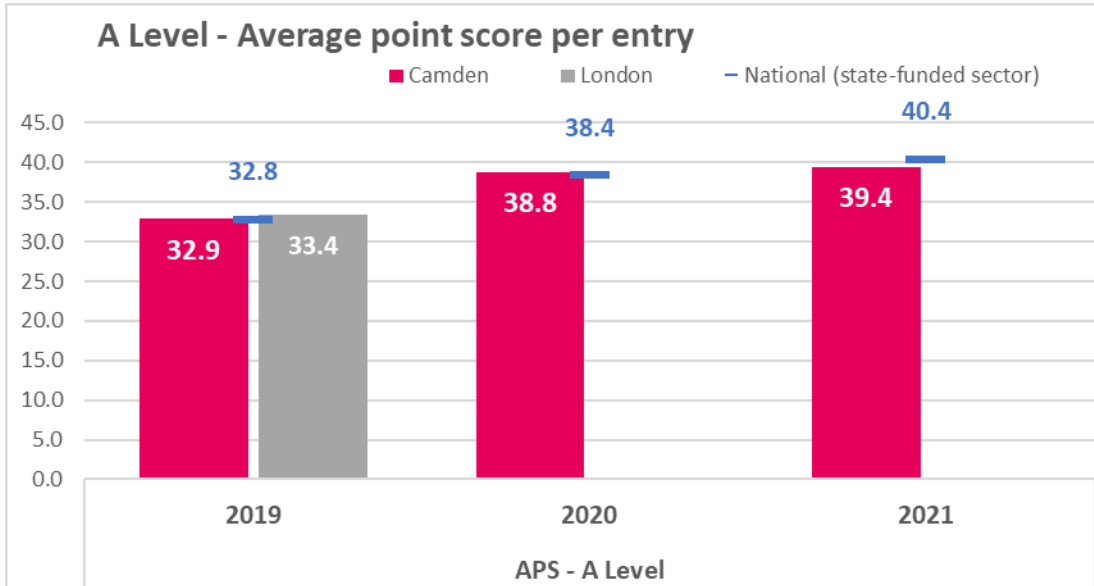
- 92% of the 2018/19 KS4 cohort went on to **sustained education destinations** in 2019/20, which is 5% **higher than national** and **in line with the London** average.
- Given that all secondary schools in Camden have a school sixth form, 61% of the cohort went on to a **school sixth form**, which is **much higher than the national and London averages**.
- This means that **far fewer** students went onto **FE colleges** or a **sixth form college**.
- 6% **did not sustain** their destinations, which is **more than London and national averages**.
- 3.7% of 16-17 year olds in Camden were not in education, employment or training (**NEET**) or their **activity was not known** (December 2021). This is **lower than national and London averages** (5.4% nationally and 5.1% in London).

- As part of research for the recent post-16 review, it was discovered that students are highly mobile at 16, but most choose to attend college if leaving their school.
- The Going Further report by the Sutton Trust in 2021 found that Young people from a more disadvantaged background (eligible for Free School Meals - FSM) are less likely to attend a Sixth Form School/College than those from a more advantaged background (37% versus 56%) and more likely to attend an FE College (43% versus 32%).



Post-16 - Level 3 APS

Level 3 APS – In 2021*, the average points score per entry of pupils in Camden school sixth forms was 39.4 for A levels, which remains close to national averages.

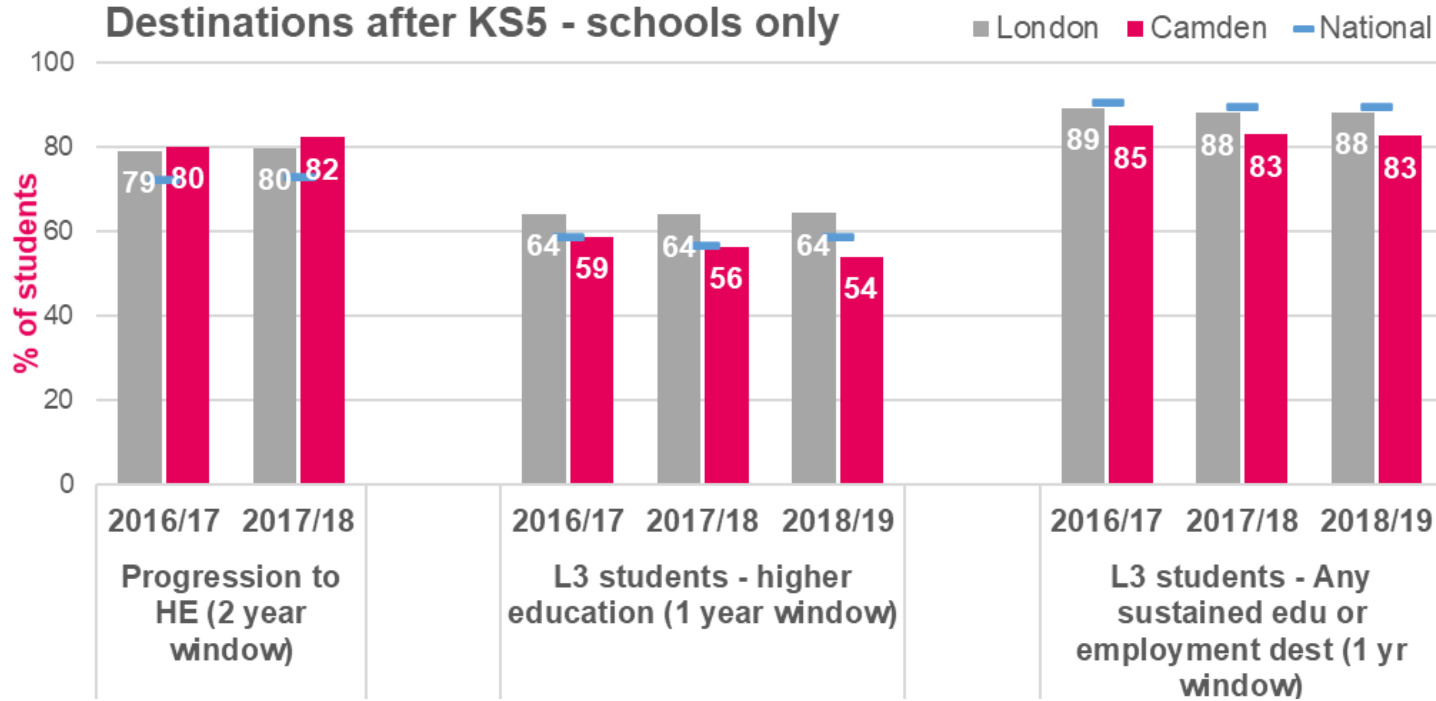


- In 2021, there were around 200 ‘applied general’ (non-academic), level 3 entries. The average point score of these was 33.3, which has increased over the last few years and is now very close to the national average

*Note 2020 and 2021 results are based largely on teacher assessments (CAGs). Progress scores are not available for 2019/20

Post-16 - KS5 Destinations & Retention

A relatively high number of students with deferred entries to Higher Education means the % of Level 3 students moving straight onto HE is lower than national and London averages



- 82% of Level 3 school students **went onto university over a two year window** having taken A levels in 2017/18 (taking into account students taking gap years and deferring their entry to higher education) which is much **higher than the national average** (73%).
- 54% of Level 3 school students went **onto HE straight after finishing their A Levels**, which is **lower than national and London averages**.
- 83% of students **sustained an education or employment destination**, which is **lower than London** and national averages, but does not take account of the **relatively high number of deferred entries** to HE from Camden schools.
- **1.8%** of Camden’s young people are starting **Apprenticeships** at Level 3 between 16-18, which is similar to London averages, but lower than national averages (6%).
- Camden Apprenticeships on average supports 250 people into apprenticeship opportunities each year, though there was a dramatic drop in 2020/21 due to the impact of the pandemic (many businesses suspending operations).

*Camden’s 2016/17 two year window: 80% of Level 3 school students in Camden (who completed 16-18 study in 2016/17) moved on to a **Level 4 or higher destination** in the following two years

Camden’s 2017/18 one year window: 54% of Level 3 school students (who completed 16-18 study in 2017/18) went on to a **UK higher education institution** in the following year

Camden’s 2017/18 sustained education/employment: 81% of school students (at all Levels) who completed 16-18 study in 2017/18 went on to **any** sustained education or employment in the following year

Where are we now?

What do students think of post-16 provision?

- The most highly regarded element of Camden's post-16 education is the quality of teachers followed by choice of qualifications
- However, young people who passed GCSES with at least 5 Cs were significantly more likely to say that post-16 choice was good for them; young people who went on to do A Levels also viewed the post-16 curricular offers better than those doing an apprenticeship or BTECs
- Older respondents were also likely to reflect more negatively on careers advice they had during post-16 education; respondents who took a non-A Level route or who were otherwise more vulnerable were also more likely to be negative.
- Overall satisfaction rates with 16-18 education were very high, but satisfaction declined significantly among older students who had a chance to reflect and was also lower among vulnerable groups, poorer students and those who achieved less well at 16 and who did non A Level options.

Institutional perspectives

• General strengths:

- The borough has good academic provision, and some institutions have specialist areas. Provision is improving
- Schools prioritise students pastoral activities
- There is some collaboration across the Borough

• Weaknesses

- Every pupils needs are not being served across the Borough: particularly low attaining pupils
- The vocational and technical offer is limited and not always of high quality
- Collaboration across the Borough is not well established
- Careers and higher education activities should be of higher priority
- The Borough struggles to retain pupils, especially those who are high performing
- Small sixth forms are not an efficient use of the Borough's resources.

• Opportunities for collaboration

- Develop strong, viable vocational programmes and pathways
- Provide guidance materials on the overall post-16 and beyond offer across the borough
- Strengthen the leadership of collaboration between post-16 institutions

• Threats / barriers to collaboration

- The borough has a specifically challenging post-16 pupil intake with low starting points
- Schools' independence and strong identities may inhibit change or collaboration
- Limited work experience opportunities.
- Limited knowledge of, and confidence in, provision in other institutions.



Overview of the A Level subject offer across Camden

LaSWAP have the broadest A Level subject offer, particularly for the arts

School	Art	Dance	Drama/Theatre	Film	Graphics	Music	Music Technology	Media	Photography	Product Design	Textiles	Applied Science	Biology	Chemistry	Computer Science	Engineering	Physics	Maths	Further Maths	Business	Economics	Financial Studies	Geography	Health & Social Care	Physical Education	Politics	Psychology	Sociology	Classics	Creative Writing	History	History of Art	English Literature	English Language	Philosophy	Religious Studies	French	German	Greek	Latin	Spanish
Westminster Kingsway College		X				X				X	X	X		X	X	X	X	X	X				X	X	X			X	X	X	X			X						X	
Acland Burghley	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X		X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
La Sainte Union	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X		X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	
Parliament Hill	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X		X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	
William Ellis	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X		X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	
The Camden School for Girls	X	X		X		X			X	X		X	X	X	X	X	X	X	X		X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	
Hampstead	X	X				X	X			X	X	X	X	X	X	X	X	X	X		X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	
Haverstock	X								X	X	X	X	X	X	X	X	X	X	X		X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	
Maria Fidelis	X		X						X	X	X		X	X	X	X	X	X	X		X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	
Regent High	X	X				X			X	X	X		X	X	X	X	X	X	X		X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	
UCL Academy	X	X		X					X	X	X	X	X	X	X	X	X	X	X		X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	

Camden School for Girls has the broadest offer for humanities and languages

Haverstock and UCL Academy have specialist STEM subject offers



Overview of the technical and vocational qualification offer

School	Group	Cambridge Technicals	BTEC	CACHE	NVQ	LBIF	WJEC	City and Guild	EPQ	T-Levels (From 2021)
Westminster Kingsway College	Capital City College	X					X	1	3	
Acland Burghley	La SWAP	2	7	1	3			1		
La Sainte Union		2	7	1	3			1		
Parliament Hill		2	7	1	3			1		
William Ellis		2	7	1	3			1		
The Camden School for Girls										
Hampstead		1	4			1	1			
Haverstock			5			1		1		
Maria Fidelis								1		
Regent High		3	4							
UCL Academy								1		

T Levels are expected to commence in 2022, but this is still subject to confirmation

BTEC is the most common technical course offer

A majority of institutions offer the Extended Project Qualification (EPQ). In some schools, this is only offered to high attaining pupils.

- Notes:
- Data on the some vocational provision has not been obtainable

Overall Strengths

- 3.7% of 16–17-year-olds in Camden were not in education, employment or training (**NEET**) or their activity was **not known**. This is **lower than national and London averages** (5.4% nationally and 5.1% in London).
- **APS** – In 2020, the average points per entry of pupils in Camden school sixth forms was 39.4 for A Levels and 33.3 for L3 Applied General (vocational) , which **remains close to national averages**.
- 82% of Level 3 school students went onto **higher education**, over a **two-year window**, which is **above London and national averages**.

Concerns

- The **loss from Camden of medium to high attaining students at 16**.
- **A level attainment** in Camden is **satisfactory but lower than might be expected given the starting points** of many students into secondary. Performance of learners studying **non-A Levels** is **lower than their peers compared to other London boroughs**.

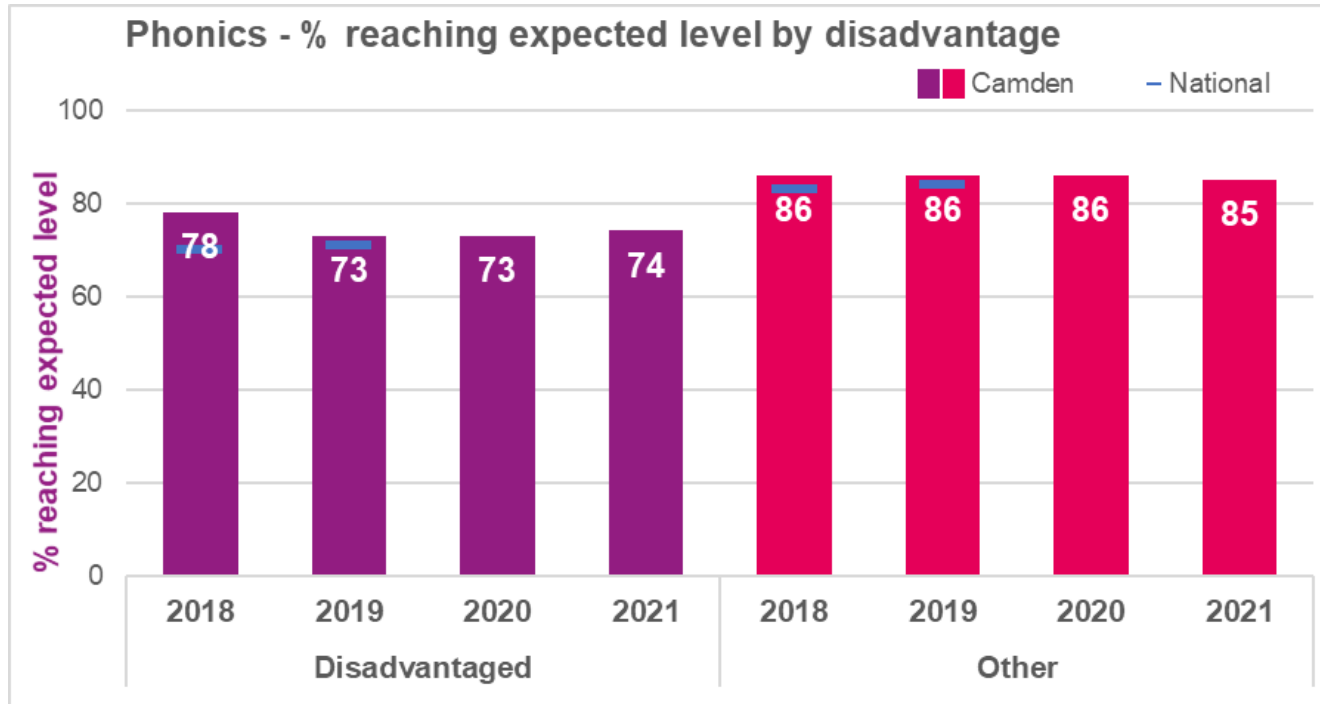
Next Steps

- The identified priority areas for the Post 16 are : 1. **Improve the Non A level offer, with a focus on T Levels** 2. **Grow the number of apprenticeships for 16-18 year olds** 3. **Continually improve the A level provision** 4. **Improve Information, advice and guidance and the growth on non university options**.
- Set up the Post 16 working group and implement an action plan

Key Groups

Disadvantaged Pupils – Phonics (2021)

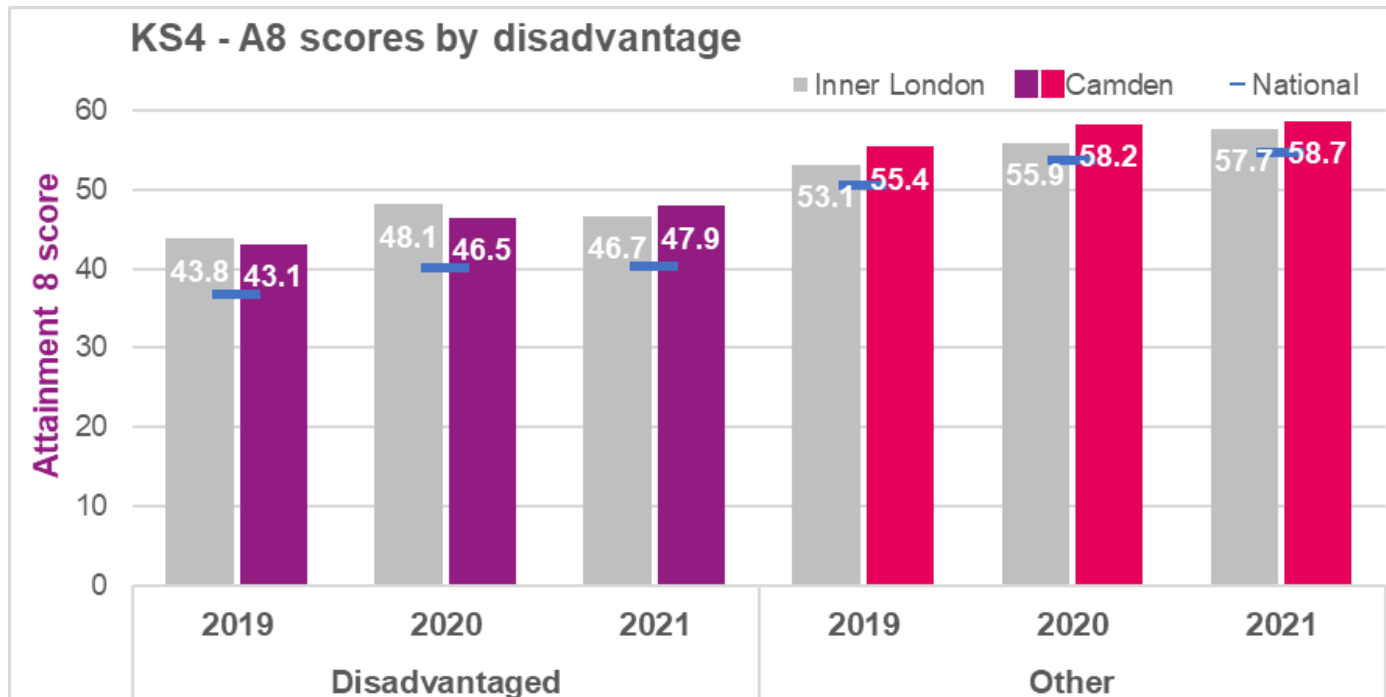
Disadvantaged pupils did not achieve as well in Phonics than their non-disadvantaged peers in 2021



- **Disadvantaged** pupils achieved less well than their **non-disadvantaged** peers (Other)
- **74% of disadvantaged pupils reached the expected level**, compared to 85% of other (non-disadvantaged pupils). Camden remains **similar to national averages** and the gaps remained similar to in 2019 and 2020.
- There are 5 primary schools with less than 70% of pupil achieving the expected level, and these schools all have more than 37% of their cohorts being disadvantaged.
- There are conversely, 6 schools with relatively high disadvantage that have more than 89% of pupils achieving at the expected level.
- No national data is available for the December 2020 and 2021 data.
- Disadvantaged pupils made up 37% of the 2021 phonics check cohort compared to 19% nationally in 2019.

Disadvantaged Pupils – KS4 (2021)

The gap between disadvantaged pupils and their peers is narrower than the gap nationally, but is slightly wider than the gap within London



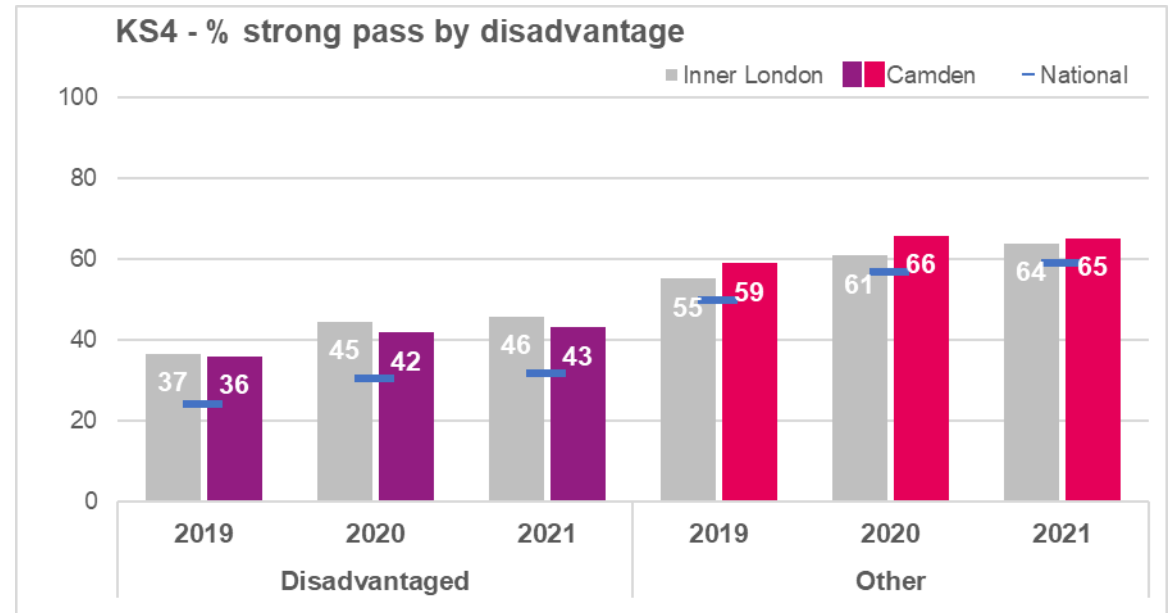
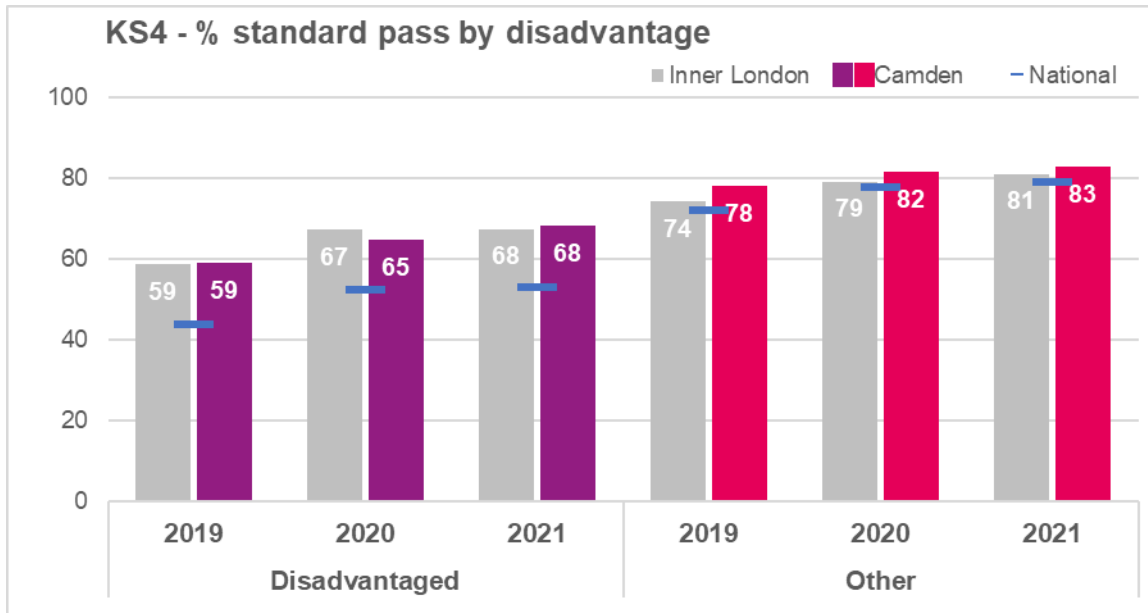
- **Disadvantaged** pupils achieved **less well** than their **non-disadvantaged** peers (Other)
- **Attainment 8 (A8) – A8 scores of disadvantaged pupils increased**, along with the results of Other pupils. Camden remains **similar to Inner London** and **above national averages** and the gaps remained similar to that in 2019.
- **The gap in Camden narrowed further in 2021** whilst it widened in Inner London and nationally. (Camden 11 points in 2021, National 14 points, Inner London 11 points).
- TAGs process in Camden supported our disadvantaged pupils in ensuring pupils were able to complete their assessment portfolios.

Disadvantaged pupils are those who have been identified as being eligible for free school meals (FSM) at any point during the previous 6 years, along with any adopted, looked-after-children and service children. This is an underperforming group nationally, and across Key Stages, and schools receive additional funding for these pupils (pupil premium).

- **Disadvantaged pupils made up 51% of the 2021 KS4 cohort compared to 26% nationally in 2021.**

Disadvantaged Pupils – KS4 (2021)

- **Standard pass** – 68% of **disadvantaged pupils** achieved a **standard pass in English and maths** in 2021, which is in line with **London averages** and **well above national averages** (by 15%). The **gap narrowed in Camden** in 2021, whilst it widened for Inner London and nationally.
- **Strong pass** – 43% of **disadvantaged pupils** achieved a **strong pass in English and maths** in 2021, which was **similar to Inner London** and also **well above the national average** (by 11%). The **gap narrowed further in 2021** whilst it widened in Inner London and nationally. (Camden 22% gap in 2021, National 28% gap, Inner London 18% gap).

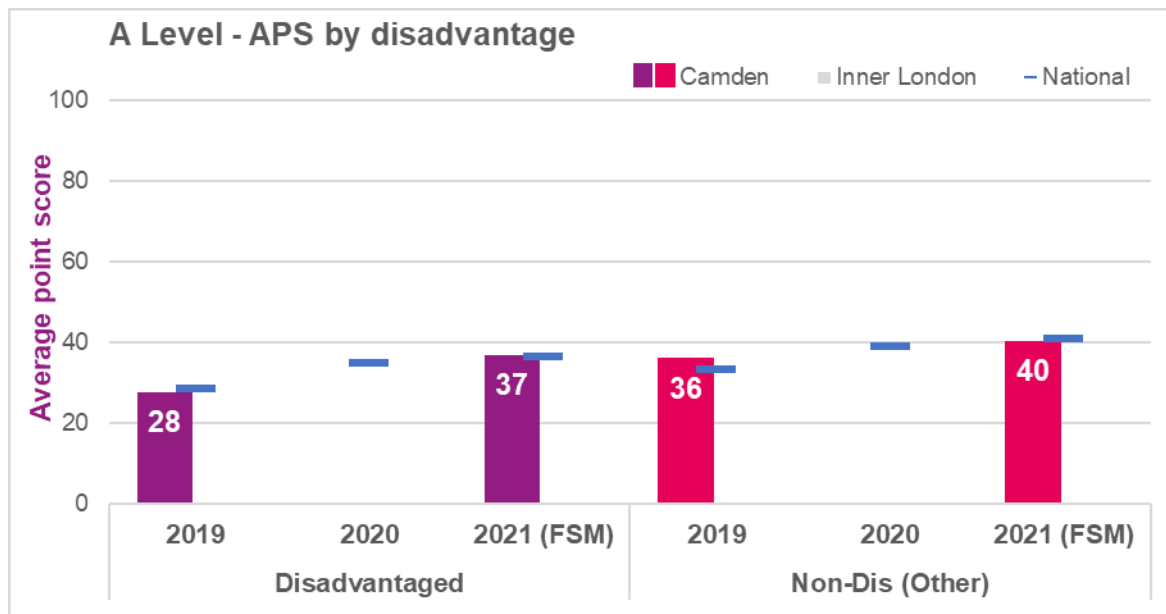


Richard Reeves Maths Catch Up Programme- Overall, 81.25% of the cohort achieved a Grade 4 or above. This surpassed the project’s target of 70% of students receiving a Grade 4 and above.

Two of the four schools involved in the project secured 94% and 96% Grade 4 and above in their cohorts -an exceptional achievement as a result of the RRF funding received. Students made on average 1.77 grades of progress during the year across the four schools, with many students making exceptional levels of progress.

Disadvantaged Pupils – KS5 (2021)

- Pupils eligible for free school meals made up 23% of the A level cohort in Camden in compared to 6% nationally in 2021.



- In terms of APS per entry, Disadvantaged / FSM pupils underperformed relative to those not identified as FSM eligible (36.7 compared to 40.2), though the gaps are similar to those nationally.
- The gap in some schools between disadvantaged and non-disadvantaged is significant (over 10 points)
- The Going Further report from the Sutton Trust in 2021 found that young people from a disadvantaged background are more likely to move into employment and less likely to move into higher education (HE) after Key Stage 5, compared to those from a more advantaged background. However, the gap between advantaged and disadvantaged students' progression to HE is smaller amongst those studying in FE Colleges at KS5, compared to those studying in Sixth Forms.

Overall Strengths for all disadvantaged pupils – Although there would appear to be sig+ gains for the disadvantaged group in 2021, **pupils were not disproportionately disadvantaged due to TAGs**, but **the gap remains**. 68% of disadvantaged pupils achieved a standard pass in English and Maths in 2021. Gap in Phonics has remained stable in recent years and is similar to the gap nationally.

Concerns – The **gap between disadvantaged and other is narrower than the gap nationally at Phonics and KS4**, but is a little **wider than the gap within London**. At a strong pass, gaps remained pretty similar to 2019 (Camden 22% gap in 2021, National 28% gap, Inner London 18% gap).

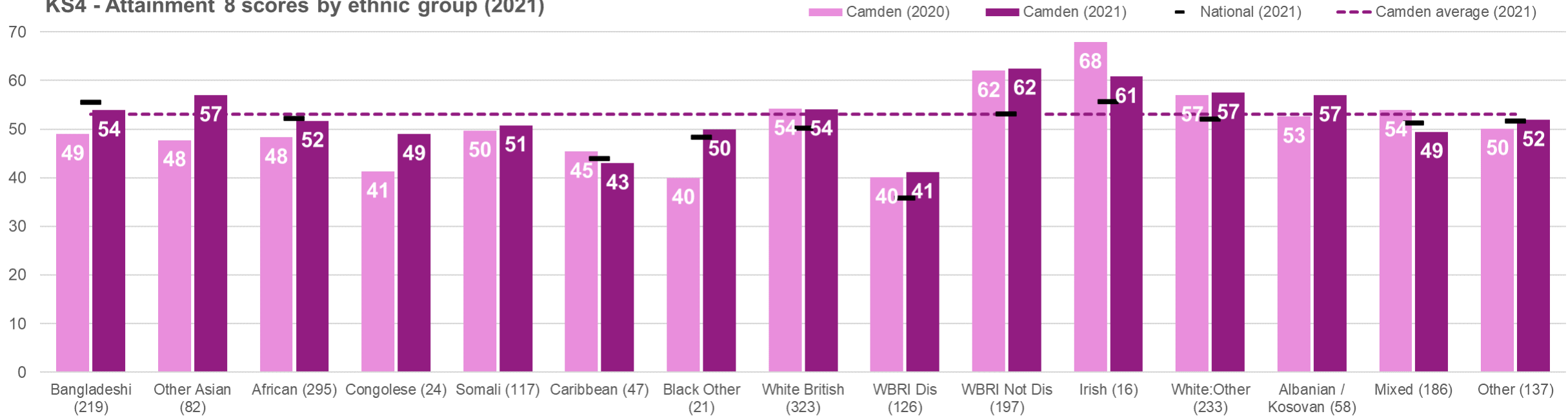
Next Steps – **Focus on 200 disadvantage students** (RRF), explore **NTP** and **academic mentoring programme**

- Each school a relentless focus on identified disadvantaged pupils-focus on personal plan
- Ensure and prioritise good attendance

Ethnic Groups Summary - KS4 (2021)

Results in 2021 have increased in Camden for all pupils and for most groups

KS4 - Attainment 8 scores by ethnic group (2021)

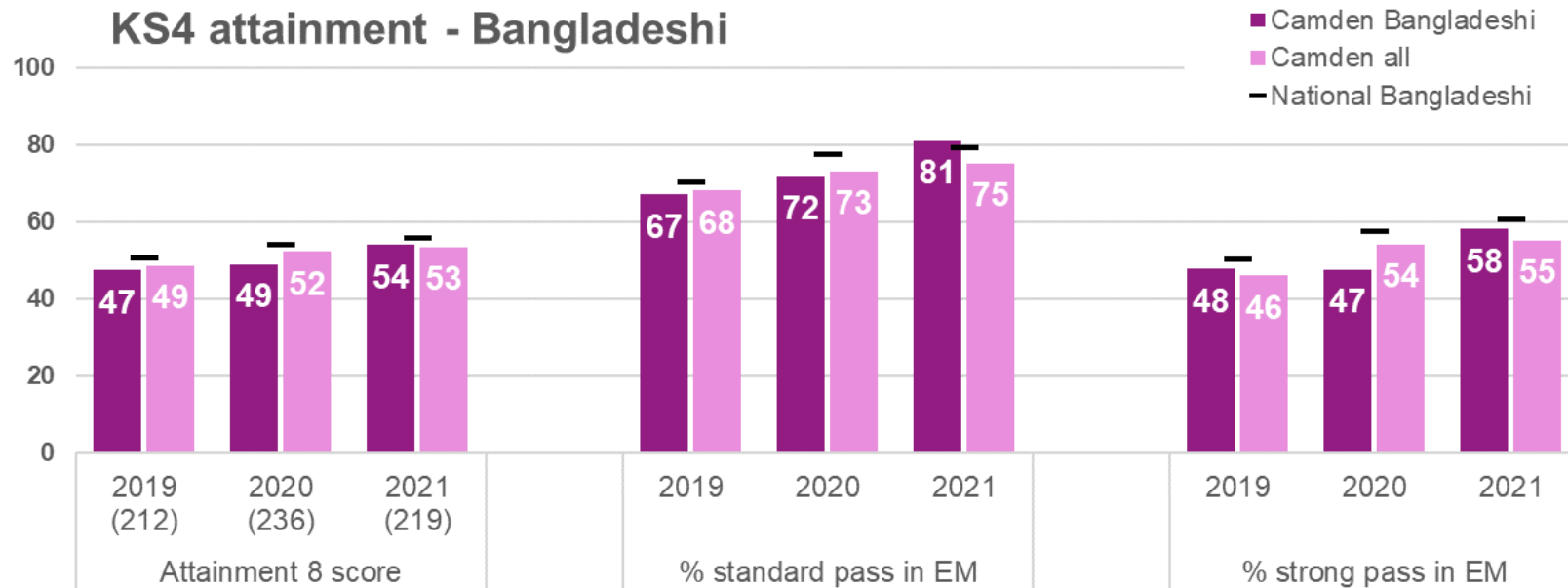


Attainment 8 scores vary across groups, but given the small size of some of the groups, caution must be exercised in making direct comparisons.

- Key groups will be looked at in more detail on subsequent pages of this report.
- Results of some groups show greater variability, but this is largely due to small cohort size.

Bangladeshi Pupils - KS4 (2021)

Results for Bangladeshi pupils increased across all measures in 2021



- **Attainment 8** - increased to 54%, though remained below the national result for Bangladeshi pupils in 2021 (56). This is an increase of 5 points which is more than the increase for all pupils in Camden and nationally.
- **Standard pass** - 81% of Bangladeshi pupils achieved a standard pass in English and Maths, an increase from 2020. This is an increase of 9%, which is more than the increase for all pupils in Camden and nationally.
- **Strong pass** - 58% of Bangladeshi pupils achieved a strong pass in English and Maths in 2021. This is an 11% increase from 2020 and is now higher than the Camden average and close to the national average for the group.
- 61% of Bangladeshi pupils were disadvantaged.

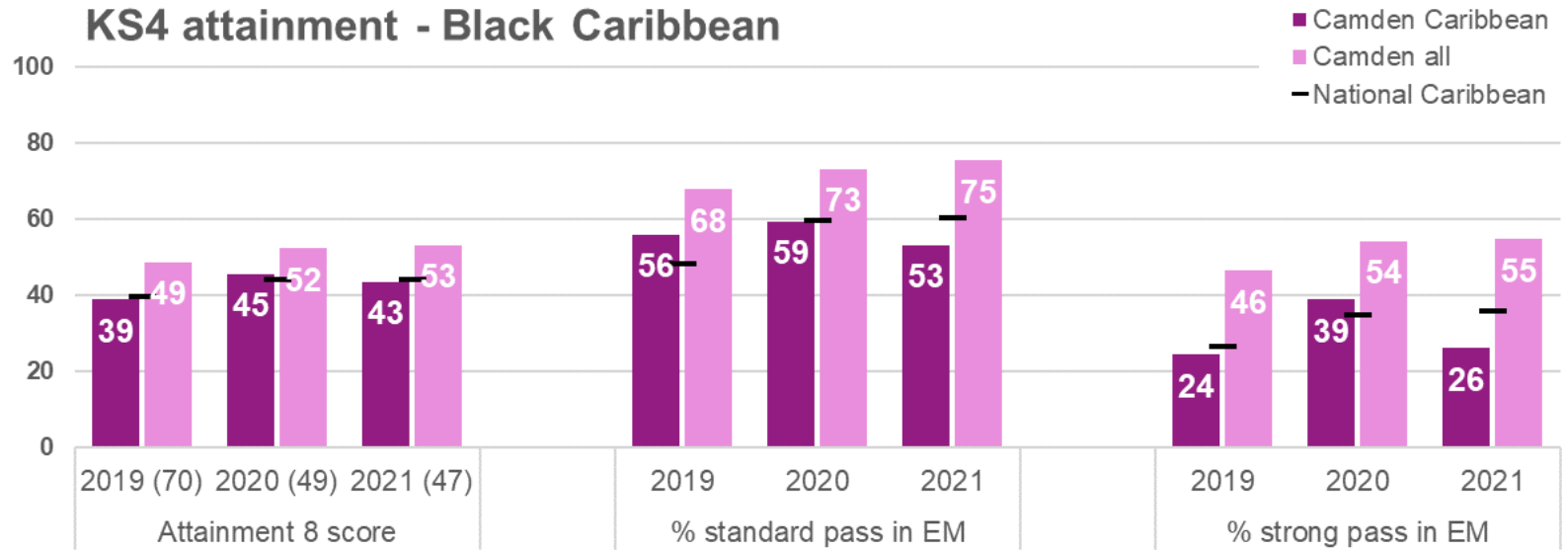
Overall Strengths - Sustained increases for the Bangladeshi students at KS4 over the last three years. Standard pass – 81% of Bangladeshi pupils achieved a standard pass in English and Maths, an increase from 2019.

Concerns – Attainment 8 - increased to 54%, though remained below the national result for Bangladeshi pupils in 2021 (56). This is an increase of 5 points which is more than the increase for all pupils in Camden and nationally.

Next Steps - Greater focus on the link between attendance and outcomes. CPPs to follow up, keeping groups visible. Bangladeshi students part of the target 200 students for the RRF programme-maths

Caribbean Pupils - KS4 (2021)

KS4 attainment for Caribbean pupils fell relative to 2020 and is now well below the group nationally



This group is smaller than some key ethnic groups in this report, but consistently underperforms relative to Camden averages and Caribbean pupils nationally for some key stages.

- **A8** score fell to 43, so remains **below the national and Camden** averages for all pupils, but **inline with Caribbean pupils nationally**.
- **Standard pass** – 53% of achieved a standard pass in English and Maths. This result is 7% **below the group nationally**.
- **Strong pass** – only 26% of Caribbean pupils achieved a strong pass in English and Maths, well below (10%) Caribbean pupils nationally.
- 64% of Caribbean pupils were disadvantaged.

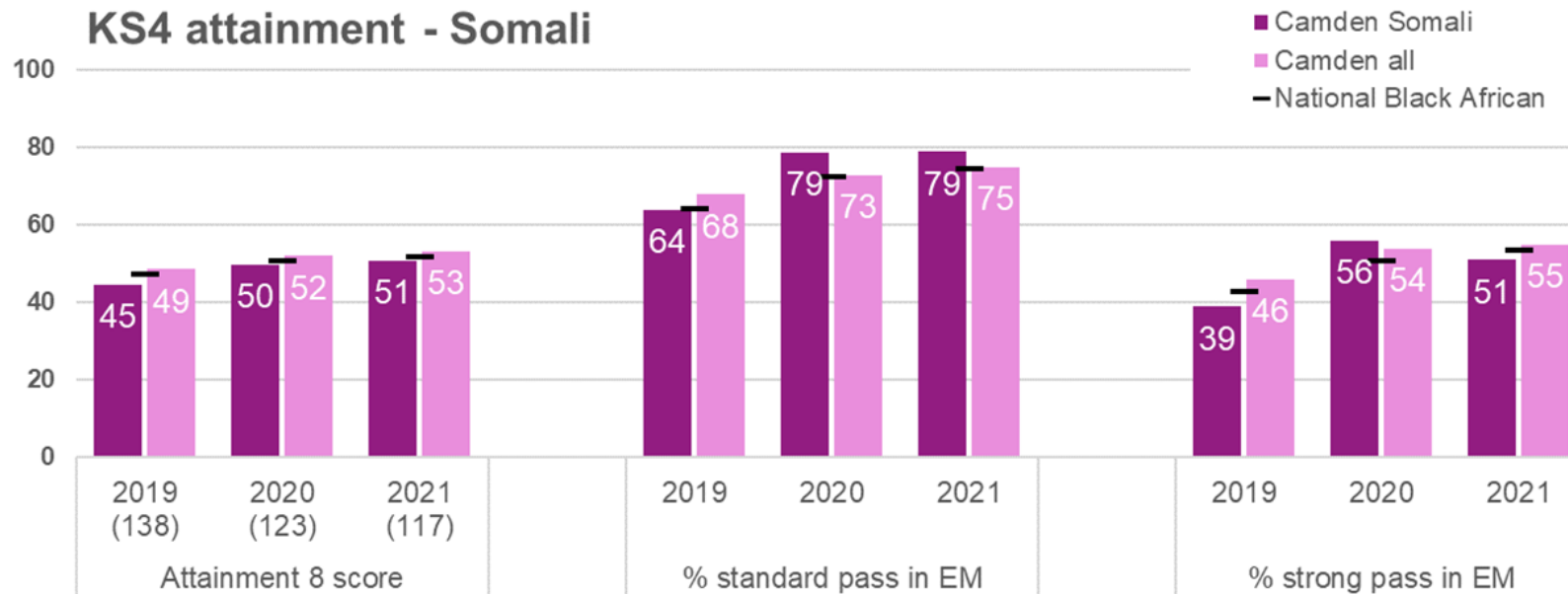
Overall - A8 score declined to 43%, which represents a 10% gap between Caribbean pupils and all Camden pupils, though in line with Caribbean pupils nationally (2019). **Standard pass** – 53% of Caribbean pupils achieved a standard pass in English and Maths, which is a significant decline

Concerns – Standard pass – 53% of achieved a standard pass in English and Maths. This result is 7% below the group nationally and strong pass – only 26% of Caribbean pupils achieved a strong pass in English and Maths, well below Caribbean pupils nationally.

Next Steps - Implement the **Raising Achievement Plan – Maths Disadvantage**, linked to Richard Reeves grant. Implement and **introduce a black boys and girls mentoring programme** with Futures First. Focus on attendance and inclusion a high priority.

Somali Pupils - KS4 (2021)

Improvements in KS4 attainment in 2021 for Somali pupils in most measures mean this group is now broadly in line with Camden and national averages



- **Attainment 8** - increased to 51, an increase of 1 points, which is **in line with the increase for all pupils in Camden and nationally**.
- **Standard pass** - 79% of Somali pupils achieved a standard pass in English and Maths, which is now **well above all pupils in Camden and nationally**. This is an increase of 15% from 2019.
- **Strong pass** - 51% of Somali pupils achieved a strong pass in English and Maths, which is now **lower than all pupils in Camden and black African pupils nationally**.
- 79% of Somali pupils were disadvantaged.

Overall Strengths - Consolidated good performance at standard pass in English and Maths, which is now well above all pupils in Camden and nationally, with the TAG attainment 8 2021, indicates that **this group is now broadly in line with Camden and national averages**.

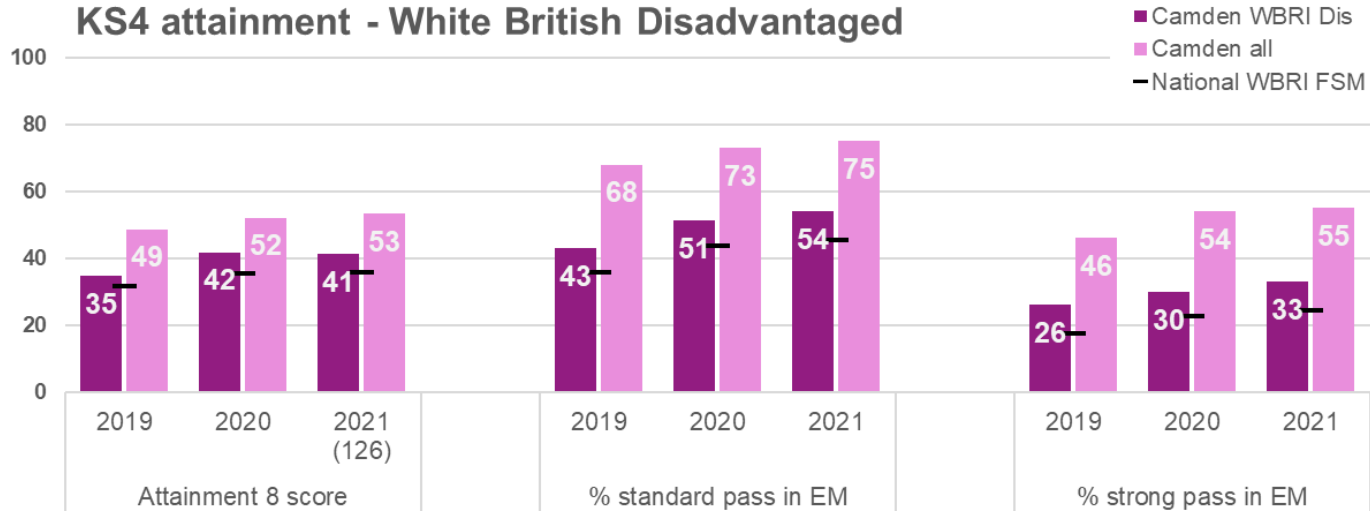
Concerns – Strong pass in English and Maths is below Camden and National outcomes. To note the high number of the cohort who are disadvantaged.

Next Steps - Strengthen communications for parents around transition (Year 6 to Year 7) – Build on the SYDRC coaching model that is being piloted with Future First programme and ensure published material is shared with families. Reinforce good attendance expectations.



White British Disadvantaged - KS4 (2021)

White British disadvantaged pupils consistently underperform at KS4 relative to the wider school cohort, although did better than their peers nationally



This group is a key focus for Camden and its schools, given it is consistently one of the lowest performing groups in Camden. Previously, the focus was on White British pupils eligible for FSM, but this has been broadened to look at pupils eligible for FSM at any point in the last 6 years, adopted from care or looked after (named disadvantaged / pupil premium).

- **Attainment 8** – Fell slightly to 41. Whilst this remains **above the group nationally**, it is still below the result for all pupils.
- **Standard pass** - 54% achieved a standard pass in EM, an increase of 3%, and **above WBRI FSM pupils nationally**.
- **Strong pass** - 33% achieved a strong pass in EM; an increase of 3% and **well above WBRI FSM pupils nationally (25%)**.
- 39% of White British pupils are disadvantaged.

Overall -This group is a key focus for Camden and its schools, given it is consistently one of the lowest performing groups in Camden.

Concerns – Standard pass - 54% achieved a standard pass in EM, an increase of 3%, and above WBRI FSM pupils nationally, but well below the 75% Camden average. Strong pass - 33% achieved a strong pass in EM; an increase of 3% and well above WBRI FSM pupils nationally (25%).

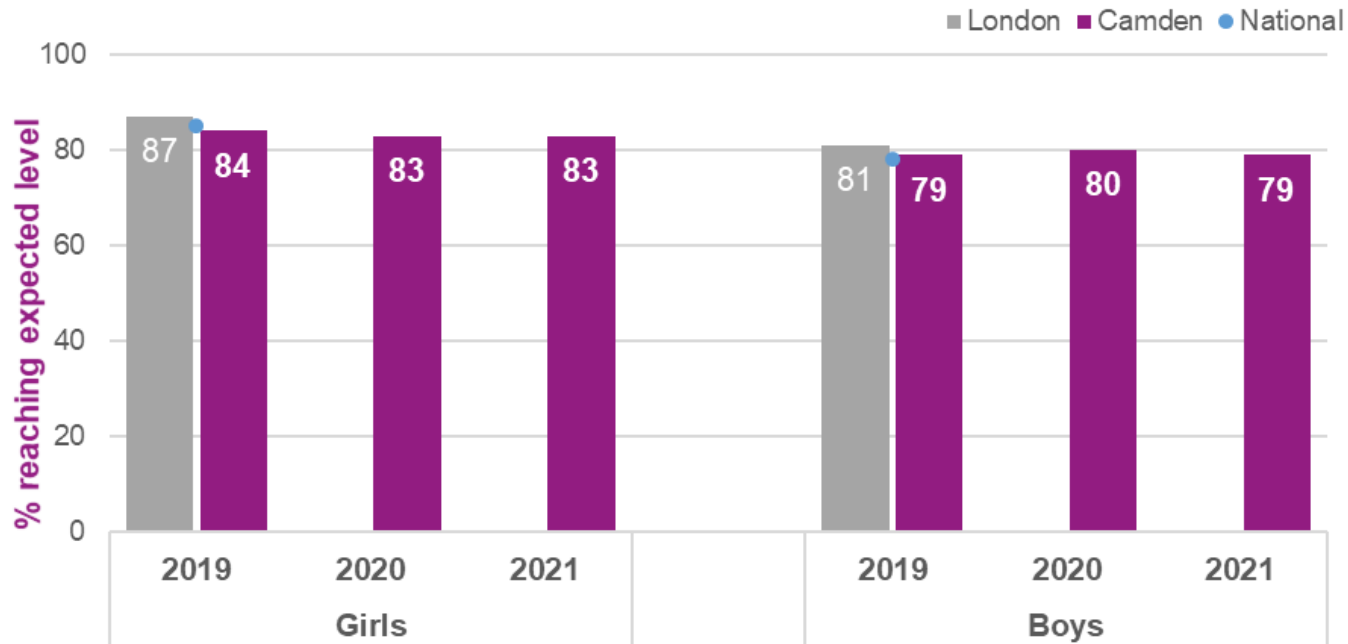
Next Steps - Target and make visible WBRI Disadvantage. Target group for the **RRF maths programme**, allocate an **academic tutor, half term catch-up and prioritise disadvantaged group for ongoing NTP**. Focus on reducing the disproportionate exclusions for this group and rapidly improve attendance.



Gender – Phonics (2021)

Girls outperform boys in the December 2021 phonics check

Phonics - % reaching expected level by gender

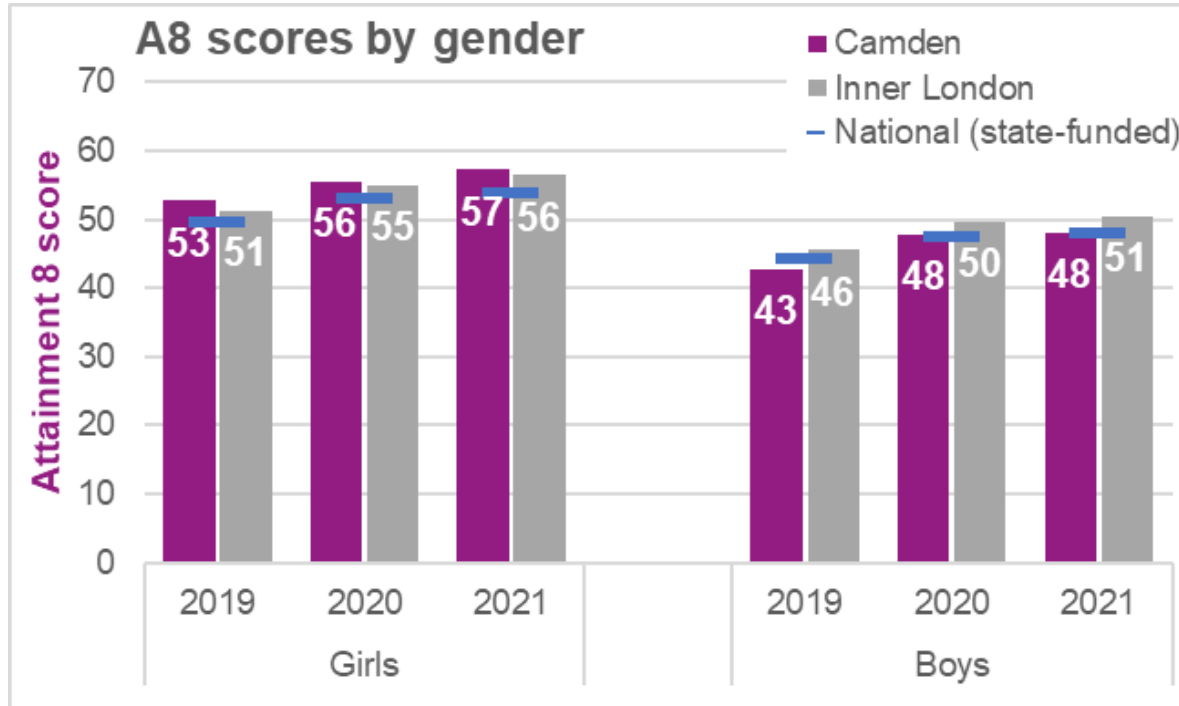


- Girls are outperforming boys in their Phonics check. 83% achieved the expected level compared to 79% of boys in the December 2021 check. This is in line with recent results though below London averages from 2019.
- The gaps between girls and boys is narrower in Camden than nationally and for London in 2019.



Gender - KS4 (2021) A8

Girls outperform boys in most measures (as is the case nationally and across Inner London), although gaps have narrowed in 2020

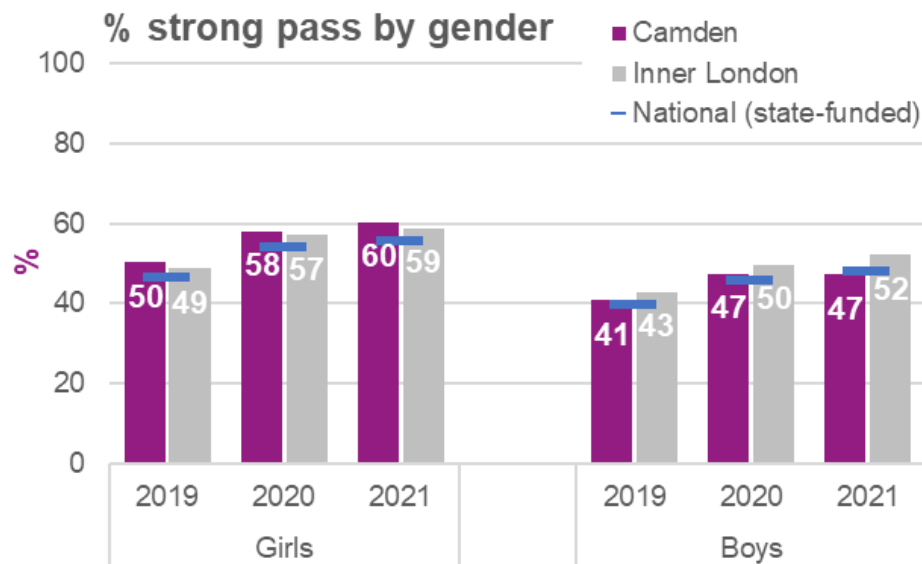
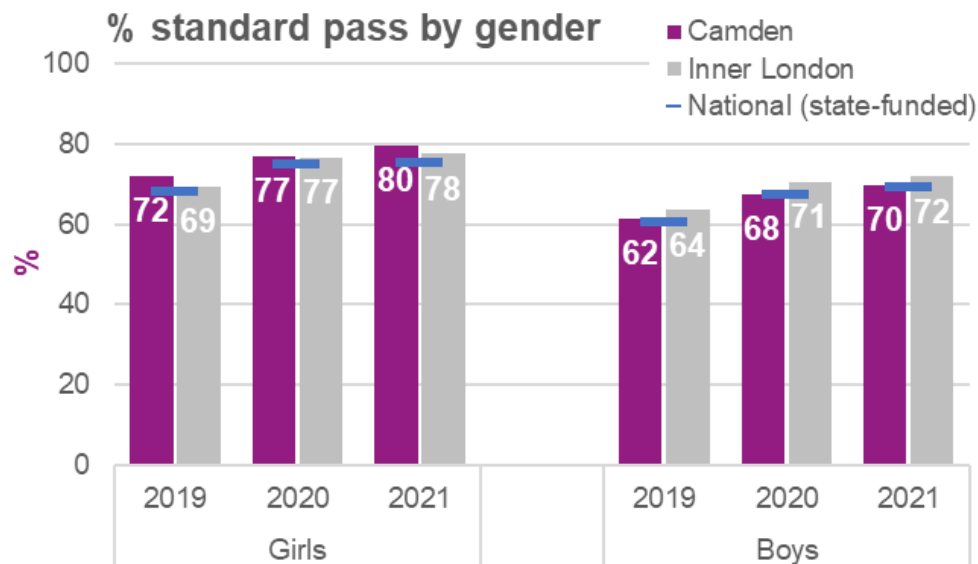


Results by gender are critical in forensically analysing Camden’s KS4 results, given the proportion of girls’ secondary schools - Camden has ten secondary schools, including 3 girls’ schools and 1 boys’ school. In 2020, 56% of the KS4 cohort was female.

- **Attainment 8** - Girls are performing better than girls nationally and in London, whilst boys are now in line with boys nationally. The **gap between boys and girls in Camden remains wider than the gap nationally**.

Gender - KS4 (2021) – strong / standard pass

- **Standard pass** – Boys' results improved again in 2020 and were above the results of boys nationally. **The gap between girls and boys was 10% (compared to 6% nationally), and this gap has been fairly static over the last three years.**
- **Strong pass** - 59% of girls achieved a strong pass, compared to 47% of boys. **The gap between boys and girls is now 13%, compared to 8% nationally.**



Overall Strengths – **Girls continue to outperform girls nationally** and in London, whilst **boys demonstrate improvements and are now broadly in line with boys nationally.**

Concerns – The gap between boys and girls in Camden remains wider (10%) than the gap nationally between the two groups (6%).

Next Steps - Implement the **Raising Achievement Plan – Maths Disadvantage**, linked to Richard Reeves grant. **Challenge schools around their attendance and exclusions data** - making vulnerable pupils visible and then having a **personal education plan** - reinforced through CPP and Standards meetings.



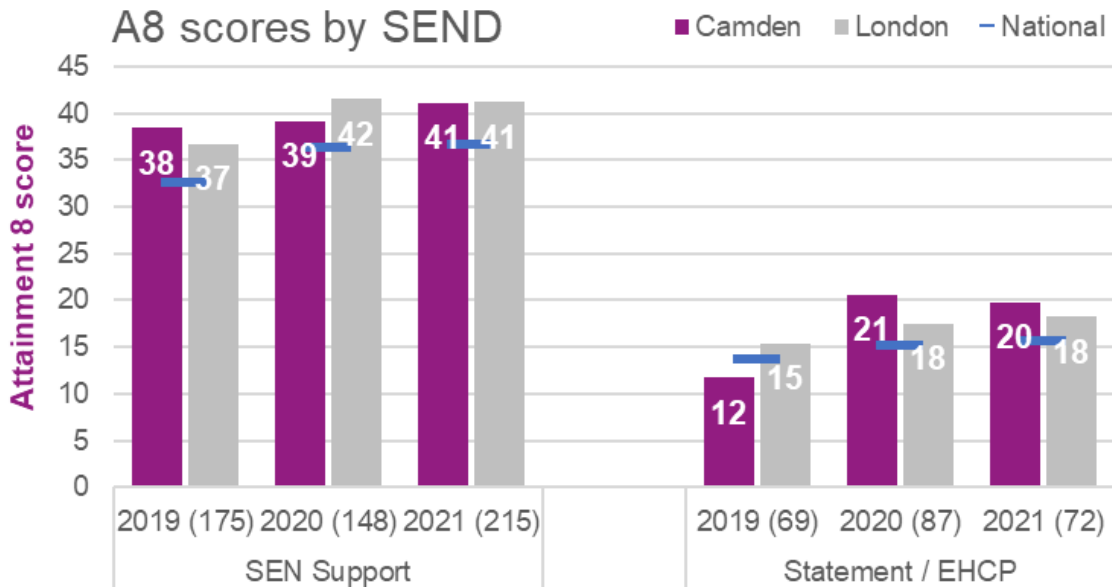
Pupils with Special Educational Needs - KS4 (2021)

Results for SEND Support pupils increased in 2021 and are well above London and national results for this group. Results for EHCP pupils are similar to 2020 results and are also above national and London averages.

Camden devolves funding to schools to support pupils with SEND and has the Exceptional Needs Grant which should depress the numbers of EHCPs in the future, resulting in higher percentage SEND support pupils and lower EHCP compared to London and National averages.

Primary schools - the percentage of pupils with identified SEND Support in Camden (14.9%) is higher than the national average and London averages (11.8% and 12.6% respectively – DfE January 2021 data). The percentage of pupils with Education Health Care Plans (EHCP) is 3.2% above the national average of 2.1% and the London average of 2.7%.

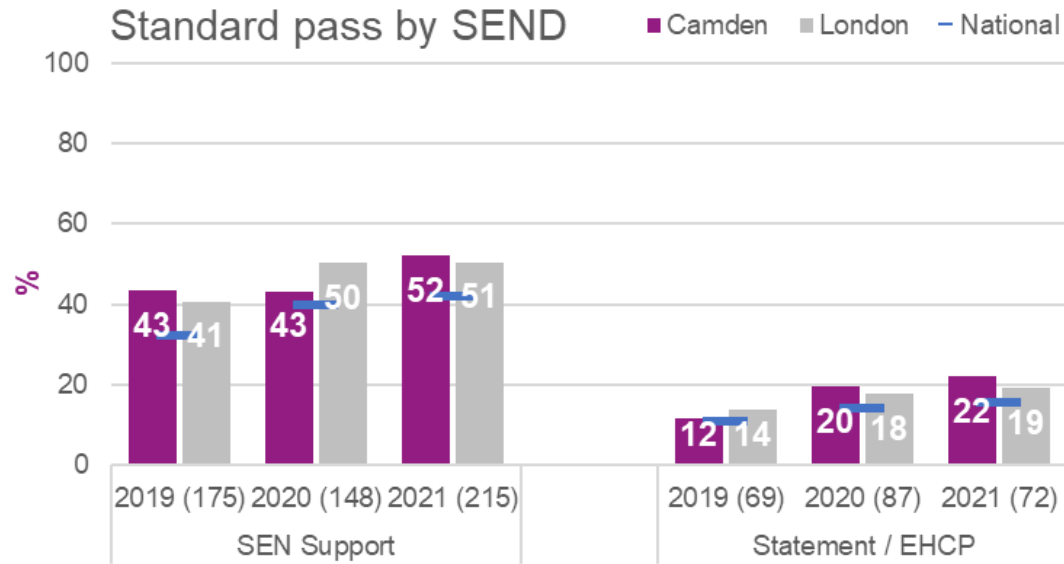
Secondary schools – the percentage of pupils with SEND Support in Camden secondary schools has increased and is now very similar to both national and London averages: 12.5% in Camden compared to 11.5% nationally and 10.7% in London (DfE January 2021 data). A higher proportion are pupils with a statement or EHCP (3.1% in Camden secondaries compared to 2.0% nationally).



- **Attainment 8** - Results for SEND Support pupils increased in 2021 and are now well above national averages and in line with London averages. Results for **pupils with an EHCP fell slightly, although remain above national and London averages.**



Pupils with Special Educational Needs - KS4 (2020)



- **Standard pass** – 52% of pupils with **SEND Support** achieved a standard pass in English and Maths, which is an increase of 9% from 2020, and brings the group back in line with the national average for this group. Results for **pupils with EHCP** increased to 22% and **remain above national and London averages**.

Overall Strengths - Camden schools are inclusive and have developed their practice for pupils with SEND based on the lessons learned in the pandemic and in light of the new Ofsted framework. The schools are now widening their **curriculum planning** with a greater emphasis on **delivering a curriculum that works for pupils with SEND**. The **Trauma Informed Practice in Camden (TIPiC)** programme is continuing to support inclusive practice for pupils who need an effective response when they find the system of school hard, this approach is supporting the **increase in mental health needs** that have emerged as a result of the pandemic.

Concerns - Many schools have identified an **increase in incidence and need** especially in **reception** and with some transitions; the schools want to improve their practice for some pupils who have significantly different learning profiles than their peers more work needs, the LA is has **funded a borough wide Autism Education Trust (AET) CPD programme** to address this for pupils with ASD.

Next Steps (facilitated by SENDCO forums, the local area SEND Strategy, Education Strategy & HNB Funding Review) – Continue to share the practice of the **Camden Learning Hubs** to improve practice for pupils with SEND. Embed the use of the vulnerability matrix and/or SEND passport as part of the Y6-Y7 transition process. A stronger **focus on inclusive curriculum approaches** and delivering effective quality first teaching for all pupils with predicted and exceptional needs. **Delegation of funding in clusters** for schools to be able meet need with a **more flexible funding stream**.



Supplementary Schools Overview (2020/21)

- **Supplementary schools** provide additional support with **specific curriculum areas** and **enrichment activities** including **sport, community languages, religion and heritage history**.
- Up to 2020, Camden directly funded **9 supplementary schools/settings** at a cost of £49,500 (£5,500 each) for the 2019/2020 academic year; 1 Somali, 1 Bengali, 1 Albanian, 1 African Caribbean, 1 Afghan, 1 African Congolese, 1 Ethiopian, 1 Arab and 1 sports club. The funding was a transition fund that allowed settings to prepare for accessing other funding sources. This was successful as Camden was able to withdraw direct funding with the knowledge that wider group of supplementary schools were accessing support and funding. For the 2020/21 and 2021/22 academic year, Camden supplementary schools have accessed funding from CIL, John Lyon's Charity and Young Camden Foundation.
- **The pandemic has affected supplementary schools adversely**. With many forced to close due to premises (in particular mainstream schools) deciding not to lease space. Many offered online sessions during restrictions and opened back to face-to-face when restrictions lifted.
- As time progressed, Camden supplementary schools gained confidence in adapting and delivering online teaching but most struggled to keep the same numbers because of the digital divide and because parents felt that their children were spending too much time online.
- Throughout 2021 Camden supplementary schools accessed practical and in-depth **webinars** on the **DfE protective measures for re-opening** children's settings and risk assessment, as well as **training** for community teachers on **remote teaching, digital skills, children's rights, creative teaching and learning and safeguarding**.
- 3 Camden supplementary schools, CARAF, Albanian Kosova Supplementary School and CASS were mentored and achieved their NRCSE Quality Mark accreditation. A further 4 supplementary schools (Bengali Education Centre, British Somali Community, Camden Arabic Association and Spanish Saturday School) are in the process of achieving their Quality Mark in 2022.
- The **Camden Supplementary Schools Forum** in partnership with **Camden Safeguarding Children's Partnership (CSCP), NRCSE and YCF** provided an opportunity for supplementary schools to share their experiences; the challenges members of their communities were facing; the concerns of parents for their children's educational development and wellbeing as well as to find out about emergency support and laptop donations.



Supplementary Schools Overview (2020/21)

From Dec 2020 to Dec 2021 Camden have been engaged in DfE funded out of school settings communication activity to raise awareness of the **New Code of Practice (Keeping Children Safe in Out of School Settings)**

The aim of the work was:

- To increase confidence in our contacts which have not been rigorously updated since 2016.
- Introduce schools to key contacts for help and support
- Broaden the range of schools in regular contact with us to include paid tuition centres and improve links with those taking place in faith buildings
- 45 organisations attended workshops and developed action plans to improve safeguarding. 51 organisations confirmed awareness of the Code of Practice. 118 organisations received information and a newly designed key contacts poster.

Key Communication and Support Interventions

- **Regular communications**, advising on policy, quality assurance, events, training and sharing best practice.
- **Mentoring** of staff in supplementary schools through the National Resource Centre for Supplementary Education (NRCSE) accreditation system to improve safeguarding and learning outcomes for children.
- Supplementary schools access **free safeguarding training** through Voluntary Action Camden (VAC)
- Representatives from 32 supplementary schools have attended **termly forums** now online - the forum is an opportunity for policy updates, link to Camden services and partners, networking, training and support.
- Engagement with the following Camden services and partners has improved links: Early Help, Community Partnerships, Community Safety, Camden Prevent, CSCP, Young People's Trust, Young Camden Foundation, Camden Voluntary Action, Museum of London, British Museum, National Resource Centre of Supplementary Education, The Prince's Trust, Faith Associates, HA9. John Lyon's Charity.

Attendance & Exclusions



Autumn / Spring data shows Camden absence rates are significantly lower than national and regional averages

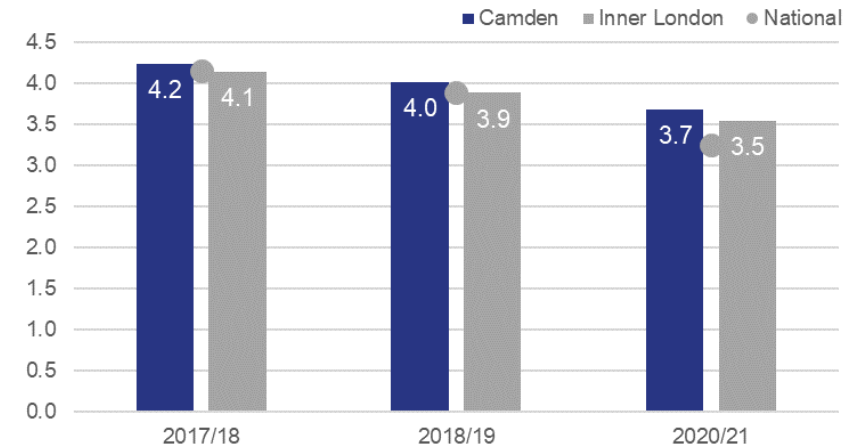
Attendance data for 2020/21 is available from various sources and each comes with its own caveats given the impact Covid has had on reporting of absence in schools.

- DfE School Census data** – schools have recorded pupil-level daily attendance (morning and afternoon) and return this to the DfE in the School Census the following term. Schools have recorded absence due to covid (using an x-code), but this has also been included in nationally reported data.
- Daily reporting** – schools have also had to send in aggregated daily data to the DfE to assist with monitoring of the impact of covid. This data comes with a number of caveats, as this included sixth form and as it is aggregate data, it is not possible to unpick this in much detail.

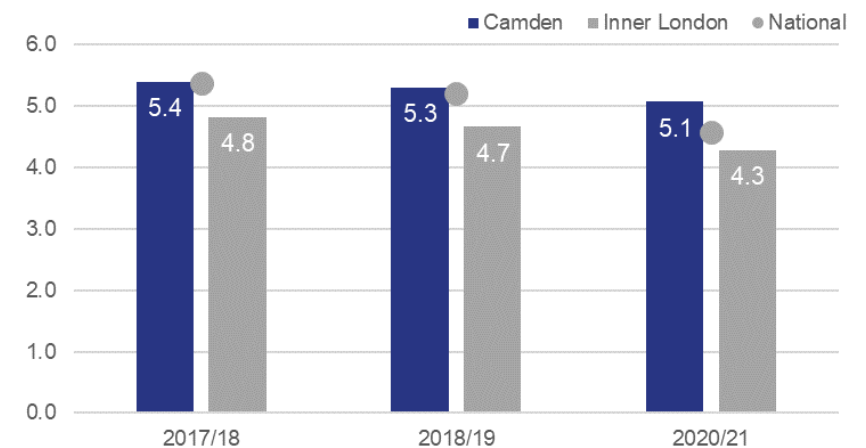
DfE School Census data - DfE data is available for autumn / spring term combined, to enable comparisons to national and Inner London averages.

- Absence rates for primary and secondary schools are now above both national and regional averages.
- Camden ranks 128 out of 150 local authorities for primary school overall absence (85th percentile) and 117 out of 150 for secondary schools overall absence (78th percentile).
- In Camden, **60% of sessions were recorded as not attending due to COVID circumstance in Spring 2021**, which is above the national average of 55%
 - Between Autumn 2020 and Spring 2021, around 600,000 days were missed due to covid and around 100,00 due to absence, out of over 2,000,000 possible days.

% Absence primary schools - Autumn / Spring



% Absence secondary schools - Autumn / Spring

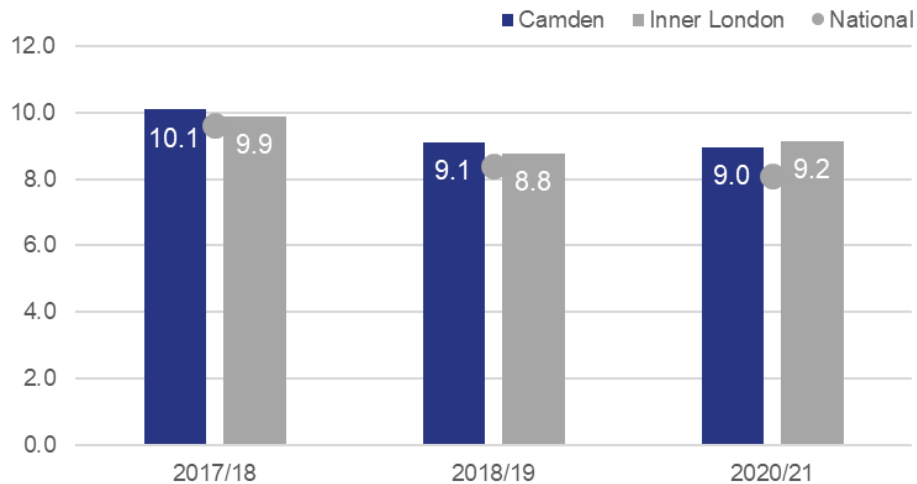


Persistent absence rates remain high in secondary schools

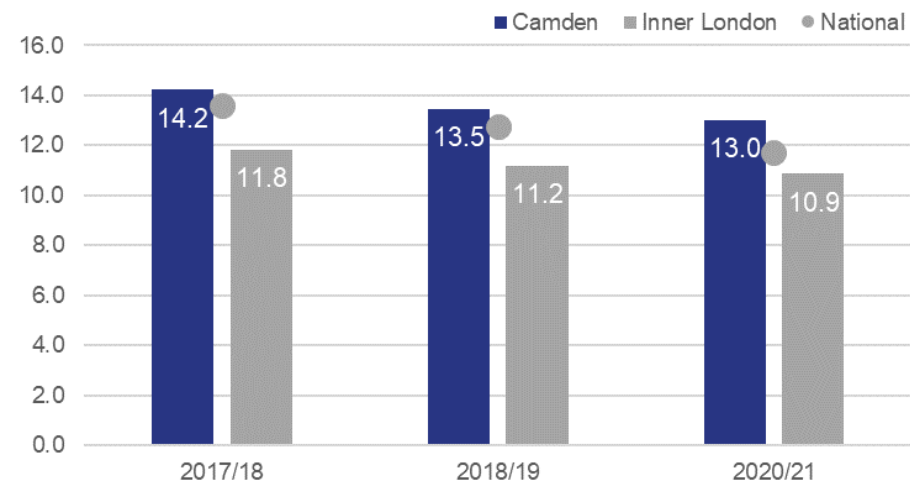
Another measure of attendance is persistent absence, which identifies the proportion of pupils who missed more than 10% of possible sessions over a given time-period.

- Within Camden primary schools, 9% of pupils are persistent absentees in 2020/21, which is now slightly lower than Inner London averages, though remains above national averages.
- 13% of Camden secondary school pupils are persistent absentees, which is higher than Inner London and national averages,
- Camden ranks 103 out of 150 local authorities for primary school persistent absence (69th percentile) and 108 out of 150 for secondary schools persistent absence (72nd percentile).

% Persistent absence - primary schools - Aut / Spr

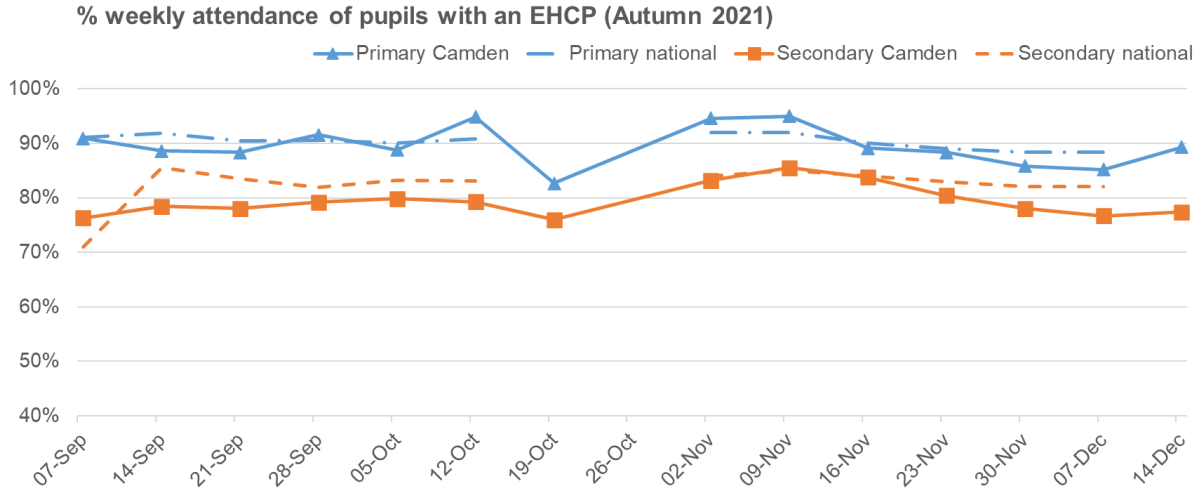


% Persistent absence secondary schools - Aut / Spr



Attendance of Vulnerable Pupils

Attendance rates for all EHCP pupils and pupils with social workers in secondary schools were lower than the groups nationally

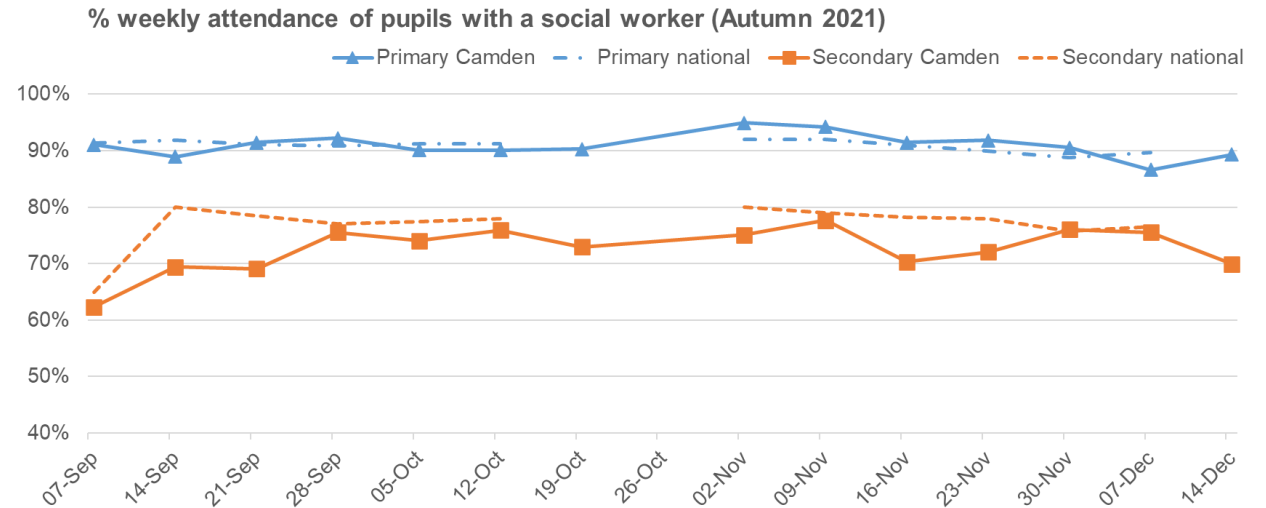


Pupils with a social worker

- During the autumn term, attendance rates for pupils with a social worker nationally were around **90% for primary schools, and largely in line with national rates.**
- **Rates were lower for pupils with a social worker in secondary schools, and lower than rates nationally.**

Pupils with an EHCP

- During the autumn term, attendance rates for pupils with an EHCP in **primary schools were around 90%** and this was **largely in line with the rates nationally**
- Rates were much **lower for pupils with an EHCP in secondary schools, around 80%**, and lower than rates nationally.



Summary

- The pandemic inevitably had a significant effect on school attendance, rendering attendance performance data comparisons over time problematic.
- However, Camden remains below national and regional averages for primary, secondary and special schools.

Concerns

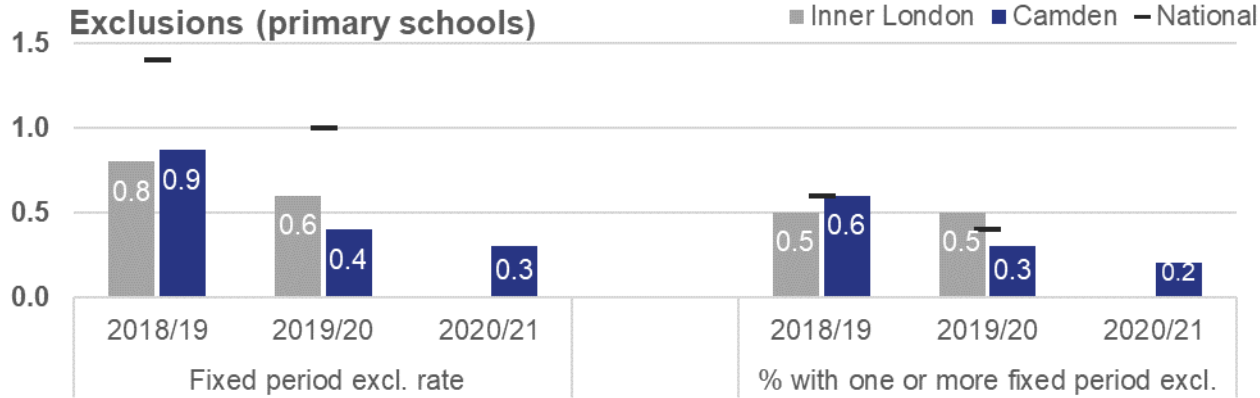
- Attendance during COVID has been lower than other areas across London and nationally (bottom 20%).
- Concern over **lower numbers of pupils with a SW attending** school.

Next Steps

- Work with schools to tackle pandemic-related issues and bring about a **return to pre-pandemic levels of attendance and then above National/ London levels**.
- Implement systems to enable **robust data collection** and **accountability**. Upgrade to Impulse database expected Summer 2022.
- Co-design and produce **Attendance Strategy guidance and good practice resources** for schools to improve attendance
- Virtual School focus on attendance of CiN and CP pupils.
- Work with DfE Advisor in Spring 2022 to identify good practice and refine Camden approach.

Exclusions (2020/21)

Exclusions in 2020/21 were again impacted by the national lockdown but overall show a reduction on 2018/19 figures

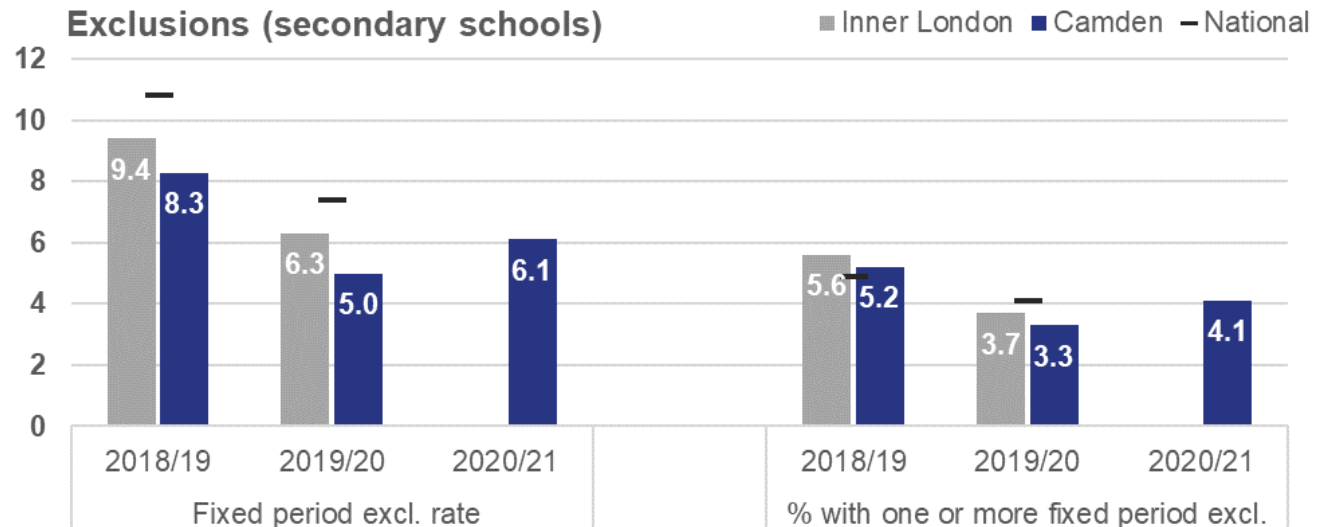


Primary

- Exclusion rates are low and remain well below the national average
- Less than 1% of pupils have a fixed term exclusion.

Secondary

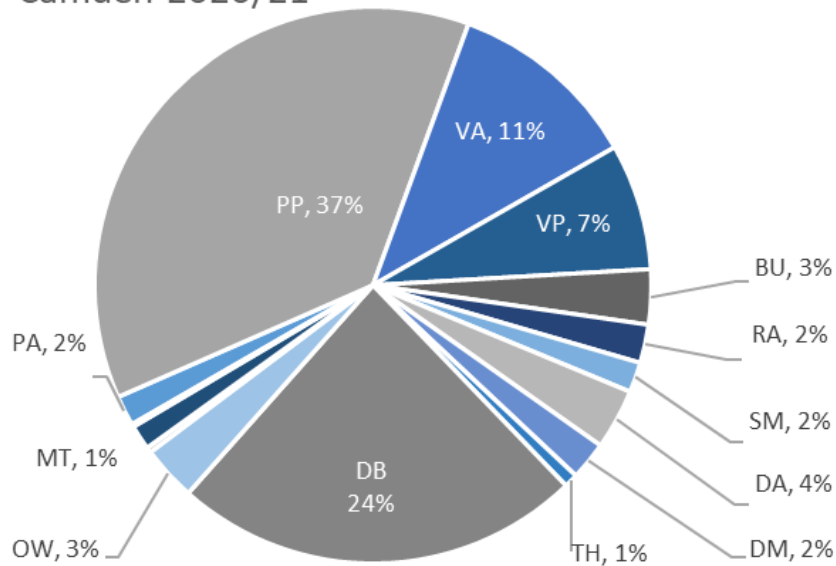
- Exclusion rates are higher, compared to 2019/20 (though this was a shorter year, with longer lockdown periods), with 6.1% of pupils excluded for a fixed period in 2020/21. 4.1% of pupils were **excluded on multiple occasions**, in line with national averages.
- School variation – Although there are **big differences between Camden secondary schools**, the **gap** between highest and lowest has **narrowed** in recent years. The lowest fixed term exclusion rate is 1.6% whilst the highest is 10.5%.
- **Permanent exclusions** – Camden had 17 permanent exclusions in 2020/21, up from 10 in 2019/20, **mostly from secondary**.



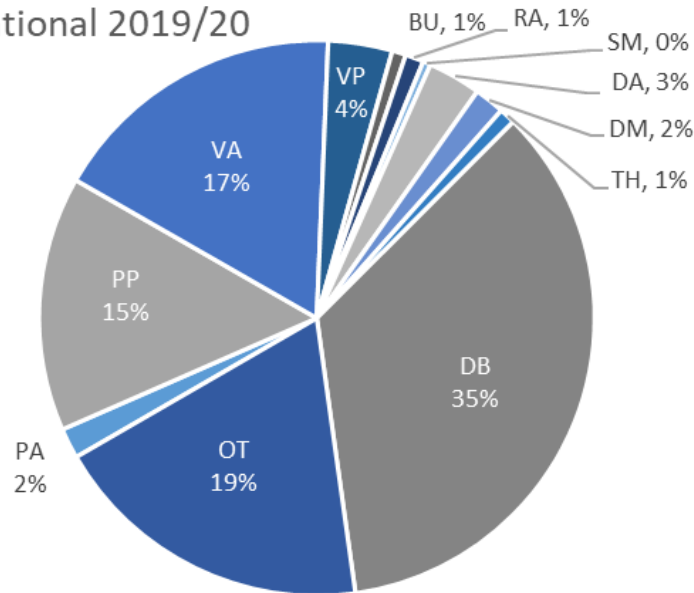
Reasons for Exclusion

The most common reason for exclusions in Camden is physical assault against a pupil, followed by persistent disruptive behaviour. This differs from the national reasons.

Camden 2020/21



National 2019/20



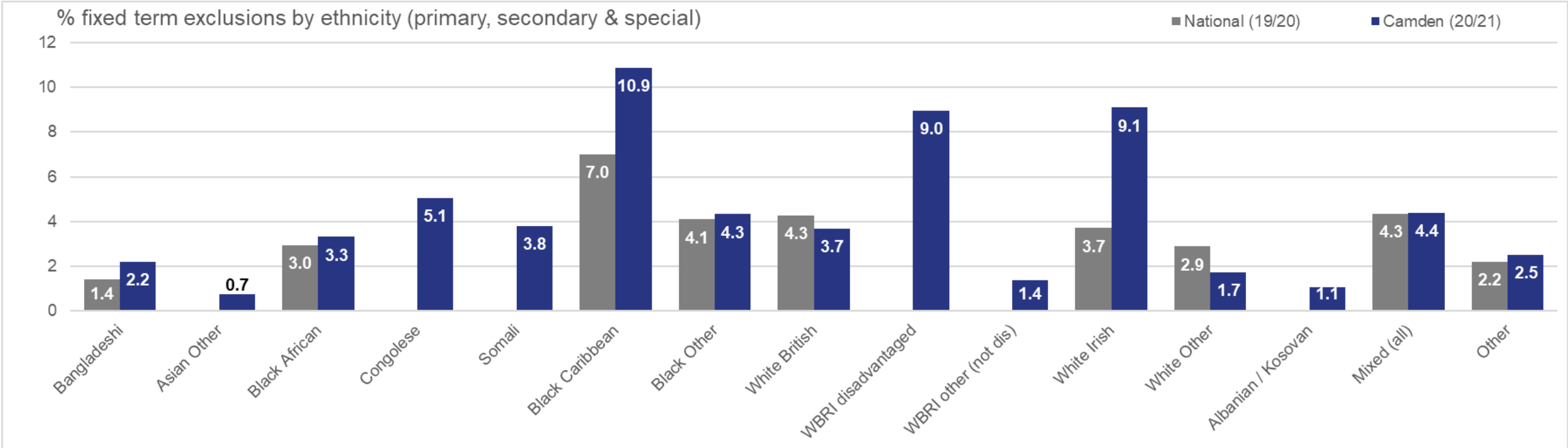
- PA Physical assault against an adult
- PP Physical assault against a pupil
- VA Verbal abuse/ threatening behaviour - adult
- VP Verbal abuse/ threatening behaviour - pupil
- BU Bullying
- RA Racist abuse
- SM Sexual misconduct
- DA Drug and alcohol related
- DM Damage
- TH Theft
- DB Persistent disruptive behaviour
- OT Other
- OW Use or threat of use of an offensive weapon or prohibited item
- LG Abuse against sexual orientation and gender identity
- DS Abuse relating to disability
- MT Inappropriate use of social media or online technology
- PH Wilful and repeated transgression of protective measures in place to protect public health

Comparisons to national data for 2019/20 should be made with caution as 'Other' has been removed and a number of new reasons introduced, so this is not a like for like comparison.

- **Physical assault against a pupil is the largest group** (37%, compared to 15% nationally).
- **Persistent disruptive behaviour is the second largest reason** (24%, compared to 35% nationally).

Exclusions by Ethnicity (2020/21)

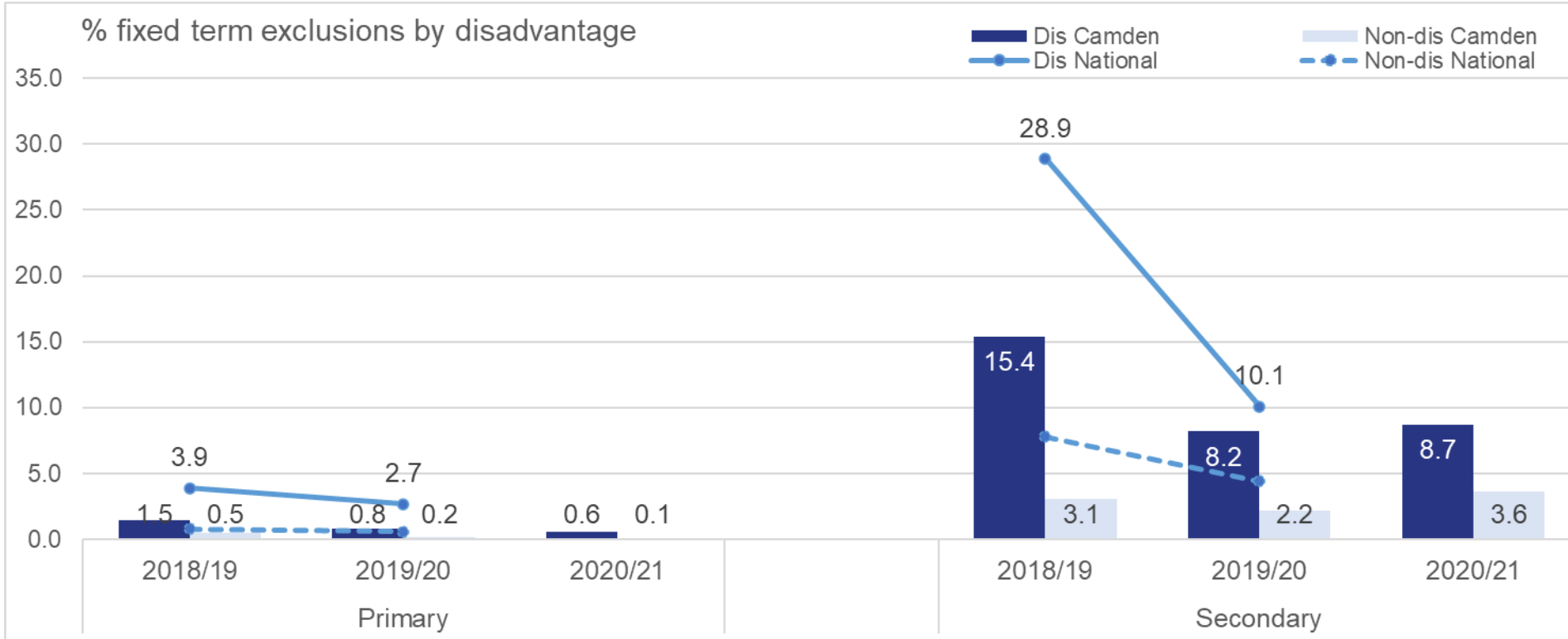
White British Disadvantaged pupils, White Irish and Black Caribbean have the highest rate for fixed term exclusion



- There is **great variability of fixed term exclusion rates when broken down by ethnicity**. **White British Disadvantaged** pupils, **White Irish** (small numbers) and **Black Caribbean** have the **highest rate** for fixed term exclusion (around 9-11%).
- The exclusion rates of most ethnic groups are in line with the same groups nationally, apart from White Irish – though as previously noted, pupil numbers are low, so should be interpreted with caution and Black Caribbean.

Exclusions by Disadvantage (2020/21)

The % fixed term exclusions of disadvantaged pupils is higher than for non-disadvantaged pupils, though below rates nationally

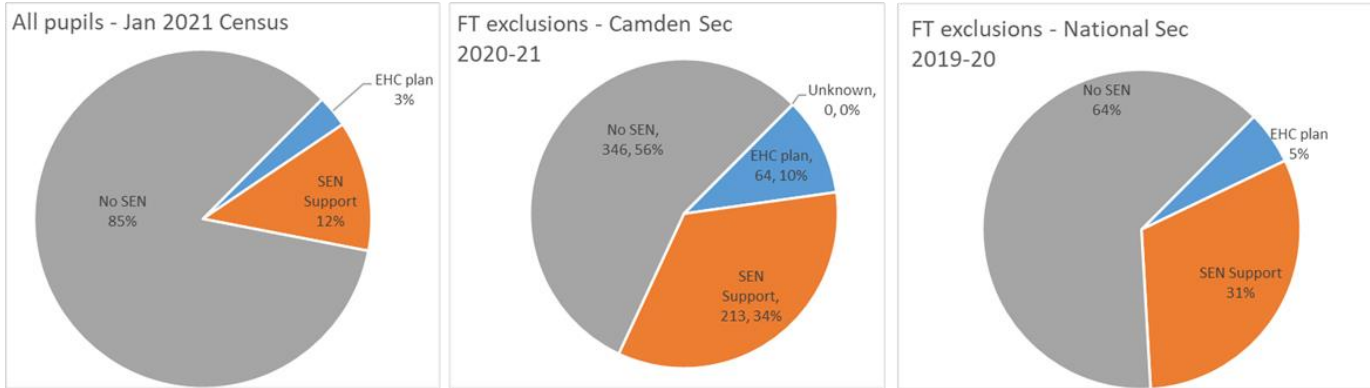


- The **exclusion rate** (% pupils with one of more fixed term exclusions) for **disadvantaged pupils** is **higher than non-disadvantaged pupils**
- This is **lower than disadvantaged pupils nationally**.

Exclusions by SEND

SEND pupils are excluded disproportionately, especially those identified with Social, Emotional and Mental Health needs

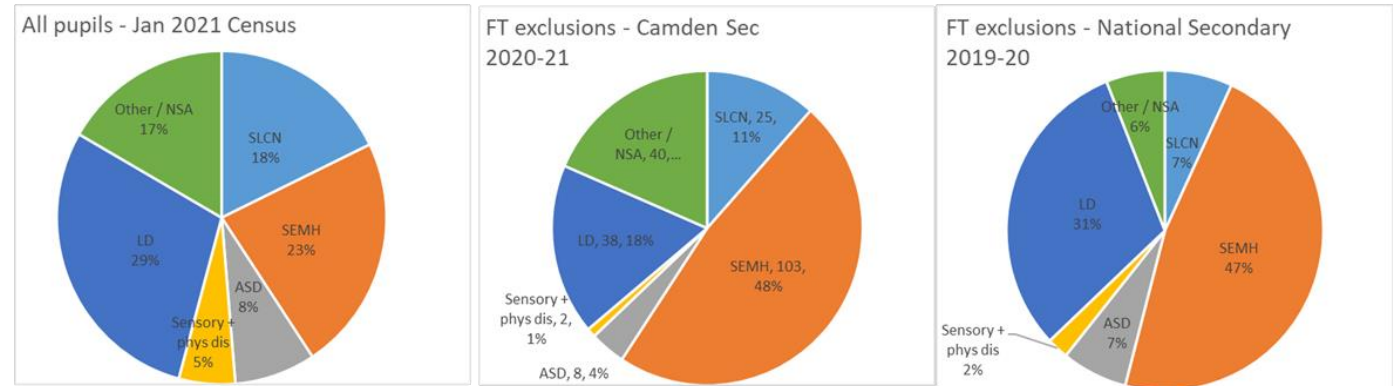
Exclusions by Special Educational Need (SEN)



- A third of fixed term exclusions in 2020-21 were of SEND Support pupils, who account for 12% of the general secondary school population. This is disproportionate, although in line with national data for 2019-20, where 31% of exclusions are of SEND Support pupils. Pupils with an EHCP are also excluded disproportionately, accounting for 3% of the school population but 10% of exclusions.
- Exclusion information is now routinely shared with EPS to inform support on interventions, which should lead to a more strategic response to exclusions for SEND pupils.

Exclusions by Special Educational Need (SEND)

Nearly half of SEND pupils excluded in 2020-21 had Social, Emotional and Mental Health (SEMH) identified as their primary need. This is disproportionate relative to the general school cohort, where SEMH pupils account for 23% of the SEND cohort, although this is in line with the national data for 2019/20 where they accounted for 47%.



Summary

- **Secondary fixed term exclusions** have reduced, overall, bringing Camden in line with London and National rates, with a **similar** trend for **permanent exclusions**.
- **Disproportionate exclusion rates for key groups**, including those with **SEND and White British disadvantaged** pupils, continue to be a targeted area for our future work.

Next Steps

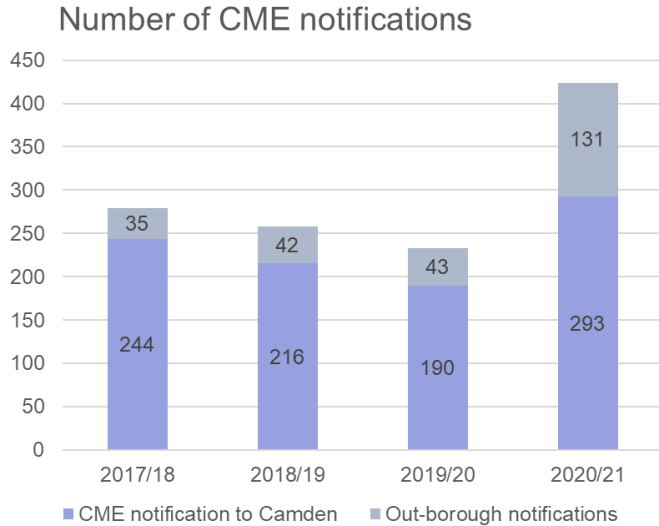
1. Data collection, analysis and dissemination – developing platforms for informed discussion and strategic planning
2. Secondary Peer to Peer Reviews - developing a collaborative approach to inclusion through the sharing of best practice aimed at reducing exclusion
3. A continuum of provision in Camden – collaborations developed between the specialist sector and mainstream schools to support children at risk of exclusion
4. Work with the Somali Community – a partnership approach leading to a significant decrease in disproportionality of exclusion from this community
5. Mentoring – developing partnership approaches to tackle exclusions
6. Trauma Informed Practice – programme for schools
7. Vulnerability Matrix – supporting the transition of vulnerable pupils from primary to secondary settings

Appendices



Children Missing Education – CME (2020/21)

Increase in the number of CME notifications in recent years and time out of suitable education for CME has fallen over the last three years, with 77% placed within 6 weeks in 2020-21

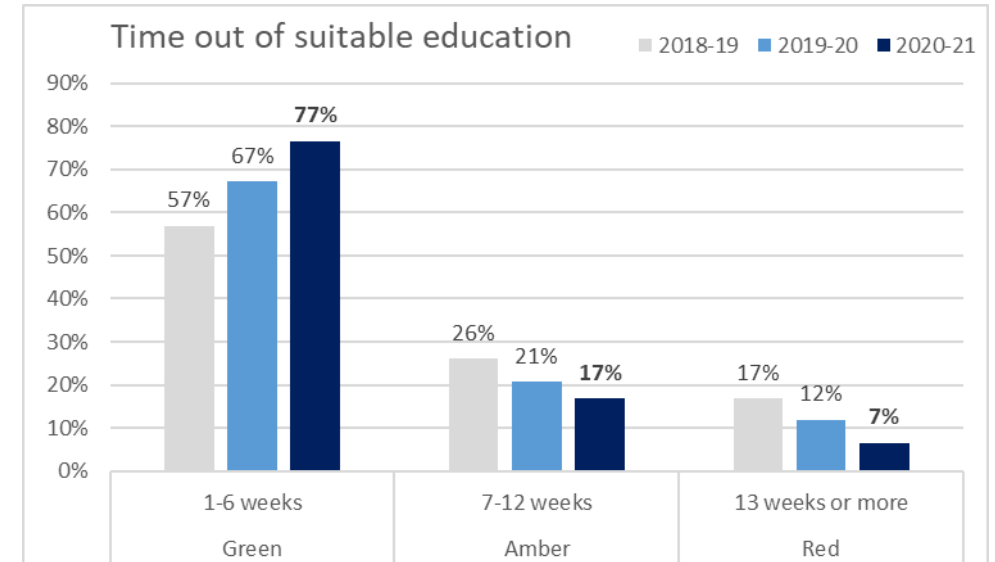


In 2020/21, there were **293 CME notifications** and 131 out of borough notifications (Camden to other LA's). This represents a large increase of both notification routes.

- There was a significant reduction in notifications in 2019/20, this was largely due to school closures because of COVID 19. Schools were closed for around 30- 40% of the year, except to vulnerable children and children of Key Workers. Schools were able to offer online learning so that children could access education from home, therefore children were not removed from school roll. There was also less movement due to lockdown.
- Once schools officially re-opened in September 2020, CME notifications increased, as schools were able to off roll pupils in line with DfE grounds for removal. As lockdown eased, more families moved into Camden. We also noted a considerable increase in asylum seekers this year, that were placed in temporary hotels/hostels in Camden. The majority of these families then moved on to other LA's, this accounts for the increase in CME notifications from Camden to other LA's.

Time out of suitable education

- In 2020-21, time out of suitable education following notification has reduced, with 77% being placed within 6 weeks. In 2018-19, only 57% were placed within this 'green' window.
- Only 7% of cases were deemed to be CME after 13 weeks, compared to 17% of CME in 2018-19. Cases that remain on the register for 13 weeks or more are most likely to be undergoing a process for an Education Healthcare Plan (EHCP), or have complex needs where alternative provision needs to be considered.



Summary

- Increase in the number of CME notifications in recent years
- Majority of notifications were from Other Local Authorities and Camden School Admissions Team.
- Majority of CME are placed in Camden Schools or Out of Borough Schools.

Next Steps

- Richer data collection from new CME register.
- Requesting detailed information from key stakeholders around achievement and attainment for KS4 CME
- CME termly training for schools (Pupil Attendance Service attendance meeting)
- Working with the Camden Learning Data Consultant to analyse CME data termly for sharing and presenting at panels.
- Maintaining relationships with key stakeholders through termly CME Promotion. Offer CME guidance to stakeholders, schools and linking with other LA CME officers to share best practice
- Working with the Family Link Worker to ensure “at risk “of CME are identified, particularly Year 6 transfer to secondary school
- Regular reviews to ensure CME Policy and Procedures are in line with DfE Guidance.
- Cease the use of “Out of School Report” as a source of notification, instead use the service name in order to collate accurate data.
- Add a new source of notification – “Hotels/Hostels” e.g. asylum seekers/refugee.
- Being responsive to international crisis situation e.g. Afghanistan



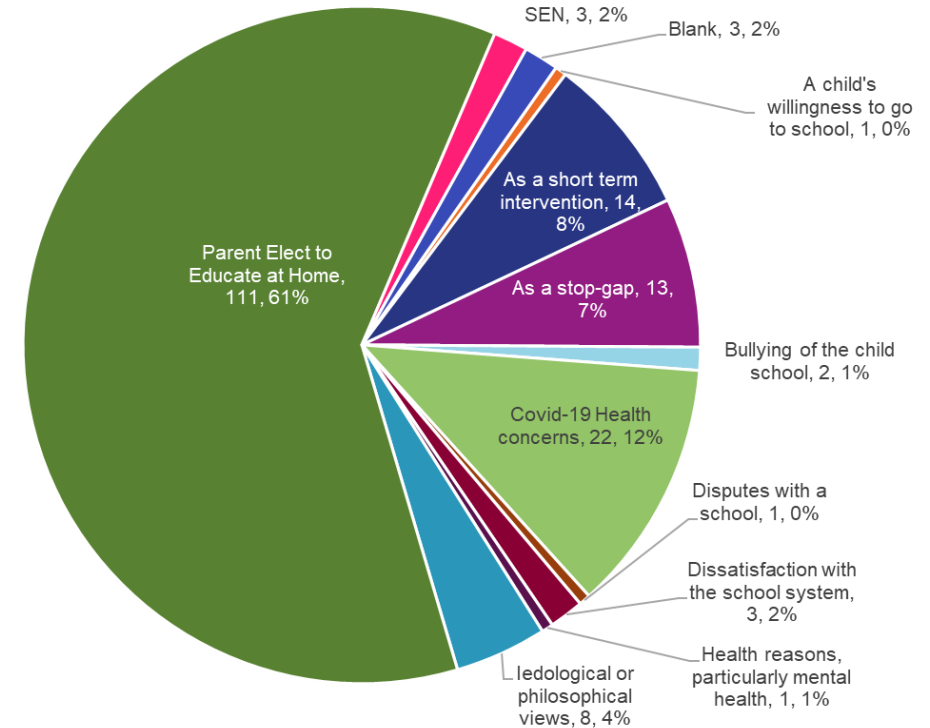
Elective Home Education – EHE (2020/21)

There was a significant increase in Elective Home Education numbers over the period of the pandemic.

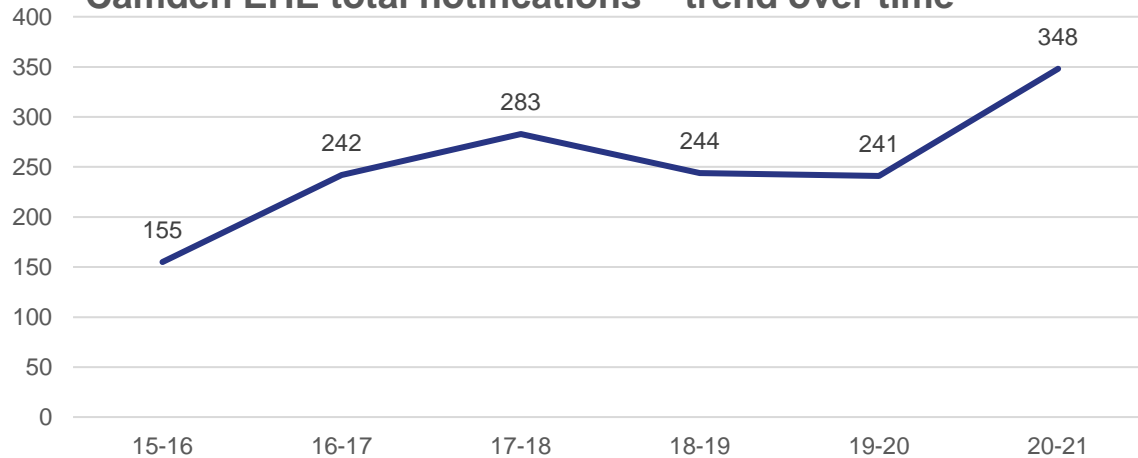
2020 -21 had the highest level of EHE referrals both new and existing cases in Camden in recent years.

- 348 children were recorded as home educated, compared to 233 in 2019/20, which is an increase of 33%.
- 182 new cases, compared to 75 in 2019/20.
- Parents electing to educate at home accounted for over 60% of new notifications in 2020/21, similar to 65% in 2019/20.

2020-21 – reasons for new notifications in Camden



Camden EHE total notifications - trend over time



Summary

- There are 257 pupils known to be electively home educated on our voluntary register at this time. There were 348 pupils known to have been on the EHE register for 2020-2021. There were 241 and 244 pupils for the years 2019-20 and 2018-19.
- 251 of statutory school age and 193 active cases.
- There have been 63 new cases since September compared to 135 the year before.

Next Steps

- Working with the Camden Learning Data Consultant to analyse EHE data termly for sharing and presenting at panels.
- Richer data collection from new EHE register.
- EHE termly training for schools (Pupil Attendance Service attendance meeting)
- To offer EHE lunch and learn with safeguarding staff
- Regular reviews to ensure EHE Policy and Procedures are in line with DfE Guidance.
- Working with Schools to improve information sharing processes around off rolling information
- Proactively maintain relationships and offer EHE guidance to key stakeholders, schools and London EHE Officers. Sharing best practice with other EHE Officers
- Working with the Family Link Officer to ensure “at risk “ of EHE are identified, particularly Year 6 transition to secondary school if required
- Undertake termly audits of EHE pupils known to the service
- Review Exam Centre Service Level Agreement
- Work with Public Health colleagues about inoculations for Covid and other health inoculations

Section 11 Audits



BACKGROUND

- In partnership with Camden Safeguarding Children’s Partnership, Camden Learning conducted a Safeguarding audit of all Camden Schools, in accordance with Children’s Act 2004.
- The audit is a valuable tool for schools to demonstrate their effective safeguarding practice and to highlight areas requiring action.
- Schools were required to provide evidence in response to questions/ statements set within 6 key sections.
- This audit was designed to reflect the challenges raised by Covid, the visibility and needs of vulnerable pupils, and to elicit a response to specific concerns highlighted by the “Everyone’s Invited” website and subsequent Ofsted review of Sexual Abuse published in June 21

Key strengths and learning

- **Curriculum responses** in respect to the teaching of safeguarding were compliant with several very good examples. Many referenced Camden Learning policies and resources – PSHE/RSE
- **Multi-Agency Working** – Vast majority of schools demonstrated a wide range of engagement with services, statutory and voluntary
- **Training and Information** – Schools are accessing a range of safeguarding training/webinars tailored to roles teachers, mentors, DSLs etc such as FGM, DA, self-harm, Young Gaming, Social Media and Mental Health. This is complimented by regular safeguarding updates and training through the year.
- **Capacity** – Schools ensure there is sufficient capacity and some have several trained DSLs. Some have appointed staff to be responsible for key areas e.g. Peer on Peer, sexual harassment.
- **Bullying prevention** schools demonstrated understanding and use of proactive strategies to maintain a high anti-bullying profile.
- **Culture for safeguarding** – training on processes, identification and reporting issues, including examples of working with pupils and parents,
- **Parent/ Pupil Voice/Culture** - Many schools provided strong examples of pupil voice including the curriculum and sexual harassment

AIMS

- Inform the wider CSCP about safeguarding compliance in Camden schools
- Gather an overview of schools’ position and responses to sexual harassment agenda in light of “Everyone’s Invited” website and Ofsted Review
- Identify strengths and areas for learning – sharing best practice
- Identify and challenge any lack of compliance
- Provide a self evaluation tool for schools
- Identify strong practice and a culture of safeguarding
- Contribute and inform the LA Ofsted safeguarding Inspection



Section 11 Audits - recommendations



Sexual harassment and violence against girls

- Develop strategic local conversations – schools highlighted a need for a strategic response to address the wider systemic and social changes in locally and nationally
Ref: Joint Safeguarding Performance Report (Children and Adults) Section 4 Tackling culture of violence against women and girls
- Schools to have access to quality and scalable training and learning resources within the PSHE/RSE and wider curriculum, relevant to school context
- Develop practice and sharing approaches to promote student voice in secondary settings, and in their contribution to school strategies
- Further consideration should be given to sexual harassment and violence within the context of the primary school setting

Wider Safeguarding

- **Role of the LADO** in ensuring understanding of thresholds when managing allegations against staff (KCSiE 2021)
- **Strengthen** the opportunities in building the resilience of DSLs whilst recognising increasing demands and challenges
- Ensuring schools are fully informed of the range of support available in addressing and responding to national and local safeguarding issues



Inclusive practice peer reviews

In response to the Scrutiny Panel's report, Camden Learning coordinated a programme of secondary school peer to peer reviews.

Aims: To coordinate a comprehensive review of Inclusive Practice in Camden Secondary School around reducing exclusions and increasing inclusion to develop:

- a greater understanding of effective school practice
- an understanding of school responses to data around exclusions; specifically, where disproportionality exists both within Camden and in individual schools
- a shared vision of inclusive practice and a commitment to fostering a borough wide approach with shared aims and principles to support the further development of inclusive practice within Camden

The process:

- A peer to peer process across schools involving Strategic Inclusion Leads and Camden Learning
- Whilst a framework was provided covering areas of practice which were aligned to the Exclusions Scrutiny Panel recommendations, the overarching aim was to develop a collaborative reflective learning process underpinned by a culture of honesty and mutual respect

Next Steps

- Feedback from Strategic Inclusion leads was overwhelmingly positive and there was a commitment to developing phase two of the peer to peer process
- This focussed on developing a programme of cross school collaboration to further inform shared best practice and provide an evidence base of what is working locally in Camden Schools

Eight out of ten secondary schools were involved in phase one of the programme in the summer term, with a ninth school joining in September